

**MINUTES OF THE MEETING OF  
THE BOARD OF TRUSTEES OF OHIO UNIVERSITY**

**Thursday, October 7 and Friday, October 8, 1999**

**Ohio University, Athens Campus**



THE OHIO UNIVERSITY BOARD OF TRUSTEES  
MINUTES OF October 8, 1999 MEETING

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## **I. ROLL CALL**

Eight members were present including Chairman N. Victor Goodman; Patricia A. Ackerman; R. Gregory Browning; Gordon F. Brunner; Charles R. Emrick, Jr; M. Lee Ong; C. David Snyder; and Robert Walter. This constituted a quorum. Trustee Brandon T. Grover attended Thursday's activities and meetings, but was unable to be present for the Friday sessions.

Student Trustees Michelle Miller and Deland Basora also attended as did President Robert Glidden and Secretary Alan H. Geiger.

This was Trustee Browning's first meeting since succeeding Jacqueline Romer-Sensky who resigned. Mr. Browning's terms ends May 12, 2007.

## **II. APPROVAL OF THE MINUTES OF THE MEETING OF June 25, 1999 (Previously distributed)**

Mr. Emrick moved approval of the previously distributed minutes. Mr. Brunner seconded the motion. All voted aye.

## **III. COMMUNICATIONS, PETITIONS, AND MEMORIALS**

Secretary Geiger reported there were no communications, petitions or memorials.

## **IV. ANNOUNCEMENTS**

Secretary Geiger stated there were no announcements.

## **V. REPORTS**

President Robert Glidden stated the reports are to be given during the Board Administration Committee meeting.

## **VI. UNFINISHED BUSINESS**

Secretary Geiger reported no unfinished business.

## VII. NEW BUSINESS

Chairman Goodman reported that Board committees had, at their respective meetings, discussed matters being presented to the Board. Items for action will be presented by the committee chairman or a committee member as designated by the chairman.

## A. BOARD ADMINISTRATION COMMITTEE

Committee Chairman Ackerman noted the committee was meeting as a committee-of-the-whole to review reports from Vice President Richard Siemer, Provost Sharon S. Brehm and Vice President for University Advancement Leonard Raley.

Mr. Siemer reported the year-end audit would be ready for review at the December, 1999 Trustee meetings. He noted the Provost had eliminated past carry-forward practices and returned 100% of budget savings to planning units. As a part of this process \$.5 million was added to the University's "rainy day" fund.

Vice President Siemer stated 85% of our revenue is enrollment driven and that 70% of the revenues are in salaries. He noted revenue estimates are on target. He also commented on our new asset management investment strategy.

He concluded by noting the institution's effort in assisting with regional economic development and the importance of the University and community to each other.

Provost Brehm introduced Associate Provost Douglas Mann who provided an update on technology issues. Dr. Mann reported on four major technology areas as well as the Enterprise Project with its impact on the institution's administrative systems. An outline of Dr. Mann's report is included with the official minutes and a listing is as follows:

1. Computer Program in the Residence Halls.
2. Center for Innovations and Technology for Learning.
3. Y2K Readiness: Centralized Administration Systems.
4. Y2K Readiness: Department Hardware and Software.

Provost Brehm provided all Trustees with a brief enrollment summary. A full report was given to the Education Policy Committee Thursday. A copy of the Provost's material is included with the official minutes. The Provost commented on various enrollment data giving particular attention to minority data and the fact we have made no progress over the last decade to increase participation. The new effort to increase minority participation by Assistant Vice President for Administration Chris Taylor will be fully reported to Trustees at the December meetings. Trustees ask that the minority enrollment report include retention patterns, data by College by race and a recommendation for setting objectives for minority recruitment efforts by looking at other "best practices."



Vice President Leonard Raley reported on the realignment of the vice presidential areas of the development and alumni offices and the communication and marketing areas. He noted this new area which he oversees is now identified as University Advancement and its mission is to present a more unified institutional voice and message by creating an integrated internal communication network.

Vice President Gary North and Facilities Planner John Kotowski, presented recommendations for meeting the University's capital needs for Fiscal Year 2001-2006. Recommendations for the Athens and Regional Campuses were discussed with issues regarding the formalization of the capital process by the Ohio Board of Regents, the internal consultation processes and the fact that state funding is lagging in meeting proposed capital improvements needs.

Chairwoman Ackerman presented the motion, which was moved by Mr. Goodman. Mr. Ong seconded the motion and all voted aye.

**CAPITAL IMPROVEMENTS PLAN  
ATHENS AND REGIONAL CAMPUSES**

**FISCAL YEARS 2001 THROUGH 2006**

**RESOLUTION 1999—1673**

**WHEREAS**, the Ohio Board of Regents has notified Ohio University that the Capital Improvements Plan for the Fiscal Years 2001-2006 must be submitted in October 1999, and

**WHEREAS**, the Ohio University Board of Trustees on January 30, 1993 by Resolution 1271, did approve the consultant's report on "Space Utilization and Management" as the guide to campus development and capital requests for the next decade, with the provisions that specific plans for biennial capital funding and recommendations for demolition of buildings required further Board of Trustee action, and

**WHEREAS**, the University undertook the development of a "Campus Master Plan" and updated the "Space Utilization and Management Study" and the plan and a modified portion of the SUMS document were presented to and approved by the Ohio University Board of Trustees on June 27, 1996, and

**WHEREAS**, the University established in April 1999 the Capital Planning Advisory Board to review proposed capital expenditures on the Athens Campus for the Provost's Office, and

**WHEREAS**, the capital plan for fiscal years 2001 through 2016 was reviewed, discussed and approved by the Capital Planning Advisory Group in May 1999,

**NOW, THEREFORE, BE IT RESOLVED** that the Ohio University Board of Trustees does hereby approve the attached Summary of Capital Improvements Projects on the Athens and Regional Campuses for the period beginning on July 1, 2000 and ending on June 30, 2006.

**BE IT FURTHER RESOLVED** that the Ohio University Board of Trustees does hereby empower the President or his designee to submit to the Ohio Board of Regents and other state officials a Fiscal Year 2001-2006 Capital Improvements Plan for Ohio University.

Vice President  
for Administration

Cutler Hall 209  
Athens OH 45701-2979  
614-593-2556



OHIO UNIVERSITY

September 13, 1999

Dr. Robert Glidden, President  
Ohio University  
Cutler Hall  
Campus

Dear Bob:

John Kotowski has prepared an updated six year Capital Plan for consideration by the Board of Trustees. The plan follows the 1992 Space Utilization and Management Plan and was prepared in consultation with professional staff and university Space Advisory committees. Included is a project outline for the Athens and regional campuses covering the period of FY 2001 to 2006.

In addition, John developed a long range plan covering the period from FY 2001 to 2016 which describes priority projects and associated costs as identified by the capital planning process and reviewed by the university Space Advisory Committee.

John will attend the Board of Trustees meeting to answer questions about the proposed plan.

I recommend approval.

Sincerely,

A handwritten signature in cursive script, appearing to read "Gary North".

Gary North

GN:mm

attachments

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O H I O U N I V E R S I T Y  
Office of Facilities Planning and Construction

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Interoffice Communication

September 10, 1999

TO: Dr. Gary B. North, Vice President for Administration

FROM: John K. Kotowski, Director of Facilities Planning

SUBJECT: FISCAL YEARS 2001- 2006 CAPITAL IMPROVEMENTS  
PLAN FOR ATHENS AND REGIONAL CAMPUSES

Enclosed please find a resolution for consideration by the Ohio University Board of Trustees at their regular meeting of October 1, 1999. In addition to the resolution, I have included a project summary for the period FY 2001-2006 for both the Athens and Regional Campuses. Also enclosed is an FY 2001-2016 project summary for the Athens Campus. The final enclosure is a document that compares the recommended Capital Improvements Plan for FY 2001-2016 with the recommendations of the Space Utilization and Management Study.

The information regarding capital improvements for the Regional Campuses is self explanatory. This document was prepared with the Dean's of the various campuses as well as the Vice President for Regional Higher Education's Office.

The Capital Improvements Plan for the FY 2001-2006 period is the plan that I recommend be forwarded to the Ohio Board of Regents and other state officials and represents the priority needs for capital improvements to permit the institution to renew its general fund facilities over a twenty-five year period. I estimate that the University's general fund plant has a value of \$557,000,000. Therefore, \$22,780,000 is required for capital renewal every year or about \$44,560,000 per biennia. This Plan recommends a need for funding during each of the next three biennia of between \$42,693,814 and \$44,298,504.

The Capital Improvements Plan for the FY 2001-2016 period is for internal use. This plan identifies a need for each biennium of either \$25,670,304 or \$26,350,304. The lower figure represents the amount received during this current capital period. The larger

Page Two  
Dr. Gary B. North  
September 10, 1999

figure is what was received this biennium plus \$680,000 for the demolition of the Stores Facility on West State Street. Because we are proposing to reduce space on campus with the razing of the Stores Facility, these dollars should be recommended by the Ohio Board of Regents debt service free to the University. I believe that it is not realistic to assume that funding in the next capital period will be any greater than the funding that has currently been received. In fact, it is likely that funding may be reduced and this was anticipated with the placement of a contingency in each funding cycle.

The final document enclosed is a comparison of the FY 2001-2016 Capital Improvements Plan with our space planning document, the 1992 Space Utilization and Management Study. I have provided this document so that you and other interested parties will be able to compare the recommendations for capital improvements with our facilities management plan.

The institution will continue to fall behind on facility needs if funding for capital improvements remain at current levels. Capital funding at \$25,670,304 is between 55% and 60% of the campus' need for a reasonable renewal rate and at these current funding levels, the University continues to fall behind on the recommendations, of its facilities management plan. Please note that the information on capital funding does not include operating budget funds used for capital type expenditures. Funding within the operation budget has accounted for approximately \$1,000,000 in capital type expenditures annually. This still places capital funding just under 60% of the campus need for a twenty five year renewal rate. In April 1999, Ohio University issued bonds for capital improvements on the campus. The bond issue was for a total of \$32,295,000. This bond issue makes approximately \$29,982,652 in capital funding per year for fiscal years 2000 and 2001, or 135% of what is required per year to address its plant.

If you have any questions regarding the enclosed, please let me know. I will plan to attend the next Board meeting so that I can assist with the answering of any questions raised by individuals in attendance.

JKK/slw/CPLN9901.GBN

Enclosures

Pc: Dr. Tom D. Daniels  
Dr. Charles P. Bird  
Members of the Capital Planning Advisory Board  
Staff Members

September 10, 1999

Ohio University  
Capital Improvements Plan

PROJECT SUMMARY

ATHENS CAMPUS

FY 2001 to 2006

**PRIORITY LIST OF INDIVIDUAL PROJECTS FOR EACH BIENNIUM  
ATHENS CAMPUS**

CAPITAL IMPROVEMENTS REQUEST ESSENTIAL TO CONTINUE THE  
UNIVERSITY'S ROLE AND MISSION

**FY 2001 - 2002 BIENNIUM**

PROJECT OR ITEM	FUNDING REQUESTED
1. Hocking Conservancy District Assessment (Maintenance & River Corridor Improvements)	750,000
2. Basic Renovations - Formula Funding	3,970,024
3. Demolition of Former Stores Facility	680,000
4. Supplemental Basic Renovations	1,000,000
5. Life Sciences Completion (\$19,300,000)	8,750,000
6. Bentley Hall, Phase I (Addition)	6,564,450
7. Putnam Hall Rehabilitation (Partial)	3,879,127
8. PSAC Rehabilitation Planning/Construction	5,810,000
9. Bentley Hall Completion	7,403,220
10. Tupper Hall Planning	500,000
11. McCracken Hall Rehabilitation – Phase I	<u>6,223,660</u>
<b>TOTAL FY 2001-2002 BIENNIUM</b>	<b>\$45,530,481</b>

**FY 2003 - 2004 BIENNIUM**

PROJECT OR ITEM	FUNDING REQUESTED
1. Hocking Conservancy District Assessment (Maintenance & River Corridor Improvements)	750,000
2. Basic Renovations - Formula Funding	3,970,024
3. Supplemental Basic Renovations	1,000,000
4. Lausche Heating Plant Rehabilitation	10,000,000
5. McCracken Hall Rehabilitation, Phase II	4,001,340
6. Tupper Hall Rehabilitation	5,520,000
7. Chubb Hall Rehabilitation	2,186,880
8. Wilson Hall Rehab. (College Green) Planning	200,000
9. Hudson Health Center – Planning	750,000
10. Seigfred Hall Rehabilitation – Phase I	6,900,000
11. Student Services Facility – Phase I	<u>9,668,300</u>
<b>TOTAL FY 2003 - 2004 BIENNIUM</b>	<b>\$44,946,544</b>



**FY 2005 - 2006 BIENNIUM**

PROJECT OR ITEM	FUNDING REQUESTED
1. Hocking Conservancy District Assessment	750,000
2. Basic Renovations - Formula Funding	3,970,024
3. Supplemental Basic Renovations	1,000,000
4. Wilson Hall Rehabilitation (College Green)	1,725,000
5. Hudson Health Center Rehab. – Phase I	3,468,250
6. Seigfred Hall Rehabilitation Completion	6,900,000
7. Student Services Facility – Phase II	7,611,930
8. Hudson Health Center Rehab. Completion	3,468,250
9. Student Services Facility – Phase III	14,236,930
10. Cutler Hall Rehabilitation – Planning	500,000
11. Alden Library Rehabilitation – Planning	1,000,000
12. Central Classroom Bldg. – Planning	<u>500,000</u>
<b>TOTAL FY 2005 – 2006 BIENNIUM</b>	<b>\$45,130,384</b>

CAPLAN99.005

September 10, 1999

Ohio University  
Capital Improvements Plan  
PROJECT SUMMARY  
REGIONAL CAMPUSES  
FY 2001 to 2006

**PRIORITY LIST OF INDIVIDUAL PROJECTS  
FOR EACH BIENNIUM  
REGIONAL CAMPUSES**

**FY 2001-2002 BIENNIUM**

PROJECT OR ITEM	FUNDING REQUESTED
1. Basic Renovations	
A. Chillicothe Campus	\$ 178,496.00
B. Eastern Campus	112,113.00
C. Lancaster Campus	183,549.00
D. Southern Campus	91,952.00
E. Zanesville Campus	202,175.00
1. Critical Need	
A. HVAC & Lab Impr/Bennett Hall Chillicothe Campus	\$ 953,030.00
B. Building Acquisition/Renovation Eastern Campus	1,208,000.00*
C. Laboratory/Library Impr Lancaster Campus	1,116,760.00
D. Technology Center Completion Southern Campus	645,200.00
E. Elson Hall Rehab. – Ph. II Zanesville Campus	1,136,920.00
3. Technology Center Completion Southern Campus	2,099,920.00**
<p>*This amount contains \$440,000 that should have been a part of the campus' FY 1999-2000 formula funding.</p> <p>**This appropriation is anticipated by the University debt service free to the campus to assist with resolving space shortage problem.</p>	
<b>TOTAL FY 2001-2002 BIENNIUM</b>	<b>\$7,928,115.00</b>

**FY 2003 – 2004 BIENNIUM**

PROJECT OR ITEM	FUNDING REQUESTED
1. Basic Renovations	
A. Chillicothe Campus	\$ 178,496.00
B. Eastern Campus	112,113.00
C. Lancaster Campus	183,549.00
D. Southern Campus	91,952.00
E. Zanesville Campus	202,175.00
2. Critical Need	
A. Technical Bldg. Addition Chillicothe Campus	\$ 238,257.00
B. Bennett Hall Improvements Chillicothe Campus	476,516.00
C. Parking Improvements Chillicothe Campus	238,257.00
D. Science/Fine Arts, Phase II Eastern Campus	368,000.00
E. Grounds Maintenance Eastern Campus	400,000.00
F. Pickerington Center Dev. Renov./Expan. Lancaster Campus	1,116,760.00
G. Daycare Center Southern Campus	545,200.00
H. Land Acquisition Southern Campus	100,000.00
I. Elson Hall Rehab. – Ph. III Zanesville Campus	1,136,920.00
<b>TOTAL FY 2003 – 2004 BIENNIUM</b>	<b>\$ 5,388,195.00</b>

**FY 2005 – 2006 BIENNIUM**

PROJECT OR ITEM	FUNDING REQUESTED
1. Basic Renovations	
A. Chillicothe Campus	\$ 178,496.00
B. Eastern Campus	112,113.00
C. Lancaster Campus	183,549.00
D. Southern Campus	91,952.00
E. Zanesville Campus	202,175.00
2. Critical Need	
A. Roof Improvements Chillicothe Campus	\$ 476,515.00
B. Bennett Hall Improvements Chillicothe Campus	476,515.00
C. Science/Fine Arts Renov. Completion Eastern Campus	300,000.00
D. Parking Facility Improvements Eastern Campus	468,000.00
E. Herrold Hall Improvements Lancaster Campus	766,760.00
F. Parking Facility Improvements Lancaster Campus	350,000.00
G. Technology Center Addition Southern Campus	645,200.00
H. Littick Hall Roof Improvements Zanesville Campus	175,000.00
I. Campus Wide HVAC/Electrical Data Impr. Zanesville Campus	961,920.00
<b>TOTAL FY 2005 – 2006 BIENNIUM</b>	<b>\$5,388,195.00</b>

August 24, 1999

Ohio University  
Capital Improvements Plan

(Update)

ATHENS CAMPUS

FY 2001 to 2016

**PRIORITY LIST OF INDIVIDUAL PROJECTS FOR EACH BIENNIUM  
ATHENS CAMPUS**

CAPITAL IMPROVEMENTS REQUEST ESSENTIAL TO CONINUE THE  
UNIVERSITY'S ROLE AND MISSION

**FY 2001 - 2002 BIENNIUM**

PROJECT OR ITEM	FUNDING REQUESTED
1. Hocking Conservancy District Assessment (Maintenance & River Corridor Improvements)	750,000
2. Basic Renovations - Formula Funding	3,970,024
3. Demolition of Former Stores Facility	680,000
4. Supplemental Basic Renovations	1,000,000
5. Life Sciences Completion (\$19,300,000)	8,750,000
6. Bentley Hall, Phase I (Addition)	6,564,450
7. Putnam Hall Rehabilitation (Partial)	3,879,127
8. PSAC Rehabilitation Planning	500,000
9. Contingency @ 1%	<u>256,703</u>
<b>TOTAL FY 2001 - 2002 BIENNIUM</b>	<b>\$26,350,304</b>

**FY 2003 - 2004 BIENNIUM**

PROJECT OR ITEM	FUNDING REQUESTED
1. Hocking Conservancy District Assessment (Maintenance & River Corridor Improvements)	750,000
2. Basic Renovations - Formula Funding	3,970,024
3. Supplemental Basic Renovations	1,000,000
4. Bentley Hall Completion	7,403,220
5. PSAC Rehabilitation – Construction	5,310,000
6. Tupper Hall Planning	500,000
*7. McCracken Hall Rehabilitation – Phase I	6,223,660
8. Contingency @ 2%	<u>513,400</u>
<b>TOTAL FY 2003 - 2004 BIENNIUM</b>	<b>\$25,670,304</b>

**\*ASSUMES EDUCATION FINDS PLANNING DOLLARS BEFORE THIS  
APPROPRIATION TO PLAN PHASED RENOVATION WHILE REMAINING  
IN BUILDING**

CAPITAL IMPROVEMENTS REQUEST ESSENTIAL TO CONTINUE THE  
UNIVERSITY'S ROLE AND MISSION

**FY 2005 - 2006 BIENNIUM**

PROJECT OR ITEM	FUNDING REQUESTED
1. Hocking Conservancy District Assessment	750,000
2. Basic Renovations - Formula Funding	3,970,024
3. Supplemental Basic Renovations	1,000,000
4. Lausche Steam Plant Rehabilitation	10,000,000
5. McCracken Hall Rehabilitation, Phase II	4,001,340
6. Tupper Hall Rehabilitation	5,520,000
7. Contingency @ 1.7%	<u>428,940</u>
<b>TOTAL FY 2005 - 2006 BIENNIUM</b>	<b>\$25,670,304</b>

**FY 2007 - 2008 BIENNIUM**

PROJECT OR ITEM	FUNDING REQUESTED
1. Hocking Conservancy District Assessment	750,000
2. Basic Renovations	3,970,024
3. Supplemental Basic Renovations (elevator, roof, miscellaneous)	1,000,000
4. Chubb Hall Rehabilitation	2,186,880
5. Wilson Hall Rehab. (College Green) Planning	200,000
6. Hudson Health Center – Planning	750,000
*7. Seigfred Hall Rehabilitation – Phase I	6,900,000
8. Student Services Facility – Phase I	9,668,300
8. Contingency @ 1%	<u>245,100</u>
<b>TOTAL FY 2007 - 2008 BIENNIUM</b>	<b>\$25,670,304</b>

**\*ASSUMES FINE ARTS FINDS PLANNING DOLLARS BEFORE THIS  
APPROPRIATION TO PLAN AND CAN FREE SPACE FOR REHAB. WORK**



CAPITAL IMPROVEMENTS REQUEST ESSENTIAL TO CONTINUE THE  
UNIVERSITY'S ROLE AND MISSION

**FY 2009 - 2010 BIENNIUM**

PROJECT OR ITEM	FUNDING REQUESTED
1. Hocking Conservancy District Assessment	750,000
2. Basic Renovations	3,970,024
3. Supplemental Basic Renovations	1,000,000
4. Wilson Hall Rehabilitation (College Green)	1,725,000
5. Hudson Health Center Rehab. – Phase I	3,468,250
6. Seigfred Hall Rehabilitation Completion	6,900,000
7. Student Services Facility – Phase II	7,611,930
8. Contingency @ 1%	<u>245,100</u>
<b>TOTAL FY 2009 - 2010 BIENNIUM</b>	<b>\$25,670,304</b>

**FY 2011 - 2012 BIENNIUM**

PROJECT OR ITEM	FUNDING REQUESTED
1. Hocking Conservancy District Assessment	750,000
2. Basic Renovations	3,970,024
3. Supplemental Basic Renovations	1,000,000
4. Hudson Health Center Rehab. Completion	3,468,250
5. Student Services Facility – Phase III	14,236,930
6. Cutler Hall Rehabilitation – Planning	500,000
7. Alden Library Rehabilitation – Planning	1,000,000
8. Central Classroom Bldg. – Planning	500,000
9. Contingency @ 1%	<u>245,100</u>
<b>TOTAL FY 2011 -2012 BIENNIUM</b>	<b>\$25,670,304</b>

CAPITAL IMPROVEMENTS REQUEST ESSENTIAL TO CONTINUE THE  
UNIVERSITY'S ROLE AND MISSION

**FY 2013 - 2014 BIENNIUM**

PROJECT OR ITEM	FUNDING REQUESTED
1. Hocking Conservancy District Assessment	750,000
2. Basic Renovations	3,970,024
3. Supplemental Basic Renovations	1,000,000
4. Cutler Hall Rehabilitation	3,690,000
5. Central Classroom Building Rehabilitation	5,240,000
6. Alden Library Rehabilitation – Phase I	10,025,180
7. Lindley Hall Rehabilitation – Planning	750,000
8. Contingency @ 1%	<u>245,100</u>
<b>TOTAL FY 2013 -2014 BIENNIUM</b>	<b>\$25,670,304</b>

**FY 2015 - 2016 BIENNIUM**

PROJECT OR ITEM	FUNDING REQUESTED
1. Hocking Conservancy District Assessment	750,000
2. Basic Renovations	3,970,024
3. Supplemental Basic Renovations	1,000,000
4. Alden Library Rehab. – Phase II	10,000,000
5. Lindley Hall Rehabilitation	9,705,180
6. Contingency @ 1%	<u>245,100</u>
<b>TOTAL FY 2015 - 2016 BIENNIUM</b>	<b>\$25,670,304</b>

# Capital Improvements Plan

FY 2001 to 2016

This is a comparison of the August 24, 1999 sixteen (16) year Capital Improvement Plan (CIP) and the recommendations of the 1992 Space Utilization and Management Study (SUMS92). I have broken the material into three categories. The first being those projects which are recommended for funding in the CIP for the same period that they are recommended in the SUMS92. The second category is those projects which are being recommended for funding in the CIP for a period that is later than the recommendation of SUMS92. The third category of projects is those either not recommended in SUMS92 and are being recommended in the CIP or they are projects recommended in SUMS92 but do not appear in the CIP.

## PROJECTS WHICH ARE CONSISTENT WITH BOTH SUMS92 AND CIP

Alden Library Partial Rehabilitation (FY 2011 to 2016) (Recommended in CIP in 3 Phases)

## PROJECTS IN CIP BUT AFTER PERIOD RECOMMENDED IN SUMS92

PROJECT	FY(S) OF CIP	SUMS92	REASON FOR SHIFT
Student Services Facility	07-08 to 11-12	FY 95-96	Interconnected with RTVC and Baker Center
Tupper Hall Rehabilitation	03-04 & 05-06	FY 95-96	Delayed due to Grover Center
PSAC Rehabilitation	01-02 & 03-04	FY 95-96	Delayed due to Bio Sci Project
Bentley Hall Rehabilitation	01-02 & 03-04	FY 97-98	Partial funds received 97-98
Life Sciences	99-00 & 01-02	FY 97-98	Planning funds received 97-98
Wilson Hall Rehabilitation	07-08 & 09-10	FY 97-98	Need to move Grad. Services Current expenditures for A&S
Putnam Hall Rehabilitation	01-02	FY 99-00	Under funding of capital need Must follow new day care facility
Cutler Hall Rehabilitation	11-12 & 13-14	FY 01-02	Under funding of capital need
Lindley Hall Rehabilitation	13-14 & 15-16	FY 01-02	Under funding of capital need
Hudson Health Ctr Rehab.	07-08 to 11-12	FY 01-02	Under funding of capital need
Central Classroom Rehab.	11-12 & 13-14	FY 03-04	Under funding of capital need
Chubb Hall Rehabilitation	07-08	FY 03-04	Under funding of capital need

**PROJECTS NOT ON CIP LISTING  
OR ON CIP LIST BUT NOT RECOMMENDED BY SUMS92**

PROJECT	FY(S) OF CIP	SUMS92	REASON FOR SHIFT
Lausche Steam Plant Rehab.	05-06	Not Recom.	Aged facility that requires attention
McCracken Hall Rehab.	03-04 & 05-06	Not Recom.	Aged facility that requires attention
Stores Demolition	01-02	Not Recom.	Aged facility that require removal
Baker Center Rehabilitation	Not Recom.	FY 95-96	Interconnected w/ Student Services and RTVC
Bird Arena Rehabilitation	Not Recom.	FY 99-00	Rehab. on-going local resources
Burson House Rehab.	Not Recom.	FY 95-96	Utilizing basic renovation funds
Haning Hall Rehabilitation	Not Recom.	FY 97-98	Under Funding of capital need
Jennings House Rehab.	Not Recom.	FY 03-04	Will utilize basic renovation funds
Scott Quad. Rehabilitation	Not Recom.	FY 99-00	Shift to Auxiliary use
Trisolini House Rehab.	Not Recom.	FY 03-04	Rehab. using local resources

CAPSUM99.001  
August 24, 1999

Assistant Vice President for Research commented to Trustees this is an annual resolution exempting Trustees from University classified information. On a motion by Dr. Ackerman, and seconded by Mr. Emrick, the resolution was approved.

## SECURITY AGREEMENT UPDATE

### RESOLUTION 1999—1674

**WHEREAS**, Ohio University periodically has faculty and staff involved in research activity that requires them to have access to classified information, and

**WHEREAS**, the United States Government requires that the university obtain security clearance as a precondition of its and staff having access to classified information necessary for their research and

**WHEREAS**, the university has a Managerial Group, as described in the Industrial Security Manual for Safeguarding Classified Information, consisting of the persons occupying the following positions: Robert Glidden, President; Sharon S. Brehm, Provost; John Bantle, Vice President for Research, Carol Blum, Associate Vice President for Research, and Richard Siemer, Treasurer; and

**WHEREAS**, the Board of Trustees delegates to this Managerial Group all of its duties and responsibilities pertaining to the protection of classified information under classified contracts awarded to Ohio University, and

**WHEREAS**, members as named below, of the Board of Trustees and all officers of the university not named as members of the Managerial Group shall be effectively excluded from access to all classified information in the possession of Ohio University and shall not be processed for personnel clearance, and

**WHEREAS**, the Managerial Group shall review and approve any classified research proposals at the university.

**NOW, THEREFORE, BE IT RESOLVED** that Ohio University, Cutler Hall, Athens, Ohio, 45701, authorizes the President to take all necessary steps for designating replacements to the Managerial Group and to indicate replacement members of the Board of Trustees for the herein described Board of Trustees exclusion status: Patricia A. Ackerman; R. Gregory Browning; Gordon F. Brunner; Charles R. Emrick, Jr.; N. Victor Goodman; Brandon T. Grover; M. Lee Ong; C. David Snyder; and Robert D. Walter

Vice President North and John Kotowski commented this request is intended to make current the internal processes used by the Administrative Senate. Senate Chairwoman Sharon Huge was introduced to the Trustees. On a motion by Mr. Walter and second by Mr. Brunner, Trustees voted to approve the resolution.

**ADMINISTRATIVE SENATE  
CONSTITUTION AND BY-LAWS MODIFICATION**

**RESOLUTION 1999—1675**

**WHEREAS**, the Ohio University Administrative Senate was created to promote and enhance the profession of university administration, and

**WHEREAS**, the Administrative Senate created the Constitution and By-laws of the Senate to guide its operation as it assists the University in its growth and development, and

**WHEREAS**, the Constitution and By-laws of the Administrative Senate were last modified in September of 1986, and

**WHEREAS**, the Administrative Senate established an Ad Hoc Committee to look at both the Constitution and By-laws and recommend appropriate changes in each, and

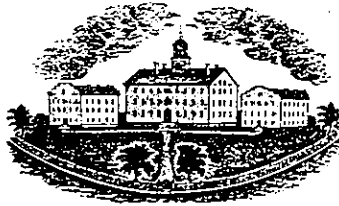
**WHEREAS**, the recommended changes of the Ad Hoc Committee were submitted to and approved by the Administrative Senate and forwarded to the Vice President for Administration, and

**WHEREAS**, the Vice President for Administration has reviewed the recommended changes and concurs that they be submitted to the Ohio University Board of Trustees.

**NOW, THEREFORE, BE IT RESOLVED** that the Ohio University Board of Trustees does hereby approve changes in the Constitution and By-laws of the Administrative Senate as submitted.

Vice President  
for Administration

Cutler Hall 209  
Athens OH 45701-2979  
614-593-2556



OHIO UNIVERSITY

PRESIDENT'S OFFICE

SEP 20 1999

September 20, 1999

Dr. Robert Glidden  
President  
Ohio University  
Campus

Dear Bob:

Enclosed is a recommendation submitted by John Kotowski in behalf of the  
Administrative Senate Constitution Pension Committee.

The revisions are intended to clarify and update the constitution and are primarily  
procedural rather than substantive.

I recommend approval.

Sincerely,

A handwritten signature in cursive script, appearing to read "Gary North".

Gary North

GN:mm

attachments

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O H I O U N I V E R S I T Y  
Office of Facilities Planning and Construction

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Interoffice Communication

September 16, 1999

TO: Dr. Gary B. North, Vice President for Administration

FROM: John K. Kotowski, Director of Facilities Planning 

SUBJECT: REVISIONS TO THE CONSTITUTION AND BY-LAWS OF  
THE ADMINISTRATIVE SENATE

Enclosed please find a resolution, which seeks the approval of a number of revisions to the Administrative Senate's Constitution and By-Laws. Attached with the resolution is the Constitution and By-Laws. Few of the changes are substantive. Many were made simply to "clean up" language in the documents; others reflect the way business actually is conducted. As you review the documents, I offer the following to assist you and the Board in identifying the changes. First, language, which is being added, appears in bold type. Language that is being eliminated is *italicized* and is in parentheses (only the *italicized* language in parentheses is to be eliminated from the original text). There are some notes of explanation; these will not be included in the final documents, but are included here for ease of interpretation (for example, when text has been moved from one place to another, there is a note indicating this). Finally, please note that the dates that appear after articles and are enclosed in parentheses – but not *italicized* – simply indicate the last date of revision for those sections.

If you have any questions regarding the enclosed, please let me know. I will be pleased to respond to any specific questions you may have. I plan to attend the next Board meeting so that I can assist with the answering of any questions raised by individuals in attendance.

JKK/slw/ADSN9901.GBN

enclosures

pc: Ms. Sharon A. Huges, Chair, Administrative Senate  
Ms. Margaret A. Channell



# CONSTITUTION OF THE ADMINISTRATIVE SENATE OF OHIO UNIVERSITY

## PREAMBLE

We, the members of the administrative staff of Ohio University, **are** concerned with (:) the growth and development of the University; the broad scope of educational issues confronting the administration; the professional development of this administrative staff; and with the responsibilities delegated to the administrative staff by the Board of Trustees and the President of Ohio University, do hereby establish the Administrative Senate of Ohio University.

The purpose of the Administrative Senate is to promote and enhance the profession of university administration and specifically, the profession at Ohio University. The Administrative Senate (*will be committed to providing*) **provides** a collective and independent voice (*to*) **for** those having administrative responsibilities in the conduct of the educational mission of the University. The senate (*will*) **provides** the administrative staff of the University with a legitimate and necessary role in governance of the University through a (*public*) forum where the individuals and representative voices of the (*staff will*) **administrators shall** be heard. (*and will be one of equal participation*) **The Administrative Senate participates as an equal** with other representative groups in University decision making.

The Administrative Senate holds the conviction that it can assist in the future growth and development of Ohio University through its own growth, development, and operation.

## **ARTICLE I: MEMBERSHIP and COMPOSITION (8/85)**

### Section 1. Membership

1. For the purpose of electing Senators, the University will be divided into Districts as described in the By-laws.
2. An "administrator" is defined as a full-time contract employee of Ohio University who spends 50% or more of his/her time in administrative duties, excluding the President, Vice Presidents, Provost, Vice Provosts, the Secretary and Treasurer of the Board of Trustees, Deans, and those eligible for the Faculty Senate.

### Section 2. Composition

1. The Administrative Senate will be composed of thirty-three (33) elected representatives. Thirty will be elected from the main

campus with Senators elected from Districts and At-large. Three Senators will be elected **at large** from the Regional Campuses.

**ARTICLE II: AMENDMENTS (8/85)**

The constitution of the Administrative Senate may be amended by a majority vote of the representatives to the Administrative Senate and must be approved by the President of Ohio University and the Trustees of Ohio University.

**BY-LAWS OF THE ADMINISTRATIVE SENATE  
OF OHIO UNIVERSITY**

**ARTICLE I: SENATORS (8/85)**

Section 1: Eligibility

Any person who is an administrator on full-time Presidential contract, with an employment of nine, ten, eleven, or twelve months, who spends 50% or more of his/her time in administrative duties, **is eligible for Administrative Senate**, excluding the President, Vice Presidents, Provost, Vice Provosts the Secretary and Treasurer of the Board of Trustees, Deans, and those eligible for the Faculty Senate. All other administrators (part-time) are eligible for a special at-large position representing part-time administrators.

Section 2: Districts

Senators on the main campus shall be elected from each of 14 districts composed of approximately equal numbers of constituents, established annually by the Elections Committee with approval of the Senate, and from each of the 15 at-large positions. One additional Senator shall be elected (at-large) to represent part-time administrative contract employees **at the main campus**. Three Senators will be elected **at large** from the Regional Campuses.

Section 3: Length and Conditions of Terms

1. Senators shall begin their terms of office with the last regular Senate meeting of the year held in June, and shall continue in office for three years, except that Senators elected to fill positions vacated by resignation or for other reasons shall serve in office only for the length of the unexpired term of the Senator being replaced.
2. Alternates may be designated by any Senator who finds that attendance at a Senate meeting is not possible. Alternates must be chosen from the constituency represented by the Senator and must be identified to the Chairperson prior to the beginning of the meeting. An alternate so chosen and so identified may participate in discussion, initiate motions, and vote on all issues save those involving amendment to the Constitution or the By-laws.
3. Positions vacated by resignation or for other reasons prior to the date of the annual election shall be filled by the Executive Committee by appointment from the constituency represented by

the vacated position. Such appointments shall be ratified by the Senate, and shall continue until the next regular election.

4. Senators who are absent from two consecutive regular meetings, and who are absent from three of five consecutive regular meetings, and who have not offered for such absences reasons acceptable to the Executive Committee, shall be designated by the Executive Committee as delinquent.

After the delinquent Senators have been notified by the Secretary of their designation as delinquent, their names shall be placed before all the Senators at any regular meeting. At that time, a vote of two-thirds of those present shall be sufficient to remove the delinquent Senator from office.

#### Section 4: Method of Election

1. The Elections Committee will prepare and circulate applications and will announce open positions three weeks prior to election day. The applications will be made available (*at a central place*) and the Elections Committee will take the appropriate measures to inform all administrators of application and election procedures. (*Separate applications will be sent to the Regional Campuses*)
2. To be a candidate for Senator, an eligible administrator must complete and submit the application form authorized by the Elections Committee and must declare which district or at-large position he/she is seeking.
2. The Elections Committee shall certify each application submitted. Certification shall include insuring (*that the*) applicant is eligible (*to hold office*) under the provisions of the By-laws. Such certification shall be completed no later than one week prior to election day.
- 4., The Elections Committee shall prepare the ballots to be distributed on election day. The names of all candidates for at-large positions whose applications have been certified shall appear on each ballot. Ballots will include instructions to the voter telling how many persons to vote for in all categories. (*Separate ballots shall be sent to the Regional Campuses for the three Senate positions.*)
5. The election day will be in May of each year, three weeks before the last Senate meeting in June.

6. The Elections Committee shall mail to each eligible administrator the ballots necessary before the election. Each ballot shall be mailed with a return envelope. The voter will clearly mark his/her choice(s) and will place the ballot in the return envelope. After signing the envelope to validate the ballot, the voter will return both to the Elections Committee.
7. The Elections Committee shall review envelopes to insure that votes are cast only by eligible administrators. Valid ballots will be removed from their envelopes and the envelopes will be kept apart from the ballots until the election has been certified.
8. The Elections Committee will accept ballots for two weeks after election day; no ballots (*will*) **shall** be accepted after 5:00 p.m. on the last day.
9. The Elections Committee shall count the votes cast and shall declare the results to the Senate at the last Senate meeting of the year held in June. The Senate shall validate the conduct of the election and shall vote to certify the election. When the election is certified, the Elections Committee shall destroy the envelopes and the ballots and shall transmit a report containing the tabulation of votes (*cast*) to the Secretary of the Senate.

## **ARTICLE II: OFFICERS (8/85)**

### **Section 1: Officers**

*(The following officers shall be elected at the first regular meeting after the election of Senators.)* **After the election of Senators, the following officers shall be elected at the June Meeting:** Chairperson, Vice Chairperson, Secretary, and Treasurer. These officers shall serve for one year and may succeed themselves in office for one year.

### **Section 2: Duties of Officers**

1. The Chairperson shall preside at meetings of the Administrative Senate; act as Chairperson of the Executive committee, which is made up of the elected officers; and appoint standing and ad hoc committees with approval of the Executive Committee.
2. The Vice Chairperson shall preside in the absence of the Chairperson, coordinate the standing and ad hoc committees established by the Senate, and carry out such additional duties as may be assigned by the Chairperson.

3. The Secretary shall be responsible for minutes of the Senate, keep a record of attendance and of votes where a roll call vote is requested, be responsible for correspondence, maintain the Senate archives, and carry out such additional duties as may be assigned by the Chairperson. The Chairperson and the Secretary may jointly hire a part-time secretary to assist in these responsibilities.
4. The Treasurer, in consultation with the Executive Committee, shall prepare and supervise the operating budget; submit a quarterly report to the Senate; with the Chairperson, jointly approve expenditures of the Senate funds; and carry out such additional duties as may be assigned by the Chairperson.

### Section 3: Election of Officers

1. Nominations and elections of officers shall be conducted in the following order: Chairperson, Vice Chairperson, Treasurer, and Secretary. The Elections Committee assumes the responsibility of submitting and verifying the names of eligible persons for Senate office. Nominations may be closed by a vote of a simple majority of Senators. A competitive election (*will*) **is to** be by secret ballot. Individuals nominated (*will*) **are to** be excused during discussion of their qualifications, but will return to cast their ballots.
2. The votes (*will*) **are to** be counted and certified by the Elections Committee. If a member of this committee is a candidate for an office, the Chairperson shall appoint a substitute. Records of the election (*will*) **are to** be maintained for the duration of the term of office. **(Note: The last sentence was moved from item five below to this location.)**
3. In order to be elected, a candidate must have a majority of the votes cast; in case of an election where a candidate does not receive a majority, there will be a run-off vote between the two (or more) with the highest plurality. **(Note: Items two and three were "flip-flopped" from the original: Item 2 previously was item 3; item 3 previously was item 2.)**
4. In case of a tie vote, a re-vote will be taken. If a tie occurs a second time, the winner (*will*) **is to** be determined by the toss of a coin.
5. *(Records of the election will be maintained for the duration of the term of office.)* **Executive officers of the Senate shall be elected at the (last) June meeting. Their duties (*will*) begin July 1. (Note: This new language has been relocated from Article IV: Meetings; Section 3: Election Meetings.)**

#### Section4: Resignation of Officers

In the event of resignation of an officer of the Administrative Senate, a special election to fill the unexpired term of office will be held at the first regular meeting after the effective date of the resignation, **utilizing the same officer election process found in Section 3 above.**

### **ARTICLE III: COMMITTEES (8/85)** **(Note: This was previously Article V.)**

#### Section1: Executive Committee

1. The Executive Committee shall be composed of the Chairperson, Vice Chairperson, Secretary, and Treasurer.
2. The Executive Committee shall have the power and authorization to act for the Senate between Senate meetings and shall discharge those responsibilities and duties vested in the committee by the By-laws and by action of the Senate.
3. The Executive Committee shall act as or designate a liaison between the Senate and other governance groups, the University administration, and other related groups and agencies.
4. In consultation with the Chairpersons of the standing committees, the Executive Committee shall develop a statement of goals and priorities for presentation to the Senate during the *(first meeting in)* October **meeting**.

#### Section2: Standing Committees

1. There shall be the following standing committees, with the chairperson of each a member of the Administrative Senate: (1) Personnel/Policies, (2) Professional Development, *(and)* (3) Compensation, **(4) Outstanding Administrator, and (5) Service Awards**. The membership of each committee may include administrative staff persons who are not Senators.
2. The Executive Committee shall appoint the chairperson of each committee. The chairperson shall, in consultation with the Executive Committee, appoint Senators and others to committee membership.
3. The duties and responsibilities of the standing committees shall be as follows:

- a. Personnel/Policies Committee shall concern itself with the relationship that exists between administrators and the University as an employer. In particular, the committee shall review, study, and recommend Senate action in regard to such matters as performance, evaluation, and policies and procedures which affect the ability of administrators to function in their positions.
  - b. Professional Development Committee shall concern itself with efforts to aid and encourage professional growth and development of administrators. In particular, the committee shall review, study, and recommend Senate action in regard to such matters as professional leave, **and** continuing education (*and recognition of professional achievement.*).
  - c. Compensation Committee shall concern itself with the annual review of compensation distribution, including recommending action in regard to fringe benefits. Administrative Senate representation on the University-wide Compensation Committee shall be drawn from this standing committee annually.
  - d. **Outstanding Administrator Committee shall concern itself with soliciting nominations of and selecting three administrators to be named "Outstanding Administrators" each year.**
  - e. **Service Awards Committee shall concern itself with the annual recognition of years of service for administrators employed by Ohio University. In particular, the committee will annually review years of service and organize a recognition event honoring employees achieving 10, 15, 20, 25, and 30 or more years of service, as well as those retiring during each fiscal year.**
4. A written report of each committee's activities shall be prepared and submitted by the chairperson to the Senate during the May meeting.

### Section 3: Ad Hoc Committees

There shall be such ad hoc committees as are needed for the conduct of special business; these shall be appointed by the Chairperson and/or the Executive Committee of the Senate.

### Section 4: University Committees

With the advice and consent of the Administrative Senate, the Chairperson shall appoint representatives of the Senate to serve on the University Committee on Committees, the Budget Advisory



Committee, and other major committees which require **or request** a representative from the Administrative Senate.

#### Section 5: Elections Committee

1. An Elections Committee composed of **not fewer than** three continuing Senators shall be appointed by the Executive Committee no later than March 15.
2. The Elections Committee shall discharge those responsibilities and duties vested in the committee by the By-laws.
3. The Elections Committee Shall provide a report covering its activities to the Senate during the June meeting. At that time, the Elections Committee shall present the results of the election and any other pertinent information.
4. The Elections Committee also shall be charged with monitoring the election districts based on full-time administrative population and distribution.

### **ARTICLE IV: MEETINGS (8/85)**

#### Section 1: Regular Meetings

1. At the request of the Chairperson of the Administrative Senate, Executive Committee, or five Senators (**Request must be submitted in writing.**), a special meeting may be called. The agenda for the special meeting should be sent out with the notice of the meeting and, if possible, at least three days in advance of the meeting.
2. Circumstances may warrant emergency meetings with little or no advance warning.

#### {Section 3: Election Meetings}

*(1. Executive Officers of the Senate shall be elected at the last meeting in June. Their duties will begin July 1.) (Note: This section has been relocated to Article II: Officers, Section 3: Election of Officers, Item 5.)*

### **ARTICLE V: VOTING (8/85)** **(Note: This previously was Article III)**

#### Section 1: Voting by Members

Each member of the Senate, including the Chairperson, has one vote. Normally voting is done by voice vote. Any Senator may make a request for a roll call vote on any motion on the floor. The record of a roll call or written ballot vote shall be kept by the Secretary and included in the minutes, unless excluded by special vote.

## Section 2: Voting on Motions

1. All substantive motions shall receive a reading at two consecutive meetings (*prior to voting*) **before a vote is taken. The vote may occur at the second meeting, following the second reading, or may be delayed to a future meeting at the Chairperson's discretion.** A vote of two-thirds of the members present is necessary to suspend this rule.
2. **The Chairperson or any Senator may declare any motion to be substantive. If there is opposition to a definition of a motion as "substantive," a majority vote of the Senate will determine its status. A substantive motion shall be decided by a vote of a simple majority of Senators present and voting.**
3. **All other motions shall be decided when presented by a vote of a simple majority of Senators present and voting.**

## Section 3: Attendance for Voting

1. Voting on (*all substantive motions, and on*) amendments to the Constitution and By-laws shall require the presence of (a) **an elected Senator (*unless otherwise specified (See Article I, Section 2.)*)**
2. **Designated approved alternate may vote on all other issues. (See By-laws; Article I, Section 3.2)**

## **ARTICLE VI: FINANCES (8/85)**

### Section 1: Budget

The Treasurer shall prepare the Administrative Senate budget annually, according to the process established by the University. The budget shall be submitted to the Senate for approval prior to its submission to the University.

### Section 2: Approval of Expenditures

The Treasurer (*and the*) **or the** Chairperson shall (*co-*) sign all expenditures of Administrative Senate funds.

## **ARTICLE VII: OFFICIAL UNIVERSITY LIAISON (9/86)**

(A) **The University's senior officer for (*administrative*) Administration (*officer*)** shall be appointed by the University President to meet with the Senate regularly. The President of the University shall have a standing invitation to meet with the Senate.

**ARTICLE VIII: QUORUM (9/86)**

For the conduct of business, a quorum shall consist of a majority of the membership of the Senate.

**ARTICLE IX: PARLIAMENTARY AUTHORITY (9/86)**

*Robert's Rules of Order, Revised* shall govern procedure at all meetings of the Administrative Senate in all cases not otherwise provided for in the Constitution or By-laws.

**ARTICLE X: AMENDMENTS (9/86)**

Amendments to the By-laws shall be presented in writing to the Senators at least one meeting in advance of a requested vote. A two-thirds vote of the Senators shall be necessary to amend the By-laws. The vote may be made by mail or at a regular meeting of the Senate. **(By-laws Article: 1, Section 3.2)**

## **B. BUDGET, FINANCE, AND PHYSICAL PLANT COMMITTEE**

Chairwoman Ong commented the committee received reports from Aaron Harvey representing "Save Our Local Economy" and Gary Sims, an OUCOM student concerning the use of the Ping Center by 3<sup>rd</sup> and 4<sup>th</sup> year medical students. A copy of each presenter's statement is included with the official minutes.

Chairwoman Ong stated the committee had reviewed Thursday the matter of the performance contract with Rose Technology and received updated financial information Friday from Vice President Siemer answering Trustee questions about the process, financial savings, and insurance.

The motion was presented by Ms. Miller and moved by Mr. Browning. Mr. Brunner seconded the motion and all agreed.

**OHIO UNIVERSITY  
PERFORMANCE CONTRACT WITH ROSE TECHNOLOGY, INC.**

**RESOLUTION 1999—1676**

**WHEREAS**, Ohio House Bill #7 (Performance Contracting) provides that energy conservation measures may be paid for through the money saved as a result of such programs, and

**WHEREAS**, it is a goal of Ohio University to conserve energy where practicable, and

**WHEREAS**, Rose Technology Group, Inc. has been competitively selected as the preferred vendor to provide energy related services to Ohio University.

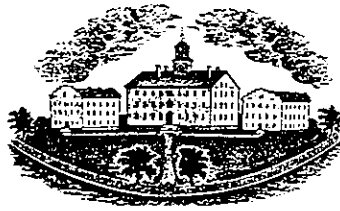
**NOW, THEREFORE BE IT RESOLVED** that Ohio University, Facilities Management and Auxiliary Services be authorized to enter into a performance contract with Rose Technology Group Inc. for the purpose of providing design, installation, monitoring of energy saving measures and communication and education for faculty, staff, and students regarding said measures.

**BE IT FURTHER RESOLVED** that bidding for materials and services to complete the performance contract be waived in accordance with House Bill 7 when determined to be in the best interest of Ohio University.

This resolution shall take effect immediately upon its adoption.

Vice President  
for Administration

Cutler Hall 209  
Athens OH 45701-2979  
614-593-2556



OHIO UNIVERSITY

September 13, 1999

Dr. Robert Glidden  
Ohio University  
Cutler Hall  
Campus

Dear Bob:

Sherwood Wilson, after an extensive review and selection process, is recommending that the university retain Rose Technology, Inc. to serve as our energy service provider, in accordance with the Ohio General Assembly legislative authority provided by House Bill #7. Sherwood also requested authorization to waive certain purchasing and bidding requirements for energy service goods and services as provided for in House Bill #7.

I recommend approval of the recommendation.

Sincerely,

A handwritten signature in cursive script that reads "Gary North".

Gary North

GN:mm

attachments

Date: September 8, 1999

To: Dr. Gary North, Vice President for Administration

From:  Sherwood G. Wilson, Director, Facilities Management

Subject: Proposed Resolution

Attached is a proposed resolution to be included in the agenda for the upcoming Board of Trustees meeting. This resolution seeks authorization to enter into a contract with Rose Technology Group as Ohio University's energy service provider (performance contractor). Also, in accordance with the provisions of House Bill 7, we are requesting a waiver from traditional purchasing and bidding requirements on certain performance contract related goods or services where it is clearly in the best interest of Ohio University to do so. I have attached a copy of the provision in House Bill 7 as it pertains to this request.

As you know, Ohio University has been engaged in an extensive energy conservation program for many years. When the Board of Trustees authorized Ohio University to reinvest energy savings obtained through energy reduction projects in 1981, we were anticipating legislation that became a reality in 1998 when Ohio House Bill 7 was passed authorizing performance contracting. We have been exploring the pros and cons of performance contracting for nearly three years. Two years ago, we employed the consulting firm of ZDS Design/Consulting Associates, a premier energy/performance contracting consultant located in Charleston, West Virginia, to help us evaluate the possibilities and ramifications of performance contracting on our campus. You will recall that in March of 1998, we sought and received Board of Trustee approval to solicit qualifications and proposals from prospective energy services companies (performance contract companies). At that time an RFQ was distributed and a committee consisting of representatives from my staff, Auxiliaries, Facilities Planning and Construction, OU Legal counsel and ZDS was formed to evaluate the 20+ energy service companies submitting qualifications. During the ensuing six months, the committee evaluated the qualifications of these prospective vendors and in September of 1998 unanimously agreed to formally seek proposals from the top two candidates. Having now received those proposals, the committee has, after innumerable hours of research and evaluation, recommended we negotiate and ultimately award a contract to Rose Technology to be the University's energy service company. The company is headquartered in Toronto, Canada with offices in the United States, including Ohio.

You will recall that the criteria for performance contracting is wholly contained in Ohio House Bill 7 authorizing state institutions to engage a vendor for the purpose of consulting, design and construction of energy conservation measures. Funding for the construction and implementation of these energy initiatives may be obtained through the vendor or other means deemed appropriated by the institution with debt service coming from the savings generated through the various conservation measures. An energy conservation measure qualifies under House Bill 7 provided it generates enough savings to pay for its implementation within ten years. It is important to note that House Bill 7 requires the vendor to guarantee that implementation of their recommended projects will generate the energy savings projected. In the event the guaranteed savings are not achieved the vendor must pay the difference between the actual savings achieved and savings guaranteed.

Finally, on a related subject, the implementation of the performance contract coincides with the implementation of the chilled water project that the Board of Trustees authorized at the same meeting last year. We estimate that the initial phases of these two projects, beginning early spring of 2000 and lasting approximately two years, will run in tandem with one another.

If you have further questions or would like additional explanations, please do not hesitate to contact me.

Attachment

# Section 3345.64

General Assembly: 120.

Bill Number: Amended Sub. House Bill 7

Effective Date: 10-12-94

In accordance with this section, the board of trustees of a state institution of higher education may enter into an installment payment contract for the implementation of one or more energy saving measures. Any such contract shall be subject to the competitive bidding requirements of Chapter 153. or section 3354.16, 3355.12, 3357.16, or 3358.10 of the Revised Code, as applicable to each such board, except as follows:

(A) If the board does not exempt the entire installment payment contract from the applicable competitive bidding requirements pursuant to division (B) of this section, the provisions of the contract dealing with interest charges and financing terms shall not be subject to the applicable competitive bidding requirements. Each such contract shall require repayment on the following terms:

(1) Not less than one-tenth of the costs of the contract shall be paid within two years from the date of purchase;

(2)(a) The remaining balance of the costs of the contract, in the case of an installment payment contract for a cogeneration system described in division (B)(8) of section 3345.61 of the Revised Code, shall be paid within five years from the date of purchase;

(b) The remaining balance of the costs of the contract, in the case of an installment payment contract for an energy saving measure that is not a cogeneration system, shall be paid within ten years from the date of purchase.

(B) The board by majority vote may exempt from the applicable competitive bidding requirements an entire installment payment contract for the implementation of energy saving measures pursuant to this section and instead of those requirements shall enter into the contract as provided in section 3345.65 of the Revised Code.

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### FRAMES

ORC      Title      Chapter



### NO FRAMES

ORC      Title      Chapter

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### C. EDUCATIONAL POLICIES COMMITTEE

Chairman Goodman assumed the Committee Chair given Mr. Grover's absence. He noted the committee had received reports on assessment and enrollment from Provost Sharon S. Brehm and an update on the Electronic Technology Program at the Lancaster Campus by Vice President for Regional Higher Education Charles Bird. Mr. Goodman noted that Chairman Grover asked for a comprehensive report at the December meetings on minority enrollment issues and the status of efforts by Dr. Chris Taylor to improve the situation.

Dr. Ackerman presented and moved approval of the resolution.  
Mr. Emrick seconded the motion. All agreed.

## REVIEW OF CENTERS AND INSTITUTES

### RESOLUTION 1998-99 – 1677

**WHEREAS**, the continued review of academic programs is essential to the maintenance of quality within an educational institution, and

**WHEREAS**, Ohio University has had for many years a program of internal review, and

**WHEREAS**, Section 67 of House Bill 694 provides for the review and evaluation of all programs of instruction conducted by state institutions.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Ohio University accepts the 1997-98 Reviews of Centers and Institutes, which recommend that the following centers and institute be continued or terminated as noted:

Center for International Business Education and Development: Continue

Center for Economic Education: Terminate

Center for Higher Education and International Programs: Continue

Center for Automatic Identification: Continue

Center for Corrosion in Multiphase System Research: one-year extension

Institute for Motion Picture Development: Continue with review in two years

Child Development Center: one-year extension

Center for Political Communication: Terminate

## REVIEW OF CENTERS AND INSTITUTES 1998-99

### COLLEGE OF BUSINESS

**Center for International Business Education and Development:** The center's goal of providing both professional and academic international experiences for the college's faculty and students has been pursued through programs like the Global Competitiveness Program, the Vargas Foundation Visiting Executive Program, and the MBA program offerings in Malaysia and India. Dean Corlett recommends continuation of the center. Vice President Bantle supports the recommendation for the continuation of the Center for International Business Education and Development.

### COLLEGE OF EDUCATION

Upon his arrival at Ohio University in July 1998, Dean James Heap requested one-year extensions for both centers under review in his college to allow him to consider their roles under his leadership. The Board approved the extensions in October 1998.

**Center for Economic Education:** Dean Heap recommends discontinuation of the center based on changes in personnel (retirement of the director) and changes in emphasis within the college. Vice President Bantle supports the recommendation to discontinue the Center for Economic Education.

**Center for Higher Education and International Programs:** Based on a number of concerns raised in the review conducted in 1997-1998 (copies included in Board materials), Dean Heap convened an advisory council to examine the report and make recommendations to the college. As noted in the report and recommendation from Dean Heap, the center's focus will be narrowed to assisting educational institutions in Southeast Ohio in developing programs that address challenges identified in these instructional environments. In addition, Dean Heap recommends changing the name of the center to the Center for Higher Education. Vice President Bantle supports the recommendation to continue the center with its new focus and to change the name of the center to the Center for Higher Education.



OHIO UNIVERSITY  
1804

Office of the Provost  
Cutler Hall  
Athens OH 45701-2979

**DATE:** September 21, 1999  
**TO:** Robert Glidden, President  
**FROM:** Sharon Stephens Brehm, <sup>SB</sup>Provost  
**SUBJECT:** Centers and Institutes

Ohio University has long had a policy requiring that centers and institutes be reviewed every five years and that such reviews are to recommend either the continuation or termination of the center or institute. The reviews included here recommend the continuation of three centers and one institute, the termination of two centers, and a delay in the review of two centers.

I support the proposed actions and recommend them to you for board approval.

SB/jt



Office of the Vice President for Research  
Research & Technology Center 120, Athens OH 45701-2979

tel 740 593 0370  
fax 740 593 0380  
research@ohio.edu

DATE: September 17, 1999  
TO: Sharon Brehm, Provost  
FROM: Jack A. Bantle, Vice President for Research *Jack*  
SUBJECT: Review of Centers and Institutes – 1998-99

Reviews conducted during 1998-99 included:

- Center for International Business Education and Development
- Center for Economic Education
- Center for Higher Education and International Programs
- Center for Automatic Identification
- Center for Corrosion in Multiphase System Research
- Institute for Motion Picture Development
- Child Development Center
- Center for Political Communication

Attached are reports of these reviews and a brief summary. I concur with the recommendation associated with each reviewed Center or Institute. I suggest that these recommendations be presented to the Board of Trustees for their action at their October meeting.

bv  
Enclosures

RECEIVED

SEP 17 1999  
OFFICE OF THE PROVOST

## **RUSS COLLEGE OF ENGINEERING AND TECHNOLOGY**

**Center for Automatic Identification:** The center focuses on applied research and educational programs in the area of automatic identification and data capture. These technologies include bar coding, voice data entry, and optical character recognition. With high national visibility and continuing funding from industry partners, Dean Kent Wray considers the center an integral part of the college's strategic plan and recommends its continuation with a pledge of support to achieve a higher level of funding. Vice President Bantle supports the recommendation to continue the Center for Automatic Identification.

**Center for Corrosion in Multiphase System Research:** Dean Wray requests a one-year extension for the review of the center. With the creation last year of the "umbrella" Institute for Corrosion and Multiphase Technologies, the timing of the review of the Center for Corrosion in Multiphase System Research created a unique burden to the college. Vice President Bantle recommends a one-year extension to provide the time necessary for a thorough and thoughtful review.

## **COLLEGE OF FINE ARTS**

**Institute for Motion Picture Development:** The institute's goal is to enhance professional training and learning through the development of professional projects as learning "laboratories" for students; the creation of education materials for use in primary and secondary schools; and the organization of workshops, seminars and other learning experiences for Ohio University students. Dean Raymond Tymas-Jones recommends continuation of the Institute for Motion Picture Development with several qualifications: 1) narrowing the focus generally with an emphasis on collaborative programs with the School of Film and its faculty; 2) a review of resources including the director's reduced load and opportunities for external support; and 3) a formal review of progress in two years. Vice President Bantle recommends continuation of the Institute for Motion Picture Development with the qualifications outlined by Dean Tymas-Jones and a review in two years (2001).

## **COLLEGE OF HEALTH AND HUMAN SERVICES**

**Child Development Center:** Dean Gary Neiman joined Ohio University in July 1999 and determined that the college had not been able to complete the review of the Child Development Center. Dean Neiman requests a one-year extension to insure a thorough and thoughtful review. Vice President Bantle supports this request for an extension.

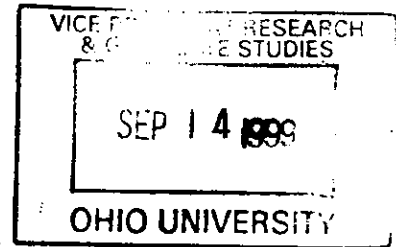
## **VICE PRESIDENT FOR RESEARCH**

**Center for Political Communication:** The center's review was originally scheduled for 1998. Dean Leslie Flemming and Dean Kathy Krendl supported Interim Vice President Blum's request for a one-year extension to determine the current reporting structure for the center and to assess whether it should continue as a center (as defined by university policy) or as an academic program offered in collaboration of the Colleges of Arts and Sciences and Communication. Associate Vice President Blum recommends discontinuation of the Center for Political Communication and urges the continuation of the collaborative academic program. Vice President Bantle supports this recommendation to discontinue the Center for Political Communication.



Interoffice Communication

September 13, 1999



TO: Dr. Carol Blum  
Vice President for Research & Graduate Studies

FR: Glenn E. Corlett, Dean *Glenn E. Corlett*  
College of Business

RE: CIBED Five-Year Review

I have read and considered the September 9, 1999 report of the CIBED (Center for International Business Education and Development) review committee concerning their evaluation and recommendations on the self-study of CIBED. I concur with the committee's recommendation that CIBED is meeting and exceeding the purpose for which it was created and I recommend that the Center be continued.

The explosive growth of international business transactions in the last decade has posed an enormous challenge to colleges of business who must prepare today's students for a truly global economy. CIBED fills an important role within the College of Business at Ohio University in providing opportunities for professional and academic international experiences for our faculty and students. This function has been achieved with little or no external financial support. It is likely that growing international competition will make it more difficult for CIBED to achieve its objectives without financial support in the future. Consequently, I agree with the recommendations of the committee that CIBED should begin to explore funding sources beyond its current programs. I will work with the Director of CIBED to achieve this result.





## Interoffice Communication

Date: September 9, 1999

To: Glenn Corlett, Dean, College of Business  
Dan Innis, Associate Dean, College of Business

From: Ed Yost, Thom Luce, John Day, Joe Rota; CIBED Review Committee

Subject: Review of CIBED

As required by Office of the Vice President, Research and Graduate Studies the above named individuals reviewed the self-study submitted by CIBED. The following represents our findings.

**a. Evaluation of the current viability of center/institute;**

It is our finding that the Center remains viable and requires little or no additional institutional support. The current programs supply adequate funding to assure that the Center is self-funding. Further, it is clear that the Center has made significant progress toward the original mission of *planning, implementing and managing the total international effort of the College of Business and providing a central focal point for all business related international initiatives, including academic programs, professional/executive development, faculty and student exchanges, travel/study programs etc.*

**b. Evaluation of potential future viability;**

It is our finding that the Center will remain self funding during the life of the current contracts and we expect that this will be the case in the future. It is recommended that all new programs be assessed critically on the basis of promise for self-funding including the coverage of true costs. Programs should only be undertaken if there is strong evidence that they will be self sustaining. There appears to be an increasing demand for the services offered by CIBED and the committee feels that the Center can and should be discriminating in the programs undertaken.

However, this is not to exclude the Center from undertaking programs that would satisfy the original goals of :

- *Building cooperative relationships among businesses, governments, and educational institutions...*
- *To provide a comprehensive array of programs to meet the business, academic and training needs of SE Ohio and other partners around the world.*

**c. Evaluation of current and future funding strategies;**

The committee would like to make a strong recommendation that the Center seek out grants as a basis for funding. In the original proposal it was indicated that the Center would provide a firm foundation for grantsmanship in the international area. One of the priorities of the proposal was *[t]o seek and develop external funding via grants and contracts to support operations and provide opportunities and funds for faculty and students' international activities.* While contracts with organizations have been struck there is an obvious absence of grants. This is most likely a result of the lack of grantmanship talents in the Center.

**d. Recommendations regarding continuation of the center/institute including, if appropriate, levels of institutional support;**

The committee finds that CIBED is meeting the original goals of the Center and is a viable component of the College of Business. We would recommend that the future programs be evaluated so as to assure coverage of true costs and a marginal return to the College and University. We encourage the Center to continue *[t]o seek to provide a focal point for linking SE Ohio with global markets and opportunities.* We also encourage the Center to seek alternative methods of funding and encourage the College to provide support for this effort through the provision of a grant writer. We also encourage the Center to coordinate potential academic program offerings with the Dean, department chairs and the Graduate CIT. Further, we encourage the Center to intensify its efforts to notify and work with the University International Council and the Graduate Council as soon as practicable when new opportunities

arise. The Center is encouraged to work with appropriate university officials to better clarify the appropriate policies and procedures that may pertain to any particular international opportunity. In conclusion the committee finds that CIBED is meeting and exceeding the purpose for which it was created and strongly recommend that the Center continued to receive the support of Ohio University.

**Review  
Of  
Center for International Business Education and Development  
College of Business  
Ohio University  
Athens, Ohio**

1. **Name of Center:** Center for International Business Education and Development (CIBED)
2. **Unit:** College of Business, Ohio University, Athens, Ohio/**Director:** John L. Keifer, 514 B Copeland Hall.
3. **Purpose:** Provide opportunities for both professional and academic international experiences for both the faculty and students of the Ohio University College of Business and for the student body of Ohio University at-large.
4. **Objectives:**
  - A. **Students:**
    - i. Develop sites on foreign soil for the conduct of the Global Competitiveness Program Joint Student Consulting Projects that look to team Ohio University students with foreign students to do business consulting projects for foreign business firms.
    - ii. Develop sites on foreign soil for the conduct of traditional course-based instruction designed to attract business minors primarily.
    - iii. Develop/maintain study abroad exchange opportunities for Ohio University students.
  - B. **Faculty:**
    - i. Contract for degree programs to be delivered in whole or in part on foreign soil.
    - ii. Develop sites on foreign soil for the conduct of the Global Competitiveness Program Joint Student Consulting Projects requiring faculty presence during their execution.
    - iii. Develop sites on foreign soil for the conduct of traditional course-based instruction requiring the need for instructors.
5. **Brief History:** CIBED was created during the 1993-1994 academic year to address the need of the College of Business to provide meaningful international professional and academic experiences for its student body. Prior to then, its faculty had been largely internationalized through degree programs conducted by the College of Business in Malaysia where it had been active since 1975 in the delivery of both graduate and undergraduate programs. CIBED was initiated to create a strategic focus within the College of Business for providing meaningful international experiences and exposure for its student body as well. Since assuming that mission, the College of Business through its CIBED programs has occasioned annually the foreign travel of no fewer than seventy to eighty students per year to locations around the world. For the summer of 1998, the number of students going abroad from the College was approximately double College's proportionate share of the total student population of Ohio University.

A new focus for CIBED is the development of executive programs for visiting foreign executives. In this regard, CIBED through Ohio University has developed a relationship with the Vargas Foundation in Brazil. CIBED has already hosted one group of Brazilian executives (December, 1998) and plans are under way for CIBED to host two groups in 1999.

6. **Current Activities and Status:**
  - A. **Current Number of Faculty and Students Participating and/or Served:**

<b>Program</b>	<b>Faculty Involvement</b>	<b>Student Involvement</b>
Global Competitiveness Program (Joint Student Consulting Project) Pecs, Hungary	4	23 Undergrad 16 Grad
Oviedo, Spain	4	20 Undergrad 10 Grad
Capetown, South Africa (Course-Based Program)	1	02 Undergrad 09 Grad
London, England	1	08 Undergrad 00 Grad

Degree-Granting (MBA) Programs		
	Sarawak, Malaysia	41
	Manipal, India	52
	16	
Non-Degree Granting Programs		
	Vargas Foundation Visiting Executive Program	34
	5	
Exchange Relationships (Study Abroad)		
	Amsterdam School of Business	2
	Rennes Sup de Co	1
	0	
	0	

B. How Objectives Are Met: CIBED functions largely to create sites for both degree-granting programs abroad and its Global Competitiveness Program. Since its creation in 1994, it originated a Corporate MBA Program at Tenaga Nasional Berhad, the Malaysian power company, which ran from 1994 to 1997, an Executive MBA Program in East Malaysia, an MBA program in Manipal, India and a second Corporate MBA Program in Sarawak, East Malaysia. In addition, it maintained the full-time MBA and Executive MBA programs at the MARA Institute of Technology, which ended in August, 1998. CIBED also created sites for the Global Competitiveness Program in Malaysia (1997), Spain (1998) and South Africa (1998). CIBED, as a representative for the Ohio University College of Business, negotiated and entered into several exchange relationships since its inception in 1994 including ones with the Amsterdam School of Business, the Netherlands; the University of Limburg, Belgium; Sup de Co, Rennes, France; Sup de Clermont, Finland; Helsinki School of Economics & Business, Finland; University of VAASA, Finland; Kiel University, Germany; and, the University of Macau, Macau. CIBED, as the representative for the Ohio University College of Business, became a member of the Network of International Business Schools (NIBS).

7. Anticipated Future Activities: CIBED scans continually for opportunities to involve both our faculty and students in meaningful international professional and academic activities. We do not see any need to change either our purpose or objectives at this point.
8. Funding Commitments and Needs: CIBED is staffed by a half-time administrator (who is on a nine-month faculty contract) and a full-time senior secretary who functions more like an administrative assistant. The Global Competitiveness Program generates sufficient revenues to pay the salary and benefits of the senior secretary and to provide funds to develop new sites for the Program. The entire salary for the director and his summer contract have been paid from funds generated by the Center. The generated considerable surpluses from its Malaysian programs at the MARA Institute of Technology and Tenaga Nasional Berhad which money has been placed in interest bearing accounts with the Ohio University Foundation. A detail of the programs and the funds generated by them for the past five years is detailed below:

Item	Company or Program	Year	Revenues	Expenses	Surplus
1	Tenaga Nasional Berhad	94-97	2,303,107	2,211,199.68	91,907.32
2	MARA Institute of Technology				
	(Shah Alam)	96-98	2,346,430	1,587,320.43	758,978.47
	(Shah Alam)	95-96	1,132,000	1,012,046.68	119,953.32
	(Shah Alam)	94-95			
	(Kuching)	95-97	475,504	212,275.89	263,228.11
3	Global Competitiveness Program	95-96			
		96-97			
		97-98			
4	Manipal, India	98-00	486,500 est.	486,500 est.	0
5	Sarawak, Malaysia	98-00	394,737 est.	394,737 est.	0
6	Brazilian Executive Seminar	98	30,180	31,218.12	(1,038.12)



# Ohio University College of Education

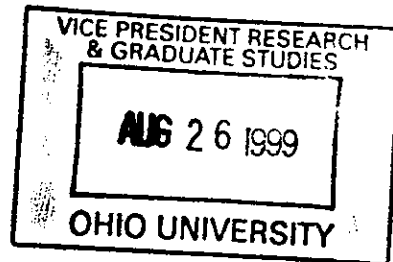
## Interoffice Communication

To: Carol Blum  
Associate Vice President for Research

From: James Heap, Dean  
College of Education

Date: 25.viii.99

Re: Center for Economic Education



After careful review and consultation with the College of Education faculty, I recommend that the Center for Economic Education be discontinued. The primary contributor to that Center, Dr. William Rader, has retired. Dr. Rader made a significant contribution as Director of the Center, but we lack the resources and market required to sustain the Center.

c.c. C. Smith



# Ohio University College of Education

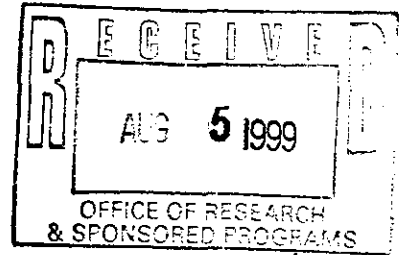
## Interoffice Communication

To: Carol Blum  
Office of the Vice President for Research and Graduate Studies

From: James Heap, Dean  
College of Education

Date: 4.viii.99

Re: Center for Higher Education & International Programs



You will recall that the Center for Higher Education & International Programs was given a one-year extension for its five-year review. During this extension, this past year, we ran the Center for Higher Education & International Programs with two Interim Co-Directors. Dr. Robert Young, Department of Counseling and Higher Education, was the Co-Director responsible for Higher Education and Dr. Stephen Howard, Department of Educational Studies, was the Co-Director responsible for International Programs. The Co-Directors reported to me on a monthly basis.

During the Winter term of 1999 the College of Education's Advisory Council on the Center for Higher Education & International Programs reviewed the prior five-year evaluation of the Center and discussed the options set forth in that evaluation. The Advisory Council that conducted the review consisted of Dr. James Yanok, Department of Teacher Education, Dr. Robert Barcikowski, Department of Educational Studies, and myself. Dr. Yanok chaired the Advisory Council. The Advisory Council met repeatedly with the Co-Directors. In April of this year the Advisory Council recommended to the College's Executive Council that the Center be restructured and return to its original mission of 1981: "to enhance higher education in Southeastern Ohio and portions of Appalachia by assisting two-year and four-year institutions in this region through instructional, research, and service programs." With the return to the original mission comes a return to the original title of the center: The Center for Higher Education. It is proposed that the Center report to the Department of Counseling and Higher Education. [Attached is a report to the Executive Council from Dr. Robert Young, that lays out the rationale and plans for the restructured Center for Higher Education.]

The Advisory Council further recommended that international programs be hived off from the Center as an Office of International Education reporting directly to the Dean. The Office would have official status within the College of Education, but would not be an officially recognized entity within the Ohio University policy framework. The Coordinator of the Office would have responsibility for the continued internationalization of the College's curriculum, overseeing current international linkages and seeking others, convening faculty groups to coordinate international activities and projects, liaising with

other University units working on international issues, and generally serving as the point of contact and coordination for international issues within the College.

The Executive Council accepted the Advisory Council's recommendations on April 26, 1999. Subsequently, Dr. Stephen Howard was appointed as the Coordinator of the Office of International Education. Dr. Young is continuing as the Interim Director of the Center of Higher Education & International Programs until such time as the Center is reviewed by the Board of Trustees. If the restructuring plan is approved, he will assume responsibilities as Director of the Center for Higher Education.

I fully support the recommendations of the Advisory Council and the Executive Council. When I took over as Dean last year and examined the Center's five-year review I was surprised at the significant drift from the Center's original mission. The Center enjoyed much financial success with its focus on international grants and programs. The days of large scale funding for such efforts now have largely passed. There are fewer faculty presently with an interest in spending lengthy time abroad. Frankly, the College cannot well serve its missions of teaching and scholarship if even a few faculty are out of country for extended periods.

The proposed restructuring of the Center handles the problems of identity and structure articulated in the five-year review [attached is a copy of the five-year review and the CHE&IP self-study document]. On the issue of support for the Center, the "Report to Executive Council" addresses current financial support. The Executive Council of the College has reviewed a two-year funding proposal from the Center's Interim Director. Over the coming two-year period the Center will require \$25,000 in support. Of that amount, \$10,000 is available as Research Incentive monies carried over from the prior Center of Higher Education & International Programs. The Executive Council has committed \$7,563 for 1999/2000 from a College rotary account in support of the new Center. Depending on the College's resources for the following year, the same amount will be allocated for 2000/2001. As with all Centers, though, the expectation is explicit that the Center for Higher Education will work towards being financially self-sufficient. The two years of projected support for the Center should move it toward self-sufficiency.

This July the Interim Director, Dr. Young, took on the role of Chair for the Department of Counseling and Higher Education, for which he enjoys a reduction of one course per term. He will be assisted with Center leadership responsibilities in the coming Fall terms by an emeritus faculty member, Dr. Fred Dressel. The course reduction schedule for Dr. Young should provide sufficient time for him to direct the Center within the terms of current project demands. The search for funding opportunities for the Center will be supported by the College's full-time Grants Administrator, Melissa Freeman, who previously was employed as the Grants Manager for the Center for Higher Education & International Programs.

With these plans, the Center for Higher Education will be stable and successful.

c.c. R. Young, J. Yanok, file

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CENTER FOR HIGHER EDUCATION & INTERNATIONAL PROGRAMS

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**REPORT TO EXECUTIVE COUNCIL**

**HIGHER EDUCATION OPPORTUNITIES AND CHALLENGES**

APRIL 26, 1999

Prepared by: Bob Young Interim Co-Director



## Summary

- The Center for Higher Education was founded to serve two-year colleges and other institutions within Appalachian Ohio
- That mission became secondary to international program development, culminating in a perception that the Center was devoted solely to international programs.
- The need for development in two-year colleges within and outside Appalachia remains great
- During the Fall, connections were re-established with the institutions that were part of the Center's original activities
- A consortium is being developed to link faculty and administrative development within these institutions
- Other projects are being developed
- These projects link the Center to the graduate program in higher education
- Staffing and funding issues are not fully resolved

## **The Center for Higher Education was founded to serve two-year colleges and other institutions within Appalachian Ohio**

The Board of Trustees created the Center in 1981, to "enhance higher education in Southeastern Ohio and portions of Appalachia by assisting two-year and four-year institutions in this region through instructional, research, and service programs." The original goals of the center were:

- ✓ To compile major issues and problems identified by the colleges in Appalachia and to identify and mobilize resources to address and provide options for solutions.
- ✓ To provide a catalyst for colleges in Appalachia to cooperatively develop resources to meet the challenges of the future
- ✓ To assist colleges in Appalachia to improve instruction and instructional capabilities
- ✓ To assist colleges in Appalachia to improve institutional planning and management
- ✓ To identify, develop, and make available to colleges consultation resources not normally found on such campuses
- ✓ To develop resources available to colleges to design, implement, and report applied research identified by and useful to the institutions and to disseminate these and other research findings.
- ✓ To develop close cooperative relationships between colleges in Appalachia and Ohio University
- ✓ To provide faculty and graduate students of Ohio University practical experience and research opportunities
- ✓ To obtain funding for the Center so it will not be completely financially dependent on the resources of Ohio University (1981 proposal for the Center)

These goals remain vitally important for the development of two-year institutions in Appalachian Ohio and elsewhere.

**That mission became secondary to international program development, culminating in a perception that the Center was devoted solely to international programs**

Approximately ten years after its inception, the first director and the dean shifted the primary focus of the Center to international projects while retaining—in its brochures and goals—the spirit of service of the original proposal for a Center for Higher Education. The shift in focus led to: the appointment of two subsequent directors whose expertise was solely in international programs. Multiple objectives were created concerning the administration and development of international programs for the College of Education, and a perception was generated that the Center was involved in international activities only (1998 Review Report of the Center for Higher Education and International Programs). However, the stated goals and functions of the Center remained eclectic, and incorporated the original sense of service of the Center.

**The need for development in two-year colleges within and outside Appalachia remains great**

Two-year institutions enroll 43% of all the undergraduates in American higher education. Many of these students represent the “growing underclass” (Bell, 1986) of impoverished, academically under-prepared youth such as those who are found in rural regions.

The challenges of the community college mirror the challenges facing the rural college: to provide opportunity for the poor in a context of highly constrained institutional resources, regional poverty, and often less than ideal preparation of students. Despite widespread economic prosperity in the land, the problems of Appalachia are intensifying, among them: poverty, illiteracy, dying small towns, a shortage of trained workers, substandard housing, high unemployment, high dropout rates, substance abuse, illiteracy, and substandard health care and child care services (Vineyard, 1993; Reichard, 1995). The 29 Appalachian counties of Ohio have lower rates of employment, per capita income, economic growth, and educational enrollment at all levels than Ohio and United States averages (Spohn & Crowther, 1992).

Our rural two-year colleges are, perhaps, the best hopes for rural U.S. communities to overcome their traditional disadvantages. However, rural two-year colleges tend to be small, inadequately funded, and geographically isolated; they lack resources to develop the people within their regions to the fullest.

**During the Fall, connections were re-established with the institutions that took part in the Center's original efforts**

In 1981, the presidents of Belmont Technical College, Hocking Technical College, Jefferson Technical College, Muskingum Technical College, Rio Grande College, Shawnee State Community College, and Washington Technical College endorsed the proposal for the Center. These presidents served as an advisory committee for several years.

In Fall 1998, I met with the presidents of these institutions [except Shawnee], Southern State Community College, and the outgoing and interim Vice Presidents for Regional Higher Education at Ohio University. All supported our attempt to revitalize the Center as a means of service in Appalachian Ohio.

It should be noted, however, that these colleges and campuses formed a new relationship for institutional development when our Center disengaged from its service to the region. Today, all participate in the Ohio Appalachian Center for Higher Education [OACHE] that was established in 1993 through Shawnee State University. OACHE receives \$1,000,000 per annum from the state. Support for our new activities was gained from the executive director of OACHE, Wayne White. He has focused on increasing the enrollment of high school students in Appalachian two-year institutions. Our Center has focused on services to institutions for faculty/administrative development and research. Therefore, the functions of the two centers are collaborative rather than competitive.

**A consortium is being developed to link faculty and administrative development within these institutions**

I have approached the presidents about establishing CIRCE, a Consortium for the Improvement of Rural College Education. CIRCE would systematically address the needs of rural two-year colleges and campuses in the Appalachian region of Ohio. It would:

- ✓ create and deliver innovative approaches to faculty development, especially for vocational and part-time faculty;
- ✓ develop applied research projects and linkages that can improve the conditions for effective student learning;
- ✓ help colleges find skilled administrators and faculty and further develop their skills to address the challenges of higher education in a rural environment;
- ✓ improve linkages with local school teachers, and help address other educational, economic, and social problems of their communities.
- ✓ create innovative and appropriate approaches for vocational and part-time faculty development
- ✓ develop applied research projects and linkages that can improve teaching and learning through a Laboratory for Action Scholarship and Educational Research (LASER), linking faculty in the two-year institutions with research faculty at Ohio University-Athens

Depending on funding levels, CIRCE would be implemented in three stages over an eight-year period.

During the Fall quarter, we explored financial alternatives in-depth, and at the end of January, we submitted preliminary prospectuses to three major funding agencies, to assess their interest in supporting the first stage of CIRCE operations. The prospectuses were sent to the W. K. Kellogg Foundation, the Ford Foundation, and the Appalachian Regional Council.

This year, the program in higher education is supporting this project by employing Barry Emberlin to develop the proposals. Barry has been a professional staff member in the Office of Research and Sponsored Programs at Ohio University, and a vice president for program development at a community college in the state of Washington.

### **Other projects are being developed**

CIRCE has not been the only activity that the Center has engaged in or plans to engage in. Additional Center activities this year have included the following:

Universidade de Tuiuti. We have developed a proposal for professional development that has been sent to this university in Brazil. A doctoral student was employed to work on this project, and she and I had a conference call with a Vice-Rector of the Universidade de Tuiuti. He was very positive about the proposal and translated the proposal into Portuguese. The translated proposal was presented to the cabinet officers of the university. It is focused on a two year program of workshops in U.S. and Brazil, but personnel at Tuiuti might be receptive to the development of joint graduate

programs, similar to those that we have had [or tried to have] at other international institutions.

Unfortunately, financial circumstances in Brazil have delayed the development of this project.

OBOR Project. In the Fall, we were approached by representatives of the Board of Regents to evaluate assessment procedures and materials for state technical college programs. This project would relate to the two-year college research and service mission of the Center.

### **These projects link the Center to the graduate program in higher education**

In 1981, the Educational Policies Committee viewed our master's degree offerings as a reason for supporting the establishment of the Center. This reason is sustained by our new activities.

As one example, CIRCE will involve extensive professional development activities that draw upon the expertise of the entire higher education faculty. In anticipation, the graduate program is developing an innovative distance-learning master's degree program in higher education with an emphasis on teaching in the community college. Tom Shostak and Gary Schumacher have reviewed the proposal, and forms are being completed for its implementation through Columbus State Community College. Most courses would be delivered through video to our regional credit centers, and two to three courses would be web-based. Eventually, courses would be placed in asynchronous learning modes and delivered through centers in the region.

These activities support some of the comments in the 1998 review of the Center, that: "Connecting the Center to a specific department would make it more visible as part of an academic unit, and, therefore, more obviously aligned with the academic activities of the College."

### **Staffing and funding issues are not fully resolved**

Current Faculty Involvement. All current faculty in higher education have a vested interest in the Center because of its ties to the graduate program and its connection in other ways to their areas of expertise. In addition, the Center is especially important to a retired faculty member, Dr. Fred Dressel, who developed the 1981 proposal for it.

Staffing Issues. Dr. Dressel will take a leadership role in Center activities during Fall quarters, but he cannot provide the continuous service that is needed in a Center director. The names of other

retired faculty have been mentioned in regard to leadership, but their one-term employment restricts their ability to provide necessary, continuous leadership.

At the present time, there are no funds to support a full-time or half-time director of the Center. If funds were available, several community college, technical college, or regional campus retirees might be interested in the position.

The need for a full-time leader depends on the scope and intensity of Center projects. Graduate assistants who are funded by small projects might assume administrative direction of them, but not of large projects such as CIRCE or of the Center as a whole.

Current Financial Support. This year, the program has been able to fund graduate assistance to develop the Brazil and CIRCE projects. Funds have come from its outreach, off-campus programs that serve the region. New personnel support funds might not be available until an off-campus master's degree program is initiated.


The Dean has supported the Center by providing a one-term, one-course reduced load for my work. By rearranging my schedule, I was able to take that reduction without any cost to the College. The Dean has indicated, as well, that the higher education activities will have approximately \$10,000 from an R&I grant to use for development and staffing purposes.

Other Funding Initiatives. During the year, various funding opportunities have been examined. At the present time, three preliminary prospectuses have been submitted to major funding agencies. While it is hoped that these agencies will eventually combine funding for CIRCE, other alternatives must be pursued. These might combine resources from university offices outside the college, off-campus programming, and foundations.

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614/593-9449 (phone)  
614/593-0569 (fax)

*Office of the Dean*

To: Carol Blum, Vice President for Research & Graduate Studies

From: Karen J. Viechnicki, Interim Dean 

Re: Center for Higher Education and International Studies Review

Date: June 24, 1998

Attached you will find the five year review for the Center for Higher Education and International Studies. The Committee under the leadership of Dr. Bob Young is commended for the work that they carried out. The College of Education has had a long history of involvement in outreach in both higher education and international work. It is recommended that the Center continue and that the incoming Dean Heap keep it as a priority in the mission of the College.

cc: James Heap  
Sandy Turner  
Bob Young  
Joe Rota



Report of the Review Committee  
Center for Higher Education and International Programs  
May 31, 1998

Introduction

The members of the 1998 review committee are pleased to present this report about the Center for Higher Education and International Programs. The committee consists of: Mary Ann Flournoy, Associate Director of the Center for International Studies, Aimee Howley, Professor of Educational Studies, Charles Ping, President-Emeritus of Ohio University, Gary Varrella, Assistant Professor of Teacher Education, Charmaine Villet, Student Representative, and Bob Young, Professor of Higher Education and chair of the committee. Jim Williams and Melissa Freeman served as consultants from the Center for Higher Education and International Programs.

The committee activities included a review of documents about the Center, a survey of college faculty, interviews with people who have been involved in Center activities, and six meetings to discuss the materials and interviews. A team of doctoral students in higher education conducted a parallel review, and its findings were compared with those of the committee.

The review was affected by extraordinary circumstances. The College of Education was adjusting to a new structure that eliminated the traditional, departmental home for the Center. A new home had to be found for it. An interim dean, Karen Viechnicki, was serving the College, and a new dean was appointed. The permanent and interim directors of the Center, C. Wesley Snyder and James Williams, took positions at other universities during the time of the review.

Dean Viechnicki asked the committee to continue the review process, despite these circumstances. The committee would examine the mission, activities, support, and structure of the Center, but it would not make many specific recommendations before the new dean, James Heap, had time to study the operations of the Center. Therefore, this report is divided into the following sections: an introduction, a review of the mission and support of the center, a discussion of reporting structure, descriptions of several alternatives for the future, and general conclusions.

#### Supporting the Idea: History and Current Operations

The "Idea" of the Center. The Center for Higher Education was established by the Board of Trustees in 1981, to "enhance higher education in Southeastern Ohio and portions of Appalachia by assisting two-year and four-year institutions in this region through instructional, research, and service programs." Approximately ten years after its inception, the first director and the dean shifted the primary focus of the Center to international projects while retaining—in its brochures and goals—the spirit of service of the original proposal for a Center for Higher Education. The shift in focus has led to the appointment of two subsequent directors whose expertise is solely in international programs, to multiple objectives concerning the administration and development of international programs for the College of Education, and to a perception that the Center is involved in international activities only. However, the stated goals and functions of the Center are more eclectic. In 1998, the Center defined its goals as:

- To participate in collaborative development efforts with foreign and domestic institutions and ministries/departments to enhance human accomplishment;
- To assist community colleges and partnership schools in their research and evaluation endeavors;

- To carry out research on education problems related to individual and organizational development;
- To provide expertise on the evaluation of human services programs;
- To promote the internationalization of the instructional program in the College of Education of OU;
- To develop and administer international education programs of the College of Education, including the participation of foreign students, and
- To assist the faculty in the College of Education to expand their international experiences and translate these into more effective and widely applicable programs within the College.

Its functions were described as:

- Linking and referral point for colleges and international agencies seeking access to the educational services of the College of Education at Ohio University;
- Consulting service for research, evaluation, project work and management, and the study of key higher education issues;
- Coordination center of international participant training for foreign students associated with college programs;
- Base for faculty and graduate students engaged in research or evaluation activities concerning international and rural development in education, and
- Coordination point for the dissemination of research results to relevant educational communities (brochure for the Center for Higher Education & International Programs).

During the past five years, staff in the Center have helped the College compete for and win a USAID-funded PEP project in Lesotho, establish a formal linkage with the University of the Western Cape, and manage a portion of the USAID BES project in Namibia. They have also provided limited support for faculty travel, helped support the African Educational Research Symposium, brought in speakers, provided university support for internationalizing the curriculum, directed several domestic evaluation studies, and responded to attempts to reconnect higher education activities with those of the Center. The latter activities include the development of a consortium for innovation in rural college education, the establishment of action research linkages among colleges in Appalachia and developing nations, and the development of regional professional education resource centers. Several other proposals have been developed and submitted for USAID grants for building basic education and teacher education in South Africa.

This diversity of goals, functions, and activities indicates that the identity of the Center differs for different people. Its international identity has become most prominent, but its efforts are not always perceived in positive ways—if they are noticed at all. First, some people believe that external funding drives the agenda of the Center. To them, it is just a means for the director to generate large grants. In fact, the selection of projects has been based on their size, with “large international basic education projects” receiving the highest priority. Second, project development has been based on the time and expertise of the director, which contributes to the view that insiders control the Center. One person suggested that the former dean seemed to control the Center, and that kept some faculty from utilizing it. Finally, one person stated that the “Center seems to be occupied with seeking funding for international activities that benefit few.” The activities of the Center do not seem to engage many faculty.

Whether these perceptions are true or false, the committee notes that faculty seem detached from Center activities which, in turn, affects their engagement in the overall international mission of the College. To illustrate, only 14% [n=8] of the faculty responded to the survey about the goals and functions of the Center.

The Center has been a means for generating large grants that produce revenues for the University and the College. It has also been a means of outreach, primarily through sending a few College faculty to other nations. The committee believes that these functions are only two of many that need to be developed throughout the College. The Center could be a means for professional development within the College—of inreach as well as outreach. It could assist the College with the development of faculty and students, the internationalization of the curriculum, interactions among international and domestic personnel, and the advancement of teacher training. Another option was offered in the survey of college faculty; a respondent said that there was a need in the college “to assist [U.S.] students toward more knowledge and understanding of international problems and challenges.” The committee notes that the Center cannot accomplish all these tasks by itself, just as it has not tried to control the development and implementation of every international project within the College. The College should do more in these international and domestic areas, regardless of how the center is configured.

“This Center seems to need more support to accomplish its goals.” The goals of the Center have been ambitious, its revenues have been significant, but the support of its personnel and activities has been inadequate.

Any assessment of the revenues and costs of the Center is hindered by an “opaque” history of cost accounting. A former director has claimed that “planning, openness, and consultation [were not] part of [the former Dean’s] approach.” Both the

interim director and his predecessor have attempted to clarify this process, but it was obscured by undocumented actions by the former Dean of the College.

Two things seem clear. The Center has succeeded as a major funding operation, and support has not been adequate to develop or maintain a full range of its activities. Wes Snyder has indicated that a total of \$3,175,118 of federal funds were processed through Center activities from 1993 to 1998, benefiting the Research II status of Ohio University. According to the self-study, the Center produced indirect funds amounting to \$854,198 in the past five years. Its operating budget was \$195,271 during the same period, for an income to cost ratio of 4.37:1. While the self-study indicates that these amounts do not reflect the full funding of salaries, they still reveal that the Center has paid for itself and more.

Some concerns have been raised whether the Center or the College can continue to attract large funds. The Center is affected by independent faculty entrepreneurship, competition with other institutions, and perhaps a drop in interest among College faculty. First, not all international activities are coordinated by the Center. Faculty such as W. Steven Howard play active and independent roles in international efforts, and their work should be supported. Second, more universities are competing for limited federal funds; international institutions want greater ownership of projects in their nations, fluctuating global economic conditions affect participation, and the high overhead costs and geographic location of Ohio University limit the number of grants that will come to the University. Finally, the University maintains great interest in international projects, but several College faculty with similar interests have retired or resigned. The committee is concerned that other faculty do not see internationally oriented projects as central to their involvement and advancement in the College.

Regardless of the impact of these general factors on its future activities, the Center does not now receive adequate support to fulfill its current agenda. Jim Williams,

the interim director, has received only a one or two course reduction in his teaching load to direct the Center, for an 85:15 teaching to administration ratio in 1997-1998. Serious funding searches require more administrative time than that, and those searches should not be the only activity of the Center. The project grant manager's salary has been covered by projects that will end in 1998, and the future of that position depends on grant proposals that have not been funded yet. Large international projects have become more competitive, and this reduces the likelihood that staff can be sustained without stable financing from the College. Such support is necessary if the Center is to pursue either a funding-centered role in higher education and international programs, and/or a broader educational role in regard to international issues. Some suggestions about funding appear in the section on alternative structures for the Center.

#### The Concern about Structure

The committee had several concerns about the structure of the Center. Many of these are addressed in the next section of the report. This section deals with the directorship of the center, reporting lines, and incentives for faculty regardless of the ultimate reporting structure.

The departure of the director and interim director exacerbates a continuing problem, the need for consistent leadership that is accepted by the faculty. The need is greatest in the international area, since this area has the broadest impact on the College. The careful appointment of a new director is only part of a solution to the "insider" image of the Center. A strong advisory council adds to the credibility and continuity of Center leadership. The advisory council must represent all the departments of the College. While both Wes Snyder and Jim Williams have made use of the advisory council, it might have to become involved in the procedural affairs of the Center.

It appears that the Center for Higher Education has never been reconstituted as a Center for Higher Education and International Programs. Individuals found it convenient to use the Center for alternative purposes, without changing its official identity. This raises particular difficulties with the requirement that the Center report to a department. "Higher Education" is clearly related to the academic program in the department of Counseling and Higher Education, but "International Programs" might be related to all departments, because these programs have the potential to affect the warp and woof of the college. If these programs are attached to any department, then incentives should be offered for faculty participation regardless of department affiliation. Conversely, fees might be charged to faculty in all departments for services that they receive from the Center. As stated throughout this report, the committee supports the engagement of more faculty in international education programs and projects.

#### Alternatives for the Future

Alternative structures for the Center are described in this section of the report. They begin with the current one and progress through four variations. Additional possibilities are suggested at the end of the section.

Using the Current Structure. At the present time, the Center is encountering major leadership and resource concerns. The interim director estimates costs of \$98,000 per annum for staffing the Center at current levels, and he describes several ways in which funds could be obtained to cover these costs. However, the Center would have to generate \$900,000 to \$1,500,000 every year to support the staff of the Center through overhead, and no money would be left for anything else. This sum is unlikely to be obtained through current or proposed projects. If it were obtained, then the director could devote all his or her time to the Center, but that time would be devoted to the development and continuation of the large grant projects that support the director's salary. It seems unlikely that the academically related functions of internationalization



would receive attention. Those functions are deterred as well by the current staffing pattern, which bases most of the director's salary within a teaching unit of the College. The current professor-director receives a 15% reduction of time for directing the Center, and the project grant manager's salary is supported through outside projects. Most of the director's activities are professorial in nature. Any permutation of soft funds and responsibilities, without increased college support for administering the Center, achieves the same results. The director has to devote his or her efforts to large money projects, while ignoring smaller ones, professional development activities, and those activities that fall outside the realm of his or her expertise.

With greater support, the Center for Higher Education and International Programs could pursue its broad agenda. Associate directors and other staff could address the diverse goals of the Center, and generate projects accordingly. A secure and expanded staff would facilitate the development of large grants, as well as the initiation of more intimate educational projects. Stable financing would also honor work well done. Jim Williams estimates that the Center has brought in at least \$400,000 more than it has cost the University during the past five years, and Wes Snyder was told by the former dean that the Center had produced approximately \$1,000,000 in surplus funds when Dr. Snyder joined the faculty. Sufficient revenues have been produced to support a fuller agenda of [and staff for] activities.

Problems would remain, however. The expansion of activities might muddle further the identity of the Center. It would make the designation of a departmental home more difficult. Therefore, the committee has developed alternative structures that address these problems.

One Center for International and Rural Programs. A subcommittee developed a mission statement that attempted to integrate all center activities through an international theme. The mission statement reads, "The Center for Higher Education and

International Programs carries on a long-standing institutional commitment to international and regional outreach in support of the college's academic mission and its service mandate both to the Appalachian region and to the rest of the world." This statement was followed by a longer statement that the Center:

has developed a tradition of commitment to regional and international outreach. This dual purpose supports the College's mission of further internationalization of the curriculum, as well as the long-standing tradition of active engagement in service activities. The center reaches out to regional rural and international communities, capturing the strengths and brokering exchanges which capitalize on the works and success of College faculty, outside agencies, and the Center's regional and international activities. These integrative goals are further actualized through dissemination of results of programs and projects to College faculty and external constituencies and continued support for new and extended regional and international projects and programs. The Center also supports participant training for foreign students within the College of Education and serves as a mentor to members of the College for internationalization of the curriculum and development of cross-cultural models.

The committee did not discuss the departmental affiliation of this Center, but general comments were offered about its attachment to a specific department or to the College as a whole. These comments apply, as well, to the other options that follow in this report.

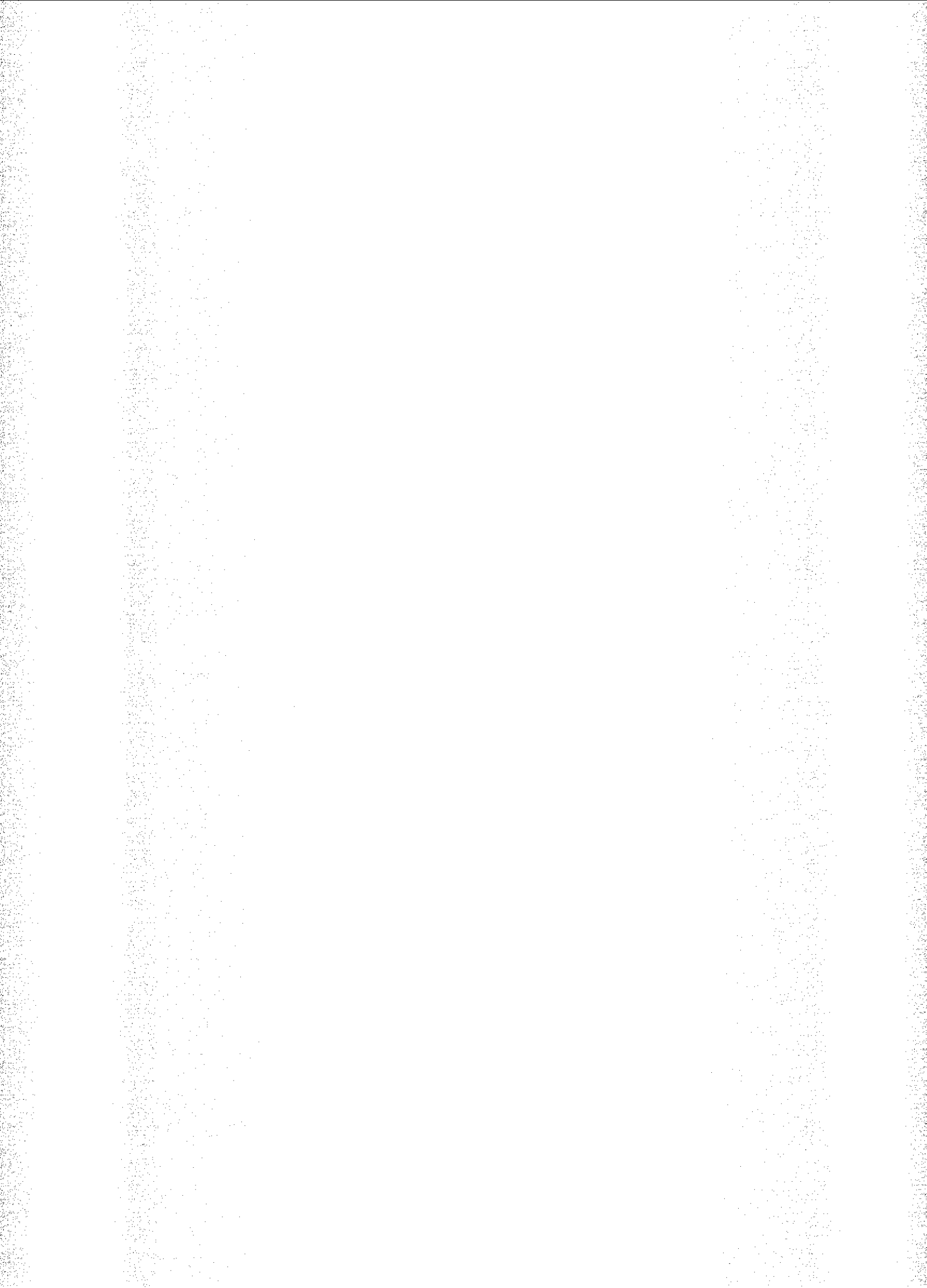
Connecting the Center to a specific department would make it more visible as part of an academic unit, and, therefore, more obviously aligned with the academic activities of the College. Departmental alignment might give Center staff greater access

to the governance structure of the College. Finally, departmental alignment might make the budgeting process more clear-cut, because it would place all funds within the purview of one academic unit.

A center without departmental affiliation would seem to be aligned with the mission of the entire college. It might increase interest and ease budgeting because expenses and revenues could cut across departmental lines. A college-wide Center would seem supportive of faculty, irrespective of the departments in which they work. Finally, a college-wide Center might seem more supportive of international students, regardless of their program affiliations.

This alternative for the Center follows its evolutionary course. It fits the current goals. This Center can pursue more diverse activities than a focused Center for Higher Education; it focuses on geographic rather than institutional affiliation, and it would view internationalization as a broad educational theme instead of only as a focus of funding. The primary disadvantage is that, even with a restated mission, this Center might attempt to do too much with too little, which might diminish its ability to be excellent at fewer, more focused tasks. For example, an international mission might diminish the importance of, visibility of, and incentives for specific, requested activities in higher education and, possibly, rural leadership. Second, a competent director of this center would still need to have broad as well as specific, international experience, and this person might be difficult to find. Finally, at some point, formal Board approval would be required to change the function and name of the Center.

Center for Higher Education; International Programs Coordinated Through the Dean's Office. The Center would be focused on its original mission of higher education service, and it would report to the academic program in higher education. There would be no departmental Center for International Programs, but instead, international programs and projects would be coordinated through a central location in the Dean's



office. A faculty member would be appointed to direct these programs and projects. Incentive funds for projects would be returned, minus fees, to the appropriate departments. Some of the advantages of this model are: 1] the collegewide nature of international functions would be maintained, 2] a greater portion of the university overhead might be returned directly to international activities, and 3] the Board-authorized identity of the Center for Higher Education would be restored. Some disadvantages are: 1] credit/credibility for projects might be given to the dean's office more than the faculty, which could resurrect concerns about the dean's control of Center activities and funds, and 2] the Center's identity as an income generator, instead of an educational office, might well be maintained.

One Center with Subunits for Higher Education and International Programs. The Center would retain its current title, but it would consist of two relatively autonomous units. Co-directors would lead the higher education functions and the international functions. The co-director for higher education would come from that program area. The co-director for international programs might rotate between teacher education and educational studies, on some kind of term appointment. As with the other options, fees would be paid to the center to support staff activities. Research incentive funds would return to the programs of the principal investigators/project directors. Proposals would be generated through the center, but not by the center. This proposal would recognize that, at the present time, no center has the support to stand on its own.

Some of the advantages are that faculty would retain control of Center activities, that "academic entrepreneurship" in particular departmental areas [such as teacher education] would be increased, and directors would have multiple areas of expertise. Disadvantages involve the division of responsibilities and authority within the Center as a whole, and the continuity of international projects and relationships. The interim director

of the Center, Jim Williams, has pointed out that "relationships take time to build and projects take time to bear fruit."

Two Centers, International Programs Reporting to Educational Studies. A Center for Higher Education would report to the Department of Counseling and Higher Education. A Center for International and, perhaps, Rural Programs would be established and report to the Educational Studies Department. Research incentive funds would return to the directors/principal investigators of projects regardless of their department affiliations, after fees were paid to the centers. This arrangement for the International Center would: a] parallel/complement the curricular role of Educational Studies as a center for college activities; b] follow the tradition of the Center, since recent directors have been members of the research area in Educational Studies, and c] recognize the centrality of research as a function of the Center. Disadvantages could involve any logistics concerning the creation of a second center, and negative feelings that teacher education faculty were excluded from the Center for International Programs.

Other Options. The committee does not believe that these options are the only ones that might maximize the effectiveness of the Center and fulfill College goals that are related to the Center at the present time. Many different models for international projects exist in the University. These could be considered as design alternatives.

Another theme developed during the committee discussions, and this theme has been mentioned in several parts of this report. Sectors of the College are emphasizing leadership in rural education, and a Center might facilitate projects in this area. The committee noted that the mission of the Center for Higher Education and International Programs has always included regional service, but making this more specific could exacerbate the identity problems of the Center. Rural leadership, like international leadership, is a mission of the entire College, and its addition would not make an

effective "Center for Higher Education, International Programs, and Rural Leadership." It might, instead, confirm its identity as the college's "Center for External Grants. "

Dean James Heap will assume service at the University in the near future. It is likely that he has ideas and suggestions for the integration and separation of Center responsibilities. His input will be vital for the development of the Center's interests and place within the College.

#### Conclusions of the Committee

The November 1997 "Procedure for the Review of Centers and Institutes" require the review committee to offer information about the viability, funding, and future of a center. This committee has tried to include that information in this report. The final section provides its conclusions about the status of the Center for Higher Education and International Programs at this time.

Very early in its deliberations, the committee concluded that a center is a viable idea for pursuing important activities in higher education and international programs. The original service mission in higher education remains important and is attracting renewed interest. The focus on international programs and activities is important, even if large grants—the sustaining historical force of the Center—have become more difficult to obtain. These purposes are easy to support, but the identity, structure and support of the Center for Higher Education and International Programs will need continued examination beyond the time constraints of this review.

Identity and structure are interrelated; e.g., a program-based center should be affiliated with an academic program. A Center for Higher Education fits nicely within the context of the program in higher education. Purposes that reflect the mission of the entire college should permeate the college departments or be addressed in specific, collegewide structures. A Center for International Programs fits within this context. The Center for Higher Education and International Programs has been a funding vehicle for

the College, but it has not been able to fulfill its promise in the specific area of higher education or in the college-wide area of international leadership. The committee has proposed several alternatives to fulfill the diverse goals of the Center.

In the past, the finances of the Center were shrouded in mystery, but that is a "historical curiosity" instead of a continuing concern. The interim dean and the directors of the Center have attempted to clarify its financial management. To remain viable, the Center needs greater, guaranteed support in order to serve departments or the College effectively. A greater percentage of the director's time should be freed through permanent funds. Continuing support of the project grant manager is imperative as well. Even if project funding is not the only function of a center, its pursuit is an arduous and essential activity for the Center director and the project grant manager, and this requires ongoing support from the college and/or departments.

Finally, the committee concludes that the Center should continue in its present form for two to three years, in order to let Dean Heap and the college resolve the issues of its identity, structure, and support. The Center purposes are essential; its productivity has been good, but the potential is even greater for the development of activities in higher education and international programs.



# A TRADITION OF OUTREACH

## Five-Year Review — Self-Study Document Center for Higher Education & International Programs

*by James H. Williams, Ed.D., Director, 1996-1998<sup>1</sup>*  
(Draft — February 25, 1998)

In an increasingly interdependent, intercultural world, economically reliant on the utilization of information, the linking of geographically distant and isolated peoples through education becomes increasingly a matter of good economic as well as well as good cultural sense. The rural peoples of Appalachian Ohio and developing countries throughout the world share histories of economic isolation and educational under-development. Both Ohio University and its College of Education have long worked to provide educational services to the people of this poor region of Ohio. The practice of outreach has carried over to include peoples overseas, particularly in developing countries. Ohio University has realized substantial inter-linkages with institutions internationally. The College of Education in particular has worked to forge relationships itself with countries in southern Africa and Southeast Asia, as well as to schools and institutions of higher education in Appalachia.

**Goals.** As a unit operating within the College of Education, the Center for Higher Education & International Programs has worked toward these same broad goals. More specifically, the Center for Higher Education & International Programs seeks as its goals:

- \* To participate in collaborative development efforts with foreign and domestic institutions and ministries/departments to enhance human accomplishment;
- \* To assist community colleges and partnership schools in their research and evaluation endeavors;
- \* To carry out research on education problems related to individual and organizational development;
- \* To provide expertise on the evaluation of human services programs;
- \* To promote the internationalization of the instructional program in the College of Education of OU;
- \* To develop and administer international education programs of the College of Education, including the participation of foreign students; and
- \* To assist the faculty in the College of Education to expand their international

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<sup>1</sup> As timing would have it, this Five-Year Review corresponds to the end of the tenure of the temporary director, Jim Williams, who leaves in June 1998, awaiting return of the regular director, Professor Conrad Wesley Snyder, Ph.D., who is serving on the Ohio University BES Project in Namibia. This self-study document was prepared by Jim Williams in consultation with Dr. Snyder. Despite extensive conversations between the two directors, perspectives on the Center may differ in emphasis and perhaps substance. As a result, Professor Snyder will be preparing an extended comment, which will be attached to this self-study document.

experiences and translate these into more effective and widely applicable programs within the College.

Functionally, "the center serves as a:

- Linking and referral point for colleges and international agencies seeking access to the educational services of the College of Education at Ohio University
- Consulting service for research, evaluation, project work and management, and the study of key higher education issues
- Coordination center of international participant training for foreign students associated with college programs
- Base for faculty and graduate students engaged in research or evaluation activities concerning international and rural development in education, and
- Coordination point for the dissemination of research results to relevant educational communities (brochure for the Center for Higher Education & International Programs).

**An Evolving Mission.** The specific focus of the Center has evolved over the years. Established in 1981 by resolution of the Ohio University Board of Trustees, the Center was initially directed by Professor Emeritus Milton Ploughoff and was known as the Center for Higher Education. Its initial purposes were to assist two-year and four-year institutions of higher education in Southeastern Ohio and Appalachia "to improve the educational opportunities of large number of students in an area of our country which desperately needs outstanding educational institutions," "to provide learning experiences for faculty and graduate students at Ohio University," and to "develop and disseminate a body of knowledge concerning issues and possible solutions relevant to higher education in Appalachia (Dressel, 1804 Proposal, March 30, 1981)."

In 1992, the Center shifted toward an international focus, based on recommendations of a 1987 review. This change was reflected in the Center's new name, the Center for Higher Education & International Programs; in a greatly increased emphasis on international educational projects as the core work of the Center; and in the naming of C. Wesley Snyder, an international education specialist, as Director. While retaining the earlier objectives, this shift in emphasis is clearly noted in the objectives of the Center as described in the 1993 Self-Assessment document. Among the objectives of the Center were "to re-establish OU/COE's presence in international education projects;" "administer international projects of OU/COE;" "establish contact and continuing communication with international agencies and institutions;" "assume responsibility for the administration of international program in the COE." Time and resources permitting, the Center was, among other activities, to: "encourage cooperative teaching arrangements with other international education institutions to provide additional exposure to international experts at OU/COE;" and "respond to appropriate RFPs for international education projects of interest to the OU/COE.."

Still, the Center continued activities on the domestic front, setting as goals to: "serve as a clearinghouse and supporting institution for grant proposals from the COE;" "continue and enrich the

international opportunities for students and faculty in the COE;" assist ODHS (Ohio Department of Human Services) and HSDI (Human Service Development Institute of Hocking College) in the evaluation of TOPS (Training Opportunities for Program Staff), as implemented at 13 community colleges in Ohio;" "assist other projects in the COE in research and evaluation;" and "initiate an instructional research program (the role of affect and instructional flow in classrooms)."

The renewed emphasis on international education projects was associated with the College competing and winning the USAID-funded PEP Project in Lesotho, to establishment of a formal linkage agreement with the University of the Western Cape, and to the College coming to play an important role in USAID's BES Project in Namibia, where Wes Snyder is currently serving as Chief of Party. During his absence, Dr. James Williams, also an international education and research specialist, was brought to the College to direct the Center and to teach courses in the Educational Research and Evaluation program area, replacing Wes Snyder and Dr. Robert Barcikowski, who was also fielded to Namibia in connection with BES.

Under Williams' direction, the Center has worked toward the same general goals and objectives. In particular over the past two years, the Center has worked: 1) to seek funding for the Ohio-UWC (University of the Western Cape) linkage; 2) to increase opportunities (and awareness) for faculty to travel academically; 3) to develop the College's opportunities in international higher education; 4) to restart conversations about the role of the College vis a vis regional higher education institutions; and 5) to increase faculty awareness of and participation in the Center. The emphasis has shifted from large projects to a series of smaller efforts, designed to achieve the objectives outlined above. All of these efforts are long-term. Some have led to concrete results; others are still germinating we hope. Finally, there has been an attempt to seek ways to utilize the College's developing capacities particularly in distance education and educational administration.

**The Opportunity of this Review.** The goals of the Center have been broad enough to include these changes in programmatic focus. This breadth may be viewed as a strength, for it permits the Center to accommodate an agenda that changes in response to evolving perceptions of need, interests of Directors and of influential or passionate members of the faculty, and as external opportunities wax and wane. This same breadth, however, coupled with the fact that the language of the Center remains constant, even as the programmatic emphasis shifts; past less-than-transparent uses of Center-generated money (similar to problems faced by other units of the College prior to September 1996); and a concentration of international interests in certain faculty, have meant that the purposes of the Center remain unclear to many constituencies within the College.

The College has reorganized, and a dean search is underway. Consequently, this review is an important opportunity for the Center to find a home, to recenter itself in the context of the larger Mission and purpose of the College and decide what precisely it is to achieve, who best is suited to lead it toward its new objectives, and where, academically, it is to lay its head. In large part, this question is not for the Center but for the College to answer. And thus the responsibility of the Review Committee is heavy. We hope the review process will be a thorough one, in which all assumptions are questioned, and all serious proposals entertained. The five-year review process was

established so that organizations would not long outlive their usefulness to the academic communities they serve. So, we hope the Review Committee will consider seriously whether the Center should be continued, and to what end(s).

**Current Activities and Status.** In practice, the Center may also be defined by what it does. The Center is involved in a number and diversity of kinds of activities, as summarized below.

Table 1. Current Activities/Projects of the Center for Higher Education & International Programs

TYPE OF ACTIVITY/ Specific Activity	STATUS
<b>GRANT SUPPORT</b>	
BES Project	Active: ends October 1998
Evenstart (second year on ongoing evaluation of early childhood & family program in Zanesville)	Active:
Service Learning (College of Education component of larger campus initiative)	Active: Jaylynn Hutchinson is College of Education coordinator
<b>SUPPORT OF COLLEGE'S UNIVERSITY LINKAGES</b>	
University of Western Cape linkage	Active: Ohio College of Education provides tuition scholarship support up to 2 UWC students per year; active collaboration on grant-seeking; regular exchange of visitors; beginnings of faculty exchange (Center provides support, prepares grant applications, serves as primary link)
Swaziland linkage	Active: Ohio provides tuition scholarship and stipend to 1 Ngwane Teacher Training College faculty person per year; Ngwane hosts Ohio's summer student teaching program
University of the Yucatan - Yucatan-based Ph.D. program	to come under Center next year

TYPE OF ACTIVITY/ Specific Activity	STATUS
Manchester linkage	Inactive: past plans to offer joint Masters degree in International Education
(past) linkages with international universities (Sheffield Hallam in the UK; Universidad de Noroeste in Mexico; National University of Lesotho; Chiang Mai University in Thailand; The University of Namibia	Inactive
Vietnam linkage	Inactive
<b>REPRESENTING THE COLLEGE</b>	
Contact and referral point for colleges and international agencies seeking access to the College of Education	Active
Represent the College on the University International Council	Active
Chair of the Internationalization of the Curriculum Sub-Committee	Active
Represent College and its capacities to potential funders	Active but done on a case by case basis
Represent Center (and international issues) on College Advisory Council	Active
Support and liaison with International Studies (in a variety of ways)	Active with African Studies; Semi-Active to Inactive with other regional programs
<b>SUPPORT FOR COLLEGE &amp; UNIVERSITY INTERNATIONAL ACTIVITIES</b>	
Other support	Active: limited financial support to various international clubs and activities around campus
<b>RESEARCH</b>	
African Educational Research Symposium	Active: annual financial support; coordination of logistics for next year (starting in April)

TYPE OF ACTIVITY/ Specific Activity	STATUS
Research grants to faculty and students	(mostly) Inactive: support provided last summer to 1 graduate student & 1 faculty member, then funds ran dry
Newsletter	Active: print up quarterly issues of <i>McCracken Voices</i> , a collection of essays by College affiliates on issues in higher and international education
African Education Research Network	Inactive
<b>ARTICULATING THE ROLE OF THE INTERNATIONAL IN THE COLLEGE</b>	
Advocacy	Semi-Active: Director speaks up for international students at faculty meetings
Leadership in defining the place of international in the College	mostly Inactive
<b>INTERNATIONALIZING THE CURRICULUM</b>	
Studies for Provost (as part of University International Council)	Active: How International Is Ohio University? How Does Ohio University Portray Its International Activities and Programs? (Just started)
Within College of Education	Inactive
<b>LINKAGES WITH REGIONAL INSTITUTIONS OF HIGHER EDUCATION</b>	
Groundwork	(Mostly) Inactive:  last year, held meetings with higher education faculty about restarting outreach; hosted, met with state community college officials; began statement of College capacities in working with regional institutions; agreed to house and help coordinate such activities
<b>SUPPORT OF GRADUATE STUDENTS</b>	
Home for support of student each from Namibia (via BES Project); Swaziland (via agreement); South Africa (via agreement with UWC);	Active (but Center does little)

TYPE OF ACTIVITY/ Specific Activity	STATUS
Work for graduate student (via Evenstart)	Active
<b>GRANT SEEKING &amp; PROMOTING</b> (see Table 2 for summary of grants submitted)	
Seeking opportunities	Active: regular scanning of grant sources
Maintaining catalogue of possible grant opportunities for College	Semi-Active: files are being updated; ongoing interviews with faculty about funding needs and research interests; need to publicize availability among faculty and students
Assistance to College of Education faculty with grants	Semi-Active: now done on a case by case basis; need for publicity of our services
Clearinghouse & referral	Active: referral of grants to appropriate faculty within College of Education, to collegial institutions, e.g., Hocking College; ; referral of students to relevant job opportunities
<b>COMMUNICATIONS</b>	
Speakers	Semi-Active: once/quarter speakers
Bulletin Board	Active: upcoming events; job and grant opportunities; relevant articles; and some international educational posting — changed biweekly, or more
<b>OTHER</b>	
Resource university	(potentially) Active: sole U.S. resource university on \$30 million USAID-funded basic education project

**Future Activities.** In addition to the above activities, which are currently underway, the Center has submitted several funding proposals, the results of which have yet to be announced. These proposals are noted in Table 2. In addition to administering these grants should Ohio University prevail, the Center *may* be asked to assume a coordinating role in relation to several additional programs:

- \* Consortium of Overseas Teaching Program — a program currently coordinated by the Dean's office, whereby Ohio University students participate in student teaching assignments in Australia, Ecuador, England, Germany, Ireland, the Netherlands, New Zealand, Scotland,

and Wales;

- \* Hong Kong Baptist University-based Ph.D. program now being negotiated;
- \* Namibia-UWC Degree Program -- possible use of Ohio faculty in delivery of UWC-based Masters program to Namibian Ministry of Education officials;
- \* University of the Yucatan -- possible expansion of program beyond Education and beyond University of Yucatan to include faculty from other universities in Mexico and Central America (Center will provide coordination support)
- \* University of the Yucatan -- possible development of counseling workshops;
- \* Higher Education -- organizational home for College's two-year college outreach and linkage efforts.

Table 2. Summary of Grants Submitted

Grant	Comments
Ron Brown Fellowship	modest grant to bring 1 Easter European student to College of Education to study educational administration
TELP Linkage Grant (submitted by UWC with Ohio University College of Education as partner institution)	USAID, Rand 254,000 to fund development of field-based teacher training preparation programs in South Africa based on Ohio University models; and partnership fellows program/staff exchanges, mainly in university-community outreach
TELP Bridging Program Grant (Ohio University will sub-contract under IIE, Washington)	USAID, US\$720,000, to fund 28 workshops in South Africa to assist historically disadvantaged institutions in developing bridging (remedial) programs in Mathematics, science, English as a second language, and study skills
College and University Affiliations Grant	USIA, US\$120,00, to fund exchange of five faculty each way between Ohio University and UWC, in education and democracy, university-community outreach, educational administration



In addition, the Center is currently considering three additional grants:

High Hopes -- recently announced by President Clinton to fund educational initiatives in poor regions;

Distance education proposal -- private funding to assist the University of the Western Cape in developing a distance education program with its northern campus;

Leland Initiative funding -- funding to assist African countries establish and utilize the internet. Ohio's role would be to assist in educational uses of the internet in Africa.

**Activity Selection Criteria.** Despite the number and variety of activities listed above, the Center has not undertake every potential activity. With few exceptions, the Center has taken on activities if they fit into one of three categories: 1) large international basic education projects, e.g. Lesotho; 2) projects or activities that promote exchange of faculty or development of existing linkages, e.g., College and University Affiliations Project; 3) small, regional service projects, e.g., Evenstart; or 4) small "investment" projects that cultivate personal connections and possibly lead to more comprehensive relationships in the future, e.g., Ron Brown Fellowship.

For much of this review period through early 1996, the Center's primary activity was the Lesotho PEP Project. This Project took much of the Director's time, and generated substantial funds for the University. Since the closing of the PEP, the Namibia BES Project has been the Center's largest activity. This project has also generated significant funds.

Under Williams' direction, the Center has avoided bidding as prime contractor on large projects due to lack of sufficient time and staff support to assemble a major proposal, as well as the perception of the lack of a clear educational rationale for the College to pursue an administering role for a large international development project. Instead, the Center has chosen projects that focus on geographic and academic areas of expertise, in order to build on our strengths. We have not pursued activities that lacked clear support from multiple faculty, nor have we pursued activities without a clear sense of who would manage the activity on an ongoing basis. We have sought to schedule faculty travel during Summer or Intercession breaks so as not to weaken the teaching base in Athens. Unless, the activity were particularly strategic, e.g., the faculty exchange with UWC, we have sought activities that primarily brought resources to the College and University, costing as little as possible in direct terms. On the other hand, we have undertaken every possible activity that supported the College or University through service, e.g., representation on committees, or modest financial support.

**Assessment.** The impetus for outreach has remained constant through the Center's history. Over the past five years, this impetus has been directed largely toward international activities. The Center has certainly achieved several objectives. It has "reestablished the College's presence in international education projects," "established contact and continuing communication with international agencies," and "assumed responsibility for the administration of international program in the COE."

Academically, the College has contributed expertise in applied research, evaluation, and assessment. Geographically, the College has focused on in southern Africa, adding to its years of substantial, creditable work in Botswana, Lesotho, and Swaziland, and complementing its linkages and interests in South Africa.

The College and the Center have focused internationally on teaching and on service. Relatively few of our international activities involve research, and it must be said that we have little written legacy of our years in southern Africa.

The expertise developed overseas, however, while quietly resident in the halls of McCracken, has failed, somehow, to internationalize the College, or to involve many faculty, or students in the international academic life of the College. Part of this is due, no doubt to funding. There have not been sufficient funds to send significant numbers of faculty and students overseas. Much of this would also seem to be a matter of disinterest. The proportion of the faculty that consider further internationalizing of their courses a high priority is likely not high. International activities are somehow remote from the daily experience of many faculty and U.S. students. International speakers we have sponsored have not attracted large numbers of the College community. To complicate matters, the Center's finances are poorly understood, a legacy, in large part, of previous opaque financial management strategies. In short, while the Center serves as a unit of the College, it has failed to be wholly "owned" by the College community.

Recently, the Center has prepared a series of proposals aimed at promoting faculty exchange, teaching and research in South Africa. If one or more of these proposals is funded, the College will have a mechanism for engaging more faculty more completely in international academic activities. The Hong Kong program may have the same effect, if it materializes.

It must also be said that the Center has done relatively little over the past few years in linking the College with regional institutions of higher education. The TOPS Program through Hocking College in 1993 and 1994 is one exception. Additionally, last year, initial discussions were held to restart linkages with regional colleges. However, further steps were not taken due to lack of time (and contacts) on the part of the Director.

**Future Directions.** In many ways, the timing of this review is unique. The College has a new structure. The current temporary Director will be leaving at the end of the year. The previous Director is scheduled to return, and a new Dean is likely to take charge. The Board of Regents has approved new doctoral programs in higher education and educational administration. As a result, it seems more appropriate for the Center to lay out the choices of direction than to chart a specific course.

The issue would seem to revolve around the extent to which the Center chooses, or mixes, its activities in international arenas, in higher education, and in rural Ohio/Appalachia. Having committed considerable resources to developing international expertise, it would seem a shame to pull out of international activities entirely. At least some of the functions currently carried out by the

Center would need to be handled by someone in the College, though the Center need not be the responsible unit. One perspective is that the College should decide once and for all what the Center is about. Such a perspective would likely entail a choice among the three areas of focus.

Another strategy would be to strengthen areas that are currently weak but to consider the integration of these seemingly disparate impulses. It may well be time, for example, for the College to decide to re-establish strong linkages with regional institutions of higher education. Once strengthened, however, these linkages might be extended internationally, albeit slowly as resources and interest permit. Over the past two years, the College has moved toward an integration of international higher education, as an area of expertise. In Namibia, Hong Kong, and Mexico, the College has been asked to develop locally-based graduate degree programs. Three recent proposals involve the College working internationally to develop programs in higher education. Then too, the rural Ohio-rural developing country parallels might be more fully articulated in ways that relate educational issues in internationally and in Ohio, to the benefit of both.

A well-functioning Center would seem to require two critical pre-conditions for success. First, it should contribute in clear and widely-understood ways to the academic purposes of the College. In the context of the new College organization, finding the right home may involve a re-definition and certainly a re-clarification of the Center's purpose and a larger discussion about how and where that purpose can best be achieved. Secondly, a functional Center requires a leader with interest, vision, time, and connections to bring that vision to fruition. For the Center to work at its best, these two conditions should be achieved and compatible.

Personally, I would like to see the Center continue to develop its expertise and its knowledge base -- written and experiential -- in the institutional development of higher education in this region and internationally, particularly in southern Africa but also expanding perhaps to Southeast Asia. At the same time, I would like to see us develop deep exchange relationships with a few universities and colleges, a series of research and teaching collaborations involving students as well as faculty.

**Funding Commitments and Needs.** Finance is one of the critical issues facing most centers and institutes, and the Center for Higher Education is no exception. The historical documentation suggests that early higher education initiatives were suspended in large part due to lack of a sound financial base.

The primary expenses of the Center are salaries, of the Director, support staff, and graduate students. A substantial portion of the Director's salary is usually covered by teaching assignment, though the Center, through its operating budget, use of research incentive funds, or a grant, typically provides a supplement for the extra work involved in managing the Center.

For the past two years, this has been the case, with the bulk of salary provided by SABSEL, then Educational Studies, the home of Educational Research and Evaluation, the Director's academic lodging. A supplementary \$7,000 has been provided each year out of the College-provided operating budget. In exchange, the Director taught a course load reduced from 6 to 5 courses each year,

(making it difficult to manage the Center and simultaneously generate additional funds and expand the Center into regional higher education). Administrative support was provided in 1996/97 by Rollene Chesnut. Two-thirds of her salary was covered by the BES Project, one third from the Center's research incentive fund. In 1997/98 administrative support has been provided by Melissa Freeman. Two-thirds of her salary is similarly covered by the BES Project, with the remaining one-third from the Hong Kong Project. If the Hong Kong Project does not go forward, Ms. Freeman's time will be cut from full time to two-thirds time. In any event, BES funding runs out in September 1998, after which time funds must be found to support that position. In addition, after October 1998 Wes Snyder returns to the Center. Depending on how much of his salary is covered by his teaching assignment, there may be a considerable amount remaining to cover.

In order to estimate costs, let us assume a similar structure to the one currently in place, that is, a Director and a Project Grant Manager. Assume that the Director's full salary and benefits comes to \$86,000, half of which is covered by the academic department. Assume that the Center would bear the full cost of the Project Grant Manager's salary and benefits, which comes to an estimated \$40,000. Assume an increase in supplies, communications, and travel to reflect increased activity, coming to a total of \$8,000. Then, assuming \$7,000 for the stipend for a graduate assistant, the total comes to \$98,000 per year. Some of these costs can be covered, as they are now, by grants. Any remaining costs would have to be obtained from other sources.

Table 3. Estimated Annual Costs of Running the Center for Higher Education and International Programs

ITEM	AMOUNT
Director's Salary to be Covered by Center	\$43,000
Project Grant Manager's Salary to be Covered by Center	40,000
Supplies, Communications, Travel	8,000
Graduate Assistant Stipend	7,000
<b>TOTAL</b>	<b>\$98,000</b>

One strategy might be to rely on research incentive money to recover such costs. This is a difficult way to provide for salaries, however. In order to generate \$100,000 of research incentive money, for example, one would have to get grants of \$900,000 to \$1,500,000 every year, which is more than any of the past five years.

Even so, the past five years have generated considerably resources for the University. Appendix A provides a breakdown of operating and external grants budgets by fiscal year and aggregate

budgetary category. Where possible, grants have been disaggregated by year. Often, this is impossible, and total figures are presented in the first year, with cross-references in subsequent years. These figures suggest that, in aggregate terms, the Center has proven a good investment. Table 4 compares the total Center operating budgets, 1993-1998 with the total amount of indirect costs generated<sup>2</sup>. The Center generated \$850,000 over the five year period of time, while costing \$195,000 direct expenditures. Even assuming an average of \$50,000 per year to cover the Director's salary paid from academic or other accounts, the Center brought in at least \$400,000 more than it cost. It should be noted that the reason for the large amounts of resources generated are the scale of large international development projects. If the Center continues to seek smaller, more faculty-intensive funding, the balance of costs is likely to shift away toward higher relative costs.

Table 3. Comparison of Indirect Funds Generated and Operating Budgets, 1993-1998, Center for Higher Education and International Programs

	Total, 1993-1998
Indirect from Grants	\$854,198
Operating Budget	\$195,271
Ratio	4.37

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<sup>2</sup> These amounts are misleading in two ways. First, the Center's operating budget does not reflect the full costs of running the Center, in particular, the salaries of the Director, support staff, and graduate students. Prior to 1996, these salaries were paid from a variety of sources of funds in ways that are impossible to sort out at this point. Some salaries or portions of salaries were covered by grants. At least some salary money was covered by a loan from the University, which is now being repaid from the Center's research incentive account. Secondly, the aggregate figures do not accurately represent the flow of cash across units within the University. Thus, while the College budget provides the operating budget, the University receives the indirect costs, specified proportions of which come back to the academic unit with which the Center is affiliated, to the Center's research incentive account, and to the principal investigator's research incentive account.

# APPENDIX A

## Financial Information

**\*\*Appendix A is organized by fiscal year. Each fiscal year begins with the operating account, followed by grants. All accounts are separated by category. Multi-year grants are reported in the first fiscal year that they were received. Subsequent years are referenced as "Continuation".**

<b>Center for Higher Education &amp; International Programs</b>			
<b>Operating Account 1992-1993</b>			
	1000	Salaries--Director	\$5,774.00
		Salaries--Honoraria	\$2,500.00
		Salaries--Support	\$23,087.00
	2000	Benefits	\$11,955.00
	3000	Supplies	\$1,000.00
	4000	Travel	\$3,100.00
	5000	Communication	\$7,100.00
	<b>Total</b>		<b>\$54,516.00</b>
<b>GRANTS 92/93</b>			
<b>Hocking College--TOPS</b>			
	State/Other Money		7/1/92-6/30/93
	1000	Salaries--Dean/Director	\$9,135.00
		Salaries--Contract	\$10,980.00
		Salaries--Associate Profs	\$10,156.00
		Salaries--Graduate Students	\$14,116.00
	2000	Benefits	\$11,679.00
	3000	Supplies	\$1,616.00
	4000	Travel	\$6,000.00
	5000	Communication	\$1,500.00
	7910	Indirect	\$6,816.00
	9000	Equipment	\$3,000.00
	<b>Total</b>		<b>\$74,998.00</b>
<b>Woodland Hills Imp. &amp; Deseg ** See FY 93/94 &amp; 94/95</b>			
	State/Other Money		11/2/92-10/31/94
	1000	Salaries--Dean/Director	\$4,538.00
		Salaries--Support	\$32,383.00
		Salaries--Contract	\$45,110.00
		Salaries--Assistant Profs	\$43,005.00
		Salaries--Graduate Students	\$6,000.00
	2000	Benefits	\$44,964.00
	3000	Supplies	\$2,000.00
	4000	Travel	\$10,000.00
	5000	Communication	\$2,000.00
	9000	Equipment	\$5,000.00
	<b>Total</b>		<b>\$195,000.00</b>

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<b>Lesotho Campus</b>		**See FY93/94;94/95;95/96;96/97	
	Federal		9/21/92-8/31/96
1000	Salaries--Dean/Director		\$30,000.00
	Salaries--Support		\$66,000.00
	Salaries--Profs		\$20,000.00
	Salaries--Contract		\$20,000.00
	Salaries--Graduate Students		\$30,000.00
	Salaries PT Students		\$3,000.00
	Salaries--Hrly Temp		\$450.00
	Salaries--OT, holidays, sick, vacation		\$17,000.00
2000	Benefits		\$48,000.00
3000	Supplies		\$800.00
4000	Travel		\$4,820.00
5000	Communication		\$3,400.00
6000	Repair		\$150.00
7000	Misc/Grad Waivers		\$71,700.00
7910	Indirect		\$170,000.00
7970	Subc<=25000		\$50,000.00
7971	Subc>25000		\$1,177,500.00
	<b>Total</b>		<b>\$1,712,820.00</b>
<b>Lesotho Field</b>		**See FY93/94;94/95;95/96;96/97	
	Federal		9/21/92-8/31/96
1000	Salaries--Contract		\$470,000.00
	Salaries--Profs		\$172,000.00
	Salaries--Other Academic/res		\$6,000.00
	Salaries--PT Students		\$1,500.00
	Salaries--PT Student/Other		\$210.00
	Salaries--Post Allowance		\$63,000.00
	Salaries--Consultants		\$6,000.00
	Salaries--Professional		\$80,000.00
	Salaries--Other Personnel		\$6,000.00
2000	Benefits		\$218,800.00
3000	Supplies		\$21,700.00
4000	Travel		\$295,000.00
5000	Communication		\$50,705.00
6000	Repair		\$121,600.00
7000	Misc/Grad Fee Waivers		\$529,282.70
7910	Indirect		\$670,000.00
9000	Equipment		\$19,516.30
	<b>Total</b>		<b>\$2,731,314.00</b>



<b>1993-1994 Operating Account</b>			
	1000	Salaries--Support Staff	\$24,221.00
	2000	Benefits	\$10,916.00
	3000	Supplies	\$1,000.00
	4000	Travel	\$2,000.00
	5000	Communication	\$5,800.00
	6000	Rental, Repair, Maintenance	\$200.00
	7000	Miscellaneous	\$0.00
	9000	Equipment	\$1,000.00
	<b>Total</b>		<b>\$45,137.00</b>
<b>GRANTS 93/94</b>			
<b>Hocking College--TOPS</b>			
	<b>State/Other Money</b>		<b>7/1/93-9/30/94</b>
	1000	Salaries--Dean/Director	\$11,300.00
		Salaries--Contract	\$21,818.00
		Salaries--Graduate Students	\$7,195.00
	2000	Benefits	\$13,980.00
	3000	Supplies	\$708.00
	4000	Travel	\$3,600.00
	5000	Communication	\$2,900.00
	7000	Misc/Grad Scholarships	\$6,681.00
	7910	Indirect	\$6,818.00
	<b>Total</b>		<b>\$75,000.00</b>
<b>Lesotho Campus Continuation</b>			<b>**FY 92/93</b>
<b>Lesotho Field Continuation</b>			<b>**FY 92/93</b>
<b>Woodland Hills Continuation</b>			<b>**FY 92/93</b>





<b>1996-1997 Operating Account</b>			
	1000	Salaries--Director	\$5,165.00
		Salaries--Graduate Student	\$5,730.00
	2000	Benefits	\$1,984.00
	3000	Supplies	\$500.00
	4000	Travel	\$1,000.00
	5000	Communication	\$6,000.00
	7000	Misc/Grad	\$6,981.00
	<b>Total</b>		<b>\$27,360.00</b>
<b>GRANTS 96/97</b>			
<b>Zanesville Even Start Cont.</b>			<b>** FY 95/96</b>
<b>Lesotho Campus Continuation</b>			<b>**FY92/93;93/94;94/95;95/96</b>
<b>Lesotho Field Continuation</b>			<b>**FY92/93;93/94;94/95;95/96</b>
<b>Namibia BES--Harvard Institute for Internat'l Devmnt</b>			<b>** See FY 97-98:</b>
	<b>Federal Money</b>		<b>9/1/96-9/30/98</b>
	1000	Salaries--Professors	\$181,600.00
	2000	Benefits	\$61,895.00
	7000	Misc, Insurance	\$6,556.00
	<b>Total</b>		<b>\$250,051.00</b>
<b>Namibia BES Campus--Institute for Intern'l Research</b>			<b>** See FY 97-98:</b>
	<b>Federal Money</b>		<b>8/15/96-8/31/98</b>
	1000	Salaries--Contract	\$36,267.00
		Salaries--Graduate Students	\$25,750.00
	2000	Benefits	\$18,385.00
	3000	Supplies	\$1,966.00
	4000	Travel	\$66,498.00
	5000	Communication	\$8,358.00
	7000	Miscellaneous	\$112,335.00
	7910	Indirect	\$126,154.00
	<b>Total</b>		<b>\$395,713.00</b>
<b>Namibia BES Off Campus--Institute for Internat'l Research</b>			<b>** See FY 97-98:</b>
	<b>Federal Money</b>		<b>8/15/96-8/31/98</b>
	1000	Salaries--Professors	\$201,252.00
		Salaries--Contract	\$61,534.00
	2000	Benefits	\$86,662.00
	7910	Indirect	\$90,856.00
	<b>Total</b>		<b>\$440,304.00</b>

<b>1997-1998 Operating Account</b>			
	1000	Salaries—Director	\$6,349.00
		Salaries—Graduate Student	\$6,171.00
	2000	Benefits	\$2,550.00
	3000	Supplies	\$500.00
	4000	Travel	\$1,000.00
	5000	Communication	\$3,000.00
	6000	Rental, Repair, Maintenance	
	7000	Miscellaneous	\$12,995.00
	9000	Equipment	
	<b>Total</b>		<b>\$32,565.00</b>
<b>GRANTS 97/98</b>			
<b>Zanesville Even Start Year 2—Zanesville City Board of Education</b>			
	<b>Federal Money</b>		<b>9/1/97-2/15/98</b>
	1000	Salaries—Graduate Students	\$3,960.00
	2000	Benefits	\$28.00
	3000	Supplies	\$175.00
	4000	Travel	\$292.00
	5000	Communication	\$175.00
	7910	Indirect	\$370.00
	<b>Total</b>		<b>\$5,000.00</b>
<b>Namibia BES Campus Continuation</b>			<b>** FY 96/97</b>
<b>Namibia BES Off Campus Continuation</b>			<b>** FY 96/97</b>
<b>Namibia BES—Harvard Institute for Internat'l Education Cont.</b>			<b>** FY 96/97</b>

# APPENDIX B

## Historical Documentation



OHIO UNIVERSITY

31 January, 1999

Professor Harold Herman  
Dean, Faculty of Education  
University of the Western Cape  
Bellville, South Africa

Dear Harold:

Thinking of warm Cape Town in the middle of our chilly winter prompts me to get busy and communicate with you about our various shared interests. We have been successful, I believe, in strengthening our connections through a wide variety of sources. Let us try to move forward in promoting strengths throughout our institutions based on the foundation we already have. I write to you today to review some of those strengths and future prospects. The Ohio University-University of the Western Cape linkage is one of the most active that this university is part of, primarily due to our joint efforts.

Our latest achievement is the award of \$130,000 from the United States Information Agency for a "University Affiliation" between our faculties, covering a three year period. In that there was a tremendous delay between the time of the grant proposal's submission and its final award (this month), we must make some revisions in our plans. I do think that there is some flexibility, given what we proposed to do. I'll quote from the proposal:

**Schools and Democratic Societies Partnership Project:** "Through faculty exchange in democratic education, school-university partnerships, and educational administration, this grant will enable us to: 1) develop and extend graduate degree programs in democratic education to meet increasing demand, 2) extend the outreach of the faculties of education to the broader communities of teachers and students, and 3) develop greater competence in democratic management and administration of schools." There is also frequent mention of 'technology' in the proposal.

So, we need to decide what to do with this money. I, of course, have both suggestions and questions for you. Aslam is now here and we will count him as achieving an objective of year I of the grant; and I think that we will have him do something teaching wise on democracy in the September-November term. He will also be engaged in our local Institute for Democracy and Education efforts as well. I also thought of taking advantage of Peter Kallaway's visit to North America in April by having him come to Athens under the auspices of the grant. My other immediate ideas are to have Sandy Tuner and Teresa Franklin, of our Instructional Technology group, make a visit to UWC from late July to mid-August of this year, for you to come here for the January-March period of 2000, and for Jaylynn Hutchinson to go to UWC and teach in your June-

Dean Harold Herman, page 2.

August term in 2000 (she is currently director of the Institute for Democracy and Education). We are also having this inaugural conference of the Institute for the African Child June 16-19, 1999, if we wanted to include participation in that on the grant.

And my question for you is, who and when can UWC people come here and what would they like to do? Shall we try to get the Gamiets involved? I do feel badly about that situation, despite the financial aid package we were finally able to put together on this side.

Otherwise, to briefly review our other recent activities from my perspective, I am very proud that we produced an issue of *Democracy and Education* together, a significant first. "Coping with Rapid Change: A Focus on South Africa's Teachers," was a useful project to illuminate your struggles in the classroom there and bringing them to the attention of an American teaching audience.

We are also proud of having won a prestigious Putnam Visiting Professorship award for Aslam Fataar from Ohio University sources, and for the US Department of Education grant which allowed us to send 13 teachers to Cape Town in July, 1998, and the recent USIA grant. We hope to include UWC activities in our next proposal to seek status as a National Resource Center for African Studies as well.

Thanks very much, again, Harold for spearheading this significant partnership on your end. I look forward to your comments about my suggestions and your ideas for future plans. Please give my regards to everyone at UWC and to Marcia and the children.

Sincerely,



Stephen Howard

cc: James Heap, Dean, College of Education  
Josep Rota, Associate Provost, International Programs



Department of  
Educational Studies

College of Education  
McCracken Hall 202  
Athens OH 45701-2979  
614-593-4422 phone  
614-593-0799 fax  
614-593-0477 fax



OHIO UNIVERSITY

January 28, 1998

Dr. Josephine Bloomfield  
Department of English  
Ellis Hall  
campus

Dear Dr. Bloomfield:

The Department of Educational Studies is pleased to nominate Professor M. Aslam Fataar, of the Department of the History and Philosophy of Education at the University of the Western Cape, South Africa, for a Putnam Visiting Professorship in 1998-99. Attached you will find our specific proposal, budget, and c.v. for Mr. Fataar.

This is the first time that a department in the College of Education has produced a Putnam proposal and we feel that having Mr. Fataar teach in the Department of Educational Studies next year will move us forward in an important partnership with a South African institution. Aslam Fataar's experience at Ohio University will go far to solidify the relationship being built between our two institutions as well as to introduce us to the important theme of teaching and politics.

In addition to support from this department, the African Studies Program and its faculty in the Center for International Studies have expressed strong interest in integrating Mr. Fataar into all of their activities throughout his stay in Athens. We feel that Fataar's presence in our classrooms will promote understanding of the present African dilemma from the important perspective of one of its youthful scholars. And to present this perspective to young pre-service teachers in the College of Education is a particularly exciting prospect. It is our hope that as the Putnam selection committee makes its decisions about grants for next year, that our nominee be evaluated on the basis of his contribution as a teacher and his role as a teacher in South Africa's struggles. It is this experience to which we would like to expose our Ohio University students.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Sandra Turner".

Sandra Turner  
Chair

**Rufus Putnam Visiting Professor Proposal**  
**Department of Educational Studies**  
**College of Education**

The transformation of South Africa in the 1990s from racist oligarchy to democracy was due in large part to the struggle of the nation's youth. Professor M. Aslam Fataar, Lecturer in the Department of the History and Philosophy of Education at the University of the Western Cape, South Africa and scholar of the role of youth in his country's politics and educational change, is not very far removed from playing a central part in that struggle himself. It would be a privilege for the students and faculty of Ohio University to be able to interact with Mr. Fataar as a Putnam Visiting Scholar in the 1998-99 academic year.

The Department of Educational Studies in the College of Education proposes to use Putnam funds to hire Mr. Fataar to teach two courses in Fall, 1998, in the Cultural Studies program of the Department. Mr. Fataar would teach EDCI 506A/EDIC 425A, "Education and Development in Africa," and EDCI 505/EDIC 420, "Comparative Cultures and Education." Fataar would also be integrated into the faculty of the African Studies Program and under its auspices would deliver a campus-wide lecture on the role of youth in South Africa's political change. He would also be available to speak in classes in the Political Science department, taught by Professor Lisa Aubrey and classes in the Anthropology department, taught by Professor Diane Ciekawy. The Institute for Democracy and Education (IDE), housed in the College of Education, has also expressed interest in hosting Mr. Fataar for a number of programs with area teachers. Fataar has worked in the past with IDE on the subject of democracy and education in South Africa.

Following Fataar's service as a Putnam Scholar, he would continue to teach in the Department of Educational Studies through the 1998-99 academic year. Funds have been secured for this purpose from several sources including the Dean's office, College of Education, part time teaching funds from the Department of Educational Studies, and the use of the course buy-out provided to Educational Studies by the Center for International Studies for Professor Stephen Howard's time as Director of African Studies.

Funds for Mr. Fataar's air travel have been offered by the University of the Western Cape, which is linked to Ohio University in a four year old partnership. The visiting faculty role to be assumed by Aslam Fataar at Ohio University reciprocates Stephen Howard's teaching duties at the University of the Western Cape during their Winter Term in 1997. More than a dozen OU faculty members have visited the University of the Western Cape, some to lecture, others to initiate research projects. OU and UWC have submitted joint proposals to USAID, USIA, the US Department of Education, and

one is in process for the National Science Foundation. Aslam Fataar's presence on this campus during the 1998-99 academic year is a very important element in building a partnership with an institution in South Africa.

The University of the Western Cape was created during South Africa's apartheid era for persons described as "coloured" (of mixed race) under that nation's ironically-named "Extension of Education Act" (1956). The University became a focal point of the struggle against apartheid and today serves a very diverse student population. Mr. Fataar's department, History and Philosophy of Education, provides both graduate and undergraduate education degrees and participates in the training of teachers for the Cape Town region.

Aslam Fataar, despite his relative youth, has played an important role in the recent advance of his nation toward democratic principles. As a student and then high school teacher from the mid through the late 1980s, Mr. Fataar was on the front lines in the battle against apartheid. He organized youth organizations, worked with them to find non-violent ways to fight the system, and then wrote about those experiences in many intellectual forums. He is the co-author of the recent (1997) *Education after Apartheid* (University of Cape Town Press), which is an era-marking study of the rapid educational reforms that have overwhelmed the teachers of South Africa, following the dismantling of the apartheid system.

In a September, 1996 visit to Ohio University Aslam Fataar was a captivating speaker on his experiences as a youth leader. We have subsequently had a number of opportunities both to read his published work and observe him in public speaking forums and teaching, all of which have convinced us of the power that could be unleashed on our OU students should we have the opportunity to bring him here next year. The presence of Aslam Fataar teaching in the Department of Educational Studies and in the African Studies Program will have a positive impact on recruitment to these programs as well.

This is the first application from the College of Education for a Rufus Putnam Visiting Professorship.

**Budget**

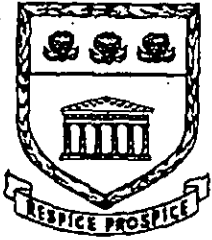
Full Time for 1 Academic Quarter	\$9000
STRS Pickup = .0930 x \$9000	837

**Expense calculations**

Salary = \$9000-837	=	\$8163.00
STRS = .2568908 x 8163	=	2096.99
Workman's comp = .007 x 8163	=	57.14
Medicare = .0145 x 8163	=	118.36
Group insurance = \$565.45 x 3	=	1696.35

<b>TOTAL REQUESTED</b>	<b>\$12,131.84</b>
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Please note that the College of Education, Department of Educational Studies, and African Studies Program will all contribute to funding Fataar's salary for the remainder of the 1998-99 academic year. The University of the Western Cape will provide air transport.



**University of the Western Cape**  
**Faculty of Education**

Private Bag X17 Bellville 7535 South Africa Tel. Add.: UWC/BELL, S.A.  
Telephone: (021) 959-2911 Fax: (021) 959-2647/3358

DEPT. PHILOSOPHY OF EDUCATION

Dir. line:.....

Ref.:.....

Prof Steve Howard  
Director  
African Studies Programme  
Ohio University  
Athens, Ohio

Dear Prof Howard

Re: Notice of my availability to lecture at Ohio University

I hereby would like to give notice of my availability and willingness to lecture at Ohio University for the 1998/99 academic year.

I would be lecturing in the area of education, development and democracy in Africa. I will also be doing research in the above area. This year long period would help me greatly in my professional and academic development. I would be enabled to make a substantial contribution to the academic development of my institution on my return. My university has indicated its willingness to grant me a year's leave in order to work at Ohio University.

Yours sincerely

Aslam Fataar

(Lecturer)

23 January 1998

**ABBREVIATED CURRICULUM VITAE****M. ASLAM FATAAR****A. BIODATA:**

- Date of birth: 05 / 04 / 1966
- South African identity number: 66040520302080
- Marital status: Married, 1 child
- Interests: running, chess, soccer
- Postal Address: Department of History and Philosophy of Education  
Private Bag X17, Bellville, 7535, South Africa
- Contact telephone numbers: 27 21 959 2449 (university)  
27 21 959 3358 (fax)  
27 21 705 6535 (home)

**B. EDUCATION AND QUALIFICATIONS**

- Primary Education: Plantation Primary School
- Secondary Education: Parkwood Secondary School
- University Education: University of the Western Cape
  - \*BA: 1986
  - \*Higher Diploma in Education: 1987
  - \*BA Hon (History): 1989 (part-time)
  - Dissertation: Student anti-apartheid struggles in Grassy Park, Cape Town: 1984-1985
  - \*M.Phil (Education and Democracy): 1992 (part-time)
  - Thesis: The role of education in generating a democratic culture in a post-apartheid phase
  - \*I am currently doing my Ph.D. on Education Policy in South Africa (registered at IDWC)

**C. WORK EXPERIENCE**

- **TEACHER: LOTUS SENIOR SECONDARY SCHOOL (1988 - 1993)**
  - \* Subjects taught: History, Geography and School Guidance
  - \* Head of Department of History (1989 - 1993)
  - \* Public Relations Officer (1989 - 1993)
  - \* Coordinator of the School Feeding Scheme Project
  - \* Chairperson of the School Action Committee for the campaign to have the school rebuilt
  - \* School athletics and soccer coordinator
  - \* Coordinator of the School Enrichment Programme

- **LECTURER: UNIVERSITY OF THE WESTERN CAPE (1994 - )**

Department of History and Philosophy of Education

**Faculty Administration Committees:**

Research Committee  
 Higher Degrees Committee  
 Undergraduate Committee  
 Higher Ed Dipl. Committee  
 Faculty Appointments Committee  
 Faculty Restructuring Committee

**COURSES OFFERED****M.ED:**

- \* Globalisation and Education in Africa
- \* Education in South Africa: Schooling and Learning Cultures

**B.ED:**

- \* South African Educational History
- \* Education and Politics
- \* Education and Development in the Third World
- \* Sociology of Education

**HIGHER DIPLOMA IN EDUCATION**

\* Educational Reproduction and Resistance theory

\* Education and Development

\* From Chaos to Orderliness in Schooling

\* Teaching Practice Supervision

**UNDERGRADUATE TEACHING**

\* First year course: Education and Democracy

\* Second year course: Youth subcultures and education

**MASTERS THESES I SUPERVISED**

\* Madrasah education and critical thinking (M. Galant)

\* Teachers' experiences of race (J. Knight)

\* School drop-out in a rural town (T. Koopman)

\* Working class attitudes to schooling: A case study of Cape Town working class school (C. Mathews, current supervision)

**UNIVERSITY EXTENSION WORK DURING 1997**

1. Presented 10 one-hr weekly radio programmes on the community radio station, Voice of the Cape, *Engaging Curriculum 2005* April to June 1997
2. Presented workshops on Curriculum 2005 at three schools in the Western Cape (Excelsior, Delft, Gordon) May 1997
3. Participated in two radio programmes on the NQF on Radio Sonder Grense (Africans Radio) July 1997
4. Moderated a vision-building programme by the Muslim Youth Movement of South Africa, Grabouw, July 1997
5. Addressed an African National Congress Claremont branch Education seminar *The State and Education Policy* August 1997
6. Addressed a Muslim Students Association workshop at Plumstead High School on *Religion, Culture and Education: New patterns of interaction in Western Cape Schools* September 1997
7. Addressed an anti-racism workshop at the Surrey Estate Madrasah, September 1997
8. Addressed the Swaziland National Association of Teachers (SNAT) on Civic Education in August 1997



9. Moderated a one day workshop with SNAT teachers on Education and Democracy (with Prof Steve Howard, Ohio University, Athens- Ohio) August 1997
10. Friday sermon *Restituting multi dimensionality into religious life: Countering images of violence in Islam* UWC, August
11. Address to the UWC Education Students Society *Culture of Learning* August
12. Speech presented at the Langa 70th Anniversary Commemoration *Education and Reconstruction in South Africa* September 1997
13. Consultant on a TV production on Change in the Classroom, Litha Production Company, Plattekloof studios, Gardens - Cape Town
14. I participated in the Human Science Research Councils' School Needs Survey commission in the Western Cape on behalf of the National Education Ministry
15. Participated in an Education Faculty committee to negotiate the integration of Education Policy Unit fully into the Faculty
16. Prof Dirk Meerkotter (deputy dean) and myself were elected to serve as a facilitator and technical committee for the restructuring of the Education Faculty. We have started our work in September. The committee is expected to work until June 1998 when the restructuring is likely to be completed.

#### CONFERENCES ATTENDED AND PAPERS PRESENTED IN 1997

1. Paper presented to the Comparative and International Education Society Conference (North-Eastern Region, USA) Pennsylvania State University: *The Changing Politics of Education in South Africa: Teacher Rationalization in the Western Cape* December 1996
2. Seminar presented to MED students (February 1997) *Thoughts on Education in the USA* Bienne-Donne, Franschoek
3. Respondent to a paper presented by Prof P Kallaway (Reconstruction, Reconciliation and Rationalization in South African Politics of Education) at an Education Faculty (UWC) staff seminar March 1997
4. Panellist at a panel discussion on Curriculum 2005 at an Education Faculty seminar (UWC) April 1997
5. Keynote address at the Teacher Inservice Project's (TIP) certification ceremony *Teacher's Interaction with Curriculum Change* May 1997
6. Presented paper at a Primary Open Learning Pathway (POLP) seminar *A critique of Curriculum 2005 in the context of the National Qualifications Framework* June 1997

7. Speech delivered to the National Coalition of Non Governmental Organisation "The role of civic education in civil society" Mbabane, Swaziland, August 1997
8. Address to the UWC Education Students Society *Culture of Learning* August
9. Respondent to a paper delivered by Crain Soudien on Race in schools in the Western Cape at the Annual Kenton Conference, Hermanus: October 1997
10. I delivered a paper in partnership with Andrew Patterson at the Teacher Institute Project's Annual Colloquium entitled *Stress and the Politics of Teaching*, Parow Teachers Centre: November 1997
11. Presented paper to the annual South African Society of Education conference *Conceptualising education for transformation in South Africa* Pretoria, October 1997

#### D. AWARDS

- Pennstate Share Fellowship: 4 months academic development award taken up at the Pennsylvania State University (September - December 1995)

#### E. ORGANISATIONAL EXPERIENCE

- Lotus River, Ottery, Grassy Park Residence Association (1983 - 1986 (member)
- Lotus River Students Congress: 1985/6 (member)
- Muslim Students Association of South Africa: 1986 - 1988 (Regional chairperson)
- Muslim Youth Movement of South Africa: 1988 - 1996 (National Vice-President: 1991 to 1993)
- Community Development Project (Grassy Park Ext.12): 1995 - ongoing (Chairperson)
- Western Cape Teachers Union: 1988 to 1989 (member)
- South African Democratic Teachers Union: 1990 to 1991 (Site steward and secretary on branch executive)
- University of the Western Cape Academic Association (UWCASA, member)
- Journalist, Al-Qalam Muslim newspaper (1990 - 1993)

#### F. ACADEMIC ASSOCIATIONAL MEMBERSHIP

- Kenton Academic Association
- South African Comparative and History of Education Society
- South African Review of Education: editorial member

G. SELECT PUBLICATIONS

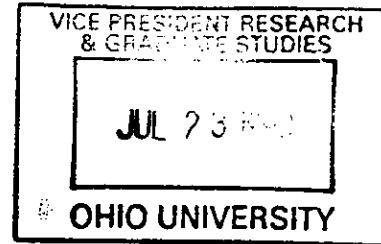
1. "Rethinking Islam in a Minority Context with Specific Reference to South Africa, Isiphendu (MSA Annual Publication), 1995. pp 3-8
  2. "Universalizing access to schooling in Post-Apartheid South Africa: Between the rhetoric of good intentions and the constraints of the real world" in Befring (ed) Teacher Education for Equity (Oslo, conference proceedings of the Association for Teacher Education of Europe [ATBE] 1996
  3. "Changing teaching practices in South Africa: From radical politics to educational pragmatism", in Howard B (ed) Democracy and Education (Ohio University, Institute for Democracy in Education) Vol 11(2) pp 7-13, 1997
  4. "Reasons for Teacher Rationalisation" (1996) in Democracy in Action 10(4) pp 57
  5. (Joint editor with P Kallaway, G Kruss & G Donn) Education after Apartheid (UCT Press, April 1997)
  6. "Access to Schooling in South Africa: Linking concepts to context" International Review of Education 43(4) (August 1997)
  7. With P.Kallaway, G.Kruss and G.Donn (1997) "Introduction" Education after Apartheid (UCT Press: Cape Town)
  8. with A. Paterson (1997) "Schools, Micro-politics and Struggle" Chalkline (forthcoming)
  9. with A. Paterson (1997) "Teacher, System change and Struggle" Chalkline
  10. "Muslim Schooling Patterns in the new South Africa" in Annual Review of Muslims in South Africa Vol. 1.(1997 December)
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# Ohio University

Fritz J. and Dolores H. Russ  
College of Engineering and Technology

July 22, 1999

Dr. Carol Blum  
Interim Vice President for Research  
Research and Technology Center 120  
Ohio University



## RE: Five-Year Review of the Center for Automatic Identification

Dear Dr. Blum:

Attached is the five-year review report of the Center for Automatic Identification. The review was conducted by a committee of three Ohio University faculty members knowledgeable about the conduct of research and the operation of research centers.-

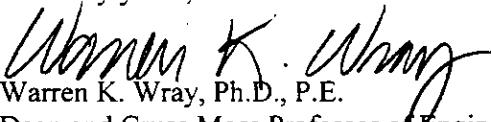
I awaited the committee's report with some anticipation. I have been concerned about the level of externally funded research activities of the Center and its potential for future growth. I have been optimistic about the need for the Center and its potential for growth, but my concern was rooted in its seeming inability to increase its externally funded research. Thus, I was pleased to read that the review committee expressed optimism for the Center's future.

It must be understood by any reader of the attached reports that this research center is focused on *applied* research and technology transfer rather than *basic discovery* research. Thus, sources of external funding for research studies for this center are, for all practical purposes, limited to industrial sponsors.

Although I would prefer that the Center for Automatic Identification be better funded and have a more extensive research and transfer program, I find this center to be an integral part of the Russ College's strategic plan and to be a contributor toward elevating the College's national and international recognition. The center is far from being a one-person center with one box of letterhead. It not only is recognized nationally by industrial users of automatic identification and data capture (AIDC), its director, Dr. James Fales, has been recognized for outstanding achievement and contributions with a highly coveted national award.

I intend to challenge the center and its director to achieve a level of funding where full-time personnel are employed by the center. In issuing this challenge, I will also pledge my support to help meet that challenge. I concur in the findings of the review committee that Ohio University needs to maintain a center for AIDC and I endorse the committee's recommendation that the Center for Automatic Identification be granted continued status as a research unit of the Department of Industrial Technology in the Russ College of Engineering and Technology, and that its next review be conducted in 2004.

Sincerely yours,

  
Warren K. Wray, Ph.D., P.E.  
Dean and Cruse Moss Professor of Engineering Education

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**REPORT  
OF  
THE FIVE YEAR REVIEW  
OF  
THE CENTER FOR AUTOMATIC IDENTIFICATION**

**Committee Members**

Gayle F. Mitchell, Committee Chair  
Russ Professor and Chair of Civil Engineering  
Director of the Ohio Research Institute for Transportation and the Environment

Jeffrey J. Giese  
Associate Professor and Assistant Chair of Electrical Engineering and  
Computer Science

Kenneth W. Cutright, Member  
Associate Professor of Management Systems

May 31, 1999

## **Evaluation of Current Viability of Center**

Over the five-year review period the Center has accomplished its mission “to provide an unbiased, non-profit organization in which to conduct basic and applied research and educational activities to support the use of automatic identification and data capture.” As the only university-based research and education center devoted solely to automatic identification and data capture (AIDC), the center “maintains a viable identity as the leading location for the study of AIDC technologies.”

Objectives have been accomplished to support the mission as follows:

- provides learning opportunities for undergraduate students to enhance technical and work skills
- provides education and technology transfer to business and industry through seminars, workshops, and student work experience
- conducts learning opportunities for university professors through the annual technical institute on AIDC
- conducts externally funded contract research for government and private sector
- provides thesis projects for graduate students in areas outside of Industrial Technology

Personnel associated with the Center have been recognized for their expertise in AIDC; for example, the Director was awarded the 1998 Percival Award for his outstanding contributions to the AIDC industry. Numerous articles about the Center have appeared in trade publications. Students that participated in Center research and educational opportunities have matriculated to positions in the AIDC industry. Attendance at the AIDC Education Institute has been good and has continued at a consistent level. The Center appears to have good publicity of their expertise in the AIDC community.

Current activities of the Center support the mission and objectives. The activity level indicates a viable center.

## **Evaluation of Current Funding Strategies**

Operational costs of the Center include as follows: salary for the secretary, phone, postage, and other office supplies. The primary source of funding for the Center over the five-year review period has been from educational and research contracts. The AIDC Educators Institute provides \$30,000 annually. Other educational venues have been offered on an intermittent basis. Data was not available to ascertain the income from these. It appears that the educational efforts are at break even income-expense. Contract research has also been intermittent. Companies cited were GENICOM, Inc. (1996, funding not provided), Flexible Corp. (1993, \$38,624), and TTI T.S. Trim (1993, \$4,125). Data was not provided on funding of student projects.

Indirect cost return and faculty release time provide additional support. During the time of the review period, more than \$100,000 in equipment utilized for the Center activities has been donated by AIDC companies.

## **Evaluation of Potential Future Viability**

The Center’s major assets appear to be:

- its personnel
- the niche it fills as the “definitive facility for the study of AIDC”

- a good national reputation as exhibited through articles printed in trade journals and recognition of the expertise of the Director via the Percival Award
- a good facility for AIDC education and research that provides an important contribution to the education and training of students, academicians, and industry personnel

The center provides service to industry through its educational mission. Contracts with industry provide them solutions to problems. Undergraduate and graduate students support the mission of the Center.

The assets of the Center coupled with the ongoing activities would indicate the future viability of the center. As more students who are associated with the Center assume major positions in industry and as more industry personnel become satisfied customers, the opportunities for the Center remain viable and should be strengthened. The Center report cites “AIDC technologies continue to grow and expand” and “Over the next five years we expect to continue providing educational and research activities...”. One of the support letters for the Center states “In my opinion the Center for Automatic Identification constitutes a growth asset for Ohio University as the need for both education and academic research in the AIDC technologies expands rapidly in the 21<sup>st</sup> Century.”

### **Evaluation of Future Funding Strategies**

Proposals for research/contracts, budgeted at about \$0.5 million, have been submitted and are under review that could develop into future external funding to the Center. One of the support letters for the Center cites that “I believe the involvement of UCC is only the beginning of increased funding of the Institute and I am hopeful that we can bring in additional funding sources... I believe that we have room to grow in increasing the content for other automatic identification technologies.”

If the Center is to move to a more stable and continuous level of funding, it needs to continue to seek and expand external support. As mentioned in the previous section, as the reputation of the Center expands, more funding opportunities may become available.

### **Recommendations**

The Center should continue to seek external support and attempt to obtain support from governmental agencies. Consideration could be given to establishing a consortium of industry sponsors that would provide “membership fees to the Center” for particular service items supplied by the Center to the industry members. Through such an arrangement a more stable income could be achieved.

The Review Committee concludes that the Center for Automatic Identification is a viable Center. It provides real world learning experiences and technology transfer to students, academicians, and industry. The Center “maintains a viable identity as the leading location for the study of AIDC technologies.” It is the recommendation of the committee that the Center be continued for another five years.

## **FIVE YEAR REVIEW**

For the period  
July 1, 1993 – June 30, 1998

The Center for Automatic Identification is the nation's only university-based research and education center devoted solely to automatic identification and data capture (AIDC) technologies, which includes bar coding, voice data entry, magnetic stripe, optical character recognition, and radio frequency identification.

The Center is housed within the Fritz J. and Dolores H. Russ College of Engineering and Technology. Dr. Warren K. Wray serves as Dean of the College. Dr. James F. Fales is the Director for the Center for Automatic Identification, and Mr. Todd D. Myers serves as the Center's part-time Assistant Director.

### ***PURPOSE AND OBJECTIVES***

The Center was established in recognition of the increasing use of AIDC technologies, which are being applied globally in many business environments to increase data accuracy and improve productivity. The mission of the Center is to provide an unbiased, non-profit organization in which to conduct basic and applied research and educational activities to support the use of automatic identification and data capture. The strategy of the Center is to maintain a viable identity as the leading location for the study of AIDC technologies. Specific objectives are to promote and conduct research and provide technology transfer and educational activities.

### ***BRIEF HISTORY***

Dr. James Fales conceived of the Center in 1987 after discussions with industry leaders. It was recognized that there was no testing and research facility focused on AIDC. With the encouragement of the industry, Dr. Fales proposed the Center and its creation was authorized by the Ohio University Board of Trustees in July 1988.

Through a variety of activities, the Center has maintained a high profile in the AIDC industry and Ohio University enjoys a global reputation as the leading university for AIDC knowledge.

### ***CURRENT ACTIVITIES***

The Center for Automatic Identification is one of the learning tools available for faculty and students in the Department of Industrial Technology. Because of size and time constraints, only a limited number of students get significant time in the Center. Each year a handful of undergraduate students are selected for job positions and research projects within the Center.



Activities of the Center reflect its mission: education and research. Educational activities are intended to provide theoretical and practical knowledge that can be beneficial to improving productivity, quality and customer service in any business environment. Research activities are intended to provide answers to questions posed by business and industrial clients and other organizations.

One of the main educational activities is the annual *Automatic Identification and Data Capture Technical Institute* (AIDCTI) held each July. The AIDCTI is jointly sponsored by the Center, the Automatic Identification Manufacturers (AIM Inc.) and the Uniform Code Council (UCC). AIM Inc. and the UCC provide funding for the institute. AIM Inc. is the trade association for the industry and the UCC is the organization responsible for the administration of the ubiquitous UPC bar code. The mission of the institution is to provide educational and technical literacy to university professors in many disciplines of learning. Typically, 30 professors from around the world attend the event each summer. The Center conducts the program in hopes that the professors will go back to their respective institutions and apply the information to the classroom. Over 380 professors have traveled to OU to attend the event, now in its 13<sup>th</sup> year.

*Understanding and Using Bar Codes Plus* is a workshop that was designed to help businesses that are interested in implementing a bar code system. Details of other educational activities conducted during the period of this review can be found in Appendix A.

Educational activities typically include seminars and workshops for business and industrial personnel, as well as technology transfer projects for local and regional businesses and industries. Each year between 10 and 20 students take an automatic identification class as an Industrial Technology elective. These students receive hands-on experience using the Center's equipment.

The Center is also used for technology transfer activities. Students are sent out to local plants to work on problem-solving solutions for the respective companies. After analyzing the problem(s) and offering solutions, the students work with Center personnel and use the Center's equipment to design a sample system to demonstrate back to the company. This benefits both the students and the local industrial facilities involved: the students get real-world experience dealing with problems and solutions in an industrial environment, while the local companies receive relatively free assistance.

Regarding the research function, the Center exists to provide contract, cost-plus research services for clients with specific questions and problems. Research activities typically include externally funded research projects for companies, government agencies and organizations. Most projects originate with clients who typically approach the Center with a research question. Some projects come from agency or organization RFPs. Also, some research projects are part of graduate theses and projects.

During the period of review, the Center performed numerous research activities, including a comparison of readability of bar code symbols; a conceptual design of a radio frequency bar code data collection system for a bus parts warehouse; and the design and implementation of a bar code incoming raw materials tracking system.

Details of other research activities conducted during the period of this review can be found in Appendix A. The Center also has several pending proposals, including a \$300,000 project with the Ohio Department of Transportation and a \$400,000 proposal to create a focal point for AIDC and Supply Chain Management (SCM).

### ***FUTURE ACTIVITIES***

AIDC technologies continue to grow and expand. Radio frequency identification is already deeply entrenched in use, while other AIDC technologies such as bar coding and magnetic stripe are rapidly emerging facets of AIDC. As the leading university-based research facility for AIDC technologies, the Center is an important component in this growth. For more than a decade, which included two successful university reviews, the Center has proven its worth to the AIDC industry. Over the next five years we expect to continue providing educational and research activities to companies that need them. With the continued support of the university and with funding from external sources, this will be possible. See the attached letters of support in Appendix B.

### ***FUNDING COMMITMENTS AND NEEDS***

The Center for Automatic Identification is a non-profit organization, typically operating on cost-plus contracts from outside funding sources. The university provides the Center with minimal support in the form of office space, utilities and other standard services. During the period of review, the Center did receive grants totaling \$39,000 from the Stocker Endowment for the purchase of research equipment.

The Center, which is responsible for generating its own funding, relies on exposure as its main marketing tool. Efforts are made to market the Center to the AIDC industry, keeping the name in the public and corporate eyes as much as possible. When people connect the words "AIDC" and "university," we want them to think first of the Center for Automatic Identification at Ohio University.

To achieve this, the Center relies on promotional methods such as informational presentations and articles in industry journals and the free press. Because of the lack of governmental interest in developing new AIDC research, the Center does not have the luxury of receiving large research contracts. Therefore, the Center relies on industry sources to generate the funds necessary to keep the Center operational.

Educational and research contracts are the main source of funding. Oftentimes, a company will approach the Center looking for us to perform research. A pattern we have noticed is that, when we quote a price, the particular company will question why a university-based facility cannot perform the research at no cost.

Projects conducted at the Center are funded on a per-project, contract basis. The Center receives no regular funding commitments from the university or any outside sources. Because of this, the need for funding is a continuous cycle. Although the Center would appreciate more university-based and governmental assistance, we look to continue our present funding strategy in the next five years.

A list of funded activities can be found in Appendix A. A list of equipment and software donations can be found in Appendix C.

### ***COSTS/BENEFITS***

The operational costs of the Center include the salary of its secretarial associate, phone bill, postage and other office supply costs. The Center operates on a zero-base budget, and the cost of research is covered by external funding from industry sources. Faculty salary savings generated through release time on projects is used to help fund the Center's operations.

The Center has made use of its equipment donated from AIDC companies. Graduate students have used this equipment while conducting research, while undergraduates have used the equipment for educational and classroom activities. Moreover, the participants in the Center's numerous seminars have also used this equipment as part of the programs.

The Center has also proved beneficial to the university as a whole. Not only does its strong reputation in the AIDC world bring recognition to the university, but on several occasions we've advised various university units. The Center has provided no-cost consulting to such units as Facilities Management, Financial Aid, Administrative Computer Services and Campus Network Services (CNS).

### ***FACILITIES***

The Center is housed in the Stocker Engineering and Technology Center. Well equipped with representative state-of-the-art equipment, it is used by faculty members and graduate students in the college to conduct research on various AIDC subjects.

Much of the Center's equipment was donated from AIDC companies. This includes bar coding equipment such as readers, terminals, laser scanners, Charge Coupled Device (CCD) imagers, printers and verifiers; magnetic stripe equipment such as verifiers, encoders and decoders; and voice data entry systems and radio frequency identification systems. A list of industry donations can be found in Appendix C. Equipment available in the Center also includes specialized custom-built test equipment, computers, electronic testing equipment and a video microscope.

### ***PERSONNEL***

Center personnel consists of a part-time director, a part-time assistant director, a secretary, graduate assistants and part-time undergraduate student workers.

Current employees of the Center include the following individuals:

James F. Fales is Director of the Center for Automatic Identification and professor and Chairman of the Department of Industrial Technology. Dr. Fales is considered one of the nation's foremost educational authorities on bar coding and other forms of automatic identification and data capture. He has written many articles on AIDC. He was awarded the 1998 Percival Award for his outstanding contributions to the AIDC industry.

Todd D. Myers is the Assistant Director of the Center for Automatic Identification and a part-time Instructor in the Department of Industrial Technology at Ohio University. Myers has 10 years of manufacturing experience in the supply side of the automotive industry. His responsibilities have included multi-plant materials management, ERP implementation, project management and engineering management.

Brenda Stover is the Secretarial Associate of the Center for Automatic Identification. She began working for the center in October 1991.

Oscar Paredes is a Technical Assistant in the Center for Automatic Identification while pursuing a graduate degree in industrial engineering. Previously, Paredes was an engineer for ADCC, a systems integration company in Lima, Peru. He has experience in implementing database and information systems.

Evgueni Liakhovitch is a Technical Assistant in the Center for Automatic Identification while pursuing a graduate degree in electrical engineering and computer science. Liakhovitch, a 1998 computer science graduate of Tyumen State Oil & Gas University (Tyumen, Russia), has extensive object-oriented and Web programming experience.

Michael Evans is an undergraduate student in the Industrial Technology department. He is an Engineering Assistant in the Center for Automatic Identification employed through the Program to Aid Career Exploration (PACE).

Amanda Stinehart is an undergraduate student in MIS and Marketing. She is the Marketing and Public Relations Assistant for the Center. She is employed through the Program to Aid Career Exploration (PACE).

Former students who have previously worked in the Center have gained valuable knowledge and are now working in various positions of responsibility for companies in the United States and internationally. Some own companies providing AIDC services. The success of our former students stems from the experience they gained while working in the Center. They have applied this knowledge to their duties within the industrial world. A partial list of former students' accomplishments can be found in Appendix D.

### ***PUBLICITY***

The Center has earned a worldwide reputation as the definitive facility for the study of automatic identification and data capture. Numerous articles about the Center have appeared in such trade publications as *ID Systems*, *Automatic I.D. News*, *SCAN-The Data Capture Report*, and *Material Handling Engineering*. Selected articles about the Center can be found in Appendix E

The Center also maintains a presence on the World Wide Web ([www.ent.ohiou.edu/autoid](http://www.ent.ohiou.edu/autoid)). This generates phone calls and e-mail messages from companies and users who have visited the site. Typically these contacts are seeking information about research and educational activities offered at the Center, or looking for answers to technical questions.

***DIRECTOR'S COMMENTS***

The continued operation of the Center for Automatic Identification is vital to the needs of the industry. We've worked 10 years to establish the Center as *the* university-based research center for AIDC technologies, and we're recognized around the world as the only facility of its kind.

The Center constantly receives inquiries from companies about conducting research activities for them. Our observation is that it seems common for the corporate world, while requesting help, to be reluctant to pay for that research. Because the Center operates on a zero-base budget, any requested work must be paid for on a direct basis, including university overhead. Numerous times we have worked up a proposal in response to a request, only to have the company express concern with the projected cost. They seem to think that since we are a "state university" we should be able to conduct research at no cost to them. This is very frustrating.

In order to keep the Center operational to its full potential, additional funding and support from the university, such as additional graduate student stipends and fee waivers, would greatly enhance our continuing efforts.

Dr. James F. Fales  
Director, Center for Automatic  
Identification

## Appendix A

### Educational and Research Activities

#### Current Activities

- The 13<sup>th</sup> *Annual Automatic Data Collection Technical Institute* is scheduled for July 19-23, 1999. Approximately 30 professors from various universities are expected to attend.
- *The Understanding and Using Bar Codes Plus* seminar is scheduled for March 24-25, 1999.
- Eagle Precision/General Electric research project (\$73,153) for Interactive Part Marking Interface Development.

#### Current and Pending Proposals

- Submitted \$8,700 research proposal for a project with GRAFTEK to compare nine bar code software packages and rate them according to their capabilities.
- Submitted \$306,280 research proposal for project with Ohio Department of Transportation (OTE Sign and Signal Shop), to research and propose technologies to track and control highway signs and traffic control devices.
- Submitted proposal for the I-Button Project (\$7,537) to develop an unbiased comparison of iButtons and RFID.
- The National Patient Safety Foundation research proposal (\$98,739.94 [not funded]) for the current state of integration, quality and potential risks to patient safety arising from the use of Automatic Identification and Data Capture (AIDC) in hospitals in the United States.
- The Automatic Identification and Data Capture and Supply Chain Consortium (AIDC-SCC) proposal (\$405,000) to create a focal point for AIDC and Supply Chain Management (SCM) that will help to advance the concepts and implementation of AIDC and SCM.
- The GMT-800 Project with ITT Auto (\$28,296), a two-phase research project to determine how automatic identification and data capture (AIDC) can be integrated into an industrial management system.

#### Activities During Review Period

- A comparison of readability of selected bar codes printed by selected printing technologies. A study to determine the readability of bar code symbols, funded by GENICOM, Inc. (1996).
- *Understanding and Using Bar Codes*, a series of two-day workshops at Ohio University for business and industry personnel. Clients, who paid \$695 per person to attend, included BP Oil, Columbia House, Ashland Oil, Westinghouse, Volvo, GM Corporation, Wheeling Pittsburgh Steel, Mt. Carmel Medical Center, Roadway Express, and Pierre Frozen Food (1993, 1998).
- *Understanding and Using Br Codes-Russian Project*, a four-day intensive bar coding workshop for 10 Russian engineers and scientists who have responsibilities for tracking inventories of nuclear materials. Funded by Lockheed/Martin Marietta (\$19,280, 1996).
- *Automatic Data Collection Educators Institutes*, funded by AIM Inc. and UCC Inc. (\$30,000 each year), to educate and help university and community college professors implement auto ID subject matter in their respective disciplines and universities. Over 380 professors from the U.S. and other countries have attended the past 12 institutes (1993-98)

- *Bar Coding: A Key to Improving Productivity*, a one day workshop conducted for NCR Corporation personnel on site at an NCR plant in Veroqua, Wisconsin.
- *Automatic Identification Educators Conference*, Philadelphia, a conference for professors teaching automatic identification, held in connection with Scan-Tech, the major annual auto ID conference (1993).
- Flexible Corp. (Atlas-Automotive), Delaware, OH, conceptual design of a radio frequency bar code data collection system for a bus parts warehouse. Funded by Flexible Corp. (\$38,624, 1993).
- TTI T.S. Trim, Athens, OH, design and implementation of a bar code incoming raw materials tracking system. Funded by T.S. Trim (\$4,125, 1993).
- Michael Clift (undergraduate student research project), a bar code tool tracking system for IT labs (1993-94).
- Kevin Berisso (undergraduate student research project), a document tracking system for the OU Office of Financial Aid (1994).

#### Proposals During Review Period (not funded)

- The Advanced Technical Marking Technologies research proposal (\$65,377, 1997) for the Ohio Aerospace Institute to study marking and identifying parts using high capacity codes and symbols marked directly on the product. This was to test combinations of symbologies, markings, and readers.

#### Activities Prior to Review Period

- *Automatic Data Collection Educators Institutes*, funded by AIM Inc. and UCC, Inc., to educate and help university and community college professors implement auto ID subject matter in their respective disciplines and universities (1987-92).
- *Understanding and Using Bar Codes*, a series of two-day workshops at Ohio University for business and industry personnel (1991-92).
- *Automatic Identification Educators Conferences*, funded by participants (1990-92), conferences for professors teaching automatic identification.
- *NCR Bar Coding Workshop* (\$5,000, 1991), funded by NCR Corporation.
- *Code 16K and Code 49 Data Integrity Test* (\$32,147, 1991), funded by AIM Inc.
- *DataMatrix and PDF 417 Data Integrity Test* (\$114,958, 1992), funded by Oak Ridge National Labs.
- Salcedo (M.S. ISE, 1990), "Design and Plot Test of a Bar Code System for Inventory Control"
- Cheok (M.S. ISE, 1990), "Design and Implementation of a Micro Computer for Improving Warehouse Information, Handling and Cost Control"
- Dias-Saavendera (M.S. ISE, 1990), "Design and Development of a Voice Interactive Personnel Banking System"
- Rahardjo (M.S. EE, 1990), "Radio Wave Propagation Measures at 469.8375 MHz in the Stocker Building"
- Vincent (M.S. ISE candidate), "Using Taguchi Quality Engineering Techniques to Improve Bar Code Print Quality"
- Prosch (undergraduate student research project), a fire extinguisher tracking system for the OU Office of Environmental Health and Safety (1990)

## **Appendix B Letters of Support**

The following are letters of support from industry interests in regard to the need for continued support of the Center for Automatic Identification.



*MEMORANDUM*

To: Dr. Jim Fales - Ohio University  
From: Tom Schaefer  
Re: Center for AutoID - Five-Year Review  
Date: February 25<sup>th</sup>, 1999

Intermec Technologies Corporation  
1834 Walden Office Square, Suite 200  
Schaumburg, IL, 60173  
847.303.3050 Phone  
847.397.7406 Fax  
tom.schaefer@intermec.com

Tom Schaefer  
Manager - Global Alliance Program

Jim, I understand that the Center for Automatic Identification at Ohio University is due for a five-year review, and I would like to have this letter filed as supportive of your activities.

As a former professor in the State University of New York (SUNY) system, I have witnessed the challenges of maintaining a program that stays current with today's rapidly changing technologies and provides relevant education and consulting for your "customers". I have appreciated how you have been able to secure equipment from the manufacturers, including Intermec, and expose to your students the practical business value that lies under the under the keypads.

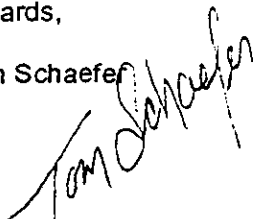
Intermec has been a participant in your summer institute for a couple of years now. This is the only place that I am ware of, where new hires to my industry can gain an unbiased education. In one summer session, where I was involved personally, the institute was enlightening new personnel from our industry publications, as well as value added resellers (integrators). These people were co-participants with academicians from around our hemisphere. This mix of backgrounds provided for lively discussions, both during and after the formal time periods. Today I am reading articles from these people and they are written from a position of confidence.

I have not been exposed as much to the research and consulting that the center has been doing; I expect because some of it is considered proprietary to the contracting organization. I appreciate this confidence factor, which further reinforces the Center's value. If Intermec or one of our competitors desires unbiased consulting, your center is uniquely prepared to provide that service.

If I can be of any service in support of this review process, please do not hesitate to call, or email to the numbers in the header of this letter. I believe that the education of the next leaders of my industry is of utmost importance, and I would be happy to participate personally to enhance the value of it.

Regards,

Tom Schaefer



# DENSEI USA

2000 Silver Lake Road, Suite 120  
New Brighton, MN 55112

Tel. (651) 636-3000  
Fax (651) 636-2950

February 22, 1999

Dr. James Fales  
Ohio University  
Dept. of Ind. Tech  
116 Stocker Center  
Athens, OH 45701-2979

Dear Jim,

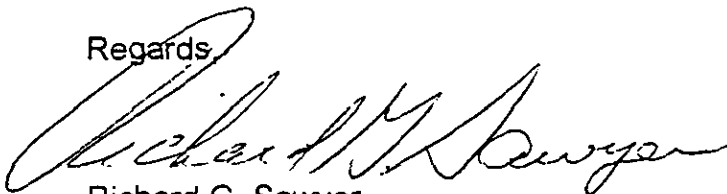
I am writing to express my appreciation for all your efforts relating to the Center for Automatic Identification at Ohio University. As a long time and active member of AIM, I believe the Center for Automatic Identification and the associated Educators Institute is a key part in the development of the automatic identification market.

I am extremely impressed with the quality of the educational programs provided for Ohio University students and believe that you are serving a valuable function in the education of people who will further enhance the auto ID industry.

As you know, I have been directly involved in the Educators Institute for a number of years. I am of the opinion that this serves a very valuable function for the industry and I look forward to seeing it grow over the years to come. I believe the involvement of UCC is only the beginning for increased funding of the Institute and I am hopeful that we can bring in additional funding sources. I have a vested interest in the bar code side of the automatic identification industry, but I believe that we have room to grow in increasing the content for other automatic identification technologies.

I look forward to working with you in the years to come to make a great program even better. As always, please feel free to let me know if I can be of any assistance.

Regards,



Richard G. Sawyer  
General Manager

Ref. TS99317

22 February 1999

Ref. No.: 990531

Dr. James F. Fales  
Loehr Professor & Chairman  
Department of Industrial Technology  
Russ College of Engineering & Technology  
Ohio University  
125 Stocker Center  
Athens, Ohio 45701-2979

Re: Center for Automatic Identification

Dear Jim:

I am delighted to submit a support letter in connection with your five year review of the Center for Automatic Identification.

The Center is unique among a mere handful of "similar" operations worldwide, for several reasons: (1) The Center is a formal organization with its own staff, and not a personal "paper" operation by a professor; (2) The Center is a closely integrated resource for both undergraduate and graduate degree granting programs; and (3) The Center is a well equipped facility for faculty and student research under grant and contract support. As a consequence, The Center has achieved an enviable worldwide reputation in both AIDC research and education.

In my opinion, the Center for Automatic Identification constitutes a growth asset for Ohio University as the need for both education and academic research in the AIDC technologies expands rapidly in the 21<sup>st</sup> Century.

With respect to my personal credentials, I have served as a lecturer at the OU AIDC Technical Institute over the past decade, and as a member of the OUIT Industrial Advisory Board. I have been active in the AIDC industry for the past twenty years, with fifteen years prior experience as a university engineering faculty member.

I am always available for comments or questions. Best personal regards.

Cordially yours,

XICO, INC.



Joseph J. Sheppard, Ph.D.  
President & CEO

JJS/rb



Uniform Code Council, Inc.

March 1, 1999

Dr. James F. Fales  
Loehr Professor and Chairman  
Department of Industrial Technology  
Russ College of Engineering and Technology  
Ohio University  
125 Stocker Center  
Athens, OH 45701-2979

Dear Dr. Fales:

Thank you for the opportunity to provide some thoughts on my past experience (and future hopes) with the Ohio University Center for Automatic Identification Education and Research.

Most of my direct experience with the Center has been related to the Technical Institute held each July at the University. I have been attending as a presenter annually since 1992. To this day, my annual trek to Athens is one of my most eagerly anticipated – and most rewarding – business trips of the year. *Eagerly anticipated* because of the consistently enjoyable experience, the impeccable planning, the well-drilled cadre of grad students running the labs, and the excitement generated by the confluence of AIDC professionals and academic professionals. *Rewarding* because I always feel that the Institute does such a great job of furthering awareness of AIDC technical and business practices for the educators of this country's next generation of leaders.

I feel now, more strongly than ever, that the knowledge put forth by you, your staff, AIM USA staff, UCC staff, and AIM member representatives at the Technical Institute has a potential home in every institution of higher learning in this country. The curriculum as currently structured does an exceptional job of relaying that knowledge to an audience of thirty or so professors each year. I believe our challenge going forward will be to reach a much larger audience both in person and through various media such as web-based education forums and CD-ROMs with a compilation of each year's presentations.

I view my annual visit to Ohio University to be as much a sabbatical as it is a business trip. Perhaps I have just a trace of "frustrated educator" in me, because I genuinely enjoy the few hours each July that I spend presenting to – and listening to – the Technical Institute attendees. I hope the UCC corporately and I personally may have the chance to increase our involvement with the Institute to the mutual benefit of the attendees and our respective institutions.

It's easy to tell that my exposure to the Center has been much more closely related to the education aspect than the research activities. I am aware of the research facilities under your leadership, and of the groundbreaking work done there at the outset of 2-D symbology development. While I may personally favor the educational value offered by the Center and the Technical Institute, I have every confidence that the value of the research arm is just as significant.

I look forward to many more years of close affiliation with you personally and the center corporately.

Best wishes,

Bruce E. Philpot  
Director, Education Services  
Uniform Code Council, Inc.

2/24/99 2/10/99

## Appendix C

### Equipment and Software Donations

Year	Item	Value	Company
1993	Laser Scanners	\$2,700	Symbol Technologies
1993	Bar One Professional Software	\$350	Vertical Technologies, Inc.
1993	Bar Code Print Quality Software	\$995	Automatic Identification Systems
1993	Power Label Software	\$206	StrandWare
1993	Bar Code Wand	\$199	Aedex Corporation
1993	Bar Code Scanner	\$750	Microscan Systems Inc.
1994	Label Printer	\$2,779	Eltron International Inc.
1994	Allegro Printer	\$1,890	Datamax Corporation
1994	Softwedge Software	\$594	T.A.L. Enterprises
1994	Bar Code Printing Software	\$3,495	Mayer Automation Group
1994	Configuration Matrix Software	\$565	Intermec Corporation
1994	Bridge Development Software	\$1,995	Vertex Industries, Inc.
1994	Linx I-1 Terminals and Readers	\$4,855	Linx Data Terminals, Inc.
1994	Time Wand Bar Code Readers	\$2,000	Videx, Inc.
1995	Timewand Bar Code Terminals	\$547	Videx, Inc.
1995	Data Harvester Software	\$995	AccuScan
1995	RF DC System	\$5,432	Monicor Electronic Corporation
1995	OCR Readers	\$2,020	Caere Corporation
1996	Terminals & Software	\$3,731	Linx Data Terminals, Inc.
1996	Label Software	\$105	StrandWare
1996	Bar Code Printing Software	\$440	Seagull Scientific Systems
1996	Terminals & Software	\$1,674	AmeriCode Technologies, Inc.
1996	Printers	\$6,081	Eltron International Inc.
1996	Label Printer	\$508	Kroy Inc.
1996	Label Printers	\$5,620	Microcom Corporation
1996	CCD Bar Code Readers	\$7,060	Label Vision Systems, Inc.
1997	Data Matrix Verifier & Software	\$8,343	Verification Systems International
1997	Bar Code Scanners	\$4,000	Intermec Technologies
1997	Bar Code Videos	\$789	Excel Tech, Inc.
1997	Bar Code Software	\$23,500	Custom Information Systems, Inc.
1997	Document Centre	\$34,636	Xerox Corporation
1998	RFID Wands	\$1,020	Omron Electronics, Inc.
1998	Bar Code Reader	\$4,100	Sensis Corporation
1998	Bar Code Software	\$70	Labelvision
1998	Bar Code Scanner	\$1,999	Welch Allyn, Inc.
1998	Bar Code Scanner	\$1,999	PSC, Inc.
1998	Label Printer	\$2,695	Barcode Technologies
1998	Bar Code Scanners & Software	\$6,692	Intermec Technologies
<b>Grand Total</b>		<b>\$147,429</b>	

## Appendix D

### Former Center Personnel

Tuan Sun Cheok (M.S. ISE, 1990) was a Technical Assistant in the Center for Automatic Identification. Currently, Cheok owns an automatic identification systems company in Malaysia.

Michael Michael (currently working on Ph.D.) was an Assistant Director of the Center for Automatic Identification. Currently, Michael is the regional sales director (South America) for Diamond Power in Lancaster, Ohio.

Luis Quiroga (M.S. ISE, 1994) was a Project Manager in the Center for Automatic Identification. Currently, Quiroga is the Regional Sales Manager (Latin America) for Handheld Products of Charlotte, NC. He is based in La Paz, Bolivia.

Jorge Salcedo (M.S. ISE, 1990) was an Assistant Director of the Center of Automatic Identification. Currently, Salcedo owns and operates ADCC, a bar coding systems integration company in Lima, Peru.

Nikhil Singh (M.S. ME, 1996) was a Technical Assistant in the Center for Automatic Identification. Currently, Singh is an applications engineer with ELTEC's Kansas City, Mo., branch.

Niraj Singh (M.S. ISE, 1994) was a Technical Assistant in the Center for Automatic Identification. Singh has worked as an applications engineer for ELTEC, an AIDC systems integration company in Minneapolis specializing in bar coding. Currently, he is pursuing a MBA at Northwestern.

Fugang Sun (EE/CS) was a Technical Assistant in the Center for Automatic Identification. Currently, Sun is working as a software engineer for Telecom Technologies, Inc. in Dallas.

Sridhar Thati (ISE) was a Technical Assistant in the Center for Automatic Identification. Currently, Thati is a senior consultant for the Oracle Corporation in Chicago.

Roger Vincent (M.S. ISE candidate) was an Assistant Director of the Center for Automatic Identification. Currently, Vincent is plant manager for Quaker Oats in Iowa City, Iowa.

## **Appendix E Publicity**

The following are a selected few of the many articles written about the Center for Automatic Identification or by the Center's former staff members.

137

# Percival Award winner named at SCAN-TECH

PITTSBURGH—The 1998 Percival Award was presented to college professor James Fales at the recent SCAN-TECH exhibition and conference in Chicago.



Fales

The annual award, presented by AIM USA and SCAN, The Data Capture Report, is given to an individual or organization that has made an outstanding contribution to the automatic

identification and data capture (AIDC) industry. The award was established in 1982 to honor Don Percival, an early founder and pioneer in the development of bar code scanning.

Fales is the director of the Center for Automatic Identification Education and Research at Ohio University, as well as a professor in and chairman of the university's Department of Industrial Technology. Fales also orchestrates the yearly AIDC Technical Institute, a workshop for college and university professors looking to add the technology to their curricula. ■

## Keynotes announced for healthcare conference

FAIRFIELD, CT—The Health Information Technologies (HIT) Conference and Exhibition will feature keynote addresses by Jeff Goldsmith, president of consulting firm Health Futures, and John Henderson, a professor at Boston University. The conference is taking place in Boston Dec. 8 to 10.

Goldsmith has lectured at the University of Chicago, as well as at Harvard Business School, Johns Hopkins and other universi-

ties. Henderson is chair of the Management Information Systems Department and director of the Systems Research Center at Boston University's School of Management.

The show is sponsored by The Gartner Group and Advanstar Technology Markets. For more information, contact Linda Osofsky at 203/256-4700, x. 145; fax: 203/256-4730; e-mail: losofsky@advanstar.com; Web: [www.hitexpo.com/](http://www.hitexpo.com/). ■



Channel News

**ZEBRA TEAMS WITH IBM**  
bra Technologies has signed a three-year service agreement with IBM, which IBM will provide nationwide site maintenance service for Zebra bar code printers.

**HIGH ENERGY...Motorola**  
Systems Group has completed shipments of a rechargeable battery pack for Symbol Technologies' hand-held data capture device used by the U.S. Postal Service.

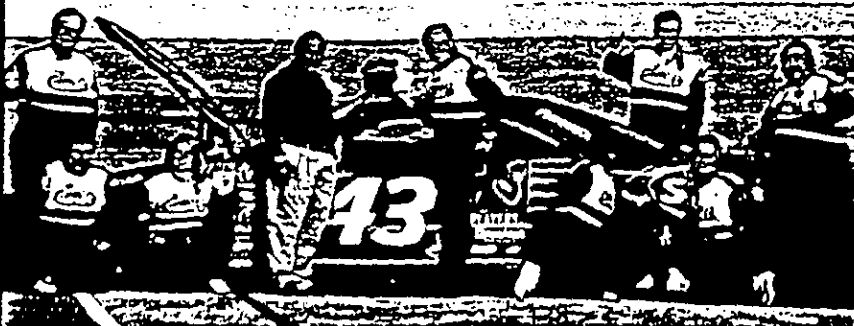
**LINERLESS LABELS...Media**  
(MSI) and Wausau Coated Products have formed a joint venture to enter the linerless label market. Wausau will make modifications to existing equipment to allow for more efficient linerless label manufacturing, which will address the growing needs of MSI.

**ORACLE INTEGRATION...Tactics**  
Execution Systems recently completed integration approval for its Oracle CS (Configured Solution) warehouse management system with Oracle Applications. ■



## Looking To Buy A Bar Code Printer?

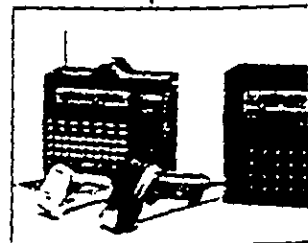
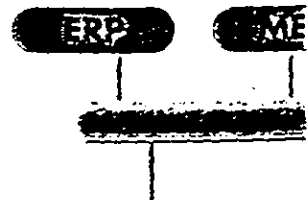
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JANUARY 1998 Vol. 14 Number 12



# Thanks, Jim!

I didn't know quite what to expect from the Automatic Identification and Data Collection Technical Institute. But boy, am I glad I went. The Institute, a lecture and lab series geared to introduce AIDC technology to college and university professors, has taken place every summer for the past 11 years at Ohio University in Athens, Ohio. Sponsored by AIM since 1986 and also by the UCC this year, it is a singular event. Not only is it unique in that nobody else does anything like it (at least not in this industry), but also it is a high-quality educational experience. Attendees did not have to wade through marketing hype; the presenters stuck to explaining technologies—bar coding, magnetic striping, voice data collection, data communication, RFID, RFDC, EDI, and standards—and their application in the real world. Most of them were very good speakers, to boot.

The driving force behind this unique course—and the AIDC program at Ohio U.—is one pretty amazing man, Dr. James F. Fales. Director of the university's Center for Automatic Identification, Dr. Fales is, as one of the Institute presenters put it, "a true educator." His professionalism, boundless energy, and real generosity were obvious to attendees of this summer's program.

In pursuing his goal of preparing his students "to make a real difference in business," he has acquired a labful of equipment from AIDC developers and manufacturers that enables students—both regular university students and Institute participants—to get hands-on experience. He conceived of, implemented, and continues to run the Technical Institute, and thus indirectly helps prepare students at other institutions.

More than 300 professors have been through his program since its inception. So have many industry professionals, since attendance is open to employees of those companies that belong to AIM. Sponsors AIM USA and the UCC helped fund the professors' travel and room and board. And this year's seminars were generously contributed by OU's Center for Automatic Identification and participating companies: Automatic Identification Systems Inc., Avery Dennison, CompuSpeak, Densei, Eitron, Hand Held Products, Intermec, Monarch Marking Systems, Omron Electronics, PSC, and Xico, in addition to AIM and the UCC.

By the way, Dr. Fales is achieving his goal of helping students to make a real difference in industry. An impressive example is the experience of a former student, Michael P. Michael. Now assistant director of OU's Center for Automatic Identification, Mr. Michael was employed by a midwest steel manufacturer following his graduation from OU. After just a short while with the company, he was able to recommend an inventory control system for the firm's tool crib. The system cost \$15,000 to research and implement; it generated \$300,000 in savings over the first 12 months, and about \$50,000 per month thereafter. Mr. Michael pointed out that after the system had been in place for 18 months, the company was able to realize even further savings, because it enabled managers to identify and analyze patterns in tool usage. Aided by this newfound knowledge, the management was able to get its vendors' help in choosing more appropriate equipment—a practice that will potentially produce the greatest savings in the long run.

Not surprisingly, the system Mr. Michael purchased was one that he used in his classes at OU. Dr. Fales understands that industry and academia are interrelated, and he's doing us all a tremendous favor by promoting AIDC technology and helping to provide capable, experienced engineers to companies that can benefit from AIDC. It's clear to me that this industry owes a debt of gratitude to Dr. Fales. (Thanks, Jim!)

Barbara G. Goode, Features Editor

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# Auto. ID research center expands

Space quadruples at Ohio University facility

JOHN BURNELL, NEWS DIRECTOR

COLUMBUS, OH—The pioneering Ohio University Center for Automatic Identification Research moved into new quarters that are four times larger than the original facilities. The research laboratory is used to teach undergraduate courses on automatic identification, provide professional training and to conduct research. It was founded in 1988 and is the only university facility solely dedicated to automatic identification.

The new facility will enable students to create more systems displays and experiments and will make Auto. ID equipment available to more students. The new space was made available following expansion of the Stacker Engineering Center at Ohio University, which is now the largest academic building on campus.

"This expansion exemplifies our commitment to education and research in the areas of bar coding, speech recognition, radio frequency identification and genetic stripe. The new laboratory enables us to both broaden and increase the research and teaching activities of the Center," said Dr. Jim Fales, director of the center.

The lab is stocked with a wide variety of equipment donated by Auto. ID vendors. The university offers a course on automatic identification technologies. Students use, evaluate and compare equipment and technologies and use the equipment for demonstration systems integration projects. Fales said this "pre-service education" enables graduates to enter the workforce with an understanding of how the technologies can be put to use for many

applications and industries.

Mike Michaels, an OU Industrial Technology graduate, used his experience from the course to design a tool crib identification program for his employer in his first year after graduation. The program saved \$370,000 in annual tool expenditures.

## Students, educators benefit

Each year an estimated 5,000 college students learn about Auto. ID technologies from programs originating at Ohio University, according to Fales. Each summer, Fales hosts the ADC Educator's Institute at the center, at which professors from many fields at other universities learn about Auto. ID technologies and how to incorporate them into their own courses. The program was established eight years ago, and approximately 350 professors have attended.

The center also provides Auto. ID education and consulting services to area businesses and the university community. The Center worked with the university's financial aid office to automate its forms processing. Fales helped conceptualize the system, and two engineering students did the computer programming. "The time savings are nothing short of phenomenal," said Carolyn Sabatino, Ohio University Director of Financial Aid.

Recent projects at the center include two-dimensional symbology testing, developing quality engineering techniques to apply to Auto. ID equipment, developing voice links to CAD/CAM software and more. ■

For more information circle Reader Inquiry Card:  
Center for Auto. ID Ed. and Res.

CIRCLE 615

▶ **SPEECH RECOGNITION AND RF COMMUNICATIONS COMBINED...** Verbox Voice Systems' line of continuous speech recognition products, including Listen for Windows, is being integrated with LXE RF terminals. CIRCLE 616

▶ **INTO THE CAMPUS AND MEETING ROOMS...** Special Teams and Dayton, OH-based AT&T Global Information Solutions have signed an agreement for Special Teams to market AT&T retail products and services into the university and business environment in the U.S. Special Teams designs and develops debit card, access control and information systems for education, healthcare, business and industry. CIRCLE 617 (Special Teams)

▶ **SOFTWARE AND SCANNER PARTNERSHIP FORMED...** PeopleSoft has become partners with Intermec to deliver an integrated solution for asset management inventory and tracking. The partnership allows Intermec scanners to work with PeopleSoft Asset Management software. The partnership will streamline asset counting and tracking operations for customers. CIRCLE 618 (PeopleSoft) or CIRCLE 619 (Intermec)

▶ **ACQUIRED FOR CASH...** Coltag Intl. was acquired by Amtech. Stuart Evans will continue as Coltag Chairman and CEO, and was named Amtech's vice president, Europe. The acquisition will add low-frequency RF/ID products to Amtech's high-frequency product line. CIRCLE 620

▶ **COOPERATIVE MARKETING...** Computer Identics and Vision Systems signed a cooperative marketing agreement to promote and integrate scanners and data collection terminals with CCD bar code readers. CIRCLE 621 (Computer Identics) or CIRCLE 622 (Vision Systems)

▶ **PARTNERS IN FORMS...** Cardiff Software and Scantron have entered into an agreement to offer form design and printing services. Users will have a source of professionally printed forms for many Teleform data collection applications. Cardiff develops and markets Teleform for Windows, a software used for automated data entry applications with fax machines and scanners. CIRCLE 623 (Cardiff Software) ■



# News From Southern Ohio & Kentucky

Cincinnati - Louisville - Columbus - Dayton - Lexington - and surrounding areas

## OU'S AUTOMATED ID LAB QUADRUPLES IN SIZE

ATHENS - Ohio University's Center for Automatic Identification has quadrupled the size of its teaching and research lab. The university's Russ College of Engineering and Technology has provided additional space for the lab, which is equipped with \$1.5 million worth of equipment and is the largest university-based center in the United States dedicated to automated identification.

The center, which was officially established in July 1988, is equipped with equipment donated by a number of manufacturers, including PSC and Intermecc, according to Jim Fales, the center's director. One recent donation, courtesy of Symbol Technologies' Education Partnership program (STEP), includes such equipment as hand-held bar code laser scanning systems, the Symbol Spectrum One radio frequency data communications network system, various scanner-integrated radio terminals and wireless software products. "It's great for students because it's the same kind of stuff they see in magazines," explains Fales.

## New mold steel helps mold makers breathe easy

ERLANGER, Ky. - International Mold Steel has introduced a mold steel that 'breathes.' Called Porcerax II, it is an advance in the metallurgy of the steels used to make molds for plastic products: it allows gas to vent through the walls of a steel mold.



Gas passes through the wall of a plastic mold made from Porcerax II steel in a demonstration water tank.

Porcerax II is a pumice-like, porous metal which is 20 to 30 percent air. Vice President Tom Schade likens it to a box of densely packed small steel pin balls. The gaps between the balls allow gas to escape but contain the resin. Trapped gas is problem for plastic molders because it causes such problems as gas burning, weld lines, shrinkage, short shots and burrs. "You can imagine the headaches gas causes in thin, narrow mold cavities, such as those used for small complex auto parts," says Schade. "Porcerax prevents problems but can also cut operating costs. You can run a mold with reduced injection pressure."

## AK Steel's Ashland plant casts a new world record

ASHLAND - Last month, AK Steel's Ashland steel plant set a world record of 1,091 consecutive heats of steel continuously cast. The string of consecutive casts began the morning of Feb. 5, 1995 and concluded March 9, 1995. During that period, the plant cast the equivalent of more than a mile of steel per day on its single-strand slab caster. The cast was stopped only as a result of a planned maintenance outage. AK Steel's Ashland caster is a single-strand machine that provides slabs to the company's Middletown, Ohio, plant for hot rolling. The Ashland caster produces slabs which are 9-1/2-in. thick in widths from 38 in. to 66 in. It has an annual capacity of more than 2 million tons.

In other news, AK Steel selected Davy International (Pittsburgh) to upgrade its electrogalvanizing line at Middletown. This retrofit project is on a fast track schedule with the construction work planned to minimize downtime of the existing facility. The upgraded line is slated to be in production in August of this year. (See *Industry News Maker*, p. 6, for news about AK Steel CEO Thomas Graham.)

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## From Your Suppliers

### Electro is under control

Electro Sales Associates of Dayton has been awarded the 1994 Outstanding Representative Achievement Award by Control Concepts of Binghamton, N.Y. ESA is a manufacturers' rep specializing in industrial electronic sales.

### PPG honors Ohio suppliers

PPG Industries presented 13 global Excellent Supplier Awards. Among those honored were Halliday Lumber of Washington Court House, a supplier and recycler of U.S. glass packaging materials; and Elf Atochem's Delaware, Ohio, coatings plant.

### Aetna Electric named distributor

We understand Michigan-based Control Devices has appointed Aetna Electric of Cincinnati its exclusive distributor for Ohio, Indiana and Kentucky. Aetna will distribute Elan safety interlock switches, safety relay models, E-stop devices and other related products.

### Abbott certified by Maytag

Abbott & Co. of Marion was named a certified supplier for Maytag Jenn-Air Corp.

## Metro Areas With Highest Mfg. Wages

Rank/Metro Area	Ave. Hry. Earnings, July 1994	Manufacturing Workers	Ave. Hrs. Worked Per Week
1 Flint, Mich.	\$22.18	45,900	47.7
2 Kokomo, Ind.	\$19.31	29,700	44.3
3 Gary, Ind.	\$17.59	53,300	44.1
4 Detroit	\$17.55	424,200	44.4
5 Eansing, Mich.	\$17.25	28,300	41.4
17 Dayton, Ohio	\$15.25	93,500	43.2

Source: U.S. Bureau of Labor Statistics and *OutResearch*. Graphics: D. A. Wevand

## TO REPORT YOUR COMPANY'S NEWS

- ▼ seminars ▼ plant modernizations
- ▼ new products/applications

Send press releases to Mid-Atlantic Editor Patricia Bern-Sullivan or call for an Official News Fax Form

## Symbol Technologies Donates \$1 Million

Symbol Technologies Inc. has offered more than \$1 million in equipment grants to Purdue University, Ohio University and other schools as part of the Symbol Technologies Education Partnership (STEP) program.

An equipment grant comprised of the Symbol PDF 1000 scanning system, EM 800 workstation terminals, laser data terminals, LS 6120 fixed-mount scanners and SymbolVision software has allowed the Purdue University Department of Industrial Technology, West Lafayette, Indiana, to simulate a warehouse application incorporating state-of-the-art

automatic identification technology.

A grant to Ohio University provided equipment including hand held bar code laser scanning systems, the Symbol Spectrum One radio frequency data communications network system, various scanner-integrated radio terminals and wireless software products to the university's Center for Automatic Identification in Athens, Ohio. The laboratory is the world's largest devoted to automatic identification technology on a school campus and is scheduled to double in size this year.

### DIA: Testing, Testing, Testing

Newspaper reports from Denver International Airport are few and far between when it comes to whether the baggage handling systems will allow the airport to be opened on February 28.

A January 4 article in the *Rocky Mountain News* announced that:

- The conveyor/bag/cart system that will handle baggage for all the airlines except United is being tested on schedule.
- The part of this system that is supposed to handle United's baggage in a backup mode has been tested successfully.
- However, United plans to have its car-on-rail baggage handling system ready for opening day and is continuing to test it.

The car-on-rail system was originally designed to serve all the airlines in an automated mode, both delivering bags to outgoing flights and picking up bags from incoming flights.



When the system failed during a series of tests over more than a year, Denver Mayor Wellington Webb contracted for a conveyORIZED backup system to be installed.

United subsequently retained a portion of the car-on-rail system for its own use, made it less automated and left the other airlines to make do with the backup system.

And that's what's supposed to be ready to open Denver International Airport on February 28.

Correction to DIA article, December: Planners of the new airport in Gardemoen are Norwegians, not Danes: Oslo Hovedflyplass AS.

— Bernie Knill

### Accu-Sort Expands Operating Facilities

Because of increased sales, Accu-Sort Systems, Inc. has acquired a 54,000-square-foot building to house the company's systems department and additional production capabilities. The systems department is responsible for engineering customized, integrated solutions for complete sortation, inventory control and distribution systems.

### Torch Passes at Equipto

Martha D.M. Schingoethe has assumed responsibilities as chairman of the board at Equipto following the retirement of John Dunham. Dunham and Schingoethe represent the second generation of family operation of the company. They are the children of Thomas Dunham, company founder. Tom Matyas, Schingoethe's son, will continue as president, representing the third generation of family operation.

### New Director at McHugh Freeman

McHugh, Freeman and Associates, warehousing and distribution systems integrator, has named Patrice Miller director of customer service support programs. Miller's responsibilities will



Patrice Miller

include configuration services, customer service, pursuit of aftermarket opportunities and channels management. Also, Scott Wells has been promoted to senior director of contracts and business relationships.

### New Services for Material Handling Professionals

INSIGHT, the bar code support group, has introduced a new benefit for its members that gives them educational information on a variety of automatic data collection topics without the inconvenience or expense of travel to a conference.

The teleconferencing program is a series of one-hour conferences on selected topics such as how to get started with bar code, project cost justification, using radio frequency for inventory control and 2D symbologies.

Cost of the sessions is \$49 for members, \$89 for non-members. For more information, including a schedule of teleconferences, call 800 669-2632.

### MHEDA Names New Executive

The Material Handling Equipment Distributors Association (MHEDA) has named Liz Richards its new executive vice president. Richards brings to the organization an extensive background in the service industry, most recently as executive director of a large retirement community.

# SCAN The DATA CAPTURE Report

Since 1977, the premier management & marketing newsletter of automatic data capture: Bar Coding, RF and related technologies.

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June 14, 1996

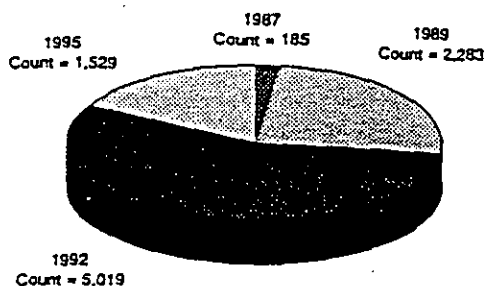
## DID YOU KNOW?

### ADC GOES TO COLLEGE

Each year the Center for Automatic Identification and AIM USA co-sponsor the Automatic Data Collection Technical Institute, held at Ohio University (Akron, OH). The Institute is run under the direction of Dr. James E. Fales, CMfgE, Ohio University, Russ College of Engineering and Technology.

According to Fales, 185 students attended classes covering ADC in 1987. By 1992, that figure was 5,019. In 1995, 1,529 students attended ADC classes.

### Students Taking ADC Classes



"It appears," said Fales, "that an AIM-sponsored institute is an effective way to get auto ID subject matter into colleges and universities. Professors from a variety of disciplines have included auto ID subject matter in 34 different classes at 22 different universities and colleges."

For information on the upcoming institute contact: Dr. James Fales, CMfgE, Akron, OH, PH (614) 593-1455, FX (614) 593-9382, E-mail: [jfales1@ohiou.edu](mailto:jfales1@ohiou.edu)

SCAN

## ID Expo 96: In Perspective

by George Goldberg

We came away from **ID Expo 96** (Rosemont, IL; May 14-16) reinforced in our feelings that the ADC industry is in good health with many opportunities still available for innovators in technology and marketing.

Even those companies that chose not to exhibit — they were expressing their displeasure at two shows being held each year in the same city (*SCAN/DCR 5/24/96*) — could not stay away. **PSC** hosted an elaborate hotel reception for 250 customers and friends; **Sato** demonstrated two new printers in a suite at the Hyatt Regency; **Datamax** executives booked back-to-back appointments with important customers, resellers and reporters at their hotel suite; and **Zebra** — headquartered in the Chicago area — took the opportunity to run a users conference at their facility.

We interviewed corporate executives and sales/marketing personnel from dozens of companies and found them to be upbeat about the future. A general consensus exists on three basic principles: resellers are the best way to move products into the hands of users; foreign markets will offer outstanding sales opportunities for at least the next five years; and the automatic data collection industry has moved well beyond just capturing data for fast and accurate input to a computer.

The new challenges will be to develop hardware, software and systems to capture, interpret, manipulate and communicate information — in real time. Batch data systems — which accumulate information for later transmission to a host computer — have become relics of the past. Whether it is needed or not, customers want their records to reflect information and status up-to-the-second.

"Horizontal" trade shows like ID Expo — which cover all applications of one technology — provide a perspective that is not available elsewhere. These events focus attention on both customers and competitors, and provide essential information for planning next moves.

SCAN



# Printers put no speed limits on scanners

**AHMS, OH.**—There is no practical difference in the time it takes a scanner to read a bar code printed by impact, laser or thermal-technology printers, according to a study conducted by the Center for Automatic Identification at Ohio University.

The study, completed in cooperation with Genicom, a bar code printer manufacturer, found there was a statistically significant difference between mean read times but the difference was too small to matter (the difference ranged from 87 to 186 ten-thousandths of a second).

"The average difference of 0.013370313 seconds of read time between symbols printed on

an impact line printer and those printed on laser or thermal printers used in the test is well outside the boundaries of human reaction time," said Dr. Jim Fales, director of the Center for Automatic Identification.

The test used four scanners and four printers from a variety of manufacturers that were chosen to be representative of bar coding equipment used in manufacturing and shipping environments. Two sets of bar code symbols were printed on each printer. Each symbol encoded 14 alphanumeric data characters at a nominal X dimension of 20 mils and a nominal height of 1 inch. Half the symbols were encoded in Code 39 and half were in Code 128. Each

scanner read all 28 images 14 times for a total of more than 5,000 scans.

"Sharper images produced by laser and thermal technology printers may be important if an organization wants to send bar codes to customers that are visually appealing, but if the application is for manufacturing and shipping only, impact printers will probably be more cost-effective for medium and large-volume users," said Tom Brothers, Genicom's manager of market development.

For more information circle Reader Inquiry Card

OJ Center for Automatic Identification  
Genicom

CIRCLE 362  
CIRCLE 361

# Bar code use growing in healthcare

**PHOENIX.**—More healthcare product manufacturers registered for HIBCC bar code labeler identification codes (LICs) in the first eight months of 1996 than in any year since the program began in 1991. The codes, administered by the Health Industry Business Communications Council (HIBCC), enable healthcare product manufacturers to use a standardized bar code label in shipping operations.

"First, the recent efforts by the U.S. Department of Defense to require bar code labels as part of its push for a Universal Product Number (UPN), and second, increased awareness of the necessity of the HIBCC labeling standard by the

majority of medical/surgical manufacturers," led to the surge in LIC registrations, said Robert Haukin, HIBCC president. "The industry has clearly turned the corner on bar code technology. After years of only modest bar code activity, it now appears that everyone is preparing to use them."

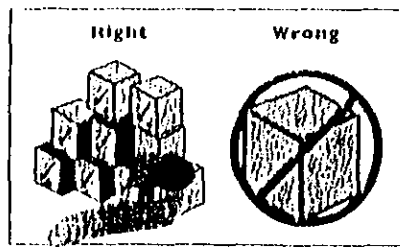
A new brochure, "The Health Industry Bar Code Standard: Frequently Asked Questions" is available free. Those interested can download it from the HIBCC Web site [www.hibcc.org](http://www.hibcc.org), or

contact the organization for a copy.

For more information circle the Reader Inquiry Card

HIBCC

CIRCLE 363

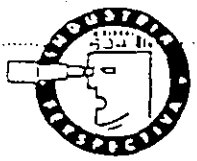


# AIM to lead ADC standards efforts

**NEW YORK CITY.**—The American National Standards Institute (ANSI) appointed AIM USA, the Technical

Association for International Development and Adoption of AIM standards, AIM

## KROY'S K2500 KICKS THE COMPETITION OFF THE FIELD.



# Argentina prepara su nuevo Documento Nacional de Identidad (DNI)

*Pero el país está yendo en la dirección equivocada, dice este experto en la industria*

Por Ernesto A. Castagnet, Colaborador Invitado

**L**a República Argentina se encuentra en el proceso de renovación de sus Documentos Nacionales de Identidad (DNI). El proceso licitatorio comenzó el pasado diciembre, con la apertura del Primer Sobre conteniendo la Oferta Tecnológica para la producción de los DNI, el montaje de la base de datos de los ciudadanos, todo el equipamiento para los puestos de frontera, la programación, el mantenimiento, la distribución de los documentos y la impresión de los padrones electorales, entre lo más importante. A esta licitación se presentaron dos Uniones Transitorias de Empresas (UTE) y una empresa.

El Subsecretario de Población de Argentina, Profesor de Historia Aldo Carreras, ha proyectado que las UTEs o empresa que gane la licitación estará invirtiendo alrededor de 300 millones de dólares (o pesos) por un contrato cuya duración es de seis años, con la garantía por parte del Estado de la incorporación/renovación de 840 mil documentos mensuales, con un valor de 25 dólares por documento.

Temo confesar que la licitación está 'inflada', y no soy el único que piensa así. El diputado Nacional Dr. Juan Carlos Cabirón, del Partido Radical (Principal Partido de la Oposición) junto con otros diputados (entre ellos el Dr. Juan Pablo Cañero, Presidente de la Subcomisión de Población del Congreso Nacional) han cuestionado también la licitación, incluso en estratos Judiciales. Fue el Dr. Cabirón quien me solicitó que hiciera una evaluación independiente del posible costo de la licitación mencionada.

Después de realizada, en mi presupuesto, el proyecto sólo debería costar cincuenta (50) millones de dólares. El DNI existente es totalmente obsoleto y debería ser reemplazado por un sistema más confiable, seguro y orientado hacia el futuro, tal como tarjetas inteligentes o ID cards.

### No hay futuro en el papel

El DNI propuesto en la licitación contendrá la foto, la firma y la huella dactilar

digitalizadas como así también líneas de caracteres OCR (*Optical Character Recognition* - reconocimiento de carácter óptico). El costo de producir dicho DNI será de \$ 10.50 por documento. Según mis cálculos, una tarjeta inteligente costaría \$ 7.50 c/u más el agregado de incorporar más tecnologías, que tendrían el potencial de guardar mucha más información en el futuro: código de barras, banda magnética, biometría y otras.

Para cuando Argentina termine de renovar sus "nuevos" DNI's, la Unión Europea tendrá una especie de tarjeta inteligente como documento de identidad.

### Permaneciendo con el Viejo Sistema

Sin embargo, si el gobierno argentino decide proseguir con la licitación en curso, los invito a re-examinar sus datos. El grupo que gane la licitación podrá cobrar hasta \$25. por documento con una emisión promedio mensual aproximada a los 840,000 documentos. Esto implica que el programa generará ingresos por \$21 millones mensuales. De acuerdo a mis cálculos, los gastos mensuales se aproximan a los \$11 millones de pesos. Por lo expuesto resulta un ingreso neto mensual de ¡\$10 millones!

Si la inversión total según mis cálculos fuese de \$50 millones (como creo que efectivamente ocurrirá) el período de repago será de cinco meses, con ingresos netos de \$10 millones mensuales por el término de 67 meses. (Debo hacer notar que no estoy considerando el tiempo necesario para tener el sistema en operación).

### La meta: El Futuro

Por supuesto, en un país como Argentina hay muchas otras cosas por considerar en una licitación además de los costos directos del proyecto. Es posible que no esté al tanto de todas las 'influencias' del caso. Pero quisiera, insisto, proponerle al gobierno que vuelva a re-ver el proyecto que piensa implementar y que cuidadosamente examine otras alternativas, tales como tarjetas inteligentes u otras, que serán de menor costos inteligentes u otras, que serán de menor costo.

**Tres grupos se presentaron a la licitación**

Son sus proveedores: SAGEM (almacenamiento de huella dactilar), POLAROID (personalización de documentos), British American Bank Note (impresión de documentos), IBM (hardware) y Correos Argentino (distribución de los DNI).

**SIEMENS**

Junto con esta empresa se presentan: Imagin Automation (manejo electrónico de imágenes y captura de datos), Printrak (reconocimiento de huella dactilar), IN-DRA (comunicaciones), BOLDT (impresión de seguridad) y Mailfast SA (distribución).

*Nota: La apertura del Segundo Sobre de la licitación de los DNI conteniendo la Oferta Económica, que debía realizarse en el mes de mayo fue suspendida 45-90 días. —Dir.*



El Ing. Industrial Ernesto A. Castagnet es profesor asociado de la Universidad Tecnológica Nacional - Facultad Regional Bahía Blanca, Argentina. Ha estudiado y es discípulo del Dr. James F. Fales, en el Center for Automatic Identification de la

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## SECCIONES

# ¿Cómo se leen los códigos de barras?

## Equipo de lectura, Parte II: CCDs y pistolas láser

POR LUIS QUIROGA, COLABORADOR

En la primera parte de esta entrega se explicaron las funciones de todo lector de códigos de barras y se presentaron las características sobresalientes de los lápices ópticos o wands. En esta segunda parte se tratarán las otras dos tecnologías populares de lectura: CCD y láser...y, aunque son muy similares, no son las armas utilizadas por el Capitán Kirk en "Star Trek"! Finalmente, el artículo intentará presentar algunas de las consideraciones necesarias para definir si su aplicación requiere de un lápiz óptico, un lector CCD, o una pistola láser.

### Pistolas láser

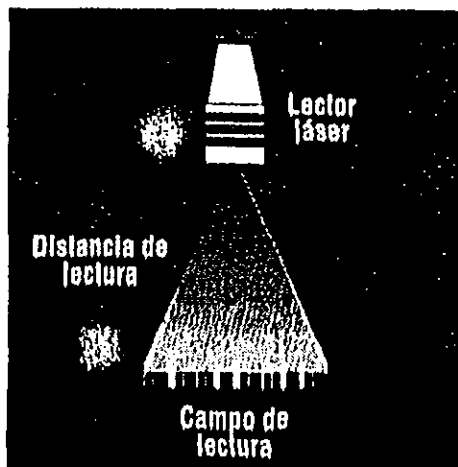


Figura 1. La longitud del código de barras a leer será una función de la distancia de lectura y el campo de lectura máximos del lector láser.

rayo de luz con referencia a una distancia de lectura predefinida. En otras palabras, la longitud máxima del código de barras a leer, depende del campo de lectura a una distancia predefinida. Si el rayo de luz no cubre todo el símbolo, el decodificador no podrá procesar la señal generada por el escáner. La Figura 1 ilustra los anteriores conceptos.

Los lectores láser son clasificados de acuerdo al tipo de luz emitida por el lector. Esta luz puede ser He-Ne láser (Helio-Neon) o láser con diodos de estado sólido (una tercera forma de luz es proporcionada por luz incandescente; sin embargo, y debido a campos y distancias de lectura menores a otros láser, esta luz

forma secuencial cada uno de los diodos, el lector producirá la señal análoga correspondiente al símbolo leído. Esta señal es finalmente digitalizada y decodificada.

Como los lápices ópticos, los lectores CCD dependen de la imagen capturada. Esto significa que la distancia de lectura (*depth of field*) entre el lector CCD y el símbolo leído, es tan solo de algunos centímetros. Por otro lado, al utilizar lectores CCD, se debe considerar que como el lector toma una "fotografía" de todo el símbolo, la longitud del símbolo a ser leído estará limitada por la cantidad de diodos existentes en el lector: se pueden alcanzar mayores longitudes con un mayor número de diodos (linealmente). La Figura 2 representa la configuración típica de un lector CCD.

### ¿Y qué lector compro?

La mejor respuesta a esta pregunta es un conjunto de consideraciones que deben ser estudiadas antes de tomar la decisión final. En general, es un error basar la decisión tan solo en el precio del producto: el lector más barato puede convertirse en el más caro si es preciso reemplazarlo a muy corto plazo; el lector más caro no es necesariamente el que mejor se ajuste a sus necesidades.

Los lápices ópticos tienen la ventaja de ser livianos, muy durables y su consumo de energía es el más bajo entre todos los lectores. Sin embargo, su uso requiere entrenamiento del personal, implica movimiento repetitivo, y su distancia de lectura es prácti-

condiciones ambientales de trabajo (temperatura, humedad, etc.)

- ▶ ¿Que tipo de soporte técnico es brindado para el lector?
- ¡Buena suerte en su compra!



Las Terminales Industriales LINX

**EL Control de Acceso,  
el Control de Asistencia,  
el Seguimiento de Tareas,  
...LINX es todo esto y más!**

Automatizar el Control de Acceso, el Control de Asistencia y el Seguimiento de Tareas puede ser una tarea compleja. ¿Cuál es la terminal que mejor se ajusta a sus requerimientos y a su presupuesto? Las terminales LINX ofrecen la solución.



presentar algunas de las consideraciones necesarias para definir si su aplicación requiere de un lápiz óptico, un lector CCD, o una pistola láser.

### Pistolas láser

La principal característica de los lectores LASER (*Light Amplification by the Stimulated Emission of Radiation*), se refiere al tipo de luz generada por el lector. Básicamente, la luz tiene una sola longitud de onda y es manipulada de modo que los rayos sean emitidos en una sola fase. Como la luz emitida posee mayor poder y el mecanismo del lector se concentra más en la luz emitida que en la luz reflejada, la distancia de lectura (*depth of field*) aumenta; este es el motivo por el cual los lectores láser no requieren entrar en contacto con el código de barras a ser leído.

A diferencia de los lápices ópticos, los lectores láser generan mecánicamente el movimiento necesario para leer un símbolo. Este mecanismo se basa comúnmente en espejos o polígonos que oscilan/rotan cuando el gatillo del lector es presionado. Así mismo, la velocidad de lectura es mayor a 40 lecturas por segundo; es por esto que el ojo humano percibe una línea continua de luz en vez de tan solo un punto de luz que está en continuo movimiento por efecto de la oscilación/rotación del espejo. En general, dos o más lecturas deben coincidir para que el láser genere la decodificación del símbolo positivamente.

Las características previamente descritas definen un tercer factor importante sobre los lectores láser: el campo de lectura. El campo de lectura se refiere a la longitud lineal máxima del

cubre todo el símbolo, el decodificador y podrá procesar la señal generada por escáner. La Figura 1 ilustra los anteriores conceptos.

Los lectores láser son clasificados de acuerdo al tipo de luz emitida por el lector. Esta luz puede ser He-Ne láser (Helio-Neon) o láser con diodos de estado sólido (una tercera forma de luz es proporcionada por luz incandescente; sin embargo, y debido a campos y distancias de lectura menores a otros láser, esta luz no es comúnmente utilizada). A este nivel, se debe considerar la cantidad de energía necesaria para generar el rayo de luz. Debido a que los diodos de estado sólido operan satisfactoriamente en el rango de 5 a 12 voltios, estos lectores láser son probablemente los más populares en el mercado.

### Lectores CCD (Charge-Coupled Devire)

Como usted podrá recordar, los anteriores lectores hacen uso de una fuente de luz y de un fotodetector para capturar la luz reflejada en el código de barras. La diferencia entre estos lectores y lectores CCD es que éstos últimos operan en forma similar a la de una cámara fotográfica.

Al utilizar un lector CCD, el código de barras es iluminado por una fuente de luz que comúnmente procede de LEDs (Light Emitting Diode); la imagen del símbolo es reflejada en su totalidad en un dispositivo que consta de múltiples fotodiodos. Por lo general, el elemento más delgado del código de barras, cubrirá por lo menos dos diodos del lector CCD. En la imagen recibida las barras del símbolo reflejarán en los diodos una cantidad de luz menor a la reflejada por los espacios. Al leer en

el lector más barato puede convertirse en más caro si es preciso reemplazarlo a corto plazo; el lector más caro no es necesariamente el que mejor se ajuste a sus necesidades.

Los lápices ópticos tienen la ventaja de ser livianos, muy durables y su consumo de energía es el más bajo entre todos los lectores. Sin embargo, su uso requiere entrenamiento del personal, implica movimiento repetitivo, y su distancia de lectura es prácticamente nula. Los lectores CCD son también muy durables, poseen un precio muy competitivo y su velocidad de lectura es superior al de los lápices ópticos. Las principales limitaciones de estos lectores se refieren tanto a su distancia de lectura como a su campo de lectura. Por último, los lectores láser gozan de una distancia de lectura superior a cualquier otro lector; así mismo, son los únicos que poseen la capacidad de generar múltiples "líneas" de lectura. Estos lectores son en general de un precio más elevado y no son tan durables como los lápices ópticos o lectores CCD.

Finalmente, considere lo siguiente:

- ▶ ¿Necesita una persona para la operación?
- ▶ ¿Cada cuanto reemplaza a las personas involucradas en la operación?
- ▶ ¿En términos de eficiencia, cuál es el costo de la operación humana?
- ▶ ¿Cuál es la distancia entre el lector y el código de barras a leer?
- ▶ ¿Cuál es la forma de impresión del código de barras a leer?
- ▶ ¿En qué tipo de superficie se adherirá el código de barras?
- ▶ ¿Cuál es el tamaño físico del código de barras?
- ▶ ¿Cuál es la velocidad de lectura requerida en la operación?
- ▶ ¿Cuáles son las

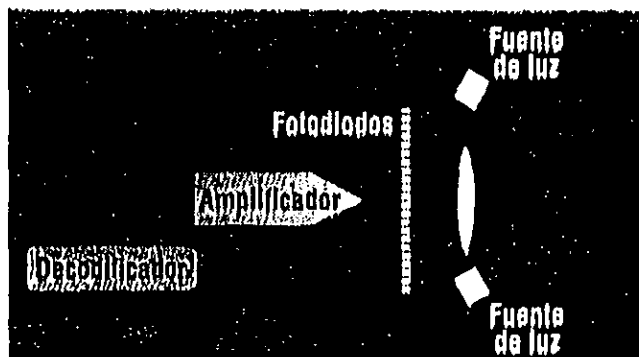


Figura 2. El lector CCD toma una "fotografía" del código de barras. Esta imagen es reflejada en su totalidad en los diodos del lector. Los diodos son leídos y la señal es amplificada para finalmente ser decodificada.

## EL CONTROL DE ASISTENCIA, el Seguimiento de Tareas, ...LINX es todo esto y más!

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Escriba el número 111 en la Tarjeta Urgente de Respuesta



Luis A. Ontoja trabaja en el área de Investigación y Desarrollo para Linx Data Terminals. Posee un título en Ingeniería Industrial y de Sistemas de Ohio University. Sus estudios de Maestría en la misma rama, incluyen investigación Automática e Inteligencia Artificial. Para mayor información sobre estos temas contactarse con el al 214-961-7090 (Texas, UUA).

# AUTOMATIC I.D. NEWS



Blue Bird Body Company PÁGINA 17-42

## Como desenvolver um plano estratégico para EDI

Doze passos para o sucesso

Por Garren Hagemeyer, Colaborador Convidado

**P**ara que um programa de EDI seja bem sucedido, a organização tem que cumprir certos requisitos antes da implantação. Os passos seguintes o ajudarão no desenvolvimento de um plano estratégico. A Healthcare EDI Coalition pode fornecer fontes adicionais de informação, de modo a fazer funcionar o seu projeto.

### PASSO 1:

Eduque-se a si mesmo quanto aos conceitos e particularidades do negócio, para implantar o EDI adequadamente.

Esteja atento para "soluções milagrosas" propostas por empresas de sistemas de informação ou eventuais parceiros de negócio. Apesar do EDI propiciar economia substancial de custos e ganhos de produtividade através da automação, sua implantação é uma decisão estratégica de negócios, que irá mudar para sempre o formato do seu negócio. Consequentemente, não pode ser uma decisão imposta de fora para dentro de sua organização, ou adquirida como um programa de software ou serviço. Nomeie uma pessoa (ou grupo de trabalho), de nível gerencial, para investigar e reportar à administração a respeito das implicações nos negócios, os requisitos básicos e os benefícios trazidos pelo EDI.

Treinamento, informações, recursos e estrutura de rede podem ser adquiridos através da participação em organizações EDI (continua na página 60)

## ¿Qué opciones tienen los usuarios hoy en día?

Por Jorge Salcedo, Colaborador

Como muchos de ustedes habrán podido observar las opciones de lectura de los códigos de barras están constantemente evolucionando. Todavía recuerdo que el primer lector que tuve la oportunidad de ver, utilizaba tecnología de gas láser Helio Neón (He-Ne). Además de ser un poco pesado era bastante más grande que los lectores actuales. ¿Qué opciones tenemos?

En esta ocasión vamos a tratar sobre los equipos de lectura de códigos lineales (simbologías Código 39, Código 128, Entrelazado 2 de 5, etc.) que son normalmente desarrollados para ser usados por un operario y a los cuales

los llamaremos lectores manuales (*hand held*).

En otra oportunidad trataremos sobre los equipos de lectura de códigos bidimensionales para más adelante continuar con los equipos que son desarrollados para ser usados sin intervención humana llamados lectores fijos (*fixed mount*).

### Tipos diferentes de escáners

En lectura de códigos lineales, existen cuatro equipos de uso común hoy en día: el primero, conocido como lector lapicero (*wand*), el segundo, lector CCD

Lectura ver página 21



# Lectura del código de barras para códigos lineales

*¿Qué opciones tienen los usuarios hoy en día?*

Por Jorge Salcedo, Colaborador

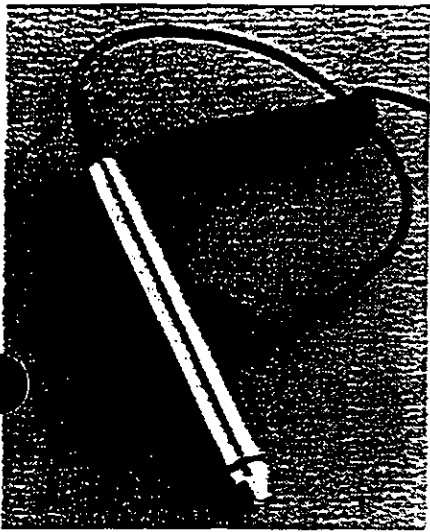


Figura 1: Lector lapicero (wand).



Figura 2: Aplicación toma de pedidos.



Figura 3: Lector CCD.

De página 1

(couple charge device), el tercero, el lector láser (laser scanner), y por último el lector por visión (vision based scanner). Los cuatro conforman las opciones de lectura que tienen hoy en día las empresas que quieren utilizar o utilizan ya la tecnología de código de barras para el desarrollo de sus aplicaciones.

## Lectores lapiceros

El lector lapicero (wand), no muy

comunmente utilizado en Latinoamérica, a pesar de haber sido el equipo más vendido en E.U.A. La acción de lectura es producida por el movimiento de la mano del operador. Necesita del contacto directo con el código de barras para ser leído. Es el de menor costo pero tiene limitaciones para su uso tales como: los códigos de barras deben protegerse mediante un recubrimiento para evitar el deterioro causado por el roce frecuente del lector de contacto; la impresión del código de barras debe pasar por un excelente control de calidad debido a que su única opción de lectura es con el movimiento de la mano del operario; además, requiere de una base plana y firme para la lectura, entre otros.

Comentario: Dada la reducción de costos de los otros equipos de lectura en comparación al lector lapicero, se recomienda su uso sólo para aplicaciones donde por la naturaleza del negocio lo hace estrictamente necesario, ejemplo: catálogo de pedidos con código de barras pequeños y múltiples. Ver figura 1 y 2.

## Lectores CCD

El lector CCD (couple charge device) es una de las últimas tecnologías desarrolladas en lectura de código de barras. Su lectura es producida electrónicamente utilizando una imagen digitalizada de una línea que atraviesa el código de barras. Este lector no tiene partes móviles lo cual lo hace mucho más resistente que los lectores láser y su costo es relativamente menor a éstos. Existen prácticamente dos opciones de lectores: de casi contacto, es decir la lectura a 2cm y los de lectura de distancias aproximadas a los 15cm. Los algoritmos de decodificación son tan poderosos como los de la tecnología láser.

Comentarios: Los lectores CCD tienen la gran ventaja de ser muy resistentes manteniendo una gran función en la lectura de los códigos de barras inclusive cuando la impresión de estos es de mala calidad. La única desventaja que se le encuentra es la distancia de lectura que no es mayor de los 15 cm de lectura. En esta tecnología sólo existen los lectores manuales por lo que la siguiente pregunta sería: ¿En

Jorge Salcedo Kuljevan, director gerente de ADCC S.A., es Ingeniero Industrial de la Universidad de Lima con estudios de Maestría en Ingeniería Industrial y de Sistemas con especialización en tecnología de Código de Barras de la Universidad de

Ohio. Cualquier consulta por favor comunicarse con ADCC S.A. en General Varela 600, Miraflores, Lima 18, Perú. (51-1) 242-7210, fax (51-1) 242-7224, e-mail: jsalcedo@adcc.com.pe.

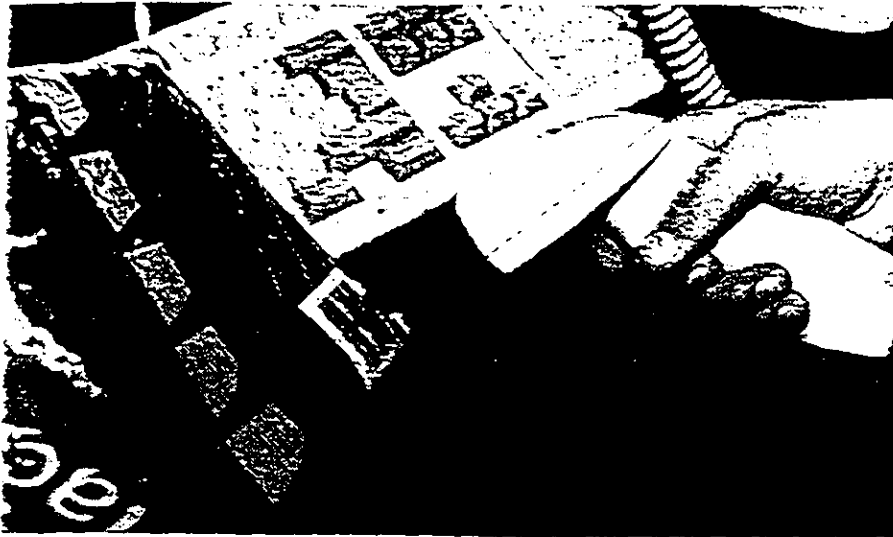


Figura 4: Aplicación en punto de venta.

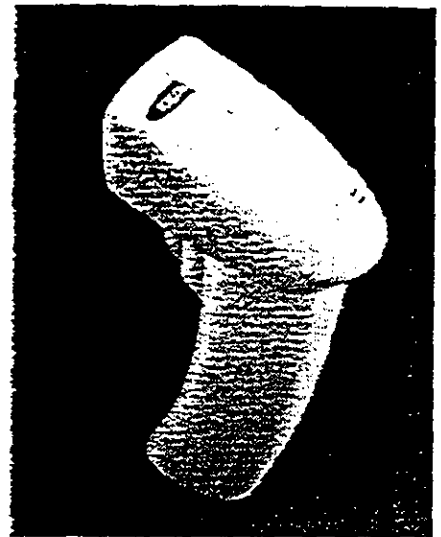


Figura 5: Lector láser.

cuántas aplicaciones manuales se necesita un lector que lea a una distancia mayor de 15 cm. del código? probable-

del ancho de las barras que forman el código de barras) y alternativas de opciones y modelos.

de distribución, cajas registradoras de los supermercados, etc. Ver figura 5 y 6.

#### Lectores por visión

El lector por visión (vision based scanner) es la última tecnología. La lectura se produce a distancia (15 cm. aprox.) capturando y procesando la imagen completa de un código, determinando su posición y permitiendo la decodificación. Su disponibilidad comercial en el mercado tiene menos de un año. A la fecha existen sólo dos compañías que ofrecen estos productos, y es considerado el futuro en lectura de códigos de barras. Esta tecnología se usó inicialmente con mucho éxito en aplicaciones de lectura de paquetes por

*Lectura ver página 26*

Asimismo, la calidad de la impresión del código de barras tiene menos impacto gracias a los algoritmos de decodificación actuales que utilizan tecnologías tales como DRX o Fussy Logic entre otros, basados en la reconstrucción del código gracias a las 36 lecturas mínimas que en promedio utilizan estos lectores.

Comentario: Los lectores láser tienen una gran función en la lectura pero son menos resistentes al maltrato por los usuarios. Se deben utilizar en aplicaciones donde por la distancia del código de barras son la única opción. Ejemplos: aplicaciones en los almacenes y centros

Los lectores CCD tienen la gran ventaja de ser muy resistentes manteniendo una gran función en la lectura de los códigos de barras inclusive cuando la impresión de estos es de mala calidad.

mente la respuesta sería: muy pocas. Típicas aplicaciones con el lector CCD son: puntos de venta, trámite documentario, laboratorios, despachos de paquetes, etc. Ver figura 3 y 4.

#### Lectores de láser

El lector láser (laser scanner), actualmente es uno de los equipos más comunes en Latinoamérica. Su lectura es producida con el movimiento de espejo y/o espejos en el interior del lector. No necesita contacto directo con el código de barras para ser leído. Es el de mayor costo pero ofrece ventajas en determinados usos tales como que: tiene mayor distancia de lectura (normalmente de 3cm a 15 mts., dependiendo

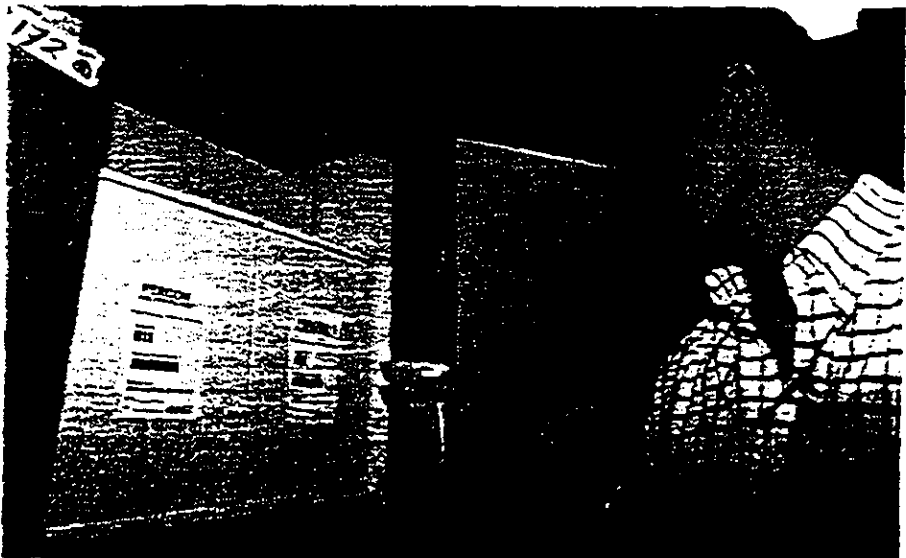
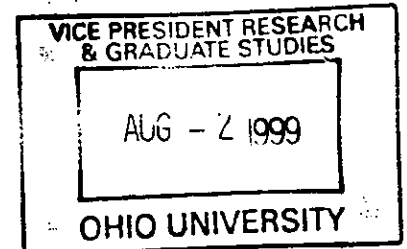


Figura 6: Aplicación en almacén



DATE: July 30, 1999

TO: Dr. Carol Blum  
Vice President for Research and Graduate Studies

FROM: Warren K. Wray, Ph.D., P.E.  
Dean, Russ College of Engineering and Technology

SUBJECT: TIME EXTENSION

*WKW*

By this memo, I am requesting that the "Review of the Corrosion Multiphase Systems Center" be given an extension.

As a consequence, I am requesting that the submission of the report on the review of this center be delayed. Due to this delay, my recommendation to the Vice President for Research and Graduate Studies cannot be made at this time.

I apologize for this request. I am confident that with an extension that the completion of the self-study will be given sufficient priority and reviewed by our committee in a timely manner. If our office can be of any further assistance, please contact me.

WKW/bg



OHIO UNIVERSITY

Interoffice Communication  
VICE PRESIDENT RESEARCH & GRADUATE STUDIES  
JUN 21 1999  
OHIO UNIVERSITY

DATE: June 17, 1999

TO: Carol Blum, Interim Vice President, Research

FROM: Raymond Tymas-Jones, Dean, College of Fine Arts

SUBJECT: Institute of Motion Picture Development

This memorandum is in response to your memorandum dated December 1, 1998, outlining the review process and timetable for the review of the Institute of Motion Picture Development. For your review, I have attached the self-study report for the Institute submitted by Director David Thomas as well as the review committee's report and recommendations. According to the university policy governing the "Establishment and Review of Centers and Institutes," an institute is defined as a research-oriented activity, which requests and requires significant funding for its infrastructure and existence. It further suggests that the research focus implies an emphasis on multi-disciplinary, inter-department and/or college participation and the ability to obtain outside funding will be necessary for the institute's viability.

As mentioned in the memo from Professor Joe Bova, Chair of the Review Committee, the self-study lists three current categories of activity: 1) The Screenwriting Workshops, 2) Off-campus Conferences and Festivals and On-campus Guest Lectures and Seminars, and 3) The International Short-Story Project. The self-study indicates that the success of the first two activities has been minimal. It is questionable whether the institute should be engaged in all of these activities, given the resources available as well as the mission of the institute. It is clear that the International Short Story Project is beyond the available resources necessary for the project to fully realize its success. Furthermore, the off-campus and on-campus activities are not congruent to the institute's purpose or structure and perhaps should be sponsored activities by the School of Film. I concur with the assessment of the Review Committee that the screenwriting workshops are probably the most important aspects of the institute. Letters of commitment and the letters of support from faculty, professional and students cite the screenwriting component of the institute's efforts as the most valuable experience.

The self-study lists three priorities for future activities: 1) increase off-campus activities for students, 2) increase on-campus activities by visiting professionals and 3) to continue research on the International Short Story Project. The viability of realizing these project activities "depends on the appropriate and realistic match of its resources to its ambitions and goals," as cited by the

Carol Blum, Interim Vice President  
June 17, 1999  
Page 2

review committee. Reviewing the proposed scope of the International Short Story Project, it does not seem plausible that this project can be fully realized given the need to re-organize the budget which currently supports three activities.

The self-study report proposes substantial increases in budget, i.e., from \$9,245 to \$18,245 in the operating budget, and from \$4,000 to \$6,000 in the visiting artist budget. The report further states that the director receives no summer stipend but does receive a reduced load during the academic year. The amount of the reduced load was not defined, however, the lead reduction is fifty percent. The report does not mention future-funding strategies for the first two priorities mentioned in the above paragraph beyond increased institutional support. From the self-study document there is little evidence that the Institute and the School of Film work in concert in areas of mutual benefit such as visiting artists funds. The third priority, the International Short Story Project, seeks no increase in institutional operating funding, however, the self-study suggests that "funding for this initiative should come primarily from grants and foundation sources."

The Review Committee recommends that the Institute for Motion Picture Development be continued with several qualifications. I am in complete agreement with the recommendation to continue the institute with the qualifications as stated in the attached memo. To summarize the qualifications, the committee suggests that 1) the current level of institutional support be maintained, 2) terminate the priority of the International Short Story Project and re-direct the resources to other priorities, 3) prioritize the screenwriting projects as the most important activities of the institute, 4) seek external funding for the off-campus activities, 5) examine the director's reduced load, 6) encourage increased participation by Rajko Grlic and 7) require an interim report of the institute's activities after two years.

It is important to the College that the Institute for Motion Picture Development is consonant with the School of Film's curricular goals. I need to emphasize the importance of a interim report after two years. Two years should provide sufficient opportunity for Professor Thomas to re-direct the priorities of the institute, work with the director of the School of Film *vis-à-vis* screenwriting projects and work load assignments, and securing external funding for the off-campus activities.

Should you have any questions or concerns, please feel free to contact me.

RTJ/sb

Enclosures

cc: David Thomas, School of Film

Date: May 10, 1999

To: Raymond Tymas-Jones, Dean

From:  Joe Bova, Professor; Chair of the Review Committee for the Institute for Motion Picture Development.

Committee members:

Ursula Belden, Professor, School of Theater  
Phyllis Bernt, Assoc. Dean, College of Communications  
George Korn, Director, School of Telecommunications  
Ed Talavera, Assistant Professor, School of Film

Subject: Review of the Institute for Motion Picture Development.

The review committee met twice. Committee member Phyllis Bernt, Assoc. Dean, College of Communications, was unable to be present at either meeting. She has been kept apprised by me via e-mail. During the first meeting, following your charge to the committee, we discussed the self-study prepared by the director of the institute, David Thomas, and scheduled a meeting with him for April 21, 1999. Pursuant to this meeting with him the committee felt corroborated in its opinion that, while the institute has had some successes, it has not realized its potential. The committee recognizes that the institute's original purpose in the 1995 *1804 Proposal* has changed from "creating and developing professional motion pictures" to "enhance professional training and provide professional learning experiences for advanced students in several disciplines" as stated in the *Self Study Report* submitted by David O. Thomas and dated March 11, 1999.

The self-study lists three current activities. 1) The Screenwriting Workshops, 2) Off-campus Conferences and Festivals and On-campus Guest Lectures and Seminars, and 3) The International Short Story Project. Of these three the committee agreed that the first two have had adequate success. Regarding the third, the short story project, the committee agrees with the self-study that it is the "most ambitious project currently underway" and further holds the opinion that it is ambitious beyond the resources necessary to realize its success. The committee agrees with the self-study assessment that the screenwriting workshops are one of the two most important aspects of the institute, probably the most important. The off-campus and on-campus activities cited in number two above are deemed important but the committee questions whether these activities are properly the responsibilities of or require the structure of an institute. Other schools and departments achieve these activities without such structure.

The future viability of the institute depends on the appropriate and realistic match of its resources to its ambitions and goals. The self-study identifies three priorities for future activities. First among these is to increase off-campus activities for students, second is to increase on-campus



activities by visiting professionals and third is to continue research on the International Short Story Project. The committee agrees that such increases in any one of the activities are viable only given the re-organization of the budget currently supporting the three. The viability of the short story project is deemed minimal. This project is conceived at a scale beyond the probability of its realization. The letters of commitment and the letters of support from faculty, professionals and students all cite the screenwriting aspect of the institute's endeavors as the most valuable experience.

Current (1998-99) budget amounts are reported to the committee in the self-study and proposed budget increases are substantial, i.e. from \$9,245 to \$18,245 in the operating budget, and from \$4,000 to \$6,000 in the visiting artist budget. The self-study states that the director receives no summer stipend but does receive a reduced load during the academic year. The amount of the reduced load was not defined. The committee ascertained from the school that the load reduction is fifty percent. In discussion with the committee, the director of the institute, when asked, reported he did not know anything about the budget the School of Film has for visiting artists. The self-study does not articulate future funding strategies for its first two priorities beyond increased institutional support. The third priority, the short story project, seeks no increase in institutional operating funding, and the self-study asserts, "funding for this initiative should come primarily from grants and foundation sources."

The committee recommends that the Institute for Motion Picture Development be continued with the following qualifications:

1. Maintain current level of institutional support with no increases.
2. Terminate the International Short Story Project and re-direct its resources to the first two priorities of the institute.
3. Prioritize the screenwriting projects as the most important activities of the institute and seek to coordinate, with the School of Film and the other schools and departments where appropriate, the selection and funding of visiting professionals. There was an indication that there is no existing collaboration with the school and the institute for funding professional visitors in film.
4. Seek external funding for the off-campus activities. The committee questions the use of operating funds for supporting student attendance at learning experiences off-campus. It suggests the principle of supporting graduate students in off-campus activities only where they are presenting or participating themselves with accomplished work.
5. Examine the director's reduced load. Consider adding a stipend for the work he does in the summer, but also consider the potential for a greater contribution by him to teaching during the academic year.
6. Encourage increased participation in the institute's programs by Ohio Eminent Professor, Rajko Grlic.
7. Require an interim report of the institutes activities after two years.

**Institute for Motion Picture Development**

**Self-Study Report**

**Submitted March 11, 1999**

**by**

**David O. Thomas**

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## **Institute for Motion Picture Development**

### **Self Study Report**

**submitted by David O. Thomas  
March 11, 1999**

#### **Purpose:**

The purpose of the Institute for Motion Picture Development is to enhance professional training and provide professional learning experiences for advanced students in several disciplines at Ohio University.

The Institute seeks to achieve this purpose by:

- (1) providing an on-site "clinic" where advanced students can observe and participate on professional projects,
- (2) creating educational materials for CD-ROM as well as motion picture projects for use in primary and secondary schools, and
- (3) providing workshops, lectures, seminars and off-campus learning experiences that enhance existing programs in the Schools of Film, Theater and other programs at Ohio University.

A major argument for establishing the Institute at Ohio University was to provide advanced students at OU with professional learning experiences that are difficult to find in Ohio but are prevalent at competing institutions in New York and Los Angeles. It was argued that unless we can find ways to foster professional motion picture projects, take students to professional conferences and festivals off-campus, and bring industry professionals to Ohio University, our students, regardless of their talent and skills, could not compete effectively upon graduation. They would face stiff competition from graduates of institutions such as N.Y.U. And U.C.L.A. where it is relatively easy to test one's abilities with professional learning experiences.

It is important at the outset to be clear about the term "development" as it applies to the Institute. The motion picture industry understands "development" as somewhat similar to "midwifery" and the purpose of the Institute is to "give birth" to projects that will subsequently be produced by another corporate entity or partnership. Because of the high cost of motion picture projects and their legal complexities, it remains important that the Institute define and limit its role to "giving birth" to projects and finding appropriate corporations or partnerships to bring professional projects to final completion.

### **Brief History:**

The Institute was formally approved by the Board of Trustees in June, 1994 but, because it was approved at the end of Dr. Charles Ping's tenure as President, Dr. Ping recommended approval of the Institute without a budget. Dr. Ping made it clear that he did not wish to saddle an incoming President with a new budget commitment. Accordingly, the Institute has survived primarily on grant funding.

From 1994 to 1999, the Institute focused on four (4) initiatives: (1) the Josipa project, (2) the Screenwriting Academies, (3) Workshops and Lectures by Visiting Professionals, and (4) developing two CD-Rom projects.

### The Josipa Project

In February, 1995, following many meetings with John Burns, Director, Office of Legal Affairs, Jack Ellis, then Vice President for Development, noted New York Entertainment attorney Sue Bodine, and London Producers John Campbell and Michael Downey of CAD Productions, the Institute secured \$250,000 in Venture Capital Funding from the Ohio University Foundation to complete development of "Josipa" a feature length project written by Rajko Grlic, and to provide the Foundation with a founding stake in the production of this project. The project would have been filmed in the Athens area and would have provided a professional film project on which advanced students could work.

The agreement with the Foundation can best be summarized as follows: (1) no monies would be released for the project until a complete production plan and a distribution agreement would be in force, (2) that a major portion of the proceeds from the project would be returned to the Foundation on a "first in, first out" basis, and (3) all legal requirements and obligations of the production would be met by CAD Productions.

After several revisions of the script, the project was "shopped" to major distribution and production corporations. Finally, the project was "greenlighted" by Turner Broadcasting in 1996 only to be stopped by Ted Turner himself because he believed that its subject matter--a love story about a teenage Croatian girl and a Serbian boy--could possibly compromise the objectivity of CNN's reporting of the crisis in Croatia and Serbia.

In July, 1996, the Director of the Institute met with the Venture Capital Committee of the Foundation. It was determined that the "window of opportunity" for the "Josipa" project has essentially passed, (2) that the \$250,000 commitment by the Foundation had already significantly enhanced Ohio University's reputation in the industry and (3) that funds allocated should be freed up for other uses by the Foundation. The Foundation asked that the Institute return in the future with another project for possible venture funding.

The Screenwriting Academies:

A total of \$30,000 over two years was secured through a grant from the Trust for Mutual Understanding in New York for partial support of four Screenwriting Academies--two held at Ohio University and two held in Croatia. Matching funds were secured from the Open Society Fund, Soros Foundation, and for the 1996 Academy, \$3000 from the British Consulate. Each of the four Academies taught between 16 and 20 students.

As a follow-up of the 1995 and 1996 Summer and Winter Academies, Screenwriting workshops for 16-20 students were sponsored by the Institute in 1997 and 1998 at Ohio University. A 1999 Summer Screenwriting Workshop has been scheduled.

By July, 1999, over 100 students will have participated in seven Screenwriting Academies and Workshops sponsored by the Institute.

Workshops and Guest Lectures by Visiting Professionals:

One vital aspect of the Institute has been the sponsorship of workshops and guest lectures by visiting professionals. Topics addressed attempt to focus on the craft and the business aspects of filmmaking as can be seen by the following list:

“Legal Aspects of Filmmaking” Entertainment Attorney Sue Bodine, Bodine and Herzog, New York City.

“Low-budget Feature Film Producing” Bob Nickson and Lisa Bruce, Orenda Films, New York.

“Producing Schindler’s List”, Branko Lustig, Producer, Amblin Entertainment.

“Directing a Feature Film”, Srdjan Karonovich, Professor of Film, Boston University.

“Directing and Marketing the Short Film” Goran Dukic, Director, New York.

“International Co-Producing” John Campbell and Michael Downey, Producers, CAD, London.

“From Script to Screen” John Paul Chappel, Screenwriter and Producer, London.

“Avant-Garde Cinema and Video”, Melodie Calvert and Dave Fillipi, Curators, Wexner Center, Columbus.

“Developing the Character Centered Screenplay” Andrew Horton, Jr., Screenwriter.

“International Film Festivals” Stefan Ukrik, Co-director, Karlovy Vary International Film Festival, Prague.

An estimated 150 students participated in the above workshops and guest lectures and another 200 individuals attended the Athens Premiere of Schindler's List and subsequent presentation by Branko Lustig, one of the three producers for this Academy Award -winning film.

#### Interactive CD-Rom Development:

##### "How To Make Your Movie"

The Institute, in 1995, initiated the first partnership in the Arts between Ohio University and Electronic Vision of Athens, Ohio to develop what is now the internationally acclaimed "How to Make Your Movie", an interactive CD-ROM by Rajko Grlic.

The Institute role in this project was limited to initial development of the project. Subsequently, Rajko Grlic and Principals at Electronic Vision secured funding from the OU Foundation and other sources to bring this very complex project to completion. Released in 1998, this CD-ROM has garnered acclaim far beyond expectations. Over 40 students participated in the development of the "How to Make Your Movie" interactive CD-ROM.

##### The International Short Story Project

In 1996, the Institute began research on a second CD-ROM project tentatively titled "The International Short Story Project." This project, currently in the Research I phase, proposes to originate and produce a series of twenty-six (26) half-hour dramatizations of published short stories from around the world. The series would target upscale adults of all ages and young adults from 15-21 using three major distribution modes: broadcast television, interactive CD-ROM or DVD, and the internet with an accompanying internet curriculum.

The theme of the project is "Modernization" and the impact new technology, new thinking, and political change has on cultural traditions.

The short stories are to be selected from the following cultures: Anglo-Saxon (3 stories), Continental Europe (4 stories), Eastern Europe and Russian Federation (3 stories), Spain, South America and Portuguese (4 stories), Africa (3 stories), Asia and the Pacific Rim (3 stories), India (2 stories), Islam (2 stories) and stories from other regions (2 stories).

At the time of this writing, about 1800 stories from all over the world have been read for possible consideration--many read in their original languages. Research continues with the goal of recommending thirty-five stories for further development and optioning. In addition, Phase I research is to culminate with a viable business plan for the project.

To date, 42 students have participated in Phase I research for this project: 12 as paid

research assistants and 30 working in less formal levels such as independent studies or course assignments.

### **Grants Received by the Institute:**

Primary support for Institute activities has come from grant and foundation support. A list of grants received follows:

OU Foundation, 1804 Grant start-up funding for Institute and Josipa Project	July, 1994	\$25,000
Trust For Mutual Understanding funding for 1995 Summer and Winter Screenwriting Workshops	March, 1995	\$15,000
Trust for Mutual Understanding funding for 1996 Screenwriting Workshops	March, 1996	\$15,000
Honors Tutorial College: Research Apprentice Funds	March, 1997	\$2,000
OU Foundation, 1804 Grant funding for International Short Story Project	July, 1997	\$19,500
PACE Funding for Research Assistant	March, 1998	\$2,000
PACE Funding for Research Assistant	March, 1999	\$2,000

### **Current Activities and Status Report:**

Current activities of the Institute involve three initiatives: (1) the Screenwriting Workshops, (2) off-campus Conferences and Festivals and on-campus Guest Lectures and Seminars, and (3) continued research on Phase I of the International Short Story Project.

#### **1. The Screenwriting Workshops:**

To date, some 100 students have participated in the Screenwriting Workshops initiated by the Institute. Four faculty members have contributed their expertise to these workshops: Rajko Grlic, Eminent Professor of Film, Vincent Cardinal, Head, Playwriting Program in the School of Theater and current Director of that School, Charles Smith, Associate Professor of Theater and award-winning Playwright, and David Thomas former Director of the School of Film.

Students who have participated in these workshops include Andi Van Hook, who won the Charleston Screenwriting Competition, You Fei, who is currently in Beijing



developing a feature film project, Jenean Atwood, currently at Sony Pictures in Los Angeles, Chris Percival, currently an executive at a film distribution company in New York City, and Jeanette Buck who's first feature film, shot as her thesis, just received a distribution deal and will premiere in New York this year.

In 1998, a change was instituted to broaden the impact of the Screenwriting Workshops. Students from the Playwriting Program in Theater and from the Creative Writing Program in English were invited to participate and, as a result, the best workshop was held in June, 1998. Student evaluations were high (4.3 overall on a 5 point scale).

The 1998 Screenwriting Workshop gave birth to "Writer's Block"-- a group of student writers from Theater and Film under the sponsorship of the Institute. Writer's Block has met every two weeks since June, 1998 (with two exceptions) helping participants develop their script ideas into completed scripts. As students reach a complete draft of their work, public readings of scripts-in-progress are held that feature actors from the School of Theater. Each Writer's Block meeting provides a forum to critique work-in-progress from all participants.

In short, the Screenwriting workshops have become one of the two most important aspects of the Institute.

#### Off-campus Conferences and Festivals and on-campus Guest Lectures and Seminars:

Beginning in 1996, the Institute has sponsored or assisted student participation and travel to Festivals, Workshops, Seminars and Conferences. Students participated in the New York Independent Feature Project and Festival, the Croatian Filmmaking Workshops, and special screenings of their work at the Director's Guild of America and the Tribeca Film Center in New York. Most recently, students attended the Austin Screenwriting Conference and Film Festival at UT-Austin. In most cases, Institute funding was partial and additional funds came from participating students and the School of Film.

The purpose of such off-campus professional learning experiences is to insure that our advanced students remain competitive with students from Los Angeles or New York. Athens is a very supportive learning environment, but knowledge of the realities of the motion picture industries will be necessary if our students are to succeed.

Of critical importance is that these on-campus and off-campus learning activities do not interfere with or replace existing programs in the Schools of Film, Theater, Telecommunications and in Creative Writing. Instead, they enhance advanced training offered by these programs.

The success of these off-campus experiences has caused many students to request that the Institute expand to offer more such experiences. All together, about 25

students have benefitted from such off-campus experiences; it is hoped that this aspect of the Institute can expand to serve more students in the future.

The Institute also brought a series of Visiting Professionals and Visiting Artists to Ohio University (see above list). These too have been successful and the Institute should expand its efforts to bring more such individuals to campus to serve advanced students in Film, Theater, Telecommunications and Creative Writing.

As mentioned earlier, an estimated 350 students have benefitted from lectures and seminars by Visiting Professionals and it is hoped that the Institute can expand its sponsorship of these important learning experiences.

### 3. The International Short Story Project:

This project is clearly the most ambitious project currently underway at the Institute. As initially conceived, the project would involve five (5) Phases with the Research Phase I taking an estimated two to three years. To date, a total of forty-two (42) students have been involved with the project: twelve (12) students have participated on the project as paid research assistants and another thirty (30) students have been involved in researching stories for the project at a less formal level.

Research Phase I of this Project involves two primary tasks: (1) selecting some 30 short stories that could readily adapt to the screen without any major changes and (2) developing a business plan for the project that can eventually be submitted for venture capital and/or foundation funding.

Currently, over 1800 short stories have been read and sixteen (16) identified as promising properties for the project. However, the last two years has demonstrated how difficult it is to find short stories that easily lend themselves to adaptation, represent their cultures, and also investigate the theme of the project, "Modernization."

It is anticipated that it will take another 12-18 months to select 30 stories for possible optioning and to research and prepare a viable business plan for the project.

The original concept for the International Short Story Project has also changed in light of the evolving internet and other technological advances. What began as a BBC And PBS Television series has evolved into a series that might, within two to three years, be better suited to internet distribution and an interactive CD-ROM or DVD. At the time of this writing, these issues are under consideration for the business plan which should be completed by September, 2000.

### Future Activities of the Institute:

It is recommended that the Institute shift its priorities to providing on-campus and off-campus learning experiences and workshops for students from many disciplines.

Five years ago, these were seen as tertiary initiatives but experience has demonstrated that they should now become the top priority of the Institute.

Accordingly, future activities and priorities of the Institute are as follows:

Priority #1. Increase off-campus Conference, Festival, learning experiences to a minimum of two (2) per year.

Such experiences would include increased off-campus experiences such as Conferences, Festivals, Film and Television Markets, and internship opportunities.

Examples of Future Off-Campus Conferences, Festivals and Learning Experiences include:

- The Montreal International Film Festival and Market
- The New York Independent Feature Film Market
- The Toronto International Film Festival
- The Sundance Film Festival
- The Austin Screenwriting Conference
- NATPE (National Association of TV Program Executives)

Priority #2. Increase on-campus Workshops, Guest Lectures and Seminars to three each year (including the Screenwriting Workshop).

Examples of Future On-Campus Workshops led by Guest Professionals would include:

- Summer Screenwriting Workshops (add advanced level)
- Producing Dramatic Work for Film and Television
- An Agents perspective on Breaking in to the Industry
- Legal Aspects of Writing and Producing for Film and Television
- Writing for Prime Time Dramatic Series
- Writing for Interactive Media
- Finding Funding for Motion Picture Projects
- International Co-Production Strategies
- Writing the Character-centered Screenplay

One sample schedule for Institute events, to be altered each year, would be as follows:

**August:** Students attend the Montreal International Film Festival and Market. Meetings are scheduled with writers, directors and producers who are at the Festival and Market to premiere their work and/or seek distributors.

**October:** Students attend the Austin Screenwriting Conference. Meet with agents, screenwriters, and industry representatives and attend panels on screenwriting issues led by industry professionals.

January: Visiting professionals hold a four-day workshop on producing.

April: Visiting Professionals hold a workshop on legal aspects of the motion picture industry.

June: The Summer Screenwriting Workshop is held with two levels, basic and advanced. A leading screenwriting authority will be invited as visiting lecturer.

To assist in developing appropriate on and off-campus learning experiences, the following individuals have agreed to serve as "Faculty Associates" to the Institute: Vincent Cardinal, Director, School of Theater and highly acclaimed playwright, Rajko Grlic, Eminent Professor of Film, whose recent interactive CD-ROM has garnered scores of awards and positive reviews, and Joan Connor, Assistant Professor of Creative Writing (English) who, with two books of short stories published in two years, has emerged as a leading professor of creative writing at Ohio University. Other individuals will be asked to consult the Institute from the School of Telecommunication and the School of Visual Communication.

Priority #3. Continue research on the International Short Story Project.

The Institute will continue Phase I Research and, by September, 2000 make a decision based on the Business Plan, to move forward with Phase II which would involve the considerable task of securing option rights to all properties and adapting them for the project. While optioning properties in America is a relatively easy process, optioning properties from countries that have either different or sometimes no copyright laws is a more difficult and time-consuming process. It is assumed that not all properties sought will be able to be optioned. Accordingly, the Institute will continue to keep a "B List" of back-up stories from each region.

Students working with the project have expressed very positive yet similar views about their experience. Most say that the project helped them to learn how to assess story material for potential adaptation for the screen. All say that the project has made them read many stories from countries and regions that they would probably never have read. In short, all students participating on the have increased their breadth of knowledge.

The Institute will continue Research Phase I on the International Short Story Project but will do so as a secondary mission.

**Anticipated Future Funding Commitments and Needs:**

Currently, the Institute receives \$9,245 in operating support and \$4,000 for visiting artists and professionals each year. The Director receives no summer stipend for directing the Institute but does receive a reduced load to conduct Institute activities during the academic year.

The Institute requests the following adjustments to its operating budget:

Priority #1. Increase off-campus Conference, Festival, learning experiences to a minimum of two (2) per year.

A minimum of twelve (12) advanced students from at least two disciplines should attend off-campus events with the Institute providing up to \$500 support for each for an increase to the operating budget of \$6000. Additional costs should be born by the students and/or their respective Schools or Departments. In addition, \$3000 is requested to assist with faculty travel to off-campus events with the students as well as to develop internship opportunities.

Priority #2. Increase on-campus Workshops, Guest Lectures and Seminars to three each year (including the Screenwriting Workshop). This would require an increase in Visiting Artist funds to the Institute from the current \$4000 to \$6000.

Priority #3. Continue research on the International Short Story Project. However, funding for this initiative should come primarily from grants and foundation sources and as such, no increase in operating funding is requested at this time. This initiative is to become secondary to items 1,2, and 3 above.

It should be noted that other Institutes at OU provide a small summer stipend to Institute Directors to compensate for summer responsibilities. While this should be considered, the Director of the Institute wishes to make sure that items 1,2, and 3 above should receive priority.

These priorities and funding needs would result in the following University Funding for the Institute:

<u>Item</u>	<u>1996 budget</u>	<u>proposed 1999 budget increase</u>	<u>ttl: 1999</u>
Operating Budget: -add \$9000 to support twelve students and one faculty at off- campus events:	9,245	9,000	18,245
Increase in Visiting Artist Budget for on-campus workshops	4,000	6,000	6,000

**Funding and Funding Sources for the Past Five Years:**

<u>Year</u>	<u>University Funds</u>	<u>Grants/Foundation Funding</u>
1994-95:		1804 Grant of \$25,000 for Institute Start-up.
1995-96:		Completion of 1804 Grant.  Trust for Mutual Understanding Grant: \$15,000
1996-97		2nd Trust for Mutual Understanding Grant: \$15, 000
1997-98	Operating Budget of \$9,000 Visiting Artist Budget of \$4,000 PACE Funding of \$2,000	First year of 1804 Grant for International Short Story Project: \$19,500 Honors Tutorial Research Apprenticeship Funds: \$2000
1998-99	Operating Budget of \$9,245 Visiting Artist Budget of \$4,000 PACE Funding of \$2,000	Continuation of 1804 Grant of \$19,500 for Internastional Short Story Project
	<u>Total University Funding \$30,245</u>	<u>Total Grant Funding: \$76,500</u>

In addition, a 1/2-time graduate research assistant has been assigned to the Institute from the School of Film from 1996 to present.

# OHIO UNIVERSITY

23 February 1999

David O. Thomas, Director  
Institute for Motion Picture Development  
378 Lindley hall  
Ohio University  
Athens, Ohio 45701

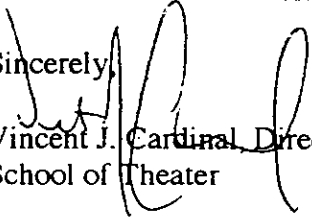
Dear Professor Thomas:

Thank you for the opportunity to serve as Faculty Associate for the Institute for Motion Picture Development.

The refocusing of the Institutes activities to creating professional workshops, seminars, lectures and internships will contribute mightily to the training in all of our programs in Theater. Responsible professional training for young theater artists must include opportunities for work in television and film.

I look forward to the collaboration.

Sincerely,

  
Vincent J. Cardinal, Director  
School of Theater

Rajko Grlic  
Ohio Eminent Professor  
in Film

Lindley Hall 378  
Athens OH 45701  
614-593-0658 phone  
614-593-1328 fax  
e-mail: grlic@ouvaxa.cats.ohiou.edu



OHIO UNIVERSITY

February 19, 1999

David O. Thomas, Director,  
Institute for Motion Picture Development  
378 Lindley Hall  
Ohio University, Athens, OH 45701

Dear David:

I am writing to indicate my willingness to serve as a Faculty Associate for the Institute for Motion Picture Development.

I understand that the primary focus of the Institute will change to creating more professional workshops, visiting lectures, and off-campus seminars to enhance professional training in screenwriting and dramatic writing for advanced writing students from the School of Film, School of Theater, Department of English Creative Writing Program and the School of Telecommunications.

I look forward to assisting the Institute create a strong series of interdisciplinary enhancements to existing screenwriting and dramatic writing programs at Ohio University

Sincerely,

A handwritten signature in black ink, appearing to be 'R. Grlic'.

Rajko Grlic  
Ohio Eminent Professor of Film



Department of  
English Language & Literature

College of Arts & Sciences  
Ellis Hall  
Athens OH 45701-2979



OHIO UNIVERSITY

2/24/99

Dear David:

Regarding our conversation, I would be delighted to serve as a Faculty Associate for the Institution for Motion Picture Development. Co-operation between disciplines can only benefit our students as creativity is not compartmentalized. We all have much that we can learn from each other and more that we can offer our students through such an interdisciplinary project.

I have several suggestions for guest lecturers which we can discuss. I also have several writers in mind who could contribute to the International Short Story Project. I look forward to meeting with you.

Thank you for inviting me to assist in developing these exciting projects. It will be a pleasure to work with you on them.

Sincerely,

A handwritten signature in cursive script that reads "Joan Connor".

Joan Connor  
Assistant Professor  
English



David O. Thomas, Director  
Institute for Motion Picture Development  
378 Lindley Hall  
Ohio University  
Athens, OH 45701

DEPARTMENT OF FILM AND TELEVISION  
102 EAST MELNITZ  
BOX 951622  
LOS ANGELES, CALIFORNIA 90095-1622

February 26, 1999

Dear Review Committee for the Institute for Motion Picture Development:

I am pleased to provide an evaluation of the Institute for Motion Picture Development. I have served as a consultant and instructor for Institute activities and feel that my observations might be useful in the Institute's Five Year Review.

First, let me summarize my involvement with the Institute. In 1995, I was first invited by the Institute to teach intensive screenwriting workshops in Athens, Ohio and in Croatia. Since that time, I have taught with David Thomas three screenwriting workshops at Ohio University (a fourth will be held this summer) and two workshops in Croatia with students from Ohio University as well as Rajko Grlic and David Thomas.

I have come to know the students being served by the Institute and the ways in which the Institute compliments offerings by the Schools of Film and Theater in the college of Fine Arts. The are as well trained as any of our UCLA students and NYU students, also a teaching ground of mine.

I also serve as a consultant to the International Short story Project which is currently in the research I phase at the Institute. This is a very important project with long-ranging, commercial possibilities. I am very pleased to have encouraged David to pursue this project and I have assisted David in establishing contacts at B.B.C. In London and other institutions that could benefit from this project. I believe the project to be more than creative and unique, but seminal.

David has informed me that he wishes to shift the focus of the Institute in the next five years to (1) provide increased professional screenwriting training to students from the School of Film, School of Theater and other programs through increased workshops, seminars and off-campus learning experiences while (2) continuing the Institute's commitment to the International Short Story Project. This is especially valuable at Ohio University where advanced students, to compete effectively after graduation, will need as much exposure to the industry and profession as possible

I heartily support the Institute and recommend that it be renewed for the next five years. (or preferably 55)

Sincerely,

Doctor Lew Hunter  
UCLA Screenwriting Chair

Alastair Thome  
5A Station St, Athens OH 45701  
(740) 592 3517  
al@scavenge.demon.co.uk

February 17, 1999

David Thomas  
Institute for Motion Picture Development  
Lindley Hall  
Athens OH 45701

Dear David:

It is nearly a year now since I first came into contact with the Institute. I write to both congratulate and thank you and the Institute for your achievements and help in the past year. The support and opportunities the Institute have offered me as a writer are immeasurable.

The Writer's Block group sponsored by the Institute is the major force behind screenwriting on campus. Having a forum in which to test and share my work with other writers from varied disciplines is a priceless opportunity.

I have been incredibly lucky to have been sponsored by the Institute to attend both Lew Hunter's summer workshop and the Austin Screenwriter's Festival. These industry level opportunities have really pushed me and my writing into the professional mode. I can imagine no better seeding ground for a future screenwriter than the fertile bed of encouragement, advice, exposure and criticism that the Institute offers me and my fellow writers. I believe with the Institute's support Ohio University will become the sleeper hit of screenwriting programs.

I hope the Institute will continue to support visiting experts like Lew Hunter, and opportunities like the Austin festival or the Montreal film market. There is no natural law that says good writing must be done on the coast. By bringing in people like Lew we are offered the same opportunities that aspiring writers in NY and LA are having. All I can add is to say more, more, more. The Institute is heading down a rich and verdant path. I only hope that someday as an Oscar winning screenwriter I will be able to return the support the Institute has given me. Thank you again.

Sincerely,

A handwritten signature in black ink, appearing to read 'Alastair Thome', with a long horizontal line extending to the right.

Alastair Thome

15 S. Shafer St., #508  
Athens, OH 45701  
February 24, 1999

To Whom It May Concern:

My name is Ronnie Koenig. I am an MFA candidate in the Ohio University playwriting program. I am writing to you today in hopes that you will continue to lend support (and increase support) to the Institute for Motion Picture Development.

As a graduate student, my involvement with this program has been invaluable. I was fortunate enough to participate in the trip to the Austin Film Conference, as well as the seminar led by Lew Hunter and David Thomas here at OU. As a theatre student, I am always looking for new ways to grow as a writer. Until my involvement with the Institute, I had no idea how to go about writing a screenplay. With help and encouragement from David Thomas and our Writer's Block group, I have now completed my first screenplay. Since taking the trip to Austin this past fall, I have gained new insights into the world of film and television, and what it takes to work there. I have been able to share these new ideas with the film school through a seminar in which we recounted our experiences.

I am in favor of continuing and increasing the support for the Institute for Motion Picture Development, under the direction of Dr. David O. Thomas. My involvement in it has been one of the most valuable experiences I have had since coming to grad school.

Sincerely,

  
Ronnie Koenig  
(740) 592-4795

Institute for Motion Picture  
Development  
Lindley Hall 378  
Athens OH, 45701

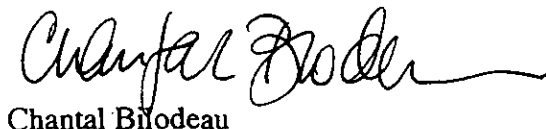
February 21, 1998

To Whom It May Concern,

It is my understanding that the Institute for Motion Picture Development is going through an important review this year and I would like to offer my support in favor of a prolongation of its existence. As a second-year student at Ohio University, I have had the privilege to be a part of several of the workshops organized and sponsored by the Institute: Lew Hunter's Screenwriting Workshop, the Austin Scenwriting and Film Festival, Andrew Jackness' Production Design Workshop and our invaluable bi-monthly Writer's Block where students get to read and critique each other's screenplays. I have also been involved for two years with the Short Story Project where I work as a research assistant.

Since I have benefited a lot from the Institute's activities, I would like to express the hope that the Institute remains present in the School of Film and continues to offer as much if not more opportunities for students to interact with artists and professionals from the U.S. and abroad.

Sincerely,



Chantal Bilodeau

March 10, 1999

To Whom It May Concern,

I am a second year Graduate student at Ohio University. I study playwriting, but I have recently started to write for TV and Film. I took Lou Hunter's Summer Screenwriting seminar in 1998 and there I wrote my first screenplay. Lou was enlightening, and pushed me to write one of my best scripts yet. Having him as instructor changed how I view my own writing, and he made me feel like I could expand my career and write for film.

Lou Hunter's screenwriting class continued to meet all summer, under the guidance of Professor David Thomas in the Film Department. Meeting twice a month with other writers encouraged me to continue working on my film script, and it created a nurturing creative environment. I think writers need communities, it's such solitary work.

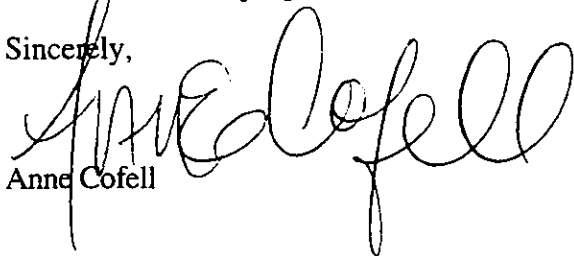
Our Writer's Block group attended the Austin Film Festival last fall, and there I got to meet other professional writers. At the time, I knew very little about how screenwriters and TV writers approached their careers, or how they lived. I learn an invaluable amount at the conference. In fact, I met a writer there from L.A. We're now working on a TV movie spec together.

Just last week, Prof. Thomas and I went to L.A. to attend Lou Hunter's final Writer's Block meeting. He is retiring from teaching regularly at UCLA. I got to hear his more famous students speak, and I realized that Writer's Block was actually a national support system for writers. After attending this conference, I was determined to continue our Writer's Block meetings indefinitely. This weekend, I also got to attending a taping of ER, arranged by Prof. Thomas. I'm taking an Independent student with Prof. Thomas this quarter on TV writing. I'm writing an ER spec. Prof. Thomas thought it would help me if I got to see the set, and how the show works. We went and I got to see them rehearse, and tape. They invited me back the next day and I actually got to act in the show! I didn't have any lines but I got to do a scene with Noah Wyle. I also met an Assistant Director who said that she would be happy to read my work. She gave me her address and phone number.

It is difficult for me to summarize just how much Prof. David Thomas has impacted my career. He has nurtured me and enthusiastically supported me every time I've said, "Gee, I'd like to try that." I told him I wanted to write an ER spec and a week later he had three example scripts for me. I would like to emphasize here that I am not a Film student. All of Prof. Thomas's help and effort has all been way beyond what would be expected from a professor outside of my department. Certainly, I plan to go on and work in TV and Film, as well as continue to write plays. Prof. Thomas has been a personal inspiration to me, and his faith in my writing ability has encouraged me to introduce myself to people, and explore genres that I never would have tried before. I plan to take Lou Hunter's Screenwriting class this fall. In a rural area like Athens, OH, exposure to such a gifted writer and teacher is a unique experience, and one that more students should have. Thank you very much for this opportunity to speak in support of a wonderful teacher, Prof. David Thomas, and an excellent program.

Sincerely,

Anne Cofell



# Ohio University

## Interoffice Communication

College of Health and Human Services  
015 Grosvenor Hall  
740-593-9336  
740-593-0285 (FAX)

**Date:** August 2, 1999  
**To:** Carol Blum, Interim Vice President for Research and Graduate Studies  
**From:** Gary S. Neiman, Dean *G.S. Neiman*  
**Subject:** Review of Child Development Center

We would like to request an extension, maximum of one year, for the review of the Child Development Center. When I arrived on July 1, I discovered the initial memo requesting that the review be completed. Through my investigations, I found that while the Child Development Center had completed their self-study document, the review committee had not been formed; thus no review of the document or Center was conducted. I plan to form the review committee and ask them to complete their work as soon as possible. Once I have their report and a chance to learn more about Center, I will write my comments and recommendations as you requested.

If you have any questions, please feel free to contact me.




Office of the Vice President for Research  
Research & Technology Center 120, Athens OH 45701-2979

tel 740 593 0370  
fax 740 593 0380  
research@ohio.edu

DATE: 13 September 1999

TO: John A. Bantle  
Vice President for Research

FROM: Carol J. Blum   
Associate Vice President for Research

SUBJECT: Center for Political Communication

The Center for Political Communication has provided a focused academic program since 1989. Holding to its original purpose, the center seeks to provide instruction in the political communications, broadly defined as the political process among the public, the media, and public officials, that is purposefully interdisciplinary in its approach and methodologies. The program coordinates course work leading to an undergraduate certificate in political communications. In addition to the organized curriculum, the center has served as a focal point for research involving members of the faculty of the Colleges of Arts and Science and Communication. Despite these important activities, the continuation of a formal center was questioned by the Deans Leslie Flemming and Kathy Krendl at the time of its five-year review. The deans asked for and received approval of a delay during which time they would review the activities and consider its reorganization as a joint academic program.

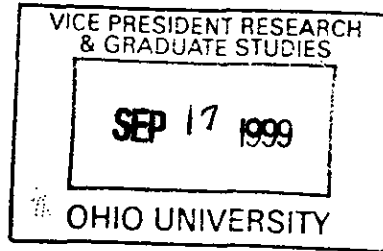
The deans and I agree that the Center for Political Communication be discontinued as a formal center at the university and that the deans work with the current director and active faculty to maintain and enhance the academic program. If we can offer additional information, please contact Dean Flemming, Dean Krendl, or me at your convenience.





## Interoffice Communication

OHIO UNIVERSITY



**Date:** .September 16, 1999

**To:** John A. Bantle, Vice President for Research

**From:** .Leslie A. Flemming, Dean, College of Arts and Sciences *LAF*

**Subject:** Center for Political Communications

I am writing in support of Carol Blum's September 13<sup>th</sup> recommendation letter for discontinuation of the Center for Political Communications (POCO). The deliberation for reorganizing POCO as a joint academic program is still in the process of review.

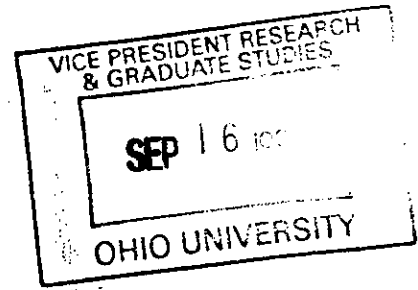
Thank you for your consideration.

LAF/vb

# Ohio University

College of Communication  
Ohio University  
Radio-TV Communication Building  
Athens, Ohio 45701-2979

Office of the Dean



DATE: September 15, 1999

TO: John A. Bantle, Vice President for Research

FROM: <sup>KAK</sup> Kathy A. Krendl, Dean, College of Communication

RE: Center for Political Communications

I am writing in support of Carol Blum's September 13<sup>th</sup> recommendation letter for the discontinuation of the Center for Political Communications (POCO). The deliberation for reorganizing POCO as a joint academic program is still in the process of review.

Thank you for your consideration. If you have any questions let me know.

KAK/jf

Mr. Basora presented and moved approval of the resolution. Mr. Snyder seconded the motion. Approval was unanimous.

**RENAMING OF  
CENTER FOR HIGHER EDUCATION AND INTERNATIONAL PROGRAMS  
RESOLUTION 1999 - 1678**

**WHEREAS**, the Center for Higher Education and International Programs is an established Center at Ohio University, and

**WHEREAS**, the current and future focus of the Center will be narrowed to assisting educational institutions in Southeast Ohio in developing programs that address challenges identified in these instructional environments.

**NOW, THEREFORE, BE IT RESOLVED** that the name of the Center for Higher Education and International Programs be changed to the Center for Higher Education effective immediately.



OHIO UNIVERSITY  
1804

Office of the Provost  
Cutler Hall  
Athens OH 45701-2979

**DATE:** September 21, 1999  
**TO:** Robert Glidden, President  
**FROM:** Sharon Stephens Brehm, <sup>SSB</sup>~~Provost~~  
**SUBJECT:** Name Change

The Vice President of Research is recommending that the Center for Higher Education and International Programs be changed to the Center for Higher Education.

The rationale for this name change is sound and will allow the center to focus on serving educational institutions in southeast Ohio. I therefore concur with the proposed name change and recommend that it be approved.

SSB/jt

Provost Sharon S. Brehm reviewed the importance of the Network and its benefits to Ohio and other state universities and colleges. Mr. Emrick presented and moved approval of the resolution. Mr. Browning seconded the motion. All agreed.

**OHIO LEARNING NETWORK  
MEMORANDUM OF UNDERSTANDING  
OHIO LEARNING NETWORK PRINCIPLES OF GOOD PRACTICE**

**RESOLUTION 1999—1679**

**WHEREAS**, Ohio's two and four year colleges agree to establish a consortium known as the Ohio Learning Network (OLN), and

**WHEREAS**, the OLN will offer a central clearinghouse for courses offered at a distance, and

**WHEREAS**, the participating colleges will commit to expand higher education opportunities, and

**WHEREAS**, all participating institutions are expected to embrace the OLN Principles of Good Practice, and

**WHEREAS**, all participating institutions commit to working collaboratively to utilize state resources through effective use of technology, and

**WHEREAS**, careful assessment of the courses offered through OLN will be conducted by the participating institutions.

**NOW, THEREFORE, BE IT RESOLVED** that Ohio University agrees to participate as a member of the consortium called the Ohio Learning Network.

Office of the Provost  
Cutler Hall  
Athens OH 45701-2979



OHIO UNIVERSITY  
1804

**DATE:** September 21, 1999  
**TO:** Robert Glidden, President  
**FROM:** Sharon Stephens Brehm, <sup>SSB</sup>Provost  
**SUBJECT:** Ohio Learning Network (OLN)

Attached is the OLN Memorandum of Understanding and the OLN Principles of Good Practice. I recommend that Ohio University participate in the OLN and ask you to present this recommendation to the Board of Trustees for approval at the October meeting.

SSB/jt

**Ohio Learning Network**  
**Memorandum of Understanding**  
**August 26, 1999**

Ohio's two and four-year public and private colleges and universities agree to establish a consortium to work together to offer a central clearinghouse for courses offered at a distance. This consortium shall be called the Ohio Learning Network (OLN).

This network is created in an environment when the needs of the learning community and workforce have profoundly changed, and meeting those needs requires new and more creative and collaborative responses from all higher education institutions. Certainly, place-bound and time-bound adults and others with limited options need the opportunity to pursue higher education within their communities, at their homes, and at their workplaces through the most cost-efficient and effective connections within the existing fabric of higher education opportunities in Ohio.

Ohio's colleges and universities have demonstrated leadership in removing barriers to transferability for students and their credits for example, partnership in the degree audit reporting system (DARS), course applicability system (CAS), and in the management of resources to enhance educational opportunities. This Memorandum of Understanding and its accompanying Principles of Good Practice expand upon that work and establish operational guidelines for participation in the OLN.

Institutions participating in OLN commit to expand higher education opportunities for the learning community through concerted initiatives that reduce inter-institutional barriers and encourage an expanded number of residents to pursue higher education as illustrated by the OLN Degree Completion project.

All institutions are strongly encouraged and expected to embrace the best principles and practices of articulation and transfer through coordination of curriculum and student achievement expectations, as well as to explore dual admissions between selected institutions.

All institutions participating in OLN commit to working collaboratively to utilize resources of the state through effective use of technology as illustrated by the central on-line course catalog. Assessment will be conducted in collaboration with OLN institutions; this assessment of OLN outcomes is anticipated in 2002.

This Memo of Understanding is effective beginning with this 17 day of August 1999.

**(List of signatory universities)**

## Ohio Learning Network Principles of Good Practice

The Principles of Good Practice, the cornerstone of this electronic access to Ohio higher education, were developed to assure students about the quality of courses and programs at the on-line course catalog. The Principles draw upon the work of other organizations, such as the North Central Accrediting Association, the Southwestern Ohio Council for Higher Education, the Western Cooperative for Educational Telecommunications, and the Southern Regional Educational Board. All courses and programs to be listed in the on-line course catalog have been reviewed against the Principles of Good Practice by the offering colleges or universities.

### Basic Assumptions

Several assumptions are central to these principles:

1. The program or course offered at a distance is provided by or through an institution that is accredited by a nationally recognized accrediting body and authorized to operate in the state where the program or course originates.
2. The institution's programs and courses holding specialized accreditation meet the same requirements when offered at a distance.
3. The institution may be a single institution or a consortium of institutions.
4. These principles are generally applicable to all courses and programs—degree or certificate programs and to credit or non-credit courses.
5. It is the institution's responsibility to review educational programs and courses it provides at a distance and ensure continued compliance with these principles.
6. Institutions offering programs or for-credit courses are responsible for satisfying all in-state approval and accreditation requirements before students are enrolled.
7. Participating colleges and universities agree that students will pay one admission fee to the home institution, which will cover all courses in the Ohio Learning Network on-line catalog. Institutions will share information regarding student admissions.

### Instruction and Courses

1. Each program or course of study results in learning appropriate to the rigor and breadth of the degree or certificate awarded.
2. A degree or certificate program or course offered at a distance is coherent and complete.
3. The course provides for appropriate interaction between faculty and students and among students.
4. Qualified faculty provide appropriate supervision of the program or course that is offered at a distance.



5. Academic standards for all programs or courses offered at a distance are the same as those for courses delivered at the institution where the programs originate.
6. Student outcomes in programs or courses delivered at a distance should be the same in quality as student outcomes in the same programs or courses offered at the campus where they originate.
7. Institutions will take whatever steps necessary to ensure that the student registered in a course is the student actually completing the work. As appropriate, verification will include proctored examinations with careful checking of identification. OLN member institutions will cooperate in these and other efforts essential to maintaining the integrity of degree programs.

### Student Services

1. The program or course provides students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, prerequisite technology competencies and skills, technical equipment requirements, availability of academic support services, financial aid resources, and costs and payment policies.
2. Enrolled students have reasonable and adequate access to the range of student services and resources appropriate to support their learning. Among the resources available are advising services, admissions, registration and scheduling, and information about student financial aid.
3. The institution has admission/acceptance criteria in place to assess whether the student has the background, knowledge, and technical skills required for undertaking the course/program.
4. Advertising, recruiting, and admissions materials clearly and accurately represent the program and the services available.

### Commitment to Support

1. The home institution demonstrates a commitment to ongoing support, both financial and technical, and where possible to continuation of the program or course for a period sufficient for students to complete a degree or certificate.

### Evaluation and Assessment

The institution agrees to evaluate annually the outcomes of its distance learning offerings. Criteria for evaluation include the following:

1. program and course effectiveness, including annual assessments of student learning, student recruitment and retention, and student and faculty satisfaction.
2. assessment and documentation of student achievement in each course at the completion of the program or course.
3. accuracy of program or course announcements and electronic catalog entries.
4. reasonable levels of resources available to students.

5. equivalent academic standards of distance courses or programs, as compared to those same classes offered through traditional delivery methods.
6. appropriate interaction between faculty and students and among students.
7. reasonable levels of student services, including advisement, admission, registration and scheduling and information regarding financial aid.

Dr. Ackerman presented and moved approval of the resolution. Mr. Browning seconded the motion. All voted aye.

**APPOINTMENT TO REGIONAL COORDINATING COUNCIL**

**RESOLUTION 1999—1680**

**BE IT RESOLVED BY** the Board of Trustees of Ohio University that the following person be appointed to membership on the Coordinating Council at the Regional Campus of Ohio University – Lancaster.

Ronald J. Hagan

For a nine-year term beginning September 1, 1999, and ending at the close of business June 30, 2008, Vice T. Michael Christian, whose term expired.

**Resume of  
Ronald J. Hagan, CPA, MT  
13163 Coventry Avenue NW  
Pickerington, Ohio 43147**

**Personal:**

Married for almost 29 years to Barbara and have two daughters living in central Ohio

**Education:**

Master of Taxation from Capital University Law and Graduate Center, 1993  
Bachelor of Business Administration from Ohio University, 1974  
Various continuing educational courses each year to maintain the Certified Public Accountant's license.

**Experience:**

I currently have an accounting practice that concentrates on managerial and taxation issues for both small businesses and individuals. This advisory position includes areas of accounting systems (both manual and computerization), retirement and estate planning, organizational issues and other accounting and tax issues. The practice has been in existence since January of 1984.

From 1978 to 1983 I was the Assistant Controller for the Don M. Casto Organization. My responsibilities included working with the Controller to structure and organize the accounting department for the growing organization, establish new entities and paper work for new sites and business opportunities, working with attorneys, banks and other organizations in assuring that all the paper work and processing was setup properly.

From 1974 to 1977 I worked for a large local accounting firm named Groner, Boyle and Quillin CPAs. I was a staff accountant that worked with small businesses and individuals in the areas of accounting and tax along with working with other accountants on larger businesses concerning audits and other advisory services offered by the firm.

**References:**

Furnished upon request

## VIII. GENERAL DISCUSSION - CALL OF MEMBERS

Members, in turn, warmly welcomed new Trustee R. Gregory Browning

Dr. Ackerman commented she was pleased and impressed with the format of the meetings allowing Trustees to get out and see the campus. She thanked those responsible for preparation of activities and meeting materials.

Mr. Snyder noted he was humbled by witnessing the good works in the Russ College of Engineering. He thanked Doug Mann for overseeing the installation of computers in freshman residence halls.

Mr. Basora thanked the Trustees for making him feel welcome and for the special learning experience he enjoys as a Student Trustee.

Mr. Brunner asked that the University take advantage of every opportunity to promote the new worldwide engineering Russ prize and its positive affect on the image of the University. He expressed concern about excessive and under-age drinking and the need to take every possible action, including increased law enforcement, to lessen the problem.

Mr. Emrick thanked Vice President North and Engineering Dean Wray for their help with the meetings. He commented he liked the "feeling" of the East Green and noted President Glidden is speaking about technology to the City Club of Cleveland in November.

Ms. Miller stated as a Student Trustee she likes seeing the campus from that perspective and that she would be working with the Center for Student Advocacy to help seek new grant funds.

Mr. Walter commented we need to seek ways of offsetting the University's party school image. He congratulated the Russes for establishment of the new engineering prize and commented that as a graduate of the Russ College of Engineering, he would find today's engineering students tough competition.

Mrs. Ong thanked all for making the meetings productive and the "weather gods" for making the time so pleasant.

Mr. Browning stated he was delighted to be a University Trustee and to be back in Athens. He noted his first meeting was a good one and that he looked forward to many more.

President Glidden presented, on behalf of Trustees, past Trustee Chairman Gordon Brunner a citation recognizing his good leadership as chairman. (A copy is included with the official minutes). Dr. Glidden commented on the recent administrative reorganization and individuals new or in new roles and that he feels good about all of this.

Chairman Goodman thanked Vice President and Mrs. (Marty) North along with Dean Wray for the Trustees' on-campus visits. He indicated it would take about two years to visit all campus units and that he and the other Trustees look forward to doing so. Citing the recent *Dispatch* article regarding the loss of liquor licenses in the Ohio State area and he asked that the administration explore similar options here for solving the alcohol-related problems.

## IX. ANNOUNCEMENT OF NEXT STATED MEETING

Chairman Goodman announced the Board of Trustees would meet next on the Athens Campus, Thursday, December 2, 1999, for committee/study sessions and Friday, December 3, 1999, for the formal board meeting.

## X. ADJOURNMENT

Determining there was no further business to come before the Board, Chairman Goodman adjourned the meeting at 3:15 p.m. and the Trustees voted to move to an executive session.

# OHIO UNIVERSITY

October 8, 1999



## CERTIFICATE OF APPRECIATION



presented to

GORDON F. BRUNNER

Chairman of the Board, 1998-99

**FOR** *your dedication to the responsibilities of Board Chairman,*

**FOR** *your unflagging interest in and dedication to matters of minority recruitment and retention, marketing and promotion of the university and its long-term success,*

**FOR** *your commitment to quality and integrity in higher education and for helping Ohio University to raise its institutional aspirations,*

**FOR** *the sharing of your special expertise over the years in support of our research activities and initiatives and for the initiation of our first corporate alumni activity,*

**FOR** *those personal qualities which have brought you our admiration,*

**WE** *affirm our appreciation.*

*Conferred as a Mark of Esteem  by the President and the Board of Trustees of Ohio University.*

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PRESIDENT

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SECRETARY

PATRICIA A. ACKERMAN  
CHARLES R. EMRICK, JR.  
N. VICTOR GOODMAN  
BRANDON T. GROVER  
MICHELLE L. MILLER

M. LEE ONG  
ERIC ROUSH  
C. DAVID SNYDER  
JACQUELINE ROMER-SENSKY  
ROBERT D. WALTER



## EXECUTIVE SESSION

3:15 p.m. Friday, October 8, 1999  
McGuffey Hall Trustees Room  
Ohio University, Athens Campus

On a motion by Mr. Goodman and a second by Mr. Walter, the Ohio University Trustees resolved to hold an executive session to consider personnel under Section 121.22(G)(1), real estate matters under Section 121.22(G)(2), and litigation or the threat thereof under Section 121.22(G)(3) and preparation for collective bargaining sessions under Section 121.22 (G)(4) of the Ohio Revised Code on the 8th day of October 1999.

On a roll call vote Dr. Ackerman, Mr. Browning, Mr. Brunner, Mr. Emrick, Mr. Grover, Mr. Goodman, Mrs. Ong, Mr. Snyder and Mr. Walter voted aye. This constituted a quorum. President Robert Glidden, Board Secretary Alan Geiger, and Legal Counselors John Burns and Nicolette Dioguardi attended parts of the session as did Vice President for Finance Richard Siemer and Vice President for Administration Gary North.

### Personnel

No personnel matters were considered.

### Real Estate

John Burns reported on the status of projects on East State, Hooper Street, Mill and Stewart Streets as well as the annexation and zoning of The Ridges. He noted the President had approved construction of the Damon's project on East State Street and the renewal of the Continental Properties development option on East State Street property. He noted this project is being slowed down by a dispute over floodway issues while the annexation matter is slowly moving through city processes and that the issue of zoning at The Ridges has become problematic.

### Litigation

Counselor Burns discussed legal matters pending and recent judgements against the university. He noted the student/medical school OUCOM contract has been judged to be a legal contract. And, the number and value of licenses and patents is growing in numbers and now provides for \$1 million in revenue annually.



Vice President North presented the status as well as the climate of current and early collective bargaining sessions. He noted 670 University employees are affected by the outcome and that a win-win process is being utilized. Trustees approved the bargaining parameters being recommended.

Determining there was no further business to come before the Board, Chairman Goodman adjourned the Executive Session at 4:30 p.m.

## XI. CERTIFICATION OF SECRETARY

Notice of this meeting and its conduct was in accordance with Resolution 1975 - 240 of the Board, which resolution was adopted on November 5, 1975, in accordance with Section 121.22(F) of the Ohio Revised Code and of the State Administration Procedures Act.

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N. Victor Goodman  
Chairman

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Alan H. Geiger  
Secretary