Strategic Focus: Improving Student Success

Vision Our vision is to become a national model for regional campuses of public universities.

Mission Our mission is to provide affordable, open access to Ohio State for all Ohioans.

Overview

Guideposts: Our guideposts, the *Time and Change* plan and the *Regional Campus Vision and Goals* document, pointed us very strongly to a singular strategic focus: student success. With that focus in mind, we looked to the results of our environmental scan to help us identify strategic initiatives to help us increase retention and graduation rates for all students and reduce disparities in retention and graduation rates across categories of race and ethnicity. The plan was refreshed in summer 2021. Our initiatives fall into four areas: the student experience, academic programming, access and affordability, commitment to social justice.

Structure: Each strategic focus area includes initiatives and strategies. Identified strategies indicate timeline and those responsible for accomplishing and/or monitoring that strategy.

Assessment: The strategic initiatives will be measured according to the Key Performance Indicators (KPI). Indicators will be reviewed annually for progress by the Dean and Director. Final measurement will occur in Autumn 2025. Identified strategies are steps or processes required/needed to achieve the initiatives.

<table>
<thead>
<tr>
<th>KPI</th>
<th>Baseline</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2025 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-to-Second-Year Retention Rate</td>
<td>68%</td>
<td>70%</td>
<td>66%</td>
<td>71%</td>
<td>72%</td>
<td>69%</td>
<td>75%</td>
</tr>
<tr>
<td>Four-Year Graduation Rate</td>
<td>17%</td>
<td>19%</td>
<td>20%</td>
<td>22%</td>
<td>25%</td>
<td>22%</td>
<td>30%</td>
</tr>
<tr>
<td>Underrepresented/Other Students Gap in Retention Rate</td>
<td>16% (56%/72%)</td>
<td>11% (62%/73%)</td>
<td>11% (58%/69%)</td>
<td>6% (67%/73%)</td>
<td>5% (69%/74%)</td>
<td>14% (59%/73%)</td>
<td>0% (75%/75%)</td>
</tr>
<tr>
<td>Underrepresented/Other Students Gap in Graduation Rate</td>
<td>12% (8%/20%)</td>
<td>10% (11%/21%)</td>
<td>15% (8%/23%)</td>
<td>15% (11%/26%)</td>
<td>15% (14%/29%)</td>
<td>15% (11%/26%)</td>
<td>0% (30%/30%)</td>
</tr>
<tr>
<td>Percentage of Students Graduating with no debt</td>
<td>26%</td>
<td>13%</td>
<td>29%</td>
<td>26%</td>
<td>29%</td>
<td>NA</td>
<td>63%</td>
</tr>
<tr>
<td>Percentage of Graduates Satisfied with Ohio State Experience</td>
<td>61%</td>
<td>71%</td>
<td>55%</td>
<td>50%</td>
<td>63%</td>
<td>NA</td>
<td>80%</td>
</tr>
</tbody>
</table>

Notes. Baseline year for retention rates is 2016. Baseline year for graduation rates is 2013. Student debt and satisfaction data are from the annual Graduation Survey conducted by the Center for the Study of Student Life.
Enhance the Student Experience

The Ohio State University at Newark offers students an opportunity to experience Ohio State on a small campus with an incredibly diverse student population. We plan to leverage our diversity and the personalized nature of our learning environment to enhance student success and further distinguish the student experience. Our goal is to develop an experience that is extremely attractive to all Ohioans because of its outstanding reputation for excellent faculty and staff who are dedicated to preparing students to be engaged citizens in a global society. Through internships and service-learning experiences, students support the community that helped develop the campus and become engaged citizens.

<table>
<thead>
<tr>
<th>Initiatives/Strategies</th>
<th>Sponsor(s)</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Elevate the quality of campus life</td>
<td>Primary – MacDonald/Brillhart/Boehm er/Manno/Roberts</td>
<td>COMPLETE</td>
</tr>
</tbody>
</table>

**Construct a science building**

- **06/27/2022 – COMPLETE.** The Certificate of Occupancy was received on May 5, 2021. Faculty moved into the building in summer, 2021. The ribbon-cutting ceremony took place on August 13, 2021 and the facility was officially opened to students for the fall 2021 semester. The project was substantially completed per the original construction schedule. The 11-month warranty walkthrough took place, as scheduled, on April 5, 2022. A budget reconciliation meeting took place on June 24, 2022. OSU-FOD will be issuing their final report soon.

- **Current Work:**
  - The contractor continues to work on several outstanding punch list/warranty items.
  - The contractor has submitted all project closeout documents (as-built drawings, warranties, training certificates, etc).
  - The commissioning agent completed functional testing of boilers last winter.
  - Facilities staff completed several post-occupancy modifications to lab spaces (adding electrical outlets, reel cords, coat hooks, etc.) requested by faculty.
  - A separate project to install a dedicated air compressor to the NMR lab is in the works. The contractor is waiting for the equipment to arrive from the manufacturer.

- **Total private funds raised for the project = $13,839,723.52**

- **09/07/2021 - The project was substantially completed per the original construction schedule. All faculty and staff were moved into the building during the summer months.** The Advancement Office raised $13.95 million in commitments for the Alford Center from 282 unique donors. A private VIP donor luncheon was held on July 16, 2021 for all $10,000+ donors, Ohio State Newark, COTC and NCDF board members, Ohio State Newark Dean’s Cabinet members, and COTC President’s Cabinet members. Ohio State President Kristina M. Johnson attended the event, marking her first visit to the Newark campus. A public ribbon-cutting event was held on August 13th with keynote speakers Lieutenant Governor Jon Husted, Congressman Troy Balderson, State Senator Jay Hottinger, Ohio State Newark Advisory Board Chair Talya Greathouse, and COTC Board Chair Rob Montagnese.

- **The contractor is currently finishing up the punch list. As of September 2, 2021, there were approximately 25 items yet to be corrected. A separate warranty list is also being developed. The contractor is working on assembling and submitting all project closeout documents (as-built drawings, warranties, training certificates, etc). The commissioning agent completed functional testing of the building on August 27, 2021 (except for boilers, which will need to wait until heating season). Facilities staff are working with faculty on several modifications to lab spaces (adding electrical outlets, reel cords, coat hooks, etc).**

- **01/28/2021 – Construction of the new $32M John and Mary Alford Center for Science and Technology is progressing well. As of the end of December 2020, the project is approximately 75% complete.**

  - **Construction Schedule:** The current project milestones indicate the contractor is approximately 12 days behind the original completion date of March 24, 2021. However, Smoot has been steadily making up ground, looking for opportunities to advance the schedule through sequence-of-work revisions. They have also authorized overtime for crews every weekend until substantial completion to meet the March 24th deadline. Due to weather, landscaping will be completed in April. The Certificate of Occupancy is expected to be received by the end of March. Punchlist and commissioning are scheduled for April. Purchase orders for all new furnishings have been issued with
installation beginning the first week of April and will commence by floor. All furniture is expected to be installed by the end of April. At present, there are no concerns with meeting the original plan of moving the first occupants into the building this May.

- **Safety:** As of December 31st there has been approximately 77,000 labor-hours performed on the job site and 286 safety inspections performed with no recordable incidents or near misses. COVID has impacted many aspects of the work however there have been very few reports of on-site workers contracting the disease.

- **Construction Budget:** The project expenses are tracking well. We have a balance of $100,000 remaining in construction contingency. The remaining overall uncommitted amount in the budget is $1,479,278. This does not include the promised $500,000 in Capital Savings originally set aside by OSU due to University budget concerns related to COVID.

- **Operating Budget:** Ohio State Newark and COTC have set aside 2/3 of the costs for the operation of the building including the utilities, supplies and custodial costs. The colleges will fund the remaining as a part of the FY21 Budget process. Consideration should be also given in that budget for a lab technician if needed.

- **Current Work:** Highlighted work for the month of January includes: On the first floor – completed drywall and acoustical insulation, drywall finishing, painting, and ceiling grid. On the second floor - complete wall priming and first coat of paint, ceiling grid, flooring, MEP finishes, and casework. On the third floor – complete drywall finishing, started painting, ceiling grid, casework, ceilings, and MEP above-ceiling rough-ins. In the penthouse – continued MEP rough-in and began drywall framing. The elevator installation has begun. On the exterior, the northeast and southwest curtain walls are nearing completion. On the site, sidewalks and stoops continue to be poured and topsoil repread.

- **Move Planning:** Preliminary planning has been underway for some time to begin reviewing the logistics for moving personnel and equipment from Founders to Alford. The formal moving kick-off meeting occurred on January 19th. At this time, faculty are preparing for the approaching move and a schedule for each stage of the move is pending. FH2180 has been reserved for a staging/storage area. Options for assigning faculty offices have been developed and will be presented to Campus Council on February 9th.

- **Advancement:** We kicked off our fundraising campaign in September 2018. After increasing our campaign goal twice (first from $5M to $9.6M and again from $9.6M to $14.4M), we have raised nearly $14M to date. We still have a few pending asks and responses, so we hope to hit $14.1 million by June 30, 2021. We are also planning to host a private donor luncheon in July 2021 and a public ribbon-cutting/dedication ceremony in early August 2021.

4/23/2020 Update – Twenty percent complete today; on track for substantial completion for mid-March 2021. There is a webcam available for you to see progress. The donor wall will be a cool feature. In dealing with the COVID-19 situation and the university’s financial status, they are reviewing all capital projects to determine if they will pause certain projects. This building will be reviewed on May 12, July 1 and then every 3-4 months. No alternates are permitted at this time through August 1, 2020.

11/5/2019 Update – Building pad, rammed aggregate piers and sub-surface storm water retainage complete. Due to construction budget issues (GNP coming in over budget), the schedule is impacted by two months. However with value engineering and budget adjustments we are back in budget. One small smart classroom, one of the general chemistry labs and two research labs are in the plan as alternates now, and there may be funding shortage for lab equipment. The revised construction completion date is now March 22, 2021 with move-n scheduled for summer 2021.

$32M

### Increase the capacity of our residence halls (focus on planning and financial modeling)

<table>
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<tr>
<th>Expected completion date: 12/31/2025</th>
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<tr>
<td>April 2023 - Early in spring semester, 2023, President Johnson asked the Office of Planning, Architecture and Real Estate (PARE), which is leading the university’s effort to create Framework 3.0 (the university’s 50-year master plan), to revisit Newark’s Framework 2.0 and consider updating it to account for any potential needs created by Intel’s arrival in Licking County. PARE will ask Brailsford &amp; Dunlavey to do a new market assessment to project the number of additional beds that could be filled and recommend financial approaches (e.g., built by the university versus built through a public-private partnership) and estimate costs for additional housing and dining. PARE reps and reps from Ayers Saint Gross, the architectural firm that assisted the Newark campus in creating Framework 2.0, visited the campus in February of 2023, will return for a follow-up meeting in April, and then finalize updates over the summer.</td>
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06/27/2022 - The Newark campus of The Ohio State University has been exploring the feasibility of adding additional residence halls since the completion of McConnell Hall in 2017. Funding for the next residence hall has been discussed with explorations of funding based initially on a public-private partnership. The campus could also consider institutional reserves and the revenue stream from McConnell Hall. A donor would also be entertained. The Office of Academic Affairs is guiding the decision process and in June of 2022 began working to facilitate conversations between TJ Logan in the Office of Student Life, Dean MacDonald, and Dean Greg Rose (Marion campus). The three collaborators will explore the possibility of a separate P3 project at each campus as well as the possibility of a joint-P3 project involving both campuses.
The Newark campus of The Ohio State University has been exploring the feasibility of adding additional residence halls since the completion of McConnell Hall in 2017. A housing study was completed in February 2020 for the Newark, Lima and Marion campuses. Data pertaining to the Newark Campus includes the potential for an additional 260 new beds based on market rent, vacancy rates, and projected enrollment growth. Another key aspect of the study is the requirement for additional dining facilities with any increases in residential housing. Several preliminary studies have been performed to consider possible building sites on/near campus. Initial considerations included land owned by the University as well as property currently owned by the Evans Foundation. However, with the completion of Framework 2.0, the recommended site for the next phase of student housing is located all on University property - just south of McConnell Hall. There is also the possibility of using the site of the North Classroom Building for the new dining facility (if not incorporated into the new residence hall). Funding for the next residence hall has been discussed with explorations of funding based initially on a public/private partnership. The campus could also consider institutional reserves and the revenue stream from McConnell Hall. A donor would also be entertained. Columbus Campus will help guide that decision process as well.

02/21/2021 Update – The Lima, Marion and Newark campuses are exploring the possibility of a public-private partnership and partnered with the Office of Student Life to conduct a market assessment of student housing for each campus. In the case of Ohio State Newark, the assessment suggested that potential exists for a new student housing development of 260 beds. The company that did the assessment recommended that the campus consider building units similar to McConnell Hall in style (i.e., double-occupancy dormitory-style rooms that efficiently house students and clearly meet or exceed their on-campus housing needs). The company also recommended that any future residential development include additional dining space and services and additional activity space or common areas. Our work has been delayed by the pandemic and by transitions in the Office of Student Life. The deans of the Lima, Marion and Newark campuses and Vice Provost Ryan Schmiesing hope to return to work on the project in late spring of 2021.

11/5/2019 Update – We are very close to launching the market analysis/study that will be completed by Columbus campus for Lima, Marion and Newark. Results will be available in late Spring 2020 and will be used to inform the RFP. We have identified sites on campus for developers to consider. One is on Evan’s Foundation property and we’ve asked them to donate the land. They want to review the proposal first before making a decision.

$30,000,000
Assess the quality of the residential experience of students living on campus

<table>
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<tr>
<th>Davenport</th>
<th>Expected completion date: 9/31/23</th>
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08/2022 - A residential experience satisfaction survey was conducted in the spring semester 2022. There was a low participation rate of roughly 25 students. While I have the raw data, I have not begun compiling the information into a report. I am hopeful that I will have this available by September 30, 2022.

09/11/2021 - Due to COVID and the limitations it placed on the services we could provide within the residence halls, any assessment of the quality of experience was tabled until a future date. Although I would state services have not completely returned to those provided pre-COVID, I do feel that there is currently enough provided to complete an assessment. Some relevant resources used are provided by ACUHO-I (Association of College & University Housing Officers – International).

Future plans:
- Sept 22, 2021 - Holly Mason will review the survey drafted pre-COVID as it has been almost two years since it was developed. Updates will be made accordingly.
- Sept 23, 2021 – Holly Mason will review the drafted survey with Dr. MacDonald during their regularly scheduled 1-1 for feedback and to ensure that the targeted focus areas are being met.
- Sept 27 – Oct 29, 2021 – Survey will be finalized and created in an electronic (hopefully Qualtrics) format for distribution. Promotion of the survey will be conducted within the residence halls.
- Nov 12 – 23, 2021 – Survey link will be provided to all students living within the Newark residence hall system. Incentive prizes will also be promoted to hopefully assist in the completion rates.
- December 2021 – January 2022 – Data will be analyzed and a report of findings will be drafted for review and provided to Dr. MacDonald, no later than January 27, 2022.

Any follow up or further assessment efforts will be determined if needed.

02/01/2021 - Due to the pandemic and the limited scope of the residential experience of students living on campus, I have not proceeded ahead with the Residential Experience Survey as planned for the Spring 2020 semester.

With the closing of the residence halls in March 2020 and the limited operations implemented in the 2020-21 academic year, any feedback would not be an accurate reflection of services rendered, facilities available, etc. Students living in the residence halls are currently restricted on interaction, dining services have been altered and moved to a DoorDash experience and all programs/activities halted.
Should we return to full or more inclusive operations in the 2021-2022 academic year, I anticipate we will be able to implement the Residential Experience Survey, along with supplemental focus groups in the Spring 2022, as the spring is a standard time to conduct residential experience surveys.

The proposed timeline should we resume “normal” operations:

September 17, 2021 – Incentives for survey completion procured.
October 1, 2021 – Final approval for survey received from Dr. Bill MacDonald.
January 31 – February 11, 2022 – Survey period open for all residential students.
February 28 – March 11, 2022 – Focus Groups conducted within the residence halls.
April 29, 2022 – Final report due to Dr. Bill MacDonald.

4/23/2020 Update – The survey of our residential students has been postponed to Autumn or Spring term due to the coronavirus. We are currently looking at some information collected by the Columbus campus that they use for assessments.

11/5/2019 Update – Currently looking at what assessments are out there and considering Columbus campus resources. The University of Hawaii has a good homegrown one that is being considered. Could do a survey this coming spring (2020). Also have had open meetings with student government and focus groups have been conducted.

$3,000 – email proposal received 5/30/19.

Email from Holly 2/13/2019--I wanted to let you know a preliminary bit of information that I found. Columbus does currently have an assessment that they implement each fall to the residential community. This is mainly geared at several questions assessing the community created by the RA/CA staff. I will dig deeper with this, but I assume we would also like some more general information pertaining to the overall experience and drill more into a greater picture rather than just the staff.

<table>
<thead>
<tr>
<th>Renovate Founders Hall</th>
<th>MacDonald/Brillhart/Boehmer/Manno</th>
<th>Expected completion date: 5/1/24</th>
</tr>
</thead>
</table>

02/10/23 - The schematic design phase of the project was completed in summer 2022 and the design development phase was completed last fall. The final reconciled construction estimate was submitted by Robertson Construction (the construction manager) and The Collaborative (the architect) last October.

The construction documents were submitted to the Department of Industrial Compliance for plan review last December. The permit for the project was issued in January.

The relocation of all personnel from Founders to other locations around campus as well as to the former State Farm Operations Center (now known as Newark Campus West) was completed last summer.

Founders Hall has been completely emptied. Decommissioning of the building, including draining the water from the building and shutting down all the mechanical and electrical systems, was completed on February 10th.

The construction phase of the project consists of two bid packages, each with their own guaranteed maximum price (or “GMP”). GMP #1 scope includes asbestos abatement, demolition, and procurement of long-lead time mechanical and electrical equipment (boilers, chillers, switchgear, etc.). GMP #1 pricing was submitted by Robertson in January and came in under the estimate by $75,000. Work associated with GMP #1 is being paid for with local funds.

GMP #2 consists of the remaining construction work. Initial subcontractor pricing for GMP #2 was submitted to Robertson on February 2, 2023. Currently, Robertson is assembling their final pricing and is scheduled to submit GMP #2 no later than February 17th. The GMP will be reviewed by the University and Newark Campus. If accepted, it will be submitted to the State for approval of release of funds at the April meeting of the Controlling Board.

Robertson Construction has begun mobilizing on the site. The construction fencing now encompasses the perimeter of the building and job trailers have been delivered. Asbestos abatement will commence on February 13th with demolition following immediately thereafter. This phase of the work is expected to be completed by the end of March.
Assuming receipt of an approved GMP #2, the construction phase of the project is scheduled to begin in early April and will take approximately 14 months to complete. The current schedule has the new Hodges Hall opening in summer, 2024, at which time, all personnel will move back into the facility. Punch list completion and certain building commissioning procedures will likely continue for several months following substantial completion. A final warranty walkthrough will be scheduled 11 months following substantial completion.

As of February 2023, $13.5M of private funding has been secured toward the $15.25M campaign goal. The Advancement Office will be working with the Newark Campus Development Fund this spring to secure the remaining $1.75M needed for the project.

06/27/2022 - Programming for the project began in October, 2021 and was completed in December, 2021. The schematic design phase of the project was completed in May 2022. Budget estimates were submitted by Robertson Construction and The Collaborative in May. The reconciled estimates were submitted in late May with costs coming in over-budget. On-going review and reconciliation is currently underway in an effort to align the SD estimate with available funding. A thorough value engineering exercise was also performed in June with recommended cost-saving items presented to OSU-FOD as well as the executive committee. The executive committee is meeting on June 28 to discuss options. The estimate must be within 10% of the budget in order to officially move the project forward. There have been discussions with OSU regarding the possibility of going to the Board of Trustees in August to request the release of $2.9M for the early procurement of long-lead items (generator, switchgear, mechanical equipment, etc.). The design development phase of the project has unofficially commenced while the budget alignment process continues. Next level detail meetings will be scheduled with the user groups within the next two weeks. Design development documents are due to Robertson Construction by August 18 for pricing. Robertson will have approximately 30 days to submit their DD phase estimate. The Collaborative will also be submitting their third-party estimate at this time.

The relocation efforts for the occupants of Founders are on-going. A lease agreement has been reached with the Newark City Schools regarding the use of space within the former State Farm Operations Center, located on Granville Road. Specific activities include: The relocation plan has been finalized. Departments and individuals have begun packing. Spectrum has completed the installation of the fiber line to the building. OTDI has begun installing the network and wireless systems in the space. Coordination with numerous vendors on furniture relocation, changes to the wall layout, selective demolition, etc. The campus met with representatives from OSU Surplus last spring to review the disposition of potentially unused furniture. Door locks have been ordered and are scheduled to be installed soon.

Asbestos abatement is tentatively scheduled to begin in early fall, 2022. Other project schedule activities include: Construction Documents/GMP/Permit: December 2022, Bid Award/Construction: January 2024, Closeout/Commissioning/Move-In: May 2024

10/13/2021 –
- The Advancement Office has secured a $13M private donation for the project and is planning a “quiet” campaign, to raise an additional $2M once renderings of the building have been finalized. The current total funding is $23.1M, however, both OSUN and COTC will be requesting additional State funding for the project in the upcoming capital biennium.
- The revised budget was presented to and approved by the OSU Board of Trustees at their June meeting.
- Solicitations for architects were issued and The Collaborative, Inc. was selected to lead the design effort. The consulting firms, working under The Collaborative, include:
  - Korda/Nemeth Engineering: Mechanical, plumbing, electrical and technology.
  - Kabil Associates: Structural.
  - EMH&T: Civil.
  - Resource International: Hazardous materials.
- The Collaborative’s contract was approved by the Controlling Board at their October 4th meeting. Final routing of contracts is being administered by OSU-FOD and are currently in-route.
- The Construction Manager At-Risk solicitations were released in July and Robertson Construction was chosen. Their contract goes to the Controlling Board for approval on October 25th.
- A pre-planning meeting with the architect, Newark Facilities and OSU-FOD occurred on October 7th. The official kick-off meeting with campus leadership is scheduled for October 26th.
Planning for the relocation phase of the project has been on-going, with the intent of starting the various moves in summer 2022. Meetings with OSU-FOD, OCIO, PARE and Newark Facilities have been regularly scheduled during the summer months. Space data has been gathered and a preliminary plan, as well as a questionnaire, have been established and will presented to campus leadership on October 25th. In preparation of the anticipated need for space, the campus has also been coordinating with Newark City Schools on leasing space at the old State Farm building on Granville Road.

The current milestone completion dates are as follows:

- Programming and Scope Verification: January 2022
- Schematic Design: April 2022
- Design Development: July 2022
- Founders Move-Out: September 2022
- Construction Documents/GMP/Permit: December 2022
- Bid Award/Construction: January 2024
- Closeout/Commissioning/Move-In: May 2024

01/29/2021 - Initial programming for the renovation of Founders began in October 2019 and was completed in February 2020 with the Founders Hall Renovation+Master Plan submitted by Schooley-Caldwell, the project architect. The report includes: Progress Overview, Existing Building Analysis, Program Goals and Requirements, Proposed Concepts, and Concept Estimates.

The project scope was broken down into multiple phased options (interior and exterior) with pricing ranging from the original budget amount of $3.6M to as high as $18M. The project schedule estimated completion of bid documents by April 2020. However, the project was put on hold pending possible additional funding sources (State capital and donor). In December, the Ohio legislature and Governor Dewine approved the FY21 Capital Bill which included an additional $3.55M towards the project ($2.5M from COTC and $1.05M from OSU). The new State capital total funding amount for the project is $7.2M. We hope to secure a significant private donation for the project; however, if that is not secured, we will proceed with a phased project and our current budget of $7.2 million. Discussions with OSU FOD and PARE have taken place to update the University on the campus’s plans. The project scope and budget would be presented to the OSU Board of Trustees at their May meeting.

04/23/2020 update – The project overview document was provided to the SPSC in the meeting notice. The goals of the project are to revitalize and reinvent the building, get in more natural light and update the mechanicals. We will be rightsizing the auditorium. There are three different funding scenarios due to our hope of adding more dollars to the project.

11/5/2019 Update – Phase 1 budget is $3,591,765 and we anticipate FY22 capital requests for $1,050,000 (OSUN) and $2,500,000 (COTC). This gives us $7M for the project which we are hoping to supplement with a substantial private gift. The project scope priorities include master plan of the total building renovation, replacing aging building infrastructure, bringing the building up to code, installing fire suppression, and renovating interior spaces. The project design phase officially kicked off on October 31, 2019, and is scheduled to conclude in April 2020. It is anticipated that the renovation phase will be 78 weeks in duration.

The project is currently funded at $3,700,000 (100% State capital dollars) with the likelihood of increasing to $5,000,000 with future State capital dollars in the next biennium. There is also the possibility for supplemental private funding.

<table>
<thead>
<tr>
<th>Better serve the diverse culinary tastes and dietary needs of our students</th>
<th>Dining services/Lori Garrabrant/Ahmed Zia/Sibert</th>
<th>Expected completion date: 9/31/24</th>
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02/17/23 - We continued to make progress based on the strategic plan. The Dining team actively works with students and our partners in residence life to gain feedback and suggestions on how we can improve the dining experience for our students. We continually gain feedback and suggestions on how we can improve the dining experience for our students. We not only want them to have a great dining experience, but we want them to feel at home at our location.

Current improved offerings include:

- Beyond burger (soy based) on the grill menu
- Spiced up the black bean burger, added fresh Pico de Gallo, avocado slices, pepper jack cheese and house made cilantro lime ranch sauce
- Halal ground beef to the salad bar and BYO bowl/action station
- Vegan shredded cheese to the salad bar and BYO bowl/action station
- Vegan chicken with a harissa marinade to the BYO sub and BYO bowl/action station
- Fresh steamed vegetables as a side option, fresh vegetable options to the BYO bowl/action station (kale, spinach, carrots, broccoli, mushrooms and corn salsa)
- Fresh spinach, dried fruit, nuts and seeds to the salad bar
- Fresh fruit options to our grab and go selections (pineapple, strawberries, grapes)
- Bi-weekly rotation of specials at each station to give a variety of options outside of the normal menu to help with menu fatigue
- Expanded our convenient/freezer items

We continue to offer gluten-free, vegan and vegetarian options at each of our dining stations. We also focus on menu options for students with specific dietary needs.

06/24/2022 - As you know, last 2.5 years have been very unusual for all of us. However, we continued to make progress based on the strategic plan. Newark dining team actively worked with students and other stakeholders, including the Residence Life team members, to gain feedback and suggestions on how we can improve the dining experience for our students. Over the last school year, the action station (build your own bowl) and sub-station (build your own) have both been very popular. Students really enjoy being able to customize their orders. Students have told us that being able to customize orders helps with menu fatigue. We also added more fresh, healthy options (kale, spinach, fruits and nuts) to our salad bar which has been very well received. Newark dining also continues to focus on menu options for students with specific dietary needs. We continue to offer gluten-free, vegan and vegetarian options at each of our dining stations. We strive to give our students a great dining experience and will continue to gain feedback on how we can improve their dining experience with us.

09/10/2021 – During spring semester, The Newark Dining services management team was invited to attend a Global citizen’s service-learning class presentation led by Karess Gilcrease. During this presentation, students shared with the dining team their likes, dislikes and what they would like to see offered on our future menus. A few topics of discussion included, adding healthier options (more fruit and vegetable options), adding a halal meat option, increasing vegan options, increasing gluten free options, expand our convenient/freezer options and offer specials outside of the normal menu to help with menu fatigue. We considered all feedback given and added the following items to our fall 2021 menu.

- Added a beyond burger (soy based) to our grill menu
- Spiced up our black bean burger, added fresh Pico de Gallo, avocado slices, pepper jack cheese and house made cilantro lime ranch sauce
- Added halal ground beef to our salad bar and BYO bowl/action station
- Added vegan shredded cheese to our salad bar and BYO bowl/action station
- Added vegan chicken with a harissa marinade to the BYO sub and BYO bowl/action station
- Added fresh steamed vegetables as a side option.
- Added more fresh vegetable options to the BYO bowl/action station (kale, spinach, carrots, broccoli, mushrooms and corn salsa)
- Added fresh kale and spinach to our salad bar
- Added dried fruit, nuts and seeds to the salad bar
- Added more cupped fruit options to our grab and go selections (pineapple, strawberries, grapes)
- Added a bi-weekly rotation of specials at each station to give a variety of options outside of the normal menu to help with menu fatigue
- Expanded our convenient/freezer items

Also new to our fall menu is a build-your-own sub/sandwich station, which includes a Table of contents signature sub and a rotation of specialty subs to keep students interests sparked. Toward the end of spring semester as we planned for this new station, we invited students in the residence halls to be a part of a taste testing. Each day we presented a new recipe for them to try and then gathered feedback, which helped us decide what flavor profiles we would be adding to our new station.
Newark dining also continues to focus on menu options for students with specific dietary needs. We continue to offer gluten-free, vegan and vegetarian options at each of our dining stations.

Newark Dining actively works with students and our partners in residence life to gain feedback and suggestions on how we can improve the dining experience for our students. We not only want them to have a great dining experience but we want them to feel at home at our location.

01/14/2021 (Nathan Darder)—

- On September 24, 2019 a food tasting was organized with faculty, students, and staff to get a better idea of what they would like to see at Newark.
- We have added two flavors of sushi to our menu, and they have quickly become a popular item.
- We have redesigned our ‘globe’ station to become an ‘action’ station. We have included Italian, Asian, and Mexican flavor profiles.
- We have created specific allergen protocols for students that have identified as having an allergen. We have a dedicated allergen station where only allergen meals are prepared. To notify our students that all of the appropriate steps were taken, and that the food is safe for them, a purple sticker is placed on their ticket.
- We have added various gluten-free bread substitutes such as: pizza crusts, sliced bread, buns, bagels, blueberry & apple cinnamon waffles. The Action station has 3 sauces that are gluten free. We also have rice and rice noodles as starch bases. Gluten free snacks such as brownies, chips, and frozen meals have also been added to our menu.
- We have also added many plant-based (vegan) diet options to our menu. We have added plant-based cheeses available for baked potatoes, pizzas, and at the Action station. The Action station also has 7 toppings and 3 sauces that are plant-based. From our tasting in September, we added a plant-based protein at the action station. For breakfast, we offer sausage and egg, plant-based substitutes for bagel breakfast sandwiches and breakfast platters. We also have plant-based butter available for menu items like toast, bagels, and baked potatoes.

11/5/2019 Update –Zia has gotten the message and his interaction with students was important. The Future taste of Newark event was excellent. We expect changes in spring 2020. Making good progress.

Email from Zia on 2/12/19 - I am very sorry for not responding to you earlier. I was traveling late last week and had back to back meetings yesterday. It will be great to meet and discuss the topic. We will coordinate the time and place soon with Nicole.

Enhance teaching quality

<table>
<thead>
<tr>
<th>Increase resources for pedagogical development focused on inclusive teaching and decolonizing courses</th>
<th>Buelow</th>
<th>Expected completion date: 9/31/24</th>
</tr>
</thead>
</table>

02/17/23 - I am in contact with a team at the Drake Institute to host a workshop focused on the Transparency in Teaching and Learning (TILT) framework this Spring.
- We are beginning to compile ideas for a summer summit to be held in Summer 2024.
- As reported in the Faculty Well-Being Committee update, the committee and I are discussing a central resource site for curriculum and teaching resources.
- In consultation with the Dean/Director, we will create a pilot of a teaching-focused grants program to provide funding for attendance at pedagogical workshops offered outside of the OSU community.

07/03/2022 - The effort continues and will grow in coming years. The productive value of the initiative is that there is a larger need to keep-up with the initiative in coming years, recognizing that inclusive teaching is an evolving project. The initiative for the year included:

- Sharing inclusive teaching resources with faculty, including those provided by Drake Institute of Teaching. It also included efforts to have faculty complete instructional redesign courses that provided one-time stipend.
- Sharing resource related to teaching and learning during the pandemic. This included sharing resources (and having conversations with specific faculty) on the constraints created by on-line teaching and learning.
- Collaborated on teaching related programs with DEI Committee. Co-sponsored visit of Dr. Marica Millet (Dr. Harrison and Dr. Brown lead the sessions).
- Worked with faculty to promote the Common Book (The March) in various classes. Several faculty members have used the book in their courses and organized public discussions of the project.
- A plan for next year to create a central resource site for curriculum and teaching resources (Carmen site).

10/27/2021—Consider results of PACE project and the external review of the regional campuses.

Campus bonus program – COMPLETE: Teacher’s support – COMPLETE

| Build a tight alliance with the university’s Teaching and Learning Institute | MacDonald | COMPLETE |

| 10/27/2021—Binaya Subedi became our liaison in April 1, 2021. Binaya also joined OAA’s Advancing Mentorship Committee. |

| 02/21/2021 Update – The liaison role was eliminated in 2020 due to budget cuts required by the university. Dean MacDonald hopes to restore the role in the FY 22 budget. |

| 04/23/2020 update (Liz Weiser)– All regional campuses now have campus liaisons. Provided a series of 6 workshops; promoted the teaching support programs, and presents bimonthly reports to Faculty Assembly, produces a newsletter. |

Enhance student support

| Implement new, proactive advising and study-session events | Stephanie Brown | COMPLETE |

| COMPLETE - 2/23/23 - With the implementation of advising around campus and our new investment in expanding embedded peer tutors into many more intro level courses, this initiative is complete. |

08/2022 - Advising has implemented a new approach they call “advising around campus,” which is meant to take advising to where the students are to try to close any gaps that may persist between students’ needs and advisors’ availability. Advisors set up “pop-up” advising stations in Warner and McConnell hall every week in spring 2022 and also met with all of the learning communities directly.

09/13/2021 - Our focus has been on enhancing the ability of our academic advisors to form and maintain closer connections with their advisees. To this end, we have reduced the section size of our EXP courses to enable advisors to spend more time in one-on-one appointments and have increased the accessibility of our advisors to students through online and evening appointment options. We have also begun to work more closely with the Center for Student Success to ensure that as many instructors as possible use embedded peer tutors in their classes to facilitate both one-on-one peer tutoring and peer-led study session events outside the classroom.

01/29/2021 - In advising, we continue to focus on targeting students at higher risk of failing to complete the first-year writing requirement, an initiative that also aligns us with the objectives of both the Strong Start to Finish program and the PACE project the Newark campus recently began in conjunction with the Gardner Institute. Starting in fall 2018, we identified students who either a) had placed into but had not yet enrolled in the remedial writing requirement or b) had not taken the placement exam and did not already have credit for a writing course in order to contact them directly. This outreach resulted in a significant enrollment increase over the previous spring in English 1109. In fall of 2020, we offered for the first time an online option for English placement, enabling us to place a higher percentage of students who enroll late in the summer and thus miss the regular placement testing. We also hired a new FT associated faculty member with expertise in teaching both remedial writing and ESL.

In 2019, we hired a full-time lecturer to teach multiple sections of EXP 1110.01, offering advising staff the chance to devote more time to their primary mission of advising students and giving us the option of reducing class size for spring sections, which disproportionately enroll at-risk students (those who did not successfully complete the course in fall, for example, or those who enroll mid-year or transfer). The percentage of students who passed the course in spring 2019 (with smaller class sizes) was 3% higher than in spring of 2018. In autumn 2020, we built on this success by assigning two current FT lecturers (in English and history) sections of EXP in place of courses in their disciplines, enabling us to reduce class sizes in both semesters. This strategy was especially important given the fact that all EXP courses in fall 2020 were offered in an online format. Although it is impossible to compare all our results in autumn 2020 directly with those in previous semesters (when most sections were offered F2F), we can see that in the asynchronous EXP sections offered in fall 2020, student outcomes were measurably better than in sections offered in this format in previous years.

11/5/2019 Update – The following strategies are in place or being considered:

- Require students to take math and/or writing in their first year. In 2018, started targeting students that placed into English 1109 and EDUTL 1902.04 (ESL).
- English placement online starting this summer, maybe starting in January 2020.
- Hired a FT lecturer to teach EXP and reduced class size for EXP in spring 2019. Per 9/9/19 email, the cost of this hire ($40k) was covered using existing funds in the Associate Dean’s budget.
- Increase academic success coach FTE to full time. Per 9/9/19 email, the cost of the FTE increase was covered by reallocating existing funds in the Retention and Student Success budget. They will be requesting these funds ($10k) be replaced as they were to support experiential learning.
- Piloting a new planning model for students to allow flexibility with two majors or undecided major.
- Participating in PACE program (Pedagogy and curriculum excellence) developing strategies to improve advising. Focus on stumbling block curriculum

Pilot program for practice test model for stumbling block course with immediate feedback in spring 2020

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<thead>
<tr>
<th>Expand our learning communities</th>
<th>Brown</th>
<th>COMPLETE</th>
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<tbody>
<tr>
<td><strong>COMPLETE</strong></td>
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<tr>
<td>10/27/2021—Global Citizens Learning Community established.</td>
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<tr>
<td>01/29/2021 - Our learning communities continue to grow. The Buckeye Generation learning community (BGLC) grew from 80 students to 120 in autumn 2018; due to strong demand, the Scarlet and Gray Excellence learning community (SAGE) should also be expanded from 40 students to 80 in fall 2022. The learning communities aimed at engineering and education students, respectively, remain small but are thriving. In the 2020-21 academic year, we piloted a new learning community, the GCLC (Global Citizens learning community). Despite the challenges of beginning this undertaking during the pandemic, we have seen early indications that it will also be successful. The BGLC, SAGE, and GCLC, which attract highly diverse groups of participants, all contribute to our efforts to support URM students on the Newark campus and thus expanding them is a priority given our changing demographics.</td>
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<tr>
<th>Collaborate with Stone Lab to create a learning experience for the students in the SAGE Learning Community who enroll in ENR 2100 in fall of 2021</th>
<th>Brown and J. White</th>
<th>COMPLETE</th>
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<tr>
<td><strong>COMPLETE</strong></td>
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<tr>
<td>06/28/2022 – <strong>COMPLETE</strong>. This initiative was completed in AU21 as previously stated in last Seas of Care update. The second annual SAGE Stone Lab experiential learning trip is currently being planned for October 1-2, 2022, in conjunction with Dr. Amy Stottlemyer’s ENR 2100 course. Stone Lab is now able to offer overnight experiences in AU22, so this will be the first opportunity for students in SAGE to experience a two-day excursion at Stone Lab. If the SAGE Learning Community admits to full capacity this coming fall semester, Stone Lab will be able to accommodate all students this year overnight since COVID restrictions have been lifted for the island and boats.</td>
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<tr>
<td>09/10/2021 - The Office of Retention &amp; Student Success Initiatives began partnering in January 2021 with the Ohio Sea Grant College Program and F.T. Stone Laboratory to create an experiential learning trip for students in the Scarlet &amp; Gray Excellence (SAGE) Learning Community. The experiential learning trip is tied to the curriculum of Introduction to Environment Science 2100 that the students are taking together as a cohort in autumn semester 2021 and is taught by Dr. Amy Stottlemyer. Due to COVID-19, certain aspects of the trip had to be altered due to staff and housing issues and to ensure physical distancing requirements on boats could be met. For those reasons and others, it was not possible to organize an overnight trip this year and a one-day trip will take place instead on Saturday, September 18, 2021. Thirty-three students in SAGE will have the opportunity to attend and any remaining spots will be filled by students in the Buckeye Generation Learning Community to maximize participation. Will re-evaluate opportunity for overnight trip in autumn semester 2022.</td>
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<table>
<thead>
<tr>
<th>Increase peer mentoring</th>
<th>S. Brown &amp; J. White</th>
<th>COMPLETE</th>
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<td><strong>COMPLETE</strong></td>
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<tr>
<td>2/16/2023 – <strong>COMPLETE</strong> 9/22. It is important to note that one similar initiative that is currently being explored this academic year is the expansion of peer embedded tutoring.</td>
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<tr>
<td>08/2022 – No report</td>
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| 09/10/2021 - Since the first version of the OSOC strategic plan in 2017, there has been considerable increases to peer mentoring within our learning community programs and Exploration (EXP) 1100.01 first year seminar courses. Since 2017, the number of students benefiting each year from peer mentoring has increased from 110 to 240 in the learning community programs. The implementation of the Scarlet & Gray Excellence (SAGE) Learning Community in fall 2018 was designed to support underrepresented students. Two academic peer coaches were hired, creating structured and impactful peer mentoring opportunities for 40 students. Additionally, in 2018 the Buckeye Generation Learning Community (BGLC) and the Engineering Learning Community (ELC) expanded, increasing the number of students participating in peer mentoring by 50. In fall 2020, the Global Citizens Learning Community (GCLC) admitted its
first cohort and provided the same peer mentoring experience to an additional 40 students who shared an interest in learning about people from other countries and cultures and who seek to actively engage with a world community. The GCLC started without funding, therefore academic peer coaches from another LC assumed a higher load of mentees so that the students participating would still benefit from having a peer mentor. One-year temporary funding was received in 2021, which allowed for the hiring of one academic peer coach exclusively for GCLC.

Our EXP Peer Mentoring program began in autumn 2016 when peer mentors were integrated in specific sections of the first year EXP seminar course. In fall 2017, three additional peer mentors were hired increasing the number of students in EXP participating in peer mentoring by 270. In 2020, the enrollment capacity in EXP courses was reduced to 28 to allow for more intentional and engaged instruction, with a peer mentor in five online sections. Currently in autumn 2021, there are 112 students benefiting from peer mentoring in four online sections of EXP. This is an increase of 30 students since 2016. However, due to expanding the program in 2017, the highest number of additional students who had benefited from peer mentoring was 270.

01/29/2021 - Beginning in fall 2021, we will explore multiple paths to support student success through supplemental instruction. We have already hired additional professional tutors for the Writer’s Studio, where steady attrition in the English major has eroded the supply of student peer tutors. It is our intention to begin to use embedded peer tutors in our remedial math courses (1050 and 1075), as we already do in English 1110.03; these peer tutors will attend classes and provide face-to-face supplemental instruction, as well as host study sessions (F2F or virtual or both) outside the classroom. Our response to the COVID-19 pandemic led us to offer both tutoring and advising virtually. While we intend to return to face-to-face interaction with students in the coming year, we will continue to offer virtual tutoring and advising options, including evening advising and pre-recorded tutoring sessions, which have proved to be extremely valuable to some students.

It is still our hope to pilot a bridge program in math for underprepared incoming students. However, due to COVID-19, we will not pursue this project in the coming year.

11/5/2019 Update –
• Hired a new advisor, peer mentors and an orientation coordinator. Want to expand the number of peer mentors (will be requesting a budget increase of $5k – per 9/9/2019 email).

Additional supplemental instruction through professional tutors in writer’s studio and looking to hire more in other areas. Will be requesting $30k to support additional professional tutors and $10k for the development of a pilot summer bridge program in math.

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<tr>
<th>Increase staffing in career services</th>
<th>Davenport</th>
<th>PAUSED</th>
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<tbody>
<tr>
<td>02/20/23 – The position was eliminated due to budget cuts for FY2024</td>
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<tr>
<td>07/2022 – A new position was added to career services in the FY2023 budget. The position is currently being posted.</td>
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<tr>
<td>09/11/2021 - During the AY 2019-2020 and 2020-2021 budget request cycles, the Office of Student Life purposed action plans to increase staffing within career services and noted connections to the Ohio State Newark Strategic Plan. Enrollment and budgetary constraints precluded the approval for an additional staff member. By end of December 2021 – Derek Thatcher and Holly Mason will review and finalize any updates to the position description and plan for the Office of Student Life Career Services. In February 2022 – The additional staff position will be submitted in the budget request cycle for proposed hiring for the AY2022-23.</td>
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<tr>
<td>02/19/2021 - During the 2021-22 academic year budget cycle, we submitted an action plan for an additional staff member within career services. It is our intention that this position will work on internships, assist with the classroom presentations, network, outreach and create relationships with area employers. Should the position be approved, we have a location within the Office of Student Life for the person to be housed.</td>
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<tr>
<td>11/5/2019 Update – A position description has been developed and will be submitted as an action plan in the budget process.</td>
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$79,000 – proposal received 5/30/19

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<tr>
<th>Obtain external funding to support student success</th>
<th>MacDonald/Brown/Cope/Buelow/Okdie/Roberts/Keller/Hupp/Warner</th>
<th>Expected completion date: 12/31/2025</th>
</tr>
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<tbody>
<tr>
<td>Buelow created and implemented the OHMS program evaluation plan for the first cohort.</td>
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</table>
08/04/2022 - In December of 2021, Dr. Andy Roberts and a team of other faculty members received a $1.4 million NSF S-STEM grant to fund a scholarship program for low-income students. The program is called Ohio Means Science OHMS.

Additionally, in the spring of 2022, Dean/Director Bill MacDonald wrote a letter of support for three faculty members at the Columbus campus who are pursuing a NIGMS MARC T34 grant entitled, Promoting Research in Engineering, Public Health, and Disciplines in Science (PREPHDS). The letter explained that OHMS would be an excellent mechanism for recruiting students into the PREPHDS program. OHMS will support three, 2-year cohorts of 15 Scholars for a total of 90 annual scholarships awarded to 45 unique recipients and is designed to facilitate the students’ successful change to the Columbus campus, where they will continue in a STEM major. One of the key functions of OHMS is to prepare students for internship and research opportunities, so PREPHDS is a perfect match. Our faculty who are serving as co-PIs for OHMS, our admissions counselors who are recruiting students for it, and Dr. MacDonald’s leadership team would promote the PREPHDS program to OHMS students at the Newark campus through recruiting events, mailings, social media, and various other channels.

09/30/2021 – Approximately 10 proposals and budgets to support several others related to student success were developed in the period, most of which were submitted. Dozens of opportunities to apply for targeted grants were forwarded to potentially interested faculty or administrators. No grants in the category have yet been awarded in the period.

The largest effort was submitting a revised National Science Foundation Scholarships in STEM proposal, based on actionable suggestions from reviewers of the previously unfunded 2020 application. Two rounds of clarification were requested by the NSF Program Officer, indicating a high likelihood of recommendation for funding. Other student success-focused funding efforts include(d) racial justice, women/girls in geoscience, and expansion of offerings for and services to incarcerated students.

The initiative to obtain external funding to support student success will never be “complete” in the sense that such funding is no longer pursued. During the pandemic, faculty rarely have had bandwidth to consider the extra work required to apply for grants even with considerable help from a grants specialist. However, keeping grant development resources and opportunities in front of faculty and staff should increase the number of proposals and awards over the next two years.

02/05/2021-In the two-year period 20 grants and budgets to support several others related to student success were developed, most of which were submitted. Dozens of opportunities to apply for targeted grants were forwarded to potentially interested faculty or administrators. Awarded amount for student success in the period was $44,000 that supported student workers and research at the Newark Earthworks Center. The largest effort was a National Science Foundation Scholarships in STEM proposal. The effort included working with faculty to design the program from the ground up, reaching out to potential collaborators and experienced S-STEM project directors in the College of Engineering, coordinating with student success and other staff to round out the necessary student services to support the program, and completing the proposal. While not funded, reviewers had actionable suggestions and the program is being revised for resubmission in SP2021 with a budget of $1.4M. The initiative to obtain external funding to support student success will never be “complete” in the sense that such funding is no longer pursued. In any given month student support may not be a primary grants specialist focus, in that infrastructure funding or support for initiatives such as the Aspen Prize application may momentarily take deadline precedence. During the pandemic, faculty rarely have had bandwidth to consider the extra work required to apply for grants even with considerable help from a grants specialist. However, keeping grant development resources and opportunities in front of faculty and staff should increase the number of proposals and awards over the next two years.

4/23/2020 update – A NSF grant focuses on diversity of students in STEM. Twelve faculty and four offices were involved in developing this $1M proposal. Thirty students would benefit and includes retreats at the Wilds and Stone Lab. We should hear something in 9–12 months. Another project has been the Public Art in Three Dimensions sculpture trail. It has involved 18 students, students in OSU’s English classes and students in COTC’s DMD class to develop the website. A mobile app is planned for the future. Other grant proposals have included major equipment for Alford Center, study abroad, Inside out program, etc.

$122,065 - This budget for this initiative, includes mainly her salary. As we do for grant budgets, I have inflated my salary for the AY 2019-2020 by 3%; She has also added a professional development amount of $2500.

| Improve transportation options within Newark and between Newark and Cols |
|-------------------------------------------------------------|-----------------|-----------------|
| MacDonald                                                   | Expected completion date: 12/31/25 |

02/24/2023 –

- Nothing came of the meetings that occurred in the summer of 2022.
- The Licking County Area Transportation Study has a [new plan for 2024-2027](#).

08/04/2022 - For the past seven years, several campus representatives have been advocating for better public transportation in Licking County and in central Ohio. Progress has been significant recently, as indicated by these events:
In 2021, the Mid-Ohio Regional Planning Commission, in partnership with nine central Ohio counties, created the 2021-2026 Regional Mobility Plan. A section on Licking County appears in pages 92-99 of the plan. Dean/Director MacDonald was on the steering committee that developed the Licking County plan.

In the spring of 2022, State Representative Mark Frazier organized a meeting at C-TEC referenced the plan and identified public transportation as an urgent need for our area. The arrival of Intel underscores this urgency, and I will advocate for implementation of the plan.

In July of 2022, Jim Lenner, CEO of Neighborhood Strategies, organized a meeting of representatives from the COTC, C-TEC, Denison University, the Licking County Area Transit System, Ohio State Newark, and several state and private agencies to discuss what it would take to run a pilot of the fixed-route loop—identified in the Licking County plan—that would serve the four educational institutions. The four educational institutions asked for a proposal that would have LCATS operate the route with funding from the educational institutions and possibly other organizations (e.g., businesses on N. 21st St.). Jim agreed to draft a proposal and is organizing a follow-up meeting.

10/27/2021—The Licking County Transit Board completed its Transportation Plan in 2020. Johnstown Mayor Jim Lenner has pursued federal funding to implement part of the plan. Dean MacDonald wrote a letter of support for the first grant proposal, but the proposal was unsuccessful. Dean MacDonald wrote a letter of support for a second proposal, which is currently under review.

Dean MacDonald has also had discussions with Jeremy King and Raj Bellani from Denison University about the possibility of establishing a shuttle service that would serve Denison, Ohio State Newark and COTC. The discussions are ongoing.

02/21/2021 Update – In the spring of 2020, Ohio State’s Center for the Study of Student Life conducted a survey of students at Ohio State Newark and found that 87% of students said they would use a free campus transit service if one were available. More than half of all students said they would use transportation to get to and from the Columbus campus in order to attend on-campus programs, utilize academic resources and explore the city.

Dean MacDonald served on the Steering Committee for the Licking County Area Transportation Study and shared the results of the survey with the committee. The study is complete and calls for public transportation in and around Newark that includes fixed routes connecting the campus to several areas in the community that are interest to Ohio State Newark students.

11/5/2019 Update – In the past two months, there is a group doing a study. It is conceivable that we will have public transportation in Licking county. The Columbus campus has an agreement with LFT and is open to doing something similar on our campus where we would subsidize the cost for students. However, we will wait to see the county project first.

Improve access to healthcare services for students living on campus

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<tr>
<th>MacDonald</th>
<th>Expected completion date: 09/31/23</th>
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02/24/2023 - Vice Provost Ryan Schmiesing is arranging a meeting that will include Dean/Director MacDonald and representatives from the Wexner Medical Center and Licking Memorial Health Systems.

08/23/2022 –
- Dean MacDonald inquired about the telehealth service that was piloted at the Lima campus. The pilot demonstrated that demand was insufficient to merit continuation of the service. Representatives from the Health Plan Oversight Committee who are also part of Ohio State’s Wexner Medical Center (WMC) indicated that they thought the same would be true for the Newark campus. Their advice mirrored that of former Vice President for Student Life Javaune Adams-Gaston.
- After learning that WMC is going to provide healthcare services for Denison University, Dean MacDonald inquired with both Denison and with the Office of Academic Affairs regarding the possibility of extending those services to Ohio State Newark students. Dean MacDonald offered that the campus could use its shuttle to take students who need transportation to Denison’s clinic.

10/27/2021—Better public transportation seems to be the key to enhancing access to healthcare for students who live on campus. The population of students living on campus is not large enough to warrant on-campus healthcare services—even telehealth services.

02/21/2021 Update – The campus has explored telehealth services for students, faculty and staff and found that a pilot program at the Lima campus yielded poor results. There appears to be little demand for such services at the Lima campus, which makes them cost-prohibitive. The most effective solution appears to be enhanced transportation services, which would be especially helpful to students who live on campus. Although students who live on campus are permitted to have vehicles on campus, some do not and would prefer to use a public transportation service rather than a private service such as Uber or Lyft.
4/23/2020 Update – Numerous conversations with B. Melnick. She is keen on telehealth on the regional campuses. Lima implemented it by has only had five people use it over a year – not successful. We are exploring making use of the Wexner Med Ctr Mini Clinic in Kroger on 21st Street. The issue is transportation – Licking County Area Transit is doing a survey now and is looking at fixed bus routes that include the campus.
Expand Academic Programming
Ohio State Newark offers rigorous academic programming devoted to excellence and designed to meet Ohio’s educational needs. We plan to increase the flexibility of our course schedule and add courses that make it easier for students to pursue degrees in STEM fields. We also plan to broaden the range of enriched learning opportunities.

<table>
<thead>
<tr>
<th>Initiatives/Strategies</th>
<th>Sponsor(s)</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Make better use of enrollment projections to schedule lower-level math and English courses</td>
<td>Brown/Kanney</td>
<td>Expected completion date: 09/1/23</td>
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02/23/23 - Diane and Stephanie are still working on this. Diane has a deadline of March 2 to provide Bill and David with enrollment projections for the coming year.

06/23/2022 – Same report as submitted in September with the addition of this paragraph--We now feel that we should shift to using our data to help us manage our placement of students in these courses. Instead of simply trying to track trends in enrollment projections, we believe we should work on examining how and why specific students place where they do with an eye toward developing summer bridge programming that might help students avoid remediation altogether (which obviously would then impact scheduling and—hopefully—also help ensure that students are able to complete FY writing and math within the first year).

09/13/2021 – Traditional or Ongoing Communication:
- Director of Enrollment: Develop enrollment projections for each semester of the school year on or before March 1 annually.
- Director of Enrollment: Communicate regularly to Dr. Stephanie Brown regarding enrollment and the possible need for additional sections of lower-level courses, especially in math and English
- Director of Enrollment: As we near the start of a semester, provide weekly updates to Dr. Brown regarding application numbers, admitted students and students who have paid their acceptance fees.
- Director of Enrollment & Dr. Brown: Track enrollment data against historical data.

New Initiative: During the spring and summer of 2021, we identified high schools which appear to regularly produce graduates in need of remedial math and/or English courses. We reviewed three years of historical course roster data and found patterns in the high schools whose students seem more likely to place into English 1109 and/or Math 1050. We can now track the enrollment of these students in the future and make decisions regarding the remedial classes and number of sections needed based upon an increase or decrease noted from these schools. This data will also enable us to better project our needs for additional student academic support and resources.

Dr. Brown and Diane Kanney continue to meet regularly to discuss enrollment challenges and projections, and their implications.

01/25/2021 - One of the responsibilities of the director of enrollment is to develop enrollment projections for each semester of the school year on or before March 1 annually. This is the first phase of communication that is provided to Dr. Stephanie Brown regarding enrollment and the possible need for additional sections of lower-level courses, especially in math and English, aimed specifically at incoming first-year students. In addition, I provide weekly updates to Dr. Brown regarding application numbers, admitted students and students who have paid their acceptance fees. We also track this against historical data.

During the spring and summer of 2021, we will be implementing an additional process that we hope will assist us in identifying high schools which appear to regularly produce graduates in need of remedial math and/or English courses. We will be reviewing three years of historical course roster data to see if there are specific high schools whose students seem more likely to place into English 1109 and/or Math 1050. If so, we can track the enrollment of these students in the future and make decisions based upon an increase or decrease noted from these schools. This data will also enable us to better project our needs for additional student academic support and resources.

Dr. Brown and Diane Kanney continue to meet regularly to discuss enrollment challenges and projections, and their implications.

Email from Diane on 2/14/19- I wanted to let you know that Stephanie and I met earlier this week to review your email and expectations. We are planning to meet again tomorrow so that I may share preliminary enrollment projections. We also anticipate meeting at least monthly moving forward so that I can update Stephanie on our progress towards enrollment...
goals. As you know, this is a moving target and with Columbus holding onto more students currently (11% increase), this complicates our ability to put together a plan right now. I am confident that Stephanie and I will be able to track and evaluate the enrollment projections for appropriate course scheduling as we meet throughout the spring and summer.

Meet in late January to make preliminary projections

<table>
<thead>
<tr>
<th>Add more second-year courses in the sciences and in engineering to help students get into their intended majors after they change to the Columbus campus.</th>
<th>Brown</th>
<th>Expected completion date: 09/01/25</th>
</tr>
</thead>
</table>

2/22/23 - We have also added seats in PHAR 2410 for our Pharmacy majors. In AY 23-24, we intend to add additional ENR courses and HCS 2200 and 2206 to allow more students to fulfill the natural sciences foundation requirement in the GEN and complete core coursework for a wider range of STEM majors. We are also actively exploring adding the Introduction to Animal Science for current and prospective majors.

06/28/2022- No update

09/13/2021 – We have added second-year courses in organic chemistry and have increased our offerings in biology, entomology, and ENR (Environment and Natural Resources) to give students pursuing STEM majors more options.

01/29/2021 - In the 2020-21 academic year, we offered chemistry 2510 and 2520 (organic chemistry) for the first time. Enrollments were small, but this is to be expected, given the fact that the course was new and had to be offered (in this first iteration) without its lab component due to space limitations. The opening of the Alford Center in fall 2021 will enable us to expand this offering to include the lab. With the additional space provided by the new building, we will also be able for the first time to offer new 2000-level courses in biology and EEOB, as well as a new 3000-level course in anatomy recommended strongly by the department. We have scheduled an additional philosophy course for our engineering students, the introduction to engineering ethics, for fall 2021 and will expand our higher-level math course offerings to accommodate students who need two years of math in order to apply successfully to the engineering major.

4/23/2020 update – In January, met with STEM advisors and coordinators to talk about courses. In future with new space, Organic Chemistry will be added.

<table>
<thead>
<tr>
<th>Work with OAA and the professional colleges that have undergraduate programs to explore offering additional second- and third-year courses (New Summer 2021)</th>
<th>Brown &amp; MacDonald</th>
<th>Expected completion date: 09/31/25</th>
</tr>
</thead>
</table>

02/23/23 - We have added second-year courses in organic chemistry and have increased our offerings in biology, entomology, and ENR (Environment and Natural Resources) to give students pursuing STEM majors more options. We have also added seats in PHAR 2410 for our Pharmacy majors. In AY 23-24, we intend to add additional ENR courses and HCS 2200 and 2206 to allow more students to fulfill the natural sciences foundation requirement in the GEN and complete core coursework for a wider range of STEM majors. We are also actively exploring adding the Introduction to Animal Science for current and prospective majors.

08/2022 – No update

10/27/2021—The deans of the regional campuses have had discussions with Dr. Erik Porfeli, chair of the Department of Human Sciences, about the possibility of offering additional courses housed in that department. Dean MacDonald and Associate Dean Stephanie Brown worked with Dr. Martha Belury to offer an additional course in human nutrition. Dean MacDonald has had a conversation about the Bachelor of Science in Pharmaceutical Sciences program, offered by the College of Pharmacy, that students at the Newark campus could start before transitioning to the Columbus campus.

<table>
<thead>
<tr>
<th>Add degree-completion programs</th>
<th>MacDonald/Brown/Soto-Caban</th>
<th>Expected completion date: 08/15/23</th>
</tr>
</thead>
</table>

02/23/2023 - Courses have been scheduled and PT faculty hired as needed. Bill is currently working on the MOU with C-TEC.

08/04/2022 – In 2022, we took the following steps:

- Hired Dr. Sandra Soto-Caban, associate professor of practice in electrical and computer engineering and coordinator of the engineering technology program.
• Held meetings with representatives from COTC and C-TEC, Amber Rader from Mansfield, Sandy Furterer from the College of Engineering, Kathryn Kelley from the College of Engineering, and several Ohio State reps, including Stephanie Brown, Sandra Soto-Caban and Jolanta Janiszewska. Objectives included introductions, identification of times needed for space at C-TEC (to ensure that C-TEC’s and Ohio State’s course schedules don’t collide), tour LeFevre 130, and discuss equipment needs and plans to make purchases. We also identified next steps for drafting an MOU between C-TEC and Ohio State Newark for space use and teaching support from C-TEC staff.

• Most immediate next steps for hiring include reaching out to local manufacturers to see if they have employees who would like to teach part-time for us. Courses would include EngTech 1200, 1500, 2500.

• Later steps will for hiring will include finding faculty to teach ENGTECH, 1200, 1500, 2500, 2100, 2300, 3100, 3700, 3800, 3900, 4300, 3600, 4200, 4900, 4910, 4500, 4600, 4700, 4400, MATSCEN 201, BUSOBA 4250 (unless we can use the Six Sigma course offered via the bus mgt degree).

10/27/2021—The search for our first BSET faculty member is underway. The appointment will be a practice-faculty appointment at the assistant or associate level. The campus might also hire a part-time staff or faculty member to support the program. The people filling these positions are expected to start in the fall of 2022. The campus expects to hire two additional faculty, and one or both could be tenure-track appointments. The Department of Electrical and Computer Engineering will consider establishing tenure-track appointments at the regional campuses, and if the department decides to establish them, it will need to update its APT document accordingly.

2/21/2021 Update – The Lima, Mansfield and Marion campuses launched the BSET in the fall of 2021. Ohio State Newark plans to launch the program in the fall of 2023. The campus needs to identify space and possibly acquire equipment to support the program. Faculty hiring has been problematic for the other three campuses, and we may need to adjust our expectations. The other campuses initially expected to hire professors of practice but have instead hired lecturers.

11/5/2019 Update – The ET degree has been approved by the state and is on the College of Engineering website so it is moving. It will be available on our campus in 2023.

<table>
<thead>
<tr>
<th>Explore adding solar panels to the roof of the facilities building and using the panels to create learning experiences for students in the BSET program (New Summer 2021)</th>
<th>Boehmer/Manno/MacDonald</th>
<th>COMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/13/22 – Our exploration contributed to the initiation of an effort to create a university-wide solar energy plan. Several initiatives to incorporate solar panels on campus have recently taken place. In October 2022, November 2022, and January 2023, meetings were held with OSU’s Energy and Sustainability Office to explore sustainability/energy goals, energy consumption, and energy reduction strategies (including the use of photovoltaics). Discussions included the review of the recently completed Regional Campus Solar Study (by Enerlogics and Madison Energy Investments) as well as the Impact Solar at Ohio State University Newark Feasibility Analysis by Community Renewable Energy.</td>
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Regional Campus Solar Study (November 2022):
Conducted by Ohio State’s Office of Student Life, this study focused on Ohio State’s regional campuses to determine operational and financial benefits as a result of installing photovoltaic panels to supplement electrical generation specifically at the residence hall facilities. The proposal considered a multi-year agreement (25+) for a “net metered” (behind-the-meter) solar system installed under a third-party scenario. The study also considered several installation options on/around McConnell Hall and the other two residence halls, including rooftop, green space, and carport structures. Pros and cons of each alternative were discussed. The proposals are currently still under consideration.

Impact Solar at Ohio State University Newark – Feasibility Analysis (January 2023):
Conducted by an outside organization, this study explored the possibilities associated with installing solar panels throughout campus property. Options included immediate ground/roof-mounted and future roof-mounted opportunities. Possible sites included the south meadow, the green space north of Adena (Evans Foundation), as well as the roof tops of Adena, Warner, Lefevre, Founders, and the Facilities Building. The study also included a detailed financial analysis of cost versus long-term benefit. The proposals are currently still under consideration.

Proposal for a University-wide Solar Energy Plan (January 2023):
Representatives from Ohio State’s Office of Facilities, Operations and Development are putting together a proposal for a university-wide solar energy plan. The group has the reports from both studies mentioned above and will update the dean/director as it develops the proposal. Additionally, the group is consulting with Dr. Karen Goodell regarding ways in which solar arrays might enhance pollinator habitat across Ohio State’s campuses.
**06/27/2022** - A meeting was held on September 8, 2021 with representatives from Honeywell to discuss newer technologies associated with photovoltaics and battery storage. It was determined that this technology would have little benefit to the campus at this time. A meeting was held on November 10, 2021 with Praxia Partners regarding the feasibility of installing photovoltaic panels on the building. To date, there has been no response from the vendor regarding the status of the study.

**10/27/2021**—Dean MacDonald signed a letter of interest to begin exploring the possibility of participating in a renewable energy program with Smart Columbus Energy, LLC, in collaboration with Community Renewable Energy. Smart Columbus Energy will study the return on investment that the campus would gain through a program that installs solar panels on campus (at no cost to us) and sells electricity generated by the panels to us. Smart Columbus Energy has done a similar study for the Marion campus, and the Marion campus is assessing the study’s results.

**09/07/2021** - The Facilities Operations Building (constructed in 2015) was designed to accommodate photovoltaic panels on the roof. However, due to budget constraints, this element of the project was delayed until a future date. Several years ago, there was some initial exploration into the logistics of adding these to the building. This included discussion with OSU Sustainability & Strategic Services as well as American Electric Power. There was also exploration of grant funding through Ohio State to fund any potential solar panel project. Recently, this initiative was paused as higher priority projects took precedent and funding was not readily available. As exploration of the project is once again high in importance, the following near-term steps have been outlined to resume its development: A meeting was held on September 8, 2021 with representatives from Honeywell to discuss newer technologies associated with photovoltaics and battery storage. A meeting with OSU-FOD is currently being arranged to discuss specific actions in establishing a formal project within their system to explore scope and costs. This would include a re-evaluation of the existing structure to determine suitability for panels (structural loading, number of panels, etc). Consider meeting with OSU Sustainability & Strategic Services to explore potential project scope, budget and how this technology could be incorporated into the BSET program. The Advancement Office is considering potential funding partners and has had some early discussions with Ohio State’s Sustainability Institute about the campus’s interest in developing student learning opportunities in conjunction with the project.

<table>
<thead>
<tr>
<th>Explore extending degree programs that address Ohio’s workforce needs</th>
<th>Brown</th>
<th>COMPLETE</th>
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<tbody>
<tr>
<td>02/22/23 - In addition to one FT clinical faculty member, we have hired a PT instructor and developed partnerships with the other regional campuses to offer hybrid versions of required courses.</td>
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<tr>
<td>06/23/2022 - Our efforts in this area have focused on implementing the new BSET program in 2023. To this end, we have now hired a full-time clinical faculty member, Dr. Sandra Soto-Caban, to support this program and have partnered with the other regional campuses to support a PT staff position for Amber Rader, who will coordinate issues related to machinery, supplies, and space for all four campuses. We continue to work with local industry partners (and now Intel) to identify opportunities for future BSET students.</td>
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**COMPLETE 10/27/2021**—The campus does not intend to offer new programs beyond the BSET during the timeframe of the On Seas of Care strategic plan.

**09/13/2021** - Our efforts in this area have focused on implementing the new BSET program in 2023. In AU 2022, we will hire a full-time faculty member to support this program.

**01/29/2021** - We continue to plan to offer the newly approved BSET major on the Newark campus beginning in fall 2023.

**4/23/2020 update – BSET moving along at other regional campuses and we will work with them to determine our plans. Conversations with Health and Rehab Science have stalled due to COVID.**

**HWIH program being added – need an MOU**

<table>
<thead>
<tr>
<th>Explore the Personalized study Program to add degree pathways for students (New Summer 2021)</th>
<th>Brown &amp; MacDonald</th>
<th>Expected completion date: 12/31/25</th>
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</table>

**02/23/23 – Still on hold**

**10/27/2021 Update—Drs. Brown and MacDonald are pausing this exploration until after the university launches the new GE.**

**Add enriching learning opportunities**

<table>
<thead>
<tr>
<th>Expand access to education abroad for underrepresented students (New Summer 2021)</th>
<th>Cope</th>
<th>Expected completion date: 12/31/25</th>
</tr>
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</table>

**2/17/23 – See update below in next initiative.**
06/29/2022 - I continue to heavily promote our expanded scholarships to encourage and allow underrepresented students to participate in education abroad programs. Financial aid and easy access to education abroad information both go a long way in encouraging students to "see themselves" as potential study abroad students. Pandemic uncertainty continues to dampen participation, and students who hoped to travel in 2021-22 again saw programs many programs cancelled. Although our campus-led spring 2022 program was cancelled, for summer 2022, five students received generous scholarships and plan to travel abroad to Hamburg, Germany; Madrid; London; Rwanda; and Alaska (a Global Education program alternative to a Scandinavian program that was cancelled). Of those five students, three identify as non-white; all identified as having financial need; at least two are first-generation students. Although the pandemic decreased participation, in terms of the percentage of underrepresented students, we far exceeded university or national averages.

09/13/2021 - This has been a goal since I began directing education abroad, and we have exceeded the university and national averages in attracting students from underrepresented groups to education abroad. Students who are non-white; financially needy; and first generation are underrepresented on college campuses but particularly in education abroad, for various reasons. Our education abroad programs have much broader representation of students from those categories than on average. From 2017-2019, 73% of OSU study abroad students identified as white, vs. 53% of Newark students who studied abroad in that time. Indeed, that 47% of non-white students participating in study abroad far exceeded the percentage of non-white students at the Newark campus as a whole during that time (30%). Of the Newark students participating in study abroad, 36% identified as first-generation college students (more may have been in that category), far exceeding the national average. We also have a large percentage of low-income students in our education abroad programs, both because of the campus demographic and our aggressive efforts to keep program fees low and travel short. Since we received funding from a donor beginning in 2019 for the Jones Scholarship, we have been able to offer funding for students who wish to participate in programs our campus does not run (and which are usually more costly). In spring and summer 2019, the first year of the Jones, we awarded more than $25,000 to three financially needy students; we awarded $7000 to five financially needy students in spring 2020. To further expand opportunity, we began using operating funds to add a new scholarship opportunity in 2020, supplementing the Jones funding. Before the pandemic restricted travel in 2020, we had awarded about 15 students from diverse racial, ethnic, economic and educational backgrounds scholarships from both the Jones and Newark campus funds. (Specifically, we awarded $53,110 in scholarships for the cancelled summer 2020 travel to 22 students, half of it in Jones Scholarships for financially needy students). Those students may continue to access those scholarships while at Ohio State. Because students with financial need often fall into other underrepresented categories, these scholarship will allow us to expand the diversity of students studying abroad in all categories (not just economic). We anticipate that these scholarships will help us maintain the extraordinary diversity of our Newark student population studying abroad as travel restrictions ease.

Increase participation in education abroad to non-European destinations (New Summer 2021) | Cope | Expected completion date: 12/31/25

2/17/23 - Fourteen students traveled to nine destinations in summer 2022, winter break 2022, and spring break 2023 (the academic year 2022-23). Of those, 71% (all but four students) traveled to non-European destinations, far exceeding our goal of increasing the number. In previous years, less than half traveled to non-European destinations. Of those 14 students, 71% were also under-represented in terms of race/ethnicity, first-generation status, or LGBT status (with four students in two categories). All participating students had financial need. This achievement of 71% (10) students from under-represented groups exceeded the goal of expanding access for that group. Note: No students traveled in spring 2022, and travel was still limited in summer 2022 (5 students). Spring 2023 numbers (8 students) are included to give a full year's arc and indicate the trend as travel options expand post-pandemic. The applications for summer 2023 suggest this trend of attracting high numbers of underrepresented students who travel primarily to non-European destinations will continue: For summer 2023, 20 students have been accepted to study abroad programs. Twelve of those (60%) will be traveling to non-European destinations. Of those 20, nine (45%) are Black or Asian and 11 (55%) are first-generation students (four are in both categories). All but one student has financial need. I attribute this dramatic rise in the number of under-represented students and of students choosing non-European destination to two changes: Replacing a low-cost, Newark-led European trip (Liverpool most recently) with scholarship funding to send students to other destinations at an equally low price; and heavily promoting those scholarships and non-European destinations in fall information sessions, class visits, and events such as resource fairs and Buckeye Visit Days.

06/29/2022 - I continue to promote non-European programs heavily and offer generous scholarships to encourage students to participate in those programs. Pandemic uncertainty continues to dampen participation, and students who hoped to travel in 2021-22 again saw programs many programs cancelled—including many non-European ones, such as the Earth Sciences course Jill Leonard-Pingel planned in the Bahamas. For summer 2022, five students are traveling abroad, one to Rwanda. Although a small cohort, that is a 20% non-European representation, upon which I hope to expand next academic year.

09/13/2021 - From 2012-2018, we typically used the bulk of our funding to develop and subsidize study abroad programs led by Newark faculty. The $30,000 in Huntington funds, for example, usually were used to pay expenses (such as lodging and airfare) that would otherwise be passed on to students in terms of a program fee. While this allowed us to offer popular programs with low program fees that attracted a diverse range of students, many students were interested in other destinations the university offers, yet were unable to participate because of the higher costs. In 2020, we changed our funding strategy to begin giving scholarships to students directly and offering fewer Newark-faculty-led programs. Rather than offering two or three low-cost Newark-led programs abroad per year, beginning in 2020, our plan has been to offer one low-cost program (in 2022, to Liverpool) and then use the funds saved to give scholarships to students to any destination Ohio State offers. Before travel was eliminated for summer 2020, Newark students were planning to study in a
wide variety of destinations, many non-European. While about 18 of the students who received 2020 scholarships used them for the spring 2020 trip to Liverpool, many of the 20-30 or so students who planned summer 2020 travel had picked out non-European destinations. In addition to Paris, London, and Copenhagen, students had been accepted to programs going to Argentina, South Korea, Japan, and Panama. Additionally, Newark students were interested in two programs to non-European destination (the Bahamas and Indonesia) that are led by Newark faculty and that give priority to Newark campus students. (Those are funded by the Columbus campus unit, but we encourage Newark students to participate and they are given priority in admission). We will continue to promote the non-European destinations available through Ohio State University with the offer of generous scholarship funding. We also plan to develop an additional non-European destination to be led by a Newark faculty member, to further increase non-European options and replace the Cuba program, a popular destination that attracted non-white students for several years. This may also allow us to alternate our spring break Liverpool course with a non-European destination.

Develop courses that involve the Newark Earthworks

| 02/11/23 - A course has been developed, approved for GEN credit, and is scheduled to be taught by myself in Spring 2024 |
| Sp24 | 3072 | The Newark Earthworks, An Interdisciplinary Course | 3 | Low, J. | Theme: Lived Environments |

06/2022 – Thanks to the efforts of Dr. Lucy Murphy, (a "co-founder" of the Newark Earthworks Center (NEC and member of the NEC Faculty Oversight Committee), before her retirement this year, we completed a course proposal for an interdisciplinary class entitled “United Nations, World Heritage, and Newark Earthworks” which has been submitted for review for approval with the new GE requirements. It is proposed to be listed as History/Anthropology/Comparative Studies Course #3073.01 in the new GE in the Lived Environments Theme. It is a 3-credit course with preliminary approval of an additional 1 credit course still pending. The hope is that the course will be available to offer to students by Spring 2023 or Spring 2024.

Proposed structure: This is based on the Gen Ed requirement that students take a 4-credit course or two 3-credit courses in one of the thematic pathways. This Earthworks Course concept proposes a 3-credit course with the option to take a 1-credit additional practicum or service-learning course. The idea is that a 3 + 1 structure is equivalent to a 4-credit course. However, if students prefer, they could take the 3-credit Earthworks course and a different 3-credit course in the same theme instead of the 1-credit practicum/service/research option.

Optional 1-credit courses will provide opportunities for students to apply their knowledge to projects as varied as museum planning, oral histories, K-12 curriculum development, archival research, archaeological surveys using magnetometry, and tourism communications and analysis. The 3-credit Earthworks course would be a prerequisite for the 1-credit courses. Students could take them concurrently, or in different semesters.

Possible topics for 1-credit supplemental courses

- Indigenous peoples in Ohio History: different courses might cover the Adena and Hopewell eras; the Fort Ancient era; the 17th – 19th centuries; the 20th – 21st centuries.
- Field work in archaeology, such as magnetometry and resonant imaging. Will include processes for collaborative project planning, understanding NAGPRA
- The Politics of United Nations and UNESCO World Heritage
- Public History: presenting the Earthworks to the public. Guided tours, signage, museum planning. Students will collaborate with Ohio History Connection
- Teaching about Earthworks: outreach to Licking Country teachers, curriculum development
- Newark Earthworks as art and ceremonial space
- Tourism planning: how heritage travel impacts local communities.
- Maps and mapping the Earthworks.

Teresa Johnson has offered to work with interested faculty to finesse the 1-credit course options. She is a High-Impact Curriculum Expert in the Office of Student Academic Success Academic Enrichment.

Timeline: As promised, the course has been submitted by Autumn 2021 and is in process.
08/30/2021 - I am working with Dr. Lucy Murphy who has created a draft of a three-credit class with a one credit supplemental course. We hope to have this completed and submitted for approval in Autumn 2021.

01/15/2021 - This year, the NEC supported the work of Dr. Lucy Murphy in her creation of the following course:
History/Comparative Studies 3xxx: The Newark Earthworks, An Interdisciplinary Course
A General Education Course in the Theme, “Lived Environments”
3 semester credits, with optional 1-credit practicum
Proposal, Sample Syllabus by Prof. Lucy Murphy, murphy.500@osu.edu
Draft, Nov 27, 2020

This course is designed as an interdisciplinary offering at the 3000 level. It is envisioned as having multiple guest speakers and fulfilling the upcoming GE requirements. There is also provision for an optional additional practicum. Several faculty members from the Newark campus will be able to contribute their expertise to this course and it will provide an important bridge for curriculum regarding the Newark Earthworks and the Center itself as an academic research unit. It is also possible that the course will also be ultimately offered on Main campus. With this course, the Center hopes to connect with, engage and contribute to student and faculty experiences in and outside the classroom.

My expectation is that we will need to have this course approved and then taught before we consider any additional course development. This development is in line with the August 2022 timeline.

4/23/2020 update – Greater emphasis on scholarship. They promote and assist faculty in course development and can contribute content. Currently working on finalizing a course that was initiated by D.Shiels. Encouraged faculty to think of the Earthworks as they can be taught in many different disciplines.

Offer freshman research seminars

<table>
<thead>
<tr>
<th>Offer freshman research seminars</th>
<th>A. Roberts</th>
<th>Expected completion date: 12/31/25</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/23/2023 – No update</td>
<td></td>
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08/2022 - In autumn 2018, Ohio State Newark launched the strategic plan, On Seas of Care, to provide direction and targeted goals for the campus through 2023. The initiative “Offer freshmen research seminars” was given a target implementation date of August 2022. The goal of the initiative was to develop a series of small-by-design (enrollment cap: 16), discussion based, 1 credit hour seminars that highlight specific areas of current research conducted by Ohio State Newark faculty. We established seminars under course number ARTSSCI 1101 (First or Second Year Seminar). The program at Ohio State Newark will be managed by the Campus Research Coordinator in collaboration with the office of the Associate Dean.

The first call for proposed topics was sent to the Ohio State Newark faculty in Spring 2019. Six proposals were received and of those, three were determined to meet the goals of the program, two were returned for revision, and one was declined as not appropriate for a research seminar. The first research seminar (Carnivore Ecology; Weyrauch and Roberts; enrollment: 12) was successfully offered in Autumn 2020 with a goal of introducing at least one new offering each academic year through the remainder of the strategic plan period (2021-2023). This goal was not met – the faculty targeted for offering seminars in 2021 and 2022 were not available to teach due to teaching overloads resulting from the covid pandemic. Weyrauch and Roberts plan to offer the Carnivore Ecology seminar again in 2023.

09/10/2021 - In autumn 2018, Ohio State Newark launched the strategic plan, On Seas of Care, to provide direction and targeted goals for the campus through 2023. The initiative “Offer freshmen research seminars” was given a target implementation date of August 2022. The goal of the initiative was to develop a series of small-by-design (enrollment cap: 16), discussion based, 1 credit hour seminars that highlight specific areas of current research conducted by Ohio State Newark faculty. The research seminars were originally modeled after, and intended to be part of, the First-Year Seminars (firstyearseminars.osu.edu) program developed by the College of Arts and Sciences. Following discussion with university administration and the FYS program director, I determined that inclusion of the Ohio State Newark research seminars in the FYS program was not feasible. Working closely with Associate Dean Stephanie Brown, we made the decision to establish our own research seminar course offerings under the established course number ARTSSCI 1101 (First or Second Year Seminar). The seminar program at Ohio State Newark is now managed by the Campus Research Coordinator in collaboration with the office of the Associate Dean.

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(2021-2023). One important note on program implementation: the global COVID-19 pandemic (2020-2021) significantly impacted our ability to offer these research seminars in the way we intended since in-person instruction was greatly restricted during the 2020-2021 academic year. Further, the Newark Campus successfully opened the new Alford Center, which is very exciting for science education, but left the current program participants with little time to develop new seminar courses. While we have offered the first course in this program, but roll-out of further courses will be delayed until Spring 2022.

01/26/2021 - Projected annual cost: $8000
  • 2-3 sections of ASC 1101 offered per year @ $2500 per faculty member, plus material costs

In autumn 2018, Ohio State Newark launched the strategic plan, On Seas of Care, to provide direction and targeted goals for the campus through 2023. The initiative “Offer freshmen research seminars” was given a target implementation date of August 2022. The goal of the initiative was to develop a series of small-by-design (enrollment cap: 16), discussion based, 1 credit hour seminars that highlight specific areas of current research conducted by Ohio State Newark faculty. The research seminars were originally modeled after, and intended to be part of, the First-Year Seminars (firstyearseminars.osu.edu) program developed by the College of Arts and Sciences. Following discussion with college administration and the program director, we determined that inclusion in the First-Year Seminar program was not feasible. We moved to establish our own course offerings under the established course number ARTSSCI 1101 (First or Second Year Seminar). The program at Ohio State Newark will be managed by the Campus Research Coordinator in collaboration with the office of the Associate Dean.

The first call for proposed topics was sent to the Ohio State Newark faculty in Spring 2019. Six proposals were received and of those, three were determined to meet the goals of the program, two were returned for revision, and one was declined as not appropriate for a research seminar. The first research seminar (Carnivore Ecology: Weyrauch and Roberts; enrollment: 12) was successfully offered in Autumn 2020 with a goal of introducing at least one new offering each academic year through the remainder of the strategic plan period (2021-2023). One important note on program implementation: the global pandemic (2020-2021) significantly impacted our ability to offer these research seminars in the way we intended. In-person instruction is greatly restricted during the pandemic and while we have offered the first course in this program, roll-out of further courses may be delayed until after we are able to return to in-person classes.

4/23/2020 update – received a few proposals from faculty. They are trying to offer the first seminar in Fall but there is no enrollment currently.

<table>
<thead>
<tr>
<th>Increase internship opportunities</th>
<th>Cope/Goetz</th>
<th>Expected completion date: 12/31/25</th>
</tr>
</thead>
</table>

02/17/23 - Cope helped five local organizations create local internships; two organizations posted those to Handshake and one was filled (Licking County Library). Three other organizations created plans and will post internships for summer or fall 2023. Cope and Goetz are collaborating to provide additional support to students. Cope will also provide an option for academic credit to incentivize students to engage in these and other internships.

08/11/2022 - Since 2018, the Handshake platform has provided students a convenient method for exploring opportunities. While internship opportunities abound on Handshake, students’ participation is limited by the mismatch between our student population and the available opportunities. Moreover, it is difficult to track internships that are not credit-bearing since students do not need to report that involvement. However, with the addition of two new Career Services staff members in fall 2022, we will have new capacity for creating and supporting students interested in internships. We also anticipate an increase in the number of students completing internships now that the STEP fellowship program will be extended through 2025. Internships are a popular option among STEP students: Of the 18 students with approved STEP projects as of May 2022, five were pursuing internships. Finally, my office has had good success in spring 2022 in developing local internships. Outreach Program Coordinator Lesha Farias coordinated a new internship with the Newark City Library in spring 2022, which a student successfully completed, and which will be offered every semester. In fall 2022, at least four additional four community organizations will be offering local internships: Together We Grow Gardens, United Way, Veggie Van and The Works. Our goal will be to coordinate with Career Services’ new staff members to promote these internships and support students who participate.

09/10/2021 - As addressed in the Ohio State University at Newark Self-Study and Revised Strategic Plan (July 2021), Internship opportunities have increased with the implementation of the recruiting platform Handshake in 2018, which provides students an easy method for exploring opportunities. We anticipate an increase in the number of students completing internships as the STEP fellowship program grows. (STEP, extended to the regional campuses two years ago, offers funding to students as they enter their third year to support engagement in internships and other high-impact educational practices.) Yet while internship opportunities abound on Handshake, students’ participation is limited by the mismatch between our student population and the available opportunities. Most internships are geared toward upper-level students, yet fewer than 20% of Newark campus students are in their third or fourth year. First- and second-year students also typically need extensive support in order to develop the skills to find and prepare for internships, even when appropriate ones are available. Currently, only one [cost-shared] staff member in Student Life is available to support students seeking or participating in internships. (55; emphasis added)
During the AY 2019-2020 and 2020-2021 budget request cycles, the Office of Career Development and the STEP program proposed action plans (personnel) of a cost-share and OSU-only nature and noted connections to the Ohio State Newark Strategic Plan. Enrollment and budgetary constraints precluded the approval for an additional staff member either for Career Development or the STEP program to support internship initiatives.

However, beginning in September 2021, STEP funding will allow for the extension of the hours of the STEP program coordinator to provide support for students pursuing high-impact practices (such as internships). We anticipate that the coordinator will promote and support students interested in internships, which are one of the most popular options among STEP fellowship recipients (second only to education abroad). Eleven of the 37 fellowship recipients from AYs 2019 and 2020 chose internships (30%). Outside STEP, internship participation is not easily tracked. However, if the STEP program and full-time funding for the coordinator continues beyond the pilot that ends after AY 2022-2023, we anticipate an increase in student awareness and participation in the many opportunities available.

01/30/2021 – Internship opportunities have increased in the last few years with the implementation of the recruiting platform Handshake in 2018, which provides students an easy method for exploring opportunities. Students now may easily search from among thousands of opportunities, filtered to their geographic and career needs. While internship opportunities abound on Handshake, students’ participation is limited by the mismatch between our student population and the available opportunities. Most internships are geared toward upper-level students, yet fewer than 20% of Newark campus students are in their third or fourth year. First- and second-year students also typically need extensive support in order to develop the skills to find and prepare for internships, even when appropriate ones are available. This is congruent with student development theory, which holds that first- and second-year students are more likely to have unclear vocational goals. Career Development reaches out regularly to students to provide advice and support and by way of Career Fairs, classroom presentations, and career coaching at the individual student level. We anticipate greater success in placing students in internships if the action plan proposal for an additional cost-shared Career Services position is approved. We also anticipate an increase in the number of students completing internships as the STEP fellowship program grows. Beginning in May 2020, the first cohort of 19 STEP students had the option of receiving fellowship support for internship costs, and five had pursued that option before the pandemic forced them to delay for a year. We expect those five, plus an estimated 5-7 of the 35 2020-2021 STEP participants, to pursue internships in 2021 if the pandemic allows. Because most students prefer in-person (rather than virtual internships), however, those students may defer to 2022 if the pandemic does not abate by summer. We should note that we do not have a way to reliably track the number of students engaged in non-credit-bearing internships outside of STEP, because those students are not required to report that activity. The number of students earning credit for internships, however, had been rising steadily until this academic year, growing to 26 in 2019-2020 despite the pandemic. That was an increase of four (15%) from 2018-2019. Nine are expected to complete internships in the 2020-2021 academic year. We expect the numbers to increase again in 2021-2022.

4/23/2020 update – Planned to add a staff person in career services but that is not going to happen due to staffing freeze. Instead have been focused on creating mini internships and externships for the first year students but that’s difficult since they don’t know their majors. Last year listed 54 internships and helped 28 students. We have more internships than interested students.

11/5/2019 update – The development of an externship program has a lot of potential and is something they are looking at. It would be focused on industry areas.

Derek Thatcher and I have been working on developing a budget proposal for increasing the number of internship opportunities as part of the strategic plan. Given the intense level of support that students and employers require for successful internship programs, we concluded that our budget request would be for an additional staff position. Derek and Holly have also been working separately on an initiative to increase Career Development/Student Life staffing and are developing a proposal for a position that would largely be about supporting internships. Therefore, our two separate plans have merged.

## Seek support for interdisciplinary research and creative expression that result in additional research experiences for undergraduates (New Summer 2021)

<table>
<thead>
<tr>
<th>Description</th>
<th>Roberts &amp; MacDonald</th>
<th>Expected completion date: 12/31/25</th>
</tr>
</thead>
</table>

02/23/2023 – No update

08/2022 - In autumn 2018, Ohio State Newark launched the strategic plan, On Seas of Care, to provide direction and targeted goals for the campus through 2023. The initiative “Seek support for interdisciplinary research and creative expression that result in additional research experiences for undergraduates” was added to the strategic plan in summer 2021. Work on this initiative is ongoing, but the most significant progress to date has been a $1.44mil grant from the National Science Foundation to support economically disadvantaged students seeking degrees in science, technology, engineering, and math (NSF Award #2130281; Enhancing a Transfer Pathway to Improve STEM Student Success; $1,444,207; PI/PD Roberts, Co-PIs MacDonald, Goodell, Buelow, Weiser). This award funded the establishment of the Ohio Means Science (OHMS): Scholars Program which provides Scholars with needs-based funding up to $10,000 annually for two years, an immersive science retreat experience, learning community with academic support programming, and optional summer internships. We hope to use the success of the OHMS program to garner additional funds and research experiences for students in other disciplines.
Improve Access and Affordability

In accordance with Ohio State’s land-grant mission, and with the State’s expectations for Ohio’s regional campuses, we will continue our commitment to providing an Ohio State experience at an affordable cost. Our cost-shared relationship with our co-located institution has been a model for the state and a foundation for efforts to keep costs low while maintaining quality programming. We will pursue efficiency initiatives across all departments on our campus, work to keep tuition low, and generate new opportunities for scholarships and tuition grants.

<table>
<thead>
<tr>
<th>Initiatives/Strategies</th>
<th>Sponsor(s)</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce cost of attendance</td>
<td>MacDonald</td>
<td>COMPLETE</td>
</tr>
<tr>
<td>Increase use of high-quality, open, educational resources (OERs)</td>
<td>MacDonald</td>
<td>COMPLETE</td>
</tr>
<tr>
<td>Implement first-semester eligibility for the Buckeye Opportunity Grant as soon as possible (New Summer 2021)</td>
<td>MacDonald</td>
<td>COMPLETE</td>
</tr>
<tr>
<td>Explore collaborating with local P-12 schools in the former State Farm building (New Summer 2021)</td>
<td>Brilhart &amp; MacDonald</td>
<td>Expected completion date: 12/31/25</td>
</tr>
</tbody>
</table>

02/20/2023 – Plans are in development to bring Dr. Terri Hessler’s dyslexia clinic to Newark Campus West (the old State Farm building now owned by Newark City Schools).

06/13/2022 - In order to provide swing space for the renovation of Founder’s Hall, Ohio State Newark and COTC are going to utilize the former State Farm facility now owned by Newark City Schools. Since the previous update, the details of Ohio State Newark and COTC’s needs have been evaluated, a lease has been signed and preparations are underway to move in starting summer of 2022. The lease includes 200 dedicated parking spots. The space will have classrooms, staff and faculty offices and the psychology research labs and classrooms. This is a two year lease with options to extend if needed. There has been a separation in the current lease and any longer term purchase/lease to be determined in the future.

09/01/2021 - The campus has been approached by the new owners of the former State Farm building (Newark Local School District) to consider possible utilization of the facility. One possible use of the facility is swing space for the renovation of Founders Hall beginning in the Summer of 2022. The campus is currently undergoing a study to determine the square footage needed for this project as well as the identified timeline. Newark Schools have been made aware of this need and have noted that the campus is first on the list for consideration of this space. It is anticipated that conversations will begin in the Fall of 2021 with the hopes of developing a lease. Other utilization of the building may be considered as well but are not defined at this time.

10/27/2021—Drs. Roberts and MacDonald plan to work with Donna Herring, Kim Manno and interested faculty to explore opportunities for external support for interdisciplinary research and creative expression that could lead to additional student experiences in those areas.

08/04/2022 –
• The university’s 2022-2024 strategic enrollment plan included this initiative.
The deans of the regional campuses have advocated for the implementation to occur as soon as possible.

10/27/2021—First-semester eligibility for the BOG for regional campus students is an initiative in the university’s new strategic enrollment plan. Dean MacDonald hopes that the initiative is implemented immediately so regional campus students gain such eligibility at the start of autumn semester, 2022.

<table>
<thead>
<tr>
<th>Address financial-aid inequities between Newark students and Columbus students (New Summer 2021)</th>
<th>MacDonald</th>
<th>Expected completion date: 12/31/24</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/24/2023-</td>
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<tr>
<td>• First-semester eligibility for the Buckeye Opportunity Grant was extended to students at the regional campuses in the spring of 2023.</td>
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<td>• The Scarlet and Gray Grant has been renamed and is now the University Grant.</td>
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<td>• The campus’s financial aid office and business and finance office are exploring the possibility of using private scholarship dollars to create a grant program that would guarantee full coverage of tuition and fees for future graduates of Newark High School.</td>
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<tr>
<td>• The lack of an equivalent to the University Grant means that the most financially needy students at the Newark campus still pay substantially more to attend Ohio State than do their counterparts at the Columbus campus.</td>
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<tr>
<td>08/04/2022 –</td>
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</table>
| • This initiative overlaps the Buckeye Opportunity Grant initiative and includes the following additional issues:
  o Regional campus students’ ineligibility for OCOG
  o Regional campus students’ ineligibility for the Scarlet and Gray Grant (not to be confused with the Scarlet and Gray Advantage scholarship program)
  o A difference in the amount of aid available through the President’s Affordability Grant (regional campus students receive $1,000 less than Columbus campus students do) |          |                                    |
| • Dean MacDonald conversed with Amy Wheeler, executive director of student financial aid in the Office of Student Academic Success, and learned that the source of funding for the Scarlet and Gray grant is based at the Columbus campus and cannot be distributed to students at the regional campuses. It seems that if we want to offer something like it here, then we would have to fund it through institutional or private dollars. |          |                                    |
| • First-semester eligibility for the Buckeye Opportunity Grant has not yet been extended to students at the regional campuses. |          |                                    |

10/27/2021—See BOG update, above.

2/21/2021 Update – Several faculty members have received ALX grants supporting the development and use of OERs.

<table>
<thead>
<tr>
<th>Survey students who stop attending to see if financial aid was a factor in their decision (New Summer 2021)</th>
<th>J. White</th>
<th>COMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/17/23 – The Planning to Return? survey continues to be administered to students who stop attending between one semester and the next. The following surveys were conducted since the last strategic initiative update.</td>
<td></td>
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<tr>
<td>SP22 to AU22 stopouts, with 7 out of 36 students or 19.4% who completed the survey indicated financial reasons for not continuing at Ohio State.</td>
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</tr>
<tr>
<td>AU22 to SP23 stopouts, with 7 out of 37 students or 18.9% who completed the survey indicated financial reasons for not continuing at Ohio State.</td>
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<tr>
<td>One additional question that has always been included in the survey that has recently prompted students to share the implications of finances on their decision to continue is the following: “What could Ohio State Newark have done to help you more?”</td>
<td></td>
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<tr>
<td>06/30/2022 – Same report as below with the note that if changes are necessary, they will be implemented in the next outreach conducted for SP22 to AU22 which will be administered in July 2022.</td>
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</table>

09/10/2021 - Each semester since 2008, the Office of Retention & Student Success Initiatives has conducted outreach to students who were enrolled in the most recent semester, but not yet enrolled for the following semester. Students are asked to complete a Planning to Return? survey, which has evolved over the years to share more information about their future plans, what reasons have impacted their decision to stop attending, and to share feedback on their experience at Newark. The survey currently includes the following questions regarding whether finances were a factor in their decision to stop attending.
• If you plan to transfer to another college, what reasons motivated your decision? (select all that apply)
One option included relative to finances is, “I’m going to attend another college that is less expensive.”

• If you plan to take time off from college, what reasons motivated you to do so? (select all that apply)
Options included relative to finances: “I have a financial hold and cannot pay it right now”, “I lost my financial aid and cannot pay for college out-of-pocket”, “I plan to work full-time to save money”

The survey questions will be evaluated to ensure they provide adequate information for this new On Seas of Care strategic initiative. If changes are necessary, they will be implemented in the next outreach conducted between AU21 and SP22.

**Improve operational efficiency**

<table>
<thead>
<tr>
<th>Explore greater intercampus collaboration among Ohio State’s regional campuses and new opportunities with COTC</th>
<th>MacDonald/Brown</th>
<th>Expected completion date: 12/31/25</th>
</tr>
</thead>
</table>

02/23/23 - We currently collaborate with Lima, Mansfield, and Marion to provide shared courses for the BSET, as well as upper-level courses in the new GE and our current four-year degree programs.

08/23/2022 -
- The new HR services delivery model led the Mansfield, Marion and Newark campuses to share an HR business consultant
- COTC and Ohio State Newark hired a shared chief diversity officer
- COTC and Ohio State Newark will consider the results of the state’s performance audit of co-located public institutions of higher education to identify new opportunities to collaborate

10/27/2021 Update—The state treasurer’s office is conducting a performance audit of the state’s co-located institutions of higher education. The results might offer suggestions for enhancing our collaboration with COTC. Collaboration with other Ohio State regional campuses increased when the Mansfield, Marion and Newark campuses began sharing HR services. The campuses are now exploring the possibility of sharing business and finance services. The external review of the regional campuses might identify additional opportunities for collaboration.

2/21/2021 Update – Summer summits have not resumed, most likely because of the pandemic. Provost McPherson will step down at the end of June of 2021, and the next Provost may have different expectations. The campuses have increased their collaboration in several areas:
- Public safety (Sergeant Adam Featherling now oversees public safety at all four regional campuses)
- Studies of students’ experiences (All four campuses are participating in the Multi-Institutional Survey of Leadership)
- All four regional campuses are participating in the National Survey on Student Engagement
- The four campuses’ associate deans for academic affairs are collaborating with each other and with the associate deans for academic affairs of Ohio State’s colleges under the coordination of Vice Provost Randy Smith

4/23/2020 update – With other regional campuses, exploring sharing course delivery for all; A. Roberts is representing all regional campuses on advisory group to the VP of research; expecting to restart regional campus summits this summer.
With COTC, Campus Council now has a standard item on the agenda on opportunities to partner. COTC had identified space (not equipment) in LeFevre for BSET and as a backup, also exploring space at C-tec. Working collaboratively with COTC on Framework 2.0 and Business Continuity Planning.

Space sharing for Engineering Tech

**Improve operational sustainability**

<table>
<thead>
<tr>
<th>Use more green technology in operating and maintaining the campus</th>
<th>Boehmer</th>
<th>Expected completion date: 12/31/25</th>
</tr>
</thead>
</table>

2/17/23 - Efforts to be as sustainable and energy efficient as technically feasible in the operation of the physical plant continues to be a high priority for the campus.

a. **LEED:**
On May 16, 2022, the campus was notified that the Alford Center was awarded LEED Silver certification from the USGBC.

b. **Founders Hall Renovation:**
   a. The design process for the renovation of Founders Hall includes a number of energy-saving elements to meet the requirements of Division 18 of OSU’s new Building Design Standards (replacing LEED).

c. **2022-2023 Notable Energy Conservation/Sustainability Projects Include:**
   * On-going installation of LED replacement ceiling lights throughout all campus buildings.
   * Purchase of only Energy Star Rated appliances and equipment.
   * Continued single-stream recycling program.

d. **2022 Newark Campus Storm Water Management Plan:**
   * The updated plan was completed on January 28, 2022. A new update will be submitted for 2023.
   * Required stormwater management training for Facilities staff took place in October.

e. **Log Pond Run Diversion Channel Hydrology Study:**
   The campus submitted a letter of support to the City of Newark Stormwater Department in August, 2022, in support of a grant proposal from the Muskingum Watershed Conservancy to perform a hydrology study for portion of the channel (including areas on campus). The City was unsuccessful in obtaining the funding, however, they will be resubmitting again in 2023.

f. **Emerging Sustainability Projects:**
   * Public-use electric car charging station (Warner Center):
     o The Newark Facilities Department is currently working with OSU Fleet Administration on a scope of work and preliminary budget.
     o An additional EV charging station was approved as an FY22 capital project.

g. **Impact Solar Feasibility Study:**
   * OSU is currently participating in two separate studies exploring the feasibility of installing photovoltaic panels on campus. See separate strategic update for details.

h. **Green Cleaning Products:**
   * Coming out of COVID, the purchase of environmentally friendly “Green” cleaning products increase from $24,205 in FY21 to $32,849 in FY22.
   * In FY22, 26% of all dollars spent on housekeeping items purchased through Grainger were classified “Environmentally Preferable Products” or EPP.
   * 17% of all products purchased through Grainger were through “diversity-designated” vendors.
   * 28% of all products purchased through Grainger were from vendors designated as “small business”.

06/27/2022 - Efforts to be as sustainable and energy efficient as technically feasible in the operation of the physical plant continues to be a high priority for the campus. LEED: On May 16, 2022, the campus was notified that the Alford Center was awarded LEED Silver certification from the USGBC. Founders Hall Renovation: The design process for the renovation of Founders Hall includes a number of energy-saving elements to meet the requirements of Division 18 of OSU’s new Building Design Standards (replacing LEED). 2021-2022 Notable Energy Conservation/Sustainability Projects Include: LED replacement ceiling lights in several campus buildings as part of renovation projects; purchase of only Energy Star Rated appliances and equipment; and continued single-stream recycling program. 2021 Newark Campus Storm Water Management Plan: The updated plan was completed on January 28, 2022. Emerging Sustainability Projects: Public-use electric car charging station (Warner Center): The Newark Facilities Department is currently working with OSU Fleet Administration on a scope of work and preliminary budget. An additional EV charging station was approved as an FY22 capital project.
Impact Solar Feasibility Study: A meeting was held on September 8, 2021 with representatives from Honeywell to discuss newer technologies associated with photovoltaics and battery storage. It was determined that this technology would have little benefit to the campus at this time. A meeting was held on November 10, 2021 with Praxia Partners regarding the feasibility of installing photovoltaic panels on the building. To date, there has been no response from the vendor regarding the status of the study.

Green Cleaning Products: In FY21, 26% of all dollars spent on housekeeping items purchased through Grainger were classified “Environmentally Preferable Products” or EPP.

10/27/2021 Update—See update on exploration of solar power, above.

01/29/2021 – The Newark campus of The Ohio State University (along with its co-located partner, Central Ohio Technical College) is deeply committed to developing solutions to the pressing challenges of sustainability and continues to employ several strategies to promote the use of green technologies. Although this specific strategic planning initiative has a stated completion date of August 2023, the goal of providing sustainable leadership in the physical plant is an on-going process. Specific programmatic examples of this strategic initiative include the following:

AASHE Membership: The Association for the Advancement of Sustainability in Higher Education (AASHE) is a non-profit membership organization that empowers higher education faculty, administrators, staff, and students to be effective change agents and drivers of sustainability innovation. The Ohio State University has been a member of AASHE since 2007. AASHE recognizes institutions for sustainability leadership through the STARS Program. The Newark campus achieved a Silver rating in 2016. The University was reassessed in 2019 and received a Gold rating although it is unclear if the regional campuses were included in the most recent appraisal.

LEED: Leadership in Energy and Environmental Design, administered by the United States Green Building Council is the most widely used green building rating system in the world. LEED certified buildings, on the Newark campus include the Facilities Operations Building (Certified), McConnel Hall (Certified), and Adena Hall (Interiors). Also, the new Alford Center for Science and Technology has a goal of Silver. Final determination from the USGBC is pending.

2019-2020 Notable Energy Conservation/Sustainability Projects Include:
- Replacement of 124 HPS parking lot/roadway poles and 117 sidewalk lights to new LED.
- On-going campus-wide replacement of T5 fluorescent lights with new LED (Hopewell and NCB).
- LED ceiling lights in earth sciences research labs (Founders) and Hopewell, room 59.
- Replacement of HPS sidewalk bollard lights with LED (Reese, Lefevre, Hopewell and Founders).
- Natural gas generators (Reese, Lefevre and Hopewell). Replaces battery-powered safety lighting.
- Electric car-charging stations (Warner Center).
- OSU 150th Anniversary Buckeye Grove.
- Camlin-Tammen Reserve Composting Toilet and Solar Lighting.
- Purchase of only Energy Star Rated appliances and equipment.
- Continued single-stream recycling program.
- 2020 Newark Campus Storm Water Management Plan.
- Campus-wide air filter replacement to MERV 13.

Green Cleaning Products: In 2020, 65% of all dollars spent on housekeeping items purchased through Grainger were classified “Environmentally Preferable Products” or EPP. An increase of 13% from 2019 and 19% from 2018.

AEP Rebate Program - The campus has routinely participated in the AEP Rebate Program which offers cash incentives for energy saving/sustainability projects. Since 2019, the campus has been awarded $23,136 in sustainability rebates.

11/5/2019 Update – The regional campus deans discussed sustainability at their October 9, 2019 meeting. We have a goal of receiving Silver level LEED certification for the Alford Center. Recent energy conservation projects include—
- Replacement of 124 parking lot/roadway poles with new LED
- Replacement of 117 sidewalk light polices with LED
- 56 new LED lights in Adena gymnasium (2018)
- Campus-wide replacement of fluorescent and incandescent fixtures with LED
- LED ceiling lights in all newly remodeled areas
- New LED sidewalk bollard lights

Other sustainability projects—
- Emergency generators in Reese, Lefevre and Hopewell
- Electric car-charging station
- Campus tree canopy project goals (2025)
- Camlin-Tammen reserve composting toilet
- Green cleaning products – 52% of spend we classified under green umbrella (up from 6% in 2018)
- Energy star rated appliances and equipment
- Single-stream trash recycling program
- Facilities operations building solar panel study
- Annual update of storm water management plan

Varies by potential project:
1. Facilities Operations Building Solar Panels: $200,000+. Will explore possible alternative funding sources such as external grants, OSU Sustainability Fund and AEP rebates.
2. EV Charging Stations: TBD. Funded by OSU-FOD.
3. LED Light Fixtures: $10,000/year.
4. Alford Center LEED Silver: Funded by project.
5. Campus LED Site Lighting: Project is currently funded.

All of the projects have the potential for participation in the AEP Rebate Program. This could assist to offset costs.

Seek funds for a parking garage/deck to limit our loss of green space as the campus grows (New Summer 2021)  |  Brillhart  |  CANCELLED

02/17/2023 CANCELLED - Post COVID, the pressure has been removed from parking.

06/13/2022 - There has been no other updates to this initiative the past 6 months however conversations continue as to how new buildings, residence halls and parking may be undertaken in the future.

09/01/2021 - The need for a parking garage was identified in the most recent master plan for the Newark campus. Although identified as a longer term goal, the parking garage is a critical project to consider that would open up other green space opportunities on the campus. Funding sources for parking garages typically include bonding backed by special fees to users. Currently there are no student fees on the campus for either Ohio State Newark or COTC. The creation of student fees is discouraged and monitored by the state of Ohio. Due to these challenges, consideration has been given to the possibility of other funding sources. In this exploration, it was determined that state capital dollars could not be used for parking garages. Institutional reserves and development funding are other alternatives but the scope and size of parking garages will make this a challenge.

In the coming months, we will continue to explore funding options and ideas with OSU Columbus campus as well as other two-year colleges.
Strengthen our commitment to social justice (New Summer 2021)

The campus can do more within itself, within the region and within the university to increase diversity, equity, and inclusion, and will intensify its efforts to do so. Some of our initiatives related to diversity, equity and inclusion are embedded in the three strategic priorities that were part of the original On Seas of Care strategic plan. We present others, which are more focused on changing the campus’s culture, here, under a new strategic priority. We recognize that culture change will require sustained, forward-thinking efforts that pursue continual improvement and prevent regression. Drawing from the work of intersectionality scholars, we recognize that people embody diverse and overlapping identities that are shaped by multiple forms of oppression. We also recognize that our approach to changing our culture must be flexible, reflective and coalitional in light of the reality that structural oppression is multidimensional and sometimes hidden.

<table>
<thead>
<tr>
<th>Initiatives/Strategies</th>
<th>Sponsor(s)</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adopt organizational practices that promote diversity, equity and inclusion</strong></td>
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<td>Host Public Safety Advisory Committee (PSAC) listening sessions with faculty, staff,</td>
<td>Brian Boehmer</td>
<td>COMPLETE</td>
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<tr>
<td>and students</td>
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<tr>
<td>02/13/23 – COMPLETE. The Public Safety Committee (PSAC) held its “Coffee with a Cop”</td>
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<td>event on September 12, 2022. The activity took place in the Warner Center main</td>
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<td>lounge. This “meet and greet” session was broadly advertised and well attended by</td>
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<td>students, faculty, and staff. Invited participants included Staff Sergeant Adam</td>
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<td>Featherling (OSUN/COTC Director of Public Safety), Captain Chris Barbuto (Licking</td>
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<td>County Sheriff’s Office), Chief Erik McKee (Newark Police Department), Chief Kimberly</td>
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<td>Spears-McNatt (OSU Police Department), along with members of the Public Safety</td>
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<td>Advisory Committee. Coffee, donuts, and free giveaways were included at the event.</td>
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<td>06/27/2022 - The Public Safety Committee (PSAC) has discussed the format of the</td>
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<td>listening sessions at its last two meetings. The recommendation of the committee is</td>
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<td>to replicate a format like those held at the OSU-Columbus campus. This will entail</td>
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<td>a more informal “meet and greet” session and will be scheduled at the beginning of</td>
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<td>the upcoming autumn to connect with the largest number of people possible. Students/faculty/staff will meet with members of the Public Safety Department as well as representatives of the Public Safety Advisory Committee. Attendees will hear what is happening on campus as it pertains to public safety as well as have the opportunity to ask any public safety related questions. Refreshments will be provided at the session. A campus-wide communication will be sent out with the specifics (purpose/date/time/location).</td>
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<td>09/07/2021 - The Public Safety Committee (PSAC) held its first meeting on July 22,</td>
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<td>2021. The next meeting will occur sometime during autumn semester. Discussion on</td>
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<td>content, format, etc., will be included on the agenda.</td>
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<td>Nominate a faculty member and staff member to serve on the university-level PSAC</td>
<td>Bill MacDonald</td>
<td>COMPLETE</td>
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<td>10/27/2021 Update—This matter has been referred to the executive dean of the regional</td>
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<td>campuses.</td>
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<tr>
<td>Establish a public art master plan designed to guide the selection, placement and</td>
<td>Jackie Parrill</td>
<td>Expected completion date: 12/31/25</td>
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<tr>
<td>redistribution of public art, with emphasis on diversity and inclusion</td>
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<td>2/17/2023 – No progress. Worked in interim assignments 7/1 – 12/18/2022</td>
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<td>10/22/2021 – Internet research has been conducted to identify several examples of</td>
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<td>other college/university plans. These have been shared with the dean &amp; director for</td>
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<td>discussion on what the expectations are for our plan design.</td>
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<td>Ensure that faculty mentoring addresses the needs of faculty who are women and/or</td>
<td>Buelow &amp; Chris Robinson, chair</td>
<td>Expected completion date: 12/31/25</td>
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<td>underrepresented minorities</td>
<td>Faculty Well-Being Committee</td>
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2/17/23 - Actions during 2022-2023:

- Began to update the Newark Campus APT document to clarify policies and procedures related to promotion and/or tenure.
- To support organizational practices that promote diversity, equity and inclusion, the FWB survey started collecting optional demographic characteristics. This will inform program planning to support mentoring of women and underrepresented groups. Starting in 2022-2023, the FWB survey results were disaggregated by demographic characteristics (if reported) to identify areas where additional support/mentoring may be needed.
- A teaching workshop based on Transparency in Teaching and Learning (TILT) framework is being planned for late-spring 2023 in consultation with the Drake Institute. The session will focus on ways to increase transparency and boost student engagement for course activities.
- To support faculty undergoing 4th and 6th year reviews in 2023-2024, a workshop was held in February 2023 to outline the various steps, policies, and procedures related to reviews at the campus, TIU, and university level. Faculty who would like feedback about their dossier and/or overall promotion case were encouraged to reach out to the associate dean for faculty affairs.

Planned activities for 2023:

- To introduce resources available to new faculty that support inclusive teaching, information and links to the Drake Institute for Teaching and Learning were identified and will be included in the CarmenCanvas New Faculty Orientation website before the next new faculty orientation meeting. New Faculty FIT and Inclusive Teaching endorsements will also be highlighted.
- The committee also plans to meet with Brianna Johnson to get an update on the repository of pedagogical resources. This information/material will also be added to the new faculty orientation meeting/Carmen course.
- Opportunities exist to support mentoring for faculty who are women and/or from underrepresented group(s). Meetings between Melissa Buelow and the FWB committee are planned for at least once per semester to brainstorm, coordinate planning, and support consistent progress.
  - Create an online resource for faculty with links to different resources available for mentoring and leadership.
- The FWB committee and the assistant and associate deans also plan on working with Melissa on the following issues to focus on inclusive teaching in the classroom:
  - Create online resources for faculty, which will focus on student-centered and inclusive teaching.
  - Bring speakers to campus who address ways to work with students who are culturally and linguistically diverse.
  - Create programming for the summer summit that focuses on inclusive teaching practices.

07/03/2022 –

- In spring semester, the talk by Dr. Venus E. Evans-Winters and the follow-up conversation with faculty created spaces of conversation. A number of faculty raised questions on the double pandemic: covid and racial injustices and how teaching (and, in general) and everyday life was impacted by it. On action -items: The discussion centered on ways to engage with students and the broader need to decolonize curriculum.
- Much of my work in this area included consulting with faculty on ways to teach and to work with students on campus. This included both tenure track and associate faculty. It included providing feedback on ways of teaching (on-line). Many faculty members were teaching via synchronous on-line platforms and many were also using asynchronous methods. The change of modality created challenges of teaching for a number of faculty members and many wanted feedback to generate student engagement, considering the lack of student presence in on-line classrooms. The lack of students’ “presence” (turning off camera, etc.) also created challenges on student engagement.
- Another dimension of feedback related to ways of teaching or enhancing pedagogical practice in relation to faculty peer observation. I worked with a number faculty who were being observed within on-line and also in-person classrooms. My work included providing feedback on ways to engage students and, in particular, working with diverse students. I will be revising peer-observation guidelines on on-line teaching (perhaps even adding, if relevant, to AP&T document).
- Planned activities for 2022-2023: Opportunities exist to support mentoring for faculty who are women and/or from underrepresented group(s). Meetings between Binaya Subedi and the FWB committee are planned for at least once per semester to brainstorm, coordinate planning, and support consistent progress.

09/12/2021 - The Faculty Well-Being (FWB) committee, in conjunction with Binaya Subedi, have started addressing the two initiatives in the following ways:

1. Most of our initial efforts were halted due to COVID, however, there were several events that occurred at the end of the 2020-2021 academic year. For example, on August 21 there was a discussion on how to balance teaching and scholarship at campus settings such as the Newark campus and Dr. Richardson also gave a relevant presentation on
the relationship between social justice and teaching. Prior to 2020, the committee collaborated with Binaya to hold open sessions with pre-tenure faculty on research and teaching. This took place twice a year during the 2019-2020 academic year.

2. The committee also met numerous times with Binaya to discuss strengthening the mentoring programs more generally and the FWB committee also met several times to discuss specific needs that may come up for women and under-represented groups.

3. The committee submitted an action plan for 2021-2022 to Dean MacDonald (Dean/Director, Newark Campus) and Jackie Parrill (Chief of Staff, Newark Campus) on 1/28/21 to obtain funds to host several mentoring events and to compensate new mentors for their efforts. Unfortunately, the action plan was not funded, however, we still plan on moving forward with discussions and brainstorming of possible events that will focus on both initiatives.

We also plan on working with Binaya on the following issues to focus on inclusive teaching in the classroom:

- We plan to create on-line resources for faculty, which will focus on student-centered and inclusive teaching.
- We also plan to bring speakers to campus who address ways to work with students who are culturally and linguistically diverse.

<table>
<thead>
<tr>
<th>Require employee training in diversity, equity, inclusion, and antiracism to better support LGBTQ and BIPOC members of the campus community</th>
<th>Brianna Johnson &amp; Maryjo Mundy</th>
<th>Expected completion date: 12/31/25</th>
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<tr>
<td>02/17/23 - We have not actually required specific diversity and inclusion training on a whole but we are requiring all faculty and staff who serve on search committees to complete a Diversity Basics training and the Equal Employment Opportunity: Recruitment, Selection, and Hiring Guidelines. We do not allow the committee to start interviewing until everyone has completed the EEO Guidelines training. This training is about 5 minutes and is basically acknowledging that they have read and understood the policy/guidelines. During our initial meetings with search committees, we discuss the legal do's and don'ts and the importance of diversity and inclusion.</td>
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<td>06/29/2022 - In January 2022, the Dir. of Diversity, Equity, and Inclusion (DEI)/chief diversity officer (CDO) met with the HR director and discussed possibilities for requiring training in diversity, equity, inclusion, and antiracism for all members of the campus community. At that time, it was determined that a pathway towards mandatory training would be difficult to determine with the information available and that more research would be needed. In the meantime, the Dir. of DEI started implementing optional opportunities for campus community members to learn more about DEI-related topics. In March 2022, the Dir. of DEI/CDO began hosting monthly DEI community conversations in which campus members can opt in to discuss and learn about DEI topics. The Dir. of DEI/CDO has also developed and conducted DEI workshops with specific departments upon request. Finally, the Dir. of DEI/CDO has developed and is maintaining a list of workshop topics that could be part of future required DEI training for the campus.</td>
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<td>Future plans include: The Dir. of Diversity, Equity, and Inclusion (DEI)/CDO will meet with staff at other OSU regional campuses to learn their approaches to advancing required DEI training.</td>
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<td>Establish Employee Resource Group (ERG) guidelines and support each group's events/activities through co-sponsorships of up to $500 annually.</td>
<td>Jackie Parrill &amp; Bill MacDonald</td>
<td>COMPLETE</td>
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<td>07/2022 – COMPLETE. Guidelines were developed and distributed to all employees via email on May 24, 2022. The Director of Diversity, Equity, and Inclusion/Chief Diversity Officer manages the approval process. The complete guidelines are available at <a href="https://newark.osu.edu/initiatives/commitment-to-diversity/employee-resource-group-guidelines.html">https://newark.osu.edu/initiatives/commitment-to-diversity/employee-resource-group-guidelines.html</a>.</td>
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<td>10/22/2021 – Draft guidelines have been developed and are with the office of legal affairs for review. A follow up email was sent today.</td>
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<td>Explore the possibility of establishing scholarships and other types of financial support for Native American students to recognize that the 1862 Morrill Act’s benefits to the university came partially through the sale of Native lands acquired by the U.S. through unratified treaties or by executive order</td>
<td>Bill MacDonald</td>
<td>Expected completion date: 12/31/25</td>
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</table>
02/24/2023 –
- The lunch has been scheduled for November 10, 2022.
- The meeting with President Johnson occurred but because President Johnson will be stepping down from her position at the end of the 2022-23 academic year, we will need to work with other university leaders on this initiative.

08/23/2022 –
- Dean MacDonald brought the issue to President Johnson’s attention in a meeting with President Johnson and former Provost Bruce McPheron in 2020.
- In August of 2022, Dr. John Low presented Pokagon Potowatomi Black Ash baskets to President Johnson and Dean MacDonald, and President Johnson suggested that Dr. Low, Dr. MacDonald, and Dr. Stephen Gavazzi meet for lunch this fall to discuss the “land grant—land grab” issue so she could learn more about it and contemplate how the university should address it.
- The lunch has been scheduled for November 10, 2022.

10/27/2021—Dean MacDonald has had discussions with President Johnson and former Provost Bruce McPheron about this possibility. The idea is also being explored by way of a Global Arts and Humanities Discovery Themes project.

Consult with Native Americans regarding what they think the university should do to rectify the injustices associated with the 1862 Morrill Act

| John Low & Bill MacDonald | Expected completion date: 12/31/25 |

02/17/23 - We began making progress on this during the last Discovery Theme grant and will continue our outreach with an anticipated additional Discovery Theme grant in 2023.

6/2022 – In conjunction with a GAHDT grant – co-PI’s John Low, Marti Chaatsmith, Steven Gavazzi, Brian Snyder, Casey Hoy and Michael Charles have initiated conversations with the so-called “endowment tribes” because their lands were taken and sold and the proceeds used to fund the endowment to start the Ohio State University. Interviews have been collected with tribal leaders with the assistance of outside consultants. Data has been collected into an air table developed by Megan Cromwell that displays the specific tribes and specific lands involved. That grant period is over and we are now strategizing how American Indians and ally advocates might be better positioned in senior decision-making positions at the OSU. A website detailing the work is here. https://discovery.osu.edu/stepping-out-stepping-toward-truth-reconciliation-dispossessed-native-american-tribes. See also https://u.osu.edu/landgranttruth/. No timeline established in the last accountability report but we recognize this will be a multiyear endeavor.

10/27/2021—The conversation is ongoing, and consultation methods need to be identified. The GHADT project should be helpful to our effort.

Create and fill “teaching faculty” positions

| Stephanie Brown | Expected completion date: 12/31/25 |

02/17/23 – We continue to work toward creating and filling “teaching faculty” positions. We have hired two clinical faculty (in Art and Engineering) and are exploring the possibility of hiring additional clinical faculty in Anatomy.

06/23/2022 - We continue to work toward creating and filling “teaching faculty” positions. In AU 2022, we hired our first teaching faculty member, Chris Taylor, in Art.

10/27/2021—We appointed our first assistant professor of teaching in the fall of 2021. The appointment start date was retroactive to the beginning of the semester.

09/13/2021 - We continue to work toward creating and filling “teaching faculty” positions. We have initiated the process to begin hiring for our first such position (Art) and have supplied the candidate’s department chair with the necessary materials and documentation to move forward.

Consider the recommendations of from the external evaluation of our climate for diversity, equity and inclusion

| Brianna Johnson | COMPLETE |

02/17/23 - COMPLETED. Johnson met with Dean MacDonald to consider and discuss the progress on the recommendations in August 2022. Several recommendations were determined to be in progress including offering training and support to faculty, staff, and student leaders on various DEI topics, facilitating small group discussions on DEI topics, and building stronger awareness of existing DEI policies, programs, and practices across campus. Since then, other steps have been taken to implement additional recommendations (e.g., ensuring leaders respond effectively to DEI related incidents).
In February 2022, the Director of Diversity, Equity and Inclusion met with the external consultant who conducted the most recent OSUN evaluation study and discussed ideas for implementing the recommendation. A follow up conversation with the external evaluator to determine what an implementation plan and timeline would look like is scheduled for July 2022.

Future plans include:

1. The Dir. of DEI will create a draft implementation plan and timeline that considers the recommendations from the external evaluation of our climate for DEI.
2. An OSU-wide climate study is currently scheduled for Fall 2022 and the Dir. of DEI will also consider any recommendations from this study as well and make additions as needed to the implementation plan and timeline.

Implement annual retreats for the Dean/Director’s Council focusing on strengthening our commitment to social justice and developing our annual Inclusive Excellence Plan

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<th>Person(s)</th>
<th>Expected completion date</th>
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<tr>
<td>Bill MacDonald, Jackie Parrill &amp; Brianna Johnson</td>
<td>04/30/23</td>
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02/17/23 - Johnson conferred with Dean MacDonald and Jackie Parrill to discuss plans for a spring 2023 DEI retreat for the Dean/Director’s council. The retreat is currently scheduled to occur in April 2023.

06/2022 – No report. Future plans include:

- The Director of Diversity, Equity and Inclusion will draft a list of annual retreat ideas and concepts and discuss them with the Dean/Director and Chief of Staff.
- The Director of DEI will use feedback to plan the annual retreats to strengthen the Dean/Director’s Council commitment to social justice and developing the annual Inclusive Excellence Plan.

10/27/2021—The Office of Institutional Equity will conduct an “All Protected Classes” training in the fall of 2021 for the Dean/Director’s Council.

Establish an Office of Diversity, Equity and Inclusion in partnership with COTC

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<td>Bill MacDonald</td>
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08/2022 – No report.

09/11/2021 - In February 2021, the Office of Student Life submitted a proposal request during the regular budget cycle for an additional staff member in the Office of Multicultural Affairs (OMCA). Unfortunately, due to COVID and the uncertainties with enrollment for the AY2021-22, our proposal was not approved.

Over the summer a proposal was submitted by Student Life’s OMCA to secure a space that would be used for a gathering space for BIPOC students and social justice, equity, diversity and inclusion initiatives. Space was granted in Warner 201, near the recently developed/renovated physical office space of OMCA. The space has been renamed the MCA Commons and a new, ongoing, weekly program entitled “MCA Coffee Chats” are being held.

Future plans include:

1) December 2021 – Complete a review and finalize the position responsibilities/duties for the Program Assistant position within Student Life’s OMCA.
2) February 2022 – Submit a proposal personnel request through the next budget cycle for an additional staff member in OMCA, tentatively called the Program Assistant.

Transform the campus staffing and physical facilities to better support diversity, equity, and inclusion

Hire an additional staff member in student multicultural affairs to offer more intercultural, extracurricular activities, and to increase the office’s support for student organizations

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<tr>
<td>Davenport</td>
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08/2022 – No report

Work with university offices to recruit a diverse applicant pool for our lead mental health counselor position and improve the likelihood that we will hire a person of color

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<th>Person(s)</th>
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<td>Holly Mason &amp; Bill MacDonald</td>
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Throughout the search process, Holly Mason kept in contact with leadership from both The Ohio State University at Newark and Central Ohio Technical College to update them on the developments from the search committee’s efforts. With each search attempt, we have increased and expanded the networks and posting locations for the position, as well as collaborating with various offices for review of the position description, responsibilities and networking/posting suggestions. These include, but are not limited to:
- American Association of Hispanics in Higher Education
- College of Social Work, The Ohio State University, MSW Outreach Programs Coordinator Bryanna Stigger
- Counseling & Consultation Services, The Ohio State University and all of the regional mental health therapists
- Inclusive Therapists
- Licking County NAACP Organization Newsletter
- Meadows Counseling Group – Black owned counseling business in Columbus
- National Association of Black Social Workers
- National Association of Social Workers
- Office of Diversity & Inclusion, The Ohio State University, Assistant Vice Provost Yolanda Zepeda
- Stone Counseling Services – Black owned counseling business in Columbus
- The National Registry of Diverse & Strategic Faculty
- Various faculty and staff members from both COTC and Ohio State Newark

Our most recent search efforts, while not successful in recruiting a person of color, we have added a diversity on our staff by securing a male therapist. We were also successful in selecting a candidate that has higher education experience (this has been rare for us) and is experienced in serving in a leadership role for a college mental health center. This will allow us to have a greater start with the potential to grow from here.

Beyond our efforts in hiring, we have also increased our training and education regarding DEI topics for our current therapists and have been pleased with what they have been able to accomplish. In addition, for our students, our website has been updated with resources for BIPOC and LGBTQIA+ students. There have also been collaborative efforts between Counseling Services and Multicultural Affairs and presentations with the SAGE Learning Community to break down stigmas pertaining to therapy and help to create the approachability/accessibility of our services.

Future plans include:
1) By December 2021 – work with potential partners/off-campus therapy groups to provide contracted therapy hours with therapists of color. Holly Mason has been currently in communication with a colleague (Diana Wisse) at Columbus State Community College that has utilized similar contractual provisions given their difficulty/unsuccessful recruitment of a BIPOC counselor.
2) Ongoing – historically over the past few semesters our utilization rates by BIPOC students have averaged around 25% of our current student client base. We will continue to assess our utilization rates and make appropriate requests/proposals for additional therapy hours/therapists as needed. Continued educational training will be provided to our therapists and initiatives for our BIPOC students will continue to be pursued.

Create a faculty hiring plan and a cultural transformation plan that align with the RAISE program announced by President Johnson and that help us increase faculty diversity to match that of our student population

| Expected completion date: 12/31/25 | Buelow/Jungers/Mundey/Brown/Co |
In the context of the current enrollment decline and subsequent effects on the operating budget, Dean MacDonald asked that we refrain from soliciting requests for new faculty/staff positions for FY24. At the February Academic Affairs Committee meeting, the committee was tasked with creating a 3-5 year framework for hiring new faculty (due in Fall 2023).

07/03/2022 - I contacted President Johnson’s office on this topic, and it appears that currently the RAISE initiative is being operationalized through specific TIU. It is possible that regional campus may be invited to participate in the initiative. I chaired the Assistant/Associate Professor of Practice search (Engineering Technology) and we were able to hire Dr. Sandra Soto-Cabán who brings years of experience working with diverse, first-year engineering students. (submitted by Binaya Subedi)

07/07/2022 - Our office has for the past year been gathering information and working toward effecting the “cultural transformation” efforts that are a prerequisite for participation in the RAISE program. As many of you may know, these objectives fall into several categories, including diverse faculty recruitment; faculty inclusion; faculty retention; scholarship, research, and creative expression; climate; interventions/learning/training; equity; curriculum; outreach and engagement; and institutionalizing DEI through policies, procedures, and operational patterns. I am happy to say that our campus has already done much of the assessment required for many of these categories and that steps are underway to address the issues relevant to multiple categories. These steps include, among others, mandatory inclusive excellence training and accountability mechanisms for search committees; staff DEI-related professional development opportunities, including a team DEI certification program in which my office and all Advising and Retention staff will participate; incentives to faculty who wish to engage in DEI-related curricular redesign, including Drake Institute-sponsored workshops for tenure-track and associated faculty on the regional campuses responsible for teaching current GE courses that fulfill the new REGD foundation requirement; and initiatives aimed at supporting faculty, such as the work of the Teaching Evaluation Task Force and a soon-to-be-implemented mentorship program for associated faculty, among other efforts designed to foster collaboration and community on campus. I look forward to working next year with the new Associate Dean for Faculty Affairs and the new DEI Faculty Fellow, as well, of course, as Brianna Johnson, our (still relatively new!) Director of Diversity, Equity, and Inclusion to continue this work, especially in response to the results of the recent report by the Task Force on Racism and Racial Inequities: task-force-on-racism-and-racial-inequities-rev-04-2022.pdf (osu.edu)

The Human Resource team continues to include Implicit Bias training and provides diversity and inclusion resources for search committees. In addition, the Human Resource team works closely with the university Talent Acquisition team to make sure our recruitment efforts are reaching a diverse population.

09/13/2021 - The RAISE initiative was announced by President Johnson in Spring of 2021. The initiative seeks to promote Race, Inclusion and Social Equity in hiring within the tenure track faculty level, and the University plans to hire 100 or more under-presented and BIPOC (Black, Indigenous, People of Color) scholars in various fields. The committee will be working on the initiative during the academic year and in the future, especially seeking additional information on how the funding may be allocated to regional campuses. The committee plans to seek faculty input including feedback from Academic Affairs Committee.

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<tr>
<th>Increase the racial and ethnic diversity of our staff</th>
<th>Brianna Johnson &amp; Maryjo Mundy</th>
<th>Expected completion date: 12/31/25</th>
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</table>

02/17/23 - We continue to post positions to reach a diverse population of candidates. As mentioned above all members of a search committee are required to complete the Equal Employment Opportunity: Recruitment, Selection, and Hiring Guidelines. We also cover the importance of diversity and inclusion in our initial meetings with all search committees.

06/2022 - The Dir. of Diversity, Equity and Inclusion (DEI)/Chief Diversity Officer met with Human Resources Business Partner (HRBP) in January 2022 and began discussions about how to strengthen recruiting strategies to diversity search pools. The Dir. of DEI/CDO completed Inclusive Search Committee Training in February 2022 and in April communicated with the HRBP about creating an inclusive search committee training video to offer to search committees moving forward. The Human Resource team continues to include Implicit Bias training provides diversity and inclusion resources for search committees. Human Resource team works closely with the university Talent Acquisition team to make sure our recruitment efforts reach a diverse population. Future plans include: The Dir. of DEI/CDO, in consultation with the HRBP, will work with Marketing and Public Relations to create and release an inclusive search committee training video.

| Commission a statue of Ella Baker | Virginia Cope | Expected completion date: 05/30/24 |
02/17/23 - Ella Baker RFP created and posted on new campus website that includes drone footage and photos of current campus statues. The RFP has been distributed internationally through various databases; individual artists have been contacted to invite submissions. Several applications were received by December 2022 deadline; deadline was extended to March 31, 2023, for Phase 1 submissions, in order to attract a robust group of applicants. Three artists will be chosen to submit proposals in summer 2023 (Phase 2) and a final choice made for the artist in fall 2023.

06/28/2022 - The committee formed in fall 2022 and by spring had drafted an RFP with input from artists and administrators from outside the campus. That draft is now under review by some of those outside experts with ties to the Wexner Center for the Arts and the Greater Columbus Arts Council. By August, we will have an RFP to circulate widely, and a timeline for the three-stage process of narrowing the field and choosing an artist who can begin work in spring 2023 on the statue.

09/13/2021 - Because this initiative was recently assigned, we are still in the research phase. We anticipate gathering information for this commission during the academic year.

Attend to the needs of our diverse campus population as we plan for the physical development of the campus, including by creating gender-inclusive restrooms in all campus buildings

Brian Boehmer
Expected completion date: 12/31/25

02/15/23 - Campus Council met in December to review the Gender-Neutral Feasibility Report and discuss potential future projects. It was determined that the Warner Center was to be the highest priority based on need, location, and cost. Two options were presented for the building: converting the existing dining services restroom, or creating a new restroom within the existing Barnes & Noble Bookstore (adjacent to the existing first floor restrooms). Initial sentiment was that the dining services restroom made the most sense and the Council requested that Facilities study the specifics of a potential conversion and report the findings at the next meeting. Final review of the proposed Warner gender-neutral plan took place at the February 14th Campus Council meeting where the project was approved. The anticipated construction start date is summer, 2023. Adding gender-neutral restrooms in the remaining buildings (that currently do not have one) will be submitted as future action plans and approved through the normal budget process.

06/27/2022 - In March, 2022, the architectural firm of Miller-Watson was selected to create a study to explore the feasibility of adding a gender-neutral restroom in the Reese Center, Warner Center, Adena, and Lefevre Halls. A final draft report was submitted in June for review/comment. The final report provides schematic design options and cost estimates for each building. The final report will be distributed to campus leadership upon receipt.

09/07/2021 - Given the potential complexity of major renovations in multiple campus buildings, a meeting is being scheduled with Faye Bodyke, Director of Projects (OSU-FOD) to discuss a feasibility study for this initiative. Funding for the design and construction phase of the project is currently under consideration by campus leadership for possible State capital funding.

Begin long-range planning for a building for the Newark Earthworks Center

John Low
Expected completion date: 12/31/25

02/17/23 - The next step is to include this in the next capital improvement campaign of the campus and promoting it in our fundraising efforts when appropriate.
Establish outreach and engagement programming focusing on social justice
Virginia Cope & Brianna Johnson
Expected completion date: 12/31/25

02/17/23 - Brianna Johnson, along with Vorley Taylor, also continues to serve as co-chair of the Community Intercultural Relations Conference, an Ohio State Newark and COTC community-facing event that brings community leaders and members to campus annually for a day of workshops on DEI topics. Johnson also partners with community organizations including The Works to implement engagement programming that brings community members to learn about social justice topics. Examples include a panel on healthcare disparities and a book talk by a Black woman author about the history of Black travel in the U.S. In the fall, Cope hosted a film on a case of New Orleans racial injustice (“Crime on the Bayou”) and visit by guest speaker Lolie Elie. Johnson moderated the q&a with Elie. Cope also worked with local nonprofits to develop internships with a social justice focus.

06/30/2022 - The new program coordinator in Access & Outreach has been given an additional focus on community social justice initiatives. She has facilitated students’ creation of a new social justice organization on campus and engaged students in volunteer activities in the community focused on social justice. The 2021-22 LeFevre Fellows researched the economic history of Newark with a focus on social justice and presented their findings publicly at the Newark library in spring 2022, an event that was streamed on Facebook and which attracted an audience of about 25 community members. In February 2022, the Director of Diversity, Equity, and Inclusion/Chief Diversity Officer joined the planning committee for the Community Intercultural Relations Conference that is hosted by the Newark campus each year.

09/13/2021 - Before this initiative was assigned, we had revised the outreach and access director position to include social justice initiatives. Our new outreach director has only just begin her position and the DEI officer has not been hired, so this initiative is in its early phases. We anticipate gathering information through community conversations and research this fall, in anticipation of coordinating with the incoming DEI director.

Provide funding to the Faculty Assembly Diversity, Equity and Inclusion committee
Bill MacDonald
COMPLETE

10/27/2021—Funding for the committee was established in the FY22 budget.

Work with the Newark Earthworks Center on ways to acknowledge Indigenous Peoples who have lived on the land on which our campus is located
John Low
Expected completion date: 12/31/25

02/11/23 - We have a land acknowledgment completed and uploaded onto the new NEC website. We continue to develop additional allies and advocates to have this adopted as a university wide declaration. We met with the Council on Student Affairs - Native/Indigenous Student Advocacy Planning Committee and submitted a proposal advocating for such a land acknowledgement and establishment of a special advisor on Indigenous Affairs to our University President. This was approved by the Council in December of 2022. We also had two meetings with President Johnson regarding these matters and were making progress until President Johnson submitted her resignation, which has put much in this regard on hold until installation of a new President.

06/2022 - The following is a draft of a Land Acknowledgment that has been used at various events and exhibits over the last year.

To date, The Ohio State University does not have an official land acknowledgement statement. In brief, this means that our university has yet to formally recognize the tremendous amount of territory and other forms of wealth that have been taken from Native Americans over the past several hundred years.

However, there are faculty, staff, and students who are currently working to fill that gap. When this happens – and it is when, not if – Ohio State's land acknowledgement will have four defining features.

First, we will recognize the Tribes who were forcibly removed from their historic homes in service to the founding of the state of Ohio. Here, we will acknowledge the ancestors – the Hopewell era peoples – and their descendants, that territories taken from the Delaware, Miami, Ojibwe, Ottawa, Peoria, Potawatomi, Seneca, Shawnee, Wyandotte, and others, were used to build Ohio State’s six campuses.

Second, we will recognize the Tribes whose land was taken – often through brute force or lopsided treaties – and then sold to raise monies that contributed to the founding of The Ohio State University. Here, we will acknowledge that the Morrill Act of 1862 has a dark and bloody history that preceded the development of Ohio State and other land-grant institutions. According to the Land-Grab Universities Report, our university benefited from land taken from no less than 108 Tribes and Bands who were located as close as Michigan and as far away as California.
Fourth and finally, we will work directly with Tribal Leaders to ensure that Ohio State’s Land Acknowledgement accurately reflects the perspectives, values, and traditions of Tribal communities. Of course, that means we will not put forward a statement until and unless our university is in direct talks with leaders of all the Tribes I have mentioned here.

As we come together— it is appropriate to recognize the sacrifices of Native peoples and commit ourselves to honoring those sacrifices with what we do here. Thank you!

We have attempted to work with the Department of English and the OSU Multicultural Center on a land acknowledgement but realize that this piecemeal approach is ineffective and inappropriate for the Ohio State University as a singular institution. We are currently strategizing how we might secure a University wide acknowledgement. There is a new Director of the American Indian Studies (AIS) as of August 2022, and we hope to work with AIS in advocacy for a university wide land acknowledgement. In addition, as with the Land grant/land grab issue—we are looking to other universities for ways in which they were able to secure American Indian voice and visibility at the senior levels of decision making, regarding Indigenous issues, at the Ohio State University.

A good Land Acknowledgement should also be a Call to Action and articulate the commitments the OSU is willing and able to make to Native peoples. The Newark Earthworks Center would be an obvious place for the University to expand its outreach and engagement with Native peoples and nations, particularly in supporting our work. This might include, for instance, endowing a Chair for the Directorship of the Newark Earthworks Center, for instance. All of this will take time and we will need to secure “a seat at the table” for senior administration decision making.

Timeline: As promised, we have the outline of a land acknowledgment completed and are currently u-loading it onto the new NEC website but we will need to continue to seek additional allies and advocates to have this adopted as a University wide declaration.

08/30/2021 - I am on a GAHDT grant team that is working on developing an university wide LA that will not only acknowledge the Indigenous peoples that have contributed to OSU either from loss of land or sale of lands to create an endowment under the !*^# Morrill Act but also to suggest possible recompense as a part of truth and reconciliation. We are in the process of interviewing the “endowment” tribes and will continue with the “removed” tribes. Our preliminary work is expected to be done in 2022.

Invite Faculty Talks Outside the Box speakers to discuss how their research and disciplines address social change.

<table>
<thead>
<tr>
<th>Elizabeth Dillenburg, chair of the Communications Committee</th>
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02/11/23 - In autumn 2022, Dr. Elizabeth Weiser, professor in the English department, presented on “Breaking the Taboo of Silence without Breaking the Nation.” Her presentation explored how museums are reckoning with difficult historical legacies and how productive conversations can be had around issues that are often considered polarizing. In spring 2023, Dr. Kenneth Madsen, professor in the Department of Geography, will present on “Waiving Laws to Enforce Laws: The Case of U.S. Border Wall Construction.” The U.S. Secretary of Homeland Security has authority to waive any law necessary to expedite the construction of border barriers. This presentation will discuss the origins and use of this power and weighs its benefits as a law enforcement technique with the costs to a democratic and transparent balance of powers.

These presentations demonstrate that faculty’s research and disciplines are not divorced from current issues but are working to address social change. The format of these talks was hybrid, taking place in person and on Zoom, to enable people from other OSU campuses and people beyond the area to attend the talks. As the communications committee works on planning talks for 2023, we are similarly working on finding speakers whose work addresses current issues.

06/18/2022 - The Communications Committee serves as a bridge between faculty and the Office of Marketing and Public Relations in promoting the successes of the campus in teaching, research, and community engagement to an external audience. We do this primarily by organizing Faculty Talks Outside the Box (FTOB), which are one-hour presentations that provide faculty with the opportunity to discuss their work with a broad audience, including staff, faculty, alumni, students and members of the public. Both this year and last year, we have made a special effort to find speakers that address issues of social justice and diversity as part of our efforts to cultivate an intellectual and academic environment that demonstrates inclusivity. This past academic year, we had two presentations on migration: “Migration and Belonging in Uncertain Times” with Binaya Subedi and Lucille Toth in November and “Contemporary Art and Migration: The Politics of Visibility and Artistic Representations of Migrant Suffering” by Victor Espinosa in January. We also had a presentation on “The American Military and Transgender Service Members: Understanding Key Policy Developments from 2015 to Present” by Dorian Rhea Debussy in December. In March, we had a presentation by Robert Cook on “decolonizing” archaeological and historical research practices in “Unsettling Archaeology and History in an American Heartland: Recollecting and Reconnecting the Past in the Miami Valley of Southwest Ohio.” All these presentations demonstrated that faculty’s research and disciplines were not divorced from current issues but working to address social change. Due to COVID, all these talks were held virtually via Zoom. While the virtual format has its drawbacks, it
did enable people from other OSU campuses and other universities to attend the talks. For the next academic year, we are similarly working on finding speakers whose work addresses current issues and hope to hold hybrid events to enable people beyond the area and Ohio State to participate in the talks.

09/10/2021 - The Communications Committee serves as a bridge between faculty and the Office of Marketing and Public Relations in promoting the successes of the campus in teaching, research, and community engagement to an external audience. We do this primarily by organizing Faculty Talks Outside the Box (FTOB), which are one-hour presentations that provide faculty with the opportunity to discuss their work with a broad audience, including students and members of the public. Both this year and last year, we have sought to find speakers that address issues of social justice, diversity, and inclusivity. Last year, we had presentations by Dean William MacDonald and the Diversity, Equity, and Inclusion Committee about anti-racism initiatives at OSU-Newark. We also had presentations by Professor Tiyi Morris on the Black Lives Matter Movement and Associate Dean Virginia Cope on "Newark in New Orleans." This academic year, we are similarly working on finding speakers whose work addresses current issues. We are currently in the process of scheduling talks about a range of topics, including trans rights, migration and borders, and health behavior in relation to COVID-19 and vaccinations.

06/2022 – Same report provided as submitted in September with the addition of this paragraph - In the meantime, the task force has requested that administration provide a peer evaluation narrative template to guide a more consistent and thorough peer evaluative process on our campus. Stephanie proposed to get us a draft by the end of June 2022. We also obtained faculty support to remove the Observation Report cover sheet from the peer evaluation process and to require a full narrative, which requires updates to the APT and the Peer Evaluation Guidelines.

09/06/2021 - The task force consisting of Stephanie Brown, Alcira Duenas, Ozlem Dogan Ekici, Dioni Viscarri, and former task force chair, Diana Erchick, met several times during the 20-21 academic year to discuss how we currently evaluate teaching and brainstorm how this can be improved. One of the goals of their discussion was to ensure that the measures and processes were fair to all faculty and to all students. With Diana’s retirement, I stepped in as chair of this committee during the summer of 2021.

Dioni is a member of two university-wide committees actively assessing the process of teaching evaluation at Ohio State (Evaluation of Teaching Committee and the SEI Subcommittee), so he informs the task force about the process of the university as a whole. Each of these university-level committees is also acting to address biases in teaching evaluation, and these committees continue to work during the 22-23 academic year. Our task force will continue to wait until the university has proposed new guidelines before we make our final recommendations.

02/17/23 - In the Fall of 2022, the task force worked with Associate Dean for Faculty Affairs, Melissa Buelow, to improve the peer evaluation process by removing the potentially biased Observation Report cover sheet used on our campus (removal approved by Faculty Assembly), modifying the procedural guidelines, and creating a narrative template to guide the process. I also met with Dean MacDonald in the Fall of 2022 to explain our recommendation for a holistic process of evaluating teaching that is multi-faceted: SEI’s, SDF’s, peer-evaluations, self-reflection, and Drake programs, thereby minimizing the potential bias from any one source alone. I also asked Dean MacDonald to address this in Faculty Assembly and to encourage everyone to seek out these opportunities and to use SDF’s for formative (not always evaluative) reasons as part of their self-reflection. Dean MacDonald did discuss this at the next Faculty Assembly meeting.

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8/5/2021 - The university-level committee has extended the process considerably. They will be meeting extensively (twice a month) until the end of May. Based on Diana’s report, it makes sense that the committee should still wait until the university has created guidelines/recommendations before we proceed.

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Incorporate anti-racism, anti-Blackness, and racial social justice as topics in the EXP course

| Expected completion date: 12/31/24 |
| Julie Hupp, chair of Teaching Evaluation Task Force |
06/23/2022 - The EXP course has undergone substantial revision. After discussion, we determined that the best approach to incorporating topics related to social justice into the course was to weave references, resources, and related ideas into the current course curriculum, rather than to add a new free-standing module that might be overlooked given the enormous amount of information typically presented. This work was done by several advisors, headed by Max Gulick.

09/13/2021 - The EXP course has undergone substantial revision in the past year. The curriculum is currently being presented exclusively remotely, allowing for greater accessibility for students and a wider range of resources to be incorporated into the associated Carmen site. After discussion, we determined that the best approach to incorporating topics related to social justice into the course was to weave references, resources, and related ideas into the current course curriculum, rather than to add a new free-standing module that might be overlooked given the enormous amount of information typically presented. This work was done by several advisors, headed by Max Gulick.

Provide training for faculty to enhance the inclusiveness of their pedagogies

| Buelow & Chris Robinson, chair of Faculty Well-Being Committee |
| Expected completion date: 12/31/25 |

02/17/23 - Actions during 2022-2023:

Began to update the Newark Campus APT document to clarify policies and procedures related to promotion and/or tenure.

- To support organizational practices that promote diversity, equity and inclusion, the FWB survey started collecting optional demographic characteristics. This will inform program planning to support mentoring of women and underrepresented groups. Starting in 2022-2023, the FWB survey results were disaggregated by demographic characteristics (if reported) to identify areas where additional support/mentoring may be needed.

- A teaching workshop based on Transparency in Teaching and Learning (TILT) framework is being planned for late-spring 2023 in consultation with the Drake Institute. The session will focus on ways to increase transparency and boost student engagement for course activities.

- To support faculty undergoing 4th and 6th year reviews in 2023-2024, a workshop was held in February 2023 to outline the various steps, policies, and procedures related to reviews at the campus, TIU, and university level. Faculty who would like feedback about their dossier and/or overall promotion case were encouraged to reach out to the associate dean for faculty affairs.

Planned activities for 2023:

- To introduce resources available to new faculty that support inclusive teaching, information and links to the Drake Institute for Teaching and Learning were identified and will be included in the CarmenCanvas New Faculty Orientation website before the next new faculty orientation meeting. New Faculty FIT and Inclusive Teaching endorsements will also be highlighted.

- The committee also plans to meet with Brianna Johnson to get an update on the repository of pedagogical resources. This information/material will also be added to the new faculty orientation meeting/Carmen course.

- Opportunities exist to support mentoring for faculty who are women and/or from underrepresented group(s). Meetings between Melissa Buelow and the FWB committee are planned for at least once per semester to brainstorm, coordinate planning, and support consistent progress.
  - Create an online resource for faculty with links to different resources available for mentoring and leadership.

- The FWB committee and the assistant and associate deans also plan on working with Melissa on the following issues to focus on inclusive teaching in the classroom:
  - Create online resources for faculty, which will focus on student-centered and inclusive teaching.
  - Bring speakers to campus who address ways to work with students who are culturally and linguistically diverse.
  - Create programming for the summer summit that focuses on inclusive teaching practices.

07/17/2022 - Actions during 2021-2022:
- Presentation and discussion with faculty (focus on gender/race): Teaching the Dual Pandemics: Race, Gender, & Mental Health in the Academy with Dr. Venus Evans-Winters (February 25, 2022). Collaboration with DEI Committee on post-presentation discussion on the role of marginalized faculty on campus. (b) Co-sponsored with DEI: Diversifying the Curriculum workshop with Dr. Millet (Tennessee State University), March 11, April 8 & May 5. Panel discussion on Oct 1: Led/Organized by Dr. Cory Brown and Dr. Dori Harrison.

- To support organizational practices that promote diversity, equity and inclusion, the FWB survey began including optional demographic characteristics. This will inform program planning to support mentoring of women and underrepresented groups. Consultation with the Diversity, Equity and Inclusion committee occurred to ensure responsible reporting of survey results by group.

- To identify training opportunities for faculty to enhance the inclusiveness of their pedagogies, questions related faculty-student interaction were added to the FWB survey.

- To introduce resources available to new faculty that support inclusive teaching, information and links to the Drake Institute for Teaching and Learning were identified and will be included in the CarmenCanvas 2022 New Faculty Orientation website. New Faculty FIT and Inclusive Teaching endorsements will be highlighted.

Planned activities for 2022-2023: The FWB committee also plan on working with Binaya on the following issues to focus on inclusive teaching in the classroom:

- Create online resources for faculty, which will focus on student-centered and inclusive teaching, and bring speakers to campus who address ways to work with students who are culturally and linguistically diverse.

09/12/2021 - The Faculty Well-Being (FWB) committee, in conjunction with Binaya Subedi, have started addressing the two initiatives in the following ways:

1. Most of our initial efforts were halted due to COVID, however, there were several events that occurred at the end of the 2020-2021 academic year. For example, on August 21 there was a discussion on how to balance teaching and scholarship at campus settings such as the Newark campus and Dr. Richardson also gave a relevant presentation on the relationship between social justice and teaching. Prior to 2020, the committee collaborated with Binaya to hold open sessions with pre-tenure faculty on research and teaching. This took place twice a year during the 2019-2020 academic year.

2. The committee also met numerous times with Binaya to discuss strengthening the mentoring programs more generally and the FWB committee also met several times to discuss specific needs that may come up for women and under-represented groups.

3. The committee submitted an action plan for 2021-2022 to Dean MacDonald (Dean/Director, Newark Campus) and Jackie Parrill (Chief of Staff, Newark Campus) on 1/28/21 to obtain funds to host several mentoring events and to compensate new mentors for their efforts. Unfortunately, the action plan was not funded, however, we still plan on moving forward with discussions and brainstorming of possible events that will focus on both initiatives.

We also plan on working with Binaya on the following issues to focus on inclusive teaching in the classroom:

- We plan to create on-line resources for faculty, which will focus on student-centered and inclusive teaching.

- We also plan to bring speakers to campus who address ways to work with students who are culturally and linguistically diverse.

| Work with the Graduate School and the College of Arts and Sciences to help the university increase the number of students from the Newark campus who eventually enroll in graduate programs at Ohio State and focus specifically on encouraging BIPOC students to enroll and succeed in STEM graduate programs | Melissa Buelow & Marilyn Ervin | Expected completion date: 12/31/25 |

02/17/23 – As part of the OHMS program, students are learning more about pathways to graduate school (at OSU) in STEM fields. Through qualitative interviews, initial feedback is that students are looking to get involved in research early, complete thesis projects, and reach out to major advisors pre-campus change.

-A new OSUN website for graduate school information is in development, with more information being added this Spring. u.osu.edu/osungradschool/

-Major-specific graduate school information sessions are occurring at OSUN and OSUC. The new campus change administrator, Beth Wallace, is paying attention to the need to include regional campus students in these meetings and they are being scheduled on Zoom.

-Given the FY24 budget constraints, the remainder of this item is on hold.

06/2022 - In 2021-2022, we met with Bill for further elaboration on this initiative. This Fall, we will be in contact with the new Deans of Arts & Sciences and the Graduate School to discuss a resumption of the regional campus & OSU graduate school programming. In addition, the Newark Campus received the NSF S-STEM grant to develop the OHMS program. OHMS students will be able to test out some of the graduate school programming elements before a roll-out to all Newark students. During the COVID-19 pandemic, many
offices, programs, and student organizations developed extensive online programming and educational offerings. Students who may have had to work, or had family or other obligations, during a scheduled on-campus event were instead able to access the needed information at a time that worked well for them. In light of this, we would like to create a general graduate school informational site, likely as a Carmen course, that provides an introduction to preparing for graduate school for students across all A&S majors.

09/03/2021 - This initiative was added in August 2021. We will be meeting with Bill in September for further elaboration and explanation of the initiative. At the time of this update, our campus has not heard back about the NSF S-STEM grant, which would fund Ohio Means Science (OHMS). OHMS is a student success program including scholarships, undergraduate research, and new programming for academically talented first- and second-year undergraduates in STEM disciplines, with specific outreach to students who are BIPOC, women, first-generation, or low income. If funded, OHMS would help move us forward on this initiative while allowing us to implement best practices outside of the specific cohort(s). We would also like to consider updating this initiative to include graduate programs at Ohio State “and other institutions,” as some of our students pursue graduate education/training in areas that are not offered at OSU.

**Increase the degree to which our constituents are welcomed in the local community**

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<tr>
<th>Partner with community organizations to mitigate racism in the surrounding communities</th>
<th>Virginia Cope &amp; Brianna Johnson</th>
<th>Expected completion date: 12/31/25</th>
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<tr>
<td>02/17/23 - Virginia Cope and Brianna Johnson engaged in planning with the Downtown Newark Association to develop a plan for creating a more welcoming environment for our students in the community. Cope and Johnson hosted well-attended breakfast for DNA members, OSU Newark, and COTC students, faculty, and staff. Cope and Johnson worked with DNA President to inaugurate a new Town Gown Committee to address these issues (meetings will begin in 2023). Cope participated in Licking County NAACP meetings and served on Education Committee and supported ongoing writing project for high school students of color, who will submit their personal essays to the Newark Advocate.</td>
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<td>06/2022 - Both Virginia Cope and Brianna Johnson are members of the Licking County NAACP, and both plan to continue collaborating on events and programs. The organization has transitioned leadership and been less active in spring 2022 but in 2021 and early 2022 hosted a number of events, such as a John Lewis birthday celebration, on which we collaborated. As a member of the Education Committee, Virginia is facilitating a partnership with the campus Writer’s Lab to support local high school students in writing essays to be published in the Newark Advocate on their diverse backgrounds.</td>
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<td>09/13/2021 - The campus, with its diverse student body, presents a contrast to the community, and students have reported acts of hostility and racism. According to the most recent census, about 90% of Licking County residents identify as white, about 5% as Black or African American, 3% as two or more races, 2% as Asian, 2% as Hispanic or Latino, and less than 1% in other categories. In the last year, the campus has committed to anti-racist initiatives, working with community partners such as the Licking County Foundation, the newly re-established Licking County NAACP, and the Community Alliance for Racial Justice. The Newark Earthworks Center received a university racial justice seed grant, and other faculty and staff are developing additional initiatives to address racial injustice. To continue this work, we have added duties concerning social (and racial) injustice to the duties of the outreach &amp; access program coordinator. The newly hired coordinator, Lesha Farias, is well-established to gather information and develop initiatives to address injustice, in anticipation of coordinating with the incoming DEI director.</td>
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Fund some or all of the proposals submitted to the Seed Fund for Racial Justice that received positive reviews but did not receive funding

<table>
<thead>
<tr>
<th>Alan Loper, chair of Professional Standards Committee</th>
<th>COMPLETE</th>
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</thead>
<tbody>
<tr>
<td>02/17/23 - Cope is collaborating with other regional Honors directors to develop a Student Academic Success grant proposal to submit in spring 2023. This grant would seek funding and support for a plan to ease students’ transition from regional to Columbus campus Honors programs.</td>
<td>COMPLETE</td>
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<td>08/31/2021 - As the chair of the Professional Standards Committee, I, along with the committee members will review and fund some of the proposals submitted for the Seed Fund for Racial Justice. I have not received any proposals at this point.</td>
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