

Ohio University Faculty Senate
Monday, May 2, 2016
Margaret M. Walter Hall, Room 135, 7:10pm
Meeting Minutes DRAFT

Meeting called to order by Joe McLaughlin (Faculty Senate Chair) at 7:10PM

In attendance

Group I

- *College of Arts and Sciences*: J. Andrews, H. Castillo, S. Gradin, G. Kessler, N. Manring, K. Mattson, J. McLaughlin, H. Perkins, B. Quitslund, N. Reynolds, L. Rice, B. Schoen, C. Snyder, D. Tees, S. Wyatt
- *College of Business*: K. Hartman, A. Rosado Feger
- *College of Fine Arts*: C. Buchanan, K. Geist, D. Thomas
- *College of Health Sciences and Professions*: R. Brannan, A. Sergeev, B. Sindelar
- *Heritage College of Osteopathic Medicine*: S. Inman, S. Williams, J. Wolf
- *Patton College of Education*: G. Brooks, K. Machtmes
- *Regional Campus – Chillicothe*: Allison White
- *Regional Campus – Eastern*:
- *Regional Campus – Lancaster*: S. Doty, L. Trautman
- *Regional Campus – Southern*: O. Carter
- *Regional Campus – Zanesville*: J. Taylor, Amy White
- *Russ College of Engineering*: D. Arch, J. Cotton, D. Masel, G. Weckman
- *Scripps College of Communication*: B. Bates, A. Chadwick
- *Voinovich School of Leadership and Public Affairs*: A. Ruhil

Group II and Clinical

- *College of Arts and Sciences*: D. Duvert
- *College of Business*:
- *College of Health Sciences and Professions*: M. Clevidence
- *Clinical*:
- *Regional Higher Education*: J. Metcalf

Excused: J. Balbo, N. Bernstein, T. Barnett, D. Clowe, H. Lou, T. Luce

Absent: A. Babrow, C. Bartone, L. Black, S. Carson, S. Helfrich, A. Hibbitt, K. Hicks, G. Holcomb, F-C. Jeng, F. Lewis, B. Reader, Z. Sarikas, C. Schwirian, K. Spiker, G. Suer, B. Trube, S. Walkowski,

MEETING AGENDA

- I. President Rod McDavis and EVPP Pam Benoit
 - II. Update on the Disability Strategic Plan for Inclusion and Accessibility – Judy Pierce, Interim Ombuds and Dianne Bouvier, Director of Equal Opportunity and Accessibility
 - III. Roll Call and Approval of the April 4, 2016 Minutes
 - IV. Chair's Report—Joe McLaughlin
 - Updates and Announcements
 - Election of Ohio Faculty Council Representative
 - **Upcoming Senate Meeting: September 12, 2016**
 - V. Executive Committee and Finance & Facilities Committee – Joe McLaughlin
 - Sense of the Senate Resolution on the Proposed Academic Center for Intercollegiate Student-Athletes
 - VI. Report on University Curriculum Council Study Group – David Thomas
 - VII. Finance & Facilities Committee – Joe McLaughlin
 - Dublin Campus Master Plan – Shawna Bolin, University Planner & Director, University Planning & Space Management
 - VIII. Professional Relations Committee – Susan Williams
 - IX. Educational Policy & Student Affairs Committee – Ben Bates
 - X. Promotion & Tenure Committee – Kevin Mattson
 - XI. New Business
 - XII. Adjournment
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I. President Rod McDavis

- ❖ Topic 1: Senate Bill 310 – Capital Budget. The State Capital Budget is on the legislative fast track. The Ohio State Senate passed the bill last week with bi-partisan support. All indications are that House Finance Committee will pass bill at the May 3, 2016 meeting. If passed, OHIO will receive approximately \$27M. McDavis believes that the House will pass the bill and send it to the Governor for his signature before the end of this month.
- ❖ Topic 2: House Bill 474 – Higher Education Mid-Biennium Review. HB 474 recently began the legislative process. The bill has been assigned to the House Finance Higher Education Subcommittee where it had one hearing. The Chair announced that he will schedule four additional hearings in the month of May and has encouraged his colleagues and interested parties to start drafting potential amendments for the committee's review. OHIO is working with the IUC and other Ohio institutions on potential amendment language. The primary foci of our efforts are the 3+1 degree pilot and proposed language that will permit community colleges to offer baccalaureate degrees. McDavis also noted that the current language has limitations about the number of degrees that could potentially be offered.
- ❖ Topic 3: House Bill 48 – Conceal Carry. There is nothing new to report for HB 48. The Ohio House passed HB 48 on November 17, 2015. A similar conceal carry bill was passed by the House in the last general assembly, but it was not passed by the Ohio Senate. HB 48 has been assigned to the Senate Government Oversight and Reform committee. The Bill had its first and only hearing in the Senate committee on January 27, 2016. If passed HB 48 will allow University Boards of Trustees to

adopt policies permitting people to carry concealed handguns on campus. If a Board does not adopt a conceal carry policy for its campus, the bill reduces to a minor misdemeanor the charge, if a license holder illegally carries a handgun on campus. Unlike other conceal carry bills that have been introduced, HB 48 contains permissive language. Specifically, it leaves it up to each institution's board to establish the policy for its campus or campuses. If the bill is passed, then OHIO will have a campus conversation about the issue. The Board does not have to vote on a change in policy. However, if they voted, they would do so with input from across the campus.

- ❖ Topic 4: SSI (State Share of Instruction). Preliminary SSI projections for the Ohio Department of Education indicate a reduction in the expected level of SSI Funding. Last year, OHIO was the best in the state with respect to SSI, which did not go unnoticed by other institutions. The driver of this variance is a change in approach to at-risk funding. The methodology change was agreed to by University Presidents last year. However, the variance caused by this change is greater than anticipated.

OHIO is not changing course for FY17. We are moving forward with a FY17 budget with a 2% raise pool, Year 3 of the Faculty Compensation Initiative, and investments in financial aid and the capital plan. The expected loss will be covered on a one-time basis for FY17. However, as we begin planning for FY18, we will need to consider how to address a lower revenue base budget. OHIO administration is working on different scenarios as we move forward.

- ❖ Topic 5: Media Threat on Friday, April 29. Ohio University Police received a report Friday morning of an anonymous threat posted on social media. It was initially believed that the post was made to an online "Ohio University" group, thus tying the threat to Athens. Athens City Schools closed. After further investigation with the assistance of the social media technical staff, it was discovered that the user who posted the threat was not in the United States. From the time the threat was discovered to the moment it was determined to be not credible, McDavis was in constant communication with the Ohio University Police Department, the Sheriff, and the Athens Police Department. Federal law enforcement was also brought in to investigate. McDavis noted that the safety of the thousands of people involved in commencement was our foremost concern. No one within law enforcement thought the threat warranted cancelling commencement; we were fortunate to have three great commencement ceremonies. McDavis also noted that OHIO wants people to say something if they see a potential threat, so we are proud of the individual who reported the threat. Benoit remarked that OHIO takes all threats seriously; she cited security measures at commencements including security personnel, bag checks, police dogs, and various street-level barriers.

I. EVPP Pam Benoit

- ❖ Topic 1: International Enrollments. Responding to a question she received at last month's meeting, the Provost stated OHIO has experienced a decline in international student enrollment at the undergraduate level. Specifically, there have been declines in students from China and Saudi Arabia. There is high competition for students from China. Saudi Arabia changed its scholarship program, which has resulted in a major decline in enrollments. OHIO has been working to improve its recruitment strategy by diversifying its recruitment and population of students. A couple of consultants have been hired to provide advice about markets, recruitment, and organizational structure effectiveness. OHIO is also meeting with various agents. Benoit also remarked that the international student market is a fairly recent market for recruitment; OHIO is working to become more effective.

By comparison, the enrollment of international students in graduate programs remains flat. Unlike undergraduate admission, graduate student acceptance is typically done by departments. As such, one of most effective things that departments can do is to make decisions quickly. Earlier decisions significantly increases numbers because students may accept admission to another program if a decision has not been made. Overall, recruitment of international students is very competitive.

- ❖ Topic 2: Recruitment Strategies. Generally, the recruitment of quality students is highly competitive. OHIO has made improvements in its recruitment activities such as an improved relationship management system, participation in common application process, a December early action deadline, a counselor tour in September to showcase the campus, and a strategic relationship with the International Association of College Admissions Counseling. Benoit further remarked that these are only a few of many initiatives to improve recruitment.

Questions and Discussions

- Senator Brannon asked for a brief explanation about the reasons that we should increase enrollment of international students and about increasing student enrollment with respect to quality. Benoit explained that OHIO has a strategic plan for increasing enrollment based upon capacity rather than a simple across-the-board plan. For example, the plan reviews areas in which there may be excess capacity in specific Athens programs, Athens as a whole, and other campuses. McDavis added by stating that he believes OHIO continues to see an improvement in the quality of students and higher levels of maturity among students. Benoit also noted that there are a number of indicators of improved student quality across input measures as well as measures about current students. Benoit noted that OHIO plans to maintain quality.
- Senator Trautman asked if efforts would also include regional campuses. Benoit said that she would follow-up to verify.
- President McDavis thanked the faculty for their great work and their efforts. He noted that parents often share how grateful they are for quality of the educational experience their children received at OHIO. McDavis noted that the quality of education is attributable to the faculty at OHIO.

II. Update on the Disability Strategic Plan for Inclusion and Accessibility – Judy Pierce, Interim Ombuds and Dianne Bouvier, Director of Equal Opportunity and Accessibility

- ❖ Topic: Disability Strategic Plan for Inclusion and Accessibility. Pierce and Bouvier provided a presentation updating the Faculty Senate on the Strategic Plan for Inclusion and Accessibility. The presentation included a brief background, the strategic vision, strategic initiatives, the steering committee, universal design and assistive technology (UDAT) implementation team, the communication implementation team, and the leadership implementation team. The presentation also provided a list of ways in which the faculty can help. Please refer to **Appendix A** for a copy of the full presentation.

Questions and Discussions

- Senator Geist asked if the committee or anyone else has asked students about the extent to which they are or are not having trouble accessing services. The presenters remarked that faculty should contact the office if they find anyone with difficulties. Furthermore, providing feedback on the assessment is helpful to the groups.
- Senator Doty asked about where to direct students on regional campuses and to what extent have the strategic planners included people with disabilities for input. The presenters remarked that there were people on the regional campuses to contact and that the office could provide specific information for each campus if contacted. With respect to input in strategic planning, people with disabilities have provided input but this has been typically done in a private meeting in order to maintain confidentiality and privacy.

III. Roll Call and Approval of the April 4, 2016 Minutes

- ❖ Roll call (Hartman)
- ❖ **Doty** moved to approve the minutes, seconded by **Quitslund**. Minutes were approved by a voice vote.

IV. Chair's Report (Joe McLaughlin)

- ❖ Topic 1: Updates and Announcements
 - Budget Update. Budget Planning Council has not concluded business for the academic year; an additional meeting during May is scheduled. As a result of the move from quarters to semesters, there are budget issues that are on-going after the end of the academic year yet before the summer Board of Trustee meetings.
 - Committee Preferences. Senators for the AY16-17 will be asked to provide preferences for Senate committee assignments. Each of the committee reports tonight will provide a brief overview of the committee and its functions. Using a form to be distributed later in the meeting, senators will be asked to rank each committee in order of preference. Rankings will be one of several considerations for committee assignments; examples of other considerations are distribution of college representation and continuity of committee membership. The senate executive committee will make efforts to try to place senators into preferred committees.
 - University Standing Committees. The Faculty Senate Chair makes recommendations about staffing for the University Standing Committee. A call for committee volunteers has been distributed via e-mail to all faculty campus-wide; the deadline is this week. McLaughlin noted that he will be using this information to make recommendations for committee assignments but will also consider the need for diversity and college representation. McLaughlin also noted that President makes final choices. In the past, there have not been enough volunteers to fill vacancies. If that is the case this year, McLaughlin may ask senators to volunteer.
 - Senator meetings by College. McLaughlin plans to have meetings with faculty senators in each college during the summer. He explained that senators should receive an e-mail from Laura Tuck regarding availability. The goal is to identify priorities as well as understand perspectives. In addition, McLaughlin would like to make progress on appointments by senators – such as the Dean Evaluation Committee and the Professional Ethics Committee. The goal is to complete those assignments before the first Faculty Senate meeting in September.
- ❖ Topic 2: Election of Ohio Faculty Council Representative. McLaughlin explained that the Faculty Senate needs to elect representatives to the Ohio Faculty Council, which is a state-wide group that meets centrally. Two senators are typically appointed; the Faculty Senate Chair and another faculty member. Former Faculty Senate Chair Beth Quitslund has been nominated to be the second representative. When asked, the Faculty Senate did not provide any additional nominations.
 - ✓ Chair McLaughlin moved to elect Quitslund; Senator Doty seconded.
 - ✓ The election of Beth Quitslund and Joe McLaughlin to serve as the OHIO representatives to the Ohio Faculty Council passed by voice vote
- ❖ Topic 3: Thank You. McLaughlin provided a heartfelt thank you to all senators whose terms are scheduled to end this summer. Furthermore, McLaughlin provided a special thanks to Beth Quitslund, Linda Rice, and Sara Wyatt for serving as senators for two full terms (six continuous years). McLaughlin also reminded 2015-16 senators that terms do not end until July 31. Comparatively, newly elected and appointed senators' terms start May 1. Accordingly, all senators in attendance at the May meeting are eligible to vote.

- ❖ Topic 4: Upcoming Senate Meeting: Monday, September 12, 2016

V. Executive Committee and Finance & Facilities Committee (Joe McLaughlin)

- ❖ Sense of the Senate Resolution for the Proposed Academic Center for Intercollegiate Athletics—First Reading

The sense of the senate resolution is offered jointly by the Executive Committee and the Finance & Facilities Committee to reaffirm its commitment to its November 2014 resolution that called upon the University “to strive to integrate the academic support, study space, and recreational facilities for student-athletes with those for other OHIO students.” The sense of the senate resolution also calls upon the University to abandon the Sook Academic Center project. Furthermore, the sense of the senate resolution urges the Board of Trustees to withhold its approval if the University does not abandon the project.

- ✓ Resolution was approved by a voice vote (with four senators voting in opposition).

Questions and Discussions

- There were no questions or discussion during the first reading.
- Senator Bates moved to suspend rules requiring a second reading at next meeting; Senator Gradin seconded the motion. Vote was taken by a voice vote. The Faculty Senate voted to suspend the rules by voice vote; four senators opposed. The second reading of the Sense of the Senate Resolution was waived.
- There were no questions or discussion during the second reading.
- Senator Bates called to question.

VI. Report on University Curriculum Council Study Group (Thomas, Kruse, Ingram)

- ❖ Topic 1: UCC. David Thomas – University Curriculum Council (UCC) Chair – presented an update about changes to UCC. A little over a year ago, a task force was charged to identify ways to enhance and streamline its processes and procedures. Several needs were presented: develop ways to expedite approvals to courses and programs, set maximum length that a committee could consider a proposal, and create an appeal process.

On November 24, 2015, UCC passed three resolutions stemming from the Task Force recommendations:

- Resolution to Establish Maximum Time for UCC Committee Action
- Resolution to Establish Guidelines for Expedited Curricular Changes
- Resolution to Establish an Appeal Process for Committee Denials or Requests for Revisions

Full-texts are available at <https://www.ohio.edu/facultysenate/committees/ucc/meetings.cfm>.

Thomas also provided a discussion about the General Education Committee. Moving forward, the General Education committee will work review any proposed general education courses in tandem with ICC. In addition, the committee will review the existing General Education Outcome goals and make revisions, which will require assistance from the Faculty Senate.

- ❖ Topic 2: Programs Committee. David Thomas – University Curriculum Council (UCC) Chair – presented information about the Programs Committee on behalf of Chair of the Programs Committee Kelly Broughton. In AY15-16, 76 program changes were reviewed and approached. Of those, 25 (33%) were expedited. Fourteen new programs were reviewed and approved. The committee also made process improvements: (1) the submission deadline for current year approvals were posted to the PC web page, (2) [expedited review guidelines and process](#) was articulated and implemented,

[Certificates Task Force final recommendations](#) were received, and [revised definitions and requirements for Certificate Programs](#) were approved (and is awaiting EPSA / Faculty Senate action).

- ❖ **Topic 3: ICC.** Hans Kruse – Chair of the Individual Course Committee (ICC) of the University Curriculum Council (UCC) – provided an overview that included information about improvements to the process, the ICC process and timeline, ICC metrics, and the expedited review process. Please refer to **Appendix B** for a copy of the full presentation.
- ❖ **Topic 4: Program Review.** David Ingram – Chair of the Program Review Committee of the University Curriculum Council (UCC) – provided a presentation about why OHIO does program reviews, the program review process, and the purpose of the review, challenges / opportunities in the review process, recent program reviews completed, and planned program reviews. Ingram also highlighted specific passages from the Higher Learning Commission (HLC) accreditation standards. Please refer to **Appendix C** for a copy of the full presentation.

Questions and Discussions

- Senator Brannan asked how the Program Review committee would review a program such as the Bachelor of Specialized Studies program. Ingram said that the only thing the Program Review committee can do is to create a modified self-study document that is generally consistent with the standard review for more traditional programs. Ingram noted that there are a number of programs in which the substantial differences require a modification to the self-study. Ingram further remarked that any program needs outcome-based assessment of learning or at least have a plan in place to measure student learning.
- Senator Doty asked about the program review process for Regional Higher Education. Ingram noted that this would be similar to the Bachelor of Specialized Studies in that there may be a modified self-study document to be completed.

VII. Finance & Facilities Committee (Joe McLaughlin)

- ❖ **Topic: Committee Summary.** McLaughlin provided a brief overview of the F&F committee by explaining that F&F works primarily with budget matters such as salaries & benefits as well as capital spending.

VII. Dublin Campus Master Plan – Shawna Bolin, University Planner & Director, University Planning & Space Management

- ❖ **Topic: Dublin Campus Master Plan.** Bolin provided an overview of the Dublin Campus Master Plan including three major topics: (1) transforming OHIO, (2) the Dublin long-term vision and framework, and (3) future opportunities and next steps. Please refer to **Appendix D** for a copy of the full presentation.

Questions and Discussions

- Senator Wolf asked why there are not any faculty members on the Steering Committee and further remarked that this may be a problem given that faculty input at an earlier stage might have provided better input (as compared to this stage of the project). Bolin explained that it has been difficult to get time to meet with faculty. However, there is another committee with faculty representatives that provides input. Bolin further explained that there is still need for input from faculty at this stage in the planning process.
- Senator Quitslund remarked that the plan is both impressive and ambitious. However, faculty in general would likely want assurances that the expense is appropriate – especially given the structural needs on the Athens campus. Bolin remarked that there will be capital spending for

building projects on the Athens campus. To answer the question, Bolin explained that one of the guiding principles of the Dublin campus is that selective investments must establish financial feasibility and be sustainable. Spending will not be from traditional pools of money such as the Century Bond.

- Senator Doty asked why OHIO is investing in a strategic partnership with Columbus State given that there are regional campuses. Bolin said that Columbus State has a market, connections, partners, etc. in the area that OHIO does not have. However, Bolin also noted that others would know more about the strategic partnership; Bolin will ask others to clarify.
- Senator Perkins asked what kind of liability OHIO has with the buildings if they sit empty due to either partners backing out or not moving forward. Bolin said that any project that is proposed is carefully reviewed for viability before moving forward. However, Bolin said that she would ask others and provide additional information.
- Senator Snyder asked if the Dublin campus will offer four-year degree programs. Bolin said that most of the programs currently discussed are graduate programs and complimentary programs. At this stage, It is unclear if there will be four-year degree programs offered.
- Senator Geist asked who should be contacted if there are ideas. Bolin stated that faculty could contact the Steering Committee representative from his/her College or Bolin directly with comments about physical planning. Bolin said that this is an ongoing discussion.
- Senator Andrews asked if this presentation will be available to senators after the meeting. Bolin said that a version of the presentation will be available.
- Chair McLaughlin summarized the Faculty Senate discussion and asked Bolin to share with the administration and committees. He remarked that the Faculty Senate seems to think this is happening quickly and substantially yet without a lot of faculty involvement. He also remarked that this is one of the reasons for having this presentation before the summer so that faculty can have additional information. However, he also stated that he believed the input was not negative; instead, it just raised a number of questions that faculty have. Bolin explained that presenting to the Faculty Senate as well as at various meetings of faculty within Colleges are mechanisms for getting faculty input.

VIII. Professional Relations Committee (Susan Williams)

- ❖ Topic: Committee Summary. Williams summarized the purpose and goals of the committee as well as provided examples of issues. PRC deals with issues related to faculty and the faculty handbook. Topics during the past year have included G2 promotions, G2 senators, language about chair approval process, and updating the faculty handbook.
- ❖ Topic: Policy about Faculty Participating in Online Courses through Other Universities. A committee was recently formed to address this issue during the upcoming year. Early indications are that the policy will be faculty-friendly.

Questions and Discussions

- None

IX. Educational Policy & Student Affairs Committee (Ben Bates)

- ❖ Topic: Committee Summary. Bates summarized the purpose and goals of the committee as well as provided examples of the issues of the year. EPSA deals with issues at the intersection of the faculty and students. Bates noted that EPSA rarely brings business to the full Faculty Senate because the committee often deals with issues in committee until they are fully developed and ready for full

Faculty Senate input. Bates also explained the current committee split such that some members of the committee focus on EPSA issues and others are assigned to UCC committees.

Questions and Discussions

- None

X. Promotion & Tenure Committee (Kevin Mattson)

- ❖ Topic: Committee Summary. Mattson noted that he will be on leave next year. As such, there will be a new chair. Mattson summarized the purpose and goals of the committee. P&T reviews appeals of promotion and tenure as well as works on issues related to promotion and tenure policies. Mattson further noted that P&T deals with high stakes issues for faculty.

Questions and Discussions

- None

XI. New Business

- ❖ None

Questions and Discussions

- None

XII. Adjournment

- ❖ **Doty** moved to adjourn; **Wyatt** seconded. The meeting was adjourned at 9:31PM.

Appendix A: Ohio University Disability Strategic Plan Implementation Updates

Development of the Ohio University Disability Strategic Plan for Inclusion and Accessibility

Year	Action
Mid-2000s	Dr. McDavis formed the Presidential Advisory Council on Disability and Accessibility Planning (PACDAP)
2011	President McDavis charged PACDAP to prepare “recommendations for prioritized goals and strategies for each of the following targeted areas: Academic Access (A), Program and Web Access (P), Architectural Access (R), and Campus Climate for Persons with Disabilities (C).”
2012	Phase One: Inclusion and Accessibility Readiness Audit
	Phase Two: Vision Day
	Phase Three: Strategic Planning Day - Six priorities identified: Leadership, Assessment, Inclusion, Communication, Universal Design and Assistive Technology, and Funding and Resources.
2013-2014	Phase Four: Writing
2014	President McDavis accepted the plan which was presented to the Board of Trustees
2015	President McDavis initiated the Implementation of the Strategic Plan

Strategic Plan Vision

Ohio University sees Inclusion and Accessibility as becoming the guiding framework for educational and employment approaches throughout the University and a foundational consideration for all physical planning, resource allocation and service delivery.

2014 - 2024 Strategic Initiatives

- Leadership
- Assessment
- Communication
- Inclusion
- University Design and Assistive Technology
- Funding and Resources

Purpose of the Steering Committee

- Guiding Principle
Can everyone access and participate in our programs, services and facilities?

Oversee the forward movement of the Disability Strategic Plan, including:

- Determining the approach for addressing priorities
- Ensuring compliance and accountability
- Coordinating information on the Plan
- Communicating actions and information
- Making revisions or updates to the Plan

Meeting regularly since August 17, 2015

Strategic Plan Steering Committee

- Dianne Bouvier, Director, Equal Opportunity and Accessibility, ADA/504 Coordinator
- Carey Busch, Assistant Dean, Student Accessibility
- Brad Cohen, Senior Vice Provost for Instructional Innovation

- Carolyn Lewis, Instructor, School of Communication Studies; Director and General Manager Emerita, WOUB Center for Public Media, Scripps College of Communication
- Judy Piercy, University Ombudsperson; Strategic Plan Implementation Facilitator
- Steve Patterson, Associate Professor, Psychology Department; Chair, City Commission on Disabilities; Mayor, City of Athens
- JW Smith, Associate Professor, School of Communication Studies

Universal Design and Assistive Technology Implementation Team (UDAT)

Charge:

To incorporate universal design principles and assistive technology resources as fundamental components of all planning and delivery aspects associated with the operations of Ohio University so that the University experience is seamless and comparable for persons of all abilities.

Progress to date:

- Meeting since October 13, 2015
- Drafting a policy for Information Technology accessibility across campus
- Working with Procurement to incorporate accessibility review in digital purchases

Next step

- Vetting the Policy on Information Technology Accessibility
- Support work on ADA Transition Plan to Remove Barriers

UDAT Team Members

- Jill Bateman, College of Engineering
- Dianne Bouvier, Equal Opportunity and Accessibility, Advisory role
- Marty Dagostino, Environmental Health & Safety; Equal Opportunity and Accessibility
- Matt Dingo (chair), Academic Technology
- Christine Jenkins, Student Accessibility Services
- Greg Kessler, Faculty, Linguistics
- Toni Marinucci, OIT
- John McCarthy, Faculty, Communications Sciences and Disorders
- Marty Paulins, Transportation Services
- Judy Piercy, University Ombudsperson; Strategic Plan Implementation Facilitator
- Christine Sheets, Student Affairs
- Richard Shultz, Design and Construction
- Noah Trembly, Rehabilitation and Communication Sciences

Communication Implementation Team

Charge

Develop and implement an ongoing communication strategy that encourages, engages, educates and empowers all Ohio University community members to embrace the emerging paradigm for the work of inclusion and accessibility.

Progress to date

- Meeting since October 23, 2015
- Developing a Strategic Communication Plan with the assistance of UCM
- Working with UCM to develop a concept design (e.g., logo)

Next steps

- Generating story ideas for media

Communication Team Members

- Josh Bodnar, Access, Transaction, and Video Services
- Dianne Bouvier, Equal Opportunity and Accessibility, Advisory role
- Joan Butcher, WOUB
- Meghan Drapcho, Enrollment Services
- Kerri Griffin (chair), Equal Opportunity and Accessibility
- Sarah Lack, UCM
- Teresa McKenzie, Student Accessibility Services, Southern Campus
- Jamie Patton, Dean of Students Office
- Judy Piercy, University Ombudsperson; Strategic Plan Implementation Facilitator
- Danielle Valaitis, Student Senate

Leadership Implementation Team

Charge

1. Create implementation strategies that leaders will use to integrate accessibility and inclusion into all functions.
2. Develop and enact processes for moving forward the Disability Strategic Plan for Inclusion and Accessibility.
3. Promote the concept of the University valuing accessibility, therefore, it must be absorbed into what units do (including funding both institutionally and within units)
4. Accept responsibility as leaders across campus to advance this initiative which includes discussing with leaders in their unit how accessibility will be considered and integrated into facilities, functions, programs, and services.
5. Think broader than their own individual units when considering processes.

Progress to date

- Meeting since January 12, 2016
- Developed a self-assessment framework

Next Steps

- Pilot self-assessment over the summer and later implement across all campuses

Leadership Team Members

- Dianne Bouvier, Equal Opportunity and Accessibility
- Saira Brown, Student Senate
- Kendall Brown-Clovis, University Human Resources
- Alicia Chavira Prado, Diversity and Inclusion
- Howard Dewald, Office of the Provost
- Mark Ferguson, Campus Recreation, Division of Student Affairs
- Sherrie Gradin, Faculty and Chair, English; Director, Appalachian Writing Project
- Dennis Irwin, Dean, College of Engineering
- Joe Lalley, Finance and Administration
- Krisanna Machtmes, Faculty and Chair, Educational Studies; Faculty Senate

- Serena McCollum, Institutional Research; Classified Senate
- Nicole Pennington, Dean, Southern Campus
- Judy Piercy, University Ombudsperson; Strategic Plan Implementation Team Co-Convenor
- Jim Taylor, Faculty, Arts & Sciences, OU-Zanesville; Faculty Senate

Current Direction of the Law

- Institutions are required to meet both the letter and the spirit of disability civil rights law
- Ensure that students with disabilities can access the educational opportunity and benefit with “substantially equivalent ease of use” as students without disabilities.
 - “equally effective and equally integrated”

Interpreting Disability

- Shift to a social definition of disability:
 - Consider the consequences of exclusion and aspire to assure people with disabilities are not excluded as a result of social and attitudinal barriers (Gabel & Conner, 2009).
 - Institutions create disabilities because we have inaccessible facilities, programs and services
- Leads to framework of collective responsibility to be proactive in understanding our community members’ needs
- Decisions consider accessibility/inclusion – i.e., websites, residence halls, building access, recreation programming

Entities Addressing Inclusion and Accessibility

- Equal Opportunity and Accessibility
- Disability Strategic Plan Steering Committee and Implementation Teams
- Presidential Advisory Council on Disability and Accessibility Planning (PACDAP) and the City Commission on Disabilities
- Student Accessibility Services

How you can help

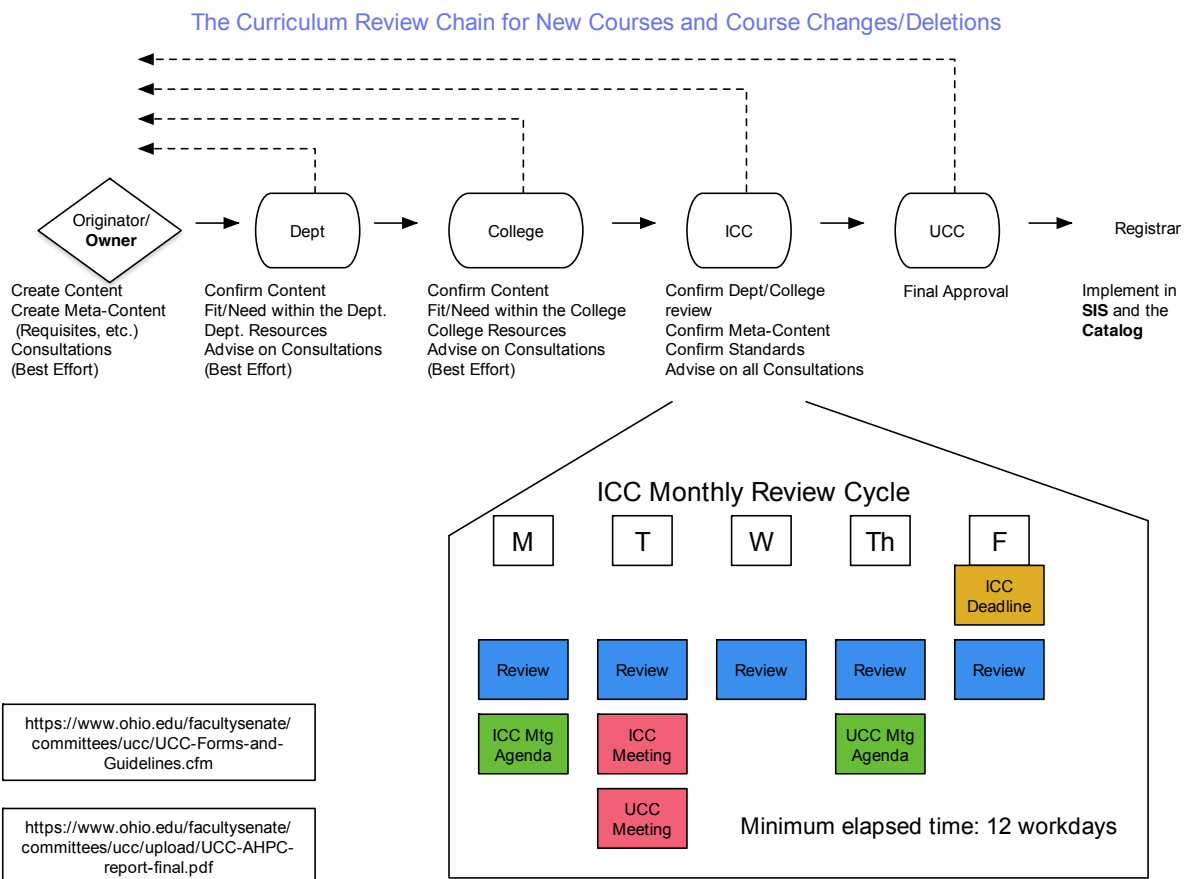
- Participate in the ADA Self-assessment process within your department – let us know if you identify barriers that need to be addressed
- Offer opportunities for students within your research, teaching, and service to learn about how disability intersects with your discipline
- Work with us to develop partnerships around campus that inspire inclusion for persons living with disabilities

Appendix B: ICC Report to Faculty Senate

Overview

- Process and Metrics
- Changes in Procedure
 - Cross-Listing clarification
 - Service Learning Courses ("C" suffix)
 - General Education Review Process
- Expedited Reviews

ICC Process Timeline



ICC Metrics

ICC Action on New Courses

	Rate	Apr	Mar	Feb	Jan	Nov	Oct	Sep	Total
New Courses Approved	47%	16	7	8	11	15	3	7	67
1. Dual Listed; Difference between levels	3%	0	1	0	0	1	0	2	4
2. Consultations	21%	1	3	14	5	1	1	5	30
3. Course Description	15%	1	2	3	2	5	4	4	21
4. Learning Outcomes	12%	7	1	1	0	3	0	5	17
5. Mechanics (requisites, cross-list, etc)	3%	5	0	0	0	0	0	0	5
Total New Course Reviews	144	30	14	26	18	25	8	23	144

ICC Action on Course Changes

Course Change Reviews Approved	90%	44	26	14	13	29	25	44	195
Course Change Reviews Returned	10%	8	1	6	2	2	1	2	22
Total Course Change Reviews	217	52	27	20	15	31	26	46	217

Expedited Review

- College-level approval of some course changes
 - Expedited review must be explicitly requested
 - College discussion/approval must be documented
- Red/Yellow/Green changes
 - **Red**: never expedited (e.g., Gen Ed designation)
 - **Yellow**: may be expedited (e.g., requisites; less restrictive can be expedited, more restrictive not)
 - **Green**: always expedited (e.g., max repeat hours)
- Periodic ICC review of criteria

Appendix C: Program Review Report to Faculty Senate

Why do we do reviews?

Higher Learning Commission (HLC) – our federal accreditor

Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.

<https://www.hlcommission.org/Criteria-Eligibility-and-Candidacy/criteria-and-core-components.html>

The Ohio Department of Higher Education (ODHE), aka The Ohio Board of Regents (OBR) also require program reviews to take place.

<https://www.ohiohighered.org/academic-program-approval>

At that link, half way down, is the following text and link to a pdf document that is more about program approval or changes but includes references to program review.

“Guidelines and procedures for approval of new programs and changes to existing programs are described in the Ohio Department of Higher Education's Guidelines and Procedures for Academic Program Review. That document is posted at this link.”

https://www.ohiohighered.org/sites/ohiohighered.org/files/Academic-Program-Review-Guidelines_FINAL_042915.pdf

UCC Program Review Committee

Oversee the review process and present the review report to UCC for approval

Process – approved by UCC

- Programs are told of their forthcoming review in March
- They nominate external reviewers by July 30
- Their self-study is due September 15
- They schedule their site visit in the Fall, they are assigned 2-3 internal reviewers
- The reviewers have two weeks to complete report after the site visit
- The chair and dean have two weeks to comment and/or ask for corrections
- Graduate Council, if graduate programs are in the review, has two meetings to comment
- The review with the comments attached is presented to UCC for approval.
- The reports are given to the Provost to present to the Trustees as an information item.

Purpose

HLC Criterion Four

“The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.”

The self-study and the site visit will capture this information.

Outcome

The recommendation to UCC is that the program is viable, in jeopardy, or to be discontinued.

See the Faculty Handbook II.D.4.c for how a program can be eliminated

Challenges and “Opportunities”

- Double ding by HLC
- Q2S, PeopleSoft implementation
- Lack of reviewers
- Availability of reviewers

Progress

- Help from the provost’s office
- Recruitment and training of reviewers
- Preparation of a review time-table for >10 years

Program Review Committee Update for May 2, 2016

AY14

College of Business, forwarded to Provost
Communication Studies, forwarded to Provost
Journalism, report about to be sent to Graduate Council
Media Arts and Studies, sent to Graduate Council

AY15

Mathematics, asked chair to recruit new external reviewer and set new date
Heritage College of Medicine, forwarded to Provost
Human Services Technology, report sent to chair and Deans for comment

AY16

Biological Sciences, external review report received
Molecular and Cellular Biology, forwarded to provost
Chemistry and Bio Chemistry, waiting for dean and chair to respond
Environmental and Plant Biology, forwarded to provost
Physics & Astronomy, waiting for dean and chair to respond
Aviation, self-study received – site-visit for Fall 2016
Individualized Studies, Specialized Studies, self-study due September 15, 2016
Military Science, forwarded to provost
Law Enforcement Technology, report received from deans
Recreation and Sports Pedagogy, report ready for chair and dean

Human and Consumer Sciences Education, self-study due September 15, 2016
Medical Assisting Technology, follow-up, forwarded to provost
Dance, report sent to dean and chair
Theatre, chair and dean's comments received, waiting for corrections
IARTS, sent to Graduate Council
Music, sent to Graduate Council

AY17

Notices have gone out for these programs – self-study due September 15, 2016

School of Art and Design
Film
African American Studies
Classics and World Religions
Linguistics – will submit self-study December 15
Modern Languages
Philosophy
Information and Telecommunication Systems
Visual Communication
Electronic Media – will submit self-study December 15
Associate of Arts and Sciences
Cutler Scholars Program

Summary

- The review process is back on track for the academic programs.
- A timetable is being circulated amongst the Colleges regarding future reviews.
- In the spirit of AQIP, the review committee is planning improvements to the quality of the review process and the review reports.
- This review process covers less than half the expenditures of the university.

Appendix D: Dublin Master Planning Presentation



The map shows the state of Ohio with various campus locations marked. A legend in the bottom right corner identifies the symbols: a green dot for 'Ohio University Campus', a green circle with a dot for 'Regional Campus', a yellow circle with a dot for 'Ohio University Branch', and a yellow square for 'University Campus Group'. The map highlights several campus groups in yellow, including the Dublin Campus Group, the Lima Campus Group, the Mansfield Campus Group, the Newburg Campus Group, the Piketon Campus Group, the Wooster Campus Group, and the Zanesville Campus Group. Other campuses marked with green dots include Athens, Newark, and Lima.

OHIO UNIVERSITY PLANNING FOR THE FUTURE

Faculty Senate
May 2nd, 2016

SECTIONS

1. Transforming OHIO
2. Dublin-Long-Term Vision and Framework
3. Future Opportunities & Next Steps

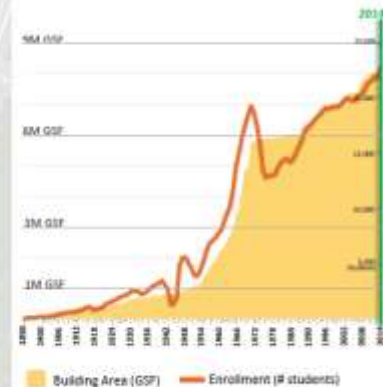
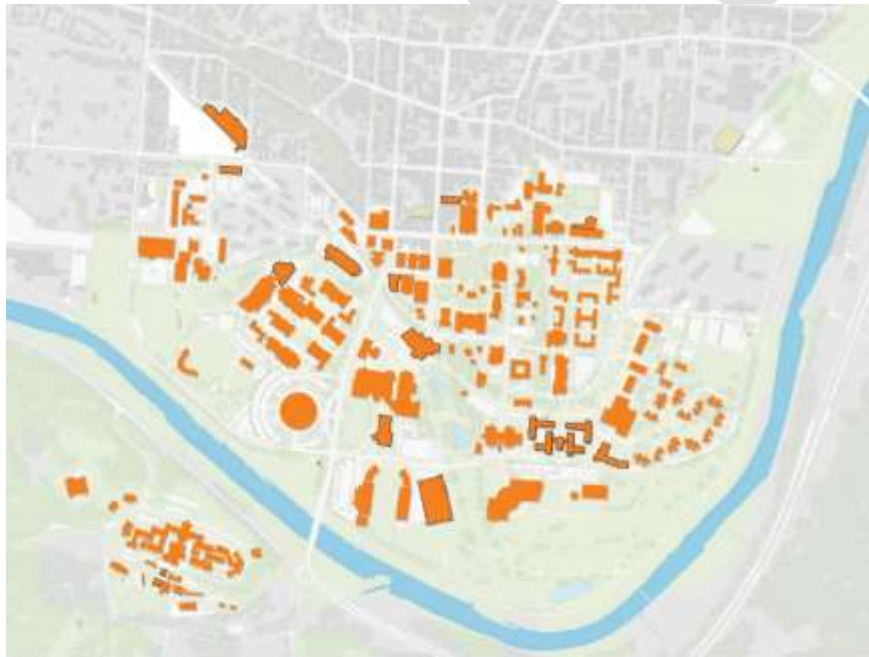
Transforming OHIO

Within the Athens Campus setting resides a vibrant community of academic excellence, creative activity, and research innovation. As a destination, the Athens campus is more than an institution of higher learning or a transitory waypoint, it is the keystone to a network of academic communities each contribute to Ohio's intellectual and economic vitality.



- Athens Campus is a transformative community where individuals cultivate their skills and knowledge through interaction and discourse within an inspirational campus setting.
- Effective and well-maintained physical infrastructure allows us to continue broader mission of OHIO for Ohio
- Leaders working on positioning University to meet challenges related to changing demographics and critical budgetary, operational, and regulatory issues
 - Leverage strengths of planning processes
 - New programs and initiatives
 - Diversification of revenue streams
 - Promotion of greater institutional economic stability
- Position University as an educational partner within the State and across the globe

3



4

Planning Efforts



CMP



Programmatic Prioritization



Energy Infrastructure Initiative



Campus Wide Deferred Maintenance Assessments



Financial Analysis and Funding Generation





OHIO for OHIO

Comprehensive Planning

OHIO is a major engine of innovation in its community, the region and the state.

- Athens is important as a keystone to a statewide presence,
- Continuing to strengthen it is important in 21st century
- University has been proactively planning to be sustainable facing multiple issues that test our future from growing competition of market share resulting in decline in funding to the shrinking of national borders that is increasing international competition and promoting broader access...
- To remain true to its historical role and mission in the services of the citizens of the state, it is essential that OHIO design a business model that will allow it to compete successfully in the 21st century. This reality significantly influenced University leadership's efforts in crafting OHIO's **Innovation Strategy**.
- To successfully implement the **Innovation Strategy** and insure OHIO's competitive advantage, the University seeks to leverage its statewide presence to build bridges between industry, government and academia

Dublin Framework Plan

What are we up to?

"The Dublin campus will be central to Ohio University's future, extending access and expanding opportunities for countless Ohio University students, as well as many educators and professionals in Central Ohio. We are very excited about this initiative and look forward with much anticipation to the collaborative learning and professional excellence that it will foster!"

-President McDavis



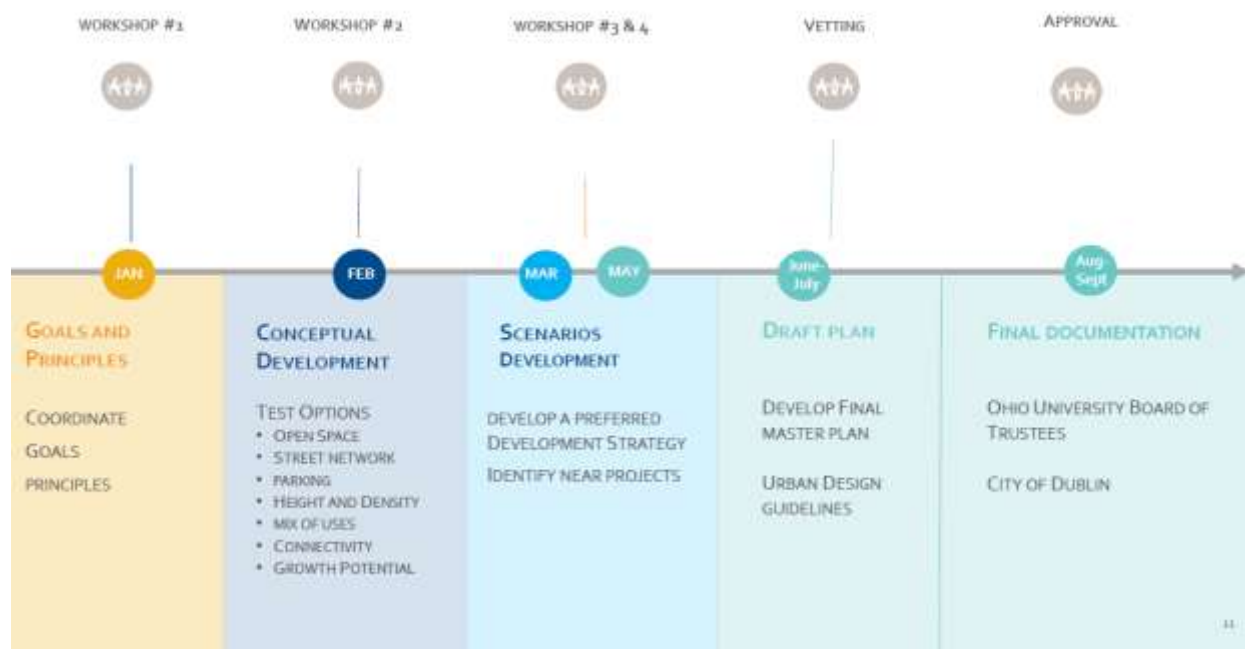


Dublin Campus Framework Plan

- 2012, acquired property in City of Dublin to establish a new location for HCOM
- Entered economic development agreement with City of Dublin to acquire land around the site
- Have acquired Subarea 1: 15 acres purchased by HCOM and balance given to us by the City of Dublin
- Will acquire Subarea 2 when the Master Plan is complete.
- Subarea 3 will be jointly developed with the City of Dublin.
- Framework Plan will guide phased transformation of the Dublin campus into a vibrant, sustainable and integrated campus community, both future development and near term projects.

Dublin Guiding Principles

1. High impact initiatives and programs that are complementary to the central Ohio community, advance Ohio University interests, and cannot be accomplished in Athens
2. Advance "OHIO for Ohio" opportunities to build and strengthen regional partnerships with industry, government, and non-profit organizations to foster innovation;
3. Innovative initiatives and programs that are uniquely situated for central Ohio;
4. Selective investments must establish financial feasibility and be sustainable.
5. Initiatives and programs must align with the University and College's strategic plan and enhance smart growth.



Advisory Committee

- Bill Burke, Heritage College of Osteopathic Medicine
- Brian Thompson, Heritage College of Osteopathic Medicine
- Ginny Valentin, College of Health Sciences and Professions
- Tia Barrett, College of Health Sciences and Professions
- Michelle Ferrier, Scripps College of Communication
- Rachel Cornish, College of Fine Arts
- Phil Taylor, College of Business
- Dennis Irwin, Russ College of Engineering
- Mike Finney, Voinovich College
- Pete Mather, University College
- John Gilliom, College of Arts and Sciences
- Connie Patterson, Patton College of Education
- Jim Smith, Regional Higher Education
- Thomas Raabe, Project Manager, Dublin Campus

Stakeholders

- City of Dublin
- Partnership Opportunities

Committees and Stakeholders

Steering Committee

- Pamela J. Benoit, Executive Vice President & Provost
- Stephen Golding, Senior VP of Strategic Initiatives, COO of OU Dublin
- Ken Johnson, Exec Dean Heritage College of Osteopathic Medicine
- Randy Leite, Dean, College of Health Sciences and Professions
- Joe Shields, Vice President of Research & Creative Activity and Dean of the Graduate College

Planning Team

- Ayers Saint Gross, Consultant
- Shawna Bolin, Director of University Planning & Space Management



...a campus within the EAZ



District Vision:

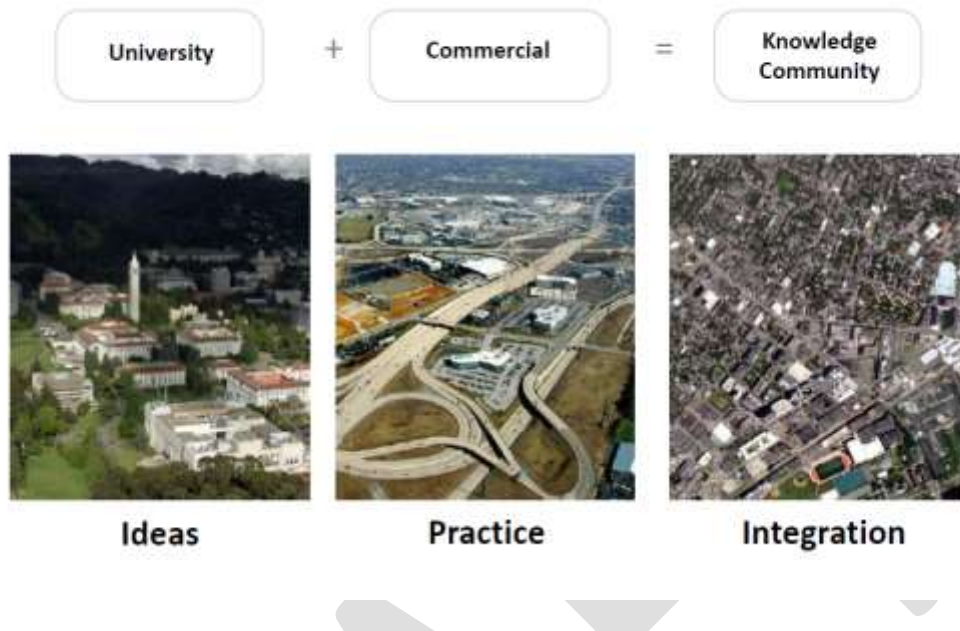
Economic Advancement Zone

- Focus on quick-to-build research with unique development character
- Range of tech related businesses from R&D startups to clean manufacturing
- Emphasis on sustainable building and design methods
- Maximize visibility from U.S. 33

West Innovation District

"Encourages development of technology-based companies. The nearby Town Center offers additional cultural, recreational and retail opportunities"

1. Sense of Place



1. Sense of Place

New Paradigm: Innovation District



1. Sense of Place

Create a Live/Work/Learn/Play Environment



Eddy Street, South Bend, IN



Rockville Town Square, Rockville, MD

Create a Live/Work/Learn/Play Environment



University Park, Cambridge, MA

1. Sense of Place

Physical Planning Principles

1. A community: **identity, sharing of resources, a central place**
2. Walkable: **compact, pedestrian oriented, smart growth**
3. A mix of uses: **retail, hospitality, housing, community service, arts**
4. Foster innovation: **inter-disciplinary, partnerships and economic development**
5. Connections: **integrate with surrounding resources, future opportunities, regional connections**
6. Accommodate varying initiatives: **support the University's Strategic Plan, flexible spaces**

2. Understand Physical Capacity

Buildout Factor	How it Drives Development	Zoning Requirement	Assumption
Lot Coverage	Limits density and surface parking.	Maximum Lot Coverage: 70% , up to 75% with development incentives Lot coverage: The part or percentage of the lot occupied by impervious surfaces and semi-pervious surfaces.	Achieve a lot coverage of 50 or 70%
Building Height	Limits density and incentivizes building out instead of up.	structures greater than 68' (approx. 4 stories) shall require conditional use approval	3 or 3.5 floor average
Parking	Space occupied by parking limits building sites and increases lot coverage.	Office: 1 space per 350GSF Education: 1 space per classroom and 1 space per 300GSF office area; 1 space per 3 persons by seating capacity in assembly areas	4.5 spaces per thousand GSF average – varies depending on land use
Total Site Area	Determines total buildable area and lot coverage.		The entire site minus road right of ways (16% of total area) is utilized

2. Understand Physical Capacity



Existing Condition

2. Understand Physical Capacity

Campus Capacity - Density Precedents



Dublin Campus
Ohio University
Dublin, OH

195.5k GSF

1-4 stories

Surface lots



Fontaine Park
University of Virginia
Charlottesville, VA

565k GSF

3 stories

Surface lots



Centennial Campus
North Carolina State University
Raleigh, NC

2.7m GSF

2-5 stories

Mix of surface + Structured parking



Innovation District
University of Maryland
College Park, MD

2.8m GSF

4-10 stories

Structured + on-street parking



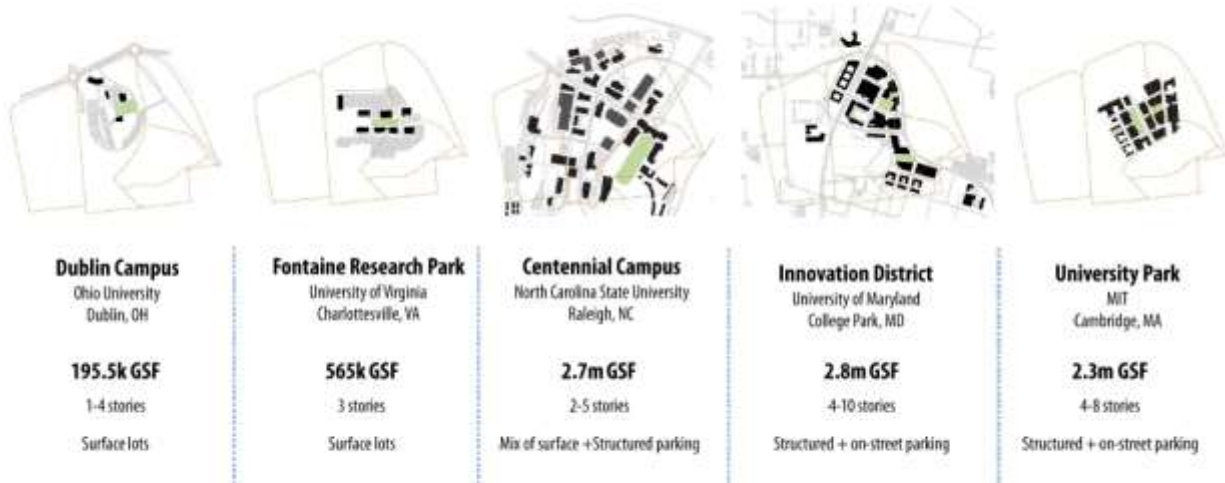
University Park
MIT
Cambridge, MA

2.3m GSF

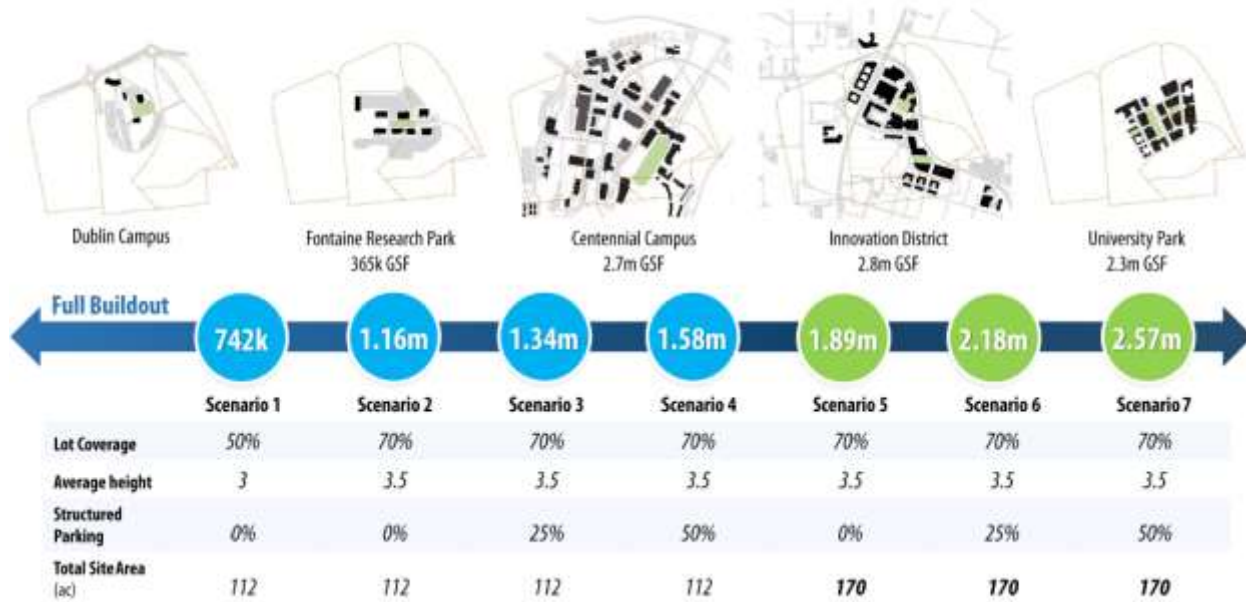
4-8 stories

Structured + on-street parking

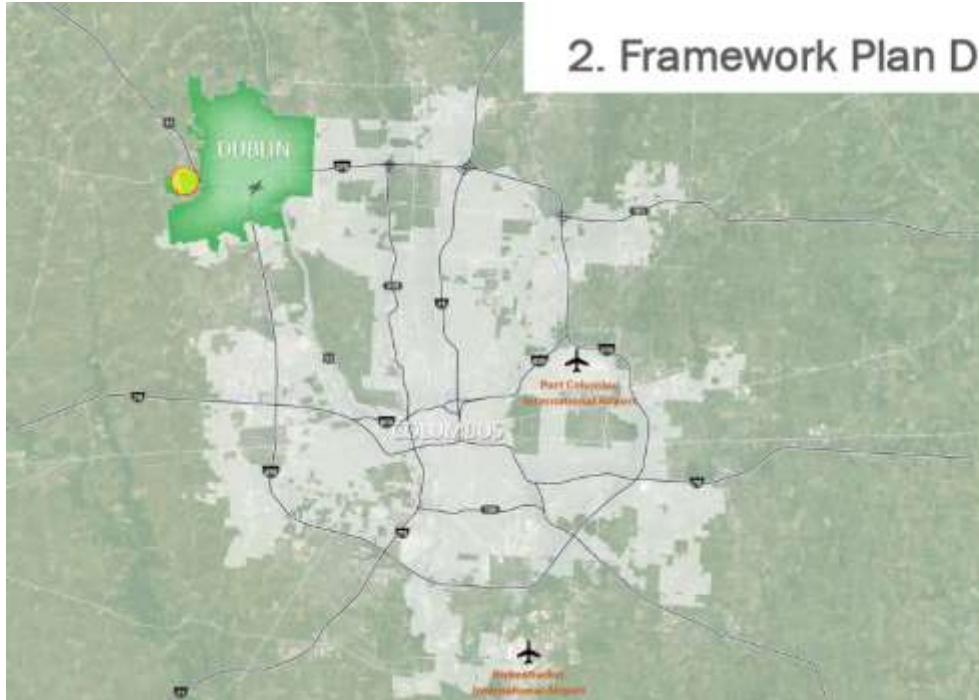
Precedent



Development Scenarios



2. Framework Plan Development



Columbus
Region



City of
Dublin

3. Framework Plan Development

Initial Planning Concepts



Main Street Concept



Ring Road Concept



Open Space Network:
*Create a community
with a strong identity*





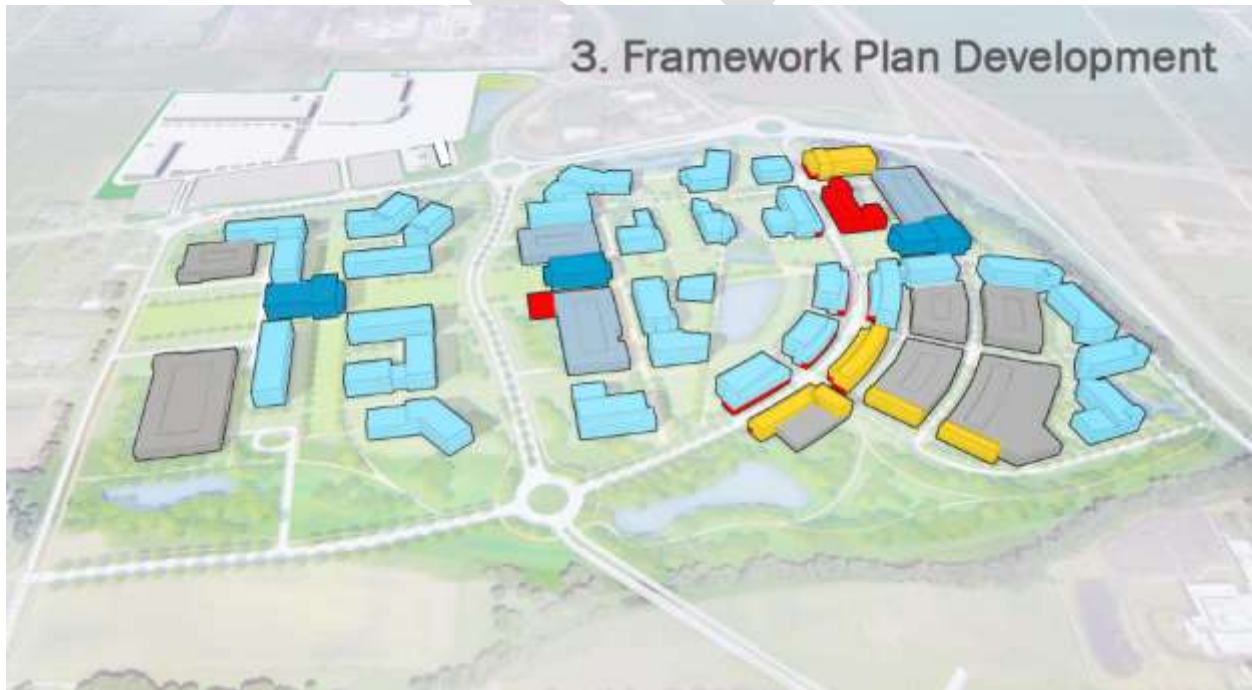
Key Visibility



Building Frontage and
Parking Location



Street Network:
*Develop a walkable
district*





Draft Framework Plan



1. Dublin Visioning Group: Met over the past couple of years, overall academic strategy development and visioning

Strategic
Planning

2. Each college has representation on the Dublin Planning Committee
3. Begun College Forums to engage with faculty and hear ideas
4. Colleges engaging on opportunities with various partners

Master Plan

College Engagement

1. Health and Wellness campus
2. Partnership with City of Dublin and Ohio Health
3. Academic Partners such as Columbus State
4. University programs that may be offered at Dublin to expand outreach
5. Emerging or new Ohio academic programs
6. Partnership opportunities in Central Ohio
7. Uses that support the above to provide for a vibrant campus

Programmatic Themes



Next Steps:

1. Understand Near-Term Project Needs and Impact
2. Refine the Preferred Approach
3. Urban guidelines and zoning
4. Engagement:
 - Other stakeholders
 - Open House
 - June Board



OHIO
UNIVERSITY

