Board of Trustees
Ohio University
Athens Campus

Agenda

April 19, 2013
BOARD ACTIVITIES FOR April 18-19, 2013
Ohio University – Athens Campus

Activity & Committee Meeting Schedule

Thursday, April 18, 2013

8:30 a.m. Central Foods Facility Tour

9:15 a.m. Travel to Margaret M. Walter Hall

Ongoing Hospitality Suite/Break Room; Margaret M. Walter Hall

9:30 a.m. Joint Academics & Resources Committee Meeting; Margaret M. Walter Hall, Room 104

12:15 p.m. Travel to Shively Court Dining Hall

12:30 p.m. Trustee Luncheon; Shively Court Dining Hall

2:00 p.m. Resources Committee; Margaret M. Walter Hall, Room 104

2:00 p.m. Academics Committee; Margaret M. Walter Hall, Room 125/127

4:00 p.m. Governance Committee; Margaret M. Walter Hall, Room 125

4:00 p.m. Audit Committee; Margaret M. Walter Hall, Room 127

6:30 p.m. Reception – Trustees, President, Board Secretary, Executive Staff; 29 Park Place, President’s Residence

7:15 p.m. Dinner – Trustees, President, Board Secretary, Executive Staff; 29 Park Place, President’s Residence

Friday, April 19, 2013

7:30 a.m. Breakfast, Executive Committee; Wilson Room, Ohio University Inn

10:00 a.m. Board Meeting; Margaret M. Walter Hall, Room 104

Noon Media Availability; Margaret M. Walter Hall, Room 127

Noon Trustee Luncheon; Margaret M. Walter Hall, Room 125
AGENDA
Board of Trustees Meeting
Friday, April 19 2013 – 10:00 a.m.
Margaret M. Walter Hall, Governance Room 104-Athens Campus

OPEN SESSION

Roll Call

Approval of Agenda

1. Minutes of Board of Trustees’ Meeting of February 8, 2013.

Comments from the Chair of the Board of Trustees

2. Report from the President

Committee Reports and Information Items and items apart from the Consent Agenda

- Joint Resources & Academic Committee
- University Resources Committee
- University Academics Committee
- Governance Committee
- Audit Committee
- Executive Committee
Consent Agenda

Any trustee may request, in advance of action on the consent agenda, that any matter set out in this consent agenda be removed and placed on the regular agenda for discussion and action.

All matter listed within the Consent Agenda have been distributed to each member of the Ohio University Board of Trustees for reading and study, are considered to be routine, and will be enacted by one motion of the Board with no separate discussion.

Tab 3 - Resolution, Ohio Service Alignment Initiative
Tab 7 - Resolution, Ridges Advisory Committee
Tab 8 - Resolution, Bid Limits
Tab 9 - Resolution, Construction Projects
Tab 10 - Resolution, Snyder Naming
Tab 11 - Resolution, Proctorville Properties
Tab 17 - Resolution, Faculty Fellowship Awards
Tab 18 - Resolution, Emerita/Emeritus Awards
Tab 25 - Resolution, Voinovich School Center for Public and Social Innovation
Tab 26 - Resolution, Kennedy Museum of Art Advisory Board Member
Tab 28 - Resolution, 2014 Meeting Dates

Unfinished Business

New Business

Communications, Petitions, and Memorials

Announcement of Next Stated Meeting Date

Adjournment
AGENDA
University Resources Committee
Margaret M. Walter Hall, Governance Room 104
2:00 p.m. – Thursday, April 18, 2013

3. Consent, Ohio Service Alignment Initiative
4. Resolution, FY14 Fees Approval
5. Six-Year Capital Planning Update
6. Resolution, Series 2013 Debt Issuance
7. Consent, Ridges Advisory Committee
8. Consent, Bid Limits
9. Consent, Construction Projects
10. Consent, Snyder Naming
11. Consent, Proctorville Properties
12. Annual HR Report
13. Capital Campaign Update
AGENDA
University Academics Committee
Margaret M. Walter Hall, Room 125/127
2:00 p.m. – Thursday, April 18, 2013

15. High Risk Drinking Update
16. Standing Reports and Updates: OIT Academic Update
17. Consent, Faculty Fellowship Awards
18. Consent, Emerita/Emeritus Awards
19. Academic Quality Initiatives: Faculty Workload
20. Academic Quality Initiatives: Faculty Compensation Update
21. Academic Quality Initiatives: General Education Reform Update
22. Academic Quality Initiatives: Regional Academic Program Reviews - February Follow-up
23. Academic Quality Initiatives: AQIP Update
24. Academic Quality Initiatives: Search Updates
25. Consent, Voinovich School Center for Public and Social Innovation
26. Consent, Kennedy Museum of Art Advisory Board Member
AGENDA
Governance Committee
Margaret M. Walter Hall, Room 125
4:00 p.m. – Thursday, April 18, 2013

27. Bylaw Changes
28. Consent, 2014 Meeting Dates
• Discussion National Trustee
• Chair Election
• Vice Chair Election
AGENDA
Audit Committee
Margaret M. Walter Hall, Room 127
4:00 p.m. – Thursday, April 18, 2013

29. URMI Presentation
30. Chief Audit Executive FY13 Audit Presentation
AGENDA
Executive Committee
Wilson Room, Ohio University Inn
7:30 a.m. – Friday, April 19, 2013

• National Trustee Position

EXECUTIVE SESSION
AGENDA
Joint Committee Meeting: Academics and Resources
Margaret M. Walter Hall, Governance Room 104
9:30 a.m. – Thursday, April 18, 2013

31. FY2014 Budget Update
32. Guaranteed Tuition
Statement of Expectations for Members of the Board of Trustees of Ohio University

Adopted by the Board of Trustees on April 24, 2009
Amended on June 22, 2012

This Statement of Expectations is intended to provide guidelines and information to assist members of the Board of Trustees in fulfilling their roles and responsibilities in service to Ohio University and the citizens of the State of Ohio.

1. The Role of the Board

a. The Board of Trustees is the governing body of Ohio University. It is a body politic and corporate under Ohio law and has the right to sue and be sued. The General Assembly has conferred upon the Board the authority to: adopt rules for the governance of the institution; hire and supervise the President, faculty and staff; oversee university finances; and control university property and facilities.

b. The Board serves the citizens of the State of Ohio. It is responsible for ensuring that the university offers students an educational experience of the highest quality and produces research that provides economic and cultural benefits to the citizens of Ohio. It is also responsible for making efficient and effective use of state resources by working with the Governor, the Board of Regents and the other state universities through the University System of Ohio.

c. The Board’s primary concerns are strategic governance and accountability. It should adopt a strategic plan designed to ensure the long-term fulfillment of the university’s teaching, research and service mission, monitor progress in achieving the plan’s goals and update the plan as necessary. It should provide oversight to protect the university’s fiscal integrity and make sure that the President, faculty and staff comply with all applicable laws and perform their responsibilities ethically and competently.

d. The Board should adopt a procedure governing the creation and monitoring of corporate entities affiliated with the university.

e. The Board should govern through the President and should refrain from becoming involved in day-to-day operations.

f. The Board should recognize the important role that the principle of shared governance plays in institutions of higher education. It should seek input from faculty, staff and students and whenever possible incorporate their views into its decisions.
2. **The Role of Individual Trustees**

a. Members of the Board of Trustees are stewards of the public trust. They have a fiduciary obligation to act in the best interests of the university and the State of Ohio. They must adhere to the highest ethical standards and perform their university duties without regard to any personal interests they may have. Trustees should understand and comply with state ethics laws and keep themselves informed of developments in these laws. They should avoid situations that may give rise to even the appearance of a conflict of interest and promptly disclose any conflicts of interest that may occur.

b. Trustees should understand that they serve the institution as a whole and are not advocates for any particular unit or constituency of the university.

c. Student Trustees have a unique responsibility to ensure that the views of students are heard in Board deliberations. They should also share with other students the Board’s perspectives on University issues. In performing both of these functions, they should keep in mind the needs of all constituencies within the university.

d. The Chair of the Ohio University Alumni Association Board of Directors is responsible for ensuring that the views of alumni are presented to the Board and for communicating to alumni the Board’s perspectives on university issues.

e. Service on the Board is a time consuming professional commitment. Trustees should attend all meetings of the Board and committees and should give notice to the Chair when they are unable to do so. Trustees should also make an effort to participate in conferences and other programs designed to educate and update Trustees and to attend commencements, convocations and other special events on campus.

f. Trustees should be attentive during meetings and refrain from multitasking. They should treat the opinions of their colleagues on the Board as well as others participating in Board discussions with civility and respect and should be open to alternative points of view. They should respect and protect the confidentiality of matters discussed in executive sessions and should refrain from publicly or privately criticizing other Trustees or impugning their motives.

g. Trustees should strive to make informed decisions based on an analysis of objective data. In their deliberations they should rely on the application of sound management principles and prudent business judgment. To ensure thorough consideration of Board decisions, they should review briefing materials and be prepared to actively participate in discussions.

h. In order to make good decisions, Trustees need to engage in robust and thorough discussions of university issues in public meetings. Disagreements will occur and Trustees should seek productive ways to resolve them. Once a consensus is reached on an issue, all Trustees should respect the final decision of the Board.
i. Trustees should keep themselves informed about issues and events at the local, state and national level that may affect the university and higher education in general.

j. Trustees are encouraged to offer financial support to the university in accordance with their means.

k. Trustees should understand and comply with the Ohio Public Records and Open Meetings Laws and should keep themselves informed of developments in these laws.

3. The Board’s Relationship with the President

a. The Board delegates responsibility for all aspects of institutional management to the President. The Board and individual Trustees should refrain from involvement in operational matters except as necessary to fulfill their fiduciary duties.

b. The Board and the President should agree on clearly defined institutional goals and strategies for achieving them.

c. The Board should hold the President accountable for achieving institutional goals. Evaluation of the President should be an ongoing process with the Board offering candid and constructive feedback as necessary. In accordance with Board policy, formal evaluations should be conducted on a regular basis.

d. The President reports to the Board as a whole and not to individual Trustees. Trustees who have concerns about the President’s performance should convey them to the Board Chair who will take appropriate action to address the concern. The Chair will report back to the Trustee who raised the concern in a timely manner.

e. Individual Trustees should develop a comfortable working relationship with the President. They are encouraged to interact with the President one-on-one as needed to share information, concerns or advice but they should remember that when they do so they are not speaking for the entire Board.

4. The Board’s Relationship with Internal Constituencies

a. Trustees are encouraged to interact informally with administrators, faculty and students, bearing in mind that they do so as individual members of the Board. They should avoid any statements that would give rise to the perception that they speak for the entire Board.

b. When interacting with faculty, staff and students, Trustees should not disclose matters deemed confidential by the Board in executive session, advocate for their personal position on university issues or criticize other members of the university community.
c. Trustees should submit requests for information about institutional issues to the Board Secretary who will facilitate a response from the appropriate university official.

d. Consistent with the principle of shared governance, the faculty, through the Faculty Senate, plays an active advisory role to the administration and the Board of Trustees on all academic matters, including but not limited to academic standards, research, admissions, curriculum and the granting of degrees. The Faculty Senate initiates policies relating to university-wide academic matters, the rights and responsibilities of faculty and faculty grievances. The Board should respect the role of the Senate in these areas and should also consider advice from the Senate on matters of general concern to the university community.

e. The Board should encourage the President and administrators to involve individual faculty and students in the development of institutional goals and priorities. The active participation of faculty and students in these matters will give them a broader understanding of institutional governance and will enrich the Board’s understanding of faculty and student views on university issues.

5. Relationships with External Entities

a. The Board Chair is the only Trustee authorized to make public statements on behalf of the entire Board.

b. When asked to comment on Board actions or deliberations, Trustees may defer to the Chair or the President. If Trustees choose to speak publicly on issues relating to the university or higher education in general they should make it clear that they are stating their personal views and are not expressing the formal position of the Board or the university.

c. When individual Trustees communicate with federal, state or local officials on issues relating to higher education, they should take care not to create the perception that they speak for the Board or the university unless they have been authorized by the Chair or the Board to do so.

d. When individual Trustees are presented with concerns about university operations, these matters should be communicated to the President and/or the Chair.

e. While Trustees should seek information and ask questions of others, they should refrain from publicly criticizing the President or other members of the University Community. Criticisms or concerns that Trustees may have about the President or other members of the University Community should be conveyed to the Chair who will determine the appropriate method for the Board to address the issue.
The Ohio University Board of Trustees By-Laws as Amended

Revised September 6, 2012
Revised April 24, 2011
Revised February 10, 2010
Revised January 23, 2009
Revised February 8, 2008
Revised July 14, 1989
Revised June 23, 1990
Revised September 20, 2002
Revised December 17, 2004

Article I. Corporate Authority and By-Laws

Section 1. The Board of Trustees of the Ohio University, a body corporate and politic, hereby adopts these Bylaws for the purpose of governing its activities in accordance with Chapter 3337 of the Ohio Revised Code.

Section 2. No By-Laws shall be enacted, amended, or repealed, except by a vote of a majority of the members (5 votes) of the Board authorized to vote, and then only after thirty (30) days notice of a proposed change has been given to all members.

Section 3. The Board shall be comprised of nine Trustees and two student Trustees, all appointed by the governor of the State of Ohio in accordance with Section 3337.01 of the Ohio Revised Code. The Board shall also include two national Trustees and the chair of the Ohio University Alumni Association Board of Directors or his or her designee. One national Trustee shall be appointed by the Board for a term of one year beginning on July 1, 2010. One national Trustee shall be appointed by the Board for a term of three years beginning on July 1, 2010. Thereafter, both national Trustees shall serve terms of three years.

Section 4. The nine Trustees appointed by the Governor shall hold voting privileges. The two student trustees, the two national trustees and the chair of the Ohio University Alumni Association Board of Directors may not vote on Board matters but their opinions and advice will be actively solicited and welcomed in Board deliberations.

Article II. Officers of the Board

Section 1. Officers of the Board shall be as follows:
(a) Chairperson

(b) Vice-Chairperson

(c) Secretary

(d) Treasurer

Section 2. The Chairperson shall preside at all meetings of the Board, and unless otherwise directed by the Board, shall have the authority to appoint members of and to fill vacancies on all standing and special committees. He or she shall serve as Chairperson of the Executive Committee. Subject to these By-Laws, he or she shall fix the date and time of all regular, special, and emergency meetings, and perform such other duties as may be pertinent to the office of the Chairperson.

Section 3. The Vice-Chairperson, in the absence or incapacity of the Chairperson, shall assume the duties and obligations of the Chairperson.

Section 4. The Secretary shall keep minutes of all Board meetings and shall promptly distribute copies to all Board members. He or she shall be responsible for the orderly preservation of all records pertaining to Board business, and shall perform all other duties customary to the office or assigned by the Chairperson or by Board action.

Section 5. The Treasurer shall be responsible for the fiscal management of the University, including supporting budget preparation, the preparation of all officially required financial reports, management of investments, coordination of audits with auditors, including federal and state auditors, overseeing relationships with financial reporting agencies, and all other financial responsibilities generally or specifically assigned by the Board or the President.

Article III. Election of Officers

Section 1. The Chairperson, Vice-Chairperson, Secretary, and Treasurer shall be elected annually by the Board.

Section 2. The Chairperson and Vice-Chairperson shall each serve for one year and shall be eligible for re-election to their respective offices for a period up to three (3) consecutive years. The Secretary and the Treasurer shall be eligible for annual election to these offices without a yearly limitation.

Article IV. The President and Presidential Duties
Section 1. On the basis of mutual good faith and any contractual relationship pointing to continuous service, the President of the University shall be elected from year to year, and shall be entitled at all times to one (1) year severance notice or one (1) year salary if terminated.

Section 2. The President shall attend all meetings of the Board and shall, in an advisory capacity, have a voice in its deliberations. He or she shall have the authority to initiate any subject at Board meetings.

Section 3. The President shall be responsible to the Board for the administration and discipline of the University.

Article V. Meetings

Section 1. Regular Meetings. The Board shall hold no fewer than five (5) regular meetings a year, with the date and time fixed in accordance with the provisions of Article II. Section 2.

Section 2. Special and Emergency Meetings. Special and emergency meetings may be held upon the call of the Chairperson or upon the written request of three (3) Board members to the Secretary.

Section 3. Notice of Meetings. The Secretary shall notify all Board members and the President at least five days in advance of all regular and special meetings and at least one day in advance of all emergency meetings. The policy designated "Notification Procedures for Meetings," which has been adopted by the Board pursuant to Revised Code Section 121.22, is hereby incorporated by reference into this section, and the Secretary shall carry out his or her responsibilities under that policy in accordance with its provision for all meetings.

Section 4. Attendance. It shall be the policy of the Board to require full attendance at all meetings of the Board and committees in accordance with Revised Code Section 3.17. Excuses for absence from meetings shall be communicated to the Secretary at least two (2) days before meetings. Persistent unreasonable absences in violation of Ohio law shall be cause, at the pleasure of the Chairperson, for reporting such delinquency to the appropriate authority of the State of Ohio.

Section 5. Quorum. A majority (5 voting Trustees) of the Board membership shall constitute a quorum for the conduct of the ordinary business of the Board. A vote of two-thirds (6 votes) of the Trustees authorized to vote shall be necessary to elect or remove a President and a vote of a majority (5 votes) of the Trustees authorized to vote shall be necessary to authorize the sale or lease of a University building or the planned demolition of a University building.

Section 6. Agenda. The Secretary shall consult with the chairs of the Standing Committees and then prepare a proposed agenda for each Regular Meeting. The proposed agenda shall be delivered to the President for his or her review and then to the Chairperson of the Board for final approval.

Article VI. Standing and Special Committees
Section 1. Standing Committees of the Board, consisting of no fewer than three (3) members each, shall be appointed annually or for longer terms by the Chairperson of the Board, and each Standing Committee shall consider and make recommendations for action by the Board on the various policy matters enumerated below as follows:

(a) University Academics. Responsibilities will include the academic plan; enrollment management; student life; intercollegiate athletics; diversity; research and technology transfer policies and activities; information technology; communications and marketing; academic appointments; promotion and tenure policies and procedures; academic program reviews; and awarding of degrees.

(b) University Resources. Responsibilities will include financial operations; business organization and practices; human resources; university advancement; relations with local, state, and federal legislative and administrative agencies; recommending of the schedule of tuition and fees; borrowing of funds; naming, location, planning, construction, and maintenance and renovation of University facilities and grounds; the purchase, sale and lease of lands and buildings; reviewing and monitoring of all investments including the endowment; contract oversight on public utilities and other large contracts; and recommending of investment policy, advising the Board on investments and appointment of investment advisors to assure compliance with Revised Code Section 3345.05.

(c) Audit. Responsibilities will include the oversight of the internal audit functions, annual or other periodic audits of financial operations, the recommendation of the appointment of an external audit firm to the Board of Trustees, the receipt of the reports of the internal auditor and the external audit firm, and the university’s accountability and compliance procedures.

(d) Governance. Responsibilities will include the recommendation of general governance policies and procedures, the nomination of Board officers and recommendation of candidates for future trustees and national trustees. At the last meeting in each fiscal year, the Committee shall review these Bylaws to determine whether any changes are appropriate and shall recommend any such changes to the Board of Trustees.

(e) Executive. Responsibilities will include consulting with the President on the appointment of executive officers and business not specifically assigned to another Standing or Special Committee.

Section 2. The Executive Committee shall be made up of the Chair and Vice Chair of the Board of Trustees and the Chairs of University Academics and University Resources Committees and have broad powers to act in all matters not deemed by the Chairperson of the Board and the President of the University as of importance to command the immediate attention of the entire Board. All actions of the Executive Committee shall be subject to approval by the Board, except those wherein the Board has delegated to the Executive Committee or the President full power to act for the Board.

Section 3. Special committees may be appointed by the Chairperson of the Board as the Board may deem necessary.
Section 4. The Chairperson of the Board and the President shall be ex-officio non-voting members of all Standing Committees and Special Committees.

Article VII. Parliamentary Authority

Section 1. When not in conflict with any of the provisions of these By-Laws, the Robert’s Rules of Order Newly Revised shall govern the proceedings of the Board.
Board of Trustees

Minutes

February 8, 2013
MINUTES OF THE MEETING OF

THE BOARD OF TRUSTEES OF OHIO UNIVERSITY

February 8, 2013

Chillicothe Campus, Ohio University

Chillicothe, Ohio
# THE OHIO UNIVERSITY BOARD OF TRUSTEES
## MINUTES OF FEBRUARY 8, 2013 MEETING

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALL TO ORDER</td>
<td>5</td>
</tr>
<tr>
<td>ROLL CALL</td>
<td>5</td>
</tr>
<tr>
<td>APPROVAL OF THE AGENDA AND THE MINUTES</td>
<td>5</td>
</tr>
<tr>
<td>REPORTS</td>
<td>5</td>
</tr>
<tr>
<td>Report of the Chair</td>
<td>5</td>
</tr>
<tr>
<td>Report of the President</td>
<td>6</td>
</tr>
<tr>
<td>Update from Faculty Senate</td>
<td>14</td>
</tr>
<tr>
<td>University Joint Academic/Resources Committee Report</td>
<td>19</td>
</tr>
<tr>
<td>University Resources Committee Report</td>
<td>19</td>
</tr>
<tr>
<td>RESOLUTION 2013-3314</td>
<td>23</td>
</tr>
<tr>
<td>University Academics Committee Report</td>
<td>24</td>
</tr>
<tr>
<td>RESOLUTION 2013-3315</td>
<td>26</td>
</tr>
<tr>
<td>RESOLUTION 2013-3316</td>
<td>27</td>
</tr>
<tr>
<td>RESOLUTION 2013-3317</td>
<td>27</td>
</tr>
<tr>
<td>RESOLUTION 2013-3318</td>
<td>28</td>
</tr>
<tr>
<td>University Governance Committee Report</td>
<td>29</td>
</tr>
<tr>
<td>University Audit Committee Report</td>
<td>30</td>
</tr>
<tr>
<td>Capital Planning Meeting Report</td>
<td>30</td>
</tr>
<tr>
<td>APPROVAL OF CONSENT AGENDA</td>
<td>31</td>
</tr>
<tr>
<td>NEW BUSINESS</td>
<td>31</td>
</tr>
<tr>
<td>COMMUNICATIONS, PETITIONS, AND MEMORIALS</td>
<td>32</td>
</tr>
<tr>
<td>ANNOUNCEMENT OF NEXT STATED MEETING DATE</td>
<td>32</td>
</tr>
<tr>
<td>ADJOURNMENT</td>
<td>32</td>
</tr>
</tbody>
</table>
APPENDICES

A  President’s Report
B  Joint Committee Meeting
C  University Resources Committee
D  University Academics Committee
E  Governance Committee
F  Audit Committee
G  Executive Committee
H  Capital Planning Meeting
CALL TO ORDER  
Chair Gene Harris called the meeting to order at 10:12 a.m. and asked Board Secretary Peter Mather to call the roll.

ROLL CALL  
Present—Chair Gene T. Harris, Vice Chair Sandra J. Anderson, David Brightbill, Kevin B. Lake, Janetta King, Dave Scholl and N. Victor Goodman.

Also in attendance were President Roderick J. McDavis, Student Trustees Allison Arnold and Amanda Roden, National Trustees Henry Heilbrunn and J. Patrick Campbell, and Board Secretary Peter C. Mather.

Absent-- Trustees David A. Wolfort, Alumni Representative William Hilyard.

APPROVAL OF THE AGENDA AND THE MINUTES  
Chair Harris asked for a motion to approve the meeting agenda. Trustee King moved to approve and Trustee Scholl seconded. All approved and the motion carried. She then asked for a motion to approve the Minutes of the Board of Trustees Meeting held on November 16, 2012. Trustee King moved to approve the minutes. The motion was seconded by Vice Chair Anderson. All approved and the motion carried.

REPORTS  
Report of the Chair  
Chair Harris thanked Dean Martin Tuck for hosting the Trustees on the Chillicothe campus. Chair Harris highlighted the Thursday evening Trustee dinner, with entertainment provided by approximately fifteen three and four-year-olds who performed a song using American Sign Language. Chair Harris also mentioned Ohio University’s efforts, in collaboration with area non-profit agencies, to bring high quality early learning to three hundred three and four-year-old children. She thanked Dean Tuck, the staff, the City of Chillicothe, and everyone who was involved in this important program.

Chair Harris also noted that the Trustees toured the Chillicothe campus and its various programs on Thursday morning. She mentioned the wide array of programs offered on the campus, including the LPN program and programs in education, as well as a number of other academic programs provided for 2,100 students, 58% who are non-traditional. She noted that these programs are assets for the region. Chair Harris thanked Dean Tuck for hosting the Trustees on the regional campus. She recalled that the Board visited the campus a few years earlier when programs that are now flourishing were in their beginning stages.

Trustee Roden commented that she was impressed by the Chillicothe campus’ library system and the enthusiastic librarian, who presented the Religious Tolerance collection to the Trustees.
during Thursday’s tour. Trustee Brightbill commented that as someone who not only lives in the
region but works every day with low income and moderate income families in Appalachian Ohio,
he recognizes the incredible importance of the campus’ programs. He noted the significance of
academic programs for meeting the substantial needs for labor-related training and retraining in
the region. Trustee Arnold commented that she had made a connection with the student who
served as a guide on Thursday’s tour; the student was hoping to transfer to the Athens campus
and study public relations, which was very near and dear to Trustee Arnold’s heart. She
encouraged her fellow Athens-based students to reach out to the students on the regional
campuses and consider new ways to make connections with their peers. In the past, senates from
the regional campuses had been invited by their counterparts at the Athens campus to meet
together to discuss common concerns. Trustee Arnold encouraged fellow students to think of
ways of remembering that they are one Ohio University.

Trustee Anderson commented that as someone who was raised in this region, she was very happy
to return home. She spoke from her experience about the growth and impact of the Chillicothe
Campus. As she participated in the tour on Thursday morning she was reminded of her
experience serving as a work-study student in the summer of 1971. She recalled that there was
only one building at that time, and noted the significant growth in facilities and programs that
have occurred since 1971. Looking at the children who presented to the Trustees on Thursday
evening, she recognized the impact Ohio University could potentially have on their lives. She
congratulated the Chillicothe Campus for their growth and success over the decades.

Trustee Scholl said that he had known Dean Tuck since the early 80s and he congratulated him
on assuming this new, important leadership role. He stated agreement with Dean Tuck’s
comment that OU-Chillicothe was a treasure for the community. Chair Harris also thanked the
committed faculty on the regional campus for their work and their ability to collaborate with
individuals and organizations in the region.

Chair Harris acknowledged guests in the audience. She welcomed President Zachary George and
others from the executive committee of student senate, who traveled from Athens to attend the
Board meeting. Chair Harris asked Auditor Jeff Davis to introduce a Ghanaian guest who was
interning with the audit office. Mr. Davis noted that George Habib, Internal Audit Director of the
University of Ghana, would be learning and sharing knowledge with the audit staff until March
19. President McDavis recalled that he had the opportunity to visit Mr. Habib a couple of days
earlier and he was delighted to have him on campus. He noted that Ohio University has
relationships with several universities in Ghana and Habib’s presence is strengthening that
relationship.

**Report of the President**

President McDavis began his report by citing Ohio University’s strategic priorities: to be the
nation’s best transformative learning community. He discussed the four fundamentals: inspired
teaching and research, innovative academic programs, exemplary student support services, and
integrative co-curricular activities. He also pointed to the four supporting priorities: effective
total compensation (short and long term), enrollment goals, improved financial health, and
complete capital campaign.
**Legislative Update**

In introducing the legislative update, President McDavis acknowledged Eric Burchard, Director of Government Relations, for his work in forging important relationships in Columbus and Washington. On January 2, President Obama signed the American Taxpayer Relief Act (H.R. 8), which averted the infamous fiscal cliff, delaying by two months the sequester spending mandated by the Budget Control Act of 2011.

The President pointed out that the Ohio University Zanesville campus now is represented by Congressman Pat Tiberi (R) OH - CD 12. Congressman Tiberi toured the OU-Zanesville campus on January 9 and expressed satisfaction with his visit.

At the state level, the operating budget is scheduled to be introduced on February 4 by Governor Kasich. A 1.9% increase in higher education for each fiscal year is included in the budget. This represents a new investment in higher education of $100 million over the biennium. President McDavis expressed gratitude that the Governor has recommended this budget increase and is hopeful that the proposal will pass through the legislature and become reality by the end of the legislative session. The plan also seeks to cap tuition and general fee increases for FY14-15 at 2 percent of average tuition and general fees. The budget bill has not yet been debated and voted on by the state legislature. These two pieces of the budget plan will be discussed further at the April Board of Trustees meeting. The Trustees will also hear the administration’s thoughts on the budget for the next fiscal year. The Board will vote on the budget in June. The Governor’s State of the State Address will be held at 6:30 p.m. on February 19th in Lima, Ohio. Chancellor Jim Petro announced his retirement effective February 2, and Stephanie Davidson was named Interim Chancellor of the Board of Regents.

President McDavis invited Renea Morris, Executive Director of University Communication and Marketing (UCM), to introduce a new publication that is the product of a cooperative effort between University Communications and Marketing and Ohio University Press, *Appalachia Rising: Stories of Hope and Achievement from Ohio’s Appalachian Hills and Valleys*. The book contains interesting and important stories about Southeast Ohio. The book puts a human face on Ohio University’s many contributions to the region, documents the excellence of the faculty and staff, and showcases the quality of our UCM and Ohio Press teams. President McDavis asked the persons who were documented in the book to stand (applause). He noted the important role Ohio University plays in Southeast Ohio, and acknowledged that a lot of faculty members are making contributions to the community. The University hopes that the book’s circulation on a statewide and on a national level will draw attention to the assets and accomplishments of the citizens of Southeast Ohio.

The President noted that February is the month in which Rufus Putnam and Manasseh Cutler came to Southeast Ohio many years ago to see the beautiful valley where they would build Ohio University. He added that they could not have imagined all of the great outcomes of their work, and they would be proud of *Appalachia Rising*. The founders of the University themselves would want to lift up the same achievements that are listed in the document. President McDavis acknowledged Monica Chapman, newly appointed assistant to the president for communications, who had done a great job in editing *Appalachia Rising* as a member of the University Communications and Marketing staff. Chair Harris praised this work as “a document school
children should see” and she asked whether there was any plan for distribution to local and regional high schools, middle schools, and elementary schools. President McDavis thought it was a good idea and asked Renea Morris to tell a little bit more about the project.

Ms. Morris noted that the project started as a collection of articles written for a strategic series in the University’s internal newsletter, Compass. This evolved into a compilation of these articles in one document so that readers could see all of the stories in one place. Renea noted that Dean David Descutner played an important role in connecting UCM with the Ohio University Press. Dr. Descutner praised the very satisfying professional work experience with the OU Press and UCM, which worked well together in this success. He also noted the success that Renea and her team had in helping bring distinction to the University. He then acknowledged Provost Benoit, who, when the Press was floundering four years ago, took interest and commissioned a review team that injected new energy into the Press. The review team recommended that the OU Press be faculty-led. Descutner wanted everyone to know that the document would not have happened were it not for Provost Benoit. Trustee Scholl noted that the book might interest the Foundation for Appalachian Ohio, whose mission addresses needs of K-12 education. He pointed out that a book like this might be printed and distributed through philanthropic efforts. President McDavis agreed that the University would pursue a possible partnership in order to make this happen.

**Complete Capital Campaign**

President McDavis announced that the Capital Campaign has raised over $416 million of the $450 million goal. The majority, $220 million, came from alumni; over $16 million has come from other individuals; $10 million came from corporations; $150 million came from foundations; and over $18 million has come from other organizations. He noted that this campaign was a true university-wide effort. The President thanked Vice President Bryan Benchoff, the deans (including the deans at the regional campuses), as well as the development staff. He also thanked his colleagues across the academic units. He expressed confidence that the campaign, which concludes in June, 2015, would surpass its $450 million goal. He noted that $416 million is a little more than 92% of the goal. Behind the numbers are scholarships for students, professorships and chairs for faculty, funds for campus facilities and academic programs, and support for intercollegiate athletics.

Since the last Board meeting, President McDavis has taken trips to Hong Kong; Fort Myers, Sarasota, and Tampa, Florida; Shreveport, Louisiana; New York, New York; and Columbus, Ohio. All of the trips were to connect with prospective donors, focusing on those who have already contributed and have shown interest in further supporting the University. Trustee Campbell noted that President McDavis was involved in a conference call with the Investment Committee about ten days ago. The market value of University and Foundation funds amounts to over $500 million today. Trustee Campbell pointed to the Foundation’s outstanding stewardship. Vice President Bryan Benchoff and his team are making a measurable and significant difference. President McDavis commented that this was an important point because as the University is raising money, it also is making money, which is the real value of folks contributing to the University; the University takes the contribution and makes more money through investment, stretching the dollars further. There are some exciting plans coming forward. For instance, Executive Vice President and Provost, Dr. Benoit, is working with Vice President Bryan
Benchoff on a matching program to raise more money for scholarships.

**Points of Pride**
President McDavis presented the University’s points of pride:

- Margaret Kennedy-Dygas was appointed as the new dean for College of Fine Arts; Scott Titsworth was appointed dean for Scripps College of Communication; Martin Tuck was appointed the new dean of Ohio University Chillicothe. The University is delighted to have the new deans who have been doing great work already and it anticipates more good news moving forward.
- Fritz J. and Dolores H. Russ Prize, the top prize for the National Academy of Engineering, is contributed by Fritz J. and Dolores H. Russ through their generosity every other year. Recipients this year are Rangaswamy Srinivasan, James J. Wynne, and Samuel E. Blum for advancements that enabled LASIK and PRK eye surgery. There will be a celebration later this month in Washington, D. C. at Union Station. A delegation from Russ College and President McDavis will travel to Washington to present this prestigious award.
- Lambda Pi Eta, an honor society, held a holiday supply drive at the Ohio University Lancaster campus and Pickerington Center and collected seventeen boxes of supplies to send to troops in Kosovo. Sending boxes of gifts to troops overseas is an activity that this group does on an annual basis.
- The University’s switch from quarters to semesters enables the students to be on the Athens campus in December much longer than before, so they had an opportunity to celebrate some holiday activities in Athens. The entrepreneurs and businesses in Athens were delighted that the semester stretched into December.
- Ohio University’s Third Frontier Initiative, TechGrowth Ohio, was awarded new investment capital funding of approximately $1.875 million. It is now a $30 million statewide technology and commercialization program.
- A new organization, The National Academy of Inventors (NAI), selected approximately a hundred people across the United States including Dr. John Kopchick and Dr. Gerardine Botte of Ohio University as charter fellows. The University is delighted to have two faculty members recognized for their inventions and discoveries. Trustee Goodman noted that they had also received the 1804 Fund a while ago for their projects. President McDavis appreciated his input as it demonstrated a direct link between what the Ohio University Foundation does in terms of giving seed money to its faculty and what can result in the future.
- Ohio University’s Heritage College of Osteopathic Medicine’s Dublin Campus was approved by the Commission on Osteopathic College Accreditation. This means the path is now fully clear for the University to start its first class for the physicians there in the fall of 2014. This step takes Ohio University to Central Ohio as a prelude to Northeast Ohio the following year to start a class in Cleveland in collaboration with the Cleveland clinic in 2015.
- The British Government named Keith Hawkins, astrophysics major in the Honors Tutorial College, as a recipient of the Marshall Scholarship. Keith will continue his research at the University of Cambridge’s Institute of Astronomy. President McDavis wished he could have invited Keith to the meeting and he pledged to do so before the end
of this year. He recognized Keith as a very intelligent and sharp young man, and highlighted the highly selective nature of the Marshall Scholarship.

- U.S. News and World Report ranked Ohio University as the sixth most connected college in the world. OHIO ranked No. 1 in the state and was the top publicly-funded university. President McDavis noted that Brice Bible, Chief Information Officer, was in the audience and he acknowledged that OIT is playing a major role in helping the University to achieve this distinction. This is particularly important now because people are living in a technology era, a time when being connected is important not only to the students and faculty for the work they do but, also to all of those involved in the work of the University.

- Ohio University won the AdvoCare V100 Independence Bowl, marking back-to-back seasons with bowl victories. Last year OHIO won the first bowl in the history followed by the defeat of University Louisiana-Monroe.

- Ohio University conferred an honorary degree upon the Malaysian Prime Minister at the Tun Abdul Razak Lecture. President Mc Davis thanked Trustee Brightbill. The President had travel difficulties; he was delayed at Narita International Airport in Japan and didn’t make the conferring of this honorary degree, so Trustee Brightbill conferred the degree in his absence. The Malaysian Prime Minister’s father, after whom the Tun Abdul Razak chair is named at Ohio University, was the first Prime Minister of Malaysia. The conferral of this degree on his son, who now sits as the Prime Minister, made a lot of press in that part of the world. President Mc Davis wanted the Board of Trustees to know that Trustee Brightbill had represented them well. Trustee Brightbill was accompanied by Vice-President Bryan Benchoff, Dr. Ming Li and some other Ohio University representatives. Trustee Brightbill commented that it was an honor to represent Ohio University and this was indeed an important event in Malaysia. He acknowledged the support he received from Vice-President Benchoff and Dr. Ming Li. The Ohio University representatives had an opportunity to speak with the American ambassador to Malaysia following the ceremony. Trustee Brightbill noted that the Prime Minister stayed for the lecture despite his earlier plan to leave immediately after the ceremony. President Mc Davis noted that it was the first time Ohio University had a Trustee attend such an event and he hoped it won’t be the last. Every other year, Ohio University gives the Tun Razak lecture in Kuala Lumpur. The President indicated that he would like to have a member of the Board of Trustees join the delegation in the future.

President Mc Davis also discussed the potential opportunities that might come to Ohio University students as a result of this event: Ohio University is in partnership with the National University in Malaysia (UITM), which has an interest in having Ohio University graduates come to teach English in Malaysia. Provost Benoit and Dr. Li are working on the details of that partnership that could be established formally in the next three to six months and would lead to new opportunities for Ohio University students and faculty members.

Trustee Brightbill added an anecdote to show what Ohio University means to its graduates. At the alumni event after the ceremony, he met two OHIO graduates who met at Ohio University, married each other, and now have a son who is a junior in high school. As they were discussing their son’s potential enrollment at Ohio University,
Trustee Brightbill suggested they might want to consider one of the emerging distance learning opportunities. However, they insisted their son come to study on campus because of their love for the University. Additionally, they look forward to returning to Ohio for a visit. Trustee Brightbill pointed out that no matter where OHIO graduates are, they love the University and want to return to campus. President McDavis noted that following the trip to Malaysia, they traveled to Hong Kong and the alumni there told him that they had a watch party in Hong Kong for the Independence Bowl game.

**Program Spotlight**
President McDavis introduced Dean Martin Tuck at the Chillicothe campus and his colleagues to report on the Law Enforcement Technology program for the University Spotlight.

Dean Tuck thanked the President and the Trustees for their kind comments. He noted that it was his pleasure and honor to have the Board of Trustees visit the Chillicothe campus, which he reminded them is also their home in the same way Athens is their home. He highlighted Trustee Arnold’s and President McDavis’ comments about being one University despite having different campuses. He expressed appreciation for the faculty and staff at the Chillicothe campus and singled out three people, in particular, who had been important in preparing for this meeting: his assistant Kim McKimmy; Kim Hayden from the Regional Higher Education central office; and the new IT director, William Modzelewski, who had come from Hocking College in January.

Dean Tuck noted that the Chillicothe campus was featuring the Law Enforcement Technology program because it is one of the OU-C’s signature programs. Together with the Early and Middle Childhood Education and Nursing, the Law Enforcement Technology program is one of the largest programs at OU-C. It was developed on the campus approximately thirty years ago by David Harding. He referred to the synergy between The Law Enforcement Technology (LET) Program and three other programs—the Bachelor of Criminal Justice; the Southern Ohio Policy Training Academy, offered on the Chillicothe campus; and the Forensic Chemistry program offered on the Athens campus. He noted that OU-C offers eleven associate degrees and ten bachelor degrees, and students who are admitted to the criminal justice program must have an associate degree in Law Enforcement Technology. He noted that the LET curriculum leads to an associate degree in applied science and its course credit can be applied to a bachelor degree in criminal justice. Many students either before or after the LET program complete the Southern Ohio Police Training Institute, which certifies Ohio Police Officers. Graduates of the program are very successful in securing employment in a number of different law enforcement fields including federal (with the FBI), state, local and corrections. This program is important to the local community and economy. The regional campus has also had a number of graduates create their own security companies in the region. A number of options exist for students with LET degrees.

Before Dean Tuck turned the report over to the presenters, he introduced two people in the audience: Christopher E. Jones, Commander of the Southern Ohio Police Training Academy, and Dr. Sonja Rawn, a new faculty member in the LET program. Dr. Rawn has an undergraduate degree in forensic chemistry from Ohio University (she was one of the first in the forensic classes) and then went on to complete her doctor of jurisprudence.
Dean Tuck introduced the presenter Dr. James McKean, who serves as the LET program coordinator and Chillicothe Campus’ Associate Dean. Dr. McKean is a former chief of the Grove City Police Department. He is a graduate of the LET program, having studied under Dr. David Harding when he started the program. Dr. McKean also has a Ph.D. from the Higher Education Executive Doctoral Program in the Patton College of Education.

Dr. McKean expressed his pleasure with being an associate professor and the program coordinator for the LET program at OU-C. He chose as a young patrol officer to drive from Grove City Ohio to OU-C to obtain his associate degree in LET because of the reputation of Ohio University for academic excellence. His experience as a student resulted in strengthened critical thinking, and problem solving skills. These important tools helped him advance in his career with the Grove City Police Department. The last thirteen years of Dr. McKean’s twenty-eight year career in Grove City were as the chief of police. He expressed the belief that he would not have had this career success without the important lessons he learned at OU-C. He also knew that if he wanted to continue to advance professionally he would need a Ph.D. So, once again, he chose Ohio University and the Higher Education program. This led to his current leadership role at OU-C. He appreciated the opportunity to work with students like those in Chillicothe. He then pointed out that the students who accompanied him would share what OU-C means for their current career aspirations.

Ian McCord graduated from the OU-C LET program last summer and will continue his bachelor’s degree in Criminal Justice. McCord stated that LET was a fantastic program which taught him about law enforcement and helped him build character and competencies that he believed would help him advance to his future career goal of becoming an FBI special agent. He discussed the valued faculty, Dr. McKean and Dr. Rawn, as well as the rich curriculum that equips students for a promising future. Ian noted that he had recommended this program to many of his friends.

Brian Nelson thanked the Board of Trustees for giving him the time to speak with them. He retired from the army after twenty-three years of service in 2009 and he immediately procured a job working for the Ohio Department of Job and Family Services. As a program delivery supervisor, he oversees eleven counties that comprise the southern border of Ohio. His role there is to take dislocated workers and help them to find employment. This includes getting them into training opportunities, as they often don’t otherwise have marketing skills. It also includes promoting the development of diverse and important job skills, such as resume writing and self-efficacy. He has the unique opportunity to help individuals who want to be police officers by sending them to police academies throughout Southern Ohio. He noted that the foundation he received from Southern Ohio Police Training Institute (SOPTI) has helped him meet his goal of serving the community.

Elizabeth Barger is a 2009 graduate of Ohio University with a baccalaureate in Organization Communications. She was a non-traditional student while she was in OU-C, and took the opportunity to study abroad in Australia. After returning to Chillicothe she began working with the Jackson County court system. This ultimately led her back to OU-C, where she enrolled in SOPTI. Within two weeks, she was offered a test with the Akron Police Department. And currently she is also working as a deputy dispatcher with the Jackson County Sheriff’s
Department. She said she was able to meet her professional goals, which she credits to Ohio University and to Christopher Jones. She described SOPTI as an amazing experience that she will never forget.

Josh Boesinger, a third year student of the LET program, was not in the program in his first year in OU-C. His best friend, a military policeman, encouraged him to enter the program. Josh indicated that it turned out to be the best decision he has ever made. He loves to go to class every day because this quality program meets with his interest. He noted how helpful faculty members were, and particularly pointed out Dr. McKean, Mr. Jones, and Dr. Rawn. He also noted that one strength of the curriculum is the hands-on practice they receive, from making traffic stops to criminalistics and toxicology. He believes that his education will help him meet his career goal of becoming a state patrol officer.

Dr. McKean concluded that the students’ presentation demonstrated that the LET program and SOPTI are having a tremendous impact on the service region, and he thanked the Board of Trustees for this opportunity. Chair Harris invited questions and comments. Trustee Heilbrunn asked the presenters what distinguishes this program from others. Brian Nelson responded that, for him, it was Christopher Jones. Part of Mr. Jones’ job is to track the success of completion through the courses and work with his students and customers after they graduate and get a job. Nelson also referred to the physical fitness test (Ohio Police Training Academy) at the end of the program. He noted that Christopher Jones has a very unique ability to get the most out of students. Christopher Jones’ physical training compares to what Brian Nelson received as an airborne infantry ranger. Additionally, he believes that quality of the instructors that Christopher Jones has put together does an excellent job of preparing future police officers. He’s never known anyone who has worked for another police agency that was as prepared to patrol and to help in the ways they are. Furthermore, his whole graduating class was able to procure positions as police officers. Elizabeth Barger added that there were quite a few of her classmates who became police officers in December working with the Chillicothe Police Department. Three others are working with the county sheriff’s department including Elizabeth. She also credited the instructors for being able to supplement what was in the textbook with real world experiences, which prepared them for their career.

Trustee Anderson praised the presentation, and inquired about where the program’s alumni are and whether they work in this region or outside of Ohio. Dr. McKean replied that the regional campus had produced graduates at all levels of service. He had a graduate who came to him three years ago, aspiring to be a U.S. Marshal. Although U.S. Marshal Service had never hired anyone from Ross County, after OU-C provided her with the practitioner experience and the academic experience to make her marketable, she now is working for the U.S. Marshal Service at Greenbelt, Maryland. OU-C also has alumni working as troopers for the Ohio State Highway Patrol, Chillicothe Police officers, and correction officers. One unique characteristic of OU-C that drew him in 1978 was much the same as it is today: the combination of practitioner experience and academic understanding represented by the instructors. He highlighted the critical thinking and problem-solving skills required by contemporary law enforcement officers. Criminal justice needs critical thinkers and OU-C does an excellent job of developing the ethical skills and the ability to solve problems with critical thinking.
Trustee Scholl thanked Brian Nelson for his military service and asked whether he could identify the inspirations that led him into public service. Mr. Nelson replied that he had a family history of military service. He believed, after he returned to work in public service as a program delivery supervisor after twenty-three years of military service, he wasn’t really paying back the community in the way he wanted to. Ian McCord noted that Officer Larry Cox from this area was shot and killed about seven years ago. OU-C has a scholarship in his honor and there is a photo of him in one of the classrooms. Officer Cox was a role model and an inspiration for Mr. Nelson to come to OU-C. Elizabeth Barger noted that her inspiration was from her experience as an after-school summer programming teacher in Jackson. Getting to know those children, knowing their issues, knowing where they might turn if they were not directed properly spoke to her, and led to the pursuit of this degree. She was hoping to use her law enforcement education and apply it to research on narcotic addiction. Josh Boesinger added that he had no family history in law enforcement but attributed his career path to his friends. When he entered college, he felt he did not want to sit at a desk but wanted to do something active. When he tried law enforcement work, he found that he loved it.

**Update from Faculty Senate**

Chair Harris noted that in recent years faculty representatives were added to two of the larger committees: Academics and Resources. Chair Harris stated that both of these committees address the core academic mission of the University. The Academics Committee does this through discussion of the academic programs, including academic policy and outcomes. The Resources Committee addresses how resources are used to support the academic vision and mission of the University. During the time the faculty representatives have been on these committees, the Faculty Senate Chair has provided an annual update on behalf of the faculty. She welcomed Dr. Elizabeth Sayrs to provide this report.

Dr. Sayrs expressed appreciation for the opportunity to speak the Trustees. She introduced Dr. David Thomas, Vice Chair of Faculty Senate and who sits on the Academic Committee of the Board of Trustees, and Dr. Judith Lee, Chair of the Finance and Facility Committee and who sits on the Resources Committee of the Board. Dr. Sayrs complimented the children who performed for them the night before. She noted that one of her former students from the Music Therapy program at Ohio University was involved in the children’s presentation. This was an example of the important relationship between the Chillicothe and Athens campuses.

Dr. Sayrs told the Board that her report would address what is on the mind of the faculty, communicating some of the accomplishments of the faculty and the Faculty Senate as well as conveying faculty concerns. After the Chair and Vice Chair of the Board of Trustees visited the Faculty Senate the previous fall, the academic dashboard, which the Colleges use communicate issues about academic quality to the Board, was distributed to the faculty. This led to some interesting discussions about which factors the faculty considered most critical to academic quality.

Dr. Sayrs indicated a few areas in which the faculty had excelled. The Q2S Transition was generally regarded as a success, both inside and outside the University. This success was about teamwork, with faculty, administrators, staff, and advisors all working together. It was a tremendous undertaking; if done poorly, the results would have been damaging to the institution.
Dr. Sayrs noted that because the transition was done well, it had not drawn much attention. She also pointed out that one of the Co-Chairs of the Q2S transition, former Faculty Senator Jeff Giesey, UCC (University Curriculum Council) did the groundwork of converting approximately 7,000 courses and 700 programs to the semester system. A committee comprised of faculty and administrators led this important work that would benefit the students into the future.

The second area Dr. Sayrs noted related to the strong enrollment numbers and the rising quality of students. When she went to the Ohio Faculty Council, hearing faculty senate chairs from other institutions reveal enrollment declines, some by 5% or 10%, she could proudly announce that OHIO was doing well. Dr. Sayrs suggested that this was not due to luck but was attributed to the Strategic Enrollment Committee, faculty, staff, and administration who had made enrollment a priority. The faculty had met the unfavorable challenges presented by the economy and will continue to meet the challenges ahead.

The third area Dr. Sayrs highlighted was the value for students. The faculty believes that Ohio University students have the opportunity for an extraordinary education at a public institution price, which is illustrated, for example, by the fact that instructional cost per credit hour is very low compared with other institutions in the state. In addition, Ohio University is successful in helping students with low GPAs and SAT scores graduate. Dr. Sayrs showed the Board a chart, which listed the most efficient universities, nationally, and exhibited their educational resources spent per student. Ohio University was on this list, indicating the quality and value students could gain from an Ohio University education. Another feature of the chart was that Ohio University was one of only three institutions under the $20,000 per student threshold, speaking to the University’s efficiency.

Dr. Sayrs raised the question of when the University would hit a tipping point where limited investment and instructional resources might result in a decline in educational quality. She pointed out that it is easier, for instance, to examine cost projections based on deferred maintenance than to develop cost formulas for maintaining academic quality. Dr. Sayrs stated that she recognizes that the issue of maintaining and strengthening the academic program is occurring in the context of a challenging economic environment. This reality is foremost on faculty’s minds not just because it might affect our reputation and brand but also because the faculty cares deeply about our effectiveness in educating students. Dr. Sayrs used a survey of higher education faculty across the country to show that the number one stressor of faculty at public institutions is institutional budget cuts. One of the ways budget cuts affect faculty, especially at Ohio University according to Dr. Sayrs, is the decline of Group I faculty.

Dr. Sayrs noted that the number of Group I faculty declined over the past year while enrollment increased. She reinforced the importance of having adequate Group I, or tenure-track, faculty. She pointed out that Group I faculty at Ohio University have obligations in teaching, service and research. Non-tenure track faculty members at Ohio University are referred to as Group II or Contingent faculty; their primary role is instructional. They might have some service components of their contract but they have no research obligations, nor do they receive credit for research. They have high teaching loads and their role is primarily in the classroom. She pointed out that there are significant distinctions between Group I and II faculty members.
Although Ohio University has very fine Group II teachers who do terrific work, Dr. Sayrs maintained that a robust Group I faculty is essential to shared governance, especially pertaining to issues of academic quality. The tenure track faculty role is to create new knowledge and put it at the leading edge of their disciplines. Dr. Sayrs proposed that Group I faculty are uniquely qualified to lead curricular and academic innovations that the University is going to need in the next few years as higher education is in the midst of drastic change. For instance, it was the Group I faculty who primarily did the work for the Q2S transition project. She also noted the important general education re-evaluation that is being conducted by Group I faculty. She highlighted the point that this project touches every single student at Ohio University and is essential to the University’s academic quality. The original project was co-initiated by faculty members and deans and run by Group I faculty. The new program review process focuses on student outcomes and will shortly come out for a vote at the University Curriculum Committee. It has the potential to profoundly change how the University does assessment in many areas. This will, again, be conducted by Group I faculty and deans and administrators.

The faculty has been working on restructuring and professionalizing the Group II faculty, for example, by emphasizing regulatory variation, allowing for full-time appointments, and setting up the possibility of multiple-year contracts, in order to promote programmatic stability.

Dr. Sayrs pointed out that one other crucial aspect for Group I faculty is the area of student engagement. She referred to the strong and consistent empirical evidence demonstrating that student engagement in high impact educational practice, especially at the undergraduate level, correlates with measures of academic success. Academic success is demonstrated through measures of retention and completion, for instance, which are going to be critically important to the Faculty Senate as they move forward with the new assessment formula. The most recent national survey of student engagement (NSSE), which is conducted extensively across the country and in Canada, actually emphasizes that students who conduct research with faculty are more likely to experience the deep learning that leads to increases in retention and completion. Furthermore, students who conduct research as undergraduates are more likely to engage in research at the master’s and Ph.D. levels. Another consideration is how many students the University has per Group I faculty member and how that has changed. Dr. Sayrs showed a chart illustrating that the ratio has increased by four more students per Group I Faculty member over recent years. Despite many of these necessary changes, Dr. Sayrs suggested that it was important to always remain mindful of what the University is trading off in regard to its mission.

The Faculty Senate knows that some of the Group I faculty decline was due to planned events—the University had a buyout over the past few years and the vacant positions are going to be partially refilled. Dr. Sayrs raised the question of how many of these positions the University is going to fill in order to meet its goal of being a transformative learning community.

Dr. Sayrs expressed concern that the University’s academic quality will settle to the level of the faculty salaries rather than the faculty salaries reflecting academic quality. The faculty knows that compensation is an institutional priority; they have heard about it from the Board of Trustees, from the Provost, and from the President. They were very pleased the administration has put together a taskforce to address this issue. She suggested that it was important to keep these issues at the forefront at this critical rebuilding time for the University. Especially when the University
discusses the academic quality, one of the central issues involves the appropriate number of Group I faculty. Secondly, it is important to understand how to attract the high quality faculty in order to promote the best learning experience for OU students. Dr. Sayrs pointed out that it is essential to recruit strong Group I faculty because of their long term tenure at the University.

The Faculty Senate’s executive committee asked several faculty members to document what they do in a week, in order to provide this information to the Board of Trustees. For instance, one Group I faculty member tracked her time when the University was closed during the winter break: she spent thirty-eight hours working on research supported by a national grant, and eighteen hours on teaching and administration during that week of vacation. Another faculty member tracked her weekly schedule during the fall semester: she spent thirty-eight hours in teaching activities, seventeen hours on research, and another three and half hours with professional organizations; then, on the weekend, she spent nine hours setting up social activities for her learning community. As Dr. Sayrs put it, “the job description of a Group I faculty is beyond a job description.”

The last concern of the faculty Dr. Sayrs highlighted was the matter of creating a sustainable university in the context of a dramatically changing higher education landscape—including issues such as: athletic spending per student increasing twice as fast as academic spending, concerns about growing student debt, and Moody’s downgrading the entire public education sector. There are transforming and revolutionizing trends affecting higher education. The current environment is full of negative stories and alarming headlines, but it is unclear what the ultimate result will be for higher education in this era of challenges. Dr. Sayrs indicated that discerning which changes are genuine and which are noise and how to preserve the core commitment to transform students’ life in this environment remains a central question for the faculty and the Board of Trustees. Then Dr. Sayrs invited questions from the Trustees.

Chair Harris first thanked Dr. Sayrs for her report, especially for identifying the important issues where the faculty and administration are working together. She could not agree more about the Q2S transition; if it had not worked well it would be a disaster. Chair Harris expressed a belief that the collaboration, the forward thinking, the planning, and the faculty’s willingness to work together will help make the University great. She also acknowledged the work of the Provost. Chair Harris asked Dr. Sayrs to elaborate on her remarks regarding Group I faculty being essential to shared governance. Dr. Sayrs responded that the Faculty Senate has forty-nine Group I members and two Group II. Group I faculty members are the ones who change courses, propose and approve programs; they do work that is going to have long-term consequences for the University on the academic side. Dr. Sayrs noted that she did not want to downplay the important role Group II faculty performs in educating students. One of the current discussions is whether the Group II faculty should be engaged in shared governance beyond their current role. She indicated that shared governance was about long-term planning and Group II faculty members are often not long-term employees. In contrast, the Group I faculty is more stable, due to the University’s long term commitment to them. Because Group II faculty do not conduct research, even though they transmit knowledge and engage students, they are not knowledgeable about disciplinary trends in the same way that Group I who are creating knowledge in that discipline are. It is very difficult for Group II faculty to create a new innovative and responsive curriculum when they are not involved in it at that level.
Chair Harris then asked whether any of the work of “professionalizing Group II faculty,” using Dr. Sayrs’ phrase, would offset some of the challenges presented by the reduction of Group I positions. Dr. Sayrs noted that this was an interesting national conversation going on right now. She explained that an important advantage associated with tenured faculty is that they are contributing to decisions that might directly affect them for some time, due to their likely long-term commitment and connection to the institution.

Trustee Heilbrunn thanked Dr. Sayrs as a representative of the faculty for both the commitment she has made in the classroom and the commitment to educating the youth and non-traditional students that come to all of the campuses at Ohio University. Trustee Heilbrunn noted that some of the topics Dr. Sayrs discussed came up in yesterday’s committee meetings: deferred maintenance, capital improvements, residential housing, which were all long-term activities. He asked about the faculty and the Ohio University Faculty Senate’s role in planning for how education might be constructed over the next fifty years. He also asked if she could project where the University might be in respect to both teaching and student learning in the future. Dr. Sayrs responded that teaching has changed. Even since she began teaching, the days of standing at a podium and feeding knowledge to students, who then ingested it and came back and delivered it back to the teachers through an assessment, are long gone. The infrastructure and the classroom dynamics have changed. In terms of teaching and learning spaces, a lot of the new buildings, such as the new Scripps building, are responding to new ideas about the delivery of education. The faculty is pleased that the residence halls have been conceived not just as living spaces but also learning spaces and communities of engagement. Dr. Sayrs noted that having faculty in residence is also a reality at some universities. Wonderful ideas exist about how to transform the students’ existence through creating seamless experiences between academic and co-curricular life. Many of the faculty members are pushing very hard for academic building renovation in order to fulfill the needs of faculty or students in a very basic way in terms of heating, cooling, lab space, and safety. Faculty members engage in this discussion through Faculty Senate, through the Facilities Planning Advisory Committee, and through various other committees that involve capital planning. It is hard to project what facilities will be needed in the next fifty years but the faculty could assume that the traditional classrooms will be very different or perhaps unnecessary in some cases. As a musician, Dr. Sayrs gave an example from her own discipline. She stated that she could never teach oboe to a group of eight students at a time or on the Internet because one cannot teach someone to scrape a reed from a distance. In her discipline, instruction occurs over the Internet where lag is acceptable but the real work of breathing together and making music together requires technology that has not yet become available. When the University is constructing buildings for the next fifty years, it must think about how many classrooms it needs and what will be meant by “classroom” in the future.

Chair Harris added that another way Dr. Sayrs was involved in this planning was through engagement with the President and the Provost every month at faculty senate. Dr. Sayrs added that the faculty also has representation on Budget Planning Council. In sum, there are lots of avenues for contributing to planning.

Trustee Heilbrunn pointed out that he raised the long-term question because he thought that it did not often receive adequate attention due to immediate pressing concerns. For the sustainability of
the University, long-range matters need to be addressed at the governance level, particularly when the Board is making decisions that have long-term implications. Dr. Sayrs indicated that in the next fifty years, physical classrooms may be thought of in different ways, but student and faculty engagement would always be central. It would be an interesting question what mode it would take. Chair Harris noted that she appreciated Dr. Sayrs’ leadership on the committees and having her voice there is very helpful.

University Joint Academic/Resources Committee Report

Trustee Anderson reported that the full board, through a joint session of the Academic Committee and the Resources Committee, met for a two-hour presentation and discussion yesterday morning. The Trustees focused on the information and materials contained in Tab 19 of the Board book – entitled, “A New Business Plan – Accessibility, Affordability, and Debt Management.” The joint session was led by Executive Vice President Pam Benoit and Vice President for Finance and Administration Stephen Golding.

The Trustees heard about and discussed two broad topics that relate to accessibility, affordability and debt management: 1) tuition guarantee model and 2) scholarship investments and strategies to assist students with respect to affordability and accessibility. This joint session was informational. No decisions were made on these topics.

The tuition guarantee model provides one tuition rate for an entering freshman cohort that remains unchanged for a defined period of time and/or a specific number of credit hours. Taking into account a variety of factors, the time limits or credit hour limits are typically sufficient under this model to complete a degree under normal full time conditions. Advantages of this model include budget planning for students and their families, predictability of tuition revenues, and financial incentives for timely graduation. Implementing this type of model would require a legislative change.

The University of Dayton, which is a private institution, recently announced a tuition guarantee program, which would include tuition and room and board. Kent State University offers a voluntary program. In addition to these two case studies, Vice President Golding brings his past experience with the Colorado tuition model program that has been in place for some time for non-resident students. Mr. Golding and Dr. Benoit and their staffs will continue to study and learn from these other examples of tuition guarantee models. Many factors and variables must be considered, such as the impact of attending summer programs, transfers between majors, the availability and sequence of courses required for particular majors to graduate in four years, etc. The conversation will continue on the possibility of implementing a tuition guarantee model as one strategy to assist students and families in managing the cost and predictability of achieving degree completion.

The Trustees reviewed and discussed a number of informational charts, including charts comparing tuition increases over the years with the increase of student debt. Notably, for example, student debt increased significantly in 2010 and 2011; during that same time frame a tuition freeze was mandated and in place. This and other information suggests that student debt is not entirely tied to tuition increases but instead has been significantly impacted by the
economy and other factors faced by students and their families in the State of Ohio. Mr. Golding reminded the Trustees that an important reason to consider alternative models, such as a tuition guarantee, is due to the reality that the current tuition-driven model is unsustainable for maintaining the quality of an Ohio University education.

Trustee Anderson also highlighted the discussion in the joint session, led by Provost Benoit, about scholarships and aid to students, and how that couples with the tuition guarantee concept. Dr. Benoit shared information from the Student Scholarship Task Force, which is working on recommendations for an improved strategic scholarship program. Scholarships are a major priority in the Capital Campaign. The University has the strategy to invest 100 million dollars back into the institution, with scholarships representing a major portion of that investment. Dr. Benoit reported on plans for $25.4 million in matching funds for scholarships over 7 years, with a two-for-one match that could generate $50.8 million in scholarship funds. Through the work of the Task Force, and with the help of outside consultants, the University is looking to develop a “sweet spot” of scholarship offerings and amenities, to make Ohio University competitive and attractive to applicants. Scholarship strategies, along with marketing and other admission efforts, are already working well, as manifested by recent record-breaking application numbers. Meanwhile, the University is working with the Foundation on Donor Strategies.

Trustee Anderson reiterated that the joint session of the Academic and Resources Committees was a very important discussion under the umbrella of affordability and accessibility, as the University works toward a sustainable business model. The Board will continue to have conversations about these critical topics in future meetings.

University Resources Committee Report

Trustee Scholl reported on the University Resources Committee meeting as follows.

Capital Campaign Update
Vice President for Advancement, Bryan Benchoff, provided an update for the Capital Campaign noting campaign contributions totaling $413.6 million toward the $450 million goal as of December 31, 2012. Since December 31 total contributions have grown to $416 million, with $20 million in planned proposals through the end of fiscal 2013 and $63 million through the end of the campaign. Gifts directed for student aid totaled $47 million through December 31. College campaign attainment, sources of gifts, and the areas supported by the gifts were reviewed.

VP Benchoff provided a staffing update regarding two key appointments since the November meeting. Jennifer Neubauer was hired as Assistant Vice President for Alumni Relations position, and JR Blackburn was promoted to Assistant Vice President for Development and Associate Campaign Manager. These appointments round out the top leadership positions within Advancement.

VP Benchoff explained that a new set of metrics has been implemented to measure development officer performance. All development officer activity and contacts are captured in the departmental data base which will greatly enhance management and reporting capabilities.
VP Golding commented on the search for the next Associate Vice President of Finance and Treasurer due to the recent departure of Michael Angelini. VP Golding is handling the AVP responsibilities during the search. He is using the search as an opportunity to strengthen the team and work toward succession planning for the division.

6 Year Sources and Uses – November Interim
Vice President for Finance and Administration, Stephen Golding, discussed the 6 Year Sources and Uses Interim Report as of November 30, 2012, including a FY2013 forecast. VP Golding began with a discussion of the ending FY2012 net assets of $59 million versus the final FY2012 Sources and Uses projection of $95 million and the four key contributors to the attainment shortfall. Regarding those contributors, the quarters to semester transition has made near-term summer projections challenging to estimate and as eLearning continues to increase, projecting those costs of delivery has been difficult.

The FY2013 forecast of $46 million in net assets is favorably impacted by projected investment earnings of $11 million and modest favorable variances in the major revenue lines for tuition and SSI, offset in part by increases in student aid.

VP Golding reminded the committee members of the past years favorable net asset performance and the resultant bolstering of SB6 performance. This has strengthened the balance sheet and enabled the institution’s favorable debt capacity which is being targeted to address capital needs. The university’s indicators are favorable as viewed by the rating agencies.

Regarding continuing the past annual net asset performance, VP Golding commented on the pressures related to compensation, debt service, and infrastructure needs and the related push on the bottom line may hamper the university’s ability to maintain the past levels of net asset growth.

University Debt Capacity
VP Golding introduced Beth Greene, Director of Debt Management. Ms. Greene noted that the Debt Affordability study conducted in 2011 was updated for this presentation. The University’s credit rating is tied to its cost of borrowing and the University is enjoying historically low rates of 3.9%. One down-tick in agency rating results in an additional 20 basis points (BPS) added to the rate. Debt issuance fees are also at a low at this time. It is important to demonstrate to the rating agencies the mission-critical reasons for taking on debt. The Housing projects have an underlying revenue stream and that is viewed favorably by the agencies. Management is a huge qualitative factor to the rating agencies and our past demonstration of leadership and board involvement in long-range planning was viewed favorably.

Discussion about the low interest rate environment generated conversation about accelerating borrowing to lock in low rates. There are inherent obligations to spend bond proceeds according to a schedule – could construction be accelerated to match the spending requirements? Ms. Greene cautioned that the credit agencies do not look favorably on huge bond issues for the sake of exploiting low interest rates.

The current 6 Year CIP debt needs were applied in the affordability analysis, at a 5% interest rate, and 3 scenarios were played out from $0 to $850 million in borrowing over six years. The
analyses indicated that the University could reasonably expect to issue $567 million in new debt over five years with minimal risk to the agency ratings.

**NACUBO Endowment**
VP Golding shared information from the annual NACUBO Endowment survey as requested by the trustees during the Endowment Update presentation earlier this fall. Charts tracking Ohio University’s performance since 2008 shows we track right down the line and outperformed the benchmarks for 1, 3, and 5 year periods. The Foundation board will review the performance at their March meeting.

**Housing Development Plan and Multipurpose Facility Update**
Vice President for Student Affairs, Ryan Lombardi, introduced the session and reminded the Board that the Housing Auxiliary operations are solely funded from the room rate. The Housing Development Plan was previously endorsed by the trustees and the intent is to build a community and contribute to what makes the university special – a rich, vibrant community environment of students studying and living together.

Associate Vice President for Facilities, Harry Wyatt, reported that the three phases of the Housing Development Plan will be reviewed with more emphasis on Phase 1, for which site development has been in progress. The plan is to bring the Phase 1 construction resolution to the Board for approval at the August meeting.

Mr. Keith Storms from Hanbury, Evans, Wright, Vlattas and Co. reviewed the project design principles that the team have been working under. The firm has made themselves familiar with the Athens community, the students, the land and its topography. The preferred plan takes advantage of the old railroad bed to create green space ‘swing and fingers’. The first phase of construction will occur in the parking lots east of Clippinger where the Wolfe/Ullom Apartments were demolished.

The entire plan includes courtyards throughout all phases. Living spaces are community-based with about 16 students in a ‘community within a community’. A loop road is being planned for the outside ring of the South Green resident halls eliminating vehicular traffic from the middle of South Green and encouraging pedestrian and bike traffic. Transit opportunities will be explored to serve the campus areas. Exploring a different architecture styling for the new construction was discussed as well as the importance of maintaining the traditional historic view of campus.

The process has been well received by students. The city planner has been involved and responsive throughout the entire process. The projected duration of the buildings is 50 years, with a 30 year projection for the building systems.

AVP Wyatt indicated that development plans for the Multi-Purpose Facility are on-going. The facility will be between Peden Stadium and Ping Center with a targeted occupancy date of December 2013. Classes, intramural sports, and athletic team practices will occur in the facility. The facility is large enough to contain a football field and is nearly 7 stories high. Glass and brick scale the building. A gift of $10 million, $8 million of which is designated for the Multi-Purpose Facility, is to be received over 10 years. In order to have funding in place prior to
construction beginning, debt will be used for construction. Discussions are still occurring regarding a maintenance endowment.

Consent Agenda, Construction Projects
AVP Wyatt reported that a resolution, requiring Board approval, is included on the consent agenda for five construction projects—Housing Development Plan: Phase 1 Design and Site Preparation, Peden Turf Replacement, Hudson Health Third Floor Renovation, Computer Service Center HVAC/Electrical Upgrade, and OUHCOM Dublin Renovation. Funding for each project has been identified and is currently available or will include proceeds from a 2013 Debt Issuance.

The committee recommended keeping the Construction Projects resolution on the Consent Agenda for Board approval. Trustee Scholl moved to accept Resolution 2013 – 3314, seconded by Trustee Lake. All approved and the motion carried.

APPROVAL OF PROJECT AND AUTHORIZATION TO DEVELOP CONSTRUCTION DOCUMENTS, RECEIVE BIDS AND AWARD CONSTRUCTION CONTRACTS FOR
HOUSING DEVELOPMENT PLAN: PHASE 1 DESIGN & SITE PREPARATION,
PEDEN TURF REPLACEMENT,
HUDSON HEALTH THIRD FLOOR RENOVATION,
COMPUTER SERVICE CENTER HVAC/ELECTRICAL UPGRADE,
and OUHCOM DUBLIN RENOVATION

RESOLUTION 2013-3314

WHEREAS, five capital projects have been planned, developed, and funded as follows:

- Housing Development Plan: Phase 1 Design and Site Preparation with a total project budget of $7.5 million to be funded from Residential Housing Auxiliary Reserves and FY2013 Bond Issuance,

- Peden Turf Replacement with a total project budget of $800,000 to be funded by Athletics Reserves,

- Hudson Health Third Floor Renovation with a total project budget of
$760,000 to be funded by Student Affair WellBeing funds,

- Computer Service Center HVAC/Electrical Upgrade with a total project budget of $1.6 million to be funding by FY2009 Bond Issuance, and

- OUHCOM Dublin Renovation with a total project budget of $13.7 million to be funded by FY2013 Series Bonds and a gift from the Osteopathic Heritage Foundation.

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees authorizes the receipt of bids and the President or his designee to accept and award construction contracts within the total project budgets identified.

University Academics Committee Report

Trustee David Brightbill reported on the Academics Committee meeting as follows. He first thanked Executive Vice-President and Provost Benoit and Executive Dean of Regional Higher Education Jim Fonseca and Athletic Director Jim Schaus for their presentations.

*Academic Quality: Regional Higher Education—Dashboard and Accreditation*

The committee heard a report on regional higher education. There are twelve bachelor degrees and fourteen associate degrees across OHIO regional campuses, which focus on outreach and access - outreach to unique communities and educational access through an open enrollment policy. Trustee Brightbill pointed out that having an open enrollment policy is important as it allows a larger population of students the opportunity to benefit from higher education. Students who wish to earn baccalaureate degrees on the regional campuses must meet the qualifications established on the Athens campus for these degrees.

Quality of faculty on regional campuses is assured by involvement of the Athens departments in the hiring and tenuring of regional campus faculty. Standard course syllabi, standardized exams and professional licensure testing are key quality control mechanisms used on all of the regional campuses.

Because of RHE’s open enrollment policy, its affordability, the nature of its offerings, and the quality of the education provided, the regional campuses have been successful in their efforts to attract students. Enrollment has grown to 10,000 students including large proportions of students who are part-time, female, non-traditional, first generation and minority.

Some examples of the community involvement are: the Chillicothe Child Development Center, the Eastern Campus Theatre, the Lancaster Music Festival, the Southern Horse Park, and the Zanesville Recreational Center.

*Intercollegiate Athletics Update*
Athletic Director Jim Schaus and his colleagues Randee Duffy, Assistant Athletic Director of NCAA Eligibility and Student-Athlete Success, and Amy Dean, Executive Senior Associate Athletics Director focused on five points in their presentation.

1. The Ohio University Student-Athlete population is excelling in the classroom and outperforming the general student body in the areas of graduation rate, cumulative grade point average, and retention.

2. Ohio University’s Student-Athletes are not clustered into less-demanding courses and programs of study. Rather, they are distributed throughout all colleges.

3. In addition to the existing institutional controls, the Board of Trustees Audit Committee authorized an internal audit of various areas of Athletics. The 4-year audit cycle began in the summer of 2012 with eligibility and academic progress, and Mr. Schaus reported that Internal Audit had no negative findings.

4. Ohio University is one of only 17 Division I-A (FBS) schools to have never committed an NCAA major violation.

5. Athletics positively impacts academic programs by providing a “Learning Laboratory” for over 400 undergraduate and graduate students who are not student athletes.

In addition to the 5 points listed above, Mr. Schaus also noted that through the activities of its student-athletes, ICA generates national attention for Ohio University. Having successful teams that appear on national television often assists the university in attracting applicants and provides an opportunity to tout the strength of the institution’s academic programs.

Mr. Schaus introduced Dr. Ann Gabriel who serves as one of two faculty representatives to ICA. Dr. Gabriel described the role of an ICA faculty representative. She indicated that faculty representatives serve as the eyes and the ears of the President and report regularly to him. ICA faculty representatives also provide regular updates to Faculty Senate. In her role, Dr. Gabriel works with Mr. Schaus and his staff as well as with student-athletes. She indicated that faculty representatives played a constructive role in problem solving and advising ICA on a variety of academic issues.

Questions were asked by Trustees about the nature of last season’s football schedule and the impact that it had on the student-athletes. The issue of whether ICA provided a “training table” for student-athletes was also discussed.

Scholarship Task Force Update
This report was given earlier in the day during the joint Academics & Resources Joint Committees session.

AQIP Update
Executive Vice President and Provost Benoit updated the Trustees on accreditation activities at Ohio University. Ohio University is accredited by the Higher Learning Commission, and was invited into the AQIP process. This process is different from the single point of time review that is customary in accreditation. AQIP’s ongoing review provides for a system of continuous improvement.

Provost Benoit pointed out that effective January 1, 2013 there will be a new Higher Learning Commission (HLC) approach to accreditation that is focused on 5 criteria: mission; integrity—ethical and responsible conduct; teaching and learning—quality, resources, and support; teaching and learning—evaluation and improvement; and resources, planning, and institutional effectiveness.

In AY 2014-2015, HLC will conduct a Quality Checkup Site Visit. In preparation for the visit the University will be required to complete an AQIP systems portfolio. Reaffirmation of accreditation is expected to take place in AY 2015-2016. The Board of Trustees will also join the visit.

The following consent agenda items were approved:

- The Management Systems Department in the College of Business be renamed the Management Department.

**COLLEGE OF BUSINESS**

**NAME CHANGE FOR THE MANAGEMENT SYSTEMS DEPARTMENT**

**RESOLUTION 2013 -- 3315**

*WHEREAS*, the faculty in the Management Systems Department in the College of Business feel that the current name fails to cover the scope of the curriculum and research interests of the school; and

*WHEREAS*, the proposed name change would also bring the school in line with similar competing programs around the country; and

*WHEREAS*, the current school designation does not adequately recognize the focus of faculty and their professional activities; and

*WHEREAS*, the faculty have thoroughly discussed the desirability of a change of name for the school, the dean of the College of Business supports this recommendation, and it has been approved by the University Curriculum Committee.
NOW, THEREFORE BE IT RESOLVED, that the Management Systems Department be changed to the Management Department.

- The offering of the International Business Certificate by the Management Department in the College of Business.

COLLEGE OF BUSINESS
MANAGEMENT DEPARTMENT
INTERNATIONAL BUSINESS CERTIFICATE

RESOLUTION 2013 – 3316

WHEREAS, the Management Department has proposed offering an undergraduate International Business Certificate, and

WHEREAS, the proposed certificate has the support of the Faculty and Dean of the College of Business, the University Curriculum Council, and the Executive Vice President and Provost, and

WHEREAS, this program reaches beyond the College of Business, providing undergraduate students from various disciplines an opportunity to become more familiar with the field of International Business,

THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the International Business Certificate by the Management Department in the College of Business.

- The name of Industrial Hygiene Program within the Department of Social and Public Health in the College of Health Sciences and Profession be changed to the

COLLEGE OF HEALTH SCIENCES AND PROFESSIONS
NAME AND DEGREE CHANGE FOR THE
INDUSTRIAL HYGIENE PROGRAM

RESOLUTION 2013--3317
WHEREAS, the faculty in the Industrial Hygiene Program within the Department of Social and Public Health in the College of Health Sciences and Professions feel that the current name fails to portray the scope of the curriculum and does not reflect perceptual shifts within the professional community; and

WHEREAS, the current program designation does not adequately recognize the focus of faculty and their professional activities; and

WHEREAS, the proposed name change would make the program congruent with similar competing programs around the country and likely enhance the effectiveness of student recruitment and retention efforts; and

WHEREAS, the faculty are entirely supportive of a program name change and given that the Dean of the College of Health Sciences and Professions also supports this recommendation, and that it has been approved by the University Curriculum Council.

NOW, THEREFORE BE IT RESOLVED, that the Industrial Hygiene Program be changed to the Occupational Hygiene & Safety Program and the associated degree be changed from a Bachelor of Science in Industrial Hygiene (BSIH) to a Bachelor of Science in Occupational Hygiene & Safety (BSOHS).

Trustee Brightbill moved to accept the Resolutions in Tabs 13, 14, 15, which was seconded by Trustee Scholl. All approved and the motion carried.

Resolution 2013 - 3318 was taken off of the consent agenda and amended. The amendment is included as the last paragraph of the Resolution.


MAJOR AND DEGREE PROGRAM REVIEWS

RESOLUTION 2013 – 3318

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

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

WHEREAS, Section 67 of Am. Sub. H.B. 694 requires the college and university Board
of Trustees to “initiate on-going processes for the review and evaluation of all programs of instruction presently conducted by the institutions for which they are responsible.”

**THEREFORE, BE IT RESOLVED,** that the Board of Trustees of Ohio University hereby accepts the Seven Year Reviews for 2004-2011 for the following programs on the Chillicothe, Southern, and Lancaster campuses:

- Accounting Technology
- Business Management Technology
- Office Technology

The Board of Trustees directs the Executive Vice President and Provost to report on an implementation plan for assessing program learning outcomes for these programs at the April, 2013 Academics Committee meeting.

In order to highlight the importance of academic quality, the amended resolution included a statement that the Board of Trustees directs the Executive Vice-President and Provost to report on an implementation plan for assessing student learning outcomes at the April 2013 Academics Committee meeting of the Board of Trustees. Trustee Brightbill noted that learning outcomes will be included as a formal part of program reviews by the University Curriculum Committee. Provost Benoit agreed to present a plan for putting in place additional formal assessments to the Academics Committee at the April meeting.

Trustee Brightbill moved to accept the amended resolution, seconded by Trustee Goodman. All approved and the motion carried.

Trustee Goodman added that the Academic Committee had a discussion that came out of the regional campus reviews. The discussion focused on how the regional campus mission may influence the new state of Ohio funding formula for higher education.

**University Governance Committee Report**

Trustee Janetta King presented the report from the University Governance Committee meeting as follows.

**Bylaws**

The committee discussed bylaw revisions, highlighting two matters that were not captured in the current bylaws: 1) an officer succession plan and 2) what constitutes a majority of the board for voting purposes. John Biancamano drafted initial proposed changes prior to yesterday’s meeting. The committee reviewed his proposals and recommended that he make revisions based on committee members’ input. The second agenda item dealt with the effective use of Board meeting time. Trustee King reported that there was a substantive discussion about how meetings could be organized to allow for sufficient time to address the important matters. Trustee King highlighted yesterday as a good example: the Trustees were able to use the lunch hour to obtain
more information about the Capital Plan. With regard to the need for additional interaction with constituencies throughout the campus, the Board members discussed a variety of possibilities. The committee will try to replicate and build these opportunities into its agenda as well as provide opportunities for informal interactions among the Trustees. Trustee King noted that the Governance Committee meeting provided a good opportunity to exchange ideas: Trustees were able to provide recommendations for the administration to take under consideration for upcoming Board meeting agendas.

Trustee Campbell raised a concern with Article 5, Section 5 of the bylaws, which pertains to a quorum. Since he does not sit on the Governance Committee, he wanted to have an opportunity to express his concerns about the possible revisions concerning the requirement that voting only occur in person. Chair Harris suggested that Trustee Campbell notify the Chair of the Governance Committee to discuss his concerns. Trustee Campbell noted that he had communicated this to General Counsel, and wanted to share his concerns directly with the Governance Committee as well.

University Audit Committee Report

Trustee Kevin Lake reported on the University Academics Committee meeting as follows.

Internal Audit Update

Chief Audit Executive, Jeffrey Davis, updated the Audit Committee on the completed audits for FY13 which included final reports being issued for seven audits and audits that are near completion for University Libraries and University College. In addition, Internal Audit (IA) is in the planning stages for the audits of E-Learning Ohio and Graduate College.

As was mentioned at the November Audit Committee Meeting, Plante Moran has completed its last year of serving as Ohio University’s external auditor. Mr. Davis provided an update of the Request for Proposal (RFP) process and upcoming oral presentations. Five firms submitted proposals: Plante Moran, Crowe Horwath, BKD, Deloitte and Touche, and McGladrey. The Committee discussed the process of selecting an external audit firm and the commencement of interim audit work for the external audit.

Mr. Davis discussed the NCAA compliance procedures and an update related to the two External Audit Findings, which were now confirmed to be in compliance and his audit processes.

Trustee Lake thanked Chief Auditor Davis and his team for their work, and he also thanked Trustees Harris, Brightbill, Roden, and especially Trustee Campbell, whose expertise in auditing was invaluable to the committee and the University.

There was no unfinished business.

Capital Planning Meeting Report
Chair Harris reported on Thursday’s lunch discussion on capital planning. She noted that since the Capital Plan was approved, a number of new Trustees have joined the Board and they have raised important questions. She noted that under the leadership of Robert Kidder the Trustees took approximately eighteen months to work with the administration in developing the Capital Plan. The questions addressed in yesterday’s lunchtime discussion concerned how the University should promote efficiency, leverage state dollars, and not overbuild, or over-commit, or find itself issuing too much debt in an uncertain fiscal environment. Chair Harris referred to the challenges of balancing competing interests. The Trustees discussed the debt and the phasing of the twenty-year Capital Plan. According to the process, each individual project of capital improvement that costs over half a million dollars is returned to the Trustees for consideration and approval. In addition, on an annual basis, the Trustees examine how the Capital Plan is progressing, and they have an opportunity to make decisions about whether or not to move ahead with the project.

The Capital Plan contains a plan for upgrading academic buildings. As Dr. Sayrs reported, some of the buildings are in unsatisfactory condition for research and appropriate teaching; this can result in challenges attracting and retaining qualified faculty. Trustee Scholl also noted that there are issues with the residence halls that need to be resolved in order to ensure the University continues to attract and maintain high quality students.

The President, the Provost and Vice-President for Finance were very clear about the fact that, if the University did nothing, it would find itself with up to a billion dollars in deferred maintenance. Chair Harris asserted that the Board believed that ignoring these needs would not be acceptable. In April the Board of Trustees will consider debt issuance to move some of the plans forward. As the Board takes a one-year look at the Capital Plan in June, Capital projects will come forward to the Trustees for consideration. Chair Harris reported that the discussion was valuable as it identified areas that the administration would continue to examine and refine. She noted that all of the participants took away an understanding of the work that is before them in April and June.

**APPROVAL OF CONSENT AGENDA**

Consent Agenda were approved throughout the meeting.

**NEW BUSINESS**

There was no new business.
COMMUNICATIONS, PETITIONS, AND MEMORIALS

ANNOUNCEMENT OF NEXT STATED MEETING DATE

ADJOURNMENT
Chair Harris adjourned the meeting at 12:34 p.m.

CERTIFICATION OF MINUTES
Notice of this meeting and its conduct was in accordance with Resolution 1975-240 of the Board, which resolution was adopted on November 5, 1975, in accordance with Section 121.22(F) of the Ohio Revised Code and of the State Administration Procedures Act.

__________________________________________  ____________________________
Gene T. Harris                                      Peter C. Mather
Chairperson                                           Secretary
PRESIDENT’S REPORT

presented to
Ohio University Board of Trustees
February 8, 2013

The best student-centered learning experience in America
Office of the President
Overview

- Legislative Update
- Celebrating our Region
  - Appalachia Rising
- Strategic Priority
  - Complete Capital Campaign
- Points of Pride
- Program Spotlight
  - Ohio University Chillicothe Campus Law Enforcement Technology Program

Photo courtesy of http://www.chillicothe.ohiou.edu/
Top Strategic Priorities

Nation’s Best Transformative Learning Community

1. Inspired teaching and research
2. Innovative academic programs
3. Exemplary student support services
4. Integrative co-curricular activities

Four Fundamentals

1. Inspired teaching and research dedicated to students’ academic success and focused on the connections between student learning and the advancement of knowledge and creative activity
2. Innovative academic programs that draw on the best traditions and practices in liberal arts, professional, and interdisciplinary education
3. Exemplary student support services committed to helping students fulfill their academic promise
4. Integrative co-curricular activities that foster a diverse environment of respect and inclusivity and facilitate students’ development as citizens and leaders

The best student-centered learning experience in America
Office of the President

Ohio University
Federal Legislative Update::
Government Relations

- On January 2\textsuperscript{nd}, President Obama signed the American Taxpayer Relief Act (HR 8), which averted the infamous fiscal cliff.
  - The act delays by two months the sequester spending mandated by the Budget Control Act of 2011. However, the act does not address deficit reduction, entitlement reform or the debt limit.

- The Ohio University Zanesville campus now is represented by Congressman Pat Tiberi (R) OH-CD 12. In an effort to familiarize himself with the campus and all it has to offer, Congressman Tiberi toured the OU-Z campus on January 9\textsuperscript{th}. 

The best student-centered learning experience in America
Office of the President

Ohio University
State Legislative Update::
Government Relations

- The state operating budget was introduced on February 4th.

  ➢ Gov. Kasich’s proposal includes a 1.9 percent increase in each fiscal year of the budget for higher education. This represents a total new investment in higher education of $100 million over the biennium.

  ➢ The plan seeks to cap tuition and general fee increases for FY14-15 at 2 percent of average tuition and general fees.

  ➢ The budget bill still needs to be debated and voted on by the state legislature before it can be fully implemented.
State Legislative Update:: Government Relations

- The governor’s State of the State address will be held at 6:30 p.m. on February 19th in Lima, Ohio.

- Stephanie Davidson has been named Interim Chancellor of the Ohio Board of Regents, following the recent retirement of Jim Petro.
Celebrating our Region::
Appalachia Rising

• “Appalachia Rising: Stories of Hope and Achievement from Ohio’s Appalachian Hills and Valleys” is a newly published work that is a cooperative effort between University Communications and Marketing and Ohio University Press
Celebrating our Region::
Appalachia Rising

- Puts a human face on OHIO’s many contributions to the region
- Documents the excellence of our staff and our vision in action
- Showcases the quality of UCM and Ohio University Press
- Highlights significant “firsts”
Strategic Priority:: Complete Capital Campaign

Total Attainment: $413.92 M

- Alumni: $220.36
- Other Individuals: $16.44
- Corporations: $9.29
- Foundations: $149.38
- Other Organizations: $18.45

*Current as of January 31, 2013

*In millions

The best student-centered learning experience in America
Office of the President

OHIO UNIVERSITY
Strategic Priority::
Complete Capital Campaign

Advancement Travel
Hong Kong
Fort Myers, Florida
Sarasota, Florida
Tampa, Florida
Shreveport, Louisiana
New York, New York
Columbus, Ohio
Points of Pride

• Ohio University named three new deans

Margaret Kennedy-Dygas
College of Fine Arts

Scott Titsworth
Scripps College of Communication

Martin Tuck
Ohio University
Chillicothe

Photo courtesy of: University Communications and Marketing
Points of Pride

- Ohio University and the National Academy of Engineering announced the 2013 Fritz J. and Dolores H. Russ Prize recipients: Rangaswamy Srinivasan, James J. Wynne, and Samuel E. Blum for advancements that enabled LASIK and PRK eye surgery

Photos courtesy of: University Communications and Marketing
Points of Pride

- Lambda Pi Eta, an honor society, held a holiday supply drive at the Ohio University Lancaster Campus and Pickerington Center and collected 17 boxes of supplies to send to troops in Kosovo

Photograph courtesy of Cherri Russo
Points of Pride

- With the switch from quarters to semesters, OHIO students celebrated the holidays in Athens

Photographs courtesy of the Multicultural Center, Chris Franz and Ross Brinkerhoff
Points of Pride

- Ohio University’s Third Frontier initiative, TechGROWTH Ohio, was awarded new investment capital funding (approximately $1.875M) in a state-wide process, which now makes it a $30M program.
Points of Pride

- The National Academy of Inventors (NAI) named Dr. John Kopchick and Dr. Gerardine Botte of Ohio University as charter fellows

Photograph courtesy of John Kopchick
Photograph courtesy of Mark Dawson
Points of Pride

- Ohio University's Heritage College of Osteopathic Medicine Dublin branch was approved by the Commission on Osteopathic College Accreditation
Points of Pride

• The British Government named Keith Hawkins, an astrophysics major in the Honors Tutorial College, as a recipient of the Marshall Scholarship. Keith will continue his research at University of Cambridge’s Institute of Astronomy.

Photo courtesy of: University Communications and Marketing
Points of Pride

- U.S. News and World Report ranked Ohio University as the sixth most connected college in the world. OHIO ranked No. 1 in the state and was the top publicly-funded university.
Points of Pride

- Ohio University won the AdvoCare V100 Independence Bowl, marking back-to-back seasons with bowl victories
Points of Pride

- Ohio University conferred an honorary degree upon the Malaysian Prime Minister at the Tun Abdul Razak Lecture

The best student-centered learning experience in America
Office of the President
University Spotlight ::
Law Enforcement Technology
Ohio University Chillicothe

Dr. Martin Tuck
Dean, Chillicothe Campus
Academic Program Offerings on the Chillicothe Campus

Associate Degrees
- Associate in Art
- Associate in Science
- Business Management Technology
- Child Development
- Computer Science Technology
- Environmental Engineering Technology
- Human Services Technology
- Individualized Studies
- Law Enforcement Technology
- Nursing
- Office Technology

Bachelor Degrees
- Applied Management
- Criminal Justice
- Communication Studies
- Health Services Administration
- Early Childhood Education
- Middle Childhood Education
- Nursing
- Specialized Studies
- Social Work
- Technical and Applied Studies
Law Enforcement Technology

- Current enrollment: 160 students, 50 percent female
- Leads to an associates degree in applied science
- Course credit can be applied to a bachelors degree in criminal justice
- Many students complete the Southern Ohio Police Training Institute (SOPTI), which certifies individuals to become Ohio police officers
- Graduates have secured employment with federal, state, local, corrections or private agencies
Presenters

- **Dr. James McKeen**, LET campus and regional program coordinator & associate dean OU-C
  - Former police chief, Grove City Police Department
  - Graduate of the LET program
  - PhD, Ohio University Patton College of Education

- **Ian McCord**, OU-C LET student

- **Brian Nelson**, OU-C LET student

- **Elizabeth Barger**, OU-C and SOPTI graduate
  - Commissioned through Jackson County Municipal Courts
PRESIDENT’S REPORT

presented to
Ohio University Board of Trustees
February 8, 2013

The best student-centered learning experience in America
Office of the President
Joint Academics and Resources Committee Meeting

February 7, 2013, 10:00 am

Board Chair Gene Harris called the meeting to order at 10:13 am. Other board members present included Trustees Sandra J. Anderson, Kevin B. Lake, Henry Heilbrunn, David A. Wolford, David Brightbill, N. Victor Goodman, J. Patrick Campbell, Janetta King, and David Scholl, Student Trustees Allison Arnold and Amanda Roden, Faculty Representatives David Thomas and Judith Lee, and President Roderick J. McDavis.

Chair Harris and President McDavis thanked Chillicothe Dean Marty Tuck for hosting. President McDavis introduced the joint session topic as a continuation of discussions with the board over the past few years regarding the financial health of the institution and access and affordability for our students.

- A New Business Model: Accessibility, Affordability and Debt Management

Executive Vice President and Provost, Pam Benoit, discussed that the session will provide more depth into the guaranteed tuition model and scholarship strategies. The presentation was shared with Student Senate last night and there was a very good conversation with good questions. She and Vice President for Finance and Administration, Stephen Golding, will also be testifying in front of the Ohio legislature at an upcoming session regarding this tuition concept.

VP Golding reminded the Trustees of the continued move toward a tuition driven model for funding higher education, translating into an increasing debt burden to Ohio families. Declining state support is a national problem with the state of Ohio experiencing lower increases in tuition than the balance of the country. An underlying policy question is ‘What is the fair, proportional share of an education for students and their families to pay?’

A ‘tuition guarantee’ provides one annual tuition rate for one cohort for a defined period of time. This type of tuition model can provide predictability for families and students as well as other benefits to both the institution and families. In order to enact such a change in Ohio, legislation
is needed. Within Ohio, Kent State has a voluntary guaranteed tuition program and the University of Dayton has recently announced a guarantee program to include tuition, room and board. Efforts are being made to understand more about the UD program. There are other programs across the country with multiple, varying structures. VP Golding discussed some of the experiences of the Colorado system program which has been in place for non-resident students for several years.

A guarantee tuition program, if legislated, would likely include maximum and minimum bands for cohort increases enabling institutions to respond to inflationary increases and other economic factors which are not predictable long-term. Many variables would need to be factored into the crafting of a program. Historical Ohio increases have averaged 3.5% which would equate to a 9% tuition increase for a cohort. Anything less than 9% increase for a cohort would represent lower total costs than the annual 3.5% which has been allowed by the state!

Managing the escalation in tuition and costs of a 4 year education is one method to assist families and help them to manage their debt considerations. Even though the office of Financial Aid counsels students on available loans and methods of paying for their education, the amount of debt that families incur involves many other economic decision points. The historical view of tuition pricing vs. increase in student indebtedness shows that the economy has impacted the increase in student debt more than tuition increases.

VP Golding reminded that the SSI and tuition revenues of FY 2012 represent virtually the same buying power as 10+ years ago. The first year’s increase in a guaranteed tuition environment establishes a ‘floor’ to start modeling increases in each successive year. Models using varying guarantee calculations have been generated which arrive at the annual new revenue for the university each year for 10 years. The calculations model the increased revenue that would be available for institutional budgeting thereby providing some future predictability.

- Sensitivity analyses of total 4 year cost to families have been prepared based on inflationary increases, 3.5% annual increases as per the previous state cap, and cohort guarantee rates of 5.9% (estimate tied to inflation), 7.4% (estimate tied to inflation for students with need), and 9% (to show comparability to 3.5% annual increases)
- The model calculations show the same or less in college costs under the modeled guarantee pricing rates.

**OHIO’s Promise**, a guaranteed tuition concept statement, was shared with the board. VP Golding stated that he mentioned this concept to a colleague who indicated that this could be looked at favorably by rating agencies due to predictability of the revenue stream. There are many issues to consider if we choose to go forward, as well as planning for unintended consequences. Rules for cohorts could be set to take into account all or just specific segments of college cost and make provisions for transfer students for example.
Does the academic program need to change to accommodate students who change majors so they are not off-track to accomplish the degree within 4 years and risk a cohort increase?

Provost Benoit shared that major changing often happens within the same field so educational requirements may not vary widely. Student advising is critical to being successful and we must consider the courses offered as being applicable across disciplines. President McDavis shared that Ohio Presidents are currently working to understand the variances in 2-year and 4-year degrees at this time as a way to assist in transferability. Quality of courses and creating pathways for graduation is important. eLearning, summer school and regional campuses are examples of ‘pathways’ to be exploited in obtaining the Ohio University degree.

Policy decisions will be needed around the flexibility of the type of Ohio University degree that can be obtained. A tuition guarantee may indicate the ‘ceiling’ of a cohort cost, but varying the options of study provides different pathways for outcome attainment. Further study into options for summer school, etc. could also assist in more full and efficient usage of facilities.

The phrase regarding an ‘unsustainable business model’ is often repeated – how do we craft a mechanism for decision-making in this environment given the uncertainty?

Many of the tools that have been developed (Sources and Uses, Capital Planning, Enrollment Planning, Economic Impact Study, Environmental Scans, etc.) are intended to focus us on long-term decision making and impacts given our planning assumptions. Integrating eLearning, leveraging regional campuses with an eye toward degree completion, and maintaining the core of the Athens residential academic experience are all being considered internally; SSI model and degree completion are being considered at the state level. The state focus changes with each Governor and there have been three in President McDavis’ 9-year tenure. Our planning must continue based on Ohio University’s reality – the University’s mission and our ‘excellence’, the capital needs, student demographics, etc. – and the validity and basis for our long-term assumptions. The long-term planning that has evolved and been put in place is intended to help us achieve our goals and aspirations and provide a mechanism for prudently reacting when the tipping points for so many variables are uncertain.

Are we properly responding to the growth in eLearning and regional campuses as it relates to the Athens campus investment? The importance of academic quality across all of Ohio University was referenced and that the growing programs emanate from the colleges.

Provost Benoit introduced the second part of the joint session regarding aid to students, how it couples with a guarantee tuition program, the work of the Scholarship Task Force, and the opportunities afforded through the Capital Campaign in funding a scholarship matching program. Total aid to Ohio University students amounts to $408 million and includes all forms of aid, loans and grants - $19 million comes from the University general fund. The competitive environment for aid shows that our program’s ACT requirement is higher than most reducing our competitiveness. The Scholarship Task Force is investigating data and working with consultants.
to investigate the success of current programs, student gaps, and needs for different programs.

In response to changing demographics and fewer Ohio high school students – recently established aid programs targeting non-residents have resulted in success in recruiting non-residents. Studies have shown that there is a ‘sweet spot’ for scholarship offerings to entice students. Our consultants are helping to bring sophistication to our aid programs, identifying the ‘right kind’ of aid and amount to increase yield for targeted students.

Although we are not maximizing how we offer aid, we do well with yield due to the strength of our academic reputation – our ‘special sauce’. In working with the Foundation on donor strategies the emphasis is on leveraging internal money to generate more scholarship funding. Scholarship funding is the largest segment of the $100 Million investment strategy. The Deans have endorsed a 2:1 match commitment which will generate $76.2 million in scholarship funds thorough giving of $25.4 million. Provost Benoit is working with VP Benchoff and the Campaign Steering committee to ‘develop the right kind of sizzle’ to attract scholarship funding to maximize the consultant scholarship grid. This type of information will resonate with donors and could generate enthusiastic giving.

How is aid planned to be distributed besides ACT, which is not a true indicator of talent for learning or success? Many details about potential students are available including was OU their first choice among institutions, has the student visited OU, etc. These can be factors in developing aid programs as well.

Meeting adjourned at 12:07 pm.
Committee Chair David Wolfort called the meeting to order at 2:25 pm. Other board members present included Trustee Sandra J. Anderson, Trustee David Scholl, Trustee Kevin B. Lake, Trustee Henry Heilbrunn, Student Trustee Allison Arnold, Faculty Representative Judith Lee, and President Roderick J. McDavis.

- **Capital Campaign Update**

Vice President for Advancement, Bryan Benchoff, provided an update for the Capital Campaign noting campaign contributions totaling $413.6 million toward the $450 million goal as of December 31, 2012. Since December 31 the total has grown to $416 million with $20 million in planned proposals through the end of fiscal 2013 and $63 million through the end of the campaign. Tying in with the Joint session discussion earlier this morning, Student Aid giving totaled $47 million through December 31. College campaign attainment, the sources of gifts, and the areas supported by the gifts were reviewed.

VP Benchoff provided a staffing update regarding two key appointments since the November meeting. Jennifer Neubauer was hired with consider experience into the AVP for Alumni Relations position, and JR Blackburn was promoted to AVP, Development and Associate Campaign Manager. These appointments round out the top leadership positions within Advancement.

VP Benchoff explained that a new set of metrics has been implemented to measure development officer performance. All development officer activity and contacts are captured in the departmental data base which will greatly enhance management and reporting capabilities.

VP Golding commented on the search for the next Associate Vice President of Finance and Treasurer due to the recent departure of Michael Angelini. VP Golding has stepped into the void during the search, but is using the search as an opportunity to strengthen the team and work toward succession planning for the division.
6 Year Sources and Uses – November Interim

Vice President for Finance and Administration, Stephen Golding discussed the 6 Year Sources and Uses Report as of November 30, 2012 including a FY2013 forecast. VP Golding began with a discussion of the ending FY2012 net assets of $59 million versus the final FY2012 Sources and Uses projection of $95 million and the four key contributors to the attainment shortfall. Regarding those contributors, quarters to semester transition has made near-term summer projections challenging to estimate and as eLearning continues to ramp up, projecting those costs of delivery has been difficult.

The FY2013 forecast of $46 million in net assets is favorably impacted by projected investment earnings of $11 million and modest favorable variances in the major revenue lines for tuition and SSI, offset in part by increases in student aid.

VP Golding reminded the committee members of the past years favorable net asset performance and the resultant bolstering of SB6 performance. This has all strengthened the balance sheet and enabled the institution’s favorable debt capacity which is being targeted to address capital needs. The university’s indicators are favorable as viewed by the rating agencies.

Regarding continuing the past annual net asset performance, VP Golding commented on the pressures related to compensation, debt service, and infrastructure needs and the related push on the bottom line may hamper the university’s ability to maintain the past levels of net asset growth.

University Debt Capacity

VP Golding introduced Beth Greene, Director of Debt Management. Ms. Greene noted that the Debt Affordability study conducted in 2011 was updated for this presentation. The University’s credit rating is tied to its cost of borrowing and the University is enjoying historically low rates – 3.9%. One down-tick in agency rating results in an additional 20 basis points added to the rate. Fees to issue are also at a low at this time. It is important to demonstrate to the rating agencies the mission-critical reasons for taking on debt. The Housing projects have an underlying revenue stream and that is viewed favorably by the agencies. Management is a huge qualitative factor to the rating agencies and our past demonstration of leadership and board involvement in long-range planning was viewed favorably.

Discussion about the low interest rate environment generated conversation about accelerating borrowing to lock in low rates. There are inherent obligations to spend bond proceeds according
to a schedule – could construction be accelerated to match the spending requirements? Ms. Greene cautioned that the credit agencies do not look favorably on huge bond issues for the sake of exploiting low interest rates.

The current 6 Year CIP debt needs were applied in the affordability analysis, at a 5% interest rate, and 3 scenarios were played out from $0 to $850 million in borrowing over six years. The analyses indicated that the University could reasonably expect to issue $567 million in new debt over five years with minimal risk to the agency ratings.

- **NACUBO Endowment**

VP Golding shared information from the annual NACUBO Endowment survey as requested by the trustees during the Endowment Update presentation earlier this fall. Charts tracking Ohio University’s performance since 2008 shows we track right down the line and outperformed the benchmarks for 1, 3, and 5 year periods. The Foundation board will review the performance at their March meeting.

- **Housing Development Plan and Multipurpose Facility Update**

Vice President for Student Affairs, Ryan Lombardi, introduced the session and reminded that the Housing Auxiliary operations are solely funded from the room rate. The Housing Development Plan was previously endorsed by the trustees and the intent is to build a community and contribute to what makes the university special – a rich, vibrant community environment of students studying and living together.

Associate Vice President for Facilities, Harry Wyatt, reported that the three phases of the Housing Development Plan will be reviewed with more emphasis on Phase 1 for which site development has been in process. The plan is to bring Phase 1 construction back in August for board approval.

Mr. Keith Storms from Hanbury, Evans, Wright, Vlattas and Co. reviewed the project design principles that the team have been working under. The firm has made themselves familiar with the Athens community, the students, the land and its topography. The preferred plan takes advantage of the old railroad bed to create green space ‘swing and fingers’. The first phase of construction will occur in the parking lots east of Clippinger where the Wolfe/Ullom Apartments were demolished.

The entire plan includes courtyards throughout all phases. Living spaces are community-based
with about 16 students in a ‘community within a community’. A loop road is being planned for the outside ring of the South Green resident halls eliminating vehicular traffic from the middle of South Green and encouraging pedestrian and bike traffic. Transit opportunities will be explored to serve the campus areas. Exploring a different architecture styling for the new construction was discussed as well as the importance of maintaining the traditional historic view of campus.

Students have appreciated the process. The city planner has been involved and responsive throughout the entire process also. The useful life of the buildings is 50 years and the building systems will have 30 year lives. Repurposing in the future should be possible with the built in flexibility being planned – the development team has been able to learn from all those that have built before us.

AVP Wyatt, shared development plans for the Multi-Purpose Facility are on-going. The facility will be between Peden Stadium and Ping Center with a targeted occupancy is December 2013. Classes, intramural sports, and athletic team practices will occur in the facility. The facility is large enough to contain a football field and is nearly 7 stories high. The use of glass and brick scale the building. A lead gift of $10 million, $8 million of which is designated for the Multi-Purpose Facility, is to be received over 10 years. In order to have funding in place prior to construction beginning, debt will be used for construction. Discussions are still occurring regarding a maintenance endowment.

- Consent Agenda, Construction Projects

AVP Wyatt reported that a resolution is included on the consent agenda for five construction projects and requires board approval – Housing Development Plan: Phase 1 Design and Site Preparation, Peden Turf Replacement, Hudson Health Third Floor Renovation, Computer Service Center HVAC/Electrical Upgrade, and OUHCOM Dublin Renovation. Funding for each project has been identified and is currently available or will include proceeds from a 2013 Debt Issuance.

The committee recommended keeping the Construction Projects resolution on the Consent Agenda for Board approval.

The meeting adjourned at 4:25.
Academics Committee, Ohio University Board of Trustees
February 7, 2013

Trustees Present: David Brightbill (Chair), Gene Harris, Victor Goodman, Patrick Campbell, Janetta King, Amanda Roden (student trustee), David Thomas (faculty trustee)

Academic Quality: Regional Higher Education—Dashboard and Accreditation
Jim Fonseca, Regional Higher Education (RHE) Executive Dean, provided an overview of the mission, activities, academic quality indicators, and the unique community roles played by each of the five regional campuses (Chillicothe, Eastern, Lancaster, Southern, Zanesville).

Executive Dean Fonseca described how the mission of the five regional campuses of Ohio University is focused on outreach and access - outreach to unique communities and educational access through an open enrollment policy. He pointed out that having an open enrollment policy is important as it allows a larger population of students the opportunity to benefit from higher education. However, students who wish to earn baccalaureate degrees on the regional campuses must meet the qualifications established on the Athens campus for these degrees.

Equally important is the ability of the regional campuses to offer an affordable education. In a statewide comparison, Ohio University’s regional campuses along with those of Miami University and Bowling Green State University provide the most affordable regional campus education as measured by annual regional campus tuition as a percentage of main campus tuition.

In addition to 12 complete bachelor’s degree programs and 14 associate degrees, the campuses offer pathways for students relocating to Athens, transferring to other institutions, or, for advanced high school students, taking post-secondary courses. Non-degree pathways offer a variety of job-training opportunities, business and industry training programs, certificates, stackable certificates with local career centers, and CEU’s. In addition, three Ohio University Centers (Pickerington, Proctorville and Cambridge), run by four of the campuses, offer expanded enrollment and outreach opportunities.

The quality of faculty is assured by involvement of the Athens departments in the hiring and tenuring of regional campus faculty. Standard course syllabi, standardized exams and professional licensure testing are key quality control mechanisms used on all of the regional
Because of RHE’s open enrollment policy, its affordability, the nature of its offerings, and the quality of the education provided, the regional campuses have been successful in their efforts to attract students. Enrollment has grown to 10,000 students including large proportions of students who are part-time, female, non-traditional, first generation and minority.

The five campuses are also unique educational and cultural centers for their communities. They provide educational and professional resources that enrich the lives of individuals who live in each of the areas that surround the campuses. Examples include: the Chillicothe Child Development Center, the Eastern Campus Theatre, the Lancaster Music Festival, the Southern Horse Park, and the Zanesville Recreational Center.

Executive Dean Fonseca noted that the regional campuses expand the political outreach of Ohio University beyond the Athens area. Because of the regional campuses, Ohio University has a presence in three additional federal Congressional districts, four additional Ohio Senate districts and 11 additional Ohio House districts.

**Intercollegiate Athletics Update**

Athletic Director Jim Schaus and his colleagues Randee Duffy, Assistant Athletic Director of NCAA Eligibility and Student-Athlete Success, and Amy Dean, Executive Senior Associate Athletics Director focused on five points in their presentation.

1. The Ohio University Student-Athlete population is excelling in the classroom and outperforming the general student body in the areas of graduation rate, cumulative grade point average, and retention.

2. Ohio University’s Student-Athletes are not clustered into less-demanding courses and programs of study. Rather, they are distributed throughout all colleges.

3. In addition to the existing institutional controls, the Board of Trustees Audit Committee authorized an internal audit of various areas of Athletics. The 4-year audit cycle began in the summer of 2012 with eligibility and academic progress, and Mr. Schaus reported that Internal Audit had no negative findings.

4. Ohio University is one of only 17 Division I-A (FBS) schools to have never committed an NCAA major violation.

5. Athletics positively impacts academic programs by providing a “Learning Laboratory” for over 400 undergraduate and graduate students who are not student athletes.
In addition to the 5 points listed above, Mr. Schaus also noted that through the activities of its student-athletes, ICA generates national attention for Ohio University. Having successful teams that appear on national television often assists the university in attracting applicants and provides an opportunity to tout the strength of the institution’s academic programs.

Mr. Schaus introduced Dr. Ann Gabriel who serves as one of two faculty representatives to ICA. Dr. Gabriel described the role of an ICA faculty representative. She indicated that faculty representatives serve as the eyes and the ears of the President and report regularly to him. ICA faculty representatives also provide regular updates to Faculty Senate. In her role, Dr. Gabriel works with Mr. Schaus and his staff as well as with student-athletes. She indicated that faculty representatives played a constructive role in problem solving and advising ICA on a variety of academic issues.

Questions were asked by Trustees about the nature of last season’s football schedule and the impact that it had on the student-athletes. The issue of whether ICA provided a “training table” for student-athletes was also discussed.

Scholarship Task Force Update
This report was given earlier in the day during the joint Academics & Resources Committees session.

AQIP Update
Executive Vice President and Provost Benoit updated the trustees on accreditation activities at Ohio University. She noted that accreditation is important as it allows the university to engage in the following activities.

- The awarding of student federal financial aid eligibility.
- The ability to articulate transfer credits from other accredited colleges and universities.
- Recruitment and retention of qualified students.
- The ability to place students in accredited graduate schools and to gain employment.
- Allows faculty/staff to receive federal research grants
- Makes it possible to recruit and retain qualified faculty.
- Allows for the demonstration that the university is committed to meeting stringent quality criteria.
- Encourages the university to remain active when it comes to continuous quality improvement.

Provost Benoit reminded the trustees that the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools accredits Ohio University. The HLC is responsible for accrediting over 1000 public and private universities in 19 states. Ohio University has been
accredited for 100 years.

Since 2002, the university has been a member of the Academic Quality Improvement Program (AQIP), an accreditation pathway that is by invitation only and open just to institutions that have had long standing success with their accreditation.

Provost Benoit pointed out that effective January 1, 2013 there will be a new HLC approach to accreditation that is focused on 5 criteria: mission; integrity—ethical and responsible conduct; teaching and learning—quality, resources, and support; teaching and learning—evaluation and improvement; and resources, planning, and institutional effectiveness.

In AY 2014-2015, HLC will conduct a Quality Checkup Site Visit. In preparation for the visit the university will be required to complete an AQIP systems portfolio. Reaffirmation of accreditation is expected to take place in AY 2015-2016.

Planning is underway to ensure that the university will be ready for the site visit and the systems portfolio. Provost Benoit has asked Dr. Mike Williford, currently Associate Provost for Institutional Research and Assessment, to lead the effort. An advisory committee will support him in his work.

Trustees suggested that someone from the Board work with the Provost and Dr. Williford to learn about the process. A request was also made that the Provost provide regular updates to the Academic Committee about the work being done on the reaccreditation project.

Dr. Williford spoke about the work that Dean Martin Tuck did on accreditation while he was an Associate Provost. He indicated that a great deal is owed to Dean Tuck’s contributions in this area.

The following consent agenda items were approved:

- The Management Systems Department in the College of Business be renamed the Management Department.
- The offering of the International Business Certificate by the Management Department in the College of Business.
- The name of Industrial Hygiene Program within the Department of Social and Public Health in the College of Health Sciences and Profession be changed to the Occupational Hygiene and Safety Program and the associated degree be changed from a Bachelor of Science in Industrial Hygiene (BSIH) to a Bachelor of Science in Occupational Hygiene and Safety (BSOHS).

The following item was taken off the consent agenda for discussion:
• Seven Year Reviews for 2004-2011 for Accounting Technology, Business Management Technology, and Office Technology on the Chillicothe, Southern, and Lancaster campuses.

After discussion it was concluded that the reviews would be approved but that Provost Benoit would update the trustees on actions taken by the deans to address a concern raised in the reviews. The concern centered on the need to create more formal assessments of student learning outcomes. Provost Benoit agreed to present to the Academics Committee at the April meeting a plan for putting in place additional formal assessments.
In attendance were Chair Janetta King, Trustees Goodman, Wolfort, Heilbrunn, Anderson, Student Trustee Arnold, President McDavis, Secretary to the Board Peter Mather and General Counsel John Biancamano.

1. Amendments to Bylaws

Mr. Biancamano presented proposed amendments to the Board Bylaws dealing with vacancies in Board officer positions and voting and quorum. After discussion, the Committee asked him to revise the quorum and voting provisions to eliminate ambiguities. He will present another draft at the April meeting.

2. Trustee Communication

Mr. Biancamano began the discussion with a review of the requirements of the Open Meetings Law. He then summarized previous discussions among Board members concerning their desire to have more time to discuss Board issues and more interaction with members of the University community.

Chair King said she would welcome an opportunity to take a deeper dive into Board issues. She also saw value in informal events that might involve interaction with faculty, staff and students.

Trustee Goodman said that he found the dinner on Wednesday evening to be a valuable opportunity for Trustees to talk informally and get to know each other. He would also like to see more events in which faculty and other university constituencies can interact with the Board in an organized fashion. He said this can happen under the guidance of the President and Provost, but it is important for the Board to hear their message unfiltered.

Student Trustee Arnold said that she found a previous visit to Nelson Dining Hall to be an effective way to interact with staff and students.

President McDavis suggested Thursday morning visits to colleges in which the Board could interact with the dean, faculty and students without the participation of the President and Provost. Trustee Goodman said that is what he had in mind.

Trustee Anderson noted the Board has only a limited amount of time and that it is important to maintain a balance between time for discussion of university business and
events allowing interaction with faculty and staff. This Thursday morning was devoted to a joint meeting of the Academic and Resources Committees. But she also saw value in visits to colleges. She suggested that Board members let President McDavis and Secretary Mather know who they would like to meet with.

Trustee King said that this had been a helpful discussion and that would provide direction for future meetings.

The meeting adjourned at 5:06 p.m.
Trustee Kevin Lake, called the meeting to order at 4:35 p.m. Other committee members present were Trustee David Brightbill, Trustee Gene Harris, Trustee Dave Scholl, National Trustee J. Patrick Campbell and Student Trustee Amanda Roden.

Internal Audit Update
Chief Audit Executive, Jeffrey Davis, provided an update on the Internal Audit Office operations which included:

- Audit Status Update
- FY13 Audit Schedule
- Internal Audit Staffing
- External Audit Request for Proposal (RFP)
- Intercollegiate Athletics Compliance
- External Audit Finding Update
- Audit Process

Mr. Davis updated the Audit Committee on the completed audits for FY13 which included final reports being issued for seven audits and audits that are near completion for University Libraries and University College. In addition, Internal Audit (IA) is in the planning stages for the audits of E-Learning Ohio and Graduate College.

Mr. Davis introduced Mr. George Habib, Director of Internal Audit at the University of Ghana. The Internal Audit office is hosting Mr. Habib for approximately eight weeks through an opportunity with the International Research & Exchanges (IREX) University Administration Support Program (UASP).

Staffing updates for the Internal Audit office include Tressa Ries, Audit Manager completing the requirements to become a Certified Fraud Examiner and one staff member participating in a Project Management course.

As was mentioned at the November Audit Committee Meeting, Plante Moran has completed its last year of serving as Ohio University’s external auditor. Mr. Davis provided an update of the Request for Proposal (RFP) process and upcoming oral presentations. Five firms submitted proposals including: Plante Moran, Crowe Horwath, BKD, Deloitte and Touche, and McGladrey. The Committee discussed the process of selecting an external audit firm and the commencement of interim audit work for the external audit.
Mr. Davis discussed the NCAA compliance procedures performed by IA in accordance with the Association of College and University Auditors (ACUA) NCAA Division I Compliance Guide (Guide). The Guide requires a review every four years by an authority external to the ICA department. As such, IA performed procedures related to Eligibility Certification (Initial, Continuing, and Transfer) and Academic Performance Program in July 2012. As a result of IA’s procedures, no report recommendations were made for the areas audited. IA will perform additional compliance procedures on a rotational basis in order to comply with the Guide’s review requirements. Trustee Scholl inquired about drug testing procedures and IA discussed that this testing will be performed at a future date due to the rotational nature of the audit plan.

Per Trustee Campbell’s request at the November Audit Committee Meeting, Mr. Davis provided an update related to the two External Audit Findings. The first finding related to changes in student status not being communicated timely to the federal government. IA confirmed with the University Registrar that the University is now in compliance with the guidelines. The second finding related calculations for return of Title IV funds not being performed and credited to student accounts within the required 45 day period. IA worked with the Bursar’s Office to monitor progress and corrective action regarding this issue which was completed by November 30, 2012. IA performed limited procedures and it appears that corrective action has been implemented regarding these findings. In addition, Vice President Golding discussed that the SIS implementation will assist with this process in the future.

An overview of the audit process was presented by Mr. Davis which encompassed the types of services provided by IA (e.g., audits, consulting and investigations). Mr. Davis reiterated IA’s objectives and key audit areas. Lastly, Mr. Davis discussed control considerations.

Trustee J. Patrick Campbell inquired about the OnBase Audit Report and responsibilities associated with the system on the part of the Office of Information Technology (OIT) and individual departments.

There was no unfinished business.

Meeting adjourned at 5:15 p.m.
EXECUTIVE COMMITTEE MEETING
OHIO UNIVERSITY – CHILLICOTHE CAMPUS
Hampton Inn
February 8, 2013 – 7:30 AM

In attendance were: Board Chair Gene Harris, Trustees Sandra J. Anderson, Kevin B. Lake, Henry Heilbrunn, David Brightbill, N. Victor Goodman, J. Patrick Campbell, Janetta King, and David Scholl, Student Trustees Allison Arnold and Amanda Roden, Board Secretary Peter Mather, and President Roderick J. McDavis.

Chair Harris Called the Meeting to order at 7:40am

Chair Harris noted that this is the meeting at which that the Trustees typically discuss chair succession. A discussion ensued, and the Board agreed that a decision would be made at the April meeting.

President McDavis reported that there is an expectation that the open Trustee position will be filled relatively soon.

The President provided an update on the armed robbery on January 31st. At 10:15, there was a report that the suspect was seen in the area of Stocker Center. Later (between 11 and 12) there was a report that students had seen the suspect. The President called together a group consisting of Ann Fidler (for the Provost), Mr. Golding, Ryan Lombardi, and Jennifer Kirksey to make a decision on closing. The Police could not find the assailant. At around Noon, the announcement was made that campus would be closed. The alert message went out to students—but only to those who signed up for the alert system. The campus closed down by around 1pm.

Trustee Arnold noted that her parents were very positive about the decision. President McDavis pointed out that Jim Schaus and athletics did a good job of quickly following up regarding the basketball game scheduled for that evening. The game was rescheduled.

Trustees discussed campus dynamics concerning the student Trustees’ roles on campus. A discussion concerning student trustee voting rights ensued. Chair Harris noted how valuable the student Trustees are to the work of the Ohio University Board.

At 8:15am, Secretary Mather called the roll to enter into executive session in order to discuss a University property matter, a personnel matter, and a litigation update.

The Board exited Executive Session at 9:40am, and the meeting was adjourned.
Chair Harris opened the meeting at 12:36, with an introduction of Dr. Greg Emery and his guest from Vietnam.

Chair Harris provided a background for the meeting, discussing basic guidelines of the Capital Plan. She noted that the Trustees had approved the Capital Plan in November, 2011, but that there are several other stages of approval that need to take place. She noted that the Trustees have different levels of understanding of the process due to differing lengths of tenure.

Chair Harris asked Trustee Campbell to share some of his perspectives and questions regarding the Capital Plan. Trustee Campbell began by acknowledging the help provided by Steve Golding. He noted the complexity of the Capital Improvement Plan. In addition, he highlighted the significance of deferred maintenance issues, as well as the current housing plan. He noted that there is a substantial gap between projected costs and available funds for the current 6 year plan. Thus, there was a need for the Board to be well informed in making decisions about moving ahead with various facets of the plan.

The question of borrowing half a billion dollars and consequences of these funds are the issue, according to Trustee Campbell. The optimum debt service to operations is approximately 8%. Currently, the University ratio is at 3.7%. As the Board considers decisions about assuming more debt, there are a number of variables to keep in mind including in the status of Ohio funding and tuition guarantees among them. Trustee Campbell indicated that he was interested in trying to get information out in a timely way since there are decision points coming soon.

Trustee Campbell noted that there are many different options and decisions to be made relative to the Capital projects. He pointed out there is a 6 year, 10 year, and a 20 year plan, with different debt levels, respectively. He also highlighted the slide deck for the Capital Improvement Plan, which provides valuable information for the Trustees. A handout provided by Trustee Campbell laid out implications of the debt assumed by the university based on the different phases of the housing development plan.

Trustee Campbell turned the discussion over to Steve Golding. Mr. Golding pointed out that two votes will take place on the Capital Plan in the near future. There is a vote in April that will deal with the commitments that have already been made. Another vote will take place in June that will relate to the 6-year plan. He pointed out that this vote takes place every 2 years, in conjunction
with the state biennial budget schedule.

Mr. Golding noted that before he arrived, the Board of Trustees began to address the housing plan. At that time, the Trustees authorized Dr. Smith, who served as VP for Student Affairs, to hire a consultant and make recommendations. Subsequently, a working committee of four Trustees worked together to develop a housing plan. Trustee Wolford chaired the committee, resulting in recommendations for a 10 year housing plan. Chair Kidder, at that time, asked for an academic plan that paralleled the housing plan. A thorough review of Ohio University’s needs concerning deferred maintenance was conducted, including benchmarking with other state universities. Consideration was also given to pedagogical concerns. As the academic situation was brought into consideration, issues were noted such as the status of academic buildings. Steve introduced Beth Green, who is the bond issuing agent for the institution. There was a discussion with the Trustees at that time of a 20 year plan, a debt policy, and an overall capital plan. The University received an estimate of the amount of debt allowable by statute; but there were also discussions about what was wise to assume. As a result of those discussions, a decision was made to give the Trustees several opportunities to make decisions on different iterations of the Capital Plan.

Mr. Golding noted that there are different levels of need. For instance, Lausche is a critical and immediate need. Other decisions are less clear—for instance, the numbers of beds the University wants to provide. The current residential plan only deals with 66% of the beds on campus.

Trustee Wolford pointed out that Steve Golding conducted a thorough evaluation of sources and uses. He highlighted matters of building plant safety, and also pointed out that we are in a low interest environment, suggesting this is a relatively good time for borrowing.

Trustee Goodman raised issues around the 6 year plan. He pointed out the plan was to address maintenance, but there are projects on the list that go beyond maintenance, and deal with growth.

Mr. Golding pointed out that 800,000 square feet were added to the University just prior to his arrival. At the same time, the state was reducing the capital to the University. On his first day at the University, 13 chillers went down while students were taking exams. This raised the question about whether it is better for the university to strictly deal with large scale capital improvement issues, rather than the “smaller” issues, such as replacing roofs, etc. The resulting decision was made to take the capital money and put it toward maintenance issues. The Trustees at that time determined that safety and other related maintenance issues were a priority. The Trustees determined that debt service would be assumed for other campus decisions, such as putting money toward a Columbus campus and renovating McCracken Hall and Old Baker.

He pointed out that the Trustees have 6 opportunities to approve each capital project, thus there are several decision points due to changing circumstances.
Trustee Anderson mentioned that she was on the residential housing committee. She noted that there were a number of maintenance concerns when she was a student. She also pointed out that South Green was built during that time, but the construction was not durable. This consideration came into the housing plan discussions.

Trustee Anderson also noted that a recent Columbus Dispatch article reported that the change in debt the University assumed between 2002 to 2012 was low relative to state peers. She asked the President and VP Golding to speak to this comparison. The President noted that we should be conscious of our peers. Ohio State, Kent State, and University of Cincinnati decided to invest in their campus. He highlighted UC, which invested a great deal of money, and has born fruit in enrollment. He pointed out that our academic programs are excellent, but our residence halls are not competitive. He says that other universities have gone into debt because they want to compete with Ohio University.

The President pointed out that we have been discussing the program for 2 years. He believes it is time for us to move forward on the housing plan. He highlighted the reality that the cost of doing nothing costs us a great deal of money due to interest rates and ongoing maintenance costs.

Provost Benoit brought up the importance of safety issues on campus. She noted that the deferred maintenance issues are what prospective students and their families comment on. The delay is impacting our recruitment of prospective students. She also noted that the debt is critically important for the future of academic programs.

Trustee Brightbill pointed out that the housing committee discussed capacity, and a decision was made not to increase capacity. He pointed out that the process is such that we have not committed to every aspect of the building plan; it is an iterative process, and not an all or nothing approach. He also noted there is a net savings on renovating South Green.

Chair Harris noted that a number of the building projects on the list are academic buildings. She stated that we are losing faculty and students due to infrastructure conditions. Trustee Wolfort pointed out there is no “free option.” If we neglect to invest, there will be a negative consequence. The advantage of a 20 year plan is to allow for exploring and revisiting earlier projected realities. He came to OU at a time when the facilities could not accommodate today’s technological needs.

Steve Golding noted that projects in the pipeline were available for review on the PowerPoint slide deck.

Trustee Roden gives students tours, and she commented that prospective students and parents react negatively to the condition of residence halls. VP Lombardi noted that they are doing mock ups of the building plans, and students are reacting very positively to the plans. On the other hand, Trustee Roden mentioned that she is hearing current students say that capital improvements are not worth the investment due to rising tuition costs. But, she pointed out that these students who have already chosen to be at Ohio University. There are many others, she believes, who are influenced not to attend the University due to the condition of the facilities.
Professor Lee pointed out that she is involved in recruiting high caliber students. She is convinced that the poor infrastructure negatively influences yield. Trustee Arnold expressed agreement. Trustee Lake mentioned BGSU, and said that he was on the Board when they were dealing with the same housing issues. He pointed out that Bowling Green went for a public-private option. He believes that it worked well for them. He asked about the decision at Ohio University to decline the public-private partnership option. President McDavis indicated that the administration’s original proposal was to do a public-private partnership, but the Board opted otherwise. He pointed out that the committee studied the issue. They believed that the quality of residence life would be negatively affected by the partnership option. Trustee Anderson noted that there is no guarantee that the public-private partnership will be kept off of the debt balance. There was also a decision to tie in the academic dimension into the residential experience.

VP Lombardi indicated that a team from Ohio University recent went to Bowling Green to view the status of their public-private option, and they observed building quality that was inferior to the quality being planned for Ohio University. He also reported hearing concerns from students in these residences at BGSU.

Trustee Scholl expressed appreciation for the work that Trustee Campbell has put into facilitating this attention to the issue. He also appreciates that the process is ongoing. He requested a document that includes a rationale for each project. He asserted that this would be helpful for new Trustees.

Mr. Golding mentioned that priorities were identified in conversations with each Dean, and attention was given to the unique dimensions of each of the colleges.

Trustee Scholl raised the concerns of price estimates not lining up with real costs. Mr. Golding pointed out that it is problematic to know well in advance of the relative merits of renovation versus new construction. Thus, there can be significant changes from early plans to the execution of the projects.

Trustee Goodman raised a question about the difficulty in choosing priorities among projects based on concerns such as technology and employment needs for the state, on the one hand, or matters such as the access and development concerns in our region of the state. Provost Benoit pointed out the complex array of factors in determining priorities. Trustee Scholl recommended that Mr. Golding’s team develop a priority grid that could lay out the issues.

Chair Harris asked for Board members to bring additional questions about the Capital Plan to Trustee Wolfort, as the Chair of the Resource Committee. She thanked Trustee Campbell and Mr. Golding for their work on this issue. Trustee Campbell thanked Mr. Golding and Chair Harris for the attention and opportunity to raise this important issue with the Trustees in a timely fashion.
Chair Harris adjourned the meeting at 2:13.
PRESIDENT’S REPORT

presented to
Ohio University Board of Trustees
April 19, 2013
Overview

• Strategic Priorities
• The Interlink Alliance
• Behavior Reduction
• The Promise Lives Capital Campaign
• Points of Pride
• Program Spotlight
Strategic Priorities

Four Fundamentals

1. Inspired teaching and research dedicated to students’ academic success and focused on the connections between student learning and the advancement of knowledge and creative activity

2. Innovative academic programs that draw on the best traditions and practices in liberal arts, professional, and interdisciplinary education

3. Exemplary student support services committed to helping students fulfill their academic promise

4. Integrative co-curricular activities that foster a diverse environment of respect and inclusivity and facilitate students’ development as citizens and leaders
The Interlink Alliance

- On April 2\textsuperscript{nd}, The Interlink Alliance members gathered at the University of Maryland Baltimore County for a roundtable discussion on "African American Males in Higher Education"

- Members discussed potential federal and state policies that could help to better prepare African American males to be competitive and successful in an educated and diverse workforce

- This conference supports the Alliance’s efforts to recruit, retain, and encourage talented individuals to achieve their full potential for the betterment of community and society
Behavior Reduction

Over the past six years, Ohio University has seen a consistent reduction in high risk drinking behavior by 15 percent, according to a 2013 survey conducted by the Division of Student Affairs.

Among the survey's findings:

- Binge drinking dropped 7% from 2011
- 53% of students have five or fewer drinks per week
- 14% of students choose not to drink
- 70% of students do not use tobacco products
- 99% of students are aware of the alcohol and drug judicial policies
The Promise Lives Capital Campaign

Total Attainment: $419.5 M

- Alumni: $223.54
- Other Individuals: $18.57
- Corporations: $9.38
- Foundations: $149.52
- Other Organizations: $18.47

* In millions

*Current as of March 21, 2013
The Promise Lives
Capital Campaign

Advancement Travel
Columbus, OH
Ironton, OH
New York City, NY
Cleveland, OH
Chicago, IL
Points of Pride

Bob Boldon was named head coach of the OHIO Women’s Basketball Program

Photograph courtesy of OHIO Athletics
Points of Pride

Ohio University's Master of Fine Arts in Ceramics was ranked fifth in the nation by U.S. News & World Report.
Points of Pride

Ohio University honored eight entrepreneurs during its first annual Innovation Awards Gala.

Photograph courtesy of Gregory Bodwell
Ohio University’s first “Women of Vision” award was given in honor of the late OU-Lancaster professor Dr. Jane Johnsen at the Celebrate Women event in Pickerington.
Points of Pride

2012 Distinguished Professor John Kopchick entertained and educated during the 2013 Distinguished Professor Lecture and Portrait Unveiling in Athens

Photograph courtesy of Ben Siegel
Points of Pride

• OHIO Men’s Basketball was selected to play in the National Invitation Tournament (NIT)

• D.J. Cooper was named MAC Player of the Year

• D.J. named to All-MAC first team, Reggie Keely and Walter Offutt named to All-MAC third team

Photograph courtesy of OHIO Athletics
Points of Pride

Ohio University partnered with Afghanistan to share engineering information and resources as the country rebuilds its infrastructure.

Photograph courtesy of Russ College of Engineering
University Spotlight
Office of Nationally Competitive Awards

Dr. Jeremy W. Webster
Dean, Honors Tutorial College
PRESIDENT’S REPORT

presented to
Ohio University Foundation Board
April 19, 2013
OHIO SERVICE ALIGNMENT INITIATIVE TECHNOLOGY AND OPERATIONS PROJECT SPENDING APPROVAL
RESOLUTION 2013--

WHEREAS, the University has committed to a change in its budget and management practices to a Responsibility Centered Management (RCM) approach, and

WHEREAS, the University has completed the planning and assessment phase for the Ohio Service Alignment Initiative (OSAI) of the core administrative functions effectiveness both centrally and within the distributed units, their readiness to support a decentralized operating environment under RCM, and a gap analysis for attaining required levels of customer and system support for the transition to the new RCM budget-management environment, and

WHEREAS, the OSAI findings and recommendations represented to the Board at the June 2012 meeting focused on Finance, Human Resources, and Information Technology, and

WHEREAS, the University has developed a detailed work plan to achieve the required and recommended technological and operational enhancements; efforts to be overseen by the newly developed Project Management Office, and

WHEREAS, through continuous project analysis and prioritization by University leadership and customers, the estimated, not-to-exceed project budget has been determined to be $28,100,000 over a six year period.

NOW THEREFORE, BE IT RESOLVED, the Ohio University Board of Trustees hereby supports the continuation of the OSAI and authorizes President Roderick McDavis to approve spending up to the estimated project budget of $28,100,000.
Interoffice Communication

Date: March 29, 2013

To: The President and Board of Trustees

From: Stephen T. Golding, Vice President for Finance and Administration, CFO and Treasurer

Re: Responsibility Centered Management and Service Alignment Initiative

Ohio University is currently moving forward with the implementation of Responsibility Centered Management (RCM) with the development of a new budget model beginning in fiscal year 2014. When the decision was made to move the University in this direction it was also decided, in order for RCM to be successful and cost effective, that the organization had to address the question about how best to organize the center (administrative functions) to support the colleges, other academic units, and academic support units in an RCM environment. It is well known, based on our studies of other institutions that have traveled down the RCM path, that if we fail to address the administrative functions, both central and distributed units, additional administrative costs will likely be added in support of RCM, thereby syphoning resources away from our academic mission.

As a result, Finance and Administration, in collaboration with the customers, has developed a comprehensive approach to provide the campus with the tools and resources to address the service and system needs related to RCM. This project is referred to as the Ohio Service Alignment Initiative (SAI).

This presentation outlines the plan and the costs associated with this effort. The project is broken into three distinct sections.

Project Management Office
The first is the creation of a project management office that will be tasked with overseeing the implementation of the individual components. Transformative projects of this nature will require proper planning and management to ensure that implementation, including communication and training, are successful. We cannot afford to fail in this effort.

System Upgrades / Improvements
The largest portion of the budget request is related to the upgrade of the existing Oracle Enterprise Resource & Planning (ERP) system. This is the system of record for all human resource and financial information for the institution, similar to the SIS and NextGen initiative just completed. The human resource and payroll system was originally implemented in 2001. The financial system went live in 2003. However, since that time no significant system development has occurred. With the implementation of RCM, the current system configuration
is neither sufficient nor robust enough to support the RCM process. Finally, the University will reach the end of life cycle on the current version of the Oracle ERP in November 2014. The budget request associated with this portion of the project addresses the following issues:
   a) Upgrade the current ERP system by November 2014
   b) Proposes a staffing structure to support the ongoing development and support of the system
   c) Includes development and purchase of additional modules that will provide the system functionality that will be necessary for the successful implementation of RCM

Implementation of Assessment and Strategic Plans
Over the last year, Finance and Administration has completed an assessment of the following functions:
   a) Human Resources
   b) Finance
   c) Facilities
   d) Information Technology

The funds request for this segment of the project will allow the organization to start addressing the antiquated processes and practices that our customers have told us they need from the center and also ensure that we are addressing the structures in the academic units that will position them for success under RCM.

This truly is a watershed moment for OHIO University and we must be successful in order to position the institution for continued growth and success into the future. I look forward to discussing this transformative strategy with you.
Responsibility Centered Management (RCM) and Service Alignment Initiative (SAI)
RCM and SAI Agenda

- Strategic Priorities Alignment
- Responsibility Centered Management (RCM)
- Academic Support Units and RCM
- Service Alignment Initiative (SAI)
  - What is SAI?
  - Why now?
    - Relationship to RCM
  - How will it be accomplished?
  - Project investment
Strategic Priorities Alignment

Four Fundamentals
- Inspired Teaching and Research
- Innovative academic programs
- Exemplary student support services
- Integrated co-curricular activities

Four Supporting Priorities
- Enrollment goals
- Capital campaign
  - Financial strength
  - Effective total

Finance and Administration Goals
- OU4C Strategy Document
- Real Estate Portfolio Optimization
- OUHCOM Columbus Campus
- Administrative Restructuring Plan
- VPF&A Strategic Staffing Plan
- IT Organizational Development Strategy
- Investment Strategy
- OU-OSU State-wide Venture Capital Initiative
  - Sources and Uses/Budget Model
- University Risk Management Initiative Implementation
Responsibility Centered Management Implementation

- The decision was made to implement RCM.
- Strategic Objectives were set for the implementation:

<table>
<thead>
<tr>
<th>Incremental Budget Model</th>
<th>RCM Budget Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top-Down Approach</td>
<td>Bottom-Up Approach</td>
</tr>
<tr>
<td>Based on past assumptions and priorities</td>
<td>Based on current needs and strategic priorities</td>
</tr>
<tr>
<td>Lacks incentives for growth and improvement</td>
<td>Includes incentives for growth and improvement</td>
</tr>
<tr>
<td>Financial responsibility and accountability remains with executive leadership</td>
<td>Financial responsibility and accountability is shared</td>
</tr>
<tr>
<td>Use it or lose it mentality</td>
<td>Encourages resource planning for the future</td>
</tr>
<tr>
<td>Perpetuates the status quo of dwindling resources</td>
<td>Allows for flexibility and creativity to be used to solve financial issues</td>
</tr>
<tr>
<td>Limited opportunities to balance the academic and non-academic resource allocation</td>
<td>Forces the discussion of balancing the academic and non-academic resource allocation</td>
</tr>
</tbody>
</table>

- One objective is to develop a service delivery model and technology platform that is principle-based and supports the functional needs of the academic users.
Academic Support Units and RCM
THE Question

- How best to organize the center to support the distributed units in an RCM environment?
- We looked to objectives of the RCM process and the RCM guiding principles for direction.
Academic Support Units and RCM

RCM Guiding Principles

- Ensure the sustained strength of Ohio University by aligning resources with university priorities to support academic excellence.
- Support strong academic governance that promotes collaboration across units and builds on the strengths of the university.
- Present a holistic view of the university budget that provides a clear connection between performance and incentives.
- Empower unit-level decision making authority to promote academic excellence and institutional efficiency that is balanced by responsibility and accountability.
- Create a simple and transparent budget process driven by the goals of financial predictability and stability.
Academic Support Units and RCM
Our Answer

- Ohio Service Alignment Initiative (SAI)
  - What is it?
  - Why now?
  - How will it be accomplished?
  - Investment
Service Alignment Initiative (SAI)
What is it?

- Alignment of centrally provided administrative services with university priorities.
- Services provided will meet the needs of colleges, campuses, and other academic units in pursuit of the academic mission.
- This project specifically focuses on creating a customer driven administrative function in Facilities, Finance, Human Resources, and Information Technology.
- This initiative maintains compliance and due diligence through the partnership of the academic and administrative units.
Service Alignment Initiative (SAI)
Why now?

- Lessons learned from other RCM schools:
  - If central services are not aligned with academic needs, colleges and other academic units will create their own.
  - Duplicative administrative functions (central and decentralized) are not value added and will syphon resources away from academic priorities.
  - This process will force the discussion of resource allocation between the academic and non-academic functions – a critical step in the implementation of RCM.
Service Alignment Initiative (SAI)
How will it be accomplished?

- Assessments and strategic plans have been completed for the following units:
  - Oracle E-Business (and other third party software currently in use)
  - Facilities (included TMA, maintenance software)
  - Finance (Oracle E-Business, Workforce, other third party software currently in use)
  - Human Resources (Oracle E-Business, PeopleAdmin)
  - Information Technology (strategic plan currently in progress)
Service Alignment Initiative (SAI)
How will it be accomplished?

- Establishment of a Project Management Office
  - Will oversee implementation, consulting work, communication and training efforts for portfolio of projects related to SAI
  - Critical for successful implementation of SAI projects
  - Necessary for continuing improvement efforts that must be in place to support customer needs

<table>
<thead>
<tr>
<th>Category</th>
<th>One Time Only Funds</th>
<th>Reallocated Base Funds</th>
<th>New Base Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>-</td>
<td>221,281</td>
<td>513,668</td>
</tr>
<tr>
<td>Operating Funds</td>
<td>140,000</td>
<td>-</td>
<td>57,000</td>
</tr>
<tr>
<td>Hardware/Software/Licensing</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Consultants</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Training</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Contingency</td>
<td>-</td>
<td>-</td>
<td>51,367</td>
</tr>
<tr>
<td>TOTAL</td>
<td>140,000</td>
<td>221,281</td>
<td>622,035</td>
</tr>
</tbody>
</table>
Service Alignment Initiative (SAI)
How will it be accomplished?

- Upgrade of current Finance and HR systems
  - Oracle E-Business
  - PeopleAdmin
  - Workforce

<table>
<thead>
<tr>
<th>Category</th>
<th>One Time Only Funds</th>
<th>Reallocated Base Funds</th>
<th>New Base Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>806,395</td>
<td>-</td>
<td>1,541,072</td>
</tr>
<tr>
<td>Operating Funds</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Hardware/Software/Licensing</td>
<td>10,030,500</td>
<td>-</td>
<td>428,700</td>
</tr>
<tr>
<td>Consultants</td>
<td>4,121,900</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Training</td>
<td>266,000</td>
<td>-</td>
<td>40,000</td>
</tr>
<tr>
<td>Contingency</td>
<td>2,203,500</td>
<td>-</td>
<td>218,412</td>
</tr>
<tr>
<td>TOTAL</td>
<td>17,428,295</td>
<td>-</td>
<td>2,228,184</td>
</tr>
</tbody>
</table>
Service Alignment Initiative (SAI)

How will it be accomplished?

- Implementation of Strategic Plans
  - Realignment of organization
  - Technology as an enabler
  - Addressing central and decentralized resources
  - Modernization of policies and practices
  - Service level agreements
  - Communication and training

<table>
<thead>
<tr>
<th>Category</th>
<th>One Time Only Funds</th>
<th>Reallocated Base Funds</th>
<th>New Base Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>1,391,932</td>
<td>137,866</td>
<td>1,336,430</td>
</tr>
<tr>
<td>Operating Funds</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Hardware/Software/Licensing</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Consultants</td>
<td>3,245,600</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Training</td>
<td>-</td>
<td>-</td>
<td>500,000</td>
</tr>
<tr>
<td>Contingency</td>
<td>626,033</td>
<td>-</td>
<td>133,643</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5,263,566</td>
<td>137,866</td>
<td>1,970,073</td>
</tr>
</tbody>
</table>
Total RCM/SAI Initiative Investment Estimate - $28.1 million

<table>
<thead>
<tr>
<th>Category</th>
<th>One Time Only Funds</th>
<th>Reallocated Base Funds</th>
<th>New Base Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>2,198,328</td>
<td>359,147</td>
<td>3,391,170</td>
</tr>
<tr>
<td>Operating Funds</td>
<td>140,000</td>
<td>-</td>
<td>57,000</td>
</tr>
<tr>
<td>Hardware/Software/Licensing</td>
<td>10,030,500</td>
<td>-</td>
<td>428,700</td>
</tr>
<tr>
<td>Consultants</td>
<td>7,367,500</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Training</td>
<td>266,000</td>
<td>-</td>
<td>540,000</td>
</tr>
<tr>
<td>Contingency</td>
<td>2,829,533</td>
<td>-</td>
<td>403,422</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22,831,861</td>
<td>359,147</td>
<td>4,820,291</td>
</tr>
</tbody>
</table>
Questions & Discussion
FISCAL YEAR 2013-2014
ATHENS CAMPUS
INSTRUCTIONAL FEE, GENERAL FEE AND NON-RESIDENT SURCHARGE

RESOLUTION 2013 --

WHEREAS, the Ohio University 2013-2014 Current Funds Budget contains fixed and mandated cost increases, and

WHEREAS, the appropriate planning and consultations within the University have been accomplished, resulting in recommendations of fee increases for purposes of investments in identified strategic priorities, and

WHEREAS, House Bill 59 allows the combined instructional and general fees for undergraduate students to increase by 2.0%, and

WHEREAS, the planning and consultations within the University result in a recommendation of a combined 1.6% increase in instructional and general fees for undergraduate students on the Athens Campus, and

WHEREAS, the University desires to keep Athens campus graduate tuition and fees and non-resident surcharge fees at the Fiscal Year 2008-2009 rates.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the proposed fee schedules (Attachment A), effective Fall Semester 2013, unless otherwise noted.
WHEREAS, the Ohio University 2013-2014 Current Funds Budget contains fixed and mandated cost increases, and

WHEREAS, the appropriate planning and consultations within the University have been accomplished, resulting in recommendations of fee increases for purposes of investments in identified strategic priorities, and

WHEREAS, House Bill 59 allows the combined instructional and general fees for undergraduate students to increase by 2.0%, and

WHEREAS, the planning within the College of Osteopathic Medicine results in a recommendation of a 5% increase to the instructional fee and non-resident surcharge, and

WHEREAS, the planning within the Regional Campuses results in recommendations for an increase in instructional fees of 2% for lower division and 1% for upper division, and increase the non-resident surcharge for undergraduate students on the Chillicothe, Lancaster, Zanesville campuses to a rate equivalent to the fees assessed under the quarter system, and

WHEREAS, the planning within the Athens Campus resulted in specific recommendations for the Masters in Athletic Administration, Master in Electrical Engineering and Masters in Civil Engineering.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the proposed fee schedules (Attachments B, C, D & E), effective Fall Semester 2013, unless otherwise noted.
WHEREAS, the Ohio University 2013-2014 Current Funds Budget will contain program enhancements as well as fixed and mandated cost increases, and

WHEREAS, the planning and consultation within the University regarding student course and miscellaneous fees have been accomplished, resulting in recommendations of fee increases, and

WHEREAS, the attached fee schedules (Attachments F and G) are consistent with House Bill 59.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the attached fee schedules, effective Fall Semester 2013, unless otherwise noted.

BE IT FURTHER RESOLVED that the Board of Trustees authorizes the President or his designee to make non-substantive adjustments to the fee schedules, including but not limited to changes in course and fee identification numbers.
FISCAL YEAR 2013-2014
RESIDENCE AND DINING HALL FEE RATES

RESOLUTION 2013 --

WHEREAS, sustained effort has been made to achieve financial stability for Ohio University’s Residence Hall and Dining Hall Auxiliaries while providing necessary services for students, and

WHEREAS, the Residence Hall and Dining Hall Auxiliaries have planned for all operating expenses and debt service obligations by means of fees which are collected from students who use the residence and dining hall facilities, and

WHEREAS, the planning within the Athens Campus results in a recommendation of a 3.5% increase in standard double room rates and a 0.5% increase in board rates, and

WHEREAS, the proposed fee schedules are consistent with Amended Substitute House Bill 59.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the attached schedule of fees (Attachment H), effective Fall Semester 2013.
<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Resident Total</th>
<th>Non-Resident Surcharge</th>
<th>Non-Resident Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>492</td>
<td>442</td>
<td>934</td>
</tr>
<tr>
<td>2</td>
<td>984</td>
<td>884</td>
<td>1,868</td>
</tr>
<tr>
<td>3</td>
<td>1,476</td>
<td>1,326</td>
<td>2,802</td>
</tr>
<tr>
<td>4</td>
<td>1,968</td>
<td>1,768</td>
<td>3,736</td>
</tr>
<tr>
<td>5</td>
<td>2,460</td>
<td>2,210</td>
<td>4,670</td>
</tr>
<tr>
<td>6</td>
<td>2,952</td>
<td>2,652</td>
<td>5,604</td>
</tr>
<tr>
<td>7</td>
<td>3,444</td>
<td>3,094</td>
<td>6,538</td>
</tr>
<tr>
<td>8</td>
<td>3,936</td>
<td>3,536</td>
<td>7,472</td>
</tr>
<tr>
<td>9</td>
<td>4,428</td>
<td>3,978</td>
<td>8,406</td>
</tr>
<tr>
<td>10</td>
<td>4,920</td>
<td>4,420</td>
<td>9,340</td>
</tr>
<tr>
<td>11</td>
<td>4,920</td>
<td>4,420</td>
<td>9,340</td>
</tr>
<tr>
<td>12-20*</td>
<td>5,190</td>
<td>4,482</td>
<td>9,672</td>
</tr>
</tbody>
</table>
## MEDICAL STUDENTS

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Instructional Fees</th>
<th>General Fees</th>
<th>Resident Total</th>
<th>Non-Resident Surcharge</th>
<th>Non-Resident Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>537</td>
<td>23</td>
<td>560</td>
<td>240</td>
<td>800</td>
</tr>
<tr>
<td>2</td>
<td>1,074</td>
<td>46</td>
<td>1,120</td>
<td>480</td>
<td>1,600</td>
</tr>
<tr>
<td>3</td>
<td>1,611</td>
<td>69</td>
<td>1,680</td>
<td>720</td>
<td>2,400</td>
</tr>
<tr>
<td>4</td>
<td>2,148</td>
<td>92</td>
<td>2,240</td>
<td>960</td>
<td>3,200</td>
</tr>
<tr>
<td>5</td>
<td>2,685</td>
<td>115</td>
<td>2,800</td>
<td>1,200</td>
<td>4,000</td>
</tr>
<tr>
<td>6</td>
<td>3,222</td>
<td>138</td>
<td>3,360</td>
<td>1,440</td>
<td>4,800</td>
</tr>
<tr>
<td>7</td>
<td>3,759</td>
<td>161</td>
<td>3,920</td>
<td>1,680</td>
<td>5,600</td>
</tr>
<tr>
<td>8</td>
<td>4,296</td>
<td>184</td>
<td>4,480</td>
<td>1,920</td>
<td>6,400</td>
</tr>
<tr>
<td>9 and above</td>
<td>14,538</td>
<td>616</td>
<td>15,154</td>
<td>6,505</td>
<td>21,659</td>
</tr>
</tbody>
</table>
# OHIO UNIVERSITY

## REGIONAL CAMPUSES - LOWER DIVISION (≤ 60 HOURS)

### FY 2014 UNDERGRADUATE STUDENT TUITION AND FEE SCHEDULE

*(PER SEMESTER)*

**EASTERN CAMPUS, SOUTHERN CAMPUS AND PROCTORVILLE CENTER**

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Instructional Fees</th>
<th>General Fees</th>
<th>Resident Total</th>
<th>Non-Resident Surcharge</th>
<th>Non-Resident Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>212</td>
<td>3</td>
<td>215</td>
<td>86</td>
<td>301</td>
</tr>
<tr>
<td>2</td>
<td>424</td>
<td>6</td>
<td>430</td>
<td>172</td>
<td>602</td>
</tr>
<tr>
<td>3</td>
<td>636</td>
<td>9</td>
<td>645</td>
<td>258</td>
<td>903</td>
</tr>
<tr>
<td>4</td>
<td>848</td>
<td>12</td>
<td>860</td>
<td>344</td>
<td>1,204</td>
</tr>
<tr>
<td>5</td>
<td>1,060</td>
<td>15</td>
<td>1,075</td>
<td>430</td>
<td>1,505</td>
</tr>
<tr>
<td>6</td>
<td>1,272</td>
<td>18</td>
<td>1,290</td>
<td>516</td>
<td>1,806</td>
</tr>
<tr>
<td>7</td>
<td>1,484</td>
<td>21</td>
<td>1,505</td>
<td>602</td>
<td>2,107</td>
</tr>
<tr>
<td>8</td>
<td>1,696</td>
<td>24</td>
<td>1,720</td>
<td>688</td>
<td>2,408</td>
</tr>
<tr>
<td>9</td>
<td>1,908</td>
<td>27</td>
<td>1,935</td>
<td>774</td>
<td>2,709</td>
</tr>
<tr>
<td>10</td>
<td>2,120</td>
<td>30</td>
<td>2,150</td>
<td>860</td>
<td>3,010</td>
</tr>
<tr>
<td>11</td>
<td>2,120</td>
<td>30</td>
<td>2,150</td>
<td>860</td>
<td>3,010</td>
</tr>
<tr>
<td>12-20*</td>
<td>2,323</td>
<td>33</td>
<td>2,356</td>
<td>923</td>
<td>3,279</td>
</tr>
</tbody>
</table>

*Beyond 20 Hours: Resident Fee is $120/hr. and Non-Resident Fee is $178/hr.*

**OTHER CAMPUSES**

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Instructional Fees</th>
<th>General Fees</th>
<th>Resident Total</th>
<th>Non-Resident Surcharge</th>
<th>Non-Resident Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>220</td>
<td>3</td>
<td>223</td>
<td>189</td>
<td>412</td>
</tr>
<tr>
<td>2</td>
<td>440</td>
<td>6</td>
<td>446</td>
<td>378</td>
<td>824</td>
</tr>
<tr>
<td>3</td>
<td>660</td>
<td>9</td>
<td>669</td>
<td>567</td>
<td>1,236</td>
</tr>
<tr>
<td>4</td>
<td>880</td>
<td>12</td>
<td>892</td>
<td>756</td>
<td>1,648</td>
</tr>
<tr>
<td>5</td>
<td>1,100</td>
<td>15</td>
<td>1,115</td>
<td>945</td>
<td>2,060</td>
</tr>
<tr>
<td>6</td>
<td>1,320</td>
<td>18</td>
<td>1,338</td>
<td>1,134</td>
<td>2,472</td>
</tr>
<tr>
<td>7</td>
<td>1,540</td>
<td>21</td>
<td>1,561</td>
<td>1,323</td>
<td>2,884</td>
</tr>
<tr>
<td>8</td>
<td>1,760</td>
<td>24</td>
<td>1,784</td>
<td>1,512</td>
<td>3,296</td>
</tr>
<tr>
<td>9</td>
<td>1,980</td>
<td>27</td>
<td>2,007</td>
<td>1,701</td>
<td>3,708</td>
</tr>
<tr>
<td>10</td>
<td>2,200</td>
<td>30</td>
<td>2,230</td>
<td>1,890</td>
<td>4,120</td>
</tr>
<tr>
<td>11</td>
<td>2,420</td>
<td>33</td>
<td>2,453</td>
<td>2,079</td>
<td>4,532</td>
</tr>
<tr>
<td>12-20*</td>
<td>2,421</td>
<td>33</td>
<td>2,454</td>
<td>2,268</td>
<td>4,722</td>
</tr>
</tbody>
</table>

*Beyond 20 Hours: Resident Fee is $120/hr. and Non-Resident Fee is $178/hr.*
# OHIO UNIVERSITY

## REGIONAL CAMPUSES - UPPER DIVISION (> 60 HOURS)

### FY 2014 UNDERGRADUATE STUDENT TUITION AND FEE SCHEDULE

**EASTERN CAMPUS, SOUTHERN CAMPUS AND PROCTORVILLE CENTER**

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Instructional Fees</th>
<th>General Fees</th>
<th>Resident Total</th>
<th>Non-Resident Surcharge</th>
<th>Non-Resident Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>221</td>
<td>3</td>
<td>224</td>
<td>86</td>
<td>310</td>
</tr>
<tr>
<td>2</td>
<td>442</td>
<td>6</td>
<td>448</td>
<td>172</td>
<td>620</td>
</tr>
<tr>
<td>3</td>
<td>663</td>
<td>9</td>
<td>672</td>
<td>258</td>
<td>930</td>
</tr>
<tr>
<td>4</td>
<td>884</td>
<td>12</td>
<td>896</td>
<td>344</td>
<td>1,240</td>
</tr>
<tr>
<td>5</td>
<td>1,105</td>
<td>15</td>
<td>1,120</td>
<td>430</td>
<td>1,550</td>
</tr>
<tr>
<td>6</td>
<td>1,326</td>
<td>18</td>
<td>1,344</td>
<td>516</td>
<td>1,860</td>
</tr>
<tr>
<td>7</td>
<td>1,547</td>
<td>21</td>
<td>1,568</td>
<td>602</td>
<td>2,170</td>
</tr>
<tr>
<td>8</td>
<td>1,768</td>
<td>24</td>
<td>1,792</td>
<td>688</td>
<td>2,480</td>
</tr>
<tr>
<td>9</td>
<td>1,989</td>
<td>27</td>
<td>2,016</td>
<td>774</td>
<td>2,790</td>
</tr>
<tr>
<td>10</td>
<td>2,210</td>
<td>30</td>
<td>2,240</td>
<td>860</td>
<td>3,100</td>
</tr>
<tr>
<td>11</td>
<td>2,431</td>
<td>33</td>
<td>2,464</td>
<td>860</td>
<td>3,324</td>
</tr>
<tr>
<td>12-20*</td>
<td>2,465</td>
<td>33</td>
<td>2,498</td>
<td>923</td>
<td>3,421</td>
</tr>
</tbody>
</table>

*Beyond 20 Hours: Resident Fee is $120/hr. and Non-Resident Fee is $178/hr.

### OTHER CAMPUSES

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Instructional Fees</th>
<th>General Fees</th>
<th>Resident Total</th>
<th>Non-Resident Surcharge</th>
<th>Non-Resident Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>221</td>
<td>3</td>
<td>224</td>
<td>189</td>
<td>413</td>
</tr>
<tr>
<td>2</td>
<td>442</td>
<td>6</td>
<td>448</td>
<td>378</td>
<td>826</td>
</tr>
<tr>
<td>3</td>
<td>663</td>
<td>9</td>
<td>672</td>
<td>567</td>
<td>1,239</td>
</tr>
<tr>
<td>4</td>
<td>884</td>
<td>12</td>
<td>896</td>
<td>756</td>
<td>1,652</td>
</tr>
<tr>
<td>5</td>
<td>1,105</td>
<td>15</td>
<td>1,120</td>
<td>945</td>
<td>2,065</td>
</tr>
<tr>
<td>6</td>
<td>1,326</td>
<td>18</td>
<td>1,344</td>
<td>1,134</td>
<td>2,478</td>
</tr>
<tr>
<td>7</td>
<td>1,547</td>
<td>21</td>
<td>1,568</td>
<td>1,323</td>
<td>2,891</td>
</tr>
<tr>
<td>8</td>
<td>1,768</td>
<td>24</td>
<td>1,792</td>
<td>1,512</td>
<td>3,304</td>
</tr>
<tr>
<td>9</td>
<td>1,989</td>
<td>27</td>
<td>2,016</td>
<td>1,701</td>
<td>3,717</td>
</tr>
<tr>
<td>10</td>
<td>2,210</td>
<td>30</td>
<td>2,240</td>
<td>1,890</td>
<td>4,130</td>
</tr>
<tr>
<td>11</td>
<td>2,431</td>
<td>33</td>
<td>2,464</td>
<td>2,079</td>
<td>4,543</td>
</tr>
<tr>
<td>12-20*</td>
<td>2,465</td>
<td>33</td>
<td>2,498</td>
<td>2,268</td>
<td>4,766</td>
</tr>
</tbody>
</table>

*Beyond 20 Hours: Resident Fee is $120/hr. and Non-Resident Fee is $178/hr.

Attachment D
## OHIO UNIVERSITY

### ELEARNING PROGRAMS

#### FY 2014 STUDENT TUITION AND FEE SCHEDULE

(Per Credit Hour)

<table>
<thead>
<tr>
<th></th>
<th>Instructional Fees</th>
<th>General Fees</th>
<th>Program Fee</th>
<th>Resident Total</th>
<th>Non-Resident Surcharge</th>
<th>Non-Resident Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters in Athletic Administration *</td>
<td>505</td>
<td>3</td>
<td>47</td>
<td>555</td>
<td>19</td>
<td>574</td>
</tr>
<tr>
<td>Masters in Electrical Engineering**</td>
<td>505</td>
<td>3</td>
<td>192</td>
<td>700</td>
<td>19</td>
<td>719</td>
</tr>
<tr>
<td>Masters in Civil Engineering **</td>
<td>505</td>
<td>3</td>
<td>192</td>
<td>700</td>
<td>19</td>
<td>719</td>
</tr>
</tbody>
</table>

* Increased Program fee by $12.
** New programs for FY2014.

Attachment E
### Semester Broad-Based Fees

**Fiscal Year: FY14**

<table>
<thead>
<tr>
<th>Office/Dept/School</th>
<th>Fee Name</th>
<th>FY13</th>
<th>Amount Recommended to Board of Trustees FY14</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative and Financial Services</td>
<td>Medical Learning Resource Fee</td>
<td>$444.00</td>
<td>$466.00</td>
<td></td>
</tr>
<tr>
<td>Orientation Programs</td>
<td>Orientation Program: Bobcat Student Orientation (1.5 day program)</td>
<td>$79.00</td>
<td>$87.00</td>
<td>Effective July 1, 2013</td>
</tr>
<tr>
<td>Orientation Programs</td>
<td>Orientation Program: Bobcat Student Orientation (one day program)</td>
<td>$35.00</td>
<td>$40.00</td>
<td>Effective July 1, 2013</td>
</tr>
<tr>
<td>Course ID</td>
<td>Course Title</td>
<td>Dept/School</td>
<td>FY13</td>
<td>Amount Recommended to Board of Trustees FY14</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------</td>
<td>-------------</td>
<td>------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>ATHENS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM</td>
<td>4501 The Principles of Brewing Science</td>
<td>CHEM</td>
<td></td>
<td>$104.00</td>
</tr>
<tr>
<td>College of Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA</td>
<td>4905 Seminar in Business Administration</td>
<td>MGT</td>
<td></td>
<td>$500.00</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS</td>
<td>2511 Wind Symphony</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>2512 University Concert Band</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>2514 Symphonic Band</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>2520 Symphony Orchestra</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>2521 Campus Orchestra</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>2530 University Singers</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>2531 Choral Union</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>2533 The Singing Men of Ohio</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>2534 Women’s Chorale</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>2550 Jazz Ensemble</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>5511 Wind Symphony</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>5512 University Concert Band</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>5514 Symphonic Band</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>5520 Symphony Orchestra</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>5521 Campus Orchestra</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>5530 Studio</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>5531 Studio</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>5533 The Singing Men of Ohio</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>MUS</td>
<td>5534 Women’s Chorale</td>
<td>MUS</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>Course ID</td>
<td>Course Title</td>
<td>Dept/School</td>
<td>FY13</td>
<td>Notes</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>-------------</td>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>MUS 5550</td>
<td>Jazz Ensemble</td>
<td>MUS</td>
<td>$10.00</td>
<td></td>
</tr>
<tr>
<td>AT 2201</td>
<td>Therapeutic Modalities Lab</td>
<td>AHSW</td>
<td>$20.00</td>
<td></td>
</tr>
<tr>
<td>AT 2301</td>
<td>Therapeutic Exercise Lab</td>
<td>AHSW</td>
<td>$20.00</td>
<td></td>
</tr>
<tr>
<td>AT 3100</td>
<td>Orthopedic Appliances</td>
<td>AHSW</td>
<td>$50.00</td>
<td></td>
</tr>
<tr>
<td>AT 5100</td>
<td>Orthopedic Appliances</td>
<td>AHSW</td>
<td>$60.00</td>
<td></td>
</tr>
<tr>
<td>NUTR 3350</td>
<td>Introduction to Food Production</td>
<td>AHSW</td>
<td>$105.00</td>
<td></td>
</tr>
<tr>
<td>NUTR 3500</td>
<td>Principles of Quantity Food Production and Purchasing</td>
<td>AHSW</td>
<td>$150.00</td>
<td></td>
</tr>
<tr>
<td>NUTR 4903</td>
<td>Seminar in Institutional and School Nutrition Management</td>
<td>AHSW</td>
<td>$125.00</td>
<td></td>
</tr>
<tr>
<td>T3 4310</td>
<td>Thomas Jefferson: Gardener and Gastronome</td>
<td>AHSW</td>
<td>$20.00</td>
<td></td>
</tr>
<tr>
<td>CSD 8351</td>
<td>Professional Education in Audiology III</td>
<td>RCS</td>
<td>$30.00</td>
<td></td>
</tr>
</tbody>
</table>

**Patton College of Education**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Dept/School</th>
<th>FY13</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 4650</td>
<td>Professional Internship Seminar</td>
<td>TEDU</td>
<td>$285.00</td>
<td>The $300 fee increase is in addition to the current $285 Professional Internship fee.</td>
</tr>
<tr>
<td>EDPL 5650</td>
<td>Professional Internship Seminar</td>
<td>TEDU</td>
<td>$285.00</td>
<td>The $300 fee increase is in addition to the current $285 Professional Internship fee.</td>
</tr>
</tbody>
</table>

**CHILLICOTHE**

**Patton College of Education**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Dept/School</th>
<th>FY13</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 4650</td>
<td>Professional Internship Seminar</td>
<td>TEDU</td>
<td>$285.00</td>
<td>The $300 fee increase is in addition to the current $285 Professional Internship fee.</td>
</tr>
<tr>
<td>EDPL 5650</td>
<td>Professional Internship Seminar</td>
<td>TEDU</td>
<td>$285.00</td>
<td>The $300 fee increase is in addition to the current $285 Professional Internship fee.</td>
</tr>
</tbody>
</table>

**EASTERN**

**Patton College of Education**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Dept/School</th>
<th>FY13</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 4650</td>
<td>Professional Internship Seminar</td>
<td>TEDU</td>
<td>$285.00</td>
<td>The $300 fee increase is in addition to the current $285 Professional Internship fee.</td>
</tr>
<tr>
<td>EDPL 5650</td>
<td>Professional Internship Seminar</td>
<td>TEDU</td>
<td>$285.00</td>
<td>The $300 fee increase is in addition to the current $285 Professional Internship fee.</td>
</tr>
<tr>
<td>Course ID</td>
<td>Course Title</td>
<td>Dept/School</td>
<td>FY13</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------</td>
<td>-------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDPL 4650</td>
<td>Professional Internship Seminar</td>
<td>TEDU</td>
<td>$285.00</td>
<td>$585.00  The $300 fee increase is in addition to the current $285 Professional Internship fee.</td>
</tr>
<tr>
<td>EDPL 5650</td>
<td>Professional Internship Seminar</td>
<td>TEDU</td>
<td>$285.00</td>
<td>$585.00  The $300 fee increase is in addition to the current $285 Professional Internship fee.</td>
</tr>
</tbody>
</table>

**LANCASTER**  
*College of Arts and Sciences*

<table>
<thead>
<tr>
<th>Dept/School</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS</td>
<td>$25.00</td>
</tr>
<tr>
<td>BIOS</td>
<td>$25.00</td>
</tr>
</tbody>
</table>

**College of Fine Arts**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Dept/School</th>
<th>FY13</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1100</td>
<td>Seeing and Knowing the Visual Arts</td>
<td>ART</td>
<td>$7.00</td>
<td></td>
</tr>
<tr>
<td>ART 1111</td>
<td>Introduction to Digital Art</td>
<td>ART</td>
<td>$50.00</td>
<td></td>
</tr>
<tr>
<td>THAR 2100</td>
<td>Practicum in Acting</td>
<td>THAR</td>
<td>$10.00</td>
<td></td>
</tr>
<tr>
<td>THAR 2300</td>
<td>Practicum in Production Design</td>
<td>THAR</td>
<td>$10.00</td>
<td></td>
</tr>
<tr>
<td>THAR 2600</td>
<td>Practicum in Production Stage Management</td>
<td>THAR</td>
<td>$10.00</td>
<td></td>
</tr>
</tbody>
</table>

**Patton College of Education**

<table>
<thead>
<tr>
<th>Dept/School</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 2301</td>
<td>$15.00</td>
</tr>
<tr>
<td>EDEC 3801</td>
<td>$10.00</td>
</tr>
<tr>
<td>EDPL 4650</td>
<td>$285.00 $585.00  The $300 fee increase is in addition to the current $285 Professional Internship fee.</td>
</tr>
<tr>
<td>EDPL 5650</td>
<td>$285.00 $585.00  The $300 fee increase is in addition to the current $285 Professional Internship fee.</td>
</tr>
</tbody>
</table>

**Regional Higher Education**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Dept/School</th>
<th>FY13</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 2020</td>
<td>Clinical Techniques II</td>
<td>OUL</td>
<td>$20.00</td>
<td></td>
</tr>
</tbody>
</table>

**SOUTHERN**  
*College of Fine Arts*

<table>
<thead>
<tr>
<th>Dept/School</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1111</td>
<td>$20.00 $43.00</td>
</tr>
<tr>
<td>Course ID</td>
<td>Course Title</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>ART 1121</td>
<td>Introduction to Drawing</td>
</tr>
<tr>
<td>ART 1141</td>
<td>Introduction to Digital Photography</td>
</tr>
<tr>
<td>ART 1151</td>
<td>Introduction to Painting</td>
</tr>
<tr>
<td>ART 1161</td>
<td>Introduction to Ceramics</td>
</tr>
<tr>
<td>ART 1171</td>
<td>Introduction to Printmaking</td>
</tr>
<tr>
<td>ART 1200</td>
<td>Description</td>
</tr>
<tr>
<td>ART 1210</td>
<td>Function</td>
</tr>
<tr>
<td>ART 1220</td>
<td>Image</td>
</tr>
<tr>
<td>ART 1230</td>
<td>Structure</td>
</tr>
<tr>
<td>ART 1240</td>
<td>Visual Art in Practice and Theory</td>
</tr>
<tr>
<td>ART 2210</td>
<td>Ceramics Hand Building</td>
</tr>
<tr>
<td>ART 2220</td>
<td>Ceramic Wheel Throwing</td>
</tr>
<tr>
<td>ART 2420</td>
<td>Etching/Relief</td>
</tr>
<tr>
<td>ART 2710</td>
<td>Traditional Practices in Painting</td>
</tr>
<tr>
<td>ART 2720</td>
<td>Experimental Drawing and Painting</td>
</tr>
<tr>
<td>ART 3530</td>
<td>Letterpress and Bookmaking</td>
</tr>
<tr>
<td>ART 3540</td>
<td>Media</td>
</tr>
</tbody>
</table>

**College of Health Sciences and Professions**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Dept/School</th>
<th>FY13</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPH 2280</td>
<td>Community First Aid, and CPR/AED for the Professional Rescuer</td>
<td>AHSW</td>
<td>$40.00</td>
<td></td>
</tr>
</tbody>
</table>

**Patton College of Education**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Dept/School</th>
<th>FY13</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 4650</td>
<td>Professional Internship Seminar</td>
<td>TEDU</td>
<td>$285.00</td>
<td>$585.00</td>
</tr>
<tr>
<td>EDPL 5650</td>
<td>Professional Internship Seminar</td>
<td>TEDU</td>
<td>$285.00</td>
<td>$585.00</td>
</tr>
</tbody>
</table>

The $300 fee increase is in addition to the current $285 Professional Internship fee.
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Dept/School</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZANESVILLE</td>
<td>Patton College of Education</td>
<td></td>
</tr>
<tr>
<td>PED 1206</td>
<td>Bowling</td>
<td>RSP</td>
</tr>
<tr>
<td>PED 1211</td>
<td>Fundamentals of Snow Skiing</td>
<td>RSP</td>
</tr>
<tr>
<td>PED 2211</td>
<td>Intermediate Snow Skiing</td>
<td>RSP</td>
</tr>
<tr>
<td>REC 1150</td>
<td>Whitewater Rafting</td>
<td>RSP</td>
</tr>
<tr>
<td>EDPL 4650</td>
<td>Professional Internship Seminar</td>
<td>TEDU</td>
</tr>
<tr>
<td>EDPL 5650</td>
<td>Professional Internship Seminar</td>
<td>TEDU</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The $300 fee increase is in addition to the current $285 Professional Internship fee.
## OHIO UNIVERSITY
### RESIDENCE & DINING HALL RATE SCHEDULE

<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>Dollar Change</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ROOM RATES (SEMESTER)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>3,467</td>
<td>3,588</td>
<td>121</td>
<td>3.5%</td>
</tr>
<tr>
<td>Renovated Single</td>
<td>3,694</td>
<td>3,823</td>
<td>129</td>
<td>3.5%</td>
</tr>
<tr>
<td>Standard Double</td>
<td>2,824</td>
<td>2,923</td>
<td>99</td>
<td>3.5%</td>
</tr>
<tr>
<td>Renovated Double</td>
<td>3,009</td>
<td>3,114</td>
<td>105</td>
<td>3.5%</td>
</tr>
<tr>
<td>Multi-Occupancy</td>
<td>2,635</td>
<td>2,727</td>
<td>92</td>
<td>3.5%</td>
</tr>
<tr>
<td>Renovated Multi-Occupancy</td>
<td>2,807</td>
<td>2,905</td>
<td>98</td>
<td>3.5%</td>
</tr>
<tr>
<td>Bromley &amp; Adams Suites</td>
<td>3,202</td>
<td>3,314</td>
<td>112</td>
<td>3.5%</td>
</tr>
<tr>
<td><strong>BOARD RATES (SEMESTER)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Meal Plan</td>
<td>1,764</td>
<td>1,773</td>
<td>9</td>
<td>0.5%</td>
</tr>
<tr>
<td>14 Meal Plan</td>
<td>2,042</td>
<td>2,052</td>
<td>10</td>
<td>0.5%</td>
</tr>
<tr>
<td>20 Meal Plan</td>
<td>2,181</td>
<td>2,192</td>
<td>11</td>
<td>0.5%</td>
</tr>
<tr>
<td>14 Meal Plan - Flex</td>
<td>2,700</td>
<td>2,714</td>
<td>14</td>
<td>0.5%</td>
</tr>
<tr>
<td>20 Meal Plan - Flex</td>
<td>3,012</td>
<td>3,027</td>
<td>15</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
Date: March 29, 2013

To: The President and Board of Trustees

From: Stephen T. Golding, Vice President for Finance and Administration, CFO and Treasurer

Re: Six Year Capital Planning Update

Following the February Board meeting discussion regarding the University’s capital plan, staff went back and restructured the Six Year Capital Plan to try and make it more affordable. The attached materials reflect those efforts to reduce the proposed capital plan by $200 million of debt.

The updated capital plan still requires $485 million of debt and impacts certain ratios that the rating agencies look at. I have highlighted these as a part of the capital planning update. I look forward to discussing the changes made and what they mean to the University’s overall capital plan at the April meeting.
Six Year Capital Planning
Background

- Original 6-Year CIP Projected New Debt Needs of $567 million through FY18
  - Projection excluded Lausche, originally estimated at $100 mm with public/private funding.
- 6-Year CIP Update process revealed a need of $735 million
  - Projection includes Lausche (currently projected at $70 million)
  - $685 million of additional debt needs through FY18 ($50 million already issued in FY2012)
  - Changes included shifts in funding resources (Indoor Multi-Purpose Facility, Lausche), New project (OUHCOM Cleveland), Increased project funding needs (Lindley, McCracken), and new strategies to maximize available resources (Clippinger Replacement, Deferred Maintenance)
- With goal to achieve a debt service to operations ratio of 7% or under by FY18, OU has Reduced Its Additional Debt Needs to $485 million, for a total of $535 million issued under the 6-Year CIP achieved by:
  - Pushing projects further out in the 10 year timeframe.
  - Strategically gauging state appropriation plans for deferred maintenance to try to address planned major projects that may be put off a little longer.
Debt Issuance Impact – FY18 Planning

### Outstanding Debt (millions)

<table>
<thead>
<tr>
<th>FY18 Original CIP* ($617 mm Inc. Lausche)</th>
<th>FY18 Revised ($485 mm Inc. Lausche)</th>
<th>FY18 Revised ($415 mm Exc. Lausche)</th>
<th>FY18 Revised ($485 mm Inc. Lausche)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$775</td>
<td>$572</td>
<td>$641</td>
<td></td>
</tr>
</tbody>
</table>

*Total new money issuance under the original CIP would have been an additional $50 mm through FY18. The $617 mm does not account for the $50 mm already issued under the Series 2012 Bonds (total of $667 mm, including Lausche).

### Debt Service to Operations

<table>
<thead>
<tr>
<th>FY18 Original CIP* ($617 mm Inc. Lausche)</th>
<th>FY18 Updated CIP ($685 mm Inc. Lausche)</th>
<th>FY18 Revised ($415 mm Exc. Lausche)</th>
<th>FY18 Revised ($485 mm Inc. Lausche)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.9%</td>
<td>9.5%</td>
<td>7.0%</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

*Moody’s “Aa3” Median ($3.8%)  
Moody’s “A1” Median ($4.6%)

(Charts showing debt issuance and debt service to operations with specific values and calculations detailed in the text.)
Debt Issuance Impact – FY18 Planning

**Total Financial Resources to Debt**
- FY18 Original CIP* ($617 mm Inc. Lausche): 119%
- FY18 Updated CIP ($685 mm Inc. Lausche): 111%
- FY18 Revised ($415 mm Exc.Lausche): 161%
- FY18 Revised ($485 mm Inc. Lausche): 144%

**Expendable Resources to Debt**
- FY18 Original CIP*: 89%
- FY18 Updated CIP ($685 mm Inc. Lausche): 86%
- FY18 Revised ($415 mm Exc.Lausche): 126%
- FY18 Revised ($485 mm Inc. Lausche): 112%

*Total new money issuance under the original CIP would have been an additional $50 mm through FY18. The $617 mm does not account for the $50 mm already issued under the Series 2012 Bonds (total of $667 mm, including Lausche).
Pro-Forma Debt Service - $485 Million of New Debt

7.7% Debt Service to Operations.
7% Debt Service to Operations.

Existing Debt Service
General Receipts ($277 mm)
Housing ($133 mm)
Lausche ($70 mm)
Capital Planning Impact

- With a fair amount of the 6 year resources allocated to new facilities and new campuses, the reduction in our deferred maintenance back-log will take longer to achieve and some increase is likely initially.
- Major building renovations are postponed from their anticipated construction dates which will result in increased financial needs due to inflation.
- Potential to limit academic program growth due to limited space.
- Unknown impacts: Potential major building system failures
## Six Year CIP DRAFT-3-19-13: Projects that include Bond funding

<table>
<thead>
<tr>
<th>#</th>
<th>CIP Debt Funded Projects</th>
<th>6 Year CIP Identified Bond Needs</th>
<th>Other Fund Sources</th>
<th>Proposed Bond Funding Levels for Six Year Plan</th>
<th>Seeking FY13 Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>OUIHCOM Columbus (Dublin)</td>
<td>$9,800,000</td>
<td>$2,000,000</td>
<td>$9,800,000</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>OUIHCOM Cleveland</td>
<td>$9,000,000</td>
<td>$1,000,000</td>
<td>$9,000,000</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Indoor Multi-Purpose Practice Facility</td>
<td>$10,500,000</td>
<td>$2,000,000</td>
<td>$10,500,000</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Lindley Hall</td>
<td>$4,000,000</td>
<td>$1,600,000</td>
<td>$4,000,000</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>Tupper Hall</td>
<td>$7,000,000</td>
<td>$3,000,000</td>
<td>$7,000,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### 6 Year CIP: General Fund Projects to consider:

<table>
<thead>
<tr>
<th>#</th>
<th>Project Description</th>
<th>6 Year CIP Identified Bond Needs</th>
<th>Other Fund Sources</th>
<th>Proposed Bond Funding Levels for Six Year Plan</th>
<th>Seeking FY13 Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>College of Communications Phase 2</td>
<td>$12,000,000</td>
<td>$5,400,000</td>
<td>$12,000,000</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>OUIHCOM Diabetes</td>
<td>$19,100,000</td>
<td>$19,100,000</td>
<td>$19,100,000</td>
<td>Yes-Study</td>
</tr>
<tr>
<td>8</td>
<td>OUIHCOM OWNi</td>
<td>$19,700,000</td>
<td>$19,700,000</td>
<td>$19,700,000</td>
<td>Yes-Study</td>
</tr>
<tr>
<td>9</td>
<td>McCracken Hall Renovation and Add</td>
<td>$21,300,000</td>
<td>$6,700,000</td>
<td>$21,300,000</td>
<td>Yes-Partial</td>
</tr>
<tr>
<td>10</td>
<td>Clipping Hall Replacement</td>
<td>$50,000,000</td>
<td>$90,000,000</td>
<td>$50,000,000</td>
<td>Yes-Study</td>
</tr>
<tr>
<td>11</td>
<td>Sergel Hall Renovation</td>
<td>$29,800,000</td>
<td>$29,800,000</td>
<td>$29,800,000</td>
<td>Yes-Study</td>
</tr>
<tr>
<td>12</td>
<td>Convocation Center Misc Upgrades</td>
<td>$11,400,000</td>
<td>$11,400,000</td>
<td>$11,400,000</td>
<td>No</td>
</tr>
<tr>
<td>13</td>
<td>West Union Street Office Center</td>
<td>$21,000,000</td>
<td>$14,000,000</td>
<td>$14,000,000</td>
<td>No</td>
</tr>
<tr>
<td>14</td>
<td>Academic Back-fill Improvements</td>
<td>TBD</td>
<td>$2,200,000</td>
<td>$2,200,000</td>
<td>No</td>
</tr>
<tr>
<td>15</td>
<td>Botanical Research Greenhouse Rep.</td>
<td>$3,400,000</td>
<td>$3,400,000</td>
<td>$3,400,000</td>
<td>No</td>
</tr>
<tr>
<td>16</td>
<td>Ellis Hall HVAC and Bldg Envelope</td>
<td>$12,800,000</td>
<td></td>
<td>$12,800,000</td>
<td>No</td>
</tr>
<tr>
<td>17</td>
<td>Alden Library Major Renovation</td>
<td>$33,400,000</td>
<td></td>
<td>$33,400,000</td>
<td>No</td>
</tr>
<tr>
<td>18</td>
<td>Memorial Auditorium Improvements</td>
<td>$2,400,000</td>
<td></td>
<td>$2,400,000</td>
<td>No</td>
</tr>
<tr>
<td>19</td>
<td>McGuflery Hall HVAC</td>
<td>$2,500,000</td>
<td></td>
<td>$2,500,000</td>
<td>No</td>
</tr>
<tr>
<td>20</td>
<td>Cutter Infrastructure and HVAC</td>
<td>$4,300,000</td>
<td></td>
<td>$4,300,000</td>
<td>No</td>
</tr>
<tr>
<td>21</td>
<td>Softball Stadium</td>
<td>$4,300,000</td>
<td></td>
<td>$4,300,000</td>
<td>No</td>
</tr>
</tbody>
</table>

### Infrastructure:

<table>
<thead>
<tr>
<th>#</th>
<th>Project Description</th>
<th>6 Year CIP Identified Bond Needs</th>
<th>Other Fund Sources</th>
<th>Proposed Bond Funding Levels for Six Year Plan</th>
<th>Seeking FY13 Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Laushe</td>
<td>$70,000,000</td>
<td></td>
<td>$70,000,000</td>
<td>Yes</td>
</tr>
<tr>
<td>23</td>
<td>Chilled Water Expansion</td>
<td>$12,200,000</td>
<td></td>
<td>$10,100,000</td>
<td>No</td>
</tr>
<tr>
<td>24</td>
<td>Regional Campus Major Renovations</td>
<td>$29,300,000</td>
<td>$3,840,000</td>
<td>$29,300,000</td>
<td>No</td>
</tr>
<tr>
<td>25</td>
<td>Deferred Maintenance “Keep-Up”</td>
<td>$31,300,000</td>
<td>$55,800,000</td>
<td>$12,500,000</td>
<td>No</td>
</tr>
<tr>
<td>26</td>
<td>Safety Projects</td>
<td>$1,500,000</td>
<td>$7,200,000</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

### Residential Housing:

<table>
<thead>
<tr>
<th>#</th>
<th>Project Description</th>
<th>6 Year CIP Identified Bond Needs</th>
<th>Other Fund Sources</th>
<th>Proposed Bond Funding Levels for Six Year Plan</th>
<th>Seeking FY13 Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Housing Development Phase 1</td>
<td>$100,600,000</td>
<td></td>
<td>$100,600,000</td>
<td>Yes-Partial</td>
</tr>
<tr>
<td>28</td>
<td>Jefferson Hall Renovation</td>
<td>$32,000,000</td>
<td></td>
<td>$32,000,000</td>
<td>No</td>
</tr>
<tr>
<td>29</td>
<td>Housing Development Phase 2</td>
<td>$62,100,000</td>
<td></td>
<td>$62,100,000</td>
<td>No</td>
</tr>
</tbody>
</table>

### Project Totals

| Total | $686,700,000 | $485,000,000 |
Questions/Feedback?
RESOLUTION 2013-_____

Providing for the authorization, issuance and sale of not to exceed $175,000,000 in aggregate principal amount of General Receipts Bonds of The Ohio University, authorizing a Supplemental Trust Agreement securing such bonds, and authorizing matters related thereto.

WHEREAS, The Ohio University (herein called the “University”), a state university of the State of Ohio created and existing under Chapter 3337 of the Ohio Revised Code, by Resolution No. 2000-1744 adopted by its Board of Trustees (herein called the “Board”) on December 8, 2000 (herein called the “General Bond Resolution”) and by a Trust Agreement dated May 1, 2001 (together with amendments and supplements thereto, the “Trust Agreement”), comprised in part of the General Bond Resolution, has provided for the issuance from time to time of Obligations (as defined in the General Bond Resolution) of the University, each such issue to be authorized by a Series Resolution adopted by the Board pursuant to the Trust Agreement; and

WHEREAS, the General Bond Resolution was adopted and the Trust Agreement was authorized by the Board pursuant to Sections 3345.11 and 3345.12 of the Ohio Revised Code, enacted by the General Assembly of Ohio under authority of the Constitution of Ohio, particularly Section 2i of Article VIII thereof, which authorizes the University to issue its Obligations from time to time to pay costs of certain capital facilities, defined as “auxiliary facilities” or “education facilities” in Section 3345.12 of the Ohio Revised Code and called “University Facilities” in the General Bond Resolution and in this Series Resolution, and to refund, fund or retire such Obligations or other obligations previously issued for such purpose; and

WHEREAS, the University has heretofore authorized, issued or entered into the following Obligations under such Trust Agreement (collectively referred to herein as the “Prior Obligations”):

- $48,025,000 principal amount of Bonds (as defined in the General Bond Resolution) designated “Subordinated Variable Rate General Receipts Bonds, Series 2001” (the “Series 2001 Bonds”), pursuant to a First Supplemental Trust Agreement dated as of May 1, 2001 (the “First Supplemental Trust Agreement”) for the purpose of paying part of the cost of certain University Facilities;

- an Interest Rate Hedge (as defined in Section 9.98 of the Ohio Revised Code) for a portion of the Series 2001 Bonds in the form of an ISDA Master Agreement, dated December 1, 2001 (which, together with the schedule and confirmations related thereto, are collectively referred to as the “Series 2001 Swap Agreement”) in a maximum notional amount of $31,020,000 with Morgan Guaranty Trust Company of New York, under the Trust Agreement with respect to amounts payable by the University under the Series 2001 Swap Agreement (other than any Early Termination Amount, as defined in the Series 2001 Swap Agreement, and
any amounts payable pursuant to Section 11 of the Series 2001 Swap Agreement by the University);

- $47,860,000 principal amount of Bonds designated “Subordinated General Receipts Bonds, Series 2003” dated September 3, 2003 and maturing through December 1, 2023 (the “Series 2003 Bonds”), pursuant to a Second Supplemental Trust Agreement dated as of September 1, 2003 (the “Second Supplemental Trust Agreement”) for the purpose of retiring certain bond anticipation notes and refunding the University’s General Receipts Bonds, Series 1993 dated as of December 1, 1993, which were issued to finance the cost of certain University Facilities;

- Notes (as defined in the General Bond Resolution) from time to time and in varying principal amounts pursuant to a Third Supplemental Trust Agreement dated as of October 1, 2003 (the “Third Supplemental Trust Agreement”) for the purpose of paying part of the cost of certain University Facilities; however, there are no Notes presently outstanding under the Third Supplemental Trust Agreement;

- $52,885,000 principal amount of Bonds designated “Subordinated General Receipts Bonds, Series 2004” dated as of March 15, 2004 and maturing through December 1, 2031 (the “Series 2004 Bonds”), pursuant to a Fourth Supplemental Trust Agreement dated as of March 15, 2004 (the “Fourth Supplemental Trust Agreement”) for the purpose of retiring certain bond anticipation notes and paying part of the cost of certain University Facilities;

- $28,145,000 principal amount of Bonds designated “Subordinated General Receipts Refunding Bonds, Series 2006A” dated as of February 16, 2006 and maturing through December 1, 2024 (the “Series 2006A Bonds”), pursuant to a Fifth Supplemental Trust Agreement dated as of February 1, 2006 (the “Fifth Supplemental Trust Agreement”) for the purpose of refunding all or a portion of the University’s outstanding General Receipts Bonds, Series 1999 dated as of March 15, 1999 issued pursuant to the Prior Indenture, as defined in the General Bond Resolution, for the purpose of paying part of the cost of certain University Facilities; and

- $29,170,000 principal amount of Bonds designated “Subordinated General Receipts Bonds, Series 2006B” dated as of April 6, 2006 and maturing through December 1, 2036 (the “Series 2006B Bonds”) and $8,025,000 principal amount of Bonds designated “Subordinated Variable Rate General Receipts Bonds, Series 2006C” dated as of April 6, 2006 and maturing through December 1, 2016 (the “Series 2006C Bonds”), both pursuant to a Sixth Supplemental Trust Agreement dated as of April 1, 2006 (the “Sixth Supplemental Trust Agreement”) for the purpose of paying part of the cost of certain University Facilities; and

- $15,350,000 principal amount of Bonds comprised of $13,345,000 principal amount of Bonds designated “Tax Exempt General Receipts Bonds, Series
2008A” dated July 10, 2008 and maturing through December 1, 2033 (the “Series 2008A Bonds”) and $2,005,000 principal amount of Bonds designated “Taxable General Receipts Bonds, Series 2008B” dated July 10, 2008 and maturing through December 1, 2015 (the “Series 2008B Bonds”), both pursuant to a Seventh Supplemental Trust Agreement dated as of July 1, 2008 (the “Seventh Supplemental Trust Agreement”) for the purpose of retiring certain bond anticipation notes and paying part of the cost of certain University Facilities; and

- $26,645,000 principal amount of Bonds designated “General Receipts Bonds, Series 2009” dated June 3, 2009 and maturing through December 1, 2019 (the “Series 2009 Bonds”), pursuant to an Eighth Supplemental Trust Agreement dated as of May 1, 2009 (the “Eighth Supplemental Trust Agreement”) for the purpose of paying part of the cost of certain University Facilities; and

- $76,470,000 principal amount of Bonds designated “General Receipts Bonds, Series 2012” dated February 29, 2012 and maturing through December 1, 2042 (the “Series 2012 Bonds”), pursuant to a Ninth Supplemental Trust Agreement dated as of February 1, 2012 (the “Ninth Supplemental Trust Agreement”) for the purposes of paying part of the cost of certain University Facilities and refunding certain of the Series 2003 Bonds and Series 2004 Bonds; and

- $28,640,370 principal amount of Bonds designated “General Receipts Notes, OAQDA Series 2012” dated July 31, 2012 and maturing through December 1, 2023 (the “Series 2012 OAQDA Bonds”), pursuant to a Tenth Supplemental Trust Agreement dated as of July 1, 2012 (the “Tenth Supplemental Trust Agreement”) for the purpose of paying part of the cost of certain University Facilities constitutes “energy conservation measures” as defined in Section 3345.61 of the Ohio Revised Code, through the Ohio Air Quality Development Authority (the “OAQDA”); and

- $27,204,750 principal amount of Bonds designated “General Receipts Bonds, Series 2011” dated as of October 1, 2012 and maturing through June 1, 2032 (the “Housing For Ohio Guaranty Bonds”), pursuant to an Eleventh Supplemental Trust Agreement dated as of October 1, 2012 (the “Eleventh Supplemental Trust Agreement”) for the purpose of providing security for the letter of credit reimbursement obligations of Housing for Ohio, Inc., a non-profit corporation which has developed a facility on real property owned by the University and located adjacent to the University’s main campus in the City of Athens, Ohio providing housing for the use of the University’s students, faculty members, officers, and employees, and their spouses and families and known as “University Courtyard”; and

WHEREAS, the University has previously determined, and does hereby confirm, that it is necessary to acquire, construct, equip, furnish, reconstruct, alter, enlarge, remodel, renovate, rehabilitate or improve the following University Facilities at the respective currently estimated amounts to be financed (being collectively referred to herein as the “2013 Projects”):
<table>
<thead>
<tr>
<th>Project Name</th>
<th>Description</th>
<th>Currently Estimated Amount to be Financed</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUHCOM-Dublin (Columbus)</td>
<td>Renovation and rehabilitation of an existing University-owned property with three buildings for use by the Heritage College of Osteopathic Medicine as instructional space, providing the same program as on the main campus.</td>
<td>$9,800,000</td>
</tr>
<tr>
<td>OUHCOM-Cleveland</td>
<td>Renovation and rehabilitation of leased space in a building owned by the Cleveland Clinic for use by the Heritage College of Osteopathic Medicine as instructional space, providing the same program as on the main campus.</td>
<td>$4,500,000</td>
</tr>
<tr>
<td>Indoor Multi-Purpose Facility and Other Recreational Athletic Facilities</td>
<td>Construction of a new 80,000 GSF building and other various facilities intended for instructional, athletic, and recreational uses, all in support of existing programs.</td>
<td>$10,500,000</td>
</tr>
<tr>
<td>Lindley Hall Upfit</td>
<td>Partial building renovation to upgrade this currently vacant building for use as academic swing space in support of upcoming major building renovation projects. Scope of work is limited to improved heating/cooling systems, plus life safety and accessibility improvements. Primary use will be as office space.</td>
<td>$2,500,000</td>
</tr>
<tr>
<td>Tupper Hall Upfit</td>
<td>Substantial building renovation to upgrade this currently vacant building for use as academic swing space in support of upcoming major building renovations projects. Primary use will be as classroom space.</td>
<td>$7,000,000</td>
</tr>
<tr>
<td>College of Communication Phase 2</td>
<td>Completion of the renovation of the former Baker Center, plus renovations to the adjacent RTVC building to provide a consolidated location for the Scripps College of Communication.</td>
<td>$12,000,000</td>
</tr>
<tr>
<td>McCracken Hall Renovation &amp; Addition</td>
<td>Complete renovation and addition to McCracken Hall for use by the Patton College of Education.</td>
<td>$4,126,800</td>
</tr>
<tr>
<td>Project Name</td>
<td>Description</td>
<td>Currently Estimated Amount to be Financed</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>OUHCOM Facility Programming &amp; Schematic Design</td>
<td>Programming and preliminary design for facilities for the Heritage College of Osteopathic Medicine’s Diabetes and Neuromuscular clinical research programs.</td>
<td>$3,000,000</td>
</tr>
<tr>
<td>Programming and Feasibility Studies</td>
<td>Programming study to investigate the feasibility and options for replacement of the existing Clippinger Hall. Programming study to assess the existing Seigfred Hall and develop programming and budget information for a planned renovation of that facility.</td>
<td>$350,000</td>
</tr>
<tr>
<td>Housing Development Phase I</td>
<td>Construction of new residential housing facility containing approximately 900 beds as well as student support spaces and Residential Housing Administration office space.</td>
<td>$67,199,510</td>
</tr>
</tbody>
</table>

; and

WHEREAS, the University has determined to issue not to exceed $175,000,000 in aggregate principal amount of Bonds in one or more series under the Trust Agreement, to be designated “General Receipts Bonds, Series 2013,” or such other designation as authorized hereby (the “Series 2013 Bonds”), to

(i) refund all or part of one or more of the Series 2001 Bonds (including any costs associated with terminating the Series 2001 Swap Agreement), the Series 2004 Bonds and the Series 2006B Bonds; and

(ii) finance all or part of the costs of the 2013 Projects;

and desires to provide therefor by this Resolution; and

WHEREAS, there are no Superior Obligations, or any other bonds, notes or other obligations, presently outstanding under the Prior Indenture, and the Prior Indenture and the lien grant thereby have been released, satisfied and discharged; and

WHEREAS, the Board finds that all conditions precedent to the authorization and sale of the Series 2013 Bonds have been or will be met by the time the Series 2013 Bonds are issued;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE OHIO UNIVERSITY, as follows:
Section 1. Definitions and Interpretations. All words and terms defined in the General Bond Resolution and elsewhere in the Trust Agreement and all interpretations therein provided shall have the meanings, respectively, and be subject to the same interpretations as therein provided where used in this Resolution, unless the context or use indicates another or different meaning or intent, except that this Resolution is sometimes herein called and may be known as the “Series 2013 Resolution,” the Bonds authorized by this Resolution are referred to herein and in the Series 2013 Supplemental Trust Agreement hereby authorized as the “Series 2013 Bonds,” and the terms “hereof,” “herein,” “hereby,” “hereto” and “hereunder,” and similar terms, mean this Resolution. All words and terms defined in the preambles hereto shall have the respective meanings provided in the preambles hereto.

In addition, when used in this Resolution and the Series 2013 Supplemental Trust Agreement, the following words shall have the indicated meanings:

“Authorized Denominations” means with respect to each series of the Series 2013 Bonds, the denominations designated as such in the related Series 2013 Certificate of Award.

“Beneficial Owner” means with respect to the each series of the Series 2013 Bonds, the Person owning the Beneficial Ownership Interest therein, as evidenced to the satisfaction of the Trustee.

“Beneficial Ownership Interest” means the right to receive payments and notices with respect to the Series 2013 Bonds held in a book entry system for which the Depository does not act on behalf of a Beneficial Owner with respect to the optional or mandatory tender for purchase of the Series 2013 Bonds pursuant to the Trust Agreement.

“Book entry form” or “book entry system” means, with respect to the Series 2013 Bonds, a form or system, as applicable, under which (i) the ownership of beneficial interests in such Bonds and Debt Service Charges may be transferred only through a book entry and (ii) physical Series 2013 Bond certificates in fully registered form are registered only in the name of a Depository or its nominee as Bondholder, with the physical Series 2013 Bond certificates “immobilized” in the custody of the Depository. The book entry system maintained by and the responsibility of the Depository and not maintained by or the responsibility of the University or the Trustee is the record that identifies, and records the transfer of the interests of, the owners of beneficial (book entry) interests in such Series 2013 Bonds.

“Depository” means any securities depository that is a clearing agency under federal law operating and maintaining, with its participants or otherwise, a book entry system to record ownership of beneficial interest in the Series 2013 Bonds, and to effect transfers of book entry interests in such Bonds, and includes and means initially The Depository Trust Company (a limited purpose trust company), New York, New York.

“Federal Tax Documents” means the Certificate Under Sections 103(b)(2) and 148 of the Internal Revenue Code of 1986, As Amended, and the Certificate Regarding Issuance, Use of Proceeds and Arbitrage Compliance, both delivered by the University at the time of the issuance and delivery of each series of Tax-Exempt Series 2013 Bonds, as the same may be amended or supplemented in accordance with their respective terms.
“Fixed Rate Bonds” means Series 2013 Bonds that are not “Variable Rate Obligations,” as defined in the General Bond Resolution.

“Interest Payment Date” means, as to each series of the Series 2013 Bonds, each of the dates set forth as such in the related Series 2013 Certificate of Award.

“Mandatory Redemption Date” means, as to each series of the Series 2013 Bonds, each of the dates set forth in the related Series 2013 Certificate of Award for the retirement of a portion of the principal of the Series 2013 Bonds pursuant to any Mandatory Sinking Fund Requirements set forth therein.

“Mandatory Sinking Fund Requirements” means, as to each series of the Series 2013 Bonds, the amounts required to be deposited in the Debt Service Fund for the purpose of redeeming related Series 2013 Bonds (less the amount of any credit as provided in Section 4(c) of this Resolution) on each Mandatory Redemption Date, as may be set forth in the related Series 2013 Certificate of Award.

“Maximum Rate” means for each series of the Series 2013 Bonds, seven percent (7%) per annum or such lesser rate designated as such in the related Series 2013 Certificate of Award.

“Original Purchaser” means, as to each series of the Series 2013 Bonds, the purchaser or purchasers of that series of the Series 2013 Bonds designated as such in the related Series 2013 Certificate of Award.

“Pledged Bonds” means Series 2013 Bonds or Beneficial Ownership Interests registered in the name of the Series 2013 Financial Institution and securing the obligations of the University to reimburse the Series 2013 Financial Institution for advances made pursuant to a Series 2013 Credit Support Instrument as may be provided in the related Series 2013 Certificate of Award and Series 2013 Supplemental Trust Agreement.


“Rebate Fund” means the fund by that name referred to in Section 10 hereof.

“Refunded Bonds” means the Series 2001 Bonds (including the Series 2001 Swap Agreement), the Series 2004 Bonds and the Series 2006B Bonds, or portions thereof, if any, refunded with a portion of the proceeds of the Series 2013 Bonds, as specified in a Series 2013 Certificate of Award, and deemed to be paid and discharged under the Trust Agreement.

“Refunded Bonds Defeasance Obligations” means the investments defined as such in a Refunded Bonds Escrow Agreement sufficient to cause the related Refunded Bonds to be no longer outstanding pursuant to the Trust Agreement.

“Refunded Bonds Escrow Agreement” means one or more Escrow Deposit Agreements
between the University and the Refunded Bonds Escrow Trustee of even date with the related Series 2013 Supplemental Trust Agreement, securing one or more series of the Refunded Bonds.

“Refunded Bonds Escrow Fund” means for any of the Refunded Bonds, the escrow fund created by the related Refunded Bonds Escrow Agreement in the custody of the Refunded Bonds Escrow Trustee as security for the related Refunded Bonds. A Refunded Bonds Escrow Fund may be a sub-account in the Debt Service Account of the Debt Service Fund.

“Refunded Bond Escrow Trustee” means the bank or trust company serving as Escrow Trustee under the Refunded Bonds Escrow Agreement, being initially designated in a Series 2013 Certificate of Award.

“Series 2013 Certificate of Award” means with respect to each series of Series 2013 Bonds, the certificate of the Fiscal Officer establishing certain terms of that series of the Series 2013 Bonds and authorized in Section 5 hereof, including any supplements thereto.

“Series 2013 Closing Date” means each date on which any series of the Series 2013 Bonds are delivered to the Original Purchaser thereof for payment.

“Series 2013 Credit Support Instrument” means any Credit Support Instruments relating to some or all of the Series 2013 Bonds described in a Series 2013 Certificate of Award and issued by a Series 2013 Financial Institution for the benefit of the holders of Series 2013 Bonds.


“Series 2013 Projects Account” means the account by that name created in the Facilities Fund pursuant to Section 6 hereof.

“Series 2013 Supplemental Trust Agreement” means a Supplemental Trust Agreement styled and dated as determined in a Series 2013 Certificate of Award, by and between the University and the Trustee supplementing the Trust Agreement and securing one or more series of the Series 2013 Bonds, as the same may be supplemented and amended as provided herein and therein.


“Tax-Exempt Series 2013 Bonds” means Series 2013 Bonds the interest on which is intended by the University at the time of initial issuance to be exempt from federal income taxation under the Code, such intent to be conclusively evidenced by a determination to that effect contained in a Series 2013 Certificate of Award.

Section 2. Determinations by Board. The Board hereby finds and determines that (a) the 2013 Projects will constitute “auxiliary facilities” or “education facilities” as defined in the Act; (b) the issuance of the Series 2013 Bonds and the refunding of the Refunded Bonds, if any, will be in the best interests of the University; and (c) this Resolution is adopted pursuant to the
General Bond Resolution, the Trust Agreement, the Act and Section 2i of Article VIII of the Ohio Constitution.

The Board finds that the conditions stated in numbered subparagraphs (1) and (2) of Section 3(a) of the General Bond Resolution will be satisfied by the time of authentication of the Series 2013 Bonds. The Fiscal Officer shall confirm these findings by a certificate in form satisfactory to, and to be filed with, the Trustee prior to the authentication of the Series 2013 Bonds, and the Fiscal Officer may provide such other evidence with respect thereto as the Trustee may reasonably request.

Section 3. Authorization, Designation and Purpose of Series 2013 Bonds. It is hereby declared to be necessary and in the best interests of the University to, and the University shall, issue, sell and deliver, as provided and authorized herein, Bonds of the University, on a parity with all other outstanding Obligations from time to time, which shall be designated “General Receipts Bonds, Series 2013,” or such other designation as may be specified in the related Series 2013 Certificate of Award (the “Series 2013 Bonds”), for the purposes of (i) paying Costs of University Facilities, as defined in the General Bond Resolution, related to the 2013 Projects, (ii) refunding the Refunded Bonds, if any, and (iii) paying Costs of University Facilities related to the Series 2013 Bonds and the refunding of the Refunded Bonds, all upon the terms set forth herein. For such purposes, the proceeds from the sale of the Series 2013 Bonds shall be allocated and deposited as provided in Section 6 hereof. Proceeds of the Series 2013 Bonds may be allocated among the 2013 Projects other than as shown in the preambles to this Resolution (even if doing so results in a reduction or elimination of one or more of the Series 2013 Projects), and deviations from the descriptions of particular Series 2013 Projects as shown in the preambles to this Resolution, or the scope thereof, may be made, if the Fiscal Officer determines that doing so is in the best interest of the University. The principal amount of each series of Series 2013 Bonds to be issued shall be determined by the Fiscal Officer and specified in a Series 2013 Certificate of Award, provided that the aggregate principal amount of all Series 2013 Bonds Outstanding at any time shall not exceed $175,000,000. The Series 2013 Bonds may be issued in one or more separate series of Fixed Rate Bonds, as the Fiscal Officer may determine in a Series 2013 Certificate of Award and as described herein and in the related Series 2013 Supplemental Trust Agreement. Any series of the Series 2013 Bonds may be issued in separate series of Tax-Exempt Series 2013 Bonds and Taxable Series 2013 Bonds as the Fiscal Officer may determine in a Series 2013 Certificate of Award.


(a) Forms, Denominations, Dates and Numbering. The Series 2013 Bonds shall be negotiable instruments in accordance with the Act, shall be issued only in fully registered form, without coupons, shall be substantially in the respective forms thereof set forth in the related Series 2013 Supplemental Trust Agreement, shall be in Authorized Denominations and shall express upon their faces the purpose for which they are issued and that they are issued pursuant to the Act. Each Series 2013 Bond shall have only one principal maturity date, except for interim certificates, receipts or temporary Series 2013 Bonds which may be issued pending preparation of definitive Series 2013 Bonds. The Series 2013 Bonds shall be dated and numbered as set forth in the related Series 2013 Certificate of Award.
Subject to the provisions of this Resolution for the use of a book entry system, the Series 2013 Bonds shall be exchangeable for other Series 2013 Bonds in the manner and upon the terms set forth in the Trust Agreement.

(b) **Execution, Interest Rates and Maturities.** (i) The Series 2013 Bonds shall be executed by any two of the Chairman of the Board, the President of the University, the Fiscal Officer or the Secretary of the Board, and may have the seal of the University affixed or printed thereon; provided that all of such signatures and such seal may be facsimiles.

(ii) Each series of the Series 2013 Bonds shall mature on the date or dates and in the amounts set forth in the related Series 2013 Certificate of Award, provided that the final maturity of the Series 2013 Bonds shall be not later than December 1, 2043. Interest on each series of the Series 2013 Bonds shall be calculated and payable as provided in the related Series 2013 Certificate of Award. The net interest cost payable by the University on any series of the Series 2013 Bonds over their stated terms shall not exceed the Maximum Rate except that Pledged Bonds (or the economic equivalent thereof as may be determined in the related Series 2013 Certificate of Award) may bear interest at a rate greater than the Maximum Rate as provided in the related Series 2013 Certificate of Award and Series 2013 Supplemental Trust Agreement.

(c) **Mandatory Sinking Fund Redemption.** Each series of the Series 2013 Bonds shall be subject to mandatory sinking fund redemption in part on each Mandatory Redemption Date, in the manner provided in the Trust Agreement, at a redemption price of 100% of the principal amount thereof to be redeemed plus accrued interest to the redemption date in such amounts and in the manner as may be set forth in the related Series 2013 Certificate of Award and the related Series 2013 Supplemental Trust Agreement.

(d) **Optional Redemption.** The Series 2013 Bonds shall be callable for redemption at the option of the University, in the manner provided in the Trust Agreement, in whole or in part, at such price or prices and at such times and in the manner as may be set forth in the related Series 2013 Certificate of Award and the related Series 2013 Supplemental Trust Agreement.

(e) **Method and Notice of Redemption.** If less than all of the outstanding Series 2013 Bonds of one maturity are to be called, the selection of such Series 2013 Bonds of such maturity to be called shall be made in the manner provided in the related Series 2013 Certificate of Award and the related Series 2013 Supplemental Trust Agreement. Notice of call for redemption of Series 2013 Bonds shall be given at the times and in the manner provided in the related Series 2013 Certificate of Award and the related Series 2013 Supplemental Trust Agreement.

(f) **Place of Payment; Record Dates.** Debt Service Charges on each series of the Series 2013 Bonds when due shall be payable to the registered holders thereof at the places and in the manner provided in the related Series 2013 Certificate of Award and the related Series 2013 Supplemental Trust Agreement. The Fiscal Officer may establish a Regular Record Date and a Special Record Date for a series of the Series 2013 Bonds which shall be set forth in the related Series 2013 Certificate of Award.
(g) **Paying Agent and Registrar.** The Trustee shall serve as Paying Agent and Registrar for the Series 2013 Bonds.

(h) **Payment.** Debt Service Charges with respect to any series of the Series 2013 Bonds shall be payable in lawful money of the United States of America without deduction for the services of the Trustee or the Paying Agent, in the manner provided in the related Trust Agreement.

(i) **Book Entry System.** If so specified in a Series 2013 Certificate of Award, any or all of the related Series 2013 Bonds shall only be originally issued to a Depository for use in a book entry system and: (i) such Series 2013 Bonds shall be registered in the name of the Depository or its nominee, as Bondholder, and immobilized in the custody of the Depository; (ii) there shall be a single Series 2013 Bond representing each maturity; and (iii) such Series 2013 Bonds shall not be transferable or exchangeable, except for transfer to another Depository or another nominee of a Depository or to the Series 2013 Financial Institution in order to obtain payment of principal of Series 2013 Bonds in accordance with the Trust Agreement and in exchange for any Series 2013 Bonds so transferred without further action by the University. The Beneficial Owners shall not have any right to receive Series 2013 Bonds in the form of physical certificates.

So long as a book entry system is in effect for any of the Series 2013 Bonds, the University and Trustee shall recognize and treat the Depository, or its nominee, as the Holder of such Series 2013 Bonds for all purposes, including payment of Debt Service Charges, giving of notices, and enforcement of remedies. The crediting of payments of Debt Service Charges on such Series 2013 Bonds and the transmittal of notices and other communications by the Depository to Beneficial Owners are the responsibility of the Depository and are not the responsibility of the University or the Trustee; provided, however, that the University and the Trustee understand that neither the Depository or its nominee shall provide any consent requested of Holders of such Series 2013 Bonds pursuant to the Trust Agreement, and that the Depository will mail an omnibus proxy (including a list identifying the owners of the book entry interests in such Series 2013 Bonds) to the University which assigns the Depository’s, or its nominee’s, voting rights to the owners of the book entry interests in such Series 2013 Bonds (as credited to their accounts at the Depository as of the record date for mailing of requests for such consents). Upon receipt of such omnibus proxy, the University shall promptly provide such omnibus proxy (including the list identifying the owners of the book entry interests in such Series 2013 Bonds attached thereto) to the Trustee, who shall then treat such owners as Holders of such Series 2013 Bonds for purposes of obtaining any consents pursuant to the terms of the Trust Agreement.

As long as any of the Series 2013 Bonds are registered in the name of a Depository, or its nominee, the University and the Trustee agree to comply with the terms and provisions of their agreement with the Depository including the provisions thereof with respect to any delivery of such Series 2013 Bonds to the Trustee which shall supersede the provisions of the Trust Agreement with respect thereto.

Notwithstanding any other provision of this Resolution or any provision of the General Bond Resolution, the Trust Agreement, any Series 2013 Supplemental Trust Agreement or any
Series 2013 Bond to the contrary, with the approval of the Fiscal Officer, the Trustee may enter into an agreement with a Depository, or the nominee of a Depository, that is the registered owner of a Series 2013 Bond in the custody of that Depository providing for making all payments to that registered owner of principal of and interest and any premium on that Series 2013 Bond or any portion of that Series 2013 Bond (other than any payment of its entire unpaid principal amount) at a place and in a manner (including wire transfer of federal funds) other than as provided above in this Resolution, without prior presentation or surrender of that Series 2013 Bond, upon any conditions which shall be satisfactory to the Trustee and the Fiscal Officer. That payment in any event shall be made to the person who is the registered owner of that Series 2013 Bond on the date that principal and premium is due, or, with respect to the payment of interest, as of the applicable Regular Record Date or Special Record Date or other date agreed upon, as the case may be. The Trustee will furnish a copy of each of those agreements, certified to be correct by an officer of the Trustee, to other Authenticating Agents and Paying Agents for Series 2013 Bonds, if any, and to the University. Any payment of principal, premium, or interest pursuant to such an agreement shall constitute payment thereof pursuant to, and for all purposes of, this Resolution and Trust Agreement.

(j) Change of Depository and Replacement Series 2013 Bonds. If any Depository determines not to continue to act as a Depository for any Series 2013 Bonds for use in a book entry system, the University may attempt to have established a securities depositary/book entry system relationship with another qualified Depository under the Trust Agreement. If the University does not or is unable to do so, the University and the Trustee, after the Trustee has made provision for notification of the owners of book entry interests in such Series 2013 Bonds by appropriate notice to the then Depository, shall permit withdrawal of such Series 2013 Bonds from the Depository, and authenticate and deliver Series 2013 Bond certificates in fully registered form to the assignees of the Depository or its nominee. If the event is not the result of University action or inaction, such withdrawal, authentication and delivery shall be at the cost and expense (including costs of printing or otherwise preparing, and delivering, such replacement Series 2013 Bonds), of those persons requesting that authentication and delivery unless University action or inaction shall have been the cause of the termination of the book entry system in which event such cost and expense shall be borne by the University. Such replacement Series 2013 Bonds shall be in Authorized Denominations.

Section 5. Sale of the Series 2013 Bonds; Series 2013 Certificate of Award. Each series of the Series 2013 Bonds shall be awarded and sold to the Original Purchaser at the price set forth in the related Series 2013 Certificate of Award; such price for any maturity of such Series 2013 Bonds shall be not less than 95% of the principal amount thereof, plus accrued interest on the aggregate principal amount of such Series 2013 Bonds from their dates to the date of delivery to and payment by the Original Purchaser for such Series 2013 Bonds, all in accordance with, and subject to the terms and conditions of, an Original Purchaser’s proposal contained in a hereinafter described Series 2013 Bond Purchase Agreement. Such award and sale shall be evidenced by the execution of a Series 2013 Certificate of Award by the Fiscal Officer setting forth such award and sale, the other matters to be set forth therein referred to in this Resolution, and such other matters as the Fiscal Officer determines are consistent with this Resolution, the Trust Agreement and the related Series 2013 Supplemental Trust Agreement. That the matters contained in a Series 2013 Certificate of Award are consistent with this Resolution, the Trust Agreement and the related Series 2013 Supplemental Trust Agreement
shall be conclusively evidenced by the execution of such Series 2013 Certificate of Award by such officer. Each Series 2013 Certificate of Award shall be and hereby is incorporated into this Resolution and the related Series 2013 Supplemental Trust Agreement.

The Fiscal Officer is hereby further authorized and directed to execute and deliver, in the name and on behalf of the University, a bond purchase agreement with the Original Purchaser for a series of Series 2013 Bonds (a “Series 2013 Bond Purchase Agreement”) upon such terms as approved by such officer not inconsistent with this Bond Legislation and not substantially adverse to the University. The approval of such officer, and that a Series 2013 Bond Purchase Agreement is consistent with this Resolution and not substantially adverse to the University, shall be conclusively evidenced by the execution of such Series 2013 Bond Purchase Agreement by such officer. Subject to receiving any necessary appointment by the attorney general of the State, the Fiscal Officer is hereby authorized to make arrangements with Peck, Shaffer & Williams LLP to serve as bond counsel for the Series 2013 Bonds, and such firm is hereby appointed to serve in such capacities.

The Fiscal Officer, and any other appropriate officer of the University, are each hereby separately authorized to make arrangements for the delivery of each series of the Series 2013 Bonds to, and payment therefor by, the related Original Purchaser. It is hereby determined that the prices for and the terms of the Series 2013 Bonds, and the sale thereof, all as provided in this Resolution, each Series 2013 Supplemental Trust Agreement and each Series 2013 Certificate of Award are in the best interest of the University and in compliance with all legal requirements.

Section 6. Allocation of Proceeds of Series 2013 Bonds. (a) All of the proceeds received by on behalf of the University from the sale of the Series 2013 Bonds shall be received and receipted for by the Fiscal Officer or the Trustee, and shall be deposited and allocated as follows:

(i) To the Debt Service Account of the Debt Service Fund, the portion of such proceeds representing accrued interest and any capitalized interest directed to be deposited in the Debt Service Account by the related Series 2013 Certificate of Award; and

(ii) To a Refunded Bonds Escrow Fund such amount as set forth in the related Series 2013 Certificate of Award as is necessary to provide for cash and the purchase of Refunded Bonds Defeasance Obligations sufficient to refund the related Refunded Bonds as set forth in the related Refunded Bonds Escrow Agreement; and

(iii) To the Series 2013 Projects Account which is hereby created as a separate deposit account within the Facilities Fund (except when invested as hereinafter provided) in the custody of the University or the Trustee or other entity, as the Fiscal Officer shall determine, such portion of such proceeds as may be specified in the related Series 2013 Certificate of Award.

(b) Any such capitalized interest may be deposited in a separate sub-account of the Debt Service Account of the Debt Service Fund as the Fiscal Officer may determine. Upon a determination by the Fiscal Officer that any portion of such amount designated to be used for
capitalized interest is not needed for such purpose, such portion may be transferred to a Refunded Bonds Escrow Fund or the Series 2013 Projects Account as the Fiscal Officer may direct.

(c) Such proceeds are hereby appropriated for the purposes of the respective funds and accounts into which such proceeds are deposited.

(d) No provision shall be made for a Debt Service Reserve Account with respect to the Series 2013 Bonds, and there shall be no Required Reserve for the Series 2013 Bonds. The Series 2013 Bonds shall not be payable from, and the Series 2013 Bonds shall not be secured by, any moneys in or investments credited to the Debt Service Reserve Account, and therefore, Debt Service Charges on the Series 2013 Bonds shall not have access to or claims upon the Debt Service Reserve Account.

Section 7. Series 2013 Projects Account; Refunded Bonds Escrow Fund; Recordkeeping; Application of Moneys. A record of each deposit into and disbursement from the Series 2013 Projects Account and the Refunded Bonds Escrow Fund shall be made and maintained by the party having custody of such account.

Moneys in a Refunded Bonds Escrow Fund shall be applied to payment of the principal of, and interest and any redemption premium on, the related Refunded Bonds and invested, and any investment earnings credited, as provided in the related Refunded Bonds Escrow Agreement.

Moneys in the Series 2013 Projects Account shall be used to pay Costs of University Facilities related to the 2013 Projects, capitalized interest to a date as may be set forth in a Series 2013 Certificate of Award and any Costs of University Facilities associated with the issuance of the Series 2013 Bonds and the refunding of the Refunded Bonds to the extent not paid from moneys in a Refunded Bonds Escrow Fund, and shall be disbursed upon the written request of the Fiscal Officer on behalf of the University. The University covenants that it will proceed with due diligence to pay such costs and complete the 2013 Projects. Upon the final payment of such costs, the University shall deliver to the Trustee a certificate of the Fiscal Officer on behalf of the University stating that fact and setting forth the amount, if any, then remaining in the Series 2013 Projects Account which shall be transferred to the Debt Service Account of the Debt Service Fund pursuant to this Section.

Upon such certification, any moneys remaining in the Series 2013 Projects Account and certified pursuant to the preceding paragraph shall be transferred by the party having custody of such Account to the Debt Service Account of the Debt Service Fund as set forth in the immediately preceding paragraph.

Moneys in the Series 2013 Projects Account may be invested in any lawful University investments in amounts maturing not later than the times when such amounts in the Series 2013 Projects Account are required to pay any costs payable from such Fund. Any investment made by the Trustee shall be at the written or oral (and, if oral, promptly confirmed in writing) direction of the Fiscal Officer. The term “lawful University investments” shall mean those investments made in accordance with the Statement of Objectives and Policies for Non-Endowment Invested Funds, approved by the Board on September 21, 2005, as the same may be amended or supplemented from time to time. Such investments may include qualifying money
market mutual funds for which the Trustee or any of its affiliates provide services for a fee, whether as an investment advisor, custodian, transfer agent, registrar, sponsor, distributor, manager or otherwise.

Any investment of moneys in the Series 2013 Projects Account shall constitute a part of the Series 2013 Projects Account and the Series 2013 Projects Account shall be credited with all proceeds of sale, and gain or loss, from such investment. Interest earnings on moneys in the Series 2013 Projects Account shall be credited when received to the Series 2013 Projects Account. For investment purposes only, moneys in the Series 2013 Projects Account may be commingled with moneys from one or more funds held by the Trustee pursuant to the Trust Agreement; provided that separate records are maintained for each such fund, the investments made therefrom, and the interest earnings credited thereto.

Section 8. Series 2013 Supplemental Trust Agreement; Refunded Bonds Escrow Agreement. The Chairman of the Board, the President of the University, the Secretary of the Board and the Fiscal Officer, or any one or more of them, are each authorized and directed to execute, acknowledge and deliver, in the name of and on behalf of the University, a Series 2013 Supplemental Trust Agreement pursuant to the Trust Agreement in connection with the issuance of each series of the Series 2013 Bonds and, if applicable, a related Refunded Bonds Escrow Agreement, in such forms not substantially adverse to the University as may be permitted by the Act and the Trust Agreement and approved by the officer or officers executing the same on behalf of the University. The approval of such forms by the Board and such officer or officers, and the fact that such forms are not substantially adverse to the University, shall be conclusively evidenced by the execution of each Series 2013 Supplemental Trust Agreement and Refunded Bonds Escrow Agreement by such officer or officers.

Consistent with Section 8.02 of the Original Trust Agreement, the University and the Trustee, without the consent of or notice to any of the Bondholders, may enter into agreements supplemental to the Trust Agreement and the Series 2013 Supplemental Trust Agreements to the extent necessary or desirable to permit (i) the transfer of Series 2013 Bonds from one Depository to another, and the succession of Depositories or (ii) the withdrawal of Series 2013 Bonds issued to a Depository for use of a book entry system and the issuance of replacement Series 2013 Bonds in fully registered form to others than a Depository.

The Chairman of the Board, the President of the University, the Secretary of the Board and the Fiscal Officer are each separately authorized to execute and deliver, on behalf of the University, such other certificates, documents and instruments as are necessary in connection with the transactions authorized in this Resolution, and to do all other things required of them or the University pursuant to the Trust Agreement, this Resolution and any Refunded Bonds Escrow Agreement.

The appropriate officers of the University shall do all things necessary or proper to implement and carry out the orders and agreements set forth in or approved in this Resolution for the proper fulfillment of the purposes of the General Bond Resolution and this Resolution. The Secretary of the Board shall furnish to the Original Purchaser a true and certified transcript of all proceedings taken with reference to the authorization and issuance of the Series 2013 Bonds along with other information as is necessary or proper with respect to the Series 2013 Bonds.
The Refunded Bonds shall be and hereby are ordered called for optional redemption according to their terms on the first optional redemption date following the issuance of the related Series 2013 Bonds at the redemption prices set forth therein. The Fiscal Officer and other appropriate officers and employees of the University are each hereby separately authorized to engage a firm of certified public accountants to verify the sufficiency of the moneys and investments in a Refunded Bonds Escrow Fund and to subscribe for and purchase such United States Treasury obligations, including such obligations of the State and Local Government Series, as shall be required by such Refunded Bonds Escrow Agreement, and to pay for the services of such accountants and for such obligations with the proceeds of the related Series 2013 Bonds, and any such actions heretofore taken by such officers or the Original Purchaser of the related Series 2013 Bonds or bond counsel in connection with such subscription and purchase are hereby approved, ratified and confirmed.

Section 9. Tax Matters. The University hereby covenants that it will not take any action, or fail to take any action, if any such action or failure to take action would adversely affect the exclusion from gross income of the interest on the Tax-Exempt Series 2013 Bonds under Section 103(a) of the Code. Without limiting the generality of the foregoing, the University hereby covenants as follows:

(a) The University will not directly or indirectly use or permit the use of any proceeds of the Tax-Exempt Series 2013 Bonds or any other funds of the University, or take or omit to take any action that would cause the Tax-Exempt Series 2013 Bonds to be “arbitrage bonds” within the meaning of Sections 103(b)(2) and 148 of the Code. To that end, the University will comply with all requirements of Sections 103(b)(2) and 148 of the Code to the extent applicable to the Tax-Exempt Series 2013 Bonds. In the event that at any time the University is of the opinion that for purposes of this sub-section (a) it is necessary to restrict or limit the yield on the investment of any moneys held by the Trustee under the Trust Agreement, the Fiscal Officer shall so instruct the Trustee in writing, and the Trustee shall take such action as may be necessary in accordance with such instructions. The Fiscal Officer, or any other officer having responsibility with respect to the issuance of the Tax-Exempt Series 2013 Bonds, is authorized and directed to give an appropriate certificate on behalf of the University, on the date of delivery of the Tax-Exempt Series 2013 Bonds for inclusion in the transcript of proceedings, setting forth the facts, estimates and circumstances and reasonable expectations pertaining to the use of the proceeds thereof and the provisions of such Sections 103(b)(2) and 148, and to execute and deliver on behalf of the University an IRS Form 8038G in connection with the issuance of the Tax-Exempt Series 2013 Bonds.

Without limiting the generality of the foregoing, the University agrees that there shall be paid from time to time all amounts required to be rebated to the United States pursuant to Section 148(f) of the Code. This covenant shall survive payment in full or defeasance of the Tax-Exempt Series 2013 Bonds. The University specifically covenants to pay or cause to be paid to the United States at the times and in the amounts determined under Section 10 hereof the Rebate Amounts, as described in the Federal Tax Documents. The Trustee agrees to perform all tasks required of it in the Federal Tax Documents.

Notwithstanding any provision of this sub-section (a), if the University shall provide to the Trustee an opinion of nationally recognized bond counsel to the effect that any action
required under this Section and Section 10 of this Resolution is no longer required, or to the
effect that some further action is required, to maintain the exclusion from gross income of the
interest on the Tax-Exempt Series 2013 Bonds pursuant to Section 103(a) of the Code, the
University and the Trustee may rely conclusively on such opinion in complying with the
provisions hereof.

(b) So long as any of the Tax-Exempt Series 2013 Bonds, or any obligations issued to
refund the Tax-Exempt Series 2013 Bonds, remain unpaid, the University will not operate or use,
or permit the operation or use of, the 2013 Projects, the improvements financed with the
Refunded Bonds, or any part thereof in any trade or business carried on by any person within the
meaning of the Code which would (i) cause the Tax-Exempt Series 2013 Bonds to be “private
activity bonds” within the meaning of Section 141 of the Code, and (ii) result in the interest
payable on the Tax-Exempt Series 2013 Bonds to be not exempt from federal income taxation
under the Code.

Section 10. Rebate Fund.

(a) There has previously been created and ordered maintained in the custody of the
Trustee (except when invested as herein provided), the Rebate Fund, which shall not constitute a
Special Fund or Account securing the Series 2013 Bonds or other Obligations. There shall be
deposited in the Rebate Fund such amounts as are required to be deposited therein pursuant to
the Federal Tax Documents. Subject to the transfer provisions provided in paragraph (d) below,
all money at any time deposited in the Rebate Fund shall be held by the Trustee in trust, to the
extent required to satisfy the Rebate Amount (as defined in the Federal Tax Documents), for
payment to the United States of America, and neither the University nor the owner of any Bonds
shall have any rights in or claim to such money. All amounts deposited into or on deposit in the
Rebate Fund shall be governed by this Section, by Section 9 of this Resolution and by the
Federal Tax Documents (which is incorporated herein by reference).

(b) The Trustee shall have no obligations to rebate any amounts required to be
rebated pursuant to this Section, other than from moneys held in the funds created under the
Trust Agreement or from other moneys provided to it by the University upon its request for said
moneys from the University as set forth in the Federal Tax Documents.

(c) The Trustee shall, at the direction of the University, invest amounts held in the
Rebate Fund and deposit all earnings on such amounts as provided in the Federal Tax
Documents.

(d) The Trustee shall remit moneys in the Rebate Fund to the United States, as
directed in the Federal Tax Documents. Any funds remaining in the Rebate Fund after
redemption and payment of all of the Bonds and payment and satisfaction of any Rebate
Amount, or provision made therefor satisfactory to the Trustee shall be withdrawn and remitted
to the University.

(e) Notwithstanding any other provision of this Resolution or the Trust Agreement,
the obligation to remit the Rebate Amounts to the United States and to comply with all other
requirements of this Section, Section 9 of this Resolution and the Federal Tax Documents shall
survive the defeasance or payment in full of the Bonds.

Section 11. Official Statement. The Fiscal Officer is hereby authorized to execute and
deliver preliminary and final official statements on behalf of the University for any or all series
of the Series 2013 Bonds, in such forms as such officer may approve, and to deem such official
statements to be “final” for purposes of Securities and Exchange Commission Rule 15c2-12,
such officer’s execution thereof on behalf of the University to be conclusive evidence of such
authorization, approval and deeming, and copies thereof are hereby authorized to be prepared
and furnished to the Original Purchaser for distribution to prospective purchasers of the Series
2013 Bonds and other interested persons.

The Fiscal Officer on behalf of the University is hereby authorized to execute and deliver
continuing disclosure certificates or agreements dated as set forth in a Series 2013 Certificate of
Award (a “Continuing Disclosure Certificate”) in connection with the issuance of the related
Series 2013 Bonds in such forms as such officer may approve. The University hereby covenants
and agrees that it will execute, comply with and carry out all of the provisions of each
Continuing Disclosure Certificate. Failure to comply with any such provisions of a Continuing
Disclosure Certificate shall not constitute a default on the Series 2013 Bonds; however, any
holder or owner of the Series 2013 Bonds may take such action as may be necessary and
appropriate, including seeking specific performance, to cause the University to comply with its
obligations under this paragraph and such Continuing Disclosure Certificate.

The Fiscal Officer on behalf of the University is hereby authorized to furnish such
information, to execute such instruments and to take such other actions in cooperation with the
Original Purchaser as may be reasonably requested to qualify the Series 2013 Bonds for offer
and sale under the Blue Sky or other securities laws and regulations and to determine their
eligibility for investment under the laws and regulations of such states and other jurisdictions of
the United States of America as may be designated by the Original Purchaser; provided however,
that the University shall not be required to register as a dealer or broker in any such state or
jurisdiction or become subject to the service of process in any jurisdiction in which the
University is not now subject to such service.

Section 12. Series 2013 Credit Support Instrument. The Fiscal Officer is hereby
authorized, but shall not be required, to apply for one or more Series 2013 Credit Support
Instruments. The Fiscal Officer is hereby authorized to select one or more Financial Institutions
having qualifications and duties as may be set forth in a Series 2013 Certificate of Award and a
Series 2013 Supplemental Trust Agreement to serve as a Series 2013 Financial Institution and to
provide a Series 2013 Credit Support Instrument, and to accept the commitment of a Series 2013
Financial Institution therefor, and the payment of the fees, premiums and expenses relating to
any Series 2013 Credit Support Instrument from sources as may be described in the related
Series 2013 Certificate of Award and the related Series 2013 Supplemental Trust Agreement is
hereby authorized. The Chairman of the Board, the President of the University, the Secretary of
the Board and the Fiscal Officer, or any one or more of them, are each authorized and directed to
execute, acknowledge and deliver, in the name of and on behalf of the University, a
reimbursement agreement or other agreement with each Series 2013 Financial Institution
providing for the payment of the fees and expenses of such Series 2013 Financial Institution and
the reimbursement, and security for the reimbursement, of such Series 2013 Financial Institution for advances made pursuant to any Series 2013 Credit Support Instrument, in such form as may be permitted by the Act and approved by the officer or officers executing the same on behalf of the University. The approval of such form by the Board and such officer or officers shall be conclusively evidenced by the execution of such agreement by such officer or officers.

Section 13. Temporary Series 2013 Bonds. Pending the preparation of definitive Series 2013 Bonds the University may execute and the Trustee shall authenticate and deliver temporary Series 2013 Bonds in printed or typewritten form. Temporary Series 2013 Bonds shall be issuable in fully registered form, of any denomination, and substantially in the form of the definitive Series 2013 Bonds but with such omissions, insertions and variations as may be appropriate for temporary Series 2013 Bonds, all as may be determined by the Fiscal Officer. Every temporary Series 2013 Bond shall be executed on behalf of the University, and be authenticated by the Trustee upon the same conditions and in substantially the same manner, and with like effect, as the definitive Series 2013 Bonds. If one or more temporary Series 2013 Bonds are issued, then without unnecessary delay the University shall execute and furnish to the Trustee in exchange therefor without charge, and the Trustee shall authenticate and deliver in exchange for such temporary Series 2013 Bonds an equal aggregate principal amount of definitive Series 2013 Bonds. Until so exchanged the temporary Series 2013 Bonds shall be entitled to the same benefits under the Trust Agreement as definitive Series 2013 Bonds.

Section 14. Prior Actions Approved. All actions hereto taken by officers and employees of the Board and the University in connection with the approval, authorization, sale, execution, delivery and issuance of the Prior Obligations or the security therefor, or any Interest Rate Hedge or Credit Support Instrument related thereto or to the Series 2013 Bonds, are hereby approved, ratified and confirmed.

Section 15. Additional Special Funds and Accounts. The Fiscal Officer is hereby authorized to create such additional Special Funds and Special Accounts in connection with the Series 2013 Bonds and the security therefor and the remarketing thereof as the Fiscal Officer deems necessary. Any such Special Funds and Accounts and the permitted investment thereof shall be described in a Series 2013 Certificate of Award.

Section 16. Changes Related to the Series 2001 Bonds. The Chairman of the Board, the President of the University, the Secretary of the Board and the Fiscal Officer, or any one or more of them, are each authorized and directed to execute, acknowledge and deliver, in the name of and on behalf of the University, amendments to, or replacements or terminations of, either or both of the Credit Support Instruments for the Series 2001 Bonds (being a Standby Bond Purchase Agreement dated May 3, 2001 between the University and Dexia Credit Local and the Series 2001 Swap Agreement), and related amendments to or supplements of the First Supplemental Trust Agreement, in such forms and upon such terms that the official executing the same deems advantageous to the University as may be permitted by the Act. The approval of the form of any such document by the Board and such officer or officers and that the terms thereof are advantageous to the University, shall be conclusively evidenced by the execution of such document by such officer or officers.

Section 17. Changes Related to the Housing For Ohio Guaranty Bonds. The Chairman
of the Board, the President of the University, the Secretary of the Board and the Fiscal Officer, or any one or more of them, are each authorized and directed to execute, acknowledge and deliver, in the name of and on behalf of the University, amendments to, or replacements or terminations of, the Housing For Ohio Guaranty Bonds, and related amendments to or supplements of the Eleventh Supplemental Trust Agreement and related documents, in such forms and upon such terms that the official executing the same deems advantageous to the University as may be permitted by the Act. The approval of the form of any such document by the Board and such officer or officers and that the terms thereof are advantageous to the University, shall be conclusively evidenced by the execution of such document by such officer or officers.

Section 18. Relationship of this Resolution to General Bond Resolution. It is understood and acknowledged by the University that the Series 2013 Bonds are being issued pursuant to the terms of the General Bond Resolution, as amended and supplemented by the terms of this Resolution; that the Series 2013 Bonds are subject to all of the terms and conditions of the General Bond Resolution, as amended, except as otherwise provided herein; and that all of the terms, conditions, covenants and warranties contained in the General Bond Resolution, as amended, except as otherwise provided herein, shall apply with like force and effect to the Series 2013 Bonds as if originally made in connection therewith. The General Bond Resolution and the Trust Agreement, as amended and supplemented to date including by this Resolution, and the Obligations issued to date thereunder, including the Prior Obligations, are hereby approved, ratified and confirmed.

Section 19. General. This Resolution is adopted pursuant to the General Bond Resolution and the Trust Agreement. The appropriate officers of the University shall do all things necessary and proper to implement and carry out the orders and agreements set forth in or approved in the General Bond Resolution and this Resolution for the proper fulfillment of the purposes thereof. Without limiting the generality of the foregoing, the Fiscal Officer and other appropriate officers of the University are hereby authorized to apply to the Chancellor of the Ohio Board of Regents for any required approvals with respect to the 2013 Projects or the Series 2013 Bonds. Should all the Series 2013 Projects or the Series 2013 Bonds not receive such approvals by the time the Series 2013 Bonds to fund the 2013 Projects are sold, the Fiscal Officer shall set forth in the Series related 2012 Certificate of Award the 2013 Projects and the amount of such Series 2013 Bonds that have received such approvals. Thereupon, such Series 2013 Bonds shall be issued in a principal amount not exceeding the amount approved by the Chancellor of the Ohio Board of Regents and the 2013 Projects shall include only the projects approved by the Chancellor of the Ohio Board of Regents.

Section 20. Inconsistencies. All orders, resolutions and other official actions, or parts thereof, inconsistent herewith or with the documents hereby authorized, approved, ratified or confirmed are hereby repealed, but only to the extent of such inconsistency. This Resolution shall not be construed as otherwise revising any order, resolution or other official action, or part thereof.

Section 21. Open Meeting Determination. It is found and determined that all formal actions of the Board concerning and relating to the adoption of this Resolution were adopted in an open meeting of the Board, and that all deliberations of the Board and of any of its
committees that resulted in such formal actions were in meetings open to the public, in compliance with all legal requirements, including Section 121.22 of the Revised Code of Ohio.

Section 22. Effective Date. This Resolution shall take effect and be in force immediately upon its adoption.

Adopted: April 18, 2013
Interoffice Communication

Date: March 29, 2013

To: The President and Board of Trustees

From: Stephen T. Golding, Vice President for Finance and Administration, CFO and Treasurer

Re: Authorization to Issue Debt in Support of Capital Projects

Included within the following materials is a resolution providing for the Board’s authorization, issuance and sale of general receipts bonds in an amount not to exceed $175 million. The proceeds of the bonds will be used for the following: a) $122 million is designated for new campus projects, as described further below; b) $38 million will be related to the refinancing of existing debt should market conditions afford the University an opportunity to incur savings on existing debt service; and c) the remaining $15 million will be used to refinance the University’s Series 2001 variable rate demand bonds to fixed rate mode and cancel the associated floating to fixed rate swap. The Board of Trustees will be asked to approve this resolution based on the anticipated structure of the issuance and the projects the funding will support.

The resolution provides the University’s Treasurer with the discretion to issue tax-exempt or taxable debt with maturities no later than December 1, 2043. The resolution restricts the bonds to maximum interest rates of no more than 7.0% per annum. The resolution authorizes the use of tax-exempt and taxable debt. The flexibility the resolution provides to utilize these forms of debt at the maturities and interest rates stated will allow the University to take advantage of certain market conditions if warranted. Issuance is currently planned for mid-May and would allow for an update of the finalized structure at the Board of Trustees’ June 20, 2013 meeting.

The projects anticipated with the resolution and the methods by which the debt service will be paid are listed on the attached Exhibit A and are as follows:

Ohio University Heritage College of Osteopathic Medicine – Dublin Campus (Anticipated Debt Issuance: $9.8 million)
Renovation and rehabilitation of an existing University-owned property with three buildings for use by the Heritage College of Osteopathic Medicine as instructional space, providing the same program as on the main campus. Debt service will be funded during the start-up phase by the Osteopathic Heritage Foundation grant, and will eventually be supported by the Dublin Campus operating budget.
Ohio University Heritage College of Osteopathic Medicine – Cleveland Campus (Anticipated Debt Issuance: $4.5 million)
Renovation and rehabilitation of leased space in a building owned by the Cleveland Clinic for use by the Heritage College of Osteopathic Medicine as instructional space, providing the same program as on the main campus. Debt service will be funded by philanthropic gifts and the Athens Campus operating budget during the start-up phase, and will eventually be supported by the Cleveland Campus operating budget.

Indoor Multi-Purpose Facility and Other Recreational Athletic Facilities (Anticipated Debt Issuance: $10.5 million)
Construction of a new 80,000 GSF building and other various facilities intended for instructional, athletic, and recreational uses, all in support of existing programs. Debt service will be supported through gift funding and the Athens Campus general fee operating budget.

Lindley Hall Upfit (Anticipated Debt Issuance: $2.5 million)
The project is a partial building renovation to upgrade this currently vacant building for use as academic swing space in support of upcoming major building renovation projects. Scope of work is limited to improved heating/cooling systems, plus life safety and accessibility improvements. Primary use will be as office space. Debt service will be supported by the Athens Campus general fund operating budget.

Tupper Hall Upfit (Anticipated Debt Issuance: $7 million)
This currently vacant building will be substantially renovated to upgrade for use as academic swing space in support of upcoming major building renovations projects. Primary use will be as classroom space. Debt service will be supported by the Athens Campus general fund operating budget.

Steven L. and Barbara G. Schoonover Center for Communication – Phase II (Anticipated Debt Issuance: $12 million)
Completion of the renovation of the former Baker Center, plus renovations to the adjacent RTVC building to provide a consolidated location for the Scripps College of Communication. Debt service will be supported by the Athens Campus general fund operating budget.

McCracken Hall Renovation (Anticipated Debt Issuance: $4.1 million)
Complete renovation and addition to McCracken Hall for use by the Patton College of Education. Debt service will be supported by the Athens Campus general fund operating budget.

Ohio University Heritage College of Osteopathic Medicine Diabetes/Omni Programming and Schematic Design (Anticipated Debt Issuance: $3.0 million)
Project consists of programming and preliminary design for facilities for the Heritage College of Osteopathic Medicine’s Diabetes and Neuromuscular clinical research programs. Debt service will be funded by the Osteopathic Heritage Foundation grant and the HCOM operating budget.

Programming and Feasibility Studies (Anticipated Debt Issuance: $350,000)
Debt proceeds will fund a programming study to investigate the feasibility and options for replacement of the existing Clippinger Hall. An additional programming study will assess the existing Seigfred Hall and develop programming and budget information for a planned renovation.
of that facility. Debt service will be supported by the Athens Campus general fund operating budget.

*Housing Development – Phase I (Anticipated Debt Issuance: $67.2 million)*

Project consists of construction of a new residential housing facility containing approximately 900 beds as well as student support spaces and Residential Housing Administration office space. Debt service will be supported by the Residential Housing auxiliary operating budget.

The resolution has been prepared by the University’s external bond counsel, Peck, Shaffer & Williams, as appointed by the State’s Attorney General and in conjunction with the University’s General Counsel.

If you have questions on this matter, please do not hesitate to contact me at 740-593-2556.
<table>
<thead>
<tr>
<th>PROJECT</th>
<th>COST</th>
<th>FUND SOURCES</th>
<th>DEBT</th>
<th>DEBT SERVICE</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUHCOM Dublin*</td>
<td>24,700,000</td>
<td>University Debt, Gift Funding ($3 mm)</td>
<td>9,800,000</td>
<td>601,637</td>
<td>Renovation and rehabilitation of an existing University-owned property with three buildings for use by the Heritage College of Osteopathic Medicine as instructional space, providing the same program as on the main campus.</td>
</tr>
<tr>
<td>OUHCOM Cleveland</td>
<td>10,000,000</td>
<td>University Debt, O&amp;M ($1 mm)</td>
<td>4,500,000</td>
<td>276,262</td>
<td>Renovation and rehabilitation of leased space in a building owned by the Cleveland Clinic for use by the Heritage College of Osteopathic Medicine as instructional space, providing the same program as on the main campus.</td>
</tr>
<tr>
<td>Indoor Multi-Purpose Facility and Other Recreational Athletic Facilities</td>
<td>12,500,000</td>
<td>University Debt, Gift Funding ($2 mm)</td>
<td>10,500,000</td>
<td>644,611</td>
<td>Construction of a new 80,000 GSF building and other various facilities intended for instructional, athletic, and recreational uses, all in support of existing programs. Partial building renovation to upgrade this currently vacant building for use as academic swing space in support of upcoming major building renovations projects. Scope of work is limited to improved heating/cooling systems, plus life safety and accessibility improvements. Primary use will be as office space.</td>
</tr>
<tr>
<td>Lindley Hall Upfit</td>
<td>4,000,000</td>
<td>University Debt, State Capital ($1.5 mm)</td>
<td>2,500,000</td>
<td>153,479</td>
<td>Substantial building renovation to upgrade this currently vacant building for use as academic swing space in support of upcoming major building renovations projects. Primary use will be as classroom space.</td>
</tr>
<tr>
<td>Tupper Hall Upfit</td>
<td>10,000,000</td>
<td>University Debt, O&amp;M ($3.0 mm)</td>
<td>7,000,000</td>
<td>429,741</td>
<td>Completion of the renovation of the former Baker Center, plus renovations to the adjacent RTVC building to provide a consolidated location for the Scripps College of Communication.</td>
</tr>
<tr>
<td>College of Communication Phase 2</td>
<td>17,400,000</td>
<td>University Debt, Gift Funding ($5.4 mm)</td>
<td>12,000,000</td>
<td>736,699</td>
<td>College of Education Programming and preliminary design for facilities for the Heritage College of Osteopathic Medicine’s Diabetes and Neuromuscular clinical research programs.</td>
</tr>
<tr>
<td>McCracken Hall Renovation</td>
<td>30,000,000</td>
<td>University Debt, O&amp;M ($809k), Gift Funding ($7.9 mm)</td>
<td>4,126,800</td>
<td>253,351</td>
<td>Complete renovation and addition to McCracken Hall for use by the Patton College of Education.</td>
</tr>
<tr>
<td>OUHCOM Diabetes/Omni Programming and Schematic Design</td>
<td>3,000,000</td>
<td>University Debt</td>
<td>3,000,000</td>
<td>184,175</td>
<td>Programming study to investigate the feasibility and options for replacement of the existing Clippinger Hall. Programming study to assess the existing Siegfried Hall and develop programming and budget information for a planned renovation of that facility.</td>
</tr>
<tr>
<td>Programming and Feasibility Studies</td>
<td>350,000</td>
<td>University Debt</td>
<td>350,000</td>
<td>21,487</td>
<td>Construction of new residential housing facility containing approximately 900 beds as well as student support spaces and Residential Housing Administration office space.</td>
</tr>
<tr>
<td>Housing Development Phase I</td>
<td>101,600,000</td>
<td>University Debt</td>
<td>67,199,510</td>
<td>4,125,482</td>
<td>900 beds as well as student support spaces and Residential Housing Administration office space.</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>120,976,310</strong></td>
<td></td>
<td><strong>7,426,922</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*$11.9 mm of debt for the OUHCOM Dublin Project was issued in 2012.
Series 2013 Debt Issuance
Resolution

- $175 million
  - $122 million new projects
  - $15 million Series 2001 Bond Restructuring, including associated swap termination
  - $38 million potential refinancing for debt service savings (Series 2004 & 2006B)

- Characteristics
  - Non-taxable, taxable
  - Maturities of 30-years or less
  - Maximum interest rate of 7.0%
## Project Breakdown

<table>
<thead>
<tr>
<th>Project</th>
<th>Series 2013 Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>OU Heritage College of Osteopathic Medicine – Dublin</td>
<td>$9,800,000</td>
</tr>
<tr>
<td>OU Heritage College of Osteopathic Medicine – Cleveland</td>
<td>$4,500,000</td>
</tr>
<tr>
<td>Lindley Hall Upfit</td>
<td>$2,500,000</td>
</tr>
<tr>
<td>Tupper Hall Upfit</td>
<td>$7,000,000</td>
</tr>
<tr>
<td>Schoonover Center for Communication – Phase II</td>
<td>$12,000,000</td>
</tr>
<tr>
<td>McCracken Hall Renovation</td>
<td>$4,126,800</td>
</tr>
<tr>
<td>OUHCOM Diabetes/Omni Programming and Schematic Design</td>
<td>$3,000,000</td>
</tr>
<tr>
<td>Programming and Feasibility Studies</td>
<td>$350,000</td>
</tr>
<tr>
<td>Housing Development – Phase I</td>
<td>$67,199,510</td>
</tr>
<tr>
<td>Indoor Multi-Purpose Facility &amp; Other Recreational Athletic Fac.</td>
<td>$10,500,000</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>$120,976,310</strong></td>
</tr>
</tbody>
</table>
Debt Issuance Impact on Senate Bill 6 Score

Viability Ratio (30% of SB 6 Composite)
= Expendable Net Assets / Outstanding Debt

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 0</td>
<td>1.509</td>
<td>0.767</td>
<td>0.935</td>
</tr>
<tr>
<td>0 to .029</td>
<td>(SB6 = 4.7)</td>
<td>(SB6 = 4.4)</td>
<td>(SB6 = 4.4)</td>
</tr>
<tr>
<td>.30 to .59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.60 to .99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0 to 2.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt; 2.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FY2018 Projected ($485 mm new debt) = 0.615 (SB6 = 4.4)
Debt Issuance Impact – Twelve Month Planning

Outstanding Debt (millions)

<table>
<thead>
<tr>
<th>FY12</th>
<th>Pro-Forma June 2013</th>
<th>12-Month Forecast (Lausche)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$229</td>
<td>$349</td>
<td>$419</td>
</tr>
</tbody>
</table>

Debt Service to Operations

<table>
<thead>
<tr>
<th>FY12</th>
<th>Pro-Forma June 2013</th>
<th>12-Month Forecast (Lausche Issue)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7%</td>
<td>5.0%</td>
<td>5.8%</td>
</tr>
</tbody>
</table>

Moody’s "Aa3" Median ($195 mm)
Moody’s "A1" Median ($138 mm)
Moody’s "Aa3" Median ($3.8%)
Moody’s "A1" Median ($4.6%)
Debt Issuance Impact – Twelve Month Planning

Total Financial Resources to Debt

<table>
<thead>
<tr>
<th></th>
<th>FY12</th>
<th>Pro-Forma June 2013</th>
<th>12-Month Forecast (Lausche Issue)</th>
</tr>
</thead>
<tbody>
<tr>
<td>319%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Expendable Resources to Debt

<table>
<thead>
<tr>
<th></th>
<th>FY12</th>
<th>Pro-Forma June 2013</th>
<th>12-Month Forecast (Lausche Issue)</th>
</tr>
</thead>
<tbody>
<tr>
<td>239%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Moody’s "Aa3" Median (145%)
Moody’s "A1" Median (115%)
Moody’s "Aa3" Median (90%)
Moody’s "A1" Median (79%)
# Debt Service Affordability

<table>
<thead>
<tr>
<th>Project</th>
<th>Debt</th>
<th>Projected Debt Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCOM Strategy</td>
<td>$17.3</td>
<td>$1.1</td>
</tr>
<tr>
<td>Academic Capital Plan</td>
<td>$26.0</td>
<td>$1.6</td>
</tr>
<tr>
<td>Housing Development Plan</td>
<td>$67.2</td>
<td>$4.1</td>
</tr>
<tr>
<td>Multi-Purpose Gifts</td>
<td>$10.5</td>
<td>$0.6</td>
</tr>
<tr>
<td>Grand Total</td>
<td>$121.0</td>
<td>$7.4</td>
</tr>
</tbody>
</table>
**Debt Service Affordability – HCOM Strategy**

<table>
<thead>
<tr>
<th>$Millions</th>
<th>Debt</th>
<th>Projected Debt Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCOM Strategy</td>
<td>$17.3</td>
<td>$1.1</td>
</tr>
</tbody>
</table>

- Leveraging partnerships to support campus start-up
- Current proforma indicates utilizing $8M of operating reserves during campus start-up
- Campuses will be self-sustaining and support investments in research centers
## Debt Service Affordability – Academic Capital Plan

<table>
<thead>
<tr>
<th>$Millions</th>
<th>Debt</th>
<th>Projected Debt Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Capital Plan</td>
<td>$ 26.0</td>
<td>$ 1.6</td>
</tr>
</tbody>
</table>

- Requires investment from Athens Campus General Fund
- Will support long-term academic and instructional needs
Debt Service Affordability – Housing Development Plan

$2.1M of Debt Service paid-off in FY’12
$600K - Premium rate for suite-style rooms
$300K – Operating expense savings
$1.2M – 3.5% Rate increase
Debt Service Affordability – Multi-Purpose Gifts

<table>
<thead>
<tr>
<th>$Millions</th>
<th>Debt</th>
<th>Projected Debt Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-Purpose Gifts</td>
<td>$10.5</td>
<td>$0.6</td>
</tr>
</tbody>
</table>

- Debt will be retired as gifts are received
- $550K of funding repurposed in FY’13 to cover interest expense and student recreation enhancements to project
Financing Timetable

- **April**
  - Pledge Request - Ohio Board of Regents
  - OU BOT Meeting
  - Rating Agency Reviews

- **May**
  - Pricing
  - Issuance

- **June**
  - OU BOT Meeting
Questions/Feedback?
THE PRESIDENT’S RIDGES ADVISORY COMMITTEE

RESOLUTION 2013--

WHEREAS, Resolution number 1988-977 passed by The Ohio University Board of Trustees in 1988, established the Ohio University – Athens Mental Health Center Advisory Committee with appointments to the Committee made by the then Board Administration Committee; the Advisory Committee was authorized to assist the University in the development of a comprehensive land use plan, and

WHEREAS, in Resolution 1989-1029, at their April 8, 1989 meeting, the Ohio University Board of Trustees approved the Guidelines for Planning for the Ridges that included the plan that described comprehensive recommendations of future land and building usage, as well as provided for public input and a final public hearing before the recommendations were submitted to the Board of Trustees for review and action, and

WHEREAS, in Resolution 1989-1049, the Ohio University Board of Trustees approved the Comprehensive Land Use Plan for the Ridges, which concluded the work of the authorized committee.

NOW THEREFORE, BE IT RESOLVED, the Ohio University Board of Trustees hereby authorizes President Roderick McDavis to create another advisory committee to oversee the updating of the 1989 Comprehensive Land Use Plan for the Ridges.

BE IT FURTHER RESOLVED, that President Roderick McDavis is authorized to include members of the Athens City, Athens County and Athens Township, and as determined by him, other citizen representatives as he determines necessary to assist Ohio University in the development of an updated and new comprehensive land use plan for the Ridges, formally known as the Athens Mental Health Center, its land and buildings, and formally transferred by the General Assembly to Ohio University for the use and benefit of the University and the people of Ohio as determined by the Ohio University Board of Trustees.
Interoffice Communication

Date: March 29, 2013

To: The President and Board of Trustees

From: Stephen T. Golding, Vice President for Finance and Administration, CFO and Treasurer

Re: Ridges Advisory Committee

The University has determined the need to update the Comprehensive Land Use Plan for the Ridges previously approved by the Board. The 1989 plan dealt with recommendations for future land and building use for the 740-acre Ridges property following the transfer of the property from the Ohio Department of Mental Health to the University.

The future development of the Ridges property is important to both the university and the community. The President has determined the need to update and create a new comprehensive land use plan for the property. The President would like to establish a committee of university officials as well as Athens city, county and township leaders and citizens to make recommendations with respect to updates to the plan for the Ridges buildings and property.

Included in your agenda materials is a resolution authorizing the President to create the advisory committee to oversee the creation of an updated Comprehensive Land Use Plan for the Ridges.
BID LIMITS
RESOLUTION 2013 --

WHEREAS, the Ohio University Board of Trustees, pursuant to Ohio Construction Reform, signed into law in June, 2011, may establish the limits at which competitive bids are required to be solicited for all construction projects planned and completed by Ohio University, as well as bid limits for the services of Architects, Engineers and other consultants and bid limits for the purchases of other goods and equipment, and,

WHEREAS, the Ohio University Board of Trustees recognize the need to adjust these limits from time to time as good business practices dictates, and to further be in compliance with new Ohio statutory requirements, and

WHEREAS, the Ohio University Board of Trustees always reserves the right to authorize the University's President, or his designee/s to competitively bid construction, services and goods whatever the dollar amount, if it seems in their judgment to be in the best interest of the University.

NOW, THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees hereby authorizes the President or his designee/s to proceed with construction projects, the purchase of goods, supplies, equipment and consultant services that are within the statutory bid limits as amended by the State of Ohio from time to time, including the latest reforms made to Ohio Revised Code Section 153.01.

BE IT FURTHER RESOLVED, that previously adopted Resolution 2000-1709 is hereby rescinded and superseded by this Resolution.
Date: March 29, 2013

To: The President and Board of Trustees

From: Steve Golding, Vice President for Finance and Administration, CFO and Treasurer

Re: Bid Limits

House Bill 153 passed in 2011 and included provisions that would significantly change the way Ohio public entities, including colleges and universities manage public construction projects, commonly known as “construction reform”. The law now allows public owners, such as Ohio University to select the project delivery system that best suits their project, such as single prime contractors, construction manager at risk, design build projects, in addition to keeping the old multiple prime delivery system available as well.

Along with adding new delivery systems, bid limits or monetary limits which would require a mandatory bidding process were changed in the area of construction. We are now able to select from a pre-qualified list of contractors, architects, engineers and other consultants, so long as the cost is under a certain amount. For example, projects that will cost us under $200,000 may be self-managed and no longer require architect and engineer plans to be approved by the Attorney General’s Office. Supplies and equipment must be bid if they are $25,000 or more, and consultant services can be procured without competitive bidding if they are under $50,000.

Included in your materials is a Bid Limit resolution for consideration. Amounts have been intentionally left out of this resolution since there are continued discussions at the state level about adjusting the limits for various delivery systems. The resolution is necessary to rescind the old resolution that set prior bid limits and authorizes the President or his designee to comply with the current limits of any legislation, thereby eliminating the need for further Board action if future legislation changes the bid limit amounts.
APPROVAL OF PROJECT AND AUTHORIZATION TO DEVELOP CONSTRUCTION DOCUMENTS, RECEIVE BIDS AND AWARD CONSTRUCTION CONTRACTS FOR

HOUSING DEVELOPMENT PLAN PHASE 1 CONSTRUCTION MANAGEMENT, UTILITY RELOCATIONS, AND PARKING RELOCATIONS,
MULTI-PURPOSE PAVILION,
ATHENA CLASSROOM RENOVATION PHASE 2,
PRUITT FIELD & TRACK REPLACEMENT,
BROWN HALL ELECTRICAL & LIFE SAFETY UPGRADE,
NORTH PARKING LOT EXPANSION LANCASTER CAMPUS,
SHOEMAKER ROOF REPLACEMENT, CHILlicoTHE CAMPUS, and
CAMBRIDGE CLASSROOM CENTER

RESOLUTION 2013--

WHEREAS, eight capital projects have been planned, developed and funded as follows:

- Housing Development Plan Phase 1 Construction Management, Utility Relocations, and Parking Relocations with a total project budget of $20 million to be funded from Residential Housing Reserves and FY2013 Bond Issuance, and
- Multi-Purpose Pavilion with a total project budget of $12.5 million to be funded from University debt and gifts, and
- Athena Classroom Renovation Phase 2 with a total project budget of $610,000 to be funded from University Reserves, and
- Pruitt Field & Track Replacement with a total project budget of $1.75 million to be funded from State Appropriations, and
- Brown Hall Electrical & Life Safety Upgrade with a total project budget of $900,000 to be funded from Residential Housing Reserves, and
- North Parking Lot Expansion Lancaster Campus with a total project budget of $935,000 to be funded by $223,000 from state appropriations, $103,000 from OU Lancaster Reserves, and $609,000 from Regional Higher Education Reserves, and
- Shoemaker Roof Replacement Chillicothe Campus with a total project budget of $620,000 to be funded from State Appropriations, and
- Cambridge Classroom Center a total project budget of $700,000 to be funded from Regional Higher Education Reserves.

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees authorizes the receipt of bids and the President or his designee to accept and award construction contracts within the total project budgets identified.
Date: March 29, 2013

To: The President and Board of Trustees

From: Stephen T. Golding, Vice President for Finance and Administration, CFO and Treasurer

Re: CONSTRUCTION PROJECT APPROVAL REQUEST:
Housing Development Plan (HDP) Phase 1 Construction Management, Utility Relocations, and Parking Relocations
Multi-Purpose Pavilion
Athena Classroom Renovation Phase 2
Pruitt Field & Track Replacement
Brown Hall Electrical & Life Safety Upgrade
North Parking Lot Expansion Lancaster Campus
Shoemaker Roof Replacement Chillicothe Campus
Cambridge Classroom Center

The following construction projects in excess of $500,000 in total project cost are presented to the Board for project or budget revision approval. A resolution is provided that addresses these projects.

Housing Development Plan (HDP) Phase 1 Construction Management, Utility Relocations, and Parking Relocations:
At the February Resources Committee meeting the overall site master plan was shared with the Board of Trustees. As presented to the board, the HDP will include a great deal of renovation of existing buildings along with new construction. A fall 2015 occupancy date is targeted for Phase 1 construction. The chronology of HDP board presentation and actions to date is as follows:

- In April 2011, the Board of Trustees approved entering into design contracts for a phased master plan and the first phase of construction of the Housing development plan.
- In June, 2012 the board approved the FY2013 Capital Improvement Plan (CIP) including Phase 1 projects totaling $110.9 million. Phase 1 Action plans to date include:
  a. In June of 2012 the Board approved projects of $1.1 million to demolish the Wolfe/Ullom Apartment Complex, and $800,000 to relocate South Green parking lots in order to make way for the first stage of construction.
  b. In November 2012 the Board approved the renovation of Bush Hall on East Green at a cost of $11.5 million
  c. In February of 2013, the Board approved Phase One HDP design and site preparation cost of $7.5 million

As identified previously, in order to take advantage of the efficiencies offered with newly legislated construction reform, a construction manager at risk delivery method has been selected for the first phase of construction. The Korna Company has been selected as the construction manager. At this time it is appropriate to enter into the preconstruction services contract with the construction manager. The team has also identified utility infrastructure relocations that should be launched now in order to keep the project on schedule. Korna will also take the South Green parking lot relocation work under the overall
project for general efficiency. The final master plan has revealed that an additional parking lot will need to be relocated in order to accommodate this first phase of construction.

In addition to the previous approvals noted above, the University is seeking authorization to proceed with a construction management contract, utility relocations, and parking lot relocations with a total budget of $20 million. This expenditure is planned to be fully funded from Housing Reserves and future FY2013 bond issuance.

It is anticipated that additional phases of work will be brought to the Board for approval in June. It is anticipated that the overall project will be brought to the Board for full project approval in October of this year with a guaranteed maximum price for construction incorporated into the total project cost proposed at the time.

**Multi-Purpose Pavilion:**
Ohio University’s Six Year Capital Improvement Plan shared with the Board of Trustees in November, 2011 included a multi-purpose facility to address the need for an indoor practice area for Athletics, the need for such a facility for academic classes in sports and recreation, and the opportunity to enhance venues for student recreation. The project was also a key component of the specific FY2013 Capital Improvement plan which indicated a significant gift to help fund the building.

The building will house a full size football field with a four-lane practice/recreation track around the field. Netting will be included so more than one activity can safely be conducted in the building at any one time. The site chosen for the building is immediately to the east of Peden Stadium and west of the Ping Recreation Center. This location allows the program for the building to concentrate on the playing field component and limit the need for extensive support spaces that already exist in the two adjacent facilities. Images of the planned design were shared with the Board of Trustees in February 2013.

The University, in an effort to take advantage of newly legislated construction reform, has selected the Design/Build construction delivery method for the project. The Columbus architectural firm of Moody Nolan developed the criteria specification package for the building. Turner Construction has been selected as the Design/Build contractor. The total project budget is $12.5 million to be funded by University debt and gifts.

**Athena Classroom Renovation Phase 2:**
The Athena Theatre was constructed in 1900 and has been in use as a movie theatre since its opening. The brick building of approximately 18,600 gross square feet is located on Court Street in downtown Athens. Ohio University acquired and renovated the facility in 2001.

In fall 2012, a $930,000 renovation was completed to prepare the film viewing areas to be used as day time classrooms as the University converted from quarters to semesters. That project replaced air conditioning, upgraded fire protection, and upgraded the restrooms for accessibility. The renovation fully renovated the second floor viewing room to serve as a 196 seat classroom. Some upgrades were made in the two first floor film viewing rooms, but major work was chosen to be delayed to coincide with a planned conversion to digital projection equipment.

This second phase project will convert all three classroom/film viewing areas to digital projection with completely new projection equipment. The two lower level classrooms will be reconfigured with new tablet arm seating so both the faculty instruction area and student seating areas are accessible. These classrooms will accommodate approximately 164 students each. The total project budget is $610,000 and will be fully funded from University reserves.
**Pruitt Field & Track Replacement:**
Pruitt Field serves a number of athletic and recreation uses including field hockey, lacrosse, and track and field practice and events. The artificial turf and track surfaces were installed in 1999, are at the end of their useful life, and due for replacement. This project will replace both surfaces at a total project budget of $1.75 million which will be fully funded by state appropriations.

**Brown Hall Electrical & Life Safety Upgrade:**
Brown Hall is one of the “front four” buildings on South Green, all of which are planned to remain in the recently developed Housing Master Plan. The building was constructed in 1966 and currently houses 245 students. This project will upgrade the fire alarm system to meet current life safety code requirements. The project will provide separate circuiting to isolate service for window air conditioning units and double the number of units that can currently be accommodated to approximately 95. The total project budget is $900,000 which will be fully funded by Residential Housing Reserves.

**North Parking Lot Expansion Lancaster Campus:**
This project will expand the existing parking lot by approximately 95 spaces with appropriate lighting, signage, sidewalks, and landscaping. The project will also include installation of a new campus entry sign with a digital component near the intersection of Route 37 and College Avenue. The total project budget is $935,000 and will be funded $223,000 from state appropriations, $103,000 from OU Lancaster Reserves, and $609,000 from Regional Higher Education Reserves.

**Shoemaker Roof Replacement Chillicothe Campus:**
The Shoemaker Center is the recreational and education hub of the Chillicothe campus. The facility was built in 1979 and the 7,600 square foot flat roof is in need of total replacement. Roof insulation will be upgraded and a new energy saving, white, adhered, EPDM (ethylene-propylene-diene-monomer) material will be installed. The total project budget is $620,000 and will be fully funded by state appropriations.

**Cambridge Classroom Center:**
The Cambridge Center is a joint venture between Ohio University Zanesville and Ohio University Eastern to provide more space and higher visibility for a full slate of general education and introductory courses for the surrounding communities. The property at 7077 Glenn Highway was purchased at a cost of $800,000 subsequent to a Board of Trustees approval in September of 2012. This project involves renovation of approximately 7,500 gross square feet of office space into four classrooms and support areas. The total project budget is $700,000 which will be fully funded by Regional Higher Education Reserves.

A resolution is included to facilitate approval. Please let me know if you have questions.
Construction Projects

Tab

Construction Projects Agenda

- Housing Development Plan (HDP) Phase 1
  Construction Management, Utility Relocations, and Material Purchases
- Multi-Purpose Pavilion
- Athena Classroom Renovation Phase 2
- Pruitt Field and Track Replacement
- Brown Hall Electrical & Life Safety Upgrade
- North Parking Lot Expansion Lancaster Campus
- Shoemaker Roof Replacement Chillicothe Campus
- Cambridge Classroom Center
Housing Development Plan (HDP)
Phase 1 Construction Management, Utility Relocations, and Material Purchases

- Construction Manager at Risk Implementation
- Fall 2015 occupancy target
- Previous approvals for design and site development
- Funding requested for early project development only
  - Construction management
  - Utility Relocations
  - Parking Relocations
- Subsequent approval to be requested in June 2013
- Full project approval to be requested in October 2013
- Budget: $20 million
- Fund Source: Housing Reserves and FY13 Bond Issue

Multi-Purpose Pavilion

- Accommodate sports and recreation classes, athletic team practice, and student intramurals.
- Full size indoor football field with a four lane practice/recreation area.
- Site between Ping Center and Peden Stadium.
- Design/Build construction delivery method.
- Budget: $12.5 million
- Fund source: University debt and gifts

Ohio University
Athena Classroom Renovation Phase 2

- 1900 renovated theater building on Court Street.
- Classroom use during the day; film viewing at night and on weekends.
- All new equipment to convert all three classrooms to digital projection.
- Two 164 seat classrooms reconfigured for full accessibility.
- Budget: $ 610,000
- Fund source: University Reserves

Pruitt Track & Field Replacement

- Used by the university and community for athletics and recreation.
- Strong field hockey, lacrosse, and track and field uses.
- 1999 turf and track surfaces beyond their useful life.
- Replacement of both artificial turf and track surfaces.
- Budget: $ 1.75 million
- Fund source: State Appropriations
Brown Hall Electrical & Life Safety Upgrade

- One of the “front four” buildings on South Green planned to remain in the Housing Master Plan.
- Project will upgrade the fire alarm system to meet current life safety code requirements.
- Provide separate circuiting to isolate window A/C service.
- Double number of window A/C units that can be accommodated to 95.
- Budget: $900,000
- Fund source: Residential Housing Reserves

North Parking Lot Expansion
Lancaster Campus

- Expand existing parking lot by 95 spaces with new lighting, signage, sidewalks and landscaping.
- New campus sign with digital component.
- Budget: $935,000
- Fund source:
  - $223,000 from State Appropriations
  - $103,000 from OU Lancaster Reserves
  - $609,000 from Regional Higher Education Reserves
Shoemaker Roof Replacement
Chillicothe Campus

- Recreational and education hub of the Chillicothe Campus.
- Total replacement of 7600 square foot flat roof.
- Upgrade insulation.
- Energy saving, white, adhered EPDM roof material.
- Budget: $620,000
- Fund source: State Appropriations

Cambridge Classroom Center

- Joint venture between OU Zanesville and Eastern Campuses.
- More space and higher visibility for a full slate of general education and introductory courses for surrounding community.
- Renovation of 7,500 gross square feet to four classrooms and support areas.
- Budget: $700,000
- Fund source: Regional Higher Education Reserves
C. DAVID SNYDER STUDENT COLLABORATION ROOM

RESOLUTION 2013 –

WHEREAS, C. David Snyder has been a loyal alumnus to Ohio University, sharing his time and expertise in service on the Ohio University Board of Trustees 1999-2008 and The Ohio University Foundation Board 1998-2004, and generously giving to The Ohio University Foundation, and

WHEREAS, C. David Snyder has encouraged and promoted Ohio University’s ability to provide a transformational learning experience to its students and to serve as a catalyst for economic development in the Southeastern Ohio region, and

WHEREAS, C. David Snyder has agreed that his naming gift, previously designated in resolution 2000-1732, be more closely associated with student academic and research activities on campus.

NOW, THEREFORE, BE IT RESOLVED that the Academic and Research Center student organization meeting room, Room 112, on the Ohio University Athens Campus shall be named the C. David Snyder Student Collaboration Room in his honor.
Interoffice Communication

Date: March 29, 2013

To: The President and Board of Trustees

From: Stephen T. Golding, Vice President for Finance and Administration, CFO and Treasurer

Re: C. David Snyder Student Collaboration Room Naming

At the April Board of Trustees meeting a resolution will be presented for board approval which transfers naming for the C. David Snyder gift from auxiliary facilities to a location more closely associated with student academic and research activities on campus.

The C. David Snyder Student Collaboration Room will be established in the Academic and Research Center on the Ohio University Athens Campus.
RESOLUTION TO APPROVE THE GIFT OF REAL PROPERTIES TO SUPPORT THE OHIO UNIVERSITY SOUTHERN CAMPUS - PROCTORVILLE CENTER

RESOLUTION 2013-

WHEREAS, Ohio University Southern – Proctorville Center seeks to expand academic offerings in the area of Recreation and Sports Studies, and serve the recreational needs of students and community members, and

WHEREAS, pursuant to Ohio Revised Code, 3337.10, 3337.11, 3337.13, 3345.11 and other relevant statutory provisions, the Ohio University Board of Trustees is authorized to do all things necessary for the continuous and successful operation of the Regional campuses, and

WHEREAS, Ohio University has assembled a representative team of university leaders and staff which has performed a review of the sites near the Proctorville Center, and

WHEREAS, the team, through their site visits and parallel due diligence reviews of the sites offered as gifts from the Lawrence County Commissioners (19 lots), and individual Kathy Kratzenberg (1 lot), recommend to accept these real properties as additions to the Proctorville Center (See Attachment A).

NOW THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees does hereby authorize the President or his designee to proceed with the acceptance and transaction of the properties listed in Attachment A for the benefit of the Ohio University Southern Campus – Proctorville Center.

BE IT FURTHER RESOLVED, that the President or his designee shall have the authority and power to negotiate, exchange, mortgage, buy, sell, deal with all real and any personal or tangible personal property associated with the aforementioned sites, to accept conveyance, record and transact funds for the completion of the gift, transfer and final disposition of the real and personal property attributed to the aforementioned sites.
RESOLUTION TO APPROVE THE GIFT OF REAL PROPERTIES
TO SUPPORT THE OHIO UNIVERSITY SOUTHERN CAMPUS -
PROCTORVILLE CENTER

ATTACHMENT A

From Kathy Kratzenberg:
Rome Township     Lawrence County     Ohio     Parcel 18-137-1818     Lot 17

From Lawrence County Ohio Commissioners:
Rome Township     Lawrence County     Ohio     Parcel 18-137-1804     Lot 3
Rome Township     Lawrence County     Ohio     Parcel 18-137-1805     Lot 4
Rome Township     Lawrence County     Ohio     Parcel 18-137-1806     Lot 5
Rome Township     Lawrence County     Ohio     Parcel 18-137-1810     Lot 9
Rome Township     Lawrence County     Ohio     Parcel 18-137-1811     Lot 10
Rome Township     Lawrence County     Ohio     Parcel 18-137-1812     Lot 11
Rome Township     Lawrence County     Ohio     Parcel 18-137-1815     Lot 14
Rome Township     Lawrence County     Ohio     Parcel 18-137-1817     Lot 16
Rome Township     Lawrence County     Ohio     Parcel 18-137-1819     Lot 18
Rome Township     Lawrence County     Ohio     Parcel 18-137-1820     Lot 19
Rome Township     Lawrence County     Ohio     Parcel 18-137-1821     Lot 20
Rome Township     Lawrence County     Ohio     Parcel 18-137-1822     Lot 21
Rome Township     Lawrence County     Ohio     Parcel 18-137-1823     Lot 22
Rome Township     Lawrence County     Ohio     Parcel 18-137-1824     Lot 23
Rome Township     Lawrence County     Ohio     Parcel 18-137-1825     Lot 24
Rome Township     Lawrence County     Ohio     Parcel 18-137-1826     Lot 25
Rome Township     Lawrence County     Ohio     Parcel 18-137-1827     Lot 26
Rome Township     Lawrence County     Ohio     Parcel 18-137-1828     Lot 27
Rome Township     Lawrence County     Ohio     Parcel 18-137-1842
Interoffice Communication

Date: March 29, 2013

To: The President and Board of Trustees

From: Stephen T. Golding, Vice President for Finance and Administration, CFO and Treasurer

Re: Land Acquisition and Donation of Property – Maple Grove Subdivision, Proctorville, Ohio

Ohio University currently owns property located in Union Township, Lawrence County on which the Proctorville Center sits adjoining the Maple Grove subdivision as illustrated in Exhibits “A” and “B.” Ohio University is currently planning for development of outdoor recreational spaces in order to increase academic offerings in physical education and for other student uses. Inclusion of this additional land expands the land planning options available providing room for growth and future development. Existing preliminary land planning includes physical education features such as a paved walking path in accordance with ADA requirements and various multi-purpose athletic fields. Creation of an open-aired amphitheater for potential student participation and exposure to the arts is included in the planning. Acquisition of this land may further expand the available academic opportunities in conjunction with the natural sciences.

Preliminary planned site amenities include outdoor student leisure areas extremely limited at the Proctorville Center for use between classes or for other student groups. This property would be developed in conservation of its present natural functions with the necessary supporting infrastructure integral to the land planning. Supporting infrastructure would include additional parking areas, site utilities, storm water management and erosion control measures among other being ever cognizant to ensure the site is developed employing sustainable land use practices.

Consequently, development of this property in the manner described will fill a void for a public outdoor recreation space in the Proctorville and eastern Lawrence County communities. When developed this land would be available for community use in a park like setting when not utilized by or interfering with Ohio University functions. The natural surroundings shaped into the facilities described will appeal to people of all ages and physical capabilities further strengthening Ohio University as a proud community partner.
MAPLE GROVE SUBDIVISION PLAT
ROME TOWNSHIP, LAWRENCE COUNTY, OHIO

LEGEND

🌟 Parcels currently owned by Lawrence County Board of Commissioners being considered for land acquisition.

🌟 Privately owned parcel offered for donation to Ohio University.
Interoffice Communication

Date:    March 29, 2013

To:      The President and Board of Trustees

From:    Stephen T. Golding, Vice President for Finance and Administration, CFO and Treasurer

Re:      Annual Human Resources Update

Included in your agenda materials is the Ohio University Human Resources Annual Report.

This report to the board provides a summary of the human resource activities, accomplishments and projects underway, as well as some key demographic information regarding the university’s work force composition and the associated costs.
Higher Education is a complex environment to navigate. The challenges to Higher Education as an industry, as well as the challenges to each Higher Education institution, have grown greater in number and magnitude.

One such challenge is the “baby boomer” demographic. The “boomers” are moving into retirement and taking with them an abundance of knowledge and historical perspective. Institutions are faced with the challenge of filling a large number of vacancies as well as filling the potential knowledge void.

Ohio University faces the same challenges as indicated in the chart below.

<table>
<thead>
<tr>
<th>Faculty/Staff Retirement Eligibility:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFSCME</td>
<td>62</td>
<td>95</td>
<td>126</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>101</td>
<td>131</td>
<td>158</td>
</tr>
<tr>
<td>Faculty</td>
<td>255</td>
<td>308</td>
<td>343</td>
</tr>
<tr>
<td>Administrators</td>
<td>140</td>
<td>180</td>
<td>222</td>
</tr>
<tr>
<td>Total</td>
<td>558</td>
<td>712</td>
<td>847</td>
</tr>
</tbody>
</table>

Such turnover brings into play many issues. Ohio University must be positioned to compete for talent. The University must know its staffing strategy and have a Total Rewards philosophy that supports the recruitment and retention of talent. These discussions are underway.

The University faces ongoing changes to State and Federal laws that require compliance. Some newly enacted laws have minimal lead time for compliance and are complex. One such law is the Affordable Care Act (ACA). The ACA has a very significant impact on Higher Education institutions. (The ACA is discussed in greater detail later in the report.)

Cost constraints placed on Higher Education require the University to find more efficient and effective ways to perform our work. To that end, University Human Resources (UHR) has developed a new three- to five-year Strategic Plan that will provide for greater efficiencies and effectiveness.

Another ongoing challenge for the University and UHR is becoming current with technology. With the appropriate work flow processes in place, technology can assist UHR to leverage great efficiencies and provide University departments with the information necessary to make strategic and operational decisions.

In response to anticipated pressures, UHR has dedicated time and effort to create a pathway for change. We are aligning our services, initiatives, and operations to strengthen UHR’s ability to operate as a strategic partner with UHR’s stakeholders to meet the challenges facing Ohio University.
University Human Resource's Recent Achievements

1. Completion of a comprehensive strategic plan that will guide UHR for the next 3-5 years. The plan centers on aligning UHR as a strategic partner with units to assist them through the transition to Responsibility Centered Management (RCM) and beyond.

   The Strategic Plan resulted in the creation of the following five main goals:

   1. Build and cultivate a customer service-oriented Human Resource culture to provide exemplary service.
   2. Develop the capabilities that enable OU to recruit, reward, and retain a diverse and talented staff.
   3. Enhance reporting and technical capabilities to support units in achieving their academic mission.
   4. Shape a Human Resources organization that is poised to successfully meet the needs of Ohio University.
   5. Align and manage Human Resources’ services to achieve financial efficiency and increase operational excellence.

   The executive summary of the Strategic Plan is available in Exhibit 1 (pp 6 – 14). Some initiatives, such as establishing metrics, customer feedback, creating toolkits for managers, and improving training are underway and/or partially completed.

   Implementing the strategic plan is a primary focus for Human Resources over the next 24-48 months.

2. UHR partnered with the department of Marketing and Communications to develop a branding strategy to enhance recruitment efforts at OHIO. The partnership resulted in a comprehensive plan that will drive recruitment at OHIO into the 21st century through endeavors such as the recent creation of our Twitter account, @OhioUjobs.

3. The roll out of our first series of online learning modules for professional development. Current topics include: Verbal De-Escalation: Reducing Workplace Violence, Federal I-9 Form, FMLA, Performance Management, and Discrimination and Harassment. These modules were all created and developed by UHR staff. Over 700 managers have completed the Discrimination and Harassment training alone. This initiative will provide cost effective, on-demand training across the organization.

4. Successful coordination of an Early Retirement Incentive Program and a Voluntary Employment Separation Program. Over 297 individuals participated in these programs.

5. Ohio University is developing a new Pay Plan for Administrative and Professional (A/P) staff, and a new Pay Plan for Classified Non-bargaining Unit staff. The existing A/P Pay Plan is over 40 years old. The existing Classified Pay Plan is 12 years old. Both plans are required to comply with a Department of Education (DOE) Resolution Agreement.

   The Pay Plans will undergo an equity analysis. Both plans will be market driven and will allow the University to be competitive in talent acquisition. Policies are being reviewed and modified to provide flexibility for administration to support recruitment and retention, as
well as to be compliant with all applicable laws. The totality of the Compensation Project is large and will be ongoing through the remainder of calendar year 2013.

The COMP 2014 project has completed the first several phases of the project. Over 99% of employees affected by the plan participated in the process by completing documentation about their jobs. Moreover, as a part of the DOE Resolution Agreement, UHR has created an on-line training course that has been viewed by over 700 managers and supervisors. Each viewer was required to successfully complete an on-line post-test. UHR has tracked this progress and is responsible to report to the DOE.

6. Negotiated a new collective bargaining agreement with AFSCME Local 1699 which includes over 500 employees ranging from electricians to custodians to meat-cutters. A tentative agreement with the Union was reached prior to the Contract expiration. The agreement achieved greater Management flexibility and helped to position the University for changes to health insurance based upon the Affordable Care Act.

7. Addition of health care advocacy and case management service entitled Personalized Medical Guidance which provides access to dedicated physicians to review and advise an individual on their health status (diagnosis, prognosis, treatment plans, etc.) and facilitate second opinions or expedited specialist appointments.

8. Completed successful redesign of HR web site resulting in more user friendly and accessible information regarding benefits, compensation, employee labor and relations, employment, and professional development, including providing easy access to timely topics such as the compensation 2014 project, the winter break closure, etc.

9. Developed and implemented policies designed to enhance work/life balance. (Parental Leave Pilot, Flex Policies for Administrators, and Winter Break Closure.)

10. Developed the Winter Break Closure (WBC) policy and supported the overall implementation of the policy.

Upon return from WBC, Steve Golding, Vice President for Finance and Administration, requested that we review the WBC for any lessons learned, savings achieved, as well as to establish the impact that the WBC had on employee morale.

To that end, UHR met with a cross-section of University Faculty and Staff, as well as surveyed a broad sampling of Faculty, Staff and administration. The overall sense of the Faculty, Staff, and administration was that the WBC was deeply appreciated by University employees and that there is strong support to continue the WBC.

Many employees thanked the University administration for the gift of time to spend with family and friends. There were a few minor suggestions regarding the process of timekeeping for the next WBC, and there was a minor savings to the University due to WBC. However, the greatest overall impact achieved due to the WBC was to increase employee morale.
Future Considerations and Challenges

1. **Oracle HRIS setup and resource constraints:** The Oracle HRIS platform was created and implemented 12 years ago and is in need of update and improvement. The Oracle R12 upgrade project with AST consulting is encouraging. UHR believes significant opportunities exist to improve service levels and efficiencies via Oracle updates and improvements. Providing UHR and/or OIT the resources to do so continues to be a challenge. AST Consulting provided 42 recommended improvements to major Oracle HR applications including full implementation of Compensation Workbench, Performance Management, Advanced Benefits, Employee and Manager Self Service, and Oracle Learning Management.

2. **Compliance:** University Human Resources is focused on improving I-9 and FMLA compliance. Improvements to Oracle and/or purchase of third party software would greatly improve compliance in these areas. Additionally, Huron Consulting’s original recommendations included the creation of a Leave Manager to assist with achieving greater FMLA compliance. Funding for such a position is a challenge.

3. **Metrics/Reporting:** In step with efforts to become a more strategic partner in the OHIO community, UHR has developed critical measures and metrics to guide and assess our progress towards goals and initiatives set forth in our Strategic Plan. As detailed in the plan, these measures will provide insight in regards to the efficiencies of internal processes, levels of service provided to customers, and most importantly the financial and strategic impact of HR’s goals and objectives. As RCM is implemented, Human Resources understands that there will be a greater demand for HR related data and metrics from our customers. The R12 upgrade and additional IT support-related-resources will be critical for the accurate collection and compilation of this data. These additional technologies and resources will be crucial to ensure that vital information is delivered to our customers in a useful and timely manner.

4. **Personnel files decentralization:** Personnel files for Administrators are distributed in units across campus. UHR is continuing its initiative to centralize, scan, and maintain electronic personnel files. Centralization will maintain confidentiality and provide for proper maintenance and disposition of files, which are impacted by Ohio public records laws.

5. **Health Care Reform:** The University partnered with Mercer Consulting to review health care legislation and rules to ensure that the University remains compliant and to project the potential impact of health care reform, such as the requirements to provide health care to individuals working 30 hours per week. The new legislation will impact the amount of work adjunct faculty and temporary administrators and classified staff are able to perform for the University without triggering the requirement that the University offers such temporary employees health insurance.

The rules and regulations of the ACA are complex and untested. UHR will expend a great deal of effort creating policies, developing and implementing reporting/tracking procedures, and reviewing the plan design for the University’s health benefits. Penalties for non-compliance with the ACA are substantial and the effort, time, and resources required to position the University for compliance will be significant.
6. **Health Care Costs:** UHR and the University have been aggressive in implementing best practices to contain health care costs. However, costs are expected to rise between 5-8% annually for the foreseeable future. UHR has created and distributed a document detailing six potential strategies for health care management. See Exhibit 2 (pp 15 – 16) for details.

7. **Talent Acquisition:** Talent acquisition is a challenge for the University and will become an even greater challenge due to the potentially large number of baby boomers who may retire over the next several years. The University must have a Total Rewards philosophy to recruit and retain talent. Specifically, the University must review the compensation and benefits offered to employee groups to provide a balance of compensation and benefits that are competitive. The University must continue to review work/life issues and continue to explore pilots such as the Parental Leave Pilot.

    Moreover, the University must grow its talent internally. This will require stronger Performance Management programs that will enable Management to identify high potential employees, develop talent, and perform succession planning. To that end, UHR, and the University as a whole, need technology to support a strong Performance Management program.

8. **HR Staffing levels:** Industry benchmarks (last page of Exhibit 1, p 14) reveal that University Human Resources operates at staffing levels lower than Higher Education and private industry peers. UHR has been, and will be, required to absorb significant duties and implement new responsibilities. Successful implementation of these duties and the new UHR Strategic Plan will be impacted by staffing constraints.

**Exhibits**

1. UHR Strategic Plan Executive Summary including HR Staffing Level Benchmarks pp 6 – 14
2. Potential Strategies for Health Care Management pp 15 – 16
3. Operational Data Compiled by UHR pp 17 – 19
Executive Summary

INTRODUCTION

Pressures to improve functional effectiveness, efficiency, and accountability are driving the need for Human Resources strategic planning and performance management.

The background of the current environment:
- Increasingly constrained by decreases in state funding for higher education and the resulting budget cuts within the University
- Critical to the University’s transition to Responsibility Center Management model (RCM)
- Customers are asking for change within the Human Resources Unit

As a key services unit within Ohio University, Human Resources is:
- Relied upon to execute key financial and business functions including:
  - Benefits Administration
  - Employment / Recruitment
  - Compensation
  - Employee and Labor Relations
  - Leadership Development
  - Human Resource Management System

The Human Resources unit undertook a strategic planning process in 2012. The main goal of this effort is to optimize its resources to more effectively and efficiently support the University’s mission.
Human Resources Unit Overview

STAKEHOLDER INVOLVEMENT

Huron conducted interviews, focus groups, and facilitated discussions with a wide number of individuals and groups across campus. In addition Huron conducted a survey of customers with frequent UHR and Finance interaction.

<table>
<thead>
<tr>
<th>Method of Stakeholder Involvement</th>
<th>Number of Participants $^1$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
<td>71</td>
</tr>
<tr>
<td>HRMG Focus Group</td>
<td>23</td>
</tr>
<tr>
<td>Human Resource Team facilitated sessions</td>
<td>15</td>
</tr>
<tr>
<td>Key Stakeholder Meeting #1</td>
<td>22</td>
</tr>
<tr>
<td>Key Stakeholder Meeting #2</td>
<td>6</td>
</tr>
<tr>
<td>Executive Leadership</td>
<td>2</td>
</tr>
</tbody>
</table>

$^1$ A detailed list of participants can be found in the appendix. Note all survey participants were anonymous and therefore survey participant names are not included in the list.

Number of UHR Interactions in past 12 months

- 10+ interactions: 33
- 4-10 interactions: 16
- 1-3 interactions: 17
- None: 5
OVERALL CUSTOMER OPINION

Simplifying policies and procedures, clarifying areas of responsibility, and improving communication are areas that have room for improvement.

These highlighted themes of improved transparency, processes, policies, and communication have been used to drive the development of the strategic plan.
Strategic Plan

MISSION AND VISION

Human Resources Vision

To be a highly valued partner that fosters a culture of employee wellness and engagement, continuous improvement, open communication, strategic collaboration, and institutional effectiveness.

Human Resources Mission

Human Resources develops and implements policies and programs which foster a healthy, productive, and inclusive workforce to enhance the academic mission of the University. The Human Resources team values the University community and will: Treat all people with dignity and respect; Be fair and consistent in all action; Work strategically with all departments to ensure the effective and efficient use of human resources; Provide employee development opportunities which promote creativity and a culture of excellence; Be open accessible to the University community.
Updated Human Resources Strategic Plan

UPDATED DRAFT: GUIDING PRINCIPLES

HR Guiding Principles:

• Collaborate with academic and administrative units as a responsible and strategic partner to support Ohio University’s mission and vision.

• Maintain a commitment to service and excellence through open, honest, and consistent communication.

• Leverage knowledge to provide timely, effective, and responsive Human Resources services to support Academic Units and OU employees.

• Manage a seamless employee life-cycle from onboarding and professional development to retirement and succession planning.
## Updated Human Resources Strategic Plan

**UPDATED DRAFT: GOALS AND STRATEGIC OBJECTIVES**

Human Resources will enable academic units and the University to achieve the mission and vision through these goals and strategic objectives:

<table>
<thead>
<tr>
<th>ID</th>
<th>Goals</th>
<th>Strategic Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR-1.0</td>
<td>Build and cultivate a customer service-oriented Human Resource culture to provide exemplary service</td>
<td>• Provide communication channels to improve and increase accessibility to knowledgeable Human Resources Staff  \   • Elicit feedback from customers and staff on unit’s performance and on ideas to develop and strengthen service offerings  \   • Engage customers to better understand their needs and provide timely solutions</td>
</tr>
<tr>
<td>HR-2.0</td>
<td>Develop the capabilities that enable OU to recruit, reward, and retain a diverse and talented faculty and staff</td>
<td>• Support the University in the development of effective total reward strategies  \   • Collaborate with Academic Units to support recruitment and retention strategies for staff that help achieve OU’s mission and vision  \   • Develop and implement data-driven approaches for effective workforce planning</td>
</tr>
<tr>
<td>HR-3.0</td>
<td>Enhance reporting and technical capabilities to support units in achieving their academic mission</td>
<td>• Provide user-friendly HR tools to the academic units  \   • Provide clear reporting documents for academic units and leadership to enhance decision-making  \   • Develop performance measures, performance tools, and control mechanisms for staff, that enable the organization to track progress toward goal achievement</td>
</tr>
<tr>
<td>HR-4.0</td>
<td>Shape a Human Resources organization that is poised to successfully meet the needs of Ohio University</td>
<td>• Develop a workforce plan to guide the recruitment, retention, and skill development of HR staff  \   • Align the Human Resources organization to provide maximum value for the key capabilities offered to customers</td>
</tr>
<tr>
<td>HR-5.0</td>
<td>Align and manage Human Resources services to achieve financial efficiency and increase operational excellence</td>
<td>• Contribute to the enhancement of HR-related business processes to ensure the delivery of quality services to customers  \   • Support the institution’s compliance efforts</td>
</tr>
</tbody>
</table>
# Implementation Plan

## PROJECTS PLANNED TO EXECUTE STRATEGIC PLAN

Several projects have already begun to start to meet the goals and objectives identified including the following.

<table>
<thead>
<tr>
<th></th>
<th>HR-1.0.0</th>
<th>HR-2.0.0</th>
<th>HR-3.0.0</th>
<th>HR-4.0.0</th>
<th>HR-5.0.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build and cultivate a customer service-oriented Human Resource culture to provide exemplary service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop the capabilities that enable OU to recruit, reward, and retain a diverse and talented faculty and staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance reporting and technical capabilities to support units in achieving their academic mission</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shape a Human Resources organization that is poised to successfully meet the needs of Ohio University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Align and manage Human Resources services to achieve financial efficiency and increase operational excellence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>HR-1.0.0</th>
<th>HR-2.0.0</th>
<th>HR-3.0.0</th>
<th>HR-4.0.0</th>
<th>HR-5.0.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign responsibility for metrics development, monitoring &amp; reporting</td>
<td>⬜️</td>
<td>⬜️</td>
<td></td>
<td>⬜️</td>
<td>⬜️</td>
</tr>
<tr>
<td>Evaluate Oracle modules for increasing process efficiency: Compensation Workbench, Advanced Benefits, Self-Service, Performance Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define roles, responsibilities, accountability between Finance &amp; UHR</td>
<td>⬜️</td>
<td>⬜️</td>
<td>⬜️</td>
<td>⬜️</td>
<td>⬜️</td>
</tr>
<tr>
<td>Identify strategic and operational metrics</td>
<td>⬜️</td>
<td></td>
<td>⬜️</td>
<td>⬜️</td>
<td></td>
</tr>
<tr>
<td>Assist with Organizational Development</td>
<td>⬜️</td>
<td>⬜️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation of compensation project for admin and classified staff</td>
<td>⬜️</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Legend**
- Fully Supports: ⬜️
- Partially Supports: ⬜️
The Strategic Plan will guide the future direction of the Unit as it evolves to meet the needs and demands of its customers and stakeholders in this environment.
### Potential Strategies for Health Care Management at Ohio University

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Provide employees access to cost data for all procedures for all providers (Athens, Columbus, statewide/national)</td>
<td>- Make option available (not full replacement)</td>
<td>- Discount/Increase employee premiums based on positive or improved biometrics such as cholesterol, body mass, tobacco use, etc.</td>
</tr>
<tr>
<td>- Potentially provide incentives/rewards for using low cost providers</td>
<td>- Via Anthem or Corporate Exchange</td>
<td>- Test all employees</td>
</tr>
<tr>
<td>- Increase awareness of Anthem Care Comparison tool which provides cost ranges and quality information on various providers</td>
<td>- Include employer contribution to HSA in addition to employee contributions</td>
<td>- Educate</td>
</tr>
<tr>
<td>- Potentially provide incentives/rewards for using low cost providers</td>
<td></td>
<td>- Provide programs to improve health</td>
</tr>
<tr>
<td><strong>Implementation Date:</strong> TBD</td>
<td>- Portable to retirement - can become retiree health plan. Especially for Alternative Retirement Plan (ARP) enrollees.</td>
<td>- Current law allows up to 20% of full cost of plan to be based on biometric outcomes. Will increase to 30% in 2014</td>
</tr>
<tr>
<td>'Implementation Issues:' Requires Oracle interface (OIT work)</td>
<td><strong>Implementation Issues:</strong> 90 days advance notice to Anthem. Major communication strategy. - Calendar year plan year</td>
<td>'Implementation Issues:' Requires Oracle interface (OIT work)</td>
</tr>
<tr>
<td><strong>Investment:</strong> As much as $500,000 annually after $60K-$100K startup fee.</td>
<td><strong>Investment:</strong> $7 increase in Anthem administrative fee per enrollee; banking fees for HSA account.</td>
<td><strong>Investment:</strong> $150K - $175K annual vendor fees - Additional/expanded wellness programs - cost to be determined.</td>
</tr>
<tr>
<td><strong>ROI:</strong> Projected medical/Rx claims savings of $900K - $1.4 million depending on participation level achieved.</td>
<td><strong>ROI:</strong> Depends on enrollment level. Full replacement savings: 10% of med/Rx costs.</td>
<td><strong>ROI:</strong> 3%-5% reduction in health care costs in first year: $1.2 million+ ; 2-5 year bend in trend line - Higher premiums from non-participants normally cover annual investment/fees.</td>
</tr>
<tr>
<td><strong>Impact:</strong> Create culture of shared responsibility and accountability between univ. and faculty/staff.</td>
<td><strong>Impact:</strong> Optional plan would likely be received positively, especially by ARP enrollees. - Full replacement plan would be a major shift for faculty/staff</td>
<td><strong>Impact:</strong> Create culture of Shared responsibility and accountability between university and faculty/staff.</td>
</tr>
<tr>
<td>- Local provider sensitivities</td>
<td></td>
<td>- Employee relations sensitivities</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>- Advocacy</td>
<td>- Employee premium amount and family size</td>
<td></td>
</tr>
<tr>
<td>- Personalized Medical Guidance (PMG)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 24/7 Nurse Line (in place)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Health Education</td>
<td>- Deductible/Copays</td>
<td></td>
</tr>
<tr>
<td>- Healthy Ohio (in place)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Wellworks Programs (in place)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- CHIP Program (in place)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Onsite clinics (family care/Rx/Lab)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Date: TBD</td>
<td>- Value based discounting</td>
<td></td>
</tr>
<tr>
<td>'Implementation Issues: Requires Oracle interface (OIT work)</td>
<td>- Low/no cost for generics or diabetic or other medications, etc.</td>
<td></td>
</tr>
<tr>
<td>Investment:</td>
<td>- Surcharges</td>
<td></td>
</tr>
<tr>
<td>- Healthy Ohio: $300K in FY12; $399K budgeted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- PMG Pilot: $250K budgeted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROI: Industry standard ROI is 3-1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ROI for PMG will be tracked/reported</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact: Creating/sustaining culture of wellness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Creating/sustaining culture of shared responsibility and accountability.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Cost Sharing / Plan Design</td>
<td>6. UMA/Ohio Health Partnership</td>
<td></td>
</tr>
<tr>
<td>- Employee premium amount and family size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Deductible/Copays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Value based discounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Low/no cost for generics or diabetic or other medications, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Surcharges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tobacco use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Spouse opt out/in premiums</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Date: TBD</td>
<td>- Onsite clinics (family care/pharmacy/lab)</td>
<td></td>
</tr>
<tr>
<td>Implementation Issues: 90 day advance notice to insurance companies; 60 day notice to employees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment: None/minimal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROI: Varies dependent on increases in premium/cost sharing/etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact: Employee relations sensitivities; total compensation shift.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. UMA/Ohio Health Partnership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ohio Health/O'Bleness/UMA tier or plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Onsite clinics (family care/pharmacy/lab)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Discounted onsite primary care center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Potential savings on unit price for office visits and labs; PTO savings; etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Research pharmacy tie-in; Rx delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Date: TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Issues: TBD; mainly contractual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment: None/minimal for tiered networks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Onsite clinic could include significant investment for space, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROI: Dependent on contractual relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Potential savings on price, paid time off use; etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact: Potential improved care via case management, collaboration; etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Employee relations sensitivities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## HR Operations Data

<table>
<thead>
<tr>
<th>ERIP/VESP retirement program participants:</th>
<th>297</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Hire Orientation Attendees:</td>
<td>584</td>
</tr>
<tr>
<td>Searches Completed/Jobs Filled:</td>
<td>645</td>
</tr>
<tr>
<td>New Hire Relocation Program Participants:</td>
<td>94</td>
</tr>
<tr>
<td>Job Description Reviews by Compensation:</td>
<td>199</td>
</tr>
<tr>
<td>2012 Reductions in Force:</td>
<td>19</td>
</tr>
</tbody>
</table>

## Employee and Labor Relations Data

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fact Finding Hearings</td>
<td>22</td>
<td>26</td>
<td>24</td>
<td>29</td>
</tr>
<tr>
<td>Step 3 Grievances</td>
<td>52</td>
<td>42</td>
<td>42</td>
<td>26</td>
</tr>
<tr>
<td>Arbitrations</td>
<td>no data</td>
<td>no data</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Unemployment Hearings</td>
<td>9</td>
<td>11</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Layoffs</td>
<td>no data</td>
<td>no data</td>
<td>no data</td>
<td>19</td>
</tr>
</tbody>
</table>

## Leadership and Staff Development Data

<table>
<thead>
<tr>
<th>Program / Participant Hours</th>
<th>FY2011</th>
<th>FY2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Unit Program Review</td>
<td>56</td>
<td>32</td>
</tr>
<tr>
<td>Apprentice Program</td>
<td>3,600</td>
<td>2,552</td>
</tr>
<tr>
<td>Classified Development Program</td>
<td>2,880</td>
<td>1,810</td>
</tr>
<tr>
<td>Managerial Essentials</td>
<td>434</td>
<td>504</td>
</tr>
<tr>
<td>eLearning Essentials</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Other Services</td>
<td>1,158</td>
<td>1,355</td>
</tr>
</tbody>
</table>
Unemployment Data

<table>
<thead>
<tr>
<th>Claims / Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Claims</td>
<td>60</td>
<td>45</td>
<td>109</td>
<td>70</td>
<td>133</td>
<td>100</td>
</tr>
</tbody>
</table>

Employee Benefits Data

<table>
<thead>
<tr>
<th>Benefits Expenditures / Year</th>
<th>FY2010</th>
<th>FY2011</th>
<th>FY2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits Expenditures*</td>
<td>$38,623,841</td>
<td>$38,964,725</td>
<td>$37,819,262</td>
</tr>
<tr>
<td>% Change</td>
<td>0.88%</td>
<td>-2.94%</td>
<td></td>
</tr>
<tr>
<td>Health Plan Enrollment - Annual</td>
<td>3,479</td>
<td>3,383</td>
<td>3,285</td>
</tr>
<tr>
<td>Average Cost Per Enrolled</td>
<td>$11,102</td>
<td>$11,518</td>
<td>$11,513</td>
</tr>
</tbody>
</table>

*Health, vision, dental, life, disability, FSA, etc. (Does not include retirement or educational benefits)

* Source: Oracle FMS year end report

Medical and Rx Claims Tracking**

<table>
<thead>
<tr>
<th>Medical and Rx Claims Tracking**</th>
<th>FY2010</th>
<th>FY2011</th>
<th>FY2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Claims</td>
<td>$28,345,586</td>
<td>$29,970,570</td>
<td>$31,497,629</td>
</tr>
<tr>
<td>Prescription Drug Claims</td>
<td>$8,244,459</td>
<td>$8,397,468</td>
<td>$8,268,978</td>
</tr>
<tr>
<td>Total Medical + Prescription Drug Claims</td>
<td>$36,590,045</td>
<td>$38,368,038</td>
<td>$39,766,607</td>
</tr>
<tr>
<td>% Change</td>
<td>4.9%</td>
<td>3.6%</td>
<td></td>
</tr>
<tr>
<td>Health Plan Enrollment - Annual</td>
<td>3,479</td>
<td>3,383</td>
<td>3,285</td>
</tr>
<tr>
<td>Average Cost Per Enrolled</td>
<td>$10,517</td>
<td>$11,341</td>
<td>$12,106</td>
</tr>
<tr>
<td>% Change Per Enrolled</td>
<td>7.8%</td>
<td>6.7%</td>
<td></td>
</tr>
</tbody>
</table>

** Claims paid only. No administrative or other fees.

** Source: Oracle FMS year end report
### Healthy Ohio Participation / Year

<table>
<thead>
<tr>
<th></th>
<th>FY2010</th>
<th>FY2011</th>
<th>FY2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>347</td>
<td>508</td>
<td>577</td>
</tr>
<tr>
<td>Spouses</td>
<td>no data</td>
<td>no data</td>
<td>212</td>
</tr>
<tr>
<td>Total</td>
<td>347</td>
<td>508</td>
<td>789</td>
</tr>
</tbody>
</table>

### Faculty and Staff Data

<table>
<thead>
<tr>
<th>Employee Group / Various Demographic*</th>
<th>Average Age</th>
<th>Gender Male</th>
<th>Gender Female</th>
<th>Minority Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>44</td>
<td>45%</td>
<td>55%</td>
<td>10%</td>
</tr>
<tr>
<td>Classified/AFSCME</td>
<td>48</td>
<td>41%</td>
<td>59%</td>
<td>6%</td>
</tr>
<tr>
<td>Faculty</td>
<td>49</td>
<td>55%</td>
<td>45%</td>
<td>15%</td>
</tr>
</tbody>
</table>

* Source: Institutional Research

### Retirement Eligible / Year

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFSCME</td>
<td>62</td>
<td>95</td>
<td>126</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>101</td>
<td>131</td>
<td>158</td>
</tr>
<tr>
<td>Faculty</td>
<td>255</td>
<td>308</td>
<td>343</td>
</tr>
<tr>
<td>Administrator</td>
<td>140</td>
<td>180</td>
<td>222</td>
</tr>
<tr>
<td>Total</td>
<td>558</td>
<td>712</td>
<td>847</td>
</tr>
</tbody>
</table>

### Employee Count by Group / Year*

<table>
<thead>
<tr>
<th></th>
<th>FY2010</th>
<th>FY2011</th>
<th>FY2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Time</td>
<td>Part Time</td>
<td>Full Time</td>
</tr>
<tr>
<td>Faculty</td>
<td>1126</td>
<td>790</td>
<td>1113</td>
</tr>
<tr>
<td>Administrator</td>
<td>1241</td>
<td>369</td>
<td>1190</td>
</tr>
<tr>
<td>Classified / AFSCME</td>
<td>1159</td>
<td>95</td>
<td>1108</td>
</tr>
<tr>
<td>Total</td>
<td>3526</td>
<td>1254</td>
<td>3411</td>
</tr>
</tbody>
</table>

* Source: Institutional Research
# NEW HIRE DATA FY06-13

<table>
<thead>
<tr>
<th>Faculty</th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>TOTAL</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAIR_ACAD DIRECTOR</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>OPIE INSTRUCTOR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td></td>
<td>3</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>TENURE TRACK</td>
<td>48</td>
<td>51</td>
<td>35</td>
<td>34</td>
<td>27</td>
<td>34</td>
<td>10</td>
<td>39</td>
<td>278</td>
<td>35</td>
</tr>
<tr>
<td>NON TENURE TRACK</td>
<td>17</td>
<td>10</td>
<td>10</td>
<td>11</td>
<td>26</td>
<td>20</td>
<td>29</td>
<td>52</td>
<td>175</td>
<td>22</td>
</tr>
<tr>
<td>ADJUNCT</td>
<td>317</td>
<td>270</td>
<td>255</td>
<td>243</td>
<td>239</td>
<td>290</td>
<td>273</td>
<td>276</td>
<td>2163</td>
<td>270</td>
</tr>
<tr>
<td>VISITING FAC</td>
<td>33</td>
<td>28</td>
<td>29</td>
<td>28</td>
<td>18</td>
<td>21</td>
<td>37</td>
<td>243</td>
<td>243</td>
<td>30</td>
</tr>
<tr>
<td><strong>FAC Total</strong></td>
<td>416</td>
<td>359</td>
<td>333</td>
<td>346</td>
<td>321</td>
<td>362</td>
<td>334</td>
<td>407</td>
<td>2878</td>
<td>360</td>
</tr>
<tr>
<td>Admin Full Time Regular</td>
<td>83</td>
<td>106</td>
<td>119</td>
<td>92</td>
<td>66</td>
<td>66</td>
<td>138</td>
<td>140</td>
<td>810</td>
<td>101</td>
</tr>
<tr>
<td>Full Time Term</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Part Time Regular</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>37</td>
<td>5</td>
</tr>
<tr>
<td>Part Time Temporary</td>
<td>129</td>
<td>199</td>
<td>185</td>
<td>135</td>
<td>155</td>
<td>172</td>
<td>236</td>
<td>183</td>
<td>1394</td>
<td>174</td>
</tr>
<tr>
<td><strong>ADMIN Total</strong></td>
<td>219</td>
<td>308</td>
<td>310</td>
<td>233</td>
<td>233</td>
<td>242</td>
<td>380</td>
<td>333</td>
<td>2258</td>
<td>282</td>
</tr>
<tr>
<td>Research Full Time Regular</td>
<td>11</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>3</td>
<td>12</td>
<td>15</td>
<td>77</td>
<td>10</td>
</tr>
<tr>
<td>Full Time Term</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>13</td>
<td>9</td>
<td>4</td>
<td>6</td>
<td>39</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Part Time Regular</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Term</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research Total</strong></td>
<td>14</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>23</td>
<td>12</td>
<td>16</td>
<td>23</td>
<td>121</td>
<td>15</td>
</tr>
<tr>
<td><strong>Classified Total</strong></td>
<td>33</td>
<td>98</td>
<td>34</td>
<td>41</td>
<td>37</td>
<td>31</td>
<td>99</td>
<td>69</td>
<td>442</td>
<td>55</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>682</td>
<td>775</td>
<td>688</td>
<td>632</td>
<td>614</td>
<td>647</td>
<td>829</td>
<td>832</td>
<td>5699</td>
<td>712</td>
</tr>
</tbody>
</table>

![Bar chart](image)
## TERMINATION-HIRE DATA FY06-11

<table>
<thead>
<tr>
<th>FAC</th>
<th>ADMIN</th>
<th>RES</th>
<th>CLASS</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FY06</strong></td>
<td><strong>Exits</strong></td>
<td><strong>Hires</strong></td>
<td><strong>NET</strong></td>
<td><strong>Exits</strong></td>
</tr>
<tr>
<td><strong>FAC</strong></td>
<td>428</td>
<td>416</td>
<td>-12</td>
<td>384</td>
</tr>
<tr>
<td><strong>Chair, Acad Director</strong></td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Early Retiree</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Adjunct</strong></td>
<td>26</td>
<td>17</td>
<td>-9</td>
<td>17</td>
</tr>
<tr>
<td><strong>Visiting FAC</strong></td>
<td>31</td>
<td>33</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td><strong>Admin</strong></td>
<td>334</td>
<td>219</td>
<td>-115</td>
<td>307</td>
</tr>
<tr>
<td><strong>Full Time Regular</strong></td>
<td>139</td>
<td>83</td>
<td>-56</td>
<td>127</td>
</tr>
<tr>
<td><strong>Full Time Temporary</strong></td>
<td>3</td>
<td>1</td>
<td>-2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Part Time Regular</strong></td>
<td>11</td>
<td>9</td>
<td>-2</td>
<td>10</td>
</tr>
<tr>
<td><strong>Part Time Temporary</strong></td>
<td>181</td>
<td>129</td>
<td>-52</td>
<td>169</td>
</tr>
<tr>
<td><strong>Res</strong></td>
<td>21</td>
<td>14</td>
<td>-7</td>
<td>17</td>
</tr>
<tr>
<td><strong>Class</strong></td>
<td>118</td>
<td>33</td>
<td>-85</td>
<td>79</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>901</td>
<td>682</td>
<td>-219</td>
<td>767</td>
</tr>
</tbody>
</table>

*Note: Numbers for 2013 Exits are low due to the termination processing schedule for term appointments; more accurate data for FY13 will be available after Payroll's termination processing is complete.*
Campaign Priorities and Progress
<table>
<thead>
<tr>
<th></th>
<th>Fiscal 2013</th>
<th>Campaign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Attainment*</td>
<td>$19,615</td>
<td>$419,478</td>
</tr>
<tr>
<td>Planned Giving*</td>
<td>$6,752</td>
<td>$190,719</td>
</tr>
<tr>
<td>Active Proposals*</td>
<td>$10,872</td>
<td>N/A</td>
</tr>
<tr>
<td>Planned Proposals*</td>
<td>$18,131</td>
<td>$61,507</td>
</tr>
<tr>
<td>Visits</td>
<td>1,645</td>
<td>9,517</td>
</tr>
<tr>
<td>New Prospects</td>
<td>82</td>
<td>379</td>
</tr>
</tbody>
</table>
Campaign Progress
by source as of March 21, 2013 (*in THOUSANDS)

- Alumni: $223,539
- Other Individuals: $18,570
- Corporations: $9,376
- Foundations: $149,519
- Other Organizations: $18,474
Campaign Progress
by designation as of March 21, 2013 (*in THOUSANDS)

- **Academic Divisions**: $174,377
- **Athletics**: $5,651
- **Faculty and Staff**: $62,365
- **Library**: $2,768
- **Other Restricted**: $33,069
- **Physical Plant**: $4,317
- **Property**: $77,126
- **Public Service**: $2,624
- **Research**: $3,195
- **Student Aid**: $50,169
- **Unrestricted**: $3,817
## Campaign Progress

by unit as of March 21, 2013 (*in THOUSANDS)

<table>
<thead>
<tr>
<th>College / Unit</th>
<th>Raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts and Sciences</td>
<td>$12.16 Million</td>
</tr>
<tr>
<td>College of Business</td>
<td>$11.00 Million</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>$9.63 Million</td>
</tr>
<tr>
<td>College of Health Sciences &amp; Professions</td>
<td>$4.38 Million</td>
</tr>
<tr>
<td>Heritage College of Osteopathic Medicine</td>
<td>$133.99 Million</td>
</tr>
<tr>
<td>Honors Tutorial College</td>
<td>$0.80 Million</td>
</tr>
<tr>
<td>Patton College of Education</td>
<td>$37.51 Million</td>
</tr>
<tr>
<td>Russ College of Engineering &amp; Tech</td>
<td>$119.49 Million</td>
</tr>
<tr>
<td>Scripps College of Communications</td>
<td>$34.81 Million</td>
</tr>
<tr>
<td>University College</td>
<td>$1.03 Million</td>
</tr>
<tr>
<td>Voinovich School</td>
<td>$0.44 Million</td>
</tr>
</tbody>
</table>
## Campaign Progress

by unit as of March 21, 2013 (*in THOUSANDS)

<table>
<thead>
<tr>
<th>College / Unit</th>
<th>Raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for International Studies</td>
<td>$2.63 Million</td>
</tr>
<tr>
<td>Intercollegiate Athletics</td>
<td>$17.86 Million</td>
</tr>
<tr>
<td>University Libraries</td>
<td>$2.87 Million</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>$1.16 Million</td>
</tr>
<tr>
<td>Chillicothe Campus</td>
<td>$0.77 Million</td>
</tr>
<tr>
<td>Eastern Campus</td>
<td>$1.33 Million</td>
</tr>
<tr>
<td>Lancaster Campus</td>
<td>$4.06 Million</td>
</tr>
<tr>
<td>Southern Campus</td>
<td>$1.00 Million</td>
</tr>
<tr>
<td>Zanesville Campus</td>
<td>$0.62 Million</td>
</tr>
</tbody>
</table>
Foundation Annual Report
The Promise Within

Faculty & Staff Campaign
The Promise Within
Faculty & Staff Campaign

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Commitments</th>
<th>Donors</th>
<th>Average</th>
<th>Rate**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>$1,345,579.37</td>
<td>801</td>
<td>$1,679.87</td>
<td>21.5%</td>
</tr>
<tr>
<td>2009</td>
<td>$365,355.73</td>
<td>876</td>
<td>$417.07</td>
<td>23.5%</td>
</tr>
<tr>
<td>2010</td>
<td>$356,611.57</td>
<td>892</td>
<td>$399.79</td>
<td>23.9%</td>
</tr>
<tr>
<td>2011</td>
<td>$452,115.32</td>
<td>896</td>
<td>$504.59</td>
<td>24.0%</td>
</tr>
<tr>
<td>2012</td>
<td>$484,467.49</td>
<td>848</td>
<td>$571.31</td>
<td>22.7%</td>
</tr>
<tr>
<td>2013</td>
<td>$1,422,543.84</td>
<td>710</td>
<td>$2,003.58</td>
<td>19.0%</td>
</tr>
<tr>
<td>Total</td>
<td>$4,426,673.32</td>
<td>*1,780</td>
<td>$2,486.90</td>
<td>47.7%</td>
</tr>
</tbody>
</table>

*Unique donors during the Campaign Period
**Based on Fall 2011 Athens campus total employees of 3,731
The Promise Within
Faculty & Staff Campaign Objectives

- Create campus culture of philanthropy
- Educate employees on importance of private support
- Increase employee giving participation
The Promise Within
Faculty & Staff Campaign Tri-Chairs

- **Samuel Crowl**
  Trustee Professor of English

- **Howard Dewald**
  Senior Associate Dean, College of Arts & Sciences

- **Kim Hayden**
  Executive Assistant, Office of Regional Education & eLearning
The Promise Within
Faculty & Staff Campaign Committee

Tanya Barnett
University College
Director of Communication
Academic Advisor

Ben Bates
Communication
Associate Director of Graduate Studies
Associate Professor

Dave Bayless
Engineering & Technology
Director of Ohio Coal Research Center & Robe Leadership Institute
Professor

Claire Berlin
Fine Arts
Manager of Marking & Communication College of Fine Arts

Brian Clark
Osteopathic Medicine
Director of Ohio Musculoskeletal & Neurological Institute
Professor

Jeff DiGiovanni
Health Sciences & Professions
Associate Dean of Clinical & Community Affairs
Professor
The Promise Within
Faculty & Staff Campaign Committee

**Greg Emery**
International Studies
Director of the Global Leadership Center

**Brian McCoy**
Education
Administrative Associate

**Chris Moberg**
Business
Chair-Marketing Department
Professor

**Annette Talbert**
University Libraries
Assistant to the Director of Development

**George Weckman**
Emeriti Rep
President-Emeriti Association

**Christine Reghetti-Feyler**
Student Affairs
Assistant Director-Residential Housing

**James Shonborn**
Grounds
President, Local 1699
The Promise Within
Faculty & Staff Campaign Committee

- **Advocate**
  Driving force behind the campaign.
  Unit/department meetings

- **Educate**
  Why is it important to give back to OHIO?

- **Inform**
  Campaign updates to units and departments
The Promise Within
Faculty & Staff Campaign Schedule

- Campaign launch letter from tri-chairs (early March)
- Unit-specific letter from committee (end of March)
- Letter from Provost (early April)
- Email from Annual Giving (middle of April)
Concluding remarks

The Promise Lives Campaign for Ohio University
Interoffice Communication

Date: March 29, 2013

To: The President and Board of Trustees

From: Scott Titsworth, Dean, Scripps College of Communication

Re: Academic Quality Dashboard Presentation for the Scripps College

On behalf of the Scripps College of Communication, I am very pleased to have the opportunity to speak with the Ohio University Board of Trustees about the Academic Quality Dashboard for the Scripps College. Members of the Board are no doubt aware that the Ohio Board of Regents named the Scripps College of Communication a Center of Excellence in Societal and Cultural Transformation in 2010. We are the only communication program highlighted as a Center of Excellence in the State, and the only stand-alone academic unit to receive such a designation.

The historic reputation of the Scripps College of Communication was founded upon a tradition of innovation, outstanding teaching, and a commitment for both students and faculty to excel as leaders in the field. As noted in the enclosed Academic Quality Dashboard, the Scripps College of Communication has a distinguished record of admitting, retaining, and graduating outstanding students. Consider the following observations stemming from the Dashboard:

- Entering first-year students in the Scripps College have average ACT scores that are over 3 points higher than the statewide average among four-year public institutions.
- The first year retention rate for the Scripps College is 89%. This is comparable to universities such as Tulane (90%), Syracuse (90%), and Virginia Tech (91%).
- The six-year graduation rate for the Scripps College is 84%, higher than the graduation rates of Case Western, University of Texas, Tulane, Ohio State and Syracuse. Scripps College is only 3% behind Carnegie Mellon.
- The number of degrees granted by the College has steadily increased, with over 850 degrees granted in 2011.

In addition to monitoring our Dashboard for evidence related to trends in our academic standing as a College, we also use other sources of information. The E.W. Scripps School of Journalism is accredited through the Accrediting Council on Education in Journalism and Mass Communication (AEJMC). The successful site visit of that accrediting body in January of this year marked the 60th continuous year of accreditation for the Scripps School; there are only 109
accredited journalism programs in the world. Besides the E.W. Scripps School in Ohio, only Kent State University and Bowling Green State University have AEJMC accreditation.

Every six years, the E.W. Scripps School of Journalism is reaccredited by ACEJMC. A team of five academics and media professionals visits the campus for a three-day period, meeting with faculty, students and administrators after having read a lengthy "self-study" (250+ pages, plus additional documents and attachments). The school was evaluated on nine "standards," including curriculum, governance, student services, diversity, faculty research, and assessment. The site visit team found the school in compliance on all standards except assessment, noting a more systematic assessment plan, incorporating more direct measures, is needed. The School is currently developing plans for addressing that recommendation. Specifically, the new plan — currently being formulated by our assessment committee — will include a knowledge test, which will be administered to incoming freshmen and graduating seniors, to insure that students are, in fact, learning important information in their four years of study. In addition, capstone projects will be reviewed by alumni to insure that students are learning information relevant to the profession. The leader of the site visit team, who is an acknowledged expert in assessment, suggested these two measures.

We continue to explore mechanisms through which we can further assess student learning and success in the College. For instance, the Survey of Alumni conducted by the Office of Institutional Research shows that for the Class of 2005, 99% of Scripps College graduates indicated that they learned to apply their major, 98% indicated that they learned to write well, and 97% indicated that they learned to express themselves through oral communication. These and other important topics addressed in the survey suggest that graduates of the Scripps College feel that their degree prepares them well for life after their time at Ohio University.

This Spring, we have begun to discuss more robust mechanisms through which we can assess student success. For instance, we are nearing completion of a “Student Annual Report” that will be completed annually by students in the College. That annual report will help us better capture data indicating the extent to which students were involved in research projects, internships, and co-curricular activities. We will also discuss the feasibility of using a portfolio system for tracking student progress toward key learning outcomes (e.g., writing, speaking, creative problem-solving, etc.) over time.

Of course, dashboards and assessment protocols are merely tools for measuring success against state objectives. As we move forward, the Scripps College of Communication will emphasize four priorities intended to further enhance the strategic position of the College as an international leader in Communication Education:

1. Frame the college around a student-centered perspective intended to train students as leaders in the field. We must invest in the academic success of our students so that they leave Ohio University well-equipped to become innovative and entrepreneurial professionals.
2. Enhance a liberal arts orientation to the study of communication, training students to be creative and critical thinkers who employ superior communication skills to become leaders in the communication field. Driven by outstanding faculty, this priority will equip students
to enter a rapidly changing field, and will attract new students to our programs who seek careers in a rapidly growing communication and information-based economy.

3. Attain distinctive expertise in innovation and entrepreneurialism emphasizing diverse applications of digital, social, and mobile media. These communication tools drive innovative and entrepreneurial thinking across public, private, and social sectors. Contemporary communication students must think strategically about how to best utilize these tools across all aspects of their personal and professional lives. To achieve this objective, the Scripps College must actively create and critically analyze these technologies.

4. Establish a local and global orientation recognizing that modern communication is not bound to particular cultures or geographic locations. Leadership in the field of communication, both for our College and our students, necessitates recognition that culture and communication are intertwined. Students must be trained to recognize both connected and distinctive dimensions of culture.

As the Board is fully aware, we will soon occupy our new home in Schoonover Center. As we partly occupy that space in the Fall, and look forward to new state-of-the-art classroom and laboratory facilities at the conclusion of Phase II, we are working diligently to ensure that our academic modernization keeps pace with the modernization of our facilities. Our core strength has always been a student-centered, liberal arts orientation to the study of communication. We do not train technicians, we train leaders. That core strength will not change. However, we will take those values and wrap them around new emphases on innovation, entrepreneurialism, and technology that we feel will shape communication in the coming decades.

As noted by Distinguished Alumnus Andy Alexander, “this is truly an exciting time to be in the communication industry.” In the Scripps College we embrace that proclamation and seek to live that excitement on a daily basis. Our commitment to student learning, equipping them with tools for living, remains central to these emerging priorities.
<table>
<thead>
<tr>
<th>Dashboard Key: Connections to 4x4 Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance</strong></td>
</tr>
<tr>
<td><strong>Quality</strong></td>
</tr>
<tr>
<td><strong>Compensation</strong></td>
</tr>
<tr>
<td><strong>Research</strong></td>
</tr>
<tr>
<td><strong>Capital Campaign</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First-Year Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>89%</td>
</tr>
<tr>
<td>Percent of new freshman who return for a second year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Six-Year Graduation Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>84%</td>
</tr>
<tr>
<td>Percentage of new freshman graduating at Ohio University within six years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>51%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Resident Students (freshmen profile)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2011</strong></td>
</tr>
<tr>
<td>US: 2323, GRAD: 248, TOTAL: 2571</td>
</tr>
<tr>
<td><strong>2010</strong></td>
</tr>
<tr>
<td>2450, 244, 2684</td>
</tr>
<tr>
<td><strong>2009</strong></td>
</tr>
<tr>
<td>2500, 215, 2724</td>
</tr>
<tr>
<td><strong>2008</strong></td>
</tr>
<tr>
<td>2479, 207, 2686</td>
</tr>
<tr>
<td><strong>2007</strong></td>
</tr>
<tr>
<td>2349, 202, 2551</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students of Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Top 10% of HS Class (freshman profile)</th>
</tr>
</thead>
<tbody>
<tr>
<td>22%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mean Faculty Salaries 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scripps</strong></td>
</tr>
<tr>
<td>Prof. 104,703, Assoc. Prof. 74,066, Asst. Prof. 62,056, All Ranks 82,021</td>
</tr>
<tr>
<td><strong>OU Avg.</strong></td>
</tr>
<tr>
<td>102,095, 76,077, 64,954, 81,494</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development - Campaign Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>$34.8M</td>
</tr>
<tr>
<td>86% of $37.5M College Goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grants and Contracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4.05M</td>
</tr>
<tr>
<td>Amount of sponsored funding received in the form of grants and contracts per VPR annual report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research &amp; Creative Activity Expo</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students Employed After Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit hours taught by Group I Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACT Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.0</td>
</tr>
<tr>
<td>Mean ACT score for new Freshman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Fall Undergraduate credit hours taught by tenured and tenure-track faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACT Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.0</td>
</tr>
<tr>
<td>Mean ACT score for new Freshman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students of Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Top 10% of HS Class (freshman profile)</th>
</tr>
</thead>
<tbody>
<tr>
<td>22%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mean Faculty Salaries 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scripps</strong></td>
</tr>
<tr>
<td>Prof. 104,703, Assoc. Prof. 74,066, Asst. Prof. 62,056, All Ranks 82,021</td>
</tr>
<tr>
<td><strong>OU Avg.</strong></td>
</tr>
<tr>
<td>102,095, 76,077, 64,954, 81,494</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development - Campaign Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>$34.8M</td>
</tr>
<tr>
<td>86% of $37.5M College Goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grants and Contracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4.05M</td>
</tr>
<tr>
<td>Amount of sponsored funding received in the form of grants and contracts per VPR annual report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research &amp; Creative Activity Expo</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students Employed After Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit hours taught by Group I Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACT Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.0</td>
</tr>
<tr>
<td>Mean ACT score for new Freshman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students of Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Top 10% of HS Class (freshman profile)</th>
</tr>
</thead>
<tbody>
<tr>
<td>22%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mean Faculty Salaries 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scripps</strong></td>
</tr>
<tr>
<td>Prof. 104,703, Assoc. Prof. 74,066, Asst. Prof. 62,056, All Ranks 82,021</td>
</tr>
<tr>
<td><strong>OU Avg.</strong></td>
</tr>
<tr>
<td>102,095, 76,077, 64,954, 81,494</td>
</tr>
</tbody>
</table>
Academic Quality – Dashboard

SCRIPPS COLLEGE OF COMMUNICATION
Scripps College of Communication
Dashboard 2012-2013

First Year Retention
89%

Six Year Graduation Rates
84%

Undergraduate Yield
51%

Non-Resident Students (freshman profile)
21.5%

Institutional

Students of Diversity
17.0%

Top 10% of IC Class (freshman profile)
22%

Credit hours taught by Group / Faculty
50%

ACT Composite
25.0

Students Employed After Graduation
93%

Research & Creative Activity 51

Grants and Contracts
$4.05M

Development - Campaign Goal
$34.8M

Mean Faculty Service 2011-12

Dashboard Key: Connections to 4x4 Strategic Plan

Performance
Quality
Compensation
Research
Capital Campaign

Percentage of incoming first-year students who return for second year.

Percentage of new freshman graduating at Ohio University within six years.

Percentage of students accepted over students enrolled.

Percentage of students who are non-resident.

Students of Diversity

Students of Diversity

Students Employed After Graduation

Research & Creative Activity 51

Grants and Contracts

Development - Campaign Goal

Mean Faculty Service 2011-12

Dashboard Key: Connections to 4x4 Strategic Plan

Performance
Quality
Compensation
Research
Capital Campaign
First Year Retention Percentage

Scripps College

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006/07</td>
<td>88</td>
</tr>
<tr>
<td>2007/08</td>
<td>88</td>
</tr>
<tr>
<td>2008/09</td>
<td>91</td>
</tr>
<tr>
<td>2009/10</td>
<td>91</td>
</tr>
<tr>
<td>2010/11</td>
<td>89</td>
</tr>
</tbody>
</table>
Six-Year Graduation Rate

Scripps College

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>84</td>
</tr>
<tr>
<td>2002</td>
<td>86</td>
</tr>
<tr>
<td>2003</td>
<td>83</td>
</tr>
<tr>
<td>2004</td>
<td>88</td>
</tr>
<tr>
<td>2005</td>
<td>84</td>
</tr>
</tbody>
</table>

OHIO UNIVERSITY
## Degrees Granted

<table>
<thead>
<tr>
<th></th>
<th>Undergrad</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>791</td>
<td>50</td>
<td>17</td>
<td>858</td>
</tr>
<tr>
<td>2010</td>
<td>672</td>
<td>65</td>
<td>23</td>
<td>760</td>
</tr>
<tr>
<td>2009</td>
<td>698</td>
<td>67</td>
<td>24</td>
<td>789</td>
</tr>
<tr>
<td>2008</td>
<td>658</td>
<td>59</td>
<td>12</td>
<td>729</td>
</tr>
<tr>
<td>2007</td>
<td>581</td>
<td>64</td>
<td>23</td>
<td>668</td>
</tr>
</tbody>
</table>
Development-Campaign Goal

$34.8M

86% of a $37.5M College Goal

as of 3/19/13
Journalism Accreditation

• Accreditation site visits on 6 year cycle.
• Assesses 9 standards including curriculum, governance, student services, diversity, faculty research, and assessment.
• The E.W. Scripps School of Journalism found compliant on all standards except assessment.
• Plan being formulated to integrate a pre-post knowledge test and an alumni evaluation of capstone projects for all students.
# Learning Outcomes

<table>
<thead>
<tr>
<th>Is Skill Needed?</th>
<th>Scripps Coll</th>
<th>Scripps Coll</th>
<th>Ohio Univ Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply Major</td>
<td>98</td>
<td>99</td>
<td>93</td>
</tr>
<tr>
<td>Write Well</td>
<td>92</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>Oral Comm</td>
<td>98</td>
<td>97</td>
<td>92</td>
</tr>
<tr>
<td>Work in Teams</td>
<td>98</td>
<td>97</td>
<td>96</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>63</td>
<td>81</td>
<td>72</td>
</tr>
<tr>
<td>Supervise Others</td>
<td>76</td>
<td>81</td>
<td>85</td>
</tr>
<tr>
<td>Comm Service</td>
<td>49</td>
<td>80</td>
<td>77</td>
</tr>
</tbody>
</table>

Values represent percentage of individuals responding. Data obtained from Ohio University Survey of Alumni for Class of 2005, collected in 2010.
5 Year Priorities

1. Frame the college around a **student-centered perspective** intended to train students as leaders in the field.

2. Enhance a **liberal arts orientation** to the study of communication, training students to be creative and critical thinkers who employ superior communication skills.

3. Attain distinctive expertise in **innovation and entrepreneurialism** emphasizing digital, social, and mobile media.

4. Establish a **Local<->Global orientation** recognizing that modern communication is not bound to particular cultures or geographic locations.
## Alignment of Four Fundamentals and Priorities

<table>
<thead>
<tr>
<th>Student Centered Perspective</th>
<th>Liberal Arts Orientation</th>
<th>Innovation and Entrepreneurialism</th>
<th>Local&lt;-&gt;Global</th>
</tr>
</thead>
<tbody>
<tr>
<td>![X]</td>
<td>![X]</td>
<td>![X]</td>
<td>![X]</td>
</tr>
</tbody>
</table>

**Inspired Teaching and Research**

**Innovative Academic programs**

**Exemplary Student Support**

**Integrated Co-Curricular**
Spotlight on Mentoring

Trevor Tomlinson  
Senior, ITS

Allison Jordan  
President, PRSSA
Attached please find an update on high risk drinking rates and the associated measures that have been implemented to help realize the decline in these rates. Of particular interest is:

- We have experienced a 15% decline in high-risk drinking behavior since 2007
- High-risk drinking rates at Ohio University are still above the national average
- We have implemented many programs and policies to combat this issue, and will remain diligent in the coming years
High Risk Drinking Update

Tab
High Risk Drinking Update Rates

- OHIO
- National Avg

- 90% 80% 70% 60% 50% 40% 30% 20% 10% 0%
- Rates: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90%
High Risk Drinking Update

Environmental Strategies

**Definition:** five or more drinks in one setting is considered high risk drinking behavior

- Require AlcoholEdu for all incoming students
- Harm-reduction social marketing campaigns
- Education in University College first-year seminar classes
- Enhanced programming efforts, specifically during high-risk times (nights and weekends)
- Partnership with City of Athens on safety awareness campaign
- Participation in Dartmouth’s National Collegiate Health Improvement Project (NCHIP)
- New code of conduct policies implemented in 2006 and 2011
Interoffice Communication

Date: March 29, 2013

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost

Re: Academic Technologies Review

Brice Bible, Chief Information Officer and Sam Girton, Acting Director of Academic Technologies will provide information on the following:

- Where does Academic Technologies stand at Ohio University and within the industry?
- Provide a clear explanation of the flipped classroom approach and how it impacts teaching and learning at Ohio University and beyond.
- What is the future for Academic Technology at Ohio University?
OIT Academic Support

Academic Technologies Review

J. Brice Bible, Chief Information Officer
Sam Girton, Acting Director of Academic Technologies

• Current State of Academic Technology (AT)
  • Staff in AT work 1-1 with faculty members to meet teaching and learning objectives while incorporating new technologies when appropriate
  • AT work to build relations with faculty and build communities which incorporate various technologies
Academic Technologies Review

• Flipped Classroom
  • The flipped classroom is a teaching strategy where the class lecture and homework are reversed
  • Lecture content is delivered online; students spend class time engaging in activities to apply the knowledge they have learned

Academic Technologies Review

• Upcoming AT Activities
  • Recruit and hire national Academic Technology leader
  • Collaborate with Provost, Faculty, CIO, and academic leadership to develop Academic Technology Strategic Plan
    • Utilize Huron Strategic Planning Support Assistance
  • Continue academic workshops
  • Partner with colleges on innovative academic practices
**FACULTY FELLOWSHIP AWARDS**

**RESOLUTION 2013**

WHEREAS, the proposed University Faculty Fellowships on the attached list have been reviewed in accordance with University policy and found to be meritorious.

THEREFORE, BE IT RESOLVED that the attached University Faculty Fellowships for 2013-2014 be approved, and

BE IT FURTHER RESOLVED that the Executive Vice President and Provost can approve changes in the conditions of the fellowships but not the total number of fellowships granted for the academic year.

<table>
<thead>
<tr>
<th>College/RHE</th>
<th>Dept./School/Campus</th>
<th>First Name</th>
<th>Last Name</th>
<th>Terms of Leave</th>
<th>Brief Description of Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Chemistry and Biochemistry</td>
<td>Jeffrey</td>
<td>Rack</td>
<td>Fall and Spring</td>
<td>To travel to Germany to investigate the non-linear optical properties of photochromic compounds.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Classics and World Religion</td>
<td>Loren</td>
<td>Lybarger</td>
<td>Fall and Spring</td>
<td>To complete the fieldwork and begin writing up the manuscript for my current book project.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Economics</td>
<td>Bolong</td>
<td>Cao</td>
<td>Fall</td>
<td>Will be a visiting scholar at Peking University in Beijing, China, where he will collect data on financial markets in China.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Economics</td>
<td>Chulho</td>
<td>Jung</td>
<td>Spring</td>
<td>To develop theoretical and empirical models about East Asian Economics.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of English</td>
<td>Jill</td>
<td>Ingram</td>
<td>Spring</td>
<td>To complete a book project, Festive Enterprise: the Economics of Dramatic Ritual in Renaissance England.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of English</td>
<td>Zanemvula</td>
<td>Mda</td>
<td>Fall</td>
<td>Invited to be an artist in residence at the Stellenbosch Institute for Advanced Study in South Africa.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of English</td>
<td>Robert</td>
<td>Miklitsch</td>
<td>Spring</td>
<td>To complete the concluding chapter as well as write an introduction for a book-in-progress.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of English</td>
<td>Ghirmai</td>
<td>Negash</td>
<td>Spring</td>
<td>To write a book called A Season of Mourning: Post-Apartheid South African Writing.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Environmental and Plant Biology</td>
<td>Harvey</td>
<td>Ballard</td>
<td>Spring</td>
<td>Synthesis of 20 years of taxonomic research on Neotropical violet diversity and training in lab protocols and data analysis in comparative genomics and transcriptomics.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Geography</td>
<td>Timothy</td>
<td>Anderson</td>
<td>Spring</td>
<td>To address the origin, structure and meaning of planning villages associated with the 18th-century Habsburg colonization of the Romanian Banat.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Geography</td>
<td>Geoffrey</td>
<td>Buckley</td>
<td>Spring</td>
<td>Collect primary data in support of a new project he is initiating with colleagues in the urban LTER network.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of History</td>
<td>Brian</td>
<td>Schoen</td>
<td>Fall and Spring</td>
<td>To research and begin writing a book manuscript on the origins of the Civil War in a global context.</td>
</tr>
<tr>
<td>College/RHE</td>
<td>Dept./School/Campus</td>
<td>First Name</td>
<td>Last Name</td>
<td>Terms of Leave</td>
<td>Brief Description of Leave</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------------------------</td>
<td>------------</td>
<td>-----------</td>
<td>----------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Linguistics</td>
<td>Peter</td>
<td>Githinji</td>
<td>Fall</td>
<td>To spend fall semester in Kenya conducting research and composing materials for a Swahili manuscript.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Mathematics</td>
<td>Winfried</td>
<td>Just</td>
<td>Fall and Spring</td>
<td>Research on dynamical systems models of networks, with special emphasis on models of disease transmission dynamics.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Mathematics</td>
<td>Robert</td>
<td>Klein</td>
<td>Fall</td>
<td>Identify publisher and establish structure to solicit manuscripts for an edited volume synthesizing current research on mathematics education in rural areas.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Modern Languages</td>
<td>Jose</td>
<td>Delgado</td>
<td>Fall</td>
<td>Returning to the Cuban Collection at the University of Florida and contingent upon receiving a Rockefeller Arts &amp; Literacy Arts Residency in Bellagio, Italy.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Modern Languages</td>
<td>Yolande</td>
<td>Helm</td>
<td>Spring</td>
<td>Research for a monograph on French Caribbean.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Modern Languages</td>
<td>Nikhil</td>
<td>Sathe</td>
<td>Fall and Spring</td>
<td>To continue and expand research on Austrian cinema's representation of minorities and migration.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Modern Languages</td>
<td>Daniel</td>
<td>Torres</td>
<td>Fall</td>
<td>To focus research on the metaphor of disaster.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Physics and Astronomy</td>
<td>Douglas</td>
<td>Clowe</td>
<td>Fall and Spring</td>
<td>Work on the Large Synoptic Survey Telescope (LSST) project primarily at the University of Pennsylvania creating a set of simulations for the LSST project and improving the accuracy of mass measurements for clusters of galaxies using gravitational lensing.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Physics and Astronomy</td>
<td>Julie</td>
<td>Roche</td>
<td>Fall and Spring</td>
<td>Nuclear experiment data collection at the Thomas Jefferson National Accelerator Facility.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Political Science</td>
<td>Myra</td>
<td>Waterbury</td>
<td>Fall and Spring</td>
<td>To conduct primary research for a book project in Hungary.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Psychology</td>
<td>Timothy</td>
<td>Anderson</td>
<td>Spring</td>
<td>Work on major research projects on therapist Facilitative Interpersonal Skills (FIS), including attaining skills in running statistical software for these projects.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Psychology</td>
<td>Christine</td>
<td>Gidycz</td>
<td>Fall</td>
<td>To develop a Tier III course on diversity and mental health.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Psychology</td>
<td>Julie</td>
<td>Owens</td>
<td>Fall</td>
<td>To seize an opportunity to expand in knowledge and expertise to a new area of the literature.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Psychology</td>
<td>Jeffrey</td>
<td>Vancouver</td>
<td>Fall</td>
<td>To continue the promotion of computational modeling within my sub discipline of psychology.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Sociology and Anthropology</td>
<td>Ursula</td>
<td>Castellano</td>
<td>Spring</td>
<td>Complete manuscript, expand my new photography project, foster collaborative and professional relationships with the University of Alaska.</td>
</tr>
<tr>
<td>College/RHE</td>
<td>Dept./School/Campus</td>
<td>First Name</td>
<td>Last Name</td>
<td>Terms of Leave</td>
<td>Brief Description of Leave</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------------------------------------</td>
<td>------------</td>
<td>---------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Department of Sociology and Anthropology</td>
<td>Stephen</td>
<td>Scanlan</td>
<td>Fall and Spring</td>
<td>To research on inequality, international development, and social change.</td>
</tr>
<tr>
<td>College of Business</td>
<td>Department of Management</td>
<td>Mary</td>
<td>Tucker</td>
<td>Fall</td>
<td>To build stronger research and add depth to my teaching of global leadership and management.</td>
</tr>
<tr>
<td>College of Business</td>
<td>Department of Sports Administration</td>
<td>Ming</td>
<td>Li</td>
<td>Fall</td>
<td>To gain baseline information pertaining to how sport is financed in three Asian nations.</td>
</tr>
<tr>
<td>College of Business</td>
<td>School of Accountancy</td>
<td>Constance</td>
<td>Esmond Kiger</td>
<td>Fall</td>
<td>To work on the BAM curriculum, develop online teaching skills and complete manuscripts.</td>
</tr>
<tr>
<td>College of Business</td>
<td>School of Accountancy</td>
<td>Willie</td>
<td>Gist</td>
<td>Spring</td>
<td>To collect a sample on company characteristics, perform statistical analysis, and substantially write a manuscript.</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>School of Art</td>
<td>Julie</td>
<td>Dummermuth</td>
<td>Spring</td>
<td>Conduct research to further an ongoing body of creative works titled, &quot;All That Glitters Is Not Gold.&quot;</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>School of Art</td>
<td>Brad</td>
<td>Schwieger</td>
<td>Fall and Spring</td>
<td>Complete work for a solo exhibition at the Lawrence Art Center in Kansas and to conduct research as a resident artist at the Red Lodge Clay Center in Montana.</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>School of Dance</td>
<td>Zelma</td>
<td>Badu-Younge</td>
<td>Fall</td>
<td>Support artistic and scholarly activity in Canada, China, Ghana, South Korea, Guyana and parts of the United States.</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>School of Interdisciplinary Arts</td>
<td>Andrea</td>
<td>Frohne</td>
<td>Fall and Spring</td>
<td>Research and write an exhibition catalogue to accompany the exhibition that she has been invited to guest curate at the Kennedy Museum of Art entitled Dialogues in a Diaspora: Contemporary Art from the Horn of Africa.</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>School of Interdisciplinary Arts</td>
<td>Marina</td>
<td>Peterson</td>
<td>Fall and Spring</td>
<td>Complete research towards Littoral Los Angeles.</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>School of Music</td>
<td>Kamile</td>
<td>Geist</td>
<td>Spring</td>
<td>Conduct an experimental study on the effect of a music intervention on off-task behaviors of pre-school children during group instruction.</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>School of Music</td>
<td>Rebecca</td>
<td>Rischin</td>
<td>Spring</td>
<td>Solo recital at New York City's Carnegie Hall and “Clarinet Fantasies” recording for Centaur Records in collaboration with Assistant Professor of Piano Youmee Kim.</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>School of Music</td>
<td>Jason</td>
<td>Smith</td>
<td>Fall</td>
<td>Publications, scholarly research/article publication, service to profession.</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>School of Music</td>
<td>Paschal</td>
<td>Younge</td>
<td>Fall</td>
<td>On-going research activities to complete will include creating models for understanding creativity in relation to the Ewe Master Drummer’s Art, and manuscript on 50 Ghanaian Folk Songs for Schools.</td>
</tr>
<tr>
<td>College of Health Sciences and Professions</td>
<td>Department of Social and Public Health</td>
<td>Tania</td>
<td>Basta</td>
<td>Spring</td>
<td>To write and submit at least two peer-reviewed manuscripts.</td>
</tr>
<tr>
<td>College/RHE</td>
<td>Dept./School/Campus</td>
<td>First Name</td>
<td>Last Name</td>
<td>Terms of Leave</td>
<td>Brief Description of Leave</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------</td>
<td>------------</td>
<td>-------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>College of Health Sciences and Professions</td>
<td>School of Applied Health Sciences and Wellness</td>
<td>David</td>
<td>Holben</td>
<td>Fall</td>
<td>To conduct research on food insecurity and produce intake among women living with children in the Province of Prince Edward Island, Canada.</td>
</tr>
<tr>
<td>College of Health Sciences and Professions</td>
<td>School of Rehabilitation and Communication Sciences</td>
<td>James</td>
<td>Montgomery</td>
<td>Fall</td>
<td>To set the stage to submit an intervention grant to the Institute of Educational Sciences and a clinical trials grant to NIDCD.</td>
</tr>
<tr>
<td>Heritage College of Osteopathic Medicine</td>
<td>Department of Biomedical Sciences</td>
<td>Huzoor</td>
<td>Akbar</td>
<td>Fall</td>
<td>To investigate the differential regulation of platelet activation.</td>
</tr>
<tr>
<td>Heritage College of Osteopathic Medicine</td>
<td>Department of Biomedical Sciences</td>
<td>Susan</td>
<td>Williams</td>
<td>Spring</td>
<td>To acquire new research skills in sonomicrometry to expand my lab-based research program on muscle physiology.</td>
</tr>
<tr>
<td>Patton College of Education</td>
<td>Department of Educational Studies</td>
<td>Teresa</td>
<td>Franklin</td>
<td>Fall</td>
<td>To research teacher preparation and the use of mobile technologies in the delivery of educational content.</td>
</tr>
<tr>
<td>Regional Higher Education</td>
<td>Ohio University Chillicothe Campus</td>
<td>Robert</td>
<td>Knight</td>
<td>Fall</td>
<td>To complete two papers and submit them for publication and to begin a third.</td>
</tr>
<tr>
<td>Regional Higher Education</td>
<td>Ohio University Eastern Campus</td>
<td>Kevin</td>
<td>Spiker</td>
<td>Fall</td>
<td>Conduct research for two book length projects: Arms Makers of Ohio and Essays in Political History.</td>
</tr>
<tr>
<td>Regional Higher Education</td>
<td>Ohio University Lancaster Campus</td>
<td>Scott</td>
<td>Minar</td>
<td>Spring</td>
<td>To pursue three book projects.</td>
</tr>
<tr>
<td>Regional Higher Education</td>
<td>Ohio University Southern Campus</td>
<td>Mikiko</td>
<td>Crawford</td>
<td>Fall</td>
<td>Visit the National Archives and Records Administration in Washington D.C. for the purpose of furthering my research on Japanese War Brides.</td>
</tr>
<tr>
<td>Regional Higher Education</td>
<td>Ohio University Zanesville Campus</td>
<td>Kenneth</td>
<td>Collins</td>
<td>Fall</td>
<td>To create a guide to the basic operation of Pro Tools for student use. The guide would be useful to students in both audio and video production courses.</td>
</tr>
<tr>
<td>Regional Higher Education</td>
<td>Ohio University Zanesville Campus</td>
<td>Mark</td>
<td>Shatz</td>
<td>Fall</td>
<td>Write 3rd edition of humor writing textbook &quot;Comedy Writing Secrets.&quot;</td>
</tr>
<tr>
<td>Regional Higher Education</td>
<td>Ohio University Zanesville Campus</td>
<td>Amy</td>
<td>White</td>
<td>Spring</td>
<td>Research and write a substantial portion of a manuscript tentatively titled The Ten Worst Commonly Used Arguments.</td>
</tr>
<tr>
<td>Russ College of Engineering and Technology</td>
<td>School of Electrical Engineering and Computer Science</td>
<td>Jundong</td>
<td>Liu</td>
<td>Fall and Spring</td>
<td>Work with UK's neurologists to further develop and validate our approaches of identifying shape biomarkers for Alzheimer's Disease and Mild Cognitive Impairment and to collaborate in small animal imaging areas.</td>
</tr>
<tr>
<td>Scripps College of Communication</td>
<td>School of Communication Studies</td>
<td>Judith</td>
<td>Lee</td>
<td>Fall and Spring</td>
<td>Research, completion, and submission of 2 journal articles and reading for a 3rd project.</td>
</tr>
<tr>
<td>Scripps College of Communication</td>
<td>School of Communication Studies</td>
<td>William</td>
<td>Rawlins</td>
<td>Spring</td>
<td>To write and submit for publication a scholarly monograph presenting a comprehensive theoretical account.</td>
</tr>
<tr>
<td>College/RHE</td>
<td>Dept./School/Campus</td>
<td>First Name</td>
<td>Last Name</td>
<td>Terms of Leave</td>
<td>Brief Description of Leave</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------------------------------</td>
<td>------------</td>
<td>-----------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Scripps College of Communication</td>
<td>School of Media Arts and Studies</td>
<td>Eric</td>
<td>Williams</td>
<td>Fall and Spring</td>
<td>To research the online teaching possibilities for the School of Media Arts and Studies.</td>
</tr>
<tr>
<td>Scripps College of Communication</td>
<td>School of Visual Communication</td>
<td>Julie</td>
<td>Elman</td>
<td>Spring</td>
<td>To work on a visual project that explores other people’s fears.</td>
</tr>
</tbody>
</table>

### Historic Faculty Fellowship Leave Data

<table>
<thead>
<tr>
<th>Academic Year End</th>
<th>Awarded</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>2005</td>
<td>41</td>
<td>39</td>
</tr>
<tr>
<td>2006</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>2007</td>
<td>41</td>
<td>39</td>
</tr>
<tr>
<td>2008</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>2009</td>
<td>48</td>
<td>46</td>
</tr>
<tr>
<td>2010</td>
<td>38</td>
<td>37</td>
</tr>
<tr>
<td>2011</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>2012</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>2013</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>2014</td>
<td>59</td>
<td>n/a</td>
</tr>
</tbody>
</table>
WHEREAS, the following individuals have rendered dedicated and outstanding service to Ohio University, and

WHEREAS, their colleagues and supervisors have recommended action to recognize their service,

THEREFORE, BE IT RESOLVED that emeritus/emerita status be awarded to these individuals upon their retirement.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle Name</th>
<th>Last Name</th>
<th>College/Unit</th>
<th>Years of Service</th>
<th>Emeritus/Emerita Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waltraud</td>
<td></td>
<td>Bald</td>
<td>College of Arts and Sciences</td>
<td>36</td>
<td>Instructor Emerita of German</td>
</tr>
<tr>
<td>Ronald</td>
<td>H.</td>
<td>Isaac</td>
<td>College of Arts and Sciences</td>
<td>42</td>
<td>Assistant Professor Emeritus of Geography</td>
</tr>
<tr>
<td>Mary</td>
<td>Katherine</td>
<td>Jordan</td>
<td>College of Arts and Sciences</td>
<td>31</td>
<td>Senior Lecturer Emerita of Ohio Program of Intensive English</td>
</tr>
<tr>
<td>Ellengene</td>
<td>H</td>
<td>Peterson</td>
<td>College of Arts and Sciences</td>
<td>31</td>
<td>Professor Emerita of Neuroscience</td>
</tr>
<tr>
<td>Patricia</td>
<td>Anne</td>
<td>Porter</td>
<td>College of Arts and Sciences</td>
<td>22</td>
<td>Instructor Emerita of Spanish</td>
</tr>
<tr>
<td>Michael</td>
<td>H</td>
<td>Rowe</td>
<td>College of Arts and Sciences</td>
<td>31</td>
<td>Professor Emeritus of Neuroscience</td>
</tr>
<tr>
<td>Karen</td>
<td></td>
<td>Wright</td>
<td>College of Arts and Sciences</td>
<td>20</td>
<td>Instructor Emerita of German</td>
</tr>
<tr>
<td>Pam</td>
<td>A</td>
<td>Boger</td>
<td>College of Business</td>
<td>25</td>
<td>Lecturer Emerita of Management Systems</td>
</tr>
<tr>
<td>Kenneth</td>
<td>Wayne</td>
<td>Cutchert</td>
<td>College of Business</td>
<td>28</td>
<td>Professor Emeritus of Management</td>
</tr>
<tr>
<td>Charles</td>
<td>H</td>
<td>Martin</td>
<td>College of Business</td>
<td>28</td>
<td>Professor Emeritus of Management</td>
</tr>
<tr>
<td>Milton</td>
<td></td>
<td>Butler</td>
<td>College of Fine Arts</td>
<td>30</td>
<td>Professor Emerita of Dance</td>
</tr>
<tr>
<td>Michele</td>
<td></td>
<td>Geller</td>
<td>College of Fine Arts</td>
<td>28.5</td>
<td>Professor Emerita of Interdisciplinary Arts</td>
</tr>
<tr>
<td>Dora</td>
<td>J</td>
<td>Wilson</td>
<td>College of Fine Arts</td>
<td>14</td>
<td>Professor Emerita of Immunology</td>
</tr>
<tr>
<td>Sonda</td>
<td></td>
<td>Williams</td>
<td>Enrollment Management</td>
<td>24</td>
<td>Associate Professor Emeritus of Physiology</td>
</tr>
<tr>
<td>Kenneth</td>
<td>J.</td>
<td>Goodrum</td>
<td>Heritage College of Osteopathic Medicine</td>
<td>28.5</td>
<td>Associate Professor Emeritus of Immunology</td>
</tr>
<tr>
<td>Richard</td>
<td>Edwin</td>
<td>Klabunde</td>
<td>Heritage College of Osteopathic Medicine</td>
<td>14</td>
<td>Associate Professor Emeritus of Physiology</td>
</tr>
<tr>
<td>Dan</td>
<td>L.</td>
<td>Evans</td>
<td>Office of the Executive VP &amp; Provost</td>
<td>12</td>
<td>Assistant Professor Emerita of Human and Consumer Sciences</td>
</tr>
<tr>
<td>Schuyler</td>
<td>Eaton</td>
<td>Cone</td>
<td>Patton College of Education</td>
<td>24</td>
<td>Assistant Professor Emerita of Human and Consumer Sciences</td>
</tr>
<tr>
<td>John</td>
<td>C.</td>
<td>Durst</td>
<td>Regional Higher Education</td>
<td>19</td>
<td>Assistant Professor Emeritus of Sociology, Ohio University Zanesville</td>
</tr>
<tr>
<td>Stephen</td>
<td>M</td>
<td>Flaherty</td>
<td>Regional Higher Education</td>
<td>21</td>
<td>Sr. Assoc. VP Emeritus for Regional Higher Education and eLearning OHIO</td>
</tr>
<tr>
<td>Thomas</td>
<td>Peter</td>
<td>Flynn</td>
<td>Regional Higher Education</td>
<td>36</td>
<td>Associate Professor Emeritus of English, Ohio University Eastern</td>
</tr>
<tr>
<td>James</td>
<td>W.</td>
<td>Foneca</td>
<td>Regional Higher Education</td>
<td>15</td>
<td>Dean Emeritus of Ohio University Zanesville</td>
</tr>
<tr>
<td>Richard</td>
<td>Wesley</td>
<td>Greenlee</td>
<td>Regional Higher Education</td>
<td>23</td>
<td>Dean Emeritus, Ohio University Eastern</td>
</tr>
<tr>
<td>Patricia</td>
<td></td>
<td>Griffith</td>
<td>Regional Higher Education</td>
<td>30</td>
<td>Director Emerita of Information &amp; Technology Services, Ohio University Chillicothe</td>
</tr>
<tr>
<td>Shahrestani</td>
<td>Hamid</td>
<td></td>
<td>Regional Higher Education</td>
<td>30</td>
<td>Professor Emeritus of Economics, Ohio University Chillicothe</td>
</tr>
<tr>
<td>Nancy</td>
<td></td>
<td>Harris</td>
<td>Regional Higher Education</td>
<td>30</td>
<td>Manager Emerita of Accounting &amp; Human Resources, Ohio University Chillicothe</td>
</tr>
<tr>
<td>Gloria</td>
<td>R.</td>
<td>Heine</td>
<td>Regional Higher Education</td>
<td>25</td>
<td>Assistant Professor Emerita of Computer Sciences, Ohio University Zanesville</td>
</tr>
<tr>
<td>Jane</td>
<td>B.</td>
<td>Johnson</td>
<td>Regional Higher Education</td>
<td>25</td>
<td>Assistant Professor Emerita of Education, Ohio University Lancaster (posthumous)</td>
</tr>
<tr>
<td>Michael</td>
<td>E.</td>
<td>Prudich</td>
<td>Russ College of Engineering and Technology</td>
<td>28</td>
<td>Professor Emeritus of Chemical Engineering</td>
</tr>
<tr>
<td>Kendree</td>
<td>James</td>
<td>Sampson</td>
<td>Russ College of Engineering and Technology</td>
<td>25</td>
<td>Associate Professor Emeritus of Chemical Engineering</td>
</tr>
<tr>
<td>Terrill</td>
<td>Earnest</td>
<td>Eiler</td>
<td>Scripps College of Communication</td>
<td>38</td>
<td>Professor Emeritus of Visual Communication</td>
</tr>
<tr>
<td>Anita</td>
<td>Carol</td>
<td>James</td>
<td>Scripps College of Communication</td>
<td>35</td>
<td>Associate Professor Emerita of Communication Studies</td>
</tr>
<tr>
<td>Carolyn</td>
<td>Bailey</td>
<td>Lewis</td>
<td>Scripps College of Communication</td>
<td>15</td>
<td>Director and General Manager Emerita, WOUB Center for Public Media</td>
</tr>
<tr>
<td>Maria</td>
<td>G.</td>
<td>Lozykowski</td>
<td>Vice President for Research</td>
<td>25.7</td>
<td>Scientist Emerita, Edison Biotechnology Institute</td>
</tr>
<tr>
<td>David</td>
<td>C.</td>
<td>Wight</td>
<td>Vice President for Research</td>
<td>27</td>
<td>Director Emeritus, Edison Biotechnology Institute</td>
</tr>
</tbody>
</table>
Interoffice Communication

Date: March 29, 2013

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost

Re: Faculty Workload

Governor Kasich’s current budget bill includes language that would give boards the ability to modify faculty workload policies and require all full-time faculty members to teach one additional course in one of the next two academic years. The increased workload would then become the new minimum for faculty members to maintain. The budget bill requires legislative approval.

In your materials, a document is included that I helped to draft from the IUC Provosts that describes the complexity of faculty workload. The number of courses a faculty member teaches is one aspect of a faculty member’s workload but there are other components that are central to student success (e.g., advising, undergraduate research experiences, direction of theses and dissertations) as well as research, economic development, outreach, and service activities.
Faculty Workload at Ohio Universities and Colleges

Ohio universities and colleges make substantial contributions in the areas of economic development, creation of intellectual property, partnerships with federal, state, and local governments, health care, community outreach, and quality of life issues for citizens of the state. However, the primary mission of universities and colleges is the education of students.

While the type of educational opportunities provided by specific Ohio institutions of higher education vary, there are three major areas of academic activity:

- Undergraduate education that develops key competencies capable of furthering employability and citizenship.
- Master’s-level education that focuses on enhancing the knowledge and skill base needed to bolster the state’s workforce.
- Doctoral education that produces highly trained individuals capable of advancing scientific, social, and cultural knowledge and providing future leadership in these areas.

In order to be successful in educating students, universities and colleges need to have a differentiated workforce that includes a significant component of tenure-track faculty who hold terminal degrees and are expected to maintain continued productivity in their fields of study. Without this component, the unique type of teaching that drives the educational mission of universities and colleges would not be possible.

The composition of the faculty vary by institution depending on factors such as institutional mission, funding, and program mix. Tenured/tenure track faculty, full- and part-time non-tenure track faculty (e.g., adjunct faculty, instructors, lecturers), full and part-time research faculty (who are frequently funded through grants and contracts), and full- and part-time clinical faculty are the most common faculty types. The various faculty types provide flexibility, contribute to the institutional mission, and are critical to the success of the student experience.

Tenured and tenure-track faculty at universities and colleges are subject to teaching expectations that in their scope and depth are unlike those seen at any other educational institution. For tenured and tenure-track faculty teaching is an activity that draws on four major components:

- Creation and delivery of curriculum.
- Application of expertise to student academic development through advising, direction of theses and dissertations, oversight of student projects, and the curating of laboratories and other instructional facilities.
- Outreach and service that ranges from supervision of student co-curricular activities through the provision of expertise and management to community, state, and national initiatives.
- Ongoing pursuit of research and creative activity which facilities the continual development of knowledge needed for curriculum development, delivery, and the application of expertise to student academic development.

Teaching expectations for tenured/tenure-track faculty at universities and colleges include these four components, which play an important role in the annual assessments of a faculty member’s contributions and productivity. To view teaching only in the context of the creation and delivery of curriculum understates the true teaching workload of tenure-track faculty. The emphasis on these four components varies depending on institutional mission and funding. Flexibility in establishing differential emphases among these components can allow departments to achieve their goals in an effective manner while insuring the quality of their academic programs.
Faculty Compensation Update
# Faculty Compensation Update

## Task Force Force Composition

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pam Benoit</td>
<td>Executive Vice President and Provost</td>
<td></td>
</tr>
<tr>
<td>Hugh Sherman</td>
<td>Dean</td>
<td>Business</td>
</tr>
<tr>
<td>John Gilliom</td>
<td>Associate Dean</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>Gary Chleboun</td>
<td>Professor and School Director</td>
<td>Health Sciences and Professions</td>
</tr>
<tr>
<td>Steve Ross</td>
<td>Associate Professor and School Director</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Loren Lybarger</td>
<td>Assistant Professor</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>Mona Robinson</td>
<td>Associate Professor</td>
<td>Education</td>
</tr>
<tr>
<td>Kelly Johnson</td>
<td>Associate Professor</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>Nicholas Kiersey</td>
<td>Assistant Professor</td>
<td>Arts and Sciences - Chillicothe</td>
</tr>
<tr>
<td>Mark Barsamian</td>
<td>Assistant Professor (Group II)</td>
<td>Arts and Sciences</td>
</tr>
</tbody>
</table>

Staff:
- Greg Fialko
- Karen Hudson
- John Day
- Liz Bennett
Faculty Compensation Update
Task Force Charge

• Competitive compensation is essential to recruiting and retaining exceptional faculty. We will be more successful if we develop a multi-year plan with specific strategies. The task force will begin by gathering and analyzing current, trend, and comparative data for Ohio University faculty at the Athens and regional campuses for Group I and II faculty. Salary and benefit data will be reviewed to consider possible goals and multi-year strategies for improving recruitment and retention.
Faculty Compensation Update

Discussion Questions

1. What is included in total compensation?
2. What is currently allocated for total compensation? How much is allocated for different types of compensation? How does this compare to other institutions?
3. Who are the relevant comparison groups? IUC? New peer groups? Discipline specific?
4. What are the multi-year goals for total compensation to achieve retention and recruitment objectives?
5. Are dollars allocated for total compensation distributed most effectively?
Faculty Compensation Update Data Sets

- Group I – Faculty Salary Comparisons in IUC Institutions at all Ranks
- Group I – Faculty Salaries among Peer Institutions at all Ranks
- Group I – Faculty Salaries among Disciplines
- Group II – Faculty Salary data
- Regional Campus Salary data
- Health care comparative data
- Impact of Affordable Care Act
Interoffice Communication

Date: March 29, 2013

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost

Re: General Education Reform Update

This presentation will review recent efforts to move forward on a reconsideration of Ohio University’s general education curriculum. A new general education task force has been assembled that will pick up where the previous task force completed its work, namely, with a university-wide discussion of guiding principles for general education reform. Vetting of the principles will be pursued beginning in April 2013, the specifics of a redesigned curriculum will be developed in Fall 2013, and approval of the proposed changes is targeted for the end of Spring semester 2014.
General Education Update

• New General Education Task Force convened
  • Eleven members represent colleges from Athens campus and regionals
    • Robert Frank - Arts and Sciences (co-chair)
    • Greg Kremer - Engineering (co-chair)
    • David Thomas - Fine Arts
    • Laura Harrison - Education
    • Beth Novak - Communication
    • Beth Quitslund - Arts & Sciences
    • Chao-Yang Lee - Health Sciences & Professions
    • David Descutner - University College
    • Geoffrey Dabelko - Voinovich School of Leadership and Public Affairs
    • Gary Coombs - Business

Previous task force members in red.
General Education Update

• Goals for the new Task Force
  • Manage university-wide discussion of March 2012 report on “Liberal Education at Ohio University” (from 1804 Task Force) to establish shared vision and guiding principles
  • Lead the university community through a transparent process of evaluating the current general education curriculum against guiding principles, and revising it as necessary to achieve a shared vision
  • Shepherd the resulting general education curriculum through the approval process

Models for Liberal Education*

<table>
<thead>
<tr>
<th>Great Books</th>
<th>Scholarly Discipline</th>
<th>Effective Citizen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides pivotal ideas from the classics.</td>
<td>Provides multiple methods of inquiry.</td>
<td>Provides knowledge to contribute to public good.</td>
</tr>
</tbody>
</table>

Blended

The Ohio Way

(proposed by 1804 Task Force)

*From Robert R. Newton, Tensions and Models in General Education Planning
General Education Update

Guiding Principles (proposed by 1804 Task Force):
The Ohio Way will

- Reflect the distinctive character, strengths, and history of the University
- Reflect best educational practices with respect to learning pedagogies and curricular design
- Provide assurance of learning
- Encompass curricular & extra-curricular experience
- Promote breadth and depth of learning
- Provide the core knowledge and skills expected of all Ohio University graduates
- Remain credit and revenue neutral

General Education Update

- Timeline
  - April 2013 - begin university-wide discussion of the 1804 Task Force recommendations
  - Fall 2013 - coordinate the process of evaluating and redesigning the general education curriculum
  - Spring 2014 - shepherd the revised general education proposal through the approval process
  - Fall 2014 - start transition to new general education curriculum
Interoffice Communication

Date:    March 29, 2013

To:       The President and Board of Trustees

From:    Pamela J. Benoit, Executive Vice President and Provost

Re:       Follow-up – February Regional Academic Programs Reviews

At the February Academics Committee meeting the committee members approved the program reviews for the Accounting Technology, Business Management Technology and Office Technology programs on the Chillicothe, Southern and Lancaster campuses. The trustees requested an update on the concern noted in the reviews regarding the need to create more formal assessments of student learning outcomes.

The materials included with this follow-up demonstrate the regional dean’s commitment by providing a timeline and action plan for the development of assessment procedures to measure student learning outcomes for all of the regional degree programs, not just those requested following the February meeting. Supplementary materials being used in their development process are attached for your review.

I will briefly discuss their plan at the April committee meeting.
Regional Higher Education: Student Learning Outcomes Assessment

An Action Plan and Timetable for Developing Student Learning Outcomes Assessment Procedures for the Degrees Offered by Regional Higher Education at Ohio University

Ohio University’s Regional Higher Education is the academic home of the following degrees:

Baccalaureate degrees (offered at all campuses):

- Technical and Applied Studies (BTAS)
- Applied Management (BSAM)

Associate degrees (letters indicate campuses where offered):

- Accounting Technology (L, S)
- Business Management Technology (C, L, S)
- Computer Science Technology (C, L, S)
- Deaf Studies and Interpreting (L)
- Electronic Media (L, S, Z)
- Environmental Engineering Technology (C, L)
- Equine Studies (S)
- Health Technology (S)
- Human Services Technology (C, L, S)
- Industrial Maintenance Technology (L)
- Law Enforcement Technology (C, L, S)
- Medical Assisting Technology (L)
- Office Technology (C, S)

March 12, 2013: Regional deans meet with Mike Williford, Associate Provost for Institutional Accreditation, and Joni Wadley, Interim Director of Institutional Research, to discuss the purpose of the project and fundamental policies and procedures.

March 22, 2013: Seminar on Assessing Student Learning Outcomes held led by Mike Williford and Joni Wadley in Athens for all RHE Program Coordinators.

March – April 2013: Program Coordinators review existing Student Learning Outcomes for their programs and for other programs at the OU assessment website and consult with other program faculty to begin work on drafting and refining student learning outcomes specific to each program.
April 2013: Follow-up seminars by Mike Williford and Joni Wadley open to all program coordinators and faculty to be held at OUS and OUL to review draft learning outcomes work in progress and to outline processes and procedures for assessing outcomes.

May 1, 2013: Draft Student Learning Outcomes, reviewed by Mike, Joni and the regional deans, are completed for all RHE programs.

September 2013: RHE Program Coordinators refine drafts of learning objectives. Draft Learning Objectives are presented to program Advisory Councils for review and input. Continue work on data collection and student learning outcomes assessment measures for continuous improvement.

October 1, 2013: Final Student Learning Outcomes approved and posted to the University website.

November 2013: Appropriate data measures for assessment and methods of data collection finalized.

December 2013: Learning Outcomes compared to course syllabi and changes to course syllabi, as needed, made to courses in the OCEAN curriculum system and on course syllabi used in all courses at all campuses. Curriculum changes, if needed, sent forward through the campus and University Curriculum Council process.

January 2014: Draft of continuous improvement plans developed.

February 2014: Additional seminars held as needed to refine plans for assessment of learning outcomes through a continuous improvement process.

March 2014: Review of continuous improvement plans by Program Advisory Committees at their Spring meetings and additional input gathered.

April 2014: Plans for Student Learning Outcomes Assessment and continuous improvement finalized for all RHE programs. Program Coordinators will tutor adjunct faculty and newly hired faculty in student learning outcomes and the learning assessment process. Ongoing surveys of students and program graduates initiated to ensure student learning outcomes are being met.

Supplementary materials attached:

Accreditation Criterion Three: Teaching and Learning: Quality, Resources, and Support
Accreditation Criterion Four: Teaching and Learning: Evaluation and Improvement
Examples of Evidence of Student Learning
Criterion Three. Teaching and Learning: Quality, Resources, and Support
The degree program provides high quality education, wherever and however its offerings are delivered.

Core Components

3.A. The degree program is appropriate to higher education.

1. The courses and programs are current and require levels of performance by students appropriate to this degree.

2. The program quality and learning goals are consistent across all modes of delivery and at all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.B. The degree program demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to the program.

1. The program is appropriate to the mission, educational offerings, and degree levels of the institution.

2. The program articulates the purposes, content, and intended learning outcomes of its curriculum. The program is grounded in a standard or accepted philosophy or framework developed by experts in the field. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that graduates in this field should possess.

3. The degree program engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

4. The education offered by this program recognizes the human and cultural diversity of the world in which students live and work.

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to this programs and its mission.
Criterion Four. Teaching and Learning: Evaluation and Improvement

This program demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The program demonstrates responsibility for the quality of its educational programs.

1. The program participates in regular program reviews.

2. The program has procedures and policies to evaluate all the credit it transcripts, including what it awards for experiential learning or other forms of prior learning.

3. The program follows established University policies that assure the quality of the credit it accepts in transfer.

4. The program maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

5. The program maintains specialized accreditation by an external agency where available and when appropriate.

6. The program evaluates the success of its graduates. The program assures that the degree programs it represents as preparation for advanced study or employment accomplish these purposes. The program looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

4.B. The program demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The program has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

2. The program assesses achievement of the learning outcomes that it claims for its courses and co-curricular activities.

3. The program uses the information gained from assessment to improve student learning.

4. The program’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

4.C. The program demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates.
1. The program has defined **goals for student retention, persistence, and completion** that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

2. The program **collects and analyzes** information on student retention, persistence, and completion of the degree.

3. The program **uses information on student retention, persistence, and completion** of courses and the degree to make improvements as warranted by the data.

4. The program’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs **reflect good practice as defined by Ohio University.**
Direct (Clear and Compelling) Evidence of What Students Are Learning

- Ratings of student skills by field experience supervisors
- Scores and pass rates on appropriate licensure/certification exams (e.g., Praxis, NLN) or other published tests (e.g., Major Field Tests) that assess key learning outcomes
- “Capstone” experiences such as research projects, presentations, theses, dissertations, oral defenses, exhibitions, or performances, scored using a rubric
- Other written work, performances, or presentations, scored using a rubric (C)
- Portfolios of student work (C)
- Scores on locally-designed multiple choice and/or essay tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations, accompanied by test “blueprints” describing what the tests assess (C)
- Score gains between entry and exit on published or local tests or writing samples (C)
- Employer ratings of employee skills
- Observations of student behavior (e.g., presentations, group discussions), undertaken systematically and with notes recorded systematically
- Summaries/analyses of electronic discussion threads (C)
- “Think-alouds” (C)
- Classroom response systems (clickers) (C)
- Knowledge maps (C)
- Feedback from computer simulated tasks (e.g., information on patterns of actions, decisions, branches) (C)
- Student reflections on their values, attitudes and beliefs, if developing those are intended outcomes of the course or program (C)

Indirect Evidence of Student Learning
(Signs that Students Are Probably Learning, But Exactly What or How Much They Are Learning is Less Clear)

- Course grades (C)
- Assignment grades, if not accompanied by a rubric or scoring guide (C)
- For four-year programs, admission rates into graduate programs and graduation rates from those programs
- For two-year programs, admission rates into four-year institutions and graduation rates from those institutions
- Quality/reputation of graduate and four-year programs into which alumni are accepted
- Placement rates of graduates into appropriate career positions and starting salaries
- Alumni perceptions of their career responsibilities and satisfaction
- Student ratings of their knowledge and skills and reflections on what they have learned in the course or program (C)
- Questions on end-of-course student evaluation forms that ask about the course rather than the instructor (C)
- Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
- Voluntary gifts from alumni and employers
- Student participation rates in faculty research, publications and conference presentations
- Honors, awards, and scholarships earned by students and alumni

Evidence of Learning Processes that Promote Student Learning (Insights into Why Students Are or Aren’t Learning)

- Transcripts, catalog descriptions, and course syllabi, analyzed for evidence of course or program coherence, opportunities for active and collaborative learning, etc. (C)
- Logs maintained by students documenting time spent on course work, interactions with faculty and other students, nature and frequency of library use, etc. (C)
- Interviews and focus groups with students, asking why they achieve some learning goals well and others less well (C)
- Many of Angelo and Cross’s Classroom Assessment Techniques (C)
- Counts of out-of-class interactions between faculty and students (C)
- Counts of programs that disseminate the program’s major learning goals to all students in the program
- Counts of courses whose syllabi list the course’s major learning goals
- Documentation of the match between course/program objectives and assessments (C)
- Counts of courses whose final grades are based at least in part on assessments of thinking skills as well as basic understanding
- Ratio of performance assessments to paper-and-pencil tests (C)
- Proportions of class time spent in active learning (C)
- Counts of courses with collaborative learning opportunities
- Counts of courses taught using culturally responsive teaching techniques
- Counts of courses with service learning opportunities, or counts of student hours spent in service learning activities
- Library activity in the program’s discipline(s) (e.g., number of books checked out; number of online database searches conducted; number of online journal articles accessed)
- Counts of student majors participating in relevant co-curricular activities (e.g., the percent of Biology majors participating in the Biology Club)
- Voluntary student attendance at disciplinary seminars and conferences and other intellectual/cultural events relevant to a course or program (C)

Interoffice Communication

Date: March 29, 2013

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost

Re: AQIP Update

As we prepare for Ohio University's reaffirmation of accreditation in 2015-16, it is important that the Board of Trustees be informed of these preparations. You will be receiving regular updates at this and future meetings. Key changes in Academic Quality Improvement Program (AQIP) accreditation through the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools include revisions to the processes and criteria for accreditation. As these changes evolve, I will communicate them to the Board. Within Ohio University, I have established an office of Institutional Accreditation, led by Dr. Michael Williford, to help the University respond to these changes as we prepare to seek reaffirmation of accreditation. The attached brief presentation gives the highlights of Ohio University's AQIP accreditation participation and begins to introduce you to the new criteria for accreditation.
AQIP Update
AQIP Update

Review from last Board meeting:

• Higher Learning Commission (HLC) accreditation
  • All locations, programs, services of Ohio University
  • Academic and academic support units
• Since 2002, Ohio University has been a member of the Academic Quality Improvement Program (AQIP), an accreditation pathway through the HLC
• Ohio University has been continuously accredited since 1913
• Ohio University’s accreditation was last reaffirmed in 2009
AQIP Update

Major activities planned:

• 2013-14
  • Assimilate new HLC Criteria for Accreditation
  • Participate in ongoing AQIP action project activities and reports
  • Prepare comprehensive AQIP Systems Portfolio
    • Due November 2013
    • Need to appoint advisory committee
    • Establish body of evidence that Ohio University meets criteria

• 2014-15
  • Receive and respond to Systems Appraisal (HLC evaluation of Systems Portfolio)
  • Quality Checkup Site Visit—HLC team to visit Ohio University
  • Strategy Forum participation—send team to HLC site

• 2015-16
  • Reaffirmation of Accreditation
AQIP Update

Effective January 1, 2013

5 Criteria of Accreditation with 21 Core Components

1. Mission—The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

2. Integrity: Ethical and Responsible Conduct—The institution acts with integrity; its conduct is ethical and responsible.

3. Teaching and Learning: Quality, Resources, and Support—The institution provides high quality education, wherever and however its offerings are delivered.
AQIP Update

Effective January 1, 2013

5 Criteria of Accreditation with 21 Core Components (cont)

4. Teaching and Learning: Evaluation and Improvement—The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

5. Resources, Planning, and Institutional Effectiveness—The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.
AQIP Update

Criterion 1: Mission-- The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

4 required Core Components:

1.A. The institution’s mission is broadly understood within the institution and guides its operations.

1.B. The mission is articulated publicly.

1.C. The institution understands the relationship between its mission and the diversity of society.

1.D. The institution’s mission demonstrates commitment to the public good.
AQIP Update

• **Mission Statement:** Ohio University holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines.

• **Vision Statement:** Ohio University will be the nation's best transformative learning community where students realize their promise, faculty advance knowledge, staff achieve excellence, and alumni become global leaders.
AQIP Update

• Future updates will focus on additional criteria for accreditation
Search Updates

Hires

• Dean, College of Fine Arts
  • Dr. Margaret Kennedy-Dygas
  • May 20, 2013 start date

Search Updates

Dean & Executive Searches

• Regional Campuses
  • Executive Dean for Regional Higher Education
  • Dean, Ohio University-Eastern
  • Dean, Ohio University-Zanesville

• Office of the Executive Vice President and Provost
  • Vice Provost for Diversity and Inclusion
  • Associate Provost for Faculty and Academic Planning
  • Vice Provost for Global Affairs
  • Associate Provost for Institutional Research and Effectiveness
WHEREAS, the multidisciplinary academic mission of the Voinovich School of Leadership and Public Affairs at Ohio University is to promote the application of research and knowledge to problem-solving and strategic solutions on a regional, state, national and increasingly global basis, and to serve as a model for innovation and leadership curriculum development and impact learning; and

WHEREAS, the establishment of this Center will put Ohio University in “a position to lead the emerging field of public/private social engagement and educate the next generation to bridge multiple sectors and develop innovative solutions to wickedly complex social problems,” according to Dr. Laurel McFarland, Executive Director of the National Association of Schools of Public Affairs and Administration; and

WHEREAS, the Center for Public and Social Innovation (CPSI) will build on existing Voinovich School strengths, resources and collaborations to establish a multidisciplinary partnership for public and social innovation education, research, social investments and practice at Ohio University; and

WHEREAS, the proposed center has the support of the Director of the Voinovich School of Leadership and Public Affairs, The Vice President for Research and Creative Activity, and the Executive Vice President and Provost.

NOW, THEREFORE BE IT RESOLVED, that a new center be established within the Voinovich School of Leadership and Public Affairs, to be called the Center for Public and Social Innovation.
Interoffice Communication

Date: March 29, 2013

To: The President and Board of Trustees

From: Joseph C. Shields, Vice President for Research and Creative Activity

Re: Center for Public and Social Innovation (CPSI) Proposal

This agenda item relates to the request by the Voinovich School of Leadership and Public Affairs to establish the Center for Public and Social Innovation. Attached materials include a proposal describing the purpose and activities of the new Center and a resolution for its establishment.

The Center for Public and Social Innovation (CPSI) will build on existing Voinovich School strengths and resources to establish a multidisciplinary partnership for public and social innovation education, research and practice at Ohio University. Establishment of the Center for Public and Social Innovation will put Ohio University in “a position to lead the emerging field of public/private social engagement and educate the next generation to bridge multiple sectors and develop innovative solutions to wickedly complex social problems.” - Dr. Laurel McFarland, Executive Director, National Association of Schools of Public Affairs and Administration. Tim Zak, Director of Carnegie Mellon’s Institute for Social Innovation, predicts in his letter of support that this Center will “serve as a nexus for cross-campus innovation among faculty and researchers by integrating diverse expertise to develop new solutions to vexing problems.”

Social innovation has been described as the process of “developing a novel solution to a social problem that is more effective, efficient, sustainable or just, than existing solutions and for which the value created accrues primarily to society as a whole” (Stanford Social Innovation Center). Social innovation can take place within government, and the for-profit or nonprofit sectors.

The new Center, with the Center for Entrepreneurship/TechGROWTH Ohio and the Consortium for Energy, Economics and the Environment, will be central to advancing the academic mission of the Voinovich School at Ohio University. CPSI’s mission will be to “combine public affairs curriculum, research, and impact learning with venture development frameworks to create innovative, multidisciplinary curriculum and solutions for social problems that generate public-value returns through public and nonprofit institutions.”
Benefits of this new Center for Ohio University include:

- **Major contributions to transformational learning** by providing diverse opportunities for Ohio University undergraduate and graduate students to engage in real-world problem solving through cutting-edge engagement activities such as student competitions, enterprise accelerators, internships, learning communities, leadership institutes and innovation academies. This will enhance student recruitment, increase enrollments and contribute to Ohio University’s vision of producing the best student-centered learning experience.

- **New faculty opportunities in public and social innovation** that build on Ohio University’s existing core capacities of venture development, data informatics, policy analysis and applied research related to health, entrepreneurship, communication technology, community development, energy and the environment as well as new and existing partnerships with Carnegie Mellon University, OhioHealth Corporation, Battelle for Kids, private foundations and many others.

- **A model for innovation and leadership curriculum development** achieved by reshaping the Public Affairs and Environmental Studies curriculum to focus on social innovation and entrepreneurship; developing a multidisciplinary Certificate in Social Innovation to complement the College of Business Certificate in Entrepreneurship; and collaborating with other colleges to develop related curriculum, such as a possible MA program in Health Leadership.

- **Building the culture of innovation and entrepreneurship at Ohio University** through student problem solving, social investment funds, applied research and curriculum that will establish Ohio University as “the place to be” for social innovation. This Center will position Ohio University to further assist public, private and nonprofit entities to develop their capacity to innovate and to provide students with the skills and experience they need to be effective innovators and leaders.

The new Center will be guided by prestigious national panel of leaders in government, the for-profit and nonprofit sectors and higher education. The CPSI’s coordination body will be the Voinovich School’s Strategic Deans Group, which also provides for intercollege coordination for the Center for Entrepreneurship as a collaborative effort of the College of Business and the Voinovich School.
Ohio University
Voinovich School of Leadership and Public Affairs

Center for Public and Social Innovation

CPSI

March 22, 2013
Signature Page

Dr. Mark L. Weinberg, Director, Voinovich School of Leadership and Public Affairs

Signature  
3/19/2013  
Date

Dr. Hugh Sherman, Dean, College of Business, for the Voinovich School Strategic Deans Group

Signature  
3/18/13  
Date

Dr. Greg Browning, President, Capital Partners, for the Voinovich School Strategic Partners Group

Signature  
3/18/13  
Date

Mr. David Wilhelm, President, Woodland Venture Management, for the Voinovich School Strategic Partners Group

Signature  
3/18/13  
Date

Dr. Joseph Shields, Vice President for Research and Creative Activity

Signature  
3/19/13  
Date
Preparing the next generation of public and non-profit leaders by equipping them with skills in innovation and entrepreneurship through high-quality, interactive academic and practical experiences.

**Introduction**

The Voinovich School of Leadership and Public Affairs is a nationally recognized multidisciplinary professional school that is making major contributions to transformational student learning at Ohio University. Its academic mission is to promote the application of research and knowledge to problem-solving and strategic solutions on a regional, state, national and increasingly global basis, and to serve as a model for innovation and leadership curriculum development and impact learning. This mission is integrated with the applied research, consulting and commercialization activities of both the School and Ohio University. It is also consistent with Ohio University’s longstanding commitment to innovative, student-centered and results-oriented public affairs education. Now is the time to take these dynamic efforts to the next level by establishing the Center for Public and Social Innovation (CPSI).

Conceived as a truly collaborative, University-wide initiative, CPSI will provide increased focus, organization and brand recognition for existing and future work related to public and social innovation at Ohio University. As described in the letter of support written by Dr. Laurel McFarland, Executive Director of the National Association of Schools of Public Affairs and Administration, establishing this Center will put Ohio University in “a position to lead the emerging field of public/private social engagement, and educate the next generation to bridge multiple sectors and develop innovative solutions to wickedly complex social problems” (see Appendix VII). The Voinovich School’s other two areas of expertise – *Entrepreneurship and Regional Development* and *Energy and the Environment* – are already benefitting from the structure provided by a multidisciplinary organization of this sort – respectively, the Center for Entrepreneurship (founded in collaboration with the College of Business) and the Consortium for Energy, Economics and the Environment (founded in collaboration with the Russ College of Engineering and Technology and the College of Arts and Sciences). Given the multidisciplinary and interrelated nature of the Voinovich School’s structure, providing a similar framework for Public and Social Innovation activity will not only promote growth in this critical area, but also stimulate further fulfillment of the School’s mission to:

- **Promote the application of research and knowledge to innovative public problem-solving** by paralleling the strengths of Ohio University and its public-private partnerships in healthcare, communications technology, energy and the environment, business and government, community and economic development.

- **Serve as a model for innovation and leadership curriculum development** by reshaping the Public Affairs and Environmental Studies curriculum to focus on strategy, data analytics, and social innovation; developing a multidisciplinary Certificate in Social Innovation; and assisting the College of Health Sciences and Professions, in
collaboration with the College of Business, to explore creation of an MA program in Health Leadership and stackable certificates in Health Informatics and Health Policy and Leadership.

**Make major contributions to transformational student learning** at Ohio University by providing students with real-world experience in problem solving, collecting and analyzing data, communicating with stakeholders and developing creative solutions to perplexing organizational challenges as well as continuing to develop cutting-edge student engagement vehicles with the School’s partners such as student competitions, enterprise accelerators, learning communities, non-profit board internships, leadership institutes and innovation academies. In this way, CPSI will model for students the innovative and entrepreneurial orientation that will help them to become creative, successful leaders in their professional lives.

**Build a culture of innovation** through research, social venture investment, curriculum, and student engagement that will differentiate CPSI, the Voinovich School and Ohio University, contributing to a growing national reputation in this arena and facilitate the recruitment of outstanding students. Tim Zak, Director of Carnegie Mellon’s Institute for Social Innovation, predicts in his letter of support that the Center will “serve as a nexus for cross-campus innovation among faculty and researchers by integrating diverse expertise to develop new solutions to vexing problems.” This will be achieved through the development of strategic partnerships among units at Ohio University that foster innovation and entrepreneurship and expansion of the University partnerships with industry and government.

Initial consideration of this new multidisciplinary center began with a discussion among the members of the Voinovich School’s external Strategic Partners Group, comprised of business, government, and non-profit leaders and led by Senator Voinovich and Visiting Professor David Wilhelm in May, 2011. Mr. Wilhelm and Dr. Greg Browning, both alumni of Ohio University and experts in the field, were charged with leading the process. The idea was further tested throughout 2012 by benchmarking against prominent programs in the field (see Appendix I), in discussions with the Voinovich School Strategic Deans Group, and in consultation with national leaders in innovation and public affairs, including:

- Dr. Laurel McFarland, Executive Director of the National Association of Schools of Public Affairs and Administration (NASPPA)
- Dr. Darrell West, Vice President and Director of Governance Studies and founding Director of the Center for Technology Innovation at the Brookings Institution
- Professor Tim Zak, Associate Teaching Professor and Director of the Institute of Social Innovation at Heinz College of Public Affairs at Carnegie Mellon University
The concept was also discussed with University and State leaders, faculty and professionals. Based on this research, the decision was made to pursue development of a Center with the mission to “combine public affairs curriculum, research, and impact learning with venture development frameworks to create innovative, multidisciplinary solutions for social problems that generate public-value returns through public and non-profit institutions.”

The following document is organized to respond to the seven key questions Ohio University asks all new center proposals to address. These include describing: (1) the need and role that the center will fulfill; (2) the manner in which the center will effectively meet this need; (3) the unique value of the center to Ohio University; (4) the personnel and departments to be involved; (5) the anticipated fiscal resources and sources for a five-year period; (6) the space and equipment needs and how they will be met; and (7) the administrative control and lines of authority for the proposed center.

1. Statement of Need

Driven by recent research, systemic shifts and student demand, an increasing number of universities are recognizing the need to offer programs in social innovation (sometimes referred to as social entrepreneurship). This emerging field combines elements of public management and policy, data analytics and entrepreneurship to develop creative solutions for diverse problems within the public and non-profit sector. With CPSI, the Voinovich School proposes to create a formal vehicle for combining existing expertise in business development, environmental remediation and commercialization with its historic commitment to public affairs education and regional community development. This more systematic approach to coordinating existing cross-sector curriculum, applied research and impact learning will provide an opportunity for Ohio University faculty, professionals and partners to work together to develop the Voinovich School and Ohio University as a market leader in public social innovation, multidisciplinary public affairs education and transformational learning.
In the tradition of other Voinovich School programs, CPSI will fulfill dual roles. First, the Center will spearhead new ways of preparing students for strategic leadership and innovation within the public, private and non-profit sector. This will be achieved by combining current and new curriculum with transformational learning experiences in areas such as strategic leadership, social innovation, entrepreneurship, sustainability, data analytics and process innovation. Second, through continued public/private partnerships with the University’s colleges, government, non-profits and industry, the Center will further develop an innovation and entrepreneurship ecosystem to create new solutions for local, state, national and global challenges in the public and non-profit sectors. This model addresses the immediate need for innovation as well as the long-term goal of developing collaborative leaders who can integrate diverse sectors in a coherent social enterprise, providing a new “third way” that combines the strengths of both private and public approaches. Although the Voinovich School is currently engaged in similar work through its degree programs, student impact opportunities, and grant-funded projects, CPSI will serve to further facilitate the conceptualization, coordination and funding of public strategy and social innovation education, research and creative activity at Ohio University.

CPSI’s proposed approach is supported by recent research. In 2011, a study was conducted comparing the competencies taught in social innovation courses (based on 77 syllabi from 52 universities) with the skills most valued by practitioners (based on a survey of 150 social entrepreneurs and top managers of social enterprises). The results indicate that both educators and practitioners agree that the most critical competencies for social innovation programs to teach are problem solving, managing strategy development, using data to measure outcomes effectively, managing financial capital, developing collaborative relationships and fostering innovation, leadership and creativity (Miller, Wesley and Williams, 2012). These skills are also increasingly critical to public strategy development, as government agencies are challenged to address complex social problems in a resource-tight environment through the innovative use of technology, data analysis and intra-agency collaboration. Developing these capabilities actively encourages students to engage in the transformational learning cycle of participatory engagement, self-evaluation and revision by “transforming frames of reference through critical reflection of assumptions, validating contested beliefs through discourse, taking action on one’s reflective insight, and critically assessing it” (Mezirow, 1997).
2. Meeting the Need

As a multidisciplinary academic planning unit, the Voinovich School of Leadership and Public Affairs is uniquely positioned to develop this center. Currently, many universities house selected social innovation courses in their business schools. However, as described by Greg Dees (generally considered the “Father of Social Entrepreneurship Education”), successful social innovation requires “the same kind of knowledge and rigor around understanding social impact that we have around the financial and managerial side of social ventures” (Worsham, 2012). For over 30 years, the Voinovich School has brought together faculty and students from colleges across the University to work on real-world problems related to local government, business, health, the environment, community development and multiple other sectors. This multidisciplinary framework ensures a rich and cutting-edge combination of issues, knowledge, skills and relationships upon which to develop future research, projects, and applied learning experiences, as well as the funding streams necessary to support this work.

Particularly critical to the success of this initiative is the Voinovich School’s 15-year relationship with Ohio University’s College of Business. This relationship initially focused on applied research and strategic leadership development in the areas of value creation and strategy, resulting in the establishment of the Ohio University Executive Leadership Institute as well as the MPA capstone and other courses on strategy, strategic performance and innovation. More recently, this relationship has evolved into the joint implementation of impact learning through a multidisciplinary, cross-campus focus on entrepreneurship. This collaboration culminated in 2011 with the establishment of the jointly lead Center for Entrepreneurship. In addition, the Voinovich School’s TechGROWTH Ohio program (see text box below) guides and enables a University-based regional entrepreneurial support ecosystem and partnership for business development and technology commercialization. These efforts are further supported through the unique contributions of the College of Business’ Robert D. Walter Center for Strategic Leadership and Center for International Business Education and Development. This business and innovation infrastructure contributes significantly to the Voinovich School’s ability (unique among schools of public affairs nationally) to integrate content and issues across the public, private and non-profit sectors.

CPSI provides an opportunity to expand collaborative partnerships across campus with the Scripps College of Communication (and their Media Innovation Program), the College of Health Sciences and Professions, the Heritage College of Osteopathic Medicine (OUHCOM), the Russ College of Engineering and Technology, the

---

**TechGROWTH Ohio**

is a 5-year-old, $30 million technology startup program funded by Ohio Third Frontier and housed within the Voinovich School. The program supports early-stage entrepreneurs in Southeast Ohio with professional business consulting, small grants, and pre-seed investment. Despite being such a young organization, TechGROWTH has already seen several clients successfully achieve a sustainable level of revenue as well as additional investments from individuals, banks and venture capital funds.
College of Arts and Sciences, University College (and the Sustainability Initiative), the Innovation Center, the Office of the Vice President of Research, Edison Biotechnology Institute (EBI), the Innovation Center and Office of Technology Transfer, the Patton College of Education and the Honors Tutorial College. It provides an opportunity to forge new relationships across campus with units like Student Affairs and Alumni Relations, the Center for International Studies and the College of Fine Arts, as design and art are critical elements in social innovation. Creation of CPSI provides Ohio University the opportunity for new partnerships with the Institute of Social Innovation at Carnegie Mellon University, the Wilson Center for International Scholars, the Institute for Social Innovation at Stanford, the I Forum at the University of Illinois and the Innovation Academy at the University of Florida.

The Voinovich School also has existing relationships and contracts with diverse businesses, non-profit organizations, government agencies and communities at the local, state, national and international level. These connections have simultaneously contributed to and been fostered by the School’s strong reputation for providing high-quality research, technical assistance and leadership development. Key external partners include members of the Voinovich School Strategic Partners Group such as Battelle for Kids, the Appalachian Partnership for Economic Growth (APEG), the regional Business Council, AEP Ohio and the Foundation for Appalachian Ohio as well as numerous state agencies including the Ohio Environmental Protection Agency, the Ohio Third Frontier Program and the Ohio Departments of Mental Health, Education, Health, Natural Resources, and Job and Family Services. Examples of regional and national entities with which the Voinovich School works include the Appalachian Regional Commission, the International Economic Development Council and OhioHealth Corporation as well as the U.S. Departments of Agriculture, Energy, Education and Environmental Protection. New partners such as Knowledge Works and the Tony Wells Foundation have expressed an interest in working with the School and University on public and social innovation issues.

CPSI activity will focus on supporting the three components of the Voinovich School’s mission: promoting the multidisciplinary application of research and knowledge to innovative public problem-solving; serving as a model for innovation and leadership curriculum development; and making major contributions to transformational student learning at Ohio University.

**Promoting the multidisciplinary application of research and knowledge to innovative public problem solving**

The Voinovich School currently generates approximately $1.6 million annually for CPSI-related applied research and consulting with public and non-profit organizations, primarily involving data and policy analysis, program evaluation, and community development (see Appendix IV). CPSI’s initial strategic approach for this work will focus on Voinovich School and Ohio University core capacities in health strategy, sustainability, communications technology, energy and the environment and building social capital funding for these activities.
Health Strategy and Innovation
In collaboration with the College of Health Sciences and Professions, the Heritage College of Osteopathic Medicine and other units comprising the OU Health Sciences System, the Voinovich School is continuing to develop its capacity to use data analytics to assist healthcare providers to pursue improvement in quality care and cost control. The new center will support the University’s Health Science Center and partnerships with OhioHealth, the Cleveland Clinic and other health systems. Examples of how this research and knowledge are already contributing to innovative solutions in this initiative include:

- Voinovich School faculty, students and professionals are working in partnership with OhioHealth, OUHCOM and the University’s Health Sciences Center to develop a nationally recognized framework for health analytics that will improve patient outcomes and lower medical costs.
- Assessments done by the Voinovich School faculty to determine the economic impact of the UNC School of Pharmacy’s research activities and the University Cancer Research Fund, an annual $50 million state appropriation for cancer research and prevention activities, have led to a developing collaboration with The Ohio State University’s Comprehensive Cancer Center to examine cancer-related projects in Appalachia.
- Project LAUNCH, a five-year, multi-million dollar effort led by the Appalachian Rural Health Institute, in collaboration with the Ohio Department of Health, local agencies, and state departments, is being evaluated by Voinovich School staff to identify promising practices for improving service integration and health outcomes for young Ohio children and their families.

Sustainability, Energy and Environmental Innovation
Social innovation and the partnerships it encourages present some of the most promising approaches to tackling complex energy and environment challenges. From the need to transition to a green economy in the face of climate change to providing life-saving technology for the world’s two billion people who are without access to sanitation, social innovation is at the center of efforts to meet the 21st century’s energy and environmental problems. The Voinovich School is continuing to develop capacity related to energy and environmental problem-solving through its work with its multidisciplinary Consortium for Energy, Economics and the Environment (CE3), a collaborative effort with the Russ College of Engineering and Technology, the College of Arts and Sciences, and the Voinovich School. CPSI will also contribute to the Russ College of Engineering and Technology’s emphasis on product life cycle design and socially responsible engineering. Examples of existing Voinovich School research and knowledge contributing to innovative activity in this area include:

- Applying social innovation strategies to improve energy supply chain efficiency, in collaboration with the Small Business Development Center.
Developing a regionally-based Zero Waste Initiative recently recognized as a promising rural practice model by the Clinton Global Initiative, in collaboration with Rural Action and the Sugarbush Foundation.

Exploring cost-effective treatment for shale gas flow back water (in collaboration with faculty and professionals in Civil Engineering, Mechanical Engineering, and the Institute for Corrosion and Multiphase Technology) to be developed with funding from the Research Partnership to Secure Energy for America.

An Investment Fund for Public and Social Innovation Research and Problem Solving
In addition to specific applied research and applications, CPSI is committed to fostering a culture of innovative research and problem-solving that actively encourages investigating and piloting a variety of new models, methods and technologies. One initial plan is the development of a Social Innovation Fund, governed by the principles of venture capital but applied to the spheres of public strategy and social innovation. This Fund will build upon lessons learned by existing marketplaces for public and social innovation such as the Social Impact Exchange (2012), where successful innovations are assessed, matched and scaled through capital access; the Global Impact Investing Network (2012), which offers standardized metrics for social and environmental impact investment; and the State of Ohio’s Local Government Innovation Fund (2012), which provides financial support for key process and efficiency improvements in state government agencies. Whereas private capital measures return on investment through wealth creation, CPSI’s Social Innovation Fund would combine traditional financial measures with measurements of impact on public value.

Serving as a model for innovation and leadership curriculum development
Existing Ohio University courses in a variety of disciplines are relevant to public and social innovation. In addition, the Voinovich School will revise its current academic programs to better reflect this orientation in terms of both their content and delivery. As a first step, the Voinovich School will reshape its Public Affairs and Environmental Studies curriculum to focus on strategy, data analytics, and social innovation, incorporating an interdisciplinary business development model for commercializing technical innovations. As a second step, the Voinovich School plans to develop a multidisciplinary Certificate in Social Innovation with a three-course sequence that incorporates qualifying electives from other colleges, further enhancing the inherently multidisciplinary nature of this course of study. This will complement the Center for Entrepreneurship curriculum, and it is anticipated that key courses will be applicable to both. Potential Certificate in Social Innovation courses that are already offered at the Voinovich School include:

- LPA 5840 - Entrepreneurial Consulting for Public and Non-Profit Organization:
  Overview and develop proficiencies in entrepreneurial consulting as well as starting, scaling and running a successful organization in the public/non-profit sectors.
• **LPA 5710 - Social Entrepreneurship**: Study and engage in innovative approaches to creating and delivering public value by solving persistent social problems.

• **MPA 5590 - Measuring Outcomes in Public and Non-Profit Organizations**: Obtain skills important in implementing an outcome system within a public or non-profit organization and determine information needs for monitoring of service delivery, process innovation and program outcomes.

• **MPA 5830 - Data Analytics for Public and Non-Profit Managers**: Obtain skills required for today’s successful public and non-profit managers: competencies in managing complex data systems and using that data to inform decision making and strategy development. Focus on critical elements of data informatics for public and non-profit fields such as education, the environment, governance and health care.

Additional investments to be made in innovation and leadership curriculum development include:

• The Voinovich School will employ existing data analytic capacity to assist with the development of health-related curriculum, including certificates and a possible MA programs in Health Leadership, Health Policy and a certificate in Health Informatics (currently under review by the University Curriculum Council). This effort is led by the College of Health Sciences and Professions, in collaboration with the College of Business, Voinovich School and the Russ College of Engineering and Technology.

• The multidisciplinary Master of Science in Environmental Studies housed at the Voinovich School will continue to develop current and new certificate programs, with input from the Environmental Studies’ Faculty Advisory Board that includes members drawn from across campus. Proposed programs include a new initiative in sustainability with University College and Arts and Sciences as well as collaboration with the Russ College of Engineering and Technology to further develop their offerings related to socially responsible engineering and project life cycle design.

Any additional courses or proposed certificates developed by planning units will follow the University’s curriculum development process.

**Making major contributions to transformational student learning**

CPSI will also contribute to Ohio University’s goal of providing high-quality, student-centered educational opportunities that lead to transformational learning as well as high rates of recruitment, retention and post-graduation employment. The Voinovich School has extensive experience in this area, having provided hundreds of graduate and undergraduate students with their first real-world experience collecting and analyzing data, communicating with stakeholders and developing creative solutions to perplexing organizational challenges. For example, graduate and undergraduate students are currently working under the supervision of a Voinovich School faculty member to identify the academic, social, and professional support
strategies that are most effective for promoting the success of disadvantaged engineering and computer science students as part of a collaborative project with TechGROWTH and the Russ College of Engineering and Technology. With this one project, the Voinovich School is simultaneously enhancing the learning experience for three groups of students: the Appalachian students currently enrolled in engineering and computer science classes at Ohio University; future students at Ohio University and elsewhere who will potentially benefit from the lessons learned through this evaluation of best practices; and the students working on the evaluation who are experiencing research first-hand by conducting interviews, analyzing data and writing up the results.

CPSI will take this engaged learning model one step further through the continued development of existing Lean Launch-based enterprise acceleration programming that provides students with private and/or non-profit start-up experiences. One example of this is the Biannual Startup Weekend, which is coordinated with a national program that offers participants professional support and instruction to take an idea to the “minimally viable product” stage in a single weekend. Ohio University is planning its third Startup Weekend for Fall 2013. Other activities will include opportunities for student competitions, learning communities and non-profit board internships as well as targeted leadership institutes, innovation academies, and other applications of “product innovation and development” to public and social innovation.

Of particular interest in this area is the Voinovich School’s developing collaboration with the Scripps College of Communication, which seeks to combine existing capacity related to innovation and entrepreneurship with the recent explosion of new digital platforms for delivering and consuming information. Veteran journalist Andy Alexander, who has been spearheading media innovation initiatives in the Scripps College of Communication, will work with the Voinovich School, advising student media innovators, referring promising media start-ups to TechGROWTH Ohio and the Center for Entrepreneurship, involving media industry professionals in Ohio University social innovation and entrepreneurship activities as well as developing industry contacts for a speakers series, student competitions and other programs that benefit both the Voinovich School and Scripps College of Communication. One initial example of this work is the 10-week summer business accelerator for digital media start-ups to be developed in collaboration with the Innovation Center, Center for Entrepreneurship, TechGROWTH Ohio, Scripps College of Communication and the Russ College of Engineering and Technology.

3. Value to Ohio University
Ohio University will directly benefit from CPSI’s ability to enhance student education, attract additional funding and align with national trends to transform the public and social sectors, making Ohio University a leader in innovation and entrepreneurship.
Enhance student education
Public Affairs as a discipline is moving toward social innovation and strategic realization of public value. As of 2011, more than 148 institutions throughout the United States have developed coursework in social innovation/entrepreneurship, in part due to strong student demand (Worsham, 2012). In a 2010 survey of 1,650 undergraduate students, 84 percent report that they expect to pursue work that is socially responsible at some point in their lifetime, and 77 percent say they would like higher education to place more emphasis on training socially responsible individuals, expressing particular interest in coursework related to social responsibility, environmental sustainability and international development (Net Impact, 2010). According to New York University Vice Dean Kim Corfman, “Interest in social entrepreneurship has exploded in recent years. We are seeing it in applications, in club memberships, and in volunteer service” (Byrne, 2012). By further developing opportunities for student engagement in social innovation, CPSI will support Ohio University’s core mission of providing a transformational undergraduate learning experience in a residential campus setting, offering students the chance to address real-world issues through critical thinking and innovative problem-solving. Because of this combination, we anticipate that CPSI will facilitate student recruitment, increase enrollments, garner national recognition as a cutting-edge public and social innovation model and contribute to Ohio University’s vision of producing the best student-centered learning experience.

Attract additional funding and create new revenues
CPSI will help focus the Voinovich School and its partners on Responsibility Centered Management (RCM) revenue growth opportunities, including utilizing enhanced curriculum and impact learning to increase student quality and enrollments as well as expanding current external funding sources and developing new ones. In 2012, the Voinovich School brought in $7,231,140 in grants and contracts related to 175 projects. These applied research and consulting projects provide transformational impact learning experiences for students from across campus. Approximately $1.6 million of this work is CPSI-related, and we forecast that the establishment of this new center will allow the Voinovich School to leverage additional money by:

- Building new multidisciplinary curriculum revenue opportunities through course work, stackable certificates, professional education and impact learning that will contribute to the development of a national reputation and a competitive advantage for Ohio University in the areas of innovation and entrepreneurial education.
- Focusing its advancement efforts around public and social innovation in the application of research and knowledge to strategic solutions, impact learning, and curriculum and leadership development (see Appendix V).
- Increasing awareness of Ohio University’s existing core capacities related to venture development, data analysis and applied research, particularly in the fields of health, entrepreneurship, energy, and the environment.
• Creating a formal entity to encourage and facilitate additional grant-funded interdisciplinary work, further developing a culture of multi-sector innovation and applied learning at Ohio University.
• Intentionally aligning this activity to respond to emerging needs and funding trends within the public and non-profit sector (see below).

**Align with national trends to transform the public, private and non-profit sectors**

At the cutting edge of public policy on a national scale is a new “[movement to] institutionalize innovation in state and local government.” (Funkhouser 2012). This trend is reflected in the establishment of the national Presidential Innovation Fellows program and the creation of Chief Innovation Officer positions to support the work of many federal agencies as well as state and local governments in Massachusetts, New York, California, Maryland, Kentucky and Pennsylvania. In 2012, Ohio launched the “Local Government Innovation Fund,” awarding $6.3 million in grants during its first year to support creative efforts to increase government efficiency and effectiveness. Likewise, public innovation is a common theme within state and regional strategic goals as outlined in 2012 reports from the Ohio Board of Regents and the Governor’s office and agencies. Similarly, over the last decade, for-profit ventures have increasingly recognized the importance of measuring performance based on the “triple bottom line” of profit, social responsibility and environmental sustainability (Savitz and Weber, 2006). By highlighting and coordinating university-wide innovation-related activity, CPSI will position Ohio University to take a leading role in these efforts, both by assisting public, private and non-profit entities to develop their capacity to innovate and by providing students with the skills and experience they need to be effective innovators.

“CPSI will be greeted enthusiastically by both current and prospective students who seek to ‘make a difference’ in their careers and who find much to admire in entrepreneurial undertakings. This combination of meaningful impact and a drive to innovate will speak to those who are frustrated by both business and politics as usual. And it builds on the very best tradition of Ohio University, a place where creativity and leadership go hand in hand.” -David Wilhelm

**4. Personnel and Departments**

Initial personnel and units involved with CPSI will include:

• Voinovich School and Ohio University faculty members and professionals with expertise in the fields of public management and leadership, energy and the environment, non-profit governance, business, education, economic development, psychology, political science and health policy and analytics will work with faculty from throughout Ohio University and other campuses on applied research, curriculum development and transformational learning activity (see Appendix II for faculty bios). Examples of the type of faculty and professional collaborations CPSI seeks to foster include:
Assistant Professor Holly Raffle has partnered with Amy Taylor-Bianco in the College of Business to provide a local school district, the Ohio Department of Alcohol and Drug Addiction Services and the American Evaluation Association with information and training related to change management.

Associate Professor Ani Ruhil and Voinovich School professionals are partnering with Dr. Rick Snow (DO, MPH; Senior Vice President of Clinical Effectiveness at OhioHealth) to utilize predictive modeling techniques to develop models for cardiac rehabilitation and end-of-life-care.

Environmental Studies Director Geoff Dabelko and Geography Professor Geoff Buckley are working to further incorporate social innovation approaches into the curriculum of courses related to urban design, climate change and international environmental policy.

With funding from the Substance Abuse and Mental Health Services Administration, Assistant Professor Lesli Johnson is collaborating with Jane Hamel-Lambert in Family Medicine on Project LAUNCH, a five-year partnership between state policy makers and local service providers designed to improve the health and well-being of children from birth through age eight.

Associate Professor Judith Millesen has worked extensively with a local foundation and business development alliance to develop a new culture and economic base for a struggling rural community in Central Wisconsin. As part of this effort, Dr. Millesen worked with the foundation’s board to significantly restructure their work and is currently under contract with the Aspen Institute to publish a monograph on this project with co-author Doug Easterling from Wake Forest University.

Voinovich School Senior Project Manager Sara Boyd is currently working with the Ohio Housing Finance Agency (OHFA) to develop a long-term memorandum of agreement to serve as OHFA’s research and technical assistance provider for housing related issues in Appalachian Ohio, particularly related to shale development activities. This work builds on Voinovich School research conducted over the last four years related to affordable housing access and development in this region.
• 21 of the Voinovich School’s approximately 70 professionals as well as at least 20 student research scholars will work on CPSI-related activity on a day-to-day basis, with the remainder available as needed. These diverse professionals have extensive experience working with students, organizations and communities on applied research, training, consulting and commercialization projects related to education, entrepreneurship, health, local government, energy and the environment.

• A flexible contingent of visiting faculty, Voinovich Fellows and Executives in Residence who are chosen for their accomplishments in government, industry and the non-profit sector will also play a vital role in CPSI. These individuals are appointed for varying lengths of time and visit Athens several times each year to engaged with faculty, students and professional staff on project work and in the classroom (see Appendix III for more information about key members of this group).

• The academic centers and programs involved in CPSI will vary based on the changing portfolio of project work but will include the Environmental Studies and Public Administration programs, the Center for Entrepreneurship and the Consortium for Energy, Economics and the Environment as well as departments with which the Voinovich School regularly works, including Biology, Economics, Family Medicine, Journalism, Management Information Systems, Mechanical Engineering and Political Science.

As CPSI develops, next stages include recruiting an Executive Director and employing new engaged faculty to respond to the program’s evolving needs. Currently, the Voinovich School anticipates hiring an Assistant/Associate Professor of Public Policy, with a focus on health policy, health informatics, energy and/or environmental policy. This will be a twelve-month, tenure-track, engaged faculty appointment and preference will be given to candidates with experience working collaboratively with multiple internal and external partners.

5. Fiscal Resources
The Voinovich School has a strong track record of establishing academic programs and centers supported through diverse funding streams. There is every reason to expect that CPSI will be similarly successful. Voinovich School faculty and professionals who will be affiliated with the new center have been awarded over 100 grants and contracts in each of the past five years, generating an average total of over $1.6 million per year (see Appendix IV for a breakdown of projects by type).

The focus and visibility provided by CPSI is expected to add to this funding and, more importantly, generate additional revenues for Ohio University through increased student
enrollments and targeted fundraising efforts. Finally, the Voinovich School will provide seed funding to help support the further development of CPSI in its first years and anticipates the new center will help generate additional dollars through private fundraising efforts (see Appendix V for a list of potential foundation funding sources related to public strategy and social innovation). This support will include funding for expanded faculty research, impact learning and instruction on public and social innovation. The development of funds for investments in applications and research, impact learning and curriculum will be developed in concert with the School’s Strategic Partners Group and Strategic Deans Group, the Center for Entrepreneurship, TechGROWTH Ohio, the Office of the Vice President for Research, the University Technology Commercialization Strategy Committee and other appropriate University and external bodies.

### Center for Public and Social Innovation

#### Financial Model

<table>
<thead>
<tr>
<th>Revenue Sources</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voinovich School Operating</td>
<td>$700,000</td>
<td>$700,000</td>
<td>$750,000</td>
<td>$800,000</td>
<td>$850,000</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>$140,000</td>
<td>$140,000</td>
<td>$140,000</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td>$1,350,000</td>
<td>$1,550,000</td>
<td>$1,750,000</td>
<td>$1,950,000</td>
<td>$2,150,000</td>
</tr>
<tr>
<td>Advancement</td>
<td>$0</td>
<td>$50,000</td>
<td>$145,000</td>
<td>$245,000</td>
<td>$245,000</td>
</tr>
<tr>
<td><strong>Total Revenue:</strong></td>
<td><strong>$2,190,000</strong></td>
<td><strong>$2,440,000</strong></td>
<td><strong>$2,785,000</strong></td>
<td><strong>$2,995,000</strong></td>
<td><strong>$3,245,000</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operating Expenses</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel and Fringe</td>
<td>$2,072,732</td>
<td>$2,157,593</td>
<td>$2,512,016</td>
<td>$2,616,908</td>
<td>$2,727,899</td>
</tr>
<tr>
<td>Operations</td>
<td>$85,000</td>
<td>$100,000</td>
<td>$115,000</td>
<td>$130,000</td>
<td>$145,000</td>
</tr>
<tr>
<td><strong>Total Expenses:</strong></td>
<td><strong>$2,157,732</strong></td>
<td><strong>$2,257,593</strong></td>
<td><strong>$2,627,016</strong></td>
<td><strong>$2,746,908</strong></td>
<td><strong>$2,872,899</strong></td>
</tr>
</tbody>
</table>

| Net Remainder / (Deficit) | $32,268 | $182,407 | $157,984 | $248,092 | $372,101 |

### 6. Facilities

CPSI will use existing space assigned to the Voinovich School. Located in three buildings at The Ridges complex on the south end of Campus, this space includes faculty and professional offices, conference rooms for groups ranging from 4 to 100, computer labs, an executive reception / training facility and several technology-enabled classrooms with flexible configurations designed to accommodate diverse teaching needs. The facilities are equipped
with up-to-date office equipment, including a distance learning capacity for blended instruction. No additional space needs are anticipated over the next five years. Any additional equipment needs will be minor and are reflected in the budget above.

The Voinovich School will realign existing space as feasible to meet the demands of new models of higher education that integrate research, application of knowledge, impact learning, curriculum and leadership development. Every effort will be made to work with other units on campus, facilities planning and the Office of the Vice President for Student Affairs to further develop space to support innovative modes of teaching and learning.

7. Control and Authority

The Director of CPSI will report to Mark Weinberg, Director of the Voinovich School, and he in turn reports to the Executive Vice President and Provost of Ohio University. The CPSI’s coordination body will be the Voinovich School’s Strategic Deans Group, which also provides for intercollege coordination for the Center for Entrepreneurship as a collaborative effort of the College of Business and the Voinovich School. This group includes the Deans of the College of Health Sciences and Professions, Scripps College of Communication, College of Business, Russ College of Engineering and Technology, College of Arts and Science and the Heritage College of Osteopathic Medicine. Additional advisory input will be received from the Voinovich School Strategic Partners Group headed by Senator Voinovich and David Wilhelm.

A national advisory panel for the new center will also be established, to be chaired by CPSI founders, Greg Browning and David Wilhelm. Other leaders from relevant fields within academia, government and industry will be recruited to serve on this board in addition to those listed below:

- Dr. Laurel McFarland, Executive Director of the National Association of Schools of Policy and Public Affairs
- Professor Tim Zak, Associate Teaching Professor and Director of the Institute for Social Innovation at Carnegie Mellon University
- Julie Mann, Assistant Vice President, Tech Project Technology Manager Corporation, Bank of America and Ohio University National Alumni Board
- Dr. Rick Snow, System Vice President of Clinical Effectiveness, OhioHealth
- Professor Michael Smith, Dean, School of Government, University North Carolina, Chapel Hill
- Dr. W. Warner Burke, Thorndike Professorship of Psychology and Education and Chair of the Department of Organization and Leadership of the Teachers College, Columbia University
- Dr. Darrell West, Vice President and Director of Governance Studies; founding Director of the Center for Technology Innovation at the Brookings Institution
- Beverly Jones, President, Clearways Consulting LLC and Consultant to the Congressional Management Foundation
- Tony Wells, President, Tony R. Wells Foundation
We are confident the Center for Public and Social Innovation will provide Ohio University students, faculty, professionals and partners with the opportunity to build on the partnership between the Voinovich School and the College of Business as well as existing core capacities which include: developing entrepreneurial solutions for difficult social problems; providing a model for engaged education within a culture of innovation; developing new revenue sources; aligning with national trends related to the public sector and strategy, social innovation, multidisciplinary public affairs education, and transformational learning. The Center will propel Ohio University to national recognition as a higher education leader in innovation and entrepreneurship.
APPENDIX I: Selected Social Innovation Program Comparisons

<table>
<thead>
<tr>
<th></th>
<th>Social Innovation Course</th>
<th>Student Incubators</th>
<th>Student Competitions</th>
<th>Alumni Advising Entity</th>
<th>Student Organizations</th>
<th>Learning Communities</th>
<th>Certificate Program</th>
<th>Civic Leadership Council</th>
<th>HS Internship Program</th>
<th>Applied Learning Internships</th>
<th>Degree or Concentration</th>
<th>Women Leadership Program</th>
<th>Intern. Development Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carnegie Mellon Institute for Social Innovation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>University of Florida Innovation Academy</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Columbia Business School Social Enterprise Program</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Duke University Center for the Advancement of Social Entrepreneurship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>George Mason University Center for Social Entrepreneurship</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ohio State University Glenn School of Public Affairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stanford Graduate School of Business Center for Social Innovation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio University Voinovich School Center for Public and Social Innovation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2013</td>
</tr>
</tbody>
</table>
APPENDIX II: Biographical Sketches of GVS Faculty

Geoffrey D. Dabelko, Professor and Director of Environmental Studies, served as director of the Environmental Change and Security Program (ECSP) from 1997 - 2012, a nonpartisan policy forum on environment, population and security issues at the Woodrow Wilson International Center for Scholars in Washington, D.C. where he helped facilitate dialogue among policymakers, practitioners and scholars grappling with the complex connections that link environment, health, population, conflict and security. His recent research focuses on climate change and security as well as environmental pathways to confidence building and peacemaking, with a special emphasis on management of fresh water resources. Dr. Dabelko was principal investigator for ECSP’s "Health, Environment, Livelihoods, Population and Security Project" (HELPs), "Resources for Peace Project" (RFPP) and "Navigating Peace: Forging New Water Partnerships" initiative. He is co-editor, with Ken Conca of American University, of *Green Planet Blues: Four Decades of Global Environmental Politics* (4th ed., 2010) and *Environmental Peacemaking* (2002). Dabelko has a Ph.D. in government and politics from the University of Maryland and an AB in political science from Duke University.

Sarah Davis is an ecosystem ecologist with expertise in energy bioscience, biogeochemistry and eco-physiology. She quantifies ecosystem-level carbon sequestration and greenhouse gas fluxes in managed landscapes using experimental and modeling approaches. Dr. Davis received her Ph.D. in Biology from West Virginia University in 2007 where she studied the long-term response of forest carbon sequestration to common harvesting practices. She continued her study of forest carbon balances and began researching bioenergy agro-ecosystems while in a post-doctoral position at the University of Illinois at Urbana-Champaign (UIUC), and was then appointed in 2010 as a Bioenergy Analyst for the Energy Biosciences Institute, an interdisciplinary research program at UC Berkeley and UIUC. Prior to her graduate research, Dr. Davis worked as the Assistant Director for the Regional Math/Science Center in Frostburg, Maryland, an alternative education program for underprivileged high school students, where she developed curricula for hands-on environmental science projects.

Lesli Johnson, after a successful clinical career in mental health, joined Ohio University’s Voinovich School of Leadership and Public Affairs in 1997. Johnson holds a Ph.D. in clinical psychology from Ohio University and a Masters in Social Work from the University of Oklahoma. She has twenty years of experience working in community programs, including mental health, health, education and child welfare. As an evaluator, Dr. Johnson has conducted evaluations on school-based programs, mental health and health interventions, community development and community readiness. She is currently serving as lead evaluator on Project LAUNCH, a five-year Substance Abuse and Mental Health Services Administration funded program that includes a partnership between state policy makers and local service providers and the integration of services for children, birth through age eight. She is also the lead
evaluator on a five state initiative to create local coalitions dedicated to the prevention and self-management of diabetes.

G. Jason Jolley is an Assistant Professor of Rural Economic Development at the Voinovich School of Leadership and Public Affairs at Ohio University. Dr. Jolley previously worked at the University of North Carolina at Chapel Hill where he served as Senior Research Director for the Center for Competitive Economies, an applied economic development research center. He was also co-principal investigator for an 18-month evaluation of North Carolina's tax credit and incentive programs for the North Carolina General Assembly in 2008-2009. Dr. Jolley's research includes work on the diffusion of innovation theory and has been published in Business Strategy and the Environment, Economic Development Quarterly, Review of Policy Research, Journal of Public Budgeting, Accounting, & Financial Management, and Economic Development Journal. He received a Ph.D. in public administration from North Carolina State University, an M.A. in political science from the University of Tennessee and an A.B. in economics from UNC-Chapel Hill.

Aleksey Kolpakov received his Ph.D. degree from the School of Public and Environmental Affairs (SPEA), Indiana University. In his research, Dr. Kolpakov primarily aims to understand processes leading to the formation and sustainability of public management networks. Using the case of public-private partnership in K-12 system in the state of Ohio, he developed a theoretical framework that explains a structural development of public management networks over time. Dr. Kolpakov has extensive professional experience working as a consultant for United Nations agencies and projects for the past 10 years. He has consulted for various public, international and non-profit organizations in his home country of the Kyrgyz Republic and abroad to improve their collaborative and learning capacity. He graduated from the London School of Economics and Political Science with a Master of Science degree in Organizational and Social Psychology. He also has a minor in Organizational Behavior and Human Resource Management from the Kelley School of Business at Indiana University.

Natalie Kruse is an Assistant Professor of Environmental Studies at the Voinovich School of Leadership and Public Affairs. Her research on water quality and water remediation has been published in Environmental Earth Sciences, Reclamation Matters, Environmental Geology, Applied Geochemistry, and Mine Water and the Environment. Kruse holds a Ph.D. in Civil Engineering and Geosciences from Newcastle University and a B.S. in Civil Engineering with a minor in Geological Sciences from Ohio University. A winner of the Marshall Scholarship, Kruse won the Best Paper award from Mine Water and the Environment in 2009. She also won the Barry M. Goldwater Scholarship and the Morris K. Udall Scholarship.
Marsha Lewis is an Assistant Professor and currently manages applied research projects related to education and public sector strategy development. She also serves as a senior data analyst for research and evaluation projects. Marsha helped develop the Ohio University Executive Leadership Institute and served as the Institute’s managing director for five years. She is currently pursuing a Ph.D. in educational research and evaluation with concentrations in statistical analysis and psychometrics and holds an M.A. in Public Administration from Ohio University and a B.S. in Social Sciences from Rio Grande College. Before joining the Voinovich School, Marsha taught high school social studies.

Judith Millesen is an associate professor at the Voinovich School of Leadership and Public Affairs at Ohio University, where she is the director of the University’s M.P.A. programs. She is also the founder of the Regional Non-profit Alliance, an organization dedicated to strengthening non-profit organizations in rural Appalachia by providing online resources, affordable workshops and hands-on help. Dr. Millesen teaches classes on public administration, non-profit management and non-profit fundraising. Her research makes a strong link between theory and practice and focuses on non-profit administration and capacity building in the sector with a special interest in board governance. She has produced research reports on the strategic decision making behavior of community foundation boards, non-profit capacity-building in the Pittsburgh region, the evaluation practices of non-profits in New York and Ohio, board motivation in Maine and most recently work on philanthropy and community economic development in central Wisconsin. Her work has appeared in such journals as Non-profit Management and Leadership, Non-profit and Voluntary Sector Quarterly, Non-profit Quarterly, Public Integrity, and Voluntas. Nationally, Dr. Millesen serves on the board of directors for ARNOVA and the board of editorial advisors for BoardSource. Locally she serves on the board of directors for the Athens Foundation. Dr. Millesen received her M.P.A. from the University of Hartford and her Ph.D. in public administration from the University at Albany (SUNY).

Holly Raffle is an Assistant Professor at Ohio University’s Voinovich School of Leadership and Public Affairs. She serves as a research methodologist for qualitative, quantitative and mixed methods research projects including program evaluation. Dr. Raffle primarily works in the disciplines of K-12 education, post-secondary education and public health. Her research has been published in Teaching of Statistics, Psychology of Women Quarterly and Teaching of Psychology. Additionally, she is a Master Certified Health Education Specialist and has taught health in the public school system as well as health, kinesiology, psychology, public administration and education courses at the collegiate level. Dr. Raffle earned her Ph.D. in Educational Research and Evaluation from Ohio University, an M.A. in Educational Policy and Administration from the University of Minnesota and a B.A. in Athletic Training and Health Education from Ohio University.
Anirudh V. S. Ruhil is an Associate Professor and Associate Director of Graduate Programs and Research at the Voinovich School. He also serves as the Co-Director of the Voinovich Scholars Program as well as the Co-Director of the Scripps Survey Research Center. Dr. Ruhil teaches research methods, program evaluation and policy analysis and also serves as a quantitative research methodologist for the Voinovich School. These days Dr. Ruhil is working chiefly with OhioHealth on developing predictive models for patient care, and with the Ohio Department of Education on assessing the rigor and reliability of the educator evaluation system that will be in force for all Ohio teachers starting 2014-2015. Dr. Ruhil has, in the past, worked on evaluations of value-added pilot programs, post-secondary access and success issues in Appalachian Ohio, public health surveys and other projects. His published work appears in the pages of the American Political Science Review, the American Journal of Political Science, the Journal of Politics, State Politics and Policy Quarterly, Policy Studies Journal, Urban Affairs Review, Journal of Public Administration Research and Theory, Social Science Quarterly and Journal of Rural Health. Dr. Ruhil earned his Ph.D. in Political Science from Stony Brook University (NY) after earning B.A. and M.A. degrees in economics at the University of Bombay, India, and an MA in economics from the University of New Hampshire.

Mark Weinberg is a Professor of Leadership and Public Affairs at Ohio University specializing in the areas of organizational strategy and public sector value creation. He is the founding and current Director of Ohio University’s George V. Voinovich School of Leadership and Public Affairs. In 2002, he was named the Appalachian Regional Commission’s Whisman Scholar and served in that capacity for three years. Professor Weinberg received his undergraduate and master’s degrees from the University of Maryland and his doctorate from the University of North Carolina, Chapel Hill. He has taught a range of management courses including the capstone seminar in Public Administration, Public Budgeting, Financial Management and Public Policy Analysis and published in these areas.

The Voinovich School will benefit from the expertise of many faculty from throughout Ohio University. The following list represents a selection of these: Hugh Sherman, Amy Taylor-Bianco and Patrick Kreiser from the College of Business; Todd Meyers, Kevin Crist, and Ben Stuart from the Russ College of Engineering and Technology; Hans Kruse and Andy Alexander from the Scripps College of Communication; Tootie Overby and an incoming expert in health informatics from the College of Health Sciences and Professions; and Delysa Burnier and Geoff Buckley from the College of Arts and Sciences.
Visiting Professor of Leadership and Public Affairs David Wilhelm
David Wilhelm is the Founder and President of Woodland Venture Management, a company that raises and invests private equity in parts of the country that are underserved by the nation's financial industry. In that capacity, Wilhelm founded Adena Ventures, a venture capital fund targeting central Appalachia, and Hopewell Ventures, a second fund focused on entrepreneurial investing in a seven-state region stretching from Ohio to Nebraska. Wilhelm is best known for his political work, which has included managing campaigns for President Bill Clinton, Senator Paul Simon, Senator Joe Biden and Chicago Mayor Richard Daley. In 1993, he became the youngest ever Chair of the Democratic National Committee. Wilhelm holds degrees from Harvard's Kennedy School of Government (M.P.P.) and Ohio University (B.A.), and recently served as Chair of the Ohio University National Alumni Board.

Executive in Residence R. Gregory Browning
Greg Browning is the President of Capital Partners, a Columbus, Ohio-based consulting firm specializing in public policy and management strategy. In conjunction with his Executive in Residence position, Greg is a current member of the Voinovich School Strategic Partners Group and served as an Ohio University Board of Trustee from 1999-2007. His expertise stems from his tenure as Director of the Ohio Office of Budget and Management and as Senior Policy Advisor to the governor in the 1990s when he provided advice on health care, education, tax and fiscal policy and major systems reforms. Browning was a gubernatorial appointee to the Governor's Commission on Student Success, the Ohio Commission to Reform Medicaid and the State Medical Board of Ohio. Browning holds a bachelor's degree from Ohio University, where he studied history and philosophy, and a doctorate in education from The Ohio State University.

Voinovich Fellow Beverly Jones
Beverly Jones consults on leadership matters and coaches executives and professionals to address strategic challenges, navigate transitions and create more productive work lives. Her broad client base includes federal agencies, including the Federal Reserve Board and the Smithsonian Institution, and organizations like the Inter-American Development Bank and the NAS Institute of Medicine as well as trade associations and universities. She also works with attorneys, media executives, wealth managers and other professionals. Jones is an attorney who for 13 years led external affairs and policy matters for Consolidated Natural Gas Company, a Fortune 300 energy and utility company. In addition to her law degree and leadership coaching certificate from Georgetown University, Jones holds an undergraduate degree in Journalism.
and a master's degree in Business Administration from Ohio University, as well as a certificate on senior management in government from Harvard's Kennedy School. Jones began her legal career at the Securities and Exchange Commission. Before law school she established the first Affirmative Action program at Ohio University.

**Voinovich Fellow Mike Zimmer**

Michael J. Zimmer has been an Executive in Residence at the Voinovich School since 2007 and is currently working with Ohio University on shale energy development issues, energy efficiency and finance and development issues in the Appalachian region. Zimmer led the American Bar Association's ABA Renewables and Distributed Energy Committee from 2008 to 2010, and then led the ABA Energy and Environmental Markets and Finance Committee from 2010 to 2012. An expert on energy policy and clean tech transactions and finance, Zimmer has been at the forefront of policy changes since serving as Vice President and Assistant General Counsel of the American Gas Association to the National Energy Plan, advanced natural gas technologies and liquefied natural gas in the late 1970s. In the early 1980's, he led seminal efforts to establish the cogeneration and renewable energy industry nationwide under PURPA. In the late 1980's, he helped form the Natural Gas Vehicle Coalition, which promotes the use of natural gas in motor vehicles. By the early 1990's success with cogeneration merged into formation of the national independent power production sector. In 2002, he was invited to join the strategic advisory group that led to the formation of the American Council on Renewable Energy, the national association of the renewables industry sectors. He has served on the advisory board or Board of Directors of several energy and clean tech companies and national trade groups. His recent work and assignments have also focused on energy and environmental issues in Ohio, Michigan, California, New Jersey and Rhode Island for the manufacturing, building and commercial sectors. He has also worked in law firm management for fifteen years, including a Wall Street and global multinational law firm. He has been educated at Providence College and University of Baltimore School of Law and attended courses at Brown University and the Northwestern University Kellogg School of Business.

**Voinovich Fellow Gayle Channing Tenenbaum**

Gayle Channing Tenenbaum served as Executive Assistant of Human Services for Governor Richard Celeste, coordinating the cabinet departments of human services, mental health, mental retardation, youth services, health and education. With a master’s degree in social work from the Ohio State University, she has previously directed several human services organizations in Cuyahoga County and served as a member of the Strickland Transition Team focusing on health and human services policy. Tenenbaum was recently honored with the Administration on Children, Youth and Families Commissioner’s Award, given to one individual in each state in recognition of exceptional contributions for prevention of child abuse. In 2009 Tenenbaum served on President Barrack Obama’s Health and Human Services Transition team.
Appalachian New Economy Partnership Fellow Jeff Finkle
A recognized leader and international authority on economic development, Jeff is President and CEO of the International Economic Development Council (IEDC), the world’s largest economic development membership organization. He contributes his expertise on community revitalization, business development and job creation to projects nationwide. Addressing significant financial and organizational challenges, Jeff has grown IEDC to a $5 million annual operation with 30 employees. Jeff has established multi-lateral partnerships with regional and national economic development organizations around the world. He now serves on the Board of Directors for Climate Prosperity, Inc., a non-profit organization based on creating important regional economic outcomes -- green savings, green opportunity, and green talent -- while reducing greenhouse gas emissions. A former Deputy Assistant Secretary in the U.S. Department of Housing and Urban Development, Jeff also organized 250 economic development volunteers to work in Gulf Coast communities endeavoring to recover from Hurricane Katrina. He received a Bachelor of Science degree in communications in 1976 from Ohio University and pursued graduate studies in business administration at Ohio State University.

Voinovich Fellow Jo Ann Davidson
Jo Ann Davidson is the President of JAD and Associates LLC, a consulting firm founded in 2001 that provides strategic planning, public policy and public affairs advice to a broad client base. Davidson held a career in public service for over 30 years before serving as Speaker of the Ohio House of Representatives from 1995-2000. During her time in the legislature, she served as Minority Leader, a member of the Executive Committee of the National Conference of State Legislators and Chairman of the Midwestern Council of State Governments. Davidson has since served as Interim Director of the Ohio Department of Job and Family Services, Co-Chairman of the Republican National Committee, Chairman of the Committee on Arrangements for the 2008 Republican National Convention and Chairman of the Ohio Casino Control Commission. Davidson was named Public Official of the Year by Governing Magazine, Legislator of the Year by the National Republican Legislator’s Association, received Good Housekeeping’s Award for Women in Government, and was inducted into the Ohio Women’s Hall of Fame, as well as being recognized by the YWCA as a Woman of Achievement. She is a member the Board of Trustees of the University of Findlay and Franklin University and a former member of The Ohio State University Board of Trustees. She holds honorary degrees from Ohio University, The Ohio State University, Franklin University, Capital University and the University of Findlay.

Scripps Howard Visiting Professional Andrew Alexander
Former Washington Post ombudsman Andrew Alexander is an award-winning journalist and news industry leader who has been a reporter, editor and Washington bureau chief during a career that spans four decades. He has reported from more than 50 countries and won or shared in numerous prizes for distinguished Washington correspondence and investigative journalism. As a strong open government advocate, Mr. Alexander has written and spoken extensively about the public’s right to know. He helped launch the national Sunshine Week initiative,
which each year focuses public attention on freedom of information and the dangers of government secrecy. Before joining The Washington Post in early 2009, he had spent his entire career with the Cox Newspapers chain. He began at a Cox paper in Dayton, Ohio and in 1976 was transferred to the Cox Newspapers Washington Bureau, where he covered Congress and politics. After reporting from the nation’s capital and extended overseas assignments, he moved into editing roles beginning in the late 1980s, first as foreign editor and then as deputy chief in the Cox bureau. In 1997, he was named bureau chief, overseeing a Washington staff of roughly 25 and foreign bureaus in London, Jerusalem, Beijing, Moscow, Mexico City, Baghdad and the Caribbean, as well as domestic bureaus in New York and on the West Coast. During his time as chief, the Cox Washington bureau shared in the Pulitzer Prize for National Reporting. Mr. Alexander serves on numerous boards related to journalism.
APPENDIX IV: 2012 CPSI-Related Work, Broken Down by Project Type

Figure 1: Breakdown by Number of Grants and Contracts

Figure 2: Breakdown by Revenue Amount
APPENDIX V: Potential Foundation Funding for Public Strategy and Social Innovation

The Aspen Institute
Giving Limitations: National basis
Goals are to: increase the legitimacy and visibility of non-profit scholarship; encourage new investments in sector research; support the exploration of tough, neglected questions; and enlarge the number of creative scholars and practitioners pursuing non-profit studies.
2010 total giving: $2,100,816 (grants)

The Case Foundation
Giving limitations: US and Abroad (no grants to individuals)
Giving is focused on achieving sustainable solutions to complex social problems by investing in collaboration, leadership and entrepreneurship. Support is given to organizations that have the strategy, leadership and commitment to make positive, widespread social change.
2011 total giving: $1,226,673 (range of $25,000-$500,000)

AT&T Foundation
Giving limitations: National basis in areas of company operations
Giving opportunities are available for education-focused groups that embrace social innovation, 21st century skills and STEM disciplines in underserved communities.
2011 total giving: $15,514,402 (range of $1,000-$1.6M)

Local Initiatives Support Corporation
Giving limitations: Giving limited to 41 states, including Ohio
The corporation helps community development organizations transform distressed communities and neighborhoods into healthy and sustainable communities that are good places to live, do business, work and raise families.
2010 total giving: $39,857,999

The William and Flora Hewlett Foundation
Giving limitations: Giving limited to San Francisco Bay area, though grants have been made elsewhere around the country
The foundation makes grants to help solve social and environmental issues at home and around the world. It concentrates its resources on activities in education, the environment, global development, performing arts, philanthropy and population.
2011 total giving: $353,626,583 (range of $150,000-$5M)

The Columbus Foundation and Affiliated Organizations
Giving limitations: Limited to Ohio
The foundation seeks to assist donors and others in strengthening and improving the community for the benefits of all its citizens. Grants are made to strengthen existing agencies or
to initiate new programs in the following categories: art and humanities; urban affairs; conservation and environmental protection; education; health; mental health and the developmentally disabled; and social service agencies.
2011 total giving: $106,170,746 (range of $5,000-$5M)

Rudolf Steiner Foundation, Inc.
Giving limitations: National basis
The grant-maker provides seed fund grants for organizations who offer innovative solutions to furthering the field of social finance, especially in one or more of the foundation’s three focus areas (food and agriculture, education and the arts, and ecological stewardship). Also grants social innovation funds for new initiatives that break new social or cultural ground.
2010 total giving: $7,330,354 (range of $1,000-$5,000)

Pearson Charitable Foundation
Giving limitations: National and international basis
The foundation works with leading non-profit, civic and business organizations to provide financial, organizational and publishing assistance worldwide, and to promote literacy, learning and great teaching.
2010 total giving: $20,615,982 (range of $24,000-$2M)

Charles Stewart Mott Foundation:
Giving limitations: Nationally and to emerging countries in Central and Eastern Europe, Russia and South Africa
The foundation’s Civil Society program’s mission is to strengthen philanthropy and the non-profit sector as vital vehicles for increasing civic engagement and improving communities and societies. The goal is to empower people and non-profits to take collective action that promotes and defends democratic values and to promote and develop a more robust culture of private giving for public good.
2011 total giving: $108,542,314 (range of $130,000-$1.1M)

The Blackstone Charitable Foundation
The organization aims to invest in initiatives that encourage and support economic growth, with a primary focus on promoting entrepreneurship.
2011 total giving: $6,119,664
APPENDIX VI: Literature Referenced


Appendix VII: Letters of Support
To the Ohio University Board of Trustees:

As the Executive Director of the National Association of Schools of Public Affairs and Administration (NASPAA), I enthusiastically support establishment of the Center for Public Strategy and Social Innovation (CPSSI). By doing so, Ohio University will be in a position to lead the emerging field of public/private social engagement, and educate the next generation to bridge multiple sectors and develop innovative solutions to wickedly complex social problems.

The demands of this new work environment also present a challenge for academic institutions, requiring professors and programs to move beyond traditionally siloed education structures to embrace activity that includes multiple disciplines as well as external partnerships with government agencies, community organizations and industry. Successfully navigating this new environment requires a wide range of experience and expertise.

Fortunately, the Voinovich School of Leadership and Public Affairs has been engaged in this type of multidisciplinary, multi-sector work for over thirty years and has established a national reputation for excellence in this arena. Because of this, I have asked Mark Weinberg to work with me to develop a panel related to social innovation and public strategy at our upcoming conference in Washington, DC, October 2013. Combining this experience with core competencies in the key fields of health, energy and the environment, the Voinovich School and Ohio University are well positioned to serve as market leaders within this field.

We at NASPAA are pleased with the potential that CPSI offers for the future of public strategy and social innovation education. I look forward to having the opportunity to participate personally in the further development of Ohio University’s efforts by serving as a member of the National CPSI Advisory Board.

Sincerely,

Laurel McFarland
Executive Director
To the Ohio University Board of Trustees,

I am pleased to support the establishment of the Center for Public Strategy and Social Innovation (CPSSI) at Ohio University.

As the Director of Carnegie Mellon's Institute for Social Innovation and former CEO of the Social Innovation Accelerator, an operating foundation investing in and directly supporting new social ventures, I've had the opportunity to experience the many ways in which this type of program can help to catalyze innovation within higher education institutions and the communities they serve.

One important component is providing students with the skills and opportunities necessary to transform their ideas into viable social ventures. Carnegie Mellon's Heinz College was one of the first public policy graduate programs in the country to offer a concentration in social innovation and entrepreneurship, and specific fellowships for social venture development. As a result, a number of our students have gone on to establish innovative "double/triple bottom line" start-ups such as GTECH (Growth Through Energy and Community Health; www.gtechstrategies.org), a nonprofit social enterprise that initially focused on reclaiming wasted land with materials that could be converted into biofuels. GTECH has since expanded into a variety of areas supporting the economic, environmental, and social health of communities and has been recognized by a number of leading social venture investors including Echoing Green.

In addition, this center can serve as a nexus for cross-campus innovation among faculty and researchers by integrating diverse expertise to develop new solutions to vexing problems. As a result, I am particularly excited that CPSSI is being developed to encompass a truly multidisciplinary approach. CPSSI will also benefit greatly from the Voinovich School’s years of experience working with a wide range of departments throughout Ohio University as well as with diverse community groups and government agencies throughout the state.

Having visited Ohio University and talked extensively with Mark Weinberg and others involved in this project, I look forward to serving on CPSSI's National Advisory Board and developing partnership opportunities between Ohio University and Carnegie Mellon.

Sincerely,

Timothy Zak
Associate Teaching Professor
Director, Institute for Social Innovation
Carnegie Mellon University
March 6, 2013

Ohio University Board of Trustees
Athens, Ohio 44701-2979

Re: Center for Public Strategy and Social Innovation (CPSSI)

Dear Sir/ Madam:

As President of the Tony R. Wells Foundation, I am proud to support the recommendation to the Board of Trustees to establish a new Center for Public Strategy and Social Innovation (CPSSI).

Our family foundation was created in 2001 with the mission of “Creating value for the community by developing stronger nonprofit leaders and investing in the next generation of social innovations”. We are the largest funder of Social Entrepreneurship activities in Columbus, Ohio and recognized for our expertise in Social Impact Investing. Last year, our foundation funded activities that involved over 1500 university students. We believe that universities should provide students with experiential learning with real world applications that developing problem solving skills and prepare the next generation of successful leaders.

Recently, I spoke at a Social Entrepreneurship conference attended by 135 universities from around the world. It was a fantastic gathering of faculty members, students, Social Entrepreneurs and philanthropic organizations that support the eco-system of Social Innovation. Many of the common challenges identified within the sector, including creating transformation education, implementing a multidisciplinary collaboration across colleges, and moving social innovations from idea to action, could be addressed by the proposed center at Ohio University.

We respectfully request the board give careful consideration for the Center for Public Strategy and Social Innovation.

Sincerely,

Tony Wells
Tony R. Wells Foundation

The Tony R. Wells Foundation 3582 Woodstone Drive Lewis Center, Ohio 43035
WHEREAS, the Ohio University Board of Trustees adopted the amended Constitution of the Edwin L. and Ruth E. Kennedy Museum of Art at its June 18, 2008 meeting, and

WHEREAS, Article III of the Constitution outlines the process for appointment to the Museum’s Advisory Board, and

WHEREAS, the Interim Dean of the College of Fine Art in consultation with the President has recommended a minimum of five and no more than nine qualified members to serve on the Museum’s Board.

NOW, THEREFORE, BE IT RESOLVED that Ohio University Board of Trustees approves the following additional appointment to the Advisory Board which will bring the number of members currently serving to eight members:

Three-Year Term

Bill Bias   Nursing home consultant, Athens County Treasurer
Ohio University alumnus
Interoffice Communication

Date:   March 29, 2013

To:     The President and Board of Trustees

From:   Pamela J. Benoit, Executive Vice President and Provost

Re:     Kennedy Museum of Art Advisory Board Member

A resolution, a memo from the Interim Dean of the College of Fine Arts, Madeleine Scott, and a brief biography are attached relating to the request for board approval of the appointment of Mr. Bill Bias to a three-year term on the Kennedy Museum of Art Advisory Board.
Interoffice Communication

Date: March 26, 2013

To: Pamela J. Benoit, Executive Vice President and Provost

From: Madeleine Scott, Interim Dean, College of Fine Arts

Re: Approval of Bill Bias as member of Edwin L. and Ruth E. Kennedy Museum of Art Advisory Board

In 2008 the Ohio University Board of Trustees adopted the amended Constitution of the Edwin L. and Ruth E. Kennedy Museum of Art. Article III of the Constitution outlines the process for appointment to the Museum’s Advisory Board which includes the approval of the Board of Trustees.

We request approval for the appointment of Bill Bias to the Advisory Board of the Kennedy Museum of Art for a three year term.

Mr. Bias, an Ohio University alumnus has been a contributing member of the Athens community for 30 years during which time he has been a health care professional, held elected office, and been a member of the Dairy Barn, Cleveland Museum of Art and the Metropolitan Museum of Art. Currently Mr. Bias is a Nursing Home Consultant and serves as Athens County Treasurer.

Attached are:
- Bill Bias’ Biography
- Kennedy Museum Resolution regarding appointment of a member to the KMA Advisory Board.
Bill Bias Biography

Candidate for Kennedy Museum of Art Advisory Board

Bill Bias has a BA in Political Science and a Masters Degree in Health Services Administration both from Ohio University. He has been a licensed Nursing Home Administrator for 30+ years and has held various senior operational management positions for several of the larger nursing home operators in the Midwest. His most recent position was as Project Manager for the new nursing/assisted living center in Athens doing business as Laurels of Athens. He is presently consulting on the development of a continuing care retirement community in Powell Ohio.

Bill has held municipal office for the past 22 years, serving as an At-Large member of Athens City Council (1990-98), Athens City Treasurer (1998-02), and President Athens City Council (2002-12). He has been elected as Athens County Treasurer and will be assuming that position September 2013.

Bill has served as Chair of the Athens County Democratic Party and has been active as a political fundraiser for many years for various Democratic Party candidates including annual fundraisers for Ted Strickland since he was a first term Congressman. He has held fundraisers for both our present State Representative and State Senator.

Bill has been a member of the Dairy Barn, Cleveland Museum of Art, and Metropolitan Museum of Art. He has collected art from local artists and has purchased art and Native American pottery during his trips to Santa Fe and Maine. He makes several trips a year to Washington DC to attend the exhibits at the various galleries.

Should Bill be confirmed as a member of the Kennedy Board of Advisors he would hope to use his community ties and political involvement to further the mission of the Kennedy and where appropriate to utilize his fundraising ability to benefit the museum.
The Ohio University Board of Trustees By-Laws as Amended

Revised September 6, 2012

Revised April 24, 2011

Revised February 10, 2010

Revised January 23, 2009

Revised February 8, 2008

Revised July 14, 1989

Revised June 23, 1990

Revised September 20, 2002

Revised December 17, 2004

Article I. Corporate Authority and By-Laws

Section 1. The Board of Trustees of the Ohio University, a body corporate and politic, hereby adopts these Bylaws for the purpose of governing its activities in accordance with Chapter 3337 of the Ohio Revised Code.

Section 2. No By-Laws shall be enacted, amended, or repealed, except by a vote of a majority of the members (5 votes) of the Board authorized to vote, and then only after thirty (30) days notice of a proposed change has been given to all members.

Section 3. The Board shall be comprised of nine Trustees and two student Trustees, all appointed by the governor of the State of Ohio in accordance with Section 3337.01 of the Ohio Revised Code. The Board shall also include two national Trustees and the chair of the Ohio University Alumni Association Board of Directors or his or her designee. One national Trustee shall be appointed by the Board for a term of one year beginning on July 1, 2010. One national Trustee shall be appointed by the Board for a term of three years beginning on July 1, 2010. Thereafter, both national Trustees shall serve terms of three years.

Section 4. The nine Trustees appointed by the Governor shall hold voting privileges. The two student trustees, the two national trustees and the chair of the Ohio University Alumni Association Board of Directors may not vote on Board matters but their opinions and advice will be actively solicited and welcomed in Board deliberations.

Article II. Officers of the Board

Section 1. Officers of the Board shall be as follows:
(a) Chairperson

(b) Vice-Chairperson

(c) Secretary

(d) Treasurer

Section 2. The Chairperson shall preside at all meetings of the Board, and unless otherwise
directed by the Board, shall have the authority to appoint members of and to fill vacancies on all
standing and special committees. He or she shall serve as Chairperson of the Executive
Committee. Subject to these By-Laws, he or she shall fix the date and time of all regular, special,
and emergency meetings, and perform such other duties as may be pertinent to the office of the
Chairperson.

Section 3. The Vice-Chairperson, in the absence or incapacity of the Chairperson, shall assume
the duties and obligations of the Chairperson.

Section 4. The Secretary shall keep minutes of all Board meetings and shall promptly distribute
copies to all Board members. He or she shall be responsible for the orderly preservation of all
records pertaining to Board business, and shall perform all other duties customary to the office or
assigned by the Chairperson or by Board action.

Section 5. The Treasurer shall be responsible for the fiscal management of the University,
including supporting budget preparation, the preparation of all officially required financial
reports, management of investments, coordination of audits with auditors, including federal and
state auditors, overseeing relationships with financial reporting agencies, and all other financial
responsibilities generally or specifically assigned by the Board or the President.

Article III. Election of Officers

Section 1. The Chairperson, Vice-Chairperson, Secretary, and Treasurer shall be elected annually
by the Board.

Section 2. The Chairperson and Vice-Chairperson shall each serve for one year and shall be
eligible for re-election to their respective offices for a period up to three (3) consecutive years.
The Secretary and the Treasurer shall be eligible for annual election to these offices without a
yearly limitation.

Section 3. In the event of a vacancy in an Officer position, the Board shall elect a successor
from among its members to serve the remainder of the vacant term.
Article IV. The President and Presidential Duties

Section 1. On the basis of mutual good faith and any contractual relationship pointing to continuous service, the President of the University shall be elected from year to year, and shall be entitled at all times to one (1) year severance notice or one (1) year salary if terminated.

Section 2. The President shall attend all meetings of the Board and shall, in an advisory capacity, have a voice in its deliberations. He or she shall have the authority to initiate any subject at Board meetings.

Section 3. The President shall be responsible to the Board for the administration and discipline of the University.

Article V. Meetings

Section 1. Regular Meetings. The Board shall hold no fewer than five (5) regular meetings a year, with the date and time fixed in accordance with the provisions of Article II. Section 2.

Section 2. Special and Emergency Meetings. Special and emergency meetings may be held upon the call of the Chairperson or upon the written request of three (3) Board members to the Secretary.

Section 3. Notice of Meetings. The Secretary shall notify all Board members and the President at least five days in advance of all regular and special meetings and at least one day in advance of all emergency meetings. The policy designated "Notification Procedures for Meetings," which has been adopted by the Board pursuant to Revised Code Section 121.22, is hereby incorporated by reference into this section, and the Secretary shall carry out his or her responsibilities under that policy in accordance with its provision for all meetings.

Section 4. Attendance. It shall be the policy of the Board to require full attendance at all meetings of the Board and committees in accordance with Revised Code Section 3.17. Excuses for absence from meetings shall be communicated to the Secretary at least two (2) days before meetings. Persistent unreasonable absences in violation of Ohio law shall be cause, at the pleasure of the Chairperson, for reporting such delinquency to the appropriate authority of the State of Ohio.

Section 5. Quorum and Voting. Five Trustees appointed by the Governor, (the “Voting Trustees”) A majority (5 voting Trustees) of the Board membership shall constitute a quorum for the conduct of the ordinary business of the Board. An affirmative vote of six Voting Trustees two-thirds (6 votes) of the Trustees authorized to vote shall be necessary to elect or remove a President and an affirmative vote of five Voting Trustees a majority (5 votes) of the Trustees authorized to vote shall be necessary to authorize the sale or lease of a University building or the planned demolition of a University building adopt any other resolution or action of the Board.

Section 6. Agenda. The Secretary shall consult with the chairs of the Standing Committees and then prepare a proposed agenda for each Regular Meeting. The proposed agenda shall be
delivered to the President for his or her review and then to the Chairperson of the Board for final approval.

**Article VI. Standing and Special Committees**

**Section 1.** Standing Committees of the Board, consisting of no fewer than three (3) members each, shall be appointed annually or for longer terms by the Chairperson of the Board, and each Standing Committee shall consider and make recommendations for action by the Board on the various policy matters enumerated below as follows:

(a) University Academics. Responsibilities will include the academic plan; enrollment management; student life; intercollegiate athletics; diversity; research and technology transfer policies and activities; information technology; communications and marketing; academic appointments; promotion and tenure policies and procedures; academic program reviews; and awarding of degrees.

(b) University Resources. Responsibilities will include financial operations; business organization and practices; human resources; university advancement; relations with local, state, and federal legislative and administrative agencies; recommending of the schedule of tuition and fees; borrowing of funds; naming, location, planning, construction, and maintenance and renovation of University facilities and grounds; the purchase, sale and lease of lands and buildings; reviewing and monitoring of all investments including the endowment; contract oversight on public utilities and other large contracts; and recommending of investment policy, advising the Board on investments and appointment of investment advisors to assure compliance with Revised Code Section 3345.05.

(c) Audit. Responsibilities will include the oversight of the internal audit functions, annual or other periodic audits of financial operations, the recommendation of the appointment of an external audit firm to the Board of Trustees, the receipt of the reports of the internal auditor and the external audit firm, and the university’s accountability and compliance procedures.

(d) Governance. Responsibilities will include the recommendation of general governance policies and procedures, the nomination of Board officers and recommendation of candidates for future trustees and national trustees. At the last meeting in each fiscal year, the Committee shall review these Bylaws to determine whether any changes are appropriate and shall recommend any such changes to the Board of Trustees.

(e) Executive. Responsibilities will include consulting with the President on the appointment of executive officers and business not specifically assigned to another Standing or Special Committee.

**Section 2.** The Executive Committee shall be made up of the Chair and Vice Chair of the Board of Trustees and the Chairs of University Academics and University Resources Committees and have broad powers to act in all matters not deemed by the Chairperson of the Board and the President of the University as of importance to command the immediate attention of the entire Board. All actions of the Executive Committee shall be subject to approval by the Board, except
those wherein the Board has delegated to the Executive Committee or the President full power to act for the Board.

Section 3. Special committees may be appointed by the Chairperson of the Board as the Board may deem necessary.

Section 4. The Chairperson of the Board and the President shall be ex-officio non-voting members of all Standing Committees and Special Committees.

Article VII. Parliamentary Authority

Section 1. When not in conflict with any of the provisions of these By-Laws, the Robert’s Rules of Order Newly Revised shall govern the proceedings of the Board.
MEETING DATES FOR SUCCEEDING YEAR

Designation of Stated Meeting Dates for Years Beginning
July 1, 2013 and Ending June 30, 2014

RESOLUTION 2013 –

RESOLVED that the following dates be designated the stated meeting dates for the year beginning July 1, 2013, and ending June 30, 2014.

August 29, 2013 (Meeting)  
August 30, 2013 (Retreat)  
October 31-November 1st, 2013  
January 23-24, 2014  
March 13-14, 2014  
June 26-27, 2014 (Eastern Campus)

COMMENCEMENT
May 10, 2014 - OUCOM
May 2, 2014 - Graduate
May 3, 2014 - Undergraduate

RESOLVED further that, if conditions dictate, the Executive Committee be authorized to change the date of the stated meetings.
DATE: March 26, 2013

TO: The President and Board of Trustees

FROM: Associate Vice President, Risk Management & Safety, Joe S. Adams, CSP
Chief Audit Executive, Jeff Davis, CPA

SUBJECT: University Risk Management Initiative Update

Risk Management and Safety, in conjunction with Internal Audit, will present an update on Enterprise Risk Management and the University Risk Management Initiative at the April 18, 2013 Audit Committee meeting. The risk management process, the implementation methodology, and the Board’s involvement in this initiative will be addressed.

We will be pleased to answer any questions you might have prior to or during the meeting.

JSA/sdh
Audit Committee
Dr. Kevin Lake, Chair
April 18, 2013
Tab
University Risk Management Initiative Update 2013

Joe S. Adams II, CSP
Associate Vice President Risk Management & Safety

Jeff Davis, CPA
Chief Audit Executive
Enterprise Risk Management (ERM) is a system or process to deal with all risks facing an organization.

The University Risk Management Initiative (URMI) is a systematic means to manage enterprise-wide risks at OHIO.
Why the URMI?

• If we can tame uncertainty and improve the decisions made in regard to risk, we will significantly improve our ability to accomplish the University’s mission.

• URMI builds upon the benefits of traditional Risk Management by applying its principles to operational hazards, compliance, reputation and economic risks.
10 Step Implementation Plan for the University Risk Management Initiative:

1. Make a deliberate decision to pursue an URMI.
   * January 2011...Completed

2. Appoint project leaders to coordinate the URMI initiative.
   * March 2011, Joe Adams & George Wendt ...Completed
3. Establish a University Risk Council (URC)
   * Council membership identified July 2011...Completed
   * President’s letter September 2011 ...Completed
   * Initial meeting October 2011 ...Completed
   * Meeting with consultant January 2012...Completed
4. Select an agency to assist with the risk assessment and implementation
   * Selection November 2011
     Bickmore Risk Services (BRS)
     ...Completed

5. In person 1 on 1 interviews with approximately 20 key personnel to identify system risks. To include Board of Trustee members.
   * January 2012...Completed
6. Follow up on-line interviews and survey with secondary list.
   * Consultant action February 2012...Completed

7. URC and consultant develop the risk register and the Heat Map.
   * November 2012...Completed
University Risk Management Initiative
1. Residential Communities and Student Safety
   • Student behavior in residence halls
   • Notification of student misconduct
   • Health concerns with close living
   • Residence hall fires
   • Student mental health
   • Peer pressure

2. Human Resources Management & Compliance
   • FMLA
   • ADA
   • Category of employees
   • Wrongful termination
   • Discrimination

3. Information Technology Breach
   • Release of private information
   • Release of University sensitive information
   • Unauthorized modification of data
   • Data security
   • Internet misuse

4. Party School Reputation
   • Student & peer pressure
   • Public perception
   • Fests
   • Halloween
   • Alcohol

5. Study Abroad Programs
   • Safety of students & staff
   • Health effects
   • Hostage & rescue
   • Restricted travel
   • Terrorism

6. OU-HCOM Operations & Expansion
   • Rapid expansion
   • Long range control
   • Staffing

7. Research Misconduct
   • Unreported conflict of interest
   • Export control laws
   • Falsifying data
   • Plagiarism
   • Loss of reputation
8. URC assigns a project manager to selected risks to ensure their proper handling.
   * Top 3 Risks February 2013

9. Project managers develop a remediation plan for their assigned risks.
   * Top 3 Risks March 2013

10. Project managers periodically report to the URC their progress on each risk.
    * On going….Tracking system
Feedback Loop

Remediated items are monitored and as needed new items are placed on the risk register and the heat map.
Board of Trustees Involvement

- Help Populate the Heat Map
  - January 2012 Interviews

- Receive Prioritized Risks (Heat Map)
  - April 2013

- Receive Annual Updates
  - April 2012
  - April 2013
Institute of Internal Auditor
Recommended Roles for Internal Audit

University Risk Management Initiative
Role of Internal Audit

- Evaluating risk management processes.
- Review reporting and management of key risks.
- Align future audits with Heat Map where possible.
Internal Audit - Appropriate Safeguards

- Provide advice and support for decision making as opposed to making risk management decisions.

- Be clear that management remains responsible for risk management.

- Not manage any risks on behalf of management.
Thank You!

University Risk Management Initiative
Allowing OHIO to better identify, understand, and manage all risks associated with achieving our mission.
Date: March 29, 2013

To: The President and Board of Trustees

From: Chief Audit Executive Jeff Davis, CPA, CIA, CISA, CFE

Subject: Internal Audit Update

Internal Audit will present an update of progress in completing the FY13 work plan at the April 18, 2013 Audit Committee Meeting. Audit plan completion, the audit schedule, selection of the external auditor, ongoing management initiatives and Governmental Accounting Standards Board statement 68 will be addressed.

I will be pleased to answer any questions you might have prior to or during the meeting.
Trustee Kevin Lake
Audit Committee Chair
April 18, 2013
Chief Audit Executive Report

Jeffrey Davis, CPA, CIA, CISA, CFE
Audit Status Update
FY13 Audit Schedule
External Audit Update
Ongoing Management Initiatives
  • Service Alignment Initiative
  • Oracle R12 Assessment
GASB 68
Audit Status Update
## FY13 Audit Plan Status

<table>
<thead>
<tr>
<th>Audit</th>
<th>Auditor</th>
<th>Status</th>
<th>Report Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airport</td>
<td>Ennis</td>
<td>Completed</td>
<td>7/6/12</td>
</tr>
<tr>
<td>Legal Affairs</td>
<td>Ries</td>
<td>Completed</td>
<td>7/13/12</td>
</tr>
<tr>
<td>OIT – Lifecycle Management</td>
<td>Ries/Ennis</td>
<td>Completed</td>
<td>10/5/12</td>
</tr>
<tr>
<td>Chapter 7 Compliance Testing</td>
<td>All</td>
<td>Completed</td>
<td>N/A</td>
</tr>
<tr>
<td>ICA Compliance</td>
<td>Ries/Ennis</td>
<td>Completed</td>
<td>9/4/12</td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td>Ennis</td>
<td>Completed</td>
<td>11/7/12</td>
</tr>
<tr>
<td>OIT Applications – On Base</td>
<td>Tong</td>
<td>Completed</td>
<td>2/4/13</td>
</tr>
<tr>
<td>University Libraries</td>
<td>Ries/Tong</td>
<td>Completed</td>
<td>3/4/13</td>
</tr>
<tr>
<td>University College</td>
<td>Ennis</td>
<td>Completed</td>
<td>Draft 3/28/13</td>
</tr>
<tr>
<td>E-Learning Ohio</td>
<td>Ries/Tong</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>Graduate College</td>
<td>Ennis/Tong</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>OIT Applications - SIS</td>
<td>Tong</td>
<td>Planned</td>
<td></td>
</tr>
<tr>
<td>Follow-Up Audit</td>
<td>Auditor</td>
<td>Status</td>
<td>Report Date</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Airport</td>
<td>Ennis</td>
<td>Completed</td>
<td>3/8/13</td>
</tr>
<tr>
<td>Procurement Services/Accounts Payable</td>
<td>Ries/Ennis</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>Printing Resources</td>
<td>Ennis</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>Legal Affairs</td>
<td>Ries</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>President’s Office</td>
<td>Ries</td>
<td>Planned</td>
<td></td>
</tr>
<tr>
<td>Provost’s Office</td>
<td>Davis</td>
<td>Planned</td>
<td></td>
</tr>
<tr>
<td>OIT Lifecycle Management</td>
<td>Tong</td>
<td>Planned</td>
<td></td>
</tr>
<tr>
<td>Human Resources</td>
<td>Davis</td>
<td>Planned</td>
<td></td>
</tr>
<tr>
<td>Payroll and Tax Compliance</td>
<td>Ries</td>
<td>Planned</td>
<td></td>
</tr>
</tbody>
</table>
FY13 Audit Schedule

<table>
<thead>
<tr>
<th>Audit</th>
<th>Jul-12</th>
<th>Aug-12</th>
<th>Sep-12</th>
<th>Oct-12</th>
<th>Nov-12</th>
<th>Dec-12</th>
<th>Jan-13</th>
<th>Feb-13</th>
<th>Mar-13</th>
<th>Apr-13</th>
<th>May-13</th>
<th>Jun-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Libraries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications/Marketing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-Learning Ohio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OIT - On Base</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OIT - SIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-Up Audits:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>President's Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost's Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procurement/Accounts Payable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payroll</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OIT - Lifecycle Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal Affairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Airport</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
External Audit RFP
External Audit RFP

- Selection of the external auditor is nearing completion.
- Attended firm oral presentations March 12th.
- The 5 points available to the University have been awarded.
- Auditor of State will award final points in process and award the contract.
Ongoing Management Initiatives
Service Alignment Initiative

- University is moving to Responsibility Centered Management (RCM)
- “Decentralized approach to budget allocation that assigns greater control over resource decisions”
One of the important lessons learned from other institutions is that “robust and efficient administrative systems must be in place to support the work of the colleges, campuses, and other academic units”

To successfully implement RCM, services must be aligned with the needs of academic units
Service Alignment Initiative

- Management working to align services with the needs of academic units
- Huron Consulting Group conducted a review of operations in Finance, Human Resources and Information Technology and identified areas where alignment is required
Ohio uses Oracle E-Business Suite (EBS)
The current version of Oracle that Ohio uses (11i) will no longer be supported by Oracle after November 2014
Upgrade to Oracle EBS R12 important for successful RCM implementation
Oracle R12 Assessment

- AST was selected through a competitive process to provide an EBS R12 upgrade assessment and recommendations
- AST conducted a review of existing business processes and system architecture – developed roadmap
- Assessment concluded that upgrade to Oracle EBS R12 will take approximately 1 calendar year
Internal Audit’s Role

- Internal Audit has attended Oracle EBS R12 meetings and participated in the RFP process
- Received and reviewed Service Alignment Initiative documents
- Internal Audit will be available as a resource
Governmental Accounting Standards Board (GASB) – Statement 68
GASB 68 – Accounting and Financial Reporting for Pensions

- Effective for financial statements for the fiscal year ended June 30, 2015
- University will be required to recognize the unfunded pension benefit obligation as a liability for the first time, and to more comprehensively and comparably measure the annual costs of pension benefits
GASB 68 – Accounting and Financial Reporting for Pensions

- Additional note disclosures will be required in the annual financial report
- External Auditor will be auditing compliance with GASB 68
Conclusion

- Questions?
In creating an FY 2013-14 budget proposal, we have been guided by the principles that the Board has designated as paramount—sustaining academic excellence, maintaining affordability, focusing on our strategic priorities, attending to the needs of the university’s workforce and its physical environment, and contributing to the well-being of our region and the state as a whole. Over the course of this academic year, University leadership has sought to engage trustees in a series of conversations about our actions related to these principles.

In those conversations, we have highlighted steps that have been taken to honor our commitment to affordability and accessibility for Ohio students. You have discussed with us the extensive planning that has been undertaken to prepare the University for a changing higher education economic and environmental landscape. We have outlined key planning initiatives including those related to enrollment, infrastructure, residential housing, and total compensation. We have underscored our commitment to ensure that institutional resources are prioritized to support the integration of the University’s research and teaching mission, student success, globalization and the expansion of our eLearning footprint. And we have noted the University’s unique leadership role in technology commercialization and economic and workforce development in Southeast Ohio.

Integral to these efforts has been the long-term but necessary goal of strengthening the University’s balance sheet. This has not been easy given the economic headwinds that have buffeted the University over the past decade. The long-term consequences of a declining per capita share of State Subsidy for Instruction has necessitated student tuition increases and the loss of State capital funding has accelerated our deferred maintenance backlog. In addition, the economic challenges of the past decade have touched every facet of University life including the number of Group I faculty, budget resources to invest in new programs and technologies, and administrative personnel and resources to take care of our grounds, facilities, laboratories, and essential business infrastructure.

Despite these circumstances, we have reported to the Board that Ohio University has demonstrated its resilience. We have worked hard to preserve the University’s academic core. Our student body has grown not only in numbers, but also in quality. University programs have been recognized as Centers of Excellence, ranked highly by a variety of external entities,
and sought out by other academic institutions, corporations, and organizations to collaborate on high visibility international, national, and state-wide initiatives.

By all measures, we have been able to preserve the OHIO value proposition and key metrics would indicate in some respects we have even enhanced them in the face of challenging times. Our success is the result of the hard work of many dedicated individuals who have always put our students first.

Making the Case for Investment

In putting together their budget proposals for FY 2013-14, other public in-state universities have elected not to put forward a tuition increase. We are proposing to take a different course.

Our current level of efficiency, productivity, and planning is such that existing resources are being fully and strategically expended. Without a modest increase in tuition, we will not be able to make necessary and timely institutional investments in our strategic priorities and other key areas of the University.

We only have to look at the current challenges we are facing with regard to faculty and staff compensation, IT, Residential Life and our academic facilities to understand the short-sightedness of “making do.” Our failure to invest in a timely manner has created a legacy of inter-generational inequality wherein future generations of students end up paying a premium to remediate what have become chronic and serious deficiencies.

The legacy that we leave should be one that allows future generations to realize Ohio University’s potential. Such a legacy requires a willingness to take action now.

Our FY 2013-14 budget proposals seeks to balance a desire to manage the cost of obtaining a higher education degree, while avoiding the trap of passing off to future generations the cost of today’s decisions. More specifically we have tried to be explicit as to our institutional priorities for the coming academic year – student success, developing new sources of financial aid, faculty and staff compensation, the creation of innovative academic programs to aid in academic quality and revenue enhancement, and addressing our long-term institutional capital requirements. We have encouraged colleges and planning units to reallocate existing resources and surplus revenues to address their unit specific programmatic requirements. We have continued our judicious approach in projecting new resources to protect against structural deficits by insuring that the revenues are earned before expended.

Proposed Tuition Scenarios

To achieve these goals, we modeled three different tuition scenarios seeking to find one that provides the necessary on-going revenue stream to support our strategic priorities, looks to colleges and planning units to reallocate resources to address their specific priorities, and manages student cost increases. Based on the chart provided below, we believe the proposed 1.6% tuition increase model best meets the criteria as we have defined them. This model further allows us to fully meet our financial aid commitments by using ongoing revenue in our Financial Aid budget.
FY 2013-14 Sources & Uses

<table>
<thead>
<tr>
<th>Sources</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Increases</td>
<td>2.0%</td>
<td>1.6%</td>
<td>1.0%</td>
<td>$3,320,871</td>
<td>$2,749,124</td>
<td>$1,660,435</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Share of Instruction</td>
<td>$2,456,877</td>
<td>$2,456,877</td>
<td>$2,456,877</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal - Sources</td>
<td>$5,777,748</td>
<td>$5,206,001</td>
<td>$4,175,079</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid</td>
<td>$93,311</td>
<td>$93,311</td>
<td>$93,311</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIP &amp; Utilities</td>
<td>$3,751,945</td>
<td>$3,751,945</td>
<td>$3,751,945</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care</td>
<td>$275,978</td>
<td>$275,978</td>
<td>$275,978</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raise Pool</td>
<td>$3,740,957</td>
<td>$3,740,957</td>
<td>$3,740,957</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Commitments</td>
<td>$764,125</td>
<td>$764,125</td>
<td>$764,125</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal - Uses</td>
<td>$8,626,316</td>
<td>$8,626,316</td>
<td>$8,626,316</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net</td>
<td>($2,848,568)</td>
<td>($3,600,315)</td>
<td>($4,451,237)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We also want to be clear that our proposed budget strategy for FY 2013-14 will not prevent us from making new investments in institutional strategic priorities. We remain committed to our previously announced $100 million strategic investment proposal and our proposed budget will deploy the one-time revenues that we earn from the University’s investment pool, the 2% budget set aside and other sources to the institutional strategic priorities identified below. The combination of new revenues sources and the reallocation of existing resources in the FY 2013-14 Budget will ensure that we maintain our value for present and future generations of OHIO students.

$100M Investment Strategy
Reinvesting in the Core Mission

<table>
<thead>
<tr>
<th></th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endowed Professorships</td>
<td>4.1</td>
<td>3.1</td>
<td>4.1</td>
<td>3.1</td>
<td>4.1</td>
<td>3.1</td>
<td>4.1</td>
<td>3.1</td>
<td>24.7</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>0.0</td>
<td>0.8</td>
<td>1.6</td>
<td>1.6</td>
<td>1.6</td>
<td>0.8</td>
<td>0.8</td>
<td>0.8</td>
<td>8.6</td>
</tr>
<tr>
<td>Scholarships</td>
<td>3.2</td>
<td>3.6</td>
<td>3.6</td>
<td>4.0</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
<td>25.4</td>
</tr>
<tr>
<td>Student Programs</td>
<td>1.2</td>
<td>1.2</td>
<td>1.2</td>
<td>1.2</td>
<td>0.8</td>
<td>0.8</td>
<td>0.8</td>
<td>0.8</td>
<td>7.0</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>2.3</td>
<td>2.2</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
<td>10.8</td>
</tr>
<tr>
<td>Community</td>
<td>0.3</td>
<td>2.3</td>
<td>1.6</td>
<td>2.3</td>
<td>1.6</td>
<td>2.3</td>
<td>1.6</td>
<td>1.6</td>
<td>13.6</td>
</tr>
<tr>
<td>Core Facilities (Debt Service)</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>14.0</td>
</tr>
<tr>
<td>Total</td>
<td>2.6</td>
<td>15.9</td>
<td>14.1</td>
<td>15.9</td>
<td>14.5</td>
<td>15.5</td>
<td>12.9</td>
<td>12.9</td>
<td>104.2</td>
</tr>
</tbody>
</table>

Maintaining Ohio University’s Success
At the November board meeting we spent a significant amount of time talking about our “true” peer group and how OHIO University ranked on both qualitative and quantitative measures. We demonstrated that for the dollars expended, Ohio University competes successfully with better-resourced public universities who have national profiles. We underscored that the quality of our faculty and academic programs was a significant factor in attracting the current generation of students. But we also pointed out that without continued
investment we would not be able to sustain that quality and as a result be unable to make progress on our goal of becoming the nation’s best transformative learning community.

We believe the FY 2013-14 proposed budget will continue to support our efforts to provide an academic environment worthy of our history and of our potential. Our FY 2013-14 proposed budget balances the legitimate concerns about the rising cost of a higher education degree today with the need to ensure that we do not ignore the responsibilities we owe to future generations of OHIO students. We therefore are asking the Board to support our proposed 1.6% tuition increase for the coming fiscal year.
Joint Committee Meeting
Academics and Resources

FY2014 Operating Budget and Guaranteed Tuition

Pamela Benoit,
Executive Vice President and Provost

Stephen Golding
Vice President Finance and Administration
FY2014 Operating Budget
Budget Update

Agenda

- Guiding Principles
- Extensive Planning
- Key University Initiatives
- FY 2013-14 Budget Challenges
- FY 2013-14 Budget Sources and Uses
- $100 million Institutional Investments Update
- Proposed FY 2012-14 Tuition and Fee Increases
  - Athens
  - OU-HCOM
  - Regional
  - Room and Board
  - Off-campus Graduate
  - Student Fees
- Why Not 0% - Inter-Generational Equity
Guiding Principles

- Sustaining academic excellence
- Maintaining affordability
- Focusing on strategic priorities
- Attending to needs of University’s workforce
- Addressing critical infrastructure needs
- Contributing to the well-being of our region and state
Extensive Planning

- Comprehensive environmental scan informs our planning around key University initiatives
  - Enrollment
  - Six Year Capital Plan
  - Residential Housing
  - Total Compensation
  - Sources and Uses
  - Debt Management
Overarching University Strategic Priorities

- Effective Total Compensation
- Capital Improvement Plan
- Residential Housing Development Plan
- Tuition Affordability and Financial Aid
- Service Alignment Initiative
- Responsibility Centered Management
- Strengthening the University Balance Sheet
FY 2013-14 Budget Challenges Faculty Compensation

Faculty Salary Rank (vs. Ohio publics)
FY 2013-14 Budget Challenges

Healthcare

![Graph showing healthcare and drug claims per employee with 6% average growth from FY04 to FY14. The graph illustrates a steady increase in healthcare claims over the years.](image)
FY 2013-14 Budget Challenges
Capital Improvements

Total Project Spending $/GSF

Peer Averages
© Sightlines 2001-2011

Ohio University (Athens) Composite
FY 2013-14 Budget Challenges
Capital Improvements

- Baker Phase II
- Lauche Power Plant Project
- Tupper
- Lindley
- McCracken Hall
- Heritage College of Osteopathic Medicine
- Deferred Maintenance
- Residential Housing
The Student Scholarship Task Force recommends the implementation of a more sophisticated and strategic scholarship program that will allow us to maintain our commitments to affordability, maximize net tuition and remain competitive.
Preliminary analysis is showing us future program needs:

- Students are price sensitive but we do very well considering that and in comparison to other schools due to the strong academic reputation of OU.
- Competitive pressures and a locked scholarship model do not allow us to be flexible enough to meet students on a student-by-student basis and make individual adjustments to meet enrollment goals.
- Students may be opting out of even applying to OU for fear that there is not enough financial aid when looking at our current awarding structure.
- Targeted scholarship enhancements ranging from $1,000 - $3,500 above current scholarship awards can make a large difference in our student yields for many of the populations.
FY 2013-14 Budget Challenges

Scholarships

- Scholarships are a major priority in the Campaign
- Matching Scholarship Program: $100 million investment
- $25.4 million in matching funds for scholarships over 7 years
- Largest investment in the $100 million investment
- $75 million in scholarship funds
  - Increases accessibility
  - Increases academic quality
  - Improves our ability to retain and recruit students
  - Leverages external fundraising revenues through fundraising opportunities
  - Improves financial strength by growing the endowment
- Program design in development
FY 2013-14
Strategic Budget Priorities

- Faculty & Staff Compensation
- Capital Improvement Plan
- Unit Reallocation for programmatic investment needs
- Conservative Revenue Projection, feeding $100M Investment Strategy
## FY 2013-14 Budget Sources & Uses

<table>
<thead>
<tr>
<th>Sources</th>
<th>2.00%</th>
<th>1.60%</th>
<th>1.00%</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Increases</td>
<td>$3,320,871</td>
<td>$2,749,124</td>
<td>$1,660,436</td>
<td></td>
</tr>
<tr>
<td>State Share of Instruction</td>
<td>$2,456,877</td>
<td>$2,456,877</td>
<td>$2,456,877</td>
<td></td>
</tr>
<tr>
<td>Subtotal - Sources</td>
<td>$5,777,748</td>
<td>$5,206,001</td>
<td>$4,117,313</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid</td>
<td>$93,311</td>
<td>$93,311</td>
<td>$93,311</td>
</tr>
<tr>
<td>CIP &amp; Utilities</td>
<td>$3,751,945</td>
<td>$3,751,945</td>
<td>$3,751,945</td>
</tr>
<tr>
<td>Health Care</td>
<td>$275,978</td>
<td>$275,978</td>
<td>$275,978</td>
</tr>
<tr>
<td>Raise Pool</td>
<td>$3,740,957</td>
<td>$3,740,957</td>
<td>$3,740,957</td>
</tr>
<tr>
<td>Other Commitments</td>
<td>$764,125</td>
<td>$764,125</td>
<td>$764,125</td>
</tr>
<tr>
<td>Subtotal - Uses</td>
<td>$8,626,316</td>
<td>$8,626,316</td>
<td>$8,626,316</td>
</tr>
</tbody>
</table>

| Net                      | ($2,848,568) | ($3,420,315) | ($4,509,004) |
**$100M Investment Strategy**

Reinvesting in the Core Mission

<table>
<thead>
<tr>
<th></th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endowed Professorships</td>
<td>4.1</td>
<td>3.1</td>
<td>4.1</td>
<td>3.1</td>
<td>4.1</td>
<td>3.1</td>
<td>3.1</td>
<td>3.1</td>
<td>24.7</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>0.0</td>
<td>0.8</td>
<td>1.6</td>
<td>1.6</td>
<td>1.6</td>
<td>0.8</td>
<td>0.8</td>
<td>0.8</td>
<td>8.6</td>
</tr>
<tr>
<td>Scholarships</td>
<td>3.2</td>
<td>3.6</td>
<td>3.6</td>
<td>4.0</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
<td>25.4</td>
<td></td>
</tr>
<tr>
<td>Student Programs</td>
<td>1.2</td>
<td>1.2</td>
<td>1.2</td>
<td>1.2</td>
<td>0.8</td>
<td>0.8</td>
<td>0.8</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>Infrastructure</td>
<td>2.3</td>
<td>2.2</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
<td>1.1</td>
<td>10.8</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>0.3</td>
<td>2.3</td>
<td>1.6</td>
<td>2.3</td>
<td>1.6</td>
<td>1.6</td>
<td>1.6</td>
<td>13.6</td>
<td></td>
</tr>
<tr>
<td>Core Facilities (Debt Service)</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>14.0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2.6</td>
<td>15.9</td>
<td>14.1</td>
<td>15.9</td>
<td>14.5</td>
<td>15.5</td>
<td>12.9</td>
<td>12.9</td>
<td>104.2</td>
</tr>
</tbody>
</table>

Goal: Diversified, sustainable revenue source for investment capital
## Proposed FY 2013-14 Fees Rate Increases

<table>
<thead>
<tr>
<th>Tuition and Fees</th>
<th>Instruction &amp; General Fee</th>
<th>Non-Resident Surcharge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens Campus Undergraduate</td>
<td>1.6%</td>
<td>0%</td>
</tr>
<tr>
<td>Athens Campus Graduate</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Heritage College of Medicine</td>
<td>5.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Regional Campus – Blended Rate*</td>
<td>1.6%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Room &amp; Board</th>
<th>FY 2013-2014 Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Double Room</td>
<td>3.5%</td>
</tr>
<tr>
<td>Meal Plans (excl flex point plans)</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

* Regional Campus Lower Division: 2%; Regional Campus Upper Division: .8%
Proposed FY 2013-14 Fees

Athens Campus

- The University seeks approval to increase the combined undergraduate instructional and general fees by 1.6% or $82 per semester for a full-time resident undergraduate.
- This tuition increase will be used to make essential investments in employee compensation, health care, capital improvements, and heating plant replacement.
- Graduate tuition and Non Resident fees for undergraduate and graduate students remain unchanged.
- New Professional Graduate Programs in Engineering seek approval for market-based Program Fees; Sports Admin Program seeks approval for increased Program Fee.
Proposed FY 2013-14 Fees
HCOM

- The University seeks approval to increase the instructional fees, non-resident fee, and general fee by 5%
- Even with this increase the HCOM tuition will remain among the lowest in the state for medical schools
- The proposed increases will support projected inflationary expenditure increases and investments in medical research and programs
Proposed FY 2013-14 Fees
Regional Campuses

- The University seeks approval to increase the combined undergraduate instructional and general fees by 2.0% for full-time, lower division resident undergraduates
  - $48 per semester for Chillicothe, Lancaster, & Zanesville students
  - $46 per semester for Eastern & Southern students
- The University seeks approval to increase the combined undergraduate instructional and general fees by 0.8% or $20 per semester for full-time, upper division resident undergraduates
- The proposed increases will support projected inflationary expenditure increases and sustain the Regional Campus capital refresh plan
Proposed FY 2013-14 Fees
Housing and Dining Auxiliaries

Room and Board Rates

- The University seeks approval of a 3.5% increase in standard double room rates and a 0.5% increase in board rates.
- The room rate increase was included as part of the Residential Housing Plan adopted in FY 2011.
- Rate increases for each auxiliary will address inflationary pressures while meeting their long-term capital improvement plans.
Proposed FY 2013-14 Fees
Off-campus Graduate

- The Masters in Athletic Administration program requests an additional increase in its program fee of $12/credit hour to offset an adjustment in required credit hours through the quarters to semesters conversion.

- Approval is also sought for program fees for new cohorts in the Masters Electrical Engineering, Masters Civil Engineering
Proposed FY 2013-14 Fees
Student & Other Fees

- The Budget Planning Council sub-committee for Student Course fees reviewed all course fees to determine appropriate value and use of fees
Why not 0%?

- Increased efficiency, productivity and planning has led to improved resource allocation.
- Without a modest increase in resources we cannot make critical investments in key areas.
- History has shown what happens when we don’t invest – IT, Residential Life, Compensation and Facilities.
- Failure to invest can lead to inter-generational inequality.
Inter-Generational Inequality

What is inter-generational inequality?

- It is neglecting to make critical investments in faculty
- It is a failure to maintain quality academic programs
- It is deferring investments in critical infrastructure and facilities
- It is deferring cost increases to future generations of students

Inter-generational inequality can be seen in the challenges we currently face related to IT, Residential Life, Compensation and Facilities
Discussion
Guaranteed Tuition

Tuition has received increasing attention as state support has declined, student debt has increased, and student and family budgets are constrained. It is clear that while public universities have become increasingly tuition dependent to maintain their quality and cover their critical costs, annual tuition increases as a business model will not be sustainable. In exploring best practices, we engaged the Board of Trustees in a discussion of alternative tuition models including differential tuition and a tuition guarantee. Tuition guarantees are a freeze on the tuition for the four years a student is enrolled that gives students and their families an ability to plan. Subsequent classes pay a new cohort rate. Tuition guarantee programs do not eliminate increases but slow the rate.

We believe the tuition guarantee model provides significant benefits including predictability, flexibility, increased affordability and accessibility, completion incentives, the potential for reduced debt burden, student recruitment, and stability. There are challenges in implementing this model including the start-up, the need for legislation, communication with incoming students and parents, the potential for lower revenues, economic/interest volatility, and the evolving political and business environment.

We continue to advance our thinking about a guaranteed tuition model at Ohio University. This presentation shares additional details about what would be included in the guarantee, implementation issues, and how this model would work for students with financial need.
Guaranteed Tuition
Presentation Overview

- Why Provide a Tuition Guarantee Program
- Things to Consider
- Guaranteed Tuition Concept
- Incremental Tuition Concept
- Fixed Versus Incremental - Pricing Sensitivity Model
- Tuition Guarantee Requirements
- OHIO’s Proposed Guarantee
- How OHIO Guarantee Would be Implemented
- Summary Identified Challenges
- Summary Identified Benefits
- Discussion
Why Provide a Tuition Guarantee Program?

- Budget planning for students and parents
- Predictability of tuition revenues
- Financial incentive for timely graduation
- Financial incentives for targeted groups (e.g., combined BA/MA, transfer students, etc.)
- Potential to reduce student debt upon graduation
- Enhancing student recruitment
Things to Consider

- Voluntary or mandatory program
- Student eligibility
- How to handle room, board and course fees
- Determination as to how to set pricing
- Can administrative systems support program
- Tuition rate will grow faster than normal during start-up
- How best to communicate program to prospective students
- Interaction with other institutional efforts
Guaranteed Tuition Concept

- All first-time, first-year, full-time students pay a single tuition rate for four years
- The length of the guarantee is determined by the credit hours required to attain a degree as some programs require more than four years
- Institutions can choose to include room, board, course fees and other mandatory fees
- Tuition guarantee can be flexible to meet student needs
- While not all guarantee programs are mandatory, the literature suggests the most effective ones are
- Guarantee programs are not tuition savings plans but are intended to offer greater transparency as to costs
Guaranteed Tuition Concept Offers Flexibility

- **Student Maintains Continuous Enrollment but does not Finish Degree**
  - (A) If course work or credit hour requirements exceed 4 years for a program, guarantee is extended to cover the additional semesters
  - (B) Students with disabilities can seek accommodation to extend the guarantee
  - (C) Students who continue an extra year would be bumped up one cohort rate

- **Student Takes a Leave of Absence**
  - (A) For medical, military, or other approved leaves the guarantee remains in place (waiver programs)
  - (B) For non-approved leaves, students pay the cohort rate of entering students
Guaranteed Tuition Concept
Incremental Tuition Concept

State Fee Cap & Tuition Increase History

- State Tuition Caps
- OU Undergrad Tuition Increase

Proposed Cap

<table>
<thead>
<tr>
<th>Year</th>
<th>State Fee Cap</th>
<th>Undergrad Tuition Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY'04</td>
<td>8.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>FY'05</td>
<td>6.0%</td>
<td>8.0%</td>
</tr>
<tr>
<td>FY'06</td>
<td>4.0%</td>
<td>6.0%</td>
</tr>
<tr>
<td>FY'07</td>
<td>2.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>FY'08</td>
<td>0.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>FY'09</td>
<td>0.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>FY'10</td>
<td>0.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>FY'11</td>
<td>0.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>FY'12</td>
<td>0.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>FY'13</td>
<td>0.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>FY'14</td>
<td>0.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>FY'15</td>
<td>0.0%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>
## Incremental Tuition

### Annual Growth

<table>
<thead>
<tr>
<th>Year</th>
<th>Tuition</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>$6,714</td>
<td>8.4%</td>
</tr>
<tr>
<td>2003-04</td>
<td>$7,635</td>
<td>13.7%</td>
</tr>
<tr>
<td>2004-05</td>
<td>$8,606</td>
<td>12.7%</td>
</tr>
<tr>
<td>2005-06</td>
<td>$9,272</td>
<td>7.7%</td>
</tr>
<tr>
<td>2006-07</td>
<td>$9,646</td>
<td>4.0%</td>
</tr>
<tr>
<td>2007-08</td>
<td>$10,314</td>
<td>6.9%</td>
</tr>
<tr>
<td>2008-09</td>
<td>$10,404</td>
<td>0.9%</td>
</tr>
<tr>
<td>2009-10</td>
<td>$10,754</td>
<td>3.4%</td>
</tr>
<tr>
<td>2010-11</td>
<td>$10,554</td>
<td>-1.9%</td>
</tr>
<tr>
<td>2011-12</td>
<td>$11,064</td>
<td>4.8%</td>
</tr>
<tr>
<td>2012-13</td>
<td>$11,444</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

CAGR: 5.7%
### Incremental Total Costs
Tuition, Fees, Room & Board Annual Growth

<table>
<thead>
<tr>
<th>Total Costs - Tuition, Fees, Room &amp; Board</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Growth</strong></td>
</tr>
<tr>
<td>2002-03</td>
</tr>
<tr>
<td>2003-04</td>
</tr>
<tr>
<td>2004-05</td>
</tr>
<tr>
<td>2005-06</td>
</tr>
<tr>
<td>2006-07</td>
</tr>
<tr>
<td>2007-08</td>
</tr>
<tr>
<td>2008-09</td>
</tr>
<tr>
<td>2009-10</td>
</tr>
<tr>
<td>2010-11</td>
</tr>
<tr>
<td>2011-12</td>
</tr>
<tr>
<td>2012-13</td>
</tr>
<tr>
<td><strong>CAGR</strong></td>
</tr>
</tbody>
</table>
## Fixed Versus Incremental Pricing Sensitivity Model

<table>
<thead>
<tr>
<th>Inflation Model</th>
<th>Rate</th>
<th>FY13 Base</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>3.00%</td>
<td>10,216</td>
<td>10,522</td>
<td>10,838</td>
<td>11,163</td>
<td>11,498</td>
<td>44,022</td>
</tr>
<tr>
<td>Room</td>
<td>3.00%</td>
<td>5,648</td>
<td>5,817</td>
<td>5,992</td>
<td>6,172</td>
<td>6,357</td>
<td>24,338</td>
</tr>
<tr>
<td>Board</td>
<td>3.00%</td>
<td>4,362</td>
<td>4,493</td>
<td>4,628</td>
<td>4,766</td>
<td>4,909</td>
<td>18,796</td>
</tr>
<tr>
<td>Other Fees</td>
<td>3.00%</td>
<td>354</td>
<td>365</td>
<td>376</td>
<td>387</td>
<td>398</td>
<td>1,525</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>20,580</td>
<td>20,833</td>
<td>21,458</td>
<td>22,101</td>
<td>22,765</td>
<td>87,157</td>
</tr>
</tbody>
</table>

9.27% compounded

<table>
<thead>
<tr>
<th>Guarantee</th>
<th></th>
<th>20,580</th>
<th>21,789</th>
<th>21,789</th>
<th>21,789</th>
<th>21,789</th>
<th>87,157</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.88% increase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guarantee Detail</th>
<th>FY13 Base</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>Total Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>5.88%</td>
<td>10,216</td>
<td>10,816</td>
<td>10,816</td>
<td>10,816</td>
<td>43,265</td>
</tr>
<tr>
<td>Room</td>
<td>5.88%</td>
<td>5,648</td>
<td>5,980</td>
<td>5,980</td>
<td>5,980</td>
<td>23,919</td>
</tr>
<tr>
<td>Board</td>
<td>5.88%</td>
<td>4,362</td>
<td>4,618</td>
<td>4,618</td>
<td>4,618</td>
<td>18,473</td>
</tr>
<tr>
<td>Other fees</td>
<td>5.88%</td>
<td>354</td>
<td>375</td>
<td>375</td>
<td>375</td>
<td>1,499</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20,580</td>
<td>21,789</td>
<td>21,789</td>
<td>21,789</td>
<td>21,789</td>
<td>87,157</td>
</tr>
</tbody>
</table>
Tuition Guarantee Requirements

- Program implementation will require legislation
- Program implementation would require Board of Trustees’ approval
- Program implementation would require Board of Regents’ approval
- Implementation will require significant system upgrades
An Ohio University guarantee proposal might look as follows:

- a four year 120/124 fixed price guarantee for the Athens campus
- The fixed price guarantee would be for 10 semesters should degree or course of study require it (e.g. engineering, some music programs)
- The guarantee would be for tuition and fees, room and board and most course fees
- Exceptions to fee guarantee would be for unique programs such as aviation for example
- The guarantee would cover degree- and licensure seeking undergraduates
**OHIO’s Proposed Guarantee**

- The fixed price guarantee would be before the application of gifts, grants and loans.
- Graduate level tuition, Continuing Education and eLearning tuition, and study abroad tuition would **not** be covered by the guarantee.
- Each year by June 30th the Board of trustees would set a new Tuition and general fee, room and board, and course fees table. The new rates may be published as tentative before June 30th, at the Bursar’s tuition and fee web-site.
- Students would be placed in a fixed-price cohort group based on their first term of enrollment to Ohio University as a degree- or licensure-seeking in-state “on campus student” on the Athens campus.
## Fixed-Price Model

<table>
<thead>
<tr>
<th>Historical Model</th>
<th>FY13 Base</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>2.00%</td>
<td>10,216</td>
<td>10,420</td>
<td>10,629</td>
<td>10,841</td>
<td>11,058</td>
<td>11,279</td>
<td>11,505</td>
<td>11,735</td>
</tr>
<tr>
<td>Room</td>
<td>3.50%</td>
<td>5,648</td>
<td>5,846</td>
<td>6,050</td>
<td>6,262</td>
<td>6,481</td>
<td>6,708</td>
<td>6,943</td>
<td>7,186</td>
</tr>
<tr>
<td>Board</td>
<td>3.50%</td>
<td>5,400</td>
<td>5,589</td>
<td>5,785</td>
<td>5,987</td>
<td>6,197</td>
<td>6,414</td>
<td>6,638</td>
<td>6,870</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21,264</td>
<td>21,855</td>
<td>22,464</td>
<td>23,090</td>
<td>23,736</td>
<td>24,401</td>
<td>25,086</td>
<td>25,791</td>
</tr>
<tr>
<td>Blended</td>
<td>2.78%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>21,264</td>
<td>21,855</td>
<td>22,464</td>
<td>23,090</td>
<td>23,736</td>
<td>24,401</td>
<td>25,086</td>
<td>25,791</td>
</tr>
<tr>
<td>Guarantee Scenario</td>
<td>FY14 Cohort</td>
<td>22,514</td>
<td>22,514</td>
<td>22,514</td>
<td>22,514</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY15 Cohort</td>
<td></td>
<td>23,190</td>
<td>23,190</td>
<td>23,190</td>
<td>23,190</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY16 Cohort</td>
<td></td>
<td>23,885</td>
<td>23,885</td>
<td>23,885</td>
<td>23,885</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY17 Cohort</td>
<td></td>
<td>24,602</td>
<td>24,602</td>
<td>24,602</td>
<td>24,602</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY18 Cohort</td>
<td></td>
<td>25,340</td>
<td>25,340</td>
<td>25,340</td>
<td>25,340</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OHIO UNIVERSITY**
### FULL NEED STUDENT EXAMPLE

<table>
<thead>
<tr>
<th>Four Year Graduation Plan</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>OU Guaranteed Tuition (1)</td>
<td>$10,816</td>
<td>$10,816</td>
<td>$10,816</td>
<td>$10,816</td>
</tr>
<tr>
<td>Other Fees (2)</td>
<td>$375</td>
<td>$375</td>
<td>$375</td>
<td>$375</td>
</tr>
<tr>
<td>Net Housing</td>
<td>$5,980</td>
<td>$5,980</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Net Meals</td>
<td>$4,618</td>
<td>$4,618</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$21,789</strong></td>
<td><strong>$21,789</strong></td>
<td><strong>$11,191</strong></td>
<td><strong>$11,191</strong></td>
</tr>
<tr>
<td>Your Total Financial Aid Package</td>
<td>-$13,400</td>
<td>-$13,400</td>
<td>-$13,400</td>
<td>-$13,400</td>
</tr>
<tr>
<td><strong>Your Total Billable Costs</strong></td>
<td><strong>$8,389</strong></td>
<td><strong>$8,389</strong></td>
<td><strong>-$2,209</strong></td>
<td><strong>-$2,209</strong></td>
</tr>
</tbody>
</table>

First Year Financial Aid Award for the 2014-15 School Year - **Full Parent Contribution**

Your Expected Family Contribution from the FAFSA: $0

OU Guaranteed Tuition and Fees: $11,191

**Your Financial Aid Awards**

- Federal Pell Grant (3): $5,645
- Grants from State (4): $856
- Other Scholarships: $0
- Base Student Loan Amount: $5,500
- Grants and Scholarships from OU (5): $1,399

**TOTAL Aid Package - Removed from Direct Costs**: -$13,400

**Your Net Tuition**: -$2,209

**Room and Board Costs**

- Housing: $5,980
- Food: $4,618

**TOTAL Room and Board Costs**: $10,598

**Your Total Billable Costs**

*Net Tuition, Plus Room and Board Costs*: $8,389

(1) Tuition and General Fee
(2) Course Fees, Tech Fees, Graduation Fees, etc.
(3) This is the full FY13-14 Pell award
(4) This is the current FY12-13 OCOG
(5) Average award for students with need at Ohio University
## Four Year Graduation Plan

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>OU Guaranteed Tuition</td>
<td>$10,816</td>
<td>$10,816</td>
<td>$10,816</td>
<td>$10,816</td>
</tr>
<tr>
<td>Other Fees (2)</td>
<td>$375</td>
<td>$375</td>
<td>$375</td>
<td>$375</td>
</tr>
<tr>
<td>Net Housing</td>
<td>$5,980</td>
<td>$5,980</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Net Meals</td>
<td>$4,618</td>
<td>$4,618</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$21,789</td>
<td>$21,789</td>
<td>$11,191</td>
<td>$11,191</td>
</tr>
<tr>
<td><strong>Your Total Financial Aid Package</strong></td>
<td>-$7,399</td>
<td>-$7,399</td>
<td>-$7,399</td>
<td>-$7,399</td>
</tr>
<tr>
<td><strong>Your Total Billable Costs</strong></td>
<td>$14,390</td>
<td>$14,390</td>
<td>$3,792</td>
<td>$3,792</td>
</tr>
</tbody>
</table>

## First Year Financial Aid Award for the 2014-15 School Year - Full Parent Contribution

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Expected Family Contribution from the FAFSA (3)</td>
<td>$13,566</td>
</tr>
<tr>
<td>OU Guaranteed Tuition and Fees</td>
<td>$11,191</td>
</tr>
</tbody>
</table>

### Your Financial Aid Awards

- Federal Pell Grant: $0
- Grants from State: $0
- Other Scholarships: $500
- Base Student Loan Amount: $5,500
- Grants and Scholarships from OU: $1,399

**TOTAL Aid Package - Removed from Direct Costs** - $7,399

### Your Net Tuition

**$3,792**

### Room and Board Costs

- Housing: $5,980
- Food: $4,618

**TOTAL Room and Board Costs** - $10,598

### Your Total Billable Costs

Net Tuition Plus Room and Board Costs - **$14,390**

---

(1) Tuition and General Fee
(2) Course Fees, Tech Fees, Graduation Fees, etc.
(3) Average Expected Family Contribution at Ohio University
OHIO’s Proposed Guarantee

- “On-campus” excludes students on study-abroad and students taking continuing education courses
- The fixed-price guarantee covers both new freshmen and transfers and is not affected by class standing at entry – i.e. any freshman, sophomore, junior, senior, 5th year senior, or undergraduate certificated student in Education would be eligible
- Students covered by the fixed-price guarantee who transfer to a school or college within Ohio University will not see a change in their fixed-price guarantee for their four year cohort group
Table of Contents

1. OHIO’s Proposed Guarantee

   - A four-year fixed-price guarantee program could be effective the fall of 2015-16
   - Continuing students who are enrolled in or before 2015-16 will be treated like others in the non-fixed-price guarantee cohort covered under the State’s tuition cap program.
   - Students who are admitted for a term but defer enrollment to a later term will be placed in a fixed-price guarantee cohort based on their first term of enrollment.
Students who need to leave Ohio University for extenuating circumstances and receive a waiver will continue to pay their cohort’s fixed-price guarantee if they re-enroll.

Their fixed-price guarantee rate will be extended beyond its normal expiration date for a period matching the student’s absence.

The University Registrar must verify any extenuating circumstance, which are to include military service, an emergency medical condition, or an immediate family emergency lasting less than one year.

If a student is unable to complete their degree in the four years due to an inability to take a course or courses due to the failure of the University to offer them in a timely manner as determined by the University Registrar, the University will provide the ability for the student to take that course(s) free of charge or an alternative.
## Fixed-Price Model

<table>
<thead>
<tr>
<th>Historical Model</th>
<th>FY13 Base</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>2.00%</td>
<td>10,216</td>
<td>10,420</td>
<td>10,629</td>
<td>10,841</td>
<td>11,058</td>
<td>11,279</td>
<td>11,505</td>
<td>11,735</td>
</tr>
<tr>
<td>Room</td>
<td>3.50%</td>
<td>5,648</td>
<td>5,846</td>
<td>6,050</td>
<td>6,262</td>
<td>6,481</td>
<td>6,708</td>
<td>6,943</td>
<td>7,186</td>
</tr>
<tr>
<td>Board</td>
<td>3.50%</td>
<td>5,400</td>
<td>5,589</td>
<td>5,785</td>
<td>5,987</td>
<td>6,197</td>
<td>6,414</td>
<td>6,638</td>
<td>6,870</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21,264</td>
<td>21,855</td>
<td>22,464</td>
<td>23,090</td>
<td>23,736</td>
<td>24,401</td>
<td>25,086</td>
<td>25,791</td>
</tr>
<tr>
<td>Blended</td>
<td>2.78%</td>
<td>91,145</td>
<td>93,691</td>
<td>96,313</td>
<td>99,014</td>
<td>101,795</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guarantee Scenario</th>
<th>FY14 Cohort</th>
<th>FY15 Cohort</th>
<th>FY16 Cohort</th>
<th>FY17 Cohort</th>
<th>FY18 Cohort</th>
<th>FY19 Cohort</th>
<th>FY20 Cohort</th>
<th>FY21 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22,514</td>
<td>22,514</td>
<td>22,514</td>
<td>22,514</td>
<td>22,514</td>
<td>22,514</td>
<td>22,514</td>
<td>22,514</td>
</tr>
<tr>
<td></td>
<td>5.88%</td>
<td>90,056</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY15 Cohort</td>
<td>23,190</td>
<td>23,190</td>
<td>23,190</td>
<td>23,190</td>
<td>23,190</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.00%</td>
<td>92,760</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY16 Cohort</td>
<td>23,885</td>
<td>23,885</td>
<td>23,885</td>
<td>23,885</td>
<td>23,885</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.00%</td>
<td>95,540</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY17 Cohort</td>
<td>24,602</td>
<td>24,602</td>
<td>24,602</td>
<td>24,602</td>
<td>24,602</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.00%</td>
<td>98,408</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY18 Cohort</td>
<td>25,340</td>
<td>25,340</td>
<td>25,340</td>
<td>25,340</td>
<td>25,340</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.00%</td>
<td>101,360</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary
Identified Challenges

- Start-up
- Requires Legislation
- Communication
- Potential for Lower Revenues
- Economic/Interest Rate Volatility
- Evolving Political Environment
- Evolving Business Environment
Summary
Identified Benefits

- Predictability
- Flexibility
- Increased Affordability and Accessibility
- Completion Incentives
- Reduced Debt Burden
- Student Recruitment
- Stability
Discussion