



OHIO UNIVERSITY

Completion Plan Update 2018

Mission

Ohio University holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines.

Vision

Ohio University will be the nation's best transformative learning community where student realize their promises, faculty advance knowledge, staff achieve excellence, and alumni become global leaders.

Campus Student Body Profile

Ohio University was established in 1804 by the State of Ohio and is the oldest university in the Northwest Territory. Ohio University is designated as a Research University by the Carnegie Foundation for the Advancement of Teaching. The main campus is located in the city of Athens in the Appalachian foothills. It is a classic residential campus that serves as the major educational institution in southeastern Ohio.

In the Fall Semester 2016 Ohio University had 24,210 students enrolled (non e-Learning) at the Athens campus. Since the mid-1940s, the campus has expanded to include regional campuses in Chillicothe, Ironton, Lancaster, St. Clairsville, and Zanesville that collectively enrolled 8,480 (non e-Learning) students. In 1976 the College of Osteopathic Medicine was established; recent expansion includes extension campuses in Dublin and Cleveland. Fall 2016 medical student enrollment was 815. There were 6,042 undergraduate students enrolled exclusively in e-Learning courses. The total unduplicated enrollment for Fall Semester 2016 was 36,867.

For the Ohio University Athens campus, 82% of the undergraduate students are State of Ohio residents. Female students comprise 51.5% of undergraduates. For Fall Semester 2016 student enrollment by ethnicity shows that 78.7% are Caucasian, 5.5% are African American, and 3.1% are Hispanic. There were 3,838 nonresident students and 1,442 international students. The freshmen admissions ACT 25th-75th percentile scores were 22 - 26 and 16% ranked in the top ten percent of their high school class. The average age of an Ohio University undergraduate student is 21 years, while 4% are age 25 years or older.

Retention

Ohio University first-year student retention rates on the Athens campus were 79% for 2011 to 2012, increased to 80% for 2013 to 2014, and reached 82% for 2015 to 2016. On the regional campuses over the same time periods, retention has been 60%, 59%, and 55%, respectively. The retention data do not include e-Learning.

First-Year Student Retention by Campus							
Years	2009 to 2010	2010 to 2011	2011 to 2012	2012 to 2013	2013 to 2014	2014 to 2015	2015 to 2016
Athens	81%	80%	79%	79%	80%	79%	82%
Regional	55%	52%	60%	56%	59%	54%	55%

Graduation

Ohio University awarded 7,645 degrees in 2011-2012, 8,747 degrees in 2013-2014, and 9,093 degrees in 2015-2016.

Degrees Awarded by Campus: 2011-2012

	<u>Associate's</u>	<u>Bachelor's</u>	<u>Master's</u>	<u>Doctoral</u>	<u>D.O.</u>	<u>Total</u>
Athens Campus	115	5,465	1,187	133	113	7,013
Chillicothe	211	—	—	—	—	211
Eastern	15	—	—	—	—	15
Lancaster	101	—	—	—	—	101
Southern	190	—	—	—	—	190
Zanesville	115	—	—	—	—	115
Grand Total	747	5,465	1,187	133	113	7,645

Degrees Awarded by Campus: 2013-2014

	<u>Associate's</u>	<u>Bachelor's</u>	<u>Master's</u>	<u>Doctoral</u>	<u>D.O.</u>	<u>Total</u>
Athens Campus	217	6,341	1,329	182	116	8,185
Chillicothe	160	—	—	—	—	160
Eastern	28	—	—	—	—	28
Lancaster	128	—	—	—	—	128
Southern	139	—	—	—	—	139
Zanesville	107	—	—	—	—	107
Grand Total	779	6,341	1,329	182	116	8,747

Degrees Awarded by Campus: 2015-2016

	<u>Associate's</u>	<u>Bachelor's</u>	<u>Master's</u>	<u>Doctoral</u>	<u>D.O.</u>	<u>Total</u>
Athens Campus	93	6,402	1,769	178	136	8,578
Chillicothe	155	—	—	—	—	155
Eastern	16	—	—	—	—	16
Lancaster	118	—	—	—	—	118
Southern	132	—	—	—	—	132
Zanesville	94	—	—	—	—	194
Grand Total	608	6,402	1,769	178	136	9,093

For the Fall 2006 freshman cohort of 4,009 Athens campus students, 44.0% graduated in four years or less (15.9% took 5 years and 3.6% took six years) while 29.4% transferred out of the university, for a 92.9% graduation-and transfer-out rate.

For the Fall 2008 freshman cohort of 3,908 Athens campus students, 48.9% graduated in four years or less (14.9% took 5 years and 3.3% took six years) while 24.7% transferred out of the university, for a 91.8% graduation-and transfer-out rate.

For the Fall 2009 freshman cohort of 4,052 Athens campus students, 48.4% graduated in four years or less (15.6% took 5 years and 2.8% took six years) while 23.8% transferred out of the university, for a 90.5% graduation-and transfer-out rate.

4-Year Graduation Rates on Athens Campus

Year	2005	2006	2007	2008	2009	2010	2011
Student Cohort	4,078	4,009	3,970	3,908	4,052	3,948	3,861
4-Year Rate	44%	44%	48%	49%	48%	46%	44%

The Office Institutional Research prepares an annual Ohio University Fact Book. Compendium data on graduation and retention by gender and ethnicity, as well as, student right-to-know data on graduation rates by Pell Grant are also available. Additional statistical data is available through the National Center for Education Statistics.

Barriers to Persistence and Completion

Ohio University has a local admissions policy for any student from Athens and the contiguous Appalachian counties, with 82% of the Athens campus undergraduate students being Ohio residents. Approximately 25% of first-year students attending Ohio University are first generation. Additionally, 83% of full-time freshmen receive grant or scholarship aid while 26% are Pell Grant eligible.

Entering students without a declared major have been observed to have higher academic probation rates and lower retention rates in comparison to those with a declared major. One-seventh of new students enrolling each year at Ohio University are transfer students, some of whom enter insufficiently prepared to meet Ohio University's academic expectations. In Fall 2012 nearly 28% of all Ohio University undergraduates took remedial classes, almost exclusively taught at the regional campuses.

Within the Office of the Vice President for Student Affairs an increasing demand for mental health services has been observed. Over a five-year period from 2008-2009 through 2012-2013 individual student appointments in the Counseling and Psychological Services went from just under 4,500 to nearly 6,800. Group therapy appointments have surpassed 3,000 sessions, and psychiatry needs have tripled to 2,700 appointments. One of the leading reasons for withdraw from Ohio University is mental health well-being.

Additionally, within the 30% of Ohio University's undergraduate student population that are age 25 and over (mostly at the regional campuses and through eCampus), there are many family support and life/personal issues, including transportation, child care, work conflicts, housing, financial issues, substance abuse, and self-confidence.

Completion Goals for 2016 – 2018

Increases in first-year retention and graduation rates continue to serve as completion goals for Ohio University. Attention to academic advising and academic support are particular completion strategies that are being deployed. Also, the promise of the OHIO Guarantee is just now being realized. Fall 2016 continuing students who entered Ohio University in Fall 2015 will have the same tuition, housing, and fees as in 2015-2016. The OHIO Guarantee will extend to its second cohort of entering students in Fall 2016.

Outcomes of Completion Goals for 2016 – 2018

The first-year retention rate over the period 2010-2011 to 2015-2016 has averaged 80% on the Athens campus and 56% on the regional campuses while the four-year graduation rate has averaged 46% over the same time period. Total number of all degrees awarded has continued to increase.

Several new student success initiatives have been implemented, including the "My OHIO Success Network" and "Ohio University Mobile Support". These will be explained in more

detail below. Completion strategies including Appreciative Advising, “The OHIO Guide: Our Academic Experience”, OHIO First Scholars, the Academic Achievement Center and other support centers, First Year Experience, Learning Communities, Allen Student Advising Center, etc. continue to be offered and enhanced.

The OHIO Guarantee of flat tuition, housing, and fees for an entering cohort will begin its fourth year in Fall 2018. [N.B.: The success of the OHIO Guarantee has led several other Ohio four-public institutions to institute their own tuition guarantee programs. Also, beginning in Fall 2018, the OHIO Guarantee will be extended to all students enrolled at the regional campuses.]

Enhanced Completion Strategies

Continued emphasis on first-year retention and graduation rates continue to serve as completion goals for Ohio University. In addition, attention to academic advising and academic support are particular completion strategies that are being deployed:

MyOHIO Success Network

In Fall 2016 Ohio University introduced MyOHIO Success Network replacing the MAP-Works® program which had been utilized by new undergraduate students since Fall 2010. In Fall 2017 the MyOHIO Success Network was fully implemented for all Ohio University undergraduate students, including the regional campuses and e-Campus.

The MyOHIO Success Network initiative directly supports the University’s Mission and Vision statements by serving as information and communication hub for students, faculty, and student support staff to connect students with the university resources they need to successfully complete their degrees. This system creates a personalized success network for each student improving how they can access needed support and improving how faculty and staff support our students by enhancing communication and coordination of information across the University.

As an **information hub**, the MyOHIO Success Network allows effective use of information to identify the right student at the right time and refer them to the appropriate service to support their academic success. It provides **early identification** to determine who is at-risk early, thus early intervention is possible to support students in meeting the challenges of our academic expectations. Further, there is **improved communication and coordination** by collecting information from a variety of sources and automating communications both to the student and the students’ success network—advisors and student support staff who have a relationship with that student. The MyOHIO Success Network helps build cross-campus communications in support of our students. The network is **engaging students** by helping keep them informed of their own progress and achievement, supporting effective actions and decisions, and referring those in need to the appropriate campus resources. MyOHIO Success Network helps students take control of their pathway to graduation.

Ohio University Mobile Support

Mobile Support is a new text messaging service to help students complete their degrees. The text messages help students stay informed and focused on their college goals. Enrolled students receive Mobile Support message at the beginning of a semester. The messages are designed to

be interactive, and become more personalized the more a student responds. Students can stop Mobile Support at any time.

Strong Start to Finish©

“Strong Start to Finish” aims to significantly increase the number and proportion of low-income students, students of color and returning adults who succeed in college math and English and enter a program of study in their first year of college.” Strong Start to Finish is presented by the Education Commission of the States and is a network of postsecondary and philanthropic leaders. In early 2018, the Ohio Department of Higher Education proposal was one of four nationwide proposals selected for an award over three years. Ohio University is one of 12 universities and 18 community colleges in Ohio that is part of the collaboration. The Ohio Department of Higher Education proposal goal is to increase from 33% to 50% by 2021 the completion of college-level math and English in the first year.

Ohio University’s part in contributing to this statewide goal will require increasing the overall percent of students completing both English and Math on the Athens campus to 72.7% (a 20% increase) and on the regional campuses to 49.8% (a 12.5% increase).

College Transition Collaborative

Ohio University is exploring a partnership with the College Transition Collaborative toward greater achievement and engagement with increased completion. The work with the College Transition Collaborative uses scientifically developed approaches to understand the student experience during the transition to college and in time of difficulty at the institution and uses psychologically-based approaches to show students they can succeed.

Career and Leadership Development

In the Fall 2012, Ohio University merged its student leadership development efforts with its career services office, setting a new standard for the holistic preparation of young scholars. The Career and Leadership Development Center (CLDC) is available to all Ohio University students and alumni for active development and implementation of career and leadership skills. It can help students select programs of study by matching their abilities, interests, and aspirations with specific majors and academic opportunities. The CLDC offers interest and skills assessments, leadership development, and career coaching. CLDC and online resources are used to explore major and career opportunities.

The CLDC assists students with their post-graduation planning through its job search guidance, résumé preparation, mock interviews, and employer relations and annual career fairs. From its earliest days, the Center has tailored its efforts around best practices, employer input and feedback, and assessment. Based on employer data, the CLDC identified six transferable skills most commonly sought by employers across a broad spectrum of industries. Those skills include self-awareness, interpersonal communication, teamwork, problem solving, adaptability and innovation. Integrating those skills into its services, the CLDC employs an innovative, structured, but individualized, model based on neuropsychological best practices. Dubbed “Brain Based Career Development” and developed by the CLDC director, the model utilizes an action-oriented, student-led approach rooted in career coaching.

The CLDC workshops include the Professional Leadership Certificate and the 21st Century Leadership Certificate. A Foundations for First-Year Students helps students discover their leadership potential. The Pepsi Scholars is a one-of-a-kind program for first-year students and seeks to help students establish, empower, effect and evolve their leadership skills.

The CLDC has begun using “Handshake” as its career platform which allows students to discover jobs at top financial institutions, cutting edge tech firms, leading design and marketing agencies, nonprofits, etc. Students can receive personal recommendations based on their interests, skills, major, location preferences and search history.

A new career service fee beginning in Fall 2018 will support enhanced programing and resources across the institution, both in Athens and on the regional campuses toward providing all students with individual, customized career services support across their progression toward their degrees. Further, expanded access to customized experiential learning activities, many in the local communities, for all undergraduate will be provided.

Workforce Development Priorities

Ohio University is the largest institution of higher education in south/southeastern Ohio. It is also one of the largest regional employers with nearly 5,100 full-time and part time employees, including 1,235 full-time faculty. Ohio University’s total economic impact on the state in 2012 was \$1.5 billion and is estimated to support 14,300 jobs in Ohio. In Athens County, 53% of total economic output is derived from the university and university-related spending.

Ohio University offers degrees ranging from associate to doctorate, as well as the only doctor of osteopathic medicine in Ohio. Academic programs distributed across 11 colleges and schools award more than 100 degrees. The university extends to five regional campuses, two medical extension campuses, three regional centers, and partners with several Ohio, Kentucky, and West Virginia community colleges. Nearly three-fifths of Ohio University’s worldwide alumni reside in the state of Ohio. Each regional campus engages in some form of workforce development activity, most frequently by offering community oriented trainings and workshops. Ohio University is developing the talent to meet local, regional, state, and national economic needs by preparing a future workforce with the knowledge and skills necessary to succeed in the global marketplace.

Ohio University significantly contributes to the state and region through: talent and workforce development; research, scholarship, and creative activity, innovation and entrepreneurship; healthcare and wellness; and environment, infrastructure, and sustainability. Some brief examples are cited in the following sections.

Talent and Workforce Development

Ohio University’s College of Business was ranked the 38th-best undergraduate business school and 15th amongst public schools in Bloomberg Businessweek’s 2016 review of the “Best Undergraduate Business Schools.” According to *SportBusiness International* magazine’s 2017 rankings, Ohio University is the world’s top Master of Sports Administration program for the

fifth time in six years. The online RN to B.S.N. program ranked 5th in the nation by Best College Reviews in 2015.

According to the 2018 *U. S. News and World Report*, the graduate ceramics program in the College of Fine Arts now ranks third among all United States programs and the college graduate printmaking program ranks tenth, representing examples of a robust community for artists, musicians, and theater. The Tantrum Theater is a professional theater company located in the Dublin, Ohio community through a partnership between Ohio University, the City of Dublin, and the Dublin Arts Council. The Kennedy Museum of Art is the only major collecting art institution in southeast Ohio.

Experiential learning through internships, practicums, service learning, and volunteerism totaled over 1.4 million hours in 2011-2012 with a value of \$25.8 million. Also, working in collaboration with 135 school districts and educational institutions Ohio University is addressing students' skill gaps through opportunities to further their education and through providing teacher training for Appalachian Ohio.

Ohio University operates TechGROWTH Ohio, a venture development organization that serves 20 counties. TechGROWTH is funded by Ohio's Third Frontier and since its founding in 2007 has worked with 544 companies and has generated over \$350 million in economic measures. Through TechGROWTH, entrepreneurs and technology start-up companies in southeast Ohio can access business assistance and sources of capital. Business services include assistance with: business plans, product development, legal services, marketing, executive recruitment and more. TechGROWTH helps companies prepare to access seed-stage and angel investment capital as well as research grants and loans. TechGROWTH has assisted hundreds of technology companies with a broad range of services, grants and investments. These resources have helped area companies generate millions of dollars in additional economic activity. TechGrowth targets seed-stage technology companies in sectors including, but not limited to: advanced energy, biomedical, information technology, advanced materials and electronics.

Research, Scholarship, and Creative Activity

Ohio University's Institute for Corrosion and Multiphase Technology is the largest of its kind in the world and works in collaboration with a consortium of oil and chemical companies to develop ways to reduce corrosion of pipelines. The Avionics Engineering Center is the only facility of its kind in the United States specializing in research, development, and evaluation of electronic navigation, communication and surveillance systems. Also, The Institute for Nuclear and Particle Physics hosts the largest and highest-energy particle accelerator in the state. Ohio University received over \$27 million in external research funding in FY2017.

Innovation and Entrepreneurship

The Center for Entrepreneurship is a partnership of the College of Business, the Voinovich School of Leadership and Public Affairs, and all of Ohio University's colleges and campuses. The Center for Entrepreneurship aims to contribute to Ohio University's entrepreneurial ecosystem by enhancing entrepreneurial education, university-based entrepreneurial activity and regionally focused venture development in southeast Ohio. The Center for Entrepreneurship and its partners host a wide variety of programs and events encouraging entrepreneurial development

on campus and beyond. A major in entrepreneurship and Certificate in Entrepreneurship are available.

Since its founding in 1983, Ohio University's Innovation Center has incubated over 100 companies and created more than 1,200 jobs. The Innovation Center offers flexible office space and scientific laboratory space and equipment for startup businesses. Services also include business mentoring and networking opportunities. The LIGHTS program within the Innovation Center offers start up resources to individuals in the surrounding 28 counties. The sale of Diagnostic Hybrids, a company that graduated from the Innovation Center and created 235 jobs, generated \$35 million for Ohio University in 2010. The total estimated economic activity of all businesses incubated by the Innovation Center on Athens County's economy in 2016 was 227 jobs. This generated an estimated \$10.1 million in employee compensation.

According to the Association of University Technology Managers (2011-present), Ohio University ranked first in the state for licensing revenue generated from research discoveries (\$10.6 million in FY 2014) and for FY 2014 ranked ninth in the United States for percent return on investment in research expenditures. During Fiscal Year 2016 licenses for faculty inventions generated 47.7 million in royalty income. The Technology Transfer Office has issued 110 patents and processed nearly 300 patent applications

Innovation Strategy

In 2014 Ohio University took steps to develop a strategy – now designated the Innovation Strategy – to ensure that the institution continues to engage substantively with the challenges of the 21st century.

The Innovation Strategy identified four broad portfolios of major challenges, each encompassing a suite of niches for possible investment. The niches represent significant problems, linked to areas in which Ohio University has existing assets or expertise, and offering the potential for investment with high-level impact.

The Innovation Strategy encompasses the full spectrum of the university's activities – including teaching and learning, research and scholarship, creative activity, and the operational functions of the university. It also aims to incentivize and leverage interdisciplinary and multi-college collaboration.

Four major awards were made in 2016 for “Diagnosis of Osteoporosis and Prevention of Fractures”, “Immersive Media”, “Preventing a Bust: Innovations for Sustainable and Enhanced Economic Outcomes from Shale”, and “Academic Innovation Accelerator”. Additional planning grants and seed grants have been awarded to allow select teams to develop their initiatives further and to make the teams competitive for future rounds of major Innovation Strategy funding. More than \$4 million has been provided to date.

Healthcare and Wellness

One of Ohio University's goals is to educate and train the necessary workforce to ensure accessibility of quality healthcare services and promotion of healthy lifestyles, especially in the Appalachian region. Fifty-nine percent of Ohio University medical student graduates are practicing in Ohio and make up 12% of all physicians in rural communities. Almost 12,000

clinical and screening encounters were provided through outreach programs across 16 counties, either at low cost or no cost to clients in 2016-2017. The College of Health Sciences and Professions is home to the largest nursing school in the state. Also, in conjunction with the University of Toledo and others the College of Health Sciences and Professions have launched the collaborative research effort Ohio Alliance for Innovation in Population health to fight the region's largest health problems. Further, the college is helping to lead the Ohio River Valley Addiction Research Consortium.

Sustainability and Environment

Ohio University's Office of Sustainability provides services and support to the campus community; advocates for innovation and research; and ensures fulfillment of institutional commitments to environmental, social and economic well-being. Ohio University has repeatedly demonstrated its commitment to sustainability. Ohio University became the first public university in the state to hire a full-time employee to work solely on sustainability initiatives. The university is also home to the largest in-vessel composting system at a college or university in the nation and has been identified as an Ohio Center of Excellence for Energy and the Environment. Through the Climate Action Plan Ohio University committed to decrease its greenhouse gas emissions while increasing environmentally preferable behaviors in institutional policies and procedures, eventually reaching carbon neutrality in the latter half of this century. Climate change mitigation has/is being accomplished through the conservation and efficient use of natural resources as well as through the replacement of carbon-intensive energy sources with more efficient alternatives.

Resources

Academic Achievement Center
<http://www.ohio.edu/aac>

Academic Advising Syllabus
<https://ohio.app.box.com/s/k7uaopx3pqlpq224u35q8bams168v4ff>

Advisor Addendum: Supplement to The OHIO Guide
<https://ohio.app.box.com/s/9ktbo6mv8z74l0uzcdx81rkcbcgf5k10>

Allen Student Advising Center
<https://www.ohio.edu/uc/advising-center/index.cfm>

Appreciative Advising
<https://www.ohio.edu/uc/advising/appreciative.cfm>

Career and Leadership Development Center
<http://www.ohio.edu/careerandleadership>

Center for Entrepreneurship
<https://www.ohio.edu/entrepreneurship>

Climate Action Plan
https://www.ohio.edu/sustainability/upload/Ohio-University-CAP_Final_Nov2012.pdf

College Transition Collaborative
<http://collegetransitioncollaborative.org>

Compendium
<https://www.ohio.edu/instres/compendium/index.html>

eCampus (e-Learning)
<https://www.ohio.edu/ecampus>

First Year Experience
<https://www.ohio.edu/fye>

Handshake
<https://www.ohio.edu/careerandleadership/handshake/index.cfm>

Health and Wellness
<https://www.ohio.edu/chsp/about/points-of-pride.cfm>
<https://view.joomag.com/heritage-college-annual-report-2016-2017/0900271001520439175?short>

Innovation Center
<https://www.ohio.edu/research/innovation>

Innovation Strategy
<https://www.ohio.edu/research/innovation-strategy.cfm>

Learning Communities
<https://www.ohio.edu/uc/learning-communities>

Mobile Support
<https://www.ohio.edu/instres/mobilesupport/index.html>

MyOHIO Success Network
<https://www.ohio.edu/success-network>

National Center for Education Statistics
<http://nces.ed.gov/collegenavigator>

OHIO First Scholars
<https://www.ohio.edu/uc/firstgen/index.cfm>

The OHIO Guide: Our Academic Experience – 2017-2018
<https://issuu.com/ohiosuniversitycollege/docs/ohio-guide-issuu>

OHIO Guarantee
<https://www.ohio.edu/guarantee>

OHIO's Impact: Centers of Excellence play key role in University's economic impact.
<http://www.ohio.edu/compass/stories/13-14/2/ohio-impact-centers-excellence.cfm>

Ohio University-Economic Impact Assessment, Educating Students, Impacting Communities
http://www.ohio.edu/ucm/upload/Economic-Impact_full_report-2.pdf

Ohio University Fact Book, August 2017.
<http://www.ohio.edu/instres/factbook.pdf>

Persistence Plus
<http://www.persistenceplusnetwork.com/>

SmarterMeasure
<http://www.smartermeasure.com>

Sustainability Plan
https://www.ohio.edu/sustainability/upload/Ohio-University-Sustainability-Plan_V3.pdf

Strong Start To Finish©
<https://strongstart.org>

Tantrum Theater
<http://tantrumtheater.org>

TechGROWTH
<http://www.techgrowthohio.com>



Interoffice Communication

Date: June 4, 2018

To: The President and Board of Trustees

From: Elizabeth Sayrs, Interim Executive Vice President and Provost
Howard Dewald, Associate Provost for Faculty and Academic Planning

Re: **Commercialization Pathway for Tenure**

The Ohio Revised Code 3345.45-C1/2 now requires a pathway that includes excellence in commercialization as a criterion that can be considered in tenure decisions. In addition, beginning on July 1, 2018, as a condition for a state university to receive any state funds for research that are allocated to the department of higher education under the appropriation line items referred to as either “research incentive third frontier fund” or “research incentive third frontier-tax,” the chancellor shall require the university to include multiple pathways for faculty tenure, one of which may be a commercialization pathway, in its policy. This memo serves to demonstrate that the Board of Trustees has reviewed the University’s tenure policy and ensured that it has been updated to meet the requirements outlined by Ohio Revised Code 3345.45-C1/2.

Ohio University Policy 18.009: Faculty Responsibility and Evaluation, Section C, begins with the statement, “Teaching research, and service, each broadly defined, constitute the three major areas of faculty responsibility.” Further, Section D states, “In general, it is expected that the mission of the academic unit will determine the relative balance of teaching to research/scholarship/creative activity and public service.”

On March 5, 2018, the Faculty Senate approved a resolution to revise the *Ohio University Faculty Handbook* Section II.C.6.a regarding criteria for tenure to include language on commercialization. The resolution was signed on April 11, 2018. The relevant language follows:

Tenure is awarded to those individuals whose records indicate that they are likely to continue to make significant positive contributions to the academic life of the University throughout their professional careers. Eligibility for tenure shall be determined by the department concerned and is reserved for those who are engaged in academic activities, **including research, and/or scholarly activity, and/or creative activity (of which any may include activities leading to commercialization)**, teaching, and service.

The full text of the resolution is appended.

**Resolution on
Commercialization as a Possible Criteria for Promotion and Tenure
Promotion and Tenure Committee of the Faculty Senate
March 5th, 2018 Passed**

Whereas the Ohio Revised Code 3345.45-C1/2 now requires a pathway for commercialization as a criteria that can be considered in promotion and tenure;

Whereas, the Legislature has determined that beginning on July 1, 2018, as a condition for a state university to receive any state funds for research that are allocated to the department of higher education under the appropriation lines items referred to as either “research incentive third frontier fund” or “research incentive third frontier-tax,” the chancellor shall require the university to include multiple pathways for faculty tenure, one of which may be a commercialization pathway, in its Board-approved policy.

Be it resolved that section II.C.6.a of the Faculty Handbook be revised:

Original: 6. Faculty Tenure

- a. Tenure is awarded to those individuals whose records indicate that they are likely to continue to make significant positive contributions to the academic life of the University throughout their professional careers. Eligibility for tenure shall be determined by the department concerned and is reserved for those who are engaged in academic activities, including teaching, research, and service.

Revision: 6. Faculty Tenure

- a. Tenure is awarded to those individuals whose records indicate that they are likely to continue to make significant positive contributions to the academic life of the University throughout their professional careers. Eligibility for tenure shall be determined by the department concerned and is reserved for those who are engaged in academic activities, including research, and/or scholarly activity, and/or creative activity (of which any may include activities leading to commercialization), teaching, and service.