



Office of Academic Affairs

November 2004 Update

Academic Highlights

- For the 11th year in a row, the incoming freshman class was the best prepared class in Ohio State's history.
 - Average ACT score is now 25.6.
 - 35% of the freshmen were in the top 10% of their high school class.
 - 72% ranked in the top 25% of their high school class
- Freshman retention rate was 88%.
- Six-year graduation rate was 62%.
- Research grants hit an all-time high of \$528 million, putting Ohio State 12th among public universities in research funding.
- Ohio State now has
 - 9 members of the National Academy of Sciences;
 - 11 members of the National Academy of Engineering;
 - 3 members of the Institute of Medicine; and
 - 8 members of the American Academy of Arts and Sciences.
- For the second year in a row, more Ohio State faculty members (14) were selected as fellows of the American Association for the Advancement of Science than any other single university in the country. With the addition of 14 new fellows, 90 Ohio State faculty members have earned recognition as fellows of the AAAS.
- Private support to the University is up 4% over last year, with total gift receipts of over \$203 million.

Areas of Current Focus

The following information summarizes the Areas of Current Focus outlined in previous updates of The Ohio State University Academic Plan and sets the foundation for the university's Leadership Agenda.

1. Restore Compensation to Competitive Levels

To attract and retain world-class faculty supported by highly talented staff requires that compensation levels be competitive with those at peer institutions. Compensation will always be a top priority, as we have learned that it is very difficult to regain lost ground. During the past two years, however, our salary budgets were the highest among our benchmark peers. Accordingly, we have improved our competitive faculty salary ranking

among the benchmark institutions by three places. We are now 1.7% below the benchmark average.

2. Make Ohio State a Leader in Biomedical Research

To facilitate the expansion of biomedical research, the university has begun construction of a state-of-the-art Biomedical Research Tower (BRT), which will nearly double the amount of biomedical research space on campus. Apart from its major contributions to medicine and health, the biomedical research initiative will become the focus of new faculty hires, thus creating intellectual capital, stimulating the commercialization of discovery and benefiting the Ohio economy. It will open in 2008 and is expected to generate some \$3.7 billion and 17,000 new jobs over 10 years. It will be funded by the University Medical Center through the sale of capital bonds, repaid from private fund raising and increased grant awards, and by investments from the President's Strategic Investment Fund.

3. Create an Institute for the Study of Race and Ethnicity in the Americas

The Kirwan Institute for the Study of Race and Ethnicity officially launched its mission by hosting a national conference that examined the civil rights implications of regional planning and smart growth. Since its launch, the Institute continues to promote social justice and foster cutting-edge scholarship and research on many social dynamics involving race and equity, putting Ohio State at the forefront on these important issues.

4. Strengthen the Undergraduate Experience

Ohio State continues to make great progress in attracting better-prepared undergraduate students, enhancing their experience, and helping them successfully progress toward graduation. This priority has been expanded to include graduate and professional students and is part of the Administration's Leadership Agenda, which is detailed below.

Leadership Agenda

This Leadership Agenda (<http://www.osu.edu/leadership/>) provides the specific priorities under the Academic Plan for action and resource allocation, guided by consultation with academic, administrative, faculty, staff, and student leadership. Future updates will detail progress made on the priorities set forth in the Leadership Agenda.

The Ohio State University Academic Plan – 2004 Update

The following information highlights major areas of progress on the Academic Plan's six strategies and 14 initiatives.

Strategy: Build a World-Class Faculty

1. Over the next three to five years, recruit at least 12 faculty members who have attained or have the potential to attain the highest honors in their disciplines, concentrating these appointments in areas of strategic focus.
 - Three new Ohio Eminent Scholars joined Ohio State in the 2003-04 academic year: Dr. Harvey Graff, the Ohio Eminent Scholar in Literacy Studies and professor in English and History; Dr. Imrich Chlamtac, an expert in network and communications in the Department of Computer Science and Engineering/Electrical and Computer Engineering; and Dr. Michael Paulaitis, an eminent scholar in nanotechnology, joins Chemical and Biomolecular Engineering. This brings the total number of new Ohio Eminent Scholars to 11 over the past 3 years.
 - World-renowned physician-researcher and member of the National Academy of Sciences, Dr. Carlo M. Croce, joined The Ohio State University to direct OSU's nationally recognized Human Cancer Genetics Program and to chair the Department of Molecular Virology, Immunology, and Medical Genetics in the OSU College of Medicine and Public Health.
 - Dr. David Denlinger, chair of the Department of Entomology, was elected to the National Academy of Sciences.
 - For the second year in a row, more Ohio State University faculty members earned the rank of Fellow from the American Association for the Advancement of Science (AAAS) than any other single institution. With 15 faculty members earning the rank of Fellow in 2003-04 and 14 faculty members earning the rank in 2004-05, Ohio State now has 90 Fellows.
2. Implement a faculty recruitment, retention, and development plan, including a competitive, merit-based compensation structure that is in line with peer institutions.
 - Our five-year history of salary increase budgets is right at the benchmark average (.2% above). During the past two years, however, our salary budgets were the highest among our benchmark peers. Accordingly, we have improved our competitive faculty salary ranking among the benchmark institutions. From 8th place two years ago, we moved to 5th place in the 2003-04 academic year, passing the Universities of Texas, Wisconsin and Minnesota. We are now 1.7% below the benchmark average.

- Our trustees affirmed the administration's decision to include sponsored dependents in our benefit package. A new parental leave program provides new parents with paid time off after the birth or adoption of a child.
- In response to the results of the Faculty Work/Life survey, the Faculty Career Enhancement Committee, chaired by Dr. Chris Zacher, Professor of English, was created to recommend positive and practical ways to support the professional development of women and minority faculty members, and associate professors especially.

Strategy: Develop Academic Programs That Define Ohio State as the Nation's Leading Public Land-Grant University

3. Continue the Strategic Investment approach by competitively funding initiatives that build programmatic strength and open new fields. Build on existing capabilities and capture opportunities specific to Ohio State and Ohio. Maintain ongoing multidisciplinary initiatives where appropriate and develop new initiatives that draw on university-wide strengths to attack major problems of the next quarter century. Create multidisciplinary centers that can attract additional faculty in key areas, helping reduce student-faculty ratios in high demand fields.
 - The level of externally sponsored research awards reached an all-time high of more than \$528 million. The National Science Foundation ranked Ohio State 12th last year among public universities in all funding and 6th in industry support.
 - During FY04, OSU was awarded \$7.26 million from the State of Ohio under the Research Challenge Program. Of this, \$1 million has been set aside for support of five new interdisciplinary initiatives, which will bring together researchers from multiple colleges to develop major proposals for external sponsorship. To date, the Office of Research has received 20 proposals for this internal competition. The process for selecting and funding the five best will be completed before the end of the autumn quarter 2004.
 - Several major interdisciplinary centers have already received funding from the Office of Research during FY04. The Ohio Center for Theoretical Sciences received \$200,000 in start-up funding while the Mathematical Biosciences Institute received \$290,000 as part of a five-year \$1.3 million investment. Also in FY04, the Plant Molecular Biology & Biotechnology Center jointly administered by the Colleges of Biological Sciences and Food, Agriculture & Environmental Science, received its fourth installment of \$250,000 supporting a \$1 million investment. Each of these centers is expected to generate proposals competing for external funding that will provide continuing support for the center's research, faculty and students. Similarly, OSU's investment of \$1 million supporting research and development related to Homeland Security has generated two major proposals totaling nearly \$20 million. Unfortunately, OSU's proposal on Post Harvest Food Safety, among the final four in the national competition, was not selected for funding by the Department of Homeland Security (DHS). Another major OSU

Homeland Security proposal for a University Center of Excellence on the Sociology and Psychology of Terrorism is undergoing further development and will be reviewed by the DHS in Autumn 2004. The Office of Research also has directed \$500,000 toward support of new start-up projects and multidisciplinary teams in the Arts and Humanities. Four team awards were funded in FY04 and \$500,000 will again be available to support new Arts and Humanities awards during FY05. One ongoing program enhances the cultural landscape of the campus by bringing together faculty and students from East Asian Languages and Literature with those from the Departments of Design and Dance to develop prototype resources for digital assets in folkdance and cultural movement.

- OSU also has been exceptionally successful in competing for State of Ohio sponsored Third Frontier Awards that emphasize development and commercialization of new technologies. Working in collaboration with industry and other universities from across the state, OSU serves as lead institution on the following Third Frontier Projects:
 - Ohio Center for Advanced Propulsion and Power – Wright Innovation Center Award – Third Frontier Contribution: \$10.9 million; University/Industry Matching Contribution: \$23 million.
 - Biomedical Structural, Functional, Molecular Imaging Enterprise – Wright Innovation Center and Biomedical Research and Technology Transfer Awards. Third Frontier Contribution: \$17.1 million; University/Industry Matching Contribution: \$22 million.
 - Prevention, Detection and Treatment of Lung Cancer Center - Biomedical Research and Technology Transfer Award - Third Frontier Contribution: \$8 million; University/Industry Matching Contribution: \$15.2 million.
 - Cardiovascular Bioengineering Enterprise – Biomedical Research and Technology Transfer Award - Third Frontier Contribution: \$6.5 million; University/Industry Matching Contribution: \$7.4 million.
 - The Biomedical Information Synthesis Platform - Biomedical Research and Technology Transfer Award - Third Frontier Contribution: \$6 million; University/Industry Matching Contribution: \$6 million.
- The above awards are providing Third Frontier funding totaling \$48.5 million to OSU. Together with University/Industry matching contributions, these three-year projects represent investments in development and commercialization totaling \$122 million.
- Exciting new interdisciplinary programs under development include proton beam cancer therapies and novel polymer-biomolecule nanostructures for next-generation therapeutic applications. The former project will capitalize on expertise on ion beam transport through materials within the Department of Physics and on expertise in oncology within the College of Medicine. The latter bio-nanotechnology research team, led by Dr. James Lee from the Department of

Chemical Engineering, has recently been awarded a prestigious National Science Foundation award totaling \$12 million. This NSF award will establish at Ohio State a nationally recognized Nanoscale Science & Engineering Center (NSEC) that will support OSU's bio-nanoscience research efforts for the next five years and beyond. The NSEC will support 20 graduate students annually working on polymer nanoengineering and nanofluidics.

- The Special Projects arm of the P-12 Project incubates practice-based projects and supports promising faculty research focused on P-12 issues. Special Projects has been moved to a more prominent role, helping facilitate research and practice initiatives:
 - The P-12 Scholars Program was launched this year. The program supports Ohio State faculty in pursuing cutting edge research in P-12 issues and designates them as P-12 Scholars. Scholars selected this year will work on their projects in the coming year.
 - The Childhood Activity and Chronic Disease Center funded by P-12 Special Projects is establishing the structure and membership of a new research network within the university.
4. Significantly increase space dedicated to funded research beyond what is currently planned. Include a multidisciplinary building devoted to high-quality research space as well as to office and meeting space.
- The Research Facilities Study, commissioned jointly by the Office of Research and the Office of Facilities Planning and Development in 2002, was finalized in April 2004. The study established a process for the university to assess future research space requirements and to guide decisions regarding the strategic planning of research programs and facilities requirements, including new building paradigms for multidisciplinary research.
 - For The Ohio State University to become one of the world's leading research institutions and for OSU faculty to solve complex societal problems it will be necessary to provide flexible research space independent of traditional college-centric models. Except for select examples of multidisciplinary research space such as the Center for Cognitive Science, the Mershon Center, and the Mathematical Biosciences Institute, most research space on main campus is managed by colleges for individual or small groups of faculty. There is an important need for space for multi-disciplinary research projects and for "in-out" research space to allow research teams to respond quickly to new federal funding initiatives that require the formation of interdisciplinary research teams to address research problems with innovative, non-traditional methods. The research teams will be disbanded at the completion of the objectives and funding. This will require flexible research space for faculty from multiple departments and colleges working collaboratively on focused research projects over a relatively short term

(5-10 years).

- Construction projects with significant space devoted to research include:
 - A new biosafety level-3 (BSL-3) facility housing 2,750 gross square feet of isolated laboratory space. At a cost of \$2,750,000, this facility will enable research on select biological agents important for supporting both Homeland Security missions and emerging infectious disease outbreaks affecting humans and our food supply.
 - Aronoff Laboratory (Biological Sciences): 107,593 (GSF); Total cost: \$26.7 million; moved in July 2003.
 - New Biomedical Research Tower Building / Laboratory Animal Facilities: 401,500 (GSF); Project cost: \$120.3 million (BRT); \$15.7 million (ULAR); estimated move-in 2006.
 - Knowlton School of Architecture: 140,700 (GSF); Project budget: \$33.0 million; moved in August 2004.
 - Scott Laboratory (Mechanical Engineering Building): 234,200 (GSF); Project budget: \$72.5 million; estimated move-in 2006.
 - Physical Sciences Research Building: 229,600 (GSF); Project budget: \$52.9 million; estimated move-in late 2004-early 2005.
 - Psychology Building: 132,732 (GSF); Project budget: \$35.0 million; estimated move-in 2006.
 - Jennings Hall (renovation): 101,906 (GSF); project budget not yet identified; estimated move-in 2007. This will be the future home of the Mathematical Biosciences Center funded by the National Science Foundation.
 - Addition of two research floors to Wiseman Hall (Comprehensive Cancer Center).
 - Graves Hall laboratory animal facility renovation.
- Future Plans: The FY06 and FY07 Capital Construction proposals submitted by the Office of Research includes request for an 80 – 100,000 sq. ft. interdisciplinary research building in the north academic corridor and a centralized animal facility near the health sciences colleges.

Strategy: Enhance the Quality Of the Teaching and Learning Environment

5. Transform the library into a 21st century information age center within the next five to 10 years.
 - Work continues on schedule to complete a major renovation of the William Oxley Thompson Memorial Library. An architectural feasibility study was completed in 2002, and a design scheme for the renovation will be completed in 2004. A major design issue of whether to keep or demolish the 1950s stack tower of the building was vetted during the last year, with the decision to keep the tower. Construction documents will be prepared in early 2005, and renovation will proceed from the summer of 2005 to 2008. The interim Thompson Library will be located at 650 Ackerman Rd., with a reference and document delivery center on campus in Sullivant Hall. Fund-raising for the project remains active, with half of the goal of \$30 million now reached.
 - In addition to a significant facility upgrade, the Library has been developing into a 21st century information age center in other ways. The Knowledge Bank project to collect, preserve and share important digital assets of faculty and students is now in its second year of operation. A Digital Union, which offers support for the creation of new digital assets, has been established in the Science and Engineering Library. In partnership with the Chief Information Officer (CIO), the Library is planning more services in its facilities, such as information commons in several locations that bring reference, information technology help, public computing, and content management services together. Finally, as part of the new design of library space, librarians have been conducting a careful study of learning spaces that best support new learning and teaching patterns at the university. A report from this group will be available in the autumn of 2004.
6. Upgrade the quality of our classroom pool space and enhance the appearance of the campus facilities and grounds.
 - The classroom has always been a key component of the overall student experience. Universities across the country are taking a more aggressive approach to classroom improvements where students spend approximately 400 hours per year. Today, more than ever the educational process requires an appropriately designed classroom stressing flexibility, comfort, and the incorporation of technology in order to support diverse teaching and learning styles. Most of the 48,477 students on the Columbus campus occupy 283,477 square feet of classroom space each day while attending nearly 4,000 classes held in 338 classroom pool rooms spread out over 51 buildings. This translates to 444,154 total student hours per week spent in these spaces. (During peak hours as many as 13,254 students can be found in pool rooms.)
 - Several projects are underway to renovate existing large lecture halls with state funds, and many new classrooms are included in large capital projects that are now underway or close to completion. The teaching spaces in these new or renovated facilities will be appropriate in size and design for the academic programs housed in or near the facilities but are available for general instructional

- use; the buildings will also include informal gathering spaces to encourage interactions among students and faculty outside of the classroom.
- Examples of enhanced classroom pool space include:
 - The Knowlton School of Architecture building opened in autumn 2004 with a large lecture hall and 3 smaller classroom pool rooms in addition to departmental studios designed to accommodate the programs in the School of Architecture.
 - The large lecture hall in Campbell Hall received a much-needed renovation and opened in autumn quarter 2004.
 - In winter 2005, Page Hall, the new home of the John Glenn Institute and the School of Public Policy and Management, will reopen with three 60- to 90-seat classroom pool rooms.
 - In winter 2005, Hagerty Hall will also reopen and will contain 11 classroom pool rooms ranging in size from seminar rooms to a 75 seat lecture room. In addition, there will be a new, much-needed large lecture hall.
 - A new Psychology building now under construction will house several classroom pool rooms.
 - The Scott Laboratory for the Department of Mechanical Engineering is also under construction and, when it opens in 2007, will include about a dozen classroom pool rooms and a large lecture hall.
 - We have increased the number of technology-enhanced central classrooms on campus this year to 105. Even though we have come close to the total number of 110 technology rooms in five years called for in the Academic Plan, current trends indicate that peer institutions are adding technology to classrooms at a higher rate.
 - The university continues to work to improve the condition, appearance, and usability of facilities and grounds. The capital plan aggressively attacks deferred maintenance through renovation or replacement of obsolete labs and offices. When complete, a renovation of the Oval will enhance the heart of campus.
7. Provide faculty, staff, and students with the latest technology tools for leadership in teaching, research, and career development within the next five years.
- IT Strategic Planning: The Office of the Chief Information Officer, along with scores of faculty, students, and staff, developed a new vision and completed a strategic plan for information technology. Each of 15 initiatives in the plan can be traced back to one or more goals and strategies of the university's Academic Plan.

- Cybersecurity: With the use of the new tuition set-aside funds, virus-blocking software was installed on the central e-mail system.
- eLearning: An evaluation of course management systems was completed and the decision was made to move forward with Desire2Learn as Ohio State's new enterprise-wide course management system. As of FY04, 77% of students across all OSU campuses had a WebCT account (83% of all Columbus students).
- The Office of the CIO and University Libraries partnered to create the new Digital Union. The Digital Union offers the Ohio State academic community access to new teaching and learning technologies including multimedia, videoconferencing and wireless connectivity. The primary purpose of the Union is to help guide university investment in instructional and information technologies and advance research in these areas.
- Ten undergraduate student-faculty teams were selected as recipients of 2004 TELR's Research on Research e-partnership grant program. This pilot program enabled faculty to extend their research to undergraduates through team-developed multimedia electronic portfolios that will be maintained in the university's Knowledge Bank.
- Learning Environments: With the additional technology tuition funds, twenty-two new classrooms were retrofitted with technology, and six existing technology classrooms were renovated and upgraded with technology. In addition, technology was upgraded in the computer labs.
- Information Systems: The financials for the Medical Center, Research Foundation and university were integrated into the PeopleSoft Financials 8.4 implementation. In addition, the Research Foundation's new PeopleSoft Grants Management System was implemented.
- Student Information System: With the use of technology tuition funds, Buckeye Link, a new one-stop integrated web site for student services offered by the Office of Undergraduate Studies, was created.

Strategy: Enhance And Better Serve The Student Body

8. Within the next three years, make admission to Ohio State selective throughout the year for new freshmen and for all transfer students.
 - Selective admissions were fully implemented in FY04.
 - The autumn 2004 incoming freshman class is the best prepared in our history. Thirty-five percent of them placed in the top 10% of their high school classes and 72% ranked in the top 25. About half of our 5,900 new students received awards or recognition for leadership or other special academic or athletic talent.

- The average ACT score is now 25.6 and the diversity of our student body continues to hold steady. A goal of the 2008 Enrollment Management Plan is to recruit an entering class with a median ACT score of 26 by 2006 and 27 by 2008. We are on track to meet this goal.
 - \$500,000 in new continuing funds was allocated in the FY 2005 budget process for strategic recruitment efforts designed to enhance the academic profile of the freshmen entering in autumn 2005 and to attract students who will contribute to diversity on our campus. This is the first phase of the Ohio State 2008 Enrollment Management Plan.
9. Create a rich educational environment for undergraduates. Increase course accessibility, reduce class sizes, and establish at least 10 Scholars programs within five years – expanding opportunities for students to live with those who share common interests and enhancing students’ academic success and sense of community. Provide academic programming, advising, and career counseling within these communities.
- Provost Snyder appointed a faculty-student committee to review the undergraduate curriculum, including the General Education Curriculum as well as the total number of hours required for graduation. The committee’s report is due in September 2005.
 - Every college with undergraduate students offers research experiences ranging from funded, summer or quarter-long experiences, assistantships or internships, to workshops on proposal-writing, research elective courses, honors projects, and college-wide research forums. More than 500 psychology majors and 200 biological sciences majors work with faculty and graduate students to learn how to do research and gain laboratory and other investigative skills and methods of analysis – to experience a dimension of their discipline that extends well beyond the classroom.
 - Two hundred seventy students participated in the Denman Undergraduate Research Forum last spring. Several of the award winners displayed their posters at the Statehouse and discussed their work with legislators.
 - Freshmen seminars connect faculty with small groups of students in informal settings that encourage free-flowing discussion to broaden and intensify the student’s academic experience. Students have explored topics such as “A Literary Approach to Understanding Creativity in Mathematics” and “Learning and the Architecture of the Mind.” The goal is for one-third of the freshmen to enroll in a freshman seminar.
 - The Honors Program has undergone internal and external review and an implementation plan is being developed. The Honors Collegium is preparing our

top undergraduate students to compete for the most prestigious post-baccalaureate fellowships and graduate and professional programs.

- The Politics, Society, and Law Scholars Program, introduced in autumn 2004, provides opportunities for Arts and Sciences students to enrich their educations with academic and co-curricular programming relating to politics, society, and law. This is the university's 11th Scholars Program.
- Sixteen percent of our undergraduates participate in an international experience through semester- or quarter-long programs, or through a course that includes a few weeks abroad at the end of the quarter.

10. Provide ample need-based and merit-based aid for undergraduates and a competitive financial aid and fellowship support package for graduate and professional students to improve Ohio State's graduate and professional matriculation rate.

- The University has been the state's leader among public institutions in devoting its resources to need-based aid. The FY 05 budget provided \$161 million for financial aid, a 25% increase over FY 04.
- Despite this substantial commitment that has covered the increased cost of tuition for needy students, we are not able to meet the full financial need of these students due to fixed federal aid per student. The Stafford Loan, the most frequent award to both graduates and undergraduates, has remained at the same maximum level for more than 20 years. Similarly, individual Pell Grant amounts have not increased. Needy students must take out additional loans at higher interest to work additional hours to meet the increased costs of living expenses beyond tuition.
- In spring 2004, the university announced the next phase of a long-term plan to improve compensation and benefits for graduate and professional students with associateship, fellowship, or traineeship appointments paid through the Ohio State payroll system (referred to as "funded graduate and professional students" below). This plan responds to recommendations appearing in the Graduate Quality of University Experience (G-QUE) report, which was released in 2001 by the Council of Graduate Students (CGS) and the Graduate School. These improvements will affect approximately 4,500 graduate students, and will require a financial commitment from the university in excess of \$5 million.
 - The minimum stipend for 50% graduate associate appointments will be increased from \$900 per month to \$1,000 per month effective autumn quarter 2004.
 - The university's subsidy for health insurance for eligible funded graduate and professional students enrolled in single coverage will increase from 42% of the Student Health Insurance Plan (SHIP) premium this year to 64% for FY05

and to 75% for FY06.

- For the first time, the university began providing a subsidy of 25% of the SHIP premium in FY05 for enrolled dependents of eligible funded graduate and professional students and will increase the subsidy for dependents to 50% in FY06.
- Implementation of pre-tax healthcare premium deductions starting in FY05 for Graduate Associates will result in additional premium savings.

Strategy: Create A Diverse University Community

11. Hire at least five to ten women and five to ten minority faculty at a senior level each year for five years through the Faculty Hiring Assistance Program (FHAP) and other initiatives.

- Seventeen women and 14 minority regular faculty members, five of whom are female, were recruited into senior-level faculty positions and arrived on campus during the 2003-04 academic year. Seven of these individuals received some funding through the Faculty Hiring Assistance Plan (FHAP).

12. Recruit, support and retain to graduation larger numbers of academically able minority students.

- The P-12 Project convened a cross-college committee to explore alignment issues between high schools and the university.
- After an increase in the total number of new first-quarter minority freshman students from 1081 in autumn quarter 2000, to 1125 in autumn quarter 2001, entering minority enrollments have held steady to autumn 2003, when 1123 new minority students enrolled.
- Total minority enrollments increased in autumn 2003 to a record number enrolled of 7860, or 13.7 percent of total university enrollment. This number represents increased retention of minority undergraduate students and increased enrollments at the graduate and professional levels. This total rose from 7426 in autumn 2002.
- The number of incoming students receiving minority scholarships increased to 389 in autumn quarter 2003, up from 200 in autumn 2000.
- The four-year graduation rate has climbed from 20.3% for those who entered in 1993 to 39.1% for those who entered in 2000.
- Six-year graduation rates for designated minority populations have increased as follows: African Americans, up from 37.2 percent for those who entered in 1993

to 44.8% for those who entered in 1998; Asian American/Pacific Islanders, up from 62.5% for those who entered in 1993, to 67% for those who entered in 1998; Hispanics, up from 42.4% of those who entered in 1993, to 53% for those who entered in 1997.

- The Minority Scholars Program was renamed and \$500,000 was added to create the Morrill Scholars Program, which provides awards to students who will enhance diversity at the university. In Autumn 2004, 451 students, an increase of 28 students compared to the prior year, received MSP funds.

Students' Self-Reported Ethnicity	Number of AU03 NFQF	Number of AU04 NFQF	Change in Number of Enrollees	Percentage Change
Asian	150	123	-27	-18.0%
African-American	200	134	-66	-33.0%
Hispanic	68	80	12	17.7%
Native American	5	3	-2	-40.0%
Caucasian or Unknown	0	111	111	100.0%
Total by column	423	451	28	6.62%

- Needy students are retained and graduate at comparable rates to other Ohio State students. (See 2003 Report to Board of Regents regarding the Success Challenge Grants.) Although information about retention rates for this autumn are still being developed, in prior years MSP awards improved retention for minority students more effectively than other scholarships for non-minority students. Data from the annual Financial Aid Impact Research™ from Noel-Levitz confirms that scholarships of the individual amounts offered in MSP are necessary to attract talented minority students to Ohio State.

Strategy: Help Build Ohio's Future

13. Become the catalyst for the development of Ohio's technology-based economy. Increase collaborations with the private sector to enhance research, successfully transfer university technology and provide experiential learning and career opportunities for students.

- The Office of Technology Partnerships (OTP) has increased interactions with local business development and financial resources to assist university-based start-ups with a wide range of services. With these efforts, the number of university technology-based start-up companies increased from seven to 27 during the past three years. Strong working relationships have been forged with the Business Technology Center (a business incubator on West Campus) and Omeris (an advocacy group for biomedical technology transfer in Ohio) in developing business plans for many of these start-up companies.

- The university and its partners have continued to expand the science and technology research park (SciTech), developing an additional 40,000 square feet of incubator space that includes a unique blend of lab and office space allowing flexibility to meet the wide needs of its growing tenant list. Total incubator space is approaching 150,000 square feet.
- OTP has served as a key partner with Battelle Memorial Institute and the city of Columbus in developing plans for new uses of the integrated technology-based facilities in downtown Columbus. In July 2004, local government, university, business and civic leaders announced a Memorandum of Agreement signed by Columbus Downtown Development Corporation (CDDC), Ohio State University, and Battelle, to work together on plans to redevelop the historic Lazarus building downtown as “the Columbus Center for the Arts and Sciences.”
 - The Center will be the home for research and development activities of the Institutes for Applied Sciences and will also function as an incubator for new business technology. The restored building also will serve as a magnet for arts organizations with artist studios, galleries and restaurants, re-energizing one of downtown’s most revered buildings and creating a cornerstone for the birth of the new RiverSouth District.
- Construction of Campus Partners’ South Campus Gateway began in January 2004. The project is scheduled to open in the autumn of 2005 with 250,000 square feet of retail and entertainment space, 90,000 square feet of office space, 190 one- and two-bedroom loft-style apartments and a 1,200-space parking garage – all bringing new vitality to High Street. This project will meet the needs of the University District’s many stakeholders and help revitalize a distressed urban neighborhood.

14. Significantly strengthen the scope and effectiveness of our commitment to P-12 public education, with a special focus on the education of underserved children and youth. In so doing, work with the State of Ohio and selected local school districts. This initiative will be a university-wide partnership with the College of Education in the lead college role.

- The P-12 Project directorship became a full-time position, expanding accessibility and accountability.
- Benchmarking of P-12 Project efforts and expenditures was implemented as part of development of an ongoing evaluation process for the P-12 Project. A P-12 Project history was consolidated; a Request for Proposals process and documentation for special projects requests was implemented; a benchmark process for subcommittee budget requests was instituted.
- The P-12 Project focused extensively on developing stronger relationships between the College of Education and the P-12 Project, building trust, developing

parameters and finding specific ways to work together (e.g. developing the Urban Education strand).

- The Neighborhood Schools Program (formerly known as the Learning Bridge) required significant redevelopment, particularly with regard to trust enhancement, parameter setting and goal development.
 - Working with the Center for the Study and teaching of Writing, a high school English alignment project was implemented with Linden McKinley High School.
 - Crestview Middle School was added to the Neighborhood Schools, allowing us to monitor and study the development of a school/university partnership from the initiating stages.
- As Ohio State's single point of contact for the Higher Education Partnership, the P-12 Project worked with the Office of Human Resources and member institutions (Columbus Public Schools, Ohio State, Columbus State, Otterbein, Capital, Ohio Dominican, Columbus College of Art and Design) to develop achievable objectives for the Higher Education Partnership.
- The P-12 Project worked with the College of Education and Columbus Public Schools to develop parameters for a shared research agenda in literacy.

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