From:	Wills, Celia
To:	Miriti, Maria; Smith, Randy
Cc:	Puthawala, Daniel; Reed, Katie; Hawley, Joshua; Lechman, Kathy; Bielefeld, Eric; Joseph, Laurice
Subject:	CAA Centers Review Committee report for review of CHEE
Date:	Monday, April 9, 2018 2:56:45 PM
Attachments:	CHEE CAA Centers review memo and report 4.9.2018.pdf

Dear Dr. Miriti and Dr. Smith,

Attached is a report for the review of the Center for Higher Education Enterprise (CHEE) that recently has been completed by the CAA Centers Review Committee. The Centers Review Committee report is included as the first two pages of the attached document and describes the review process and rationale and recommendation for action to terminate CHEE. The remaining pages of the attached document are the self-study report that has been prepared by Professor Hawley and Dr. Lechman. The Centers Review Committee and Professor Hawley and Dr. Lechman have reviewed and approved the Centers Review Committee report and the self-study report for submission to CAA.

Please let me know if any additional information is needed at this time.

Thank you,

Celia E. Wills

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April 9, 2018

MEMORANDUM

To: Council on Academic Affairs (CAA)
        Professor Maria Miriti, Chair
        Professor W. Randy Smith, Vice Chair

From: CAA Subcommittee for Centers and Institutes Review
        Professor Celia E. Wills, Chair
        Professor Eric Bielefeld
        Professor Laurice Joseph
        Mr. Daniel Puthawala

Copy: Professor Joshua Hawley, CHEE Interim Director
        Dr. Kathleen Lechman, Director of Equity & Inclusion, College of Food, Agriculture, and Environmental Science

Re: Review and Recommendation for Termination of the Center for Higher Education Enterprise (CHEE)

The CAA Subcommittee for Centers and Institutes Review (hereafter referred to as the Centers Review Committee) provides this report and recommendation for action to CAA in regard to the review of the Center for Higher Education Enterprise (CHEE) that was completed on March 29, 2018.

Review Process

The Academic Center Guidelines as established in Faculty Rule 3335-3-36 Centers and Institutes, Review of University Centers, guided the review process. The specific process for the review of CHEE was as follows:

- An initial meeting occurred on January 12, 2018 with Professors Hawley, Smith, Miriti, and Wills to overview the Academic Center Guidelines, provide specific instructions for the preparation of the CHEE self-study document, and to address initial questions and discuss the projected timetable for development of the CHEE self-study report.
- In January/February 2018 several revisions of the draft self-study report were iteratively refined by Professor Hawley and Dr. Lechman in consultation with Professor Wills. Professor Hawley completed some additional investigation for content of the self-study report development, including discussions with CHEE stakeholders concerning the future of CHEE.
- The Centers Review Subcommittee formally reviewed the final draft self-study report during early March 2018. A review was also requested from the University Research Council (URC).
- On March 29, 2018, a meeting occurred with the Centers Review Subcommittee, Professor Hawley, and Dr. Lechman, to discuss the self-study report and recommendation for action.
- This memorandum re: Review of the Center for Higher Education Enterprise was developed and finalized in consultation with the Centers Review Subcommittee and Professor Hawley and Dr. Lechman.

Review Findings

The CAA Centers Review Subcommittee found the self-study report to be well-developed and comprehensive in addressing the required review elements (Mission, Faculty and Student Involvement and Contribution, Administrative Structure and Responsibilities, Budget, and Evaluative Criteria and Benchmarks). The self-study report notes a constraint of limited information that was available to address some specific areas. Additional

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investigation for the content of the self-study report was thorough in engaging CHEE stakeholders and informed the description of specific options for CHEE (PDF p. 13/89 of attached self-study report), as well as the Interim Director's recommendation to close CHEE. Specific rationale for the recommendation to terminate CHEE is based on: (a) a substantive overlap/duplication of CHEE functions with other existing centers/units on campus, (b) cessation of funding and most activities, and, (c) a lack of support from stakeholders to continue the *status quo* operation of CHEE or to merge its functions with other centers/units on campus.

Centers Review Subcommittee Recommendation

Based on the findings of the self-study report and by mutual consensus with the CHEE leadership on March 29, 2018, the unanimous recommendation of the Centers Review Committee is to terminate CHEE.

THE OHIO STATE UNIVERSITY

MEMORANDUM

To:
Council on Academic Affairs (CAA)
Professor Maria Miriti, Chair
Professor W. Randy Smith, Vice Chair

From:
University Research Committee
Purnima Kumar, Chair

Copy: Professor Joshua Hawley, CHEE Interim Director
Dr. Kathleen Lechman, Director of Equity & Inclusion, College of Food, Agriculture, and Environmental Science

Re: Review of the self-study report from the Center for Higher Education Enterprise (CHEE)

The University Research Committee (hereafter referred to as the URC) provides this report and recommendation for action to CAA in regard to the review of the Center for Higher Education Enterprise (CHEE) that was completed on March 29, 2018.

The URC reviewed the self-study report provided by the CHEE and found it to be comprehensive and thorough. The report reviews the historical reasons for establishing CHEE and addresses the key reasons for the request to disband it. The Center did not have a formal strategic plan, has a short existence history that did not allow it to develop as a Center, and currently has a few students working on several units across campus. Moreover, the research funding, employees and profile are not active. Given these reasons, the URC concurs with the decision to terminate CHEE.

Center for Higher Education Enterprise
Self-Study

Joshua D. Hawley, Interim Director, Center for Higher Education Enterprise
Associate Professor, John Glenn College of Public Affairs
February 28, 2018 – Draft for Committee

Introduction
The Center for Higher Education Enterprise is a unit of the Office of Academic Affairs. CHEE was created in 2013. It was funded from a combination of gifts to the university as well as funds given to the center from OAA/President's Office. The Center was directed by former President Dr. Gordon Gee (2013), and subsequently on an interim basis by Deborah Jones Merritt (Moritz College) (2014), and on a permanent basis by Dr. Terrell Strayhorn (2014-17) from EHE. Joshua Hawley (Glenn/CHRR) was appointed in Spring 2017 to lead the center on an interim basis by Jennifer Evans-Cowley.

CHEE functions as a unit under the Office of Academic Affairs. As such, it reports directly to the Provost's Office. In the first year of existence, however, CHEE was physically in the John Glenn College of Public Affairs. Because of the location in Page Hall CHEE utilized Glenn services (fiscal, HR, IT). However, CHEE formally reported to central office administrators. Moreover, no active governance process or advisory board during the period of performance existed at the time. There is no evidence that any written review happened while the center was reporting to the Provost's office. Therefore, I cannot provide any assessment of the effectiveness of the governance of CHEE by Ohio State. There simply is not enough information to do so.

The review satisfies the university requirements for a periodic review of academic centers. This review is different in a number of important respects. First, the CHEE center did not have a formal strategic plan approved by OAA. Very little information exists to construct a "historical view" of the work. Second, CHEE has a very short history, and as such very little time to develop a density of funding or research work. Third, given the abrupt departure of Dr. Strayhorn in spring 2017, the center operations were dispersed in summer 2017 to units at OSU or suspended. There remain a few graduate students working through CHEE for other academic units on campus. The employees, funded research, and profile of CHEE are dormant.

This review revisits the reasons why CHEE was established, and describes changes in the mission from its establishment and under the center directed by Dr. Strayhorn. As required by university procedure (3335.3.36) there is a review of the reporting and oversight function. I provide a brief summary of the administrative procedures. The review turns to a fiscal summary of the revenue and expenditures that CHEE had between 2014 and 2017. The final section provides some follow up questions for OAA to consider.

One final caveat is necessary. When I was appointed as Interim Director, some of the business files held by CHEE did not transfer. Specifically, folders used for administrative functions and research operations were deleted. Therefore, it is quite difficult to make a full account of the operations that the Center carried out in the past 4 years

I. Mission

The CHEE mission originally stated in founding documents authored by Dr. Gee and Professor Merritt. This first mission was approved in 2013. The official mission for CHEE was never formally revisited, although the mission changed considerably over time. The following sections provide some detail on the initial mission as conceived in 2013-14, and the mission in action as described in draft documents found in the archives for the CHEE center.

   a) Original Mission Statement (2013-14)

From the original mission statement:

> "The Center for Higher Education Enterprise at The Ohio State University will develop multidisciplinary research programs and policy recommendations focused on finding creative and enterprising ways to improve student success outcomes for public higher education - in the areas of access, affordability, quality, and completion…[It will] serve … both a convening place and a 'think tank' for those who want to better understand the new realities facing public higher education." (November 18. 2013).

This mission statement focused on Ohio, as an example of a land grant institution. It also described working as an applied center that would deal with questions relevant to students and faculty. Dr. Gee called out "affordability" and "quality" as initial areas for the center's work/. Dr. Gee's plan focused on four primary areas of interest: 1) how do institutions increase quality while reducing costs, 2) how can we better measure student success and performance outcomes, 3) what financing methods and reward structures must colleges employ to achieve better outcomes, and 4) what is the public university's role in building communities through research and engagement?

The initial work including the statewide report on quality and value in Ohio education (completed for the Ohio Board of Regents/ODHE in 2014). This report was both a ways to improve Ohio's higher education systems as well as a strategy to engage in the larger national conversations on higher education financing and measurement.[1] The final report received mixed reviews. Governor Kasich reported that the contents were "watered down" criticism.[2]

It is important to recall that by the time of this initial 2014 report; Dr. Gee had relocated to West Virginia. Dr. Gee was appointed President of WVU officially in March 2014. The staff hired to carry out the report in late 2013 operated in a complex environment with two different directors.

The initial conversations to establish CHEE were "policy focused" – meaning that the questions CHEE focused on emphasized big issues in state and federal governance of higher education. The initial contract through the Board of Regents for the Quality and Value Project concerned

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[1] The final version of the report is available here, https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/QV/Quality%20%26%20Value%20Initiative%20Report%20FINAL.PDF

[2] Dayton Daily News, Kasich Blasts College Costs, December 29, 2014

high level questions about how higher education can improve statewide. This is important, as it sets CHEE apart from other higher education units at Ohio State (namely Institutional Research or the Center for the Study of Student Life) – which are primarily internally oriented. This orientation in the initial mission is also in direct contrast to the focus student affairs and diversity brought to the center by Dr. Strayhorn. Dr. Strayhorn merged his center, the Center for IDEAS, with CHEE. In short, there was a fundamental difference between the mission planned by Dr. Gee and the mission enacted by Dr. Strayhorn.

b) Mission in Action (2014-2017)

The work Dr. Strayhorn carried out as part of drew heavily on the ongoing work for a faculty-initiated center in EHE, the Center for IDEAS. The CHEE work was reoriented to issues of diversity in higher education. A few of the explicit projects that CHEE ended up developing into reports or activities came directly out of existing lines of work in IDEAS. Additional work that the center adopted after 2014 did include projects in the domains that Dr. Gee focused on. However, addition work focused almost entirely on Dr. Gee's second question, *how could we better measure student success and performance outcomes?*

Beginning in 2014, the center moved to the John Glenn School/College and subsequently to offices in the Stadium. CHEE reported to OAA directly throughout this time. During these three years, CHEE mission changed considerably. Although we lack a formal strategic plan, a review of archival documents from CHEE provides a basis for understanding the program of work CHEE undertook in the intervening years.

CHEE provided three formal documents, 1) a CHEE main points document (Attachment A), 2) a Draft "Operations Manual" (Attachment B) and 3) the Center of Higher Education Enterprise Version 2.0 (Attachment C). A final document (Strategic Plan 2014-2018) (Attachment D) is briefly reviewed, but was incomplete.

Attachment C (Version 2.), provides a formal vision statement:

"**Vision**: to become the country's preeminent higher education research center on student success, solving problems of national significance."

The **mission** CHEE is committed to in this presentation includes the following statement:

"We exist to advance the higher education enterprise through the creation and dissemination of distinctive research that informs policy, improves practice, strengthens communities and enables student success."

To carry out this mission CHEE proclaims its interest in the four following priority areas, 1) Access, 2) affordability, 3) engagement, and 4) excellence. This mission statement is reflective of the earlier mission statement, although the articulation of the priority areas did not seem to reflect the actual projects the center engaged in subsequently.

The CHEE Main Points document provides a more complex view of the mission and vision. In contrast to the focus on building a national research center, Attachment A details the functional roles that CHEE intended to serve. This document highlights four ways CHEE was to work:

1. CHEE will identify the contemporary educational issues that must be addressed;
2. CHEE will prioritize the identified issues in light of the Center's vision, mission and capacity;
3. CHEE will mobilize the scholarly community; and
4. CHEE will translate knowledge to practice, policy recommendations, and innovative solutions.

It is worth noting that these Main Points are ways of accomplishing work into the four previous domains (Access, affordability, engagement, and excellence). It is not clear how these tasks fit into the work that CHEE ended up doing, but the document itself lays out strategies for accomplishing this work.

Attachment D is a "Strategic Plan Draft 2014-2018." It is clearly incomplete. It lacks a preface and a section on outcomes and measurement. However, it does provide some guidance on how Dr. Strayhorn defined CHEE in 2014. The vision of the center was "To be the country's preeminent higher education research and policy center, solving issues of national significance." Moreover, a view of the mission includes the following description:

> "We exist to advance the higher education enterprise through the creation and dissemination of distinctive research that informs policy, strengthens communities, and enables student success."

The 2014 document emphasizes that CHEE will work in the four areas (access, affordability, engagement, excellence). It should be noted that the plan emphasizes services, such as Foster Care youth activities, but does not really explain how these activities will become self-supporting.

Finally, the Operations Manual (Attachment B) has no formal statement of either mission or vision. The procedures manual is a requirement for centers.

   c) Annual Reports

As far as I can tell there were no annual reports provided to the Provost Office for the CHEE in 2013-2017. The Center did have annual reports on a couple of the program activities... No formal documents exist that reviewed funding, activities, and changes to mission/vision over time.

   d) Described in b) and included in Attachments A, B, C, & D

   e) Description of Center Activities

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A 1.5 million dollar gift established CHEE, with the expectation that OAA would support a matching 1.5 million. Much of what CHEE did in its last 3 years centered on follow up surveys for enrollment or first year experience. In the spring of 2017 when I took over the center had four FTE, an Executive Assistant, a communications manager, and two coordinators that handle project work. There were six GRAs and two undergraduate research assistants. Currently, the only staff employed by CHEE are the Interim Director and two GRAs assigned to the College of EHE but paid by CHEE funds.

CHEE's work from 2014-2018 was heterogeneous. The following includes a summary of some of the most significant work that CHEE accomplished:

1. Quality & Value in Ohio. The State of Ohio commissioned this report. It was completed in 2014. A copy is available on the ODHE website at https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/QV/Quality%20%26%20Value%20Initiative%20Report%20FINAL.PDF.

2. Pre-college summary report. This was an arranged report between CHEE and a network of pre-enrollment programs at OSU. While there was no formal contract governing this activity, between 2013-2017 the center completed reports. Work on this project was paid by funds from the gift or OAA agreement. There was no contract or grant revenue to support the report. No copies are available on line, although we have an archive of program files for these activities.

3. Visitation Days CHEE organized a series of pre-college visit days for various groups, from Foster Care youth to high school students from Springfield. Some of this work was paid for by directly by grants (e.g., the Foster Care youth attended a visit day at OSU as part of a larger set of activities CHEE ran, and this was paid for by Franklin County). However, these activities were not systematic, meaning that CHEE did not carry out the work as part of a planned series of research activities. Research often occurred as part of the program of work. OSU and Franklin County agreed in summer 2017 that future work would be best done by the College of Social Work as opposed to CHEE. Dean Tom Gregoire was consulted on this transfer of work.

4. discussed with Diverse Issues in Higher Education. CHEE conducted a national survey of student affairs professionals for the magazine, "Diverse Issues in Higher Education." This survey was done in 2014, 2015, 2016, and 2017. CHEE administered the survey to college personnel, analyzed the data, and produced a report posted on the magazine website. There were no external support or funding that came to support the work, although it brought some attention to OSU as a result.

STEM Student Studies: The center was beginning to work on issues of STEM student identity, and had received a research award from a foundation (Strada Education Network) for this purpose. Prior to the receipt of the funding, Dr. Strayhorn oversaw qualitative studies of student identity and belonging in STEM (Science, Technology, Engineering, and Mathematics), focusing on diverse students and those at historically black colleges and universities (HBCUs). Work from these initial pilot studies was presented at several national education conferences. I am not sure

how the initial qualitative work was funded. The research funds for the state level study were returned to the Strada Education Network Foundation in Summer 2017.

5.Faculty and Student Involvement and Contribution

In order to understand the initial intentions behind starting the CHEE, and to assess progress towards its goals, I met with several key stakeholders from different colleges at OSU, and with external partners. I met with the following people between March 2017 – February 2018.

Central Administration/Provost Office

Jennifer Evans-Cowley, Ryan Schmeising, Randy Smith, Brad Harris

College of Education and Human Ecology

Eric Anderman, Cheryl Achterberg, Anne-Marie Nunez, Matthew Mayhew

John Glenn College of Public Affairs

Dean Trevor Brown

College of Social Work

Dean Tom Gregoire

In addition, we also met with Kate Halasek, Director of the University Center for Teaching and Learning, Anne McDaniel from the Center for the Study of Student Life, and several staff from the Office of First Year Experience in the Office of Enrollment Services at Ohio State.

External stakeholders we talked with included several representatives from the OSU Foundation and the Strada Education Network, as well as representatives from Franklin County administrative offices.

It is worth noting that these discussions were done in the context of reviewing center operations. We were primarily interested in understanding the strengths and weaknesses of the CHEE operations, as opposed to discussing future activities. The CHEE operations in summer 2017 were being rethought, and decisions were made based on consultations that the center activities were to be placed largely on hold for the 2017-18 Academic Year. During this time, the Interim Director continued discussions with the Provost's Office, the University Center for Teaching and Learning, the College of Education and the John Glenn College. *The general conclusion based on multiple discussions is that the services CHEE was offering to the university community could be carried out by multiple centers at OSU, and that there was no pressing reason to continue the CHEE as an independent entity at Ohio State.*

    a.   Current Faculty and Graduate Student Affiliates

Membership lists for the faculty and graduate students were composed primarily of the Center Director, and a few graduate assistants, who were appointed on an annual basis. The faculty steering committee and affiliated faculty lists were not kept up to date on a regular basis. As the last year of operation, the following were listed.

Joshua Hawley, Glenn College	Interim Director
Lo,Meng-Ting	CHEE Graduate Affiliate
Wang,Yixi	CHEE Graduate Affiliate

b. Faculty Publications, Lectures, Grants or Activities Related to Work at Center

Work by CHEE led to a range of published work. The following is not an exhaustive list, but provides the major reports for the past 4 years.Since I do not have access to the full set of files from CHEE I can't report on published (peer reviewed articles or books) that might have resulted from CHEE activities. There is no evidence that faculty cited here continued to participate in CHEE research activities. Staff from CHEE worked with Dr. Strayhorn to carry out the work.

2017

2017 Most Promising Places to Work in Student Affairs (This was a survey report administered by CHEE on behalf of Diverse Issues in Higher Education, and the American College Personnel Association)

Strayhorn, T.L., Meng-Ting Lo, Royel Johnson, Pre-college & Outreach Program (POP). Columbus, OH: Center for Higher Education Enterprise, The Ohio State University.

2016

2016 Most Promising Places to Work in Student Affairs (This was a survey report administered by CHEE on behalf of Diverse Issues in Higher Education, and the American College Personnel Association)

Strayhorn, T.L., Meng-Ting Lo, Royel Johnson, Pre-college & Outreach Program (POP). Columbus, OH: Center for Higher Education Enterprise, The Ohio State University.

Strayhorn, T.L., Tillman-Kelly, D.L., Gebhart, K.J., Henderson, T.S., Lo, M-T., & Travers, C.S. (2016). Providence St. Mel (PSM) final assessment report. Columbus, OH: Center for Higher Education Enterprise, The Ohio State University

2015

2015 Most Promising Places to Work in Student Affairs (This was a survey report administered by CHEE on behalf of Diverse Issues in Higher Education, and the American College Personnel Association)

Strayhorn, T.L., Pre-college & Outreach Program (POP). Columbus, OH: Center for Higher Education Enterprise, The Ohio State University.

Strayhorn, T.L., Johnson, R.M., Henderson, T.S., & Tillman-Kelly, D.L. (2015). Beyond coming out: New insights about GLBQ college students of color. Columbus, OH: Center for Higher Education Enterprise, The Ohio State University.

Strayhorn, T. L., Tillman-Kelly, D. L. , Henderson, T. S. , Johnson, R. M. , Kitchen, J. A., Munn, K. J. , & Travers, C. S. (2015). AmeriCorps Ohio College Guides program evaluation report: 2011-2014. Columbus, OH: Center for Higher Education Enterprise, The Ohio State University.

2014

Strayhorn, T.L., Pre-college & Outreach Program (POP). Columbus, OH: Center for Higher Education Enterprise, The Ohio State University.

Strayhorn, T. L., Barrett, B. A., Johnson, R. M., Kitchen, J. A., & Tillman-Kelly, D.L. (2014). Results from 2013-2014 cohorts of the IKIC Blueprint:College Middle School Study: Final Report. Columbus, OH: Center for Higher Education Enterprise, The Ohio State University

2014 Most Promising Places to Work in Student Affairs (This was a survey report administered by CHEE on behalf of Diverse Issues in Higher Education, and the American College Personnel Association)

    c. Student Publications, Lectures, or Grants

Many of the publications from 2014-2017 were produced by students in whole or in part. In fact, one of the primary accomplishments of CHEE was involving students in aspects of research enterprise that give them unique skills for future works.

II. Administrative Structure and Responsibilities

    a. Description of Administrative Structure

There was relatively little information in the files about CHEE's administrative structure. The unfinished 2014 Strategic Plan has no formal description of any kind of review mechanism. The original proposal to establish the center indicating that reporting would be to the Executive Vice President and Provost, and that the center would work actively with the OAA to make sure administrative functions are progressing. On a day-to-day basis, the Executive Director would be governed by a faculty steering committee.

The center was supposed to be governed by a Dean's Advisory Council and an External Advisory Council. The Deans Council would consist of the Deans for Education and Human Ecology, John Glenn College, College of Medicine, College of Arts and Sciences, the College of Food, Agricultural, and Environmental Sciences, the Moritz College of Law, and the Fisher

College of Business. The composition of the External Advisory Council was never formally defined as far as I can tell.

The faculty steering committee met a few times in 2014, as I recall being at those meetings. However, they were conducted by the prior director as part of her planning activities.

My observation is that the center director utilized a lose network of senior leaders from other institutions (namely Dr. Gee) as "sounding" boards – but never really built a faculty, deans, or external advisory council. Since the CHEE administrative folders were not available on the website, and there is no updated strategic plan – I have no way of knowing formally. As part of the stakeholder discussions, I could find no evidence that there were meetings, records of decisions, or other information indicating a formal review as required under university administrative procedures.

      b.   Pattern of administration

CHEE is led by an executive director, who is a faculty member. Additionally, on a day-to-day basis post-doctoral researchers or full time staff carried out administrative responsibilities. Specifically, since Dr. Strayhorn traveled a great deal, a post-doctoral associate (previously appointed as a project manager) was appointed to coordinate day-to-day work at the center. This involved supervising the staff, working with clients and IRB/research procedures, and coordinating work output. This level of supervisory responsibilities given to junior staff is relatively unusual in centers at Ohio State.

III.   Budget

Expenditures

Current expenses: The CHEE budget is currently about $152,437 for the 2018FY. This is down from about $730,000 in FY2017. The current budget is primarily the funding for the Interim Director, and funding for staff/students who were promised funding by the prior director for the 2018 year. Expenditures are almost entirely on Personnel ($113,000) and space ($38,000) as the center still has an obligation for space in the Stadium.

Historical expenses: Budgets in FY2017 were primarily on FTE staff and students. Total salaries, benefits, and fee authorizations in FY2017 were over $700,000. The staffing costs included a large number of student workers, as well as 4 FTE staff. Most of the student workers were PHD students from the HESA program, although some student employment came for undergraduates on hourly basis. Virtually all the staff funding ran through the operating budget for the center, not from grant funding. The exception was about $67,367 of funding from sponsored projects in 2017.

Given CHEE is a recently developed center; the annual budgets do not provide a stable staffing profile to explain potential use of funds in subsequent years.

Revenues

Revenue Generation: CHEE funding came almost entirely from a single external gift (1.5 million) that was paid to OSU in three different installments. The money was matched by OSU's commitment of 1.5 million in operating funds. The Center generated some sponsored project funding between 2014-2018. The center raised some money externally, including $3243 in 2014, $284,094 in 2015, and $345,349 in 2017... Two funding streams ended in 2017 prior to the conclusion of the grant. CHEE canceled the second year of the grant with the Franklin County Children's Services for just over 200,000, A second agreement, with the USA Funds (Strada Education Network) for $400,000 was canceled by the Foundation and funds were returned by OSU.The reason for cancelling the funding has to do with the fact that the activities were not in line with the mission of the CHEE operations in summer 2017.

Current Year

At the beginning of 2018 there was $708,566 available for use, all of it from the original 1.5 million gift that was given to establish the center. It is worthwhile to note that there was actually 1.1 million available at the end of FY2017, but the university opted to pay itself back from the gift for some of the expenditures made in FY2017. Therefore, during the first four years of its existence the CHEE used approximately $400,000 of gift funds.

IV.   Evaluative Criteria and Benchmarks

Evaluating the success of any research center is complex. In general, set up of research centers follows an established process, including setting a direction/strategic plan, establishing some sort of governance process, raising money, and producing research outputs. Some objectives can be achieved, and others accomplished only part way, or perhaps set aside.

In this respect, CHEE achieved some of the long-term goals of building a research center. Some of these included the following:

1. Mission/Vision: The mission of CHEE focused on higher education research and practice. This is coherent. To an extent, CHEE accomplished what the center set out to do. There are discrepancies between the initial mission/vision that Dr. Gee proposed and the mission that the center ended up developing. In principle, the main difference is between a coherent policy mission emphasizing services to national and state higher education policy, and a focus on topical areas of higher education (e.g., access or diversity) that respond more to the needs of Dr. Strayhorn. Going forward, this inconsistency in the mission/vision needs to be addressed. There are critical questions that need to be answered about any mission for a research center. The core evaluative criteria I would suggest are as follows:

   a) Is the center proposing a mission that many faculty/staff at OSU would be interested in participating in? In other words, any center should be relevant to many different units.

   b) Is the mission oriented to research and evaluation as opposed to offering services to clients? A higher education research center based at OSU needs to focus on research needs, and leave the administrative functions and services within existing units that are in place.

   c) For supporting Center sustainability, is the mission/vision attractive to funding agencies at the federal level? The reality is that funders are not interested in all aspects of higher education, or are already funding these areas in other centers at OSU or through other universities. Potential for funding is also highly related to the attributes of the Director or faculty associated with the research center.

2. Program of Work: A research center needs to produce output that is defined as research. This means that any benchmarks must not only take into account publications, but also can include research data, or reports for funding agencies. I would suggest the following evaluative criteria:

   a) Does the center have a program of work that results in core products that align with the mission?
   b) Are the research products in one or more of the following domains (publications, reports, and data) that are commonly understood as research output?
   c) What kind of additional activities does the center carry out (e.g., meetings, policy forums) and how do they link to the mission of the center? While not everything a

center does needs to be directly linked to its mission, explicit services such as advising of students or orientation programs for potential students, strike me as out of scope for a research center.

3. <u>Structure</u>: All centers must evolve an administrative structure that allows them to comply with OSU procedures as well as external audiences.

   a) What governance structure does the center have internally?
   b) How does the center report to the university administrative structure?
   c) What kinds of written reports does the center produce to report to OAA?

4. <u>Funding</u>: A research center has to have funding to be sustainable. Funding can come from many sources, but universities require at least some of the funding to come through regular federal sources to meet indirect cost recovery goals. It is also important that expenditures keep pace with funding.

   a) Is the center writing proposals that respond to established federal programs?
   b) Has the center been funded on enough proposals to support current staffing and operations?
   c) What other sources of funds does the center have in place (State, foundation, private)?

Conclusions

OSU established CHEE to build a nationally ranked research center in higher education policy. The emphasis in the original proposal and funding was around cost and financing of higher education, building on Dr. Gee's expertise as a widely respected administrator. Indeed, initial work for the center focused on assisting the State of Ohio in reviewing cost and value of higher education for the public system of higher education. In contrast, after four years and three different managers, in 2018 the focus of CHEE looked very different. While the initial work was outwardly focused, the last 3 years of CHEE looked largely internally. Moreover, the empirical focus of the work was really quite different, narrowing in on the student affairs piece of CHEE, and incorporating issues of diversity.

What should the future of CHEE be at Ohio State? Stakeholders were clear that CHEE overlaps significantly with several OSU centers. The Center for the Study of Student Life manages internally evaluations of college and student life functions, and can expand to become more research oriented if needed. The University Center for Teaching and Learning has become a major source of high quality training and professional development on higher education learning, and has been expanding rapidly. Finally, the Kirwan Institute for the Study or Race and Ethnicity and the Bell National Resource Center on the African Male have significant capacity in terms of issues of diversity, and have a national research staff and presence. If OSU wants to carry out public policy and education work, my own center, the Ohio Education Research Center, has a history of working extensively with state and federal groups to study higher education policy and funding.

Recommendations-Options

There are three practical next steps for CHEE. Each have pros and cons. They are broadly speaking as follows:

1. **Status quo.** Keep center an independent unit of the Provosts Office. This would involve hiring a new director, and locating funding to ensure a time-period of approximately 5 years for this director. With a new funding stream, the new director would refocus work on federal research funded activity, and might be required to fund at least 50% of direct costs within 3 years from a federal funding stream. This seems a reasonable goal for a highly experienced PI with an established funding stream who wanted to take over CHEE as an operation. The advantages of this strategy would be the development of a national research center on higher education. The disadvantage is that largely this is already a function performed by several centers, including Kirwin, the Ohio Education Research Center, and the Bell Center. It does not seem to be supported also by stakeholders at Ohio State. <u>No entity at OSU that I interviewed fully supported a return to the status quo for CHEE.</u>

2. **Combine Units**. CHEE could be combined with another center, if the university wished to honor the donor's gift that funded CHEE initially. For example, since the focus is on policy work, there are several units in the university that could combine missions with CHEE. This prospect has more support from Stakeholders, but I did not find any center that wanted to take the CHEE name, and frankly since much of what has happened with CHEE there is relatively little to combine in 2018.

3. **Closure.** Close CHEE There is relatively little downside from closing CHEE at this point. There are no staff currently, and the operations have largely wound down.

My recommendation is to close CHEE. There is no pressing reason to keep it open from a university perspective. There are many other university centers that can carry out its functions.

Center for Higher Education Enterprise
The Ohio State University

Operations Manual

Table of Contents

Contact the Center for Higher Education Enterprise

Physical Address

Center for Higher Education Enterprise
The Ohio State University

212 Ohio Stadium
1961 Tuttle Park Place
Columbus, OH 43210

Phone Numbers

(614) 292-3899 **main**
(614) 688-2227 **fax**

Electronic Communication

chee@osu.edu **email**

Web Presence

chee.osu.edu **website**

Social Media

@CHEE_OSU **twitter**

Center for Higher Education Enterprise (cheeatosu) **facebook**

@chee_osu **instagram**

OSU Center for Higher Education Enterprise (osuchee) **linkedin**

Mission, Vision, Core Goals and Focus Areas

The Center for Higher Education Enterprise (CHEE) is an interdisciplinary research and policy center that promotes the important role postsecondary education plays in global society, especially the vital roles and responsibilities of public higher education. CHEE's primary activities include research, policy analysis and outreach that will help make higher education more **accessible, affordable, engaged** and all-around **excellent**.

Vision

To become the country's preeminent higher education research and policy center, solving issues of national significance.

Mission

We exist to advance the higher education enterprise through the creation and dissemination of distinctive research that informs policy, strengthens communities and enables student success.

Core Goals

- **Educational Excellence**: to ensure student access and success.
- **Research and Innovation**: to make high-quality, distinctive contributions.
- **Outreach and Engagement**: to cultivate mutually beneficial partnerships.

Focus Areas

- Reclaiming **Access**
- Restoring **Affordability**
- Redefining **Engagement**
- Reframing **Excellence**

History of the Center for Higher Education Enterprise

A brief history of CHEE is forthcoming.

Strategic Plan of the Center for Higher Education Enterprise

The Strategic Plan for CHEE is forthcoming.

Business Continuity Plan for the Center for Higher Education Enterprise

The Business Continuity Plan (BPC) for CHEE is forthcoming.

Staffing in the Center for Higher Education Enterprise

A research and policy center, the Center for Higher Education Enterprise (CHEE) reports through the Office of Academic Affairs.

CHEE is led by Dr. Terrell L. Strayhorn, director, who is a professor in the Department of Education Studies within the College of Education and Human Ecology at The Ohio State University.

A host of fulltime professional staff members, student staff members, who serve as undergraduate research assistants and graduate research associates, as well as several research affiliates, who are doctoral students, who are employed elsewhere on campus work in CHEE.

Staff Directory

- **Director:** Terrell L. Strayhorn, PhD
- **Communications Specialist:**
- **Executive Assistant:** Regina Robinson-Easter
- **Policy Analyst:** Royel M. Johnson, PhD
- **Program Coordinator:** Brittney Paxton

Graduate Research Associates
- Meng-Ting Lo, MA
- Alexis Little, MS. Ed
- Narmada Paul, MA
- Tiffany Steele, MA
- Yixi Wang, MA

Undergraduate Research Assistants
- Kim Dang
- Catherine Wang

Graduate Research Affiliates
- Leah D. Hoops, MEd
- Karleton J. Munn, MA
- Jamie Paulson, MA
- Tiffany N. Polite, MA
- Christopher Travers, MA

Faculty Affiliates
- Robert Holub, PhD
- Joseph A. Kitchen, PhD
- Stéphane Lavertu, PhD
- Caroline Wagner, PhD

Senior Fellows
- E. Gordon Gee, EdD, JD
- Vincent Tinto, PhD

Staff On-Boarding

To welcome new staff, CHEE…

Operating Hours and Open/Close Procedures

Operating Hours

CHEE is open Monday through Friday from 9:00 a.m. until 5:00 p.m., excluding University holidays. Center staff will generally be in the office between the hours of 8:00 a.m. and 6:00 p.m. Using Center space for meetings or programs should primarily be scheduled during operating hours (9:00 a.m. – 5:00 p.m.)

Operating Procedures

Below are general operating procedures to ensure that the Center is most during various times of the day. Specific instructions are provided regarding arrival and departure as well as opening and closing the Center during business hours.

First to arrive

The first person to arrive should:
- Open, unlock, and prop open the door leading from the stairwell into the 212 waiting area;
- Turn on the lights in the 212 waiting area;
- Turn on the hallway lights inside of the Center; the door with the numeric key pad should remain closed.

Opening the Center

To open the Center for business hours (by 9:00 a.m.), [someone] will:
- Prop open the door from the 212 waiting area into 212A (executive assistant's office);
  - If the executive assistant is not yet in or out for the day, 212A will be staffed by another member of the Center staff, in the following order:
    - Student assistant
    - Undergraduate research assistant
    - Graduate research associate
    - Special assistant to the director
    - Other fulltime staff member or designee
- Voicemails on the Center's mainline (2-3899) should be checked and distributed as appropriate.
- Perform a visual inspection of the suite and tidy up as necessary.
  - If necessary, make housekeeping aware of any major concerns.

Closing the Center

To close the Center (at or after 5:00 p.m.), [someone] will:
- Close and lock (if not already locked) the front door to 212A;

If away for all-staff event

If all staff members are away or unavailable during normal business hours, [someone] should:
- Close all external doors
- Turn off lights
- Place a sign notifying visitors that the Center is closed for an event or meeting

When leaving at end of the day

CHEE staff members should be sure to:
- Check suite for other team members;
- Ensure that their workspace/office is secured (locked) with lights turned off, if applicable.

Last person to leave

The last person to leave should:
- Turn off all lights in common areas;
- Close and lock door with numeric key pad into hallway;
- Turn off lights in 212 waiting area;
- Close and lock door into 212 waiting area from stairwell.

Emergency Procedures

[Information to come from Ohio Stadium East Building Evacuation Action Plan, which is in development.]

Communications Channels for the Center for Higher Education Enterprise

Complete list of communications channels utilized by staff of CHEE are included below with appropriate login information, if applicable.

Email address: chee@osu.edu
- CHEE's email address is an organizational account.
- To access the email account, one must be given permissions by the OCIO IT helpdesk which can be reached at 8help@osu.edu or 8-HELP (4357).

Website address: http://chee.osu.edu/
- To edit website contact, one should visit: http://chee.osu.edu/manager
- Site access requires a separate username and password that should be requested from Kelli Sommer in University Communications at sommer.130@osu.edu

Listservs: CHEE@lists.osu.edu
- List includes CHEE fulltime staff, student staff working in the center, all graduate student research affiliates, and PhD research affiliates previously affiliated as students.
- To manage list, go to: https://lists.osu.edu/mailman/admin/chee
- Administrator password: Chee2014

CHEE-Staff@lists.osu.edu
- List includes CHEE fulltime staff and student staff working in the center.
- To manage list, go to: https://lists.osu.edu/mailman/admin/chee-staff
- Administrator password: CHEE2014

CHEE-Lead@lists.osu.edu
- List includes CHEE fulltime.
- To manage list, go to: https://lists.osu.edu/mailman/admin/chee-lead
- Administrator password: CHEE2014

Facebook: https://www.facebook.com/cheeatosu
- CHEE's Facebook page does not have a separate login. Instead, one must be given access through the "Page Roles" tab in settings.
- The following roles are available: admin, editor, moderator, advertiser, or analyst.

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LinkedIn: https://www.linkedin.com/in/osuchee
- Username: chee@osu.edu
- Password: 210pagehall

Twitter: https://twitter.com/CHEE_OSU
- Username:
- Password:

Instagram: https://instagram.com/chee_osu/
- Username: chee_osu
- Password: 210pagehall

Hootsuite: www.hootsuite.com
- Username: chee@osu.edu
- Password:
- Provides access to the following accounts:
    - CHEE on Twitter
    - CHEE's page on Facebook
    - Dr. Strayhorn on Twitter (@tlstrayhorn)
    - Dr. Strayhorn's public figure page on Facebook

Professional Associations and Conferences

American College Personnel Association (ACPA)
Also called ACPA—College Student Educators International

Address: One Dupont Circle, NW, Suite 300
             Washington, DC 20036
Phone: (202) 835-2272
Website: http://www.myacpa.org/

Executive Director: Dr. Cindi Love
                             clove@acpa.nche.edu
                             (202) 759-4828

Conference: ACPA Annual Convention, regularly held in March

Publications:

American Educational Research Association (AERA)

Address: 1430 K Street, NW, Suite 1200
             Washington, DC 20005
Phone: (202) 238-3200
Website: http://aera.net/

Executive Director: Dr. Felice Levine
                             flevine@aera.net
                             (202) 238-3200 ext. 201

Conference: AERA Annual Meeting, regularly held in April

Publications:

American Society for Engineering Education (ASEE)

Address: 1818 N Street NW, Suite 600
             Washington, DC 20036
Phone: (202) 331-3500
Website: http://www.asee.org/

Executive Director: Norman Fortenberry
                             Norman.Fortenberry@asee.org
                             (202) 331-3545

Conference: ASEE Annual Conference and Exposition, annually held in June

Publications:

Association for the Study of Higher Education (ASHE)

Address: 4505 S. Maryland Parkway
             Las Vegas, NV 89154-3068
Phone: (702) 895-2737
Website: http://ashe.ws/

Executive Director: Dr. Kim Nehls
                         Kim.nehls@unlv.edu

Conference: ASHE Annual Conference, held annually in November

Publications:

National Association of Student Affairs Professionals (NASAP)

Address:

Phone:
Website:

Executive Director:

Conference:

Publications:

National Association of Student Personnel Administrators (NASPA)
Also called NASPA—Student Affairs Administrators in Higher Education

Address: 111 K Street NE, 10th Floor
             Washington, DC 20002
Phone: (202) 265-7500
Website: https://www.naspa.org/

President: Kevin Kruger
             kkruger@naspa.org
             (202) 265-7500, ext. 1175

Conference: NASPA Annual Conference, annually held in March

Publications:

National Conference on Race & Ethnicity in American Higher Education (NCORE)

Address: SW Center for Human Relations Studies
                3200 Marshall Avenue, Suite 290
                Norman, OK 73019
Phone: (405) 325-3694
Website: https://www.ncore.ou.edu/

President: Dr. Kathleen Wong (Lau)
                kwonglau@ou.edu

Conference: NCORE, annually held in May/June

Publications: JSCORE (https://www.ncore.ou.edu/en/jcscore/outline/)

Department of Public Safety

To report an emergency: Dial 9-1-1
For general non-emergency, call (614) 292-2121

Ohio State's Department of Public Safety is comprised of the Police Division, Central Campus Security Services, and Student Safety Service.

In the case of a lockout, you would call the Department of Public Safety's non-emergency number above.

Office of Academic Affairs (OAA)
203 Bricker Hall, 190 North Oval Mall, Columbus 43210-1358
http://oaa.osu.edu/

> Rachel Cornell
> 378 Bricker
> Email: cornell.68@osu.edu   Phone: (614) 247-8399

> **Relationship:** Serves as a Level II approver of eRequests

> Meg Dick, Fiscal Officer
> 384 Bricker
> Email: dick.76@osu.edu   Phone: (614) 292-1176

> **Relationship:** Primary fiscal officer for CHEE; handles student appointment
>   letters, research study contracts, budget reconciliation; serves as
>   an approver for eRequests

> Gretchen Gombos, Associate Director of Financial Management
> 388 Bricker Hall
> Email: gombos.2@osu.edu   Phone:(614) 292-5984

> **Relationship:** Serves as a Level I approver of eRequests

> Bobbie Houser, Human Resources Manager
> 386 Bricker Hall
> Email: houser.73@osu.edu   Phone: (614) 292-3719

> **Relationship:** Primary point of contact regarding human resources concerns and
>   hiring of professional staff; OAA approved viewer in University's
>   Work Study portal;

Office of Distance Education and eLearning (ODEE)
152 Mount Hall, 1050 Carmack Road, Columbus, OH 43210
http://odee.osu.edu/

Ashley Miller, Program Manager, Affordability and Access
Email: miller.6275@osu.edu   Phone:(614) 292-3698

Relationship: To be determined

Office of Institutional Research and Planning (IRP)
383 Bricker Hall, 190 N. Oval Mall, Columbus, OH 43210
https://oaa.osu.edu/irp/home.php   Phone: (614) 292-1340

Julie Carpenter-Hubin, Assistant Vice President
Email: carpenter-hubin.16@osu.edu

Liana Crisan-Vandeborne, Resource Planning Analyst
Email: crisan-vandeborne.1@osu.edu

Relationship: To be determined

Office of Responsible Research Practices (ORRP)
Research Administration, 1960 Kenny Road, Columbus, OH 43210
http://orrp.osu.edu/

Joni Barnard, Quality Improvement Specialist, Education and Outreach
Phone: (614) 688-3405   Email: barnard.15@osu.edu

Michael Donovan, Senior IRB Protocol Analyst
Phone: (614) 292-6950   Email: donovan.6@osu.edu

Ryan Liersemann, IRB Protocol Analyst
Phone: (614) 292-0243   Email: liersemann.1@osu.edu

Cheri Pettey, Quality Improvement Specialist, Privacy Board & Exempt Research
Phone: (614) 688-0389   Email: pettey.6@osu.edu

Jake Stoddard, Quality Improvement Specialist, Exempt Research
Phone: (614) 292-0526   Email: Stoddard.13@osu.edu

Office of Sponsored Programs
Research Administration, 1960 Kenny Road, Columbus, OH 43210
http://osp.osu.edu/

Anna Shadley, PhD, Senior Sponsored Program Officer, Grants and Contracts
Phone: (614) 292-1994   Email: shadley.5@osu.edu

Relationship: Primary grants officer; assists with development of grant budget, award acceptance, management during funding period, and award closeout.

Office of Undergraduate Education
381 Bricker Hall, 190 North Oval Mall, Columbus, OH 43210-1358
http://ugeducation.osu.edu/welcome.shtml

> Wayne Carlson, Vice Provost and Dean of Undergraduate Education
> Email: carlson.8@osu.edu
> Assistant: Elaine Pritchard (pritchard.90@osu.edu)
>
> **Relationship:** Sponsor of EAB Student Success Collaborative; Member, UIA
> Administrative Team
>
> John Wanzer, Assistant Provost
> Email: wanzer.1@osu.edu
>
> **Relationship:** Member of UIA Work Team; Co-owner of Student Success
> Collaborative
>
> Jennifer Belisle, Assistant Director, Academic Advising
> Email: belisle.9@osu.edu
>
> **Relationship:** Co-owner of Student Success Collaborative

Undergraduate Research Office
53 W. 11th Avenue, Columbus, OH 43210
http://undergraduateresearch.osu.edu/

> Lorraine Silver Wallace, Director
> Phone: (614) 292-####   Email: wallace.621@osu.edu
>
> Helene Cweren, Associate Director
> Phone: (614) 292-####   Email: cweren.1@osu.edu
>
> **Relationship:** TBD

Technical Support
As a part of the Office of Academic Affairs, CHEE is on the Administration Network, also sometimes referred to as the Bricker Network. If you need any assistant with any computer problems, you should email "ADMIN-Help" at ADMIN-Help@osu.edu

- Office of Information Technology Helpdesk
  - Phone: (614) 688-HELP (8-4357)
  - Email: 8help@osu.edu

- o Web: https://ocio.osu.edu/help

Facilities Management

CHEE offices in the Ohio Stadium are serviced by Facilities Operations and Development (http://fod.osu.edu/). Facilities Operations and Development (FOD) supports Ohio State's academic facility needs while providing responsible stewardship for the long-term preservation of the university's physical assets. FOD is the primary source for service requests, construction and renovation, and signage. Visit http://fod.osu.edu/services/ and click on "Request Service" to submit a service request via "Service2Facilities" portal. There is also a Service2Facilities app (OSU S2F)

Mike Smith, Building Coordinator (Primary)
Phone: (614) 688-4936   Email: smith.810@osu.edu

John Keller, Zone Leader
210E Maintenance Building, 2000 Tuttle Park Place, Columbus, OH 43210
Phone: (614) 688-4579   Email: keller.235@osu.edu

Maxine Moore, Housekeeping Manager
208B Maintenance Building, 2000 Tuttle Park Place, Columbus, OH 43210
Office: (614) 688-5824   Cell: (614) 270-2492
Email: moore.2380@osu.edu

External Contacts and Partners

American College Personnel Association (ACPA)
ACPA – College Student Educators International
One Dupont Circle NW, Suite 300, Washington, DC 20036
http://www.myacpa.org/   Twitter: @ACPA

> Dr. Cindi Love, Executive Director
> Email: clove@acpa.nche.edu   Phone: (202) 835-2272

> Chris McRoberts, Senior Director, Global Community Interchange
> Email: cmcroberts@acpa.nche.edu   Phone: (202) 759-4836

Diverse Issues in Higher Education
Cox, Matthews, and Associates, Inc.
10520 Warwick Avenue, Suite B-8, Fairfax, VA 22030
http://diverseeducation.com/   Twitter: @diverseissues

> Ralph Newell, Vice President, Business Development & Technology
> Email: ralph@diverseeducation.com   Phone: (703) 385-2981 ext. 3013

> **Relationship:** Primary contact for CHEE & *Diverse* partnership for
> Promising Places to Work series.

> David Pluviose, Executive Editor of *Diverse: Issues in Higher Educaiton*
> Email: dpluviose@diverseeducation.com   Phone: (703) 385-2414

> **Relationship:** Primary contact for delivery of Promising Places content for
> magazine production

> Grace Austin, Copy Editor
> Email: gaustin@diverseeducation.com   Phone: (703) 385-2981 ext. 3051

> **Relationship:** Primary contact for review of *Diverse* materials before
> release for publication; provides page proofs for review.

NISOD
College of Education, The University of Texas at Austin
1912 Speedway, Stop D5600, Austin, TX 78712-1607
http://www.nisod.org/   Twitter: @NISOD

> Dr. Edward J. Leach, Executive Director
> Email: leach@austin.utexas.edu

Britney Sauer, Partnership and Webinar Coordinator
Email: sauer@austin.utexas.edu   Phone: (512) 471-8581

Important University Policies

Business Practices Policies
- Expenditures Policy #4.11
- Purchasing Policy #2.21
- Records Management Policy
  - General Records Retention Schedule
- Travel Policy #2.11

Facilities and Safety Policies
- Weather or Other Short-Term Closing Policy #6.15

Human Resources Policies
- Activities and Programs with Minor Participants Policy #1.50
- Affirmative Action, Equal Employment Opportunity & Non-Discrimination/ Harassment Policy #1.10
- Appointments Policy #4.20
- Conflict of Interest and Work Outside the University Policy #1.30
- Corrective Action and Involuntary Termination Policy #8.15
- Employment Disputes Policy #8.20
- Employee Orientation Policy #5.15
- Family and Medical Leave Policy #6.05
- Flexible Work Policy #6.12
- Holidays Policy #6.20
- Performance Management Policy #5.25
- Personnel Records Policy #1.20
- Probationary Period Policy #5.10
- Recruitment and Selection Policy #4.10
- Resignation or Voluntary Termination Policy #9.25
- Salary Administration and Classification Policy #3.10
- Self-Disclosure of Criminal Convictions Policy #4.17
- Sexual Misconduct, Sexual Harassment, and Relationship Violence Policy #1.15
- Staff Severance Program Policy #2.40
- Student Employment Policy #10.10
- Training Policy #5.20

Information Technology Policies
- Information Technology (IT) Security Policy
- Responsible Use of University Computing and Network Resources Policy

All policies for The Ohio State University are managed by the Office of University Compliance and Integrity and be accessed by visiting: http://policies.osu.edu/

Important Center Policies

- **Policy on Conference Attendance and Travel** (Issued 4/2015)
- **Guidance on Work Time Use Guidance**

CHEE Policy on Conference Attendance and Travel

Objective

To provide CHEE staff and students guidance on use of CHEE funds and time for conference attendance and travel, ensuring efficiency as well as time and fiscal accountability.

Policy

Applies to: CHEE staff and students
Issued: 04/2015

I. **University Guidance**

A. This policy is issued in alignment with the University's Travel Policy #2.11.

II. **General Overview**

A. CHEE will pay for reasonable and necessary expenses incurred by staff and students for authorized conference attendance and travel on behalf of the Center and the University.

B. CHEE Director or authorized delegate is responsible for exercising discretion in determining the amount of time for conference attendance and expenses for travel that are reasonable and appropriate and may deny attendance and/or payment or reimbursement of expenses.

C. CHEE supports staff and students' attendance of and participation at local, state, regional, and national conferences.

D. CHEE prioritizes use of its fiscal resources to support staff and students actively involved in a conference, including but not limited to, presenting a paper, participating in a symposium, serving as chair or discussant, and facilitating a course or training.

E. When not presenting at a conference, CHEE staff and students are encouraged to first consider attendance of local conferences, both on campus and in the Columbus/Central Ohio metropolitan area.

F. Students are strongly encouraged to seek additional conference funding from their respective College and/or student government (i.e., Undergraduate Student Government, Council of Graduate Students, Inter-Professional Council) to supplement CHEE conference allocation. If such funding requires matching funds, then any CHEE conference allocation will be used as match.

III. Time Away from Center for Conference Attendance

A. Staff and students should be judicious with time away from the Center to attend a conference. Specifically, staff should consider their work, deadlines, and conference commitments in determining the length of their conference attendance.

B. Staff and students should receive approval from their supervisor for time away from the Center for conference attendance prior to registration and regardless of funding source. With knowledge of staff and students' conference obligations, Director can request a modified attendance timeframe.

IV. Funds to Support Conference Attendance and Travel

A. Staff and students should be prudent with Center fiscal resources for travel and lodging.

B. CHEE students may receive a conference allocation at the start of each academic year. If warranted, conference allocation may be changed at the Director's discretion.

C. Any travel funds remaining at the end of an academic year will be returned to CHEE general operating funds.

V. Procedure

A. Conferences on Campus and in Columbus

   i. All time away from the Center for conference attendance should be cleared by the Director or authorized delegate prior to registering for the conference.

   ii. No funds will be allocated for lodging or per diem.

   iii. To have conference registration pre-purchased, staff or students should complete Pre-Trip Worksheet and submit to CHEE Executive Assistant. Once approved, Executive Assistant will work with conference attendee to complete conference registration process.

   iv. If conference registration exceeds funds awarded, conference attendee may be asked to purchase conference registration and submit a reimbursement after the conference.

v. If not presenting at a conference, rationale for conference attendance should be submitted, including conference's connection to CHEE priorities and attendee's work responsibilities, as well as sessions of interest that staff member or student will attend while at the conference.

B. Conferences that Require Travel and Lodging

   i. All time away from the Center for conference attendance should be cleared by the Director or authorized delegate prior to registering for the conference.

   ii. Staff member or student should complete Pre-Trip Worksheet and submit to CHEE Executive Assistant. Once approved by Director and assigned a T-Number, Executive Assistant will work with conference attendee to determine which expenses will be pre-purchased by the Center, reimbursed to conference attendee and/or covered solely by conference attendee.

   iii. If not presenting at a conference, rationale for conference attendance should be submitted, including conference's connection to CHEE priorities and attendee's work responsibilities, as well as sessions of interest that staff member or student will attend while at the conference.

C. Post-conference

   i. Following conference attendance, staff member or student should submit receipts to CHEE Executive Assistant, including which meals should be included in the per diem, if applicable.

Resources

University Travel Policy 2.11, http://busfin.osu.edu/FileStore/PDFs/211_Travel.pdf

CHEE Policy on Work Time Use

Objective

To provide CHEE staff and students guidance on use of time at work.

Policy

Applies to: CHEE staff and students
Issued:

I.   **University Guidance**

    A. This policy is issued in alignment with the University's [Insert applicable policy, if an].

II.   **General Overview**

    A. While the information guidelines below are not meant to be strictly or rigidly enforced, this policy is designed to articulate what is an appropriate use of work time and reduce the amount of time staff members use their time less appropriately.

    B. The following activities are considered appropriate for use of time "in office" at CHEE:

        i. reading, replying, or handling work-related electronic mail (email)

        ii. hosting, planning, or participating in work-related teleconferences, calls, or internet meetings via Skype, Google Chat, FaceTime, or phone

        iii. posting to, sharing, or "liking" time-sensitive CHEE-related social media

        iv. reading, writing, editing, or any similar activity directed toward a CHEE project, program, or product (e.g., reading transcripts, printing and reading articles, writing literature summary)

    C. Activities below are considered inappropriate for use of time "in office" at CHEE:

        i. personal social media site use (e.g., checking timeline, posting status or pictures, "liking" or "favoriting" posts during work hours)

        ii. reading, editing, and/or providing feedback on non-CHEE related projects, papers, or products

        iii. working on your own thesis, dissertation, or independent non-CHEE project

        iv. playing video games online or

    v. excessive use of online messengers (e.g., IM, google chat, Facebook messenger), smartphone communication apps (e.g., SnapChat, GroupMe), or text messaging

CHEE Birthday Leave Policy

Objective

To provide CHEE staff and students guidance on the usage of Birthday Leave Policy.

Policy

Applies to: CHEE staff and students
Issued: March 17, 2016

III.   University Guidance

    A. University approval of this new policy was obtained effective March 17, 2016, which is not granted University-wide. This makes CHEE one of "very few" employers in the country that offers its employees such a benefit.

IV.   General Overview

    B. All full-time employees and paid graduate students (e.g., GRAs) at the Center for Higher Education Enterprise (CHEE) at The Ohio State University are granted one day "off" or paid leave for up to 8 hours during the month of their birthday.

    C. The following outlines how Birthday Leave should be used:
        i. This benefit should be taken as an 8-hour day off and no other increments of hours are permitted.
        ii. This day must be taken during the month of your birthday or within the parameters identified above, otherwise the paid leave is forfeited.
        iii. As with all leave, this leave or day off must be entered into the e-Leave system for approval as "Paid Leave" at least **48 hours in advance** so it can be approved and processed by your supervisor

    D. Temporary staff, part-time employees, or faculty affiliates of CHEE are not eligible for this benefit.:

Center Procedures and Guidance

- **Research Study Contract Procedures**
- **Data Storage and Naming – BuckeyeBox (Box)**
- **Data Storage and Naming – Carmen**
- **Data Storage and Naming – Network/Shared Drive (W:)**
- **Project Management - Asana**

Research Study Contract Procedures
Based on Memo from D. Tillman-Kelly

Notes below outline the details of CHEE procedures for establishing research study contracts with external partners.

<u>**Research Study Contract Steps**</u>

- CHEE engages potential partner in conversation regarding desired research study.
- CHEE develops brief (2-page) research study proposal to share with external partner; when this proposal is shared with partner organization, a copy should be forwarded to Meg Dick.
  - o Initial proposal should include at least the following:
    - Brief background
    - Context of investigation
    - Opportunity for partnership
    - Research design
    - Estimation of costs
    - CHEE capability statement
- CHEE meets with external partner to finalize details of the research study including objectives, costs, and timeline.
- CHEE revises initial brief study proposal into more detailed final proposal, that includes all components of brief proposal with the modification or addition of the following:
  - o Budget – with outline of costs
  - o Ownership and use of data produced by study
  - o Terms for OSU's reimbursement by partner, to be developed in consultation with Meg.
- Once final agreement is prepared, it should be sent to Meg, who will share the document with Ohio State's Office of Legal Affairs. Legal Affairs will then draft appropriate legal language and sign the contract on behalf of the University.
- Once approved by Legal Affairs, the contract is ready to be shared with external partner for their final signature.
- With approval, Meg will establish fund numbers for each project.
- Additionally, Meg should be provided the following information: main points of contact (e.g., research study coordinator, primary budget coordinator) as well as individuals who should be included on project budget updates.

Data Storage and Naming – BuckeyeBox (Box)

CHEE Buckeye Box – Digital Storage Guidelines

1. **CHEE's Digital Storage is all stored under a main folder titled "Center for Higher Education Enterprise."**
   a. To ensure compliance with IRB protocol, only full-time staff members have access to this main folder.

2. **Within the "Center for Higher Education Enterprise" main folder, there are folders for each project (and other initiatives) with subfolders within those project folders, as determined by project lead and project team.**
   a. Full-time staff members have "co-owner" access to all folders.
   b. Project leads are given "co-owner" access to project-specific folders.
   c. Project leads are responsible for managing access to those folders.
      i. As co-owner, project lead is able to add and remove collaborators.
      ii. Any non-project leads should be given "editor" or "viewer uploader" only.
         1. NOTE: Those with "viewer uploader" access cannot delete files.
      iii. Those new to projects should be sure to request access to project materials from the project lead.

3. **Naming Files for Storage** – files name should not include spaces, only underscores and dashes
   a. **Templates**
      i. [Project]_[Document Title]_FINAL_[Date]
         For example: GSOC_InterviewProtocol_FINAL_05.12.2014
   b. **Audio Recordings**
      i. [Project]_[Name, Pseudonym, Group Identifier]_[Date]
   c. **Interview Transcripts**
      i. [Project]_Transcript_[Name, Pseudonym, Group Identifier]_[Date]
   d. **Interview Notes**
      i. [Project]_Notes_[Name, Pseudonym, Group Identifier]_[Date]_[Initials]
   e. **In Progress Documents with Iterative Drafts and Edits**
      i. [Project]_[Document Title]_[Date]-[Author's or Editor's Initials]
   f. **Final Versions of Documents to be Submitted**
      i. [Project]_[Document Title]_FINAL

4. **Tips for Storage**
    a. **Research Projects**
        i. Consider including the following folders:
            1. IRB Materials
            2. Study Recruitment Materials (if applicable)
            3. Interview Materials
                a. informed consent form
                b. demographic questionnaire
                c. interview protocol
            4. Literature Summaries
            5. Surveys and Quantitative Data
                a. Full survey with items
                b. Individual date files, as appropriate
            6. Qualitative Data from Interviews and Focus Groups
                a. NOTE: Ideal to make a separate folder for each interview or focus group that includes pseudonym and date.
                    i. In description, include information about who conducted interview, took notes, and where interview was held.
                b. You will want to include:
                    i. In progress interview transcripts
                    ii. Final interview transcripts
                    iii. Notes
                    iv. Audio/video recording
                c. Do not save completed informed consent and demographic questionnaire in Box, only in Carmen.
                    i. This approach is meant to ensure confidentiality. In the case of someone being able to access CHEE's Box folders they would not find real name for study participants.

Data Storage and Naming – Carmen

CHEE Carmen – Digital Storage Guidelines

1. **CHEE's Digital Storage in Carmen is called "Strayhorn's Research Team."**
   a. Only full-time staff members have access (as co-owners) to this main folder.

2. **The Carmen site is organized by type and focus of materials**
   a. **Modules include:**
      i. Team Information
      ii. Meeting Notes
      iii. (Research) Projects
      iv. Grant Materials
      v. Conference Proposals (by association)
      vi. Publications
      vii. Presentations
      viii. Marketing & Promotion
      ix. Consultancies
      x. Events
      xi. Archived Materials (from Center for iDEAS and CHERP)

3. **What should be saved in Carmen?**
   a. All documents in Carmen should be in PDF form, unless a template that requires editing to use, which should be a Word document.

4. **Naming Files for Storage** – files should not include spaces, only underscores and dashes; but titles showing in Carmen can be modified to include spaces.
   a. **Templates (in PDF)**
      i. [Project]_[Document Title]_FINAL_[Date]
         For example: GSOC_InterviewProtocol_FINAL_05.12.2014
   b. **Audio Recordings**
      i. [Project]_[Name, Pseudonym, Group Identifier]_[Date]
   c. **Interview Transcripts (in PDF)**
      i. [Project]_Transcript_[Name, Pseudonym, Group Identifier]_[Date]
   d. **Interview Notes (in PDF)**
      i. [Project]_Notes_[Name, Pseudonym, Group Identifier]_[Date]_[Initials]
   e. **In Progress Documents with Iterative Drafts and Edits – should not be stored in Carmen**

f. **Final Versions of Documents to be Submitted (saved as PDF)**
   i. [Project]_[Document Title]_FINAL

5. **About the Modules and Tips for Storage**
   a. **Team Information**
      i. This section will house information about the CHEE team, including role, contact information, project responsibilities, etc. May also contain team schematics, as appropriate.

   b. **Meeting Notes**
      i. To date, this section includes research team meeting notes from previous academic years (2011-2012 through 2013-2014).

   c. **Research Projects**
      i. **IRB Documentation**
         1. Final materials submitted to IRB and Notification of Approval should be saved here as PDF.
      ii. **Study Recruitment Materials**
         1. Current copy of materials approved by IRB in PDF
      iii. **Interviews and Focus Groups**
         1. There should be an "Interviews" module within each project.
            a. Consider arranging data using the following sub-modules:
               i. Interview Materials (i.e., protocol, informed consent, demographic questionnaire)
               ii. Transcripts
                  1. Storage of final transcripts in PDF
               iii. Audio Recordings
               iv. Completed Informed Consent Forms and Demographic Questionnaires
                  1. Completed informed consent and demographic questionnaire should be scanned and saved in Carmen. Hard copies should be given to [project lead] for appropriate storage.
      iv. **Surveys**
         1. PDF copy of survey items
         2. Files of survey data (whether in SPSS or Excel).

d. **Grant Materials**
   i. Under "Grants" module, create a sub-module for the specific grant competition and name according to competition, partners, fiscal year
      1. Save PDF of Funding Agency's Request for Proposals
      2. Save PDF of Grant Submission Timeline
      3. Save PDF of Letter of Intent
      4. Create sub-module for "Final Submission Materials"
         a. Include PDF copy of each submission document. (if project narratives and appendices are submitted as one file to funding agency, they would be uploaded to Carmen in the same way with name as "Project Narrative and Appendices"
      5. Budget materials should NOT be stored in Carmen.
   ii. Be sure to include a brief description of the submitted proposal, including PI(s), Co-PI(s), partner institutions, purpose of submission, and funding agency.

e. **Conference Proposals**
   i. Proposal modules are arranged by conference host/organization.
   ii. Include PDF of final proposals materials submitted.
      1. Can be saved from word document or from submission portal if conference provides document of full submission.
   iii. Be sure to note proposal title, conference, and year.

f. **Publications**
   i. Publications are separated into blog posts, book chapters, journal articles, and national reports.
      1. Additional publication types can be added as necessary.
   ii. Publications are arranged in reversal chronological order (newest first).

g. **Presentations**
   i. Presentations are arranged by project.
   ii. Helpful to save presentations as full and public versions as PDFs.
   iii. Display Names should include conference, year, and title.
   iv. Include presenters and any additional information to the description area.

h. **Marketing and Promotion**
   i. This section is underdevelopment, but currently includes space to save final copies of CHEE templates, Newsletters, Website materials, and talk or keynote publicity.

i. **Consultancies**
   i. This section includes projects that typically resulted from an external contract and may not require IRB approval. There is a sub-module for each project.
   ii. Be sure to save the final project proposal, datasets, and final report here.

j. **Events**
   i. This section is reserved for events hosted by the Center.
   ii. Be sure to save final invitations, any event PowerPoint presentations, handouts, and attendance lists here.

k. **Archived Materials**
   i. **NOTE:** This section has been created for notable events, initiatives, and projects from the former Center for Inclusion, Diversity & Academic Success (iDEAS) and Center for Higher Education Research & Policy (CHERP).

CHEE Data Storage and Naming – Network/Shared Drive (W:)

Project Management - Asana

Position Descriptions

- **Director**
- **Communications Specialist**
- **Executive Assistant**
- **Policy Analyst**
- **Postdoctoral Researcher**
- **Program Coordinator**
- **Special Assistant to the Director**
- **Graduate Research Associate**
- **Undergraduate Research Assistant**

Communications Specialist

The Center for Higher Education Enterprise (CHEE) at The Ohio State University is accepting applications for a full-time, salaried Communications Specialist position. The Communications Specialist will develop and maintain communication and marketing activities for the Center for Higher Education Enterprise.

The successful candidate will:
- Lead the design of a communications strategy for the Center, as well as identify and recommend new communication opportunities;
- Plan, write, edit and disseminate information about the Center and its work through a number of communication outlets including, but not limited to, the CHEE electronic newsletter (Enterprise News), the Director's column, speeches, newsletters, infographics, memos, press releases, Power Point presentations, white papers, multimedia scripts including blogs and social media.
- Ensure consistent incorporation of key messages that promote the Center's goals, objectives and successes;
- Provide guidance to CHEE staff on matters related to communications; collaborate with CHEE staff to identify stories and news items related to CHEE research and policy work; oversee the development of websites, videos and other communication products;
- Identify, qualify, schedule and participate in media inquiries;
- Produce and disseminate internal and external communications metrics, benchmarks and other analytics periodically, keeping CHEE competitive with other national centers in the country, as well as engaged and connected to other OSU partners including, but not limited to, Government Affairs, Office of Academic Affairs, and University Communications.

This position affords an individual the opportunity to write original content to effectively communicate results of CHEE research and policy projects to wider audiences.

Minimum Requirements:
- Bachelor's degree in communications, journalism, public relations, marketing, or related field;
- Excellent communications skills in both written and oral form;
- Outstanding interpersonal, cross-cultural skills and the ability to work on a team;
- At least two (2) years of professional work experience.

Preferred Requirements:
- Master's degree or higher in communications, journalism, public relations, marketing, or related field;
- At least two (2) years of professional work experience in communications-related position within a higher education setting;
- Print and/or web design experience;
- Experience with, or willingness to learn, online marketing services.

Executive Assistant

The Center for Higher Education Enterprise (CHEE) at The Ohio State University is looking for a dynamic professional to fill the position of Executive Assistant. The Executive Assistant reports to the Director and provides a broad range of administrative support by managing the day-to-day activities of the Director and the Center. Serves as liaison for with university administrative offices and external constituent groups and internal staff, faculty, and students. Manages schedule, correspondence, committee responsibilities, and project work. Provides leadership for administrative activities, including complex projects, and resolves problems. Coordinates travel and procurement activities for the Director and other center staff.

Duties include but are not limited to:
- Administrative support to the director (50%)
  Provides a broad range of administrative support to the Director. Directs a complex calendar and makes independent decisions prioritizing the use of time. Prepares materials related to meetings. Manages activities and communicates with internal stakeholders, including the other academic and business units, students, faculty, staff, and alumni. Acts as the Director's representative with external constituents, including other universities, educational organizations, and business and government leaders. Conveys and manages highly sensitive information with integrity, diplomacy, and discretion. Prepares and distributes reports and composes and proofreads routine and confidential correspondence. Assesses and resolves concerns and problems directed to the center from students, faculty, staff, university officials, alumni, donors, and the general public, or determines course of action and delegates to appropriate person. Independently manages multiple tasks and projects with competing priorities and deadlines. Coordinates travel arrangements and/or makes purchases while following university travel and procurement policies; reviews mail and distributes or responds accordingly; establishes and maintains files for the Director.

- Meeting support and special projects (40%)
  Coordinates agendas and materials for meetings, committees, and other groups led by the Director. Attends meetings as requested and takes meeting notes and distributes meeting notes. Ensures timely flow of information to and from the office. Researches, gathers, interprets, and prepares reports as requested by members of the staff. Provides support and expertise to special projects for the Director and carries out other special assignments as requested.

- Other duties as assigned (10%).

Qualifications include:
Minimum 5-10 years of work-related experience supporting senior level leadership; ability to handle confidential information appropriately; excellent written and verbal communication skills; excellent customer service skills and experience; a highly

resourceful team player with the ability to function effectively independently; demonstrate poise, professionalism, good judgment, confidence and positive, energetic attitude; have the ability to stay focused, efficient, and effective in managing multiple priorities; proficient in key office software programs, including Microsoft Word, Excel, and PowerPoint; have knowledge of university and college policies, rules, and regulations and experience in higher education setting/academic environment.

Policy Analyst

Postdoctoral Researcher

Program Coordinator

The Center for Higher Education Enterprise (CHEE) at The Ohio State University is looking for a dynamic professional to fill the position of Program Coordinator. The Program Coordinator will be responsible for developing, coordinating and implementing a suite of programs and initiatives which relate to CHEE's overall mission and key priority areas: access, affordability, engagement, and excellence. Examples include our Reach Higher Initiative, which consists of several outreach activities and events throughout the year; pre-college outreach programming and evaluation; and several other signature programs such as the STEM xChange and open houses, to name a few. CHEE is a rapidly growing research and policy center and, thus, the successful candidate will have opportunities to create and expand our portfolio of programming.

Duties include but are not limited to:
- Coordinate the evaluation of college outreach and pre-enrollment programs with respective program directors;
  - Coordinate day-to-day logistics of this longitudinal project, in consultation with CHEE Director and research staff, which may include: (a) Scheduling day, time, location for student interviews (b) Reviewing data sets with CHEE research staff for data analysis (c) Meeting with program directors to assess needs, share information, or troubleshoot problems before they arise (d) Representing CHEE Director at committee meeting, when necessary
- Coordinate programs and events that help to disseminate, share, and communicate CHEE research with the internal and external constituents
- Provide support for CHEE staff, our clients, and partners in fulfilling the goals and objectives of programs such as the Reach Higher Initiative, college access events, and Enterprise Lab
- Coordinate assessment, evaluation and enrollment of youth and other clients into CHEE programs and intervention activities
- Assist in the development of activities, trainings, and professional development efforts of CHEE staff, program assistants, volunteers, partners, and other service providers to achieve program outcomes
- Assist in defining and meeting deliverables for CHEE programs
- Collaborate with other CHEE units and staff members to serve clients effectively
- Assume other duties as assigned by the CHEE Director.

Minimum Requirements:
- Bachelors degree with at least two (2) years of relevant professional work experience
- Familiarity with education and student/client development principles
- Excellent written and verbal communication skills
- Strong interpersonal, cross-cultural skills and the ability to work on a team
- Ability to follow through with tasks and responsibilities; evidence of one's attention to details

- Ability to maintain professionalism when working with program participants of varying backgrounds and characteristics

Preferred Requirements:
- Masters degree or higher in appropriate field of study
- Experience with program assessment and evaluation
- Demonstrated experience working in higher education and/or research setting

Special Assistant to the Director

The Center for Higher Education Enterprise (CHEE) at The Ohio State University is seeking qualified candidates for the position of Special Assistant to the Director.

CHEE is an interdisciplinary research center that promotes the important role that higher education plays in global society, especially the public sector of the enterprise. CHEE provides innovative, rigorous research that informs the design, formulation, and implementation of education and public policies aimed at improving educational outcomes and success of all individuals whose lives are touched by higher and postsecondary education. CHEE's primary activities include research, policy analysis, and outreach across four major foci: Access, Affordability, Engagement, and Excellence. In addition to major reports, published studies and convening's, CHEE also publishes occasional policy papers, statements, or recommendations on issues of importance to U.S. higher and postsecondary education, including both public and private sectors of the enterprise. For more information about CHEE, go to: http://chee.osu.edu.

Duties
- Providing assistance and guidance to the Director and other CHEE staff in the identification, investigation, and administrative coordination of significant higher and postsecondary education research issues and broader social concerns in other public domains (e.g., K-12 education, public policy, health)
- Independently managing and executing major projects and studies relevant to the Center's mission and research agenda, including ways to achieve national education goals and objectives through research, outreach, and enterprising innovations
- Serving as main point of contact and primary assistant to the Director in areas related to his teaching and advising roles and responsibilities; may include assisting with course preparation, evaluation, teaching, and among other tasks
- Researching, preparing, and editing position papers, special reports, policy briefs, testimony, and other written or visual materials (e.g., blogs) related to the scope of CHEE's work
- Overseeing special projects as determined by the Director including exercising considerable judgment, at times, for analyzing issues, resolving problems, or making referrals
- Representing the Center and/or Director, as requested, on campus committees, external committees, or at meetings of professional organizations and agencies, as well as providing a link between Director and other departments within the Center and related units
- Performing other duties as assigned

Reporting
- This position reports to the Director of CHEE
- Within CHEE, this position will work collaboratively with other CHEE staff including communications staff, policy analyst, and research associates

- Other key relationships will include staff within OSU Office of Government Relations, Ohio Board of Regents, state and local education agencies, and external research agencies
- May supervise interns or student assistants

Required Qualifications
- Master's degree in Education Policy or closely related field from accredited degree-granting institution;
- effective communication in both written and oral form;
- demonstrable experience in policy analysis and/or research with direct experience in quantitative analysis;
- professional and ethical behavior in a fast-paced work environment;
- position requires the individual to maintain confidentiality and sensitivity in all aspects of work.

Desired Qualifications
- Doctoral degree;
- basic knowledge of statistical analysis software (e.g., SPSS, SAS, R, others) and proficiency with at least one is preferred

Graduate Research Associate

The Center for Higher Education Enterprise (CHEE) at The Ohio State University is seeking qualified candidates for the position of Graduate Research Associate (GRA).

CHEE is an interdisciplinary research center that promotes the important role that higher education plays in global society, especially the public sector of the enterprise. CHEE provides innovative, rigorous research that informs the design, formulation, and implementation of educational practices and public policies aimed at improving educational outcomes and success of all individuals whose lives are touched by higher and postsecondary education. CHEE's primary activities include research, policy, and academic outreach across four major foci: Access, Affordability, Engagement, and Excellence. In addition to major reports, published studies and convenings, CHEE also publishes occasional policy papers, statements, or recommendations on issues of importance to U.S. higher and postsecondary education, including both public and private sectors of the enterprise. For more information about CHEE, go to: http://chee.osu.edu.

GRAs are required to work 20 hours per week.

Duties
- Assist in the collection, management, and analysis of data for one or more CHEE research projects;
- Provide support in the writing of assessment, evaluation, and research reports, grants, and other scholarly publications;
- Provide general project management and clerical support;
- Other duties as assigned.

Required Qualifications
- Bachelor's degree from accredited degree-granting institution;
- Current full-time enrollment in a graduate program at Ohio State;
- Effective communication in both written and oral form;
- Professional and ethical behavior in a fast-paced work environment;
- Familiarity with, or willingness to learn, qualitative and quantitative research methods

Desired Qualifications
- Master's degree in Education Policy or closely related field from accredited degree-granting institution;
- Basic knowledge of statistical analysis software (e.g., SPSS, SAS, R, others) and proficiency with at least one is preferred

Appendix A: Research Study Contract Template
To be placed on CHEE Letterhead

[PARTNER ORGANIZATION] STUDY PROPOSAL

Date

To: Main Contact, Title
          Contact, Title (if applicable)

C/O: Name, Title (if applicable)

From: Terrell L. Strayhorn, PhD, Professor and Director
          NAME, Title [Project Lead]

RE: RESEARCH PROPOSAL

Background
The Center for Higher Education Enterprise (CHEE) was contacted by [Name] of [Organization]. After an initial conversation with Dr. Strayhorn, CHEE was invited to develop a proposal for a research study to [brief description of project's focus]. Any additional important information about partnership/contact.

Context
Provide information regarding the context that underpins need for study.

Opportunity
Given the context above, there is a unique opportunity for [brief description of opportunity]. Specifically, [provide more detail about study]. To this end, CHEE proposes a research study that would [do a, b, and c].

Research Questions
[Number] research questions guide the [organization] research and evaluation study:

Question 1:   Enter question 1 here.

Question 2:   Enter question 2 here

Question 3:   Enter question 3 here, if applicable.

Research Activities
To answer the research questions and fully evaluate the [state focus], we propose a [quantitative, qualitative, mixed-methods] research and evaluation study that includes the following activities: [Below describe phase(s) and subsequent activities, as appropriate.]

Phase 1: Qualitative

Activity 1:   CHEE staff will [task].

Activity 2:   CHEE staff will [task].

Activity 3:   [Task]

Phase 2: Quantitative

Activity 1:   [Task]

Activity 2:   [Task]

Activity 3:   [Task]

Deliverables

The proposed investigation will result in several deliverables that address the purpose of the study and the [number] research questions. CHEE will provide the following deliverables to [organization] by completion of the study.

Item	Description
[1]	One page summary of key study findings
[2]	Full assessment report of key study results
[3]	Scientific abstract based on findings

Data Ownership

CHEE retains ownership of data collected for this study and reserves the right to use this data for the purposes of producing research reports, publications, conference presentations, among other research and policy uses. De-identified data and study results presented in the deliverables will be made available for use by [organization] and in [organization] communications.

CHEE's Intellectual Property (whether or not incorporated into, contributed to, or forming the basis for any Project or Deliverable) shall be owned exclusively by CHEE and CHEE reserves all right, title and interest in and to the CHEE's Intellectual Property. It is recognized and understood that Intellectual Property owned by CHEE and existing at the date when this Agreement becomes effective is the property of CHEE, and is not affected by this Agreement.

Terms of Payment

[Organization] agrees to pay the Center for Higher Education Enterprise (CHEE) for the services outlined in this proposal in the amount of $[total] in two separate payments. The first payment in the amount of $[Amount] will be due to CHEE by [Date]. The second payment in the amount of $[Remaining Total] will be due to CHEE no later than 30 days following completion of study deliverables. Either party may, at any time, and for any reason terminate this Agreement by giving 60 days written notice to either party. Upon notice of termination, [Organization] shall be responsible to CHEE for all payments due through the notice of termination.

Negligent Acts or Omissions

Each Party to this Agreement shall be responsible for any liability, claim, loss, damage or expenses, including without limitation, reasonable attorney fees, arising from its negligent acts or omissions in connection with its performance of this Agreement, or its failure to comply with the terms of this Agreement, as determined by a court of competent jurisdiction."

Independent Contractor Status

The parties to this Agreement are independent contractors and nothing in this Agreement will be deemed to create and agency, joint venture, or partnership between Grantor and Grantee. All individuals employed by [Organization], who provide personal services to Ohio State, are not public employees for purposes of Chapter 145 of the Ohio Revised Code, as amended. Nothing herein shall be deemed or construed to create a joint venture, partnership, agency or employer/employee relationship between the parties for any purpose, including, but not limited to the payment of taxes or employee benefits. Ohio State will be solely responsible for the payment of all compensation, taxes, withholdings and insurance for its employees.

Use of Name

Neither party shall be authorized to use the name or Identifying marks of the other party In any advertisement, promotional materials, press release or other public statement unless it first obtains the express written permission of the other party.

Governing Law.

This Agreement shall be governed by and construed in accordance with the laws of the State of Ohio.

Complete Agreement.

This Agreement sets forth the entire understanding between the parties and supersedes all prior agreements, whether oral or written. In the event that there is any conflict between the terms of any Purchase Order, or other related document, the terms of this Agreement shall be controlling. This Agreement may not be modified or amended except by the mutual written agreement of the parties. No waiver of any provision of this Agreement shall be effective unless it is in writing and signed by the party against whom it is sought to be enforced.

IN WITNESS WHEREOF, the parties have duly executed this Agreement as of the dates set forth below.

X_____   X_____
Authorized Ohio State University Signature   Authorized [Organization] Signature

Name: Name:

Title: Title:
Date:_____   Date:_____

Agreement should also include at least the three following appendices:
- Appendix A: Project Timeline
- Appendix B: Budget/Estimation of Costs
- Appendix C: Capability Statement and Project Team

THE OHIO STATE UNIVERSITY

CENTER FOR HIGHER EDUCATION ENTERPRISE

The Center for Higher Education Enterprise (CHEE) is an interdisciplinary research center that promotes the important role postsecondary education plays in global society, especially the vital roles and responsibilities of public higher education. CHEE's primary activities include research, policy analysis and outreach that will help make higher education more **accessible**, **affordable**, **engaged** and all-around **excellent**.

Vision:
To become the country's preeminent higher education research and policy center, solving issues of national significance.

Mission:
We exist to advance the higher education enterprise through the creation and dissemination of distinctive research that informs policy, strengthens communities and enables student success.

Core Goals:
- **Educational Excellence:** to ensure student access and success.
- **Research and Innovation:** to make high-quality, distinctive contributions.
- **Outreach and Engagement:** to cultivate mutually beneficial partnerships.

THE OHIO STATE UNIVERSITY

CENTER FOR HIGHER EDUCATION ENTERPRISE

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THE OHIO STATE UNIVERSITY

CENTER FOR HIGHER
EDUCATION ENTERPRISE

CHEE Strategic Plan

2014-2018

Dr. Terrell L. Strayhorn, Director
210G Page Hall | 1810 S. College Road, Columbus, OH 43210

CONTENTS

With great pleasure, I release the …[will be written at end]

Terrell L. Strayhorn
strayhorn.3@osu.edu

The Center for Higher Education Enterprise (CHEE) is an interdisciplinary research and policy center that promotes the important role postsecondary education plays in global society, especially the vital roles and responsibilities of public higher education. Our goal is to make higher education more accessible, affordable, engaged, and all-around excellent.

CHEE is a vibrant, high-energy research center with dedicated and talented full-time staff, postdoctoral scholar, students, faculty affiliates, and national advisories. Full-time staff comprise four divisions: administration, communications, policy, programs, and special projects. Students work as graduate researchers, research assistants, and interns—CHEE is a training ground for those interested in "hands-on" higher education research and policy. CHEE's research capacity expanded through the expertise of faculty affiliates, senior fellows, and invited speakers. Key results, promising practices, and "what works" reports are shared with our Deans' advisory council, state policymakers, and partners nationwide to ensure student success for all.

Strategic Vision

To be the country's preeminent higher education research and policy center, solving issues of national significance.

Strategic Mission

We exist to advance the higher education enterprise through the creation and dissemination of distinctive research that informs policy, strengthens communities, and enables student success.

Strategic Priorities/Focus Areas

- Reclaiming **Access**

- Restoring **Affordability**

- Reframing **Engagement**

- Redefining **Excellence**

Strategic Goals

- Educational Excellence

- Research and Innovation

- Outreach and Engagement

EVIRONMENTAL SCAN

CHEE has identified several challenges and opportunities that influence our goal of making distinctive research and policy contributions that ensure student success.

EXTERNAL ENVIRONMENT

STUDENT CHALLENGES

College enrollment rates have increased drastically over the past 40 years. Today more than 20 millions students are enrolled across 4,200 colleges and universities in the USA, making it the largest system of higher education in the world. However, enrollment rates vary by socio-demographic factors. For instance, significant disparities remain for racial and ethnic minorities as well as those from low-income families. Thus, strategies are needed for connecting the K-12 pipeline to the higher education enterprise so that all who want an education can have it. To address this challenge we provide policy analysis and research to education leaders, policymakers, and researchers to strengthen connections between segments of the enterprise in an effort to increase and reclaim college access for all.

One factor that significantly impacts who gains access to college is affordability. Indeed, widespread concern about whether or not college is "affordable" has garnered the attention of college leaders and policymakers across the country. For too many years and too many reasons, the rising costs of college have fallen on the shoulders of students and families. Thus, CHEE is committed to helping college and university leaders, researchers, and policymakers recast their thinking to formulate creative, enterprising ideas about how to reverse current trends and restore college affordability.

There are also a number of challenges students face while in college which impact their success. Recent data suggest that only 50% of students enrolled at four-year institutions complete their degree within six years. Prior research attributes student departure to a number reasons, including both individual (e.g., lack of financial resources) and institutional factors (e.g., campus climate). One line of inquiry links student engagement in educationally purposeful activities to retention. In other words, those who leave college prematurely are less engaged than their peers who persist. What is less clear is engagement's role in facilitating other important outcomes we desire for students and "what works" in promoting engagement. CHEE believes engagement is key to student success and, as a center, we are closely engaged with partners to meet the needs of groups we serve by reframing engagement.

Finally, higher education faces a crisis of confidence as public support shrinks, and there are increased for-profit options. For instance, amid dialogue questioning the value of postsecondary education and training, issues of quality emerge. We apply collaborative research and policy to improve the ever-evolving quality of the education experiences for faculty, staff, students, and the communities in which we live and work. CHEE believes the foundation of all our efforts is to ensure excellence in higher education.

PRESENCE OF OTHER HIGHER EDUCATION CENTERS

There are other research and policy centers in higher education focusing on various threads of scholarly inquiry or particular segments of the enterprise. Several competitive examples include the Center for Postsecondary Research (CPR) at Indiana University, Higher Education Research Institute (HERI) at University of California, Los Angeles, Pullias Center for Higher Education at University of Southern California, Community College Research Center (CCRC) at Illinois, and more recently, Center for Minority Serving Institutions (CMSI) at University of Pennsylvania, to name a few. In an increasingly competitive market, it is important for higher education centers to develop a niche, which distinguishes them from all others. Indeed, center directors around the country are charged with the important task of strategically setting forth a vision and mission which uniquely positions them to address higher education's most pressing issues. As such, CHEE is committed to one important goal in higher education: student success. And we organize our work around four areas: access, affordability, engagement, and excellence. No other higher education center in the country shares our commitments and priorities, positioning us to make distinctive contributions through our research and policy work. Below is a brief summary characterizing the other centers listed above:

Research Center	Focus
Center for Post Secondary Research	Student engagement as defined by the National Survey of Student Engagement (NSSE)
Higher Education Research Institute	Democratic education and Cooperative Institutional Research Program (CIRP) Survey
Pullias Center for Higher Education Research	Urban education
Community College Research Center	Community colleges and 2-year schools (e.g., issues of transfer and success)
Center for Minority Serving Institutions	Historically Black, Hispanic-serving, Asian-Pacific Islander serving, and Tribal colleges

INTERNAL ENVIRONMENT

TALENT ACQUISITION AND RETENTION

To accomplish our goals, it is increasingly important to acquire and retain high levels of talent among our professional staff members, students, and affiliates. CHEE's director will deploy resources to secure talented and highly motivated staff to join our team, filling vital positions within the organization. To retain staff, we are committed to developing a high-performing community of practice among our team. CHEE's director will employ new strategies to build community, nurture professional development, and incentivize high-performance.

PRESIDENT DRAKE'S 2020 VISION

This past year, Dr. Michael Drake was appointed as the 15th President of The Ohio State University. At his investiture in March, President Drake outlined his 2020 vision for the university which included commitments to access, affordability, and inclusive excellence—all of which overlap with the commitments of CHEE. Such synergy in commitments uniquely positions CHEE as a meaningful partner in carrying out the President's vision for the university, alongside other partners on- and off-campus. Already CHEE has provided resources and support to the President, upon request, as it relates to faculty development and issues of affordability at land-grant universities. We are committed to supporting President Drake's 2020 Vision, the academic mission of the institution, and Ohio State's goal to move from excellence to eminence.

OFFICE OF ACADEMIC AFFAIRS (OAA) ACADEMIC PRIORITIES

The Office of Academic Affairs, led by Provost Joseph Steinmetz, has outlined six academic priorities which include: (a) enhancing the undergraduate and graduate student experience, (b) developing the discovery themes of energy and environment, food production and security, and health and wellness, (c) developing eLearning, (d) discussing new models of faculty evaluation and rewards in an interdisciplinary climate, (e) balancing affordability and access and excellence for our students, and (f) enhancing the arts at Ohio State and our connections with the Columbus arts community. Of which, priorities "a" and "e" align directly with CHEE's commitment to student success. We are committed to supporting OAA priorities, particularly as it relates to research and policy efforts. Already CHEE co-leads Ohio State's involvement in the University Innovation Alliance (UIA), serves actively on OAA Work Group #5: Balancing Access and Affordability, serves actively on the University's Retention Taskforce, and presents regularly at campus conferences and events such as UCAT's Teaching Summit or Enrollment Services Staff Development Retreat.

SUCCEDING IN OUR STRATEGIC FOCUS AREAS

EDUCATIONAL EXCELLENCE

Objective: To Ensure Student Access and Success

CHEE strives to support the University's primary goal of teaching and learning by promoting and achieving educational excellence in all that we do. We deploy resources and effort to achieve this goal including, but not limited to:

- **Strategy 1:** Seeding new higher education research and policy projects through the development of campus-based "innovation clusters" or communities or practice, launch
  - o Launch CHEE Small-Grants Program
  - o Provide licensed access to CHEE data for graduate students, faculty, and other researchers to conduct secondary analysis and reporting on student success

- **Strategy 2:** Launch CHEE's Reach Higher Initiative which includes a suite of programs designed to inspire students to pursue and complete some form of higher education
  - o Foster-Care Visitation Day
  - o Incarcerated Youth Visitation Day

- **Strategy 3:** Support President Drakes' Faculty Development Institute

- **Strategy 4:** Organize a large convening or forum on student access and success for state policymakers, administrators, faculty/researchers and families.

RESEARCH AND INNOVATION

Objective: To Make High-Quality Distinctive Contributions

CHEE strives to support the University's research and innovation goal by conducting distinctive research/policy work, testing innovations in higher education, and nurturing the development of new and different solutions to old problems that complicate, if not compromise, student success. We deploy resources and effort to achieve this goal including, but not limited to:

- **Strategy 1:** Conducting high-quality, rigorous, and ethical social science research on topics related to student success in higher education specifically or the higher education enterprise (e.g., institutions, staff) generally

- **Strategy 2:** Disseminating publications and products based on CHEE's research and policy work broadly to various audiences through both formal and innovative strategies
    o Submission of CHEE's work to peer-reviewed scholarly outlets
    o Launch/produce CHEE Monograph Series with Ohio State University Press
    o Launch/produce CHEE "What Works" Report Series
    o Launch/produce CHEE Mobile App (and future updates)
    o Offer professional development training and workshops to audiences

- **Strategy 3:** To serve as a training ground for early career scholars and students interested in conducting high-quality, rigorous, and ethical social science research on topics related to student success specifically, and the higher education enterprise generally
    o Hire and train graduate students as CHEE graduate research associates
    o Hire and train undergraduate students as CHEE research assistants
    o Hire and train high-performing high school students as CHEE interns
    o Appoint and train early career scholars as CHEE Faculty Affiliates or Summer Research Fellows

- **Strategy 4:** Co-lead Ohio State's involvement in the University Innovation Alliance (UA), an 11-institution "innovation cluster" partnership designed to test and scale effective interventions for increasing student success rates
    o Lead the annual and longitudinal evaluation of Ohio State's UIA efforts related to use of predictive analytics in academic advising to increase student success rates for campus change and transfer students

- **Strategy 5:** Securing external and extramural funding support for CHEE research and policy activities through competitive grants, contracts, cooperative agreements, commissions, and other works
    o Submission of federal grant application to Institute for Education Sciences Minority Serving Institution Partnership Grant Competition, National Science Foundation Research Experiences for Undergraduates Site Grant Competition, National Science Foundation Researcher-Practitioner Grant Competition

OUTREACH AND ENGAGEMENT

Objective: To cultivate mutually beneficial partnerships

CHEE strives to support the University's outreach and engagement goal by cultivating mutually beneficial relationships with partners, both on-and off-campus. We deploy resources and effort to achieve this goal including, but not limited to:

- **Strategy 1:** Serve on campus-and broader committees and taskforces focused on student success or one of more of CHEE's priority areas (i.e., access, affordability, engagement, excellence) such as OAA Workgroup #5, and retention taskforce, among others

- **Strategy 2:** Expand CHEE's research and policy capacity through meaningful engagement with CHEE Senior Fellows, faculty affiliates, and research affiliates

- **Strategy 3:** Conducting collaborative program/project evaluations that focus primarily on student success and learning (e.g., impact of intervention on students' learning and success) including efforts with I Know I Can, Providence St. Mel School, Metro Early College High School, AmeriCorps, iBelieve Foundation, among others

    - Strategically communicate the mission, priorities, and capacities of CHEE with potential partners such as the Gates Foundation, Limited Brand, Kresge Foundation, and Children's Defense Fund, to name a few.

- **Strategy 4:** Present CHEE's research and policy work at local, national, and international conferences

TRACKING OUR PERFORMANCE