



**OHIO**  
UNIVERSITY

# Board of Trustees

Ohio University

Athens, Ohio

## Agenda

January 23, 2015



**BOARD ACTIVITIES FOR January 22nd & 23rd, 2015**  
**Ohio University Main Campus – Athens, Ohio**  
**Activity & Committee Meeting Schedule**

**Thursday, January 22, 2015**

- 8:00 a.m. Tour of College of Business & College of Arts & Sciences (Pick up at Walter Hall Parking Lot)
- 10:00 a.m. Return to Walter Hall
- 10:15 a.m. Joint Academics/Resources Committee Meeting, Margaret M. Walter Hall, Governance Room
- 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, Governance Room 104
- 3:30 p.m. Audit Committee, Margaret M. Walter Hall, Room 125/127
- 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 23, 2015**

- 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 23, 2015 – 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 October 17, 2014.

Comments from the Chair of the Board of Trustees

2. Report from the President

3. Report from the Faculty Senate Chair

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

- Joint Resources & Academics 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 10 -Resolution,** Granting Easements

**Tab 11 -Resolution,** Pipeline Construction

**Tab 12 -Resolution,** EPA Permit Consultant & Boilers

**Tab 13- Resolution,** Construction Projects Approval - Schematic Design

**Tab 14- Resolution,** Construction Projects Approval - Construction

**Tab 16- Resolution,** City of Dublin Land Conveyance

**Tab 26- Resolution,** New Program – SCOC - Applied Communication

**Tab 27- Resolution,** New Program – HTC-Translational Health

**Tab 28- Resolution,** GEOG-Globalization and Development

**Tab 29- Resolution,** Veterans and Military Services Student Center Naming

**Tab 30- Resolution,** Name Change – Bachelor of Sport Management

**Tab 31- Resolution,** Program Review – Industrial Maintenance Technology

**Tab 32- Resolution,** Statement of Expectations

**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  
10:00 a.m. – Thursday, January 22, 2015**

4. Interim Budget Update, OHIO Signature Award and The Ohio Guarantee Update
5. Fact Sheets Fall 2014 – Information Item

**AGENDA**  
**University Resources Committee**  
**Margaret M. Walter Hall, Room 125/127**  
**1:30 p.m. – Thursday, January 22, 2015**

6. **Resolution**, FY2016 Fees Approval
7. Financial Update – November 2014
8. Century Bond Issue
9. Energy Infrastructure Projects Initiative Update
10. **Consent Agenda**, Granting Easements
11. **Consent Agenda**, Pipeline Construction
12. **Consent Agenda**, EPA Permit Consultant & Boilers
13. **Consent Agenda**, Construction Projects Approval - Schematic Design
14. **Consent Agenda**, Construction Projects Approval - Construction
15. Comprehensive Master Plan Update
16. **Consent Agenda**, City of Dublin Land Conveyance
17. Capital Campaign Update

**AGENDA**  
**University Academics Committee**  
**Margaret M. Walter Hall, Governance Room 104**  
**1:30 p.m. – Thursday, January 22, 2015**

18. AQIP Update

Academic Quality - Dashboard

19. Enrollment Management

Standing Reports and Updates

20. **Resolution**, Code of Conduct

21. Research Update

22. Global Affairs and International Studies Update

23. Intercollegiate Athletics Update

Academic Quality – Initiatives

24. Workplace Climate Update

25. Disciplinary Accreditation Update

26. **Consent Agenda**, New Program – SCOC-Applied Communication

27. **Consent Agenda**, New Program – HTC-Translational Health

28. **Consent Agenda**, New Program – GEOG-Globalization and  
Development

29. **Consent Agenda**, Veterans and Military Services Student Center Naming

30. **Consent Agenda**, Name Change – Bachelor of Sport Management

31. **Consent Agenda**, Program Review – Industrial Maintenance Technology

**AGENDA**  
**Governance Committee**  
**Margaret M. Walter Hall, Governance Room 104**  
**3:30 p.m. – January 22, 2015**

- Meeting dates for 2015 - 2016
  - Update on student trustee alumni event planning for March, 2015
32. **Resolution**, Statement of Expectations

**AGENDA**  
**Audit Committee**  
**Margaret M. Walter Hall, Room 125/127**  
**3:30 p.m. – Thursday, January 22, 2015**

- 33. Chief Audit Executive Update Memo
- 34. BOT 2015 ORSP
- 35. Construction Auditing Update
- 36. Chief Audit Executive Presentation

**AGENDA**  
**Executive Committee**  
**Lindley Room, Ohio University Inn**  
**7:30 a.m. – Friday, January 23, 2015**

**EXECUTIVE SESSION**

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

*Revised August 28, 2014*

*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 December 17, 2004*

*Revised September 20, 2002*

*Revised June 23, 1990*

*Revised July 14, 1989*

### **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. Public notice of all meetings shall be given in accordance with the requirements of Revised Code Section 121.22. Any person may determine the time and place of all regularly scheduled meetings and the time, place, and purpose of all special meetings by contacting University Communications and Marketing or on the internet at <http://www.ohio.edu/trustees/>.

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

Ohio University

Athens, Ohio

## Minutes

October 17, 2014

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## ROLL CALL

Chair Brightbill called the meeting to order at 10:18 a.m. Secretary Mather called the roll.

Present: Chair David Brightbill, Trustees David A. Wolfort, Sandra Anderson, Cary Cooper, N. Victor Goodman, Janetta King, Dave Scholl, and Janelle Simmons.

Also present were Student Trustees Keith Wilbur and Sharmaine Wilcox; National Trustees Peggy Viehweger and J. Patrick Campbell; Alumni Association Representative Julie Mann Keppner; President Roderick J. McDavis; and Board Secretary Peter C. Mather.

## APPROVAL OF AGENDA

Chair Brightbill asked for a motion to approve the agenda. Trustee Anderson moved, Wolfort seconded, and the motion passed.

## APPROVAL OF THE MINUTES OF AUGUST 28, 2014

Chair Brightbill asked for a motion to approve the minutes. Trustee Simmons moved, Scholl seconded, and the motion carried.

## REPORTS

### **Report from the Chair**

Chair Brightbill reported that he and Trustee Wolfort attended the faculty senate meeting early in the week. He also mentioned that the Trustees took a tour on Thursday morning, including a visit to the Walter Fieldhouse. Chair Brightbill commented on the generosity of Bob and Peggy Walter for this and other buildings on campus. The Trustees also visited a mock up residence hall room, representing the rooms that will be in the new residence halls. Finally, Chair Brightbill introduced his mother, who was in attendance at the meeting.

### **Report from the President**

President McDavis began his report with a discussion of the University's strategic priorities and a map representing Ohio University's presence throughout the state of Ohio.

### *University Spotlight*

The spotlight came from the Student Fixed Income Management and Student Equity Management Groups. Dr. John Day, Associate Dean in the College of Business, introduced Taylor Matthews and Peter Rousseau, both students in the College of Business.

Taylor is a senior finance major and Peter is a sophomore finance major. Taylor and Peter explained that the two organizations they are representing are each allocated \$4M to invest funds from the University Foundation funds. They noted that each organization was allocated an additional \$2M designated to socially responsible investments. The student presenters discussed the exceptional mentoring offered through the program, the rich professional experiences they have in managing investments and the opportunities they have had to network with potential employers, particularly with alumni who are working in the finance industry. The presenters indicated that the groups' investments have outperformed the market in eleven of the last thirteen years.

## COMMITTEE REPORTS

### Joint Committee Report

Chair Brightbill reviewed the previous day's joint meeting of the Academics and Resources Committees. The meeting included four topics: COMP 2014, the Ridges Master Plan Update, State Share of Instruction (SSI) and the OHIO Guarantee.

### *Comp 2014*

Executive Vice President and Provost Pam Benoit, Vice President for Finance and Administration, and the chief Human Resources Officer, Colleen Bendl, presented to the Trustees on the COMP 2014 Project. The project is being led by the University Human Resources

Compensation team to satisfy the requirements of the University's voluntary Resolution Agreement entered into with the Department of Education (DOE) to comply with DOE regulations.

The University is on schedule to complete this process by December 31, 2014. Ms. Bendl presented a timeline of the project, showing that several of the tasks have been completed, and others are on track for completion by the end of year deadline.

### *Ridges Master Plan Update*

Chair Brightbill noted that the Board heard an update on the Ridges Master Plan process, chaired by Dr. Joe Shields and Shawna Bolin. The presenters noted that the committee includes three subcommittees: Academic Uses, Land Uses, and Existing Buildings. To this point, the Advisory Committee has focused on gathering historical documents and data, reviewing current uses, and generating possible uses for the Ridges. The next stage of the process involves narrowing options and setting priorities. Chair Brightbill noted that the Athens community is very involved with the process, in particular with involvement by the Athens Historical Society.

### *State Share of Instruction*

The Board also heard a report from Dr. John Day, Associate Provost for Academic Budget and Planning regarding the status of the State Share of Instruction (SSI). Following a growth in Ohio University's portion of the SSI, there will be adjustments made for the FY2016-2017 biennium that will reduce the University's proportion. The reduction is the result of two primary formula adjustments:

1. The allocation of at-risk degree funding will be eliminated for students admitted with more than 30 credit hours; and,
2. Funding for a bachelor's degree after the rewarding of an associate's degree will be decreased by the value of the associate's degree.

These two adjustments impact the SSI allocation resulting from the RN to BSN program, which has been the source of the majority of growth in the current biennium. Dr. Day indicated that the specific financial impact to the University could not yet be predicted.

### *OHIO Guarantee*

Chair Brightbill reported that the Board heard a report on the implementation of the OHIO Guarantee, with a particular focus on establishing the background necessary in order to set the first cohort rate at the January 2015 meeting. Executive Vice President and Provost Pam Benoit discussed strategy (e.g., Dublin and Cleveland campuses, RCM Management Model, and OU/OSU Innovation Fund), facilities and debt (e.g., the Housing Plan and Deferred Maintenance Strategy), and additional board priorities (e.g., Comp 2014, Scholarship Matching program, and OHIO Guarantee). The illustration provided an important context for examining the many initiatives occurring since 2010 and projected into 2017.

EVPP Benoit and VP Golding discussed contextual issues and strategic priorities that are important considerations in setting the OHIO Guarantee cohort rate, including student affordability, employee compensation and the capital plan. Mr. Golding also described considerations such as healthcare costs, endowment status, and revenue generation and expenses.

### Academics Committee

Trustee Janetta King provided the report on the meeting of the Academics Committee. Trustee King reported that University Libraries Dean Scott Seaman provided the academic dashboard. Dean Seaman noted that this was the 200<sup>th</sup> anniversary of the Ohio University library. He indicated that Ohio University's library is listed as one of the top 100 libraries in North America. Trustee King highlighted the library's informal environment, high level of usage, and the library's social media uses.

Trustee King also reported that the committee received a report on the Parental Leave Program, indicating that the pilot has been extended for a year. She also indicated that the committee received an AQIP report on the category, *Valuing People*, related to the experience of faculty and staff.

Trustee King indicated that the committee received reports on enrollment and retention, which included record-setting enrollment numbers. She noted that the Heritage College of Medicine numbers were boosted due to the College's expansion into Dublin.

Trustee King also reported that EVPP Benoit presented on the US News & World Report's ranking, highlighting the metrics used in this ranking. She contrasted this report with the Student Achievement Measure (SAM), which is a rating approach that Dr. Benoit highlighted as a truer approach for measuring institutional quality.

Consent Agenda Items:

- Review of Centers and Institutes
- Wealth & Poverty Certificate
- HB488 – Valuing Ohio Veterans

### Resources Committee

Trustee Sandra Anderson presented the report from the Resources Committee Meeting.

### *Century Bond*

The first item discussed in Resources Committee was the Century Bond. Beth Greene, Director of Bond Management, provided an update on the document titled, Guiding Principles Governing Use of Century Bond Proceeds. Trustee Anderson noted that revisions have been made to the document since previous discussions about the guidelines. These guiding principles are intended to ensure the sound fiscal management of century bond proceeds, and to manage payment of the outstanding principle.

The resolution will include the investment policy for the century bonds. The investment policy includes four components: 1) establishment and management of a reserve fund of seven million dollars; 2) investment policy and asset allocation strategy; 3) central bank, with the primary goal to deal with deferred maintenance; 4) Board of Trustee oversight.

Trustee Anderson noted that the committee heard from Hirtle Callahan representative Rick Behler, who serves the University Foundation Investment Subcommittee as a portfolio manager. The committee discussed the use of the proceeds from the \$250M bonds, which will be divided into two broad funds. \$100M will be used to deal with immediate needs and invested in highly liquid securities. The additional \$150M will be managed by the Foundation investment subcommittee.

Trustee Anderson noted that the \$7M reserve fund will be used as a source for paying off the Century Bond debt in 100 years. The plan is for the proceeds of the investment of this \$7M to grow over time in order to retire the debt.

Trustee Anderson explained that the resolution was originally on the consent agenda but, due to the importance of the resolution, will be dealt with separately. Trustee Anderson moved to accept the resolution; Trustee Wolford seconded; with all in favor, the motion carried.

## **RESOLUTION TO APPROVE GUIDING PRINCIPLES GOVERNING USE OF CENTURY BOND PROCEEDS**

### **RESOLUTION 2014 -- 3435**

**WHEREAS**, the Board of Trustees has authorized the issuance and sale of general receipts bonds, described as the Series 2014 Bonds, in an amount not to exceed \$250 million (Resolution 2014-3427);

**WHEREAS**, consistent with this authorization, University administration intend to issue \$250 million in 100-year maturity taxable bonds (“Century Bonds”) in order to establish a central bank funding model for deferred maintenance and other projects; and

**WHEREAS**, pursuant to its authority under Sections 3345.11 and 3345.12 of the Ohio Revised Code, and to ensure the prudent and fiscally responsible management of the Century Bonds, the Board of Trustees wishes to adopt guiding principles to govern the use, investment and expenditure of the proceeds of the Century Bonds;

**NOW THEREFORE, BE IT RESOLVED**, that the Board of Trustees hereby adopts and approves the Ohio University 2014 Century Bond Guiding Principles attached hereto as Exhibit A.

**BE IT FUTHER RESOLVED**, that the Board of Trustees adopts and approves The Century Bonds and Deferred Maintenance Program Investment Policy attached hereto as Exhibit B.

**BE IT FURTHER RESOLVED**, that the Board of Trustees hereby delegates to The Ohio University Foundation’s Investment Sub-Committee the authority to act on its behalf with regards to investing the funds associated with the Century Bonds and Deferred Maintenance Program in accordance with the aforementioned Investment Policy.

**BE IT FURTHER RESOLVED**, that the performance of the aforementioned investments will be presented to the Resources Committee for their review and any changes in the Century Bond Guiding Principles and the Century Bonds and Deferred Maintenance Program Investment Policy will be presented to this Board for its approval.

## **EXHIBIT A**

### **Ohio University 2014 Century Bond Guiding Principles**

The objective of this document is to establish guiding principles related to a Century Bond issuance so that the University manages this program in a fiscally responsible manner and ensures its ability to repay the outstanding principal due in 2114. OHIO's objective in issuing a Century Bond is to a) reduce OHIO's current deferred maintenance backlog and establish a framework to continuously manage its deferred maintenance needs over the next century; b) reduce the amount of future borrowing needed for deferred maintenance projects over the next 100 years; and c) take advantage of historically low rates in the taxable market to lock in a low cost of capital. We believe a one hundred year debt allocation should be carefully managed; this document shall be used as framework for preserving fiscal discipline over the life of the Bonds.

#### **Debt Reserve Fund**

The University shall set aside \$7 million from a source other than bond proceeds for every \$250 million borrowed (pro-rated as applicable for an issuance of more or less) to be invested in such a way so that it may be ultimately used to repay the total outstanding principal in one hundred years.

The parameters for the initial investment of the funds are as follows:

- At the onset of the program, half of the monies will be invested in accordance with The Ohio University Foundation Investment Policy, with the objective of maximizing potential yield.
- The other half shall be invested in safer, more conservative (yet lower yielding) investments, examples of which are detailed in Appendix A, in order to preserve and protect principal under volatile market conditions (henceforth known as the "Conservative Portfolio").
- No draws may be made until the portfolio achieves at least 100% of the debt principal maturity balance (assuming a \$250M issuance, in approximately 70 years according to the table in Appendix B). Once this milestone is achieved, draws may be made to the extent portfolio balances exceed targets in the chart on the following page, as well as minimum balances described more fully in Appendix B.

OHIO will need to readjust the allocation of monies within its investment portfolio over time in order to protect the principal needed to repay the full principal amount and one

year's interest at maturity. In addition, once monies are invested in their respective portfolios, all earnings will continue to be reinvested in those respective portfolios until and unless investment portfolio adjustments are made pursuant to the following:

Milestone Period	Investment Adjustment	Expectation	Minimum Required Reserve Balance*
Portfolio reaches 15% of outstanding principal	10% will be reallocated to the Conservative Portfolio; the remaining 5% shall be invested along with the institution's endowment	This adjustment will be made on or before the first 35 years.	\$38M (year 35)
Year 50	20% of outstanding principal should be reallocated to the Conservative Portfolio	At this point the portfolio value should be approximately 35% of outstanding principal	\$88M
Year 75	50% of outstanding principal should be reallocated to the Conservative Portfolio	At this point the portfolio value should have reached 112% of outstanding principal	\$281M
Year 90	100% of outstanding principal shall be reallocated to the Conservative Portfolio and maintained in this portfolio until maturity.	At this point, future administrations will have likely made additional draws on the portfolio to fund campus deferred maintenance needs.  These draws should be done with an expectation that by Year 90, the portfolio has a value of at least 125% of outstanding principal.  This cushion will allow the University to retain a larger portion of the principal in higher yielding securities, which should in turn allow for a greater amount of campus reinvestment.	\$313M
Post Year 90	Draws may be made as long as the total portfolio balance is at least 110% of outstanding principal.	110% of principal should be maintained as a fund balance. The difference may be redeployed for campus capital needs.	\$275M

*Please see Appendix B for a sample model of the portfolio and a detailed listing of annual minimum balance requirements.*

Assuming half of the \$7 million investment yields the current U.S. 30-year Treasury rate of 3.37% (as of July 15, 2014) and the other half yields the Foundation's current long term planning rate of 6.90%, and assuming the above portfolio adjustments, the University is expected to achieve a fund balance of approximately \$1.4 billion in 100 years, well over the \$250 million needed to repay the outstanding principal. Given that it is not the institution's objective to create an endowment out of these funds, future administrations should have the ability to make responsible draws from the fund in order to reduce the need for additional borrowing that would have otherwise been made to finance campus capital improvements. These draws may be made once the portfolio balance reaches \$250 million and as long as the annual minimum balances in Appendix B have been historically met and are expected to be met in the future; they will be managed by the University's Central Bank (please see applicable section below for more detail) and any disbursements, in combination with the investment income from the bond proceeds fund, must first sufficiently meet campus deferred maintenance needs before being redeployed to other campus capital projects

To the extent portfolio returns are higher than delineated above, the University may have an excess of funds available for reinvestment into the campus. We leave it to future administrations to model out draw schedules using both the expectations above and the annual minimums listed in Appendix B as guidelines. Should the University fail to meet the annual minimum portfolio values as detailed in Appendix B, it is required to draw from its operating reserves to correct the fund balances.

### **Investment of Bond Proceeds**

At the onset of the program, the University will plan to set aside \$100 million of the total borrowing which will be invested in highly liquid, safe investments that comply with its Non-Endowment Investment Funds Policy. These are the same types of investments the University utilizes for its tax-exempt debt proceeds, and these funds are expected to be expended on energy infrastructure/deferred maintenance projects over the near term of the next three to four years. The remaining funds, approximately \$150 million (less issuance costs), will be managed by the Foundation Investments Committee. Hirtle Callaghan, the Foundation's Chief Investment Officer, has worked with Ohio University to put together guidelines related to the investment of the remainder of these funds. During the early years of the program, investment returns play a key role. An initial period of negative investment return could disrupt the smooth implementation of the plan. Hirtle has helped the University develop a plan to employ an initial allocation strategy during the first six years, when the appetite for risk is lower and the need for flexibility is higher, and a second strategy for the remainder of the 100 year period, or the "corpus growth" years. It is also important to note that University expects to expend the full amount of the borrowed debt proceeds as soon as practical. This means that ultimately the managed funds in this account will be related to the interest earnings on the original debt proceeds, and not the debt proceeds themselves.

Please see Appendix C for specific proposed asset allocations under the Deferred Maintenance Program Investment Policy. The Foundation's Investments Sub-committee, in conjunction with the Foundation's Chief Investment Officer, will have the authority to use their fiduciary duty to make changes to the asset allocations over time as appropriate. Any future modifications to the Century Bonds and Deferred Maintenance Program investment policy will be presented to the Resources Committee for their review and approval.

### **Central Bank**

Proceeds of the bonds are initially intended to be used to make a series of internal loans for miscellaneous energy infrastructure projects (approx. \$90 million) and deferred maintenance needs (approx. \$160 million). The Board will vote on any draws or disbursements of the loans, and the University is expected to be able to demonstrate that sufficient operating funds are available to repay annual debt service. The internal loans will be managed by the University's Treasury office utilizing OHIO's Central Bank model. As the principal and interest of the loans are repaid internally, the University will be able to use the incoming funds to repay the semi-annual interest due on the Century Bond as well as invest/redeploy any excess funds for future capital projects so that they

may ultimately be utilized to reduce future borrowings. The investments of the incoming funds will be pooled with the University's bond proceeds fund; the combination of the two must maintain a minimum balance of \$50 million. This will provide a strong foundation so that the institution will be able to continue to make future draws on the interest earnings in the fund for future deferred maintenance needs.

In addition, the administrators of the Central Bank will create a budgeted depreciation model. Goals for deferred maintenance balances (backlog/sq ft) will be established and tied to the program and evaluated annually. The current model builds and sustains budgeted depreciation from operations to \$13M by Year 10. In addition, if the Century Bond pool exceeds expected balances (based on investment returns modeled), the first use of these excess returns will be incremental investment in the annual deferred maintenance withdrawal to address respective inflationary impacts on backlog/sq foot. Board approval will be required prior to spending monies on future projects.

### **Board of Trustees Oversight**

The financing model for the Century Bonds is expected to be managed continuously; however, the Vice President for Finance and Administration shall review the program no less than once a year and the Board of Trustees will receive an update as part of the biannual capital budget process and will be included in the capital budget submitted to the BOT for approval. These annual reports to the BOT shall include:

- Spend to date, with uses
- Internal loan principal and interest included in Operating Budget for next annum (budgeted deferred maintenance)
- Corpus (\$250M Bond) balance and Pool fund balance
- Bond reserve fund (\$7M) balance
- Investment results and comparison to plans
- Estimated draw and use for next annum
- Deferred maintenance backlogs / sq ft and progress against goals
  - Inflationary impacts on progress toward goals

The University's current deferred maintenance target backlog goal, as recommended by Sightlines, is \$40-50 per gross square foot. With the implementation of the deferred maintenance strategy, in conjunction with the current Capital Improvement Plan, OHIO expects to reduce its current backlog from \$87 per gross square foot to \$59 per gross sf. Industry standard goals will no doubt change over the next 100 years. Future administrations, in conjunction with the BOT, must annually review and revise deferred maintenance backlog goals, setting new target benchmarks as appropriate and increasing budget appropriations as needed to attain these goals as well as to compensate for the impacts of inflation on this program.

### **Changes to the Guidelines**

The objective of the 2014 Century Bond is to create a deferred maintenance program so that OHIO is able to significantly improve its current deferred maintenance backlog as

well as ensure a reliable source of funding for capital improvement needs into the next century. We believe that through careful management of this program, a \$250M borrowing today will result in the University being able to reinvest at least \$1.3 billion back into campus capital improvement projects over the next 100 years. However, as fund balances grow, it may be tempting for future administrations and the Board to redeploy monies towards other institutional needs, and this could result in a significant regression in the reduction/maintenance of the institution's deferred maintenance backlog. At the same time, since the current administration cannot predict the future, it would be imprudent to institute so many rules related to the governance of this program that they would become a great hindrance to future administrations. Thus, the intent of these guidelines is to provide a framework for fiscal discipline while enabling the Board and future administrations the flexibility to make changes to these guidelines and this program.

In addition, in order to keep the Board fully informed prior to making a change to these guidelines, future administrations must answer the following questions, with the intention to remain mindful of the original intended purpose of the program:

What is OHIO's current deferred maintenance backlog?

What is the recommended deferred maintenance backlog for an institution of OHIO's age and size?

How will changes to this policy affect the backlog today as well in 5 or 10 years from now?

Will these changes affect the way the University budgets for the repayment of the Bond's debt service? If so, how, and what are the repercussions?

Will these changes affect the way the University is managing the ability to repay the outstanding principal of the bonds? If so, how, and what are the repercussions?

Could these changes in any way negatively affect future administrations and their ability to manage this program?

How is inflation affecting progress towards these goals?

### **Review of Guiding Principles (initial 2-year test period)**

OHIO has no peers with similar guiding principles and this management framework is the first of its kind. While we seek adoption of these Guiding Principles in October 2014, two years following implementation the University is to provide a report to the Board on this document and suggest recommended modifications, if any.

### **Conclusion**

A Century Bond strategy has the potential to provide enormous benefit to the University. However, current and future administrations must be committed to carefully and prudently managing the program over the life of the Bonds. These Guiding Principles are intended to establish a management framework that combines the use of bond proceeds, investment income and prudent budgeting in order to reduce future borrowing needs and maximize the potential uses of this strategy over the next one hundred years. They are also intended to ensure that the Board remains fully involved with the program for the duration of the Bonds.

## **Appendix A**

### **Conservative Investment Portfolio**

The objective of the conservative portfolio is to protect the monies invested from market volatility, preserving principal. Monies allocated to the conservative investment portfolio are expected to generate a lower yield than the other invested portfolios. Specific securities for the portfolio with appropriate credit ratings will be selected in accordance with an investment policy that's developed with the assistance of a professional investment advisor. Examples of investments that may be in the conservative portfolio include, but are not limited to, the following:

- \* United States Treasury bills, notes, bonds, or any other obligations or securities issued by the United States Treasury or any other obligations guaranteed as to principal and interest by the United States (excluding investment in stripped principal or interest obligations of such eligible obligations)
- \* Obligations of this state or any political subdivision of this state
- \* Obligations whose Principal & Interest are guaranteed by the U.S. Government, agency thereof, or by the entity's own state
- \* Direct and general obligations of any State of the United States, to the payment of which the full faith and credit of such State are pledged
- \* Investment agreements or repurchase agreements (collateralized with permissible securities having a market value of at least 102% of the investment),
- \* Certificates of deposit of any national bank located in this state or State of Ohio chartered bank,
- \* Money market funds, and/or
- \* Bankers acceptances maturing in two hundred seventy days or less which are eligible for purchase by the Federal Reserve System.

## Appendix B – Sample Debt Reserve Fund Model

Please note: This model reallocates funds into the Conservative Portfolio according to the Guiding Principles. However, it does not provide a fund draw schedule for deferred maintenance needs and as a result, in Year 100, there is a fund balance well in excess of what would be needed at the time. It is up to future administrations to prudently budget a draw schedule that meets the requirements of these guidelines once the \$250M balance is achieved. The yellow highlighted lines correlate to the years where portfolio adjustments between the Conservative and Long Term Investment portfolios are anticipated to be made.

As a point of clarification, the “total portfolio required minimum balance” column represents the only balance requirement for OHIO in the table below. The rest of the model is used to illustrate the expected fund balances in the Conservative vs. Long Term portfolios assuming the below interest assumptions and the required portfolio reallocations. The first portfolio reallocation (when the portfolio reaches 15% of principal due) is expected to occur somewhere between years 32-35. The remaining portfolio reallocations will occur in years 50, 75, and 90.

*Years 1-50 are below. The remaining 50 years are continued onto the next page.*

Year	Conservative Investment Portfolio				Long Term Investment Portfolio				Total Portfolio		Total Portfolio Required Minimum Balance
	Initial Investment	Average Yield	Portfolio Balance	Balance as Percentage of Outstanding Principal	Initial Investment	Average Yield	Portfolio Balance	Balance as Percentage of Outstanding Principal	Total Portfolio Balance	Balance as Percentage of Outstanding Principal	
			3,500,000	3.37%			3,500,000	6.90%			7,000,000
1		117,950	3,617,950	1%	241,500	3,741,500	1%	7,359,450	3%	6,400,000	
2		121,925	3,739,875	1%	258,164	3,999,664	2%	7,739,538	3%	6,700,000	
3		126,034	3,865,909	2%	275,977	4,275,640	2%	8,141,549	3%	7,000,000	
4		130,281	3,996,190	2%	295,019	4,570,659	2%	8,566,849	3%	7,400,000	
5		134,672	4,130,861	2%	315,376	4,886,035	2%	9,016,896	4%	7,700,000	
6		139,210	4,270,071	2%	337,136	5,223,171	2%	9,493,243	4%	8,100,000	
7		143,901	4,413,973	2%	360,399	5,583,570	2%	9,997,543	4%	8,500,000	
8		148,751	4,562,724	2%	385,266	5,968,837	2%	10,531,560	4%	9,000,000	
9		153,764	4,716,488	2%	411,850	6,380,686	3%	11,097,174	4%	9,400,000	
10		158,946	4,875,433	2%	440,267	6,820,954	3%	11,696,387	5%	9,900,000	
11		164,302	5,039,735	2%	470,646	7,291,599	3%	12,331,335	5%	10,400,000	
12		169,839	5,209,574	2%	503,120	7,794,720	3%	13,004,294	5%	11,000,000	
13		175,563	5,385,137	2%	537,836	8,332,555	3%	13,717,692	5%	11,600,000	
14		181,479	5,566,616	2%	574,946	8,907,502	4%	14,474,118	6%	12,200,000	
15		187,595	5,754,211	2%	614,618	9,522,119	4%	15,276,330	6%	12,800,000	
16		193,917	5,948,128	2%	657,026	10,179,146	4%	16,127,274	6%	13,500,000	
17		200,452	6,148,580	2%	702,361	10,881,507	4%	17,030,067	7%	14,200,000	
18		207,207	6,355,787	3%	750,624	11,632,331	5%	17,983,118	7%	15,000,000	
19		214,190	6,569,977	3%	802,631	12,434,961	5%	19,004,939	8%	15,900,000	
20		221,408	6,791,385	3%	858,012	13,292,974	5%	20,084,359	8%	16,700,000	
21		228,870	7,020,255	3%	917,215	14,210,189	6%	21,230,444	8%	17,600,000	
22		236,583	7,256,838	3%	980,503	15,190,692	6%	22,447,930	9%	18,600,000	
23		244,555	7,501,393	3%	1,048,158	16,238,850	6%	23,740,243	9%	19,600,000	
24		252,797	7,754,190	3%	1,120,481	17,359,330	7%	25,113,520	10%	20,700,000	
25		261,316	8,015,506	3%	1,197,794	18,557,124	7%	26,572,630	11%	21,900,000	
26		270,123	8,285,629	3%	1,280,442	19,837,566	8%	28,123,194	11%	23,100,000	
27		279,226	8,564,854	3%	1,368,792	21,206,358	8%	29,771,212	12%	24,400,000	
28		288,636	8,853,490	4%	1,463,239	22,669,597	9%	31,523,086	13%	25,800,000	
29		298,363	9,151,853	4%	1,564,202	24,233,799	10%	33,385,651	13%	27,200,000	
30		308,417	9,460,270	4%	1,672,132	25,905,931	10%	35,366,201	14%	28,800,000	
31		318,811	9,779,081	4%	1,787,509	27,693,440	11%	37,472,521	15%	30,500,000	
32		329,555	25,000,000	10%	1,910,847	14,712,924	6%	39,712,924	16%	32,200,000	
33		842,500	25,842,500	10%	1,015,192	15,728,116	6%	41,570,616	17%	34,100,000	
34		870,892	26,713,392	11%	1,085,240	16,813,356	7%	43,526,748	17%	36,100,000	
35		900,241	27,613,634	11%	1,160,122	17,973,477	7%	45,587,111	18%	38,200,000	
36		930,579	28,544,213	11%	1,240,170	19,213,647	8%	47,757,860	19%	40,300,000	
37		961,940	29,506,153	12%	1,325,742	20,539,389	8%	50,045,542	20%	42,500,000	
38		994,357	30,500,510	12%	1,417,218	21,956,607	9%	52,457,117	21%	44,900,000	
39		1,027,867	31,528,378	13%	1,515,006	23,471,613	9%	54,999,990	22%	47,400,000	
40		1,062,506	32,590,884	13%	1,619,541	25,091,154	10%	57,682,038	23%	50,100,000	
41		1,098,313	33,689,197	13%	1,731,290	26,822,443	11%	60,511,640	24%	52,900,000	
42		1,135,326	34,824,523	14%	1,850,749	28,673,192	11%	63,497,715	25%	55,900,000	
43		1,173,586	35,998,109	14%	1,978,450	30,651,642	12%	66,649,751	27%	59,100,000	
44		1,213,136	37,211,245	15%	2,114,963	32,766,606	13%	69,977,551	28%	62,500,000	
45		1,254,019	38,465,264	15%	2,260,696	35,027,501	14%	73,482,766	29%	66,100,000	
46		1,296,279	39,761,544	16%	2,416,698	37,444,399	15%	77,205,943	31%	69,900,000	
47		1,339,964	41,101,508	16%	2,583,664	40,028,063	16%	81,129,570	32%	74,000,000	
48		1,385,121	42,486,628	17%	2,761,936	42,789,999	17%	85,276,627	34%	78,300,000	
49		1,431,799	43,918,428	18%	2,952,510	45,742,509	18%	89,660,937	36%	82,900,000	
50		1,480,051	50,000,000	20%	3,156,233	41,241,356	16%	91,241,356	36%	87,800,000	

Year	Conservative Investment Portfolio			Long Term Investment Portfolio			Total Portfolio		Total Portfolio Required Minimum Balance
	Interest Earned	Portfolio Balance	Balance as Percentage of Outstanding Principal	Interest Earned	Portfolio Balance	Balance as Percentage of Outstanding Principal	Total Portfolio Balance	Balance as Percentage of Outstanding Principal	
	Initial Investment	3,500,000		Initial Investment	3,500,000				
	Average Yield	3.37%		Average Yield	6.90%				
51	1,685,000	51,685,000	21%	2,845,654	44,087,010	18%	95,772,010	38%	92,100,000
52	1,741,785	53,426,785	21%	3,042,004	47,129,013	19%	100,555,798	40%	96,600,000
53	1,800,483	55,227,267	22%	3,251,902	50,380,915	20%	105,608,182	42%	101,400,000
54	1,861,159	57,088,426	23%	3,476,283	53,857,198	22%	110,945,624	44%	106,500,000
55	1,923,890	59,012,306	24%	3,716,147	57,573,345	23%	116,585,651	47%	108,100,000
56	1,988,715	61,001,021	24%	3,972,561	61,545,906	25%	122,548,926	49%	113,100,000
57	2,055,734	63,056,755	25%	4,246,667	65,792,573	26%	128,849,328	52%	118,400,000
58	2,125,013	65,181,768	26%	4,539,688	70,332,261	28%	135,514,029	54%	123,900,000
59	2,196,626	67,378,393	27%	4,852,926	75,185,187	30%	142,563,580	57%	129,700,000
60	2,270,652	69,649,045	28%	5,187,778	80,372,965	32%	150,022,010	60%	135,900,000
61	2,347,173	71,996,218	29%	5,545,735	85,918,699	34%	157,914,917	63%	142,300,000
62	2,426,273	74,422,491	30%	5,928,390	91,847,090	37%	166,269,580	67%	149,100,000
63	2,508,038	76,930,528	31%	6,337,449	98,184,539	39%	175,115,067	70%	156,300,000
64	2,592,559	79,523,087	32%	6,774,733	104,959,272	42%	184,482,359	74%	163,900,000
65	2,679,928	82,203,015	33%	7,242,190	112,201,462	45%	194,404,477	78%	171,900,000
66	2,770,242	84,973,257	34%	7,741,901	119,943,362	48%	204,916,619	82%	180,300,000
67	2,863,599	87,836,856	35%	8,276,092	128,219,454	51%	216,056,310	86%	189,100,000
68	2,960,102	90,796,958	36%	8,847,142	137,066,597	55%	227,863,555	91%	198,500,000
69	3,059,857	93,856,815	38%	9,457,955	146,524,192	59%	240,381,007	96%	208,400,000
70	3,162,975	97,019,790	39%	10,110,169	156,634,361	63%	253,654,151	101%	218,900,000
71	3,269,567	100,289,357	40%	10,807,771	167,442,132	67%	267,731,489	107%	229,900,000
72	3,379,751	103,669,108	41%	11,553,507	178,995,639	72%	282,664,747	113%	241,600,000
73	3,493,649	107,162,757	43%	12,350,699	191,346,338	77%	298,509,096	119%	253,900,000
74	3,611,385	110,774,142	44%	13,202,897	204,549,236	82%	315,323,378	126%	266,900,000
75	3,733,089	125,000,000	50%	14,113,897	208,170,364	83%	333,170,364	133%	280,700,000
76	4,212,500	129,212,500	52%	14,363,755	222,534,119	89%	351,746,619	141%	290,000,000
77	4,354,461	133,566,961	53%	15,354,854	237,888,973	95%	371,455,935	149%	292,500,000
78	4,501,207	138,068,168	55%	16,414,339	254,303,312	102%	392,371,480	157%	295,000,000
79	4,652,897	142,721,065	57%	17,546,929	271,850,241	109%	414,571,306	166%	297,500,000
80	4,809,700	147,530,765	59%	18,757,667	290,607,908	116%	438,138,673	175%	300,000,000
81	4,971,787	152,502,552	61%	20,051,946	310,659,853	124%	463,162,405	185%	302,500,000
82	5,139,336	157,641,888	63%	21,435,530	332,095,383	133%	489,737,271	196%	302,500,000
83	5,312,532	162,954,419	65%	22,914,581	355,009,965	142%	517,964,384	207%	305,000,000
84	5,491,564	168,445,983	67%	24,495,688	379,505,652	152%	547,951,636	219%	305,000,000
85	5,676,630	174,122,613	70%	26,185,890	405,691,542	162%	579,814,155	232%	307,500,000
86	5,867,932	179,990,545	72%	27,992,716	433,684,259	173%	613,674,804	245%	307,500,000
87	6,065,681	186,056,226	74%	29,924,214	463,608,472	185%	649,664,699	260%	310,000,000
88	6,270,095	192,326,321	77%	31,988,985	495,597,457	198%	687,923,778	275%	310,000,000
89	6,481,397	198,807,718	80%	34,196,225	529,793,682	212%	728,601,400	291%	312,500,000
90	6,699,820	250,000,000	100%	36,555,764	521,856,984	209%	771,856,984	309%	312,500,000
91	8,425,000	258,425,000	103%	36,008,132	557,865,116	223%	816,290,116	327%	275,000,000
92	8,708,923	267,133,923	107%	38,492,693	596,357,809	239%	863,491,731	345%	275,000,000
93	9,002,413	276,136,336	110%	41,148,689	637,506,498	255%	913,642,833	365%	275,000,000
94	9,305,795	285,442,130	114%	43,987,948	681,494,446	273%	966,936,576	387%	275,000,000
95	9,619,400	295,061,530	118%	47,023,117	728,517,563	291%	1,023,579,093	409%	275,000,000
96	9,943,574	305,005,104	122%	50,267,712	778,785,275	312%	1,083,790,378	434%	275,000,000
97	10,278,672	315,283,776	126%	53,736,184	832,521,459	333%	1,147,805,234	459%	275,000,000
98	10,625,063	325,908,839	130%	57,443,981	889,965,439	356%	1,215,874,278	486%	275,000,000
99	10,983,128	336,891,967	135%	61,407,615	951,373,055	381%	1,288,265,021	515%	275,000,000
100	11,353,259	348,245,226	139%	65,644,741	1,017,017,795	407%	1,365,263,021	546%	275,000,000

## Appendix C – Investments of Bond Proceeds

Below is the initial proposed allocation by Hirtle Callaghan of the investment of \$150 million of the bond proceeds. Column A represents the early stages, or first six years. Column B represents the remainder of time, the “corpus growth” years. The proposed allocation is then compared to the Foundation’s active strategy and long term policy in Columns C and D. The early stage investments are designed to contain less risk than the Foundation’s investments, with a volatility of 12.1% versus 14.4%. However, the expected return remains strong at 6.3% versus 7.0%. The growth years are designed to be less liquid but are also expected to return stronger investment results over time compared to the Foundation’s portfolio.

<b>OUF INVESTMENT PORTFOLIO</b>				
<b><u>Asset Allocation Comparison</u></b>				
<b><u>Asset Class</u></b>	<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
	<b>Initial</b>	<b>Growth Years</b>	<b>OUF</b>	<b>OUF</b>
	<b>Early Stage</b>	<b>Policy Target</b>	<b>Active</b>	<b>L-Term</b>
	<b><u>Policy Target</u></b>	<b><u>Policy Target</u></b>	<b><u>Strategy</u></b> <sup>(1)</sup>	<b><u>Policy</u></b> <sup>(1)</sup>
	(liquid)	(less liquid)		
<b>US Equity</b>	<b>24.5%</b>	<b>20.0%</b>	<b>22.1%</b>	<b>24.5%</b>
<b>International Equity</b>	<b>24.5%</b>	<b>20.0%</b>	<b>32.2%</b>	<b>24.6%</b>
<b>Hedge Funds</b>	<b>20.0%</b>	<b>15.0%</b>	<b>15.0%</b>	<b>10.0%</b>
<b>Private Equity</b>	<b>1.0%</b>	<b>20.0%</b>	<b>5.9%</b>	<b>11.5%</b>
<b>Real Assets:</b>	<b>10.0%</b>	<b>8.0%</b>	<b>8.4%</b>	<b>9.8%</b>
<i>Real Estate</i>	5.0%	4.0%	0.9%	4.9%
<i>Commodities</i>	5.0%	4.0%	7.5%	4.9%
<b>Fixed Income:</b>	<b>20.0%</b>	<b>17.0%</b>	<b>16.4%</b>	<b>19.6%</b>
<i>Core U.S. Bonds</i>	10.0%	9.0%	6.1%	9.8%
<i>TIPS</i>	6.0%	5.0%	3.3%	5.9%
<i>Fixed Income - Opportunity</i>	4.0%	3.0%	3.5%	3.9%
<i>Strategic Cash</i>	0.0%	0.0%	3.5%	0.0%
<b>Cash</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>TOTAL</b>	<b><u>100.0%</u></b>	<b><u>100.0%</u></b>	<b><u>100.0%</u></b>	<b><u>100.0%</u></b>
<b><i>Expected Return</i></b> <sup>(2)</sup>	<b>6.3%</b>	<b>7.3%</b>	<b>7.0%</b>	<b>7.0%</b>
<b><i>Volatility</i></b> <sup>(2)</sup>	<b>12.1%</b>	<b>17.5%</b>	<b>14.4%</b>	<b>15.4%</b>

<sup>(1)</sup> OUF Active Strategy & L-Term Policy as of September 15, 2014.  
<sup>(2)</sup> Expected Return & Volatility estimates as of September 15, 2014.

- \* The University has drafted an investment policy for the Century Bond and Deferred Maintenance Program in accordance with this Guiding Principles document, this Asset Allocation, and the program objectives.

## **EXHIBIT B**

### **Ohio University**

#### **Investment Policy - Century Bond and Deferred Maintenance Program November 2014**

**The overriding goal of the Ohio University Century Bond and Deferred Maintenance Program (the “Pool”) is to support Ohio University’s capital improvement projects.**

#### **Investment Objective**

The long-term objective of the Pool 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. To this end, 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 Pool’s disbursement schedule. In order to achieve this objective, the Investment Sub-Committee must be cognizant of the potential risks, especially in the early years of the program, of falling below a threshold asset amount which may limit the realization for disbursements. The University and the Investment Sub-Committee must adopt an active approach to spending distributions and suspend distributions if the returns are lower than a threshold level.

Interim results of this separately-managed pool will be reviewed with the understanding that an important priority of the assets is providing for capital needs of the University for 100 years. It is recognized that due to capital market volatility, the return may vary significantly over shorter periods of time. Ultimately, it is the University’s position that, if there are other factors which are likely to affect or create the need to change the risk level or spending needs, it is the Investment-Sub Committee’s obligation, as Governing Fiduciary, to alert and instruct the Managing Fiduciary so adjustments to this Policy and investment implementation can be made in an appropriate and timely manner.

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 and specific direction will be provided to the Managing Fiduciary.

#### **Fiduciary Responsibilities**

Oversight of the Pool’s assets will be performed by a tiered fiduciary structure. The Pool’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 Pool 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 Pool, 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 Pool.

### **Governing Fiduciary**

The Pool’s Investment Sub-Committee will act as Governing Fiduciary with responsibility to manage and invest the Pool 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 University and then informing the Managing Fiduciary of these changes.
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 Pool assets.
4. Reviewing and approving the appropriate risk level and asset allocation of the Pool on a quarterly basis.
5. Reviewing the proposed distribution schedule and making any necessary changes with the University’s finance staff. The Governing Fiduciary will be responsible to communicate any changes to this schedule to the Managing Fiduciary.
6. Establishing with the Managing Fiduciary a clearly defined decision making process that will be used to implement short-term investment policies to protect the assets of the Pool should such action be deemed necessary.
7. Delegating to the Managing Fiduciary specific administrative and operational responsibilities dealing with the investment and reinvestment of the Pool’s assets, as outlined in the Managing Fiduciary Client Agreement.
8. Monitoring compliance with this Investment Policy.

9. Reviewing investment performance, including comparisons to appropriate benchmarks, periodically with the Managing Fiduciary.

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.

### **Managing Fiduciary**

The Managing Fiduciary, or Chief Investment Officer, will have day-to-day responsibility and discretion for investing the Pool'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 Pool'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 Pools, 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 Pool's assets.
3. Collaborating with the Governing Fiduciary to implement short-term asset allocation changes for the Pool which may be necessary given the current state of the Pool balance, distribution plans, and excess or deficit in the returns relative to the expected return level.
4. Periodically reviewing and recommending any changes or modifications of the Pool 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 Pool, various scenarios were analyzed to review risk and return trade-offs, with special sensitivity to the early years of the program. In this analysis, various asset allocation scenarios were reviewed in recognition of the greater sensitivity to risk in the early years of this program. A multi-staged asset allocation was developed with percentage ranges for each asset class eligible for investment within the portfolio. The analysis evaluated 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 Pool's long-term investment objectives with the lowest level of volatility, again, with special attention paid to the early years of the program. Based upon this analysis, an asset allocation policy including ranges for each asset class was constructed that meets the current investment objectives of the Pool and this plan was approved by the Investment Sub-Committee and Board. 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 Pool 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, cash flows or direction from the Governing Fiduciary or Treasurer, 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 Pool based upon a quantitative and qualitative review process. The investment vehicles used to employ a strategy may include registered 1940 Act Pools. 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 Pool'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 Pool 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 Pool may invest in commingled Pools, in recognition of the benefits of commingled Pools 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 Pools). The Investment Sub-Committee recognizes that they may not be permitted to give specific policy directives to a Pool 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 Pools.
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 Pool may invest in private real estate, limited partnership interests and alternative investments, including private equity and hedge Pools, 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 Pool'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 Pool 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 Pool, 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 Pool. Hirtle, Callaghan & Co. will report directly to the Investment Sub-Committee, in its capacity as Governing Fiduciary for the Pool, 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 \_\_\_\_\_ 2014.

By:

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

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

Attachment A – Investment Plan



**Hirtle Callaghan Investment Plan**

Ohio University Century Bond and Deferred Maintenance Program - 128488

ASSET CLASS	POLICY	STRATEGY TARGET	RANGE	
			Min	Max
<b>Global Equity</b>	<b>40.0%</b>		<b>23.2%</b>	<b>48.8%</b>
US Large Cap Value		8.5%	4.0%	15.0%
US Large Cap Growth		8.5%	4.0%	15.0%
US Small Cap		3.0%	0.0%	10.0%
Intl Equity - Developed		18.0%	8.0%	25.0%
Intl Equity - Emerging		4.0%	0.0%	10.0%
<b>Alternatives</b>	<b>48.0%</b>		<b>21.5%</b>	<b>64.5%</b>
Private Equity		20.0%	0.0%	30.0%
Special Opportunities		0.0%	0.0%	5.0%
Equity - Hedge		12.0%	0.0%	20.0%
Fixed Income - Hedge		3.0%	0.0%	8.0%
Commodities		4.0%	0.0%	10.0%
Real Estate		4.0%	0.0%	10.0%
<b>Fixed Income</b>	<b>17.0%</b>		<b>12.8%</b>	<b>35.4%</b>
Core Fixed Income		8.0%	3.0%	12.0%
Opportunistic Fixed Income		3.0%	0.0%	8.0%
TIPS		5.0%	2.3%	8.0%
Cash		0.0%	0.0%	20.0%

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 the Main Account and all related sub-accounts (existing or opened after the effective date of the plan). In addition, all main accounts (and related sub-accounts) listed on this Investment Plan are to be managed as a consolidated account, which means that while each account alone 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

\_\_\_\_\_  
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:

<b>Asset Class</b>	<b>Benchmark*</b>
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 Pools – 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 Pools – Absolute Return Strategies	HFR FOF Conservative Index
Treasury Inflation Protected Securities (TIPS)	Vanguard TIPS Pool
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 Pools – 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 Pool
Hedge Pools – 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/ Pools/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 Pool 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 Pool will report performance on the "liquid" portion of the portfolio as well as on the total portfolio, which includes the illiquid investments.

### *Advancement*

VP for Advancement Bryan Benchoff reported that the current campaign balance is \$470.4M. He also noted that *Women in Philanthropy* has changed its name to the *Ohio Women Program*.

### *Financial Update*

Trustee Anderson reported that the Resources Committee heard a financial update for the financial result from June 30, 2014 from Senior Associate Vice President of Finance and Administration, Deborah Shaffer. The net results from operations totaled \$43.2M.

Trustee Anderson noted that Ohio University's Senate Bill 6 ratio for 2014 is 4.7 out of 5.0. In 2012 and 2013, the University also scored 4.7, which demonstrates financial strength. Ohio University's ratio is the highest in the state. Trustee Anderson noted that the unfunded pension liability will be included in calculation in the future. This is true for all institutions in the state.

### *Ohio Service Alignment Initiative*

VP Steve Golding provided an update on the Ohio Service Alignment Initiative, which focuses on areas including OIT, human resources, finance and facilities. This included an update on key leadership positions in these service positions. VP Golding highlighted implementation of the human resources liaison program and implementation of the senior leadership program.

### *Comprehensive Master Plan*

Shawna Bolin, Director of University Planning, gave an update on strategy for completing the master plan objectives and plans for engaging both campus and community groups.

### *Clery reports*

Trustee Anderson noted that the Resources Committee received the 2014 Annual Clery Fire Safety Report and the 2014 Annual Clery Act Compliance Report.

### *Consent Agenda Items*

- Compensation 2014 Pay Structure
- Construction Projects Approval – Schematic Design
- Construction Projects Approval – Construction

### Audit Committee

The Audit Committee meeting report was provided by Trustee Victor Goodman. He noted that that the consultation firm of Baker Tilly was retained for the construction audit.

Trustee Goodman also reported that the Audit Committee received an update from Lauren Ashman, Associate Athletic Director for Compliance. Ms. Ashman provided an extensive discussion of the role of compliance with the NCAA and Mid-American Conference. Trustee Goodman pointed out the importance and challenges of athletics compliance matters.

Trustee Goodman indicated that Jeff Davis, Auditor, provided an update on internal audits.

Trustee Goodman pointed out that a special meeting of the Audit Committee was held on October 9 in Columbus to hear a report on the University Audit by Plante Moran. He noted that the auditor provided an “unqualified opinion,” which is a positive audit.

Anderson moved for approval of the Internal Audit Resolution, King Seconded, the motion carried.

**INTERNAL AUDIT  
APPROVAL OF JUNE 30, 2014  
FINANCIAL STATEMENT AUDITS**

**RESOLUTION 2014 -- 3436**

**BE IT RESOLVED** that the recommendation of the Audit Committee on October 9, 2014, to accept the annual financial statements and footnotes as presented by management of the University, Foundation, and subsidiaries including Plante Moran's audit opinions and reports thereon as of and for the year ended June 30, 2014, be approved.

Governance Committee

Trustee David Scholl reported on the proceedings of the Governance Committee meeting.

*Presidential Performance Review*

Trustee Scholl noted that the Governance Committee was recommending an amendment to the Board Policy for the Annual and Comprehensive Performance Review. Trustee Scholl moved, Trustee Simmons seconded, the resolution passed.

**AMENDMENT TO BOARD POLICY FOR ANNUAL AND  
COMPREHENSIVE PRESIDENTIAL PERFORMANCE  
REVIEWS**

**RESOLUTION 2014 -- 3437**

**WHEREAS**, the Governance Committee has reviewed the Board Policy for Annual and Comprehensive Presidential Performance Reviews and recommended that this Policy be amended to give the Board greater flexibility in scheduling the President's performance reviews;

**NOW THEREFORE, BE IT RESOLVED** that the Board hereby approves an amendment to the Board Policy for Annual and Comprehensive Presidential Performance Reviews in the form appended hereto as Attachment A.

## **Attachment A**

### **BOARD POLICY FOR ANNUAL AND COMPREHENSIVE PRESIDENTIAL PERFORMANCE REVIEWS**

**Submitted by the Ad Hoc Committee on  
Presidential Evaluation Policy  
January 10, 2008**

**Adopted, as amended, by the Board of Trustees  
February 8, 2008**

**Revised by the Board of Trustees  
March 14, 2014**

*(This Policy replaces those parts of Procedure No. 40.105, Ohio University Policy and Procedure Manual (issued 01/27/79), that pertain to evaluation of the President)*

## **PURPOSES**

The purposes of the annual presidential performance review are:

To enable the president to strengthen his or her performance in meeting goals and serving the mission of Ohio University;

To promote good communications and strong working relationships between the president, the board, University constituencies and other stakeholders in support of Ohio University's mission;

To enable the president and board to set, reset and evaluate mutually agreed-upon goals and objectives; and

To inform decisions on compensation adjustments and other terms of employment.

In addition to the foregoing, the purposes of periodic comprehensive presidential performance reviews are:

To solicit the informed perceptions of leaders of major internal and external stakeholder groups, as well as those of the president and board.;

To involve one or more external advisors in the review process;

To enable the president and the board to decide whether they have a basis for an extended commitment to one another; and

To promote the success, progress and best interests of Ohio University and its mission.

## **RESPONSIBILITY**

It is the board's responsibility to assess the president's performance. In fulfilling this responsibility, the board may solicit the informed views of others within and outside of the institution. The annual and comprehensive reviews described in this policy are in addition to regular and ongoing communication that should and is expected to take place between the president, the board, University constituencies and other stakeholders in support of Ohio University's mission.

This evaluation process regarding president performance is separate from, but complimentary to and dependent upon the strategic plan and implementation plan, as are developed by all constituents in conjunction with the president for serving the mission of the university.

The board delegates to the board chair, within the parameters of this policy, the responsibility for organizing and conducting the annual review process with the president.

In the year prior to the expiration of the president's contract, or earlier as the board in its sole discretion may determine, the board shall conduct a comprehensive review of the president's performance with the assistance of at least one external advisor.

The Office of Legal Affairs shall provide support and advice for purposes of completing the annual and comprehensive evaluation processes in a manner that promotes candid discussion and that complies with applicable Ohio law. The board, or a committee of the board, may discuss the evaluation and compensation of the

president in executive session, subject to compliance with Ohio Revised Code Section 121.22.

## **ANNUAL PRESIDENTIAL REVIEW PROCESS**

The start of this process shall be a written self-assessment statement by the president. The self-assessment shall be in a format and according to a timetable mutually agreed-upon by the president and the board, ~~such timetable to commence by March 1~~. Generally, the self-assessment should include, at a minimum: (1) a retrospective review of goals previously agreed-upon and of achievements, disappointments, issues or problems during the preceding year; (2) a prospective statement of challenges and opportunities facing Ohio University; and (3) the president's proposed goals and objectives for the coming year in serving the mission of Ohio University.

As soon as is practical following receipt of the self-assessment statement, the chair shall meet with the president to discuss the statement and any other information relevant to the annual review. The chair shall consult with other trustees, including the student trustees, to obtain information that will assist in the annual review. The chair shall make recommendations concerning the president's annual review to the full board in executive session.

The self-assessment statement, along with any supplemental information requested by the chair from the president or from other sources, shall be sent to all board members. Because this statement constitutes a potentially sensitive personnel matter to be discussed in executive session, all trustees shall treat discussions of the self-assessment statement and any supplemental information as strictly confidential.

At the board's next regularly scheduled meeting, the board shall meet in executive session to discuss the annual review. With the president in attendance, the board shall discuss the president's goals for the next year. This executive session is intended for the board and the president to have a candid and wide-ranging discussion and to mutually agree on the president's goals.

## **OUTCOMES OF ANNUAL REVIEW PROCESS**

Following the discussion described above, the board shall excuse the president from the executive session. The board shall then discuss the recommendations of the chair concerning the annual review of the president's performance. The recommendations may include review and adjustment of the president's annual compensation and other terms of employment. Immediately following this meeting, the board chair shall meet with the president to report on the board's private deliberations, including its discussion concerning compensation and other terms of employment. ~~Within~~

~~thirty (30) days thereafter,~~ The board chair shall prepare and sign a memorandum addressed to the president to summarize the board's discussions in executive session concerning the annual performance review.

Thereafter, the board will discuss the outcome of the evaluation in a public meeting and any modifications to the terms and conditions of the President's employment shall be formally adopted as a resolution of the board.

## **COMPREHENSIVE PRESIDENTIAL REVIEW PROCESS**

At the first regular board meeting of the fiscal year prior to the expiration of the president's contract, or earlier as the board in its sole discretion may determine, the executive committee shall bring a proposal to the board for the retention of one or more external advisors who shall assist the board in conducting the comprehensive presidential review. Procedural details and the timetable for conducting the comprehensive review shall be decided by the board chair in consultation with the president and the external advisor(s).

At the start of this process, the president shall submit to the board chair a comprehensive self-assessment statement covering the period of service under review. Because the statement potentially involves sensitive personnel matters to be discussed in executive session, all trustees shall treat discussions of the statement as strictly confidential. The format of this statement will be agreed upon between the president, the board chair, and the advisor(s).

Activities necessary to complete the comprehensive review process should be completed within three months after engagement of the advisor(s). The activities should include private personal and small-group interviews with the president, members of the board, and a broad array of individuals or groups internal and external to Ohio University, including but not limited to elected leaders of each campus constituent group, and other selected faculty, students, staff, alumni, community leaders, government officials, donors, members of the Ohio University Foundation Board, and other stakeholders in the mission of Ohio University as may be selected by the board chair and the external advisor(s). The nature of interview questions to be presented to the individuals and groups shall be agreed upon by the chair, the president and the external advisor(s). To encourage candor, and as permitted under applicable law, interviews should be conducted in private and treated with strict confidentiality and anonymity.

## **OUTCOMES OF COMPREHENSIVE REVIEW PROCESS**

While the procedural details of the comprehensive review shall be decided with the guidance of the external advisor(s), it is expected that the board chair will provide a

comprehensive substantive report and recommendations for discussion in executive session with the board and the president at the conclusion of the review. At all stages of the evaluation process, the president shall be involved and informed and be afforded the opportunity to respond as he or she deems appropriate. The responsibility for conducting the comprehensive presidential review, for making decisions based on the review, and for communicating the review process and outcomes shall remain at all times with the board.

At the conclusion of the comprehensive presidential review process, the board will discuss the outcome of the evaluation in a public meeting and any modifications to the terms and conditions of the President's employment shall be formally adopted as a resolution of the board.

#### *Student Trustee Alumni Event*

Trustee Scholl pointed out that the Governance Committee has appointed a committee including Secretary Mather, Trustee Wilbur, Trustee Mann Keppner, and a representative from Advancement to plan a reunion of student trustee alumni in conjunction with the March 2015 Board meeting.

#### *Sharing Board Materials*

Trustee Scholl noted that Randy Nogrady and Secretary Mather demonstrated the use of a shared drive for the Trustees that the Secretary's office will use to deliver Board materials.

#### Executive Committee

Chair Brightbill reported on the proceedings of the Executive Committee. He noted that the conferral of honorary degrees will remain on the consent agenda.

#### *Declaration of Surplus Property*

Chair Brightbill noted that the Executive Committee discussed the Resolution for the Declaration of Surplus Property. Trustee Anderson Moved, Trustee Wolfort Seconded, the motion passed. Trustee

Campbell left the room during the executive session when this real estate matter was discussed.

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

**RESOLUTION 2014 -- 3438**

**WHEREAS**, Ohio University, through its Board of Trustees holds title in fee simple to 739-859 East State Street, Athens, Ohio, the parcels that are the Athens Mall, otherwise known as The University Mall or Shoppes at Athens, and 917-921 East State Street, Athens, Ohio, otherwise known as Kroger, and 929-983 East State Street, Athens, Ohio, otherwise known as Walmart, Staples Strip Mall and Lowes, and 24 Home Street, otherwise known as Putnam Square Apartments; and

**WHEREAS**, certified appraisals have been obtained for all properties; and

**WHEREAS**, economic, market evaluation, and development considerations have altered the strategic value of Ohio University's continued ownership of these parcels, and Ohio University, after evaluation, inspection, appraisal and analysis of the property has determined that its greatest value may be realized through possible commercial sale and/or other economic repurposing.

**NOW THEREFORE, BE IT RESOLVED**, that the Ohio University Board of Trustees hereby declares 739-859 East State Street consisting of 15.332 acres and 917-921 East State Street consisting of 7.473 acres and 929-983 East State Street consisting of 43.314 acres and 24 Home Street consisting of 4.5 acres to be surplus property.

**BE IT FURTHER RESOLVED**, that the President or his designee is hereby authorized to negotiate, evaluate, and dispose of these properties in a manner consistent with the requirements of Ohio law.

## **CONSENT AGENDA**

Chair Brightbill asked for a motion to approve the Consent Agenda. Trustee King moved, Trustee Goodman seconded, the motion carried.

## **REVIEW OF CENTERS AND INSTITUTES**

### **RESOLUTION 2014 -- 3439**

**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 2013-2014 Reviews of Centers and Institutes, which recommends continuation of seven (7) institutes / centers, a one-year extension for one (1) institute, and that three (3) centers be discontinued as follows:

- Contemporary History Institute - Continued

- Institute for Sustainable Energy and the Environment (ISEE); Ohio Coal Research Center (OCRC); Center for Air Quality (CAQ) - Continued
- Ohio Research Institute for Transportation and the Environment (ORITE) - Continued
- Ohio Musculoskeletal and Neurological Institute (OMNI) - Continued
- Ralph and Luci Schey Sales Centre – Continued
- Institute for Democracy in Education (IDE) – Continued
- Charles J. Ping Institute – Continued
- African American Research and Service Institute – One-year extension
- Ohio University Cartographic Center – Discontinued
- Ohio University Insurance Center – Discontinued
- Scripps Survey Research Center – Discontinued

**COLLEGE OF ARTS AND SCIENCES  
WEALTH AND POVERTY CERTIFICATE**

**RESOLUTION 2014 -- 3440**

**WHEREAS**, the College of Arts and Sciences has proposed offering an undergraduate Wealth and Poverty Certificate, and

**WHEREAS**, the proposed certificate has the support of the Faculty of the Department of Geography, the Dean of the College of Arts and Sciences, the University Curriculum Council, and the Executive Vice President and Provost, and

**WHEREAS**, the Wealth and Poverty Certificate is proposed to address economic growth, wealth distribution, poverty, inequality, and empowerment issues in both domestic and international settings. Its coherent and interdisciplinary combination and sequence of courses will provide OHIO undergraduate students with a better understanding of

the ways class, race, ethnicity, and gender shape inequality of opportunities within and between countries.

**NOW THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Ohio University hereby approves offering the Wealth and Poverty Certificate by the Department of Geography in the College of Arts and Sciences.

**COLLEGE OF ARTS AND SCIENCES  
WEALTH AND POVERTY CERTIFICATE**

**RESOLUTION 2014 -- 3441**

**WHEREAS**, the College of Arts and Sciences has proposed offering an undergraduate Wealth and Poverty Certificate, and

**WHEREAS**, the proposed certificate has the support of the Faculty of the Department of Geography, the Dean of the College of Arts and Sciences, the University Curriculum Council, and the Executive Vice President and Provost, and

**WHEREAS**, the Wealth and Poverty Certificate is proposed to address economic growth, wealth distribution, poverty, inequality, and empowerment issues in both domestic and international settings. Its coherent and interdisciplinary combination and sequence of courses will provide OHIO undergraduate students with a better understanding of the ways class, race, ethnicity, and gender shape inequality of opportunities within and between countries.

**NOW THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Ohio University hereby approves offering the Wealth and Poverty Certificate by the Department of Geography in the College of Arts and Sciences.

**SUPPORT AND ASSISTANCE TO VETERANS AND  
SERVICE MEMBERS**

**RESOLUTION 2014 -- 3442**

**WHEREAS**, Am. Sub. H. B. No. 488, adopted by the 130<sup>th</sup> General Assembly, requires that the board of trustees of each state institution of higher education shall adopt a policy regarding the support and assistance the institution will provide to veterans and service members; and

**WHEREAS**, Ohio University has been named a 2015 Military Friendly School<sup>®</sup> for the fourth consecutive year by Victory Media, a veteran-owned company and publisher of G.I. Jobs magazine; and

**WHEREAS**, Ohio University has been serving veterans in the Office of the University Registrar since 1958; and

**WHEREAS**, Ohio University has created a Veterans and Military Student Services Center to support veterans, military students and families; and

**WHEREAS**, Ohio University has appointed a Director of Veterans and Military Student Services; and

**WHEREAS**, Ohio University currently has two student-led organizations, the Combat Veterans Club and the Student Veterans of America, that are dedicated to supporting veterans, service members, and their families and it is the policy of the University to encourage the establishment of other campus organizations that support veterans and service members; and

**WHEREAS**, the Ohio University Career & Leadership Development Center encourages meaningful collaborative relationships between

student service members and veterans and alumni of the University, links them with prospective employers and provides other services as required by Am. Sub. H. B. No. 488; and

**WHEREAS**, Ohio University is developing a survey of service members and veterans to assess their challenges and needs and will periodically conduct follow-up surveys; and

**WHEREAS**, Ohio University provides priority course registration for student service members and veterans; and

**WHEREAS**, the University has established an appeals procedure for students who are veterans or service members for resolving disputes regarding the awarding of college credit for military experience; and

**WHEREAS**, Ohio University does not charge fees to student service members or veterans for evaluation of, transcription of, or application for college credit for military experience.

**NOW, THEREFORE, BE IT RESOLVED** that it is the policy of Ohio University to provide assistance and support to student service members and veterans in accordance with the provisions of Am. Sub. H. B. No. 488 and this Resolution;

**BE IT FURTHER RESOLVED** that the Board of Trustee directs the President to take appropriate steps to ensure that the University complies in all respects with the requirements of Am. Sub. H. B. No. 488 no later than December 31, 2014.

## **UNIVERSITY EMPLOYEE COMPENSATION STRUCTURE**

### **RESOLUTION 2014 -- 3443**

**WHEREAS**, the University conducted a review of its compensation practices to ensure adherence to sound business principles and to comply with the Resolution Agreement entered into with the U.S. Department of Education's Office for Civil Rights, (OCR Docket No. 15-10-2014); and

**WHEREAS**, as a result of this review, a compensation strategy has been developed that is market-based and designed to support employee growth and professional development and promote fairness and equity in its application.

**NOW THEREFORE, BE IT RESOLVED** that the Board hereby authorizes and approves the pay structure attached as Exhibit A that was established in consultation with the General Counsel and the University's Compensation Advisor.

**BE IT FURTHER RESOLVED** that the President, in consultation with the Vice President for Finance and Administration and the Chief Human Resources Officer is authorized to modify the pay structure as needed in order to maintain an efficient, equitable and market based compensation system for University employees.

**APPROVAL OF PROJECTS AND APPROVAL TO  
UNDERTAKE SCHEMATIC DESIGN FOR  
THE JEFFERSON HALL RENOVATION**

**RESOLUTION 2014 -- 3444**

**WHEREAS**, for the Jefferson Hall Renovation project, the Board of Trustees previously approved a total project budget of \$44,000,000 and previously authorized expenditures of \$750,000 (2014-3433); and

**WHEREAS**, University administration seeks an increase of the authorized expenditure amount by \$350,000 to total \$1,100,000, for

the continuation of programming and the completion of the schematic design phase to be funded by Culinary Reserves (35%) and Residential Housing Reserves (65%).

**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.

**APPROVAL TO PROCEED WITH CONSTRUCTION FOR  
BOYD DINING HALL RENOVATION**

**RESOLUTION 2014 -- 3445**

**WHEREAS**, for the Boyd Dining Hall Renovation project, the Board of Trustees previously approved a total project budget of \$12,000,000, and previously authorized expenditures of \$1,050,000 (2014-3433); and

**WHEREAS**, University administration seeks an increase of the authorized expenditure amount by \$10,950,000 to total \$12,000,000, to undertake construction and complete the project to be funded with Culinary Reserves.

**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.

**HONORARY DEGREE AWARD**

**RESOLUTION 2014 -- 3346**

**WHEREAS**, the University Committee on Honorary Degrees has recommended that Ohio University honor the person listed below through the conferral of an honorary degree,

**Sam Crowl, Doctor of Humane Letters**

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Ohio University approves the degree recommended be conferred at an appropriate time in the future.

**Sam Crowl, Ph.D.**

With a balanced record of teaching, scholarship, administration, and service to Ohio University that has spanned 44 years, Dr. Crowl established himself as a committed faculty member and scholar. He served as Chair of the Faculty Senate during the introduction and passage of resolutions that established both the current General Education requirements and University College as we know it today.

Since stepping down from his position as the first Dean of University College, Dr. Crowl has worked tirelessly to raise funds for Ohio University, has given welcoming remarks at student orientations, and has served as a committed ambassador to Ohio University. He has twice won the prestigious University Professor Award. A well-published, internationally recognized Shakespeare scholar, he is best known for his work regarding Shakespeare on film, and frequently gives lectures at universities throughout the United States and Europe. In addition to these pursuits, Dr. Crowl continues his work as a professor of English at Ohio University.

The balanced nature of his accomplishments, his dedication to Ohio University's mission and its students, and his ongoing work in teaching and scholarship at Ohio University mark Dr. Sam Crowl as a worthy recipient of an honorary degree.



## HONORARY DEGREE AWARD

### RESOLUTION 2014 -- 3347

**WHEREAS**, the University Committee on Honorary Degrees has recommended that Ohio University honor the person listed below through the conferral of an honorary degree,

**James E. Hansen, Doctor of Science**

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Ohio University approves the degree recommended be conferred at an appropriate time in the future.

**James E. Hansen, Ph.D.**

Dr. Hansen is the creator of one of the first climate models, Model Zero, which he used to make a series of reportedly accurate predictions about climate changes in the 1970s, 1980s and 1990s. His testimony to Congress in 1988 led to a public discussion about human-caused climate change.

Dr. Hansen is a member of the US National Academy of Sciences. In 2013, he became the director of Columbia University's Climate Science, Awareness and Solutions program in the Department of Earth and Environmental Sciences. Dr. Hansen is the author of the book, *Storms of My Grandchildren: The Truth About the Coming Climate Catastrophe and Our Last Chance to Save Humanity* (2009). He is a frequent publisher in academic journals. Dr. Hansen has won many academic awards over the span of his career, including the World Wildlife Federation's prestigious Conservation Medal of Merit. He has also received the American Association for the Advancement of Science (AAAS) Award for Scientific Freedom and Responsibility.

Dr. Hansen has helped to change the course of world education and response regarding the environment and climate change. His work has directly and indirectly led to efforts on Ohio University's campuses to promote sustainable and economically viable energy roadmaps. As a result, Ohio University has become a leader among American universities in responding to local and global environmental crises.

#### UNFINISHED BUSINESS

None.

#### NEW BUSINESS

None.

#### COMMUNICATIONS, PETITIONS, AND MEMORIALS

None.

#### ANNOUNCEMENT OF NEXT STATED MEETING DATE

January 22 -23 in Athens, Ohio

ADJOURNMENT at 11:55am

#### CERTIFICATION OF MINUTES

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

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David Brightbill  
Chairperson

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Peter C. Mather  
Secretary

## APPENDIX



**Ohio University Board of Trustees  
Joint Academics and Resources Meeting  
Margaret M. Walter Hall, Governance Room  
October 16, 2014, 10:00 a.m.**

Present: Chairman David Brightbill, Vice Chair David Wolford, Trustees Sandra Anderson, Janetta King, N. Victor Goodman, Janelle Simmons, Cary Cooper, National Trustees J. Patrick Campbell, Peggy Viehweger, Alumni Representative Julie Mann-Keppner, Student Trustees Keith Wilbur and Sharmaine Wilcox

### **Compensation 2014**

Executive Vice President and Provost Pam Benoit, Vice President for Finance and Administration, and the chief Human Resources Officer, Colleen Bendl, presented to the Trustees on the COMP 2014 Project, which is being led by the University Human Resources Compensation team to satisfy the requirements of the University's voluntary Resolution Agreement entered into with the Department of Education (DOE) to comply with DOE regulations. Ms. Bendl explained the University is responsibility for the following:

- Creating job classification systems for administrative and professional employees and non-bargaining classified employees.
- Ensure that positions are classified in consistency with market-based pay structures.
- Ensure fairness and equity in the classification system.
- Provide career path progression for employees.

The University has approval for progress to date on the COMP 2014 project, which is due to be completed by December 31, 2014. Ms. Bendl presented a timeline of the project, showing that several of the tasks have been completed, and others are on track for completion by the deadline.

The Trustees learned that jobs are to be classified in four categories (Job Families, Sub-Families, Career Tracks, and Career Levels). Ms. Bendl described each of the categories. She explained that the resolution that will be brought to the Resources Committee will focus on the new pay structure. The pay structure document shows the Minimum, Midpoint, and Maximum salary and hourly wage by Pay Grade. Ms. Bendl explained that the pay structure will be reviewed and updated on an annual basis.

Ms. Bendl pointed out that some compensation adjustments will occur based on market and internal equity analyses. She also explained that pay policies will be adjusted to target the 50<sup>th</sup> percentile salaries for new employees (rather than the current pay position of 25<sup>th</sup> percentile), and the University will develop a plan to address compression issues that result from this new pay practice.

Mercer consulting group has been conducting an FLSA analysis. Preliminary analyses reveal no indication of significant gender or ethnicity bias among employees who are currently being paid below the minimum standard.

Ms. Bendl also described changes to the pay administration guidelines, including the promotion range, off cycle pay adjustment process, counter offer language and effective date. She then reviewed the timeline for COMP 2014 implementation and explained that the new pay structure is market based, and replaces for separate pay structures in the old system.

### **Ridges Master Plan Update**

Vice President for Finance and Administration, Steve Golding, introduced Shawna Bolin and Dr. Joe Shields, Vice President for Research and Creative Activity and the Dean of the Graduate College, to review the status of the Ridges Master Plan Process. The process was initiated when President McDavis established an advisory committee in June 2013. Mr. Golding indicated that the goal of this presentation to the Trustees was to receive their feedback and input into the vision for the Ridges.

Ms. Bolin reviewed the reports of the master plan committee, charged with evaluating the Ridges area. Dr. Shield then provided information from three subcommittees: Academics Uses, Land Uses, and Existing Building. To this point, the Advisory Committee has focused on gathering historical documents and data, reviewing current uses, and generating possible uses for the Ridges. The next stage of the process involves narrowing options and setting priorities.

Dr. Shields presented goals and objective moving forward. This includes sustainable growth and development, financially responsible solutions, supporting the strategic mission of the University, stabilizing and protecting worthy structures, and engaging the local community.

Ms. Bolin then discussed the selection of Schooley Caldwell Associates (SCA) as a consultant for the Ridges project. She then presented broad use possibilities combining academic, office, commercial recreational and residential uses. She also discussed conservation development and sustainable energy. Ms. Bolin shared case studies from other institutions that could be instructive for future uses.

Ms. Bolin described next steps, including option development, financial

modeling, and reviews and approvals. To this point, the evaluation process has resulted in the following findings: Land and buildings can support strategic initiatives; Buildings are adaptable and in better-than-expected condition; Campus and local community are open to strategic ideas for future use; and Funding strategies and resources are available to support development.

### **State Share of Instruction**

Executive Vice President and Provost Pam Benoit introduced John Day, Associate Provost for Academic Budget and Planning to discuss the status of the State Share of Instruction (SSI). Following a growth in Ohio University's portion of the SSI, there will be adjustments made for the FY2016-2017 biennium that will reduce the University's proportion. The reduction is the result of two primary formula adjustments:

3. The allocation of at-risk degree funding will be eliminated for students admitted with more than 30 credit hours; and,
4. Funding for a bachelor's degree after the rewarding of an associate's degree will be decreased by the value of the associate's degree.

These two adjustments impact the SSI allocation resulting from the RN to BSN program, which has been the source of the majority of growth in the current biennium. Dr. Day indicated that the specific financial impact to the University cannot be predicted.

### **OHIO Guarantee**

Executive Vice President and Provost Pam Benoit explained that the OHIO Guarantee implementation is underway, and the FY16 budget process has begun. The Ohio University Board of Trustees will be asked to set the first cohort rate at their January 2015 meeting. EVPP Benoit displayed a slide titled, "Transformative Timeline." She discussed in broad strokes strategy (e.g., Dublin and Cleveland campuses, RCM Management Model, and OU/OSU Innovation Fund), and facilities and debt (e.g., the Housing Plan and Deferred Maintenance Strategy), and additional board priorities (e.g., Comp 2014, Scholarship Matching program, and OHIO Guarantee). The illustration provided an important context for examining the many initiatives that occurring since 2010 and projected into 2017.

EVPP Benoit and VP Golding discussed contextual issues and strategic priorities that are important considerations in setting the OHIO Guarantee cohort rate, including student affordability, employee compensation and the capital plan. Mr. Golding also described considerations such as healthcare costs, endowment status, and revenue generation and expenses.



**OHIO**  
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**University Academics Committee  
Ohio University, Athens Campus  
Margaret M. Walter Hall, Room 125/127  
October 16, 2014, 1:30 p.m.**

The meeting was called to order at 1:40 PM by Janetta King, committee chair.

Members:

Janetta King, chair

Cary Cooper, trustee

Julie Mann Keppner, alumni representative

Janelle Simmons, trustee

Sharmaine Wilcox, student trustee

Katherine Hartman for David Thomas, faculty representative

Pam Benoit, executive vice president and provost, began the presentations by introducing Dr. Scott Seaman, Dean of the University Libraries.

**Academic Quality – Dashboard**

- University Libraries.** Dean Scott Seaman offered an update about the holdings, operations, research capacity and academic support services and outlined how the Libraries contribute to Ohio University’s vision for transformative education.
- Ohio University Libraries is a member of the Association of Research Libraries and is recognized as one of the top 100 research libraries in North America
  - Today’s library user seeks digital and electronic materials over print equivalents and the download of journal articles has increased by 50% in four years to an average of 41 downloads for each student and faculty at Ohio University. Download of electronic books has increased 250% to nearly 177,000 downloads in 2013.
  - The physical space of Alden Library is heavily utilized and vibrant. This is evidenced by a 15% increase in the numbers of people who enter the library to nearly 2 million visits each year.
  - Alden library reference and patron support staff meet patrons where they are by offering live chat support, Twitter, and Youtube informative videos.
  - The library is now open 24 hours a day
  - Sharmaine Wilcox, student trustee, expressed her appreciation of the library and

its hours of operation.

## **Standing Reports and Updates**

### **1. Consent Agenda, Review of Centers and Institutes**

Hearing no objections, Chair King moved that the item remain on the consent agenda for the full Board.

### **2. Parental Leave Pilot Program Update**

- The Parental Leave Pilot Program was launched in January 2013 with a planned ending date of December 31, 2014. Last month, Executive Vice President and Provost Benoit and Vice President Golding announced that the pilot has been extended for an additional year to December 31, 2015.
- Goals of this pilot are to ensure that eligible employees across campuses and departments have consistent access to parental leave, to determine the level of demand and costs associated with the benefit program, and to provide opportunities for parenting employees to bond with their children in the important first weeks together.
- During the first 18 months, 59 employees utilized the benefit, including 12 faculty members, 40 administrators and seven classified staff.
- The pilot program was extended in order to capture more data about the demand for and the costs of the benefit. The program's feasibility will be reviewed by the newly formed Benefit Advisory Council (BAC).

## **Academic Quality – Initiatives**

### **1. AQIP Update**

Michael Williford, associate provost for institutional accreditation, provided the update, including a brief review of Higher Learning Commission (HLC) criteria as opposed to the HLC AQIP categories and their similarities.

The AQIP reaffirmation of accreditation visit for Ohio University will take place during the 2015-16 academic year. The Comprehensive Quality Review will also take place next year.

Associate Provost Williford gave specific information regarding Category 4: Valuing People. Efforts by the University under this category include the COMP 2014 project that evaluated all administrative and classified jobs and their associated compensation. An employee satisfaction survey (Modern Think Survey) was completed this year.

### **2. Enrollment Update**

Candace Boeninger, assistant vice provost and director of undergraduate admissions, provided the report.

Among the record enrollments, there are record numbers of first generation students attending Ohio University. Admissions has provided information to faculty and others about the special advising needs for these and other unique student populations.

Record college of medicine enrollments are largely due to the new Dublin and Cleveland campuses. Enrollments include continued increase in distance education/e-Learning enrollments.

### **3. Retention Update**

Barbara Wharton, vice provost for institutional research and effectiveness, provided this update. Data compiled by Institutional Research is used to develop coordinated retention efforts designed for specific student populations. Targeted efforts are toward first year students, underrepresented student groups, early identification of students who need assistance, and tracking follow-up efforts.

EVPP Benoit noted that efforts to improve advising for at-risk students include placing dedicated advisors within the colleges along with other initiatives.

### **4. US News & World Report Rankings**

Vice Provost Wharton provided an overview of how US News rankings are compiled. For instance, peer assessment is done through surveys sent to each institution and to high school counselors. EVPP Benoit and some others at Ohio University were sent this large, approximately 12 page, report to fill out. To highlight the limits of this portion of the US News ranking, EVPP Benoit stated that staff at Ohio University may not have heard of many of the institutions on the list or only know of the institution because it is well known nationally. As a result, respondents have no way of evaluating those institutions accurately. Other institutions across the country are filling out the same survey that includes Ohio University.

### **5. Student Achievement Measure (SAM) Overview**

EVPP Benoit stated that Ohio University believes that SAM is a much better instrument for measuring an institution's performance, including retention, graduation rates, and other measures, than the US News tool. The SAM report graduation rates show those students who transferred during their academic career and then graduated from those institutions. US News only includes students who graduated from the institution where they first enrolled.

Many institutions in Ohio participate in the SAM report, so comparative data is available on the SAM website.

**6. Consent Agenda, Wealth & Poverty Certificate**

Hearing no objections, Chair King moved that the item remain on the consent agenda for the full Board.

**7. Consent Agenda, HB488-Valuing Ohio Veterans**

Hearing no objections, Chair King moved that the item remain on the consent agenda for the full Board.

The meeting was adjourned at 3:15 p.m. by Chair King.



**Resources Committee Meeting  
Walter Hall, Governance Room  
October 16, 2014, 1:30 pm**

Committee Chair Sandra Anderson called the meeting to order at 1:40 pm. Other board members present included Trustee J. Patrick Campbell, Trustee N. Victor Goodman, Trustee David Scholl, Trustee Peggy Viehweger, Trustee David Wolfort, Student Trustee Keith Wilbur, Faculty Representative Beth Quitslund, and President Roderick J. McDavis.

● **Consent, Century Bond Guiding Principles**

Beth Greene, Director of Bond Management, discussed that the updated guiding principles document presented incorporates feedback from the Trustees, the Office of Legal Affairs, Hirtle Callaghan, and external advisors. The Century Bond Guiding Principles are designed to ensure the sound fiscal management of the Century Bond program and repayment of the outstanding principle in 2114. Specific changes to the plan based on board feedback include robust reporting guidelines, assessment of inflation impact over time, and the creation of an investment policy for the bond proceeds

The revised Guideline's contain four main components

1. establishment and management of the \$7M reserve fund,
2. investment policy and multi-stage asset allocation strategies for the debt proceeds throughout the 100 year period,
3. Central Bank funding model, its use and goals for addressing deferred maintenance, and
4. Annual reporting to the Board of Trustees for their oversight, program monitoring and decision making

Ms. Greene introduced Rick Behler, Director, Hirtle Callaghan and Co., who works with the OU Foundation Investment Sub-Committee (ISC) as a portfolio manager. The portion of the bond proceeds to be managed by the Foundation's ISC will be managed Hirtle Callaghan based on the adopted guidelines at various stages over the 100 year period. The investment policy developed for this program incorporates allocation ranges similar to the existing Foundation investment policy and has been reviewed with the ISC Chair. Asset allocations will mirror those used for the Foundation, but will be structured to recognize the liquidity requirements and risk tolerance associated with this program. Market valuations and volatility will be monitored to ensure that the portfolio is positioned to meet the requirements of the program.

Discussion ensued regarding the \$7M 'sinking fund' which is to be furnished from and segregated within the University working capital investment pool. Even though the \$7M fund is estimated to reach beyond \$250M well before the end of the program based on conservative economic projections, the board requested that no draws be permitted until 100% of the debt principal, or a \$250M fund balance, has been achieved. The resolution adopting the principles and the investment policy will be withdrawn from the Consent Agenda and moved to the full board agenda for Friday, October 17. A revised, red-lined guiding principles document will be provided for full board review with language permitting draws after the fund reaches \$250M.

The investment policy for this program will be presented for adoption by the Foundation board at their November meeting and managed as a separate fund. Regarding future asset allocation ranges change, those will be handled the same as the existing investment policy and approved by the Foundation board and brought back to the University board for approval. The two attachments to the resolution will be Exhibit A the Guiding Principles, as amended, and the Century Bond investment policy.

**Trustee Wolfort moved to recommend approval to the full board of the Century Bond Guiding Principles resolution and attachments; Pat Campbell provided a second, unanimous approval.**

- **Capital Campaign Update**

Vice President for Advancement, Bryan Benchoff, provided an update for the Capital Campaign noting contributions of \$467.4 million as of September 19, 2014 and \$470.4M as of this meeting. There are currently \$27M in active proposals outstanding and another \$30M in planned proposals. The end of the campaign coincides with the end of this fiscal year.

Mr. Benchoff discussed the rebranding of Women in Philanthropy (WIP) to the *ohiowomen* program. It is hoped that the new *ohiowomen* will reach more women and increase the participation of women in giving.

The Foundation Board held an Executive Committee Retreat in Denver last month. The meeting included the Chairs of The Promise Lives campaign and dealt with the future of fundraising and aspirations for the next campaign. Advancement leadership is in the midst of planning and VP Benchhoff will report again on developments.

- **Financial Update – June 30, 2014 Financial Results**

Ms. Shaffer shared results for the fiscal year ended June 30, 2014. She noted net results from operations of \$43.2M, on target with the last forecast shared at the June, 2014 meeting. The Financial Update presentation is the new format, reflecting financial statement adjustments for capital, debt, endowment activity and GAAP, with budgets, actuals and forecasts shown side-by-side. Final audited results were presented to the Board's Audit Committee last week and the financial statements were released to the state.

The SB6 composite score for FY14 is again 4.7 but will be impacted downward with the issuance of additional debt due to the impact on the Viability Ratio. Next year the recording of the unfunded pension obligation will impact all schools negatively so there will likely be two calculations presented – one consistent with the past and one with the obligation reporting. Discussions are ongoing with OBOR on what financial indicators would be more appropriate going forward.

- **Consent, Compensation 2014 Pay Structure**

No further discussion or questions from committee members.

**The Committee recommended that the Compensation Structure resolution be retained on the Consent Agenda for the October 17, 2014 Board of Trustee meeting.**

- **Ohio Service Alignment Initiative (OSAI) Update**

VP Stephen Golding provided an update on the Service Alignment project which was first discussed with the Trustees in April 2013. The initiative focuses primarily on service provision from the areas of IT, UHR, Finance and Facilities. Organizationally, key administrative leadership positions were filled in FY14 providing needed strategic expertise and this 'strengthening of the bench' will continue.

The OSAI project team accomplished major foundational systems upgrades and facilitated reorganizations of key administrative support operations in FY14. Restructuring to meet the service needs of the university has been accomplished through central reallocation and redeployment of resources. VP Golding highlighted two administrative enhancements implemented in FY14:

- 1) Implementation of the HR Liaison Program which assists the units with all HR related tasks including hiring, off-boarding, and adherence to policy, and
- 2) Implementation of the Senior Leadership Program with the first cohort of 26 top university leaders; participants for cohorts 2 & 3 are being identified this semester.

The FY15 work plan will address specific business needs of the colleges around efficient workflows, processes and managerial reporting. The project team is dedicated to building successful, proactive, responsive and sustainable services in support of the university.

- **Comprehensive Master Plan Update**

Shawna Bolin, Director of University Planning and Space Management, updated the Trustees on the progress with consultant selection and mapping out the Master Plan objectives, governance structure, and development of the 15 month schedule. The CMP project will accomplish the updating of the 2006 Athens Campus Master Plan and also the Dublin Campus master planning. The first formal workshop will occur in early November with a workshop involving over 60 separate meetings in December. A special Master Plan discussion with the Board, outside of a regular board meeting, will be necessary at some time in the future.

- **Consent, Construction Projects Approval – Schematic Design**

VP Golding introduced Senior Associate Vice President for Information Technology and Administrative Services, Mr. Joseph Lalley, to provide the presentations for the construction projects.

Mr. Lalley provided a brief summary of the request to undertake schematic design for the Jefferson Hall Renovation project.

**The committee recommended that the Construction Projects – Schematic Design resolution be retained on the Consent Agenda for the October 17, 2014 Board of Trustee meeting.**

- **Consent, Construction Projects Approval - Construction**

Mr. Lalley provided a brief summary of the Boyd Dining Hall Renovation project for construction approval.

**The Committee recommended that the Construction Projects – Construction resolution be retained on the Consent Agenda for the October 17, 2014 Board of Trustee meeting.**

- **Resolution, East State Street Surplus Property**

VP Golding asked that this agenda item be removed pending the discussion of real estate items during the Executive committee executive session.

- **Annual Insurance Report**
- **Annual Clery Report – Fire**
- **Annual Clery Report – Police**

VP Golding informed the committee that these three reports are submitted annually for board review. If questions arise regarding these reports please contact VP Golding.

Trustee Goodman, in reference to the Sexual Misconduct topic from the August retreat, requested that articles regarding issues of Sexual Misconduct be shared with all board members.

At 3:36 pm meeting was adjourned.



**AUDIT COMMITTEE MEETING  
OHIO UNIVERSITY – ATHENS CAMPUS  
Margaret M. Walter Hall, Room 104  
October 16, 2014 – 3:30 PM**

Trustee N. Victor Goodman, called the meeting to order at 3:45 p.m. Other committee members present were Trustee Sandra J. Anderson, Trustee J. Patrick Campbell, Trustee Peggy Viehweger and Student Trustee Sharmaine Wilcox. Trustee David A. Wolfort was also present.

**Baker Tilly - Construction Auditing**

Tony Ollmann of Baker Tilly presented an update on construction auditing. Mr. Ollman discussed the proposed scope of work, audit objectives and types of audits. Discussion ensued regarding specific audit considerations.

**Intercollegiate Athletics Compliance**

Lauren Ashman, Associate Athletic Director of Compliance from Intercollegiate Athletics (ICA), presented on the role of athletics compliance, staffing, reporting line structure, compliance systems, institutional control, and governance structure. Discussion ensued regarding staffing and the effectiveness of the reporting line for the ICA Director of Compliance.

### **Internal Audit Update**

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

- FY15 audit status update
- Ohio Ethics Hotline
- Staffing Update

Trustee Goodman also briefly discussed the audit committee meeting held on October 9<sup>th</sup> in Columbus. This meeting was held to review the annual audit report prepared by Plante Moran, the external auditor. A resolution was passed at the meeting accepting the report.

There was no unfinished business.

Meeting adjourned at 5:10 p.m.



**Ohio University Board of Trustees  
Governance Committee Minutes  
Walter Hall, Room 125/127  
Thursday, October 16, 2014, 3:30 p.m.**

Present were Chair Scholl, Trustees Cooper, Simmons, Keppner and Brightbill, Student Trustee Wilbur, President McDavis, Secretary to the Board Pete Mather and General Counsel John Biancamano.

1. Board Policy for Presidential Performance Reviews

Mr. Biancamano presented a proposed amendment to the Board Policy for Annual and Comprehensive Presidential Performance Reviews. The amendment eliminates two deadlines in the annual review process. This will give the Board greater flexibility in scheduling annual reviews. The Committee had no objection to the change. Chair Scholl will present a resolution to adopt the amendment at the full Board meeting.

2. Appointment of National Trustee

The Committee discussed the reappointment of Trustee Campbell to a new three year term as a National Trustee. The Executive Committee has expressed an interest in reappointing him. President McDavis reported that he has discussed a reappointment with Trustee Campbell and he is willing to serve. The Committee will present the reappointment of Trustee Campbell to the full Board at the March, 2015 meeting.

3. Student Trustee Alumni Event

The Committee discussed a proposal to host a gathering of former student trustees. Secretary Mather will work with Advancement, Trustee Keppner and Student Trustee Wilbur to plan this event, possibly in connection with the March 2015 meeting.

4. Statement of Expectations for Board Members

The Committee discussed proposed revisions to the Statement of Expectations for Board Members. The Board will continue this discussion at the breakfast meeting on October 17, 2014.

5. Method for sending meeting materials to Trustees

Secretary Mather and Randy Nogrady demonstrated the process for accessing the Board of Trustees Box account for loading meeting materials onto their iPads.

# PRESIDENT'S REPORT

presented to

Ohio University Board of Trustees

January 23, 2015

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# Overview



*Photograph courtesy of UCM*

- **Strategic Priorities**
- **OHIO for Ohio**
- **OHIO Celebrates Japan Connections**
- **The Interlink Alliance**
- **OHIO Goes Smoke-Free**
- **State Share of Instruction**
- **United Appeal Campaign**
- **The Promise Lives Capital Campaign**
- **Ohio University Points of Pride**
- **University Spotlight:  
The Economics of Altruism**

# 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

# OHIO for Ohio



Graphic courtesy of UCM

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# OHIO Celebrates Japan Connections

University  
Update

**In November, an OHIO delegation participated in the 50-year anniversary celebration of Chubu University in Nagoya, Japan**

- The trip served to commemorate over 40 years of partnership and exchange between Ohio University and Chubu University
- Other trip highlights included:
  - ✓ Implementation of the Tanaka-OHIO Award of Excellence in Global Education
  - ✓ A roundtable discussion about the OHIO Global Strategy in Asia
  - ✓ Engagement with OHIO Alumni in Tokyo



*Photo courtesy of International Studies*

# The Interlink Alliance

**In December, The Interlink Alliance members convened at Hampton University to discuss the importance of meaningful partnerships in healthcare**

- Dr. Jack Brose, Vice Provost for Health Affairs at OHIO, proposed a Health Pipeline Initiative for The Interlink Alliance member institutions
- This initiative is designed to:
  - ✓ Eliminate health disparities
  - ✓ Increase minority student enrollment in programs such as medicine, dentistry, pharmacy and nursing
- A planning committee will be organized this month and a working proposal is expected later this spring



*Photo courtesy of The Interlink Alliance*

# OHIO Goes Smoke-Free

## Ohio University will become a “Smoke and Tobacco-Free Campus” in the 2015 Fall Semester

- The tobacco-free policy is intended to protect the health and wellbeing of all University community members in accordance with a resolution made by the Ohio Board of Regents in July 2012
- University resources designed to ease the transition include:
  - ✓ A comprehensive website explaining the policy
  - ✓ Recorded reminders at events
  - ✓ Cessation support groups
  - ✓ Nicotine replacement therapy
  - ✓ Educational materials around campus



# State Share of Instruction

**State Share of Instruction (SSI) uncertainty remains as formula changes continue to evolve**

- Ohio University's SSI for FY 2015:

**\$154 Million**

- OHIO's SSI for FY 2016 will not be finalized until Spring Semester data has been analyzed by the Ohio Board of Regents, but is currently projected to be:

**\$151 Million**

- A subcommittee of Inter-University Council Presidents has been formed to make SSI formula change recommendations for FY 2017

# United Appeal Campaign

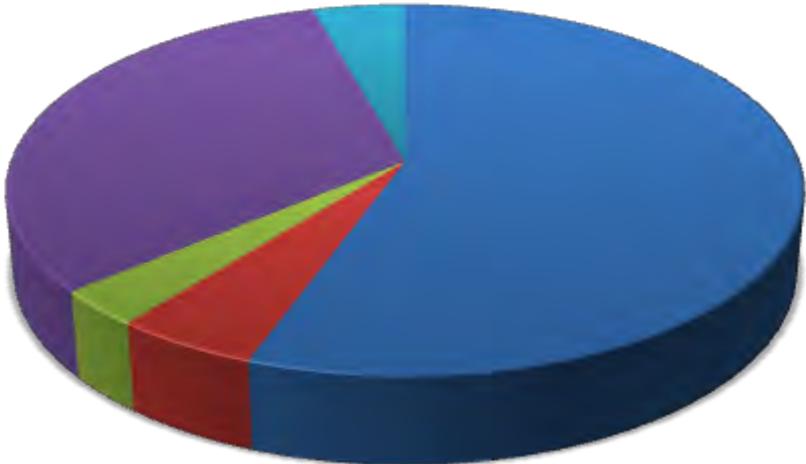
**The Ohio University 2014-15 United Appeal Campaign is making progress toward its campus-wide fundraising goal of \$50,000**

- For 63 years, United Appeal for Athens County has helped meet the basic needs of area residents by supporting health and human service programs throughout the county
- This year United Appeal for Athens County is partnering with 16 local agencies, including:
  - ✓ *Big Brothers and Big Sisters of Athens County*
  - ✓ *Live Healthy Appalachia*
  - ✓ *Athens County Child Advocacy Program*
  - ✓ *Athens County Food Pantry*
  - ✓ *My Sister's Place*



# The Promise Lives Capital Campaign

**Total Attainment: \$478.35 M**



- Alumni: \$265.6
- Other Individuals: \$24.40
- Corporations: \$15.15
- Foundations: \$152.47
- Other Organizations: \$20.73

*\* In millions*

*\*Current as of January 2, 2015*

# The Promise Lives Capital Campaign

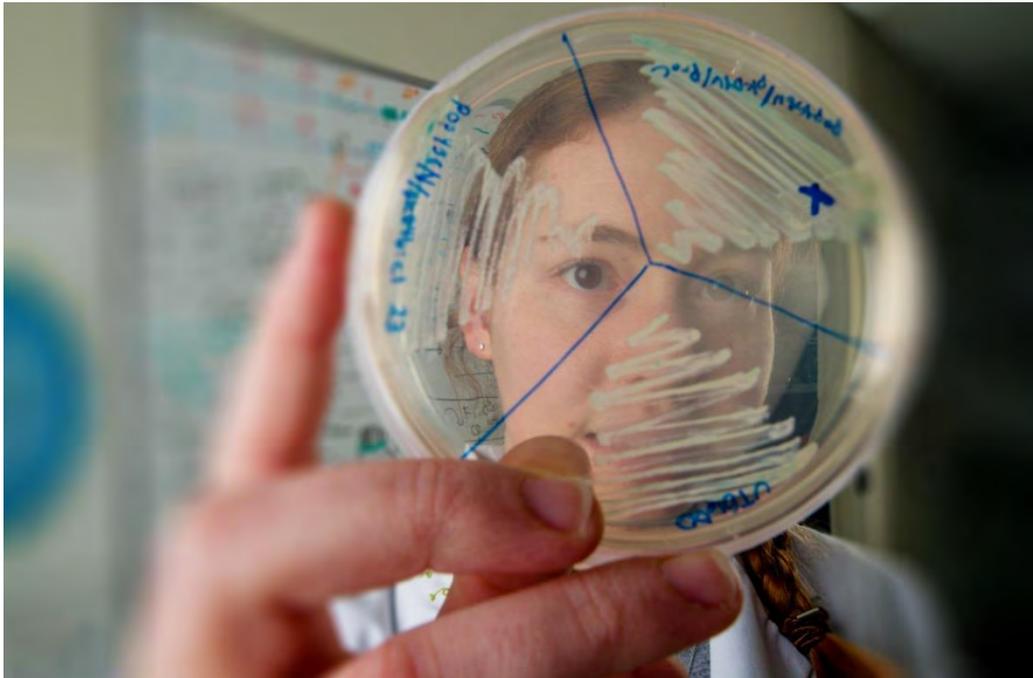
Complete  
Capital  
Campaign

## Advancement Travel

- New York City, NY
- Milwaukee, WI
- Tokyo, Japan
- Cleveland, OH
- Chicago, IL
- Fort Myers, FL
- San Francisco, CA
- Los Angeles, CA

# Points of Pride

Nation's Best  
Transformative  
Learning  
Community



*Photo Courtesy of UCM*

**OHIO's Honors  
Tutorial College was  
named one of the top  
public honors  
programs in the  
country, according to  
"A Review of Fifty  
Public University  
Honors Programs"**

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# Points of Pride

Nation's Best  
Transformative  
Learning  
Community

**Ohio University hosted the Believe in Ohio forum, a program intended to help high school students gain awareness of career opportunities in STEM entrepreneurship**

*Photo Courtesy of UCM*

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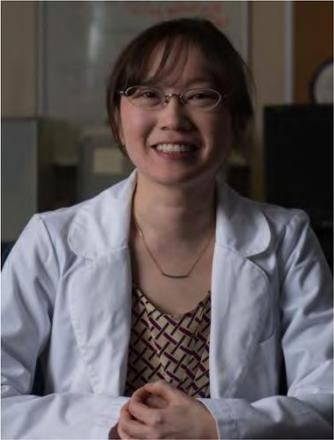
# Points of Pride

## Ohio Magazine recognized five OHIO professors for excellence in education

Awardees included:



**Mark Lucas**  
Physics and  
Astronomy



**Monica Burdick**  
Chemical &  
Biomolecular  
Engineering



**Charles Jarrett**  
Sociology



**Marsha Lewis**  
Public  
Administration



**Shelley Delaney**  
Theater

*Photos Courtesy of UCM*



# Points of Pride

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**Assistant Professor of  
Journalism Thomas  
Suddes was inducted  
into the Cleveland Press  
Club Hall of Fame**

*Photo Courtesy of UCM*

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# Points of Pride

**The National Institutes of Health awarded more than \$3 million to researchers at the Ohio University Heritage College of Osteopathic Medicine. Awardees included:**

- **Dr. Brian Clark**, Professor of Neuromuscular Physiology and Executive Director of the Ohio Musculoskeletal and Neurological Institute
- **Dr. Susan Williams**, Professor of Anatomy
- **Dr. Bonita Biegelke**, Associate Professor of Virology
- **Dr. Mario Grijalva**, Professor of Microbiology and Director of the Tropical Disease Institute
- **Dr. Leslie Consitt**, Assistant Professor of Microanatomy



**Heritage  
College of  
Osteopathic  
Medicine**

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# Points of Pride

**10 Ohio University students and one faculty member received \$79,000 for scientific and medical research through three new Kopchick awards**

Award funding was made possible through a \$2 million gift commitment by Dr. John Kopchick and Mrs. Char Kopchick and match support from:

- The Russ College of Engineering and Technology
- The College of Arts and Sciences
- The Heritage College of Osteopathic Medicine
- The College of Health Sciences and Professions
- The VP for Research and Creative Activity

*Photo Courtesy of UCM*

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# Points of Pride

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*Photo Courtesy of UCM*

**Residential Housing received the Biomedical Achievement Award from the Red Cross for their contributions to blood drives**



# Points of Pride

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Community



*Photo Courtesy UCM*

**The Patton College of Education's Instructional Technology Program received the Innovator Award for Innovative Research in Blended and Online Learning from the International Association for K-12 Online Learning (iNACOL)**

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*Photo Courtesy of Cory Fritz*

**OHIO Alumnus Cory Fritz,  
a 2007 graduate of the  
Scripps School of  
Journalism, was named  
the new Press Secretary  
for Speaker John Boehner**

# Points of Pride

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*Photo Courtesy of UCM*

**OHIO engineering students took home the gold and silver (\$1,750 total) at the James F. Lincoln Foundation's Arc Welding Division IV contest, with designs that make a positive difference in our local community**



# Points of Pride

Nation's Best  
Transformative  
Learning  
Community



*Photo Courtesy of UCM*

**Ohio University senior journalism major Zainab Kandeh was recently featured in MSNBC's "Women in Politics: College Edition 2014" series, which highlights women leaders in student government on college and university campuses across the nation**

## The Economics of Altruism

### Presenters:

**Dr. Julia Paxton**  
Economics

**Kate Clausen**  
Student

**Noah Rosenblatt**  
Student



*Photo Courtesy of Julia Paxton*

# PRESIDENT'S REPORT

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# Faculty Senate Update

Beth Quitslund, Chair

David Thomas, Vice Chair

Katie Hartman, Secretary

The best student-centered learning experience in America



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- Faculty-driven quality and value at Ohio University
- Strengths and challenges revealed by the Campus Climate survey



# Quality and Values

The best student-centered learning experience in America



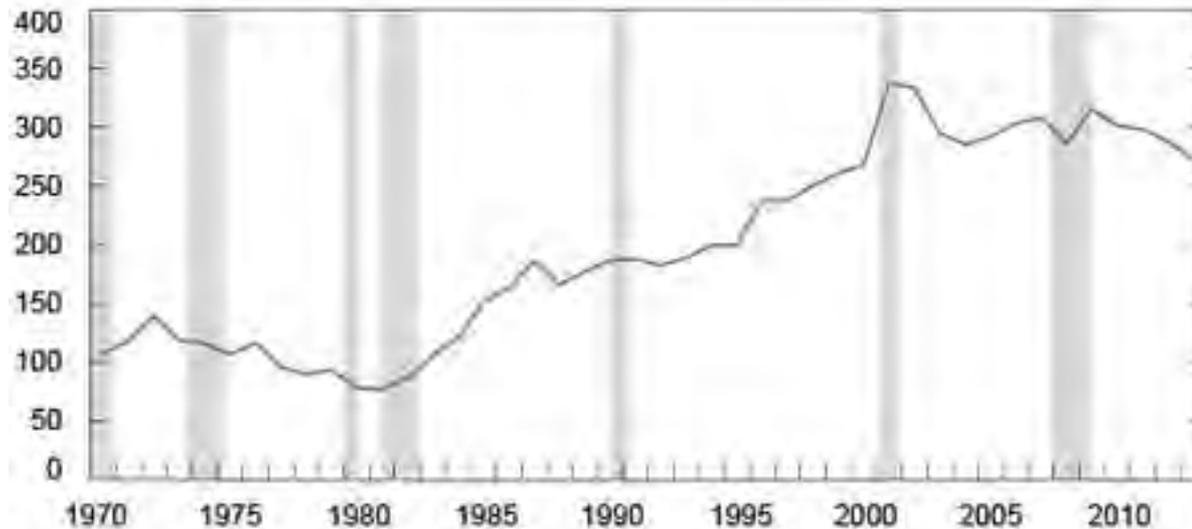
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“The conversation on higher education across Ohio is reflective of the national dialogue—both the state and the nation suffer from a “skills gap.” Employers say there is a shortage of workers with the talents and skills necessary for business to compete. Rising tuition rates, gradual reduction in government funding, mounting student debt, and the uncertainty of funding adequate employment after graduation to shoulder this debt leaves many wondering if a college education is worth the time, money, and effort it demands.”

—*Ohio Quality and Value Initiative for Higher Education*,  
December 2014, p. 4.

## Net Present Value of a Bachelor's Degree, 1970-2013

Thousands of dollars



Sources: U.S. Census Bureau and U.S. Bureau of Labor Statistics, Current Population Survey, March Supplement; U.S. Department of Education, Digest of Education Statistics 2012; The College Board, Trends in College Pricing 2013 and Trends in Student Aid 2013; U.S. Bureau of Labor Statistics, consumer price index.

Notes: Dollar figures are expressed in constant 2013 dollars. Shaded areas indicate periods designated recessions by the National Bureau of Economic Research.

From Jaison R. Abel and Richard Deitz, "The Value of a College Degree," *Liberty Street Economics*, The Federal Reserve Bank of New York, Sept. 2, 2014.

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# The 2014 Gallup-Purdue Index Report

- “If an employed graduate had a professor who cared about them as a person, one who made them excited about learning, *and* had a mentor who encouraged them to pursue their dreams, the graduate’s odds of being engaged at work more than doubled. Only 14% of graduates have had all three.”
- “Higher well-being is related to graduates’ experiences. Graduates who felt ‘supported’ during college (that professors cared, professors made them excited about learning, and had a mentor) are nearly three times as likely to be thriving than those who didn’t feel supported.”

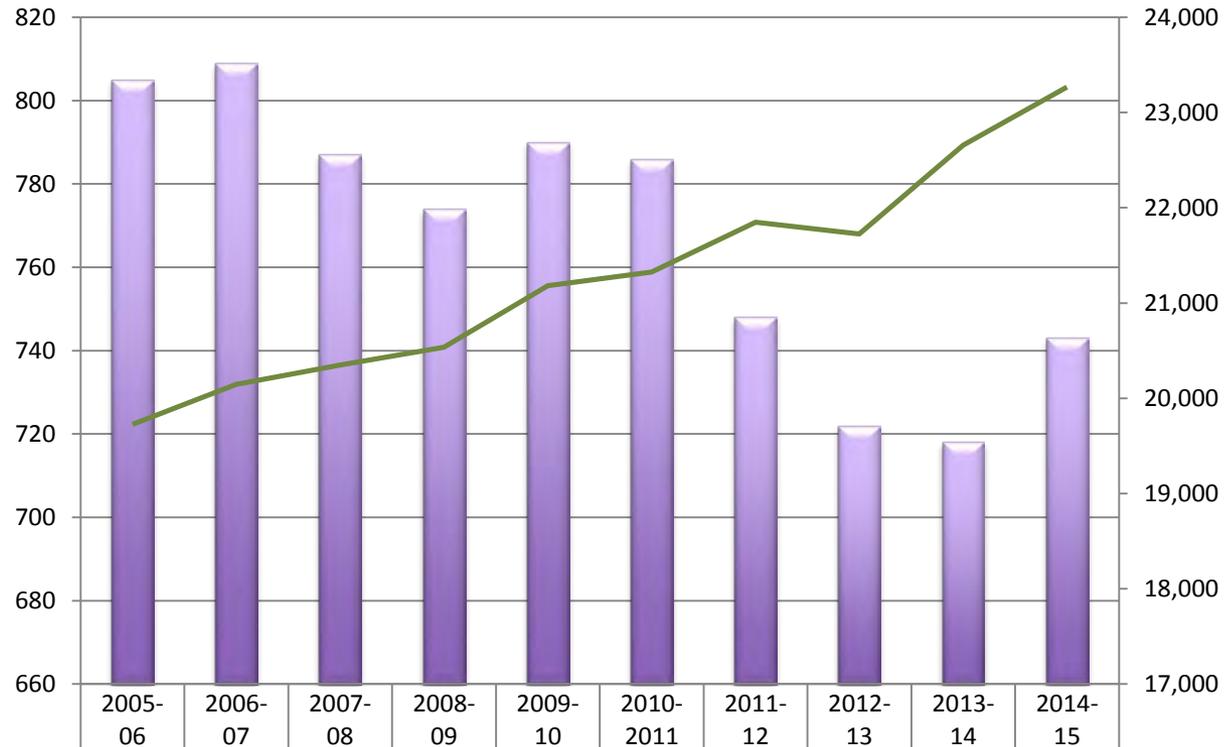
From *Great Jobs, Great Lives: The 2014 Gallup-Purdue Index Report*, p. 7.

# A “Best Buy” among public institutions: 2015 *Fiske Guide* themes

“Students say OU has a lot to offer, from a vibrant social life to quality professors and challenging academics.”

- Student experience
- Access to faculty
- Academic rigor and prestige

# Group I faculty and student headcount



 Athens Group I headcount	805	809	787	774	790	786	748	722	718	743
 Athens student headcount	19,725	20,146	20,350	20,537	21,182	21,324	21,848	21,724	22,657	23,267

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# Faculty responses to the ModernThink survey

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# Professional pride and autonomy

Question	Positive response	Negative response
My job makes good use of my skills and abilities.	77%	6%
I am given the responsibility and freedom to do my job.	78%	5%
I understand how my job contributes to this institution's mission.	81%	5%

# Benefits

Question	Positive response	Negative response
This institution's benefits meet my needs.	66%	11%
My benefits are fair for the work that I do.	69%	11%

# Resources

Question	Positive response	Negative response
I am provided the resources I need to be effective in my job.	47%	19%
The facilities (e.g., classrooms, offices, laboratories) adequately meet my needs.	42%	23%
I am paid fairly for my work.	37%	40%
My department has adequate faculty/staff to achieve our goals.	24%	52%

# Communication within the community

Question	Positive response	Negative response
At this institution, we discuss and debate issues respectfully to get better results.	47%	24%
There is regular and open communication among faculty, administration and staff.	37%	26%
There's a sense that we're all on the same team at this institution.	25%	44%

# Communication and faculty governance

Question	Positive response	Negative response
My senate effectively communicates pertinent information.	72%	9%
My senate effectively represents my needs and interests.	54%	15%
The role of faculty in shared governance is clearly stated and publicized.	41%	32%

# Next steps

- Campus Climate Task Force
- Explore mechanisms for Faculty Senate to hear timely feedback and engage in discussion about the nature of shared governance

# Questions?

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## Interoffice Communication

**Date:** January 2, 2015

**To:** The President and Board of Trustees of the Ohio University Foundation

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

**Re: Joint Session – Interim Budget Update, OHIO Signature Award and The OHIO Guarantee Update**

The Board is being asked to approve the fiscal year 2015-16 tuition, fees, and room and board rates at the January meeting. This is earlier than usual in order to give the Office of Enrollment Management sufficient time to communicate the benefits of the OHIO Guarantee to prospective students. To facilitate the Board's adoption of the proposed tuition and fee rates, we are also providing an update on the OHIO Signature Award program and an interim update on the FY2015-16 operating budget drivers and considerations.

The FY2015-16 budget is still in its very preliminary stage as we work to understand the impact of key revenue and expenditure drivers and test assumptions on a new five year budget model currently under construction. What we have learned through this process to date is that we will have less revenue to work with in FY2015-16 than we had in FY2014-15. We have also learned that we will need to refine several of our spending assumptions to insure that the budget can support critical institutional and Board priorities, but also leave resources for college priorities. The Interim Budget Presentation lays out a number of these considerations for the Board's review.

The OHIO Signature Award presentation is intended to provide the Board with an update on the program's first full year of implementation, FY2014-15, and its goals and objectives for FY2015-16. We are explicitly providing the Board with an update at this meeting because of the program's importance to the overall OHIO Guarantee strategy. As the Board will see in the OHIO Guarantee presentation, the Signature Award has a profound impact on the cost of attendance for a high need – academically strong student. We firmly believe that the combination of these two programs gives Ohio University a competitive advantage in our student recruitment efforts.

The OHIO Guarantee presentation provides the Board with a summary of the program adopted in FY2013-14, a timeline of our implementation efforts and our proposed tuition, fee, and room and board rates for the Guarantee program's first cohort and our continuing students. The materials prepared are intended to show the Board how we have tried to maintain equity between the old incremental tuition program and the new Guarantee to insure that one group of students is not subsidizing the other. The materials also show the impact of the Signature Award program and how financial aid holds its value over a four year period.

The adoption of the FY2015-16 tuition and fee rates will be an important step in helping us prepare the FY2015-16 University operating budget. This action will also help inform our capital budget. It is our intent to present a preliminary operating and capital budget to the Board at the March meeting for your review before you are asked to adopt the final budgets in June. If we achieve this goal, the combination of our interim financial statements (see Resources Committee agenda item) and our operating and capital budget modeling will mean we have achieved the objective of providing the Board with increased transparency around our resource planning and allocation process - a goal we started working on four and a half years ago.

# INTERIM BUDGET UPDATE

## KEY DRIVERS AND CONSIDERATIONS

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# OHIO Financial Planning

- Development of RCM Model and implementation
- Planning unit budget and forecasting review meetings
  - Interim and periodic informal reviews with Budget and Provost office staff
  - Formal budget hearings with Senior Staff
- Integrated Financial Reporting and Metrics
- Development of multi-year budget model
  - Identification of drivers, with respective sensitivity analysis
  - Impact of Strategic Priorities



# OHIO Financial Planning: Drivers

- Revenue and spending assumptions, inclusive of:
  - SSI Growth and Formula Changes
  - Tuition and fee rates
  - Financial aid strategies
  - Enrollments
  - Fundraising
  - Investment returns
  - Research support
  - Compensation strategies (salaries and benefits)
  - Strategic and university investments



# OHIO Financial Planning: Priorities

- Student Affordability
- Employee Compensation
- Capital Plan
- Innovation Strategy
- College Priorities



# Student Affordability State Subsidy

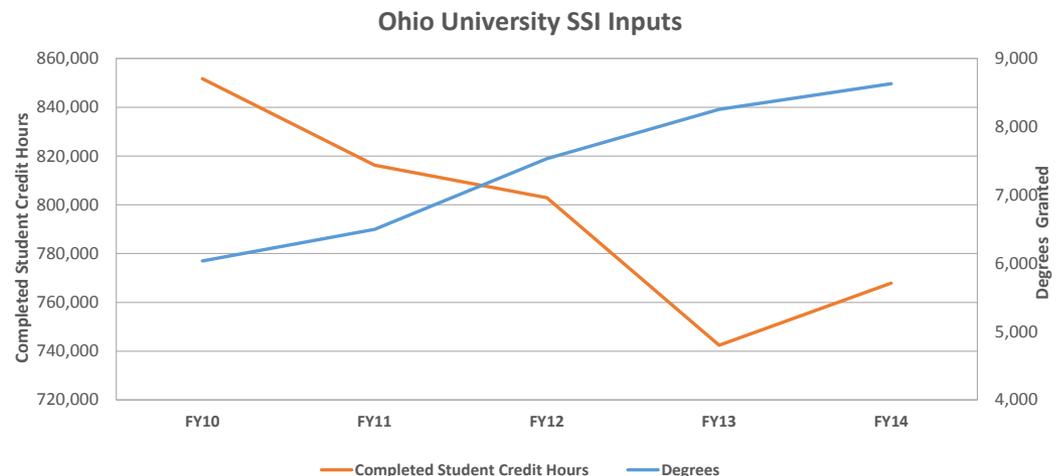
- FY15 SSI forecast down \$.9M from Budget
- FY16 State Formula Changes (as compared to FY15)
  - 2 of 3 proposed changes have been recommended by IUC Presidents
    - Includes Bonus Cap (Bonus refers to additional degree funding to non-IUC transfer students who are granted degrees): ~1.5% reduction or ~\$2M loss
    - Includes Multi-degree Cap (Degree funding associated with degree completion for students earning phased or concurrent degrees): ~2.6% reduction or ~\$3.8M loss
    - Excludes Adjustment for transfer students w/ 30 degree credit hours w/ at-risk factors: would have been 4.9% reduction or ~\$7.2M loss using updated at-risk weighting
- 5 Year Budget Driver Considerations
  - State Formula Changes
  - Growth in State Appropriations

\$'s in Millions	FY12	FY13	FY14	FY15	FY16
<b>Ohio University</b>	\$ 131.7	\$ 136.4	\$ 146.0	\$ 154.0	\$ 151.0
<i>Growth</i>	3.9%	3.6%	7.0%	5.5%	-1.9%
<b>Statewide Total</b>	\$ 1,335.3	\$ 1,346.6	\$ 1,373.0	\$ 1,399.1	\$ 1,425.8
<i>Growth</i>	0.1%	0.9%	2.0%	1.9%	1.9%
<b>% Share - Ohio University</b>	9.9%	10.1%	10.6%	11.0%	10.6%

- Model Input Results

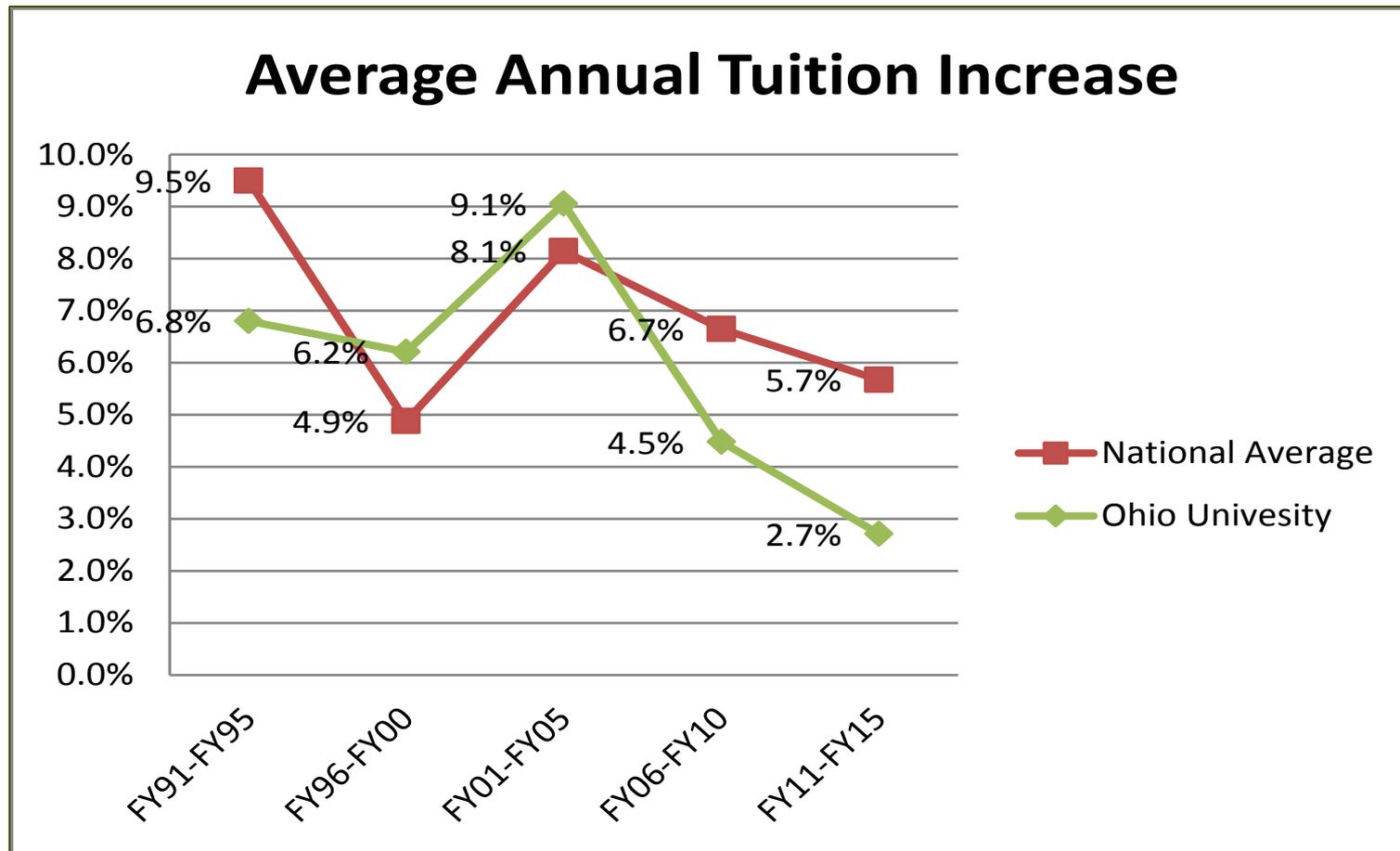


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# Student Affordability

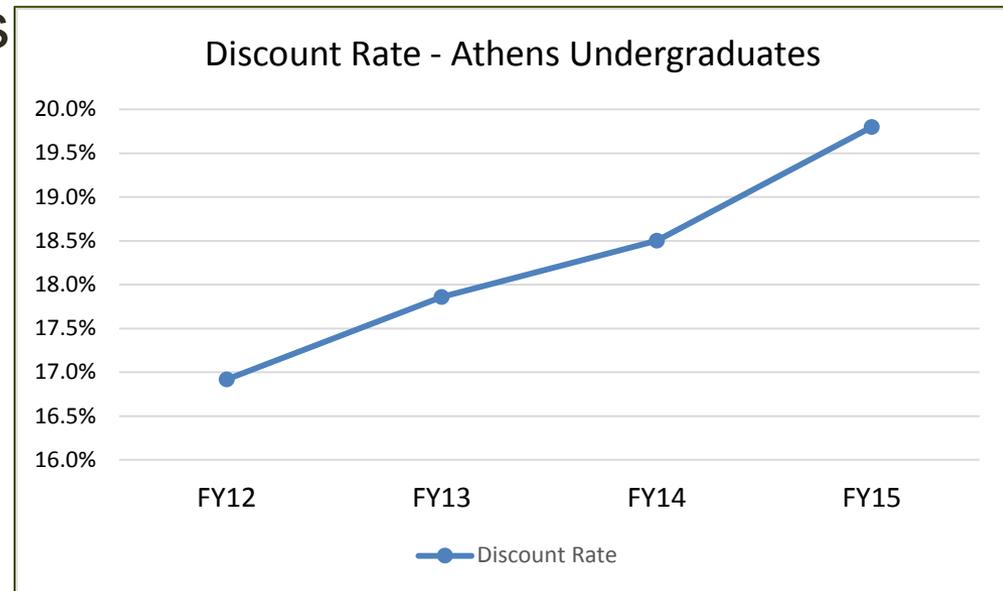
## Moderate Tuition Increase



# Student Affordability

## Additional Student Aid

- Signature Program: \$2.1M additional aid in FY15
- Endowed Scholarship Matching Program
  - \$50M Endowed Gift Target
  - \$25M University Matching Funds
- Family Contribution Rates



# Employee Compensation

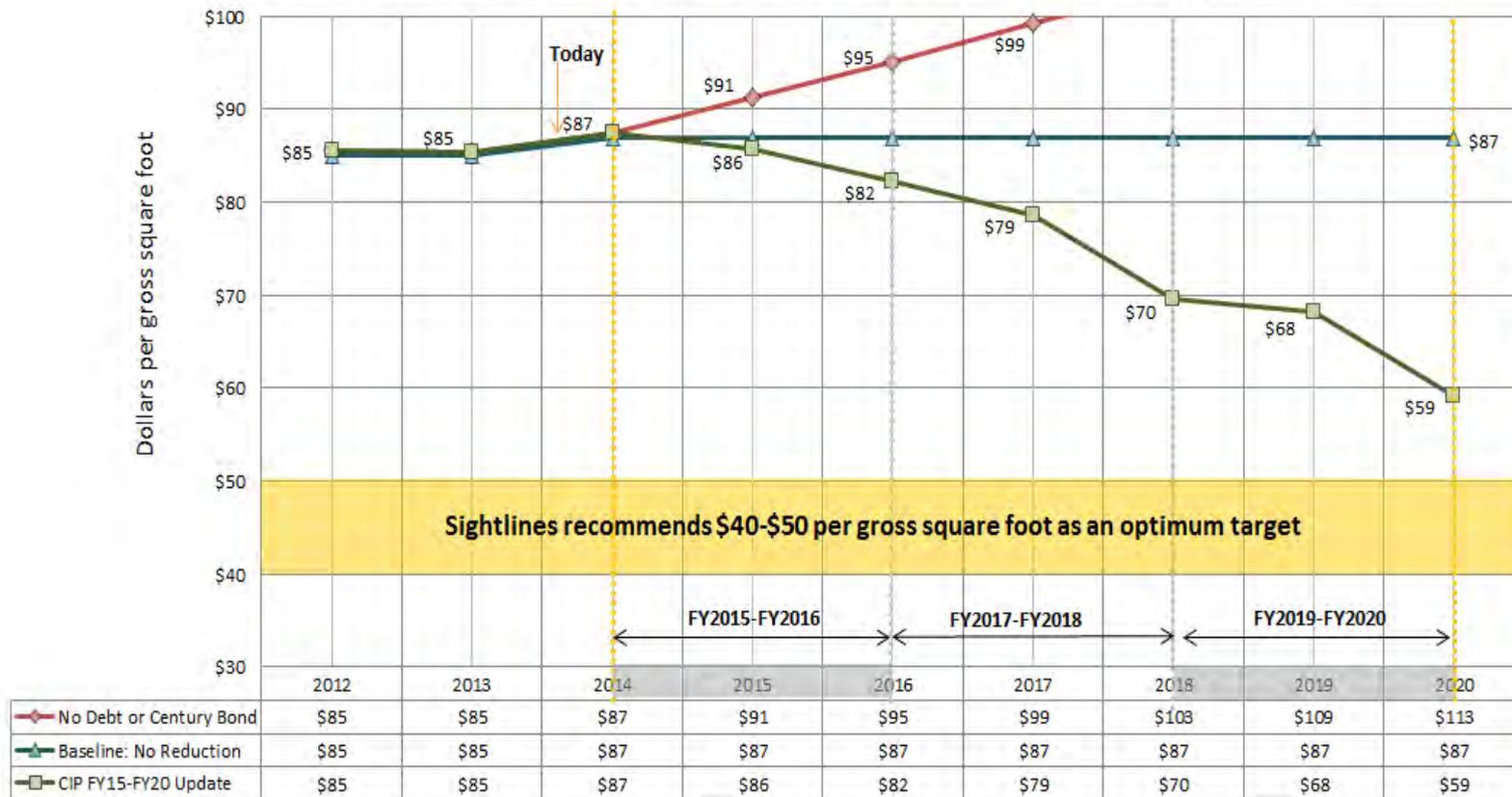
- Faculty Comp Plan
  - Goal: 3<sup>rd</sup> Position within Ohio Public Universities
  - 3 Year implementation timeframe
  - FY15 Salary Investment: \$1.9M
- Comp 2014
  - Goal: Compliance with DOE Resolution; Market-based Staff Comp Structure
  - FY15 Salary/Wage Investment: \$.9M
- Benefits
  - Healthcare Increases
  - Benefits Advisory Committee



# Capital Plan

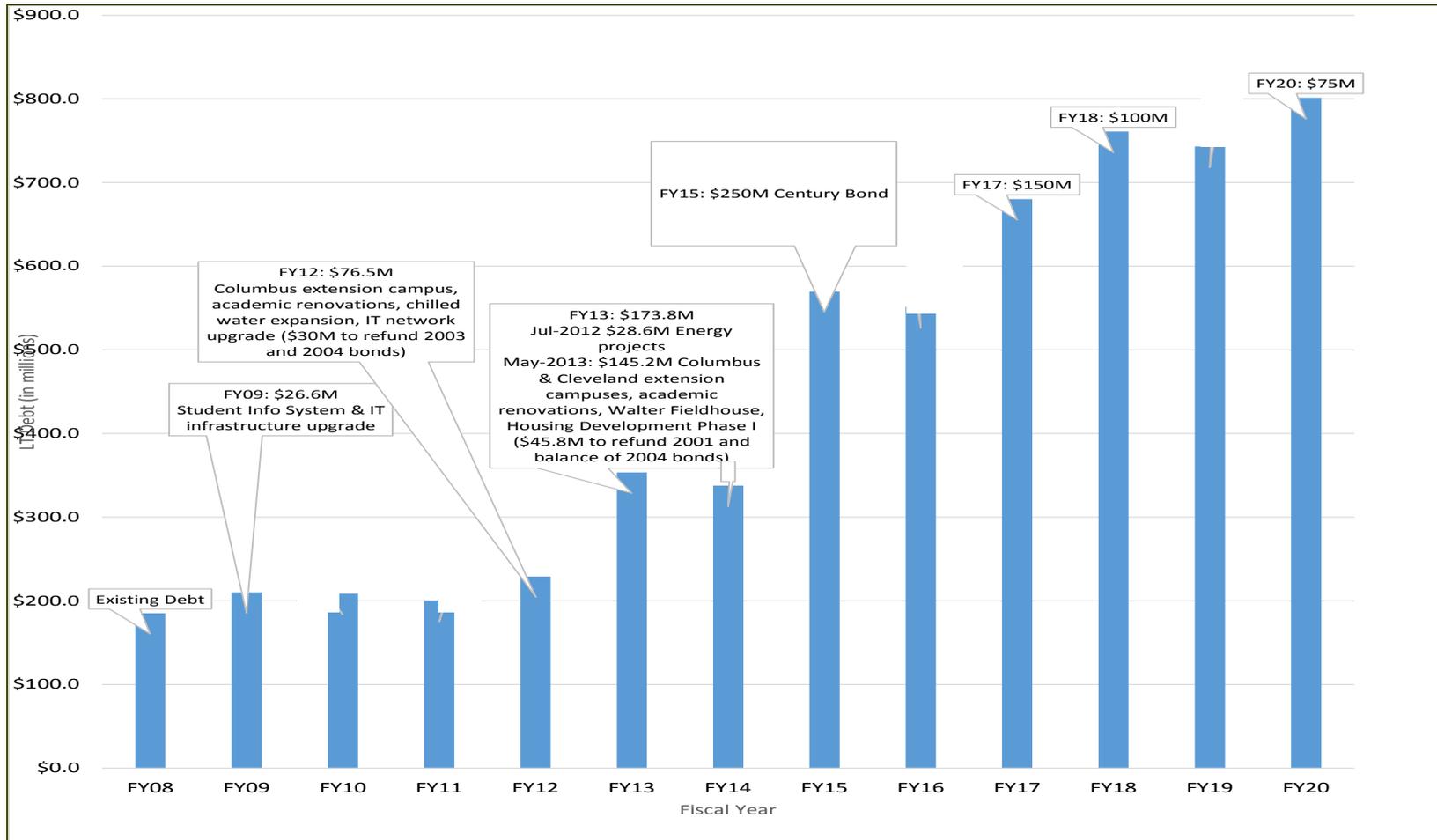
## Addressing Deferred Maintenance

### Athens General Fund Deferred Maintenance Back-log



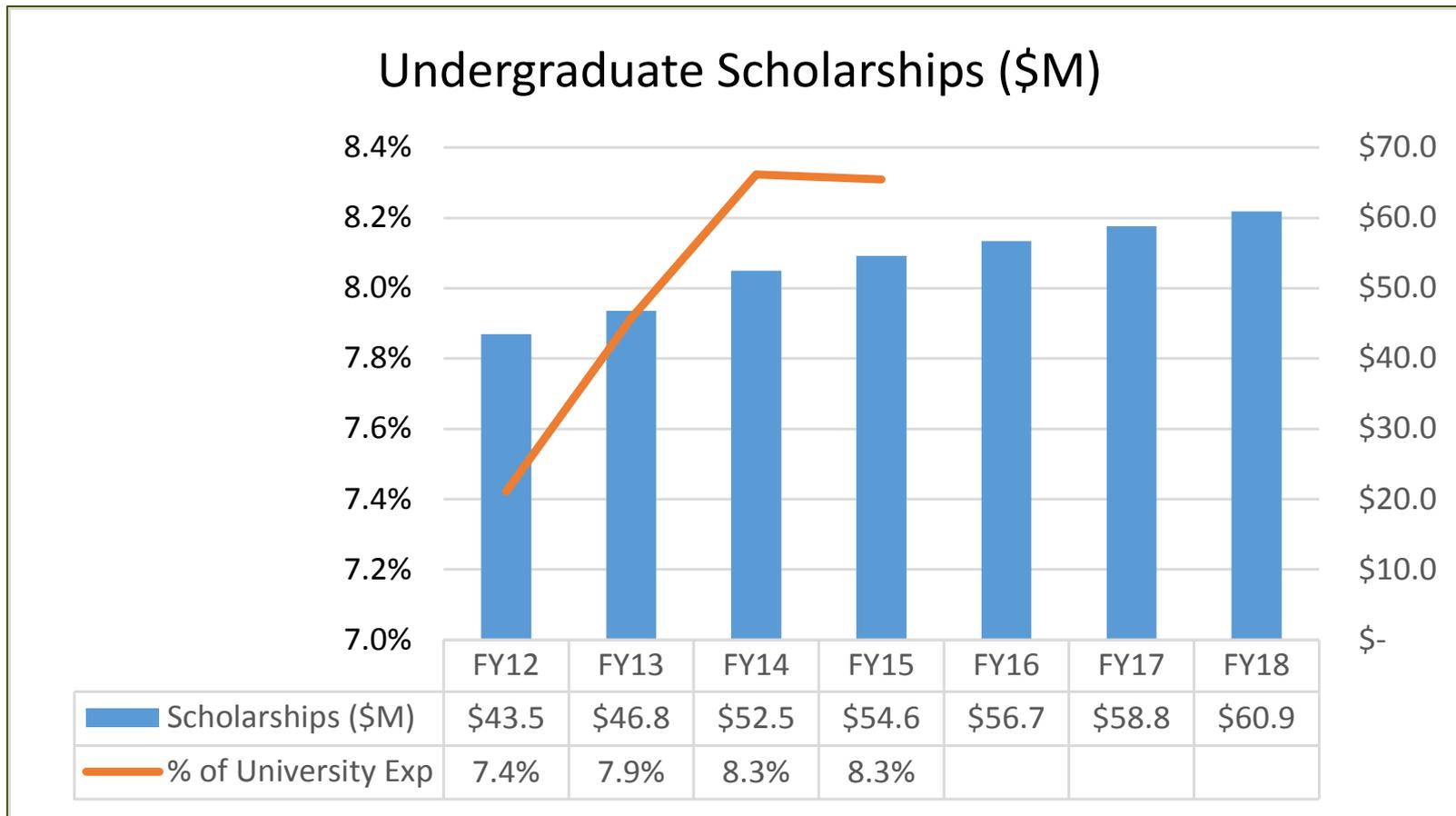
# Capital Plan Issuance of Debt

6-Year CIP



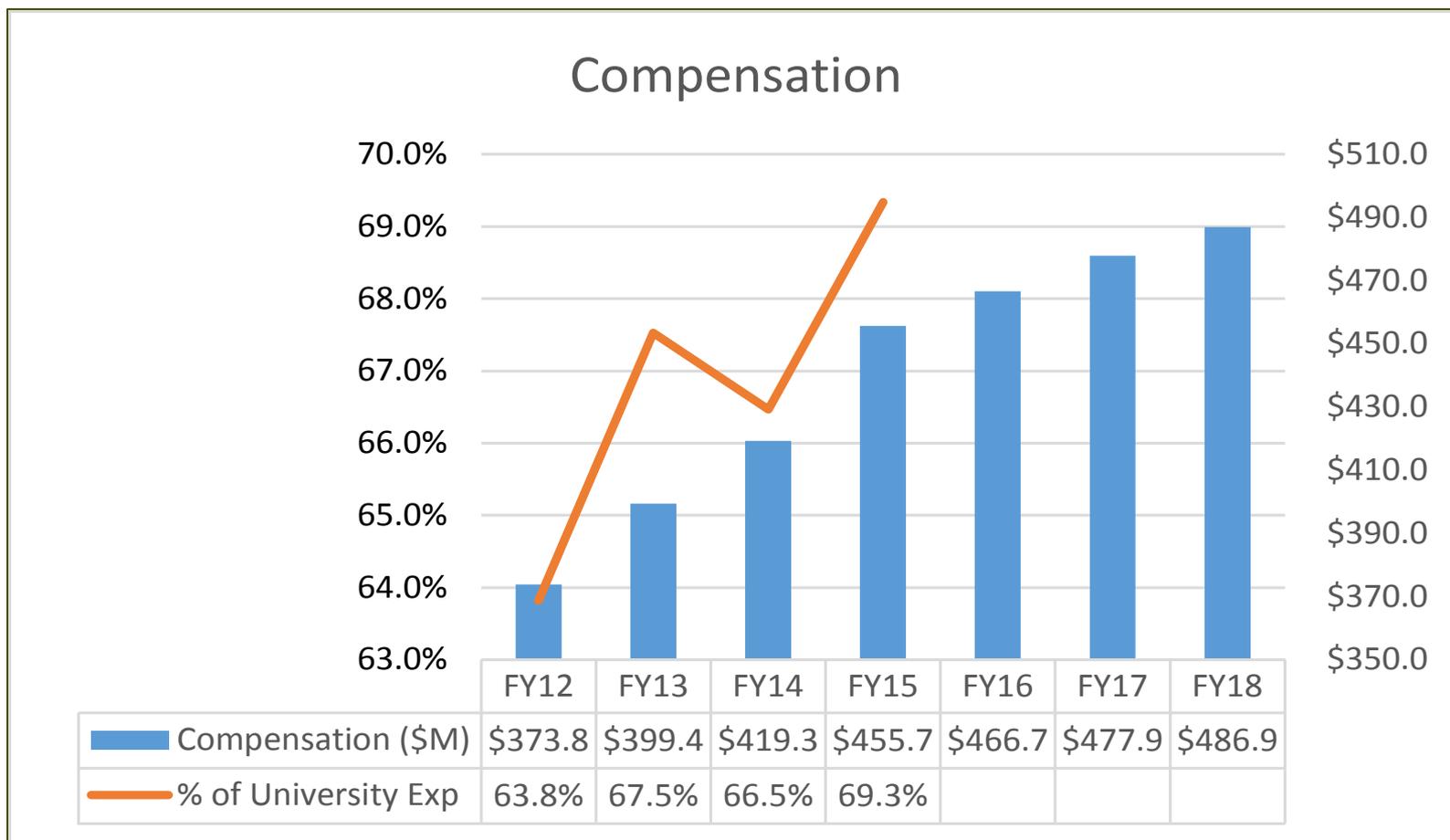
# Cost of Delivering our Priorities

## Student Affordability

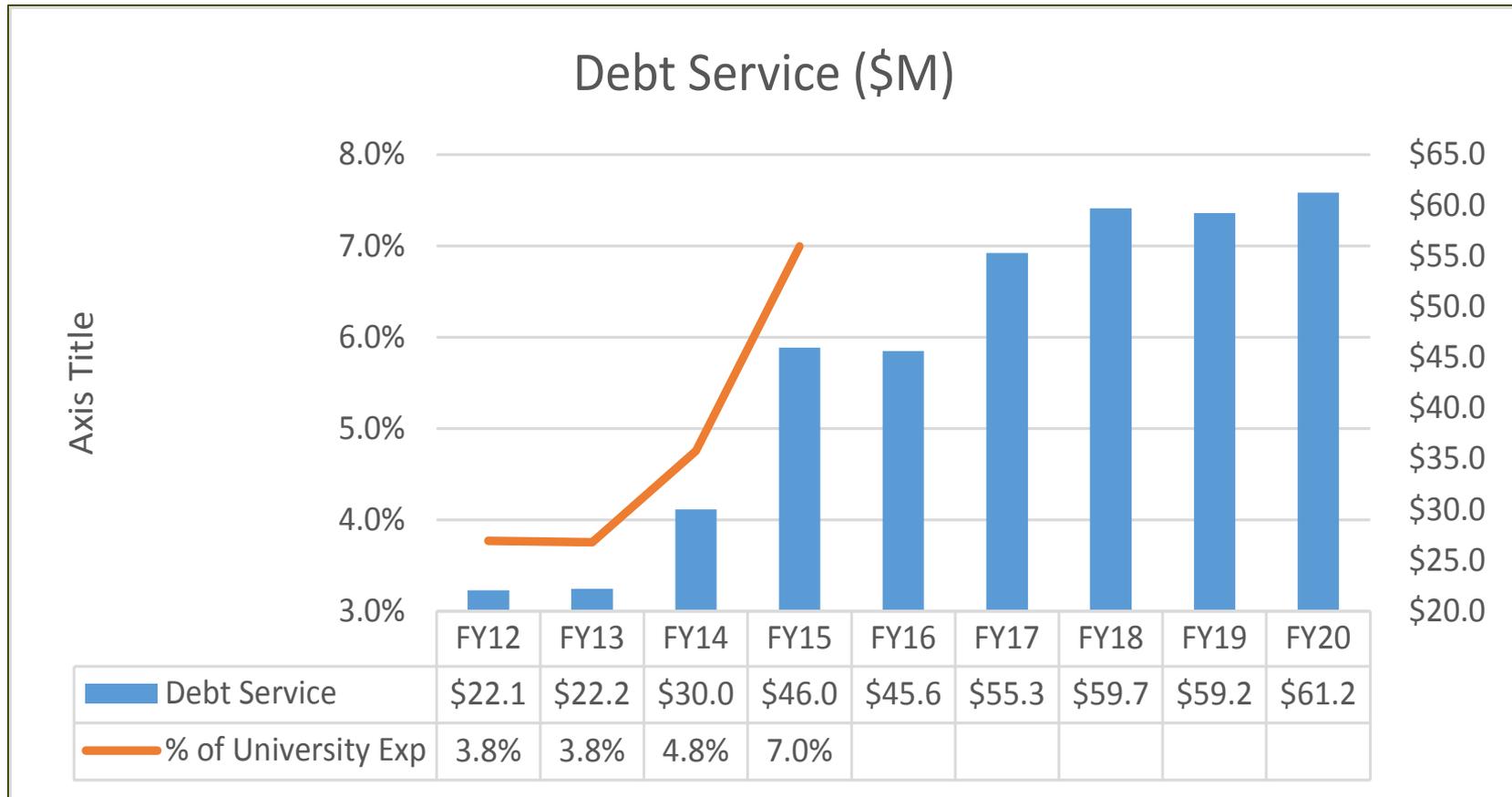


# Cost of Delivering our Priorities

## Employee Compensation

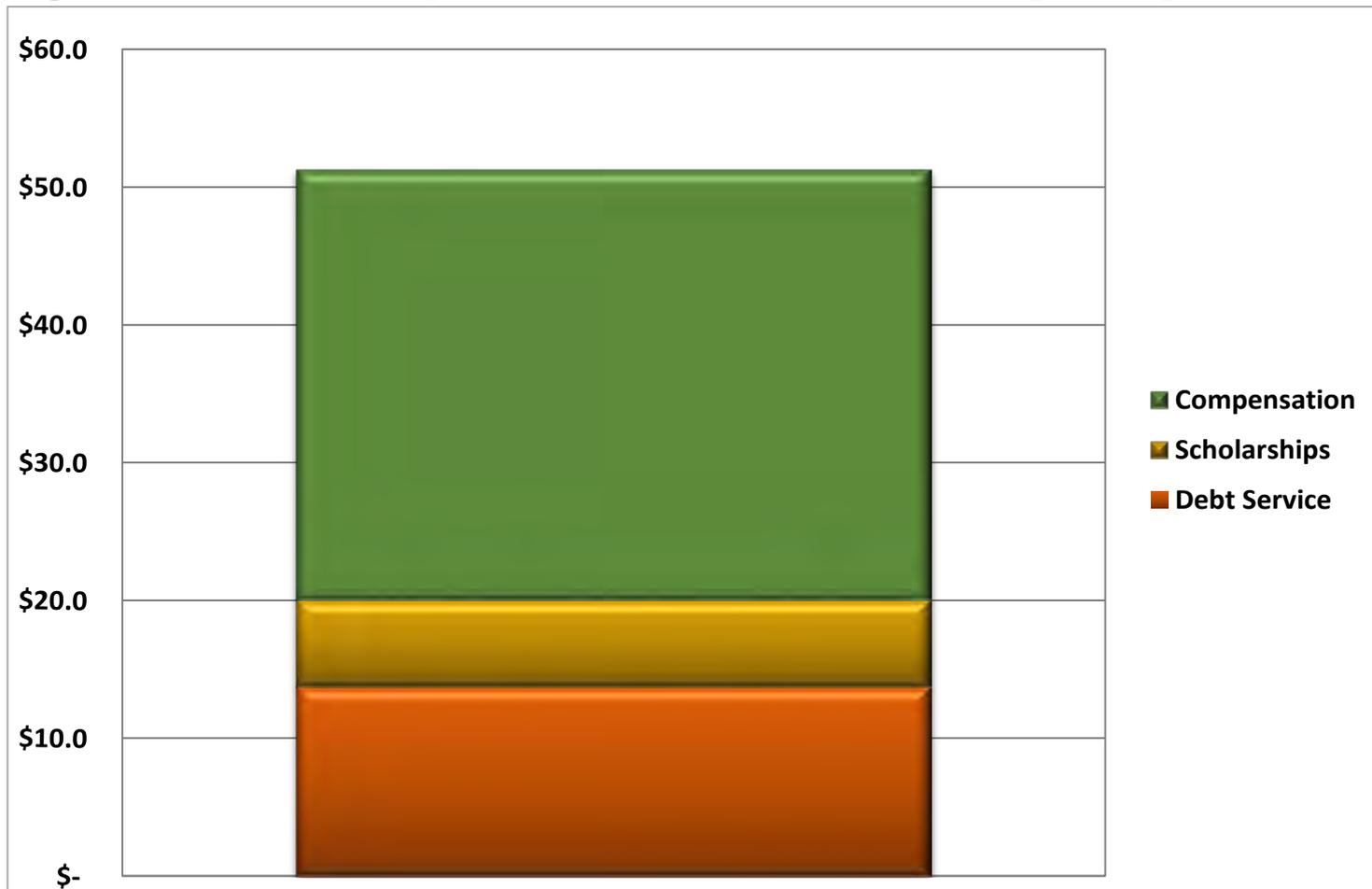


# Cost of Delivering our Priorities Capital Plan

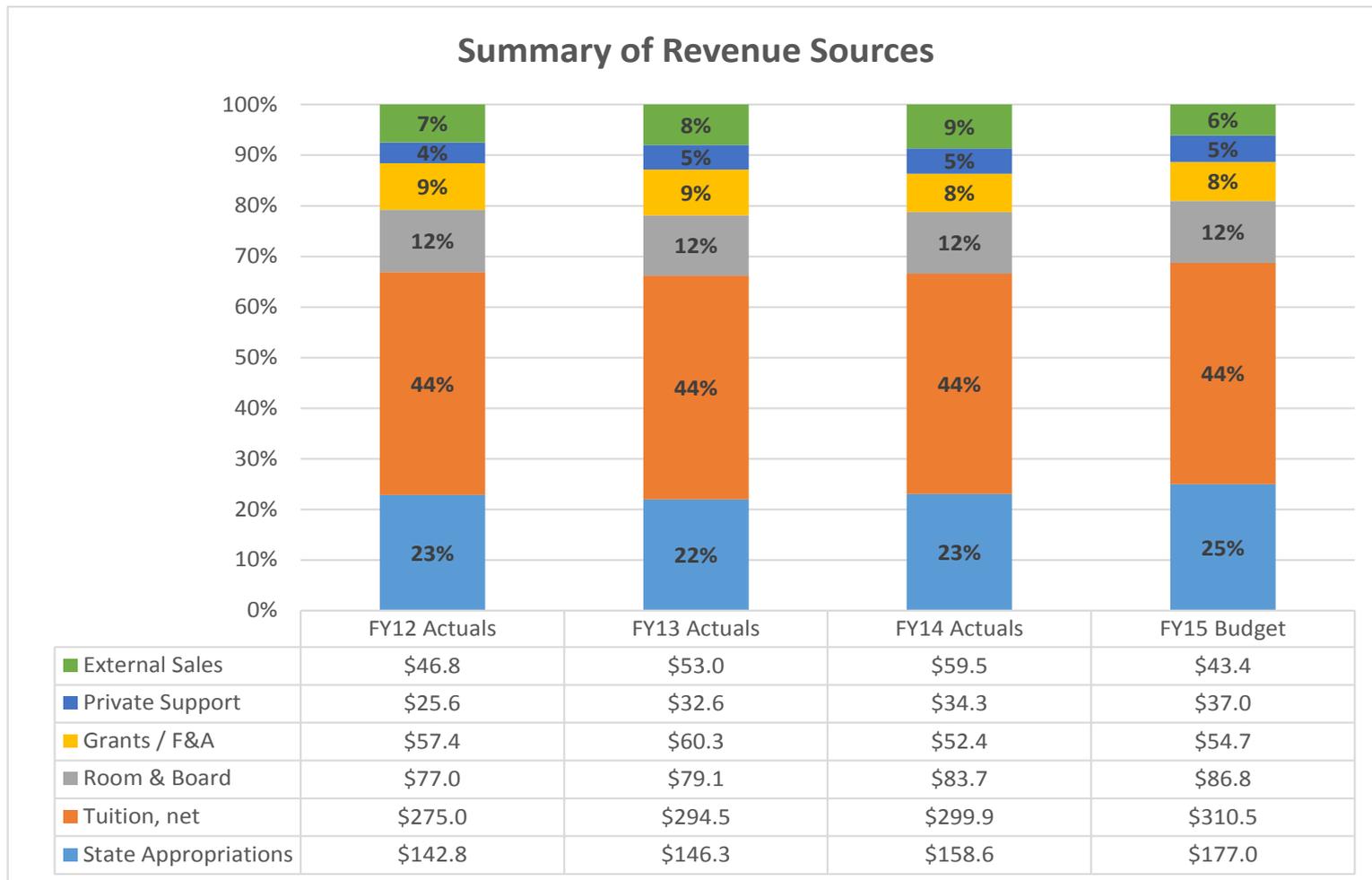


# FY16 – FY18

## Projected Expense Growth (\$M)



# Summary of Revenue Sources



# Revenue: Endowment Distributions

(\$ in millions)



## Assumptions

Spending allocation	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%
Administrative Fee	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Investment Return	-0.2%	11.9%	16.7%	7.0%	2.8%	7.0%	7.0%	7.0%

## Endowment

	Actuals			Budget	Forecast	Forecast	Forecast		
	FY12	FY13	FY14	FY15	FY15	FY16	FY17	FY18	FY19
Beginning endowment market value	\$ 336.0	\$ 409.2	\$ 447.0	\$ 516.1	\$ 515.9	\$ 521.0	\$ 542.4	\$ 562.0	\$ 582.3
New gifts to endowments	\$ 10.1	\$ 5.3	\$ 11.4	\$ 9.7	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0
Transfers to (from) quasi endowments	\$ 20.0	\$ (0.0)	\$ 3.4		\$ 3.8	\$ 3.5	\$ 3.5	\$ 3.5	\$ 3.5
Investment income net of fees	\$ 29.6	\$ 48.3	\$ 74.3	\$ 34.5	\$ 14.0	\$ 35.0	\$ 36.3	\$ 37.6	\$ 39.0
Spending allocation	\$ 0.1	\$ (11.1)	\$ (13.7)	\$ (15.3)	\$ (15.3)	\$ (18.0)	\$ (20.1)	\$ (20.5)	\$ (20.9)
Administrative fee	\$ (2.1)	\$ (4.8)	\$ (6.4)	\$ (7.4)	\$ (7.4)	\$ (9.1)	\$ (10.1)	\$ (10.3)	\$ (10.5)
Other additions (withdrawals)	\$ 15.5	\$ (0.0)	\$ 0.2	\$ 5.3		\$ -	\$ -	\$ -	\$ -
Ending endowment market value	\$ 409.2	\$ 447.0	\$ 516.1	\$ 542.8	\$ 521.0	\$ 542.4	\$ 562.0	\$ 582.3	\$ 603.4



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# \$100 Million Investment Strategy

<b><u>INFLOWS:</u></b>	<b><u>FY11</u></b>	<b><u>FY12</u></b>	<b><u>FY13</u></b>	<b><u>FY14</u></b>	<b><u>FY15</u></b>	<b><u>FY16</u></b>	<b><u>FY17</u></b>	<b><u>FY18</u></b>	<b><u>FY19</u></b>	<b><u>Total</u></b>
Gen Fund Carryforward	\$13.1	\$3.0	\$2.0							\$18.1
Gen Fee Carryforward	1.1	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	3.4
Investment Income		4.0	6.4	4.5	4.5	4.5	4.5	4.5	4.5	37.4
Revenue Overattainment		4.0	14.9	4.0	4.0	4.0	4.0	4.0	4.0	42.9
<b>Annual Inflow</b>	<b>\$14.2</b>	<b>\$11.2</b>	<b>\$23.6</b>	<b>\$8.8</b>	<b>\$8.8</b>	<b>\$8.8</b>	<b>\$8.8</b>	<b>\$8.8</b>	<b>\$8.8</b>	<b>\$101.8</b>
<b>Cumulative Inflow - 1st \$100M</b>	<b>\$14.2</b>	<b>\$25.4</b>	<b>\$49.0</b>	<b>\$57.8</b>	<b>\$66.6</b>	<b>\$75.4</b>	<b>\$84.2</b>	<b>\$93.0</b>	<b>\$100.0</b>	
<b>Cumulative Inflow - Next \$100M</b>								<b>0</b>	<b>\$1.8</b>	

## **OUTFLOWS:**

### **One-Time Funds**

Endowed Professorships			2.0	-	-	-	-	2.0	3.0	7.0
Endowed Scholarships			-	0.7	4.2	4.2	4.2	4.2	4.2	21.5
Innovation Strategy					1.9	3.0	3.2			8.1
Academic and Research Programs		0.0	0.0	1.2	-	-	-	0.8	0.8	2.8
Student Success and Programs			-	0.7	0.6	0.6	0.4	0.8	0.8	3.9
Infrastructure		2.3	1.2	5.9	16.0	1.1	1.1	0.8	0.8	29.1
Community and Econ. Development		0.3	1.3	1.3	0.7	0.8	0.8	0.8	0.8	6.8
Subtotal	-	2.6	4.5	9.8	23.3	9.7	9.6	9.4	10.4	79.1

### **Base Funds**

Core Facilities (Debt Service)			2.0							2.0
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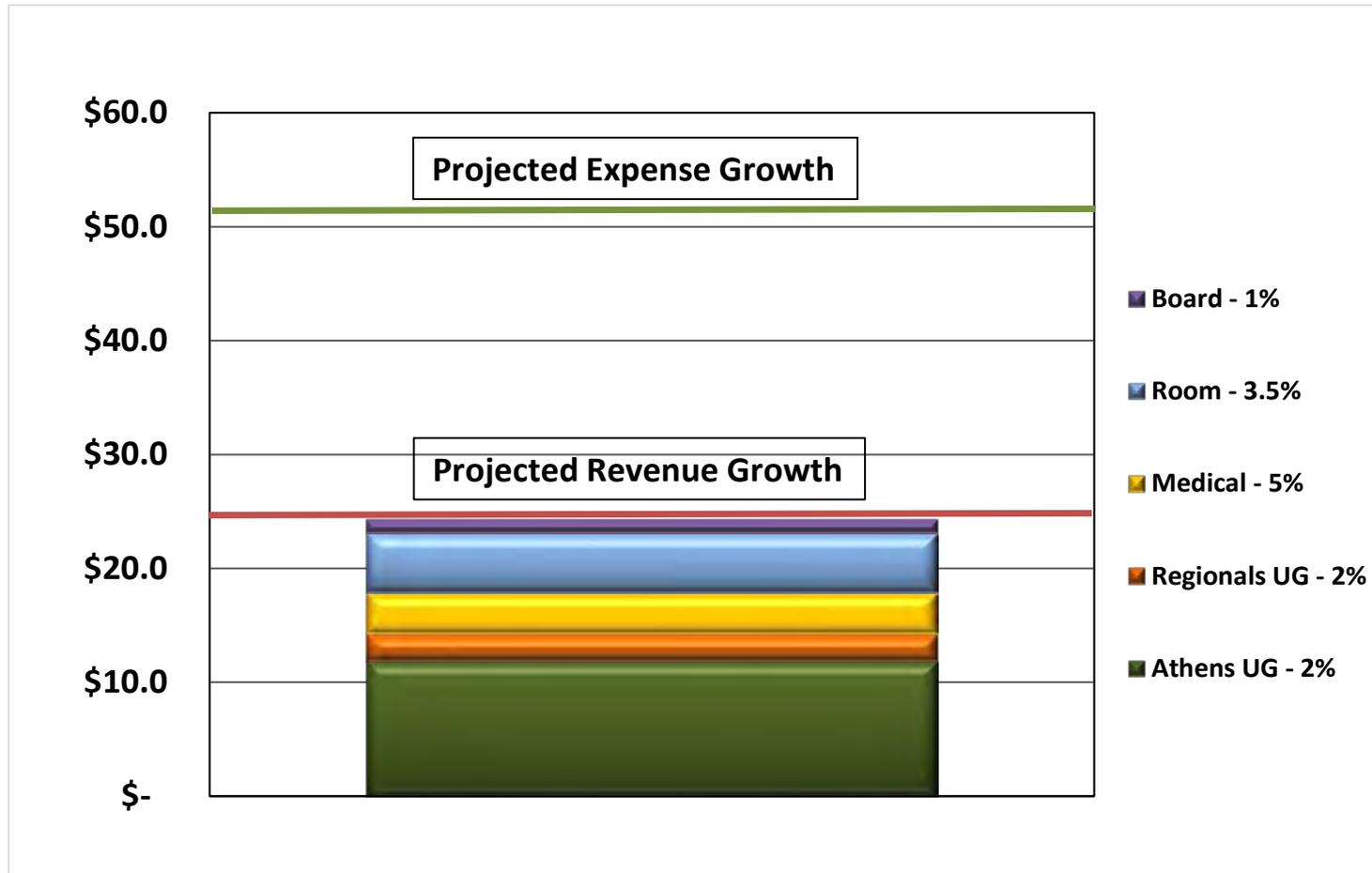
<b>Annual Outflow</b>		<b>\$2.6</b>	<b>\$6.5</b>	<b>\$9.8</b>	<b>\$23.3</b>	<b>\$9.7</b>	<b>\$9.6</b>	<b>\$9.4</b>	<b>\$10.4</b>	<b>\$81.1</b>
<b>Cumulative Outflow - 1st \$100M</b>		<b>\$2.6</b>	<b>\$9.0</b>	<b>\$18.9</b>	<b>\$42.1</b>	<b>\$51.8</b>	<b>\$61.4</b>	<b>\$70.8</b>	<b>\$81.1</b>	
<b>Cumulative Outflow - Next \$100M</b>								<b>0</b>		

<b>Cumulative Residual Fund Balance</b>	<b>\$14.2</b>	<b>\$22.8</b>	<b>\$40.0</b>	<b>\$38.9</b>	<b>\$24.5</b>	<b>\$23.6</b>	<b>\$22.8</b>	<b>\$22.2</b>	<b>\$20.7</b>	
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# FY16 – FY18

## Impact of Tuition and Fee Increases (\$M)



# Progress/Tradeoffs

- Cost Containment
- Managing Balance Sheet
  - Fundraising goals and investment
  - Asset allocation and investment strategy
  - Endowment spending policy
  - Strategic use of debt and debt strategies
- Revenue Generation
  - Partnerships
  - \$100M Investment Strategy
  - New programs / innovation strategies
  - Tuitions
    - Enrollments
    - Tuition and fee rates
    - Financial Aid



# OHIO SIGNATURE AWARD

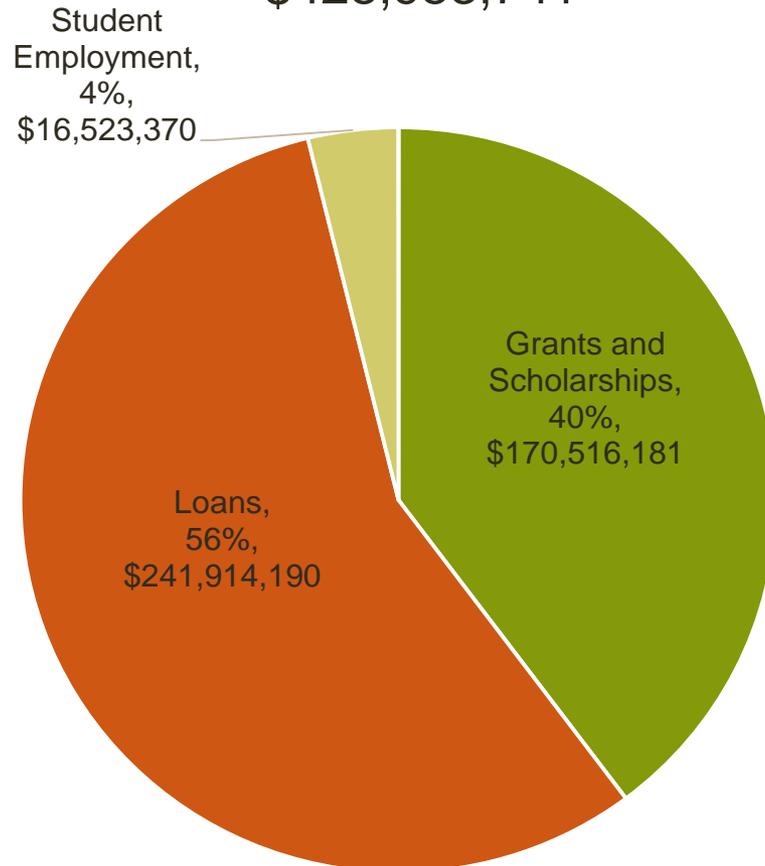
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# Background

Total Aid Awarded, 2013-14\*  
\$428,953,741



Through all sources (federal, state, institutional and student provided) of aid, Ohio University awards and processes \$428,953,741 for all students at all campuses.

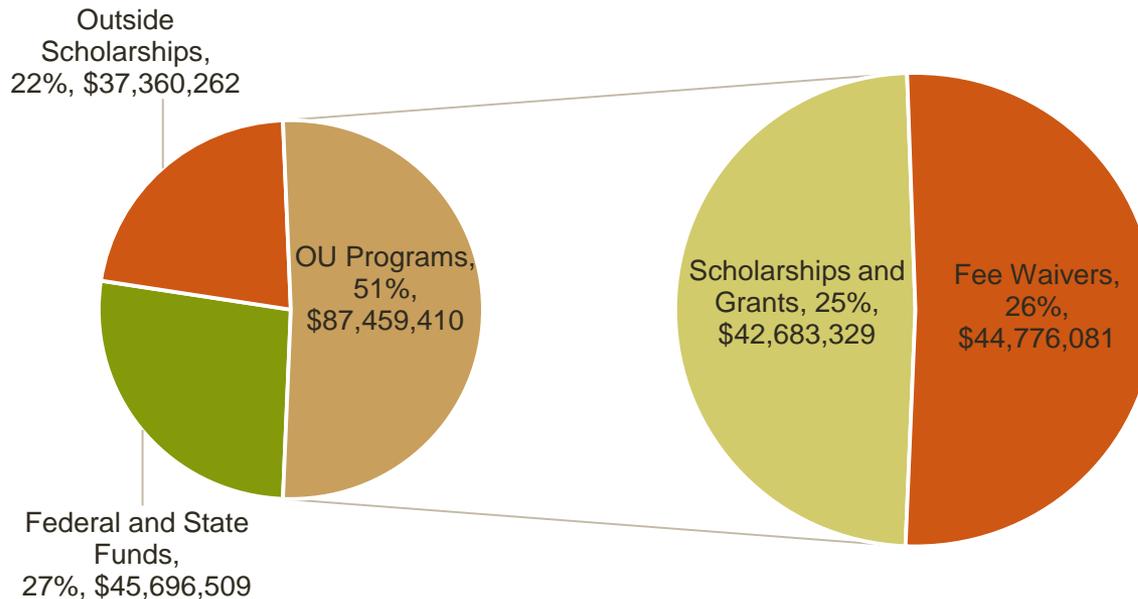


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\*2013-14 AFIS Report, Preliminary

# Background

Total Grants and Scholarships, 2013-14\*  
\$170,516,181



- The University Awarded and processed in FY14 \$170,516,181 in grants and scholarships
- Approximately 51% of those funds are awarded centrally in the form of fee waivers, central and foundation programs primarily the Gateway and now Signature Award Programs

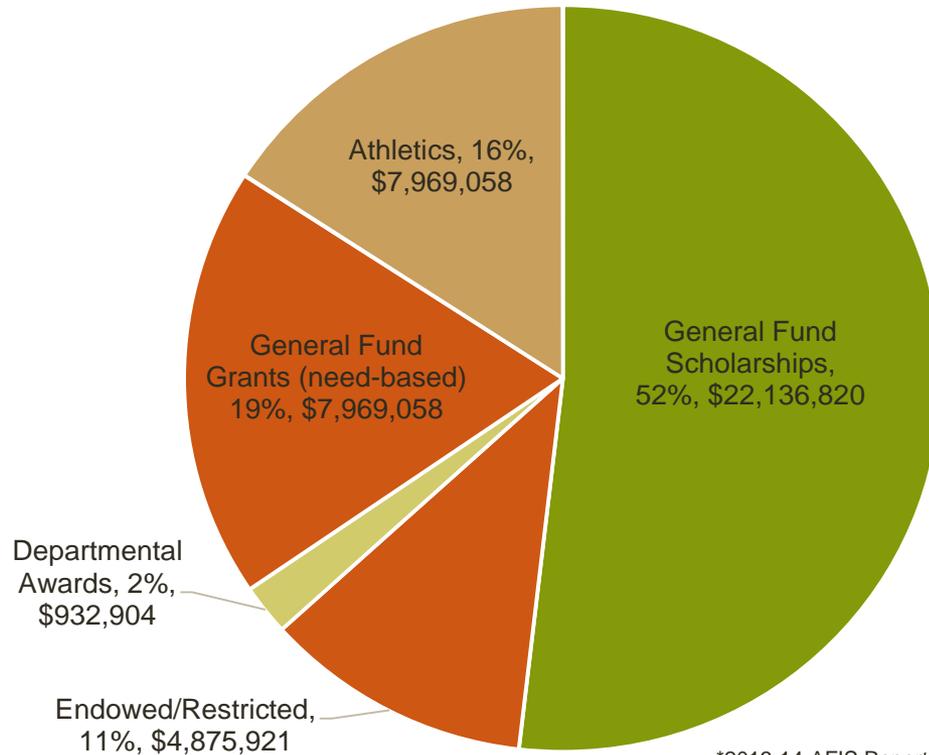
\*2013-14 AFIS Report, Preliminary



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# Background

Centrally Awarded Scholarships and Grants,  
2013-14\*  
\$42,683,329



\*2013-14 AFIS Report, Preliminary

The careful awarding of the approximately \$43 million dollars a year in our aid programs are designed to effectively leverage our costs for students to meet our enrollment goals and provide affordability for an OHIO education



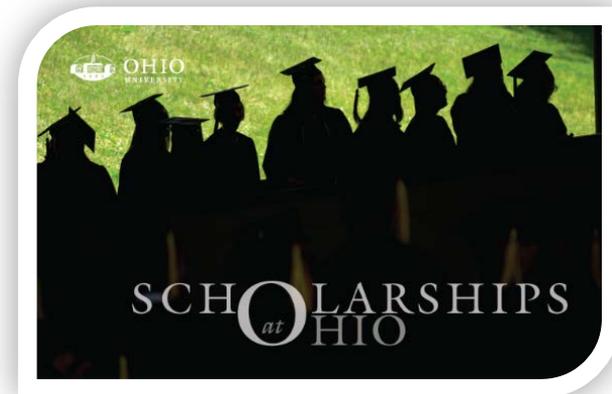
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# The OHIO Signature Award Program

- Starting Fall 2014 began to award entering students under the Signature Awards Program
- Continuing students remain under the Gateway Awards Program as we phase it out over the next 3 years
- New approach to scholarship leveraging with the goal of individual student analysis to best use our dollars to assist the family/student with affordability and increase likelihood to yield if admitted
- Focus on targeted enrollment areas in alignment with the SEMP
- Committed approximately \$2.1 million new dollars in the program



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# Signature Award Program

## Expected Outcomes and Fall 2014 Results

- An expected **conservative increase in enrollment** by approximately 149 in-state and 40 out-of-state students  
*RESULT:* Increase of 246 in-state and 47 out-of-state students who were under the aid program; Overall +135 students at 4,379- a new record!
- An expected **increase of in-state student yield** by 1.3% and for out-of-state students 1.2%  
*RESULT:* Increase of 1.4% for in-state and 2.4% for out-of-state students who were under the aid program; Overall for the freshman class was 0.2% (includes aid and non-aid recipients)
- An expected **increase in overall quality**  
*RESULT:* Slight ACT loss, slight GPA gain, overall a wash
- An expected **increase of approximately 45 multi-cultural students** (beyond record 2013 class)  
*RESULT:* 46 students
- Anticipated **growth in every college**  
*RESULT:* Growth in every college except College of Fine Arts and University College



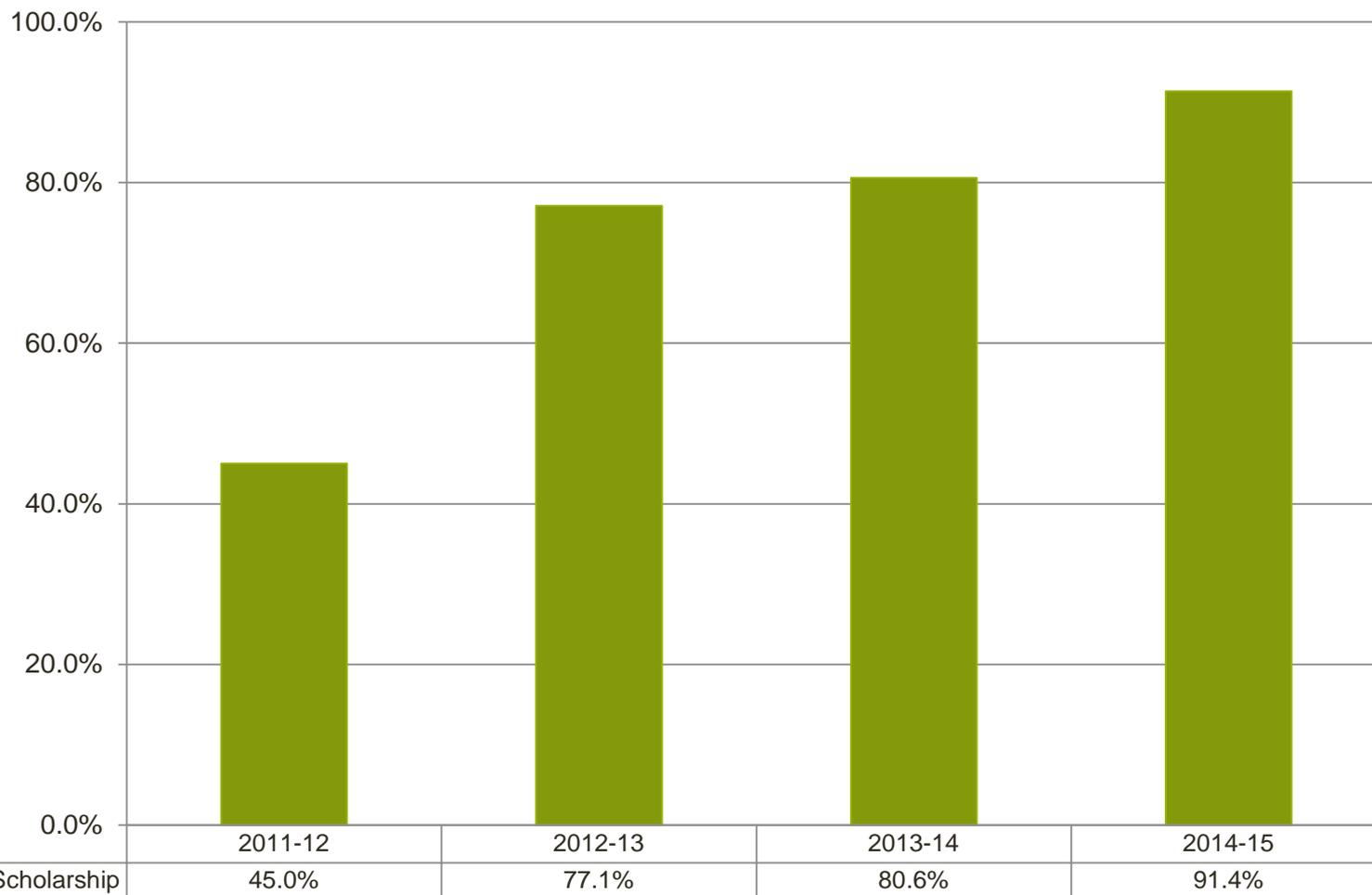
# Signature Award Program

## Expected Outcomes and Fall 2014 Results

- **Full tuition awards** for HTC students  
*RESULT:* Yes, enrollment grew to 68 students, a 25 student (58%) growth over previous year
- A new **Appalachian Student Award** to grow enrollments  
*RESULT:* Yes, enrollment grew to 744 students, a 67 student (9.90% growth); Also grew first generation students by 19.3% to 1,065 which is 24% of the freshman class
- **Expanded need-based aid** awards  
*RESULT:* Yes – resulted in growth of First Generation, Appalachian and In-state students
- Growth in **additional average financial aid**  
*RESULT:* Yes, In-State awardees went from \$2,076 to \$2,398 on average; Out-of-State went from \$5,757 to \$6,097
- A **greater discount rate**  
*RESULT:* Yes, In-State awardees went from 19.9% to 23.6% on average; Out-of-State went from 29.7% to 31.9%

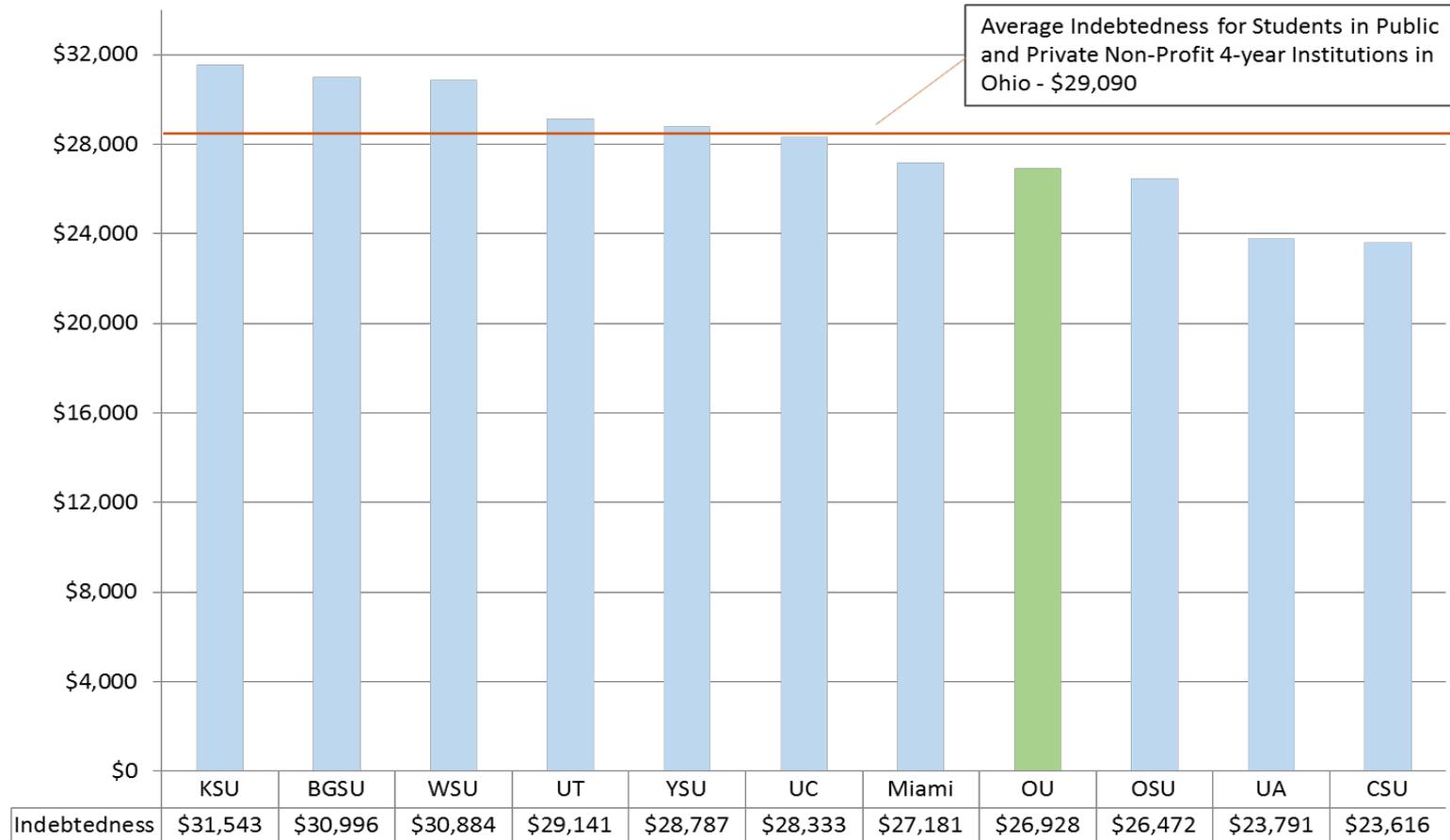


## Percentage of First Time, Full Time Freshman Demonstrating Need and Receiving a Need-Based Scholarship or Grant from Ohio University



# Ohio Schools Comparison

## Average Indebtedness for Students Who Borrow— 2013 Graduates



Source: Project on Student Debt: <http://projectonstudentdebt.org>



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# Fall 2015 Planning

Using Fall 2014 as the new baseline, the following are some things we are seeing:

1. Need to account for the **OHIO Guarantee** and its impact on the model.
2. **In-State price sensitivities** are actually going down slightly which will allow us to be competitive in that space again this year for the relatively same investments.
3. **Out-of-State price sensitivities** are growing more quickly, meaning that we will need to be more targeted with these students in overall aid leveraging policy.
4. Want to **focus on areas aligned with the SEMP** and where we saw ways to improve from this past year.



# Fall 2015 Planning

Goals for Fall 2015 Athens Freshman class for both in and out of state populations:

- A projected conservative increase
- Growth of students with 32+ ACT awards
- An estimated increase of in-state student yield
- An estimated maintenance of our current quality
- An estimated increase of approximately multi-cultural students
- Projected growth in every college
- A continuation of programs that brought significant growth in our first-time and Appalachian student enrollments



# Fall 2015 Planning



# Fall 2015 Planning

## Gateway and Signature Assist Programs:

- For the Fall 2014 year, 844 of our neediest continuing students were awarded \$130,728 additional need-based institutional aid to cover the \$156 tuition increase.
- Due to the success of the program, and in alignment with our commitment of affordability for our neediest students, we recommend expansion of the Gateway Assist Program to include a new Signature Assist Program also:
  - All continuing students (now Junior and Seniors) that meet eligibility criteria will again receive the Gateway Assist award from last year with the additional tuition rate increase for the 2015-16 school year included. At 2%, that will raise each student's award from \$156 to \$367 and will benefit 681 students.
  - In addition, we will create a new Signature Assist Program for our current neediest freshman students also equal to the tuition increase for the 2015-16 school year. At 2% that will also provide an award of \$211 for 639 students.
- It is anticipated that these two awards combined will assist 1,320 of our neediest students by essentially holding tuition constant for this population.



# OHIO GUARANTEE UPDATE

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# Synopsis

## Tuition Guarantee Legislation - ORC 3345.48

- Board of Trustees of a state university may establish an undergraduate tuition guarantee program
  - Eligible students in the same cohort to pay a fixed rate for general and instructional fees for four years.
  - Room, board and any additional fees may be included
- Rules for the program to be adopted and must include:
  - Number of credit hours to earn an undergraduate degree in each major
  - A guarantee that the general and instructional fees for each student in the cohort shall remain constant for four years as long as the student complies with the requirements of the program
  - May increase first cohort enrolled up to six percent (6%)
  - Future cohort increases will be set
    - Up to the legislatively proscribed tuition cap plus the 5-year rolling average of the CPI



# Synopsis

## Tuition Guarantee Legislation - ORC 3345.48

- Board of Trustees shall adopt rules for the program that include:
  - Eligibility requirements
  - Student rights and privileges
  - Consequences for a student unable to complete a degree program within the four years for reasons beyond their control
  - Guidelines for adjusting student's annual charges if a student, due to circumstances under student's control, is unable to complete program within four years
- Program rules must be submitted to the Chancellor of the Board of Regents for approval
  - Chancellor must issue a report in five years of the guarantee programs implemented
- State universities may establish an undergraduate tuition guarantee program for non-resident students



# 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.

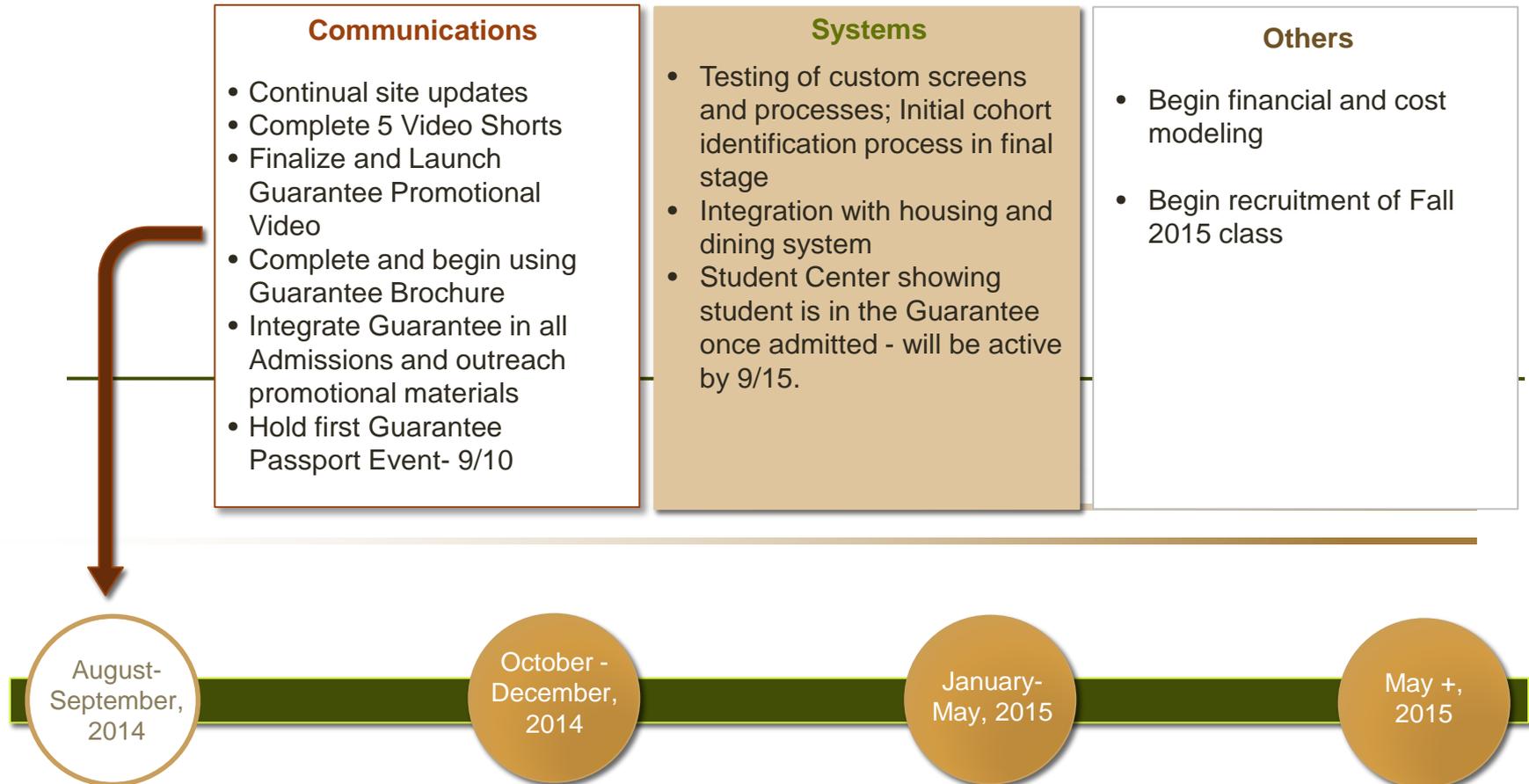


# The OHIO Guarantee – Unique Student Populations

- **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



# OHIO Guarantee Implementation Update – Milestones Timeline



# OHIO Guarantee Implementation Update – Milestones Timeline

## Communications

- Discuss Guarantee throughout recruitment cycle
- Hold second and final Guarantee Passport Events- 10/7 and 11/12

## Systems

- Begin developing custom reporting tools in OBIEE
- Reconciliation process developed to delineate those in cohort or not

## Other

- Hold conversations with stake holders (legislators and OBOR) regarding Guarantee pricing

August-  
September,  
2014

October -  
December,  
2014

January-  
May, 2015

May +,  
2015



# OHIO Guarantee Implementation Update – Milestones Timeline

## Communications

- Discuss Guarantee throughout recruitment cycle

## Systems

- Update all student facing information once cost structure finalized
- Finalize financial aid integration in preparation for financial aid awarding in mid-March with Guarantee information included

## Other

- Finalize Guarantee cost models for Fall 2015
- Track student commitments
- Finalize OHIO Guarantee Appeals Committee membership

August-  
September,  
2014

October -  
December,  
2014

January-  
May, 2015

May +,  
2015



# FY16 Tuition and Fees

## OHIO Guarantee 1<sup>st</sup> Cohort & Continuing

<b>Annual</b>				
<b>Cohort 1</b>				
	<u>FY15</u>	<u>FY16</u>	<u>Increase</u>	<u>Increase %</u>
<u>Fee</u>				
Course Fees	\$ 76		\$ (76)	
Technology Fees	\$ 196		\$ (196)	
Health/WellBeing	\$ 120		\$ (120)	
Orientation/Graduation	\$ 58		\$ (58)	
Other Fees		\$ 474	\$ 474	5.1%
Instructional/General	\$ 10,536	\$ 11,074	\$ 538	5.1%
Tuition and Fees	\$ 10,986	\$ 11,548	\$ 562	5.1%
Room	\$ 6,050	\$ 6,370	\$ 320	5.3%
Board	\$ 4,428	\$ 4,494	\$ 66	1.5%
Room & Board	\$ 10,478	\$ 10,864	\$ 386	3.7%
Cohort Grand Total	\$ 21,464	\$ 22,412	\$ 948	4.4%
<b>Continuing</b>				
	<u>FY15</u>	<u>FY16</u>	<u>Increase</u>	<u>Increase %</u>
<u>Fee</u>				
Instructional/General	\$ 10,536	\$ 10,746	\$ 210	2.0%
Room	\$ 6,050	\$ 6,262	\$ 212	3.5%
Board	\$ 4,428	\$ 4,472	\$ 44	1.0%
Room & Board	\$ 10,478	\$ 10,734	\$ 256	2.4%
Continuing Grand Total	\$ 21,014	\$ 21,480	\$ 466	2.2%

- Other fees represent the average of fees a student would pay over their four year program
- Instructional / general fees increase at compounded 2%
- Room and board increases represent two years average, but will be in place for four
- 4.4% increase well below the 6% cap



# OHIO Guarantee

- 5.1% supports a portion of our deferred maintenance central bank strategy allowing us to come-up with a funded depreciation strategy which over time will reduce the amount of debt we need to issue to take care of our aging facilities.
- 5.1% recognizes the rising cost of health care and the costs associated with other employee benefits such as pensions.
- 5.1% will insure OU maintains its relative position with regard to tuition and general fee among all IUC schools (assuming a legislative cap of 2%) which is one of the principles of the enabling legislation.
- 5.1% will not cover the costs associated with new program development, administrative restructuring and supporting OU's fundraising efforts which will be covered through internal reallocations.
- 5.1% will not cover the costs of our enhanced signature financial aid initiative which we have accomplished through budget restructuring and reprioritization.
- 5.1% will not cover the costs of our campus expansions in Dublin and Cleveland which we are accomplishing through gifts and alternative program revenues and the use of third party developers.
- 5.1% will not cover the costs of the OU-OSU Innovation fund which is being supported by the OU Foundation and non-GF dollars that do not support our E&G budget



# The OHIO Guarantee –

## Proposed OHIO Guarantee Pricing Model

The model is intended to show annual and cohort tuition and fee increases and annual total cost increases for a guarantee and non-guarantee student. Model also shows what the new pricing structure looks like once a current sophomore, under the old tuition structure, completes their senior year.

Ongoing Rates - Tuition & Fees		FY15 Base	FY16	FY17	FY18				
		\$ 10,536							
Non-Guarantee Students	2.0%	\$ 10,747	\$ 10,962	\$ 11,181	End of Non-Guarantee Tuition and Fees				
Guarantee Rates - Tuition & Fees		FY15 Base*	FY16	FY17	FY18	FY19	FY20	FY21	FY22
		\$ 10,986							
Cohort A	5.1%	\$ 11,548	\$ 11,548	\$ 11,548	\$ 11,548				
Cohort B	4.0%		\$ 12,010	\$ 12,010	\$ 12,010	\$ 12,010			
Cohort C	4.0%			\$ 12,490	\$ 12,490	\$ 12,490	\$ 12,490		
Cohort D	4.5%				\$ 13,052	\$ 13,052	\$ 13,052	\$ 13,052	\$ 13,052
Cohort B-D rate increases are modeled at State Tuition Cap plus 5-Year Rolling Average CPI									
Guarantee Rates - Total Cost		FY15 Base*	FY16	FY17	FY18	FY19	FY20	FY21	FY22
		\$ 21,464							
Cohort A	4.4%	\$ 22,412	\$ 22,412	\$ 22,412	\$ 22,412				
Cohort B	3.75%		\$ 23,252	\$ 23,252	\$ 23,252	\$ 23,252			
Cohort C	3.75%			\$ 24,124	\$ 24,124	\$ 24,124	\$ 24,124		
Cohort D	3.9%				\$ 25,065	\$ 25,065	\$ 25,065	\$ 25,065	\$ 25,065
* FY15 Base includes Other Fees that are being collapsed into the Guarantee Tuition and Fees									



# The OHIO Guarantee – Proposed OHIO Guarantee Pricing Model

Ongoing Rates - Tuition & Fees	FY15 Base	FY16	FY17	FY18	
	\$ 10,536				
Non-Guarantee Students	2.0%	\$ 10,747	\$ 10,962	\$ 11,181	End of Non-Guarantee Tuition and Fees
Guarantee Rates - Total Cost	FY15 Base	FY16	FY17	FY18	FY19
Tuition and Fees	\$ 10,986	\$ 11,548	\$ 12,010	\$ 12,490	\$ 13,052
Room (Traditional)	\$ 6,050	\$ 6,370	\$ 6,593	\$ 6,824	\$ 7,063
Board (Traditional)	\$ 4,428	\$ 4,494	\$ 4,650	\$ 4,810	\$ 4,950
	\$ 21,464	\$ 22,412	\$ 23,252	\$ 24,124	\$ 25,065
	5.1%	4.4%	3.75%	3.75%	3.9%



# Financial Aid Example: Full Need Student

FULL NEED STUDENT EXAMPLE- Full Year				
Four Year Graduation Plan				
	2015-16	2016-17	2017-18	2018-19
The OHIO Guarantee Tuition and Fees	\$11,548	\$11,548	\$11,548	\$11,548
Net Housing	\$6,370	\$6,370	OPTIONAL	OPTIONAL
Net Meals	\$4,494	\$4,494	OPTIONAL	OPTIONAL
Your Total Financial Aid Package	-\$18,678	-\$18,678	-\$18,678	-\$18,678
Your Total Billable Costs	\$3,734	\$3,734	-\$7,130	-\$7,130
<b>First Year Financial Aid Award based on the 2014-15 School Year - No Parent Contribution</b>				
Expected Family Contribution from the FAFSA				\$0
OU Guaranteed Tuition and Course Fees				\$11,548
<i>Financial Aid Awards</i>				
Federal Pell Grant	\$5,730			
Federal SEOG Grant	\$1,700			
Grants from State - OCOG	\$1,048			
Other Scholarships - external	\$0			
Base Student Loan Amount	\$5,500			
Federal Perkins Loan Amount	\$1,200			
OHIO Signature Award Program Scholarships	\$3,500			
TOTAL Aid Package - Removed from Direct Costs				-\$18,678
<b>Your Net of Tuition and Fees</b>				<b>-\$7,130</b>
<i>Room and Board Costs</i>				
Housing	\$6,370			
Food	\$4,494			
TOTAL Room and Board Costs				\$10,864
<b>Your Total Billable Costs</b>				<b>\$3,734</b>
<i>Net Tuition Plus Room and Board Costs</i>				
* These awards represent base amounts for a full need in-state student with a 3.45 GPA and 25 ACT in the 2014-15 school year. Additional larger awards would be seen for specific targeted programs, populations and higher merit qualifications				



# Financial Aid Example: Student with Any Need

STUDENT WITH ANY NEED EXAMPLE - Full Year				
Four Year Graduation Plan				
	2015-16	2016-17	2017-18	2018-19
The OHIO Guarantee Tuition and Fees	\$11,548	\$11,548	\$11,548	\$11,548
Net Housing	\$6,370	\$6,370	OPTIONAL	OPTIONAL
Net Meals	\$4,494	\$4,494	OPTIONAL	OPTIONAL
Your Total Financial Aid Package	-\$8,500	-\$8,500	-\$8,500	-\$8,500
Your Total Billable Costs	\$13,912	\$13,912	\$3,048	\$3,048
<b>First Year Financial Aid Award based on the 2014-15 School Year - Low Need</b>				
Expected Family Contribution from the FAFSA				\$13,566
OU Guaranteed Tuition and Course Fees				\$11,548
<i>Financial Aid Awards</i>				
Federal Pell Grant	\$0			
Federal SEOG Grant	\$0			
Grants from State - OCOG	\$0			
Other Scholarships - external	\$0			
Base Student Loan Amount	\$5,500			
Federal Perkins Loan Amount	\$0			
OHIO Signature Award Program Scholarships	\$3,000			
TOTAL Aid Package - Removed from Direct Costs				-\$8,500
<b>Your Net of Tuition and Fees</b>				<b>\$3,048</b>
<i>Room and Board Costs</i>				
Housing	\$6,370			
Food	\$4,494			
TOTAL Room and Board Costs				\$10,864
<b>Your Total Billabled Costs</b>				<b>\$13,912</b>
<i>Net Tuition Plus Room and Board Costs</i>				
* These awards represent base amounts for a student representing need who resides in-state student with a 3.45 GPA and 25 ACT in the 2014-15 school year. Additional larger awards would be seen for specific targeted programs, populations and higher merit qualifications				

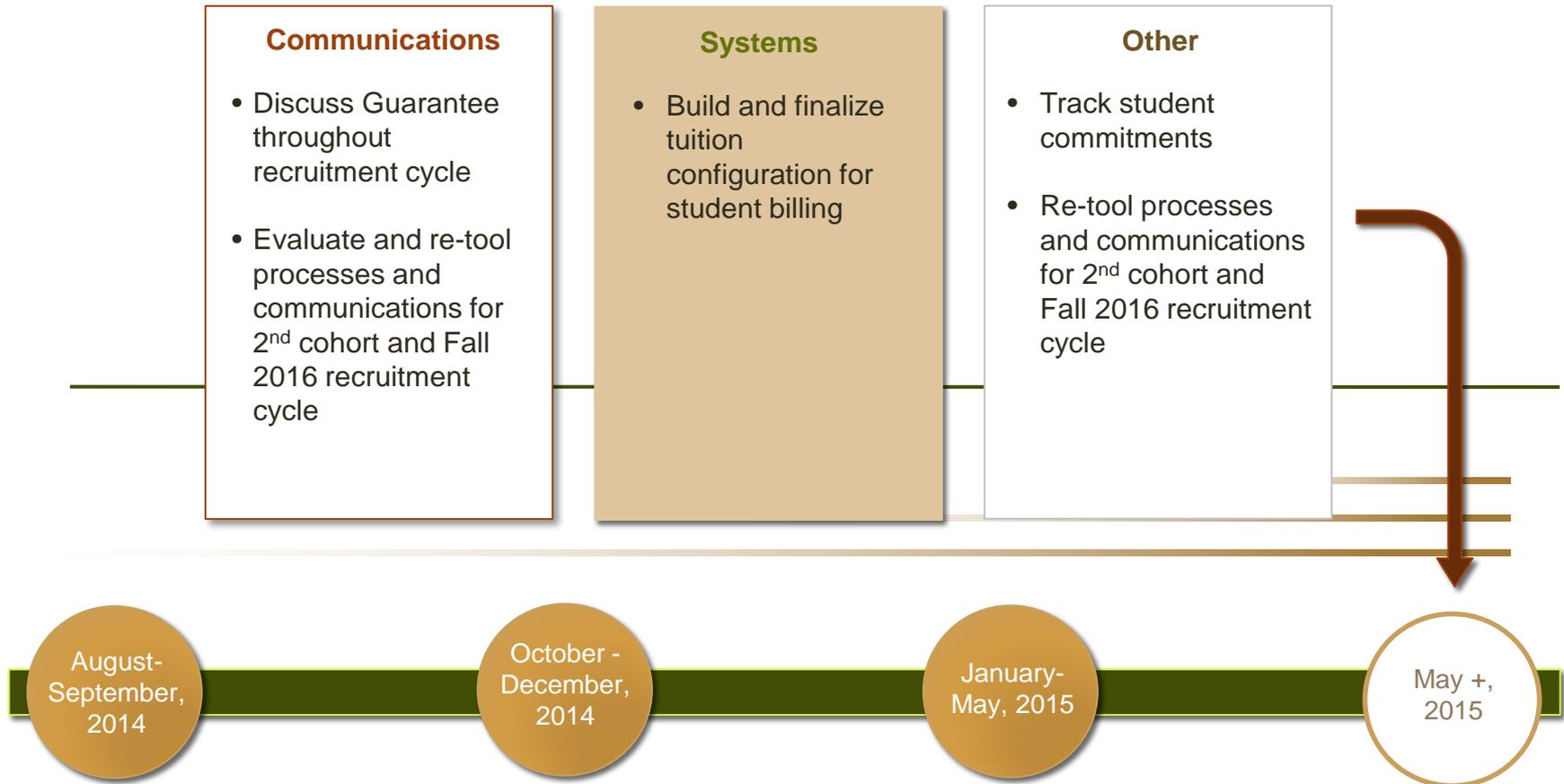


# OHIO Guarantee

- Tuition guarantee is part of a broader program to insure affordability and accessibility
  - Financial aid holds value
  - Financial aid endowment initiative
  - Community College affiliations
  - Regional campus access points



# OHIO Guarantee Implementation Update – Milestones Timeline





## **Interoffice Communication**

**Date:** January 2, 2015

**To:** The President and Board of Trustees of the Ohio University Foundation

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

**Re:** **Ohio University – Fact Sheets Fall 2014**

The University Fact Sheets, which were originally prepared for the University Trustees retreat in August 2013, were updated this past fall.

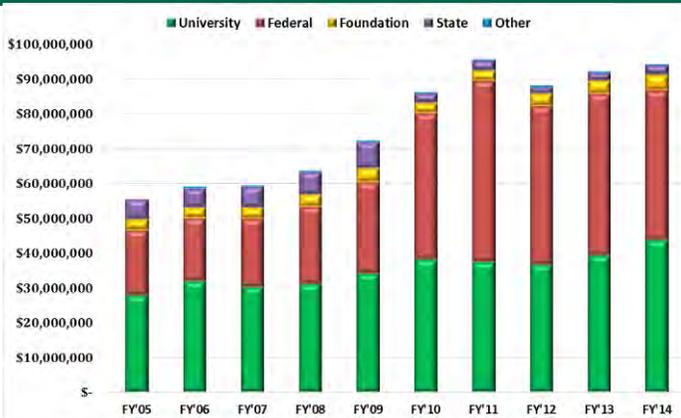
The attached University Fact Sheets provide measurements and longitudinal data regarding key finance, enrollment, compensation and workforce, and space information. We hope you will find these sheets informative and please feel free to share any input on additions to these data points.

These sheets were also shared with the Foundation Trustees at their November meeting as a supplement to our special dinner discussion with them regarding the increasing strategic importance of the Foundation in helping to fund a sustainable business model for the University. Our discussion emphasized that more and more reliance will be placed on the growing endowment to provide new revenues to the University in the building of future operating budgets.

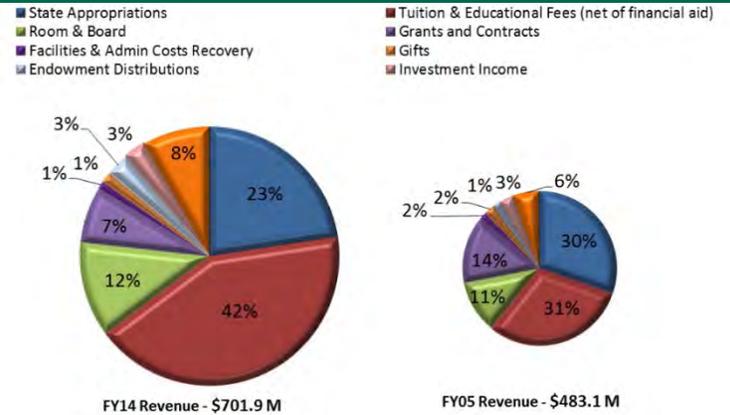
## Financial Statement Summary (in thousands)

	University				Foundation			
	FY'11	FY'12	FY'13	FY'14	FY'11	FY'12	FY'13	FY'14
Total Revenue	\$ 705,815	\$ 660,002	\$ 701,159	\$ 742,321	\$ 91,130	\$ 65,950	\$ 73,954	\$ 102,873
Total Expenses	\$ 598,420	\$ 600,633	\$ 649,794	\$ 677,961	\$ 30,352	\$ 34,165	\$ 37,335	\$ 39,854
<b>Net Gain/Loss</b>	<b>\$ 107,395</b>	<b>\$ 59,369</b>	<b>\$ 51,365</b>	<b>\$ 64,360</b>	<b>\$ 60,778</b>	<b>\$ 31,784</b>	<b>\$ 36,619</b>	<b>\$ 63,018</b>
<b>Statement of Net Assets</b>								
Current Assets	\$ 349,354	\$ 391,189	\$ 433,134	\$ 482,793	\$ 212,899	\$ 229,365	\$ 261,030	\$ 310,845
Noncurrent Assets	\$ 628,550	\$ 646,087	\$ 687,865	\$ 765,845	\$ 212,613	\$ 227,130	\$ 230,656	\$ 242,780
Other Assets	\$ 38,375	\$ 70,607	\$ 188,132	\$ 134,845	\$ -	\$ -	\$ -	\$ -
<b>Total Assets</b>	<b>\$ 1,016,279</b>	<b>\$ 1,107,883</b>	<b>\$ 1,309,131</b>	<b>\$ 1,383,482</b>	<b>\$ 425,512</b>	<b>\$ 456,495</b>	<b>\$ 491,687</b>	<b>\$ 553,625</b>
<b>Liabilities</b>								
Current Liabilities	\$ 96,852	\$ 91,962	\$ 107,410	\$ 135,174	\$ 10,214	\$ 10,365	\$ 10,015	\$ 10,284
Noncurrent Liabilities	\$ 182,402	\$ 219,527	\$ 357,488	\$ 339,319	\$ 29,714	\$ 28,762	\$ 27,685	\$ 26,336
<b>Total Liabilities</b>	<b>\$ 279,254</b>	<b>\$ 311,489</b>	<b>\$ 464,898</b>	<b>\$ 474,492</b>	<b>\$ 39,928</b>	<b>\$ 39,127</b>	<b>\$ 37,700</b>	<b>\$ 36,620</b>
<b>Total Net Assets</b>	<b>\$ 737,025</b>	<b>\$ 796,394</b>	<b>\$ 844,233</b>	<b>\$ 908,990</b>	<b>\$ 385,584</b>	<b>\$ 417,368</b>	<b>\$ 453,987</b>	<b>\$ 517,005</b>
<b>Change in Net Assets</b>	<b>\$ 107,395</b>	<b>\$ 59,369</b>	<b>\$ 47,839</b>	<b>\$ 64,758</b>	<b>\$ 60,778</b>	<b>\$ 31,784</b>	<b>\$ 36,619</b>	<b>\$ 63,018</b>

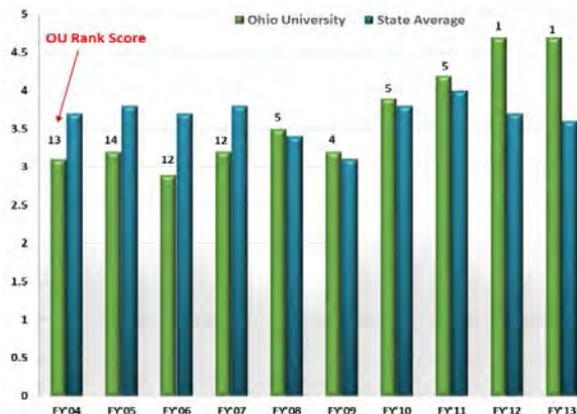
## Undergraduate Financial Aid



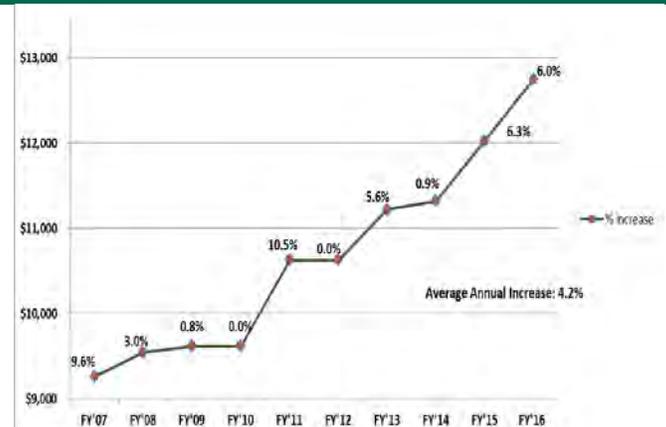
## Revenue FY'14 vs FY'05



## Senate Bill 6 Composite Score

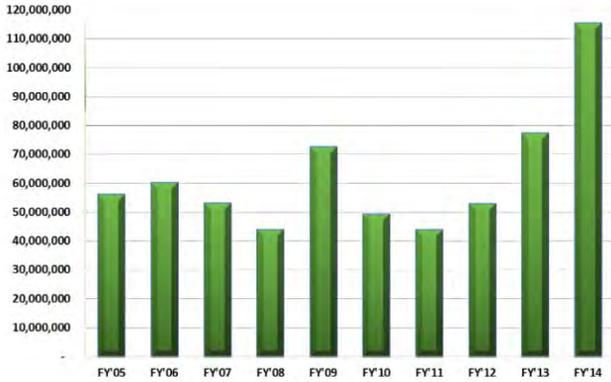


## OU Contribution to Employee Healthcare





## Capital Expenditures

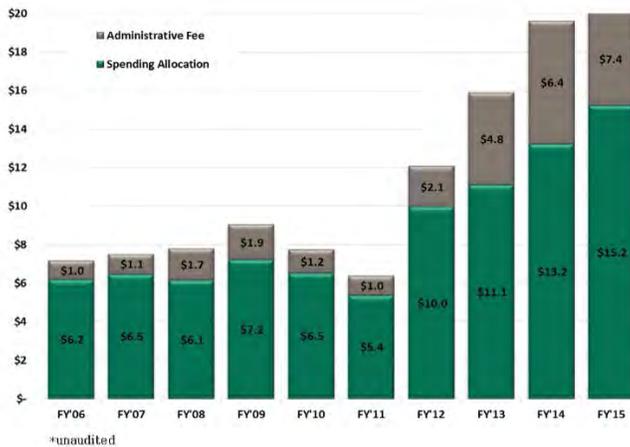


## SSI Funding ( in millions)

	FY'08	FY'09	FY'10	FY'11	FY'12	FY'13	FY'14	FY'15
Ohio University	\$127.1	\$139.5	\$124.7	\$126.7	\$131.7	\$136.4	\$146.0	\$155.3
<i>Growth</i>		9.7%	-10.6%	1.6%	3.9%	3.6%	7.0%	6.4%
Statewide Total	\$1,305.9	\$1,460.5	\$1,332.9	\$1,334.1	\$1,335.3	\$1,346.6	\$1,373.0	\$1,399.1
<i>Growth</i>		11.8%	-8.7%	0.1%	0.1%	0.9%	2.0%	1.9%
OU % Total	9.7%	9.6%	9.4%	9.5%	9.9%	10.1%	10.6%	11.1%

## Endowment Distributions (in millions)

## Foundation Support of University Funding

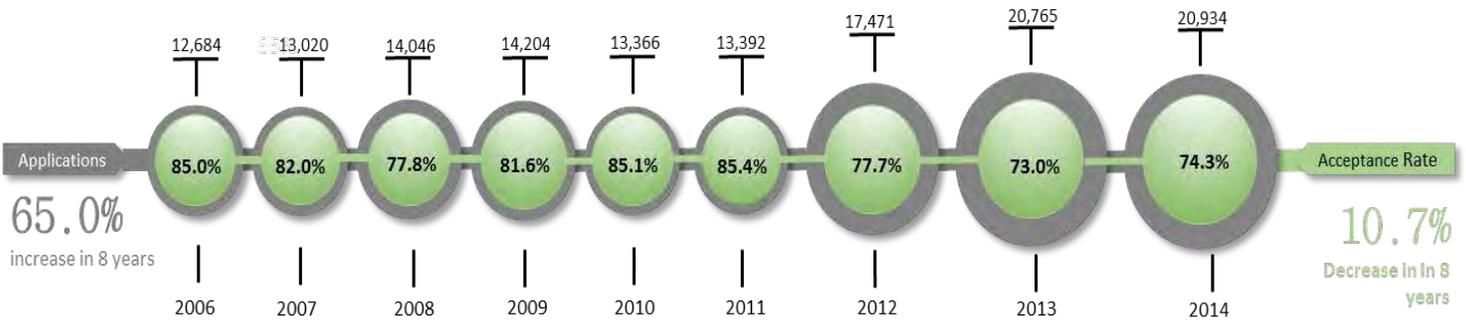


Supported Function / Program	FY 2014 Total Support (in millions)
Academic Support	\$ 1.412
Institutional Support	\$ 1.645
Instruction and Departmental Research	\$ 9.550
Intercollegiate Athletics	\$ 0.936
Student Aid	\$ 4.459
Public Service, Research and Student Services	\$ 1.093
<b>TOTAL</b>	<b>\$ 19.095</b>

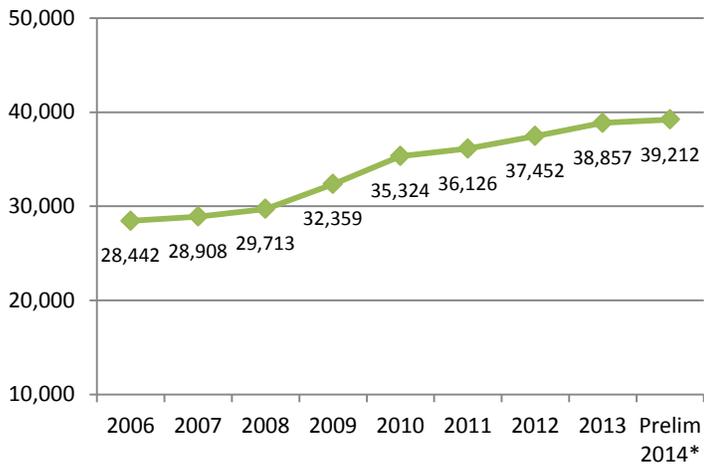
Funding for support from endowment spending allocation, prior year unspent balances, and unrestricted/unendowed gifts.



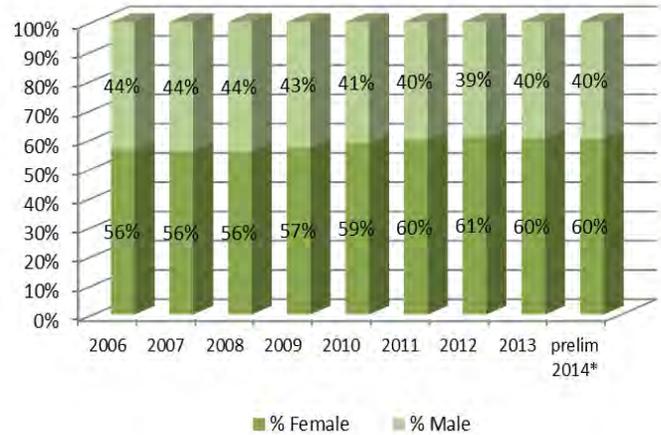
### New Freshman Applications



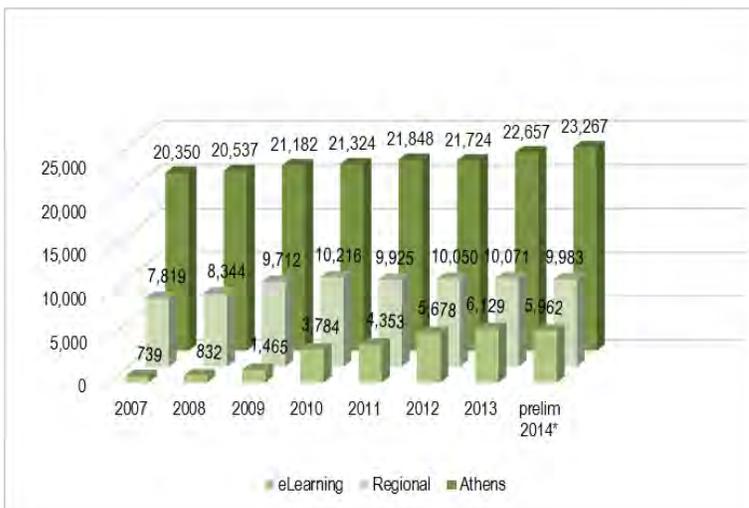
### Total Headcount Enrollment



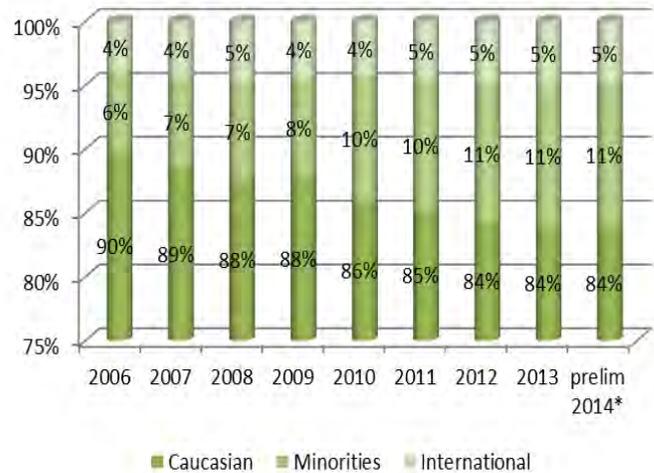
### Total Enrollment by Gender



### Total Enrollment by Campus

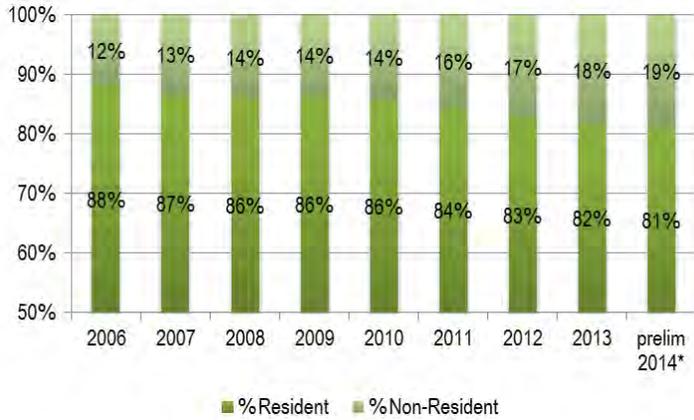


### Total Enrollment by Race

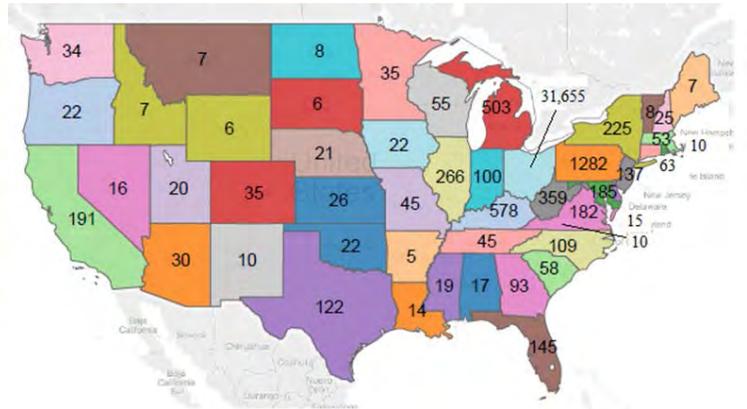




### Total Enrollment by Residency



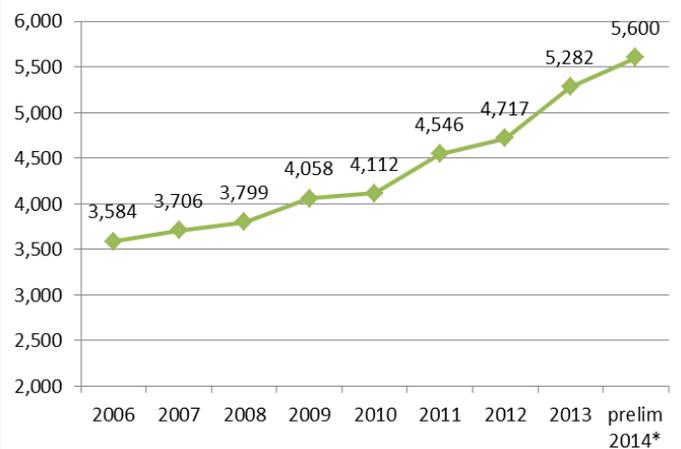
### Total Enrollment by State



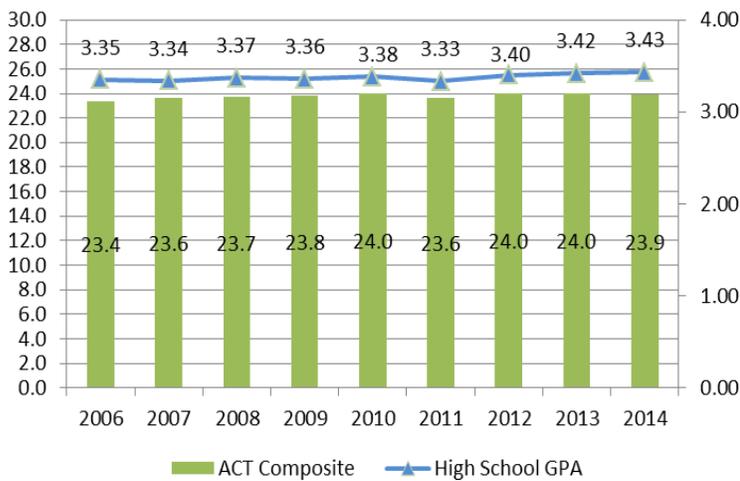
### First-Year Admissions Statistics



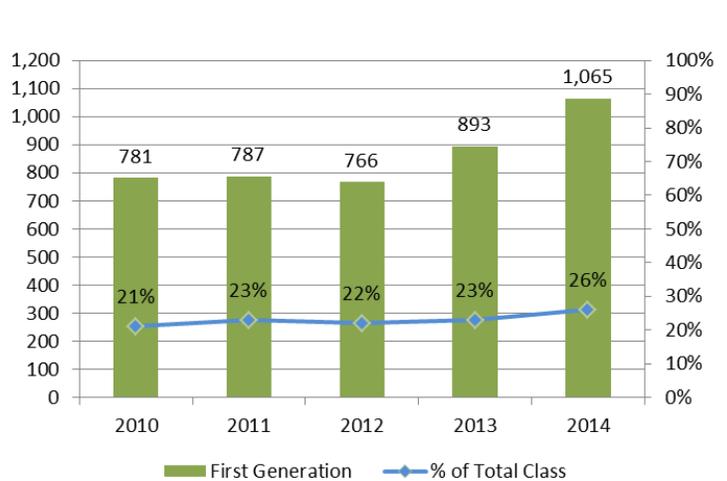
### Graduate and Professional Enrollment



### Freshman Class Quality



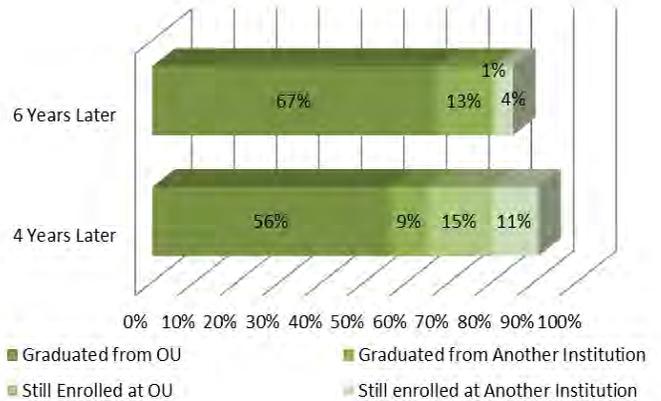
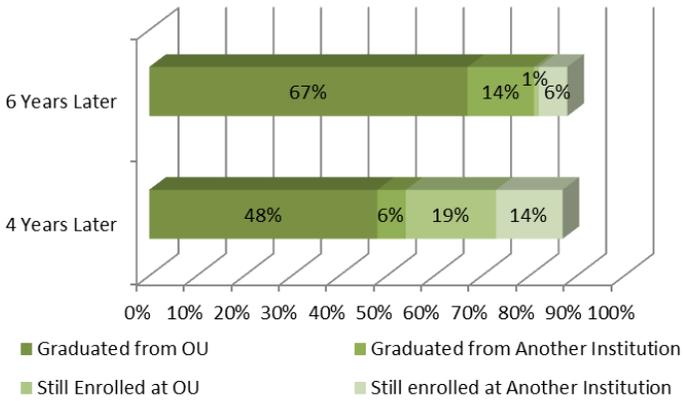
### First Generation College





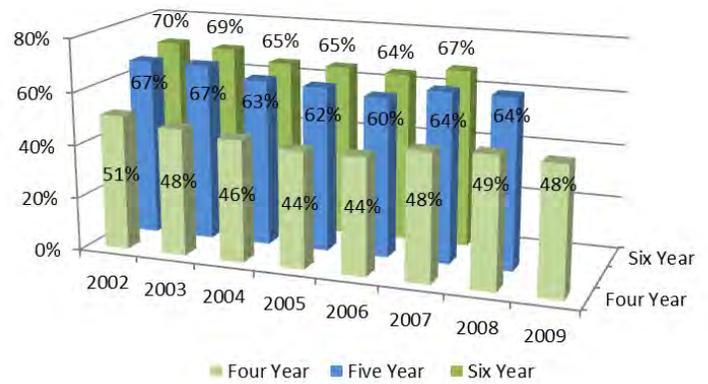
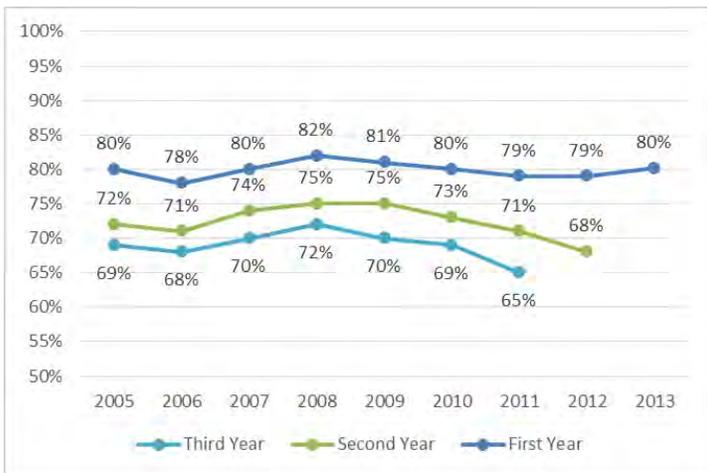
## First-Time Full-Time Starting Fall 2007

## Full-Time Transfer Students Starting Fall 2007

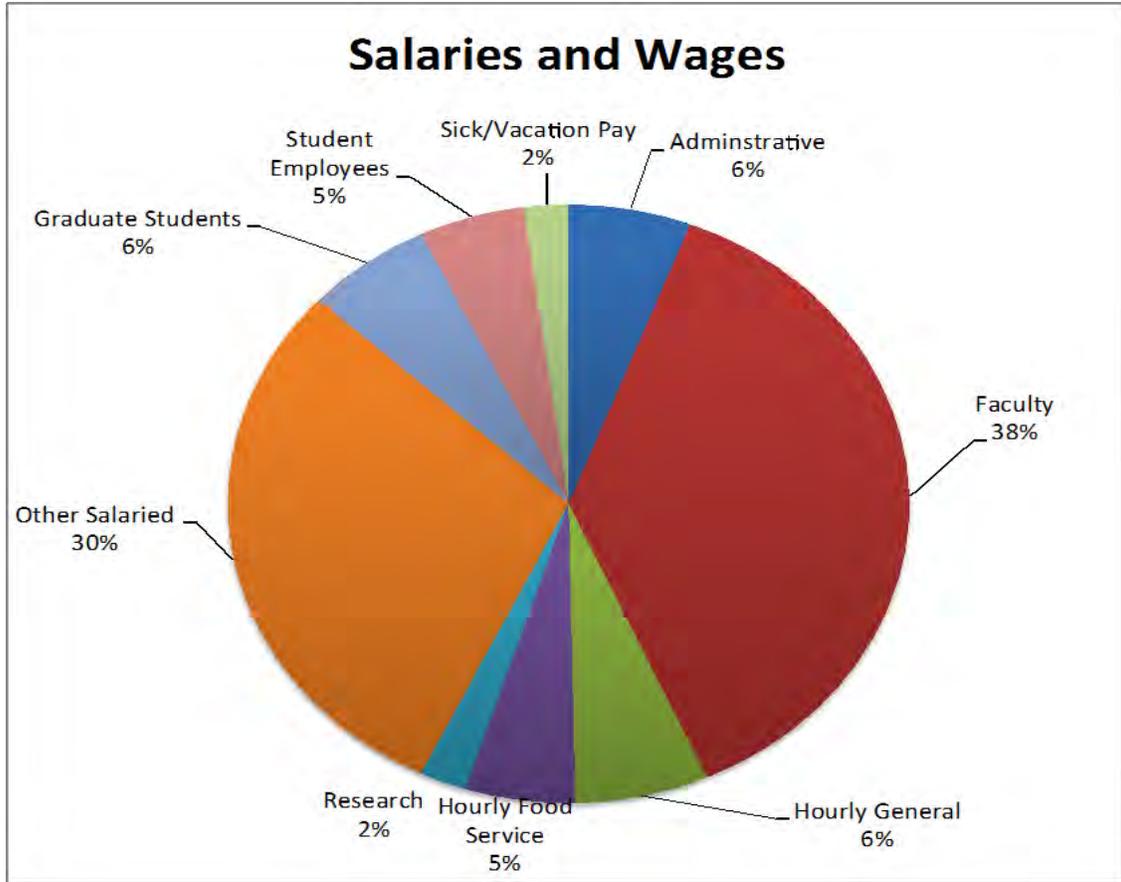


## Retention Rates

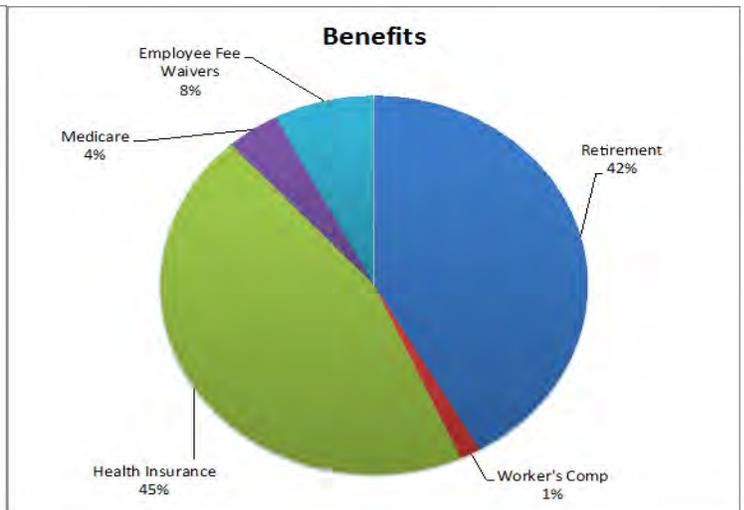
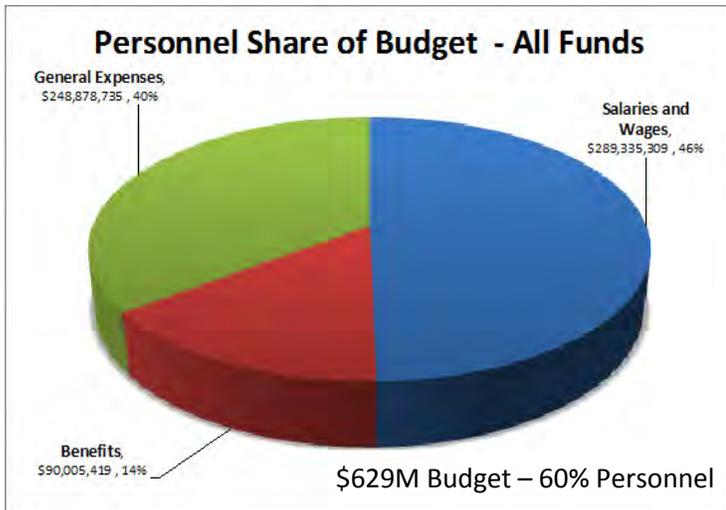
## Graduation Rates



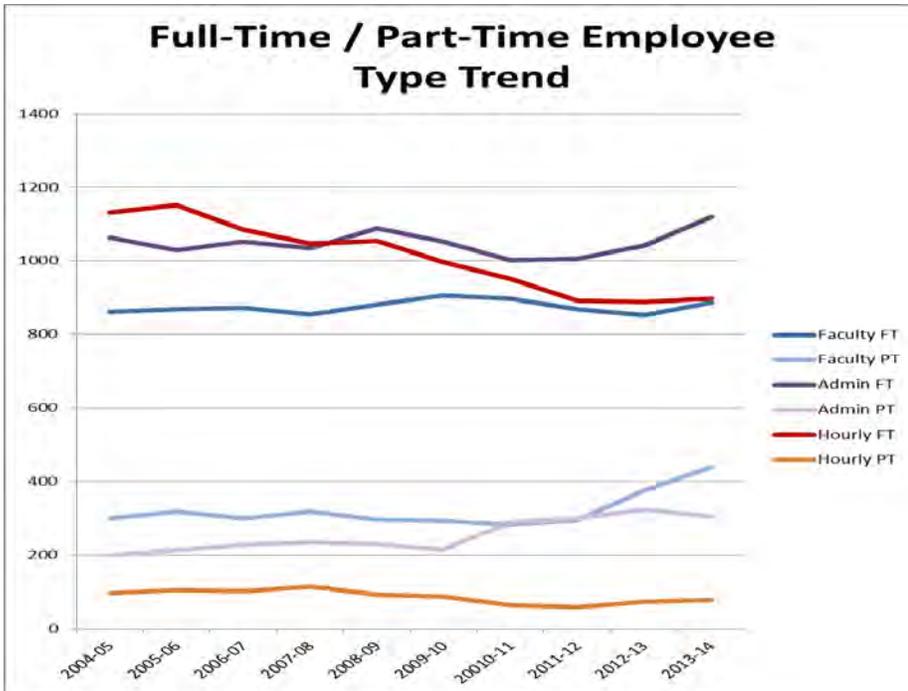
## Compensation Budget



*Administrative = Upper Administration - President, Provost, Deans, Vice Presidents  
Other Salaried = All Other Staff*



## Staff Trends



- Full time Faculty numbers are fairly stable with recent increases being in part time.
- Some shift from full time to part time administrative staff over the last five years.
- Largest loss of staff has been in full time hourly which has not been made up by part time hourly.

## Compensation: Top Administrators

	OHIO	Public Doctoral Granting Universities in the 3 <sup>rd</sup> Budget Quartile	IUC Peers
<b>TOP LEADERSHIP</b>			
President/Provost/Sr. VPs	\$365,295	\$358,722	\$324,064
<b>SENIOR ADMINISTRATORS</b>			
Deans/VPs	\$193,482	\$200,124	\$213,047
<b>ADMINISTRATORS</b>			
Associate VPs/Associate Provosts	\$135,886	\$165,684	\$122,604
Senior Managers	\$143,067	\$209,809	\$115,960

Total OHIO Top Administrators Average Public Doctoral Granting Universities in the 3 <sup>rd</sup> Budget Quartile (CUPA)		
Total Number of Top Administrators	81	
Total Below Industry Average	62	77%
Total At Industry Average	6	7%
Total Above Industry Average	13	16%

Total OHIO Top Administrators Average IUC Peer Institutions			
Total Number of Top Administrators	81		
Total Below IUC Peer Average	36	44%	
Total At IUC Peer Average	17	21%	
Total Above IUC Peer Average	28	35%	



## Compensation: Professional Staff

Job Family	Average OHIO Professional Staff Compa Ratio*	Average OHIO Professional Staff Salary
Academic & Program Management	0.92	\$63,719
Academic Services	1.01	\$49,638
Administrative Management	0.97	\$70,570
Administrative Services	0.96	\$45,372
Athletics	0.93	\$48,735
Auxiliaries	0.92	\$58,308
Communications & Marketing	0.93	\$55,371
Development & Inst. Advancement	0.97	\$71,308
Education	0.89	\$50,380
Engineering, Architecture & Plng	0.90	\$75,347
Enrollment Services	0.95	\$52,037
Environmental Safety & Police Services	0.85	\$60,263
Event Management	0.90	\$51,739
Facilities & Operations	0.96	\$64,089
Finance & Business	0.97	\$67,260
Fine & Performing Arts	0.99	\$45,805
Health Services	0.91	\$62,418
Human Resources	0.94	\$61,323
Information Technology	0.94	\$71,783
Instructional Technology	0.99	\$59,833
Legal & Compliance	0.91	\$66,431
Library Services/Museum	0.96	\$62,097
Media Production	0.94	\$50,475
Records Management	0.97	\$35,552
Research & Labs	0.96	\$53,819
Research Administration	0.93	\$65,967
Risk Management	0.92	\$63,306
Student Affairs	0.95	\$53,311
TOTAL OHIO PROFESSIONAL AVERAGE	0.95	\$60,298

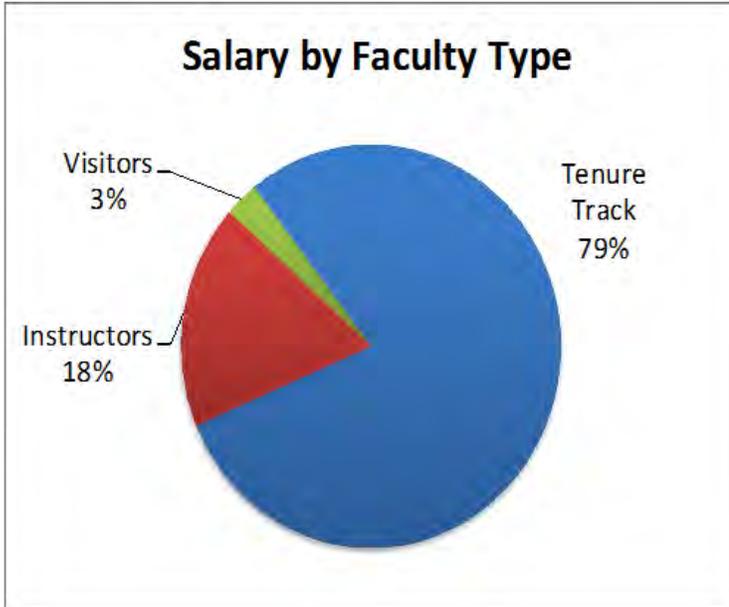
\*Compa Ratio is a formula commonly used by compensation professionals to assess the competitiveness of an employee's pay level i.e., placement in pay range. Calculated as the employee's current salary divided by the current market rate as defined by the company's competitive pay policy (midpoint of the range).

Compa Ratio Examples:		
Compa Ratio	Relation to Industry Average	Relation to Mid Point of Pay Grade
1.00	Pay is comparable to the industry average	Pay is at the pay grade mid point
0.75	Pay is 25% below the industry average	Pay is below the pay grade mid point
1.15	Pay is 15% above the industry average	Pay is above the pay grade mid point

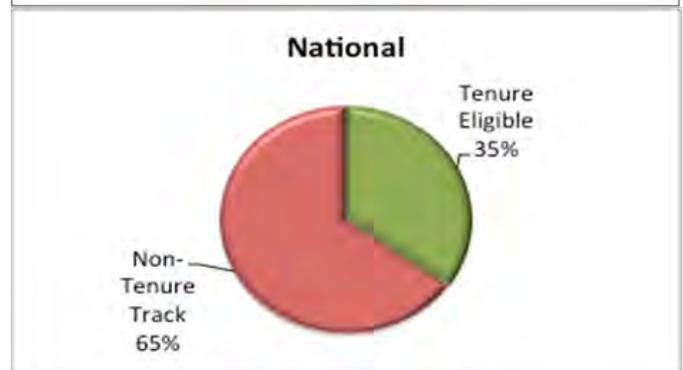
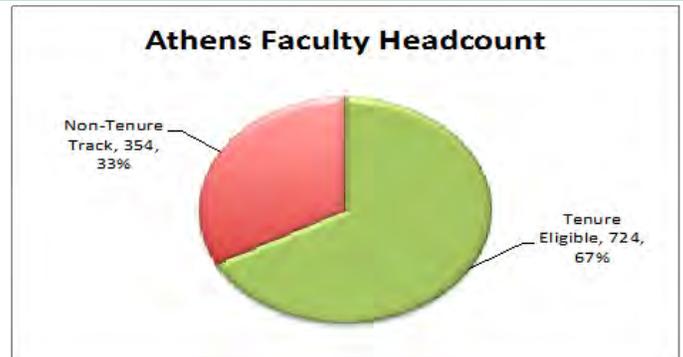
Professional OHIO Comparison to Industry Average Salary		
Total Number of Professionals	1,338	
Total Professionals Below Industry Average	895	67%
Total Professionals At Industry Average	33	2%
Total Professionals Above Industry Average	410	31%

Salary Increases for COMP2014 project (increases to new pay grade minimums)		
Number of Professionals with Salary Increases	171	13%
Average Professional Salary Increase	\$4,220	10%

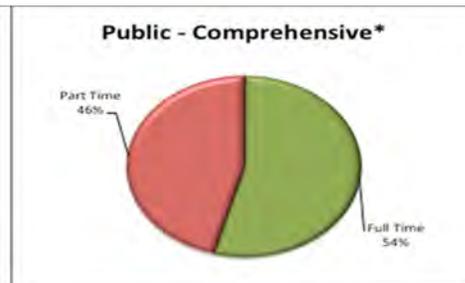
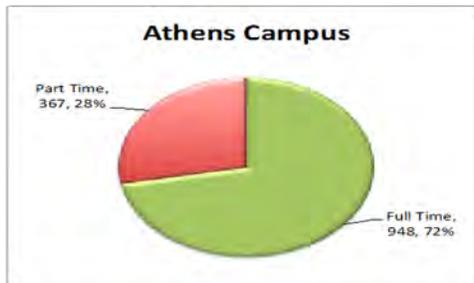
## Faculty Distributions



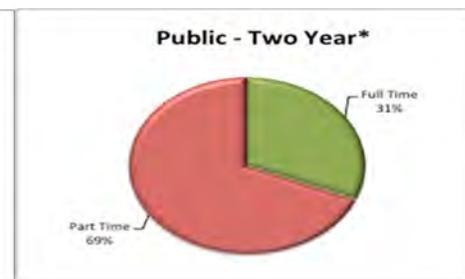
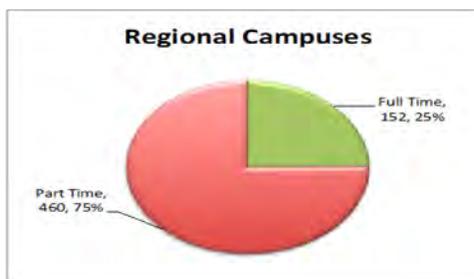
Tenure Track make up 67% of the faculty headcount and 79% of the faculty salaries



We use fewer contingent faculty (28%) than the National average (65%)



Full-Time faculty (both tenure track and non-tenure track) make up 67% of the faculty headcount while nationally the percentage drops to 54%



Regional Campuses have to respond to enrollment fluctuations so they have more part-time faculty (75%) compared to Athens. The closest national comparison is two-year public schools but this group includes community colleges.

## Faculty Salary, Compensation and Headcount Comparison: Ohio Peers

Professors	Salary	Rank	Compensation	Rank
AKRON	\$111,236	2	\$141,497	5
BOWLING GREEN	\$99,252	10	\$123,365	10
CINCINNATI	\$111,026	3	\$148,397	3
CLEVELAND STATE	\$100,069	9	\$126,666	9
KENT STATE	\$109,915	4	\$140,368	6
MIAMI	\$106,724	6	\$149,943	2
OHIO STATE	\$139,239	1	\$172,132	1
<b>OHIO UNIVERSITY</b>	<b>\$105,522</b>	<b>8</b>	<b>\$137,358</b>	<b>7</b>
SHAWNEE STATE	\$72,485	12	\$105,500	12
TOLEDO	\$106,525	7	\$132,283	8
WRIGHT STATE	\$108,986	5	\$141,650	4
YOUNGSTOWN	\$90,685	11	\$121,412	11

Distance to 3rd      \$5,504 ▲ 5.2%      \$11,039 8.0%

Associates	Salary	Rank	Compensation	Rank
AKRON	\$83,057	3	\$107,695	4
BOWLING GREEN	\$65,918	11	\$86,050	12
CINCINNATI	\$78,736	8	\$105,301	8
CLEVELAND STATE	\$74,984	9	\$97,827	10
KENT STATE	\$82,012	5	\$107,333	5
MIAMI	\$82,136	4	\$115,397	3
OHIO STATE	\$94,148	1	\$119,685	1
<b>OHIO UNIVERSITY</b>	<b>\$79,303</b>	<b>7</b>	<b>\$107,285</b>	<b>6</b>
SHAWNEE STATE	\$61,933	12	\$94,972	11
TOLEDO	\$83,658	2	\$106,124	7
WRIGHT STATE	\$81,990	6	\$109,645	3
YOUNGSTOWN	\$73,468	10	\$100,312	9

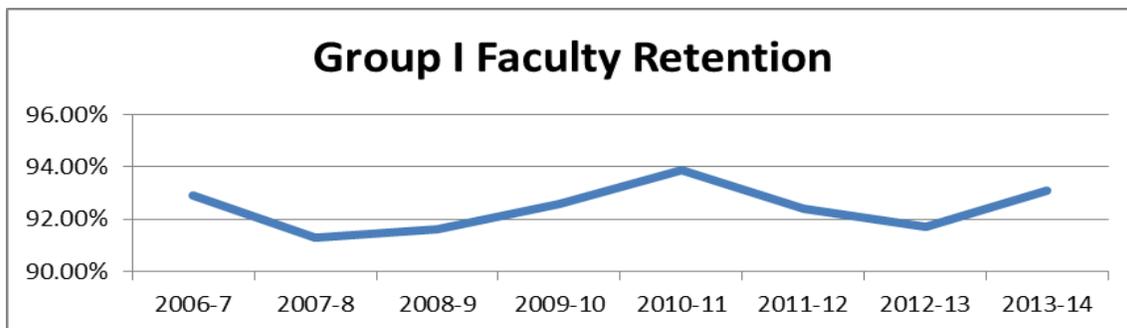
Distance to 3rd      \$3,754 ▲ 4.7%      \$8,112 7.6%

Assistants	Salary	Rank	Compensation	Rank
AKRON	\$70,931	5	\$107,839	5
BOWLING GREEN	\$63,012	10	\$85,496	12
CINCINNATI	\$63,841	9	\$114,135	3
CLEVELAND STATE	\$70,815	6	\$106,314	6
KENT STATE	\$71,275	4	\$101,271	8
MIAMI	\$74,998	2	\$112,308	4
OHIO STATE	\$84,761	1	\$139,523	1
<b>OHIO UNIVERSITY</b>	<b>\$70,367</b>	<b>7</b>	<b>\$114,450</b>	<b>2</b>
SHAWNEE STATE	\$52,597	12	\$90,021	11
TOLEDO	\$73,280	3	\$100,684	9
WRIGHT STATE	\$66,882	8	\$104,717	7
YOUNGSTOWN	\$60,843	11	\$99,747	10

Distance to 3rd      \$2,913 4.1%      \$315 0.3%

	Faculty Headcount for Tenure Track Faculty					
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
AKRON	651	663	665	647	650	633
BOWLING GREEN	569	540	520	531	532	515
CINCINNATI	1,194	1,180	1,188	1,170	1,166	1,159
CLEVELAND STATE	497	477	483	470	441	415
KENT STATE	694	684	675	658	652	652
MIAMI	681	675	659	633	599	581
OHIO STATE	2,232	2,230	2,208	2,181	2,178	2,208
OHIO UNIVERSITY	710	727	725	686	663	660
SHAWNEE STATE	120	122	115	115	118	115
TOLEDO	620	594	599	617	647	587
WRIGHT STATE	502	506	481	476	477	478
YOUNGSTOWN	392	399	421	404	395	388

## Faculty Retention



## Average Salary by Discipline

Average Salary in Some Disciplines Lag Behind National Averages at Most Ranks

	Rank	OHIO	National		Rank	OHIO	National
APPLIED HLTH SCI & WELLNESS	PROFESSOR	\$89,351	\$100,742	FINANCE	PROFESSOR	\$142,826	\$160,285
	ASSOCIATE	\$71,148	\$77,336		ASSOCIATE	\$136,660	\$136,420
	ASSISTANT	\$58,978	\$64,034		ASSISTANT	\$130,290	\$139,350
CHEMISTRY	PROFESSOR	\$101,577	\$113,040	MATHEMATICS	PROFESSOR	\$97,421	\$100,669
	ASSOCIATE	\$72,827	\$79,038		ASSOCIATE	\$74,106	\$75,955
	ASSISTANT	\$66,807	\$69,067		ASSISTANT	\$63,350	\$68,079
ECONOMICS	PROFESSOR	\$118,007	\$130,662	MANAGEMENT INFO SYS	PROFESSOR	\$133,544	\$146,460
	ASSOCIATE	\$96,394	\$100,650		ASSOCIATE	\$116,114	\$116,712
	ASSISTANT	\$89,714	\$92,271		ASSISTANT	\$109,979	\$113,738
COUNSLNG & HIGHER ED	PROFESSOR	\$83,986	\$97,219	PHYSICS & ASTRONOMY	PROFESSOR	\$99,339	\$107,609
	ASSOCIATE	\$71,525	\$72,895		ASSOCIATE	\$75,111	\$80,281
	ASSISTANT	\$59,049	\$62,139		ASSISTANT	\$66,098	\$71,114

Average Salary in Some Disciplines is Mixed in Comparison to National Averages Depending on Rank

	Rank	OHIO	National		Rank	OHIO	National
ENGLISH	PROFESSOR	\$87,394	\$94,170	ART	PROFESSOR	\$85,995	\$87,894
	ASSOCIATE	\$71,688	\$68,413		ASSOCIATE	\$67,981	\$67,489
	ASSISTANT	\$57,002	\$58,233		ASSISTANT	\$55,751	\$56,430
CHEMICAL & BIOMOLEC ENG	PROFESSOR	\$139,155	\$138,524	ENV & PLANT BIOL	PROFESSOR	\$96,142	\$97,065
	ASSOCIATE	\$95,204	\$98,193		ASSOCIATE	\$76,149	\$72,248
	ASSISTANT	\$85,000	\$85,958		ASSISTANT	\$61,106	\$68,052
MUSIC	PROFESSOR	\$81,282	\$89,098	GEOGRAPHY	PROFESSOR	\$88,962	\$99,538
	ASSOCIATE	\$64,166	\$66,679		ASSOCIATE	\$73,366	\$74,314
	ASSISTANT	\$56,410	\$55,889		ASSISTANT	\$65,681	\$63,563
THEATER	PROFESSOR	\$92,047	\$89,417	MARKETING	PROFESSOR	\$130,678	\$143,166
	ASSOCIATE	\$63,979	\$66,592		ASSOCIATE	\$112,995	\$122,216
	ASSISTANT	\$53,386	\$55,191		ASSISTANT	\$122,364	\$116,631

Average Salary in Some Disciplines is Above National Averages at All or Most Ranks

	Rank	OHIO	National		Rank	OHIO	National
MECHANICAL ENGR	PROFESSOR	\$131,971	\$129,148	COMMUNICATION STUDIES	PROFESSOR	\$101,778	\$92,871
	ASSOCIATE	\$93,482	\$94,690		ASSOCIATE	\$77,252	\$70,333
	ASSISTANT	\$86,885	\$82,773		ASSISTANT	\$59,409	\$58,896
MEDIA ARTS & STUD	PROFESSOR	\$120,087	\$99,866	PSYCHOLOGY	PROFESSOR	\$125,727	\$108,931
	ASSOCIATE	\$78,073	\$74,958		ASSOCIATE	\$86,298	\$76,006
	ASSISTANT	\$60,090	\$59,993		ASSISTANT	\$70,833	\$66,343
MODERN LANGUAGES	PROFESSOR	\$94,319	\$93,170	ELECTRICAL ENG & COMP SCI	PROFESSOR	\$117,982	\$131,336
	ASSOCIATE	\$71,005	\$66,628		ASSOCIATE	\$100,355	\$97,825
	ASSISTANT	\$56,406	\$57,143		ASSISTANT	\$89,672	\$87,417
NURSING	PROFESSOR	\$138,479	\$110,315	BIOLOGICAL SCI	PROFESSOR	\$101,259	\$98,205
	ASSOCIATE	\$72,154	\$82,854		ASSOCIATE	\$80,563	\$77,909
	ASSISTANT	\$79,779	\$72,115		ASSISTANT	\$69,947	\$68,982

## Ohio University: Athens Main Campus

Ohio University Main Campus in Athens Ohio owns 212 buildings and leases several through the community which totals approximately 8.2 million gross square feet. The Athens Campus which includes the Ohio University Airport in Albany, Ohio, The Ridges, total approximately 1,800 acres.

- 272 classrooms with a student capacity of 12,664.
- 1.3 million net square feet of circulation space
- 182,000 net square feet of class laboratory space in 189 rooms.
- 6.6 miles of roads maintained by the University
- 37.5 miles of electric lines
- 24.9 miles of water lines
- 5.9 miles of communication lines
- 63 acres of parking lots
- 67 acres of building footprint
- Approximately 2.3M GSF is Residential Housing & Dining facilities

## Athens Campus Deferred Maintenance

The Athens Campus current estimated deferred maintenance value is \$436M. This number includes:

- General Fund Buildings only
- Does not include vacant Ridges buildings
- Averages out to be approximately \$82 per gross square foot

## Maintaining the Athens Campus

With the current maintenance levels, the University is concentrating on preventative maintenance and responding to corrective work orders on deferred maintenance on a prioritized basis.

### Custodial:

- General Fund: 127 employees & 4 supervisors (Average of 34K GSF per FTE)
- Residential Housing: 84 employees, & 3 supervisors (Average of 30K GSF per FTE)

### Maintenance:

- General Fund and Residential Housing: 80 employees & 10 supervisors
  - a. Average of 101K GSF per FTE

### Grounds:

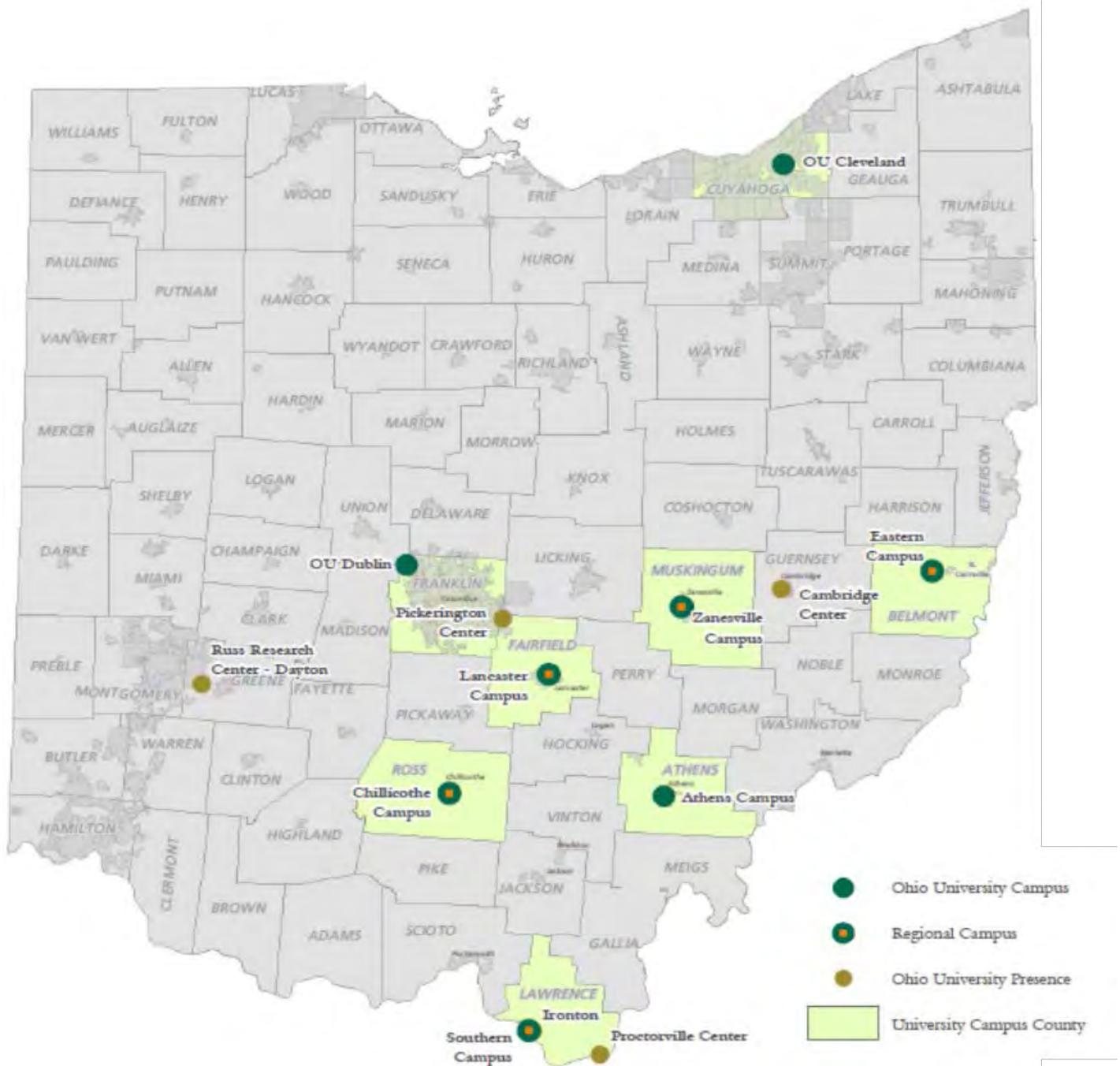
- General Fund and Residential Housing: 20 employees & 3 supervisors
  - Average of 78 acres per FTE)

## Regional and Extension Campuses & Centers

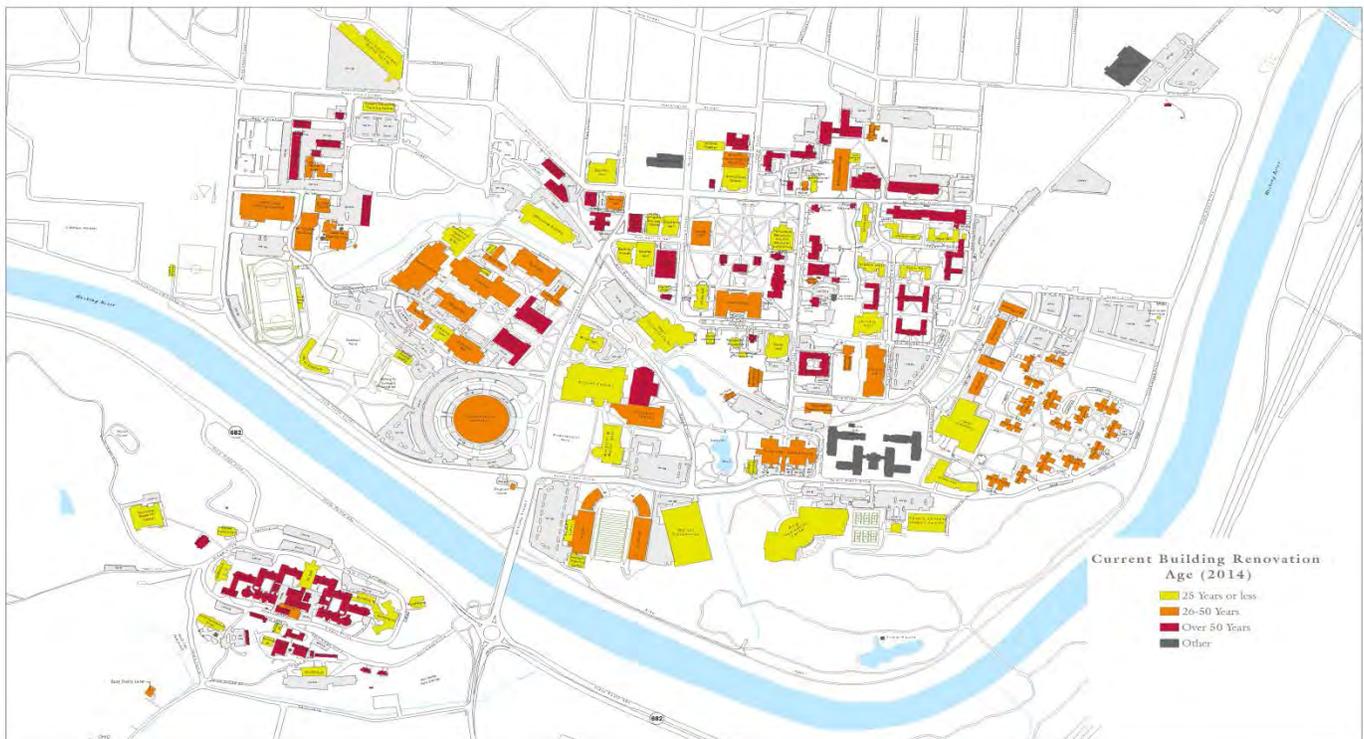
There are approximately 60 buildings with nearly 1.2 million gross square feet in Ohio University locations throughout the state. In addition to the five regional campuses and their satellite locations and centers, the University also has extension campuses in Dublin and Cleveland and a presence in Cambridge.

	<u>Buildings</u>	<u>GSF/NASF</u>	<u>Acres</u>	<u>Notes:</u>
Chillicothe	12	197,000	339	Horse Park with 242 acres
Eastern	8	154,000	1,207	Dysart Woods with 459 acres
Lancaster	8	222,000	116	includes Pickerington
Southern	23	250,000	251	includes Proctorville
Zanesville	4	168,000	167	
Cambridge	2	23,000	1	
Dublin	3	88,000	61	
Cleveland		61,000		
	<u>60</u>	<u>1,163,000</u>	<u>2,142</u>	

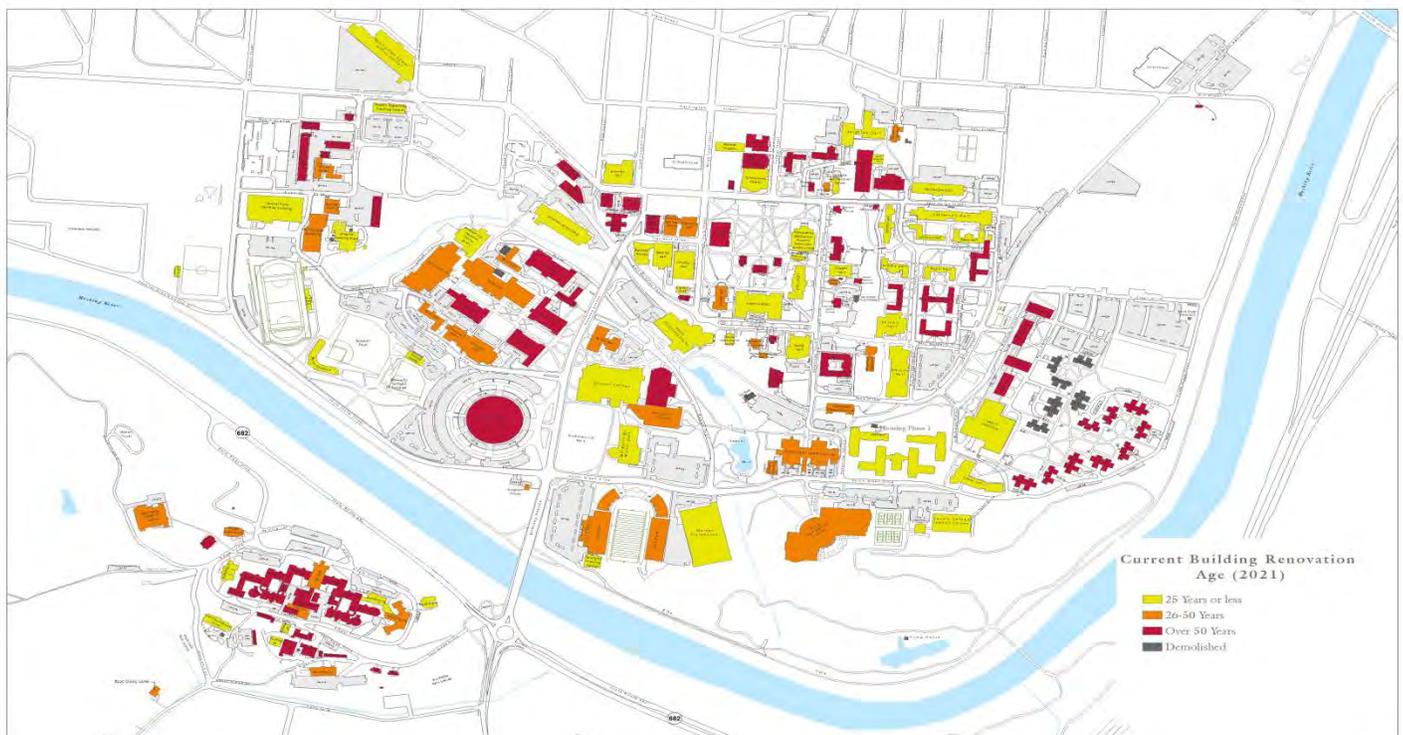
## Ohio University Campus Locations



## Current Building Renovation Age (2014)



## Current Building Renovation Age (2021)



**FISCAL YEAR 2015-2016  
OHIO UNIVERSITY  
ACADEMIC YEAR 2015-2016 TUITION, FEE AND RATE  
INCREASES**

**RESOLUTION 2015 -**

**WHEREAS**, the appropriate planning and consultations within the University have been completed, resulting in recommendations for tuition, fee, and rate increases for purposes of investment in identified strategic priorities; and

**WHEREAS**, these recommendations are consistent with the 2% limitation for non-guarantee tuition students set forth in Am. Sub. H.B. 59, passed by the 130<sup>th</sup> General Assembly and effective on June 30, 2013; and

**WHEREAS**, these recommendations are consistent with the 6% limitation for guarantee tuition students set forth in ORC 3345.48, passed by the 130<sup>th</sup> General Assembly and effect on September 29, 2013.

**NOW THEREFORE, BE IT RESOLVED** that the Board of Trustees adopts the fee schedules attached hereto as Exhibits A through D, effective Fall Semester 2015 unless otherwise noted.

## Exhibit A

Fee	Non-Guarantee Students		OHIO Guarantee Students**	
	Increase Request*	Exhibit	Increase Request	Exhibit
Athens Undergraduate Instructional and General Fee	2.0%	B	5.1%	C
Athens Non-resident Surcharge	0.0%	B	0.0%	C
Athens Campus Residential Housing Rates	3.5%	D	5.3%	D
Athens Campus Culinary Services Rates	1.0%	D	1.5%	D

*\*All Increased Effective Fall 2015*

*\*\*OHIO Guarantee tuition rate includes "Other Fees": technology fees, course fees, graduation fees, orientation fees, and wellbeing fee*

**Exhibit B****FY 2016 Tuition Schedule - Non-Guarantee Students****Athens Campus Undergraduate Tuition****(Per Semester)**

Credit Hours	Instructional Fee	General Fee	Ohio Resident Total	Non-Resident Fee	Out-of-State Resident Total
1	450	59	509	442	951
2	900	118	1,018	884	1,902
3	1,350	177	1,527	1,326	2,853
4	1,800	236	2,036	1,768	3,804
5	2,250	295	2,545	2,210	4,755
6	2,700	354	3,054	2,652	5,706
7	3,150	413	3,563	3,094	6,657
8	3,600	472	4,072	3,536	7,608
9	4,050	531	4,581	3,978	8,559
10	4,500	590	5,090	4,420	9,510
11	4,500	590	5,090	4,420	9,510
12-20*	4,733	641	5,374	4,482	9,856

\*Beyond 20 Hours: Resident Fee is \$252/hr and Non-Resident Fee is \$483/hr

**Exhibit C**

**FY 2016 Tuition Schedule - OHIO Guarantee Students**  
**Athens Campus Undergraduate Tuition**  
**(Per Semester)**

Credit Hours	Instructional Fee	General Fee	Ohio Resident Total	Non-Resident Fee	Out-of-State Resident Total
1	486	61	547	442	989
2	972	122	1,094	884	1,978
3	1,458	183	1,641	1,326	2,967
4	1,944	244	2,188	1,768	3,956
5	2,430	305	2,735	2,210	4,945
6	2,916	366	3,282	2,652	5,934
7	3,402	427	3,829	3,094	6,923
8	3,888	488	4,376	3,536	7,912
9	4,374	549	4,923	3,978	8,901
10	4,860	610	5,470	4,420	9,890
11	4,860	610	5,470	4,420	9,890
12-20*	5,114	660	5,774	4,482	10,256

\*Beyond 20 Hours: Resident Fee is \$271/hr and Non-Resident Fee is \$502/hr

Exhibit D

OHIO UNIVERSITY

**FY 2016 RESIDENCE & DINING HALL RATE SCHEDULE**

	<b>Non-Guarantee Students</b>	<b>OHIO Guarantee Students</b>
<b>ROOM RATES (SEMESTER)</b>		
Single	3,844	3,911
Renovated Single & Single Suite	4,095	4,167
Standard Double	3,131	3,185
Renovated Double	3,336	3,394
Multi-Occupancy	2,921	2,972
Renovated Multi-Occupancy	3,112	3,166
Bromley & Adams Suites	3,550	3,612

	<b>Non-Guarantee Students</b>	<b>OHIO Guarantee Students</b>
<b>RESIDENTIAL MEAL PLANS (SEMESTER)</b>		
10 Meal Plan	1,809	1,818
14 Meal Plan	2,094	2,104
20 Meal Plan	2,236	2,247
14 Meal Plan - Flex	2,768	2,782
20 Meal Plan - Flex	3,088	3,103



**OHIO**  
UNIVERSITY

**Interoffice Communication**

**Date:** January 2, 2015

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

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

**Re: Financial Update**

Please find attached for your review the following information regarding forecasted financial results for the current fiscal year ending June 30, 2015.

We continue to transition our financial reporting format and information to provide you with financial forecasts that align with our budgeting process and our transition to RCM and all funds budgeting/reporting.

Included in this packet you will find schedules that include the consolidated financial forecasts for the University and Foundation with the following detail:

- Primary revenue, expenditure, and transfer categories
- Operating results detailed by:
  - Athens campus colleges and schools (HCOM has been consolidated)
  - Regional campuses
  - Auxiliaries
  - Academic Support Units
  - Investment returns for endowment and working capital reserves

This presentation includes all funds (inclusive of gifts, investment income and endowment distributions). We have also incorporated the following:

- An all funds approach. 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 (Capital, Debt, Endowment Column);
- Adjustments required for conformance with generally accepted accounting principles (GAAP) which will allow for crosswalk to the external statements presented to the Board of Trustees each year (FS Adjustment Column). Other items included in these adjustments are:
  - Elimination of capital expenditures and addition of depreciation
  - Debt amortization costs

These forecasts have been developed utilizing actual results through November 30, 2014 and applying both trend forecasting based on prior years and updated information impacting the assumptions we applied to develop the original fiscal year budget (i.e. matriculated students, SSI data from the state, actual investment results, etc.)

Following is supporting narrative explaining planned variances from our operating budget forecasts approved by the BOT in June 2014. As the year progresses we will continue to refine and update these

forecasts both to keep you informed of estimated fiscal year results, but also as a tool to develop and guide future year budget projections. We've also included a brief summary regarding the impact of implementing GASB 68, the technical requirements to record the State's unfunded portion of the pension liabilities for the STRS (State Teachers Retirement System) and OPERS (Ohio Public Employee Retirement System) plans. Finally, we've added a brief summary explaining the impact of the Century Bond/Deferred Maintenance program on our financial statements, and how that program is reflected in these reports. We will be expanding the reporting associated with this program in future reports.

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

## Financial Highlights

### Forecast for fiscal year 2015 as compared to fiscal year 2015 budget and fiscal year 2014 actual results

*Organized by respective column headers and spreadsheet format*

**OPERATING UNITS Detail and Subtotal – this is the results of operations of the operating units of the university detailed by Academic Units, Regional Campuses, Auxiliaries, and Academic Support activities.**

#### Revenues

State Appropriations: *-1%, \$.9 million decrease FY15 forecast over FY15 budget:*

- FY15 is the second year of a two year implementation of a new Ohio Board of Regents funding formula model. An increase of \$8.5 million was budgeted for FY15 as compared with FY14 based on preliminary estimates provided by the state. With updated projections we are now forecasting a \$7.6 million increase for FY15, a \$900K decrease over budget.

State Appropriations-Capital: *No change, FY15 forecast over FY15 budget:*

- The State of Ohio's biennial Capital Budget, enacted in 2014 for fiscal years 2015 and 2016, provides appropriations for the repair, reconstruction and construction of capital assets. Revenue is recognized as funds are spent (versus when appropriated). Revenue for this line item is forecast to be on target to the budgeted amount of \$15 million for FY15.

Net Undergraduate Tuition & Educational Fees: *-1%, \$3 million decrease FY15 forecast over FY15 budget:*

- 2.5% decrease in eLearning with termination of vendor contract (offsetting decrease in expenditures in operating expenses)
- Athens FTE down .8% versus budget;
- Undergraduate financial aid is forecast to be higher than budgeted due to growth in Signature programs and Foundation funding (endowment distributions designated for undergraduate aid).

Net Graduate Tuition & Educational Fees: *4%, \$2.3 million increase FY15 forecast over FY15 budget:*

- OUHCOM enrollment in Dublin is included in forecast, but wasn't budgeted; there will be offsetting expenditures
- Graduate financial aid is forecast to be lower than budgeted causing \$0.9 million of the increase in this category.

Room & Board: 4%, \$3.3 million increase FY15 forecast over FY15 budget:

- Residential housing and culinary services revenues are forecast to increase \$2.3 and \$1 million, respectively over budget. The budget for residential housing was based on a 3.5% increase over Fall 2013. They are now forecasting an additional 478 residents. For culinary services there was a 7% increase in meal plans sold for Fall 2014 as compared to Fall 2013.

Grants and Contracts: -3%, \$1.2 million decrease FY15 forecast over FY15 budget:

- A decrease of \$1.2 million is forecasted based on YTD spending due to overall reduced funding levels as compared to budget.

Facilities and Administrative Cost Recovery: 14%, \$1.0 million increase FY15 forecast over FY15 budget:

- This is the negotiated indirect rate of expense recovery based on the total cost of the sponsored project awards. Results for FY14 for this category were 15% of grant awards. Expecting an unfavorable mix in awards the budget was set at a rate of 13%. Results for FY15 are now forecast to be at the 15% rate causing the forecast to be increased over the budget.

Gifts: 1%, \$0.1 million increase FY15 forecast over FY15 budget:

- Trending YTD activity, nonendowed expendable gifts are forecast to be up slightly as compared to budget.

Endowment Distributions: No change, FY15 forecast over FY15 budget:

- Endowment distributions are calculated on the 36-month trailing average ending the December prior to the budget year; and new gifts are not eligible for distribution unless they are received by this date; consequently, forecast should consistently equal budget. This category is eliminated in the Endowment column as we record actual earnings on investments versus distributions taken.

Investment Income: No change, FY15 forecast over FY15 budget:

- 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 -1.70% for the fiscal year to date through October 31, 2014, underperforming its diversified benchmark of -0.90% for the same period. For the fiscal year ended June 30, 2014, the diversified pool achieved a return of 16.72%, underperforming its diversified benchmark of 17.35% for the same period. 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 1.05% for the fiscal year to date through October 31, 2014, slightly underperforming the Barclays U.S. Aggregate Bond Index, which returned 1.15% for the same period. For the fiscal year ended June 30, 2014, the liquidity pool achieved a return of 3.71%, underperforming its benchmark of 4.37% for the same period.

Other External Sales: 21%, \$11.4 million increase FY15 forecast over FY15 budget:

- This category is expected to be up over budget. Royalties are the biggest component of this category. Examples of other items in this category are sales & services for computers, software, and accessories, rental income, NCAA ticket sales, conference income & guarantees, rebates for contractual obligations & printing services.

## Expenses & Transfers

Salaries, Wages, & Other Payroll: *-4%, \$14.1 million decrease FY15 forecast over FY15 budget:*

- This category was budgeted to be up \$33.3 million from FY14 actuals. Based on YTD activity through November, 2014 and trending forward for the fiscal year, the forecast is expected to increase only \$19.2 million from FY14 to FY15. The majority will be due to delayed hiring plans and position vacancies.

Benefits: *-5%, \$5.6 million decrease FY15 forecast over FY15 budget:*

- This category was budgeted to be up \$14.1 million from FY14 actuals. The current forecast includes less growth in expense (\$8.5M over FY14) as a portion of benefit growth is directly proportional to salary expenditures. We will continue to refine this projection as we get new projections on health care costs in the next few months.

Operating Expenses: *3%, \$4.5 million increase FY15 forecast over FY15 budget:*

- Professional services, maintenance and operations, supplies and food costs are all forecast to be higher than budget. A significant portion of the increase is related to food costs associated with the meal plans and additional expenses associated with increased revenues in Other External Sales related to the increase in room and board students.

Capitalized Costs: *45%, \$5.3 million increase FY15 forecast over FY15 budget:*

- Capital purchases in the operating units are forecast to increase \$5.3 million as compared to budget. The amount forecast for FY15 is comparable to the actual amount for FY14.

Internal Loan – Principal & Interest: *-10%, \$3.5 million decrease FY15 forecast over FY15 budget:*

- This category includes payments made by the operating units for debt service and was budgeted to reflect additional loans for capital projects which have not yet been drawn.

Internal Sales: *20%, \$4.6 million increase FY15 forecast over FY15 budget:*

- Represents intercompany revenues from the sale of goods or services to other University departments. Examples include, telephone costs, catering, printing, and services provided by Facilities Management that are for needs other than general maintenance.

Internal Allocations & Transfers: *No change, FY15 forecast over FY15 budget:*

- Represents internal funding allocations among units. The subtotal for the operating units should always net to zero.

Indirect Cost Allocations: *No change, FY15 forecast over FY15 budget:*

- Represents a series of indirect cost allocations to recover infrastructure and administrative costs associated with non-college expenditures (e.g., Facilities, Finance, OIT). Allocations are made through the RCM model using various allocators (e.g., headcount, square footage, etc.). The subtotal for the operating units should always net to zero.

Subvention Allocation:

This is the fee assessed to academic units in the RCM model based on operating revenues which is utilized to balance operating results across academic units and provide resources for strategic initiatives. The subtotal for the operating units should always net to zero. Changes to the forecast relative to the budget represent investment allocations provided to academic units.

**ENDOWMENT** – This column is eliminating the endowment distributions that are recorded as revenue in the Operating Units and adding the actual investment results for the year. New gifts to the endowment and transfers from operations to quasi endowment are also added in this column. The column totals reflect the change in the net asset balances for our endowment funds.

Gifts:

- Endowed gifts are comparable to prior year’s results, however there was a large capital gift recorded in FY14 that isn’t expected to recur for FY15.

Investment Income:

- Investment income is comprised of interest, dividends, realized gains (losses), and unrealized gains (losses). In the Endowment column the investment income stems from the University and Foundation endowment assets invested in a long-term, broadly-diversified portfolio. This represents the appreciation of our asset pool. The actual return of our diversified pool through October 31, 2014 was -1.70%. The forecast is projected assuming portfolio target returns for the remaining seven months of the fiscal year.

Transfers to (from) Quasi Endowments:

- Represents the transfer from operations for quasi endowments.

**CAPITAL** – This column is reporting the majority of our plant activity for the fiscal year. It records the capitalized facility projects, as well as the respective operating costs for the fiscal year. Funds brought in from reserves or project period set-asides and external grant funds (exclusive of State Capital appropriations) are included as revenues/transfers to reflect a bottom line change in net asset use/draw on bond funding for the year.

**CENTURY BOND** – We’ve added the Century Bond column to reflect activity associated with the Century Bond/Deferred Maintenance Program. This presentation reflects only projected Investment Income and Debt Service for the partial fiscal year 2015. Future presentations will include spending projections against the initial approved distributions from the Century Bond Program which include the Energy Infrastructure Project and the first tranche of \$10M deferred maintenance projects. We will also be presenting the costs of issuance in this column. Bottom line in future presentations will reflect the change in net asset position for the program as a whole

Investment Income:

- Represents partial year earnings on the \$250 million century bond principal. Funds were received in late November, 2014 and are in the process of being invested in accordance with the Investment Policy approved by the University and Foundation Boards at their last meetings.

Debt Service-Interest:

- Represents partial year interest on the \$250 million century bond.

**INTERNAL BANK** – As we moved to implement an Internal Bank model, we are separately accounting and reporting for that portion of our net assets which represent university working capital (excludes endowment funding and bond funding). These funds include accumulated fund balances in the operating units as well as central reserves from operations and any investment appreciation on those funds.

Investment Income:

- Estimated investment income on the working capital funds. A portion of these funds (approx. \$100M) is invested alongside the endowment in our diversified pool. The remainder (approx. \$250M) is invested in the liquidity and cash pools.

Internal Loan – Principal & Interest:

- Internal loan payments from our operating units will be collected by the Internal Bank and used to make the external debt service payments. This includes both dollars lent to specific departments/projects from debt funded projects as well as loans of working capital dollars.

Debt Service – Principal / Debt Service – Interest:

- Actual debt service payments, principal and interest, against university outstanding debt, exclusive of that reported in the Century Bond column.

**GASB 68 – FY15 share of unfunded pension liability**

- First year of required implementation.
- Requires governments providing defined benefit pensions to recognize their proportionate share of the actuarially determined amount of unfunded pension benefit obligation as a liability for the first time.
- Requires a restatement of prior year beginning net position. This amount is not shown on the income statement directly, but could approximate a \$500 million decrease to unrestricted net position.
- The unfunded pension liability will change each year resulting from:
  - Changes in plan assumptions about economic and demographic factors;
  - Differences between actual and expected experience;
  - Differences between actual and expected investment earnings.
- The precise impact of these changes is not known, but is estimated to be \$40 million for FY15.

**FINANCIAL STATEMENT ADJUSTMENTS – Entries recorded as a part of the required adjustment to move from fund accounting to Generally Accepted Accounting Principles (GAAP) format**

Capitalized Costs:

- Capitalization of facilities placed in service and construction in progress to the balance sheet as a financial statement entry

Depreciation:

- Depreciation is recorded as a financial statement entry concurrent to the capitalization of assets. Depreciation is forecast to increase \$4.2 million from FY14 to FY15. This category will continue to increase in future years as the university executes against its Capital Improvement Plan (CIP) approved by the BOT.

Debt Service - Principal:

- Principal is eliminated as it is recorded as a decrease to long-term debt on the Statement of Net Position (a balance sheet entry that doesn't really flow through the Statement of Activities)

# FY15 Financial Update

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Tab



# Financial Results: FY15 vs FY14 Actuals

	Operating Unit Subtotals	Operating Unit Subtotals	Operating Unit Subtotals	Variance FY15 Forecast over FY15 Budget	% Change	Variance FY15 Forecast over FY14 Actual	% Change
<i>(in millions)</i>	FY14 Actual	FY15 Budget	FY15 Forecast				
State Appropriations	153.4	161.9	161.0	(0.9)	-1%	7.6	5%
State Appropriations-Capital	5.2	15.0	15.0	-	0%	9.8	188%
Net Undergraduate Tuition & Fees	244.3	251.8	248.8	(3.0)	-1%	4.5	2%
Net Graduate Tuition & Fees	55.6	58.9	61.2	2.3	4%	5.6	10%
Room & Board	83.7	86.8	90.1	3.3	4%	6.4	8%
Grants and Contracts	45.6	48.6	47.4	(1.2)	-3%	1.8	4%
Facilities & Admin Costs Recovery	6.8	6.1	7.1	1.0	14%	0.3	4%
Gifts	9.4	9.4	9.5	0.1	1%	0.1	1%
Endowment Distributions	20.1	22.7	22.7	-	0%	2.6	13%
Investment Income	4.8	4.6	4.6	-	0%	(0.2)	-4%
Other External Sales	59.5	43.4	54.8	11.4	21%	(4.7)	-8%
<b>Total Revenues</b>	<b>\$ 688.4</b>	<b>\$ 709.2</b>	<b>\$ 722.2</b>	<b>\$ 13.0</b>	<b>2%</b>	<b>\$ 33.8</b>	<b>5%</b>
Salaries, Wages & Other Payroll	309.2	342.5	328.4	(14.1)	-4%	19.2	6%
Benefits	99.1	113.2	107.6	(5.6)	-5%	8.5	9%
Operating Expenses	198.2	172.7	177.2	4.5	3%	(21.0)	-11%
Capitalized Costs	11.4	6.4	11.7	5.3	45%	0.3	3%
Depreciation	-	-	-	-	0%	-	0%
Internal Loan - Principal & Interest	24.1	37.0	33.5	(3.5)	-10%	9.4	39%
Debt Service - Principal	-	-	-	-	0%	-	0%
Debt Service - Interest	-	-	-	-	0%	-	0%
Internal Sales	(22.4)	(18.8)	(23.4)	(4.6)	20%	(1.0)	4%
<b>Total Direct Expenses</b>	<b>\$ 619.6</b>	<b>\$ 653.0</b>	<b>\$ 635.0</b>	<b>\$ (18.0)</b>	<b>-3%</b>	<b>\$ 15.4</b>	<b>2%</b>
Internal Allocations & Transfers	-	-	-	-	0%	-	0%
Indirect Costs Allocations	-	-	-	-	0%	-	0%
Subvention Allocation	-	0.2	-	(0.2)	0%	-	0%
<b>Total Allocations &amp; Transfers</b>	<b>\$ -</b>	<b>\$ 0.2</b>	<b>\$ -</b>	<b>\$ (0.2)</b>	<b>0%</b>	<b>\$ -</b>	<b>0%</b>
<b>Total Expenses &amp; Transfers</b>	<b>\$ 619.6</b>	<b>\$ 653.2</b>	<b>\$ 635.0</b>	<b>\$ (18.2)</b>	<b>-3%</b>	<b>\$ 15.4</b>	<b>2%</b>
<b>Subtotal Results</b>	<b>\$ 68.8</b>	<b>\$ 56.0</b>	<b>\$ 87.2</b>	<b>\$ 31.2</b>	<b>36%</b>	<b>\$ 18.4</b>	<b>27%</b>
Transfers to (from) Operations	-	(3.7)	-	3.7	0%	-	0%
Transfers to (from) Quasi Endowments	3.8	4.0	4.0	-	0%	0.2	5%
Provisions for Replacement & Depreciation	36.8	55.7	55.7	-	0%	18.9	51%
<b>Net Results</b>	<b>\$ 28.2</b>	<b>\$ (0.0)</b>	<b>\$ 27.5</b>	<b>\$ 27.5</b>	<b>100%</b>	<b>\$ (0.7)</b>	<b>-3%</b>

- Structured to align with RCM budget (framework for RCM and sublevel P&L reporting)
- All funds budgeting approach includes: endowment distributions (in units), expendable gifts & investment income on working capital, subvention, & debt service for operating units



# Financial Results: FY15 vs FY14 Actuals

(in millions)	Athens Colleges & Schools			Regional Campuses			Auxiliaries			Academic Support		
	FY14 Actual	FY15 Budget	FY15 Forecast	FY14 Actual	FY15 Budget	FY15 Forecast	FY14 Actual	FY15 Budget	FY15 Forecast	FY14 Actual	FY15 Budget	FY15 Forecast
State Appropriations	118.3	135.7	135.7	24.2	17.9	17.9	-	-	-	10.9	8.3	7.4
State Appropriations-Capital	-	-	-	-	-	-	-	-	-	5.2	15.0	15.0
Net Undergraduate Tuition & Fees	196.2	208.2	205.0	34.6	33.8	35.3	(0.4)	(0.1)	(0.5)	13.9	9.9	9.0
Net Graduate Tuition & Fees	56.2	58.5	60.8	0.2	0.3	0.3	-	-	-	(0.8)	0.1	0.1
Room & Board	-	-	-	-	-	-	83.7	86.8	90.1	-	-	-
Grants and Contracts	39.3	43.9	41.0	1.1	1.3	1.3	0.1	0.1	0.1	5.1	3.3	5.0
Facilities & Admin Costs Recovery	6.7	6.1	7.0	-	-	-	-	-	-	0.1	-	0.1
Gifts	5.9	6.0	6.3	0.3	0.2	0.2	2.3	1.7	2.0	0.9	1.5	1.0
Endowment Distributions	9.2	10.5	10.5	0.4	0.4	0.4	0.1	0.1	0.1	10.4	11.7	11.7
Investment Income	0.3	0.1	0.1	-	-	-	-	-	-	4.5	4.5	4.5
Other External Sales	8.0	3.8	6.8	1.4	1.0	1.4	17.5	14.1	16.7	32.6	24.5	29.9
<b>Total Revenues</b>	<b>\$ 440.1</b>	<b>\$ 472.8</b>	<b>\$ 473.2</b>	<b>\$ 62.2</b>	<b>\$ 54.9</b>	<b>\$ 56.8</b>	<b>\$ 103.3</b>	<b>\$ 102.7</b>	<b>\$ 108.5</b>	<b>\$ 82.8</b>	<b>\$ 78.8</b>	<b>\$ 83.7</b>
Salaries, Wages & Other Payroll	171.6	191.7	183.6	34.8	36.8	35.9	22.3	23.5	22.9	80.5	90.5	86.0
Benefits	47.9	56.3	52.2	10.6	11.8	11.0	8.5	9.1	8.8	32.1	36.0	35.6
Operating Expenses	68.4	57.4	55.3	9.6	9.1	9.3	33.7	33.5	34.7	86.5	72.7	77.9
Capitalized Costs	6.4	3.9	6.4	0.3	0.2	0.4	1.7	0.4	1.8	3.0	1.9	3.1
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-
Internal Loan - Principal & Interest	1.6	4.2	3.9	0.3	0.3	0.3	2.0	6.4	4.2	20.2	26.1	25.1
Debt Service - Principal	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service - Interest	-	-	-	-	-	-	-	-	-	-	-	-
Internal Sales	(2.0)	(1.6)	(2.0)	(0.1)	0.1	(0.1)	(6.2)	(5.4)	(6.3)	(14.1)	(11.9)	(15.0)
<b>Total Direct Expenses</b>	<b>\$ 293.9</b>	<b>\$ 311.9</b>	<b>\$ 299.4</b>	<b>\$ 55.5</b>	<b>\$ 58.3</b>	<b>\$ 56.8</b>	<b>\$ 62.0</b>	<b>\$ 67.5</b>	<b>\$ 66.1</b>	<b>\$ 208.2</b>	<b>\$ 215.3</b>	<b>\$ 212.7</b>
Internal Allocations & Transfers	(1.6)	(5.0)	(5.0)	1.3	1.1	1.1	(3.8)	(2.0)	(2.0)	4.1	5.9	5.9
Indirect Costs Allocations	128.9	140.4	140.4	12.7	13.4	13.4	9.6	9.0	9.0	(151.3)	(162.8)	(162.8)
Subvention Allocation	8.4	19.2	16.8	(6.7)	(11.2)	(11.2)	(0.1)	-	-	(1.6)	(7.8)	(5.6)
<b>Total Allocations &amp; Transfers</b>	<b>\$ 135.7</b>	<b>\$ 154.6</b>	<b>\$ 152.2</b>	<b>\$ 7.3</b>	<b>\$ 3.3</b>	<b>\$ 3.3</b>	<b>\$ 5.7</b>	<b>\$ 7.0</b>	<b>\$ 7.0</b>	<b>\$ (148.8)</b>	<b>\$ (164.7)</b>	<b>\$ (162.5)</b>
<b>Total Expenses &amp; Transfers</b>	<b>\$ 429.6</b>	<b>\$ 466.5</b>	<b>\$ 451.6</b>	<b>\$ 62.8</b>	<b>\$ 61.6</b>	<b>\$ 60.1</b>	<b>\$ 67.7</b>	<b>\$ 74.5</b>	<b>\$ 73.1</b>	<b>\$ 59.4</b>	<b>\$ 50.6</b>	<b>\$ 50.2</b>
<b>Subtotal Results</b>	<b>\$ 10.5</b>	<b>\$ 6.3</b>	<b>\$ 21.6</b>	<b>\$ (0.6)</b>	<b>\$ (6.7)</b>	<b>\$ (3.3)</b>	<b>\$ 35.6</b>	<b>\$ 28.2</b>	<b>\$ 35.4</b>	<b>\$ 23.4</b>	<b>\$ 28.2</b>	<b>\$ 33.5</b>
Transfers to (from) Operations	-	(6.6)	-	-	-	-	-	(5.5)	-	-	8.4	-
Transfers to (from) Quasi Endowments	2.2	2.3	2.3	-	-	-	-	-	-	1.6	1.7	1.7
Provisions for Replacement & Depreciation	0.5	0.4	0.4	0.6	1.7	1.7	14.8	33.2	33.2	20.9	20.4	20.4
<b>Net Results</b>	<b>\$ 7.8</b>	<b>\$ 10.2</b>	<b>\$ 18.9</b>	<b>\$ (1.2)</b>	<b>\$ (8.4)</b>	<b>\$ (5.0)</b>	<b>\$ 20.8</b>	<b>\$ 0.5</b>	<b>\$ 2.2</b>	<b>\$ 0.9</b>	<b>\$ (2.3)</b>	<b>\$ 11.4</b>



# Financial Results: FY15 vs FY14 Actuals

	Endowment	Capital	Century Bond	Internal Bank	GASB 68- FY15 share of unfunded pension
<i>(in millions)</i>	FY15 Forecast				
State Appropriations					
State Appropriations-Capital					
Net Undergraduate Tuition & Fees					
Net Graduate Tuition & Fees					
Room & Board					
Grants and Contracts		0.5			
Facilities & Admin Costs Recovery					
Gifts	10.0				
Endowment Distributions	(22.7)				
Investment Income	14.0		6.5	5.2	-
Other External Sales		0.7			
<b>Total Revenues</b>	<b>\$ 1.3</b>	<b>\$ 1.2</b>	<b>\$ 6.5</b>	<b>\$ 5.2</b>	<b>\$ -</b>
Salaries, Wages & Other Payroll		0.2			
Benefits		0.1			
Operating Expenses		8.0			40.0
Capitalized Costs		125.0			
Depreciation		-			
Internal Loan - Principal & Interest				(33.5)	
Debt Service - Principal				16.8	
Debt Service - Interest			7.6	12.6	
Internal Sales		0.1			
<b>Total Direct Expenses</b>	<b>\$ -</b>	<b>\$ 133.4</b>	<b>\$ 7.6</b>	<b>\$ (4.1)</b>	<b>\$ 40.0</b>
Internal Allocations & Transfers		-			-
Indirect Costs Allocations		-			-
Subvention Allocation		-			-
<b>Total Allocations &amp; Transfers</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenses &amp; Transfers</b>	<b>\$ -</b>	<b>\$ 133.4</b>	<b>\$ 7.6</b>	<b>\$ (4.1)</b>	<b>\$ 40.0</b>
<b>Subtotal Results</b>	<b>\$ 1.3</b>	<b>\$ (132.2)</b>	<b>\$ (1.1)</b>	<b>\$ 9.3</b>	<b>\$ (40.0)</b>
Transfers to (from) Operations		-			-
Transfers to (from) Quasi Endowments	(4.0)				
Provisions for Replacement & Depreciation		(55.7)			
<b>Net Results</b>	<b>\$ 5.3</b>	<b>\$ (76.5)</b>	<b>\$ (1.1)</b>	<b>\$ 9.3</b>	<b>\$ (40.0)</b>

**Endowment** - New gifts whose corpus is permanently restricted; Endowment distribution for FY15; and estimated investment income results for FY15 using actual results through 11/30/14 and portfolio targets for remainder of FY.

**Capital** - \$125M spending against CIP plus associated non-capitalized expenditures.

**Century Bond** - Partial year investment earnings on \$250M bond proceeds offset by partial year interest and issuance costs to yield change in Century Bond program funds.  
\* Does not yet include projected spend

**Internal Bank** - Investment earnings from working capital balances, excluding earnings on \$100M investment pool budgeted for use in academic support; External debt service and budgeted internal loan payments.

**GASB 68** -- Beginning balances will be adjusted by \$500M; the \$40M is current year adjustment to fully reflect GASB 68--all are estimated figures at this time.



# Financial Results: FY15 vs FY14 Actuals

<i>(in millions)</i>	Capital, Debt, Endowment	Financial Statement Adjustments	GAAP Adjusted Totals	Capital, Debt, Endowment, GASB 68 Subtotal	Financial Statement Adjustments	GAAP Adjusted Totals	GAAP Variance FY15	
	FY14 Actual			FY15 Forecast			Forecast over FY14 Actual	% Change
State Appropriations	-	-	153.4	-	-	161.0	7.6	5%
State Appropriations-Capital	-	-	5.2	-	-	15.0	9.8	188%
Net Undergraduate Tuition & Fees	-	-	244.3	-	-	248.8	4.5	2%
Net Graduate Tuition & Fees	-	-	55.6	-	-	61.2	5.6	10%
Room & Board	-	-	83.7	-	-	90.1	6.4	8%
Grants and Contracts	0.5	-	46.1	0.5	-	47.9	1.8	4%
Facilities & Admin Costs Recovery	-	-	6.8	-	-	7.1	0.3	4%
Gifts	17.5	-	26.9	10.0	-	19.5	(7.4)	-28%
Endowment Distributions	(20.1)	-	-	(22.7)	-	-	-	0%
Investment Income	88.9	-	93.7	25.7	-	30.3	(63.4)	-68%
Other External Sales	0.7	-	60.2	0.7	-	55.5	(4.7)	-8%
<b>Total Revenues</b>	<b>\$ 87.9</b>	<b>\$ -</b>	<b>\$ 776.3</b>	<b>\$ 14.2</b>	<b>\$ -</b>	<b>\$ 736.4</b>	<b>\$ (29.8)</b>	<b>-4%</b>
Salaries, Wages & Other Payroll	0.4	10.4	320.0	0.2	-	328.6	8.6	3%
Benefits	0.2	-	99.3	0.1	-	107.7	8.4	8%
Operating Expenses	6.0	-	204.2	48.0	-	225.2	21.0	10%
Capitalized Costs	95.1	(103.6)	2.9	125.0	(120.0)	16.7	13.8	476%
Depreciation	-	36.4	36.4	-	40.6	40.6	4.2	12%
Internal Loan - Principal & Interest	(24.1)	-	-	(33.5)	-	-	-	0%
Debt Service - Principal	14.7	(14.7)	-	16.8	(16.8)	-	-	0%
Debt Service - Interest	10.0	-	10.0	20.2	-	20.2	10.2	102%
Internal Sales	(0.1)	-	(22.5)	0.1	-	(23.3)	(0.8)	4%
<b>Total Direct Expenses</b>	<b>\$ 102.2</b>	<b>\$ (71.5)</b>	<b>\$ 650.3</b>	<b>\$ 176.9</b>	<b>\$ (96.2)</b>	<b>\$ 715.7</b>	<b>\$ 65.4</b>	<b>10%</b>
Internal Allocations & Transfers	-	-	-	-	-	-	-	0%
Indirect Costs Allocations	-	-	-	-	-	-	-	0%
Subvention Allocation	-	-	-	-	-	-	-	0%
<b>Total Allocations &amp; Transfers</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>0%</b>
<b>Total Expenses &amp; Transfers</b>	<b>\$ 102.2</b>	<b>\$ (71.5)</b>	<b>\$ 650.3</b>	<b>\$ 176.9</b>	<b>\$ (96.2)</b>	<b>\$ 715.7</b>	<b>\$ 65.4</b>	<b>10%</b>
<b>Subtotal Results</b>	<b>\$ (14.3)</b>	<b>\$ 71.5</b>	<b>\$ 126.0</b>	<b>\$ (162.7)</b>	<b>\$ 96.2</b>	<b>\$ 20.7</b>	<b>\$ (95.2)</b>	<b>-76%</b>
Transfers to (from) Operations	-	-	-	-	-	-	-	0%
Transfers to (from) Quasi Endowments	(3.8)	-	-	(4.0)	-	-	-	0%
Provisions for Replacement & Depreciation	(36.8)	-	-	(55.7)	-	-	-	0%
<b>Net Results</b>	<b>\$ 26.3</b>	<b>\$ 71.5</b>	<b>\$ 126.0</b>	<b>\$ (103.0)</b>	<b>\$ 96.2</b>	<b>\$ 20.7</b>	<b>\$ (95.2)</b>	<b>-76%</b>





## **Interoffice Communication**

**Date:** January 2, 2015

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

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

**Re:** **Century Bond Issue**

On November 14, 2014, the Ohio University closed on the \$250 million, taxable Series 2014 Bond issue. The Bonds have a final maturity of December 1, 2114. The debt was priced at a spread of 2.50% over the 30-year treasury resulting in a financing rate of 5.59%. The University was able to capitalize on the low rate environment and the financing rate was 0.11% lower than the 5.70% that was used for planning and budgeting purposes associated with the issuance. This results in a savings of \$275,000, annually or \$27.5 million, over the 100 year period.

The final order book consisted of \$332 million in orders from 23 different accounts. Asset managers consisted of 60% of the buyer base, with insurance companies (20%), bond funds (10%), and pension funds (9%) comprising the majority of the investors.

The Bonds have a make whole call feature and may be refinanced at any time over the next 100 years; to the extent the 30-year Treasury rate is at or above 5.19%, the Bonds may be redeemed at par (\$250 million). To the extent the Treasury rate is below 5.19%, should the bonds be redeemed, the University would need to pay a premium in addition to the outstanding par value that is computed based on the 30-year Treasury rate at that time.

This Board, at their October 17, 2014 meeting, approved the Century Bond Guiding Principles established to ensure sound fiscal management of the program. Those principles call for a separate investment policy and delegation of authority to the Ohio University Foundation's Investment Sub-committee to act with regards to investing the funds. The Ohio University Foundation Board of Trustees, at their November 15, 2014 meeting, adopted the Investment Policy for the Century Bond and Deferred Maintenance Program.

Senior financial leadership is spearheading the formation of an Advisory Committee (see attached memo) to oversee execution of the entire Century Bond program to include implementation of the Central Bank model; proper oversight of bond, loan, and reserve funds; coordination of projects with capital planning and deferred maintenance backlog goals; creation of the depreciation process; and the development of robust managerial and board reporting. Utilization of these funds beyond the \$90M for Energy Infrastructure projects and the \$10M for deferred maintenance needs already approved for FY15 will be subject to Board resolution and will be included as a part of the University's annual capital planning process.

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



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

**Date:** December 22, 2014

**To:** Trustees Campbell, Anderson, and Wolfzorn

**From:** Steve Golding, Vice President Finance and Administration  
Deb Shaffer, Senior Associate Vice President Finance and Administration

**Re:** **Century Bond Advisory and Oversight Committee**

As you are aware, Ohio University successfully placed \$250 million of 100 year taxable bonds in the debt capital markets last month. The purpose of this issuance was to create an internal bank/deferred maintenance model that enables the university to have immediate impact on our deferred maintenance backlog, while building capacity in our operating budget to move toward a funded depreciation model over the next ten years, with the goal of reducing our dependency on state dollars and minimizing needs for future debt for this purpose.

The Guiding Principles that were developed in consultation with the Board of Trustees included the following structure and disciplines:

- Creation of an internal bank model to manage internal loans, fund/pay external debt service (interest) on the bonds, manage cashflows, and build a university quasi-endowment structure
- Creation and management of a debt sinking fund with initial investment of \$7 million to fund the bond principal repayment at maturity
- Identification and implementation of investment allocation strategies for the bond sinking fund, and the long and short-term investment of bond proceeds
- Creation of management reporting/dashboards to regularly track and report relevant components of the program including respective principal balances, reserve balances, investment returns, quasi-endowment growth, use of funds, progress toward deferred maintenance goals, and program compliance
- Retention of a short-term investment advisor who will assist the university with management of both the short-term investments of the century bond proceeds and the University's other working capital balances
- Establishment and implementation of an accounting system structure that will support the necessary management and compliance analysis and reporting.

We would like to create an Advisory and Oversight Committee with initial representation from the Ohio University Board of Trustees, Ohio University Foundation Investment Committee, and members of our financial leadership team to meet on a periodic basis to review progress in

establishment of the program, creation of effective management reports and metrics, and maintain open communication on this important initiative.

As a board member who has been involved and provided valuable counsel and support as we developed this program over the past year, we are asking your consideration to serve as a member of this advisory committee. If you are willing to serve in this capacity, we will be reaching out to schedule our first meeting in January, prior to the Board of Trustees meeting in late January.

# Series 2015 Debt Issuance Summary

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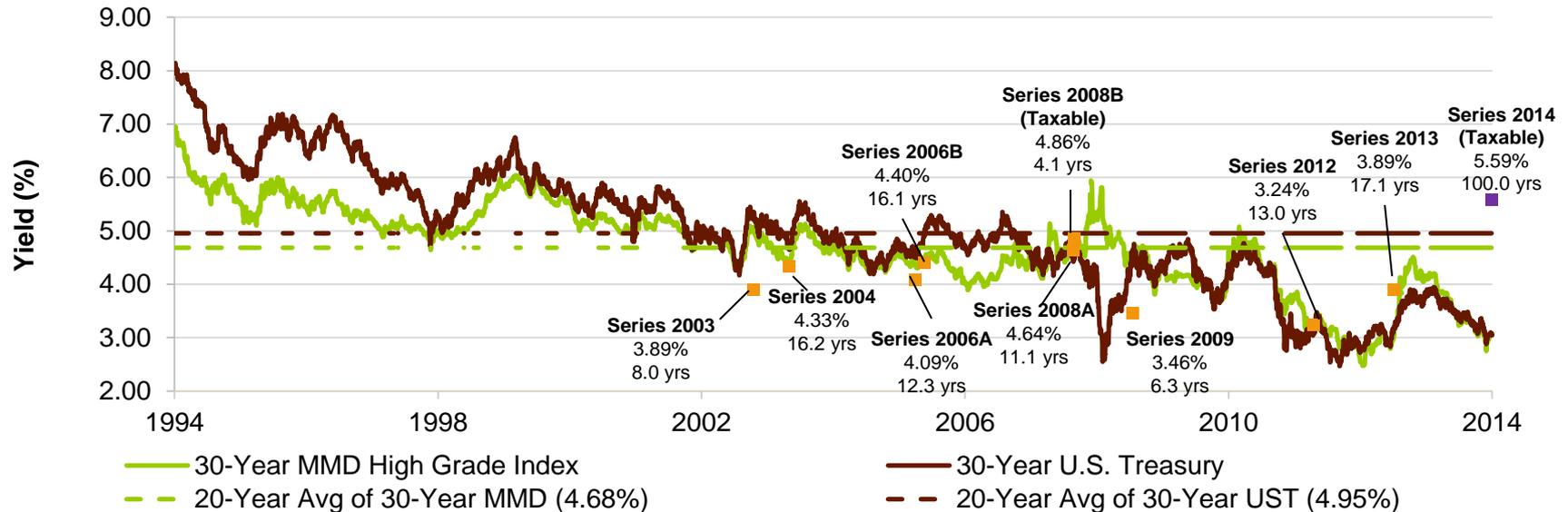
# Summary

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- \$250,000,000 Series 2014 Bonds Priced on November 6<sup>th</sup>
  - Taxable bonds were issued for the following purposes:
    - \$90 million planned for energy infrastructure
    - \$160 million planned for deferred maintenance
    - Funds will be utilized for internal lending purposes
  - Bond ratings of “Aa3/A+” with a stable outlooks reaffirmed by Moody’s and Standard & Poor’s, respectively
  - 5.59% coupon, 11 basis points below budgeted 5.70%, equating to an annual difference of \$275,000
  - Costs of issuance represented 1.0% of total proceeds



# Historically Attractive Rates

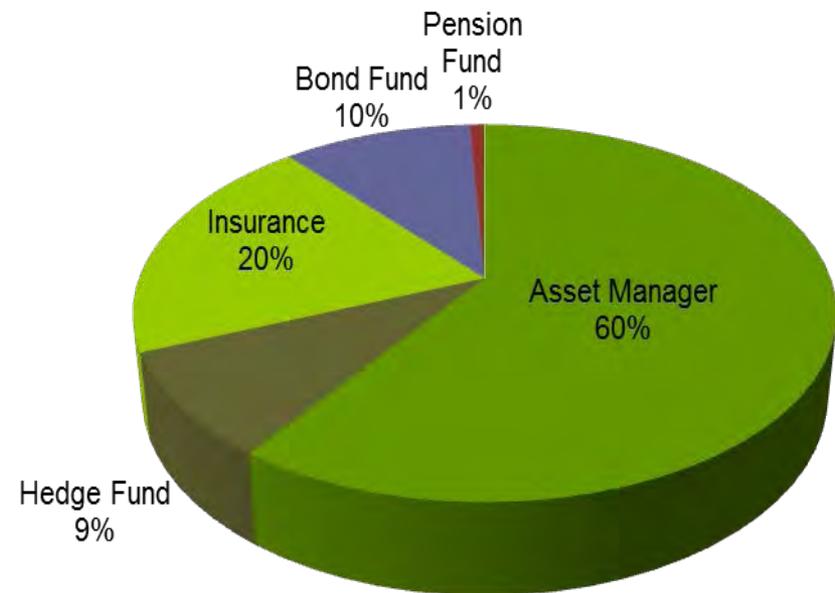


- Ohio University captured historically low interest rates as the century bond was issued when the 30-year Treasury was at 3.09%.
  - The benchmark treasury rate was 185 basis points below the 20-year average and only 62 basis points from the all-time low set in 2012.



# OU Century Bond Investors

Firm	Allocation (\$M)
Western Asset Management Co.	\$35.0
Loomis Sayles and Co.	29.5
Definitive Capital Management	20.0
NISA Investment	20.0
Blackrock	16.0
CONSECO / 40/86 Advisors	15.0
HIMCO	15.0
JPM Investment Management	15.0
Payden & Rigel	12.0
Matlinpatterson Global Advisors	10.0
Delphi	10.0
The Vanguard Group, Inc.	10.0
Whitehaven Asset Management	8.0
Fundamental Advisors	7.5
Allstate Life Insurance	5.0
MC Asset Management Holdings	5.0
Susquehanna International	5.0
America Life	5.0
Mitsubishi	2.0
Wells Capital Management	2.0
OHIO PERS	2.0
Gentrust Wealth Management	1.0



# Higher Education Century Bonds Since 2011

Higher Education and Nonprofit Century Bond Issuance 2011-to-Date							
Issue	Par Amount (\$ millions)	Pricing Date	Ratings	Coupon	Price	Yield	Issuance Spread (vs. 30-Year Treasury)
<b>Ohio University</b>	<b>250</b>	<b>11/6/2014</b>	<b>Aa3/A+</b>	<b>5.590%</b>	<b>100%</b>	<b>5.590%</b>	<b>250 bps</b>
Cleveland Clinic	400	9/11/2014	Aa2/AA-	4.858%	100%	4.858%	160 bps
Massachusetts Institute of Technology	550	4/1/14	Aaa/AAA	4.678%	100%	4.678%	108 bps
Hamilton College	103	4/23/13	Aa2	4.750%	97.450%	4.876%	198 bps
Bowdoin College	128.5	6/26/12	Aa2	4.693%	100%	4.693%	200 bps
University of Pennsylvania	300	3/29/12	Aa2/AA+	4.674%	100%	4.674%	140 bps
Tufts University	250	3/22/12	Aa2/AA-	5.017%	100%	5.017%	165 bps
University of California	860	2/21/12	Aa1/AA/AA+	4.858%	100%	4.858%	165 bps
California Institute of Technology	350	11/29/11	Aa1/AA+	4.700%	99.076%	4.744%	180 bps
Ohio State University	500	10/19/11	Aa1/AA/AA	4.800%	98.993%	4.849%	170 bps
University of Southern California	300	8/10/11	Aa1/AA	5.250%	100%	5.250%	174 bps
Massachusetts Institute of Technology	750	5/11/11	Aaa/AAA	5.600%	99.581%	5.623%	130 bps



# Make Whole Call

- ◆ Taxable bonds are commonly structured with an optional redemption feature allowing the issuer to redeem the outstanding bonds at a “make whole redemption price”.
- ◆ This price is typically the present value of the remaining scheduled payments of principal and interest to the maturity date, discounted at a stated premium to Treasuries.
  - The make whole premium for Series 2014 is set at 40bps.
  - Using a recent 30-year Treasury rate (3.05% as of November 20<sup>th</sup>), the discount rate for the make hole price would be 3.45%.
- ◆ By convention, the minimum price is 100% of par. The table to the right displays the make whole redemption price (for a 12/1/2114 maturity) at varying interest rate environments.
- ◆ Using the \$250 million par and 5.59% coupon from the Series 2014 issue, this analysis implies that the University would pay an optional purchase price at 100% of par when the 30-year Treasury bond yield rises above 5.19%
  - 5.19% plus 0.40% make whole premium equals a discount rate of 5.59%.
- ◆ The University would pay a price greater than par to redeem the bonds in rate environments where the 30-year Treasury bond yield was below 5.19%.

Redemption Price- Series 2014 \$250,000,000 with 5.59% Coupon			
Treasury Yield	Implied Discount Rate	Make Whole Redemption Price	% of Par
7.60%	8%	\$250 mm	100%
6.60%	7%	\$250 mm	100%
5.60%	6%	\$250 mm	100%
5.19%	5.59%	\$250 mm	100%
4.60%	5%	\$279 mm	112%
3.60%	4%	\$347 mm	139%
3.05%	3.45%	\$400 mm	160%



# Questions/Feedback?





**OHIO**  
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**Date:** January 2, 2015

**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 OBTAIN CONSULTING SERVICES AND UNDERTAKE DESIGN AND CONSTRUCTION:**

- **Gas Line Upgrades – Design through Construction Phases**
- **Revised EPA Permit – Consulting Services**
- **Temporary Campus Boilers – Design through Construction Phases**

At the June 2014 meeting of the University Resources Committee of the Board of Trustees, university administration introduced the concept of the Energy Infrastructure Projects Initiative (EIPI). The EIPI is a series of projects that will:

- improve the reliability and capacity of campus district energy systems, e.g. chilled water, electric and steam;
- Provide emergency energy to critical facilities
- Make substantial progress towards carbon neutrality and meet new regulatory requirements
- Reduce energy consumption per square foot
- Position the University to take advantage of alternative energy opportunities

The funding for EIPI project is part of the \$90 million Infrastructure funding approved as part of the Century Bond/Deferred Maintenance strategy funded with the \$250 million of taxable debt issued by the university in November, 2014. Within the program, the \$90 million is being managed by the Internal Bank as an internal loan amortized over 30 years funded by the university's annual operating budget (these internal loan payments were included in the Board approved operating budget). Since June 2014, the Board of Trustees has authorized expenditures and approved project budgets of \$5.79 million against this \$90 million. The projects included in this resolution are also a part of this Infrastructure funding set-aside and included and in the internal loans already funded within the university operating budget.

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

### **Gas Line Upgrades – Design through Construction Phases – Budget Amendment**

1. We seek approval to increase the previously approved total project budget of \$5 million (2013 – 3347) by \$0.5M to \$5.5 million and increase authorized expenditures of \$5 million (2013 – 3347) by \$0.5M to \$5.5 million to undertake design and construction at a cost of \$5.5M
2. Purpose is to increase the natural gas feed capacity to campus to support the campus transition from coal to dual-fuel boilers, a necessary step in accomplishing Ohio University’s commitment to stop burning coal. The project consists of the design and construction of:
  - a. a new medium pressure gas line of sufficient capacity to meet the anticipated needs of Ohio University, which also may serve the local natural gas distribution grid in the future, the cost of which will be shared between Columbia Gas of Ohio Inc. and Ohio University through an agreement consistent with the laws of the State of Ohio;
  - b. facilities required to connect the Lausche Heating Plant to the newly constructed line, the cost of which will be funded by Energy Infrastructure Project Debt.
3. Project Budget: \$5.5M
4. Previously Approved: \$5.0 (2013 – 3347)
5. This Request: \$0.5M
6. Funding Source: Project will be funded through a combination of Energy Infrastructure Project Debt included in the Century Bond/Deferred Maintenance strategy and funded through the internal loan payment included in the university operating budget and/or advance funding of the universities respective utility costs

### **Revised EPA Permit – Consulting Services**

1. We seek approval to engage consulting services at a cost of \$400K.
2. Purpose is to hire a boiler permit consultant to assist with making permit revisions related to the commitment of the University to cease coal burning operations by December 31, 2015 and hence comply with MACT regulations.
3. Part of the approved FY2014 CIP as Lausche Heating Plant Replacement, Project #1.
4. Project Budget: \$400K
5. Previously Approved: \$0
6. This Request: \$400K
7. Funding Source: Energy Infrastructure Project Debt

### **Temporary Campus Boilers – Design through Construction Phases**

1. We seek approval to undertake design and construction at a cost of \$3.2M.
2. Purpose is to transition from coal fired boilers to dual-fuel fired boilers. Temporary/new boilers will be in a temporary location for three seasons and will utilize the increased gas feed capacity to campus, a necessary step in accomplishing Ohio University’s commitment to stop burning coal.
3. Part of the approved FY2014 CIP as Lausche Heating Plant Replacement, Project #1.
4. Project Budget: \$3.2M
5. Previously Approved: \$0
6. This Request: \$3.2M
7. Funding Source: Energy Infrastructure Project Debt

# **Energy Infrastructure Project Initiative (EIPi) Update and Request for Approvals**

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Tab



**OHIO**  
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# EIPI Project Update

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- Review of Intended Outcomes
- Funding Strategy
- Project Budget Update
- Project Status



# EIPI Intended Outcomes

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- Improve the reliability and capacity of campus district energy systems, e.g. chilled water, electric and steam
- Provide emergency energy to critical facilities
- Make substantial progress towards carbon neutrality and meet new regulatory requirements
- Reduce energy consumption per square foot
- Position the University to take advantage of alternative energy opportunities

# EIPI Funding Strategy

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- In June 2014, university administration introduced the concept of the Energy Infrastructure Projects Initiative (EIPI), a series of projects totaling \$79 million that will:
  - improve the reliability and capacity of campus district energy systems, e.g. chilled water, electric and steam;
  - provide emergency energy to critical facilities
  - make substantial progress towards carbon neutrality and meet new regulatory requirements
  - Reduce energy consumption per square foot
  - Position the University to take advantage of alternative energy opportunities



# EIPI Funding Strategy

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- The funding for EIPI project is part of the \$90 million Infrastructure funding approved as part of the Century Bond/Deferred Maintenance strategy funded with the \$250 million of taxable debt issued by the university in November 2014



# EIPI Funding Strategy

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- Within the program, the \$90 million is being managed by the Internal Bank as an internal loan amortized over 30 years funded by the university's annual operating budget (these internal loan payments were included in the Board approved operating budget)



# EIPI Overall Budget

	Budget	Notes
Utility Master Plan	\$ 1,100,000	Work in progress
Chiller Refurbishment FY2014	\$ 490,000	Work in progress
Chiller 2 Replacement	\$ 3,000,000	Contract issued
Ping Utility Tunnel Replacement	\$ 1,000,000	Work in progress
Chiller 3 Redesign	\$ 200,000	Work in progress
<b>Previously Approved</b>	<b>\$ 5,790,000</b>	
Temporary Boilers	\$ 3,200,000	Higher than expected
Medium Press Gas Line	\$ 5,500,000	Higher than expected
EPA Permit	\$ 400,000	
<b>This Request</b>	<b>\$ 9,100,000</b>	
Electric Service Upgrades	\$ 11,253,000	
Remote Chilled Water Plant	\$ 15,000,000	
Permanent Boilers	\$ 15,000,000	
Critical Electric Distribution Upgrades	\$ 9,000,000	
<b>Upcoming Requests</b>	<b>\$ 50,253,000</b>	
Fees	\$ 3,857,000	
Contingency	\$ 10,000,000	
<b>Total Fees and Contingency</b>	<b>\$ 13,857,000</b>	
<b>EIPI Total</b>	<b>\$ 79,000,000</b>	

# EIPI Summary

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- Work so far is on-time
- Pricing has generally been in line with estimates
- Very aggressive schedule
- Next critical pieces:
  - Chiller installation bid
  - Establish boiler permitting requirements
  - Design of rental and permanent boiler facilities
  - Complete easements and contracts for gas line
  - Secure boilers for 2016 heating season

# Time Critical Objectives

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- Add cooling capacity for 2016
  - New chiller purchased from Trane
    - Delivery in March 2015
  - Expect 2-4 additional 2500 ton chillers
    - Location to be determined
- Meet Climate and Regulatory Commitments
  - Will require rental boilers for up to 3 seasons due to equipment lead times and permitting
    - Purchase two ~125klb/hr. dual fuel boilers
  - Requires a larger natural gas line to Lausche

# Requests for Authorization and Approval

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- Gas Line Upgrades – Design and Construction Phases
- Revised EPA Permit – Consulting Services
- Temporary Campus Boilers – Design through Construction Phases



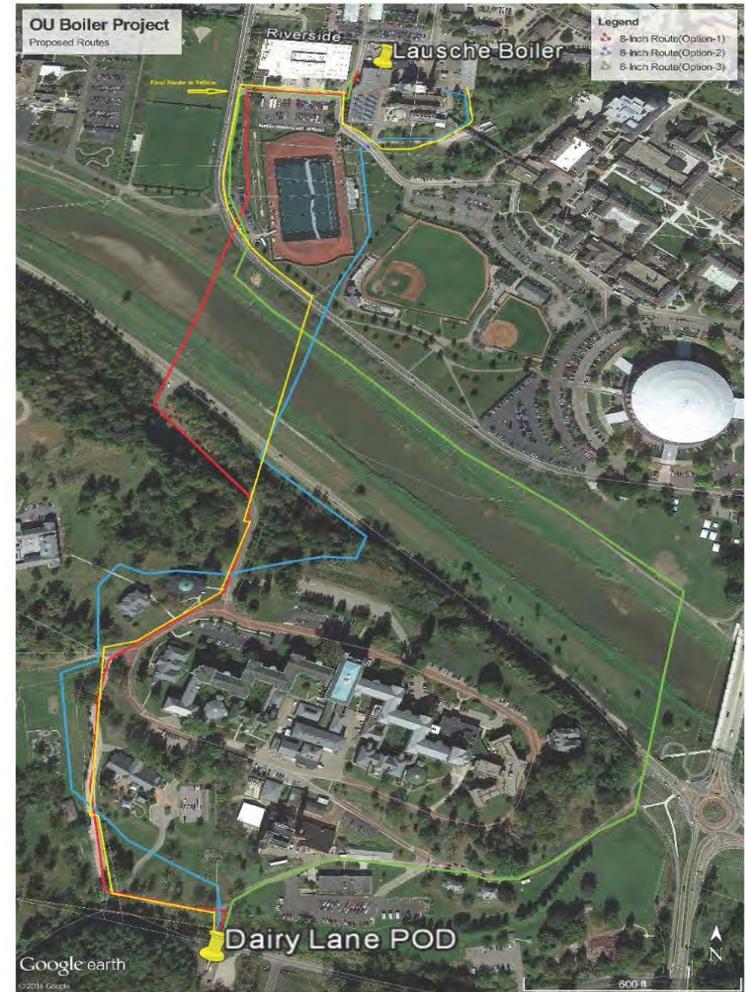
# Gas Line Project

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- Project Objectives
  - Expected to meet existing and potential future gas load for the next 20+ years
  - Not owned by OU
  - Minimize impact on future building sites
  - Minimize impact on roads and landscaping
  - Provide benefits to the community
    - Will feed existing City of Athens local gas grid
    - Minimizes OU expense by sharing costs
  - On-line November 2015

# Gas Line Route

- Four routes considered
  - 3 from Dairy Lane
  - 1 from Tennessee Eastern (west of town)
- Final route is a hybrid
- Terminates at transportation garage site
  - Will require relocation of part of garage
- Bored except behind Lausche
  - Route has a lot of rock



# New EPA Air Permit

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- Required for new dual fuel boilers at Lausche
  - Anticipate that new permit will cover temporary and permanent boilers
  - Will likely request an increase to allowable emissions since we intend to mothball the two coal boilers for possible future use with alternative fuel
  - Application for permit will provide means for extension of existing air permit if needed

# Temporary Boilers

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- Provide a transition from coal fired boilers to dual-fuel fired boilers
- Temporary/new boilers will be in a temporary location for three seasons
- Boilers will be relocated to final location once final enclosure is designed and built

# Approval Requested

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- Medium Pressure Gas Line
  - Grant easements and authorize capital expenditure
- EPA Permit Consultant
  - Authorization to procure
- Temporary/permanent Gas Boilers
  - Authorization to design and construct

# Gas Line Upgrades – Design and Construction Phases

- We seek approval to increase the previously approved total project budget of \$5 million (2013 – 3347) by \$0.5 million to \$5.5 million and increase authorized expenditures of \$5 million (2013 – 3347) by \$0.5M to \$5.5 million undertake design and construction at a cost of \$5.5M
- Purpose is to increase the natural gas feed capacity to campus to support the campus transition from coal to dual-fuel boilers, a necessary step in accomplishing Ohio University’s commitment to stop burning coal. The project consists of the design and construction of:
  - a new medium pressure gas line to be owned, operated and maintained by Columbia Gas of Ohio Inc., the cost of which will be shared between Columbia Gas of Ohio Inc. and Ohio University through an agreement consistent with the laws of the State of Ohio;
  - facilities required to connect the Lausche Heating Plant to the newly constructed line, the cost of which will be funded by Energy Infrastructure Project Debt
- Part of the approved FY2014 CIP as Lausche Heating Plant Replacement, Project #1.
- Project Budget: \$5.5M
- Previously Approved: \$5.0 (2013 – 3347)
- This Request: \$0.5M
- Funding Source: Energy Infrastructure Project Debt



# Revised EPA Permit – Consulting Services

---

- We seek approval to undertake consulting services at a cost of \$400K.
- Purpose is to hire a boiler permit consultant to assist with making permit revisions related to the commitment of the University to cease coal burning operations by December 31, 2015 and hence comply with MACT regulations.
- Part of the approved FY2014 CIP as Lausche Heating Plant Replacement, Project #1.
- Project Budget: \$400K
- Previously Approved: \$0
- This Request: \$400K
- Funding Source: Energy Infrastructure Project Debt



# Temporary Campus Boilers – Design through Construction Phases

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- We seek approval to undertake design and construction at a cost of \$3.2M.
- Purpose is to transition from coal fired boilers to dual-fuel fired boilers. Temporary/new boilers will be in a temporary location for three seasons and will utilize the increased gas feed capacity to campus. Necessary step in accomplishing Ohio University's commitment to stop burning coal.
- Part of the approved FY2014 CIP as Lausche Heating Plant Replacement, Project #1.
- Project Budget: \$3.2M
- Previously Approved: \$0
- This Request: \$3.2M
- Funding Source: Energy Infrastructure Project Debt



**REAL ESTATE EASEMENT FOR NEW NATURAL GAS  
PIPELINE**

**RESOLUTION 2015 -**

**WHEREAS**, Columbia Gas of Ohio, Inc. proposes to construct and operate a new medium pressure gas line of sufficient capacity to meet the current and future needs of the local natural gas distribution grid, including the anticipated future needs of Ohio University;

**WHEREAS**, the easement requested by Columbia Gas of Ohio, Inc. is approximately twenty feet in width and 4,500 feet in length, as depicted on the attached drawing and legal description.

**NOW, THEREFORE, BE IT RESOLVED**, that in consideration of the sum of One Dollar (\$1.00), the Board of Trustees does hereby grant to Columbia Gas of Ohio, Inc. an easement over the property described in the attached survey for the purpose of allowing it to install, operate and maintain a medium pressure gas line and related utility infrastructure.

**BE IT FURTHER RESOLVED**, that the President or his designee is hereby authorized to approve and execute such easement in accordance with Ohio law.

**APPROVAL TO  
UNDERTAKE DESIGN AND CONSTRUCTION FOR THE  
GAS LINE UPGRADES**

**RESOLUTION 2015 -**

**WHEREAS**, Ohio University has committed to stop burning coal in order to meet institutional climate commitments and EPA Maximum Achievable Control Technology regulatory requirements by switching its primary fuel source to be natural gas;

**WHEREAS**, Ohio University has determined that the existing natural gas local distribution system cannot meet the anticipated natural gas needs for the Athens campus;

**WHEREAS**, Columbia Gas of Ohio Inc. proposes to construct, own and operate a new medium pressure gas line of sufficient capacity to meet the anticipated needs of Ohio University, which also may serve the local natural gas distribution grid in the future;

**WHEREAS**, the cost of the new gas line will be shared between Columbia Gas of Ohio Inc. and Ohio University through an agreement consistent with the laws of the State of Ohio;

**WHEREAS**, Ohio University will need to design and construct facilities to utilize the new natural gas pipeline, the cost of which will be funded by Energy Infrastructure Project Debt; and

**WHEREAS**, for the Gas Line Upgrade project, University administration seeks to increase the previously approved total project budget from \$5,000,000 (2013-3347) by \$500,000 to a total project budget of \$ 5,500,000 and increase previously authorized expenditures of \$5,000,000 (2013-3347) by \$500,000 to a total \$5,500,000 to undertake design, construction and complete the project to be funded by Energy Infrastructure Project Debt.

**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.

**APPROVAL TO CONTRACT FOR  
CONSULTING SERVICES TO OBTAIN A REVISED EPA  
PERMIT AND TO UNDERTAKE DESIGN AND  
CONSTRUCTION FOR THE  
TEMPORARY CAMPUS BOILERS**

**RESOLUTION 2015 -**

**WHEREAS**, as part of the Energy Infrastructure Projects Initiative, Ohio University is installing and will operate temporary boilers and is required to obtain a revised EPA Permit to do so;

**WHEREAS**, Ohio University wishes to contract for consulting services to assist in the permit process, and University administration requests approval for a total project budget of \$400,000 and seeks authorization for expenditures of \$400,000 to contract for services and complete the project to be funded by Energy Infrastructure Project Debt;

**WHEREAS**, for the Temporary Campus Boilers project, University administration requests approval for a total project budget of \$3,200,000 and seeks authorization for expenditures of \$3,200,000 to undertake design, construction and complete the project to be funded by Energy Infrastructure Project Debt.

**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.

**APPROVAL TO UNDERTAKE DESIGN FOR  
THE BACK SOUTH DEMOLITION PHASE 1,  
BOBCAT LANE/BAKER UNIVERSITY CENTER  
TURNAROUND AND OXBOW TRAIL REHABILITATION,  
BUSH AIRPORT MAINTENANCE PLAN,  
HWA WEI LEE LIBRARY ANNEX HUMIDITY CONTROL  
FY2015,  
PSAC SITE IMPROVEMENTS,  
STOCKER CENTER AHU REPLACEMENT STUDY, AND  
VAN VORHEES DRIVE IMPROVEMENTS AND UNIVERSITY  
TERRACE REPAIRS**

**RESOLUTION 2015-**

**WHEREAS**, for the Back South Demolition Phase I project, University administration seeks authorization for expenditures of \$350,000 to undertake design and develop bid documents and requests approval for the total project budget of \$1,251,000 to be funded by Residential Housing Reserves;

**WHEREAS**, for the Bobcat Lane/Baker University Center Turnaround and Oxbow Trail Rehabilitation project, University administration seeks authorization for expenditures of \$601,000 to complete design and requests approval for the total project budget of \$1,890,000 to be funded by State Appropriations (\$1,465,000) and Local Reserves (\$425,000);

**WHEREAS**, for the Bush Airport Maintenance Plan project, University administration seeks authorization for expenditures of \$136,905 to develop construction documents and requests approval for the total project budget of \$2,400,000 to be funded by FAA Funds (90% or \$2,160,000) and Airport Match (10% or \$240,000);

**WHEREAS**, for the HWA Wei Lee Library Annex Humidity Control FY2015 project, University administration seeks authorization for expenditures of \$67,400 for design development and requests approval for the total project budget of \$650,000 to be funded by State Appropriations;

**WHEREAS**, for the PSAC Site Improvements project, University administration seeks authorization for expenditures of \$200,000 to complete design, develop construction documents and bid, and requests approval for the total project budget of \$1,000,000 to be funded by Internal Reserves;

**WHEREAS**, for the Stocker Center AHU Replacement Study, University administration seeks authorization for expenditures of \$25,000 to complete conceptual design and

requests approval for the total project budget of \$5,000,000 to be funded by State Appropriations, and;

**WHEREAS**, for the Van Vorhees Drive Improvements and University Terrace Repairs project, University administration seeks authorization for expenditures of \$110,000 to complete design and to bid, and requests approval for the total project budget of \$1,302,000 to be funded by State Appropriations.

**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 2, 2015

**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 DESIGN:**

- **Back South Demolition – Phase 1 – Design through Bid Documents Phases**
- **Bobcat Lane/Baker University Center Turnaround and Oxbow Trail Rehabilitation – Design Phase**
- **Bush Airport Pavement Maintenance Plan – Construction Documents Phase**
- **HWA Wei Lee Library Annex Humidity Control FY2015 – Design Development Phase**
- **PSAC Site Improvement – Design, Construction Documents, and Bid Documents Phases**
- **Stocker Center AHU Replacement Study – Conceptual Design Phase**
- **Van Vorhees Drive Improvements and University Terrace Repairs – Design through Bidding Phases**

The following projects are presented to the Board at this time for approval of project budgets and authorization for funds for design.

**Back South Demolition – Phase 1 – Design through Bid Documents Phase**

1. We seek approval to undertake design and develop bid documents at a cost of \$350K.
2. Purpose is to start the demolition of the Back South Dormitories. This will be Phase 1 of a multiple phase project. Three dormitories (Cady, Foster and Brough) will be demolished in this phase. Needed in order to make way for Phase II of the Housing Project and also to support the Recreation Master Plan.
3. Part of the FY2015-2016 CIP, Residential Housing, Housing Development Phase I Demolition, Project #3.
4. Project Budget: \$1.251M
5. Previously Approved: \$0
6. This Request: \$350K
7. Funding Source: Residential Housing Reserves

**Bobcat Lane/Baker University Center Turnaround and Oxbow Trail Rehabilitation – Design Phase**

1. We seek approval undertake design at a cost of \$601K.
2. Purpose is to connect Bobcat Lane to Richland Avenue, rehabilitate Oxbow Trail and construct a turnaround at Baker University Center that busses can negotiate. A sidewalk will be added on the north side of Oxbow Trail at Emeriti Park. Needed because the Oxbow Trail roadway is aging and is in a deteriorated condition, a connection to Richland Avenue is needed to facilitate vehicular circulation, and the turnaround at Baker Center will not currently accommodate large busses, such as those that transport our students to Cincinnati and Columbus. Pedestrian and mobility impaired traffic will be accommodated by the new sidewalk.
3. The Oxbow Trail Rehabilitation portion of this project is part of the FY2015-FY2020, Infrastructure Renewal, Northeast Campus Roadway, Project #3. The Bobcat Lane roadway improvement is not part of an approved CIP.
4. Project Budget: \$1.89M
5. Previously Approved: \$0
6. This Request: \$601K
7. Funding Sources: State Appropriations HB497 C30128: \$1.465M  
Internal Reserves: \$425K

**Bush Airport Pavement Maintenance Plan – Construction Documents Phase**

1. We seek approval to develop construction documents at a cost of \$136,905.
2. Purpose of this project is to upgrade existing pavement to continue runway use.
3. Part of the FY2015-2016 CIP, Auxiliaries, Airport Improvements, Project #4.
4. Project Budget: \$2.4M
5. Previously Approved: \$0
6. This Request: \$136.905K
7. Funding Sources: 10% Airport Match (\$240K)  
90% FAA Funded (\$2.16M)

**HWA Wei Lee Library Annex Humidity Control FY2015 – Design Development Phase**

1. We seek approval to undertake design development at a cost of \$67.4K.
2. Purpose is to improve the preservation environment to provide quality long-term storage, particularly for the special collections, film storage and manuscripts. The HVAC work will include evaluation of existing equipment, replace or supplement the existing heating and cooling units with new equipment and repairing or replacing the humidification. It may also include attention to weather tightness of storage areas, light control, and rezoning of air handler units. This will improve the preservation environment and generate energy savings. This will also include remediation of some minor damage caused by leaking units and high humidity.
3. Part of the FY2015-2020 approved CIP, Infrastructure Renewal, Deferred Maintenance, #6.
4. Project Budget: \$650K
5. Previously Approved: \$0
6. This Request: \$67.4K
7. Funding Source: State Appropriations HB 497 FY2015, C30025

### **PSAC Site Improvement – Design, Construction Documents, and Bid Documents Phases**

1. We seek approval to undertake design and to develop construction and bid documents at a cost of \$200K.
2. Purpose is to improve site for future construction. Needed because existing structure is beyond salvage.
3. Included in the approved FY2015-2020.
4. Project Budget: \$1M
5. Previously Approved: \$0
6. This Request: \$200K
7. Funding Source: Internal Reserves

### **Stocker Center AHU Replacement Study – Conceptual Design Phase**

1. We seek approval to undertake conceptual design at a cost of \$25K. Any additional work in excess of \$500K will be brought to the Board of Trustees for authorization.
2. Purpose is to replace old and inefficient air handling units in Stocker Center. Needed due to deferred maintenance.
3. Part of the FY2015-2016 CIP, infrastructure Renewal, Deferred Maintenance, Project #6.
4. Project Budget: \$5M
5. Previously Approved: \$0
6. This Request: \$25K
7. Funding Source: FY2015-2016 State Appropriations HB 497, C30114

### **Van Vorhees Drive Improvements and University Terrace Repairs – Design through Bidding Phases**

1. We seek approval to undertake design and bidding at a cost of \$110K.
2. Purpose is to rehabilitate University Terrace Dr. from Clippinger to South Green Drive, and to improve Van Vorhees Drive east of Morton Hall. This is needed because the roadways are aging and in a deteriorated condition. In addition, Van Vorhees will be modified to reduce the conflict between pedestrians and vehicular traffic.
3. Part of the FY2015-2015 approved CIP, Infrastructure Renewal, Northeast Campus Roadway, Project #3.
4. Project Budget: \$1.302M
5. Previously Approved: \$0
6. This Request: \$110K
7. Funding Source: State Appropriations HB497, C30128

# Construction Projects – Design Consent

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## Requested Approvals to Undertake Design

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- Back South Demolition – Phase 1 – Design through Bid Documents Phase
- Bobcat Lane/Baker University Center Turnaround and Oxbow Trail Rehabilitation – Design Phase
- Bush Airport Pavement Maintenance Plan – Construction Documents Phase
- HWA Wei Lee Library Annex Humidity Control FY2015 – Design Development Phase
- PSAC Site Improvement – Design, Construction Documents, and Bid Documents Phases
- Stocker Center AHU Replacement Study – Conceptual Design
- Van Vorhees Drive Improvements and University Terrace Repairs – Design through Bidding Phases



## Back South Demolition – Phase 1 – Design through Bid Documents Phases

- We seek approval to undertake design and develop bid documents at a cost of \$350K.
- Purpose is to start the demolition of the Back South Dormitories. This will be Phase 1 of a multiple phase project. Three dormitories (Cady, Foster and Brough) will be demolished in this phase. Needed in order to make way for Phase II of the Housing Project and also to support the Recreation Master Plan.
- Part of the FY2015-2016 CIP, Residential Housing, Housing Development Phase I Demolition, Project #3.
- Project Budget: \$1.251M
- Previously Approved: \$0
- This Request: \$350K
- Funding Source: Residential Housing Reserves



## Bobcat Lane/Baker University Center Turnaround and Oxbow Trail Rehabilitation – Design Phase

- We seek approval to undertake design at a cost of \$601K.
- Purpose is to connect Bobcat Lane to Richland Avenue, rehabilitate Oxbow Trail and construct a turnaround at Baker University Center that busses can negotiate. A sidewalk will be added on the north side of Oxbow Trail at Emeriti Park. Needed because the Oxbow Trail roadway is aging and is in a deteriorated condition, a connection to Richland Avenue is needed to facilitate vehicular circulation, and the turnaround at Baker Center will not currently accommodate large busses, such as those that transport our students to Cincinnati and Columbus. Pedestrian and mobility impaired traffic will be accommodated by the new sidewalk.
- The Oxbow Trail Rehabilitation portion of this project is part of the FY2015-FY2020, Infrastructure Renewal, Northeast Campus Roadway, Project #3. The Bobcat Lane roadway improvements and connection to Richland Avenue is not part of an approved CIP.
- Project Budget: \$1.89M
- Previously Approved: \$0
- This Request: \$601K
- Funding Sources: State Appropriations HB497 C30128: \$1.465M  
Internal Reserves: \$425K



## Bush Airport Pavement Maintenance Plan – Construction Documents Phase

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- We seek approval to develop construction documents at a cost of \$136,905.
- Purpose of this project is to upgrade existing pavement to continue runway use.
- Part of the FY2015-2016 CIP, Auxiliaries, Airport Improvements, Project #4.
- Project Budget: \$2.4M
- Previously Approved: \$0
- This Request: \$136.905K
- Funding Source: 10% Airport Match (\$240K)  
90% FAA Funded (\$2.16M)



## HWA Wei Lee Library Annex Humidity Control FY2015 – Design Development Phase

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- We seek approval to undertake design development at a cost of \$67.4K.
- Purpose is to improve the preservation environment to provide quality long-term storage, particularly for the special collections, film storage and manuscripts. HVAC work will include evaluation of existing equipment, replace or supplement the existing heating and cooling units with new equipment and repairing or replacing the humidification. May also include attention to weather tightness of storage areas, light control, and rezoning of air handler units. Will improve the preservation environment and generate energy savings. Will also include remediation of some minor damage caused by leaking units and high humidity.
- Part of the FY2015-2020 approved CIP, Infrastructure Renewal, Deferred Maintenance, #6.
- Project Budget: \$650K
- Previously Approved: \$0
- This Request: \$67.4K
- Funding Source: State Appropriations HB 497 FY2015 C30025



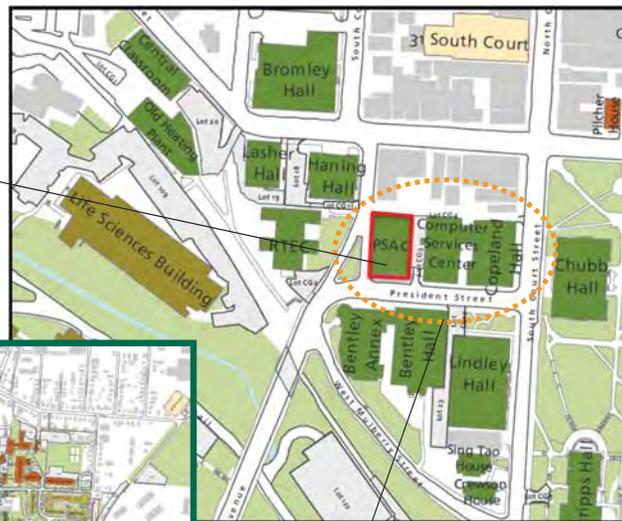
# PSAC Site Improvement – Design, Construction Documents, and Bid Documents Phases

- Conditions: Location, Size and Typical PSAC Floor Layout
- PSAC Building Condition Assessment
- Precinct and Campus Programmatic Needs
- Recommendation
- Next Steps



## Location

President Street Academic Center (PSAC)



College of Business Precinct

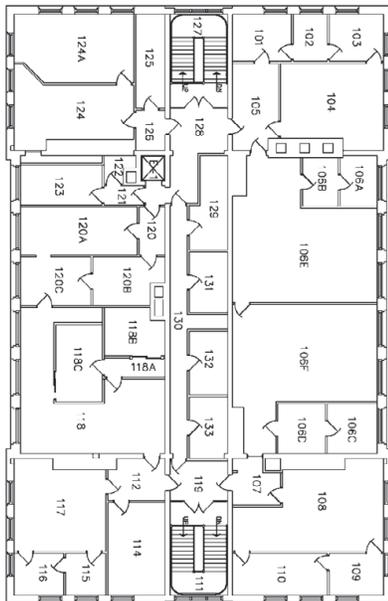


# Considerations

- President Street Academic Center (PSAC) is in poor condition and presents a safety risk
- Significant investment required to bring the building to a safe, usable condition
- College of Business occupies space adjacent to this site and has identified needs for larger flexible multi-purpose space
- PSAC layout does not allow for flexibility in layout to meet space needs identified



## PSAC Size and Typical Floor Plan



Existing Typical PSAC Floor Plan

### Existing PSAC Size:

- GSF: 38,800
- NASF: 16,885

### Existing Room Type Summary

Room Types	Total NASF
Conference	359
Lab	383
Office	4,946
Storage	1,060
Class Lab	10,137
<b>Grand Total</b>	<b>16,885</b>



# PSAC Condition Assessment

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- Consultant reviewed building shell, interior finishes, mechanical systems, accessibility, & hazardous material conditions
- Report indicated that all areas have extensive remediation needs



# PSAC Condition Assessment

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- **Building Shell Assessment** : Recent water leaks have caused **extensive water damage and mold growth throughout**.
  - **Windows**: Windows are in generally **poor condition** with some damage and extensive leaks.
  - **Roof**: The roof membrane has become delaminated at the north west and south west corners and has **completely failed**. The roof failure has allowed extensive amounts of water into the building.



# PSAC Condition Assessment

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- **Building Interior Assessment** : The building interior is in generally poor condition, as recent water leaks have caused **extensive water damage and mold growth throughout**.
- **Building Mechanical, Electrical and Plumbing Assessment** : Building MEP systems throughout the building are in **poor, to unusable condition**.
- **Building ADA Accessibility** : The building is currently **not accessible**.



# College of Business Space Needs

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- College of Business has outgrown it's current home of Copeland Hall. Planned expansion has begun West of Copeland into the Computer Services Center (CSC) facility.
- Additional needs that cannot fit into Copeland or CSC include:
  - Startup Hatchery for the Entrepreneurship program
  - Spaces for student groups like the Honors program, Student Equity Management Group and Fixed Income Group

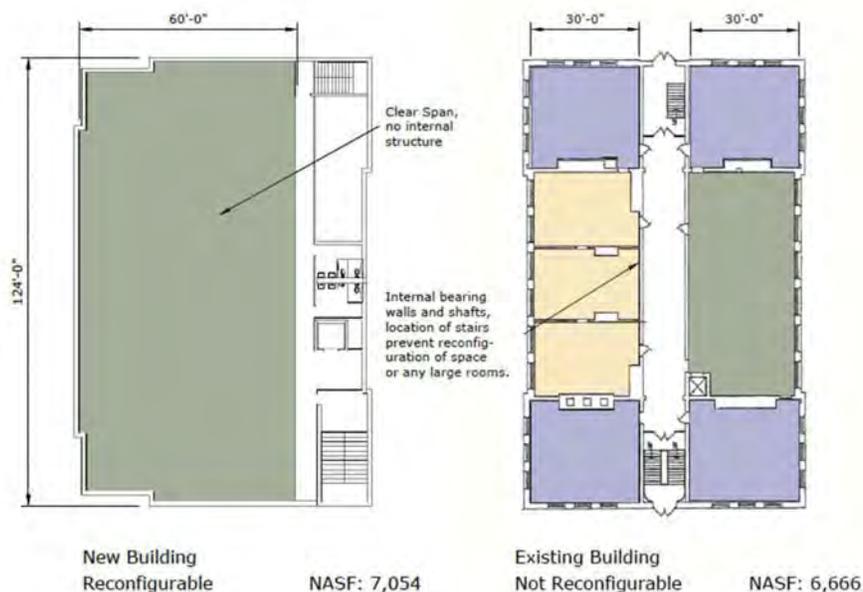


# College of Business Space Needs

- Need for flexible spaces for emerging centers
  - Brazil Seminar and Sogeti Leadership training programs **require large spaces** to support groups of 60 to 80 participants with tables to seat 5-6 people.
  - Similar spaces are needed for the on-campus residencies for their online MBA program and to support **large-group activities, meetings and events** sponsored by the Center for Strategic Leadership, Sales Center and Center for Entrepreneurship.
- The University has need for larger meeting types of spaces for collaboration and project activities. A center at this site could encourage interdisciplinary collaboration.



## Existing v. Space Type Need



# Example Floor Layouts



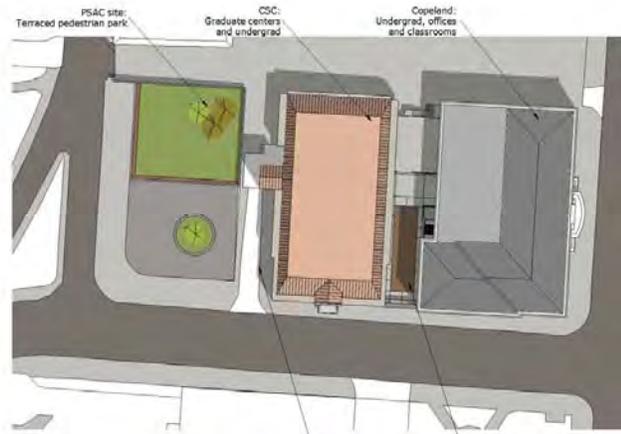
## Highest and Best Use of the PSAC Site

- Space that allows for Increased Programmatic Flexibility
  - Flexible, large spaces conducive for multi-use: classroom, events, collaboration
- Greater Floor to Floor Heights
  - Allows for larger spaces to be accommodated as well as space for modern building systems: heating, cooling, etc.
- Increase Safe Circulation and Better Views
  - Corner of President and Congress pedestrian/traffic
  - New configuration could maximize sightlines and views
- College of Business Precinct
  - Utilizing the site to extend the College of Business's space needs in a manner that compliments existing space



# Recommendation

- Demolish PSAC facility
- Restore site to green space for the interim
- College of Business to fundraise for new facility



## Interim Site View



## Immediate Next Steps

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- 1/27/15 Issue contract for PSAC Demolition Design
- **3/13/15 BoT approval for PSAC Demolition authority to undertake construction**
- 3/16/15 Issue RFP for demolition
- 4/15/15 Award demolition contract
- 5/4/15 Start demolition - anticipated duration 2-3 months
- 8/14/15 Date certain - All work completed and site restored



## PSAC Site Improvement – Design, Construction Documents, and Bid Documents Phases

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- We seek approval to undertake design and to develop construction and bid documents at a cost of \$200K.
- Purpose is to improve site for future construction. Needed because existing structure is beyond salvage.
- Included in the approved FY2015-2020.
- Project Budget: \$1M
- Previously Approved: \$0
- This Request: \$200K
- Funding Source: Internal Reserves



## Stocker Center AHU Replacement Study – Conceptual Design Phase

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- We seek approval to undertake conceptual design at a cost of \$25K. Any additional work in excess of \$500K will be brought to the Board of Trustees for authorization.
- Purpose is to replace old and inefficient air handling units in Stocker Center. Needed due to deferred maintenance.
- Part of the FY2015-2016 CIP, Infrastructure Renewal, Deferred Maintenance, Project #6.
- Project Budget: \$5M
- Previously Approved: \$0
- This Request: \$25K
- Funding Source: FY2015-2016 State Appropriations  
HB 497, C30114



## Van Vorhees Drive Improvements and University Terrace Repairs – Design through Bidding Phases

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- We seek approval to undertake design and bidding at a cost of \$110K.
- Purpose is to rehabilitate University Terrace Drive from Clippinger to South Green Drive, and to improve Van Vorhees Drive east of Morton Hall. Needed because the roadways are aging and in a deteriorated condition. In addition, Van Vorhees will be modified to reduce the conflict between pedestrians and vehicular traffic.
- Part of the FY2015-2015 approved CIP, Infrastructure Renewal, Northeast Campus Roadway, Project #3.
- Project Budget: \$1.302M
- Previously Approved: \$0
- This Request: \$110K
- Funding Source: State Appropriations HB497, C30128



**APPROVAL TO PROCEED WITH CONSTRUCTION FOR THE  
CENTRAL CLASSROOM ANATOMY LAB BUDGET AMENDMENT,  
COLLEGE GREEN UPGRADE BUDGET AMENDMENT,  
COLLEGE OF BUSINESS/CSC RENOVATIONS PHASE 1,  
CONVOCATION CENTER RESIDENTIAL RENOVATIONS BUDGET  
AMENDMENT,  
CRAWFORD HALL BATHROOM RENOVATION,  
DUBLIN INTEGRATED EDUCATION CENTER PARKING  
ACCOMMODATION,  
MACKINNON HALL ELECTRICAL AND FIRE ALARM SYSTEM  
UPGRADES,  
MCCRACKEN HALL RENOVATION,  
RESIDENTIAL HOUSING ACCESS CONTROL PHASE II AND III, AND  
SOUTH GREEN COMPREHENSIVE SITE DESIGN - SWEEP DESIGN  
PHASE A**

**RESOLUTION 2015 -**

**WHEREAS**, for the Central Classroom Anatomy Lab project, University administration seeks approval to amend the total project budget from \$620,000 (2014-3434) by \$150,000 to total \$770,000 and seeks approval to increase authorized expenditures of \$620,000 (2014-3434) by \$150,000 to total \$770,000 to be funded by College of Arts and Sciences Reserves (\$150,000) and University Debt (\$620,000);

**WHEREAS**, for the College Green Upgrade project, University administration seeks to change the funding source of the previously approved total project budget of \$1,250,000 (2014-3397) and previously authorized expenditures of \$1,250,000 (2014-3397) from Local Reserves to a combination of Local Reserves (\$825,000) and State Appropriations (\$425,000);

**WHEREAS**, for the College of Business/CSC Renovation Phase 1, the Board of Trustees previously approved a total project budget of \$3,000,000 (2014-3379) and authorized expenditures of \$275,000 (2014-3379), and University administration seeks to increase the authorized expenditure amount by \$2,725,000 to total \$3,000,000 to be funded by Gifts/Internal Reserves;

**WHEREAS**, for the Convocation Center Residential Renovations project, University administration seeks approval to amend the total project budget of \$450,000 by \$314,00 for a total project budget of \$764,000 and seeks approval to increase authorized expenditures of \$450,000 by \$314,000 for total \$764,000 to be funded by Residential Housing Reserves;

**WHEREAS**, for the Crawford Hall Bathroom Renovation project, University administration requests approval for the total project budget of \$900,000 and seeks authorization for expenditures of \$900,000 to undertake design, construction and to complete the project to be funded by Residential Housing Minor Capital;

**WHEREAS**, for the Dublin Integrated Education Center Parking Accommodation project, University administration requests approval for the total project budget of \$780,000 and seeks authorization for expenditures of \$780,000 to undertake design, construction and to complete the project to be funded by Internal Reserves (\$630,000) and Real Estate Department Funding (\$150,000);

**WHEREAS**, for the MacKinnon Hall Electrical and Fire Alarm System Upgrades project, University administration requests approval for the total project budget of \$800,000 and seeks authorization for expenditures of \$800,000 to undertake design, construction and to complete the project to be funding by Residential Housing Reserves;

**WHEREAS**, for the McCracken Hall Renovation project, the Board of Trustees previously approved a total project budget of \$32,100,000 (2014-3434) and authorized expenditures of \$2,220,000 (2014-3414), and University administration seeks to reduce the total project budget of \$32,100,000 by \$203,200 for a new total project budget of \$31,896,800, and seeks approval to increase previously authorized expenditures of \$2,220,000 by \$29,676,800 to total \$31,896,800 to undertake construction and to complete the project to be funded by Internal Reserves (\$10,970,000), External Debt (\$20,726,800), and College of Education Reserves (\$200,000);

**WHEREAS**, for the Residential Housing Access Control Phase II and III project, University administration requests approval for a total project budget of \$2,000,000 and seeks authorization for expenditures of \$2,000,000 to undertake design, construction and to complete the project to be funded by Residential Housing Reserves, and;

**WHEREAS**, for the South Green Comprehensive Site Design – Sweep Design Phase A, the Board of Trustees previously approved a total project budget of \$1,500,000 (2014-3433) and authorized expenditures of \$369,600 (2014-3433), and University administration seeks to increase the authorized expenditures amount of \$369,000 by \$1,130,400 to total \$1,500,000 to undertake design, construction and to complete this phase of the project to be funded by Residential Housing Reserves.

**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 2, 2015

**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 CONSTRUCTION:**

- **Central Classroom Anatomy Lab – Budget Amendment**
- **College Green Upgrade – Budget Amendment**
- **College of Business/CSC Renovations – Phase 1 – Construction Documents, Bid Documents and Construction for Ground and 1st Floors; Bid Documents and Construction for 3rd Floor**
- **Convocation Center Residential Renovations – Budget Amendment**
- **Crawford Hall Bathroom Renovation – Design, Bidding and Construction Phases**
- **Dublin Integrated Education Center Parking Accommodation – Design through Construction Phases**
- **MacKinnon Hall Electrical and Fire Alarm System Upgrades – Design through Construction Phases**
- **McCracken Hall Renovation – Construction Phase**
- **Residential Housing Access Control Phase II & III – Design, Bid Documents and Construction Phases**
- **South Green Comprehensive Site Design – Sweep Design – Phase A – Design and Construction Phases**

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

### **Central Classroom Anatomy Lab – Budget Amendment**

1. We seek approval amend the budget by increasing previously authorized expenditures of \$620K by an additional \$150K for total authorized expenditures of \$770K.
2. Purpose of this project is to replace current teaching lab space in Ryors Annex. Needed because of the age and deteriorating conditions in Ryors Annex.
3. Part of the approved FY2015-2020 CIP as Academic Research Project #20.
4. Project Budget: \$770K
5. Previously Approved: \$620K
  - a. Resolution 2014-3434
6. This Request: \$150K
7. Funding Source: College of Arts and Sciences Reserves: \$150K  
University Debt: \$620K

### **College Green Upgrade – Budget Amendment**

1. We seek approval to change the funding source of the previously authorized expenditures of \$1.25M from local reserves to a combination of local reserves and state capital.
2. Purpose is to rehabilitate landscape features, upgrade walkways and improve access, function, safety and beauty. Needed because funding for the projects have decreased over the years.
3. FY 2014-2015 CIP, High Visibility Grounds Project, #13a.
4. Project Budget: \$1.25M
5. Previously Approved: \$1.25M
  - a. Resolution 2014-3397
6. This Request: \$0
7. Funding Source: Local Reserves: \$825K  
State Appropriations: \$425K

### **College of Business/CSC Renovations – Phase 1 – Construction Documents, Bid Documents and Construction for Ground and 1st Floors; Bid Documents and Construction for 3rd Floor**

1. We seek approval to develop construction documents and bid documents and to undertake construction for the ground and 1<sup>st</sup> floors and to develop bid documents and undertake construction for the 3<sup>rd</sup> floor at a cost \$2,725,000.
2. Purpose is to provide additional space for the College. Needed because Copeland Hall was designed to accommodate a program of 1,800 students. The College currently serves 2,400 students and is in need of additional space for office and teaching functions. The College will occupy space on the ground, first and third floors of the adjacent Computer Services Center building with implementation of the renovation on a floor-by-floor basis. Existing building occupants in these areas (OIT and Institutional Research) will be appropriately relocated.
3. Part of the approved FY 2015 CIP, Academic/Research Project #17.
4. Project Budget: \$3,000,000
5. Previously Approved: \$ 275,000
  - a. \$275K and total project budget approved under Resolution 2014-3379
6. This Request: \$2,725,000
7. Funding Source: Gifts/Pledges

### **Convocation Center Residential Renovations – Budget Amendment**

1. We seek approval to increase previously authorized expenditures of \$450K to \$764K.
2. Purpose is to improve the student room entry areas by adding architectural elements to stair railing to bring it more into line with ADA regulations, abate and replace old tile in the entry rooms, and add general lighting. Needed because the railing currently does not align with ADA regulations and the tile has been mixed together over time and needs replaced for consistency. Tile and/or mastic is believed to contain asbestos. General lighting updates are needed to enhance the condition of the environment.
3. Part of the approved CIP for FY2015-2015 as Auxiliaries, Auxiliary Minor Renovations, Project #5.
4. Total Project Budget: \$764K
5. Previously Approved: \$450K
6. This Request: \$314K
7. Funding Source: Residential Housing Reserves

### **Crawford Hall Bathroom Renovation – Design, Bidding and Construction Phases**

1. We seek approval to undertake design, bidding and construction at a cost of \$900K.
2. Purpose is to update the failing plumbing and give an aesthetic upgrade to the 8 residence hall bathrooms in Crawford Hall.
3. Part of the approved FY2015-2016 CIP, Residential Housing, Housing Minor Renovations, Project #3.
4. Project Budget: \$900K
5. Previously Approved: \$0
6. This Request: \$900K
7. Funding Source: Residential Housing Minor Capital

### **Dublin Integrated Education Center Parking Accommodation – Design through Construction Phases**

1. We seek approval to undertake design through construction at a cost of \$780K. Columbus State will repay \$630K leaving \$150K being funded by Real Estate Department Funding.
2. Purpose is to create 210 parking spaces for a future tenant. Needed because the current parking arrangement does not meet the needs of this particular tenant.
3. Not included in the approved capital plan.
4. Project Budget: \$780K
5. Previously Approved: \$0
6. This Request: \$780K
7. Funding Sources: Internal Reserves: \$630K  
Real Estate Department Reserves: \$150K

**MacKinnon Hall Electrical and Fire Alarm System Upgrades – Design through Construction Phases**

1. We seek approval to undertake design through construction phases at a cost of \$800K.
2. Purpose is to upgrade both electrical and fire alarm and detection systems. Needed because electrical system is original to building construction and fire alarm system does not meet current Ohio University Life Safety Residence Hall standards.
3. Part of the approved CIP for FY2015-2016 as Residential Housing, Housing Minor Renovations, Project #3.
4. Project Budget: \$800K
5. Previously Approved: \$0
6. This Request: \$800K
7. Funding Source: Residential Housing Reserves

**McCracken Hall Renovation – Construction Phase**

1. We seek approval to undertake construction at a cost of \$29,676,800.
2. Purpose is to renovate and add an addition to McCracken Hall. This is needed because The Patton College of Education is experiencing growth and expansion of its programs, which requires additional space. McCracken Hall which houses the college was built in 1959 and retains many of its original systems. The project proposes total rehabilitation of the existing building and a 35,000 gross square foot addition.
3. Part of the approved FY2015-2020 Capital Plan with a total project budget of \$32.1 million. It is identified as an Academic/Research Project #8.
4. Project Budget: \$31,896,800
5. Previously Approved: \$ 2,220,000
  - a. Resolution 2014-3414
6. This Request: \$29,676,800
7. Funding Source: Gifts Pledged: \$10,970,000  
External Debt: \$20,726,800  
Department Reserves: \$ 200,000

**Residential Housing Access Control Phase II & III – Design, Bid Documents and Construction Phases**

1. We seek approval to undertake design, bid documents, and construction at a cost of \$2M.
2. Purpose is to create card swipe access for residence hall occupants. Exterior and interior doors and frames will be replaced with electronically prepped doors and frames so card readers can be installed.
3. Part of the FY2015 CIP as Residential Housing, Housing Minor Renovations, Project #3.
4. Project Budget: \$2M
5. Previously Approved: \$0
6. This Request: \$2M
7. Funding Source: Residential Housing Reserves

**South Green Comprehensive Site Design – Sweep Design – Phase A – Design and Construction Phases**

1. We seek approval to undertake the site plan and construction at a cost of \$1.1304M.
2. Purpose is to tie the Housing Construction Plan – Phase I Project into the South Green Comprehensive Sweep Design. Needed because it will blend the new grades and constructions of the Phase I Housing Project with the existing grades and connections to the north and west. Will also create clearly defined pedestrian, accessible, and vehicular pathways in the Sweep and to support Move-In/Move-Out.
3. Not included in the approved CIP.
4. Project Budget: \$1,500,000
5. Previously Approved: \$ 369,600
  - a. Resolution 2014-3433
6. This Request: \$1,130,400
7. Funding Source: Residential Housing Reserves

# Construction Projects – Construction Consent

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Tab



## Requested Approvals to Undertake Construction

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- Central Classroom Anatomy Lab – Budget Amendment
- College Green Upgrade – Budget Amendment
- College of Business/CSC Renovations – Phase 1 – Construction Documents, Bid Documents and Construction for Ground and 1st Floors; Bid Documents and Construction for 3rd Floor
- Convocation Center Residential Renovations – Budget Amendment
- Crawford Hall Bathroom Renovation – Design, Bidding and Construction Phases



# Requested Approvals to Undertake Construction

---

- Dublin Integrated Education Center Parking Accommodation – Design through Construction Phases
- MacKinnon Hall Electrical and Fire Alarm System Upgrades – Design through Construction Phases
- McCracken Hall Renovation – Construction Phase
- Residential Housing Access Control Phase II & III – Design, Bid Documents, and Construction Phases
- South Green Comprehensive Site Design – Sweep Design Phase A – Design and Construction Phases



# Central Classroom Anatomy Lab Budget Amendment

---

- We seek approval amend the budget by increasing previously authorized expenditures of \$620K by an additional \$150K for total authorized expenditures of \$770K.
- Purpose of this project is to replace current teaching lab space in Ryors Annex. Needed because of the age and deteriorating conditions in Ryors Annex.
- Part of the approved FY2015-2020 CIP as Academic Research Project #20.
- Project Budget: \$770K
- Previously Approved: \$620K
  - Resolution 2014-3434
- This Request: \$150K
- Funding Sources: College of Arts and Sciences  
Reserves: \$150K  
University Debt: \$620K



# College Green Upgrade Budget Amendment

- We seek approval to change the funding source of the previously authorized expenditures of \$1.25M from local reserves to a combination of local reserves and state capital.
- Purpose is to rehabilitate landscape features, upgrade walkways and improve access, function, safety and beauty. Needed because funding for the projects have decreased over the years.
- FY 2014-2015 CIP, High Visibility Grounds Project, #13a.
- Project Budget: \$1.25M
- Previously Approved: \$1.25M
  - Resolution 2014-3397
- This Request: \$0
- Funding Sources: Local Reserves: \$825K  
State Appropriations: \$425K



# College of Business/CSC Renovations – Phase 1 – Construction Documents, Bid Documents and Construction for Ground and 1st Floors; Bid Documents and Construction for 3rd Floor

- We seek approval to develop construction documents and bid documents and to undertake construction for the ground and 1st floors and to develop bid documents and undertake construction for the 3rd floor at a cost \$2,725,000.
- Purpose is to provide additional space for the College. Needed because Copeland Hall was designed to accommodate a program of 1,800 students. College currently serves 2,400 students and is in need of additional space for office and teaching functions. College will occupy space on the ground, first and third floors of the adjacent Computer Services Center building with implementation of the renovation on a floor-by-floor basis. Existing building occupants in these areas (OIT and Institutional Research) will be appropriately relocated.
- Part of the approved FY 2015 CIP, Academic/Research Project #17.
- Project Budget: \$3,000,000
- Previously Approved: \$ 275,000
  - Resolution 2014-3379
- This Request: \$2,725,000
- Funding Source: Gifts: \$1M  
Internal Reserves: \$2M



# Convocation Center Residential Renovations Budget Amendment

---

- We seek approval to increase previously authorized expenditures of \$450K to \$764K.
- Purpose is to improve the student room entry areas by adding architectural elements to stair railing to bring it more into line with ADA regulations, abate and replace old tile in the entry rooms and add general lighting. Needed because the railing currently does not align with ADA regulations and the tile has been mixed together over time and needs replaced for consistency. Tile and/or mastic is believed to contain asbestos. General lighting updates are needed to enhance the condition of the environment.
- Part of the approved CIP for FY2015-2015 as Auxiliaries, Auxiliary Minor Renovations, Project #5.
- Total Project Budget: \$764K
- Previously Approved: \$450K
- This Request: \$314K
- Funding Source: Residential Housing Reserves



# Crawford Hall Bathroom Renovation – Design, Bidding and Construction Phases

---

- We seek approval to undertake design, bidding and construction at a cost of \$900K.
- Purpose is to update the failing plumbing and give an aesthetic upgrade to the 8 residence hall bathrooms in Crawford Hall.
- Part of the approved FY2015-2016 CIP, Residential Housing, Housing Minor Renovations, Project #3.
- Project Budget: \$900K
- Previously Approved: \$0
- This Request: \$900K
- Funding Source: Residential Housing Minor Capital



## Dublin Integrated Education Center Parking Accommodation – Design through Construction Phases

- We seek approval to undertake design through construction at a cost of \$780K. Columbus State will repay \$630K leaving \$150K to be funded by Real Estate Department Funding.
- Purpose is to create 210 parking spaces for a future tenant. Needed because the current parking arrangement does not meet the needs of this particular tenant.
- Not included in the approved capital plan.
- Project Budget: \$780K
- Previously Approved: \$0
- This Request: \$780K
- Funding Sources: Internal Reserves: \$630K  
Real Estate Reserves: \$150K



## MacKinnon Hall Electrical and Fire Alarm System Upgrades – Design through Construction Phases

- We seek approval to undertake design through construction phases at a cost of \$800K.
- Purpose is to upgrade both electrical and fire alarm and detection systems. Needed because electrical system is original to building construction and fire alarm system does not meet current Ohio University Life Safety Residence Hall standards.
- Part of the approved CIP for FY2015-2016 as Residential Housing, Housing Minor Renovations, Project #3.
- Project Budget: \$800K
- Previously Approved: \$0
- This Request: \$800K
- Funding Source: Residential Housing Reserves



# McCracken Hall Renovation – Construction Phase

- We seek approval to undertake construction at a cost of \$29,676,800.
- Purpose is to renovate and add an addition to McCracken Hall. This is needed because The Patton College of Education is experiencing growth and expansion of its programs, which requires additional space. McCracken Hall which houses the college was built in 1959 and retains many of its original systems. The project proposes total rehabilitation of the existing building and a 35,000 gross square foot addition.
- Part of the approved FY2015-2020 Capital Plan Academic/Research, Project #8.
- Project Budget: \$31,896,800
- Previously Approved: \$ 2,220,000
  - Resolution 2014-3414
- This Request: \$29,676,800
- Funding Sources:

Gifts Pledged:	\$10,970,000
External Debt:	\$20,726,800
Department Reserves:	\$ 200,000



# Residential Housing Access Control Phase II & III – Design, Bid Documents and Construction

- We seek approval to undertake design, bid documents, and construction at a cost of \$2M.
- Purpose is to create card swipe access for residence hall occupants. Exterior and interior doors and frames will be replaced with electronically prepped doors and frames so card readers can be installed.
- Part of the FY2015 CIP as Residential Housing, Housing Minor Renovations, Project #3.
- Project Budget: \$2M
- Previously Approved: \$0
- This Request: \$2M
- Funding Source: Residential Housing Reserves



# South Green Comprehensive Site Design – Sweep Design Phase A – Design and Construction Phases

- We seek approval to undertake the site plan and construction at a cost of \$1,130,400.
- Purpose is to tie the Housing Construction Plan – Phase I Project into the South Green Comprehensive Sweep Design. Needed because it will blend the new grades and constructions of the Phase I Housing Project with the existing grades and connections to the north and west. Will also create clearly defined pedestrian, accessible, and vehicular pathways in the Sweep and to support Move-In/Move-Out.
- Not included in the approved CIP.
- Project Budget: \$1,500,000
- Previously Approved: \$ 369,600
  - Resolution 2014-3433
- This Request: \$1,130,400
- Funding Source: Residential Housing Reserves



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

**Date:** January 2, 2015

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

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

**Re:** **Comprehensive Master Plan Update**

Both the Athens Campus Master Plan Update and the development of the Dublin Master Plan are well underway in the Define and Assess phase of the Comprehensive Master Plan Update project. Throughout the project we will be providing updates and discussions to the Board of Trustees. During the January 2015 meeting we would like to provide an update on the schedule, current phase and opportunities for feedback in the process.

The Define and Assess phase is designed for our consultant to gather information, listen to the campus community, and develop a foundation of campus understanding that includes:

- Summary of Analysis: data, diagrams, campus description, historical context
- Major Planning area summaries developed from Campus and Task Group Meetings
- Common Themes
- Sustainability Assessment
- Draft Space Needs Assessment
- Preliminary Transformational Project Analysis

The Define and Assess phase also provides the foundation for the rest of the master plan process. To facilitate feedback opportunity, we have developed website tools that allow participants to provide their perspectives on questions asked. Example questions:

- What is your vision for the Ohio University Master Plan?
- How can Ohio University be more sustainable?
- How would you prioritize physical improvements on the campus?
- How can Ohio better connect with the Athens community and become more of an asset to the city?

Additional information on the feedback tools may be found within the presentation. We are encouraging the campus community: students, faculty, staff and our Board of Trustee members to participate.

If I can be of further assistance or provide additional information regarding this matter, please let me know.

# Comprehensive Master Plan Update

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Tab



# Overview

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- Project Structure
- Schedule Update
- Current Phase Status
- Website Development
- Feedback Opportunities
- Next Steps



# Project Structure

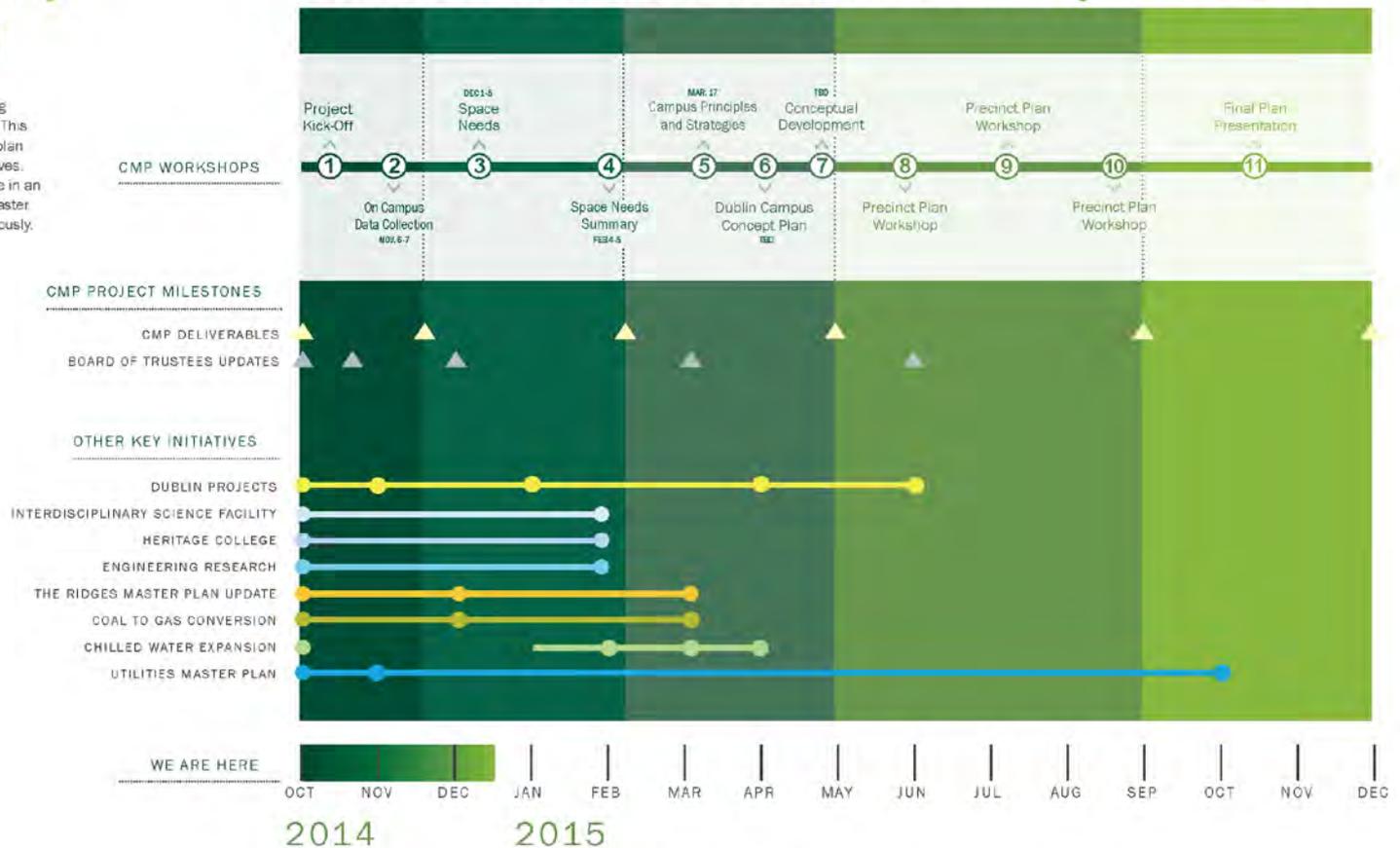


# Comprehensive Schedule Update

## Ohio University Master Plan

The Ohio University Master Plan is an exciting 15 month process of exploration and vision. This illustrative schedule shows how the master plan schedule overlaps with other campus initiatives. It is our goal to utilize our resources and time in an efficient manner to not only complete the master plan, but all other campus efforts simultaneously.

Define. Assess. Envision. Test. Synthesize.



# Current Phase

---

## DEFINE and ASSESS

- Kick off and Meet and Greet
  - Data Gathering
  - Master Plan Committee group and public workshop meetings
- Discovery and Data Collection
  - Accumulation and analysis of thousands of pages of previous and current plans, studies, concepts, strategies, & initiatives
  - Comprehensive inventory of campus spaces that will be a foundation for analysis
  - SWOT evaluation: Strengths, Weaknesses, Opportunities, & Threats in each area of study



# Current Phase

---

## DEFINE and ASSESS

- Information Gathering Workshops and Space Needs Analysis
  - Physical Planning Focus Group meetings
  - Space Analysis workshops with units across the campus
  - Office Hours and open forums for students, campus community, staff and local community
  - Transformational Project Meetings
  - Coordination meetings with other planning efforts: Examples: Utility Master Plan, Ridges Master Plan, City of Athens, Dublin



# Master Plan Website

[www.ohio.edu/master-plan](http://www.ohio.edu/master-plan)

- Includes
  - Existing Master Plan information for all campuses
  - Master Plan Update process information
- Feedback
  - MindMixer Tool

# Feedback Opportunities

- Athens Feedback: <http://ohiomasterplan.mindmixer.com/>
- Dublin Feedback: <http://ou-dublin.mindmixer.com/>



Activity Sort by Newest

Jessica R. added an idea in Favorite Places!

**Emeriti Park**

Peaceful, quiet and gorgeous no matter what the weather. Emeriti is somewhat of a trek from some parts of campus but I always made a point to walk there as often as I could!

0 ★ Rate this

0 Comments [Share](#)

To comment [Sign Up](#) or [Log In!](#)

nick k. added an idea in Community Connections!

**Shared sustainable goals**

Incorporate ideas from both the city and university into the drafting of Athens sustainability plan. Events should engage both community of the university and the city.

0 ★ Rate this

Learn More

- About this Site
- What is MindMixer?
- How It Works
- FAQ
- Top Contributors
- Rewards Store
- Need Help?



Topics Join the discussion and add to current topics. [View All Topics](#)

Nearby Uses Posted Nov 14 0 Interactions 133 Days Remaining

**What type of uses would you like to see within walking distance of the Dublin Campus?**

What type of uses would you like to see within walking distance of the Dublin Campus?

- Housing
- Restaurants
- Retail shops
- Other academic programs
- Office (synergistic companies and research groups)
- Hotel
- Coworking space (flexible work environment for students)



# Feedback Opportunities

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- Invite campus community, including Board of Trustee members, to provide feedback to our team by signing up and answering questions on the site
- Athens Feedback Question Examples:
  - What is your vision for the Ohio University Master Plan?
  - How can Ohio University be more sustainable?
  - How would you prioritize physical improvements on the campus?
  - How can Ohio better connect with the Athens community and become more of an asset to the city?
- Questions will be updated throughout the process to gather information applicable for each phase of the planning effort



# Next Steps

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## ■ January:

- Space and Physical Data analysis
  - History
  - Site and Environmental Conditions
  - Regulatory Constraints
  - Space and Programs
  - Real Estate
- Utility & Comprehensive Master Plan Collaborative Work Sessions

## ■ February:

- Steering and Advisory Workshops
- Phase 2 Deliverable:
  - Summary of Analysis: data, diagrams, description
  - Summary of Historical Context
  - Preliminary Transformational project Analysis
  - Summary of Task Group Meetings and Common Themes
  - Sustainability Assessment
  - Draft Space Needs Assessment



# Questions?

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**RESOLUTION TO APPROVE DONATION OF LAND AND  
PERMANENT EASEMENTS TO CITY OF DUBLIN FOR  
CONSTRUCTION OF NEW PUBLIC ROAD**

**RESOLUTION 2015-**

**WHEREAS**, at the University's request, the City of Dublin is building a new public road on University property, which will provide convenient access to the Integrated Education Center; and

**WHEREAS**, the City of Dublin has agreed to maintain the road and has asked the University to donate the land for the road itself and to grant permanent easements adjoining the road; and

**WHEREAS**, the Economic Development Agreement between the University and the City of Dublin, authorized by the Board in Resolution 2012-3275, requires the University to donate land and grant easements as reasonably necessary to allow for the construction of public roadways benefiting the Dublin campus; and

**WHEREAS**, Ohio Revised Code Section 3345.18 authorizes state university boards of trustees to grant municipal corporations the right to use university land for purposes of roadway improvements, upon such terms and conditions as the board approves.

**NOW THEREFORE, BE IT RESOLVED**, that in consideration of the sum of One Dollar (\$1.00), the Board of Trustees hereby approves the donation of approximately 3.045 acres to the City of Dublin for purposes of construction of a public roadway.

**BE IT FURTHER RESOLVED**, that in consideration of the sum of One Dollar (\$1.00), the Board of Trustees hereby approves the granting of permanent easements totaling 0.682 acres to the City of Dublin to facilitate on-going maintenance of the roadway.

**BE IT FURTHER RESOLVED**, that the President or his designee is hereby authorized to execute the relevant deed, easements and related documents in accordance with Ohio law.



## **Interoffice Communication**

**Date:** January 2, 2015

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

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

**Re:** **Donation of Land to the City of Dublin for New Road Construction**

At the University's request, the City of Dublin is building a public road on University property along the western edge of the Dublin campus. The new road will provide an alternate point of entry to campus that is more convenient to the Integrated Education Center. The City will maintain the road once it is complete.

To facilitate its maintenance and establish a public right-of-way, the City has asked the University to donate the land on which the road is built and to grant permanent easements adjoining the road to allow the City to maintain drainage and grading. A map depicting the donation (right-of-way) and easement areas is attached. The donation area is estimated to be 3.045 acres. The easement areas are estimated to total 0.682 acres.

This donation is consistent with the 2012 Economic Development Agreement between the University and the City, which governs development of the Dublin site. The Agreement requires the University to donate property and grant easements reasonably necessary for construction of public roadways benefiting the campus.

The attached resolution approves the donation of property necessary for the road right-of-way, currently estimated to be 3.045 acres, approves the granting of adjoining permanent easements, estimated to cover 0.682 acres, and authorizes the President or his designee to execute the appropriate deed, easements and related documentation.

If you have any questions about this matter, please do not hesitate to contact me.

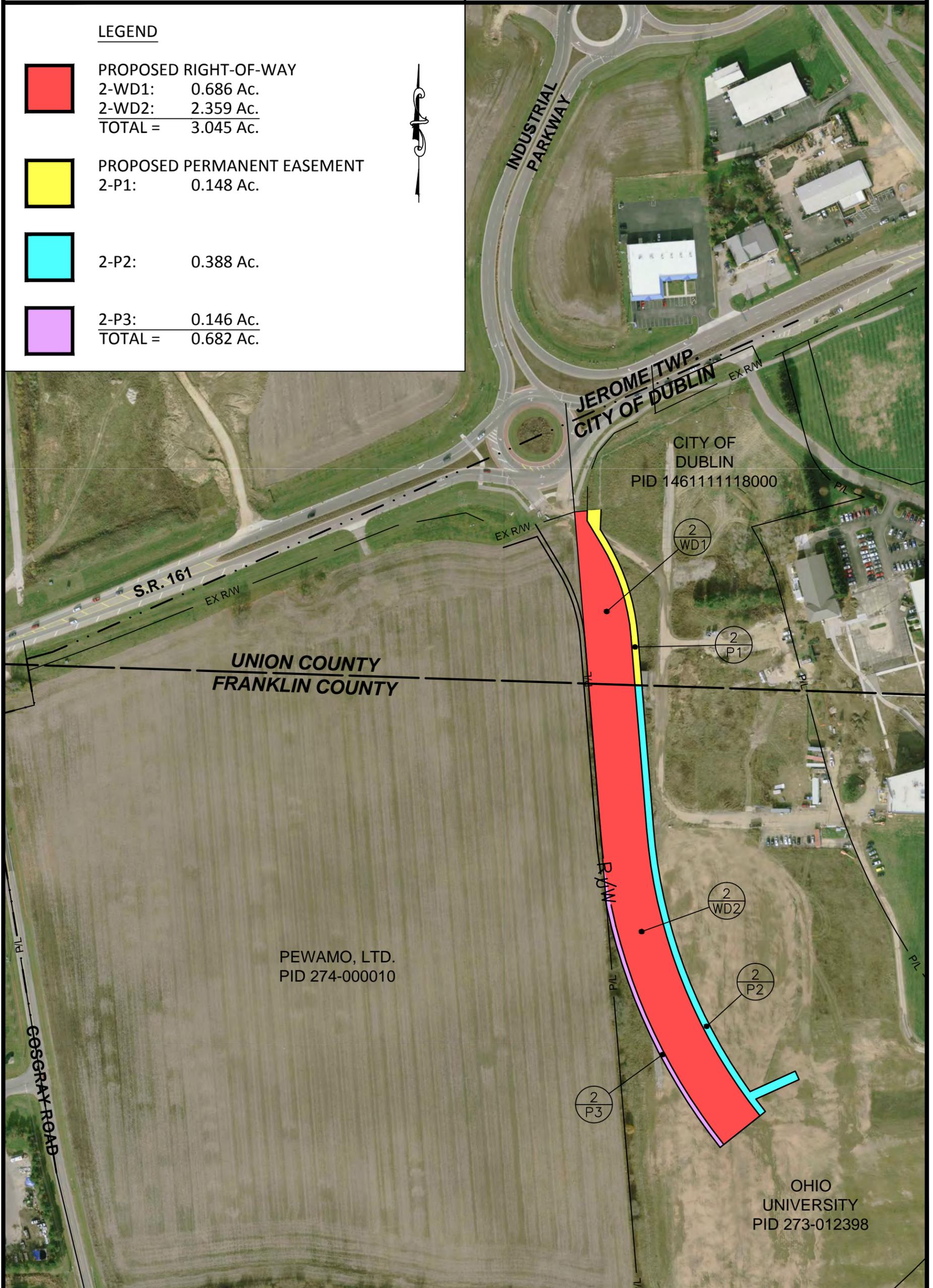


5800 Shier-Rings Road, Dublin, Ohio 43016-1236  
 Phone (614)410-4600 Fax (614)761-6506

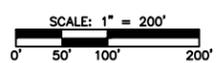
*ATTACHMENT A*  
*ACADEMIC DRIVE*  
*PHASE 1*  
 OHIO UNIVERSITY  
 DUBLIN, OHIO 43017

**LEGEND**

	<b>PROPOSED RIGHT-OF-WAY</b>
	2-WD1: 0.686 Ac.
	2-WD2: 2.359 Ac.
	<b>TOTAL = 3.045 Ac.</b>
	<b>PROPOSED PERMANENT EASEMENT</b>
	2-P1: 0.148 Ac.
	2-P2: 0.388 Ac.
	2-P3: 0.146 Ac.
	<b>TOTAL = 0.682 Ac.</b>



DRAWN	CHECKED	DATE:	JOB NO.
MSS		06/25/14	14-009





THE CAMPAIGN FOR  
*Ohio University*



# Advancement Update for the Ohio University Board of Trustees

J. Bryan Benchoff  
January 2015



# Campaign Dashboard

	Fiscal 2015	Campaign
Total Attainment*	\$13,481	\$476,012
Planned Giving*	\$4,506	\$210,588
Active Proposals*	\$26,928	\$26,928
Planned Proposals*	\$25,500	\$25,500
Visits	622	13,125



THE CAMPAIGN FOR  
*Ohio University*



# New Foundation Trustees



# New Foundation Trustees

- **Dick Dickerson** (Russ College, '80)  
Chairman and CEO, Utility Technologies International
- **Janice Jones** (Arts and Sciences, '79)  
Past President, Great Northern Consulting Services
- **Yvette McGee Brown** (Scripps College, '82)  
Partner, Jones Day
- **Ron Teplitzky** (Arts and Sciences, '84)  
Principal, Singerman, Mills, Desberg & Kauntz Co.
- **Rick Vincent**  
President, Osteopathic Heritage Foundations



THE CAMPAIGN FOR  
*Ohio University*



# Foundation Board Executive Committee Retreat Outcomes and Goals



# Aspirational Goals: Financial Sustainability—A Partnership

▣ \$50 million

▣ \$1 billion-plus



# Retreat Topics

- OHIO's vision for the next decade
- Campaign history and performance
- Endowment performance and projected growth
- Immediate post-campaign priorities and strategies
- Benchmarking and national trends
- Aggressive smart growth vs. incremental growth
- Capacity building



THE CAMPAIGN FOR  
*Ohio University*

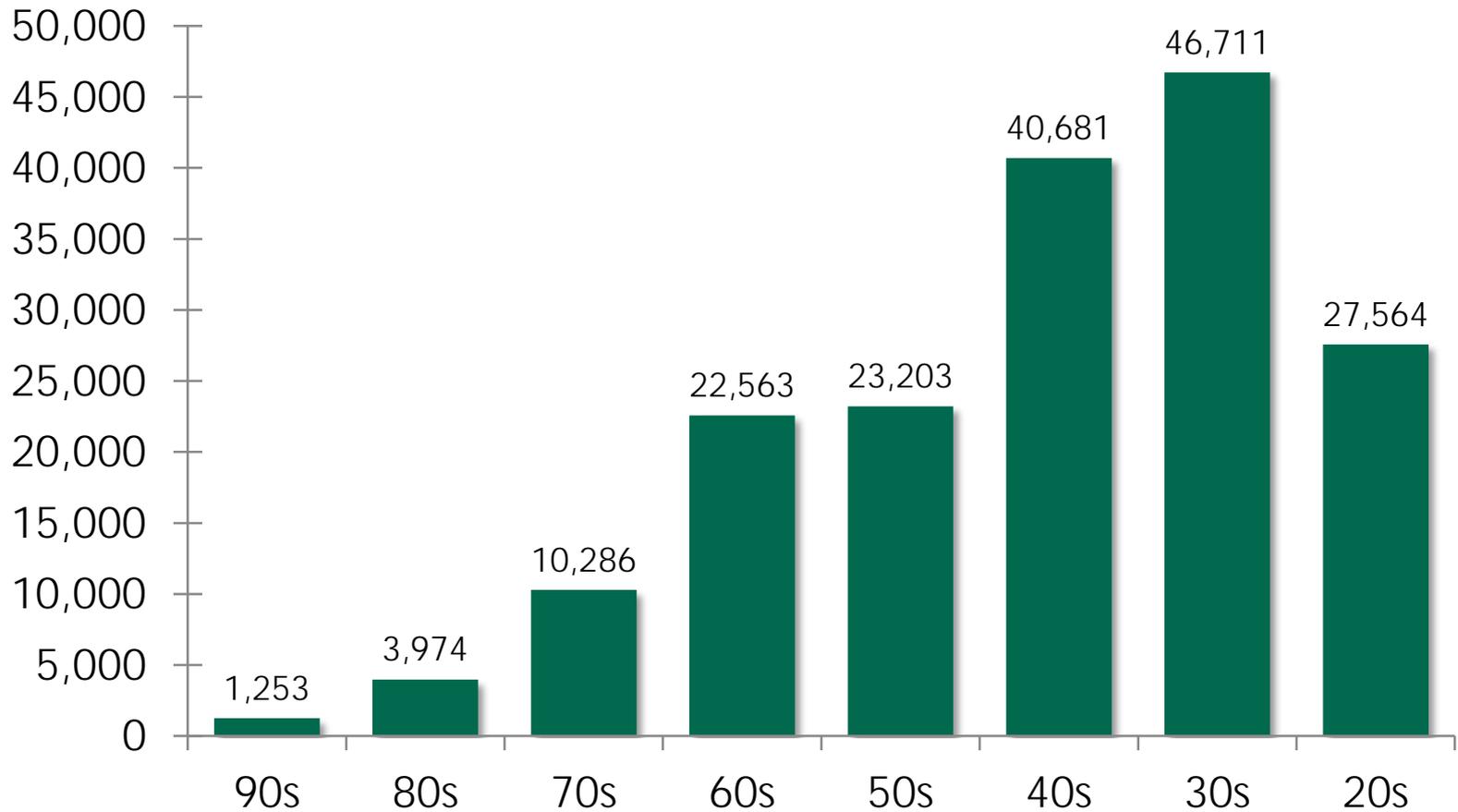


# Who We Are and What We're Building: Past, Present, and Future



# Alumni Demographics

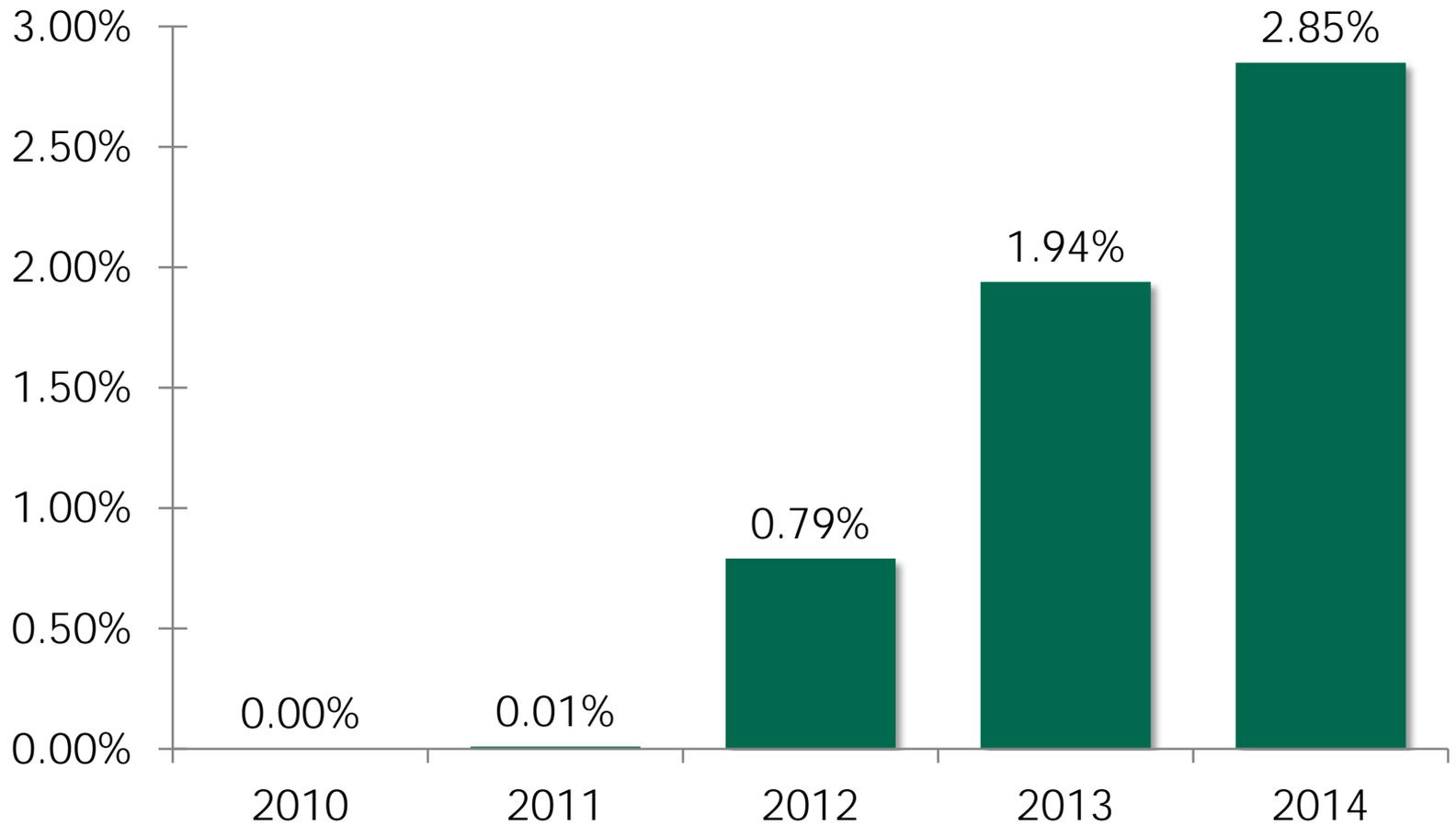
## Age by Decade





# Alumni Demographics

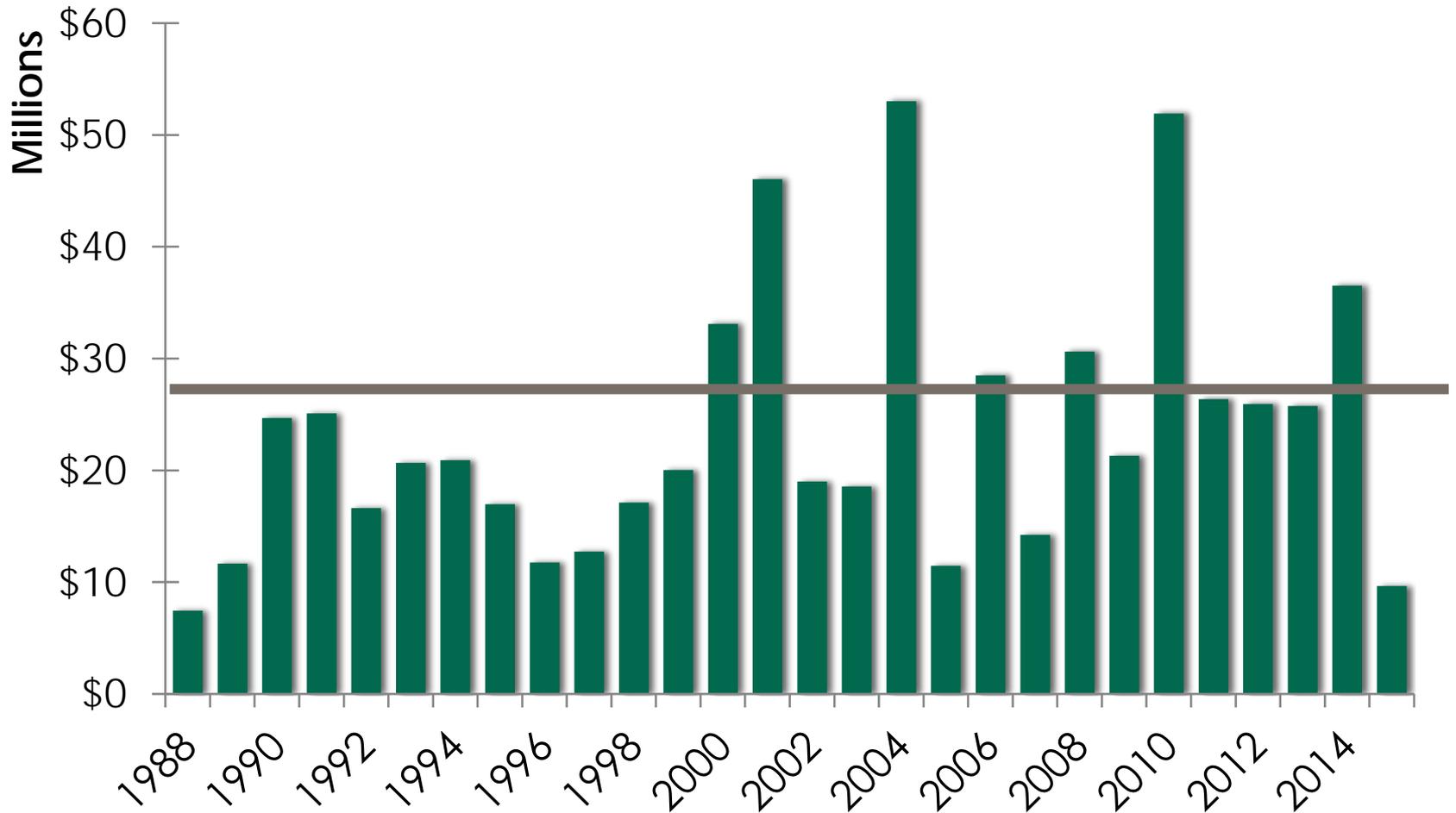
Online Degree Holders as a Percentage of All Alumni





# Capital Campaign Comparison

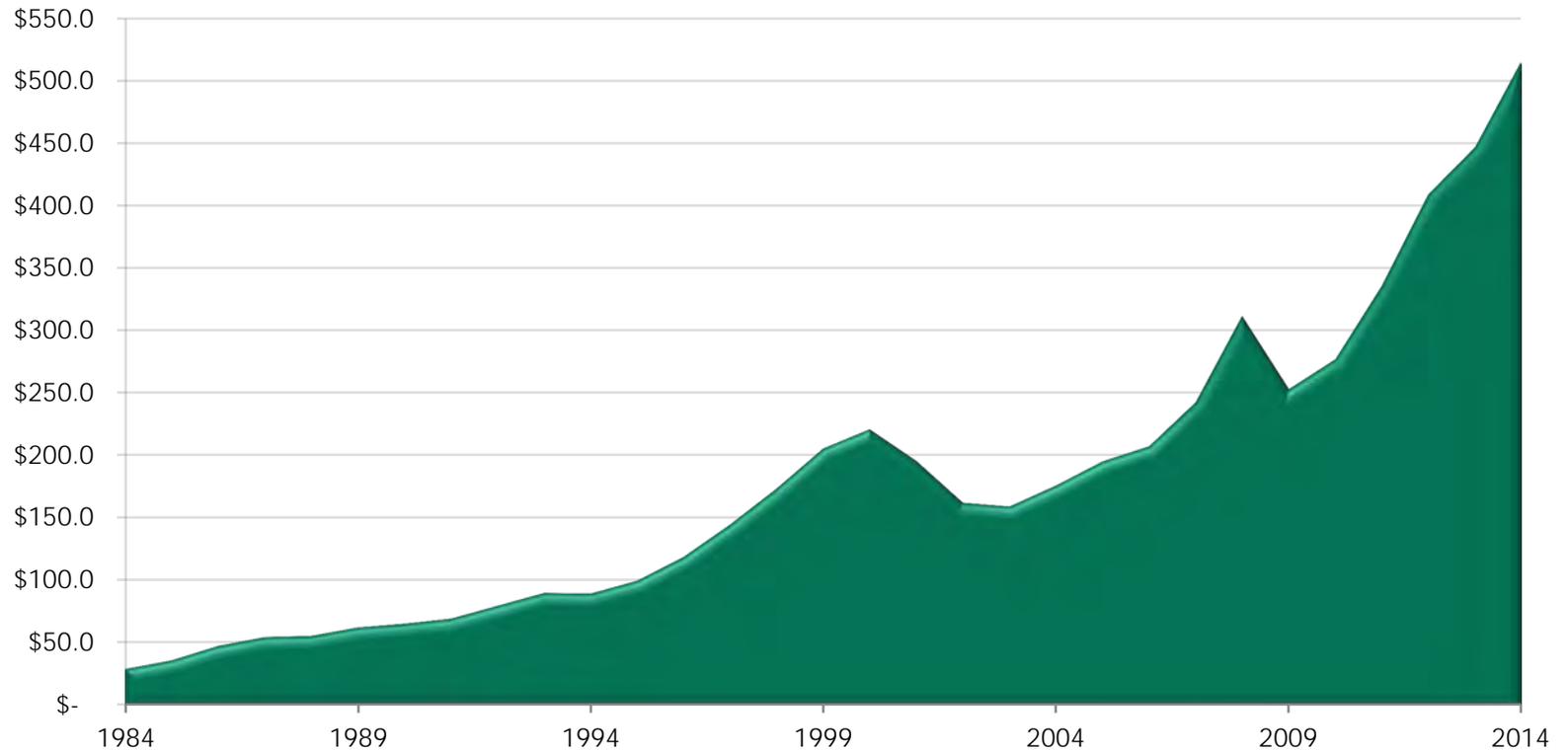
Total Attainment by Fiscal Year – Less \$100m Commitments





# Endowment – Current Reality

Endowment Market Value  
(in millions)



# OHIO Performance

Increased Proposal Activity

## OHIO Proposal Activity FY 13

# Submitted	\$ Submitted	Average	Median	Min	Max
103	\$16,450,241	\$159,711	\$25,000	\$0	\$10,000,000

## OHIO Proposal Activity FY 14

# Submitted	\$ Submitted	Average	Median	Min	Max
246	\$27,356,360	\$111,205	\$25,000	\$0	\$5,000,000



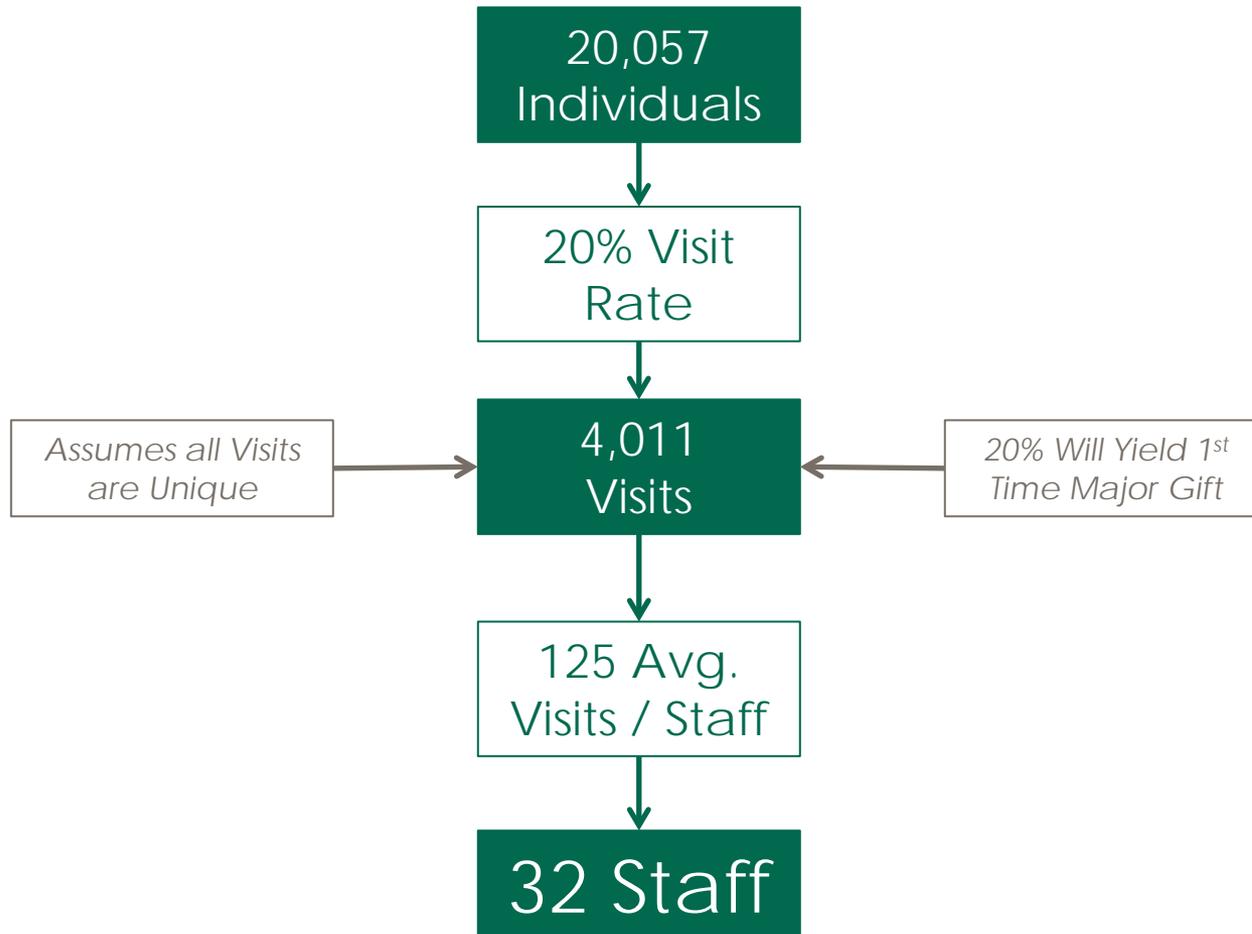
# The Promise for OHIO

Reeher Rated MG EVI 91 and UP- Not Assigned

MG EVI	> than \$1,999,999	\$1,000,000 - \$1,999,999	\$500,000 - \$999,999	\$250,000 - \$499,999	Total
99	1,011	423	482	491	2,407
98	785	458	508	578	2,329
97	757	467	547	610	2,381
96	679	448	547	573	2,247
95	660	402	522	590	2,174
94	639	430	510	563	2,142
93	543	466	518	585	2,112
92	662	389	476	549	2,076
91	804	413	489	483	2,189
<b>Total</b>	<b>6,540</b>	<b>3,896</b>	<b>4,599</b>	<b>5,022</b>	<b>20,057</b>

# The Promise for OHIO

Reeher Rated MG EVI 91 and UP- Not Assigned





# Principle Gifts

	All Donors		"Living" Donors	
\$100 million plus	2	\$239,467,899	1	\$118,929,771
\$10-\$99 million	8	\$150,781,656	5	\$107,216,302
\$1-\$9 million	94	\$239,129,116	70	\$187,375,434
\$100-\$999 thousand	615	\$167,474,978	469	\$125,717,455



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Building a Culture of Philanthropy: A Plan for Long Term Capacity Building and Areas of Investment for the Future



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# Aggressive Smart Growth



# Why Invest?

- Engage
- Acquire
- Retain
- Upgrade



# Major Issues to Address

- Capacity assessment
- Return on investment
- Commit for the long haul
- Talent management (recruitment and retention)
- Facilities
- Affordability



# Financial Sustainability: A Partnership

- University leadership
- Volunteer leadership
- Deans
- Advancement staff



# Overarching Goal

- Build a nationally recognized, comprehensive, fully integrated, and sustainable Advancement program



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# Advancement Update for the Ohio University Board of Trustees

J. Bryan Benchoff  
January 2015



## **Interoffice Communication**

**Date:** January 2, 2015

**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.

The attached presentation gives a continued overview of the AQIP process and some of Ohio University's activities to help ensure a successful reaffirmation of accreditation. The attached document, "Ten Accreditation Facts," gives a summary of Ohio University's current accreditation status.

The January AQIP presentation will include a review of the HLC Criteria for Accreditation and how AQIP enables us to frame how Ohio University meets these Criteria. Specific attention will be given to AQIP Category 5, Leading and Communicating. Examples will be given about the activities the University profiled in this Category - 4 x 4 strategic plan, shared governance, and budget planning processes. Examples will be given from the AQIP reviewers' feedback of strengths and continuous improvement opportunities.

# AQIP Update



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# AQIP Organization & Process

- Brief Review of HLC Criteria vs. AQIP Categories
- 5 Criteria for Accreditation
  - 21 Core Components
  - Institution-specific evidence
- Criteria form the basis for reaffirmation of accreditation based on evidence presented
- 9 AQIP Categories—framework for Criteria evidence
- Criteria embedded in AQIP categories



# AQIP Organization & Process

## 5 Criteria for Accreditation

- ✓ 1. Mission
- ✓ 2. Integrity: Ethical and Responsible Conduct
- ✓ 3. Teaching and Learning: Quality, Resources, and Support
- ✓ 4. Teaching and Learning: Evaluation and Improvement
- ✓ 5. Resources, Planning, and Institutional Effectiveness

## 9 AQIP Categories

- ✓ 1. Helping Students Learn
- ✓ 2. Accomplishing Other Distinctive Objectives
- ✓ 3. Understanding Students' & Other Stakeholders' Needs
- ✓ 4. Valuing People
- 5. Leading and Communicating
- 6. Supporting Institutional Operations
- 7. Measuring Effectiveness
- 8. Planning Continuous Improvement
- 9. Building Collaborative Relationships

- ✓ Presented in prior meetings; **Current meeting presentation**



# AQIP Category 5: Relationship to Criteria

- **Criterion 1: Mission**
  - Core Component 1A: Mission Broadly Understood
  - Core Component 1B: Mission Articulated Publicly
- **Criterion 2: Integrity**
  - Core Component 2C: Board Interest/Involvement
- **Criterion 5: Planning**
  - Core Component 5B: Governance/Administration
  - Core Component 5C: Systematic Planning



# AQIP Category 5: Leading & Communicating

- What we profiled:
  - Shared governance (Senates, BOT, standing and ad hoc committees)
  - 4 x 4 Strategic Plan
  - BPC, RCM, Q2S process, OIR data
- HLC's Appraisal:
  - Strengths: Mission/4 x 4 aligned with planning; shared governance; data availability
  - Opportunities: Involve students more in strategic planning; reaffirm 4 x 4 plan



# Future AQIP Activities

- Reaffirmation scheduled for 2015-16
  - Comprehensive Quality Review (Site Visit)
  - Review of all AQIP documents for evidence
- AQIP/Assessment – 2<sup>nd</sup> visit scheduled for February 2015
  - Follow-up to Mock Visit & Assessment of Learning Objectives conducted in September 2014
- Colleges/Campuses implement assessment plans
- Action Project Progress Reports
- Strategy Forum in Spring 2015
- AQIP changes



# OHIO UNIVERSITY REAFFIRMATION OF ACCREDITATION 2013-2015

## Ten Accreditation Facts

**1. Accreditation Overview:** Institution-wide accreditation is done through 6 regional accrediting associations. Ours is the Higher Learning Commission (HLC). The Academic Quality Improvement Program (AQIP) is one of HLC's pathways to accreditation. HLC developed AQIP to help institutions like us retain our institutional autonomy and academic freedom by providing a structure to demonstrate what we do to achieve academic excellence.

**2. Accreditation History:** Ohio University has been accredited since 1913 and has been in AQIP since 2002.

**3. Benefits of Accreditation:** Students can receive federal financial aid. Faculty can receive federal grant funding. We demonstrate a commitment to best practices for teaching and learning, academic support, and planning through 5 HLC Criteria for Accreditation.

**4. Significant Dates in Ohio University's path toward Reaffirmation of Accreditation:**

- 2013-2014 Systems Portfolio; Systems Appraisal (HLC evaluation of Systems Portfolio)
- 2014-15 Strategy Forum (Ohio University sends an AQIP team in Spring)
- 2015-16 Reaffirmation of Accreditation (on-campus review and notification by HLC)

**5. Criteria for Accreditation:** (1) mission; (2) integrity; (3) teaching & learning; (4) evaluating and improving teaching & learning; (5) resources & planning.

**6. Activities 2013-14 through 2014-15:**

- Increase awareness and understanding about HLC accreditation and AQIP
- Engage the University community in AQIP accreditation activities in preparation for site visit
- Convene AQIP Task Force--representatives from colleges and Planning units
- Increase Ohio University's involvement with HLC: annual conference, assessment training
- Focus AQIP Action Projects on academic assessment and curricular themes
- Develop and implement student learning objective assessment plans for all academic programs
- Consult with outside AQIP/assessment experts to assist our academic units

**7. Assessment of student learning objectives:** Criterion four requires that all academic programs assess their student learning objectives. We are following a simple implementation plan, asking each academic program to update their student learning objectives; identify sources of systematic evidence (qualitative and/or quantitative); and develop an action plan to improve teaching and learning based on the evidence gathered.

**8. AQIP Reaffirmation of Accreditation Panel Review:** Peer reviewers from HLC will examine our accreditation documents (Systems Portfolio, Action Project reports, Comprehensive Quality Review including a site visit, University's Web site, institutional responses to AQIP reports, etc.).

**9. AQIP Categories:** (1) helping students learn; (2) accomplishing other distinctive objectives; (3) understanding students' & other stakeholders' needs; (4) valuing people; (5) leading & communicating; (6) supporting institutional operations; (7) measuring effectiveness; (8) planning continuous improvement; (9) building collaborative relationships.

**10. Outcome(s) of Review:** Panel of reviewers examine each accreditation criterion and evaluate Ohio University in terms of the following: met; met with concerns; not met. Any rating but "met" requires additional action on Ohio University's part (following specific HLC recommendations for correction along with some form of monitoring or follow-up visit). Maximum duration of reaffirmation of accreditation for any institution that has met all criteria is now eight years.



## **Interoffice Communication**

**Date:** January 2, 2015

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

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

**Re:** **Enrollment Management Dashboard**

As a tuition-dependent institution, the student-based revenue from tuition and subsidy drives the budget of Ohio University. Craig Cornell, Vice Provost for Enrollment Management will provide the Enrollment Management Dashboard for the first time and discuss the inter-operational nature of the division and how those efforts, in alignment with the Strategic Enrollment Management Plan (also provided for context), in conjunction with academic and administrative leadership throughout all of our campuses and venues have led to continual enrollment records for Ohio University.

This presentation will highlight the following:

- How the Dashboard and Strategic Enrollment Management Plan (SEMP) data, in combination, are instrumental and continually analyzed to assure enrollment targets are met.
- An overview of the offices within the Enrollment Management organization - Undergraduate Admissions, Student Financial Aid and Scholarships, as well as the Office of the University Registrar, the roles of those offices, and how they strategically align and coordinate to provide exemplary student academic support in meeting the goals of the SEMP.
- The most up-to-date freshman enrollment numbers and examples of how the Fall 2015 class is shaping up as the inaugural Ohio Guarantee Class.

# Enrollment Management Dashboard



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# Enrollment Management – Dashboard

### Academic Quality of New Students

**23.9 / 3.43**

ACT and GPA averages for new Freshmen

**Mean Composite ACT**

2010	2011	2012	2013	2014
24.0	23.6	24.0	24.0	23.9

**Average High School GPA**

2010	2011	2012	2013	2014
3.38	3.33	3.40	3.42	3.43

### Overall University Headcount Enrollment

**39,212**

University Fall Term Enrollment

**Past Performance**

2010	2011	2012	2013	2014 (prelim.)
35,324	36,126	37,452	38,857	39,212

Percent Growth (Loss) From Previous Year

9.2%	2.3%	3.7%	3.8%	0.9%
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### Undergraduate Headcount Enrollment

**23,629**

Athens Campus Fall Term Undergraduate Enrollment (Includes Online)

**Past Performance**

2010	2011	2012	2013	2014 (prelim.)
20,996	21,655	22,685	23,504	23,629

Percent Growth (Loss) From Previous Year

12.9%	3.1%	4.8%	3.6%	0.5%
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### Graduate and Prof. Program Enrollment

**5,655**

Graduate, Graduate Outreach and professional Medical Programs Enrollment

**Past Performance**

2010	2011	2012	2013	2014 (prelim.)
4,112	4,546	4,717	5,282	5,655

Percent Growth (Loss) From Previous Year

1.3%	10.6%	3.8%	12.0%	7.1%
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### First Year Student Applications

**20,934**

Number of New Freshman Student Applications for Each Fall Term

**Past Performance**

2010	2011	2012	2013	2014
13,366	13,392	17,466	20,765	20,934

Percent Growth (Loss) From Previous Year

-5.8%	0.2%	30.4%	18.9%	0.8%
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### First Year Student Enrollment

**4,379**

New Freshmen Enrollment

**Past Performance**

2010	2011	2012	2013	2014
3,976	3,883	3,888	4,244	4,379

Percent Growth (Loss) From Previous Year

-2.4%	-2.3%	0.1%	9.2%	3.2%
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### In-State Enrollment

**3,789**

Athens In-State Student Enrollment in New Freshman Class

**Past Performance**

2010	2011	2012	2013	2014
3,540	3,394	3,292	3,629	3,789

Percent Growth (Loss) From Previous Year

3.1%	-4.1%	-3.0%	10.2%	4.4%
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### Non-Resident Enrollment

**590**

Athens Non-Resident Student Enrollment in New Freshman Class

**Past Performance**

2010	2011	2012	2013	2014
436	489	596	615	590

Percentage of Non-Resident Student in New Freshman Class

11.0%	12.6%	15.3%	14.5%	13.5%
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### Diverse Student Enrollment

**609**

Athens Multicultural Student Enrollment in New Freshman Class

**Past Performance**

2010	2011	2012	2013	2014
391	441	504	563	609

Percentage of Diverse Student in New Freshman Class

9.9%	11.4%	13.0%	13.3%	13.9%
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### First Generation Student Enrollment

**1,065**

Athens Student Enrollment in New Freshman Class Self-Reporting as First Generation

**Past Performance (freshman)**

2010	2011	2012	2013	2014
781	787	766	893	1,065

Percentage of First Gen. Students in Freshman Class

20.8%	23.2%	22.3%	23.3%	26.2%
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### New Student Yield Rate

**28.2%**

Percentage of Admitted Students to Enrolled Students in the New Freshmen Class

**Past Performance**

2010	2011	2012	2013	2014
35.0%	34.0%	28.6%	28.0%	28.2%

Percent Growth (Loss) From Previous Year

-0.1%	-1.0%	-5.4%	-0.6%	0.2%
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### Transfer Student Enrollment

**1,542**

Overall New Transfer Students Enrolled in Fall Term

**Past Performance**

2010	2011	2012	2013	2014
1,434	1,452	1,490	1,523	1,542

Percent Growth (Loss) From Previous Year

1.3%	1.3%	2.6%	2.2%	1.2%
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### Student Indebtedness

**\$27,645**

Average Per Undergraduate Graduated Borrower Cumulative Principle Borrowed for Anyone Who Borrowed at Any Time Through any Loan Program While Enrolled

**Past Performance**

2010	2011	2012	2013	2014
\$25,330	\$26,909	\$27,060	\$26,928	\$27,645

Avg. for Ohio Public and Private 4 year Institutions

\$27,714	\$28,459	\$29,037	\$29,090	NA
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### Student Loan Default Rate

**15.0%**

3-Year Cohort Default Rate for all OHIO Campuses (\*prior to FY2009 the default rate was calculated on a two-year rate)

**Past Performance**

FY2007	FY2008	FY2009	FY2010	FY2011
4.3*	3.9*	8.7%	13.8%	15.0%

National Student Loan Default Rate

6.7%	7.0%	13.4%	14.7%	13.7%
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### Transcripts Produced Annually

**36,409**

Number of Student Transcripts Produced in a Given Calendar Year by the Office of the University Registrar

**Past Performance**

2009	2010	2011	2012	2013
37,601	36,869	36,802	36,256	36,409

### Grades Processed

**346,171**

Number of Grades Recorded Annually (Calendar Year) by the Office of the University Registrar

**Past Performance**

2009	2010	2011	2012	2013
346,692	371,495	404,049	442,677	346,171

### Total Aid Awarded

**\$428,953,741**

Total Aid Awarded To All Students, All Campuses (Grants, Scholarships, Loans, Student Employment)

**Past Performance**

2009/10	2010/11	2011/12	2012/13	2013/14
\$333.5M	\$365.1M	\$408.1M	\$397.5M	\$429.0M

Percent Growth (Loss) From Previous Year

13.9%	9.5%	11.8%	-2.6%	7.9%
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### Institutional Dollars Awarded

**\$35,914,703**

Institutional Scholarship and Grant Aid Dollars Awarded to Students (Includes Endowed/Restricted)

**Past Performance**

2009/10	2010/11	2011/12	2012/13	2013/14
\$24.4M	\$24.8M	\$30.2M	\$30.4M	\$35.9M

Percent Growth (Loss) From Previous Year

13.6%	1.4%	22.0%	0.8%	18.0%
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### Pell Grant Recipients

**10,980**

Total Students Awarded a Pell Grant for All Students and All Campuses

**Past Performance**

2009/10	2010/11	2011/12	2012/13	2013/14
6,472	12,017	12,522	11,473	10,980

Percent Growth (Loss) From Previous Year

3.6%	85.7%	4.2%	-8.4%	-4.3%
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### Dashboard Key:

**Connections to 4x4 Strategic Plan**

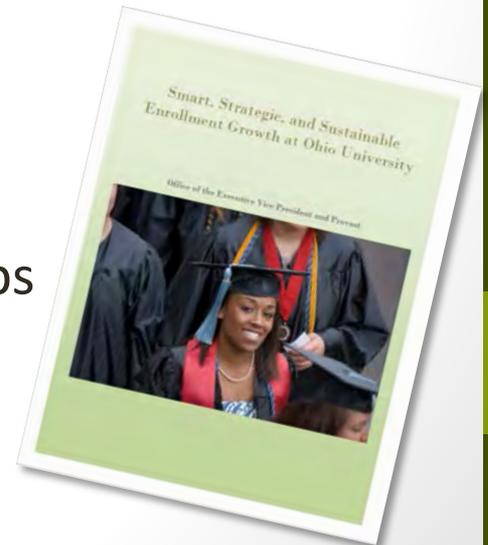
	Four Fundamentals
	Enrollment
	Financial Strength



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# Enrollment Management – Overview

- Provide strategic enrollment planning and management for Ohio University through University-Wide collaboration and coordination
- Meet the *Enrollment Goals* of the institution as outlined in the Strategic Enrollment Management Plan (SEMP) through the inter-related workings of the academic support service offices, consisting of the:
  - Office of Undergraduate Admissions
  - Office of Student Financial Aid and Scholarships
  - Office of the University Registrar



# Undergraduate Admissions

Undergraduate Admissions manages the effective identification, recruitment, admission and yield of Ohio University's Athens and eCampus populations on behalf of the academic colleges. Additionally, the office serves as the university's steward of transfer credit policy and practice.



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# The Admissions Team

- Academic support unit consisting of:
  - 48 full-time, 15 temporary and over 150 student employees and volunteers
- Volunteer recruitment coordination consisting of:
  - Over 1,500 persons assisting with recruitment or yield events
  - Over 400+ alumni as part of the *Alumni Admissions Network*
- Faculty/Staff Recruitment Coordination consisting of:
  - 75+ faculty/staff members per open-house program and throughout the year in many events!



# Major Areas of Admissions Responsibility

- **Recruitment Marketing and Communication**
  - Enhanced lead generation and direct marketing efforts with expanded academic, geographic, and demographic reach
  - 25,000 inbound e-mails; 40,000 inbound phone-calls to main line and over 1 million+ outbound messages
- **On- and off-campus outreach and recruitment**
  - College fairs, high school visits, community-based events in state and throughout the world
  - 94% increase in size of prospect pool since 2011
  - 28,000 campus visitors in 2013-2014
- **Application Processing**
  - 30,000+ applications annually for traditional and eCampus students; receive more than 100,000 transcripts annually
  - Facilitation of admission policy and solutions for other admission centers



# Major Areas of Admissions Responsibility

- **Diversity and Targeted Student Initiatives**
  - Recruitment, admission, agency management and I-20 support for international applicants; 81 countries in 2014 freshman pool
  - Multicultural programming including targeted efforts ranging from major Ohio cities to Puerto Rico
  - First-generation efforts across multiple platforms
- **Transfer initiatives**
  - Transfer credit management for all undergraduate students
  - Stewardship of transfer credit policy and practices
  - Community college partnership management
- **Management of Residency for Tuition Purposes**



# Office of Student Financial Aid and Scholarships

The Office of Student Financial Aid and Scholarships is responsible for the effective awarding and disbursing of financial aid from institutional, state, federal and other agencies to all Ohio University campuses and to students of all grade levels.



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# Office of Student Financial Aid and Scholarships

- Student services unit with 22 full-time staff who work hard for and care deeply about the financial well-being of our students. Our primary constituents:
  - Students and their parents/guardians
  - Staff and faculty
  - Scholarship donors



# Office of Student Financial Aid and Scholarships

## ■ Client Services

- 59,770 calls to general phone lines and 13,986 visitors to our office in 2013-14

## ■ Verification

- 4,554 files verified for quality assurance in 2014-15

## ■ Scholarships and Institutional Grants

- 19,850 awards to 9,844 students in 2014-15

## ■ State and Federal Grants

- 13,074 awards to 9,519 students in 2014-15



# Office of Student Financial Aid and Scholarships

## ■ Interfaces and reporting

- U.S. Department of Education Central Processing System – Free Application for Federal Student Aid (FAFSA) data
- U.S. Department of Education Common Origination and Disbursement System – federal student aid program data
- Ohio Board of Regents Higher Education Information System (HEI)

## ■ Outreach and Data

- 40 events annually, including Undergraduate Admissions' programs and high school financial aid nights as well as hosting an annual financial aid workshop
- In partnership with Institutional Research, extract and report data needed for annual and ad hoc surveys and reports



# Office of the University Registrar

## ■ Vision

- We strive to provide excellent service to students, faculty, staff, alumni, parents and others through our caring, knowledgeable staff;
- We endeavor to be a leader in implementing new services and technology;
- We encourage a collaborative environment for supporting the academic mission.



# Office of the University Registrar

- Academic support unit with 28 full-time staff dedicated to serving
  - All students, faculty, and staff on all campuses
  - All alumni
  - Parents/guardians/families of students and alumni



# Office of the University Registrar

- Catalog and Scheduling Services
  - 8,348 active courses; 11,714 sections of classes scheduled for Fall 2014-15
- Registration & Registrar Services
  - 246,000+ registration transactions (add/drops) for Fall 2014-15
- Degree Audit



# Office of the University Registrar

- Academic Records
  - Grades, Graduation, Transcripts, NCAA
- Veterans and Military Student Services
  - 734 students receiving VA educational benefits for Fall 2014-15
- Technology/Support/Data Steward



# REVISED STUDENT CODE OF CONDUCT

## RESOLUTION 2015 -

**WHEREAS**, Ohio University holds as its central purpose the intellectual and personal development of its students, and

**WHEREAS**, Ohio University has expectations for the behavior of its students, both on and off campus, and

**WHEREAS**, those expectations are articulated through the Student Code of Conduct, and

**WHEREAS**, a process to update the Student Code of Conduct was initiated in the Spring of 2013, and

**WHEREAS**, the Review and Standards Committee, the university committee charged with reviewing and making recommended changes to the Code, along with the Office of Community Standards and Student Responsibility, the office charged with implementing the Code, researched, benchmarked and proposed a revised Code, and

**WHEREAS**, open forums were held on the Athens campus to solicit feedback and the revised Student Code of Conduct was open for public comment on the web, and

**WHEREAS**, the revised Student Code of Conduct has been approved by the Review and Standards Committee, and

**WHEREAS**, the President recommends approval of the revised Student Code of Conduct to the Board of Trustees.

**NOW THEREFORE, BE IT RESOLVED** that the Board of Trustees approves the revised Student Code of Conduct, attached hereto as Exhibit A, which will go into effect on August 19, 2015.

## EXHIBIT A

### Ohio University *Student Code of Conduct*

#### Table of Contents

Section A:	Mission of the Student Code of Conduct
Section B:	Scope of the Code
Section C:	Definition of Terms
Section D:	Prohibited Conduct
Section E:	Community Standards Process
Section F:	Sanctions & Conditions of Sanction
Section G:	Student Rights & Responsibilities
Section H:	Appeal Process
Section I:	Interim Measures, Presidential Interim Suspension, and State of Emergency
Section J:	<i>Student Code of Conduct</i> Review Process
Section K:	Acknowledgements

#### Appendices

Appendix A:	Ohio Revised Code Section 3333.38 (House Bill 95)
Appendix B:	Student Sexual Misconduct, Relationship Violence, and Stalking Process

### **Section A: Mission**

Ohio University, including its regional campuses and online programs, 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 also known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines. It is this purpose that provides the aspirational basis for the *Student Code of Conduct*.

As we like to remind students, they are Bobcats no matter where they are. This means that each member of the OHIO community is responsible for their behavior, both on and off campus. When occasions arise where members of the community engage in behavior that violates the prohibited conduct listed in Section D below, the Community Standards Process will be initiated. This process exists to protect the interest of the community and to challenge those whose behavior is not in accordance with our expectations of members of the Ohio University community. The University fully recognizes the right of all students to seek knowledge, debate and freely express their ideas. Discourse and disagreement are fundamental components of any academic endeavor, and students will not be subject to disciplinary action for their lawful expression of ideas.

Sanctions implemented through the process are designed to give students the opportunity to reflect on their choices, challenge their ethical decision-making, and aid them in adjusting their behavior to become congruent with our community expectations. Being a member of the Ohio University community is a privilege, and the Community Standards Process will determine if a student's conduct warrants that they should no longer share in that privilege.

### **Section B: Scope of the Code**

The *Student Code of Conduct* applies to the conduct of individual students, student organizations and student groups, both undergraduate and graduate, including students enrolled in the Heritage College of Osteopathic Medicine, at regional campuses, and in distance education programs. The right of all students to seek knowledge, debate and freely express their ideas is fully recognized by the University. The prohibited conduct described in Section D below applies to student behavior and will not be used to impose discipline for the lawful expression of ideas.

The *Student Code of Conduct* applies to all students, student organizations and student groups, regardless of whether or not the alleged behavior occurred on or off campus. Further, the *Student Code of Conduct* may also be applied to behavior conducted online, via e-mail or through other electronic mediums. Ohio University does not regularly search for this information, but may take action if such information is brought to the attention of University officials.

The Community Standards process may be initiated when a student is charged with conduct that potentially violates both civil/criminal law and University policy, without regard to the pendency of litigation in court or criminal arrest and prosecution. The Community Standards process may be carried out prior to, simultaneously with, or following criminal proceedings off campus. Determinations made

and sanctions imposed under the *Student Code of Conduct* will not be subject to change because criminal charges arising out of the same facts were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

### **Section C: Definition of Terms**

The below definitions apply to the Community Standards Process. For definitions and other information related to the Sexual Misconduct Process, please see the Appendix B.

**Advisor** – An Ohio University employee or student selected by the complainant or respondent to assist them throughout the Community Standards Process. This advisor may advise and assist the complainant or respondent in the preparation for any meetings or hearings that may occur; accompany the complainant or respondent through all Community Standards Process meetings and hearing; and to actively participate in the proceedings to the extent desired by the complainant or respondent. Advisors may not be witnesses in the matter at hand, and they may not provide direct information or testimony at any point in the process. Advisors are not provided as part of the Community Standards Process, and complainants and respondents wishing to use an advisor are responsible for obtaining one.

**Campus** – Property or buildings owned, leased, operated, controlled or managed by Ohio University, including all regional campuses, regardless of their location.

**Complainant** – Person who was subject to alleged misconduct as described in the *Student Code of Conduct*. There may be more than one complainant for an incident.

**Hearing Authority** – Any person, or persons, authorized by the director of the Office of Community Standard and Student Responsibility, or designee to make findings as to whether a student has violated the Prohibited Conduct section of the *Student Code of Conduct*. This includes but is not limited to Residential Housing Staff, Office of Community Standards and Student Responsibility Staff, and members of the University Hearing Board.

**Hearing Board Advisor** – A staff member from the Office of Community Standards and Student Responsibility designated to advise members of the University Hearing Board during University Hearing Board Hearings.

**Hearing Board Chair** – A member of the University Hearing Board who has been designated by the hearing board advisor to serve as the chairperson for a University Hearing Board Hearing.

**Hearing Officer** – A hearing authority who has been designated to preside over an Administrative Hearing and make findings as to whether a student has violated the Prohibited Conduct section of the *Student Code of Conduct*

**Members of the University Community** – Refers, collectively and individually, to faculty, staff, students, Trustees, volunteers (e.g., advisors), organizations, groups, alumni, and contractors of the University or any of its campuses, facilities, programs, or events.

**Preponderance of Evidence** – Standard of proof used by the hearing authority. Preponderance of evidence means that the statements and information presented in the matter must indicate to a reasonable person that it is more likely than not that the respondent committed a violation.

**Referral** – Document which contains the basis for the alleged violation of the Prohibited Conduct section of the *Student Code of Conduct*, including but not limited to police reports or incident reports submitted to the Office of Community Standards and Student Responsibility.

**Referring Party** – Person or office which reported the alleged violation of the Prohibited Conduct section of the *Student Code of Conduct* to the Office of Community Standards and Student Responsibility.

**Respondent** – Student, student group, or student organization whom it is alleged committed a violation or violations of the *Student Code of Conduct*. There may be more than one respondent for an incident. In the cases of student groups or student organizations, the president, director, or other member of leadership will participate in the Student Conduct Process on behalf of the group or organization.

**Student** – Any person from the time he or she accepts admission to Ohio University up through the date of graduation. This includes, but is not limited to, new students at orientation, persons not currently enrolled but who are still seeking a degree from Ohio University, persons currently under suspension, and any other person enrolled in a credit earning course offered by Ohio University. For purposes of exercising jurisdiction for University discipline, it also includes any person who has graduated from Ohio University if the University determines that his/her graduation or receipt of credit may have involved misconduct while he/she was working toward a degree.

**Student Groups** - A number of persons who are associated with the University and each other, but who have not registered, or are not required to register, as a student organization (included but not limited to athletic teams, musical or theatrical ensembles, academic or administrative units, clubs not registered as a student organization).

**Student Organization** - A number of persons who are associated with one another and have registered with the University as a student organization, including but not limited to clubs, club sports, or fraternities and sororities.

**Support Person** – Any person chosen by either the complainant or the respondent to provide support to them throughout their interactions with CSSR. This person does not actively participate in

the process, but can be present at meetings and hearings to provide support to the complainant or respondent. The support person cannot be a witness in the matter in question.

**University** – Ohio University, including all of its regional campuses and online programs.

**University Appeal Board**– A panel of three individuals selected to review appeals as described in Section 8 below. The panel will be made up of three individuals from the University Hearing Board: one faculty member, one staff member, and one student.

**University Facility** – Any building or other facility, including an athletic or recreational field, that is owned and operated by the University.

**University Hearing Board**– A panel of three individuals who are responsible for hearing matters involving alleged violations of the Prohibited Conduct section of the *Student Code of Conduct* when the director, associate director, assistant director, or hearing officer in CSSR has determined that suspension or expulsion may be appropriate sanctions if the respondent is found responsible for the charge(s). A hearing board is composed of two students and one faculty or staff member.

**University Official** – Any person employed by the University (including but not limited to faculty, staff, administration, and student staff members) acting within the scope of their job duties.

**Witness** – Person who is requested to participate in an investigation or a hearing because they may have information about the alleged misconduct. Witness names may be supplied by the complainant, respondent, or others with knowledge of the matter. All witnesses requested to appear at a hearing will be considered University witnesses.

## **Section D: Prohibited Conduct**

The University considers the behavior described in the following sub-sections as inappropriate for members of the Ohio University community. These rules apply to all Ohio University students, student groups, and student organizations for behavior that occurs both on and off campus. The right of all students to seek knowledge, debate and freely express their ideas is fully recognized by the University.

### **1. Academic Misconduct**

- a. Plagiarism: Using another’s work, in whole or in part, without acknowledging the source and presenting that material as one’s own academic work. This includes, but is not limited to:
  - i. Reproducing another person's work, whether published or unpublished (this also includes using materials from companies that sell research papers)
  - ii. Using another's ideas or written words without properly acknowledging the source:
    - A. Quoting a source word for word without providing quotation marks and citations.
    - B. Copying words or ideas from a source without appropriate citations.

- iii. Submitting work that is substantially identical to another source in content and/or organization without appropriately citing the source.
  - iv. Using other intellectual property in a work without appropriate citations, permissions, or rights (when applicable). Intellectual property includes but is not limited to images, videos, software programs, computer code, or pieces of music.
- b. Cheating: Any attempt by a student to answer questions on a test, quiz, or assignment by means other than his or her own knowledge, without authorization from the instructor resulting in unfair academic advantage. This includes, but is not limited to:
- i. Using the textbook or other materials, such as a notebook, not authorized for use during an examination.
  - ii. Using technology (i.e. cell phones, laptop computers, social media, text messages, etc.) to aid in the completion of work when not permitted to do so.
  - iii. Observing or copying the work of another student or allowing another student to plagiarize, copy, or observe one's own work.
  - iv. Using unauthorized material during a test, notes, formula lists, notes written on clothing, etc.
  - v. Taking a quiz, exam, or similar evaluation in place of another person.
  - vi. Providing or requesting assistance from another person in a manner prohibited by the instructor.
  - vii. Using a laboratory, computer, or calculator inappropriately or without authorization.
  - viii. Changing material on a graded exam and then requesting a re-grading of the exam.
  - ix. Acquiring unauthorized knowledge of an examination or any part of an examination.
  - x. Signing in any person other than one's self for class attendance.
- c. Multiple Submissions: Submitting the same academic work for credit more than once unless specifically authorized by the instructor of record.
- d. Fabrication or Falsification: Knowingly using and/or presenting invented or fabricated information, falsified research, or other findings.
- e. Misrepresentation: Misrepresenting facts in an attempt to gain an academic advantage. This includes, but is not limited to:
- i. Providing false or misleading information in an attempt to receive an extension or postponement of a test, quiz, or other assignment
  - ii. Providing false or misleading information in an attempt to receive a re-take of an exam or a re-submission of an assignment
  - iii. Providing false or misleading information as part of an academic probation/dismissal appeal process.

*Please note:* An instructor may impose a grade penalty for academic misconduct and/or file a disciplinary referral.

## **2. Possessing/Providing False and Misleading Information**

- a. Furnishing false information to University officials or law enforcement officers acting within the scope of their job duties.
- b. Forgery, alteration, or misuse of University documents and/or records.
- c. Possession, use and/or attempted use of false identification.
- d. Manufacture, distribution, or sale of false identification.
- e. Transferring, lending, borrowing or altering University identification.

## **3. Alcoholic Beverages Violation**

- a. Use and/or possession of alcoholic beverages except as expressly permitted by law and University Policy 24.001. This includes, but is not limited to, the underage possession or consumption of alcohol.
- b. Selling and/or distribution of alcoholic beverages except as expressly permitted by law and University Policy 24.001.
- c. Furnishing or causing to be furnished any alcoholic beverage to any person in a state of noticeable intoxication.
- d. Misconduct under the influence of alcohol including but not limited to operating a vehicle under the influence, disorderly conduct by intoxication, and public intoxication.
- e. Failure of a student organization to take all necessary steps to ensure that no person under the legal drinking age possesses alcoholic beverages at functions it sponsors or within any property or transportation it owns, operates, and/or rents.

## **4. Controlled Substance and/or Drug Violation**

- a. Unlawful use and/or possession marijuana except as expressly permitted by law.
- b. Unlawful use and/or possession of other controlled substances except as expressly permitted by law.
- c. Possession or use of drug related paraphernalia except as expressly permitted by law.
- d. The abuse, misuse, sale, or distribution of prescription or over the counter medication.
- e. Manufacture, distribution, sale and/or offer for sale of any controlled substance, or drug, except as expressly permitted by law.
- f. Intentionally or recklessly inhaling or ingesting substances (e.g. nitrous oxide, glue, paint, etc.) that will alter a person's state of mind.

## **5. Disruptive Conduct**

- a. Disrupting and/or interfering with university operations including but not limited to obstruction of teaching, research and/or administrative activities which occur on or off campus.
- b. Causing, inciting, or participating in any disturbance that presents a clear and present danger to others, causes physical harm to others, or damage and/or destruction of property.
- c. Failure to comply with lawful orders of University officials or law enforcement officers acting within the scope of their job duties.
- d. An act which deliberately interferes with the freedom of speech of any member or guest of the university community.

- e. Misuse and/or tampering with any university safety equipment including but not limited to firefighting equipment, fire alarms, smoke detectors, blue light phones, etc.
- f. Public Urination
- g. Election Tampering: Tampering with the election of any Ohio University recognized student organization, including Student Government Association.

**6. Harmful Behavior**

- a. Physical harm or threat of physical harm to any person.
- b. Harassment: Unwelcome conduct (including written or electronic communication) that is so severe, pervasive, and objectively offensive that it substantially interferes with the ability of a person to work, learn, live or participate in, or benefit from the services, activities, or privileges provided by the University. In no event shall this provision be used to discipline a student for speech protected by the First Amendment of the United States.
- c. Discrimination: Unwelcome conduct (including written or electronic communication) against another individual that is based upon an individual protected category (as defined in Ohio University Policy 40.001) that is so severe, pervasive, and objectively offensive that it substantially interferes with the ability of a person to work, learn, live or participate in, or benefit from services, activities, or privileges provided by the University. In no event shall this provision be used to discipline a student for speech protected by the First Amendment of the United States.
- d. Retaliation against other person(s) alleging misconduct.

**7. Sexual Misconduct, Relationship Violence and Stalking**

- a. Sexual Harassment by Quid Pro Quo
  - i. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or academic status; or
  - ii. Submission to or rejection of such conduct by a person is used as the basis for employment or academic decisions affecting such person.

See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
- b. Sexual Harassment by Hostile Environment: Conduct that has the purpose or effect of unreasonably interfering with a person's work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus. The determination of whether an environment is "hostile" is often contextual and must be based on the circumstances. See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
- c. Sexual Assault: Sexual assault can be defined as any type of sexual contact or behavior that meets the definition of Non-Consensual Sexual Intercourse and Non-Consensual Sexual Contact.
  - i. Non-Consensual Sexual Intercourse: Vaginal or anal penetration by any body part or foreign object; oral copulation (mouth to genital contact or genital to mouth contact); however slight; by a person upon a person; without consent.

See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.

- ii. Non-Consensual Sexual Contact: Intentional contact with the breasts, buttock, groin, or genitals; touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with, of, or by breasts, buttocks, groin, genitals, mouth, or other orifice; by a person upon a person; without consent. See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
- d. Sexual Exploitation: When a person, knowingly or recklessly, takes non-consensual or abusive sexual advantage of another for his or her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
- e. Domestic violence: Physical violence committed by a current or former spouse, or intimate partner of the victim; by a person with whom the victim shares a child; by a person cohabitating with the victim as a spouse or intimate partner; or by a family or household member (i.e., parent, child, other persons related by blood marriage, or prior marriage). See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
- f. Dating violence: Physical violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim (Complainant); and where the existence of such a relationship shall be determined based on the Complainant's statement, and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence does not include acts that meet the definition of "domestic violence." See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
- g. Stalking is defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress. "Reasonable person" would mean a person under similar circumstances and with similar identities to the victim. "Substantial emotional distress" is defined as significant mental suffering or anguish, that may, but does not necessarily require, medical or other professional treatment or counseling. Stalking would include two or more acts, including but not limited to:
  - i. acts in which the stalker directly, indirectly or through third parties;
  - ii. by any action, method, device, or means;
  - iii. follows, monitors, observes, surveils, threatens, or communicates to or about a person; or
  - iv. interferes with a person's property.

See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.

- h. Retaliatory Harassment: An adverse action or threat of an adverse action taken in response to a person who makes a protected disclosure under University Policy 03.004. See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.

## **8. Hazing**

- a. Any action that recklessly or intentionally endangers the mental, emotional, or physical health and/or safety of a student for the purpose of initiation or admission into, or affiliation with, any student organization or group regardless of the person's consent to participate.
- b. Brutality of a physical nature including but not limited to paddling, whipping, beating, branding, forced calisthenics, exposure to the elements.
- c. Coerced consumption including but not limited to any food, alcoholic beverage, liquid, drug, or any other substance that subjects the student to an unreasonable risk of harm.
- d. Acts intended to cause mental stress including but not limited to sleep deprivation, transportation and/or abandonment, confinement to a small space, forced exclusion from social contact, forced contact which could reasonably result in embarrassment, any forced activity that is designed to shame and/or humiliate, or any act of harassment (as defined in Section D.6.b above).
- e. Coerced activities including but not limited to violation of local/state/federal laws, violation of University policies/rules/regulations, and personal servitude.

## **9. Theft**

- a. Taking without consent the property or services of the University, another person, business, or organization.
- b. Possessing property that can reasonably be determined to have been stolen from the University, another person, business, or organization.

## **10. Damage to Property**

- a. The destruction of, or damage to, public or private property.

## **11. Possession of Weapons and/or Dangerous Materials**

- a. Possession, storage or use of weapons including but not limited to firearms, compressed-air guns, pellet guns, etc. on University owned or affiliated property except as expressly permitted by law.
- b. Possession, storage or use of dangerous materials including but not limited to fireworks, explosives or chemicals which are corrosive or explosive on University owned or affiliated property except as expressly permitted by law.
- c. Any object not mentioned above used to intimidate, threaten, harm, and/or provide force can be considered a weapon under this provision.

## **12. Misuse of Keys and/or Access Device**

- a. Unauthorized use, distribution, duplication, or possession of any key or other access device issued for any University building, structure, room or facility.

## **13. Misuse of the University Disciplinary Process**

- a. Falsification, distortion, or misrepresentation of information during the Community Standards Process, including filing a false complaint against another person.
- b. Hindering or interfering with the Community Standards Process by failing to abide by the notice from a University official to appear for a student conduct meeting or hearing.
- c. Intimidation or retaliation in response to an individual's participation in, or use of, the Community Standards Process.

**14. Misuse of University Facilities**

- a. Misuse or unauthorized use of any University facility.
- b. Unauthorized entry or attempted entry into any University facility.

**15. Violation of Ohio University Student Housing Handbook**

- a. Violation of any published Residential Housing policy, rule and/or regulation.

**16. Violation of University Policy**

- a. Violation of any University policy and/or procedure of Ohio University.

**17. Violation of Law**

- a. Conduct that would constitute a violation of any local, state, and/or federal law, including violation of the Code of Ordinances of the City of Athens.

**Section E: Community Standards Process**

The following processes apply to those involved in matters being addressed by the Community Standards Process. For information regarding the process for resolving a sexual misconduct allegation, please see Appendix B.

- 1. Referrals** – Members of the Ohio University community may file a student conduct referral alleging that a student, student group, or student organization has violated the Prohibited Conduct outlined in the *Student Code of Conduct*. The Office of Community Standards and Student Responsibility (CSSR) may also receive referrals from external entities, including law enforcement and members of the general public. Upon receipt of a referral, the director of the Office of Community Standards and Student Responsibility or designee, may review all relevant information and may consult with any appropriate parties regarding the incident in question. It is the responsibility of the director of the Office of Community Standards and Student Responsibility (CSSR) to determine the appropriateness of the referral as well as how the referral will be processed. Upon receipt of a referral and if appropriate, interim measures (including Presidential Interim Suspension), may be implemented as outlined in Section I below.
- 2. Hearing Authorities** – Hearing authorities are responsible for processing cases involving alleged violations of Prohibited Conduct as described in the *Student Code of Conduct*. The director of CSSR (or designee) is responsible for determining the appropriate hearing authority for each matter. The following are hearing authorities:
  - a. CSSR Staff Members** – Appropriate staff members from the Office of Community Standards and Student Responsibility are responsible for hearing matters involving alleged violations of the Prohibited Conduct section of the *Student Code of Conduct* and serve to advise both the complainant and the respondent regarding procedures relating

to the *Student Code of Conduct*. They have the authority to conduct Community Standards Conferences, to serve as a hearing officer in an Administrative Hearing, and to serve as an advisor to the University Hearing Board and the University Appeal Board. They have the authority to impose the full range of sanctions under the *Student Code of Conduct*, up to and including disciplinary suspension and disciplinary expulsion.

- b. Residential Housing Staff Members** – Appropriate staff members from Residential Housing are responsible for hearing matters involving alleged violations of the Prohibited Conduct section of the *Student Code of Conduct* and serve to advise the respondent and complainant (if applicable) regarding procedures relating to the *Student Code of Conduct*. They have the authority to conduct Community Standards Conferences and to serve as a hearing officer in an Administrative Hearing. They have the authority to impose sanctions under the *Student Code of Conduct* up to and including disciplinary probation.
- c. University Hearing Board** – The University Hearing Board (UHB) is responsible for hearing matters involving alleged violations of the Prohibited Conduct section of the *Student Code of Conduct* when an appropriate CSSR staff member has determined that disciplinary suspension or disciplinary expulsion may be appropriate sanctions if the respondent is found responsible for the charge(s). A hearing board is composed of two students and one faculty member or administrator. The UHB is advised by a CSSR staff member and does not directly impose sanctions under the *Student Code of Conduct*. In instances where the respondent is found in violation, the UHB will make a recommendation regarding sanctions to the dean of students or designee, who will then impose any sanctions.

### **3. Community Standards Conference**

Any student, student group, or student organization (hereinafter referred to as the respondent) who has been charged with an alleged violation of the Prohibited Conduct section of the *Student Code of Conduct* will first be scheduled for a Community Standards Conference with the hearing authority assigned to review the allegation. The respondent will be notified in writing of the date, time, and location of the Community Standards Conference. Written notification will include:

- a. the specific charges pending against the respondent;
- b. a brief summary of the referral;
- c. statement of rights and responsibilities; and
- d. If applicable, a statement notifying the respondent that the alleged conduct is significant enough that they may face suspension or expulsion if the charge is substantiated.

The Community Standards Conference is the first step in the Community Standards Process, and serves to provide the respondent with the opportunity to discuss the allegations that led to the referral. The respondent will receive more information regarding the Community Standards Process, clarification of their rights and options, the ability to inspect and review all relevant

information as well as a range of potential sanctions for the violation in question should the charges be substantiated. After a discussion regarding the incident and review of relevant information, the respondent will have an opportunity to accept or deny responsibility for the charge(s). If the respondent accepts responsibility for the charge(s), the hearing authority will sanction the respondent as part of the Community Standards Conference.

If the respondent denies responsibility for one or more of the charges, the hearing authority will proceed to schedule a hearing for the student. If the hearing authority has determined that should the charge(s) be substantiated, disciplinary suspension or disciplinary expulsion are not appropriate sanctions, the respondent will be scheduled for an Administrative Hearing. If the hearing authority determines that disciplinary suspension or disciplinary expulsion are potential sanctions, the respondent may choose either an Administrative Hearing or a University Hearing Board.

The respondent must attend the Community Standards Conference. If the respondent fails to appear for two scheduled Community Standards Conferences and the absence is not excused, the conference will proceed in their absence. In these instances, if the hearing authority has determined that disciplinary suspension or disciplinary expulsion are not potential sanctions should the charge(s) be substantiated, the matter will be resolved in the Community Standards Conference based on an evaluation of the evidence available to the hearing authority at the time of the scheduled conference. If the hearing authority determines that disciplinary suspension or disciplinary expulsion are potential sanctions should the charge(s) be substantiated, the respondent will be scheduled for an Administrative Hearing and sent notification of that hearing. The date for a hearing will be determined within a reasonable period of time following the Community Standards Conference. Hearing notification shall include:

- a. The date, time, and location of the hearing;
- b. the specific charges against the respondent;
- c. a statement of rights and responsibilities; and
- d. in instances of administrative hearings only, the name of the hearing officer.

#### **4. Hearings**

The purpose of a hearing is to provide an equitable forum for the review of the available information regarding an alleged incident of misconduct. The hearing authority will decide by the preponderance of evidence whether or not the respondent is found responsible for the charge(s). All hearings are closed to the public, with the exception of advisors and/or support persons for the complainant and respondent. All parties directly participating in the hearing (the respondent, complainant, and staff member from CSSR or Residential Housing who is presenting the information) may remain present the entire time, excluding deliberations.

##### **a. Types of Hearings**

- i. **Administrative Hearing** – Administrative Hearings are presided over by a single hearing officer. The hearing officer will be someone other than the staff

member who conducted the original Community Standards Conference. If the respondent fails to appear at a scheduled administrative hearing and the absence is not excused, the hearing may proceed in the respondent's absence or may be rescheduled at the discretion of the hearing officer.

- ii. **University Hearing Board Hearing** – University Hearing Board Hearings are presided over by members of the University Hearing Board. Each University Hearing Board Hearing will have a hearing board chair. The chair is responsible for keeping the proceedings moving forward. If the respondent fails to appear at a scheduled University Hearing Board and the absence is not excused, the hearing may proceed in the respondent's absence or may be rescheduled at the discretion of the chair. Each University Hearing Board is assigned a hearing board advisor. The role of the advisor is to ensure the Community Standards Process is adhered to and to answer procedural questions posed by any party during the hearing. The hearing board advisor will also keep the proceedings focused on issues relevant to the specific allegations. The hearing board advisor will not participate in a determination of a finding or sanction. However, the board advisor may be summoned by University Hearing Board members during deliberations to answer questions regarding the Community Standards process.

## **b. Hearing Procedures**

### **i. Guidelines**

1. The hearing authority will explain the respondent's rights and responsibilities, and, if applicable, the complainant's rights and responsibilities.
2. The hearing authority (in conjunction with the board advisor, if applicable), is responsible for assuring that these rights as well as the process described in this section are adhered to during the hearing.
3. The respondent or the complainant may ask for the removal of a hearing authority by providing written or verbal evidence of bias.
  - a. In cases before a hearing board, the charge of bias is made to the chairperson who will determine whether it is valid. If the charge of bias is against the chairperson, the hearing board advisor shall decide whether it is valid. If bias is found, the hearing will be rescheduled.
  - b. In an administrative hearing, the charge of bias against the hearing authority can be made to the director of CSSR, prior to the hearing. The director will decide if the charge is valid. If bias is found, the director will assign a new hearing authority to conduct the hearing.
4. The hearing authority may ask questions of any party at any time throughout the hearing.
5. The hearing authority is responsible for determining the relevancy of questions asked during a hearing. The hearing authority may deem

certain questions irrelevant and not allow them to be asked. In University Hearing Board hearings, the hearing board advisor may assist the hearing chair in those determinations.

6. The hearing authority may exclude persons from the hearing if they are disruptive, or postpone the hearing because of disruptive behavior of participants or observers.

**ii. Introduction**

1. Each party in the room will introduce themselves and explain their role in the hearing.
2. The hearing authority will ask the respondent to briefly introduce themselves and explain why they have requested the hearing.

**iii. Presentation of Information**

1. Following the respondent's introduction, a staff member from either CSSR or Residential Housing will provide the hearing authority with a detailed summary of the incident and, if applicable, any subsequent investigation.
2. If there is a complainant, the complainant will then have an opportunity to provide the hearing authority with a summary of their role and perspective on the incident.
3. The hearing authority will then ask the respondent to describe their involvement in the matter at hand as it pertains to the charges being considered in the hearing. The hearing authority may question the respondent at this time.
4. The staff member from CSSR or Residential Housing will then present any relevant witnesses or documentary information to the hearing authority. The hearing authority, respondent, and complainant (if applicable) will each in turn have the opportunity to ask questions regarding the information presented.
5. The complainant (if applicable) will then present any relevant witnesses or documentary information to the hearing authority. The hearing authority, respondent, and staff member will each in turn have the opportunity to ask questions regarding the information presented.
6. The respondent will then present any relevant witnesses or documentary information to the hearing authority. The hearing authority, complainant (if applicable), and staff member will each in turn have the opportunity to ask questions regarding the information presented.
7. The staff member from CSSR or Residential Housing will have an opportunity to make a summary statement.
8. The complainant, if applicable, will have an opportunity to make a summary statement.

9. The respondent will have an opportunity to make a summary statement.

**iv. Deliberation and Finding**

1. The hearing authority will go into closed session to determine by the preponderance of evidence whether the respondent will be found in violation of the charges pending in this matter. University Hearing Boards determine findings by majority vote.
2. The hearing will re-convene for the announcement of the finding. If the respondent is not found responsible for the violation, the case will be dismissed. If the respondent is found responsible for a violation of one or more of the pending charges, the hearing will proceed to sanctioning.

**v. Sanctioning**

1. The respondent will be offered an opportunity to speak on his or her behalf and to present character witnesses or written references for consideration in determining a sanction.
2. The complainant, if applicable and present, will be given the opportunity to present a verbal impact statement. If there is a complainant who has chosen not to attend the hearing but has provided a sealed, written impact statement, it will be opened and read aloud by the hearing authority.
3. The staff member from CSSR or Residential Housing will give an overview of the respondent's disciplinary history, if any. The respondent will be given the opportunity to respond to the overview.
4. If the respondent was presented with a possible sanction during their Community Standards Conference, the staff member from CSSR or Residential Housing will share that proposed sanction with the hearing authority.
5. The hearing authority will consider the following in determining a sanction:
  - a. statements and evidence presented at the hearing;
  - b. seriousness of the violation;
  - c. the complainant's oral or written statement of impact;
  - d. the respondent's character information;
  - e. prior disciplinary record of the respondent; and
  - f. disciplinary precedent.
6. The hearing authority will go into closed session to determine a sanction.
7. The hearing will reconvene for the announcement of the sanction.
  - a. In University Hearing Board hearings, the sanction is recommended to the dean of students who will make the final decision. While normally the Board's recommendation will be

the sanction imposed, the dean of students may impose a different sanction. The dean of students will send the student written notification of the decision.

- b. In Administrative hearings, the sanction is imposed by the hearing officer. The hearing officer will send the student written notification of the decision.

## 5. Presenting a Case Using University Legal Counsel

In rare instances, the University may decide to formally present a student conduct case using legal counsel. In such cases, the respondent will be given adequate notice in order to seek legal counsel, if so desired. In these instances, the case will be heard by a University Hearing Board and the director of the Office of Legal Affairs (or designee) will serve as a non-voting member of the hearing board.

## Section F: Sanctions & Conditions of Sanction

1. **Sanctions** – Students, student organizations, and student groups of Ohio are responsible for abiding by all Ohio University policies. When a respondent is found in violation of the Prohibited Conduct section of the *Student Code of Conduct*, appropriate disciplinary sanctions will be imposed. Sanctions are defined as follows:
  - a. **Reprimand** – Official notification of unacceptable behavior and violation(s) of the *Student Code of Conduct*. Any further misconduct may result in more serious disciplinary sanctions.
  - b. **Disciplinary Probation** – Sanction imposed for a designated period of time. Further violation of Prohibited Conduct as outlined in Section D above, may result in further disciplinary action up to and including disciplinary suspension or disciplinary expulsion. Periodic probationary meetings may also be required. All assigned conditions of sanction must be completed prior to the conclusion of disciplinary probation; otherwise the disciplinary probation will remain in effect.
  - c. **Disciplinary Suspension** – Sanction imposed for a designated period of time. During the period of suspension, a student may not attend classes (either in person or online), or participate in University related activities, whether they occur on or off campus. Additionally, a student under disciplinary suspension may not be present on University premises unless authorized in writing in advance under conditions approved by the director of the Office of Community Standards and Student Responsibility. All assigned educational sanctions must be completed prior to the conclusion of disciplinary suspension; otherwise the disciplinary suspension will remain in effect.
    - i. Undergraduate students who have been suspended from the University must petition for reenrollment through the director of the Office of Community Standards and Student Responsibility. Reenrollment may be granted, with further probationary status, at the discretion of the director. Students enrolled in post-baccalaureate programs who have been suspended must petition for

reenrollment through the Director of the Office of Community Standards and Student Responsibility. Reenrollment under such circumstances will be determined by the Director of the Office of Community Standards and Student Responsibility and the college or department in which the student was enrolled.

ii. Disciplinary Suspension of a student organization or student group is a temporary revocation of University recognition. While an organization or group is suspended, it may not use University resources or participate as an organization in any University activities or events. A student organization suspension will not exceed five years.

d. **Disciplinary Expulsion** – Sanction which permanently removes the student from their academic program and separates the student from the University without the opportunity to graduate or reenroll in the future. A student under disciplinary expulsion may not be present on University premises unless authorized in writing in advance under conditions approved by the director of the Office of Community Standards and Student Responsibility. Expulsion will be noted on the student's academic transcript.

i. Disciplinary Expulsion of a student organization or student group is the permanent revocation of University recognition of that organization.

2. **Conditions of Sanction** – In conjunction with a sanction, a student found to have been in violation of Prohibited Conduct may be assigned conditions of sanction that are educational in nature and reflect the nature of the violation. Conditions of sanction include but are not limited to, reflective papers, seminars, community restitution, fines/fees, etc. If a student has any outstanding conditions of sanction at the conclusion of disciplinary probation or suspension, that student's disciplinary probation or suspension status will remain in effect pending the completion of the conditions of sanction. Additionally, failure to complete conditions of sanction by the deadline given will result in the placement of a disciplinary hold on the student's academic records.

### **Section G: Student Rights & Responsibilities**

The following rights and responsibilities apply to those involved in a matter being addressed by the Community Standards Process. For information regarding the rights and options available to those involved in the resolution of a sexual misconduct allegation, please see please see Appendix B.

1. **Rights of Respondent** – All respondents in the Community Standards Process have the following rights:

- a. Written notice of the charge(s) made against them and the basis of the allegation that led to the charge(s).
- b. In matters that could result in a sanction of suspension or expulsion, the above-mentioned notification will alert the respondent to the possible severity of the outcome.
- c. The right to an advisor, as defined in Section C above.
- d. The right to a support person, as defined in Section C above.
- e. To request reasonable accommodations due to disability (see Section G.3 below).

- f. Reasonable access to inspect and review their own case file, which includes all information that would be used during the Community Standards Process, to the extent permitted by confidentiality laws.
- g. Explanation of the resolution options available to them through the Community Standards Process.
- h. To be presumed not responsible for a violation of prohibited conduct until found responsible by a preponderance of the evidence.
- i. To speak or not speak on their own behalf.
- j. The opportunity to respond to information used as part of the decision-making process.
- k. To deny responsibility for the charge(s) facing them and request a hearing.
- l. To question any witnesses that participate as part of a hearing.
- m. The right to appeal, as described in Section H.
- n. To waive any of the above stated rights provided that the waiver is made freely and in writing.

**2. Rights of the Complainant** – All complainants in the Community Standards Process have the following rights:

- a. To pursue criminal or civil charges where a legal case exists (without University assistance).
- b. Explanation of the resolution options available to them through the Community Standards Process.
- c. To be free from harassment and intimidation from respondents and others as they engage this process.
- d. The right to an advisor, as defined in Section C above.
- e. The right to a support person, as defined in Section C above.
- f. To request reasonable accommodations due to disability (see Section G.3 below).
- g. To provide information for consideration during the Community Standards Process, and to know the results of the process to the extent allowed under federal laws and University policies.
- h. The opportunity to appear at any hearing that may take place in order to provide relevant information.
- i. The opportunity to question any witnesses that participate as part of a hearing.
- j. The opportunity to submit a written impact statement for use in a hearing, even if the complainant chooses not to attend the hearing.

**3. Responsibilities of Respondents, Complainants, and Witnesses** – All respondents, complainants, and witnesses in the Community Standards Process have the following responsibilities:

- a. To be honest and forthright in all information they provide during the Community Standards Process. Presenting false and misleading information during this process is a violation of Prohibited Conduct as outlined in Section D above.
- b. To attend all scheduled meetings, conferences, or hearings, unless alternate arrangements are made in advance.

- c. To refrain from disruption of the hearing process. Disruption of this process is a violation of Prohibited Conduct as outlined in Section D above.
- d. Complainants and respondents have the responsibility to prepare and present their entire case as well as secure the presence of any witnesses who will speak on their behalf.

**4. Reasonable Accommodation for Students with Disabilities** – Any student with a disability involved in this process has the right to request reasonable accommodation in order to ensure their full and equal participation. Students wishing to request reasonable accommodations should make those requests directly to the Office of Student Accessibility Services (SAS). Students do not have to disclose information about the complaint or charge to SAS to request reasonable accommodation, except to the extent that it may assist in the determination of reasonable accommodations. Accommodations are determined on an individual basis by SAS staff and implemented in consultation with the Office of Community Standards and Student Responsibility. Examples of reasonable accommodation include but are not limited to sign language interpretation, real-time communication access during hearings, large print documents, extended time to review documents, or assistance with transcribing questions during interviews or hearings.

#### **Section H: Appeal Process**

The following appeal processes apply to those involved in matters being addressed by the Community Standards Process. For information regarding the appeal process regarding allegations of sexual misconduct, please see Appendix B.

1. A respondent that has accepted responsibility for, or was found in violation of Prohibited Conduct through the Community Standards Process, may appeal the finding(s) and condition(s) of sanctions imposed within three business days after the receipt of written notification detailing the decision of the case. Upon reasonable request, the three business day deadline may be extended by the director of the Office of Community Standards and Student Responsibility.
2. In the appeal, the respondent must state the reason(s) for the appeal, the supporting facts, and the requested solution. An appeal is not a rehearing of the matter and cannot be filed simply because the student disagrees with the outcome. An appeal may only be submitted for one or more of the following reasons:
  - a. The sanctions and/or conditions of sanctions are extraordinarily disproportionate to the violation(s); and/or
  - b. A procedural defect occurred that significantly impacted that outcome of the hearing; and/or
  - c. Discovery of new and significant information that could have affected the outcome of the hearing and that was not known, or could not reasonably have been discovered and/or presented at the time of the hearing.
3. University Appeal Board

- a. All appeals will be heard by the University Appeal Board. The Appeal Board will meet in a closed session, within a reasonable period of time, and will either grant or deny the appeal by a majority vote.
  - b. If the student alleges that the sanction was extraordinarily disproportionate to the violation and the Appeal Board finds the sanctions extraordinarily disproportionate, the Appeal Board may reduce the sanction.
  - c. In considering appeals based on a procedural defect or the presence of new information, if the Appeal Board finds that there was a defect in the procedure or that new information was presented which was sufficiently substantial to the outcome, the Appeal Board will order a new hearing.
  - d. The respondent will be notified of the outcome of their appeal in writing by the director of the Office of Community Standards and Student Responsibility.
4. Vice Presidential Appeal
- a. The respondent may request the vice president for student affairs or designee review a University Appeal Board decision if the University Appeal Board denies the appeal.
  - b. An appeal to the vice president for student affairs or designee must be submitted to the Office of the Vice President for Student Affairs within three business days after the receipt of written notification of the appeal board decision.
  - c. If the student alleges that the sanction was extraordinarily disproportionate to the violation and the vice president for student affairs or designee finds the sanctions to be extraordinarily disproportionate, the vice president for student affairs or designee may reduce the sanction.
  - d. In considering appeals based on a procedural defect or new information being presented, and the vice president for student affairs or designee finds that there was a defect in the procedure or that new information was presented which was sufficiently substantial to the outcome, the vice president for student affairs, or designee will order a new hearing
  - e. The respondent will be notified of the outcome of their appeal in writing by the vice president for student affairs or designee within a reasonable period of time.
  - f. The decision of the vice president for student affairs or designee is the final decision in the matter.

**Section I: Interim Measures, Presidential Interim Suspension, and State of Emergency**

- 1. Interim Measures
  - a. When the alleged actions of a student threaten the good order or safety of the University, interim measures may be put into place. Interim measures are administrative directives that are intended to insure the safety of the University and prevent a situation from escalating. Interim measures may be made at any point after a referral is received and may include, but are not limited to:
    - i. Administrative directives for no contact;
    - ii. Temporary or permanent re-assignment of University housing; and/or
    - iii. Restriction of access to particular areas of campus.

- b. CSSR will make decisions on interim measures after appropriate consultation. Professional staff in Residential Housing may initiate an immediate residential move in the case of allegations of sexual misconduct, violence, or threats of violence. They may also issue temporary administrative directives for no contact under the same circumstances. Residential Housing will notify CSSR in writing of any interim measures they initiate as soon as possible, but no later than the next business day. All interim measures described above will be documented in writing.
2. Presidential Interim Suspension
- a. When the actions of a student threaten the good order and discipline of the University, the president may interimsly suspend the student, pursuant to Section 3345.24(B) of the Ohio Revised Code, pending a prompt hearing by a University Hearing Board or an Administrative Hearing as requested by the student. In the event the president is away from campus or otherwise unavailable, the provost (or vice president for finance and administration in the absence of the provost) may impose a presidential interim suspension consistent with the following procedure:
    - i. The vice president for student affairs initiates a presidential interim suspension by providing the president or designee with information of:
    - ii. The name of the student and actions allegedly violating University regulations; and,
    - iii. A statement of the University regulations allegedly violated by the student.
  - b. If the president suspends a student, the director of the Office of Community Standards and Student Responsibility immediately notifies the student of the interim suspension and the next steps in the Community Standards Process. The Community Standards Process shall occur as expeditiously as possible in accordance with the *Student Code of Conduct*. Students who have been interimsly suspended are not permitted to attend class (in person or otherwise) or be present on University premises unless authorized in writing in advance under conditions approved by the director of the Office of Community Standards and Student Responsibility.
  - c. If the final decision is to suspend or expel the student, the sanction takes effect from the date of the presidential interim suspension. If the decision is a reprimand or disciplinary probation, or if the student is found not responsible for the charges, for purposes of the record, the interim suspension will be deemed not to have occurred. The student has the right to appeal the final decision in accordance with Section H above.
3. State of Emergency
- a. Pursuant to section 3345.26 of the Ohio Revised Code, the board of trustees or president of a college or university which receives any state funds in support thereof, may declare a state of emergency when there is a clear and present danger or the orderly conduct of lawful activities at such college or university through riot, mob action or other substantial disorder, and may do one or more of the following, as are necessary to preserve order and discipline at such college or university during such emergency:
    - i. Limit access to university property and facilities by any person or persons;
    - ii. Impose a curfew;

- iii. Restrict the right of assembly by groups of five or more persons;
- iv. Provide reasonable measures to enforce limitations of access, a curfew and restrictions on the rights of assembly imposed pursuant to this section.
- b. Notice of action taken pursuant to Section I.3.a above shall be posted or published in such manner as is reasonably calculated to reach all persons affected.
- c. Sections I.3.a and I.3.b above shall not be construed to limit the authority of the board of trustees, president or other proper official of a college or university to impose reasonable restrictions on use of and access to, and the hours and use and access to university property and facilities, for purpose of regulating the proper operation of such university, and regardless of whether any emergency exists.

**Section J: Student Code of Conduct Review Process**

1. Timeline
  - a. The full *Student Code of Conduct* will undergo a formal review process every two years. The review will take place under the direction of the director of the Office of Community Standards and Student Responsibility in collaboration with the Student Code of Conduct: Review & Standards Committee.
  - b. Should changes to the *Student Code of Conduct* be necessary for the purposes of complying with local, state, or Federal law, or as deemed necessary by the Student Code of Conduct: Review and Standards Committee, changes may be made outside of the two year cycle.
  - c. The Appendices are independent of the *Student Code of Conduct* and are not part of the formal review process. For those Appendices that require periodic review, the information for that process is listed in that Appendix.
2. Proposing Changes to the *Student Code of Conduct*
  - a. Any member of the Ohio University community may propose amendments to the *Student Code of Conduct*. Proposed amendments shall be reviewed by the Student Code of Conduct: Review and Standards Committee for possible consideration.
3. Approval Process
  - a. All proposed changes to the *Student Code of Conduct* must be reviewed and approved by the Student Code of Conduct: Review and Standards Committee. Those changes will be submitted to the vice president for student affairs for consideration.
  - b. Changes to *Student Code of Conduct* procedure (Sections C, E, G, H, and K) are subject to approval by the vice president for student affairs before implementation.
  - c. Changes to *Student Code of Conduct* policies (Sections A, B, D, F, I, and J) are subject to approval by the president and formal action by the Board of Trustees prior to implementation.

**Section K: Acknowledgements**

Parts of the Ohio University Student Code of Conduct are adapted from The National Center for Higher Education Risk Management (NCHERM) Group Model Developmental Code of Student Conduct and are used here with permission. Additionally, the Office of Community Standards and Student Responsibility

and the Student Code of Conduct: Review and Standards Committee wishes to acknowledge the following for their example and assistance in crafting this *Student Code of Conduct*:

- North Carolina State University – Office of Student Conduct
- Old Dominion University – Office of Student Conduct & Academic Integrity
- Plagiarism.org - <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism>
- The Ohio State University – Student Conduct
- University of Central Florida – Office of Student Conduct
- University of Florida – Student Conduct & Conflict Resolution
- University of Texas at Austin – Student Judicial Services
- Wright State University – Community Standards and Student Conduct

**Appendix A**

**Ohio Revised Code Section 3333.38 (House Bill 95)**

A. Pursuant to Ohio Revised Code Section 3333.38(C), Ohio University must immediately dismiss an individual who is convicted of, pleads guilty to, or is adjudicated a delinquent child for a violation of Ohio Revised Code Section 2917.02 (aggravated riot) or Ohio Revised Code Section 2917.03 (riot). Pursuant to Ohio Revised Code Section 3333.38(B), an individual who is convicted of, pleads guilty to, or adjudicated a delinquent child for any of the following offenses shall be ineligible to receive any student financial assistance supported by state funds for two calendar years from the time the individual applies for such assistance:

1. a violation of Ohio Revised Code Section 2917.02 (aggravated riot) or Ohio Revised Code Section 2917.03 (riot),
2. a violation of Ohio Revised Code Section 2917.04 (failure to disperse) that is a misdemeanor of the fourth degree,
3. a violation of Ohio Revised Code Section 2917.13 (misconduct at emergency) that is a misdemeanor of the fourth or first degree and occurs within the proximate area where four or more others are acting in a course of conduct in violation of Ohio Revised Code Section 2917.11 (disorderly conduct).

B. The student financial assistance programs supported by state funds includes any post-secondary student financial assistance supported by state funds, including assistance granted under Ohio Revised Code Sections:

- 3315.33 Ohio Scholarship Fund for Teacher Trainees
- 3333.12 Ohio Instructional Grant Program and Part-time Ohio Instructional Grant Program
- 3333.21 Ohio Academic Scholarship Program
- 3333.26 Tuition Waiver for Child or Spouse of Public Service Officer Killed in Line of Duty
- 3333.27 Student Choice Grant Program
- 3333.28 Nurse Education Assistance Program
- 3333.29 Student Workforce Development Grant Program
- 3333.372 Ohio Outstanding Scholarship and Ohio Priority Needs Fellowship
- 5910.03 Scholarship for Children of Deceased or Disabled Veterans of the Armed Services of the United States
- 5910.032 Children of Persons Declared Prisoner of War or Missing in Action
- 5919.34 National Guard Scholarship Program

## **Appendix B**

### **Student Sexual Misconduct, Relationship Violence, and Stalking Process**

This document describes the process for investigating and adjudicating reports of alleged sexual misconduct, relationship violence, and stalking that involve students as the Respondent. This process will be used to adjudicate alleged student violations of Ohio University Policy 03.004 as well as alleged violations of the *Student Code of Conduct*. This process applies to reported incidents in which the initial interview with the Complainant occurred on or after August 21, 2014.

#### **A. Definitions**

For the purposes of this process, the following definitions apply:

**Sexual Misconduct** – See Policy 03.004: Sexual Misconduct (<http://www.ohio.edu/policy/03-004.html>)

**Respondent** – Person whom it is alleged committed a violation or violations of Policy 03.004 and/or the *Student Code of Conduct*. There may be more than one respondent for an incident.

**Complainant** – Person who was subject to alleged misconduct as described in Policy 03.004 and/or the *Student Code of Conduct*. There may be more than one complainant for an incident.

**Witness** – Person who is requested to participate in an investigation or a hearing because they may have information about the alleged misconduct. Witness names may be supplied by the complainant, respondent, or others with knowledge of the matter. All witnesses requested to appear at a hearing will be considered university witnesses.

**Hearing Authority** – Panel of two individuals chosen from the pool of trained investigators in the Office for Institutional Equity (OIE) and Community Standards and Student Responsibility (CSSR) who have not participated in the investigation of the matter at hand.

**Referring Party** – Person who reported the alleged policy violation to the Office for Institutional Equity.

**Support Person** – Any person chosen by either the complainant or the respondent to provide support to them throughout their interactions with OIE and/or CSSR throughout this process. The complainant and respondent are each entitled to one support person at a time, but this person does not have to be the same individual throughout the process. This person does not actively participate in the process, but can be present at meetings and hearings to provide support to the complainant or respondent. The support person cannot be a witness in the matter in question.

**Process Advisor** – Member of the university community who has been specifically trained to provide guidance and information to complainants and respondents involved in this process. This person does not actively participate in the process, but can be present at meetings and hearings to provide support to the complainant or respondent. Process advisors cannot be a witness in the matter in question. A list of process advisors can be obtained by request from CSSR.

**Gatekeeper** – Entity responsible for determining if a matter fits within the scope of Policy 03.004 and should therefore be resolved by this process. OIE serves as the gatekeeper for this process.

**Preponderance of Evidence** – Standard of proof used by the hearing authority. Preponderance of evidence means that the statements and information presented in the matter must indicate to a reasonable person that it is more likely than not that the respondent committed a violation.

### **B. Report of Potential Violation**

Complainants may self-report incidents of sexual misconduct, relationship violence, or stalking directly to the Office for Institutional Equity (OIE). Referrals or third party notices of alleged sexual misconduct, relationship violence and stalking also come from a variety of sources, including students, faculty and staff members. With the exception of the confidential resources listed below, all employees of Ohio University have an obligation to report any instances of these behaviors to Institutional Equity. This includes mandatory reporting from the Ohio University Police Department (OUPD) and Office of Community Standards and Student Responsibility (CSSR) to the Office of Institutional Equity. Per Policy 03.004, “Immediately upon learning of potential campus sexual misconduct, any employee with a duty to report violations of this policy who receives a complaint of sexual misconduct or who observes or learns of conduct that is reasonably believed to be in violation of this policy, is required to report the alleged conduct to the Office for Institutional Equity.”

The Office for Institutional Equity will then inform the Title IX Coordinator of the report. OIE is also responsible for notifying the appropriate law enforcement agency if the report indicates that sexual violence and/or another felony may have been committed. While OIE is obligated to contact law enforcement, complainants are not required to speak with the police unless they so choose. OIE will also work with the Ohio University Police Department to assess if a timely warning needs to be issued to the campus community in relation to the report.

### **C. Confidential Resources**

The university recognizes that students impacted by sexual misconduct, relationship violence, or stalking may wish to take advantage of health and support resources without disclosing the situation to the university. To that end, there are a number of confidential resources on campus to whom students may speak. These confidential resources are not required to report incidents to the Office of Institutional Equity for further investigation. On campus, those resources are:

- Campus Care  
1st Floor Hudson Health Center  
740-593-1660  
<http://www.oucom.ohiou.edu/campuscare/services.htm>
- Counseling and Psychological Services  
3rd Floor Hudson Health Center  
740-593-1616 (24/7 Line)  
<http://www.ohio.edu/counseling/index.cfm>
- Survivor Advocacy Program  
McKee House, 44 University Terrace  
740-597-7233 (24/7 Line)  
survivor.advocacy@ohio.edu

#### **D. Timeline**

Guidelines by the Department of Education suggest 60 days as a time limit to complete the investigation and hearing processes. Every effort will be made to adhere to that timeline. However, in some circumstances, this process may require an extension of that time limit. In those instances, the complainant and respondent will be notified in writing of the extension. The timeline begins when OIE receives notice of an alleged violation and ends when the complainant and respondent are notified of the outcome of their matter. It is important to note that the 60-day time limit does not include the appeal process.

#### **E. Assessment of Interim Measures**

All reports will be reviewed to determine if interim measures are necessary. Interim measures may be implemented even if a formal investigation is unable to proceed. Interim measures may be made at any point after a report is received and may include, but are not limited to:

- Administrative directives for no contact
- Temporary or permanent re-assignment of housing
- Restriction of access to particular areas of campus
- Altered academic arrangements (moving an individual from class, completing work online, etc.)

In most cases, OIE and CSSR will make decisions on interim measures. Professional staff in Residential Housing may initiate an immediate residential move in the case of allegations of sexual misconduct, relationship violence, or stalking. They may also issue temporary administrative directives for no contact under the same circumstances. Residential Housing will notify CSSR in writing of any interim measures they initiate as soon as possible, but no later than the next business day. All interim measures described above will be documented in writing.

Additionally, both OIE and CSSR may jointly assess reports as they are received to determine if there is a need to recommend an interim suspension of the respondent. That recommendation will then be presented to the dean of students for consideration. If the decision is made to proceed with a Presidential Interim Suspension, the respondent will be notified in writing by the vice president for student affairs, or designee.

#### **F. Resources and Options Meeting**

Staff from OIE will reach out to the complainant(s) within one business day of receiving a report of alleged sexual misconduct, relationship violence, or stalking to set up a resources and options meeting with the complainant. During the resources and options meeting, the following will be covered with the complainant:

- Medical, mental health, advocacy, law enforcement, and other resources available to complainants, both on campus and in the surrounding community
- Possible interim measures that are available (see Section E below)
- The obligation of the university to investigate every report of alleged sexual misconduct, relationship violence, and stalking, both under federal law and out of concern for the safety of our campus community
- The process for investigating and resolving alleged violations of sexual misconduct, relationship violence, and stalking

- The rights that the complainant and respondent have in that process (see Section J below)
- The right for the complainant to request confidentiality and the process by which that request will be evaluated (see Section G below)

OIE may also verify the information received in the initial report with the complainant. Complainants are not required to attend this meeting, and if they do attend the meeting, are not required to share any information unless they choose to do so. Should the complainant not respond to OIE's initial attempt to contact them, OIE will make two additional attempts. Should the complainant not respond at all, OIE will send the complainant written acknowledgement of their non-participation, and notice of the next steps in the process. Should the complainant later choose to participate, they may re-engage with the process at any point before the process is concluded.

### **G. Request for Confidentiality**

Complainants may request that their name not be used as part of any investigation that the university may initiate. Confidentiality will be discussed during the initial interview. Referring parties may share that a complainant wishes to request confidentiality, but it will not be considered a formal request until made by the complainant to OIE. Complainants requesting confidentiality need to be aware that the inability to use a complainant's name can significantly impede the university's ability to conduct an investigation and, in most cases, the university will be unable to investigate the matter or resolve it through the student conduct process. Additionally, confidentiality can also impact the interim measures the university is able to put in place. For example, a no-contact directive could not be issued if the complainant's name cannot be shared.

Should a complainant wish to request confidentiality, that request will be reviewed jointly by OIE and CSSR. The university will make every effort to honor a complainant's request for confidentiality; however, there are times when that request will not be able to be granted. Some of the reasons a request for confidentiality may be denied include, but are not limited to:

- The reported use of force during the commission of an alleged violation of sexual misconduct, relationship violence, or stalking
- The reported use of a weapon during the commission of an alleged violation of sexual misconduct, relationship violence, or stalking
- Significant physical injury resulting from an alleged violation of sexual misconduct, relationship violence, or stalking
- Prior allegations (substantiated or not) of sexual misconduct, relationship violence, or stalking made against the respondent

The complainant will be notified in writing of the outcome of their request for confidentiality. It is important to note that in situations where confidentiality has been granted, if another report is made regarding the same alleged perpetrator, the request for confidentiality may be reconsidered in the interest of the safety of the campus community. In those instances, OIE and/or CSSR will attempt to contact the complainant to discuss the need to revoke confidentiality. If the complainant is unable to be reached or does not respond after two attempts, OIE and/or CSSR will notify the complainant in writing regarding the revocation of confidentiality before proceeding to use the complainant's name.

If no request for confidentiality is made, the investigation will proceed using the complainant's name.

#### **H. Gatekeeping**

The Office for Institutional Equity serves as the initial gate-keeper responsible for conducting the preliminary assessment to determine if there is enough information to initiate a formal investigation. This responsibility exists because OIE serves as the university's Title IX compliance office and oversees Title IX grievance processes. If there is no reasonable cause to believe that Policy 03.004 has been violated, OIE will notify appropriate parties and close the matter. OIE may also refer the matter to CSSR for resolution under the student conduct process if the report contains other alleged violations of the *Student Code of Conduct*. If OIE determines there is reasonable cause to initiate an investigation, that investigation will be conducted in accordance with Section L below.

Both CSSR and OIE are responsible for ongoing gatekeeping once a matter has moved to investigation. There are instances where OIE will initiate an investigation, but through the course of that investigation, it becomes clear that the matter should be handled through another process, such as the student conduct process through CSSR. In situations where this becomes the case, the investigative team will make a written recommendation to the Title IX Coordinator to move the matter from the sexual misconduct process to the student conduct process. The Title IX Coordinator will review the recommendation and make a decision as to which process is best suited to resolve the issue. If the Title IX Coordinator agrees to move the issue to the student conduct process, the investigative team will issue a letter to both the complainant and respondent with that information and the rationale for that decision, with a copy to the Title IX Coordinator and the director of Community Standards and Student Responsibility.

#### **I. Amnesty for Alcohol and Drugs**

In an effort to encourage reporting of alleged sexual misconduct, relationship violence, and stalking violations, neither complainants nor witnesses will face referrals for action under the *Student Code of Conduct* if they personally engaged in the unlawful or prohibited use of alcohol or drugs during the incident when the alleged violation occurred. Additionally, respondents will not face additional referrals for action under the *Student Code of Conduct* if they personally engaged in the unlawful or prohibited use of alcohol or drugs during the incident when the alleged violation occurred. Please note that amnesty applies only to the personal use of alcohol or drugs and does not extend to other potential violations of the *Student Code of Conduct* that may have been committed, even if the student may have been under the influence of alcohol or drugs at the time the alleged violations were committed.

#### **J. Rights of the Complainant and Respondent**

Both complainants and respondents have many of the same rights under this process. Those rights include the right:

- To have a support person, process advisor, and/or legal counsel present during any meetings or hearings that may occur as part of this process
- To have legal counsel advise them whether or not to answer questions. (Please note, legal counsel is not otherwise permitted to participate in the process.)
- To request reasonable accommodations due to disability (see Section K below)
- To have their matter handled in a forthright and timely manner
- To receive advance notice of any meetings in which they are entitled to participate and the purpose of those meetings
- To provide statements, evidence, and information as part of the investigation
- To know the names of all witnesses that are contacted as a part of the investigation

- To know the specific charges being made under Policy 03.004 and the *Student Code of Conduct* and the range of potential sanctions should a violation be found
- To a copy of the redacted pre-hearing investigative report in order to prepare for the hearing
- To inspect evidence and other information obtained during the investigation in order to prepare for the hearing
- To inspect and review the full record of the matter as provided under the Family Educational Rights and Privacy Act
- To speak or not speak on their own behalf
- To question witnesses that appear through the hearing authority
- To rebut written materials presented in a hearing
- To file a written appeal to the Vice President for Student Affairs

#### **K. Reasonable Accommodation for Students with Disabilities**

Any student with a disability involved in this process has the right to request reasonable accommodation in order to ensure their full and equal participation in this process. Students wishing to request reasonable accommodations should make those requests directly to the office of Student Accessibility Services (SAS). Students do not have to disclose information about the complaint or charge to SAS to request reasonable accommodation, except to the extent that it may assist in the determination of reasonable accommodations. Accommodations are determined on an individual basis by SAS staff and implemented in consultation with CSSR and OIE. Examples of reasonable accommodation include but not are limited to sign language interpretation, real-time communication access during hearings, large print documents, extended time to review documents, or assistance with transcribing questions during interviews or hearings

#### **L. Investigation**

Once OIE has determined that a matter will proceed, a joint investigation will be conducted by OIE and CSSR. Each office will assign one investigator to the matter, and that team of two investigators will conduct a prompt, thorough, and impartial investigation.

That team will appoint a primary investigator for the current matter. Investigations will consist of interviews with the complainant, respondent, and relevant witnesses. Witness names may be supplied by either or both the complainant and respondent. Additionally, the investigators may determine through other means that they need to speak with someone and seek that person out independently. Investigators may need to conduct multiple interviews in order to follow up or clarify information provided by others. Student witnesses, while not required to speak, are required to attend scheduled interviews and meetings. Should they fail to attend, they may be charged under the *Student Code of Conduct* for failure to comply.

At the conclusion of the investigation, the investigative team will write a pre-hearing investigative report. The pre-hearing investigative report will include the following:

- The names of the investigative team and their contact information
- Applicable policies to the matter
- A list of involved parties
- A brief history of the case
- The violations that were alleged to have occurred
- What steps the investigative team took to investigate the matter
- Summaries of the interviews the investigative team conducted

- Any additional information or materials that were considered as part of the investigation

Both investigators will sign off on the report. This pre-hearing investigative report will be made available to both the complainant and respondent at their pre-hearing meetings. The investigator from OIE will also forward the report and all applicable information and evidence to the Title IX Coordinator.

#### **M. Pre-Hearing Meetings**

Once the pre-hearing investigative report is complete, the investigative team will schedule separate meetings with both the complainant and respondent. In that meeting, the investigative team will go over the pre-hearing investigative report with each party. Both the complainant and respondent will be given access to view the full record of the matter at that time. Additionally, both the complainant and respondent will be provided with a redacted copy of the investigative report. During the pre-hearing meeting, both the complainant and respondent will be informed, verbally and in writing, as to when and where the hearing on this matter is scheduled to take place.

Options for the hearing will also be discussed. Complainants have the right to participate in the hearing in a number of ways. They may participate from another location by phone or video, they may attend in person but request to be screened off from the respondent, or they may attend the hearing without any accommodations in place. Either party may also choose not to attend the hearing at all. In those situations, the hearing will be conducted as scheduled in that person's absence.

The respondent will have three business days from the date of the pre-hearing meeting to decide if they would like to accept responsibility for the charge. If a respondent accepts responsibility for the charge, the hearing will not be held. In the event that a respondent accepts responsibility for the charge, the investigative team will contact the complainant to let them know the hearing has been cancelled due to the respondent accepting responsibility for the charge. The complainant will have an opportunity to provide an impact statement to be used in determining sanctioning. The deadline for the impact statement is three business days from when the complainant is notified that the respondent has accepted responsibility for the charge. The investigative team will then give the report, all evidence and information collected during the investigation, and the impact statement (if any) to the hearing authority. The hearing authority will review those materials, determine an appropriate sanction, and notify the complainant and respondent of their decision in writing, with a copy to the Title IX Coordinator. Both the complainant and respondent have the right to appeal as outlined in Section O below.

#### **N. Hearing**

A hearing will be conducted for all matters that are not resolved by the respondent accepting responsibility after the pre-hearing meeting. The hearing authority will be a panel of two individuals chosen from the pool of trained investigators in OIE and CSSR who have not participated in the investigation of the matter at hand. The hearing authority will use the preponderance of the evidence standard in making their decision as to whether or not university policy was violated. In order for a respondent to be found in violation, both members of the hearing authority must agree that the standard of proof has been met. If both of the members of the panel are not in agreement, then there will be no finding of violation.

All hearings under this process will be closed to the public. The complainant and respondent will not be permitted to address each other directly, but may submit questions they would like to have asked to the hearing authority. The hearing authority has discretion to determine which questions are appropriate.

For example, questions regarding complainant's sexual history with anyone other than the respondent would be deemed irrelevant and would not be asked. Initial questions that the complainant and respondent would like to ask of the other party should be submitted in writing in advance of the hearing. Those questions should be submitted to the Office of Community Standards and Student Responsibility by no later than 5:00 pm the business day before the hearing is scheduled. Should the need to ask additional questions arise during the hearing, each party will be asked to write their question down and submit the question to the hearing authority for consideration.

The following is a guide as to how the hearing will be conducted:

- The hearing authority will welcome everyone and discuss expectations for the hearing
- The hearing authority will give a brief overview of the investigative report
- The hearing authority may ask the investigative team clarifying questions regarding the investigation at any point during the hearing
- The complainant will be given an opportunity to respond to the investigative report.
- The hearing authority will have an opportunity to ask complainant questions
- The respondent will be given an opportunity to provide the hearing authority with a list of questions they would like complainant to be asked. The hearing authority will have the discretion to determine which questions are appropriate and relevant and ask those questions
- The respondent will be given an opportunity to respond to the investigative report
- The hearing authority will have an opportunity to ask respondent questions
- The complainant will be given an opportunity to provide the hearing authority with a list of questions they would like respondent to be asked. The hearing authority will determine which questions are appropriate and relevant and ask those questions
- The hearing authority will call witnesses, one by one, and ask them questions.
- The complainant will be given an opportunity to ask questions of witnesses through the hearing authority
- The respondent will be given an opportunity to ask questions of witnesses through the hearing authority
- The complainant will be given the opportunity to make a summary statement, including an impact statement, if any, and any requested sanctioning considerations
- The respondent will be given the opportunity to make a summary statement, including an impact statement, if any, and any requested sanctioning considerations

The hearing authority will go into closed session to deliberate on both findings and sanctions. Once the panel has reached their decision, the parties will be called back into the hearing. The finding of violation or not in violation will be given, along with a rationale for why the decision was made. If there is a finding of violation, the sanction will also be given, along with a rationale as to why that sanction was chosen. CSSR is responsible for the determination of sanction, in consultation with OIE. Sanctions will be determined in accordance with the sanctioning guidelines for sexual misconduct maintained by CSSR. Both parties will receive a formal written notice of the outcome of the hearing within two business days of the conclusion of the hearing, with a copy to the Title IX Coordinator.

While every effort will be made to reach a decision on the matter at the time of the hearing, there may be some instances in which the hearing authority may require additional time to deliberate. If a finding cannot be reached that day, the hearing authority will adjourn the hearing and both the complainant and respondent will be notified of the outcome in writing within two business days, with a copy to the Title IX Coordinator.

#### **O. Appeal**

Both the complainant and the respondent will have three business days from the written notification of the decision from the hearing authority to appeal. Both parties have the right to appeal on the following grounds:

- Inappropriate sanction (*cases of clear abuse of discretion by the hearing authority*);
- Procedural defect in the original hearing (*cases where a defect substantial enough to change the outcome of the finding is present*); and/or
- Presence of new evidence that was not available at the time of the hearing (*evidence which was not available at the time of the original investigation and is found to be substantial enough to have changed the outcome of the finding*).

If either party submits an appeal, that appeal will be shared with the other party who will then have three business days to write a rebuttal. The appeals and rebuttals will be submitted directly to the Vice President for Student Affairs, or designee, who will review the appeal(s) and any rebuttal(s). The Vice President for Student Affairs, or designee, will make a final determination, in consultation with the Title IX Coordinator. The Vice President, or designee, may alter the sanction, order a new hearing, or uphold the decision. The appeal process is not a re-hearing on the matter. The appeal process is a closed process and is limited to the review of written documents and the case file.

#### **P. Notice of Final Determination**

If there is no appeal, the Office of Community Standards and Student Responsibility will issue a notice of final determination to both the complainant and respondent once the appeal period has passed, with a copy to the Title IX Coordinator. If there is an appeal, the Vice President for Student Affairs will issue a letter stating the outcome of the appeal. The Vice President for Student Affairs will send that letter to both the complainant and respondent, with a copy to the Title IX Coordinator and the director of Community Standards and Student Responsibility. Unless a new hearing is granted, the letter from the Vice President for Student Affairs is considered the notice of final determination in the matter.

#### **Q. Sanction Monitoring**

The Office of Community Standards and Student Responsibility is responsible for monitoring completion and compliance with all sanctions. Should a student suspended via this process petition to re-enroll, that petition will be reviewed with the Office for Institutional Equity prior to a decision on re-enrollment being made. Absent unusual circumstances, if a student has complied with all components of their sanctions and completed the re-enrollment requirements, they will be permitted to re-enroll.

#### **R. Process Review**

The offices of Community Standards and Student Responsibility, Legal Affairs, Dean of Students, and Institutional Equity will review these process changes periodically to assess effectiveness and continued compliance. This group will make recommended changes, if any, to be reviewed by the Review and Standards Committee for possible implementation.



## Interoffice Communication

**Date:** January 2, 2015

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

**From:** Ryan Lombardi, Vice President for Student Affairs

**Re:** Revisions to the *Student Code of Conduct*

In the Spring Semester of 2013, the Review & Standards Committee began discussing a revision to the *Student Code of Conduct*. Please find attached for your review and approval a resolution and presentation outlining the revision process and the specific changes proposed.

Major changes to the proposed *Code* include:

- Clarification of violations, removal of references to outdated practices, and more explicit language regarding free speech protections.
- Allowance for flexibility with multiple low-level violations, removal of any possibility for prejudice of hearing boards, provide clarity regarding similar offenses, and transparency for potential outcomes of student behavior.
- Removal of a maximum length of suspension.
- Expanded information on the rights and responsibilities of all parties involved, including a specific process for students who may have a disability and would like to request an appropriate accommodation.
- Definitions of terms to alleviate confusion.

I look forward to reviewing this information with you at the January board meeting.

Attachments

xc: Secretary to the Board of Trustees Peter Mather

# Student Code of Conduct



**OHIO**  
UNIVERSITY

# Outline

- Process Timeline
- Overview of Major Changes
- Feedback and Response
- Next Steps



# Process Timeline

Spring  
2013

- Student Senate resolution
- Community Standards & Students Defending Students conversations

Fall  
2013

- Review & Standards began reviewing Code

Spring  
2014

- Open forums

Summer  
2014

- Began drafting Code

Fall  
2014

- Revised Code completed
- Obtained public feedback



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# Overview of Major Changes

## ■ Clarity

- Change ‘Mental or Bodily Harm to Self’ to ‘Alcoholic Beverages Violation’
- More clearly specify ‘Harm to Others’ & explicitly outline free speech protections
- Details included regarding the rights and responsibilities of all parties
- Add term definitions



# Overview of Major Changes

- Removal of A/B Designations
  - Best practice is to have no designation to ensure equity and fairness
  - Accurately prepare students for potential outcomes of behavior
  - Commitment to transparency of potential outcomes
    - Risk of suspension/expulsion outlined in initial letters to students
    - Published sanctioning guidelines
    - Hearing Officer “decision-tree”



# Overview of Major Changes

- Change in Length of Suspension
  - Currently the maximum is one year as defined by the Code
  - New Code will have no limit
  - Important in interpersonal violence or sexual misconduct situations



# Overview of Major Changes

- Expand Rights of Complainants
  - Including right to an advisor, support person, to be present and fully participate in the hearing process



# Feedback and Response

## ■ Second Layer of Appeal

- Initial draft omitted second layer of appeal
- Students responded negatively so this was added back into the revised Code

## ■ Self-Defense

- A statement on the role of self-defense was requested and is in progress



# Next Steps

- Spring and summer communication
- Effective August 19, 2015
- Review every two years



# Recognition

- Community Standards and Student Responsibility
- Review and Standards Committee
- Faculty Senate – Educational Programs and Student Activities
- Legal Affairs
- Students Defending Students



# Questions?



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## **Interoffice Communication**

**Date:** January 2, 2015

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

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

**Re: Research Update**

Research, scholarship, and creative activity at Ohio University are driven by talented individuals with supporting infrastructure for disciplinary inquiry. This memo accompanies a presentation providing an update on personnel and infrastructure that are contributing to the institution's mission in the creation of knowledge and the advancement of culture.

Engagement with private sector partners is an important means by which our creative endeavors see real world implementation. Such partnerships also provide resources to support research and to enhance our educational activities. These collaborations are found in many places across the university, and we profile two centers created with the explicit purpose of industry partnership. Research and creative endeavors are the work not only of faculty and students, but also staff, including postdoctoral personnel hired on short-term contracts with the explicit purpose of contributing to the university's scholarly mission while enabling these individuals to advance in their careers. Infrastructure to support research at Ohio University has been enhanced in recent years by a remarkable string of successes by our faculty with grants obtained through the National Science Foundation Major Research Instrumentation Program.

# Research and Creative Activity Update



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# Vice President for Research Dashboard

**Total Grants & Contracts Funding**  
**\$54.8 million**  
 Sponsored activity funding from external sources

**Past Performance (in \$ millions)**

2010	2011	2012	2013	2014
\$66.5	\$63.9	\$64.2	\$64.7	\$54.8

**Research Grants & Contracts**  
**\$26.3 million**  
 Sponsored research funding from external sources

**Past Performance (in \$ millions)**

2010	2011	2012	2013	2014
\$34.0	\$29.2	\$30.5	\$29.3	\$26.3

**Research & Creative Activity Expo**  
**798 Students**  
 Participation in research and creative activity expo

**Past Performance (number of students)**

2010	2011	2012	2013	2014
591	610	610	652	798

**Internal Award Proposals**  
**113**  
 Total number of proposals submitted

**Past Performance**

2009/10	2010/11	2011/12	2012/13	2013/14
92	107	104	125	113

**Institutional Review Board Submissions**  
**673**  
 Human subject studies reviewed

**Past Performance**

2010	2011	2012	2013	2014
577	574	653	675	673

**Licensing Revenue**  
**\$10.6 million**  
 Licensing Revenues from university intellectual property

**Past Performance (in \$ millions)**

2010	2011	2012	2013	2014
\$8.2	\$8.7	\$9.4	\$9.9	\$10.6

**Patent Applications**  
**61**  
 Total patent applications filed (US & foreign)

**Past Performance**

2010	2011	2012	2013	2014
55	67	48	75	61

**Incubator Clients**  
**25**  
 Total client companies

**Past Performance**

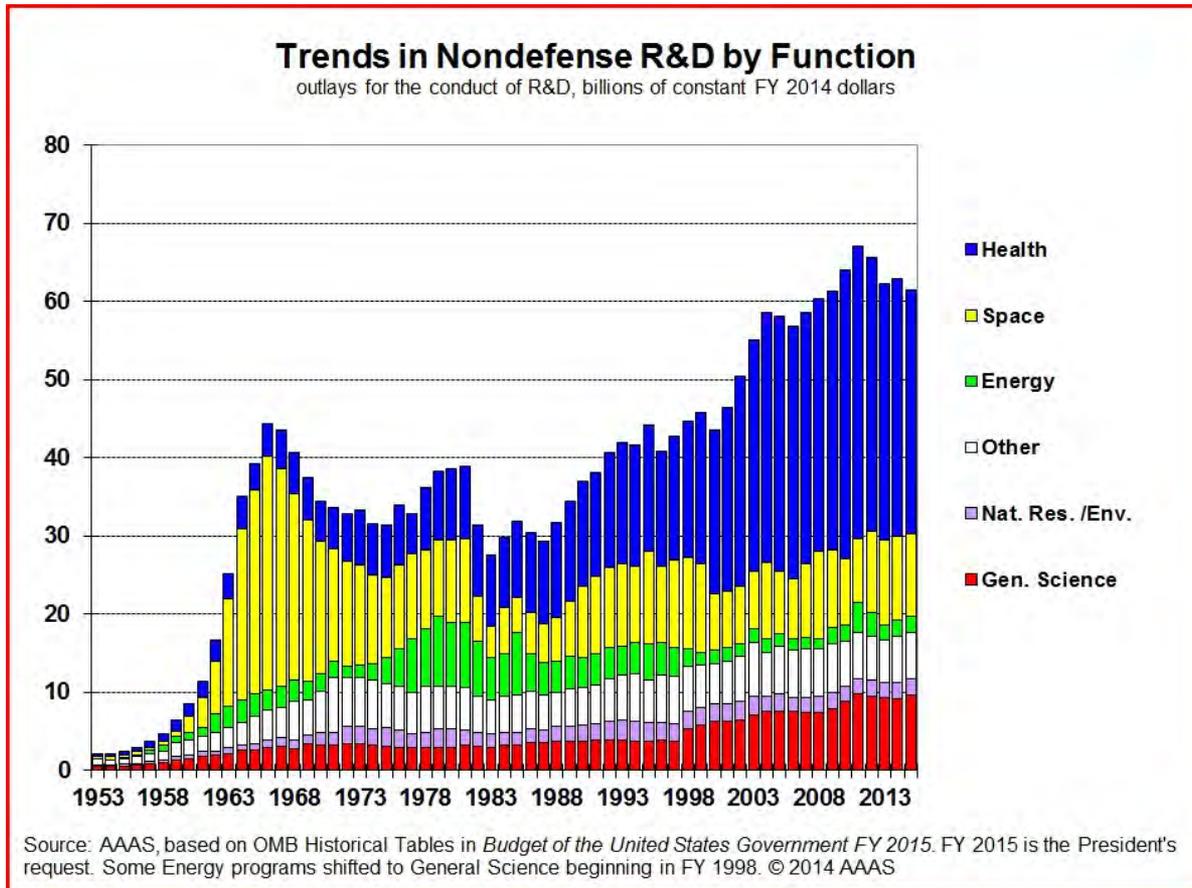
2010	2011	2012	2013	2014
17	15	30	31	25

**Dashboard Key:**  
**Connections to 4x4 Strategic Plan**

Four Fundamentals
-------------------



# Federal Funding Trend



# OHIO Support for Research & Creative Activity

## ■ Internal Awards:

- Baker Fund
- 1804-Graduate/Research
- Ohio University Research Council
- Student Enhancement Award
- Undergraduate Travel Fund
- Provost Undergraduate Research Fund



# OHIO Support for Research & Creative Activity

- Internal Award total: \$606k/yr
- Facilities & Admin (indirect cost) return to investigators: \$1.1M/yr
- Match/investment funds: \$1.2M/yr
- College investments
- Grad Tuition waivers: 1600 students



# Industry Sponsored Research

- Research with industry partners provides important opportunities for discovery, education
- \$4.4M in industry-sponsored research in FY14 and growing
- University-industry centers important focus of activity



# Institute for Multiphase and Corrosion Technology

- Russ College-sponsored institute
- NSF Industry/University Cooperative Research Center award 1993
- Pre-competitive joint research
- Focus on pipeline corrosion
- Collaboration with 25+ major companies



# Institute for Multiphase and Corrosion Technology



24,000 s.f. facility, West State St



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# Institute for Multiphase and Corrosion Technology

- 23 Faculty & Staff
  - Prof. Srdjan Netic, Director
- 8 Postdocs
- 26 Graduate Students
- \$3.2M in awards in FY14
- Many graduating students hired by partner companies



# Center for Electrochemical Processes and Technology

- Part of Center for Electrochemical Engineering Research, Russ College
  - Prof. Gerri Botte, Director
- NSF Industry/University Cooperative Research Center award 2014
- Partnership with Washington Univ. – St Louis
- 5 companies signed to date



# Research Personnel: Postdoctoral Staff

- Postdoctoral Researcher, Fellow, ...  
“postdoc”
  - Short-term (2-3 yr) appointment, usually supported by grants
  - Research under supervision of faculty member
  - Some postdocs hired with teaching responsibilities (e.g. English)



# Research Personnel: Postdoctoral Staff

- Approx. 30 postdocs at OHIO
- Mostly in science/engineering, but also humanities
- Postdoctoral training is part of the normal career trajectory for many scientists/scholars prior to permanent employment



# Research Personnel: Postdoctoral Staff

- Benefits of Postdocs:
  - Highly skilled personnel to help execute research and drive discovery
  - Mentoring of graduate and undergraduate students
  - Important contributors to intellectual climate



# Research Personnel: Postdoctoral Staff

- Challenges of Postdocs:
  - Not permanent employees, by design
  - High functioning but still need mentoring
  - Generating funding to hire them



# Research Funding: Major Research Instrumentation

## ■ NSF MRI Program

- Supports acquisition of major shared instrumentation for research/training
- Highly competitive program
- Max 3 proposals per institution per annual cycle
- Ohio University: 8 awards since 2009



# Research Funding: Major Research Instrumentation

Year	Equipment	PI	Funding
2014	Mass spectrometer	S. Bergmeier	\$398k
2013	NMR spectrometer	T. Malinski	\$441k
2013	Plant growth chambers	A. Showalter	\$389k
2012	Nuclear physics detector	J. Roche	\$114k
2011	Electron microscope	G. Botte	\$1.17M
2010	Cell sorter	D. Goetz	\$457k
2010	Driving simulator	D. McAvoy	\$170k
2009	Biomechanics equipment	S. Williams	\$401k
	Total		\$3.54M





## **Interoffice Communication**

**Date:** January 2, 2015

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

**From:** Lorna Jean Edmonds, Vice Provost for Global Affairs and International Studies

**Re:** Global Affairs and International Studies Update

Over the past year, the colleges and executive team have collaborated with the Office of Global Affairs and International Studies (OGAIS) to advance the internationalization of the university.

- OGAIS has led the development of a strategic framework to use as a tool for engaging the colleges, Athens and regional campuses in the development of the University-wide global strategy, including capturing the university's international history and capacity;
- OGAIS and the university celebrated 50 years of the Center for International Studies (CIS) and its contributions to the globalization of Ohio University;
- The 2<sup>nd</sup> International Education Week was held on all campuses with wide participation. On the Athens campus the theme was to profile the areas and global sectors offered by CIS' programs. Along with the 2<sup>nd</sup> annual Gala Awards of Excellence in Global Engagement, the final evening included the first student Global Health Competition in which 12 interdisciplinary teams competed;
- On December 2, 2014, Dr. Bob Stewart, director of the E.W. Scripps School of Journalism was awarded the Medal of Honor from Leipzig University for his contribution to the democratic development of communications on campus, including the establishment of the Mephisto 96.7 student run radio station. This longstanding relationship continues to grow as we are now embarking on our first ever dual degrees in Mass Communication and Journalism and in Chemistry;
- OGAIS has expanded the mandate of education abroad to offer experiential learning domestically which supports the broad needs of the colleges;
- Building on its existing Asia strategy, Ohio University leveraged its relationships with partners and alumni through celebrating the 50<sup>th</sup> anniversary of Chubu University; establishing a new partnership with Shandong University, China; expanding the scope of the Tun Abdul Razak Endowed Chair; and reengaging alumni at a deeper level; and
- Advancement with OGAIS and other related offices are planning an International Alumni Reunion during International Week from April 15 to 18, 2015.

In the following year, OGAIS' attention is directed at the first year experience of incoming students, defining global leadership development, and the global employability of graduates. Furthermore, OGAIS aims to support faculty's expansion of their international interests while completing the global strategy, including interfacing with the University's Innovation Strategy, and introducing the global affairs and international studies website.

# OHIO's GLOBAL STRATEGY

## ENGAGEMENT for INTERNATIONALIZATION

Tab



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# STRATEGIC FRAMEWORK

To capture the past and the present and plan the future

## Global Vision

Nation's best TRANSFORMATIVE learning community,  
creating and supporting GLOBAL leaders

## Global Mission

Leading GLOBALLY for Good  
to Prepare Global Leaders

Education,  
Research, and  
Creativity

Mobility of  
Knowledge and  
Experience

Diversity of  
Campus Life

Global Relations  
and Profile

Governance,  
Management &  
Infrastructure

Plan, Data, &  
Metrics

People, Partners,  
& Networks

Communications

Finance,  
Administration, &  
Revenue Models



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# Strategy Development

## ■ PLANNING

- Capturing the history and capacity, benchmarking for measuring impact, and selecting priority areas for investment

## ■ ENGAGEMENT

- Deans and Executive Leadership
- Faculty, Students and Staff
- Regional Campuses and External Partners

## ■ EMBRACING PRESSURES AND OPPORTUNITIES

- Barriers to enabling global experiential learning
- Relationship with partners and alumni
- Engagement in Asia



# OHIO's Global Achievements In The Last 50 Years

Over 1,800  
international  
students from  
114 countries

International  
Week for 30 years  
IEW Celebration  
Awards for  
Excellence in  
Global Engagement

Study abroad  
opportunities in  
over 70 countries



Center for  
International  
Studies

Over 250 courses  
available on area  
studies and global  
issues  
Interdisciplinary  
Arts & Science  
themes

Three Strategic  
Partners and  
over 70  
collaborations

Global Health  
Initiative  
Global Leadership  
Training Programs  
Over 20 languages  
taught

14 Tun Abdul Razak  
Chairs  
from Malaysia



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**NOW**

# Global Opportunities



**Experience the world  
Internationally and domestically (NEW)**



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# Asia Strategy

## Expanding and Engaging



- **China**
  - Shandong University
- **Japan**
  - Chubu University
  - Alumni
- **Korea**
  - Alumni
- **Malaysia**
  - Government, UiTM
  - Alumni
- **Indonesia**
  - Alumni
  - New partnerships



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# Chubu University, Japan



- Scholarships & Fellowships
- Student Exchange
- Increased focus on Research
- Library Collaboration
- **NEW: Tanaka-OHIO Award of Excellence in Global Education**
  - From OHIO to Chubu University
  - To award annually at IEW Gala Awards event

50<sup>TH</sup> ANNIVERSARY CELEBRATION  
& Renewed Commitment for Future Partnership



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# Tun Abdul Razak Chair, Malaysia

- **Evaluated by Malaysian Government (November 16-17, 2014)**
  - Recommending continued and possibly additional support
- **Goal of the Chair**
  - Envoy of Malaysia in the United States with national visibility and impact
- **Future Direction**
  - Elevate OHIO as a hub for Malaysian Studies in North America
  - Create more active presence in major academic, business and policy centers in Washington D.C. and New York



# Leipzig University, Germany

- **Medal of Honor Awarded to Dr. Bob Stewart**

- Highest honor of Leipzig
- Recognizing his contributions to establishing Public Radio Station



- **Dual Masters Degree Programs (2015)**

- MA in Global Mass Communication Studies / MS in Journalism
- MS in Chemistry & Bio Chemistry / MS in Chemistry

- **Margaret Boyd Scholars**

- Study Abroad in 2015





**INTERNATIONAL  
EDUCATION  
WEEK 2014**

**NOVEMBER 15-20**

Ohio University  
[www.ohio.edu/iew](http://www.ohio.edu/iew)



Center for  
International Studies

Saturday: International Student Union

Sunday: Day of Tolerance and Tiempo Libre Performance

Monday through Thursday: Africa, Asia and South East Asia, Latin America, and Global Issues and Experience



**Keynote /Kennedy Lecturer**

**Dr. Izzeldin Abuelaish**

Author, Professor, Doctor, Nobel Peace Prize Nominee



**Regional Campuses**

Very active and widely participated



**Awards for Excellence in  
Global Engagement**



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# Global Health 'Interdisciplinary' Case Competition

Goal: promote awareness of 21st century global health issues

Award: sponsored travel to Guyana to participate in global health activity



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# International Alumni Engagement is increasingly active – coming to campus in 2015

SAVE the DATE

APRIL 15-18, 2015

INTERNATIONAL  
**ALUMNI**  
**FAMILY**  
**REUNION**  
OHIO UNIVERSITY  
APRIL 15-18, 2015



For more information and to register, visit [ohioalumnireunion.org](http://ohioalumnireunion.org)



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# Top of Mind in 2015

## ■ Students

- Enrich 1<sup>st</sup> year experience
- Collaborate with Bobcat Student Orientation
- Promote global employability of graduates

## ■ Faculty

- Enable opportunity for global education, research and service

## ■ Strategy and Communication

- Complete the development cycle
- Align with the Innovation Strategy
- Define and reward global leadership
- Global Affairs and International Studies Web Site





**Thank you!**

**To be more prepared for Global Leadership!**



## **Interoffice Communication**

**Date:** January 2, 2015

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

**From:** Jim Schaus, Director of Athletics

**Re:** **Intercollegiate Athletics Update**

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 last presentation.

I would like to bring particular attention to a few points made in the PowerPoint and Dashboard:

1. The mission and vision of Ohio Athletics align with the mission, goals and objectives of the institution. Athletics focuses on the needs of the students first. Academic achievement and integrity in all areas are critical priorities. A key objective for the department is to provide benefit to the institution in such areas as enrollment, alumni relations, fundraising and enhancing campus pride for its students, faculty, staff and friends.
2. Ohio's Academic Progress Rate (APR) estimations indicate that 13 of our 16 teams are to post above a 980 multiyear score for 2013-14. Six of our 16 teams are estimated to increase their multiyear APR when compared to the previous year. In addition to improved APR numbers, Ohio student-athletes continue to demonstrate high performance in the classroom. Grade point averages for student-athletes have steadily increased, as they posted a GPA of 3.094 after the fall of 2013. This is the highest departmental GPA since 2009.
3. Ohio student-athletes have shown a broad range of academic interests, as they are currently pursuing degrees in over 100 majors, as well as pursuing 68 minors in 37 different content areas.
4. To improve faculty relationships and communication on campus, we met with the Chair of Faculty Senate, Beth Quitslund, to discuss the function of the NCAA Eligibility & Student-Athlete Success support service offered to student-athletes to highlight the need for the Sook Center. Additionally, the Intercollegiate Athletics

Committee (IAC) hosted the 2<sup>nd</sup> annual Chat with the ‘Cats event which allowed an open forum to faculty members to address and inquire about pertinent topics to both coaching and athletic administration staffs.

5. Ohio student-athletes continue to be involved in the community by combining over 1,000 volunteer hours during the 2013-2014 academic year. Ohio SAAC helped collect 2,982 lbs. of food for the Southern Ohio Food Bank and won the Student Alumni Board’s “Paint the Town Green” student organization challenge.

I look forward to the opportunity to speak with the Academics Committee and answer any questions that you may have regarding these updates.

# Intercollegiate Athletics Update

Tab



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# Intercollegiate Athletics Dashboard

**Retention**  
**95.1%**  
 Fall term-to-Fall term retention

**Student-Athletes Past Performance**

2010	2011	2012	2013	2014
n/a	88.7%	90.7%	83.6%	95.1%

**4-Year Federal Graduation Rates (FGR)**  
**68%**  
 Assesses first-time, full-time freshman cohort graduating from institution of initial enrollment.

**Past Performance**

2003	2004	2005	2006	2007
69%	67%	65%	66%	68%

*Data includes sports that were dropped in 2007*

**6-Year Graduation Success Rates (GSR)**  
**81%**  
 Begins with federal cohort (FGR) and factors in transfers, mid-year non-scholarship enrollees

**Past Performance**

2003	2004	2005	2006	2007
83%	82%	81%	80%	81%

*National rates per NCAA*

n/a	n/a	80%	81%	82%
-----	-----	-----	-----	-----

**Comparisons within the MAC**  
**4-year FGR**  
**68%** - OHIO is tied for 5th in the MAC  
*Highest FGR in the conference is 75% while the lowest is a 59%*

**6-year GSR**  
**81%** - OHIO 4th in the MAC  
*Highest GSR in the conference is 89% while the lowest is a 72%*

**Cumulative GPA Comparison**  
**3.094**  
 Student-Athletes

2010	2011	2012	2013	2014
3.040	3.065	3.069	3.076	3.094

**GPA Statistics for ~400 Student-Athletes**

**3.0 and Above**

Fall 2012	Spr 2013	Fall 2013	Spr 2014
268	231	289	283

**3.5 and Above**

Fall 2012	Spr 2013	Fall 2013	Spr 2014
144	139	158	153

**Dean's List**

Fall 2012	Spr 2013	Fall 2013	Spr 2014
101	86	118	109

**Transfer Data**  
**Number of Student-Athletes on Aid**

2010	2011	2012	2013	2014
366	334	345	338	292

**Transferred to Ohio**

2010	2011	2012	2013	2014
9	12	6	12	9

**Transferred from Ohio**

2009	2010	2011	2012	2013
9	12	7	12	4

**Dashboard Key:**  
**Connections to 4x4 Strategic Plan**

Four Fundamentals
-------------------



# Athletics Update

## Agenda

- Academic Update
- Mission and Vision Statements
- Academic Progress Rate
- Majors, Minors and Course Selection
- Functions of NCAA Eligibility and Student-Athlete Success
- Faculty, Campus, and Community Involvement



# Academic Update

## Current Status of Student-Athletes' Academics

- From the fall of 2013 to the fall of 2014, student-athletes were retained at a rate of 95.1% (only four student-athletes left the University).
- The Federal Graduation Rate (FGR) for the 2008 cohort was 68%, which is the highest FGR since 2004.
  - These figures include students that left the institution due to sports that were dropped in 2007.
- The Graduation Success Rate (GSR) for the 2008 cohort was 81%, which is competitive with the national rate.
- The cumulative GPA for all student-athletes after the fall of 2013 was a 3.094 – the highest departmental GPA since 2009.



# Ohio University Athletics

## Mission Statement

*The mission of Ohio University Athletics is to successfully develop the student-athlete as person, student and athlete. Athletics also contributes to the university through athletic and academic achievement, generates visibility, promotes institutional pride, enhances campus life and serves as a connection with all constituents.*

## Vision Statement

*Ohio University Athletics will successfully compete on a national level in its sport programs, academics and student-athlete development. The department is committed to integrity, fostering relationships with all constituents and serving the needs of the institution.*



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Sources: Ohio Athletics Office of NCAA Eligibility and Student-Athlete Success and National Collegiate Athletic Association

# Academic Progress Rate (APR)

## *APR Definition*

- 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's APR Snapshot*

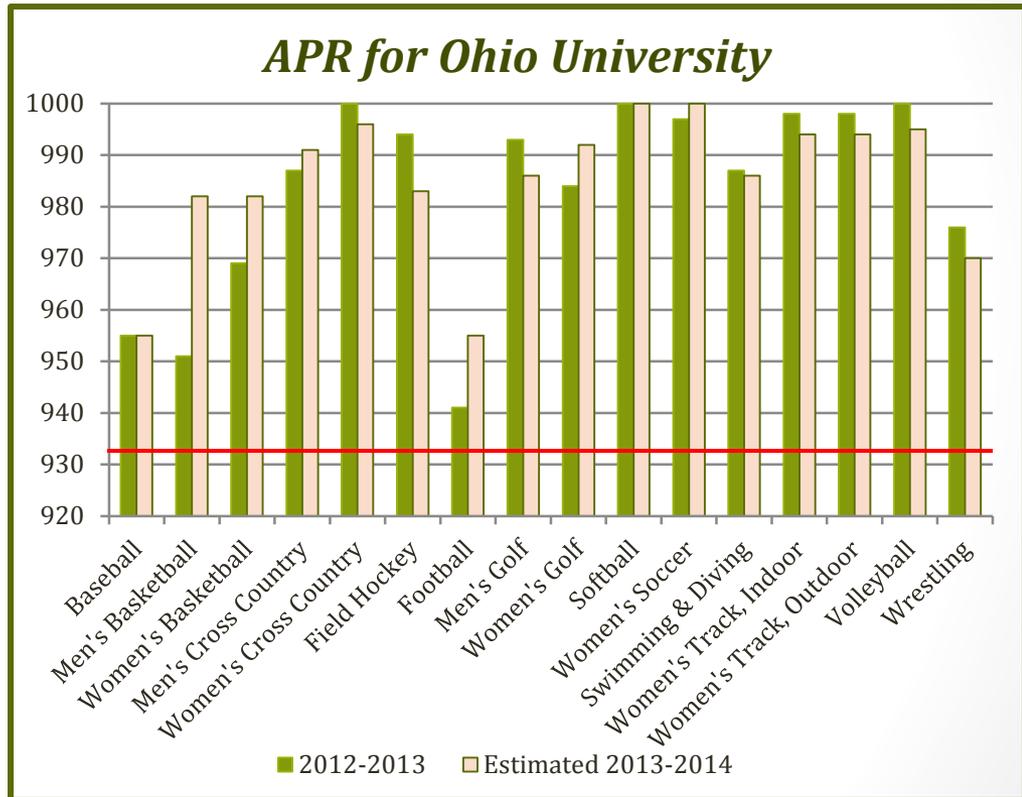
- 6 of our 16 teams are estimated to increase their multiyear APR when comparing the 2012-2013 multiyear APR to the estimated multiyear for 2013-2014
- 13 of our 16 teams are estimated to post above a 980 multiyear APR for 2013-2014
  - Of the remaining 3 teams, one is estimated to post a 970 and 2 are estimated to post a 955
- Men's and women's basketball, football, and women's soccer are estimated to post their highest multiyear APR score of the past 4 years



# Ohio University Academic Progress Rate 2012-2013 and Estimated 2013-2014

2012-13	2013-14 (Estimated)
---------	------------------------

Sport	Multi-Year	
Baseball	955	955
Men's Basketball	951	982
Women's Basketball	969	982
Men's Cross Country	987	991
Women's Cross Country	1000	996
Field Hockey	994	983
Football	941	955
Men's Golf	993	986
Women's Golf	984	992
Softball	1000	1000
Women's Soccer	997	1000
Swimming & Diving	987	986
Women's Track, Indoor	998	994
Women's Track, Outdoor	998	994
Volleyball	1000	995
Wrestling	976	970

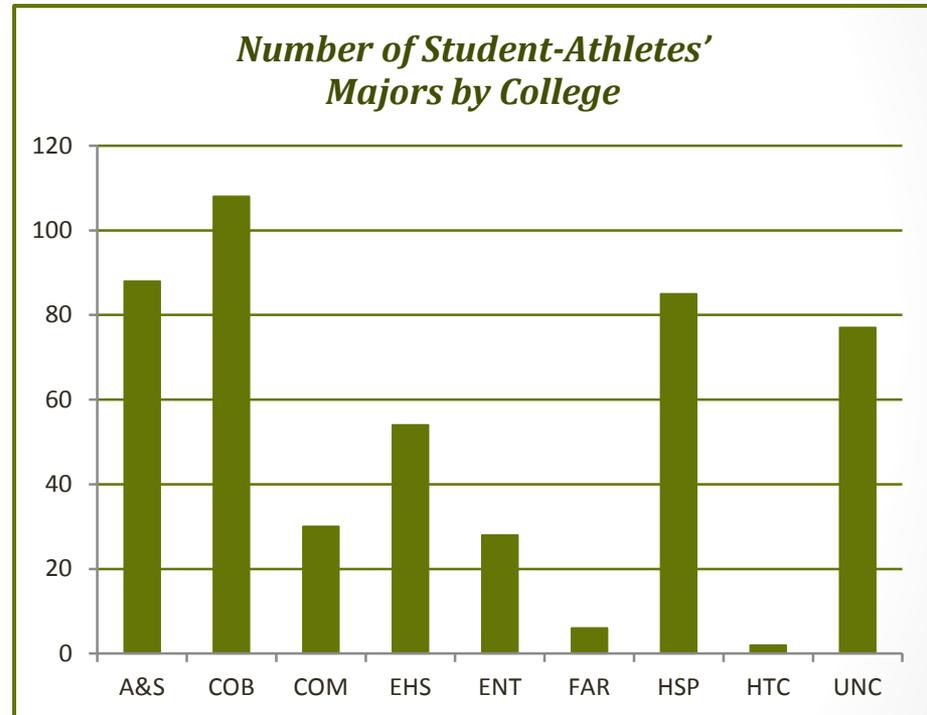


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Sources: Ohio Athletics Office of NCAA Eligibility and Student-Athlete Success and National Collegiate Athletic Association

# Majors, Minors & Course Selection

- Ohio University student-athletes are currently pursuing degrees in over 100 different majors
- In the fall of 2014, student-athletes were enrolled in courses spanning across 98 different subject areas
- Student-athletes are pursuing 68 minors in 37 different content areas
- For the fall of 2014, there are no more than 20% of student-athletes (84 student-athletes) enrolled in a specific course



# Functions of NCAA Eligibility and Student-Athlete Success Office

- Academic Advising
- Academic Weekly Meetings with at-risk student-athletes
- Monitor Continuing Eligibility
- Create Travel Letters and Communicate with Faculty
- Monitor Study Hall and Coordinator Tutoring Appointments
- Recruiting Visits



# Faculty Involvement



- The second annual *Chat with the 'Cats* event was held in September and professors ranging from Biological Sciences, to Communication Studies, to Recreation, to Engineering attended the event to engage in discussion with Athletics staff and coaches.
- Betty Sindelar, Chair of IAC, Jim Schaus, and Randee Duffy met with Beth Quitslund, Chair of Faculty Senate, to discuss the function of our office and the support services offered to student-athletes to highlight the need for the Sook Academic Center.



# Community Involvement

- OHIO student-athletes combined to volunteer over 1,000 hours during the 2013-2014 academic year.
- OHIO SAAC helped to collect 2,982 lbs. of food for the Southern Ohio Food Bank and won the Student Alumni Board's "Paint the Town Green" student organization challenge.
- In July 2014, OHIO student-athletes visited the Ronald McDonald House in Columbus, OH to help with their expansion project where they stocked guest rooms for the grand opening of the new wing.



Sources: Ohio Athletics Office of NCAA Eligibility and Student-Athlete Success



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## **Interoffice Communication**

**Date:** January 2, 2015

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

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

**Re:** **Workplace Climate: Faculty and Staff Survey**

In the Spring of 2014, Ohio University participated in a workplace climate survey of all faculty and staff that was administered by Modern Think. The survey assessed multiple themes including job satisfaction, professional development, compensation, facilities, shared governance, supervisors, and communication. The overall response rate was 54%. A task force was appointed to analyze the results for recurrent themes and insights, make recommendations for short and long term action steps, and share in communicating information to the campus. Preliminary results are shared in this report and next steps are outlined.

# Workplace Climate: Faculty & Staff Survey

Tab



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# ModernThink Great Colleges to Work for Survey Project

- Survey participation allows peer comparison for planning and benchmarking, nearly 800 Universities have participated.
- On-line or paper survey with distribution and confidentiality managed by the ModernThink company.
- Highest performing schools receive recognition from the *Chronicle of Higher Education*. If an institution is not recognized as a top performer then results are confidential.



# Survey Instrument

- Survey items are organized in the following themes/scales:
  - Job Satisfaction/Support
  - Teaching Environment
  - Professional Development
  - Compensation, Benefits & Work/Life Balance
  - Policies, Resources & Efficiency, Facilities
  - Shared Governance
  - Supervisors, Department Chairs and Senior Leadership
  - Faculty, Administration & Staff Relations
  - Communication and Collaboration
  - Fairness, Respect & Appreciation, Pride



# Ohio University Participation

- The University's participation has been a collaborative effort between employee governance organizations and the administration.
  - Originally proposed by the faculty senate, a collaboration then formed with the administrative and classified senates. At the request of these groups the project was sponsored by the Provost and President.
  - The Provost's office provided financial support and project coordination, involving the Associate Provost for Faculty and Academic Planning and the Office of Institutional Research.
  - Senate leaders took the lead on increasing participation and increasing response rates.



# Data Collection

- Collected during spring term 2014
- On-line survey for all employees except bargaining unit staff who received paper mailings
- Senate leaders participated in a friendly competition to get the highest participation rates
- Overall response rate was relatively high, 54%. Particularly high level of participation from classified non-bargaining employees (68%) and from faculty (60%).



# Task Force Members

## ▪ Co-Chairs

- Colleen Bendl, Chief Human Resource Officer
- Valerie Young, Chair of Chemical and Biomolecular Engineering

## ▪ Members

- Cynthia Anderson, Associate Professor, Sociology and Anthropology
- Bonnie Behm-Geddes, Engineering and Technology Management
- Christine Bhat, Associate Professor, Counseling and Higher Education
- Joshua Bodnar, Assistant Director for Communication & Technical Operation
- Candace Boeninger, Asst. Vice Provost & Director of Undergraduate Admissions
- Dianne Bouvier, Interim Executive Director, Institutional Equity
- Shari Clarke, Vice Provost for Diversity
- Qiuping Cao, Associate Professor, Early Childhood Education – OU Lancaster
- Howard Dewald, Professor, Associate Provost for Faculty and Academic Planning
- Hayley Haugen, Assistant Professor, English – OU Southern
- Joseph Lalley, Senior Associate VP of Technologies, VP for Finance and Administration
- Maryann Lape, Continuing Education, Lancaster Campus
- Renee Mascari, Business Intelligence Analyst
- Laura Myers, Chief of Staff
- Jamie Patton, Assistant Dean of Students
- Beth Quitslund, Associate Professor, English
- Elizabeth Sayrs, Professor, Dean of University College and Vice Provost for Undergraduate Ed.
- Gwyn Scott, Associate Vice President for Auxiliaries
- James Shonborn, Grounds Maintenance
- Cathleen Waller, Child Development Center

## ▪ Ex Officio Members

- Beth Meiser, Communication Manager for Finance and Administration
- Barbara Wharton, Associate Provost, Institutional Research



# Task Force Charge

- Analyze the results for recurrent themes and insights
- Make recommendations for short-term action steps to address recurrent themes
- Make recommendations for longer-term solutions to address recurrent themes
- Share in communicating information to the campus on both the results and recommendations



# Early Work

- Communicating the initial results with the campus community
  - Message from President McDavis and Provost Benoit
  - Website sharing the results of the survey  
<http://www.ohio.edu/instres/climate/index.html>
  - Appointment of the Campus Climate Task Force
- Understanding the results of the survey
  - Rich Boyer, Modern Think
  - Multiple presentations
- Ongoing communication with the campus community



# Preliminary Results

## ■ Strengths

- Job satisfaction and commitment to mission
- Benefits and Work/Life Balance
- Diversity and Inclusion
- Supervisor Relations



# Preliminary Results

- Opportunities for Improvement
  - Resource constraints
  - Performance management
  - Communication
  - Shared governance



# Next Steps

- Communication with the campus community
- Continued discussion of the results and further refinement
- Subcommittees formed to develop action oriented initiatives





## **Interoffice Communication**

**Date:** January 2, 2015

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

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

**Re:** **Update on Disciplinary Accreditations**

Accreditation for institutions is provided by six regional accrediting associations. Ohio University is accredited by the Higher Learning Commission and the Academic Quality Improvement Program (AQIP) is one of the HLC's pathways to accreditation. In addition to institutional accreditation, some disciplines and/or programs within disciplines are accredited by specialized accreditors. Ohio University has over 60 programs with disciplinary accreditations. This update provides a summary of disciplinary accreditation actions that occurred during 2014 at Ohio University.

# Disciplinary Accreditation Actions 2014

Tab



**OHIO**  
UNIVERSITY

# Association to Advance Collegiate Schools of Business (AACSB)

- World's most widely recognized endorsement of business education
- Evaluation includes alumni success, rankings, school history
- 5% of business schools worldwide are accredited at both the bachelor and master level



# Association to Advance Collegiate Schools of Business (AACSB)

- College of Business received 5 year accreditation extension with commendation for
  - Unique cross-disciplinary centers
  - Cluster teaching approach for core courses, relying on team based learning
  - Focus on undergraduate experiential learning
    - Student run investment groups
    - Internships
    - Global and domestic consulting projects



# Commission on Osteopathic College Accreditation (COCA)

- Ensures academic quality and continuous quality improvement
- 7 year reaccreditation for OU-HCOM
- High marks attained for Dublin HCOM
  - 95 of 96 standards met
    - 96<sup>th</sup> for on-site security – RFP in process
  - Two commendations received
    - Preparing faculty for teaching multiple sites
    - Design and use of digital delivery services



# National Council for Accreditation of Teacher Education (NCATE)

- National organization accrediting programs preparing educators
- Six standards must be met
- Covers initial teacher and advanced educator preparation programs and unit's capacity for effective delivery
- Patton College received positive exit interview for NCATE November site visit
  - Awaiting final Board of Examiners report



# Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

- Accreditation is awarded through a peer review process including documentation and periodic site visits to substantiate compliance
- Educational practices, program innovation and continuous self-study are evaluated by ARC-PA
- Accreditation notification is expected in the spring; clarifications made following the November site team visit



# Association of Technology, Management, and Applied Engineering (ATMAE)

- ATMAE is the primary accrediting body for associate, bachelor, and master programs
- Program outcomes and competencies must be externally validated by professionals and alumni and students must demonstrate mastery of the competencies
- Russ College Engineering Technology and Management bachelor program has been accredited since 1979 with last successful site visit in March, 2014



**SCRIPPS COLLEGE OF COMUNICATION  
BACHELOR OF SCIENCE IN COMMUNICATION  
APPLIED COMMUNICATION**

**RESOLUTION 2015 -**

**WHEREAS**, the Scripps College of Communication has developed a Bachelor of Science in Communication - Applied Communication, and

**WHEREAS**, the proposed program has the support of the Faculty, the Dean of the Scripps College of Communication, the University Curriculum Council, and the Executive Vice President and Provost, and

**WHEREAS**, the proposed degree program

- Offers an online degree completion in applied communication for individuals who have completed an associate's degree;
- Equips students with competencies in visual, written, and oral communications;
- Emphasizes both practical application and theory-based communication strategy;
- Prepares students for careers in communication intensive positions in public, non-profit, and private organizations; and
- Responds to identified communication skills that are essential for new graduates.

**NOW THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Ohio University hereby approves offering the Bachelor of Science in Communication – Applied Communication in the Scripps College of Communication.



## **Interoffice Communication**

**Date:** January 2, 2015

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

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

**Re:** **Scripps College of Communication – Applied Communication**

A resolution is included seeking board approval for a new Scripps College of Communication program offering an online bachelor completion program in Applied Communication.

The Faculty and Dean of the college and the University Curriculum Council are supportive of the new program and the approved materials are provided for your review.

The Applied Communication program is ideally suited for professionals in a variety of public, non-profit, and private organizations who have positions that emphasize internal and external communication. The major cross-trains individuals in visual, written, and oral communication, emphasizing both practical application and theory-based communication strategy. The major is specifically tailored for individuals who have already completed an associate's degree (60 or more semester hours or 90 or more quarter hours). The major is delivered in a flexible online format, requiring no face-to-face meetings. Courses in the major are designed with best practices for online pedagogy, emphasizing the same student enrichment philosophy that grounds other majors in the Scripps College of Communication.

**NEW SEMESTER PROGRAM\* PROPOSAL GUIDELINES –  
UNDERGRADUATE UNIVERSITY CURRICULUM COUNCIL**

**Scripps College Bachelor of Science in Communication  
New Major: Applied Communication**

\*Minors, certificates and graduate degree programs are covered in separate guidelines

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Proposals will be submitted based on the instructions posted on the UCC website.

Please ensure that all of the content indicated in these guidelines is provided – incomplete proposals will be returned. All programs must comply with Faculty Handbook provisions relating to faculty, including promotion, tenure, retention, salary matters, and selection of academic administrative personnel.

New programs that include new courses will have the approval coordinated with the approval of the individual courses, if the new courses form a significant portion of the new program.

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I) Summary Statement

- 1) Title of Program, Degree to be conferred, Administrative unit proposing program, Date of submission

The Scripps College of Communication is proposing an Online Degree Completion Program for their current Bachelor of Science in Communication degree. The new program offering is an applied communication major.

Degree to be Conferred: Bachelor of Science in Communication (BSC)

*Please note.* this is not a new degree for the college

New Major: Applied Communication

Administrative Unit Proposing: Scripps College of Communication

Date of Submission: Friday February 28, 2014

- 2) A brief (< 500 word) statement summarizing the **need / purposes** of the program (including the estimated demand for the program), distinguishing features of **the curriculum**, a summary of **resource needs** (faculty, space, and financial requirements), and the **date of proposed implementation**.

**Overview:**

The Applied Communication program is ideally suited for professionals in a variety of public, non-profit, and private organizations who have positions that emphasize internal and external communication. The major cross-trains individuals in visual, written, and oral communication, emphasizing both practical application and theory-based communication strategy. The major is specifically tailored for individuals who have already completed an associate's degree (60 or more semester hours or 90 or more quarter hours). The major is delivered in a flexible online format, requiring no face-to-face meetings. Courses in the major are designed with best practices for online pedagogy, emphasizing the same student enrichment philosophy that grounds other majors in the Scripps College of Communication.

### **Needs/Purposes:**

One of the primary goals of this new major is to serve the needs of a unique and growing student population. Online education is growing. In fact, the Sloan Consortium, one of the foremost professional learning societies that focus on the advancement and experience of e-learning, recently published a report that found that "the rate of growth in online enrollments is ten times that of the rate in all higher education (Allen & Seaman, 2011). In addition, as of Fall 2012, over seven million students were taking at least one course online (Allen & Seaman, 2014).

With this new major, we seek to meet this growing demand for online education and broaden the number of students who can earn a Bachelor of Science in Communication from the prestigious Scripps College. Our typical student will have earned his or her associate's degree and may be working in an organization while concurrently enrolled in our program. We also anticipate that returning and/or non-traditional students, veterans, stay-at-home parents, and locationally bound individuals will be particularly interested in this new online major.

### **Distinguishing Features of the Curriculum:**

All but three of the courses in this new major are drawn directly from the five school's curriculums including: The E. W. Scripps School of Journalism, The J. W. McClure School of Information and Telecommunication Systems, The School of Communication Studies, The School of Media Arts and Studies, and The School of Visual Communication. The remaining three courses are major specific and include: an introductory course (COMM1000), a Tier III capstone course (COMM4000), and a special topics course (COMM3900).

Several of the distinguishing features of this program include:

- The online degree completion program draws on the content area expertise of five different schools in the Scripps College of Communication. This is a unique aspect of the program as most online degree completion programs in communication focus on only one aspect of the field (e.g., Communication Studies or Journalism or Media).
- In 2010, the Ohio Board of Regents named the Scripps College of Communication a Center of Excellence for Culture and Societal Transformation in the State of Ohio. Scripps was and continues to be the only college of communication in the state to receive such a designation. Thus, one of the defining features of this program is that it affords more students the opportunity to study in a Center of Excellence.
- The Applied Communication major is not offered as a degree completion program online anywhere else in the state of Ohio.

### **Resource Needs:**

*Faculty* – Primarily this program will be staffed by faculty from the various schools in the Scripps College. In addition, we may partner with faculty from our regional campuses and/or hire adjunct faculty when necessary to meet growing instructional needs. See section IV for details.

*Space* – All of the courses will take place online so this program will not be drawing on university space resources.

*Financial Requirements* – See Budget information section VIII

**Date of Proposed Implementation:**

We expect to enroll students for the Fall 2014-15 semester.

**II) The Need for the Program**

- 1) What is the local, regional, and national demand for graduates of the proposed program?

(a) Any statistical documentation would be helpful.

This program equips students with competencies in visual, written, and oral communication, emphasizing both practical application and theory-based communication strategy. Students are prepared for careers in communication intensive positions in a wide variety of public, non-profit, and private organizations.

Recent news, research reports, and statistical surveys indicate that communication skills are essential skills for new graduates.

- Warren Buffett and Bill Gates identified communication skills as invaluable business assets (Forbes, 2014)
- Employers are looking for team players who can communicate well, problem-solve, obtain and process information, and prioritize tasks (National Association of Colleges and Employers, 2014)
- Critical thinking and argumentation skills remain central to effective decision-making across occupations. (The Huffington Post, 2013)
- A survey of business leaders sponsored by the Association of American Colleges and Universities (AAC&U) found that 73% of employers said colleges and universities should place more emphasis on communication skills. (AAC&U, 2009)
- College graduates rank communication courses as the most important courses for their career success. (Journal of Employment Counseling, 2005)

- 2) What other schools within Ohio offer the same or a similar program?

Our research did not uncover any comparable programs in the state of Ohio.

There are other institutions that offer online bachelor's programs in communication (e.g., DeVry University Communication Arts bachelor's degree, Ashford University BA in Communication Studies, Kaplan University BS in Communication) and a few institutions in other states that offer online degree completion programs that share some similar foci (e.g., DePaul University's Communication and Media Online Degree Completion Program, Indiana University Online Degree Completion Program in Communication Studies). However, none of those programs provide the diversity of skills and theory training that the Scripps College offers nor do they have the prestige of a Center of Excellence.

- (a) What has happened to enrollments at those schools in recent years?

Not applicable

- 3) How does the proposed program align with the current vision for the university?

This program supports three of the four points in the university's vision of Four Fundamentals:

- 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.
- Innovative academic programs that draw on the best traditions and practices in liberal arts, professional, and interdisciplinary education.
- Exemplary student support services committed to helping students fulfill their academic promise.

In addition, this program supports one of the university's core initiatives: diversity. The online environment allows for an even greater diversification of the student populations served (i.e., working adults, locationally bound students, etc.)

- 4) What Ohio University program comes closest to duplicating the proposed program?  
(a) More generally, what duplication exists between the proposed program and other Ohio University programs?

The proposed program does not duplicate any other programs at Ohio University.

Currently, the five schools in the Scripps College each offer their own unique majors. Students have the ability to major in one school and earn a double major, dual degree or minor in an additional school. However, as the curriculum is currently written, there are no programs that allow students to cut across the five schools to earn a holistic applied and theoretical degree in communication.

The School of Communication Studies does offer an online minor through e-campus. Several of the courses that are part of the minor are also part of this online degree completion program (i.e., COMS1030, COMS2050; COMS2060).

- (b) Can students fulfill their educational and/or vocational needs through existing programs? If they cannot, why not?

No, see items II-2 and II-4 above.

- 5) List departments or other academic units at Ohio University and elsewhere that were consulted in the development of this proposal. Approval is required from departments whose high-demand courses your program will require.

In developing this program, we worked closely with the Assistant Dean of Regional and Higher Education and Director of Student Services for eLearning OHIO at Ohio University. In addition, we reviewed other online degree completion programs currently offered at OHIO (i.e., customer service and applied management) as well as those in the proposal process (i.e., engineering) and consulted with other schools and colleges to determine best practices.

- 6) From what geographic area do you anticipate that students to the program will be drawn?  
(a) In the case of off-campus technical programs, what are the levels and trends in high school

enrollments in the service area?

We anticipate that most new admits during the first three years will be geographically located in Ohio. In subsequent years, we anticipate our student application pool will become nationwide.

**Anticipated Enrollment:**

Year 1: 30 students (admission cap)

Year 2: 75 students

Year 3: 150 students

Year 4: 200+ students

These students are anticipated to be employed and completing their bachelor's degree; the market is drawn from the non-traditional adult population rather than recent high school graduates. The asynchronous nature of the online courses provides flexibility to students so they can continue to work, have a family, not worry about commute time, and take several courses during the hours that best fit their schedule. The probability is small that any of this specific student population enrolling at O.U. without this program.

- 7) How many students do you anticipate will enroll in the program in each of its first four years?
- (a) To what extent will students in the program come from students who would enroll at this University anyhow?

Most if not all of the students would not enroll at Ohio University without this online program.

See item II-6 above.

- (b) To what extent is it anticipated that the enrollment will represent "new" (incremental) students?

These students are anticipated to be employed and finishing their bachelor's degree after having completed an associate's degree. For this reason almost all students will be new.

### III) Curriculum

- 1) Describe the curriculum in a format that defines required courses, electives permitted, "field" requirements, total number of hours required for completion of the program, and the sequencing of courses over the typical student's career. Indicate which of the courses are newly proposed.
- (a) Provide the catalog descriptions for all new courses, and include new course approval forms in the appendix.

#### **Foundational Knowledge and Skills (10 HRS)**

Courses in this area equip students with foundational literacy in oral, written, and visual communication across a variety of communication mediums. These competencies serve as the basis for more advanced study in the field.

ORIENTATION:                    COMM 1000-USING COMMUNICATION TOOLS (1 cr, \*New Class)

VISUAL: VICO 1000-INTRODUCTION TO VISUAL COMMUNICATION  
WRITTEN: JOUR 1330-PRECISION LANGUAGE  
ORAL: COMS 1030-PUBLIC SPEAKING

**Practice (9 HRS)**

Courses in the practice sequence provide for more advanced opportunities to engage in visual, written, and oral communication. These courses equip students with more advanced skills that will be valuable for communication intensive positions across a wide variety of private, public, and non-profit organizations.

VICO 2514-PUBLICATION DESIGN OR VICO 2561-WEB DESIGN  
JOUR 2150-MASS MEDIA WRITING PRINCIPLES  
COMS 2050-TECHNIQUES OF GROUP COMMUNICATION

**Strategy (15 HRS)**

The ability to make strategic decisions on how to best deploy a wide range of communication tools is becoming critical for nearly every profession. A variety of options in this area help equip students with strategic decision-making skills on how to best utilize those tools to meet specific communication objectives within their organization. 9 HRS must be at the 3000-4000 level.

Choose from: COMS 2060 COMMUNICATION AND INTERPERSONAL RELATIONSHIPS  
COMS 4072 COMMUNICATION IN THE WORKPLACE  
ITS 1010-CONSUMER ISSUES IN TELECOMMUNICATION  
ITS 2010-UNDERSTANDING INTERNET TECHNOLOGY  
ITS 4310- PRIVACY IN THE INTERNET AGE  
JOUR 2500-INTRODUCTION TO STRATEGIC COMMUNICATION  
JOUR 4660-INTERNATIONAL MASS MEDIA  
JOUR 4923-SEMINAR IN ONLINE JOURNALISM  
MDIA 1020-MEDIA & THE CREATIVE PROCESS  
MDIA 3105-AUDIENCE RESEARCH  
COMM 3900-SPECIAL TOPICS IN COMMUNICATION (\*New Class)

**Synthesis (9 HRS)**

Courses in the synthesis sequence help students develop capacities to do a capstone project intended to implement and evaluate a communication plan, campaign, training program, or some other communication intensive activity within an organization. The project will serve as a foundation for continued professional development of the student once the degree is completed.

COMS 3420-FIELD RESEARCH METHODS IN COMMUNICATION  
JOUR 3200-MEDIA ETHICS  
COMM 4000-T3 EQUIVALENT—SCRIPPS CAPSTONE SEMINAR (\*New Class)

**Interdisciplinary Electives (~8 HRS)**

Students will take one or more general elective courses to reach the required 120 SEM CH necessary for graduation.

**Credit Hour Summary\***

Credits to Transfer from associate's degree (AA or AS)	60
University Gen Ed	16-24 (average) T3 included in curriculum
Foundational	10
Practice	9
Strategy	15
Synthesis	9
General Electives	As needed to meet 120 SEM CH
Total	119-127 (not including general electives)

\*See appendices for course rotation for the first two years of the program and new course catalog information

- 2) How does this curriculum compare with that offered at other institutions with similar programs?  
(a) Specifically, list at least two curricula of other schools offering similar programs, indicating how they compare with Ohio University.

There are no *direct* comparables for the online degree completion program being proposed. All other known programs in existence focus on *one* subset of communication (e.g., Communication Studies, Media, or Journalism) as opposed to drawing on five unique areas of expertise (i.e., Journalism, Communication Studies, Information and Telecommunication Systems, Media Arts and Studies, and Visual Communication).

The Scripps College Online Degree Completion Program

Degree Program: Bachelor of Science in Communication

Major: Applied Communication

Proposed GPA minimum: 2.5

Proposed Pre-requisites: Associate's Degree

Comparable #1: DePaul University

<http://communication.depaul.edu/academics/undergraduate-majors/communication-and-media/Pages/communicationmediaonline.aspx>

Degree program: Bachelor of Arts

Major: Communication and Media

Pre-requisites: 30 semester credit hours

Minimum GPA: 2.0

Comparable #2: Indiana University East

<http://www.iue.edu/online/programs/communication.php>

Degree program: B.A./B.S.

Major: Communication Studies (with a public relations focus)

Pre-Requisites: 60 semester credit hours or associate's degree

Minimum GPA: 2.0

\*See appendices for details of these comparable programs.

- 3) Does the program intend to seek accreditation?  
If so, what is the name and address of the agency that would accredit the program?
  - (a) Has it been contacted?
  - (b) Is the curriculum in accord with its standards?

The program will fall under Ohio University's general accreditation.

- 4) Define the proposed policy on accepting transfer of credit from other institutions or other programs at Ohio University.

The program will follow Ohio University transfer credit policy:  
<https://www.ohio.edu/admissions/transcredits/>

#### IV) Faculty and Instruction

- 1) Will current faculty, new faculty, or a combination of both be used? How?

Primarily, this program will be staffed by current faculty from the various schools in the Scripps College. In addition, we may partner with faculty from our regional campuses and/or hire adjunct faculty when necessary to meet growing instructional needs.

- (a) How will new faculty for the program be selected? By whom?

The Dean will work with the Associate Dean for Student Success and the appropriate School Directors in order to make staffing decisions.

- (b) What are the minimal qualifications expected of instructors in the program?

Faculty will hold a Ph.D., Master's degree or other commiserate experience.

- (c) What is the tenure status of any identifiable current Ohio University faculty who are probable program participants?

Faculty members across all ranks will be participating in this program.

- 2) What is the likely teaching load of faculty members?

The teaching will be consistent with the teaching loads of other faculty in the Scripps College of Communication.

- 3) What is the projected ratio of FTE students to FTE faculty?

Long term, the projected ratio is 40-1.

- 4) Once the program is ongoing, what mechanism will assure that the principle of faculty control of the curriculum will be maintained according to procedures outlined in the Faculty Handbook?

A college-wide curriculum committee exists currently within the Scripps College of Communication. This committee will review and recommend changes to the online degree completion curriculum.

#### V) Admission Requirements

- 1) What are the criteria for admission into the program? Be specific.

Freshman/First-Year Admission – Students must have earned an associate’s degree and an overall 2.5 GPA.

Change of Major/Minor/Certificate Policy – No selective or limited admission requirements.

External Transfer Admission – Students must have earned an associate’s degree and an overall 2.5 GPA.

- 2) Are there any upper limits on program enrollment?
  - (a) If yes, will you limit admission on a first come/first serve basis, by raising admission standards, or by some other method (specify)?

In order to assure adequate resources for student success, admission for each start will be limited to caps per the enrollment projections (30 students for Fall 2014-15). This will be accomplished by accepting students on a first come/first served basis for all applicants who meet the admissions criteria. The program will work with Undergraduate Admissions to implement this strategy.

#### VI) Administration

- 1) Who chose (or will choose) the administrative officer(s)?

The Dean of the Scripps College of Communication in consultation with the Associate Dean for Student Success appointed the current Coordinator of E-Learning Development. They will also be responsible for any future administrative appointments including the Director of E-Learning for the Scripps College and any academic advisor appointments.

- 2) What is the title of the administrator(s) who will administer the program?

The Scripps College created a part-time administrative position to help successfully launch the online degree completion program. The official title of this administrator is Coordinator of E-

Learning Development. As the program develops, we envision that the Online Degree Completion Program might necessitate a new director position (i.e., Direct of E-Learning), to be appointed from the faculty. The responsibilities of the director will include ensuring the quality of course design and instruction, coordinating with Admissions and e-Learning as necessary for recruitment and advising efforts, and leading efforts to staff and maintain courses.

- 3) Will the administrator(s) have academic rank?
  - (a) If a new administrator will be hired, what are the minimal academic credentials acceptable?

The current administrator and any named in the future will be tenured or tenure-track faculty with academic rank.

#### VII) Timing and Evaluation -

- 1) Has any external publicity about this program already been generated?
  - (a) If so, by whom and why?
  - (b) Have applications for admission already been entertained?

No publicity about the program has been generated. Initial contacts with administration of some of Ohio University's community college partners were made in order to assess possible interest in alignment with this program. All feedback has been extremely positive.

No admissions have been entertained.

- 2) When do you want the program to start? How will the program be "Phased-in"?
  - (a) *Allow at least 120 days for University Curriculum Council and Presidential and Trustee approval.*

Fall Semester 2014-15 is the target start date for the program.

- 3) New programs will be evaluated annually by their colleges. What additional assessment tools are suggested to evaluate the program once ongoing?

The college is currently developing college-wide and school-specific assessment protocols as required by AQIP. The program will be assessed in a manner that is consistent with other Scripps College programs. In addition, the Coordinator of E-Learning Development (and future Director of E-Learning) will work with the faculty to develop course assessment measures and mechanisms. Course design will include implementation of the Quality Matters rubric, and courses will be assessed by faculty certified in the Quality Matters Program.

#### VIII) Budget and Financial

- 1) List an anticipated budget of revenues and expenses for at least the first two years of the program.  
\*See appendices for budget breakdown

Yr. 1 = (10,212)

Yr. 2 = \$46,486

- 2) Under costs, add in the incremental costs of instruction taken in areas outside the program (e.g. electives); if these costs are perceived to equal zero, state why the increased student burden in other areas will not add to financial costs and impede educational quality.

There should only be some Tier I & II requirements that need to be filled. All other courses occur within the college. Estimated number of Tier I/II credit hours = 20 (6-7 courses spread over at least a 2-year period). Due to the variability of course offerings as well as when students might take courses, it is difficult to state an actual cost, if any. These costs are relatively incremental and would almost always be a straight revenue generator for the affected college(s). (i.e. no enrollments should be high enough to warrant an additional class section). Therefore, we are estimating these costs at \$0.

- 3) What is the extent of the fixed costs of the program for the first two years?  
(a) By fixed costs, we mean those expenses that will be incurred even if enrollment is almost zero.

(i) Faculty Stipend for director = \$17,428 (\$15K + Benes)

(ii) Course design = 29,050 (\$2,500 + Benes x 10 courses) -- \$14,525 per year

(iii) Promotional Materials = \$5,000 yr. 2; \$2000 yr. 2

(iv) Advising

1. Yr. 1 = \$4,000 (25 students)

2. Yr. 2 = \$12,000 (75 students)

TOTAL FIXED COSTS =

YR 1 = \$40,953

YR 2 = \$45,953

- 4) How much would expenses be reduced if enrollment equals only one-half the amount indicated in the budget?

Expenses would reduce minimally. Yr 1 and Yr 2 are start up years; therefore, the enrollments are not scalable at all in year 1 and have limited scalability in year 2. Maximum saved would be 3 facilitators (for 2<sup>nd</sup> cohort of 50 taking year 1 courses). = \$8,191 (3 facilitators at \$2,350 {\$94 per student x 25 students} plus benes). If these saving were realized, it would not be until Yr. 2.

- 5) What is your estimate of how conservative or optimistic your budget projections are?

Overall estimates for expenses are conservative. However, if enrollment targets are not met and we do not make estimated revenue, the budget may be a bit optimistic, even with conservative expenses.

**BC5374 - APPLIED COMMUNICATION**

Program requirements specified in this document are preliminary. Please consult the home department/school for the final program requirements.

**General Info**

<b>Document Description:</b> BC5374 - APPLIED COMMUNICATION	<b>Document Version:</b> 2.0
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<b>Creation Info:</b> 02/27/2014 by Patrick Beatty (beatty)	

**Program Info**

<b>Program Code:</b> BC5374 - APPLIED COMMUNICATION	
<b>Semesters</b>	<b>Quarters</b>
<b>Program Abbr:</b> APPLI COMM	
<b>Program Name:</b> APPLIED COMMUNICATION	
<b>Transcript Name:</b> APPLIED COMMUNICATION	
<b>Degree Name:</b> BACHELOR OF SCIENCE IN COMMUNICATION	<b>College:</b> COM (Communication, Scripps College of)
<b>Department:</b> COM (Communication, Scripps College of)	<b>Level:</b> U (Undergraduate)
<b>Semesters:</b> This program WILL be offered in semesters.	

**Program Overview**

**Overview:** The Applied Communication program is ideally suited for professionals in a variety of public, non-profit, and private organizations who have positions that emphasize internal and external communication. The major cross-trains individuals in visual, written, and oral communication, emphasizing both practical application and theory-based communication strategy. The major is specifically tailored for individuals who have already completed an associate's degree (60 or more semester hours or 90 or more quarter hours). The major is delivered in a flexible online format, requiring no face-to-face meetings. Courses in the major are designed with best practices for online pedagogy, emphasizing the same student enrichment philosophy that grounds other majors in the Scripps College of Communication.

**Admissions Information: Freshman/First-Year Admission**

Students must have earned an associate's degree and an overall 2.5 GPA.

**Change of Major/Minor/Certificate Policy**

No selective or limited admission requirements.

**External Transfer Admission**

Students must have earned an associate's degree and an overall 2.5 GPA.

**Opportunities Upon Graduation:** This program equips students with competencies in visual, written, and oral communication, emphasizing both practical application and theory-based communication strategy. Students are prepared for careers in communication-intensive positions in a wide variety of public, non-profit, and private organizations.

**Curriculum**

**Nature of Changes:** The changes to your program curriculum DOES NOT MAKE the comparison of the minimum number of credit hours in the quarter-based and semester-based curricular less meaningful for most of your curricular components.

**Curricular Components:**

	Semester	Quarter	Equiv	Change
Foundational Knowledge and Skills	10.0	0.0	0.0	100.0%
Practice	9.0	0.0	0.0	100.0%
Strategy	15.0	0.0	0.0	100.0%
Synthesis	9.0	0.0	0.0	100.0%

Min. Credit Hours:	Semester Hrs	Quarter Hrs	Equiv.Semester Hrs	Percent Change
	120.0	0.0	0.0	100.0

**Summary of Changes:** New program.

**Sample:** edu.ohio.ocean.domain.q2s.Q2SFile@a75bd58

**Supplemental Information**

**Related Materials** program\_AppComm.pdf

**Patron Departments**

**Department**

COMS - Communication Studies, School of  
ITS - Information and Telecommunication Systems, J. Warren McClure School of  
JOUR - Journalism, E. W. Scripps School of

**Nature of Change**

Courses required as part of major  
Courses required as part of major  
Courses required as part of major

MDIA - Media Arts and Studies, School of  
VICO - Visual Communication, School of

Courses required as part of major  
Courses required as part of major

**Foundational Knowledge and Skills**

Sem Hrs: 10.0 new program	Qtrr Hrs: 0.0	Equiv Hrs: 0.0	% Change: 100.0%
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**Practice**

Sem Hrs: 9.0	Qtrr Hrs: 0.0	Equiv Hrs: 0.0	% Change: 100.0%
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**Strategy**

Sem Hrs: 15.0 new program	Qtrr Hrs: 0.0	Equiv Hrs: 0.0	% Change: 100.0%
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**Synthesis**

Sem Hrs: 9.0	Qtrr Hrs: 0.0	Equiv Hrs: 0.0	% Change: 100.0%
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**HONORS TUTORIAL COLLEGE &  
SCHOOL OF APPLIED HEALTH SCIENCES AND WELLNESS  
BACHELOR OF SCIENCE IN  
TRANSLATIONAL HEALTH – APPLIED HEALTH**

**RESOLUTION 2015 -**

**WHEREAS**, the School of Applied Health Sciences and Wellness in the College of Health Sciences and Professions has developed a Bachelor of Science degree in Translational Health – Applied Health for students enrolled in the Honors Tutorial College, and

**WHEREAS**, the proposed program has the support of the Faculty, the Dean of the College of Health Sciences and Professions, the Dean of the Honors Tutorial College, the University Curriculum Council, and the Executive Vice President and Provost, and

**WHEREAS**, the proposed degree program

- Responds to the need of an increasingly complex state of the American health status;
- Will provide opportunity to acquire knowledge and skills for participating and enhancing current healthcare practice;
- Responds to demands for interdisciplinarity to improve discovery, development, delivery, and adoption of effective healthcare; and
- Will offer students opportunities toward graduate school in health profession fields which are among the fastest growing occupations.

**NOW THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Ohio University hereby approves offering the Bachelor of Science in Translational Health – Applied Health by the School of Applied Health Sciences and Wellness through the Honors Tutorial College.



## **Interoffice Communication**

**Date:** January 2, 2015

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

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

**Re:** **Honors Tutorial College - Translational Health – Applied Health**

A resolution is included seeking board approval for a new Honors Tutorial College degree offering a Bachelor of Science in Translational Health – Applied Health through the School of Applied Health Sciences and Wellness in the College of Health Sciences and Professions.

The Faculty, Deans of the colleges, and the University Curriculum Council are supportive of the new program and the approved materials are provided for your review.

Declining health status and current health care reform are necessitating future healthcare professionals and researchers explore benefits of promoting a healthier lifestyle for the prevention and treatment of chronic disease. Translational health encompasses both the application of basic science to the development of clinical and human trials and application of new knowledge into best practices. This proposed Honors Tutorial College degree will offer opportunities to experience both areas of translational health and will be attractive for preparation for graduate education for students who wish to further their knowledge and understanding of current health and wellness research and guidelines and their applications in community wellness.

**I) Summary Statement**

1) Title of Program, Degree to be conferred, Administrative unit proposing program, Date of submission

**Title of Program:** Translational Health Studies – Applied Health  
**Degree to be conferred:** B.S. in Translational Health – Applied Health  
**Administrative unit proposing program:** School of Applied Health Sciences and Wellness, College of Health Sciences and Professions

2) A brief (< 500 word) statement summarizing the **need / purposes** of the program (including the estimated demand for the program), distinguishing features of **the curriculum**, a summary of **resource needs** (faculty, space, and financial requirements), and the **date of proposed implementation**.

**Need/purpose of program:** Our declining health status and current health care reform in the United States are necessitating that future healthcare professionals/researchers explore the benefits of promoting a healthy lifestyle for the prevention and treatment of chronic disease. In order to explore these benefits, the health care professional must be aware of current evidence and understand how to translate this evidence into practice. Translational health encompasses a bidirectional continuum, including the 2 areas of translation: *1) the application of basic science to the development of clinical or human trials and 2) the application of new knowledge into best practices within the clinic or community.* (source: National Institutes of Health, 2013) This proposed Honors Tutorial College (HTC) degree program will provide an opportunity for students to experience both areas of translational health (“bench-to-bedside-to-curbside”) while earning a focused bachelor’s degree in Applied Health Sciences and Wellness. It is believed that this program will be highly attractive to students who, in preparation for graduate education, wish to further their knowledge and understanding of current health and wellness research and guidelines and their applications in community wellness. Numerous graduate degree programs exist in Translational health, such as the graduate program in *Clinical and Translational Research* at Georgetown University. Kent State University has an undergraduate program in Integrated Health Studies – Health Sciences – that has seen a 31% increase in enrollment since 2007 (source: KSU Research, Planning, and Institutional Effectiveness-<http://www.kent.edu/rpie/index.cfm>), but it does not provide the honors distinction nor the one-on-one mentoring that comes from the HTC tutorials. This HTC degree program provides the select student in the School of Applied Health Sciences and Wellness with the opportunity to obtain an enhanced bachelor degree to better prepare them for one of these prestigious graduate programs.

**Features of the curriculum:** The curriculum includes two major tracks: Exercise Physiology and Applied Nutrition. Exercise Physiology courses provide students with critical information on understanding the impact of physical activity and training on movement, performance, health, and disease, as well as the evidence-based guidelines for a healthy, active lifestyle. The Applied Nutrition courses provide the students with critical information on understanding the impact proper nutrition on growth, development, health and disease, as well as nutritional counselling for health and performance. The student must select either track. In addition, the students have opportunities to expand their breadth of knowledge for health-related professions by

taking advanced coursework in the basic sciences (biology, anatomy, physiology, chemistry, and physics) and by directing their electives to one of the academic minor (psychology, chemistry, biological sciences, and applied nutrition). Finally, to gain a larger perspective of both areas of translational health, mentor-directed tutorials will be included that focus on basic and applied research, clinical outreach, and general health and wellness.

**Resource Needs:** The primary expenses are related to the mentor-directed tutorials, the student involvement in research and the thesis required for the HTC degree. Please see the budget/financial section for more detailed information.

**Date of proposed implementation:** Fall semester of 2015-16.

## **II) The Need for the Program**

### **1) What is the local, regional, and national demand for graduates of the proposed program? (a) Any statistical documentation would be helpful.**

This degree responds to the need of an increasingly complex state of the American health status by providing opportunities to acquire vital knowledge and skills that will be critical in participating and enhancing the current healthcare practices. With the current health status and obesity rates in the US, especially in the impoverished regions of Rural Appalachia, the prevention and treatment of disease and disorders is turning to interdisciplinary teams to improve the discovery, development, delivery, and adoption of effective healthcare. The healthcare industry and related occupations are projected to have the fastest growth between 2010–2020; expected to grow by 29 percent (3.5 million new jobs) by 2020. (source: US Bureau of Labor Statistics-<http://www.bls.gov/ooh/About/Projections-Overview.htm>).

Healthcare professions and support will be among the fastest growing occupations, but also will require high levels of post-secondary education. This program is needed to “open the door” to graduate school for students with bachelor degrees interested in health professions. According to the US Bureau of Labor Statistics, some of the fastest-growing professions are those associated with healthcare and will require a graduate degree (physical and occupational therapists, physician assistants, clinical or research exercise physiologists, and biomedical engineers). Occupations that require a master’s degree are the fastest growing occupations (22% increase by 2020) compared to those requiring a bachelor’s degree or less (12 – 18% increase by 2020).

A number of health-related graduate degrees provide the advanced knowledge and practical skills to enter the allied health workforce. The competitive nature of these graduate programs has increased the prerequisites for admission, requiring higher quality applicants. For example, the average GPA of the 44 candidates accepted for the Physical Therapy program at Ohio University in 2013 was a 3.74/4.0 scale. This program prepares future physical therapists with the knowledge, behavior, and skills required to function within the diverse roles of the contemporary health care environment. Similarly, Pennsylvania State University, the highest-ranked Exercise Physiology Graduate program in the United States, prefers a minimum of a

3.4/4.0 GPA and previous research experience when recruiting their top-quality graduate students.

The proposed HTC degree is primarily designed for individuals who wish to be a top candidate when applying for post-graduate education in an applied health field. This program will provide them with an advanced knowledge base and the necessary experience for continued study in graduate education.

**2) What other schools within Ohio offer the same or a similar program? (a) What has happened to enrollments at those schools in recent years?**

Few undergraduate translational health degrees exist throughout the United States. These programs typically do not specialize until the master's or doctoral level, or is offered as a continuing education credit for current healthcare providers through the National Institutes of Health. Kent State University has an undergraduate program in Integrated Health Studies – Health Sciences – that has seen a 31% increase in enrollment since 2007 (source: KSU Research, Planning, and Institutional Effectiveness-<http://www.kent.edu/rpie/index.cfm>). The program consists of courses that focus on medical terminology, careers in health sciences and human services, research design and statistical methods for the health professions, health care ethics, health care policy and delivery systems, quantitative statistics, a writing intensive course, and a professional seminar experience at the end of the program. The program may culminate in a 3-10 credit hour practicum in a setting consistent with the students' career goals. A seminar class accompanies the practicum to address topics related to the practicum experience. All other translational health programs are either post-baccalaureate certificate programs (University of Maryland's Certificate in Global Health) or at the graduate or post-graduate level (Translational Health Technology master's degree program at Case Western Reserve University; Masters of Clinical Sciences from the School of Translational Health Science at The University of Adelaide, Australia).

**3) How does the proposed program align with the current vision for the university?**

First and foremost, this degree aligns well with Ohio University's vision to be the nation's best transformative learning community where students realize their promise. As previously stated, the American health status has steadily declined demanding a need for a complex, interdisciplinary solution from a team of healthcare providers. Developing students with a mindset that can envision the solution from basic research to clinical practice (bench-to-bedside-to-curbside) is the key to finding this solution. The one-on-one mentor-directed tutorial experiences are designed to develop this translational mindset. In addition, the focus on professional skill and knowledge development in the proposed HTC curriculum aligns with Ohio University's mission that its central purpose is the intellectual and personal development of its students. By providing a curriculum that offers the students opportunity to be mentored by several of Ohio University's outstanding faculty and accomplished researchers, again supports the university's mission to advance knowledge across many disciplines.

**4) What Ohio University program comes closest to duplicating the proposed program?**

**(a) More generally, what duplication exists between the proposed program and other Ohio University programs?**

**(b) Can students fulfill their educational and/or vocational needs through existing programs? If they cannot, why not?**

In general the proposed degree most closely aligns with many of the Honors Tutorial College degrees. The program focuses on the advanced courses in each of the areas and offers the mentor-directed tutorials that stretch across the basic and applied sciences in Translational Health. The proposed degree is directed specifically to the student interested in Exercise Physiology or Nutrition to prepare them for continued graduate education. Students attracted to this proposed degree will develop a strong knowledge base in the core sciences and in either Exercise Physiology or Nutrition while broadening their knowledge and understanding of the four phases of translational health (discovery, development, delivery, and adoption). It is this strong, interprofessional and translational health background that will secure their fate for graduate studies and their future careers.

There are existing Honors Tutorial College degree programs that students can elect if they wish to graduate through this college. However, those students who wish to prepare for a health profession are currently directed to a more basic science curriculum which does not offer the applied or clinical coursework of exercise physiology or nutrition.

**5) List departments or other academic units at Ohio University and elsewhere that were consulted in the development of this proposal. Approval is required from departments whose high-demand courses your program will require.**

We sought approval from the Honors Tutorial College, the College of Health Sciences and Professions and the School of Applied Health Sciences and Wellness prior to developing this degree program. Their approval statements are located on the Discussion tab in the OCEAN program form.

**6) From what geographic area do you anticipate that students to the program will be drawn?  
(a) In the case of off-campus technical programs, what are the levels and trends in high school enrollments in the service area?**

Since this is an HTC degree, it is likely to draw the top students who wish to enroll in either Nutrition or Exercise Physiology. These students typically come from all over Ohio.

**7) How many students do you anticipate will enroll in the program in each of its first four years?**

**(a) To what extent will students in the program come from students who would enroll at this University anyhow?**

**(b) To what extent is it anticipated that the enrollment will represent "new" (incremental) students?**

During the first year, 2014-2015, it was recommended to recruit 1-2 students who have completed their first year at Ohio University. This will provide the opportunity to hand-pick the first students from those currently enrolled while using this first year to publicize the new

program to incoming freshman for the following year (2015-2016). The next three years, it is anticipated that 2-4 students will enroll each year. Currently, students at Ohio University who wish to pursue prepare for advanced degrees applied health by graduating from the Honors Tutorial College must opt for existing HTC degree, such as biological sciences. Although the HTC program in biological science does provide the student with a strong science core, it does not offer the components of applied and translational sciences.

By providing and HTC program with a focus on translational health – applied health, this might entice students who might otherwise seek out other honors program in exercise physiology or nutrition at other universities. Although several universities offer honors programs in Exercise Physiology and Nutrition, none provide the translational health that broadens their understanding of the complex nature of the future of the health profession.

### **III) Curriculum**

**1) Describe the curriculum in a format that defines required courses, electives permitted, "field" requirements, total number of hours required for completion of the program, and the sequencing of courses over the typical student's career. Indicate which of the courses are newly proposed.**

**(a) Provide the catalog descriptions for all new courses, and include new course approval forms in the appendix.**

The HTC Translational Health – Applied Health degree program requires a minimum of 15 credits hours per semester (120 credits) and included two man tracks: Exercise Physiology and Applied Nutrition. As required by the Honors Tutorial College, each student will complete an honors seminar in their freshman year (HC2500) plus one mentor-directed tutorial each semester (courses pending). These tutorials during the senior will be used for the development, implementation and presentation of an honors research thesis. Each student will be required to take 50 credits of general education and biological science courses, including the prerequisites for later required coursework. The translational (applied) health core includes the introduction to health courses [EXPH 1490, NUTR 1000, and EXPH 2690 (pending)] and the requirements for the diabetes certificate as an example of bench-to-bedside health practices. The students are also required to complete 12 additional credits as electives. These electives can be selected from a long list of health-related courses or can be selected from a single academic minor (psychology, applied nutrition, chemistry, or biological sciences). All other courses for the Exercise Physiology or Applied Nutritional track are currently offered through the School of Applied Health Sciences and Wellness programs. This information is in the OCEAN system on the Curriculum tab.

New Courses: Applied Health Sciences and Wellness Tutorials (pending)

- AHSW 1970T/1980T – 1st year tutorials
- AHSW 2970T/2980T – 2nd year tutorials
- AHSW 3970T/3980T – 3rd year tutorials
- AHSW 4970T/4980T – thesis tutorials (4th year)

**2) How does this curriculum compare with that offered at other institutions with similar programs? (a) Specifically, list at least two curricula of other schools offering similar programs, indicating how they compare with Ohio University.**

1) **Kent State University** offers a bachelor's degree in Integrated Health Studies. The core consists of courses that focus on medical terminology, careers in health sciences and human services, research design and statistical methods for the health professions, healthcare ethics, healthcare policy and delivery systems, a writing intensive course, and a professional seminar experience at the end of the program. The program may culminate in a 3-10 credit hour practicum in a setting consistent with the students' career goals. A seminar class accompanies the practicum to address topics related to the practicum experience. The health sciences concentration includes a strong basic science core (biology, chemistry, physics) as well as an applied science core (physiology of exercise, nutrition). Integrated Health Studies majors in the health sciences concentration will be prepared for science-based graduate programs, especially physical or occupational therapy. While there is overlap between the KSU degree and our proposed HTC Translational Health – Applied Health degree (e.g., foundational courses, physiology of exercise, nutrition, etc.), our program is unique in its mentor-directed tutorials related to translational health, the advanced sciences, built-in potential for related minors, and the diabetes certificate as an example of bench-to-bedside approach to health-related solutions.

2) The **University of Massachusetts – Amherst** offers a Kinesiology departmental honors program through their Commonwealth Honors College. Commonwealth Honors College encourages students to develop broad perspectives and engage in deep analysis through its four-year curriculum which begins with General Studies and concludes with Advanced Scholarship. The General Studies component builds the skills and knowledge needed to grapple with both the timeless issues of humanity and the current dilemmas facing our culture. The advanced scholarship requires a student to undertake advanced research within their major. This program is similar to our proposed program in that the student is required to complete a thesis or research project for graduation. Unlike the proposed program, the general studies courses do not focus on the student's discipline or explore the many phases of their field. The proposed mentor-directed tutorials in the Translational Health – Applied Health degree provides our student with a more focused and diverse experience to be competitive in their future careers.

3) **Does the program intend to seek accreditation?**

**If so, what is the name and address of the agency that would accredit the program?**

(a) **Has it been contacted?**

(b) **Is the curriculum in accord with its standards?**

**4) Define the proposed policy on accepting transfer of credit from other institutions or other programs at Ohio University.**

Students wishing to transfer from other colleges at Ohio University should contact the Director of Studies by the middle of fall semester of their freshman year regarding the procedure for application. The student must have taken coursework comparable to a freshman HTC student and

have at least a 3.7 cumulative GPA.

#### **IV) Faculty and Instruction**

##### **1) Will current faculty, new faculty, or a combination of both be used? How?**

A large majority of courses in this proposed program already exist, and thus will be taught by current faculty on their current workloads. Mentors of the tutorials will be offered a small stipend through the Honors Tutorial College to cover the costs of laboratory supplies, etc.

##### **(a) How will new faculty for the program be selected? By whom?**

There are no new faculty members to be hired specifically for this program.

##### **(b) What are the minimal qualifications expected of instructors in the program?**

The courses will be taught by faculty members in the College of Health Sciences and Professions with backgrounds in exercise physiology, nutrition, basic and applied sciences.

##### **(c) What is the tenure status of any identifiable current Ohio University faculty who are probable program participants?**

Group I, Group II, and possibly adjunct faculty

##### **2) What is the likely teaching load of faculty members?**

The teaching load for faculty members delivering these courses will not be affected.

##### **3) What is the projected ratio of FTE students to FTE faculty?**

##### **4) Once the program is ongoing, what mechanism will assure that the principle of faculty control of the curriculum will be maintained according to procedures outlined in the Faculty Handbook?**

The curriculum and the mission of the program will be assessed regularly. Any curricular revisions to the courses or the program will be developed by faculty and submitted to the curriculum review process as outlined in the Faculty Handbook.

#### **V) Admission Requirements**

##### **1) What are the criteria for admission into the program? Be specific.**

The admissions criteria are as follows:

Students applying to the program should have demonstrated high capability and interest in chemistry. In most cases, minimum credentials include placement in the top ten percent of the graduating class in high school, scores of above 1300 (combined) on the SAT or 30 composite on the ACT, outstanding letters of recommendation, and demonstrated initiative in the sciences. Students wishing to transfer from other colleges at Ohio University should contact the Director of Studies by the middle of fall semester of their freshman year regarding the procedure for application. The student must have taken coursework comparable to a freshman HTC student and have at least a 3.7 cumulative GPA.

**2) Are there any upper limits on program enrollment?**

**(a) If yes, will you limit admission on a first come/first serve basis, by raising admission standards, or by some other method (specify)?**

For the first year, we anticipate limiting enrollment to 1-2 qualified applicants and 2-4 qualified applicants in year 2 (first come/first serve). Thereafter we will reevaluate whether there should be a limitation on enrollment using information from RCM analyses.

**VI) Administration**

**1) Who chose (or will choose) the administrative officer(s)?**

**2) What is the title of the administrator(s) who will administer the program?**

**3) Will the administrator(s) have academic rank?**

**(a) If a new administrator will be hired, what are the minimal academic credentials acceptable?**

A Group I faculty member of AHSW and the Dean of the Honors Tutorial College will administer the program.

**VII) Timing and Evaluation**

**1) Has any external publicity about this program already been generated?**

**(a) If so, by whom and why?**

**(b) Have applications for admission already been entertained?**

Communication with the Director of AHSW, Dean of CHSP and Regional Deans, as well as the Dean and Associate Dean of the Honors Tutorial College will help to communicate this degree option to students. Applications for admission have not been entertained.

**2) When do you want the program to start? How will the program be "Phased-in"?**

**(a) Allow at least 120 days for University Curriculum Council and Presidential and Trustee approval.**

We anticipate opening enrollment in fall semester 2015-16.

**3) New programs will be evaluated annually by their colleges. What additional assessment tools are suggested to evaluate the program once ongoing?**

To evaluate the success of this program, we will initially base success on enrollment numbers and, beginning year four, on degrees granted, along with entering and completion GPA.

**VIII) Budget and Financial**

**1) List an anticipated budget of revenues and expenses for at least the first two years of the program.**

With the enrollment as 2 students in year 1, and 2 additional students added in year 2, the budget estimate of revenue and expenses is as follows:

	<u>Year 1</u>	<u>Year 2</u>
Total Revenue	\$7243	\$14,487
Subvention Tax	\$0	\$0
New Indirect Costs	\$5255	\$10,509
New Direct Costs	\$0	\$0

Net Available	\$1988	\$3,977
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There are no new direct costs associated with this program, since tutorials are taught off load similar to independent study courses and the professional development funds given to faculty tutors will come from the current HTC budget.

**2) Under costs, add in the incremental costs of instruction taken in areas outside the program (e.g. electives); if these costs are perceived to equal zero, state why the increased student burden in other areas will not add to financial costs and impede educational quality.**

Some of the courses listed for the program are those within the CHSP that are currently being delivered. The college will be able to accommodate these courses because faculty members are already teaching them in their normal workload. The AHSW tutorials will be added to the course load of faculty from CHSP, OUHCOM, and community partners (e.g., HeartWorks, WellWorks, Diabetes Endocrine Center, etc.). The outside courses (e.g., from CHEM, BIOS, PHYS, PSY, ENG, MATH) are all choices among other programs, and with the limitations on enrollment, we do not anticipate that courses from outside areas will need to create more sections or more frequent offerings as a result of this program.

**What is the extent of the fixed costs of the program for the first two years?**

**(a) By fixed costs, we mean those expenses that will be incurred even if enrollment is almost zero.**

There are no fixed costs for this program in relation to faculty, space, or equipment.

**3) How much would expenses be reduced if enrollment equals only one-half the amount indicated in the budget?**

Because the enrollment in this program is small, indirect costs associated with this program are proportional to the number of students. One-half of the anticipated students would reduce costs by one half.

**4) What is your estimate of how conservative or optimistic your budget projections are?**

We believe that our estimates are conservative.

**BSXX12 - Translational Health - Applied Health**

Program requirements specified in this document are preliminary. Please consult the home department/school for the final program requirements.

**General Info**

<b>Document Description:</b> BSXX12 - Translational Health - Applied Health	<b>Document Version:</b> 1.0
<b>Document ID:</b> 113806	<b>Document Status:</b> COMPLETED - UCC
<b>Document Type:</b> PROGRAM	<b>Contact Oak ID:</b> howec
<b>Contact Name:</b> Cheryl Howe	<b>Designee Oak ID:</b> howec
<b>Designee Name:</b> Cheryl Howe	<b>Last Modification:</b> 03/26/2014 by Cheryl Howe (howec)
<b>Creation Info:</b> 05/22/2013 by Robert Bulow (bulow)	

**Program Info**

<b>Program Code:</b> BSXX12 - Translational Health - Applied Health	
<b>Semesters</b>	<b>Quarters</b>
<b>Program Abbr:</b> Trans Hlth	
<b>Program Name:</b> Translational Health - App Hth	
<b>Transcript Name:</b> Translational Health - Applied Health	
<b>Degree Name:</b> Bachelor of Science in Translational Health	<b>College:</b> HTC (Honors Tutorial College)
<b>Department:</b> AHSW (Applied Health Sciences and Wellness, School of)	<b>Level:</b> U (Undergraduate)
<b>Semesters:</b> This program WILL be offered in semesters.	

**Program Overview**

**Overview:** The HTC Translational Health - Applied Health degree offers exceptional students the opportunity to study the many aspects of health and wellness in one-on-one interactions with Exercise Physiology and Nutrition faculty members. Maximum opportunities will be afforded for the student to progress well beyond the material found in the conventional courses. Students can select either an Applied Nutrition track or an Exercise Physiology track. The primary purpose of the tutorial program is to serve as a preparation for graduate or professional study. Students will receive the degree of Bachelor of Science from the Honors Tutorial College.

**TUTORIALS.** Students are required to complete 8 tutorials within the College of Health Sciences and Professions, including two devoted to a thesis. These tutorials will include experiences with basic and applied research, clinical experience and general health and wellness with the assistance of Exercise Physiology and Nutrition faculty and existing health-related programs at Ohio University.

In addition to the tutorials, the student must complete the Tier I English requirement, all core courses not covered by tutorials, and an appropriate number of approved electives. These electives can be completed from a single area of focus to acquire an academic minor. Internships and/or study abroad may be included within the program with special permission from the Director of Studies (credit will only be given once). Honors Tutorial students take a minimum of 15 hours per semester.

**ADVISING AND MONITORING.** Each student received initial advice from the Director of Studies regarding selection and sequencing of courses, choice of a thesis advisor, and other procedural matters. A committee, which must include at least the Director of Studies and the Advisor, will monitor the thesis work. A typical tutorial will meet on a weekly basis for a minimum of one hour. The student and the tutor will discuss the current reading and written assignments, discuss problems and solutions, debate and offer critical analysis, and the tutor continuously evaluates the progress of the student. A final grade is made based on many facets of evaluation available to the tutor: written assignments, written exams, oral exams, discussions, presentations by the student, etc.

**THE HONORS THESIS.** The honors thesis is a research project reflecting the student's special interests. These projects are conducted under the direct supervision of a faculty member, who generally will be a member of the student's committee. The thesis acceptance, dependent upon an appropriate mixture of research and analysis, relies upon the judgment of the committee. Although an intensive study of the relevant theoretical and research literature is important to the thesis, students are expected to conduct original research of the highest quality and must present the results at a regional or national conference of a professional association and/or submit the results for publication in a peer-reviewed scientific journal to fulfill the thesis requirement.

**EVALUATION.** Students throughout the program earn letter grades consistent with the university grading system and are expected to maintain a GPA of 3.5 or higher. Students who earn less than a B, or who maintain less than a 3.5 GPA will need to confer with the Director of Studies and/or the Dean of the College. In addition to letter grade assessments, tutors complete quarterly course descriptions and evaluations of each student's work. In these assessments both the student's academic standing and academic attitude are evaluated.

**Admissions Information: Freshman/First-Year Admission**

Students are selected by the Director of Studies of the HTC Translational Health - Applied Health Degree and the Honors Tutorial College on the basis of superior ability and sustained motivation. We look for good scores on standardized tests (30 composite score on the ACT or a combined score of 1300 on the SAT), but we also require a good high school record (class standing in the top 10%). An interview with a representative of the School of Applied Health Sciences and Professions is required for acceptance into the program. Recommendation letters from two high school teachers are optional, but recommended. The personalized aspects of the tutorial system occasionally make it possible for us to accept students who have not performed well on standardized measures of ability but who demonstrate exceptional aptitude in other ways. The deadline for application for admission is December 1st, and admission interviews are held in January.

The first year (2014-2015), students will be invited based on their first semester performance and their previous academic record as stated above. If accepted, the students will be invited to change their major to follow the new HTC Translational Health - Applied Health degree beginning their sophomore year.

**Change of Major/Minor/Certificate Policy**

First-Year students at Ohio University may apply to transfer into the HTC Translational Health - Applied Health Degree and the Honors Tutorial College. These students must meet the same entrance requirements as entering freshmen. The deadline for application is December 1st, and admission interviews are held in January.

**External Transfer Admission**

First-Year students at another institution may also apply to transfer into the HTC Translational Health - Applied Health Degree and the Honors Tutorial College. These students must meet the same entrance requirements as entering freshmen. The deadline for application is December 1st, and admission interviews are held in January.

**Opportunities Upon Graduation:** Successful graduates of the HTC Translational Health - Applied Health Degree are highly competitive applicants for graduate school or professional school (physical therapy, occupational therapy, exercise physiology and metabolism, nutrition and dietetics, kinesiology, community and applied health, physician's assistant, etc.).

### Curriculum

**Nature of Changes:** The changes to your program curriculum DOES NOT MAKE the comparison of the minimum number of credit hours in the quarter-based and semester-based curricular less meaningful for most of your curricular components.

**Curricular Components:**

	Semester	Quarter	Equiv	Change
HTC Tutorials	15.0	0.0	0.0	100.0%
Applied Health Courses	17.0	0.0	0.0	100.0%
Core Courses	9.0	0.0	0.0	100.0%
Diabetes Certificate	8.0	0.0	0.0	100.0%
Specialty Tracks	27.0	0.0	0.0	100.0%
Applied Nutrition Track	27.0	0.0	0.0	100.0%
NUTR Core Courses	24.0	0.0	0.0	100.0%
NUTR Special Topics	3.0	0.0	0.0	100.0%
Exercise Physiology Track	27.0	0.0	0.0	100.0%
EXPH Core Courses	24.0	0.0	0.0	100.0%
EXPH Special Topics	3.0	0.0	0.0	100.0%
REQUIRED SHARED COMPONENTS	62.0	0.0	0.0	100.0%
GENERAL EDUCATION COURSES	41.0	0.0	0.0	100.0%
BIOLOGICAL SCIENCES COURSES	9.0	0.0	0.0	100.0%
ELECTIVES	12.0	0.0	0.0	100.0%
Psychology Minor	0.0	0.0	0.0	0.0%
Biological Sciences Minor	0.0	0.0	0.0	0.0%
Chemistry Minor	0.0	0.0	0.0	0.0%
CHEM Minor Core Courses	0.0	0.0	0.0	0.0%
CHEM Minor Electives	0.0	0.0	0.0	0.0%
Applied Nutrition Minor	0.0	0.0	0.0	0.0%
EX PHYS Electives	0.0	0.0	0.0	0.0%

Min. Credit Hours:	Semester Hrs	Quarter Hrs	Equiv.Semester Hrs	Percent Change
	121.0	0.0	0.0	100.0

**Summary of Changes:** New program proposal

**Sample:** edu.ohio.ocean.domain.q2s.Q2SFile@dd52a1f

### Supplemental Information

**Related Materials** HTC Translational Health - Applied Health - Sample with Ex Phys Track and Psych Minor.pdf  
 HTC Translational Health - Applied Health Program - Additional Information.pdf

Patron Departments	Department	Nature of Change
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**Course Catalog****HTC Tutorials**

Sem Hrs: 15.0	Qtrr Hrs: 0.0	Equiv Hrs: 0.0	% Change: 100.0%
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New program proposal.

*Requirements:*

COMPLETE 8 TUTORIALS - AHSW Tutorials [AHSW 1970T (1CR), 1980T (1CR), 2970T (1CR), 2980T (1CR), 3970T (1CR), 3980T (1CR), 4970T (3CR), 4980T (3CR)] are pending.

- HC 2500: Honors Seminar (3.0HR) (EXPEDITED - PUBLISHED)

**Applied Health Courses**

Sem Hrs: 17.0	Qtrr Hrs: 0.0	Equiv Hrs: 0.0	% Change: 100.0%
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New program proposal.

*Requirements:*

COMPLETE 2 COMPONENTS

**Core Courses**

Sem Hrs: 9.0	Qtrr Hrs: 0.0	Equiv Hrs: 0.0	% Change: 100.0%
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*Requirements:*

COMPLETE ALL COURSES.

- NUTR 1000: Introduction to Nutrition (3.0HR) (2AS) (EXPEDITED - PUBLISHED)

- EXPH 1490: Introduction to Exercise Science (3.0HR) (SEMESTER - PUBLISHED)

- EXPH 2390: Cultural Differences in Physical Activity, Play, Exercise, and Sport (3.0HR) (2CP) (SEMESTER - REVIEW)

**Diabetes Certificate**

Sem Hrs: 8.0	Qtrr Hrs: 0.0	Equiv Hrs: 0.0	% Change: 100.0%
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*Requirements:*

COMPLETE ALL COURSES

- NUTR 4320: Diabetes From Bench to Bedside (3.0HR) (SEMESTER - PUBLISHED)

- NUTR 4932: Independent Study in Diabetes (3.0-8.0HR) (COURSE\_CHANGE - PUBLISHED)

- NUTR 4960: Trends in Diabetes (2.0HR) (COURSE\_CHANGE - PUBLISHED)

**Specialty Tracks**

Sem Hrs: 27.0	Qtrr Hrs: 0.0	Equiv Hrs: 0.0	% Change: 100.0%
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New program proposal.

*Requirements:*

COMPLETE 1 COMPONENT

**Applied Nutrition Track**

Sem Hrs: 27.0	Qtrr Hrs: 0.0	Equiv Hrs: 0.0	% Change: 100.0%
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New program proposal.

*Requirements:*

COMPLETE 2 COMPONENTS

**NUTR Core Courses**

Sem Hrs: 24.0	Qtrr Hrs: 0.0	Equiv Hrs: 0.0	% Change: 100.0%
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New program proposal.

*Requirements:*

Requirements: COMPLETE 2 COMPONENTS

- NUTR 2000: Lifespan Nutrition (3.0HR) (COMPOSITE - PUBLISHED)

- NUTR 3000: Nutrient Metabolism (3.0HR) (EXPEDITED - PUBLISHED)

- NUTR 3100: Medical Nutrition Therapy I (3.0HR) (EXPEDITED - PUBLISHED)

- NUTR 3230: Fundamentals of Nutrition for Athletic and Physical Performance (3.0HR) (SEMESTER - PUBLISHED)

- NUTR 3500: Contemporary School Nutrition (3.0HR) (COURSE\_CHANGE - PUBLISHED)

- NUTR 3600: Nutrition Counseling (1.0HR) (EXPEDITED - PUBLISHED)

- NUTR 4000: Nutrition in the Community (3.0HR) (EXPEDITED - PUBLISHED)

- NUTR 4100: Medical Nutrition Therapy II (3.0HR) (EXPEDITED - PUBLISHED)

- NUTR 4900: Special Topics in Nutrition (1.0-15.0HR) (SEMESTER - PUBLISHED)

- NUTR 4920: Nutrition Counseling Practicum (1.0HR) (EXPEDITED - PUBLISHED)

**NUTR Special Topics**

Sem Hrs: 3.0	Qtrr Hrs: 0.0	Equiv Hrs: 0.0	% Change: 100.0%
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*Requirements:*

Requirements: COMPLETE 3 credit hours

- NUTR 1100: Introduction to Food Systems (3.0HR) (2AS) (SEMESTER - PUBLISHED)

- NUTR 2200: Science of Food I (3.0HR) (EXPEDITED - PUBLISHED)

- NUTR 2220: Science of Food II (3.0HR) (EXPEDITED - PUBLISHED)
- NUTR 4903: Seminar in Institutional and School Nutrition Management (1.0-5.0HR) (COURSE\_CHANGE - PUBLISHED)

#### Exercise Physiology Track

Sem Hrs: 27.0                      Qtrr Hrs: 0.0                      Equiv Hrs: 0.0                      % Change: 100.0%

New program proposal.

*Requirements:*

COMPLETE 2 COMPONENTS

#### EXPH Core Courses

Sem Hrs: 24.0                      Qtrr Hrs: 0.0                      Equiv Hrs: 0.0                      % Change: 100.0%

New program proposal.

*Requirements:*

COMPLETE ALL COURSES

- EXPH 2490: Exercise Testing and Prescription (4.0HR) (EXPEDITED - PUBLISHED)
- EXPH 2921: Practicum in Exercise Physiology (1.0-4.0HR) (EXPEDITED - PUBLISHED)
- EXPH 3020: Biomechanics and Applied Kinesiology (4.0HR) (COMPOSITE - PUBLISHED)
- EXPH 4140: Physiology of Exercise (3.0HR) (EXPEDITED - PUBLISHED)
- EXPH 4150: Physiology of Exercise Lab (1.0HR) (EXPEDITED - PUBLISHED)
- EXPH 4160: Resistance Training:Theory and Application (3.0HR) (EXPEDITED - PUBLISHED)
- EXPH 4490: Cardiovascular Assessments in Exercise Physiology (3.0HR) (EXPEDITED - PUBLISHED)
- EXPH 4495: Exercise Testing and Prescription for Special Populations (3.0HR) (3) (EXPEDITED - PUBLISHED)
- EXPH 4850: Motor Development (2.0HR) (EXPEDITED - PUBLISHED)

#### EXPH Special Topics

Sem Hrs: 3.0                      Qtrr Hrs: 0.0                      Equiv Hrs: 0.0                      % Change: 100.0%

*Requirements:*

COMPLETE 1 COURSE

- EXPH 4620: Pediatric Exercise Physiology (3.0HR) (COURSE\_CHANGE - PUBLISHED)
- EXPH 4610: Advanced Topics in Exercise Performance (3.0HR) (EXPEDITED - PUBLISHED)
- EXPH 4900: Special Topics in Exercise Physiology (3.0HR) (EXPEDITED - PUBLISHED)

#### REQUIRED SHARED COMPONENTS

Sem Hrs: 62.0                      Qtrr Hrs: 0.0                      Equiv Hrs: 0.0                      % Change: 100.0%

New program proposal.

*Requirements:*

COMPLETE 3 COMPONENTS

#### GENERAL EDUCATION COURSES

Sem Hrs: 41.0                      Qtrr Hrs: 0.0                      Equiv Hrs: 0.0                      % Change: 100.0%

New program proposal.

*Requirements:*

COMPLETE ALL COURSES

- MATH 2301: Calculus I (4.0HR) (2AS) (EXPEDITED - PUBLISHED)
- ENG 1510: Writing and Rhetoric I (3.0HR) (1E) (COURSE\_CHANGE - PUBLISHED)
- ENG 3090J: Writing in the Sciences (3.0HR) (1J) (EXPEDITED - PUBLISHED)
- PSY 1010: General Psychology (3.0HR) (2SS) (EXPEDITED - PUBLISHED)
- PSY 2110: Statistics for the Behavioral Sciences (4.0HR) (1M) (COURSE\_CHANGE - PUBLISHED)
- BIOS 1700: Biological Sciences I: Molecules and Cells (3.0HR) (2NS) (EXPEDITED - PUBLISHED)
- BIOS 1705: Biological Sciences I Laboratory (1.0HR) (2NS) (SEMESTER - PUBLISHED)
- BIOS 1710: Biological Sciences II: Ecology, Evolution, Animal Body Systems (3.0HR) (2NS) (EXPEDITED - PUBLISHED)
- BIOS 1715: Biological Sciences II Laboratory (1.0HR) (EXPEDITED - PUBLISHED)
- CHEM 1510: Fundamentals of Chemistry I (4.0HR) (2NS) (EXPEDITED - PUBLISHED)
- CHEM 1520: Fundamentals of Chemistry II (4.0HR) (2NS) (EXPEDITED - PUBLISHED)
- PHYS 2001: Introduction to Physics (4.0HR) (2NS) (EXPEDITED - PUBLISHED)
- PHYS 2002: Introduction to Physics (4.0HR) (2NS) (EXPEDITED - PUBLISHED)

#### BIOLOGICAL SCIENCES COURSES

Sem Hrs: 9.0                      Qtrr Hrs: 0.0                      Equiv Hrs: 0.0                      % Change: 100.0%

*Requirements:*

COMPLETE ALL COURSES

- BIOS 3010: Human Anatomy (3.0HR) (EXPEDITED - PUBLISHED)
- BIOS 3015: Human Anatomy Lab (1.0HR) (EXPEDITED - PUBLISHED)
- BIOS 3450: Human Physiology (3.0HR) (EXPEDITED - PUBLISHED)
- BIOS 3455: Human Physiology Laboratory (2.0HR) (COURSE\_CHANGE - PUBLISHED)

#### ELECTIVES

Sem Hrs: 12.0                      Qtrr Hrs: 0.0                      Equiv Hrs: 0.0                      % Change: 100.0%

New program proposal.

*Requirements:*

COMPLETE A TOTAL OF 12 CREDITS HOURS FROM ONE OR MULTIPLE ELECTIVE COMPONENTS. IF ELECTING TO COMPLETE ELECTIVES FROM A SINGLE MINOR AND THE MINOR REQUIRES <12 CREDIT HOURS, ADDITIONAL COURSES FROM THIS OR OTHER ELECTIVE COMPONENTS MUST BE COMPLETED FOR A TOTAL OF 12 CREDIT HOURS.

**Psychology Minor**

Sem Hrs: 0.0                      Qtrr Hrs: 0.0                      Equiv Hrs: 0.0                      % Change: 0.0%

*Requirements:*

COMPLETE 4 COURSES

- PSY 2210: Physiological Psychology (3.0HR) (EXPEDITED - PUBLISHED)
- PSY 2310: Cognitive Psychology (3.0HR) (EXPEDITED - PUBLISHED)
- PSY 2410: Child and Adolescent Psychology (3.0HR) (EXPEDITED - PUBLISHED)
- PSY 2510: Social Psychology (3.0HR) (EXPEDITED - PUBLISHED)
- PSY 2710: Abnormal Psychology (3.0HR) (EXPEDITED - PUBLISHED)

**Biological Sciences Minor**

Sem Hrs: 0.0                      Qtrr Hrs: 0.0                      Equiv Hrs: 0.0                      % Change: 0.0%

*Requirements:*

COMPLETE 9.0 CREDIT HOURS FOR THE MINOR. ADDITIONAL 3.0 CREDITS MUST TO COMPLETED FROM THIS OR ANOTHER ELECTIVES COMPONENT FOR A TOTAL OF 12 CREDIT HOURS.

- BIOS 3100: General Genetics (3.0HR) (EXPEDITED - PUBLISHED)
- BIOS 3105: Laboratory Genetics (2.0HR) (EXPEDITED - PUBLISHED)
- BIOS 3200: Fundamentals of Animal Cell Biology (3.0HR) (EXPEDITED - PUBLISHED)
- BIOS 3210: General Microbiology (4.0HR) (EXPEDITED - PUBLISHED)
- BIOS 4630: Biological Chemistry (3.0HR) (COURSE\_CHANGE - PUBLISHED)
- BIOS 4635: Biological Chemistry Laboratory (2.0HR) (COURSE\_CHANGE - PUBLISHED)

**Chemistry Minor**

Sem Hrs: 0.0                      Qtrr Hrs: 0.0                      Equiv Hrs: 0.0                      % Change: 0.0%

*Requirements:*

COMPLETE 2 COMPONENTS AND 15 CREDITS FOR THE MINOR.

**CHEM Minor Core Courses**

Sem Hrs: 0.0                      Qtrr Hrs: 0.0                      Equiv Hrs: 0.0                      % Change: 0.0%

*Requirements:*

COMPLETE ALL COURSES

- CHEM 3050: Organic Chemistry I (3.0HR) (EXPEDITED - PUBLISHED)
- CHEM 3060: Organic Chemistry II (3.0HR) (EXPEDITED - PUBLISHED)
- CHEM 3085: Organic Chemistry Laboratory II for Non-Majors (1.0HR) (COURSE\_CHANGE - PUBLISHED)
- CHEM 3090: Organic Chemistry Laboratory II Advanced (2.0HR) (COURSE\_CHANGE - PUBLISHED)

**CHEM Minor Electives**

Sem Hrs: 0.0                      Qtrr Hrs: 0.0                      Equiv Hrs: 0.0                      % Change: 0.0%

*Requirements:*

COMPLETE 2 COURSES

- CHEM 3510: Physical Chemistry (3.0HR) (EXPEDITED - PUBLISHED)
- CHEM 4890: Basic Biochemistry (3.0HR) (EXPEDITED - PUBLISHED)
- CHEM 4760: Modern Inorganic Chemistry (3.0HR) (EXPEDITED - PUBLISHED)

**Applied Nutrition Minor**

Sem Hrs: 0.0                      Qtrr Hrs: 0.0                      Equiv Hrs: 0.0                      % Change: 0.0%

*Requirements:*

ONLY OPEN TO EXERCISE PHYSIOLOGY TRACK STUDENTS. COMPLETE 9.0 CREDIT HOURS - ONE CLASS AT UPPER LEVEL - FOR THE MINOR. IF ELECTING TO COMPLETE AN APPLIED NUTRITION MINOR, 3.0 ADDITIONAL CREDIT HOURS MUST BE COMPLETED FROM THIS OR ANOTHER ELECTIVES COMPONENT TO A TOTAL OF 12 CREDIT HOURS

- NUTR 1100: Introduction to Food Systems (3.0HR) (2AS) (SEMESTER - PUBLISHED)
- NUTR 2000: Lifespan Nutrition (3.0HR) (COMPOSITE - PUBLISHED)
- NUTR 2200: Science of Food I (3.0HR) (EXPEDITED - PUBLISHED)
- NUTR 2220: Science of Food II (3.0HR) (EXPEDITED - PUBLISHED)
- NUTR 2990: Professional Development in Food and Nutrition Sciences (1.0HR) (EXPEDITED - PUBLISHED)
- NUTR 3000: Nutrient Metabolism (3.0HR) (EXPEDITED - PUBLISHED)
- NUTR 3100: Medical Nutrition Therapy I (3.0HR) (EXPEDITED - PUBLISHED)
- NUTR 4000: Nutrition in the Community (3.0HR) (EXPEDITED - PUBLISHED)
- NUTR 4100: Medical Nutrition Therapy II (3.0HR) (EXPEDITED - PUBLISHED)
- NUTR 4200: Experimental Foods (4.0HR) (3) (COMPOSITE - PUBLISHED)

**EX PHYS Electives**

Sem Hrs: 0.0

Qtrr Hrs: 0.0

Equiv Hrs: 0.0

% Change: 0.0%

*Requirements:*

ONLY OPEN TO STUDENTS IN THE NUTRITION TRACK. COMPLETE 12 CREDITS FROM THIS OR ANY OTHER ELECTIVE COMPONENT

- EXPH 2490: Exercise Testing and Prescription (4.0HR) (EXPEDITED - PUBLISHED)
- EXPH 2590: Physical Fitness (1.0HR) (SEMESTER - PUBLISHED)
- EXPH 3020: Biomechanics and Applied Kinesiology (4.0HR) (COMPOSITE - PUBLISHED)
- EXPH 4140: Physiology of Exercise (3.0HR) (EXPEDITED - PUBLISHED)
- EXPH 4150: Physiology of Exercise Lab (1.0HR) (EXPEDITED - PUBLISHED)
- EXPH 4160: Resistance Training:Theory and Application (3.0HR) (EXPEDITED - PUBLISHED)
- EXPH 4490: Cardiovascular Assessments in Exercise Physiology (3.0HR) (EXPEDITED - PUBLISHED)
- EXPH 4495: Exercise Testing and Prescription for Special Populations (3.0HR) (3) (EXPEDITED - PUBLISHED)
- EXPH 4610: Advanced Topics in Exercise Performance (3.0HR) (EXPEDITED - PUBLISHED)
- EXPH 4620: Pediatric Exercise Physiology (3.0HR) (COURSE\_CHANGE - PUBLISHED)
- EXPH 4900: Special Topics in Exercise Physiology (3.0HR) (EXPEDITED - PUBLISHED)
- EXPH 4940: Research Dynamics: Planning, Participation and Actualization of the Research Process (1.0-3.0HR) (EXPEDITED - PUBLISHED)
- EXPH 4850: Motor Development (2.0HR) (EXPEDITED - PUBLISHED)
- EXPH 2390: Cultural Differences in Physical Activity, Play, Exercise, and Sport (3.0HR) (2CP) (SEMESTER - REVIEW)

**COLLEGE OF ARTS AND SCIENCES  
DEPARTMENT OF GEOGRAPHY  
BACHELOR OF ART IN GLOBALIZATION AND  
DEVELOPMENT**

**RESOLUTION 2015 -**

**WHEREAS**, the Department of Geography in the College of Arts and Sciences has developed a Bachelor of Art degree in Globalization and Development, and

**WHEREAS**, the proposed program has the support of the Faculty and Dean of the College of Arts and Sciences, the University Curriculum Council, and the Executive Vice President and Provost, and

**WHEREAS**, this is a specialized liberal arts degree that will:

- Prepare students for employment in a variety of fields, including non-profit and government work, particularly in the areas of community and international development;
- Prepare students well to work in the private sector in an international context;
- Develop graduates with high demand global literacy and skills of geographical analysis; and
- Enable successful entrance into law school or in development-related Master's level studies in fields such as International Development Studies or Communications and Development Studies.

**NOW THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Ohio University hereby approves offering the Bachelor of Art in Globalization and Development by the Department of Geography in the College of Arts and Sciences.



## **Interoffice Communication**

**Date:** January 2, 2015

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

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

**Re:** **College of Arts and Sciences – Geography-Globalization and Development**

A resolution is included seeking board approval for a new College of Arts and Sciences program offering a Bachelor of Arts degree in Geography – Globalization and Development.

The Faculty and Dean of the college and the University Curriculum Council are supportive of the new program and the approved materials are provided for your review.

Globalization and Development will provide students with a sophisticated understanding of contemporary global issues and a geographical framework for analyzing key issues involved in national and international development, especially as it relates to the Global South. Reflecting the discipline of Geography as a whole, this major emphasizes an integrated approach to studying the relationship of global change to individual and community well-being by combining the benefits of area studies with theoretical and topical investigations in the curriculum. This major will prepare students for employment in a variety of fields, including non-profit and government work, particularly in the areas of community and international development, as well as for work in the private sector in an international context.

## **New Semester Program Proposal – Bachelor of Arts in Geography: Globalization and Development**

### **D) Summary Statement**

- 1) Title of Program: Geography: Globalization and Development  
Degree to be conferred: Bachelor of Arts in Geography: Globalization and Development  
Administrative unit proposing program: Department of Geography  
Date of submission: September 2012
- 2) A brief (< 500 word) statement summarizing the **need / purposes** of the program (including the estimated demand for the program), distinguishing features of **the curriculum**, a summary of **resource needs** (faculty, space, and financial requirements), and the **date of proposed implementation**.

Currently offering seven undergraduate majors, the Department of Geography at Ohio University provides students with a solid foundation in the liberal arts. Our degree programs bridge the natural and social sciences and focus on the study of human and natural environments. We propose to add a unique and timely major to our undergraduate offerings: a Bachelor of Arts degree in Geography with a focus on Globalization and Development. In addition to providing a strong geographic education, this major will provide students with a sophisticated understanding of contemporary global issues and a geographical framework for analyzing key issues involved in national and international development, especially as it relates to the Global South. Reflecting the discipline of Geography as a whole, this major emphasizes an integrated approach to studying the relationship of global change to individual and community well-being by combining the benefits of area studies with theoretical and topical investigations in the curriculum. This major will prepare students for employment in a variety of fields, including non-profit and government work, particularly in the areas of community and international development, as well as for work in the private sector in an international context. Graduates from this program will also be well situated to continue on to graduate school or law school.

As with all of our undergraduate majors, this program will incorporate foundational courses in Geography (including physical geography, human geography, geographic techniques and statistics). The proposed major is unique from our other majors, however, in that it also requires two regional geography courses, as well as courses in World Economic Geography, Globalization and the Developing World, Environmental Geography, and Geographies of Development. The proposed major also requires three additional courses within Geography and two from related disciplines which further develop understandings of specific issues related to globalization and development (e.g., migration, population, poverty, gender, and food security). Many Geography majors are already drawn to our degree programs because of these specializations. The advantages of this major program are that it will provide students with a structured and integrated curriculum of study as well as a track name which more accurately reflects students' area of specialization.

As a result of faculty turnover and hires in the past decade, our department has developed a strong faculty specialization in the areas of globalization and development, which is reflected in the courses which our faculty already teach. Of the fourteen Group I faculty at OU in the Department of Geography, six have teaching and research specializations that focus directly on the themes of Globalization and Development. Following from this, we currently offer a wide number of courses which center on regional studies, international development, and globalization. As such, no additional resources will be required to run the Geography: Globalization and Development major. All courses required for this program are already being taught on a regular basis by Group I faculty. As a result of this, we propose that this program be offered to students beginning in Fall 2014.

## II) The Need for the Program

- 1) What is the local, regional, and national demand for graduates of the proposed program?
  - This is a liberal arts degree that will prepare students for employment in a variety of fields, including non-profit and government work, particularly in the areas of community and international development. This degree will also prepare students well to work in the private sector in an international context. Graduates with global literacy and skills of geographical analysis that students will develop in this program are in high demand locally, regionally, and nationally, especially as international economic and political relations between the US and the Global South continue to gain in importance. We also envision that the graduates from this program will be well situated to continue on to graduate school or law school. Students graduating from OU at the Master's level in development-related fields (International Development Studies [IDS] and Communication and Development Studies [CommDev]) have been highly successful in securing employment, suggesting that a specialization in the area of Globalization and Development will serve our undergraduate students well.
  
- 2) What other schools within Ohio offer the same or a similar program?
  - Ohio State University and Miami University of Ohio both offer similar programs. OSU's Geography Department offers a specialization track in "Urban, Regional and Global Studies," which has a number of similarities to the proposed program, but lacks the development focus of the proposed program – particularly development issues in the Global South. OSU also has two interdisciplinary programs that are similar to the proposed program: one in Globalization Studies and one in Development Studies. While focusing on themes similar to our proposed program, both of these OSU programs are fundamentally interdisciplinary. In contrast, our degree program would be based in Geography, thus providing students with a broad training in the discipline (such as introductory classes in physical geography, a focus on human-environment interactions, and advanced competency in geotechniques).

Miami's Department of Geography also offers a "Global (International) Development" Specialization path, which is similar to the one that we propose,

yet is much more of a general Geography degree (similar to our BA 4231 degree) than the program proposed here.

While OSU and Miami both offer similar programs, we are not proposing to “build” a program that will compete with theirs. Rather, we are proposing a new major track which will take advantage of the faculty strengths already present and courses already being offered at OU. In this way, Ohio students will be better served by understanding that OU is also an option for pursuing a Geography degree with a Globalization and Development focus.

- 3) How does the proposed program align with the current vision for the university?
- This proposed program directly supports the university’s Strategic Internationalization plan by strengthening the global elements within the university curricula. This program also allows for undergraduates to take advantage of the faculty specialization in globalization and development studies directly through a degree program, thus enhancing the opportunities available to undergraduate students at OU.
- 4) What Ohio University program comes closest to duplicating the proposed program?
- (a) More generally, what duplication exists between the proposed program and other Ohio University programs?
- This program would have some overlap with other Geography programs, particularly in the core courses that are required of all Geography major programs. The flexibility of the Bachelor’s degree in Geography (BA 4231) currently allows students to take many of the courses required by this program, and as such, comes closest to duplicating the proposed program.

The Center for International Studies offers five Bachelor of Arts degrees in Global Studies. While the title of these degrees suggests some similarity to the proposed program, they are fundamentally different in two primary ways. First, all Global Studies degrees are interdisciplinary degrees, while the proposed degree provides students with a broad training in the discipline of geography (including courses such as statistics, geotechniques, and physical geography). Second, four of the Global studies degrees are area studies programs, while the proposed degree is not. While students of the new Globalization and Development program will be required to take regional geography courses, the emphasis is on geographical understanding of global processes rather than the development of regional expertise. The Global Studies: War and Peace degree has a significantly different focus than the proposed program. None of the Global Studies programs emphasize the processes of globalization and development.

- (b) Can students fulfill their educational and/or vocational needs through existing programs? If they cannot, why not?
- While students can currently take all of the courses required by this major while pursuing a Bachelor’s degree in Geography, the advantage of this program is

that it will provide students with a structured and integrated curriculum of study in the areas of Globalization and Development, as well as having a degree name which more accurately reflects their area of specialization than BA4231 (Geography) currently provides. Overall we perceive this program as complementing rather than duplicating other programs offered at OU.

- 5) List departments or other academic units at Ohio University and elsewhere that were consulted in the development of this proposal. Approval is required from departments whose high-demand courses your program will require.
  - The proposed program does not require that students take high-demand courses in any department outside of Geography. Nonetheless, we consulted with the following programs for provisional approval: Economics, Media Arts and Studies, Political Science, Women's and Gender Studies, Sociology/Anthropology, and CIS – Global Studies. Economics, Political Science, and Anthropology provided feedback on which of their courses should count as extra-departmental requirements and their suggestions were incorporated into the final proposal. We also requested that each of these programs add any comments into OCEAN.
  
- 6) From what geographic area do you anticipate that students to the program will be drawn?
  - (a) In the case of off-campus technical programs, what are the levels and trends in high school enrollments in the service area?
    - We expect that both in-state and out-of-state students will be drawn to this program. Because employment in the field of development, at all scales from community through urban and regional to international development, is very important outside of the US, it also has great potential to attract international students as well.
  
- 7) How many students do you anticipate will enroll in the program in each of its first four years?
  - (a) To what extent will students in the program come from students who would enroll at this University anyhow?
    - Given that a number of current Geography majors are interested in the issues of globalization and development, the proposed program is likely to attract some students who would otherwise pursue a BA (or BS) degree in the existing Geography major programs.
  - (b) To what extent is it anticipated that the enrollment will represent "new" (incremental) students?
    - We anticipate approximately 5 to 10 students will enroll per each of the first four years. We imagine that for the first few years of this program, the majority of these students will be internal transfers. As the program develops and we are able to effectively advertise its existence and potential, we expect that approximately one third of the students enrolled will be incremental students who were attracted to OU in part because of the uniqueness of this program.

The demand for both of the Master's level development-oriented programs housed in CIS (IDS and CommDev), which each receive between fifty and one hundred applicants annually, suggest that once we are able to advertise the program, there will be strong demand by both local and international students for this degree.

### III) Curriculum

- 1) Describe the curriculum in a format that defines required courses, electives permitted, "field" requirements, total number of hours required for completion of the program, and the sequencing of courses over the typical student's career. Indicate which of the courses are newly proposed.
  - (a) Provide the catalog descriptions for all new courses, and include new course approval forms in the appendix.
    - All of this information is included in the OCEAN system. A sample 4-year curriculum, a program requirement worksheet, and summary course descriptions are also included in the Appendices A-C. There are no newly proposed courses for this program.
- 2) How does this curriculum compare with that offered at other institutions with similar programs?
  - (a) Specifically, list at least two curricula of other schools offering similar programs, indicating how they compare with Ohio University.
    - The curricula for the Miami University of Ohio Global (International) Development path in Geography and for OSU's Geography: Urban, Regional and Global Studies degrees are included in the Appendices D-E. Our degree program differs most significantly from Miami's in the extent of focus on globalization and development. In particular, while Miami's degree requires three courses with a regional or development focus, our program requires eleven courses with these foci. In comparison to OSU's degree program, our proposed program has a much stronger international and development focus (reflecting the research and teaching specialization of our faculty). Recognizing and drawing on the strengths outside of the Geography Department at OU, we also require some coursework outside of Geography, while both of these programs do not.
- 3) Does the program intend to seek accreditation?

If so, what is the name and address of the agency that would accredit the program?

  - (a) Has it been contacted?
  - (b) Is the curriculum in accord with its standards?
    - No, there is currently no accreditation process for programs with a focus on globalization and/or development.
- 4) Define the proposed policy on accepting transfer of credit from other institutions or other programs at Ohio University.
  - There are no requirements beyond University admission requirements and

OTM/TAG rules on GEOG 1100, 1200, 1300, 1310, 1400, 2020, 2600 and 3430.

#### IV) Faculty and Instruction

- 1) Will current faculty, new faculty, or a combination of both be used? How?
  - (a) How will new faculty for the program be selected? By whom?
  - (b) What are the minimal qualifications expected of instructors in the program?
  - (c) What is the tenure status of any identifiable current Ohio University faculty who are probable program participants?
    - The Globalization and Development program will use faculty currently employed at OU. Of the thirteen Group I faculty at OU in the Geography Department, six have teaching and research specializations that focus directly on the themes of Globalization and Development:
      - Dr. Brad Jokisch (population and migration, agriculture, Latin America)
      - Dr. Yeong Kim (economic and urban geography, Asia)
      - Dr. Harold Perkins (urban political ecology and governance, social and environmental justice)
      - Dr. Tom Smucker (environment and development, land tenure, Africa)
      - Dr. Edna Wangui (gender, environment, and development, Africa)
      - Dr. Risa Whitson (gender and development, informal work, Latin America)

As with all Group I faculty in the Department of Geography, the minimal qualifications for teaching in this program include a PhD (Group I) or Master's degree (Groups II-IV). Of the six probable faculty participants in this program, all are tenured with the exception of one Group I assistant professor who has played an important role in the program's development.

- 2) What is the likely teaching load of faculty members?
  - All of the faculty in the Department of Geography have the same teaching load, irrespective of their level of contribution to the proposed program. As such, Group I faculty members contributing to this program will teach on a load consistent with all Group I faculty in Geography.
- 3) What is the projected ratio of FTE students to FTE faculty?
  - This is not a newly created program that requires the hiring of new faculty. Instead, this program will better utilize some of the existing faculty whose specialty lies in the academic subfield of globalization and development. The projected ratio of FTE students to FTE faculty is not particularly useful in anticipating the success of this program, since all geography faculty would be working for our other seven major programs as well. That being said, the average student/faculty FTE ratio in Geography from 2008-2013 has been 25-1.
- 4) Once the program is ongoing, what mechanism will assure that the principle of faculty

control of the curriculum will be maintained according to procedures outlined in the Faculty Handbook?

- The Curriculum Committee of the Department of Geography, the Chair of Geography and a sub-committee assigned to this major program will evaluate the program on a regular basis to ensure that it is meeting its goals and the needs of students.

#### V) Admission Requirements

- 1) What are the criteria for admission into the program? Be specific.
  - There are no requirements for this major beyond University admission requirements.
- 2) Are there any upper limits on program enrollment?
  - (a) If yes, will you limit admission on a first come/first serve basis, by raising admission standards, or by some other method (specify)?
    - We do not anticipate a need to place upper limits on program enrollment.

#### VI) Administration

- 1) Who chose (or will choose) the administrative officer(s)?
  - The Dean of the College of Arts and Sciences, in consultation with the Geography faculty, selects the Chair of the Department of Geography.
- 2) What is the title of the administrator(s) who will administer the program?
  - The Chair of the Department of Geography.
- 3) Will the administrator(s) have academic rank?
  - (a) If a new administrator will be hired, what are the minimal academic credentials acceptable?
    - Yes, the Chair of the Department of Geography will be tenured faculty with academic rank.

#### VII) Timing and Evaluation -

- 1) Has any external publicity about this program already been generated?
  - (a) If so, by whom and why?
  - (b) Have applications for admission already been entertained?
    - No. Although we have had internal discussions of the program, we will neither advertise it nor accept applications for it until the approval process is complete.
- 2) When do you want the program to start? How will the program be “Phased-in”?
  - (a) *Allow at least 120 days for University Curriculum Council and Presidential and Trustee approval.*
    - We anticipate that the start date of the program will be Fall 2014. We will accept internal transfers beginning at the time that the program is approved, and begin to advertise the program to prospective students during the 2014-2015

academic year.

- 3) New programs will be evaluated annually by their colleges. What additional assessment tools are suggested to evaluate the program once ongoing?
  - We propose an annual survey of students and faculty participating in the program to assess the strengths of the program and areas for growth.

#### VIII) Budget and Financial

No additional resources will be required to run the Globalization and Development program. All courses required for this program are already being taught on a regular basis by Group I faculty. No additional staff or faculty will be needed to run this program.

- 1) List an anticipated budget of revenues and expenses for at least the first two years of the program.
- 2) Under costs, add in the incremental costs of instruction taken in areas outside the program (e.g. electives); if these costs are perceived to equal zero, state why the increased student burden in other areas will not add to financial costs and impede educational quality.
- 3) What is the extent of the fixed costs of the program for the first two years?
  - (a) By fixed costs, we mean those expenses that will be incurred even if enrollment is almost zero.
- 4) How much would expenses be reduced if enrollment equals only one-half the amount indicated in the budget?
- 5) What is your estimate of how conservative or optimistic your budget projections are?

**BA4241 - Geography - Globalization and Development**

Program requirements specified in this document are preliminary. Please consult the home department/school for the final program requirements.

**General Info**

**Document Description:** BA4241 - Geography - Globalization and Development  
**Document ID:** 113803  
**Document Type:** PROGRAM  
**Contact Name:** Risa Whitson  
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**Program Info**

**Program Code:** BA4241 - Geography - Globalization and Development  
**Semesters:** \_\_\_\_\_ **Quarters:** \_\_\_\_\_

**Program Abbr:** Global Dev  
**Program Name:** Geog - Globalization & Develop  
**Transcript Name:** Geography - Globalization and Development  
**Degree Name:** Bachelor of Arts **College:** A&S (Arts and Sciences, College of)  
**Department:** GEOG (Geography) **Level:** U (Undergraduate)  
**Semesters:** This program WILL be offered in semesters.

**Program Overview**

**Overview:** Currently offering seven undergraduate majors, the Department of Geography at Ohio University provides students with a solid foundation in the liberal arts. Our degree programs bridge the natural and social sciences and focus on the study of human and natural environments. We propose to add a unique and timely major to our undergraduate offerings: a Bachelor of Arts degree in Geography with a focus on Globalization and Development. In addition to providing a strong geographic education, this major will provide students with a sophisticated understanding of contemporary global issues and a geographical framework for analyzing key issues involved in national and international development, especially as it relates to the Global South. Reflecting the discipline of Geography as a whole, this major emphasizes an integrated approach to studying the relationship of global change to individual and community well-being by combining the benefits of area studies with theoretical and topical investigations in the curriculum. This major will prepare students for employment in a variety of fields, including non-profit and government work, particularly in the areas of community and international development, as well as for work in the private sector in an international context. Graduates from this program will also be well situated to continue on to graduate school or law school.

As with all of our undergraduate majors, this program will incorporate foundational courses in Geography (including physical geography, human geography, geographic techniques and statistics). The proposed major is unique from our other majors, however, in that it also requires two regional geography courses, as well as courses in World Economic Geography, Globalization and the Developing World, Environmental Geography, and Geographies of Development. The proposed major also requires three additional courses within Geography and two from related disciplines which further develop understandings of specific issues related to globalization and development (e.g., migration, population, poverty, gender, and food security). Many Geography majors are already drawn to our degree programs because of these specializations. The advantages of this major program are that it will provide students with a structured and integrated curriculum of study as well as a track name which more accurately reflects students area of specialization.

As a result of faculty turnover and hires in the past decade, our department has developed a strong faculty specialization in the areas of globalization and development, which is reflected in the courses which our faculty already teach. Of the fourteen Group I faculty at OU in the Department of Geography, six have teaching and research specializations that focus directly on the themes of Globalization and Development. Following from this, we currently offer a wide number of courses which center on regional studies, international development, and globalization. As such, no additional resources will be required to run the Geography: Globalization and Development major. All courses required for this program are already being taught on a regular basis by Group I faculty. As a result of this, we propose that this program be offered to students beginning in Fall 2014.

**Admissions Information: Freshman/First-Year Admission**

No requirements beyond University admission requirements.

**Change of Major/Minor/Certificate Policy**

No selective or limited admission requirements.

**External Transfer Admission**

No requirements beyond University admission requirements.

**Opportunities Upon Graduation:**

This is a liberal arts degree that will prepare students for employment in a variety of fields, including non-profit and government work, particularly in the areas of community and international development. This degree will also prepare students well to work in the private sector in an international context. Graduates from this program will also be well situated to continue on to graduate school or law school, with research and professional interest in academic fields, including, but not limited to, Geography, Public Affairs and Policy, Development Studies, and Community and Regional Planning.

**Curriculum**

**Nature of Changes:** The changes to your program curriculum DOES NOT MAKE the comparison of the minimum number of credit hours in the quarter-based and semester-based curricular less meaningful for most of your curricular components.

**Curricular Components:**

	Semester	Quarter	Equiv	Change
A&S Above 2000-Level Requirement (shared)	56.0	90.0	60.0	-6.67%
Ohio University General Education Requirement (Bachelor's) (shared)	33.0	47.0	31.33	5.33%
A&S Language Requirement - B.A. (shared)	14.0	24.0	16.0	-12.5%

A&S Distribution Requirement - B.A. (shared)	33.0	54.0	36.0	-8.33%
Geography: Globalization and Development Major	53.0	0.0	0.0	100.0%
Geography Foundation courses	17.0	0.0	0.0	100.0%
Geography Technique/Method course	3.0	0.0	0.0	100.0%
Program core requirement	12.0	0.0	0.0	100.0%
Core Electives	9.0	0.0	0.0	100.0%
Regional requirement	6.0	0.0	0.0	100.0%
Extrdepartmental requirements	6.0	0.0	0.0	100.0%

<b>Min. Credit Hours:</b>	<b>Semester Hrs</b>	<b>Quarter Hrs</b>	<b>Equiv.Semester Hrs</b>	<b>Percent Change</b>
	120.0	0.0	0.0	100.0

**Summary of Changes:** As this is a new program proposal, these are a summary of our proposed requirements rather than "changes."

**Supplemental Information**

**Related Materials** BA GEOG - Globalization and Development Proposal - final.pdf

<b>Patron Departments</b>	<b>Department</b>	<b>Nature of Change</b>
	INST - International Studies, Center for	

**Course Catalog****A&S Above 2000-Level Requirement**

Sem Hrs: 56.0	Qtrtr Hrs: 90.0	Equiv Hrs: 60.0	% Change: -6.67%
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**Ohio University General Education Requirement (Bachelor's)**

Sem Hrs: 33.0	Qtrtr Hrs: 47.0	Equiv Hrs: 31.33	% Change: 5.33%
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**A&S Language Requirement - B.A.**

Sem Hrs: 14.0	Qtrtr Hrs: 24.0	Equiv Hrs: 16.0	% Change: -12.5%
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**A&S Distribution Requirement - B.A.**

Sem Hrs: 33.0	Qtrtr Hrs: 54.0	Equiv Hrs: 36.0	% Change: -8.33%
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**Geography: Globalization and Development Major**

Sem Hrs: 53.0	Qtrtr Hrs: 0.0	Equiv Hrs: 0.0	% Change: 100.0%
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new program proposal

**Geography Foundation courses**

Sem Hrs: 17.0	Qtrtr Hrs: 0.0	Equiv Hrs: 0.0	% Change: 100.0%
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new program proposal

*Requirements:*

- GEOG 1100 Physical Geography (4)
- GEOG 1200 Human Geography (3)
- GEOG 2680 Introduction to GIS and Mapping Sciences (4)
- GEOG 2710 Introduction to Statistics in Geography (3)
- GEOG 4800 Senior Seminar in Geography (3)

- GEOG 1100: Physical Geography (4.0HR) (2NS) (EXPEDITED - PUBLISHED)
- GEOG 1200: Human Geography (3.0HR) (2SS) (EXPEDITED - PUBLISHED)
- GEOG 2680: Introduction to GIS and Mapping Sciences (4.0HR) (2AS) (EXPEDITED - PUBLISHED)
- GEOG 2710: Introduction to Statistics in Geography (3.0HR) (EXPEDITED - PUBLISHED)
- GEOG 4800: Senior Seminar in Geography (3.0HR) (3) (EXPEDITED - PUBLISHED)

**Geography Technique/Method course**

Sem Hrs: 3.0	Qtrtr Hrs: 0.0	Equiv Hrs: 0.0	% Change: 100.0%
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*Requirements:*

One course from the following:

- GEOG 3600 Cartography I (4)
- GEOG 3650 Air Photo Interpretation (3)
- GEOG 4660 Principles of Remote Sensing (4)
- GEOG 4712 Field Methods in Geography (3)
- GEOG 4730 Principles of GIS (4)

One course from the following:

- GEOG 3600: Cartography I (4.0HR) (COURSE\_CHANGE - PUBLISHED)
- GEOG 3650: Air Photo Interpretation (3.0HR) (EXPEDITED - PUBLISHED)
- GEOG 4660: Principles of Remote Sensing (4.0HR) (EXPEDITED - PUBLISHED)
- GEOG 4712: Field Methods in Geography (3.0HR) (EXPEDITED - PUBLISHED)
- GEOG 4730: Principles of GIS (4.0HR) (EXPEDITED - PUBLISHED)

**Program core requirement**

Sem Hrs: 12.0	Qtrtr Hrs: 0.0	Equiv Hrs: 0.0	% Change: 100.0%
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new program proposal

*Requirements:*

- GEOG 1310 Globalization and the Developing World (3)
- GEOG 1400 Environmental Geography (3)
- GEOG 3290 World Economic Geography (3)
- GEOG 3400 Geographies of Development (3)
- GEOG 1310: Globalization and the Developing World (3.0HR) (2CP) (EXPEDITED - PUBLISHED)
- GEOG 2400: Environmental Geography (3.0HR) (2AS) (COURSE\_CHANGE - PUBLISHED)
- GEOG 3290: World Economic Geography (3.0HR) (EXPEDITED - PUBLISHED)
- GEOG 3400: Geography of Development (3.0HR) (SEMESTER - PUBLISHED)

**Core Electives**

Sem Hrs: 9.0	Qtrtr Hrs: 0.0	Equiv Hrs: 0.0	% Change: 100.0%
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*Requirements:*

Three courses from the following:

- \_\_\_ GEOG 3210 Population Geography (3)
- \_\_\_ GEOG 3250 Political Geography (3)
- \_\_\_ GEOG 3260 Urban Geography (3)
- \_\_\_ GEOG 3270 Social Geographies (3)
- \_\_\_ GEOG 3410 Geography of Hunger and Food Security (3)
- \_\_\_ GEOG 3430 Global Issues in Environmental Geography (3)
- \_\_\_ GEOG 3440 Agricultural Ecosystems (3)
- \_\_\_ GEOG 4450 Gender, Environment, and Development (3)
- \_\_\_ GEOG 4480 Migration and Development (3)
- \_\_\_ GEOG 4560 The City and the Environment (3)

Three courses from the following:

- GEOG 3210: Population Geography (3.0HR) (EXPEDITED - PUBLISHED)
- GEOG 3250: Political Geography (3.0HR) (EXPEDITED - PUBLISHED)
- GEOG 3260: Urban Geography (3.0HR) (EXPEDITED - PUBLISHED)
- GEOG 3270: Social Geographies (3.0HR) (EXPEDITED - PUBLISHED)
- GEOG 3410: Geography of Hunger and Food Security (3.0HR) (EXPEDITED - PUBLISHED)
- GEOG 3440: Agricultural Ecosystems (3.0HR) (EXPEDITED - PUBLISHED)
- GEOG 4450: Gender, Environment, and Development (3.0HR) (EXPEDITED - PUBLISHED)
- GEOG 4480: Migration and Development (3.0HR) (EXPEDITED - PUBLISHED)
- GEOG 4560: The City and the Environment (3.0HR) (EXPEDITED - PUBLISHED)

#### Regional requirement

Sem Hrs: 6.0                      Qtrr Hrs: 0.0                      Equiv Hrs: 0.0                      % Change: 100.0%

*Requirements:*

Two courses from the following:

- \_\_\_ GEOG 3310 Geography of Africa (3)
- \_\_\_ GEOG 3350 Geography of Latin America (3)
- \_\_\_ GEOG 3380 Geography of Asia (3)
- \_\_\_ GEOG 3330 Appalachia: Land and People (3)

Two courses from the following:

- GEOG 3310: Geography of Africa (3.0HR) (EXPEDITED - PUBLISHED)
- GEOG 3350: Geography of Latin America (3.0HR) (EXPEDITED - PUBLISHED)
- GEOG 3380: Geography of Asia (3.0HR) (EXPEDITED - PUBLISHED)
- GEOG 3330: Appalachia: Land and People (3.0HR) (COURSE\_CHANGE - PUBLISHED)

#### Extrdepartmental requirements

Sem Hrs: 6.0                      Qtrr Hrs: 0.0                      Equiv Hrs: 0.0                      % Change: 100.0%

*Requirements:*

Choose two from the following:

- \_\_\_ ECON 1030 Principles of Microeconomics (3 credits: no prerequisite)
- \_\_\_ ECON 1040 Principles of Macroeconomics (3 credits: no prerequisite)
- \_\_\_ ECON 3120 Economics of Poverty (3 credits: ECON 1030 required)
- \_\_\_ ECON 3130 Economics of the Environment (3 credits: ECON 1030 required)
- \_\_\_ ECON 3140 Natural Resource Economics (3 credits: ECON 1030 required)
- \_\_\_ ECON 3350 Economics of Energy (3 credits: ECON 1030 required)
- \_\_\_ ECON 3500 Development Economics (3 credits: ECON 1030 and 1040 required)
- \_\_\_ ECON 3510 Agricultural Development (3 credits: ECON 1030 and 1040 required)
- \_\_\_ POLS 1500 Themes in Global Politics (3 credits: no prerequisite)
- \_\_\_ POLS 2300 Comparative Politics (3 credits: 3 hours POLS required)
- \_\_\_ POLS 2500 International Relations (3 credits: 3 hours POLS required)
- \_\_\_ POLS 4400 The Politics of Developing Areas (3 credits: 6 hours POLS required)
- \_\_\_ POLS 4490 Nationalism/Ethnic Conflict (3 credits: 6 hours POLS required)
- \_\_\_ POLS 4495 The Challenges of Democratization (3 credits: POLS 2300 or 2500 required)
- \_\_\_ POLS 4840 Politics of Sustainability (3 credits: POLS 4250 recommended)
- \_\_\_ MDIA 4115 Media and Development (3 credits: Jr or Sr required)
- \_\_\_ MDIA 4150 Media and Globalization (3 credits: Jr or Sr required)
- \_\_\_ WGS 4100 Global Feminisms (3 credits: WGS 3500 required)
- \_\_\_ WGS 4110 Women and Globalization (3 credits: WGS 1000 required)

Choose two from the following:

- ECON 3120: Economics of Poverty (3.0HR) (EXPEDITED - PUBLISHED)
- ECON 3500: Development Economics (3.0HR) (EXPEDITED - PUBLISHED)
- POLS 1500: Themes in Global Politics (3.0HR) (2SS) (EXPEDITED - PUBLISHED)
- POLS 2500: International Relations (3.0HR) (2SS) (EXPEDITED - PUBLISHED)
- POLS 4400: The Politics of Developing Areas (3.0HR) (2CP) (COURSE\_CHANGE - PUBLISHED)
- POLS 4840: The Politics of Sustainability (3.0HR) (SEMESTER - PUBLISHED)
- WGS 4100: Global Feminisms (3.0HR) (EXPEDITED - PUBLISHED)
- WGS 4110: Women and Globalization (3.0HR) (EXPEDITED - PUBLISHED)
- ECON 3130: Economics of the Environment (3.0HR) (COURSE\_CHANGE - PUBLISHED)
- ECON 3140: Natural Resource Economics (3.0HR) (COURSE\_CHANGE - PUBLISHED)
- ECON 3350: Economics of Energy (3.0HR) (COURSE\_CHANGE - PUBLISHED)
- ECON 3510: Agricultural Development (3.0HR) (EXPEDITED - PUBLISHED)
- POLS 2300: Democracies and Dictatorships Around the World (3.0HR) (2SS) (COURSE\_CHANGE - PUBLISHED)
- POLS 4490: Nationalism/Ethnic Conflict (3.0HR) (EXPEDITED - PUBLISHED)
- POLS 4495: The Challenges of Democratization (3.0HR) (COURSE\_CHANGE - PUBLISHED)
- ANTH 3500: Economic Anthropology (3.0HR) (EXPEDITED - PUBLISHED)

- ANTH 3510: Political Anthropology (3.0HR) (EXPEDITED - PUBLISHED)
- ANTH 3550: Medical Anthropology (3.0HR) (EXPEDITED - PUBLISHED)

**NAMING OF THE VETERANS AND MILITARY STUDENT  
SERVICES CENTER  
TO THE  
BRIGADIER GENERAL JAMES M. ABRAHAM-COLONEL  
ARLENE F. GREENFIELD VETERANS AND MILITARY  
STUDENT SERVICES CENTER**

**RESOLUTION 2015 -**

**WHEREAS** the Veterans and Military Student Services Center was established to provide, facilitate, and coordinate programs and services for student veterans, military personnel, and their family members; and honors the sacrifices veterans and military personnel have made through their service to our nation by striving to assist them and their family members in making a successful transition to the Ohio University community and by providing support throughout their academic careers; and

**WHEREAS** Ohio University has been honored by *G.I. Jobs* as one of the top “Military-Friendly Schools” in the nation for four consecutive years, and the establishment of the Veterans and Military Student Services Center in a new central location in the Baker University Center is a visible sign of Ohio University’s commitment to continuously improving our support for veterans, military personnel, and their family members; and

**WHEREAS** Brigadier General James M. Abraham retired in 1982 after a distinguished career in the United States Army that spanned forty years, including service in World War II, where he received his first commission from General George Patton; and

**WHEREAS** Brig. Gen. Abraham is an alumnus of Ohio University (BSEE '43 and BSIE '48, the Russ College of Engineering); and

**WHEREAS** Brig. Gen. Abraham, as assistant adjutant general of the Ohio National Guard in the 1970s, developed an innovative pilot program that allowed for simultaneous enrollment in the ROTC program and the Ohio National Guard, which reinvigorated the ROTC program at Ohio University and became a model for the nation; and

**WHEREAS** Brig. Gen. Abraham has continued to serve Ohio University, including through the establishment of more than ten scholarships across many areas of the university, including English, cheerleading, ROTC, and engineering; and by serving on the Russ College of Engineering’s Board of Visitors; and

**WHEREAS** Colonel Arlene F. Greenfield retired from the United States Army in 2001 after a distinguished career that spanned thirty years including her commission in the Women's Army Corps, three successful command tours, a variety of stateside and international assignments; served as the military director of the Defense Advisory Committee on Women in the Services (DACOWITS); and was highly decorated, including with the Legion of Merit and the Defense Meritorious Service Medal; and

**WHEREAS** Col. Greenfield is an alumna of Ohio University (BS, Home Economics '71, the Gladys W. and David H. Patton College of Education); and

**WHEREAS** Col. Greenfield served as chair of OHIO's Women in Philanthropy and the Ohio University Alumni Association; has served on the Ohio University Foundation Board of Trustees and as an Ohio University Trustee; was involved with The Patton College Dean's Circle of Engagement, *The Promise Lives* Campaign Committee, and Veteran's Services; and

**WHEREAS** Col. Greenfield served Ohio University through supporting the ROTC Bobcat Battalion, Galbreath Chapel, Libraries, Ohio University Alumni Association, the Marching 110, several colleges (including the Patton College of Education and the College of Fine Arts), and a number of scholarships; and was especially dedicated to OHIO students, especially military veterans and those in OHIO's ROTC programs and the Patton College; and

**WHEREAS** both Brig. Gen. Abraham and Col. Greenfield have embodied leadership, generosity, and service to others; and have dedicated their time, talent, and treasure to Ohio University, especially to support the success of students who are veterans, active military, or in ROTC.

**THEREFORE, BE IT RESOLVED** that the Board of Trustees at Ohio University approves from this day forward that the Veterans and Military Student Services Center on the Athens campus will be named the Brigadier General James M. Abraham-Colonel Arlene F. Greenfield Veterans and Military Student Services Center.



## **Interoffice Communication**

**Date:** January 2, 2015

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

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

**Re:** **Naming of the Veterans and Military Student Services Center**

A resolution is included seeking board approval for the naming of the Veterans and Military Student Services Center to the Brigadier General James M. Abraham-Colonel Arlene F. Greenfield Veterans and Military Student Services Center.

The Veterans and Military Student Services Center was established in its new central location in Baker University Center in the fall of 2014 as a reflection of Ohio University's commitment to supporting veterans, military personnel, and their family members.

Brigadier General James M. Abraham retired in 1982 after a distinguished career in the United States Army that spanned forty years, including service in World War II. From reinvigorating ROTC in the 1970s, to establishing student scholarships, supporting the current ROTC program, and serving on the Russ College of Engineering's Board of Visitors, as an alumnus he has continued to serve OHIO and our students in many ways.

Colonel Arlene F. Greenfield retired from the United States Army in 2001 after a distinguished career that spanned thirty years, including serving as the military director of the Defense Advisory Committee on Women in the Services. As an alumna, she served OHIO in numerous ways: as chair of Women in Philanthropy and the Ohio University Alumni Association; as a member of the Foundation Board of Trustees and as an Ohio University Trustee; and was involved with The Patton College Dean's Circle of Engagement. She was especially dedicated to OHIO students through the establishment of scholarships and through her support of military veterans, students in ROTC programs, and students in the Patton College.

The proposed naming of the Brigadier General James M. Abraham-Colonel Arlene F. Greenfield Veterans and Military Student Services Center will honor Brig. Gen. Abraham's and Col. Greenfield's leadership, generosity, and service to others, and the dedication of their time, talent, and treasure to Ohio University, especially to support the success of students who are veterans, active military, or in ROTC.

**COLLEGE OF BUSINESS  
NAME CHANGE FOR THE  
SPORT MANAGEMENT PROGRAM**

**RESOLUTION 2015 –**

**WHEREAS**, the Sport Management program in the College of Business has proposed a degree name change from Bachelor of Science in Sport Management to Bachelor of Sport Management, and

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

**WHEREAS**, the proposed name change

- Clarifies that this is a business degree but with an industry focus on sport and end confusion on the inclusion of “science” in the degree name;
- Assists the Department of Sport Management as it embarks on a growth phase to include partnerships with global universities as the differentiated Bachelor of Sport Management allows the department to pursue dual degrees with Bachelor of Business Administration programs around the world;
- Aligns with the College of Business world-ranked Master of Sport Administration as clear management of sport degrees; and
- Will not impact total program hours, resource requirements, or faculty.

**NOW THEREFORE, BE IT RESOLVED** that the degree Bachelor of Science in Sport Management be renamed the Bachelor of Sport Management.



## **Interoffice Communication**

**Date:** January 2, 2015

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

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

**Re:** **Name Change for the Bachelor of Science in Sport Management**

A resolution is attached seeking board approval for changing the name of the Bachelor of Science in Sport Management to the Bachelor of Sport Management.

The resolution provides information on the rationale for the name change which was submitted by the College of Business to the University Curriculum Council and approved.



OHIO  
UNIVERSITY

College of Business

November 1, 2014

Office of the Dean  
Copeland Hall 614  
1 Ohio University  
Athens OH 45701-2979

T: 740.593.2001  
F: 740.593.4489

To: Ohio University Board of Trustees

From: Hugh Sherman, Dean College of Business

Re: Bachelor of Sport Management Degree Name Change

The College of Business recently hired Dr. Norm O'Reilly to become the Chair of the Department of Sports Administration. Norm is globally recognized in both the academic and practitioner sport communities as an outstanding scholar, innovative teacher, and thought leader for the sport industry.

Upon his arrival at Ohio University, Norm shared his experience with me that using the degree term "Bachelor of Science in Sports Management" was confusing to many industry leaders and employers and that he believed strongly that the degree should simply be named "Bachelor of Sports Management" as it is often phrased at other programs.

Therefore, based on this discussion and the other reasons identified in the proposal, I fully support the degree name change that has been approved by the curriculum committees at the college and university level.

**MAJOR AND DEGREE PROGRAM REVIEWS  
INDUSTRIAL MAINTENANCE TECHNOLOGY**

**RESOLUTION 2015 –**

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

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

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

**NOW THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Ohio University hereby accepts the program review for the Industrial Maintenance Technology (IMT), Associate of Applied Science at the Lancaster campus.



## **Interoffice Communication**

**Date:** January 2, 2015

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

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

**Re: Academic Program Review – Industrial Maintenance Technology (IMT),  
Lancaster Campus**

The University has a rigorous program of internal review for academic programs. Programs are reviewed by the Academic Program Review Committee of the University Curriculum Council on a regular cycle, typically seven years. A review will occur over an academic year and culminate in a comprehensive report on the viability of the program. Executive summaries of the reviews are submitted to the Academics Committee of the Board of Trustees.

The review and recommendation as viable for the Industrial Maintenance Technology (IMT), Associate of Applied Science program at the Lancaster Campus and a resolution for board acceptance is provided.

**University Curriculum Council  
Academic Program Review Committee**

9 May 2014

**Review of Industrial Maintenance Technology (IMT), Associate of Applied Science**

Orianna Carter, Reviewer

**Recommendation: Viable**

The reviewer held a teleconference on May 6, 2014 with Dean Smith and Assoc. Dean Beckley from Ohio University Lancaster, accessed the latest department self-assessment report and previous reviewer notes from a site visit (2012). This program review makes note of the transition from IMT to a revised program, Engineering Technology (ET) beginning in the year 2013-14.

The IMT was created in 2000 to meet the needs of the community in industrial maintenance and manufacturing fields, including welders, machinists, assemblers, etc.

Faculty Profile

Current faculty size and distribution

According to the IMT Self-Assessment document, as of September 2010, there were one tenure track faculty and two non-tenure track part time faculty. All IMT faculty are males of white Caucasian descent. All IMT faculty have regularly taught overload each quarter, with the full time faculty member teaching 17 different courses since 2005 (some being 1 credit courses, e.g. welding). As of 5/8/14, all IMT faculty have retired.

For the scope and continuation of the new ET program, two new Group II, non-tenure track faculty are in the hiring stages for the 2014-15 academic year.

Research, Scholarship, and Creative Activity

Current department RSCA

The latest information available in the Self-Assessment indicated no RSCA activity other than re-certification for the Group I faculty and student tours of local industry.

External funding

The IMT department has no current external funding. Industry financial support, earmarked for the program, has provided various tooling supplies and materials used to teach the laboratory.

Resources (financial, space, personnel)

Significant concerns regarding financial resources were raised with respect to outdated equipment and equipment maintenance. According to Dean Smith, the equipment is still viable as a mechanism to teach theory and practice with a mastery of the technology.

The new ET program plans to dedicate resources for equipment maintenance and updates as needed to sustain the program as 'State of the Market'.

### Educational Quality

#### Students

According to the statistics provided, the number of students enrolled in the IMT programs has been ≈15 per year, with one or two females, largely part time individuals expanding their industry skills. Lack of diversity in the student body results from a student population pool residing in Fairfield County (home of OUL). There are no direct efforts being undertaken to recruit from under represented groups, though the department does participate in campus wide program recruitment activities, such as program brochures.

#### Faculty Diversity

Faculty members are tightly aligned with industrial needs within the community, having worked as engineers prior to employment at OUL. Future hires from under represented groups may improve the diversity of the department.

#### Curriculum

Several concerns raised by students and faculty interviewed include inaccurate or unrealistic information on bundling courses and scheduling sequences, such as core STEM courses, and the lack of a systemic approach to the discipline. Excellent outcomes attained from the IMT curriculum were those focused on 'real world' experiences relating coursework to the field and excellent job placement with local industry. An interdisciplinary aspect is noted with the BMT and TAS programs through its process management coursework.

The ET program restructuring seeks to restore the industrial aspect of the program, maintaining IMT's coursework with the addition of repackaging electro/mechanical content toward automation skill sets through a systemic approach.

#### Internships

IMT offers external field trips, but no internships due to lack of support from local industry to support paid interns at the AS level.

#### Mentoring and advising of students

According to student comments, there is sufficient mentoring and advising of student progress in the program with opportunities for career enhancement through attainment of bachelor's degree from Russ College of Engineering. The program coordinator also serves as student advisor and mentor.

#### Teaching assessment

The program uses the standard student survey tools and seeks input from the Community Advisory Board, which is staffed with several industry leaders. The advisory board assesses program outcomes, compares outcomes to skills required by employers and actively provides feedback to faculty regarding on-the-job training and graduate performance. In 2012-13, the division provided professional development through the Teaching and Learning Center (Tim Vickers) on performing objective peer evaluations and choosing to build a case for innovative teaching to add to their portfolios.

#### Post graduation career placement

Students commented that upon completing the program, they readily find employment in local industry.

#### Areas of concern

Curriculum, staffing and funding were all identified as areas of concern for the IMT program.

#### Recommendations

- Explore ways to raise the profile and visibility of the program at a county and state level
- Seek a more diversified staff
- Provide funds for deferred maintenance and upkeep of equipment to remain current

#### Commendations

The foresight to evolve IMT into a new program appears to address problems identified with changing times and curricular restructuring necessary to achieve industrial impacts.

**Overall judgment: the IMT program, transitioned into ET, is viable.**



OHIO  
UNIVERSITY

Lancaster Campus

Office of the Dean  
1570 Granville Pike  
Lancaster OH 43130-1097

T: 740.654.6711  
F: 740.687.9497

September 30, 2014

Dr. David C. Ingram  
Program Review Committee of UCC  
Edwards Accelerator Laboratory – Room 106  
Department of Physics and Astronomy  
University Terrace  
Ohio University  
Athens, Ohio 45701

Dear Dr. Ingram,

I was pleased to receive the results of the academic program review of the Associate of Applied Science degree in Industrial Maintenance Technology (IMT) that finds the program viable. The program's transition to Engineering Technology in 2013-14 has made the program stronger and will provide meaningful employment and support for employers of our community.

Areas of concern and recommendations noted in the report that I would like to provide an update on include staffing (ideally with more diversity), funding for maintenance and equipment, program visibility in the community and curriculum.

As an update to the faculty profile, the lead senior faculty member has retired and is now participating in the early retirement program. The two early retirees carrying a partial load have fully retired. We have replaced one of the faculty lines with a lecturer with excellent industrial experience as an engineer. As a female in this career field, she will serve as an excellent role model in the recruitment of female students we typically have not drawn into this field of study. A search for an electronics lecturer failed at the offer stage. The exact timing of re-advertising that search is being examined.

Carefully managing our operating expenses in this last fiscal year, we were able to make a large improvement in the lab with a purchase of a computer numerical control (CNC) vertical mill and a 3-D printer to upgrade our lab experiences in the area of

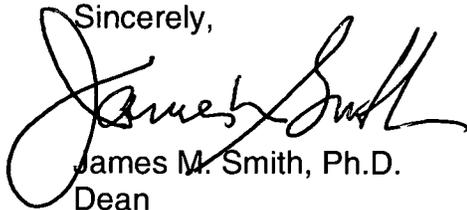
advanced manufacturing. If we are able to make a similar investment for the next two years, we will have addressed the most significant concerns in regards to our labs. CNC and advanced manufacturing is currently of particular interest to economic development professionals in the county that we serve. I wish to note that the program curriculum and resources are excellent for computer-aided design (CAD) content and fully adequate, but with some need for lab upgrades in electronics content including programmable controllers and motors. Thus, not all lab areas have as significant of needs for updating equipment as does advanced manufacturing which is being addressed first.

Efforts are underway to more closely partner with vocational schools to enhance workforce development in advanced manufacturing which is supported by our curriculum with a focus on electro-mechanical engineering technology. These partnership efforts are already adding to program awareness.

While the overall program curriculum has improved, issues existed in course scheduling sequences. In particular, electronics courses were difficult to schedule due to staffing. Also, cross division scheduling conflicts were occurring with math and physics courses depending on where the student started in the math sequence. These issues have been addressed by the associate dean. I understand with adjustments this year, schedule and sequence issues should be fully resolved for Fall 2015 for all students. Further curriculum changes are being considered to enhance program outcomes while retaining associate degree job placements and the ability to continue towards a bachelor's degree in the Russ College. I look forward to seeing plans for implementing these changes to enhance and grow this program.

If I can be of any assistance in final stages of this program review, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "James M. Smith". The signature is fluid and cursive, with a large initial "J" and "S".

James M. Smith, Ph.D.  
Dean

**STATEMENT OF EXPECTATIONS FOR THE MEMBERS OF  
THE BOARD OF TRUSTEES**

**RESOLUTION 2015 -**

**WHEREAS**, on April 24, 2009, by Resolution No. 2009–3114, this Board adopted a Statement of Expectations intended to assist the members of the Board in fulfilling their responsibilities in service to Ohio University and the citizens of the State of Ohio;

**WHEREAS**, on June 22, 2012, by Resolution No. 2012–3296, this Board amended the Statement of Expectations;

**WHEREAS**, this Board has reviewed the Statement of Expectations and desires to further amend it in order to ensure that it continues to address issues relevant to the responsibilities of the members of this Board;

**NOW THEREFORE, BE IT RESOLVED** that the Board of Trustees of Ohio University does hereby adopt the Statement of Expectations as amended and attached hereto as Exhibit A.

## 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.

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### 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, [concerns](#) and events at the local, state and national level that may affect the university and higher education in general.

~~Depending on the issue or concern, a Trustee(s) should request further information directly from the President, or from an internal constituency through the Board Secretary. In cases related directly to a previously presented or discussed strategic or operational matter, and the need for a Trustee to request additional clarification, the Trustee is encouraged to schedule time with the internal constituency through the Board Secretary with the understanding that the President will be fully informed.~~

- 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. A Trustee(s) Board members who have concerns about operational matters issues, public controversies affecting the university or the performance of a university employee(s) should communicate their concerns directly to the President Board Chair. The Board Chair who will consult with, in consultation with the President, who will Chair, a will address the issue and report back to the Trustee(s) and Board. Formatted: Not Highlight
- 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. The President, and together with the Board Secretary, should keep the Board informed about university matters. 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. Formatted: Not Highlight
- 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. Formatted: Not Highlight

### 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 appreciate that direct requests for information from administrators, faculty or staff about institutional issues may be disruptive to efficient management of university operations. The Board Secretary works for the Board. Trustees and, as such, may request information from faculty or staff on institutional issues that are not related are encouraged to should submit to the Board Secretary any requests for information about institutional issues to operational matters, public controversies affecting the University, or performance of employees. The Board Secretary will inform the President and the Board Chair of such request sets and will to the Board Secretary who will facilitate obtain a response from the appropriate university official. The response will be channeled through the Board Secretary. The Board Secretary and will inform keep the President informed of such requests. and The President may also respond to the inquiring Trustee(s) Board member as needed to ensure that issues raised of concern are addressed in a timely, accurate and efficient manner.
- 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.

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## 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.

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# OHIO UNIVERSITY

## Internal Audit

1 Ohio University  
WUSOC 275  
Athens OH 45701.2979

Date: January 2, 2015

To: The President and Board of Trustees

From: Jeffrey Davis, Chief Audit Executive

Re: **Audit Committee Meeting**

Internal Audit will present an update on office activities at the January 22, 2015 Audit Committee meeting. The status of the FY15 audit plan and the external auditor evaluation will be addressed.

Shane Gilkey, Assistant Vice-President for Research and Sponsored Programs will provide a compliance presentation. Also, a representative from Baker Tilly will provide an update on construction auditing. Representatives from Plante Moran will also be available to answer questions related to the upcoming FY15 external audit.

I will be pleased to answer any questions.

# Ohio University Office of Research & Sponsored Programs

a unit of the Vice President for Research  
and Creative Activity division

Shane Gilkey, Assistant V.P. for  
Research Sponsored Programs



**OHIO**  
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# What we do:

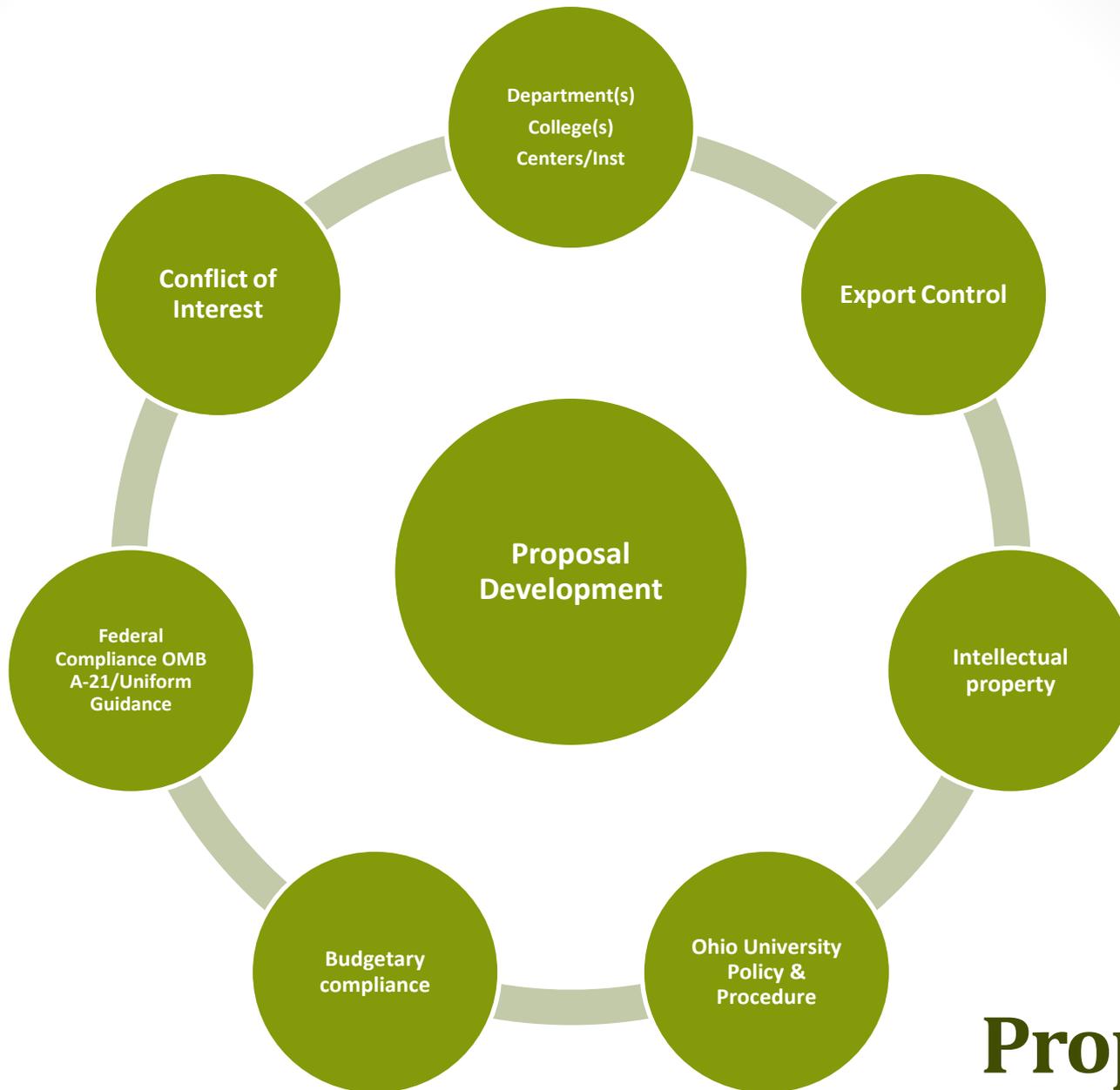
- Identify funding sources and opportunities
- Assist in the preparation of proposals
- Administer contractual (non-financial) oversight of grants, contracts, and other support agreements, excluding unrestricted student financial aid and charitable gifts



# Grant/Contract or Gift?

- Charitable intent?
- Who benefits?
- Purpose? How specific?
- Deliverable? Report? Financial report? Milestones?
- Who owns the product or intellectual property at the end?
- What happens to leftover funds?





# Proposal Development



**OHIO**  
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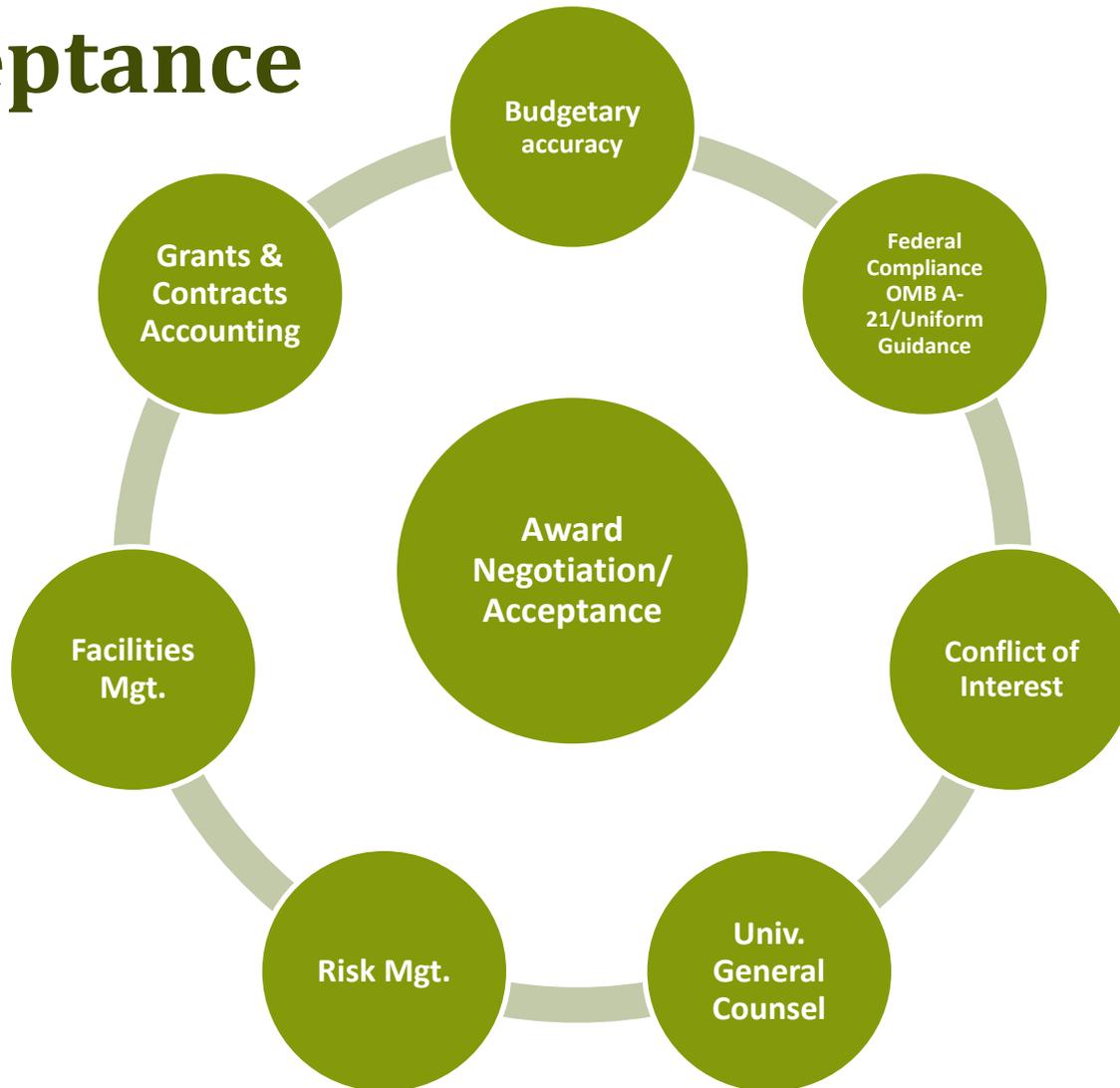
# Award/Contract negotiation and acceptance

## Pt 1



# Award/Contract negotiation and acceptance

## Pt 2



# Volume

FY 2014

- submitted 702 proposals
- established 540 new awards totaling \$54,751,253 in external funding
- 145 extensions processed
- Sponsoring entities include: Federal, State, industry, and foundations
- Projects include: research, public service, instruction/training, and construction



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# ORSP staff

- 5 FTE – Grants/Contracts Managers
- 1 FTE – Subrecipient agreements
- 2 FTE – Administrative support
- 2 FTE – Software development and support
- 1 FTE – Asst. V.P. for Research



# Electronic Research Administration



- Electronic document routing for review and approval (Principal Investigator, Chair, Center or Inst. Director, Dean, and International Programs if necessary)
- Document storage and retrieval
- Proposal submission, awards mgt., Conflict of Interest, Institutional Animal Care and Use (IACUC)
- Limited submission management
- Annual report, metrics, document retrieval



# Electronic Research Administration



- Communicates with Grants & Contracts Accounting, the Technology Transfer Office, International Programs, Facilities Planning, and Oracle
- Displays expense detail and balances from Oracle
- Other modules soon to be developed: Internal awards (all units), Clincard setup, Institutional Review Board, and subrecipient review and monitoring





- LEO is a powerful program for administering grants and contracts related activities
- Data is used for Center & Institute review, Promotion & Tenure, planning, etc.
- Additional development will continue to integrate research related functions
- Allows Ohio University to be responsive to changing needs (changes in Federal Regulations, changes in Ohio University budget needs, etc.)



# Links

- <http://www.ohio.edu/research/>
- <http://www.ohio.edu/research/orsp/>
- <http://www.ohio.edu/orsp/guide/>  
“Navigating Research Administration at Ohio University”
- <http://www.ohio.edu/policy/19-045.html>  
“Administering External Grants & Contracts”
- <http://www.ohio.edu/policy/19-051.html>  
“Guidelines for Sponsored Research”
- <http://www.ohio.edu/policy/19-058.html>  
“Conflict of Interest in Sponsored Programs”

# Questions?



# Ohio University Audit Committee

## Construction Contract Audit Update

## Current scopes of work:

- > Walter Fieldhouse audit, kickoff week of September 29<sup>th</sup>
- > Phase I Housing Development, kickoff week of September 29<sup>th</sup>
- > Construction contract risk assessment

## Proposed scopes of work:

- > Construction billing controls review
- > Project controls, contracting and auditing process improvement
- > Construction financial controls and auditing education program

## Status:

- > We are working with Ohio University project management to obtain Payment Application No. 12 for review
- > Working with Turner Construction to obtain updated reporting and support

## Status

The first interim construction audit report identified questioned and unsupported costs:

- > Questioned costs including billing variances and damage repair charges
- > Unsupported costs
- > CM project control recommendations specific to allowance transactions and lien waivers
- > Recommended contract improvement opportunities

Report was issued November 14, 2014.

## Status:

- > Generally contracts are well defined and terms benefit OU
- > Several terms identified that could result in overcharges such as:
  - Conversion to lump sum contract on large projects
  - Charges not defined as non-reimbursable for Contractor rework and avoidable delays
  - Contractors are not required to define costs included in the labor billing rates

Expect to issue draft memorandum week of December 29, 2014.

## Next steps



Candor. Insight. Results.

### Next steps:

- > Perform fieldwork and issue report for Walter Fieldhouse
- > Schedule second Phase I Housing Development interim audit (FY 2015/2016)

# Wrap Up



Candor. Insight. Results.

Questions??

# Audit Committee

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Trustee Victor Goodman

Audit Committee Chair

January 22, 2015

# Chief Audit Executive Report

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Jeff Davis, CPA

# Agenda

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- FY15 Audit Plan Status
- External Auditor Evaluation

# FY15 Audit Plan Status

Audit	Auditor	Status	Report Date
ICA Compliance	Boyle/Ennis/Jago	Completed	12/23/14
External Audit Support – NCAA Agreed Upon Procedures	Boyle	Completed	11/17/14
Registrar	Boyle/Tong	Completed	12/22/14
Regional Campuses	All	In Progress	
Culinary Services	Boyle/Ennis/Tong	Planned	
OIT – Network/Infrastructure	Tong	Planned	
Continuous Auditing/Monitoring	Jago	In Progress	
FY14 Carryover Audits:			
OIT – Student Information System	Tong	Completed	7/29/14
Bursar	Ennis	Completed	8/27/14
Education Abroad	Jago	Completed	8/27/14

# FY15 Audit Plan Status (con't)

Follow-Up Audit	Auditor	Status	Report Date
OIT – Information Security Office	Tong	Planned	
eLearning Ohio	Ennis	Planned	
Bursar	Ennis	Planned	
Education Abroad	Jago	Planned	
OIT – Student Information System	Tong	Planned	
OIT – On Base	Tong	Planned	
Voinovich School of Leadership and Public Affairs	Ennis	Planned	
Payroll	Boyle	Planned	
Risk Management and Safety	Ennis	Planned	

# FY15 Audit Schedule

Audit	Month												
	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	
ICA Compliance	█												
NCAA Agreed Upon Procedures	█												
Regional Campuses		█											
OIT - Network/Infrastructure							█						
Culinary Services								█					
Registrar		█											
Continuous Auditing/Monitoring	█												
Follow-Up Audits:													
OIT - Information Security Office										█			
eLearning Ohio											█		
Bursar											█		
Education Abroad												█	
OIT - On Base											█		
OIT - SIS										█			
Payroll										█			
Voinovich School											█		
Risk Management and Safety											█		

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# External Auditor Evaluation

# External Auditor Evaluation

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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”

# External Auditor Evaluation (con't)

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## Criteria:

- 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

# External Auditor Evaluation (con't)

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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

# External Auditor Evaluation (con't)

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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

# Conclusion

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- Questions?