#	GENERAL TOPIC	COMMENTS	RESPONSE
1	Academic administration	I have noticed over the last 7 years, that there is an increasing number of assistant and associate deans as well as small departments with chairs that are being paid as well. It would seem that the consolidation of departments within colleges as well as fewer assistant and associate deans would make the colleges more streamlined and efficient. The consolidation of departments would also require faculty to work together on committees and other college duties that might in the long run increase interdisciplinary work instead of the department silos we now have.	1. The academic organizational structures vary widely across colleges as do the duties and span of responsibility for department chairs/school directors and assistant/associate deans. These structures are controlled by the colleges themselves and their approaches will depend on the needs of the faculty, staff and students in those units. While the naming of academic administrative positions does have some degree of variability, the data for assistant/associate deans does not really show any large increases. It is beneficial for academic units to continually review their administrative staffing in comparison to the amount of work that needs to be accomplished. This must always be balanced with the potential shifting of work to other staff or faculty especially as external reporting and compliance pressures increase from the state legislature, accrediting agencies and other external stakeholders as well as internal requirements related to curriculum, faculty support and student needs. Departmental consolidation is also a worthy area for exploration. There have been several examples of colleges doing consolidations including the Departments of Classics and World Religions and Sociology and Anthropology in Arts and Sciences and the Schools of Dance, Film and Theater in the College of Fine Arts. So colleges have been moving in this direction. There are also intermediate efficiencies being implemented in departments such as sharing offices and staff to reduce costs. The merging of departments must also consider the synergies with faculty members and curriculum since processes like curriculum approval and tenure and promotion are based in departments as per the faculty handbook.

#	GENERAL TOPIC	COMMENTS	RESPONSE
2	Administration structure	I am bothered by the ever increasing proportion of administrative positions relative to the number of faculty and students. I would like the task force to conduct a zero-based study of the best organization for the university. I'm going to give 2 examples and trust you will not treat them as an attack on the individuals holding those positions. Example 1: We have an Office of Sustainability. Sustainability should be lead by the head of plant maintenance. Isolating the very important function of sustainability away from overall plant management makes no sense to me. Making sustainability a responsibility of plant management might reduce one or two positions and better integrate the focus throughout plant management for an even better outcome. Example 2: I am strong supporter of the incumbent RHE Executive Dean. He is the first person in this position who I can wholeheartedly support. However, taking personal feelings out of it, the RHE Executive Dean office makes little financial sense and little operational sense. The regional campuses are different from each other and money is wasted applying a solution needed on one campus to all the campuses. I can't say for certain that either of the positions in my examples should be adopted because I'm not privy to all the factors involved. These may very well be cost efficient. I am suggesting that we should revisit the entire administration structure with an eye for reducing expenses.	2,3,4,5 This is a very interesting problem due to the complexity of how administrators are classified across campus. Administrators serve both academic/instructional support as well as the traditional administrative service roles that one thinks of in areas such as finance, facilities, etc. First, it is useful to know that academic or academic support administrators are people like post docs, lab assistants, advisors, and in some cases, even instructors of record for courses. Consequently, when looking at administrative increases, more detail needs applied to see if the hires are more academic or "truely administrative" positions. Since implementing RCM, the administrative units have received increases only for raise pool and select strategic initiatives, generally around compliance issues. So while there may be slight variations in personnel in those areas, in the past three years, it has not significantly changed administrative budgets with the exception of compliance things that the university is mandated to do. Academic support planning units as well as our Auxiliary operations have been undergoing internal and external review that includes analyses of human resources and business processes to identify opportunities to streamline processes as well as increase efficiencies through optimization of system functionality. Examples of outcomes from these efforts include: • Development of the HR Liaison program which was funded predominantly through a restructuring of existing positions within HR and positioned HR professionals to be embedded in units to better understand and support the units they provide service to • Implementation of Oracle Advanced Benefits which eliminated duplicative data entry from a paper process into up to 5 different systems to an on-line process which is integrated end to end (faculty and staff benefit enrollment through interfaces directly to carrier systems) • Capital Projects Finance department was created which integrated positions from three different departments with duplicative functions. The respective employees reviewed all business processes and using a LEAN type process worked together, streamlined processes and increased efficiencies. Ultimately this enabled the institution to support significantly expanded construction spend without an incremental increase in administrative resources. • Culinary Services has increased revenues and venues and not increased the number of managers and we are well above the national average with regard to sales per management person. When vacancies occur we evaluate the best use of the position and recruit talent to deliver the expected
3	Administration structure	Maybe this task force could look into the number of managers that have been hired in Dining Services and Facilities Management in the last couple of years. Perhaps maybe a more efficient business model could be shown to those in power.	

#	GENERAL TOPIC	COMMENTS	RESPONSE
4	Administrative service	Without knowing the specifics of a given unit it is not possible for me to give insight into how to improve efficiency. However, based on utilization, I can suggest that the following units be closely examined to enhance efficiency: 1) facilities, 2) human resources/hiring, 3) finance. It has been my experience that these units, in particular, are terribly slow and that they dramatically hinder many faculty members (particularly those with a heavy research focus) ability to achieve. I would be more than happy to expound on examples if someone would like specifics. My cell phone number is xxx-xxx-xxxx.	customer experience. We have further enhanced our efficiency by centralizing the functions and responsibilities of the Auxiliaries. • In Facilities and Fire safety in which there were separate departments, they were reorganized to increase efficiencies and reduce the need for separate management. These are only select examples. All support units are undergoing similar efforts to provide better service and meet evolving compliance responsibilities without increasing costs. The comment regarding handing processes multiple times is very important and does contribute to additional costs. We are working on this, and as an example, finance is now giving more signatory authority to the planning units/CFAOs and doing less auditing which means for certain documents, once they are signed at the unit level, they are moved forward for payment. Right now, finance is piloting this so it
5	Administrative service	The University could be more efficient if administrative processes did not have to be checked multiple times/re-done/duplicated. There are some offices on campus which are unreliable in their processing of important administrative materials. Others are uncooperative (perhaps volitionally, perhaps as a result of systems issues) or cannot provide key information in a timely manner. This causes academic departments to develop "shadow systems", develop "end-arounds, or just plain get frustrated as they attempt to do something simple over and over and over again. This is not efficient.	is only select documents, but finance would like to continue this process with additional items in the future. Please keep in mind that these processes are sometimes duplicated at all levels (within planning units and also centrally) which makes things a bit more complicated, but if every area would be willing to review their processes, we believe there are many efficiencies that could be gained.
6	Advancement	Do a cost/benefit analysis on Advancement. We have heard a lot about how much money has been raised by the Campaign, but we don't seem to be as public about how much that costs us. Report data on how much we are spending to raise money, i.e. how many cents does it cost to raise each dollar?	This is a reasonable suggestion and one we will look into in the near future. Advancement activities are in many ways a long-term strategy and are not always easily quantifiable: many investments in time and resources today are spent cultivating prospects that may not show promise for one or more years out. However, it is reasonable that we look at all funds and benchamark against other institutions where we can.

From Affordability and Efficiency Suggestion Box

#	GENERAL TOPIC	COMMENTS	RESPONSE
7	Advancement	Do as we do in our department (geological sciences): use alumni $ to reduce or waive course fees for core curricular coursework. This will save students hundreds, maybe thousands of dollars a year (depending on the program). In order to do this, each department must spend more time developing relationships between it and its alumni.	We encourage all departments, schools and colleges to cultivate relationships with their donors. Many donors feel an affinity to certain programs and/or people, and we value those connections. Advancement efforts can happen throughout the organization and we encourage units to think of creative solutions as the exapmple used to benefit their programs directly. Many alumni are very interested in supporting students, so sometimes communicating your requests via departmental newsletters, alumni events, emails, etc. will solicit significant participation.
8	Athletics	I believe it is unconscionable that we say we care about affordability and continue to charge students in excess of $700 per year to support Intercollegiate Athletics. Although there are many ways in which their spending could be curtailed, I would submit that we should not be paying head coaches in excess of $.5 million in annual compensation. I know the President is adamant about this commitment of precious institutional resources and I know that many of you disagree but have given up hope of having a serious conversation about it. We're not going to make any progress on this until a group of important campus leaders, with the safety of numbers, tell the emperor he's not wearing any clothes. At the very least, a cost-benefit analysis of ICA should be conducted by a balanced or disinterested group.	8, 9, 10. The value of Intercollegiate Athletics is subject to debate with different perspectives on the relative costs and benefits of this program. Many cite the value of athletics programs as extending well beyond the obvious ones to include other areas such as marketing exposure, alumni involvement, reputation, etc. In addition, intercollegiate athletics provides exposure and support to academic programming at OU: sports broadcasing, sport management and atheletic training to name a few. It is important to note that athletics funding is a discussion in higher education at all levels. Benchmark comparisons have been made to similar schools, and indicate that our investment is similar to what other schools invest. However, we must continue in all areas, including athletics, to look for efficiencies where we can find them. Athletics is not exempt from this process, nor have the been in the recent past. Athletics in many respects is held to a higher standard. They have not seen addtional investment dollars in the past three years and have been asked to increase their revenue for any new initiatives they would like to see. One example of this is the Sook Academic Center. To facilitate this process going forward, Atheletics had to first raise 100% of the cost of the building plus show how they could pay for and maintain the square footage before the
9	Athletics	End Friday night hotel stays for the football team before home games.	project was able to proceed. There has been no other area that has had this same level of scrutiny, nor these expectation placed on them. Contrary to Athletics being exempt from the process, some
10	Athletics	Commit to at least a 50% reduction in salary for the next head football and men's basketball coaches.	times they are held to an even higher standard due to campus concerns. However, in an effort to contine emphasizing efficiencies, additional review of statistical data is planned to compare expenses

#	GENERAL TOPIC	COMMENTS	RESPONSE
11	Benefits	Now that gay marriage is legal we might consider eliminating domestic partnership benefits and go back to offering them only to legal spouses	11. Ohio University formed a Benefit Advisory Council (BAC) two years ago. This Council is comprised of cross campus constituents and is charged with analyzing and making recommendations related to university benefit plan design and offerings in conformance with the guiding principles and strategies defined by Total Compensation Committee (TCC) under the direction of the President. The BAC discussed options regarding domestic partner benefits in conjunction with the changes to the law that provides for employee benefits to be offered to same-sex married couples. The discussions are ongoing but any decision made will take into account the University's desire to be competitive in the market, the ability to continue to attract and retain quality talent to Southeastern Ohio, financial sustainability and industry benchmarks and best practices.
12	Course offering	Do a better job of projecting demand for particular courses by surveying students about which semester they intend to take particular required courses and general education courses, then scheduling sufficient seats to meet demand. Publicize well in advance what courses will be offered only on a limited availability basis.	12-15. Since Fall Semester 2014-2015 it is has been possible to use course wait listing. The URL for information for students is: https://www.ohio.edu/registrar/waitlisting-faq.cfm. For course schedulers, this is available in PeopleSoft under Enrollment Control. This is one feature that shows current demand for possible openings of additional sections. Further, demand analysis/forecasting for courses is in development through Institutional Research and The Office of the Registrar.Summer online course offerings currently (April 2016) total 550 for AY 2015-2016 of which 463 are
13	Course offering	Considering offering selected "core courses" online during the summer sessions so students can take classes from their home (assuming many go home for summer). This will allow them to graduate more quickly and reduce overall college costs.	undergraduate courses. This represents an increase of 55 undergraduate courses over AY 2014-2015. We are just now beginning to access trend data after the move to semesters which will assist us in making decisions. It is expected and anticipated that faculty will continue to be encouraged to develop new online courses and to offer them in greater numbers during summer sessions. Course

#	GENERAL TOPIC	COMMENTS	RESPONSE
14	Course offering	At the request of Beth Quitslund for more faculty suggestions in this forum, I am submitting my "non-anonymous" suggestions. [Hi, Scott.] I suggest combining academic programs where there is clear overlap. Examples that directly affect the Scripps College of Communication – of which I am a faculty member – would begin with the realization that: A. Ohio University has two programs that teach narrative film/video production (one in Scripps: "Integrated Media/Video Production", the other in Fine Arts - "Film") Both programs teach screenwriting, producing, video/film production, sound design and editing with similar, if not identical, equipment. B. Two schools in Scripps (VICO and MDIA) both teach non-fiction video and audio production, interactive media, and animation, among other overlapping topic areas – again, with similar, if not identical, equipment. C. Ohio University will soon have two Screenwriting majors (one in Scripps: "Screenwriting & Producing", the other in Fine Arts - "Dramatic Writing"). D. Scripps has three separate PhD programs, teaching similar courses in Mass Media and Mass Communication theory, law, history and research methods.	duplication is a matter of discussion and review within affiliated units and across colleges. Yet, such duplication may not appear to be what it seems, based only on title or description. For instance, there are many forms of statistics coursework and courses spread across the colleges. Thus QBA 2010-Introduction to Business Statistics, and MATH 2500-Introduction to Statistics, and PSY 1110-Elementary Statistical Reasoning or PSY 2110-Statistics for Behavioral Sciences (as well as others) each have statistics in their course title but approach the subject from different perspectives. The example of duplication between Integrated Media in the School of Media Arts and Studies (MDIA) versus the Fine Arts program in Production Design and Technology in FILM may show many similarities, but as these are long-standing programs, the extent and nature of the duplication can be reviewed within the respective colleges. Again, the approach to the subject and degree content emphasis likely have different expected learning outcomes. We monitor low enrollment courses, but keep in mind tht if both courses are meeting the minimum thresholds, then there may not be efficiencies gained even if the courses were to combine. Similarly, potentially duplicative programs within the departments/schools in a college are subject to periodic program review processes that could assist in identifying the extent of duplication and may catalyze discussion for consolidation, redesign, and/or potential reduction in course/program offerings. We continue to develop stronger pathways to graduation and are exploring if People Soft is capable of 4-year academic planning which would provide additional data for review.

#	GENERAL TOPIC	COMMENTS	RESPONSE
15	Course offering	By way of illustrating only the first item on this list, in 2013-14, FILM and MDIA offered 24 courses that directly competed with one another; all but one under-enrolled. Strategic scheduling between FILM and MDIA could add 16 faculty-taught classes each year – the equivalent of four FTE – without reducing total student enrollment. One small example: MDIA 4700 Documentary Production – spring, 2014 – served 12 of 20 possible students; FILM 4720 Documentary Production – spring, 2014 – served 1 of 12 possible students. As a business model, this sort of redundancy would not be tolerated outside of academia. Similar scenarios can be demonstrated with VICO and MDIA at the undergraduate level, and MDIA / COMS / JOUR at the graduate level. Overlap exists between MDIA courses and other programs in more than a dozen areas: 1. Audio / Sound Design, 2. Animation / Computer Graphics, 3. Communication Research Methods, 4. Documentary Study and Production, 5. Interactive Media / Game Design, 6. Mass Communication Theory, 7. Mass Media Laws and Regulations, 8. Mass Media Research Methods, 9. Mass Media Theory, 10. Pedagogy for Communication/Mass Media, 11. Screenwriting, 12. Video/Film Editing, 13. Video/Film Production, 14. Visual Storytelling. Combining academic programs where there is clear overlap seems like a natural way to conserve resources and provide a better education for students at OU. These examples are simply from one small area in which I have first-hand knowledge. I am sure that there are others throughout the university.	

#	GENERAL TOPIC	COMMENTS	RESPONSE
16	Energy	re: Input Request to Governor's Task Force In the shared services section, is the scope limited to just Higher Ed? Is there a way and is it appropriate to introduce the notion of shared services we have with the city, e.g. fuel depot, IT, salt storage and opportunities, e.g. energy procurement, commodity purchases?	As you noted, we have a strong relationship with the local community and continually analyze our business practices to identify opportunities to gain efficiencies and reduce costs. Certainly energy procurement and associated commodities (i.e. natural gas and water) appear to be another opportunity to partner with community in this fashion. However, there are several hurdles to successfully implementing your suggestion. We recently renewed our energy commodity contracts for electricity and natural gas. During this year long endeavor we learned that (1) many local entities precluded eligibility by Ohio University participating in existing co-ops for energy procurement, (2) our state-wide presence as exemplified by our regional campuses make partnership in any one location problematic and (3) final costs with local organization would not be beneficial to all parties. We continue to look at these areas and will make improvements as they present themselves.
17	Energy	2. Energy Consumption: I think we need to be much more aggressive as a community about energy consumption. The University's Climate Action Plan, signed by the President in 2013, commits us to reduce green house gas emissions by 50% by 2032. We need to get moving on this and not sit around praying for a technological solution or putting all our eggs in the basket of â€œgreater efficiencies". We need to reduce energy use as a community, however difficult itâ€™s going to be to tell people to use less.	As noted recently in Compass, "Ohio University approaches its five year anniversary of the development of the University's first Sustainability Plan, a full revision process has begun, with completion anticipated by the end of the calendar year. [https://www.ohio.edu/compass/stories/15-16/04/climate-plan-sustainability.cfm]" As noted in the article, "These plans are daily drivers of our efforts here on campus and our office really struggles with the fact that the Sustainability Plan, in particular, doesn't make mention to water reduction efforts or community outreach and civic engagement since those are areas we'd really like to focus on," Cadmus [Director of Sustainability] said. "So, our office will be suggesting that new benchmarks be developed in those areas." Additionally, we'd like to highlight that we have met many of the Sustainability Plan benchmarks such as reducing greenhouse gas emissions, increased renewable energy, wind credits, and we are in the process of sub metering campus facilities (Summer 2016). Lastly, we have successfully transitioned our steam generation capability from coal to Natural Gas reducing our carbon emissions from this source by approximately 50%. We encourage you to show your passion in this area by getting involved in the renewal of the University's sustainability plan. We encourage faculty where it makes sense to integrate this type of work into curricula and practicums as well.

#	GENERAL TOPIC	COMMENTS	RESPONSE
18	Energy	Morton Hall is hugely energy inefficient. Often in the winter many rooms are heated to 85 degrees and in the summer many rooms are cooled to 60 degrees. In addition to being wasteful, this is also obviously quite uncomfortable. Faculty are generally conservation-minded and if we had a heating/cooling system we could control (with working local thermostats) it would save a lot of money. Probably other buildings have similar problems.	We agree that many of our campus facilities could be operated more efficiently. We are in the process of implementing two items to increase our energy consumption awareness and improvement efforts. First, implementation of EnergyCap, a software program for tracking energy consumption campus-wide is in progress with expected completion this summer. Secondly, we have a project to implement sub metering this summer. These two actions will significantly improve our ability to track actual consumption in facilities, compare usage to similar type and age of facilities, and prioritize poor performing buildings for system upgrades. Funding will be provided through the use of third century bond; a funding option created by OHIO to address deferred maintenance and improve the operations of our facilities through repair/replacement of critical components. Please continue to alert the Facilities Management staff of temperature issues. They have improved their ability to remotely monitor and control these spaces and prioritize customer service and facility operations cost savings.
19	Energy	The campus would be much more efficient if the University replace the heating and cooling in Glidden Hall. In the summer, the building is frequently below 60° and we are forced to run space heaters in order to minimize the costly damage to our wooden instruments. In the winter my office has exceeded 98° and we have to run fans in order to be able to teach. I imagine that tens of thousands of dollars per year could be saved by simply heating and cooling the building to a comfortable temperature with a newer, efficient system. That is in addition to the Tens of thousands of dollars per year that the school of music and faculty and students pay for instrument repairs due to the heating and cooling problems. Thank you!	
20	Energy & Climate	Fast-track the Climate Action Plan and make the Energy Infrastructure Improvement Plan more robust.	The Energy Infrastructure Projects Initiative (EIP) has 4 key components: Conservation, Steam Generation and Distribution, Chilled Water Generation and Distribution, and Electric Distribution. Conservation, not using energy in the first place, focuses on minimizing the distribution losses and also the energy loss in buildings. EIP addresses the distribution losses. The CIP and deferred maintenance projects are intended address building energy efficiency over time. Both are significant undertakings that require financial resources and time to execute. I believe we are moving as fast as is prudent on EIP projects with the resources, $79M that we have. As we renovate buildings, we are doing so to LEED silver standard. We did meet the commitment to transition off coal last November, over a month ahead of schedule. The University did transition to 50% of its electric supply derived from renewable resources by December 31, 2015, which allowed the University to meet the goal of having "20% of energy use on the Athens campus come from renewable resources by 2020" on December 31, 2015, 4 years ahead of schedule.

#	GENERAL TOPIC	COMMENTS	RESPONSE
21	Exec Compensation	Do a historical study of executive compensation that focuses on the ratio of executive salary to the median faculty salary over time; return executive compensation to the proportionate levels where it was 20 or 30 years ago.	21. In order to achieve Ohio University's mission and vision to "be the nation's best transformative learning community where students realize their promise, faculty advance knowledge, staff achieve excellence, and alumni become global leaders", four fundamentals and four supporting strategic priorities were identified to drive the University's budgetary decisions. One of the four supporting strategic priorities is effective total compensation. The University demonstrated a commitment to this priority by implementing a multi-year year plan to move faculty compensation levels to third among four-year public universities in Ohio, completing the Comp2014 project that created consistent job classifications and a market based pay structure that was equitable in design as well as implementation for administrative, professional and non-bargaining classified employee and developing a multi-year strategy to address staff pay equity issues that arose as a result of the Comp2014 project. The first equity adjustments were paid to staff identified as requiring an adjustment in January 2016. While no formal executive compensation study has been completed to date, the University's executive pay philosophy mirrors that of the faculty and staff in that it is market based and flexible enough to attract individuals with the knowledge, skills, experience and credentials to lead a major U.S. public research University of Ohio University's size and complexity. For more information on salaries in higher ed, the Chronical of Higher Ed is a good resource. Please note that this yearly report is not an analysis, but simply a list of salaries.
22	Faculty load	We must consider how we allot overloads and hire adjuncts. I am in a situation where I needed to make load in my academic area. Yet, the university allowed one faculty member an overload and hired an adjunct for another course rather than giving priority to me making load. If that is going on across the university, it is an unnecessary expense.	22-26. A couple of issues are raised regarding faculty workload. First, a suggestion that faculty teaching loads increase to five as a standard for Group 1 faculty absent administrative releases or other buy outs would increase the number of sections taught across the campus. But, it does not fully recognize the complexity of faculty workload beyond teaching and faculty workload policies have been set within colleges and departments to reflect these priorities. Workload componenets may change over time and should be discussed annually with each faculty member. Discussions around faculty workload raise interesteing questions around what is the right measure -- courses, credit hours, or students taught. As we think about technology, our Ohio for Ohio strategy, and how best to use our regional campuses, a future measure may be the number of campuses a course is
23	Faculty load	The most obvious ways to increase efficiency would be to make a 5 course teaching load standard across all Group 1 faculty absent administrative releases or other buy-outs.	

#	GENERAL TOPIC	COMMENTS	RESPONSE
24	Faculty load	Since the time I was hired (2002) I have noticed an increase in the number of administrative tasks faculty are required to do. These seem to steam from rules set by administrative personnel that have not direct knowledge of many of the implications regarding the time and effort (or resources) involved. Two typical examples are the review process of Concur reports and, the beyond reasonable amount of information required on the report of scientific events. My suggestion would be to remind the administration that faculty time is precious (and expensive) and if there is need for procedures to correct or improve processes, then it would be highly desirable to have staff personnel consulting with faculty directly involved in the process to be modified BEFORE such modification takes place. In this way, faculty will be able (if willing) to provide input on how these modifications will affect us and avoid the undesired side effects. Nowadays faculty is at the receiving end of any new procedure. Given that faculty is the heart of any university it seems clearly shortsighted to waste their time with tasks that are not priority.	taught on as this saves times, as is done in the Heritage College of Osteopathice Medicine. Second, an issue is raised about when overload teaching is used. Careful attention to the use of overload teaching should be standard practice and given particular scrutiny when there is capacity. The Overload Policy is currently being reviewed. However, other factors may also be influencing decision making about course assignments. Finally, there are a couple of comments about administrative tasks/reporting that are taking up too much faculty time. Our external environment is one of increased accountability and compliance. We are also in an environment where we need to tell our story as effectively as possible to many audiences and faculty are often in the best and closest position to give that information. Partner groups have been put in place, collaborating with faculty and staff to continually improve processes, communication and decision making. Some administrative tasks unfortunately will need to stay in the units unless the university were to add additional administrators or planning units were to move in a more concerted effort towards business/logistic centers. However, there may be practices which would reduce the amount of time and/or labor required by faculty and we will ask the partner groups to think about how they can better disseminate this information.
25	Faculty load	I want to take this opportunity to bitch and moan a little about how much of our time faculty spend not being faculty. Neither of these activities are an efficient use of faculty time: we're not necessarily very good at them!I actually do not mind doing them, but I don't feel they represent optimal ways in which I can contribute to making OHIO an excellent institution. I suspect colleagues can supply other examples in a similar vein. I give two examples: (1) Our activities now include quite a lot of reporting. That reporting can be associated with grants, academic progress, or providing numbers for RCM calculations of our unit. But there is a significant upsurge in the number of reports that must be filed. And even though many can be done online the time required to get them done is not negligible.	

#	GENERAL TOPIC	COMMENTS	RESPONSE
26	Faculty load	(2) Publicity now seems to be---to a significant extent---our responsibility. If we want to ensure that the good things happening in the University are recognized (by the University administration, the public, our colleagues) we have to write the text and take the photos that display our successes. And, in some cases, ensure their dissemination too.	
27	Gen Ed	Streamline general education to reduce the number of small section courses that qualify.	27. The General Education Committee of the University Curriculum Council (UCC) is charged with the implementation, maintenance and oversight of the general education program. In 2013-2014, a General Education Task Force was established with Professor Greg Kremer, Department of Mechanical Engineering, and Dean Robert Frank, College of Arts and Sciences, as co-chairs. The task force was charged to disseminate information about a 2012 report (that traced the history of general education at Ohio University and identified some best practices at other institutions) throughout the University and engage the broader University community in a discussion of the common goals for baccalaureate programs. The task force continued its work in 2014-2015 and was expanded to include additional members from the General Education Committee of UCC and the Faculty Senate Educational Policies and Student affairs Committee (EPSA). Prior surveys about the general education curriculum have shown that the faculty and students are generally satisfied with the current requirements. However, they also show that implementation of the general education curriculum needs to be improved. The story is archived in Compass (URL: https://www.ohio.edu/compass/stories/14-15/11/general_education_letter_2014.cfm). The suggestion to streamline general education to reduce the number of small section courses that qualify would be under the purview of UCC and not fit within the framework of the task force. Indeed, during Fall 2015 an analysis on low enrollment courses was undertaken and the results reported at the Board of Trustees meeting in January 2016. Recommended action toward reducing over 60 sections each on the Athens and Regional campuses centered on curricular redesign, the ability to consolidate sections, and to schedule more strategically to increase enrollment. However, please keep in mind that there are some reasons when a low enrollment class might make sense if it allows students to graduate or to stay on track for graduation. Managing enrollment is about balance. We need the majority of classes to exceed enrollments, but must maintain flexibility to meet students' needs as well.

#	GENERAL TOPIC	COMMENTS	RESPONSE
28	LEAN	I believe the university needs to establish a culture where finding and implementing improvements and efficiencies becomes second nature. So I am proposing that we consider adding something like the statement below to our list of efforts for the report. "OHIO will embark on creating a culture of LEAN thinking throughout its employee base. The best global companies have realized that the most effective way to improve efficiency and contain cost is to have all employes trained to look for opportunities for improvements in increased efficiencies. This will bring a transformational cultural change to the University where it is everyones responsibility to look for these opportunities, not just leadership. Theses efforts will be more successful than past ones, since the affected employees themselves are involved in identifying and developing the solutions. Because this will be a culture change, the approach will be sustainable; unlike previous occasional efforts where the university has brought in consultants to identify and developed one-time solutions. To implement this, the university could establish an institute manned by people interested in LEAN from the Russ College, College of Business, Voinovich School, and other colleges to help train OHIO employees and mentor projects. Students would be involved in these projects, giving them valuable experience. "	28-30. We agree. University Human Resources (UHR) partnered with Todd Myers from the Russ College of Engineering to use LEAN principles to redesign and improve the student worker onboarding process. The purpose of the process improvement project is not only to increase efficiency and capacity of the Student Worker Onboarding Process but also to demonstrate generally the impact Lean can have at OHIO in its project-by-project approach to culture change. These are the types of collaborations we continue to promote that will help move us forward in this area. We all need to be constantly looking for opportunities to train people and integrate this thinking into process design. We feel OHIO has the knowledge to accomplish this, but we need to look at ways to put a structure in place to facilitate it. The concept of an institute or area focusing on this is something we would like to explore in the future.

#	GENERAL TOPIC	COMMENTS	RESPONSE
29	LEAN	LEAN 2 responses I am in agreement with your statement but would offer a suggestion for the second to last sentence. I am not sure why you singled out only certain colleges and not others by name so I would propose the following statement: "To implement this, the university could establish an institute composed of at least one representative from each college to help train OHIO employees and mentor projects." I completely agree that the LEAN principles need to become a natural part of university thinking/planning/operationalizing. I'm wondering how we could ensure sustainability? You mentioned, "Because this will be a culture change, the approach will be sustainable" I think creating something like an institute or center of excellence makes sense. How would you recommend moving toward the cultural changes that would be necessary to be successful?	

#	GENERAL TOPIC	COMMENTS	RESPONSE
30	LEAN	LEAN 3 followups When I used the word sustainable, I used it in the sense of "long lasting." If we can make LEAN thinking second nature to all employees, then we will have developed an environment where finding efficiencies and improvements will be pervasive throughout the university and continue into the D8 In reading you comment, I wondered if you thought I was using the word sustainable in the "environmentally friendly" context. While I was not, it is clear that LEAN and environmentally friendly activities are aligned. I believe the first step in achieving this is to train employees to identify inefficient operations and potential cost savings opportunities. The institute could provide this training. The institute would also supply mentors to help in development of projects to solve these problems. A key feature of LEAN projects is that they involve the affected employees as part of the team that solve the issues. This insures the buy-in required for successful implementation. LEAN is a not only a series of tools, but also a process of involvement to make change. What companies have learned, is the process is more important than the tools.	
31	Low enrollment	Have a concentrated effort to create more interdisciplinary/intercollege programs that take advantage of traditionally low enrollment courses in new, innovative combinations with clear demonstrated value as a learning opportunity for students.	31-32. We did an analysis on low enrollment courses this year and found that 59% of our 1000-2000 level classes have 26+ students and 3% are in the 9 or fewer student category. At the 3000-4000 level, 40% of our classes have 26+ students and 11% are in the 9 or fewer student category. An analysis of courses which fell below the threshold for low enrollments (10 at the 1000-2000 level; 7 at the 3000-4000 level) revealed that 57% of these classes were being taught at this size for

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32	Low enrollment	The most difficult solution and the one that no one wants to talk about, is if particular courses are unable to maintain sufficient demand to create viable course enrollments, they should be eliminated and resources reallocated. Similarly, if programs cannot maintain sufficient majors or provide enough service to other programs through their courses, they should be given a year to retool to create more demand or reposition themselves as a "service only" provider (with no majors or degree programs) or be slated for closure.	pedagogical reasons or to insure that student's achieved an on-time graduation. Colleges identified an additional 27% that could be consolidated, 2% that could be eliminated, and 9% that were candidates for sharing. Classes below the threshold represented 4.6% of the courses overall (265 of 5,278 lecture sections). This low enrollment report will be produced annually and provided to the Colleges. Each College should be examining opportunities to collaborate, eliminate, consolidate, and share courses to better serve students with a quality education. In addition, regular program reviews occur across the campuses and are administered by teh UCC Program Review Committee. This is one opportunity where discussions occur regarding program viability.
33	Online/hybrid courses	I have had good success in reaching students better by moving components of my course online. I have done this of my own volition, without any additional support; that aspect of the process has been difficult. If the University was willing to provide summer support for professors in programs that are experiencing significant growth to tailor their courses for larger classrooms through hybridization, it might help alleviate some of the difficulties associated with teaching larger classrooms without necessarily having to open up whole new faculty lines. I am happy to share some of the best practices I have come up with.	33. The university is investing in new and expanded support services to help faculty develop partially or fully online courses. The author of this comment volunteered to share his or her insights. We encourage anybody willing to share their teaching practices to reach out to the Center for Teaching and Learning.
34	Project Prioritization	5. Undertake study to see if fundraising meets priorities and stop the process under which money raised becomes priorities, i.e. kill the Sook Center Boondoggle.	34. University stakeholders – including the president, provost, vice presidents, deans, and academic leadership – define OHIO's fundraising priorities. After priorities have been defined, Advancement works with University leadership to determine the probability of funding and to build strategic fundraising plans. Advancement does not develop fundraising priorities. Rather, it advises, supports, and informs the process. This is in keeping with The Ohio University Foundation's mission since its founding: *Philanthropy in Service to Education.* At times, donors present ideas that do not align with specific fundraising priorities; but, that do align with OHIO's vision and mission. When this occurs, The Foundation does not simply accept the gift. Advancement consults with University stakeholders to determine whether or not that gift would benefit students, faculty, or programs and would advance the University's mission. Then, a decision is made whether to accept or decline a gift.

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35	RCM	7. If we're really going to do "RCM", we need to end the situation in which revenue centers flounder in a market economy, while cost centers operate like monopolies. At the very least, deans need to have more say about the quality of service they are receiving and the costs they are asked to pay. Until that happens, deans don't really have "responsibility".	35. RCM has been used to model the budget for three years (FY14, 15 and 16) and each year the Academic Leadership has been refining the model to improve its value as a budgeting resource. As we have gained experience with how best to use the information produced in the RCM model, we have understood that the OHIO RCM model is just one piece of our planning and decision-making process, which must be placed within the context of the academic mission and strategic priorities. It is not intended to create a market economy. This process has been designed to support our academic priorities while creating a clear connection between performance and incentives. Academic units have become more involved in resource allocation discussions enabled by the additional transparency inherent in this approach. Efforts related to student success, recruitment and retention as well as the development of new programs have all emerged through this budgeting process. Indirect allocations for university services provided continues to be something that is reviewed by leadership at all levels including the deans. There are many examples of important, productive conversations taking place now that would not have occurred in the past under our previous financial model
36	Regional attendance	There are many students who choose to go to Athens but might actually be well or better served by the lower cost and closer teacher/student relationship at a regional campus. If even 20% of the students who currently attend Athens as Freshmen instead attend a regional campus for one year, the cost savings could be significant. For an individual student, I would estimate a minimum of about 13% averaged over the full 4 year cost. (Regionals charge half the tuition of main. The estimate does not include any other cost savings such as housing.) In addition to reduced cost, another possible benefit is stronger ties between campuses as well as reduced stress on housing needs for students at the main campus. I can envision accomplishing this in a variety of ways and would be happy to share if asked.	36. The lower cost of programs on regional campuses has been explicitly maintained to provide students with the option being suggested. We have a number of students now that start at regional campuses and relocate to Athens. This is a good suggestion and one that has already been available. The choice will always lie with the student. Some prefer the four-year residential experience. There are also differences in the variety of courses and availability of majors between the Athens campus and regional campuses. Duplicating everything between the two locations is not feasible since that would likely drive up the cost of regional programs and precipitate changes to the current tuition differential. So this is a good option that is alreay available but will have some limitations in terms of the number of students that want to pursue this approach.
37	Regional attendance	Promote the idea of students who live near a regional campus completing the first two years of their degree on the regional campus. This would save almost 50% for students in those first two years.	

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38	Textbook Affordability	2) The university should commit to purchasing licenses for e-book versions of textbooks for all of its classes. This could save students hundreds to a couple thousand dollars each year in additional expenditures.	38. ebook options are often made available to students as an alternative to print books that they can purchase. Students and faculty have decidedly mixed views of the value and usability of ebooks. We are, however, looking into enterprise purchasing strategies as a way to control costs.
39	Textbook Affordability	In considering affordability, the cost to students of textbooks and online homework systems should also be counted. In some cases, free or low-cost alternatives are available (often posted on the internet). In other cases, a moderate investment in faculty time could produce materials to replace texts. I think a little official encouragement or incentive would be enough to push faculty/departments to reduce textbook costs. These efforts would be most efficient for lower-level, large enrolment courses.	39. These are excellent ideas, and in fact these are among the many strategies our task force effort is advancing. Faculty could begin today reducing costs to students by using open source materials, allowing multiple versions of a textbook, etc. This is a tangible way faculty could become involved now, and we encourage you to do that As these success stories occur, we would also love to hear about them!
40	Tuition and fees	Among my students' concerns is the costs of living on campus. One idea I have heard repeatedly is that, rather than demolishing the South Green dorms, these rooms be made available to students at a lower cost. Many would prefer less luxury if it also meant a lower room fee.	40. There has been some consideration of preserving a few of the South Green dorms that are in better condition for use with special populations or for peak load issues. The main issue is the deferred maintenance issues with those buildings and a higher operating cost per student compared to buildings that are larger (e.g. new buildings). As this mounts, the buildings will become unlivable or unsafe and additional money will need to be put into them, which will cause the rates charged for those rooms to go up. Lower cost options are available through quads and triples for students that wish to keep costs lower. We are also maintaining a stock of lower cost traditional dorm layouts as well as more expensive suite style rooms so that there will be a variety of options depending on what students are interested in.
41	Tuition and fees	I have 3 suggestions: 1) Lower the cost of tuition to reasonable levels	41. Unfortunately simply reducing tuition has major budget implications. As state support has declined, the university has become more dependent on tuition to fund its operations. With caps on tuition increases and higher enrollments, the net result is that the university is providing education for less than it has in the past on a per student basis. The university is very sensitive to the potential effects of tuition increases on affordability and the potential to lose students if tuition grows too high so the balance between cost and affordability must be considered. As an alternative to altering tuition rates, the university's main response to this affordability issue has been to increase scholarships so that those students with financial need can receive funding to bring their actual tuition expense down.

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42	Use of campus expertise	Utilizing talent within our organization for studies and reports where possible or makes sense. This could be a way to provide portfolio worthy projects for our students,engage in interdisciplinary activity between academics and applied professional needs, as well as save on fees and travel expenses we send outside our community. Examples: Engineering Students for parking/transportation studies; Urban Planning Students for GIS/Mapping and research/planning projects; Business students for financial modeling or project cases. By partnering purposefully with the colleges, curriculum could be planned and lessons for a semester targeted ahead of time to allow for maximum time and attention.	42. Most of the academic support units employ students and try to make it a meaningful experience for both the student and the department. Several groups have also structured internships as a means to identify talented OHIO students and provide a pathway for post graduation career placement. It is also common for planning units to reach out to our faculty experts for functional expertise. There are numerous examples of this in the facilities area who has reached out to engineering faculty and students for advice when analyzing issues that have emerged related to the physical plant and grounds. Planning units have sponsored student projects in multiple areas. We will continue to identify ways to have meaningful engagement with our faculty and students.