

**THURSDAY, MARCH 5, 2026
FULL-BOARD PUBLIC SESSION**

Longaberger Alumni House
2200 Olentangy River Road, Columbus, OH 43210
Or watch via livestream at: <https://vimeo.com/event/5752667/3a99033f77>

1:00 p.m. **Board Meeting Reconvenes**

Approval of December 2025 Meeting Minutes – Mr. John Zeiger
President's Report – President Walter E. Carter Jr.

Consent Agenda

1. Resolutions in Memoriam
2. Distinguished Service Awards
3. Resolution Adopting an Amendment to the *Bylaws of the Board of Trustees* and a Charter for the Academic Affairs, Research and Student Life Committee
4. Approval of Personnel Actions
5. Approval to Establish an Interdisciplinary Master of Science in Quantum Information Science and Engineering
6. Approval to Establish an Interdisciplinary Doctor of Philosophy in Quantum Information Science and Engineering
7. Approval to Establish a Master of Energy Sustainability
8. Amendments to the *Rules of the University Faculty*
9. Adoption of Resolution Specifying Conditions for Exemptions to the Civic Literacy Course Requirements in Ohio Senate Bill 1, the Advance Ohio Higher Education Act
10. Adoption of Resolution Establishing Process to Review and Approve New Academic Programs, Degree Programs, Curricula/Courses, General Education Requirements, Colleges, Departments, Schools, Centers and Institutes
11. Faculty Personnel Actions
12. Honorary Degree
13. Degrees and Certificates
14. Approval to Enter Into/Increase Professional Services and Enter Into/Increase Construction Contracts
15. Approval for Acquisition of Real Property – 6515 Pullman Drive
16. Obstetrical Services Standards for FY2026
17. Approval of the University Foundation Report
18. Naming of the Baughman Family Tower
19. Naming of the Kokosing Construction Management Program
20. Naming of Thomas M. and Debra F. Feeney Education Center
21. Naming of the Vrable Center for Pharmacy Excellence
22. Naming of the Dr. Gerald M. Gregorek Aerospace Learning Laboratory
23. Naming of Internal Spaces – Riffe Building
24. Naming of Internal Spaces – University Hospital
25. Naming of Internal Spaces – Engineering Research and Education Laboratories
26. Naming of the Clinical Research and Innovation Facility
27. Naming of the Institute of Brain, Behavior and Immunology

November 20 – December 4, 2025, Board of Trustees meetings

THE OHIO STATE UNIVERSITY
OFFICIAL PROCEEDINGS OF THE
ONE THOUSAND FIVE HUNDRED AND THIRTY-SECOND
MEETING OF THE BOARD OF TRUSTEES

Columbus, Ohio, November 20 – December 4, 2025

The Board of Trustees and its committees met in Columbus, Ohio, at Longaberger Alumni House, unless noted otherwise herein, and virtually over Zoom on November 20 and December 2-4, 2025, pursuant to adjournment.

** ** *

Minutes of the last meetings were approved.

TALENT, COMPENSATION AND GOVERNANCE COMMITTEE MEETING

Committee Chair Jeff Kaplan called the meeting of the Talent, Compensation and Governance Committee to order on Thursday, November 20, 2025, at 9:02 a.m. The committee convened in Columbus, Ohio, in the Alumni Room at the Fawcett Center.

Members Present: Jeff M.S. Kaplan, Elizabeth P. Kessler, Gary R. Heminger, Reginald A. Wilkinson, Tomislav B. Mitevski, Juan Jose Perez, John W. Zeiger (ex officio)

Members Present via Zoom: N/A

Members Absent: N/A

It was moved by Mr. Kaplan and seconded by Mr. Perez that the committee recess into executive session to discuss business-sensitive trade secrets and personnel matters regarding the appointment, employment and compensation of public employees.

A roll-call vote was taken, and the committee voted to move into executive session with the following members present and voting: Mr. Kaplan, Ms. Kessler, Mr. Heminger, Dr. Wilkinson, Mr. Mitevski, Mr. Perez and Mr. Zeiger.

The committee entered into executive session at 9:21 a.m. and adjourned at 12:03 p.m.

(See Appendix X for Summary of Actions Taken, page XX)

ACADEMIC AFFAIRS AND STUDENT LIFE COMMITTEE MEETING

Committee Chair Reginald Wilkinson called the meeting of the Academic Affairs and Student Life Committee to order on Thursday, November 20, 2025, at 1:00 p.m. The committee convened in Columbus, Ohio, in the Alumni Room of the Fawcett Center.

Members Present: Reginald A. Wilkinson, Elizabeth A. Harsh, Elizabeth P. Kessler, Jeff M.S. Kaplan, Bradley R. Kastan, Kara J. Trott – arr. 1:34 p.m., Patrick C. Arp, Phillip Popovich, Eric Bielefeld, John W. Zeiger (ex officio)

Members Present via Zoom: N/A

Members Absent: Michael F. Kiggin, Stefanie Sanford

It was moved by Dr. Wilkinson and seconded by Mr. Kaplan that the committee recess into executive session to discuss business-sensitive trade secrets; personnel matters involving the appointment, employment and compensation of

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public employees; and to consult with legal counsel regarding pending or imminent litigation.

A roll-call vote was taken, and the committee voted to move into executive session with the following members present and voting: Dr. Wilkinson, Mrs. Harsh, Ms. Kessler, Mr. Kaplan, Mr. Kastan, Mr. Arp, Dr. Popovich, Dr. Bielefeld and Mr. Zeiger. Ms. Trott was not present for this vote.

The committee entered executive session at 1:01 p.m. and reconvened in public session at 2:50 p.m. The committee adjourned at 3:57 p.m.

(See Appendix X for Summary of Actions Taken, page XX)

WEXNER MEDICAL CENTER BOARD MEETING

Board Secretary Jessica A. Eveland called the meeting of the Wexner Medical Center Board to order on Tuesday, December 2, 2025, at 1:59 p.m.

Members Present: Gary R. Heminger, Tomislav B. Mitevski, Juan Jose Perez, George A. Skestos, Kara J. Trott, Robert H. Schottenstein, Stephen D. Steinour, Cindy Hilsheimer, Amy Chronis, John W. Zeiger (ex officio), Walter E. Carter Jr. (ex officio), Ravi V. Bellamkonda (ex officio), Michael Papadakis (ex officio), John J. Warner (ex officio)

Members Present via Zoom: Kendall C. Buchan, Hiroyuki Fujita

Members Absent: Leslie H. Wexner

It was moved by Dr. Warner and seconded by Mr. Zeiger that the Wexner Medical Center Board recess into executive session to consider business-sensitive trade secrets and quality matters required to be kept confidential.

A roll-call vote was taken, and the board voted to go into executive session with the following members present and voting: Mr. Heminger, Mr. Mitevski, Mr. Perez, Mr. Skestos, Ms. Trott, Dr. Buchan, Mr. Schottenstein, Mr. Steinour, Ms. Hilsheimer, Ms. Chronis, Dr. Fujita, Mr. Zeiger, President Carter, Dr. Bellamkonda, Mr. Papadakis and Dr. Warner.

The Wexner Medical Center Board entered executive session at 2:40 p.m. and adjourned at 5:35 p.m.

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FULL-BOARD EXECUTIVE SESSION

Board Chair John W. Zeiger called the meeting of the Board of Trustees to order on Wednesday, December 3, 2025, at 9:00 a.m.

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Members Present: John W. Zeiger, Elizabeth P. Kessler, Gary R. Heminger, Jeff M.S. Kaplan, Elizabeth A. Harsh, Tomislav B. Mitevski, Pierre Bigby, Juan Jose Perez, Bradley R. Kastan, George A. Skestos, Kara J. Trott, Patrick J. Tiberi

Members Present via Zoom: M. Katherine Holcombe, Reginald A. Wilkinson

Members Absent: N/A

Mr. Zeiger:

Will the secretary please advise when a quorum is present?

Ms. Eveland:

A quorum is present.

Mr. Zeiger:

Thank you. At this time, I would like to convene this meeting of the Board of Trustees and move that the board recess into executive session to consult with legal counsel regarding pending or imminent litigation; to consider business-sensitive trade secrets; and to discuss personnel matters involving the appointment, employment and compensation of public employees.

Upon the motion of Mr. Zeiger, seconded by Ms. Kessler, the Board of Trustees adopted the foregoing motion by unanimous roll-call vote, with the following members present and voting: Mr. Zeiger, Ms. Kessler, Mr. Heminger, Ms. Holcombe, Mr. Kaplan, Mrs. Harsh, Dr. Wilkinson, Mr. Mitevski, Mr. Bigby, Mr. Perez, Mr. Kastan, Mr. Skestos, Ms. Trott and Mr. Tiberi.

The meeting entered executive session at 9:01 a.m. and adjourned at 11:09 a.m.

MASTER PLANNING AND FACILITIES COMMITTEE MEETING

Committee Chair John Perez called the meeting of the Master Planning and Facilities Committee to order on Wednesday, December 3, 2025, at 12:00 p.m.

Members Present: Juan Jose Perez, George A. Skestos, Elizabeth A. Harsh, Pierre Bigby, Bradley R. Kastan, Kendall C. Buchan, Robert H. Schottenstein, Keith Myers, John W. Zeiger (ex officio)

Members Present via Zoom: Reginald A. Wilkinson

Members Absent: N/A

It was moved by Mr. Perez and seconded by Mr. Skestos that the committee recess into executive session to consider business-sensitive trade secrets and to consult with legal counsel regarding pending litigation.

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A roll-call vote was taken, and the committee voted to move into executive session with the following members present and voting: Mr. Perez, Mr. Skestos, Mrs. Harsh, Dr. Wilkinson, Mr. Bigby, Mr. Kastan, Dr. Buchan, Mr. Schottenstein, Mr. Myers and Mr. Zeiger.

The committee entered executive session at 12:12 p.m. and adjourned at 2:32 p.m.

(See Appendix X for Summary of Actions Taken, page XX)

LEGAL, AUDIT, RISK AND COMPLIANCE COMMITTEE MEETING

Committee Chair Elizabeth P. Kessler called the meeting of the Legal, Audit, Risk and Compliance Committee to order on Wednesday, December 3, 2025, at 2:58 p.m.

Members Present: Elizabeth P. Kessler, Bradley R. Kastan, Juan Jose Perez, Patrick C. Arp, Amy Chronis, John W. Zeiger (ex officio)

Members Present via Zoom: N/A

Members Absent: N/A

It was moved by Ms. Kessler and seconded by Mr. Perez that the committee recess into executive session to consult with legal counsel regarding pending or imminent litigation and to consider business-sensitive trade secrets.

A roll-call vote was taken, and the committee voted to move into executive session with the following members present and voting: Ms. Kessler, Mr. Kastan, Mr. Perez, Mr. Arp, Ms. Chronis and Mr. Zeiger.

The committee entered executive session at 3:20 p.m. The meeting adjourned at 5:09 p.m.

(See Appendix X for Summary of Actions Taken, page XX)

FINANCE AND INVESTMENT COMMITTEE MEETING

Committee Chair Tomislav Mitevski called the meeting of the Finance and Investment Committee to order on Thursday, December 4, 2025, at 8:00 a.m.

Members Present: Tomislav B. Mitevski, Pierre Bigby, Gary R. Heminger, George A. Skestos, Amy Chronis, John W. Zeiger (ex officio)

Members Present via Zoom: Kendall C. Buchan, Kent M. Stahl

Members Absent: N/A

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It was moved by Mr. Mitevski and seconded by Mr. Bigby that the committee recess into executive session to consider business-sensitive trade secrets.

A roll-call vote was taken, and the committee voted to go into executive session with the following members present and voting: Mr. Mitevski, Mr. Bigby, Mr. Heminger, Mr. Skestos, Dr. Buchan, Ms. Chronis, Mr. Stahl and Mr. Zeiger.

The committee entered into executive session at 8:24 a.m. and adjourned at 10:23 a.m.

(See Appendix X for Summary of Actions Taken, page XX)

ATHLETICS COMMITTEE MEETING

Committee Chair Gary Heminger called the meeting of the Athletics Committee to order on Thursday, December 4, 2025, at 10:35 a.m.

Members Present: Gary R. Heminger, Elizabeth P. Kessler, Jeff M.S. Kaplan, Pierre Bigby, Bradley R. Kastan, George R. Skestos, Patrick C. Arp, John W. Zeiger (ex officio)

Members Present via Zoom: N/A

Members Absent: N/A

It was moved by Mr. Heminger and seconded by Mr. Skestos that the committee recess into executive session to discuss business-sensitive trade secrets.

A roll-call vote was taken, and the committee voted to move into executive session with the following members present and voting: Mr. Heminger, Ms. Kessler, Mr. Kaplan, Mr. Bigby, Mr. Kastan, Mr. Skestos, Mr. Arp and Mr. Zeiger.

The committee entered into executive session at 10:55 a.m., and the meeting adjourned at 11:59 a.m.

(See Appendix X for Summary of Actions Taken, page XX)

FULL-BOARD PUBLIC SESSION

Board Chair John W. Zeiger convened The Ohio State University Board of Trustees on Thursday, December 4, 2025, at 12:59 p.m.

Members Present: John W. Zeiger, Elizabeth P. Kessler, Gary R. Heminger, Jeff M.S. Kaplan, Elizabeth A. Harsh, Tomislav B. Mitevski, Pierre Bigby, Juan Jose Perez, Bradley R. Kastan, George A. Skestos, Kara J. Trott, Patrick J. Tiberi

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Members Present via Zoom: M. Katherine Holcombe, Reginald A. Wilkinson

Members Absent: N/A

Mr. Zeiger:

Good afternoon. Will the secretary please advise when a quorum is present?

Ms. Eveland:

A quorum is present.

Mr. Zeiger:

Thank you. I would like to convene this meeting of the Board of Trustees and remind everyone with us today that this meeting is being recorded and livestreamed by WOSU Public Media. I will ask all attendees to follow the rules of decorum proper to conducting the business of today.

As chair of the Board of Trustees, I have the privilege from time to time of welcoming new trustees to the board and helping celebrate those colleagues of ours whose service has concluded. Today, I have the privilege of doing both.

Effective as of last week, Michael Kiggin has stepped down from his role on the board. After first joining the board in 2019 to fill an unexpired term, he was subsequently reappointed by Governor DeWine to a term of his own, starting in 2021. Throughout his six years of service, Michael has been a thoughtful presence, lending his perspective to help us shape our work on many important matters. This includes the establishment of the Athletics Committee, a body which has proven essential in light of the rapid change taking place in intercollegiate sports. He has also been relentlessly focused on the university's brand and reputation, reminding us that what happens at Ohio State matters far beyond our campuses. Michael was a significant contributor, and we very much appreciate all of his service. I hope that each of the board members will join me in expressing our appreciation to Michael for his six years of service and his leadership and wishing him well as things move forward.

At the same time, as we say goodbye to Michael, we welcome a new member to the board: Kathy Holcombe. Kathy is with us virtually today and so glad to have you, Kathy, with us. She's had a substantial and amazing career in the real estate area here in central Ohio as well as being involved in many organizations and causes throughout our community and the City of Worthington, in particular. We're grateful that Ohio State, Kathy, is now part of that list of many organizations in which you are supportive. So Kathy, welcome, and we look forward to working with you in the years ahead.

Ms. Holcombe:

Thank you. And I look forward to being there in person.

Mr. Zeiger:

I also should note that Dr. Reginald Wilkinson is online with us today and participating, as well. As is Kendall, I gather. Hi, Kendall.

APPROVAL OF MINUTES

Mr. Zeiger:

First order of business today is the approval of the minutes from the board's August meeting. These have been distributed and reviewed by all the trustees. Are there any additions or corrections that should be noted?

Hearing none, the minutes are approved as distributed. (*Minutes were approved.*)

PRESIDENT'S REPORT

Mr. Zeiger:

I will now ask President Carter if he will deliver his report.

Mr. Carter:

Thank you, Mr. Chairman.

I want to join the chairman in formally welcoming Trustee Kathy Holcombe to the board. Ohio State will benefit greatly from Trustee Holcombe's leadership and commitment to our community.

Trustee Holcombe, congratulations. We look forward to working with you.

Ms. Holcombe:

Thank you. I look forward to working with you as well.

Mr. Carter:

I also extend our gratitude to Trustee Kiggin for his dedicated service to Ohio State. He has been a steady and thoughtful presence on the board, and we wish him and his family all the best in the future.

You know, it's hard to believe the end of the semester is already approaching. I'm excited to have the opportunity to speak to the autumn Class of 2025 in just a few weeks. When we began this academic year, around the last time this board convened for a public session, I shared my anticipation for a busy and momentous period ahead for our university. I'd say that, so far, we have lived up to that expectation. We kicked off the year with the public launch of our "Education for Citizenship 2035" strategic plan, a bold 10-year vision for Ohio State to define the future of higher education. I want to thank the board for joining us for that event and for pushing us to articulate an ambitious agenda for excellence across our university.

I'm incredibly proud of the progress we've made in only a few short months in putting our plan into action, particularly when it comes to the pursuit of academic excellence — the foundation of our vision.

Leadership in artificial intelligence is a centerpiece of our academic excellence strategy. I can confirm to you after engaging with colleagues at several national events recently that Ohio State is at the forefront, which is probably why we were front and center on a new PBS report about how AI is reshaping higher education. No other university in the entire United States is taking as comprehensive an approach in integrating AI across the enterprise as we are. This is only possible because of the size, strength and stability of our institution — and the commitment of Provost Bellamkonda and our academic leaders who are moving us forward with vision and purpose. We have announced plans to hire 100 new faculty with AI expertise in the next five years, with the first cohort of hires expected to join us next fall. These faculty will complement the 300 colleagues already on our campus who are engaged in some way as our experts in AI. We have also launched a transformative new AI hub, commonly known as "AI^X," that will serve as the resource for any student, faculty member or staff member who wants to explore opportunities to integrate AI into their academic pursuits. And, true to our land-grant mission, we are offering AI courses to Ohio businesses, providing the opportunity for them to improve their efficiency and business outcomes.

At Ohio State, we believe in excellence for all. We have taken significant new steps to make a Buckeye education more affordable and accessible for Ohio students. The new "Buckeye Bridge" program, an innovative collaboration with our colleagues at Columbus State, creates a tuition-free path for low- and middle-income Ohio students to complete a four-year degree at Ohio State after they have earned an associate's degree from Columbus State.

The Regional Campus Commitment covers tuition and fees for low- and middle-income students who start at one of our regional campuses, providing them a path to either complete their degree at a regional campus or transfer to the Columbus campus, tuition free. And the President's Ohio Scholarship Program covers the total cost of attendance for Ohio's elite academic talent, making us more competitive in keeping students who score a perfect 36 on the ACT or 1600 on the SAT right here in our home state of Ohio.

Scholarships are not our only vehicle for expanding affordability. I want to give a shout out to our University Libraries team, who are leading the charge to lower textbook costs for students by finding digital or other materials that can be used instead of the more expensive traditional textbooks.

As we're talking about access, there's a special group of learners that we are working hard to attract to Ohio State — and that's our student veterans. As you can imagine, this is especially meaningful to me. As we celebrated Veteran's Day just a few weeks ago, Coach Day and I had the opportunity to speak to several hundred ROTC cadets and midshipman after their morning workout, and that was a special time for us to say "thank you" and recognize their hard work. You know, veterans are a natural fit for higher education. They have a strong work ethic. They are primed for careers in service and leadership. And they have high public trust and confidence. They also have unique circumstances that we need to be attuned to, in terms of their family, work and military obligations. I'm very proud that Ohio State ranks among the nation's leaders in military

friendliness, but I think we can, and should, be No. 1, and we are well on our way. So, look for us to say more on this topic very soon.

In healthcare, we are nearing the opening early next year of our new University Hospital, the largest single facilities project in Ohio State history. While I'm excited to cut the ribbon, I'm far more excited about the transformational work that will take place inside this incredible new space. The advances in cancer care, women's and infant health, stroke care, organ transplantation and other areas will change and save untold lives across Ohio and beyond. This is the very definition of our land-grant mission to make life better for the people of our state. Many of you were present for the lighting of the 30-foot-tall Block O on the tower, a visual symbol of hope and our commitment to providing world-class care to every person in our community. While the hospital may be based in Columbus, it is a resource — as is our entire medical center — for the entire state. We are continuing to find new ways to expand our reach in every corner of Ohio to ensure excellent health outcomes in our rural and Appalachian communities, as well as our metro communities. A new mobile lung cancer screening unit, launched by The James, for example, will expand services for rural and underserved parts of our state.

Athletics, as you know, is an important pillar of our strategic plan. As I've often been known to say, it is the "front porch" of our university for many Ohioans and part of the unifying fabric of our state. We're very proud of our tradition of excellence on and off the field. You may have heard that we're playing a pretty big game in a little over 48 hours. This follows an undefeated regular season, the nation's longest winning streak and a host of awards for our players for their achievements in athletics, academics and community service. You know, as excited as we are to be in the postseason once again, I won't miss an opportunity to draw attention to the academic success of all of Ohio State's student-athletes. The NCAA recently released a new report on graduation success rate, or GSR, and 15 Buckeye teams had a perfect score. Twenty-three teams had a GSR of 90 or better. That kind of success speaks to the culture that Ross Bjork and our coaches and staff are setting, where the student part of student-athlete truly comes first. And, as the collegiate athletics landscape continues to evolve day by day, we are committed to staying on the forefront — notably by maintaining 36 varsity sports, adding scholarships primarily for non-revenue and women's sports, and working closely with our Big Ten colleagues to explore new and innovative revenue sources that will keep us competitive.

None of these successes would be possible without our greatest asset: our people. To that end, I'm pleased that Ohio State continues to be a magnet for top talent. As you know, our enrollment is up this year, with growth at all student levels. We are especially proud that more than two-thirds of our first-year students are from Ohio, a marker of our land-grant mission.

And we are excited to welcome new members of our leadership team. John Horak has been named vice president of research — or, as he very aptly calls it, the "Department of the Future" — and will lead our efforts to grow our research enterprise to \$2 billion. And today, pending your approval, Erik Porfeli will serve as the interim dean of the College of Education and Human Ecology until 2028. Erik is a professor and chair within the college and is the right person to lead in the transition after current Dean Don Pope-Davis steps down at the end of the calendar year. We will also soon begin a search for the next dean of our College of Medicine, as Dean Carol Bradford will step down on December 31. The

college is well positioned for its next chapter of growth, and we thank Dean Bradford for her leadership.

This has been an extraordinary semester of achievements by our students, faculty and staff — even in the face of uncertainties that are impacting all of higher education. While Buckeyes aren't braggers, we are raising the bar for ourselves in terms of telling the stories of the incredible work being done by our community. One such example is in front of you. For those watching online, a digital version of this document is also available on our website. The university Impact Report, put together by our communications team, tells a comprehensive story of the statewide impact of our university. This is one of a number of tools we are using, to include media and op-eds, a new website dedicated to academic excellence, and more video and social media — to bring greater visibility to our work and ensure that Ohioans have awareness of the ways Ohio State touches their lives.

I'm confident that 2026 will bring new opportunities for excellence and impact. We are excited to finish this semester strong, take an opportunity to rest and recharge, and begin again in the new year.

Thank you, and that concludes my report. Mr. Chairman, I'll turn the podium back to you.

Mr. Zeiger:

Thank you, President Carter. As I have said previously, this board is very pleased by the progress that Ohio State continues to make under your leadership. We've seen a lot of things advance in a relatively brief period of time, and we're delighted about that. We are also appreciative of your transparent and cooperative leadership with this board in dealing with all campus issues, particularly those that relate to advancing excellence throughout our institution. So, we feel very privileged to have your leadership. We appreciate it.

CONSENT AGENDA

Mr. Zeiger:

As is the case usually, the consent agenda will be this afternoon's significant item of business.

There are a total of 28 different items presented on the list of board actions today. With the exception of resolutions in memoriam, each of these matters has been reviewed and recommended for approval by one or more of the committees of this board that have been meeting over the last several weeks. Those recommendations are based on the committees' careful review and thoughtful deliberation of the items that are presented. The trustees focus not only on the immediate needs of the institution, in terms of these approvals, but also the strategic priorities that will drive progress toward the long-term aspirations of our university.

Among the resolutions that we will deal with today are resolutions measuring new programs and evaluating appropriately the existing ones to ensure their continued utility. We also are considering resolutions appointing key members

of the Ohio State administration and faculty, and items approving contracts for construction and professional services on projects throughout the university.

RESOLUTIONS IN MEMORIAM

Resolution No. 2026-55

Synopsis: Approval of Resolutions in Memoriam is proposed.

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

Ann D. Christy
Clyde C. Goad
William "Bill" E. Henderson
Paul R. Hothem
James "Jim" Gottling
Jacqueline E. LaMuth
Brian G. McHale
Helen Deacon Swank
Desh Pal Singh Verma
Thomas A. Willke

ANN D. CHRISTY

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on October 3, 2025, of Ann D. Christy, associate dean and professor in the Department of Food, Agricultural and Biological Engineering in the College of Food, Agricultural, and Environmental Sciences. She was 63.

Professor Christy received her BS (1983) in agricultural engineering and MS (1985) in biomedical engineering from Ohio State's College of Engineering, and she earned her PhD (1991) from Clemson University in environmental systems engineering. Following a short period as an engineer, she joined Ohio State in 1996 and served as a faculty member until her passing. Her research in bioenergy, environment and engineering education generated 145 publications, including more than 40 topics in teaching and learning. She was named a fellow of the American Society for Engineering Education (ASEE) and of the American Society of Agricultural and Biological Engineers (ASABE). Christy chaired ASEE's Biological and Agricultural Division and helped found and subsequently chaired ASABE's Education Division.

Her impact at The Ohio State University was significant, highlighted by her service as a faculty fellow in the Office of Academic Affairs during the semester conversion process and reviewing over 9,000 courses. She was interim associate dean for Undergraduate Education and Student Services in the College of Engineering, then served as the inaugural assistant dean for Teaching and Learning. After stepping down from this role, she was subsequently named associate dean and director for academic programs in the College of Food, Agricultural, and Environmental Sciences.

Everyone who knew Professor Christy was drawn to her warmth, light and enjoyment of each day as it came. Ann had an immense passion for higher learning and embracing her inner child. Through her kind-hearted and resolute leadership, Professor Christy fostered an atmosphere of collegiality and camaraderie among all members of the department, which fostered the professional development of graduate students. Professor Christy exemplified what the College of Food, Agricultural, and Environmental Sciences strongly values — putting students first and working collaboratively to sustain life.

On behalf of the entire university community, the Board of Trustees expresses to the family and loved ones of Professor Ann D. Christy its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to her family as an expression of the board's heartfelt sympathy and appreciation.

CLYDE C. GOAD

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on July 21, 2025, of Clyde C. Goad, professor emeritus from the former Department of Geodetic Science and Surveying.

Professor Goad received his BS in applied mathematics (1969) from North Carolina State University, his MS in numerical science (1971) from Johns Hopkins University and his PhD in aeronautical engineering in 1977 from the Catholic University of America.

Until 1986, Clyde worked in the private sector and in the government, including for the National Oceanic and Atmospheric Administration. In 1986, Clyde was invited to join the Department of Geodetic Science and Surveying at The Ohio State University. Clyde's forte was associated with the theory and practical use of and exciting new technology — the global positioning system (GPS). Professor Goad developed and taught several courses in GPS methodology with specific emphasis on highly accurate positioning.

His knowledge and teaching skills soon attracted students from many countries and, in a few years, Ohio State became the educational magnet for individuals interested in high accuracy positioning. Nearly all his students have become highly successful and have responsible positions in their workplaces.

Professor Goad worked closely with the Center for Mapping at Ohio State and therefore became involved with the commercialization of GPS. The union of the private sector and the university fostered new avenues of applied and basic research.

An example of the result of the marriage of the academy and the private sector is the development of using GPS to obtain and display the movement of the blade of earth-moving equipment (e.g., bulldozer and implements for precision agriculture) to an accuracy of one quarter of an inch. Many other important research concepts and practical uses resulted from Professor Goad's brilliant and creative mind.

On behalf of the entire university community, the Board of Trustees expresses to the family and loved ones of Professor Clyde C. Goad its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the

minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

WILLIAM "BILL" E. HENDERSON

The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on August 13, 2024, of William "Bill" E. Henderson, associate professor emeritus with The Ohio State University in the College of Food, Agricultural, and Environmental Sciences.

Mr. Henderson began his career with Ohio State University Extension in 1971, serving as the 4-H educator in Allen County until 1990. He also served as county chair since 1983. During his county service, Mr. Henderson was promoted to Assistant Professor in July 1978 and then to associate professor in July 1989.

In April 1990, he became the Northwest District 4-H specialist and served in that role until his retirement in April 2002.

During his career, Mr. Henderson shared his expertise and developed meaningful 4-H experiences within the county, across county lines and with other educational partners.

He helped to develop the multi-county 4-H Space Camp, which was held at Ohio Northern University, and Teen Leadership Camp, which was held at The Ohio State University at Lima. He dedicated time to youth activities at the Ohio State Fair, serving as an assistant superintendent for the 4-H photography and woodworking days for nearly 20 years.

Mr. Henderson was a member of the Ohio Cooperative Extension Agents Association, the National Association of Extension 4-H Agents and Epsilon Sigma Phi national Extension honorary. He also served as a longtime member of the planning committee for the Buckeye Leadership Workshop, even during retirement.

Mr. Henderson was recognized as a 2008 inductee in the Ohio 4-H Hall of Fame, and he was a 2015 Walk of Honor inductee at the Allen County Fair.

Mr. Henderson earned his bachelor's degree in sociology in 1968 and his master's degree in sociology in 1976, both from Ohio University.

Before he joined OSU Extension, Mr. Henderson worked as a teaching assistant at Ohio University, a director for Head Start in Cambridge, a summer assistant for Extension and an inspector for the Ohio Department of Highways.

On behalf of the university community, the Ohio State Board of Trustees expresses to the family of William "Bill" E. Henderson its deepest sympathy and sense of understanding of their loss. It is directed that his resolution be inscribed upon the minutes of the Board of Trustees, and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

PAUL R. HOTHEM

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The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on July 7, 2025, of Paul R. Hothem, assistant professor emeritus with The Ohio State University in the College of Food, Agricultural, and Environmental Sciences.

Mr. Hothem began his career with Ohio State University Extension in March 1962 as an associate county agent for 4-H and home economics in Knox County. In July 1964, he became the 4-H agent in Knox County. Mr. Hothem was promoted to assistant professor in July 1974. He also served as office chair for 15 years until his retirement in December 1988.

Mr. Hothem won many local, state and national awards for his distinguished service and was known for his innovative programs. He created the first 4-H trapping club in the state and authored the Muskrat Trapping Project book, as well as a book on arrowheads.

Mr. Hothem was very active in on the 4-H Camp Ohio board. He also remained very active in the Knox County Fair for many years, including serving as the junior fair coordinator for five years after retirement. He was a member and coordinator for the fair's Agriculture Museum Committee. Mr. Hothem assisted the Ohio Division of Wildlife by serving as the county head instructor for hunter safety for 20 years and trapping education for 32 years. Many local boards and committees benefited from his expertise and experience.

Mr. Hothem earned his bachelor's degree in animal science in 1959 from The Ohio State University. After graduation, he worked briefly as a summer assistant in Coshocton County before serving in the U.S. Army until March 1962. He furthered his studies by earning a master's degree in agricultural education in 1971.

On behalf of the university community, the Ohio State Board of Trustees expresses to the family of Paul R. Hothem, its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees, and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

JAMES "JIM" GOTTLING

The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on October 29, 2025, of James "Jim" Gottling, professor emeritus in the Department of Electrical and Computer Engineering in the College of Engineering. He was 92.

Professor Gottling earned a Bachelor of Science in electrical engineering from Lehigh University in 1955 and completed his Doctor of Science in electrical engineering at the Massachusetts Institute of Technology in 1960. He joined the Ohio State University faculty that same year and served with distinction for three decades until his retirement.

A prolific educator and researcher, Professor Gottling authored notable works such as *Electronics: Models, Analysis, and Systems* (1982), *Matrix Analysis of Circuits Using Matlab* (1995) and *Hands on PSpice: Circuit Modeling and Analysis* (1995). His research contributions spanned circuit analysis, including works like "Node and Mesh Analysis by Inspection" (1995), and optical measurements, as seen in "Double-Layer Interference in Air-CdS Films" (1966).

Professor Gottling was recognized repeatedly for his excellence in teaching, receiving prestigious accolades such as The Ohio State University Alumni Award for Distinguished Teaching (1967), the Charles E. MacQuigg Outstanding Teaching Award (1994) and the Eta Kappa Nu Professor of the Year Award (1995). He was an active member of a faculty group that welcomed and supported international graduate students and their families as they acclimated to life at Ohio State. He belonged to numerous academic and professional societies and was deeply admired for his mentorship, dedication to students and commitment to fostering a collaborative academic environment.

On behalf of the entire university community, the Board of Trustees expresses to the family and loved ones of Professor James “Jim” Gottling its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board’s heartfelt sympathy and appreciation.

JACQUELINE E. LAMUTH

The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on July 28, 2025, of Jacqueline E. LaMuth, associate professor emeritus with The Ohio State University in the College of Food, Agricultural, and Environmental Sciences.

Dr. LaMuth began working for Ohio State University Extension in April 1971 as a county Extension agent for 4-H and home economics. She became an agent focusing on 4-H in Franklin County in December 1972. She was promoted to assistant professor in 1979 and then to associate professor in 1987. Dr. LaMuth also served as an acting chair in 1989 and became chair of the Franklin County office in September 1990.

Dr. LaMuth later served as the interim leader for evaluation, grantsmanship and product development, followed by interim leader, resource development. In October 2000, she was appointed as the leader, grants and contracts. She served in this role for several years, followed by leader, resource development and management, until her retirement on September 1, 2014.

Dr. LaMuth was a respected scholar and educator. She authored numerous educational publications and resources for colleagues and Extension clientele. She served on the Extension Grantsmanship Action Learning Team, coordinating resources and learning opportunities with several colleagues for the benefit of all Extension professionals.

Dr. LaMuth served as a counselor for Ohio 4-H Sea Camp at Kelleys Island for many years, where she embraced the opportunity to teach young people about aquatic science, sailing and other recreational watersports.

Dr. LaMuth gave back to her community by serving as board chair for the Solid Waste Authority of Central Ohio. She was well known for her horticultural and geological knowledge, which she shared enthusiastically with colleagues and friends. She was also a renowned local musician and enjoyed travelling with her fellow musicians.

Dr. LaMuth earned her bachelor's degree in 1971 and her master's degree in 1977, both in home economics education, as well as her doctoral degree in human and community resource development in 2006, all from The Ohio State University.

On behalf of the university community, the Ohio State Board of Trustees expresses to the family of Jaqueline E. LaMuth, its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees, and that a copy be tendered to her family as an expression of the board's heartfelt sympathy and appreciation.

BRIAN G. McHALE

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on July 27, 2025, of Brian Geoffrey McHale, professor emeritus in the Department of English in the College of Arts and Sciences. He died on his 73rd birthday.

Professor McHale received his BA from Brown University in 1974 and was awarded a Rhodes Scholarship that same year. He received his DPhil in English language and literature in 1977. Joining the Department of English at The Ohio State University as an Arts and Humanities Distinguished Professor in 2002, Professor McHale was a vital member of the department as a scholar, teacher, mentor and colleague even after his retirement in 2022.

One of the world's most influential scholars of postmodern literature and culture, and one of its leading narrative theorists, Professor McHale's first book, *Postmodernist Fiction* (1987), changed the conversation about the nature of postmodernism and its relation to modernism. In narrative theory, he did groundbreaking work on narrative discourse, narrative in poetry and science fiction. When he spoke or wrote, scholars around the world listened: His work was read and taught by literary scholars across six continents and representing a wide variety of literary periods, genres and methodologies. Professor McHale was the author of three other monographs and over 100 essays published in leading scholarly journals and edited collections. He co-edited five additional volumes.

He also served the global scholarly community as associate editor, co-editor and editor-in-chief of *Poetics Today* and as president of both the International Society for the Study of Narrative (ISSN) and the Association for the Study of the Arts of the Present. A co-founder of Ohio State's Project Narrative, his work helped define and shape the field. Fittingly, he received the ISSN's Wayne C. Booth Lifetime Achievement Award in 2025.

A beloved teacher and mentor, he brought his expertise and passion to his undergraduate and graduate students. Simultaneously generous and scrupulous in his criticism and advice, he always improved the research and writing of students and colleagues with whom he worked. In recognition of Brian's exemplary mentorship, the department named the award for Best Essay by a Graduate Student in Narrative Studies after him. In department meetings, he was the model of eloquence and good sense. He ceaselessly served the department, the university and the discipline of English studies.

On behalf of the entire university community, the Board of Trustees expresses to the family and loved ones of Professor Brian McHale its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the

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minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

HELEN DEACON SWANK

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on August 6, 2025, of Helen Deacon Swank, professor emerita of voice in the School of Music in the College of Arts and Sciences. She was 93.

Professor Swank joined Ohio State's faculty in 1965 and served until her retirement in 1991, including service as area head of voice from 1977 to 1991. A visionary educator and mentor, she created the School of Music's nationally recognized graduate programs in voice pedagogy, among the first in the nation; these programs continue to flourish today.

Beyond campus, Professor Swank served the broader community as choir director at The Church of the Messiah in Westerville and nurtured a lifelong love of the arts through oil painting and writing. With her husband, C. William Swank, she was a steadfast supporter of Ohio State and endowed the Helen Swank Award recognizing outstanding graduate singers.

Professor Swank earned a BS in education and an MA in music from The Ohio State University. Her graduate work was an interdisciplinary course of study of her own design, integrating physics, speech and hearing science, and medicine. This holistic approach presaged and informs today's singing health work in the Helen Deacon Swank Voice Teaching and Research Laboratory in the School of Music. She received the Alumni Award for Distinguished Teaching in 1976 and 1987, and the School of Music Distinguished Service Award in 1997. In 2007, the trustees approved naming the Helen Deacon Swank Voice Teaching and Research Laboratory in her honor.

On behalf of the entire university community, the Board of Trustees expresses to the family and loved ones of Professor Helen Deacon Swank its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to her family as an expression of the board's heartfelt sympathy and appreciation.

DESH PAL SINGH VERMA

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on October 10, 2025, of Dr. Desh Pal Singh Verma, professor emeritus in the Department of Molecular Genetics in the College of Arts and Sciences.

Dr. Verma earned a master's degree in botany from Agra University in 1964 and a PhD from the University of Western Ontario in 1970. After completing his postdoctoral research at the Fox Chase Cancer Center, he joined McGill University as an assistant professor in 1974. While at McGill, he was awarded the E.W.R. Steacie Memorial Fellowship by the National Research Council of Canada, was elected a Fellow of the Royal Society of Canada and became a member of the Canadian Academy of Sciences in 1986. In 1988, he joined the newly formed Department of Molecular Genetics at The Ohio State University as professor and associate director of the Biotechnology Center.

Dr. Verma's research contributions included the first isolation of the first plant mRNA (encoding soybean leghemoglobin) as well as the cloning of its encoding gene. He also led the identification of a novel class of genes referred to as "nodulins," which are involved in the development of Rhizobium-Legume symbiosis. During his career, Dr. Verma trained over 150 graduate students, postdoctoral fellows and visiting scientists; authored over 200 peer-reviewed research publications; and edited 11 academic books. Dr. Verma served as a senior editor for the International Society of Molecular Plant-Microbe Interactions (IS-MPMI), and as co-editor for its flagship journal Molecular Plant-Microbe Interactions. In 2003, he was elected a Fellow of The World Academy of Sciences. He also served as a consultant to several international companies and was an advisor to the Planning Commission of India (now NITI Aayog) on agricultural biotechnology from 2006-2011.

Dr. Verma was a valued colleague with a deep interest in all scientific areas, who always asked the most rigorous and thought-provoking questions. He will be deeply missed.

On behalf of the entire university community, the Board of Trustees expresses to the family and loved ones of Dr. Desh Pal Singh Verma its deepest sympathy for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board's heartfelt appreciation.

THOMAS A. WILLKE

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on August 21, 2025, of Thomas A. Willke, founding member of the Department of Statistics in the College of Arts and Sciences. He was 93.

Professor Willke received his MA and PhD in mathematics from Ohio State under the guidance of Ransom Whitney. After a brief appointment as assistant professor of mathematics at the University of Maryland, Tom returned to Ohio with his wife, Gerry, and their young family to serve as an associate professor for Ohio State's Department of Mathematics in 1966.

Tom was one of the founding faculty to establish the Department of Statistics in 1970, and he was promoted to full professor of statistics in 1972. The department, which recently celebrated its 50th anniversary, was formalized in 1974, and Tom was one of only eight initial faculty members. As the department grew and celebrated new milestones, Tom was instrumental in recording aspects of its earliest history. In 2003, he conducted and transcribed an interview with the founding chair of the Department of Statistics, Ransom Whitney, which detailed its inaugural years.

Tom continued to serve the university with distinction as vice provost/dean of undergraduate studies for the College of the Arts and Sciences from 1973-1987, and as acting dean of University College from 1983-1985. After retiring from Ohio State in 1987 as emeritus dean of undergraduate studies and professor of statistics, he continued his academic career as chair of the Department of Mathematical Sciences at Otterbein College until 1997.

Throughout his distinguished career, Tom focused on service to others and touched the lives of countless students and colleagues. His legacy lives on, both through the department he helped to create and the many lives he influenced. Remarkably, Tom's personal dedication to academia and to the university has led to 31 degrees conferred by Ohio State to his family members. Within the Willke family, this tradition has also translated to at least 145 years in academic or service positions at the university.

On behalf of the entire university community, the Board of Trustees expresses to the family and loved ones of Thomas A. Willke its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

APPROVAL OF PERSONNEL ACTIONS

Resolution No. 2026-56

BE IT RESOLVED, That the Board of Trustees hereby approves the personnel actions as recorded in the personnel budget records of the university since the August 20, 2025, meeting of the Board, including the following appointments and contract amendments:

Appointment

Name: John Horack
Title: Vice President, Enterprise for Research, Innovation and Knowledge
Unit: Office of Academic Affairs
Term: October 1, 2025 – September 30, 2027

Name: Rob Lowden
Title: Vice President and Chief Information Officer
Unit: Administration and Planning
Term: August 1, 2025

Interim Appointment

Name: Erik Porfeli
Title: Interim Dean, College of Education and Human Ecology
Unit: Office of Academic Affairs
Term: January 1, 2026 – June 30, 2028

REVOCATION OF DEGREE

Resolution No. 2026-57

Synopsis: Revocation of a Doctor of Philosophy degree.

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WHEREAS the committee on academic misconduct constituted according to rule 3335-5-48.7 of the administrative code requested that the Board of Trustees effectuate the revocation of the Doctor of Philosophy degree of Samantha Carter; and

WHEREAS the request was concurred with by the Executive Vice President and Provost; and

WHEREAS the request was further concurred with by the Academic Affairs and Student Life Committee; and

WHEREAS the appropriate bodies and administrative officer of the university have fully complied with applicable procedures and, in accordance with those procedures:

NOW THEREFORE

BE IT RESOLVED, That the Doctor of Philosophy degree, granted on August 4, 2024, pursuant to paragraph (E) of rule 3335-1-06 of the administrative code, is hereby revoked immediately.

REVOCATION OF DEGREE

Resolution No. 2026-58

Synopsis: Revocation of a Bachelor of Arts degree.

WHEREAS the university registrar and director of undergraduate admissions after utilization of rule 3335-9-20 requested that the Board of Trustees effectuate the revocation of the Bachelor of Arts degree of Ava Misseldine conferred under the name of Brie Bourgeois; and

WHEREAS the request was concurred with by the Executive Vice President and Provost; and

WHEREAS the request was further concurred with by the Academic Affairs and Student Life Committee; and

WHEREAS the appropriate bodies and administrative officer of the university have fully complied with applicable procedures and, in accordance with those procedures:

NOW THEREFORE

BE IT RESOLVED, That the Bachelor of Arts degree, granted on March 22, 2009, pursuant to paragraph (E) of rule 3335-1-06 of the Administrative Code, is hereby revoked immediately.

APPROVAL TO ESTABLISH AN EXECUTIVE MASTER OF HEALTH ADMINISTRATION

IN THE COLLEGE OF PUBLIC HEALTH

Synopsis: Approval to establish an Executive Master of Health Administration degree program in the College of Public Health is proposed.

WHEREAS the proposed Executive Master of Health Administration program is an extension of the accredited full-time, residential, early career Master of Health Administration program and would extend the reach of the program to more experienced mid-career professionals; and

WHEREAS the program's mission is to provide students with an exceptional educational experience encompassing the organization, financing, delivery and improvement of health care services leading to rewarding careers in health services management and policy; and

WHEREAS the residential program has been a national leader in healthcare management for more than 50 years and is currently ranked No. 8 in U.S. News & World Report; and

WHEREAS the proposed executive program is 45 credits, over five semesters, is primarily online and cohort-based with 20-25 students per cohort expected; and

WHEREAS markets for enrollment include employees of local health systems, clinicians seeking to move into leadership roles and others working in the broader healthcare space; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on May 28, 2025; and

WHEREAS the University Senate approved this proposal on October 30, 2025:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish an Executive Master of Health Administration degree program in the College of Public Health.

(See Appendix X for background information, page XX)

**APPROVAL OF THE REPORT ON LOW ENROLLMENT COURSES AND
DUPLICATE PROGRAMS**

Synopsis: Approval of the university's Report on Low Enrollment Courses and Duplicate Programs for submission to the Ohio Department of Higher Education is proposed.

WHEREAS Ohio Revised Code 3345.35 requires the governing boards of each state institution of higher education to evaluate courses and programs based on

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enrollments and duplication with other state institutions of higher education within a geographic region; and

WHEREAS the university currently adopts a minimum class size of 18 students, with exceptions for distinctive instructional settings; and

WHEREAS to prepare for this submission, the Office of Academic Affairs worked with the university's 15 academic colleges and four regional campuses to examine trend data and alignment of college enrollment policies; and

WHEREAS approximately 13,000 courses are offered at the university, with 409 identified as low enrolling; and

WHEREAS each college or regional campus has been directed to take appropriate action on its low enrollment courses; and

WHEREAS The Ohio State University has strong collaborations with two-year institutions and no significant program duplication with other institutions in the central Ohio region:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the Report on Low Enrollment Courses and Duplicate Programs for submission to the Ohio Department of Higher Education.

(See Appendix X for background information, page XX)

APPROVAL OF REVISIONS TO THE INTERIM POLICY ON FACULTY APPOINTMENTS, FACULTY WORKLOAD, TENURE, AND RETRENCHMENT

Resolution No. 2026-61

Synopsis: Approval of revisions to the interim policy is requested to align with Senate Bill 1's faculty workload policy requirements found in Ohio Revised Code 3345.45.

WHEREAS Ohio Senate Bill 1 (SB1), the Advance Ohio Higher Education Act, took effect on June 27, 2025; and

WHEREAS SB1 requires the Board of Trustees to adopt a series of policies in accordance with statutory requirements, including those concerning faculty workload, and to submit those policies to the chancellor of higher education for review; and

WHEREAS the Board of Trustees approved an interim Faculty Appointments, Tenure, and Retrenchment Policy at its August 20, 2025, meeting to address SB1's requirements related to tenure and retrenchment; and

WHEREAS the proposed revisions expand that interim policy to address the required elements of faculty workload, including alignment with the Ohio Department of Higher Education (ODHE) Standards for Instructional Workloads issued by the chancellor of higher education in late October; and

WHEREAS a faculty workload policy consistent with the ODHE standards should be adopted by the board of trustees and submitted to ODHE by December 31, 2025, and every five years thereafter:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves revisions to the renamed interim policy on Faculty Appointments, Faculty Workload, Tenure, and Retrenchment.

(See Appendix X for background information, page XX)

AMENDMENTS TO THE RULES OF THE UNIVERSITY FACULTY

Resolution No. 2026-62

Synopsis: Approval of the following amendments to the *Rules of the University Faculty* are 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 rule 3335-5-04 outlines procedures for complaints of failure to meet academic responsibilities, post-tenure review, and misconduct made against faculty members, including different investigatory procedures for different cases depending on the subject matter at issue; and

WHEREAS, pursuant to rule 3335-5-04.2, the Research Integrity Standing Committee (RISC), which consists of faculty members with specific research expertise and training, performs investigations of complaints of research misconduct; and

WHEREAS all other research-related complaints are investigated by faculty members serving on college-level investigation committees; and

WHEREAS complaints relating to research compliance often involve complex research-related issues, such that the RISC committee's expertise would be beneficial in conducting those investigations; and

WHEREAS the proposed amendments would change the process for reviewing complaints pertaining to research compliance to assign such cases to RISC for investigation rather than college-level investigation committees; and

WHEREAS this change would ensure that faculty with relevant research experience perform these research compliance investigations; and

WHEREAS the proposed amendments were approved by the University Senate during its meeting on November 13, 2025:

NOW THEREFORE

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

(See Appendix X for background information, page XX)

FACULTY PERSONNEL ACTIONS

Resolution No. 2026-63

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 August 20, 2025, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

Appointments

Name: ELLIOT BENDOLY
Title: Professor (The Richard M. Ross Chair in Management)
College: Fisher College of Business
Term: August 15, 2025, through August 14, 2030

Name: LAURA FLANNIGAN
Title: Assistant Professor (The Warner Woodring Chair in History)
College: Arts and Sciences
Term: August 15, 2025, through August 15, 2030

Name: LARRY GARVIN
Title: Professor (The Leon M. McCorkle Jr. Professorship in Commercial Law)
College: Law
Term: August 15, 2025, through August 15, 2030

Name: ANNA GAWBOY
Title: Associate Professor (Colleen McMahon Professorship in Music)
College: Arts and Sciences
Term: August 15, 2025, through June 30, 2030

Name: KURT GRAY*
Title: Professor (Weary Foundation Endowed Chair in Social Psychology)
College: Arts and Sciences
Term: December 4, 2025, through June 30, 2030

Name: ROGER GODDARD
Title: Professor (Novice G. Fawcett Chair in Educational Administration)
College: Education and Human Ecology
Term: September 15, 2025, through September 14, 2030

Name: JENNIFER GOLD*
Title: Professor and Chair (The Harry C. and Mary Elizabeth Powelson Professorship of Medicine)

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College: Medicine

Term: December 1, 2025, through June 30, 2030

Name: MARYANNA KLATT

Title: Professor-Clinical (Endowed Chair in Integrative Health)

College: Medicine

Term: November 1, 2025, through June 30, 2029

Name: JOSEPH KWON

Title: Professor (Richard M. Morrow Chair in Polymer Engineering)

College: Engineering

Term: August 15, 2025, through June 30, 2030

Name: ROBERT LOUNT

Title: Professor (Irving Abramowitz Memorial Professorship)

College: Fisher College of Business

Term: August 15, 2025, through August 14, 2030

Name: OLAN MUNSON

Title: Assistant Professor (Dr. Chris Lee Endowed Professorship in Korean)

College: Arts and Sciences

Term: August 15, 2025, through August 15, 2030

Name: MICHAEL MURPHY

Title: Assistant Professor-Clinical (Smathers Designated Professor at the Moritz Entrepreneurial Business Law Clinic)

College: Law

Term: August 15, 2025, through August 14, 2030

Name: EFTHIMI PARASIDIS

Title: Professor (The Kara J. Trott Endowed Professorship in Law in honor of Prof. Morgan E. Shipman)

College: Law

Term: November 15, 2025, through November 14, 2030

Name: ERIK PORFELI

Title: Interim Dean

College: Education and Human Ecology

Term: January 1, 2026, through June 30, 2028, or until a permanent Dean is appointed

Name: PAUL REITTER

Title: Professor (The Ohio Eminent Scholar in German)

College: Arts and Sciences

Term: August 15, 2025, through June 30, 2030

Name: BLAINE SAITO

Title: Associate Professor (The Lawrence D. Stanley Professorship in Law)

College: Law

Term: August 15, 2025, through August 15, 2030

Name: COLLEEN SETTINERI

Title: Professor-Clinical (The Chief Justice Thomas J. Moyer Professorship for the Administration of Justice and Rule of Law)

College: Law

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Term: November 15, 2025, through November 14, 2030

Name: ABRAHAM SCHNEIDER*
Title: Professor (The George C. Paffenbarger Alumni Chair in Dental Research)
College: Dentistry
Term: November 3, 2025, through November 2, 2030

Name: BENNETT TEPPER
Title: Professor (John A. Russell Chair for Communication Excellence)
College: Fisher College of Business
Term: August 15, 2025, through August 14, 2030

Name: ANDREW VAN BUSKIRK
Title: Professor (The Harry T. Mangurian, Jr. Foundation Professorship in Business)
College: Fisher College of Business
Term: August 15, 2025, through August 14, 2030

Name: XIAOGUANG WANG
Title: Assistant Professor (The H.C. 'Slip' Slider Professorship in Chemical and Biomolecular Engineering)
College: Engineering
Term: August 15, 2025, through June 30, 2030

Name: LIN ZHU NEWSAD
Title: Assistant Professor (Elizabeth McKeever Ross Professorship Fund)
College: Medicine
Term: November 1, 2025, through June 30, 2029

Reappointments

Name: YIGIT AKIN
Title: Associate Professor (Carter V. Findley Chair of Ottoman and Turkish History)
College: Arts and Sciences
Term: August 15, 2025, through June 30, 2030

Name: ARNAB CHAKRAVARTI
Title: Professor and Chair (Klotz Family Chair in Cancer Research)
College: Medicine
Term: July 1, 2025, through June 30, 2029

Name: JEFFREY CHALMERS
Title: Professor (Helen C. Kurtz Chair in Chemical Engineering)
College: Engineering
Term: July 1, 2025, through June 30, 2030

Name: DANIEL CHOW
Title: Professor (The Frank E. and Virginia H. Bazler Chair in Business Law)
College: Law
Term: November 16, 2025, through November 15, 2030

Name: LOUIS DIMAURO

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Title: Professor (The Dr. Edward E. and Sylvia Hagenlocker Chair in Physics)

College: Arts and Sciences

Term: July 1, 2025, through December 31, 2027

Name: EDWARD FOLEY

Title: Professor (Charles W. Ebersold and Florence Whitcomb Ebersold Chair)

College: Law

Term: November 16, 2025, through November 15, 2030

Name: JOHN FULTON

Title: Professor (The Food, Agricultural, and Biological Engineering Endowed Professorship)

College: Food, Agricultural, and Environmental Sciences

Term: June 1, 2024, through May 31, 2029

Name: JINGYIN HUANG

Title: Associate Professor (The Alice Louise Ridenour Wood Chair in Mathematics)

College: Arts and Sciences

Term: August 15, 2025, through August 15, 2030

Name: DOROTHEE IMBERT

Title: Professor and Director (The Hubert Schmidt Chair in Landscape Architecture)

College: Engineering

Term: July 1, 2025, through June 30, 2026

Name: ALAN MICHAELS

Title: Professor (The Edwin M. Cooperman Endowed Chair at The Michael E. Mortiz College of Law)

College: Law

Term: February 1, 2026, through January 31, 2031

Name: ERIN MOORE

Title: Assistant Professor (Dr. Carl F. Asseff Professorship in Anthropology and History of Medicine)

College: Arts and Sciences

Term: August 15, 2024, through June 30, 2030

Name: DAVID NAGIB

Title: Professor (Dr. Harold "Hal" Miller and Betty J. Miller Endowed Chair in Organic Chemistry and Biochemistry)

College: Arts and Sciences

Term: August 15, 2025, through August 14, 2027

Name: RITA PICKLER

Title: Professor (FloAnn Sours Easton Endowed Professorship in Child and Adolescent Health)

College: Nursing

Term: October 1, 2025, through May 15, 2028

Name: JAMES ROCCO

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Title: Professor and Chair (The Mary E. and John W. Alford Research Chair in Head and Neck Cancer)

College: Medicine

Term: July 1, 2025, through June 30, 2029

Name: BRUCE WEINBERG

Title: Professor (Eric Byron Fix-Monda Endowed Chair)

College: Arts and Sciences

Term: December 4, 2025, through August 14, 2026

Extensions

*New Hire

(See Appendix X for background information, page XX)

DEGREES AND CERTIFICATES

Resolution No. 2026-64

Synopsis: Approval of Degrees and Certificates for autumn term 2025 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 December 21, 2025, to those persons who have completed the requirements for their respective degrees and certificates and are recommended by the colleges and schools.

APPROVAL TO ENTER INTO/INCREASE PROFESSIONAL SERVICES AND ENTER INTO/INCREASE CONSTRUCTION CONTRACTS

Resolution No. 2026-65

**APPROVAL TO ENTER INTO PROFESSIONAL SERVICES CONTRACTS
EAST HOSPITAL – TOWER – ELEVATOR RENOVATIONS**

APPROVAL TO ENTER INTO/INCREASE PROFESSIONAL SERVICES AND CONSTRUCTION CONTRACTS

EAST HOSPITAL – FIRE SUPPRESSION
NEWTON HALL AHU REPLACEMENTS
VMA – LIBRARY REDESIGN

APPROVAL TO INCREASE CONSTRUCTION CONTRACTS
COLLEGE ROAD REBUILD
DENTAL SIMULATION SPACE MODERNIZATION
OHIO STADIUM, WHAC AUDIO AND VIDEO UPGRADES
WMC OUTPATIENT CARE POWELL

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

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

	Prof. Serv. Approval Requested	Total Requested	
East Hospital – Tower – Elevator Renovations	\$1.7M	\$1.7M	Auxiliary funds

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

	Prof. Serv. Approval Requested	Construction Approval Requested	Total Requested	
East Hospital – Fire Suppression	\$0.6M	\$6.8M	\$7.4M	Auxiliary funds
Newton Hall AHU Replacements	\$3.4M	\$8.6M	\$12.0M	University funds
VMA – Library Redesign	\$0.7M	\$3.8M	\$4.5M	University funds

WHEREAS in accordance with the attached materials, the University desires to enter into/increase construction contracts for the following projects; and

	Construction Approval Requested	Total Requested	
College Road Rebuild	\$0.8M	\$0.8M	University debt
Dental Simulation Space Modernization	\$16.0M	\$16.0M	University debt University funds State funds
Ohio Stadium, WHAC Audio and Video Upgrades	\$6.5M	\$6.5M	Auxiliary funds University debt
WMC Outpatient Care Powell	\$4.7M	\$4.7M	Auxiliary funds

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

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

NOW THEREFORE

BE IT RESOLVED, that the Board of Trustees hereby approves that the fiscal year 2026 Capital Investment Plan be amended to include professional services and construction approval for the College of Veterinary Medicine Library Redesign project and additional construction funding for the Dental Simulation Space Modernization project; and

NOW THEREFORE

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

(See Appendix X for background information, page XX)

**APPROVAL OF THE EAST HOSPITAL
LEVEL III TRAUMA CENTER VERIFICATION**

Resolution No. 2026-66

OHIO STATE UNIVERSITY HOSPITALS
d/b/a OSU WEXNER MEDICAL CENTER

Synopsis: Approval of the triennial review of the Level III Trauma Center for East Hospital, is proposed.

WHEREAS, the mission of the Ohio State University Hospitals d/b/a OSU Wexner Medical Center, including Ohio State University Hospital, Ohio State Richard M. Ross Heart Hospital, Ohio State Harding Hospital, and East Hospital, is to improve people's lives through innovation in research, education, and patient care; and

WHEREAS, the Ohio State University Hospitals continue to provide emergency, specialty, and subspecialty clinical trauma services, as well as professional and public education, injury prevention, research, and performance improvement programs (collectively, the "Trauma Program"); and

WHEREAS, the Ohio State University Hospitals intend to continue to meet all requirements and criteria to maintain Level III Trauma Center verification at East Hospital and support its Trauma Program, including ensuring that the necessary personnel, facilities, and equipment are made available to support a Level III Trauma Center at East Hospital; and

WHEREAS, the triennial review of a Level III Trauma Center at East Hospital was approved by the Ohio State University Hospitals Medical Staff Administrative Committee on October 8, 2025; and

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WHEREAS, the triennial review of a Level III Trauma Center at East Hospital was approved by the Quality and Professional Affairs Committee on October 28, 2025:

NOW, THEREFORE

BE IT RESOLVED, That The Ohio State University Wexner Medical Center Board and The Ohio State University Board of Trustees hereby commit to maintain the high standards needed to provide optimal care to all trauma patients and supports the East Hospital Level III Trauma Center verification by the American College of Surgeons Committee on Trauma.

(See Appendix X for background information, page XX)

APPROVAL OF AMENDMENTS TO THE *BYLAWS OF THE MEDICAL STAFF*

Resolution No. 2026-67

OHIO STATE UNIVERSITY HOSPITALS
d/b/a OSU WEXNER MEDICAL CENTER

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

WHEREAS a summary of the proposed amendments to the *Bylaws of the Medical Staff* of The Ohio State University Hospitals is attached; and

WHEREAS the proposed amendments are also attached; and

WHEREAS the proposed amendments to the *Bylaws of the Medical Staff* of The Ohio State University Hospitals were approved by the University Hospitals Medical Staff Administrative Committee on September 10, 2025; and

WHEREAS on October 28, 2025, the Quality and Professional Affairs Committee recommended that the Wexner Medical Center Board approve the amendments to the *Bylaws of the Medical Staff* of The Ohio State University Hospitals:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board and The Ohio State University Board of Trustees hereby approve the amendments to the *Bylaws of the Medical Staff* for The Ohio State University Hospitals, including Ohio State University Hospital, Ohio State Richard M. Ross Heart Hospital, Ohio State Harding Hospital, and Ohio State East Hospital.

(See Appendix X for background information, page XX)

APPROVAL OF AMENDMENTS TO THE *BYLAWS OF THE MEDICAL STAFF*

Resolution No. 2026-68

THE OHIO STATE UNIVERSITY COMPREHENSIVE CANCER CENTER

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ARTHUR G. JAMES CANCER HOSPITAL AND RICHARD J. SOLOVE
RESEARCH INSTITUTE

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

WHEREAS a summary of the proposed amendments to the *Bylaws of the Medical Staff* of the James Cancer Hospital is attached; and

WHEREAS the proposed amendments are also attached; and

WHEREAS the proposed amendments to the *Bylaws of the Medical Staff* of the James Cancer Hospital were approved by the James Cancer Hospital Medical Staff Administrative Committee on September 19, 2025; and

WHEREAS on October 28, 2025, the Quality and Professional Affairs Committee recommended that the Wexner Medical Center Board approve the amendments to the *Bylaws of the Medical Staff* of the James Cancer Hospital:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board and The Ohio State University Board of Trustees hereby approve the amendments to the *Bylaws of the Medical Staff* of the James Cancer Hospital.

(See Appendix X for background information, page XX)

**APPROVAL OF AMENDMENTS TO THE MEDICAL STAFF RULES AND
REGULATIONS**

Resolution No. 2026-69

THE OHIO STATE UNIVERSITY COMPREHENSIVE CANCER CENTER
ARTHUR G. JAMES CANCER HOSPITAL AND RICHARD J. SOLOVE
RESEARCH INSTITUTE

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

WHEREAS a summary of the proposed amendments to the *Medical Staff Rules and Regulations* of the James Cancer Hospital is attached; and

WHEREAS the proposed amendments are also attached; and

WHEREAS the proposed amendments to the *Medical Staff Rules and Regulations* of the James Cancer Hospital were approved by the James Cancer Hospital Medical Staff Administrative Committee on September 19, 2025; and

WHEREAS on October 28, 2025, the Quality and Professional Affairs Committee recommended that the Wexner Medical Center Board approve the amendments to the *Medical Staff Rules and Regulations* of the James Cancer Hospital:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board and The Ohio State University Board of Trustees hereby approve the amendments to the *Medical Staff Rules and Regulations* for The James.

(See Appendix X for background information, page XX)

APPROVAL FOR ACQUISITION OF REAL PROPERTY

Resolution No. 2026-70

2.646 +/- ACRES AT 941 CHATHAM LANE,
COLUMBUS, FRANKLIN COUNTY, OHIO

Synopsis: Authorization to acquire real property located at 941 Chatham Lane, Columbus, Ohio, is proposed.

WHEREAS The Ohio State University seeks to acquire 2.646 acres of improved real property located at 941 Chatham Lane, Columbus, Ohio, identified as Franklin County parcel number 010-003322 at a price of \$3,550,000; and

WHEREAS the acquisition of this property supports the strategic investment of land assets in support of the university's current and future needs; and

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the President and/or Senior Vice President for Business and Finance shall be authorized to take any action required to effect the purchase of the aforementioned property upon terms and conditions deemed to be in the best interest of the university and at a purchase price at or below the appraised value.

(See Appendix X for background information, page XX)

**APPROVAL OF THE FY25 PROGRESS REPORT ON
THE OHIO TASK FORCE ON AFFORDABILITY AND EFFICIENCY
IN HIGHER EDUCATION RECOMMENDATIONS**

Resolution No. 2026-71

Synopsis: Approval of Ohio State's FY24 progress report on the Ohio Task Force on Affordability and Efficiency recommendations, which will be submitted to the Chancellor of Higher Education, is proposed.

WHEREAS Governor John R. Kasich established the Ohio Task Force on Affordability and Efficiency in Higher Education in 2015 to recommend solutions for state colleges and universities to enhance affordability and efficiency; and

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WHEREAS The Ohio State University supported the goals and work of this task force; and

WHEREAS the task force delivered its recommendations in the report “Action Steps to Reduce College Costs” on October 1, 2015; and

WHEREAS House Bill 49 (Section 381.550) requires the Board of Trustees of each state college and university to approve an efficiency report based on the task force recommendations each fiscal year and submit it to the Chancellor of Higher Education; and

WHEREAS consultations have taken place within the university to review and apply the recommendations to Ohio State’s circumstances; and

WHEREAS Ohio State’s strategic goal, focused on operational excellence and resource stewardship, is in strong alignment with task force recommendations:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the university’s FY25 progress report in response to the task force recommendations, as detailed in the attached document; and

BE IT FURTHER RESOLVED, That the attached document be delivered to the Chancellor of the Ohio Department of Higher Education.

(See Appendix X for background information, page XX)

AUTHORIZATION TO APPROVE GOLF COURSE DUES AND FEES

Resolution No. 2026-72

Synopsis: Approval of golf course membership dues and fees for calendar year 2026 at the recommended levels is requested.

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

WHEREAS each year the Athletic Council reviews projections for the coming year’s budget and recommends golf course membership dues and fees; and

WHEREAS the Athletic Council has approved the golf course membership dues and fees as shown on the attached document; and

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

NOW THEREFORE

BE IT RESOLVED, That the recommended golf course membership dues and fees for calendar year 2026 be approved.

(See Appendix X for background information, page XX)

APPROVAL OF THE UNIVERSITY FOUNDATION REPORT

Resolution No. 2026-73

Synopsis: Approval of the University Foundation Report as of October 31, 2025, is proposed.

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

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

WHEREAS this report includes: (i) the establishment of one (1) endowed chair as part of the Provost's Endowed Chair Matching Program: the Eric Byron Fix-Monda Endowed Chair; two (2) endowed chairs: the Seth Andre Myers Chair in Global Military History and the Weary Foundation Endowed Chair in Social Psychology ; one (1) endowed chair fund as part of the Provost's Endowed Chair Matching Program: the Horticulture and Crop Science Chair Fund for Future Molecular Plant Scientists - Bridging University Research and High School Classrooms; three (3) endowed professorships: The William E. and Charlotte Curtis Hunt Professorship in the Department of Neurosurgery, The Daniel H. Reigle Endowed Professorship in Sarcoma Research and Care, the Elizabeth McKeever Ross Professorship; five (5) scholarships as part of the Scarlet and Gray Advantage Endowed Matching Gift Program; and thirty-four (35) additional named endowed funds; (ii) the revision of thirteen (13) named endowed funds:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves The Ohio State University Foundation Report as of October 31, 2025.

(See Appendix X for background information, page XX)

NAMING OF THE HERBERT J. BLOCK MEMORIAL TOURNAMENT PATIENT REGISTRATION

Resolution No. 2026-74

IN THE OHIO STATE UNIVERSITY COMPREHENSIVE CANCER CENTER –
ARTHUR G. JAMES CANCER HOSPITAL AND RICHARD J. SOLOVE
RESEARCH INSTITUTE

Synopsis: Approval for the naming of the registration room in The Ohio State University Comprehensive Cancer Center – Arthur G. James Cancer Hospital and Richard J. Solove Research Institute, located at 460 W. 10th Avenue on The Ohio State University Wexner Medical Center campus, is proposed.

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WHEREAS The University Hospital tower expansion of the Wexner Medical Center's campus is the largest project in Ohio State's history; and

WHEREAS the James Cancer Hospital and Solove Research Institute patient registration has been remodeled as a part of the construction of the University Hospital tower; and

WHEREAS the Herbert J. Block Memorial Tournament has provided significant contributions to the building fund for the James Cancer Hospital and Solove Research Institute; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of Herbert J. Block Memorial Tournament's philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned space be named the Herbert J. Block Memorial Tournament Patient Registration.

**NAMING OF THE HARRY T. MANGURIAN, JR. FOUNDATION
VISITOR LOUNGE**

Resolution No. 2026-75

IN THE JAMES OUTPATIENT CARE

Synopsis: Approval for the naming of the visitor lounge in The Ohio State University Wexner Medical Center James Outpatient Care facility, located at 2121 Kenny Rd, is proposed.

WHEREAS The James Outpatient Care facility provides convenient access to state-of-the-art health services for The Ohio State University Comprehensive Cancer Center – Arthur G. James Cancer Hospital and Richard J. Solove Research Institute (OSUCCC – James) patients; and

WHEREAS the facility includes a variety of services supporting the James Cancer Hospital and Solove Research Institute program; and

WHEREAS The Harry T. Mangurian, Jr. Foundation has provided significant contributions to the OSUCCC – James and the James Outpatient Care facility; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of the aforementioned donor's philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life

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of the physical facility the internal space (Rooms X602L, 6000) be named the “The Harry T. Mangurian, Jr. Foundation Visitor Lounge.”

NAMING OF THE JAMES L. PRUSA TURFGRASS INNOVATION LAB

Resolution No. 2026-76

AT THE COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES WOOSTER CAMPUS

Synopsis: Approval for the naming of the turfgrass innovation lab in the Secret Welcome and Education Center at the College of Food, Agricultural, and Environmental Sciences (CFAES) Wooster Campus, located at 2122 Williams Road, Wooster, OH, is proposed.

WHEREAS Ohio State ATI on the CFAES Wooster Campus strives to offer quality educational programs to prepare students in agriculture, horticulture and environmental sciences to be technically competent and self-reliant in a global society; and

WHEREAS the Ohio State ATI Turfgrass Management program is a popular field of study preparing students for a future in the science and business related to turfgrasses in commercial, residential and recreational settings; and

WHEREAS John Prusa and Mary Prusa have provided significant contributions to the CFAES Wooster Turf Facilities Project; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of John Prusa and Mary Prusa's philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned space be named the James L. Prusa Turfgrass Innovation Lab.

NAMING OF THE KIMMET FAMILY CAPSTONE ROOM

Resolution No. 2026-77

IN SCOTT LABORATORY

Synopsis: Approval for the naming of Capstone Room A (room W258) in Scott Laboratory, located at 201 W 19th Ave, is proposed.

WHEREAS The capstone sequence in mechanical engineering in the College of Engineering is intended to provide experience in the design process and bring together and reinforce knowledge and skills learned throughout the program; and

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WHEREAS the classrooms provided by the capstone sequence are undergoing renovations and equipment upgrades to better serve the needs of students completing their capstone projects; and

WHEREAS Daniel Kimmet has provided significant contributions to the mechanical engineering capstone lab's development; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of Daniel Kimmet's philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned space be named the Kimmet Family Capstone Room.

NAMING OF THE MINNIE M. MCGEE ACADEMIC SUCCESS HUB

Resolution No. 2026-78

IN HITCHCOCK HALL

Synopsis: Approval for the naming of the CARE Student Lounge in Hitchcock Hall, located at 2070 Neil Ave, is proposed.

WHEREAS The Office of Community, Access, Retention, and Empowerment (CARE) plays a unique role in strategic enrollment, planning, supporting student persistence in STEM, and supports the university's land-grant mission in the College of Engineering by creating an environment where everyone thrives; and

WHEREAS the CARE lounge space was designed to support and motivate academic growth for all College of Engineering students, offering tutoring, supplemental instruction, and self-care items; and

WHEREAS Herbert Robinson and Barbara Sferra have provided significant contributions to the College of Engineering; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of Herb Robinson and Barbara Sferra's philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned space be named the Minnie M. McGee Academic Success Hub.

NAMING OF INTERNAL SPACES

IN UNIVERSITY HOSPITAL

Synopsis: Approval for the naming of internal spaces in the University Hospital located at 650 W. 10th Avenue is proposed.

WHEREAS The Ohio State University is taking a major step forward with the development of the new University Hospital that, combined with modern educational space, will enhance a unified Ohio State Wexner Medical Center campus; and

WHEREAS the Ohio State Wexner Medical Center campus provides leading-edge research, outstanding clinical training and world-class patient care; and

WHEREAS the following donors have provided significant contributions to the Wexner Medical Center and University Hospital; and

- The Walsh Group
- The Harry T. Mangurian, Jr. Foundation
- Douglas W. Armbrust, MD '67
- Jane's Room

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of the aforementioned donors' philanthropic support, the Board of Trustees hereby approves in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned spaces be named the following:

- Lampert Family Auditorium
- The Harry T. Mangurian, Jr. Foundation Visitor Lounge (Rooms 14000, X1403L, 14040)
- Gift in memory of William and Peg Armbrust by their grateful son, Douglas W. Armbrust, MD '67 (Room 17582)
- Jane's Room (Room 23420)

NAMING OF INTERNAL SPACES

IN THE MULTISPECIES ANIMAL LEARNING COMPLEX

Synopsis: Approval for the naming of internal spaces in the Multispecies Animal Learning Complex (MALC), located in the Waterman Agricultural and Natural Resources Laboratory, is proposed.

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WHEREAS The College of Food, Agricultural, and Environmental Sciences (CFAES) works to sustain life every day through teaching, research, and extension statewide on all of our campuses; and

WHEREAS the MALC will support the CFAES mission of education, research, and outreach and engagement by bringing people and animals together in a state-of-the-art facility that will be used by Ohio State students and public learners of all ages alike; and

WHEREAS the donors listed below have provided significant contributions toward the construction of the MALC; and

- Russell and Brenda Simmonds
- VAL-CO

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy, and if at any time following the approval of a naming, circumstances change so that the continued use of the name may compromise the integrity or reputation of the University, the University may remove the name with the approval of the President and the Board of Trustees and notification of the Donors, if possible:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of the aforementioned donors' philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned spaces be named the following:

- Dr. Charles H. Ingraham Memorial Lobby
- VAL-CO Broiler Room (room D113)

NAMING OF INTERNAL SPACES

Resolution No. 2026-81

IN ENGINEERING RESEARCH AND EDUCATION LABORATORIES

Synopsis: Approval for the naming of internal spaces in Engineering Research and Education Laboratories, located at the corner of Woodruff Ave and College Rd, is proposed.

WHEREAS The College of Engineering's new Engineering Research and Education Laboratories is being built to capitalize on the momentum and gains in education, research, innovation, and economic well-being; and

WHEREAS Engineering Research and Education Laboratories will create collaborative spaces for the university's highly ranked Departments of Materials Science and Engineering, Biomedical Engineering and Chemical and Biomolecular Engineering, spurring new ways of conducting research, new improvements to human health and new partnerships to advance Ohio businesses; and

WHEREAS the donors listed below have provided significant contributions to the construction of Engineering Research and Education Laboratories and

- Douglas E. Herr and Jane F. Maliszewski
- George E. Smith and Gretchen D. Smith
- James L. Balthaser and Anita Y. Balthaser
- Victor H. Yin and Kuei-Chun Yin
- Edward G. Smariga and Pamela D. Smariga
- Thomas J. Paquin, Suzanne R. Paquin, Joseph H. Paquin Jr. and Betsy C. Paquin
- Susan M. Sand and Timothy J. Sand
- Allan V. Johnson
- William A. Baeslack III and Michelle L. Baeslack
- Srinivasan K. Ganapathi and Nivedita Ganapathi
- Dorie-Ellen N. Eisenman
- Doruk A. Borekci and Ece Borekci
- Ann E. Schavey and Larry D. Schavey
- Byrne Family Foundation Agency
- Lincoln Electric Foundation

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of the aforementioned donors' philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned spaces be named the following:

- Douglas "Ben" Herr and Jane Maliszewski Impact Engineering Lab (room 4260)
- Douglas "Ben" Herr and Jane Maliszewski Impact Engineering Collaboration Space (room 4319)
- The George and Gretchen Smith Lab (room 1230)
- The James L. and Anita Y. Balthaser Lobby (X104L)
- The Victor Yin EED Teaching Prep Room (room 1210)
- Smariga Collaboration Space (room 2235)
- The Joseph and Mary Jane Paquin Makerspace Office (room 1320)
- Tim and Susan Sand Conference Room (room 2243)
- The Allan V. Johnson Reception Area (room 6300)
- Bud and Shelley Baeslack Conference Room (room 6215)
- KG and Nivedita Ganapathi IBE Innovation Space (room 3243)
- The Mark Eisenman Family Collaboration Space (room 2227)
- The Ece & Doruk Borecki Family Huddle Room (room 2229)
- The Schavey Family Graduate Office (room 5229)
- The Byrne Family Foundation Collaboration Space (room 1227)
- Lincoln Electric Foundations Lab (room 1240)
- Lincoln Electric Collaboration Space (room 1235)
- Lincoln Electric Conference Room (room 1243)
- Lincoln Electric Huddle Room (room 1229)
- Lincoln Electric Collaboration Space (room 1241)

NAMING OF ENGINEERING RESEARCH AND EDUCATION LABORATORIES

Resolution No. 2026-82

IN THE COLLEGE OF ENGINEERING

Synopsis: Approval for the administrative naming of the Engineering Research and Education Laboratories at the corner of W Woodruff Avenue and College Road, is proposed.

WHEREAS The renovation and construction at this facility is almost complete and will maximize collaborative research and learning and capitalize on momentum in education, research, innovation and economic well-being, and

WHEREAS this name accurately reflects the purpose and current naming standards within the College of Engineering; and

WHEREAS the College of Engineering recommends and Planning, Architecture and Real Estate reviewed these changes; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned space be named Engineering Research and Education Laboratories (Building 0265).

Mr. Zeiger:

To approve these measures, we will hold two roll-call votes. The first will be a vote on item No. 9 only — each of you have before you a list of these items, and that is publicly available through the media office, as well, for anyone joining virtually — but the first roll-call vote will relate only to item No. 9 – Faculty Personnel Actions.

Ms. Trott has been advised to abstain.

Upon the motion of Mr. Zeiger, seconded by Mr. Kaplan, the Board of Trustees adopted the foregoing resolution by majority roll-call vote, cast by the following trustees: Mr. Zeiger, Ms. Kessler, Mr. Heminger, Ms. Holcombe, Mr. Kaplan, Mrs. Harsh, Dr. Wilkinson, Mr. Mitevski, Mr. Bigby, Mr. Perez, Mr. Kastan, Mr. Skestos and Mr. Tiberi. Ms. Trott abstained.

Ms. Eveland:

Motion carries.

Mr. Zeiger:

Thank you.

Upon the motion of Mr. Zeiger, seconded by Mr. Heminger, the Board of Trustees adopted the remaining resolutions by unanimous roll-call vote, cast by the following trustees: Mr. Zeiger, Ms. Kessler, Mr. Heminger, Ms. Holcombe, Mr. Kaplan, Mrs. Harsh, Dr. Wilkinson, Mr. Mitevski, Mr. Bigby, Mr. Perez, Mr. Kastan, Mr. Skestos, Ms. Trott and Mr. Tiberi.

Ms. Eveland:

Motion carries.

Mr. Zeiger:

Thank you. That concludes our agenda for today. This meeting is adjourned.

The meeting adjourned at 1:17 p.m.

Attest:

John W. Zeiger
Chairman

Jessica A. Eveland
Secretary

RESOLUTIONS IN MEMORIAM

Synopsis: Approval of Resolutions in Memoriam is proposed.

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

John Dewitt Jacob
John Joseph Kennedy
Stephen F. Loebs
George Arthur Skestos

JOHN DEWITT JACOB

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the January 20, 2026, death of Dr. John Dewitt Jacob, proud Ohio State alumnus, member and chair of the university's Board of Trustees, and passionate Buckeye. He was 87.

Dr. Jacob was a lifelong central Ohioan, representing the third of five generations of the Jacob family to call the area home. After graduating from University High School in 1956, he attended The Ohio State University to earn his Doctor of Dental Surgery degree in 1963 and a Master of Science in Orthodontics in 1966. He was a member of Beta Theta Pi and the Psi Omega Psi dental fraternity while on campus. He then spent 25 years in private practice as an orthodontist in Worthington, Ohio. Throughout the course of his career, he became a life member of the Columbus Dental Society, the International College of Dentists, and the American Association of Orthodontists.

His deep roots in the area, combined with his generous spirit, drove Dr. Jacob to dedicate much of his life to serving the organizations and communities of which he was a part. A proud Eagle Scout, he served on Ohio State's Board of Trustees from 1975-84 and as the board's chair from 1983-84. He was also a life member of The Ohio State University Alumni Association. He was appointed three times by two consecutive Ohio governors to the Ohio Unemployment Compensation Review Commission, a post he held until 2007. He was also a life member of Scioto Country Club and a charter member of the Dublin-Worthington Rotary Club, which he helped establish in 1974.

When not pursuing his professional and civic interests, or cheering for his beloved Buckeyes, Dr. Jacob could frequently be found on the golf course. His passion for the sport led him to courses around the world and to numerous championships. It also afforded countless opportunities for fellow golfers to experience firsthand his warmhearted demeanor and belief in continuous personal growth — through skilled guidance, sincere encouragement and cheerful camaraderie.

On behalf of the university community, The Ohio State University Board of Trustees expresses to the family of Dr. John Dewitt Jacob its deepest sympathy and sense of compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

JOHN JOSEPH KENNEDY

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on August 9, 2025, of John J. Kennedy. He was 85.

John J. Kennedy devoted three decades of exemplary service to The Ohio State University, leaving a legacy that has shaped both the institution and the broader field of educational research. He earned his PhD from the University of Massachusetts – Amherst and joined Ohio State’s College of Education in 1969. He retired in 1999 as professor emeritus of educational policy and leadership.

He became one of the university’s most respected voices in educational statistics, research design and teacher education. His areas of expertise included problems of teaching, teacher clarity and Reflective Teaching. He was known for making complex quantitative methods accessible as well as for being a pioneer in the statistical analysis of qualitative data. He was making sense of “big data” before the term was even coined.

Nationally, Kennedy was well known for his foundational contributions to the study of teacher clarity, now recognized as a central element of effective instruction and a core component of modern, evidence-based teaching frameworks. As a key member of the Ohio State teacher-education research group, working alongside colleagues such as Professor Emeritus Donald R. Cruickshank, Kennedy helped define, operationalize and empirically validate the construct of teacher clarity.

His seminal works, including “Teacher Clarity” (1986), “An Empirical Investigation of Teacher Clarity” (1977) and “Additional Investigations into the Nature of Teacher Clarity” (1978), provided a research foundation that continues to guide inquiry into how teachers communicate, how students learn and how instructional quality can be systematically improved. These studies remain touchstones for contemporary researchers studying the behavioral, cognitive and communicative dimensions of effective teaching.

Kennedy was also a gifted methodologist whose work strengthened the statistical sophistication of educational research at a time when many investigators were seeking new analytic tools. His book *Analyzing Qualitative Data: Log-Linear Analysis for Behavioral Research*, co-authored with his former PhD student Andrew Bush — now an emeritus professor — and published by the University Press of America (1983; 2nd edition, 1992), introduced applied researchers to the practical use of log-linear models for categorical data, an area in which Kennedy offered unusual clarity and accessibility.

Kennedy’s co-authored *An Introduction to the Design and Analysis of Experiments in Behavioral Research* (1985) provided one of the field’s most comprehensive and usable treatments of research design and analysis. It bridged the gap between advanced methodology and real-world educational research. Both texts continue to be cited and used in training researchers across disciplines.

In 1985, Kennedy received the college’s Award for Excellence in Research. He served on the doctoral committees of students whose dissertations received seven awards from national associations.

In the field, Kennedy was active and influential in the American Educational Research Association and the Midwest Educational Research Association. He was instrumental in growing the Midwest Association membership and developed several long-term, professional relationships with fellow members.

JOHN JOSEPH KENNEDY (CONT)

Kennedy inspired thousands of students and colleagues worldwide, many of whom continue to build on the foundations he created. Those who studied with him remember not only his brilliance, but also his patience, generosity and dry wit, which made even complex ideas engaging. His distinguished career was defined by methodological rigor, intellectual clarity and unwavering commitment to students and colleagues.

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

STEPHEN F. LOEBS

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on November 10, 2025, of Stephen F. Loeb, former associate dean and professor emeritus in the Division of Health Services Management and Policy in the College of Public Health. He was 87.

Professor Loeb received his bachelor's degree from Bowdoin College (1960) and a master's degree in hospital administration (1962) from the University of Michigan. He went on to serve as a commissioned officer in the U.S. Air Force Medical Service Corps, spending three years as assistant administrator of an Air Force hospital before he was honorably discharged as a captain. He then returned to Michigan, where he joined the faculty and earned a master's degree in political science (1971) and a PhD in medical care organization (1974). In 1972, he traded maize and blue for scarlet and gray, joining the faculty of The Ohio State University.

For the next 30 years, Professor Loeb would shape the field of health administration and inspire generations of students at Ohio State. He served as chair of the Master of Health Administration (MHA) program from 1980-2002 and as associate dean of the College of Public Health from 1997-2002.

A respected scholar, Professor Loeb's research and publications focused on health insurance organization and health management education, and he was the principal investigator of an influential study of health care costs and cost containment strategies in Ohio. In 2000, the Association of University Professors in Healthcare Administration awarded him the Filerman Prize for Educational Leadership, recognizing his impact on the profession.

Professor Loeb was known for his mentorship, humor and an unwavering belief in his students that binds the program's tight-knit alumni today. Professor Loeb believed he was strengthening the health care system by supporting graduates who would be successful leaders and took great joy in teaching and helping graduates launch and develop meaningful careers. He was especially supportive of women in the program during a time there were few.

Professor Loeb's supportive spirit was instrumental in developing the MHA program's strong sense of community and creating a culture of alumni involvement and giving back. In celebration of his retirement, alumni and friends raised funds to establish an endowed chair in his name, the Stephen F. Loeb Professorship in Health Services Management and Policy.

On behalf of the entire university community, the Board of Trustees expresses to the family and loved ones of Professor Stephen F. Loeb its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

GEORGE ARTHUR SKESTOS

Synopsis: The Board of Trustees of The Ohio State University expresses its deep sorrow regarding the January 9, 2026, passing of George Arthur Skestos, civic leader, philanthropist and former member of the Board of Trustees and Wexner Medical Center Board. He was 97.

A native of central Michigan, George Arthur Skestos demonstrated early on the drive that would later define his life. After graduating from high school a year ahead of schedule, he attended the University Michigan to earn three degrees: a Bachelor of Arts in history in 1948, and a Master of Business Administration and Juris Doctor in 1951. He then served in the United States Navy Judge Advocate General Corps.

In business, Mr. Skestos made his mark in the world of real estate. After salvaging an investment, he founded the Homewood Corporation in 1963. The Columbus-based firm constructed tens of thousands of single- and multi-family homes in the years that followed, forever shaping the landscape of the region. Not content with personal success, Mr. Skestos was also deeply engaged in the civic life of central Ohio. He served on the boards of numerous organizations and gave generously to causes ranging from education and the arts to healthcare and companion animals.

Mr. Skestos served on The Ohio State University Board of Trustees from 1992-2001, including a year as its chair. The university made significant investments in its athletic campus during his tenure, including the construction of the Jerome Schottenstein Center and Bill Davis Stadium, and the renovation of Ohio Stadium. Mr. Skestos was also a member of the boards of University Hospital, University Hospital East and the Wexner Medical Center for 23 years. He was instrumental in the development of the medical center's inpatient and outpatient facilities and services on Columbus' East Side. Along with his wife, Tina, he co-chaired its "Power to Change Lives" fundraising campaign.

In so many ways, Mr. Skestos committed his life to serving others. This focus — combined with his tireless effort, principled leadership and keen insight — have crafted a legacy that continues to impact greater Columbus and The Ohio State University, and will for generations to come.

On behalf of the university community, The Ohio State University Board of Trustees expresses to the loved ones of George Arthur Skestos its most sincere condolences for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the Board's heartfelt sympathy and profound appreciation for Mr. Skestos' service to the university and enduring impact upon the entire Ohio State community.

DISTINGUISHED SERVICE AWARDS

Synopsis: Approval of Distinguished Service Awards to be presented in 2026 is proposed.

WHEREAS President Carter reviewed and supported the recommendations of the Distinguished Service Awards Committee for Matthew Desch (BS '80), Johanna Sue DeStefano, Tahlman Krumm Jr. (BA '66, MA '74, PhD '78) and Edgar Lampert to be recognized at commencement ceremonies in 2026; and

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

NOW THEREFORE

BE IT RESOLVED, That Distinguished Service Awards be approved for awarding in 2026 as designated above.

Matthew Desch (BS '80)

Matt Desch's enduring commitment to The Ohio State University has transformed the Buckeye community for generations. As founder of the Buckeye Leadership Fellows (BLF) program, Matt pioneered immersive leadership development, mentoring hundreds of students and shaping 15 cohorts of future leaders. His service began as an undergraduate, where he co-founded the Student Alumni Council and excelled in campus organizations, laying the foundation for lifelong engagement. Matt's philanthropy and advocacy extend beyond BLF—he has supported university initiatives, recruited philanthropic leaders, and personally assisted students facing hardship. His leadership is defined by generosity, humility, and a steadfast belief in “paying it forward.” Honored with multiple university awards, Matt's legacy is visible in the programs he built and the countless Buckeyes he inspired. Ohio State is stronger, more vibrant, and more future-focused because of Matt Desch's extraordinary vision and service.

Letters of support from: Molly Ranz Calhoun, Rob Jech, Kristin Rupert Davis, Tracy Stuck

Johanna Sue DeStefano

Dr. Johannanna Sue DeStefano's decades of service to The Ohio State University have profoundly shaped the university's academic and civic landscape. As an Emeritus Professor in the College of Education and Human Ecology, Dr. DeStefano championed language and literacy education, advancing opportunities for minority and underserved students. Her visionary philanthropy established transformative programs, including the DeStefano Family Physician Scientist Training Program Fund and the West STEM initiative, which have opened pathways for disadvantaged students to pursue careers in science and medicine. Dr. DeStefano's leadership extends to WOSU Public Media, where she founded the Public Media Innovation Fund and served as a trusted advisor. Her gifts, exceeding \$6 million, have fostered innovation, diversity, and excellence across the university. Dr. DeStefano's legacy is defined by her unwavering commitment to education, equity, and opportunity—making Ohio State stronger and more inclusive for generations to come.

Letters of support from: Robert Baiocchi, Anthony Padgett

Tahlman Krumm, Jr (BA '66, MA '74, PHD '78)

Dr. Tahlman “Tally” Krumm Jr. has demonstrated more than two decades of exceptional volunteer leadership and philanthropic support for The Ohio State University. As a trusted advisor and donor, Dr. Krumm has shaped the Libraries and College of Arts and Sciences, serving on key advisory councils and chairing pivotal campaigns. His philanthropy—totaling approximately \$5.5 million—has advanced student success, faculty excellence, and interdisciplinary scholarship, notably elevating the university's Military History program to national prominence. Dr. Krumm's generosity established enduring funds for library spaces and academic initiatives, while his collaborative spirit has guided university leadership through critical transitions. An Arts and Sciences alumnus with a distinguished career spanning journalism, broadcasting, government, and higher education, Dr. Krumm embodies the ideals of lifelong learning and global citizenship. His legacy is visible in enriched academic communities and opportunities for generations of Buckeyes.

Letters of support from: David Horn, Damon E. Jaggars

Edgar Lampert

Edgar Lampert's visionary leadership and expertise have profoundly shaped The Ohio State University's physical and strategic landscape. As vice chairman and co-founder of The Georgetown Company, Edgar has provided more than sixteen years of exceptional guidance to Ohio State, influencing major real estate, development, and construction projects. His impact is evident in transformative initiatives such as University Square, the Interdisciplinary Health Sciences Center, and the Wexner Medical Center's ambulatory care network. Edgar's strategic counsel was instrumental in the planning and execution of Ohio State's largest-ever hospital project, ensuring world-class facilities delivered on time and under budget. Renowned for his collaborative spirit, attention to detail, and relentless pursuit of excellence, Edgar has served as a trusted advisor to university leadership, helping to realize bold visions that benefit students, faculty, patients, and the broader community. His legacy is visible in the enduring spaces and opportunities he has helped create for generations of Buckeyes.

Letters of support from: Jay Kasey, John J. Warner

**RESOLUTION ADOPTING AN AMENDMENT TO THE *BYLAWS OF THE BOARD OF TRUSTEES* AND
A CHARTER FOR THE ACADEMIC AFFAIRS, RESEARCH AND STUDENT LIFE COMMITTEE**

Synopsis: Adoption of a resolution amending the *Bylaws of the Board of Trustees* to rename the Academic Affairs and Student Life Committee as the Academic Affairs, Research and Student Life Committee and to adopt a charter for said committee, is proposed.

WHEREAS the Board of Trustees seeks to organize itself in a manner that ensures maximal effectiveness in the execution of its duties, and;

WHEREAS on August 20, 2025, the Board of Trustees eliminated the Research, Innovation and Strategic Partnerships Committee; delegated the responsibilities and functions of this committee to the Academic Affairs and Student Life Committee; and updated the *Bylaws of the Board of Trustees* to effect this change, and;

WHEREAS amending the *Bylaws of the Board of Trustees* to rename the Academic Affairs and Student Life Committee as the Academic Affairs, Research and Student Life Committee is necessary to comport with the broader scope of the committee's responsibilities, and;

WHEREAS adopting a charter for the Academic Affairs, Research and Student Life Committee is similarly necessary to reflect the committee's expanded purview, and;

WHEREAS the proposed charter for the Academic Affairs, Research and Student Life Committee is consistent with the description of the committee set forth in 3335-1-02(C)(1)(a) of the *Bylaws of the Board of Trustees*:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby adopts the attached amendment to 3335-1-02 of the *Bylaws of the Board of Trustees* to rename the Academic Affairs and Student Life Committee as the Academic Affairs, Research and Student Life Committee, and;

BE IT FURTHER RESOLVED, That the Board of Trustees hereby adopts the attached charter for the Academic Affairs, Research and Student Life Committee.

3335-1-02 Members, officers and committees of the board.

(C) Committees of the board.

(1) Standing committees of the board, the members of which shall be appointed annually by the chair, shall be constituted and shall consider and make recommendations for action by the board on the various matters as enumerated below:

(a) Academic affairs, research and student life committee. The academic affairs, research and student life committee shall consider and make recommendations to the board regarding matters pertaining to the teaching, public service, and research programs and activities of the university, Wexner medical center, faculty, staff, and students. Matters to be brought before the committee may include, but shall not be limited to: teaching and learning; student success, support and well-being; faculty and staff matters; educational policy; academic structure and organization; student welfare and housing; collective bargaining; university faculty and student rules; conferring of degrees, certificates, awards, and other honors; the university system of Ohio; regional campuses; the Ohio agricultural research and development center; agricultural technical institute; the university's land-grant mission and extension programs; programs and activities related to research and creative inquiry; policies to support and enhance research and creative inquiry conducted at the university; the development and support of strategic internal and external relationships; outreach and engagement activities of the university's students, faculty, and staff; and any other matter assigned to the committee by the board or the chair of the board.

In addition to the trustees appointed to the committee, the committee shall also consist of at least one student trustee, up to two members of the university faculty, and up to two additional non-trustee committee members, with majority membership by trustees at all times.

(b) Finance and investment committee. The finance and investment committee shall consider and make recommendations to the board regarding matters pertaining to the financial, business, and administrative management of the university. Matters to be brought before the committee may include, but shall not be limited to: long-range financial planning; borrowing and investment policies and strategies; investment benchmarks and asset allocation; capital and operating budgets and policies; capital expenditure budgets and investment; financing related to real property transactions; financial reporting practices; issuance of debt; tuition and fees; endowment assets and Advancement objectives; namings of university buildings and spaces; purchasing policies; insurance and Self-Insurance Board appointments; efficiency and cost-savings efforts; managed health care systems; and any other matter assigned to the committee by the board or the chair of the board.

In addition to the trustees appointed to the committee, the committee shall also consist of at least one student trustee and up to three additional non-trustee committee members, with majority membership by trustees at all times.

(c) Talent, compensation and governance committee. The talent, compensation and governance committee shall provide oversight and counsel to the president regarding matters related to the senior leadership of the university, as determined by the board and the president, and make recommendations to the board regarding matters pertaining to the organization of the board and involvement and role of trustees. Matters to be brought before the committee may include, but shall not be limited to: roles and responsibilities of trustees and senior leadership positions; position specifications and necessary qualifications; compensation strategy and

comparative data; transition plans; the board structure and operation; matters related to the trustees, non-trustee committee members and charter trustee selection process; trustee orientation; reviews of the president of the university and officers of the board; expectations regarding trustee comportment; organization of the board office; and any other matter assigned to the committee by the board or the chair of the board.

The committee shall consist of the chairs of each board committee and the vice chairs of the board. In addition to the trustees appointed to the committee, the committee may also consist of up to three additional non-trustee committee members, with majority membership by trustees at all times. The chair of the board may also appoint to this committee up to one current voting member of the board who formerly served as a board officer.

- (d) Master planning and facilities committee. The master planning and facilities committee shall consider and make recommendations to the board regarding the university's physical environment to ensure they enable and advance the university's academic mission and strategic goals. The committee will serve as stewards of the campus master plans and district plans. Matters to be brought before the committee may include, but shall not be limited to: the review and recommendation for approval of the planning, design, and construction activity of the university, including the Wexner medical center; university master planning; development and maintenance of facilities; real property matters; security and infrastructure updates; and any other matter assigned to the committee by the board or the chair of the board.

In addition to the trustees appointed to the committee, the committee shall also consist of at least one student trustee and up to three additional non-trustee committee members, with majority membership by trustees at all times.

- (e) Legal, audit, risk and compliance committee. The legal, audit, risk and compliance committee shall consider and make recommendations to the board regarding oversight of the university's legal, audit, risk, and compliance functions. Matters to be brought before the committee may include, but shall not be limited to: reports regarding significant legal, legislative, and regulatory matters and initiatives; potential and active litigation; oversight and monitoring of compliance programs and activities; university and Wexner medical center enterprise risk management programs and business continuity planning; approval and monitoring of affiliated entities; internal financial control systems and reporting; auditing of the university and related entity operations; internal audit policies, plans, and reports; selection of, and receiving reports from, independent auditors (in conjunction with the auditor of state); and any other matter assigned to the committee by the board or the chair of the board.

In addition to the trustees appointed to the committee, the committee shall also consist of at least one student trustee and up to three additional non-trustee committee members, with majority membership by trustees at all times.

- (f) Athletics committee. The athletics committee shall consider and make recommendations to the board regarding oversight of the university's intercollegiate athletics programs and the actions taken to foster student-athlete success. Matters to be brought before the committee may include, but shall not be limited to: intercollegiate athletics programs and activities; student-athlete success, support, and well-being; reports regarding the operations of the organization, staffing, financial performance, and facilities for intercollegiate athletics operations; reports regarding significant structural, legal, and compliance developments impacting intercollegiate athletic activities; reviews and investigations related to intercollegiate

athletic programs; and any other matter assigned to the committee by the board or the chair of the board.

In addition to the trustees appointed to the committee, the committee shall also consist of at least one student trustee and up to three additional non-trustee committee members, with majority membership by trustees at all times.

- (g) Wexner medical center board. The university board of trustees retains ultimate sovereign power and authority over, and fiduciary responsibility for, all aspects of the mission and operations of the university, including its Wexner medical center. The university board of trustees nonetheless recognizes the important oversight role of its Wexner medical center board. The Wexner medical center board shall consider and make recommendations to the university board of trustees regarding matters set forth in the Wexner medical center board bylaws. The Wexner medical center board shall keep the university board of trustees and its committees apprised of, and make recommendations regarding, Wexner medical center matters. The university board of trustees and its committees shall consult and seek the input of the Wexner medical center board on the relevant strategic and operational matters that come before the university board of trustees. Trustees who are members of the Wexner medical center board shall represent the interests of both boards during their service.

Trustees, public members and ex-officio voting members of the Wexner medical center board shall be appointed by the chair of the university board of trustees in compliance with the procedure set forth in the Wexner medical center board bylaws.

- (2) The chair and vice chair of each committee of the board shall be trustees or charter trustees.
- (3) The chair of the university board of trustees shall appoint the chair, vice chair, and other trustee and non-trustee members of each committee. The board or the chair of the board may designate guidelines regarding non-trustee members of committees. Student trustee, charter trustee, and non-trustee committee members shall be voting members of the committees on which they serve.
- (4) In addition to the committees enumerated in this bylaw, the board or the chair of the board may establish ad hoc committees and appoint the members thereof.
- (5) Committees of the board of trustees have no independent decision-making authority, except for specific exceptions outlined in the Ohio state university Wexner medical center board bylaws. Any matter or resolution recommended by a committee of the board shall be presented to the board for its consideration.
- (6) Except as provided in paragraph (B)(1) of rule 3335-93-01 of the Administrative Code, no trustee shall, during his or her term in office, serve as a director or officer or in any other capacity of any university affiliated entity or as a director, officer, or member or in any other capacity of any other university or related advisory or governance board, committee, or similar body, unless such service is approved by the chair of the board of trustees.

3335-1-02 Members, officers and committees of the board.

(C) Committees of the board.

(1) Standing committees of the board, the members of which shall be appointed annually by the chair, shall be constituted and shall consider and make recommendations for action by the board on the various matters as enumerated below:

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In addition to the trustees appointed to the committee, the committee shall also consist of at least one student trustee, up to two members of the university faculty, and up to two additional non-trustee committee members, with majority membership by trustees at all times.

(b) Finance and investment committee. The finance and investment committee shall consider and make recommendations to the board regarding matters pertaining to the financial, business, and administrative management of the university. Matters to be brought before the committee may include, but shall not be limited to: long-range financial planning; borrowing and investment policies and strategies; investment benchmarks and asset allocation; capital and operating budgets and policies; capital expenditure budgets and investment; financing related to real property transactions; financial reporting practices; issuance of debt; tuition and fees; endowment assets and Advancement objectives; namings of university buildings and spaces; purchasing policies; insurance and Self-Insurance Board appointments; efficiency and cost-savings efforts; managed health care systems; and any other matter assigned to the committee by the board or the chair of the board.

In addition to the trustees appointed to the committee, the committee shall also consist of at least one student trustee and up to three additional non-trustee committee members, with majority membership by trustees at all times.

(c) Talent, compensation and governance committee. The talent, compensation and governance committee shall provide oversight and counsel to the president regarding matters related to the senior leadership of the university, as determined by the board and the president, and make recommendations to the board regarding matters pertaining to the organization of the board and involvement and role of trustees. Matters to be brought before the committee may include, but shall not be limited to: roles and responsibilities of trustees and senior leadership positions; position specifications and necessary qualifications; compensation strategy and

comparative data; transition plans; the board structure and operation; matters related to the trustees, non-trustee committee members and charter trustee selection process; trustee orientation; reviews of the president of the university and officers of the board; expectations regarding trustee comportment; organization of the board office; and any other matter assigned to the committee by the board or the chair of the board.

The committee shall consist of the chairs of each board committee and the vice chairs of the board. In addition to the trustees appointed to the committee, the committee may also consist of up to three additional non-trustee committee members, with majority membership by trustees at all times. The chair of the board may also appoint to this committee up to one current voting member of the board who formerly served as a board officer.

- (d) Master planning and facilities committee. The master planning and facilities committee shall consider and make recommendations to the board regarding the university's physical environment to ensure they enable and advance the university's academic mission and strategic goals. The committee will serve as stewards of the campus master plans and district plans. Matters to be brought before the committee may include, but shall not be limited to: the review and recommendation for approval of the planning, design, and construction activity of the university, including the Wexner medical center; university master planning; development and maintenance of facilities; real property matters; security and infrastructure updates; and any other matter assigned to the committee by the board or the chair of the board.

In addition to the trustees appointed to the committee, the committee shall also consist of at least one student trustee and up to three additional non-trustee committee members, with majority membership by trustees at all times.

- (e) Legal, audit, risk and compliance committee. The legal, audit, risk and compliance committee shall consider and make recommendations to the board regarding oversight of the university's legal, audit, risk, and compliance functions. Matters to be brought before the committee may include, but shall not be limited to: reports regarding significant legal, legislative, and regulatory matters and initiatives; potential and active litigation; oversight and monitoring of compliance programs and activities; university and Wexner medical center enterprise risk management programs and business continuity planning; approval and monitoring of affiliated entities; internal financial control systems and reporting; auditing of the university and related entity operations; internal audit policies, plans, and reports; selection of, and receiving reports from, independent auditors (in conjunction with the auditor of state); and any other matter assigned to the committee by the board or the chair of the board.

In addition to the trustees appointed to the committee, the committee shall also consist of at least one student trustee and up to three additional non-trustee committee members, with majority membership by trustees at all times.

- (f) Athletics committee. The athletics committee shall consider and make recommendations to the board regarding oversight of the university's intercollegiate athletics programs and the actions taken to foster student-athlete success. Matters to be brought before the committee may include, but shall not be limited to: intercollegiate athletics programs and activities; student-athlete success, support, and well-being; reports regarding the operations of the organization, staffing, financial performance, and facilities for intercollegiate athletics operations; reports regarding significant structural, legal, and compliance developments impacting intercollegiate athletic activities; reviews and investigations related to intercollegiate

athletic programs; and any other matter assigned to the committee by the board or the chair of the board.

In addition to the trustees appointed to the committee, the committee shall also consist of at least one student trustee and up to three additional non-trustee committee members, with majority membership by trustees at all times.

- (g) Wexner medical center board. The university board of trustees retains ultimate sovereign power and authority over, and fiduciary responsibility for, all aspects of the mission and operations of the university, including its Wexner medical center. The university board of trustees nonetheless recognizes the important oversight role of its Wexner medical center board. The Wexner medical center board shall consider and make recommendations to the university board of trustees regarding matters set forth in the Wexner medical center board bylaws. The Wexner medical center board shall keep the university board of trustees and its committees apprised of, and make recommendations regarding, Wexner medical center matters. The university board of trustees and its committees shall consult and seek the input of the Wexner medical center board on the relevant strategic and operational matters that come before the university board of trustees. Trustees who are members of the Wexner medical center board shall represent the interests of both boards during their service.

Trustees, public members and ex-officio voting members of the Wexner medical center board shall be appointed by the chair of the university board of trustees in compliance with the procedure set forth in the Wexner medical center board bylaws.

- (2) The chair and vice chair of each committee of the board shall be trustees or charter trustees.
- (3) The chair of the university board of trustees shall appoint the chair, vice chair, and other trustee and non-trustee members of each committee. The board or the chair of the board may designate guidelines regarding non-trustee members of committees. Student trustee, charter trustee, and non-trustee committee members shall be voting members of the committees on which they serve.
- (4) In addition to the committees enumerated in this bylaw, the board or the chair of the board may establish ad hoc committees and appoint the members thereof.
- (5) Committees of the board of trustees have no independent decision-making authority, except for specific exceptions outlined in the Ohio state university Wexner medical center board bylaws. Any matter or resolution recommended by a committee of the board shall be presented to the board for its consideration.
- (6) Except as provided in paragraph (B)(1) of rule 3335-93-01 of the Administrative Code, no trustee shall, during his or her term in office, serve as a director or officer or in any other capacity of any university affiliated entity or as a director, officer, or member or in any other capacity of any other university or related advisory or governance board, committee, or similar body, unless such service is approved by the chair of the board of trustees.

Academic Affairs, Research and Student Life Committee Charter

Purpose of Committee

The Academic Affairs, Research and Student Life Committee is a standing committee of The Ohio State University Board of Trustees established to consider and make recommendations for action by the board relating to the following programs and activities at the university and Wexner Medical Center: 1) teaching and learning; 2) student success, support and well-being; 3) the research enterprise; 4) innovation, technology commercialization and entrepreneurship; and 5) outreach, engagement and partnership activities of students, faculty and staff.

Committee Authority and Responsibilities

In furtherance of its purpose set forth above, the committee shall have the following authority and responsibilities:

- **Educational policy, academic structure and organization** – The committee provides policy oversight of the academic and co-curricular activities of the university, aligned with the principles of shared governance and consistent with the university's land-grant mission. This may include activities at Ohio State's Columbus or regional campuses, CFAES Wooster, through Ohio State University Extension or in association with other institutions of higher education.
- **Student success, support and well-being** – The committee provides policy oversight of initiatives to support and enhance the experience of students, whether operated through the offices of Academic Affairs, Student Life, Athletics or elsewhere within the university.
- **Research enterprise** – The committee provides strategic oversight and guidance on the sustainable growth of research and creative expression, corporate partnerships, technology commercialization, as well as entrepreneurial activities. It reviews and evaluates the effectiveness of the research and innovation enterprise including, but not limited to, annual research and development expenditures, scholarly activities such as publications and creative expression, outcomes of technology commercialization, startup activities and corporate partnerships.
- **Faculty personnel actions** – The committee recommends approval of faculty personnel actions to the Board of Trustees.
- **University faculty and student rules** – The committee recommends approval of changes to the Rules of the University Faculty and Code of Student Conduct to the Board of Trustees.
- **Conferring of degrees, certificates, awards and other honors** – The committee recommends approval of degrees, certificates, awards and other honors, including honorary degrees recommended by the university president or the University Senate, to the Board of Trustees.
- **Large-scale ventures and contracts** – The committee provides strategic guidance and oversight, in conjunction with other board committees, on large-scale ventures and contracts that require review or approval by the Board of Trustees.



Academic Affairs, Research and Student Life Committee Charter

- **Innovation district** – The committee provides strategic guidance and oversight, in conjunction with other board committees, for the overall planning for and development of academic and scholarly programming, technology commercialization, entrepreneurial activities and corporate partnerships within the Innovation District at Ohio State.

Committee Meetings

The committee generally shall meet in conjunction with the regularly scheduled meetings of the full board, and at such other times and places as it deems necessary to carry out its responsibilities.

A majority of the voting members of the committee shall be present in person or via means of live, audio-enabled communication, and at least one-third of those voting members shall be present in person at any meeting of the committee in order to constitute a quorum for the transaction of business at such meeting.

Committee Membership

All members of the committee, as well as the committee chair and vice chair, shall be appointed by the chair of the board. The chair and vice chair of the committee shall be trustees or charter trustees. Trustees, student trustees, charter trustees and non-trustee committee members shall all be voting members of the committee.

The committee shall consist of trustees appointed to the committee, including at least one student trustee, up to two members of the university faculty, and up to two additional non-trustee members, with majority membership by trustees at all times. Each member of the committee shall serve for such term or terms as the chair of the board may determine or until his or her earlier resignation, removal or death.

Staff and Other Support

Primary staff support for the committee shall be provided by the Office of Academic Affairs, the Office of Student Life and the Enterprise for Research, Innovation and Knowledge. Further, the committee shall obtain advice and assistance as needed from internal or external experts in human resources, legal affairs or other areas.

University Bylaws

The provisions of this charter are intended to comport with the bylaws of the university. To the extent that these provisions conflict, the university bylaws shall control.

Academic Affairs, Research and Student Life Committee Charter

Purpose of Committee

The Academic Affairs, Research and Student Life Committee is a standing committee of The Ohio State University Board of Trustees established to consider and make recommendations for action by the board relating to the following programs and activities at the university and Wexner Medical Center: 1) teaching and learning; 2) student success, support and well-being; ~~and~~ 3) the research enterprise; 4) innovation, technology commercialization and entrepreneurship; and 5) outreach, ~~and~~ engagement and partnership activities of ~~the university's~~ students, faculty and staff.

Committee Authority and Responsibilities

In furtherance of its purpose set forth above, the committee shall have the following authority and responsibilities:

- **Educational policy, academic structure and organization** – The committee provides policy oversight of the academic and co-curricular activities of the university, aligned with the principles of shared governance and consistent with the university's land-grant mission. This may include activities at Ohio State's Columbus or regional campuses, CFAES Wooster, through Ohio State University Extension or in association with other institutions of higher education.
- **Student success, support and well-being** – The committee provides policy oversight of initiatives to support and enhance the experience of students, whether operated through the offices of Academic Affairs, Student Life, Athletics or elsewhere within the university.
- **Research enterprise** – The committee provides strategic oversight and guidance on the sustainable growth of research and creative expression, corporate partnerships, technology commercialization, as well as entrepreneurial activities. It reviews and evaluates the effectiveness of the research and innovation enterprise including, but not limited to, annual research and development expenditures, scholarly activities such as publications and creative expression, outcomes of technology commercialization, startup activities and corporate partnerships.
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Staff and Other Support

Primary staff support for the committee shall be provided by the ~~offices~~ Office of Academic Affairs, ~~and the Office of Student Life~~ and the Enterprise for Research, Innovation and Knowledge. Further, the committee shall obtain advice and assistance as needed from internal or external experts in human resources, legal affairs or other areas ~~as needed~~.

University Bylaws

The provisions of this charter are intended to comport with the bylaws of the university. To the extent that these provisions conflict, the university bylaws shall control.

APPROVAL OF PERSONNEL ACTIONS

BE IT RESOLVED, That the Board of Trustees hereby approves the personnel actions as recorded in the personnel budget records of the university since the December 4, 2025, meeting of the board, including the following appointments and contract amendments:

Reappointment and Compensation Adjustment

Name: Ayanna Howard
Title: Dean, College of Engineering
Unit: Office of Academic Affairs
Term: July 1, 2026 – June 30, 2031

Name: Carroll Ann Trotman
Title: Dean, College of Dentistry
Unit: Office of Academic Affairs
Term: July 1, 2026 – June 30, 2031

Interim Appointment

Name: Amy Moore
Title: Interim Dean, College of Medicine
Unit: Office of Academic Affairs
Term: January 20, 2026

Compensation Adjustments

Name: Walter “Ted” Carter Jr.
Title: President
Unit: Board of Trustees
Term: January 1, 2024 – December 31, 2028

Name: Ravi Bellamkonda
Title: Executive Vice President and Provost
Unit: Office of the President
Term: January 14, 2025 – December 31, 2029

**APPROVAL TO ESTABLISH AN INTERDISCIPLINARY MASTER OF SCIENCE IN
QUANTUM INFORMATION SCIENCE AND ENGINEERING**

IN THE CENTER FOR QUANTUM INFORMATION SCIENCE AND ENGINEERING

Synopsis: Approval to establish an Interdisciplinary Master of Science in Quantum Information Science and Engineering degree program in the Center for Quantum Information Science and Engineering is proposed.

WHEREAS the grand challenges in quantum information science and engineering (QISE) research, coupled with the national need for a quantum workforce, require an interdisciplinary approach; and

WHEREAS the program draws on faculty and research expertise across multiple departments in the College of Arts and Sciences and the College of Engineering, including Chemistry and Biochemistry, Computer Science and Engineering, Electrical and Computer Engineering, Mathematics, Materials Science and Engineering, and Physics; and

WHEREAS this graduate program would be one of the first truly interdisciplinary QISE programs in the country; and

WHEREAS there will be a compact common core of QISE courses through which students will develop a common vernacular and teaming skills, participate in research rotations across disciplines, engage in informal community building and industry engagement, and build skills in ethics, technical writing and communication; and

WHEREAS the Master of Science program will include a minimum of 30 credit hours with at least nine for foundational graduate coursework, six for seminar professional development courses, and three for experiential learning; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on December 3, 2025; and

WHEREAS the University Senate approved this proposal on January 29, 2026:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish an Interdisciplinary Master of Science in Quantum Information Science and Engineering degree program in the Center for Quantum Information Science and Engineering.

Proposal for an Interdisciplinary Graduate Program in Quantum Information Science and Engineering

The Ohio State University, College of Arts and Sciences and College of Engineering

Mode of delivery: on campus

Participating Departments: Chemistry and Biochemistry, Computer Science Engineering, Electrical and Computer Engineering, Materials Science Engineering, Mathematics, Physics.



Executive Summary

We propose to develop and launch a Quantum Graduate Interdisciplinary Program (**QuGIP**), at Ohio State University (OSU), focused on quantum information science and engineering (QISE). The launch phase of this program (up to AY 2028-29) will be supported by an NSF NRT award, which will directly fund 25 trainees with first year fellowships, approximately 5-10 Masters students, and 15-20 students in the companion PhD program to be developed subsequently. While an increasing number of QISE programs have emerged in recent years, these are often hosted in traditional units such as Physics Departments. However, the grand challenges in QISE research, and the national need for a quantum workforce, require a more interdisciplinary approach. Toward that end, QuGIP features a team of faculty leaders in Physics, Chemistry, Mathematics, and Engineering (Electrical and Computer, Computer Science, Materials Science), and will be administratively housed under the OSU Center for Quantum Information Science and Engineering (CQISE). QuGIP will feature a compact common core of QISE courses, designed to accommodate variations in student preparation from these disciplines. QuGIP students will develop a common vernacular and teaming skills through the compact core sequence, research rotations across disciplines, informal community building and industry engagement. Skill-building in ethics, technical writing and communication will be integrated in both classroom and research activities. QuGIP students will thus be uniquely prepared to make new insights and research connections that would not otherwise occur. The QuGIP Masters curriculum is structured to prepare and facilitate transition of QuGIP students to the quantum workforce, offering an accelerated course-based option, and a more research-focused thesis-based option. This leverages, and will help expand, the portfolio of QISE research at OSU.

QuGIP will make broader impacts as envisioned in the National Quantum Workforce Strategic plan, through interdisciplinary research to solve grand challenges in QISE, with broad dissemination in national networks and by training a diverse quantum workforce. In addition to the directly-funded trainees, we estimate another 10-20 degree students will be funded from other sources such as assistantships and competitively awarded university fellowships. In their research at OSU, QuGIP students will work at the forefront in QISE and will be well prepared to translate their experiences to other problems, applications and fields after graduating. As a new model for graduate training, QuGIP will feature a flexible specialization structure that facilitates industry engagement and professional development. The QuGIP course curricula have been designed with evidence-based methods and implemented with expert guidance from the OSU Drake Institute of Teaching and Learning. QuGIP courses will be available as electives to graduate students in existing programs, and based on experience with pilot courses, we estimate another 100 students will take QuGIP courses during the launch period. The QuGIP model will be broadly disseminated by leveraging OSU membership in national networks, including QuSTEAM and the Chicago Quantum Exchange. Lastly, QuGIP will help fill a critical need for a *quantum workforce*, as nearly 60% of OSU graduates take positions in industry, and the top employers of OSU graduates: Google, Intel, and Amazon all have made substantial investments in QISE and in Central Ohio. QuGIP students will benefit from a network spanning these large industry partners down to small quantum startups, and will have the broad skillset to develop quantum technologies and solve societal needs.

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PROGRAM EVOLUTION

Projected impacts

Impact on OSU: Quantum information science and engineering is a rapidly developing field in STEM that has captured the attention of the general public, large and small technology companies, government and education. The proposed Quantum Graduate Interdisciplinary Program (QuGIP) will be an innovative 21st century graduate program featuring interdisciplinary courses designed with evidence-based methods and seamless integration with industry, nonprofit and national lab experiences. The proposed program will position OSU in the vanguard of institutions developing QISE degree programs and will be visible and attractive to a growing number of students and professionals seeking training in this area. We anticipate positive impacts on collaborative research in quantum at OSU, which will be evidenced by external funding and high impact publications.

Impacts to OSU students in other graduate programs: QuGIP courses will be available and appropriate for STEM graduate students to take as electives. The courses are designed to accommodate varying background preparation in e.g. linear algebra and quantum mechanics, and could help students from other disciplines build a foundation in quantum as well.

Impacts to OSU undergraduate students: OSU undergraduate students will benefit from an increased development of interdisciplinary research opportunities that QuGIP will help foster. There are also natural synergies between the proposed graduate program, and the QuSTEAM undergraduate minor program, which is currently under development. For example, quantum-related seminars, internships and professional development opportunities will be disseminated to both communities.

Impacts on participating units (c.f. Appendix for Concurrence letters): QuGIP is expected to have small or negligible impact on graduate recruiting to the 6 participating Departments (Physics, Math, Chemistry and Biochemistry, ECE, MSE, CSE), as some Departments do not have active Masters programs (Physics, Chemistry and Biochemistry), and the program will target a pool of students with complementary interests. The establishment of QuGIP would give these students a second option at OSU, and will likely increase the chances of OSU to attract these students. The new program will moreover, develop new recruiting pipelines to increase the number of applicants to OSU. The program will also likely positively impact faculty research programs, through the development of new interdisciplinary projects in quantum science and increased competitiveness for the growing pool of external funding in quantum at DOE, NSF and other federal agencies. In addition, we anticipate that the increased interactions among faculty and students in the participating departments will also seed collaborative efforts not directly related in quantum science, and thus could have additional impacts on research and education.



Impacts to other units: Though the field is still at an early stage, it is likely there will be corollary benefits of QISE research to other programs at OSU. For example, quantum sensing has a broad range of potential applications from medical imaging to geodesy. Quantum cryptography has a similarly broad range of applications in finance and national security. We thus expect that the program will help grow a dense network of collaborative work between participating faculty and those in other units. No negative impacts are anticipated.

Review process

This QuGIP Curriculum proposal has been reviewed and approved by the following academic units:

OSU Departments (c.f. appendix for concurrence letters):

- Department of Chemistry and Biochemistry
- Department of Computer Science and Engineering
- Department of Electrical and Computer Engineering
- Department of Materials Science Engineering
- Department of Mathematics
- Department of Physics

College of Arts and Sciences Curriculum Committee

College of Engineering Curriculum Committee



Stakeholder input

This curriculum proposal was informed by numerous discussions with faculty and students in the participating Departments, the broader OSU STEM community, and in collaboration with other universities through NSF-sponsored events. Included in the appendix are some examples including:

- NSF National Research Traineeship Annual Meeting (Oct 29-31, 2023, hosted by Arizona State University): The NSF NRT program makes training grant awards in a broad range of fields, including quantum-related NRTs at University of Washington, UCSB, Univ. Arkansas, Univ. Tennessee, Colorado School of Mines and Yale. QuGIP Director Gupta attended this meeting, and is coordinating a satellite meeting in 2024 with the other quantum NRTs to share best practices in quantum education and training.
- OSU Center for QISE Quantum Collaborators Kickoff Meeting (Sep 22, 2023). This meeting provided an opportunity for networking and to learn about the quantum activity occurring across the University and regionally. QuGIP presented a poster at this meeting, and QuGIP personnel were available for questions and discussions from attendees.
- Open solicitations to faculty in the participating departments: Shortly after the NSF NRT award was made public, we sent out emails to faculty lists announcing the award and soliciting input. The co-PIs on the NSF proposal are serving as points of contact for these interactions.
- Weekly QuGIP happy hours – these informal get togethers of the QuGIP leadership team have helped build a sense of community among stakeholders, and inspired creative brainstorming for program components.
- Outreach to expanded base of participating faculty: To build a broad base of support for the program (and advisors for QuGIP students), emails were sent out to participating faculty and soliciting input and suggestions.
- Informal discussions with students: QuGIP faculty have had numerous informal discussions with students at OSU and externally about the program. In particular, suggestions for program components and feedback were solicited in these interactions.
- Sustained discussions with OSU leadership: the proposal has been informed by discussions with the OSU Graduate School (Dean Stromberger and Associate Dean Miriti), Office of Academic Affairs (Vice Provost Smith), ASC (Dean Horn, Assistant Dean Vankeerbergen), and CoE (Associate Deans Tomasko and Stiner-Jones).



SUMMARY OF SUPPORTING RESOURCES

The administrative and research infrastructure are in place to support the proposed program. Here we provide a bulleted list, with links to the relevant sections below.

Administrative infrastructure: The OSU Center for Quantum Information Science and Engineering (CQISE) will be the administrative home for the new graduate program, administering admissions, student tracking and finances. Discussed further [here](#).

Financial support: NSF funding will provide first year fellowships to all MS students admitted into the program through AY28-29 (budget: \$3M / 5 years from 2023-2028 + planned 1 year no-cost extension). As described in the Appendix, NSF funding includes 1 yr fellowships for trainees, the program coordinator position, curriculum development (faculty teaching buyout, OSU Drake Institute of Teaching and Learning) and program evaluation (Strategic Evaluations LLC.). As the program becomes well established, we expect to admit ~ 20 MS students per year as a sustained target. More detailed budget information can be found in the Appendix.

Non-thesis MS students will be able to finish their degree by the end of their first year, while thesis MS students will likely require up to one additional year for their thesis research. During this time, the student will be supported via a funding plan developed by their advisor for any subsequent terms. Following the launch phase, MS students will be charged tuition to cover program expenses.

Research infrastructure support: Students in the new program will benefit from and contribute to the strong culture of collaborative and interdisciplinary research at OSU that is nurtured by OSU Centers, including CQISE, the Ohio State University Institute for Materials and Manufacturing Research, and the OSU Center for Emergent Materials (CEM). The research by QuGIP students will benefit from the extensive network of equipment and computational facilities at OSU. Examples include the Ohio Supercomputing Center (OSC), NanoSystems Laboratory (NSL), Semiconductor Epitaxy and Analysis Laboratory (SEAL), Center for Electron Microscopy and Analysis (CEMAS), Nanotech West Laboratory (NTW), the NSF NeXUS facility, the Campus Chemical Instrumentation Center (CCIC). These Centers and Facilities are discussed in more detail [here](#).



PROGRAM NARRATIVE - BASIC CHARACTERISTICS

Purpose

The National Quantum Initiative Act was signed into law in 2018 “to accelerate quantum research and development for the economic and national security of the United States.” Representing a community consensus developed through subsequent workshops and planning roundtables, the 2022 U.S. National Strategic Overview for Quantum Information Science and Engineering (QISE) calls for (i) QISE to be recognized as its own discipline, calling for new faculty, programs and initiatives, (ii) a *science-first approach* fostering collaboration across disciplines to solve Grand Challenges in QISE, and (iii) *deepened engagement* with industry for workforce development.

To meet this national need, we propose to launch one of the first truly interdisciplinary QISE MS programs in the U.S. at The Ohio State University. This program leverages and will reinforce federal, university and regional investments in QISE. These include an NSF-funded training award to OSU, the OSU Center for QISE, cross-cutting faculty hires in quantum science, and partnership programs such as StarLab and the OSU/Air Force Institute of Technology Intercity Quantum Network. As QISE spans algorithms, fundamental physics, and hardware implementations from atoms to architectures, a new approach to graduate education is needed so that students in physics, chemistry, mathematics and engineering (electrical, computer, and materials) can combine efforts to solve complex Grand Challenges in the field. Our program will build a common vernacular to overcome structural barriers to interdisciplinary graduate education, is developed with evidence-based methods from the start and will accelerate the transition to experiential learning through research and industry internships. In addition to technical content learning outcomes, the program places equal priority on our students developing communication skills and a moral compass for ‘quantum ethics’, so they can become leaders in industry, government and academia.

Program focus

The proposed graduate program will provide students with foundational coursework and accelerate their transition to experiential learning through quantum science research and industry graduate internships. Not only will these students have the interdisciplinary and professional skills needed for the quantum workforce, but they will also help OSU faculty who are interested in pivoting some of their research activity into this field. The proposed curriculum will feature a compact core of four graduate-level QISE courses with content specifically designed to accommodate students with Bachelor’s degrees in Chemistry, Physics, Math, Computer Science and Engineering, Materials Science Engineering or Electrical and Computer Engineering. Students will be recruited into one of four program specializations that integrate advanced elective courses, research rotations and experiential learning opportunities. The Quantum Computing specialization is focused on the development, implementation and scaling of



quantum algorithms for solving complex problems and error correction. The Quantum Networking and Communication specialization is focused on the transportation and multiplexing of quantum information using elements such as photonics and microwave cavities. The Quantum Simulation specialization is focused on quantum-enabled methods to better understand physical systems whose complexity exceeds even the best classical high performance computing algorithms. Lastly, the Quantum Materials and Sensing specialization is focused on the physical materials (solid state and molecular) used for quantum bits, sensors and storage. These specializations will be included on student diplomas to highlight the specific content and experiential knowledge students gain in the program.

Rationale

Graduate degrees in Quantum Information Science and Engineering demonstrate proficiency in an interdisciplinary curriculum that requires strong communication skills and an active growth mindset for continued learning as the field evolves. Depending on their career goals, Masters students may choose either thesis- or non-thesis degree experiences (described further below). The degree and specialization certifications will be attractive for employers in industry, government and academia.

Duration of Program

Example curricula for Masters students are discussed in more detail [here](#).

Course requirements: A minimum of 30 credit hours will be required for Masters degree recipients. These requirements are consistent with the OSU Graduate School, and national expectations for graduate education in related STEM fields. Of these credit hours, at least 9 credit hours will be for foundational graduate coursework, at least 6 credits will be for seminar-style professional development courses (ethics, writing, journal club), and at least 3 credit hours will be for experiential learning (research, internships).

Time to degree: Depending on their preparation and career goals, the Masters degree program can be completed by students in 3-6 semester terms, typically 1-2 academic years. The time to degree will be similar for the four program Specializations. MS students will enter the program in a cohort taking the graduate core courses and seminars, but will progress through the program at rates determined by their career goals and research program. These degree times and support models are typical for STEM programs at OSU and nationally.

Admission timing

The program will recruit one cohort of students per year, to start classes in Autumn semester. The admissions application will be launched the preceding Autumn semester, and review of the applications will be conducted by a Graduate Admissions Committee on a rolling basis after the application submission deadline (Dec 15th). MS applications will be considered for a number of



slots that will be based on program priorities as determined by the QuGIP Director and *Graduate Studies Committee*.

Primary target audience

The Masters program will primarily target traditional college-age students, but will encourage a greater variety of workforce outcomes than traditional programs, such as K-12 education, industry technician, government data analyst and startup entrepreneurs. In addition to students coming into the program straight from their Bachelors institution, we will actively recruit professionals in related industries by leveraging existing relationships.

Admissions will be conducted through the OSU Office of Graduate Education, and students will meet Graduate School requirements, including a 3.0 GPA and an official transcript showing proof-of-degree completion. As there are few Bachelors degree programs in QISE, students recruited into the program will typically have Bachelors degrees and minors in the related disciplines: Physics, Chemistry, Mathematics, Engineering (Electrical and Computer, Materials Science, Computer Science). The admissions process will include a rubric-based review of written applications which will include a personal statement describing student motivations for applying to the program, challenges overcome and future goals and at least three letters of recommendation. All international applications whose native language is not English will be required to take the TOEFL test and provide an official score report. In addition to the written materials, admissions will be based on Zoom interviews conducted by the Graduate Admissions Committee. These interviews will help assess student non-cognitive factors, research interests and identify potential faculty advisors.

During the NSF-funded launch phase of the program (up to AY28/29), applicants must be eligible for NRT Fellowship funding, which stipulates that trainees are US Citizens, nationals or permanent residents. International students may come in self-funded, or with their own fellowship funding. After the launch phase, self-funded domestic and international students will be eligible for the program.

Recruiting plan: Our recruiting goal is to consistently attract a pool of applicants from a wide range of backgrounds to the QISE program by leveraging our substantial existing networks. For example, the Physics and Chemistry Departments draw on the NSF IGEN network, which provides a nationwide, free, common application. In 2025, the IGEN pool featured 186 applications, with at least 30 students expressing interest in QISE or related areas. OSU is also a founding member of the Open Quantum Initiative summer research program hosted by the Chicago Quantum Exchange network. In 2025, there were 350+ applications from students all over the country, coming from large R1 research institutions, as well as smaller colleges, with majors including Physics, Engineering and double majors with various combinations (Physics/Math, Computer Science/Physics etc.). OSU has hosted 12 summer students since the program launched in 2021.



Retention through graduation: The participating Departments in QuGIP have demonstrated a commitment to degree attainment, with an average of over 90% of students achieving a Masters degree or higher, while maintaining a time-to-degree consistent with disciplinary national averages. To achieve our target of at least 80% degree attainment, QuGIP will leverage and uniformly apply mentoring best practices that have grown from OSU engagement with networks such as the National Math Alliance and the APS IDEA. For example, peer, near peer and faculty mentoring networks will be established for each student when they first arrive on campus, ensuring they have a broad support system that has been proven critical for degree attainment.



PROGRAM NARRATIVE - INSTITUTIONAL PLANNING

Physical Infrastructure

Organizational infrastructure: The OSU Center for Quantum Information Science and Engineering (CQISE) will serve as the administrative home of the new graduate program. Sufficient office space for the program students will be provided by the participating departments. Student research needs (e.g. primary laboratory space, computing clusters etc.), will be provided as per their advisor. Participating faculty (c.f. Appendix A) have the extensive infrastructure already in place for cutting-edge research in quantum information science and engineering.

Students in the new program will benefit from and contribute to the strong culture of collaborative and interdisciplinary research at OSU among the participating departments. For example, CQISE sponsors a variety of community-building programs, including seminars, project seed funding, and networking events with regional industries. In addition to CQISE, the Ohio State University Institute for Materials and Manufacturing Research is a campus-wide, multidisciplinary institute that facilitates, promotes and coordinates research activities and infrastructure related to the science and engineering of materials throughout The Ohio State University. IMR's community-building activities include a Distinguished Lecture series, and the annual Materials Week conference, which draws several hundred attendees from both academia and industry. Students will also benefit from externally-funded centers, such as the OSU Center for Emergent Materials (CEM), one of the flagship materials centers sponsored by the NSF which has 20+ participating faculty at OSU in Physics, Chemistry and Biochemistry, Materials Science and Mechanical Engineering. CEM hosts a variety of seminar speakers, technical workshops, outreach events and professional development opportunities.

New opportunities in quantum infrastructure: QuGIP students will have the opportunity to contribute to regional investments in quantum infrastructure. For example, a team at OSU is leading the development of an intercity quantum network with the Air Force Institute of Technology (AFIT) in Dayton. This project has just received a congressionally-directed three year, \$1M award. Quantum communication may also play a role in the new StarLab venture, led by a team comprising OSU, The Universities Space Research Association, Zin Technologies, and the International Association of Science Parks and Areas of Innovation. This effort has been chosen by Voyager Space to build terrestrial analogue laboratories to help guide the development of a commercial space station.

OSU research user facilities: The research by QuGIP students will benefit from the extensive network of equipment and computational facilities at OSU. Examples include the Ohio Supercomputing Center (OSC), NanoSystems Laboratory (NSL), Semiconductor Epitaxy and Analysis Laboratory (SEAL), Center for Electron Microscopy and Analysis (CEMAS), Nanotech West Laboratory (NTW), the NSF NeXUS facility, the Campus Chemical Instrumentation Center (CCIC). These user facilities employ technicians and engineers to support training and project execution as needed by the research community. Some examples of relevant capabilities for student researchers in the quantum graduate program include:

- The Ohio Supercomputer Center empowers researchers via high performance computing, advanced networking, and training resources; partners with leading scientific



investigators in developing joint proposals to regional, national, and international organizations; and leads research activities of strategic interest to OSC, the state, and the country.

- NSL has a 1,500 sq. ft. class 1000 cleanroom and operates the following instruments: 1) an optical lithography maskless aligner, 2) a Kurt Lesker sputtering/ion-milling/e-beam evaporation system, 3) an ICP-RIE, 4) an FEI Helios dual-beam FIB/SEM with e-beam lithography, 5) a Bruker triple-axis x-ray diffraction system, 6) two AFM/MFM systems, 7) two Quantum Design 7-T SQUID magnetometers, 8) a Quantum Design 14-T PPMS, 9) a Magneto-Optical Kerr Effect Microscope, 10) a diamond CVD System, 11) a low-temperature flow cryostat magneto-transport system, 12) a Montana Instrument cryogen-free magneto-optical system, 13) a Bruker Electron Paramagnetic Resonance (EPR) spectrometer, 14) a suite of microwave instruments including network analyzers, signal generators, and amplifier.

- SEAL is OSU's primary facility for MBE and is located within the 4,000 sq. ft. Dreese Lab Cleanroom. SEAL houses 6 state-of-the art MBE chambers each dedicated to different, complementary material systems, including group IV and III-V (III-As, III-P, III-N, and III-Sb) semiconductor epitaxial heterostructures, and TMD 2D materials for both basic studies and true device development.

- CEMAS operates two FEI Titan Scanning Transmission Electron Microscopes (S/TEM), one FEI Tecnai S/TEM, one FEI Tecnai G2 TEM, two Apreo Scanning Electron Microscopes (SEM), one FEI SEM, Two FEI dual-beam FIB/SEMs, and two Rigaku XRD systems.

- NTW is the largest nanotechnology user facility in Ohio and supports more than 100 research and development projects per year for commercial, government, and academic clients including many external users. NTW consists of a 6,000 sq. ft. class 100 cleanroom and possesses the following capabilities for 4" wafers: MOCVD, ALD, LPCVD, PECVD, e-beam evaporation and sputter deposition, ICP-RIE, ashing, and wet chemical etching.

- NSF NeXUS is a first-of-its-kind facility for ultrafast science, funded and maintained at OSU in partnership with the National Science Foundation. A kW-class laser drives the generation of extreme ultraviolet (XUV) and soft x-ray pulses with durations from femtoseconds to attoseconds. NeXUS has a "beamline" arrangement so that three distinct XUV beams, each with its own time and spectral characteristics, can be generated from a single laser. The laser and XUV pulses are then coupled into an "end station" that directly support user measurements. The NeXUS System is being built with multiple end stations to support user measurements of angle-resolve photoelectron spectroscopy (ARPES), element-specific scanning tunneling microscopy (STM), x-ray absorption spectroscopy (XAS), x-ray reflection spectroscopy (XRS), attosecond science, and laser induced electron diffraction (LIED). All of these measurements can be time resolved using combinations of the laser and XUV pulses.

- The CCIC hosted by the Department of Chemistry and Biochemistry hosts a wide range of analytical equipment for magnetic resonance, surface analysis, x-ray crystallography, mass spectrometry and ultrafast dynamics measurements.

Market Demand

At the societal level, the National Quantum Initiative Act signed into law in 2018 represents an 'all of government' approach to develop quantum technologies for future economic growth and national security. Substantial federal investments in QISE have been made



through the NSF, DOE and DOD, and include awards for fundamental research, technology transfer and workforce development. These investments are matched by industry research and development, including by leading information technology companies such as Intel, Google, IBM, Microsoft, Amazon, and Meta. A variety of other large companies such as JP Morgan Chase, Corning, Applied Materials, and Boeing and startups are interested in recruiting talent in this area as well. To grow this ‘quantum ecosystem’, regional hubs have been established in recent years, led for example by the Chicago Quantum Exchange, which facilitates exchange among academic (including OSU), national lab and industry partners. Recent job postings attest to the rapidly growing opportunities in this field.

The growing employment opportunities (c.f. Appendix) and rapid progress publicized in the media (such as IBM’s 1000 qubit report (12/4/2023) and Google’s quantum supremacy report (10/23/2019) are catalyzing growing student interest in QISE. This is directly evidenced by one of the recruiting pools OSU faculty has helped establish: the Open Quantum Initiative (OQI). Launched in 2021, the OQI is an innovative, multi-institution summer research program for undergraduate students interested in QISE. For example, there were 350+ applicants to OQI summer research program in 2025 from all over the country, with 30% annual growth in the number of applications since the program started in 2022. These students applied from a variety of institutions, ranging from large R1 universities (Berkeley, Illinois) to primarily undergraduate institutions (Rhodes College, Kenyon College), and had a range of majors, including Physics, Mathematics, Computer Science, Electrical Engineering, with many double-majoring in various combinations. In addition to the ~ 20 OQI Fellows per year selected to participate in the program, we can draw on the full applicant pool for recruiting students to the proposed graduate program at OSU.

Ohio State’s mission for undergraduate and graduate education plays a crucial role in connecting societal needs and student interests. OSU is leading the development of a quantum minor program at the undergraduate level through the NSF-funded QuSTEAM network (<https://qusteam.org/>). QuSTEAM is a non-profit, membership-based organization serving a network of academic institutions and industry employers. The purpose is to facilitate the national scale-up of equitable and effective undergraduate quantum education by building and supporting a collaborative network of academic institutions (currently 30+), private sector employers, and a community of instructors. Ohio State has also invested heavily in QISE, including the establishment of CQISE in 2022 and faculty cluster hiring in Physics, Math, Chemistry and Biochemistry and Computer Science Engineering. The establishment of a graduate QISE degree program will help integrate and expand these efforts. Not only will the program spur the development of new QISE courses that will be available for STEM graduate students, but the dissertation research of MS and PHD students in the program will lead to a growing portfolio of new experiential learning opportunities including industry internships.

PROGRAM NARRATIVE - STATEWIDE ALTERNATIVES

Faculty leaders have been polled at other universities in Ohio, including University of Cincinnati, Case Western Reserve and Ohio University. None of these universities currently have QISE degree programs, although all have developed QISE-related courses.

QuGIP will be one of the first dedicated and interdisciplinary MS programs in the U.S., but there are a number of related programs that have launched in the last few years which provide models for the proposed program (c.f. Table). Two close comparison points for the proposed MS program are the MS programs at Univ. Wisconsin and UCLA. Discussion with program leaders at those institutions indicates substantial demand (100+ applications annually) and a steady-state cohort size of ~ 20 *self-funded* Masters students per year. Unlike our program however, these are housed in Physics departments, and thus are not as interdisciplinary as our program is designed to be. Thus, the establishment of a stand-alone MS QISE program at a land-grant institution such as Ohio State will provide a national model for graduate education in this field.

Institution	Degree name	Host Unit (if applicable)	Comments
Univ. Chicago	PhD in Quantum Science and Engineering	Pritzker School of Molecular Engineering	stand-alone, interdisciplinary, launched 2021
Harvard	PhD in QSE	n/a	stand-alone, interdisciplinary, first cohort in AY22-23
USC	MS in QIS	ECE	takes in BS from Chem, CS, ECE, Math, Physics
Univ. Washington	Grad Certificate in QISE	n/a	participating faculty in Phys, Chem, ECE, CSE, MSE
Univ. Wisconsin - Madison	MS Physics - Quantum Computing Specialization	Physics	separate admissions from Physics PhD program, can finish program in 1 calendar year
Univ. Arizona	MS in QISE	Optical Sciences	Specialization within program
George Mason	MS in Physics w/ QISE concentration	Physics	
UCLA	MS of Quantum Science and Technology	Physics & Astronomy	



CO School of Mines	MS in Quantum Engineering	n/a	has hard/soft specializations, also Thesis, nonthesis, certificate versions
Univ. Rhode Island	MS in Quantum Computing	Physics	
Duke	Master of Science, Master of Engineering	ECE	Quantum Software/Hardware specializations as part of the two MS programs

1. Address appropriateness of specific locale for the new program.

OSU is centrally located in Ohio, both geographically and scientifically and is a top 10 producer of STEM graduate degrees. OSU also benefits from and contributes to nearby technology hubs, including the new Intel semiconductor fabrication plants in Columbus, and the quantum technology hub being developed with the Chicago Quantum Exchange. Ohio State faculty have a broad portfolio of externally-funded QISE research that will form the basis for dissertation work by students in the new program. These students will also benefit from OSU engagement in emerging institutional networks in QISE, including the Chicago Quantum Exchange, and QuSTEAM, which OSU leads. Lastly, OSU has made substantial investments in this field, including the Center for QISE (launched in 2022), and cluster faculty hiring in QISE (Physics, Chemistry and Biochemistry, Computer Science Engineering, Electrical and Computer Engineering, Mathematics).

2. Address opportunities for inter-institutional collaboration.

There are numerous opportunities for collaboration, both in terms of curricular development, and in terms of QISE-related research. At the curricular level, QuGIP faculty will be encouraged to share best practices with other institutions seeking to launch similar programs. There is already a culture of this in the participating departments, evidenced by the QuSTEAM network for example, which develops undergraduate minor curricula and is disseminating these to network partners, including 10+ universities. The breadth of opportunity and the collaborative environment at OSU will ensure that the OSU program maintains unique aspects that will help us compete for students as the number of programs in this field grows.

QuGIP participating faculty have a broad network of research collaborations in QISE-related research, including institutions in Ohio, in the U.S. and internationally. This will provide QuGIP students with a broad variety of research options, and help prepare them to be leaders in the field by being able to collaborate across traditional disciplines.



PROGRAM NARRATIVE - GROWTH OF THE PROGRAM

We currently have NSF training grant funding to launch the program and fund 25 x 1 year fellowships, including full stipend and tuition. These funds are sufficient to launch initial cohorts in the proposed Masters program, and the PhD program to be developed subsequently. The training grant includes funds for staff support, curriculum development and program evaluation. We have funded a number of current OSU graduate students to help pilot program components (e.g. courses, professional development, internships), providing feedback that has informed this program proposal. Our target for sustaining the program after the launch period will be to matriculate 20 self-funded Masters students and 6 PhD students into the program per year. Masters students will be either self- or employer-funded, or will have won other fellowships or scholarships. Returned tuition from Masters students, industry sponsorships and leveraging for external funding will help defray program costs.

	AY24-25	AY25-26	AY26-27	AY27-28	AY 28-29	Sustained (≥AY29-30)
Masters						
# NSF funded students	0	0	2	2	0	0
# self-, OSU- or employer-funded students	0	0	6	10	16	20
PhD						
# NSF funded students	1	5	5	5	5	0
# OSU funded students	0	0	0	0	0	6



CURRICULUM AND INSTRUCTIONAL DESIGN

Program Learning Goals

Learning Goals for MS

At the end of the program, the learner will be able to:

1. Demonstrate fundamental knowledge in quantum information science and engineering (QISE)
 - a. Demonstrate quantum advantage using a real-world problem (e.g., how does one algorithm demonstrate quantum advantage over a classical counterpart).
 - b. Explain pros and cons of leading physical systems for implementing qubits (e.g., coherence and decoherence).
 - c. Explain pros and cons of different approaches for multi-qubit entanglement.
 - d. Distinguish different approaches to error correction.
2. Demonstrate the ability to use analytical and computational methods to solve QISE problems (e.g., Python, Qiskit, LMS (e.g., qBraid), IBM Composer).
 - a. Quantum circuits.
 - b. Disciplinary methods.
3. Be able to connect their coursework to real-world applications in QISE as currently being developed by industry
4. Demonstrate a familiarity with QISE methods based on experiential learning in project rotations or thesis research
5. Be able to discuss course concepts and present research with a broad STEM community.

New graduate courses in QISE (c.f. Appendix for [course syllabi](#)).

QISE 7100 - Foundations in QISE (3 cr) will focus on the foundational mathematics and physics needed to describe quantum information and related phenomena.

QISE 7101 – Quantum Circuits and Algorithms (3 cr) is designed to provide students with a broad introduction to quantum computing. Using tools such as IBM Quantum Composer, students from diverse backgrounds will visualize quantum computing concepts, and compare them with classical computing models.

QISE 7102 – Grand Challenges in QISE (3 cr) will focus on grand challenges toward realizing quantum computers, including scalable multi-qubit entanglement, long-distance networking, error correction and algorithms, with a particular focus on physical platforms and their pros/cons.

QISE 7111 – Graduate seminar: Journal Club (1 cr): This student-led seminar-style course will meet once weekly during the term, and will feature regular presentations by students on a journal article of current interest. Students will gain experience in presenting technical content to a multi-disciplinary audience.



QISE 7112 – Graduate seminar: Professional Development (1 cr): This seminar-style course will feature a variety of discussions including aspects of professional skills (e.g., writing and presentation skills, literature research) and ethical questions posed by QISE (e.g. quantum cryptography).

QISE 7113 – 1st year research rotation (1.5 credits): This course will introduce students to research techniques through a 7 week experience with one of the QuGIP faculty advisors. This course may be repeated in 1.5 credit increments for multiple rotations, or taken for 3 or 4.5 credits for a more sustained effort during one rotation.



Degree requirements – MS in QISE

Course requirements: A minimum of 30 credit hours will be required for Masters degree recipients. These requirements are consistent with the OSU Graduate School, and national expectations for graduate education in related STEM fields. As summarized in the tables below, the course requirements include foundational graduate coursework, seminar-style professional development (ethics, writing, journal club), and experiential learning (research, internships). All of the courses will be delivered in person. Two Masters options will be offered. Option A is a course-focused Masters, which will include foundational and elective coursework, and two 7-week research rotations (3 total credits) focused on learning and applying research methods to specific, well-defined problems. Option B is a thesis-based Masters, which will feature the same foundation of four courses (QISE 7100-7012 plus a computational methods course), but will replace some elective coursework with a greater emphasis on experiential learning through research rotations, followed by a sustained period for thesis research with a specific faculty advisor.

As an introduction to elements of responsible conduct in research, Option A students will take the CITI RCR training offered through the university. As option B is a thesis-based Masters, with a greater focus on research, these students are required to take GRADSCH 8000 to develop a solid foundation for responsible conduct in research.

Time to degree: Depending on their preparation and career goals, the Masters degree program can be completed by students in 3-6 semester terms, typically 1-2 academic years. Though there are some variations in the elective courses by program Specialization, these will not impact the overall time to degree for the students. In addition to coursework, Masters students pursuing the thesis option will have a 1-2 term period for experiential learning, including research with a faculty advisor and/or industry internship. Students will be enrolled in the program full-time, and will be supported with fellowships in their first year, and with Research or Teaching Assistantships in following years, depending on the Departmental affiliation of their primary faculty advisor. Masters students wishing to transition into the PhD program may do so with permission of the QuGIP Graduate Studies Committee (QGSC).



MS in QISE Curriculum

Required core courses for degree: MS			
course # (red = new course)	Course Title	Credits for non-thesis	Credits for thesis based
QISE 7100 (and cross-lists)	Foundations in QISE	3	3
QISE 7101 (and cross lists)	Quantum Circuits and Algorithms	3	3
QISE 7102 (and cross lists)	Grand Challenges in QISE	3	3
PHY 6810, CHEM 6540, MATSCEN 6756.72, CSE 6321, ECE 5510, MATH 6601	Computational/Numerical Methods	1	1
QISE 7111	Journal club	2	2
QISE 7112	Professional development seminar	2	2
QISE 7113	1 st year Research Rotations	3	6
XXXX-7999	Thesis research	0	10
GRADSCH 8000	Responsible conduct in research	0	1

Specializations: While the core course requirements are the same for all students in the program, choice of specialization will guide the choices of the required computational methods course, elective courses and the faculty advisors for research rotations. Students will choose from one of four transcriptable specializations:

- 1) The *Quantum Computing* specialization is focused on the development, implementation and scaling of quantum algorithms and associated hardware for solving complex problems and error correction.

Specialization	Example electives (# cr)
Quantum Computing	CSE 6429 Advanced Computer Architecture (1-3); ECE 7005 Information Theory (3); MATH 6251 Theory of Probability (4), MATH 5801 General topology and knot theory (3), ECE 6531 Semiconductor Devices (3), ECE 7022 Advanced RF integrated circuits (3), MATSCEN 6295 Superconducting Materials and Properties (2), PHY 5680 Big Data Analysis in Physics (3),



2) The *Quantum Networking and Communication* specialization is focused on the transportation and multiplexing of quantum information using elements such as photonics and microwave cavities.

Specialization	Example electives (# cr)
Quantum Networking and Communication	ECE 6511 Nonlinear Optics (3), CSE 6469 Advanced Studies in Computer networking (1-3); CSE 6422 Advanced Computer Architecture (3), Physics 8820 Special topics: Atomic, molecular and optical physics (3), MATSCEN 6777 Electronic properties of materials (2), ECE 6010 EM Field Theory (3), ECE 6101 Computer Communication Networks (3)

3) The *Quantum Simulation* specialization is focused on quantum-enabled methods to better understand physical systems whose complexity exceeds even the best classical high performance computing algorithms.

Specialization	Example electives (# cr)
Quantum Simulation	MATH 6801 Algebraic Topology (3); MATH 6151 Commutative Algebra (3); PHY 8820 Special Topics: Quantum information theory (3), ECE 5200 Digital Signal Processing (3), ECE 5307 Machine Learning (4), MATSCEN 6756 Computational Materials Modeling (2), CSE 6521 Artificial Intelligence (3),

4) The *Quantum Materials and Sensing* specialization is focused on the physical materials (solid state and molecular) used for quantum bits, sensors and storage.

Specialization	Example electives (# cr)
Quantum Materials and Sensing	MATSCEN 7835 Point Defects in Crystalline Materials (2); PHY 8806 Topics in Condensed Matter Physics (3); CHEM 6510 Quantum Mechanics and Spectroscopy (1.5) , CHEM 6540 Electronic Structure (1.5), CHEM 7370 Nanochemistry and Nanomaterials (1.5), ECE 5033 Surfaces and Interfaces of Electronic Materials (3),

These tables are not an exhaustive list of courses, and requests for additional courses will be reviewed by the QGSC each semester.

Course-based Masters students are required to complete 3 elective courses, including 2 within the list for their specialization. The third elective course can be chosen from the list of electives

for one of the other specializations, or any (PHY 6000+, MATSCEN 6000+, ECE 5000+, CHEM 6000+, CSE 5000+, MATH 6000+) course with permission of the QGSC. Students will also choose research rotations with faculty whose expertise aligns with their specialization.

Thesis-based Masters students are required to complete 1 elective course from the list for their specialization. Students will also choose research rotations and thesis research with faculty whose expertise aligns with their specialization.

Example progress in MS program:

MS	Y1-Au	# cr	Y1-Sp	# cr	Y1-Su	# cr	Y2+	# cr
Common core	QISE 7100	3	QISE 7101	3				
	Comp. Methods	3	QISE 7102	3				
	QISE 7111	1	QISE 7111	1				
	QISE 7112	1	QISE 7112	1				
Course-based	Elective #1	4	QISE 7113	3				
	Elective #2	4	Elective #3	3				
	TOTAL	16		14				
	Cumulative	16		30				
Thesis-based	QISE 7113	3	QISE 7113	3	Research - 7999	6	Research - 7999	TBD
	GRADSCH 8000	1	Elective #1	3	QISE 7111	1	QISE 7111	1
	TOTAL	12		14				
	Cumulative	12		26		33		34+

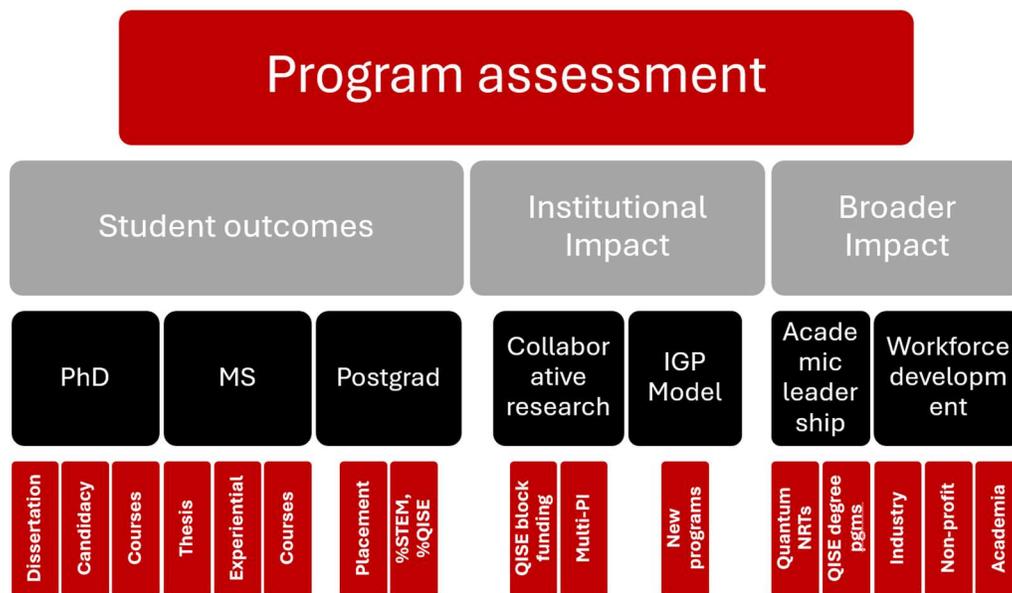
Culminating experience: Masters in QISE: Masters degree recipients will have demonstrated strong academic performance in the core coursework listed above, and will have gained professional skills in communication, ethics and interdisciplinary collaboration through seminar-style courses and program events.

In the course-focused track, students will complete a short-format oral exam with a committee of two QuGIP faculty. The exam will consist of course-related questions, probing understanding of fundamental concepts in QISE. The degree will be considered complete upon successful completion of this exam and the required courses.

Thesis-based Masters students will conduct 1+ semesters of sustained research on a project developed in consultation with a faculty advisor, or an industry internship. The culminating requirement for these students will be a thesis document (typically 20-50 pages) with an introduction that builds on course concepts and places the results and methodologies of the research/internship experience in the context of the field as a whole. The Masters candidate will defend this document in a short-format oral exam to a committee of 2-3 program faculty. The exam will comprise a ~15min presentation by the student on their research results and methodologies, followed by questions from the committee.

Program Assessment Plan

As shown here, the QuGIP program will be assessed in terms of *student outcomes*, *institutional impact* within OSU, and *broader impact* at the national level. For example, student outcomes will be assessed through course grades, thesis document and oral defense. Both formative and summative rubrics will be used for thesis and defense (discussed further below). Institutional impact will be assessed by tracking extramural funding among QuGIP participating faculty and students, including programs in QISE and non-QISE. More broadly, program components will be disseminated through workforce and academic networks, thus contributing to a rapidly-developing, nationwide infrastructure for QISE.



Assessment data will be compiled by several QuGIP stakeholders. The QuGIP *Graduate Studies Committee* will be tasked with assessing the quality of the applicant pool and curating collected data including demographic information, applicant institutions, Bachelors fields of study, GPAs, prior research experience, and Specialization interest. These data will be collected by the QuGIP *Program Coordinator*.

In addition, the NSF NRT award has subaward funding reserved for the development of initial program assessment by Strategic Evaluations, Inc. (SEI). SEI is a HUB-certified evaluation consulting firm located in Durham, North Carolina specializing in evaluating science education grants, particularly training grants. SEI will help the QuGIP team develop an assessment infrastructure that can then be sustained locally after the NSF NRT award ends in AY28-29, such as the following:



Expected Student, Faculty Teaching, and Institutional Competencies and Outcomes: The program leaders will work with SEI to document and measure targeted competencies and outcomes for stakeholders such as:

Trainees

- Increase QISE knowledge and technical skills
- Increase skills in ethics, technical writing, and communication
- Increase students' self-efficacy, science identity and sense of belonging
- Increased growth mindset

Faculty Instruction/Mentorship

- QISE courses and research opportunities utilize best practices and pedagogies, and are aligned to students' long-term career interests (via Drake Institute)
- Instruction promotes a growth mindset across faculty and trainees in the QISE graduate program
- High quality mentorship (research mentors required to participate in mentorship training)
- Increased recruitment and training of students in QISE research projects in faculty labs
- Strengthened interdisciplinary research/course development

Institution

- Development of a QISE Graduate Interdisciplinary Program at OSU
- Industry partnerships result in graduate internships and sponsored research
- Relationships between participating departments are strengthened

During Year 1, the evaluation team will work closely with project leaders to further develop a project logic model and related evaluation framework that will serve as the guide for activities and the key metrics for documenting outcomes.



Table 2. Evaluation framework for QuGIP Logic Model

Sample Evaluation Questions for OUTCOMES	Possible Indicators/Measures	Possible Data Collection Methods and Information Sources
1. To what extent is the program able to garner buy-in from participating departments and industry partners? 2. Is the program able to obtain approvals from all the necessary groups and in a timely manner to launch new courses? 3. To what extent to the members/key stakeholders work together towards effectively and efficiently a common goal? 4. Is the program able to recruit its targeted number trainees, and retain these trainees to obtain terminal degrees (20% Master's/60%PhD/20%Other)? 5. Do students who participate in QISE courses exit with more confidence, stronger lab abilities, greater content knowledge, and higher interest in completing a degree/certificate program in QISE? 6. To what extent does participation increase students' ethics, technical writing, and communication skills? 7. Does participation in the QISE interdisciplinary degree program lead to a sense of belonging and greater confidence that students are well prepared for the emerging careers in QISE? 8. To what extent are QISE courses inclusive and based on a "growth mindset"? 9. To what extent are trainees provided inclusive and convergent QISE	<ul style="list-style-type: none"> Documentation of approval of QuGIP courses/curriculum Documentation of trainees in OSU labs/industry partner training Documentation of numbers of students enrolled in QISE courses and of students' obtaining QISE degrees, certifications, etc. Documentation of job application data Student self-report of content knowledge, research skills, job competitiveness, and career interest (pre/post) Research mentors/industry mentors' ratings of trainees' QISE knowledge and skills and career preparedness Student and course instructors' ratings of the inclusiveness of the courses and extent to which courses include a "growth mindset" (post course) Student self-report of interest in QISE careers Measure of working of the program partnership (Partnership self-assessment tool) 	OSU Departments/Graduate School <ul style="list-style-type: none"> Records of approval of QuGIP courses/curriculum Records of departments accepting trainees in research labs/training QISE course enrollment records Records of QISE degrees/certificates earned Industry Partners <ul style="list-style-type: none"> Records of partners accepting trainees in labs/training Student Trainees <ul style="list-style-type: none"> Document course enrollment Track students' thoughts on program, growth in research self-efficacy, sense of belonging, growth in knowledge and career interests and preparedness on pre- and post-surveys Document students' thought on the inclusiveness of courses and extent to which courses include a "growth mindset" (post-course survey and focus group interviews) Qualitatively document quality and impact of courses/research opportunities as well as suggested improvement through focus group interviews Research Mentors/Industry Mentors <ul style="list-style-type: none"> Document students' growth in QISE knowledge, skills and job preparedness via surveys Course Instructors <ul style="list-style-type: none"> Document students' thought on the inclusiveness of courses and extent to

The evaluation timeline of performance measures is presented in the Table below:

Performance Measures Timeline	Yr1	Yr2	Yr3	Yr4	Yr5
Finalizing of logic model / competency tools to be embedded in project	X				
Structuring of Year-by-year evaluation plan in alignment with logic model (with monthly calendar of deliverables)	X	X	X	X	X
Document analysis (e.g. participation, degrees earned, internal course evaluations, student interests, industry needs, curriculum development)		X	X	X	X
Instrument development (e.g., trainees' baseline survey, trainees' annual/exit survey, research/industry mentors survey, partnership survey, trainees' and course instructors' focus group protocols)		X			
Partnership self-assessment	X		X		X
Trainees' surveys/assessments (baseline upon entering and annually until exiting)			X	X	X



Research/industry mentors' surveys (end of every trainee's internship/IDP)			X	X	X
Faculty surveys (when piloting a new course)			X	X	X
Focus group in-depth feedback on new course from trainees (after first implementation)			X		
Focus group in-depth feedback on new course from instructors (after second implementation to specialization improvements)				X	
Reporting/Communicating Evaluation Results (website, IAC meetings annually, etc.)	X	X	X	X	X

Feedback Mechanisms for Improving Practice: Four reporting and data sharing strategies will be included in the evaluation to facilitate QuGIP leaders' ability to assess progress in a timely manner, make any necessary mid-course adjustments, and report findings to outside stakeholders.

- Monthly Evaluation Update Calls - The evaluation team will lead monthly update calls in which program data will be shared across the partnership.
- Formative Evaluation Data Throughout – There are several surveys and focus group interviews planned across the 5 years. Data tables with evaluator's comments will be shared with the program at the conclusion of each data collection period (e.g., annually for partnership self-assessment survey, once a year with each new cohort for baseline trainee survey, etc.)
- Annual Summative Evaluation Report - As is customary, the evaluation team will prepare annual executive summary reports detailing all evaluation activities and findings, along with recommendations from stakeholders for improvement. At the end of the final project year, the external evaluation team will submit a summative evaluation report detailing the extent to which the project achieved its goals.

Program Academic Assessment Plan

As discussed in the Program Learning Goals above, we have identified a specific series of Learning Goals for MS students. The extent to which these goals are met by students in the program will be assessed in several ways.

Course assessments: Each course (c.f. course syllabi in the Appendix) has its own set of learning goals and a concrete plan for how these will be assessed through course components such as presentations, written exams and homework problems.

MS thesis and defense: rubrics (c.f. Appendix) will be used to assess the extent to which the MS thesis document and oral defense reflect Program Learning Goals.

The table here illustrates how program components provide targeted assessment of the program learning goals articulated above.

	MS
Program Component	Learning goals
QISE 7100	2
QISE 7101	1d
QISE 7102	1a-d,3
QISE 7111	5
QISE 7112	5
QISE 7113	4
XXXX-7999 research	4
Computational	2
Professional	3,5
Candidacy	n/a
Internship	n/a
Thesis	1-5

INSTITUTIONAL STAFFING, FACULTY AND STUDENT SUPPORT

Faculty

As listed in the Appendix, we have assembled a team of 30+ participating faculty during this initial phase of the program, drawn from the six participating Departments. These faculty were selected based on their track records of QISE-related research (including externally-funded programs), commitment to evidence-based teaching and curriculum development, and all have 'P' status for graduate advising. This broad participation is essential for matching applicant interests to faculty advisors' expertise and availability. Although no faculty will be hired as a result of this new graduate program, there are significant synergies with recent cluster hiring in quantum science in the participating departments, including new hires in Chemistry and Biochemistry (Prof. Joe Zadrozny), Math (Prof. Kaifeng Bu), and Physics (Prof. Kevin Singh), and anticipated searches in



Electrical and Computer Engineering, and Computer Science Engineering. Faculty wishing to join the program will submit an application detailing their QISE-related research experience or future interests, and their track record or plans for external funding and graduate advising. These applications will be reviewed by the QuGIP Graduate Studies Committee.

Administration and support

The OSU Center for Quantum Information Science and Engineering (CQISE) will be the administrative home for the new graduate program. The Program Director (Professor Jay Gupta, Physics) will be the lead program manager, responsible for fund raising, unit MOUs and stakeholder reporting. The principal administrative staff will be a Program Coordinator (position housed in CQISE), whose duties will include program financial and progress reporting, admissions, website maintenance, event planning and team communication. Admissions will be conducted by a Graduate Admissions Committee, comprising faculty from each of the six participating Departments. Student progress monitoring will be the responsibility of a Graduate Studies Committee, also comprising faculty from the participating Departments, as well as 1-2 student representatives. Oversight of the program will be provided by (i) an OSU Advisory Board, comprising unit leaders at the Department, College, Grad School and OAA levels and (ii) an Independent Advisory Board (Chair, Dr. Chris Porter, IBM Quantum) comprising external leadership in academia, industry and national labs.

Sufficient funding for the program through AY 28-29 is provided through an NSF training grant (budget: \$3M / 5 years from 2023-2028 + planned 1 year no-cost extension). As described in the Appendix, NSF funding includes 1 yr fellowships for 25 trainees over the 5 year launch phase, the program coordinator position, curriculum development (faculty teaching buyout, OSU Drake Institute of Teaching and Learning) and program evaluation (Strategic Evaluations LLC.). In subsequent years, MS students will be self-funded; returned tuition from these students will be used to cover program costs. This is outlined more fully in the Appendix.

**APPROVAL TO ESTABLISH AN INTERDISCIPLINARY DOCTOR OF PHILOSOPHY IN
QUANTUM INFORMATION SCIENCE AND ENGINEERING**

IN THE CENTER FOR QUANTUM INFORMATION SCIENCE AND ENGINEERING

Synopsis: Approval to establish an Interdisciplinary Doctor of Philosophy in Quantum Information Science and Engineering degree program in the Center for Quantum Information Science and Engineering is proposed.

WHEREAS the grand challenges in quantum information science and engineering (QISE) research, coupled with the national need for a quantum workforce, require an interdisciplinary approach; and

WHEREAS the program draws on faculty and research expertise across multiple departments in the College of Arts and Sciences and the College of Engineering, including Chemistry and Biochemistry, Computer Science and Engineering, Electrical and Computer Engineering, Mathematics, Materials Science and Engineering, and Physics; and

WHEREAS this graduate program would be one of the first truly interdisciplinary QISE programs in the country; and

WHEREAS there will be a compact common core of QISE courses through which students will develop a common vernacular and teaming skills, participate in research rotations across disciplines, engage in informal community building and industry engagement, and build skills in ethics, technical writing and communication; and

WHEREAS the Doctor of Philosophy program will include a minimum of 90 credit hours, including 10 for foundational graduate coursework, six for seminar professional development courses, and 40 for experiential learning; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on December 3, 2025; and

WHEREAS the University Senate approved this proposal on January 29, 2026:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish an Interdisciplinary Doctor of Philosophy in Quantum Information Science and Engineering degree program in the Center for Quantum Information Science and Engineering.



Proposal for an Interdisciplinary Graduate Program in Quantum
Information Science and Engineering

The Ohio State University, College of Arts and Sciences and College of Engineering

Mode of delivery: on campus

Participating Departments: Chemistry and Biochemistry, Computer Science Engineering, Electrical and Computer Engineering, Materials Science Engineering, Mathematics, Physics.



Executive Summary

We propose to develop and launch a Quantum Graduate Interdisciplinary Program (**QuGIP**), at Ohio State University (OSU), focused on quantum information science and engineering (QISE). The launch phase of this program (up to AY 2028-29) will be supported by an NSF NRT award, which will directly fund 25 trainees with first year fellowships, approximately 15-20 students in the PhD program, and 5-10 students in the companion Masters program. While an increasing number of QISE programs have emerged in recent years, these are often hosted in traditional units such as Physics Departments. However, the grand challenges in QISE research, and the national need for a quantum workforce, require a more interdisciplinary approach. Toward that end, QuGIP features a team of faculty leaders in Physics, Chemistry, Mathematics, and Engineering (Electrical and Computer, Computer Science, Materials Science), and will be administratively housed under the OSU Center for Quantum Information Science and Engineering (CQISE). QuGIP will feature a compact common core of QISE courses, enabled by graduate modules to accommodate variations in student preparation from these disciplines. QuGIP students will develop a common vernacular and teaming skills through the compact core sequence, 1st-year research rotations across disciplines, informal community building and industry engagement. Skill-building in ethics, technical writing and communication will be integrated in both classroom and research activities. QuGIP students will thus be uniquely prepared to make new insights and research connections that would not otherwise occur. The QuGIP curriculum is structured to prepare and facilitate transition of QuGIP students to externally-funded research assistantship positions with a primary faculty advisor after the first year. This leverages, and will help expand, the portfolio of QISE research at OSU.

QuGIP will make broader impacts as envisioned in the National Quantum Workforce Strategic plan, through interdisciplinary research to solve grand challenges in QISE, with broad dissemination in national networks and by training a quantum workforce. In addition to the directly-funded trainees, we estimate another 10-20 degree students will be funded from other sources such as assistantships and competitively awarded university fellowships. In their research at OSU, QuGIP students will work at the forefront in QISE and will be well prepared to translate their experiences to other problems, applications and fields after graduating. As a new model for graduate training, QuGIP will feature a flexible specialization structure that facilitates industry engagement and professional development. The QuGIP course curricula have been designed with evidence-based methods and implemented with expert guidance from the OSU Drake Institute of Teaching and Learning. QuGIP courses will be available as electives to graduate students in existing programs, and based on experience with pilot courses, we estimate another 100 students will take QuGIP courses during the launch period. The QuGIP model will be broadly disseminated by leveraging OSU membership in national networks, including QuSTEAM, the Chicago Quantum Exchange, and IGEN. Lastly, QuGIP will help fill a critical need for a *quantum workforce*, as nearly 60% of OSU graduates take positions in industry, and the top employers of OSU graduates: Google, Intel, and Amazon all have made substantial investments in QISE and in Central Ohio. QuGIP students will benefit from a network spanning these large industry partners down to small quantum startups, and will have the broad skillset to develop quantum technologies and solve societal needs.

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PROGRAM EVOLUTION

Projected impacts

Impact on OSU: Quantum information science and engineering is a rapidly developing field in STEM that has captured the attention of the general public, large and small technology companies, government and education. The proposed Quantum Graduate Interdisciplinary Program (QuGIP) will be an innovative 21st century graduate program featuring interdisciplinary courses designed with evidence-based methods and seamless integration with industry, nonprofit and national lab experiences. The proposed program will position OSU in the vanguard of institutions developing QISE degree programs and will be visible and attractive to a growing number of students and professionals seeking training in this area. We anticipate positive impacts on collaborative research in quantum at OSU, which will be evidenced by external funding and high impact publications.

Impacts to OSU students in other graduate programs: QuGIP courses will be available and appropriate for STEM graduate students to take as electives. The courses are designed to accommodate varying background preparation in e.g. linear algebra and quantum mechanics, and could help students from other disciplines build a foundation in quantum as well.

Impacts to OSU undergraduate students: OSU undergraduate students will benefit from an increased development of interdisciplinary research opportunities that QuGIP will help foster. There are also natural synergies between the proposed graduate program, and the QuSTEAM undergraduate minor program, which is currently under development. For example, quantum-related seminars, internships and professional development opportunities will be disseminated to both communities.

Impacts on participating units (c.f. Appendix for Concurrence letters): As cohort sizes will be small, QuGIP is expected to have small or negligible impact on graduate recruiting to the 6 participating Departments (Physics, Math, Chemistry and Biochemistry, ECE, MSE, CSE). Physics for example, currently attracts a handful of applicants interested in QISE. The establishment of QuGIP would give these students a second option at OSU, and will likely increase the chances of OSU to attract these students. The new program will moreover, develop new recruiting pipelines to increase the number of applicants to OSU. The program will also likely positively impact faculty research programs, through the development of new interdisciplinary projects in quantum science and increased competitiveness for the growing pool of external funding in quantum at DOE, NSF and other federal agencies. In addition, we anticipate that the increased interactions among faculty and students in the participating departments will also seed collaborative efforts not directly related in quantum science, and thus could have additional impacts on research and education.



Impacts to other units: Though the field is still at an early stage, it is likely there will be corollary benefits of QISE research to other programs at OSU. For example, quantum sensing has a broad range of potential applications from medical imaging to geodesy. Quantum cryptography has a similarly broad range of applications in finance and national security. We thus expect that the program will help grow a dense network of collaborative work between participating faculty and those in other units. No negative impacts are anticipated.

Review process

This QuGIP Curriculum proposal has been reviewed and approved by the following academic units:

OSU Departments (c.f. appendix for concurrence letters):

- Department of Chemistry and Biochemistry
- Department of Computer Science and Engineering
- Department of Electrical and Computer Engineering
- Department of Materials Science Engineering
- Department of Mathematics
- Department of Physics

College of Arts and Sciences Curriculum Committee

College of Engineering Curriculum Committee



Stakeholder input

This curriculum proposal was informed by numerous discussions with faculty and students in the participating Departments, the broader OSU STEM community, and in collaboration with other universities through NSF-sponsored events. Included in the appendix are some examples including:

- NSF National Research Traineeship Annual Meeting (Oct 29-31, 2023, hosted by Arizona State University): The NSF NRT program makes training grant awards in a broad range of fields, including quantum-related NRTs at University of Washington, UCSB, Univ. Arkansas, Univ. Tennessee, Colorado School of Mines and Yale. QuGIP Director Gupta attended this meeting, and is coordinating a satellite meeting in 2024 with the other quantum NRTs to share best practices in quantum education and training.
- OSU Center for QISE Quantum Collaborators Kickoff Meeting (Sep 22, 2023). This meeting provided an opportunity for networking and to learn about the quantum activity occurring across the University and regionally. QuGIP presented a poster at this meeting, and QuGIP personnel were available for questions and discussions from attendees.
- Open solicitations to faculty in the participating departments: Shortly after the NSF NRT award was made public, we sent out emails to faculty lists announcing the award and soliciting input. The co-PIs on the NSF proposal are serving as points of contact for these interactions.
- Weekly QuGIP happy hours – these informal get togethers of the QuGIP leadership team have helped build a sense of community among stakeholders, and inspired creative brainstorming for program components.
- Outreach to expanded base of participating faculty: To build a broad base of support for the program (and advisors for QuGIP students), emails were sent out to participating faculty and soliciting input and suggestions.
- Informal discussions with students: QuGIP faculty have had numerous informal discussions with students at OSU and externally about the program. In particular, suggestions for program components and feedback were solicited in these interactions.
- Sustained discussions with OSU leadership: the proposal has been informed by discussions with the OSU Graduate School (Dean Stromberger and Associate Dean Miriti), Office of Academic Affairs (Vice Provost Smith), ASC (Dean Horn, Assistant Dean Vankeerbergen), and CoE (Associate Deans Tomasko and Stiner-Jones).



SUMMARY OF SUPPORTING RESOURCES

The administrative and research infrastructure are in place to support the proposed program. Here we provide a bulleted list, with links to the relevant sections below.

Administrative infrastructure: The OSU Center for Quantum Information Science and Engineering (CQISE) will be the administrative home for the new graduate program, administering admissions, student tracking and finances. Discussed further [here](#).

Financial support: QuGIP will make every effort to ensure students are supported financially throughout their degree. Discussed in more detail in the Graduate Handbook (Section 6), NSF funding will provide first year fellowships to all MS and PhD students admitted into the program through AY28-29 (budget: \$3M / 5 years from 2023-2028 + planned 1 year no-cost extension). As described in the Appendix, NSF funding includes 1 yr fellowships for 25 trainees, the program coordinator position, curriculum development (faculty teaching buyout, OSU Drake Institute of Teaching and Learning) and program evaluation (Strategic Evaluations LLC.). As the program becomes well established, we expect to admit ~ 8 PhD and 20 MS students per year as a sustained target. More detailed budget information can be found in the Appendix.

PhD students in subsequent years will be supported through a combination of Fellowships, Graduate Teaching Associateship (GTA) and Graduate Research Assistant (GRA) appointments. As the mix of available positions varies widely among the participating departments, prospective faculty advisors are required to develop a funding plan for the years following the first fellowship year, in consultation with their Department leadership. ***This funding plan must be approved by the QuGIP Graduate Studies Committee (QGSC) before the prospective advisor can review applications.*** Once the funding plan is approved, the prospective faculty advisor will be able to review the pool of applicants and select a prioritized list of top candidates for admission. This list will be reviewed by the QGSC to ensure the students meet admissions criteria.

We discuss two examples which span the arrangements that are anticipated:

- 1) A QuGIP faculty member in the *Department of Mathematics* is interested in recruiting a student for the coming academic year. In Mathematics, there is relatively little federal research funding, and instead GTA positions are commonly used to support PhD students throughout their degree. The faculty member has consulted with their Department leadership, and has secured a GTA position for their QuGIP student following their Fellowship year.
- 2) A QuGIP faculty member in the *Department of Materials Science and Engineering* is interested in recruiting a student for the coming academic year. There are relatively few GTA positions available in MSE but faculty run externally-funded research programs with substantial support for GRA positions. The student will be supported on the faculty advisor's



grant through their PhD. The faculty member will discuss their current and projected funding record with the QGSC, and will work out an agreement with their Department leadership for bridge funding if needed.

Research infrastructure support: Students in the new program will benefit from and contribute to the strong culture of collaborative and interdisciplinary research at OSU that is nurtured by OSU Centers, including CQISE, the Ohio State University Institute for Materials and Manufacturing Research, and the OSU Center for Emergent Materials (CEM). The research by QuGIP students will benefit from the extensive network of equipment and computational facilities at OSU. Examples include the Ohio Supercomputing Center (OSC), NanoSystems Laboratory (NSL), Semiconductor Epitaxy and Analysis Laboratory (SEAL), Center for Electron Microscopy and Analysis (CEMAS), Nanotech West Laboratory (NTW), the NSF NeXUS facility, the Campus Chemical Instrumentation Center (CCIC). These Centers and Facilities are discussed in more detail [here](#).



PROGRAM NARRATIVE - BASIC CHARACTERISTICS

Purpose

The National Quantum Initiative Act was signed into law in 2018 “to accelerate quantum research and development for the economic and national security of the United States.” Representing a community consensus developed through subsequent workshops and planning roundtables, the 2022 U.S. National Strategic Overview for Quantum Information Science and Engineering (QISE) calls for (i) QISE to be recognized as its own discipline, calling for new faculty, programs and initiatives, (ii) a *science-first approach* fostering collaboration across disciplines to solve Grand Challenges in QISE, and (iii) *deepened engagement* with industry for workforce development.

To meet this national need, we propose to launch one of the **first** interdisciplinary QISE PhD programs in the U.S. at The Ohio State University. This program leverages and will reinforce federal, university and regional investments in QISE. These include an NSF-funded training award to OSU, the OSU Center for QISE, cross-cutting faculty hires in quantum science, and partnership programs such as StarLab and the OSU/Air Force Institute of Technology Intercity Quantum Network. As QISE spans algorithms, fundamental physics, and hardware implementations from atoms to architectures, a new approach to graduate education is needed so that students in physics, chemistry, mathematics and engineering (electrical, computer, and materials) can combine efforts to solve complex Grand Challenges in the field. Our program will build a common vernacular to overcome structural barriers to interdisciplinary graduate education, is developed with evidence-based methods from the start and will accelerate the transition to experiential learning through research and industry internships. In addition to technical content learning outcomes, the program places equal priority on our students developing communication skills and a moral compass for ‘quantum ethics’, so they can become leaders in industry, government and academia.

Program focus

The proposed graduate program will provide students with foundational coursework and accelerate their transition to experiential learning through quantum science research and industry graduate internships. Not only will these students have the interdisciplinary and professional skills needed for the quantum workforce, but they will also help OSU faculty who are interested in pivoting some of their research activity into this field. The proposed curriculum will feature a compact core of four graduate-level QISE courses with content specifically designed to accommodate students with Bachelor’s degrees in Chemistry, Physics, Math, Computer Science and Engineering, Materials Science Engineering or Electrical and Computer Engineering. Students will be recruited into one of four program specializations that integrate advanced elective courses, research rotations and experiential learning opportunities. The Quantum Computing specialization is focused on the development, implementation and scaling of



quantum algorithms for solving complex problems and error correction. The Quantum Networking and Communication specialization is focused on the transportation and multiplexing of quantum information using elements such as photonics and microwave cavities. The Quantum Simulation specialization is focused on quantum-enabled methods to better understand physical systems whose complexity exceeds even the best classical high performance computing algorithms. Lastly, the Quantum Materials and Sensing specialization is focused on the physical materials (solid state and molecular) used for quantum bits, sensors and storage. These specializations will be included on student diplomas to highlight the specific content and experiential knowledge students gain in the program.

Rationale

Graduate degrees in Quantum Information Science and Engineering demonstrate proficiency in an interdisciplinary curriculum that requires strong communication skills and an active growth mindset for continued learning as the field evolves. PhD students will have demonstrated the sustained ability to generate new knowledge and identify future directions in quantum science and engineering. The degree and specialization certifications will be attractive for employers in industry, government and academia.

Duration of Program

Example curricula for PhD students are discussed in more detail [here](#).

Course requirements: A minimum of 90 credit hours will be required for PhD degree recipients. These requirements are consistent with the OSU Graduate School, and national expectations for graduate education in related STEM fields. Of these credit hours, at least 9 credit hours will be for foundational graduate coursework, at least 6 credits will be for seminar-style professional development courses (ethics, writing, journal club), and at least 50 credit hours will be for experiential learning (research, internships).

Time to degree: With its focus on original research, PhD degrees typically take 15-18 semester terms (5-6 academic years). The time to degree will be similar for the four program Specializations. PhD students will enter the program in a cohort taking the graduate core courses and seminars, but will progress through the program at rates determined by their career goals and research program. PhD students will be required to pass a candidacy exam with written and oral components before they can focus on dissertation-related research (~ 12-15 terms), and will also have an internship experience (1-2 terms). Students will be enrolled in the program full-time, and will be supported with fellowships in their first year, and with Research or Teaching Assistantships in following years, depending on the Departmental affiliation of their primary faculty advisor. These degree times and support models are typical for STEM programs at OSU and nationally.



Admission timing

The program will recruit one cohort of students per year, to start classes in Autumn semester. The admissions application will be launched the preceding Autumn semester, and review of the applications will be conducted by a Graduate Admissions Committee on a rolling basis after the application submission deadline (Dec 15th). PhD applications will be considered for a number of slots that will be based on program priorities as determined by the QuGIP Director and *Graduate Studies Committee*.

Primary target audience

PhD work necessarily requires a substantial and focused full-time commitment, but the PhD program will be open to traditional and non-traditional students who are willing and able to make this commitment. While PhD research in QISE (both experimental and theoretical) requires on campus engagement to work in labs and collaborations, the program will support dynamic work options based on student needs.

Admissions will be conducted through the OSU Office of Graduate Education, and students will meet Graduate School requirements, including a 3.0 GPA and an official transcript showing proof-of-degree completion. As there are few Bachelors degree programs in QISE, students recruited into the program will typically have Bachelors degrees and minors in the related disciplines: Physics, Chemistry, Mathematics, Engineering (Electrical and Computer, Materials Science, Computer Science). The admissions process will include a rubric-based review of written applications which will include a personal statement describing student motivations for applying to the program, challenges overcome and future goals and at least three letters of recommendation. All international applications whose native language is not English will be required to take the TOEFL test and provide an official score report. In addition to the written materials, admissions will be based on Zoom interviews conducted by the Graduate Admissions Committee. These interviews will help assess student non-cognitive factors, research interests and identify potential faculty advisors.

During the NSF-funded launch phase of the program (up to AY28/29), applicants must be eligible for NRT Fellowship funding, which stipulates that trainees are US Citizens, nationals or permanent residents. International students may come in self-funded, or with their own fellowship funding.

Recruiting plan: Our recruiting goal is to consistently attract a pool of applicants from a wide range of backgrounds to the QISE program by leveraging our substantial existing networks. For example, the Physics and Chemistry Departments draw on the NSF IGEN network, which provides a nationwide, free, common application. In 2025, the IGEN pool featured 186 applications, with at least 30 students expressing interest in QISE or related areas. OSU is also a founding member of the Open Quantum Initiative summer research program hosted by the Chicago Quantum



Exchange network. In 2025, there were 350+ applications from students all over the country, coming from large R1 research institutions, as well as smaller colleges, with majors including Physics, Engineering and double majors with various combinations (Physics/Math, Computer Science/Physics etc.). OSU has hosted 12 summer students since the program launched in 2021.

Retention through graduation: The participating Departments in QuGIP have demonstrated a commitment to degree attainment, with an average of over 70% of students achieving their PhD degrees, while maintaining a time-to-degree consistent with disciplinary national averages. To achieve our target of at least 80% degree attainment, QuGIP will leverage and uniformly apply mentoring best practices that have grown from OSU engagement with networks such as the National Math Alliance and the APS IDEA. For example, peer, near peer and faculty mentoring networks will be established for each student when they first arrive on campus, ensuring they have a broad support system that has been proven critical for degree attainment. Students will also assemble a dissertation committee that will conduct annual reviews with the student to ensure steady progress to degree and help navigate difficult discussions with the primary faculty advisor that may arise.



PROGRAM NARRATIVE - INSTITUTIONAL PLANNING

Physical Infrastructure

Organizational infrastructure: The OSU Center for Quantum Information Science and Engineering (CQISE) will serve as the administrative home of the new graduate program. Sufficient office space for the program students will be provided by the participating departments. Student research needs (e.g. primary laboratory space, computing clusters etc.), will be provided as per their dissertation advisor. Participating faculty (c.f. Appendix A) have the extensive infrastructure already in place for cutting-edge research in quantum information science and engineering.

Students in the new program will benefit from and contribute to the strong culture of collaborative and interdisciplinary research at OSU among the participating departments. For example, CQISE sponsors a variety of community-building programs, including seminars, project seed funding, and networking events with regional industries. In addition to CQISE, the Ohio State University Institute for Materials and Manufacturing Research is a campus-wide, multidisciplinary institute that facilitates, promotes and coordinates research activities and infrastructure related to the science and engineering of materials throughout The Ohio State University. IMR's community-building activities include a Distinguished Lecture series, and the annual Materials Week conference, which draws several hundred attendees from both academia and industry. Students will also benefit from externally-funded centers, such as the OSU Center for Emergent Materials (CEM), one of the flagship materials centers sponsored by the NSF which has 20+ participating faculty at OSU in Physics, Chemistry and Biochemistry, Materials Science and Mechanical Engineering. CEM hosts a variety of seminar speakers, technical workshops, outreach events and professional development opportunities.

New opportunities in quantum infrastructure: QuGIP students will have the opportunity to contribute to regional investments in quantum infrastructure. For example, a team at OSU is leading the development of an intercity quantum network with the Air Force Institute of Technology (AFIT) in Dayton. This project has just received a congressionally-directed three year, \$1M award. Quantum communication may also play a role in the new StarLab venture, led by a team comprising OSU, The Universities Space Research Association, Zin Technologies, and the International Association of Science Parks and Areas of Innovation. This effort has been chosen by Voyager Space to build terrestrial analogue laboratories to help guide the development of a commercial space station.

OSU research user facilities: The dissertation research by QuGIP students will benefit from the extensive network of equipment and computational facilities at OSU. Examples include the Ohio Supercomputing Center (OSC), NanoSystems Laboratory (NSL), Semiconductor Epitaxy and Analysis Laboratory (SEAL), Center for Electron Microscopy and Analysis (CEMAS), Nanotech West Laboratory (NTW), the NSF NeXUS facility, the Campus Chemical Instrumentation Center (CCIC). These user facilities employ technicians and engineers to support training and project execution as needed by the research community. Some examples of relevant capabilities for student researchers in the quantum graduate program include:

- The Ohio Supercomputer Center empowers researchers via high performance computing, advanced networking, and training resources; partners with leading scientific



investigators in developing joint proposals to regional, national, and international organizations; and leads research activities of strategic interest to OSC, the state, and the country.

- NSL has a 1,500 sq. ft. class 1000 cleanroom and operates the following instruments: 1) an optical lithography maskless aligner, 2) a Kurt Lesker sputtering/ion-milling/e-beam evaporation system, 3) an ICP-RIE, 4) an FEI Helios dual-beam FIB/SEM with e-beam lithography, 5) a Bruker triple-axis x-ray diffraction system, 6) two AFM/MFM systems, 7) two Quantum Design 7-T SQUID magnetometers, 8) a Quantum Design 14-T PPMS, 9) a Magneto-Optical Kerr Effect Microscope, 10) a diamond CVD System, 11) a low-temperature flow cryostat magneto-transport system, 12) a Montana Instrument cryogen-free magneto-optical system, 13) a Bruker Electron Paramagnetic Resonance (EPR) spectrometer, 14) a suite of microwave instruments including network analyzers, signal generators, and amplifier.

- SEAL is OSU's primary facility for MBE and is located within the 4,000 sq. ft. Dreese Lab Cleanroom. SEAL houses 6 state-of-the art MBE chambers each dedicated to different, complementary material systems, including group IV and III-V (III-As, III-P, III-N, and III-Sb) semiconductor epitaxial heterostructures, and TMD 2D materials for both basic studies and true device development.

- CEMAS operates two FEI Titan Scanning Transmission Electron Microscopes (S/TEM), one FEI Tecnai S/TEM, one FEI Tecnai G2 TEM, two Apreo Scanning Electron Microscopes (SEM), one FEI SEM, Two FEI dual-beam FIB/SEMs, and two Rigaku XRD systems.

- NTW is the largest nanotechnology user facility in Ohio and supports more than 100 research and development projects per year for commercial, government, and academic clients including many external users. NTW consists of a 6,000 sq. ft. class 100 cleanroom and possesses the following capabilities for 4" wafers: MOCVD, ALD, LPCVD, PECVD, e-beam evaporation and sputter deposition, ICP-RIE, ashing, and wet chemical etching.

- NSF NeXUS is a first-of-its-kind facility for ultrafast science, funded and maintained at OSU in partnership with the National Science Foundation. A kW-class laser drives the generation of extreme ultraviolet (XUV) and soft x-ray pulses with durations from femtoseconds to attoseconds. NeXUS has a "beamline" arrangement so that three distinct XUV beams, each with its own time and spectral characteristics, can be generated from a single laser. The laser and XUV pulses are then coupled into an "end station" that directly support user measurements. The NeXUS System is being built with multiple end stations to support user measurements of angle-resolve photoelectron spectroscopy (ARPES), element-specific scanning tunneling microscopy (STM), x-ray absorption spectroscopy (XAS), x-ray reflection spectroscopy (XRS), attosecond science, and laser induced electron diffraction (LIED). All of these measurements can be time resolved using combinations of the laser and XUV pulses.

- The CCIC hosted by the Department of Chemistry and Biochemistry hosts a wide range of analytical equipment for magnetic resonance, surface analysis, x-ray crystallography, mass spectrometry and ultrafast dynamics measurements.

Market Demand

Though this will be the one of the first stand-alone PhD programs in QISE in the U.S., there is ample evidence that others will soon follow, and will be in demand to meet societal need and student interests. At the societal level, the National Quantum Initiative Act signed into law in



2018 represents an ‘all of government’ approach to develop quantum technologies for future economic growth and national security. Substantial federal investments in QISE have been made through the NSF, DOE and DOD, and include awards for fundamental research, technology transfer and workforce development. These investments are matched by industry research and development, including by leading information technology companies such as Intel, Google, IBM, Microsoft, Amazon, and Meta. A variety of other large companies such as JP Morgan Chase, Corning, Applied Materials, and Boeing and startups are interested in recruiting talent in this area as well. To grow this ‘quantum ecosystem’, regional hubs have been established in recent years, led for example by the Chicago Quantum Exchange, which facilitates exchange among academic (including OSU), national lab and industry partners. Recent job postings attest to the rapidly growing opportunities in this field.

The growing employment opportunities (c.f. Appendix) and rapid progress publicized in the media (such as IBM’s 1000 qubit report (12/4/2023) and Google’s quantum supremacy report (10/23/2019) are catalyzing growing student interest in QISE. This is directly evidenced by one of the recruiting pools OSU faculty has helped establish: the Open Quantum Initiative (OQI). Launched in 2021, the OQI is an innovative, multi-institution summer research program for undergraduate students interested in QISE. For example, there were 350+ applicants to OQI summer research program in 2025 from all over the country, with 30% annual growth in the number of applications since the program started in 2022. These students applied from a variety of institutions, ranging from large R1 universities (Berkeley, Illinois) to primarily undergraduate institutions (Rhodes College, Kenyon College), and had a range of majors, including Physics, Mathematics, Computer Science, Electrical Engineering, with many double-majoring in various combinations. In addition to the ~ 20 OQI Fellows per year selected to participate in the program, we can draw on the full applicant pool for recruiting students to the proposed graduate program at OSU.

Ohio State’s mission for undergraduate and graduate education plays a crucial role in connecting societal needs and student interests. OSU is leading the development of a quantum minor program at the undergraduate level through the NSF-funded QuSTEAM network (<https://qusteam.org/>). QuSTEAM is a non-profit, membership-based organization serving a network of academic institutions and industry employers. The purpose is to facilitate the national scale-up of equitable and effective undergraduate quantum education by building and supporting a collaborative network of academic institutions (currently 30+), private sector employers, and a community of instructors. Ohio State has also invested heavily in QISE, including the establishment of CQISE in 2022 and faculty cluster hiring in Physics, Math, Chemistry and Biochemistry and Computer Science Engineering. The establishment of a graduate QISE degree program will help integrate and expand these efforts. Not only will the program spur the development of new QISE courses that will be available for STEM graduate students, but the



dissertation research of MS and PHD students in the program will lead to a growing portfolio of new experiential learning opportunities including industry internships.

PROGRAM NARRATIVE - STATEWIDE ALTERNATIVES

Faculty leaders have been polled at other universities in Ohio, including University of Cincinnati, Case Western Reserve and Ohio University. None of these universities currently have QISE degree programs, although all have developed QISE-related courses.

QuGIP will be one of the first dedicated and interdisciplinary PhD programs in the U.S., but there are a number of related programs that have launched in the last few years which provide models for the proposed program (c.f. Table). The closest program is the University of Chicago’s degree program in Molecular Engineering, which has a QISE-related degree Specialization. Like our proposed program, the Chicago program is highly interdisciplinary. Other programs are usually housed in traditional departments like Physics, and/or only offer the Masters degree or Graduate Minors/Certificates. Thus, the establishment of a stand-alone PhD QISE program at a land-grant institution such as Ohio State will provide a national model for graduate education in this field.

Institution	Degree name	Host Unit (if applicable)	Comments
Univ. Chicago	PhD in Quantum Science and Engineering	Pritzker School of Molecular Engineering	stand-alone, interdisciplinary, launched 2021
Harvard	PhD in QSE	n/a	stand-alone, interdisciplinary, first cohort in AY22-23
USC	MS in QIS	ECE	takes in BS from Chem, CS, ECE, Math, Physics
Univ. Washington	Grad Certificate in QISE	n/a	participating faculty in Phys, Chem, ECE, CSE, MSE
Univ. Wisconsin - Madison	MS Physics - Quantum Computing Specialization	Physics	separate admissions from Physics PhD program, can finish program in 1 calendar year
Univ. Arizona	MS in QISE	Optical Sciences	Specialization within program
George Mason	MS in Physics w/ QISE concentration	Physics	
UCLA	MS of Quantum Science and Technology	Physics & Astronomy	
CO School of Mines	MS in Quantum Engineering	n/a	has hard/soft specializations, also Thesis, nonthesis, certificate versions
Univ. Rhode Island	MS in Quantum Computing	Physics	

Duke	Master of Science, Master of Engineering	ECE	Quantum Software/Hardware specializations as part of the two MS programs
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1. Address appropriateness of specific locale for the new program.

OSU is centrally located in Ohio, both geographically and scientifically and is a top 10 producer of STEM graduate degrees. OSU also benefits from and contributes to nearby technology hubs, including the new Intel semiconductor fabrication plants in Columbus, and the quantum technology hub being developed with the Chicago Quantum Exchange. Ohio State faculty have a broad portfolio of externally-funded QISE research that will form the basis for dissertation work by students in the new program. These students will also benefit from OSU engagement in emerging institutional networks in QISE, including the Chicago Quantum Exchange, and QuSTEAM, which OSU leads. Lastly, OSU has made substantial investments in this field, including the Center for QISE (launched in 2022), and cluster faculty hiring in QISE (Physics, Chemistry and Biochemistry, Computer Science Engineering, Electrical and Computer Engineering, Mathematics).

2. Address opportunities for inter-institutional collaboration.

There are numerous opportunities for collaboration, both in terms of curricular development, and in terms of QISE-related research. At the curricular level, QuGIP faculty will be encouraged to share best practices with other institutions seeking to launch similar programs. There is already a culture of this in the participating departments, evidenced by the QuSTEAM network for example, which develops undergraduate minor curricula and is disseminating these to network partners, including 10+ universities. The breadth of opportunity and the collaborative environment at OSU will ensure that the OSU program maintains unique aspects that will help us compete for students as the number of programs in this field grows.

QuGIP participating faculty have a broad network of research collaborations in QISE-related research, including institutions in Ohio, in the U.S. and internationally. This will provide QuGIP students with a broad variety of research options, and help prepare them to be leaders in the field by being able to collaborate across traditional disciplines.



PROGRAM NARRATIVE - GROWTH OF THE PROGRAM

We currently have NSF training grant funding to launch the program and fund 25 x 1 year fellowships, including full stipend and tuition. These funds are sufficient to launch initial cohorts. The training grant includes funds for staff support, curriculum development and program evaluation. We have funded a number of current OSU graduate students to help pilot program components (e.g. courses, professional development, internships), providing feedback that has informed this program proposal. Our target for sustaining the program after the launch period will be to matriculate 20 *self-funded* Masters students and 6 PhD students into the program per year. Masters students will be either self- or employer-funded, or will have won a University Fellowship. Returned tuition from Masters students, industry sponsorships and leveraging for external funding will help defray program costs.

	AY24-25	AY25-26	AY26-27	AY27-28	AY 28-29	Sustained (≥AY29-30)
Masters						
# NSF funded students	0	0	2	2	0	0
# self-, OSU- or employer-funded students	0	0	6	10	16	20
PhD						
# NSF funded students	1	5	5	5	5	0
# OSU funded students	0	0	0	0	0	6



CURRICULUM AND INSTRUCTIONAL DESIGN

Program Learning Goals

Learning Goals for Ph.D.

At the end of the program, the student will be able to:

1. Demonstrate fundamental knowledge in quantum information science and engineering (QISE)

Learning objectives to be assessed:

- a. Describe quantum systems using linear algebra, and conversely, describe the physical meaning of a linear algebraic expression.
 - b. Compare and contrast classical vs. Quantum algorithms and their suitability for real-world problems
 - c. Describe pros and cons of leading physical systems for implementing qubits (e.g., coherence and decoherence).
 - d. Describe pros and cons of different approaches for multi-qubit entanglement.
 - e. Explain and implement different approaches to error correction.
2. Demonstrate the ability to use analytical and computational methods to solve QISE problems (e.g., Python, Qiskit, LMS (e.g., qBraid), IBM Composer).

Learning objectives to be assessed:

- a. Design and implement quantum circuits on a quantum computer.
 - b. Demonstrate computational methods focused in a particular subdiscipline of QISE
3. Work with an industry connection to connect coursework and research with a real-world application at a company.

Learning objectives to be assessed:

- a. Be able to explain process for identifying markets
 - b. Consider development of quantum technologies with an ethical mindset
4. Conduct independent and interdisciplinary research in QISE.

Learning objectives to be assessed:

- a. Explain their new contribution to knowledge in their respective area
 - b. Disseminate their contributions through peer-reviewed publications and scientific presentations
 - c. Develop a plan for future studies
5. Demonstrate professional skills for learning and research

Learning objectives to be assessed:

- a. Interdisciplinary communication: Be able to discuss course concepts and present research with a broad STEM community, orally, in writing and in presentations
- b. Team work: be able to work in interdisciplinary teams to learn course content and contribute to interdisciplinary research projects
- c. Ethics: conduct research according to ethics standards in the field.
- d. Demonstrate growth mindset to learn new content in rapidly developing field.



New graduate courses in QISE (c.f. Appendix for [course syllabi](#)). These courses will be cross-listed in the participating departments and will be run as one of these listings depending on the primary instructor. For example, QISE 7100 will run as PHY 7100 when a physics faculty member teaches it, but as MATH 7100 when a math faculty teaches it. This ensures that faculty can count this course against their assigned teaching load.

QISE 7100 - Foundations in QISE (3 cr) will focus on the foundational mathematics and physics needed to describe quantum information and related phenomena.

QISE 7101 – Quantum Circuits and Algorithms (3 cr) is designed to provide students with a broad introduction to quantum computing. Using tools such as IBM Quantum Composer, students will visualize quantum computing concepts, and compare them with classical computing models.

QISE 7102 – Grand Challenges in QISE (3 cr) will focus on grand challenges toward realizing quantum computers, including scalable multi-qubit entanglement, long-distance networking, error correction and algorithms, with a particular focus on physical platforms and their pros/cons.

QISE 7111 – Graduate seminar: Journal Club (1 cr): This student-led seminar-style course will meet once weekly during the term, and will feature regular presentations by students on a journal article of current interest. Students will gain experience in presenting technical content to a multi-disciplinary audience.

QISE 7112 – Graduate seminar: Professional Development (1 cr): This seminar-style course will feature a variety of discussions including aspects of professional skills (e.g., writing and presentation skills, literature research) and ethical questions posed by QISE (e.g. quantum cryptography).

QISE 7113 – 1st year research rotation (1.5 credits): This course will introduce students to research techniques through a 7 week experience with one of the QuGIP faculty advisors. This course may be repeated in 1.5 credit increments for multiple rotations, or taken for 3 or 4.5 credits for a more sustained effort during one rotation.



Degree Requirements - PhD in QISE

Course requirements: A minimum of 90 credit hours will be required for PhD degree recipients. These requirements are consistent with the OSU Graduate School, and national expectations for graduate education in related STEM fields. Of these credit hours, 10 credit hours will be for foundational graduate coursework, at least 6 credits will be for seminar-style professional development courses (ethics, writing, journal club), and at least 6 credits will be for elective courses within a menu for the designated specialization. At least 40 credit hours will be for experiential learning (research, internships). All of the courses will be delivered in person. All PhD students are required to take GRADSCH 8000 to develop a solid foundation for responsible conduct in research.

Time to degree: With its greater focus on original research, PhD degrees will typically take 15-18 semester terms (5-6 academic years). Though there are some variations in the number of required elective courses by program Specialization, these will not impact the overall time to degree for the students. PhD students will be required to pass a candidacy exam with written and oral components. To take this exam, students must have completed the three required core courses plus the computational course with at least a 3.0 GPA and have an ‘S’ grade in at least 6 credits of QISE 8998. Depending on their preparation, students will typically take the candidacy exam during their 2nd year in the program. This will qualify them for a non-thesis based Masters degree. After candidacy, they can focus on dissertation-related research (~12-15 terms). In accordance with Ohio Department of Higher Education (ODHE) policy, this will total 16-30 credit hours. Students will be enrolled in the program full-time, and will be supported with fellowships in their first year, and with Research or Teaching Assistantships in following years, depending on the Departmental affiliation of their primary faculty advisor. These degree times and support models are typical for STEM programs at OSU and nationally.

Required core courses for degree: PhD		
course # (red = new course)	Course Title	Credits
QISE 7100 (and cross-lists)	Foundations in QISE	3
QISE 7101 (and cross lists)	Quantum Circuits and Algorithms	3
QISE 7102 (and cross lists)	Grand Challenges in QISE	3
PHY 6810, CHEM 6540, MATSCEN 6756.72, CSE 6321, ECE 5510, MATH 6601	Computational/Numerical Methods	1
QISE 7111	Journal club	5
QISE 7112	Professional development seminar	2



QJSE 7113	1 st year Research Rotations	12
GRADSCH 8000	Responsible conduct in research	1
XXXX-8998	Research (pre-candidacy)	20+
XXXX-8999	Research (post-candidacy)	30+

Specializations: While the core course requirements are the same for all students in the program, choice of specialization will guide the choices of the required computational methods course, elective courses and the faculty advisors for research rotations. Students will choose from one of four transcriptable specializations:

- 1) The *Quantum Computing* specialization is focused on the development, implementation and scaling of quantum algorithms and associated hardware for solving complex problems and error correction.

Specialization	Example electives (# cr)
Quantum Computing	CSE 6429 Advanced Computer Architecture (1-3); ECE 7005 Information Theory (3); MATH 6251 Theory of Probability (4), MATH 5801 General topology and knot theory (3), ECE 6531 Semiconductor Devices (3), ECE 7022 Advanced RF integrated circuits (3), MATSCEN 6295 Superconducting Materials and Properties (2), PHY 5680 Big Data Analysis in Physics (3),

- 2) The *Quantum Networking and Communication* specialization is focused on the transportation and multiplexing of quantum information using elements such as photonics and microwave cavities.

Specialization	Example electives (# cr)
Quantum Networking and Communication	ECE 6511 Nonlinear Optics (3), CSE 6469 Advanced Studies in Computer networking (1-3); CSE 6422 Advanced Computer Architecture (3), Physics 8820 Special topics: Atomic, molecular and optical physics (3), MATSCEN 6777 Electronic properties of materials (2), ECE 6010 EM Field Theory (3), ECE 6101 Computer Communication Networks (3)

- 3) The *Quantum Simulation* specialization is focused on quantum-enabled methods to better understand physical systems whose complexity exceeds even the best classical high performance computing algorithms.

Specialization	Example electives (# cr)
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Quantum Simulation	MATH 6801 Algebraic Topology (3); MATH 6151 Commutative Algebra (3); PHY 8820 Special Topics: Quantum information theory (3), ECE 5200 Digital Signal Processing (3), ECE 5307 Machine Learning (4), MATSCEN 6756 Computational Materials Modeling (2), CSE 6521 Artificial Intelligence (3),
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4) The *Quantum Materials and Sensing* specialization is focused on the physical materials (solid state and molecular) used for quantum bits, sensors and storage.

Specialization	Example electives (# cr)
Quantum Materials and Sensing	MATSCEN 7835 Point Defects in Crystalline Materials (2); PHY 8806 Topics in Condensed Matter Physics (3); CHEM 6510 Quantum Mechanics and Spectroscopy (1.5) , CHEM 6540 Electronic Structure (1.5), CHEM 7370 Nanochemistry and Nanomaterials (1.5), ECE 5033 Surfaces and Interfaces of Electronic Materials (3),

PhD students are required to take two elective courses from these lists for their chosen specialization. These tables are not an exhaustive list of courses, and requests for additional courses supported by the students’ advisor will be reviewed by the QGSC each semester.

Example progress for PhD program:

	# cr		# cr		# cr		# cr		# cr		# cr		
		Y1-Au		Y1-Sp		Y1-Su		Y2-Au		Y2-Sp		Y2-Su	
		QISE 7100	3	QISE 7101	3	QISE 7111	1	Elective	3	Elective	3	QISE 7111	1
		Comp. Methods	3	QISE 7102	3								
		QISE 7111	1	QISE 7111	1	QISE 8998	14	QISE 8998	12	QISE 8999		QISE 8999	2
		QISE 7112	1	QISE 7112	1								
		QISE 7113	6	QISE 7113	6			<i>Candidacy exam</i>					
		GRADSCH 8000	1										
Total cr	15		14		15		15		3		3		3
Cumulative	15		29		44		59		62		65		65
				Y3 (Au+Sp+Su)		Y4 (Au+Sp+Su)		Y5 (Au+Sp+Su)					
				QISE 7111	1	Research and Electives	9	QISE 7111	1	Research and Electives	8		
				Research and Electives	8	Research and Electives	9	Research and Electives	8				
						Internship							
				Credits	9		9		9				
				Cumulative	74		83		92				

Culminating experience

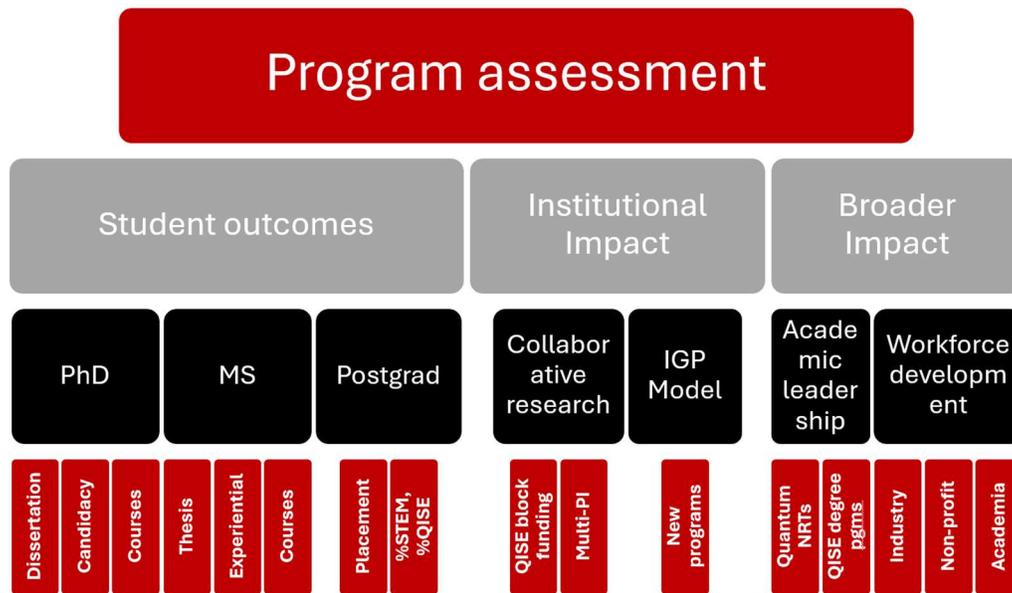
PhD in QISE: In addition to the course requirements discussed above, PhD recipients will have completed a sustained body of original research. By this stage, it’s common for PhD students to have presented their research at international scientific conferences, and authored one or more peer-reviewed journal publications featuring their main results. QuGIP PhD students will also be required to participate in an internship experience aligned with their future career goals.



Examples include an industry-sponsored internship (either working remotely or on-site), or an extended stay at a national lab or other research center. The doctoral dissertation will integrate these experiences into a coherent document, thus placing the candidates' work in the context of the field as a whole. Chapters of the dissertation will include an Introduction which provides context for non-experts, one or more chapters of main results, a chapter summarizing the internship experience, a concluding chapter summarizing key results and open questions, and one or more appendices with technical content or more preliminary results. Once the dissertation document is deemed suitable in an iterative process with the faculty advisor, candidates will defend the document to their dissertation committee, comprising 3-4 program faculty. In accordance with Graduate School policy, the dissertation defense will feature a public presentation, followed by a closed session with the committee.

Program Assessment Plan

As shown here, the QuGIP program will be assessed in terms of *student outcomes*, *institutional impact* within OSU, and *broader impact* at the national level. For example, PhD student outcomes will be assessed through course grades, a proposal-based candidacy exam, PhD dissertation and defense. Both formative and summative rubrics will be used for candidacy exam, thesis/dissertation and defense (discussed further below). Institutional impact will be assessed by tracking extramural funding among QuGIP participating faculty and students, including programs in QISE and non-QISE. More broadly, program components will be disseminated through workforce and academic networks, thus contributing to a rapidly-developing, nationwide



infrastructure for QISE.

Assessment data will be compiled by several QuGIP stakeholders. The QuGIP *Graduate Studies Committee* will be tasked with assessing the quality of the applicant pool and curating collected data including demographic information, applicant institutions, Bachelors fields of study, GPAs, prior research experience, and Specialization interest. These data will be collected by the QuGIP *Program Coordinator*.

In addition, the NSF NRT award has subaward funding reserved for the development of initial program assessment by Strategic Evaluations, Inc. (SEI). SEI is a HUB-certified evaluation consulting firm located in Durham, North Carolina specializing in evaluating science education grants, particularly training grants. SEI will help the QuGIP team develop an assessment infrastructure that can then be sustained locally after the NSF NRT award ends in AY28-29, such as the following:



Expected Student, Faculty Teaching, and Institutional Competencies and Outcomes: The program leaders will work with SEI to document and measure targeted competencies and outcomes for stakeholders such as:

Trainees

- Increase QISE knowledge and technical skills
- Increase skills in ethics, technical writing, and communication
- Increase students' self-efficacy, science identity and sense of belonging
- Increased growth mindset

Faculty Instruction/Mentorship

- QISE courses and research opportunities utilize best practices and pedagogies, and are aligned to students' long-term career interests (via Drake Institute)
- Instruction promotes a growth mindset across faculty and trainees in the QISE graduate program
- High quality mentorship (research mentors required to participate in mentorship training)
- Increased recruitment and training of students in QISE research projects in faculty labs
- Strengthened interdisciplinary research/course development

Institution

- Development of a QISE Graduate Interdisciplinary Program at OSU
- Industry partnerships result in graduate internships and sponsored research
- Relationships between participating departments are strengthened

During Year 1, the evaluation team will work closely with project leaders to further develop a project logic model and related evaluation framework that will serve as the guide for activities and the key metrics for documenting outcomes.



Table 2. Evaluation framework for QuGIP Logic Model

Sample Evaluation Questions for OUTCOMES	Possible Indicators/Measures	Possible Data Collection Methods and Information Sources
1. To what extent is the program able to garner buy-in from participating departments and industry partners? 2. Is the program able to obtain approvals from all the necessary groups and in a timely manner to launch new courses? 3. To what extent to the members/key stakeholders work together towards effectively and efficiently a common goal? 4. Is the program able to recruit its targeted number trainees, and retain these trainees to obtain terminal degrees (20% Master's/60%PhD/20%Other)? 5. Do students who participate in QISE courses exit with more confidence, stronger lab abilities, greater content knowledge, and higher interest in completing a degree/certificate program in QISE? 6. To what extent does participation increase students' ethics, technical writing, and communication skills? 7. Does participation in the QISE interdisciplinary degree program lead to a sense of belonging and greater confidence that students are well prepared for the emerging careers in QISE? 8. To what extent are QISE courses inclusive and based on a "growth mindset"? 9. To what extent are trainees provided inclusive and convergent QISE	<ul style="list-style-type: none"> Documentation of approval of QuGIP courses/curriculum Documentation of trainees in OSU labs/industry partner training Documentation of numbers of students enrolled in QISE courses and of students' obtaining QISE degrees, certifications, etc. Documentation of job application data Student self-report of content knowledge, research skills, job competitiveness, and career interest (pre/post) Research mentors/industry mentors' ratings of trainees' QISE knowledge and skills and career preparedness Student and course instructors' ratings of the inclusiveness of the courses and extent to which courses include a "growth mindset" (post course) Student self-report of interest in QISE careers Measure of working of the program partnership (Partnership self-assessment tool) 	OSU Departments/Graduate School <ul style="list-style-type: none"> Records of approval of QuGIP courses/curriculum Records of departments accepting trainees in research labs/training QISE course enrollment records Records of QISE degrees/certificates earned Industry Partners <ul style="list-style-type: none"> Records of partners accepting trainees in labs/training Student Trainees <ul style="list-style-type: none"> Document course enrollment Track students' thoughts on program, growth in research self-efficacy, sense of belonging, growth in knowledge and career interests and preparedness on pre- and post-surveys Document students' thought on the inclusiveness of courses and extent to which courses include a "growth mindset" (post-course survey and focus group interviews) Qualitatively document quality and impact of courses/research opportunities as well as suggested improvement through focus group interviews Research Mentors/Industry Mentors <ul style="list-style-type: none"> Document students' growth in QISE knowledge, skills and job preparedness via surveys Course Instructors <ul style="list-style-type: none"> Document students' thought on the inclusiveness of courses and extent to

The evaluation timeline of performance measures is presented in the Table below:

Performance Measures Timeline	Yr1	Yr2	Yr3	Yr4	Yr5
Finalizing of logic model / competency tools to be embedded in project	X				
Structuring of Year-by-year evaluation plan in alignment with logic model (with monthly calendar of deliverables)	X	X	X	X	X
Document analysis (e.g. participation, degrees earned, internal course evaluations, student interests, industry needs, curriculum development)		X	X	X	X
Instrument development (e.g., trainees' baseline survey, trainees' annual/exit survey, research/industry mentors survey, partnership survey, trainees' and course instructors' focus group protocols)		X			
Partnership self-assessment	X		X		X
Trainees' surveys/assessments (baseline upon entering and annually until exiting)			X	X	X
Research/industry mentors' surveys (end of every trainee's internship/IDP)			X	X	X
Faculty surveys (when piloting a new course)			X	X	X
Focus group in-depth feedback on new course from trainees (after first implementation)			X		
Focus group in-depth feedback on new course from instructors (after second implementation to specialization improvements)				X	
Reporting/Communicating Evaluation Results (website, IAC meetings annually, etc.)	X	X	X	X	X



Feedback Mechanisms for Improving Practice: Four reporting and data sharing strategies will be included in the evaluation to facilitate QuGIP leaders' ability to assess progress in a timely manner, make any necessary mid-course adjustments, and report findings to outside stakeholders.

- **Monthly Evaluation Update Calls** - The evaluation team will lead monthly update calls in which program data will be shared across the partnership.
- **Formative Evaluation Data Throughout** – There are several surveys and focus group interviews planned across the 5 years. Data tables with evaluator's comments will be shared with the program at the conclusion of each data collection period (e.g., annually for partnership self-assessment survey, once a year with each new cohort for baseline trainee survey, etc.)
- **Annual Summative Evaluation Report** - As is customary, the evaluation team will prepare annual executive summary reports detailing all evaluation activities and findings, along with recommendations from stakeholders for improvement. At the end of the final project year, the external evaluation team will submit a summative evaluation report detailing the extent to which the project achieved its goals.

Program Academic Assessment Plan

As discussed in the Program Learning Goals above, we have identified a specific series of Learning Goals for PhD students. The extent to which these goals are met by students in the program will be assessed in several ways.

Course assessments: Each course (c.f. course syllabi in the Appendix) has its own set of learning goals and a concrete plan for how these will be assessed through course components such as presentations, written exams and homework problems.

Candidacy exam: A formative rubric (c.f. Appendix) will be used to assess student progress toward meeting the Program Learning Goals, and to identify specific areas for improvement / attention during the remainder of the PhD studies.

Annual review reports: These annual reports (c.f. Student Advising Sheets in Appendix) will be compiled by the student, the student’s research advisor, and the advisory committee. Milestones such as research accomplishments, conference presentations, professional development activities, mentoring and submitted/published papers will be tracked in the reviews.

PhD Dissertation: A dissertation rubric and a dissertation defense rubric (c.f. Appendix) will be used to assess the extent to which the PhD dissertation and oral Defense reflects Program Learning Goals. For example, the dissertation introduction and defense presentation should include context so a broad, multidisciplinary audience can understand the student’s contribution and its relevance to the broader field of QISE.

The table here illustrates how program components provide targeted assessment of the program learning goals articulated above.

	PhD
Program Component	Learning Goals
QISE 7100	1a, 5a,b,d
QISE 7101	1b, 2a,b, 5a,b,d
QISE 7102	1c,d,e , 2a,b, 5a,b,d
QISE 7111	1a-e, 3a-b, 4a, 5a-d
QISE 7112	3b, 5c
QISE 7113	5a,b,d
XXX-8998/9 research	4a-c
Computational	2a-b
Professional	5a,b
Candidacy	1a-e, 2a-b, 5a,d
Internship	3a-b
Dissertation / Thesis	1-5



INSTITUTIONAL STAFFING, FACULTY AND STUDENT SUPPORT

Faculty

As listed in the Appendix, we have assembled a team of 30+ participating faculty during this initial phase of the program, drawn from the six participating Departments. These faculty were selected based on their track records of QISE-related research (including externally-funded programs), commitment to evidence-based teaching and curriculum development, and all have 'P' status for graduate advising. This broad participation is essential for matching applicant interests to faculty advisors' expertise and availability. Although no faculty will be hired as a result of this new graduate program, there are significant synergies with recent cluster hiring in quantum science in the participating departments, including new hires in Chemistry and Biochemistry (Prof. Joe Zadrozny), Math (Prof. Kaifeng Bu), and Physics (Prof. Kevin Singh), and anticipated searches in Electrical and Computer Engineering, and Computer Science Engineering. Faculty wishing to join the program will submit an application detailing their QISE-related research experience or future interests, and their track record or plans for external funding and graduate advising. These applications will be reviewed by the QuGIP Graduate Studies Committee.

Administration and support

The OSU Center for Quantum Information Science and Engineering (CQISE) will be the administrative home for the new graduate program. The Program Director (Professor Jay Gupta, Physics) will be the lead program manager, responsible for fund raising, unit MOUs and stakeholder reporting. The principal administrative staff will be a Program Coordinator (position housed in CQISE), whose duties will include program financial and progress reporting, admissions, website maintenance, event planning and team communication. Admissions will be conducted by a Graduate Admissions Committee, comprising faculty from each of the six participating Departments. Student progress monitoring will be the responsibility of a Graduate Studies Committee, also comprising faculty from the participating Departments, as well as 1-2 student representatives. Oversight of the program will be provided by (i) an OSU Advisory Board, comprising unit leaders at the Department, College, Grad School and OAA levels and (ii) an Independent Advisory Board (Chair, Dr. Chris Porter, IBM Quantum) comprising external leadership in academia, industry and national labs.

Sufficient funding for the program through AY 28-29 is provided through an NSF training grant (budget: \$3M / 5 years from 2023-2028 + planned 1 year no-cost extension). As described in the Appendix, NSF funding includes 1 yr fellowships for 25 trainees over the 5 year launch phase, the program coordinator position, curriculum development (faculty teaching buyout, OSU Drake Institute of Teaching and Learning) and program evaluation (Strategic Evaluations LLC.). Following their fellowship year, students will be supported by Graduate Teaching Assistantships (GTAs) or Graduate Research Assistantships (GRAs). Common in the participating Departments, faculty advisors will be expected to support QuGIP students as GRAs or confirm GTA support with



their Department Chair. In subsequent years, returned tuition from self-funded Masters students will be used to defray program expenses, including PhD fellowships and staff and instructional support.

APPROVAL TO ESTABLISH A MASTER OF ENERGY SUSTAINABILITY

IN THE SUSTAINABILITY INSTITUTE

Synopsis: Approval to establish a Master of Energy Sustainability in the Sustainability Institute is proposed.

WHEREAS the Master of Energy Sustainability program will be an interdisciplinary program involving the colleges of Arts and Sciences, Engineering and Food, Agricultural and Environmental Sciences and will be facilitated through the Sustainability Institute with administrative authority in the Office of Academic Affairs; and

WHEREAS this proposal is an outcome of the ongoing efforts of Ohio State's Sustainability Institute to enhance and expand sustainability education, research and community outreach; and

WHEREAS employer feedback has highlighted both need and demand for degree programs focused on sustainability and energy related to continued technology expansion and workforce development; and

WHEREAS this program will draw upon expertise of faculty engaged in basic and applied energy-related research and directing or teaching energy-related courses; and

WHEREAS the program will include a minimum of 34 credit hours, including 19 for foundational graduate coursework, 12 for general courses and an experiential learning capstone; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on January 14, 2026; and

WHEREAS the University Senate approved this proposal on January 29, 2026:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish a Master of Energy Sustainability degree program in the Sustainability Institute.

**Proposal for an Interdisciplinary Graduate-Level Professional Degree:
Master of Energy Sustainability (MES)
(34 semester credits)**

**Submission Date of Original Final Proposal: January 30, 2025
(GS/CAA Committee Approved 11/24/25 . . .
Resubmitted for CAA Review w/ Recommended Changes November 26, 2025)**

Goal

The overarching goal is to launch a new interdisciplinary graduate-level professional *Master of Energy Sustainability (MES)* degree using a framework to initially offer an MES degree *Generalist Pathway* curriculum and eventually add various curricula for MES degree *Specialist Pathways*. All pathways to earn the MES degree will align with 10 *Foundational Competencies* and the associated 19 semester credits of *Foundational Courses*. The plan is to launch the proposed 34 semester credit *Generalist Pathway* curriculum by academic year 2026-2027. Graduates from the program will demonstrate knowledge, skills, and attitudes to prepare them for careers across the spectrum of energy resource and technology sectors.

Facilitating Units

- **Ohio State University Sustainability Institute**
 - **Sustainability Education and Learning Committee** (represented by Co-Chairs Elena Irwin and Michael Bisesi and its **Graduate and Professional Education Subcommittee**)
- **Graduate School** (represented by Maria Miriti)

Collaborating and Sponsoring Academic Units (represented by their respective Graduate and Professional Education Subcommittee members/proposal co-authors)

- **College of Arts and Sciences** (represented by David Cole and Max Woodworth)
 - Department of Geography
 - School of Earth Sciences
- **College of Engineering** (represented by Daniel Gingerich and Rajiv Ramnath)
 - Department of Civil, Environmental, and Geodetic Engineering
 - Department of Computer Science and Engineering
 - Department of Mechanical and Aerospace Engineering
- **College of Food, Agricultural, and Environmental Sciences** (represented by Jeremy Brooks, Jonathan Fresnedo Ramirez, and Brent Sohngen)
 - School of Environment and Natural Resources
 - Department of Agricultural, Environmental, and Development Economics
 - Department of Horticulture and Crop Sciences

Executive Summary

This proposal to develop and implement the new *Master of Energy Sustainability* (MES) degree represents one of several actions and outcomes from the coordinated and collaborative efforts at The Ohio State University, via its Sustainability Institute (SI), to enhance and expand sustainability-related education, research, and community engagement. The focused visioning initiative, led by SI Faculty Director Elena Irwin, was officially launched during January 2023 and involved applicable groups of faculty and administrators. The first product from the initiative is the document *Advancing Education at Ohio State: Education and Workforce Development* that was completed and released during June 2023. The document, found here <https://oaa.osu.edu/sustainability>, shares a vision to *promote the health, justice and well-being of people, biodiversity, and the environment of Ohio, the nation, and the world by educating and empowering sustainability leaders, practitioners, and change agents across the lifespan of learning at The Ohio State University*. In relation to this, the document summarizes plans for actions and outcomes specifically focused on sustainability-related education and workforce development at Ohio State.

A Graduate and Professional Education Subcommittee (GPES), under the SI Sustainability Education and Learning Committee (SELC) established in 2018, was organized and launched during January 2024 as one of four subcommittees to implement the plan and applicable education initiatives. This specific proposal was developed by the GPES members with the goal to launch an interdisciplinary graduate-level professional *Master of Energy Sustainability* (MES) degree at Ohio State during the 2026-2027 academic year. This effort aligns well with the United Nation Sustainable Development Goal #7 *Ensure access to affordable, reliable, and sustainable and modern energy for all*.¹ The conceptual framework and model for this program is shown in Figure 1 and summarized in more detail throughout the proposal.

The proposed MES degree program is interdisciplinary involving three Colleges and will leverage the Ohio State *EmPOWERment* program, which started in 2019 as a National Science Foundation funded National Research Traineeship. The overarching aspiration is to contribute to meeting the societal challenge of fostering a sustainable energy future. To date, the Ohio State *EmPOWERment* program has 46 affiliated faculty members, a 14-member internal advisory council, plus a 7-member external advisory council.

Rationale for Developing and Implementing the New MES Degree

The world is experiencing an energy revolution focused on the dual challenges of meeting a growing global demand for energy and reducing the impact of energy generation and utilization. Presently, the spectrum of technologies is vast and ranges from conventional fossil fuel-based technologies to alternatives that do not use fossil fuel as an energy resource. *Sustainable energy* includes a foundational provision of energy to meet the needs of the present without compromising the ability of future generations to meet their needs. However, inherent to sustainable energy requires going beyond energy technologies and energy generation. It requires building a more holistic sustainable energy system that

¹ United Nations (2015). *Transforming Our World: The 2030 Agenda for Sustainable Development*.
<https://sdgs.un.org/publications/transforming-our-world-2030-agenda-sustainable-development-17981>

includes the additional focus areas of energy resources plus energy transmission, distribution, demand, and use.

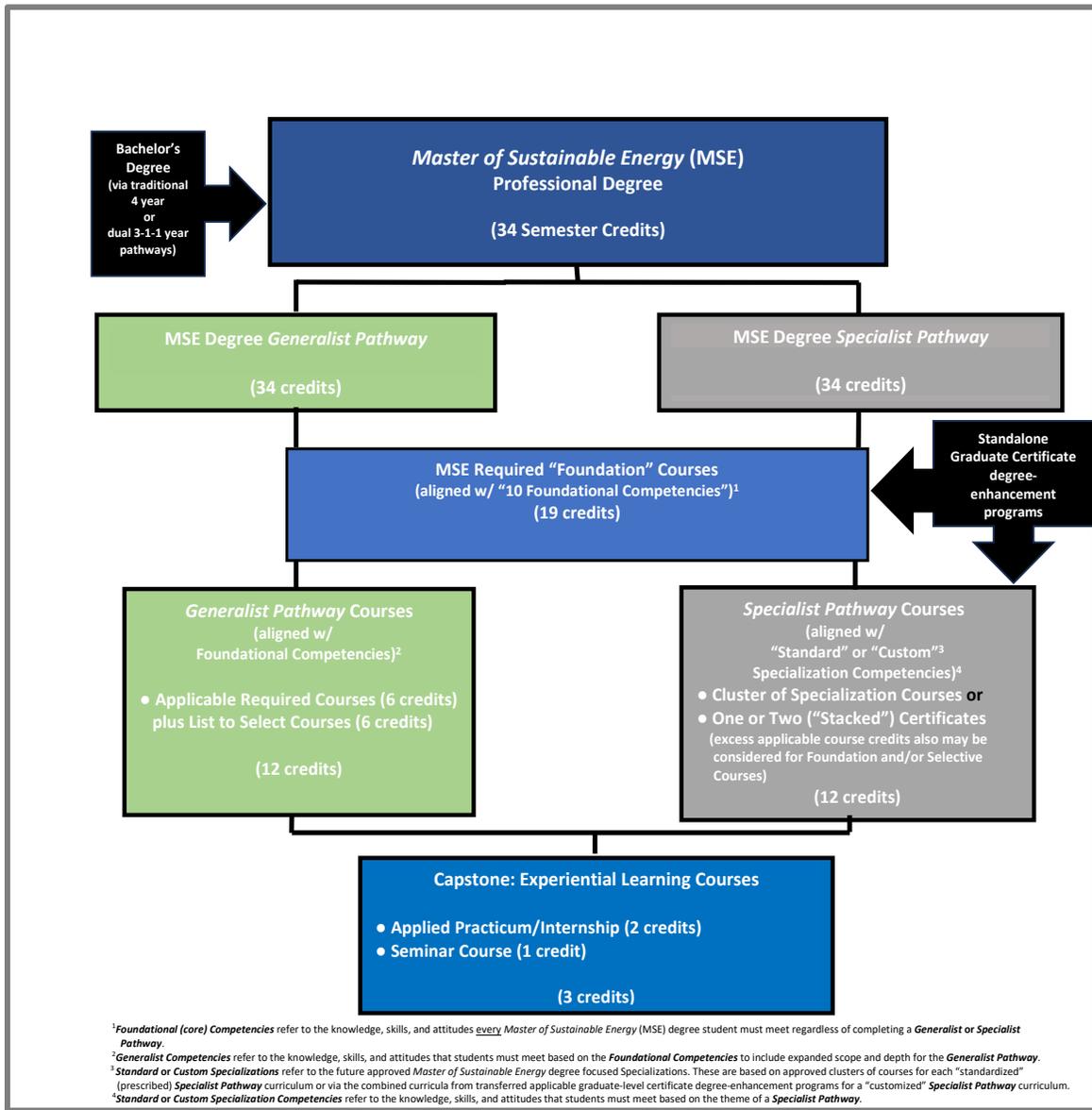


Figure 1. Model for the MES Degree Generalist and Specialist Pathways

The transition to a more sustainable energy system will require understanding and evaluating technical and non-technical interventions throughout the entire system, from generation-to-distribution-to-use. Evaluating and implementing these technologies, with the overarching goal of ensuring that society's energy needs are met without adversely affecting the natural or social environment, requires a foundation in applied energy sciences while also leveraging and integrating skills and techniques developed in a variety of complementary disciplines. Likewise, maximizing the impact of technological developments will require a deeper understanding of the complex socio-economic, cultural, and political factors that adequately foster or hinder widespread distribution of sustainable energy production and

transmission facilities as well as consumer needs and demand for sustainable energy and products that are dependent on it.

The MES Degree and Workforce Development

An Ohio State University Workforce Development Committee led by Vice Provost Randy Smith and co- led by former Vice Dean Michael Bisesi created and adopted a framework for workforce development summarized in the document *The Conceptual Elements for Framing and Defining Workforce Development at The Ohio State University*. Within the framework document that was completed and released during May 2020 two major workforce categories are defined as follows:

- 1) The *emerging workforce* category are those focusing exclusively on full-time pursuit of a degree program that upon completion will lead to applicable employment and a career. The education and training required is exclusively academic credit-based.
- 2) The *present workforce* category refers to those who are focused primarily on working full-time as well as those who are interested in working full-time but are underemployed or unemployed. This group may have an interest in pursuing academic part-time education and training to earn a credential in the form of an academic credit-based degree or certificate program to enhance their knowledge and skills to meet present and/or future needs or wants. This same group may be interested in pursuing other shorter education and training in the form of non-credit modules, short courses, and workshops.

As an extension of this effort plus to prepare the *Advancing Education at Ohio State: Education and Workforce* document, a Sustainability Education Visioning Committee (SEVC) collected applicable employer stakeholder data by 1) conducting a survey distributed to 100 external recipients, 2) hosting 3-hour listening sessions to allow for more comprehensive details about and understanding of survey responses, and 3) facilitating individual interviews for those unable to participate in the scheduled listening sessions. These coordinated integrated efforts resulted in a collection of 1,100 data points, from which nine primary areas of emphasis emerged:

- 1) Employers are thinking about sustainability and are concerned about related issues such as the political climate, the circular economy and waste reduction, environmental justice, climate change, net zero emissions, population growth, the regulatory environment, and technology.
- 2) Sustainability touches all jobs, and employers expect their employees to have a base level of sustainability knowledge that is supplemented with in-house job training.
- 3) Employers need knowledge and expertise regarding policy/regulatory processes, waste, and materials management, ESG knowledge, and expertise in areas such as climate change, energy purchasing, and information systems.
- 4) Employees need to be able to work in interdisciplinary environments and with teams.
- 5) Employees need to possess both hard and soft skills, including subject matter expertise, a sustainability mindset, training in basic STEM, project management, communication, policy, regulation, and engineering/manufacturing processes.
- 6) Job candidates ideally come with real-world experiences, and these can be gained through capstones, internships and other interactions with practitioners and alumni inside and outside the classroom.
- 7) There is a need for training to keep up with technological change and changes in jobs.
- 8) Employers believe that Ohio State has an opportunity to better prepare its students by providing experiential learning, teaching interdisciplinary and systems thinking, promoting diversity and social sustainability, and integrating sustainability throughout the curriculum.

9) Employers believe Ohio State can help better prepare existing employees by creating alternative credentials such as certificates, training programs, and modular videos, fostering real world experiences, creating partnerships, and teaching critical thinking and communication.

The nine areas of emphasis align with a need and demand for the proposed sustainability-related MES degree and are further emphasized, as examples, by the following employer stakeholder responses to applicable questions: 1) 90% of respondents said “yes” when asked, *Is there a basic level of knowledge about sustainability that you would like all your employees to possess?* 2) 80% answered “yes” to *Do any positions in your organization require more specialization related to sustainability?* and 3) 80% responded “yes” to *Looking ahead, are there any sustainability-related knowledge and/or skills you expect your organization to need in the future?*

Indeed, there are both need and demand for degree programs focused on sustainability and energy related to continued technology expansion and workforce development. These are global needs, as reported for examples, in the International Energy Agency (IEA). *World Energy Outlook*² and the International Renewable Energy Agency (IRENA) *Renewable Energy and Jobs – Annual Review*³.

The applicable public and private employment sectors are engaged in energy-related activities ranging from exploring novel sources of energy to developing and deploying generation, distribution, and conservation of energy efficient technologies. Understanding their impact on the environment and society requires that both the *emerging workforce* and *present workforce* are appropriately and adequately educated in the energy-related natural and social sciences and professions (e.g., engineering, business). Although the employment of graduates from The Ohio State University is not limited geographically to only Ohio, representatives from various energy sectors located in Ohio have stated that there is a demand for an appropriately and adequately educated workforce.

Phases for the Proposed Master of Energy Sustainability (MES) Degree Program

The framework of the MES degree model (Figure 1) reflects pathways for developing and implementing *generalist* and *specialist* curricula that align with identified societal and workforce needs and wants applicable to all aspects of sustainable energy. The first phase is to launch the 34-semester credit Master of Energy Sustainability (MES) degree *Generalist Pathway* to provide an opportunity for both the emerging workforce and the present workforce to expand and enhance their knowledge, skills, and attitudes through completion of a sustainability-themed curriculum. The curriculum will emphasize and focus primarily, but not exclusively, on a variety of applicable energy topics. The Generalist Pathway curriculum was developed by first establishing ten *Foundational Competencies* (listed later in Table 2) and then aligning courses and course content with these competencies (shown later in Table 3).

² International Energy Agency (2024). *World Energy Outlook*. <https://www.iea.org/reports/world-energy-outlook-2024>

³ International Renewable Energy Agency (2024). *Renewable Energy and Jobs – Annual Review*. https://www.irena.org/-/media/Files/IRENA/Agency/Publication/2024/Oct/IRENA_Renewable_energy_and_jobs_2024.pdf

While this initial phase focuses on the MES degree *Generalist Pathway*, the second phase will involve the SI SELC Graduate and Professional Education Subcommittee working with academic units to catalyze and facilitate planning for and developing “standardized” and “customized” *Specialist Pathways*. Curriculum development for all MES degree pathways will embed the more general ten *Foundational Competencies* and the aligned required *Foundational Courses* (18-credits). The *Specialist Pathways*, however, will also include developing three to five *Specialization Competencies* and aligning them with *Specialization Courses* for each of the respective specialist curricula. For example, the MES degree specializations can be developed and offered across a spectrum of focus areas including business and economics, policy, environmental and geological (e.g., subsurface), energy engineering technology, among other areas.

The second phase will also include concurrently developing applicable graduate-level certificate programs. The vision is to provide all students with sufficient foundational content, but also choices for “standardized” (prescriptive) energy-focused specializations as well as options for others to apply individual or combined (“stacked”) energy-related certificates for competency-based “customized” specializations. For example, some may initially pursue and complete a certificate program. The framework of the MES degree model will allow those students to apply one or even stack two applicable certificate programs and count some or all the completed courses toward the *Generalist Pathway*, a “standardized” *Specialist Pathway*, or a “customized” *Specialist Pathway*.

Options for the MES degree *Generalist Pathway* and *Specialist Pathways* align with responses from employer stakeholders collected during the SEVC visioning process when participants were asked, *What types of positions within your organization require more specialized sustainability-related knowledge and skills?* For one example, 10 of 39 (26%) respondents indicated that “energy planning management” required more specialization. Indeed, in Ohio, and beyond, there has been and continues to be emphasis on expanding and enhancing sources of and technologies for generating energy that is sustainable from natural resource, economic, and environmental perspectives. The proposed options for MES degree pathways will create opportunities for offering curricula with applicable scope and depth to meet the needs and wants of the emerging workforce and present workforce while simultaneously aligning employers’ interests as well.

Examples of Other Applicable Graduate-Level Degree Programs in the Big Ten plus Ohio

Given the global (i.e., regional, national, and international) needs and demands regarding resources for, sources of, and technology for sustainable energy, it is encouraging to know that there are several universities within Ohio and the Big Ten that presently offer master-level degree programs that align with sustainability and emphasize energy resources, technologies, and their impact (Table 1). Most of the universities listed that have already developed and implemented applicable graduate-level degree programs have focused on the engineering aspects. The Master of Energy Sustainability (MES) degree proposed here is similar but not the same as those degree programs listed in Table 1. As described earlier in this proposal, the framework of the Ohio State MES degree model initially allows for a more general sustainable energy pathway/curriculum plus eventually varieties of specialized sustainable energy-related pathways/curricular offerings.

Although Ohio State is behind in having a specific master-level degree in this space, the University presently has several units with faculty engaged in conducting high-level basic and applied energy-related research and directing/teaching energy-related courses. In addition, representative faculty from these units are contributing to the EmPOWERment project funded by the National Science Foundation. Indeed, there is a need for expansion with an emphasis on education and research beyond this, with sustainable energy focus, which allows for more interdisciplinary collaboration and cooperation. Leveraging faculty knowledge and skills plus other resources across academic units, as proposed here, will lead to more efficient and effective education and training of students. Indeed, given its size, scope, and depth, Ohio State alone and in collaboration and cooperation with other applicable agencies, organizations, companies, and universities, is well-positioned to be among the leaders in sustainability, including energy-focused education and research.

Table 1. Examples of Similar Degree Programs at Big Ten and Ohio Universities.

University	Degree Offered	Number of Semester Credits	Examples of Curricular Requirements
Big 10 Universities			
University of Illinois	Master of Engineering in Energy Systems	32	Professional development requirement (practicum, project, or coursework)
Indiana University	Master of Science in Environmental Science - Energy and Climate Change	42	Capstone or Thesis. Internship required over the summer.
University of Maryland	Master of Engineering in Energy Systems Engineering	30	Coursework-only
Penn State University	Master of Professional Studies in Renewable Energy and Sustainability Studies	33	3-credit capstone or unique topics research
Purdue University	MSChE – Energy Systems and Fundamentals	30	Capstone
Rutgers University	Master of Engineering in Energy Systems Engineering	30	3 credit credits in industry internship or a hands-on project
University of Michigan	MSE in Energy Systems and Sustainability Engineering	30	Thesis (6 credits) or additional coursework
University of Wisconsin	Engineering MS: Energy Engineering Concentration	30 (thesis) or 31 (non-thesis)	Thesis or non-thesis. Non-thesis requires capstone or comprehensive exam
Ohio Universities			
University of Cincinnati	Master of Engineering in Sustainable Energy	30	Capstone
Ohio University	Master's degree Engineering - Sustainable Energy	30	Thesis or non-thesis.
University of Dayton	MS - Renewable and Clean Energy Engineering	30	Thesis (24 credits of coursework, 6 credits research) or non-thesis.
University of Toledo	Master of Energy Engineering	30	Coursework or project option (fewer courses with a work-related project w/ employer/advisor)

University	Degree Offered	Number of Semester Credits	Examples of Curricular Requirements
Cleveland State	MS Mechanical Engineering – Sustainable Energy Systems	33	Project
Wright State	MSE Renewable and Clean Energy	30	Thesis or non-thesis

Accordingly, the Ohio State MES degree model proposed here will provide a sustainable energy-focused and versatile framework for graduate students to complete contemporary education and training that will lead to opportunities for applicable employment and/or more advanced studies. In addition, as mentioned, the proposed MES degree program at Ohio State will be collaboratively and cooperatively interdisciplinary. This approach will provide students with a broader scope of perspectives from the faculty engaged in sustainable energy research sustainable energy as well as related technologies, economics, issues, challenges, and solutions. Given the global needs and demands, there is room for this new degree program from Ohio State plus the other similar (but not the same) energy-focused master’s degree programs offered by the other universities listed above in Table 1.

Ten Foundational Competencies for the MES Degree Generalist Pathway and Specialist Pathways

The proposed curriculum aligns with the nationally-established sustainability competencies that have been adopted by the Ohio State Sustainability Institute’s (SI’s) Sustainability Education and Learning Committee (SELC). In turn, the curriculum aligns with one or more of SI’s *Six-Dimensions of Sustainability*. Accordingly, the proposed MES degree program is categorized as a sustainability-related degree program based on national and local categorizations. However, central to this proposed MES degree, ten sustainable energy-focused competencies were established to develop the curriculum required to earn the MES degree (Table 2). These ten competencies and the aligned curriculum are the basis for the required energy-focused knowledge, skills, and attitudes that the students will acquire while pursuing and upon successful completion of the MES degree program.

Table 2. MES Degree Foundational Competencies Based on Identified Needs for Applicable Sustainable Energy Knowledge, Skills, and Attitudes

<i>Foundational Competencies for MES Degree</i>
1 - Compare the types and characteristics of major conventional and emerging technologies used or proposed to generate electricity in a low-impact future.
2 - Articulate the social and behavioral features of energy use and transitions and the factors that may influence technical and non-technical solutions to energy conservation and the move to lower-impact energy systems.
3 - Summarize the mechanisms by which conventional and emerging technologies for energy extraction and generation create environmental and ecological impacts.
4 - Determine the impact of local, national, and international governmental and non-governmental institutions and global governance in promoting sustainable energy and mitigating climate change.

<i>Foundational Competencies for MES Degree</i>
5 - Summarize and apply theories and principles of economics, business, finance, policy, ethics and law as each relates to sustainable energy systems.
6 - Communicate a definition of sustainable energy systems that draw upon elements from different disciplinary perspectives and definitions of sustainability.
7 - Describe the ways that society currently and may in the future transport, store, and use energy.
8- Describe trends in demand for energy over time and explore how the relationship between changes in energy demand and energy production can aid in identifying pathways to sustainable energy through social, behavioral, and other mechanisms that generate overall energy demand.
9 - Acquire software, analysis, modelling, and computation skills to address sustainable-energy problems.
10 - Assess the opportunities and uncertainties in the sustainable energy landscape to develop solutions plus determine market needs and growth to develop potential technical and business strategies.

The Curricular Framework for the Master of Energy Sustainability (MES) Degree *Generalist Pathway*

The curriculum required to complete and earn the proposed Master of Energy Sustainability (MES) degree program *Generalist Pathway* consists of a set of foundational courses (19 semester credits), applicable general courses (12 semester credits), and an experiential learning capstone and seminar (3 semester credits). A total of 34 semester credits are required for the degree curriculum (Table 3.1). A general Plan of Study for completing the MES Degree Generalist Pathway within 12-months is shown in Table 3.2. Course descriptions for the Foundational Courses plus selections for the General Pathway courses are shown in Appendix A. The only course that needs to be developed is the Practicum in Sustainable Energy, which will be developed by the three Program Co-Directors (once named), or they may identify an applicable practicum course from their respective units. The first offering of the Practicum in Sustainable Energy course will be Summer 2027.

The non-thesis experiential learning capstone requires most students to complete an applied practicum placement or rotations at applicable public or private agencies or organizations. Students with their faculty advisor will identify three major Foundational Competencies that align with the experiential learning capstone. Students will be responsible for documenting major activities completed, alignment with the identified competencies, and summarizing the experience in a narrative document that is due upon completion of the practicum. While most students will pursue the required non-thesis experiential learning capstone as a practicum, some students may be eligible for substituting a research thesis or project or waving the 3-credit practicum/internship requirement. Examples include but are not limited to: (i) Students who may already have one-year or more applicable work experience may have the option to use competency-aligned and documented experience for the capstone. (ii) Students without reasonable access to an internship site may be permitted to complete a research project instead. This will be determined by the MES degree Program Co-Directors and Admission Committee faculty members on a case-by-case basis.

Table 3.1 Curriculum for the MES Degree *Generalist Pathway*: Courses and Aligned General *Foundational Competencies*

Courses	Credits	Colleges (Units)	Aligned Foundational Competencies
Foundational Courses (19 credits)			
AEDE 6320 Energy Economics	3	CFAES (AEDE)	3,5
AEDECON 6500/ ENVENG 6020/ FABENG 6020/ISE 6020 /PUBAFRS 6020/ GEOG 6020 Foundations of Data-Driven Sustainable Energy Systems	3	CFAES/COE/ GCPA/ASC	1,2,4,5,6
PUBAFRS 8620 Innovating for Sustainable Energy Systems	4	GCPA	2,7,10
GRADTDA 5621 Big Data Computing Foundations 1	3	TDAI/COE(CSE)	9
Select 6 Credits:			
ENR 7150 Environmental Risk and Decision-Making	6	CFAES (SENR)	2,8
ENR 7430 Sustainability Psychology		CFAES (SENR)	8
MECHENG 5194 Comparative Energy		COE (MECH)	1,7,8
Sub-Total Foundational Course Credits	19		
General Pathway Courses (12 credits)			
ENVENG 5170 Sustainability and Circular Economy	3	COE (CEGE)	3,5
GEOG 5802 Globalization and Environment	3	ASC (GEO)	4
Select 6 Credits:			
MECHENG 6526 Combustion	6	COE (MAE)	1,3
MECHENG 5194 Comparative Energy		COE (MAE)	1,7,8
MATSCEN 5572 Materials for Energy Technology		COE (MES)	1,3
AEDECON 6300 Environmental Resource Economics		CFAES (AEDE)	5
GEOG 5900 Weather, Climate, and Global Warming		ASC (GEOG)	3
GRADTDA 5620 Practical Learning and Mining for Big Data		TDAI/COE (CSE)	9
CIVILEN 6211 Simulation of Building Energy Performance		COE (CEGE)	9
ISE 5043 Power Systems-Analysis and Operation		COE (ISE)	3,5,9
CRPLAN 5550 Financing Sustainability		COE (CRPPLAN)	5
ENR 7400 Communicating Environmental Risk		CFAES (SENR)	2,6,8
GEOG 5301 Sustainable Transportation	ASC (GEO)	4,9	
Sub-Total General Pathway Course Credits	12		
Capstone Courses (3 credits): Experiential Learning + Selectives + Seminar			
<insert alpha code> Practicum in Sustainable Energy	2	Interdisciplinary	Identify 3 competencies
EARTHSC 8860 Seminar in Energy Resources	1	ASC (SES)	Identify 3 competencies
Sub-Total Capstone Course Credits	3		
TOTAL MES Degree Curriculum Credits	34		

Table 3.2 General Plan of Study Completing the MES Degree within 12-months.

Courses	Credits	Delivery Mode
Autumn Semester		
AEDE 6320 Energy Economics	3	Online
AEDECON 6500/ENVENG 6020/FABENG 6020/ISE 6020 /PUBAFRS 6020/ GEOG 6020 Foundations of Data-Driven Sustainable Energy Systems	3	In-Person
GRADTDA 5621 Big Data Computing Foundations 1	3	Online
Select a 3-credit course from the three listed courses that follow: ENR 7150 Environmental Risk and Decision-Making or ENR 7430 Sustainability Psychology or MECHENG 5194 Comparative Energy (see prerequisites)	3	In-Person
GEOG 5802 Globalization and Environment (or during Spring)	3	In-Person
Selective Course (or during Spring or Summer)		

Spring Semester		
PUBAFRS 8620 Innovating for Sustainable Energy Systems	4	In-Person
Select a 3-credit course from the three listed courses that follow: ENR 7150 Environmental Risk and Decision-Making or ENR 7430 Sustainability Psychology or MECHENG 5194 Comparative Energy (see prerequisites)	3	In-Person
ENVENG 5170 Sustainability and Circular Economy	3	In-Person
GEOG 5802 Globalization and Environment (or during Autumn)	3	In-Person
EARTHSC 8860 Seminar in Energy Resources	1	In-Person
Selective Course (or during Autumn or Summer)		
Summer Term		
Practicum in Sustainable Energy	2	Off-Site
Selective Course (or during Autumn or Spring)	3	

Administrative Oversight

The administrative oversight, admissions, curriculum, assessment, and advisement for the MES degree *Generalist Pathway* will be provided and conducted by representatives from each of the three sponsoring colleges (College of Arts and Sciences; College of Engineering; and College of Food, Agriculture, and Environmental Sciences). Each of the three collaborating and cooperating colleges will have a designated faculty member serving as the interdisciplinary degree Program Co-Director. In turn, these individuals will coordinate with applicable faculty members from their respective units to engage in collaborative intercollege activities including application and admissions reviews, MES Generalist Pathway curriculum, program and student assessment, course scheduling, and student advisement. Application for admission, tracking for student retention, and graduation will be centralized administratively via the Graduate School. General program operations will be facilitated and centralized via the Sustainability Institute and a central Program Coordinator working with the respective Program Co-Directors.

Admissions and Graduation

The MES degree *Generalist Pathway* Admissions Committee, consisting of applicable faculty representation from each of the three collaborating colleges, will use the criteria specified in the Ohio State *Graduate School Handbook* Section 2.2 Admission Criteria (<https://gradsch.osu.edu/graduate-school-handbook-gsh/gsh-section-2-admissions#section2.2>). In addition to the Graduate School Admission criteria listed below, MES degree admission will require completion of a college-level foundational course in calculus with grade C or higher.

Admission Criteria for All Applicants:

- The equivalent of a four-year bachelor's or advanced degree from a regionally accredited college or university, earned by the expected date of entry into the graduate program.
- Calculus with grade C or higher.
- A minimum 3.0 cumulative GPA (on a 4.0 scale or equivalent) for the last bachelor's or advanced degree earned.
- Transcripts or other credentials documenting that prerequisite academic work has been completed.

Note: A standardized GRE test score is required only if:

- Applicant’s degree is from an unaccredited college or university *and* your program requires the score.
- Applicant’s cumulative GPA is below 3.0 for the last bachelor's or advanced degree earned *and* the program requires the score.

Additional Admission Criteria for International Applicants:

Success at Ohio State depends upon your ability to converse in, write and understand English. The university requires official TOEFL, Duolingo or IELTS Academic test scores from all international applicants, except:

- Applicants who are citizens of, or who have received a bachelor’s degree or higher by the time of matriculation from, one of the countries or territories exempt from the English proficiency requirement (see exemptions below).
- Applicants who have held U.S. permanent resident, asylee or refugee status for more than one year by the start date of the first term of enrollment.

Note: If applicants’ courses were taught in English but they do not meet either of the above exceptions, they are still required to submit proof of English proficiency. Refer to <https://gpadmissions.osu.edu/intl/additional-requirements-to-apply.html> for additional details and minimum test score criteria.

In relation to admission, the criteria for retention and graduation will follow those specified in Sections 4, 5, and 6 of the *Graduate School Handbook* (<https://gradsch.osu.edu/graduate-school-handbook-gsh>).

Anticipated Enrollment for the MES Degree Generalist Pathway

It is estimated that initially there will be ten students enrolled during year one for the MES degree Generalist Pathway. Estimated future enrollment is 30 or more students per year (Table 4). The anticipated enrollment numbers are estimates based on the increased public awareness of plus need and demand for professionals in the sustainable energy related sector. It is projected and expected that enrollments will increase during subsequent years with expanded program awareness plus general and targeted program marketing and student recruitment. In addition, the overall MES degree enrollments will increase too when curricula options are added for students to pursue one of several choices for MES degree Specialist Pathways. Detailed information on how students will be informed of the MES degree program is summarized in Appendix B: Program Implementation.

Table 4. Five-Year Estimated Annual MES Degree Generalist Pathway Student Enrollments.

Academic Year	Estimated Number New Students
2026-27	10
2027-28	15
2028-29	20
2029-30	25
2030-31	30

Assessment

The overall assessment plan will use specific evaluation tools to collect both direct and indirect measures of several components. The overall process will collect, organize, interpret, summarize, and report quantitative and qualitative outcome measurement data as program, including student, performance indicators, and, for continuous quality improvement. The MES degree Program Co-Directors plus the Program Coordinator will oversee the Assessment Plan including the annual data collection, review, and reporting.

The program assessment plan consists of two parts. Part 1 is focused on overall program evaluations and measures related to admissions through program completion and alumni job placements (Table 5.1.). Part 2 involves conducting specific evaluations to assess whether students meet each of the ten MES degree *Foundational Competencies* aligned with the specific topic modules within the required *Foundational Courses* (Tables 5.2 and 6).

Table 5.1. Part 1 - Admission through Graduation

Indirect Measures for MES Degree Program Evaluation and Assessment
<ul style="list-style-type: none"> • Number of Applications • Quality of Applicant Pool • Admissions (Rubric/Summary) • Survey Students (Satisfaction w/ Program and Program Support for Continuous Quality Improvement) • Student Evaluation of Instruction (Satisfaction w/ Course and Instruction for Continuous Quality Improvement) • Retention (% Retained) and Graduation Rates (Cumulative GPA $\geq 3.0/4.0$, % Graduated, Time-to-Degree) • Survey Graduating Students (Satisfaction w/ Program and Program Support for Continuous Quality Improvement) • Survey Alumni (Applicable Employment/Use of Degree)

Table 5.2. Part 2 - Alignment of Competencies with Required Foundational Courses and Student Evaluation Modes.

Direct Measures for Student Evaluation and Assessment
<ul style="list-style-type: none"> • Case Studies/Applied Case-Based Scenarios) • Problem Sets • Presentations (oral and poster) • Papers • Quizzes • Exams • Facilitated Discussions (e.g., Seminar) • Cumulative Course Performance

One or more of the required *Foundational Courses* is/are aligned with each of the ten MES degree program *Foundational Competencies*. See page 8 for the list of competencies and Table 3 on page 9 showing the required *Foundational Courses* and for each course the aligned *Foundational Competencies*. The MES degree graduate students are expected to score $\geq 80\%$ for each evaluation mode that corresponds with the courses and the specific course module topic(s) within that align with each respective competency.

Table 6. Alignment of Competencies with Required Foundational Courses and Student Evaluation Modes.

Ten Foundational Competencies (see pp. 7-8 and Table 2)	Applicable Required Foundation Courses (credits)	Applicable Student Evaluation Modes per Course (i.e., Quizzes; Exams; Problem Sets; Applied Case Studies; etc.)	Measurement to Demonstrate Acquired Competency
Foundational Competency 1	AEDECON 6500/ ENVENG 6020/ FABENG 6020/ISE 6020 /PUBAFRS 6020 (3 cr.) Foundations of Data-Driven Sustainable Energy Systems	Case Study Paper	Score \geq 80% per Evaluation Mode
Foundational Competency 2	PUBAFRS 8620 (3 cr.) Innovating Sustainable Energy Systems	Paper; Presentation	Score \geq 80% per Evaluation Mode
Foundational Competency 3	AEDE 6320 (3 cr.) Energy Economics	Quiz; Exam	Score \geq 80% per Evaluation Mode
Foundational Competency 4	AEDECON 6500/ ENVENG 6020/ FABENG 6020/ISE 6020 /PUBAFRS 6020 (3 cr.) Foundations of Data-Driven Sustainable Energy Systems	Case Study Paper	Score \geq 80% per Evaluation Mode
Foundational Competency 5	AEDE 6320 (3 cr.) Energy Economics	Quiz; Exam	Score \geq 80% per Evaluation Mode
Foundational Competency 6	AEDECON 6500/ ENVENG 6020/ FABENG 6020/ISE 6020 /PUBAFRS 6020 (3 cr.) Foundations of Data-Driven Sustainable Energy Systems	Case Study Paper	Score \geq 80% per Evaluation Mode
Foundational Competency 7	PUBAFRS 8620 (3 cr.) Innovating Sustainable Energy Systems	Paper; Presentation	Score \geq 80% per Evaluation Mode
Foundational Competency 8	ENR 7150 (3 cr.) Environmental Risk and Decision-Making or ENR 7430 (3 cr.): Sustainability Psychology	Paper; Presentation Paper; Project	Score \geq 80% per Evaluation Mode
Foundational Competency 9	GRADTDA 5621 (3 cr.) Big Data Computing Foundations 1	Case Studies; Project	Score \geq 80% per Evaluation Mode
Foundational Competency 10	PUBAFRS 8620 (3 cr.) Innovation for Sustainable Energy Systems	Paper; Presentation	Score \geq 80% per Evaluation Mode

Appendix A**Descriptions, Prerequisites, Modes of Delivery, and Terms Offered for the
MES Degree Foundational and General Pathway Courses**

Courses	Credits	Colleges (Units)	Course Descriptions	Course Prerequisites	Modes of Delivery / Semester
Foundational Courses (19 credits)					
AEDECON 6320 Energy Economics	3	CFAES (AEDE)	Explores the economics of the energy sector. It addresses key drivers of demand for energy, sources of energy supply, the pace of technological change in energy production and use, critical externalities of energy production, and governmental approaches to regulate the energy sector.	None	Online Autumn
AEDECON 6500/ ENVENG 6020/ FABENG 6020/GEOG 6020 / ISE 6020 / PUBAFRS 6020 Foundations of Data-Driven Sustainable Energy Systems	3	CFAES/COE/ ASC/GCPA	Introduction to issues impacting sustainable energy systems across technology, law and policy, business models, resilience, data, geospatial, and decision sciences.	Not open to students with credit for AEDECON 6500, ENVENG 6020, FABENG 6020, GEOG 6020, or PUBAFRS 6020. (Cross-listed in AEDECON 6500, ENVENG 6020, FABENG 6020, GEOG 6020, or PUBAFRS 6020.)	In-Person Autumn
PUBAFRS 8620 Innovating for Sustainable Energy Systems	4	GCPA	Provides students with the design tools and a framework to understand complex problems and develop within weeks minimal viable products or solutions that address energy-sector needs. Through an intense process of stakeholder interviews and continuous feedback, students acquire experience in systematic innovation, refining problem-statements, and navigating public and private sector organizations.	None	In-Person Spring
GRADTDA 5621 Big Data Computing Foundations 1	3	TDAI/COE(CSE)	Professionals must be able to locate, scrape, ingest and clean data sources to produce useful information for exploration and visualization to address work-related challenges. The course is on programming in JavaScript and Python and tools like	None	Online Autumn

Courses	Credits	Colleges (Units)	Course Descriptions	Course Prerequisites	Modes of Delivery / Semester
			Hadoop and Scala. This two-semester sequence is to be taken in parallel with a two-semester sequence on fundamental statistical data analytic methods.		
<p>Select 6 Credits:</p> <p>ENR 7150 Environmental Risk and Decision-Making</p> <p>ENR 7430 Sustainability Psychology</p> <p>MECHENG 5194 Comparative Energy</p>	3	CFAES (SENR) COE	<p>ENR 7150: Theory of individual and participatory decision-making processes under risk and uncertainty and applications to improve decision making in environmental risk management contexts.</p> <p>ENR 7430: This course helps students expand their understanding of the psychological bases of environmental problems. It focuses on leveraging psychological tools to address such problems. Students learn about theories and methods relevant to behavior change, explore the applicability of these approaches to changing environmental behaviors, and gain practical experience doing this with real-world problems.</p> <p>Understand the principle and energy efficiency of renewable energy technologies and prepare engineering students for evaluating and developing those technologies. The course will be a combination of technological examples, fundamental principles, and project-based deep dive into renewable energy technologies. Technologies covered include wind electricity, hydroelectricity, geothermal, solar thermal, hydrogen, CO2 capture, battery, capacitors, fuel cell, solar photovoltaic, magnetocaloric cycle, electrocaloric cycle, and thermoelectric cycle. Target audience: junior/senior undergraduates and graduate students. Recommended preparation: introductory energy technology or introductory thermodynamics knowledge.</p>	<p>ENR 7150: Not open to students with credit for 8150.</p> <p>ENR 7430: Graduate standing plus any ONE of the following: • Any undergraduate- or graduate-level psychology course • ENR 3400 • ENR 5400 • Instructor permission</p> <p>3500, 3501, AEROENG 2405, MATSCEN 2251, CBE 3508, CHEM 4310, FABE 3120, Grad Standing in Engineering, or Grad Standing in Chemistry.</p>	<p>7150: In-Person Autumn</p> <p>7430: In-Person Spring</p> <p>5194: In-Person Spring</p>

Courses	Credits	Colleges (Units)	Course Descriptions	Course Prerequisites	Modes of Delivery / Semester
Sub-Total Foundational Credits	19				
General Pathway Courses (12 credits)					
ENVENG/ENVSCI 5170 Sustainability and Circular Economy	3	COE (CEGE) CFAES (SENR)	An introduction to life-cycle thinking and the circular economy with emphasis on quantitative sustainability assessment and decision-making.	3200, or Grad standing in Engineering, or permission of instructor. Not open to students with credit for ENVSCI 5170. Cross-listed in EnvSci.	In-Person Spring
GEOG 5802 Globalization and Environment	3	ASC (GEO)	Transnational dimensions of changes to the natural environment; ways that global economic activity, international institutions, and global environmentalism contribute to environmental problems and solutions.	Not open to students with credit for 635.	In-Person Autumn and Spring
Select 6 Credits:					
MECHENG 6526 Combustion	3	COE (MAE)	MECHENG 6526: Fundamentals of energy conversion through combustion, thermodynamics and chemical kinetics of combustion, premixed flames, deflagration vs. detonation waves, diffusion flames, droplet combustion, and thermal ignition. MATSZEN 5572: Structure property relationships of materials in energy applications. Photovoltaic materials, solid state photonic materials, electrochemical devices such as batteries, fuel cells and chemical sensors, superconductors, memory and nuclear materials. AEDECON 6300: Application of economic theory and methods to current problems in environmental and resource economics. GEOG 5900: An introduction to the fundamental physical and mathematical principles governing both day-to-day weather and the average of weather, or climate. Objectives are to understand the physical	MECHENG 6526: 3503, 3504 (504), or 4510 (510), or permission of instructor. Not open to students with credit for 726. MATSZEN 5572: 2241, and 3271 or ECE 2300; and enrollment as MATSZEN-BS major; or Grad standing; or permission of instructor. AEDECON 6300: 4001 (500) or Econ 4001 (501). Not open to students with credit for 831. GEOG 5900: Not open to students with credit for 520 or AtmosSc 2940 (230).	MECHENG 6526: In-Person Spring MATSZEN 5572: In-Person Autumn AEDECON 6300: In-Person Spring GEOG 5900: Online Autumn
MATSZEN 5572 Materials for Energy Technology	3	COE (MES)			
AEDECON 6300 Environmental Resource Economics	2	CFAES (AEDE)			
GEOG 5900 Weather, Climate, and Global Warming	3	ASC (GEOG)			
GRADTDA 5620 Practical Learning and Mining for Big Data	3	TDAI/COE (CSE)			
CIVILEN 6211 Simulation of Building Energy Performance	3	COE (CEGE)			
ISE / ECE 5043 Power Systems-Analysis and Operation	3	COE (ISE / ECE)			
CRPLAN 5550 Financing Sustainability	3	COE (CRPLAN)			
ENR 7400 Communicating Environmental Risk	3	CFAES (SENR)			
GEOG 5301 Sustainable Transportation	3	ASC (GEO)			

Courses	Credits	Colleges (Units)	Course Descriptions	Course Prerequisites	Modes of Delivery / Semester
			<p>processes of the earth-atmosphere system, describe its weather features and climate characteristics today, and outline how they might change in the future because of global warming.</p> <p>GRADTDA 5620: Building computational and interpretative skills in data analytics and computing foundations, students will explore practical ways to create data mining and machine learning workflows. Students will learn to mine associations and patterns, to classify, and build predictive models and recommendation systems for data and questions in the context of enterprises.</p> <p>CIVILEN 6211: Simulation of building energy consumption under various design or retrofit scenarios. Prediction of the impact of design decisions and energy conservation measures on building energy consumption. Employment of EnergyPlus and OpenStudio, free but sophisticated and open-source building energy modeling tools, to develop and simulate a model of a real building.</p> <p>ISE / ECE 5043: Power systems analysis and operations, including steady-state analysis, state estimation, and economic operation.</p> <p>CRPLAN 5550: This course examines sustainability through the lens of financing. The primary foci are two essential elements of green infrastructure - food systems and clean energy. Students will explore the systems and industry behind food and energy and develop comprehensive road maps that</p>	<p>GRADTDA 5620: Enrolled in TDAI or MES degree program.</p> <p>CIVILEN 6211: Grad standing in the College of Engineering, or permission of instructor.</p> <p>ISE 5043: 3040, and ECE major; or Sr standing and ISE major; and MATH 2568; or Grad standing in engineering or biological sciences or math and physical sciences.</p> <p>CRPLAN 5550: CRPLAN 3400, Grad standing, or permission of instructor.</p>	<p>GRADTDA 5620: Online Summer</p> <p>CIVILEN 6211: In-Person Spring</p> <p>ISE 5043: In-Person Spring</p> <p>CRPLAN 5550: Uncertain; has not been offered recently but could be offered with</p>

Courses	Credits	Colleges (Units)	Course Descriptions	Course Prerequisites	Modes of Delivery / Semester
			<p>communities can use to build robust and financially supported sustainability systems for food and energy.</p> <p>ENR 7400: Introduction to the design and implementation of public-focused risk communication as it relates to environmental, agricultural and public health contexts.</p> <p>GEOG 5301: Sustainable transportation generates accessibility while minimizing harm to people and the natural environment. This course examines the problems associated with transportation, including climate change, air quality, non-renewable resources, safety, congestion and social equity. We will also examine solutions to these problems, including pricing, planning, policy and technology.</p>	<p>ENR 7400: Graduate standing or permission of instructor</p> <p>GEOG 5301: None listed</p>	<p>demand (per Dr. Conroy)</p> <p>ENR 7400: In-Person Spring</p> <p>GEOG 5301: In-Person Spring</p>
Sub-Total General Pathway Credits	12				
Capstone Courses (3 credits): Practicum + Seminar					
<insert alpha code> Practicum in Sustainable Energy	2	Interdisciplinary	Experiential learning opportunity with a public or private organization of agency.	Completion of a minimum of 12 credits of the curriculum	
EARTHSC 8860 Seminar in Energy Resources	1	ASC (SES)	Study of selected deposits of subsurface energy resources.	Permission of instructor. Repeatable to a max 12 cr.	Spring In-Person
Sub-Total Capstone Credits	3				
TOTAL MES Degree Curriculum Credits	34				

Appendix B

Program Implementation

1. How will students be informed of the program?

There are multiple ways students will be informed of the program. We plan to:

- Inform academic and faculty advisors of the opportunity to share with their undergraduate students in the three associated colleges, College of Food, Agricultural, and Environmental Sciences (School of Environment and Natural Resources), College of Arts and Sciences (School of Earth Sciences), and College of Engineering. Advisors in adjacent colleges (College of Public Health, Fisher College of Business, and the Glenn College of Public Affairs).
- Create an accessible, dynamic webpage as part of the Sustainability Institute's website
- Utilize internal Ohio State marketing –
 - Ohio State today
 - Advisor Beat (academic advising newsletter)
 - Sustainability Institute newsletters (faculty and external)
 - Sustainability Institute's Student Advisory Board
 - Sustainability Education and Learning Committee (SELC)
 - Honors and Scholars
 - Information for energy-related faculty to share in classes
 - CABS advertisement
- Host student engagement activities focused on building the sustainable energy community
 - Sustainable Energy Accelerator (week-long competition where students work on a real-world challenge facing industry)
 - Sustainable Energy Networking Events (partnership with the Battelle Center for Science, Engineering, and Public Policy)
 - Battelle Center Student Community of Practice and Engagement events (hosted by Battelle Center)
- Leverage external channels to communicate with prospective students
 - Sustainability Institute's external advisory board (when established)
 - Handshake events for internal and external audiences
 - Otterbein, Denison, Capital, Ohio Wesleyan, etc.

2. How will students be advised regarding the opportunities and challenges associated with the option?

Prospective students will have access to information from the Sustainability Institute Website and will also be directed to the Program Coordinator and MES Program Co-Directors. Matriculated students will be provided with general advisement via Program Coordinator and posted Webpage information, plus designated faculty members, including but not limited to Program Co-Directors involved with the MES degree program.

3. Describe how the success of the program will be assessed?

Refer to "Assessment" section of the proposal pages 12-14.

4. Specific actions and any corollary issues (positive and negative) that will arise from implementation. Frequently addressed issues include but are not limited to the following:

a) How will the proposal affect specific groups/constituencies (faculty, graduate/undergraduate students, staff, alumni, accrediting organizations, etc.)?

The Master of Energy Sustainability (MES) degree program will enhance opportunities to address employment needs and demands for the current and emerging energy workforce. In addition to pursuing the MES degree as a standalone degree program, undergraduate students will have the opportunity to take courses to prepare for the MES with the possibility of a 3+2 (AKA 4+1+1) combined BS-MES degree program. One of the goals of the MES degree program is to offer available and accessible pathways to energy careers for people from varied academic backgrounds. Faculty conducting applicable energy research projects at Ohio State will have a place to direct interested students. Additionally, since only one new course is being developed for the Generalist Pathway, associated faculty will not see a significant shift in their teaching obligations.

b) What programmatic changes will take place internally?

Three MES degree Program Co-Directors, one from each of the collaborating colleges, will be named to administer the program in partnership with the MES degree Program Coordinator housed in the Sustainability Institute.

c) How will the program affect students, faculty, and staff outside the proposing unit?

Since the MES degree program is interdisciplinary, there will be initial and eventual opportunities to expand the collaborative and cooperative partnerships with other academic units. This will occur naturally as new Specialization Pathways are developed and implemented as part of the MES degree program model as shown in Figure 1.

d) Does the content of the proposal overlap in scope or substance with the interests of other units?

The focus and content of the MES degree program does not conflict with or encroach on programs offered by other academic units. The degree program model, beginning with this initial MES degree Generalist Pathway, is designed to enhance expand opportunities for students as well as faculty members at Ohio State. In addition, as summarized on pages 6 and 7, the new MES degree program will be complementary to, not the same as, other graduate-level energy-related programs in the State.

e) A summary of the adequacy and availability of resources including but not limited to fiscal impact statements, commitments of funding from any sources, and memoranda of understanding between collaborating units.

An MOU will be developed with each collaborating unit to leverage and optimize the efficient use of essential resources in the form of people (e.g., faculty; staff), places (e.g., classrooms; labs), and things (e.g., funding; marketing/recruitment).

AMENDMENTS TO THE RULES OF THE UNIVERSITY FACULTY

Synopsis: Approval of the following amendments to the *Rules of the University Faculty* are 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 rule 3335-5-47.3 details the membership, duties and responsibilities of the Rules Committee of the University Senate; and

WHEREAS proposed amendments would enhance the continuity of the committee's work by updating term lengths for faculty and staff committee members to three years, renewable once for a total of six years, and also creating a chair-elect role to support leadership succession; and

WHEREAS rule 3335-13-08 sets forth the definition of research misconduct as defined by federal law, as well as the requirement that the university maintain a policy ensuring research integrity across the institution; and

WHEREAS rule 3335-5-04.2 outlines the process for complaints involving research misconduct made against faculty members; and

WHEREAS the rules and policies are required by, and must be aligned with, federal law as overseen by the Office of Research Integrity on behalf of the secretary of Health and Human Services; and

WHEREAS recent title changes at the university and updates to timelines and terminology in federal policy necessitate revisions to rules 3335-13-08 and 3335-5-04.2 to ensure alignment with federal law and current institutional practices; and

WHEREAS the proposed amendments were approved by the University Senate during its meeting on January 29, 2026:

NOW THEREFORE

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

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

Topic:

Amendments to the *Rules of the University Faculty*

Summary:

The University Senate has recommended revisions to the *Rules of the University Faculty* in two areas:

1. 3335-5-47.3: Membership of the Rules Committee of the University Senate.

- a. The Rules Committee is responsible for the monitoring of the *Rules of the University Faculty* and ensuring rules and bylaws within the Senate's purview are up to date by making recommendations to the Senate and ultimately through the president to the Board of Trustees for approval.
- b. The current rule on membership of the Rules Committee defines three-year terms for faculty representatives and two-year terms for staff.
- c. The committee believes that three-year terms for both faculty and staff, renewable once for a total of six continuous years, would enhance continuity and support leadership and mentoring.
- d. The committee has also proposed electing a chair-elect every spring to better support leadership transition and continuity of the committee's work.

2. 3335-13-08 and 3335-5-04.2: Alignment of text related to research misconduct.

- a. The proposed amendments to 3335-13-08 (Research misconduct) and 3335-5-04.2 (Procedures for complaints of research misconduct made against faculty members) would align titles, timelines and language with federal law and current institutional practices.
- b. Aside from a minor timeline change related to the window for faculty response to a preliminary investigative report, the procedure in 3335-5-04.2 is unchanged.

3335-5-47.3: Membership of the Rules Committee of the University Senate

3335-5-47.3 Rules committee.

(A) Membership.

The rules committee shall consist of eleven members.

1. Six faculty senators appointed by the executive committee of the faculty council
2. Three students ~~senators~~.
 - a. One graduate student.
 - b. One professional student.
 - c. One undergraduate student.
3. One staff senator, appointed by the university staff advisory committee.
4. The secretary of the university senate.
5. Three non-voting, ex-officio members.
 - a. Executive vice president and provost or designee.
 - b. Senior vice president and general counsel or designee.
 - c. Recording secretary of the university senate

(B) Terms of Service

1. Faculty members shall serve three-year terms ~~and are eligible for immediate reappointment to a second term. Faculty may serve no more than two consecutive terms (six years) on the committee.~~
2. Staff members shall serve ~~three-two~~-year terms ~~and are eligible for immediate reelection or reappointment to a second term. Staff may serve no more than two consecutive terms (six years) on the committee.~~
3. Student members shall serve one-year terms.
4. Members shall be senators during the first year of their term but may continue to serve on the rules committee after their senate term concludes.
5. ~~Members who are senators 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.~~
5. The chair shall be a faculty member and may not serve as chair for more than three successive years.
6. ~~A chair-elect is elected every spring to serve as chair-elect during the following academic year. The chair-elect serves as chair the academic year thereafter.~~

(C) Duties and responsibilities.

1. Be responsible, in cooperation with the secretary of the university senate, for the monitoring of the "Rules of the University Faculty" and of all statutes and bylaws pertaining to the senate.
2. Ensure that all published rules and bylaws within the senate's purview are up to date, and

recommend their republication at such intervals as may be desirable.

3. Make recommendations for the revision of the procedural rules of the senate.
4. Before senate action, the committee shall receive all proposed new rules and changes in existing rules. It shall review them and recommend such editorial or other changes it deems necessary to avoid conflict with other rules, to enhance clarity and precision, and to avoid ambiguity.
5. Initiate rules or changes in existing rules and recommend them to the steering committee for scheduling for senate action.
6. The secretary of the university senate in agreement with the rules committee may make non-substantive corrections in diction and grammar, and is authorized to correct names of offices, officers, units, credentials or constituents in the bylaws and in the rules without deliberation by the university senate nor by the board of trustees.

(D) Organization.

As a standing committee of the senate, this committee is also governed by the provisions of rule 3335-5-46 of the Administrative Code.

3335-13-08 and 3335-5-04.2: Alignment of text related to research misconduct.

3335-13-08 Research misconduct.

The university shall have a policy on research misconduct (“the policy”) issued and maintained by the university research committee. “Research misconduct” means fabrication, falsification or plagiarism in proposing, performing, or reviewing research, or in reporting research results. Research misconduct does not include honest error or differences of opinion.

(A) Objectives.

1. The policy shall aim to protect both the integrity and the reputation of research and scholarship produced by members of the university community.
2. The policy shall aim to protect the integrity and reputation of the university and its scholars from false or unproven allegations of research misconduct. For this reason, the university assumes that a person accused of research misconduct is innocent of any allegations until the contrary has been established by a final decision reached under the policy and the applicable disciplinary rules or procedures. The procedures undertaken pursuant to the policy are intended to be investigatory, not adversarial.

(B) Jurisdiction.

1. The policy shall apply to all university personnel who may be involved with research activities, including faculty members, staff, students, research associates and fellows, post-doctoral fellows, and other research trainees.
2. The policy shall therefore apply to all research and scholarship conducted within the University community, irrespective of the funding source, if any, which supports the research or

scholarship.

3. The terms “research” and “scholarship” shall be broadly construed, including activities ranging from scientific experimentation to artistic expression to research and scholarship in the humanities.
4. All persons to whom the policy applies, including those accused of research misconduct, have a duty to cooperate with all proceedings under the policy as well as any subsequent investigations. Such cooperation shall include providing research records and other relevant information to the vice president for research and/or their designee.

(C) Confidentiality.

To the extent possible within the law and in accordance with the need to conduct a thorough inquiry, all participants in the actions initiated pursuant to the policy shall keep confidential all information regarding allegations and proceedings until the university process, including any disciplinary action, has concluded and all avenues of appeal under the university rules (if pursued) have been exhausted. ~~The vice president for research~~ **The research integrity officers, in consultation with the institutional deciding official,** shall be the university officials responsible for determining when a release of information is necessary or appropriate.

(D) Administration of the policy.

1. ~~The vice president for research~~ **The research integrity officers** shall be responsible for disseminating the policy to the research community and handling all allegations of research misconduct. In order to foster broad familiarity with the policy, as well as its flexibility regarding changing standards external to the university, the full policy document shall be publicized by the office of academic affairs, the graduate school, the office of human resources, **the enterprise for research, innovation and knowledge,** the office of research, the university research committee, the office of undergraduate research **and creative inquiry,** and the university senate.
2. ~~The vice president for research~~ **The institutional deciding official** shall designate ~~a coordinator to assist in the research integrity officers as the responsible officials~~ for administering the policy. ~~The person appointed as coordinator~~ **The research integrity officers** shall not be university counsel acting in that capacity, but shall consult with university counsel to ensure that the requirements of the law and university policy are being satisfied.

(E) Administrative Actions.

~~The vice president for research~~ **The institutional deciding official** may, during proceedings under the policy or any subsequent investigation, take whatever administrative actions that are in their judgment needed to ensure the integrity of the investigation and to protect research funds, **material,** ~~or~~ equipment, **or records,** or the legitimate interest of **research subjects,** patients, ~~or~~ clients, **or research animals.**

(F) Definitions.

The key terms for the policy shall be defined in the policy document.

(G) Procedures.

1. The policy shall describe procedures pertaining, but not limited to: assessing whether an allegation has been made in good faith and has merits; investigating pursuant to such findings; the role of administrators and other individuals in the process; the time line for such investigations; protecting data; reporting to sponsors and clients; and sanctions.
2. A finding of research misconduct requires that:
 - a. There be a significant departure from accepted practices of the relevant research community;
 - b. The misconduct be committed intentionally, knowingly, or recklessly; and
 - c. The allegation be proved by a preponderance of the evidence.

3335-5-04.2 Procedures for complaints of research misconduct made against faculty members.

(A) This rule applies to complaints involving research misconduct made against faculty members. A faculty member may be disciplined up to and including termination for violations established under this rule. Research misconduct is defined in rule 3335-13- 08 and the Research Misconduct policy.

(B) ~~Preliminary-a~~Assessment and inquiry.

1. Complaints alleging research misconduct must be filed with or referred to the Office of Research **Compliance**.
2. The Office of Research **Compliance** shall ensure that an ~~preliminary~~ assessment is performed in accordance with the Research Misconduct policy to determine whether the complaint alleges research misconduct as defined in the policy and is sufficiently credible and specific so that research misconduct may be identified.
3. If the ~~preliminary~~ assessment concludes that the allegations in the complaint meet the definition of research misconduct and are sufficiently credible and specific so that potential evidence of research misconduct may be identified, the Office of Research **Compliance** shall proceed to an inquiry review in accordance with the Research Misconduct policy to determine whether the allegations have sufficient substance to warrant an investigation.
4. If the inquiry concludes that the allegations have sufficient substance and that an investigation is warranted in accordance with the Research Misconduct policy, an investigation shall be initiated as set forth in section (C) of this rule. All other procedural steps, including but not limited to appeals, shall be performed in accordance with the Research Misconduct policy.
5. In both the ~~preliminary~~ assessment and inquiry steps, complainants and respondents shall be afforded procedural rights, including but not limited to the rights to review documentary evidence, submit evidence, be accompanied by an advisor, review and file a written response to reports, and make appeals, as specifically defined in the Research Misconduct policy.

(C) Investigation and sanctioning.

1. If a complaint is referred for investigation, the Office of Research **Compliance** shall convene an investigation and sanctioning committee consisting of a minimum of three voting members from the Research Integrity Standing Committee in accordance with the Research Misconduct policy.

2. The committee shall examine all the documentation and conduct formal interviews, when possible, of the respondent, the complainant, and others who may have information relevant to the complaint, but shall strive to maintain the confidentiality of the proceedings.
3. The respondent shall be given copies of any documentary evidence provided to the committee as part of the investigation and be given an opportunity to respond to all such documentation.
4. At the conclusion of the investigation, the committee shall prepare a preliminary report in accordance with this rule and the Research Misconduct policy. Findings and conclusions shall be based on the preponderance of the evidence standard. The respondent shall have ~~fourteen~~ thirty days to respond and to identify any alleged errors or omissions in the preliminary report.

....

7. After receipt of any comments from the respondent, the committee shall complete its investigation and submit its final report to the **Institutional** Deciding Official set forth in the Research Misconduct policy in accordance with that policy. If the committee concludes that research misconduct occurred, the respondent shall have the right to submit an appeal of that decision to the **Institutional** Deciding Official in accordance with the Research Misconduct policy.
 - a. If a finding of research misconduct is confirmed following review of the report and any appeals by the **Institutional** Deciding Official, the case shall be referred to the respondent's dean for further proceedings under section (D) of this rule. If no finding of research misconduct is made following such review, the case shall be dismissed.

....

ADOPTION OF RESOLUTION SPECIFYING CONDITIONS FOR EXEMPTIONS TO THE CIVIC LITERACY COURSE REQUIREMENTS IN OHIO SENATE BILL 1, THE ADVANCE OHIO HIGHER EDUCATION ACT

Synopsis: Adoption of resolution specifying conditions for exemptions to the civic literacy course requirements in Ohio Senate Bill 1, the Advance Ohio Higher Education Act.

WHEREAS Ohio Senate Bill 1 (SB1), the Advance Ohio Higher Education Act, took effect on June 27, 2025; and

WHEREAS SB1 provides that, among other things, undergraduate students who will graduate beginning in the spring semester of 2030 must complete a course on civic literacy unless the president of the university or his designee has granted an exemption as permitted by law pursuant to R.C. 3345.382; and

WHEREAS House Bill 96 (HB96) requires the Board of Trustees to adopt a resolution specifying the conditions upon which an exemption from the civic literacy course requirements may be granted in accordance with law; and

WHEREAS, to fulfill these requirements, the president or his designee may only grant an exemption from the civic course requirement to an undergraduate student when they determine that the student has completed one of the following alternative requirements set forth in R.C. 3345.382(D):

- A course offered under the college credit plus program established under Chapter 3365 of the Revised Code that satisfies the content requirements set forth in R.C. 3345.382(B) and has been approved as an alternative by the chancellor of the Ohio Department of Higher Education (ODHE);
- An advanced placement course and examination that satisfies the content requirements set forth in R.C. 3345.382(B) and has been approved as an alternative by the chancellor of the ODHE, provided that the student received a score of three or higher on that examination; or
- A three-or-more credit hour course or equivalent in a course in the subject area of American history or American government that includes the study of the documents set forth in R.C. 3345.382(B)(1)-(7), provided that this alternative does not apply after the 2030-2031 academic year.

WHEREAS the board recognizes that these are the only exemptions that may be granted to the civic literacy course requirement pursuant to SB1:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby adopts this resolution to specify the conditions for exemptions to the civic literacy course requirement set forth in R.C. 3345.382, and directs the president to take all required steps to submit this resolution to the chancellor of higher education as required by law.

**ADOPTION OF RESOLUTION ESTABLISHING PROCESS TO REVIEW AND APPROVE NEW
ACADEMIC PROGRAMS, DEGREE PROGRAMS, CURRICULA/COURSES, GENERAL EDUCATION
REQUIREMENTS, COLLEGES, DEPARTMENTS, SCHOOLS, CENTERS AND INSTITUTES**

Synopsis: Adoption of resolution establishing process to review and approve new academic programs, degree programs, curricula/courses, general education requirements, colleges, departments, schools, centers and institutes.

WHEREAS Ohio House Bill 96 (HB96), the 2025 Ohio budget bill, provides in R.C. 3345.457 that the Board of Trustees “has ultimate authority to establish new academic programs, schools, colleges, institutes, departments, and centers at the institution” and “may not delegate [its] authority to adopt a curricular approval process under this section or to approve or reject academic programs”; and

WHEREAS R.C. 3345.457(C) further requires the board to adopt an approval process for the above matters that grants the University Senate or a comparable representative body the ability to provide advice, feedback and recommendations on an advisory basis but that reserves final, overriding internal approval authority for the board itself; and

WHEREAS the university currently has different review and approval processes for these matters that vary based on the nature of the matter at issue; and

WHEREAS, to fulfill the above requirements, the board adopts the following approval processes for each specified item, with all steps prior to board review being advisory in nature and subject to the board’s final, overriding authority:

- New curricula/course proposals must be submitted to: (1) the applicable college for review at the departmental level (where applicable) and by the college curriculum committee; (2) the Office of Academic Affairs (OAA) for review; and (3) the board for review and final approval;
- New academic program proposals must be submitted to: (1) the applicable college for review; (2) the University Senate (Senate) Council on Academic Affairs (CAA) for review; (3) the board for review and final approval; and (4) the Ohio Department of Higher Education (ODHE) for its review and approval;
- New degree program proposals must be submitted to: (1) the applicable college for review; (2) CAA for review; (3) the Senate Faculty Council (FC) for review; (4) the Senate for review; (5) the board for review and final approval; and (6) ODHE for its review and approval;
- New general education program proposals must be developed by the University-Level Advisory Committee for General Education (ULAC-GE) and submitted to: (1) CAA for review; (2) FC for review; (3) Senate for review; and (4) the board for review and final approval;
- New college, department and school proposals must be submitted to: (1) CAA for review; (2) FC for review; (3) the Senate for review; and (4) the board for review and final approval;
- New university-level center proposals must be submitted to: (1) CAA for review; (2) FC for review; (3) the Senate for review; and (4) the board for review and final approval; and
- New college-level center proposals must be submitted to: (1) the relevant dean(s) for review; (2) CAA for review; and (3) the board for review and final approval.

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby adopts the above approval processes to satisfy the requirements of R.C. 3345.457 and directs the president to take all required steps to submit this resolution to the chancellor of higher education as required by law.

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 December 4, 2025, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

Appointments

Name: ROBERT BAKER
Title: Professor (Andrei Baronov and Ratmir Timashev Professorship in Chemical Physics)
College: Arts and Sciences
Term: January 1, 2026, through December 31, 2029

Name: JOHN BOZINOVSKI
Title: Professor-Clinical (The Gerard S. Kakos, MD and Thomas E. Williams, Jr., MD, PhD, Professorship)
College: Medicine
Term: March 1, 2026, through June 30, 2030

Name: JESSICA MERLIN
Title: Professor (The Julius F. Stone Chair in Cancer Research)
College: Medicine
Term: January 1, 2026, through June 30, 2030

Name: AMY MOORE
Title: Interim Dean
College: Medicine
Term: January 20, 2026

Name: DANIEL PREVEDELLO
Title: Professor (Dr. John M. McGregor Department of Neurosurgery Professorship)
College: Medicine
Term: January 1, 2026, through June 30, 2030

Name: W. KIMRYN RATHMELL
Title: Professor and Chief Executive Officer (Jeri B. Block and Robert H. Schottenstein Distinguished Chair in Cancer)
College: Medicine
Term: May 27, 2025, through May 26, 2030

Name: CURTIS ROTH
Title: Associate Professor (Robert S. Livesey Professor in Architecture)
College: Engineering
Term: January 1, 2026, through June 30, 2027

Name: TRIPARNA SEN
Title: Professor (The Max Morehouse Chair in Cancer Research)
College: Medicine
Term: January 1, 2026, through June 30, 2030

Name: STEPHANUS VILJOEN
Title: Associate Professor-Clinical (The William E. Hunt, M.D. and Charlotte M. Curtis Chair in Neuroscience)
College: Medicine
Term: March 1, 2026, through June 30, 2030

Name: LIN ZHU
Title: Assistant Professor (Elizabeth McKeever Ross Professorship Fund)
College: Medicine
Term: November 1, 2025, through June 30, 2028 (Correction of dates from last meeting)

Reappointments

Name: ERIC GREEN
Title: Professor (Excellence in Veterinary Care Diagnostic Imaging Chair)
College: Veterinary Medicine
Term: March 5, 2026, through June 30, 2027

Name: AYANNA HOWARD
Title: Dean and Monte Ahuja Endowed Dean's Chair
College: Engineering
Term: July 1, 2026, through June 30, 2031

Name: DANA RENGA
Title: Professor (Divisional Dean for Arts and Humanities)
College: Arts and Sciences
Term: July 1, 2026, through June 30, 2031

Name: CARROLL ANN TROTMAN
Title: Dean
College: Dentistry
Term: July 1, 2026, through June 30, 2031

Name: LYDIA WALKER
Title: Assistant Professor (Seth Andre Myers Chair in Global Military History)
College: Arts and Sciences
Term: December 4, 2025, through August 14, 2027

Extensions

*New Hire

Appointments/Reappointments of Chairpersons

SUE SUTHERLAND, Interim Chair, Department of Human Sciences, January 1, 2026, through July 31, 2027

**Reappointment

*New Hire

Faculty Professional Leaves

JAIDEEP ANAND, Professor, Department of Management and HR, FPL for Spring 2027

DANIEL CHOW, Professor, College of Law, FPL for Spring 2027

TIMOTHY JUDGE, Professor, Department of Management and HR, FPL for Fall 2026 and Spring 2027

EWA SLETTEN, Associate Professor, Department of Accounting and MIS, FPL for Spring 2027

Faculty Professional Leave Changes/Cancellations

SAM DAVANLOO, Associate Professor, Department of Integrated Systems Engineering, Cancellation of FPL for Spring 2026

AYMAN FAYED, Professor, Department of Electrical and Computer Engineering, Cancellation of FPL for Spring 2026

RATTAN LAL, University Distinguished Professor, School of Environment and Natural Resources, Cancellation of FPL for Spring 2026

KELLY PURTELL, Associate Professor, Department of Human Sciences, Cancellation of FPL for Spring 2026

Emeritus Titles

ALISON ARMSTRONG, University Libraries, with the title of Associate Professor Emeritus, effective January 1, 2026

ARVED ASHBY, School of Music, with the title of Professor Emeritus, effective January 1, 2026

VALERIE BERGDALL, Department of Veterinary Preventive Medicine, with the title of Professor-Clinical Emeritus, effective July 1, 2025

GREGORY CALDEIRA, Department of Political Science, with the title of Professor Emeritus, effective January 1, 2026

JOAN CASHIN, Department of History, with the title of Professor Emeritus, effective June 1, 2026
DAVID CASTELLANO, Department of Ophthalmology and Visual Sciences, with the title of Assistant Professor-Clinical Emeritus, effective February 2, 2026

PHILIP DIAZ, Department of Internal Medicine, with the title of Professor Emeritus, effective April 1, 2026

PHILIP GRANDINETTI, Department of Chemistry and Biochemistry, with the title of Professor Emeritus, effective January 1, 2026

ANN GRIFFEN, College of Dentistry, with the title Professor Emeritus, effective January 1, 2026

REBECCA GUTMANN, Department of Anesthesiology, with the title of Assistant Professor-Clinical Emeritus, effective July 1, 2026

J. ALBERT HARRILL, Department of History, with the title of Professor Emeritus, effective January 1, 2026

ROBERT HOFFMAN, Department of Pediatrics, with the title of Professor Emeritus, effective March 1, 2026

EUGENE LEYS, College of Dentistry, with the title of Professor Emeritus, effective January 1, 2026

ROBERT LIVINGSTON, Department of Comparative Studies, with the title of Associated Faculty Emeritus, effective January 1, 2026

SUE OAKES, Marion Campus, with the title of Associated Faculty Emeritus, effective January 1, 2026

NARASIMHAM PARINANDI, Department of Internal Medicine, with the title of Associate Professor Emeritus, effective July 1, 2026

DONNA PASTORE, Department of Human Sciences, with the title of Professor Emeritus, effective August 1, 2026

JIM PECK, Department of Economics, with the title of Professor Emeritus, effective June 1, 2026

JAMES HARRY SANDERS III, Department of Arts Administration, Education and Policy, with the title of Associate Professor Emeritus, effective September 1, 2025

ERIC SCHNELL, University Libraries, with the title of Professor Emeritus, effective January 1, 2026

CLARE SIMMONS, Department of English, with the title of Professor Emeritus, effective June 1, 2026

2025/2026 Hires

COLLEGE OF ARTS AND SCIENCES CLINICAL

DIVISION OF ARTS AND HUMANITIES

REAPPOINTMENT

Blosser, C. Andrew, School of Music, August 15, 2026
Brown, Christopher, Classics, August 15, 2026
Brown, Steven, Philosophy, August 15, 2026
Burns, Miriam, School of Music, August 15, 2026
Dawson, Hope, Linguistics, January 1, 2027
Funk, Clayton, Arts Administration, Education and Policy, January 1, 2027
Labaki, Marie-Therese, Near Eastern and South Asian Languages and Cultures, August 15, 2026
Myers, Helen, Slavic and East European Languages and Cultures, August 15, 2026
Patel, Ketal, Arts Administration, Education and Policy, January 1, 2027
Portune, Laura, School of Music, January 1, 2027
Richards, Kevin, Germanic Languages and Literatures, January 1, 2027
Saul, Jordan, School of Music, January 1, 2027
Scott, Deborah, Design, January 1, 2027
Singleton, Lynn, School of Music, August 15, 2026
Smith, Michael, School of Music, January 1, 2027
Taketa, Edward, Dance, January 1, 2027
Taylor, Christopher, Art, Newark, August 15, 2026
Torres, Michael, School of Music, August 15, 2026
Weintritt, April, French and Italian, August 15, 2026

DIVISION OF NATURAL AND MATHEMATICAL SCIENCES

REAPPOINTMENT

Poole, Daniel, Mathematics, August 15, 2026
Ramsey, Bobby, Mathematics, August 15, 2026

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

REAPPOINTMENT

Bromwich, David, Geography, August 15, 2026
Cravens-Brown, Lisa, Psychology, January 1, 2027
Hoglund, Evelyn, Speech and Hearing Science, August 15, 2026
Kraft, Nicole, School of Communication, August 15, 2025
Sonntag, Amy, Speech and Hearing Science, May 20, 2026
Sterenberg, Mary, School of Communication, August 15, 2026
Trask, Lexine, Anthropology, January 1, 2027

**COLLEGE OF ENGINEERING
CLINICAL**

REAPPOINTMENT

Soto-Caban, Sandra, Electrical and Computer Engineering, August 15, 2026

COLLEGE OF MEDICINE

PROMOTION TO PROFESSOR WITH TENURE

Donia, Marco, Internal Medicine, February 1, 2026

Evans, Steven, Psychiatry and Behavioral Health, December 1, 2025

Gold, Jennifer, Biomedical Education and Anatomy, December 1, 2025

Kim, Harrison, Radiology, December 3, 2025

Smith, Bryan, Molecular Medicine and Therapeutics, January 22, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Hughes, Jennifer, Psychiatry and Behavioral Health, January 1, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITHOUT TENURE

Kawasumi, Masaoki, Dermatology, January 1, 2026

Lin, Qing, Surgery, December 3, 2025

Nho, Richard, Internal Medicine, January 12, 2026

**COLLEGE OF MEDICINE
RESEARCH**

REAPPOINTMENT

Daruwala, Samantha, Psychiatry and Behavioral Health, July 1, 2026

Dorayappan, Kalpana, Obstetrics and Gynecology, July 1, 2026

Mishra, Sanjay, Pathology, August 15, 2026

HONORARY DEGREE

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:

E. Roe Stamps IV

Doctor of Public Service, *honoris causa*

NOW THEREFORE

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

E. Roe Stamps IV

FOUNDER

STAMPS SCHOLARS PROGRAM

E. Roe Stamps, IV of Coconut Grove, FL, is a private investor and co-founder of the Boston-based private investment company Summit Partners. He is a former Lieutenant in the United States Navy Reserve, an Industrial



Engineering graduate of Georgia Tech, and an MBA graduate from Harvard Business School.

Since his relocation to South Florida in 1993, Roe, along with his wife Penny, has devoted significant time and resources to philanthropic causes in the community. Their interest in South Florida is deeply rooted, as they have been long time supporters of the University of Miami, the Grayvik Animal Care Center, Fairchild Tropical Garden, the Make-A-Wish Foundation of Southern Florida, Miami Lighthouse for the Blind, Community Partnership for the Homeless, Ransom Everglades School, Breakthrough Miami and a number of other charities throughout the region.

Through the Strive Foundation, formed by Penny and Roe in 1986, they have shown their deep commitment to education, supporting projects and scholarships at more than 40 universities nationwide. And with its Stamps Scholars initiative, the family Foundation has created innovative scholarship programs currently supporting nearly 1,000 students.

Roe is a Trustee Emeritus of the Georgia Tech Foundation, and a Trustee at the University of Miami, the John S and James L Knight Foundation and several other distinguished organizations. At Georgia Tech, Roe served the Foundation for over 16 years. He has received the Distinguished Alumnus Award from the School of Industrial and Systems Engineering and the Joseph Mayo Pettit Alumni Distinguished Service Award, the highest award conferred by the Georgia Tech Alumni Association. He was inducted into Georgia Tech's Engineering Hall of Fame in 2001 and received an honorary Doctor of Philosophy in 2014.

In 2010, Roe was honored by the American Red Cross South Florida Region as the Humanitarian of the Year. In 2012, he was honored by Harvard Business School, receiving its most prestigious award, the Alumni Achievement Award.

Roe now dedicates his time to his personal interests, which include fly-fishing, bird hunting, flying, boating, jazz piano and spending time with his family.

Adapted from stampsscholars.org

DEGREES AND CERTIFICATES

Synopsis: Approval of Degrees and Certificates for spring term 2026 is proposed.

WHEREAS pursuant to paragraph (E) of rule 3335-1-06 of the Administrative Code, the Board of Trustees 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 10, 2026, to those persons who have completed the requirements for their respective degrees and certificates and are recommended by the colleges and schools.

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

APPROVAL TO ENTER INTO/INCREASE PROFESSIONAL SERVICES CONTRACTS

BSH – LOWER-LEVEL RENOVATION
15TH AND HIGH ARTS PLAZA
MULTIMODAL SAFETY PLANNING STUDY

APPROVAL TO ENTER INTO/INCREASE PROFESSIONAL SERVICES AND CONSTRUCTION CONTRACTS

MMP CONCOURSE RENOVATION
STEFANIE SPIELMAN COMPREHENSIVE BREAST CENTER LINAC REPLACEMENT

APPROVAL TO ENTER INTO/INCREASE CONSTRUCTION CONTRACTS

NORTH TOWERS RENOVATIONS
OUTPATIENT CARE EAST CLINIC RENOVATIONS AND RELOCATIONS
UH- DOAN HALL SPRINKLER INSTALLATION

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

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

	Prof. Serv. Approval Requested	Total Requested	
BSH – Lower-Level Renovation	\$2.0M	\$2.0M	Auxiliary funds
15th and High Arts Plaza	\$2.3M	\$2.3M	University funds
Multimodal Safety Planning Study	\$0.375M	\$0.375M	Grant funds University funds

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

	Prof. Serv. Approval Requested	Construction Approval Requested	Total Requested	
MMP Concourse – Renovation	\$0.5M	\$5.3M	\$5.8M	Auxiliary funds
Stefanie Spielman Comprehensive Breast Center Linac Replacement	\$0.2M	\$4.7M	\$4.9M	Auxiliary funds

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

**APPROVAL TO ENTER INTO/INCREASE PROFESSIONAL SERVICES
AND ENTER INTO/INCREASE CONSTRUCTION CONTRACTS (CONT)**

	Construction Approval Requested	Total Requested	
North Towers Renovations	\$15.0M	\$15.0M	University debt
Outpatient Care East – Clinic Renovations and Relocations	\$3.9M	\$3.9M	Auxiliary funds
UH-Doan Hall Sprinkler Installation	\$8.8M	\$8.8M	Auxiliary funds

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

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

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the fiscal year 2026 Capital Investment Plan be amended to include professional services for the 15th and High Arts Plaza project and partial construction funding for the North Towers Renovation project.

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

Project Data Sheet for Board of Trustees Approval

15th & High Arts Plaza

OSU-260153 (REQ ID# PARE260003)

Project Location: Exterior Plaza at Wexner Center for the Arts/Mershon Auditorium/Sullivant Hall

- **Approval Requested and Amount**

Professional services	\$2.3M
Total requested	\$2.3M

- **Project Budget**

Professional services	\$2.3M
Construction w/contingency	TBD
Total project budget	TBD

- **Project Funding**

University funds

- **Project Schedule**

BoT professional services approval	03/26
Design	05/26 – 04/27
BoT construction approval	03/27
Construction	05/27 – 12/27

- **Project Delivery Method**

Construction Manager at Risk

- **Planning Framework**

- The FY26 Capital Investment Plan will be amended to include the professional services requested for this project.

- **Project Scope**

- The project will design and construct a revitalized gateway to campus at 15th Ave and High Street, the historic front door to the university. A new plaza, with enhanced site furnishings and amenities, will provide a seamless pedestrian connection from East of High Street to Thompson Library.
- Utility infrastructure within the project limits will be evaluated and replaced as necessary.
- The total project cost will be validated during design.

- **Approval Requested**

- Approval is requested to amend the FY26 Capital Investment Plan.
- Approval is requested to enter into professional services contracts.



- **Project team**

University Project Manager: Sayer, Daniel
AE/Design Architect: Designer: TBD
CM at Risk or Design Builder: TBD

APPROVAL TO ENTER INTO A CONTRACT FOR PROFESSIONAL SERVICES TO CONDUCT A MULTIMODAL SAFETY PLAN FOR THE OHIO STATE UNIVERSITY

The Ohio State University has been awarded a federal Safe Streets and Roads for All (SS4A) grant in the amount of \$300,000 from the U.S. Department of Transportation. This funding, combined with the university's required matching contribution, will support the development of a comprehensive Multimodal Transportation Safety Plan for the Columbus campus. The plan will build upon existing university transportation studies and regional safety initiatives, addressing critical roadway safety needs and supporting improved mobility for all users.

The purpose of this planning effort is to reduce the potential for roadway fatalities and serious injuries through data-driven strategies, innovative technologies, and strategic infrastructure improvements. The resulting plan will advance campuswide safety goals while promoting accessibility and connectivity for pedestrians, cyclists, scooter users, transit riders, motorists, and other multimodal travelers.

Project Objectives

- **Develop a comprehensive multimodal safety plan** tailored to the unique needs and conditions of Ohio State's Columbus campus.
- **Integrate past university plans**, including Framework 3.0 and recent transportation studies, with regional initiatives to create a unified and data-informed strategy.
- **Enhance safety and accessibility** for pedestrians, cyclists, scooter users, and transit riders.
- Strengthen mobility and connectivity, **supporting convenient and connected mobility options** that improve access to campus destinations, employment centers, events, and cultural resources.

Scope of Work

- **Data Collection, Research and Analysis** – Evaluate existing multimodal infrastructure; analyze crash data; identify and prioritize safety gaps and opportunities.
- **Plan Development** – Recommend a multimodal transportation network incorporating safety, accessibility, and connectivity improvements; identify priority locations; outline phasing strategies and enabling projects.
- **Partnerships and Coordination** – Coordinate with internal university stakeholders and external partners to ensure alignment with broader safety, transportation, and economic development goals.

- **Implementation Strategy** - Prioritize strategies for crash reduction and safety enhancement; prepare recommendations for budgeting and resource allocation.
- **Monitoring and Evaluation** – Establish performance metrics and processes for ongoing assessment, reporting, and future plan updates.

Project Timeline

- **Consultant Selection & Contract Negotiation:** January 2026 – March 2026
- **Board of Trustees Approval for Planning Services:** March 2026
- **Research & Analysis:** March 2026 – May 2026
- **Stakeholder Engagement:** April 2026 – May 2026
- **Plan Development:** May 2026 – October 2026
- **Draft Plan Review & Refinement:** October 2026 – December 2026
- **Final Documentation & Deliverables:** December 2026 – March 2027

Pursuant to the Board of Trustees Review and Approval of Facilities Improvement Projects, Planning Studies and Real Estate Transactions policy, any planning study estimated to cost over \$250,000 requires Board of Trustee review and approval. A comprehensive selection process has been initiated, however, exact costs for the plan will not be known until contract negotiations with the firm are completed in March 2026. It is anticipated that the cost of the plan will exceed the board approval threshold, therefore, approval is being requested for up to \$375,000. This approval will allow the university to finalize contract terms, initiate project work according to the SS4A grant timeline, and advance critical safety and mobility planning for the Columbus campus.

Project Data Sheet for Board of Trustees Approval

MMP Concourse – Renovation

OSU-240653 (REQ ID# COM240002)

Project Location: Morehouse Medical Plaza - Concourse (0882)

- **Approval Requested and Amount**

Professional services	\$0.5M
Construction w/contingency	\$5.3M
<hr/>	
Total requested	\$5.8M

- **Project Budget**

Professional services	\$0.5M
Construction w/contingency	\$5.3M
<hr/>	
Total project budget	\$5.8M

- **Project Funding**

Auxiliary funds, University funds

- **Project Schedule**

Design	06/25 – 02/26
BoT professional services approval	03/26
BoT construction approval	03/26
Construction	04/26 – 01/27
Facility opening	02/27

- **Project Delivery Method**

Construction Manager at Risk

- **Planning Framework**

- The project is included in FY25 Capital Investment Plan, with cash flow budgeted and projected across multiple fiscal years.

- **Project Scope**

- This project will replace an aging air handling unit including associated ductwork in the Martha Morehouse Pavilion Concourse basement.
- Renovation scope includes team huddle rooms, new offices, and support spaces for the Imaging Center of Excellence (radiology research).
- The original project was for renovation scope only that was below board threshold allowing design to commence. Health system funded infrastructure upgrades were added to the scope requiring board approval for the overall project.

- **Approval Requested**

- Approval is requested to increase professional services and enter into construction contracts.



- **project team**

University project manager: Kauser, Tayyiba
AE/design architect: Wellogy LLC
CM at Risk or Design Builder: Pepper Construction Pvt.

Project Data Sheet for Board of Trustees Approval

Stefanie Spielman Comprehensive Breast Center Linac Replacement

OSU-255559 (REQ ID#WMC240003)

Project Location: Stefanie Spielman Comprehensive Breast Center (0874)

- **Approval Requested and Amount**

Professional services	\$0.2M
Construction w/contingency	\$4.7M
Total requested	\$4.9M

- **Project Budget**

Professional services	\$0.2M
Construction w/contingency	\$4.7M
Total project budget	\$4.9M



- **Project Funding**

Auxiliary funds

- **Project Schedule**

BoT professional services approval	03/26
BoT construction approval	03/26
Design	04/26 – 07/26
Construction	09/26 – 11/26
Facility opening	03/27

- **Project Delivery Method**

Construction Manager at Risk

- **Planning Framework**

- The project is included in the FY26 Capital Investment Plan, with cash flow budgeted and projected across multiple fiscal years.

- **Project Scope**

- This project replaces the linear accelerator in room 1951 at Stefanie Spielman Comprehensive Breast Center. The current equipment and infrastructure have reached the end of their useful life.
- Scope includes structural and utility upgrades to support the new accelerator, including modification of the existing slab-on-grade for a new equipment base plate, and installation of a dedicated circuit breaker, power conditioning system, and chiller to ensure reliable operation.

- **Approval Requested**

- Approval is requested to enter into professional services and construction contracts.

- **project team**

University project manager: Cashman, Catie
AE/design architect: TBD
CM at Risk or Design Builder: TBD

Project Data Sheet for Board of Trustees Approval

North Towers Renovations

OSU-250125 (REQ ID# SL260001)

Project Location: Drackett Tower (0189), Jones Tower (0267), Taylor Tower (0268)

- **Approval Requested and Amount**

Construction w/contingency	\$15.0M
<u>Total requested</u>	<u>\$15.0M</u>

- **Project Budget**

Professional services	TBD
Construction w/contingency	TBD
<u>Total project budget</u>	<u>TBD</u>

- **Project Funding**

University Debt

- **Project Schedule**

BoT professional services approval	05/25
Design (phased)	06/25 – 12/26
BoT construction approval (partial)	03/26
Construction	5/26 – 06/28



- **Project Delivery Method**

Construction Manager at Risk

- **Planning Framework**
 - \$10M was included in the FY26 Capital Investment Plan for initial design. The FY26 plan will be amended for the requested partial construction funding. Once the total project cost is validated, the balance of funding will be included in the FY27 Capital Investment Plan.

- **Project Scope**
 - Renovation of Taylor and Drackett Towers to address deferred maintenance of aging mechanical systems and infrastructure while improving the student living environment with several interior and exterior improvements.
 - The project also includes the abatement and demolition of Jones Tower.
 - Plumbing systems, including domestic supply, heating, and sanitary lines, will be fully replaced. The main electrical distribution system will be upgraded and sprinkler systems will be installed to meet current codes. Project scope includes a connection to the East Regional Chilled Water Plant to provide chilled water.
 - Main entry levels will be reconfigured and renovated to provide better ADA access. Finishes will be updated on all floors to align with residence halls located in the district, enhancing the overall student experience.
 - The requested construction funding will allow the project to hire a construction manager, commence with early demo and abatement packages, and procure long lead materials in response to recent flood events in Taylor Tower. The overall budget and schedule will be validated with the selected construction manager.

- **Approval Requested**
 - Approval is requested to amend the FY26 Capital Investment Plan.
 - Approval is requested to enter into construction contracts.

-
- **project team**

University project manager: Henderly, Todd
AE/design architect: The Collaborative
CM at Risk or Design Builder: TBD

Project Data Sheet for Board of Trustees Approval

Outpatient Care East – Clinic Renovations & Relocations

OSU-255996 (REQ ID# WMC240003)

Project Location: Outpatient Care East (0837)

- **Approval Requested and Amount**

Construction w/contingency	\$3.9M
Total requested	\$3.9M

- **Project Budget**

Professional services	\$1.1M
Construction w/contingency	TBD
Total project budget	TBD

- **Project Funding**

Auxiliary funds

- **Project Schedule**

BoT professional services approval	08/25
Design	09/25 – 06/26
BoT construction approval (Optometry)	03/26
BoT construction approval	06/26
Construction (Optometry)	07/26 – 09/26
Construction	09/26 – 09/27
Facility opening (Optometry)	10/26
Facility opening	10/27

- **Project Delivery Method**

Construction Manager at Risk

- **Planning Framework**

- The project is included in the FY26 Capital Investment Plan, with cash flow budgeted and projected across multiple fiscal years.

- **Project Scope**

- The project renovates and relocates healthcare services within Outpatient Care East to include primary care, new optometry services, urgent care, lab services and non-oncology infusion spaces.
- Project construction will be phased beginning with the renovation of the optometry suite. Completion of the optometry scope by September 2026 is required to comply with provisions of equipment specific grant funding.
- Design work will continue as total project costs are validated. A second approval for remaining construction is anticipated for June 2026.

- **Approval Requested**

- Approval is requested to enter into construction contracts.



- **project team**

University project manager: Radabaugh, Alexandra
AE/design architect: NAC
CM at Risk or Design Builder: Barton Malow

Project Data Sheet for Board of Trustees Approval

UH-Doan Hall Sprinkler Installation

OSU-255353 (REQ ID# WMC240001)

Project Location: Doan Hall (0089)

- **Approval Requested and Amount**

Construction w/contingency	\$8.8M
Total requested	\$8.8M
- **Project Budget**

Professional services	\$1.2M
Construction w/contingency	\$8.8M
Total project budget	\$10.0M
- **Project Funding**

Auxiliary funds
- **Project Schedule**

BoT professional services approval	05/25
Design	12/25 – 09/26
BoT construction approval	03/26
Construction	06/26 – 06/28
Facility opening	07/28
- **Project Delivery Method**

Construction Manager at Risk (CMR)



- **Planning Framework**
 - The project was included in the FY24 Capital Investment Plan, with cash flow budgeted and projected across multiple fiscal years.
- **Project Scope**
 - This project will complete critical life safety updates by installing sprinklers in portions of Doan Hall previously without sprinklers.
 - This work is to meet new code requirements, with compliance required by July 2028.
 - The project also includes decommissioning medical gas and plumbing fixtures in inpatient areas on floors 6-11 which are now vacant.
- **Approval Requested**
 - Approval is requested to enter into construction contracts.

-
- **project team**

University project manager: Radabaugh, Alexandra
AE/design architect: TBD
CM at Risk or Design Builder: TBD

APPROVAL FOR ACQUISITION OF REAL PROPERTY

3.384 +/- ACRES AT 6515 PULLMAN DRIVE,
LEWIS CENTER, DELAWARE COUNTY, OHIO

Synopsis: Authorization to purchase real property located at 6515 Pullman Drive, Lewis Center, Ohio, is proposed.

WHEREAS The Ohio State University seeks to purchase 3.384 acres of improved real property located at 6515 Pullman Drive, Lewis Center, Ohio, identified as Delaware County parcel number 318-220-01-058-026 at a purchase price of \$7,500,000; and

WHEREAS the purchase of this property supports the Wexner Medical Center's long term strategic plan:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the president and/or senior vice president for business and finance shall be authorized to take any action required to effect the purchase of the aforementioned property upon terms and conditions deemed to be in the best interest of the university and at a purchase price at or below the appraised value.

**APPROVAL FOR PURCHASE OF REAL PROPERTY
6515 PULLMAN DRIVE, LEWIS CENTER,
DELAWARE COUNTY, OHIO
BOARD BACKGROUND**

Background

The Ohio State University Wexner Medical Center has been leasing the property at 6515 Pullman Drive since 2010 for Outpatient Care Lewis Center. The lease includes an approximately 30,110 square foot building which is fully utilized by the WMC for serving the rapidly growing southern Delaware County in the areas of imaging and mammography, lab, orthopedics, physical therapy, primary care, rheumatology, and sports medicine. The current 20-year lease will expire in September 2030.

The lease contains a purchase option with a set purchase price of \$7,500,000. Acquiring the property in advance of expiration will secure the university's continued use and control future costs.

Acquisition of this property is consistent with the Framework Plan and overall investment strategy to align land/facilities with current and future needs.

Locations and Description

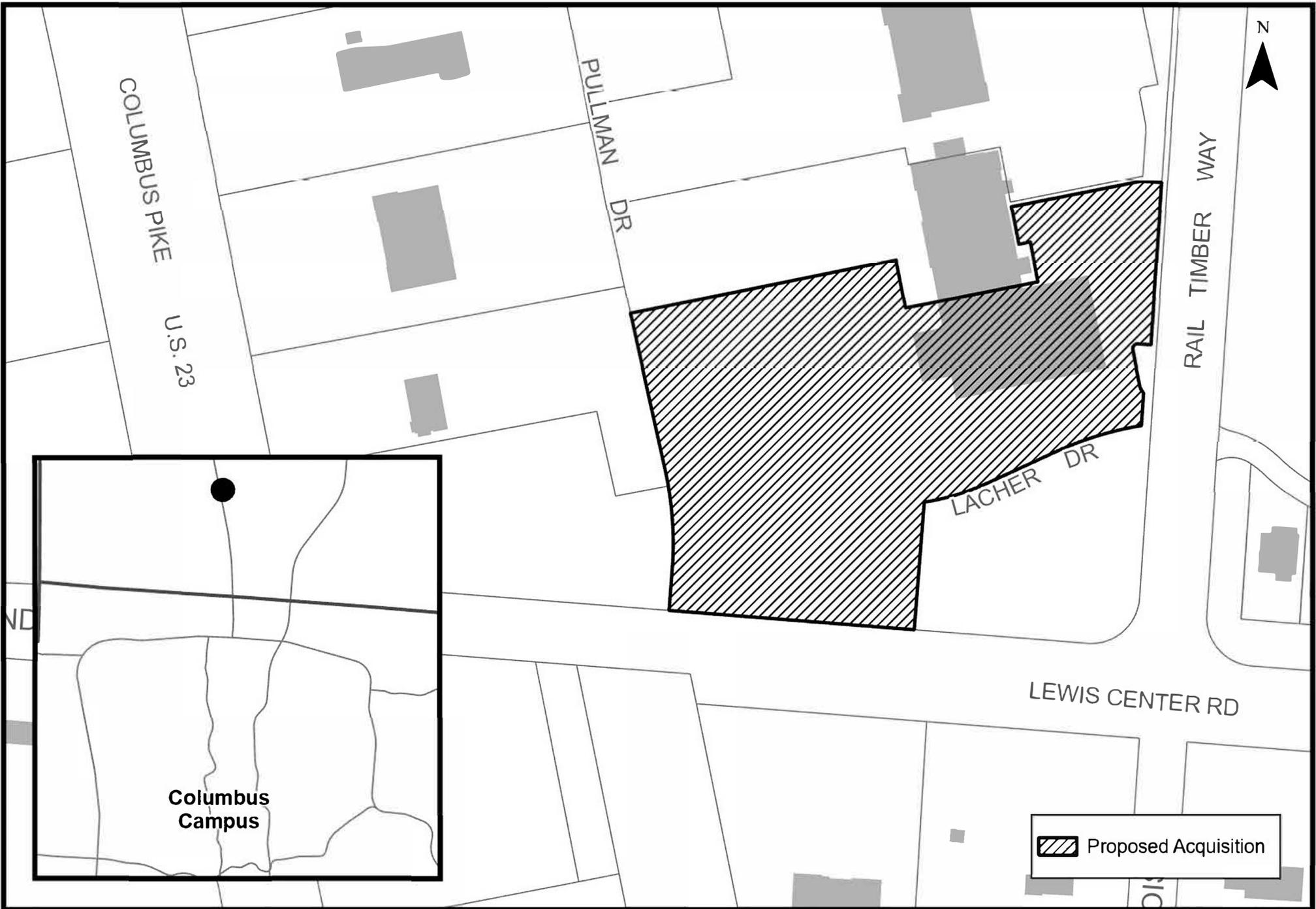
The subject property consists of approximately 3.384 acres at 6515 Pullman Drive, Lewis Center, Delaware County, Ohio. The Delaware County parcel identification is 318-220-01-058-026. The property includes a two story 30,110 square foot medical office and asphalt parking lot.

Property History

The premises are currently owned by Olentangy Crossings Medical Office LLC.

Purchase of Property

Planning, Architecture and Real Estate, together with WMC, recommends that the university proceed with the acquisition of land upon terms and conditions deemed to be in the best interest of the university. WMC will provide the acquisition funds.



3.384 Acres
6515 Pullman Drive Acquisition
Lewis Center, Delaware County, Ohio

OBSTETRICAL SERVICES STANDARDS FOR FY2026

OHIO STATE UNIVERSITY HOSPITALS d/b/a OSU WEXNER MEDICAL CENTER

Synopsis: Approval of the annual review of the Obstetrical Services Standards for FY2026 for the hospitals at the Ohio State University Hospitals d/b/a OSU Wexner Medical Center, including: Ohio State University Hospital, Ohio State Richard M. Ross Heart Hospital, Ohio State Harding Hospital, and East Hospital, is proposed.

WHEREAS the mission of the Ohio State University Hospitals is to improve people's lives through the provision of high-quality patient care; and

WHEREAS the Obstetrical Services Standards for FY2026 ensure the appropriate evidence-based protocols, adequate provisions and equipment, qualified staffing, delineated obstetrical privileges and comprehensive faculty and staff training, supported by the Quality Assessment and Performance Improvement (QAPI) program, necessary to safely and effectively manage all aspects of obstetrical care, including emergencies, complications and immediate postdelivery care, in accordance with the scope and complexity of the services offered; and

WHEREAS the Obstetrical Services Standards for FY2026 are incorporated into and reflected within the Scope of Care documents for the Department of Emergency Services — University Hospital, the Department of Emergency Services — The Ohio State University Wexner Medical Center, East Hospital, and the Labor and Delivery/Antepartum/OB Emergency Department (attached); and

WHEREAS the board recognizes that federal regulations require the governing body to identify and document which staff must complete the required obstetrical training and acknowledges its responsibility to ensure such requirements are incorporated into the Scope of Care documents for the Department of Emergency Services — University Hospital, the Department of Emergency Services — The Ohio State University Wexner Medical Center, East Hospital, and the Labor and Delivery/Antepartum/OB Emergency Department (attached); and

WHEREAS the annual review of the Obstetrical Services Standards for FY26 was reviewed by the Quality and Professional Affairs Committee on February 24, 2026:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board and The Ohio State University Board of Trustees hereby approve the Obstetrical Services Standards for FY2026, which are incorporated into the Scope of Care documents for the Department of Emergency Services — University Hospital, the Department of Emergency Services — The Ohio State Wexner Medical Center, East Hospital, and the Labor and Delivery/Antepartum/OB Emergency Department (attached) for University Hospital, Ohio State Ross Heart Hospital, Ohio State Harding Hospital, and East Hospital, which include the provisions necessary to ensure compliance with applicable federal regulatory requirements.

Scope of Care Clinical Departments

Approved by *Jillian Maitland* 2/1/2026
Administrator/Director Date
M J 2/4/2026
Medical Director Date

Department/ Patient Care Unit Name:

Department of Emergency Services – University Hospital

Types (and age range) of patients served:

The University Hospital Emergency Department (ED) offers comprehensive emergency care 24 hours per day/7 days per week for all age ranges from the neonate to the geriatric patient. 86 treatment spaces are located in the ED. Provisions exist to add an additional 12-18 treatment spaces as required or as determined appropriate for certain patient populations.

The ED maintains capability to provide care to a broad spectrum of medically ill and/or injured patients. The ED is an integral component of multiple specialty care service lines inherent to the organization to include, but not limited to:

- Trauma/Burn patients
- Hematology/Oncology patients
- Complex cardiology patients
- Post-Organ Transplant patients
- Mental Health patients
- Stroke patients
- Hyperbaric patients

Patients present for care to the ED by variable means:

- Ambulatory
- Privately-owned vehicles
- Emergency Medical Services (EMS)
- Aeromedical transport agencies
- Private transport agencies
- Ohio Department of Rehabilitation and Corrections transport

Scope and complexity of patient's care needs: (i.e. most frequent diagnosis; admission/discharge criteria, if appropriate)

The annual ED volume is observed at approximately 75,000-80,000 patients. Approximately 38% of patients presenting to the ED are admitted to the organization for ongoing evaluation and/or treatment of illness and/or injury.

Major and frequent diagnoses observed in the ED include, but are not limited to, the following: Myocardial infarction, poly trauma secondary to falls, motor vehicle collisions, acts of violence, industrial accidents, and farm/agriculture injuries, acute stroke, sepsis, acute respiratory failure, hematology/oncology emergencies.

The ED is provisioned and skilled to address any medical, surgical, pediatric, obstetric, gynecologic, mental health, trauma and/or orthopedic illness or injury. Multiple diagnostics and/or therapeutic modalities is/are available within the ED to include, but not limited to:

- Emergent care of critically ill and injured patients (e.g. multiple traumas, cardio-respiratory arrest, burn injuries, medical-surgical emergencies and dental emergencies, as well as care to non-emergent patients)
- Radiological services (e.g. radiographs, computed tomography, magnetic resonance imaging, and ultrasound)
- Emergency procedures (e.g. endotracheal intubation, invasive hemodynamic monitoring, electrical cardioversion, temporary pacemaker insertion, thoracotomy tube placement, peritoneal lavage, reduction and splinting of fractures, and multiple other procedures as needed on an emergency basis)
- A thirty-two bed Observation Unit allowing for an observational medicine modality
- Hyperbaric oxygen facility located within the ED footprint

Methods used to assess and meet patient's care needs: (includes services most frequently provided; policies/procedures; case management; team rounds; pathways)

ED Nursing

The ED Nursing leadership team includes:

- Director of Nursing
- Nurse Manager
- Assistant Nurse Managers
- Nursing Educators
- Clinical Nurse Specialist
- Staff Development Coordinators

The ED Nursing Care team reporting to the ED Nursing leadership team includes:

- Registered Nurses
- Patient Care Associates
- Emergency Medical Technicians
- Psychiatric Care Technicians
- Unit Clerical Associates
- Administrative Assistants

ED Nursing master staffing plans are reviewed and maintained by ED Nursing leadership. The master staffing plan outlines acceptable staffing levels for registered nurses and unlicensed nursing assistive personnel and is driven by departmental volume and acuity trends and identifies minimal acceptable staffing levels for all shifts and weekends.

Emergency Medicine

Medical care is provided by board certified (or board eligible) attending Emergency Medicine (EM) physicians, as well as EM resident physicians (PGY 1-3), EM/IM resident physicians (PGY 1–5) and advanced practice providers. EM attending physicians are available 24-hours per day/7-days per week with a staffing pattern that is responsive to the daily volume pattern and trend. EM care is supplemented by rotational resident physicians from internal medicine, orthopedics, anesthesiology, and other depending on availability.

Certified Nurse Practitioners and Physician Assistants are employed through the spectrum of services and collaborate with the attending Emergency Medicine physicians in the provision of care.

Additional Medical Resources

In-hospital physician coverage and the ability for immediate specialty consultations are available for the following specialties: internal medicine (all sub-specialties), surgery, radiology, obstetrics/gynecology, orthopedics, psychiatry, oral surgery, neurosurgery, otolaryngology, urology, thoracic surgery vascular surgery, cardiac surgery, anesthesiology and neonatology. Sub-specialty back-up is available within 30 minutes for plastic surgery and ophthalmology. Telephone consult(s) is/are available immediately from all services.

Methods used to determine the appropriateness, clinical necessity and timeliness of support services provided directly or through referral:

Direct and referral services are determined through a multidisciplinary approach based upon the patient's condition and the response to the care plan during the ED encounter. Established policy and procedures, clinical practice guidelines, and the response to the plan of care are substantial and driving factors. A collaborative effort is initiated and encouraged throughout all disciplines involved to optimize the delivery of patient care. Integration of continuous feedback from patients, families, and care team members exists as an essential component for the ED's approach to a team-centric continuous improvement paradigm.

Regular meetings/sessions with physician leaders, nurse leaders, organization leadership, and other integral departments contribute to the departmental quality improvement effort through collaboration and communication. The Emergency Services Operations Council and subgroups are unit-based, multidisciplinary groups which evaluate effectiveness of care and offer suggestions for improvement.

Extent to which the level of care or service meets patient's needs: (availability of necessary staff, list any contracted staff, hours of operation if other than 24 hours/day, 7 days/week and method used for ensuring hours of operation meet the needs of the patients to be served with regard to availability and timeliness. **Please include the basic TYPES of quality metrics measured for your area.**)

The Emergency Department is operational 24 hours / 7 days per week.

Quality data and metrics and measures include, but are not limited to:

- Patient falls
- Patient falls with injury
- Patient satisfaction

- Blood culture contamination rates
- Medication safety events
- Medication barcode scanning rates
- Sepsis-related metrics
- Stroke-related metrics
- STEMI-related metrics
- Door-to-EKG mean times
- Median Time (in minutes) from ED Arrival to ED Departure for Admitted ED Patients
- Median Time (in minutes) from Admit Decision Time to ED Departure Time for Admitted Patients
- Median Time (in minutes) from ED Arrival to ED Departure for Discharged ED Patients
- Door to Diagnostic Evaluation by Qualified Medical Personnel
- Left Without Being Seen

Standards of practice/ practice guidelines, when available: (skill level of personnel/ complex or high level technical skills expected)

ED Nursing

The major determinants for the acceptable standards of care include, but are not limited to:

- The organizational Clinical Practice Guidelines
- Organizational and Emergency Department policies and procedures
- The Emergency Nurse's Association's "*Emergency Nursing: Scope and Standards of Practice*"

The emergency nursing plan of care is coordinated by the registered nurses with assistance provided by nursing assistive personnel (e.g. patient care associates, psychiatric care technicians, etc.). Emergency Department nursing staff complete yearly competency reviews as well as review of basic cardiac arrhythmia information, and time critical diseases that contribute to proficiency for identified care standards. Emergency Department staff complete annual computer-based learning modules as assigned by nursing leadership and/or nursing education. All Emergency Department registered nurses and nursing assistive personnel possess certification for basic life support (American Heart Association). All registered nurses possess certification in pediatric life support (American Heart Association). Emergency Department nursing provides and maintains sexual assault nurse examiner (SANE) providers comprising approximately 10% of all registered nurses. Emergency Department registered nurses receive introductory and ongoing education and training (e.g. classroom, practical/performance, high-fidelity simulation, etc.) for various pathophysiology's (e.g. trauma care, stroke, STEMI, etc.) to assure competency within the clinical environment. All emergency services nurses complete required annual training to address topics identified as focus areas per the organizational quality and performance improvement processes. All newly hired emergency services nurses will complete this training at time of hire and annually thereafter. Documentation of training will be maintained in staff personnel records.

Emergency Medicine

Emergency Medicine attending physicians are all board-certified emergency physicians or board-eligible.

Advanced Practice Providers (APP's) assigned to Emergency Medicine are board certified in their respective specialty.

All Emergency Medicine providers complete required annual training to address topics identified as focus areas per the organizational quality and performance improvement processes. All newly hired Emergency Medicine providers will complete this training at time of hire and annually thereafter. Documentation of training will be maintained in staff personnel records.

Scope of Care Clinical Departments

Approved by S. Sherman MD 1/29/26
Administrator/Director (date)

[Signature] 1/29/26
Medical Staff (date)

Department/ Patient Care Unit Name:

Department of Emergency Services – The Ohio State Wexner Medical Center, East Hospital

Types (and age range) of patients served:

The Emergency Department (ED) offers comprehensive emergency care 24 hours per day/7 days per week for all age ranges from the neonate to the geriatric patient. 28 treatment spaces are located in the ED.

The ED maintains the capability to provide care to a broad spectrum of medically ill and/or injured patients. The ED is an integral component of multiple specialty care service lines inherent to the organization to include, but not limited to:

- Trauma/Burn patients
- Hematology/Oncology patients
- Complex cardiology patients
- Post-Organ Transplant patients
- Mental Health patients
- Stroke patients

Patients present for care to the ED by variable means:

- Ambulatory
- Privately-owned vehicles
- Emergency Medical Services (EMS)
- Aeromedical transport agencies
- Private transport agencies
- Local law enforcement agencies

Scope and complexity of patient's care needs: (i.e. most frequent diagnosis; admission/discharge criteria, if appropriate)

The annual ED volume is observed at approximately 46,000 patients. Approximately 25% of patients presenting to the ED are admitted to the organization for ongoing evaluation and/or treatment of illness and/or injury.

Major and frequent diagnoses observed in the ED include, but are not limited to, the following:

- Myocardial infarction
- Poly trauma secondary to falls, motor vehicle collisions, acts of violence, industrial accidents, and farm/agriculture injuries
- Acute stroke
- Sepsis
- Acute respiratory failure

- Hematology/Oncology emergencies

The ED is provisioned and skilled to address any medical, surgical, pediatric, obstetric, gynecologic, mental health, trauma and/or orthopedic illness or injury. Multiple diagnostic and/or therapeutic modalities is/are available within the ED to include, but not limited to:

- Emergent care of critically ill and injured patients (e.g. multiple traumas, cardio-respiratory arrest, medical-surgical emergencies and non-emergent medical care.
- Radiological services (e.g. radiographs, computed tomography, magnetic resonance imaging, and ultrasound)
- Emergency procedures (e.g. endotracheal intubation, invasive hemodynamic monitoring, electrical cardioversion, temporary pacemaker insertion, thoracostomy tube placement, peritoneal lavage, reduction and splinting of fractures, and multiple other procedures as needed on an emergency basis)

Methods used to assess and meet patient's care needs: (includes services most frequently provided; policies/procedures; case management; team rounds; pathways)

ED Nursing

The ED Nursing leadership team includes:

- Director of Nursing
- Nurse Manager
- Assistant Nurse Manager
- Nursing Educator

The ED Nursing Care team reporting to the ED Nursing leadership team includes:

- Registered Nurses
- Patient Care Associates
- Paramedics
- Student Nurse Assistants
- Unit Clerical Associates

ED Nursing master staffing plans are reviewed and maintained by ED Nursing leadership. The master staffing plan outlines acceptable staffing levels for registered nurses and unlicensed nursing assistive personnel and is driven by departmental volume and acuity trends and identifies minimal acceptable staffing levels for all shifts and weekends.

Emergency Medicine

Medical care is provided by board certified (or board eligible) attending Emergency Medicine (EM) physicians, as well as EM resident physicians (PGY 1-3) and advanced practice providers. EM attending physicians are available 24-hours per day/7-days per week with a staffing pattern that is responsive to the daily volume pattern and trend. EM care is supplemented by rotational resident physicians from OB/GYN, Internal Medicine, Surgery, Family Practice, Oral Surgery, and Anesthesiology.

Certified Nurse Practitioners and Physician Assistants are employed through the spectrum of services and collaborate with the attending Emergency Medicine physicians in the provision of care.

Additional Medical Resources

In-hospital physician coverage and the ability for immediate and on-call specialty consultations are available for

the following specialties: internal medicine (all sub-specialties), surgery, radiology, , orthopedics, psychiatry (Tele-Psych or NP), anesthesiology. Patients sustaining trauma level 1 and 2 injuries, colo/rectal emergencies, hematology/oncology, and some otolaryngology, urology, plastic surgery, vascular surgery, neurosurgery, thoracic surgery, cardiac surgery, obstetrics/gynecology, pediatric, neonatal emergencies are stabilized and transferred by the appropriate level of care ambulance to the main campus ED for ongoing care. Patients requiring care from certain sub-specialty services are stabilized and transferred by the appropriate level of care ambulance to the main campus ED for Sub-specialty back-up is available within 30 minutes for plastic surgery, otolaryngology, urology, Telephone consult(s) is/are available immediately from all services.

Methods used to determine the appropriateness, clinical necessity and timeliness of support services provided directly or through referral:

Direct and referral services are determined through a multidisciplinary approach based upon the patient's condition and the response to the care plan during the ED encounter. Established policy and procedures, clinical practice guidelines, and the response to the plan of care are substantial and driving factors. A collaborative effort is initiated and encouraged throughout all disciplines involved to optimize the delivery of patient care. Integration of continuous feedback from patients, families, and care team members exists as an essential component for the ED's approach to a team-centric continuous improvement paradigm.

Regular meetings/sessions with physician leaders, nurse leaders, organization leadership, and other integral departments contribute to the departmental quality improvement effort through collaboration and communication. The Emergency Services Operations Council and subgroups are unit-based, multidisciplinary groups which evaluate effectiveness of care and offer suggestions for improvement.

Extent to which the level of care or service meets patient's needs: (availability of necessary staff, list any contracted staff, hours of operation if other than 24 hours/day, 7 days/week and method used for ensuring hours of operation meet the needs of the patients to be served with regard to availability and timeliness.

The Emergency Department is operational 24 hours / 7 days per week.

Quality data and metrics and measures include, but are not limited to:

- Patient falls
- Hand hygiene
- Patient satisfaction
- Blood culture contamination rates
- Medication safety events
- Medication barcode scanning rates
- Sepsis-related metrics
- Stroke-related metrics
- STEMI-related metrics
- Door-to-EKG mean times
- Median Time (in minutes) from ED Arrival to ED Departure for Admitted ED Patients
- Median Time (in minutes) from Admit Decision Time to ED Departure Time for Admitted Patients
- Median Time (in minutes) from ED Arrival to ED Departure for Discharged ED Patients
- Door to Diagnostic Evaluation by Qualified Medical Personnel
- Left Without Being Seen

Standards of practice/ practice guidelines, when available: (skill level of personnel/ complex or high level technical skills expected)

ED Nursing

The major determinants for the acceptable standards of care include, but are not limited to:

- The organizational Clinical Practice Guidelines
- Organizational and Emergency Department policies and procedures
- The Emergency Nurse's Association's "*Emergency Nursing: Scope and Standards of Practice*"

The emergency nursing plan of care is coordinated by the registered nurses with assistance provided by nursing assistive personnel (e.g. patient care associates, psychiatric care technicians, etc.). Emergency Department nursing staff complete yearly competency reviews as well as review of basic cardiac arrhythmia information, and time critical diseases that contribute to proficiency for identified care standards. Emergency Department staff complete annual computer-based learning modules as assigned by nursing leadership and/or nursing education. All Emergency Department registered nurses and nursing assistive personnel possess certification for basic life support (American Heart Association). All registered nurses possess certification in pediatric life support (American Heart Association). Emergency Department nursing provides and maintains sexual assault nurse examiner (SANE) providers comprising approximately 10% of all registered nurses. Emergency Department registered nurses receive introductory and ongoing education and training (e.g. classroom, practical/performance, high-fidelity simulation, etc.) for various pathophysiology's (e.g. trauma care, stroke, STEMI, obstetrical and gynecological topics, etc.) to assure competency within the clinical environment.

All emergency services nurses complete required annual training to address topics identified as focus areas per the organizational quality and performance improvement processes. All newly hired emergency services nurses will complete this training at time of hire and annually thereafter. Documentation of training will be maintained in staff personnel records

Emergency Medicine

Emergency Medicine attending physicians are all board-certified emergency physicians or board eligible.

Advanced Practice Providers (APP's) assigned to Emergency Medicine are board certified in their respective specialty.

All Emergency Medicine providers complete required annual training to address topics identified as focus areas per the organizational quality and performance improvement processes. All newly hired Emergency Medicine providers will complete this training at time of hire and annually thereafter. Documentation of training will be maintained in staff personnel records.

Scope of Care Clinical Departments

Approved by: Signed by: Tracy Bruder 2/3/2026
7B18E3A0FF0A4F2
Administrator/Director Date

DocuSigned by: Patrick Schneider 2/3/2026
0BE46B7677054EC...
Medical Staff Date

Effective 2/22/26

Department/Patient Care Unit Name:

Labor and Delivery / Antepartum/ OB Emergency Department

Antepartum

The Antepartum unit is an 18-bed unit on the 23rd floor of the University Hospital at OSU Wexner Medical Center. 2 rooms within the Antepartum unit meet facility requirements for ICU level of care.

Types (and age range) of patients served:

Patients admitted to the Antepartum area include:

- Women with obstetrical complications, from teen through mature childbearing ages.
- Postpartum patients, from teen through mature childbearing ages with additional monitoring needs not met on the postpartum unit.
- Gynecological patients with select conditions or procedures, from teen through older adult ages.
- Patients undergoing cervical ripening procedures.

Scope and complexity of patient's care needs:

Common medical diagnoses include but are not limited to multiple gestations, preterm labor, pregnancy induced hypertension, Preeclampsia, and diabetes in pregnancy. Patients may be placed for observation of conditions requiring less than 24 hours to resolve admitting decisions.

Labor and Delivery/ OBED

The Labor and Delivery unit is a 16-bed unit on the 23rd floor of University Hospital. It also contains 4 Operating rooms capable of delivering multiples, 3 recovery bays, and an 8 room OB Emergency Department (OBED). 2 rooms within the labor & delivery unit meet the facility requirements for ICU level of care.

Types (and age range) of patients served:

Labor and Delivery provides services to:

- Obstetrical patients 16 weeks gestation or greater with obstetrical complaints with or without comorbidities. Ages range from teen through mature childbearing ages.
- Newborns

Patients presenting unscheduled with concerns during pregnancy at 16 weeks gestation or greater and in the immediate postpartum period up to 6 weeks are seen and evaluated in the OBED as an outpatient to determine if admission or observation is required for their obstetrical care needs.

Scope and complexity of patient's care needs:

Common medical diagnoses include but are not limited to intrauterine pregnancy at term, preterm labor, pregnancy induced hypertension, preeclampsia, and diabetes in pregnancy. Immediate stabilization is provided to low and high-risk newborns. Pregnancy terminations for patients at risk for obstetrical complications are also provided. Pre-operative, Operative and post-anesthesia care provide for cesarean births, tubal ligations, and other obstetric or postpartum procedures.

As the Tertiary Region IV Perinatal Center for Central Ohio, Ohio State University Hospital receives maternal transfer patients monthly from the region requiring a higher level of care.

Methods used to assess and meet patient's care needs:

An interdisciplinary team approach is used in planning and implementing patient care. Provider/Nurse assessment of patient needs and the determination of patient progress and response to care are made on an ongoing basis. Providers primarily include Obstetricians, Certified Nurse Midwives, Residents, Family Medicine physicians, Pediatricians, Neonatologists, Anesthesiologists, CRNAs, Intensivists, Maternal Fetal Medicine (MFM) specialists, and Fellows. Additional services are provided by Nursing Manager/ Assistant Nurse Managers, Lactation Consultants, Nursing Educators, Social Workers, Pastoral Care, Bereavement Counselors, Infection Control, Pharmacy, Respiratory Therapy, Decedent Affairs, and Dietary.

Methods used to determine the appropriateness, clinical necessity and timeliness of support services provided directly or through referral:

Clinical care is determined through multidisciplinary evaluation and follow-up on the effectiveness of care provided. Trends are examined through quality improvement team review and recommended changes of practice originate through multidisciplinary collaboration.

Ongoing monitoring and evaluation of the process that addresses the important aspects of care is a shared responsibility among disciplines. Feedback from patients, families, physicians, regional referral sources and other health professionals is considered. Regulatory requirements such as the Ohio Department of Health (ODH) Maternity Licensure Rules, ODH

annual and other survey results, and Joint Commission on Accreditation of Health Care Organizations (JCAHO) standards and alerts are incorporated into the planning of services. Internal results from root cause analyses, failure mode effect analyses and monitoring of process measures also guide appropriateness of services.

Extent to which the level of care or service meets patient's needs:

L&D/ Antepartum/ OBED are 24-hour, 7 day-a-week clinical settings. Nursing care is provided by Registered Nurses and Patient Care Associates. Nursing staffing is budgeted on patient days or units of service and appropriate professional practice standards. Additional support is provided by Registration staff, Certified Scrub Technicians (CST's), Patient Experience representatives, and unlicensed clerical associates (UCA's). Staffing is based on patient acuity/activity/census. Volunteers from unit staffing are solicited for additional staffing needs. If no volunteers are available, supplemental staff from the Women & Infant's Float Pool or Internal Float Pool is solicited.

Standards of practice/practice guideline, when available:

Comprehensive obstetrics, gynecology and newborn care is provided by competent staff as determined by annually updated staffing plans, acuity determinations and American Academy of Obstetricians and Gynecologists (ACOG) and American Academy of Pediatrics (AAP) and AWHONN staffing recommendations. Nursing Division Standards of Practice as well as Department and Unit specific standards of practice apply. Registered Nurses are assisted by Patient Care Associates/Student Nurse Associates, and Unit Clerical Associates.

Registered Nurses demonstrate competency specific to the scope of service, including Neonatal Resuscitation and Advanced Cardiac Life Support (ACLS) in L&D and OBED. Competencies are maintained through annual training, simulation, divisional and departmental specific training, and attendance at relevant conferences. Certification specialties are recognized. Certification in Electronic Fetal monitoring (EFM) is required for RNs after 18 months of service.

All obstetrics and emergency services nurses and providers complete required annual training to address topics identified as focus areas per the organizational quality and performance improvement processes. All newly hired obstetrics and emergency services nurses and providers will complete this training at time of hire and annually thereafter. Documentation of training will be maintained in staff personnel records.

Admission criteria for L&D are labor, induction of labor, scheduled cesarean section, imminent delivery and/or complications of pregnancy. Discharge criteria included discharge from the recovery room post-partum or when complications are stabilized. Transfer to adult intensive care units may be indicated for complex multi-system care before or following delivery. Decisions regarding nursery admissions are based upon NICU admission criteria and level 1 well-baby nursery standards.

Unit and Department specific policies and procedures guide patient assessment and care. An interdisciplinary approach by the health care providers noted is used in standards development. Additionally, Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN), Association of Perioperative Registered Nurses (AORN), American Academy of Anesthesia, Society of Obstetric Anesthesia Providers (SOAP), and American College of Obstetricians and Gynecologists (ACOG) and American Academy of Pediatrics (AAP) standards are used as well as OSUMC Division standards.

Rev. 1/3/07
3/5/08
3/23/09
2/1/2010
2/16/2024
2/22/2026

Scope of Care Clinical Departments

Approved by:

<u>Naresh Kumar MSURK</u>	<u>1/15/26</u>
Administrator/Director	Date
<u>DR</u>	<u>1/20/26</u>
Medical Director	Date
<u>Conrad Camp</u>	<u>1/26/26</u>
Medical Director	Date

Effective: 2/22/26

Department/ Patient Care Unit Name:

The Department of Women and Infant Nursing – Postpartum/ Nursery Unit

The Postpartum/ Nursery Unit at Ohio State Wexner Medical Center (OSUMC) has 49 Postpartum rooms on the 24th floor along with 48 nursery beds within the north and south nurseries and 49 nursery beds within the patient care rooms. The unit is capable of providing continuous cardiac monitoring for patients needing this type of service.

Types (and age range) of patients served:

The Postpartum/ Nursery Unit provides care to women of teen to mature adult ages, seeking Obstetric and Gynecologic services. Additionally, normal and continuing newborn care is provided until discharge. The unit fulfills the following important aspects of care:

- Routine and high-risk Postpartum care
- Routine Newborn care
- Capability to resuscitate and stabilize newborns in the nursery consistent with NRP
- Transfer of the newborn to NICU when appropriate
- Management of unanticipated postpartum complications and emergencies
- Patient safety (newborn and adult)
- Post-procedure pain management
- Patient education (newborn care, postpartum/gynecology self-care, nutrition care, newborn feeding)
- Care of stable postpartum patients with IV Magnesium therapy
- Care of the non-infectious gynecological patient
- Non-infectious postpartum readmissions
- Stable non-viable antepartum patients not requiring continuous monitoring (based on bed availability on Maternal Special Care)
- Care of stable postpartum patients requiring continuous physiological monitoring.

Scope and complexity of patient's care needs: (i.e. most frequent diagnosis; admission/discharge criteria, and follow up referral if appropriate)

Range of diagnoses includes but not limited to post-partum, newborn, postpartum sterilizations, non-infectious gynecological, and stable postpartum complications. Postpartum patients may also have a variety of comorbidity diagnosis including Chronic hypertension, preeclampsia, diabetes, asthma, etc.

Methods used to assess and meet patient's care needs: (includes services most frequently provided) policies/procedures, clinical guidelines, Lippincott, case management, team rounds, and pathways.

Patients may arrive from: Labor and Delivery, the outpatient obstetrical (OB) clinics, home, the main operating room, the Emergency Department, referrals from outlying physicians and hospitals, or transferred from other areas within the Medical Center. An interdisciplinary team approach is used in planning and implementing patient care. Physician/Nurse assessment of patient needs and the determination of patient progress and response to care are made on an ongoing basis. Physicians (Attending, Fellow, and Resident) primarily include obstetricians, maternal fetal medicine specialists, anesthesiologists, pediatricians and neonatologists, Family Medicine Physicians, CRNA's, residents, and fellows. Certified Nurse Midwives and Nurse Practitioners may be credentialed to provide care. Additional services are provided by a Case Manager, Lactation Consultants, Nursing Educators, Social Workers, Pastoral Care Personnel, Bereavement Counselors, Infection Control Personnel, Pharmacists, Respiratory Therapists, Audiology Personnel, Occupational/Physical Therapists, Researchers, Decedent Affairs, and Dietary Personnel. Collaborative meetings occur to address individual needs.

Unit and Department specific policies and procedures guide patient assessment and care. An interdisciplinary approach by the health care providers noted is used in accepted professional standards and development. Additionally, Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN), Association of Perioperative Registered Nurses (AORN), American College of Obstetricians and Gynecologists (ACOG), American Academy of Anesthesia, Society of Obstetric Anesthesia Providers (SOAP), and American Academy of Pediatrics (AAP) standards are important resources used to inform unit policies and standards.

Methods used to determine the appropriateness, clinical necessity and timeliness of support services provided directly or through referral: (determination and evaluation)

Ongoing monitoring and evaluation of the processes that address the important aspects of care is a shared responsibility among disciplines. Feedback from patients, families, physicians, regional referral sources and other health professionals is considered.

Regulatory requirements such as the Ohio Department of Health (ODH) Maternity Licensure Rules, ODH annual and other survey results, Centers for Medicare and Medicaid (CMS), and The Joint Commission (TJC) standards and alerts are incorporated into the planning of services.

Professional standards including AWHONN, ACOG, AORN, AAP, SOAP, and Magnet Accreditation are also used in planning and evaluating services.

Internal results from event reporting, root cause analyses, failure mode effect analyses, debriefing, and monitoring of process measures also guide appropriateness of services.

Extent to which the level of care or service meets patient's needs: (availability of necessary staff, list any contracted staff, hours of operation if other than 24 hours/day, 7 days/week and method used for ensuring hours of operation meet the needs of the patients to be served with regard to availability and timeliness)

Inpatient services are provided 24 hours per day, 7 days per week. Twenty-four-hour support includes in-house obstetrical, pediatric, anesthesia, lab, blood bank, radiology, lactation support, respiratory, biomedical engineering services and pharmacy services. Social workers are in-house or on-call, dietary support is provided via the Hospital Administrative Manager during the off-shifts; 7 days per week.

Nursing staff is budgeted based upon units of service/patient days and staffing is adjusted dependent upon patient census/acuity/activity. Volunteers from unit staff are solicited for additional staffing needs. If there are no volunteers, supplemental staff from the Women/ Infant's Float Pool or Internal Float Pool staff are solicited.

Standards of practice/ practice guidelines, when available: (skill level of personnel/ complex or high-level technical skills expected)

Staff provide comprehensive obstetrical, gynecological, and newborn care in a competent manner as determined by annual clinical proficiencies. Nursing Division Standards of Practice as well as Department and Unit specific standards of practice apply. Registered Nurses are assisted by Patient Care Associates, Student Nurse Associates and Unit Clerical Associates.

Registered Nurses demonstrate competency specific to the scope of service, including Neonatal Resuscitation and post resuscitation care, and BLS for the Health Care Provider. Certification specialties are recognized and Clinical Ladder 3 and 4 staff serve as clinical leaders. Competencies are maintained through annual trainings, simulations, departmental specific trainings, and attendance at relative conferences.

Opportunities are provided for medical students, residents, fellowships, and nursing students, for medical and nursing education. The department plays an active role in participating with clinical, obstetrical and neonatal research.

Rev. 1/31/07
2/16/08
2/14/09
4/12/10
2/2/2011
11/24/14
10/20/17
11/3/24
2/22/26



NATIONWIDE CHILDREN'S HOSPITAL NICU at The Ohio State University Wexner Medical Center

I. SCOPE OF SERVICE

Neonatal Network at Nationwide Children's Hospital provides clinical management to moderately and critically ill newborns locally, regionally and in some cases Nationally. The Nationwide Children's Hospital NICU at The Ohio State University Wexner Medical Center (hereinafter referred to as 'OSUWMC') is a level III NICU consisting of 51 of the Network's 305 NICU beds.

The Neonatal Network at Nationwide Children's Hospital operates a Transport Program to transport and medically manage premature or sick newborns during their transport from OSUWMC to Nationwide Children's Hospital. Professional education, case review and consultation are provided by Nationwide Children's Hospital.

Medical/Surgical conditions for patient admissions to the NICU at OSUWMC include but are not limited to prematurity, associated complications of prematurity (i.e., necrotizing enterocolitis, intraventricular hemorrhage, patent ductus arteriosus, bronchopulmonary dysplasia), sepsis, multiple birth, perinatal asphyxia, congenital heart defects, persistent pulmonary hypertension, surgical conditions, Neonatal Abstinence Syndrome, and congenital anomalies. Newborns requiring ECMO, surgery and post-operative care are managed in the NICU's at Nationwide Children's Hospital's Main Campus.

Patient care is managed by attending neonatologists and hospitalists, surgeons, pediatric subspecialists, fellows, residents, Neonatal/Pediatric Nurse Practitioners and Physician Assistants. Patient care staff includes the Program Manager, Clinical Leaders/Clinical Nurse Managers/Clinical Managers/Assistant Nurse Managers, Care Coordinators, Unit Based Educators, Registered Nurses, and Respiratory Therapists. Patient Support Assistant, Student Nurse Assistant, and Unit Clerks work under the direction of a Registered Nurse. Patient care is managed through a systematic team approach based on patient needs and the level of nursing skill needed. Additional interdisciplinary staff include nutritionists, clinical pharmacist, occupational/physical/speech pathology therapists(s), Child Life specialists, social worker(s), lactation consultants, milk technicians, chaplains and parent advisors.

The newborn's outcome is optimized through individualized developmental care, parent involvement, discharge planning and education. It is important that families possess the necessary skills and the personal and community support systems to adequately care for their baby. An interdisciplinary health care team works collaboratively to accomplish the medical needs of the baby and the educational, emotional and spiritual needs of the family.

II. CARE PROVIDED TO NEWBORNS

1. Infants who require ventilatory support for respiratory distress, who require close observation, frequent ventilator changes and availability of physician, respiratory therapist, and nursing personnel familiar with ventilatory equipment.
2. Stabilization of newborns with surgical conditions who require close observation due to significant hemorrhage, hypotension, electrolyte imbalance, or respiratory insufficiency
3. Newborns with vital sign instability.

4. Newborns with hyperbilirubinemia for exchange transfusion will be monitored, transferred to Nationwide Children's Hospital Main Campus.
5. Newborns requiring service of subspecialists such as cardiologists, surgeons, cardiothoracic surgeons, urologists, geneticists.
6. Newborn infants requiring life support (i.e., ventilator, CPAP, nitric oxide, ECMO).
7. Newborn infants suffering from opiate and other substance withdrawal.
8. Infants with bronchopulmonary dysplasia

The above list is not all inclusive and there may be patients who do not meet the criteria who will be admitted to the NICU at the discretion of the NICU Unit's Medical Director.

III. FAMILY CENTERED AND DEVELOPMENTAL CARE

1. Provide therapeutic positioning through appropriate body alignment and devices to reduce nursery-acquired positioning disorders.
2. Optimize the environment and care-giving techniques to enhance newborn sleep states.
3. Advance oral feedings based on newborn's phase of development and individual abilities.
4. Incorporate parents in the decision-making and care of their newborn.
5. Assist parents with the crisis of high-risk birth and NICU environment.
6. Assist parents with coping related to grief and loss
7. Assist parents with identifying individual behavioral cues exhibited by their newborn.
8. Provide overnight accommodation in a dedicated space for the parent and their infant to promote confidence in care-giving skills.
9. Provide comprehensive parent education.
10. Prematurity

Originated: 6/91

Revised: 8/92, 7/97, 1/02, 1/03, 12/06, 11/07, 12/09, 3/10, 9/12, 10/12, 11/12, 10/21, 1/26

Reviewed: 1/2026

1/5/2026

Service Plan

Program	Description	Service Schedule	Coverage/Staffing	Coverage for Staff Shortages
<p>Newborn Intensive Care Unit (NICU) at The Ohio State University Wexner Medical Center (OSMC)</p>	<p>51 bed Level III NICU</p> <p>Number of Beds: 51</p> <p>ADC: 36</p> <p>Average Length of Stay: Varies depending on diagnosis.</p> <p>Age of Population: Neonatal Period</p> <p>Common Diagnoses: Prematurity, Respiratory Distress, R/O Sepsis, NAS</p> <p>Common Procedures: Radiology procedures, lumbar puncture, lab specimens, IV placements, central line maintenance, circumcision, chest tube, advance airway management, congenital anomalies, feeding disorders, EXIT deliveries in collaboration with the host Labor & Delivery</p>	<p>Seven days a week, 24 hours a day</p>	<p>All patients have care delivery available by the following: Attending Physician, Fellow, 0-1 Residents (Obstetric or Family Practice Physician during elective rotation), and 1-3 Neonatal Nurse Practitioners.</p> <ul style="list-style-type: none"> ● The patient care staff consists of: Student Nurse Assistant (SNA), Registered Nurses (RN), Registered Respiratory Therapists (RRT), Patient Care Assistants (PCA), and Unit Coordinators. ● The typical staffing ratio for caregivers is 1:2 to 1:4. ● Other subspecialists available within the unit are clinical nutrition, human milk technician, lactation, case management, medical social services, occupational therapist, physical therapist that assesses developmental needs, pharmacist, nursing educator, pastoral care, Assistant Nurse Manager. 	<p>Staff shortages can be covered by the following:</p> <ol style="list-style-type: none"> 1. Discuss staffing needs with nursing supervisor at NCH 2. Calling in IRP staff 3. Utilizing part-time staff 4. Utilizing overtime for full-time staff 5. Utilizing incentive pay programs for all staff, in coordination with host hospital 6. Agency staff

Service Plan

Program	Description	Service Schedule	Coverage/Staffing	Coverage for NNP Shortages
<p>Neonatal Nurse Practitioner at OSU Wexner Medical Center</p>	<p>Neonatal Nurse Practitioners (NNPs) care for newborns and their families in the 42 bed Level III NICU. The Neonatal Nurse Practitioner (NNP) is expected to provide case management of the patients in the NICU which includes a thorough physical assessment, review of laboratory and radiologic findings, development of a problem list and overall plan of care for the infant. The NNP also attends all high-risk deliveries and provides initial stabilization interventions as needed. The NNP follows procedures for advanced nursing skills (i.e., intubation, central line placement, chest tubes, labs, etc.)</p>	<p>Seven days a week, 24 hours a day</p>	<p>All patients have care delivery by the following: ● Attending Physician, Neonatal Fellow, Medical Residents, and NNP 24 hours a day / 7 days a week.</p>	<p>Staff shortages can be covered by the following: 1. Rearranged scheduled day 2. Variable scheduling 3. Overtime 4. Use of contingent staff 5. Use of incentive programs for staff 6. Medical staff “moonlighting”</p>

APPROVAL OF THE UNIVERSITY FOUNDATION REPORT

Synopsis: Approval of the University Foundation Report as of January 31, 2026, is proposed.

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

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

WHEREAS this report includes: (i) the establishment of five (5) endowed chairs as part of the Provost's Endowed Chair Matching Program: The Endowed Chair in Comparative and Translational Oncology and Biomedical Research, The Endowed Chair in Comparative and Translational Parasitic and Infectious Diseases, the Endowed Chair in Comparative and Translational Immunology, Oncology, and Vaccinology Research, the Excellence in Veterinary Care Diagnostic Imaging Chair in the College of Veterinary Medicine, the Kokosing Construction Management Endowed Chair; one (1) endowed chair: The Paul L. Wright Chair in Agricultural Law; eight (8) endowed chair funds as part of the Provost's Endowed Chair Matching Program: the James and Patricia Dietz Endowed Chair Fund in Chemical Engineering, the Bernard and LaJune Cohen Endowed Chair Fund in Neurodegenerative Disease Research, the Libby and Rick Germain Chair Fund in Cancer Research, The Tom and Debra Feeney Family Endowed Chair Fund in Psychiatry and Behavioral Health, The John and Alix Ankele Endowed Chair Fund in Human Ethics, the Franklin Foundation Endowed Chair Fund, The Susan and Grant Douglass and Family Endowed Chair Fund in Pain Management, and the Buckeye Cruise for Cancer Chair Fund in Cancer Research; two (2) endowed professorships: the Bertha Lamme Professorship and the Maryann Z. and Larry Kennedy Endowed Professorship in Drug Discovery; seven (7) scholarships as part of the Scarlet and Gray Advantage Endowed Matching Gift Program; two (2) scholarships as part of the Joseph A. Alutto Global Leadership Initiative and forty-seven (47) additional named endowed funds; (ii) the revision of fourteen (14) named endowed funds; (iii) the closure of one (1) named endowed fund:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves The Ohio State University Foundation Report as of January 31, 2026.

	Amount Establishing Endowment*	Total Commitment
<u>Establishment of Named Endowed Professorship</u> (University)		
Bertha Lamme Professorship Established March 5, 2026, with a fund transfer by the College of Engineering; supports a professorship position in the College of Engineering. If the position is vacant, the annual distribution may be used to support faculty in the college.	\$1,320,000.00	\$1,320,000.00
<u>Establishment of Named Endowed Funds</u> (University)		
Professor Herb Asher Internship Fund Established March 5, 2026, with a fund transfer by the College of Arts and Sciences of gifts from friends, family and colleagues of Herb Asher; supports students who are enrolled in the College of Arts and Sciences, majoring in political science, and are interning or plan to intern with city, county, state, or federal government entities. If no students meet the selection criteria, support will be open to all students who are enrolled in the college and are majoring in political science. The college desires support be awarded in amounts greater than \$1,000. Support may be awarded in varying amounts based on student enrollment, available funding, and other factors.	\$100,050.20	\$100,050.20
BCP Graduate Research Associate Support Fund Established March 5, 2026, with a fund transfer by the College of Medicine; supports the stipend, benefits, and tuition of post-candidacy graduate research associate(s) in the Department of Biological Chemistry and Pharmacology.	\$100,000.00	\$100,000.00
<u>Change in Name and Description of Named Endowed Funds</u> (University)		
From: The David E. (BA 1988) and Tamara E. Harrison Diversity Scholarship Fund To: David E. and Tamara E. Harrison Scholarship Fund		
<u>Change in Description of Named Endowed Funds</u> (University)		
Theresa Lucille Brown Adams Scholarship Fund		
<u>Establishment of Named Endowed Chairs</u> (Foundation)		

<p>The Endowed Chair in Comparative and Translational Oncology and Biomedical Research Established March 5, 2026, with gifts from Duncan Alexander and matching funds as part of the Provost's Endowed Chair Matching Program; supports a chair position in the College of Veterinary Medicine focused on comparative and translational oncology and biomedical research with a special interest in bladder cancer and/or other cancers that affect both humans and animals. Candidates shall be a DVM or equivalent degree with experience and expertise in this area of research as a clinician scientist with a comparative biomedical background through a One Health approach. If the position cannot be filled with a person with these research interests and expertise, and/or if there is no longer a need for this area of research, the annual distribution will be used to support a chair position in the College of Veterinary Medicine focused on comparative and translational biomedical research of other diseases that impact both people and animals (e.g., infectious diseases, endocrine diseases, digestive diseases, etc.) If the position is vacant, the annual distribution may be used to support comparative and translational biomedical research related to start-up, special circumstances, and/or bridge funding consistent with the language above, and/or reinvested into the endowed fund at the discretion of the highest ranking official in the College of Veterinary Medicine or his/her designee.</p>	<p>\$5,295,454.55</p>	<p>\$5,295,454.55</p>
<p>The Endowed Chair in Comparative and Translational Parasitic and Infectious Diseases Established March 5, 2026, with gifts from Duncan Alexander and matching funds as part of the Provost's Endowed Chair Matching Program; supports a chair position in the College of Veterinary Medicine focused on comparative and translational parasitic (internal and external) diseases that can affect both animals and people. Candidates shall be a DVM and/or PhD or equivalent degree(s) with experience and expertise in this area of research as a clinician scientist with a comparative biomedical background through a One Health approach. The position holder shall be appointed and reviewed in accordance with the then current guidelines and procedures for faculty appointment. If the position cannot be filled with a person with these research interests and expertise, and/or if there is no longer a need for this area of research, the annual distribution will be used to support a chair position in the college focused on comparative and translational infectious disease research that impacts both people and animals. Expenditures shall be approved in accordance with the then current guidelines and procedures established by the college. If the position is vacant, the annual distribution may be used to support comparative and translational biomedical research related to start-up, special circumstances, and/or bridge funding consistent with the language above, and/or reinvested into the endowed fund at the discretion of the highest ranking official in the college or his/her designee. After the death of the donor, the fund name shall be revised to The Duncan Alexander Endowed Chair in Comparative and Translational Parasitic and Infectious Diseases.</p>	<p>5,045,454.55</p>	<p>\$5,045,454.55</p>

<p>Endowed Chair in Comparative and Translational Immunology, Oncology, and Vaccinology Research Established March 5, 2026, with gifts from Laurel A. Hirt (BS 1974, DVM 1982) and matching funds as part of the Provost's Endowed Chair Matching Program; supports a chair position in the College of Veterinary Medicine focused on comparative and translational immunology, oncology, vaccinology and biomedical research. Preferred candidates should hold a DVM, MD or other professional health science degree and/or a PhD with experience and expertise in comparative biomedical research through a One Health approach. If the position cannot be filled with a person with these research interests and expertise, and/or if there is no longer a need for this area of research, the annual distribution will be used to support a chair position in the College of Veterinary Medicine focused on comparative and translational biomedical research of other diseases that impact both people and animals. If the position is vacant, the annual distribution may be used to support comparative and translational biomedical research related to start-up, special circumstances, and/or bridge funding consistent with the language above, and/or reinvested into the endowed fund at the discretion of the highest-ranking official in the College of Veterinary Medicine or his/her designee.</p>	<p>\$5,000,000.00</p>	<p>\$5,000,000.00</p>
<p>Excellence in Veterinary Care Diagnostic Imaging Chair in the College of Veterinary Medicine Established February 10, 2022, with a gift from Laurel A. Hirt. Additional gifts from the donor and matching funds as part of the Provost's Endowed Chair Matching Program were received, Supports an endowed chair in the College of Veterinary Medicine. The holder of the position shall be focused on diagnostic imaging with a preference for someone involved in patient care, research and discovery, and training the next generation of veterinarians and veterinary specialists. If the position is vacant, the annual distribution may be used to support the faculty in the college. Revised March 5, 2026.</p>	<p>\$5,000,000.00</p>	<p>\$5,000,000.00</p>

<p>Kokosing Construction Management Endowed Chair Established March 5, 2026, with gifts from Kokosing Inc., Wm. Brian Burgett (BS 1973), and matching funds as part of the Provost's Endowed Chair Matching Program; supports a chair position in the College of Food, Agricultural, and Environmental Sciences to be held by the highest ranking official in the construction management program. The position holder is expected to be active in engaging with both local and national construction management industry partners. This includes, but is not limited to, cultivating relationships with industry partners who serve on the construction management industry advisory council, connecting students with internships and job opportunities, collecting data on student outcomes and program success, and other initiatives benefiting the construction management program. The position holder shall provide leadership for the 4-year construction management program on the Columbus campus and will coordinate, and where appropriate, provide leadership of the 2-year construction management program at Ohio State ATI, while also teaching and/or conducting research in the construction management field. This individual shall also be responsible for fostering alignment of construction management with any other related programs for mutual benefit and optimization of teaching and laboratory resources. Expenditures may include, but are not limited to, equipment and supplies for the construction management program, recruitment of students to the construction management program, salary and benefits of the chair holder, salary and benefits of staff, and other emerging expenses of the construction management program. If the position is vacant, the annual distribution may be used to support faculty, programming, equipment, or supplies aligning with and supporting the construction management program.</p>	<p>\$5,000,000.00</p>	<p>\$5,000,000.00</p>
<p>The Paul L. Wright Chair in Agricultural Law Established September 22, 2006, with gifts from Paul L. Wright and others; supports a tenure track faculty position in the Ohio State University Extension. In addition to supplementing the salary of the chair position, the annual distribution may continue to be used to support the current Agricultural Law Program in the College of Food, Agricultural, and Environmental Sciences. Revised March 5, 2026.</p>	<p>\$1,842,188.93</p>	<p>\$1,842,188.93</p>
<p><u>Establishment of Named Endowed Professorship (Foundation)</u></p>		

<p>Maryann Z. and Larry Kennedy Endowed Professorship in Drug Discovery Established May 20, 2021, with gifts from Maryann Z. Kennedy (BS 1978) and Lawrence D. Kennedy; supports a professorship position in the College of Pharmacy focused on advancing drug discovery. The position holder shall be appointed and reviewed in accordance with the then current guidelines and procedures for faculty appointment. If the position is vacant, the annual distribution may be used to support the faculty in the College of Pharmacy focused on advancing drug discovery. Expenditures shall be approved in accordance with the then current guidelines and procedures established by the college. If the principal balance of the Fund reaches the required endowment funding level \$3,500,000 to establish a chair, by December 31, 2029, the fund name shall be revised to the Maryann Z. and Larry Kennedy Endowed Chair in Drug Discovery. Thereafter, the annual distribution shall support a chair position in the College of Pharmacy focused on advancing drug discovery. Revised May 18, 2023, and March 5, 2026.</p>	<p>\$1,001,350.00</p>	<p>\$1,001,350.00</p>
<p><u>Establishment of Named Endowed Chair Fund (Foundation)</u></p>		
<p>James and Patricia Dietz Endowed Chair Fund in Chemical Engineering Established March 5, 2026, with gifts from James F. Dietz (BCE 1969, MS 1970) and Patricia C. Dietz and matching funds as part of the Provost's Endowed Chair Matching Program; if the principal balance of the fund reaches the required chair funding level of \$3,500,000 by December 31, 2030, shall support a chair position in in the William G. Lowrie Department of Chemical and Biomolecular Engineering to recruit or retain an outstanding early to mid-career candidate focused on the intersection of medicine with chemical engineering, including technologies to promote human health. If no candidates meet the selection criteria, the position will be open to all candidates of any career level in the department. Prior to full funding, the annual distribution shall be held in the distribution fund to be used in subsequent years, and/or reinvested in the endowment principal at the discretion of the highest ranking official in the College of Engineering or his/her designee. If the position is vacant, or if full funding is not reached, the annual distribution may be used to support mid-career faculty in the department focused on the intersection of medicine with chemical engineering, including technologies to promote human health. If no candidates meet the selection criteria, support will be open to all faculty in the department.</p>	<p>\$3,043,598.86</p>	<p>\$3,500,000.00</p>

<p>Bernard and LaJune Cohen Endowed Chair Fund in Neurodegenerative Disease Research Established March 5, 2026, with gifts from the Bernard and LaJune Cohen family and matching funds as part of the Provost's Endowed Chair Matching Program; if the principal balance of the fund reaches the required chair funding level of \$3,500,000 by December 31, 2030, shall support a chair position in the Department of Neurology to recruit or elevate an accomplished faculty member, whose primary function is conducting research in neurodegenerative diseases, advancing innovative, high-impact research across the spectrum of neurodegenerative disorders, with an emphasis on Parkinson's Disease and related conditions. If no candidates meet the criteria above, the chair position shall be open to all faculty in the department. Prior to full funding, if the position is vacant, or if full funding is not reached, the annual distribution may be used to support faculty in the department. The position holder shall be appointed and reviewed in accordance with the then current guidelines and procedures for faculty appointment. Expenditures shall be approved in accordance with the then current guidelines and procedures established by the College of Medicine.</p>	<p>\$2,981,172.43</p>	<p>\$3,500,000.00</p>
<p>Libby and Rick Germain Chair Fund in Cancer Research Established March 5, 2026, with gifts from Elizabeth Banbury Germain (BA 1982) and Richard Baily Germain and matching funds as part of the Provost's Endowed Chair Matching Program; if the principal balance of the fund reaches the required chair funding level of \$3,500,000 by December 31, 2030, shall support a chair position in The Ohio State University Comprehensive Cancer Center – Arthur G. James Cancer Hospital and Richard J. Solove Research Institute (OSUCCC – James) focused on cancer research in the area of greatest need as determined by the highest ranking official in the OSUCCC – James or his/her designee. Prior to full funding, if the position is vacant, or if full funding is not reached, the annual distribution may be used to support faculty in the OSUCCC – James.</p>	<p>\$1,166,665.65</p>	<p>\$3,500,000.00</p>
<p>The Tom and Debra Feeney Family Endowed Chair Fund in Psychiatry and Behavioral Health Established March 5, 2026, with gifts from Thomas M. Feeney and Debra F. Feeney and matching funds as part of the Provost's Endowed Chair Matching Program; if the principal balance of the fund reaches the required chair funding level of \$3,500,000 by December 31, 2030, shall support a chair position in the Department of Psychiatry and Behavioral Health. Candidates should be specialized in assessing and treating mood and anxiety disorders, especially in late adolescents and young adults. Prior to full funding, if the position is vacant, or if full funding is not reached, the annual distribution may be used to support faculty in the department.</p>	<p>\$875,000.00</p>	<p>\$3,500,000.00</p>

<p>The John and Alix Ankele Endowed Chair Fund in Human Ethics Established March 5, 2026, with gifts from John Mowery Ankele and Mary Alix Ankele and matching funds as part of the Provost's Endowed Chair Matching Program; supports a chair position at The Ohio State University at Newark if the principal balance of the fund reaches the required chair funding level of \$3,500,000 by December 31, 2030. Prior to full funding, if the position is vacant, or if full funding is not reached, the annual distribution may be used to support faculty at OSU Newark.</p>	<p>\$463,324.80</p>	<p>\$3,500,000.00</p>
<p>Franklin Foundation Endowed Chair Fund Established March 5, 2026, with gifts from the Franklin Foundation Inc. and matching funds as part of the Provost's Endowed Chair Matching Program, in memory of their parents, Jack and Sally Havens. Jack served on the board of the OSU Hospitals and as a trustee of the Ohio State University from 1977 – 1986. This gift was made to help improve the lives of patients with traumatic brain and spinal cord injuries. This gift also recognizes Dr. Manual Tzagournis, Dr. Hagop Mekhjian and Dr. Andrew Thomas for their commitment, leadership, and patient care at The Ohio State University Wexner Medical Center. If the principal balance of the fund reaches the required chair funding level of \$3,500,000 by December 31, 2030, shall support a chair position in the Department of Physical Medicine and Rehabilitation. Candidates should have an emphasis on research and/or clinical care in traumatic brain injury, spinal cord injury and/or neurological-related rehabilitation. Prior to full funding, if the position is vacant, or if full funding is not reached, the annual distribution may be used to support faculty in the department focused on research and/or clinical care in traumatic brain injury, spinal cord injury and/or neurological-related rehabilitation.</p>	<p>\$700,000.00</p>	<p>\$3,500,000.00</p>
<p>The Susan and Grant Douglass and Family Endowed Chair Fund in Pain Management Established March 5, 2026, with gifts from Grant L. Douglass and Susan G. Douglass and matching funds as part of the Provost's Endowed Chair Matching Program; if the principal balance of the fund reaches the required chair funding level of \$3,500,000 by December 31, 2030, shall support a chair position in the Department of Anesthesiology focused on pain management research. Prior to full funding, if the position is vacant, or if full funding is not reached, the annual distribution may be used to support pain management research in the department.</p>	<p>\$649,186.09</p>	<p>\$3,500,000.00</p>

<p>Buckeye Cruise for Cancer Chair Fund in Cancer Research Established March 5, 2026, with gifts from friends of the Buckeye Cruise for Cancer and matching funds as part of the Provost's Endowed Chair Matching Program; if the principal balance of the fund reaches the required chair funding level of \$3,500,000 by December 31, 2030, shall support a chair position in The Ohio State University Comprehensive Cancer Center – Arthur G. James Cancer Hospital and Richard J. Solove Research Institute (OSUCCC – James) focused on cancer research in the area of greatest need as determined by the highest ranking official in the OSUCCC – James or his/her designee. Prior to full funding, if the position is vacant, or if full funding is not reached, the annual distribution may be used to support faculty in the OSUCCC – James.</p>	<p>\$459,154.56</p>	<p>\$3,500,000.00</p>
<p><u>Establishment of Named Endowed Funds (Foundation)</u></p>		
<p>Joseph G. Perko Endowed Fund for PhD Students Established March 5, 2026, with a gift from the estate of an anonymous donor; provides one or more travel or research grant(s) to PhD students in the College of Arts and Sciences in the Departments of History or History of Art, or their successors, whose focus is on any aspect of European Medieval or Renaissance life or history, with preference given to candidates whose primary focus is any aspect of Medieval or Renaissance Croatia. If no students meet the first selection criteria, the travel or research grants(s) will be open to all PhD students enrolled in the Departments of History or History of Art in the College of Arts and Sciences or their successors.</p>	<p>\$1,187,134.83</p>	<p>\$1,187,134.83</p>
<p>The Prasad Family Scholarship Established March 5, 2026, with gifts from Krishna Prasad (MBA 1996) and Rupa Prasad; provides one or more scholarships to MBA students who are enrolled in the Max M. Fisher College of Business. It is the donors' desire to provide as significant financial support as possible to one eligible recipient. Any remaining distribution shall be used to provide as significant financial support as possible to additional eligible recipients.</p>	<p>\$517,801.00</p>	<p>\$517,801.00</p>
<p>Buck Block Endowed Feline Research Fund Established March 5, 2026, with gifts from Jeri B. Block and Robert H. Schottenstein; supports research for the health and wellness of cats in the College of Veterinary Medicine. Currently, this research is directed by Dr. Jessica Quimby.</p>	<p>\$510,262.91</p>	<p>\$1,000,000.00</p>

<p>The Janet C. Graham Medina County Extension Fund Established March 5, 2026, with a gift from the estate of Janet C. Graham, Professor Emeritus, Ohio State University Extension and William Graham; supports Family & Consumer Science Programs and 4-H Leadership Development Programs in Medina County. This support may include but not be limited to additional program staff, and teaching materials, and other needs for educational programs. Distribution of the earned funds will be 90% Family & Consumer Science Programs, and 10% to 4-H Leadership Development Programs.</p>	<p>\$507,044.43</p>	<p>\$507,044.43</p>
<p>Shanathi and Sravana Kumar Karnati Family Chemical Engineering Scholarship Fund Established March 5, 2026, with gifts from Dr. Sravana Kumar Karnati (PhD 1994) and Ms. Shanathi Sravanakumar (MS 1992); provides scholarships to students who are enrolled in the College of Engineering, demonstrate financial need and are majoring in chemical engineering. It is the donors' desire to provide two annual scholarships. Scholarships may be awarded in varying numbers and amounts based on student enrollment, available funding, and other factors. If no students meet the selection criteria, the scholarship(s) will be open to all students who are enrolled in the college.</p>	<p>\$501,195.44</p>	<p>\$501,195.44</p>
<p>History and Communications Scholarship Fund Established March 5, 2026, with grants from The Columbus Foundation as recommended by Dr. Tahlman Krumm Jr. (BA 1966, MA 1974, PhD 1978) and Elizabeth E. Krumm; provides one or more scholarships to students who are double majoring in history and communications. If no students are double majoring in history and communications, the scholarship shall be awarded to students majoring in history or communications. If no students meet the selection criteria, the scholarship(s) will be open to all students enrolled in the College of Arts and Sciences. It is the donor's desire to provide as significant financial support as possible to one eligible recipient. Any remaining distribution shall be used to provide as significant financial support as possible to additional eligible recipients. Scholarships are renewable up to four years as long as the recipients are in good standing with The Ohio State University and meet the selection criteria.</p>	<p>\$500,000.00</p>	<p>\$500,000.00</p>
<p>Krumm Endowed Fund for the William Oxley Thompson Memorial Library Established March 5, 2026, with grants from The Columbus Foundation as recommended by Dr. Tahlman Krumm Jr. (BA 1966, MA 1974, PhD 1978) and Elizabeth E. Krumm; supports the physical spaces and structure of The William Oxley Thompson Memorial Library and/or other University Libraries facilities. Expenditures may include, but are not limited to, maintenance, renovation, and other care for the physical spaces and structures.</p>	<p>\$500,000.00</p>	<p>\$500,000.00</p>

<p>Dr. Homer Carey Hockett and Amy Francisco Hockett Scholarship Fund Established March 5, 2026, with gifts from Dr. Charles A. Matuszak (PhD 1957) in memory of his grandparents, Dr. Homer Carey Hockett and Amy Francisco Hockett. Dr. Homer Hockett, who taught at OSU from 1909 to 1942, was the author of multiple books and papers as well as co-author with historian Arthur M. Schlesinger on other publications. As a graduate student at the University of Wisconsin, he was graduate assistant and secretary for historian Frederick Jackson Turner. Provides one or more scholarships to undergraduate, graduate, and/or post-doctoral fellows who are enrolled in the College of Arts and Sciences, are studying American History, and demonstrate academic merit.</p>	<p>\$500,000.00</p>	<p>\$500,000.00</p>
<p>The Sue McKinney Memorial Endowment Fund Established March 5, 2026, with gifts from Pollyanna Pixton, in memory of Suzanne McKinney (BS 1983); supports the women's field hockey program at the discretion of the women's field hockey head coach or his/her designee, in consultation with the highest ranking official in Athletics or his/her designee. Expenditures may be used for, but are not limited to, grant-in-aid scholarships, programming, staff support, or travel support.</p>	<p>\$500,000.00</p>	<p>\$1,000,000.00</p>
<p>Sarah Ross Soter Women's Health Endowed Translational Research Award Fund Established March 5, 2026, with gifts from Sarah Ross Soter; provides awards to support clinicians and/or scientists who are incubating new ideas and tackling the greatest challenges for women through translational research, such as aging, cardiovascular disease, behavioral health, neurodegenerative diseases and more. If at any time there are no eligible clinicians and/or scientists conducting translational research on women's health, awards may support all clinicians and/or scientists who are conducting research in the College of Medicine.</p>	<p>\$500,000.00</p>	<p>\$5,250,000.00</p>
<p>The Michael and Patricia Saad Endowed Scholarship II Established March 5, 2026, with gifts from Michael D. Saad (BS 1963, JD 1966); provides one or more in-state tuition and fees scholarships to students who are enrolled in the Michael E. Moritz College of Law and graduated from a high school in the state of Ohio. Preference shall be given to candidates who demonstrate financial need and strong academic merit. Scholarships may be renewable as long as recipients remain in good academic standing.</p>	<p>\$403,932.85</p>	<p>\$900,000.00</p>

<p>Betty J. Fultz Endowment Fund Established March 5, 2026, with gifts from an anonymous donor; supports priorities in the College of Veterinary Medicine as determined by the highest ranking official in the college or his/her designee with input from the college leadership team. Preference shall be given to any of the following: student scholarships; health and well-being initiatives for faculty, staff and students; professional development and career advancement of faculty and staff; initiatives that promote student success; and other programs that support students, faculty and staff of the college. If used for scholarships, preference shall be given to students who demonstrate financial need and graduated from high school in Meigs, Vinton, Gallia, or Adams counties in the state of Ohio.</p>	<p>\$299,665.87</p>	<p>\$299,665.87</p>
<p>Tim and Susan Sand Engineering Scholarship Fund Established March 5, 2026, with gifts from Timothy James Sand (BS 1990); provides one or more scholarships to students who are enrolled in the College of Engineering and have a minimum cumulative grade point average of 2.5 on a 4.0 scale. First preference shall be given to candidates who are studying a major in the Department of Integrated Systems Engineering. Additional preference shall be given to candidates who demonstrate financial need. It is the donor's desire to provide as significant financial support as possible to one eligible recipient. Any remaining distribution shall be used to provide as significant financial support as possible to additional eligible recipients.</p>	<p>\$259,442.90</p>	<p>\$259,442.90</p>
<p>The Kurt and Valerie Loudenback Agricultural Research Fund Established March 5, 2026, with gifts from Kurt Norman Loudenback (BS 1983) and Valerie Ladd Loudenback (BS 1984, MHA 1990); supports research project funding in the College of Food, Agricultural, and Environmental Sciences, as administered by the college's Office for Research and Graduate Education (or successor office). It is the donors' intent that this fund help enhance and encourage creative and innovative research, support the development of intellectual property, stimulate faculty-student collaborations and mentoring of students by the college's faculty in the agricultural field, and/or promote the formation of interdisciplinary faculty teams in the agricultural field.</p>	<p>\$250,000.00</p>	<p>\$250,000.00</p>

<p>John A. Osterhage Endowed Scholarship Fund Established March 5, 2026, with gifts from John A. Osterhage (BS 1973) and matching funds as part of the Dean of Engineering Matching Program; provides one or more scholarships to undergraduate students who are enrolled in the College of Engineering and are studying a major in the William G. Lowrie Department of Chemical and Biomolecular Engineering. First preference shall be given to candidates who graduated from a high school in one of the following Ohio counties: Adams, Allen, Ashland, Ashtabula, Athens, Auglaize, Belmont, Brown, Carroll, Champaign, Clark, Clermont, Clinton, Columbiana, Coshocton, Crawford, Darke, Defiance, Erie, Fairfield, Fayette, Fulton, Gallia, Guernsey, Hancock, Hardin, Harrison, Henry, Highland, Hocking, Holmes, Huron, Jackson, Jefferson, Knox, Lawrence, Licking, Logan, Madison, Marion, Meigs, Mercer, Miami, Monroe, Morgan, Morrow, Muskingum, Noble, Ottawa, Paulding, Perry, Pickaway, Pike, Portage, Preble, Putnam, Richland, Ross, Sandusky, Scioto, Seneca, Shelby, Trumbull, Tuscarawas, Union, Van Wert, Vinton, Washington, Wayne, Williams, Wood, and Wyandot. Second preference shall be given to candidates who are first-generation college students.</p>	<p>\$244,554.00</p>	<p>\$550,000.00</p>
<p>Lucille Ferguson Welsh and Mildred Ferguson Riegger Endowment Fund Established March 5, 2026, with gifts from the estate of Nancy J. Welsh (BS 1959, MD 1963); provides one or more scholarships or research grants to students who are enrolled in the College of Veterinary Medicine.</p>	<p>\$207,792.48</p>	<p>\$207,792.48</p>
<p>Winston M. Allen Scholarship Fund in Criminology and Criminal Justice Studies Established March 5, 2026, with gifts from Winston Allen; provides one or more scholarships to students who are working toward a degree, are majoring in criminology and criminal justice studies, are in good academic standing with the University and demonstrate financial need. If no students meet the selection criteria, the scholarship(s) will be open to all students majoring in criminology and law enforcement.</p>	<p>\$200,000.00</p>	<p>\$200,000.00</p>

<p>R. Witchey/Wires Endowed Scholarship Fund Established March 5, 2026, with gifts from Dr. Leonore C. Witchey-Lakshmanan (BS 1983, MS 1984) and Dr. Kris Lakshmanan (PhD 1986) made in honor of Leonore's father and step-father and matching funds as part of the Scarlet and Gray Advantage Endowed Matching Gift Program and additional gifts from Lenore's brothers, Eric Witchey and Nicholas Witchey. Provides one or more scholarships to undergraduate students who are enrolled in the College of Engineering, studying in the William G. Lowrie Department of Chemical and Biomolecular Engineering and graduated from Shelby High School in Shelby, Ohio. Second preference shall be given to candidates who are enrolled in the college and graduated from Shelby High School in Shelby, Ohio. If no students meet the selection criteria, the scholarship(s) will be open to all students enrolled in the college who are studying in the department. Scholarships are renewable as long as the recipients are in good standing with the University and meet the selection criteria.</p>	<p>\$195,377.00</p>	<p>\$195,377.00</p>
<p>The Michael J. Muszynski MD Research Award Endowed Fund Established March 5, 2026, with gifts from Dr. Michael Joseph Muszynski (MD 1979); provides research awards for infectious disease post-graduate, year 4 fellows studying in the College of Medicine. Preference shall be given to candidates who are focused on adult infectious disease medicine, pediatric infectious disease medicine, or a combination of both adult and pediatric infectious disease medicine. The donor desires that awards be distributed in amounts of no less than \$10,000 per recipient annually. Funds may be awarded in varying amounts based on available funding and other factors.</p>	<p>\$189,606.32</p>	<p>\$270,000.00</p>
<p>Mark and Cathy Laube Scholarship Fund Established March 5, 2026, with gifts from Oliger Seed Company and matching funds as part of the Scarlet and Gray Advantage Endowed Matching Gift Program; provides one or more scholarships to undergraduate students who are enrolled in the College of Food, Agricultural and Environmental Sciences and are attending the Agricultural Technical Institute. Candidates must be majoring in turfgrass management or landscape horticulture. It is the donor's desire to provide support as close to 25% of tuition and fees to as many students as possible. Scholarships may be awarded in varying amounts based on student enrollment, available funding, and other factors.</p>	<p>\$180,000.00</p>	<p>\$180,000.00</p>
<p>Poletti Family Endowed Scholarship Fund Established March 5, 2026, with gifts from Robert Poletti and Michele Poletti and matching funds as part of the Scarlet and Gray Advantage Endowed Matching Gift Program; provides one or more scholarships to undergraduate students who demonstrate financial need.</p>	<p>\$177,130.67</p>	<p>\$177,130.67</p>

<p>The Harkins Army ROTC Scholarship Fund Established March 5, 2026, with gifts from Colonel Gerald R. Harkins (BS 1965) and Dr. Susan C. Harkins (BS 1966) and matching funds as part of the Scarlet and Gray Advantage Endowed Matching Gift Program; provides one or more scholarships to undergraduate students who are Army ROTC cadets in good standing with the University. Candidates must demonstrate financial need or be experiencing extenuating financial circumstances or a temporary financial hardship that impedes their education. Scholarships are renewable as long as the recipients meet the selection criteria.</p>	<p>\$170,500.00</p>	<p>\$170,500.00</p>
<p>David and Sue Bell Nursing Scholarship Fund Established March 5, 2026, with gifts from Dr. Susan Diane Bell (BS 1980, MS 1988, DNP 2023) and Dr. David Clarence Bell (MD 1981) and matching funds as part of the Scarlet and Gray Advantage Endowed Matching Gift Program; provides one or more scholarships to undergraduate students who are enrolled in the College of Nursing.</p>	<p>\$160,000.00</p>	<p>\$200,000.00</p>
<p>Fein Family Scholarship Fund Established March 5, 2026, with gifts from Robert Ungar Fein (BS 1985, JD 1988) and matching funds as part of the Scarlet and Gray Advantage Endowed Matching Gift Program; provides one or more scholarships to undergraduate students who are enrolled in the Max M. Fisher College of Business.</p>	<p>\$160,000.00</p>	<p>\$160,000.00</p>
<p>Paul Zauner Aviation Scholarship Established March 5, 2026, with gifts from Paul F. Zauner and matching funds as part of the Scarlet and Gray Advantage Endowed Matching Gift Program; provides one or more scholarships to undergraduate students who are enrolled in the College of Engineering and are studying a major in the Center for Aviation Studies. Candidates must demonstrate financial need and be pursuing their instrument rating through The Ohio State University Flight Education program. If no students meet the selection criteria, the scholarship(s) will be open to all students who demonstrate financial need and are pursuing their flight education.</p>	<p>\$160,000.00</p>	<p>\$160,000.00</p>
<p>Dr. Julie Johnson Clinical and Translational Research Endowed Fund Established March 5, 2026, with gifts from Dr. Julie Ann Johnson (BS 1985); supports clinical and translational research, at the discretion of the highest ranking official in the College of Pharmacy or his/her designee. Expenditures may be used to support faculty, PhD students, or postdoctoral trainees doing clinical and translational research or PharmD students evaluating a clinical/translational research path, with preference given, when appropriate, to those holding (or pursuing) a PharmD degree.</p>	<p>\$150,000.00</p>	<p>\$150,000.00</p>

<p>Eric Lipschutz Study Abroad Fund Established March 5, 2026, with gifts from Eric Daniel Lipschutz (BS 1985); supports students who are enrolled in the College of Engineering, are studying in the Architecture Section in the Austin E. Knowlton School of Architecture and are participating in study abroad programs to study architecture. Preference shall be given to candidates who demonstrate financial need. Additional preference shall be given to candidates who are members of Alpha Rho Chi. It is the donor's desire to provide as significant financial support as possible to one eligible recipient. Any remaining distribution shall be used to provide as significant financial support as possible to additional eligible recipients. If no students meet the selection criteria or if in any given year there are no eligible students participating in study abroad programs to study architecture, support will be open to all students who are enrolled in the College of Engineering and are studying in the Architecture Section of the Austin E. Knowlton School of Architecture. Preference shall be given to candidates who demonstrate financial need. Additional preference shall be given to candidates who are members of Alpha Rho Chi. It is the donor's desire to provide as significant financial support as possible to one eligible recipient. Any remaining distribution shall be used to provide as significant financial support as possible to additional eligible recipients.</p>	<p>\$150,000.00</p>	<p>\$150,000.00</p>
<p>Lloyd L. Sprockett Transportation and Logistics Scholarship Established March 5, 2026, with a gift from Tom W. Davis. Ten percent (10%) of the annual distribution shall be reinvested in the endowment principal. Ninety percent (90%) of the annual distribution provides one or more scholarships to undergraduate students who are enrolled in the Max M. Fisher College of Business and are majoring in transportation and logistics. If no students meet the selection criteria, the scholarship(s) will be open to all students who are enrolled in the college.</p>	<p>\$150,000.00</p>	<p>\$150,000.00</p>
<p>Jennifer L. Dewez Neuro-Oncology Research Fund Established March 5, 2026, with gifts from Jason Dewez; supports neuro-oncology research in The Ohio State University Comprehensive Cancer Center – Arthur G. James Cancer Hospital and Richard J. Solove Research Institute (OSUCCC – James). First preference for Diffuse Midline Glioma research. If the gifted principal balance of the fund reaches \$1,000,000 by December 31, 2030, the fund name shall be revised to the Jennifer L. Dewez Neuro-Oncology Professorship and the fund purpose shall be revised to support a professorship position in the OSUCCC – James focused on neuro-oncology, with first preference for candidates whose research involves Diffuse Midline Glioma. If the position is vacant, the annual distribution may be used to support neuro-oncology research in the OSUCCC – James. First preference for Diffuse Midline Glioma research. If the gifted principal balance of the fund does not reach \$1,000,000 by December 31, 2030, then, thereafter, in order to revise the fund to a professorship, the gifted principal balance of the fund must reach the then current minimum required to establish an endowed professorship.</p>	<p>\$138,751.72</p>	<p>\$500,000.00</p>

<p>Dennis and Amy Spangler Family Scholarship Fund Established March 5, 2026, with gifts from Amy Kathryn Spangler (BS 1971) and Dr. Dennis Lee Spangler (MD 1973); provides one or more scholarships to undergraduate students who are enrolled in the College of Nursing and demonstrate high financial need. The donors desire to provide as close to one full tuition and fees scholarship as possible. Scholarships may be awarded in varying numbers and amounts based on student enrollment, available funding, and other factors.</p>	<p>\$138,206.29</p>	<p>\$138,206.29</p>
<p>Schaffer Linguistics Scholarship Fund Established March 5, 2026, with gifts from Dr. Rachel Rhoda Schaffer (MA 1978, PhD 1982) and Dr. Deborah Beth Schaffer (MA 1978, PhD 1982); provides one or more scholarships to second-year or above undergraduate students and/or graduate students of any rank who are enrolled in the College of Arts and Sciences, pursuing a degree in the Department of Linguistics, have a minimum 2.7 grade point average on a 4.0 scale, and demonstrate high financial need. The donors desire that when awarding this scholarship special consideration be given for students who have encountered or overcome substantial educational or economic obstacles. If no linguistics students meet the selection criteria, the scholarship(s) will be open to all students who are enrolled in the college and are studying a foreign language or speech pathology, with the same financial need and grade point average criteria applied.</p>	<p>\$120,686.72</p>	<p>\$120,686.72</p>
<p>The Adam Windnagel Memorial Scholarship Fund Established March 5, 2026, with gifts from friends, family, and colleagues of Adam Windnagel (BSBA 2013 - Magna Cum Laude, BA 2013 - Magna Cum Laude) as part of the Joseph A. Alutto Global Leadership Initiative; provides one or more scholarships to undergraduate students enrolled in the Max M. Fisher College of Business to support critical, action-based, learning experiences around the world. Preference shall be given to students in the Honors Cohort Program. If there is not a qualified Honors Cohort student in any given year, or the Honors Cohort Program ceases to exist, the scholarship(s) will be open to all undergraduate students who are enrolled in the college and are participating in a global experience.</p>	<p>\$119,626.46</p>	<p>\$119,626.46</p>
<p>The Mary Ickes Grafton Endowed Scholarship Fund Established March 5, 2026, with gifts from Mary Ickes Grafton (BA 1971); provides one or more scholarships to undergraduate students who graduated from Tuslaw High School (or successor) in Massillon, Ohio and demonstrate financial need. If no students meet the selection criteria, the scholarship(s) will be open to all undergraduate students who graduated from a high school in Stark County, Ohio. The donor desires to award three scholarships annually. Scholarships may be awarded in varying numbers and amounts based on student enrollment, available funding, and other factors.</p>	<p>\$110,000.00</p>	<p>\$216,000.00</p>

<p>Welsh Family Scholarship Endowment Fund Established March 5, 2026, with gifts from Dr. Gregory W. Welsh (DDS1988) and Joan E. Welsh; supplements the grant-in-aid costs of undergraduate student-athletes who are members of the women's golf team or the men's golf team.</p>	<p>\$102,523.40</p>	<p>\$102,523.40</p>
<p>Joehlin Food, Agricultural and Biological Engineering Graduate Student Support Fund Established March 5, 2026, with gifts from Stanley Joehlin (BAE 1960, summa cum laude; MS 1960) and Sharon Joehlin; supports graduate students who are United States citizens or permanent residents, are enrolled in the College of Food, Agricultural, and Environmental Sciences, and are studying an engineering program in the Department of Food, Agricultural and Biological Engineering. Expenditures may include, but are not limited to, research support, including materials and other costs, travel expenses, tuition and fees, and other educational expenses. The University may modify any criteria used to select recipients should the criteria be found, in whole or in part, to be contrary to federal or state law or University policy. If at any time the gifted principal balance of the fund reaches the then current minimum required to establish an endowed professorship, the fund name shall be revised to the Joehlin Eminent Professorship and the fund purpose shall be revised to support a professorship position in the department. First preference for this professorship shall be to recruit an outstanding experienced individual at the tenured faculty level to strengthen the department in an area of need. Second preference for this professorship shall be to retain an outstanding experienced individual at the tenured faculty level to strengthen the department in an area of need. If the position is vacant, the highest ranking official in the college or his/her designee, in consultation with the highest ranking official in the department or his/her designee, has the discretion to hold all or a portion of the distribution in the distribution fund to be used in subsequent years, and/or reinvest all or a portion of the unused distribution in the endowment principal. If the position is vacant for four consecutive years, the annual distribution may be used to support graduate students who are United States citizens or permanent residents, are enrolled in the college and are studying an engineering program in the department. Expenditures may include, but are not limited to, research support, including materials and other costs, travel expenses, and tuition and fees and other educational expenses. The donors or their designee(s), (Linda Geist, Ken Joehlin, Scott Joehlin, Rebecca Ford) retain the right to revise the title of the professorship during their lifetimes, subject to Foundation and University's Board of Trustees approval.</p>	<p>\$102,500.00</p>	<p>\$102,500.00</p>

<p>The George Phillip Caldwell Student Support Fund Established March 5, 2026, with gifts from Dr. Phillip Elwood Caldwell (DDS 1970) and Sally Blalock Caldwell (BS 1966, MS 1967), in memory of their dear son, George Phillip Caldwell; supports experiential learning opportunities for students who are enrolled in the College of Education and Human Ecology and are focused on studying special education. Preference shall be given to students with a primary focus on education for the hearing impaired. Expenditures may be used for, but are not limited to, costs associated with traveling, conferences, meals and related activities incurred while traveling, and other costs associated with experiential learning opportunities.</p>	<p>\$102,429.55</p>	<p>\$102,429.55</p>
<p>The Steed/Nyland Family Endowed Scholarship Fund Established March 5, 2026, with gifts from Dr. Jeffrey Scott Steed (DVM 1994) and Dr. Kathleen Nyland Steed (DVM 1994) in honor of the education they received. In addition, the donors wish to honor George Nyland (DVM 1968) and Russel Nyland (BS 1962; DVM 1964) – Kathleen’s father and uncle - and Marvin Steed (DVM 1971) – Jeff’s father - and the education they received at Ohio State. Provides one or more scholarships to DVM students who graduated from a high school in Ohio or Pennsylvania. First preference shall be given to candidates with an interest in a career in small animal medicine.</p>	<p>\$102,225.00</p>	<p>\$102,225.00</p>
<p>Cynthia Jane Shilt and Howard Malovany Endowment Fund Established March 5, 2026, with gifts from Cynthia S. Malovany (BS 1972) and Howard Malovany (BA 1972); provides one or more scholarships to DVM students who are enrolled in the College of Veterinary Medicine. Preference shall be given to students with an interest in exotic, farm animal, wildlife or zoo medicine. It is the donors’ desire to provide as significant financial support as possible to one eligible recipient. Any remaining funds shall be used to provide as significant financial support as possible to additional eligible recipients. If no students meet the selection criteria, the scholarship(s) will be open to all DVM students.</p>	<p>\$100,306.14</p>	<p>\$100,306.14</p>
<p>The Elliot and Marjorie Davidoff Lectureship Fund in Ophthalmology Established March 5, 2026, with gifts from Dr. Elliot Davidoff; supports a lecture in the Department of Ophthalmology and Visual Sciences focused on advancements in ophthalmology. Preference shall be given each year to host the Annual Retina Case Forum (or its successor event) invited lecturer so long as this forum (or successor event) exists. Expenses may include, but are not limited to, supplies, travel, publicity, lodging, conference space, and honorariums. If at any time a lecture cannot be held, the annual distribution may be used to support faculty who hold an endowed chair or professorship position in the department. If at any time the gifted principal balance of the fund reaches the then current minimum required to establish a professorship, the fund name and purpose shall be revised and shall support a professorship position in the department. If the position is vacant, the annual distribution may be used to support faculty who hold an endowed chair or professorship position in the department.</p>	<p>\$100,100.00</p>	<p>\$100,100.00</p>

<p>Elizabeth Schilling Neuro-Oncology Research Fund Established March 5, 2026, with gifts from family, friends, and colleagues of Elizabeth Schilling; supports research regarding brain cancer and brain tumors in the Division of Neuro-Oncology at The Ohio State University Comprehensive Cancer Center – Arthur G. James Cancer Hospital and Richard J. Solove Research Institute.</p>	<p>\$100,060.00</p>	<p>\$100,060.00</p>
<p>William H. Considine MHA Student Experience Endowment Fund Established March 5, 2026, with gifts from William H. Considine (MS 1971); supports programs and activities designed to enhance the student educational experience within the Master of Health Administration Program at the College of Public Health. Expenditures may be used for, but are not limited to, costs associated with attending conferences and case competitions and other educational expenses. If at any time the Master of Health Administration Program ceases to exist, the annual distribution shall be used to support other graduate level programs in the college.</p>	<p>\$100,054.98</p>	<p>\$100,054.98</p>
<p>Keller Fund for Reproductive Health and Equity Established March 5, 2026, with gifts from Elisabeth Anne Keller (MA 1988, JD 1988) and Dr. Richard Lawrence Kalish (MS 1982, MD 1988); supports efforts at the College of Public Health focused on improving reproductive health care and equity.</p>	<p>\$100,032.50</p>	<p>\$100,032.50</p>
<p>The Stanley E. and Linda B. Johnson Civil Engineering Endowed Scholarship Fund Established March 5, 2026, with gifts from Stanley E. Johnson (BCE 1970, MS 1973, MBA 1981) and Linda B. Johnson; provides one or more scholarships to students who are enrolled in the College of Engineering and are studying a major in the Department of Civil, Environmental and Geodetic Engineering. Candidates must demonstrate financial need. Preference shall be given to candidates who have at least a 3.2 cumulative grade point average on a 4.0 scale. If no students meet the preceding selection criteria, one or more scholarships shall be given to students who are enrolled in the College of Engineering and demonstrate financial need. Preference shall be given to candidates who have at least a 3.2 cumulative grade point average on a 4.0 scale. If no students meet the selection criteria in the preceding paragraph, one or more scholarships shall be given to students who are enrolled in the College of Engineering and are studying a major in the Department of Civil, Environmental and Geodetic Engineering.</p>	<p>\$100,002.44</p>	<p>\$100,002.44</p>
<p>Buckeye Leadership Fellows Endowed Fund Established March 5, 2026, with grants from The Columbus Foundation as recommended by Michael P. Stickney; supports the Buckeye Leadership Fellows Program including but not limited to student leadership development or other activities consistent with the growth or expansion of the program. If at any time the Buckeye Leadership Fellows Program ceases to exist, annual distribution shall support student leadership at the discretion of highest ranking official in Student Life.</p>	<p>\$100,000.00</p>	<p>\$500,000.00</p>

<p>Kelly and Paul Culler Women's Glee Fund Established March 5, 2026, with gifts from Dr. Paul Ridge Culler (BA 1985, MD 1989) and Kelly Ann Culler (BME 1985); supports the activities of the Women's Glee Club. If the Women's Glee Club ever ceases to exist, the annual distribution shall support the activities of other choirs in the School of Music at the discretion of the highest ranking official in the school or his/her designee.</p>	<p>\$100,000.00</p>	<p>\$100,000.00</p>
<p>Mark and Jonni Ford Family Athletic Scholarship Fund Established March 5, 2026, with gifts from Mark Philip Ford (BS 1981, MA 1983) and Jonni Pier Ford (BA 1983); supplements the grant-in-aid costs of undergraduate student-athletes who are members of the men's wrestling team.</p>	<p>\$100,000.00</p>	<p>\$110,000.00</p>
<p>David Levine Family Scholarship Fund Established March 5, 2026, with gifts from Dr. David H. Levine (MD 1973); provides one or more scholarships to medical students who demonstrate financial need. Preference shall be given to M3 or M4 students with an interest in Neonatology.</p>	<p>\$100,000.00</p>	<p>\$100,000.00</p>
<p>The Lippert Scholarship for TBDBITL Established March 5, 2026, with gifts from Vicky L. Lippert; provides one or more scholarships to students who are active members of The Ohio State University Marching Band. Preference shall be given to candidates who demonstrate financial need.</p>	<p>\$100,000.00</p>	<p>\$100,000.00</p>
<p>Joseph G. Perko Endowed Fund for Undergraduate and Graduate Students Established March 5, 2026, with a gift from the estate of an anonymous donor. Forty percent (40%) of the annual distribution from this fund shall provide one or more award(s) to undergraduate students for meritorious research works in any aspect of the Middle Ages and Renaissance periods. Sixty percent (60%) of the annual distribution from this fund shall provide one or more award(s) to graduate students for meritorious research works in any aspect of the Middle Ages and Renaissance periods. If no students meet the criteria, the award(s) will be open to all students enrolled in the Departments of History or History of Art in the College of Arts and Sciences for meritorious research works.</p>	<p>\$100,000.00</p>	<p>\$100,000.00</p>
<p>Kathryn (Hyams) Perlman (1976 BSN, 1988 MSN) Memorial Endowed Scholarship Fund Established March 5, 2026, with gifts from Dr. Philip Stewart Perlman; provides one or more scholarships to fourth-year undergraduate students who are enrolled in the College of Nursing, have a minimum 3.0 grade point average on a 4.0 scale, and graduated from a high school in the state of Ohio. If no students meet the selection criteria, the scholarship(s) will be open to all undergraduate students who are enrolled in the college.</p>	<p>\$100,000.00</p>	<p>\$105,000.00</p>

<p>Robinson/Ott Family 4-H Cultural Immersion Endowed Fund Established March 5, 2026, with gifts from Tom Howard Robinson (BS 1973) and Ellen Montgomery Robinson (BS 1974); supports experiential programming for Ohio 4-H members focused on improving participants' awareness, knowledge and understanding of diverse locations, people, and experiences in an effort to contribute to a global community. Support may include; but is not limited to; domestic or international cultural immersion projects, attending workshops or conferences, or other activities that expose participants to different cultures. If at any time this type of programming ceases to exist, the annual distribution may be used to support other experiential programming for Ohio 4-H members who are encountering economic obstacles.</p>	<p>\$100,000.00</p>	<p>\$100,000.00</p>
<p>Larry & Betty Tracewell Scholarship Fund in Honor of Dr. Thomas Rockwell Established March 5, 2026, with gifts from Larry Tracewell and Betty Tracewell; provides one or more scholarships to undergraduate students who are enrolled in the College of Engineering, demonstrate financial need, and are United States citizens or permanent residents. First preference shall be given to candidates who are studying a major in the Department of Integrated Systems Engineering. The donors desire that when awarding this scholarship, special consideration be given to candidates who demonstrate a "hands-on" interest/ability in being mechanically inclined. Examples of this may include, but are not limited to, participating in student clubs and organizations, past projects, and/or personal hobbies.</p>	<p>\$100,000.00</p>	<p>\$100,000.00</p>
<p>Rich and Jennifer Wurtzburger International Scholarship Fund Established March 5, 2026, with gifts from Rich Wurtzburger, as part of the Joseph A. Alutto Global Leadership Initiative; provides one or more scholarships to undergraduate students enrolled in the Max M. Fisher College of Business to support critical, action-based, learning experiences around the world.</p>	<p>\$100,000.00</p>	<p>\$100,000.00</p>
<p>Dr. Steven Majdecki and Meghanne Majdecki Endowed Fund Established March 5, 2026, with gifts from Dr. Steven Majdecki (MSW 2018) and Meghanne Majdecki (JD 2019); supports the College of Social Work at the discretion of the highest ranking official in the college or his/her designee. If the gifted principal balance reaches \$100,000 by December 31, 2030, the fund name shall be revised to the Dr. Steven Majdecki and Meghanne Majdecki Endowed Scholarship Fund. The purpose shall be revised so that the annual distribution provides one or more scholarships to students who are enrolled in the College of Social Work. First preference shall be given to candidates who are student veterans or reserve, guard, and/or active duty. Second preference shall be given to candidates who are military-connected. Third preference shall be given to candidates who are focused on working in the military community. If the gifted principal balance does not reach \$100,000 by December 31, 2030, then if at any time thereafter, the gifted principal balance reaches the then current minimum required to establish a restricted endowment, the fund name and purpose shall be revised in accordance with the details above.</p>	<p>\$50,000.00</p>	<p>\$100,000.00</p>

<u>Change in Name and Description of Named Endowed Fund (Foundation)</u>		
From: The Baysore Family Welding Engineering Scholarship Fund To: The Baysore Family Engineering Scholarship Fund		
From: Dr. Robert G. Sigler Scholarship Fund To: Sigler Family Scholarship Fund		
<u>Change in Description of Named Endowed Funds (Foundation)</u>		
The Donny R., G. Jeanne and Todd L. Baker Memorial Scholarship Fund		
Delbert "Bud" Byg Endowed Scholarship Fund		
Captain R. Scott Gledhill Economics Scholarship Fund in Memory of Dr. Novice G. Fawcett		
The Margery Mendicino Harris Scholarship Fund		
The Kenneth E. and Lynette O. Hoehn Endowed Scholarship Fund		
Michael F. Johnson Innovation Endowment Fund		
The Michael F. Johnson Scholarship Fund		
Professor Vincent T. Ricca Engineering Scholarship Fund		
Rosenfield Family Athletics Scholarship Fund		
Donald R. and Allen R. White Mechanical Engineering Undergraduate Student Professional Enrichment Support Fund		
<u>Closure of Named Endowed Fund (Foundation)</u>		
Support Fund for the Interventional Cardiology Fellowship Program		
Total	\$52,161,546.52	

*Amounts establishing endowments as of January 31, 2026, unless notated otherwise.

NAMING OF THE BAUGHMAN FAMILY TOWER

IN OHIO STADIUM

Synopsis: Approval for the naming of the northwest tower at Ohio Stadium, located at 411 Woody Hayes Drive, is proposed.

WHEREAS the Ohio Stadium is one of the most recognizable landmarks in all of college athletics, built in 1922 and renovated in 2001; and

WHEREAS the Ohio Stadium continues to advance Ohio State's athletic reputation and helps attract and retain the best prospective student-athletes; and

WHEREAS Doug and Janet Baughman have provided significant contributions to the Department of Athletics to support the men's football program; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of Doug and Janet Baughman's philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned space be named the Baughman Family Tower.

NAMING OF THE KOKOSING CONSTRUCTION MANAGEMENT PROGRAM

IN THE COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES

Synopsis: Approval for the naming of the Kokosing Construction Management Program in the College of Food, Agricultural, and Environmental Sciences is proposed.

WHEREAS students who major in Construction Systems Management (CSM) in Columbus and Construction Management and Construction Systems Management at Wooster specialize in the management and operation of the business and technological aspects of the construction industry and develop managerial skills to prepare them for a career in a range of sectors across the construction industry; and

WHEREAS Ohio State provides construction education with a strong foundation in technical, analytical and business disciplines with the potential to evolve into a national model for heavy civil and infrastructure construction education; and

WHEREAS Kokosing Inc. has provided significant contributions to the College of Food, Agricultural, and Environmental Sciences; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of Kokosing Inc.'s philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that the construction systems management program be named the Kokosing Construction Management Program.

NAMING OF THOMAS M. AND DEBRA F. FEENEY EDUCATION CENTER

IN UNIVERSITY HOSPITAL

Synopsis: Approval for the naming of the education center in the University Hospital located at 650 W. 10th Avenue is proposed.

WHEREAS The Ohio State University is taking a major step forward with the development of the new University Hospital that, combined with modern educational space, will enhance a unified Ohio State Wexner Medical Center campus; and

WHEREAS the Ohio State Wexner Medical Center campus provides leading-edge research, outstanding clinical training and world-class patient care; and

WHEREAS Thomas M. and Debra F. Feeney have provided significant contributions to the Wexner Medical Center and University Hospital; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of Thomas M. and Debra F. Feeney's philanthropic support, the Board of Trustees hereby approves in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the education center be named the Thomas M. and Debra F. Feeney Education Center.

NAMING OF THE VRABLE CENTER FOR PHARMACY EXCELLENCE

IN THE RIFFE BUILDING

Synopsis: Approval for the naming of the student learning center in the Riffe Building, located at 496 W. 12th Avenue, is proposed.

WHEREAS The Ohio State University College of Pharmacy drives transformative education, research, practice and community engagement, empowering innovators to advance health for all; and

WHEREAS the Riffe Building has been undergoing renovations by the college to create a new learning center to include active learning classrooms, individual study spaces, meeting rooms and a new student lounge to better serve and support students and staff within the college; and

WHEREAS Allan and Linda Vrible have provided significant contributions to the Riffe Building renovations; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of Allan and Linda Vrible's philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned space be named the Vrible Center for Pharmacy Excellence.

NAMING OF THE DR. GERALD M. GREGOREK AEROSPACE LEARNING LABORATORY

IN BOLZ HALL

Synopsis: Approval for the naming of the student flight sciences suite (containing rooms 102 and 103) in Bolz Hall, located at 2036 Neil Avenue, is proposed.

WHEREAS The College of Engineering strives to provide students with access to high quality, experiential learning; and

WHEREAS renovations in Bolz Hall have provided centralized access to unique state-of-the-art facilities and equipment for students throughout the Department of Mechanical and Aerospace Engineering; and

WHEREAS friends and colleagues of Dr. Gerald Gregorek have provided significant contributions to the Department of Mechanical and Aerospace Engineering; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of the aforementioned donors' philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned space be named the Dr. Gerald M. Gregorek Aerospace Learning Laboratory.

NAMING OF INTERNAL SPACES

IN THE RIFFE BUILDING

Synopsis: Approval for the naming of internal spaces in the Riffe Building, located at 496 W. 12th Avenue, is proposed.

WHEREAS The Ohio State University College of Pharmacy drives transformative education, research, practice and community engagement, empowering innovators to advance health for all; and

WHEREAS the Riffe Building has been undergoing renovations by the college to create a new learning center to include active learning classrooms, individual study spaces, meeting rooms and a new student lounge to better serve and support students and staff within the college; and

WHEREAS The donors listed below have provided significant contributions to the College of Pharmacy; and

- Richard M. Mora Sr.
- Dr. Rosalie Sagraves
- Meijer Great Lakes Limited Partnership
- Dr. Ned M. Milenkovich and Mrs. Elvy Milenkovich
- Dr. Sheila M. Thomas and Mr. Adam C. Jackson
- Dr. Max J. Peoples Jr.
- Dr. Deanna Kroetz
- Dr. Amy W. Valley
- Dr. Julie A. Johnson

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of the aforementioned donors' philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned spaces be named the following:

- Dr. Milap C. Nahata Welcome Atrium Made Possible by Ric Mora BS Pharm '63
- Dr. Jack L. Beal Room Made Possible by Ric Mora BS Pharm '63 (rm. R201)
- Ric Mora BS Pharm '63 Kitchenette (rm. R103)
- The Sagraves Buckeye Huddle by Dr. Rosalie Sagraves PharmD, BS Pharm '69 (rm. R208)
- Meijer Pharmacy Classroom (rms. R112 & R118)
- Ned Milenkovich Family Group Study Room (rm. R209)
- Dr. Sheila M. Thomas-Jackson BSPharm '92 PharmD '00 Group Study Room (rm. R205)
- Nancy Perilla Peoples and Max J. Peoples Sr. & Belinda D. Peoples, MS, OSU, 83 & William A. Peoples, BS, OSU 83 Collaboration Room (rm. R106B)
- Mary Schickling Peoples and Wayne W. Peoples & Violet Grace Hurd Berdine (Pharmacist) and Anthony A. Berdine Collaboration Room (rm. R106A)
- Julie Johnson, PharmD Deanna Kroetz, PhD Amy Wells Valley, PharmD, BS Pharm '85, Group Study Room (rm. R207)

NAMING OF INTERNAL SPACES

IN UNIVERSITY HOSPITAL

Synopsis: Approval for the naming of internal spaces in the University Hospital located at 650 W. 10th Avenue is proposed.

WHEREAS the new University Hospital enhances a unified Ohio State Wexner Medical Center campus; and

WHEREAS the Ohio State Wexner Medical Center campus provides leading-edge research, outstanding clinical training and world-class patient care; and

WHEREAS Lisa and John Warner, MD have provided significant contributions to the Wexner Medical Center and University Hospital; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of philanthropic support provided by Lisa and John Warner, MD the Board of Trustees hereby approves in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the following spaces be named:

- Lisa and John Warner, MD Welcome Desk
- Lisa and John Warner, MD Family Lounge (rm. 22036)

NAMING OF INTERNAL SPACES

IN ENGINEERING RESEARCH AND EDUCATION LABORATORIES

Synopsis: Approval for the naming of internal spaces in Engineering Research and Education Laboratories, located at the corner of Woodruff Avenue and College Road, is proposed.

WHEREAS the College of Engineering's new Engineering Research and Education Laboratories is being built to capitalize on the momentum and gains in education, research, innovation and economic well-being; and

WHEREAS Engineering Research and Education Laboratories will create collaborative spaces for the university's highly ranked Departments of Materials Science and Engineering, Biomedical Engineering and Chemical and Biomolecular Engineering, spurring new ways of conducting research, new improvements to human health and new partnerships to advance Ohio businesses; and

WHEREAS the donors listed below have provided significant contributions to the construction of Engineering Research and Education Laboratories; and:

- John Baysore and Virginia Baysore
- George Smith and Gretchen Smith
- Douglas Herr and Jane Maliszewski
- Victor Yin and Kuei-Chun Yin
- Saeid Rahimian and Shelley Rahimian
- John Toussant and Libby Toussant
- Srinivasan Ganapathi and Nivedita Ganapathi
- Ann Schavey and Larry Schavey

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of the aforementioned donors' philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned spaces be named the following:

- The Baysore Family Engineering Suite (containing rms. 4200, 4200A, 4200B and 4220)
- The George and Gretchen Smith Foundations Lab (rm. 1230)
- Doug "Ben" Herr and Jane Maliszewski Collaboration Space (rm. 4319)
- The Victor Yin Lab (rm. 1210)
- Saeid and Shelley Rahimian Processing Studio (rm. 1320B)
- John and Libby Toussant Wet Lab (rm. 1320C)
- KG and Nivedita Ganapathi Conference Room (rm. 3243)
- The Schavey Family Office (rm. 5229)

NAMING OF THE CLINICAL RESEARCH AND INNOVATION FACILITY

IN THE COLLEGE OF MEDICINE

Synopsis: Approval for the naming of the building located at 1960 Kenny Road (Building #0200), is proposed.

WHEREAS the Research Administration Building was named for its original purpose and served the Office of Sponsored Programs; and

WHEREAS the facility no longer houses the Office of Sponsored Programs and is currently home to the Department of Psychiatry and Behavioral Health and many of its research programs; and

WHEREAS the College of Medicine recommends and Planning, Architecture and Real Estate reviewed this change; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned space be named the Clinical Research and Innovation Facility.

NAMING OF THE INSTITUTE OF BRAIN, BEHAVIOR AND IMMUNOLOGY

IN THE COLLEGE OF MEDICINE

Synopsis: Approval for the naming of the building located at 460 Medical Center Drive (Building #0878), is proposed.

WHEREAS The Institute for Behavioral Medicine Research building was named to reflect the institute's name at the time; and

WHEREAS the proposed name change aligns with the institute's name, as recently approved by University Senate; and

WHEREAS the College of Medicine recommends and Planning, Architecture and Real Estate reviewed this change; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned space be named the Institute of Brain, Behavior and Immunology.