



**OHIO**  
UNIVERSITY

# Board of Trustees

Ohio University

Athens, Ohio

## Agenda

January 24, 2014



**OHIO**  
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**BOARD ACTIVITIES FOR January 23<sup>rd</sup> & January 24<sup>th</sup>, 2014**  
**Ohio University Main Campus – Athens, Ohio**  
**Activity & Committee Meeting Schedule**

**Thursday, January 23, 2014**

- 8:15 a.m. Bus pick-up at OU Inn
- 8:30 a.m. Joint Academics/Resources Committee Meeting, Margaret M. Walter Hall, Governance Room
- 10:45 a.m. Board bus to Schoonover Center for Communication
- 11:00 a.m. Schoonover Center for Communication Tour, *Tentative*
- Noon Board bus to Margaret M. Walter Hall
- 12:15 p.m. Trustee Luncheon, Margaret M. Walter Hall, Rotunda
- 1:30 p.m. Resources Committee, Margaret M. Walter Hall, Room 125/127
- 1:30 p.m. Academics Committee, Margaret M. Walter Hall, Governance Room 104
- 3:30 p.m. Governance Committee, Margaret M. Walter Hall, Room 125
- 3:30 p.m. Audit Committee, Margaret M. Walter Hall, Room 127
- 6:30 p.m. Reception – Trustees, President, Board Secretary, Executive Staff and Guests; OU Inn, Lindley Room
- 7:00 p.m. Dinner – Trustees, President, Board Secretary, Executive Staff and Guests; OU Inn, Lindley Room

**Friday, January 24, 2014**

- 7:30 a.m. Trustee Breakfast - Executive Committee; OU Inn, Lindley Room
- 10:00 a.m. Board Meeting; Margaret M. Walter Hall, Governance Room 104
- Noon Trustee Luncheon, Margaret M. Walter Hall 125
- Noon Media Availability, Margaret M. Walter Hall 127

**AGENDA**  
**Board of Trustees Meeting**  
**Friday, January 24, 2014 – 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 November 1, 2013.**

Comments from the Chair of the Board of Trustees

**2. Report from the President**

**3. Report from Chair of Faculty Senate**

**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 12 - Resolution,** Construction Projects Approval – Schematic Design

**Tab 13 - Resolution,** Construction Projects Approval – Construction

**Tab 14 - Resolution,** Gift and Naming of Real Estate

**Tab 24 - Resolution,** CHSP Master of Physician Assistant Studies

**Tab 25 - Resolution,** CHSP Global Health Certificate

**Tab 26 - Resolution,** Kennedy Museum Appointment

## **Unfinished Business**

### **New Business**

### **Communications, Petitions, and Memorials**

### **Announcement of Next Stated Meeting Date**

### **Adjournment**

## **AGENDA**

**Joint Committee Meeting: Academics and Resources**

**Margaret M. Walter Hall, Governance Room 104**

**8:30 a.m. – Thursday, January 23, 2014**

4. Guaranteed Tuition Plan – The OHIO Guarantee Program
5. University Completion Strategy
6. Total Compensation Strategy
7. The Dublin Campus Update

**AGENDA**  
**University Resources Committee**  
**Margaret M. Walter Hall, Room 125/127**  
**1:30 p.m. – Thursday, January 23, 2014**

8. **Resolution**, The OHIO Guarantee Program Approval
9. Budget and Financial Update –November 2013
10. State Share of Instruction Update
11. Investment Policy Update
12. **Consent Agenda**, Construction Projects Approval – Schematic Design
13. **Consent Agenda**, Construction Projects Approval – Construction
14. **Consent Agenda**, Gift and Naming of Real Estate
15. Northeast Campus Roadway Concept
16. Capital Campaign Update

**EXECUTIVE SESSION**

**AGENDA**  
**University Academics Committee**  
**Margaret M. Walter Hall, Governance Room 104**  
**1:30 p.m. – Thursday, January 23, 2014**

**Academic Quality - Dashboard**

17. College of Fine Arts Dashboard

**Standing Reports & Updates**

18. Research Update

19. Intercollegiate Athletics Update

**Academic Quality – Initiatives**

20. AQIP Update

21. External Reporting Update

22. Enrollment Update

23. Search Updates

**Actions**

24. Consent Agenda, CHSP Master of Physician Assistant Studies

25. Consent Agenda, CHSP Global Health Certificate

26. Consent Agenda, Kennedy Museum Appointment

**AGENDA**  
**Governance Committee**  
**Margaret M. Walter Hall, Room 125**  
**3:30 p.m. – Thursday, January 23, 2014**

- Board Training on Open Government Laws
- Revision of Board Policy on Presidential Evaluation
- Association of Governing Boards Annual Meeting

**AGENDA**  
**Audit Committee**  
**Margaret M. Walter Hall, Room 127**  
**3:30 p.m. – Thursday, January 23, 2014**

**27.**Enrollment Management – Compliance Considerations

- External Audit Update

**28.**Chief Audit Executive FY14 Audit Update

**AGENDA**  
**Executive Committee**  
**Lindley Room, Ohio University Inn**  
**7:30 a.m. – Friday, January 24, 2014**

- Legal Affairs Update
- State Share of Instruction Update
- Higher Education Funding Commission Update

**EXECUTIVE SESSION**

## **By-Laws of the Ohio University Board of Trustees**

*Revised April 19, 2013*

*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") shall constitute a quorum for the conduct of the ordinary business of the Board. An affirmative vote of six Voting Trustees shall be necessary to elect or remove a President and an affirmative vote of five Voting Trustees shall be necessary to 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.

# **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.



**OHIO**  
UNIVERSITY

# Board of Trustees

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## **Minutes**

November 1, 2013

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## ROLL CALL

Chair Sandra Anderson called the meeting to order at 10:03 a.m. Secretary Peter Mather called the roll.

Present: Chair Sandra Anderson, Trustees David Brightbill, David Wolfort, Janetta King, Kevin B. Lake, Janelle Simmons, Cary Cooper.

Also present were Student Trustees Amanda Roden and Keith Wilbur; National Trustee Peggy Viehweger; National Trustee J. Patrick Campbell; Alumni Association Representative William Hilyard; President Roderick McDavis; and Board Secretary Peter C. Mather

## APPROVAL OF AGENDA

Chair Anderson asked for a motion to approve the meeting agenda. Trustee Brightbill moved to approve the agenda, seconded by Trustee King. With all in favor, the motion carried.

## APPROVAL OF THE MINUTES OF AUGUST 29, 2013

Chair Anderson asked for a motion to approve the minutes from the August 29, 2013 meeting. Trustee Wolfort moved, seconded by Trustee Simmons, the motion carried.

## REPORTS

### **Report from the Chair**

Chair Anderson explained that she and Vice Chair David Brightbill attended the October OHIO Faculty Senate meeting, and she thanked the Chair of Faculty Senate, Elizabeth Sayrs, for a productive meeting. Chair Anderson also reported on the Board of Regents Trustees Conference in October that was attended by many of the OHIO Trustees. She also discussed several recent opportunities she had to interact with students, faculty, staff and alumni on campus in the preceding weeks. Chair Anderson also mentioned that the Trustees had their mandated ethics training on Thursday afternoon.

### **Report from the President**

The President opened with a reminder of the University's strategic priorities, and delivered the President's Report. The full President's Report can be found in the meeting materials.

### Program Spotlight: Career and Development Center

Vice President of Student Affairs, Ryan Lombardi introduced the Assistant Dean of Students for the Career and Leadership Development Center, Imants Jaunarajs. Mr. Jaunarajs introduced the staff and provided background on the Career and Leadership Development Center (CLDC), which is the result of a recent merger of Career Services and the Amanda J. Cunningham Leadership Center. The CLDC is designed to serve all undergraduate and graduate students, as well as alumni.

Assistant Dean Jaunarajs highlighted the career skills taught to students and the strategic approaches taken by the CLDC. Specifically, he mentioned that the Center is framing their work as career coaching rather than career counseling, signaling the active participation of student and alumni clients in their own success. He noted several campus-wide collaborative efforts, including work with the College of Arts and Sciences, University College, Scripps College of Communication, Russ College of Engineering, and the College of Business. Mr. Jaunarajs also highlighted outreach role by student leaders called ambassadors; these student leaders facilitate many of the workshops for their peers. He also referred to an assessment initiative designed to demonstrate the results of the CLDC's work.

The Vision for the CLDC includes engaging students during their college experience through the components of coursework, service opportunities, the development of a professional portfolio, and real-life opportunities. The combination of these activities will equip students to be successful in their careers.

Assistant Dean Jaunarajs introduced three current students (Melaina Lewis, Jonathan Norris and Kelly Zabonik) who are serving as student ambassadors. These students described their work and explained ways they have benefitted from the CLDC's services. Following the student presentations, Trustees engaged in a discussion with the student ambassadors and Assistant Dean Jaunarajs on topics that included the level of participation in career services and support to students for pursuing alternative career paths.

Chair Anderson thanked the CLDC for their presentation.

## COMMITTEE REPORTS

### Joint Resources & Academic Committee

Chair Anderson explained that the Joint Committee focused on three topics: the 6 year Capital Improvement Plan, Guaranteed Tuition Program, and the Report on Accreditation.

#### *Six year Capital Improvement Plan (CIP)*

Chair Anderson noted that every two years capital improvements are considered and prioritized, and are formulated as a six year capital plan. This six year plan is considered in the context of a broader 20 year vision. There are several considerations in forming the plan, including alignment with mission, vision and values of the University. Financial and strategic objectives, as well as feasibility, are also important considerations. The plan is developed to be forward looking and focuses on programmatic needs, reducing deferred maintenance backlog, and providing healthy and safe environments.

Vice President of Finance, Steve Golding presented an update on progress since the CIP was put in place in 2011, including renovation of the Schoonover Center, the initiation of the Housing Development Plan and the Dublin Campus. The current six year plan includes expenditures for projects totaling over \$970M. The plan includes a projection of sources for these projects and the staffing requirements for carrying out these projects successfully.

The biennial list of projects for funding by the state is scheduled to be submitted by VP Golding on the day of this meeting. Chair Anderson noted that the requests for state funds focus on deferred maintenance. Furthermore, she noted that the Joint Committee discussed debt management, and emphasized that paying off the debt assumed as part of the CIP will be a priority.

Chair Anderson highlighted a statement made by Provost Benoit that stressed the importance of maintaining and improving campus facilities to ensure that they are “relevant, inviting, and engaging” to the community.

Chair Anderson recognized Trustee Campbell who added that the improvements for campus require significant amounts of funding. He praised the “exceptional financial stewardship” that makes funding these projects possible.

### *Guaranteed Tuition Program*

Chair Anderson reviewed a presentation by Executive Vice President and Provost Benoit, which included a highlight of the following goals for the Guaranteed Tuition Program.

- Transparent budget planning for students & parents
- Predictability of tuition revenues
- Financial Incentive for timely graduation
- Enhancing student recruitment

The Guaranteed Tuition Program will commence for the cohort beginning in the 2015 fall semester.

Items that are included in the Tuition Guarantee Program include the general fee, a non-resident surcharge, most course fees, other required fees, and room and board.

Contingencies that could affect a student's eligibility for the Tuition Guarantee, such as a student being called for active military duty, will be addressed in the plan. Chair Anderson explained that certain circumstances will not be included in the guaranteed tuition program, such as graduate programs and continuing undergraduate students. Chair Anderson also described the process and parameters for establishing cohort tuition rates. These are detailed in the committee report included in the appendix of this document.

The Tuition Guarantee Implementation Team has met regularly to identify and address the following issues: Technology Implementation, Policy Considerations, Exceptions and Enhancements, and Communications and Recruitment.

### *Report on Accreditation Process*

Executive Vice President and Provost Benoit presented to the Joint Committee regarding the Accreditation process. The Higher Learning Commission of the North Central Association of Colleges and Schools guides OHIO's Academic Quality Improvement Program (AQIP). Chair Anderson noted that the Campus will host visits by members of the Higher Learning Commission in 2014-15 as part of the reaffirmation process.

One important reason for continuing with the AQIP updates is to make sure that all the Board members are up-to-date on the status of re-accreditation across campus when the Higher Learning Commission visits campus. She noted that some of the Board members will be selected for interviews by the accreditation team.

University Resources Committee

Trustee King summarized the previous day's meeting. The FY2013 Financial Statements, as verified by the external audit by Plante Moran, were reviewed by the Audit Committee. The audit indicated Ohio University is in a strong financial position, with an increase in net position (formerly "net assets") of 51 million dollars and investment returns of 11.85 percent.

A resolution aligning one off-cycle graduate program tuition with other off-campus graduate programs was retained on the Consent Agenda for the full Board meeting.

Vice President Golding reported to the Resources Committee that the previous Housing for Ohio letter of credit was replaced by Barclays; this significantly lowered the credit rate for the University, resulting in savings of \$200,000 per year.

**Resolution: Six Year Capital Improvement Plan**

Trustee King moved to approve the CIP resolution, seconded by Trustee Brightbill. A vote was taken, all approved and the resolution passed.

**APPROVAL OF THE OHIO UNIVERSITY FY2015 – FY2020  
SIX YEAR CAPITAL IMPROVEMENT PLAN**

**RESOLUTION 2013 -- 3366**

**WHEREAS**, the University's Capital Planning Team has undertaken the update of the University's six year capital improvement plan within a 20 year plan context, and

**WHEREAS**, the priorities of the Deans and Vice Presidents have been considered, and their endorsement of the plan given, and

**WHEREAS**, the Facilities Planning Advisory Council made up of faculty, staff, and student representatives has reviewed and provided their endorsement of the plan, and

**WHEREAS**, the Capital Funding and Priorities Committee has approved and made recommendation to the President, and

**WHEREAS**, the FY2015 – FY 2020 Six Year Capital Improvement Plan has been approved by the President.

**NOW THEREFORE, BE IT RESOLVED** that the Ohio University Board of Trustees does hereby approve the attached FY2015 – FY 2020 Six Year Capital Improvement Plan.

**Resolution: FY 2015 – FY 2016 Biennium Project Approval**

Trustee King moved to approve the resolution, seconded by Trustee Brightbill. A vote was taken, all approved and the resolution passed.

**PRIORITY DEFERRED MAINTENANCE PROJECTS PROPOSED  
FOR  
FY2015-FY2016 STATE APPROPRIATIONS**

**RESOLUTION 2013 -- 3367**

**WHEREAS**, each biennium the Board of Regents in conjunction with a team appointed by the Governor solicit proposals from the Universities for state appropriation for physical improvements, and

**WHEREAS**, Ohio University as part of its capital planning strategy has designated state appropriations for projects that will aid in reducing the growth in deferred maintenance, and

**WHEREAS**, University Planning, Facilities, and Risk Management and Safety analyzed feedback from Deans and Vice Presidents and formulated a priority list of projects to reduce the growth of deferred maintenance, and

**WHEREAS**, that priority list has been reviewed by the Capital Planning Team, the Facilities Planning Advisory Committee, and endorsed by the Capital Funding and Priorities Committee of the University.

**NOW THEREFORE, BE IT RESOLVED** that the Ohio University Board of Trustees does hereby approve the list of deferred maintenance projects, in priority order, to be proposed to be funded from FY2015-FY2016 State Appropriations.

Trustee King stated that the following resolutions were moved forward for full Board consideration as part of the Consent Agenda:

- \$110 million for the Housing Development Plan Phase I construction.
- Lausche Heating plant replacement project, schematic design approval
- Deferred maintenance project to upgrade seven existing elevators at the cost of \$1.875 million

Trustee King stated VP Golding's brief mention of four annual reports from Finance and Administration: Sustainability, Insurance, Clery Data – Fire, and Clery Data – Police. VP Golding noted that these reports are included in the Board's meeting materials.

VP for Advancement, Bryan Benchoff, provided an update for the Capital Campaign noting campaign contributions totaled over \$431 million. VP Benchoff also shared the marketing materials for the Scholarship Incentive Program, which have already led to the establishment of eight new endowed scholarships.

**Resolution: Declaring two land parcels as surplus property**

Trustee King moved to approve the resolution, seconded by Trustee Brightbill. In the discussion that followed, Trustee Lake expressed discomfort with moving forward on the resolution before the completion of a real estate survey. He noted that the Board should receive information on the plans for real estate across campus before declaring any surplus property.

VP Golding indicated that a full real estate report was forthcoming and that the primary purpose of declaring surplus property now was to set the stage for a later sale of that property. He also stated that a sale of this property in the future would allow the University, with the proceeds of a sale, to purchase other parcels of interest.

Trustee Cooper asked for clarification of which parcels were to be declared surplus. VP Golding stated they are the parcels in the City of Athens where Bob Evans and the Baymont Inn are located. He also stated that the properties are not currently used for any University purpose other than as lease income.

Chair Anderson proceeded to take a vote on the resolution. The motion carried with Trustee Lake voting no.

**DECLARATION OF SURPLUS PROPERTY  
(EAST STATE STREET)**

**RESOLUTION 2013 -- 3368**

**WHEREAS**, Ohio University, through its Board of Trustees holds title in fee simple to 20 Home Street, Athens, Ohio, otherwise known as the Baymont Hotel, and 357 East State Street, Athens, Ohio, otherwise known as The Bob Evans Restaurant, and

**WHEREAS**, certified appraisals have been obtained for both properties, and

**WHEREAS**, economic, market evaluation, and development considerations have altered Ohio University's plans, and the Ohio University Board of Trustees, entrusted with the management of these land parcels hereby declares 20 Home Street, Athens, Ohio and 357 East State Street, Athens, Ohio as surplus property, subject to being sold for commercial and/or other economic gain and repurposing.

**NOW THEREFORE, BE IT RESOLVED**, that the Ohio University Board of Trustees hereby declares 20 Home Street consisting of 3.259 acres and 357 East State Street consisting of 2.07 acres to be surplus property.

**BE IT FURTHER RESOLVED**, that the President or his designee is hereby authorized to negotiate, evaluate, or otherwise transact the disposition of both properties, consistent with the requirements of Ohio Law regarding the disposal, sale or other disposition of State of Ohio real property.

University Academics Committee

Trustee Wolfort reported on the meeting of the Academics Committee. Executive Dean Ken Johnson provided a report to the committee on the status of the Heritage College of Osteopathic Medicine's (HCOM) Academic Quality-Dashboard. Dean Johnson outlined HCOM's structure and its standing within the medical community, along with its growth projects and initiatives.

Trustee Wolfort identified key points from Dr. Johnson's report: HCOM's high rank for primary care and family medicine training; graduating students tend to stay in Ohio and work in underserved areas of the state; and the launch of programs in Central and Northeastern Ohio.

Trustee Wolfort touched on AQIP and indicated that the information provided by Chair Anderson in the Joint Committee Report covered the discussion in the Academics Committee.

Vice Provost Craig Cornell provided an Enrollment Update to the Academics Committee. The update indicated that Ohio University's enrollment increased while many other Ohio universities' enrollments decreased. VP Cornell stated that continued enrollment will become increasingly strategic as important considerations are given to housing capacity, student capacity within colleges, and ensuring academic excellence. As high school graduate class sizes decrease, the competition with other institutions will become increasingly fierce, which will require Ohio University to continue with aggressive recruitment efforts.

Trustee Wolfort noted that the following resolutions were being forwarded to the full Board as part of the Consent Agenda.

- **Reviews of Centers and Institutes**
  - Center for Intelligent Chemical Instrumentation
  - Center for Scientific Computing and Immersive Technology
  - Appalachian Rural Health Institute
  - WOUB Center for Public Media
  - George Hill Center for Counseling and Research
  - Scripps Survey Research Center – One-year extension
  
- Bachelor of Science in Energy Engineering Program
- Bachelor of Science in Technical Operations Management
- Master of Education in Cultural Studies in Education renamed to Master of Education in Critical Studies in Educational Foundations

### Governance Committee

Trustee Lake presented the summary of the Governance Committee meeting and indicated that there was only one major item on their agenda. The committee reviewed a proposal regarding the Board meeting structure presented by Chair Anderson.

Chair Anderson stated that the proposal was a follow-up to the Board retreat in August and noted that the suggested changes are intended to assist the Board to focus on high-level strategic policy decisions; make sure there is enough time for such discussion; and provide the University community with information about board deliberations and decisions.

The proposed meeting structure was outlined in Chair Anderson's proposal, included in the appendix.

### Audit Committee

Trustee Brightbill presented the summary of the Audit Committee meeting where discussion occurred on pension plan accounting by the Governmental Accounting Standards Board (GASB) and the Plante Moran FY13 Audit Update, and the Internal Audit Update.

According to the information from GASB, changes to pension accounting are on the horizon and will need to be implemented. As noted in the Resources Committee report, the final report from Plante Moran for the University's FY13 Audit spoke to the strong financial position of the University.

### **Resolution: To Accept the Plante Moran FY13 Financial Statement Audit Report**

Trustee Brightbill moved to accept the Audit Report, seconded by Trustee King. With all in favor, the motion carried.

## **INTERNAL AUDIT**

### **APPROVAL OF JUNE 30, 2013 FINANCIAL STATEMENT AUDITS**

#### **RESOLUTION 2013 -- 3369**

**WHEREAS** the audit committee has reviewed the annual audit of the University conducted by Plante Moran and has recommended that it be accepted;

**BE IT RESOLVED** that the Ohio University Board of Trustees hereby accepts the Plante Moran audit of Ohio University for the year ending on June 30, 2013, including their opinions and reports.

Executive Committee

Chair Anderson stated that there were four major items discussed during the Executive Committee meeting. President McDavis reported on the formation of the Ridges Advisory Committee, comprised of both University and Athens community members and will meet later in November; a report on the Chair and Vice Chair's meeting with the Faculty Senate; President McDavis' recent appointment to the Higher Education Funding Commission; and a discussion of President McDavis' performance goals.

Chair Anderson clarified that the Board intends to include President and Mrs. McDavis' salaries in the compensation pool increase. Subsequent to this meeting, it was determined that Board will take a public vote on this at the January, 2014 meeting.

**CONSENT AGENDA**

Trustee Wolfort moved to accept all items on the Consent Agenda, seconded by Trustee Lake. A vote was taken, with all in favor, the motion carried.

**Resolution, Off-Campus Graduate Tuition**

**FISCAL YEAR 2013-2014  
OFF-CAMPUS GRADUATE PROGRAMS and  
REGIONAL CAMPUS GRADUATE PROGRAM  
TUITION SCHEDULES**

**RESOLUTION 2013 -- 3370**

**WHEREAS**, the appropriate planning and consultations within the University were conducted to result in the FY 2014 fee recommendations approved by the Board of Trustees in the Spring 2013, and

**WHEREAS**, continuing graduate program planning within the University has resulted in the following recommendations:

- Conversion of the rate for the Masters in Educational Administration off-campus graduate program from the quarter rate of \$390 per hour to the standard semester rate of \$505 per hour effective Spring 2014, and
- Replacement of the regional campus graduate tuition table with a simple hourly rate consistent with the rate used in all off-campus graduate programs, effective after Spring semester 2014.

**NOW THEREFORE, BE IT RESOLVED** that the Board of Trustees adopts the proposed fee schedules (Attachment A), effective as noted above.

**Resolution, Construction Project – Housing Phase I Construction**

**APPROVAL OF PROJECT AND AUTHORIZATION TO DEVELOP  
CONSTRUCTION DOCUMENTS, RECEIVE BIDS AND AWARD  
CONSTRUCTION CONTRACTS FOR  
HOUSING DEVELOPMENT PLAN PHASE I CONSTRUCTION**

**RESOLUTION 2013 -- 3371**

**WHEREAS**, a capital project has been planned, developed and funded as part of Ohio University’s Housing Development Plan:

- Housing Development Plan Phase I Construction with a total project budget of \$110 million to be funded with \$100 million from University Debt Issuance and \$10 million from Residential Housing 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 contracts within the total project budgets identified.

**Resolution, Construction Project – Lausche Heating Plant Replacement**

**APPROVAL OF PROJECT AND AUTHORIZATION TO AWARD  
CONTRACTS FOR LAUSCHE HEATING PLANT REPLACEMENT  
SCHEMATIC DESIGN**

**RESOLUTION 2013 -- 3372**

**WHEREAS**, the capital project need has been identified as follows:

- Lausche Heating Plant Replacement, Schematic Design with a total project budget of \$3.5 million to be funded from University Reserves which will be reimbursed from a future University Debt issuance.

**NOW THEREFORE, BE IT RESOLVED** that the Ohio University Board of Trustees authorizes to commit and award contracts to undertake schematic design and the President or his designee to accept and award contracts within the total project budgets identified.

**Resolution, Construction Project – Campus Elevator Upgrades**

**APPROVAL OF PROJECT AND AUTHORIZATION TO DEVELOP  
CONSTRUCTION DOCUMENTS, RECEIVE BIDS AND AWARD  
CONSTRUCTION CONTRACTS FOR  
FY 2014 CAMPUS ELEVATOR UPGRADES**

**RESOLUTION 2013 -- 3373**

**WHEREAS**, a capital project has been planned, developed and funded as follows:

- FY 2014 Campus Elevator Upgrades with a total project budget of \$1,875,000 to be funded by state appropriations.

**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 contracts within the total project budget identified.

**Resolution, Reviews of Centers and Institutes**

**REVIEW OF CENTERS AND INSTITUTES**

**RESOLUTION 2013 -- 3374**

**WHEREAS**, the continued 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**, the reviews are conducted in accordance with the provisions of University Policy 01.015 Establishment and Review of Centers and Institutes.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Ohio University accepts the 2012-2013 Reviews of Centers and Institutes, which recommends the following six centers and institutes be continued:

- Center for Intelligent Chemical Instrumentation - Continued
- Center for Scientific Computing and Immersive Technology - Continued
- Appalachian Rural Health Institute- Continued
- WOUB Center for Public Media - Continued
- George Hill Center for Counseling and Research – Continued
- Scripps Survey Research Center – One-year extension

**Resolution, Energy Engineering Program**

**RUSS COLLEGE OF ENGINEERING AND TECHNOLOGY  
DEPARTMENT OF MECHANICAL ENGINEERING  
BACHELOR OF SCIENCE IN ENERGY ENGINEERING**

**RESOLUTION 2013 -- 3375**

**WHEREAS**, the Russ College of Engineering and Technology and the Department of Mechanical Engineering have proposed offering the Bachelor of Science degree in Energy Engineering, and

**WHEREAS**, the proposed new degree has the support of the Faculty and the Dean of the Russ College of Engineering and Technology, the University Curriculum Council, and the Executive Vice President and Provost, and

**WHEREAS**, The National Academies has identified energy issues as among the most significant facing humankind in this century. Increased worldwide demand, decreasing supplies of fossil fuels, and challenges with renewable energy sources have created geopolitical and economic concerns over energy that will not be easily solved. Such problems create the demand for engineers to provide technical solutions. As a result, faculty in the Russ College propose providing energy engineering education as an option for our students.

**THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Ohio University hereby approves offering the Bachelor of Science degree in Energy Engineering by the Department of Mechanical Engineering.

#### **Resolution, Technical Operations Management Program**

**RUSS COLLEGE OF ENGINEERING AND TECHNOLOGY  
DEPARTMENT OF ENGINEERING TECHNOLOGY AND MANAGEMENT  
BACHELOR OF SCIENCE IN TECHNICAL OPERATIONS MANAGEMENT**

**RESOLUTION 2013 -- 3376**

**WHEREAS**, the Russ College of Engineering and Technology and the Department of Engineering Technology and Management have proposed offering the Bachelor of Science degree in Technical Operations Management, and

**WHEREAS**, the proposed new degree has the support of the Faculty and the Dean of the Russ College of Engineering and Technology, the University Curriculum Council, and the Executive Vice President and Provost, and

**WHEREAS**, there is a high demand for a bachelor degree completion program for students currently employed and holding a technical associates degree. Their career advancement is limited by their lack of a bachelor's degree and there are currently no other known programs in Ohio that duplicate this curriculum and mixed method delivery plan.

**THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Ohio University hereby approves offering the Bachelor of Science degree in Technical Operations Management by the Department of Engineering Technology and Management.

**Resolution, Masters of Education Cultural Studies Name Change**

**PATTON COLLEGE OF EDUCATION  
NAME CHANGE FOR THE  
CULTURAL STUDIES MASTERS PROGRAM**

**RESOLUTION 2013 -- 3377**

**WHEREAS**, the faculty in the Cultural Studies Program of the Patton College of Education believe that the current name fails to cover the scope of the curriculum and research interests of the program; 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 bring the program in line with similar competing programs around the country; and

**WHEREAS**, the faculty have thoroughly discussed the desirability of a change of name for the program, the dean of the Patton College of Education supports this recommendation, and it has been approved by the University Curriculum Committee.

**NOW, THEREFORE BE IT RESOLVED**, that the Master of Education in Cultural Studies in Education be renamed the Master of Education in Critical Studies in Educational Foundations.

**UNFINISHED BUSINESS**

None.

**NEW BUSINESS**

None.

COMMUNICATIONS, PETITIONS, AND MEMORIALS

None.

ANNOUNCEMENT OF NEXT STATED MEETING DATE

January 23-24, 2014 in Athens.

ADJOURNMENT AT 12:00 Noon.

## APPENDIX



### **Joint Academics and Resources Committee Meeting - AM October 31, 2013 - 10:45 am**

Chair Anderson called the meeting to order at 10:47.

Present: Chair Sandra Anderson, Trustees David Brightbill, David A Wolfort, Kevin B. Lake, Janetta King, Cary Cooper, and Janelle Simmons; National Trustees J. Patrick Campbell and Peggy Viehweger; Student Trustees Amanda Roden and Keith Wilbur; Alumni Representative Bill Hilyard; Faculty Representatives David Thomas and Ben Stewart; President Roderick J. McDavis; and Board Secretary Peter Mather.

The Trustees held a joint committee meeting on Thursday morning, addressing two topics: The Six Year Capital Improvement Plan FY2015-FY2020 and a Tuition Guarantee Update.

#### **Capital Improvement Plan FY2015-FY2020**

Vice President for Finance and Administration Steve Golding began the presentation by pointing out that the same capital plan was also presented to the Board in the June, 2013 meeting. He also reminded that Trustees that each capital project is brought before the Board several times: the six year capital plan is brought before the Board on a biennial basis; an annual CIP is brought for a decision by the Board each June; and individual projects that cost over \$500,000 are also brought before the Board at the time of the initiation of the project.

The plan was developed by the Capital Planning Team:

- **Stephen Golding**; Vice President for Finance & Admin, CFO & Treasurer
- **Deborah Shaffer**; Senior Associate Vice President (SAVP) for finance & Administration
- **Joseph Lalley**; Senior Associate Vice President (SAVP) for Information Technologies & Administrative Services
- **John Day**; Associate Dean of Academic Affairs, Associate Provost for Academic Budget
- **Chad Mitchell**; Director of Budget Planning and Analysis
- **Elizabeth Greene**; Director of Debt Management
- **Harry Wyatt**; Associate Vice President for Facilities
- **Shawna Bolin**; Director of University Planning

- **Dick Planisek**; Director of Facility Programming
- **Christine Sheets**; Assistant Vice President for Student Affairs
- **Donna Goss**; Director of Real Estate Management, Community Engagement and Economic Development

Mr. Golding began with an overview of the Capital Improvement Plan, including explaining that the plan is biennially updated, so this is an update of the previous plan that was approved by the Board of Trustees in 2011. There are several considerations in forming the plan, including alignment with mission, vision and values of the University. Financial and strategic objectives, as well as feasibility, are also important considerations. The plan is developed to be forward looking and focuses on programmatic needs, reducing deferred maintenance backlog, and providing healthy and safe environments.

### **Capital Improvement Plan (CIP) Progress Since 2011**

Mr. Golding pointed out that the faculty, staff, students, and community have all seen signs of construction progress. Recent and current projects include:

- Schoonover Center Phase One
- House Development Plan Phase One Site Prep
- Dublin Extension Campus
- Deferred maintenance projects including
  - Roof replacements and repairs
  - HVAC upgrades
  - Demolition
  - Sidewalk and exterior stair replacements
- Emergency projects including
  - Lindley and Ridges 20 relocations
  - Summer chiller repairs
  - University and Park Place tunnel rebuilding
  - West Green electrical feed replacement

### **CIP Projects in Planning**

Mr. Golding explained that planning efforts are informed by campus needs, strategic goals, work/learning/activity process, and integration into the campus community

- A highlight of just a few of OHIO's transformational planning projects:
  - Ridges Master Plan
  - Interdisciplinary Science Facility
  - Seigfred Hall Renovation
  - Medical Multipurpose Building
  - Alden Library Master Planning
  - Ellis Hall Upgrades

Mr. Golding noted that these projects are driven by a smart growth strategy, guided by the following principles: efficiency, economics, stewardship, partnerships and community.

### **Six Year CIP FY2015-FY2020**

Mr. Golding pointed out that the six year CIP is also based on:

- Top priority programmatic needs
- Utilizes debt for major rehabilitation of existing buildings and heating plant replacement
- Utilizes anticipated state appropriations for deferred maintenance projects
- Utilizes swing space so we can vacate buildings
- Continues investment in safety projects
- Includes Information Technology plan
- Includes focused investments in classrooms

Mr. Golding presented a summary of the Capital Improvement Plan in the form of a chart that showed the outlay of funding sources and expenditures for financial years 2015 through 2020. He went on to show the expenses by category, including academic/research projects, regional campus, residential housing, auxiliary, academic support, and infrastructure renewal.

Trustee Campbell made the point that this significant capital plan is a result of the strength of the financials and the integrity of the process.

### **Managing the Capital Improvement Plan**

Mr. Golding noted that plan is a yearlong process that begins with information gathering from all units. This includes a review of several metrics:

- Deferred Maintenance backlog and strategy
- State Appropriations project list
- Capital Plan age impacts
- Debt Impact
- Project activity and staffing

### **Deferred Maintenance Strategy**

Mr. Golding noted the deferred maintenance backlog. He reminded the Trustees that the CIP includes a deferred maintenance strategy with the following components:

- Major rehabilitations funded with gifts and University debt
- Utilize State Appropriations to fund projects targeted at reducing deferred maintenance
- Focus deferred maintenance projects on buildings that are not scheduled to be rehabilitated in the six year plan or are near the end of the six year plan

### **State Capital Appropriations List**

Mr. Golding showed the Trustees a list of the State Capital Appropriations proposals for 2015 – 16, both for Athens and for the regional campuses. He pointed out that the State Capital Appropriations List focuses on safety improvements and upgrades to utility infrastructure across campuses. He also noted that the proposal is due to the state on November 1<sup>st</sup>.

Chair Anderson pointed out that President McDavis has been appointed to chair the Higher Education Funding Commission, which will be responsible for developing a list of capital projects in universities and colleges around the state. President McDavis explained that this commission is charged with developing a master list of capital improvement projects to be delivered to Governor Kasich. The work of the commission will be completed in December, with a decision expected to come from the state coming before July 1.

### **Six Year CIP Age Impact**

Mr. Golding showed a chart illustrating percentage of GSF in renovated age ranges by building type (Academic, Administration, Athletics, Auxiliary, Housing, and Inactive) in FY2014 and FY2020. He noted that the funds will be allocated according to institutional priorities and, in particular, those buildings that include high levels of student and faculty activity.

### **Pro-Forma Debt Service**

Mr. Golding then discussed the plan of acquiring \$473M of additional debt through FY20, and showed a chart that projected debt service through 2048. Trustee Wolford asked about whether it would be possible to make projections about the SB6 ratio. Mr. Golding pointed out that uncertain variables present some challenges in making accurate projections. He went on to explain that there are tradeoffs between maintaining the financial fundamentals versus assuming debt for a host of investments. Mr. Golding noted that the chart shows a ceiling of 7.7 debt service to operations. A discussion ensued regarding the risk of taking on this level of debt service.

### **CIP Project Activity**

- Half of the total budget includes activity is made up of projects GREATER THAN \$100,000 in budget. Half of the total number of projects are budgeted LESS THAN \$100,000. Mr. Golding pointed out that the higher budgeted items are more efficient due to economies of scale.

### **CIP Summary:**

Mr. Golding quoted Executive Vice President and Provost Benoit to summarize the report: *“Our ability to provide a transformational experience for students requires intentional investment in our campus facilities. From classrooms and laboratories to residence halls and green spaces; we are choosing to remain relevant, inviting, and engaging.”*

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## **Ohio Tuition Guarantee Implementation Update**

The Capital Improvement presentation and discussion was followed by a presentation on the Ohio Tuition Guarantee Program. Executive Vice President and Provost Pam Benoit began by recognizing the work of the implementation team and, particular, Vice Provost for Enrollment Management, Craig Cornell.

EVPP Benoit reviewed the rationale for the program:

- Transparent budget planning for students & parents
- Predictability of tuition revenues
- Financial Incentive for timely graduation
- Enhancing student recruitment

Provost Benoit mentioned that the Parent’s Advisory Group, convened by the Vice President for Student Affairs, is a group of 12 to 15 parents who give feedback to the Provost regarding the program. Provost Benoit noted that the program is very popular among the Parent’s Advisory Group.

### **The Basic Concept**

Provost Benoit reviewed the OHIO Tuition Guarantee model for new students, including:

- A constant tuition rate, as set by the Ohio University Board of Trustees, for four consecutive years (120 semester hour program) beginning with the term of a qualifying student’s initial enrollment on the Athens campus starting fall 2015.
- Four continuous years means 12 sequential terms, commencing with the semester of initial enrollment.
- Students who begin their initial enrollment in any summer term, will receive the current summer rate, but then will be included with the following fall guarantee rate for four consecutive years.
- The period will be extended for undergraduate degree programs approved by the University for completion in more than four years. The extension is limited to the minimum number of additional semester(s) to complete the

program as approved by the University. Provost pointed out that 78 programs take more than the standard hours for a four year program. Most of those only involve one additional course.

## **Common Questions**

Provost Benoit developed a host of common questions, and provided the answers as follows:

### **Who is not eligible?**

- The following will not be covered by the tuition guarantee:
  - Graduate level tuition, independent and distance learning tuition, eLearning tuition, regional campus tuition, and study abroad program fees will not be covered by the guarantee
  - Continuing in-state undergraduate students as of fall 2015 will pay the tuition and fees and other rates approved by the Board of Trustees
  - The Provost pointed out that the Board will be making two separate decisions about tuition rate each year, until all cohorts are part of the guaranteed tuition program

### **What is included in the Tuition Guarantee Program?**

- Tuition & general fee
- Non-resident surcharge
- Most course fees\*
- Required fees-
  - Orientation fees – effective for the fall 2015 class
  - SIS and network fee in addition to individual college technology fees – effective for the fall 2015
  - Graduation application fees – effective for the fall 2015 class upon graduation
- Room and Board – due to the multiple room and meal plans, and the fact that we have a 2-year only parietal rule, the guaranteed model will assure a schedule of costs that will not change for the student. We are currently modeling different scenarios now to determine the best option for students.

\* *Unique programs may require additional fees*

### **What if the guarantee expires before a student graduates?**

- If a student does not graduate within the four continuous years (120 semester hours), and is not enrolled in an approved program requiring more time to complete a Bachelor's degree, the student will be placed in the next cohort. Their new tuition rate will be the price that was in effect the year after the initial enrollment.

- This process (moving ahead one cohort at a time) will continue each subsequent (three term) year.

**Are there special circumstances that can extend the guarantee?**

- Bachelor degree programs that have been identified via the Academic Programs Report submitted to the HEI system as requiring greater than 120 hours to complete. Some examples are:
  - Social Work
  - Accounting
  - Music Education
  - Biological Sciences
- In addition, programs that may take more than 4 years to graduate as a result of required internships or co-op experiences will be identified and considered for extension
- Students called to active military duty, a student who withdraws for approved medical reasons, and students who can demonstrate that disabilities impede their progress toward degree completion may be eligible for an extension of their plan.
- A new committee will be created and charged with developing policy and procedures to consider requests for plan extensions and student appeals.

**How does financial aid work in the Tuition Guarantee Program?**

- The tuition guarantee plan is a fixed model before the application of all financial aid awards, gifts, grants, loans
- Financial aid holds value
- Commitment to increased financial aid with our new scholarship model starting fall 2014

**How are the cohort rates set?**

- One-time base budget adjustment in year one – no higher than the proposed 2% tuition cap compounded (5.88%)
- Going forward cohort increases no greater than CPI plus legislatively mandated tuition cap
- If tuition falls significantly below other state universities the institution may submit a request for a specific percentage for approval from the Chancellor
- Each year by June 30<sup>th</sup> the Board of Trustees will determine a new guaranteed cohort rate (tuition, fees, room, & board). The new rates may be published as tentative before June 30<sup>th</sup>, at the Bursar’s tuition and fee web-site.

**What implementation issues must be considered?**

- The Tuition Guarantee Implementation Team has been meeting regularly to identify issues related to:

- *Technology Implementation* – PeopleSoft, Housing systems and other inter-related programming needed to effectively identify and track students
- *Policy Considerations* – University policies that may need to be created or modified and appropriate committee structures necessary to implement fully and effectively
- *Exceptions and Enhancements* – The student populations and unique circumstances that will effect students both in and out of the guarantee
- *Communications and Recruitment* – The effective marketing and student recruitment activities necessary to best share the benefits of this precedent-setting model

Board members applauded the leadership and implementation team that were involved in the innovative ideas and the work that brought the tuition guarantee program to this point.

Chair Anderson adjourned the meeting at 12:33.



**OHIO**  
UNIVERSITY

**Joint Academics and Resources Committee Meeting - Lunch  
October 31, 2013 – 12:30 pm**

Present: Chair Sandra Anderson, Trustees David Brightbill, David A Wolfort, Kevin B. Lake, Janetta King, Cary Cooper, and Janelle Simmons; National Trustees J. Patrick Campbell and Peggy Viehweger; Student Trustees Amanda Roden and Keith Wilbur; Alumni Representative Bill Hilyard; Faculty Representatives David Thomas and Ben Stewart; President Roderick J. McDavis; and Board Secretary Pete Mather.

President McDavis opened the meeting at 11:49am. President McDavis began by highlighting the importance of the accreditation process. He then introduced Executive Vice President and Provost Pam Benoit to provide an overview of Ohio University's accreditation process.

Provost Benoit pointed out that there are six accrediting associations; these are geographically based. Ohio University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). Provost Benoit pointed out that there are three pathways to accreditation. We are accredited through pathway called the Academic Quality Improvement Program (AQIP). We have opted for this process because it is an ongoing process of continuous improvement.

Ohio University has been continuously accredited since 1913 and has been part of the AQIP process since 2002. We are scheduled for reaffirmation through AQIP in AY15-16. (This is a 7 year cycle.) Provost Benoit pointed out that regional accreditation is voluntary. However, without being accredited, there would be serious consequences. Benefits of accreditation include qualification for federal student aid and grant funding, producing graduates who can matriculate to accredited graduate and professional schools, and promotion of a continuous quality improvement in teaching and learning.

The Five Criteria of Accreditation are Mission, Integrity, Teaching and Learning: Quality, Resources, and Support; Teaching and Learning: Evaluation and Improvement; and Resources, Planning, and Institutional Effectiveness.

Ohio University has prepared for reaffirmation by, among other strategies, appointing Michael Williford as Associate Provost for Institutional Accreditation, a new position; reviewing prior reports; convening a task force to support Dr. Williford's assembly of a Systems Portfolio for submission to HLC; and by increasing awareness and understanding about AQIP in preparation for the reviewer's site visit.

The process will include submitting a Systems Portfolio on November 1, 2013. The Higher Learning Commission will provide feedback in the form of a Systems Appraisal approximately 12 weeks after submission. Ohio University will develop an action plan to address feedback from HLC.

AQIP will conduct a quality checkup visit in AY2014-2015. Important components of the visit include assessment of organizational quality commitment and follow up on OHIO's action plan to address feedback provided by HLC in the systems appraisal.

The point was made that there are discipline-specific accreditation programs. These are different from the institutional accreditation, but the processes used and products of the discipline specific programs assist with the AQIP process.

Possible outcomes of the process include continuation of AQIP accreditation for seven years without issue, specific monitoring of quality issues, a finding of noncompliance, and/or movement from AQIP to a different pathway to accreditation.

The meeting was adjourned at 1:22pm



**OHIO**  
UNIVERSITY

**Resources Committee Meeting  
October 31, 2013, 1:30 pm**

Committee Chair Janetta King called the meeting to order at 1:34 pm. Other board members present included Trustee Sandra J. Anderson, Trustee J. Patrick Campbell, Trustee Cary Cooper, Alumni Representative Bill Hilyard, Student Trustee Amanda Roden, Faculty Representative Ben Stuart, and President Roderick J. McDavis.

● **FY 2013 Financial Statement Highlights**

VP Golding introduced Deborah Shaffer, Senior Associate Vice President for Finance and Administration. SAVP Shaffer reported on the University's audited results for the fiscal year 2013, noting that the Audit Committee reviewed the draft financials via conference call prior to their October 15 issuance. The FY2013 results reflect positive financial information for the year including increases in net position of \$51 million, investment returns of 11.85%, and strong SB6 ratios. SAVP Shaffer noted that the phrase 'net position' replaces 'net assets' in the financial statements due to a change in GASB reporting guidance.

Ms. Shaffer explained some of the larger percentage line item changes in the Statements of Revenues, Expenses, and Changes in Net Position and the Statement of Net Position. The 8.3% increase in the tuition line represents enrollments on all campuses, tuition increases, but most significant is the increase in eLearning. eLearning growth is also reflected in increased costs for professional services in the Instruction and Departmental Research expense line item. Investment performance has been a key driver for the increases in net position each year.

All ratios in the SB6 calculation are strong. The viability ratio shows a slight decrease reflecting the impact of increased debt service.

● **Consent, Off-Campus Graduate Tuition**

VP Golding discussed the need to convert to a semester equivalent and standardize the fee for one off-cycle graduate program and replace the regional campus graduate tuition table with an hourly rate consistent with all off-campus graduate programs.

**Trustee Anderson moved to retain this item on the Consent Agenda for the November 1 Board of Trustee meeting, Trustee Cooper provided a second and the committee unanimously approved the motion.**

- **Housing for Ohio Letter of Credit Update**

VP Golding reviewed the history of the Housing for Ohio letter of credit and the cumbersome covenants imposed on the University by Wells Fargo. An RFP was issued to replace the existing letter of credit in hopes of securing favorable terms and eliminating the over burdensome covenants. Barclays offered a significantly lower rate without the covenants and a new letter of credit closed on October 15. The university will realize a savings of \$200,000 annually. VP Golding thanked Beth Greene, Director of Debt Management, for providing continuity on this process throughout her maternity leave and credited her with securing such favorable terms and costing.

- **Resolution, Six Year Capital Improvement Plan**

VP Golding referred the committee to the resolution to approve the CIP which was discussed in detail during this morning's Joint session and Trustee King asked if there were additional comments. No additional discussion occurred.

**Trustee Anderson moved to recommend approval to the full board of the resolution to approve the Six Year Capital Improvement Plan. Trustee Cooper provided a second and the committee approved the motion unanimously.**

- **Resolution, FY 2015 – FY 2016 Biennium Project Approval**

VP Golding reviewed the process for submission of the state appropriation list. Institutions have been encouraged by the state to submit 125% of their prior biennium appropriation award. The list shared with the joint session earlier today is in priority order and will be the basis for the final submission once the actual state funding figure is available. The Higher Education Capital Funding Commission will review the submission for the next two-year biennium and the six-year submission is due to the Board of Regents November 1.

**Trustee Anderson moved to recommend approval to the full board of the resolution to approve the FY 2015 – FY 2106 Biennium Project list. Trustee Cooper provided a second and the committee approved the motion unanimously.**

- **Consent, Construction Project-Housing Phase I Construction**

VP Golding introduced VP for Student Affairs, Ryan Lombardi and AVP for Facilities, Harry Wyatt, to discuss the progress on the Housing Development Plan (HDP) and the request for approval of the \$110 million Phase 1 Construction budget. VP Lombardi thanked the staffs from both Residential Housing and Facilities for their continued work on the Housing Plan.

AVP Wyatt discussed that this request for \$110 million will be funded by \$100 million in debt and \$10 million from Housing operating reserves. A variety of project design principles guided the development of this plan including those addressing history, sustainability, a sense of community, and the provision of exemplary student services. Maps reflecting 1) the layout of new housing facilities at the conclusion of the ten year, three phase HDP and 2) the impact of the Phase 1 Construction were shared.

VP Lombardi shared renderings of facilities proposed in the Phase 1 Construction. The facilities maintain the Georgian architecture, but incorporate new, more contemporary physical and visual features. An individual room / suite layout was shared. There will be 916 bed spaces in the buildings comprised mainly (78%) of double rooms. Design features have been incorporated into the suites based on lessons learned from the Adams Hall experience such as moving sinks back into the restroom areas and installing a door for the water closet. Floor plans have been developed which create community areas – corridors have rooms interspersed with common areas. The planned layouts work well for Learning Communities and the interior drywall construction, module layouts and common areas offer future flexibility and adaptability for future renovations.

Dean of Students, Jenny Hall-Jones and Executive Director of Residential Housing, Pete Trentacoste, are leading discussions with faculty and students on future Living and Learning Communities and the HDP Phase 1 construction plan includes two faculty/staff apartments. VP Lombardi advised that there are currently six faculty members living in residential housing, up 100% from the prior year. Two multipurpose rooms (~1,000 gsf each) have been incorporated into the HDP Phase 1 design to offer casual recreation and programmable space. A 19,000 gsf Learning Commons space is designed for academic and special project work and smart classrooms will also be incorporated into the commons for group work and instruction.

Phase 1 site work has been ongoing and the next phase of construction will commence immediately following board approval. Following the completion of the five buildings within Phase 1, several of the higher cost South Green buildings will be demolished.

**Trustee Anderson moved to retain this item on the Consent Agenda for the November 1 Board of Trustee meeting, Trustee Cooper provided a second and the committee unanimously approved the motion.**

- **Consent, Construction Project-Lausche Heating Plant Replacement**

VP Golding introduced SAVP for Information Technology and Administrative Services, Joe Lalley, for an update on the Lausche Replacement project. SAVP Lalley reminded the committee that the project was approved using the Design and Build model and that a bond issue is currently scheduled for early 2014. A Lausche plant project is necessary in order to meet impending EPA regulations, to replace the current plant which is past its useful life, and to meet the current and future energy needs of campus.

SAVP Lalley discussed the capacity for the new plant and the levels of steam, chilled water and electricity production required to meet the campus needs. Plans are also to increase reliability through design and cost effective redundancy. Board approval of the schematic design at this meeting will lead to a full project request in March, 2014, with completion planned for late in 2016.

**Trustee Anderson moved to retain this item on the Consent Agenda for the November 1 Board of Trustee meeting, Trustee Cooper provided a second and the committee unanimously approved the motion.**

- **Consent, Construction Project-Campus Elevator Upgrades**

AVP Wyatt briefly discussed this \$1.875 million deferred maintenance project that will upgrade seven existing elevators across campus using State Capital Appropriations funding.

**Trustee Anderson moved to retain this item on the Consent Agenda for the November 1 Board of Trustee meeting, Trustee Cooper provided a second and the committee unanimously approved the motion.**

- **Annual Reports to the Board of Trustees**

- **Sustainability Report**
- **Insurance Report**
- **Clery Data Report – Fire**
- **Clery Data Report – Police**

VP Golding briefly mentioned the four annual reports from the Finance and Administration area that are included with the Resources Committee materials and requested any questions be directed to his office. Trustee King remarked that the Sustainability Report's benchmark reporting was very comprehensive.

Regarding the annual Insurance Report, Trustee Anderson questioned the savings resulting from pooling of IUC school's insurance costs. AVP for Risk Management and Safety, Joe Adams, advised that the university has participated in the IUC-IC pool for 7 years and has enjoyed reduced premiums and many shared administration costs. Regarding coverage of student athletes, AVP Adams advised that registered student athletes are covered by NCAA coverage and additional coverage is secured by the university which covers team sports, those visiting campus, and also provides umbrella coverage.

- **Capital Campaign Update**

Vice President for Advancement, Bryan Benchoff, provided an update for the Capital Campaign noting campaign contributions totaling \$430.5 million toward the \$450 million goal as of October 31, 2013, with today's total at nearly \$431.2 million.

VP Benchoff shared the marketing materials for the Scholarship Incentive Program which was discussed with the board in June, 2013. The response has been immediate and the program is getting attention – as of today, eight new scholarships have been established. VP Benchoff stated that the entry level for an endowed scholarship is \$25,000 and that amount is appealing to many younger alumnae. It has proven to be a valuable fundraising tool and there are high hopes for the remainder of the campaign.

Resources Committee went into executive session at 2:54 p.m. to discuss a vendor bid and property issues; the Committee reconvened at 3:40 and reported that there was unanimous approval to move forward to the full board a resolution declaring two land parcels as surplus property.

Meeting adjourned at 3:45 p.m.



**OHIO**  
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**Academics Committee Meeting**  
**October 31, 2013 – 1:30 pm**

The meeting was called to order at 1:30 p.m. by Trustee Wolfort, committee chair.

**Attendance:**

David A. Wolfort, chair  
Kevin B. Lake, trustee  
Janelle Simmons, trustee  
David Thomas, faculty representative  
Peggy Viehweger, national trustee  
Keith Wilbur, student trustee

**Academic Quality-Dashboard: Heritage College of Osteopathic Medicine (HCOM)**

Kenneth Johnson, DO, Executive Dean of the Heritage College of Osteopathic Medicine, outlined HCOM's structure, standing within the medical community, along with its' growth, projects, and initiatives.

- Received a \$105 million grant from the Osteopathic Heritage Foundation and developed partnerships with the Cleveland Clinic and OhioHealth
- Ranked 11<sup>th</sup> in the country for students entering primary care residencies
- Ranked 17<sup>th</sup> for Family Medicine training
- Received \$16 million in grant and contract revenue during fiscal year 2013
- HCOM Students
  - 60% stay in Ohio after graduation – 20% more than Ohio medical schools
  - Two to five times more likely to practice in areas of greatest need
  - Higher percentage of students go into primary care
- Accreditation
  - Performs very well when under review by both the undergraduate and graduate accrediting bodies.
- Strategic Initiatives
  - Ensure success of the Osteopathic Heritage Foundation grant
  - Launch Central Ohio Branch Campus – Dublin (operational July 2014), 50 students per year, some current faculty, especially those living in the area, will work at the facility, but additional faculty will be hired

- Launch Northeast Ohio Branch Campus – Cleveland (operational July 2015) 50 students per year, some current especially those living in the area, will work at the facility, but additional faculty will be hired
- Partner with OhioHealth to significantly improve healthcare in Southeastern Ohio
- Enhance Faculty and Employee Compensation Plans to become more competitive
- Continue evolution of the CORE training system – a nationally recognized consortium comprised of 26 hospitals and four other colleges of osteopathic medicine. (CORE: Centers for Osteopathic Research and Education)
- Need for Primary Care
  - 45,000 additional primary care physicians are likely to be needed in the near future
  - Approximately 64% of the counties in Ohio are currently underserved. With significant physician retirements upcoming, this number will increase

Question from the committee

With expansion into metropolitan areas, how will HCOM continue to focus on underserved populations and primary care?

Incentives such as scholarships and state funding are attached to primary care. Additional training available for serving underserved populations – both urban and rural. OUHCOM is looking at the way that students are trained. Physicians are now leaders of teams rather than being single providers. Training must include how to develop teams and be effective within a medical team construct. Additionally, HCOM's goal is to not only attract exemplary researchers and faculty, but also to attract “teams” to provide opportunities for this kind of training.

## **Academic Quality Initiatives**

### **AQIP Update**

Michael Williford, Associate Provost for Institutional Accreditation, provided a brief overview of Ohio University's accreditation through the North Central Association of Colleges and Schools' Higher Learning Commission under the Academic Quality Improvement Program model and specifically addressed two of the five criteria for accreditation:

- Teaching and Learning: Quality Resources and Support
- Teaching and Learning: Evaluation and Improvements

Issues with the AQIP accreditation process include: the fact that there are few comparable peer institutions. Most AQIP schools are not research universities and of

the few that are, most are in Ohio and therefore ineligible to provide reviewers. Therefore, most reviewers are often from community colleges or private schools. The AQIP process is becoming more time and work intensive than the “every ten year” process the university had before. The time commitment needed may increase as AQIP considers moving to reviews every four years.

### **Enrollment Update**

Craig Cornell, Vice Provost for Enrollment Management, provided a short overview.

- Ohio University was at the top of enrollments in Ohio with a 4.25% increase.
  - Ohio public institution’s overall enrollments rose 0.17% with individual schools ranging from a 6.76% drop in enrollment to OU’s 4.25% increase.
- Ohio University had the largest growth in first time, full time students at 355 in Ohio.
  - The average enrollments at Ohio’s public institutions (first time, full time students) were essentially flat.
  - Other institutions’ enrollments ranged from being down 376 students to OHIO’s high.
- Ohio University had the second largest percentage growth in first time, full time enrollments at 9.1%.
  - Other Ohio institutions ranged from being down 19.2% to Cleveland State’s high of 13.4%.

Continued enrollment growth will be increasingly strategic based on housing capacity, student capacity within colleges/programs, ensuring academic excellence, etc.

Competition for students is fierce, especially with the continued decline in high school graduates in Ohio, so recruitment efforts must continue in kind. Other institutions will be ramping up their efforts to recruit students to their institutions.

### **Retention Report – Undergraduate First-Year Student Retention**

With no questions forthcoming from the committee, this agenda item was not discussed.

### **US News and World Report Rankings**

With no questions forthcoming from the committee, this agenda item was not discussed.

## Consent agenda items moved forward to the full Board:

- **Reviews of Centers and Institutes**
  - Center for Intelligent Chemical Instrumentation – Continued
  - Center for Scientific Computing and Immersive Technology – Continued
  - Appalachian Rural Health Institute- Continued
  - WOUB Center for Public Media – Continued
  - George Hill Center for Counseling and Research – Continued
  - Scripps Survey Research Center – One-year extension
  
- Bachelor of Science in Energy Engineering Program
- Bachelor of Science in Technical Operations Management
- Master of Education in Cultural Studies in Education renamed to Master of Education in Critical Studies in Educational Foundations

The meeting was adjourned at 3:20 pm by Trustee Wolfort.



### Governance Committee Meeting October 31, 2013 – 3:30 pm

Present were Chair Lake, Trustees Viehweger, Simmons, Wolfort, and Anderson, Student Trustee Roden, Secretary to the Board Pete Mather and General Counsel John Biancamano.

The Committee reviewed a proposal on Board meeting structure presented by Chair Anderson as a follow-up to the discussion at the Board retreat in August. She explained that the proposed changes in the meeting structure were intended to (a) assist the Board in focusing on high level strategic policy decisions, (b) ensure that there is sufficient time for Trustees to discuss the matters before them and (c) to provide information to the university community about Board deliberations and decisions. The meeting structure proposal included making it standard procedure to begin the meeting early on Thursday morning and work through the lunch hour on Thursday.

The Committee discussed the names of the various committees and agreed that the Joint Committee, or the Committee of the Whole, should remain on the Thursday morning agenda. There was general agreement that in the Friday meeting the committee chairs should summarize the discussions that occurred in the meetings the previous day without

reading the minutes into the record. If committee chairs require assistance in preparing an outline for their Friday morning report, they should discuss with the staff members who draft the committee minutes.

Dr. Mather encouraged Committee members to register for AGB conference on April 12–14, 2014 in Orlando.

The Committee adjourned at 4:15



**Audit Committee Meeting**  
**October 31, 2013 – 3:30 pm**

Trustee David Brightbill, called the meeting to order at 3:44 p.m. Other committee members present were Trustee J. Patrick Campbell, Trustee Cary Cooper, Trustee William Hilyard, Trustee Janetta King, and Student Trustee Keith Wilbur. President Roderick McDavis was also present.

**Governmental Accounting Standards Board (GASB) Statements 67/68 Pension Plan Accounting**

Deborah Shaffer, Senior Associate Vice President for Finance and Administration, presented on GASB Statement No. 67 (GASB 67), Financial Reporting for Pension Plans, and GASB Statement No. 68 (GASB 68), Accounting and Financial Reporting for Pensions. These two new accounting standards will result in significant accounting and reporting changes for governmental employers that participate in cost-sharing, multi-employer defined benefit pension plans, such as the Ohio Public Employees Retirement System (OPERS) and the State Teachers Retirement System of Ohio (STRS). GASB 67 applies to the pension plans (STRS and OPERS) and is applicable for FY14. The objective of GASB 67 is to improve financial reporting by state and local governmental pension plans. GASB 68 applies to the governmental employer (the University) and is applicable for FY15. GASB 68 requires the University to record unfunded pension obligation of the pension plans on the financial statements which will have a material impact on the University financial statements and ratios. Discussion ensued regarding the impact of these pronouncements.

**Plante Moran FY14 Audit Update**

Robert Shenton and Keith Martinez of Plante Moran provided the Audit Committee with an update related to the external audit. Their presentation included:

- Required communications
- Summary of audit differences
- New accounting pronouncements

Plante Moran discussed their “unqualified opinion” on the FY13 financial statements, their responsibilities under Generally Accepted Auditing Standards (GAAS) and Generally Accepted Governmental Auditing Standards (GAGAS) related to internal controls and compliance, and described significant accounting policies and procedures.

There were three items listed in the Summary of Audit Differences: two known misstatements (University Medical Associates and Tech GROWTH Ohio Fund) and one adjustment related to the recording of Accounts Payable invoices due to timing differences.

Plante Moran discussed six new accounting pronouncements and the AICPA Clarity Standards that may impact Ohio University.

The Audit Committee moved the resolution to approve the June 30, 2013 Financial Statement Audits to the Ohio University Board of Trustees.

### **Internal Audit Update**

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

- Audit Status Update
- Ohio Ethics Hotline

Mr. Davis updated the Audit Committee on the completed audits for FY14 which included a report being issued for ICA Compliance and a draft report being issued for OIT-Information Security. In addition, Internal Audit (IA) is currently working on audits of the Voinovich School and Risk Management and Safety.

Mr. Davis presented on the Ethics Hotline system including a description of the system, its advantages and recent activity related to the hotline. In addition, Mr. Davis described the process for handling reports to the Ethics Hotline. Discussion ensued.

Trustee Campbell inquired about the reporting line with the ICA Compliance Office and the Office of Legal Affairs.

There was no unfinished business.

Meeting adjourned at 4:32 p.m.



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**Executive Committee Meeting**  
**November 1, 2013 – 7:30 am**

Present: Chair Sandra Anderson; Trustees David Brightbill, David Wolfort, Kevin B. Lake, Janetta King, Janelle Simmons, Cary Cooper; Student Trustees Amanda Roden and Keith Wilbur; National Trustees J. Patrick Campbell and Peggy Viehweger; Alumni Association Representative William Hilyard; President Roderick McDavis; and Board Secretary Peter C. Mather

Chair Anderson called the meeting to order at 7:35.

President McDavis gave an update on the State Share of Instruction. He noted that, at this point, Ohio University has been provided a 9% increase in SSI for FY2014. However, when the funding allocations were announced, concerns were raised by other institutions due to financial losses. Requests have been made of the Ohio Board of Regents' Finance Office to gain clarity on the distribution. President McDavis indicated that there could be a mid-year adjustment to the previously announced numbers.

President McDavis then discussed the FY2015 budget process. He noted that budget hearings would take place with administrative units before the end of the year and with colleges in January and February. He noted that RCM requires significant information sharing. The President indicated that the administration will bring plans regarding tuition for 2014 – 2015 to the March BOR meeting.

**Update on Ridges Committee**

President McDavis delivered a report on the recently formed Ridges Advisory Committee (RAC). This committee is chaired by Steve Golding. Two other working committees will provide information to the RAC. The RAC will then bring proposals to President McDavis. President McDavis will then bring recommendations to the Board. He noted that we will be looking at public-private partnerships and other forms of investment in the property.

In response to a question from Trustee Viehweger, President McDavis explained that the Ridges were given to Ohio University by the state in the 1980s. While there have been investments by the University over the ensuing years, there are financial challenges in continuing to fund the needs of the Ridges.

### **Higher Education Funding Commission**

President McDavis spoke about his recent appointment by Governor Kasich to the Higher Education Funding Commission. November 1<sup>st</sup>, the day of this meeting, is the deadline for institutions to turn in their capital budget requests. The Commission will then turn over their proposals to the Governor by the end of November. Ohio University's proposal will focus on deferred maintenance needs.

### **Report on Visit to Faculty Senate**

Chair Anderson reported that she and Trustee David Brightbill visited the faculty senate on October 14, 2013. During this visit they took questions from the faculty senators. Issues included concerns about tenure track faculty; issues of academic quality; faculty compensation; administrators' compensation; role and expense of intercollegiate athletics; online education; investment in facilities; and faculty morale. Chair Anderson pointed out that Faculty Senate Chair Elizabeth Sayrs provided excellent leadership in preparing the Chair and Vice Chair for the meeting and in moderating the discussion during the meeting.

### **Court Street Incident Update**

President McDavis, Vice President Ryan Lombardi and General Counsel John Biancamano reported on an incident that occurred on Court Street during the 2013 Homecoming weekend. VP Lombardi provided the status of the findings from the incident. He also detailed the University's approach to educating students on issues of sexual misconduct. He noted that the education begins with orientation and continues through the duration of students' time on campus. He noted that recommendations have been made that the University and the Division of Student Affairs are considering as they move forward to create a healthier and safer environment.

A discussion ensued regarding the communication between the Athens Police Department and the University, and some of the challenges around the different jurisdictions.

At 8:40am, Secretary Mather called the roll for the Trustees to move into executive session pursuant to the provisions of R.C. 121.22.

At 9:38, Secretary Mather called the roll to exit executive session and Chair Anderson adjourned the meeting.



# PRESIDENT'S REPORT

presented to  
Ohio University Board of Trustees  
January 24, 2014

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



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# Overview



- **Strategic Priorities**
- **Sick Leave Donation Program**
- **Legislative Update**
- **The Interlink Alliance**
- **Ridges Advisory Committee**
- **Fulbright Success**
- **The Complete Capital Campaign**
- **Ohio University Points of Pride**
- **Program Spotlight**

# 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

Effective Total Compensation

Short- & Long-Term Enrollment Goals

Improve Financial Strength

Complete Capital Campaign

## 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

# Sick Leave Donation Program

Effective  
Total  
Compensation

## A Sick Leave Donation Program at Ohio University is being developed

- The purpose of this program is to provide an additional 20 days sick leave to employees with an identified need, as determined by OHIO Human Resources
- The Sick Leave Donation Committee has recommended that:
  - ✓ The program extend to administrators and classified staff
  - ✓ Employees may donate up to 20 days annually
  - ✓ Donations may be made to a “pool” of time or to an individual
  - ✓ A pilot program be instituted two years prior to implementation
  - ✓ Short term disability benefits be added to the University’s benefits program



# Legislative Update

Legislative  
Update

## Senator Joe Schiavoni, an Ohio University alumnus, has been selected Minority Leader for the 130<sup>th</sup> General Assembly

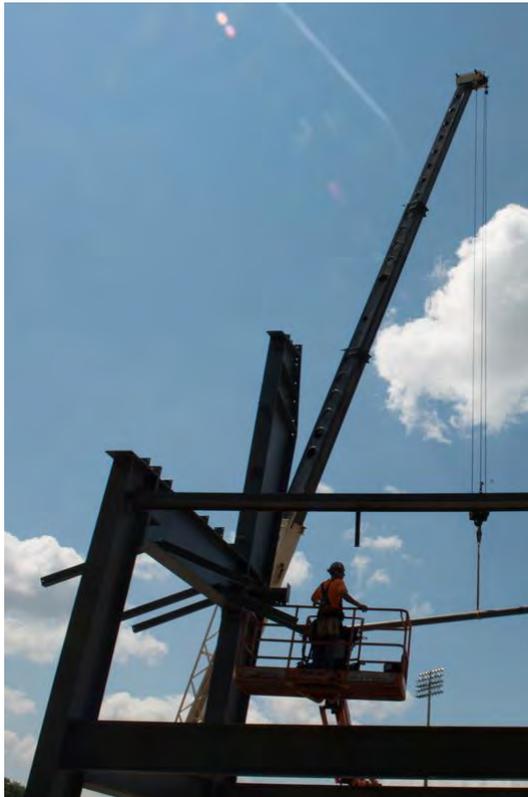
- ✓ After earning a Bachelor of Science in Communication from Ohio University, Senator Schiavoni earned a Juris Doctor and practiced workers compensation law
- ✓ Since 2008, Schiavoni has served as a representative of the 33<sup>rd</sup> District in the Ohio Senate – a tenure marked by his passion for education and his strong opposition to Senate Bill 5
- ✓ As the top Democrat on the Senate Energy and Natural Resources Committee, Senator Schiavoni is very influential on issues affecting the oil and gas industry



# Legislative Update

Legislative  
Update

## The Ohio Higher Education Funding Commission 2.0 has completed its capital budget recommendations



- ✓ Ohio's public institutions of higher education submitted their six-year capital plans to the Commission in November
- ✓ During a three-week period, Commission staff conducted 50 conference calls to discuss and categorize each institution's capital budget requests
- ✓ The Commission will submit funding recommendations to Governor Kasich in January

# The Interlink Alliance



Integrative  
Co-curricular  
Activities

**With its mission of empowerment,  
The Interlink Alliance is forging ahead**

- Bylaws have been completed and approved by the State of Ohio but still need to be voted upon for 501 C (3) status
- Invitations of membership have been extended to University of Maryland Baltimore County and Virginia Commonwealth University and VCH Health System as the Alliance works to expand membership
- Planning for The Interlink Alliance's 2014 Faculty Development and Leadership Conference is underway:
  - ✓ This year's conference, "From Pencils to Pixels: Pedagogy in the 21st Century," will be held March 7-8 at Virginia State University
  - ✓ The conference combines interactive learning sessions, best practices, poster sessions, and networking opportunities for higher education faculty



# Ridges Advisory Committee

The Ridges Advisory Committee (RAC) convened on December 13, 2013 to discuss the Master Plan process

- Members were charged with providing feedback and recommendations to the President on an updated land use plan for the Ridges, as developed by The Ridges Master Plan Committee
- The RAC will consist of three subcommittees:
  - ✓ *Land Use and Development*  
(Chair: Donna Goss, Director of Engagement & Real Estate Management)
  - ✓ *Existing Building Strategy*  
(Chair: Benjamin Stuart, Associate Professor of Civil Engineering)
  - ✓ *Academic Uses*  
(Chair: Joseph Shields, Vice President for Research and Creative Activity)
- The next RAC meeting is slated for March 2014, and the final report is expected in the Spring of 2015



# Fulbright Success

Nation's Best  
Transformative  
Learning  
Community

Research institutions	Number of awards
Ohio State U.	10
U. of Illinois at Urbana-Champaign	10
Texas Tech U.	9
U. of Minnesota-Twin Cities	8
U. of Florida	7
U. of Kentucky	7
U. of California at Berkeley	6
U. of Colorado at Boulder	6
U. of Michigan at Ann Arbor	6
Boston U.	5
New York U.	5
<b>Ohio University</b>	<b>5</b>
Pennsylvania State U. at University Park	5
U. of Georgia	5
U. of North Carolina at Charlotte	5

*Source: Chronicle of Higher Education*

**The Chronicle of Higher Education recognized Ohio University as a top producer of U.S. Fulbright Scholars among research institutions (2013-14)**

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# The Promise Lives Capital Campaign

**Total Attainment: \$441.8 M**



- Alumni: \$236.73
- Other Individuals: \$20.06
- Corporations: \$13.46
- Foundations: \$150.64
- Other Organizations: \$20.90

*\* In millions*

*\*Current as of December 20, 2013*

# The Promise Lives Capital Campaign

Complete  
Capital  
Campaign

## Advancement Travel

- Washington, D.C.
- Columbus, OH
- Cleveland, OH
- Toledo, OH
- Sarasota, FL
- Fort Myers, FL
- Chicago, IL
- New York City, NY
- St. Petersburg, FL

# Points of Pride

Nation's Best  
Transformative  
Learning  
Community



*Photograph courtesy of UCM*

- **OHIO Volleyball captured the program's eighth MAC Tournament Title and earned a spot in the 2013 NCAA Championship**
- **Head coach Ryan Theis was named the 2013 MAC Coach of the Year**
- **Sophomore setter Abby Gilleland was named the 2013 MAC Volleyball Player of the Year**

# Points of Pride

Nation's Best  
Transformative  
Learning  
Community

- **OHIO Football competed in the 2013 Beef 'O' Brady's Bowl in St. Petersburg, Fla.**
- **OHIO was honored for having the “Best Under-the-Radar NCAA Football Atmosphere” by Enterprise Rent-A-Car**



*Photograph courtesy of UCM*

# Points of Pride

Nation's Best  
Transformative  
Learning  
Community



**The New York Times featured an op-ed by Creative Writing Professor and Ohio University alumnus Zakes Mda which reflected on Nelson Mandela**

*Photograph courtesy of UCM*

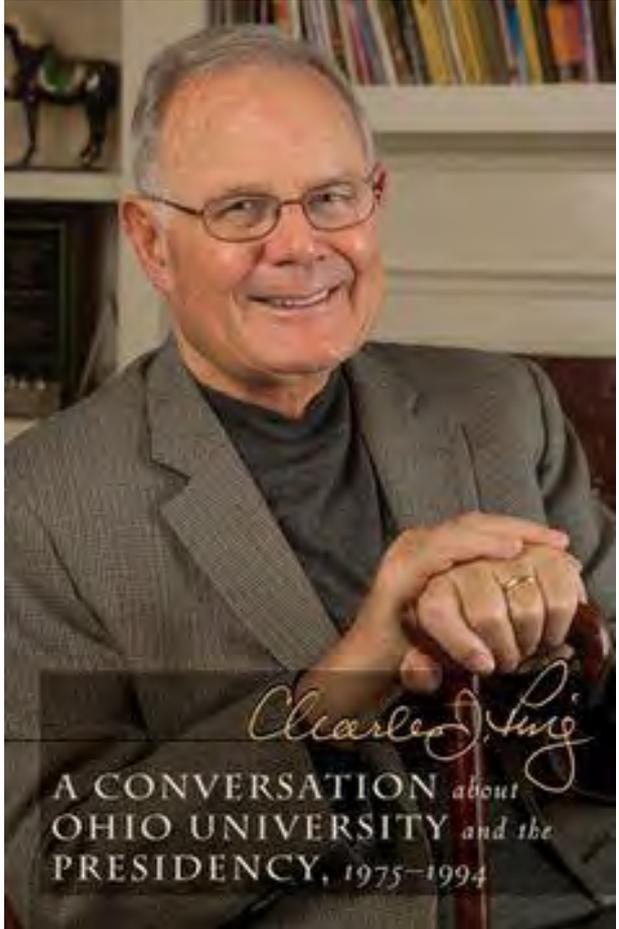
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# Points of Pride

Nation's Best  
Transformative  
Learning  
Community



**Ohio University President Emeritus  
Dr. Charles J. Ping unveiled his new  
book, "A Conversation about Ohio  
University and the Presidency,  
1975-1994"**

*Photograph courtesy of Ohio University*



# Points of Pride

Nation's Best  
Transformative  
Learning  
Community

- **Ohio University Loehr Professor of Mechanical Engineering David Bayless was named a fellow of the National Academy of Inventors**
- **IT Design Analyst Ron Williams was honored by Crestron with a Masters Design Award**
- **Russ-Ohio Research Scholar in Coal Syngas Utilization Sunggyu “K.B.” Lee was inducted to the Engineering and Science Hall of Fame**



*Photograph courtesy of UCM*

# Points of Pride

Nation's Best  
Transformative  
Learning  
Community



*Photograph courtesy of UCM*

**Six OHIO faculty members were recognized for teaching excellence and will be featured in Ohio Magazine's annual "Excellence in Education" section**

# Points of Pride

Nation's Best  
Transformative  
Learning  
Community



*Photograph courtesy of UCM*

**The Ohio Third Frontier Commission awarded Ohio University's Innovation Center \$350,000 to help grow technology businesses in Southeastern Ohio**

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# Points of Pride

Nation's Best  
Transformative  
Learning  
Community



**The E.W. Scripps School of Journalism entered into an exclusive partnership with the U.S. Soccer Federation for the World Cup 2014 in Brazil**

*Photograph courtesy of Ohio University*

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# Points of Pride

Nation's Best  
Transformative  
Learning  
Community



**Through the Residents' Action Council, 17 OHIO residence halls raised funds for Athens County Children Service's Santa Tree Project which provided holiday gifts to area children in need**

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# Points of Pride

Nation's Best  
Transformative  
Learning  
Community



**Sara Lewkowicz, a graduate student standout in the School of Visual Communication, was named the College Photographer of the Year**

*Photograph courtesy of UCM*



## University Spotlight

# Center for Campus and Community Engagement

### Presenters:

- David Descutner, Associate Provost for Undergraduate Studies
- Ryan Lombardi, Vice President for Student Affairs
- Kevin Davis, Director of the Center for Campus and Community Engagement
- Julia Paxton, Associate Professor of Economics

# PRESIDENT'S REPORT

presented to  
Ohio University Board of Trustees  
January 24, 2014

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# Faculty Senate Update

Elizabeth Sayrs, Chair

David Thomas, Vice Chair

Beth Quitslund, Secretary

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# Academic Quality Highlights for Faculty

- Program Review
- Value for students
- Group II Faculty changes

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## National Universities

Morse, Robert and Diane Tolis. "Which Highly Ranked Universities Operate Most Efficiently?" *Morse Code: Inside the College Rankings*. 06 Dec 2012. US News and World Report.  
<http://www.usnews.com/education/blogs/college-rankings-blog/2012/12/06/which-highly-ranked-universities-operate-most-efficiently>.

School name (state)	U.S. News National Universities rank	Financial resources per student (FY 2011)
Florida State University	97	\$17,731
Brigham Young University--Provo (UT)	68	\$20,441
Miami University--Oxford (OH)	89	\$19,091
University of Alabama	77	\$20,288
College of William and Mary (VA)	33	\$27,572
Colorado School of Mines	77	\$21,417
University of Missouri	97	\$21,226
Binghamton University--SUNY (NY)	89	\$22,181
Indiana University--Bloomington	83	\$22,806
Ohio University	131	\$18,983
Rutgers, the State University of New Jersey--Newark	115	\$20,801
University of Georgia	63	\$27,028
Clemson University (SC)	68	\$26,293
University of South Carolina	115	\$21,389
Virginia Tech	72	\$26,261
Clark University (MA)	83	\$25,073
Duquesne University (PA)	120	\$21,216
University of Oregon	115	\$21,749
Texas Christian University	92	\$24,486
Missouri University of Science & Technology	125	\$21,044



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Morse, Robert. "Weighing the Efficiency of Highly Ranked Universities." *Morse Code: Inside the College Rankings*. 19 Dec 2013. US News and World Report. <<http://www.usnews.com/education/blogs/college-rankings-blog/2013/12/19/weighing-the-efficiency-of-highly-ranked-universities>>.

### National Universities

School name (state)	U.S. News National Universities rank	Financial resources rank	Spending per student for each point in the U.S. News overall score
Florida State University	91	211	\$355.32
Miami University—Oxford (OH)	75	192	\$374.64
Brigham Young University—Provo (UT)	62	174	\$377.83
University of Alabama	86	186	\$387.96
College of William and Mary (VA)	32	114	\$411.48
Colorado School of Mines	91	174	\$434.26
Clemson University (SC)	62	137	\$441.10
Binghamton University—SUNY	97	168	\$446.59
Indiana University—Bloomington	75	154	\$446.60
University of Missouri	97	168	\$457.35
Ohio University	135	201	\$475.61
Texas Christian University	82	144	\$476.83
University of Georgia	60	119	\$476.98
University of South Carolina	112	174	\$478.78
Clark University (MA)	75	137	\$484.98
Virginia Tech	69	119	\$494.04
University of Oregon	109	162	\$497.30
DePaul University (IL)	121	182	\$500.60
Worcester Polytechnic Institute (MA)	62	108	\$508.69
University of St. Thomas (MN)	112	154	\$510.93



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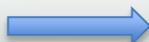


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### Underperformers

Schools with an overall numerical rank in the 2014 Best National Universities rankings that is lower than the school's academic peer assessment rank by the largest number of places are shown in the table below.

School name (state)	U.S. News National Universities rank	Academic peer assessment rank	Underperformance
Arizona State University	142	71	-71
University of Arizona	119	51	-68
University of Montana	201	133	-68
University of Colorado—Denver	190	133	-57
Virginia Commonwealth University	167	117	-50
University of North Carolina—Charlotte	201	152	-49
University of New Mexico	181	133	-48
University of Colorado—Boulder	86	40	-46
University of Oregon	109	65	-44
Oregon State University	142	101	-41
University of Maryland—Baltimore County	158	117	-41
George Mason University (VA)	141	101	-40
University of Illinois—Chicago	128	91	-37
University of Kansas	101	65	-36
Indiana University—Bloomington	75	40	-35
Montana State University	201	166	-35
San Diego State University	152	117	-35
University of Alabama—Birmingham	152	117	-35
University of Missouri—Kansas City	201	166	-35
Kansas State University	135	101	-34
Ohio University	135	101	-34



The ranking data above are correct as of Dec. 12, 2013.

Morse, Robert and Diane Tolis. "U.S. News Analysis Shows Universities Where Reputation, Rank Don't Match." *Morse Code: Inside the College Rankings*. US News and World Report. 12 Dec 2013  
<<http://www.usnews.com/education/blogs/college-rankings-blog/2013/12/12/us-news-analysis-shows-universities-where-reputation-rank-dont-match>

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Athletic & Academic Spending Database for NCAA Division I. Knight Commission on Intercollegiate Athletics. Data are self-reported by institutions on NCAA financial reports and on reports required by the federal government (Equity in Athletics Disclosure Act and the Integrated Postsecondary Education Data System). For all Ohio University data, see <http://spendingdatabase.knightcommission.org/fbs/mac/ohio-university>

## ACADEMIC SPENDING



### ACADEMIC SPENDING PER FTE STUDENT

The full cost of education per full-time equivalent (FTE) student. It includes only the direct and indirect costs related to educating students; spending related to other university activities or services is excluded.

	2005	2011
<b>MID-AMERICAN CONFERENCE MEDIAN</b> +6% from 2005-2011	\$12,335	\$13,073
<b>OHIO UNIVERSITY</b> -10% from 2005-2011	\$13,836	\$12,459

Amounts reflect HEPI inflation-adjusted dollars.

## ATHLETIC SPENDING



### ATHLETIC SPENDING PER ATHLETE

Total athletic operating expenses, including scholarship costs, per unduplicated athlete.

	2005	2011
<b>MID-AMERICAN CONFERENCE MEDIAN</b> +9% from 2005-2011	\$47,157	\$51,419
<b>OHIO UNIVERSITY</b> +41% from 2005-2011	\$35,754	\$50,422

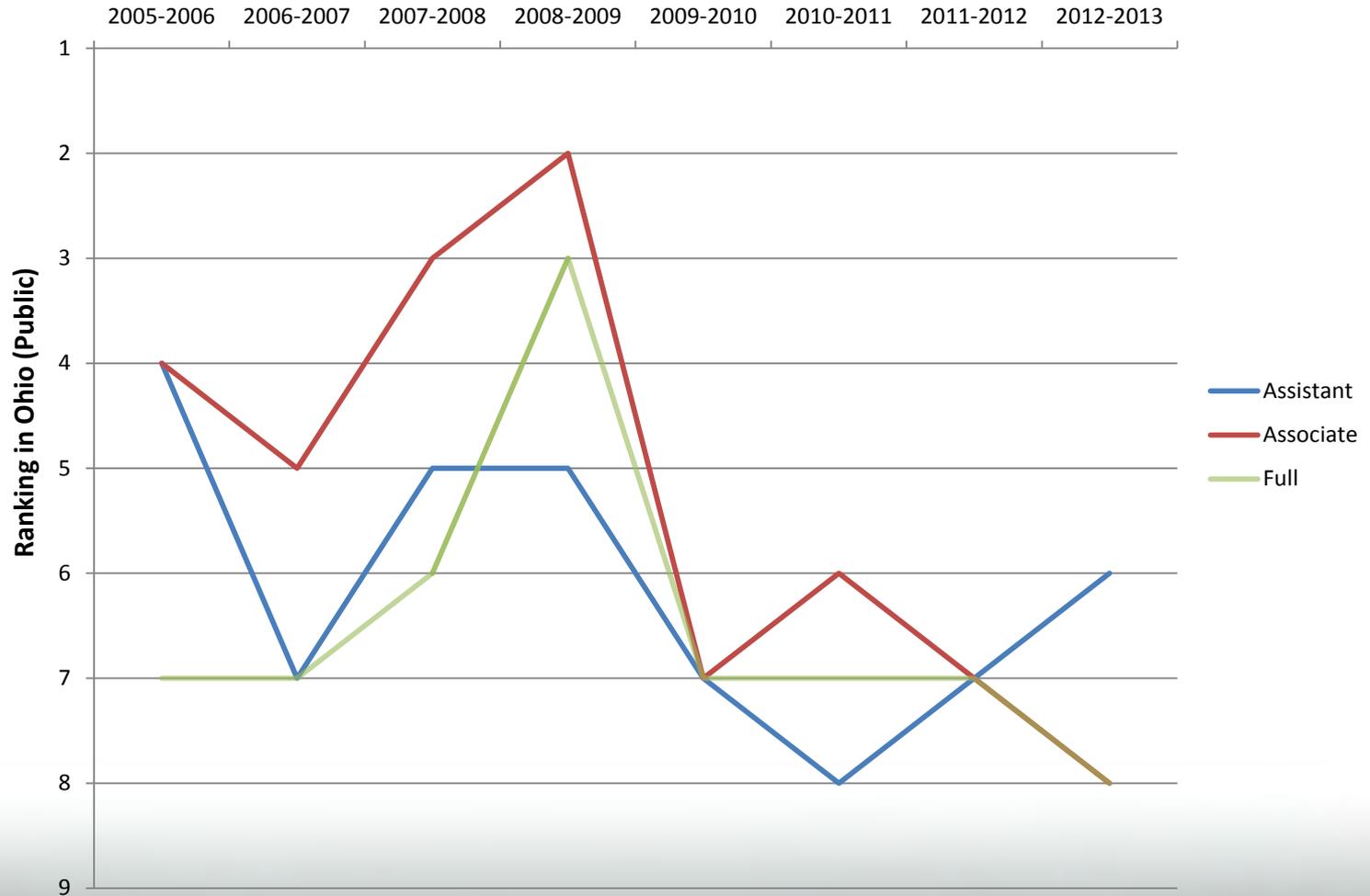
Amounts reflect HEPI inflation-adjusted dollars.

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# Faculty Salary Rank (vs. Ohio publics)



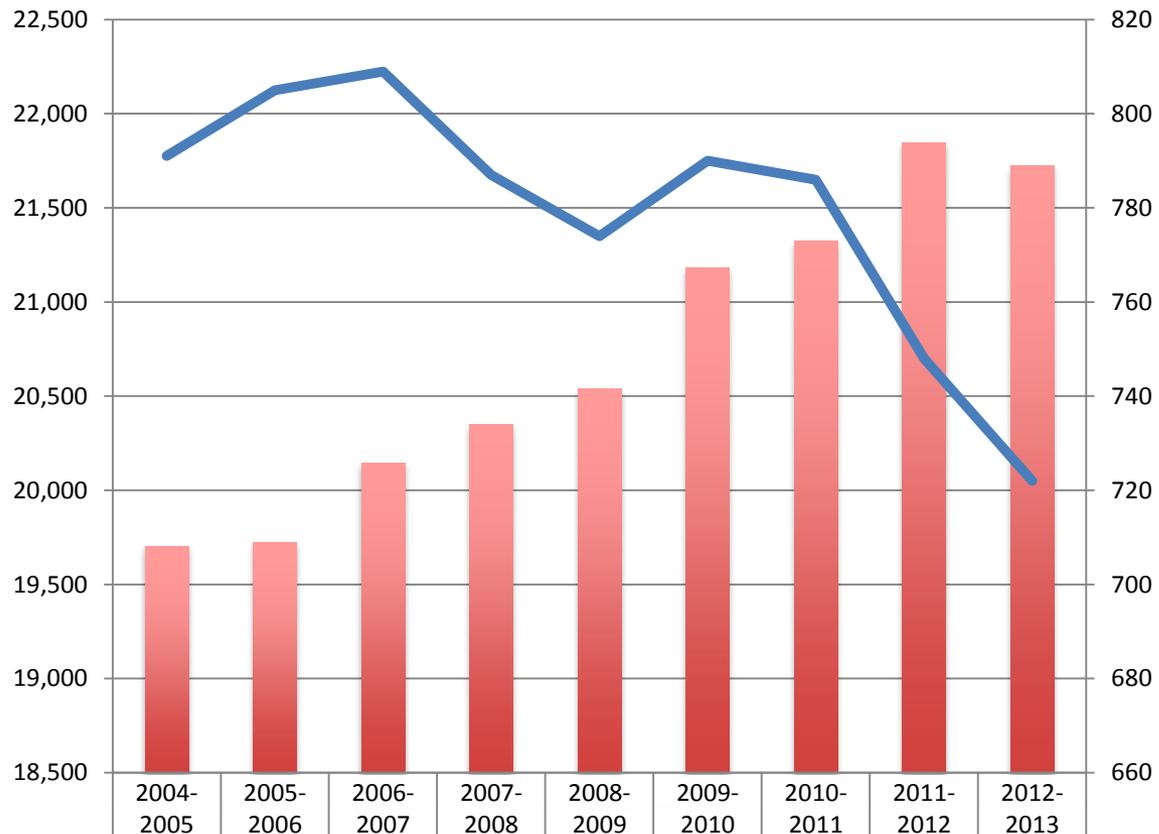
All data from Institutional Research: <http://www.ohio.edu/instres/>

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## Group I Faculty and Student Headcount (Athens campus – all)



 Student Headcount (total, Athens)	19,704	19,725	20,146	20,350	20,537	21,182	21,324	21,848	21,724
 Group I (Full time, Athens)	791	805	809	787	774	790	786	748	722

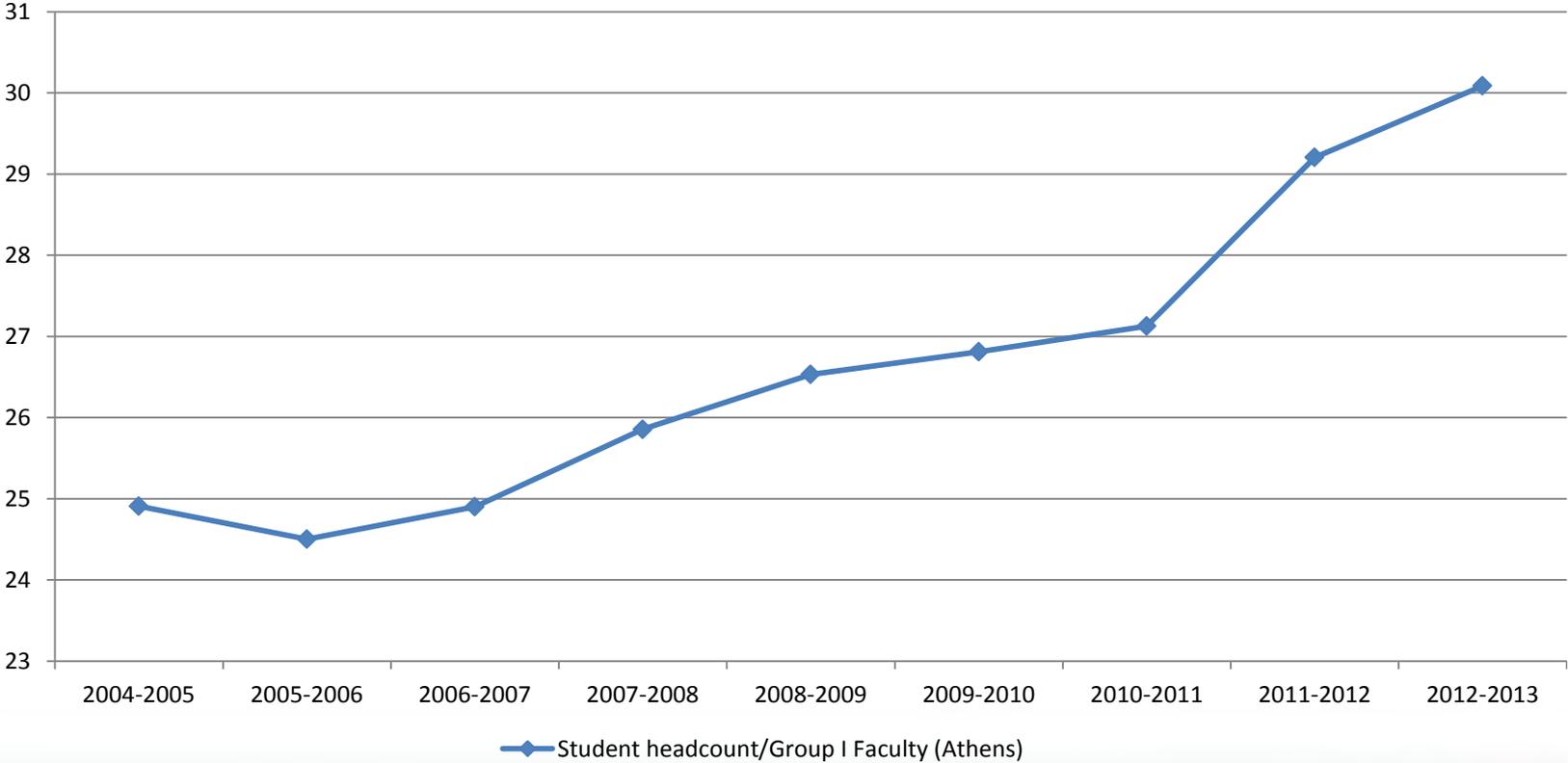
All data from Institutional Research: <http://www.ohio.edu/institres/>

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# Student headcount/Group I Faculty (Athens)



All data from Institutional Research: <http://www.ohio.edu/instres/>

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## **Interoffice Communication**

**Date:** January 3, 2014

**To:** The President and Board of Trustees

**From:** Pamela J. Benoit, Executive Vice President and Provost  
Stephen T. Golding, Vice President for Finance and Administration

**Re:** **The OHIO Guarantee Program**

The implementation team has completed its efforts in defining The OHIO Guarantee Program and the principles of the model. These principles set out the rules of governance to be considered by the Board as specified in Revised Code Section 3345.48. The principles are included in these materials and are also attached as Exhibit A to the resolution facilitating board approval. That resolution will be presented to the Resources Committee at the January meeting.

This presentation will update the Board of Trustees on key aspects of these principles and highlights:

- Finalizing the basic concepts including the student populations involved, the length of each student cohort, and the role of summer terms,
- The overall comprehensiveness of The Ohio Guarantee, which will include, beyond tuition and general fees, the out-of-state surcharge and fees associated with the SIS, technology, graduation fees, course costs, and the student portion of the Bobcat Student Orientation,
- The ways in which both student housing and dining rates are included in The OHIO Guarantee,
- The treatment of unique student populations and exceptions,
- The way in which student financial aid holds its value in The OHIO Guarantee, particularly with the new Scholarship Program, and
- Next steps for full implementation of the program for Fall 2015.

## The OHIO Guarantee Program Principles

January 24, 2014

### 1. **INTRODUCTION**

The OHIO Guarantee is a cohort based, level-rate tuition, housing, dining, and fee model that assures a student and his/her family a set of comprehensive rates for the pursuit of an undergraduate degree at Ohio University within the parameters outlined in this document. A student's tuition, housing, dining and fee rate is established based on first enrollment and remains "level" or unchanged, for four years (12 consecutive semesters).

### 2. **DISSEMINATION**

These Principles, along with the Ohio University Board of Trustees approved rates will be published on the Ohio University Bursar, Admissions and other student service websites, including The Student Handbook at [www.ohio.edu/students/handbook/](http://www.ohio.edu/students/handbook/).

### 3. **DEFINITION OF STUDENTS INCLUDED IN THE OHIO GUARANTEE**

Beginning with the 2015-16 academic year (fall semester 2015 or spring semester 2016), every new degree-seeking first-year or transfer undergraduate (baccalaureate and associate) student, regardless of campus of admission or enrollment, will be part of The OHIO Guarantee at Ohio University.

The student's level-rate cohort is established based on the first semester of enrollment (fall or spring semester, excluding summer semester) at Ohio University. Students whose first enrollment is summer semester will join the subsequent level-rate cohort in effect for their next fall or spring semester of enrollment following the initial summer semester.

Each year, a new level-rate structure will be established by the Ohio University Board of Trustees to be effective for the new cohort that enrolls for the first time during the academic year.

Additional details regarding the establishment of the student's cohort:

- a. ESTABLISHMENT OF THE COHORT GROUP – Any student who is registered for classes as of the day after the Friday of the second week of the semester is considered "enrolled" for that semester. The first semester of enrollment establishes the level-tuition cohort as outlined above. This establishment date is intentionally the same as the "no-refund" date – the date after which students are charged 100% tuition and fees for the semester regardless of classes dropped on this date or thereafter; the official transcript includes all classes enrolled as of this date. For flexible schedule classes, the published "no-refund" date is the rate cohort establishment date.

## The OHIO Guarantee Program Principles

January 24, 2014

- b. *SUMMER START STUDENTS* – Students whose first semester is summer semester will pay the current summer rate, but will be treated as part of the entering subsequent fall class and assigned the same level-rate cohort as students who start in the fall. Many of the new summer start students are students who have applied for the fall semester, such as those enrolled in the Summer Transition Program (STP). For example, students starting summer semester 2016 will pay the cohort 2015 rate for that summer, and then will subsequently be moved to the new cohort 2016 with the additional 4 years (12 consecutive semesters) at the level rate.
  - c. *RELOCATING STUDENTS FROM OHIO UNIVERSITY REGIONAL CAMPUSES* – Level rates for students who enroll at a regional campus and then register for Athens classes in a subsequent semester (“Relocating Students”) are established based on their initial enrollment at Ohio University.
  - d. *INDIVIDUALLY ENROLLED ATHENS AND REGIONAL CAMPUS STUDENTS* – In addition to fully relocated students, some regional campus students take classes both at a regional campus and at the Athens campus of Ohio University. As all new students at any campus will be defined within a cohort, this enables the tuition calculation for students on multiple campuses to utilize the level-rate structure regardless of the campus at which (s)he starts.
  - e. *CONTINUING STUDENTS* – Continuing students (students admitted prior to Summer 2014-15) are not part of The OHIO Guarantee. These students will follow the traditional tuition model.
  - f. *NON-DEGREE STUDENTS* – Students admitted or enrolled as non-degree students (who are not pursuing an undergraduate degree) are not part of The OHIO Guarantee. For example, high school students in the Post-Secondary Enrollment Option Programs, other high school students, honors academy students, exchange students, local students taking occasional classes, etc. Once a student is defined as degree-seeking, however, (s)he will be placed into the appropriate cohort based upon the initial semester enrolled as a degree-seeking student.
  - g. *RE-ENROLLING STUDENTS* – Re-enrolling students who were admitted in a degree-seeking program prior to Fall 2015-16 will follow the traditional tuition model, as the continuing students do, and are not part of The OHIO Guarantee. Re-enrolling students who were initially admitted Fall 2015-16 or later will be in their respective level-rate cohort and will follow the regular rules after 12 consecutive semesters have elapsed.
4. **LENGTH OF COHORT GUARANTEED RATE**  
 A student in The OHIO Guarantee will have 4 years (12 consecutive semesters), including the initial fall or spring semester of enrollment, at the level rate regardless of course load (i.e. student could be enrolled full-time, half-time, or not enrolled).

## The OHIO Guarantee Program Principles

January 24, 2014

This provides all students the opportunity to complete as many hours, majors, minors, certificates, or degrees within the 4 year (12 consecutive semesters) cohort. It fosters early degree completion and simplifies the calculation of when a student moves from one guaranteed cohort to another, thereby, treating all students equitably regardless of the amount of credit the student brings to Ohio University.

### 5. LENGTH OF COHORT RATE TABLE

The OHIO Guarantee cohorts are for 4 years (12 consecutive semesters). Some students may require additional semesters beyond the 12 to complete their baccalaureate degrees and can, in certain circumstances, apply for an exception.

*EXCEPTIONS* – A student must apply for an exception prior to the conclusion of their 4 year (12 consecutive semesters) term. Students with approved exceptions may be granted additional semesters at their established cohort level rate.

### 6. ACADEMIC COSTS INCLUDED IN THE OHIO GUARANTEE

The OHIO Guarantee is a comprehensive program consisting of the following assured costs for students in The OHIO Guarantee:

- a. *INSTRUCTIONAL FEE* – If a student enrolls in Athens' campus classes then the tuition rate is based upon the student's level-rate cohort. Any class on the Athens campus (including online classes that are not eCampus) will have the tuition rate determined based upon and included in the student's established level-rate cohort.
- b. *GENERAL FEE* – If a student enrolls in Athens campus classes, then the general fee rate is based upon and included in the student's established level-rate cohort.
- c. *NON-RESIDENT SURCHARGE FEE* – If a student enrolls in Athens campus classes, then the non-resident surcharge rate is based upon and included in the student's established level-rate cohort.
- d. *SUPPLIES FEES* - Consumable supplies provided in coursework are included in the student's level-rate cohort's tuition and fees.
- e. *STUDENT INFORMATION SYSTEM/NETWORK FEE* – If a student enrolls in Athens campus classes, then the student information system/network fee rate is included in the student's level-rate cohort's tuition and fees.
- f. *TECHNOLOGY FEE* – If a student enrolls in Athens campus classes, then the technology fee rate(s) is/are included in the student's established level-rate cohort's tuition and fees.
- g. *BOBCAT STUDENT ORIENTATION (BSO) FEE* – The student portion of the Bobcat Student Orientation fee will be included in the student's level-rate cohort's tuition and fees.

## The OHIO Guarantee Program Principles

January 24, 2014

- h. *GRADUATION APPLICATION FEE* – The graduation application fee will be included in the student’s level included in the student’s level-rate cohort’s tuition and fees and will not be charged as a separate fee at the time of application for graduation.
- i. *INDIVIDUAL COURSE FEE* – In an effort to be completely transparent and assure costs associated with individual courses are included in The OHIO Guarantee, the Athens undergraduate individual course fees will be included as a single unchanging rate in The OHIO Guarantee. An average per student cost will be determined and charged to all students, thereby eliminating any unanticipated changes that may occur from year to year as a student is billed. There will be clear guidelines and exceptions outlined including but not limited to:
  - I. Course fees for a small number of high-cost programs or activities will be assessed beyond or in addition to level-tuition and fees (e.g. assessed due to travel or aviation costs that exceed a pre-determined amount).
  - II. Program Fees/Study Abroad Fees/Domestic Travel Fees - The instructional and general fees will be included in The OHIO Guarantee for these programs. However, additional fees (e.g. flight costs, activity fees, etc.) are **not** part of the OHIO Guarantee.

### **7. ADDITIONAL STUDENT COSTS INCLUDED IN THE OHIO GUARANTEE**

The goal of The Ohio Guarantee is to provide a comprehensive view of the anticipated costs for completing an undergraduate degree at Ohio University. The following costs are included in The OHIO Guarantee:

- a. *HOUSING RATES* – Students in The OHIO Guarantee will be subject to a level housing rate that represents the various housing options available. The rate charged to the student is based upon the student’s chosen or assigned residence type, e.g. single room, double room with air conditioning, etc. If a student changes from one room type to another, the level housing rate charged to the student will change according to the established prices on the cohort housing rate table, subject to availability of the room type. Students choosing to reside on campus beyond the second year are not guaranteed a space or room type. However, if a space is available for a student who has met the two-year on campus residency requirement then the established cohort rate for the available room type will be honored.
- b. *CULINARY SERVICES MEAL PLAN RATES* – Students in The OHIO Guarantee will be subject to a level meal plan rate based upon the type of meal plan selected. A student may select from different meal plan options at the established cohort rate.

## The OHIO Guarantee Program Principles

January 24, 2014

### **8. COHORT PRICING MODEL**

After year one, subsequent cohort increases will be determined by the combination of future biannual legislative prescribed tuition caps combined with a rolling five-year average of the CPI. This rate will be benchmarked against the other State of Ohio four-year research peer institutions' four-year rolling cost averages to account for the cohort pricing model. Any change in comparison, by which Ohio University's pricing model has fallen significantly lower than those peer institutions will be submitted to the Chancellor of the Ohio Board of Regents for approval.

### **9. FULL-TIME/HALF-TIME/MULTI-CAMPUS STUDENTS**

Students in The OHIO Guarantee may enroll in as few or as many hours as they wish according to the University Catalog up to 20 hours per semester. Exceeding 20 hours requires college student services office approval. The initial semester of non-summer enrollment establishes the level-tuition rate cohort and the student has 12 consecutive semesters, including the initial non-summer semester, to graduate with the guaranteed rate.

Students who take less than a full-time course load at the Athens campus will pay an hourly, pro-rated amount based on the full-time guaranteed cohort rate. If a student is enrolled on more than one campus, then the tuition is calculated based on the number of hours enrolled at each campus, not to exceed the comprehensive rate of The OHIO Guarantee.

### **10. STUDENTS WHO STOP OUT/WITHDRAW AND RETURN**

If a student in The OHIO Guarantee cohort chooses to stop out, withdraw, or is judicially suspended from the University, then the student will use the semester(s) of eligibility while absent within the 12 semester Guarantee. When this student re-enrolls, if 12 semesters have not lapsed since initial enrollment, then the student is still charged the guaranteed rate based on his or her original cohort. If 12 semesters have passed, then the re-enrolling student is moved to the next cohort (cohort plus one) unless it has been more than 15 semesters, then cohort plus two; more than 18 then cohort plus three; etc. Re-enrolling (student who stops out for fall or spring semester) students admitted prior to Summer 2015 will not be in a cohort and therefore, are not part of The OHIO Guarantee and will follow the traditional tuition model.

### **10. PROGRAMS THAT REQUIRE 4+ YEARS**

Students in programs that have been identified to the Ohio Board of Regents as requiring more than 128 hours to complete will automatically receive an additional 13<sup>th</sup> semester of the Guarantee. These programs currently require between 129 and 133 semester hours and account for a very small percentage of students. If a student

## The OHIO Guarantee Program Principles

January 24, 2014

internally transfers to one of these programs from a standard 128 or fewer credit-hour program, (s)he will receive the automatic 13<sup>th</sup> semester in The OHIO Guarantee.

**11. STUDENTS COMPLETE MORE THAN ONE CREDENTIAL**

Students may complete as many undergraduate degrees, majors, minors, and/or certificates as they are able within the 4 years (12 consecutive semesters) term of the OHIO Guarantee.

Students pursuing a baccalaureate and a graduate course credit at the same time will have their undergraduate course credit assessed based on the level rate cohort. If the student is receiving graduate course credit, then the student will be charged the appropriate graduate fees (instructional, general, course, etc.) for those hours.

**12. STUDENTS GRADUATE IN FEWER THAN 12 SEMESTERS**

Students who graduate in fewer than 12 semesters will continue to be permitted to enroll in classes at the initial level-rate cohort until 12 consecutive semesters have passed. The OHIO Guarantee is designed to encourage graduation and students should be congratulated for finishing in fewer than 12 semesters. These students will see a savings compared to other students who need to take the full 12 semesters of classes.

**13. STUDENTS WHO REQUIRE MORE THAN THE 4 YEARS (12 CONSECUTIVE SEMESTERS)**

Students who take more than 12 semesters to graduate, are not in a program approved to require 4+ years, and are not part of an exception group (defined below), at the end of their 12<sup>th</sup> semester, will automatically be placed into The OHIO Guarantee cohort that went into effect the year after their initial cohort (initial cohort plus one). The student will remain in that cohort for up to three additional semesters and if still enrolled after that will be placed into the next cohort (initial cohort plus two) for the next three semesters, etc. until the student is no longer enrolled.

**14. EXCEPTIONS FOR STUDENTS WHO REQUIRE MORE THAN 12 SEMESTERS**

There will be some students who require more than 12 semesters (or 13 for majors approved as requiring 4+ years) to graduate due to circumstances beyond their control. Each case will need to be evaluated on its own merit.

An OHIO Guarantee Appeals Committee will be established to evaluate these exceptional cases. In most cases, these extenuating circumstances fall within the precedents already established by the long standing Tuition Appeals Committee and will be the starting basis for the new committee.

## The OHIO Guarantee Program Principles

January 24, 2014

Some examples of types of cases that could be considered likely to create an extension beyond the 12 semester Guarantee are:

- *STUDENT CALLED TO ACTIVE MILITARY OR RESERVE DUTY* – A student called to active duty will be given an automatic extension of the Guarantee based upon the number of semesters impacted by his/her requirement to serve.
- *REASONABLE ACCOMMODATION FOR DISABILITY* – If it is determined that additional semesters are a reasonable accommodation of a student's disability impact within The OHIO Guarantee, the Assistant Dean for Student Accessibility Services will make recommendations for the appropriate continuation.
- *MEDICAL CONDITIONS* – A student who has extenuating medical issues will need to submit an appeal to extend the cohort rate based on his/her unique situation. The appeal will need to be evaluated individually and a determination made based on the nature of the medical issue.
- *OHIO PROGRAM OF INTENSIVE ENGLISH (OPIE)* – A student may be admitted to a degree-seeking program at the same time as completing language training in OPIE. If this is the case, then the student will be given automatically the additional semester(s), beyond the standard 12 semesters, equal to the number of semesters (s)he was in OPIE classes, up to the maximum 18. For a non-degree seeking OPIE student who later declares a degree, then the student will be placed into the cohort associated with the semester (s)he was admitted to the degree-seeking program.
- *INTERNSHIPS/CO-OPS* – A student in an approved internship and/or co-op through his/her college may be granted additional semester(s) at his/her established cohort rate equal to the semesters s/he was enrolled in internship/co-op credit.
- *UNIVERSITY ERRORS* – If it is determined that a University error caused a student to have to extend beyond the 12 semesters contemplated in the OHIO Guarantee program, then the student will be afforded additional semester(s) to complete his/her degree appropriately.

# THE OHIO GUARANTEE IMPLEMENTATION UPDATE

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Joint Committee Meeting  
Academics and Resources  
January 23, 2014



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# The OHIO Guarantee is Taking Shape

Progress made since the October update to the Board of Trustees:

- The program is now called “*The OHIO Guarantee*”
  - ✓ More fully reflects the full, all-in nature of the program
  
- Various outstanding principles of the program have been finalized. These “principles” are the cornerstones of the program and are outlined in the presentation and detailed in *The Ohio Guarantee Principles Document*.



# The Basic Concepts

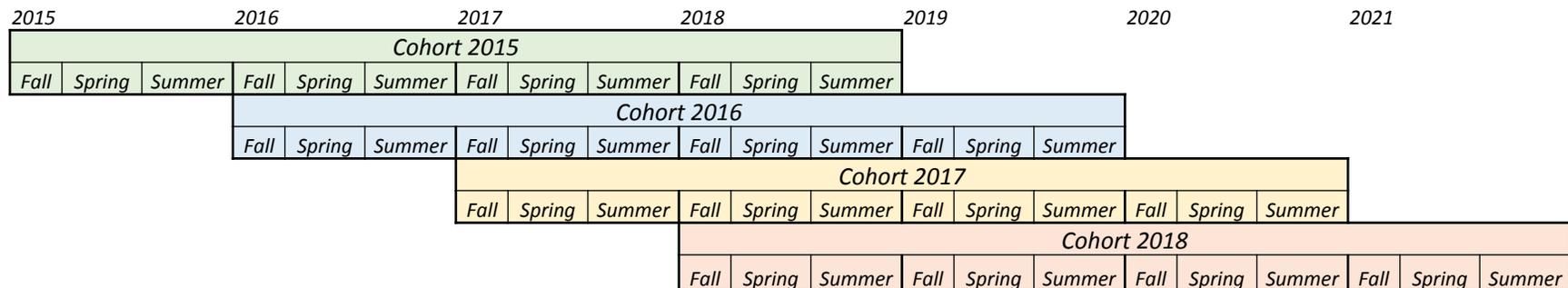
The **OHIO Guarantee** is a cohort based, level-rate tuition, housing, dining, and fee model that assures a student and his/her family a set of comprehensive rates for the pursuit of an undergraduate degree at Ohio University following the parameters outlined in this presentation. A student's tuition, housing, dining and fee rate is established based on first enrollment and remains "level" or unchanged, for four years (12 continuous semesters).



# The Basic Concepts

## The OHIO Guarantee model:

- Beginning with the 2015-16 academic year (fall semester 2015 or spring semester 2016), every new degree-seeking first-year or transfer undergraduate (baccalaureate and associate) student, regardless of campus of admission or enrollment, will be part of The OHIO Guarantee at Ohio University. This student's guaranteed cohort is established based on the first semester of enrollment (fall or spring, excluding summer) at Ohio University.
- Each year, a new level-rate structure will be established by the Ohio University Board of Trustees to be effective for the new cohort that enrolls for the first time during the academic year.



# The Basic Concepts

- **Length of each cohort - will consist of 4 years / 12 consecutive semesters**
  - ✓ This provides the maximum number of students the opportunity to complete as many hours, majors, minors, certificates, or degrees within the 4 year / 12 consecutive semester cohort. It fosters early degree completion and simplifies the calculation of when a student moves from one guaranteed cohort to another, thereby, treating all students equitably

The OHIO Guarantee - Cohort 2015											
2015			2016			2017			2018		
Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer

- **Summer Terms and The OHIO Guarantee**

- ✓ Students whose first semester is summer semester will pay the current summer rate, but will be treated as part of the entering subsequent fall class and assigned the same level-rate cohort as students who start in the fall. This model will also apply for future new, degree-seeking, undergraduate summer start students. For example, students starting summer term 2016 will pay the cohort 2015 rate for that summer, and then will subsequently be moved to the new cohort 2016 with the additional 4 years / 12 consecutive semesters at that established rate. This is done to allow for a student to start early and a cheaper rate and then be part of a guaranteed cohort.

	Cohort 2015											
2014-15	2015			2016			2017			2018		
Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer



# The OHIO Guarantee – Comprehensive in Scope

- **What academic costs are included in The OHIO Guarantee?**
  - ✓ Instructional Fee
  - ✓ General Fee
  - ✓ Non-resident Surcharge Fee
  - ✓ Student Information System / Network Fee
  - ✓ Technology Fee
  - ✓ Graduation Application Fee
  - ✓ Most Individual Course Fees
  - ✓ Bobcat Student Orientation (BSO) Fee (student portion)



# The OHIO Guarantee – Comprehensive in Scope

- **What additional student costs are included in The OHIO Guarantee?**

The goal of **The Ohio Guarantee** is to provide a comprehensive view of the anticipated costs for completing an undergraduate degree at Ohio University. The following costs are included in **The OHIO Guarantee**:

- ✓ **Housing Rates**

- Level rate based upon the chosen or assigned residence type
- If change to a different room type, the level housing rate changes according to the housing rate table for the cohort

- ✓ **Culinary Services Meal Plan Rates**

- level rate based upon the type of meal plan selected
- may select from different meal plan options at the established cohort rate.



# The OHIO Guarantee – Unique Student Populations

- **Unique Student Populations and The OHIO Guarantee** – We feel so strongly as to the benefits of the program, we have worked diligently to make **The OHIO Guarantee** as comprehensive as possible to include as many different student populations into a cohort guarantee model. Therefore, following are the ways in which other student populations are built into the overall program:
  - ✓ Programs that require 4+ years
  - ✓ Students who plan to complete more than one credential
  - ✓ Students who stop out/withdraw and return



# Next Steps

- The Board of Trustees considers the resolution to adopt the OHIO Guarantee Principles as attached in Exhibit A.
- The President submits the Ohio Guarantee Principles to the Chancellor of the Ohio Board of Regents for approval in accordance with the requirements of Ohio Revised Code Section 3345.48. Upon approval, the program shall be implemented beginning with the 2015-16 academic year.
- The Implementation Team will continue to provide and create the necessary planning, support and infrastructure to successfully launch The Ohio Guarantee.





## **Interoffice Communication**

**Date:** January 3, 2014

**To:** The President and Board of Trustees

**From:** Pamela J. Benoit, Executive Vice President and Provost

**Re:** **University Completion Plan**

By June 30, 2014, each Board of Trustees of each institution of higher education in Ohio must adopt a University Completion Plan designed to increase the number of degrees and/or certificates awarded.

The materials presented provide the legislative bill language and a Completion Plan template adopted by the provosts from the Inter-University Council. The completion plan will be based on the mission of Ohio University and incorporate both the Athens and the regional campuses. Preliminary information related to completion barriers, goals for increasing retention and graduation, and both current and proposed completion strategies has been drafted for the Ohio University plan. During the Spring semester the campuses will be engaged further in the development of the University's plan, including how the University's degree offerings and plan itself align with Ohio's workforce goals.

In Spring 2014 the final Completion Plan will be presented for adoption by the board.

# UNIVERSITY COMPLETION PLAN

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**Joint Committee Meeting  
Academics and Resources  
January 23, 2014**



**OHIO**  
UNIVERSITY

# Completion Plan

Am. Sub. H. B. No. 59 130<sup>th</sup> G.A. 1428

Sec. 3345.81. Not later than June 30, 2014, the board of trustees of each institution of higher education, as defined by section 3345.12 of the Revised Code, shall adopt an institution-specific completion plan designed to increase the number of degrees and certificates awarded to students. The plan shall be consistent with the mission and strategic priorities of the institution, include measureable student completion goals, and align with the state's workforce development priorities. Upon adoption by the board of trustees, each institution in higher education shall provide a copy of its plan to the chancellor of the Ohio board of regents.

The board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption.



# Completion Plan – IUC Template

## UNIVERSITY COMPLETION PLAN

### 1. UNIVERSITY MISSION

- Description of university mission and campus student body profile, and how they influence completion strategies.

### 2. BARRIERS TO PERSISTENCE AND COMPLETION

- Explanation of the 3-5 major student profile and campus context factors that impede persistence and completion.

### 3. COMPLETION GOALS FOR 2014-2016

- Institutional goals for increasing student persistence and completion.
- How will the goals be assessed and evaluated?

### 4. COMPLETION STRATEGIES

#### Current Completion Strategies:

- Existing strategic initiatives, policies and practices that are in progress to improve student progress and completion.
- Reflection on what strategies may be working and what may not meet expectations.
- Consider mentioning what policies are in place regarding student's declaration of major, and procedures that assist student pathway decisions.
- How does the university intervene with students who have academic skill deficiencies?

#### Enhanced Completion Strategies:

- What additional strategies, policies and practices will you implement to address completion goals?
- What modifications, if any, are planned with existing strategies?



# Completion Plan – IUC Template

## UNIVERSITY COMPLETION PLAN

### 5. WORKFORCE DEVELOPMENT PRIORITIES

Legislative language (ORC Sec. 3345.81) calls for the campus plans to “align with the state’s workforce development priorities.” IUC recommends that campus reports include a separate section describing your institution’s academic and support services that respond to regional/state needs. One suggestion by IUC Provosts is to refer to the nine JobsOhio key industries and/or four business functions (listed at <http://jobs-ohio.com/industries/>). JobsOhio industry clusters and labor market information for each occupation: <http://ohiolmi.com/proj/JobsOhioInd.htm>. Six JobsOhio regions: <http://jobs-ohio.com/network/>.

The nine key industries are:

1. Advanced Manufacturing
2. Aerospace & Aviation
3. Agribusiness & Food Processing
4. Automotive
5. Biohealth
6. Energy
7. Financial Services
8. Information Services & Software
9. Polymers & Chemicals



# Completion Plan - Mission

## Ohio University Mission

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.



# Completion Plan - Barriers

- First-generation students with lower retention rates
- Transfer students often not prepared to meet OU's academic expectations
- Increasing numbers of students arrive with mental health issues and documented learning disabilities



# Completion Plan – Goals for 2014-2016

- Increase retention rate by 0.5% each year:

First-Year Student Retention by Campus							
Years	2005 to 2006	2006 to 2007	2007 to 2008	2008 to 2009	2009 to 2010	2010 to 2011	2011 to 2012
Athens	80%	78%	80%	82%	81%	80%	79%
Regional	55%	57%	55%	57%	55%	52%	60%

- Increase graduation rate by 0.5% a year:

Year	2002	2003	2004	2005	2006	2007	2008
Student Cohort	3,609	3,571	3,734	4,078	4,009	3,937	3,910
4-Year Rate	51%	48%	46%	44%	44%	48%	49%



# Completion Plan - Current Strategies

- Learning Communities with 76% of first-year students participating (up from 67% in 2011 and 72% in 2012)
- First-year seminars with 76% of first-year students participating
- Supplemental Instruction and expanded, enhanced tutoring
- Focused programs for at-risk students: Multicultural, Veterans, Commuters, and 20 other student populations
- MAP-Works®- Program and Academic Progress e-Reports allow targeted intervention with at-risk first-year students
- Majors Fair
- SmarterMeasure tool- eLearning-online learning preparedness
- Student Success Center- OU-Chillicothe



# Completion Plan - Enhanced Strategies

- Implement focused intervention for first-generation students
- Implement more focused advising for transfer students
- Implement more intrusive advising based on results from MAP-Works®
- Provide increased access to mental health professionals
- Implement mid-semester course adjustments for traditionally difficult courses in the sciences
- Align more intentionally curricular and co-curricular initiatives with career and leadership programs



# Completion Plan - Next Steps

- Early Spring Semester - inventory academic and support services in light of Workforce Development Priorities
- Early Spring Semester - refine enhanced strategies with assistance of Assistant Deans Council, Athens and Regional Deans, Allen Student Help Center, Academic Advancement Center, Student Affairs, Provost's Office
- Mid Spring Semester - initiate campus discussions on completion plan
- March - present completion plan to Board of Trustees for adoption.





## **Interoffice Communication**

**Date:** January 3, 2014

**To:** The President and Board of Trustees

**From:** Pamela J. Benoit, Executive Vice President and Provost  
Stephen T. Golding, Vice President for Finance and Administration

**Re: Total Compensation Update**

The University's strategic priorities have been established to align resources in ways that will facilitate progress on the Four Fundamentals. Creating effective total compensation plans has been identified as a strategic priority essential to retaining the University's extraordinary faculty and staff. This joint session agenda item will update the board on the two concurrent projects underway to define effective total compensation plans – the Faculty Compensation Task Force and COMP 2014.

### **Faculty Compensation Task Force Update**

The Faculty Total Compensation task force was established by Executive Vice President and Provost Benoit in Spring 2013 and was charged with developing recommendations to address the faculty compensation portion of this priority. The charge and composition of this task force was discussed at the last board meeting and the group has been working diligently to complete its charge during the fall semester. At this point, the task force has completed the first draft of its report, which ultimately will be vetted across the Athens and regional campuses as part of the upcoming budget development process. While the report is still in draft form and the exact details of this plan can potentially evolve as a result of the vetting process, we wanted to provide the board with a preview of the recommendations to keep you apprised of where we are on this important priority.

This plan currently includes the following components:

- A recommendation to establish a goal to move the average salary for tenure-track faculty to the rank of 3rd among the four-year public universities in Ohio by investing \$1.3 million per year for three years for a total of \$3.9 million
- A recommendation to invest a proportional percentage (2.19%) in compensation for regional tenure-track faculty which is an estimated investment of \$540,000 over three years
- A recommendation to invest a proportional percentage (2.19%) in Group II faculty, which is an estimated investment of up to \$740,000 on the Athens campus and up to \$940,000 on the regional campuses.

- A Benefit Benchmarking Analysis has been conducted by Mercer, which shows that our plan is currently more generous than or equivalent to various peer groups and the Affordable Healthcare Act will necessitate further assessment of current benefits to avoid projected fines.
- The combined program will cost up to \$6.12 million when fully implemented.

### **COMP 2014 Project Update**

The COMP 2014 Project is being led by the University Human Resources Compensation team and includes the following compensation plan deliverables/outcomes:

- Create consistent job classification systems for the Administrative and Professional employees and the non-bargaining classified employees (approximately 1900 positions)
- Create market-based pay range structures and guidelines linked to the job classification system to ensure that pay is competitive in the market
- Ensure that the Compensation plans are fair and equitable in their design and implementation
- Provide career path direction for employees in these pay systems

COMP 2014 will also address the specific action items contained in the University’s voluntary Resolution Agreement with the Department of Education (DOE) resulting from their 2009 Compensation Audit. The audit identified a number of items requiring remediation in order to conform to DOE regulations. The action plan, COMP 2014, is to be completed and implemented by December 1, 2014.

A project plan was developed with the following phases. The university partnered with external compensation consultants with higher education expertise and experience for the various phases and is on track to implement within the timeframe established by the DOE.

Phase	Task	Timeframe – Projected Completion Date
I	Project Planning, Communication, Kick-off	July, 2012
II	Creation of tool to solicit, capture and review position data for positions. Required direct feedback from all in-scope positions and respective supervisors	December, 2012
III	Develop classification structure and map positions	January, 2014
IV	Fair Labor Standards Act (FLSA) analysis	March, 2014
V	Define compensation strategy and pay structures using market analyses	April, 2014
VI	Map classification structure to pay structure	May, 2014
VII	Conduct pay equity analysis	June, 2014
VIII	Cost modeling; reporting; implement adjustments as necessary	July, 2014
IX	Implement and Maintain	December 1, 2014

As of December 2013, COMP 2014 is in the third phase of our project plan with the help of our compensation consultant, Mercer's Higher Ed Compensation Team. The goal of Phase III is to review each individual position included in the project, identify the commonalities, and define a subset of common jobs. Significant progress has been made and all positions are currently being slotted into the newly defined Level Guides (career tracks) segregated by employee type: Management; Individual Contributors; and the Technical and Administrative Support employees (Primarily Classified employees).

During Phase IV, Ohio University will evaluate positions and determine their exemption status under the Fair Labor Standards Act (FLSA). If positions are identified for which the team has questions regarding the appropriate FLSA classification, Mercer's FLSA Specialists will perform a job specific analysis and advise the university on the appropriate classification. We would anticipate that this would impact an immaterial number of positions.

During Phase V of the project, Ohio University will obtain the market data from surveys of comparable positions among our peer higher education institutions. We will also look at market surveys of positions in general industry where appropriate. This will allow us to insure our compensation levels are appropriate and equitable.

Positions may shift grades as we develop and transition to the new structure; however employee pay will not be reduced as a result of this effort. That commitment was made to our employees at the inception of this project and it has not changed. The project may result in increased pay in certain areas, based on our market and equity analysis; however, while the University does not know the actual dollar amounts it believes that pay is generally competitive, and does not expect that a large number of pay adjustments will be required. We will continue to work through all steps of the project to determine the results.

# TOTAL COMPENSATION STRATEGY

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Joint Committee Meeting  
Academics and Resources  
January 23, 2014



**OHIO**  
UNIVERSITY

# Faculty Compensation Charge and Progress

- Develop a multi-year plan to maximize our investment in faculty compensation to attract and retain talented faculty
- Includes full time tenure-track and Group II faculty on Athens and regional campuses
- Analyze comparative faculty compensation data
- Identify appropriate peer comparisons
- Determine goals for competitive average salary position
- Project the costs for attaining that position over three years
- First draft of the report is completed and this presentation is a summary of that effort
- Next step will be the vetting process across campuses



# Faculty Compensation

## Athens Tenure-Track Faculty

Average Salary	Professor			Associate			Assistant		
	N	Average	Rank	N	Average	Rank	N	Average	Rank
OHIO STATE	961	\$136,948	1	751	\$91,994	1	466	\$85,072	1
AKRON	271	\$109,506	4	208	\$82,250	3	133	\$71,322	2
<b>OHIO UNIVERSITY</b>	<b>210</b>	<b>\$103,757</b>	<b>8</b>	<b>305</b>	<b>\$77,460</b>	<b>8</b>	<b>148</b>	<b>\$67,986</b>	<b>6</b>
CINCINNATI	423	\$110,820	2	289	\$80,132	6	171	\$70,285	3
WRIGHT STATE	176	\$110,126	3	401	\$80,228	5	164	\$69,006	4
KENT STATE	199	\$106,956	5	252	\$83,040	2	87	\$67,359	7
TOLEDO	204	\$106,758	6	204	\$80,990	4	161	\$68,621	5
MIAMI	226	\$105,119	7	240	\$78,249	7	97	\$64,577	8
CLEVELAND STATE	144	\$98,433	9	210	\$73,219	9	342	\$63,488	9
YOUNGSTOWN	148	\$90,503	11	124	\$72,004	10	123	\$60,349	10
BOWLING GREEN	154	\$92,010	10	242	\$68,890	11	136	\$58,043	11
SHAWNEE STATE	32	\$72,153	12	45	\$61,098	12	41	\$52,816	12



# Faculty Compensation

## Athens Tenure-Track Faculty

- Comparisons included average salary and average total compensation with Ohio Peers and University Peers
- Average and minimum salaries were compared within discipline using National and Regional peer groups
- Recommended goal is to move the average salary for tenure-track faculty to the rank of 3rd among the four-year public universities in Ohio
- Estimated cost to achieve this goal is \$1.3 million per year for three years for a total of \$3.9 million



# Faculty Compensation

## Ohio Peer Analysis

	<b>2012-13</b> <b>(Actual)</b>	<b>2013-14</b> <b>(Estimated)</b>	<b>2014-15</b> <b>(Estimated)</b>	<b>2015-16</b> <b>(Estimated)</b>
<b>OU Total Salary Budget</b>				
Professor	21,788,970	23,071,971	24,390,896	25,746,751
Associate Professor	23,625,300	24,868,293	26,151,061	27,474,878
Assistant Professor	10,061,928	10,587,394	11,133,879	11,702,223
<b>Total</b>	<b>55,476,198</b>	<b>58,527,658</b>	<b>61,675,836</b>	<b>64,923,852</b>

### Projected Salary Increases

Professor	610,091	646,015	682,945
Associate Professor	756,010	795,785	836,834
Assistant Professor	402,477	423,496	445,355
<b>Total</b>	<b>1,768,578</b>	<b>1,865,296</b>	<b>1,965,134</b>

### Additional Increase Needed to Advance OU to 3rd in State

Professor	2.92%	672,910	672,910	672,910
Associate Professor	1.96%	486,983	486,983	486,983
Assistant Professor	1.16%	122,989	122,989	122,989
<b>Total</b>	<b>2.19%</b>	<b>1,282,882</b>	<b>1,282,882</b>	<b>1,282,882</b>



# Faculty Compensation University Peer Analysis

	2012-13 <u>(Actual)</u>	2013-14 <u>(Estimated)</u>	2014-15 <u>(Estimated)</u>	2015-16 <u>(Estimated)</u>
<b>OU Total Salary Budget</b>				
Professor	21,788,970	22,856,061	23,959,076	25,099,021
Associate Professor	23,625,300	24,503,310	25,421,095	26,379,929
Assistant Professor	10,061,928	10,689,405	11,337,901	12,008,256
<b>Total</b>	<b>55,476,198</b>	<b>58,048,776</b>	<b>60,718,072</b>	<b>63,487,206</b>

## Projected Salary Increases

Professor	610,091	646,015	682,945
Associate Professor	756,010	795,785	836,834
Assistant Professor	402,477	423,496	445,355
<b>Total</b>	<b>1,768,578</b>	<b>1,865,296</b>	<b>1,965,134</b>

## Additional Increase Needed to Advance OU from 9th to 7th among University Peers

Professor	457,000	457,000	457,000
Associate Professor	122,000	122,000	122,000
Assistant Professor	225,000	225,000	225,000
<b>Total</b>	<b>804,000</b>	<b>804,000</b>	<b>804,000</b>



# Faculty Compensation Benefits

- Benefit Benchmarking Analysis was conducted by Mercer to compare our plan to national, national higher education and Ohio peer groups
- Most aspects of our plan are currently more generous than or roughly equivalent to these peer groups
- The Affordable Healthcare Act is likely to affect our plan in the future



# Faculty Compensation

## Regional Tenure-Track Faculty

- Average salary varies across our own regional campuses
- Comparison groups are difficult to determine since the regional campus mix varies widely across Ohio Peers
- Comparative salary studies for these faculty groups are not conducted
- Recommended goal is to invest a percentage proportional to that invested in Athens tenure-track faculty
- Proportional percentage is 2.19% which is an estimated investment of \$540,000 over three years



# Faculty Compensation

## Group II Faculty

- Similar issues with a lack of comparable peer comparisons
- Differentiation between full-time and part-time varies across units
- Recommended goal is to invest a percentage proportional to that invested in Athens tenure-track faculty
- Proportional percentage is 2.19% which is an estimated investment of up to \$740,000 on the Athens campus and up to \$940,000 on the regional campuses depending on a final determination of which faculty are included



# Faculty Compensation Update Task Force Composition

Name	Position	College
Pam Benoit	Executive Vice President and Provost	
Hugh Sherman	Dean	Business
John Gilliom	Associate Dean	Arts and Sciences
Gary Chleboun	Professor and School Director	Health Sciences and Professions
Steve Ross	Associate Professor and School Director	Fine Arts
Loren Lybarger	Assistant Professor	Arts and Sciences
Kevin Uhalde	Associate Professor	Arts and Sciences
Mona Robinson	Associate Professor	Education
Kelly Johnson	Associate Professor	Arts and Sciences
Nicholas Kiersey	Assistant Professor	Arts and Sciences - Chillicothe
Mark Barsamian	Assistant Professor (Group II)	Arts and Sciences

## Staff:

Greg Fialko

Karen Hudson

John Day



# COMP 2014

## DOE Resolution Agreement

- Ohio University entered into a resolution agreement with the Department of Education (DOE) following a complaint against the University alleging violations of Title IX of the Educational Amendments of 1972. To ensure compliance, the University voluntarily agreed to take the following actions by no later than December 1, 2014:
  - Create consistent job classification systems for the Administrative and Professional employees and the non-bargaining classified employees (approximately 1900 positions)
  - Create market-based pay range structures and guidelines linked to the job classification system to ensure that pay is competitive in the market
  - Ensure that the Compensation plans are fair and equitable in their design and implementation
  - Provide career path direction for employees in these pay systems



# COMP 2014

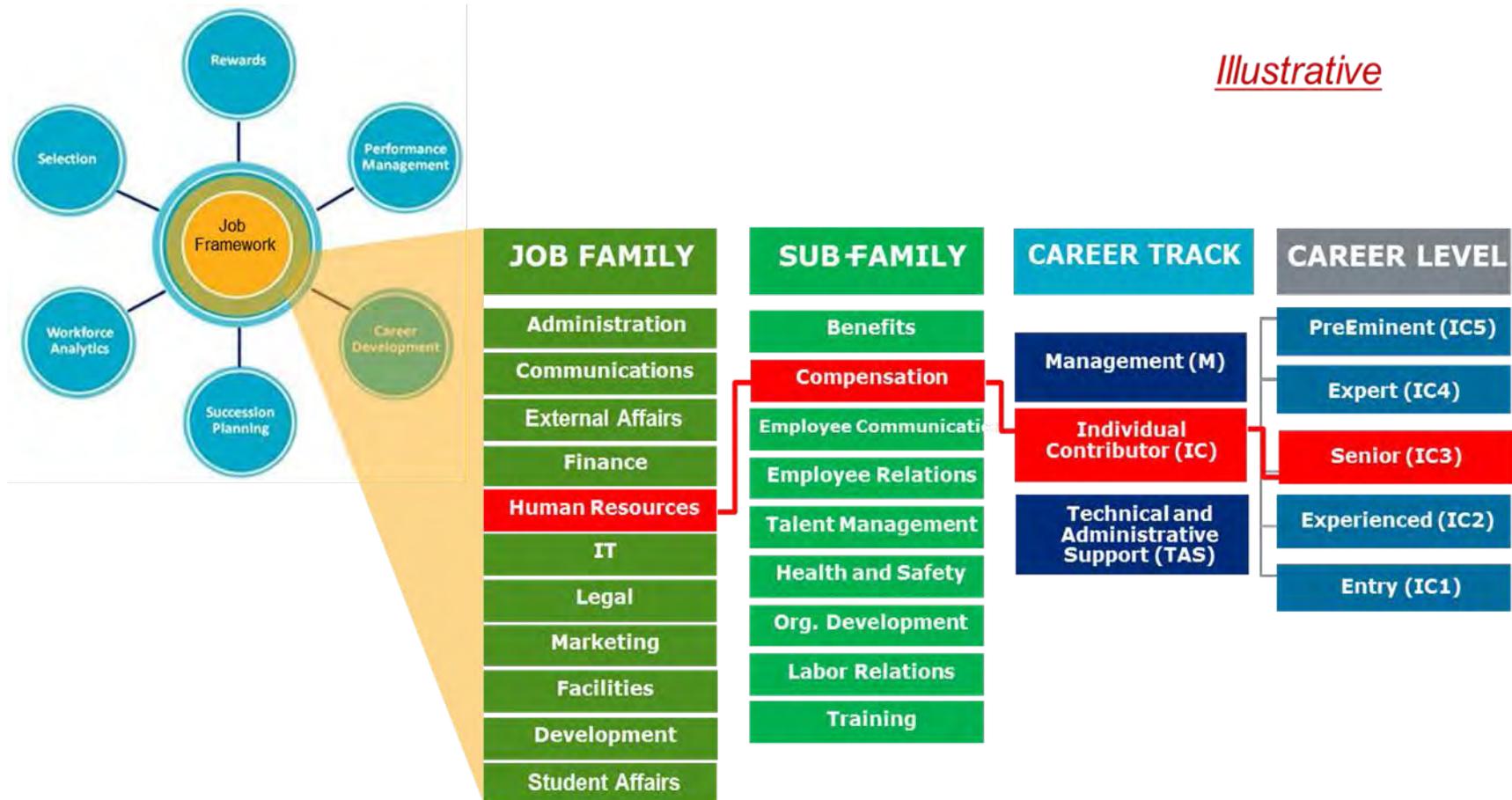
## Job Framework Overview

- Organizes jobs as foundation for pay and career progression
  - Establishes University-wide framework for consistent leveling of positions
  - Articulates meaningful differences in roles, impact and requirements at each level
  - Describes the functional job families and sub-families of work at the University as a foundation for career progression and pay
  - Provides descriptive accountabilities by functional job family and career level



# COMP 2014

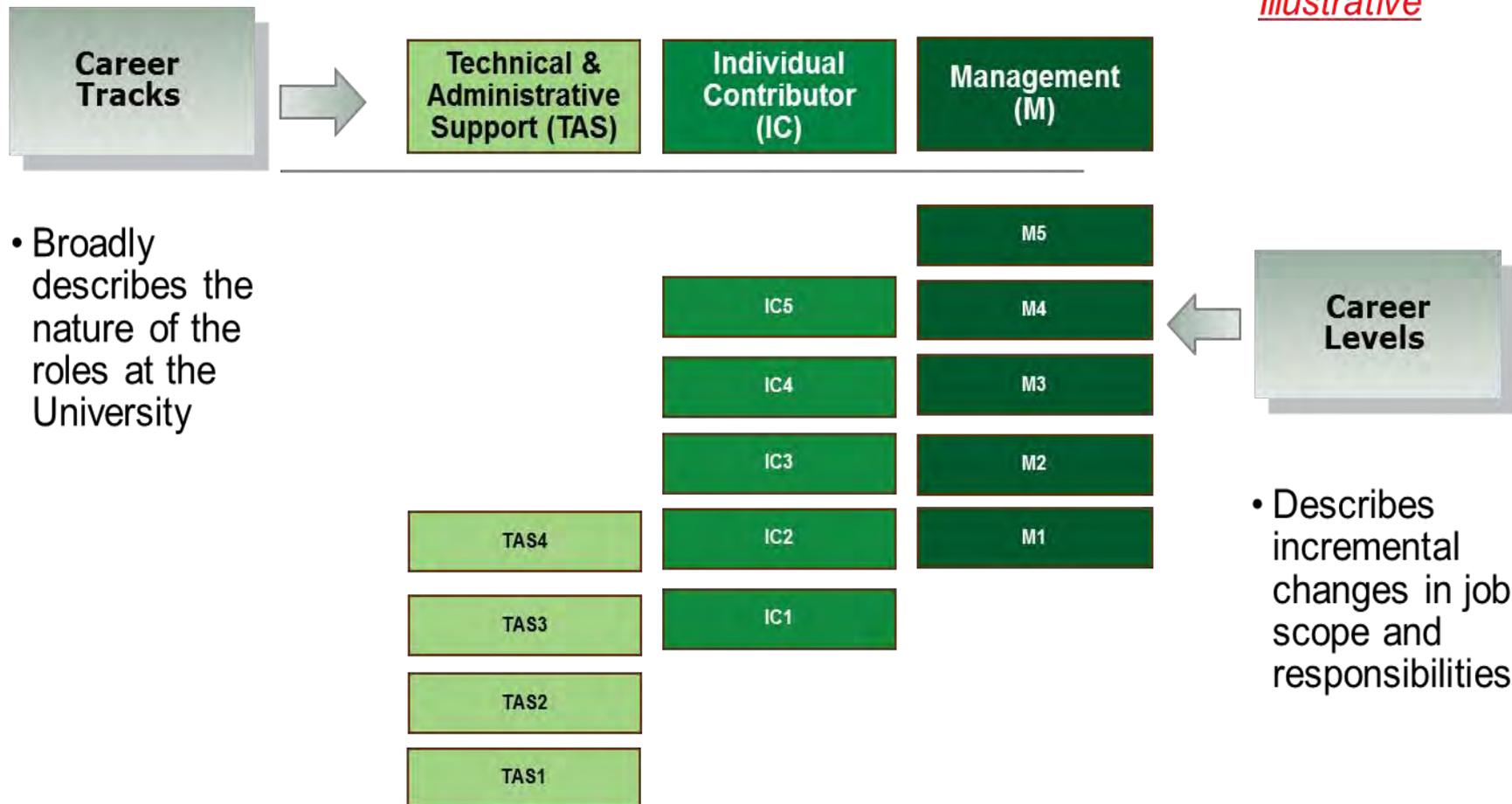
## Example - Job Framework Categories



# COMP 2014

## Job Framework Overview

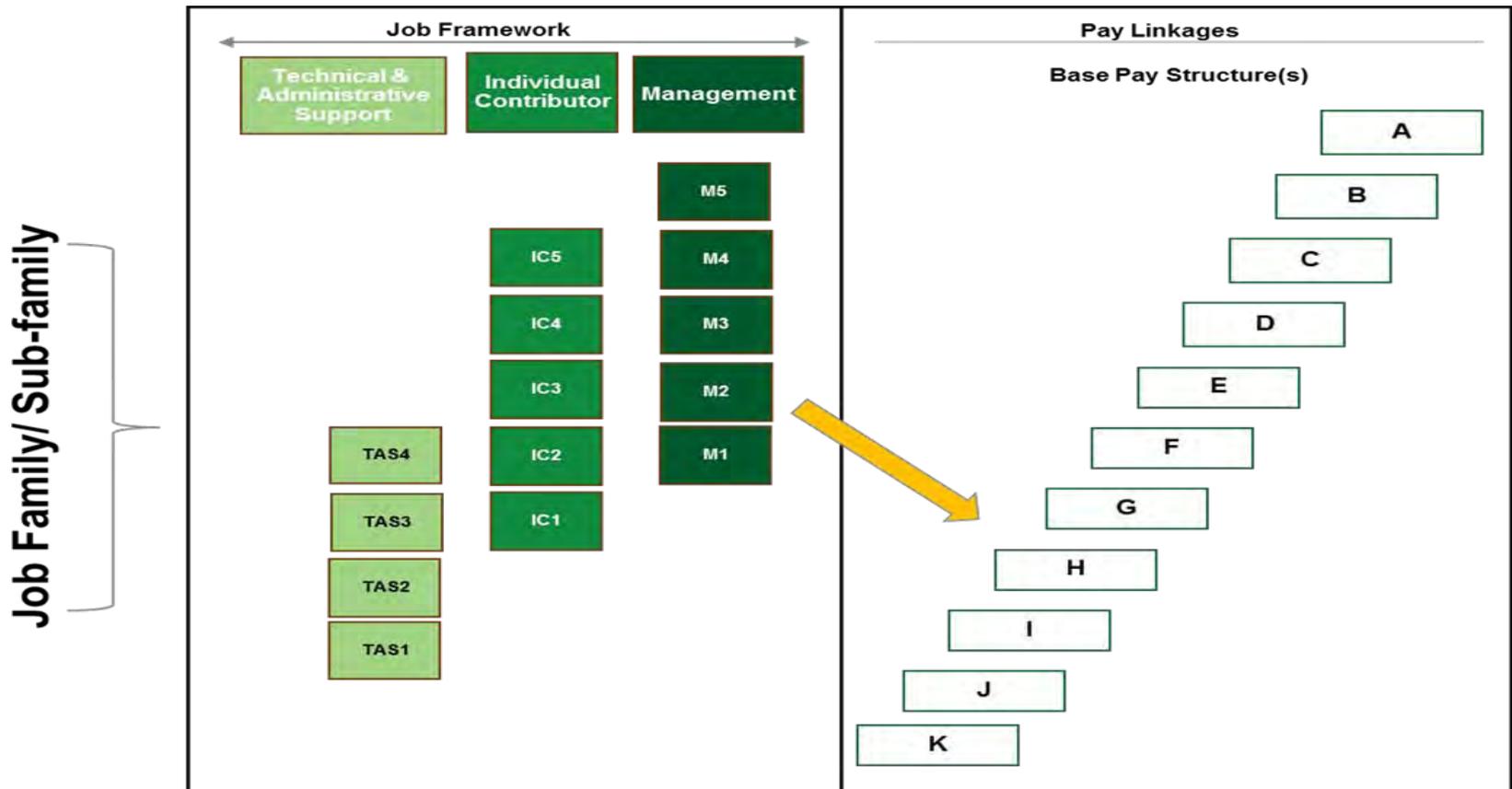
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# COMP 2014

## Job Framework Overview

The job framework informs pay structures



# COMP 2014

## Proposed Job Families & Sub-Families

Job Family	Sub-Families
<b>Academic and Program Management</b>	Program Management, Academic Administration
<b>Academic Services</b>	Advising; Career Counseling, Student Retention
<b>Administrative Services</b>	Administrative Support, General Clerical, Records Management
<b>Athletics</b>	Coaching, Training and Conditioning, Equipment Management
<b>Auxiliary Services</b>	Airport, Food Service, Bookstore, Mail Services, Print Shop, Recreation Services
<b>Communications and Marketing</b>	Media, General, Public Relations, Publications, Visual, Written
<b>Development and Institutional Advancement</b>	Development, Fundraising, Corporate and Foundations, Alumni Affairs, Events Planning, Donor Research
<b>Educational Services</b>	Early Childhood Education, Professional Development
<b>Engineering &amp; Architecture</b>	R&D Engineering, Planning, Design & Construction
<b>Enrollment Services</b>	Admissions, Financial Aid, Registration
<b>Environmental Safety and Security</b>	Campus Police, Transportation, Parking, Environmental Safety, Sustainability and Recycling



# COMP 2014

## Project Phases and Timeframe

Phase	Task	Timeframe – Projected Completion Date
I	Project Planning, Communication, Kick-off	July, 2012
II	Creation of tool to solicit, capture and review position data for positions. Required direct feedback from all in-scope positions and respective supervisors	December, 2012
III	Develop classification structure and map positions	January, 2014
IV	Fair Labor Standards Act (FLSA) analysis	March, 2014
V	Define compensation strategy and pay structures using market analyses	April, 2014
VI	Map classification structure to pay structure	May, 2014
VII	Conduct pay equity analysis	June, 2014
VIII	Cost modeling; reporting; implement adjustments as necessary	July, 2014
IX	Implement and Maintain	December 1, 2014





## **Interoffice Communication**

**Date:** January 3, 2014

**To:** The President and Board of Trustees

**From:** Pamela J. Benoit, Executive Vice President and Provost  
Stephen T. Golding, Vice President for Finance and Administration

**Re:** **Dublin Update**

The President has requested that we provide a brief update on the status of the developer built building on the Dublin Campus. As our memo of December 11, 2013 outlined, we have been actively engaged in developing an additional presence in Dublin through strategic partnerships and expanded operational capabilities. Specifically the University efforts have been focused on:

- Developing a Physician Assistant program for part-time students,
- Providing improved facilities in Dublin for OHIO based programs already being offered in the Columbus area,
- Developing a Family Medicine Residence Program and Family Practice Center / Clinic in Dublin in collaboration with Ohio Health,
- Providing a facility for a Dublin Wellness program co-located with the Family Practice Center in order to take advantage of the natural synergies, and
- Potential collaboration with our community college partner Columbus State who is looking for additional space in Dublin and seeking to partner with OHIO on new allied health offerings.

These potential strategic offerings and opportunities initially led the University to begin investigating how to best provide a facility to support their activities. These ultimately led us to conclude a developer built facility was the most economical approach as discussed in Steve Golding's memo of December 11, 2013. At the January board meeting we will provide the Board with a further update of the status of the project and next steps.

# DUBLIN UPDATE



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**Joint Committee Meeting  
Academics and Resources  
January 23, 2014**



**OHIO**  
UNIVERSITY

# Presentation Overview

## Information for your Records

- Dublin Site Overview
  - Acquisition
  - Orientation
- Programmatic Opportunities
  - Academic
  - Strategic Partnerships
  - Clinical

## Multi-Tenant Building Update

- Development Firm Selection Process
- Daimler's Project Team
- Site Map
- Site Master Plan Outlook
- Phase 1 Update with Schematic Design
  - First Floor Plan Breakout
  - Second Floor Plan Breakout
- Phase 1 Timeline and Building Completion Date



# Dublin Site Acquisition

**April, 2011** – HCOM was gifted \$105 million from the Osteopathic Heritage Foundation.

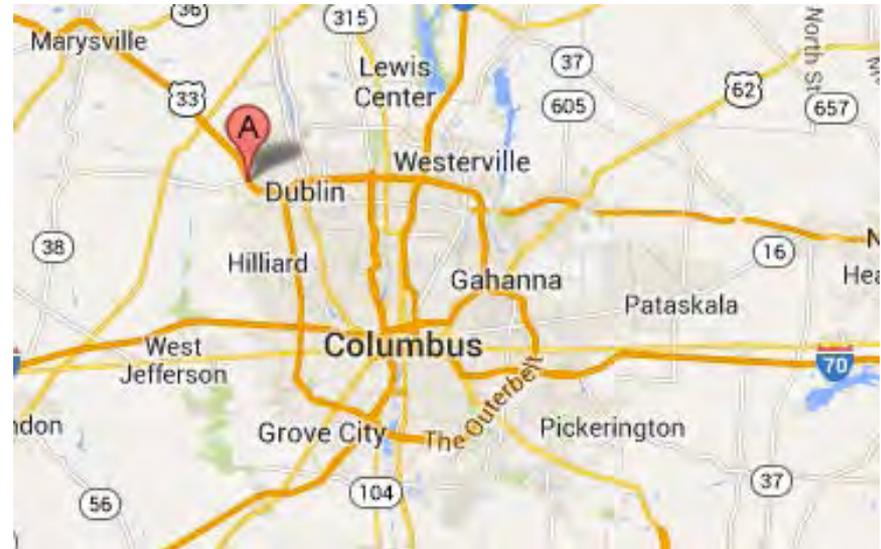
**November, 2011** – After numerous sites were considered and thoroughly reviewed, HCOM chose 7001-7003 Post Road as the location for their Central Ohio college location. The parcel of land located in the City of Dublin consisted of approximately 14.8 acres of land and three existing building structures.

**June, 2012** – OU and the City of Dublin entered into an Economic Development Agreement (EDA) whereby, upon meeting requirements as outlined below, the University will acquire approximately 90 additional acres of real property owned by City of Dublin surrounding the site.

**July, 2012** – With the signing of the EDA OU was conveyed Subarea 1 (45.4 acres)

**May 2013** – The Robert Weiler Company completed a market feasibility study for a potential hotel/conference center which concluded with favorable conditions.

**June, 2013** – HCOM began renovations on the three existing buildings.



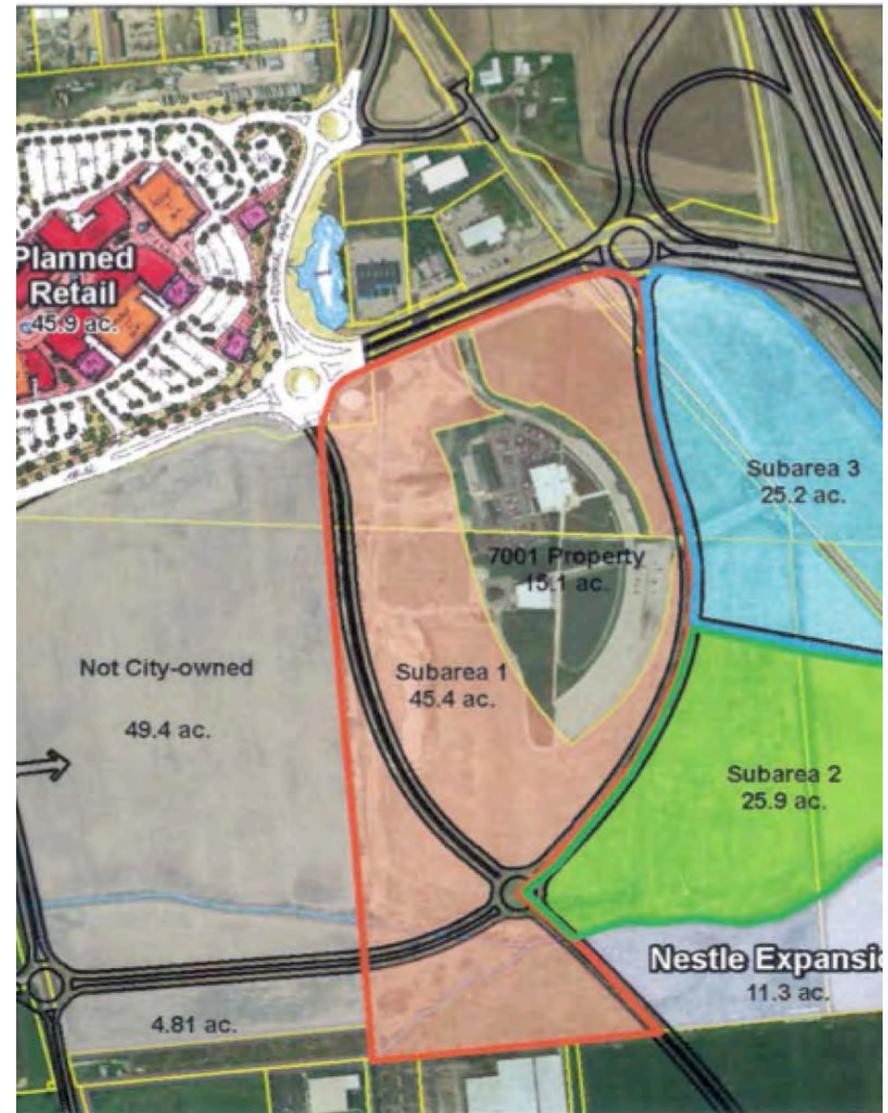
**September, 2013** - OU selected Daimler as the project developer for the construction of a new building that will house an Ohio University Physician Assistant program, OhioHealth general practice facility, Wellness Center and other multi-use space.

**November 2013** – Daimler, on behalf of OU, submitted the site plans and schematic design elements for the multi-tenant building to the City of Dublin for review and permits.



# Conceptual Vision for Site: Preliminary Discussions with Campus

- **Subarea 1:**
  - **Multi-Tenant Building**
  - Administrative building
  - 2-3 large open-style or auditorium-style classroom spaces
  - Simulation facility
  - Clinical training rooms
- **Subarea 2:**
  - Day care facility
  - Lab facilities and incubator space 2-3 large open-style or auditorium-style classroom spaces
  - Research - flexible interdisciplinary space
  - corporate co-location
- **Subarea 3:**
  - Hotel/conference center
  - Cultural activities center and or performing arts space
  - Amenities
    - Restaurants
    - Laundry / dry cleaning
    - Posta / shipping service
    - Convenience market / gas station



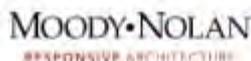
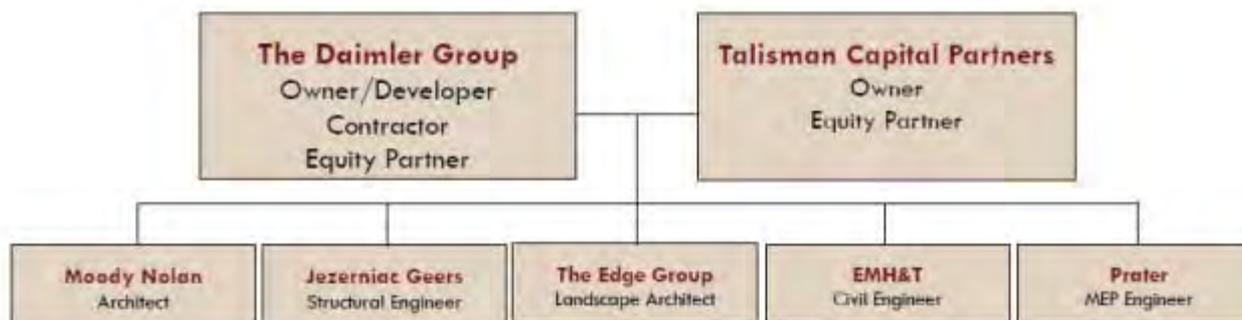


# Project Team

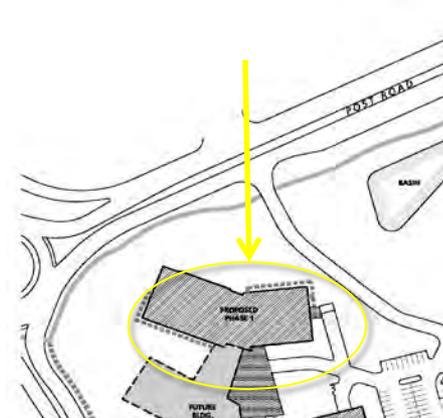
October 14, 2013 – Ohio University selected Daimler as the multi-tenant building developer.



## Organizational Chart

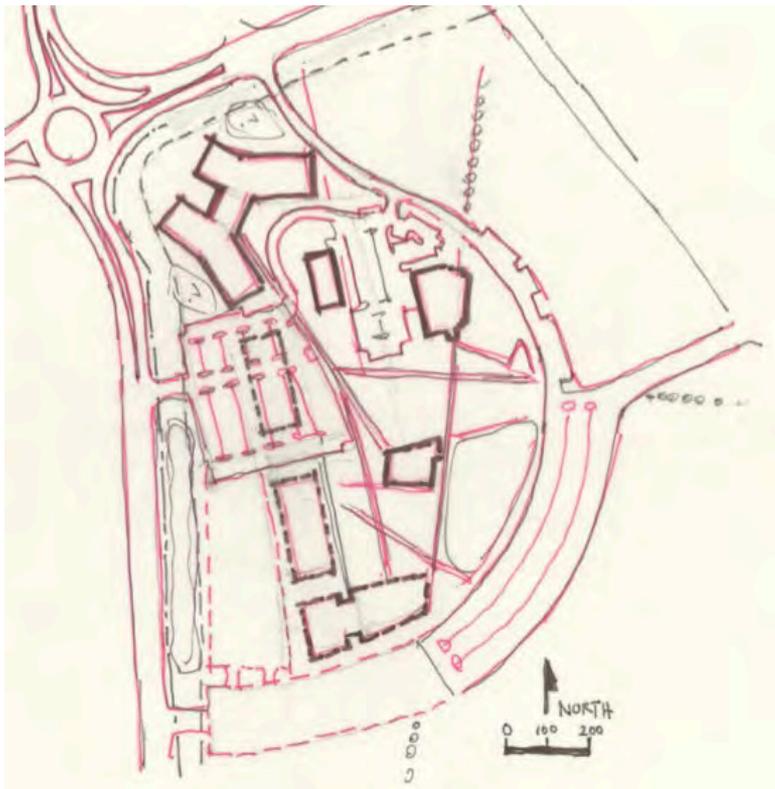


# Site Map

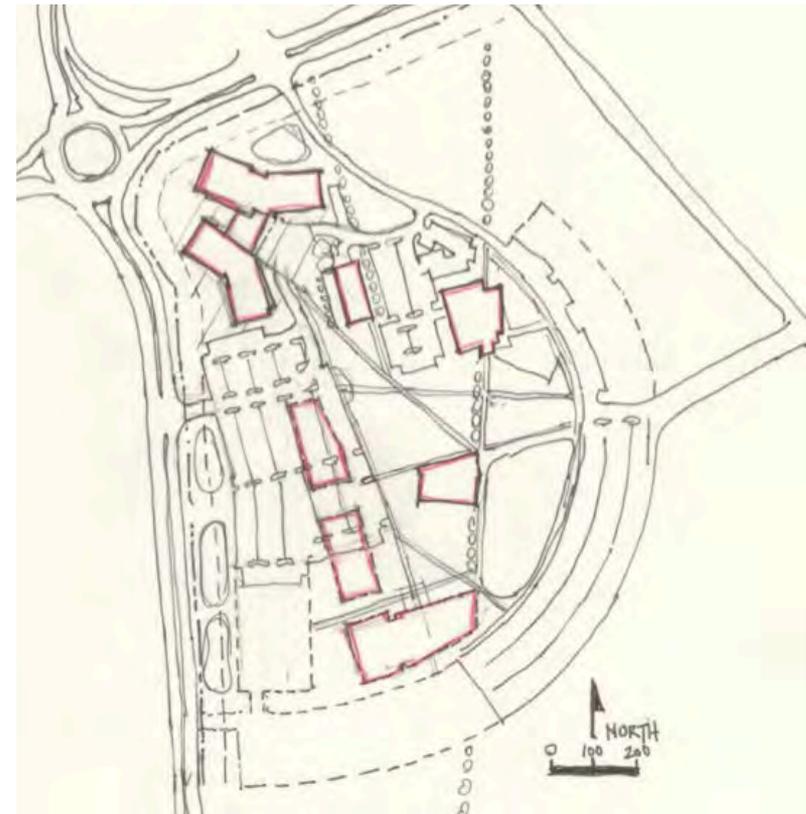


# Site Master Plan Outlook

## Option 1 of 2



## Option 2 of 2



# Multi-Tenant Building Phase 1 Updates & Schematic Design

- Building site location is the northwest corner of campus
- Phase 1 building footprint has been finalized at 28,677 GSF
- Phase 1 building elevation is 3 stories at 44' tall
- Phase 1 building GSF has been finalized at 86,032



view from north corner



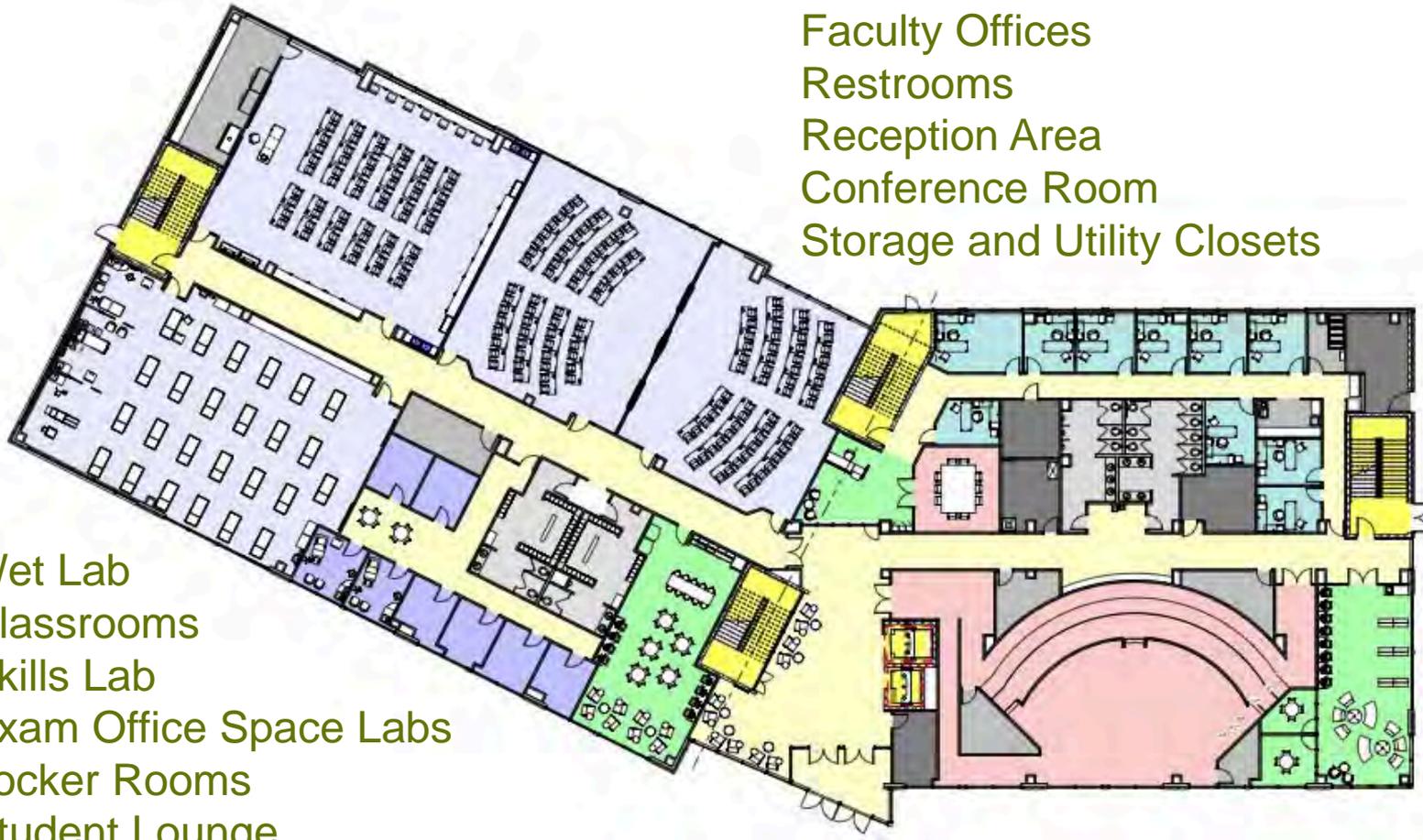
northeast elevation



# Phase 1- First Floor – PA Program

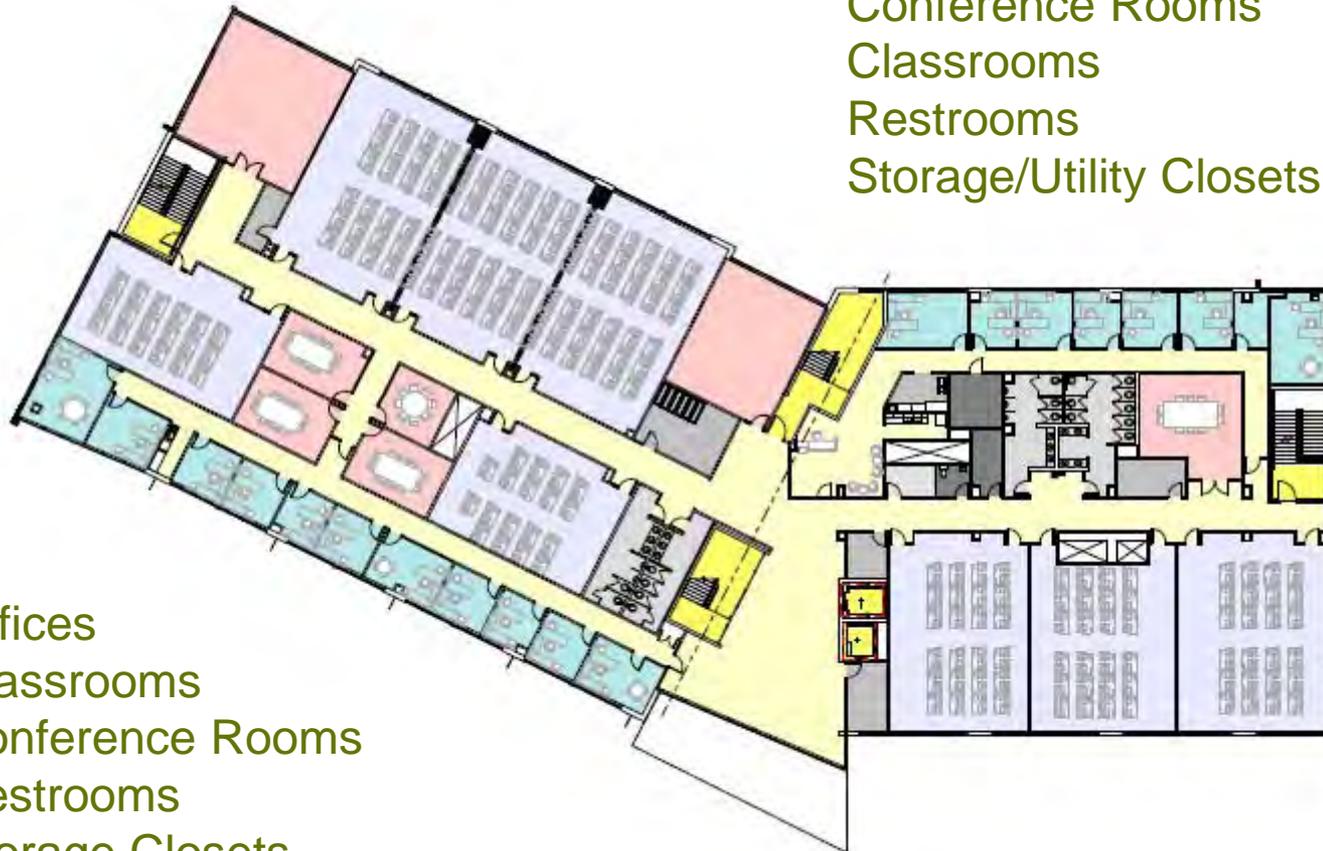
Student Library  
 Auditorium  
 Faculty Offices  
 Restrooms  
 Reception Area  
 Conference Room  
 Storage and Utility Closets

Wet Lab  
 Classrooms  
 Skills Lab  
 Exam Office Space Labs  
 Locker Rooms  
 Student Lounge



# Phase 1- Second Floor – Multi-Use

Offices  
Conference Rooms  
Classrooms  
Restrooms  
Storage/Utility Closets



Offices  
Classrooms  
Conference Rooms  
Restrooms  
Storage Closets



# Phase 1- Timeline

## Ohio University Speculative Building - Dublin

Updated 12/17/13

### Project Milestones

Submit Application for Informal PZC	Complete
Notice to Commissioners	Complete
Submit Materials for Informal PZC	Complete
Informal PZC Hearing	Complete
Submit Final Development Plan to ART & PZC	Complete
ART Review Hearing	12/19/13
Submit Final Construction Documents for Dublin & State Permit Review	01/10/14
Final Development Plan PZC Hearing	01/23/14
First Response to Dublin & State Permit Review	02/07/14
Resubmit Revised Plans for Dublin & State Permit Review	02/14/14
Dublin & State Building Permit Approval	02/28/14
Start Construction	03/03/14
Accreditation Progress Inspection	11/15/14
Outside Occupancy/Construction Completion	04/30/15



# QUESTIONS



## THE OHIO GUARANTEE PROGRAM

### RESOLUTION 2014 –

**WHEREAS**, in Resolution No. 2013 – 3338, this Board adopted the Ohio Tuition Guarantee Program contingent upon enactment of authorizing legislation by the Ohio General Assembly; and

**WHEREAS**, the Ohio General Assembly enacted Sub. H. B. No. 59, effective September 29, 2013 and codified as Revised Code Section 3345.48; and

**WHEREAS**, Revised Code Section 3345.48 authorizes this Board to establish an Undergraduate Tuition Guarantee Program by adopting rules for the governance of the Program which must be submitted to the Chancellor of the Ohio Board of Regents for approval; and

**WHEREAS**, the Board desires to adopt The OHIO Guarantee Program which provides an undergraduate tuition guarantee and also includes guarantees for room and board and additional fees;

**NOW THEREFORE, BE IT RESOLVED** that the Board adopts The OHIO Guarantee Program Principles attached hereto as Exhibit A for the governance of The OHIO Guarantee Program;

**BE IT FURTHER RESOLVED** that the President is directed to submit The OHIO Guarantee Program Principles to the Chancellor of the Ohio Board of Regents for approval in accordance with the requirements of Ohio Revised Code Section 3345.48 and the President is authorized to modify the Principles as recommended by the Chancellor;

**BE IT FURTHER RESOLVED** that The OHIO Guarantee Program shall become effective upon approval by the Chancellor of the Ohio Board of Regents and shall be implemented beginning with the 2015-16 academic year;

**BE IT FURTHER RESOLVED** that the President is authorized to make future modifications to The OHIO Guarantee Program Principles to provide for the effective and efficient administration of the Program, subject to compliance with the requirements of Ohio Revised Code Section 3345.48.

## The OHIO Guarantee Program Principles

January 24, 2014

### 1. **INTRODUCTION**

The OHIO Guarantee is a cohort based, level-rate tuition, housing, dining, and fee model that assures a student and his/her family a set of comprehensive rates for the pursuit of an undergraduate degree at Ohio University within the parameters outlined in this document. A student's tuition, housing, dining and fee rate is established based on first enrollment and remains "level" or unchanged, for four years (12 consecutive semesters).

### 2. **DISSEMINATION**

These Principles, along with the Ohio University Board of Trustees approved rates will be published on the Ohio University Bursar, Admissions and other student service websites, including The Student Handbook at [www.ohio.edu/students/handbook/](http://www.ohio.edu/students/handbook/).

### 3. **DEFINITION OF STUDENTS INCLUDED IN THE OHIO GUARANTEE**

Beginning with the 2015-16 academic year (fall semester 2015 or spring semester 2016), every new degree-seeking first-year or transfer undergraduate (baccalaureate and associate) student, regardless of campus of admission or enrollment, will be part of The OHIO Guarantee at Ohio University.

The student's level-rate cohort is established based on the first semester of enrollment (fall or spring semester, excluding summer semester) at Ohio University. Students whose first enrollment is summer semester will join the subsequent level-rate cohort in effect for their next fall or spring semester of enrollment following the initial summer semester.

Each year, a new level-rate structure will be established by the Ohio University Board of Trustees to be effective for the new cohort that enrolls for the first time during the academic year.

Additional details regarding the establishment of the student's cohort:

- a. ESTABLISHMENT OF THE COHORT GROUP – Any student who is registered for classes as of the day after the Friday of the second week of the semester is considered "enrolled" for that semester. The first semester of enrollment establishes the level-tuition cohort as outlined above. This establishment date is intentionally the same as the "no-refund" date – the date after which students are charged 100% tuition and fees for the semester regardless of classes dropped on this date or thereafter; the official transcript includes all classes enrolled as of this date. For flexible schedule classes, the published "no-refund" date is the rate cohort establishment date.

## The OHIO Guarantee Program Principles

January 24, 2014

- b. *SUMMER START STUDENTS* – Students whose first semester is summer semester will pay the current summer rate, but will be treated as part of the entering subsequent fall class and assigned the same level-rate cohort as students who start in the fall. Many of the new summer start students are students who have applied for the fall semester, such as those enrolled in the Summer Transition Program (STP). For example, students starting summer semester 2016 will pay the cohort 2015 rate for that summer, and then will subsequently be moved to the new cohort 2016 with the additional 4 years (12 consecutive semesters) at the level rate.
  - c. *RELOCATING STUDENTS FROM OHIO UNIVERSITY REGIONAL CAMPUSES* – Level rates for students who enroll at a regional campus and then register for Athens classes in a subsequent semester (“Relocating Students”) are established based on their initial enrollment at Ohio University.
  - d. *INDIVIDUALLY ENROLLED ATHENS AND REGIONAL CAMPUS STUDENTS* – In addition to fully relocated students, some regional campus students take classes both at a regional campus and at the Athens campus of Ohio University. As all new students at any campus will be defined within a cohort, this enables the tuition calculation for students on multiple campuses to utilize the level-rate structure regardless of the campus at which (s)he starts.
  - e. *CONTINUING STUDENTS* – Continuing students (students admitted prior to Summer 2014-15) are not part of The OHIO Guarantee. These students will follow the traditional tuition model.
  - f. *NON-DEGREE STUDENTS* – Students admitted or enrolled as non-degree students (who are not pursuing an undergraduate degree) are not part of The OHIO Guarantee. For example, high school students in the Post-Secondary Enrollment Option Programs, other high school students, honors academy students, exchange students, local students taking occasional classes, etc. Once a student is defined as degree-seeking, however, (s)he will be placed into the appropriate cohort based upon the initial semester enrolled as a degree-seeking student.
  - g. *RE-ENROLLING STUDENTS* – Re-enrolling students who were admitted in a degree-seeking program prior to Fall 2015-16 will follow the traditional tuition model, as the continuing students do, and are not part of The OHIO Guarantee. Re-enrolling students who were initially admitted Fall 2015-16 or later will be in their respective level-rate cohort and will follow the regular rules after 12 consecutive semesters have elapsed.
4. **LENGTH OF COHORT GUARANTEED RATE**  
 A student in The OHIO Guarantee will have 4 years (12 consecutive semesters), including the initial fall or spring semester of enrollment, at the level rate regardless of course load (i.e. student could be enrolled full-time, half-time, or not enrolled).

## The OHIO Guarantee Program Principles

January 24, 2014

This provides all students the opportunity to complete as many hours, majors, minors, certificates, or degrees within the 4 year (12 consecutive semesters) cohort. It fosters early degree completion and simplifies the calculation of when a student moves from one guaranteed cohort to another, thereby, treating all students equitably regardless of the amount of credit the student brings to Ohio University.

### 5. LENGTH OF COHORT RATE TABLE

The OHIO Guarantee cohorts are for 4 years (12 consecutive semesters). Some students may require additional semesters beyond the 12 to complete their baccalaureate degrees and can, in certain circumstances, apply for an exception.

*EXCEPTIONS* – A student must apply for an exception prior to the conclusion of their 4 year (12 consecutive semesters) term. Students with approved exceptions may be granted additional semesters at their established cohort level rate.

### 6. ACADEMIC COSTS INCLUDED IN THE OHIO GUARANTEE

The OHIO Guarantee is a comprehensive program consisting of the following assured costs for students in The OHIO Guarantee:

- a. *INSTRUCTIONAL FEE* – If a student enrolls in Athens' campus classes then the tuition rate is based upon the student's level-rate cohort. Any class on the Athens campus (including online classes that are not eCampus) will have the tuition rate determined based upon and included in the student's established level-rate cohort.
- b. *GENERAL FEE* – If a student enrolls in Athens campus classes, then the general fee rate is based upon and included in the student's established level-rate cohort.
- c. *NON-RESIDENT SURCHARGE FEE* – If a student enrolls in Athens campus classes, then the non-resident surcharge rate is based upon and included in the student's established level-rate cohort.
- d. *SUPPLIES FEES* - Consumable supplies provided in coursework are included in the student's level-rate cohort's tuition and fees.
- e. *STUDENT INFORMATION SYSTEM/NETWORK FEE* – If a student enrolls in Athens campus classes, then the student information system/network fee rate is included in the student's level-rate cohort's tuition and fees.
- f. *TECHNOLOGY FEE* – If a student enrolls in Athens campus classes, then the technology fee rate(s) is/are included in the student's established level-rate cohort's tuition and fees.
- g. *BOBCAT STUDENT ORIENTATION (BSO) FEE* – The student portion of the Bobcat Student Orientation fee will be included in the student's level-rate cohort's tuition and fees.

## The OHIO Guarantee Program Principles

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- h. *GRADUATION APPLICATION FEE* – The graduation application fee will be included in the student’s level included in the student’s level-rate cohort’s tuition and fees and will not be charged as a separate fee at the time of application for graduation.
- i. *INDIVIDUAL COURSE FEE* – In an effort to be completely transparent and assure costs associated with individual courses are included in The OHIO Guarantee, the Athens undergraduate individual course fees will be included as a single unchanging rate in The OHIO Guarantee. An average per student cost will be determined and charged to all students, thereby eliminating any unanticipated changes that may occur from year to year as a student is billed. There will be clear guidelines and exceptions outlined including but not limited to:
  - I. Course fees for a small number of high-cost programs or activities will be assessed beyond or in addition to level-tuition and fees (e.g. assessed due to travel or aviation costs that exceed a pre-determined amount).
  - II. Program Fees/Study Abroad Fees/Domestic Travel Fees - The instructional and general fees will be included in The OHIO Guarantee for these programs. However, additional fees (e.g. flight costs, activity fees, etc.) are **not** part of the OHIO Guarantee.

### **7. ADDITIONAL STUDENT COSTS INCLUDED IN THE OHIO GUARANTEE**

The goal of The Ohio Guarantee is to provide a comprehensive view of the anticipated costs for completing an undergraduate degree at Ohio University. The following costs are included in The OHIO Guarantee:

- a. *HOUSING RATES* – Students in The OHIO Guarantee will be subject to a level housing rate that represents the various housing options available. The rate charged to the student is based upon the student’s chosen or assigned residence type, e.g. single room, double room with air conditioning, etc. If a student changes from one room type to another, the level housing rate charged to the student will change according to the established prices on the cohort housing rate table, subject to availability of the room type. Students choosing to reside on campus beyond the second year are not guaranteed a space or room type. However, if a space is available for a student who has met the two-year on campus residency requirement then the established cohort rate for the available room type will be honored.
- b. *CULINARY SERVICES MEAL PLAN RATES* – Students in The OHIO Guarantee will be subject to a level meal plan rate based upon the type of meal plan selected. A student may select from different meal plan options at the established cohort rate.

## The OHIO Guarantee Program Principles

January 24, 2014

### **8. COHORT PRICING MODEL**

After year one, subsequent cohort increases will be determined by the combination of future biannual legislative prescribed tuition caps combined with a rolling five-year average of the CPI. This rate will be benchmarked against the other State of Ohio four-year research peer institutions' four-year rolling cost averages to account for the cohort pricing model. Any change in comparison, by which Ohio University's pricing model has fallen significantly lower than those peer institutions will be submitted to the Chancellor of the Ohio Board of Regents for approval.

### **9. FULL-TIME/HALF-TIME/MULTI-CAMPUS STUDENTS**

Students in The OHIO Guarantee may enroll in as few or as many hours as they wish according to the University Catalog up to 20 hours per semester. Exceeding 20 hours requires college student services office approval. The initial semester of non-summer enrollment establishes the level-tuition rate cohort and the student has 12 consecutive semesters, including the initial non-summer semester, to graduate with the guaranteed rate.

Students who take less than a full-time course load at the Athens campus will pay an hourly, pro-rated amount based on the full-time guaranteed cohort rate. If a student is enrolled on more than one campus, then the tuition is calculated based on the number of hours enrolled at each campus, not to exceed the comprehensive rate of The OHIO Guarantee.

### **10. STUDENTS WHO STOP OUT/WITHDRAW AND RETURN**

If a student in The OHIO Guarantee cohort chooses to stop out, withdraw, or is judicially suspended from the University, then the student will use the semester(s) of eligibility while absent within the 12 semester Guarantee. When this student re-enrolls, if 12 semesters have not lapsed since initial enrollment, then the student is still charged the guaranteed rate based on his or her original cohort. If 12 semesters have passed, then the re-enrolling student is moved to the next cohort (cohort plus one) unless it has been more than 15 semesters, then cohort plus two; more than 18 then cohort plus three; etc. Re-enrolling (student who stops out for fall or spring semester) students admitted prior to Summer 2015 will not be in a cohort and therefore, are not part of The OHIO Guarantee and will follow the traditional tuition model.

### **10. PROGRAMS THAT REQUIRE 4+ YEARS**

Students in programs that have been identified to the Ohio Board of Regents as requiring more than 128 hours to complete will automatically receive an additional 13<sup>th</sup> semester of the Guarantee. These programs currently require between 129 and 133 semester hours and account for a very small percentage of students. If a student

## The OHIO Guarantee Program Principles

January 24, 2014

internally transfers to one of these programs from a standard 128 or fewer credit-hour program, (s)he will receive the automatic 13<sup>th</sup> semester in The OHIO Guarantee.

**11. STUDENTS COMPLETE MORE THAN ONE CREDENTIAL**

Students may complete as many undergraduate degrees, majors, minors, and/or certificates as they are able within the 4 years (12 consecutive semesters) term of the OHIO Guarantee.

Students pursuing a baccalaureate and a graduate course credit at the same time will have their undergraduate course credit assessed based on the level rate cohort. If the student is receiving graduate course credit, then the student will be charged the appropriate graduate fees (instructional, general, course, etc.) for those hours.

**12. STUDENTS GRADUATE IN FEWER THAN 12 SEMESTERS**

Students who graduate in fewer than 12 semesters will continue to be permitted to enroll in classes at the initial level-rate cohort until 12 consecutive semesters have passed. The OHIO Guarantee is designed to encourage graduation and students should be congratulated for finishing in fewer than 12 semesters. These students will see a savings compared to other students who need to take the full 12 semesters of classes.

**13. STUDENTS WHO REQUIRE MORE THAN THE 4 YEARS (12 CONSECUTIVE SEMESTERS)**

Students who take more than 12 semesters to graduate, are not in a program approved to require 4+ years, and are not part of an exception group (defined below), at the end of their 12<sup>th</sup> semester, will automatically be placed into The OHIO Guarantee cohort that went into effect the year after their initial cohort (initial cohort plus one). The student will remain in that cohort for up to three additional semesters and if still enrolled after that will be placed into the next cohort (initial cohort plus two) for the next three semesters, etc. until the student is no longer enrolled.

**14. EXCEPTIONS FOR STUDENTS WHO REQUIRE MORE THAN 12 SEMESTERS**

There will be some students who require more than 12 semesters (or 13 for majors approved as requiring 4+ years) to graduate due to circumstances beyond their control. Each case will need to be evaluated on its own merit.

An OHIO Guarantee Appeals Committee will be established to evaluate these exceptional cases. In most cases, these extenuating circumstances fall within the precedents already established by the long standing Tuition Appeals Committee and will be the starting basis for the new committee.

## The OHIO Guarantee Program Principles

January 24, 2014

Some examples of types of cases that could be considered likely to create an extension beyond the 12 semester Guarantee are:

- *STUDENT CALLED TO ACTIVE MILITARY OR RESERVE DUTY* – A student called to active duty will be given an automatic extension of the Guarantee based upon the number of semesters impacted by his/her requirement to serve.
- *REASONABLE ACCOMMODATION FOR DISABILITY* – If it is determined that additional semesters are a reasonable accommodation of a student's disability impact within The OHIO Guarantee, the Assistant Dean for Student Accessibility Services will make recommendations for the appropriate continuation.
- *MEDICAL CONDITIONS* – A student who has extenuating medical issues will need to submit an appeal to extend the cohort rate based on his/her unique situation. The appeal will need to be evaluated individually and a determination made based on the nature of the medical issue.
- *OHIO PROGRAM OF INTENSIVE ENGLISH (OPIE)* – A student may be admitted to a degree-seeking program at the same time as completing language training in OPIE. If this is the case, then the student will be given automatically the additional semester(s), beyond the standard 12 semesters, equal to the number of semesters (s)he was in OPIE classes, up to the maximum 18. For a non-degree seeking OPIE student who later declares a degree, then the student will be placed into the cohort associated with the semester (s)he was admitted to the degree-seeking program.
- *INTERNSHIPS/CO-OPS* – A student in an approved internship and/or co-op through his/her college may be granted additional semester(s) at his/her established cohort rate equal to the semesters s/he was enrolled in internship/co-op credit.
- *UNIVERSITY ERRORS* – If it is determined that a University error caused a student to have to extend beyond the 12 semesters contemplated in the OHIO Guarantee program, then the student will be afforded additional semester(s) to complete his/her degree appropriately.



**OHIO**  
UNIVERSITY

## Interoffice Communication

**Date:** January 3, 2014

**To:** The President and Board of Trustees

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

**Re: Budget and Financial Update**

Please find attached for your review the following information regarding the University Budget and Financial Results for the period ending November 30, 2013:

- Review of FY14 Budget assumptions and updates with estimated financial impacts
- Preview of transitional financial reporting presentation to align reporting of financial results with the RCM budgeting model adopted by the university
- Fiscal year to-date variance analysis, as compared with prior fiscal year, for the period ended November 30, 2013.

## Budget Analysis

### Fiscal Year 2014

The following table illustrates the impacts of updated assumptions driving the Athens Campus core revenue sources in the Universities FY14 Budget as approved by the Board of Trustees in June, 2013.

	FY'14 Budget	FY'14 Forecast	FY'14 Variance	Variance Reconciliation		
				<u>\$100M</u> <u>Invest.</u> <u>Strategy</u>	<u>Additional</u> <u>Surplus</u>	<u>Grand</u> <u>Total</u>
\$Millions						
<b>State Subsidy</b>	\$ 102.0	\$ 110.6	\$ 8.6	\$ 2.0	\$ 6.6	\$ 8.6
<b>UG Tuition (Net of Aid)</b>	\$ 144.0	\$ 151.5	\$ 7.4	\$ 2.0	\$ 5.4	\$ 7.4
<b>Grad Tuition (Net of Aid)</b>	\$ 6.2	\$ 6.2	\$ 0.0	\$ -	\$ 0.0	\$ 0.0
<b>Total General Fee</b>	\$ 26.1	\$ 27.1	\$ 1.0	\$ -	\$ 1.0	\$ -
<b>Subtotal - Core Revenues</b>	\$ 252.2	\$ 268.3	\$ 16.0	\$ 4.0	\$ 12.0	\$ 16.0
<b>Investment Income</b>		\$ 4.5	\$ 4.5	\$ 4.5	\$ -	\$ 4.5
<b>Grand Total</b>	\$ 252.2	\$ 272.8	\$ 20.5	\$ 8.5	\$ 12.0	\$ 20.5

- State Subsidy is estimated to be \$8.6 million greater based on substantial growth in degrees granted by Ohio University in the prior year
- UG Tuition, net of financial aid, and General Fees are estimated to be \$7.4 million greater and \$1 million greater respectively due to an increase of 199 UG headcount over the original budgeted 17,192 (fall semester). Growth in net tuition has also been supported by an additional 291 non-resident students versus FY' 13.
- Investment Income, which is strategically excluded from operating budget assumptions to maintain a conservative budget model without dependence on current investment income and performance, is on track to yield \$4.5 million to the funding of the \$100M Investment Strategy

Offsetting these increases in core revenues assumptions is the incremental compensation expense associated with the 1% retroactive salary raise approved by the Board in August, 2013.

	<u>FY'14 Budget</u>	<u>1% Retroactive</u>
Total Compensation	\$ 408,338,875	\$ 2,407,594

### **Fiscal Year 2015**

The impacts of these changes will be considered and factored as appropriate into the FY15 Budget. Key considerations in the context of our current results informing FY' 15 Budget Planning include:

- Commitment from University leadership to maintain conservative budgeting practices to fund the \$100M Investment strategy
- Uncertainty around FY' 15 SSI as State and University leaders evaluate the 2<sup>nd</sup> year of changes to the funding model
- Deliberation amongst University leadership and constituent groups regarding an increase to our budgeted enrollment targets

## *Financial Results*

### **Fiscal year to-date for period ending November 30, 2013**

This is the first Financial Update utilizing the new All-Funds approach of the RCM system. Included for the first time in this presentation format are gift and endowment activity.

The presentation includes much of the same base information the Board of Trustees has seen in prior format:

- Detail of primary revenue, expenditure, and transfer categories
- Operating results detailed by:
  - Academic Support Units
  - Athens campus colleges and schools (OUHCOM has been consolidated)
  - Auxiliaries
  - Regional campuses

Over the next several meetings we will be transitioning to a presentation that includes all funds (inclusive of gifts, investment income and endowment distributions) and reflects accounting entries that impact the university's year-end audited financials. We are simultaneously changing our business practices within our Controllers Office to manage quarterly closing cycles that more closely align with year-end reporting

requirements so that we can more effectively manage and forecast operating results throughout the fiscal year. Therefore, we are incorporating the following elements:

- An all funds budgeting approach, so endowment distributions are included; and then adjusted to reflect the actual respective realized and unrealized gains, dividends and income (Capital, Debt, Endowment Column)
- Spending against the University Capital Plan has been included (Capital, Debt, Endowment Column)
- Adjustments required for conformance with generally accepted accounting principles (GAAP) have been included which will allow for crosswalk to the external statements presented to the BOT each year (Financial Statement Adjustment column). Included in these adjustments are items like:
  - Adjustments to receivables
  - Elimination of capital expenditures and addition of depreciation
  - Debt amortization costs

For purposes of this meeting, the attached presentation is meant to be for illustration and discussion purposes only as we work toward the presentation goal just defined. For this reason the presentation has been marked DRAFT, and is not intended to reflect accurate accounting adjusted information. It is our expectation that we will have made significant progress prior to the next board meeting and will include fiscal year projections at that time.

We have included a variance analysis of the operating results as compared with prior year actuals, and retro-adjusted the prior year (November 2012) to reflect year end accounting adjustments for purposes of preparing the attached November, 2013 year-to-date fluctuation analysis (attached).

I look forward to discussing this new presentation at the upcoming board meeting. Should you have any questions prior to the meeting please do not hesitate to contact me.

## Financial Highlights

OHIO University Consolidated Operations Fiscal Year-to-date November 30, 2013													
(in millions)	NOV 2013-14 (YTD Actuals)				ACTUALS (Budgeted Accts only)	ACTUALS (Non- budgeted) Capital, Debt, Endowment	Financial Statement Adjustments	GAAP Adjusted Totals	Variance over same period			Revised Budget	
	Athens Academic Support	Colleges & Schools	Auxiliary	Regional Campuses					Actuals @ 11/30/2012	prior year	% change		
1	SSI	4.1	47.3	-	9.9	61.3	-	61.3	56.5	4.8	8%	148.1	
2	Tuitions/Fees, net	(14.5)	125.0	34.6	16.6	161.7	0.2	161.9	157.2	4.8	3%	325.8	
3	Grants and Contracts	27.5	14.8	-	(1.1)	41.2	4.0	45.3	49.4	(4.1)	-9%	104.7	
4	Facilities & Admin Costs Recovery	-	2.8	-	-	2.8	-	2.8	3.6	(0.8)	-29%	7.1	
5	Gifts	0.5	1.6	0.5	0.1	2.7	4.6	7.2	4.9	2.3	32%	7.9	
6	Endowment Distributions	9.7	8.7	0.1	0.4	18.9	(19.0)	-	-	-	-	18.9	
7	Investment Income	8.2	-	-	-	8.2	40.9	49.2	25.2	24.0	49%	4.8	
8	Other External Sales	10.3	1.9	6.7	0.5	19.4	0.1	19.5	23.1	(3.6)	-18%	44.7	
9	<b>Revenue Total</b>	<b>45.8</b>	<b>202.1</b>	<b>41.9</b>	<b>26.4</b>	<b>316.2</b>	<b>30.8</b>	<b>347.2</b>	<b>319.9</b>	<b>27.4</b>	<b>8%</b>	<b>662.0</b>	
10	Salaries, Wages, & Fringe Benefits	43.7	80.2	12.1	16.4	152.4	0.3	152.5	156.8	(4.3)	-3%	410.7	
11	Depreciation	-	-	-	-	-	-	14.7	14.5	0.2	1%	-	
12	Operating Expenses	30.8	29.1	14.8	3.4	78.1	3.4	81.5	67.0	14.6	18%	167.2	
13	Capitalized Costs	1.0	2.7	0.4	0.1	4.2	23.1	(27.4)	-	-	-	-	
14	<b>Expenses Total</b>	<b>75.5</b>	<b>112.0</b>	<b>27.3</b>	<b>19.9</b>	<b>234.7</b>	<b>26.8</b>	<b>(12.7)</b>	<b>248.7</b>	<b>238.3</b>	<b>10.5</b>	<b>4%</b>	<b>577.9</b>
15	Debt Service	4.7	0.2	0.4	-	5.3	15.0	(14.7)	5.6	4.4	1.2	21%	-
16	Internal Rev alloc & subvention	-	-	-	-	-	-	-	-	-	-	-	
17	Internal Allocations & Sales	(4.6)	1.8	3.4	0.5	1.1	(2.1)	(1.0)	(1.8)	0.8	-80%	(3.9)	
18	Indirect Costs Allocations	(63.0)	54.9	4.0	5.3	1.2	-	1.2	2.0	(0.8)	-67%	0.7	
19	Capital renewal	2.4	0.8	1.4	0.4	5.0	(5.2)	(0.2)	-	(0.2)	100%	29.6	
20	Transfers to (from) Operations	-	-	-	-	-	-	-	-	-	-	0.3	
21	<b>Transfer Total</b>	<b>\$(60.5)</b>	<b>\$ 57.7</b>	<b>\$ 9.2</b>	<b>\$ 6.2</b>	<b>\$ 12.6</b>	<b>\$ 7.7</b>	<b>\$(14.7)</b>	<b>\$ 5.6</b>	<b>\$ 4.6</b>	<b>\$ 1.0</b>	<b>18%</b>	<b>\$ 53.0</b>
22	<b>Grand Total</b>	<b>\$ 30.8</b>	<b>\$ 32.4</b>	<b>\$ 5.4</b>	<b>\$ 0.3</b>	<b>\$ 68.9</b>	<b>\$(3.7)</b>	<b>\$ 27.4</b>	<b>\$ 92.9</b>	<b>\$ 77.0</b>	<b>\$ 15.9</b>	<b>17%</b>	<b>\$ 31.1</b>

\*-The November 30, 2012 Financial Statement numbers have been adjusted to reflect GAAP adjustments and Capital, Debt, and Endowment entries

### Fiscal year to-date November 30, 2013 as compared with November 30, 2012

#### Revenues

##### State Share of Instruction/Appropriations:

- There is a \$4.8 million increase compared to the same period last year. The Board of Regents continues to make changes to the funding formula which has benefited Ohio University. FY14 is the first year of a two year implementation of the new funding model. An increase of \$3 million was budgeted for FY14 as compared with FY13, and we are now forecasting a total increase of \$8.6 million.

##### Tuition & Fees:

- Tuition and fee revenue increased due to the undergraduate fee increase put into effect for FY14 of 1.6%, and enrollment growth in undergraduate and non-resident students. The forecast for FY 14 will include an incremental \$7.4 million reflecting the additional 199 UG headcount increases and 291 increased out-of-state students (included in the 199 overall increase).
- Auxiliary room and board revenue increased because of the enrollment growth and because of increases in rates. There were an additional 270 residents in Fall 2013 as compared to Fall 2012 and there were an additional 191 meal plans sold for Fall 2013 as compared to Fall 2012. The impact of the additional students increases the forecasted room and board revenues by approximately \$2 million for the fiscal year.

#### Grants and Contracts:

- Grant revenue is down \$4.1 million overall - \$1.9 million is due to a delay in receiving the State line item appropriations. Legal Affairs is currently reviewing the new memorandums of understanding with the State.
- Pell Revenue is down \$3.5 million. \$2.6 million of the decrease is due to the timing of summer session related to the change from quarters to semesters.
- State capital appropriations, not on the State Subsidy schedule, are included in this line item and are up \$1 million from \$2.1 million in November 2012 to \$3.1 million in November 2013.

#### Facilities and Administrative Cost Recovery:

- Results for FY14 are down \$0.8 million year-to-date through November as compared with prior year performance in this category. \$150,000 of this was due to the timing of the Pell administrative fee in FY13. The remainder is due to a change in the mix of grants received. We are receiving more grants with lower or no indirect in the contracts.

#### Gifts:

- Nonendowed gifts are comparable to last year's results. Endowment gifts are up significantly for FY14 compared to this time last year.

#### Endowment Distributions:

- This category is up \$3 million from FY13 to FY14 based on increased endowment values. This category is eliminated because it is only a transfer from endowed to spending accounts.

#### Investment Income:

- The University's investment income is comprised of interest, dividends, realized gains (losses), and unrealized gains (losses). Investment income stems from two primary sources. First, the university's endowment assets, as well as a portion of its working capital, are invested in a long-term, broadly-diversified portfolio. This "diversified pool" achieved a return of 9.06% for the fiscal year to date through October 31, outperforming its diversified benchmark of 8.02% for the same period. The rate earned for the prior fiscal year to date was 4.61%. Additionally, a portion of the university's working capital is invested in a pool of investment-grade fixed income securities. This "liquidity pool" achieved a return of 1.08% for the fiscal year to date through October 31, underperforming the Barclays U.S. Aggregate Bond Index, which returned 1.38% for the same period. The rate earned for the prior fiscal year to date was 2.31%. The university does not budget for investment income. The current forecast includes an estimated \$4.5M of revenue that will be fall to the bottom line from these sources.

#### Other External Sales:

- Royalties are the biggest component of this category and are causing a fluctuation in the November comparison because of the timing of the recognition of the royalty revenue.

### **Expenses**

#### Salaries & Wages (including benefits):

- This category of expenditures decreased YTD from FY13 to FY 14 due to a change in accounting practice related to RCM. In FY13 the accrued payroll was not reversed until the end of the fiscal year to offset the accrual for the next year. In FY 14 this accrual was reversed during July when the payroll was paid. Overall this category is projected to increase from FY13 to FY14 due mainly to the 2% raise pool for faculty and staff. There was an additional 1% retroactive raise

applied in December 2013 (\$1.2 million for July – Dec, 2013) which is not yet reflected in these numbers.

Depreciation:

- An expected increase of \$.2 million in depreciation for the year to date is due mainly to a large increase in assets added in prior years. This category will continue to increase in future years as the university executes against its Capital Improvement Plan (CIP) approved by the BOT.

Operating Expenses:

- Professional services are the main driver for the increase in this category. The increase is due primarily to higher expenditures for the e-Learning courses which tie directly to their increased enrollment. There were also increases due to changes in the timing of invoice payments for e-Learning. There are also increases in this category for consultant charges related to the Strategic Alignment Initiative (SAI) projects, including the Oracle R12 implementation.
- There was also a \$2.5 million fluctuation due to the delay of the quarterly royalty payment in FY 13. The payment was made in December 2012 for FY13 and November 2013 for FY14.

Debt Service - Interest Expense:

- Interest expense increased \$1.2 million from November 2012 to November 2013 as the University continues to strategically issue debt.

# FY 2014 Interim Budget and Financial Update

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Tab



# FY14 Budget Update

## Updates to budgeted revenue assumptions:

	FY'14 Budget	FY'14 Forecast	FY'14 Variance	Variance Reconciliation		
				<u>\$100M Invest. Strategy</u>	<u>Additional Surplus</u>	<u>Grand Total</u>
<u>\$Millions</u>						
State Subsidy	\$ 102.0	\$ 110.6	\$ 8.6	\$ 2.0	\$ 6.6	\$ 8.6
UG Tuition (Net of Aid)	\$ 144.0	\$ 151.5	\$ 7.4	\$ 2.0	\$ 5.4	\$ 7.4
Grad Tuition (Net of Aid)	\$ 6.2	\$ 6.2	\$ 0.0	\$ -	\$ 0.0	\$ 0.0
Total General Fee	\$ 26.1	\$ 27.1	\$ 1.0	\$ -	\$ 1.0	\$ -
Subtotal - Core Revenues	\$ 252.2	\$ 268.3	\$ 16.0	\$ 4.0	\$ 12.0	\$ 16.0
Investment Income		\$ 4.5	\$ 4.5	\$ 4.5	\$ -	\$ 4.5
<b>Grand Total</b>	<b>\$ 252.2</b>	<b>\$ 272.8</b>	<b>\$ 20.5</b>	<b>\$ 8.5</b>	<b>\$ 12.0</b>	<b>\$ 20.5</b>

## Updates to budgeted expense assumptions:

	<u>FY'14 Budget</u>	<u>1% Retroactive</u>
Total Compensation	\$ 408,338,875	\$ 2,407,594



# Financial Results

## Period ending November 30, 2013

<i>(in millions)</i>		NOV 2013-14 (YTD Actuals)				ACTUALS (Budgeted Accts only)
		Academic Support	Athens Colleges & Schools	Auxiliary	Regional Campuses	
1	SSI	4.1	47.3	-	9.9	61.3
2	Tuitions/Fees, net	(14.5)	125.0	34.6	16.6	161.7
3	Grants and Contracts	27.5	14.8	-	(1.1)	41.2
4	Facilities & Admin Costs Recovery	-	2.8	-	-	2.8
5	Gifts	0.5	1.6	0.5	0.1	2.7
6	Endowment Distributions	9.7	8.7	0.1	0.4	18.9
7	Investment Income	8.2	-	-	-	8.2
8	Other External Sales	10.3	1.9	6.7	0.5	19.4
9	<b>Revenue Total</b>	<b>45.8</b>	<b>202.1</b>	<b>41.9</b>	<b>26.4</b>	<b>316.2</b>
10	Salaries, Wages, & Fringe Benefits	43.7	80.2	12.1	16.4	152.4
11	Depreciation	-	-	-	-	-
12	Operating Expenses	30.8	29.1	14.8	3.4	78.1
13	Capitalized Costs	1.0	2.7	0.4	0.1	4.2
14	<b>Expenses Total</b>	<b>75.5</b>	<b>112.0</b>	<b>27.3</b>	<b>19.9</b>	<b>234.7</b>
15	Debt Service	4.7	0.2	0.4	-	5.3
16	Internal Rev alloc & subvention	-	-	-	-	-
17	Internal Allocations & Sales	(4.6)	1.8	3.4	0.5	1.1
18	Indirect Costs Allocations	(63.0)	54.9	4.0	5.3	1.2
19	Capital renewal	2.4	0.8	1.4	0.4	5.0
20	Transfers to (from) Operations	-	-	-	-	-
21	<b>Transfer Total</b>	<b>\$ (60.5)</b>	<b>\$ 57.7</b>	<b>\$ 9.2</b>	<b>\$ 6.2</b>	<b>\$ 12.6</b>
22	<b>Grand Total</b>	<b>\$ 30.8</b>	<b>\$ 32.4</b>	<b>\$ 5.4</b>	<b>\$ 0.3</b>	<b>\$ 68.9</b>

- Structured to align with RCM budget
- Framework for RCM and sub-level P&L reporting
- All funds budgeting approach
  - Endowment distributions are included in operating units
  - Expendable gifts  
Investment income on working capital
  - Subvention detailed
- Debt service (principal and interest) for operating units



# Financial Results

## Period ending November 30, 2013

<i>(in millions)</i>		ACTUALS (Budgeted Accts only)	ACTUALS (Non- budgeted) Capital, Debt, Endowment
1	SSI	61.3	-
2	Tuitions/Fees, net	161.7	0.2
3	Grants and Contracts	41.2	4.0
4	Facilities & Admin Costs Recovery	2.8	-
5	Gifts	2.7	4.6
6	Endowment Distributions	18.9	(19.0)
7	Investment Income	8.2	40.9
8	Other External Sales	19.4	0.1
9	<b>Revenue Total</b>	<b>316.2</b>	<b>30.8</b>
10	Salaries, Wages, & Fringe Benefits	152.4	0.3
11	Depreciation	-	-
12	Operating Expenses	78.1	3.4
13	Capitalized Costs	4.2	23.1
14	<b>Expenses Total</b>	<b>234.7</b>	<b>26.8</b>
15	Debt Service	5.3	15.0
16	Internal Rev alloc & subvention	-	-
17	Internal Allocations & Sales	1.1	(2.1)
18	Indirect Costs Allocations	1.2	-
19	Capital renewal	5.0	(5.2)
20	Transfers to (from) Operations	-	-
21	<b>Transfer Total</b>	<b>\$ 12.6</b>	<b>\$ 7.7</b>
22	<b>Grand Total</b>	<b>\$ 68.9</b>	<b>\$ (3.7)</b>

- Spending against university CIP
- Endowment investment performance included and endowment distribution eliminated
- University debt principal and interest



# Financial Results

## Period ending November 30, 2013

<i>(in millions)</i>		ACTUALS (Budgeted Accts only)	ACTUALS (Non- budgeted) Capital, Debt, Endowment	Financial Statement Adjustments	GAAP Adjusted Totals
1	SSI	61.3	-	-	61.3
2	Tuitions/Fees, net	161.7	0.2	-	161.9
3	Grants and Contracts	41.2	4.0	-	45.3
4	Facilities & Admin Costs Recovery	2.8	-	-	2.8
5	Gifts	2.7	4.6	-	7.2
6	Endowment Distributions	18.9	(19.0)	-	-
7	Investment Income	8.2	40.9	-	49.2
8	Other External Sales	19.4	0.1	-	19.5
9	<b>Revenue Total</b>	<b>316.2</b>	<b>30.8</b>	-	<b>347.2</b>
10	Salaries, Wages, & Fringe Benefits	152.4	0.3	-	152.5
11	Depreciation	-	-	14.7	14.7
12	Operating Expenses	78.1	3.4	-	81.5
13	Capitalized Costs	4.2	23.1	(27.4)	-
14	<b>Expenses Total</b>	<b>234.7</b>	<b>26.8</b>	<b>(12.7)</b>	<b>248.7</b>
15	Debt Service	5.3	15.0	(14.7)	5.6
16	Internal Rev alloc & subvention	-	-	-	-
17	Internal Allocations & Sales	1.1	(2.1)	-	(1.0)
18	Indirect Costs Allocations	1.2	-	-	1.2
19	Capital renewal	5.0	(5.2)	-	(0.2)
20	Transfers to (from) Operations	-	-	-	-
21	<b>Transfer Total</b>	<b>\$ 12.6</b>	<b>\$ 7.7</b>	<b>\$ (14.7)</b>	<b>\$ 5.6</b>
22	<b>Grand Total</b>	<b>\$ 68.9</b>	<b>\$ (3.7)</b>	<b>\$ 27.4</b>	<b>\$ 92.9</b>

- Adjustments for conformance to GAAP and Financial Statements presentation
  - Elimination of capital spending
  - Addition of depreciation
  - Balance sheet adjustments
    - i.e. receivables adj
  - Debt amortization expenses



# Financial Results

## Period ending November 30, 2013

<i>(in millions)</i>		ACTUALS (Budgeted Accts only)	ACTUALS (Non- budgeted) Capital, Debt, Endowment	Financial Statement Adjustments	GAAP Adjusted Totals	Actuals @ 11/30/2012	Variance over same period prior year	% change	Revised Budget
1	SSI	61.3	-	-	61.3	56.5	4.8	8%	148.1
2	Tuitions/Fees, net	161.7	0.2	-	161.9	157.2	4.8	3%	325.8
3	Grants and Contracts	41.2	4.0	-	45.3	49.4	(4.1)	-9%	104.7
4	Facilities & Admin Costs Recovery	2.8	-	-	2.8	3.6	(0.8)	-29%	7.1
5	Gifts	2.7	4.6	-	7.2	4.9	2.3	32%	7.9
6	Endowment Distributions	18.9	(19.0)	-	-	-	-	-	18.9
7	Investment Income	8.2	40.9	-	49.2	25.2	24.0	49%	4.8
8	Other External Sales	19.4	0.1	-	19.5	23.1	(3.6)	-18%	44.7
9	<b>Revenue Total</b>	<b>316.2</b>	<b>30.8</b>	<b>-</b>	<b>347.2</b>	<b>319.9</b>	<b>27.4</b>	<b>8%</b>	<b>662.0</b>
10	Salaries, Wages, & Fringe Benefits	152.4	0.3	-	152.5	156.8	(4.3)	-3%	410.7
11	Depreciation	-	-	14.7	14.7	14.5	0.2	1%	-
12	Operating Expenses	78.1	3.4	-	81.5	67.0	14.6	18%	167.2
13	Capitalized Costs	4.2	23.1	(27.4)	-	-	-	-	-
14	<b>Expenses Total</b>	<b>234.7</b>	<b>26.8</b>	<b>(12.7)</b>	<b>248.7</b>	<b>238.3</b>	<b>10.5</b>	<b>4%</b>	<b>577.9</b>
15	Debt Service	5.3	15.0	(14.7)	5.6	4.4	1.2	21%	-
16	Internal Rev alloc & subvention	-	-	-	-	-	-	-	-
17	Internal Allocations & Sales	1.1	(2.1)	-	(1.0)	(1.8)	0.8	-80%	(3.9)
18	Indirect Costs Allocations	1.2	-	-	1.2	2.0	(0.8)	-67%	0.7
19	Capital renewal	5.0	(5.2)	-	(0.2)	-	(0.2)	100%	29.6
20	Transfers to (from) Operations	-	-	-	-	-	-	-	0.3
21	<b>Transfer Total</b>	<b>\$ 12.6</b>	<b>\$ 7.7</b>	<b>\$ (14.7)</b>	<b>\$ 5.6</b>	<b>\$ 4.6</b>	<b>\$ 1.0</b>	<b>18%</b>	<b>\$ 53.0</b>
22	<b>Grand Total</b>	<b>\$ 68.9</b>	<b>\$ (3.7)</b>	<b>\$ 27.4</b>	<b>\$ 92.9</b>	<b>\$ 77.0</b>	<b>\$ 15.9</b>	<b>17%</b>	<b>\$ 31.1</b>

\*-The November 30, 2012 Financial Statement numbers have been adjusted to reflect GAAP adjustments and Capital, Debt, and Endowment entries





## **Interoffice Communication**

**Date:** January 3, 2014

**To:** The President and Board of Trustees

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

**Re:** **State Share of Instruction Update**

The past year has seen significant changes in the State Share of Instruction (SSI) formulas. These changes have introduced significantly more volatility into the University's second largest revenue stream. Because of the increased volatility, we felt it was important that the trustees understand the formula changes and how they might impact the University in future budget deliberations.

Specifically, the formula changes are phased in over a two year period. For fiscal year 2014, the changes implemented include:

- Moving the impact of degree completion on the SSI appropriation from 25% to 50%
- Moving all components (completion and degrees) to a three year average
- Change from funding out-of-state degree costs at 100% to 25%
- Eliminated stop-loss

Additional changes will also be incorporated in fiscal year 2015 including:

- Merging main campus and regional campus funding models into a single systems – removing previous restrictions on what regional campuses can offer
- Starting to provide subsidy for associate degrees as part of the degree completion
- Awarding degree subsidy on a fractional basis for transfer students (split funding)
- Defining “at risk” student success relative to institutions rather than statewide

These changes in the near term are beneficial to the University. As has been discussed previously, the University's key metrics driving its SSI appropriation are all positive. This has led to steady increases in the University's proportional share of SSI. For the next several years we expect this trend to continue. The question is for how long and what initiatives may our IUC peers be contemplating that could impact our share of SSI in the future. As the materials provided in our power point will show, degree completion trends are more volatile and suggest we need to pay close attention to our SSI appropriation going forward.

# SSI Update Agenda

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- Subsidy Components
- Course Completion Overview
- Degree Completion Overview
- Subsidy in Transition
- FY'14 Projection
- Increased Volatility



# Subsidy Components

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## Total State Appropriation - 4-year Institutions

Course Completions	\$354,406,884	28.20%
Degree Completions	\$628,393,458	50.00%
Doctoral	\$161,735,633	12.87%
Medical	\$108,327,177	8.62%
Access Challenge	\$3,923,764	0.31%
	<hr/>	
	\$1,256,786,916	

- Appropriations are fixed amounts – additional subsidy for growth is relative to what all institutions are experiencing – changing the size of slices of a fixed pie



# Subsidy Components

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- Course Completions = Reimbursement for credit hour production
  - No allocation for non-resident students
  - Additional Allocation for at risk completions
    - EFC < \$2,190
    - ACT < 17
- Degree Completion = reimbursement for the number of degrees granted
  - Partial (.25) allocation for non-resident students
  - Additional Allocation for at-risk completions
    - Age > 22 when starting college
    - EFC < \$2,190
    - ACT < 17 or Developmental Courses
    - Minority Race
- Doctoral = Allocated for FTE production (55%), degrees granted (30%) and NSF/NIH grant funding (15%)
- Medical = direct allocation to medical schools based on headcount enrollment
- Access Challenge = Earmarks for Access institutions (Akron, Cincinnati, Cleveland, Central, Shawnee and Youngstown)



# Course Completion Taxonomy

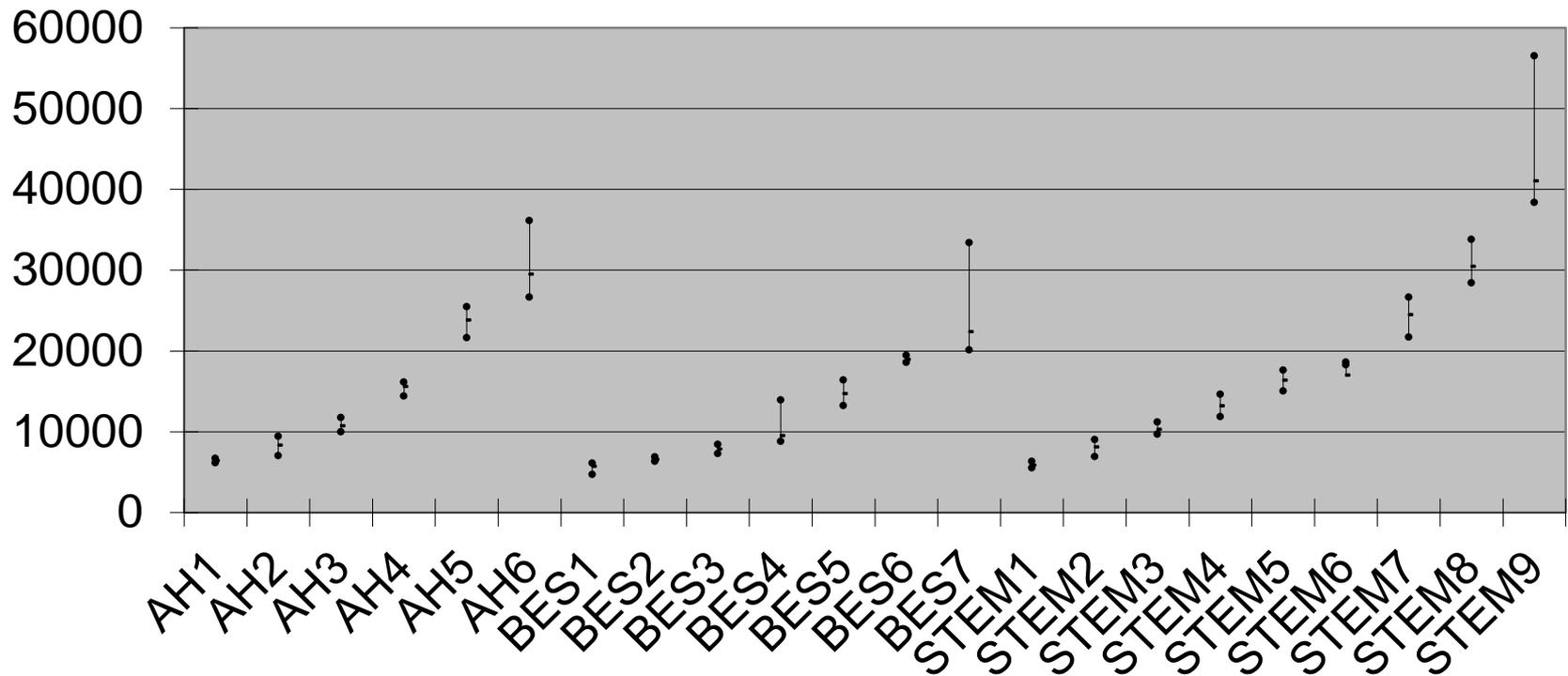
Model	Cost	FTEs	At Risk FTEs
AH 1	\$7,803	892.5	46.0
AH 2	\$10,828	2,059.3	62.8
AH 3	\$13,988	1,278.1	23.2
AH 4	\$20,242	357.0	7.2
AH 5	\$35,413	273.3	
AH 6	\$39,907	188.4	
BES 1	\$7,109	321.6	14.5
BES 2	\$8,106	1,108.0	45.0
BES 3	\$10,640	944.8	26.0
BES 4	\$12,647	3,569.7	65.8
BES 5	\$20,492	618.7	
BES 6	\$22,941	193.2	
BES 7	\$31,856	339.8	
Doc 1	\$40,183		
Doc 2	\$42,552		
STEM 1	\$7,190	1,017.0	81.5
STEM 2	\$10,107	1,475.3	51.6
STEM 3	\$19,264	705.1	23.7
STEM 4	\$25,694	2,430.2	50.5
STEM 5	\$28,505	494.9	5.2
STEM 6	\$40,666	88.3	
STEM 7	\$38,066	403.8	
STEM 8	\$57,632	129.3	
STEM 9	\$59,268	33.8	
		18,921.9	502.8

- 22 cost models
  - 13 Undergraduate
  - 9 Masters
  - 2 Doctoral
- Statewide average cost of producing an FTE (30 semester hours) in different discipline groups
  - AH = Arts & Humanities
  - BES = Business, Education & Social Science
  - STEM = Science, Technology, Engineering & Math
- Levels 1 & 2 = introductory / general education
- At Risk earnings apply only to undergraduate activity
- Shaded = Graduate
- Doctoral has separate pool and associated calculation



# Model Cost Distributions

Costs per FTE



# Degree Completion Subsidy

degree cert level code	subject	degrees res 2010	degrees res 2011	degrees res 2012	degrees non res 2010	degrees non res 2011	degrees non res 2012	degrees res at risk 2010	degrees res at risk 2011	degrees res at risk 2012	degrees non res at risk 2010	degrees non res at risk 2011	degrees non res at risk 2012	3 Year Degree Average until we	3 Year Non Resident Degree Average	3 Year At Risk Degree Average	3 Year Non resident At Risk Degree Average
05	Accounting	76	80	80	8	10	16	11	20	24	-	2	3	78.7	2.8	18.3	0.4
05	Allied Health	137	157	176	7	15	11	80	81	99	5	7	6	156.7	2.8	86.7	1.5
05	Anthropology	22	21	25	1	2	-	7	9	12	-	-	-	22.7	0.3	9.3	-
05	Art	41	48	43	7	3	9	23	22	23	1	-	1	44.0	1.6	22.7	0.2
05	Biology	99	126	121	10	11	8	35	33	41	1	2	2	115.3	2.4	36.3	0.4

05 = Undergraduate  
 07 = Masters  
 09 = Doctorate  
 18 = Prof Doctorate

- Subject matches CIP code – NOT major though correlated
- OBR maintains three-years of degree counts for Resident, Non-Resident, Resident At Risk, Non-Resident At Risk

Three year averages for NonResident categories = 25%

- Our three year average for each degree category is multiplied by the degree cost to get a total cost for our degrees
- These costs are multiplied by the reimbursement rate to come up with a subsidy amount for each category



# Subsidy in Transition: Two-year Transition of the Model

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## FY14

- Move degree appropriation from 25% to 50%
- Move all components (completions and degrees) to three-year average
- Change from funding out-of-state degree costs at 100% to 25%

## FY15

- Merge main campus and regional campus funding models into a single system – removes previous restrictions on what regional campuses could offer
- Start providing subsidy for Associate Degrees as part of the degree component
- Award degree subsidy on a fractional basis for transfer students (split funding)
- “At Risk” defined relative to institution rather than statewide



# FY14 Subsidy Trend

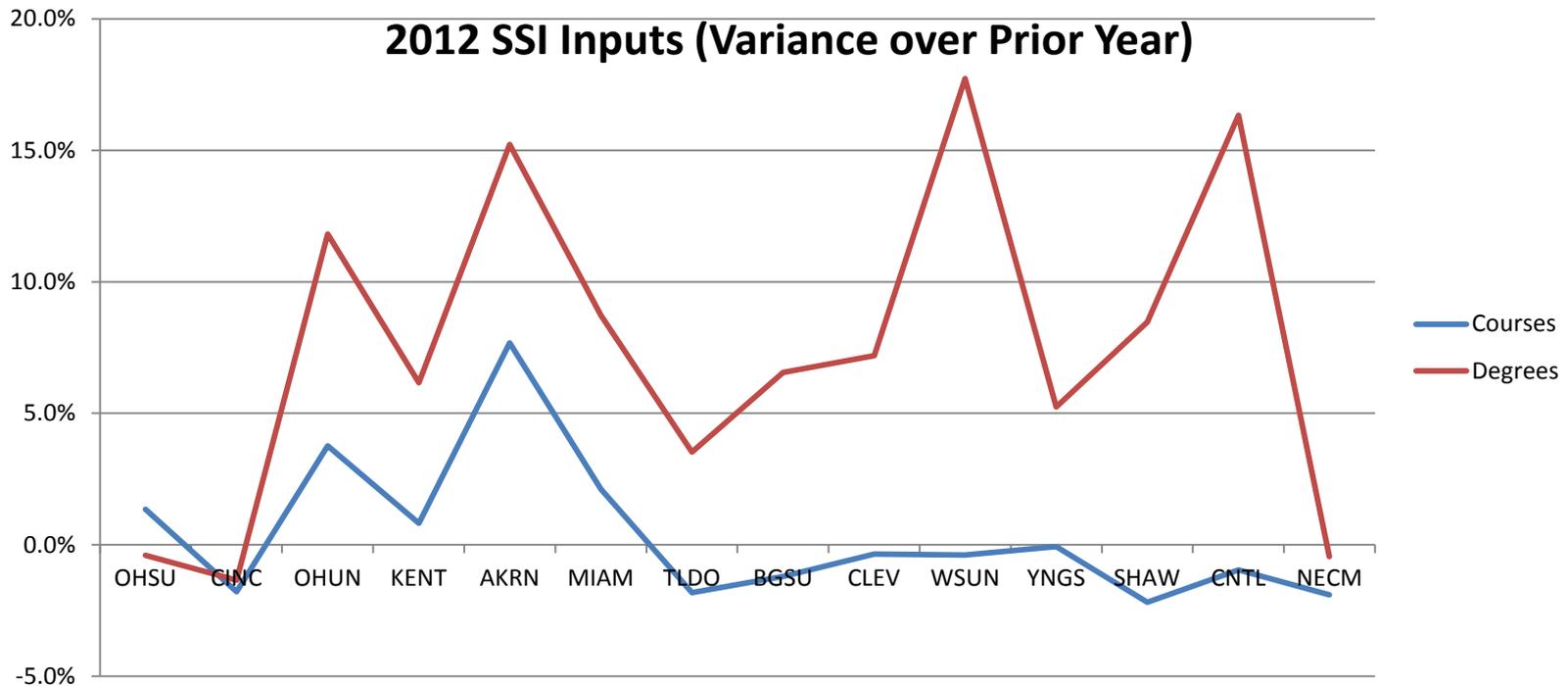
	April FY14 Projection	Budget 98.26%	FY14 Current	Variance April-to-Nov
Completions	\$33,027,279		\$33,497,624	\$470,345
At Risk Completions	\$656,142		\$695,888	\$39,746
SubTotal	33,683,421	33,096,060	34,193,512	510,091
Degrees - Ohio	\$46,690,705	\$45,876,527	\$52,430,339	\$5,739,634
Degres - NR	\$5,243,131	\$5,151,703	\$5,561,971	\$318,840
At Risk Ohio Degrees	\$9,616,803	\$9,449,108	\$9,985,442	\$368,639
At Risk NR Degrees	\$172,177	\$169,174	\$283,031	\$110,854
SubTotal	61,722,816	60,646,513	68,260,783	6,537,967
Doctoral	10,244,138	10,065,504	10,158,217	(85,921)
Medical	11,655,235	\$11,655,235	11,652,207	(3,028)
POM Adj			(278,813)	(278,813)
Stop Loss				
Total	117,305,609	115,463,311	123,985,906	6,680,297
Athens	105,650,375	103,808,076	112,333,699	6,683,324
HCOM	11,655,235	10,896,980	11,652,207	(3,028)
2% subvention pool		1,842,299		
Nursing Res Degrees	7,625,485		13,571,095	5,945,610

- The April projection was based on projected FY'13 course completions and degree data available at that time
- The budget was based on the April projection with 2% conservancy
- FY'14 Current Results represent actual FY'13 Course and Degree completions
- Almost all of the variance is associated with higher degree production in Nursing which is linked to the RN-BSN program



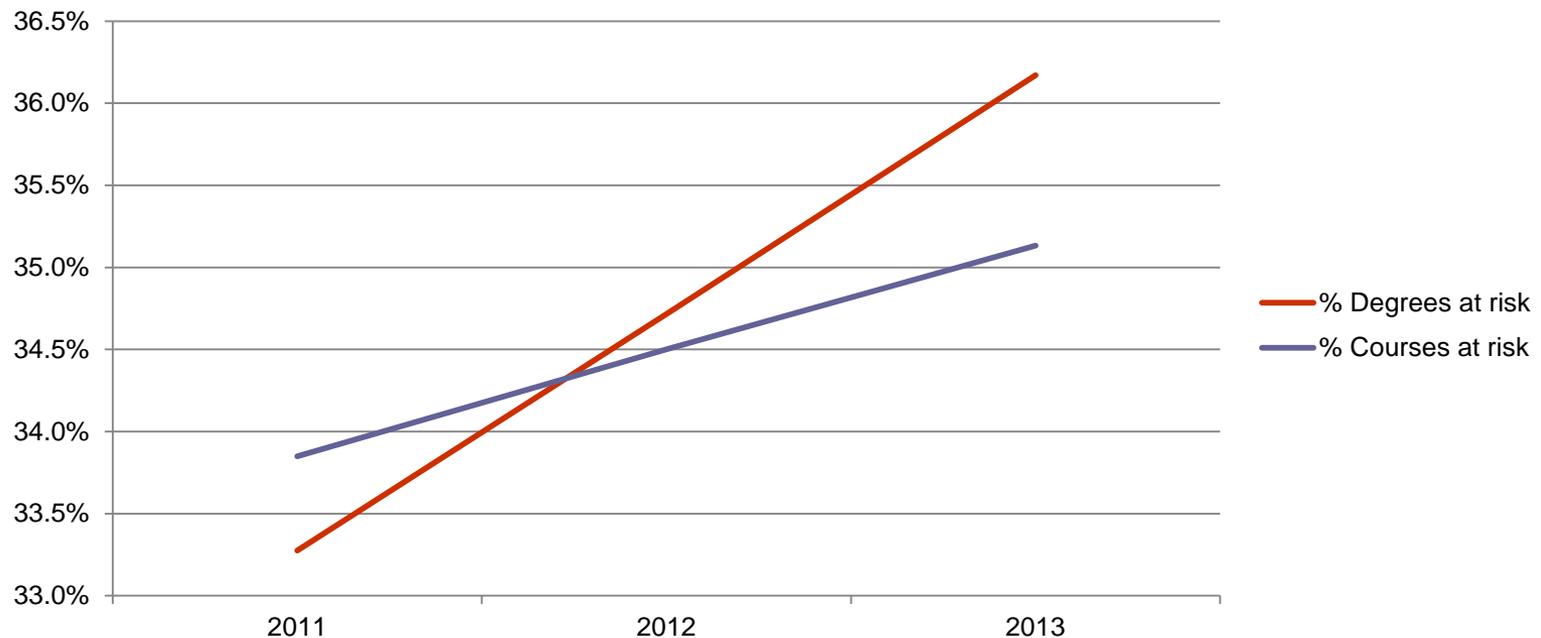
# New Funding Model – Increased Volatility

- Degree Completion Inputs are more volatile



# New Funding Model – Increased Volatility

- Removal of Stop-loss
- Growth in at-risk students



# Volatility and Implications for Budget Planning

---

- What is our 'steady-state' level of state support?
- What are 'temporary blips'?
- What additional changes will be made to the funding model?
- What level of confidence do we have to make our long-term commitments to compensation and capital investment?





## **Interoffice Communication**

**Date:** January 3, 2014

**To:** The Ohio University Board of Trustees

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

**Re:** **Investment Policy Update**

Pursuant to resolution 2002-1851, the University's Board of Trustees entrusted oversight of the long-term investment portfolio to the Investment Sub-Committee of The Ohio University Foundation. The Foundation's investment policy is used to guide the investments of the long-term portfolio, which is comprised of the University's and Foundation's endowments and quasi-endowments, as well as a portion of the University's and Foundation's working capital. The current investment policy has been included in the materials for your review. At the upcoming January Board meeting, to keep the Resources Committee apprised of the stewardship of those assets, an investment policy presentation covering the following will be provided:

- investment policy changes effective November 2013
- investment objective
- portfolio oversight
- asset allocation
- investment manager selection
- alternative investments
- performance benchmarks
- guidelines for illiquid investments

If you have questions on this matter, please do not hesitate to contact me at 740-593-2556.

# **The Ohio University Foundation**

## **Investment Policy – General Endowment Fund as Amended November 2013**

**The overriding goal of The Ohio University Foundation (the “Foundation”) is to support Ohio University’s mission of teaching, research and creative activity, and benefiting mankind through commercial development of discoveries created through Ohio University related research.**

### **Investment Objective**

The long-term objective of the Foundation’s General Endowment Fund (the “Fund”) is to maximize the real return, or the nominal return less inflation, of the assets over a complete market cycle with emphasis on preserving capital and reducing volatility through prudent diversification. The Investment Sub-Committee of the Foundation (“Investment Sub-Committee”) has adopted an investment strategy which has the long-term objective of producing real growth of assets in excess of the Fund’s spending requirements and inflation. In order to achieve this objective, the Investment Sub-Committee must be cognizant of the current spending policy of the Foundation, which is approved by the Board of Trustees annually. Interim results will be reviewed with the understanding that an important priority of the assets is providing for future generations. Due to capital market volatility, the return may vary significantly over shorter periods of time. Ultimately, it is the Foundation’s position that, unless there are risk concerns related to the markets, as identified by the Managing Fiduciary, or programmatic concerns, as communicated to or identified by the Treasurer of the Foundation, then all gifts or funds directed to the Fund will be invested in accordance with the Investment Plan, identified as Attachment A.

The Investment Policy may be reviewed by a majority of the Investment Sub-Committee, as defined by the Foundation’s Code of Regulations, at any time and will be reviewed, at a minimum, on an annual basis by the Investment Sub-Committee. For the Managing Fiduciary, as defined below, to be subject to the Investment Policy terms, amendments to the Investment Policy must be approved by the Managing Fiduciary. Any required revision or amendment will be submitted to the Foundation Board of Trustees for approval.

### **Fiduciary Responsibilities**

Oversight of the Fund’s assets will be performed by a tiered fiduciary structure. The Fund’s Investment Sub-Committee, also referred to herein as the Governing Fiduciary, will have ultimate responsibility for ensuring that the long term objectives established and approved for the Fund by the Investment Sub-Committee are achieved. The Managing Fiduciary, or Chief Investment Officer,

will be authorized by the Governing Fiduciary to implement and manage investments in accordance with the written Investment Plan attached hereto as Attachment A, to achieve the long term objectives of the Fund, work with the various Operating Fiduciaries, hereinafter defined, and report regularly to the Governing Fiduciary. Notwithstanding the previous sentence, the Managing Fiduciary will not have responsibility for those assets defined as “self-directed” under the Managing Fiduciary Client Agreement. Operating Fiduciaries are defined as qualified persons or organizations that provide specialized professional services necessary to fulfill functional and administrative requirements of the Fund.

### **Governing Fiduciary**

The Fund’s Investment Sub-Committee will act as Governing Fiduciary with responsibility to manage and invest the Fund assets. In its capacity as a Governing Fiduciary, the Investment Sub-Committee has the authority to retain qualified organizations or persons to perform the roles of Managing Fiduciary and Operating Fiduciary.

As the Governing Fiduciary, the Investment Sub-Committee’s responsibilities include:

1. Recommending revisions in the Investment Policy to the Board of Trustees of the Foundation.
2. Appointing and overseeing the Managing Fiduciary who shall have responsibility and discretion for implementing investment strategies in accordance with the Investment Plan attached hereto as Attachment A.
3. Establishing one or more custody accounts with a custodian to maintain Fund assets.
4. Periodically reviewing the Fund’s asset allocation.
5. Delegating to the Managing Fiduciary specific administrative and operational responsibilities dealing with the investment and reinvestment of the Fund’s assets, as outlined in the Managing Fiduciary Client Agreement.
6. Monitoring compliance with this Investment Policy.
7. Reviewing periodically the following subjects with the Managing Fiduciary:
  - a. Investment performance, including comparisons to appropriate benchmarks.
  - b. Current asset allocation of all assets included in the Fund.
  - c. Progress toward the stated performance objectives documented in this Investment Policy.

The Ohio University Foundation's Treasurer, or his designee, is accountable to:

1. Facilitate execution, at the direction of the Investment Sub-Committee, of the Investment Policy and Investment Plan.
2. Sign the appropriate investment contracts that have been approved by the Investment Sub-Committee. This includes the Managing Fiduciary Client Agreement, alternative asset contracts and the custodian agreement. Additionally, all contracts for alternative investments must be executed by an authorized signer of the Ohio University Foundation.
3. Direct the Managing Fiduciary regarding cash flows into and out of the investment accounts. The Managing Fiduciary will have no authority to distribute money outside of these investment accounts without prior written approval by an authorized signer.
4. Monitor the spending policy of the Endowment.

### **Managing Fiduciary**

The Managing Fiduciary, or Chief Investment Officer, will have day-to-day responsibility and discretion for investing the Fund's assets, including the selection and supervision of the investment managers and interacting with the custodian bank in their respective roles as Operating Fiduciaries, in a manner consistent with achieving the objectives of this Investment Policy. Within its authority to make and put into effect administrative and operational decisions with respect to the investment and reinvestment of the Fund's assets, the Managing Fiduciary will be responsible to the Governing Fiduciary and report its actions on a regular basis to the Governing Fiduciary as set forth in the Client Agreement that governs the relationship.

The Managing Fiduciary shall be a registered investment advisor and subject to compliance with all applicable federal rules and regulations. As the Managing Fiduciary, the responsibilities of the Chief Investment Officer include:

1. Investing funds, through selected investment managers, within the guidelines and asset allocation ranges as set forth in the Investment Plan attached to this Investment Policy.
2. Administrative and operational functions to support the Investment Policy dealing with the investment and reinvestment of the Fund's assets.
3. Evaluating the asset allocation of the Fund's portfolio consistent with the Investment Policy.
4. Periodically reviewing and recommending any changes or modifications of the Fund and the asset allocation ranges to the Governing Fiduciary for its consideration.
5. Allocating contributions and other cash flows to investment managers or to other investment accounts as established.

6. Taking all actions with respect to investment managers including hiring and terminating, monitoring and reviewing of investment manager contracts.
7. Setting investment guidelines for investment managers and monitoring their compliance and reviewing these guidelines and their compliance with the Governing Fiduciary to the extent the account assets are placed in a separately managed account.
8. Meeting with investment managers and evaluating their investment performance.
9. Meeting with the Governing Fiduciary at least quarterly or at other intervals as directed by the Governing Fiduciary.

### **Asset Allocation**

To achieve the investment objective of the Fund, an asset allocation study was conducted to establish percentage ranges for each asset class eligible for investment within the portfolio. The asset allocation study analyzed the expected return, risk and correlation of several asset classes, as well as the expected return and risk of various portfolios of these asset classes. The expected return and risk of various portfolios were evaluated in terms of their ability to best meet the Fund's long-term investment objectives. Based upon this analysis, an asset allocation policy including ranges for each asset class was constructed that meets the current investment objectives of the Fund. The asset allocation policy is contained in the Investment Plan shown in Attachment A. This Investment Plan may be amended upon a recommendation from the Managing Fiduciary subject to the approval of the Governing Fiduciary.

### **Rebalancing Procedures**

The Managing Fiduciary will periodically rebalance the Fund within the asset allocation ranges set forth in Attachment A. The need for rebalancing should be addressed at least quarterly, or more frequently if warranted by events. Rebalancing should be done only after considering the effect that transaction costs and market impact will have on the overall portfolio.

Although it is the policy of the Managing Fiduciary to invest assets in accordance with the maximum and minimum ranges for each asset class, as set forth in Attachment A, rapid unanticipated market movements or cash flows may cause the asset mix to temporarily fall outside those ranges.

### **Investment Manager Structure**

The assets in each asset class will be invested in accounts managed by one or more independent, third party investment managers that specialize in the specific asset class. Investment managers of varying styles (e.g. growth, value, active,

passive, etc.) may be employed within each asset class. Multiple investment managers may be utilized within an asset class at the discretion of the Managing Fiduciary. Performance results for each asset class will be included in the Managing Fiduciary's quarterly report to the Governing Fiduciary.

Investment managers will be selected by the Managing Fiduciary to manage assets of the Fund based upon a quantitative and qualitative review process. The investment vehicles used to employ a strategy may include registered 1940 Act Funds. The review process will consider criteria including but not limited to the people, the investment philosophy, the investment process, the investment performance, the organization and the operations of the firm. The investment manager's strategy will be evaluated regarding its effectiveness in complementing the Fund's other investment managers in order to achieve the desired result.

### **Guidelines for Traditional Investment Managers**

Traditional investment managers that are appointed to manage assets for the Fund through separate accounts will be provided investment guidelines as appropriate. In general, the guidelines will stipulate the types of securities in which the account may invest, the general characteristics for the portfolio and/or the performance benchmark and objectives. These specific guidelines may vary depending upon the asset class or sub-asset class and do not pertain to alternative investments. The guidelines will conform to the following requirements:

1. Investment managers shall generally remain fully invested, except for transitional cash that is needed for cash flows and trading, and shall be invested to maintain risk characteristics consistent with their benchmark and their asset class style pursuant to their prospectuses.
2. Investment portfolios shall be diversified across managers, asset classes, and styles.
3. Investment managers shall invest the majority of their assets in securities that reflect their asset class assignment and their prospectuses.
4. The investment managers may invest in fully collateralized derivatives (swaps or futures) to maintain market exposure, provide liquidity, and hedge currency. Notwithstanding the previous sentence, a manager may utilize derivatives as part of their strategy to gain exposure to certain markets and sectors or to maintain portfolio risk, without introducing leverage into the portfolio.
5. Investment managers may invest in private placements with the approval of the Investment Sub-Committee.

6. The Fund may invest in commingled funds, in recognition of the benefits of commingled funds as investment vehicles (i.e., the ability to diversify more extensively than in a small, direct investment account and the lower costs which can be associated with these funds). The Investment Sub-Committee recognizes that they may not be permitted to give specific policy directives to a fund whose policies are already established; therefore, the Investment Sub-Committee is relying on the Managing Fiduciary to assess and monitor the investment policies of such funds.
7. Investment managers are permitted to trade in publicly traded Real Estate Investment Trusts (REITs), but cannot invest in private real estate transactions excluding 144A securities without the approval of the Governing Fiduciary.

### **Alternative Investment Guidelines**

The Fund may invest in private real estate, limited partnership interests and alternative investments, including private equity and hedge funds, only with the prior approval of the Governing Fiduciary. The Governing Fiduciary, at the request of the Managing Fiduciary, will determine the appropriateness of each investment on a case-by-case basis, taking into consideration the relevant analysis of the investment as provided by the Managing Fiduciary, including the illiquidity of the investment, in addition to the Fund's overall allocation to alternative investments. Notwithstanding the foregoing, the Managing Fiduciary does not have investment oversight responsibility of the assets in the "self-directed" account, as outlined in the Managing Fiduciary Client Agreement.

### **Performance Benchmarks**

The Fund will reference two benchmarks for evaluating investment performance of the aggregate portfolio. First, the combined S&P 500 and the Barclays Capital Aggregate Bond Index, weighted to reflect the target equity/fixed income composition of the Fund, will be used as the undiversified benchmark. Second, a diversified benchmark will consist of the common industry benchmarks for the individual asset classes weighted according to the actual asset allocation, excluding private equity during the transition period. After the transition period, the diversified benchmark will be weighted according to the target allocation, excluding private equity.

Attachments B and C include a list of all asset class and investment manager benchmarks, respectively, to be used in evaluating performance. These benchmarks will apply until such time as amended upon recommendation by the Managing Fiduciary and approved by the Governing Fiduciary.

**Investment Officer**

Hirtle, Callaghan & Co. will serve as the Chief Investment Officer and Managing Fiduciary for the Fund. Hirtle, Callaghan & Co. will report directly to the Investment Sub-Committee, in its capacity as Governing Fiduciary for the Fund, and will be responsible and have discretion for implementing the Investment Policy contained herein, monitoring the overall investment program and investment managers, recommending changes to the Investment Policy and other duties as discussed in this document. Notwithstanding the above, Hirtle Callaghan & Co., as the Managing Fiduciary does not have investment oversight responsibility of the assets in the “self-directed” account, as outlined in the Managing Fiduciary Client Agreement.

**Approval:**

This Investment Policy for The Ohio University Foundation is hereby adopted this \_\_\_\_ day of \_\_\_\_\_ 2013.

By:

\_\_\_\_\_  
Title: President and CEO  
The Ohio University Foundation

\_\_\_\_\_  
Title:  
Hirtle, Callaghan & Co., LLC  
as Managing Fiduciary

\_\_\_\_\_  
Title: Treasurer  
The Ohio University Foundation

\_\_\_\_\_  
Title:  
Hirtle, Callaghan & Co., LLC  
as Managing Fiduciary

# Attachment A – Investment Plan

 <b>Hirtle Callaghan Investment Plan</b> Ohio University Foundation					
<b>Chief Investment Officers</b>					
ASSET CLASS	POLICY	STRATEGY TARGET	PROPOSED RANGE		
			Min	-	Max
<b>Global Equity</b>	<b>52%</b>		<b>46%</b>	-	<b>68%</b>
US Large Cap Value		11%	7%	-	15%
US Large Cap Growth		11%	7%	-	15%
US Small Cap		4%	2%	-	10%
Intl Equity - Developed		21%	14%	-	29%
Intl Equity - Emerging		5%	2%	-	12%
<b>Alternatives</b>	<b>26%</b>		<b>15%</b>	-	<b>38%</b>
Private Equity (ex-Real Estate)		9%	0%	-	15%
Special Opportunities		0%	0%	-	5%
Equity - Hedge		7%	0%	-	15%
Fixed Income - Hedge		3%	0%	-	8%
Commodities		4%	0%	-	10%
Real Estate		4%	0%	-	10%
<b>Fixed Income</b>	<b>22%</b>		<b>17%</b>	-	<b>42%</b>
Core Fixed Income		11%	5%	-	16%
Opportunistic Fixed Income		4%	2%	-	8%
TIPS		6%	3%	-	10%
Cash		0%	0%	-	20%

This Investment Plan was developed by Hirtle Callaghan in consultation with Client and is made a part of the Client Agreement. Client acknowledges and agrees, the Investment Plan applies to assets held in accounts designated by asset class and all related sub-accounts, as applicable (existing or opened after the effective date of the plan). In addition, all accounts designated by asset class (and related sub-accounts) listed on this Investment Plan are to be managed on a consolidated basis, which means that while each account may or may not conform to the asset allocation listed above, all accounts combined will be managed in accordance with the stated investment allocation.

Market conditions may move an account outside of the approved ranges and the implementation of a change to rebalance the account will be made in an orderly manner and consistent with Hirtle Callaghan's fiduciary responsibilities to Client and industry standards. Changes to this Investment Plan may be effected upon execution by Client and Hirtle Callaghan of a new Investment Plan, provided that the implementation of such change, if any, will be made in an orderly manner and consistent with Hirtle Callaghan's fiduciary responsibilities to Client and industry standards.

_____ Client Signature	_____ Date
_____ Client Signature	_____ Date
_____ Investment Officer, Hirtle Callaghan	_____ Date
_____ Portfolio Manager, Hirtle Callaghan	_____ Date
_____ Hirtle Callaghan	_____ Date

Attachment B – Benchmarks (Asset Class)

The performance of each asset class will be evaluated versus the asset class performance benchmark and where available, to a universe of managers of similar investment style. The asset class performance benchmarks are:

Asset Class	Benchmark*
US Stocks – Large Cap	R1000 Index
US Stocks – Small Cap	R2000 Index
US Equity	R3000 Index
International Stocks – Developed	MSCI EAFE Index
International Stocks – Emerging	MSCI Emerging Markets Index
Global Equity (ex-US)	MSCI ACWI (ex US)
Hedge Funds – Total Return Strategies	HFR FOF Strategic Index
Private Equity	S&P 500 Index plus 5%
Commodities	50% DJ AIG Commodity Index and 50% Custom Stock Index
Core Fixed Income	Barclays Capital Aggregate Bond Index
Hedge Funds – Absolute Return Strategies	HFR FOF Conservative Index
Treasury Inflation Protected Securities (TIPS)	Vanguard TIPS Fund
Opportunistic Fixed Income	BarCap High Yield BB / B Index
Real Estate	DJ Wilshire US Real Estate Index
Cash	91-Day Treasury Bills

\*During the transition of the portfolio, it may be appropriate to utilize different benchmarks as the incumbent managers may manage their portfolios to other benchmarks that are different than those listed above.

Approved:

\_\_\_\_\_  
 Title: President & CEO  
 The Ohio University Foundation

\_\_\_\_\_  
 Title:  
 Hirtle, Callaghan & Co., LLC  
 as Managing Fiduciary

\_\_\_\_\_  
 Title: Treasurer  
 The Ohio University Foundation

\_\_\_\_\_  
 Title:  
 Hirtle, Callaghan & Co., LLC  
 as Managing Fiduciary

Attachment C – Benchmarks (Manager)

The performance of each investment manager will be evaluated versus the investment style benchmark for the manager and where available, to a universe of managers of similar investment style. The investment manager style benchmarks are:

<b>Asset Class</b>	<b>Benchmark*</b>
US Stocks – Large Cap Value	Russell 1000 Value Index
US Stocks – Large Cap Growth	Russell 1000 Growth Index
US Stocks – Large Cap Core	Russell 1000 Index
US Stocks – Small Cap Value	Russell 2000 Value Index
US Stocks – Small Cap Growth	Russell 2000 Growth Index
US Stocks – Small Cap	Russell 2000 Index
International Stocks – Developed	MSCI EAFE Index
International Stocks – Emerging	MSCI Emerging Markets Index
Commodities	50% DJ AIG Commodity Index and 50% Custom Stock Index
Hedge Funds – Total Return Strategies	HFR FOF Strategic Index
Private Equity	S&P 500 Index + 5%
Core Fixed Income	Barclays Capital Aggregate Bond Index
Treasury Inflation Protected Securities	Vanguard TIPS Fund
Hedge Funds – Absolute Return Strategies	HFR FOF Conservative Index
Opportunistic Fixed Income	BarCap High Yield BB / B Index
Real Estate	DJ Wilshire US Real Estate Index
Cash	91-Day Treasury Bills

\*During the transition of the portfolio, it may be appropriate to utilize different benchmarks as the incumbent managers may manage their portfolios to other benchmarks that are different than those listed above.

Approved:

\_\_\_\_\_  
Title: President & CEO  
The Ohio University Foundation

\_\_\_\_\_  
Title:  
Hirtle, Callaghan & Co., LLC  
as Managing Fiduciary

\_\_\_\_\_  
Title: Treasurer  
The Ohio University Foundation

\_\_\_\_\_  
Title:  
Hirtle, Callaghan & Co., LLC  
as Managing Fiduciary

## Attachment D – Guidelines for Illiquid Investments

For the purpose of this policy “illiquid investments” shall be defined as investments that are not publicly traded and do not provide daily liquidity. Often the illiquidity of these investments lasts for greater than three years. Illiquid investments include private equity and real estate investments, but may include other instruments that do not fall into those categories. “Private Equity” shall be understood as investments in vehicles (usually private placement limited partnerships) organized to invest in companies or securities that are not publicly traded generally. Illiquid “real estate” includes private real estate that is not publicly traded.

Illiquid investments, inclusive of private equity and real estate shall be classified as an alternative investment component in the Investment Policy for long-term assets. For purposes of determining compliance with this policy, the measurement of current allocation to illiquid investments on an ongoing basis shall be based upon the sum of (i) the most recently available valuation and (ii) any capital called since that valuation and will be cognizant of the asset allocation range.

### **Purpose**

The primary goal of investing in illiquid investments is to generate returns in excess of public market opportunities over the long-term.

### **Diversification**

Illiquid investments will be implemented with a diversification methodology that is appropriate for each type of investment (e.g., Private Equity). Specifically, Private Equity will be implemented with substantial diversification by using multiple managers/partnerships/funds/vintage years and phased-in implementation. A single fund-of-funds may satisfy this diversification.

### **Time Horizon**

It is understood that this category of investment needs to be made with a long-term time horizon (e.g., generally seven years or more) and that investments are highly illiquid.

### **Professional Management**

The Investment Sub-Committee may select one or more “fund-of-funds” managers who research and create portfolios of illiquid investments. This fund-of-funds approach is the preferred method of implementing Private Equity investments, because they build diversified pools comprised of well-established funds in which limited partners such as the Fund purchases an interest. This

method creates broad diversification, delegates the selection of partnerships to the fund-of-funds' investment manager, and provides access to the best managers.

The Investment Sub-Committee recognizes that it is not in a position to conduct research and due-diligence reviews of individual illiquid investments. From time to time there may be exceptional circumstances when the Foundation Trustees agree that a particular partnership would offer unique strategic benefits to Ohio University. These direct investments in individual private companies in the interests of Ohio University shall be approved by the Trustees of the Foundation.

The selection process for any illiquid investment should include a thorough understanding of the investment philosophy, diversification methodology and due diligence of the fund-of-funds manager. The fund-of-funds provider should also disclose the fee structure of the partnership, the estimated drawdown schedule of capital to the partnership, potential life of the partnership, and the terms for closing the partnership to new investors.

### **Monitoring**

While annual returns and interim valuations do not necessarily provide insight into the investment's ultimate value, it is nonetheless important that the Investment Sub-Committee review on a regular basis the investment results of these illiquid vehicles and their managers.

It is also important to recognize that there are time lags, often one quarter, in the reporting of investment returns of illiquid portfolios. The standard for reporting performance on venture capital and Private Equity is "internal rate of return (IRR)", which is a significantly different calculation than time-weighted rate of return, which is the standard used for evaluating managers of equity and fixed income portfolios. Therefore, caution must be used in making comparisons between the two types of managers and portfolios. For this reason the Fund will report performance on the "liquid" portion of the portfolio as well as on the total portfolio, which includes the illiquid investments.

# Long-Term Investment Policy

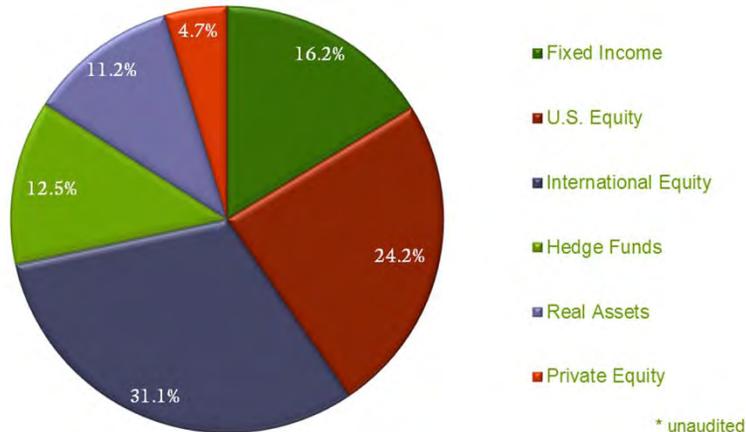
Tab

## Assets Under Management as of October 31, 2013\* (millions)

	Foundation		University		Total	
Endowments	\$ 260	61%	\$ 34	26%	\$ 294	53%
Quasi-endowments	137	32%	41	31%	178	32%
Working capital	20	4%	55	42%	75	13%
Due from pool	12	2%	1	1%	13	2%
<b>Total assets</b>	<b>\$ 429</b>	<b>100%</b>	<b>\$ 131</b>	<b>100%</b>	<b>\$ 560</b>	<b>100%</b>

\* unaudited

## Asset Allocation as of October 31, 2013\*



## Policy Changes Effective November 2013

- Investment Plan (Attachment A)
  - Certain sub-asset class ranges widened
  - Broad asset class ranges unchanged
- Gift Handling Policy (previously Attachment D)
  - Removed from Investment Policy
  - Established as separate policy under the management of the Foundation's Finance Committee
- Endowment Spending Policy (previously Attachment F)
  - Removed from Investment Policy
  - Established as separate policy under the management of the Foundation's Finance Committee

## Investment Policy Outline

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- Investment Objective
- Governing Fiduciary Responsibilities
- Managing Fiduciary Responsibilities
- Asset Allocation (Attachment A)
- Investment Manager Selection
- Alternative Investments
- Performance Benchmarks (Attachment B/C)
- Illiquid Investments (Attachment D)

## Investment Objective

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- **Long-term objective** of maximizing the real return, or the nominal return less inflation, of the assets over a complete market cycle with emphasis on **preserving capital** and **reducing volatility** through prudent **diversification**.
- **Long-term objective** of producing **real growth** of assets **in excess of** the fund's **spending requirements** and **inflation**.

## Governing Fiduciary Investment Sub-Committee

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- Appoints and oversees the managing fiduciary (Hirtle, Callaghan & Co.)
- Ensures appropriateness of investment policy and makes changes as needed (latest revision November 2013)
- Reviews the portfolio's asset allocation and makes changes as needed
- Monitors compliance with the investment policy
- Reviews performance against benchmarks

## Managing Fiduciary Hirtle, Callaghan & Co.

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- Invests funds within the guidelines and asset allocation ranges established in the investment policy
- Evaluates the asset allocation of the portfolio and recommends changes as appropriate
- Allocates contributions and other cash flows to investment managers; rebalances portfolio as needed
- Takes all actions with respect to investment managers
  - hiring and terminating managers
  - setting investment guidelines for managers
  - monitoring and reviewing investment manager contracts, compliance and performance

## Asset Allocation Changes

- Asset class categories and long-term targets remain unchanged
- Ranges of broad asset classes remain unchanged
  - fixed income, equities, alternatives
- Ranges of the following sub-asset classes were widened as of November 2013
  - cash, opportunistic fixed income, U.S. small cap, emerging markets, commodities, real estate
- Widened ranges provide additional opportunity for the managing fiduciary to exploit temporary market dislocations

## Asset Allocation Fixed Income and Equity

Asset Class	Long-Term	NEW Range		OLD Range		
	Target	Min	Max	Min	Max	
Cash	0%	0%	20%	0%	10%	↑
Core Fixed Income	11%	5%	16%	5%	16%	
Opportunistic Fixed Income	4%	2%	8%	2%	6%	↑
TIPS	6%	3%	10%	3%	10%	
Subtotal - Fixed Income	22%	17%	42%	17%	42%	
U.S. Large Cap Value	11%	7%	15%	7%	15%	
U.S. Large Cap Growth	11%	7%	15%	7%	15%	
U.S. Small Cap	4%	2%	10%	2%	7%	↑
Int'l Equity - Developed	21%	14%	29%	14%	29%	
Int'l Equity - Emerging Markets	5%	2%	12%	2%	8%	↑
Subtotal - Global Equity	52%	46%	68%	46%	68%	

## Asset Allocation Alternative Investments

Asset Class	Long-Term	NEW Range		OLD Range		
	Target	Min	Max	Min	Max	
Equity Hedge Funds	7%	0%	15%	0%	15%	
Fixed Income Hedge Funds	3%	0%	8%	0%	8%	
Commodities	4%	0%	10%	0%	8%	↑
Real Estate	4%	0%	10%	0%	8%	↑
Private Equity (ex. Real Estate)	9%	0%	15%	0%	15%	
Special Opportunities	0%	0%	5%	0%	5%	
Subtotal - Alternatives	26%	15%	38%	15%	38%	

## Investment Manager Selection

- Selected by Managing Fiduciary using quantitative and qualitative review including:
  - Management
  - Investment philosophy
  - Investment process
  - Investment performance
  - Organization of firm
  - Operations of firm
  - Complement to other managers in Fund

## Alternative Investments

- Permissible alternative investments
  - Private real estate
  - Limited partnership interests
  - Private equity
  - Hedge funds
- Consideration for alternative investments
  - Illiquidity of investment
  - Fund's overall allocation to alternatives

## Performance Benchmarks

- Undiversified benchmark
  - S&P 500 and the Barclays Capital Aggregate Bond Index, weighted to reflect the target equity/fixed income composition of the Fund
- Diversified benchmark
  - Common industry benchmarks for the individual asset classes, weighted according to the target allocation, excluding private equity
- Attachments B and C
  - List of specific industry benchmarks used to gauge performance by asset class and investment style

## Guidelines for Illiquid Investments

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- Definition of “illiquid investments”
  - Not publicly traded and do not provide daily liquidity
  - Illiquidity greater than three years
  - Primarily private equity and private real estate
- Purpose of generating returns in excess of public market over the long-term
- Diversification through multiple managers, partnerships, and vintage years; use of fund-of-funds preferred
- Monitoring performance
  - Internal rate of return vs. time-weighted rate of return
  - Monitor performance of “liquid” and total portfolio

**APPROVAL TO UNDERTAKE SCHEMATIC DESIGN FOR  
THE COLLEGE OF BUSINESS EXPANSION,  
THE MCCRACKEN HALL RENOVATION AND ADDITION, AND  
THE MULTIPHASE CORROSION FACILITY OFFICE ADDITION**

**RESOLUTION 2014 -**

**WHEREAS**, three capital projects which are part of the Capital Improvement Plan FY2015-FY2020 approved by the board in October 2014 are planned for schematic design, and

**WHEREAS**, the three capital projects are planned and to be funded as follows and the funds to cover the schematic design costs have been received:

- College of Business Expansion with a schematic design budget of \$50,000 – the total project budget of \$5 million to be funded by gifts, and
- McCracken Hall Renovation and Addition with a schematic design budget of \$600,000 - the total project budget of \$32.1 million to be funded by gifts, grants, debt and internal working capital, and
- Multiphase Corrosion Facility Office Addition with a schematic design budget of \$30,000 – the total project budget of \$2 million to be funded by internal working capital.

**NOW THEREFORE, BE IT RESOLVED** that the Ohio University Board of Trustees authorizes the President or his designee to accept and award contracts for within the project schematic design budgets identified.



**OHIO**  
UNIVERSITY

**Date:** January 3, 2014

**To:** The President and Board of Trustees

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

**Re: REQUEST FOR APPROVAL TO UNDERTAKE SCHEMATIC DESIGN:**

- **College of Business Expansion**
- **McCracken Hall Renovation and Addition**
- **Multiphase Corrosion Facility Office Addition**

The following projects are included in the Board approved Six Year Capital Improvement Plan FY2015 – FY2020 and are presented to the Board at this time for approval to move forward with the expenditure of funds for schematic design. A resolution is provided to facilitate approval.

#### **College of Business Expansion**

The College of Business has outgrown its existing foot print in Copeland Hall. The College of Business has already been assigned the Ground Floor of the Computer Service Center through consolidation and relocation of OIT functions. Additional OIT functions will be relocated to the West Union Street Office Center in phases in order to accommodate this phased project. The first floor of the building is being vacated with the relocation of the OIT Testing Center to Bromley Hall. A relocation of the Institutional Research Office, now on the third floor will be needed to allow for a later phase of expansion.

The schematic design budget is \$50,000 to be funded from gifts already received. The total budget for the project is \$5,000,000 and will be funded by gifts. The expansion will occur in three phases, the timing of which is dependent upon receipt of gifts. This project is part of the Capital Improvement Plan FY2015 – FY2020, Academic/Research Project 19. The project will come back to Board of Trustees with a request for approval to construct at a later date.

#### **McCracken Hall Renovation and Addition**

The current facility for The Gladys W. and David H. Patton College of Education is a three story, 66,600 GSF structure, built in 1959. Minor renovations have been done to the structure over the years, but many of its systems are original. The College is experiencing growth and expansion of its programs, which requires an expansion of the existing building. The program and design concepts will address current methods of teaching and learning, to develop a modern academic facility. The intent of the project is to completely renovate the exterior and interior of McCracken as well as build an addition of 35,000 square feet.

The site renovation will replace and relocate the parking lot moving it north towards Coss Street. The exterior renovation will include a new roof, gutters, windows and doors, as well as the repair and replacement of exterior trim and tuck pointing of brick. The interior renovation demolishes all interior walls, leaving columns, floor slabs and the east and west stairwells. New partitions, mechanical,

electrical and plumbing, lighting and finishes will be part of this project. The project has expended \$200,000 to date for the programming phase. If approved, the schematic design budget of \$600,000 will increase the total authorized for the project to \$800,000 and be funded from internal working capital. The total budget for the project is \$32.1 million and will be funded as follows:

Debt	\$20.7 Million
Internal Working Capital	\$1.1 Million
Gifts/Grants	\$10.3 Million

This project is part of the Capital Improvement Plan FY2015 – FY2020, Academic/Research Project 8. The project will come back to Board of Trustees with a request for approval to construct at a later date.

**Multiphase Corrosion Facility Office Addition**

As a result of tremendous growth over the last 10 years, the Institute for Corrosion and Mutliphase Technology (ICMT) has outgrown its workspace. The current size of the office space considerably limits future developments of new opportunities both in research and teaching. The project will provide additional office space at the ICMT. This will foster its continued growth and the scientific exchange of knowledge. The project will add approximately 5,000 square feet of office space to the existing facility.

The schematic design budget is \$30,000 to be funded by internal working capital. The total project budget is \$2,000,000 and will be funded by internal working capital. This project is part of the Capital Improvement Plan FY2015 – FY2020, Academic/Research Project 19. The project will come back to Board of Trustees with a request for approval to construct at a later date.

# Requested Approvals to Undertake Schematic Design

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- College of Business Expansion
- McCracken Hall Renovation and Addition
- Multi-Phase Corrosion Facility Office Addition



# College of Business Expansion

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- The College of Business has outgrown its existing footprint in Copeland Hall and will continue its expansion into the adjacent Computer Service Center.
- Part of CIP, Academic/Research Project 17
- 3 phases are anticipated for the renovation
- Budget: \$5 million
- Funding source: Gifts
- **We seek approval to undertake schematic design with a budget of \$50,000 for all anticipated project phases with a total project budget of \$5 million.**



# McCracken Hall Renovation and Addition

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- Addition and renovations to the current facility for The Patton College of Education and Human Services, a three story, 66,600 GSF structure, built in 1959 to accommodate existing and anticipated growth and expansion of its programs.
- \$200,000 expended to date for project programming. Approval of schematic design will increase total authorized to \$800,000.
- Part of CIP Academic/Research Project 8
- Projected construction start date – May 2015
- Budget: \$32.1 million
- Funding sources: Debt - \$20.7 million  
Internal Working Capital - \$1.1 million  
Gifts/Grants - \$10.3 million
- **We seek approval to undertake schematic design for \$600,000 with a total project budget of \$32.1 million.**



# Multiphase Corrosion Facility Office Addition

- The Institute for Corrosion and Multiphase Technology (ICMT) has outgrown its workspace.
  - The project will add approximately 5,000 sq. ft. of office space to the existing facility.
- Part of CIP, Academic/Research Project 19
- Budget: \$2M
- Funding source: Internal working capital
- **We seek approval to undertake schematic design at a cost of \$30,000 with a total project budget of \$2M.**



**APPROVAL TO UNDERTAKE CONSTRUCTION FOR  
BROMLEY HALL RENOVATION – FY2014 PHASE,  
CENTRAL FOOD FACILITY RENOVATION – FY2014 PHASE,  
LINDLEY HALL REHABILITATION,  
SOUTH GREEN DRIVE EXTENSION,  
SOUTH GREEN ELECTRICAL SUBSTATION REPLACEMENT,  
STOCKER HALL AIR HANDLER REPLACEMENT –  
FY2014 PHASE,  
TREUDLEY AND RYORS HALLS CABINET REFURBISHMENT, and  
THE TUPPER HALL REHABILITATION**

**RESOLUTION 2014 -**

**WHEREAS**, eight capital projects which are part of the Capital Improvement Plan FY2015-FY2020 approved by the board in October 2014 are planned and funded as follows:

- Bromley Hall Renovation – FY2014 Phase with a total budget of \$5 million to be funded by Residential Housing Reserves;
- Central Food Facility Renovation – FY2014 Phase with a total budget of \$3 million to be funded by Culinary Services Reserves;
- Lindley Hall Rehabilitation with a total budget of \$10.9 million to be funded by debt (\$4.0 million), internal working capital (\$4.9 million) and state appropriations (\$2.0 million);
- South Green Drive Extension with a total budget of \$1.5 million to be funded equally by Culinary Services Reserves, Residential Housing Reserves and Transportation & Parking Services Reserves;
- South Green Electrical Substation Replacement \$600,000 request to pre-purchase project equipment; total project estimated budget of \$2.1 million to be funded 69% by Residential Housing Reserves, 10% by Culinary Services Reserves and 21% by General Fund Central or Debt;
- Stocker Air Handler Replacement – FY2014 Phase with a total budget of \$500,000 to be funded by state appropriations;
- Treudley/Ryors Hall Cabinet Refurbishment with a total budget of \$510,000 to be funded by Residential Housing Reserves; and
- Tupper Hall Rehabilitation with a total budget of \$10 million to be funded by debt (\$7.0 million) and state appropriations (\$3 million).

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



**OHIO**  
UNIVERSITY

**Date:** January 3, 2014  
**To:** The President and Board of Trustees  
**From:** Stephen T. Golding, Vice President for Finance and Administration, CFO and Treasurer

**Re: CONSTRUCTION PROJECT APPROVAL REQUESTS:**

- **Bromley Hall Renovation – FY2014 Phase**
- **Central Food Facility Renovation – FY2014 Phase**
- **Lindley Hall Rehabilitation**
- **South Green Drive Extension**
- **South Green Electrical Substation Replacement**
- **Stocker Hall Air Handler Replacement – FY2014 Phase**
- **Treudley and Ryors Halls Cabinet Refurbishment**
- **Tupper Hall Rehabilitation**

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.

**Bromley Hall Renovation – FY2014 Phase**

This project phase continues renovation of the forty five year old high rise residence hall on West Union Street. This phase will complete the final 32 student room and bathroom renovations that began in 2006. With this renovation the plumbing stacks, electrical infrastructure and fan coil units will also be replaced. This is needed due to the high volume of maintenance within these areas as well as the associated common areas.

This project is part of the 2014 Capital Improvement Plan, Residential Housing Project #15b. The total budget for this project phase is \$5 million funded by Residential Housing Reserves.

**Central Food Facility Renovation – FY2014 Phase**

This project is the final phase of a multi-phase plan to expand and reconfigure the forty year old Central Foods Building to accommodate production food preparation. This final phase will upgrade 11,000 gross square feet and involves warehouse reconfiguration, new freezer, and emergency generator back up. The project budget is \$3 million and is fully funded by Culinary Services reserves. The project is planned to be complete the summer of 2014.

This project is part of the Capital Improvement Plan FY2015 – FY2020, Auxiliary Project 2. The total budget for this project is \$3 million funded by Culinary Services Reserves.

### **Lindley Hall Rehabilitation**

This project is key to providing swing space for the McCracken Hall Renovation and other subsequent renovations. The building will be maintained as a generic office building with some classrooms. The 80,800 square foot building will not be reconfigured, but will undergo a complete systems rehabilitation. Central air conditioning and two elevators will be added. Steam piping, the fire alarm and sprinkler systems will be replaced. ADA accessibility for the occupied space within the building will be improved from 40% to 90% by adding two new elevators, upgrading the door hardware and replacing the ADA ramp/entrance.

This project is part of the Capital Improvement Plan FY2015 – FY2020, Academic/Research Project 4. The total budget for this project is \$10.9 million funded as follows:

Debt	\$4.0 Million
Internal Working Capital	\$4.9 Million
State Appropriations	\$2.0 Million

### **South Green Drive Extension**

The purpose of this project is to extend South Green Drive north from its terminus at parking lot 55 and connect it with Mill Street. This project makes progress toward a goal of the University Master Plan to redirect vehicular traffic to the perimeter of the Campus, much as Shafer St. does on the west side of Campus, minimizing vehicular-pedestrian conflicts on the interior. Approval to construct includes approval to seek a permanent easement from the Hocking Conservancy.

This project is part of the Capital Improvement Plan FY2015 – FY2020, Infrastructure Renewal Project 3. This project represents the first phase of the work at a cost of \$1.5 million funded with internal working capital as follows:

Culinary Services Reserves	\$500K
Residential Housing Reserves	\$500K
Transportation & Parking Reserves	\$500K

The total Ohio University budget for the entire project is \$6.0 million funded as follows:

State Appropriations	\$3.5 Million
Internal Working Capital	\$2.5 Million

### **South Green Electrical Substation Replacement**

This project is necessary to provide electrical capacity to the first phase Housing construction and to maintain the appropriate electrical redundancy in this section of campus. The small South Green electrical substation will be replaced with two new switches, one near Race Street and one at Clippinger Laboratories. The project will increase wire size capacity from South Green back to West Green in order to appropriately access the University's central electrical substation. The project is planned to be complete by fall 2014.

This request is for \$600,000 for the pre-purchase of equipment. The estimated total budget for the project is \$2.1 million. The funding split is based on the future loading with approximately 69% (\$1.45 million) funded from Residential Housing Reserves, 10% (\$0.21 million) funded from Culinary Services reserves, and 21% (\$0.44 million) funded from general fund central reserves or University debt. Housing infrastructure needs such as this are referenced in the University FY2014 Capital Improvement Plan update. The full project approval request will be presented at the March meeting.

**Stocker Hall Air Handler Replacement – FY2014 Phase**

This project will replace 30 year old air handling equipment for the laboratory make-up air and exhaust system. The existing HVAC equipment is in need of replacement because it has surpassed its useful service life. The project shall meet and exceed ASHRAE 90.1 2007 energy conservation requirements. The planned completion is Fall 2014.

This project is part of the 2014 Capital Improvement Plan, Deferred Maintenance Project 11m. The total project budget is \$500,000. The source of funds is state appropriations.

**Treudley and Ryors Halls Cabinet Refurbishment**

Treudley and Ryors are residence halls on West Green. The cabinet refurbishment is part of planned minor capital renovations referenced in the FY2014 Capital Improvement Plan, and will affect 160 rooms in these two buildings. The project replaces the doors, drawers, mirrors and laminate counters within each student room to extend the life of the existing built-in cabinetry. The project is planned to be completed summer of 2014.

The total project budget is \$510,000 and will be fully funded from Residential Housing Reserves.

**Tupper Hall Rehabilitation**

This project is part of the Capital Improvement Plan, Academic/Research Project #5. Tupper Hall has been vacant for the past 12 years. This project is key to providing swing space for the McCracken Hall Renovation and other subsequent renovations. The 38,500 gross square foot building will be renovated as generic classroom space which will be centrally scheduled with priority scheduling to colleges placed in swing space during their building renovations. The project includes a new roof, new windows, new central air conditioning and a new elevator. The building will be 100% ADA accessible with a new entrance, elevator and door hardware.

This project is part of the Capital Improvement Plan FY2015 – FY2020, Academic/Research Project 5. The total budget for this project is \$10.0 million as follows:

Debt	\$7.0 Million
Internal Working Capital	\$3.0 Million

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

# Requested Approvals to Undertake Construction

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- Bromley Hall Renovation-FY2014 Phase
- Central Food Facility Renovation-FY2014 Phase
- Lindley Hall Rehabilitation
- South Green Drive Extension
- South Green Electrical Substation Replacement
- Stocker Hall Air Handler Replacement-FY2014 Phase
- Treudley and Ryors Halls Cabinet Refurbishment
- Tupper Hall Rehabilitation



# Bromley Hall Renovation FY2014 Phase

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- Scope involves renovation of:
  - 32 student rooms
  - 16 bathrooms
  - Common areas on floors one and nine
- Part of 2014 CIP, Residential Housing Project 15b
- Planned completion in Fall 2014
- Budget: \$5 million
- Fund source: Residential Housing Reserves



# Central Food Facility Renovation FY 2014 Phase

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- This project is the final phase of a multi-phase plan to expand and reconfigure the forty year old Central Foods Building to accommodate production food preparation.
- This phase will upgrade 11,000 gross square feet and involves warehouse reconfiguration, new freezer, and emergency generator back up.
- Part of CIP Auxiliary Project 2
- Budget: \$3 million
- Fund source: Culinary Services Reserve



# Lindley Hall Rehabilitation

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- Part of CIP, Academic/Research Project 4
- Key project to provide swing space for McCracken Hall Renovation
- Planned to add approximately 5,000 square feet of office space to existing facility
- Addition of office space acceptable to the City of Athens
- Budget: \$10.9 million
- Fund source:
  - Debt - \$ 4.0 million
  - Working Capital - \$ 4.9 million
  - State Appropriations - \$ 2.0 million



# South Green Drive Extension

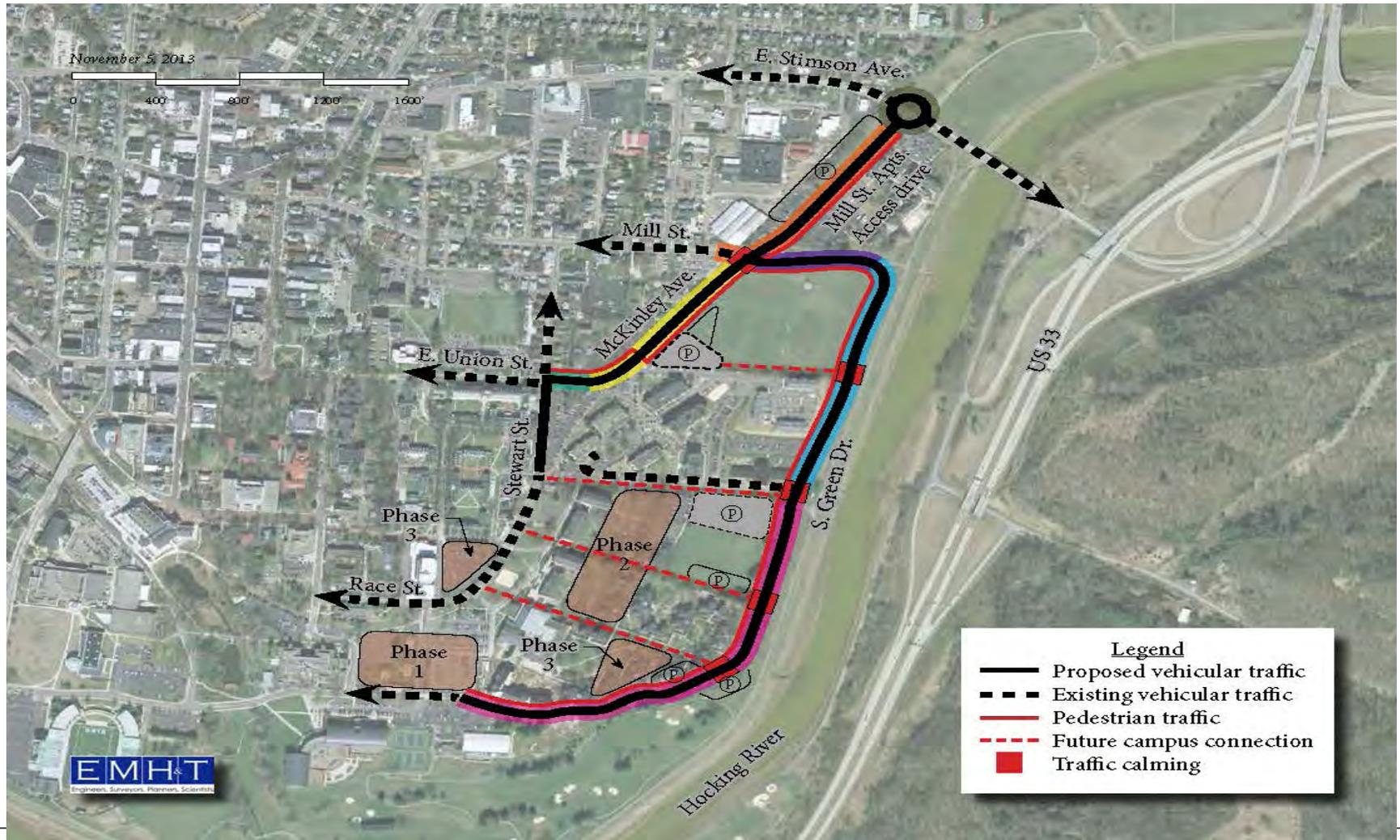
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- First phase of the Northeast Campus Roadway, CIP Infrastructure Renewal Project 3
- Project will connect South Green Drive to Mill Street
- The project requires the granting of a permanent easement from the Hocking Valley Conservancy to Ohio University.
- Budget: \$1.5 million
- Fund source:

Culinary Services	\$500,000
Residential Housing	\$500,000
Transportation & Parking	\$500,000



# South Green Drive Extension



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# South Green Electrical Substation Replacement

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- Project will provide electrical capacity to the first phase Housing construction and maintain appropriate electrical redundancy by
  - Replacing two existing switches near Race Street and at Clippinger
  - Increasing wire size from South Green back to the University's central electrical substation at West Green Street
- Total project approval request will come to board in March
  - Receiving bids; total project currently estimated at \$2.1 million
  - Source of funding to be split between Residential Housing, Culinary Service and General Fund based on proportionate share of load
- Current Approval Request: \$600,000
  - Pre-purchase of equipment



# Stocker Hall Air Handling Replacement - FY2014 Phase

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- Part of 2014 CIP, Deferred Maintenance Project 11m
- Planned to be completed in Fall 2014
- Budget: \$500,000
- Fund source: State Appropriations



# Treudley and Ryors Halls Cabinet Refurbishment

- Part of planned minor capital improvements in 2014 CIP
- Residence halls on West Green
- Will impact 160 rooms in the two buildings
- Project will replace doors, drawers, mirrors, and laminate counters in each student room to extend the life of the existing built in cabinetry.
- Planned to be completed in Summer 2014
- Budget: \$510,000
- Fund source: Residential Housing Reserves



# Tupper Hall Rehabilitation

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- Part of CIP, Academic/Research Project 5
- Vacant for past 12 years and key to providing swing space for McCracken Hall Renovation
- 38,500 sq. ft. building will be renovated as generic classroom space
- Project includes new roof, windows, central air conditioning, and elevator
- Budget: \$10 million
- Fund source:
  - Debt \$ 7 million
  - State Appropriations \$ 3 million



**RESOLUTION TO APPROVE THE GIFT OF REAL PROPERTY  
AND NAMING OF 78 COLUMBIA AVENUE, ATHENS, OHIO**

**RESOLUTION 2014 -**

**WHEREAS**, Ohio University seeks to expand housing options for faculty and staff who are visiting the University or transitioning into their position on the Athens campus, 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 Ohio University, and

**WHEREAS**, Ohio University has assembled a representative team of university leaders and staff which has performed a review of the 78 Columbia Avenue, Athens, OH 45701-1704, near the Athens campus, and

**WHEREAS**, the team, through their visits to the home and parallel due diligence reviews of the home offered as a gift from Mr. Dwight H. Mutchler, recommend to accept this real property as additions to the Athens campus (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 property listed in Attachment A for the benefit of Ohio University—Athens campus, and for the property to now be known as The Mutchler Home. Should Ohio University dispose of the property at a future date, the proceeds of such disposition shall establish the **The Mutchler Painting and Drawing Endowed Scholarship**, to be administered under the agreements on file in The Ohio University Foundation.

**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 site, 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 site.

**RESOLUTION TO APPROVE THE GIFT OF REAL PROPERTY  
AND NAMING OF 78 COLUMBIA AVENUE, ATHENS, OHIO**

**ATTACHMENT A**

From Mr. Dwight H. Mutchler:

78 Columbia Avenue, Athens, OH 45701-1704 Parcel ID:A02-82500090-00



## **Interoffice Communication**

**Date:** January 3, 2014

**To:** The President and Board of Trustees

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

**Re:** **Gift of Real Property – 78 Columbia Avenue, Athens, Ohio**

Ohio University has been offered a gift of real property that consists of land and a house located at 78 Columbia Avenue, Athens Ohio. In conjunction with administrators seeking alternative housing options for visiting faculty and staff or other faculty that may be transitioning into their position on the Athens campus, this gift opportunity is favorable. The property consists of .55 acres and a single family three (3) bedroom home. The gift is offered by Mr. Dwight H. Mutchler, Jr. Mr. Mutchler's parents built the home and his father (Dwight Mutchler, Sr.) was honored as an Ohio University Distinguished Professor of Drawing in 1960. He was an illustrator for more than 24 years in Chicago, IL, before coming to Ohio University. He served as a faculty member for 18 years and retired in 1968. After retirement, he continued to paint. His most famous mural is titled "The Wright Brothers and their Accomplishments". Several of his paintings are displayed in Baker University Center.

There are plans for the property to be designated "The Mutchler Home" as a means to continue to honor this distinguished and dedicated former faculty member.

Ohio University has assembled a representative team of university leaders and staff which have performed a review of the proposed gift, near the main Athens campus. The team through visits to the home and parallel due diligence reviews recommend acceptance of this real property gift, contingent upon a favorable assessment by the Ohio University Department of Environmental Health and Safety.

The attached resolution authorizes the President to accept the gift and to name the property "The Mutchler Home".

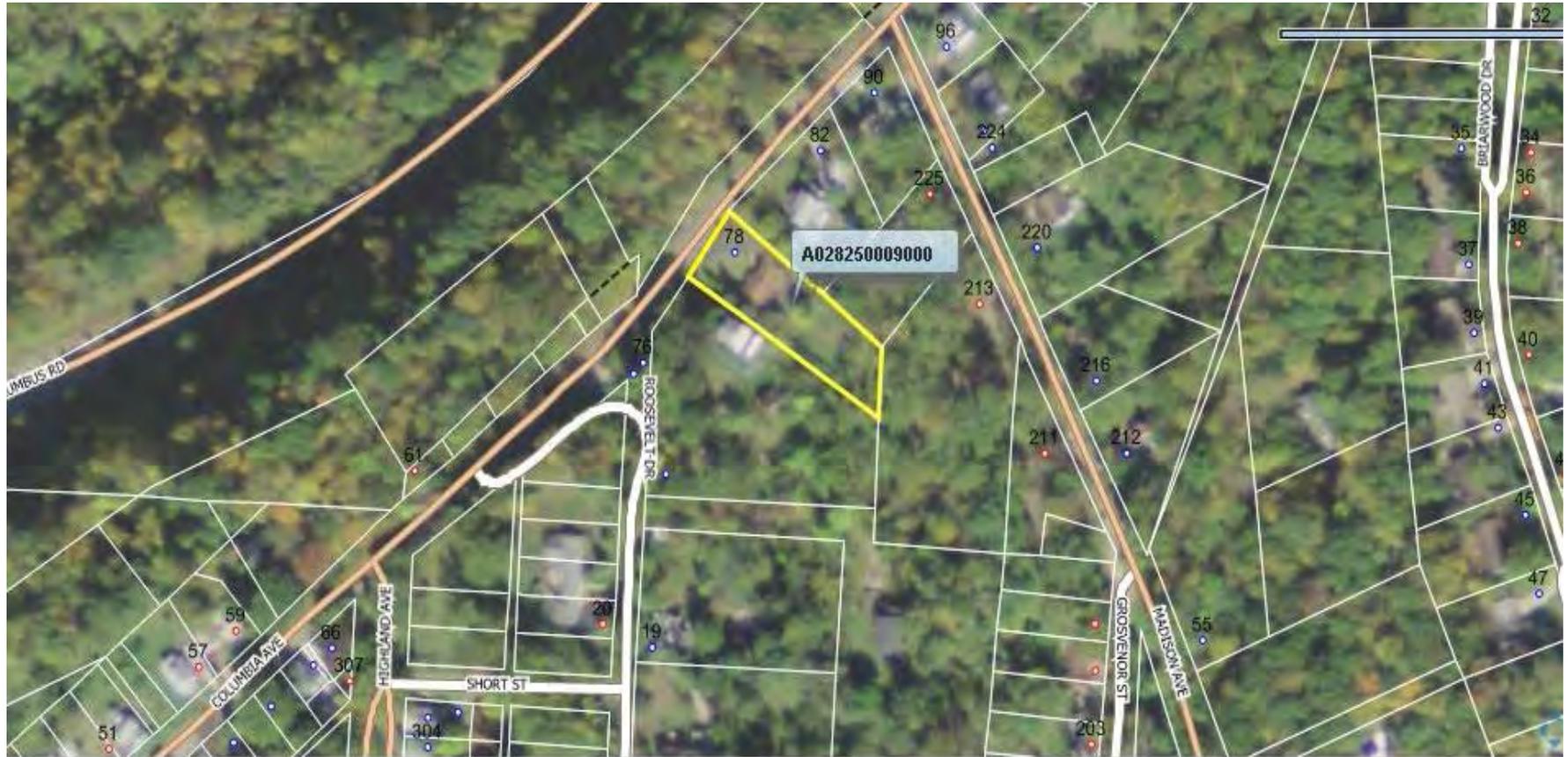
# Gift of Real Estate

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- Dwight H. Mutchler wishes to donate 78 Columbia Ave, Athens, Ohio to the university, a single family home on .55 acres. Parcel # A028250009000
- Appraised value: \$159,000
- Environmental Assessment Scheduled for December 2013
- We request approval to accept this gift of Real Estate subject to results of the environmental assessment that indicate no risk or liability concerns to the university



# 78 Columbia Ave, Athens Parcel # A028250009000



**OHIO**  
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## **Interoffice Communication**

**Date:** January 3, 2014

**To:** The President and Board of Trustees

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

**Re:** **Northeast Campus Roadway Concept**

### **Background:**

This roadway proposal has its roots in Ohio University's 2006 Campus Master Plan where a concept was introduced to develop an alternative entry to campus off of Stimson Avenue near Mill Street Apartments. The proposal also included a roadway that would loop from that general area along the Hocking River past the University's recreation fields and "far south" residence halls and connecting to South Green Drive which eventually leads to Richland Avenue and the main entry to campus.

The discussion has been revived with both Ohio Department of Transportation and City of Athens through discussions about enhancing and improving the Stimson interchange with U.S. Route 33, and the University's Housing Development Plan which focusses on the East Green and South Green areas. The general concept of a "loop road" has been referenced in site plan presentations to the Board of Trustees Resources Committee over the past year. A project entitled "Northeast Campus Roadway" is included in the University's FY2015-FY2020 Six Year Capital Plan approved by the Board of Trustees in October 2013.

The University has undertaken a more detailed study of an overall plan assisted by EMH&T Consulting Engineers and in collaboration with the City of Athens. Several information sharing sessions have led to the concept plan to be presented at the January 2014 Resources Committee of the Board of Trustees.

### **Purpose:**

The general purpose of the proposed plan is to improve vehicular circulation, pedestrian and bike circulation, and 'way finding' in this general area of the city and campus. More specifically:

- 1. To allow vehicular traffic to more efficiently travel along the edges of campus farther away from primary pedestrian routes.** This enhances the concept of creating a new "sweep" greenway in the primarily level former railway bed which is the primary organizing element for the Housing Development Plan.
- 2. To provide a better route for service traffic and every day entry and exit to and from campus for those who live and work in this area.**
- 3. To better facilitate move in/move out activity and entry and exit to and from campus for football games and other high traffic events.**

4. **To provide a new primary route to the College Green and Uptown Athens area.**
5. **To provide a major detour possibility when other roadways are being periodically repaired and upgraded.**

**Components:**

It is important to note that the concept plan is seen as a phased plan with components having separate free standing, positive utility even if subsequent phases were not to happen for years into the future. Some phases would be led and funded specifically by the University, some phases might be specifically led and funded by Ohio Department of Transportation and the City of Athens, and others might be jointly funded.

There are six reasonably separate components of the plan that will be described during the presentation:

1. **A possible new Roundabout on city owned Stimson Avenue.** (brown circle on attached map)
2. **A proposed new north/south connector road from Stimson Avenue to Mill Street** on University property which would embody the concept of a secondary entry to the University. (orange line on attached map)
3. **A proposed enhancement of University owned McKinley Avenue** to include repaving and sidewalks. (yellow line on attached map)
4. **A proposed connection of University owned McKinley Avenue to East Union Street** which would lead directly to the College Green via “Jeff Hill” which would involve both University and city property. (green line on attached map)
5. **An enhancement of the portion of the existing South Green Drive** east of the “far south” residence halls which would involve parking relocation, widening of roadway, paving, and sidewalks. (red line on attached map)
6. **A proposed new loop road which would connect existing South Green Drive to Mill Street** and embody the loop road concept. This would involve both University and City of Athens property and would involve an easement from the Hocking Conservancy to Ohio University. This particular component is being brought forth for construction approval at the January 2014 meeting of the Board of Trustees. The component is proposed to be fully funded by the University. (Blue line indicates Ohio University property and purple line indicates Athens City property on attached map.)

It is anticipated the overall Ohio University investment in this concept would be approximately \$6 million and would be funded through a combination of University reserves and state appropriations. Best case full implementation of the plan would take three to five years. Financial participation by the Ohio Department of Transportation and the City of Athens would be an additional yet-to-be-determined amount depending on the components chosen to be implemented.

# Northeast Campus Roadway Concept

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Tab



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# Northeast Campus Roadway Concept Background

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- 2006 Ohio University Campus Master Plan
- FY2015 – FY2020 Six Year Capital Plan
- Ohio Department of Transportation and City of Athens studies
- Housing Development Plan



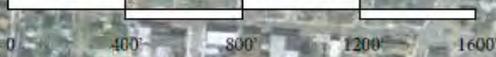
# Northeast Campus Roadway Concept Purpose

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- Shift vehicular traffic to the edge of campus away from primary pedestrian routes
- Provide better local and service traffic access
- Facilitate high volume event traffic
- Provide alternate route to College Green
- Provide temporary detour possibility as needed



November 5, 2013



Uptown  
Athens

College  
Green

East  
Green

Hocking  
River

E. Stimson Ave.

Mill St.

McKinley Ave.

E. Union St.

Stewart St.

Race St.

S. Green Dr.

US 33

Mill St. Apts.  
Access drive

Phase 3

Housing  
Phase 2

South  
Green

Housing  
Phase 1

Phase 3

# Northeast Campus Roadway Concept

## Legend

- Proposed vehicular traffic
- Existing vehicular traffic
- Pedestrian traffic
- Future campus connection
- Traffic calming

# Northeast Campus Roadway Concept Components

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- Roundabout on city owned Stimson Avenue.
- North/South connector road from Stimson Avenue to Mill Street
- Enhancement of University owned McKinley Avenue
- Connection of McKinley Avenue to City's East Union Street and the College Green via "Jeff Hill"
- Enhancement of University's South Green Drive
- New Loop Road to connect South Green Drive with Mill Street



# Northeast Campus Roadway Concept Next Steps

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- Each component can be implemented separately with positive stand alone benefits
- “South Green Drive Extension” project proposed for Trustees approval in January 2014 at University cost of \$1.5 million
- University’s approximate total investment \$6 million
- Ohio Department of Transportation and City of Athens investment depends on components implemented





THE CAMPAIGN FOR  
**Ohio University**



# Campaign Update for the Ohio University Board of Trustees

J. Bryan Benchoff  
January 24, 2013



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# Welcome



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# Agenda

- Campaign Progress
- Reeher Platform Overview
- Ologie Stewardship Project Update



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# Campaign Progress



# Campaign Progress

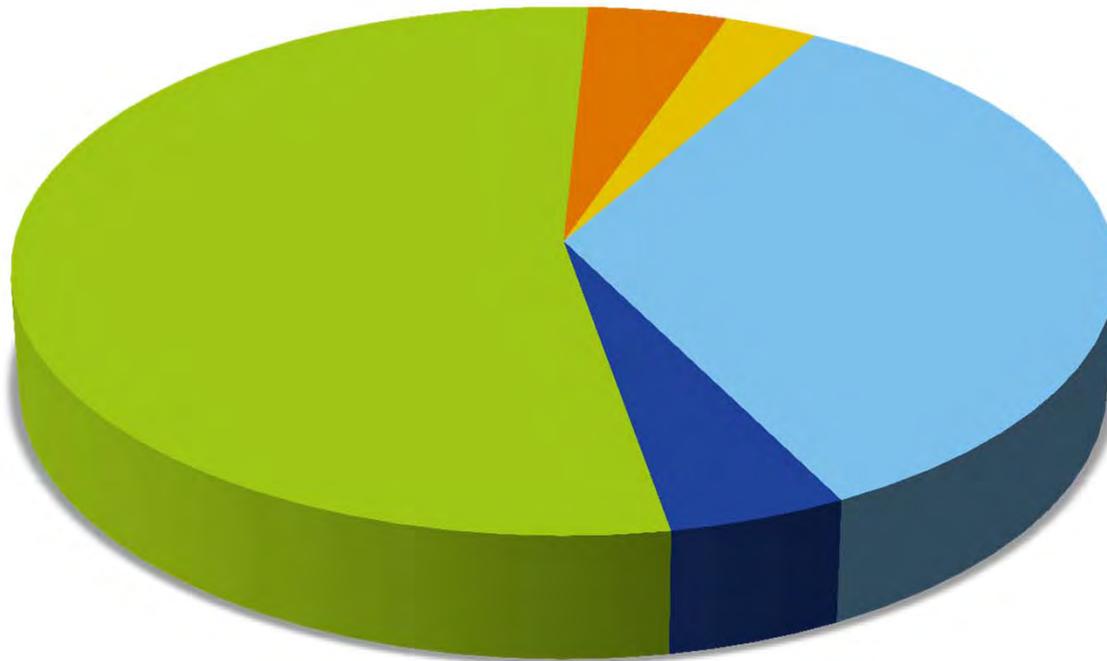
as of December 15, 2013 (\*in THOUSANDS)

	Fiscal 2014	Campaign
Total Attainment*	\$14,741	\$441,788
Planned Giving*	\$1,977	\$192,877
Active Proposals*	\$24,141	N/A
Planned Proposals*	\$28,016	\$57,646
Visits	980	11,296
New Prospects	29	417



# Campaign Progress

by source as of December 15, 2013 (\*in THOUSANDS)

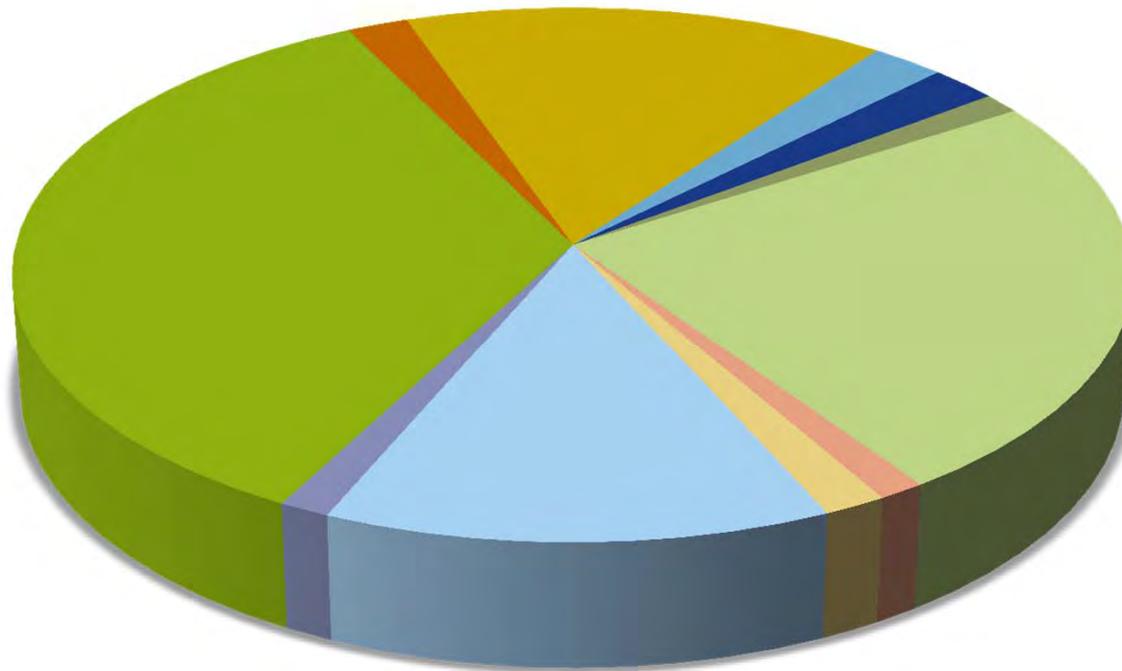


- Alumni: \$236,725
- Other Individuals: \$20,063
- Corporations: \$13,461
- Foundations: \$150,644
- Other Organizations: \$20,895



# Campaign Progress

by designation as of December 15, 2013 (\*in THOUSANDS)

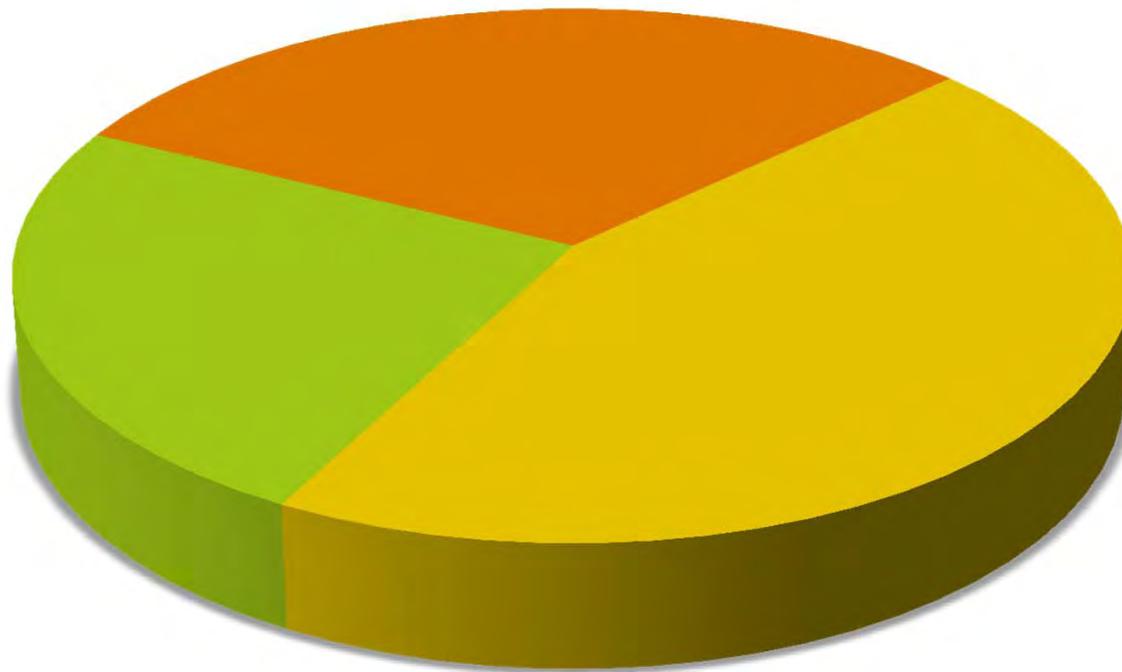


- Academic Divisions: \$154,117
- Athletics: \$8,648
- Faculty and Staff: \$68,743
- Library: \$10,441
- Other Restricted: \$9,690
- Physical Plant: \$5,403
- Property: \$108,170
- Public Service: \$5,373
- Research: \$7,252
- Student Aid: \$58,126
- Unrestricted: \$5,826



# Campaign Progress

by restriction as of December 15, 2013 (\*in THOUSANDS)



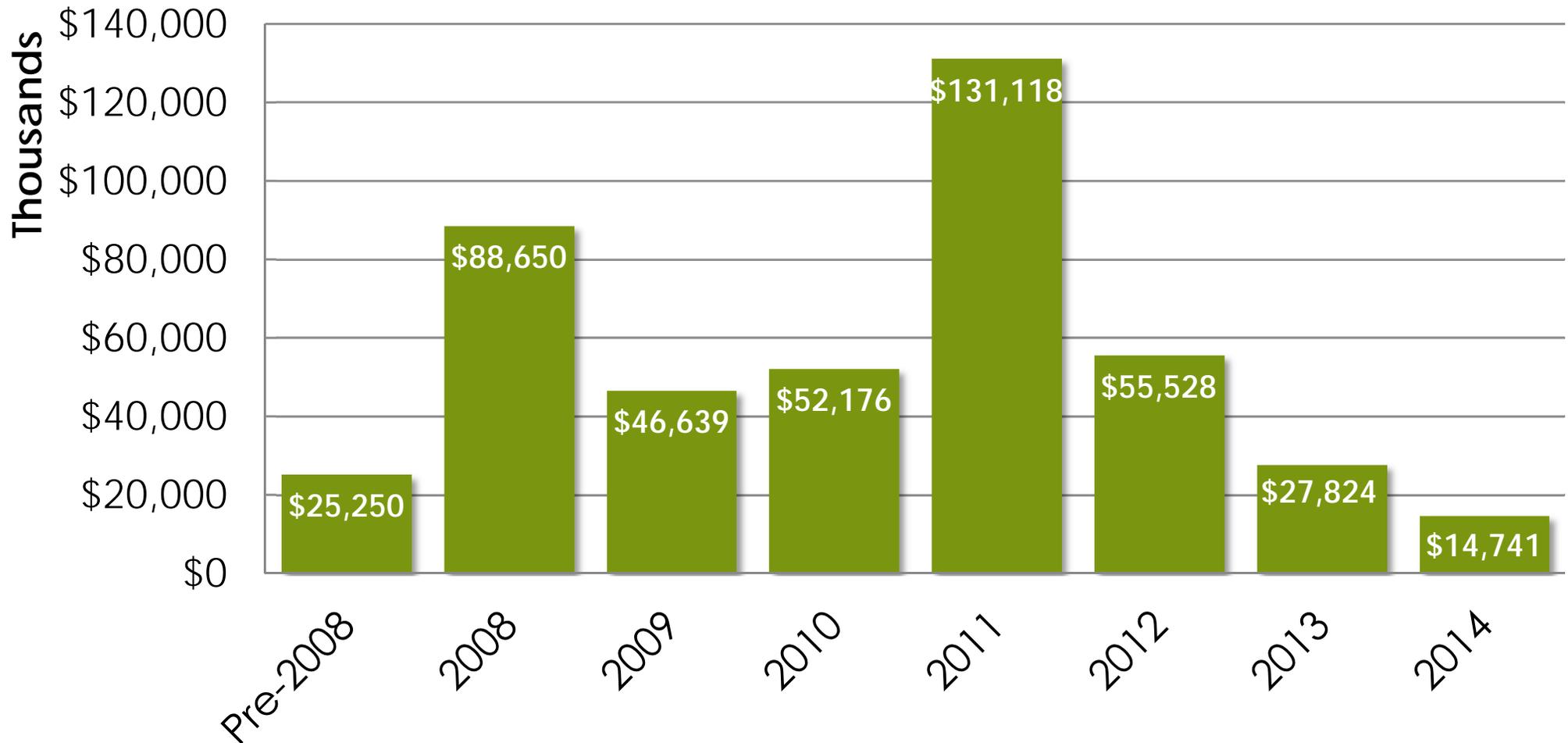
- Capital: \$108,180
- Current Operations: \$135,943
- Endowment: \$197,665



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# Campaign Progress

by fiscal year as of December 15, 2013 (\*in THOUSANDS)

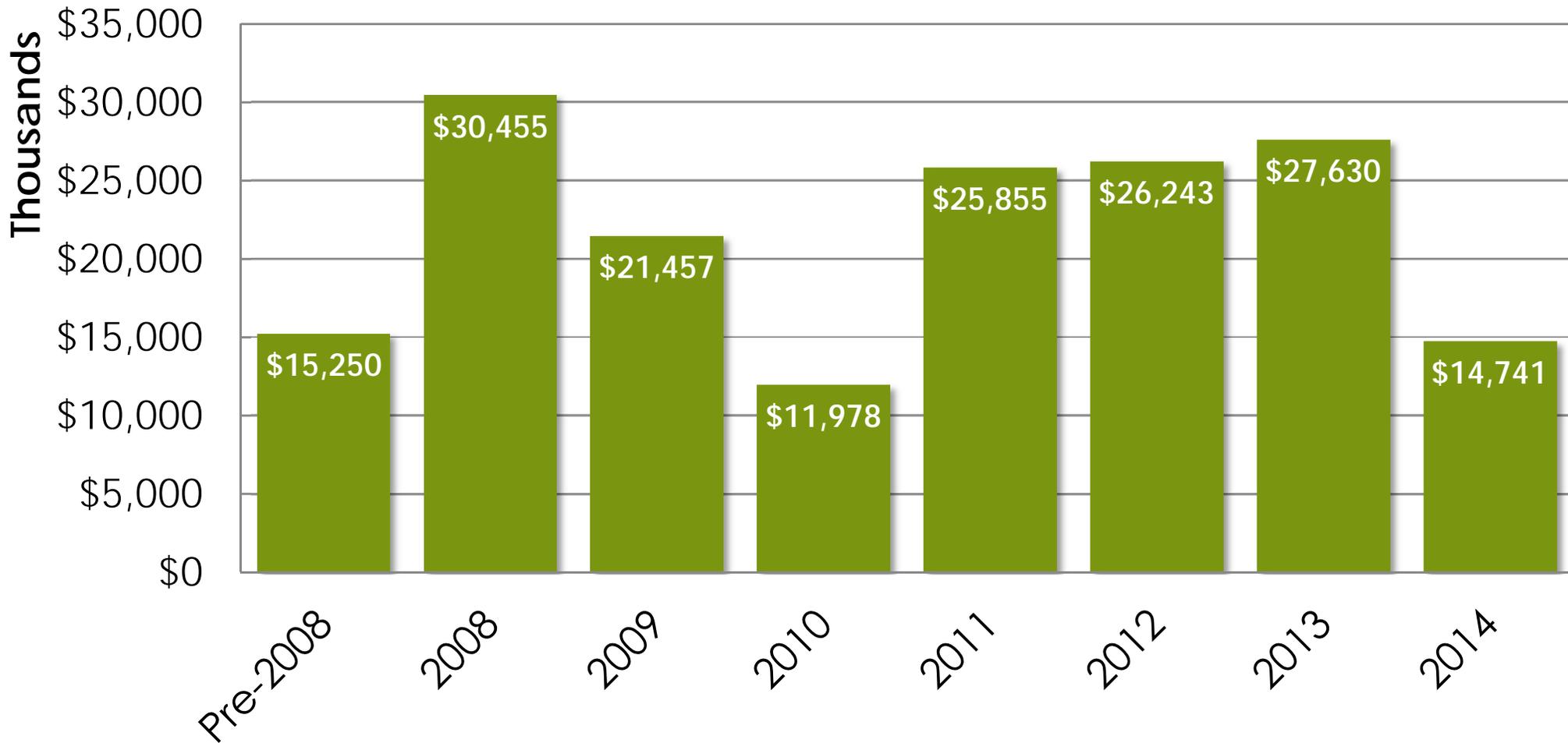




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# Campaign Progress

by fiscal year as of December 15, 2013 (\*in THOUSANDS) *excluding three transformational gifts*





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# Reeher Platform Overview



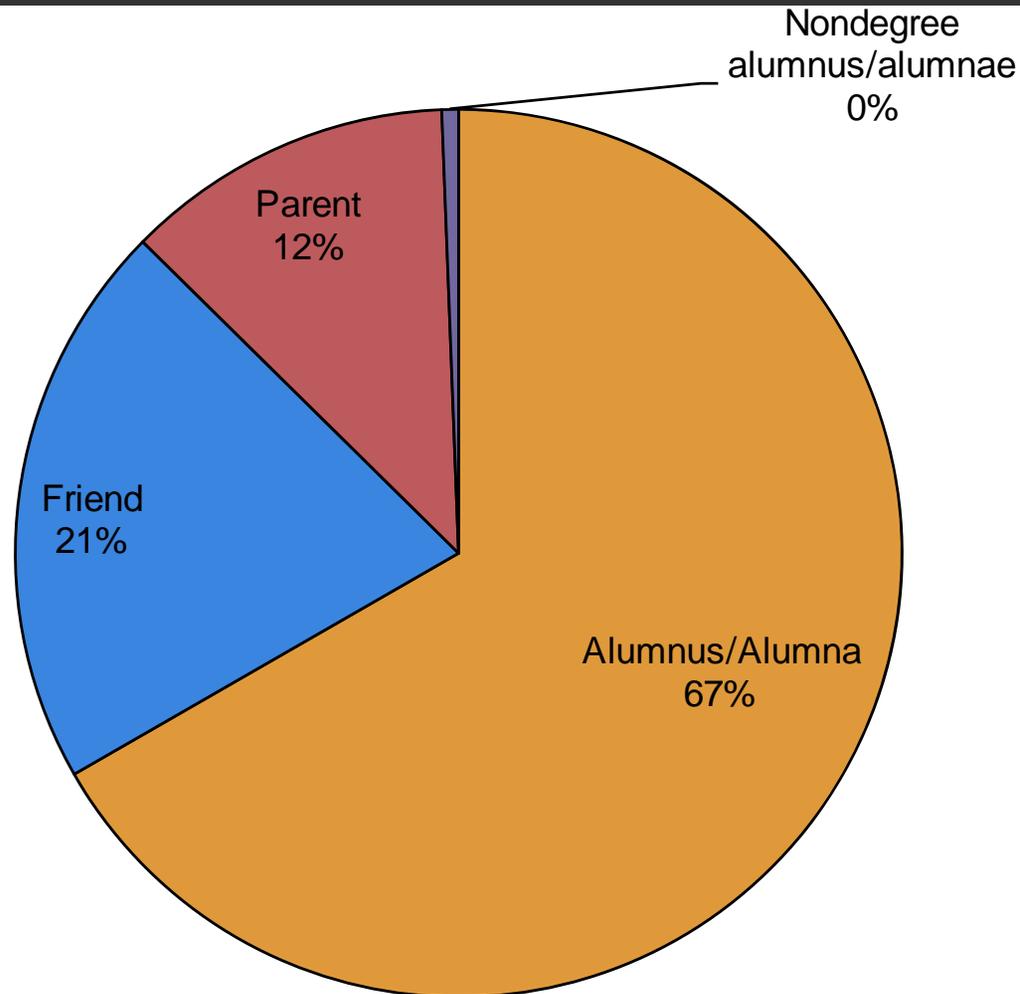
# What is the Reeher Platform?

- Built on a set of predictive models created for Ohio University
- Presented in a web-based tool to help officers to know:
  - Where to focus attention
  - How to refine portfolios
  - How officers are performing
- It is a “software service”
  - Takes nightly feed from database
  - Continually updated and enhanced with new features and functionality





# Data Collected



Reeher compiled a file of 310,463 relationships to construct the model



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# Ohio University's Predictive Models

- Annual Fund

- Major Giving



# Factors Included in Our Model

- Weighted 5 year giving average for recent donors
- Donation Consistency (consistent vs. new vs. never donors)
- Number of years giving and years lapsed
- Average giving 6-10 years ago for previous donors
- Gifts of a \$1,000 or more to Ohio University or Annual Fund
- Primary Relationship Type (Alumni vs. Friend vs. Parent vs. Nondegree alumnus/alumnae)
- Number of methods of contact (phone, address, and email)



# Factors Included in Our Model

- ❑ Number of affiliations and participations (those with more affiliations and participations tend to give more)
- ❑ Number of contact restrictions (those with more contact restrictions tend to give less)
- ❑ Net Worth (those with higher net worth tend to give more)
- ❑ Age (older constituents tend to give more)
- ❑ Married to an Alumnus (those who are married to an alumnus tend to give more)
- ❑ Marital Status (Widowed and Married are most likely to give and Single and Unknown are least likely to give)



# Powerful Segmentation Strategy

	Net Worth	Total	You're It: MG EVI 95+	Not You: MG EVI 75-94	Not Philanthropic: 74 or less
Wealthy	Greater than \$1,999,999	17,366	1,326	7,476	8,564
	\$1 million - \$1,999,999	20,966	1,405	5,589	13,972
Not Wealthy	\$500k - \$999,999	32,906	2,081	9,134	21,691
	\$250k - \$499,999	44,708	2,305	10,177	32,226
	\$100k - \$249,999	71,574	2,922	15,378	53,274
	\$50k - \$99,999	26,588	806	3,503	22,279
	\$25k - \$49,999	20,047	578	2,615	16,854
	\$10k - \$24,999	9,204	182	1,064	7,958
	\$5k-\$9,999	8,647	186	963	7,498
	\$1-\$4,999	12,575	209	1,271	11,095
	<\$1	11,682	113	899	10,670
	Total	276,263	12,113	58,069	206,081
NA	25,456	163	1,366	23,927	

64.95% of  
**You're It,**  
Wealthy  
relationships are  
**unassigned.**

\* Some records that are unassigned may be associated with a spouse that is assigned.



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# Four Components

- Advancement dashboard
- Annual Giving dashboard
- Major Giving dashboard
- Targeter



 **ADVANCEMENT**

 **ANNUAL FUND**

 **MAJOR GIVING**

 **TARGETER**



# Sample Profile Report



**Violet Patton**

TITLE:  
EMPLOYER:  
PREFERRED PHONE: [REDACTED]  
PREFERRED EMAIL: [REDACTED]

ENTITY ID: 0000025503  
PRIMARY RELATIONSHIP TYPE: **Alumnus/Alumna**  
RELATIONSHIP STATUS: **Active**

GENDER: **F**  
AGE: **97 (08/30/1916)**  
MARITAL STATUS: **Single**

Relationship Network  
SPOUSE: **N/A**  
PARENTS: **N/A**  
CHILDREN: **N/A**

### DEGREES AND AFFILIATIONS:

Preferred Class Year: **1938**  
Degrees:  
- College of Education BSED - BS in Education 1938  
- LHD - Doctor of Humane Letters 2011  
Relationship Type(s): **Alumnus/Alumna**  
Athletics:  
Participations: **Gift Club: 1804 Society**  
[View Details \(1\)](#)

### CONTACT INFORMATION:

Home Address: (preferred) [REDACTED]  
**San Diego, CA 92130**  
[Map](#) [Zillow](#)  
Business Address: [REDACTED]  
[Map](#)  
Home Phone: [REDACTED]  
Work Phone:  
Contact Restrictions:

### PROSPECT INFORMATION:

Major Giving EVI: **99**  
Annual Giving EVI: **65**  
Annual Giving EV: **\$3.99**  
Annual Fund PDI: **2**  
Net Worth: **N/A**  
Prospect Rating: **1 - \$5 Million and Up**  
Related Prospects: **N/A**  
Assigned Officer(s): **Kelli Kotowski, Renee Middleton**  
Assigned Volunteer(s): **Not Assigned**  
Prospect Stage: **Stewardship**

DONOR ANALYTICS

ACTIVITIES (46)

PROPOSALS (2)

ATTACHMENTS (1)

### DONATION HISTORY

**Total Commitments: \$41,329,667.56** [view details](#)  
**Total Cash Giving: \$13,329,667.56** [view details](#)  
**Total AF Cash Giving: \$0.00** [view details](#)  
Fiscal Years of Giving: **2**  
First Year of Donation: **2010**  
Last Cash Gift: **\$10,000.00**, 11/21/2011, FAR-Coll. of Fine Arts General

### TRAILING 10 YEARS GIVING HISTORY



### DESIGNATION OF GIVING

DESIGNATION	DESIGNATION School/Unit	CASH GIVING
EDU-Coll. of Education General	Patton College of Education	\$6,664,833.78
FAR-Coll. of Fine Arts General	College of Fine Arts	\$6,664,833.78

Total **\$13,329,667.56**



# Reeher Platform Summary

- Based on our data and updated nightly
- Provides tools and support to understand the how, who and where to focus
- Provides context and understanding of our constituency's likelihood and inclination
- Identified opportunity particularly with Major Giving



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# Ologie Stewardship Project Update



# Ologie Stewardship Project

- Discovery phase completed this summer
  - Interviewed major donors, annual donors, non donors
  - Researched best practices at other colleges and universities as well as other non profits
  - Interviewed Advancement and university staff
- Reviewed findings with Advancement staff in September
- Working on a proposal for the first phase of implementation, high-level lifetime giving



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# Concluding Remarks



## Interoffice Communication

**Date:** January 3, 2014

**To:** The President and Board of Trustees

**From:** Margaret A. Kennedy-Dygas, Dean, College of Fine Arts

**Re:** **Academic Quality Dashboard Presentation for College of Fine Arts**

The College of Fine Arts is one of the jewels in the crown of Ohio University. We are a medium-sized fine arts unit with many individual programs highly ranked nationally. Our M.F.A. programs in Fine Arts were ranked #53 nationally by U.S. News & World Report. The M.F.A. in Ceramics was ranked #5, and the M.F.A. in Printmaking was ranked #14. The M.F.A. in Film has been named one of the top ten by Videomaker Magazine and by education-portal.com. CoFA offers the following unique programs in the state: M.M. Music Therapy, M.F.A. Film, and Ph.D. Interdisciplinary Arts. Ohio University holds professional accreditations in the National Association of Schools of Dance (NASD), National Association of Schools of Music (NASM), National Association of Schools of Theater (NAST), and Council for Interior Design Accreditation (CIDA).

As of Fall 2013, we have approximately 90 full time faculty and approximately 1060 majors, of whom approximately 23% are graduate students. We offer curricula in six arts areas (dance, film, theater, music, art + design, and interdisciplinary arts), which are delivered through four schools:

1. School of Art + Design
2. School of Dance, Film and Theater
3. School of Interdisciplinary Arts
4. School of Music

In Fall 2013, approximately 81% of our students came from Ohio, while approximately 19% were non-residents. More than 16% of our students came from ethnically diverse backgrounds. Our undergraduate programs are moderately selective, and our graduate programs are highly selective. We admitted approximately 81.4% of undergraduate applicants over the past five years, and approximately 30.2% of graduate applicants. Our yield rate for the same period of time was approximately 39% for undergraduates, and 64% for graduates. Our 6-year undergraduate graduation rate averages approximately 61.6%.

Peer reviewed research and creative activity are at the heart of CoFA. In 2012 alone, each full-time tenure track faculty member presented or published an average of 9.3 nationally significant peer reviewed publications, exhibits, performances, and presentations. Also in 2012, 9% of the presentations at the annual Student Research and Creative Activity Expo were by CoFA students. The SHAPe Clinic (Science and Health in Artistic Performance) is an interdisciplinary clinic that provides hands-on experience for athletic training students in diagnosing and treating performance injuries sustained by students in music, theater and dance. Led by Dr. Jeff Russell, Assistant Professor of Athletic Training, the SHAPe Clinic is a joint project of the College of Fine Arts and the College of Health Sciences and Professions, and received the top-ranked 1804 Grant in 2013, in the amount of \$63,083.

In addition to our curricular units, the College of Fine Arts administers the Athena Cinema, the Kennedy Museum, the Athens Community Music School, and manages the Ridges Auditorium. CoFA also manages an arts technology center called the CREATE\_space, and the innovative program, “Arts for OHIO,” which funds arts events for all students on campus and extends our arts programming to the community. The annual “Honey for the Heart” project, collaboratively sponsored by CoFA and the Learning Communities, engages students and members of the community in building giant puppets for the Athens Halloween parade in Uptown Athens. In 2013, Arts for OHIO supported 239 events with a total attendance of 46,600. The Athens International Film Festival (one of twenty film festivals internationally that are approved to be qualifiers for Academy Award nominations) and its non-profit affiliate, the Athens Center for Film and Video, are operated through the College of Fine Arts. CoFA is also a campus leader in Study Abroad programs.

Finally, the College of Fine Arts, over its 75-year history, has been a central catalyst in the arts and culture economy of Athens County. Based upon 2010 data collected through the “Arts & Economic Prosperity IV in Athens County, Ohio” report, part of the national data collection project of Americans for the Arts, arts and culture supported 739 full time jobs in Athens County, provided \$2.2M in local and state government revenue, caused \$16.8M in direct spending with a total economic impact of \$24.3M.

The College of Fine Arts truly contributes to the quality of life, economic prosperity, and general excellence of Ohio University and the Athens area. We look forward to the next chapter in our development.

# College of Fine Arts Dashboard

## January, 2014

**First-Year Retention**  
**80%**  
 Percent of new freshman who return for a second year

2007/08	2008/09	2009/10	2010/11	2011/12
80%	80%	81%	77%	80%

**Six-Year Graduation Rates**  
**61%**  
 Percentage of new freshman graduating at Ohio University within six years

2002	2003	2004	2005	2006
63%	63%	61%	60%	61%

**Apply:Admit:Enroll**

	Undergraduate	Graduate
2012	634:461:174	432:126:87
2011	556:456:196	419:114:72
2010	635:540:201	465:126:89
2009	686:586:218	430:157:97
2008	644:528:210	451:142:78

**Yield Rates**

	Undergraduate	Graduate
2012	37.74%	69.05%
2011	42.98%	63.16%
2010	37.22%	70.63%
2009	37.20%	61.78%
2008	39.77%	54.93%

**Students of Diversity**  
**16.7%**

2009	2010	2011	2012	2013
12.3%	12.0%	20.2%	19.4%	16.7%

**Non-Resident Students**  
**18.9%**

2009	2010	2011	2012	2013
9.4%	12.6%	13.8%	14.1%	18.9%

**Average ACT Score**  
**24.0%**  
 Mean ACT score for new freshman

2009	2010	2011	2012	2013
23.6%	23.6%	23.0%	24.1%	24.0%

**Degrees Granted**

	UG	GRAD	TOTAL
2012	159	74	233
2011	161	67	228
2010	139	60	199
2009	138	75	213
2008	144	70	214

**Arts for Ohio Student Participation**  
**46,600** attending **239** events

2009	2010	2011	2012	2013
<b># of Students Attending</b>				
50,196	44,653	45,199	45,597	46,600
<b># of Events</b>				
158	169	195	185	239

**Faculty Research & Creative Works**  
**707**  
 This is an internal measure based on the number of nationally significant works

2010	2011	2012	2013	2014
<b># of Works</b>				
652	632	707		
<b># Group 1 Faculty</b>				
90	82	76		

**Research & Creative Activity Expo**  
**44**  
 Participation in research and creative activity expo

2009	2010	2011	2012	2013
<b># of Students</b>				
41	29	29	44	
<b>% of Total</b>				
8%	6%	6%	9%	

**Headcount**

	UG	GRAD	TOTAL
2013	774	239	1013
2012	830	245	1075
2011	869	254	1123
2010	836	247	1083
2009	810	232	1042

Approximately an additional 50 students are 2nd majors in CoFA

**Dashboard Key: Connections to 4x4 Strategic Plan**

	Four Fundamentals
	Enrollment
	Compensation
	Capital Campaign
	Financial Strength

# College of Fine Arts Academic Quality-Dashboard

Tab



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# CoFA Dashboard

## Admit Rates (5-yr. Average)

- Undergraduate: 81.4%
- Graduate: 30.2%



# CoFA Dashboard

## Yield Rates (5-yr. Average)

- **Undergraduate: 39%**
- **Graduate: 64%**

# CoFA Dashboard

## % Non-Resident Students

- **2013: 18.9%**
- **2012: 14.1%**
- **2011: 13.8%**
- **2010: 12.6%**
- **2009: 9.4%**

# CoFA Dashboard

## Degrees Granted

- **2012: 159 UnGrad 74 Grad (233 TOTAL)**
- **2011: 161 UnGrad 67 Grad (228 TOTAL)**
- **2010: 139 UnGrad 60 Grad (199 TOTAL)**
- **2009: 138 UnGrad 75 Grad (213 TOTAL)**
- **2008: 144 UnGrad 70 Grad (214 TOTAL)**

# U.S. News & World Report

- #53: Graduate Fine Arts programs
- #5: Ceramics M.F.A.
- #14: Printmaking M.F.A.



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# Top Ten Film Programs

- Videomaker Magazine
- [education-portal.com](http://education-portal.com)



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# Unique Programs in Ohio

- M.M. Music Therapy
- M.F.A. Film
- Ph.D. Interdisciplinary Arts



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# Professional Accreditations

- Dance (NASD)
- Music (NASM)
- Theater (NAST)
- Interior Architecture (CIDA)
  
- *Considering Art + Design (NASAD)*



# Co-Curricular Impact

- Athens Community Music School
- Kennedy Museum (Museum Studies Certificate)
- Athena Cinema
- Athens International Film Festival
- Study Abroad Programs



# Economic Impact in Athens County: Arts & Culture

*2010 data: Arts & Economic Prosperity IV in  
Athens County, Ohio*

- 739 full time jobs
- \$2.2M in local and state government revenue
- \$16.8M direct spending
- \$24.3M TOTAL economic impact



# SHAPE Clinic

## *Science and Health in Artistic Performance*

- Collaborative clinic located in Putnam Hall
- Dr. Jeff Russell, Assistant Professor of Athletic Training
- Collaborators: Dance, Music, Theater faculty and students
- 1804 grant awarded Summer 2013: \$63,083



# Honey for the Heart

- Community Engagement project
- Collaborative project between OU Learning Communities and the College of Fine Arts
- Video link (2 min.):





## **Interoffice Communication**

**Date:** January 3, 2014

**To:** The President and Board of Trustees

**From:** Pamela J. Benoit, Executive Vice President and Provost

**Re: Research Update**

Research, scholarship, and creative activity are integral to the identity of Ohio University and its mission of transformational education. Support for research and related endeavors at the university is provided by the Office of the Vice President for Research & Creative Activity. This memo accompanies a presentation providing an update on this support and current trends bearing on the university's pursuit of new knowledge and the advancement of culture.

Ohio University remains a vibrant center for creative thinking and innovation. External funding remains reasonably stable, and the university's indicators for technology transfer and incubation of startup companies show positive trends. The institution through its compliance efforts has been responsive to the dynamic regulatory environment. Internal support for seed funding and other initiatives provides an important foundation to enable the success of our scholars and artists.



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## Total Grants & Contracts Funding

**\$64.7 million**

Sponsored activity funding from external sources

### Past Performance (in \$ millions)

2009	2010	2011	2012	2013
\$68.0	\$66.5	\$63.9	\$64.2	\$64.7

## Research Grants & Contracts

**\$29.3 million**

Sponsored research funding from external sources

### Past Performance (in \$ millions)

2009	2010	2011	2012	2013
\$32.3	\$34.0	\$29.2	\$30.5	\$29.3

## Research & Creative Activity Expo

**652 Students**

Participation in research and creative activity expo

### Past Performance (number of students)

2009	2010	2011	2012	2013
495	465	610	610	652

## Internal Award Proposals

**125**

Total number of proposals submitted

### Past Performance

2008/09	2009/10	2010/11	2011/12	2012/13
108	92	107	104	125

## Institutional Review Board Submissions

**653**

Percentage of full-time tenured and tenure-track faculty as a percentage of full-time faculty

### Past Performance

2008	2009	2010	2011	2012
550	554	577	574	653

## Licensing Revenue

**\$9.9 million**

Licensing Revenues from university intellectual property

### Past Performance (in \$ millions)

2009	2010	2011	2012	2013
\$7.8	\$8.2	\$8.7	\$9.4	\$9.9

## Patent Applications

**75**

Total patent applications filed (US & foreign)

### Past Performance

2009	2010	2011	2012	2013
66	55	67	48	75

## Incubator Clients

**31**

Total client companies

### Past Performance

2009	2010	2011	2012	2013
10	17	15	30	31

### Dashboard Key:

**Connections to 4x4  
Strategic Plan**

	Four Fundamentals
	Enrollment
	Total Compensation
	Capital Campaign
	Financial Strength

# Research and Creative Activity Update

Tab



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# Office of Research and Sponsored Projects

## Services Provided:

- Assist faculty, staff, students in obtaining/managing external funding
- Provide notification of funding opportunities
- Assist with proposal preparation/submission, account setup, reporting
- Signoff on budgets to ensure legal/regulatory compliance

## Funding includes:

- Grants and contracts
- Research and non-research

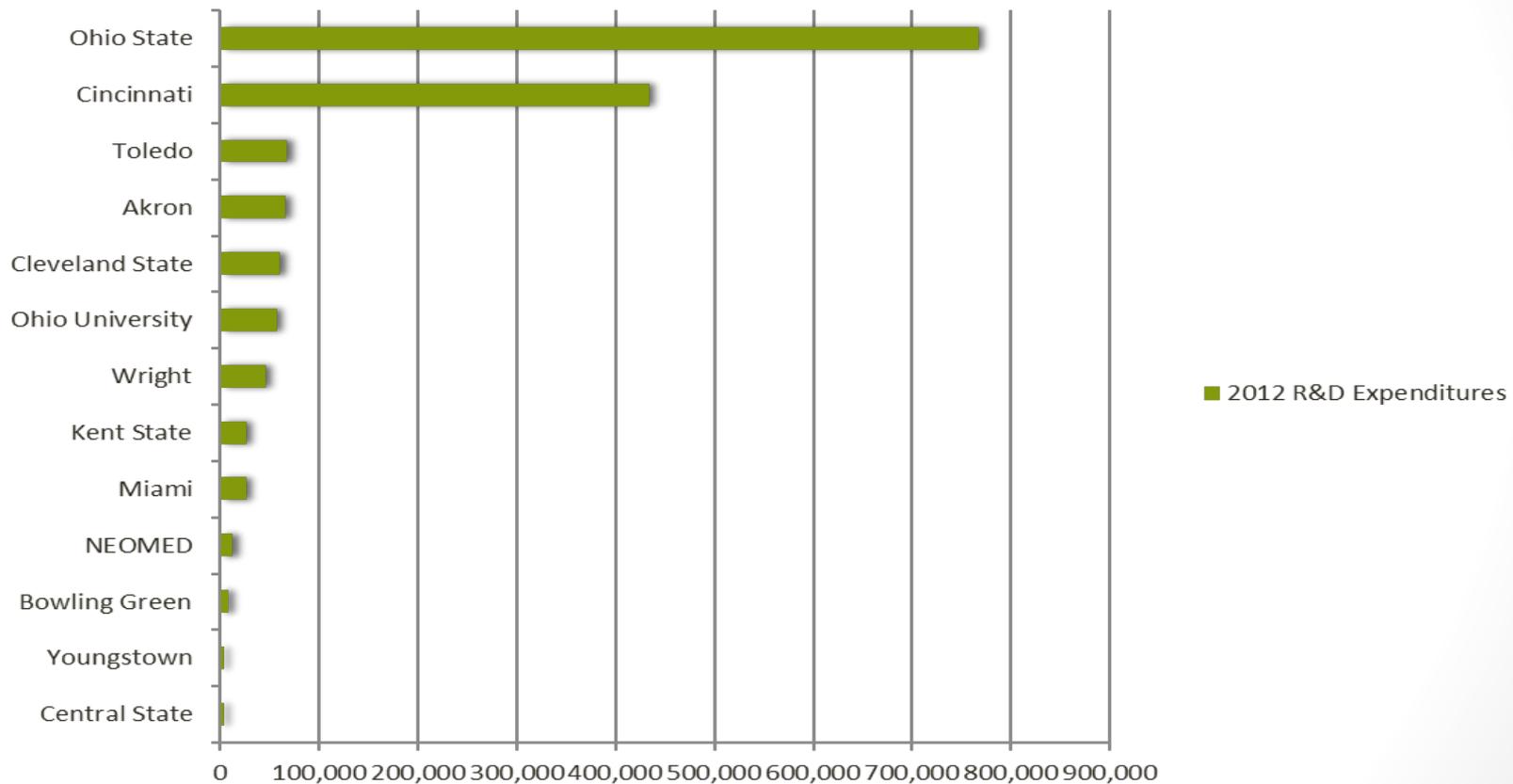
## Trend:

- Funding levels stable



# Funded Research in Ohio

## 2012 R&D Expenditures

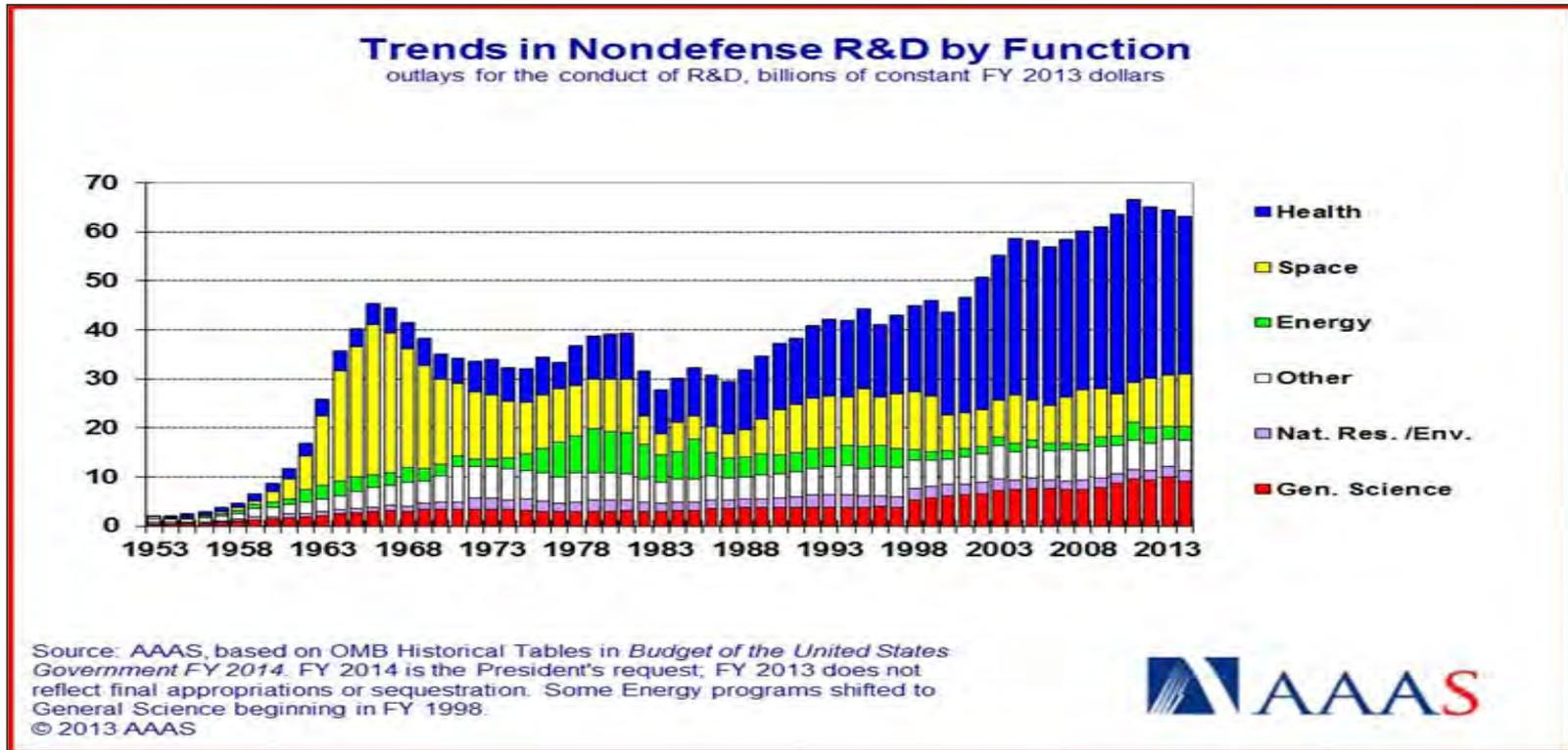


Source: National Science Foundation



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# External Funding-National Trends



## Trend:

- Funding levels have been declining
- Emerging opportunities in interdisciplinary research

# Grant Development & Special Projects

## Services Provided:

- Support for proposal development/writing
- Graduate student fellowship proposals
- Centers & Institutes oversight
- Student Expo

## Trend:

- Continuing growth; 652 students and postdocs in 2013



# Internal Awards

## Awards Available:

- **Ohio University Research Committee** - seed money up to \$8,000
- **Baker Fund** - project completion up to \$12,000
- **Faculty Research Support Program** - publication costs, equipment repair
- **Student Enhancement Awards** - student research up to \$6,000
- **Undergraduate Conference Travel Fund** - up to \$500
- **1804 Fund** - research/graduate support up to \$75,000

## Funding:

- \$380,000 awarded in total per year

## Trend:

- Proposals increasing



# Research Compliance

## Mechanisms / Processes:

- Institutional Review Board – human subject research oversight
- Institutional Animal Research & Use Committee
- Conflict of Interest monitoring / management for funded research
- Research Misconduct process / oversight

## Trend:

- Number of IRB submissions increasing



# Research Communications

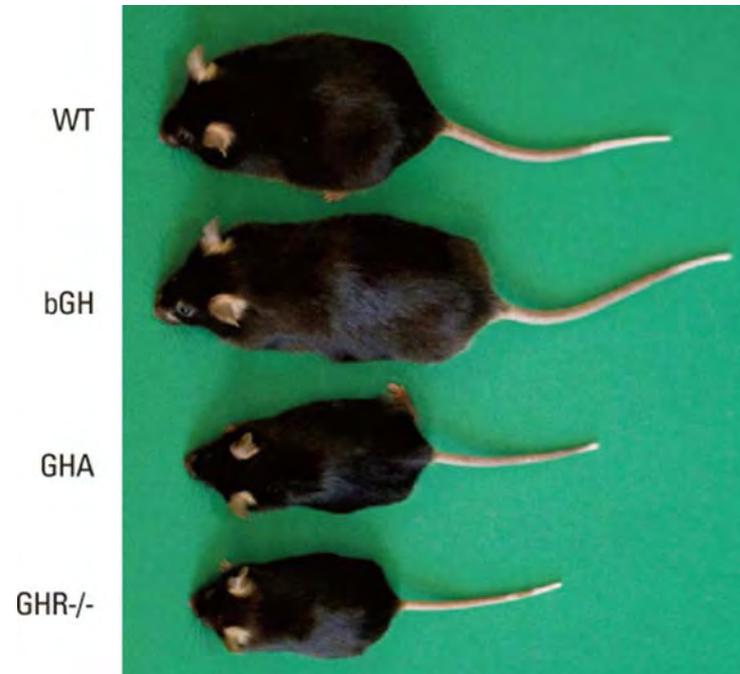
- *Perspectives* magazine
- Media relations
- Special event coordination



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# Research Infrastructure

- Lab Animal Resources
  - Care / oversight for animals used in research and teaching
- Edison Biotechnology Institute
  - Biotechnology Research
  - Technology Commercialization Support



# Innovation Center Business Incubator

- Support for technology-oriented startup companies
- Funded in part by Ohio Third Frontier

## Trend:

- Occupancy  
80-100%



# Technology Transfer Office

## Services Provided:

- Patenting and licensing of university inventions
- Assistance with business startups
- Marketing / industry relations

## Trend:

- Licensing revenue leads in the state, increasing
  - Driven by Somavert license to Pfizer
- In top tier nationally for return on investment
- Patent Applications increasing



# Research / Creative Focus

## Selected areas:

- Avionics
- Pipeline and transportation infrastructure
- Environmental remediation
- Electrochemical technologies
- Advanced energy technologies
- Contemporary History
- Ceramics
- Creative writing
- Nuclear physics
- Musculoskeletal/Neurological research





## **Interoffice Communication**

**Date:** January 3, 2014

**To:** The President and Board of Trustees

**From:** Pamela J. Benoit, Executive Vice President and Provost

**Re:** **Intercollegiate Athletics Update**

The Intercollegiate Athletics discussion at the January Academics Committee meeting will provide an update on the data and indicators for the University's student athletes and its athletic programs that were reviewed at the February, 2013 committee meeting.

Jim Schaus, Director of Athletics, will lead the discussion. As well as providing updates on student-athlete and athletic program performance, Mr. Schaus will share results of their NCAA Academic Performance Program audit and address recent trustee concerns regarding game scheduling and concussion evaluation and treatment.



## **Interoffice Communication**

**Date:** January 3, 2014

**To:** The President and Board of Trustees

**From:** Jim Schaus, Director of Athletics

**Re:** **Academics Committee Presentation**

I am once again grateful for the opportunity to update the Board on the academic progress of students participating in intercollegiate athletics. Attached, please find a PowerPoint presentation and a Dashboard highlighting the most updated data and statistics since the presentation this past February.

I would like to bring particular attention to a few points made in the PowerPoint and Dashboard:

1. Ohio was randomly selected for an Academic Performance Program (APP) audit by the NCAA to ensure the uniformity and accuracy of data used to determine Academic Progress Rate (APR) numbers. The findings of the audit indicated that our processes should continue as they currently exist and offered no further recommendations.
2. Ohio's student-athletes continue to have high performance in the classroom. Grade point averages for student-athletes have steadily increased in the past 4 years (we had the highest number of student-athletes with a 3.0 or above since fall 2010).
3. All first year Ohio student-athletes (freshmen and transfers) had a lower rate of probation in the fall.
4. While the scheduling of football games in 2012 was not an ideal situation, all MAC schools deal with similar scheduling issues on a yearly basis. This season, there was the benefit of having an extra week to schedule games and the team had a minimum of 7 rest days between games.
5. The Office of Sport Medicine has brought forth their procedures and policies as it relates to evaluating concussions and the guidelines for a graduated return to play.

6. In the 1<sup>st</sup> annual Chat with the 'Cats, the Intercollegiate Athletics Committee (IAC) hosted an event to bring together coaches, athletic administration, and faculty members to strengthen the lines of communication. We plan to build off of the success of this event and hold it again next year.

I look forward to the opportunity to speak with the Academics Committee and answer any questions that you may have regarding these updates.



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**Retention**  
**83.6%**  
 Fall term-to-Fall term retention

**Student-Athletes Past Performance**

2009	2010	2011	2012	2013
n/a	n/a	88.7%	90.7%	83.6%

**6-Year Federal Graduation Rates (FGR)**  
**65.5%\***  
 Assesses first-time, full-time freshman cohort graduating from institution of initial enrollment.  
 \*Indicates adjusted score

**Past Performance**

2003	2004	2005	2006	2007
n/a	67%	60%	67%	65.5%*

**6-Year Graduation Success Rates (GSR)**  
**80%\***  
 Begins with federal cohort (FGR) and factors in transfers, mid-year and non-scholarship enrollees  
 \*Indicates adjusted score

**Past Performance**

2003	2004	2005	2006	2007
n/a	83%	82%	80%	80%*

*National rates per NCAA*

n/a	n/a	n/a	80%	81%
-----	-----	-----	-----	-----

**Athletic Teams' Cumulative GPA**  
 Average of all GPAs for 6 Men and 9 Women's athletic teams

**Past Performance**

2009	2010	2011	2012	2013
n/a	3.040	3.065	3.069	3.076

**Cumulative GPA Comparison**  
**3.076**

**Student-Athletes**

2009	2010	2011	2012	2013
n/a	3.040	3.065	3.069	3.076

**GPA Statistics for ~400 Student-Athletes**

**3.0 and Above**

Fall 2012	Spr 2013
268	231

**3.5 and Above**

Fall 2012	Spr 2013
144	139

**Dean's List**

Fall 2012	Spr 2013
101	86

**Student-Athletes on Academic Probation**

Fall 2012 statistics

	Freshmen	Transfers
Student-Athletes	0.10%	22.2%
Student-Athletes on Aid	0.09%	16.6%

**Transfer Data**  
 Number of Student-Athletes on Aid

2009	2010	2011	2012	2013
345	366	334	345	338

**Transferred to Ohio**

2009	2010	2011	2012	2013
14	9	12	6	12

**Transferred from Ohio**

2009	2010	2011	2012	2013
11	9	12	7	12

**Dashboard Key: Connections to 4x4 Strategic Plan**

Four Fundamentals
-------------------

# Athletics Update

Academics Committee  
January 23, 2014

David Wolfort, Chair



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# Athletics Update

## *Agenda*

- Academic Progress Rate
- NCAA APP/APR Audit Results
- Scheduling of Football Games
- Athletic Concussions and Evaluations
- Ohio Athletics by the Numbers
- Faculty Involvement/Learning Laboratory



# Academic Progress Rate (APR)

- The Academic Progress Rate measures the academic achievement of Division I teams during each academic term.
- Each student-athlete can earn two points per term. One point for retention and one point for academic eligibility.
- The maximum score a team can earn is 1000. The minimum multiyear score needs to be a 930 or above to avoid NCAA sanctions.
- The multiyear APR score is a combination of the single-year score and the three previous years.



# Ohio University APR Snapshot

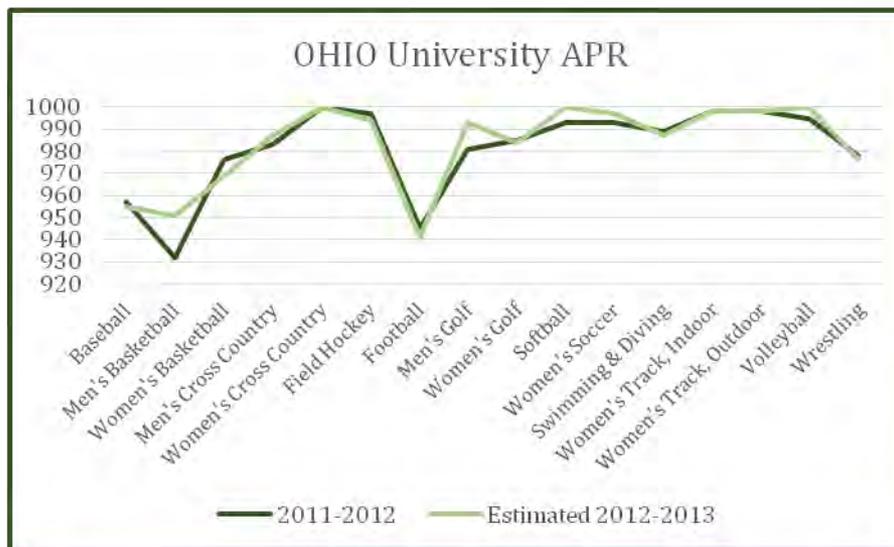
- 8 of our 16 teams are estimated to increase their multiyear APR when comparing the 2011-2012 multiyear APR to the estimated multiyear for 2012-2013.
- 12 of our 16 teams are estimated to post a 970 multiyear APR or above for 2012-2013.
  - Of the 4 remaining teams, 3 of them are estimated to post above a 950, with the remaining team posting above a 940.



# Ohio University Academic Progress Rate

2011-2012 and Estimated 2012-2013

	2011-12	2012-13 (Estimated)
Sport	Multi-Year	
Baseball	957	955
Men's Basketball	932	951
Women's Basketball	976	969
Men's Cross Country	983	987
Women's Cross Country	1000	1000
Field Hockey	997	994
Football	945	941
Men's Golf	981	993
Women's Golf	985	984
Softball	993	1000
Women's Soccer	993	997
Swimming & Diving	989	987
Women's Track, Indoor	998	998
Women's Track, Outdoor	998	998
Volleyball	995	1000
Wrestling	978	976



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Sources: Ohio Athletics Office of NCAA Eligibility and Student-Athlete Success and National Collegiate Athletic Association

# NCAA Division I

## *Academic Performance Program (APP) Audit*

- In March of 2013 – OHIO was selected to submit APP data to the NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting
- The purpose of the review is to ensure the uniformity and accuracy of this data in accordance with NCAA bylaws and the Division I Committee on Academic Performance Policies and Procedures
- The reviews provide an educational opportunity for participating institutions to better understand the program



# NCAA Division I

## *Academic Performance Program (APP) Audit*

### Data Review Committee Members

**Amy Dean**, *Executive Senior Associate AD/Administration and Sport Programs*

**Randee Duffy**, *Associate AD – NCAA Eligibility & Student-Athlete Success \**

**Jenny Polak**, *Assistant Director – NCAA Eligibility & Student-Athlete Success*

**Zach Rost**, *Coordinator – NCAA Eligibility & Student-Athlete Success*

**Lauren Ashman**, *Associate AD – Compliance*

**Erik Hildebrand**, *Director – Compliance*

**Joni Wadley**, *Associate Director for Academic and Student Assessment – Institutional Research*

**Elizabeth ‘Liz’ Bennett**, *Associate Director for Data Management, Analysis, & Reporting*

**Debra Benton**, *University Registrar – Registrar’ Office*

**Brenda Cox**, *Assistant Registrar for Academic Records – Registrar Office*

**Brittany Armann**, *Athletic Records and Athletic Eligibility Coordinator – Registrar’s Office\*\**

**Valerie Miller**, *Director -Financial Aid and Scholarships*

**Michelle Alderman**, *Assistant Director – Financial Aid and Scholarships*

**Tricia Barrick**, *Assistant Bursar – Bursar*

**Dr. Ann Gabriel**, *Faculty Athletic Representative*

\* Primary Contact for APP Data Review

\*\* Secondary Contact for APP Data Review



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Source: Ohio Athletics Office of NCAA Eligibility and Student-Athlete Success

# APP Data Requested

- Policy and procedures for certifying continuing eligibility and collecting, certifying, and submitting the yearly NCAA Division I APP data
- Academic certification forms for each individual student-athlete in the following academic years and sports:
  - 6-hour form for each term
  - 6-hour form with grades for each term
  - Yearly Progress Toward Degree form
  - Degree Audit Report (DARS)
  - Official transcript
- Academic years and sport teams under review
  - 2009-2010 – Football and Men’s Basketball
  - 2010-2011 – Football and Men’s Basketball
  - 2011-2012 – Football and Men’s Basketball



# APP Data Requested

- Transcripts and documentation for all 2-4 transfers in regards to APP data
  - A total of 7 transfer evaluations for Baseball, Women's Basketball and Football from 2009-2012
- Documentation for the following:
  - All certification rosters as of the first date of competition
  - Roster of multi-sport student-athletes
  - Roster of all student-athletes enrolled in their fifth academic year
  - Roster of delayed graduation points, and graduated student-athletes
  - Roster of student-athletes who are part of 2005-2006 GSR cohort and provide all transcripts
- Scholarship and financial aid records for each student-athlete
- Recruitment status and documentation to verify initial eligibility status for all incoming freshmen as qualifier and non-qualifier



# APP Final Findings

- For the following areas the NCAA Division I Committee on Academic Performance and Policies and Procedures found OHIO's APP data to be in substantial conformity:
  - Policies and procedures certifying continuing eligibility
  - Policies and procedures for collecting, certifying and submitting data
  - Receipt of athletically related financial aid
  - Term athletically related aid awarded
  - Full time enrollment
  - Exhausted eligibility and graduation
  - Exhausted eligibility and enrolled beyond 5 years
  - Multisport participants – cohort composition
  - APR retention and APR eligibility
  - Delayed graduation point
  - Graduation Success Rate (GSR)



# Scheduling of Football Games

- MAC football scheduling is complicated by the mid-week games in November for ESPN TV. However, we receive significant national television exposure which by far outweighs any scheduling inconvenience.
- In 2012, Ohio experienced an unusual spacing situation in its schedule which caused Ohio to play three games in 18 days. Ohio shared its concern with the MAC. There were only 13 weeks to schedule 12 games in the 2013 calendar.
- This season, however, we fortunately had a minimum of seven days of rest for all games. There was the benefit of an extra week (14 total weeks) in the calendar to schedule.
- All MAC schools equally take their turn at shorter weeks. All feel it evens out in the end. For example: In 2013, we had 10 days rest against UMASS - they had 6 days. Kent State played 12 straight weeks without a bye - we had a bye week and 10 days of rest before our first mid-week game.
- Football misses the least classes of any sport (one day per year)



# Student-Athlete Concussions

- A diagnosis of concussion can be made if one or more of the following clinical domains are adversely affected:
  - Symptoms: somatic (headache), cognitive (“feeling like in a fog”), and/or emotional symptoms
  - Physical signs (decreased level of consciousness, amnesia)
  - Behavioral changes (irritability)
  - Cognitive impairment (slowed reaction times)
  - Sleep disturbance (drowsiness)
- If any one or more of these components is present, a concussion should be suspected and the appropriate management strategy instituted.



# On-Field or Sideline Evaluation of Acute Concussion

- The on-field or sideline evaluation of an athlete suspected of concussion will be accomplished in the appropriate amount of time needed to ensure the health and safety of the athlete.
- When an athlete shows any signs of a concussion:
  - He/she should be medically evaluated onsite using the Sideline Assessment Concussion protocol (SCAT2).
  - The athlete should not be left alone following the injury, and serial monitoring for deterioration is essential over the initial few hours post injury.
  - An athlete with a diagnosed concussion will not return to play on the day of the injury.



# Post-Acute Concussion Management

## General Guidelines

- The concussed athlete will be evaluated by the team physician or his/her designee. A graduated return to play (RTP) protocol will be followed as determined by the physician. RTP will be monitored by the sports medicine staff and may be slowed at any point should the athlete become symptomatic. Standardized testing (Impact) may be utilized once the athlete is asymptomatic. The entire management process, from initial evaluation to RTP will be documented in the student athlete's medical record.

## Example of Graduated RTP

- Step 1
  - Stationary bike 20 minutes
  - 10-15 minutes light jogging
  - Light strength training (squats, bench press, w/ light resistance)
- Step 2
  - Running/sprint drills
  - Sport specific drills (no contact) – may be non contact practice
  - Strength training
- Step 3
  - Return to limited or full practice
- Step 4
  - Return to competition



# OHIO Athletics by the Numbers

**\$70M** Total economic impact on the state of Ohio.

**400** Approximate number of student-athletes participating in OHIO Athletics each year.

**1,800** Attendees at 11 summer sports camps in 2012.

**4,000** Hours of community service completed by student-athletes, coaches, and staff each year.

**8,500** Active OHIO alumni that are identified as former student-athletes.

**270K** Attendees at ticketed sporting events in 2011-2012.

**\$300K** In royalties from the sale of licensed OHIO Athletics merchandise, representing \$6M in retail sales.

# Intercollegiate Athletics Committee

## *Collaborating with Faculty*

- The event was well attended by IAC members, coaches, athletic administration, and faculty members.
- We plan to build off the success of Chat with the 'Cats and intend on holding this event in the future.

**CHAT WITH THE 'CATS**  
*hosted by the Intercollegiate Athletics Committee*

You're invited to mingle over light refreshments and join in a roundtable discussion on hot button issues.

Dr. Raymie McKerrow  
Chair, IAC

Your thoughts? We want your feedback!

Come and engage in an interactive conversation with the IAC, Athletic Administration, Head Coaches, and student-athletes about topics including: academics, budget, compliance, facilities, and more!

**OHIO**  


Thursday, September 26  
Noon - 1:30p.m.  
Baker Center, Room #240



# Athletics Collaborates with Academics

## Examples of how Athletics and Academics work together

- Experience provided by Athletics enhances what is taught in a textbook and offers students multifaceted opportunities in their chosen fields with a great deal of responsibility, better positioning them for employment after graduation
- Members of the Ohio Athletics Sports Medicine staff provide clinical education to Athletic Training students
- Assistant Athletics Director for Multi-Media Marketing provides technical and artistic instruction on an individual and group basis to students in the area of Media Arts and Studies
- Senior Associate Athletics Director for Development teaches Fundraising to students in the Center for Sports Administration
- Athletics provides the Graduate Coaching Education and Center for Sports Administration programs with graduate assistant positions, having students assume full responsibilities as a Division I assistant coach or administrator





## **Interoffice Communication**

**Date:** January 3, 2014

**To:** The President and Board of Trustees

**From:** Pamela J. Benoit, Executive Vice President and Provost

**Re:** **AQIP Update**

In our continued efforts to keep the Board informed of Ohio University's accreditation work, you are receiving regular updates. We are preparing for Ohio University's reaffirmation of accreditation with the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, which is scheduled to take place in 2015-16, and we are planning ahead in anticipation of this action.

The attached brief presentation continues these updates with a focus on HLC Criterion 5: Resources, Planning, and Institutional Effectiveness.

# AQIP Update



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# AQIP Update

## Review from previous Board meetings:

- Higher Learning Commission (HLC) accreditation
  - Ohio University has been continuously accredited since 1913
  - 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's accreditation last reaffirmed in 2008-09
- 2013-14 Submit AQIP Systems Portfolio—submitted in November
- 2014-15 AQIP Quality Checkup Visit
- 2015-16 Reaffirmation of Accreditation



# AQIP Update

**Effective January 1, 2013**

## 5 Criteria for Accreditation

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.



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# AQIP Update

**Effective January 1, 2013**

## 5 Criteria for Accreditation (continued)

**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.



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# Guiding Values of HLC Criteria

1. Focus on student learning
2. Education as a public purpose
3. Education for a diverse, technological, globally connected world
4. A culture of continuous improvement
5. Evidence-based institutional learning and self-presentation
6. Integrity, transparency, and ethical behavior or practice
7. Governance for the well-being of the institution
8. Planning and management of resources to ensure institutional sustainability
9. Mission-centered evaluation
10. Accreditation through peer review



# Criterion 5: Resources, Planning, and Institutional Effectiveness

- The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future
- The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission
- The institution engages in systematic and integrated planning
- The institution works systematically to improve its performance



# Criterion 5: Examples of Evidence

- Sufficient human and fiscal resources
- Sufficient physical infrastructure
- Evidence of shared governance
- Rational resource allocation process (BPC, RCM)
- Uses of data in decision-making
- Evidence of continuous improvement process
- Multi-year planning



# AQIP Update - Future Updates

- 9 AQIP Categories
- CQI vs. Assurance in AQIP process
- Feedback from HLC AQIP Reviewers
- Recent activities on Ohio University's preparation
- Potential changes to HLC Pathways





## **Interoffice Communication**

**Date:** January 3, 2014

**To:** The President and Board of Trustees

**From:** Pamela J. Benoit, Executive Vice President and Provost

**Re:** **Academic Affairs External Reporting Overview and Update**

The emphasis on data and reporting is continually increasing for institutions of higher education. Much of this increase is from internal demands to manage cost, monitor quality, and recruit and serve students. However, external pressures for oversight from state and federal government and other outside agencies has also increased data and reporting needs. The increasing oversight from external agencies makes it even more important that the institution understands and manages information that is being shared. This presentation provides an overview of these external organizations with which Academic Affairs routinely shares information through both voluntary and mandatory reports and data sharing.

This overview and update include:

- A summary of specific organizations or types of organizations with which information is shared and an overview of the information shared with them.
- The costs and benefits to the institution of participating in these activities.
- Current state and national policies, trends, and initiatives on the horizon that relate to institutional data and external reporting requirements.

# External Reporting Update

Tab



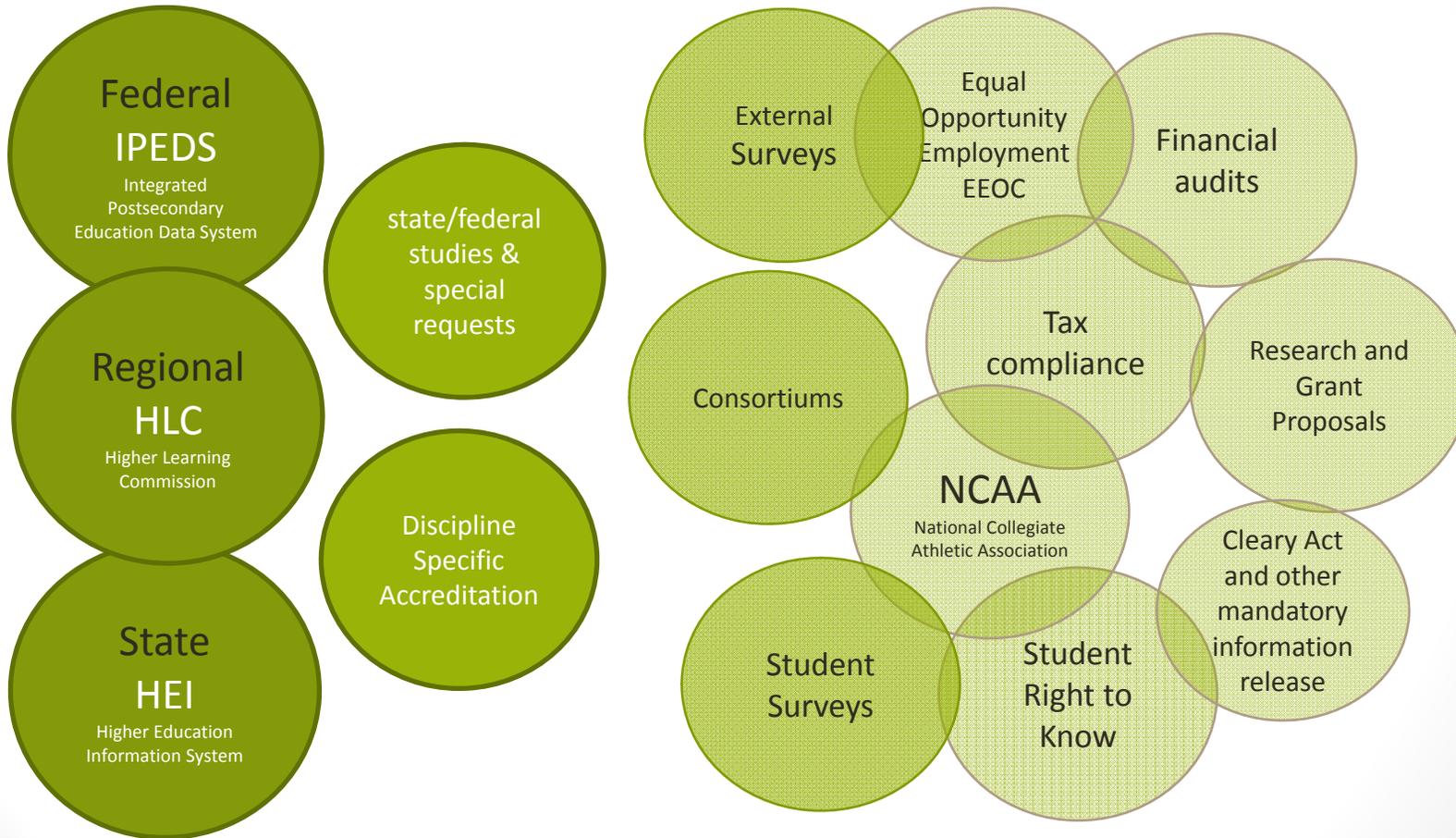
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# Academic Affairs

## External Reporting

Academic Affairs

Other University Areas



Required  
Federal

Required  
Regional

Required  
State

Voluntary  
Reporting

Voluntary  
Consortiums

Voluntary  
Surveys

## Integrated Postsecondary Education Data System (IPEDS)

**Requirement:** Nine annual reports submitted during three collection periods. Reports contain summary not student record level Information

### Institutional Characteristics

- Tuition, fees, room & board
- Calendar system
- Levels of awards, types of programs

### Finances

- Revenue by source
- Expenditures by category
- Assets and liabilities

### Financial Aid

- Headcounts
- Net price for aid recipients

### Degrees and Certificates Conferred

- By discipline and by level

### Student Persistence and Success

- Retention Rates
- Graduation Rates

### Human Resources

- Employee Count
- Faculty by rank and type
- Salaries
- Staff

### Fall Enrollment

- Student State Residence
- Age data
- Unduplicated Headcount
- Instructional Activity
- Total Entering Class



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Required  
Federal

Required  
Regional

Required  
State

Voluntary  
Reporting

Voluntary  
Consortiums

Voluntary  
Surveys

## Federal Reporting News and Events

### President's Proposed College Ranking System

**Description:** Evaluation based on tuition, low-income students enrolled, and student debt levels.

**Ramifications:** The intention is to tie the results to federal funding, students at highly rated institutions might be eligible for greater aid.

**Challenges:** The ability of the available data (IPEDS) to evaluate institutional performance is being questioned. Particularly the current method of measuring graduation and retention rates.



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Required  
Federal

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Regional

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State

Voluntary  
Reporting

Voluntary  
Consortiums

Voluntary  
Surveys

## Federal Reporting News and Events

### Gainful Employment Act

#### Description

An effort to link federal financial aid to job placement for technical programs. Most recently the federal court ruled against the U.S. Department of Education. It was rejected by the court because it failed to adequately justify the requirement that at least 35% of a program's graduates are actively repaying their loans.

#### Ramifications

- Programs with low completion or low job placement rates could be closed.
- Sets a new precedent in terms of reporting record level data to the federal government.

#### Challenges

- Debate over whether the measurements being used are fair and accurate in terms of taking into account the populations that are being served by institutions.



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Federal

Required  
Regional

Required  
State

Voluntary  
Reporting

Voluntary  
Consortiums

Voluntary  
Surveys

## Higher Learning Commission (HLC)

### Reporting Requirements (Three Activities)

**Annual Report:** Annual information submission that tracks enrollment, financial, and academic program information.

**Academic Quality Improvement Program (AQIP) Action Projects:** The AQIP track requires reports on the quality improvement projects, selected by the institution, to be included in an institutional portfolio.

**Reaffirmation Process:** The institution must undergo a review to demonstrate that it meets the criteria required for accreditation.



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Regional

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State

Voluntary  
Reporting

Voluntary  
Consortiums

Voluntary  
Surveys

## Accreditation News and Events

- The Higher Learning Commission (HLC) recently revised the accreditation process. There are now three tracks for accreditation. While Ohio University remains on the Academic Quality Improvement Plan (AQIP), the other two tracks underwent significant revision (Open Pathway and Standard Pathway).
- New Criteria have been released and became effective January 1, 2013. The new criteria increase focus on assessment.
- Sylvia Manning, after six years as president of the HLC, will retire in July.



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Federal

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Regional

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Voluntary  
Reporting

Voluntary  
Consortiums

Voluntary  
Surveys

## Ohio Board of Regents Education Information System (HEI)

### Reporting Requirements

#### Record Level Files - approximately 100 files per year

- Academic Programs
- Enrollment
- Facilities
- Faculty
- Financial
- Financial Aid

#### Summary Information Reports

- Enrollment estimates and projections
- Course completion projections



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Required  
Federal

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State

Voluntary  
Reporting

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Consortiums

Voluntary  
Surveys

## State News and Events

### **Jobs Website**

Currently developing an interactive website to link the public to educational programs based on career fields. Secondary purpose to demonstrate to prospective businesses the ability to train and produce workers.

### **Data System**

A Statewide P-20 Longitudinal Data system is currently under development.

### **State Subsidy Changes**

State share of instruction subsidy changes toward degree completion and away from course completion



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Required  
Federal

Required  
Regional

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State

Voluntary  
Reporting

Voluntary  
Consortiums

Voluntary  
Surveys

## Voluntary Reporting

**Description:** Organizations that publicize higher education require participation in surveys for inclusion in their publications. Participation is generally beneficial to the University. These requests never include record level or confidential information.

### Examples:

- Peterson's Guide
- US News and World Report College Rankings
- College Board



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Required  
Federal

Required  
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Required  
State

Voluntary  
Reporting

Voluntary  
Consortiums

Voluntary  
Surveys

## Data Consortiums

**Description:** Non-profit organizations or groups of institutions that agree to share data in order to allow for peer comparisons or promote research. These typically do include record level or otherwise confidential information.

### Examples:

- Delaware Cost Study
- College and University Professional Association for Human Resources (CUPA-HR),
- Consortium for Student Retention Data Exchange (CSRDE)



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Required  
Federal

Required  
Regional

Required  
State

Voluntary  
Reporting

Voluntary  
Consortiums

Voluntary  
Surveys

## Voluntary Surveys

**Description:** Externally administered surveys for which Ohio University provides student contact information so that students can be asked to participate. The results provide grouped peer comparisons and trend information.

### Examples:

- National Survey of Student Engagement (NSSE)
- Cooperative Institutional Research Program (CIRP)
- Map-Works



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## **Interoffice Communication**

**Date:** January 3, 2014

**To:** The President and Board of Trustees

**From:** Pamela J. Benoit, Executive Vice President and Provost

**Re: Enrollment Update**

Student-based revenue from tuition and subsidy drives the budget of the institution. Student recruitment continues to become more competitive. The continued success of our student enrollment efforts are tied to the strategies of our Strategic Enrollment Management Plan (SEMP).

The attached materials provide an update on the Fall 2014 recruitment efforts for our various populations.

The presentation will highlight the following:

- The continuing strategy of the Enrollment Management division, aligned with the overall student application and matriculation funnel will be discussed,
- At this point of the year trends begin to develop related to student applications and admits as well as housing deposits, but these are only approximately 85% of our overall applications, and
- An updated overview of the various student populations as of the date of the meeting will be provided and given context - undergraduate, graduate, on-line, transfer and regional campus enrollments.

# Enrollment Update

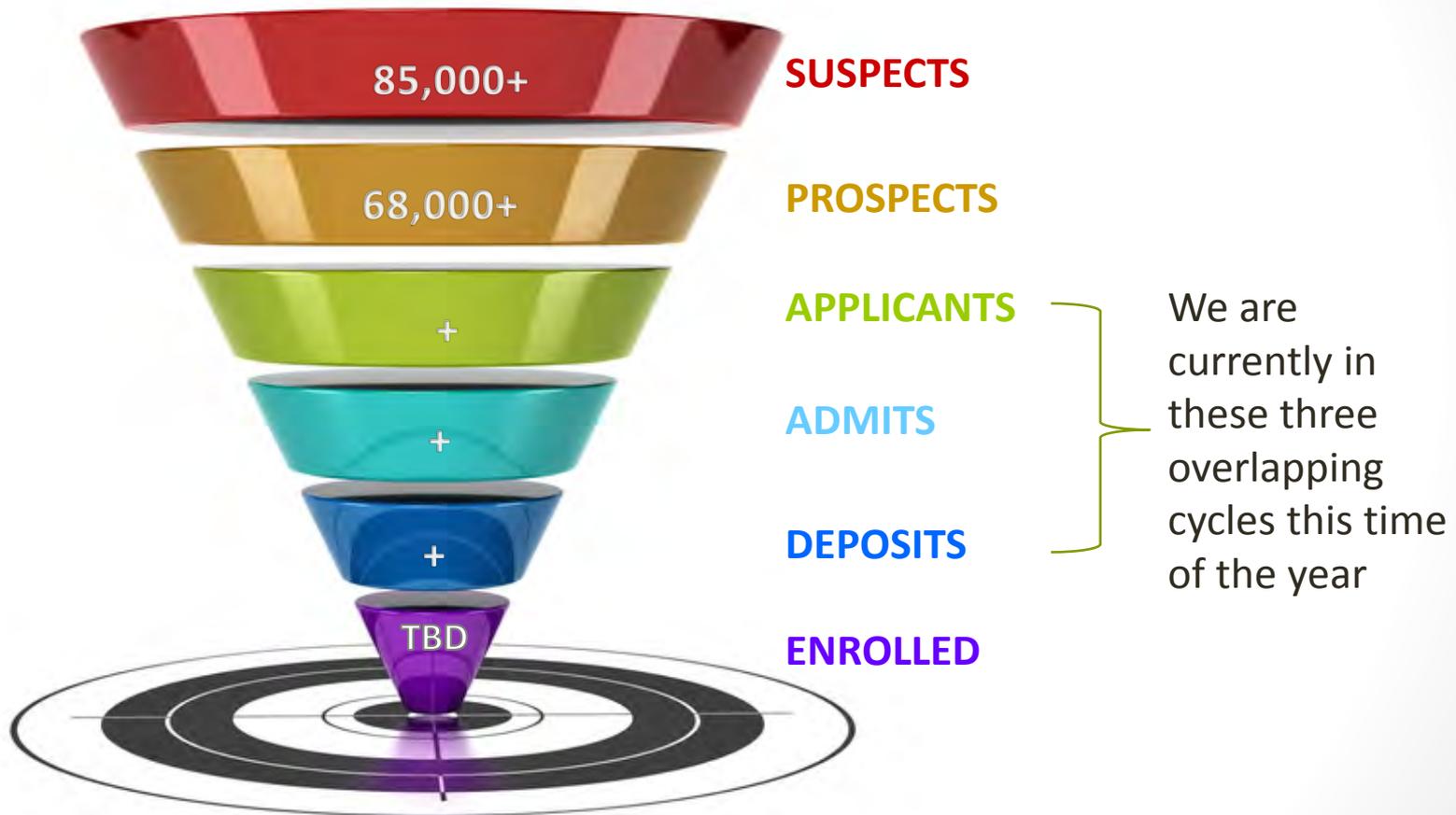
## Fall 2014 Class

Tab



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# The Enrollment Funnel, 2013-2014



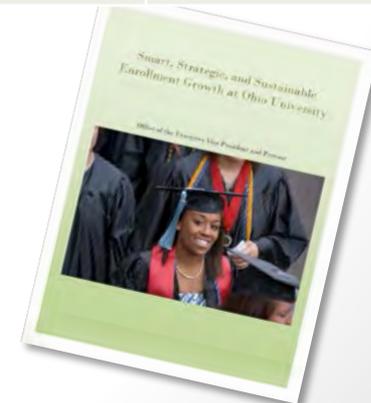
# Enrollment Update – Fall 2014 Freshmen Applications, Admits, and Housing Deposits

Following our last two year’s of record applications, our trends continue to stay strong related to overall student interest as measured by new student applications:

	2011	2012	2013	2014
Applications, as of 1/23 each year	11,276	15,426	18,567	

Of equal importance is our admittance rate, and ultimately housing deposits (albeit we are very early in that process). Housing deposits are seen as a confirmation of enrollment for our entering students:

	2011	2012	2013	2014
Admits, as of 1/23 each year	7,448	9,573	11,172	
Housing Deposits	0	439	505	



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# Enrollment Update – Other Student Populations, Fall 2014

Other targeted student populations that effect our overall enrollments:

- Transfer Student Applications – as of
- Graduate Student Applications – as of
- eLearning Applications – as of
- Regional Higher Education (RHE) Applications – as of



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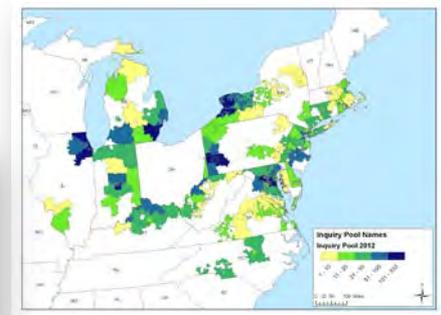
# Enrollment Update – Strategic Initiatives

After several year's of strong enrollment growth and in alignment with our over-arching SEMP plan, we have been embarking on several strategic initiatives:

- Anticipated application growth is seen as levelling-off due to the saturation of new markets
- Desire is to provide a stronger pool of highly interested applicants, as opposed to interested-only applicants:
  - ✓ Junior initiatives - lead to an 18% increase in prospects – 24,745
  - ✓ Sophomore Initiatives starting this year
  - ✓ Extended communications and marketing outreach-
  - ✓ Extended inquiry and out-of-state outreach efforts
  - ✓ New *Ohio Signature Scholarship Program* for 2014 –and-
  - ✓ The OHIO Guarantee for 2015



- ✓ Extended College-based yield efforts
  - E.g., College of Arts and Sciences



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# Search Updates

Tab

[ 1 ]



# Search Updates

## Hires

- Vice Provost for Diversity and Inclusion
  - Dr. Shari Clarke

## Searches in Progress

- Executive Director of Academic Technology and Research

[ 2 ]



**COLLEGE OF HEALTH SCIENCES AND PROFESSIONS  
DEPARTMENT OF REHABILITATION AND COMMUNICATION  
SCIENCES  
MASTER OF PHYSICIAN ASSISTANT STUDIES**

**RESOLUTION 2014 -**

**WHEREAS**, the Department of Rehabilitation and Communication Sciences in the College of Health Sciences and Professions has proposed offering a Master of Physician Assistant Studies program, and

**WHEREAS**, the proposed program has the support of the Faculty and Dean of the College of Health Sciences and Professions, the University Curriculum Council, and the Executive Vice President and Provost, and

**WHEREAS**, the program holds considerable potential for interdisciplinary educational links with current programs in Osteopathic Medicine and Nursing.

**NOW THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Ohio University hereby approves offering the Master of Physician Assistant Studies by the Department of Rehabilitation and Communication Sciences in the College of Health Sciences and Professions.



## **Interoffice Communication**

**Date:** January 3, 2014

**To:** The President and Board of Trustees

**From:** Pamela J. Benoit, Executive Vice President and Provost

**Re:** **Approval of Academic Programs in the College of Health Sciences and Professions**

The College of Health Sciences and Professions is requesting board approval for two proposals:

- Master of Physician Assistant Studies Degree, and
- Graduate and Undergraduate Certificates in Global Health

The attached memo from Randy Leite, Dean of the College of Health Sciences and Professions, explains how both proposals are responsive to areas of need, hold considerable potential to generate substantial additional student enrollment, and will provide students with the opportunity to explore interdisciplinary dimensions of healthcare delivery.

These programs have strong external support. Two resolutions are attached to facilitate board approval of the proposals.



## Interoffice Communication

**Date:** December 16, 2013

**To:** Pamela J. Benoit, Executive Vice President and Provost

**From:** Randy Leite, Dean, College of Health Sciences and Professions

**Re:** **Approval of Academic Programs in the College of Health Sciences and Professions**

Faculty in the College of Health Sciences and Professions (CHSP) have continued to explore a variety of new academic programs to respond to areas of societal need and to develop new opportunities for innovative interdisciplinary connections with other academic units at the University and beyond. These explorations reflect an ongoing commitment to health and wellness as an area of emphasis in new program development and other areas of innovation.

The faculty have most recently brought forward two proposals for review and approval. Both are responsive to areas of need and hold considerable potential to generate substantial additional student enrollment. They each also offer opportunities to bring students across multiple disciplines together to explore interdisciplinary dimensions of healthcare delivery. These are:

**Master of Physician Assistant Studies Degree:** As use of physician assistants grows across various healthcare settings, the need for new physician assistants has grown dramatically. Because of the shortage of academic programs, those that presently exist may receive 20-30 applications for every available slot in the program. In Ohio, there are only a handful of programs and many of those are at small, private institutions that are regionally focused.

As reflected in the proposal for the new degree program, faculty in CHSP have developed a program that will be unique and innovative in a number of ways while still fully complying with the various academic requirements of ARC-PA, the national accrediting organization for physician assistant programs. The didactic portion of the program has been proposed to be delivered at the new Dublin extension campus. This represents a significant step forward toward a vision of that campus being broadly health-focused. The program will include clinical rotations that will be distributed across the State of Ohio, however, with students being selected to participate in one of three clinical tracks: rural practice, central Ohio intensive, or northeastern Ohio intensive. Such a broad distribution will allow students to pursue directions of interest to them and represents an approach to clinical education that is unique among the programs that already exist in Ohio.

In delivering the PA program, the faculty are committed to creating opportunities for students to engage with students in other health-focused disciplines to explore approaches to interprofessional practice. For example, as physician assistants work under the direct supervision of assistants, there will be opportunities for PA students and osteopathic medicine students to explore this relationship during their training. Students in the PA program will also connect with students in our nurse practitioner, physical therapy, and other clinical programs; reflecting our commitment to be a leader in Ohio and the nation in promoting among students an understanding of the benefits of interprofessional practice. The faculty have also explored opportunities for shared faculty and course content that will generate opportunities to achieve staffing and curricular efficiencies across a variety of health-focused programs.

As indicated in the attached materials, there is ample evidence that the proposed PA program will generate considerable interest among prospective students. As we have spoken with leaders of similar programs at other institutions in Ohio and beyond, we've found a consistent indication that there are far more applicants than can be accommodated in the programs that are presently available.

We've also surveyed physicians and physician assistants throughout Ohio who have documented the critical need for additional well-trained physician assistants. Considerable interest in this program has also been expressed by a number of larger healthcare systems including two that have growing partnerships with the University: OhioHealth and the Cleveland Clinic.

If approved, the Master of Physician Assistant Studies program would enroll an initial cohort of 35 students in didactic coursework in Dublin in May 2015. Class size would eventually grow to 60 students per year. The program would be accommodated in a new developer-built building on the Dublin Extension Campus where there would be ample opportunities for shared resources and approaches with the Heritage College of Osteopathic Medicine (HCOM). The PA program has been approved by the CHSP and University curriculum councils and is being prepared for review by RACGS.

**Graduate and Undergraduate Certificates in Global Health:** Reflecting the ongoing commitment to broad, interdisciplinary approaches, faculty in CHSP and HCOM have developed proposals for graduate and undergraduate certificate programs focusing on the global dimensions of health and disease. These certificates are designed for students who wish to explore health on a global scale and who may wish to pursue work either with populations in other nations or immigrant populations here in America.

These certificates will result in another domain in which students across our various health-focused degree programs may come together to explore important issues from an interprofessional perspective. The certificate will also allow the University to broaden perspectives on health and wellbeing among many students whose understandings are informed by their own narrow experience. An early indication of interest in this topic can be found in the enrollment numbers for HSP 2210 (Introduction to Global Health), one of the proposed core classes that already exists. Since its development last spring, nearly 1,000 students have

completed the course. A large number of these students have indicated they would pursue the full certificate if it were available.

Beyond currently-enrolled students, we also believe these certificates hold the potential to draw considerably more students to the University. All core courses in both the graduate and undergraduate certificates will be available through online delivery, making them available to prospective students who may not have the ability to move to Athens and/or who may wish to link the certificate with their degree programs at their home institutions. Online delivery has also allowed the faculty to explore opportunities for partnerships with a number of universities around the globe that would bring additional international enrollments to Ohio University.

If approved, the undergraduate Certificate in Global Health would begin immediately. Faculty are ready to move forward with approval of proposals for the remaining courses in the certificate. The graduate certificate would begin in January 2015.

Both of the proposed programs described above represent important additions commitment to prepare a broad range of well-qualified health professionals who graduate with understandings of the various dimensions of health and disease in our world and appreciation for the value of interprofessional approaches to health-focused practice. Each also represents enhanced collaboration between the College of Health Sciences and Professions and the Heritage College of Osteopathic Medicine that stands as the core of the University's Health Sciences Center. Finally, both the PA program and the global health certificates create considerable opportunity for Ohio University to develop stronger partnerships with health care systems and other universities that will enhance our students' education.

Attached to this memo, you will find full proposals for both the Master of Physician Assistant Studies program and the Global Health certificate program. Both have been approved through the University's curriculum approval process with unanimous support. Faculty in CHSP are excited to move forward with both new programs.

Full Proposal  
Master's Degree in Physician Assistant Practice  
(MPAP)

Ohio University

Prepared by:

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Ohio University  
College of Health Sciences and Professions  
School of Rehabilitation and Communication Sciences

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## New Graduate Program Full Proposal

### **Program Description**

The Ohio University Master's Degree in Physician Assistant Practice (MPAP) is a professional master's degree that prepares post-baccalaureate students to become physician assistants. The Physician Assistant Program will have its academic home in the School of Rehabilitation and Communication Sciences in the College of Health Sciences and Professions (CHSP). The Program's physical home will be strategically located in Dublin, Ohio with the Heritage College of Osteopathic Medicine (HCOM) at the Ohio University-Dublin Campus. The existing professional graduate programs in the School of Rehabilitation and Communication Sciences (Doctorate in Physical Therapy, Doctorate in Audiology, and Master of Speech Language Pathology) have a long history of exceptional outcomes with licensure passing rates consistently at or near 100%. The strength of its academic home, the potential for collaboration, and the interprofessional educational opportunities with the medical students in HCOM will position the Physician Assistant Program for success.

Physician assistants are prepared to practice medicine with the direction and supervision of a physician and can provide a wide variety of diagnostic, therapeutic and preventive services to patients. The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has determined that the appropriate level of education for the physician assistant for all developing programs is a Master's degree. (1) Data from the 27th Annual Report on Physician Assistant Educational Programs (2010-2011) indicated that 91% of responding programs offered a Master's Degree. (2)

The Physician Assistant Program consists of seven semesters, four didactic and three clinical semesters, that total 110 credit hours. The class size will be 45 students, and, if approved, the program will begin in May 2015, and the first class will graduate in August, 2017. Twelve clinical rotations, each four weeks in length, will be required to ensure that the graduates are prepared to practice in a variety of clinical situations. A distinguishing feature of the program will be the focus on primary care, particularly in urban and rural underserved areas including Appalachia through the strategic placement of students in these areas for their clinical rotations. This emphasis on underserved communities in Appalachia is consistent with the mission of CHSP.

### **Mission of Program**

The mission of the Ohio University Master of Physician Assistant Practice Program is to prepare students to be leaders in physician assistant practice in any clinical setting with a particular emphasis on primary care in urban and rural underserved communities in the state of Ohio and throughout Appalachia using an interprofessional team approach to clinical education and professional clinical practice.

## **I. Academic Quality**

Competency, experience and number of faculty, and adequacy of students, curriculum, computational resources, library, laboratories, equipment, and other physical facilities, needed to mount the program.

### ***A. Competency, experience and number of faculty***

The Ohio University Physician Assistant Program hired a full-time program director in February 2013. In accordance with the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), the program director devotes at least 80% of his time to academic and administrative duties for the program. In August 2013, the medical director (0.2 FTE) was hired. The fact these positions were funded early in the development of the Program demonstrates the commitment of Ohio University to the development and success of the PA Program.

The program director, James C. Zedaker, MPAS, PA-C, has 10 years of clinical experience as a physician assistant most recently in the Emergency Department. Prior to his current position, he served as a clinical assistant professor and academic coordinator during the development of the Indiana University PA Program at IUPUI in Indianapolis. He gained valuable experience with program development and accreditation procedures during this experience. In addition, he had 19 years of experience in medical education with the United States Air Force. The Program Director is known and respected in the PA profession, especially in the state of Ohio. He has attended multiple physician assistant conferences and a program director's retreat in order to develop his understanding of the role of the program director, develop the reputation of the Ohio University PA program, and to enhance recruitment of faculty. He currently serves on the PA Policy Committee of the Ohio State Medical Board.

The medical director, Clyde S. Watson, MD, has decades of experience working with physician assistants in the emergency department. He has participated in the medical education of numerous PAs and physicians throughout his distinguished career (Appendix A).

As required by the ARC-PA, three full-time principal faculty positions and the Director of Clinical Education position, were approved and posted in October 2013. Active recruitment is currently underway for faculty with a variety of expertise. The expectation is that the Director of Clinical Education and at least one principal faculty member will be hired prior to January 2014. The other two principal faculty will be hired by July 2014. This timeline will allow faculty to be oriented adequately to their roles, participate in program development, and prepare for the accreditation site visit in November 2014 and the start of the program in May 2015.

An agreement between CHSP and HCOM is in place to share an anatomy instructor position that will be posted in November 2013. This position is in addition to the Program's planned complement of five full-time principal faculty and the Medical Director. Depending upon the specific expertise of the principal faculty that will be hired, adjunct instructors will be hired for specialty practice content.

It is worth noting that Ohio University has recently adopted the Clinical Faculty classification for faculty. According to the Ohio University Faculty Handbook, clinical faculty are those who hold clinical licenses/credentials and who may practice as

clinicians in their disciplines. This is a non-tenure track faculty line, but after 3 years of continuous service, the Clinical Faculty member will be granted a 3 year contract and subsequently 5 year contracts. Clinical faculty will also be eligible for promotion from Assistant Clinical Professor to Associate Clinical Professor and eventually full Clinical Professor. This provides added stability and a career ladder that will be valuable for retention of faculty.

### ***B. Adequacy of Students***

Given the caliber of students in the current professional graduate programs in the School of Rehabilitation and Communication Sciences, it is our expectation that the PA program will attract a similar caliber of student. The average undergraduate GPA for the DPT, AuD, and MA-SLP programs is about 3.55-3.75 for both overall GPA and specific prerequisite GPA. Data from a survey of Ohio University undergraduate students shows that there is considerable interest in attending a PA Program in the Ohio University student population even though there is no current program (see section II, Need). It is likely that when the PA program is approved there will be more undergraduate students interested in the Ohio University PA Program.

The admissions criteria will include typical metrics such as a minimum of a 3.0 GPA, specific prerequisite courses, GRE scores, letters of reference, and an on-campus interview. The prerequisite courses (Gross Human Anatomy, Human Physiology, Biology, Microbiology, Inorganic Chemistry, Organic Chemistry, Biochemistry, Statistics, General/Behavioral or Abnormal Psychology, College Algebra, Medical Terminology, and Clinical Experience) provide a foundation for the PA curriculum and assure that students can be successful in a rigorous program.

We will also be targeting recruitment of veterans and students from Appalachia. The program director has developed contacts with branches of the military that are enthusiastic about promoting the Ohio University PA program. Ohio University has been designated a "Military Friendly School" by Victory Media. Through the Office of Military and Veterans Resources, veterans who attend the PA Program will have a resource for support systems and educational benefits. Consistent with the mission of the program and the CHSP, the program will specifically target the recruitment of students from Appalachia through on-campus recruitment, community outreach and onsite information sessions. Based on data from the Centralized Admission Service for PA education, there are on average nearly 800 applicants per program which suggests that there is substantial applicant pool.

### ***C. Adequacy of Curriculum***

The four semesters in the didactic curriculum are designed around six content areas ranging from professional development to clinical practice. The seven series content areas are the following:

- Professional Development
- Foundational Science
- Clinical Skills
- Clinical Nutrition
- Clinical Medicine
- Clinical Practice (clinical rotations)
- Research

The specific courses included in each series are listed in Appendix B. This curricular organization has been developed to comply with the ARC-PA Standards for accreditation and to prepare students for clinical practice as PAs. Below, each series is briefly explained.

In the *Professional Development Series*, students are introduced to the PA profession, health promotion/disease prevention, and the policies that guide healthcare delivery and public health in the United States. In addition, the series includes content on the PA in leadership roles, and the skills for continued professional development and lifelong learning.

The *Foundational Science Series* covers the topics of gross human anatomy, clinical physiology/pathophysiology, clinical sciences (microbiology and genetics), medical pharmacology, and pharmacotherapeutics. These courses provide a theoretical foundation for much of the rest of the curriculum; therefore these courses are sequenced in the early semesters.

The *Clinical Skills Series* provides instruction in the practical aspects of patient evaluation and the various clinical procedures that the physician assistant will perform, including history taking, communication skills, and physical examination. During these classes the PA student will practice techniques on classmates and utilize the various simulation trainers that will be available in the department to assist in skill acquisition and retention.

The *Clinical Nutrition Series* emphasizes the importance of nutrition in health care. The content of these courses is coordinated with the Clinical Medicine Series in order to emphasize the importance of nutrition in a patient-centered approach.

The *Clinical Medicine Series* constitutes a significant part of the didactic curriculum. These five courses cover the specific disease processes that the physician assistant will encounter in clinical practice. The courses are organized around a systems approach to medical education.

The *Clinical Practice Series* places students in a variety of clinical settings under the direction of a physician or physician assistant preceptor. The twelve clinical rotations consist of four weeks of full-time supervised clinical experience, and include:

- Family Medicine
- Internal Medicine
- Women's Health
- Pediatric Medicine
- General Surgery
- Behavioral Medicine
- Emergency Medicine
- Geriatric Medicine
- Public Health
- Specialty Selective
- General Selective 1
- General Selective 2

The final series is the *Research Series* that provides the opportunity for students to gain the knowledge and skills needed to complete the five steps of the evidence-based practice process and apply these skills to the practice of clinical medicine.

The sequence of the curriculum is integrated both horizontally and vertically to provide the foundation of knowledge and skills for students to apply in practice sessions, laboratories, simulations and ultimately during clinical rotations. For example, in the first two semesters, the curriculum emphasizes Foundational Sciences, Nutritional Sciences, and the beginning of the Clinical Medicine Series. These three content areas will be seamlessly integrated providing the opportunity to discuss simultaneously in different courses clinical medicine, pathophysiology, nutrition, and therapeutic intervention in the context of the disease process. This integration of the course series within each semester continues in the third and fourth semesters, when instruction in specific clinical skills using the simulators and trainers is provided. These semesters also include content on health promotion and health policy to prepare students for the clinical setting and their role in preventive medicine.

The evaluation of the curriculum will occur on a continual basis through the PA Program's Curriculum Committee. During each semester, there will be constant communication between faculty in order to optimize the integration of the content from one course to another. At the end of each semester and annually, the Curriculum Committee will analyze the outcomes, using data such as the results of student evaluations of courses/faculty, student performance in didactic courses and clinical rotations, exit interviews with graduates, PA national certification examination results, and interviews with preceptors and employers to determine clinical competence.

#### ***D. Adequacy of Computational Resources***

Computers will be available for all faculty and staff. The computers will be refreshed regularly in accordance with CHSP policy. Computers with appropriate software and audiovisual equipment will be available in each of the classrooms and laboratories. Computers with appropriate clinical software for practice will also be available in each patient simulation room. Although it is recognized that students tend to have their personal computers for use in class, there will also be a small number of computers available in a student lounge. The PA program will be supported by the CHSP and the University Information Technology departments.

#### ***E. Adequacy of Library***

The Ohio University Libraries currently support a comprehensive array of science and health-related disciplines. The PA students will have full access to online services that the libraries provide. In addition, the libraries provide document delivery services that will service the Dublin Medical campus. There is a specific health sciences librarian who provides support to health related programs on campus. The libraries will increase their holdings of specific PA references, and increase internet access to appropriate journals for the PA Program. There will also be a medical library on-site at the HCOM facility and the PA program will have small library with current reference texts on-site. All support systems that are available for the Athens campus students and faculty will be available for the PA students and faculty in Dublin.

### ***F. Adequacy of Laboratories/Equipment/Facilities***

As currently planned, the facilities for the PA Program will include approximately 15,000 ft.<sup>2</sup> of usable space. Two large classroom that seat at least 60 students, a 3000 ft.<sup>2</sup> wet laboratory and a 3000 ft.<sup>2</sup> skills laboratory are a significant segment of the learning environment. The wet laboratory will be used for preparing and observing microbiological specimens specifically related to clinical practice, as well as teaching clinical skills such as intravascular access, lumbar puncture and surgical/suturing techniques.

The skills laboratory will be utilized for teaching patient evaluation and intervention skills. The skills laboratory will also house the simulation trainers that will be available for the students throughout the day and evening. The availability of the skills laboratory will allow students to practice their skills throughout the didactic portion of the curriculum. There will be eight fully equipped medical office rooms for students to use to practice patient evaluation and intervention techniques potentially using standardized patients in a realistic setting. In addition, these rooms could be used for Objective Structured Clinical Examinations (OSCE).

The gross anatomy laboratory will provide for 15 dissection tables as well as lockers and restroom facilities for the PA students, and, we anticipate 4 for PA students for each cadaver.

The facility will have more than adequate space for faculty offices, a student lounge, student lockers, a learning resource room for the students and a 150 seat auditorium to bring multiple cohorts of students together. Although the program will start with 45 students per cohort, the plan is to increase the number of students to 60 after 5 years. Therefore, the facilities are being planned and built to accommodate 60 students with appropriate faculty and staff.

The equipment list is in Appendix C. All equipment necessary to practice skills are provided. In addition, most rooms will be outfitted with several monitors so that students have full view of the faculty and/or procedures from any vantage point in the room.

### ***G. Entry Level Graduate Degree Programs***

In addition to this analysis, for entry level graduate degree programs, academic quality assessment will focus on the adequacy of the answers provided in response to the following questions:

*i. Is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If so, is there a detailed listing of the specific differences?*

There are no undergraduate programs in physician assistant studies at Ohio University, or within the State of Ohio. There are several pre-professional undergraduate programs at Ohio University that may prepare undergraduates for the proposed MPAP. These pre-professional programs are distinctly different than the MPAP since they provide the necessary background and prerequisite courses necessary to apply to a PA program, but do not provide a PA curriculum.

Although the ARC-PA does not mandate that the physician assistant entry level degree be a master's degree for developing programs, they do make the

following statement in their accreditation standards. “Programs accredited prior to 2013 that do not currently offer a graduate degree *must* transition to conferring a graduate degree, which *should* be awarded by the sponsoring institution, upon all PA students who matriculate into the program after 2020” (ARC-PA, 4<sup>th</sup> Edition, 2013). Therefore, the accepted degree within the Physician Assistant profession for entry level physician assistant practice is the master’s degree.

*ii. Does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?*

Currently, the graduate level master’s degree is the entry level to practice and the terminal degree of the physician assistant profession. The curriculum is designed not only to provide the core theoretical basis required for the profession, but also to emphasize methods of inquiry that utilize the available clinical and scientific evidence to understand clinical cases. Evidence-based on sound research is intertwined into the curriculum to enhance the depth and breadth of the theoretical basis of the curriculum, which allows the physician assistant student to develop the knowledge and skills for the practice of clinical medicine as part of the physician – PA team.

The curriculum is designed with a series of sequential courses that provide the theoretical basis in the basic clinical sciences such as anatomy, physiology and pathophysiology, genetics, microbiology and pharmacology in the Foundational Science Series of courses (Appendix B). The students then begin the Clinical Medicine and Clinical Skills Series of the curriculum that transition from the basic clinical science foundation to recognition, diagnosis and treatment of specific disease processes in each body system. In these courses, the methods of inquiry emphasize a combination of traditional lecture augmented with independent and group case-based studies that allow practical application in both simple and complex cases.

Prior to beginning the clinical year, the students will complete the clinical therapeutics course which combines information learned regarding specific disease processes and utilizes “real life” scenarios in which patients have multiple health problems and socioeconomic issues that impact care. This course is designed to synthesize the information across courses in the curriculum in order to transition students to the professional practice year of the program.

Throughout the course of study, students will have opportunities to practice their skills in controlled settings through role-playing, use of standardized patients, practical examinations, and in the simulation lab. Interprofessional team teaching in the simulation lab will highlight communication and collaboration with other health professionals.

The summative evaluation of students will take place within 4 months prior to graduation and will consist of:

1. A written comprehensive examination created by the program, based on the program curriculum.
2. An OSCE that will include an assessment of the student’s clinical skills, application of medical knowledge through clinical decision-making, interpersonal communication skills and professional behavior.

If a student does not pass one or more of the summative evaluation components, the program's faculty and Student Progress Committee will help the student identify areas of knowledge/skills/behavioral weakness and develop a remedial plan, followed by repeat testing.

Entry level graduate education for medical professionals is based on specific competencies in basic medical sciences and clinical sciences that are dictated by accrediting organizations. Each course has a syllabus that outlines instructional objectives that are informed by the accreditation standards as well as course outcomes to guide student learning (Appendix D). Appropriate course examinations and course experiences allow the professors to determine if the student is proficient in clinical decision-making and problem-solving. Effectiveness of the courses in meeting these learning objectives and outcomes will be determined based on data from student evaluations, student performance, faculty observations, preceptor and graduate surveys and Physician Assistant National Certifying Exam (PANCE) outcomes.

*iii. Does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?*

The program's curriculum has been carefully developed to foster the development of critical decision making skills. The graduating clinician must be competent in providing high quality patient care dependent on their ability to reason, think and judge. The curriculum focuses on developing the student's core knowledge and decision making skills during the didactic phase through faculty mentoring, clinical simulations, interaction with standardized patients, supervised practice labs, and case based exercises. Students are introduced to the concepts required for recognizing patterns of illness, developing a differential diagnosis, choosing and interpreting diagnostic studies, and determining management plans throughout the course series described earlier.

In addition, students learn to critically analyze current literature, and determine the credibility of the sources, through an early introduction to evidence-based medicine and information literacy in the first semester of the program in PA 5110 – Introduction to the Physician Assistant Profession. During the fourth semester, in preparation for the research project, the students gain further experience in critical thinking during PA 6210 – Evidence-Based Critical Inquiry. Through the application of evidence-based practice, the students reflect on concepts that they have covered previously as they prepare for their culminating research project.

During the clinical year, students will be mentored by qualified clinical preceptors who will help refine their clinical decision making skills in the clinical practice setting. Students will be encouraged by didactic and clinical faculty to use the skills of evidence-based critical inquiry in order to develop a commitment to life-long learning. This commitment ensures that the practicing PA is able to evaluate their practice patterns to adapt to changes in medicine and continually improve their clinical practice skills.

The program will also require all students to take part in interprofessional learning/practice experiences that will occur within the program facilities as well as with the Heritage College of Osteopathic Medicine and OhioHealth Simulation

Centers. Students will work in teams to learn from simulated patient interactions. Not only will their skills be assessed, but their ability to problem-solve and communicate with other health care professions students will be evaluated. Collaboration with other health professionals will also be stressed in the clinical practice series through discussions that include patient referral and rehabilitative, palliative, hospice, and end-of-life care.

The importance of teaching clinical decision making and critical thinking is emphasized by the accrediting agency for PA education, the ARC-PA, through the following definition of the physician assistant and accreditation standards:

- “Within the physician-PA relationship, PA’s make clinical decisions and provide a broad range of diagnostic, therapeutic, preventive and health maintenance services.”
- Standard B1.07 states that, “The curriculum *must* include instruction related to the development of problem solving and medical decision-making skills.
- Standard B2.10 states that, “The program curriculum *must* include instruction to prepare students to search, interpret and evaluate the medical literature, including its application to individualized patient care.” (ARC-PA Accreditation Standards, 4<sup>th</sup> ed, 2013)

*iv. Is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?*

The curriculum for the Ohio University Physician Assistant Program has been designed to ensure that the students not only have a clear understanding of the practice of clinical medicine, but are also aware of issues and concerns related to the discipline. The curriculum is based upon the three source documents listed below, which reflect the breadth and depth of the PA role and requirements for PA education.

The ARC-PA’s Standards for Accreditation (1) provide requirements for the development of a PA curriculum that encompass the key areas of clinical practice, as well as professional practice in its context of the social sciences, the public health system, health policy, legislation, and research.

The National Commission of Certification of Physician Assistants (NCCPA) also publishes its certification exam “Content Blueprint” (2) which “organizes content into organ systems and the diseases, disorders and medical assessments physician assistants may encounter within those systems as well as the knowledge and skills physician assistants should exhibit when confronted with those diseases, disorders and assessments.” The Blueprint provides a reference point for the PA Program’s didactic curriculum and expectations of clinical rotations.

In addition, the four physician assistant organizations have collaborated to develop a list of “Competencies for the Physician Assistant Profession.” (3) The four organizations include:

- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

- Physician Assistant Education Association (PAEA)
- National Commission on the Certification of Physician Assistants (NCCPA)
- American Academy of Physician Assistants (AAPA)

This document serves as a guide in addition to the ARC-PA standards for physician assistant education to ensure that all professional competencies are being addressed in the curriculum.

Throughout the curriculum, in addition to courses dedicated to the practice of clinical medicine, students participate in a series of courses designed to prepare them to address the issues they will face in clinical practice.

- PA 5110, "Introduction to the PA Profession," provides students with an understanding of the history of the PA profession and the evolving role of the PA in the healthcare system.
- PA 5130, "US Healthcare Systems, Policies and the Public Health," explores national, state and local laws, regulations and policies related to the health care system and PA practice.
- PA 5150, "Concepts in Leadership and Management for the Physician Assistant," provides students with a foundation to understand and appreciate the principals of leadership and management in context of clinical settings and in the community.

In addition to preparing the student to meet the needs of the physicians and institutions that will employ them upon graduation, this series of courses provides a foundation that will help prepare and guide the PA student to assume leadership roles within the profession and in clinical practice.

The didactic curriculum also includes a series of courses in clinical nutrition that will serve as companion courses to the clinical medicine series.

- PA 5410 - Clinical Nutrition Therapy I, explores the role of foods and nutrients in the prevention and/or treatment of disease.
- PA 5420 – Clinical Nutrition Therapy II and PA 5430 – Clinical Nutrition Therapy III are taught concurrently with the clinical medicine series in semesters 2 and 3.

Therefore, the role of nutrition in clinical medicine will be integrated directly with topics being taught in the clinical medicine series in which the student will learn to identify, analyze and synthesize information from the medical history, physical exam, and clinical laboratory results to formulate a plan for nutritional intervention for individuals across the lifespan.

- The fourth and final course in the nutrition series, PA 5440 – Clinical Nutrition Therapy IV, is a companion course to PA 5550 – Clinical Therapeutics and deals specifically with food and nutrient interactions with prescription, nonprescription and herbal supplements.

Finally, the program has developed a required clinical practice experience in public health.

- PA 6107 – Clinical Rotation – Public Health is designed to provide patient care experience in a public health setting and allows the student the opportunity to educate patients from a variety of socioeconomic and cultural backgrounds about health risks and behaviors. This rotation requires students to draw on their knowledge obtained in the didactic year of epidemiology, nutrition and health promotion and utilize it in caring for patients in local and state health agencies and community medical clinics.

*v. Is there an adequate description of the required culminating experience such as an exit project (which would not necessarily be a research experience)?*

The PA curriculum includes a culminating experience in the form of a research project that provides the opportunity for the students to gain the knowledge and skills needed to complete the five steps of the evidence-based practice process. In consultation with their faculty mentor for the research project, the project requires the following:

1. Students formulate a focused clinical question that is directly applicable to clinical practice.
2. Students then conduct an extensive review of the literature and critically appraise the evidence for quality of study design and the applicability to answering the question.
3. Students then synthesize the information gathered and integrate the new knowledge with clinical expertise provided through the faculty and clinical preceptors.
4. Students complete the process by evaluating what they have done and determining ways that the process could have been improved upon.
5. Finally, the students will prepare an oral presentation that will allow them to articulate their findings to their peers, faculty, and available clinical preceptors during their 7<sup>th</sup> semester in the program.

The necessary instruction and mentoring is provided during PA 6210 - Evidence - Based Critical Inquiry, which takes place during the fourth didactic semester, prior to the beginning of clinical rotations. The skills of critical review of the literature and the practice of evidence-based medicine are developed. During the next three semesters, the students participate in PA 6220 – Scholarly Inquiry and Research I, PA 6230, Scholarly Inquiry and Research II, and PA 6240 – Scholarly Inquiry and Research III. These courses are taught concurrently with the clinical rotations which provide the experience from which the clinical question will be generated. The ability to be competent in the evidence-based process is crucial because it reinforces the rationale behind clinical decision-making as the students critically analyze the literature and then apply it to their clinical practice.

*vi. Does the proposed program identify faculty resources appropriate for the research component of the program?*

The College of Health Sciences and Professions and the School of Rehabilitation and Communication Sciences have committed to supporting a doctorally prepared faculty position for the PA Program. This position will have primary

responsibility for developing and teaching the research component of the PA curriculum. In addition, the CHSP and HCOM are exploring additional opportunities for interprofessional collaboration on research between HCOM faculty and the Physician Assistant Program.

*vii. Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?*

In order to ensure competency, each course in the curriculum has a defined set of learning objectives as well as course outcomes that are clearly stated in the syllabi. Students will be evaluated through course exams, quizzes, course assignments, and clinical skills evaluations. Several of these clinical skills evaluations will be conducted using patient simulation experiences. The training simulation models will be available for students to practice, so that their clinical skills can be assessed and improved frequently. For courses that involve a clinical practice experience, students will also be assessed based upon feedback from clinical preceptors.

Clinical experiences are designed to follow ARC-PA standards and to provide experiences that cover the majority of settings in which PA's will practice as well as cover all age groups within the lifespan. In addition, our program has added non-required clinical rotations in public health and geriatrics for all students. Although we will emphasize primary care, specialty clinical rotations will be provided that meet the standards as well as student needs.

The program's summative evaluation plan is described in detail above in response to question "ii". Within four months of completing the PA Program, students must pass a comprehensive multiple choice exam (based on the NCCPA Blueprint) and an OSCE, which involves assessment of students' knowledge, clinical skills, communication and professionalism.

The combination of a rigorous, well-constructed curriculum, frequent assessment of student progress, opportunity for practical application during the didactic phase simulations and clinical year rotations, research project, and summative evaluation will ensure that students are competent to enter clinical PA practice upon graduation.

Please refer to the PA Program's response to question "iv" above for information about the three primary source documents used to develop the curriculum. The documents include:

- the "Competencies for the Physician Assistant Profession"
- the NCCPA "Content Blueprint"
- the ARC-PA Accreditation Standards

Curriculum development also used the following resources:

- Curriculum Survey data reported by PAEA
- The Program Director's knowledge gained from his prior experience in PA education and his attendance at PAEA meetings and ARC-PA workshops
- The Program Director's networking with other PA educators in Ohio and nationally

- Input from the PA Program's consultant, who has over 35 years of experience in PA education and accreditation. (refer to consultant's letter in Appendix E)
- Input from the program Advisory Committee and the clinical experience of physician assistants consulted during the process of curriculum development.

*viii. What plans have been made to address standards and guidelines for professional accreditation, if applicable? What are the core courses required for the program?*

The ARC-PA Standards consists of five major sections:

- Section A – Administration (sponsorship, program personnel, and operations)
- Section B – Curriculum and Instruction
- Section C – Evaluation (ongoing program self-assessment, student evaluation, and clinical site evaluation)
- Section D – Provisional Accreditation
- Section E – Accreditation Maintenance

The program's development has included attention to each section of the Standards, which is reflected in this document and will be the focus of the feasibility study and program application required by the ARC-PA. Resources, policies and procedures, curriculum, instruction, student assessment, clinical site assessment, and program evaluation have all been planned for a successful accreditation outcome.

The Ohio University PA Program is scheduled for its first provisional accreditation site visit in November 2014. Preparation for this visit includes the program completing a feasibility study that is due in May of 2014, followed by the submission of the program application in August 2014. Facilities, resources, equipment, faculty and resources have been systematically planned and are currently being executed as we have previously mentioned.

As described above in the Program's responses to questions "iv" and "vii," the curriculum has been developed to ensure that it aligns with the ARC-PA Accreditation Standards, and it will be mapped to ensure integration of the NCCPA Content Blueprint topics and the Professional Competencies.

All courses within the Ohio University PA Program are designed to meet specific requirements as set forth by the Accreditation Standards of the ARC-PA. The Standards specifically state that "The curriculum must include core knowledge about established and evolving biomedical and clinical sciences as well as application of this knowledge to patient care." (Standard B1.02).

The courses within the program that meet this definition are: PA 5510: Clinical Medicine I, PA 5520: Clinical Medicine II, PA 5530: Clinical Medicine III, PA 5540: Behavioral Medicine and PA 5550: Clinical Therapeutics. The description of these courses can be found in Appendix F. The curriculum is carefully constructed to provide instruction and assessment of students' knowledge, skills

and professional behavior in each of these required areas. Other sections of the Standards pertaining to curriculum include requirements for instruction in:

- Intellectual honesty and professionalism
- Providing medical care to patients from diverse populations
- Development of problem solving and medical decision-making skills
- Preparation to work collaboratively in interprofessional patient centered teams
- Medical sciences to include anatomy, physiology, pathophysiology, pharmacology and pharmacotherapeutics, and genetics
- All organ systems, including patient evaluation, communication skills, diagnosis and management
- Social and behavioral sciences
- Information literacy
- Health care delivery systems, health policy, and public health
- Professional practice issues, including history of the profession, patient safety, medical ethics, reimbursement for care, and the laws/regulations pertaining to PA practice.

#### ***H. Professional Graduate Degree Program***

In addition to the analysis given in the first paragraph above under Part A, Section II.B.1.a for professional graduate degree programs, academic quality assessment will also focus on the adequacy of the answers provided in response to the following questions:

*i. What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter of recommendation, and personal statements of purpose, are relevant to assess the potential for academic and professional success of prospective students? Will there be special consideration of student experience and extant practical skills within the admission process? If so, please elaborate.*

The Advisory Committee for the Ohio University Physician Assistant Program has recommended that in addition to the traditional required items listed above, to be eligible to apply for the physician assistant program, applicants must meet the following criteria:

- GPA: Applicants must have a Bachelor's degree in any major from a regionally accredited institution with a minimum cumulative (GPA) of 3.0 on a 4.0 scale, and a prerequisite math/science grade point average (GPA) of 3.0 on a 4.0 scale
- Academic Prerequisites: Abnormal Psychology or General/Behavioral Psychology, Biochemistry, Biology, College Algebra, Gross Human Anatomy, Human Physiology, Inorganic and Organic Chemistry, Medical Terminology, Microbiology, and Statistics.
- Clinical Prerequisite: A minimum of 500 hours of direct patient care experience (within the past 10 years) including 40 hours of shadowing a PA. Direct patient care experience can be achieved

either through full-time or part-time employment as well as volunteer service.

- On Campus Interview: Selected applicants will be invited to participate in an on campus interview prior to program selection. The purpose of the interview is to provide an opportunity for the admissions committee to meet the applicant to clarify any questions that may arise from the review of the application and to evaluate the candidate. Interview questions will focus on the candidate's potential for success in the program and fulfilling the mission of the program. In addition, this provides an opportunity for the applicant to ask any clarifying questions to become more informed about the program.

As noted above, there is a requirement for a minimum of 500 hours of direct patient care experience, however, there are currently no special considerations regarding the type of experience as it relates to selection of students. In addition, there are no skills assessments required for admission.

*ii. Is field/clinical experience subsumed within the academic experience? If so, how does that experience relate to the academic goals of the professional graduate degree program? Provide a description of the involvement of supervisory personnel. Describe the nature of the oversight of the field/clinical experience by the academic department. Provide an outline of the anticipated student activities as well as student requirements.*

The clinical experiences are subsumed within the degree program and will constitute the last 3 semesters of the program. One of the program goals is to educate physician assistants to practice evidence-based, patient-centered, quality healthcare with experiences in medically underserved communities. Beginning the 5<sup>th</sup> semester, students will participate in a series of 12, four-week clinical rotations in a variety of clinical specialties that will include experiences in clinics, institutions and practices that address the needs of the medically underserved. The clinical rotations include the following: Family Medicine, Internal Medicine, Women's Health, Pediatric Medicine, General Surgery, Behavioral Medicine, Emergency Medicine, Geriatric Medicine, Public Health, a Specialty Selective Rotation, and General Selective Rotations 1 and 2.

During these rotations, students apply the knowledge and skills they obtained during the didactic portion of the program through a series of supervised clinical experiences. Qualified physician assistant or physician preceptors serve as role models for the student, guiding and teaching students to refine their skills in history taking, physical examination, effective communication, diagnostic, patient assessment, management plan development and medical records.

Qualified preceptors will be identified by the program's Director of Clinical Education who will base this decision on the certifications, academic preparation, clinical experience, student and faculty evaluations (when available), and past experience with the clinical site. In addition, each student will be assigned to a program faculty member who will monitor

the student's progress during the rotation through weekly assignments, discussion of rotation relevant clinical topics, review of rotation evaluations, and communication with the clinical preceptor.

Each rotation has specific learning objectives and outcomes that are clearly delineated in the course syllabi and these will be assessed by a written and practical end-of-rotation examination developed by and administered by the program. Preceptor evaluations will be gathered at mid-rotation and end-of-rotation to provide feedback to the student and opportunities to improve performance.

Clinical sites and preceptors will be evaluated by program faculty according to established program criteria through regular clinical site visits. In addition, at the completion of each clinical rotation, the clinical site and preceptor will be evaluated by the student based upon their own individual experience. Student logging of clinical encounters will be monitored to ensure that sites are providing the required patient populations and clinical experience for students.

*iii. Are the faculty qualifications associated with the professional graduate degree program appropriate for such faculty? Provide the specific qualifications for such faculty.*

At least two principal faculty members must have at a minimum a master's degree clinically relevant to physician assistant practice which has been determined by the PA profession to be terminal degree for the profession. The expectation is that these faculty will have advanced clinical knowledge and experience in various clinical specialties and have experience in teaching. Principal faculty members in addition to the required physician assistants must have advanced degrees in a field or discipline for which they are teaching. These faculty should be experts in their field and have previous academic background.

Adjunct faculty members must have at a minimum a master's degree in a relevant field. Guest lectures may be provided by PAs without a master's degree who have extensive experience in a related field; however, they would not be a full-time faculty member or hold full-time employment within the program.

It is anticipated that most faculty within the PA program will be clinical track faculty. These faculty members may be involved in research that derives from their primary assignment in clinical teaching and professional service. Continued appointment and advancement in rank will be based on performance in teaching, scholarship, and service. Faculty in the PA Program will hold academic rank and be afforded privileges that are comparable to other faculty in that rank within the College of Health Sciences and Professions.

*iv. How does accreditation by the appropriate professional organization relate to the academic curriculum and experience outlined in the program plan? Describe the specific aspects of the program plan, if any, that are necessary to achieve*

*professional accreditation. Is completion of the degree program required for professional accreditation in the field?*

Standards of accreditation have been established by the ARC-PA. The ARC-PA will conduct a provisional accreditation site visit for the program in November 2014. Two additional subsequent evaluations of the program will occur prior to receiving full continued accreditation. The first is within six months prior to graduation of the first class; a second is within 12 months after the first class graduates to ensure program compliance as well as to evaluate program outcomes.

The ARC-PA Standards are referenced throughout this document, and were key reference points in the program development, including curriculum, admissions policies, resource development, and plans for program evaluation.

Although state requirements for licensure to practice vary, all require successful completion of an accredited PA program and successful passage of the PANCE exam. In Ohio, applicants must also possess a graduate degree and be able to successfully pass a criminal background check. The master's degree to be offered by Ohio University for PA graduates will be appropriate for the licensure requirement in Ohio

*v. How are theory and practice integrated within the curriculum?*

The curriculum is designed in a systems-based, building block format. The first semester is designed to lay the foundation for the clinical medicine and clinical practice series. These foundational courses include anatomy, physiology-pathophysiology, microbiology and genetics.

Beginning the second semester and continuing through the 4th semester, students will begin a clinical medicine course series (PA 5510, PA 5520 and PA 5530). The clinical medicine series builds upon the content in the foundational science series. During the clinical medicine series the concepts of anatomy, pathophysiology, microbiology, and genetics are applied and integrated into the discussion of the various diseases and conditions. For example, congestive heart failure is discussed in the context of the anatomical changes in the heart, the pathophysiology of the renal system, and the effects on the physiology of the pulmonary system. This intentional design requires the students to review and synthesize the information from the foundational courses as they develop a thorough understanding of the complexity of patient diagnoses.

The companion courses/topics in pharmacology, medical nutrition and clinical skills that are being taught concurrently with the clinical medicine courses prepare the student for clinical practice by integrating an understanding of the theory underlying therapeutic interventions as the students learn about the disease processes. These courses combine traditional lecture with clinical case-based application of topics in order to emphasize the integration of clinical practice and theory. During the 4<sup>th</sup> semester, PA 5550 – Clinical Therapeutics course, students sharpen their clinical reasoning skills that enable them to utilize quantitative

decision making, differential diagnosis, analytical reasoning and therapeutic management to begin the transition from classroom to the clinical practice environment.

As discussed earlier in this proposal, theoretical knowledge is reinforced during the didactic phase through laboratories, practice groups, and simulations. Some of these experiences include student interaction with standardized patients to bring an element of “real” clinical encounters.

Beginning the 5<sup>th</sup> semester, the students will begin twelve months of supervised clinical practice experiences. As previously described and listed, the variety of clinical rotations provide patient care experiences across the life span and in multiple medical specialty areas. It is through these experiences that students will begin to take the information learned during the didactic portion of the program, and, as they see patients will begin to build on their knowledge with experiences and exposure to various patients. As they progress through their rotations, students will begin to adapt their skills and knowledge to meet an individual patient’s needs. At the conclusion of each rotation, students will be evaluated by a clinical preceptor, complete a board style examination as well as a skills assessment based upon the content required for the rotation.

*vi. What is the national credit hour norm for this degree program in your field? How was this norm derived? Is the number of credit hours required for graduation influenced by mandated professional experiences? If so, how?*

The PAEA does not publish a credit hour norm for physician assistant programs, but it does report program length. The large majority of PA programs are 24 months or longer, and 36% percent of programs are 27 months or longer. The national mean is 26 months in length. The OU PA program is 27 months.

In Ohio, the mean for all ARC-PA accredited programs is 97.25 credit hours. The OU PA program will require 110 credit hours. This number was determined to be a true reflection of actual faculty/student contact hours within the program based on University standards. It is important to note that content of the program is driven by accreditation standards, as well as the needs of society. However, how that content is delivered is the prerogative of the individual programs. The following table depicts the number of credit hours required by Ohio PA programs.

<u>Ohio PA Programs</u>	<u>Semester Hours</u>
Baldwin Wallace University	97
Cuyahoga Community College	95
Kettering College	95
Lake Erie College	112
Marietta College	104
Mount Union	100
Ohio Dominican University	94
University of Findlay	114
University of Toledo	79
University of Dayton (seeking accreditation)	100
Proposed Ohio University PA Program	110

The Ohio University PA program will have neither the lowest nor the highest number of credits in Ohio. In general, PA programs have considerably more credit hours than traditional master's programs; however, the credit hours are in line with many professional entry-level master's degrees.

In an effort to meet the standards set forth by the ARC-PA, the NCCPA Content Blueprint and current professional practice standards, we have developed a series of courses to help us meet this objective. These series include professional development, foundational sciences, clinical skills, clinical medicine, clinical nutrition, research and clinical practice. This results in 74 semester hours of didactic and 36 semester hours of clinical practice education (Appendix G).

Credit hours within the PA program are based on one credit being equivalent to 15 hours of lecture time per semester for all courses except those included in the Clinical Practice Series of the PA program. There is no known equivalency or recommendation for calculating credit hours for clinical practice rotations. We have elected to use 0.75 credits for each 40 hour week of the 4 week rotation, or 3 semester hours per rotation.

*vii. Describe the required culminating academic experience and how it will contribute to the enhancement of the student's professional preparation.*

The ultimate culminating academic experience for the physician assistant student is the year of clinical rotations. Through the experience with the clinical preceptors, the weekly discussions with the faculty, and the assessments at the end of each clinical rotation, the students have multiple opportunities to enhance their professional preparation. The overall assessment of the student's preparation, which occurs during the last 4 months of the program, is composed of a comprehensive written examination that is modeled after a licensing board examination, an OSCE to evaluate their clinical preparation, and an evidenced based research project (which was discussed previously). These three assessments of the professional preparation for clinical practice address the depth and breadth of their scientific and clinical knowledge, the ability to use critical thinking to solve patient problems, and their ability to independently and critically assess the available evidence to answer clinical questions. The combination of these assessments assures the student and the program that the student is prepared for the practice of clinical medicine.

## **II. Need**

*a. Student interest and demand, potential enrollment, ability to maintain the critical mass of students.*

In 2011, there were 3.5 qualified applicants per seat available in physician assistant programs that utilized the Centralized Application Service for Physician Assistants (CASPA, 2011 data). From 2002 to 2011, the total number of

applicants has increased from about 17,000 to nearly 100,000 in the programs that utilize CASPA. The average number of applicants per program was 759 as of 2011. These data clearly show there is strong and growing student interest in the physician assistant profession.

The Ohio University program will admit 45 students in each class, which is about the average class size for physician assistant programs nationally. As noted in the Program Development Plan (PDP) we performed a survey of students at Ohio University who were enrolled in Exercise Science, Psychology, or Biological Sciences (Appendix H). A total of 162 students replied to the survey that was sent to 1,718 students and the responses were equally divided among freshman, sophomores, juniors, and seniors. Sixty-seven students (41%) indicated that the PA profession was either their primary career choice, or that they were very interested in PA studies. An additional 32 students (20%) indicated a moderate interest. A total of 67% of responding students stated if they were accepted to OU's program, they would probably or be very likely to attend. Therefore, the interest is already present within the current student body at Ohio University.

*b. Institutional need, plan for overall development of graduate programs at the proposing institution.*

The College of Health Sciences and Professions was academically restructured in 2010 in order to refocus our core mission on health and wellbeing. Over the past 3 years, this has positioned us as a national model for health professions education, scholarship, and service across a wide array of disciplines. During the restructuring process, the University administration specifically charged the College with the goal to enhance the existing programs and to target expansion of programs that would complement the existing programs in the new College of Health Sciences and Professions. The Physician Assistant Program is a perfect fit in that it offers a professional graduate program that Ohio University students desire, and it helps to build further collaborations with the HCOM.

The College currently has several professional graduate programs that have outstanding outcomes with regard to success on professional licensure examination. These programs include: Doctor of Audiology, Master of Speech-Language Pathology, Doctor of Physical Therapy, Master of Athletic Training, Master of Science in Nursing, Family Nurse Practitioner, Acute Care Nurse Practitioner, Master of Health Administration, Master of Social Work, and Master of Public Health. It is clear that the Master of Physician Assistant Practice is a natural complement to the existing programs at Ohio University.

*c. Societal demand, intellectual development, advancement of the discipline, employment opportunities.*

These aspects of the need for a Physician Assistant program at Ohio University were addressed in the PDP that was previously submitted and are reproduced here.

Factors that have and will continue to influence PA job growth include pressures to reduce health care costs, projected physician shortages along with retirement of current providers, reduction in physician hours, and mandated decreased work hours for physician residents.

Within the next decade, experts predict a national shortage of more than 91,000 physicians, including 45,000 primary care doctors. (4) During the same period, the number of Americans older than 65, the population segment most reliant on health care services, is projected to increase by 36%. Federal health care reform is expected to provide health care coverage for some 32 million uninsured Americans, including more than 1.3 million in Ohio (12%) (5), by 2014.

It is expected that mid-level providers, such as the PA and the Nurse Practitioner (NP), will be necessary in order to fill the void in medical services. According to an article in *American Medical News* the number of physician assistants has grown from 40,469 in 2000 to 83,466 in 2010. (6) The U.S. Bureau of Labor Statistics projects that the number of PA positions will increase by 30% from 83,600 in 2010 to 108,300 in 2020.(7) Job prospects are especially bountiful in the rural and inner city areas.

However, in spite of the fact that the physician assistant profession has experienced tremendous growth, the percentage of those in primary care has actually decreased from 51% in 2000 to 31% in 2010 (6), most probably due to the decrease in primary care physicians. Therefore, there is a particularly robust need for the PA in primary care.

The Health Resources and Services Administration's (HRSA) Bureau of Health Professions has recognized the role that PA's will play in improving access to care and reducing health expenditures by providing multiple sources of funds for primary care providers, including PA's. In fact, in the 2014 budget request from HRSA of the Department of Health and Human Services it is stated that the goal over the next 5 years is to increase the number of primary care PA's by 1,400. (8)

HRSA has estimated that about 60 million American people are living in areas designated as primary health professional shortage areas (HPSA's). Ohio ranks among the worst nationally (34<sup>th</sup>) (9) with 120 HPSA's. (10) However, when comparing the number of PA's per 100,000 population across the states, Ohio ranks 8th from the bottom with 17 Physician Assistants per 100,000 population (11) while the average in the United States is 27/100,000. The states below Ohio are Mississippi (4), Alabama (8), Arkansas (9), Missouri (15), Indiana (15), New Jersey (15), Hawaii (16) and Louisiana (16). For comparison, more rural states such as Alaska (75); South Dakota (65); Montana (62); and Maine (49) have more PA's to deliver care. Upon looking at neighbors, Pennsylvania has 36, West Virginia has 34; and Kentucky has 22. Ohio ranks among the worst (38th nationally) in the number of nurse practitioners with 47 NP's per 100,000 population (12) while the US average is 58. Clearly, the number of mid-level providers in primary care needs to increase to cover the health care needs of the state population.

Because PA programs are accredited, many features of the programs and curriculum are similar. The distinguishing feature of Ohio University's PA program is the fact that we will focus on primary care, particularly in urban and rural underserved areas, which serves the mission of the College of Health Sciences and Professions. We will attempt to place every student in a primary care, a geriatric, as well as a public health setting for three of their rotations to further this goal. One cohort of about 15 students each year will be admitted who will do

most of their rotations in a rural/underserved area in Appalachia. We will specifically recruit students from Appalachia and underserved areas.

Finally, medical students and PA students will have some of their didactic content together, particularly in clinical medicine around problem-based cases, to foster the experience with interprofessional care. During clinical rotations, in as much as possible, medical students and PA students will be paired to develop the concept of team-based care from the onset. Besides providing the foundation for interdisciplinary practice, this intentional design is meant to decrease the stress on an already burdened health care system in the training of health care professionals.

*d. Scope: local, regional, and national needs; international need.*

In order to address the perception of need in this region of the United States, we performed a survey of Physician Assistants, MD's, and DO's in the states of Ohio, West Virginia, and southeastern Kentucky. The actual results from the entire survey and the state of Ohio are included in Appendix I, but only the results from the state of Ohio will be summarized here.

A total of 336 PAs, 214 MDs and 355 DOs responded to the survey. We were very pleased with the substantial number of responses that we received; however, it represents only 10% of PA's, 9% of MD's, and 15% of DO's who received the survey in Ohio. We intentionally sent out a large number of surveys in order to cast a wide net, knowing that most health care providers have very little time to complete surveys such as this. This low response rate might cause one to question the validity of the data, but as the reviewer from the Ohio State University stated in their response to the Program Development Plan, even if more clinicians responded, the results would likely not change.

Most respondents (742/905 or 82%) indicated that there will be a need for more PA's in the next decade. Seventy-one percent (638/904) indicated current programs should expand to meet the needs for PA's; 552/887 (62%) indicated that there is a need for an additional PA Program in Ohio (15% answered other and for the most part that was "I do not know"). A high number (600/900, 67%) indicated that they would consider hiring a graduate from Ohio University PA Program (many answered unsure or not able to make that decision); and 743/888 (84%) indicated they would be willing to be involved in the program with 347 saying they would be willing to be a clinical preceptor.

It is clear that the PA profession is a crucial part of health care delivery in the United States. An increase in the number of PA's especially those filling the need in primary care, as the Ohio University PA program proposes, will have a significant effect on meeting the health care needs locally and throughout the nation.

Although some PAs practice internationally, there is no precise data on the number or location. PA educational programs have had a modest growth spurt internationally, but they focus on the preparation of PAs who will practice in their own countries. PAs who deliver health care internationally are most likely to be associated with mission groups, non-governmental organizations (NGOs) and

response to natural disasters and/or war. As a result, there is insufficient evidence to assess the international need for PAs.

### III. Access and Retention of Underrepresented Groups

*a. Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.*

The College of Health Sciences and Professions has committed to establishing relationships with historically black colleges and universities. This includes the eight historically black colleges and universities that comprise Ohio University's Interlink Alliance Partnership. These institutions include Wilberforce and Central State Universities in Ohio as well as 6 other institutions in Virginia, the Carolinas, and Georgia.

The undergraduate programs at Ohio University have excellent support for multicultural students and, of course, we intend to recruit from our undergraduate programs. A few examples include the following:

- Fall visitation programs during which students are brought to the campus for 2 days and all expenses are paid
- Ohio Up-Close programs which include all prospective students; however, multicultural students have additional roundtable discussions regarding services available at Ohio University
- Attendance at National Hispanic College Fairs throughout the country
- Partnerships with inner city schools with highly multicultural populations
- The Templeton Scholars Program for talented students from disproportionately represented populations.

The University offers several opportunities for underrepresented graduate students to acquaint themselves with Ohio University including the Multicultural Visitation Program. There is also funding from Graduate College for prospective students to travel to Athens and meet program faculty/students, and for faculty to travel to fairs/meetings that are likely to be good recruitment venues. We are also currently working with the College's Assistant Dean for Student Services to develop specific recruitment strategies for graduate students from traditionally underrepresented groups.

The Office of Multicultural Programs offers support systems to address academic, social, and individual needs of minority students. The performance and retention of all students will be monitored regularly by the PA Program's Student Progress Committee through test results, evaluation forms, feedback from instructional faculty and individual requests for assistance. When a student has difficulties in knowledge, skills or behavior during a course or clinical rotation, the student will promptly meet with his/her faculty advisor. The faculty advisor is charged to help the student assess the issues and formulate a plan. Plans may include the following:

1. Referral for personal counseling
2. Referral for academic skills enhancement

3. Meeting with a course director or instructor for clarification of knowledge/skills issues
4. Tutoring by faculty and/or peers
5. Deceleration may be considered on a case-by-case basis to allow more time for learning and synthesis of materials.

b. Provide as background a general assessment of:

- i) Institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline.

The demographics of underrepresented groups at Ohio University are quite similar to the demographics of the PA profession (Tables 1 and 2). Of the nearly 84,000 physician assistants in the US, 61% are women, and 66% are white (Table 2). Only 5% or less are from other racial/ethnic backgrounds, although 19% of PA's did not identify race/ethnicity. The demographics of the total student population at Ohio University are similar to the PA profession in that only 4.5% of students (Table 1) are identified as black and 81% are white. The demographics of all graduate students including medical students shows that 69% are white, 6% are black, and 2% or less are Asian, Hispanic, or more than one race/ethnicity.

Table 1: Student Enrollment by Race and Rank- Fall 2010 (*Athens Campus Only*)

	Fresh	Soph	Junior	Senior	Special	Master	Doct	Medical	Total	%
African Am.	197	180	180	180	3	133	41	47	958	4.5%
Asian	30	21	27	35	4	33	7	45	212	1.0%
Caucasian	4,151	3,232	3,040	4,102	70	1,931	473	345	17,404	81.6%
Hawaiian/Pac	5	3	9	6	0	1	0	0	24	0.1%
Hispanic	123	83	95	106	1	56	18	22	504	2.4%
International	215	167	166	187	7	427	322	0	1,491	7.0%
Native Amer.	6	9	17	9	1	8	3	8	61	0.3%
> 2 Races	110	64	64	89	2	39	14	0	382	1.8%

Table 2: National PA Statistics (AAPA, 2010 Annual Report)

Gender	Number	%
Women	51,228	61%
Men	31,420	39%

Race/Ethnicity	Number	%
African American	3,536	4%
Asian	4,000	5%
Caucasian	54,866	66%
Hispanic	3,962	5%
Native American	618	0.7%
Other	374	0.3%
Unknown	16,111	19%
Total	83,466	100%

ii) Compare underrepresented groups degree recipients from the department and university at all levels compared to national norms. Supply data by group where available.

The demographics for graduate degrees received from the Ohio University College of Health Sciences and Professions (CHSP) are quite similar to the numbers reported by the PAEA as it relates to physician assistant graduates. (Tables 3 and 4). In 2011, of the nearly 5,017 physician assistant graduates reported by 120 programs, 86% were white, 4.7% were black, 6.5% were Asian, 1.6% were other Asian, 1.0% were American Indian/Alaskan and 0.2% were native Hawaiian. In 2011, of those who received graduate degrees from CHSP, 83.4% were white, 3.5% were black, 5.5% were international students, 3% were Asian, 0.5% claimed two or more races, 2% were Hispanic and 2% were unknown.

Table 3: Ohio University College of Health Sciences and Professions  
Graduate Degrees Received by Race/Ethnicity 2011

	<b>Student</b>	<b>%</b>
African American	7	3.5%
Asian	6	3%
Caucasian	166	83.4%
Hispanic	4	2%
International	11	5.5%
2 or More Races	1	0.5%
Unknown	4	2%
<b>Total</b>	<b>199</b>	<b>100%</b>

Table 4: National Race/Ethnicity of PA Program Graduates 2011 (PAEA)

	<b>Programs Reporting</b>	<b>Students</b>	<b>%</b>
African American	89	235	4.7%
Asian	94	327	6.5%
Caucasian	118	4,315	86%
Hawaiian	11	11	0.2%
Native American/ Alaskan	29	51	1.0%
Other Asian	33	78	1.6%
<b>Total</b>	<b>120</b>	<b>5,017</b>	<b>100%</b>

#### IV. Statewide Alternatives

*a. Programs available in other institutions;*

Currently, there are eight accredited PA programs in Ohio, three of which hold accreditation-provisional status.

1. Baldwin Wallace University (provisional)
2. Cuyahoga Community College / Cleveland State University
3. Kettering College
4. Marietta College
5. Ohio Dominican University (provisional)
6. University of Toledo
7. University of Mount Union
8. University of Findlay
9. Lake Erie College (provisional)

We are also aware that a Physician Assistant program at the University of Dayton has been approved recently by the Ohio Board of Regents. Lake Erie College and The Ohio State University are both in the process of developing programs. Therefore, only two programs are currently in public institutions and only one is located in a university that has a medical school on the campus.

The Ohio University Physician Assistant Program includes in its mission the goal to prepare clinicians to work in underserved areas, which is a central part of the mission of the College of Health Sciences and Professions. Therefore, the Ohio University PA Program will fulfill a need for southern and southeastern Ohio that currently only has one physician assistant program in Marietta.

*b. Appropriateness of specific locale for the program.*

The program location in Dublin, Ohio was selected for four primary reasons:

1. to facilitate opportunities for interprofessional education with the Ohio University Heritage College of Osteopathic Medicine
2. to enhance student recruitment especially non-traditional students who may have a spouse that works or families that would have difficulty moving to a small rural community
3. to enhance faculty recruitment for similar reasons to the non-traditional students
4. to build upon Ohio University's partnership with OhioHealth that will provide more efficient access to clinical sites for students during the didactic year

HCOM has made a commitment to expand their training of primary care physicians to include a cohort of students in Dublin. HCOM is known for preparing primary care physicians to meet the medical needs of Ohio, and especially for encouraging its graduates to practice in underserved rural areas. Nearly 60% of HCOM's practicing graduates are in Ohio, and 50% of the graduates are in primary care. HCOM is ranked 11<sup>th</sup> in the nation for producing the highest percentage of graduates practicing in rural areas. The mission of the Ohio University PA Program aligns very well with the mission of HCOM.

By locating the program in Dublin, recruitment of students will be facilitated, especially those that are considered non-traditional. These students are typically more limited in mobility due to family and economic concerns. By locating in Dublin, more students will be able to commute during the didactic phase of the curriculum. Similarly, recruitment of faculty to teach in health professions is very difficult, especially when educational programs are in rural areas. The metropolitan Columbus area should significantly enhance our ability to recruit and retain faculty for the program.

Ohio University has established a significant partnership with OhioHealth. This relationship has already helped the Ohio University Physician Assistant Program reach an agreement with OhioHealth to be one of the primary clinical sites for PA clinical rotations. It makes sense to locate the didactic portion of the program in close proximity to such a strong clinical partner in order to promote communication and decrease costs for travel. In addition to the relationship with OhioHealth, the Columbus metropolitan area has significantly more clinical opportunities than Athens for clinical experiences that can be integrated throughout the didactic phase of the curriculum.

Meetings were held between the leadership of Ohio University, Ohio State University as well as Ohio Dominican University prior to the selection of this location. Franklin County is the second most populous county in the State of Ohio with a population of 1.2 Million. When the surrounding counties are included, the population totals nearly 2 million (US Dept. of Commerce, 2012 Population Estimate). Based on these data, it was collectively determined that the location would not affect the current or developing physician assistant programs in central Ohio, and this location could provide greater opportunity for collaboration among programs.

*c. Opportunities for inter-institutional collaboration.*

We are committed to develop inter-institutional opportunities for collaboration and interprofessional relationships and with local and statewide PA programs. We have been engaged in discussions for collaboration with two existing PA programs (University of Toledo and Ohio Dominican University) as well as one developing program in Ohio (The Ohio State University) and seven programs in neighboring states. These early discussions have considered the possibility of sharing faculty expertise, case study synthesis discussions with groups of students from different institutions, and students collaborating on community service projects.

Ohio PA program directors meet biannually to discuss issues affecting the profession both nationally and within the State of Ohio. These meetings foster an environment of collaboration on issues from academic to clinical sites that affect all programs.

*d. Institutional Priority and Costs*

*i. Support and commitment of the proposing institution's central administration*

The Executive Vice-President and Provost, Dr. Pam Benoit, as well as the Dean of the College of Health Sciences and Professions (CHSP) have committed to fully supporting the Physician Assistant Program. Currently, the university, with the consent of the Board of Trustees, is negotiating a lease agreement with Daimler Corporation to lease approximately 25,000 ft<sup>2</sup> of space in a soon-to-be constructed state-of-the-art building on lands that were donated to Ohio University by the City of

Dublin, for the establishment of a medical campus. A copy of the tentative footprint of the PA Program is included in Appendix J.

The gross human anatomy lab has already been renovated and will be shared with HCOM. Two other buildings on the land, purchased by a Heritage Foundation grant to HCOM, are currently being renovated, and are dedicated to HCOM. Simulation facilities in those buildings will be shared with the PA program. Dr. William Burke, Dean of the HCOM Dublin Campus, has provided a letter of support and this can be found in Appendix E. Dr. Randy Leite, Dean of CHSP, has committed to using CHSP available reserve funds for the start-up costs of staffing, equipment, student services, and accreditation as well as other program related expenses until the program is self-sufficient. (Letter of support from the Dean of the CHSP in Appendix E.

Approximately 25,000 ft.<sup>2</sup> on the first floor of the new building on the Dublin campus will provide generous space for classrooms and teaching laboratories, faculty offices, simulation lab, examination rooms, and a student lounge. An outline of the space allocation is included in Appendix J.

*ii. Adequacy of available resources committed for the initiation of the program.*

Table 5 summarizes the major costs for fiscal years 2014 and 2015 as the program is being developed. These data are taken from the proposed budget in the PDP that was submitted to the RACGS. The only modification from the originally submitted budget is an increase in faculty salaries based on new data from the Physician Assistant Education Association and the current salaries being offered to PAs in clinical practice.

Table 5: Proposed Program Budget

Office Space Lease	\$40,000	Office space is being leased in Dublin for the program director, administrative assistant, and faculty while the building is being built on the Dublin medical campus
Anatomy Lab Addition	\$512,000	CHSP contribution to the HCOM anatomy lab renovations to accommodate the PA program
Educational Training Equipment	\$445,000	Specific educational training equipment including EKG unit, and various trainers for techniques such as sutures, NG tubes, and arterial lines. Costs are roughly split 2/3 to FY14 and 1/3 to FY15
Specific PA Furnishings	\$190,000	Costs for treatment tables, anatomy lab supplies, exam room equipment including computers for electronic medical records training.
Direct costs	\$1,320,000	Faculty and staff salary and benefits, general operating costs
Total Start-up costs	\$2,507,000	This total does not include the cost of the building that is being built which Ohio University will lease for the PA program.

## **V. External Support**

The support for the Ohio University PA program from external constituencies has been overwhelming. As mentioned previously in Section II, 84% of PAs, MDs and DOs in Ohio indicated they would be willing to be involved in the program. In addition, 39% (347) of the PAs, MDs and DOs in Ohio that responded to the questionnaire stated that they would be a clinical preceptor.

The success of the clinical education component is crucial to the program, and this type of support has been seen in other ways. We have strong commitments from the leadership at the Cleveland Clinic and at OhioHealth to support the clinical education component of the curriculum (see letters of support, Appendix E). Representatives from both the Cleveland Clinic and OhioHealth are active participants on the PA Advisory Board. Physicians and PAs at Grandview Medical Center and Southview Medical Center in Dayton have shown support for the Ohio University PA program through commitments to be preceptors and through commitments to provide instructional support in specialty areas of practice.

## References

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- 7 Occupational Outlook Handbook, Physician Assistants Summary. 2012 [cited November 4, 2013]; 2012-2013 Edition: Available from: <http://www.bls.gov/ooh/Healthcare/Physician-assistants.htm>
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- 12 Total Nurse Practitioners per 100,000 Population by Primary State of Employment. 2011 [cited November 4, 2013]; Available from: <http://kff.org/other/state-indicator/nurse-practitioners-per-100000-pop/>

## VI. Response to Reviews of the Program Development Plan (PDP)

There were two institutions who responded to the PDP, the University of Dayton and the Ohio State University. We thank the representatives from these institutions who took the time to review the proposal and provide feedback. We have addressed each concern below.

Comments from Ohio State University

### 1. Proximity to the Ohio State University

*The only major concern I can anticipate is the proximity to OSU PA program and the placement of students into clinical sites. This is entirely up to the existing medical entities around Athens, Ohio and those between Columbus and Athens (around 80 miles). The word is that Ohio Health has opened the door to provide clinical sites for the PA program. If this is a fact we should not be greatly affected, but our meeting with Ohio Health's Dr. Doug Knutson will shed more light on this question. We are in the process of scheduling the meeting for this summer. If this means OSU's PA's will be shut out of OhioHealth then we have to look at our class sizes for both programs. Basically, it will be determined on the small group practices in both areas. If 100% of these offices are open to precept PA students, then there is no problem. But realistically it won't be 100%. What needs to sink into the financially driven (MD's paid on production) docs heads, is the fact that, if used properly, a med student or PA student, can enhance your productivity. The benefits for taking on students can be enhanced easily by OSU if need be (CME assistance, use of medical library, \$, even maybe a raffle for football tickets).*

Response

The Ohio University PA Program appreciates the concerns as it relates to clinical training sites. This concern would be the same if the PA program was located in Athens as opposed to Dublin. As mentioned above, OhioHealth is partnering with Ohio University in many areas related to health education, physician assistant included. However, because it is the mission of the program to prepare students for PA practice with a focus on urban and rural underserved communities in the State of Ohio and throughout Appalachia, we are also arranging clinical experiences in these communities as well. The PA Program has also been in discussions with HCOM and our clinical partners regarding the pairing of PA students, medical students and residents to foster an environment of interprofessional collaboration and to help address the challenges in finding clinical sites.

In addition, the leadership from OU College of Health Sciences and Professions as well as the OU Heritage College of Osteopathic Medicine has met with the leadership of OSU College of Medicine to discuss the OU and OSU PA programs. These meetings concluded that there were no overt issues and that the development of the two programs may instead offer opportunities for collaboration. The Program Director also met with the Directors of Ohio Dominican as well as Marietta College to ensure ongoing communication and to identify areas of collaboration.

### 2. Low response rate on physician and PA surveys.

*While the summary of the survey performed shows that 82% of respondents felt there will be a shortage of PA's, and 71% felt that an expansion of programs is necessary, plus 84% would be willing to assist and 67% might even hire one of the students, the numbers that jump off the page is the overall response rates to the survey: Ohio 13.1%, Kentucky 6.6%, WV 11.1%. This means that in Ohio 86.9%, Kentucky 93.4% and WV 88.9% gave no response. Does this affect*

*the overall survey's results? The question is why did the majority of practitioners fail to answer? And the next logical question is, what if 50% of them did answer, would results change. I think not. The majority of them could probably use a good PA in their practice to free them up to answer surveys.*

Response

The OU PA Program does recognize that there was a low overall response rate but was pleased with the overwhelming positive comments received and the actual numbers of responses received. Negative comments were less than 1%. The responses in the neutral/middle range were essentially those who had no opinion either way. As the questioner stated, despite the low response rate, we do believe this is reflective of the current practice environment. Although we would appreciate a 70% return rate on a survey such as this, the reality is that this is a good return for physician surveys which traditionally have lower response rates often attributed to lack of time, over-solicitation, perception of added administrative work, etc.

*3. Number of PA programs.*

*To sharpen focus I look, as I did for OSU's feasibility study, at the number of PA programs already ARC-PA approved in Pennsylvania (21) with 3 developing, and in New York (23) with 2 developing. Working PAs per capita in aforementioned states are 1/2795 and 1/2790. In Ohio we have (7) programs with 5 in development and a 1/5986 PA per capita ratio. In the USA the number of all MD's compared to 2010 census is 1/435 per capita. To have one PA working with every MD in the USA we have a ways to go.*

Response

We agree with this assessment of the data regarding developing PA programs.

### **Comments from the University of Dayton**

*1. Number of credit hours.*

*The OU curriculum is 110 credit hours; the mean for all PA programs according to PAEA 26<sup>th</sup> annual report is 103.8.*

Response

We were unable to find the referenced number in either the 26<sup>th</sup> or the more recent 27<sup>th</sup> edition of the PAEA Annual Report. However, credit hours for the OU PA Program were determined in an effort to address not only ARC-PA standards, the NCCPA Content blueprint and other areas determined to be relevant to today's practice environment. The total credits also are a true reflection of work required by the students. Please see the table on credit hours for Ohio PA programs under "Academic Quality."

*2. Requirement to offer only graduate PA programs in Ohio after 2006.*

*Pg 1, #1: The report does not mention the Ohio law requires all PA programs after 2006 to offer a graduate degree only.*

Response

We are not aware of an Ohio Law that requires all PA programs after 2006 to offer graduate degrees only. Starting in 2007, with the exception of a grandfather provision, a clinically relevant graduate degree is required for new licensure in the State of Ohio. That is not the case in all states. We contacted the State Medical Board of Ohio to confirm this, and they also are not aware of any such state requirement of Ohio PA Programs.

*3. Underrepresented groups.*

*Pg 6, #6: excellent plan for including underrepresented students in the PA curriculum.*

Response

Thank You. This is a central part of the mission of the College of Health Sciences and Professions.

*4. ARC-PA Standards on program faculty*

*Pg8, #9: "because of accreditation standards for developing physician assistant programs, all program faculty must be in place at the time of the accreditation site visit." This is NOT a current standard according to the ARC-A Standards and application for provisional accreditation.*

Response

Although there is no specific Standard that requires program faculty to be hired by the time of the accreditation site visit, our goal is to hire as many of the core faculty as is fiscally possible before the accreditation site visit. Because our accreditation site visit is less than 6 months before we matriculate our first class, demonstration of institutional support through hiring faculty is especially crucial.

*5. Course numbering sequence.*

*Question the numbering/sequencing of courses: PA 5004 and 5005 is offered in the 7<sup>th</sup> and last semester of the program; PA 6031 is in the 4<sup>th</sup> semester/didactic year which by number sequence should be in the summer semester. Entire number sequencing is very erratic.*

Response

Course numbering is not based on the sequence of the course as it relates to a specific time in the program but rather the role the course plays or specific content area in the education of the physician assistant student, for example Clinical Medicine, Foundational Clinical Science Series, Clinical Practice, Professional Development, etc.

*6. Medical nutrition content in the curriculum.*

*Question the need for 4 courses (4 credit hours) in Medical Nutrition Therapy PA 5041,5042, 5043, 5044. They may have an appropriate reason but would like to hear an explanation. ARC-PA Standards do not specifically require a nutrition course, so I'm curious as to why they would devote 4 credit hours to this area.*

## Response

Although the ARC-PA Standards of Accreditation, 4<sup>th</sup> edition, does not include nutrition specifically, the Standards are not intended to preclude topics that are deemed important by the program. The OU PA Program recognizes that nutritional education is an important opportunity missed in many PA programs and medical schools. With an aging population, the historical emphasis in the PA profession in primary care and the expanding role of the PA in hospital and institutional medicine, it makes sense that nutrition be an integral part of our curriculum. We view the nutrition courses as a value-added component of the curriculum.

The curriculum is designed for the first 1 hour course to be foundational whereas the additional courses are companions to the clinical medicine courses where topics correlate directly to the disease process or system being discussed.

## **Appendix B**

### **Course Listing**

**Ohio University  
College of Health Sciences and Professions  
School of Rehabilitation and Communication Sciences  
Master of Physician Assistant Practice  
Course Listing by Series**

**Professional Development Series (5100)**

**PA 5110: Introduction to the PA Profession**

**PA 5120: Health Promotion / Disease Prevention**

**PA 5130: US Healthcare Systems, Policies and Public Health**

**PA 5140: Professional Development for the Physician Assistant**

**PA 5150: Concepts in Leadership and Management for the Physician Assistant**

**Foundational Science Series (5200)**

**PA 5210: Gross Anatomy for the Physician Assistant**

**PA 5220: Clinical Pathophysiology I**

**PA 5230: Clinical Pathophysiology II**

**PA 5240: Clinical Science for the Physician Assistant**

**PA 5250: Principals of Medical Pharmacology**

**Clinical Skills Series (5300)**

**PA 5310: Patient Evaluation I**

**PA 5320: Patient Evaluation II**

**PA 5330: Clinical Procedures for the Physician Assistant**

**Clinical Nutrition Series (5400)**

**PA 5410: Clinical Nutrition Therapy I**

**PA 5420: Clinical Nutrition Therapy II**

**PA 5430: Clinical Nutrition Therapy III**

**PA 5440: Clinical Nutrition Therapy IV**

**Clinical Medicine Series (5500)**

**PA 5510: Clinical Medicine I**

**PA 5520: Clinical Medicine II**

**PA 5530: Clinical Medicine III**

**PA 5540: Behavioral Medicine**

**PA 5550: Clinical Therapeutics**

**Clinical Practice Series (6100)**

**PA 6101: Clinical Rotation – Family Medicine**

**PA 6102: Clinical Rotation – Internal Medicine**

**PA 6103: Clinical Rotation – Women’s Health**

**PA 6104: Clinical Rotation – Pediatric Medicine**

**PA 6105: Clinical Rotation – General Surgery**

**PA 6106: Clinical Rotation – Behavioral Medicine**

**PA 6107: Clinical Rotation – Public Health**

**PA 6108: Clinical Rotation – Geriatric Medicine**

**PA 6109: Clinical Rotation – Emergency Medicine**

**PA 6110: Clinical Rotation – General Selective 1**

**PA 6111: Clinical Rotation – General Selective 2**

**PA 6112: Clinical Rotation – Specialty Selective**

**Research Series**

**PA 6210: Evidenced Base Critical Inquiry**

**PA 6220: Scholarly Inquiry and Research I**

**PA 6230: Scholarly Inquiry and Research II**

**PA 6240: Scholarly Inquiry and Research III**

## **Appendix E**

### **Letters of Support**

- 1. CHSP Dean**
- 2. HCOM Dean – Dublin Campus**
- 3. Consultant**
- 4. AHEC – Area Health Education Center**
- 5. OhioHealth**



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**School of Rehabilitation  
and Communication Sciences**  
Grover Center W290  
T: 740.593.1224

October 12, 2013

To Whom It May Concern:

This letter serves as confirmation of Ohio University's intention to support the development of a new Master of Physician Assistant Practice program. The University President, Provost, and I in my role as Dean of the College of Health Sciences and Professions (CHSP) have committed to fully fund the planning and construction of a building on the Dublin campus that will house the PA program. Furthermore, I have committed to funding the start-up costs required in terms of staffing, equipment, student services, accreditation as well as other program related expenses until the program is able to self-sustain with the CHSP reserve funds with additional support from University strategic investment funds to be made available by the Provost's Office. Funds necessary to support program start-up are already in place.

I look forward to the development and implementation of the new Master of Physician Assistant Studies program. It represents an important addition to the College and will enhance our ability to successfully develop health professionals across disciplines.

Sincerely,

A handwritten signature in black ink, appearing to read 'Randy Leite'.

Randy Leite, Ph.D.  
Dean



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November 4, 2013

James Zedaker, MPAS, PA-C  
Clinical Assistant Professor and Director  
Physician Assistant Program  
Ohio University  
College of Health Sciences and Professions  
545 Metro Center South Suite 100  
Dublin, OH 45701

Dear Mr. Zedaker:

I am writing in enthusiastic support of the establishment of the Ohio University Physician Assistant Program. As Dean of the Ohio University Heritage College of Osteopathic Medicine in Dublin, I look forward to working with you and your faculty in the didactic and clinical education of physician assistant students. As you know, we are dedicated to providing interprofessional, team-based care experiences between our medical students and other health care professionals, and we look forward to this collaboration on Ohio University's Dublin Campus. Your emphasis on primary care synchronizes well with the Heritage College of Osteopathic Medicine's goal to improve care for persons in Ohio through preparation of primary health care physicians.

As you are well aware, we have agreed to share the anatomy laboratory in Dublin and have begun to talk about sharing faculty, particularly in regard to the gross anatomy course. We will also be working with your students in our state-of-the-art simulation facilities at the Dublin location. We believe that the opportunities for a unique collaboration around the education of our students abound, and we are excited to explore them as the full potential unfolds.

Sincerely,

A handwritten signature in black ink, appearing to read 'WJB', with a long horizontal flourish extending to the right.

William J. Burke, DO, FACOFP  
Dean, Ohio University Heritage College of Osteopathic Medicine Dublin

October 28, 2013

Ohio Board of Regents  
Regents' Advisory Committee on Graduate Studies (RACGS)  
25 South Front Street  
Columbus, Ohio 43215

To the Ohio Board of Regents:

I am pleased to provide this letter of support for the proposed Ohio University Physician Assistant Program. Soon after the Program Director was hired, I was asked to serve as a consultant, and I have followed the program's progress closely. With the Board of Regents' approval, I believe that the Program is poised for a successful accreditation outcome. I am impressed with the institutional support for the Program, specifically:

- The build-out plan for dedicated space will provide students and faculty with a state-of-the-art facility.
- The personnel already hired are excellent, and the plan for hiring the rest of the faculty will position the program well to orient new faculty for the charter class.
- Access to the Heritage College of Osteopathic Medicine and OhioHealth Simulation Centers will help build the students' knowledge and clinical skills.
- Technology, library and other academic resources will enhance students' education.
- The Program's placement in the School of Rehabilitation and Communication Sciences in the College of Health Sciences and Professions will provide rich opportunities for interprofessional team education.
- Collaboration with the Heritage College of Osteopathic Medicine will contribute to fulfilling the mission of training students and placing graduates in areas of medical need.

The proposed curriculum will provide students with a strong foundation of competencies to enter clinical practice. The strengths of the curriculum are:

- Excellent sequencing of basic medical sciences and clinical sciences, coordinated by body systems
- Rich opportunities for interprofessional team experiences, in both the didactic and clinical phases of the curriculum.
- Practice groups, laboratories and simulations for students to integrate theory and practice during didactic classes
- The clinical nutrition course series is unusual in PA education will add value to the students' competencies in clinical practice.
- The plan to place students in medically underserved areas and focus on primary care is strategically important maximize graduate employment in areas of need.

A major challenge of all PA programs, new programs in particular, is clinical site development. The Ohio University Program is fortunate to have developed relationships with Ohio Health and Cleveland Clinic, as well as a variety of critical access hospitals in medically underserved areas.

The students will benefit from excellent preceptors and clinical education because of these resources.

The leadership of the Program Director, James Zedaker, is the key ingredient in the success of Program planning to date. I met Jim in his previous PA education position and was impressed by his work ethic, clinical experience, ability to build partnerships, and use of resources/networking to tackle a very steep learning curve. Above all, Jim cares deeply about the education of future PAs and has brought that commitment to the development of the Ohio University PA Program.

In conclusion, my support of this Program, and my interest in consulting on its development, are linked to its mission. The data clearly demonstrate that Ohio needs additional primary care providers, and the Ohio University PA Program is poised to be successful in achieving its goals. The attention to veterans and applicants from Appalachia in the admissions process is exemplary, as is the plan to place clinical year students in areas of need and CAHs. With over 35 years of experience in PA education, I have consulted with a variety of PA educators and programs. I am confident that the Ohio University PA Program will be able to make a substantial contribution to the PA profession and to the health status of the citizens of Ohio and the region.

Sincerely,

Sherry Stolberg, MGP GP, PA  
PO Box 104  
Riggins, ID 83549  
[sherrystolberg@aol.com](mailto:sherrystolberg@aol.com)



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10/30/2013

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James C. Zedaker, MPAS, PA-C, EM-CAQ, EMT-P Clinical Assistant Professor and  
Founding Director, Ohio University Physician Assistant Program  
545 Metro Center South, Suite 100  
Dublin, Ohio 43017

Dear Mr. Zedaker,

I am pleased to write a letter of support as you seek approval to establish a physician assistant (PA) program within the College of Health Sciences and Professions (CHSP) at Ohio University. As Director of the Community Health Programs and the Area Health Education Center (AHEC) at Ohio University Heritage College of Osteopathic Medicine (OU-HCOM), I am aware of the need to increase providers in rural underserved areas. Mid-level providers establish a way to fill the gaps to improve access to quality health care.

Our AHEC, the Consortium for Health Education in Appalachia Ohio (CHEAO) has been involved in the planning of the PA program. We are aware of the need and value of mid-level providers in primary and specialty care. For example, we have a dermatologist that donates her time to work in the Free Clinic through Community Health Programs that is closely associated with our AHEC. This dermatologist is able to see more patients with the help of a PA. This is just one example of a successful physician and PA partnership that helps provide access to quality care to hundreds of people that would have went without care in rural Southeast Ohio.

In partnership with CHSP, OU-HCOM and CHEAO are committed to provide insight into the development of rural clinical rotations in Southeast Ohio for the PA students. In addition, CHEAO can provide input into the academic needs for the program as it relates to the Appalachian culture. Through this partnership you have demonstrated the ability and desire to develop a top notch program. In addition as demonstrated through outcomes, Ohio University produces quality programs and this is demonstrated each day in the success of the medical school and the College of Health Sciences and Professions.

Sincerely,

A handwritten signature in cursive script that reads "Kathleen J. Trace".

Kathleen J. Trace, MHA, BSN, RN  
Director, Area Health Education Center and Community Health Programs



3535 Olentangy River Road  
Columbus, Ohio 43214-3998  
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www.ohiohealth.com

James Zedaker, MPAS, PA-C  
Clinical Assistant Professor and Director  
Physician Assistant Program  
Ohio University  
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545 Metro Center South Suite 100  
Dublin, OH 45701

Dear Mr. Zedaker,

I am writing in support of the establishment of the Ohio University Physician Assistant Program. As Vice President of Medical Education, I look forward to working with you and your faculty in the clinical education of physician assistant students. After discussions outlining the development and philosophy of the program, it is apparent that OhioHealth can play an instrumental role in helping you to achieve your goals with the outstanding hospitals, clinics, and health care professionals in our system.

From previous discussions, we recognize that you anticipate having different cohorts of students and that one will be dedicated to central Ohio and one will be dedicated to rural Appalachia. We believe that we can assist with some portions of the didactic curriculum and in the clinical education of the students in the program.

At OhioHealth, we recognize the positive impact that well-trained physician assistants have in the care of our patients and we look forward to playing an active role in this process.

Sincerely,

A handwritten signature in blue ink, appearing to read "Douglas J. Knutson".

Douglas J. Knutson, MD  
Vice President of Medical Education  
Riverside Methodist Hospital  
Columbus, OH 43214

*Together we are OhioHealth – a faith-based, not-for-profit family of leading healthcare providers:*

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# **Appendix F**

## **Course Descriptions**

**Ohio University  
College of Health Sciences and Professions  
School of Rehabilitation and Communication Sciences  
Physician Assistant Program  
Course Descriptions**

**PA 5110: Introduction to the PA Profession** - This course provides students with an understanding of the history and development of the Physician Assistant (PA) profession and the PA's role in the health care system. Regulations governing practice, credentialing, licensure, malpractice insurance, physician supervision, delegation and prescribing, health and safety, ethics and professionalism will be discussed.

**PA 5120: Health Promotion / Disease Prevention** - This course prepares the Physician Assistant student to apply the principles of health promotion and disease prevention across the patient lifecycle in clinical and/or community setting.

**PA 5130: US Healthcare Systems, Policies and Public Health** - This course will explore health care systems, policies and public health in the United States . Discussion will focus on policy formation; influencers on policy making; health care system operations; the impact policies have on U.S. health care outcomes; and the interaction of national, state, and local policies.

**PA 5140: Professional Development for the Physician Assistant** - Students will integrate concepts and knowledge gained from didactic instruction and clinical rotations with emphasis placed on preparation for entering clinical practice.

**PA 5150: Concepts in Leadership and Management for the Physician Assistant** - This course provides students with the foundation to understand and appreciate leadership and management principles necessary to assume leadership positions in the Physician Assistant (PA) profession and clinical practice. Students will examine and critically analyze current leadership skills, theories, management principles and processes in health care organizations.

**PA 5210: Gross Anatomy for the Physician Assistant** - This is an introductory course in human gross anatomy designed to introduce the principal concepts, basic structure and function of the human body. Students will have the opportunity to learn, through dissection and demonstration of human cadaveric specimens, clinical and functional correlates of human anatomy.

**PA 5220: Clinical Pathophysiology I** - This course is designed to provide students with a solid foundation of normal and abnormal physiology, including an understanding of how cells, tissues, organs and organ systems work together. The first semester will include the following systems of normal and abnormal physiology: Cell function, muscle, cardiovascular, hematology, respiratory and infectious disease.

**PA 5230: Clinical Pathophysiology II** - This course is designed to provide students with a solid foundation of normal and abnormal physiology, including an understanding of how cells, tissues, organs and organ systems work together. The second semester will include the following systems of normal and abnormal physiology: Metabolism, endocrinology, integumentary, GI, renal, hepato-biliary, and multi-system.

**PA 5240: Clinical Science for the Physician Assistant** – This is a foundational course in the basic sciences that provide a foundation in clinical practice for the physician assistant. Emphasis is placed on clinical microbiology and genetics as they relate to health and disease.

**PA 5250: Principals of Medical Pharmacology** - This course will teach the student general principles of drug action. Students will develop an understanding of the basic pharmacokinetic, pharmacodynamic, and pharmacogenetic principles underlying drug therapy; prototypic drugs and their adverse effects; the development of drug dependence and addiction; and an awareness of environmental toxins.

**PA 5310: Patient Evaluation I** - This course prepares the Physician Assistant student to perform basic interviewing and history-taking skills. Students will explore the components of the complete physical examination, special testing, documentation and cultural issues affecting the assessment of patients in a clinical setting.

**PA 5320: Patient Evaluation II** - Building on the skills developed in Patient Evaluation I, students continue to learn physical examination skills. They will refine history taking skills and develop critical thinking skills, oral presentation skills, and written documentation skills.

**PA 5330: Clinical Procedures for the Physician Assistant** - This course builds upon the skills developed in the didactic year where students will learn and demonstrate competency on a variety of clinical skills in the areas that include but are not limited to emergency medicine, surgery, men and women's health, internal medicine, and orthopedics.

**PA 5410: Clinical Nutrition Therapy I** – Physiological and biochemical alternations that occur during selected disease states, their effect on nutritional requirements and methods of providing food & nutrients to clients/patients.

**PA 5420: Clinical Nutrition Therapy II** – A continuation of Clinical Nutrition Therapy I, this course continues to study the physiological and biochemical alterations that occur during selected disease states, their effect on nutritional requirements and methods of providing nutrients to clients/patients.

**PA 5430: Clinical Nutrition Therapy III** – Nutritional screening and assessment using anthropometric, medical, social and nutrient intake data is a necessary component of physical diagnosis.

**PA 5440: Clinical Nutrition Therapy IV** - Clinical Therapeutics. Interrelationships between nutrients and food components, nonprescription and prescription medications, herbal compounds. Role of nutritional supplements in improving nutrient status, appropriate use in oral feedings and nutritional support for the adult, pediatric, geriatric, and pregnant patients.

**PA 5510: Clinical Medicine I** – The first in a series of three, this course provides Physician Assistant students with the knowledge of a variety of general medical problems encountered in adult clinical practice. Students learn to evaluate and manage common problems, while utilizing and amplifying critical thinking skills and knowledge learned in basic science courses.

**PA 5520: Clinical Medicine II** – The second in a series of three, this course provides Physician Assistant students with the knowledge of a variety of general medical problems encountered in adult clinical practice. Students learn to evaluate and manage common problems, while utilizing and amplifying critical thinking skills and knowledge learned in basic science courses.

**PA 5530: Clinical Medicine III** – The third in a series of three, this course provides Physician Assistant students with knowledge of a variety of medical and surgical problems encountered in pediatrics, women’s health, surgery, emergency medicine, and geriatrics. Students will learn to evaluate and manage common problems, while utilizing and amplifying critical thinking skills and knowledge learned in basic science courses.

**PA 5540: Behavioral Medicine** - This course will focus on knowledge and clinical skills to assess, and treat psychiatric and psychosocial conditions encountered in clinical practice and examine how clinicians can best approach both emotional disorders and difficult patient interactions.

**PA 5550: Clinical Therapeutics** - This course builds on the general principles of pharmacology and clinical medicine and teaches how they are used to make rational clinical prescribing decisions. Students will develop the pharmacologic and therapeutic skills that a physician assistant will need to provide comprehensive patient care in clinical practice.

**PA 6101: Clinical Rotation – Family Medicine** - This clinical rotation is designed to provide students with a four week opportunity in Family Medicine under the direct supervision of a qualified preceptor. Students will receive clinical experience with various acute, chronic, and preventative disorders and their complications experienced by patients across the life span.

**PA 6102: Clinical Rotation – Internal Medicine** - This course places the student in a 4 week structured inpatient Internal Medicine clinical rotation under the direct supervision of a qualified preceptor. This rotation provides clinical experience with various acute and chronic medical disorders and complications that necessitate medical intervention, hospitalization and further evaluation of patients.

**PA 6103: Clinical Rotation – Women’s Health** - This course places the student in a 4 week structured obstetrics/ gynecology medicine clinical rotation under the direct supervision of a qualified preceptor. Students will learn about the diagnosis, management, and treatment of common acute, emergent, chronic, routine, and preventative medical issues encountered in gynecology and obstetrics practice.

**PA 6104: Clinical Rotation – Pediatrics** - This course places the student in a 4 week structured pediatric clinical rotation under the direct supervision of a qualified preceptor. Students will learn about the diagnosis, management, and treatment of common acute, chronic, routine, and preventative medical issues encountered in a pediatric practice.

**PA 6105: Clinical Rotation – General Surgery** - This clinical rotation is designed to provided students a supervised, four week clinical experience in a surgical setting. The student will receive clinical experience with common acute, chronic and preventative diseases in the surgical setting, and will learn preoperative evaluation, as well as intra-operative and post-operative patient management.

**PA 6106: Clinical Rotation – Behavioral Medicine** - This course places the student in a structured behavioral medicine clinical rotation under the direct supervision of a qualified preceptor. Students will develop the skills to conduct mental health examinations, recognize and categorize behavioral medicine disturbances, design early intervention, and make appropriate, timely referrals to psychiatrists and behavioral medicine facilities.

**PA 6107: Clinical Rotation – Public Health** - This clinical rotation is designed to provide students with a four week opportunity in Public Health under the direct supervision of a qualified

preceptor. This rotation provides clinical experience with various acute, chronic, and preventative disorders and their complications encountered in community medicine.

**PA 6108: Clinical Rotation – Geriatrics Medicine** - This course places the student in a 4 week structured geriatric clinical rotation under the direct supervision of a qualified preceptor. Students will learn the characteristics of aging, end of life issues, elder abuse, nursing home care, assisted living, health maintenance/promotion and commonly encountered geriatric medical problems.

**PA 6109: Clinical Rotation – Emergency Medicine** - This course places the student in a 4 week structured Emergency Medicine clinical rotation under the direct supervision of a qualified preceptor. This rotation provides clinical experience with various illnesses and injuries sustained by children and adults necessitating emergency care while developing skills and procedures essential to emergency medicine.

**PA 6110: Clinical Rotation – General Selective II** - This clinical rotation provides students with a four week opportunity in any core clinical rotation or clinical specialty of their choice under the direct supervision of a qualified preceptor. Students will be educated about the diagnosis, management, and treatment of commonly encountered acute, chronic, and preventative issues.

**PA 6111: Clinical Rotation – General Selective II** - This clinical rotation provides students with a four week opportunity in any core clinical rotation or clinical specialty of their choice under the direct supervision of a qualified preceptor. Students will be educated about the diagnosis, management, and treatment of commonly encountered acute, chronic, and preventative issues.

**PA 6112: Clinical Rotation – Specialty Selective I** - This clinical rotation is designed to provide students with a four week clinical rotation in a student selected medical sub-specialty chosen from a list of program approved rotations. Students will be learn about the diagnosis, management, and treatment of common acute, chronic, and preventative issues encountered in the sub-specialty setting.

**PA 6210: Evidenced Base Critical Inquiry** – This course provides the physician assistant student with an introduction to the use of evidence based literature to enhance clinical decision-making skills.

**PA 6220: Scholarly Inquiry and Research I** - This course is the first in a series of three and is designed to provide students with the skills to formulate a clinical question and use evidence based databases and clinical sources to perform an extensive review of the literature to answer the clinical question. The course also exposes students to scholarly inquiry performed by physician assistants.

**PA 6230: Scholarly Inquiry and Research II** - This course is the second of a series of three and will provide students with the skills to formulate a clinical question and use evidence based databases and clinical sources to perform an extensive review of the literature to answer the clinical question. The course also exposes students to scholarly inquiry performed by physician assistants.

**PA 6240: Scholarly Inquiry and Research III** - This course is the third in a series of three and will provide students with the opportunity to present the results of their clinical decision making activity performed in the previous two courses.

# **Appendix G**

## **Proposed Program Curriculum**

**OHIO UNIVERSITY**  
**MASTER OF PHYSICIAN ASSISTANT PRACTICE**  
Proposed Curriculum Charter Class 2015  
14 November 2013

Semester	Course #	Course Title	Credits	Totals
First (Summer)	PA 5110	Introduction to PA Profession	4	
	PA 5210	Gross Anatomy for the PA	5	
	PA 5220	Clinical Pathophysiology I	4	
	PA 5410	Clinical Nutrition Therapy I	1	
	PA 5240	Clinical Science for the PA	2	
				16
Second (Fall)	PA 5510	Clinical Medicine I	7	
	PA 5230	Clinical Pathophysiology II	4	
	PA 5420	Clinical Nutrition Therapy II	1	
	PA 5250	Principles of Medical Pharmacology	3	
	PA 5310	Patient Evaluation I	3	
				18
Third (Spring)	PA 5520	Clinical Medicine II	8	
	PA 5320	Patient Evaluation II	3	
	PA 5430	Clinical Nutrition Therapy III	1	
	PA 5120	Health Promotion/Disease Prevention	2	
	PA 5130	U .S Healthcare Systems/Policies/Public Health for PA	2	
	PA 5540	Behavioral Medicine	2	
				18
Fourth (Summer)	PA 5530	Clinical Medicine III	10	
	PA 5550	Clinical Therapeutics	3	
	PA 6210	Evidence Based Critical Inquiry	2	
	PA 5330	Clinical Procedures for the PA	1	
	PA 5440	Clinical Nutrition Therapy IV	1	
				17
Fifth (Fall)	PA 6101	Clinical Rotation – Family Medicine	3	
	PA 6102	Clinical Rotation – Internal Medicine	3	
	PA 6103	Clinical Rotation – Women’s Health	3	
	PA 6104	Clinical Rotation – Pediatric Medicine	3	
	PA 6220	Scholarly Inquiry and Research I	1	
				13
Sixth (Spring)	PA 6105	Clinical Rotation – General Surgery	3	
	PA 6106	Clinical Rotation – Behavioral Medicine	3	
	PA 6107	Clinical Rotation – Public Health	3	
	PA 6108	Clinical Rotation – Geriatric Medicine	3	
	PA 6230	Scholarly Inquiry and Research II	1	
				13
Seventh (Summer)	PA 6109	Clinical Rotation – Emergency Medicine	3	
	PA 6110	Clinical Rotation – General Selective 1	3	
	PA 6111	Clinical Rotation – General Selective 2	3	
	PA 6112	Clinical Rotation – Specialty Selective	3	
	PA 6240	Scholarly Inquiry and Research III	1	
	PA 5140	Professional Development for the Physician Assistant	1	
	PA 5150	Concepts in Leadership and Management for PA	1	
				15
			Total	110

**Appendix H**  
**Ohio University Student Interest in a Physician Assistant**  
**Program Survey**

## Ohio University Student Interest in a Physician Assistant Program



### 1. Please indicate your current year of study.

		Response Percent	Response Count
Freshman	<input type="checkbox"/>	24.1%	39
Sophomore	<input type="checkbox"/>	27.8%	45
Junior	<input type="checkbox"/>	20.4%	33
Senior	<input type="checkbox"/>	25.3%	41
Graduate Student	<input type="checkbox"/>	0.6%	1
Other (please specify)	<input type="checkbox"/>	1.9%	3
<b>answered question</b>			<b>162</b>
<b>skipped question</b>			<b>0</b>

**2. What is your current field of study?**

		Response Percent	Response Count
Exercise Physiology		49.4%	80
Exercise Science		0.6%	1
Biological Sciences		37.0%	60
Chemistry		0.0%	0
Nutrition		1.9%	3
Athletic Training		8.0%	13
Other (please specify)		3.1%	5
		<b>answered question</b>	<b>162</b>
		<b>skipped question</b>	<b>0</b>

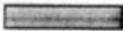
**3. What is your level of interest in a Physician Assistant Program?**

		Response Percent	Response Count
I have briefly considered it		12.3%	20
I thought about it and rejected the idea		21.0%	34
I have a moderate interest		19.8%	32
I am very interested		17.9%	29
It is my primary career choice		23.5%	38
Other (please specify)		5.6%	9
		<b>answered question</b>	<b>162</b>
		<b>skipped question</b>	<b>0</b>

#### 4. If Ohio University had a Physician Assistant Program, would you be likely to apply?

		Response Percent	Response Count
Absolutely		36.6%	59
Probably		12.4%	20
Maybe		28.6%	46
Not at All		20.5%	33
Other (please specify)		1.9%	3
<b>answered question</b>			<b>161</b>
<b>skipped question</b>			<b>1</b>

#### 5. If Ohio University had a Physician Assistant Program and you were accepted, how likely would you be to attend?

		Response Percent	Response Count
Very likely		46.6%	75
Probably		21.1%	34
Maybe		21.1%	34
Not at All		9.9%	16
Other (please specify)		1.2%	2
<b>answered question</b>			<b>161</b>
<b>skipped question</b>			<b>1</b>

### 6. What is your level of interest in a Doctor of Occupational Therapy Program?

		Response Percent	Response Count
I have briefly considered it		25.5%	41
I thought about it and rejected the idea		14.9%	24
I have a moderate interest		28.0%	45
I am very interested		14.3%	23
It is my primary career choice		10.6%	17
Other (please specify)		6.8%	11
		<b>answered question</b>	<b>161</b>
		<b>skipped question</b>	<b>1</b>

### 7. If Ohio University developed a Doctor of Occupational Therapy Program, how likely would you be to apply?

		Response Percent	Response Count
Very likely		24.8%	40
Probably		14.9%	24
Maybe		36.6%	59
Not at All		20.5%	33
Other (please specify)		3.1%	5
		<b>answered question</b>	<b>161</b>
		<b>skipped question</b>	<b>1</b>

**Appendix I**  
**Survey to Support Societal Need within the Medical**  
**Professions**

**Physician Assistant Needs Assessment Survey Results Summary:**

A total of 2093 physician assistants, 2,382 doctors of osteopathic medicine, and 2,497 medical doctors from Ohio were contacted and asked to participate in an online survey (5 responded that they do not currently work in Ohio). The response rates for Ohio are as follows: 10.3% for Ohio PA's, 8.6% for Ohio MD's, and 14.9% for Ohio DO's. Overall, 914 of the 6,972 Ohio practitioners we contacted, responded giving a 13.1% response rate from Ohio.

In addition, a total of 908 physician assistants, 260 doctors of osteopathic medicine, and 1,125 medical doctors from Kentucky were contacted to participate in this online survey (13 responded that they do not currently work in Kentucky). The response rates for Kentucky are as follows: 10.8% for Kentucky PA's, 3.7% for Kentucky MD's, and 4.2% for Kentucky DO's. Overall, 151 of the 2,293 Kentucky practitioners we contacted, responded giving a 6.6% response rate from Kentucky.

Lastly, a total of 560 physician assistants from WV and an unknown number of doctors of osteopathic medicine and medical doctors from WV were contacted to participate in this online survey. 99 replied total: 62 PA's, 1 DO, and 28 MD's. The response rate for West Virginia physician assistants was 11.1%.

The majority of respondents work in Northern Ohio (35.3%), followed by central Ohio (18.9%), Kentucky (12.4%), southwestern Ohio (11.5%), southeastern Ohio (9.5%), and lastly West Virginia (8.1%)

**81.7%** of responders reported that they either **strongly agree or agree** that there is a need for additional Physician Assistants to meet the health care needs of the population. In addition, only 13.6% disagreed or strongly disagreed that there is a need for additional Physician Assistants to meet the health care needs of the population. For results specific to responders' geographical area, see **Table 1**.

**70.3%** of responders either **strongly agree or agree** that existing Physician Assistant educational programs should **expand** their enrollments to meet the health care needs of the population over the next decades. For results specific to responders' geographical area, see **Table 2**.

**58.4%** of responders either **strongly agree or agree** that there is a need for an additional Physician Assistant program in Ohio. **20.3%** of responders answered "other", with 177 out of 243 consisting of "I don't know", "unsure", or "uncertain". In addition, only **21.3%** of responders replied they disagreed or strongly disagreed that there is a need for an additional PA program in Ohio. For results specific to responders' geographical area, see **Table 3**.

**65.3%** of responders either **strongly agree or agree** that they would consider hiring an Ohio University Physician Assistant graduate in the future. **17.0%** (210 responses total) answered "other" to this question.

- 92 answered "unsure, uncertain, I don't know, or not authorized to say"
- 48 answered "possibly, depends on training/background/demand/individual, if qualified/if needed, maybe or neutral"
- 60 answered "no, prefer NP's, retired, no need"
- 10 answered "yes or currently hiring".

For results specific to responders' geographical area, see **Table 4**.

Out of the responders to the survey; 6.4% have experience as a PA faculty member, 24.7% have current experience as a preceptor, 32.9% had past experience as a preceptor, and 8.7% have experience as a guest lecturer in a PA program. In total, only 37.2% of responders have had no experience in the education of Physician Assistants; therefore, 62.8% of responders have some type of PA educational experience.

**The current results show that 59.2% of respondents would be willing to be involved in a Physician Assistant Program at Ohio University:**

- 10.8% would be willing to be on the advisory committee
- 10.6% would be interested in being a faculty member
- 20.9% would be willing to be a guest lecturer
- 38.7% would be willing to be a clinical preceptor

**RESULTS: Entire Sample**

Do you believe that there is a need for additional Physician Assistants to meet the health care needs of the population in the next decades?									
Answer Options	Please indicate the area in which you live or work.							Response Percent	Response Count
	A. Northern Ohio	B. Central Ohio	C. Southeastern Ohio	D. Southwestern Ohio	E. Kentucky	F. West Virginia	Other (please specify)		
Strongly Agree	150	80	42	64	62	43	25	37.8%	466
Agree	197	101	54	54	69	46	18	43.9%	541
Disagree	45	30	10	10	15	6	1	9.5%	117
Strongly Disagree	21	10	5	5	4	2	3	4.1%	50
Other (please specify)	18	14	4	10	3	5	4	4.7%	58
<b>answered question</b>									<b>1,232</b>
<b>skipped question</b>									<b>9</b>

Table 1: Question 5.

Table 2: Question 6.

Do you believe that existing Physician Assistant educational programs should expand their enrollments to meet health care needs of the population over the next decades?									
	Please indicate the area in which you live or work.								
Answer Options	A. Northern Ohio	B. Central Ohio	C. Southeastern Ohio	D. Southwestern Ohio	E. Kentucky	F. West Virginia	Other (please specify)	Response Percent	Response Count
Strongly Agree	99	58	32	38	41	31	16	25.4%	315
Agree	198	101	48	64	79	46	20	44.9%	557
Disagree	78	47	20	18	23	15	7	16.8%	209
Strongly Disagree	29	9	4	6	4	2	2	4.5%	56
Other (please specify)	33	15	12	21	9	8	6	8.9%	104
<b>answered question</b>									<b>1,241</b>
<b>skipped question</b>									<b>11</b>

Table 3: Question 7.

Do you believe that there is a need for an additional Physician Assistant Program in Ohio?									
	Please indicate the area in which you live or work.								
Answer Options	A. Northern Ohio	B. Central Ohio	C. Southeastern Ohio	D. Southwestern Ohio	E. Kentucky	F. West Virginia	Other (please specify)	Response Percent	Response Count
Strongly Agree	85	64	29	28	13	18	19	21.4%	256
Agree	164	86	43	53	50	33	13	37.0%	443
Disagree	87	39	15	19	12	9	4	15.6%	186
Strongly Disagree	35	14	4	7	5	0	3	5.7%	68
Other (please specify)	59	25	16	32	67	34	10	20.3%	243
<b>answered question</b>									<b>1,196</b>
<b>skipped question</b>									<b>36</b>

Table 4: Question 8.

Do you believe that your practice would consider hiring an Ohio University Physician Assistant graduate in the future?									
	Please indicate the area in which you live or work.								
Answer Options	A. Northern Ohio	B. Central Ohio	C. Southeastern Ohio	D. Southwestern Ohio	E. Kentucky	F. West Virginia	Other (please specify)	Response Percent	Response Count
Strongly Agree	107	57	36	31	17	22	19	23.3%	289
Agree	170	96	36	67	76	49	25	42.0%	521
Disagree	49	30	17	17	19	8	0	11.3%	140
Strongly Disagree	36	17	6	11	8	2	1	6.5%	81
Other (please specify)	78	37	18	16	37	20	4	17.0%	210
<b>answered question</b>									<b>1,241</b>
<b>skipped question</b>									<b>14</b>

Please indicate the area in which you live or work.					
	Please indicate your title below:				
Answer Options	Physician Assistant	Physician (MD)	Physician (DO)	Response Percent	Response Count
A. Northern Ohio	110	95	168	34.9%	376
B. Central Ohio	39	57	104	18.6%	201
C. Southeastern Ohio	19	24	58	9.4%	101
D. Southwestern Ohio	48	38	25	10.4%	112
E. Kentucky	97	42	11	14.0%	151
F. West Virginia	62	28	1	8.9%	96
G. Other	2	0	0	0.2%	2
Other (please specify)	20	4	15	3.6%	39
<b>answered question</b>					<b>1078</b>
<b>skipped question</b>					<b>1</b>

## II. Results for Ohio ONLY

Please indicate your title below:						
	Please indicate the area in which you live or work.					
Answer Options	A. Northern Ohio	B. Central Ohio	C. Southeastern Ohio	D. Southwestern Ohio	Response Percent	Response Count
Physician Assistant	110	39	19	48	27.3%	216
Physician (MD)	95	57	24	38	27.1%	214
Physician (DO)	168	104	58	25	44.9%	355
Other (please specify)	3	1	0	1	0.6%	5
<i>answered question</i>						790
<i>skipped question</i>						124

## Question 2

Please indicate your area of practice:						
	Please indicate the area in which you live or work.					
Answer Options	A. Northern Ohio	B. Central Ohio	C. Southeastern Ohio	D. Southwestern Ohio	Response Percent	Response Count
Primary Care	166	89	58	41	48.4%	354
Surgeon (indicate type)	43	29	11	18	13.8%	101
Specialist (indicate specialty)	147	75	26	52	41.0%	300
Other (please specify)						447
<i>answered question</i>						731
<i>skipped question</i>						183

## Question 4

Do you believe that existing medical schools should expand their enrollments to meet the health care needs of the population over the next decade?						
Please indicate the area in which you live or work.						
Answer Options	A. Northern Ohio	B. Central Ohio	C. Southeastern Ohio	D. Southwestern Ohio	Response Percent	Response Count
Strongly Agree	146	73	43	40	33.4%	302
Agree	214	118	52	73	50.6%	457
Disagree	41	25	12	13	10.1%	91
Strongly Disagree	9	6	2	3	2.2%	20
Other (please specify)	24	11	4	11	5.5%	50
<i>answered question</i>						<b>903</b>
<i>skipped question</i>						<b>11</b>

## Question 5

Do you believe that there is a need for additional Physician Assistants to meet the health care needs of the population in the next decades?						
Please indicate the area in which you live or work.						
Answer Options	A. Northern Ohio	B. Central Ohio	C. Southeastern Ohio	D. Southwestern Ohio	Response Percent	Response Count
Strongly Agree	150	80	42	64	37.1%	336
Agree	197	101	54	54	44.9%	406
Disagree	45	30	10	10	10.5%	95
Strongly Disagree	21	10	5	5	4.5%	41
Other (please specify)	18	14	4	10	5.1%	46
<i>answered question</i>						<b>905</b>
<i>skipped question</i>						<b>9</b>

## Question 6

Do you believe that existing Physician Assistant educational programs should expand their enrollments to meet health care needs of the population over the next decades?						
Please indicate the area in which you live or work.						
Answer Options	A. Northern Ohio	B. Central Ohio	C. Southeastern Ohio	D. Southwestern Ohio	Response Percent	Response Count
Strongly Agree	99	58	32	38	25.1%	227
Agree	198	101	48	64	45.5%	411
Disagree	78	47	20	18	18.0%	163
Strongly Disagree	29	9	4	6	5.3%	48
Other (please specify)	33	15	12	21	9.0%	81
<i>answered question</i>						<b>904</b>
<i>skipped question</i>						<b>10</b>

## Question 7

Do you believe that there is a need for an additional Physician Assistant Program in Ohio?						
Please indicate the area in which you live or work.						
Answer Options	A. Northern Ohio	B. Central Ohio	C. Southeastern Ohio	D. Southwestern Ohio	Response Percent	Response Count
Strongly Agree	85	64	29	28	23.2%	206
Agree	164	86	43	53	39.0%	346
Disagree	87	39	15	19	18.0%	160
Strongly Disagree	35	14	4	7	6.8%	60
Other (please specify)	59	25	16	32	14.9%	132
<i>answered question</i>						<b>887</b>
<i>skipped question</i>						<b>27</b>

## Question 8

Do you believe that your practice would consider hiring an Ohio University Physician Assistant graduate in the future?						
Please indicate the area in which you live or work.						
Answer Options	A. Northern Ohio	B. Central Ohio	C. Southeastern Ohio	D. Southwestern Ohio	Response Percent	Response Count
Strongly Agree	107	57	36	31	25.7%	231
Agree	170	96	36	67	41.0%	369
Disagree	49	30	17	17	12.6%	113
Strongly Disagree	36	17	6	11	7.8%	70
Other (please specify)	78	37	18	16	16.6%	149
<i>answered question</i>						<b>900</b>
<i>skipped question</i>						<b>14</b>

## Question 9

Do you have past or current experience in the education of Physician Assistants?

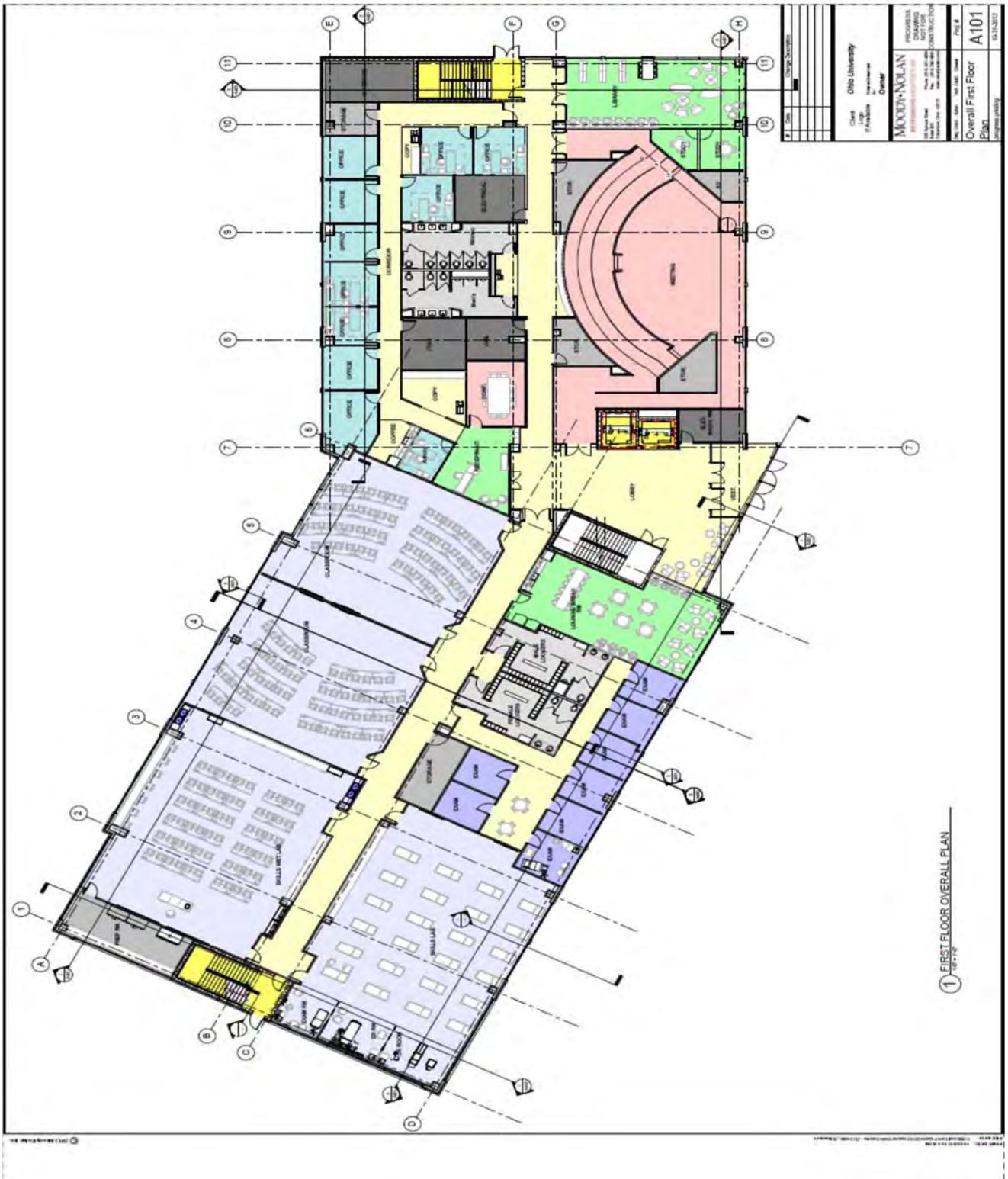
Please indicate the area in which you live or work.						
Answer Options	A. Northern Ohio	B. Central Ohio	C. Southeastern Ohio	D. Southwestern Ohio	Response Percent	Response Count
Yes, PA faculty member (full or part-time)	32	11	5	6	6.0%	54
Yes, current preceptor for PAs	107	41	21	36	22.7%	205
Yes, past preceptor of PAs	113	78	32	49	30.1%	272
Yes, guest lecturer in a PA program	39	14	5	12	7.7%	70
No prior experience	160	99	54	54	40.6%	367
Other (please specify)	43	19	5	9	8.4%	76
<i>answered question</i>						<b>905</b>
<i>skipped question</i>						<b>9</b>

## Question 10

Would you be willing to be involved with a Physician Assistant Program at Ohio University?						
	Please indicate the area in which you live or work.					
Answer Options	A. Northern Ohio	B. Central Ohio	C. Southeastern Ohio	D. Southwestern Ohio	Response Percent	Response Count
Yes, on the Advisory Committee	45	31	7	15	11.0%	98
Yes, as a Faculty member	36	41	11	12	11.3%	100
Yes, as a Guest Lecturer in the program	79	63	29	27	22.3%	198
Yes, as a Clinical Preceptor	150	98	44	55	39.1%	347
No, not at all	161	87	41	51	38.3%	340
Other (please specify)	81	33	19	20	17.2%	153
					<i>answered question</i>	<b>888</b>
					<i>skipped question</i>	<b>26</b>

# **Appendix J**

## **Building Space Floor Plan**



**COLLEGE OF HEALTH SCIENCES AND PROFESSIONS  
GLOBAL HEALTH CERTIFICATE**

**RESOLUTION 2014 -**

**WHEREAS**, the College of Health Sciences and Professions has proposed offering undergraduate and graduate Global Health Certificates, and

**WHEREAS**, the proposed certificate has the support of the Faculty and Dean of the College of Health Sciences and Professions, the University Curriculum Council, and the Executive Vice President and Provost, and

**WHEREAS**, the program reaches beyond the College of Health Sciences and Professions, providing students from various disciplines an opportunity to become more familiar with global health issues.

**NOW THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Ohio University hereby approves offering the Global Health Certificate by the Department of Health Sciences and Professions in the College of Health Sciences and Professions.

## **Global Health Certificate**

The **GLOBAL HEALTH CERTIFICATE** will assist students to:

- Gain an understanding of the factors that influence health globally
- Develop an understanding of global health and explore its meaning to their chosen profession
- Gain hands-on experiences grounded in the ethical, practical and multicultural aspects of global health
- Learn about inter-professional global health related needs and opportunities

The Global Health certificate requires a minimum of 19 approved credit hours.

### **Course Work**

- Introduction to Global Health (HSP 2210/5210)
- Tropical Disease Biology (BIOS 4440/6440)
- Global Health Research and Service (HSP 3521/5521)
- Global Health Capstone Experience (HSP3930 & 3910/5930 & 5910)
- Two qualified elective courses

### **Capstone Experience**

The Capstone Course requires a two-week global health experience either outside or inside the US. Students can select and develop the goals for the experience. Completion of the Capstone experience and certificate requires writing a final paper and participating in a reflection session with other participants.

**KENNEDY MUSEUM OF ART  
ADVISORY BOARD APPOINTMENT  
RESOLUTION 2014 -**

**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 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 RSOLVED** 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 nine members.

**Three-Year Term**

Jeffrey D. Chaddock

Senior Financial Advisor, The Chaddock Group  
Ohio University Alumnus



## **Interoffice Communication**

**Date:** January 3, 2014

**To:** The President and Board of Trustees

**From:** Pamela J. Benoit, Executive Vice President and Provost

**Re:** **Kennedy Museum of Art Advisory Board Member**

Dean of the College of Fine Arts, Margaret Kennedy-Dygas, has requested board approval of the appointment of Mr. Jeffrey Chaddock to a three-year term on the Kennedy Museum of Art Advisory Board.

A brief biography and a resolution facilitating board approval of Mr. Chaddock's appointment are attached.



**OHIO**  
UNIVERSITY

## **Interoffice Communication**

**Date:** December 4, 2013

**To:** Pamela J. Benoit, Executive Vice President and Provost

**From:** Margaret A. Kennedy-Dygas, Dean, College of Fine Arts

**Re:** **Nomination of Jeffery D. Chaddock to Advisory Board of Kennedy Museum of Art**

Please accept the nomination of Jeffery D. Chaddock to the Advisory Board of the Kennedy Museum of Art. Mr. Chaddock holds the Bachelor of Science degree in Communications from Ohio University. He is the Senior Financial Advisor of The Chaddock Group with Ameriprise Financial, with three offices in Ohio.

## **Jeffery D. Chaddock**

Jeffrey D. Chaddock, Senior Financial Advisor of The Chaddock Group with Ameriprise Financial, holds the Bachelor of Science degree in Communications from Ohio University. Of Ameriprise Financial's 18,000 advisors, Jeff has been ranked nationally in the top 1% for the past 20 years. Managing a total of approximately \$750 million in assets under management, he has been recognized by Barron's each year since 2010 as one of the top 1000 advisors in the industry. In response to numerous requests for presentations, Jeff formed his consulting firm in 1994, which he aptly named *Achieving WOW*. In 1988, he joined Ameriprise Financial. With 25 years of experience, he operates three successful office locations in Gahanna, Ohio; Athens, Ohio; and Worthington, Ohio. Jeff enjoys traveling and working with charitable organizations such as the Aids Resource Center, Grange Insurance Audubon Center, Wexner Center for the Arts and The Dairy Barn Arts Center. He also serves on the Board of Trustees at The Ohio University Foundation, where he has established the Jeffery D. Chaddock Endowed Scholarship program.

# Compliance Considerations in the Enrollment Management Division

*Craig Cornell*

*Vice Provost, Enrollment Management*

*Candace Boeninger*

*Assistant Vice Provost and Director of Undergraduate Admissions*

*Valerie Miller*

*Director, Student Financial Aid and Scholarships*

*Deb Benton*

*University Registrar*

# Enrollment Management

Reporting directly to the Executive Vice President and Provost, the Division of Enrollment Management is tasked with the development, implementation and oversight of the Strategic Enrollment Management Plan (SEMP) for Ohio University. In so doing, the effective coordination of the central academic and student support services is paramount in meeting this mission. The primary offices that report to the Vice Provost for Enrollment Management are:

- The Office of Undergraduate Admissions
- The Office of Student Financial Aid and Scholarships
- The Office of the University Registrar

Each office within the Division of Enrollment Management has unique compliance considerations and comprise both oversight and mandates from national, state, coalition and institutional policies, regulations and practices.

# The Office of Undergraduate Admissions

The Office of Undergraduate Admissions provides coordination, oversight and is responsible for the effective marketing, recruitment, processing and enrollment of Ohio University's undergraduate and eLearning populations. With over 90,000 prospects, and 30,000 applications annually, the Office has significant compliance and policy considerations.

Of note, considerable coordination with and accountability to the Ohio Board of Regents and national standards for the fair and equitable treatment of student applicants are the primary drivers of compliance and accountability, including:

- State Common Core admission guidelines provided by new ORC (Ohio Revised Code).
  - ✓ *compliance through holistic review processes*
- State transfer credit
  - ✓ *compliance through system infrastructure, monitored by OBOR*
- NACAC (National Association of College Admission Counseling) - Standards and Principles of Good Practice
  - ✓ *training and business processes designed to ensure compliance*
- NCAA (National Collegiate Athletic Association) recruiting practices
- ADA (Americans with Disabilities Act)

# The Office of Student Financial Aid and Scholarships

The Office of Student Financial Aid and Scholarships is responsible for the effective awarding of approximately \$343,000,000 in student aid to over 28,070 individual students (all campuses all programs) in any given year from institutional, state, federal and other agencies. Of those funds, approximately \$25,000,000 in undergraduate institutional scholarships and grants are awarded annually to our students.

Due to the financial considerations associated with these large federal, state and agency programs involved, there is also a significant amount of compliance considerations and efforts necessary.

To best outline these, we have divided our compliance efforts into the following three sections:

1. Agreements and Requirements
2. Reporting and Audits
3. Training and Information Sharing

# The Office of Student Financial Aid and Scholarships

## - 1. *Agreements and Requirements*

- *Program Participation Agreement (PPA)* - To participate in the FSA programs, a school must have a current Program Participation Agreement (PPA), signed by the school's president, chief executive officer, or chancellor and an authorized representative of the Secretary of Education. Our PPA will expire and require reapplication in 2016. Between application periods, the eApp is used to report various changes such as adding locations, changes in university officials and semi-annual reporting of foreign gifts/income.
- *Quality Assurance Program (QAP)* – Ohio University participates in the QAP program which is designed to promote exceptional student aid delivery and service excellence. As a participant, we are required to load Ohio University's student FAFSA data into the U.S. Department of Education's ISIR Analysis Tool annually. This tool assists in determining the types and severity of FAFSA errors. The analysis helps us to hone verification parameters for the following year.
- *Reporting* - Regular reporting of award originations and disbursements and annual reconciliation of Federal Direct Student Loan and Federal Pell Grant Programs is required. For FY13, Direct Loans totaled over \$179 million and Pell over \$40 million in disbursements. Regular reporting and funding requests also occur with the Ohio Board of Regents related to state grant and scholarship programs.

# The Office of Student Financial Aid and Scholarships

## - 2. Reporting and Audits

- *Fiscal Operations Report and Application to Participate (FISAP)* – submitted annually by October 1 to the U.S. Department of Education to apply for Campus-Based Program funding for the upcoming award year and to report Campus-Based Program expenditures for the previous award year.
- *Single Audit Act (A-133 Audit)* – this meets the annual SFA program audit requirement as mandated by U.S. Department of Education.
- *Ohio Board of Regents* – required annual financial aid audit of all state-supported colleges and universities. All Ohio aid programs are audited, including Ohio College Opportunity Grant, Ohio War Orphans Scholarship, Ohio Academic Scholarship, Choose Ohio First, Ohio National Guard, Ohio Safety Officers Memorial Fund and Nurse Education Assistance Loan Program.
- *TEACH (Teacher Education Assistance for College and Higher Education) Grant Funds* – annual student level report to confirm students' enrollment in eligible TEACH programs.
- *NCAA* – work closely with Intercollegiate Athletics on all aid related compliance issues

# The Office of Student Financial Aid and Scholarships

## - 3. *Training and Information Sharing*

As you can see from the previous slides, there are various interactions with several agencies related to oversight and control. Universities who participate in federal student aid programs are held to rules and standards (see below) that reach far beyond the financial aid office. Locations where courses are held, additions of different programs, accreditation, compliance with various required disclosures (such as Consumer and Safety information), all play a role in an institution's standing. Failure to comply with provisions may have implications that can range from findings and corrective action plans to fines or loss of federal aid eligibility.

The following General Terms and Conditions, and General Provisions provide additional legislative oversight:

# The Office of Student Financial Aid and Scholarships

## - 3. *Training and Information Sharing*

General Terms and Conditions:

The school certifies that it will comply with :

- a. Title VI of the Civil Rights Act of 1964, as amended, barring discrimination on the basis of race, color, or national origin;
- b. Title IX of the Education Amendments of 1972, barring discrimination on the basis of sex;
- c. The Family Rights and Privacy Act of 1974;
- d. Section 504 of the Rehabilitation Act of 1973, barring discrimination on the basis of physical handicap; and
- e. The Age Discrimination Act of 1975.

The school acknowledges that the Department, states, and accrediting agencies may share information about the school without limitation.

The school acknowledges that the school must, prior to any other legal action, submit any dispute involving the final denial, withdrawal, or termination of accreditation to initial arbitration.

# The Office of Student Financial Aid and Scholarships

## - 3. *Training and Information Sharing*

### General Provisions:

The school will use funds received under any FSA program, as well as any interest and other earnings thereon, solely for the purposes specified for that program.

- If the school is permitted to request FSA program funds under an advance payment method, the school will time its requests for funds to meet only the school's immediate FSA program needs.
- The school will not charge for processing or handling any application, form, or data used to determine a student's FSA eligibility.
- The school will establish administrative/fiscal procedures and reports that are necessary for the proper and efficient management of FSA funds, and it will provide timely information on its administrative capability and financial responsibility to the Department and to the appropriate state, guaranty, and accrediting agencies.
- The school must acknowledge the authority of the Department and other entities to share information regarding fraud, abuse, or the school's eligibility for participation in the FSA programs.
- The school must, in a timely manner, complete reports, surveys, and any other data collection effort of the Department including surveys under the Integrated Postsecondary Education Data System.
- The school cannot penalize in any way a student who is unable to pay school costs due to compliance with the FSA program requirements or due to a delay in an FSA loan disbursement caused by the school.

# The Office of the University Registrar

The Office of the University Registrar supports the academic mission of the University by providing centralized student registration and records. In this capacity, all students who enroll at Ohio University interface with the Registrar's Office. We have enrolled and we maintain academic records for over 530,000 students.

The Office of the University Registrar complies with:

- The Family Educational Rights and Privacy Act (FERPA)
- Ohio Board of Regents policies and initiatives (e.g. electronic transcripts, Credit When It's Due, Ohio Transfer Module)
- National Collegiate Athletic Association, Mid-American Conference athletic eligibility (491 student athletes and managers)
- Veterans Educational Benefit certification (727 certified students Fall 2013-14)
- Institutional and Academic Policies (withdrawal, grading, student records, probation, pass/fail, classroom scheduling)
- Higher Education Opportunity Act of 2008 (textbook system)
- U.S. Department of Defense Memorandum of Understanding

# Glossary of Acronyms

- in order of presentation (if not already fully identified in the presentation)

- Slide 2
  - *SEMP – Strategic Enrollment Management Plan, 2010-2016*; Board of Trustees adopted enrollment planning document used by the Enrollment Management Divisions for meeting enrollment goals- <http://www.ohio.edu/provost/enrollment>
- Slide 3
  - *ORC – Ohio Revised Code*; Legislation for Ohio Laws and Rules- <http://codes.ohio.gov/>
  - *OBOR – Ohio Board of Regents*; Oversight body for colleges and universities in Ohio - <https://www.ohiohighered.org/>
  - *NACAC – National Association for College Admissions Counseling*; National association for university admissions - <http://www.nacacnet.org/Pages/default.aspx>
  - *NCAA- National Collegiate Athletics Association*; Nonprofit association of 1,281 institutions, conferences, organizations and individuals that organizes the athletic programs of many colleges and universities in the United States and Canada - <http://www.ncaa.org/>
  - *ADA – Americans with Disabilities Act of 1990*; Federal legislation prohibiting discrimination against people with disabilities- [www.ada.gov](http://www.ada.gov)
- Slide 9
  - *FSA – Federal Student Aid*; The office of the federal government responsible for the management of the federal financial aid programs- <http://studentaid.ed.gov/redirects/federal-student-aid-ed-gov>
- Slide 10
  - *FERPA – Family Educational Rights and Privacy Act*; (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education- <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>



# OHIO UNIVERSITY

## Internal Audit

1 Ohio University  
WUSOC 275  
Athens OH 45701.2979

Date: January 3, 2014

To: The President and Board of Trustees

From: Jeff Davis, Chief Audit Executive

Re: **Audit Committee Meeting**

Internal Audit will present an update on the status of the FY14 audit plan at the January 23, 2014 Audit Committee meeting. Audit plan completion, the Audit Committee Charter, and construction auditing will be addressed.

Dr. Craig Cornell, Vice Provost for Enrollment Management, will provide a compliance update. Also, representatives of Plante Moran will discuss the completed FY13 audit.

I will be pleased to answer any questions you might have prior to or during the meeting.

# Audit Committee

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**Trustee Victor Goodman  
Audit Committee Chair  
January 23, 2014**

**Tab**

# Chief Audit Executive Report

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**Jeff Davis, CPA**

# Agenda

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- ① Audit Status Update
- ② Audit Committee Charter – External Auditor Evaluation
- ③ Proposed Construction Auditing

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# Audit Status Update

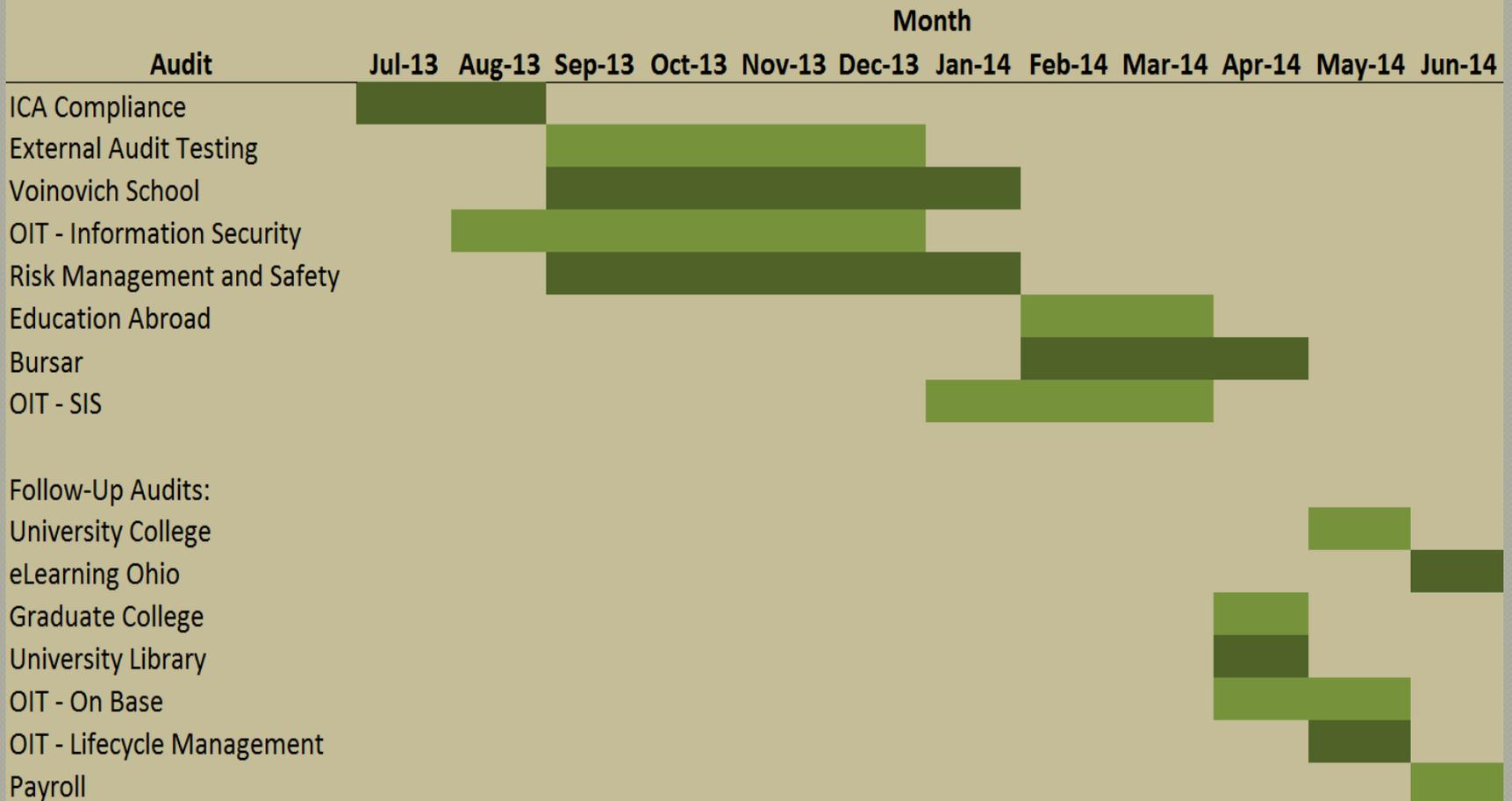
# FY14 Audit Plan Status

<b>Audit</b>	<b>Auditor</b>	<b>Status</b>	<b>Report Date</b>
ICA Compliance	Ries/Ennis	Completed	9/9/13
OIT – Information Security	Tong	Completed	12/9/13
Risk Management and Safety	Ennis	Completed	
External Audit Testing	All	Completed	12/20/13
Voinovich School of Leadership and Public Affairs	Ries	Completed	
Education Abroad	Ennis	Planned	
Bursar	Ries	Planned	
OIT – Student Information System	Tong	Planned	
FY13 Carryover Audits:			
Graduate College	Ennis	Completed	7/16/13
eLearning Ohio	Ries/Tong	Completed	8/23/13

# FY14 Audit Plan Status (con't)

<b>Follow-Up Audit</b>	<b>Auditor</b>	<b>Status</b>	<b>Report Date</b>
University College	Ennis	Planned	
eLearning Ohio	Ries/Tong	Planned	
Graduate College	Ennis	Planned	
University Library	Ries	Planned	
OIT – On Base	Tong	Planned	
OIT – Lifecycle Management	Tong	Planned	
Payroll and Tax Compliance	Ries	Planned	

# FY14 Audit Schedule



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# Audit Committee Charter - External Auditor Evaluation

# Responsibilities Related to External Audit:

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**Audit Committee Charter includes:**

- Evaluate annually, the external auditor's qualifications and performance, taking into account the opinions of management and the internal auditor, and report its conclusions to the Board

**Evaluation template states:**

- “the internal audit team acting on behalf of the board, and the finance team will assess the external auditor performance”

# Evaluation Criteria

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- Clear, timely, and open communication
- Effective coordination of Internal Audit(IA) and Plante Moran work plans
- Completion of all audits on a timely basis
- Fair and objective review of opportunities to strengthen system of internal financial controls
- Regular updates on new or changed accounting standards

# Evaluation Results

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## Plante Moran:

- Communicated effectively with management and IA (e.g., weekly status meetings held)
- Worked closely with IA resulting in coordination of audit plans
- Completed audit timely with report filing prior to October 15<sup>th</sup> deadline

# Evaluation Results

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## Plante Moran:

- Provides recommendations where deficiencies have been identified to strengthen the University's system of internal financial controls
- Makes presentations to Audit Committee on new or changed accounting standards

**Summary:** Positive comments were provided by management regarding Plante Moran's performance

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# Proposed Construction Auditing

# Construction Auditing

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- Significant construction projects identified in the six year capital improvement plan (CIP) as reported at the November 2013 Board meeting
  - Six Year CIP: FY2015 – FY2020
  - Estimated Project Costs: \$966 Million
- IA currently does not have appropriate available staffing levels to add significant audit value for projects of this scope
- Construction auditing is typically considered a specialty area

# Construction Auditing (con't)

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- Management and IA would like to hire a construction audit firm to supplement audit scope
- IA and management will be preparing a draft Request for Proposal (RFP)
- Discussions are expected to result in the hiring of a construction auditing firm

# Construction Auditing (con't)

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## Potential/Typical Types of Services Provided:

- Review of construction expenditures
- Identification of potential cost savings
- Assessment of OHIO's compliance with applicable laws, policies, and contracts
- Assessment of OHIO's contracting and construction management process
- Evaluation of change order requests
- Identification of areas where OHIO could limit future risks and improve performance

# Conclusion

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- Questions?