



Strategic Plan Implementation Report

On Seas of Care

The Ohio State University at Newark's 2018-2025 Strategic Plan
Updated December 2023

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.

KPI	Baseline*	2018	2019	2020	2021	2022	2023	2025 Goal
First-to-Second-Year Retention Rate	68%	70%	66%	71%	72%	69%	74%	75%
Four-Year Graduation Rate	17%	19%	20%	22%	25%	22%	26%	30%
Underrepresented/Other Students Gap in Retention Rate	16% (56%/72%)	11% (62%/73%)	11% (58%/69%)	6% (67%/73%)	5% (69%/74%)	14% (59%/73%)	12% (66%/78%)	0% (75%/75%)
Underrepresented/Other Students Gap in Graduation Rate	12% (8%/20%)	10% (11%/21%)	15% (8%/23%)	15% (11%/26%)	15% (14%/29%)	15% (11%/26%)	18% (13%/31%)	0% (30%/30%)
Percentage of Students Graduating with no debt	26%	13%	29%	26%	29%	NA**	NA**	63%
Percentage of Graduates Satisfied with Ohio State Experience	61%	71%	55%	50%	63%	NA**	NA**	80%

*Baseline year for retention rates is 2016. Baseline year for graduation rates is 2013.

**Student debt and satisfaction are estimates from the annual Graduation Survey conducted by the Center for the Study of Student Life. After 2021, the Center stopped conducting the surveys for the regional campuses.

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.

Initiatives/Strategies Comments/Status	Sponsor(s)	Timeline
Elevate the quality of campus life		
Construct a science building	Primary – MacDonald/Brillhart/Boehmer/Manno/Roberts	COMPLETE
<p>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.</p> <p><i>Current Work:</i></p> <ul style="list-style-type: none"> • 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. <p>Total private funds raised for the project = \$13,839,723.52</p> <p>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).</p> <p>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.</p>		

- **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 respread.
- **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)	MacDonald/Brillhart/ Boehmer/Manno	Expected completion date: 12/31/2025 CANCELLED
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12/30/2023 – TJ Logan in the Office of Student Life is overseeing the housing study. Even if the study is completed in 2024, additional campus housing will not be possible within the time frame of this strategic plan.

07/17/2023 – On May 8, 2023, the reps from PARE and Ayers Saint Gross presented a revised Framework plan (still in draft form) showing the same student housing plans that the original Framework 2.0 plan depicted on the northeast region of campus but now also depicting plans for a mixed-housing (for students, faculty, staff, and private citizens) apartment complex in the southwest region of the campus. If adopted and fully implemented, the new housing plans would provide many more beds for students than the original Framework 2.0 plans would have provided. The market assessment to be conducted by Brailsford & Dunlavy has been delayed. Our hope is that it will occur this summer or fall.

02/24/2023 - 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 & 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.

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.

09/07/2021 - 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	Davenport	Expected completion date: 9/31/23
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12/27/2023 - There have been no formal assessments done on the quality of student life within the Ohio State Newark residential community. The Office of Student Life engaged in ongoing conversations with the OSU-Columbus Residential Life leadership to expand the distribution of the any Columbus campus survey(s) to the Newark Campus. These conversations did not lead to action. The option being currently pursued is work with ACUHO-I, to determine the feasibility of Ohio State Newark being able to join as a participant in their "Campus Housing Index" program, which would allow us to benchmark ourselves against like sized campuses in the areas of move-in, learning communities, programming and resident assistant training. The major roadblock continues to be how we are classified, with our campus being considered a part of the larger OSU system in terms of management and administration but not having access to those resources for initiatives such as this. As we look forward to our future strategic planning efforts, consideration should be given to whether or not the loose affiliation between Residential Life and the Office of Student Life should continue in its current configuration.

07/10/2023 - There was no survey distributed to the students in the Spring of 2023. This was because planning for the assessment process began too late into the spring semester to implement workable timeline for publication, distribution and collection. The delay was caused in large part because of a desire to utilize a new instrument for the

assessment. For the 23/24 school year the Office of Student Life is exploring instruments used by ACUHO-I/EBI to determine if they are cost effective. For our campus. If they are not, then previous assessments will be used, though timed to be distributed early in the spring semester.

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.

December 3, 2021 – Final electronic survey completed and ready to implement in Spring 2022.

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 as 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.

Renovate Founders Hall	MacDonald/Brillhart/ Boehmer/Manno	Expected completion date: 5/1/24
12/15/2023 – The construction phase is on-going, and the project is on target for a substantial completion date of April 29, 2024.		
Schedule and work completed as of November 30, 2023:		
Overall Building:		
▪ Above ceiling mechanical, electrical, and plumbing work/testing:	70%	
▪ Drywall finishing:		85%
▪ Atrium structure and finishes:		80%
Upper Level – South End:		
▪ Window replacements:		10%
▪ First coat of paint:		80%
▪ Ceiling grid and tile:		65%
Upper Level – North End:		
▪ Window replacements:		10%
▪ First coat of paint:		80%
▪ Ceiling grid and tile:		65%
Main Level – South End:		
▪ Drywall hanging and finishing:		90%
▪ Above ceiling mechanical, electrical, and plumbing work/testing:	85%	
▪ Atrium finishes:		80%
Main Level – North End:		
▪ Drywall hanging and finishing:		90%
▪ Above ceiling mechanical, electrical, and plumbing work/testing:	85%	
▪ Atrium finishes:		80%
Lower Level – South End:		
▪ Drywall hanging and finishing:		80%
▪ Above ceiling mechanical, electrical, and plumbing work/testing:	60%	
▪ Mechanical, electrical, and plumbing system testing:		50%
Lower Level – North End:		
▪ Drywall hanging and finishing:		80%
▪ Above ceiling mechanical, electrical, and plumbing work/testing:	60%	
▪ Mechanical, electrical, and plumbing system testing:		50%
Exterior:		
▪ South plaza:		70%
▪ Well pump:		60%
▪ Hopewell plaza:		25%

Current Issues:

- The construction manager is working through manpower issues for the windows and storefronts. Meetings with the affected subcontractors have recently occurred and a plan has been implemented to catch up of their scope.
- The mechanical room schedule has the new boilers and air-handlers being turned on in December to have the heating up and running by the end of the month. This is needed to maintain a properly conditioned space for finishes. This work is running slightly behind but is still tracking per the overall schedule.

Two-Week Look Ahead:

Overall building:

- Above ceiling mechanical, electrical, and plumbing (and testing).
- Drywall finishing.
- Atrium structure and finishes.

Upper Level – South End:

- Window replacements.
- First coat of paint.
- Ceiling grid and tile.

Upper Level – North End:

- Window replacements.
- First coat of paint.
- Ceiling grid and tile.

Main Level – South End:

- Drywall hanging and finishing.
- Above ceiling mechanical, electrical, and plumbing (and testing).
- Atrium finishes.

Main Level – North End:

- Drywall hanging and finishing.
- Above ceiling mechanical, electrical, and plumbing (and testing).
- Atrium finishes.

Lower Level – South End:

- Drywall hanging and finishing.
- Above ceiling mechanical, electrical, and plumbing (and testing).

Lower Level – North End:

- Drywall hanging and finishing.
- Above ceiling mechanical, electrical, and plumbing (and testing).

Exterior:

- South plaza.
- Well pump.
- Hopewell plaza.

Quality Control: The monitoring of safety and quality of work is an impact issue, which the construction manager and the subcontractors take very seriously. The CM continually monitors the various trades' safety practices and quality of work via on-site inspections. The CM continuously monitors the "work in place" to verify that installation was done correctly and as designed. Items and issues are also discussed at the weekly subcontractor meetings to ensure each concern has proper closure. The entire design team has taken a thorough and proactive approach to addressing items. The CM continues to monitor the reports from the architect and engineers. Corrections are being made in response to these reports and documented accordingly.

Pre-installation meetings are being scheduled with the design team, owner, and appropriate subcontractors to ensure the work is consistent with the contract specifications and will be properly installed.

Safety: The CM's Safety Coordinator has been on site doing regular safety audits. The CM's job superintendent also performs daily safety checks. Any issues are quickly abated. No major issues were recorded during the month of November.

Operations at Newark Campus West continue to go smoothly. Planning is beginning with regards to the logistics of moving the occupants from NCW back into Hodges Hall later this summer.

Furniture: Final furniture and fabric selections were recently completed. The vendor has submitted updated plans and renderings for final review.

Technology: Bids were issued for the audio/visual technology to be incorporated throughout the building. Bids were issued and a vendor has been selected. Coordination meetings with OTDI, the CM, and design team are to be scheduled.

Fundraising Update: On December 14, 2023, we surpassed our fundraising goal of \$15.75 million. The Advancement Office still plans to do a mini campaign in early 2024 to sell the remaining 130 auditorium seats for \$5,000 each. While I don't expect that we'll sell all 130 seats, even selling 30-40 seats would generate an additional \$150,000-\$200,000.

06/09/2023 - The construction phase of the project is on-going and proceeding per schedule. Substantial completion is still on track for April 30, 2024.

As of May 31, 2023, construction progress is as follows:

- Building-wide demolition and hazardous materials abatement: 98% complete
- Second Floor (north):
 - Mobilization and layout framing: 100% complete
 - Framing: 80% complete
- Second Floor (south):
 - Mobilization and layout framing: 100% complete
 - Framing: 65% complete
- Main Level (north):
 - Mobilization and layout framing: 10% complete
- Main Level (south):
 - Demolition and abatement: 100% complete
- Lower Level (north):
 - Demolition and abatement: 100% complete
- Lower Level (south):
 - Demolition and abatement: 100% complete
- Sitework:
 - Demolition/site preparation: 95% complete
 - Retaining walls formed and poured: 15% complete

- Façade Restoration:
 - Drilling and patching of rust areas: 75% complete

Current Issues:

- Now that the interior of the structure is fully demolished, the construction team has encountered several existing unforeseen conditions. The design team is working through each issue and, as of this report, there are no items that will impact the project schedule.
- The main electrical switchgear delivery is being delayed to May, 2024. This has the potential to impact the completion date by at least 60 days. The team is working towards a solution to use temporary electrical gear to get the building conditioned in the spring/summer prior to move-in.
- The team is also working through fire/smoke code issues related to the atrium. The architect met with the Plans Examiner on May 10 to discuss and review potential solutions. The Examiner is scheduled to submit his official comments back to the Collaborative by June 24.

Schedule Two-Week Look-Ahead:

- Overall Building: Punchlist for abatement and demolition
- Second Floor (north): Complete wall framing and begin mechanical, electrical, and plumbing rough ins
- Second Floor (south): Complete wall framing and begin mechanical, electrical, and plumbing rough ins
- Main Level (north): Control and layout for wall framing and begin installing metal studs
- Main Level (south): Control and layout for wall framing and begin installing metal studs
- Lower Level (north): Form and pour mechanical room floor slab and remove debris
- Lower Level (south): Form and pour floor removed floor slabs and begin underground plumbing
- Sitework: Form and pour retaining/seating walls and begin underground stormwater utility work
- Façade Restoration: Continue drilling/patching of rust area and complete mock-up areas for team review

Assuming an acceptable electrical switchgear solution, the new Hodges Hall is scheduled to open 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.

Operations at Newark Campus West continue to go smoothly.

Fundraising Update:

As of 6/9/23, we have raised \$14.73 million toward our \$15.25-million fundraising goal. We are anticipating several more commitments before the end of FY23 and expect to meet (and hopefully surpass) our campaign goal in the coming months.

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.

- Wiss Janney Elstner Associates: Exterior envelope.
- 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 be 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.

4/23/2020 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.

Better serve the diverse culinary tastes and dietary needs of our students	Dining services/Lori Garrabrant/Ahmed Zia/Sibert	Expected completion date: 9/31/24
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12/11/2023 - Newark Dining is continually striving to better service and cater to the diverse culinary preferences and dietary requirements of our students and guests. Our team has worked diligently to create a well diverse menu. Throughout the fall semester, our assistant chef Aaron Malcolm engaged in numerous conversations

with both on-campus and off-campus students. He actively sought feedback on our fall menus and will use this feedback to create new menu options in the future. Students were thrilled to order recipe creations that were a part of earlier taste testings. Our fall menu has featured a wider range of options and showcased some limited time offers, ensuring that we keep students' interest. Moving forward we will continue to meet with students and gather feedback to help in creating new menus that our students and guests will enjoy.

06/21/2023 - At Newark Dining, we are constantly striving to enhance our service and cater to the diverse culinary preferences and dietary requirements of our students. Throughout the fall and spring semesters, our assistant chef engaged in numerous conversations with both on-campus and off-campus students, actively seeking their feedback on our fall menus and ways to enhance their dining experience. Armed with this valuable input, the chef diligently set out to develop new recipes and offerings for the upcoming school year. To ensure student satisfaction, taste testings were conducted as the recipes were refined and finalized. The students' enthusiasm was evident as they eagerly anticipated the introduction of these new items in the fall semester. Our fall menu will not only feature a wider range of options but also include limited time offers, ensuring that students' interest remains piqued and preventing our menu from becoming monotonous. We are committed to providing greater variety for our students who dine with us regularly.

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

Increase resources for pedagogical development focused on inclusive teaching and decolonizing courses	Buelow	Expected completion date: 9/31/24
<p>12/14/2023 –</p> <p>-During the Fall 2023 semester, workshops related to artificial intelligence and transparency in teaching and learning (TILT) were held. The recorded sessions were made available to faculty who were unable to attend.</p> <p>-A pilot teaching development grants program was initiated during the Fall 2023 semester. The program provides up to \$4000 for full-time faculty with primary appointments at Ohio State Newark to support pedagogical, course, curriculum, and/or program development.</p> <p>-During the Fall 2023 semester, Jim Weeks, Katie Blocksidge, and I created a Newark Campus Teaching Resources Carmen course to provide a centralized resource/site. The course continues to be updated on a regular basis.</p> <p>-Additional workshops are in development for Spring 2024.</p> <p>06/28/2023 –</p> <p>-Several members of the Drake Institute held a Transparency in Teaching and Learning (TILT) framework workshop in May.</p> <p>-A proposal for a teaching-focused grants program was submitted to the Dean/Director during the Spring semester. This program would provide funding for attendance at pedagogical workshops offered outside of the OSU community.</p> <p>-In consultation with several faculty members and the Faculty Well-Being Committee, we are investigating the use of a Carmen Course to provide a centralized resource/site for curriculum and teaching resources.</p> <p>-Additional workshops are in development for the 2023-2024 academic year.</p> <p>02/17/23 - -I am in contact with a team at the Drake Institute to host a workshop focused on the <i>Transparency in Teaching and Learning (TILT)</i> framework this Spring.</p> <p>-We are beginning to compile ideas for a summer summit to be held in Summer 2024.</p> <p>-As reported in the Faculty Well-Being Committee update, the committee and I are discussing a central resource site for curriculum and teaching resources.</p> <p>-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.</p> <p>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:</p> <ul style="list-style-type: none"> • Sharing inclusive teaching resources with faculty, including those provided by Drake Institute of Teaching. It also included efforts to have faculty complete instructional re-design 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). <p>10/27/2021—Consider results of PACE project and the external review of the regional campuses.</p> <p>Campus bonus program – COMPLETE: Teacher’s support – COMPLETE</p>		
Build a tight alliance with the university’s Teaching and Learning Institute	MacDonald	COMPLETE

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.

4/23/2020 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

Expand our learning communities	Brown	COMPLETE
<p>COMPLETE</p> <p>10/27/2021—Global Citizens Learning Community established.</p> <p>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.</p> <p>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.</p> <p>11/5/2019 Update – The Global Citizenship community will begin next year. More of a thematic approach rather than being based on demographics. Provides \$500 to students to help with expenses.</p>		
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	Brown and J. White	COMPLETE
<p>06/28/2022 – COMPLETE. 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 Stottlemeyer’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.</p> <p>09/10/2021 - The Office of Retention & 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 & 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 Stottlemeyer. 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.</p>		
Increase peer mentoring	S. Brown & J. White	COMPLETE
<p>2/16/2023 – COMPLETE 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.</p> <p>08/2022 – No report</p> <p>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.</p> <p>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.</p> <p>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</p>		

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.

Increase staffing in career services	Davenport	PAUSED
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02/20/23 – The position was eliminated due to budget cuts for FY2024

07/2022 – A new position was added to career services in the FY2023 budget. The position is currently being posted.

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.

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.

11/5/2019 Update – A position description has been developed and will be submitted as an action plan in the budget process.

\$79,000 – proposal received 5/30/19

Obtain external funding to support student success	MacDonald/Brown/Cope/Buelow/Okdie/Roberts/Keller/Hupp/Warner	COMPLETE
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07/13/2023 – COMPLETE. The NSF S-STEM grant that established the Ohio Means Science scholarship program marks the successful completion of this initiative/strategy. Although the campus intends to continue to seek external funding to enhance student support, the grants specialist position was eliminated because of budgetary pressures. Without that position, continuing this strategy for enhancing student support—and, ultimately, student success—will be difficult.

3/2023 - Buelow created and implemented the OHMS program evaluation plan for the first cohort.

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 a 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	COMPLETE
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12/30/2023 – Ohio State Newark, COTC, and the Licking County Health Department signed an MOU to pilot a bus line that started on October 2, 2023. The pilot will run one year, and can be extended.

07/13/2023 - For the past five or six 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 Coordinated 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.
- 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](#).
- In the spring of 2023, Licking County Transit (LCT) proposed piloting a fixed-deviated busing system with three lines and asked for financial support from COTC, Denison University, Ohio State Newark, and Licking Memorial Health Systems. LCT expects to seek additional funding from other organizations and has asked us to help in that effort. I responded by indicating that Ohio State Newark would require an MOU defining the terms of the pilot and would need to get the MOU approved by the university's Office of Legal Affairs. LCT indicated that they understood the benefits of an MOU but noted that they do not have experience writing such a document. I responded by enlisting the help of Amy Bauman in the legal affairs office. My hope is that we can have an MOU in place this fall and launch the pilot in the fall of 2023 or spring of 2024. LCT has asked us to contribute \$50,000 per year for the pilot, which LCT hopes to run for three years.

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.

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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

MacDonald

CANCELLED

12/30/2023 – A conversation including Ryan Schmiesing, Tom Blincoe, John Berry, Bill MacDonald, Jackie Parrill and several LMHS representatives occurred in October of 2023. Healthcare-services access could eventually be improved for students living on campus but such an improvement is not likely to occur within the time frame of this plan.

07/13/2023 –

- 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.
- 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.
- Tom Blincoe and Ryan Schmiesing will host a virtual meeting with us in August of 2023 to learn more about the opportunities in the region and how they can best support continued partnerships.

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 –

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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.

Initiatives/Strategies	Sponsor(s)	Timeline
Expand availability of courses		
Make better use of enrollment projections to schedule lower-level math and English courses	Brown/Kanney	COMPLETE
<p>7/11/2023 - COMPLETE</p> <p>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.</p> <p>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).</p> <p>09/13/2021 – Traditional or Ongoing Communication:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>Dr. Brown and Diane Kanney continue to meet regularly to discuss enrollment challenges and projections, and their implications.</p> <p>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.</p> <p>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.</p> <p>Dr. Brown and Diane Kanney continue to meet regularly to discuss enrollment challenges and projections, and their implications.</p>		

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

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.	Brown	Expected completion date: 09/01/25
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12/07/2023 - For SP 24, we have added Food, Agricultural and Biological Engineering (FABENG) 3210/3211, a GE Themes course in humanitarian engineering. In AY 23-24, we also piloted MATH 1120/1121, an intensive precalculus course aimed at shortening time to degree completion for incoming STEM majors with lower math placement scores. Finally, we have had great success with ENR 2100/2101 and ENR 2300.

07/08/2023 –

- 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 are exploring additional ENR courses to allow some students to complete two years at the Newark campus before transitioning to the Columbus campus
- For AY 23-24, we also added HRS 2500.

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.

Work with OAA and the professional colleges that have undergraduate programs to explore offering additional second- and third-year courses (New Summer 2021)	Brown & MacDonald	Expected completion date: 09/31/25
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12/07/2023 - After conversations with Public Affairs and Public Health, we requested more seats in PUBHLTH 2010 and added PUBAFRS 2110 and 2120. These are all required major courses that simultaneously fulfill GE requirements.

07/10/2023 - We are working now with Public Health and Public Affairs to add additional courses for potential majors.

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.

Add degree-completion programs

Launch the Bachelor of Science in Engineering Technology in 2023 (modified in Aug 2021 from “Work with the College of Engineering to develop a degree program in Engineering Technology”)	MacDonald/Brown/Soto-Caban	COMPLETE
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12/16/2023 - In the fall of 2023, we marked the successful launch of the Bachelor of Science in Engineering Technology (BSET) with an enrollment of 46 students. To support hands-on learning experiences, lab equipment for the Programmable Logic Controller (PLC) and Robotics labs was procured, and suitable spaces within LeFevre Hall were identified.

Our commitment to providing students with exposure to the real-world industry environment led to the establishment of strong partnerships with local manufacturers. Currently, six companies are actively engaged with the program, offering mentorship opportunities to our students.

As we continue to expand our program, a search is underway for an assistant professor of practice in Industrial System Engineering for BSET. This is a crucial step as additional faculty will be needed to teach upper-level courses.

In parallel, the assessment of all first-year courses was conducted as part of the ABET accreditation process. Looking ahead, BSET is set to start the ABET accreditation evaluation in the fall of 2024, after the graduation of the inaugural class in the spring of 2024 at other regional campuses.

06/26/2023 - The Bachelor of Science in Engineering Technology (BSET) program at Ohio State Newark is making impressive progress as it approaches its highly anticipated launch in Autumn 2023. With an initial target goal of 25 students for the first cohort, the program has exceeded expectations, attracting a remarkable response from prospective students. To date, the program has 32 enrolled students, another 13 students successfully admitted, and an additional 3 have submitted their applications, showcasing a strong initial cohort for the BSET program.

To ensure that the students receive a comprehensive education, the program coordinator has been proactive in securing essential resources. A requisition for laboratory equipment has been submitted, targeting the acquisition of necessary tools for the Programmable Logic Controller (PLC) lab and the Robotics lab. These labs will play a crucial role in providing hands-on experience and practical training to the BSET students.

Furthermore, efforts are underway to identify suitable space to accommodate these labs. The administration is currently evaluating potential locations in LeFevre Hall that can be designated for the purpose of setting up the required infrastructure. This meticulous approach ensures that the labs are equipped with the necessary facilities and provide an optimal learning environment for the students.

In addition to infrastructure development, the BSET program has expanded its faculty by hiring Marcy Ward as a lecturer for the upcoming academic year, 2023-24. With her expertise, Marcy is expected to make valuable contributions to the program.

Overall, the progress made towards the launch of the BSET program has been highly encouraging. The number of enrolled and admitted students reflects a positive reception from the student community. With the requisition for lab equipment, identification of suitable space, and the addition of a skilled faculty member, the program is on track to offer a well-rounded education in engineering technology.

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.

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)	Boehmer/Manno/MacDonald	COMPLETE
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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.

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 photo-voltaic 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 photo-voltaics 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.

Explore extending degree programs that address Ohio's workforce needs	Brown	COMPLETE
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07/08/2023 - Our efforts in this area have focused on implementing the new BSET program in AU 2023. 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. We also expect to hire another FT clinical faculty member in AU 23.

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.

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.

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

Explore the Personalized study Program to add degree pathways for students (New Summer 2021)	Brown & MacDonald	CANCELED.
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07/17/2023 – CANCELED. In light of enrollment trends and upper-level course offerings, this strategy will not serve our students well.

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

Expand access to education abroad for underrepresented students (New Summer 2021)	Cope	COMPLETE
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12/27/2023 – Of the 13 Newark students who participated in education abroad programs in summer and winter break 2023, 100% were underrepresented in terms of race/ethnicity, economic need, or first-generation status. Most qualified as underrepresented in multiple categories. All but one had financial need; 38% were underrepresented in terms of race/ethnicity; and at least five (38%) were first-generation students. In all three categories (income, race/ethnicity, first-generation), this far exceeds the U.S. average, according to the Open Doors 2023 report. This also exceeds the diversity of the 2022-2023 cohort across the university as a whole in the two categories for which there is data (32% non-white; 15% first-generation, according to “Global Education by the Numbers”, 2022-2023).

06/29/2023 - Of the 20 Newark students who are participating in education abroad programs in summer 2023, 70% are underrepresented in terms of race/ethnicity (9 students) and/or first-generation status (12, including 4 who were also underrepresented by race). All but one had financial need.

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	COMPLETE
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12/27/2023 – Thirteen students have completed study abroad travel to 11 destinations this academic year (12 in summer 2023 and one over winter break 2023). Of the 13 students, eight traveled to non-European destinations (61%). This far exceeded the average for non-European education abroad travel for U.S. students (according to the most recent [Open Doors](#) report) as well as for the university as a whole. OIA reports that the university’s top four destinations were European (five if including “multiple destinations”). Of the 1469 students listed as traveling to the 10 top destinations, only 31% traveled outside Europe (even if including “multiple destinations” as non-European) (“[Global Education by the Numbers](#)”, 2022-2023).

06/29/2023 - For the academic year of summer 2022-spring 2023, 15 students traveled to nine destinations. Of those, 11 (73%) traveled to non-European destinations, far exceeding our goal of increasing the number for the academic year. In summer 2023, 11 of the 20 students accepted into education abroad programs were traveling to a non-European destination (55%).

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	John Low	COMPLETE
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01/03/2024 - With the significant work of Dr. Lucy Murphy, a Newark Earthworks course was developed. With the significant work of Dan Keller, the course was submitted for GEN approval, and after the review committee responded with additional questions and suggestions, the course is tentatively scheduled to be offered in Spring 2025, with me as the instructor.

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.	T R	2:20-3:40P	Theme: Lived Environments
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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	A. Roberts	COMPLETE
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07/08/2023 – Complete

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 “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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01/26/2021 - Projected annual cost: \$8000

- 2-3 sections of ASC 1101 offered per year @ \$2500 per faculty member, plus material costs

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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.

Increase internship opportunities	Cope/Goetz	COMPLETE
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12/22/2023 - We have developed several new internship opportunities, with more in the pipeline, and increased the visibility of internship opportunities. In summer 2024, a BSET Honors student will participate in a 4-week engineering internship in Germany (a new pilot for a potential yearly program). In 2023, The Works created a new SciDome fellowship in collaboration with campus; a student has interviewed and been accepted as an intern in 2024. Members of the Downtown Newark Association are developing internship opportunities (after students indicated in a survey we conducted that they would be interested). Career Development continues to work with community partners to offer internship opportunities to students. In the fall semester, there were three major-based career fairs offered to students. Every employer that attended the fairs offered internship opportunities to students who were seeking them. In the future, networking events and major-based career fairs will be offered.

06/29/2023 – The Works, Kroger, and other organizations are creating internships for fall, including a SciDoe fellowship internship program. Goetz has scheduled five career/internship fairs for fall to boost awareness, focused on major. Cope and Goetz are collaborating to provide additional support to students. Cope will also provide academic credit to incentivize students to engage in these and other internships.

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 Leshia 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)	Roberts & MacDonald	CANCELED
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7/17/2023 - CANCELED. With the loss of the grants-specialist position, we do not have the resources to carry out this strategy.

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.

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.

Explore collaborating with local P-12 schools in the former State Farm building (New Summer 2021)	Brillhart & MacDonald	COMPLETE
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12/30/2023 – Newark City Schools has moved its preschools to its site on Granville Rd. It is unlikely that the campus will continue to rent space from Newark City Schools at the site after we reopen Hodges Hall. The dyslexia clinic will most likely move into the space in Hopewell Hall that used to house the Education Curriculum Center.

06/12/2023 - A lease was signed to utilize approximately 120,000 sf of space in the former state farm building. Move in was conducted in 2022 and the renovation of Founders Hall is ongoing. The primary residents of the space are the OSU Psychology Department for their classrooms and research labs as well as several administrative departments on campus such as OSU Dean Director, COTC President, Marketing, Advancement, Business and Finance and faculty offices. The space is named Newark Campus West for identification purposes. A clause was added to the lease to allow for month to month utilization on the same terms and conditions past the end date of May 31, 2024 if needed. So far, construction is on track and that need does not seem to be necessary.

The campus moved some faculty, our psychology labs, and several support units to Newark Campus West so we could begin renovating Founders Hall.

In the summer of 2023, we moved Terri Hessler’s state-funded dyslexia clinic into Newark Campus West, and Terri is collaborating with Newark City Schools and other schools in the area to screen children for dyslexia and to train teachers to teach children with dyslexia.

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.

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.

Initiatives/Strategies Comments/Status	Sponsor(s)	Timeline
Reduce cost of attendance		
Increase use of high-quality, open, educational resources (OERs)	MacDonald	COMPLETE

COMPLETE 10/27/2021 – Faculty are now regularly pursuing OERs.

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

4/23/2020 Update – ALX grants available in 2021. Liz has been producing materials for faculty; meeting with the regional campus community of practice; providing updates via email and is starting an OER newsletter.

Implement first-semester eligibility for the Buckeye Opportunity Grant as soon as possible (New Summer 2021)	MacDonald	COMPLETE
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02/24/2023 - In the spring of 2023, the university announced that regional-campus students would be eligible for the Buckeye Opportunity Program (and thus the Buckeye Affordability Grant) in their first semester of enrollment.

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.

Address financial-aid inequities between Newark students and Columbus students (New Summer 2021)	MacDonald	Expected completion date: 12/31/24
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12/31/2023 – The difference between the President’s Affordability Grant for a Columbus student and the President’s Affordability Grant for a regional campus student is now \$500 (as generated by the university’s Net Price Calculator for a student whose parents’ annual income is \$20,000). The OCOG and the University Grant are unavailable to students at the regional campuses, and that is not likely to change. Therefore, our advancement and business and finance staff are working to award more private scholarship funds to financially needy students, and are engaging donors to ask them to consider adding addenda to their gift agreements if such addenda would help our financial aid staff distribute more scholarship money.

07/13/2023 –

- This initiative overlaps the Buckeye Opportunity Grant initiative and includes the following additional issues:
 - Regional campus students’ ineligibility for OCOG
 - Regional campus students’ ineligibility for the Scarlet and Gray Grant (not to be confused with the Scarlet and Gray Advantage scholarship program)
 - 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. (August, 2022)
- First-semester eligibility for the Buckeye Opportunity Grant was extended to students at the regional campuses in the spring of 2023.
- The Scarlet and Gray Grant has been renamed and is now the University Grant.
- 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.
- 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.
- The Provost addressed this issue when she visited the campus in February, 2023. It seems that work is being done to fine-tune the cost-of-attendance calculator on the university’s website and to better explain the information it provides.

- David Brillhart and Faith Phillips have proposed exploring the possibility of using an existing gift to create a scholarship program that would enable new Newark High School graduates to attend Ohio State Newark without having to pay tuition. If the university's financial aid office supports the idea, then the next step would be to propose the idea to the donor.

02/24/2023-

- First-semester eligibility for the Buckeye Opportunity Grant was extended to students at the regional campuses in the spring of 2023.
- The Scarlet and Gray Grant has been renamed and is now the University Grant.
- 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.
- 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.

08/04/2022 –

- This initiative overlaps the Buckeye Opportunity Grant initiative and includes the following additional issues:
 - Regional campus students' ineligibility for OCOG
 - Regional campus students' ineligibility for the Scarlet and Gray Grant (not to be confused with the Scarlet and Gray Advantage scholarship program)
 - 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.

Survey students who stop attending to see if financial aid was a factor in their decision (New Summer 2021)	J. White	COMPLETE
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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.
 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.
 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.
 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?"

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.

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

Explore greater intercampus collaboration among Ohio State’s regional campuses and new opportunities with COTC

MacDonald/Brown

COMPLETE

07/13/2023 –

- 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
- In March of 2023, at the request of Dr. MacDonald and Dr. Berry, COTC’s and Ohio State Newark’s advising offices met to discuss what Ohio State Newark has learned from its participation in the Gardner Institute’s PACE project. The offices plan to continue meeting, and a future meeting will feature a presentation by COTC’s advising staff on what COTC has learned through its participation in the Achieving the Dream project.
- In July of 2023, James Orr, Vice Provost for Strategic Enrollment Planning, announced a new structure for overseeing admissions and recruitment at the regional campuses. A central position will be filled in the summer or early fall of 2023, and each campus’s enrollment services director will report to that position rather than to the dean/director of the campus. This restructuring will increase collaboration across all of Ohio State’s campuses.

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 McPheron 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

Use more green technology in operating and maintaining the campus	Boehmer	Expected completion date: 12/31/25
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12/15/2023 - 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. **Founders Hall Renovation:**
 - a. **The design process for the renovation of Founders Hall includes several energy-saving elements to meet the requirements of Division 18 of OSU's new Building Design Standards (replacing LEED).**
- b. **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.**
- c. **2023 Newark Campus Storm Water Management Plan:**
 - **The updated plan was completed in July . A new update will be submitted for 2023.**
 - **Required stormwater management training for Facilities staff took place in February.**
- d. **Log Pond Run Diversion Channel Dredging:**
 - **The City of Newark, in cooperation with the campus, dredged the diversion ditch east of Country Club Drive. This work improved the flow of storm water from the neighboring properties.**
- e. **Emerging Sustainability Projects:**
 - **An additional EV charging station was approved as an FY22 capital project. Proposals were obtained in 2023. Assessment of these is currently underway.**
- f. **Green Cleaning Products:**
 - **The Facilities Department continues to increase its use of environmentally friendly cleaning products as part of custodial services.**
- g. **Reese Center Boiler/Chiller Replacement:**
 - **This project will replace the existing boilers and chiller with new, more efficient, equipment.**
 - **Successful bids were received in October. Contract approval at the Controlling Board is scheduled for December 18th.**
 - **Replacement of the equipment will be phased throughout the year to align with seasonal weather conditions.**

06/09/2023 - 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. **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.
- b. Emerging Sustainability Projects:
 - Public-use electric car charging station (Warner Center):
 - An additional EV charging station was approved as an FY22 capital project. Equipment is in the process of being ordered.
- c. Green Cleaning Products:
 - The use of environmentally friendly cleaning products continues.
- d. Reese Center Boiler/Chiller Replacement:
 - This project will replace the existing boilers and chillers with new, more efficient, equipment.
 - Construction documents are currently underway.
- e. OSU Strategic Infrastructure Optimization Plan (SIOP):
 - The Newark campus is working with OSU-FOD on developing a horizontal infrastructure plan that will include strategies to address deferred maintenance with long-range development. The project will include an analysis of all existing major mechanical, electrical, and plumbing systems on campus.
 - A master equipment replacement plan will almost certainly include a energy efficiency components that are in line with the University's overall sustainability and resource stewardship goals.

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):
 - 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.
- 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 poles 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
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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.

Initiatives/Strategies	Sponsor(s)	Timeline
<i>Adopt organizational practices that promote diversity, equity and inclusion</i>		
Host Public Safety Advisory Committee (PSAC) listening sessions with faculty, staff, and students	Brian Boehmer	COMPLETE
<p>02/13/23 – COMPLETE. The Public Safety Committee (PSAC) held it’s “Coffee with a Cop” event on September 12, 2022. The activity took place in the Warner Center main lounge. This “meet and greet” session was broadly advertised and well attended by students, faculty, and staff. Invited participants included Staff Sergeant Adam Featherling (OSUN/COTC Director of Public Safety), Captain Chris Barbuto (Licking County Sheriff’s Office), Chief Erik McKee (Newark Police Department), Chief Kimberly Spears-McNatt (OSU Police Department), along with members of the Public Safety Advisory Committee. Coffee, donuts, and free giveaways were included at the event.</p> <p>06/27/2022 - The Public Safety Committee (PSAC) has discussed the format of the listening sessions at its last two meetings. The recommendation of the committee is to replicate a format like those held at the OSU-Columbus campus. This will entail a more informal “meet and greet” session and will be scheduled at the beginning of 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).</p> <p>09/07/2021 - The Public Safety Committee (PSAC) held its first meeting on July 22, 2021. The next meeting will occur sometime during autumn semester. Discussion on content, format, etc., will be included on the agenda.</p>		
Nominate a faculty member and staff member to serve on the university-level PSAC	Bill MacDonald	COMPLETE
10/27/2021 Update—This matter has been referred to the executive dean of the regional campuses.		
Establish a public art master plan designed to guide the selection, placement and redistribution of public art, with emphasis on diversity and inclusion	Jackie Parrill	Expected completion date: 5/31/24

12/27/2023 – The committee to develop the Newark Campus Master Plan for Public Art was established in July 2022. Members include Jackie Parrill (Chair), Vice President and Chief of Staff, Central Ohio Technical College & Chief of Staff, The Ohio State University at Newark; Jennifer Army, Professor & Practicum Coordinator, Social Work Assistant Program, Central Ohio Technical College; Brian Boehmer, Superintendent of Facilities, The Ohio State University at Newark and Central Ohio Technical College; Brianna Johnson, Director of Diversity, Equity & Inclusion/Chief Diversity Officer, The Ohio State University at Newark and Central Ohio Technical College; Kim Kollman, Exhibitions Manager/Senior Registrar, Wexner Center for the Arts; Kim Manno, Director of Advancement, The Ohio State University at Newark and Central Ohio Technical College, and Chris Taylor, Assistant Professor, Art, The Ohio State University at Newark. The committee developed and administered a constituent survey in November 2022. A preliminary draft of the plan has been developed and the committee will meet in January to finalize the plan for campus leadership review.

07/07/2023 – Invited the new associate provost for the Arts to tour our campus and solicited her guidance on developing our plan of work and potential committee members from the Columbus campus. Our planning committee is in the process of being established with work to develop the plan to begin in Autumn 2023.

2/17/2023 – No progress. Worked in interim assignments 7/1 – 12/18/2022

10/22/2021 – Internet research has been conducted to identify several examples of other college/university plans. These have been shared with the dean & director for discussion on what the expectations are for our plan design.

Ensure that faculty mentoring addresses the needs of faculty who are women and/or underrepresented minorities	Buelow & Chris Robinson, chair of Faculty Well-Being Committee	Expected completion date: 12/31/25
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12/2023

- Submitted updates to the Newark Campus APT document to the Dean/Director that help 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.
- 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. Several faculty reached out to the associate dean for faculty affairs for feedback on their dossiers prior to submission. Additional sessions are planned for Spring 2024 focused on promotion for Clinical/Teaching/Practice faculty, post-tenure career development, and promotion to Professor.

06/29/2023 - Actions during 2022-2023:

- Submitted updates to the Newark Campus APT document to the Dean/Director that help 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 Drake Institute-led teaching workshop based on Transparency in Teaching and Learning (TILT) framework was held in May 2023. The session will focused on ways to increase transparency and boost student engagement for course activities. A second session focused on the practical application of this framework to assignments is being planned for the 2023-2024 academic year.
- 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. Several faculty reached out to the associate dean for faculty affairs for feedback on their dossiers prior to submission.

Planned activities for 2023-2024:

- 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.
- 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. In consultation with other faculty members, developing a Carmen course seems to be the best approach to this task.
 - Bring speakers to campus who address ways to work with students who are culturally and linguistically diverse.
 - Create programming for workshops that focus on inclusive teaching practices.

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.

Require employee training in diversity, equity, inclusion, and antiracism to better support LGBTQ and BIPOC members of the campus community	Brianna Johnson & Maryjo Mundy	Expected completion date: 12/31/25
<p>12/22/2023 - We continue to offer various voluntary workshops on the Newark campus that help support LGBTQ and BIPOC members of the campus community. Examples of autumn 2023 include LGBTQ 101 and Trans 101 virtual workshops, workshops on understanding the diversity in the Newark campus student body and how to support them, and DEI community conversations covering an array of topics and issues.</p> <p>Additionally, This autumn semester, Brianna Johnson collaborated with Jamie White and Marilyn Ervin to provide a two-part workshop series entitled “Who Are Our Students at Ohio State Newark.” The objectives of the workshop were to help faculty and staff understand student diversity, the challenges that students are facing and the campus resources available to help, and how to cultivate an inclusive learning environment where all students feel valued and respected. Both workshops were offered virtually and in person and were well attended.</p> <p>06/30/2023 - While diversity, equity, and inclusion workshops are not required at this time for Ohio State Newark employees, Brianna Johnson continues to provide DEI workshops by request for departments and groups on the Newark campus. For example, in May 2023, Johnson collaborated with the LGBTQIA+ Employee Resource Group and the OSU CFAES DEI Program Manager to host a virtual workshop on Trans Advocacy 101 open to the Newark Campus and to COTC.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
Establish Employee Resource Group (ERG) guidelines and support each group’s events/activities through co-sponsorships of up to \$500 annually.	Jackie Parrill & Bill MacDonald	COMPLETE
<p>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 https://newark.osu.edu/initiatives/commitment-to-diversity/employee-resource-group-guidelines.html.</p> <p>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.</p>		
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	Bill MacDonald	PAUSED Expected completion date: 12/31/25
<p>07/17/2023 – PAUSED. Dean MacDonald will work with John Low and Steve Gavazzi to develop a strategy for engaging university leaders on this issue.</p>		

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 McPherson in 2020.
- In August of 2022, Dr. John Low presented Pokagon Potawatomi 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 McPherson 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
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12/31/2023 – Through funding from the OSU GAHDT, we were able to initiate conversations with tribes whose land funded the initial endowment to create the University, in addition and sometimes including the tribes historic to Ohio, we were able to begin conversations about reconciliation. However, we were unable to secure additional funding through the GAHDT in 2023 and we intend to reapply in 2024.

06/30/2023 – No report

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	COMPLETE
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07/10/2023 - We have now hired two teaching faculty and are in the process of hiring a third (in Anatomy). We will hire an additional clinical faculty member in engineering to start in the fall of 2024.

To extend this strategy, the university must either assert that clinical faculty do not count toward the college-level caps on clinical faculty or assert that they do count, and then change university policy so that they do not count.

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
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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).

06/29/2022 - 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	Bill MacDonald, Jackie Parrill & Brianna Johnson	COMPLETE
<p>06/23/2023 - Brianna Johnson held the first annual diversity, equity and inclusion retreat for campus leadership on April 21, 2023. College leadership from co-located partner Central Ohio Technical College were also invited to attend. The next retreat will be scheduled for spring 2024.</p> <p>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.</p> <p>06/2022 – No report. Future plans include:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>		
<i>Transform the campus staffing and physical facilities to better support diversity, equity, and inclusion</i>		
Establish an Office of Diversity, Equity and Inclusion in partnership with COTC	Bill MacDonald	COMPLETE
<p>08/2022 - Dr. Brianna Johnson, our first director of diversity, equity and inclusion/chief diversity officer has been hired and started with the institutions on January 3, 2022.</p> <p>10/22/2021 - The diversity, equity, and inclusion director position was approved and included in the budget. Jackie Parrill was charged to chair the search and met with various campus constituent groups this past summer to finalize the job description. The position was posted late August with an anticipated start date of January 2022. Three finalist candidates have been identified and are scheduled to visit campus in late October through mid-November.</p>		
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	Davenport	CANCELLED
<p>08/2022 – No report</p> <p>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.</p> <p>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.</p> <p>Future plans include:</p> <ol style="list-style-type: none"> 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. 		
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	Holly Mason & Bill MacDonald	COMPLETE

09/11/2021 - 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.

<p>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</p>	<p>Below/Jungers/Munday/Brown/Co pe</p>	<p>Expected completion date: 12/31/25</p>
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12/2023 - During the 2022-2023 academic year, Dean MacDonald asked that we refrain from soliciting requests for new faculty/staff positions for FY24. The Academic Affairs Committee was tasked with creating a subcommittee to propose a 3-5 year framework for hiring new faculty; however, the timeline for this proposal was not finalized.

06/28/2023 - 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. The Academic Affairs Committee was tasked with creating a subcommittee to propose a 3-5 year framework for hiring new faculty; however, the timeline for this proposal was not finalized.

02/20/23 - 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

Increase the racial and ethnic diversity of our staff	Brianna Johnson & Maryjo Mundy	Expected completion date: 12/31/25
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12/22/2023 - This is an ongoing responsibility. We are working closely with our OSU recruiter to make sure all our hires are fair and equitable. With regards to faculty, in Fall 2023 OAA implemented the SHIFT <https://faculty.osu.edu/faculty-hiring> hiring process. Our recruiters also handle the majority of the work for our faculty recruitment as well.

Employee resource groups continued as part of our staff support and retention efforts. The LGBTQIA+ ERG held regular virtual meetings throughout the semester. Black Educators and Staff Together (BEST) employee resource group hosted three meetings this semester – one in August to welcome faculty, staff, and students and two other faculty and staff events later in the semester. BEST also connected with other campus partners including the Ohio State Newark DEI Committee and the Human Resources office, and with community partners from Denison University and Licking County NAACP.

06/30/2023 - We continue to recruit from a diverse population in all faculty and staff hiring. There were relatively fewer new positions on the Newark campus (there was only one Newark campus hire in spring 2023) so racial and ethnic diversity in the staff initiatives focused on retaining and supporting the staff that the Newark campus does have. As part of an initiative from SVP Wendy Smooth’s office, in April 2023 Dean/Director Bill MacDonald and Brianna Johnson co-led Inclusive Futures dialogue sessions to gather feedback from faculty and staff about how the campus could increase the level of inclusive excellence on campus. In June 2023, Brianna Johnson convened the Employee Resource Group (ERG) review committee to review the application for a new ERG to support Black faculty and staff on the Newark Campus and COTC. Dr. MacDonald and COTC President John Berry officially recognized the new ERG in June 2023.

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	COMPLETE
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12/22/2023 – An internationally renowned artist (Dana King) has been selected to create the sculpture, to be unveiled in spring 2025. While the sculpture itself is not complete, the work has been commissioned and the contract will be finalized by the end of 2023. The Newark campus Ella Baker Committee members included Virginia Cope, Brianna Johnson, Elizabeth Weiser and Chris Taylor, all of whom reviewed applications, attended presentations by two finalists, and voted in favor of Dana King from among a competitive field of applicants. Campus and community members also attended the two finalists’ presentations and provided input via a survey. In preparation for events to be planned for the unveiling, Cope, Johnson and Weiser attended a December 2023 Baker symposium to network with potential guest speakers. Finally, Lisa Florman, Vice Provost for the Arts, awarded the campus \$7040 to fund a three-day visit by Dana King to both Columbus and Newark campuses, which will generate publicity and excitement before the unveiling.

06/09/2023 - Three artists will be chosen to submit proposals in summer 2023 (Phase 2) and a final choice will be made for the artist in fall 2023.

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
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12/15/2023 - After several delays due to contractor scheduling and supply-chain issues, the conversion of the existing Warner kitchen restroom is tentatively slated to commence on December 18, 2023. Signage for the new restroom has been ordered through UniPrint. Assuming the construction work begins as planned, the new gender-neutral restroom should be completed by the start of spring semester.

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.

06/09/2023 - Construction on the gender-neutral restroom in the Warner Center is scheduled to begin this summer with the expectation that it will be ready by the start of autumn semester. 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.

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
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01/03/2024 – No report

06/13/2023 - We have met with the architects for charrettes for the new space in Hodges Hall for the New Newark Earthworks Center location. Included are offices for personnel, workspace, exhibition space, conference space and archival space. Visibility is anticipated to be high as the new Center will front the inner atrium from the second floor. While we continue to seek avenues of funding for a stand-alone physical multiuse/ multipurpose facility for the Center, for the time being I believe the new space at Hodges Hall will satisfy our needs nicely.

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.

06/2022 - Thanks to the efforts of the Knowlton School of Architecture at the OSU and the team led by Dr. Beth Blostein, past chair of that Department, a vision and imaginings of a two-story multiuse facility has been created. With room for an expanded Newark Earthworks Center, office space, classrooms, gathering space, the preliminary ideas that have emerged from the collaboration between the Knowlton School and the Newark Earthworks Center has created a vision of an exciting and important building that is a important contribution to missions of the Newark Campus. This vision was presented to the council/committee that advise Dean MacDonald over the 2021-2022 academic year and was also part of the exhibit about the Newark Earthworks Center held in Autumn 2021 at LeFevre Gallery.

Proposed to be located on the Newark campus oval, the vision will center the Newark Earthworks Center to be an important contributor to student experience, faculty research and engagement, and locate the Center in a facility that contributes to the overall needs of the campus for additional office space, classrooms, exhibition, archives, and public meetings and presentations. The cost as imagined is conservatively estimated to be 6 million dollars so will need to be a priority for capital addition.

Timeline – the meetings with the advisory boards to Dean MacDonald have been completed and It now appears the next step is to include this in the next capital improvement campaign of the campus while promoting it in our fundraising efforts.

08/30/2021 - We have met with the executive committee and a faculty? committee this month and presented architectural renderings and cost estimates with the assistance of the Knowlton School of Architecture. I plan to meet with the Board of Directors in March 2022.

Cultivate an intellectual and academic environment that demonstrates inclusivity

Establish outreach and engagement programming focusing on social justice

Virginia Cope & Brianna Johnson

Expected completion date: 12/31/25

12/22/2023 - The Newark campus Office of Diversity, Equity and Inclusion website (<https://newark.osu.edu/campus-offices/dei>) was created in collaboration with Marketing and Public Relations featuring the mission, vision, and values of the DEI office as well as the workshops and other services it provides.

In August 2023, the college/campus served as the host site for the Ethiopian Tewahedo Social Services (ETSS) annual youth summit. This event brought 600+ refugee, immigrant, and New American youth to our campus for a day of workshops and celebration. 50+ high school-aged youth participated in a “College 101” workshop led by representatives from COTC and Ohio State Newark admissions.

In Autumn 2023, the RISE Professional Development Network was launched. The RISE Network is a professional development network on campus open to people of all genders and focused on the experiences of those identifying as women in the workplace. RISE held two professional development sessions during the Autumn semester. Johnson also collaborated with the OSU Women’s Place to bring a workshop on career and negotiation strategies for women.

The 18 LeFevre Fellows each spent as much as 20 hours over the semester working with Newark Homeless Outreach and other local organizations on social justice initiatives (such as distributing food, clothing and harm reduction supplies). They plan to present the results of their work at the end of the year to the campus. Virginia Cope, Brianna Johnson and Elizabeth Weiser also attended a December 2023 Ella Baker symposium to network with activists carrying on Baker’s social justice legacy, with the intention of inviting some of those activists and artists to campus. The Baker statue creation and unveiling offer a good opportunity for social justice programming on campus in 2024-2025.

Monthly DEI community conversations continued which focused on building an inclusive culture (September), neurodiversity (October), LGBTQIA+ experiences in higher education (November), and practicing self-care during challenging current events (December).

06/29/2023 - Brianna Johnson and Vorley Taylor co-chaired the 14th Annual Community Intercultural Relations Conference in April 2023, bringing together local corporate and nonprofit leaders to campus for a day of workshops and keynote presentations on DEI topic related to community building and engagement. For 2022-23, Dr Ruderman redesigned the LeFevre Fellows course to focus on writing and learning about the systemic and interrelated issues around poverty, racism, addiction, homelessness, education, and environmental justice. The 15 LeFevre Fellows did extensive community outreach and engagement in fall and spring, including attending a meeting of the Licking County Commissioners on the distribution of opioid settlement money, volunteering for Newark Homeless Outreach to distribute food, clothing, and harm reduction supplies, mentoring students, gardening at a community garden, creating an environmental and food justice student group, and working in food banks, humane societies, and local schools. In 2023-24, the fellowship course will be expanded to 18 students with additional funding from the LeFevre Foundation, which will increase the impact on students and the community. Grants from Cope’s office also funded social justice efforts by supporting Dr Ruderman’s outreach to the formerly incarcerated in the county Day Reporting Program and by reimbursing transportation costs for students in the Ohio Prison Exchange Program.

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
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
01/03/2004 - With the stepping down of Jacquelyn Meshelemiah as Associate VP for Diversity and Inclusion, matters were paused but with the appointment of James L. Moore, III, as the Vice Provost for Diversity and Inclusion and Chief Diversity Officer, we are hopeful of making progress after the new President arrives at the University.		
<p>06/13/2023 - The Newark Earthworks Center, in partnership with the Native community at the Ohio State University in Columbus, and the American Indian Studies affiliated faculty and staff, have had a preliminary meeting in May 2023 with Dr. Wendy Smooth, Senior Vice Provost for Inclusive Excellence. Dr. Smooth voiced a desire not only to pursue a university wide land acknowledgement but also to advocate for many other issues of interest, including native student recruitment and retention, native faculty and staff hires and support, addressing the too common issue of “out of state” tuition for potential Native students at the OSU, etc. Our next meeting is scheduled for August 2023.</p> <p>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.</p> <p>06/2022 - The following is a draft of a Land Acknowledgment that has been used at various events and exhibits over the last year.</p> <p style="padding-left: 40px;">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.</p> <p style="padding-left: 40px;">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.</p> <p style="padding-left: 40px;">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.</p> <p style="padding-left: 40px;">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.</p> <p style="padding-left: 40px;">Third, we will make certain that the Land Acknowledgement focuses on the past, present, and future; that is, recognizing these past wrongdoings, identifying the present harm that continues to be visited upon Native Americans, and envisioning a future for Ohio State that includes engagement in ongoing dialogue and reparative activities that are associated with these injustices.</p> <p style="padding-left: 40px;">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.</p> <p style="padding-left: 40px;">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!</p>		

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	Elizabeth Dillenburg, chair of the Communications Committee	COMPLETE
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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.		
Overhaul our approach to evaluating teaching, and address ways in which it might produce disparate outcomes by race, ethnicity, gender, sexual orientation and language	Julie Hupp, chair of Teaching Evaluation Task Force	Expected completion date: 12/31/24
<p>12/11/2023- In Fall 2023, we worked again with Melissa Buelow to require only one visit for peer evaluations to make the process equitable across campuses (approved by Faculty Assembly).</p> <p>In Fall 2023, our task force discussed how to best implement different versions of teaching evaluations that are being considered by Ohio State, how to best reduce bias, and the feasibility of implementation of a variety of instruments on the regional campuses. Our task force will wait until the university has proposed new guidelines before we make our final recommendations; they plan to move quickly in 2024.</p> <p>06/27/2023 – No update</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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 will continue to work extensively during the 21-22 academic year. Our task force will wait until the university has proposed new guidelines before we make our recommendations.</p> <p>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.</p>		
Incorporate anti-racism, anti-Blackness, and racial social justice as topics in the EXP course	Stephanie Brown & Marilyn Ervin	COMPLETE
<p>02/17/23 - The EXP course has been substantially revised to incorporate topics related to social justice into the course by weaving references, resources, and related ideas into the current course curriculum. This work was done by several advisors, headed by Max Gulick. The advising team is currently engaged in increasing awareness of the availability of the Diversity, Equity, and Inclusion embedded certificate to our students, who may already be taking some or even most of the requisite courses to fulfill GEN requirements. All the necessary coursework can be completed easily on the Newark campus in the first year.</p>		

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 for 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

12/23/2023-

- **A Drake Institute-led teaching workshop based on Transparency in Teaching and Learning (TILT) framework was held in May 2023. In December 2023, a follow-up session focused on the practical application of this framework to assignments was conducted. A third workshop is planned for Spring 2024 and will provide an opportunity to update and receive feedback on course assignments/syllabi.**
- **A Newark Campus Teaching Resources Carmen course was created. It contains information about a variety of teaching-related resources, as well as links to the Drake Institute and other internal and external resources.**

06/29/2023 - Actions during 2022-2023:

- Submitted updates to the Newark Campus APT document to the Dean/Director that help 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 Drake Institute-led teaching workshop based on Transparency in Teaching and Learning (TILT) framework was held in May 2023. The session will focused on ways to increase transparency and boost student engagement for course activities. A second session focused on the practical application of this framework to assignments is being planned for the 2023-2024 academic year.
- 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. Several faculty reached out to the associate dean for faculty affairs for feedback on their dossiers prior to submission.

Planned activities for 2023-2024:

- 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.
- 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. In consultation with other faculty members, developing a Carmen course seems to be the best approach to this task.
 - Bring speakers to campus who address ways to work with students who are culturally and linguistically diverse.
 - Create programming for workshops that focus on inclusive teaching practices.

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

PAUSED

Expected completion date: 12/31/25

12/14/2023 –

-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.

-Given other priorities and FY24 budget constraints, the remainder of this item is paused.

06/28/2023 -

-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 across time. 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.

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 à 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

Partner with community organizations to mitigate racism in the surrounding communities

Virginia Cope & Brianna Johnson

Expected completion date: 12/31/25

12/22/2023 - In November 2023 Cope and Johnson led the Downtown Newark Association Town Gown Committee in developing and launching a survey to ascertain students' off campus preferences and activities. The survey received more than 60 responses. Based on those responses, the committee made recommendations to DNA member businesses on how to create a welcoming environment for students. The DNA's new strategic plan, based on the Town Gown Committee's efforts, now includes plans for a minimum of twice-yearly activities for Ohio State Newark and COTC students, largely because of the efforts of Cope and Johnson to connect the campus to the downtown community.

06/28/2023 - Virginia Cope and Brianna Johnson created the Downtown Newark Association Town Gown Committee to bring together local leaders and campus staff to collaborate on how to create meaningful positive experiences for students in the surrounding communities. Members from local organizations and businesses met in June and will meet monthly to develop initiatives to create a welcoming environment for students in Newark.

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*.

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.

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 & access program coordinator. The newly hired coordinator, Leshia Farias, is well-established to gather information and develop initiatives to address injustice, in anticipation of coordinating with the incoming DEI director.

Fund some or all of the proposals submitted to the Seed Fund for Racial Justice that received positive reviews but did not receive funding	Jack Richardson, chair of Professional Standards Committee	COMPLETE
<p>02/17/23 – The Professional Standards Committee recommended funding the Culturally Responsive Mentoring Program proposal submitted by Dorian Harrison. Dean MacDonald awarded full funding in February of 2022.</p> <p>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.</p>		