

# **Summary of Suggestions**

## **Centers of Excellence**

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## **Centers of Excellence Guidelines**

(IUC Provosts, Summer 2008)

A Center of Excellence should have state, national or international impact, as reflected by recognition and influence. Clear, established performance measures should be used to demonstrate the impact of the center and to communicate results to the public. Performance measures might include:

- i. Traditional measures of academic success (publications, citations of works, keynote addresses, major grants, involvement of outstanding scholars with national and international awards, honors or national boards or commissions);
- ii. Significant collaborations with industry, successful spin-off companies, and other external validations such as demand for program graduates;
- iii. Other contributions to the common good such as significant impact on the regional and state economy.

A Center of Excellence should be a defining niche for its institution. For example, the London School of Economics is a defining niche of the University of London. It is anticipated that each university will have more than one Center of Excellence and that there may be more than one Center of Excellence for a topic within Ohio.

Other characteristics of a Center of Excellence include:

1. Centers of Excellence should serve as an organizing system for the best or unique programs on one campus, across campuses, or throughout the state.
2. Centers of Excellence must provide the citizens of Ohio with access to knowledge, discovery, expertise, performances, or art that would not be accessible without the center's presence.
3. Centers of Excellence should demonstrate extraordinary achievement in science, application, practice, or performance.
4. Centers of Excellence should attract significant numbers of national and international students, and faculty.
5. Centers of Excellence should, whenever possible be multidisciplinary.

Centers of Excellence should serve to integrate outstanding scholarship with academic programs at undergraduate or graduate levels.

Robert Frank, Kent State University  
IUC Provosts Committee  
June 23, 2008

**I****Request for Consideration:****Proposal for Center of Excellence for Pre-Medical Preparation****In conjunction with Proposal for M. S. in Medical Science****Preface:**

This preliminary request sets forth the tenets of a proposed center of excellence and master's degree program. It is not a comprehensive proposal, but is designed to provide enough information that readers can evaluate whether completing a more detailed proposal would be worthwhile.

**Overview of Proposed Center and Degree:**

The proposed center of excellence will consist of four major areas as follows:

**I. Undergraduate Program in Biomedical Science (existing)**

- A. Curriculum is already established and students are enrolled. Students have also successfully completed the program and been admitted to medical schools.
- B. Recruitment and retention efforts currently in place for the pre-med program will be continued under the center. These include the annual Pre-Med day, brochures, speakers, awards day, the alumni newsletter, etc.
- C. Pre-Med Club activities to build community and for retention.
- D. OU College of Osteopathic Medicine MCAT Prep course. OU offers an MCAT prep course for free to a limited number of students each year. Under this proposal OU would continue this process and guarantee acceptance of all of our MS students and some Shawnee undergraduate students.

**II. M.S. in Medical Science (proposed)**

- A. Designed for students with baccalaureate degrees in areas other than the sciences who wish to attend medical school and people in other professions who want re-training for medical school. Enrollment of students with a science related Bachelor's degree would be minimal but could occur for students who did not have all the medical school pre-requisites in their undergraduate program.
- B. Curriculum will need to be developed but will
  - 1. incorporate all pre-requisites needed for medical schools as well as providing medically oriented courses which will improve students' performance in medical school.

2. utilize existing undergraduate courses as dual enrollment courses where possible (for example, the Advanced Human Anatomy course could be offered as both BIOL4660 and BIOL5660. The graduate level students would attend class with the undergraduates but would have extra assignments and/or discussion periods)
3. New course development will be minimal. A new graduate seminar course and some other courses still to be determined will have to be developed.

C. Recruitment efforts will require

1. advertising throughout Ohio and neighboring states. Some limited national advertising might be considered.
2. Open houses for prospective graduate students
3. brochures
4. other ?

D. OU College of Osteopathic Medicine will provide a free MCAT prep course for students in the M.S. program

E. Graduate students will form a Graduate Student Association which will mimic the undergraduate pre-med club in some ways (social activities, speakers, etc.) but will be tailored to the needs of the graduate student population

F. Graduate students will be able to serve as Teaching Assistants for undergraduate classes.

G. OU College of Osteopathic Medicine will guarantee an interview to any student completing our M.S. in Medical Sciences degree with an appropriate GPA (to be determined).

### III. Organized Shadowing Program

- A. Shadowing is required for admission to medical schools. Our M.S. program will also require a certain number of hours of shadowing (to be determined).
- B. Through the Center of Excellence we will coordinate shadowing opportunities for all M.S. students (i.e. the center will match students with appropriate doctors, schedule shadowing, maintain records of shadowing, collect evaluations of shadowing performance, collect journals of students' shadowing experiences, ect.)
- C. The center's shadowing services will be available to upper level undergraduate students but will not be offered to freshmen and sophomores due to the large number of students that would have to be served.

- D. The department will utilize current collaborators such as Dr. Terry Johnson, SOMC, and other local doctors as well as new collaborators for this program.

#### IV. Organized Research Program

- A. All M.S. Students will be required to participate in a research project which will lead to presentation at a conference and/or publication.
- B. This will require expanded research here at the university and more collaborations for research in the area such as expanding our research affiliation with Dr. Tim Cassity and others at SOMC.
- C. Faculty and student researchers will seek external funding.
- D. Will require additional research space, equipment, supplies, and funds. Money may be available through the Center of Excellence for this.
- E. Will require hiring additional staff such as lab technicians, grant writing experts, etc. Money may be available through the Center of Excellence or external grants.
- F. An improved research program developed for the graduate students will also benefit undergraduate students performing research.

#### **Application of State Performance Measures to this Proposal**

- I. The state has delineated three performance measures to use in evaluating a Center of Excellence.
  - i. Traditional measures of academic success (publications, citations of works, keynote addresses, major grants, involvement of outstanding scholars with national and international awards, honors or national boards or commissions);
  - ii. Significant collaborations with industry, successful spin-off companies, and other external validations such as demand for program graduates;
  - iii. Other contributions to the common good such as significant impact on the regional and state economy.
- II. The proposed center and graduate degree meet these standards as follows:
  - A. The program will satisfy the traditional measures of academic success.
    - 1. Master's degree students will publish and present their research along with faculty.
    - 2. Faculty and students will pursue external grants. Shawnee State students have in the past received research grants from Tri-Beta in a nationally competitive grants program.

3. Undergraduate students already present their research at Tri-Beta and other regional and national meetings. Shawnee State students have won awards for their excellence in undergraduate research.
- B. The program will depend on successful collaborations with local industry such as SOMC and local doctors as well as with other state universities such as Ohio University College of Osteopathic Medicine.
  - C. Demand for program graduates will be high. We have already seen tremendous success of SSU pre-med students in getting into medical schools.
  - D. The program will have a significant impact on the region and state through
    1. increasing health care professionals in medically underserved communities. Southern Ohio is recognized as a medically underserved area. Many Shawnee pre-med students return to Southern Ohio after completing medical school. This program will increase that number.
    2. providing a re-training program for people wishing to change careers. This proposed M.S. program is designed for helping people in other careers prepare for medical school. Getting more people into higher paying careers such as medicine will benefit the economy of the state and region.
    3. providing additional collaboration among Shawnee State and the local community, other state schools, and regional industry

### **Characteristics of a Center of Excellence**

- I. The state has outlined five characteristics of a Center of Excellence.
  - A. Centers of Excellence should serve as an organizing system for the best or unique programs on one campus, across campuses, or throughout the state.
  - B. Centers of Excellence must provide the citizens of Ohio with access to knowledge, discovery, expertise, performances, or art that would not be accessible without the center's presence.
  - C. Centers of Excellence should demonstrate extraordinary achievement in science, application, practice, or performance.
  - D. Centers of Excellence should attract significant numbers of national and international students, and faculty.
  - E. Centers of Excellence should, whenever possible be multidisciplinary.
- II. This proposed center of excellence meets this characteristics as follows:

- A. The center would organize a highly successful existing pre-med program and incorporate a new graduate program unique among Ohio universities. A similar Master's degree program is not offered at any other state schools.
- B. The center will provide citizens of Ohio with increased medical access in Southern Ohio in addition to providing a re-training program which will help Ohio citizens more into more desirable or more highly paid careers.
- C. The success of our pre-med students in admission to medical school, performance while in medical school and as a medical professional demonstrates achievement in this area. Shawnee State has had several students in the past who have come back to take classes to re-train for the medical profession so we have a record of success in this area. In addition, regional and national research awards won by Shawnee State students show that we can conduct meaningful research programs.
- D. Being a unique program for the state of Ohio, we believe that the graduate program will attract students and we have had success at attracting pre-med undergraduate students.
- E. Pre-medical training is by necessity, multidisciplinary. Prerequisites for medical schools require biology courses, chemistry courses, physics courses, English courses, and social science courses. Our undergraduate program requires all of these areas and our proposed graduate program would require all of the science areas as well as some Psychology. Students still needing prerequisites in other areas will also have to complete these.

## Center for Excellence in Game Design and Practice

**Goal:** Develop a center of excellence devoted to Game Design and Practice.

The center would offer programs, workshops, professional meetings devoted to all aspects of game design and practice. With the Motion Capture facility the center would also serve as a resource for research into gaming and other digital video applications. Areas we could pursue:

1. Actual game design, focusing on artistic and technical aspects.
2. Motion capture courses and workshops and internships.
3. English and Humanities would play a role in designing courses on authoring and character design. Scripting games and simulations for entertainment and industry. Offering workshops on doing literary adaptations, designing game simulations with strong dramatic core for business and industry.
4. In addition to the role already being played by the Engineering program, the College of Professional Studies would be involved in exploring 1) entrepreneurial opportunities in gaming; feasibility studies, business plans, etc. and 2) Marketing games.
5. Cultural contexts for gaming. Workshops and conferences that explore the cultural contexts for game design and practice. We could begin by trying to obtain an Ohio Humanities Council grant or even an NEH grant to do a workshop linking gaming with classic literature and other fine arts.
6. We could explore gaming and education applications, especially as they relate to helping teacher reach state standards. There is a growing body of research and enquiry on this at the present time.
7. The theatre program would be involved in terms of training actors for motion capture sessions.
8. The social sciences could play a crucial role in educating students about the worlds and communities that game designers create in designing games.

## Center for Excellence and the Library

Libraries in the 21<sup>st</sup> century make authoritative information available in both the print resources warehoused in the library building and online resources available 24/7 using the library website. It's one of the university's premier intellectual and human resources.

The library's information literacy program assists with the university's mission by:

- serving students to improve their level of literacy,
- helping students become independent consumers of authoritative information,
- sharing the tools of lifelong learning,
- enhancing job skills related to the ability to find and use information,

A recent Conference board report; [Are They Really Ready To Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce](#) notes,

“...employers articulate the skill sets that new entrants—recently hired graduates from high school, two-year colleges or technical schools, and four-year colleges—need to succeed in the workplace.”

Among the most important skills cited by employers:

- Professionalism/Work Ethic
- Oral and Written Communications
- Teamwork/Collaboration and
- Critical Thinking/Problem Solving.

...applied skills<sup>1</sup> on all educational levels trump basic knowledge and skills, such as *Reading Comprehension* and *Mathematics*. In other words, while the “three Rs” are still fundamental to any new workforce entrant's ability to do the job, employers emphasize that applied skills like *Teamwork/Collaboration* and *Critical Thinking* are “very important” to success at work..

## **Center of Excellence in Teacher Education and Development**

The Department of Teacher Education proposes to establish a Center of Excellence in Teacher Education and Development. This Center of Excellence will build on Shawnee State University's rich tradition of preparing educators and providing professional development and support for educators across the region and the state. As a nationally accredited institution with nationally recognized programs for teacher preparation, the Department of Education maintains standards for the preparation of high quality professionals for schools and agencies of the 21<sup>st</sup> century. Using these national and state benchmarks of quality as a framework, the Center of Excellence in Teacher Education and Development will demonstrate and communicate the results of the Center to the public. As a Center of Excellence, program faculty will continue to engage in and publicize their work with area schools, agencies, and organizations to provide professional development, secure grant funding, and to help publicize the reformation and improvement efforts of partner entities. These collaborations will serve to improve the education of all learners in the region, thereby impacting every business and organization within the region by producing learners who are college or workplace ready.

- The Center of Excellence in Teacher Education and Development will serve as an organizing system for the research, development, and training in best practices and programs for teaching and learning.
- The Center of Excellence in Teacher Education and Development will provide citizens of Ohio with access, discovery, and expertise in the areas of teaching and learning.
- The Center of Excellence in Teacher Education and Development will demonstrate extraordinary achievement in the art and science of teaching and learning.
- The Center of Excellence in Teacher Education and Development will attract significant numbers of national and international students and faculty to study teaching and learning.
- The Center of Excellence in Teacher Education and Development will continue its multidisciplinary efforts with a focus on developmentally appropriate teaching and learning within the content areas of science, math, social studies, language arts, technology, and the fine and performing arts.

By building regional, national, and international partnerships for scholarship and professional collaboration, the Center of Excellence in Teacher Education and Development will serve as a leader for school reformation and revitalization within southeastern Ohio and as a model for the state and national efforts.

## *Center of Excellence Proposal*

### **Center for Small Town Revitalization or Center for Rust Belt Renaissance**

The center would offer courses, training workshops, research assistance both on site and via distance learning to individuals seeking to revitalize their communities. The emphasis would be on smaller towns that have been affected by declines in the manufacturing or farming sectors of the economy. We already have some faculty engaged in some community based research and with the WIRED grant we seem to be positioned nicely to contemplate this as a center of excellence. The following are some of the departments who could be involved:

1. Business (including marketing and possibly economics). Courses could be offered in entrepreneurship, small business, and training for certain skills needed in existing businesses. Research could include analyses of markets, feasibility studies for new businesses, workshops and courses on marketing one's community. Jim MacPherson had students present on the revitalization of Main St Portsmouth at the Celebration of Scholarship.
2. Technology. Similar kinds of studies could be conducted dealing with technology and courses could be offered to "retool" the workforce.
3. Social Sciences. Obviously, a major player here as they would be dealing with sociological, economic, psychological and historical factors in the decline of the community and in the revitalization. They would be a logical collaborator with almost all the other departments. Currently, I believe Scott Douthat and Chris Kacir are working on a project dealing with social problems in the community (and also had students presenting at Celebration of Scholarship) and Drew Feight is engaged in an oral history project.
4. Fine Arts. Workshops on the role of the arts in revitalizing communities.
5. Science and health sciences. Environmental studies and collaborative projects where scientists, technologists, and business experts research business opportunities in the health sciences and other sciences. Research on health care needs of an area etc.
6. English and Humanities. Courses and workshops on new (and old!) literacies. Research on literacy levels and needs assessment to attract potential employers to areas. Philosophers would collaborate with business and technology experts in addressing ethical issues involved in business start ups and impact on the community.

Needless to say, the first project would be the Portsmouth community itself. If we were successful here, we could easily branch out to not only other communities in Ohio but in the U.S. Down the road, Shawnee State could be contacted by a community to serve as a consultant. The university would present a plan and then create a Consultation Team consisting of faculty and students to research, educate, and provide direction for communities desiring to revitalize their economies.

## Women's Center – Center of Excellence Proposal

To: Academic Affairs Futures Team  
From: Roberta Milliken  
Re: Strategic Plan for Higher Education and the Women's Center  
Date: October 27, 2008

I shared this information with David Todt last spring, but I welcome the opportunity to now share it with the members of the Academic Affairs Futures Team. After having read the Chancellor Fingerhut's Strategic Plan for Higher Education 2008-2017, I have come to believe that the Women's Center can help the university reach numerous goals articulated in the report. Indeed I believe that it might be beneficial to designate the Women's Center as a Center for Excellence because it complements the comprehensive, quality education available at SSU so very well and efficiently.

Currently we know that the numbers of women enrolling at universities nationwide has been on the rise. Women account for 58 percent of enrollment at public two- and four- year colleges and universities. Shawnee State University's numbers do not run counter to this trend as the Office of Institutional Research reports that currently women constitute 60 percent of the enrolled student population. While there are some who argue that we need to work to counter these trends, others—including me—think a wiser approach might be to ensure that the needs of this larger growing population of students are being adequately met. Why not then do our best to help these students succeed in their degree programs at SSU? Why not target more female students and support them? In fact, in doing so, we could then share many of the goals that the Chancellor spelled out in his report, including:

1. Graduate more students

When students feel connected to an institution, they tend to stay.

Encouraging women and men to get involved in various events sponsored by the Center as well as supporting, advancing and empowering women are some of the main functions of the Women's Center. All of these activities help to graduate students.

2. Enroll more students

Students figure out quickly where they are welcome and encouraged and where they are not. They make decisions about where to attend school based on such considerations. If SSU would get the word out that it valued and encouraged women alongside men, then it could lead to greater enrollments.

3. Create a more diverse workforce

Educating men and women about gender issues would help eradicate bias against women in general. This would translate to more job opportunities for women. Helping women enrolled at SSU to graduate would help ensure a more diverse workforce.

4. Provide better preparation for advanced degrees

Currently we offer a minor in Women's Studies that foster excellent critical thinking skills among various disciplines and complements many existing degree programs. We might think about expanding this to a concentration or a major. Since this type of degree is one that is interdisciplinary in nature, the workload for it might be shared among existing faculty and degree programs and thus it would be economical for the University to offer such a concentration or major. It would also serve as excellent preparation for students who wish to continue their educations or enter a more diverse workforce.

5. Contribute to lifelong learning initiatives

Establishing various formal and informal mentoring programs has been a long term goal of the Women's Center since its inception. There is research that attests that such programs significantly contribute to lifelong learning initiatives.

6. Improve STEM recruitment and retention

The Women's Center would like to partner with other STEM initiatives to increase women's involvement in these fields. Indeed grant opportunities could be explored to help facilitate such involvement and in the creation of exciting new programs.

7. Support adult learners

Clearly the Women's Center supports such students currently through a variety of its activities. More could be done to target adult learners to ensure they feel supported and valued. The Center can also help in the formulation of important university policies that will greatly aid such students.

I would be happy to discuss any or all of these ideas further with the committee. Thank you for your consideration.

## Various Informal Centers of Excellence Comments

From: Elizabeth Blevins  
Sent: Wednesday, October 22, 2008 9:15 AM  
To: Dave Todt  
Subject: Re: Center(s) of Excellence

Dave,

I know you must be getting a lot of different opinions and rationales on this. From my perspective, I see the health sciences as an established center of excellence, particularly nursing (and not just because I come from the health industry). But, as someone from the outside in the health care field, Shawnee has a long-standing tradition of preparing high quality nurses. As a field very much in demand, SSU has single-handedly kept regional hospitals from having to take some of the drastic measures that other medical centers in the nation have had to take as a result of the national nursing shortage.

From a marketing perspective, I think the gaming program is a vital in helping us attract students from beyond the region. Making the arts a center of excellence could be very good for us.

How many centers of excellence can we have? I guess we need to keep asking ourselves what are we currently known for, and then what do we want to be known for. The two may not be the same.

Thanks for the opportunity to share. I think this is wonderful and I've heard a lot of talk about it.

Liz

From: Phyllis Noah  
Sent: Wednesday, October 22, 2008 9:08 AM  
To: Dave Todt  
Subject: RE: Center(s) of Excellence

Well, am I missing the mark? We just had a discussion in our office and some are saying that it is a departmental thing, like the nursing department could be considered a center of excellence. I wasn't thinking that way but if that is true, our Health Sciences could be considered, along with the art and engineering collaboration on gaming and possibly the future Immersive Technology and Art Center.

Our Teaching and Learning Center and our Women's Center should be considered.

Let me know.

Phyllis

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"A pessimist sees the difficulty in every opportunity;  
an optimist sees the opportunity in every difficulty."

- Winston Churchill