Board of Trustees
Ohio University
Southern Campus

Agenda

June 26, 2015
BOARD ACTIVITIES for June 25 and 26, 2015
Ohio University – Ironton, Ohio
Southern Campus
Activity & Committee Meeting Schedule

Thursday, June 25, 2015

8:30 a.m.  Hospitality/Break Room, Tom’s Place, Riffe Center

8:30 a.m.  Trustee Informational Session and Tour, Dean Nicole Pennington, Southern Campus, Mains Rotunda, Riffe Center

9:30 a.m.  Joint Committee Meeting, Mains Rotunda, Riffe Center

Noon  Trustee Luncheon, OHIO Room, Collins Center

1:00 p.m.  Executive Committee/Session, OHIO Room, Collins Center

1-5 p.m.  Hospitality/Break Room, Art Gallery, Room 111, Dingus Building

1:30 p.m.  University Resources Committee, Room 101, Dingus Building

1:30 p.m.  University Academics Committee, Room 100, Dingus Building

3:30 p.m.  Governance Committee, Room 101, Dingus Building

3:30 p.m.  Audit Committee, Room 100, Dingus Building

4:45 p.m.  Executive Committee/Session, OHIO Room, Collins Center

6:30 p.m.  Shuttle will depart from the Holiday Inn Express for dinner

6:30 p.m.  Reception – Trustees, President, Executive Staff, Regional Deans, Faculty Representatives, Board Secretary, and Invited Guests –Ohio University Southern, Mains Rotunda, 1804 Liberty Ave., Ironton, OH 45638

7:00 p.m.  Dinner – Trustees, President, Executive Staff, Regional Deans, Faculty Representatives, Board Secretary, and Invited Guests –Ohio University Southern, Mains Rotunda, 1804 Liberty Ave., Ironton, OH 45638
Friday, June 26, 2015

7:30 a.m.  Trustee Breakfast, Executive Committee/Session, Holiday Inn Express & Suites Meeting Room, 401 9th Street, Ironton, OH 45638

Ongoing  Hospitality/Break Room, Tom’s Place, Riffe Center

10:00 a.m.  Board Meeting, Mains Rotunda, Southern Campus

12:15 p.m.  Trustee Boxed Luncheon, Tom’s Place

12:15 p.m.  Media Avail, Room 178, Riffe Center

Contact Information:

Ohio University Southern
1804 Liberty Ave.
Ironton, OH 45638
(740) 533-4600

Holiday Inn Express & Suites
401 9th Street
Ironton, OH 45638
(740) 442-7297
irontonfd@gmail.com

Ashland Plaza Hotel
One Ashland Plaza
Ashland, KY 41101
(606) 329-0055
aphinfo@theashlandplaza.com

Outback Steakhouse
441 River Hill Dr.
Ashland, KY 41101
(606) 325-4329
www.outback.com
AGENDA
Board of Trustees Meeting
Friday, June 26, 2015 – 10:00 a.m.
Riffe Center, Mains Rotunda
Southern Campus

OPEN SESSION

Roll Call

Approval of Agenda

1. Minutes of Board of Trustees’ Meeting of March 13, 2015.

Comments from the Chair of the Board of Trustees

2. Report from the President

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

- Joint Resources & 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 12 -Resolution, Construction Projects Approval – Schematic Design
Tab 13 -Resolution, Construction Projects Approval – Construction
Tab 14 -Resolution, Dublin Integrated Education Center – Capital Spending Authorization
Tab 15 -Resolution, Richland Avenue AEP Easements
Tab 26 -Resolution, Faculty Fellowship Awards
Tab 27 -Resolution, Emerita/Emeritus Recommendations
Tab 28 -Resolution, Regional Coordinating Council Appointments
Tab 33 -Resolution, Schoonover Institute for Storytelling and Social Change
Tab 34 -Resolution, Master of Education in Teaching and Learning
Tab 35 -Resolution, HTC Geological Sciences Bachelor of Science
Tab 36 -Resolution, Rehabilitation Counseling Name Change
Tab 37 -Resolution, Department of Health Sciences and Professions Name Change
Tab 38 -Resolution, Major and Degree Program Reviews
Tab 43 -Resolution, Honorary Degree, Cheryl Hurley
Tab 44 -Resolution, Honorary Degree, James M. Abraham
Tab 45 -Resolution, Honorary Degree, John Lewis Gaddis

Unfinished Business

New Business

Communications, Petitions, and Memorials

Announcement of Next Stated Meeting Date

Adjournment
AGENDA
Joint Academics and Resources Meeting
Thursday, June 25, 2015 – 9:30 a.m.
Riffe Center, Mains Rotunda
Southern Campus

3. FY16 University Budget
4. FY16 Capital Budget – Capital Improvement Plan (CIP)
5. Comprehensive Master Plan – Ridges Framework Plan
6. Governor’s Task Force on Efficiency and Affordability in Higher Education
AGENDA
University Resources Committee
Dingus Building, Room 101, Southern Campus
1:30 p.m. – Thursday, June 25, 2015

7. Annual Sustainability Report
8. Resolution, Other Fees Approval
9. Resolution, FY16 Capital Improvement Plan Approval
10. Resolution, FY16 Budget Approval
11. Resolutions, Residence Hall Naming (4)
12. Consent Agenda, Construction Projects Approval – Schematic Design
13. Consent Agenda, Construction Projects Approval – Construction
15. Consent Agenda, Richland Avenue AEP Easements
16. Resolution, Affiliated Entities Policy
17. Resolution, Creation of University Affiliate
18. Annual Debt Capacity Update
19. Advancement Update

Information Items

AGENDA
University Academics Committee
Dingus Building, Room 101, Southern Campus
1:30 p.m. – Thursday, June 25, 2015

Academic Quality – Dashboard
21. Student Affairs Dashboard

Standing Reports and Updates
22. Tobacco Free Campus Update
23. Program Review Process Update
24. FY15 Certificate Approvals
25. Promotion and Tenure Update
26. Consent Agenda, Faculty Fellowship Awards
27. Consent Agenda, Emerita/Emeritus Recommendations
28. Consent Agenda, Regional Coordinating Council Appointments

Academic Quality – Initiatives
29. AQIP Update
30. Enrollment Update
31. College Credit Plus
32. Retention Initiatives Update
33. Consent Agenda, Schoonover Institute for Storytelling and Social Change
34. Consent Agenda, Master of Education in Teaching and Learning
35. Consent Agenda, HTC Geological Sciences Bachelor of Science
36. Consent Agenda, Rehabilitation Counseling Name Change
37. Consent Agenda, Department of Health Sciences and Professions Name Change
38. Consent Agenda, Major and Degree Program Reviews
   - A&S Department of History
   - CHSP School of Nursing
   - RCENT Department of Chemical and Bimolecular Engineering
   - RCENT Department of Civil Engineering
   - RCENT Department of Industrial and Systems Engineering
   - RCENT Department of Mechanical Engineering
   - RCENT School of Electrical Engineering and Computer Science
AGENDA
Governance Committee
Dingus Building, Room 101, Southern Campus
3:30 p.m. – Thursday, June 25, 2015

- Location for Board of Trustees Retreat
- Review of Board Bylaws
- Report on AGB Conference
- National Trustee Selection Update
39. Resolution, Election of President
40. Resolution, Election of Treasurer
AGENDA
Audit Committee
Dingus Building, Room 100
3:30 p.m. – Thursday, June 25, 2015

41. Chief Audit Executive Presentation
42. Resolution, Internal Audit, Annual Audit Plan
   • Plante Moran Update – External Audit

EXECUTIVE SESSION

• Information Security
AGENDA
Executive Committee
OHIO Room, Collins Center, Southern Campus
1:00 p.m. – Thursday, June 25, 2015

EXECUTIVE SESSION
AGENDA
Executive Committee
OHIO Room, Collins Center, Southern Campus
4:45 p.m. – Thursday, June 25, 2015

- National Trustee Selection Update
43. Consent Agenda, Honorary Degree, Cheryl Hurley
44. Consent Agenda, Honorary Degree, James M. Abraham
45. Consent Agenda, Honorary Degree, John Lewis Gaddis

EXECUTIVE SESSION
AGENDA
Executive Committee
1st Floor Meeting Room, Holiday Inn Express & Suites
401 9th Street, Ironton, OH 45638
7:30 a.m. – Friday, June 26, 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; 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.
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.
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ROLL CALL
Chair Brightbill called the meeting to order at 10:10 a.m. Secretary Mather called the roll.

Present: Chair David Brightbill, Sandra J. Anderson, Kevin B. Lake, Dave Scholl, Janelle Simmons, and Cary Cooper

Also Present: National Trustee Peggy Viehweger; Alumni Representative Julie Mann Keppner; Student Trustees Keith Wilbur and Sharmaine Wilcox; President Roderick J. McDavis; and Board Secretary Peter C. Mather

APPROVAL OF AGENDA
Chair Brightbill asked for a motion to approve the agenda. Trustee Lake moved, Trustee Scholl seconded, and the motion carried.

APPROVAL OF MINUTES
Chair Brightbill asked for a motion to approve the minutes. Trustee Anderson moved, Trustee Simmons seconded, and the motion carried.

REPORTS

Report from the Chair
Chair David Brightbill reported that Secretary Mather recently received a Diamond Honoree award from the American College Personnel Association. Chair Brightbill also noted that the Trustees visited the Russ College of Engineering and the College of Health Sciences and Professions on Thursday.

Report from the President
President McDavis reviewed the Strategic Priorities and Four Fundamentals that guide the work of the Board and steer the University’s programs. He then provided the university Points of Pride, including recent recognitions and activities of Ohio University faculty, staff, students and alumni.
University Spotlight

President McDavis recognized Honors Tutorial College Dean Jeremy Webster, who provided background on the college’s Research Apprenticeship Program. Dean Webster explained that faculty members apply to have students work with them on particular projects; and students are paid through the Apprenticeship Program to support faculty research while learning about the research process.

Dean Webster was joined on the panel by Nicole Brooks and Cole Decker, two students who are participants in the program. Brooks, a junior in Biological Sciences and Honors Tutorial College, described her experience working with Dr. Darlene Berryman, and the opportunity to learn about scientific, laboratory-based research. She explained that she had opportunities to connect with faculty, provide opportunities to take advantage of additional experiences, present at a national research campus.

Decker is a junior HTC student majoring in business administration. Cole worked with Dr. Katie Hartman, conducting research on branding in business schools. The research involved looking at brand and personality match. His work has led to his being a founding member of the Ohio University Consumer Research Center Initiative. He also noted the value of this research in developing him to be an ideal candidate for professional positions.

Dean Webster indicated that there were twenty-nine funded research positions for the program in the past year.

President’s Annual Report

President McDavis noted that the President’s Annual Report, produced by the University Communications and Marketing (UCM) team led by Ms. Renea Morris, was distributed to the Trustees.
COMMITTEE REPORTS

Joint Resources & Academics Committee Meeting
Chair David Brightbill reported on the proceedings from Thursday’s joint meeting of the Academics and Resources Committees.

Campus Master Plan

Chair Brightbill reported that the Joint Committee received a report on the Campus Master Plan from Ms. Shawna Bolin, Director for University Planning and Space Management.

The current master planning project is an update of the 2006 Master Plan and includes a long-term prospective of academic and space needs, as well as innovation and interdisciplinary partnerships. It aligns with the Transforming Ohio initiative that was presented to the board in January.

The presentation included a discussion of the scope of the plan, including: comprehensive campus space analysis, renovation and new constructions, campus green planning, campus recreation, land utilization, mobility systems, Dublin Campus master plan, Campus planning integration effort, and implementation planning.

Chair Brightbill noted that the Trustees engaged in a discussion centered on the question, “What do you love and value?” Trustees spoke to the green space, the big picture beauty, walkability, and architecture. The Trustees also identified some weaknesses, including parking and ADA accessibility.

Ms. Bolin outlined the key themes that emerged from the analysis. These included:

- The existence of fragmented and conflicting systems;
- Constraints to straightforward development, such as topography, flood plain, and the interface with the city;
- The campus is vibrant and walkable, but getting stretched;
• Opportunities to strengthen greens and precincts.
• The importance of strong streetscapes, open spaces, natural features to unifying the precincts.
• The challenges and opportunities created by the campus’s historic nature
• Building age and deferred maintenance

The Joint Committee also reviewed maps of student housing, student life, and academics and research activities.

Academics Committee
Trustee Janelle Simmons presented the report from Thursday’s Academics Committee. Trustee Simmons noted that Associate Provost for Institutional Accreditation Michael Williford provided a report on AQIP, the University’s accreditation process. The presentation focused on AQIP Category 6 (Supporting Institutional Operations). Trustee Simmons also noted that the Committee received a dashboard report from Vice Provost for Diversity and Inclusion, Shari Clarke. The presentation described the office’s structure, mission, services, activities, purpose, and strategic plan.

Trustee Simmons noted that the Academics Committee received an annual update on academic and university-wide information technology from Senior Associate Vice President for Information Technology and Administrative Services Joseph Lalley. Mr. Lalley also discussed the progress of the Chief Information Officer (CIO) search, as well as progress on IT projects: improving efficiencies; installation of Voice over Internet Protocol phones; and one-card building access.

The Academics Committee also heard from Dr. Brad Cohen, the newly hired Senior Vice Provost for Instructional Innovation, who provided information about the scope of his role and reported the outcomes from investments in Instructional Technologists, with a primary focus on training faculty in new course design and delivery.

Trustee Simmons noted that Chief Marketing Officer Renea Morris shared information about branding and marketing efforts. The Committee also heard
from Mr. Imants Jaunarajs, Assistant Dean of Student Affairs for the Career and Leadership Development Center (CLDC), who described the work of the Center in preparing students for successfully pursuing employment opportunities.

The Academics Committee also received reports on academic quality initiatives. Trustee Simmons reported that Vice Provost for Enrollment Management Craig Cornell updated the committee regarding current spring 2015 enrollment and fall 2015-16 enrollment efforts and expectations. Mr. Cornell noted that spring enrollments on the Athens campus for undergraduate, graduate, medical, and eLearning students are up, while overall regional campus enrollments are down slightly at 0.6%. Total enrollments are up 1.7%.

Trustee Simmons noted that applications for Fall 2015-16 are up 81 over last year’s record and admits are up 296. She noted also that the student loan default rate for Ohio University has dropped from 15% to 11.2%.

Trustee Simmons shared that the presentation and discussion for the College Credit Plus program were tabled due to time constraints. She also indicated that EVPP Benoit provided an overview of the Ohio University Completion Plan and accomplishments to date.

Consent Agenda Items:
- Name Change – Urban and Regional Planning

Resources Committee

Advancement

Committee Chair Sandra Anderson reported on the proceedings from the Resources Committee. The committee meeting began with an update from Vice President for Advancement, Bryan Benchoff. Mr. Benchoff reported that the Capital Campaign total at the time of the meeting stands at $482M. He reported that the Ohio University Foundation Board Executive Committee set
new goals at their Fall 2014 Retreat: Fundraising at $50M per year and an endowment over $1B. Mr. Benchoff also reported on the status of scholarship programs, including changes to the Cutler Scholars program.

Financial Update

Trustee Anderson reported that Deb Shaffer, Senior Associate Vice President for Finance and Administration, and Chad Mitchell, Budget Director, discussed strategies to strengthen the balance sheet. Focusing primarily on the net asset balances (reserves) SAVP Shaffer reviewed the categories of net assets – $316.1M of the $1.4B in net assets is unrestricted and available for general obligations of the University, versus the $1.1B invested in fixed assets or restricted, thereby unavailable. Mr. Mitchell described the prospect of future deficits, and noted that the operating budget deficit scenario emphasizes the necessity to continue support for the many other initiatives the university has underway in order to generate and bolster new sources of revenues, such as the Innovation Strategy.

NACUBO Results

Candice Casto, Chief Finance and Investment Officer for Foundation Operations, reviewed the results of the NACUBO (National Association of College and University Business Officers) Commonfund Study of Endowments (NCSE). Ms. Casto noted that the professionalizing of endowment management over the past decade has improved OHIO’s performance, as reflected in the portfolio performance, which exceeds that of peers in the one-, three-, and five-year periods. She projected that performing at or above median will propel OHIO toward the top quartile of performance. A resolution for Auxiliary Operations Site Plan and Design was removed from the agenda following considerable discussion by the Resources Committee. Trustee Anderson noted that more details will be compiled and discussed with Trustees at a future meeting.
Informational items were provided to the Trustees in the materials, including a Financial Update as of January 31, 2015; a Century Bond/Treasury Update; and the Human Resources Annual Report

Consent Agenda Items:
- Establishment of University Quasi-Endowments
- Construction Projects Approval – Schematic Design
- Construction Projects Approval – Construction
- OU-Eastern ODOT Project

Two resolutions were removed from the Consent Agenda:
- The Richland Avenue AEP Easement Resolution was removed because AEP determined that the easement is not necessary.
- The River Park Apartments Easement Resolution was removed because negotiations are ongoing with the property owners.

Due to time constraints, the Resources Committee agreed to remove the Sustainability presentation, and to include it in the June meeting.

Audit Committee
Trustee Anderson reported on the proceedings from the Audit Committee meeting. She indicated that representatives of Plante Moran provided the Audit Committee with a presentation on the upcoming FY 2015 Audit. This was followed by a presentation by Vice President for Finance and Administration Steve Golding on the University Risk Management Initiative (URMI). The URMI is a system for identifying, assessing and promoting risk control beyond conventional insurable risks. The Presidential University Risk Council (PURC) was created to facilitate this process with the assistance of a consultant firm, Brickmore Risk Services.

Trustee Anderson reported that Jeff Davis, Chief Audit Executive, provided an update on the Internal Audit Office operations. Topics included an update on the FY15 audit plan, construction auditing, and cash collection points.
Governance Committee
Committee Chair Dave Scholl reported on the proceedings from Governance Committee. Trustee Scholl explained that the Committee discussed possible topics and facilitators for the August 2015 BOT retreat.

Trustee Scholl reported that Nate Hug, a graduate student in the College Student Personnel program, reported the findings of his research on new trustee orientation, which emphasized the importance of a robust orientation program in order for Trustees to be well-prepared for their role.

Trustee Scholl reported that the Governance Committee determined, after considerable discussion, that the Statement of Expectations did not need to be amended. However, the Governance Committee members should review the Board Bylaws for possible amendments prior to the June board meeting.

Trustee Scholl noted that several student trustee alumni were present at the meeting as part of a student trustee alumni reunion, initiated by the Governance Committee and planned by the Board Secretary’s office and University Advancement.

Resolutions, Nominations for Chair and Vice Chair of the Board

Trustee Anderson was nominated to serve as Board Chair for the coming year with a resolution moved to the full Board for consideration.

Trustee Scholl moved a resolution to elect Sandra J. Anderson as Board Chair for 2015 – 2016, Trustee Lake seconded, the motion carried.

ELECTION OF CHAIR
RESOLUTION 2015 -- 3462

RESOLVED that Sandra J. Anderson be elected Chair of the Board of Trustees for the year beginning May 14, 2015, and ending May 13, 2016.
Trustee Wolfort was nominated to serve as Vice Chair for the coming year with a resolution moved to the full Board for consideration.

Trustee Scholl moved a resolution to elect David A. Wolfort as Board Vice Chair for 2015 – 2016; Trustee Anderson seconded; the motion carried.

**ELECTION OF VICE CHAIR**
**RESOLUTION 2015 -- 3463**

**RESOLVED** that David A. Wolfort be elected Vice Chair of the Board of Trustees for the year beginning May 14, 2015, and ending May 13, 2016.

**Executive Committee**
Chair Brightbill reported on the proceedings of the Executive Committee. He noted that there was one resolution from the Executive Committee. He explained that the employment agreement between the University and President McDavis requires the President to live at 29 Park Place. Environmental conditions exist that raise safety concerns and require the President to move out of the house for the purpose of remediating conditions in the house. He thus offered the resolution in order to allow for the circumstance.

Moved by Trustee Anderson; Trustee Lake seconded; the motion carried.

**PROVISION OF HOUSING FOR THE PRESIDENT**
**RESOLUTION 2015 -- 3464**

**WHEREAS**, pursuant to Section XII of the July 1, 2012 employment agreement between the University and President Roderick J. McDavis, the President is required to occupy the house located at 29 Park Place, Athens,
Ohio, ("the President’s Residence") and the University is further required to make this house available for use by the President and to properly maintain it; and

WHEREAS, an environmental condition exists that raises safety concerns and requires the President and his wife to vacate the President’s Residence in order for the condition to be remediated; and

WHEREAS, the Board desires to continue to provide appropriate housing for President McDavis and his wife in accordance with the July 1, 2012 Employment Agreement;

NOW THEREFORE, BE IT RESOLVED, that the Vice President for Finance and Administration is directed to identify suitable alternative housing for the President and his wife and to make such arrangements as are reasonably necessary to secure such alternative housing.

BE IT FURTHER RESOLVED that the Vice President for Finance and Administration is directed to evaluate the cost of remediating any structural, environmental or safety conditions in the President’s Residence and to review the appropriateness of using this building as a private residence as a part of the comprehensive campus planning process and to report back to this Board with his recommendations.

CONSENT AGENDA

Trustee Scholl moved to approve Consent Agenda; Trustee Lake seconded; The motion carried.
WHEREAS, the Urban and Regional Planning major in the College of Arts and Sciences has proposed a name change to Urban Planning and Sustainability, and

WHEREAS, the proposed name change 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, the proposed name change:

- reflects the changing nature of urban planning as a discipline, as it has moved away from a regional focus and toward a more integrated human/environment discipline rooted in the concept of sustainability;
- reflects the shifting structure of the program that has resulted from faculty retirements and new faculty hires, resulting in an expansion of courses taught through a sustainability lens and a contraction of regionally-focused courses; and
- will not impact resources or faculty.

NOW THEREFORE, BE IT RESOLVED that the Urban and Regional Planning major be renamed Urban Planning and Sustainability.

ESTABLISHMENT OF UNIVERSITY QUASI-ENDOWMENTS HERITAGE COLLEGE STUDENT SCHOLARSHIP FUND AND HERITAGE COLLEGE RESEARCH SCHOLARLY ADVANCEMENT SUPPORT FUND

RESOLUTION 2015 -- 3366

WHEREAS, The Board of Trustees of Ohio University is responsible for oversight of the financial condition of the institution, and
WHEREAS, the Board of Trustees has the ability to establish quasi-endowments, or funds functioning as endowments, to be utilized at the discretion of the University, and

WHEREAS, The Ohio University Foundation Board of Trustees and, specifically, the Investment Sub-Committee is entrusted by The Board of Trustees of Ohio University with the oversight to invest funds established as University quasi-endowments, and

WHEREAS, University quasi-endowments are invested alongside endowments of the University and The Ohio University Foundation and managed in accordance with The Ohio University Foundation’s investment policy and spending policy, and

WHEREAS, the following quasi-endowments are requested to be established:

Heritage College Student Scholarship Fund:  The creation of this $3,000,000 quasi-endowment will enable the Heritage College of Osteopathic Medicine to provide a perpetual income stream for student scholarships, including but not limited to, minority and disadvantaged students.

Heritage College Research Scholarly Advancement Support Fund:  The creation of this $2,000,000 quasi-endowment will enable the Heritage College of Osteopathic Medicine to invest royalties and generate a perpetual income stream to provide funding for research and scholarly activities.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves the establishment of the above listed funds.

BE IT FURTHER RESOLVED, that the Treasurer of Ohio University, be and hereby is, directed and authorized to administer policies and procedures to manage this quasi-endowment.
APPROVAL TO UNDERTAKE DESIGN FOR
GROVER E-122 EXPANSION,
JEFFERSON HALL CULINARY RENOVATION AND
APPROVAL OF THE SITE PLAN FOR THE OU CHILlicoTHE
SHOEMAKER BRIDGE IMPROVEMENTS

RESOLUTION 2015 -- 3467

WHEREAS, for the Grover E-122 Expansion project, the Board of Trustees approved a total project budget of $11,000,000 (2014-3414) and authorized expenditures of $100,000 (2014-3414), and University administration requests approval to increase the authorized expenditure amount by $450,000 to total $550,000 to undertake design development, construction documents and bidding to be funded by Health Sciences and Professions Department Reserves;

WHEREAS, for the Jefferson Hall Culinary Renovation project, the Board of Trustees approved a total project budget of $44,000,000 (2014-3414) and authorized expenditures of $1,100,000 (2014-3433), and University administration requests approval to increase the authorized expenditure amount by $2,160,000 to total $3,260,000 to undertake design development through construction documents to be funded by Culinary Reserves ($8,000,000) and Housing Reserves ($36,000,000);

WHEREAS, for OU Chillicothe Shoemaker Bridge Improvements project, the Board of Trustees approved a total project budget of $1,000,000 (2014-3434) and authorized expenditures of $1,000,000 for construction (2014-3434) to be funded by State Appropriations ($449,513) and Regional Higher Education Reserves ($550,487), and University administration requests site plan approval for the design of the graphics on the bridge to complete the project;

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 BOBCAT LANE/BAKER UNIVERSITY CENTER TURNAROUND AND OXBOV TRAIL REHABILITATION, COLLEGE OF BUSINESS/CSC RENOVATION BUDGET AMENDMENT, CONVOCATION SEATING REPLACEMENT, MCCRAKEN HALL RENOVATION AND ADDITION, MORTON HALL LECTURE ROOM UPGRADES ROOMS 201, 235 & 237, OU CHILlicoTHE BENNETT HALL ELECTRICAL UPGRADE PHASE 1, OU SOUTHERN HVAC IMPROVEMENTS SCOPE, SCHEDULE AND BUDGET AMENDMENT, OU ZANESVILLE CAMPUS CENTER ROOF, OU ZANESVILLE ELSON HALL 2ND FLOOR, STEAM DISTRIBUTION SYSTEM REPAIRS AND APPROVAL TO PURCHASE EQUIPMENT FOR THE PERMANENT CAMPUS BOILER

RESOLUTION 2015 -- 3468

WHEREAS, for the Bobcat Lane/Baker University Center Turnaround and Oxbow Trail Rehabilitation project, the Board of Trustees previously approved a total project budget of $1,890,000 (2015-3453) and authorized expenditures of $601,000 (2015-3453), and University administration seeks site plan approval and to increase the authorized expenditure amount by $1,289,000 to total $1,890,000 to undertake construction and to complete the project to be funded by State Appropriations;

WHEREAS, for the College of Business/CSC Renovation project, the Board of Trustees previously approved a total project budget of $3,000,000 (2015-3454) and authorized expenditures of $3,000,000 (2014-3379, 2014-3434, 2015-3454), and University administration seeks approval to amend the total project budget of $3,000,000 by $460,00 for a new total project budget of
$3,460,000 and seeks approval to increase authorized expenditures of $3,000,000 by $460,000 to total $3,460,000 to undertake construction documents, bid documents and construction for the ground and first floors; bid documents and construction for the third floor to be funded by Gifts/Internal Loan.

WHEREAS, for the Convocation Seating Replacement project, University administration requests approval for the total project budget of $2,850,000 and seeks authorization for expenditures of $2,850,000 to undertake design, construction and to complete the project to be funded by Maintenance Reserves;

WHEREAS, for the McCracken Hall Renovation and Addition project, the Board of Trustees previously approved a total project budget of $31,896,800 (2015-3454) and authorized expenditures of $31,896,800 (2015-3454, 2014-3414, 2014-3379), and University administration requests approval to increase the total project budget amount by $901,200 for a new total project budget of $32,798,000 and seeks approval to increase previously authorized expenditures of $31,896,800 by $901,200 to total $32,798,000 to revise the scope, undertake construction, and complete the project to be funded by Gifts ($11,077,600), External Debt ($20,720,400) and College Funds ($1,000,000);

WHEREAS, for the Morton Hall Lecture Room Upgrades Rooms 201, 235 and 237 project, the Board of Trustees previously approved a total project budget of $1,500,000 (2014-3433) and authorized expenditures of $108,500 (2014-3433), and University administration seeks to increase the authorized expenditure amount by of $1,391,500 to total $1,500,000 to develop bid documents, undertake construction and to complete the project to be funded by State Appropriations;

WHEREAS, for the OU Chillicothe Bennett Hall Electrical Upgrades project, University administration requests approval for the total project budget of $950,000 and seeks authorization for expenditures of $950,000 to
undertake programming, construction and to complete the project to be funded by State Appropriations;

WHEREAS, for the OU Southern HVAC Improvements project, the Board of Trustees previously approved a total project budget of $880,000 (2014-3415) and authorized expenditures of $880,000 (2014-3415, 2014-3397), and University administration requests approval to increase the total project budget amount by $151,208 for a new total project budget of $1,031,208, and seeks approval to increase previously authorized expenditures of $880,000 by $151,208 to total $1,031,208 to revise the scope, schedule and undertake construction to complete the project to be funded by Southern Campus Reserves ($59,000) and State Appropriations ($972,208);

WHEREAS, for the OU Zanesville Campus Center Roof project, the Board of Trustees previously approved a total project budget of $900,000 (2014-3414) and authorized expenditures of $136,000 (2014-3414), and University administration seeks to increase the authorized expenditure amount by $764,000 to total $900,000 to develop construction documents and undertake construction to complete the project to be funded by Zane State ($450,000) and State Appropriations ($450,000);

WHEREAS, for the OU Zanesville Elson Hall 2nd Floor Renovation project, University administration requests approval for a total project budget of $1,479,179 and seeks authorization for expenditures of $1,479,179 to undertake design, construction and complete the project to be funded by State Appropriations;

WHEREAS, for the Steam Distribution System Repairs project, University administration requests approval for the total project budget of $2,000,000 and seeks authorization for expenditures of $2,000,000 to undertake design, construction and complete the project to be funded by the Energy Infrastructure Project Debt;

WHEREAS, for the Permanent Campus Boiler project, University administration requests approval for the total project budget of $4,000,000
and seeks authorization for expenditures of $4,000,000 to purchase equipment and complete the project to be funded by the 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.

RESOLUTION TO APPROVE TRANSFER AND CONVEYANCE OF LAND TO THE OHIO DEPARTMENT OF TRANSPORTATION FOR BELMONT COUNTY ROAD IMPROVEMENTS

RESOLUTION 2015 -- 3469

WHEREAS, the Ohio Department of Transportation (“ODOT”) will construct roadway improvements near the University’s Eastern campus, which are intended to enhance safety at an interstate exchange;

WHEREAS, to accommodate this project, ODOT has requested conveyance of approximately 7.4 acres of University-owned land and, as consideration, has offered a fair market value payment of $34,265; and

WHEREAS, the University’s Office of Real Estate Management has independently assessed and verified the fair market value payment and has consulted with the University Planning office and the Eastern campus Dean’s office to ensure that the project is consistent with future campus development; and

WHEREAS, Ohio Revised Code Section 3345.18 authorizes state university boards of trustees to convey and/or transfer real property to ODOT to be used for any street, road or highway purpose, upon such terms and conditions as the board approves.
NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby approves the transfer and conveyance of approximately 7.4 acres for the use and benefit of ODOT and related temporary easements in exchange for payment of $34,265.

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

UNFINISHED BUSINESS
None.

NEW BUSINESS
None.

COMMUNICATIONS, PETITIONS, AND MEMORIALS
Before moving into the commendations, Chair Brightbill shared that this was his last meeting of the Board of Trustees. He thanked President McDavis, EVPP Benoit, VP Golding, VP Lombardi, the Deans, Board Secretary Mather, Emeritus Board Secretary Tom Davis, the Ohio University faculty, and his fellow Trustees, for all of their work and contributions to the University.

President McDavis presented a Certificate of Appreciation to Student Trustee Keith Wilbur, at his last meeting of the Board. Trustee Wilbur shared thanks with the many people in the room who have helped him in his tenure.

President McDavis then presented a Certificate of Appreciation to Board Chair David Brightbill for his seven years of service as a University Trustee.

President McDavis offered a resolution in memory of J. Patrick Campbell. After reading the resolution, Trustees provided expressions of appreciation and affection for Trustee Campbell’s friendship and contributions to the University.
RESOLUTION IN MEMORIAM OF J. PATRICK CAMPBELL

RESOLUTION 2015 -- 3470

WHEREAS, J. Patrick Campbell led a compassionate and honorable life;

WHEREAS, he was deeply devoted to Ohio University’s vision of transformational learning;

WHEREAS, he oversaw the development and implementation of Ohio University’s Century Bond and debt management strategies to strengthen the financial future of the university;

WHEREAS, he was a tireless guardian of Ohio University’s access mission;

WHEREAS, he served as a trusted mentor, resource and guide for new members of the board and student trustees;

WHEREAS, he enriched the Board of Trustees through his experience, wisdom and sense of humor;

WHEREAS, he remained a faithful, dedicated and proud alumnus of Ohio University;

NOW, THEREFORE, BE IT RESOLVED THAT the Ohio University Board of Trustees unanimously expresses in perpetuity its enduring gratitude to, and affection for, Trustee J. Patrick Campbell.

ANNOUNCEMENT OF NEXT STATED MEETING DATE
Secretary Mather announced that the next meeting of the Board of Trustees will be June 25 – 26 at the Southern Campus in Ironton, OH.

ADJOURNMENT
At 11:45 a.m. Chair Brightbill adjourned the meeting.
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.

______________________  _______________________
David Brightbill          Peter C. Mather
Chairperson               Secretary
APPENDIX

Joint Committee Meeting
March 12, 2015; 9:00 a.m.

Present: Chair David Brightbill; Trustees David Wolfort, Sandra J. Anderson, Kevin B. Lake, Dave Scholl, Janelle Simmons, Cary Cooper; National Trustee Peggy Viehweger; Alumni Representative Julie Mann Keppner; Student Trustees Keith Wilbur and Sharmaine Wilcox; Faculty Representatives David Thomas and Beth Quitslund; and Board Secretary Pete Mather

Chair Brightbill called the Joint Committee meeting to order at 9:02 a.m.

Vice President for Finance and Administration Steve Golding opened the session, giving background on the Campus Master Planning process. Mr. Golding introduced Shawna Bolin, director of University Planning and Space Management, to provide the update and to lead discussion on the Campus Master Plan.

Ms. Bolin provided updates on the Dublin Campus Master Plan, the Utility Master Plan, and the Ridges.

Ms. Bolin noted that the current project is an update of the 2006 Master Plan. The plan includes consideration of Capital Planning vision, existing planning initiatives, and the University’s strategic plan. The plan is focused on the next 10 years, and will include considerations of the long-term plan, academic and space needs, and innovation and interdisciplinary partnerships. This is aligned with the Transforming Ohio initiative that was presented to the board in January. The Central Bank is one example of an initiative representing the connection between financial strategies and innovations.

The steering committee for the Master Plan process includes Executive Vice President and Provost Pam Benoit, Vice President of Finance and Administration Steve Golding, Vice President of Student Affairs Ryan Lombardi, Senior Associate Vice President Deb Shaffer, and Senior Associate Vice President Joe Lalley. Ms. Bolin pointed out a consultant from Baltimore, Maryland, called Ayers Saint Gross, was procured.

Ms. Bolin discussed the major planning areas: comprehensive campus space analysis, renovation and new constructions, campus green planning, campus recreation, land utilization, mobility systems, Dublin Campus master plan, Campus planning integration effort, and implementation planning.

Ms. Bolin discussed the five phases of the master planning process, including the first two completed phases: Define and Assess. The subsequent phases are: Envision, Test and Synthesize.

Ms. Bolin then posed the first question: What do you love and value? (What are the strengths and weaknesses of the existing campus?) Trustees spoke to the green space, the big picture beauty,
walkability, and architecture. The Trustees also identified some weaknesses, including: parking and ADA accessibility.

The Trustees then reviewed state and regional maps, which illustrated the OU footprint. Ms. Bolin showed several graphic representations of Ohio University’s physical presence in Athens from 1800 to the present, and highlighted the importance of respecting the architectural historical integrity of the campus. The discussion included how to integrate modern architecture tastefully in an historical physical plan as we have at Ohio University. The discussion also included relevance and durability, including ensuring adaptability to emerging living and learning models. Trustees discussed the buildings that they consider to be campus “pillars” or sacrosanct places. These included: Scripps, Chubb, Galbreath, MemAud, Ellis, and Baker Center were mentioned.

Ms. Bolin described the wide-ranging approach to campus analysis, which includes the campus improvement plan, space analysis, topography, ecology, mobility systems, and opportunities and constraints. Ms. Bolin reviewed each of these categories, as illustrated in board meeting materials. She further discussed the importance of OHIO being a leader in green technology and sustainability. Ms. Bolin also reviewed pedestrian movement, traffic patterns, and open spaces on campus.

Ms. Bolin provided key themes that emerged from the analysis. These included:

- Existence of fragmented and conflicting systems;
- Constraints such as topography, flood plan, and the interface with the city limits straightforward development sites;
- The campus is vibrant and walkable, but getting challenged by new construction;
- Opportunities exist to strengthen greens and precincts;
- Strong streetscapes, open spaces, natural features are important to unifying the precincts;
- Historic nature of the campus creates challenges and opportunities;
- Building age and deferred maintenance

The Joint Committee also reviewed maps of student housing, student life, green space, and academics and research activities.

Ms. Bolin discussed the status of planning involving the Ridges, with the Ridges framework coming forward at the June board meeting.
University Academics Committee  
Thursday, March 12, 2015

Present were Trustees David Brightbill, Cary Cooper, Kevin Lake, and Janelle Simmons; Student Trustee Sharmaine Wilcox; Alumni Representative Julie Mann Keppner; and Faculty Representative David Thomas. Trustee Simmons chaired the meeting in committee chair Janetta King’s absence.

The meeting was called to order at 1:27 PM by Trustee Simmons.

- **AQIP Update**
  Associate Provost for Institutional Accreditation, Michael Williford, provided a continued overview of the AQIP accreditation process through which Ohio University continues its institutional accreditation by the Higher Learning Commission. The University’s reaffirmation of accreditation site visit is scheduled to take place in November of 2015.

  The presentation focused on AQIP Category 6 (Supporting Institutional Operations), the University’s activities related to this category, and feedback from AQIP reviewers regarding the University’s strengths and continuous improvement opportunities within this category.

- **Academic Quality – Dashboard**

  **Diversity and Inclusion Dashboard:**
  Vice Provost for Diversity and Inclusion Shari Clarke presented information regarding the Office of Diversity and Inclusion. The presentation described the office’s structure, mission, services, activities, purpose, and strategic plan.

  The Office for Diversity and Inclusion encompasses the Women’s Center, the Office of Multicultural Student Access and Retention, the Survivor Advocacy Program, the Lesbian Gay Bisexual Transgender Center, and the Multicultural Center/Multicultural Programs office. Across all offices there are fewer than 20 permanent staff, so the offices rely heavily upon undergraduate and graduate student employees.

  Dr. Clark highlighted several of the activities within Diversity and Inclusion.
Standing Reports and Updates

Information Technology Update:
Senior Associate Vice President for Information Technology and Administrative Services Joseph Lalley offered the annual update on academic and university-wide information technology.

The search for the Chief Information Officer (CIO) is ongoing. Interviews will likely take place in March and April, with the expectation of extending an offer in late April and having the CIO in place for the next fiscal year.

The Small IT Projects Group is working to improve efficiencies and address IT needs for academic and administrative units. 28 projects have been submitted to date.

University-wide solutions and updates providing new features to existing systems are in progress. Included are the move to Office 365 and the ongoing installation of Voice over Internet Protocol (VoIP) phones across campus. A one-card system for identification and building access is on schedule to be implemented by fall 2015.

Senior Vice Provost for Instructional Innovation Brad Cohen described his background and reported on the outcomes from investments in Instructional Technologists. Dr. Cohen’s position is a new one that reports directly to the Executive Vice President and Provost. This position aims to give strategic direction and enhanced support for instructional innovation at Ohio University, and aligns The Center for Teaching & Learning (CTL), Assistive Technology (AT), and Ohio e-Learning (OeL) to support those efforts.

Dr. Cohen provided information regarding the outcomes to date from the Distributed Instructional Technologist Initiative. He also provided updated information regarding its outcomes. 96 courses have been redesigned (large enrollment courses and e-Learning courses primarily), 179 faculty consultations have taken place, and 39 academic events have been offered.

Branding and Marketing at OHIO:
Chief Marketing Officer Renea Morris shared information about the impact branding and marketing efforts have on the University’s student recruitment efforts and its reputation. Ms. Morris provided an overview of how University Communications and Marketing (UCM) identifies and targets particular audiences, in coordination with Admissions.

Of import is the positive media coverage that the university receives because of faculty accomplishments in the news. Initiatives to increase awareness among news outlets regarding faculty activities have been implemented by Communications and Marketing.

Career and Leadership Development Center:
Vice President for Student Affairs Ryan Lombardi introduced Assistant Dean of Students Imants Jaunarajs who provided an overview of the Career & Leadership Development Center (CLDC) resources and strategic priorities. The center provides career and leadership coaching, mock interviews, and other activities to help prepare students for pursuing and obtaining employment.

- **Academic Quality – Initiatives**

  **Enrollment Update:**
  Vice Provost for Enrollment Management Craig Cornell updated the committee regarding current spring enrollments and fall 2015-16 enrollment efforts and expectations.

  Spring enrollments on the Athens campus for undergraduate, graduate, medical, and eLearning students are up, while overall regional campus enrollments are down slightly at 0.6%. Total enrollments are up 1.7%.

  In order to strategically shape enrollments and grow past last year’s overall records while also meeting the enrollment needs of colleges and schools/departments under the RCM budgeting model, enrollment efforts have expanded to more geographic areas. OHIO has reached out to high schools and formed transfer student partnerships with 20 institutions.

  Fall 2015-16 applications are up 81 over last year’s record and admits are up 296.

  Student loan default rate for Ohio University, has dropped nearly 4% from 15%. The default rate is at 11.2% (all campuses totaled). This is well below the 13.42% average of all IUC schools. Several activities to further address this issue are in process.

  **College Credit Plus: Tabled**
  EVPP Benoit asked that, due to time constraints, this agenda item be tabled until the next meeting. Trustee Simmons agreed that the item could be tabled.

  **Completion Plan Update:**
  Executive Vice President and Provost, Pam Benoit, provided the committee with an overview of the Ohio University Completion Plan actions and accomplishments to date.

  **Consent Agenda,** Name Change – Urban and Regional Planning – approved for consideration by the full Board.

The meeting was adjourned at 3:14 p.m. by Trustee Simmons.
Committee Chair Sandra Anderson called the meeting to order at 1:30 pm. Other board members present included Trustee David Scholl, Trustee Peggy Viehweger, Trustee David Wolfort, Student Trustee Keith Wilbur, Faculty Representative Beth Quitslund, and President Roderick J. McDavis.

- **Advancement Update**

Vice President for Advancement Bryan Benchoff provided an update for the Capital Campaign noting contributions of $480.9 million as of February 2015 and $482.0M as of this meeting. There is currently $27.2M in active proposals outstanding and another $28.2M in planned proposals. Mr. Benchoff noted that recent data indicate that 40% of proposals are successfully closed, resulting in a gift. There are ten university units that have or will have exceeded their campaign goals by the end of the campaign, which coincides with the end of this fiscal year.

Mr. Benchoff discussed the Smart Growth goals coming out of the Foundation Board Executive Committee retreat last fall – increasing the level of financial support for the University to $50M+ per year and becoming a $1B+ endowment. Analysis of the Advancement operation has been conducted by Eduventures in order to assess the abilities to achieve the goals. Staffing and fundraising patterns and benchmarking to other higher education development operations have been analyzed for University Advancement and corresponding evaluations for the colleges, the expansion campuses and other units will be conducted next. Results will be used to plan staffing and development efforts across the entire University.

The scholarship matching program continues to entice activity from new and younger donors and will result in a $75M endowment for scholarships. VP Benchoff also discussed changes to the existing Cutler Scholars signature scholarship program. The program has been examined and restructured and the existing endowments will be pooled to fully leverage available funds, growing the number of possible scholars from the current level of 24 to approximately 60 funded scholars.

- **Integrated Financial Planning**

Deb Shaffer, Senior Associate Vice President for Finance and Administration, and Chad Mitchell, Budget Director, were introduced to discuss efforts to strengthen the balance sheet. Focusing primarily on the net asset balances (reserves) SAVP Shaffer reviewed the categories of net assets – $316.1M of the $1.4B in net assets is unrestricted and available for general obligations of the University, versus the $1.1B invested in fixed assets or restricted, and therefore unavailable.
Net assets are important as an indicator of financial strength. Not only are unrestricted net assets important to maintain due to the uncertain and volatile business model of higher education, but those balances are thought of as the University’s savings account, providing the basis for credit ratings and access to funds in the bond market. The University’s unrestricted net assets are ‘designated’ by a variety of university policies calling for reserves, such as for benefits and workers’ compensation, or attributing balances to internally restricted research activity. A relatively minor balance, slightly more than $30M, is truly ‘undesignated’, unrestricted net assets.

Mr. Mitchell discussed how the pressures of future budget planning are expected to impact the net asset balances over the near term. The current state budget bill language contains modest SSI and tuition caps and, at this point, The OHIO Guarantee is still projected to grow at its original legislative rate of the rolling five year average of the CPI plus tuition caps. FY16 budget planning projects a deficit with new operating revenues of $10.9M versus $23.0M in expenditure growth. Mr. Mitchell shared some of the current efforts underway to control projected deficits such as the University’s Benefits Advisory Council work to contain and apportion annual benefit cost escalation and the generation of new revenues through new program development, growing the endowment to $1B, and professionalizing short-term cash management. The operating budget deficit scenario reemphasizes the necessity of continuing support of the many other initiatives the university has underway to generate and bolster new sources of revenues such as the Innovation Strategy. Prudent oversight of the cash and investment assets of the university was discussed including the recent RFP process for the short-term money manager and the establishment of the Century Bond Advisory and Oversight Committee comprised of OHIO administrators (VP Golding, SAVP Shaffer and Finance staff) and Foundation Board members.

President McDavis commended Student Trustees Wilbur and Wilcox for their very effective participation in speaking to state legislators recently regarding the value of OHIO to the state, efforts of the university to be prudent and efficient, and the need for increasing SSI.

- **NACUBO – Commonfund Study of Endowments (NCSE)**

Candice Casto, Chief Finance and Investment Officer for Foundation Operations, reviewed the results of the NCSE and the Ohio University Foundation’s June 30, 2014 performance as compared to the 800+ peers reporting. This is the first time that OHIO has reported in the >$500M grouping. The professionalizing of the endowment management over the past decade has improved OHIO’s performance, as reflected in the portfolio performance, which exceeds that of peers in the one-, three-, and five-year periods. Performing at or above median will propel OHIO toward the top quartile of performance.

- **Consent, Establishment of University Quasi-endowments**

Ms. Casto discussed the specifics of the request by the Heritage College of Medicine to establish two quasi-endowments – one providing financial assistance to students and the other to support research initiatives. There are specific rules regarding the establishment of quasi-endowments that Ms. Casto oversees and monitors.
The Committee recommended that the Establishment of University Quasi-endowments resolution be retained on the Consent Agenda for the March 13, 2015 Board of Trustee meeting.

- Resolution, Auxiliary Operations Site Plan and Design

Shawna Bolin, Director of University Planning and Space Management, reported on a proposal to create a central auxiliary center to combine auxiliary units, provide production, office and conference space, and create central receiving for many deliveries going to locations all over campus now. This effort will free valuable space throughout campus, on the Ridges, and in some leased space used by campus departments for storage of items such as supplies, furniture, special event pieces, mattresses, and special purpose vehicles. Following benchmarking and site selection, two University-owned locations are being proposed for construction of flexible, controlled, easily accessible auxiliary and storage space – one on W. Union Street and the other at the University airport. This project will free up space for other uses across campus and at the Ridges, consolidate operations offsite and thereby eliminate traffic on campus, and provide new and controlled space for Printing Resources and Mail Services which are in buildings in disrepair at the Ridges. This project was included on a prior CIP at a design planning amount of $1M. Due to concerns over the high cost per square foot implied in the $16.7M total project budget, the resolution was pulled from consideration at the March 13 meeting. More details will be compiled to provide the Trustees with specific information on the structures being proposed.

- Consent, Construction Projects Approval – Schematic Design

Senior Associate Vice President for Information Technology and Administrative Services Joe Lalley provided a brief summary of the request to undertake schematic design for the Grover Hall and Jefferson Hall projects and to approve the site plan, including the design of the graphics for the Chillicothe campus Shoemaker Bridge.

The Committee recommended that the Schematic Design resolution be retained on the Consent Agenda for the March 13, 2015 Board of Trustee meeting.

- Consent, Construction Projects Approval – Construction

Mr. Lalley provided a brief summary of the ten projects included as part of the Construction request including 100% replacement of the Convocation Center seats (38% are in disrepair), the McCracken Hall scope and budget amendment, improvements to Morton Hall’s large lecture halls, the first annual steam distribution system repairs that have been specially planned for the end of May, and several regional campus projects.

Mr. Lalley also reported on the three time-critical Energy Initiative projects that were approved at the January meeting – those projects are moving forward and the timelines are still very tight, but being managed.

Mr. Lalley also shared a glimpse of the summer projects schedule, taking into account the activities of this summer’s International Space University on campus.
The Committee recommended that the Construction resolution be retained on the Consent Agenda for the March 13, 2015 Board of Trustee meeting.

- Consent, Richland Avenue AEP Easement

This resolution has been pulled from the Consent agenda for the March 13, 2015 meeting. AEP has determined that this particular easement is no longer necessary.

- Consent, OU-Eastern ODOT Project

VP Golding discussed the roadway improvements planned by the Ohio Department of Transportation in Belmont County near the Eastern campus.

The Committee recommended that the Transfer and Conveyance of Land to the Ohio Department of Transportation for Belmont County Road Improvements resolution be retained on the Consent Agenda for the March 13, 2015 Board of Trustee meeting.

- Consent, River Park Apartments Easement

This resolution has been pulled from the Consent Agenda for the March 13, 2015 meeting. Negotiations are still ongoing with the owners of River Park Apartments.

- Sustainability Reporting

Due to time constraints, VP Golding recommended that this presentation be first on the agenda at the June meeting.

Information Items

VP Golding shared that with the development of standard reports and dashboards, regular reports will be reflected as Information Items for each board meeting. If time permits, discussion can occur at meetings if need be. He also invited the Trustees to contact him with any questions. Information items for the March meeting included:

- Financial Update – as of January 31, 2015
- Century Bond / Treasury Update – a mockup ‘Example Dashboard’ and the first actual dashboard reporting were distributed to the committee members. The Century Bond Advisory and Oversight Committee has reviewed and accepted this reporting format for regular updating
- Human Resources Annual Report

At 3:50 pm meeting was adjourned.
Trustee Sandra J. Anderson called the meeting to order at 3:55 p.m. Also present were Committee members Trustee Kevin B. Lake, Trustee Peggy Viehweger and Student Trustee Sharmaine Wilcox. Trustee David A. Wolfort was also present.

**Plante Moran - FY15 Audit**
Keith Martinez and Danny Sklenicka of Plante Moran provided the Audit Committee with a presentation on the upcoming FY 2015 Audit. Topics included an outline of Plante Moran’s deliverables, responsibilities and communications with the Audit Committee.

**Risk Management and Safety – Compliance Considerations**
Stephen Golding, Vice President for Finance and Administration, presented on the University Risk Management Initiative (URMI). URMI established a process and structure to identify, assess and promote the appropriate control of risks beyond traditional insurable risks. To help achieve this, OHIO also created the Presidential University Risk Council (PURC) to facilitate this process with the assistance of a consultant firm Brickmore Risk Services. Mr. Golding provided the highlights of the URMI.

**Internal Audit Update**
Jeffrey Davis, Chief Audit Executive, provided an update on the Internal Audit Office operations. Topics included an update on the FY15 audit plan, construction auditing and cash collection points.

There was no unfinished business.

Meeting adjourned at 4:50 p.m.
The meeting was called to order at 4:00 PM

1. Retreat 2015

Chair Scholl stated that he expects the campus master plan to be the major topic of discussion at the Board retreat on August 27 and 28 and asked for suggestions for other topics to be covered. The Committee considered the possibility of bringing in a consultant from AGB to facilitate discussion.

Chair Scholl will check with President McDavis, Provost Benoit and Vice President Golding regarding the amount of time needed for the campus master plan discussion. He will also consult with the new chair and vice chair regarding the agenda and location and will report back to the Committee.

2. National Trustee Selection

Chair Scholl stated that candidates for the position have been identified but a final recommendation has not been made.

3. New Trustee Orientation

Nate Hug, a first year graduate student in the College Student Personnel Program who is doing a practicum in the Office of the Secretary to the Board, reported his research regarding best practices for new trustee orientations. Topics typically discussed at other university board retreats include finance, budgeting, institutional mission and specific information trustees need to perform their responsibilities. Presenters usually include the president, provost and vice presidents.

Student Trustee Wilbur stated that it would be helpful if a more thorough orientation regarding finances and other specialized areas were to be provided to student trustees along with a briefing on Board priorities and initiatives.

Mr. Hug will continue his research and report to Secretary Mather, who will report to the Committee at the June meeting.

4. New Business

Statement of Expectations

Chair Scholl reported that after discussions with the President and other members of the Board, there was a consensus that the Statement of Expectations need not be amended at this time.
**Amendments to Board Bylaws**

Mr. Biancamano advised that the Committee is required to do an annual review of the Board Bylaws for possible amendments. He asked members to submit any suggestions to him in advance of the June meeting.

**Election of Board Chair and Vice Chair**

Chair Scholl made a motion to nominate Trustee Anderson for the position of Board Chair for 2015-16. Second by Trustee Cooper. The motion passed unanimously.

Chair Scholl made a motion to nominate Trustee Wolford for the position of Board Vice Chair in 2015-16. Second by Trustee Cooper. The motion passed unanimously.

The Committee adjourned at 4:41 PM.
PRESIDENT’S REPORT
presented to
Ohio University Board of Trustees
June 26, 2015
Overview

- Vision, Values & Priorities
- OHIO for Ohio
- Commencement 2015
- Distinguished Professor
- Building Momentum
- The Promise Lives
  Capital Campaign
- Points of Pride
- Program Spotlight:
  Ohio University-Southern
  Associate in Arts Degree
Inspired Teaching and Research
Innovative Academic Programs
Integrative Co-curricular Activities
Exemplary Student Support Services
Effective Total Compensation
Improve Financial Strength
Complete Capital Campaign
Short- & Long-Term Enrollment Goals

Vision Statement
Ohio University will be the nation's best transformative learning community where students realize their promise, faculty advance knowledge, staff achieve excellence, and alumni become global leaders.

Core Values
Excellence is our hallmark
• Outstanding people, ideas, and programs drive our educational mission.

Integrity, civility and diversity define our community
• These values guide our leadership in a global society.

Stewardship enhances our legacy
• As Ohio’s first institution of public higher education, we are mindful of our accountability to the public trust.
Commencement 2015

OHIO graduated more than 4,300 students during our annual undergraduate, graduate and medical commencement exercises in May

• 2015 marks the 200th anniversary of OHIO’s first commencement

• Graduates were encouraged to follow in the footsteps of Thomas Ewing, an inaugural graduate from OHIO’s Class of 1915, and use their degrees as a springboard for a life of impact
Dr. Gerardine “Gerri” Botte was named Ohio University’s 2015 Distinguished Professor

- Dr. Botte is the Russ Professor of Chemical and Biomolecular Engineering at the Russ College of Engineering and Technology and director of the Russ College’s Center for Electrochemical Engineering (CEER)
- She is known internationally for developing the electrochemical engineering “pee-to-power” process in which hydrogen can be extracted from human and animal wastewater for use in fuel cells with clean water as the only byproduct
OHIO’s first cohort for the new Physician Assistant Program sat down to classes at the Dublin Integrated Education Center on May 6th.
The Patton College of Education broke ground on a $32.8 million renovation and expansion of McCracken Hall on May 7th.

Photo courtesy of UCM
We are nearing the completion of four new residence halls and a central living/learning center on the Athens Campus, a milestone in OHIO’s three-phase Housing Development Plan.
The Promise Lives
Capital Campaign

Total Attainment: $489.42 M

- Alumni: $273.66
- Other Individuals: $25.86
- Corporations: $15.67
- Foundations: $153.36
- Other Organizations: $20.87

*Current as of June 3, 2015

* In millions
The Promise Lives Capital Campaign

Advancement Travel

- New York, NY
- Cleveland, OH
- Columbus, OH
- Cincinnati, OH
- Denver, CO
Points of Pride

On March 31st, five regional entrepreneurs and inventors received Innovation Awards

Awardees included:

• OHIO student Noah Rosenblatt for his leadership in developing a sustainable system using eucalyptus trees to fight malaria in Guyana

• OHIO communication sciences and disorders faculty member Brooke Hallowell for developing an eye tracking system to better assess comprehension in patients with neurological disorders or injuries

Noah Rosenblatt  Brooke Hallowell
Points of Pride

Fifteen awards and scholarships were presented to outstanding OHIO students and student organizations at the 32nd annual Leadership Awards Gala on April 1st

Photo courtesy of SIDE
Points of Pride

OHIO’s Student Research and Creative Activity Expo featured the work of more than 800 students on April 9th.

Photo courtesy of UCM
Points of Pride

International Week celebrated OHIO’s global family, April 12th – 19th
Points of Pride

More than 130 alumni took part in the State Government Alumni Luncheon on May 5th

- The event featured the announcement of an endowed scholarship honoring Voinovich School Founding Dean and Professor Mark L. Weinberg
- OHIO alumni Kenneth N. Wilson and John Born received the Outstanding State Government Alumni Award

Photo courtesy of UCM
OHIO’s Sports Administration Program was again named the world’s best postgraduate course by SportBusiness International.
Points of Pride

OHIO received a “Silver” rating on our first Sustainability Tracking, Assessment and Rating System (STARS) report

• STARS is a reporting program of Association for the Advancement of Sustainability in Higher Education

• The report provides valuable information on where sustainable practices excel at OHIO and where we have opportunities to further address and support priorities
Honors Tutorial College Dean Jeremy Webster was named a Fellow of the American Council on Education (ACE)
Points of Pride

Ohio University Zanesville Dean Jenifer Cushman was named President of the Association of International Education Administrators (AIEA)

Photo courtesy of AIEA
Points of Pride

James Thomas, Director of Research for the Division of Physical Therapy, received $2.5 million in grants from the National Institutes of Health to investigate lower back pain and muscle strength.

Photo courtesy of UCM

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

Ohio University

1804
Points of Pride

OHIO’s Team Du Monde won three awards for its “Safety on the Streets” campaign, which aims to reduce sexual assaults

• In March, the four international graduate students won the Ohio University Scripps Innovation Challenge grand prize of $10,000 and the Diversity Prize of $5,000

• They went on to win the Scripps International Innovators Cup and will present their project at the Association for Education in Journalism and Mass Communication (AEJMC) national conference in August

Photo courtesy of Scripps College
Points of Pride

The American Collegiate Hockey Association awarded OHIO Hockey “Outstanding Charitable Volunteerism and Charitable Fundraising” award

Photo courtesy of OHIO Hockey
Points of Pride

OHIO graduated our 6th cohort from the Summer Institute for Diversity Education
Ohio University-Southern, in conjunction with the Tri-State Law Enforcement Council, hosted the annual “Click It or Ticket” event on May 15th.
Hundreds of Athens and OHIO community members volunteered during the 11th annual Athens Beautification Day, sponsored by OHIO’s Community Service Leadership Council, on April 17th.
Students and faculty in the Russ College of Engineering and Technology helped to research and design repairs to Athens’ Hockhocking-Adena bike path.
Points of Pride

Community Health Programs at the Heritage College of Osteopathic Medicine unveiled a new mobile clinic

- The Heritage College has been using mobile units to provide health care in the field since 1994.
- The units offer more than 170 clinics annually at accessible locations such as churches, community centers and schools, providing millions of dollars worth of services to thousands of patients.

Photo courtesy of Heritage College
On May 24th, OHIO Baseball claimed the Mid-American Conference (MAC) Championship Title.
Program Spotlight

Ohio University-Southern
Associate in Arts Degree

Presenter:
Tom Suter, MFA
Senior Lecturer of Art
Campus Program Liaison
RHE Outstanding Lecturer
PRESIDENT’S REPORT

presented to
Ohio University Board of Trustees
June 26, 2015
Interoffice Communication

Date: May 28, 2015

To: The President and Board of Trustees

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

Re: FY16 University Budget

We are presenting for Board approval the FY16 Ohio University Budget. This budget originates from a period in which the University has experienced significant financial and programmatic success, while at the same time managed a number of overwhelming challenges that have put considerable pressure on our colleges and academic support units. Despite these challenges, we believe this budget demonstrates management’s commitment to address the overarching programmatic and financial goals the Board of Trustees have established for the University in the last several years.

The resolution facilitating approval of the FY16 University budget will be presented at the June Resources Committee meeting and is also included with these Joint Committee materials.

State of Ohio Budget Deliberations

The proposed FY16 University Budget was developed concurrently with ongoing discussions occurring in Columbus regarding the FY2016-2017 State of Ohio biennial budget. As of this memo, it is still unclear what the State’s final Higher Education budget will provide for its state higher education institutions so we have had to make a set of assumptions that may or may not turn out to be accurate. Depending on what the final FY2016-2017 State of Ohio Biennial Budget provides for Higher Education we may need to amend the University’s budget in order to comply and we have developed contingencies to address this uncertainty. With this understanding, the FY16 Ohio University budget was developed with assumptions for moderate growth in tuition rates and State Support of Instruction (“SSI”), in accordance with the Governor’s budget recommendations.

Investing in long-term growth

The proposed FY16 University Budget assumes a $7.9 million operating budget deficit, which will be covered from existing university reserves. This operating deficit represents both a deliberate investment in support of long-term growth within the university and our need to work through the uncertainty we are facing in Columbus to insure we do not do irreparable damage to our academic units and programs. We will work through-out FY16 to bring this deficit into balance and minimize draws on reserves and will report our progress to the board at future board meetings. Examples of the primary deficit program spending include:

- A projected deficit of $8M in the Heritage College of Osteopathic Medicine (HCOM) as the college utilizes existing reserves to ramp-up new academic and research programs across its 3 campuses. This is part of a multi-year financial strategy being executed by the HCOM, and is actually more favorable than the initial approved plan.
- A projected deficit of $1.2M in Advancement, as we invest in staffing and infrastructure to support ongoing fundraising goals and opportunities.
- A projected $3.3M deficit from spending within the $100M Strategic Investment Strategy Pool, with a projected total FY16 spend of $12.8M, as we execute against planned initiatives including the Innovation Fund, the Scholarship Match, and TechGROWTH Ohio.
- A projected deficit of $1.8M in Regional Higher Education (RHE). As RHE has experienced enrollment declines consistent with other 2-year institutions, it has balanced personnel reductions with investments to support market-driven program demand.

Accomplishments & Initiatives

Our presentation will highlight our FY15 accomplishments and the context for our FY16 initiatives.

- The OHIO Guarantee
  The fee structure for the first cohort of students under the OHIO Guarantee was adopted by the Board of Trustees in January 2015. The OHIO Guarantee represents a unique and innovative approach to providing transparency and predictability to students and families who are evaluating the cost of educational options.

- Signature Scholarship Program & Enrollment Plan
  The Signature Scholarship program represents a data-driven approach to providing financial aid to students. This approach has augmented the Strategic Enrollment Management Plan and vaulted the University into a projected record enrollment for a third straight year.

- Program Expansion
  The Ohio University Physician Assistant Program, located on the new Ohio University Dublin Integrated Education Center in Dublin, Ohio, plans to matriculate its first class in May 2015. The first cohort of 50 Medical students at the new Dublin campus began July 9. Another new Heritage College of Osteopathic Medicine campus is scheduled to open in Fall 2015 in northeast Ohio in affiliation with Cleveland Clinic.

- Century Bond & Deferred Maintenance Plan
  Ohio University issued a $250M taxable bond December 1, 2014, with a final maturity in 100 years. Proceeds from the Century Bond will be used to establish a sustainable approach to investing in the University’s buildings and infrastructure. Proceeds from the Century Bond will be used for the Energy Infrastructure Plan and towards $10M annual allocations to Deferred Maintenance.

- Housing Development Plan
  Phase I of the Housing Development Plan will be complete in Fall 2015, with the opening of a 912-bed new housing community. The $110M project, led by the Division of Student Affairs and the Division of Finance and Administration, is part of a larger housing master plan for the University’s residential buildings. It follows the construction of Adams Hall, a suite-style residence hall that opened in the fall of 2007, as well as renovations to several residence halls on East Green, most recently Bush Hall.

- Undergraduate Advising
  In support of student success goals, 7 new full-time advisors were hired in FY15. The advisors report to the Advising Center within University College, but each advisor is embedded in an academic college. The advisors support advising, early intervention, retention, and student success initiatives, especially for first- and second-year students.

- Innovation Strategy
  The Innovation Strategy Interim Report was published in Fall 2014, identifying four broad portfolios of major challenges, each encompassing a suite of interdisciplinary niches for possible investment. The niches represent significant social problems, linked to areas in which OHIO has existing assets or expertise, and offering the potential for investment with high-level impact. In Spring 2015, the University launched the next phase of the Innovation Strategy, a program of proposal-driven investments and received 60 letters of intent in May for consideration. The
program offers the potential for large (up to $1M) one-time awards as well as smaller developmental grants. The Innovation Strategy encompasses the full spectrum of the university’s activities – including teaching and learning, research and scholarship, creative activity, and the operational functions of the university. It also aims to incentivize and leverage interdisciplinary and multi-college collaboration.

Integrating Budget and Financial Forecasting

The FY16 Budget represents the next step in presenting an “all-funds” picture of the University’s finances, aligns with the Financial Forecasts which have been developed and presented to the Board through-out the year, and provides transparency and a crosswalk to the external statements presented in the annual audited financial statements.

This includes operating expenses and activity not previously presented in the operating budget associated with:

- Projected use of the $100M Investment Pool funds
- Gift revenue (endowed and non-endowed) budgeted in alignment with the goals established by the Foundation Board
- Endowment Fund activity (e.g.: gifts, investment returns, distributions)
- Plant Fund activity (e.g.: Capital Expenditures, transfers to Plant Funds)
- Internal Bank activity (e.g.: External Debt payments; internal debt payments; internal loan transfers; investment returns)
- Central Bank activity (e.g.: External Debt payments; internal debt payments; internal loan transfers; investment returns)
- Financial Statement Adjustments (e.g.: compensation liability adjustments; elimination of capitalized costs, principal payments; application of depreciation expense)
- GASB 68 adjustment: recognizing the University’s share of the OPERS and PERS unfunded liability

University Financial Assumptions

The following planning assumptions were applied when developing the budget. Depending on the FY2016-2017 State of Ohio biennial budget deliberations, these assumptions may have to be modified.

Revenue:
- SSI
  - FY16 Budget developed using April 2015 SSI allocation model from Ohio Board of Regents
  - The FY16 Budget is a $1M decline vs FY15 Forecast
- Tuition
  - Athens Undergraduate Tuition
    - OHIO Guarantee Student rate growth: 5.1% (2% compounded over 4 years)
    - Continuing Student rate growth: 2%
    - Enrollment growth:
      - New Freshman: 66 students
      - Overall: 172 students
  - Regional Campus Undergraduate Tuition
    - Rate growth: 1.11% to 2% (differential rate increases with the intention of standardizing the rate structure at each campus and by student rank)
    - Enrollment growth: Flat enrollment
  - eCampus Undergraduate Tuition: Flat Enrollment
  - Medical Student rate growth: 5%
• Grants & Contracts: College projections of flat or declining awards
• Endowment Distributions: FY16 spending allocations 15% higher than prior year

Expenses:
• Compensation
  o 2% Salary and Wage pool for Faculty and Staff
  o 1.3% additional pool for Faculty – Year 2 of Faculty Compensation Initiative
  o 1% additional merit pool for Staff (non bargaining unit)
  o 5% increase in healthcare (per employee cost)
• Capital Improvement funding
  o $1.3M to support Year 2 of 10-Year Deferred Maintenance Plan
  o $1.8M in debt service funding to support Athens Campus capital projects
  o $0.9M in debt service funding to support Energy Infrastructure Plan
• Other Commitments
  o $2.0M to support investments in academic support units.
FISCAL YEAR 2015-2016
UNIVERSITY BUDGET

RESOLUTION 2015 --

WHEREAS, the appropriate planning and consultation has been completed within the University, resulting in recommendations for budget priorities, and

WHEREAS, the University has developed a balanced budget consistent with the provisions of the state budget.

NOW THEREFORE, BE IT RESOLVED that the Fiscal Year 2015-2016 budgets of the expected revenues and expenses as presented are hereby approved subject to the following conditions:

1. The Vice President of Finance and Administration, in conjunction with the Executive Vice President and Provost and with approval of the President, is authorized to make adjustments in instructional and general expense allocations during the fiscal year to ensure the total does not exceed available unrestricted resources;
2. Expenditures for restricted funds shall be limited to the resources generated.

BE IT FURTHER RESOLVED, that the Board of Trustees authorizes the President, with the approval of the Chair of the Board, to make adjustments to the Fiscal Year 2015-2016 budgets of the expected revenues and expenses to reflect any changes in State appropriations or to comply with any requirements of State law adopted by the Ohio General Assembly after the date of this Resolution.
## Proposed FY16 University Budget

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<th>Source</th>
<th>Athens Colleges &amp; Schools</th>
<th>Regional Campuses</th>
<th>Auxiliaries</th>
<th>Academic Support</th>
<th>Subvention Investment Pool</th>
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<th>Non-Operating Activity</th>
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FY16 UNIVERSITY
BUDGET
Challenges Facing Higher Education Business Model

• Unpredictable Government Funding
• Tuition Pricing Sensitivity with an Increased Public and Political Focus on Affordability
• Contraction in Domestic Pool of High School Students
• Need for Investment in Facilities and Technology
Provost Survey: Most Urgent Challenges in 2015

• Developing a sustainable business model in the face of lean budgets
• Enfranchising faculty in the new budget reality and fostering an academic culture that embraces innovation
• Aligning the institution around student success by creating accountability for student retention and graduation
• Making the right investments in next-generation learning

* Source: Education Advisory Board annual Provost survey
Pressures at Ohio University

• Student Financial Aid & Controlling Student Costs
• Faculty & Staff Compensation
• Investment in Strategic Priorities & Expansion of Programs
• Deferred Maintenance Backlog
• System & Process Improvement Upgrades
Opportunities & Initiatives

- OHIO Guarantee
- Scholarship Enhancement
  - Signature Program
  - Undergraduate Matching
  - Need-based Aid
- Program Expansion
- Faculty Compensation Plan
- Compensation 2014
- Century Bond, Deferred Maintenance Strategy & Central Bank
- Innovation Strategy
- Housing Development Plan
- Undergraduate Advising & Student Success
FY16 Budget Overview

Drivers

• Revenues
  ▪ Tuition & Scholarships
  ▪ SSI
  ▪ Endowment Distributions

• Expenses
  ▪ Compensation
  ▪ CIP
  ▪ Programmatic Investments
FY16 Revenue Drivers

Tuition & Financial Aid

- Athens Campus Undergrad:
  - Enrollment Growth adding $1.1M to FY16 Budget (net of aid)
  - Guarantee and Continuing tuition increases adding $4.9M

- Regional Campus: Flat projected enrollment; tuition increase to add $.4M

- eLearning: Flat projected enrollment

- HCOM: Growth in Athens campus; second Dublin cohort (50 students); inaugural Cleveland Campus

- Signature Program:
  - FY16 Budget: $2.1M additional aid
  - Additional need-based aid to continuing students

### Tuition & Aid Breakdown (in millions)

<table>
<thead>
<tr>
<th></th>
<th>FY12 Actuals</th>
<th>FY13 Actuals</th>
<th>FY14 Actuals</th>
<th>FY15 Budget</th>
<th>FY15 Forecast</th>
<th>FY16 Budget</th>
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FY16 Revenue Drivers
State Appropriations Budget

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<th>FY15 Budget</th>
<th>FY15 Forecast</th>
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- FY16 SSI Forecast based on April Board of Trustees projection
- Final SSI Allocations from Board of Regents will not be published until Fall of 2015
- FY16 Budget includes $23M of State Capital spend vs FY15 Forecast at $10M
- Losses attributed to OBOR changes partially offset by continued growth in OHIO share of degrees granted and course completions
FY16 Revenue Drivers
Endowment & Annual Giving

*unaudited
FY16 Expense Drivers
Compensation (Salaries & Benefits)

- Salary/Wages
  - 2% Raise Pool
  - Faculty Comp Plan Year 2 of 3
  - 1% Equity Pool
- Benefits
  - 5% Increase in University share of Healthcare costs
  - 7% Healthcare Cost growth partially offset by modifications to employee healthcare plan and employee contributions
  - Mandatory Benefit Increases a function of salary cost growth

<table>
<thead>
<tr>
<th></th>
<th>FY12 Actuals</th>
<th>FY13 Actuals</th>
<th>FY14 Actuals</th>
<th>FY15 Budget</th>
<th>FY15 Forecast</th>
<th>FY16 Budget</th>
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FY16 Expense Drivers

CIP

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- Century Bond Debt Service
  - Energy Infrastructure Project: $4.1M (Year 2 of 3)
  - Deferred Maintenance: $2.6M (Year 2 of 10)

- CIP Major Project Debt Service
  - McCracken Hall: $1.3M
  - Housing Phase 1: $5.9M
FY16 Expense Drivers
Programmatic Investments

• Dublin Integrated Education Center
  ▪ New Academic programs
  ▪ New partnership opportunities
• Innovation Strategy
• Instructional Innovation
• Dual Enrollment Programs
• University Calendar
# $100 Million Investment Strategy

## INFLOWS:

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## OUTFLOWS:

### One-Time Funds

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### Cumulative Net

- **Budgeting at 98%**
  - Guarantee
  - Safety Valve
- Critical resources to advance institutional initiatives
### Multi-year Financial Activity

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<th>FY15 Forecast</th>
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<td>$183.7</td>
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<tr>
<td><strong>Total Allocations &amp; Transfers</strong></td>
<td><strong>$572.8</strong></td>
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<td><strong>$676.6</strong></td>
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<table>
<thead>
<tr>
<th>Total Expenses &amp; Transfers</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
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<td><strong>$45.7</strong></td>
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### FY16 Budget Approval

#### (in millions)

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<th>Item</th>
<th>Athens Colleges &amp; Schools</th>
<th>Regional Campuses</th>
<th>Auxiliaries</th>
<th>Academic Support</th>
<th>Subvention Investment Pool</th>
<th>Total</th>
<th>Non-Operating Activity</th>
<th>Grand Total</th>
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<td>$-</td>
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<td>$80.2</td>
<td>$72.3</td>
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</table>
Interoffice Communication

Date:  May 28, 2015

To:  The President and Board of Trustees

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

Re: FY16 Capital Budget – Capital Improvement Plan (CIP)

CONTEXT OF THE FY16 CAPITAL IMPROVEMENT PLAN:
In November of 2013, the Board of Trustees approved the FY2015 – FY2020 Six Year Capital Improvement Plan. This was a refresh of the 2011 CIP and included a six year capital improvement plan in a 20 year context. The plan provided a comprehensive view of the anticipated capital spending activity and fund sources over the next six years and provided a base for our FY15/16 state capital submission for biennial state appropriations.

During FY15 the BOT approved, and the university began, the Comprehensive Master Plan Update (CMP) project. This is a fifteen month endeavor designed to provide long-term vision and help guide the execution of OHIO’s CIP and related capital investments and ensure that the construction and placement of buildings, utilities, transportation, and other infrastructure components support the University’s mission and academic plans. OHIO partnered with Ayers-Saint Gross, an architectural and planning firm based in Baltimore, MD, to help the University develop the plan which is scheduled to be presented to the BOT in January 2015. The process includes significant campus and community engagement, with a series of open forums, focus groups, and campus precinct sessions, as well as development of programmatic objectives, project dependencies, and financial and funding analyses. As part of the Energy Infrastructure Projects initiative, the University selected RMF Engineering, also of Baltimore, MD, to assist in the development of a Utility Master Plan. This work is closely coordinated with the CMP.

As we continue with these comprehensive planning processes to inform and update our capital plan, the attached FY16 Capital Improvement Plan was prepared with a view to the immediate one-year requirements / capital needs reflecting our planned projects over the next year. While we utilize the CMP to guide our strategy for execution against our CIP, we are making progress against our strategic priorities to invest in OHIO’s facility and infrastructure and decrease our deferred maintenance backlog, refresh our student housing and dining facilities, and upgrade and enhance our learning and research environment. As we move through our planning process this summer, we will continue to refine and develop our CIP and deferred maintenance strategy in preparation for our FY17/18 state capital submission due in October, and to update our FY2015-2020 Six Year CIP.

The FY16 Capital Plan presented here does not include specific investments associated with our development of the Dublin campus although significant planning and analysis work continues to be one of our priorities. The Dublin campus is included in our CMP activities and programming and financial analysis continue to identify how this property will be developed and financed. The Integrated Education Center that is in the final stages of completion in Dublin will be placed in service for FY15. Programming and planning is currently underway for the second phase of this developer owned Center and will be presented once it is more fully developed. OHIO is also engaging SMART/OLYMPIA of Shaker Heights, OH to partner with the University and the City of Dublin to perform a feasibility study for a Hotel Conference Center on the OHIO Dublin campus to satisfy a condition of the Economic Development Agreement executed with the City in 2012.

In FY15, Ohio University President Roderick McDavis charged the Ridges Master Plan Committee to build on the work of prior planning efforts; to propose new ideas and strategies by which the University can utilize the
asset of The Ridges associated lands and buildings. Identifying uses of The Ridges that optimally support the university’s mission requires knowledge of the larger campus context as well as creative funding plans given that the University does not have resources to dedicate. As a result, the university transitioned the Ridges plan to take the form of a Framework Plan that provides Principles and guidelines to guide the continued planning during the University’s Comprehensive Master Plan project and future implementation strategies. The current CIP does not include any funding for this initiative until the CMP is completed and approved by the Board.

Our goal, once we move through the respective planning projects throughout the next year, is to fully integrate these processes into an annual CIP planning cycle that provides a rolling multi-year plan, reports on progress against plan goals and objectives, provides metrics (i.e. deferred maintenance backlog/sq. ft.) against benchmarks and goals, and identifies changes required by programmatic or deferred maintenance needs.

DEVELOPMENT OF THE FY16 CAPITAL PLAN:
The FY16 Capital Plan was developed using four primary data sets and processes:

- Active and In-Progress Projects
- Deferred Maintenance Priorities
- Recurring, Renewal, and Residual Projects
- Major Building Renovation and Programmatic Rehabilitation

Active and In-Progress Projects reported in the plan include major capital projects that have gone through the approval process and are expected to have material work done in FY16. This does not include spend out on projects that are expected to be materially complete in FY15, and does not represent actual cash flows to be incurred during the fiscal year.

Deferred Maintenance Priorities for FY16 were developed after completing the first phase of facility condition assessments commissioned by the Facilities and Design and Construction units. The university engaged two external consultants, Limbaugh Construction Company of Columbus, OH and VFA Inc. of Boston, MA, to perform physical walkthroughs of eight buildings to develop facility assessments of the respective buildings systems, infrastructure, and building envelopes. The OHIO facility team supplemented this work by conducting internal assessments of an additional seven buildings. A ranking system was developed that assigned a priority score to each component based on the age of the component as compared with useful life, efficiency/utilization condition, compliance status and considerations (i.e. life safety, fire, ADA, etc.) and programmatic impacts. This was a significant effort and will be the basis for a detailed database that will be supplemented, updated and utilized in the future to prioritize our deferred maintenance and capital investments. The top 10% of the items on the list are included for funding in the FY16 Capital Improvement Plan, based on both the ranking priority of the facility conditions, and the respective scheduling (business interruptions, academic calendar, space dependencies) and staffing resource capacity. These projects are funded predominantly through utilization of the state biennial funding, and the FY 15 and FY16 tranches of the Century Bond program ($10M/year). The dollars included in this section of the plan include the estimated total projects costs for the prioritized projects, without consideration for the anticipated cash flow/expenditures and whether they cross fiscal years (into FY17). Consequently, these projects are presented from a funding perspective. As we continue to develop our execution strategy to complete these projects, we will update the expenditure schedules and cash flows and integrate these with our Central Bank and liquidity modeling. We expect to present these analyses with our 6-Year CIP update this fall.

Recurring, Renewal, and Residual Funding includes recurring budget lines for renewal of Auxiliary Facilities and Capital Equipment (i.e. Housing, Dining, etc.) in addition to the major planned renovations in these areas that are separately budgeted. Most Auxiliaries budget to fund their deferred maintenance and renewal. Also included in this section is the uncommitted State funding from the current biennium for investment in Regional campuses. The Annual Capitalized IT expenditures and Projects for system applications and IT Infrastructure are included to capture the capital projects and spending associated with respective projects such as the Service Alignment Initiative, VOIP, and small IT projects. Annual budget lines for ADA priorities, safety, and classroom upgrades are also included. Utilization of these lines is determined based on need throughout the fiscal year.
Major Building Renovations and Programmatic Rehabilitation includes projects, both major renovations and small projects, that have been part of our past capital plan considerations as well as projects that have been brought forth since. These projects often involve a multi-year implementation process that is reliant upon swing space, funding feasibility, relocations, or expanding a unit’s current footprint. The University chose to move forward with a CMP process so that the impact of these projects were not considered in isolation, but rather in a comprehensive view with intentionality for consideration of placement of buildings and programs that maximize the University's physical footprint and encourages and supports our innovation and interdisciplinary priorities while addressing the academic and research needs of our colleges. This process also allows for additional discussion and analyses about college priorities and direction coupled with financial analyses on the ability to fund the investments. This is a significant effort that all colleges and planning units are, or will be, involved in and will culminate in an updated Comprehensive Master Plan, as well as a revised 6-Yr CIP. We have included $5M in our plan as a placeholder for planning, programming, and design budget to be utilized as we continue with feasibility and design analysis for these projects.

**FY15 ANNUAL PLAN PROGRESS AND WORK COMPLETED:**
The FY15 annual plan, approved by the board in June 2014, provided the guiding plan for the work that has taken place over the past fiscal year. It has been a busy year, filled with major and minor renovation and construction as well as some unplanned activity.

**FY15 Major Projects:**
- The Lindley and Tupper Hall projects provide swing space for construction throughout the six year capital plan. Both projects will be materially complete in FY15. The College of Education will be the first college to utilize the swing space with the planned renovation and addition to McCracken Hall in FY16.
- The College of Communication having completed phase 1 renovations to Schoonover Center (Former Baker) in FY14, has moved forward with Phase 2 design and construction which will provide space to consolidate the college and subsequently open up space on campus for other units. A significant portion of this work was accomplished in FY15 and the remainder will be finalized during the first quarter of FY16.

**Campus Expansion Projects:**
The Dublin Renovations completed this June will provide approximately 86,000 gross square feet of clinical, academic, and research space in the developer built and owned building which will be occupied by the College of Health Sciences and Professions as well as the Columbus State Community College through a sublease agreement. The first class of physician assistant students will be arriving in July. Continued expansion through a public private partnership is planned for phase II of this facility.

Renovations to the South Pointe Hospital property in Cleveland that was retrofitted for the Heritage College of Osteopathic Medicine will be materially complete in FY15 so that the college can matriculate its first cohort of students for the Fall 2015 semester.

**Deferred Maintenance:**
In FY15 there was significant investment in projects to address deferred and facility maintenance, both planned and unplanned, utilizing the State Appropriations designated for this purpose, the first tranche of Century Bond funding, and institutional facility reserves. Progress and metrics associated with these activities will be included in the more comprehensive report which will accompany the 6-yr CIP update this fall. Highlights of the work occurring in FY15 include:
- Aquatic Center ADA path of travel improvements
- Convocation Center concrete restoration work
- Ellis Hall cooling, flat roof, and drain repairs
- Glidden Hall HVAC distribution system
- Hwa Wei Lee Library Annex building envelope and HVAC
- Lin Hall Roof, HVAC, and Fire Systems
- Lindley Hall deferred maintenance component
- Tupper Hall deferred maintenance component
- McKinley Ave roadway design
- Putnam Hall roofing
- West Green roofing

**ENERGY INFRASTRUCTURE PROJECTS INITIATIVE (EIP):**
In June 2014 the BOT approved this initiative which consists of a series of projects with an estimated total cost of $79M that includes development of a utility master plan, addresses a backlog of critical utility deferred maintenance, capital expenditures for replacement and additions to production and distribution capacity and capability while meeting climate and regulatory requirements in lieu of constructing a combined heating and power plant at this time.

The EIP spans a number of fiscal years and is to be funded with the Century Bonds issued in November, 2014. In FY15, the following projects were executed against the EIP:
- reconstruction of the utility tunnels tops beneath Mulberry Street and Park Place and repair of steam system lines and equipment within the tunnels
- commissioning of a new 2,500 Ton Chiller at the West Green plant
- a fourteen day shutdown of the low pressure steam system to inspect and perform critical system repairs to valves and traps, and to fix leaks
- upgrade of chilled water lines from Baker University Center to Porter Hall to improve system performance
- an extended shutdown of the high pressure system to repair equipment and fix leaks
- an agreement with Columbia Gas for construction of a new medium pressure gas line to serve the Athens area that will save the University $2 million in capital costs

The FY16 Capital Plan includes the continued execution against this plan in the following projects:
- commissioning of temporary boilers to permit the University to meet institutional and regulatory goals for sustainability and The Climate Action Plan
- obtaining required Ohio EPA air permits
- undertake design for permanent boilers
- completion of the Utility Master Plan
- electric distribution upgrades

**FUTURE APPROVALS:**
Requests for approval of individual projects within the capital plan over a threshold of $500,000 total project cost will be presented to the Board of Trustees at the appropriate time and the specific amount of funding and sources will also be presented to the Board of Trustees for approval at future meetings, although we are not anticipating the need to go to market in FY16.

The resolution facilitating approval of the FY16 Capital Improvement Plan will be presented at the June Resources Committee meeting and is also included with these Joint Committee materials

Please let us know if you have questions.
RESOLUTION 2015 -

WHEREAS, the University has undertaken the development of a FY16 Capital Improvement Plan, and

WHEREAS, this FY16 Capital Improvement Plan has been developed in the context of the FY2015-FY2020 Six Year Capital Improvement Plan, approved by the Board of Trustees in Resolution 2013-3366, and embodies the concepts incorporated within it, and

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

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

WHEREAS, the FY16 Capital Improvement Plan has been approved by the President.

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve the attached FY16 Capital Improvement Plan.
## FY16 Capital Improvement Plan

### Deferred Maintenance

<table>
<thead>
<tr>
<th>BUILDING</th>
<th>Project Description</th>
<th>Total Est Budget</th>
<th>Cum Spending through FY15</th>
<th>Century Bond Funding</th>
<th>STATE</th>
<th>Institutional / Gifts</th>
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Subtotals: $318,188,055 | $148,581,705 | $40,285,000 | $2,965,000 | $48,427,150 | $92,877,150 |

### Recurring Capital Lines, General Renewals, and planned Biennial Spending

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<th>Project Description</th>
<th>Total Est Budget</th>
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Subtotals: $4 | $0 | $1,500,000 | $5,200,000 | $23,350,000 | $30,050,000 |

### Totals

| TOTALS | $318,188,055 | $148,581,705 | $40,285,000 | $2,965,000 | $48,427,150 | $92,877,150 |
FY16 CAPITAL BUDGET
CAPITAL IMPROVEMENT
PLAN (CIP)

Tab
Agenda

• Introduction
• Capital Improvement Plan Calendar
• Process Overview
  • Major projects completed in FY 2015
  • Approved and In-progress projects
  • Facility Building Assessments
  • Programmatic Review and Comprehensive Master Plan
  • FY16 Annual CIP Prioritization

• Next Steps
## Planning Timeline

### Comprehensive Master Plan

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<th>Phase 2</th>
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Prioritization

• Financial Feasibility
• Must do, Should do, Want-To-Do
• Addressing Deferred Maintenance
• Programmatic Impact
• Timing, phasing, long-term strategy
Capital Improvement Planning: Project Buckets

Approved Projects
Approvals granted and project moving forward

Deferred Maintenance
Must do existing building maintenance

Major Bldg. Renovation & Programmatic Rehabilitation
Major physical impact

Visioning Level 1 & 2
Identified and addressed through master plan with longer term ability to execute

Includes major and minor projects such as maintenance activities, renovations, and new construction. Included are all projects that are in-progress with ongoing material FY16 activity.

Includes projects such as critical building repairs and campus infrastructure upgrades. These projects have little opportunity for delay.

Includes large scale renovation consideration for entire buildings or new construction. Buildings need significant deferred maintenance work. In some cases, project results in multiple projects to achieve desired solution.

Project likely to be part of University Long-Term vision and strategies. Project funding and feasibility is undetermined. This grouping includes two categories of timeframe desire.
Major Projects Completed in FY 2015

- Renovations
  - Allen Student Advising Center
  - Bobcat Depot
  - HCOM Cleveland
  - Lindley Hall
  - Tupper Hall

- Energy Infrastructure Projects
  - Chiller 2 Replacement
  - Mulberry St. and Park Place Tunnel Repairs
  - Annual Steam Shutdown
Approved and In-Progress

- Includes major and minor projects that are currently in-progress and have material FY16 activity
- Includes both programmatic and deferred maintenance projects
- Includes Century Bond funded Energy Infrastructure Project (EIP)

Projects

- CSC – 1ST AND 3RD FLOORS
- Corrosion Center Expansion
- Grover Center Expansion
- McCracken Hall Renovation and Addition
- Morton Hall Lecture Room Upgrades
- PSAC Site Improvements
- Schoonover Center Phase II
- Dublin Integrated Education Center Parking Lot development
- Dublin Integrated Education Center Tenant Improvements, AV, Furniture
- Bush Airport Paving
- Auxiliary Consolidation and Storage Facility Planning and Design
- Jefferson Hall Renovations
- Crawford Hall Bathroom renovations
- Housing Phase I
- Residential Housing Access Controls
- Energy Infrastructure Project
- Bobcat Lane/Oxbow Trail
Deferred Maintenance Priorities

- Retained external consultant to assist with inspection of campus buildings
- Established ranking criteria
  - 0 - Project approved and/or work underway
  - 1 - Must do
    - Code compliance, Threat to life, property, operations
  - 2 - Should do
    - ADA compliance
    - Damage preventions
    - Increase energy efficiency
  - 3 - Nice to do
    - Finishes or Furniture
  - 4 - Don’t do
    - Items addressed by upcoming changes
- Theme FY16: Building envelopes
- Emergency Fund – undesignated

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Recurring, Renewal or Residual State Funding

• Includes recurring budget lines for renewal of Auxiliary Facilities and Capital Equipment (i.e. Housing, Dining, etc.) in addition to the major planned renovations separately budgeted
• Uncommitted State funding from current Biennium for investment in Regional campuses
• Annual Capitalized IT expenditures and projects for system applications and IT Infrastructure. This includes funding for projects included in the Service Alignment Initiative, VOIP, small IT projects.
• Annual budget lines for ADA priorities, safety, and classroom upgrades
Programmatic Review and Comprehensive Master Plan

• Currently in progress of reviewing programmatic needs with each of the colleges and planning units

• Comprehensive Master Plan process includes review of needs and opportunities as well as phasing, dependencies, funding opportunities and scenario development

• Following projects have not been prioritized, and timing related to design, swing space and financial availability is under development
Major Building Renovation & Programmatic Needs

Major Building Renovations:
Below examples will be considered/analyzed in the Comprehensive Master Plan Process for improvements beyond deferred maintenance

A. Jefferson Hall*
B. Seigfred Hall*
C. Morton Hall*
D. Ellis Hall*
E. Convocation Center*
F. Alden Library*
G. Grover Center*: Program Renovation
H. College of Business Expansion*: CSC Renovation
I. Projects undeveloped: Lasher Hall, Central Classroom Bldg. Swing Space, Academic Back-Fill Improvements*

*Projects were listed in the FY15-FY20 CIP
Major Building Renovation & Programmatic Needs

Programmatic Rehabilitation
Below examples will be considered/analyzed in the Comprehensive Master Plan Process for improvements beyond deferred maintenance

A. HCOM: Clinical Research and Academic Relocation*
B. Interdisciplinary Sciences/Clippinger *
C. Engineering Research
D. Housing Redevelopment Plan Ph. 2*
E. Administrative Space Strategy: Consolidation and efficient space allocation renewal*

*Projects were listed in the FY15-FY20 CIP
Visioning Level 1 & 2 Projects

LEVEL ONE EXAMPLES
- Auxiliaries Center
- Campus Way Finding
- Campus Partners- Clinic Relocations
- Ridges Development
- Daycare Expansion
- Small Buildings
- Comprehensive Master Plan Projects:
  - Real Estate Strategies
  - College of Business Expansion:
  - Dublin Campus Development

LEVEL TWO EXAMPLES
- Visitor’s Center
- Arts and Education
- Basketball Practice Facility
- Sook Academic Center
- Ridges New Ideas:
  - Executive Education
  - Voinovich Expansion
  - Museum Expansion
  - Outdoor Education and Recreation
  - Eco Village
  - Extended Stay Suites
  - Retail Development
- OUPD/Community Partners
- Campus Recreation Improvements
## FY16 Annual CIP

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<tr>
<th>FY15-20 CIP</th>
<th>Functional Category</th>
<th>BUILDING</th>
<th>Total Est Project Budget</th>
<th>Cum Spending through FY15</th>
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*To be reimbursed from future planned bond issuance*
## FY16 Annual CIP

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<th>Cum Spending through FY15</th>
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<th>Institutional / Gifts</th>
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| Subtotals | | | $12,558,926 | $15,140,985 | $1,450,000 | $29,149,911 |

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**Ohio University 1804**
# FY16 Annual CIP

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<th>FY15-20 CIP</th>
<th>Functional Category</th>
<th>BUILDING</th>
<th>Total Est Project Budget</th>
<th>Cum Spending through FY15</th>
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<th>STATE</th>
<th>Institutional / Gifts</th>
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Next Steps

• FY16 Annual CIP Approval
• FY17-FY18 State Capital Submission
• Six Year Capital Improvement Plan Development
  • Financial Feasibility
  • Maintenance and Programmatic Priorities
  • Metric Reviews: Age Balance, Back Log
Interoffice Communication

Date: May 28, 2015

To: The President and Board of Trustees

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

Re: The Ridges Framework Plan

The construction of the Athens Asylum, like the establishment of Ohio University, was a demonstration of civic commitment to better the lives of people in the state. The monumental architecture of the historic asylum buildings and the acreage of supporting lands embody a long-term vision and a confidence in progressive action to advance society. While changes in psychiatric treatment rendered the facility obsolete for its original purpose three decades ago, the buildings and grounds remain a powerful physical statement. With its new identity as The Ridges, the former asylum is a major asset that complements the university’s historic roots and public mission.

The Ridges now hosts important university and community functions, but to a substantial degree the potential of this asset is not yet fully realized. In recognition of this situation, Ohio University initiated a master planning process in 2014 to reconstitute a long-term vision for the land and its components. Identifying uses of The Ridges that optimally support the university’s mission requires knowledge of the larger campus context. As a result, the Ridges master plan takes the form of The Ridges Framework Plan that will make it possible for a fully developed concept for The Ridges to emerge from the university’s Comprehensive Master Plan in 2016.

The Ridges Framework Plan addresses the current state of The Ridges land and buildings, investigates potential uses and adaptability, identifies global issues bearing on access and integration with the rest of campus, and outlines financial strategies to realize the potential of this resource. The plan is sensitive to the significance of The Ridges as a community and regional asset. The analysis described here is informed by the history of this complex, previous studies, and new collection of data and ideas. Significant input to the process from both campus and community was provided by the Ridges Master Planning Committee and its subcommittees, the Ridges Advisory Committee, and the public, through meetings and workshops.

- The 700+ acres of land at The Ridges contains zones of opportunities, from the historic green where most of the current buildings reside, to open and wooded natural areas that can support a variety of activities.
• Exploratory designs indicate that a variety of uses – including offices, short-term housing, studio space, and retail/commercial activity – can be accommodated in many cases despite the constraints of architecture and construction well over a century old.
• Analysis of the historic nature of the buildings, reinforced in clear terms by the public, indicates that there is a hierarchy of historical significance, with the original administration building and stepped ward wings following the Kirkbride plan seen as the most significant and worthy of preservation.
• Constraints on much of the remaining acreage at The Ridges suggest modest levels of land development could support additional recreation infrastructure and housing.
• Access to The Ridges and integration with the remainder of the Athens campus would benefit from improved physical and visual connectivity.

The Ridges Framework Plan is intended to outline the means by which attention and investment can realize the full potential of The Ridges as a civic asset in the 21st century and beyond. Acting on this plan may require years or decades. While this property presents distinct challenges, its historic character, proximity, and diversity of potential uses embody very significant value and opportunity for the university and community.

The Ridges Planning teams have provided the following updates with the Board:
• January 2014: Update on the first Ridges Advisory Committee meeting
• June 2014: Update regarding engagement of a consultant team and information on the reporting and feedback process.
• October 2014: Update sharing Framework plan goals and objectives, use considerations, case studies and preliminary ideas

Currently the Ridges Master Planning Committee is completing the development of the Ridges Framework plan document. The planning process will transition to a new phase over the summer when the Comprehensive Master Plan effort focuses on the historic green of The Ridges property. Depending on the outcome of the Comprehensive Master Plan and resulting programmatic plans, several financial pathways may be available to realize the potential of The Ridges. It is important to recognize that substantial funding will be required for any significant renovations of the existing buildings, as well as other infrastructure such as parking. Generating such funding will require partnerships that extend beyond the university; private partners can be a source of funds and may also have the ability to leverage tax incentives.

The enclosed presentation for the June 2015 meeting includes:
• Overview of planning team and work since October 2014 update
• The Ridges Framework Plan Goals and Objectives
• Land Use Guidelines
• Building Guidelines
• Overall Guidelines
• Comprehensive Master Plan and The Ridges next steps

If we can be of further assistance or provide additional information regarding this matter, please let us know.
RIDGES FRAMEWORK
PLAN UPDATE
Co-Chairs:
- Shawna A. Bolin, Director of University Planning & Space Management
- Dr. Joseph Shields, VP for Research and Creative Activity & Dean of the Graduate College

SCA:
- Bob Loversidge, President and CEO

MKSK:
- Sarah Richardson, Senior Associate

• RIDGES FRAMEWORK PLAN COMMITTEE
  • Facilitate, direct, guide, and review the development and planning of the Ridges Master Plan Update

• CONSULTANT TEAM
  • Brings diverse areas of expertise to assist Ridges Master Plan Committee in creating the updated master plan for the Ridges
RIDGES ADVISORY COMMITTEE

Chair: Stephen Golding, VP for Finance and Administration

- Paul Logue, Athens City Planner
- Charlie Adkins, Athens County Commissioner
- Chris Knisely, President of Athens City Council
- Marjorie Stone, Community Member
- Pamela Callahan, Community Member, Retired OU Staff

- Provides guidance, feedback and recommendations on the land use plan which is developed by the Ridges Master Plan Committee, to the President

Framework Plan Development Team

Ohio University President

Ridges Framework Plan

Ridges Master Plan Committee

Consultant Teams: SCA/MKSK

Academic Use Sub-Committee

Existing Building Strategy Sub-Committee

Land Use Sub-Committee

Recommendation

Feedback during process

Updates during process
VISION THROUGH HISTORIC ROOTS

• Demonstration of civic commitment to better lives of people in the state

• Long-term vision and confidence in progressive action to advance society

• Obsolete for original purpose, what remains is a major asset that complements our historic roots and public mission
RIDGES ASSET

- 700+ acres and over 700,000 GSF
- Successful existing uses
- Host of opportunities identified
- Larger campus context needed to optimally support university’s mission
GOALS & OBJECTIVES

- Identify Programs for Buildings and Land that support strategic Mission of Ohio University
- Stabilize and Protect Worthy Structures
- Make The Ridges Accessible for Appropriate Uses
- Utilize Sustainable Development Strategies
- Engage Local Community
- Develop clear Site Organization for the overall property
- Capitalize on Partnerships to Facilitate Implementation
- Redevelop The Ridges as a Natural Extension of the Campus Structure
LAND ZONES
RECOMMENDATIONS

- Land Lab
- Tier 1 Development
- Dairy Lane Corridor
- Tier 2 Development
- Historic Green
THE BUILDINGS

• Buildings are adaptable for mixed-use occupants from office to conference to residential and more

• Established understanding of:
  ▪ Physical Condition
  ▪ Significance
  ▪ Suitability
  ▪ Adaptability
KIRKBRIDE BUILDINGS RECOMMENDED SIGNIFICANCE

Defining Buildings
Supporting Buildings
Accessory Buildings
Detracting Buildings
Supporting Critical Structure
SUITABILITY: CASE STUDY: The Village at Grand Traverse Commons

Housing

Artisans

Offices

Retail

Restaurants

Wayfinding
KIRKBRIDE COMPLEX
ADAPTABILITY

Example:
Offices
MIXED-USE ADAPTABILITY POSSIBILITIES

Existing:
- Museum
- Expanded Museum
- Restaurant
- Conference
- Shared Uses
- Entertainment

Existing:
- Konneker Research Center
- Auditorium

Existing:
- Voinovich School
- Academic
- Studios
- Laboratory
- Offices
- Classrooms

Existing:
- Child Development Center

Existing:
- Physical Plant Facilities

Parking
- Retail
- Maker Spaces
- Arts
- Entrepreneurial

Hotel
- Housing
- Short-Term Stay
- Offices
- Administration

Existing:
- Voinovich School

Studios
- Laboratory
- Offices
- Classrooms

Museum
- Retail
- Restaurants

Housing
PROGRAMMATIC COMPATIBILITY

- Functions we ultimately decide to put on the Ridges need to work well together and in their physical setting.
- Physical structures may need to be modified to support programmatic activity.
PROGRAMMATIC FACTORS

Compatibility

Suitability

Consider together to determine optimal programs and feasibility.

Adaptability

Physical Condition

Significance
KEY FINDINGS

Historic buildings are in good shape structurally

An immense resource to serve strategic goals

Land serves academic, sustainability, health and wellness and recreation objectives

Existing buildings are adaptable for new uses

Sites for new structures
COMPREHENSIVE MASTER PLAN

- Potential of this asset is not yet fully realized.

- Identifying uses of The Ridges that optimally support the university’s mission requires knowledge of the larger campus context.

- The Framework Plan provides planning principles to guide future development.
DRAFT PLANNING PRINCIPLES
in development in the Comprehensive Master Plan Process

A distinctive residential university experience
Enhance OHIO’s distinctive physical environment and strengthen connections to its natural setting, the City of Athens and southeast Ohio, and 200 years of campus history.

A community of learners
Support a transformative living and learning environment on campus and for online learners by including flexible, technology-enabled, collaborative spaces for teaching, research, outreach and innovation.

Stewardship of assets
Renew, use, and leverage our existing built and natural resources intentionally and effectively.

A welcoming and user friendly campus
Make our campus engaging, accessible and safe to a diverse and inclusive Community.

Support future evolution of campus needs
Create flexible plans that will meet our future needs through integrating functions, supporting partnerships, smart utilization and agile implementation.
LEVERAGE LAND USE OPPORTUNITIES
INTEGRATE WITH THE CAMPUS

PRIVATE & PUBLIC HEALTH FACILITIES

SERVICE CENTER

WEST GREEN

COLLEGE GREEN

NORTH GREEN

EAST GREEN

SOUTH GREEN

SPORTS COMPLEX

HISTORIC GREEN

RICHLAND AVE. BRIDGE

POTENTIAL FUTURE BRIDGE

INTEGRATION WITH THE CAMPUS

INTEGRATION WITH THE CAMPUS
SELECT THE RIGHT MIX

HISTORIC GREEN
GRADUATE FINE ARTS
VOINOVIKH SCHOOL
CHILD DEVELOPMENT CENTER
EXPAND ACADEMIC PRESENCE

HOUSING
MUSEUM(S)
MAKER SPACE
ADMINISTRATION
IMPLEMENTING THE VISION

• May require years or decades

• Substantial funding required for significant renovations of existing buildings and infrastructure such as parking and utilities

• Likely require partnerships that extend beyond the university

• Private partners can be a means to leverage tax incentives

• Once uses defined, financial explorations can continue
QUESTIONS?

- June-July
  - Finalize Ridges Framework Plan

- August
  - Ridges Precinct Workshop

- October-December:
  - Draft Comprehensive Master Plan
  - Implementation Strategy Planning

- January-March 2016
  - Comprehensive Master Plan Approval
Interoffice Communication

Date:  May 28, 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:  Governor’s Task Force on Affordability and Efficiency in Higher Education

The Governor’s Task Force on Affordability and Efficiency in Higher Education (the “Task Force”) has been established to review and recommend ways in which State-sponsored institutions of higher education, including four-year universities and two-year community colleges, can be more efficient, offering education of equal or higher value while at the same time decreasing their costs. The Governor believes this can be done only if institutions of higher education become more efficient and productive in the use of their assets, personnel and resources.

In order to achieve these goals the Task Force will be launching an ambitious effort to have all institutions of higher learning across the state develop a series of recommendations related to operating efficiencies, revenue generation and student affordability by October 1, 2015. Attached is a PowerPoint presentation which outlines how OHIO plans to comply with the Governor’s Executive Order and actively participate in this process. We are already identifying representatives from across the campus to serve on Ohio University’s Affordability and Efficiency Task Force, resources to help carry out the work that needs to be done over the course of the summer, and a project management team to ensure this initiative is successful. We look forward to discussing this very important state-wide initiative at the June Board meeting.
GOVERNOR’S TASK FORCE
FOR AFFORDABILITY & EFFICIENCY
IN HIGHER EDUCATION

Tab
Project Overview

- Task Force Charge
- Task Force Areas of Study
- Strategic Buckets
- Governance
- Project Planning
  - Target Areas of Opportunity
  - Develop Project Approach
  - Develop Opportunities for Revenue Enhancements
  - Timeline
  - Implementation of Recommendations
- Conclusion
Task Force Charge

The Ohio Task Force on Affordability and Efficiency in Higher Education (the “Task Force”) is established to review and recommend ways in which State-sponsored institutions of higher education, including four-year universities and two-year community colleges, can be more efficient, offering education of equal or higher value while at the same time decreasing their costs. This can be done only if institutions of higher education become more efficient and productive in the use of their assets, personnel and resources.
Task Force Areas of Study

• Administrative staffing levels, bureaucracy and related costs;
• Teaching loads for professors not significantly involved in research;
• Organization of departments, with a view toward ways to reduce overhead;
• Space utilization, including space for commercializing innovation that derives from research;
• Opportunities for shared services, energy savings, shared procurement opportunities and other cost-savings efficiencies;
• Low-enrollment and low-performing programs and courses at the graduate and undergraduate levels;
• Asset utilization and opportunities for monetization;
• Other potential sources of revenue that do not result in increase cost for students, such as affinity agreements, commercialization opportunities and intellectual property auctions;
• Standard course requirements for degree completion;
• Use of technology to reduce costs to students; and
• Best practices for Ohio’s community colleges that are located within the same regional campus as a university.
## Project Plan – Target Areas

<table>
<thead>
<tr>
<th></th>
<th>Administrative</th>
<th>Academic</th>
</tr>
</thead>
</table>
| **Efficiencies**  | • Administrative staffing  
• Shared services/procurement  
• Space utilization  
• Benefits review | • Organization of departments  
• Teaching loads (non-research faculty) |
| **Structure**     | • Best practices for co-located colleges and regional campuses | • Low-enrollment and low-performing programs  
• Standard course requirements |
| **Innovative Funding** | • Asset utilization  
• Affinity agreements/Intellectual property auctions  
• Other new revenue sources | • Time to degree  
• Other new revenue sources |
Project Governance

• President’s Council Project Sponsor
• Campus Steering Committee
  • Deans
  • Chairs and Department Heads
  • Faculty
  • Administrative and Classified Staff
  • Administrators
  • Students
• Project Management - Executive Vice President/Provost and Vice President Finance and Administration
Project Plan – Target Areas of Opportunity

- Breakdown FY 2004-14 actual revenue and expenditure categories for analysis
- Do ten year look back to see where growth has occurred
- Develop a report in consultation with Small Budget Group
- Identify preliminary targets of opportunity that are in and out of study with Small Budget Group
- Discuss target areas with President’s Council for approval
- Establish efficiency savings goal
Project Plan – Develop Project Approach

• Catalogue all previous work done by internal and external group to with Task Force
• Utilize external resources to assess target categories and areas of opportunity where appropriate
• Quantify target areas of opportunity and prioritize in consultation with Steering Committee and President’s Council
• Define benchmarks that will help insure campus meets its efficiency goals
Project Plan – Identify Target Areas of Opportunity for Revenue Enhancements

• Establish University-wide team to develop revenue enhancement strategies
• Revenue enhancement goal minimally dollar-for-dollar with savings goal
## Project Plan – Proposed Timeline

<table>
<thead>
<tr>
<th>Proposed Timeline</th>
<th>Topics</th>
<th>Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>June</strong></td>
<td>• Review charter&lt;br&gt;• Set parameters for success&lt;br&gt;• Review existing research/success stories&lt;br&gt;• Complete pre-work</td>
<td>• Refine goals and work process&lt;br&gt;• Identify data needs and possible quick wins (procurement)&lt;br&gt;• Assign responsibilities</td>
</tr>
<tr>
<td><strong>July</strong></td>
<td>• Deep dive: administrative efficiencies&lt;br&gt;• Opportunities for quick wins&lt;br&gt;• Initial research reports&lt;br&gt;• Quantification methodology</td>
<td>• Action steps on quick wins&lt;br&gt;• Next steps on common efficiency metrics&lt;br&gt;• Identify data needed for July (resource generation)</td>
</tr>
<tr>
<td><strong>August</strong></td>
<td>• Deep dive: resource generation&lt;br&gt;• Affinity partnerships&lt;br&gt;• Monetization strategy&lt;br&gt;• Deep dive: academic structure and technology&lt;br&gt;• Opportunities for shared resources</td>
<td>• Action steps for quick wins&lt;br&gt;• Identify gaps: what do we still need to know</td>
</tr>
<tr>
<td><strong>Early September</strong></td>
<td>• Discuss initial draft of recommendations with Board of Trustees (August) and campus</td>
<td>• Action steps:&lt;br&gt;• Data needed&lt;br&gt;• Templates needed</td>
</tr>
<tr>
<td><strong>Late September</strong></td>
<td>• Final Recommendations</td>
<td>• Approve recommendations</td>
</tr>
</tbody>
</table>
Project Plan – Implementation

• Establish university leadership team to oversee implementation of recommended efficiency and revenue generation projects
  • Develop project teams for each target area of opportunity to refine business case / develop implementation plan
  • Using best practices, benchmarks, and prior studies redesign Ohio University’s processes and systems to achieve efficiencies
Project Summary

• Understanding the key drivers of costs and revenue by administrative function and academic program
• Identifying target areas of opportunity for cost savings, revenue enhancement, and greater operational effectiveness based on financial, market, and best practice analyses
• Consideration of programmatic enhancements or revisions, consistent with financial and strategic realities
• Prioritization of opportunities for subsequent implementation
Interoffice Communication

Date: May 28, 2015

To: The President and Board of Trustees

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

Re: Sustainability Reporting

The Sustainability Reporting package is included again with the June board agenda. The Resources Committee ran long in March and this presentation was cut from that meeting. The Sustainability presentation will be first at the June Committee meeting.

2015 marks the first year in which Ohio University has submitted a Sustainability Tracking, Assessment & Rating System (STARS) report. This report, developed by the Association for the Advancement of Sustainability in Higher Education (AASHE), of which Ohio University is a member, allows Ohio University to benchmark against its peers, celebrate institutional accomplishments and advocate for areas of campus which may need additional support.

I am pleased to formally announce to the Board of Trustees that Ohio University’s score has allowed us to secure status as a Silver-Rated Institution. Such a classification in our first year of reporting is a significant accomplishment and should be celebrated. The University received particularly high marks in the areas of Campus Engagement, Governance & Planning, and Innovation. The results of this report also highlight a variety of opportunities for increased sustainable behaviors on campus and within our community.

I am confident that Ohio University will be able to utilize our ranking in various efforts relating to marketing, outreach, fundraising, branding and admissions. This is truly an exciting time in the history of sustainability at Ohio University. I look forward to discussing the report in greater detail at the March Board meeting.
Ohio University’s 2015 STARS report was completed and submitted to President McDavis. Following his review, the President has released the full report for campus consideration. The full report is available electronically at: [https://stars.aashe.org/institutions/ohio-university-oh/report/](https://stars.aashe.org/institutions/ohio-university-oh/report/).

Overview of Categorical Scoring:

![STARS Scores by Sub-Category](image-url)
Ohio University’s STARS Report ranks 5th among its Peer Institutions:
- Colorado State University: Platinum (85.29)
- Iowa State University: Gold (75.93)
- Oregon State University: Gold (73.67)
- University of New Hampshire: Gold (67.84)
- University of Missouri-Columbia: Gold (65.93)
- **Ohio University: Silver (54.34)**
- Oklahoma State University: Silver (46.14)
- University of Utah: Expired
- University of South Carolina-Columbia: Expired
- West Virginia University: Non-STARS
- University of Rhode Island: Non-STARS

It should be noted that many of our peer institutions have submitted under previous versions of STARS and, therefore, not all points achieved equate to direct comparisons.

Strengths of Ohio University as Outlined in the STARS Report:

Academics
- Students can enroll in a sustainability-focused major, certificate or graduate degree program.

Research
- Faculty and students across campus are engaging in innovative research in sustainability-related topics from remediating hydraulic fracturing wastewater (Jason Trembly, Mechanical Engineering) to utilizing sustainably created pigments for paint (John Sabraw, Art)

Campus Engagement
- Current co- and extra-curricular programs relating to sustainability are abundant.

Coordination, Planning and Governance
- Ohio University has proven itself a leader in sustainability planning and implementation efforts.

Health, Well-Being and Work
- Programs and policies employed by Human Resources and Environmental Health and Safety are strong and positively contribute to the work experience at Ohio University.

Innovation
- The University has a diverse set of unique programs that sets it apart from its peers. We are deeply proud of the efforts of University researchers, programmers, students, activists, support staff and administrators for each contributing their own special skills to sustainability.
Strengths of Ohio University Not Reflected in the STARS Report

The following University offices and departments have shown exceptional growth in and support of sustainability in the past several years. Scores on STARS do not, necessarily, reflect the impressive amount of work accomplished by these institutional units:

- Culinary Services: sourcing and tracking local food purchases, improving signage and communications on campus, creating open space for students to offer input
- Grounds: conserving water, strategic planting, low impact invasive species management
- University Planning/Space Management: SmartGrowth Planning Principles and data collection
- Design and Construction: Green building design standards development and implementation
- Transportation & Parking Services: parking permit fees, fleet upgrades and data collection
- Institutional Research: data collection and reporting support
- Residence Life: Sustainable residence floor and EcoRep program
- The Ohio University Foundation: Sustainable Investing Advisory Committee (SIAC)

Recommended Opportunities for Improvement

The Office of Sustainability proposes an increased focus on the following efforts within the next three years so as to raise our sustainability profile on the 2018 STARS submission (note: metrics are not provided here for brevity’s sake; we will utilize the OHIO Sustainability Plan and Climate Action Plan metrics, targets and dates for guidance on such matters):

Curriculum
- Increase the number of academic courses that qualify as “sustainability-related” or “sustainability-focused” by incorporating sustainability into the curriculum.
- Increase the number of academic programs that incorporate sustainability into learning outcomes.

Research
- Encourage an increase in sustainability-related research occurring on campus.
  - Employ creative fundraising efforts to help support sustainability-related research.

Public Engagement
- Continuing Education
  - This area of the report was not fully vetted. It is recommended that additional time be spent acquiring program data for future reports and determining if any additional support of the program is necessary.
- Community Service
  - It is recommended that Ohio University explores areas of needed support in current Service Learning programming. If there are ways that sustainability can augment the program, it is possible that campus collaborations could prove beneficial to the institution.

Grounds
- Work with appropriate entities to encourage the development of a formal Integrated Pest Management Plan and/or Sustainable Landscape Management Program.

Energy, Air & Climate
- Architecture, Design and Construction:
  - Updates to Design Standards that focus on energy reductions in new construction
- Energy and Utility Management:
  - Successfully accomplish goal of eliminating the burning of coal on-site.
  - As planned, increase institutional investments in clean and renewable energy. Accelerate timeframe for additional investments to reach climate action plan goals.
• Evaluate building energy use and intensity; make recommendations for opportunities regarding efficiency improvements.

Transportation and Parking:
  • Continue to focus on upgrades to University Fleet efficiencies.
  • Realize reductions in emissions associated with commuting miles by improving public transit options in Athens County.

Water
  • It should be noted that water conservation does not currently receive significant attention in the OHIO Sustainability Plan and, therefore, we have not actively engaged tracking and conservation mechanisms.
  • It is recommended that adequate research be accomplished so a formal recommendation for an amendment to the Sustainability Plan can be proposed. Such an amendment should include baseline data, targets, metrics and objectives so as to increase our water conservation successes.

Waste
  • Support efforts to adopt a campus-wide Zero Waste goal.
    • Assist in implementation efforts associated with the aforementioned goal.
  • Support the efforts of Information Technology to reduce waste through the Print Responsibly program.
  • Advance waste reduction and recycling efforts by creating formal service partnerships with the City of Athens and other, relevant, community entities.
  • Implement guidelines and procedures that eliminate or reduce the possibility of certain products, such as phone books and polystyrene packaging, from entering campus.

Investment
  • The institution is in its first full year of implementing sustainable investing practices through the Sustainable Investing Advisory Committee. We are hopeful that this project can show progress and growth over the next few years, potentially opening up greater conversations about sustainability within the institution’s overall investment portfolio.

Additional Benchmarking Efforts:
The ES4900/5900: Sustainability Implementation course works to offer students training in behavior change and activism while receiving hands-on experiences through sustainability-related campus projects. One project will focus on examining the Ohio University STARS report in comparison to its peer institutions. The final project, which will be presented in April 2015, will provide the Office of Sustainability with recommendations regarding potential projects that could make the institution more competitive among its sustainable peers.
Special Thanks: The STARS report requires that the University supply the answers to hundreds of detailed questions and offer supplemental data as appropriate. It should be noted that the efforts exerted to accomplish this report submission required the collaborative efforts of University employees across the institution. An impressive amount of work was done by a diverse set of employees throughout Ohio University and we should be proud of the exceptional leadership and teamwork that shines through this ranking. The following University employees, consultants and external entities were integral in the successful submission of this report:

delfin bautista, Director of the Lesbian, Gay, Bisexual, Transgender Center
Colleen Bendl, Chief Human Resource Officer
Pamela Benoit, Executive Vice President and Provost
Scott Blower, Grounds Services Manager (Compost Facility)
Candace Boeninger, Assistant Vice Provost & Director of Undergraduate Admissions
Shawna Bolin, Director of University Planning and Space Management
Dianne Bouvier, Interim Executive Director, Office of Institutional Equity
John Brant, Grounds Services Manager
Annie Laurie Cadmus, Director of Sustainability
Susan Calhoun, Landscape Coordinator
Tyrone Carr, Special Assistant to the Vice Provost of Diversity, Access, Equity and Inclusion
Shari Clarke, Vice Provost of Diversity and Inclusion
Lynnette Clouse, Senior Project Manager Design & Construction
Keith Cox, Chief Engineer, Maintenance and Operations
Tracy Crabtree, Administrative Specialist, Residential Housing
Kevin Crist, Professor, Chemical & Biomolecular Engineering
Sam Crowl, Sustainability Specialist, Office of Sustainability
Geoff Dabelko, Director Environmental Studies
Howard Dewald, Associate Provost for Faculty and Academic Planning
Don Dispenza, BDT Architects & Interior Designers
Jennifer Dockham, Financial Support Associate, Bursar’s Office
Don Miles, Professor, Biological Sciences
Jan E. Myers, Director of Compensation, University Human Resources
Elaine Goetz, Sustainability Specialist, Office of Sustainability
Donna Goss, Director of Engagement and Real Estate Management
Nancy Graves, Director, Capital Projects Finance Group
Jneanne Hacker, Associate Director of Assignments, Residential Housing
Cliff Hamilton, Environmental Engineer
Barbara Harrison, Assistant Director, Off-Campus Living
Janet Howard, Administrative Specialist, Residential Housing
Kelly Johnson, Associate Professional, Physiology, Biological Sciences
April Koska, Executive Assistant, Division of Finance
Natalie Kruse Daniels, Assistant Professor, Voinovich School
Andrew Ladd, Recycling & Refuse Manager
Joseph Lalley, Senior Associate Vice President for Information Technology and Administrative Services
Jill Lallier, Senior Associate Director, Office of Financial Aid and Scholarships
Roxanne Male-Brune, Director of Grant Development and Projects
Serena McCollum, Records Management Senior Specialist
Loraine McCosker, Coordinator and Advisor, Voinovich School
Diana McGrew, Assistant Director, Strategic Sourcing and Operations
Valerie Miller, Director of Student Financial Aid and Scholarships
Jim Miller, Facilities and Auxiliary Administration
Tereza Miranda-Branham, Budget Analyst, Budget Planning and Analysis
Claire Naisby, Energy Consultant from Essex Co.
Laura Nowicki, Director of Procurement Services
Lita Ohlinger, IT Support Specialist
Jane Palmer, Contract Administrator and Prevailing Wage Coordinator, Capital Projects Finance Group
Jamie Patton, Assistant Dean of Students
Martin Paulins, Director, Transportation & Parking Services
Julie Paxton Pagan, Associate Professor, Economics
Tess Phinney, Graduate Assistant, Office of Sustainability
Dan Pittman, Assistant Director of Auxiliary Sales
Nathan Rath, Environmental Safety Coordinator
Ronald Ritchie, Fleet Operations Supervisor, Transportation & Parking
Erin Robb, Purchasing Specialist
Gwyn Scott, Associate Vice President for Auxiliary Services
Deborah Shaffer, Senior Associate Vice President for Finance and Administration
Joseph Shields, Vice President for Research and Dean of Graduate College
Richard Shultz, Interim Associate Vice President, Architecture, Design and Construction
Dave Simon, Planning Analyst, University Planning and Space Management
Carl (Eddie) Smith, President, Graduate Student Senate
Shari Smith, Manager, Facilities Work Center
Lauren Stegeman, Graduate Assistant, Office of Sustainability
Ben Stuart, Professor, Civil Engineering
Melissa Van Meter, Associate Director of Operations, Student Financial Aid and Scholarships
Joni Wadley, Interim Director of Institutional Research
Barbara Wharton, Associate Provost for Institutional Research and Effectiveness
Matt White, Associate Professor, Chair, Biological Sciences
Larry Wines, Workers Compensation Manager, Risk Management and Safety
Brandon Wolfe, Assistant Director of Institutional Research

*It should be noted that there may be individuals within institutional offices who offered support to the above individuals without the knowledge of the STARS team. Those efforts are appreciated.*
Sustainability Reporting Update

Tab
OHIO Sustainability Reports

- **Annually:**
  - ACUPCC Greenhouse Gas Inventory

- **Every Three Years:**
  - STARS (2015)
    - AASHE
    - Princeton Review
    - Sierra Club
  - Climate Action Plan (2016)
  - Sustainability Plan (2017)
The Sustainability Tracking, Assessment & Reporting System – STARS – is a framework developed by the Association for the Advancement of Sustainability in Higher Education (AASHE).

STARS tool assesses an institution’s sustainability efforts compared to other national and international institutions and provides benchmarking data.
Submitted in March 2015
OHIO’s Provisional Score: Silver Rated

Campus-wide support of STARS reporting needs was extensive and we applaud all reporting parties

The full report is available electronically at: https://stars.asshe.org/institutions/ohio-university-oh/report
Strengths

- Sustainability-related degree programs
- Campus Engagement
  - co- and extra-curricular programs
- Departmental Engagement
  - Culinary Services
  - Grounds
  - University Planning
  - Institutional Research
  - Residence Life
  - OU Foundation (SIAC)

Opportunities

- Number of academic courses that incorporate sustainability into the curriculum
- Quantity of sustainability-related research occurring on campus
- Waste reduction efforts
- Reduction in greenhouse gas emissions
  - Building energy use/intensity
  - Fleet
  - Commuters
How do we compare to our peers?

- Colorado State University: Platinum (85.29)
- Iowa State University: Gold (75.93)
- Oregon State University: Gold (73.67)
- University of New Hampshire: Gold (67.84)
- University of Missouri-Columbia: Gold (65.93)
- Ohio University: Silver (54.34)
- Oklahoma State University: Silver (46.14)
- University of Utah: Expired
- University of South Carolina-Columbia: Expired
- West Virginia University: Non-STARS
- University of Rhode Island: Non-STARS
Next Steps

- Assess submission and determine needs
  - Perform an “audit” comparing our peer institutions
- Provide reporting “cheat sheet” to all reporting agents in advance of 2018 submission
- Continue to work collaboratively with all offices to ensure sustainability is infused campus-wide
- Climate Action Plan Report for 2016
- Sustainability Plan Report for 2017
Glossary of Acronyms

- ACUPCC: American College and Presidents’ Climate Commitment. A presidential agreement to become carbon neutral by 2075.
- STARS: Sustainability Tracking, Assessment and Rating System. An international tool for sustainability reporting.
- AASHE: Association for the Advancement of Sustainability in Higher Education. A professional organization of which OHIO is a member.
- SIAC: Sustainable Investing Advisory Committee. Student organization managing sustainable investment portfolios.
Thank you!

STARS Team:
Elaine R Goetz, Sustainability Specialist
Tess Phinney, Graduate Assistant
Annie Laurie Cadmus, Director of Sustainability

sustainability@ohio.edu
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 set forth in Am. Sub. H.B. 59, passed by the 130th General Assembly and effective on June 30, 2013;

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

BE IT FURTHER RESOLVED, that the Board of Trustees authorizes the President, with the approval of the Chair of the Board, to make adjustments to the fee schedules attached hereto as Exhibits A through F to comply with any requirements of State law adopted by the Ohio General Assembly after the date of this Resolution.

BE IT FURTHER RESOLVED, that the Board of Trustees authorizes the President, with the approval of the Chair of the Board, to make adjustments to the Fee Schedules adopted by this Board in Resolution No. 2015 - 3448 on January 23, 2015 to comply with any requirements of State law adopted by the Ohio General Assembly after the date of this Resolution.
<table>
<thead>
<tr>
<th>Fee</th>
<th>Increase Request*</th>
<th>Attachment</th>
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<tr>
<td>OUHCOM Instructional Fee</td>
<td>4.80%</td>
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<tr>
<td>OUHCOM Technology/Medical resource Fee</td>
<td>4.91%</td>
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<tr>
<td>Regional Campus Lower Division – OUL, OUC, OUZ</td>
<td>1.96%</td>
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<td>Regional Campus Lower Division – OUE, OUS</td>
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<td>Regional Campus Upper Division</td>
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<tr>
<td>Off-Campus programs</td>
<td>See attachment</td>
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<td>Student Fees</td>
<td>See attachment</td>
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<tr>
<td>eLearning Programs</td>
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*All increases effective Fall 2015*
OHIO UNIVERSITY
ATHENS CAMPUS
COLLEGE OF OSTEOPATHIC MEDICINE
FY 2016 GRADUATE STUDENT TUITION & FEE SCHEDULE
(PER SEMESTER)

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<tr>
<th>Credit Hours</th>
<th>Instructional Fees</th>
<th>General Fees</th>
<th>Resident Total</th>
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## OHIO UNIVERSITY

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

**FY 2016 UNDERGRADUATE STUDENT TUITION & FEE SCHEDULE**

(Per Semester)

### EASTERN CAMPUS, SOUTHERN CAMPUS AND PROCTORVILLE CENTER

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Instructional Fees</th>
<th>General Fees</th>
<th>Resident Total</th>
<th>Non-Resident Surcharge</th>
<th>Non-Resident Total</th>
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</table>

*Beyond 20 Hours: Resident Fee is $124/hr and Non-Resident Fee is $183/hr

### CHILlicothe, Lancaster, Zanesville Campuses & Cambridge and Pickerington Centers

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Instructional Fees</th>
<th>General Fees</th>
<th>Resident Total</th>
<th>Non-Resident Surcharge</th>
<th>Non-Resident Total</th>
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</thead>
<tbody>
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<td>2,546</td>
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</tbody>
</table>

*Beyond 20 Hours: Resident Fee is $124/hr and Non-Resident Fee is $183/hr
**Zanesville Campus students are charged an $8 Security Fee
OHIO UNIVERSITY
REGIONAL CAMPUSES - UPPER DIVISION (> 60 HOURS)
FY 2016 UNDERGRADUATE STUDENT TUITION & FEE SCHEDULE
(PER SEMESTER)

EASTERN CAMPUS, SOUTHERN CAMPUS AND PROCTORVILLE CENTER

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Instructional Fees</th>
<th>General Fees</th>
<th>Resident Total</th>
<th>Non-Resident Surcharge</th>
<th>Non-Resident Total</th>
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*Beyond 20 Hours: Resident Fee is $124/hr and Non-Resident Fee is $183/hr

CHILLICOTHE, LANCASTER, ZANESVILLE CAMPUSES & CAMBRIDGE AND PICKERINGTON CENTERS

<table>
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<th>Credit Hours</th>
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<th>Non-Resident Surcharge</th>
<th>Non-Resident Total</th>
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<tbody>
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<tr>
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<td>1,840</td>
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<td>2,513</td>
<td>33</td>
<td>2,546</td>
<td>2,268</td>
<td>4,814</td>
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</tbody>
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*Beyond 20 Hours: Resident Fee is $124/hr and Non-Resident Fee is $183/hr

**Zanesville Campus students are charged an $8 Security Fee
## Changes to Off-Campus Graduate Program Tuition Tables for FY16 (All Effective Fall Semester 2015)

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<th>Change Type</th>
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<th>Existing General Fee</th>
<th>Existing Program Fee</th>
<th>Existing Special Srvs/ Materials Fee</th>
<th>Existing Ohio Resident Total</th>
<th>Existing Non-Resident Fee</th>
<th>Existing Out-of-State Resident Total</th>
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## New or Increase of Student Course Fees

**Fiscal Year:** FY16

<table>
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<th>Course ID</th>
<th>Course Title</th>
<th>Dept/School</th>
<th>Fee Name</th>
<th>Current Amount</th>
<th>FY16 Amount Recommended to Board of Trustees</th>
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</thead>
<tbody>
<tr>
<td>SASM 6580</td>
<td>Revenue Generation and Marketing</td>
<td>SA</td>
<td>Course Materials</td>
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<td>Casting Lab Fee</td>
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<td>Cadaver Fee</td>
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<td>CPR/First Aid II</td>
<td>AHSW</td>
<td>CPR/First Aid II Renewal Certification Fee</td>
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<td>NRSE</td>
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</table>
# New or Increase of Student Course Fees

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Dept/School</th>
<th>Fee Name</th>
<th>Current Amount</th>
<th>FY16 Amount Recommended to Board of Trustees</th>
</tr>
</thead>
<tbody>
<tr>
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<td>HESI Testing</td>
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<td>NRSE</td>
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**CHILLCOTHE**  
**College of Arts and Sciences**

| BIOS 3210 | General Microbiology Lab Fee                     | BIOS        | Lab Fee                                       | $0.00          | $50.00                                      |
### New or Increase of Student Course Fees

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Dept/School</th>
<th>Fee Name</th>
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### College of Health Sciences and Professions

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### New or Increase of Student Course Fees

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### New or Increase of Student Course Fees

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## New or Increase of Student Course Fees

**Fiscal Year: FY16**

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Fiscal Year: FY16
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### College of Health Sciences and Professions

| NRSE 2220 | Foundations of Nursing Practice       | NRSE        | HESI Testing and Simulation Lab Fee           | $180.00        | $340.00                                     |
| NRSE 2230 | Health Assessment                     | NRSE        | Simulation Lab Fee                            | $230.00        | $280.00                                     |
| NRSE 3130 | Nursing Care of Adults I              | NRSE        | HESI Testing and Simulation Lab Fee           | $230.00        | $290.00                                     |
| NRSE 3140 | Mental Health Nursing                 | NRSE        | HESI Testing                                  | $80.00         | $90.00                                      |
| NRSE 3230 | Nursing Care of Adults II             | NRSE        | HESI Testing and Simulation Lab Fee           | $230.00        | $290.00                                     |
| NRSE 4120 | Management and Leadership in Nursing  | NRSE        | HESI Testing                                  | $80.00         | $90.00                                      |
| NRSE 4140 | Nursing Care of Children and Families | NRSE        | HESI Testing and Simulation Lab Fee           | $230.00        | $290.00                                     |
# New or Increase of Student Course Fees

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<td>$325.00</td>
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<tr>
<td>NURS 2030</td>
<td>Licensed Practical Nurse to Registered Nurse Transition</td>
<td>NRSE</td>
<td>Typhon, HESI Testing and Simulation Lab Fee</td>
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<td>$367.00</td>
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## Patton College of Education

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<th>Course ID</th>
<th>Course Title</th>
<th>Dept/School</th>
<th>Fee Name</th>
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<th>FY16 Amount Recommended to Board of Trustees</th>
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## Regional Higher Education

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<td>NRSE</td>
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<td>Dept/School</td>
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<td>Licensed Practical Nurse to Registered Nurse Transition</td>
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# Student Course Fees Not Recommended for Approval

**Fiscal Year: FY16**

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<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Dept/School</th>
<th>Fee Name</th>
<th>Current Amount</th>
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<td>Cadaver Fee</td>
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<td>AHSW</td>
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<td><strong>EASTERN</strong></td>
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<td>CHEM 1520</td>
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<td><strong>LANCASTER</strong></td>
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<td>CHEM 1500</td>
<td>Concepts in Chemistry</td>
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<td>$40.00</td>
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<td><strong>SOUTHERN</strong></td>
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<td>ART 1171</td>
<td>Introduction to Printmaking</td>
<td>ART</td>
<td>Materials Fee</td>
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## New or Increase of Broad-Based Fees
### Fiscal Year: FY16

<table>
<thead>
<tr>
<th>Office/Dept/School</th>
<th>Fee Name</th>
<th>Current Amount</th>
<th>FY16 Amount Recommended to Board of Trustees</th>
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<td>Application Fee for International Undergraduate Admission to the Athens Campus</td>
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<td>Undergraduate Admissions</td>
<td>Application Fee for Undergraduate Admission to the Athens Campus</td>
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## OHIO UNIVERSITY
### ELEARNING PROGRAMS
#### FY 2016 STUDENT TUITION & FEE SCHEDULE
(Per Credit Hour)

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<tr>
<th>Academic Program</th>
<th>Instructional Fee</th>
<th>General Fee</th>
<th>Program Fee</th>
<th>Special Svrs/ Materials Fee</th>
<th>Ohio Resident Total</th>
<th>Non-Resident Fee</th>
<th>Out-of-State Resident Total</th>
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<td>Correctional Education</td>
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<td>100</td>
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*Includes online RN to BSN Program, Online Bachelor Completion Program, Correspondence, Independent Study, Course Credit by Exam
APPROVAL OF THE OHIO UNIVERSITY
FY16 CAPITAL IMPROVEMENT PLAN

RESOLUTION 2015 -

WHEREAS, the University has undertaken the development of a FY16 Capital Improvement Plan, and

WHEREAS, this FY16 Capital Improvement Plan has been developed in the context of the FY2015-FY2020 Six Year Capital Improvement Plan, approved by the Board of Trustees in Resolution 2013-3366, and embodies the concepts incorporated within it, and

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

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

WHEREAS, the FY16 Capital Improvement Plan has been approved by the President.

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve the attached FY16 Capital Improvement Plan.
### FY16 Capital Improvement Plan

<table>
<thead>
<tr>
<th>Building</th>
<th>Category</th>
<th>Total Est Project Budget</th>
<th>Cum Spending through FY15</th>
<th>Century Bond Funding</th>
<th>STATE</th>
<th>Institutional / Gifts</th>
<th>TOTAL</th>
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<tr>
<td><strong>Deferred Capital Projects</strong></td>
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WHEREAS, the appropriate planning and consultation has been completed within the University, resulting in recommendations for budget priorities, and

WHEREAS, the University has developed a balanced budget consistent with the provisions of the state budget.

NOW THEREFORE, BE IT RESOLVED that the Fiscal Year 2015-2016 budgets of the expected revenues and expenses as presented are hereby approved subject to the following conditions:

1. The Vice President of Finance and Administration, in conjunction with the Executive Vice President and Provost and with approval of the President, is authorized to make adjustments in instructional and general expense allocations during the fiscal year to ensure the total does not exceed available unrestricted resources;

2. Expenditures for restricted funds shall be limited to the resources generated.

BE IT FURTHER RESOLVED, that the Board of Trustees authorizes the President, with the approval of the Chair of the Board, to make adjustments to the Fiscal Year 2015-2016 budgets of the expected revenues and expenses to reflect any changes in State appropriations or to comply with any requirements of State law adopted by the Ohio General Assembly after the date of this Resolution.
## Proposed FY16 University Budget

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|                  |                           |                   |             |                 |                           |       |                        |             |
| **EXPENSES**     |                           |                   |             |                 |                           |       |                        |             |
| **Total Salaries, Wages, & Other Payroll** | $200.1 $ | $35.2 $ | $25.1 $ | $91.7 $ | $ - $ | $352.1 $ | $- $ | $352.1 $ |
| **Total Benefits** | $59.4 $ | $11.4 $ | $11.6 $ | $36.9 $ | $ - $ | $119.3 $ | $- $ | $119.3 $ |
| **Supplies & Services** | $66.2 $ | $7.9 $ | $34.6 $ | $70.0 $ | $ - $ | $178.7 $ | $5.0 $ | $183.7 $ |
| **Capitalised Costs** | $4.6 $ | $0.2 $ | $0.8 $ | $1.7 $ | $ - $ | $7.3 $ | $(7.3) $ | $- $ |
| **Depreciation** | $ - $ | $ - $ | $ - $ | $ - $ | $ - $ | $43.6 $ | $43.6 $ | $- $ |
| **Internal Loan - Principal & Interest** | $1.9 $ | $0.3 $ | $8.7 $ | $27.9 $ | $ - $ | $38.8 $ | $(38.8) $ | $- $ |
| **Debt Service - Principal** | $ - $ | $ - $ | $ - $ | $ - $ | $ - $ | $ - $ | $ - $ | $- $ |
| **Debt Service - Interest** | $ - $ | $ - $ | $ - $ | $ - $ | $ - $ | $26.2 $ | $26.2 $ | $- $ |
| **Internal Transfers** | $(2.0) $ | $(0.1) $ | $(6.5) $ | $(13.7) $ | $ - $ | $(22.3) $ | $- $ | $(22.3) $ |
| **Total Direct Expenses** | $330.2 $ | $54.9 $ | $74.3 $ | $214.5 $ | $ - $ | $673.9 $ | $28.7 $ | $702.6 $ |

|                  |                           |                   |             |                 |                           |       |                        |             |
| **ALLOCATIONS & TRANSFERS** |                           |                   |             |                 |                           |       |                        |             |
| **Total Internal Allocations & Sales** | $(4.8) $ | $0.6 $ | $6.9 $ | $(11.4) $ | $14.7 $ | $6.0 $ | $- $ | $6.0 $ |
| **Total Indirect Costs Allocations** | $143.2 $ | $14.8 $ | $(7.5) $ | $(150.5) $ | $ - $ | $ - $ | $- $ | $- $ |
| **Depreciation Allocation** | $8.1 $ | $ - $ | $ - $ | $(8.1) $ | $ - $ | $ - $ | $- $ | $- $ |
| **Subvention/Strategic Pool Allocation** | $47.4 $ | $6.5 $ | $ - $ | $(53.9) $ | $ - $ | $ - $ | $- $ | $- $ |
| **Transfers to (from) Strategic Investment Pool** | $(33.5) $ | $(19.8) $ | $ - $ | $(0.4) $ | $53.7 $ | $ - $ | $- $ | $- $ |
| **Total Allocations & Transfers** | $160.4 $ | $2.1 $ | $(0.6) $ | $(170.4) $ | $14.5 $ | $6.0 $ | $- $ | $6.0 $ |

|                  |                           |                   |             |                 |                           |       |                        |             |
| **Total Expenses & Transfers** | $490.6 $ | $57.0 $ | $73.7 $ | $44.1 $ | $14.5 $ | $679.9 $ | $28.7 $ | $708.6 $ |

|                  |                           |                   |             |                 |                           |       |                        |             |
| **Subtotal Results** | $(4.7) $ | $(1.8) $ | $27.6 $ | $11.5 $ | $(4.0) $ | $28.6 $ | $45.7 $ | $74.3 $ |

|                  |                           |                   |             |                 |                           |       |                        |             |
| **Transfers to (from) Operations** | $(5.3) $ | $ - $ | $(0.3) $ | $7.6 $ | $ - $ | $2.0 $ | $- $ | $2.0 $ |
| **Transfers to (from) Quasi Endowments** | $ - $ | $ - $ | $ - $ | $ - $ | $1.2 $ | $1.2 $ | $(1.2) $ | $- $ |
| **Transfer to (from) Capital Projects** | $1.3 $ | $ - $ | $26.6 $ | $5.4 $ | $ - $ | $33.3 $ | $(33.3) $ | $- $ |
| **Net Results** | $(0.7) $ | $(1.8) $ | $1.3 $ | $(1.5) $ | $(5.2) $ | $(7.9) $ | $(80.2) $ | $(72.3) $ |
WHEREAS, there are four new residence halls on the Athens campus that are yet to be named, and Ohio University has a rich history and tradition, and

WHEREAS, Arthur Carr graduated from Athens High School in 1902, and

WHEREAS, Arthur Carr is believed to be the first African-American student-athlete at Ohio University in 1903, where he was the quarterback and one of 17 members of the football team, and

WHEREAS, Arthur Carr graduated from Ohio University in 1905, and

WHEREAS, Arthur Carr graduated from Howard University Medical School in 1912 and taught at Howard University Medical School for 45 years, and

WHEREAS, Arthur Carr’s family owned a portion of the land where Peden Stadium now sits, and

WHEREAS, Ohio University recognizes the opportunity to highlight the contributions of a local alumni and scholar.

NOW THEREFORE, BE IT RESOLVED that one of the new residence halls be named the Arthur D. Carr Hall.
WHEREAS, there are four new residence halls on the Athens campus that are yet to be named, and Ohio University has a rich history and tradition, and

WHEREAS, Evelyn Coulter Luchs was the first woman trustee of Ohio University in 1949, and

WHEREAS, Evelyn Coulter Luchs was a graduate of Ohio University where she was voted most outstanding student in 1927, and

WHEREAS, Evelyn Coulter Luchs received a Certificate of Merit Award from Ohio University for national contributions to education and religion, and

WHEREAS, Evelyn Coulter Luchs was known for her interest and participation in civic and welfare activities, and

WHEREAS, Evelyn Coulter Luchs was the president of the Ohio Council of Church Women and was actively involved in the National Council of Protestant and Presbyterian Church Women, and

WHEREAS, Evelyn Coulter Luchs was on President Nixon’s Committee on Government Contracts and was on the Board of Trustees of the International University of Tokyo, and

WHEREAS, Ohio University recognizes the opportunity to highlight our first woman trustee and an OHIO alumna.

NOW THEREFORE, BE IT RESOLVED that one of the new residence halls be named the Evelyn Coulter Luchs Hall.
WHEREAS, there are four new residence halls on the Athens campus that are yet to be named, and Ohio University has a rich history and tradition, and

WHEREAS, Claude Sowle was president of Ohio University from 1969 – 1974, and

WHEREAS, President Sowle is the only university president that does not have a building named in his honor, and

WHEREAS, President Sowle led Ohio University during a tumultuous time which included the closing of the university as a result of the riots in 1970 after the Kent State shootings, and

WHEREAS, President Sowle was known for his transparency in office, facilitating open budget hearings that were broadcast live over the campus radio stations, and

WHEREAS, under President Sowle’s tenure the first equal opportunities office and the Ombuds Office were created, and

WHEREAS, under President Sowle’s tenure the Honors College was restructured to include the tutorial format and become the current Honors Tutorial College, and

WHEREAS, Ohio University recognizes the opportunity to highlight the contributions of one of our past presidents

NOW THEREFORE, BE IT RESOLVED that one of the new residence halls be named the Claude R. Sowle Hall.
WHEREAS, there are four new residence halls on the Athens campus that are yet to be named, and Ohio University has a rich history and tradition, and

WHEREAS, Tomoyasu Tanaka was a member of the physics and astronomy faculty from 1971 – 1989 and is widely considered the father of the OHIO-Chubu relationship, and

WHEREAS, Tomoyasu Tanaka mentored Venkatraman Ramakrishnan, who received his Ph.D. from Ohio University in 1976 and received the Nobel Prize in Chemistry in 2009, and

WHEREAS, Tomoyasu Tanaka was appointed emeritus professor of physics and astronomy, and

WHEREAS, Sumiko Susuki Tanaka co-founded and co-funded the Exchange Program for developmentally disabled and elderly citizens, and frequently opened her home to exchange students, and

WHEREAS, Ohio University recognizes the opportunity to highlight one of our most celebrated international relationships.

NOW THEREFORE, BE IT RESOLVED that one of the new residence halls be named the Tomoyasu and Sumiko Tanaka Hall.
Interoffice Communication

Date:      May 28, 2015

To:        The President and Board of Trustees

From:      Ryan Lombardi, Vice President for Student Affairs

Re:        Naming of the New Residence Halls

A committee comprised of faculty, staff and students was assembled in January 2015 and charged to assemble a list of suitable names for the four new residence halls and the living-learning center on South Green. The committee was led by Dean of Students Jenny Hall-Jones and Executive Director of Residential Housing Peter Trentacoste and met during the spring semester to develop potential naming options. The potential names reflect the rich gifts that each person bestowed upon Ohio University as well as the diverse history of our institution. The recommendations of the committee were combined with input from the President’s Council to develop a comprehensive list of naming options.

The committee suggested that the living-learning facility could engender naming interest from a future donor. Therefore, a name for the living-learning center has not been included.

Attached for your review and approval are the four resolutions for the Naming of New Residence Halls, each including details about the specific honoree. The new residence halls will be named in honor of:

- Arthur Carr,
- Evelyn Coulter Luchs,
- Claude Sowle, and
- Tomoyasu and Sumiko Tanaka.

I look forward to reviewing this information with you at the June meeting. Please feel free to contact me if you have any questions.
Residence Hall Namings

Resolution

Tab
Residence Hall Namings
APPROVAL TO UNDERTAKE DESIGN FOR
ALDEN LIBRARY ROOF REPLACEMENT
AND APPROVAL FOR THE SITE PLAN FOR THE
DUBLIN CAMPUS SURFACE PARKING ADDTION

RESOLUTION 2015-

WHEREAS, for the Alden Library Roof Replacement project, University administration requests approval for the total project budget of $2,200,000 and seeks authorization for expenditures of $235,000 to undertake design. Total project budget to be funded by FY2015 Deferred Maintenance Debt ($300,000) and State Appropriations ($1,900,000);

WHEREAS, for the Dublin Campus Surface Parking Addition project, the Board of Trustees approved a total project budget of $780,000 and authorized expenditures of $780,000 (2015-3454), and University administration requests approval of the site plan to complete the project to be funded by Internal Reserves ($630,000) and Dublin Campus Department Funding ($150,000);

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.
Date: May 28, 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:

- Alden Library Roof Replacement – Design through Bidding Phases
- Dublin Campus Surface Parking Addition – Site Plan Approval

The following design projects are in excess of $500,000 in total project cost and are presented to the Board at this time for approval of project budgets and authorization for funds for design. A resolution is provided that addresses these projects.

Alden Library Roof Replacement – Design through Bidding Phases

1. We seek approval to undertake design through bidding at a cost of $235K.
2. Purpose is to replace Alden Library roof as it is nearing the end of its useful life. Leaking is occurring. A review determined that the membrane roofs are an immediate need and that the other roof types (multi-ply SBS at center portion and the single ply ballasted on the penthouse) are within 3 years of needing replaced.
4. Project Budget: $2.2M
5. Previously Approved: $0
6. This Request: $235K
7. Funding Source: $300K - FY2015 Deferred Maintenance Debt
                  $1.9M - State Appropriations HB497, C30129

Dublin Campus Surface Parking Addition – Site Plan Approval

1. In January 2015, the Board of Trustees approved the site plan and authorized construction of a new 210 space parking lot in one of three areas of the Dublin campus.
2. Revised recommendation is to construct a new lot and roadway south of the existing east lot that will connect with the east lot. This will permit circulation within the campus boundary.
3. Not part of the approved CIP.
4. Project Budget: $780K
5. Previously Approved: $780K
   a) Resolution 2015-3454
6. This Request: $0
7. Funding Sources: $630K - Internal Reserves
                   $150K - Department Funding UN1695151
Construction Projects – Design

Consent

Tab
Requested Approvals to Undertake Design

- Alden Library Roof Replacement – Design through Bidding Phase
- Dublin Campus Surface Parking Addition – Site Plan Approval
Alden Library Roof Replacement – Design through Bidding Phases

- We seek approval to undertake design through bidding at a cost of $235K.
- Purpose is to replace Alden Library roof at the end of its expected life that has started to leak. Roof survey results indicate that the membrane roofs are in immediate need and that the other roof types (multi-ply SBS at the center portion and the single ply ballasted on the penthouse) are about to fail.
- Project Budget: $2.2M
- Previously Approved: $0
- This Request: $235K
- Funding Source: $300K - FY2015 Deferred Maintenance Debt $1.9M - State Appropriations, HB497, C30129
Site Plan Approval
New Dublin Campus Parking Lot

- In January 2015, the Board of Trustees approved the site plan and authorized construction of a new 210 space parking lot in one of three areas of the Dublin campus.
- We seek site plan approval for an option that will permit circulation within the campus boundary.
- Not part of the approved CIP.
- Project Budget: $780K
- Previously Approved: $780K
  - Resolution 2015-3454
- This Request: $0
- Funding Sources: $630K - Internal Reserves
  $150K - Department Funding UN1695151
Dublin Campus
Site Plan

- Recommendation is to construct a new lot and roadway south of the existing east lot that will connect with the east lot. This will permit circulation within the campus boundary.
APPROVAL TO PROCEED WITH CONSTRUCTION FOR
THE BENTLEY HALL ROOF REPLACEMENT,
THE BUSH AIRPORT MAINTENANCE PLAN: 7/25 RUNWAY
REHABILITATION BUDGET AMENDMENT,
THE COLLEGE GREEN PAINTING AND WOOD REPAIR BUDGET
AMENDMENT,
THE CLIPPINGER HALL ROOF REPLACEMENT,
THE CRAWFORD HALL BATHROOM RENOVATION BUDGET
AMENDMENT,
THE MORTON HALL ROOF REPLACEMENT,
THE MULTIPHASE CORROSION CENTER OFFICE ADDITION
BUDGET AMENDMENT,
THE READ HALL ROOF REPLACEMENT BUDGET AMENDMENT,
THE OUE HEALTH AND PHYSICAL EDUCATION CENTER ROOF
REPLACEMENT,
EIPI: THE GAS LINE UPGRADES BUDGET AMENDMENT,
EIPI: TEMPORARY CAMPUS BOILERS BUDGET AMENDMENT, AND
EMERGENCY CAMPUS REPAIRS FUNDS ESTABLISHMENT

RESOLUTION 2015 -

WHEREAS, for the Bentley Hall Roof Replacement project, University administration requests
approval for the total project budget of $575,000 and seeks authorization for expenditures of
$575,000 to undertake design, construction and to complete the project to be funded by FY2016
Deferred Maintenance Debt ($150,000) and State Appropriations ($425,000);

WHEREAS, for the Bush Airport Maintenance Plan: 7/25 Runway Rehabilitation project, the
Board of Trustees previously approved a total project budget of $2,400,000 and authorized
expenditures of $136,905 (2015-3454), and University administration seeks to amend the total
project budget of $2,400,000 by $336,905 for a new total project budget of $2,736,905 and
seeks approval to increase the previously authorized expenditure amount of $136,905 by
$2,600,000 to undertake construction and complete the project to be funded by Institutional
Reserves/10% Airport Match ($250,055) and 90% FAA ($2,486,850);

WHEREAS, for the College Green Painting and Wood Repair project, the Capital Funding and
Priorities Committee previously approved a total project budget $750,000 and authorized
expenditures of $750,000 (prior to approval matrix implementation), and University
administration seeks to amend the total project budget of $750,000 by an additional $110,500
for a new total project budget of $860,500 to undertake construction and complete the project
to be funded by State Appropriations ($750,000) and FY2016 Deferred Maintenance Debt
($110,500);
WHEREAS, for the Clippinger Hall Roof Replacement project, University administration requests approval for the total project budget of $2,000,000 and seeks authorization for expenditures of $2,000,000 to undertake design, construction and complete the project to be funded by FY2016 Deferred Maintenance Debt;

WHEREAS, for the Crawford Hall Bathroom Renovation project, the Board of Trustees previously approved the total project budget of $900,000 and authorized expenditures of $900,000 (2015-3454), and University administration seeks to increase the total project budget of $900,000 by and additional $60,000 for a new total project budget of $960,000 and seeks approval of the new authorized expenditure amount of $960,000 to be funded by Residential Housing Reserves;

WHEREAS, for the Morton Hall Roof Replacement project, University administration requests approval for the total project budget of $880,000 and seeks authorized expenditures of $880,000 to undertake design, construction and complete the project to be funded by FY2016 Deferred Maintenance Debt ($80,000) and State Appropriations ($800,000);

WHEREAS, for the Multiphase Corrosion Center Office Addition project, the Board of Trustees previously approved the total project budget of $1,500,000 and authorized expenditures $1,500,000 (2014-3315), and University administration seeks to amend the total project budget of $1,500,000 by and additional $100,000 for a new total project budget of $1,600,000 and seeks approval of the new authorized expenditure amount of $1,600,000 to be funded by Internal Loan;

WHEREAS, for the Read Hall Roof Replacement project, the Capital Funding and Priorities Committee previously approved a total project budget $800,000 and authorized expenditures of $800,000 (prior to approval matrix implementation), and University administration seeks to amend the total project budget of $800,000 by an additional $325,000 for a new total project budget of $1,125,000 to undertake construction and complete the project to be funded by Residential Housing Reserves;

WHEREAS, for the OUE Health and Physical Education Center Roof Replacement project, the Board of Trustees previously approved the total project budget of $750,000 and authorized total expenditures $53,000 (2014-3414), and University administration seeks to increase the authorized expenditures amount by $697,000 for total authorized expenditures of $750,000 for construction and to complete the project to be funded by State Appropriations;
WHEREAS, for the Energy Infrastructure Projects Initiative:

- For the Gas Line Upgrades project, the Board of Trustees previously approved a total project budget of $5,500,000 (2015-3451) and authorized expenditures of $5,500,000, and University administration seeks approval to decrease the total project budget of $5,500,000 by $700,000 for a new total project budget of $4,800,000 to be funded by the Energy Infrastructure Project Initiative;

- For the Temporary Campus Boilers project, the Board of Trustees previously approved the total project budget of $3,200,000 (2015-3452) and authorized expenditures of $3,200,000, and University administration seeks approval to increase the total project budget of $3,200,000 by $700,000 for a new total project budget of $3,900,000 to be funded by the Energy Infrastructure Project Initiative;

WHEREAS, for the Emergency Campus Repairs Fund, University administration requests approval for a total project budget of $1,500,000 and seeks authorized expenditures of $1,500,000 to establish and an emergency campus repair fund to be funded by FY2016 Deferred Maintenance Debt.

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees approves the requests described above, authorizes the receipt of appropriate bids or proposals and authorizes the President or his designee to accept and award contracts within the total project budgets identified.
Date: May 28, 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:

- Bentley Hall Roof Replacement – Design through Construction Phases
- Bush Airport Maintenance Plan: 7/25 Runway Rehabilitation – Construction Phase and Budget Amendment
- College Green Painting and Wood Repair – Budget Amendment
- Clippinger Hall Roof Replacement – Design through Construction Phases
- Crawford Hall Bathroom Renovation – Budget Amendment
- Morton Hall Roof Replacement – Design through Construction Phases
- Multiphase Corrosion Center Office Addition – Construction Phase and Budget Amendment
- Read Hall Roof Replacement – Budget Amendment
- OUE Health and Physical Education Center Roof Replacement – Construction Phase
- Energy Infrastructure Projects Initiative (EIPI)
  - Gas Line Upgrades – Budget Amendment
  - Temporary Campus Boilers – Budget Amendment
- Emergency Campus Repairs Fund Establishment

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.

Bentley Hall Roof Replacement – Design through Construction Phases

1. We seek approval to undertake design through construction at a cost of $575K.
2. Purpose is that the Bentley roof is nearing the end of its useful life. Leaking is occurring. A review determined that the membrane roof is an immediate need. Gutters and downspouts are also an issue.
4. Project Budget: $575K
5. Previously Approved: $0
6. This Request: $575K
7. Funding Sources: $150K - FY2016 Deferred Maintenance Debt
   $425K - State Appropriations, HB497, C30112
Bush Airport Maintenance Plan: 7/25 Runway Rehabilitation – Construction Phase and Budget Amendment

1. We seek approval to undertake construction at a cost of $2,600,000 and approval to amend the previously approved total project budget of $2,400,000 by an additional $336,905 for a new total project budget of $2,736,905.
2. Purpose is to upgrade the existing pavement to continue runway use. Reason for the increase to the total project budget is that the previously approved total project budget was an estimate pre design. Project was conceived in 2012 and increase is needed due to cost escalations.
4. Project Budget: $2,736,905
5. Previously Approved: $136,905
   a. Resolution 2015-3454 (Design through construction documents phases approved in January 2015)
6. This Request: $2,600,000
7. Funding Sources: $250,055 – 10% Airport Match 10%, Institutional Reserves
   $2,486,850 – 90% FAA

College Green Painting and Wood Repair – Budget Amendment

1. We seek approval to amend the budget from previously authorized expenditures of $750K by an additional $110.5K for a new total project budget of $860.5K.
2. Purpose is to repair building exterior wood trim and paint building exteriors at Cutler Hall, Wilson Hall, and McGuffey Hall. All window glazing and caulking will be removed and replaced due to presence of asbestos. Needed because wood repair and exterior painting work has been deferred. This maintenance helps extend building life and enhances the building appearance. The reason for the budget increase is while this project was out to bid, it was discovered that there was asbestos in the caulking and glazing that would be required to be removed. That added an additional $150,000 to the construction cost. The apparent low bid was $38,500 higher than the architect’s estimate. These issues brought the total project budget to $860,500.
3. Part of the approved CIP for FY14, Deferred Maintenance “Keep-Up” Project, Exterior Painting/Woodwork Repair, Line #11g.
4. Project Budget: $860.5K
5. Previously Approved: $750K
   a. CF&PC approval in February 2014, prior to approval matrix implementation.
6. This Request: $110.5K
7. Funding Sources: $750K - State Appropriations HB497, C30097
   $110.5K - FY2016 Deferred Maintenance Debt
Clippinger Hall Roof Replacement – Design through Construction Phases
1. We seek approval to undertake design through construction at a cost of $2M.
2. Purpose is to amend Clippinger roof to replace the existing roof. Needed because roof is failing in various areas. Project is for a 25 year roof replacement including wall flashings/copings.
4. Project Budget: $2M
5. Previously Approved: $0
6. This Request: $2M
7. Funding Source: FY2016 Deferred Maintenance Debt

Crawford Hall Bathroom Renovation – Budget Amendment
1. We seek approval to amend the budget from the previously approved total project budget of $900K by an additional $60K for a new total project budget of $960K.
2. Reason for the budget amendment is the construction estimate needed increased to correspond with the AE estimate for bidding.
3. Part of the approved FY2015-2020 CIP as Residential Housing, Housing Minor Renovations, Project #1.
4. Project Budget: $960K
5. Previously Approved: $900K
   a. Resolution 2015-3454 (Design through construction phases approved in January 2015)
6. This Request: $60K
7. Funding Source: Residential Housing Reserves

Morton Hall Roof Replacement – Design through Construction Phases
1. We seek approval to undertake design through construction at a cost of $880K.
2. Purpose is that the Morton roof is nearing the end of its useful life. Leaking is occurring. A review determined that the membrane roof is an immediate need. Interior repairs due to water damage will also need addressed.
4. Project Budget: $880K
5. Previously Approved: $0
6. This Request: $880K
7. Funding Sources: $80K - FY2016 Deferred Maintenance Debt
   $800K - State Appropriations HB 497, C30129
Multiphase Corrosion Center Office Addition – Construction Phase and Budget Amendment

1. We seek approval to amend the budget from the previously authorized expenditures of $1.5M by an additional $100K for a new total project budget of $1.6M.
2. Purpose is to expand existing office space. Needed because the program’s activities have grown resulting in the expansion of staff, including grad students and post docs, now crowded into the limited existing office space. Project will address the office space shortage and provide additional space for anticipated future growth of the program. Additional funding needed to compensate for the unforeseen condition of relocating the existing underground conduits (data/phone).
4. Project Budget: $1.6M
5. Previously Approved: $1.5M
   b. Resolution 2014-3315 (Approved a total project budget decrease from $2M to $1.5M and authorized expenditures of $1.47M for construction in June 2014)
6. This Request: $100K
7. Funding Source: Internal Loan

Read Hall Roof Replacement – Budget Amendment

1. We seek approval to amend the budget from previously authorized expenditures of $800K by an additional $325K for a new total project budget of $1.125M.
2. Reason for the budget amendment is escalation occurred after the previous PAR was submitted over a year ago. Also, Residential Housing’s Roof Renovation Budget of $800K is no longer an accurate amount to complete roof replacements of this nature.
4. Project Budget: $1.125M
5. Previously Approved: $800K
   a. CF&PC approval in February 2014, prior to approval matrix implementation.
6. This Request: $325K
7. Funding Source: Department Funding UM2007900

OUE Health and Physical Education Center Roof Replacement – Construction Phase

1. We seek approval to undertake construction at a cost of $697K.
2. Purpose is to replace the flat roof sections of the Health and Physical Education Center. Needed because this portion of the roof has reached its life expectancy and has started to leak.
3. Part of the approved FY2015-2016 CIP as Regional Campus, Eastern Campus Health Center Roof Replacement, Project #6.
4. Project Budget: $750K
5. Previously Approved: $53K
6. This Request: $697K
7. Funding Sources: State Appropriations
   - $107.5K - HB497, C30063
   - $150K - HB497, C30138
   - $492.5K - HB497, C30137
Energy Infrastructure Projects Initiative (EPII)

A. Gas Line Upgrades – Budget Amendment

1. We seek approval to decrease the budget from the previously authorized expenditures of $5.5M by $700K for a new total project budget of $4.8M.
2. Reason for the budget amendment is to remove interior gas line work from this project.
4. Project Budget: $4.8M
5. Previously Approved: $5.5M
   a. Resolution 2015-3451 (Design through construction phases approved in January 2015)
6. This Request: -$0.7M
7. Funding Source: $0.7M to fund EPII: Temporary Campus Boilers Project

B. Temporary Campus Boilers – Budget Amendment

1. We seek approval to amend the budget from the previously authorized expenditures of $3.2M by an additional $700K for a new total project budget of $3.9M.
2. Purpose is to include interior gas line work in this project.
4. Project Budget: $3.9M
5. Previously Approved: $3.2M
   a. Resolution 2015-3452 (Approved a total project budget of $3.2M and authorized expenditures of $3.2M for design through construction phases in January 2015)
6. This Request: $0.7M
7. Funding Source: $0.7M funding from EPII: Gas Line Upgrades Project

Emergency Campus Repairs Fund – Fund Establishment

1. We seek approval to establish an emergency repair fund for FY2016 for $1.5M.
2. Purpose is to provide a mechanism to respond to and correct emergency maintenance items in excess of $500K that are urgent in nature for which a delay in project approval poses an immediate threat to life, property or research. The Capital Funding and Priorities Committee’s approval is required for use of these funds.
4. Project Budget: $1.5M
5. Previously Approved: $0
6. This Request: $1.5M
7. Funding Source: FY2016 Deferred Maintenance Debt
Construction Projects – Construction Consent

Tab
Requested Approvals to Undertake Construction

- Bentley Hall Roof Replacement – Design through Construction Phases
- Bush Airport Maintenance Plan: 7/25 Runway Rehabilitation – Construction Phase and Budget Amendment
- College Green Painting and Wood Repair – Budget Amendment
- Crawford Hall Bathroom Renovation – Budget Amendment
- Morton Hall Roof Replacement – Design through Construction Phases
Requested Approvals to Undertake Construction

- Multiphase Corrosion Center Office Addition – Construction Phase and Budget Amendment
- Read Hall Roof Replacement – Budget Amendment
- OUE Health and Physical Education Center Roof Replacement – Construction Phase
- Energy Infrastructure Projects Initiative (EIPI)
  - Gas Line Upgrades – Budget Amendment
  - Temporary Campus Boilers – Budget Amendment
- Emergency Campus Repairs Fund Establishment
Bentley Hall Roof Replacement – Design through Construction Phases

- We seek approval to undertake design through construction at a cost of $575K.
- Purpose is that the Bentley roof is nearing the end of its useful life. Leaking is occurring. A review determined that the membrane roof is an immediate need. Gutters and downspouts are also an issue.
- Part of the approved FY2015-2016 CIP, Infrastructure Renewal-Deferred Maintenance, Roofing Upgrades and Replacements, Line #8.
- Project Budget: $575K
- Previously Approved: $0
- This Request: $575K
- Funding Sources: $150K - FY2016 Deferred Maintenance Debt
  $425K - State Appropriations, HB497, C30112
Bush Airport Maintenance Plan: 7/25 Runway Rehabilitation – Construction Phase and Budget Amendment

- We seek approval to undertake construction at a cost of $2,600,000 and approval to amend the previously approved total project budget of $2,400,000 by an additional $336,905 for a new total project budget of $2,736,905.
- Purpose is to upgrade the existing pavement to continue runway use. Reason for the increase to the total project budget is that the previously approved total project budget was an estimate pre design. Project was conceived in 2012 and increase is needed due to cost escalations.
- Part of the approved FY2015-2016 CIP, Auxiliaries, Airport Improvements, Line #4.
- Project Budget: $2,736,905
- Previously Approved: $136,905
  - Resolution 2015-3454 (Design through construction documents phases approved in January 2015)
- This Request: $2,600,000
- Funding Sources: $250,055 - 10% Airport Match, Institutional Reserves $2,486,850 - 90% FAA
College Green Painting and Wood Repair – Budget Amendment

- We seek approval to amend the budget from previously authorized expenditures of $750K by an additional $110.5K for a new total project budget of $860.5K.
- Reason for the budget amendment is while this project was out to bid, it was discovered that there was asbestos in the caulking and glazing that would be required to be removed.
- Part of the approved CIP for FY14, Deferred Maintenance “Keep-Up” Project, Exterior Painting/Woodwork Repair, Line #11g.
- Project Budget: $860.5K
- Previously Approved: $750K
  - CF&PC approval in February 2014, prior to approval matrix implementation.
- This Request: $110.5K
- Funding Sources: $750K - State Appropriations, HB497, C30097
  $110.5K - FY2016 Deferred Maintenance Debt
Clippinger Hall Roof Replacement – Design through Construction Phases

- We seek approval to undertake design through construction at a cost of $2M.
- Purpose it to amend Clippinger roof to replace the existing roof. Needed because roof is failing in various areas. Project is for a 25 year roof replacement including wall flashings/copings.
- Project Budget: $2M
- Previously Approved: $0
- This Request: $2M
- Funding Source: FY2016 Deferred Maintenance Debt
Crawford Hall Bathroom Renovation – Budget Amendment

- We seek approval to amend the budget from the previously approved total project budget of $900K by an additional $60K for a new total project budget of $960K.
- Reason for the budget amendment is the construction estimate needed increased to correspond with the AE estimate for bidding.
- Part of the approved FY2015-2020 CIP as Residential Housing, Housing Minor Renovations, Project #1.
- Project Budget: $960K
- Previously Approved: $900K
  - Resolution 2015-3454 (Design through construction phases approved in January 2015)
- This Request: $60K
- Funding Source: Residential Housing Reserves
Morton Hall Roof Replacement – Design through Construction Phase

- We seek approval to undertake design through construction at a cost of $880K.
- Purpose is that the Morton roof is nearing the end of its useful life. Leaking is occurring. A review determined that the membrane roof is an immediate need. Interior repairs due to water damage will also need addressed.
- Project Budget: $880K
- Previously Approved: $0
- This Request: $880K
- Funding Sources: $80K - FY2016 Deferred Maintenance Debt
  $800K - State Appropriations, HB497, C30129
We seek approval to amend the budget from the previously authorized expenditures of $1.5M by an additional $100K for a new total project budget of $1.6M.

Additional funding needed to compensate for the unforeseen condition of relocating the existing underground conduits (data/phone).


Project Budget: $1.6M

Previously Approved: $1.5M

- Resolution 2014-3379 (Authorized expenditures of $30K for design in January 2014)
- Resolution 2014-3315 (Approved a total project budget decrease from $2M to $1.5M and authorized expenditures of $1.47M for construction in June 2014)

This Request: $100K

Funding Source: Internal Loan
Read Hall Roof Replacement – Budget Amendment

- We seek approval to amend the budget from previously authorized expenditures of $800K by an additional $325K for a new total project budget of $1.125M.
- This request for this budget amendment is due to construction cost escalation that has occurred between project approval and the revised project start date.
- Project Budget: $1.125M
- Previously Approved: $800K
  - CF&PC approval in February 2014, prior to approval matrix implementation.
- This Request: $325K
- Funding Source: Department Funding UM2007900
OUE Health and Physical Education Center Roof Replacement – Construction Phase

- We seek approval to undertake construction at a cost of $697K.
- Purpose is to replace the flat roof sections of the Health and Physical Education Center. Needed because this portion of the roof has reached its life expectancy and has started to leak.
- Part of the approved FY2015-2016 CIP as Regional Campus, Eastern Campus Health Center Roof Replacement, Project #6.
- Project Budget: $750K
- Previously Approved: $53K
  - Resolution 2014-3414 (Authorized expenditures of $53K for design in June 2014)
- This Request: $697K
- Funding Sources: State Appropriations:
  - $107.5K - HB497, C30063
  - $150K - HB497, C30138
  - $492.5K - HB497, C30137
EIPi: Gas Line Upgrades—Budget Amendment

- We seek approval to decrease the budget from the previously authorized expenditures of $5.5M by $700K for a new total project budget of $4.8M.
- Purpose is to remove interior gas line work from this project
- Project Budget: $4.8M
- Previously Approved: $5.5M
  - Resolution 2015-3451 (Design through construction phases approved in January 2015)
- This Request: -$0.7M
- Funding Source: EIPi: $0.7M will go toward the Temporary Campus Boilers Project
EIPI: Temporary Campus Boilers – Budget Amendment

- We seek approval to amend the budget from the previously authorized expenditures of $3.2M by an additional $700K for a new total project budget of $3.9M.
- Budget amendment to include interior gas line work in this project

- Project Budget: $3.9M
- Previously Approved: $3.2M
  - Resolution 2015-3452 (Approved a total project budget of $3.2M and authorized expenditures of $3.2M for design through construction phases in January 2015)

- This Request: $0.7M
- Funding Source: EIPI: Additional $0.7M funding from the Gas Line Upgrades budget decrease
Emergency Campus Repairs Fund Establishment

- We seek approval to establish an emergency repair fund for FY2016 for $1.5M.
- Purpose is to provide a mechanism to respond to and correct emergency maintenance items in excess of $500K that are urgent in nature for which a delay in project approval poses an immediate threat to life, property or research. The Capital Funding and Priorities Committee’s approval is required for use of these funds.
- Project Budget: $1.5M
- Previously Approved: $0
- This Request: $1.5M
- Funding Sources: FY2016 Deferred Maintenance Debt
CAPITAL SPENDING AUTHORIZATION FOR THE DUBLIN INTEGRATED EDUCATION CENTER

RESOLUTION 2015-

WHEREAS, in March 2014, the Board of Trustees approved a ground lease (2014-3388) to accomplish the development of what is now called The Integrated Education Center, an 86,000-square-foot facility that includes an auditorium, library and student lounge, as well as classrooms, labs, conference rooms and offices on the ground floor for use by the Physician Assistant program;

WHEREAS, the ground lease was executed with Dublin Bobcat I, LLC, a subsidiary of The Daimler Group, Inc., to develop, own, and manage the facility;

WHEREAS, in conjunction with the ground lease, the University entered into a space lease with Dublin Bobcat I, LLC, to lease office, classroom, and laboratory space in the facility;

WHEREAS, in order to lower lease costs, the University pre-purchased certain developer improvements with a value of $3,500,000 to design and construct infrastructure to support operation of the building;

WHEREAS, the College of Health Science and Professions has directly purchased and funded $4,200,000 in major items such as lab, audio visual and IT equipment, and furniture using college unrestricted reserves;

WHEREAS, the University has agreed to make $900,000 of additional tenant improvements to be repaid according to provisions of a sublease agreement with Columbus State Community College;

WHEREAS, University administration requests approval for the total project budget of $8,600,000 for the procurement of identified components of tenant improvements, major equipment, and related infrastructure costs funded by University Reserves ($4,400,000) and the College of Health Sciences and Professions ($4,200,000);

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees authorizes project capital spending within the total project budget identified.
Date: May 28, 2015

To: The President and Board of Trustees

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

Re: Dublin Integrated Education Center – Capital Spending Authorization

In March 2014, the Board of Trustees approved a ground lease (2014-3388) to accomplish the development of what is now called The Integrated Education Center, an 86,000-square-foot facility that includes an auditorium, library and student lounge, as well as classrooms, labs, conference rooms and offices on the ground floor for use by the Physician Assistant program. The ground lease was executed with Dublin Bobcat I, LLC, a subsidiary of The Daimler Group, Inc., to develop, own, and manage the facility. In conjunction with the ground lease, the University entered into a space lease with Dublin Bobcat I, LLC, to lease office, classroom, and laboratory space in the facility.

In order to lower lease costs, the University pre-purchased certain developer improvements with a value of $3.5M to design and construct infrastructure to support operation of the building. The College of Health Science and Professions is directly purchasing and funding $4.2M in major items such as lab, audio visual and IT equipment, and furniture using college unrestricted reserves. Additionally, The University has agreed to make $900K of additional tenant improvements to be repaid according to provisions of a sublease agreement with Columbus State Community College.

While some of these expenses have been reported to the board during project and budget updates, the board has not formally approved them. We will be asking the Board at the June board meeting for retroactive spending authorization of $8.6 million, which was reviewed and approved by the Capital Funding and Prioritization Committee earlier this month.
Dublin Integrated Education Center (IEC) Capital Spending Authority Consent

Tab
Dublin IEC Background

- In March 2014, the Board of Trustees approved a ground lease (2014-3388) to accomplish the development of what is now called The Integrated Education Center, an 86,000-square-foot facility which includes an auditorium, library and student lounge, as well as classrooms, labs, conference rooms and offices on the ground floor for use by the Physician Assistant program.

- The ground lease was executed with Dublin Bobcat I, LLC, a subsidiary of The Daimler Group, Inc., to develop, own, and manage the facility.
Dublin IEC
Scope of Project

- In conjunction with the ground lease, the University entered into a space lease with Dublin Bobcat I, LLC, to lease office, classroom, and laboratory space in the facility.

- In order to lower the space lease cost, the University directly funded a component of related infrastructure and tenant improvement costs ($3.5M).
The College of Health Science and Professions has directly funded and purchased major items such as lab, audio visual and IT equipment, and furniture ($4.2M) using college unrestricted reserves.

The University has entered into a sublease with Columbus State Community College and has advance funding tenant improvements on their behalf ($900K) for which they will reimburse the University according to provisions in the sub-lease agreement.
Dublin IEC Spending Authority
Sources and Uses of Funds

- We seek approval of the total project budget and IEC capital spending for identified components of tenant improvements, major equipment, and related infrastructure costs up to $8.6M.

- The University Reserves component of this request was included in the approved FY2015-2016 CIP shown as Third Party Development, Dublin Campus Speculative Building #1 at $4M.

- Ohio University Funded Costs $8.6M
  - Sources of Funding
    - University Reserves $4.4M
    - CHSP Reserves $4.2M
  - Uses
    - University TI / Infrastructure $3.5M *
    - CSCC TI / Infrastructure advance $0.9M
    - CHSP Equipment / AV $4.2M

* This $3.5M was previously structured as operating lease expense included in the development/ground lease agreement approved in Resolution 2014-3388
RESOLUTION TO APPROVE AN EASEMENT FOR
CONSTRUCTION AND RELOCATION OF
ELECTRIC FACILITIES

RESOLUTION 2015-

WHEREAS, the City of Athens is making a series of improvements to and along Richland Avenue, which are intended to improve safety, ease traffic flow and enhance sightlines;

WHEREAS, to facilitate this work, American Electric Power (AEP) and the City of Athens have requested an easement from the University to construct, relocate and maintain electric lines and related equipment along Richland Avenue, as depicted on the attached drawing; and

WHEREAS, the City’s improvements to Richland Avenue will enhance and restore an important thoroughfare to the University’s campus.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby approves the granting of an easement to AEP or its affiliate to allow for construction, relocation and maintenance of electric lines and related equipment in the area depicted in the attached drawing, upon terms and conditions negotiated and approved by the President or his designee.

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

Date: May 28, 2015

To: The President and Board of Trustees

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

Re: Approval of Easement for Construction and Relocation of Electric Facilities

The City of Athens is making a series of roadway and related improvements to and along Richland Avenue, which include road widening and repaving, construction and replacement of sidewalks, upgrades to storm water facilities and utility relocation. The project is intended to improve safety for vehicles and pedestrians and to enhance sightlines and aesthetics along the road.

In connection with this project, the City and American Electric Power (AEP) have asked the University to grant AEP an easement to allow relocation of electric lines and related equipment. The proposed easement area is depicted in the drawing included in these materials. AEP’s work involves relocation of above-ground electric lines and poles near the Ohio University Inn and Conference Center to underground duct banks on the east side of Richland Avenue. Time Warner also will relocate facilities to this location. The requested easement thus would support the City’s efforts to improve an important thoroughfare to campus.

The attached resolution authorizes the granting of an easement to AEP or its affiliate for purposes of constructing, relocating and maintaining electric lines and related equipment, upon terms and conditions negotiated and approved by the President or his designee. The easement will be on a form approved by the Ohio Department of Administrative Services.

If you have any questions about this matter, please do not hesitate to contact me.
BOARD OF TRUSTEES POLICY ON AFFILIATED ENTITIES

RESOLUTION 2015 -

WHEREAS, Ohio University desires to cause the creation of one or more corporations or other appropriate business entities ("Affiliated Entities") that will be operated as entities separate from the University to pursue public purposes that are consistent with the University’s mission; and

WHEREAS, any such Affiliated Entities will be created to engage in other appropriate activities that will advance the teaching, research and service mission of the University and the economic development and general welfare of the City of Athens, Southeastern Ohio and the State of Ohio as a whole; and

WHEREAS, this Board desires to adopt guidelines for the establishment, management and oversight of Affiliated Entities to ensure that they are created and operated in compliance with the requirements of Ohio law and in accordance with prudent business practices, that they conform to their purposes as stated in their founding documents and adhere to the highest ethical standards.

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby adopts the Policy on Affiliated Entities attached hereto as Exhibit A and directs that all future proposals for the creation of Affiliated Entities must comply with the requirements of this Policy.

BE IT FURTHER RESOLVED that this Board directs the President to provide to the Board an annual report on the activities of all Affiliated Entities and their progress in achieving the purposes for which they were created.
Ohio University Board of Trustees

Policy on Affiliated Entities

In recent years, many public universities in Ohio have participated in the creation of affiliated non-profit entities (“Affiliated Entities”) to pursue business-related activities in support of their university missions. This policy provides a framework for establishing Affiliated Entities at Ohio University and a procedure for the ongoing monitoring of their activities and the University’s relationships with them by the Board of Trustees. Existing Affiliated Entities shall comply with the management and oversight-related requirements of this policy.

A. Definition of an Affiliated Entity

An Affiliated Entity is:

1. a legal entity that is separate from the University;
2. formed or operated to support a public purpose that is consistent with the mission of the University; and
3. created, controlled, or strongly influenced by the University and/or receives significant support from the University in the form of funds, staff or other resources.

B. Creation of Affiliated Entities

University resources may be used to establish Affiliated Entities, subject to review and approval by the Board of Trustees. The Board may approve the creation of an Affiliated Entity upon a written recommendation from the President, which should address the proposed Affiliated Entity’s purpose and objectives, corporate and governance structure, scope of activities, budget and business plan, and associated risks. Particular attention should be paid to the level of University involvement and control and to the financial or other resources committed to the Affiliated Entity. In preparing the recommendation, the President should ensure that the Executive Vice President and Provost, the Vice President for Finance and Administration and the Office of Legal Affairs have been consulted.

C. Guiding Principles for Affiliated Entities at Ohio University

In its decisions relating to approval and ongoing oversight of Affiliated Entities, the Board of Trustees will be guided by the following principles:

1. An Affiliated Entity may be established to promote, enable, sponsor, or complement educational, scientific, research, charitable, health-care related, cultural activities, or community and regional service activities for the benefit of the University and in a manner consistent with the University’s mission.
2. Affiliated Entities must be managed in a manner consistent with their own enabling documents and the University’s purpose, mission, and procedures.

3. Affiliated Entities must use sound fiscal and accounting procedures.

4. The details of the University’s relationship with each Affiliated Entity – including the University’s oversight of the Affiliated Entity – shall be memorialized in a memorandum of agreement that must be approved by the President.

5. While Affiliated Entities may be heavily dependent upon the University at their inception, their business strategy should include a plan for achieving self-sufficiency within a reasonable period of time. The memorandum of agreement with the University should include milestones for the achievement of financial and organizational independence.

6. Directors, officers and employees of an Affiliated Entity must adhere to the highest standards of ethics. Each Affiliated Entity must adopt and enforce an appropriate conflict of interest policy.

Existing Affiliated Entities shall promptly comply with appropriate management and oversight requirements described above, including execution of appropriate memoranda of agreement with the University.

D. Oversight of Affiliated Entities

Affiliated Entities will be created to engage in business activities that complement the University’s mission. To achieve this goal, they must maintain a requisite degree of independence and separateness from the University. At the same time, because they will be supported with University resources, the University must exercise an appropriate level of oversight over their activities. The University’s interests will be protected as follows:

1. Affiliated Entity articles of incorporation, bylaws and similar founding documents may require that a majority of the corporate board be comprised of individuals nominated by the President of the University (“University Directors”). If the University does not have a majority, the bylaws may require the affirmative vote of a supermajority including at least one University Director to approve certain significant corporate actions such as:

   a. amendment of the articles of incorporation and bylaws;

   b. dissolution of the corporation or sale, lease or disposition of substantially all of its assets;

   c. creation or dissolution of subsidiaries;

   d. approval of budgets; and
2. The University Directors who are University employees will receive letters of appointment from the President confirming that service on the Affiliated Entity board of directors is within the scope of their University duties. The letters of appointment will instruct the University Directors to consult with appropriate offices and individuals regarding significant corporate actions.

The letters of appointment will advise University Directors that in performing their fiduciary obligation to act in the best interest of the Affiliated Entity, they will be responsible for ensuring that:

a. the corporation is governed and managed in compliance with state and federal law and in conformance with its articles of incorporation and regulations;

b. prudent business judgment is exercised in the performance of all corporate activities;

c. the corporation complies with the terms of its agreements with the University;

d. University resources are used in compliance with terms under which they are provided;

e. the corporation complies with the terms of agreements entered into with other governmental units and private business entities; and

f. corporate management and employees adhere to the highest standards of ethical business behavior.

3. Affiliated Entities will enter into a memorandum of agreement with the University that states the amount and appropriate use of grants, loans or other resources provided by the University to the corporation. The memorandum of agreement shall require the Affiliated Entity to procure or otherwise arrange for appropriate directors’ and officers’ insurance for its directors and officers. The memorandum of agreement also must require the Affiliated Entity to submit an annual report to the University in a form to be determined by the Vice President for Finance and Administration. At a minimum, such reports should include the following:

a. financial statements and footnotes;
b. audit procedures (either audited statements or AUP as determined by University);

c. 990/990-T and/or respective required tax filings;

d. annual budget reports;

e. disclosure of contingent liabilities and litigation;

f. minutes from board meetings; and

g. disclosure of significant events that change financial profile or operations of the organization.
AUTHORIZATION FOR CREATION OF A NEW UNIVERSITY AFFILIATE – OHIO TRANSFORMATION GROUP

RESOLUTION 2015 -

WHEREAS, the Board of Trustees has adopted the Policy on Affiliated Entities to regulate the establishment, management and oversight of business entities that are affiliated with the University, to ensure that they are created and operate in a manner consistent with the University’s mission, the founding documents of the entity, prudent and ethical business practices and Ohio law;

WHEREAS, the President has recommended the establishment of a new affiliate, to be known as OHIO Transformation Group, that will serve as a strategic planning entity for projects intended to improve the communities in which the University maintains a presence throughout Ohio; and

WHEREAS, the proposal for OHIO Transformation Group reflects a prudent business plan for accomplishing objectives that will advance the University’s mission, includes appropriate means for University oversight and is consistent with the Policy on Affiliated Entities.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees hereby authorizes the establishment of the affiliated entity OHIO Transformation Group (or similar name available for use by a corporate entity under state and federal law), and authorizes and directs the President and/or his designees to perform such actions and execute such documents as may be necessary or desirable to effect the establishment of this entity;

BE IT FURTHER RESOLVED that OHIO Transformation Group is hereby directed to make annual and other periodic reports to the Board of Trustees in accordance with the Policy on Affiliated Entities;

BE IT FURTHER RESOLVED that the relationship between OHIO Transformation Group and the University be memorialized in a memorandum of agreement and that the entity shall operate in accordance with that agreement; and

BE IT FURTHER RESOLVED that the Board of Trustees hereby authorizes the President to nominate appropriate officers and employees of the University and others to serve as directors of OHIO Transformation Group, with such University officers and employees representing the University in this capacity as part of their official duties and responsibilities to the University, entitling them to any immunity, indemnity, insurance and representation to which University officers and employees are entitled.
Interoffice Communication

Date: May 28, 2015

To: The President and Board of Trustees

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

Re: Creation of OHIO Transformation Group

Pursuant to the Board of Trustees Policy on Affiliated Entities, we request approval to establish a new University-affiliated entity: OHIO Transformation Group (“OTG”).

Purpose and Objectives

The University’s future growth and success is tied to the well-being of its surrounding communities. In recognition of this shared future, OTG’s primary purpose is to serve as a strategic planning entity for projects that serve the University’s teaching and research mission by enhancing the economic and cultural climate in Athens and other communities surrounding the University’s campuses and presences around the state. OTG will identify, evaluate and participate in the implementation of a wide range of initiatives in areas including housing, health care, education and economic development. OTG will develop a Blueprint for Community Investment to identify and select among specific projects.

As an independent legal entity separate from the University, OTG will complement the University’s mission by:

- Entering into partnerships with private third parties and government agencies;
- Attracting types of financing not traditionally available to public universities;
- Facilitating University participation in a wide range of community initiatives while preserving appropriate legal separateness; and
- Providing for more efficient management and execution of projects.

OTG will implement projects through a network of subsidiaries created and supervised by the OTG Board of Directors. In most instances, OTG will serve as the parent corporate entity. These subsidiaries may be wholly controlled by OTG or governed by boards with representation from other private entities or units of government partnering with OTG.
Corporate Organization and Governance

OTG will be an Ohio non-profit corporation intended to be exempt from federal income tax under Internal Revenue Code § 501(c)(3). OTG will be governed by a five-member Board of Directors, which initially will consist of the following:

- Three individuals nominated by the President of the University pursuant to letters of appointment that define their responsibilities ("University Directors"); and
- Two non-University-appointed community representatives.

The University Directors who are University employees will serve in their official University capacities.

As with any Ohio non-profit corporation, OTG will be governed according to its articles of incorporation and bylaws. Those documents will be drafted by outside counsel to OTG.

OTG also will be governed according to a memorandum of agreement with the University, which will provide for University oversight of OTG’s activities as described below.

Minor modifications to OTG’s proposed corporate name may be necessary to comply with federal and state law.

Scope of Activities

OTG will have the legal authority to conduct business in the same manner as any Ohio non-profit corporation, including the authority to purchase and sell real estate, contract for goods and services, hire and manage employees, lend money, incur debt and create and participate in subsidiary or affiliated entities. As noted above, OTG will execute specific projects through operational subsidiaries, including limited liability companies. Depending on the nature of the project, OTG may be the sole controlling entity of the subsidiary or will share control with third parties.

OTG’s day-to-day operations will be managed by a Chief Executive Officer, Treasurer, Secretary and other appropriate officers. These individuals likely will be University employees and may include one or more University directors. OTG will not hire dedicated employees in the near term but may be staffed part-time by University employees. Any use by OTG of University employee time, University office space, University services (e.g., information technology, payroll accounting, other central services), University logos and marks or any other University resource will be governed by written agreement. OTG will adopt appropriate business policies and procedures, including competitive procurement policies.

University Oversight of OTG

Three University Directors will be nominated by the President to serve on the OTG Board of Directors. In performing their fiduciary obligation to act in the best interest of OTG, they will be responsible for ensuring that:
• the corporation is governed and managed in compliance with state and federal law and in conformance with its articles of incorporation and regulations;
• prudent business judgment is exercised in the performance of all corporate activities;
• the corporation complies with the terms of the memorandum of agreement entered into with the University and that University resources are used in compliance with that document;
• the corporation complies with the terms of agreements entered into with other governmental units and private business entities; and
• OTG management and employees adhere to the highest standards of ethical business behavior.

The University Directors who are University employees will receive letters of appointment from the President stating that service on the OTG board of directors is within the scope of their University duties.

The OTG articles of incorporation and bylaws will require the affirmative vote of all University Directors to approve the following corporate actions:

• amendment of the articles of incorporation and bylaws;
• dissolution of the corporation or sale, lease or disposition of substantially all of its assets;
• creation or dissolution of subsidiaries;
• approval of budgets; and
• incurring significant legal or financial obligations.

OTG will enter into a memorandum of agreement with the University that:

• states the amount and appropriate use of grants, loans or other resources provided by the University to the corporation, specifying that all transfers of University funds to OTG cumulatively greater than $100,000 in any fiscal year – whether by grant, loan or otherwise – are subject to prior approval by the University Board of Trustees;
• requires an annual report to the President on the corporation’s activities and financial status;
• allows the University to inspect OTG books and records upon request; and
• requires OTG to adopt appropriate ethics and conflicts of interest policies.

**OTG Budget and Business Plan**

As a planning entity, OTG’s initial operations will require minimal funding. OTG will develop a more detailed budget and business plan as specific projects are identified.

OTG may be supported by gifts, grants, loans, University funding and/or other funds provided by third parties. University funding may take the form of direct grants, loans and/or other transfers, provided such transfers are for a public purpose and otherwise comply with Ohio law. The University Board of Trustees must approve in advance all transfers of University funds to OTG cumulatively greater than $100,000 in any fiscal year. Upon such approval, the Board of Trustees may impose additional oversight requirements relating to use and reporting regarding such funds.
Interoffice Communication

Date:   May 28, 2015

To:     The President and Board of Trustees

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

Re:     Annual Debt Capacity and Affordability Update

The accompanying slides present an updated analysis of the University’s debt capacity and affordability based on OHIO’s FY14 Financial Statements, with consideration for the $250M taxable Century Bonds issued November 6, 2014 and the University’s 2013 Capital Improvement Plan. This presentation includes data about our existing debt portfolio and structure, recent rating agency analyses, relevant ratios and metrics, as well as some sensitivity analyses surrounding cash forecasting, financial and growth assumptions.

The University is currently in the midst of updating its Comprehensive Master Plan, integrating current Academic unit strategic and financial planning, as well as cash forecasting and liquidity analyses. In conjunction with the Deferred Maintenance/Century Bond Strategy approved by the BOT, this will inform revisions and refinement to our 6-year CIP which will be recommended to the BOT this fall. The analyses included in this presentation will be updated as we move through that process; however, using the existing CIP and associated spending, we have included the need to issue an additional $325 million of new debt over the next six years. Based on this analysis, we forecast that these plans are sustainable, and while the issuance of this magnitude of debt could put the University at risk for a credit rating downgrade, it would not jeopardize the institution’s future ability to borrow funds at affordable interest rates. As with any issuance, the rating agencies would clearly be interested in the University’s demonstration that it can afford the debt as well as ensuring that the proceeds are being used strategically and aligned with the University’s mission.

I hope you find the following information helpful. Please do not hesitate to contact me should you have any questions or comments.
Debt Capacity and Affordability Analysis

Presented to

June 25, 2015
Executive Summary
Ohio University ("OHIO" or the "University") performs an annual review of its debt capacity to evaluate the University’s financial profile and how it may be impacted by implementation of its Capital Improvement Plan (CIP).

- Debt capacity is a limited resource and the University will need to balance the needs of its individual schools with the strategic mission of the institution.

- The major strategic initiative that will impact the University’s debt capacity and affordability in future years is the update of the Comprehensive Master Plan which will inform revisions and refinements to the Six-Year Capital Improvement Plan (CIP) that runs from FY 2015 through FY 2020.

- The Capital Improvement Plan is a new approach to capital planning developed by OHIO in 2011 to invest in major renovations and construction. The CIP includes multiple funding sources including $325 million\(^{(1)}\) of additional debt to be issued between now and FY 2020.

- Funding of the CIP will be further augmented through the implementation of the Central Bank as well as state capital support, which will optimize capital growth at the University.

- As the capital planning process continues it will be important to consider how debt capacity and affordability affects the ability for the University to make important, strategic investments as well as maintain existing facilities.

- From a strategic perspective, it is also important to recognize that there is a cost to not investing in facilities to support institutional priorities.

\(^{(1)}\) The total amount of planned debt funding for the CIP is $575 million of which $250 million was previously issued during FY 2015.
Executive Summary (continued)

- Debt capacity and affordability can be measured quantitatively by comparing key metrics to rating agency statistics for a given rating category and determining the resulting amount of debt that can be incurred.

- A key aspect of debt capacity and affordability is the growth assumptions\(^{(1)}\) at the University in future years. Any change in these assumptions will have a major impact on OHIO’s debt capacity and affordability.

- Based on the quantitative analysis, peer comparison and review of the rating agencies’ evaluation of OHIO’s credit, OHIO has debt capacity of **$150-200 million** (beyond the Series 2014 issue) over the next five years at the Aa3 rating level\(^{(1)}\).

- At the A1 rating level, the University’s debt capacity may be up to **$250-300 million** (beyond the Series 2014 issue). We estimate a **10-15 basis point** increase in interest rates for new debt at the A1 level\(^{(1)}\).

- A 10-15 basis point increase in interest rates amounts to $100,000 to $150,000 in additional interest cost annually per $100 million of new debt issuance. There is no impact on OHIO’s existing debt.

- While this approach provides a quantitative assessment of the University’s debt capacity and affordability, the debt portfolio is one of a number of factors that drive the University’s credit rating.

- Debt capacity may change over time depending on OHIO’s financial performance, state funding dynamics, repayment of outstanding debt and general trends in the financial performance of similarly rated institutions.

- It is also important to note that the timing of debt issuance (phased in over time versus all at once) will factor into the overall rating analysis.

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\(^{(1)}\) Net asset growth rate assumed at 4.00% and revenue/expense growth rates assumed at 3.00%. The analysis in this presentation is dependent upon these assumptions.
Debt Capacity and Affordability: The Overall Context

The analysis on the following pages will start with a review of OHIO’s historical credit metrics and then project future debt capacity and affordability based on certain assumptions with respect to internal/external factors.

- **Debt capacity** is a balance sheet concept that refers to the amount of “cushion” provided by the balance sheet relative to debt. This cushion enables an institution to absorb variability of cash flows.

- **Debt affordability** refers to an institution’s ability to absorb the all in cost of debt into its operating budget. This includes the ongoing operating and maintenance cost of financed facilities.

- Debt affordability and debt capacity can **increase or decrease over time**, depending on both internal and external factors.

- It is important for institutions to evaluate and analyze both capacity and affordability.

<table>
<thead>
<tr>
<th>Management and Governance</th>
<th>Market Position</th>
<th>Operations</th>
<th>Financial Reserves</th>
<th>Debt and Other Liabilities</th>
<th>External Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Depth, expertise, and stability of administrative team/staff</td>
<td>• Ability to compete for students, research awards, faculty and staff, and philanthropic funds</td>
<td>• Projections for key revenue and expense drivers</td>
<td>• Existing level of financial reserves</td>
<td>• Existing debt levels</td>
<td>• Federal and state regulatory environment</td>
</tr>
<tr>
<td>• Structure of Board: oversight and philanthropy</td>
<td>• Structure of Board: oversight and philanthropy</td>
<td>• Ability to generate a balanced budget, including funds for strategic investment</td>
<td>• Liquidity of reserves</td>
<td>• Other liabilities which affect ability to absorb new debt</td>
<td>• State funding environment</td>
</tr>
<tr>
<td>• Strategic planning and prioritization</td>
<td>• Strategic planning and prioritization</td>
<td>• Capacity to grow reserves through investment returns, operations, philanthropy</td>
<td>• Capacity to grow reserves through investment returns, operations, philanthropy</td>
<td>• Structure of debt and other liabilities, including covenants</td>
<td>• General economic conditions</td>
</tr>
</tbody>
</table>
Market Position

Trends in student market demand will help gauge the ability for OHIO to grow its enrollment base while continuing to maintain selectivity for admissions.

- Over the past five years the University maintained FTE enrollment for all campuses and degree programs at close to 30,000 while it became more selective by 10.8% and increased net tuition per student by $2,000.

- This indicates that OHIO has market pricing flexibility that it could exercise in the future.

- The decline in the matriculation rate, the proportion of accepted students that enrolled, is due to the improving state economy and the cyclical impact that this improvement has on the regional campuses.

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**FTE Enrollment vs. Net Tuition Per Student**

**Student Demand**

Public University Median Source: Moody’s Investors Service
Operations

Sound budgeting resulting in healthy annual operating performance is critical to OHIO’s ability to invest in programs and to fund capital projects, either through cash flow or additional debt service.

- Operating cash flow margin, which adds back in non-cash depreciation expense and interest to determine the University’s ability to cover expenses and debt service, has declined by 4.2% since 2011 but remains in line with peer and rating medians.

- OHIO relies on student charges and state appropriations for about 60% and 22% of operating revenues, respectively. Reliance on student charges is relatively higher than medians while reliance on state appropriations are slightly below medians.
Financial Reserves

The University’s financial reserves display its ability to strategically reinvest funds while maintaining the ability to cover expenses in the event of a loss on the income statement.

- Adjusted for size of operations, the University’s expendable resources are above rating medians, indicating financial flexibility from a balance sheet perspective.

- OHIO’s expendable resources to debt ratio also remained above rating peers over the past five years. However, after issuing $250 million of additional debt at the beginning of FY 2015, the University is now in line with rating peers.
Debt and Liabilities: Current Debt Portfolio

The University and Ohio University Foundation have $569 million in debt outstanding. From FY 2016 to FY 2020 OHIO will pay $88 million in principal which represents 15% of its debt portfolio.

<table>
<thead>
<tr>
<th>Series</th>
<th>Coupon Type</th>
<th>Outstanding Par</th>
<th>Tax Status</th>
<th>Next Call Date</th>
<th>Final Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td>OHIO UNIVERSITY - GENERAL RECEIPTS DEBT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Series 2006A</td>
<td>Fixed Rate</td>
<td>17,915,000</td>
<td>Tax-Exempt</td>
<td>12/1/2016 @ 100%</td>
<td>12/1/2024</td>
</tr>
<tr>
<td>Series 2006B</td>
<td>Fixed Rate</td>
<td>19,765,000</td>
<td>Tax-Exempt</td>
<td>12/1/2016 @ 100%</td>
<td>12/1/2036</td>
</tr>
<tr>
<td>Series 2008A</td>
<td>Fixed Rate</td>
<td>7,825,000</td>
<td>Tax-Exempt</td>
<td>6/1/2018 @ 100%</td>
<td>12/1/2033</td>
</tr>
<tr>
<td>Series 2008B</td>
<td>Fixed Rate</td>
<td>295,000</td>
<td>Taxable</td>
<td>Not Callable</td>
<td>12/1/2015</td>
</tr>
<tr>
<td>Series 2009</td>
<td>Fixed Rate</td>
<td>14,615,000</td>
<td>Tax-Exempt</td>
<td>Not Callable</td>
<td>12/1/2019</td>
</tr>
<tr>
<td>Series 2012</td>
<td>Fixed Rate</td>
<td>70,850,000</td>
<td>Tax-Exempt</td>
<td>6/1/2022 @ 100%</td>
<td>12/1/2042</td>
</tr>
<tr>
<td>QAQDA - Series 2012A</td>
<td>Fixed Rate</td>
<td>16,225,448</td>
<td>Tax-Exempt</td>
<td>Non-Callable</td>
<td>12/1/2022</td>
</tr>
<tr>
<td>QAQDA - Series 2012B</td>
<td>Fixed Rate</td>
<td>8,500,000</td>
<td>Taxable</td>
<td>Non-Callable</td>
<td>12/1/2027</td>
</tr>
<tr>
<td>Series 2013</td>
<td>Fixed Rate</td>
<td>137,335,000</td>
<td>Tax-Exempt</td>
<td>12/1/2022 @ 100%</td>
<td>12/1/2043</td>
</tr>
<tr>
<td>Series 2014</td>
<td>Fixed Rate</td>
<td>250,000,000</td>
<td>Taxable</td>
<td>Anytime @ Make Whole Call</td>
<td>12/1/2114</td>
</tr>
<tr>
<td>OHIO UNIVERSITY FOUNDATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing for Ohio Bonds</td>
<td>Variable Rate</td>
<td>24,285,000</td>
<td>Tax-Exempt</td>
<td>Currently Callable</td>
<td>6/1/2032</td>
</tr>
<tr>
<td>OHIO UNIVERSITY NOTES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio University Inn (Term Loan)</td>
<td>Fixed Rate</td>
<td>2,051,200</td>
<td>Tax-Exempt</td>
<td>N/A</td>
<td>6/15/2021</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>569,661,648</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interest Principal

$250 Million Bullet
Debt and Liabilities: Growth in Long-Term Debt

The University issued $526.9 million in debt over the past seven fiscal years to fund various capital projects across its campuses.

<table>
<thead>
<tr>
<th>Series</th>
<th>Original Par ($, in Millions)</th>
<th>Fiscal Year Issued</th>
<th>New Money</th>
<th>Use of Proceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>26.6</td>
<td>2009</td>
<td>100%</td>
<td>New Money: To purchase and implement a new student information system and to upgrade existing information technology network infrastructure.</td>
</tr>
<tr>
<td>2012</td>
<td>76.5</td>
<td>2012</td>
<td>61%</td>
<td>New Money: To develop an extension campus in Columbus, OH, including the expansion of the Heritage College of Osteopathic Medicine, for renovations to multiple academic facilities, for infrastructure improvements including chilled water expansion, and for additional upgrades to existing information technology network. Refunding: Proceeds were used to refund portions of the 2003 and 2004 Bonds. The 2003 Bonds were originally issued to refund 2003 Bond Anticipation Notes (BANs) and 1993 Bonds. The 2003 BANs were used to construct the University Center, Avonics Engineering Center, a lecture hall and the Pickerington Center. The 1993 Bonds were used to construct the Charles J. Ping Student Recreation Center and refund the 1972, 1977 and 1978 Bonds. The 2004 Bonds were issued to construct the University Center, purchase an aircraft, update two energy systems and construct the Lausche Heating Plant.</td>
</tr>
<tr>
<td>2012 A/B</td>
<td>28.6</td>
<td>2013</td>
<td>100%</td>
<td>New Money: To finance the costs of air quality facilities in order to promote purposes of ORC, Chapter 3706.</td>
</tr>
<tr>
<td>2013</td>
<td>145.2</td>
<td>2013</td>
<td>76%</td>
<td>New Money: To develop an extension campus in Columbus, OH, including the expansion of the Heritage College of Osteopathic Medicine, for renovations to multiple academic buildings, for construction of a new Indoor Multi-Purpose Facility, and to complete the Housing Development Phase I. Refunding: Proceeds were used to refund the 2001 Bonds and remaining 2004 Bonds. The 2001 Bonds were used to construct an Innovation Center, construct a human resources and training center on West Union Street, acquire the Athena Theater, renovate Peden Stadium, purchase an aircraft, construct a new airport terminal, upgrade infrastructure and renovate or construct multiple academic and housing facilities. The 2004 Bonds were issued to construct the University Center, purchase an aircraft, update two energy systems and construct the Lausche Heating Plant.</td>
</tr>
<tr>
<td>2014</td>
<td>250.0</td>
<td>2015</td>
<td>100%</td>
<td>New Money: To pay a portion of the costs of new construction and upgrades of University's capital facilities, including capital expenditures for deferred maintenance and energy infrastructure projects.</td>
</tr>
</tbody>
</table>

Long-Term Debt Outstanding

FY15: $250.0 MM
FY13 TOTAL: $173.8 MM
July 2012: $28.6 MM
May 2013: $145.2 MM

Through 2008: Existing Debt
FY09: $26.6 MM
FY12: $76.5 MM
FY13: $173.8 MM
FY15: $250.0 MM
Debt and Liabilities: Leverage

Income statement leverage illustrates the University’s ability to cover debt obligations through operations.

- Debt service coverage indicates that the University generates sufficient cash flow to cover debt service through operations; however, it remains below median levels.
- Total debt to revenues is a key metric to determine income statement leverage. After the Series 2014 issuance, OHIO is more leveraged than its peers.
- OHIO’s debt service to operations is slightly above its peers.
External Factors: Rating Agency Views

OHIO’s ratings were affirmed (Aa3/A+) with a stable outlook in October 2014 leading up to its Series 2014 issuance. Moody’s and S&P cited the following strengths and challenges that drive the credit of the University.

Key Strengths

- The University has increased emphasis on health sciences, graduate education and on-line education which will help to grow enrollment. Additionally, the University has solid operating revenues and enrollment.
- Growth in expendable resources over the past five years and positive operating performance further supports the University’s credit. A measured approach to planning from management is viewed as a credit positive.
- **What Could Change the Rating Up**: The University may see an upgrade if financial reserves grow, student demand improves and cash flow continues at solid levels.

Key Challenges

- Moody’s cites in-state demographics as a major challenge for the University given that 87 percent of students at OHIO are in-state. High school graduates in the State are expected to decline by 5.7 percent from 2012 to 2022. The University is in a competitive higher education market as displayed by the University’s matriculation rate of just under 30 percent.
- In order to tackle a backlog of deferred maintenance the University will need to issue an additional $325 million of debt, which will increase leverage. Poorly funded state-sponsored pension plans may require OHIO to increase its payment.
- **What Could Change the Rating Down**: The University may see a downgrade if operating performance declines. Lower enrollment or the lack of increases in net tuition per student may also pressure the current rating. A weakening of the financial health of the State of Ohio, a decline in state support or increase in the University’s required deposits to the state pension plans will also negatively impact its rating. Any additional borrowing that does not include commensurate revenue or reserve growth would be a credit negative.

Source: Moody’s Investors Service and Standard & Poor’s
Evaluating Future Debt Capacity and Affordability

In assessing future debt capacity and affordability, we focus on four key debt ratios. Two ratios speak to capacity of the balance sheet and income statement and two reflect debt affordability.

- For purposes of this analysis, we have excluded the remaining $325 million of debt in the CIP that has yet to be issued to illustrate the University’s current debt capacity and ability to absorb additional debt.

- We assume that non-debt related credit factors would remain stable in order to isolate the potential impact of leverage on OHIO’s credit profile. Net assets are assumed to grow at 4.00% and revenue/expense are assumed to grow at 3.00%.

- In reality, improvements or deteriorations in any of the other factors would strengthen or weaken OHIO’s credit profile, resulting in incrementally more or less debt capacity than described in the base case.

<table>
<thead>
<tr>
<th>Ratio</th>
<th>Definition</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expendable Resources to Debt</td>
<td>Measures coverage of direct debt by financial resources that are expendable</td>
<td>Total unrestricted and temporarily restricted net assets less unrestricted net investment in plant less temporarily restricted net investment in plant divided by total debt outstanding</td>
</tr>
<tr>
<td>Higher is Better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt to Revenue</td>
<td>Measures debt relative to operating revenue</td>
<td>Direct debt divided by operating revenue</td>
</tr>
<tr>
<td>Lower is Better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Service to Operations</td>
<td>Measures burden of actual debt service payments relative to overall operating budget</td>
<td>Actual annual debt service divided by total operating expenses</td>
</tr>
<tr>
<td>Lower is Better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Service Coverage</td>
<td>Measures actual margin of protection for annual debt service payments from annual operations</td>
<td>Annual operating surplus (deficit) plus interest and depreciation expenses plus additional, unusually large non-cash expenses, divided by actual principal and interest payments</td>
</tr>
<tr>
<td>Higher is Better</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Available Debt Capacity: Quantitative Metrics

Debt capacity and affordability can be measured quantitatively by comparing key metrics to rating agency statistics for a given rating category and determining the resulting amount of debt that can be incurred.

- The table below illustrates OHIO’s actual ratios in FY 2013 and 2014 as well as projected ratios in FY 2015 and 2020 in comparison to the Aa3 median and A1 median for each metric.

- The projected ratio values in FY 2015 include the Series 2014 issue, however the remaining $325 million of future debt in support of the CIP is not included in the FY 2020 ratios.

- Debt capacity is assessed based on each individual metric; however actual debt capacity will be a function of all of these metrics in total along with other qualitative factors.

<table>
<thead>
<tr>
<th>DEBT CAPACITY QUANTITATIVE METRICS</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Balance Sheet Leverage</strong> - Expendable Resources to Debt (Higher is Better)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio University</td>
<td>1.69</td>
<td>2.00</td>
<td>1.21</td>
<td>1.58</td>
</tr>
<tr>
<td>Aa3 Median</td>
<td>0.92</td>
<td>0.92</td>
<td>0.92</td>
<td>0.92</td>
</tr>
<tr>
<td>A1 Median</td>
<td>0.84</td>
<td>0.84</td>
<td>0.84</td>
<td>0.84</td>
</tr>
<tr>
<td><strong>Income Statement Leverage</strong> - Debt to Revenue (Lower is Better)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio University</td>
<td>0.52</td>
<td>0.48</td>
<td>0.79</td>
<td>0.58</td>
</tr>
<tr>
<td>Aa3 Median</td>
<td>0.54</td>
<td>0.54</td>
<td>0.54</td>
<td>0.54</td>
</tr>
<tr>
<td>A1 Median</td>
<td>0.71</td>
<td>0.71</td>
<td>0.71</td>
<td>0.71</td>
</tr>
<tr>
<td><strong>Affordability</strong> - Debt Service to Operations (Lower is Better)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio University</td>
<td>2.66%</td>
<td>3.70%</td>
<td>5.72%</td>
<td>5.00%</td>
</tr>
<tr>
<td>Aa3 Median</td>
<td>4.12%</td>
<td>4.12%</td>
<td>4.12%</td>
<td>4.12%</td>
</tr>
<tr>
<td>A1 Median</td>
<td>5.17%</td>
<td>5.17%</td>
<td>5.17%</td>
<td>5.17%</td>
</tr>
<tr>
<td><strong>Coverage</strong> - Debt Service Coverage (Higher is Better)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio University</td>
<td>4.95</td>
<td>3.20</td>
<td>2.33</td>
<td>2.51</td>
</tr>
<tr>
<td>Aa3 Median</td>
<td>2.94</td>
<td>2.94</td>
<td>2.94</td>
<td>2.94</td>
</tr>
<tr>
<td>A1 Median</td>
<td>2.02</td>
<td>2.02</td>
<td>2.02</td>
<td>2.02</td>
</tr>
</tbody>
</table>

Moderate Capacity (Projected Above Median)
Limited Capacity (Projected Below Median)
No Capacity (Projected Above Median)
Limited Capacity (Projected Below Median)

Public University Median Source: Moody’s Investors Service

(1) Net asset growth rate assumed at 4.00% and revenue/expense growth rates assumed at 3.00%. The analysis in this presentation is dependent upon these assumptions.
Ohio University Versus Select Public Universities (Aa3/A1 Ratings)

The tables below rank select Moody’s Aa3 and A1-rated public universities from strongest to weakest for each of the four metrics used on the previous page. The selected institutions were included based on similar financial and demographic characteristics to OHIO.

- Prior to the Series 2014 issuance the University had the highest expendable resources to debt and debt service coverage as compared to this peer group. These ratios remain solid in comparison to peers after the financing.

- Despite its increase after the Series 2014 issuance, OHIO’s debt service to operations and debt to operating revenues remains well below that of the highest value in its peer group.

<table>
<thead>
<tr>
<th>Expendable Resources to Debt (x)</th>
<th>Debt to Operating Revenues (x)</th>
<th>Debt Service to Operations (%)</th>
<th>Debt Service Coverage (x)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ohio University - 2014 Pre Financing</strong></td>
<td>2.0</td>
<td>University of Toledo (A1) 0.4</td>
<td>Kent State University (Aa3)* 3.0</td>
</tr>
<tr>
<td>University of Toledo (A1) 1.5</td>
<td>Ohio University - 2014 Pre Financing 0.5</td>
<td>University of Louisville (Aa3) 0.5</td>
<td>University of Toledo (A1) 3.5</td>
</tr>
<tr>
<td>University of Louisville (Aa3) 1.3</td>
<td>University of Rhode Island (Aa3)* 0.6</td>
<td>Wayne State University (Aa3) 0.6</td>
<td>University of Toledo (A1) 3.5</td>
</tr>
<tr>
<td><strong>Ohio University - 2014 Post Financing</strong></td>
<td>1.2</td>
<td>Wayne State University (Aa3) 0.6</td>
<td>University of Rhode Island (Aa3)* 2.9</td>
</tr>
<tr>
<td>Kent State University (Aa3)* 1.1</td>
<td>Kent State University (Aa3)* 0.8</td>
<td>University of Kentucky (Aa3) 0.8</td>
<td>Wayne State University (Aa3) 0.6</td>
</tr>
<tr>
<td>Miami University (Aa3)* 1.0</td>
<td>University of Vermont (Aa3) 0.8</td>
<td>University of Kentucky (Aa3) 0.8</td>
<td>University of Rhode Island (Aa3)* 4.9</td>
</tr>
<tr>
<td>University of Vermont (Aa3) 0.9</td>
<td>Wayne State University (Aa3) 0.7</td>
<td>University of Kentucky (Aa3) 0.8</td>
<td>University of Toledo (A1) 2.0</td>
</tr>
<tr>
<td>Wayne State University (Aa3) 0.8</td>
<td>Kent State University (Aa3)* 0.8</td>
<td>University of Kentucky (Aa3) 0.8</td>
<td>Ohio University - 2014 Pre Financing 2.0</td>
</tr>
<tr>
<td>University of Rhode Island (Aa3)* 0.6</td>
<td>University of Vermont (Aa3) 0.8</td>
<td>University of Kentucky (Aa3) 0.8</td>
<td>Ohio University - 2014 Pre Financing 2.0</td>
</tr>
<tr>
<td>University of Cincinnati (Aa3) 0.5</td>
<td>Miami University (Aa3)* 0.9</td>
<td>University of Kentucky (Aa3) 0.8</td>
<td>Ohio University - 2014 Pre Financing 2.0</td>
</tr>
<tr>
<td>University of Akron (A1)* 0.4</td>
<td>University of Akron (A1)* 0.9</td>
<td>University of Kentucky (Aa3) 0.8</td>
<td>Ohio University - 2014 Pre Financing 2.0</td>
</tr>
<tr>
<td>West Virginia University (Aa3)* 0.3</td>
<td>University of Cincinnati (Aa3) 1.1</td>
<td>University of Kentucky (Aa3) 0.8</td>
<td>University of Kentucky (Aa3) 0.8</td>
</tr>
</tbody>
</table>

Aa3 Public University Median: 0.92x  
Aa3 Public University Median: 0.54x  
Aa3 Public University Median: 4.12%  
Aa3 Public University Median: 2.94x

*FY 2013 Data  
Public University Median Source: Moody’s Investors Service
6-Year Capital Improvement Plan Overview

The major strategic initiative that will impact the University’s debt capacity and affordability in future years is the Six-Year Capital Improvement Plan that runs from FY 2015 through FY 2020.

- The Capital Improvement Plan (CIP) is a new approach to capital planning developed by OHIO in 2011 to invest in major renovations and construction.

- The plan included $575 million in additional debt to be issued over the six-year horizon as displayed below.

<table>
<thead>
<tr>
<th>OHIO UNIVERSITY CAPITAL IMPROVEMENT PLAN FY 2015 - FY 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Year</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>Debt Issuance</td>
</tr>
</tbody>
</table>

- The first tranche of debt issued under the CIP was the $250 million Series 2014 financing in November 2014.

- In order to assess the impact of the CIP on the key debt capacity and affordability ratios, Prager assumed two financing scenarios.
  - Scenario 1: Base Case, No New Debt
  - Scenario 2: $325 million additional debt issued from FY 2016 to FY 2020 as outlined in the University’s CIP. This scenario assumes the University issues debt that amortizes on a 30-year level debt service basis with a coupon of 5%.

- In order to project ratios in future years, we assume OHIO’s financial resources grow by 4% annually, revenues grow by 3% annually and expenses grow by 3% annually.
Annual Pro forma Debt

Throughout implementation of the CIP the University’s total debt outstanding is expected to peak at $797 million in FY 2020. While OHIO’s debt outstanding is higher than rating medians, it should be considered in the context of the size of its operations and financial reserves.

Public University Median Source: Moody’s Investors Service
Debt Capacity and Affordability Metrics

Capacity - Expendable Resources to Debt (Higher is Better)

Capacity - Debt to Revenue (Lower is Better)

Affordability - Debt Service to Operations (Lower is Better)

Affordability - Debt Service Coverage (Higher is Better)

Public University Median Source: Moody’s Investors Service
Debt Capacity Considerations and Conclusions

- **Credit Profile:** The University’s Aa3 credit rating is based on its solid levels of financial resources, increasing enrollment and consistently positive operating performance. Major challenges facing the University include its position in a competitive higher education market in the State of Ohio, uncertainty surrounding state appropriations and the University's relatively high debt service costs in relation to operating expenses.

- **Peer Comparison:** OHIO has traditionally performed as well or better than its peers in regards to operating performance and levels of financial reserves. After the Series 2014 issuance the University’s expendable resources to debt and expendable resources to operating expenses remains above rating medians.

- **Quantitative Sensitivity Analysis:** The incremental debt capacity analysis highlights that from a balance sheet perspective the University maintains solid debt capacity; however, from an income statement and affordability perspective capacity is more limited. This analysis highlights the importance of prudent planning commensurate with growth in revenues and financial resources as well as repayment of existing debt in determining debt capacity.

- **Capital Improvement Plan:** The CIP as currently constructed with $325 million in additional debt by FY 2020 is likely to pressure the University’s current Aa3 rating. As the University implements the CIP the timing of each tranche of debt will be a major factor in maintaining its current rating level.

- Based on these factors at this point in time Prager estimates that OHIO has the following debt capacity over the next five years assuming there is no offsetting revenue growth as part of the debt issuance.
  - **Aa3-Rating Level:** $150-200 million of debt capacity
  - **A1-Rating Level:** $250-300 million of debt capacity
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2. This presentation is not contractual, not a research report nor an offer to buy or sell or a solicitation of an offer to buy or sell any security or interest. Contractual obligations will be created only by formal written agreement. Information regarding pricing, interest rates, and transaction costs is preliminary and indicative only.

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Advancement Update for the Ohio University Board of Trustees

J. Bryan Benchoff
June 2015
Campaign Update
<table>
<thead>
<tr>
<th></th>
<th>Fiscal 2015</th>
<th>Campaign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Attainment*</td>
<td>$14,256</td>
<td>$486,891</td>
</tr>
<tr>
<td>Planned Giving*</td>
<td>$8,638</td>
<td>$214,720</td>
</tr>
<tr>
<td>Active Proposals*</td>
<td>$26,619</td>
<td>$26,619</td>
</tr>
<tr>
<td>Planned Proposals*</td>
<td>$9,838</td>
<td>$9,838</td>
</tr>
<tr>
<td>Visits</td>
<td>1,742</td>
<td>14,248</td>
</tr>
</tbody>
</table>
Past / Current Goals

- $450 million
- $30 million
Advancement 2025
Aspirational Goals

- $50 million average annual attainment
- $1 billion-plus endowment
1988-2014 median*: $27.3 million

- $30 million = 10% growth
- $35 million = 28% growth
- $40 million = 46% growth
- $45 million = 64% growth
- $50 million = 83% growth

*Constant dollars, less $100m + commitments.
Assessment & Planning
1. Consolidate Advancement Leadership

2. Strengthen Partnerships with School/Unit Leaders

3. Focus on Engagement and Pipeline Building Activities
Assessment & Planning Phase I: Eduventures Recommendations
Assessment & Planning Phase I: Eduventures Recommendations

Recommended Structure for Optimal Results: Consolidated Reporting Structure for More Strategic Coordination of Teams

- Alumni Relations
  - Alumni Relations

- Advancement Services
  - Advancement Communications
  - Advancement IT
  - Prospect Research
  - Gift Processing
  - Bio Processing
  - Stewardship and Donor Relations
  - Development Events

- Development
  - Major Gifts
  - School/Unit Fundraising
  - Annual Giving (Greater focus on Leadership Annual Giving)
  - Principal Gifts
  - Planned Giving
  - Organizational Giving

- Special Projects and Operations
  - Legal Council
  - Advancement Operations
  - Special Fundraising Initiatives
  - Foundation and Board Relations
Assessment & Planning Phase II: Eduventures Unit Assessment

**Early April**

**Gift Officer Survey:** Gift officers were asked to complete a survey that assessed their role and requested feedback on critical functions of the division and their respective unit.

**University Advancement Branding Study:** Led by Jennifer Bowie in Advancement Marketing & Communication, this project worked to define the fundraising/foundation brand platform following the conclusion of the campaign.

**April 27 & 28**

**University Leaders Sessions:** Eduventures was on campus to conduct group interviews to assess the organization and request feedback from leadership. During these interviews, Eduventures explained their work and asked questions about advancement needs and expectations.

**June 2015**

**OU Foundation Board Meeting:** Advancement intends to share the results of this assessment with you during the Advancement Committee meeting.
Advancement 2025 Planning Sessions: Advancement will meet with unit heads individually and/or as a group regarding the university’s organizational needs to maximize the overall performance of the advancement unit (fundraising, alumni and services).

Division planning: 24 month goals and objectives
Division Goals
Division Goals: Development

- **Development/Fundraising**: Optimize the fundraising process (acquire, solicit & retain). Increase the average dollars raised (per year/frontline fundraiser) to strengthen the annual impact of philanthropy upon Ohio University. Maximize and improve upon departmental integration, divisional resources and services that support the fundraising operation.

- **Engagement**: Define and identify, in collaboration with Advancement partners, strategic markets for development & alumni engagement. Develop scalable and sustainable engagement opportunities in collaboration with university partners that deepen constituent’s connections with OHIO. Purposefully align development and university resources in each market.

- **Policy, Process & Procedures**: Distill and review current policies, processes and procedures of the development organization. Develop new complementary policies, processes and procedures to achieve virtuosity and bolster production, effectiveness and efficacy of our employees, customers and organization. Confirm that policies, processes and procedures are consistent with the Ohio University Foundation’s values and goals.
Division Goals: Development

- **Talent Management**: Cultivate an environment that inspires individuals to be their best. University Advancement will foster an organization that rewards successful contributions to both our competency and culture. We are dedicated to developing individuals who demonstrate a commitment to the vision and mission.

- **Project Management**: Develop and maintain a sustainable process and strategy for oversight and management of development project planning, management and implementation.
Division Goals: Advancement Services

- **Cutler Herrold Society**: Identify the first class of members. Oversee construction of support marketing materials. Prepare a Resolution for approval by the Ohio University Foundation Board of Trustees. Launch the new Cutler Herrold Society at the campaign celebration and induct the inaugural class of society members.

- **Communications**: Continue to develop and maintain effective print and digital communication pieces in support of advancing the university’s engagement and philanthropic missions. Work with internal and external constituents to enhance high quality marketing and communication pieces including online and digital communications and media strategy/public relations. Review our new project management system assuring quality customer service and client interaction across the division and university.
Division Goals:
Advancement Services

- **Executive Summaries**: Work with Development and the Alumni Association to develop Advancement and Unit-based annual executive summaries. These documents will highlight the year’s successes and include key data points to be shared with key stakeholders.

- **E-Marketing**: Finalize the implementation of a new, comprehensive email marketing, online giving, event registration, and merchant vendor system. Select the vendor and implement the new system, including regular data exchanges between the Alumni/Donor CRM.

- **Data Audit**: Initiate a comprehensive data audit. Plan and execute a comprehensive audit of the Division’s data, particularly the Alumni/Donor CRM. Examine data in three stages: its existence, its quality, and its accessibility. Plan and begin execution of any changes resulting from the audit.
Division Goals: Alumni Association

- **Campus Relations**: Continue overall strategic growth in the programming areas of: student engagement, diversity initiatives, and college based collaboration and partnerships. Build on the sales success and enhanced brand awareness of the Bobcat Store by increasing revenue numbers year over year (YOY) through the introduction of new products, streamlining of business practices and building of a captive audience through the opt-in list. Increase engagement on the regional campuses by expanding programming, enhancing collaborative partnerships and providing communication lines to affinity partners, thus providing access to expanded resources. Expand and enhance diverse programming when strategically appropriate and create opportunities for all alumni to feel engaged with the OUAA and OU.

- **Engagement**: In collaboration with Development and Advancement Services define and identify strategic markets for development & alumni engagement. Develop scalable and sustainable engagement opportunities in collaboration with Development and other university partners that deepen constituent’s connections with OHIO. Purposefully align development, alumni and university resources in each market. Produce integrated Advancement plans for each region in cooperation with Development and Advancement Services.
**External Relations:** Sustain momentum initiated by and through the Promise Lives Campaign events and volunteer infrastructure through the use of high value, high impact programs and volunteer opportunities designed for maximum impact and tailored to each market. Strategically grow chapter and special interest societies to engage the university’s broad spectrum of alumni demographics. Maximize major on campus events to draw an ever-broadening audience while at the same time showcasing OHIO’s programs, facilities and talent.

**Konneker Alumni Center:** Work closely with appropriate representatives from the university to repair cosmetic and structural issues affecting the Center thereby maintaining Konneker as a safe, ADA compliant, appropriate and elegant home for the alumni of OHIO. Work on the facility (which is owned by the Ohio University Foundation, listed on the historical registry and part of the Campus Green District) will and must be done in consultation with the university and in accordance with the endowment managed by the Ohio University Foundation to maintain and repair the home’s antiquities.
**Operations:** Maintain responsible stewardship of Foundation and University funds through the maximization of resource allocation. Analyze return on investment for strategic initiatives while incorporating in a Responsibility Centered Management environment and a continuously rolling budget. Review OUAA policies and procedures in comparison with industry practices, University policies, and State regulations. Propose and implement improvements to increase efficiency and productivity within OUAA specifically and the Division of Advancement as appropriate. Ensure that policies and procedures being utilized by OUAA are consistent with and in support of the Division of Advancement’s goals and objectives.
Division Goals: Alumni Association

- **Talent Management**: Having attracted and retained the talent necessary to carry the Ohio University Alumni Association forward in addressing the needs and wants of an ever-evolving alumni base, it is now critical that the Office of Alumni Relations and the Division of University Advancement ensure that all appropriate measures are taken to keep the team intact. This will be done by continuing to keep all team members motivated through proper recognition, compensation and opportunities for professional growth. To that end, Association and Divisional leadership will work closely with Human Resources to audit all job descriptions to ensure they are properly classified according to the compensation structure of the university. The Office will continue its practice of providing professional development opportunities on a case by case basis throughout the year and staff led initiatives during summer break.
Division Goals: Foundation

- **Staffing**: Train the newly hired Financial Reporting Manager so that all major financial reporting responsibilities will be transitioned to this position. This will permit the Chief Finance & Investment Officer to focus more efforts towards identifying and implementing various strategic improvements. Continue to monitor and enhance the implementation of the newly formed Advancement Business Service Center to ensure that business process improvements are made, as needed.

- **Gift Processing**: Finalize the implementation of the interface between the donor database and the cash management module. Work with Advancement Services and JPMorgan to identify and implement the most appropriate options for gift imaging and remote deposit.

- **RCM Reporting**: Work with the Financial Reporting Manager to identify attributes of Foundation accounts that should be documented, and implement this project in conjunction with the new chart of accounts.
Division Goals: Foundation

- **Training**: Work with VP Advancement senior staff to identify training deficiencies and develop training materials on various Foundation topics, procedures and processes.

- **Process Improvements**:
  
  a) **Endowment Accounting**: Implement process changes to align University and Foundation endowment accounting practices in conjunction with the implementation of the new chart of accounts.

  b) **Working Capital Investments**: Continue to work with treasury staff and new vendor Capital Cities to review and improve the University’s and Foundation’s short- and intermediate-term investment program.

- **Housing for Ohio, Inc.**: Continue to provide information and analysis to assess the viability and financial impact of exit strategies related to University Courtyard Apartments, as these opportunities are identified by the University’s Real Estate office.
Division Goals: Foundation

- **Master Custodian**: Work with treasury staff and investment advisors to develop an RFP for custody services, and implement custody services for all of the University and Foundation’s investments after the vendor is selected.

- **Bylaws/Board Development**: Work with foundation division leadership to review and revise foundation bylaws. Implement an ongoing program focused on trustee/board professional development to further strengthen and professionalize the governance and fiduciary role of the board.
Concluding Remarks
Overarching Goal

- Build a nationally recognized, comprehensive, fully integrated, and sustainable Advancement program
### The Promise for OHIO

<table>
<thead>
<tr>
<th>MG EVI</th>
<th>&gt; than $1,999,999</th>
<th>$1,000,000 - $1,999,999</th>
<th>$500,000 - $999,999</th>
<th>$250,000 - $499,999</th>
<th>Total</th>
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</thead>
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<td>482</td>
<td>491</td>
<td>2,407</td>
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<td>578</td>
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<td>804</td>
<td>413</td>
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<td>483</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>3,896</strong></td>
<td><strong>4,599</strong></td>
<td><strong>5,022</strong></td>
<td><strong>20,057</strong></td>
</tr>
</tbody>
</table>


Advancement Update for the Ohio University Board of Trustees

J. Bryan Benchoff
June 2015
Interoffice Communication

Date: May 28, 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.

Consistent with the format developed and presented in prior meetings, the financial information presented is aligned with 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 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 (Endowment Column);
- Spending against the University Capital Plan (Capital & Century Bond Columns);
- 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 (Financial Statement Adjustments 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 March 31, 2015 (May 22, 2015 for investment income projections) 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 forecasted variances from the operating budget approved by the Board in June 2014. Also included is 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 included specific detail on the Century Bond/Deferred Maintenance and Central bank activities/balances.

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 our operating units of the university detailed by our Academic Units, Regional Campuses, Auxiliaries, and Academic Support activities.

Revenues

State Appropriations: -.4%, $700K 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 actuals based on preliminary estimates provided by the state. With updated projections we are now forecasting a $7.8 million increase for FY15 over FY14 actuals. This is a $700K decrease to budget.

State Appropriations-Capital: -33%, $5 million decrease 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 $5 million less than the budgeted amount of $15 million for FY15. This decrease is primarily associated with the timing of projects completed during the year. The remainder of the state projects will be completed as appropriated in future years.

Net Undergraduate Tuition & Educational Fees: -2%, $7.2 million decrease FY15 forecast over FY15 budget:

- When setting the budget for eLearning it was assumed that the enrollments would be relatively stable. There was an enrollment headcount decrease of 3.6% for Fall 2014 as compared to Fall 2013. There were also decreases from budgeted headcount for Athens (Athens actual headcount increased over prior year headcounts but were less than the budget) and Regionals campuses for Fall semester causing an overall decrease of forecasted revenue over budget.
- Undergraduate financial aid is forecast to be $.5 million below budget. The primary driver of this variance is declining enrollment on Regional Campuses

Net Graduate Tuition & Educational Fees: 7%, $4.3 million increase FY15 forecast over FY15 budget:

- Variance to Budget is primarily associated with growth in College of Business and College of Education Graduate programs delivered off-campus and through eLearning
- Graduate financial aid is forecast to be $1.7 M above the budgeted amount of $27.3 million, offsetting a portion of the favorable tuition.

Room & Board: 3%, $2.8 million increase FY15 forecast over FY15 budget:

- Residential housing and culinary services revenues are forecast to be $2 million and $833,000, respectively higher than budget. The budget for residential housing was based on a 3.5% rate increase over fall 2013 coupled with an additional 478 residents for fall and 326 for spring. For culinary services there was a 7% increase in meal plans sold for fall 2014 as compared to fall 2013.
Grants and Contracts: -2%, $800K decrease FY15 forecast over FY15 budget:
- A decrease of $800,000 is forecasted as compared to budget based on YTD activity. However, Grant/Contract revenue is forecasted to be up $2.2 million over FY14 actuals.

Facilities and Administrative (F&A) Cost Recovery: 7%, $400K increase FY15 forecast over FY15 budget:
- This is the indirect expense recovery on Grants/Contracts. Despite a forecasted decrease over budget for direct Grant/Contract revenues, we are forecasting F&A revenues to be greater than budget as the portfolio of Grants/Contracts includes a higher rate of recovery than expected (14% vs 13%). Although our federal awards have a negotiated rate of recovery (48.5% for research) many non-federal awards do not include recovery of the full rate.

Gifts: 16%, $1.5 million increase FY15 forecast over FY15 budget:
- Gifts are forecast to be higher than budgeted.

Endowment Distributions: No change FY15 forecast over FY15 budget:
- Endowment Distributions represent the income brought into operations derived from our endowment spending policy, or distribution. Our current spending policy is 6%, inclusive of the 2% administrative fee. 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. There is a 13%, or $2.6 million increase as compared with prior year reflecting the positive investment performance over the 36 months ended December 31, 2013, the period included in the FY15 spending formula calculation.
- This category is eliminated in the Endowment column as we record actual earnings on investments versus distributions taken.

Investment Income to Operations (investment income is also in the Endowment, Century Bond, and Internal Bank columns): No change FY15 forecast over FY15 budget:
- A portion of the investment income on working capital is brought into operations to support the strategic priorities identified in the $100M Investment Pool. This amount is budgeted at $4.5 million. Any residual investment income from working capital is recorded in the Internal Bank column.
- 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 an estimated return of 1.63% for the fiscal year to date through May 22, 2015 and is forecasted to return 2.26% for the FY through June 30, 2015. For forecasting purposes, we use the asset allocation expected return for the remainder of the fiscal year. For the prior fiscal year ended June 30, 2014, this 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 2.13% for the fiscal year to date through May 22, 2015 and is estimated to return 2.50% for the FY through June 30, 2015. For the fiscal year ended June 30, 2014, this pool achieved a return of 3.71%, underperforming the Barclays U.S. Aggregate Bond Index, which returned 4.37% for the same period.

Other External Sales: 16%, $6.8 million increase FY15 forecast over FY15 budget:
- The primary increases to forecast over budget are expected from Sales & Services revenue (printing, ticket sales, apparel sales and other retail sales) and Other sources of income (royalties, AGO interest, NCAA revenue, and a prior year Worker’s Compensation refund).
• Revenue increases in Other External Sales are typically offset by incremental expenses, primarily in “operating expenses”; consequently units have not historically placed focus on budgeting the specific revenue/expenses as they offset. This will be a focus of future budget efforts.

Expenses & Transfers

Salaries, Wages, & Other Payroll: -3%, $11 million decrease FY15 forecast over FY15 budget:
• This category was budgeted to be up 11%, or $33.3 million, over FY14 actuals. Based on YTD activity through March 31, 2015 and trending forward for the fiscal year, the forecast is expected to increase only $22.3 million from FY14 to FY15. The majority of the variance will be due to delayed hiring plans and position vacancies, such as delayed hiring for the Dublin & HCOM Cleveland campus expansions, Regional campuses have been managing hiring to adjust to declining enrollment, staged hiring of SAI administrative and technology investments, and delayed faculty hiring associated with college strategic investments.

Benefits: -6%, $6.7 million decrease FY15 forecast over FY15 budget:
• Overall this category was budgeted to be up $14.1 million from FY14 actuals. Benefits expense as a percentage of Salaries and Wages are projected to be similar to FY14 results of 32.1%.
• A portion of benefits expense correlates directly with increases in salaries/wages (retirement, unemployment, Medicare tax). For every $1 of salaries there is a corresponding $0.16 of benefit expense. Healthcare cost increases, for which we are self-insured, are the result of additional headcount and actual health experience of our insured lives. Healthcare costs were budgeted to increases $4.1 million in FY15 over FY14. We are currently trending to increase at approximately $3.3 million.

Operating Expenses: 12%, $20.2 million increase FY15 forecast over FY15 budget:
• Operating expenditures are forecasted to exceed budget by $20.2 million dollars based on trending of certain expenditures and unbudgeted projects with significant expense. Although an increase over the budget, this is actually a decrease of $14.2M over prior year. This includes variances across a broad spectrum of expenses, inclusive of professional services, supplies, travel and entertainment, maintenance operations and utilities, cost of goods sold, and communications. A
• $14.7M of the FY15 variance over budget is in the Academic Support Units, for which a significant portion can be attributed to the manner in which we budgeted FY15. As we have transitioned to an all-funds budget, we have been incrementally expanding the scope of what is included in the University annual budget. In FY15, projects that were included to be funded under the $100M investment strategy (SAI projects such as R12, Oracle Advanced Benefits, IT Small Projects, Comp 2014 Consultants) as well as certain categories of non-recurring expense at the institutional level (Federal Indirect Cost Proposal preparation) were not included in the operating budget for the Academic Support Units, although the funding was set aside to fund the expenditures. In FY16 we are including these expenses in the All-funds view of the Operating Budget. Also contributing to the variance in Academic Support is $3.9M of increased utility costs over budget. The FY15 forecasted actual operating expense in the Academic Support Units was a decrease over the prior fiscal year level of expenditures (over prior year actuals was a $4.5M reduction in expense)
• As we continue to focus on improving our budgeting processes and financial systems, more attention will be focused on budgeting these categories of expense within our planning units.

Capitalized Costs: 64%, $4.1 million increase FY15 forecast over FY15 budget:
• Capital purchases in the operating units are forecast to increase $4.1 million as compared to budget. The amount forecast for FY15 is comparable to the actual amount for FY14. Budgeted amounts for Regional capital purchases are also included in the Transfers to (from) Capital Projects line.
Internal Loan – Principal & Interest: -10%, $3.8 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: 10%, $1.9 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 not covered in general maintenance.
- Internal sales are recorded as “contra” expense, or an amount offsetting other expenses in the units that are selling the goods/services. The units buying the goods/services have the offsetting expense included in Operating expenses.

Internal Allocations & Transfers: No change, FY15 forecast over FY15 budget:
- Represents internal funding allocations between 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 internal indirect cost allocations to recover infrastructure and administrative costs associated with non-college expenditures (e.g., Facilities, Finance, and 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 up $1.5 million to prior year’s results after consideration for the large capital gifts recorded in FY14 for $7.8M that aren’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 March 31, 2015 was -1.26% and is projected to return 2.26% for the fiscal year through June 30, 2015. (See Investment Income in the Operations section above for additional detail).

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 – This column reflects activity associated with the Century Bond/Deferred Maintenance Program. This presentation includes:

Investment Income:
- Represents partial year earnings on the $250 million century bond principal. Funds were received in late November, 2014 and are invested in accordance with the Investment Policy approved by the University and Foundation Boards.

Operating Expenses and Capitalized Costs:
- Reflect the costs of issuance which were netted against proceeds

Internal Loan Principal & Interest:
- Reflects the principal and interest payments into the Century Bond program for outstanding loans. For FY15 this includes the first $10 million of deferred maintenance funding and $30M for the Energy Infrastructure Program loan (EIP).

Debt Service - Interest
- Interest payments due on the $250 million century bond external debt. FY15 only includes partial year expense as the debt was issued in late November, 2014.

Transfers to (from) Capital Projects
- Reflects the transfer of funding from the Century Bond Pool to the respective Capital project funding. The $40 million includes the first two internal loans from the Century Bond Pool:
  - FY 15 $10M Deferred Maintenance
  - First $30M of EIP funding (of expected $90M)

INTERNAL BANK – With the implementation of the 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) are invested alongside the endowment in our diversified pool. As of March 31, 2015 the remainder (approx. $290M) are invested in the liquidity and cash pools. The diversified pool achieved a return of -1.26% for the fiscal year to date through March 31, 2015 and is projected to return 2.26% for the fiscal year through June 30, 2015. The liquidity pool achieved a return of 3.30% for the fiscal year to date through March 31, 2015 and is projected to return 2.50% for the fiscal year through June 30, 2015.

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.
- With the creation of the Internal Bank, we are in the process of transitioning all debt funded projects to internal loans utilizing a blended variable rate inclusive of management costs. We will continue to build out and refine this column as we update the Comprehensive Master Plan which will inform revisions and refinements to the Six Year Capital Improvement Plan (CIP).

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.

Transfers to (from) Capital Projects
• Reflects the projected transfers of funding from the Internal Bank to the respective Capital project funding.

GASB 68 – FY15 share of unfunded pension liability

• FY 15 is the first year of required implementation of the new accounting standard. Which 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. For Ohio University this includes our participation in the STRS (State Teachers Retirement System) and the OPERS (Ohio Public Employees Retirement System).
• Requires a restatement of prior year beginning net position. Because beginning balances are being adjusted, the impact will not flow through the income statement directly, but could approximate a $500 million decrease to unrestricted net position on the balance sheet. The current year impact, which reflects changes to the beginning balances based on factors described below are currently not estimable. Although we are recording this liability as required by the GASB, it will remain an unfunded liability (we are not setting aside reserve cash balances or budgeting to fund this expenditure).
• The unfunded pension liability will change each year resulting from:
  o Changes in plan assumptions about economic and demographic factors;
  o Differences between actual and expected experience;
  o Differences between actual and expected investment earnings.
• The precise impact of these changes is not yet determined as we are have not yet received the required information from the pension systems. We have highlighted in yellow on the attached spreadsheet where any current year impact would be reflected.

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

Other External Sales:
• Includes changes to balance sheet accounts that are the result of changes to allowances, estimates, present values, etc. (i.e., outside perpetual trusts) as well as consolidation of subsidiaries and related parties.

Capitalized Costs:
• Reflects the capitalization of facilities placed in service and construction in progress to assets on the balance sheet that are then brought into expense as they are depreciated over their useful life.

Depreciation:
• Recorded depreciation for all capital assets. Depreciation is forecast to increase $3.1 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 payments against external debt are 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)
<table>
<thead>
<tr>
<th>Category</th>
<th>FY14 Actual</th>
<th>FY15 Forecast</th>
<th>Variance FY15 Forecast over FY14 Actual</th>
<th>% Change</th>
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</thead>
<tbody>
<tr>
<td>Athens Colleges &amp; Schools</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Campuses</td>
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<tr>
<td>Auxiliaries</td>
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<tr>
<td>Academic Support</td>
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<td>Operating Unit Subtotals</td>
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<tr>
<td>Variance FY15 Forecast over FY14 Actual</td>
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</tr>
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</table>

State Appropriations: 118.3% of FY14 Budget ($135.7M) to FY15 Budget ($136.1M), an increase of $0.4M (0.3%)

State Appropriations-Capital: -

Undergraduate Tuition & Educational Fees: 237.4% of FY14 Budget ($251.2M) to FY15 Budget ($249.1M), a decrease of $2.1M (0.8%)

Undergraduate Financial Aid: (41.2%) of FY14 Budget ($43.0M) to FY15 Budget ($40.2M), a decrease of $2.8M (6.5%)

Net Undergraduate Tuition & Fees: 196.2% of FY14 Budget ($208.2M) to FY15 Budget ($208.9M), an increase of $0.7M (0.3%)

Graduate Tuition & Educational Fees: 84.6% of FY14 Budget ($85.2M) to FY15 Budget ($86.7M), an increase of $1.5M (1.8%)

Graduate Financial Aid: (28.4%) of FY14 Budget ($28.7M) to FY15 Budget ($28.0M), an increase of $0.7M (2.4%)

Graduate Tuition & Fees: 56.2% of FY14 Budget ($58.5M) to FY15 Budget ($58.7M), an increase of $0.2M (0.3%)

Room & Board: -

Grants and Contracts: 39.3% of FY14 Budget ($43.9M) to FY15 Budget ($42.0M), a decrease of $1.9M (4.4%)

Facilities & Admin Costs Recovery: 6.7% of FY14 Budget ($6.1M) to FY15 Budget ($6.4M), an increase of $0.3M (5.0%)

Gifts: 5.9% of FY14 Budget ($6.0M) to FY15 Budget ($6.0M), an increase of $0.0M (0.0%)

Endowment Distributions: 9.2% of FY14 Budget ($10.5M) to FY15 Budget ($10.5M), an increase of $0.0M (0.0%)

Investment Income: 0.3% of FY14 Budget ($0.1M) to FY15 Budget ($0.1M), an increase of $0.0M (0.0%)

Other External Sales: 8.0% of FY14 Budget ($3.8M) to FY15 Budget ($5.7M), an increase of $1.9M (51.3%)

Total Revenues: $440.1M to $472.8M, an increase of $32.7M (7.4%)

Salaries, Wages & Other Payroll: 171.6% of FY14 Budget ($191.7M) to FY15 Budget ($184.8M), a decrease of $6.9M (3.6%)

Benefits: 47.9% of FY14 Budget ($56.3M) to FY15 Budget ($52.0M), a decrease of $4.3M (7.6%)

Operating Expenses: 68.4% of FY14 Budget ($54.9M) to FY15 Budget ($59.1M), an increase of $4.2M (7.7%)

Capitalized Costs: 6.4% of FY14 Budget ($5.9M) to FY15 Budget ($6.0M), an increase of $0.1M (1.7%)

Depreciation: -

Internal Loan - Principal & Interest: 1.6% of FY14 Budget ($4.2M) to FY15 Budget ($4.1M), a decrease of $0.1M (2.5%)

Debt Service - Principal: -

Debt Service - Interest: -

Internal Sales: (2.0%) of FY14 Budget ($1.6M) to FY15 Budget ($2.0M), a decrease of $0.4M (25.0%)

Total Direct Expenses: $293.9M to $309.4M, an increase of $6.5M (2.2%)

Internal Allocations & Transfers: (1.6%) of FY14 Budget ($5.0M) to FY15 Budget ($1.1M), a decrease of $3.9M (78.0%)

Indirect Costs Allocations: 128.9% of FY14 Budget ($140.4M) to FY15 Budget ($134.4M), a decrease of $6.0M (4.3%)

Subvention Allocation: 8.4% of FY14 Budget ($19.2M) to FY15 Budget ($13.2M), a decrease of $6.0M (31.5%)

Total Allocations & Transfers: $135.7M to $154.6M, an increase of $18.9M (13.9%)

Total Expenses & Transfers: $429.6M to $464.0M, an increase of $34.4M (8.1%)

Subtotal Results: $10.5M to $8.8M, a decrease of $1.7M (16.1%)

Transfers to (from) Operations: -

Transfers to (from) Quasi Endowments: 2.2% of FY14 Budget ($2.3M) to FY15 Budget ($5.2M), an increase of $2.9M (126.5%)

Transfers to (from) Capital Projects: 0.5% of FY14 Budget ($4.0M) to FY15 Budget ($4.1M), an increase of $0.1M (2.5%)

Net Results: $7.8M to $10.2M, an increase of $2.4M (31.9%)

11:52 AM 6/4/2015
<table>
<thead>
<tr>
<th>(In millions)</th>
<th>FY14 Actual</th>
<th>FY15 Forecast</th>
<th>FY15 Forecast</th>
<th>GAAP Variance FY15 Forecast over FY14 Actual</th>
<th>% Change</th>
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<td>Gifts</td>
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<td>Endowment Distributions (20.1)</td>
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<td>Investment Income</td>
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<td>Other External Sales</td>
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<td>Total Revenues</td>
<td>$ 90.0</td>
<td>$ 776.3</td>
<td>$ 1.3 5.8 4.4</td>
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<td>(44.6) 6%</td>
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<td>95.1 (103.6)</td>
<td>137.0</td>
<td>2.2</td>
<td>139.2 (143.7)</td>
<td>6.5 3.1%</td>
</tr>
<tr>
<td>Depreciation</td>
<td>-</td>
<td>36.4</td>
<td>-</td>
<td>39.6</td>
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<tr>
<td>Internal Loan - Principal &amp; Interest</td>
<td>(24.1)</td>
<td>-</td>
<td>(3.4) (29.8)</td>
<td>(33.2)</td>
<td>0%</td>
</tr>
<tr>
<td>Debt Service - Principal</td>
<td>14.7 (14.7)</td>
<td>-</td>
<td>-</td>
<td>16.8</td>
<td>(16.8) 0%</td>
</tr>
<tr>
<td>Debt Service - Interest</td>
<td>10.0</td>
<td>10.0</td>
<td>-</td>
<td>20.1</td>
<td>11.4%</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>(0.1)</td>
<td>(22.5)</td>
<td>-</td>
<td>(20.7)</td>
<td>1.8%</td>
</tr>
<tr>
<td>Total Direct Expenses</td>
<td>$ 102.2</td>
<td>$ 650.3</td>
<td>$ 144.8 6.9 0.4</td>
<td>$ 151.3 (119.7)</td>
<td>$ 676.6</td>
</tr>
<tr>
<td>Internal Allocations &amp; Transfers</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Indirect Costs Allocations</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Subvention Allocation</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Total Allocations &amp; Transfers</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Total Expenses &amp; Transfers</td>
<td>$ 102.2</td>
<td>$ 650.3</td>
<td>$ 144.8 6.9 0.4</td>
<td>$ 151.3 (119.7)</td>
<td>$ 676.6</td>
</tr>
<tr>
<td>Subtotal Results</td>
<td>$ (12.3)</td>
<td>$ 71.5</td>
<td>$ 126.0</td>
<td>$ (143.9) (1.1) 4.8</td>
<td>$ (141.9) (119.7)</td>
</tr>
<tr>
<td>Transfers to (from) Operations</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Transfers to (from) Quasi Endowments</td>
<td>(1.8)</td>
<td>-</td>
<td>(6.6)</td>
<td>-</td>
<td>(6)</td>
</tr>
<tr>
<td>Transfers to (from) Capital Projects</td>
<td>(34.7)</td>
<td>-</td>
<td>(153.3) 40.0 65.0</td>
<td>(48.3)</td>
<td>0%</td>
</tr>
<tr>
<td>Net Results</td>
<td>$ 26.3</td>
<td>$ 71.5</td>
<td>$ 126.0</td>
<td>$ 6.6 9.8 (61.1) (60.2)</td>
<td>$ 87.0</td>
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</table>

11:52 AM 6/4/2015
Interoffice Communication

Date: May 28, 2015

To: The President and Board of Trustees

From: Ryan Lombardi, Vice President for Student Affairs

Re: Division of Student Affairs Dashboard

The Division of Student Affairs prepares Ohio University students to be responsible and contributing members of a diverse global society by providing learning-centered environments, professional support services, and meaningful out-of-class opportunities. The division consists of nine departments including the Campus Involvement Center, Campus Recreation, Career & Leadership Development Center, Office of Community Standards & Student Responsibility, Counseling & Psychological Services, Office of the Dean of Students, Event Services, Residential Housing, and the Office of the Vice President.

This presentation will highlight the following:

- The impact the Division of Student Affairs makes on our campus and in the lives of Ohio University students,
- How the division aligns the University vision and the Four Fundamentals, and
- Examples of how the division collaborates with University partners to accomplish the academic mission of the institution. Examples include:
  - Exemplary student support services:
    - Personal and group counseling (Counseling & Psychological Services),
    - Recovery communities (Campus Involvement Center),
    - Career coaching (Career & Leadership Development), and
    - Crisis support (Dean of Students)
  - Integrative co-curricular activities:
    - Margaret Boyd Scholars Program (Dean of Students),
    - Kennedy Lecture Series (Event Services), and
    - Educational facilities (Campus Recreation, Event Services, and Residential Housing).

I look forward to introducing the Student Affairs senior staff to you and reviewing this information at the June meeting.
The Division of Student Affairs Dashboard
Division of Student Affairs
Campus Involvement Center | Campus Recreation | Career & Leadership Development Center | Community Standards & Student Responsibility | Counseling & Psychological Services | Event Services | Dean of Students | Residential Housing | Vice President for Student Affairs
Organizational Hierarchy

Vice President for Student Affairs
Ryan Lombardi

Special Assistant & Director of Resource Administration
Megan Vogel

Executive Director of Residential Housing
Pete Trentacoste

Executive Director of Campus Recreation
Mark Ferguson

Executive Director of Event Services
Dusty Kilgour

Associate Vice President & Dean of Students
Jenny Hall-Jones

Assistant VP for Capital & Facilities
Christine Sheets

Assistant Dean for Campus Involvement
Char Kopchick

Associate Dean for Student & Crisis Support
Patti McSteen

Assistant Dean for Career & Leadership Development
Imants Jaunarajs

Director of Community Standards & Student Responsibility
Martha Compton

Director of Counseling & Psychological Services
Fred Weiner
Division of Student Affairs

Student Success

Through their academic and co-curricular pursuits, Ohio University students will develop the knowledge, skills and character necessary to be committed citizens.

**Support:** Services, activities and environments designed to maximize student growth and personal development.

**Engagement:** Opportunities designed to foster connection and immersion with the campus and community.

**Learning:** Formal and informal out-of-class activities designed to promote student learning.
Division of Student Affairs

OHIO UNIVERSITY FOUR FUNDAMENTALS

Inspired teaching and research
Innovative academic programs
Exemplary student support services
Integrative co-curricular activities

DIVISION STRATEGIC PRIORITIES

Support
Engagement
Learning
## Past Performance

### Student Affairs

#### Number of Student Employees
- 1,460
  - Number of students employed by the Division of Student Affairs.

#### Number of Reservations
- 23,560
  - Number of reservations managed by Event Services.

#### Overall Campus Recreation Usage
- 572,084
  - Total visits to Campus Recreation facilities.

#### Students Housed
- 8,050
  - Total number of students housed in campus residence halls during fall semester.

#### Performing Arts Attendance
- 24,738
  - Total number of patrons that attended performing arts events coordinated by the Campus Involvement Center.

### Student Life

#### Move-in Volunteers
- 2,238
  - Total number of volunteers that signed-up to help with Go Green move-in.

#### Resume Reviews
- 1,926
  - Total number of resumes reviewed by the Career and Leadership Development Center.

#### Career Coaching Appointments
- 1,442
  - Total number of students who received career coaching at the Career & Leadership Development Center.

#### Philanthropic Gifts
- $1,218,410
  - Charitable contributions of cash and property directed to the University and Foundation.

### Community Service

#### Community Service Hours
- 2,927
  - Total number of hours of community service completed through the Community Service Projects of the Week.

#### Resume Reviews
- 1,926
  - Total number of resumes reviewed by the Career and Leadership Development Center.

#### Career Coaching Appointments
- 1,442
  - Total number of students who received career coaching at the Career & Leadership Development Center.

### Student Organizations

#### Number of Reservations
- 23,560
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#### Overall Campus Recreation Usage
- 572,084
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- 8,050
  - Total number of students housed in campus residence halls during fall semester.

#### Performing Arts Attendance
- 24,738
  - Total number of patrons that attended performing arts events coordinated by the Campus Involvement Center.

### Student Organizations

#### Student Organizations
- 551
  - Total number of registered student organizations.

#### Outdoor Pursuits Participation
- 8,545
  - Total use of Outdoor Pursuits offerings (climbing wall, challenge course, equipment rentals, trips, etc.).

#### Club Sports Participants
- 941
  - Total annual number of students participating in Club Sports.

### Philanthropic Gifts
- $1,218,410
  - Charitable contributions of cash and property directed to the University and Foundation.

### Dashboard Key: Connections to 4x4 Strategic Plan

<table>
<thead>
<tr>
<th>Four Fundamentals</th>
<th>Enrollment</th>
<th>Total Compensation</th>
<th>Capital Campaign</th>
<th>Financial Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy 2</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Strategy 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Notes:**
- First-Year Involvement:
  - 88%: Percent of first-year students who participate in extracurricular activities.
- Greek Involvement:
  - 2,238: Total number of students in a social sorority or fraternity organization.
- Student Organizations:
  - 551: Total number of registered student organizations.
- Outdoor Pursuits Participation:
  - 8,545: Total use of Outdoor Pursuits offerings (climbing wall, challenge course, equipment rentals, trips, etc.).
- Club Sports Participants:
  - 941: Total annual number of students participating in Club Sports.
First-Year Involvement

88%
Percent of first-year students who participate in extracurricular activities.

Past Performance

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>83%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td>88%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>87%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>88%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>88%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 69% Campus Recreation
- 20% Fraternity & Sorority Life
- 22% Hobby/social clubs
- 14% Service activities
High-Risk Drinking Rates

- Educational programming
- Alternative programming
- Code of Conduct
- City of Athens partnership
- Student profile

### Past Performance

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2011</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>73%</td>
<td>70%</td>
<td>63%</td>
<td>58%</td>
<td>59%</td>
</tr>
</tbody>
</table>

The total number of students who reported making high-risk drinking choices.

59%
SRCC Client Volume

160

The number of cases reviewed by the Student Review and Consultation Committee (SRCC).

Past Performance

<table>
<thead>
<tr>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>97</td>
<td>98</td>
<td>111</td>
<td>140</td>
<td>160</td>
</tr>
</tbody>
</table>

- Increased enrollment
- Caring campus climate
- Student profile
- Overall awareness
Division Partnerships

Ohio University

College of Business

College of Arts & Sciences

The Gladys W. and David H. Patton College of Education

Campus Conversation: Sexual Assault, Consent, Bystander Intervention

College of Fine Arts

Performing Arts & Concert Series

The Kennedy Lecture Series

Margaret Boyd Scholars
Interoffice Communication

Date:    May 28, 2015

To:      The President and Board of Trustees

From:    Ryan Lombardi, Vice President for Student Affairs

Re:      Tobacco-Free Update

On August 1, 2015, Ohio University will be transitioning to a tobacco-free campus. We have been diligently working to communicate and educate the campus community regarding the new policy.

At the June board meeting, University Ombuds Judy Piercy will present highlights of this year's work, including:

- Communication efforts including the creation of a tobacco-free website, video messages from the President, students, and faculty/staff, presentations to various stakeholders, marketing brochures (translated in two languages), discussion guide for fall semester learning communities, participation in Bobcat Student Orientation, and Compass news articles.
- Information regarding the tobacco cessation classes that are being offered to students, faculty and staff.
- Assessment efforts, including survey results with 2,375 respondents.
Tobacco-Free Update

Tab

Judy Piercy
University Ombuds
DO YOU SUPPORT THE TOBACCO-FREE INITIATIVE?

READY FOR CHANGE - READY TO CHOOSE - READY TO COMMIT
Timeline

Summer – 2012
• Board of Regents’ resolution

2012 – 13
• Ad Hoc Tobacco-Free Task Force formation and recommended creation of an implementation team

2013 – 14
• Initiated new policy & implementation plan
• Developed marketing & communication tools

2014 – 15
• Education, communication and training

Fall – 2015
• Campus-wide tobacco-free initiative
Tobacco-free Implementation

Communication Efforts
- Presentations
- Marketing materials
- Website
- Videos

Education
- Cessation classes
- Nicotine Replacement Therapy

Assessment
- Impact survey
- Physical review of tobacco litter
Join Us in Supporting

- A policy that emphasizes respect for others and the environment
- Preparing students for tobacco-free workplaces
- A workplace that supports healthy change
Interoffice Communication

Date: May 28, 2015

To: The President and Board of Trustees

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

Re: Program Review Process Update

Summary:

During AY 2014-15 significant measures were taken by the EVPP’s office and the UCC’s Program Review Committee to clear a backlog of academic program reviews and make for a smoother and more effective process moving forward. It was a goal of the EVPP’s office to demonstrate significant advancement in the area of program review before the upcoming accreditation visit in November 2015. We are confident that the accreditation team will acknowledge the strides we have made.

In November 2014, Dr. Patrick Barr-Melej, former chair of History and African American Studies, was appointed as a faculty fellow to work with the UCC’s Program Review Committee (Dr. David Ingram, Chair) for the purposes of clearing a roughly two-year backlog of program reviews and reexamining our process and practices. The complexities and time consumption of the Q2S process and challenges associated with recruiting internal reviewers for site visits were two contributing factors in producing the backlog. Working closely with Associate Provost Howard Dewald, Drs. Barr-Melej and Ingram have nearly cleared the backlog and are proposing some adjustments to the process to promote greater efficacy and transparency.

AY 2014-15 Accomplishments:

• Dramatic progress in clearing a two-year backlog of program reviews.

• The creation of a trained team of some 35 OU faculty members from all campuses of the OU system to serve as internal reviewers. Recruitment is an ongoing process and the plan is to provide yearly training for newcomers. The introduction of modest compensation for internal reviewers, proposed by Drs. Barr-Melej and Ingram and funded by the EVPP’s office, has helped recruitment significantly.

• The drafting of new supporting documents (see attached) to help prepare and guide programs and site-visit committees for the program review process. These documents, including a FAQs
sheet, were created in response to recurrent questions posed by programs to the UCC Program Review Committee and Dr. Barr-Melej during the process.

- Dr. Ingram’s committee has composed amendments to the program review process that will go before the UCC next academic year for its approval. Such amendments make for a more effective chain of deadlines and provide specificity and clarification regarding such areas as new expectations governing outcomes assessment (in line with HLC’s Criterion #4).

**Looking Forward:**

- All backlogged program reviews should be cleared by Fall 2015.

- Need exists to create a central web site—a single resource for all programs under review and site-review committees. Currently, important information is found on numerous sites across campus, including those administered by the UCC and the EVPP’s office. Drs. Barr-Melej and Ingram are working to realize a new website that, aside from offering access to “process” documents and supporting material, would include all previous program reviews available in electronic form, thus providing an important archival resource for review committees, programs, and administrators.

- Need exists to connect non-degree regional campus reviews to evaluations of Athens campus departments in a systematic way. It has not been our broad practice to link a review of the History program at OU Southern to the Athens campus History program’s review. This linkage is an important procedural and cultural adjustment to realize in the short term.

**Conclusions**

The EVPP’s office and UCC’s Program Review Committee have made significant headway in the past seven months to address bottlenecks and areas that need improvement in the program review process. The review process will be back on schedule, with the backlog cleared, by Fall 2015. Resources have been devoted to making the process work in more punctual and effective ways. The appointment of Dr. Barr-Melej and the allotment of compensation for internal reviewers have been important developments.
ACADEMIC PROGRAM REVIEW
Guide for Review Committees and Site Visits

I. Overview

Program reviews, which include the preparation of program self-studies and the completion of site visits by review committees, are qualitative and quantitative assessments that play vital roles in the university’s mission of delivering excellent undergraduate and graduate instruction and furthering Ohio University’s research and professional profiles. All academic programs are reviewed periodically—every seven (7) years, normally—to help identify program, college, and university goals and priorities; measure the progress of ongoing initiatives; and provide important information for institutional accreditation. More specifically, program reviews provide information to stakeholders regarding the size and stability of academic programs, programmatic strengths and weaknesses, the status of faculty and staff resources, student profiles, curricular outcomes, and equipment and space needs.

Guiding Principles

✓ Program review is part of an overall assessment plan that provides a portrait of program strengths and limitations and should result in program improvement.
✓ The process should be broadly participatory.
✓ The process should facilitate assessment planning, curricular development, faculty workload and scholarship responsibilities, and resource allocation.
✓ The program-review process allows OU to account for its use of resources, develop support among its various constituencies, and provide collegial and objective review to ensure academic program quality.

II. Committee Composition and Purview

Central to any program review is an on-campus evaluation conducted by a faculty committee, which, after closely examining a program’s self-study, meets with program faculty, staff, and students. (See Appendix A: ‘Site Visit Requirements,’ University Curriculum Council [UCC] Approved 2-10-09.) It also meets with the program’s presiding dean and provost. The committee’s size and composition depends on the size and complexity of the program under review. The typical arrangement sees one external reviewer and two to three internal reviewers. UCC’s Program Review Committee works with programs to determine the ideal number of reviewers.

A program-review committee is comprised of ‘external’ and ‘internal’ faculty reviewers:
External Reviewers

These are distinguished colleagues from programs at other institutions who are specialists in the program’s discipline/area. They evaluate such matters as curricular coverage, scholarly output, and so forth. They play an essential role in the program-review process in light of their expertise and ability to place a program in national and international disciplinary contexts. Programs are required to submit a list of possible external reviewers to the Program Review Committee (PRC) of the University Curriculum Council by July 30. They should ponder conflicts of interest or other similar issues before submitting their nominations. The PRC and the Provost’s office together make final determinations.

Internal Reviewers

These are OU faculty appointed by the PRC of the UCC. The PRC selects internal reviewers from a cadre of OU faculty who have received training and/or have reviewed programs in the past. Programs have an opportunity to provide objections to any particular appointment, though the PRC has the final word. With ‘local’ knowledge of the university’s mission, policies and practices, internal reviewers examine program procedures and processes, faculty development, resources, student services, advising, diversity, and so forth.

The committee produces a written report that provides commendations, outlines concerns, makes recommendations, and arrives at a conclusion regarding the program’s viability. The committee’s report should address self-study and site-visit findings, covering program strengths, challenges/weaknesses, opportunities, etc. The report should be evaluative rather than descriptive, and should be forward-looking, not simply an assessment of the program’s current status. It is highly recommended that committee members have a completed draft of the report before the external reviewer departs; site-visit agendas include time for drafting the report. Normally, the committee composes a joint report, but separate external and internal reports may be produced. The report(s) must be submitted to the PRC within one week of the visit’s conclusion.

The report should include an Executive Summary (some 1-1.5 pages) that briefly outlines committee findings (commendations, concerns, recommendations) and an evaluative narrative (lengths range between five and 10 pages) that addresses programmatic practices, curriculum, teaching, research, students, alumni profile, and resources, in addition to expounding upon the commendations, concerns, and recommendations noted in the Executive Summary.

III. Site Visits: Scheduling and Remuneration

Programs are in charge of scheduling site visits. Working with the PRC (which assigns internal reviewers), a program under review identifies site-visit dates (scheduled for October or November, typically) and composes a site visit’s agenda (examples are available from the PRC). In most cases, site visits take two days and must include meetings with faculty, staff, students, the dean, and the Provost (or representative). The PRC’s role in scheduling involves
working with programs to make sure internal reviewers are assigned and that their visits coincide with that of an external reviewer.

External reviewers are compensated with a stipend by the Provost’s office, and the Provost’s office also reimburses external reviewers for out-of-pocket expenses related to the site visit. Program administrators should contact the Provost’s office for assistance and specific information, such as account numbers. It is important to note that external reviewers are compensated through BobcatBUY, and thus external reviewers must complete all appropriate BobcatBUY paperwork before any payment can occur. The PRC does not handle any aspect of external-review compensation. Compensation for internal reviewers is funded and arranged by the Provost’s office, without any need for administrative work on the part of individual programs. Internal and external reviewers received compensation only after their report(s) have been submitted to the PRC and to the program under review. Again, the Provost’s office handles all internal-review compensation, while programs should work with the Provost’s office to arrange compensation for external reviewers.

IV. Timeline

Phase I

March  PRC Chair Notifies Programs of Upcoming Review
July 30 Program Submits List of Potential External Reviewers to PRC
Sept. 15 Program Self Studies Due
Oct./Nov. Site Visit of Review Committee

Phase II

The report must be submitted to the PRC within one (1) week of site-visit completion. It then flows to the program and the appropriate dean’s office, which have two (2) weeks to comment. If no comments are provides during the two-week window, the PRC will consider the report accepted by the program and dean. If the report includes a graduate component, it then goes to the Graduate Council, which has the span of two (2) meetings to review it. If there is no graduate component, the report, once reviewed by the program and dean, goes to the University Curriculum Council for approval (upon the endorsement of the PRC), then is placed on the agenda of the Board of Trustees as an informational item. A report on a program with a graduate component flows from the Graduate Council to the UCC (upon endorsement by the PRC), then to the Board of Trustees. This process should be completed by late in the spring term.

V. Areas of Inquiry and Analysis

The site-visit committee will receive a program’s self-study before the visit begins. A self-study entails a program’s responses to questions provided in either the ‘Ohio University Self Studies Guidelines for Academic Assessment: Program Review...
(Appendix B, valid until 2017) or the document ‘Self Study Guidelines for Academic Program Review (Appendix C: UCC Approved 4-30-13), valid beginning 2017). The latter focuses much attention on outcomes assessment, per Criterion Four of the Higher Learning Commission’s Criteria for Accreditation (Appendix D). Reviewers may use such questions as suggested areas of further inquiry or embark on any additional line of relevant inquiry. The report may be structured in a way similar to the structure of the self-study and corresponding self-study guidelines. The following areas of analysis and inquiry have been collected from peer institutions and other sources as an added (i.e., non-prescriptive) resource for review committees, with some already appearing (but phrased differently) in OU program-review guidelines for self-studies:

**History, Development, and Expectations of the Program**

✓ Why was the program established?
✓ What are its academic antecedents?
✓ How has the program evolved over the years?
✓ What were the institution’s original expectations?
✓ How have those expectations changed?
✓ What were the origins of initial support?
✓ What is the degree to which the program has adapted to meet change?
✓ What is the maturity level of the program (new, building, mature)?
✓ What is the overall visibility of the program?
✓ Has the context changed within which the program is expected to operate? Would this program meet the expectations for a new program approved today?

**Size, Scope, and Productivity**

✓ How many students (clients, customers, patrons, as appropriate) are being served?
✓ How many faculty and staff are assigned?
✓ What other resources are committed?
✓ What is the number of credit hours generated?
✓ Degrees or certificates awarded? Services rendered? Researched developed?
✓ Creative efforts produced?
✓ Attendance at performances?
✓ How productive is the program?
✓ What is the scope of the program?
✓ Is the program of sufficient size and scope to affirm that it can be conducted effectively?
✓ What is the minimum number of faculty, staff, and students required to be designated as a department?
✓ Does information analysis suggest opportunities for consolidation or restructuring?

**Demand for the Program**

✓ What is the demand for this program (are there state or national statistics for student interest in program)?
✓ What has been the regional demand trend?
✓ How is demand being met by competing institutions that offer the same program?
✓ Are other institutions in the same enrollment catchment zone experiencing the same kinds of proportionate numbers by program?
What is the likely potential for future enrollments (demonstrated, documentable potential)?
Are the resources for the program under- or over-allocated for the future?
Is the program offered at a level that corresponds to the demand (do we need a full-blown baccalaureate program to meet demand or will a minor do)?
Is the demand sufficient to mount (or dispose of) a master's degree in the subject matter?
What are the characteristics of patrons, clients, or customers, of the program?
Will their numbers and interest foretell a continuing need for the program?
What other forces are at work in the surrounding environment that affects this program?
Do external demands suggest that the institution continue this program?
What are the enrollments in courses required for other programs?
What proportion of enrollment are for major, minor, general studies, or service purposes?
What programs would suffer, or possibly fail, without the service courses offered by another program?
Are there other internal claims on the program’s resources that should be revealed?
Does the program produce services needed by other parts of the campus?
Is there potential for internal demand because this program may have pioneered new approaches to collaborative learning or uses of technology like to be emulated by other programs?

Curriculum

Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
How coherent is the curriculum?
Is it designed to provide integration, or is the student expected to do the integrating?
To what degree does the curriculum meet the particular learning needs and styles of the students?
When was the last reform or overhaul to ensure comprehension of the knowledge explosion?
How “internationalized” is the curriculum?
How is it subjected to meaningful analysis?
Does it enjoy or qualify for specialized accreditation?
Has the program successfully shifted the delivery of the curriculum to meet the changing needs of its clientele (intensive courses, distance learning and/or evening and weekend formats)?

Quality of Program Outcomes

What examples of exemplary performance does the program demonstrate?
In the area of student outcomes, what are the test scores on a nationally standardized instruments that measure attainment?
How have the graduates fared on the GRE, the LSAT, the MCAT and others?
What congruence exists between intended and actual learning outcomes?
Do alumni records and placement data give insights into program success?
What is the track record of the graduates on state professional licensure and certification examinations?
How successful are program graduates in seeking graduate and professional
admission?
✓ Our programs are designed for intellectual and social development; did they succeed?
✓ What is the demonstrable effectiveness of the program in preparing students for the future?
✓ How well do program faculty achieve in measures of teaching effectiveness?
✓ What is the track record of the program facility in producing research accept in juried publications of peer-reviewed electronic scholarship?
✓ What recognition do faculty bring the program in the area of public service?
✓ What can be documented for program quality?
✓ Is there external validation of quality?
✓ What evidence is there that the program has added value to the clientele it serves?
✓ What is the degree to which the outcomes mirror best practices of similar institutions?
✓ How has the program brought beneficial recognition to the institution?

Equipment, Facilities, and Other Resources

✓ How current are equipment and materials?
✓ What is the degree to which this program has taken advantage of advancements in technology to enhance learning, reinforce computer skills and computer literacy to prepare students for the higher-tech world in which they will live and work, attract technological support to the institution, enhance research, and enhance program-related public service?
✓ What is the degree of modernization of laboratories and specialized facilities necessary to ensure that students are adequately prepared?
✓ How significant are the program holding in the library and other learning centers?
✓ What is the degree of student and faculty access to electronic sources of program information?
✓ To what extent are the facilities conducive to quality learning experiences?
✓ What resources will it take to bring this program up to a high level of quality?

Resources Generated by the Program

✓ From its research grant activity, what has the program generated for itself, and what does it receive as a result of overhead or indirect cost recovery for the institution?
✓ How reliant is the institution on this source of funds for purposes other than the direct program costs?
✓ Is the institution a recipient of development or advancement dollars or other gifts because of the program?
✓ How significant are program-restricted funds, and should this be a factor in judging the relative worth of this program?
✓ Has the program attracted equipment or other capital items to the institution, and what is the use of these items by other programs?

Overall Efficacy

✓ What impact has this program had or does it promise to have?
✓ What are the benefits to the institution of offering this program?
✓ What is the connecting relationship between the program and achievement of the institution's mission?
✓ How essential is the program to the institution?
✓ What is the relationship of this program to the success of other programs?
✓ Does this program serve people in ways that no other program does?
✓ Does it respond to a unique societal need that the institutional values?
✓ To what extent does this program help the institution differentiate itself from the crowd of other colleges and universities?
✓ How is this program linked with the institution’s overall strategy?

VI. FAQs About the Review Process

Q: How often do program reviews take place? A: Reviews are typically conducted on a seven-year cycle.

Q: Will my program be notified of an impending review? A: Yes, by March for autumn program reviews. Programs are notified by the chair of the UCC Program Review Committee (PRC), who works with programs to keep the process moving and on time.

Q: When are self-studies due and are there guidelines? A: Self-studies must be submitted to the PRC and to external reviewers by September 15 (the PRC supplies the self studies to the internal reviewers). The guidelines are found on the Program Review Committee’s website (http://www.ohio.edu/facultysenate/committees/ucc/program-review.cfm).

Q: How are the internal reviewers chosen and compensated? A: The PRC selects internal reviewers from a cadre of OU faculty who have received training and/or have reviewed programs in the past. Programs have an opportunity to provide objections to any particular appointment, though the PRC has the final word. Compensation for internal reviewers is funded and arranged by the Provost’s office, without any need for administrative work on the part of individual programs.

Q: How are external reviewers chosen and compensated? A: Programs are required to submit a list of possible external reviewers to the PRC by July 30. Programs are asked to ponder conflicts of interest or other similar issues before submitting their nominations. The PRC and the Provost’s office together make final determinations. External reviewers are compensated with a stipend by the Provost’s office, and the Provost’s office also reimburses external reviewers for out-of-pocket expenses related to the site visit. Program administrators should contact Anita Leach (leacha@ohio.edu) in the Provost’s office for assistance and specific information, such as account numbers. It is important to note that external reviewers are compensated through BobcatBUY, and thus external reviewers must complete all appropriate BobcatBUY paperwork before any payment can occur. The PRC does not handle any aspect of external-review compensation.

Q: How many external and internal reviewers review any particular program? A: It depends on the size and complexity of the program. The typical arrangement sees one external reviewer and two to three internal reviewers. The PRC works with programs to determine the ideal number of reviewers.

Q: Who handles the scheduling of the reviews? A: Programs are in charge of scheduling. Working with the PRC (which assigns internal reviewers), a program under review identifies
site-visit dates (scheduled for October or November, typically) and composes a site visit’s agenda (examples are available from the PRC). In most cases, site visits take two days and must include meetings with faculty, staff, students, the dean, and the Provost (or representative). The PRC’s role in scheduling involves working with programs to make sure internal reviewers are assigned and that their visits coincide with that of an external reviewer.

Q: When are internal and external reviewers compensated? A: Internal and external reviewers received compensation only after their report(s) have been submitted to the PRC and to the program under review. Again, the Provost’s office handles all internal-review compensation, while programs should work with Anita Leach to arrange compensation for external reviewers.

Q: Do internal and external reviews happen at the same time? To whom should those reports be submitted? A: Yes, they do, and those reviewers can choose to compose a single report or the external and internal components can take form as separate reports. Reports are submitted to the PRC, the program’s chair, and the Dean’s office.

Q: Do chairs and deans have the opportunity to comment on the reports? A: Yes. Chairs and deans have two (2) weeks from the report’s submission to comment. Those comments are appended to the report, which then flows to Graduate Council (if the program has a graduate component), the UCC, the Provost’s office, and, ultimately, to the Board of Trustees.

Q: What happens if a program doesn’t comply with program-review guidelines and specified timetables? A: All of the program’s UCC business (course approvals, etc.) gets tabled until the process is back on track.
Advances /AY 2014-15

- Substantial progress in clearing backlog of program reviews
- Created a stable pool of internal reviewers
- Revisited guidelines and practices
- Produced supporting, supplementary information for programs and reviewers
Looking Forward...

- Create centralized web presence for program reviews
- Link review of non-degree-granting regional instruction to Athens campus program reviews
Takeaways...

- AY 2014-15 saw significant advancement in addressing backlog of program reviews
- Resources have been allocated to ensure a more punctual and effective process
- Closer collaboration between UCC Program Review Committee and the EVPP’s office, via new Faculty Fellow, has been very fruitful
- Accreditation team will find considerable improvement in the area of program review
Interoffice Communication

Date:       May 28, 2015

To:         The President and Board of Trustees

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

Re:         Certificate Programs Approved 2014 – 2015

Three new Certificates were proposed and reviewed through the Programs Committee of University Curriculum Council in 2014 – 2015.

The new certificates are listed below:

1. **Certificate in Diabetes** – Graduate  
   College of Health Sciences and Professions  
   School of Applied Health Sciences and Wellness

2. **Certificate in Healthcare Leadership** – Graduate  
   College of Health Sciences and Professions  
   Department of Health Sciences and Professions

3. **Certificate in Sports Nutrition** – Undergraduate  
   College of Health Sciences and Professions  
   School of Applied Health Sciences and Wellness
Interoffice Communication

Date: May 28, 2015

To: The President and Board of Trustees

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

Re: Promotion and Tenure Effective 2015-2016

The results of the annual Promotion and Tenure review process are attached for your information.

There were 9 promotions to Professor, 26 promotions to Associate Professor with Tenure, 1 promotion to Associate Professor, and 2 faculty were awarded tenure.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle Name</th>
<th>Last Name</th>
<th>Suff.</th>
<th>Unit</th>
<th>Department</th>
<th>Promotion and Tenure Decision</th>
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<td>Damian</td>
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### Promotion and Tenure Historical Data

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### Number by College/RHE – Effective 2015-2016

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**FACULTY FELLOWSHIP AWARDS**

**RESOLUTION 2015**

**WHEREAS,** the proposed 2015-2016 Faculty Fellowship Leaves listed below have been reviewed in accordance with University policy and found to be meritorious.

**THEREFORE, BE IT RESOLVED** that the listed leaves be approved, and

**BE IT FURTHER RESOLVED** that the Executive Vice President and Provost may approve changes in the conditions of the fellowships, but not the total number of fellowships granted for the academic year.

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<th>First Name</th>
<th>Last Name</th>
<th>Term(s)</th>
<th>Brief Description of Leave</th>
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<td>College of Arts and Sciences</td>
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<td>Elizabeth</td>
<td>Crockett</td>
<td>Fall and Spring</td>
<td>Develop collaboration and plan for the first permanent exhibit on the biology of Antarctic fishes at a major public aquarium.</td>
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<td>Dept. of Biological Sciences</td>
<td>Patrick</td>
<td>Hassett</td>
<td>Spring</td>
<td>Advance two research projects: an NSF collaborative grant with Dr. Jose Giner of SUNY-ESF; research developed from an earlier collaboration with Dr. EL Crockett of Ohio University.</td>
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<td>Donald</td>
<td>Miles</td>
<td>Fall and Spring</td>
<td>Expand research on responses of reptiles and amphibians to climate change and human-altered environments.</td>
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<td>Lynne</td>
<td>Lancaster</td>
<td>Fall and Spring</td>
<td>Work on book project with a working title of &quot;Late Antique Vaulted Architecture in the Roman Empire from Constantine to Justinian.&quot;</td>
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<td>Loreen</td>
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<td>Fall</td>
<td>Complete final chapter of book. Travel to London to finish the primary research in the London Metropolitan Archives and the British Library.</td>
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<td>Katarzyna</td>
<td>Marciniak</td>
<td>Fall and Spring</td>
<td>Work on book project, &quot;Lenin in Los Angeles: Socialist Hauntology.&quot;</td>
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<td>Dinty</td>
<td>Moore</td>
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<td>Complete a book manuscript, &quot;The (Not So) Divine Comedy. A Prose Re-envisioning of Dante's Epic Journey.&quot;</td>
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<td>Dept. of English</td>
<td>Albert</td>
<td>Rouzie</td>
<td>Fall and Spring</td>
<td>Build upon previous research of the Writing Studies-centered curriculum with a series of case studies of individual students over two semesters of English 1510 - Writing and Rhetoric.</td>
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<td>Dept. of Env. &amp; Plant Biology</td>
<td>Allan</td>
<td>Showalter</td>
<td>Spring</td>
<td>Develop a new research area in my lab involving medicinal plants. Collaborate with colleague in Porto, Portugal on the role of arabinogalactan proteins in plant cell walls on pollen growth and development.</td>
</tr>
<tr>
<td>College/Reg. Campus</td>
<td>Department</td>
<td>First Name</td>
<td>Last Name</td>
<td>Term(s)</td>
<td>Brief Description of Leave</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------</td>
<td>------------</td>
<td>-----------</td>
<td>---------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Dept. of Env. &amp; Plant Biology</td>
<td>Sarah</td>
<td>Wyatt</td>
<td>Spring</td>
<td>Enhance knowledge of &quot;big data&quot; science. Work with the GeneLab at NASA Ames Research Center, Mountain View, CA. Contribute to the setup of infrastructure related to the GeneLab initiative and using their data analysis tools and infrastructure to enhance analysis of data generated in OU lab.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Dept. of Geological Sciences</td>
<td>David</td>
<td>Kidder</td>
<td>Fall</td>
<td>Research distinguishing the hothouse climate state from cooler greenhouse and icehouse states and their effects on ancient oceans.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Dept. of History</td>
<td>Miriam</td>
<td>Shadis</td>
<td>Fall and Spring</td>
<td>Complete research and draft a manuscript for book project &quot;Mothers, Daughters, Sisters, Saints: Gender and State Formation in Early Medieval Portugal.&quot; Visit Portuguese archives and libraries.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Dept. of Linguistics</td>
<td>Liang</td>
<td>Tao</td>
<td>Fall and Spring</td>
<td>Complete 3 manuscripts out of both linguistic studies and experimental studies on language development in Mandarin Chinese and reading development by native Mandarin speakers and Mandarin Chinese learners.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Dept. of Mathematics</td>
<td>Wei</td>
<td>Lin</td>
<td>Fall and Spring</td>
<td>Visit other programs to learn from their teaching and research activities and establish new connections and collaborations with them.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Dept. of Modern Languages</td>
<td>R Christopher</td>
<td>Coski</td>
<td>Spring</td>
<td>Complete translation of a 600-page French-language scholarly work, by Pierre-Andre Burton, &quot;Aelred of Rievaulx (1110-1167): An Existential and Spiritual Biography.&quot;</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Dept. of Modern Languages</td>
<td>Barbel</td>
<td>Such</td>
<td>Spring</td>
<td>Continue and expand research on German-Jewish writer and Holocaust survivor Alfred Gong (1921-80). Prepare for publication Gong’s unpublished novel Die Entmenschlichungsmaschine (The De-humanizations Machine).</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Dept. of Physics &amp; Astronomy</td>
<td>Justin</td>
<td>Frantz</td>
<td>Fall and Spring</td>
<td>Perform and complete formal process of joining the ATLAS Collaboration based at the Large Hadron Collider at CERN, Switzerland.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Dept. of Physics &amp; Astronomy</td>
<td>Martin</td>
<td>Kordesch</td>
<td>Fall and Spring</td>
<td>Research at the Naval Research Laboratory in Washington DC.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Dept. of Physics &amp; Astronomy</td>
<td>Eric</td>
<td>Stinaff</td>
<td>Fall</td>
<td>Develop and grow new sample structures, pursue new research avenues, including photonic crystals and sensor architectures, strengthen collaboration with researchers at the Naval Research Lab in Washington, DC.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Dept. of Political Science</td>
<td>Susan</td>
<td>Burgess</td>
<td>Fall and Spring</td>
<td>Consolidate recently published articles on radical politics into two book-length manuscripts and an edited volume.</td>
</tr>
<tr>
<td>College/Reg. Campus</td>
<td>Department</td>
<td>First Name</td>
<td>Last Name</td>
<td>Term(s)</td>
<td>Brief Description of Leave</td>
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<tr>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Dept. of Political Science</td>
<td>Michael</td>
<td>Burton</td>
<td>Fall and Spring (deferred to 2016-17)</td>
<td>Extend the reach of skills and scholarship as they relate to strategic thinking in political settings.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Dept. of Political Science</td>
<td>Andrew</td>
<td>Ross</td>
<td>Spring</td>
<td>Research and writing a new book entitled &quot;Global Sensitivity: Mediated Empathy and Political Connectivity in The Digital Age.&quot;</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Dept. of Psychology</td>
<td>Claudia</td>
<td>Gonzalez-Vallejo</td>
<td>Fall and Spring</td>
<td>Serve as Visiting Professor at the University of Chile, Cognitive Science Department. Complete manuscript, submit grant to National Science Foundation (NSF).</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Dept. of Sociology &amp; Anthropology</td>
<td>Diane</td>
<td>Ciekawy</td>
<td>Spring</td>
<td>Complete a book manuscript entitled &quot;The Magic of Arrested Development: Kajiwe's Uganda War Kuvoyera Movement in Coastal Kenya.&quot;</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Dept. of Sociology &amp; Anthropology</td>
<td>Howard</td>
<td>Welser</td>
<td>Fall and Spring</td>
<td>Complete four in-progress research papers. Develop and implement a system for distributed organizational control in a major technological organization.</td>
</tr>
<tr>
<td>College of Business</td>
<td>Dept. of Marketing</td>
<td>Yong</td>
<td>Wang</td>
<td>Spring</td>
<td>Literature review and synthesis, data collection in multiple emerging markets, and statistical analysis and validation of results, for research project tentatively named &quot;A Study of How Global Industrial Brands Build Customer Equity in Emerging Markets.&quot;</td>
</tr>
<tr>
<td>College of Business</td>
<td>School of Accountancy</td>
<td>Ann</td>
<td>Gabriel</td>
<td>Spring</td>
<td>Complete research projects currently in process and research and evaluate opportunities for Masters of Accountancy (MAcc) programs in the Columbus area.</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>School of Art + Design</td>
<td>Arthur</td>
<td>Werger</td>
<td>Fall and Spring</td>
<td>Further professional activities in the medium of intaglio printing; prepare for 3 solo exhibitions and numerous group exhibits; visiting artist residencies and workshops include a month long residence at School of Art &amp; Design in Halle, Germany.</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>School of Dance, Film, and Theater</td>
<td>Tresa</td>
<td>Randall</td>
<td>Fall</td>
<td>Complete three additional chapters of a book manuscript on German-American choreographer and educator Hanya Holm and prepare the manuscript for review by Oxford University Press.</td>
</tr>
<tr>
<td>College of Health Sciences and Professions</td>
<td>Dept. of Social &amp; Public Health</td>
<td>Jennifer</td>
<td>Chabot</td>
<td>Spring</td>
<td>Serve as Fulbright U.S. Scholar All Discipline Teaching Award recipient at Hamilton, Ontario at McMaster University.</td>
</tr>
<tr>
<td>College/Reg. Campus</td>
<td>Department</td>
<td>First Name</td>
<td>Last Name</td>
<td>Term(s)</td>
<td>Brief Description of Leave</td>
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<td>-------------------------------------</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>College of Health Sciences and Professions</td>
<td>School of Rehab. &amp; Communication Sci.</td>
<td>David</td>
<td>Russ</td>
<td>Spring and Summer</td>
<td>Learn two new experimental techniques: muscle proteomics and using dissociated single muscle fibers to assess excitation-contraction coupling. Submit grant proposals.</td>
</tr>
<tr>
<td>Ohio University Chillicothe</td>
<td>Dept. of Mathematics</td>
<td>Lakhdar</td>
<td>Hammoudi</td>
<td>Spring</td>
<td>Finish translation and analysis of the Arabic 1427 CE mathematics book &quot;Key to Arithmetic&quot; by Al-Kashi in collaboration with Professor Nuh Aydin from Kenyon College.</td>
</tr>
<tr>
<td>Ohio University Chillicothe</td>
<td>Dept. of Political Science</td>
<td>Nicholas</td>
<td>Kiersey</td>
<td>Fall and Spring</td>
<td>Complete a current book project entitled &quot;Negotiating Crisis: Neoliberal Power in Austerity Ireland.&quot;</td>
</tr>
<tr>
<td>Ohio University Chillicothe</td>
<td>Educational Studies</td>
<td>Mary</td>
<td>Trube</td>
<td>Spring</td>
<td>Develop a text, with working title Global Early Childhood Education: Programs and Practices, suitable for undergraduate and graduate programs, and used as primary text for EDEC 2600 Global Early Childhood Programs.</td>
</tr>
<tr>
<td>Ohio University Lancaster</td>
<td>Professional Studies Division</td>
<td>Christine</td>
<td>Wolfe</td>
<td>Fall</td>
<td>Conduct research into experiences of K-12 school principals in Ohio's Appalachian counties. Conduct face-to-face interviews to learn about their experiences as educators in a region with robust cultural constraints and significant geographic and economic challenges.</td>
</tr>
<tr>
<td>Ohio University Zanesville</td>
<td>Dept. of Biology</td>
<td>Tarig</td>
<td>Higazi</td>
<td>Spring</td>
<td>Teach and perform research with undergraduate students at the Prince Sultan Military College of Health Sciences in Dhahran Kingdom, Saudi Arabia.</td>
</tr>
<tr>
<td>Ohio University Zanesville</td>
<td>Dept. of Mathematics</td>
<td>Viet Dung</td>
<td>Nguyen</td>
<td>Spring</td>
<td>Carry out research on some open problems of the Representation Theory of Artinian rings. Main focus will be work on the Pure Semisimplicity Conjecture.</td>
</tr>
<tr>
<td>Ohio University Zanesville</td>
<td>School of Nursing</td>
<td>Sally</td>
<td>Fusner</td>
<td>Fall</td>
<td>Complete a comprehensive curriculum review of the OU associate director of nursing (ADN) programs.</td>
</tr>
<tr>
<td>Patton College of Education</td>
<td>Dept. of Counseling &amp; Higher Education</td>
<td>Christine</td>
<td>Bhat</td>
<td>Fall and Spring</td>
<td>Develop research projects on cyberbullying and prevention initiatives with international partners.</td>
</tr>
<tr>
<td>Patton College of Education</td>
<td>Dept. of Educational Studies</td>
<td>Gordon</td>
<td>Brooks</td>
<td>Fall</td>
<td>Develop software to add scale analysis and exploratory factor analysis functionality to applicant's TAP software.</td>
</tr>
<tr>
<td>Patton College of Education</td>
<td>Dept. of Educational Studies</td>
<td>Jaylynne</td>
<td>Hutchinson</td>
<td>Spring</td>
<td>Focus on the processes of gender identity development, utilizing participatory philosophical methods - culminating in draft book manuscript</td>
</tr>
<tr>
<td>Patton College of Education</td>
<td>Dept. of Teacher Education</td>
<td>Eugene</td>
<td>Geist</td>
<td>Spring</td>
<td>Write a book for NAEYC currently under contract. Work on collecting data and implementing a program that was recently put forward in a Konneker Grant.</td>
</tr>
<tr>
<td>College/Reg. Campus</td>
<td>Department</td>
<td>First Name</td>
<td>Last Name</td>
<td>Term(s)</td>
<td>Brief Description of Leave</td>
</tr>
<tr>
<td>----------------------------------------</td>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Russ College of Engineering and Technology</td>
<td>School of Elec. Engineering &amp; Computer Sci.</td>
<td>Wojciech</td>
<td>Jadwisienczak</td>
<td>Fall and Spring</td>
<td>Research innovative semiconductor nanostructure growth and characterization. Materials growth will be conducted at the University of Puerto Rico (UPR).</td>
</tr>
<tr>
<td>Scripps College of Communication</td>
<td>E.W. Scripps School of Journalism</td>
<td>Aimee</td>
<td>Edmondson</td>
<td>Fall</td>
<td>Complete archival research, interviews, and to finish a book manuscript examining libel law and its evolution in the 1960s.</td>
</tr>
<tr>
<td>Scripps College of Communication</td>
<td>E.W. Scripps School of Journalism</td>
<td>Yusuf</td>
<td>Kalyango</td>
<td>Spring</td>
<td>Work on a book project with colleague examining challenges journalists in various countries experience, as they work under difficult conditions, to maintain their journalism core principles of independence.</td>
</tr>
<tr>
<td>Scripps College of Communication</td>
<td>School of Communication Studies</td>
<td>Jerry</td>
<td>Miller</td>
<td>Spring</td>
<td>Complete research focusing on the impact of political debates, with an emphasis on emotional appeals, use of reported speech and the creation of appeals defining what is meant by being American.</td>
</tr>
</tbody>
</table>

### Historical Information

<table>
<thead>
<tr>
<th>Academic Year End</th>
<th>Number Awarded</th>
<th>Number Taken</th>
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<td>2012</td>
<td>40</td>
<td>40</td>
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<tr>
<td>2013</td>
<td>43</td>
<td>40</td>
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<tr>
<td>2014</td>
<td>58</td>
<td>61*</td>
</tr>
<tr>
<td>2015</td>
<td>42</td>
<td>40</td>
</tr>
<tr>
<td>2016</td>
<td>47</td>
<td>tbd</td>
</tr>
</tbody>
</table>

*three leaves were deferred from 2012-13
Interoffice Communication

Date: May 28, 2015
To: The President and Board of Trustees
From: Pamela J. Benoit, Executive Vice President and Provost
Re: Faculty Fellowship Leaves

Each year faculty are provided the opportunity to request leave from their campus responsibilities to concentrate on their research and scholarly activity. These requests are received and approved by the academic and university leadership and presented to the Board for approval.

A listing detailing the college, department, faculty member, academic term(s) of leaves, and the description of the purpose is incorporated into the resolution for Board approval.
WHEREAS, the following individuals have rendered dedicated and outstanding service to Ohio University, and

WHEREAS, their colleagues and supervisors have recommended action to recognize their service.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby approves emeritus/emerita status for the following individuals upon their retirement from Ohio University.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle Name</th>
<th>Last Name</th>
<th>College/Unit</th>
<th>Years of Service</th>
<th>Emeritus/Emerita Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elliot</td>
<td>Marc</td>
<td>Abrams</td>
<td>College of Arts and Sciences</td>
<td>30</td>
<td>Professor Emeritus of Anthropology</td>
</tr>
<tr>
<td>Don</td>
<td>E.</td>
<td>Adleta</td>
<td>College of Fine Arts</td>
<td>20</td>
<td>Professor Emeritus of Art</td>
</tr>
<tr>
<td>Huzoor</td>
<td>Akbar</td>
<td></td>
<td>Heritage College of Osteopathic Medicine</td>
<td>34</td>
<td>Associate Professor Emeritus of Pharmacology</td>
</tr>
<tr>
<td>Paul</td>
<td>E.</td>
<td>Cadamagnani</td>
<td>Heritage College of Osteopathic Medicine</td>
<td>35</td>
<td>Professor Emeritus of Internal Medicine</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>Fuller</td>
<td>Collins</td>
<td>College of Arts and Sciences</td>
<td>23</td>
<td>Professor Emerita of World Religions</td>
</tr>
<tr>
<td>Marsha</td>
<td>Lyn</td>
<td>Dutton</td>
<td>College of Arts and Sciences</td>
<td>17</td>
<td>Professor Emerita of English</td>
</tr>
<tr>
<td>Teresa</td>
<td>Jean</td>
<td>Franklin</td>
<td>Patton College of Education</td>
<td>17</td>
<td>Professor Emerita of Educational Studies</td>
</tr>
<tr>
<td>Thomas</td>
<td>Rudy</td>
<td>Franz</td>
<td>College of Arts and Sciences</td>
<td>45</td>
<td>Professor Emeritus of Spanish</td>
</tr>
<tr>
<td>Christine</td>
<td></td>
<td>Freeman</td>
<td>College of Arts and Sciences</td>
<td>28</td>
<td>Assistant Professor Emerita of English</td>
</tr>
<tr>
<td>AnnCorinne</td>
<td></td>
<td>Freter-Abrams</td>
<td>College of Arts and Sciences</td>
<td>29</td>
<td>Professor Emerita of Anthropology</td>
</tr>
<tr>
<td>Mary</td>
<td>Ann</td>
<td>Goetz</td>
<td>Ohio University Zanesville</td>
<td>28</td>
<td>Assistant Professor Emerita of Nursing</td>
</tr>
<tr>
<td>Claudia</td>
<td>Lee</td>
<td>Hale</td>
<td>Scripps College of Communication</td>
<td>25</td>
<td>Professor Emerita of Communication Studies</td>
</tr>
<tr>
<td>Norma</td>
<td>Jean</td>
<td>Humphreys</td>
<td>College of Fine Arts</td>
<td>19</td>
<td>Assistant Dean Emerita of the College of Fine Arts</td>
</tr>
<tr>
<td>Peter</td>
<td>W.</td>
<td>Klein</td>
<td>Russ College of Engineering &amp; Technology</td>
<td>24</td>
<td>Professor Emeritus of Engineering Technology and Management</td>
</tr>
<tr>
<td>First Name</td>
<td>Middle Name</td>
<td>Last Name</td>
<td>College/Unit</td>
<td>Years of Service</td>
<td>Emeritus/Emerita Title</td>
</tr>
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</tr>
<tr>
<td>G.</td>
<td>Daniel</td>
<td>Lassiter</td>
<td>College of Arts and Sciences</td>
<td>27</td>
<td>Professor Emeritus of Psychology</td>
</tr>
<tr>
<td>Raymie</td>
<td>E.</td>
<td>McKerrow</td>
<td>Scripps College of Communication</td>
<td>20</td>
<td>Professor Emeritus of Communication Studies</td>
</tr>
<tr>
<td>Joan</td>
<td>Scanlon</td>
<td>McMath</td>
<td>Patton College of Education</td>
<td>25</td>
<td>Professor Emerita of Teacher Education</td>
</tr>
<tr>
<td>Jennie</td>
<td>Nelson</td>
<td></td>
<td>College of Arts and Sciences</td>
<td>13</td>
<td>Associate Professor Emerita of Teacher Education</td>
</tr>
<tr>
<td>Michael</td>
<td>G.</td>
<td>Nern</td>
<td>Ohio University Zanesville</td>
<td>28</td>
<td>Associate Professor Emeritus of English</td>
</tr>
<tr>
<td>Robert</td>
<td>E.</td>
<td>Peppers</td>
<td>College of Fine Arts</td>
<td>25</td>
<td>Professor Emeritus of Art</td>
</tr>
<tr>
<td>Myra</td>
<td>Kathleen</td>
<td>Rose-Grippa</td>
<td>College of Health Sciences &amp; Professions</td>
<td>29</td>
<td>Professor Emerita of Nursing</td>
</tr>
<tr>
<td>Madeleine</td>
<td>Denise</td>
<td>Scott</td>
<td>College of Fine Arts</td>
<td>35</td>
<td>Professor Emerita of Dance</td>
</tr>
<tr>
<td>Brain</td>
<td>D.</td>
<td>Shapiro</td>
<td>Finance and Administration</td>
<td>30</td>
<td>Information Technologist Emeritus</td>
</tr>
<tr>
<td>Mark</td>
<td>A.</td>
<td>Shatz</td>
<td>Ohio University Zanesville</td>
<td>32</td>
<td>Professor Emeritus of Psychology</td>
</tr>
<tr>
<td>Rick</td>
<td>C.</td>
<td>Shriver</td>
<td>Ohio University Zanesville</td>
<td>23</td>
<td>Associate Professor Emeritus of Electronic Media</td>
</tr>
<tr>
<td>Joseph</td>
<td>Warren</td>
<td>Slade, III</td>
<td>Scripps College of Communication</td>
<td>25</td>
<td>Professor Emeritus of Media Arts and Studies, Central Region Humanities Center Director Emeritus</td>
</tr>
<tr>
<td>Frederick</td>
<td>Littleton</td>
<td>Toner</td>
<td>College of Arts and Sciences</td>
<td>19</td>
<td>Professor of Emeritus of French</td>
</tr>
</tbody>
</table>
Interoffice Communication

Date: May 28, 2015

To: The President and Board of Trustees

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

Re: Emeriti Nominations

The individuals named have rendered dedicated service to Ohio University and have been recommended by their supervisors for emeriti status upon their retirement from Ohio University.
APPPOINTMENT TO REGIONAL COORDINATING COUNCILS

RESOLUTION 2015 -

BE IT RESOLVED by the Ohio University Board of Trustees that the following persons be appointed to membership on the Coordinating Council at each of the regional campuses of Ohio University.

Ohio University - Chillicothe

Joseph A. Uhrig  For a one-year term beginning July 1, 2015, and ending at the close of business June 30, 2016, vice Mike Haller who resigned.

Tim Nusbaum  Reappointment of a second three-year term beginning July 1, 2015, and ending at the close of business June 30, 2018.

Carvel Simmons  Reappointment of a third three-year term beginning July 1, 2015, and ending at the close of business June 30, 2018.

Ohio University - Eastern

Julie R. Selmon  For a three-year term beginning July 1, 2015, and ending at the close of business June 30, 2018, vice Neil Ritchie, whose term expired.

Ohio University - Lancaster

Marie C. Ward  For a three-year term beginning July 1, 2015, and ending at the close of business June 30, 2018, vice Robert Walker, whose term expired.

Robert Clark  Reappointment of a third three-year term beginning July 1, 2015, and ending at the close of business June 30, 2018.

Angela Krile  Reappointment of a second three-year term beginning July 1, 2015, and ending at the close of business June 30, 2018.
**Ohio University - Southern**

<table>
<thead>
<tr>
<th>Name</th>
<th>Term Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. Mack Anderson</td>
<td>For a three-year term beginning July 1, 2015, and ending at the close of business June 30, 2018, vice Sandy Carroll, whose term expired.</td>
</tr>
<tr>
<td>D.R. Gossett</td>
<td>For a three-year term beginning July 1, 2015, and ending at the close of business June 30, 2018, vice Dianne Clement, who resigned.</td>
</tr>
<tr>
<td>Tyler W. Walters</td>
<td>For a three-year term beginning July 1, 2015, and ending at the close of business June 30, 2018, vice Robert Compton, whose term expired.</td>
</tr>
<tr>
<td>Joe Freeman</td>
<td>Reappointment of a third three-year term beginning July 1, 2015, and ending at the close of business June 30, 2018.</td>
</tr>
</tbody>
</table>

**Ohio University - Zanesville**

<table>
<thead>
<tr>
<th>Name</th>
<th>Term Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>John W. Imes</td>
<td>For a three-year term beginning July 1, 2015, and ending at the close of business June 30, 2018, vice Thomas Lyall, whose term expired.</td>
</tr>
<tr>
<td>Diane L. Jones</td>
<td>For a three-year term beginning July 1, 2015, and ending at the close of business June 30, 2018, vice Donna Adornetto, whose term expired.</td>
</tr>
<tr>
<td>Bryan Chandler</td>
<td>Reappointment of a second three-year term beginning July 1, 2015, and ending at the close of business June 30, 2018.</td>
</tr>
<tr>
<td>Judy Rebic</td>
<td>Reappointment of a third three-year term beginning July 1, 2015, and ending at the close of business June 30, 2018.</td>
</tr>
</tbody>
</table>
Interoffice Communication

Date: May 28, 2015

To: The President and Board of Trustees

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

Re: Regional Coordinating Council Appointments

Appointments of members to the Coordinating Council for each regional campus are made annually, at the June Board of Trustees meeting, for the following fiscal year. The resolution includes appointment of eight new members for FY 2016 as well as reappointments for the returning members.

Enclosed are resumes for the eight new appointees:

- Joseph Uhrig for the Chillicothe campus,
- Julie R. Selmon for the Eastern campus,
- Marie C. Ward for the Lancaster campus,
- W. Mack Anderson for the Southern campus,
- D.R. Gossett for the Southern campus,
- Tyler W. Walters for the Southern campus,
- John W. Imes for the Zanesville campus, and
- Diane L. Jones for the Zanesville campus
Joseph A. Uhrig

270 Granite Cliff Dr.
Chillicothe, OH 45601

Phone: 740-773-3331
Fax: 740-773-3331
Email: juhrig@horizonview.net

Education

Chillicothe High School, Diploma, 1994-1998

Ohio University, Bachelor of Science in Communications, 1998-2002

Work Experience

Uhrig Financial, President, Registered Representative & Investment Advisor
Representative, 2009-Present

Rathkamp Financial, Registered Representative & Investment Advisor
Representative, 2002-2009

Volunteer Work

First Capital Rotary, Board of Directors, Current

Ross County Community Action, Board of Directors & Finance
Committee Chairman, Current

First Capital Football Club, Soccer Coach, Current
Honorable Julie R. Selmon
20 Oakcrest Drive
P.O. Box 206
Woodsfield, Ohio 43793

Work Experience:
2006 to present
Monroe County Common Pleas Court Judge
Woodsfield, Ohio 43793

2004 to 2006
Owner, Julie R. Selmon Law Office
Woodsfield, Ohio 43793

1999 to 2006
Associate Attorney, Smith and Coury Law Offices
Woodsfield, Ohio 43793

Education:
1999 Capital University Law School, J.D.
Cum Laude

1996 Capital University, B.S.
Summa Cum Laude

1992 Shadyside High School

Organizations:
St. Sylvester Catholic Church
Monroe County Bar Association
Ohio State Bar Association
MARIE C. WARD, PH.D.
3759 Kauffman Road, Carroll, Ohio 43112
Work: (740) 653-3193 ♦ Home: (614) 402-7980
Email: mward@fairfieldesc.org

EDUCATIONAL BACKGROUND

Ph.D., Education (1994)
Department of Educational Services and Research
The Ohio State University, Columbus Ohio

Master of Science (1990)
Clinical Behavioral Psychology
Eastern Michigan University, Ypsilanti, Michigan

Bachelor of Science (1988)
Major: Psychology     Minor: Biology
Eastern Michigan University, Ypsilanti, Michigan

LICENSURE

Superintendent License- (Since 2000)

PROFESSIONAL EMPLOYMENT

Superintendent, Fairfield County Educational Service Center (July 2014-present)

Assistant Superintendent, Educational Service Center of Central Ohio (January
2009-2014)
- Served as a member of the leadership cabinet.
- Lead grant writing and resource acquisition.
- Led development of agency wide grant management process.
- Work with the fiscal department and agency centers to manage more than 25
  million dollars in grants and contracts.
- Lead the College and Career Success Major Initiative
- Guide the innovation, development and implementation of new educational
  initiatives.
  - Currently direct: the College Access Challenge Grant, High School-
    Higher Education Alignment, Ohio Reading Corps, the Refugee
    School Impact Grant, and the Martha Holden Jennings Leadership
    Institute.
- Maintain and develop relationships with ESC clients including schools
  districts, non-profit entities, state and local agencies.

Acting Superintendent, Delaware-Union Educational Service Center (March 2008-
January 2009)
- Led the ESC through all aspects of the merger process with The Educational
  Service Center of Franklin County to form the Educational Service Center of
  Central Ohio.
- Led the DUESC through the continuation of service provision to our customer
  districts.
- Continued all Assistant Superintendent duties.

**Assistant Superintendent**, Delaware-Union Educational Service Center (2003-2008)
- Led and managed the daily operations of 220+ staff and $13 million budget.
- Led grant writing, resource acquisition, and partnership development.
- Led program innovation and entrepreneurial activities.
- Led DUESC’s strategic planning process.
- Managed relationships with districts, community partners, the Ohio Department of Education, and legislative representatives.

**Director of Student Services**, Delaware-Union Educational Service Center (2000-2003)
- Led the departments of special education, gifted services, alternative education, early childhood education, 21st Century Community Learning Centers, Community Schools, grant writing, and special projects.
- Leveraged more than 7 million dollars in grant funding to support ESC and district initiatives.
- Served as consultant to districts and Educational Service Centers in Morrow, Franklin, Licking, Knox, Delaware, and Union County in a variety of ways including: Alternative Education, Community Conversion Schools, Special Education, and Non-Academic Barriers to Success.

**Director of Alternative Education**, Delaware-Union Educational Service Center (1999-2000)
- Led the visioning, development, administration to support a continuum of alternative education options through collaboration with customer districts and community agencies. Including the GOAL Evening and Summer High School, the Kessler Horse Farm, the Arts Academy, Ventures Academy, and the Columbus Zoo and Aquarium School.
- Established DUESC as a licensed mental health agency under the Ohio Department of Mental Health.

**Lecturer**, College of Education and Human Ecology, The Ohio State University, Columbus, Ohio (since 1999)

**Director of Services for Student with Disabilities**, University of Nebraska-Lincoln. (1995-1999)
- Lead an office of 20+ employees responsible for the determination and provision of accommodations to over 400 students with disabilities annually.
- Trained faculty in ADA/504 legal mandates and strategies for accommodating students
- Trained the Athletic Support Service tutors to intervene with athletes that were struggling/failing academically.
- Reported to Vice Chancellor and served on leadership cabinet.

**Adjunct Professor**, Department of Special Education and Communication Disorders, University of Nebraska-Lincoln. (1995-1999)

**Lecturer**, Department of Psychology in the College of Arts and Sciences and the Department of Specialized Educational Development College of Education, Illinois State University, Normal, Illinois. (1994-1995)
- Provided special education services to individuals with traumatic brain injuries.

Field Coordinator, Early Childhood Special Education (ECSE), Department of Educational Services and Research, The Ohio State University. (1992-1994)
- Responsible for the placement, supervision and evaluation of ECSE graduate students

Program Manager, Ability Beyond Disability (Formerly, Datalr Rehabilitation Institute, Brookfield, Connecticut). (1990-1991)
- Program development; coordination and implementation of programs for children and adults with traumatic brain injuries. Provided staff supervision and training. Multidisciplinary team leader.
- Worked with a team to start the first Group Homes in the Country for Traumatic Brain Injured Clients.
- Assisted with the coordination of Special Olympics

Rehabilitation Specialist/Behavior Therapist (1989-1990)
New Medico Community Re-entry Services, Ann Arbor, Michigan.
- Conducted problem solving, and social skill training, relaxation training and self-management of behavior groups for children and adults with traumatic brain injuries.
- Development and implementation of individualized programs for traumatic brain injured children.
- Staff supervision and training.
- Worked with parents and the community to transition pediatric clients to less restrictive environments

AWARDS AND HONORS

American School Board Journal Magna Award (2006) for the Ventures Academy

American School Board Journal Magna Award (2005) for development of Columbus Zoo and Aquarium School.

United Way Opening New Windows Award (2003)-for innovative programming for at-risk youth.

Recognition for Contributions to Students by the Parents Association and The Teaching Council of the University of Nebraska-Lincoln. (1998, 1997)

University of Nebraska Athletic Department- Guest Coach Award (1996)

Chairman’s GOAL Award, Madonna Rehabilitation Hospital (1996)

Awarded the Antoinette Lowry Barr Award of Scholarship in Educational Research at The Ohio State University (1993)
Awarded membership in Phi Kappa Phi (1993)

Leadership Training Grant Award recipient, The Ohio State University (1990-1994)

OTHER ACCOMPLISHMENTS

Awarded more than 40 Million in grant funding since 1999

11 publications in refereed journals

Over 50 state, national, and international presentations.

AFFILIATIONS/SERVICE

The American Association of School Administrators- Appointed to serve on the Children Equity and Excellence advisory committee (2009-present)

The Ohio State University College of Education and Human Ecology- Alumni Board member, elected to represent the School of Physical activity and Educational Services. Currently President Elect (2009-present)

Ohio Educational Service Center Association (OESCA), Special Events and Membership Committee Member (2008-present)

Buckeye Association of School Administrators (BASA), ESC Committee Member (2014-present)

Homeless Families Foundation-Dowd Education Center Advisory Committee. (2012-2014)

Memberships in BASA, OESCA, AASA, AESA

Chair Delaware County Salvation Army (2006-2009, Member since 2003)

Review Committee Member Delaware County United Way (2006-2008)

Chair Delaware County Literacy Coalition (2005)

REFERENCES

References are available upon request.
W. Mack Anderson

PERSONAL

404 S. 5th Street, Ironton, OH 45638
740-532-3377
Born: January 1, 1947 in Ironton, Ohio
Married: To the former Christi Lee Moore; three adult children
and five grandchildren

EDUCATION

Ironton High School
Ohio University
B.S. in Secondary Education with emphasis in History & Government 1969
Marshall University
M.A. in Political Science 1972
Ohio Northern University Law School
Juris Doctorate 1977

WORK EXPERIENCE

Teacher Ironton City School System 1969-1974
Private Practice of Law in Ironton, Ohio 1977-Present
   (Anderson & Anderson, 408 Park Ave., Ironton, Ohio)
Assistant County Prosecutor, Lawrence County, Ohio 1993-Present
Co-Solicitor for City of Ironton, Ohio 1996-Present
Instructor Ohio University Southern Campus 1972-1974
   1985-Present

CIVIC ACTIVITIES

Member Ironton City Council 1970-1974
Chairman Ironton City Charter Commission 1980
Vice-Mayor City of Ironton 1981-1982
Chairman Lawrence County Republican Central Committee 1994, 2002

RELIGIOUS ACTIVITIES

Member St. Lawrence – O’Toole Catholic Church, Ironton, Ohio 1998-Present
Member of Parrish Council Twelve years
CCD Instructor Eleven years
Eucharistic Minister 1999-Present
Current Position and Accomplishments:

D. R. Gossett has served as Executive Director of the Ironton-Lawrence Co. Area CAO from January 1, 2004 to present. In addition to its seven Federally Qualified Health Center (FQHC) sites, the organization oversees a broad range of services, and it has become renowned for playing a critical economic development role in the community it serves.

Under Mr. Gossett’s guidance, the agency has grown to the point that it now employs nearly 400 staff (100 health care) at 29 locations. The integration of services within the organization, as well as the partnerships around it, make the ILCAO, truly unique.

Among the organization’s various accomplishments, the development of the Saint Mary’s Medical Campus (SMMC) in Ironton most exemplifies Gossett’s approach to challenges. At this site, they established a collaboration with a local hospital and their own FQHC that yielded a trauma center, a diagnostic center, a primary care center, a specialty rotation center, and a pharmacy. For the Ironton community, which lost its hospital in 2000, this was a huge step forward. The main ingredient in this effort was the identification of the synergies between the needed partners. The state of the art 50,000 square foot center is owned by the ILCAO, although it utilizes the SMMC brand. The two partners co-locate and coordinate care.

Past Employment:

- Gossett was the Chief Financial officer of the Ironton-Lawrence Co CAO for 5 years before accepting the position of Director.
- He worked with a CPA firm before joining the CAO in July of 1998
- He began his career as an Internal Auditor with the U.S. Department of Treasury.

Education:

- Bachelor’s degree in Business Administration from Berea College, Berea, KY
- Received his CPA in August 1995

Personal:

Gossett and his wife Kristi live in Grayson, Kentucky with their 11 year old son Zach and their 8 year old daughter Lezlie.

Additional:

The Agency, CAO, provides a wide range of services to Lawrence County from the Early Childhood Academy Program, Senior Services, Family Medical Centers, Weatherization,

Gossett holds various board positions including: The Finance Fund (Columbus, OH), DESCO Federal Credit Union, The Ohio Association of Community Health Centers, and The Corporation for Ohio Appalachian Development, and the Ohio Association of Community Action Associations.
Curriculum Vitae

Tyler W. Walters
tyler_walters@bshsi.org

Home
1306 Navajo Trail
Ironton, Ohio 45638
Home: 740-532-8551
Cell: 740-550-4007

Employment
Vice President, Bellefonte Physician Svcs.
Our Lady of Bellefonte Hospital
1000 Ashland Drive
Ashland, Kentucky 41101
Work: 606-833-3913

Summary of Qualifications

- Over fifteen years executive leadership experience
- Strong public speaking skills with experience in presenting difficult material as well as leading large discussion forums
- Experience presenting information and financial results to local and corporate boards
- Responsible for managing large multi-million dollar budgets
- Able to motivate individuals to be their best and meet goals of the organization
- Planned and budgeted for growth of physician group which has more than nearly tripled in size since 2009
- Developed measurement tools to monitor physician productivity and financial performance of over 30 primary and specialty care clinics
- Wrote initial policy manual sections for our physician group and clinics
- Trained in PowerPoint and Microsoft products and consider myself technically advanced on software and equipment
- Service as hospital liaison to community

Academic Preparation

1997. M.B.A. Morehead State University, Morehead, Kentucky.


Professional Experience

August 2013—Present.
Vice-President, Physician Services, Bellefonte Physician Services, Our Lady of Bellefonte Hospital, Ashland, Kentucky

October 2011 – August 2013.
Director of Operations, Bellefonte Physician Services, Our Lady of Bellefonte Hospital, Ashland, Kentucky
➢ Lead our practices in Investment Leading 75 providers and 275 staff members
➢ Assist with recruiting efforts for physicians
➢ Lead the opening of new clinic locations
➢ Reporting to HSO of performance of physicians and clinics
➢ Prepare the recruiting plan and regional network development plans
➢ Lead over 30 departments and primary and specialty care clinics

Interim Vice-President of Physician Services, Bellefonte Physician Services, Our Lady of Bellefonte Hospital, Ashland, Kentucky

➢ Leading 75 providers and 275 staff members
➢ Responsible for leading recruiting efforts of hospital
➢ Corporate reporting to Bon Secours
➢ Physician service line planning
➢ Budgeting and reporting for $50 million dollar organization
➢ Negotiated physician contracts

September 2010 – October 2011.
Director of Operations/Planning, Bellefonte Physician Services, Our Lady of Bellefonte Hospital, Ashland, Kentucky

➢ Program planning and analysis, including preparation of pro formas for hospital and physician practices
➢ Plan for hospital services expansions
➢ Compile and analyze market share data
➢ Served this dual role during staff transition

February 2004 – Present.
Upper Township Fiscal Officer, Lawrence County, Ohio

➢ Elected during general election in 2003 to be accountable to taxpayers
➢ Strategically prepare budgets for township and Volunteer Fire Department
➢ Prepare financial statements for Board of Trustees
➢ Work with other elected officials on funding and regulations

Financial Manager, Bellefonte Physician Services, Our Lady of Bellefonte Hospital, Ashland, Kentucky

➢ Assisted in growth in new division 300% in FTE’s and budget
➢ Operationalized financial reporting for all practices
➤ Implemented in-depth financial reporting for new physician practices division
➤ Implemented reporting analysis
➤ Implemented statistical monitoring program
➤ Implemented internal controls for our 30 departments
➤ Improved reliability of accounting system
➤ Prepared budgets for over 30 departments totaling over $50 million dollars
➤ Present to Board of Directors our financial performance
➤ Prepared physician wRVU bonus calculations monthly


*Chief Financial Officer/Chief Operating Officer*, Premier Physical Therapy


➤ Presented expertise in three states on reimbursement methods for new psychiatric medication, RisperdalConsta


*Chief Financial Officer/Chief Operating Officer*, Shawnee Mental Health Center, Inc., Portsmouth, Ohio

➤ Project manager for two major capital building projects including a $2.5 million dollar project moving our 34,000 square foot headquarters and main location, finishing on-time and under budget
➤ Increased cash on hand by 100%
➤ Directed and supervised 35 employees including accounting, payroll, IT, operations at 5 clinic locations, purchasing, and maintenance
➤ Prepared budget, financial statements, and other productivity reports for $7 million dollar organization
➤ Reported to the Board of Directors and Finance Committee on all financial and operational matters
➤ Through declining funding, I kept the organization in the black with strategic budgeting and requiring increased productivity of clinical staff


*Systems Analyst/Project Manager*, King’s Daughters’ Medical Center, Ashland, Kentucky

➤ Implemented Lawson financial systems including accounting, payroll, human resources, and purchasing programs


*Fiscal Officer*, Woodland Centers, Inc., Gallipolis, Ohio.
Directed all aspects of financial and operational activities of 3 clinics in our organization
Reported financial and operational conditions to Board of Directors and Finance Committee
Moved our organization from the red to the black financially
Reduced our dependence on a line of credit from $345,000 down to $175,000 during my tenure

Research Interests

Healthcare Delivery Systems
Accountable Care Organizations

Professional Affiliations

MGMA – Medical Group Management Association
HFMA – Healthcare Financial Managers Association
OTA – Ohio Township Association

Publications – Newsletters


Community Service

2009 – Present. Vice-President, Community Hospice in Ashland, Kentucky
2005 – Present. Past President, Treasurer and Board Member of the Greater Lawrence County Area Chamber of Commerce
2007 – 2011 Past Treasurer, Alcohol, Drug Addiction and Mental Health Services Board of Adams, Lawrence, Scioto Counties
2000 – Present. Member of Ironton, Ohio Rotary Club International
2008 – Present. President, Ironton City Health Board, Ironton, Ohio
1997 – 2007. Past President and Board Member of Ohio Financial Manager’s Group
2010 – Present. Community Volunteer for Friends of Ironton and Ironton in Bloom
Employment History

US Bank
Eastern Ohio
March 2011 to Present
Commercial Team Lead – Vice President
- Commercial Team Lead for 820 MM affiliate in Community Division of US Bank consisting of 31 branches with lending covering 42 counties (along with parts of western PA, northern KY and northern WV). Responsible for all Commercial Activities including a team consisting of four Relationship Managers, a Middle Market Lender, a Treasury Management Officer, a Commercial Operations Supervisor and four Administrative Assistants.

Century National Bank
Zanesville, Ohio
January 2005 to March 2011
Senior Vice President
- Member of Senior Management team. Responsible for management and growth of commercial loan portfolio. Member of the Bank’s Loan Committee, Asset Review/Classification Committee and Rainmaker’s Committee.

First Federal Savings Bank of Eastern Ohio
Zanesville, Ohio
May 2000 to January 2005
Senior Vice President & Chief Lending Officer
- Member of Senior Management Team. Responsible for all lending functions and lending personnel along with providing supervision over the Customer Service/Call Center and Collections Departments (approximately 30 employees in total in all departments). Member of the ALCO committee and was in charge of the Loan Committee. Attended and extensively participated in all Board of Directors meetings. Sold bank to Park National Corporation (Century National Bank).

Fifth Third Bank
Indianapolis, Indiana
November 1999 to May 2000
Regional Sales Manager
- After merger, responsible for hiring, training and managing sales staff of seven (7) loan officers for the North/Northeast Region of Indianapolis, covering fourteen (14) branches and outside production. Also maintained personal loan production portfolio.

Peoples Bank and Trust Company
Indianapolis, Indiana
November 1996 to November 1999
Vice President
- Hired to transform sales, marketing, loan programs and procedures for the Mortgage Lending department (which included residential CRE). Plan execution complete as the Department ranked #1 in bank for ROE in 1998. Personal loan production for 1997, 1998 and 1999 totaled 78 million dollars. Successfully completed and implemented the Cohen/Brown Sales culture. Sold bank to Fifth Third Bank.

State Savings Bank
Columbus, Ohio & Indianapolis, Indiana
February 1986 to November 1996
Vice President – May 1993 to November 1996
Indianapolis, Indiana
- Started new Loan Production Office in Indianapolis.

Loan Officer/Branch Mgr. /Mgmt. Trainee – February 1986 to May 1993
Columbus, Ohio
- Started as Management Trainee (1986) and then was promoted to Branch Manager (1987-1989) followed by tenure in Corporate Office in Downtown Columbus (1989-1993). Responsibilities included all aspects of lending (commercial/consumer/mortgage).
Education

Wittenberg University
Springfield, Ohio
- Bachelor of Arts
- Liberal Arts University with a Double Major in Political Science and History. Completed internship with Clark County Prosecutor’s Office.

Cambridge High School
Cambridge, Ohio
- September 1976 to June 1980
- High School Diploma

Community Activities

United Way of Muskingum, Morgan & Perry Counties
- 2007 – 2008 Campaign Chair
  Campaign raised in excess of $960,000. Managed core cabinet with direct involvement with local companies and large donors (Zane Grey Society).
- 2003 – 2007 Various Campaign Positions
  Pacesetter (Large Business) Chair and Vice Chair of several campaigns.
  *2003 recipient of The Arlene & Clay Littick Award* presented to outstanding campaign volunteer.

Zanesville-Muskingum Area Chamber of Commerce
- 2002 – 2011 member of Board of Directors

Zanesville Daybreak Rotary
- 2000 – Current. Offices held included Treasurer/Secretary (2002-2004) and Sergeant-at-Arms (2006) and also past member of Board of Directors.
- *2005-2006 recipient of Rotarian of the Year* for work involved with various community projects including raising in excess of $20,000 for annual 12 Days before Christmas Campaign.

Quality Care Partners
- 2004 – Current member of Board of Directors. Joint venture between Genesis Health Care Systems and local medical community addressing critical need to help manage health insurance process and costs (PHO).

West Muskingum Youth League
- 2004 – 2010 Undertook leadership role to overhaul the sports funding process for the West Muskingum School District. Also volunteer to help manage Youth Sports programs for the school district.

Genesis Health Care Systems Advisory Board
- 2003 – Current Board Member. Community based group representing large cross section of individuals that meet quarterly to provide local feedback to Genesis management.

Zanesville Country Club
- 2004 member of Board of Directors

West Muskingum School District
- 2001 and 2002 Treasurer of two separate school levy campaign.
DIANE L. JONES
1195 Stonington Place
Zanesville, OH 43701
(H) 740-453-9285 (W) 740-455-4052 Email: diane.jones@mvesc.org

OBJECTIVE
To acquire an administrative position with a high performing organization committed to improving student learning.

PROFESSIONAL WORK HISTORY
* Assistant Superintendent-Muskingum Valley Educational Service Center (July 2002-present)
* Director of Curriculum and Instruction - West Muskingum Local Schools (1997-2002)
* Director of Instructional Services - Zanesville City Schools (1996-1997)
* Director of Instructional Services - Franklin Local Schools (1990-1996)
* Principal of Roseville Primary and Middle Schools - (1984-1990)
* Teaching Principal of Roseville Primary School - (1982-1984)
* Teacher and Team Leader at West Muskingum Schools (1975-1982)

POSSESES SKILLS
• grant writer • curriculum development • state and federal grants • coordinator of federal programs
• Human Resource expertise • led student achievement initiatives • coordinated special education
• facilitated staff development • facilitated Professional Learning Communities model
• Resident Educator program • Chair of Local Professional Development Committee

EDUCATIONAL BACKGROUND
* Ashland University, Assistant Superintendent Certification, July 2002
* The Ohio State University, Administrative Certification, 1979-1981
* The Ohio State University, Master's Degree in Early and Middle Childhood, 1976-1978
* Ohio University, Bachelor's of Science Degree in Elementary Education, 1971-1975

RELATED PROFESSIONAL EXPERIENCE
* Adjunct professor-Muskingum College-2003-2006
* Co-chaired the Regional Professional Development Center, 1994-1995
* Chaired The Southeastern Ohio Title I Consortium - 1993-1995

PROFESSIONAL MEMBERSHIPS AND HONORS
* Association for Supervision and Curriculum Development
* Phi Delta Kappa, served as president, vice-president and foundation representative
* Delta Kappa Gamma Educational Fraternity
* Martha Holden Jennings Scholar
* YWCA Women of Achievement Award-April 2015

COMMUNITY INVOLVEMENT
* Member Central Trinity United Methodist Church
* Authors Club
* Muskingum County Policy Workforce Board
* United Way Board Member
* Powerhouse, Inc. Board Member
Interoffice Communication

Date: May 28, 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), 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 June 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 7, Measuring Effectiveness. Examples will be given about the activities the University profiled in this Category: process-improvement-results cycles, the Office of Institutional Research, and RCM. Examples will be given from the AQIP reviewers’ feedback of strengths and continuous improvement opportunities.

In April we received HLC’s feedback reports of our four AQIP Action Projects. We also sent a team to participate in the AQIP Strategy Forum. Summaries of these activities will be shared with the Board.
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 in November 2015, 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.
AQIP Update
AQIP Organization & Process

- Brief Review of HLC Criteria vs. AQIP Categories
- 5 Criteria for Accreditation
  - 21 Core Components
  - Institution-specific evidence: Met/Not Met
- Criteria form the basis for reaffirmation of accreditation based on evidence presented
- 9 AQIP Categories—framework for Criteria evidence
  - Criteria embedded in most AQIP categories
- HLC Annual Conference
# AQIP Organization & Process

### 5 Criteria for Accreditation
- ✔ 1. Mission
- ✔ 2. Integrity: Ethical and Responsible Conduct
- ✔ 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 7: Relationship to Criteria

• Category 7: How your organization collects, analyzes, distributes, and uses data, information, and knowledge to manage itself and to drive performance improvement.

• Criterion 5: Resources, planning, and institutional effectiveness

• Core Component 5D: The institution works systematically to improve its performance.
  • Develops and documents evidence of performance
  • Continuous improvement
AQIP Category 7: Measuring Effectiveness

• Areas profiled in our Systems Portfolio
  • Process-improvement - results cycles
  • Office of Institutional Research
  • Academic Program Review—Action Plans
  • Dashboards
  • PeopleSoft—Oracle Business Intelligence Executive Edition (OBIEE)
AQIP Category 7: Measuring Effectiveness

• Feedback in Systems Appraisal

• Strengths:
  • Institutional Research
  • Dashboards
  • OBIEE

• Opportunities:
  • Assessing & improving teaching and learning
  • Dashboards for internal operations
  • Link unit performance to 4x4 Strategic Plan
AQIP Action Projects

• Current projects:
  • Universal design
  • Sustainability
  • Arts & Sciences Curricular Themes
  • Assessment

• Review summary:
  • Complimentary and encouraging
  • Opportunities to document progress and assess
AQIP Strategy Forum

• AQIP requirement every 4 years
• 3 day retreat in Chicago
• Team from Ohio University--President, EVPP, 4 deans, Faculty Senate Chair
• 16 academic strategic planning exercises
• Develop new Action Project for 2015-16
• Assessment and Student Success
  • Showcase existing faculty-driven efforts
  • Support & encourage innovation
Future AQIP Activities

- Reaffirmation scheduled for 2015-16
- Site Visit November 2015
- New Comprehensive Quality Review format
- 4 Action Projects
  - New fall, spring, summer schedule
  - Complete, continue, modify
- Participate in ongoing HLC & AQIP
  - Training, professional development
  - Governance & member participation
Interoffice Communication

Date: May 28, 2015

To: The President and Board of Trustees

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

Re: Fall 2015 Enrollment Update

As a tuition-driven institution, the student-based revenue from tuition and subsidy drives the budget of the institution. Craig Cornell, Vice Provost for Enrollment Management, will provide preliminary analysis on how Fall 2015 enrollments are progressing.

This presentation will highlight the following:

• Comparative enrollments with other institutions in Ohio for the 2015-16 year and how OHIO is leading in the State,

• New student preliminary enrollment indicators for all areas with very positive indicators of continued enrollment growth for the upcoming school year,

• New freshman and transfer enrollments which are expected to remain positive, beyond last year’s record, and ahead of the goals outlined in the Strategic Enrollment Management Plan (SEMP), and

• New student targeted population (in-state, out-of-state, transfer, multi-cultural, academic quality indicators) challenges and several expected achievements.
Enrollment Update

Tab
Enrollment Update – Total Enrollments

Large 4-Year Publics Main Campuses - Change Fall Headcount Enrollments
Fall Terms

- University of Akron: -6.2%
- University of Cincinnati: -12.6%
- Bowling Green State University: -8.8%
- Ohio State University: -5.8%
- Kent State University: -2.5%
- Miami University: 6.5%
- Ohio University: 18.9%

Source: 15th Day Headcount, Fall Terms, Ohio Board of Regents
Enrollment Update – Total Enrollments

Large 4-Year Publics Main Campuses - Change New Freshmen Enrollments
Fall Terms, 2013-2014

Source: 15th Day Headcount, Fall Terms, Ohio Board of Regents
New Students Fall 2015

- New student undergraduate enrollment interest continues to be very strong both overall and in our targeted populations as we continue to shape the enrollments in alignment with the Strategic Enrollment Management Plan (SEMP):
Enrollment Update, 2015
Graduate and RHE

Graduate Applications

- Applications down and equally split in numbers between domestic and international students
- A bit early to determine on-line enrollments at this point
  - where we have seen the largest growth for graduate education over the past several years and
  - tend to get a very strong late summer surge.
- Many on campus programs are cohort based and limited by space and funding

Regional Higher Education Applications

- Lancaster  +9 applications (up 1.8%)
- Southern  +12 applications (up 3.3%)
- Eastern   -18 applications (down 9.6%)
- Zanesville +36 applications (up 8.5%)
- Chillicothe +9 applications (up 1.6%)
Enrollment Update, 2015
New Freshmen Enrollments

Athens New Freshman Applications

- Currently at 20,943+, a new RECORD

20,943+ record!
Enrollment Update, 2015

New Freshmen Enrollments

Athens New Freshman Commitments

- Commitments have been holding steady at approximately 1.6% over last year, ranging between 60-80 students

2012 Class 3,888
2013 Class 4,244
2014 Class 4,379

Monday, Last Week April
Monday, First Week May
Monday, Second Week May
Monday, Third Week May

2015
2014
2013
2012
Enrollment Update, 2015

New Freshmen Enrollments

Additional Targeted Undergraduate Student Populations from the SEMP:

- International
  - Experienced a large drop in applications over last year for both Undergraduate and Graduate students. However, this population does not follow the same enrollment patterns and we are only down 10 commitments at this time.
  - Strong country diversity with approximately 85 countries represented in applicant pool

- Multicultural
  - Experiencing record applications, admits and commitments
Enrollment Update, 2015
New Freshmen Enrollments

Additional *Targeted* Undergraduate Student Populations from the SEMP:

- eLearning
  - Continuing interest and strong enrollments in eLearning programs
  - Increased program offerings
  - eLearning applications often surge late in the summer

- Transfers
  - Up approximately 60 applications, or 4.8%, over last year

- Student Academic Quality
  - Student confirmations are currently at record numbers in both ACT composite and High School GPA
Interoffice Communication

Date: May 28, 2015

To: The President and Board of Trustees

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

Re: College Credit Plus

New State of Ohio legislation, effective for the 2015-16 academic year, has significantly enhanced post-secondary educational opportunities for college-ready students under the new College Credit Plus (CC+) program. Vice Provost for Enrollment Management, Craig Cornell will introduce new staff members coordinating the CC+ efforts for OHIO and provide an overview of the nuances of the program.

This presentation will highlight the following:

- An overview of the legislation and student participation and the impacts on OHIO,
- The benefits of the CC+ program for students and OHIO, and
- How OHIO has already made significant progress with this effort to create educational opportunities for students.
College Credit Plus
What is College Credit Plus (CC+)

- CC+ significantly expands the role of dual enrollment in higher education and the number of dual enrollment courses offered in Ohio school districts.

- CC+ replaces Ohio’s Post-Secondary Enrollment Options program (PSEO) and all alternative dual enrollment programs previously governed by Ohio Revised Code Ch. 3365.

- Governor Kasich signed H.B. 487 into law on June 16, 2014.

- Legislation requires the CC+ program to be operational for the 2015 – 16 academic year.

- OBOR rules finalized in February of 2015.
CC+ Participation

- All public districts and public institutions of higher education (IHE) must allow college ready students, grades 7 - 12, who qualify for college admission to participate.

- All nonpublic secondary schools must allow college ready students, grades 7 - 12, who qualify for college admission and receive state funding to participate.

- All nonpublic postsecondary schools may participate.
CC+ Student Benefits

- Expanded opportunities for qualified students to earn transcripted and portable college level credit while at the same time meeting high school graduation requirements

- Provides early exposure to college level coursework which some research shows increases college matriculation and graduation rates

- Allows for varying course delivery modalities such as traditional campus-based instruction, online instruction and courses delivered in the high school setting by qualified high school teachers
CC+ Benefits to OHIO

- Opportunity to strengthen relationships with secondary schools and local communities
- Potential for more effective enrollment pipelines for undergraduate degree-seeking students and for high school teachers who seek the credentials needed to instruct college level courses
- Supports Ohio University’s strong commitment to providing access to the Southeastern Ohio region
- Provides an opportunity for Ohio University to proactively partner in college preparedness programming
CC+ Funding Model

- Funding formulas based on ODE per-pupil foundation amount ($5,800) on a per college credit hour basis.

- At no time will school districts be required to pay a per credit hour rate more than the ceiling \( \left( \frac{5,800 \times 83\%}{30} \right) \)

- Legislation allows for negotiated alternative rates between the IHE and District.

- For the 2015-16 academic year, Ohio University has adopted the following default per credit hour rates:
  - $160.00: Student taking college course at the college.
  - $80.00: Student taking college course at the high school or online, taught by University faculty.
  - $40.00: Student taking college course at the high school taught by an Ohio University approved and qualified high school teacher.

- Student cannot be charged by either entity - the high school pays for books and the IHE waives any and all other educational fees outside of the per-pupil foundation funding which is billed to the Department of Education.
CC+ Implementation

- OHIO’s CC+ Taskforce was commissioned by EVPP Pam Benoit in response to H.B. 487

- The taskforce was to develop recommendations consistent with the CC+ legislation, organized around the state proposed rules 3333-1-65 through 3333-1-65.10

- Additionally, the taskforce made recommendations for the centralized university-wide coordination of the increased administrative load

- Robert Callahan, Director of Dual Enrollment Programs, and Carissa Anderson, Assistant Dean of Regional Higher Education, partnered to implement the recommendations across all six campuses and three centers
CC+ Implementation

- CC+ Advisory Board created to assist with decision making and implementation
- Participation in CC+ information sessions at 84 secondary schools
- Created a single application and set of instructions for use by all six campuses and centers
- Launched a central webpage designed to be a single source for CC+ http://www.ohio.edu/dualenrollmant
- Centralized operational processes to increase efficiencies and avoid duplication of efforts
CC+ Implementation

- Developed faculty mentor roles and responsibilities that will help ensure the quality of courses being offered through CC+
- Created a CC+ agreement document to facilitate strong relationships between OHIO and partner secondary schools
- Coordinated the design and implementation of a single, formal high school teacher workflow and approval process
- Developed 15 and 30 hour pathways around the Ohio Transfer Module to assist students with course selection
CC+ Fall 2015 Applications

As of 5/15/15, applications for fall 2015 semester are up 61% over fall 2014 final application numbers

<table>
<thead>
<tr>
<th>Campus</th>
<th>FA13</th>
<th>FA14</th>
<th>FA15 (as of 5/15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens</td>
<td>73</td>
<td>84</td>
<td>94</td>
</tr>
<tr>
<td>Chillicothe</td>
<td>65</td>
<td>62</td>
<td>244</td>
</tr>
<tr>
<td>Eastern</td>
<td>43</td>
<td>93</td>
<td>156</td>
</tr>
<tr>
<td>Lancaster</td>
<td>256</td>
<td>236</td>
<td>362</td>
</tr>
<tr>
<td>Southern</td>
<td>86</td>
<td>79</td>
<td>189</td>
</tr>
<tr>
<td>Zanesville</td>
<td>129</td>
<td>260</td>
<td>381</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>652</strong></td>
<td><strong>814</strong></td>
<td><strong>1,426</strong></td>
</tr>
</tbody>
</table>
CC+ Potential Issues

- Concerns over 7th and 8th graders eligibility and readiness to participate
- All grades earned are transcriptable and thus become part of the student’s permanent academic record and could affect future college eligibility, GPA’s, discouragement from certain areas of study, etc.
- Concerns over student success expectations by parents and high schools creates need for advising, support services, orientation, etc.
- Potential inconsistencies with the instructor of record, the vetting process across all Ohio institutions, and requirements of the USO’s Ohio Transfer Module (general education) and Transfer Assurance Guide (more major-specific) for courses guaranteed to transfer across Ohio public institutions
- Fiscal impact to Universities and high schools with the need to fund the initiative at a larger scale with anticipated enrollments, costs for books, and concern that these funds may ultimately be taken from subsidies
- Parent’s lack of understanding as to the cost structure (they potentially pay if student fails), child’s academic and emotional readiness, and risk associated with participation
Interoffice Communication

Date: May 28, 2015

To: The President and Board of Trustees

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

Re: Retention Initiatives Update

Retention is a key measure of student success. Ohio University has many programs and services considered best practices that support student success, including initiatives that provide targeted support during the first-year transition and to specific populations of students that have been identified as at risk, including first-generation college students, undecided students, and multicultural students. In fall 2014, first-year retention on the Athens campus was 80.2% for students entering in the fall of 2013—this is a 1.4% increase over the prior year. The attached materials provide an overview of several recent as well as two longstanding university-wide student success initiatives, and briefly highlight some recent college and regional campus initiatives.

Retention is complicated and can be affected by many factors. Incoming GPA and standardized test scores have a positive correlation with retention, but non-cognitive factors are important as well: the majority of students who are not retained leave in good academic standing. Aspects of the curriculum can also create barriers to retention.

Recent retention initiatives have focused on piloting a program, evaluating the results, and then scaling as appropriate. Examples include:

- Mapworks (retention software)
- Student Success Advisors
- First Generation Initiative
- Curricular and student support initiatives at the colleges and regional campuses

In addition to recent initiatives, there are many longstanding, ongoing programs that are regularly evaluated and adjusted to continue to support retention and student success. These include:

- LINKS
- Learning Communities
Retention Initiatives Update
Retention

- Retention rate
  - The percent of first-year, first-time college students who begin in the fall term and return the following fall term

- Importance
  - Critical measure of student success because students have the highest risk of leaving during the first year
  - Significant investments are made to assure students successfully transition to college; retention is the most direct measure of success for those investments

- Weaknesses
  - Retention measures do not include transfer or part-time students
University Initiatives

- **Mapworks**
  - Uses incoming student information as well as survey results to identify at-risk students very early
  - First used in 2011-2012 in University College
  - Used with all first-year students on Athens campus in 2014-2015

Athens campus retention: 80.2%, ↑1.4 pts
Low-risk student

Recently Reviewed: NO YES
Last Reviewed: n/a


Survey Rating
Survey responses do not include enough issues to warrant concern.

Intent to Leave
Student self-reported he/she is committed to returning next term.

Success Markers

Academic
- Academic Integration
- Course Difficulties
- Academic Self-Efficacy
- Chosen a Major
- Commitment to a Major

Performance and Expectations
- Expected Grades this Term
- Estimated Current Grades

Behaviors and Activities
- Number of Study Hours Per Week
- Basic Academic Behaviors
- Advanced Academic Behaviors
- Class Attendance
- Student Organization Involvement
- Time Management

Socio-Emotional
- Homesickness: Distressed
- Peer Connections
- Living Environment (On or Off-Campus)
High-risk student

Recently Reviewed: NO  YES
Last Reviewed: n/a


Survey Rating
Survey responses include enough issues to warrant some concern.

Intent to Leave
Student self-reported he/she is seriously considering not returning next term.

Success Markers

**Academic**
- Academic Integration
- Course Difficulties
- Academic Self-Efficacy
- Chosen a Major
- Commitment to a Major

**Socio-Emotional**
- Commitment to the Institution
- Satisfaction with Institution
- Homesickness: Distressed

**Performance and Expectations**
- Expected Grades this Term
- Estimated Current Grades

**Behaviors and Activities**
- Class Attendance
- Student Organization Involvement
- Number of Study Hours Per Week
- Basic Academic Behaviors
- Advanced Academic Behaviors
- Time Management
University Initiatives

- **Student Success Advisors**
  - Seven new advisors, embedded in the colleges but centrally coordinated through the Allen Student Advising Center.
  - Support advising, early intervention, retention, and student success initiatives, especially for first- and second-year students, including Mapworks.
University hires seven new student success advisors
Program designed to improve retention in first- and second-year students

A Facebook post about an SSA reaching out to a student early in the spring semester

After a pretty hectic few days at OU, I received a personal email from someone in the biology department wanting to make sure everything is okay for me and making sure I'm genuinely happy this semester. She reached out with many opportunities available to me, and congratulated me on everything I've accomplished so far. It's the little things like this that mean the most to me, and really makes me remember why I love OU so much :)

and 12 others like this.

OU might just be the best place on
First Generation Initiative

- FG students included in MAP-works
- Proactive advising by phone and email
- Midterm grade collection and alerts

Admissions starts collecting FG status on application

2010

2011

2012

2013

2014

2015

- Proactive FGS advising by text
- Weekly academic emails sent to all FGS
- Dedicated full-time FGS advisor
- Targeted Bobcat Student Orientation session for FGS and parents

Spring-summer

- Registrar added indicator to Faculty and Advising Center so advisors can identify FGS
- Allen Academic Advising Center shares FG advising information with campus

Fall

- Weekly academic emails also sent to parents
- Free tutoring for first-year FGS
- We Are First student organization formed

FGS Seminar proposed for spring 2016

“...The emails were very helpful in providing information that I otherwise would not have known. They helped me to realize that I was not alone in the overwhelming feelings that I had about college. Being a first-generation student, it is very important to me that I am successful here and this program made me sure that I can do it.”
College and Regional Campus Initiatives

- Curricular innovations
  - Biological Sciences Initiative
  - Math and Fundamentals instructors
  - Bachelor of Integrated Health Studies
BIOS 1700/1500 Pilot

1. BIOS 1700
Spring 2014
n=349 students

2. Week 4 of the semester
Midterm Exam is administered

3. 291 students earned grades >= 61%
(83.4% of total n)
No further action was required for
these students.

4. Of these 58 students, 16
(27.5%) did not come in for advising.

5. Of these 16 students, 3 (18.5%)
earned C- or better; 11 (69%) earned D
or F; & 2 (12.5%) withdrew.
The average BIOS 1700 midterm grade
was 51.8%

6. 58 students earned grades <= 60%
(16.6% of total n)
These students were sent emails to come in
for advising.

7. Of these 58 students, 42 (72.5%)
met with advisors & were offered
options.

8. Of these 42 students, 30 (71%)
remained in BIOS 1700.
The average BIOS 1700 midterm grade
was 53.5%

9. Of these 42 students, 12 (28.5%)
opted to enroll in BIOS 1500X &
withdrew from BIOS 1700.
The average BIOS 1700 midterm grade
was 50.5%

10. Out of the 11 students who
completed BIOS 1500X, 6 (54.5%)
enrolled in BIOS 1700 fall 2014. Out
of those 6 students, 3 (50%) earned
grades of C- or better; 2 (33.3%)
withdrew; & 1 (16.6%) failed.
5 students (45.5%) did not enroll in
BIOS 1700.
Russ College Math Initiative

Success Increase

- Engineer/ENT Instruct vs Engineer/Math Instruct
- Engineer/ENT Instruct vs Overall
- Engineer/ENT Instruct vs Other / Math Instruct

Academic Year:
- 2011
- 2012
- 2013
- 2014
College and Regional Campus Initiatives

- Student support
  - Students on probation
  - Expanded advising
  - “The Year of the Undecided Student”
University Initiatives

- LINKS
  - Pre-matriculation program
  - Student Peer Mentors
  - Free Tutoring and Academic Workshops
  - Professional Development Workshops
  - Leadership and Workforce Development
  - Academic Monitoring and Tracking
  - Social Engagement

African-American retention: 80%, ▲ 5 pts
Learning Communities
## LC Assessment

<table>
<thead>
<tr>
<th>Year</th>
<th>N(LC/non)</th>
<th>Retention participants</th>
<th>Retention non-participants</th>
<th>Adjusted GPA participants</th>
<th>Adjusted GPA non-participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>3182/1053</td>
<td>80%</td>
<td>80%</td>
<td>2.89</td>
<td>2.83</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>2737/1129</td>
<td>79%</td>
<td>78%</td>
<td>2.85</td>
<td>2.82</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>2504/1323</td>
<td>80%</td>
<td>79%</td>
<td>2.89</td>
<td>2.78</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>2590/1382</td>
<td>81%</td>
<td>77%</td>
<td>2.88</td>
<td>2.82</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>2340/1719</td>
<td>81%</td>
<td>81%</td>
<td>2.81</td>
<td>2.51</td>
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<tr>
<td>Fall 2008</td>
<td>2126/1854</td>
<td>82%</td>
<td>80%</td>
<td>2.98</td>
<td>2.86</td>
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<tr>
<td>Fall 2007</td>
<td>1898/2098</td>
<td>81%</td>
<td>80%</td>
<td>3.00</td>
<td>2.79</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>1002/3055</td>
<td>81%</td>
<td>78%</td>
<td>2.86</td>
<td>2.81</td>
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<tr>
<td>Fall 2005</td>
<td>618/3523</td>
<td>82%</td>
<td>79%</td>
<td>2.93</td>
<td>2.84</td>
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<tr>
<td>Fall 2004</td>
<td>291/3485</td>
<td>87%</td>
<td>81%</td>
<td>3.01</td>
<td>2.84</td>
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<tr>
<td>Fall 2003</td>
<td>238/3420</td>
<td>91%</td>
<td>82%</td>
<td>3.07</td>
<td>2.96</td>
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<td>Fall 2002</td>
<td>127/3555</td>
<td>86%</td>
<td>83%</td>
<td>3.02</td>
<td>2.94</td>
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<tr>
<td>Fall 2001</td>
<td>146/3611</td>
<td>81%</td>
<td>84%</td>
<td>2.87</td>
<td>2.91</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>86/3545</td>
<td>78%</td>
<td>85%</td>
<td>2.86</td>
<td>2.91</td>
</tr>
</tbody>
</table>
WHEREAS, faculty and staff in the Scripps College of Communication have established a unique and successful program in digital storytelling, and

WHEREAS, the establishment of the Barbara Geralds Schoonover Institute for Storytelling and Social Impact will allow Ohio University to become an international leader in the use of narrative and emerging technologies to impact society, and

WHEREAS, the proposed Institute has the support of the Executive Vice President and Provost, Vice President for Research and Creative Activity, Dean of the Scripps College of Communication and the Director of the School of Communication Studies.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves the establishment of the Barbara Geralds Schoonover Institute for Storytelling and Social Impact.
Interoffice Communication

Date: May 28, 2015

To: The President and Board of Trustees

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

Re: Barbara Geralds Schoonover Institute for Storytelling and Social Impact

This agenda item relates to the request by the Scripps College of Communication to establish the Barbara Geralds Schoonover Institute for Storytelling and Social Impact. The attached materials include a proposal describing the purpose and activities of the new Institute and a resolution for its establishment.

The Barbara Geralds Schoonover Institute for Storytelling and Social Change will build on existing Scripps College of Communication strengths and resources to establish a means to analyze how information is crafted into stories, and to assess the societal impact of those stories. This initiative combines the power of narrative with advancements in digital media technologies. Although a few storytelling institutes exist around the globe, none share the unique mission of the proposed Ohio University project. The Institute thus has the potential to position Ohio University as an international leader in the study of storytelling as a means to enact social change in arenas ranging from medicine to education and the environment.

The Institute will draw on the talents of faculty and staff with a prestigious track record of creating award-winning documentaries, video games, animations and news coverage. In addition, the Institute will provide new research, scholarship and creative activity opportunities for undergraduate and graduate students, both within the Scripps College of Communication and across Ohio University.

The new Institute will be supported by an endowment established by Barbara Geralds Schoonover, who has pledged to provide a spending account to support the Institute’s activities until the endowment is fully vested.
Prospectus:

Barbara Gerals Schoonover

Institute for Storytelling and Social Impact

Submitted by:

Lynn M. Harter and Tom Hodson
March 13th, 2015
Prospectus:

Barbara Geralds Schoonover Institute for Storytelling and Social Impact

**Purpose Statement**

The Barbara Geralds Schoonover Institute for Storytelling and Social Impact will be housed within the Scripps College of Communication at Ohio University. Its mission is two-fold: (1) to create and tell stories that have significant social relevance and impact; and, (2) to research all aspects of storytelling (oral, written, visual) from the inception of stories, to delivery through diverse means, to public and private reactions to messages. The Institute will combine the practical art of storytelling with the academic study of narrative activity. We will explore the historic power of storytelling and also envision and navigate the future of storytelling in the rapidly advancing and changing digital age.

This document is organized to answer the seven key questions Ohio University asks all institute proposals to address, including: (1) the need and role the institute; (2) the manner in which the institute will effectively meet this need; (3) the unique value of the institute to Ohio University; (4) the personnel and departments to be involved; (5) the anticipated fiscal resources and sources of funding for a five-year period; (6) the space and equipment needs and how they will be met; and (7) the administrative control and lines of authority for the proposed institute.

1. **A Statement of Need Specifying the Particular Role to Be Accomplished**

   Storytelling matters. Narrators assemble pieces of the past to help people make sense of the present and look toward a future. Stories display and test character, make the unseen visible, personalize otherwise distant problems, raise societal awareness, and mobilize resources for change. “If people derive at least some sense of what they must do from stories,” noted Dr. Arthur Frank (2011), “then the stakes on studying stories are high. Stories make life good, but they also make life dangerous. They bring people together and they keep them apart” (p. 2). The Barbara Geralds Schoonover Institute for Storytelling and Social Impact will be housed within the Scripps College of Communication at Ohio University. Its mission is two-fold: (1) to create and tell stories that have significant social relevance and impact; and, (2) to research all aspects of storytelling (oral, written, visual) from the inception of stories, to delivery through diverse means, to public and private reactions to messages.
Let me tell you a story. These six words remain one of the most compelling ways to capture the attention of listeners. The academic discipline of Communication boasts a rich history of narrative theory and practice. On a daily basis, communication teacher-scholars prepare others to craft and share stories on a global stage, in community forums, as bloggers or reporters. Advocates stand at lecterns, knock on doors, appear on camera, and Skype into meetings. In recent years, storytelling has been advocated in surprising places. Leaders are urged to tell stories to motivate employees, doctors are encouraged to listen and respond to patients’ stories, and mediators are trained to use storytelling as a mode of conflict resolution. Creating and telling stories, though, is fraught with difficulty and requires skill and imagination. The Barbara Geralds Schoonover Institute for Storytelling and Social Impact will combine the practical art of storytelling with the academic study of narrative activity.

Digital media has expanded possibilities for how people create, share, and consume stories. Emerging technologies offer new tools for expression and fertile ground for experimentation. Multimedia and digital tools allow individuals to narrate experience through virtual and augmented reality, animated characters, data visualizations and info-graphics. Interactive systems offer users opportunities to reshape content, moving audiences from passive recipients of messages to active co-authors of meaning. The Barbara Geralds Schoonover Institute for Storytelling and Social Impact will explore the historic power of storytelling and also envision and navigate the future of storytelling in the rapidly advancing and changing digital age.

Stories do things for individuals, families, organizations, and communities. People engage in storytelling to account for mishaps and mistakes, reconstruct identities in the aftermath of tragedy, brand products and create consumer markets, and motivate groups to rebel. The Barbara Geralds Schoonover Institute for Storytelling and Social Impact will investigate the ramifications of different forms of storytelling shared across delivery platforms amidst diverse circumstances. We will study the psychological, physical, social and economic impact of storytelling for tellers and audiences.
2. A description of the manner in which the center or institute will effectively meet this need in a way existing units cannot

The Barbara Gerald Schoonover Institute for Storytelling and Social Impact provides the opportunity to combine the theoretical with the practical aspects of storytelling to provide a unique opportunity to create, fashion and deliver stories in various formats and then to study the effectiveness of those stories. How and to what degree do stories and/or delivery mechanisms have social impact? What does a given story accomplish? What are the economic and political consequences produced by particular stories? What social orders are maintained and/or disrupted through storytelling? Under what conditions is storytelling therapeutic? We will be able to suggest, through research, how, when, and where to tell stories to maximize their effect and their social impact. This marriage of the theoretical and practical aspects of storytelling is not currently present in the existing units on campus.

Many units across the Scripps College of Communication and other colleges at Ohio University teach and advocate effective storytelling as a technique to convey information or to evoke emotion in particular audiences. However, no one unit is committed to the production, study and dissection of stories and the evaluation of their impact to promote social and societal changes. The Institute will be a unique multidisciplinary opportunity for tying units across campus and outside entities together in common efforts to craft and deliver stories and messages in the most compelling ways and then document the effectiveness through research and data.

Several academic units study some aspect of storytelling from theoretical or historical perspectives but do not produce or create those stories. Other units on campus, such as WOUB Public Media, are in the practical business of producing video, audio, online, and visual news stories. WOUB also produces longer-form special topic documentaries. In short, WOUB produces stories in multiple ways but does not have the research capabilities to determine the true impact of a story or the effectiveness of its storytelling techniques.

How does one maximize the impact of a story? What narrative conventions are privileged in particular contexts? Who is the ideal narrator for intended audiences? What worldviews are reflected in stories? Whose interested are served (or not) by storytelling? Entities within the private sector daily struggle with how to craft and convey the best story to meet a particular need—whether it is in health related fields or business. Non-profits and issue oriented non-governmental groups also struggle with this issue. The Institute, by studying the entire process of storytelling from the original conception of an idea to the appropriate delivery system, will be able to advise on how to maximize a story’s potential.
The Scripps College of Communication is committed to the exploration of innovation of new communication delivery experiences. What will media be like 5, 10 or 15 years from now and how will new delivery systems change the storytelling process? The Scripps College already has the Game Research and Immersive Design (GRID) Lab and a newly formed Social Media Analytics Command Center. It also is presently doing research in the way augmented reality and virtual reality formats will change the storytelling experience from the aspect of both the storyteller and the audience. These units within the College will be able to work with the Barbara Gerals Schoonover Institute for Storytelling and Social Impact to test various storytelling genres and devices and have research data about their effectiveness.

The Institute also will centralize the ability to engage multiple members of our university community in productive and practical creative work as well as traditional research in many different disciplines. In doing so, it will:

- Involve undergraduate and graduate students in the production of stories and research about stories;
- Engage in partnerships with other educational institutions, private industry and non-profit organizations to advance knowledge about storytelling;
- Work with health care professionals and others to study the impact of storytelling and creativity on patients who have endured traumatic and transformative life issues;
- Investigate the role of storytelling in societal changes – historically and in contemporary settings;
- Work with people who are engaged in the future of media to employ new and innovative forms of storytelling such as augmented reality and virtual reality along with real-time computing, holographic images and mobile experiences;
- Participate with the nationally-renowned Scripps Innovation Challenge at Ohio University to have student teams meet designated challenges in storytelling.

3. The unique value of the program to the University

Preliminary research has shown that the Barbara Gerals Schoonover Institute for Storytelling and Social Impact, as envisioned, is unique in the United States and internationally. A few storytelling-based centers/institutes exist; however, none have a mission similar to the Institute we propose. For example:
• The Global Media Center for Social Impact (http://www.gmimpact.org/) focuses its storytelling efforts on transforming popular culture by working with Hollywood and the entertainment industry;

• The Center for Digital Storytelling (http://storycenter.org/) narrowly specializes in training individuals and groups to share stories in digital formats;

• The World Storytelling Institute (http://www.storytellinginstitute.org/) located in Tamil Nadu, India, concentrates on the verbal storytelling skills and competitions;

• The Centre for Narrative Research (http://www.uel.ac.uk/cnr/) seeks to bring together narrative researchers in productive dialogue to advance research about storytelling.

The Institute, as we have designed it, is the rare marriage of the theoretical and practical. It will give Ohio University a mark of distinction in the rapidly changing world of communication and communication education.

The Institute also has a “social impact” component that gives its work broad ranging importance. The Institute will cement Ohio University’s role through the Scripps College of Communication as a leader in the field of communication education and will strengthen the Scripps College of Communication’s role as a state recognized leader and a Center of Excellence in Societal Transformation and Social Change. Since its inception, the Scripps College of Communication has been a driving force of innovation. It has not only followed the trails of the rapidly changing landscape of communication but it has forged new paths.

Historically, one could characterize the dissemination of news and information as monologue. A few news entities controlled the flow of the nation’s news and stories to passive receiving audiences. Communication was one directional. We, at the College, have excelled in these traditional forms of storytelling through newspapers, radio and television.

Since the advent of the Internet, tablets, smart phone technology and social media, news and storytelling is now dwelling in a period of “dialogue or conversation.” We not only have traditional forms of communication but we now have major digital components. We, as a society, talk via some format about almost everything with people around the globe. During this phase, storytelling has a heightened importance because we now all have become storytellers and news conveyors as well as audience members. As a College, we are again trendsetters with the Social Media Analytics Command Center and a certificate in “social media” as part of our curriculum.

What will the next phase of communication be and how can we, as a College, stay ahead of emerging trends? Many predict that the next stage will be the era of experiential media – meaning we will need to experience stories and not just hear
them. The Scripps College is an agenda setter in this area with research being done in augmented reality, virtual reality, holographic experiences and the Gaming Research and Immersive Design Laboratory (GRID Lab). In this phase, storytelling will take on new forms not previously envisioned.

The common thread to all the media evolutionary stages – monologue, dialogue, and experiential – is the story. Storytelling may take different forms but the story and its impact is the heart of all communication. It is the glue that binds together all types of delivery systems.

Regardless of how it is conveyed, the story is what causes societal impact.

This Institute not only will produce stories in both traditional and experimental formats but it will study the impact of the stories and how various delivery systems might affect society.

This is a rare opportunity for Ohio University and the Scripps College of Communication to be internationally known for its creative work and its academic research. The Institute most assuredly will enhance the visibility and already stellar reputation of the Scripps College and the University.

The Institute, through its involvement with undergraduate and graduate students, provides unique training and educational experiences in both the creative process and in researching the impact of the work created.

It will also attract multidisciplinary students who want to have unique and cutting-edge educational experiences in storytelling through multiple formats and in measuring the effectiveness of the storytelling process. It will, most assuredly, be a transformative educational opportunity for students from across the University.

The Institute will give faculty from multiple colleges the opportunity to enhance their scholarly productivity along with creative activities and will provide a university-wide opportunity for partnerships between the Institute, WOUB, the Scripps College of Communication, and other colleges.

In addition, the Institute will provide the opportunity for public-private partnerships with non-profits, the health care professions, and educational institutions. The Co-Directors of the Institute have already formed partnerships with the MD Anderson Cancer Center, the University of North Carolina at Chapel Hill, the University of Texas and Clemson University. Other partnerships are on the horizon with Ohio University and the Institute being the flagship entities in these associations.

For all of these factors, we feel that the Barbara Geralds Schoonover Institute for Storytelling and Social Impact will provide a unique opportunity for Ohio University to enhance its global reputation as a leader in Communication Education.
4. Identification of personnel and departments to be involved initially and a projection for such involvement over a five-year period

The Institute has its home within the Scripps College of Communication. The Co-Directors are Dr. Lynn Harter, a Professor in the School of Communication Studies and Thomas Hodson, Director and General Manager of WOUB Public Media and the Joseph Berman Professor of Communication in the Scripps College.

Harter is an award winning documentary filmmaker, author and professor. She recently won a regional Emmy award for the digital short, Courage of Creativity. She also co-produced a documentary released in December 2014 called A Beautiful Remedy, a story about the impact of art on children and adolescent cancer patients at the MD Anderson Cancer Center in Houston, Texas. She also was an earlier producer of an award-winning documentary called The Art of the Possible in 2010. It won an Award of Excellence from the Broadcast Education Association.

Among her numerous publications, her co-edited volume published in 2005 entitled Narratives, health and healing: Communication theory, research, and practice received Distinguished Book Awards by both the Applied Communication and Health Communication Division of the National Communication Association. Harter (2013) most recently authored a book Imagining new normals: A narrative framework for health communication. Since coming to Ohio University, she and her research collaborators have received over $700,000 in external support for their scholarship (in the form of grants and private foundation dollars).

Harter also has won several honors for her teaching excellence at both the undergraduate and graduate levels. She was the Barbara Gerals Schoonover Professor of Health Communication from 2008-2014 and reached the rank of full professor in 2012.

Hodson is currently the Joe Berman Professor of Communication for the Scripps College of Communication. He has served as director and general manager of WOUB Public Media since January 2011. Since that time, WOUB has undergone a major transformation and digital modernization and the station has won regional and national awards for student and professional productions.

Between 2003 and 2010, Hodson was the Director of the E.W. Scripps School of Journalism. He now teaches Communication Law tutorials through the Honors Tutorial College and also teaches seminars on The Future of Media.

While at WOUB, Hodson personally has conducted over 100 audio interviews of a wide range of guest authors, scientists, journalists and other notables.
He has published numerous articles for newspapers and online publications. He also co-authored a book *The Journalists’ Handbook to Ohio Courts*, published by the Harrison Publishing Company.

He is an attorney, served as a trial judge in Ohio for nearly a decade, was a Judicial Fellow to the Supreme Court of the United States and a member of the Ohio University Board of Trustees from 1989-1998.

Emmy award winning producer/director Evan Shaw, who is on the staff of WOUB Public Media, will be the primary cinematographer and videographer and editor for the films to be produced by the Institute. At 30 years-of-age, Evan has already garnered 17 Regional Emmy nominations and 9 wins.

He also has won multiple National Sports Emmy Nominations for "Outstanding Camera Work" for projects with *NFL Films*. He has been a cinematographer for *NFL Films* for nine years.

Evan has been recognized by both the Ohio House and Ohio Senate for outstanding service to the State of Ohio and Ohio University. He is an Ohio University alumnus and a member of Meigs High School’s Distinguished Alumni Hall of Fame.

Full biographies of the management team are included Appendix A and the vitaes of the Co-Directors are available upon request.

Each of the schools within the Scripps College will be involved in the Institute: Media Arts and Studies, Visual Communication, Communication Studies, the J. Warren McClure School of Information and Telecommunication Systems, and the E.W. Scripps School of Journalism. WOUB Public Media also will be an active participant in creating and delivering stories, and it will function as a working, living laboratory for faculty and students to experiment in new forms of storytelling and new story delivery mechanisms.

Other academicians and practitioners will be brought in to work on a project-by-project basis. It is the intention of the Institute to have at several Faculty Fellows each year who will be awarded stipends (ranging from $500 - $1,000) to integrate storytelling projects in an undergraduate or graduate class. Additionally, we anticipate that graduate and undergraduate students will help with creative and research projects.

It also is anticipated that partnerships, within the University with other academic units, will be forged by the Institute to tell meaningful stories over the next five years. Participants will include the Heritage College of Osteopathic Medicine, The College of Arts and Sciences, the Gladys W. and David H. Patton College of Education, the College of Health Sciences and Professions, the Honors Tutorial College, the College of Fine Arts, and the Russ College of Engineering. Faculty will participate as researchers, teachers and generators of creative activities. Undergraduate and
graduate students will work alongside faculty in the activities undertaken by the Institute.

To help guide the Institute, an Advisory Committee has been created. It is comprised of members from various academic and non-academic units on campus. (Biographies of members are included in Appendix A). Here is the membership list:

**Advisory Committee:**

**WOUB**  
Mark Brewer  
Allison Hunter

**College of Fine Arts**  
Kamille Geist

**The Patton College of Education**  
Pete Mather

**Honors Tutorial College**  
Jeremy Webster

**College of Health Sciences and Professions**  
Jenny Chabot

**College of Arts and Sciences**  
Linda Rice

**The Heritage College of Osteopathic Medicine**  
Joe Bianco

**The Voinovich School of Leadership**  
Geoffrey Dabelko

**The College of Business**  
Tim Reynolds

**The Scripps College of Communication**  
Larry Hamel-Lambert  
Beth Novak  
Rebecca Sell  
Karen Riggs  
Bill Rawlins  
Aimee Edmonson
5. **Estimated fiscal resources and sources of funding for a five-year period**

Barbara Geralds Schoonover is establishing an endowment for the Institute that will provide foundational funding for its activities in perpetuity. The benefactor also will provide a spending account to support the Institute’s activities until the endowment is fully vested.

The endowment is in the form of a signed Gift Agreement for $1.1 million to be paid over a seven year period in increments of $142,857.15 per year. Included in this gift are at least two infusions of $50,000 each to a spending account in 2015 and 2016 to get the Institute started on projects before the Institute becomes fully endowed.

The Institute will receive operating space in Scripps Hall. WOUB Public Media also will make its facilities and equipment available to the Institute as an in-kind contribution. Therefore, film-making equipment will not need to be purchased before the Institute gets started.

WOUB Public Media will assign and permit Tom Hodson to co-direct and Evan Shaw to participate in activities of the Institute. Dr. Lynn Harter will buy a one course reduction per year with monies provided by the gift from Barbara Geralds Schoonover in order to co-direct the Institute ($5,000). Additionally, the School of Communication Studies will grant a one course reduction per year to Dr. Lynn Harter as an in-kind and matching contribution as permitted by the flexible workload policy managed by the School Director, Dr. Mike Butterworth. The management team will organize the Institute and act as a liaison with faculty from the various entities on campus. See letters of appointment and support in Appendix B.

Research and production monies, on a project by project basis, should be available for storytelling endeavors from multiple funding sources through grants and payments for service. These monies will be sought by the management team to supplement the underlying endowment.

There are numerous funds available for documentary film-making, especially work socially relevant topics and work that fosters social change. Here are a few that will be considered in addition to the endowment gift:

http://www.pbs.org/pov/filmmakers/documentary-funding-resources.php#.VNtxsy4XFAM

http://www.ccsesaarts.org/content/funding.asp

http://www.storynet.org/grants/brimstone.html

http://docsinprogress.org/resources/funding-for-documentary-filmmakers/
6. **Space and equipment needs and a description of how they will be met**

The Scripps College of Communication has designated office space for the Institute in the remodeled Scripps Hall. It consists of two offices and a workplace for documentary editing. There also is an open space for a reception area and a place for a graduate student or student worker. The offices also have access to a large conference room.

The front has glass windows which will enable signage for the “Barbara Geralds Schoonover Institute to Storytelling and Social Impact.”

This main office facility is in a building that will hold other innovative programs within the Scripps College of Communication and will allow for easy cross-fertilization of ideas and projects. To date, the building will include the Game Research and Immersive Design (GRID) Lab, the Global Leadership Center at Ohio University and a newly formed Social Media Analytics Command Center.

It also will have access to new research and experimentation being done in virtual and augmented reality storytelling experiences. That activity will be in the same building.

In addition to the office facilities, the Institute will have full access to the newly remodeled WOUB Public Media facility adjacent to the Schoonover Center. This access includes camera equipment, sound equipment, lighting and a full editing and graphic suite.

WOUB has just purchased new equipment to be used including: Sony F-55 Ultra High Definition Video camera with 6 prime lenses, Mac Pro running the Adobe Creative Suite, DaVinci Resolve Color Correction Suite, KinoFlo Light Kit, DJi Phantom Aerial Camera System, and GoPro Hero 4. All of this and more will be made available for the Institute’s use as in-kind support.
7. Description of administrative control and lines of authority for the center or institute

Co-Directors who will collaborate will lead the Institute on storytelling projects, research projects, and the expenditure of funds from the Institute. One comes from an academic grounding and the other from the non-academic side of storytelling. One is from the faculty of the Scripps College of Communication and the other is from WOUB Public Media. The Co-Directors will be the sole allocators of financial resources in a collaborative way. Artistic decisions also shall be made collaboratively.

Both current Co-Directors have collaborated on projects in the past and the marriage of the two between academic and media administrator serves the projects well. They both have a passion for telling untold stories that have social significance.

The Co-Directors will be assisted in decision making and in implementation of projects by Evan Shaw, a cinematographer/editor/producer who has the technical expertise in filmmaking with the most modern of equipment and techniques.

The Co-Directors will serve at the pleasure of the Vice President for Research and Graduate Studies unless neither Director is related to the Dean of the Scripps College. In that case, the Co-Directors serve at the behest of the Dean.

The Co-Directors will receive input on research and projects from the Advisory Committee, which represents multiple disciplines. This committee will meet at least twice an academic year to review the progress of the Institute, to evaluate the work that has been done and to suggest upcoming projects to be completed.
Appendix A

Leadership Team
Biographical Sketches

Co-Director

Lynn M. Harter is a Professor in the School of Communication Studies at Ohio University. Guided by aesthetic and narrative sensibilities, her scholarly agenda focuses on the communicative construction of possibility as individuals and groups organize for survival and social change. Her research and creative activity encompasses a range of issues including pediatric cancer care, disability-related concerns, the organizing of healthcare for underserved populations, poverty and homelessness. She is co-producer of the Emmy award winning documentary series “The Courage of Creativity” including the feature length film A Beautiful Remedy. She is the co-producer of the documentary The Art of the Possible, a film that received an Award of Excellence from the Broadcast Education Association and was screened nationally by PBS affiliates. She is producer and host of the Hometown Heroes series for Conversations from Studio B, a radio program that highlights the life stories of citizens who model courage and compassion in the face of adversity and positively impact the region. She has published over 75 journal articles and book chapters in interdisciplinary outlets, has edited three award-winning scholarly books, and has received undergraduate and graduate teaching and mentoring awards at Ohio University and by learned associations including the National Communication Association and the Organization for the Study of Communication, Gender, and Language.

Co-Director

Thomas S. Hodson is the Director and General Manager of WOUB Center for Public Media at Ohio University. He also is the Joe Berman Professor of Communication in the Scripps College of Communication. Formerly, he was director of the E. W. Scripps School of Journalism at Ohio University from 2003-2010. Hodson also served as a member of the Ohio University Board of Trustees from 1989-98, a special assistant to Ohio University President Robert Glidden from 1999-2003, and an adjunct instructor at Scripps for about 20 years. He has served as a trial attorney and was a trial judge in Ohio for eight years. He still sits, as a visiting judge, on assignment by the Ohio Supreme Court. Hodson also served as a Judicial Fellow at the Supreme Court of the United States and won the Justice Tom C. Clark award as a Judicial Fellow (1986-87). He has spent extensive time training judges and court personnel across the nation in media relations, community relations, and community education programs. He has authored numerous articles about the topic and co-authored a book to assist journalists in covering Ohio courts.
**Videographer/Producer**

**Evan Shaw** is a Producer/Director at the WOUB Center for Public Media at Ohio University where he oversees the production of documentary and special interest projects. Shaw has a passion for combining quality videography and editing to tell a compelling story. He is co-producer of the Emmy award winning documentary series “The Courage of Creativity” including the feature length film A Beautiful Remedy. He recently completed production of “The 1900: Voices of the Athens Asylum,” a feature length documentary focusing on the stories of patients in the Athens Lunatic Asylum during the institution's 100+ year history. From 2008 to 2013 he served as the Assistant Athletic Director for Multimedia Marketing at Ohio University and oversaw the production of more than 250 video projects per year. Since 2006, Shaw has also been employed as a cinematographer with NFL Films, with his work regularly featured on national networks such as ESPN, Showtime, NBC and FOX. Among other honors, he has received four Emmy Awards—one each for producing, directing, editing, and videography. He has been nominated for a total of 7 Regional Emmys and several National Emmys for his work with NFL Films.

**Advisory Board Members**

**Biographical Sketches**

**Joe Bianco** is an Assistant Professor of Social and Behavioral Medicine in the Department of Social Medicine at Ohio University. He received a Ph.D. in clinical psychology from Columbia University and completed a postdoctoral fellowship in health psychology at Ohio University. Joe has clinical experience treating children, adolescents and adults in both mental health and medical settings. His clinical work focuses on using narrative therapy and storytelling interventions to cope with chronic illness, adversity, and psychological trauma. He is currently the Instructor of Record for the Addiction, Pain, and Palliative Care course and teaches child psychiatry, addiction medicine and case-based learning seminars at OU-HCOM. His undergraduate teaching has included courses on personality assessment using the Myers-Briggs Type Indicator (through the College of Business) as well as an honors tutorial in Narrative, Psychotherapy, and the Construction of Life stories through the English Department. Joe’s research explores various facets of traumatic stress and health, including the effects of childhood trauma on adult health, narrative accounts of trauma and adversity, the prevalence and correlates of traumatic stress among primary care patients, and the relationship between patient stress and physician burnout. With funding from the MEDTAPP Healthcare Access Initiative, Joe and his collaborators (Tracy Shaub, DO, Sue Meeks, RNC, and Dawn Graham, Ph.D.) have created the Integrated Mind-Body Medicine Program, a trauma-informed care training and intervention program for primary care clinic providers, nurses, and staff.
**Mark Brewer** is the Chief Operating Officer at WOUB Public Media. He has served in public media organizations for 29-years in various creative capacities including promotions, video production, operations, and programming. He has been awarded multiple regional EMMY and Telly awards for original programming production and continues to lead students at Ohio University in award winning programming development. He holds a BA in Journalism from Texas Tech University (’88) and a Masters in Public Administration from Ohio University. (’04)

**Jenny Chabot** is an Associate Professor of Family Studies in the Department of Social and Public Health in the College of Health Sciences and Professions at Ohio University. Dr. Chabot currently focuses her research on children and families in health care settings. She is a certified Child Life Specialist and is conducting research with families negotiating their lives from a child’s hospital room and working on a collaborative book project that addresses the child life profession and its interface with children and families. She also has published work regarding children of divorce, lesbian parenting experiences, and service learning and teaching pedagogy. She has received both University and Presidential Teaching Awards.

**Geoff Dabelko** is a Professor and Director of the Environmental Studies Program at the George V. Voinovich School of Leadership and Public Affairs at Ohio University. He teaches and conducts applied research on global environmental politics; climate change and security; and global sustainability. He is currently focusing on the conflict and peacebuilding potential of climate change responses as well as transboundary water cooperation and conflict. He serves as chair of the Kennedy/Frontiers in Science Lecture Committee and serves on the board of the Ohio University Press. Dabelko works actively in international environment policy forums building off the 20+ years he spent in the Washington, DC think tank community. From 1997-2012, he served as director of the Environmental Change and Security Program, a nonpartisan policy forum on environment, population, and security issues at the Woodrow Wilson Center in Washington, D.C. He continues to work as a senior advisor to the Wilson Center and worked previously at *Foreign Policy* and the Council on Foreign Relations. Dabelko is co-editor of *Green Planet Blues: Critical Perspectives on Global Environmental Politics* (5th ed., 2014) and *Environmental Peacemaking* (2002). He was a lead author for the 5th assessment of the Intergovernmental Panel on Climate Change Working Group II Chapter 12 on Human Security released in 2014. Dabelko is a member of the United Nations Environment Programme’s Expert Advisory Group on Environment, Conflict, and Peacebuilding Dabelko has a Ph.D. in government and politics from the University of Maryland and an AB in political science from Duke University.

**Aimee Edmondson** is an Associate Professor in the E.W. Scripps School of Journalism, where she teaches media law and history, as well as data journalism and feature writing. She was a newspaper reporter for about a dozen years, covering social issues relating to poverty, medicine and public education, among others, primarily in the Mississippi Delta. She has won approximately twenty state, regional
and national reporting awards for her long-form storytelling and investigative journalism, including the Casey Medal, the Green Eyeshade from the Society of Professional Journalists (SPJ), Best of Scripps, as well as Tennessee and Georgia Associated Press Managing Editors honors. She has taught data journalism in India, Kenya and China.

**Kamille Geist** is an Associate Professor of Music Therapy and Program Coordinator of the Music Therapy Division at Ohio University, where she teaches and provides clinical supervision for both undergraduate and graduate students. Geist’s research has been published in the Journal of Instructional Psychology, the Journal of Music Therapy, and other prestigious journals. Her research focus is on how rhythm effects attention behaviors in young children, which can allow for improved behavior and academic outcomes. Geist presents nationally and internationally on her research, including training early childhood educators and music teachers in Mexico and Colombia, South America.

**Larry Hamel-Lambert** is an Associate Professor in the School of Visual Communication at Ohio University where he teaches courses in commercial photography including video for commercial photography, still life, architectural photography, and studio practices. Prior to teaching, Hamel-Lambert worked for 25 years as a staff photojournalist and picture editor at several news organizations including The Associate Press Washington (DC) bureau, *USA Today*, *The Cleveland Plain Dealer*, *The Cincinnati Post*, and *The Providence* (RI) *Journal*. Hamel-Lambert’s personal and creative work focuses on photographic narratives of health and wellness issues, large-format black and white portraiture, and on the photographic documentation of extant buildings constructed by early Ohio settlement groups. His work has been exhibited and awarded in several juried exhibitions, and he is currently a frequent photographic contributor to *Woodcraft* Magazine.

**Allison Hunter** is the Editor-in-Chief of WOUB News. She is a proud alumna of Ohio University’s E.W. Scripps School of Journalism (BS ’89, MS ’15). Before joining WOUB, Allison created more than 3000 hours of live broadcasts and managed staff in some of the nation’s busiest newsrooms, including Chicago’s WGN-TV and KTLA (Los Angeles). She also produced the very first newscasts on WXIX (Cincinnati), and WOIO (Cleveland), an award-winning independent film, commercials, and the Emmy-award winning, Chicago-based public-affairs broadcast, “Off 63rd”. Allison is inspired by the growth that comes with guiding young journalists who are learning the power inherent to the stories they tell.

**Pete Mather** is an Associate Professor in the Higher Education and Student Affairs program at Ohio University, where his research areas include service-learning outcomes and appreciative higher education leadership practice. One of Pete’s favorite professional experiences is leading an annual service-learning based, study abroad course in Latin America. Pete also serves as a faculty fellow to the Center for Campus and Community Engagement, with responsibility for supporting academic community engagement.
Beth Novak is the Associate Dean for Student Success in the Scripps College of Communication and an associate professor in the School of Media Arts and Studies at Ohio University. She holds an M.F.A. in Visual Communication Design from the Ohio State University and has produced interactive content including games, video and animation for news and entertainment outlets such as the Chicago Tribune, the Detroit Free Press, and America Online. Professor Novak's areas of interest include immersive design and nontraditional storytelling.

William K. Rawlins is the Stocker Professor in the School of Communication Studies at Ohio University. He has published extensively about the unique challenges and dialectical tensions of communicating in friendships across the life course. His ongoing research addresses the role of friendships in accomplishing the well-lived life for individuals and communities, and the role of dialogue and narrative in co-authoring viable and edifying identities with others. His book, *The Compass of Friendship: Narratives, Identities, and Dialogues* (2009), received the Gerald R. Miller Book Award for 2012 from the Interpersonal Communication Division of the National Communication Association, and the 2009 David R. Maines Narrative Research Award from the Carl Couch Center for Social and Internet Research. His book, *Friendship Matters: Communication, Dialectics, and the Life Course* (1992), was selected as an Outstanding Academic Book for 1993 by the editors of *Choice*, and received the Gerald R. Miller Book Award in 1994 from the Interpersonal and Small Group Interaction Division of the National Communication Association. In 2002 Professor Rawlins received The Theory That Has Left a Legacy Award: "The Dialectical Perspective" from the Communication Theory Interest Group of the Central States Communication Association.

Tim Reynolds is the founding Executive Director of the Robert D. Walter Center for Strategic Leadership and an Executive in Residence for the Management Department in the College of Business at Ohio University. Tim joined Ohio University with 25 years of corporate experience with leading fortune 500 companies including Marathon Oil Company, Abbott Laboratories, Johns-Manville Corporation and Whirlpool Corporation. Tim’s career in the private sector focused on global human resources, leadership development and succession, and talent management strategy. His prior position was Vice President of Talent and Organizational Development for Whirlpool Corporation. Tim is a graduate of Ohio University’s College of Business, where he earned his bachelor’s degree in business administration in 1987. He also holds a master’s degree in Labor and Human Resources from The Ohio State University.

Linda J. Rice, Ph.D. is a Professor of English Education in the Department of English at Ohio University. Linda is Past President of the College English Association of Ohio (CEAO) and has served on the executive board of the Ohio Council of Teachers of English Language Arts (OCTELA). She is the author of two books, *What Was It Like? Teaching History and Culture Through Young Adult Literature* (Teachers College Press/Columbia University, 2006) and *Exploring African Life and Literature: Novel Guides to Promote Socially-Responsive Learning* (International Reading Association, 2009).
2007), and more than a dozen peer-reviewed articles and book chapters. Before coming to Ohio University, Linda taught middle and high school English for 10 years. She is a National Board Certified Teacher and was awarded the James Bruning Teaching Fellowship for 2010-2015. Linda’s international work has included research collaborations with Beijing International Studies University. She is active in the African Education Research Network, having served as the secretary of its summits held at Kenyatta University (Nairobi) and North Carolina State University.

Karen Riggs is a Professor of Media Studies in the School of Media Arts and Studies in the Scripps College of Communication at Ohio University. As an expert on social media, the digital divide, qualitative methods and cultural studies, Dr. Karen Riggs devotes her time and knowledge to the study of the introduction of new technologies in society and the resultant effects of communication, with a specific focus on social media. She is the Director of the Social Media Certificate that explores all aspects of social networks, including emerging careers.

Rebecca Sell is an Assistant Professor in the School of Visual Communication in the Scripts College of Communication at Ohio University. She is a multimedia producer, editor and photojournalist. She has worked as a multimedia editor and staff photographer at The Free Lance-Star in Fredericksburg, Va., and has also interned at other daily publications. Her work has been published on time.com, usatoday.com, USA Today, National Geographic Short Film Showcase, The Washington Post and others. She received her Bachelor of Science degree in Photojournalism from Ohio University and a Master of Science degree in New Media from Syracuse University. Sell teaches courses in Audio/Video, Picture Editing, Information Architecture, User Experience and Interactive Capstone.

Jeremy Webster is the Dean of the Honors Tutorial College. Before becoming dean, he was an associate professor in Ohio University’s Department of English, where he specialized in Eighteenth-Century British Literature and Lesbian and Gay Literature. He is the author of Performing Libertinism in Charles II’s Court: Politics, Drama, Sexuality (Palgrave 2005) and has published articles on various aspects of gender, politics, and patriarchy in Eighteenth-Century British Literature. He is currently working on a book-length study of English manuscript satire written during the reign of Charles II (1660-1685) as well as a series of articles on the early Star Wars franchise as transmedia narrative.
Appendix B
Appointment Letters

Joe Shields, Ph.D.
Vice-President for Research and Creative Activity
120 Research and Technology Center
Ohio University
Athens, OH 45701

March 12, 2013

Dear Dr. Shields:

I write to extend my support for the appointment of Dr. Lynn M. Harter to serve as Co-Director of the Barbara Gerals Schoonover Institute for Storytelling and Social Impact. The Institute will provide meaningful opportunities for the Scripps College of Communication to extend its national and international reputation as a center of excellence for storytelling theory and practice. Dr. Harter’s research credentials and administrative experiences position her to excel in this position.

As noted in the Memorandum of Commitment and Memorandum of Understanding included in this proposal, Barbara Gerals Schoonover has gifted Dr. Harter and the university one million dollars to endow the Institute and an additional $100,000 to create a spending account for use until the endowment generates income. Dr. Harter will use $5,000 from this account to fund a course release each year. In turn, the School of Communication Studies will match this by offering Dr. Harter one course release each year.

I am excited for the development of the Barbara Gerals Schoonover Institute for Storytelling and Social Impact and pleased to support Dr. Harter’s leadership role as Co-Director.

Sincerely,

Michael L. Butterworth
Director, School of Communication Studies

Cc: Dr. Lynn Harter, School of Communication Studies
Monday, February 9, 2015

Dr. Joseph Shields
Vice President for Research and Creative Activity
Ohio University
Athens, OH 45701

Dr. Shields:

I write to extend my support for the creation of the Barbara Gerals Schoonover Institute for Storytelling and Social Change, to be housed in Ohio University’s Scripps College of Communication. The Institute will provide a critically important vehicle through which the Scripps College can explore methods and techniques of storytelling, as well as their potential impact as instances of public dialogue. The Institute will involve faculty and students from the Scripps College and other units, and will provide a nexus for academic research and professional creative activity that is at the heart of the Scripps College’s mission as a community of practice dedicated to excellence in communication.

To support creation of the Institute, the Scripps College is committing office space in Scripps Hall to house the Institute. The office space will provide adequate space for a management team as well as potential collaborators. The location in Scripps Hall also will allow access to shared facilities, such as a conference room, and will be located in proximity to other innovation-related activities such as the GRID Lab and a planned social media listening lab.

Plans for the Institute call for the leadership team to be comprised of a faculty member from the Scripps College and a member of the leadership team from the WOUB Center for Public Media. The Scripps College is committed to reassigning part of Tom Hodson’s time to serve as Co-Director of the Institute. As the Director and General Manager of WOUB, Mr. Hodson has the management experience and storytelling vision to provide essential leadership skills to the Institute. His track record of success in expanding the storytelling approaches of WOUB, as well as his leadership in the Scripps College in promoting the study of future forms of storytelling, make Tom an ideal person to serve as a leader of the
institute. Mr. Hodson will have latitude to determine how best to facilitate
the structure of duties associated with both WOUB and the Institute. His
initial term as the Co-Director will be for 5 years, with the option for
reappointment, to coincide with the review cycle of the Institute.

I am tremendously excited for the development of the Barbara Gerals
Institute for Storytelling and Social Change. It will provide a distinctive
opportunity for the Scripps College and Ohio University to achieve national
and international distinction for work in this area.

Sincerely,

Scott Tisworth,
Dean
WHEREAS, the Department of Teacher Education in the Patton College of Education has developed a Master of Education degree in Teaching and Learning, and

WHEREAS, the proposed program has completed University Curriculum Council approval, and

WHEREAS, the proposed three-semester degree is designed for individuals

- Who do not teach in traditional elementary or secondary schools and are not seeking licensure; and
- Who are interested in concepts related to teaching and learning, whether domestic or international; and
- Who may teach in higher education or offer professional development and training to businesses, or work in an international educational setting.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the Master of Education in Teaching and Learning in the Department of Teacher Education in the Patton College of Education.
Interoffice Communication

Date:    May 28, 2015

To:    The President and Board of Trustees

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

Re:    Patton College of Education – Teaching and Learning - Master of Education

A resolution is included seeking board approval for a new degree offering a Master of Education in Teaching and Learning through the Department of Teacher Education in the College of Education.

University Curriculum Council has approved the program and provides the proposal for your review as well as the OHIO Curriculum Enhancement and Approval Network (OCEAN) materials.

The Master of Education in Teaching and Learning is designed for the individual without an education background and who does not intend to work in the traditional Pre-K – 12 context in the United States. The degree will comprise individuals who are interested in concepts related to teaching and learning whether domestic or international. Upon degree completion graduates may seek to teach in a higher education setting, offer professional development and training within corporations, or work within the international education context.
UCC New Graduate Degree Program Proposal
MEXX03: Masters in Teaching and Learning

The program described below was developed using the New Graduate Degree Program Proposal Guidelines & Process (UCC) & the RACGS Guidelines and Procedures. It addresses all the required components.

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

Ohio University’s Patton College of Education is proposing a new master’s degree in Teaching and Learning within the existing Teacher Education degree program. The Department of Teacher Education currently has numerous initial teacher licensure programs at the graduate level to accommodate students who are seeking licensure and an online master’s program for practicing teachers. The proposed program would be for individuals who would like to complete a one-year (three semester) master’s degree in teaching and learning without licensure (whether domestic or international). This master’s program is designed for individuals who will not be teaching in P-12 schools and not seeking licensure. Although this is a non-licensure degree program, the proposed program would still be housed within The Patton College of Education’s Department of Teacher Education.

2. Description of the proposed curriculum and credit hour requirement.

This program requires a minimum of 30 semester hours of credits in Core, Curriculum and Instruction, and elective coursework.

<table>
<thead>
<tr>
<th>Core Program courses</th>
<th>12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 5600</td>
<td>Advanced Studies of Children and Adolescents</td>
</tr>
<tr>
<td>EDTE 6670</td>
<td>Teacher as Action Researcher</td>
</tr>
<tr>
<td>EDSP 5700</td>
<td>Nature and Needs of Persons with Exceptionalities</td>
</tr>
<tr>
<td>EDTE 6940</td>
<td>Master's Research Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum and Instruction courses</th>
<th>12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 5100</td>
<td>Principles of Curriculum</td>
</tr>
<tr>
<td>EDTE 6160</td>
<td>Managing and Monitoring Student Learning</td>
</tr>
<tr>
<td>EDTE 6600</td>
<td>Principles of Teaching</td>
</tr>
<tr>
<td>EDPL 6920</td>
<td>Internship: Theory Into Practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective courses</th>
<th>6 credits</th>
</tr>
</thead>
</table>

In consultation with advisor, select relevant courses from appropriate departments in the Patton College of Education or across the University based on individualized career plan.

3. Overlap and expertise across colleges and departments.

All courses in the proposed program are delivered within the Department of Teacher Education. Therefore, no consultation was necessary.

4. Assessment and Learning Outcomes.

Learning Outcomes:
- Students will increase their understanding of key principles of teaching and learning.
- Students will apply the principles to learners of all ages through case studies and/or appropriate field-based experiences.
- Students will apply relevant action research practices in a real-world setting (i.e., develop a research question and collect data to determine the effectiveness of a project designed to address the research question).

Assessment:
As part of the existing Unit assessment system, students are assessed during coursework on outcome A (data is collected using Livetext). Outcome B will be assessed in EDPL 6920 (Internship) and outcome C will be assessed in EDTE 6670 and EDTE 6940. These assessments will serve as direct measures of the learning outcomes. Satisfaction exit surveys will be administered to the students at completion of the program and will serve as indirect measures of learning outcomes.

5. Accreditation.

The proposed program is not subject to accreditation as it is a non-licensure program and the program will not be preparing individuals to work in P-12 school settings.
6. **Faculty Credentials.**
Faculty eligible to teach and serve on graduate thesis committees in this program must meet the requirements for Graduate Faculty Status Level 1 as defined by the Teacher Education Graduate Faculty Status Policy #11.550. See below.

**Criteria for GFS Level I**
- Completed doctorate or appropriate terminal degree in area of specialization
- Scholarly evidence or promise and professional experience
- Evidence or promise of continuing scholarly engagement through publication and dissemination of one (1) or more products of scholarship over a five (5) year review period as outlined in Teacher Education Policy #60.111 and verified by the tenured faculty members of the Merit Review Advisory Committee and Department Chair.

**Responsibilities of GFS Level I**
- Teach Master's Level Classes
- Advise Master's Candidates
- Direct Master's Research Projects and Action Research Projects
- Serve as a member of a dissertation committee
- Engage in Scholarship as defined in Teacher Education Policy #60.111

7. **Administrative arrangements for the proposed program: department and school or college involved.**
The Gladys W. and David H. Patton College of Education, Department of Teacher Education would have full administrative responsibility for the proposed M.Ed. in Teaching and Learning.

8. **Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.**

According to the JobsOhio Network Occupational Employment Projections by Major Occupational Group (2010-2020) for the Cincinnati Region, employment in Education, Training and Library Occupations are projected to grow by 7.5%.

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual Employment</th>
<th>Projected Employment</th>
<th>Percent Change</th>
<th>Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>42,100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>45,300</td>
<td>3,200</td>
<td>7.5%</td>
<td>326</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>927</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,253</td>
</tr>
</tbody>
</table>

Additionally, According to the Ohio Department of Job and Family Services, Bureau of Labor Market Information for December 2012, growth rates of 5.9% and 2.3% are expected in the area of Education for State and Local Government respectively for the period of time from 2010-2020.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>57,190</td>
<td>60,560</td>
<td>3,370</td>
<td>5.9%</td>
</tr>
<tr>
<td>Local</td>
<td>284,890</td>
<td>291,340</td>
<td>6,450</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

In the state of Ohio, the following college/universities offer M.Ed. or M.A. in related areas:

**Kent State University.** Kent State offers an array of graduate degrees in education, including a Master of Education in several areas and a Master of Arts in teaching. The Master of Arts in teaching degree prepares non-teachers to enter the educational field in Early Childhood, Reading and Secondary Education.

**The University of Toledo.** The University of Toledo offers a Master of Education Degree in Curriculum and Instruction allows the student to focus on particular areas of interest, such as English/language arts, reading, science, mathematics, social studies, or other areas, such as education specialists.

**Ashland University.** Ashland offers a M.Ed. in Curriculum & Instruction: Teaching and Learning for the 21st Century (TL-21) with a focus on improving classroom instruction.

First, the programs listed above do not serve the Southern half of the State of Ohio. Second, although the programs listed above may be similar in that they are offering a master's degree in curriculum and instruction and/or teaching and learning, many are designed for those seeking initial or advanced licensure preparing individuals to work in P-12 schools. The intent of the proposed program is for those without an education background who have no intention of working in the P-12 context in the United States. It is designed for those interested in concepts related to teaching and learning either domestic or abroad. Participants may be preparing to teach in a higher education setting, offering professional development and training within corporations, or working in the international educational context.
With the existing and developing international partnerships and growing international outreach into all areas of education as an on-going focus of Ohio University and specifically the Patton College of Education, this master’s program would fill a unique niche providing a program of study for international students seeking to develop expertise in teaching and learning, but not seeking licensure. The program may draw domestic students from other departments across the university who are seeking doctorates in their content area, but wish to develop teaching skills that will prepare them for teaching in the higher education context.

9. **Prospective enrollment.**

   Over the past academic year, there have been approximately one dozen inquiries from international students alone seeking a master’s degree without licensure. With additional international partnerships currently being discussed by faculty and administrators in the Patton College of Education, the numbers could potentially increase. However, it can be anticipated that a minimum of six master’s level students could be enrolled per academic year. Additionally, there are some individuals who enroll in a master’s program seeking initial licensure that are unable (for a variety of reasons) to successfully earn licensure. This program would provide such individuals with an avenue to complete a master’s degree without licensure, leading to program completion.

10. **Special efforts to enroll and retain underrepresented groups in the given discipline.**

    A multi-pronged approach will be taken to recruit and retain underrepresented groups to the program. Standard advertising via the Public Broadcast System (PBS) radio, departmental website, and brochures will be used. Additionally, the Department of Teacher Education will work with the Office of Global Studies, the Office for Diversity and Inclusion, and the Graduate College to generate interest in the program.

    The Ohio University Patton College of Education and the Department of Teacher Education, offer students the opportunity to hold Graduate Assistantships (GAs) and Teaching Assistantships (TAs), which allows students to be eligible for tuition scholarships, who are enrolled in the required amount of credit hours. Additional resources are available at Ohio University Financial Aid and Scholarship website, [http://www ohio edu/financialaid](http://www.ohio.edu/financialaid/) and at Ohio University Graduate College website, [http://www.ohio.edu/graduate/](http://www.ohio.edu/graduate/)

11. **Availability and adequacy of the faculty and facilities available for the new degree program.**

    At this time, there will not be a demand for additional faculty to cover this program. The current faculty in the Department of Teacher Education currently staff these courses and with additional faculty lines being filled over the past two years, the department has sufficient capacity to offer the required coursework on a regular basis.

12. **Need for additional facilities and staff and the plans to meet this need.**

    The Department of Teacher Education has adequate facilities and faculty resources, however in May of 2015, the Patton College will be undertaking a renovation of its current building, McCracken Hall. In the renovation of McCracken Hall, the Department of Teacher Education, will have a state-of-the-art educational facility.

13. **Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.**

    At this time, there are no anticipated additional cost to the Patton College of Education.
Program requirements specified in this document are preliminary. Please consult the home department/school for the final program requirements.

General Info

Program Info

Program Overview

Admissions Information:

Candidates seeking admission to the masters program in Teaching and Learning must have earned a bachelor's degree, an undergraduate point average of at least 3.00 (4.00 point scale) minimum, a score of at least 290 (verbal and Quantitative combined) on the Graduate Record Exam (GRE), three letters of recommendation, and an autobiography/Personal Statement of Professional Goals. In addition, international candidates must submit certified transcripts as well as proof of financial responsibility. Candidates application materials may be reviewed prior to completion of the bachelor's degree and may be admitted but will not be able to begin registration until an official transcript showing conferral of a bachelor's degree is provided.

Applicants who are admitted to the program must meet with their assigned academic advisor prior to beginning any course work. All students must complete an approved program prior to the end of their first semester of study.

Change of Major/Minor/Certificate Policy
No selective or limited admission requirements.

External Transfer Admission
No requirements beyond University admission requirements.

Opportunities Upon Graduation:
The M.Ed. in Teaching and Learning is for those without an education background who have no intention of working in the P-12 context in the United States. It is designed for those interested in concepts related to teaching and learning either domestic or abroad. Graduates may seek to teach in a higher education setting, offer professional development and training within corporations, or work in the international educational context.

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 curriculur components.

Curricular Components:

<table>
<thead>
<tr>
<th>Curricular Components</th>
<th>Semester</th>
<th>Quarter</th>
<th>Equiv</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Program Requirements</td>
<td>12.0</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Curriculum and Instruction Course Requirement</td>
<td>12.0</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Elective Coursework Requirement</td>
<td>6.0</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Min. Credit Hours: 30.0 Sem. Hrs 0.0 Quar. Hrs 0.0 Equiv. Semester Hrs 100.0 Percent Change

Summary of Changes:
This is a new program.

Supplemental Information

Related Materials
- MEd in Teaching and Learning Program Plan (UCC New Degree Program Proposal).pdf
- Sample-Program-Masters in TL.pdf
### Core Program Requirements

| Sem Hrs: 12.0 | Qtr Hrs: 0.0 | Equiv Hrs: 0.0 | % Change: 100.0% |

New program being proposed. The Core Program courses already exist and are currently being offered.

**Requirements:**
- Students must take 12 credit hours of Core Program Courses

### Curriculum and Instruction Course Requirement

| Sem Hrs: 12.0 | Qtr Hrs: 0.0 | Equiv Hrs: 0.0 | % Change: 100.0% |

This is a new program being proposed. The Curriculum and Instruction courses are existing courses currently being offered.

**Requirements:**
- A total of 12 credit hours of Curriculum and Instruction Coursework must be completed.

### Elective Coursework Requirement

| Sem Hrs: 6.0 | Qtr Hrs: 0.0 | Equiv Hrs: 0.0 | % Change: 100.0% |

**Requirements:**
- In consultation with his/her advisor, students will select relevant courses from appropriate departments in the Patton College of Education or across the university, based on the individualized career plan.
HONORS TUTORIAL COLLEGE &
DEPARTMENT OF GEOLOGICAL SCIENCES
BACHELOR OF SCIENCE IN
GEOLOGICAL SCIENCES

RESOLUTION 2015 -

WHEREAS, the Department of Geological Sciences in the College of Arts and Sciences has developed a Bachelor of Science degree in Geological Sciences for students enrolled in the Honors Tutorial College, and

WHEREAS, the proposed program has completed University Curriculum Council approval, and

WHEREAS, the proposed degree program

• Will offer high-achieving students a curriculum focused on geology and allied sciences; and

• Will provide opportunity to work one-on-one with faculty in tutorial sessions and in research toward public dissemination of the outcomes at a professional venue; and

• Will offer students opportunities toward graduate school and/or employment in industry or government, such as oil and gas, mining, and geological surveys.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the Bachelor of Science in Geological Sciences by the Department of Geological Sciences through the Honors Tutorial College.
Interoffice Communication

Date: May 28, 2015

To: The President and Board of Trustees

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

Re: Honors Tutorial College – Geological Sciences - Bachelor of Science

A resolution is included seeking board approval for a new Honors Tutorial College degree offering a Bachelor of Science in Geological Sciences through the Department of Geological Sciences in the College of Arts and Sciences.

University Curriculum Council has approved the program and provides the proposal for your review as well as the OHIO Curriculum Enhancement and Approval Network (OCEAN) materials.

Honors Tutorial College-Geological Sciences will offer opportunities for highly motivated students to study geology at a higher level of achievement. The program aims to challenge students and promote undergraduate research worthy of publication. The curriculum includes the customary one-on-one tutorials with faculty each term which promotes writing and research skills in order to perform geological investigations and to present the research findings. Completion of the program will position graduates to continue on to doctoral research.
NEW SEMESTER PROGRAM* PROPOSAL GUIDELINES - UNDERGRADUATE UNIVERSITY CURRICULUM COUNCIL
*Minors, certificates and graduate degree programs are covered in separate guidelines

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.

I) Summary Statement
   1) Title of Program, Degree to be conferred, Administrative unit proposing program, Date of submission

HTC Geological Sciences, B.S.
Department of Geological Sciences and HTC
February 2015

   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.

The proposed geological sciences bachelor of science program in the HTC (Honors Tutorial College) is designed to offer an opportunity for highly motivated students to study geology at a higher level of achievement. This program aims to challenge students at every phase of study and promote high-quality undergraduate research worthy of publication. The curriculum includes one-on-one tutorials with geology professors in association with one required class a semester and promotes writing and research skills to carry out geologic investigations and to present this research at meetings. The students who complete this program will be well positioned to continue on to PhD research. The extra resources needed for this program include extra time by professors teaching the required courses and $500 per tutorial of HTC instructional funds. All the professors in the Department have agreed to this teaching model. The Department of Geological Sciences already has a program in place for undergraduates to do research and write a bachelor’s thesis but few students take advantage of this opportunity. The Provost’s Undergraduate Research Fund and HTC Dean’s Travel & Research Fund are great resources for monetary support of the program’s research objectives.

Implementation of the program would begin with the application process in December 2015 with the first HTC students beginning their study in August 2016.
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.

   The HTC programs are not designed to attract a large number of students. At Ohio University all the HTC programs have a total of around 230 students in 35 HTC programs or about only 1% of the student population. However, all the science departments in the College of Arts and Sciences have had HTC programs for several years with the exception of Geological Sciences. The proposed program will not satisfy a high demand, but it will fulfill the mission of the university preparing exceptional students to develop their mind and skills. HTC has a long history of preparing high-achieving science students for graduate school, and most alumni receive full funding from their graduate institution and/or competitive scholarships and fellowships, such as the NSF GRFP.

2) What other schools within Ohio offer the same or a similar program? NONE
   (a) What has happened to enrollments at those schools in recent years?

3) How does the proposed program align with the current vision for the university?

   This program supports undergraduate research and a unique undergraduate experience for which the university is famous.

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? NONE
   (b) Can students fulfill their educational and/or vocational needs through existing programs? If they cannot, why not?

   The students could alternately just get a normal BS degree through the Department of Geological Sciences but they would not get the amount of personalized study nor sufficient time to complete a publishable BS thesis or apply for national scholarship programs. More importantly, they will not develop their mind and skills to their limit.

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 program does not affect any other departments greater than normal. The extradepartmental courses are required of all geology majors and would not put undue strain on the resources of any other departments.

6) From what geographic area do you anticipate that students to the program will be drawn?
   Anywhere in the US.

   (a) In the case of off-campus technical programs, what are the levels and trends in high school enrollments in the service area? NA
7) How many students do you anticipate will enroll in the program in each of its first four years?

Two students will be chosen each of the first four years, or about the average per HTC program (8 students in the program).

(a) To what extent will students in the program come from students who would enroll at this University anyhow?

This will be considered only on a case by case basis.

(b) To what extent is it anticipated that the enrollment will represent "new" (incremental) students? **100%**

We anticipate that students attracted to this program will go to other HTC programs or other institutions if we do not offer one.

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.

<table>
<thead>
<tr>
<th>Curricular Components</th>
<th>120 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geological Sciences Core Courses</td>
<td>41</td>
</tr>
<tr>
<td>Geological Sciences Upper Level Electives</td>
<td>16</td>
</tr>
<tr>
<td>Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Math</td>
<td>4</td>
</tr>
<tr>
<td>Biology or Physics</td>
<td>8</td>
</tr>
<tr>
<td>English Composition (1st year)</td>
<td>3</td>
</tr>
<tr>
<td>English Elective</td>
<td>3</td>
</tr>
<tr>
<td>Junior English Composition (Geology)</td>
<td>3</td>
</tr>
<tr>
<td>A&amp;S Language Requirement</td>
<td>8</td>
</tr>
<tr>
<td>Tutorials</td>
<td>23</td>
</tr>
<tr>
<td>HTC Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Course requirements over the four years:

Chemistry 1510 and 1520 or equivalent  
Math 2301  
Physics 2051, 2002 or 2051, 2052 or Biology 1700, 1710  
English 1510 or 2800 and English 2010  
Geology 3092J Geowriting  

Geology 1010, 2550, 3050, 3150, 3201, 3300, 3400, 3500, 3600, 4660, 4910
Four additional 4000-Level Geological Sciences courses

Geology 2970T, 2980T, 2971T, 2981T, 3970T, 3980T, 4970T, 4980T
(these are the new proposed courses – tutorials)

A&S Language requirement

HTC seminar HC 2500

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. **NONE FOUND in OHIO or elsewhere**

3) Does the program intend to seek accreditation? **NO**
   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. **As per college rules.**

IV) Faculty and Instruction

1) Will current faculty, new faculty, or a combination of both be used? How? **All current faculty will participate.**
   (a) How will new faculty for the program be selected? By whom? **NA**
   (b) What are the minimal qualifications expected of instructors in the program? **NA**
   (c) What is the tenure status of any identifiable current Ohio University faculty who are probable program participants? **Some are tenure-track (1), most are tenured at this time (11).**

2) What is the likely teaching load of faculty members?

   **An extra hour of instruction per week during the semester when teaching a required tutorial.**

3) What is the projected ratio of FTE students to FTE faculty? **2 students to 1 faculty member**

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?

   **There will be a HTC committee in the Department to maintain quality of teaching.**

V) Admission Requirements

1) What are the criteria for admission into the program? Be specific.
High grades in high school placing student in the top 10 percent of his or her high school class and an ACT score of 30 or higher OR a SAT score of at least 1300.

2) Are there any upper limits on program enrollment?

Yes, only two students per academic year.

3) (a) If yes, will you limit admission on a first come/first serve basis, by raising admission standards, or by some other method (specify)?

Admission will be determined by assessing the quality of the pool of students who have submitted their application by the deadline.

VI) Administration

1) Who chose (or will choose) the administrative officer(s)? The chair of the department. The appointment must be approved by the Dean of the Honors Tutorial College.

2) What is the title of the administrator(s) who will administer the program? HTC director of studies

3) Will the administrator(s) have academic rank?

One of the professors in the department will be the administrator of the HTC geology program.

VII) Timing and Evaluation -

1) Has any external publicity about this program already been generated? NO
   (a) If so, by whom and why?
   (b) Have applications for admission already been entertained? NO

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.
   Applications should be accepted for the 2016-2017 year.

3) New programs will be evaluated annually by their colleges. What additional assessment tools are suggested to evaluate the program once ongoing?

Two parameters could be evaluated to assess the success of the program: retention rate in the program and academic success of the participants (their overall GPA compared with the regular geology students). The Honors Tutorial College employs a portfolio-based assessment. Students complete annual portfolios at the beginning of their sophomore, junior, and senior years. The portfolios and the completed theses provide evidence to assess the program’s effectiveness.

VIII) Budget and Financial
1) List an anticipated budget of revenues and expenses for at least the first two years of the program.

Two students during the first year will generate $10,536 in tuition and fees, and four students the second year $21,072. Faculty serving the HTC courses will do it within their normal workload, so we do not anticipate additional expenses in our Department. HTC supplies tutorial professors with $500 each semester per student taught. This money can be used for any expenses related to teaching, research, conference travel, books, and equipment. The Honors Tutorial College will also compensate the Director of Studies who administers the program $800 annually. HTC anticipates being able to cover the geology expenses within its existing instructional fund 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.

The cost in areas outside the program will not be different than for any other student in a regular program. The HTC dedicated courses will be taught only in Geological Sciences.

3) What is the extent of the fixed costs of the program for the first two years?

Zero for the Department of Geological Sciences.

(a) By fixed costs, we mean those expenses that will be incurred even if enrollment is almost zero.

If there are no students in the program, everything continues as it is and no costs are applied.

4) How much would expenses be reduced if enrollment equals only one-half the amount indicated in the budget?

Zero. As a faculty member can teach up to two HTC students, reducing to half does not reduce the expenses.

5) What is your estimate of how conservative or optimistic your budget projections are?

We think these projections are conservative.
APPENDIX A - Catalog entries for new tutorial classes

GEOL 2970T – Tutorial First Year 1

Credit hours: 1-3
Description: In-depth discussion of various topics examined in GEOL 1010
Tier or equivalent classification: Honors Tutorial Class
Format (e.g., lecture, lab, online): tutorial
Learning Objectives –
1. Students will demonstrate a sophisticated understanding of their discipline, specifically topics relevant to classwork Fall Semester of first year in the field of general physical geology, including plate tectonics, landscape processes, geologic time scale, and evolution and develop reading and critical thinking skills.
2. Students will learn to produce original, independent research or a creative activity.
3. Students will demonstrate behaviors that are consistent with expectations of professional work ethics and responsibility.
Grade Elements: Weekly discussion of assigned readings (60%) and final paper (40%).
Syllabus - Weekly sessions for discussion of geological topics as chosen by professor and student.
When Offered: Fall Semester
When Taken: Fall Semester
Prerequisites: admission into Honors Tutorial program in Geological Sciences

GEOL 2980T – Tutorial First Year 2

Credit hours: 1-3
Description: In-depth discussion of various topics examined in GEOL 2550
Tier or equivalent classification: Honors Tutorial Class
Format: seminar
Learning Objectives –
1. Students will demonstrate a sophisticated understanding of their discipline, specifically the field of historical geology and develop reading and critical thinking skills
2. Students will learn to produce original, independent research or a creative activity.
3. Students will demonstrate behaviors that are consistent with expectations of professional work ethics and responsibility.
Grade Elements: Weekly discussion of assigned readings (60%) and final paper (40%).
Syllabus - Weekly sessions for discussion of geological topics as chosen by professor and student.
When Offered: Spring Semester
When Taken: Spring Semester
Prerequisites: admission into Honors Tutorial program in Geological Sciences

GEOL 2971T – Tutorial Second Year 1

Credit hours: 1-3
Description: In-depth discussion of various topics examined in GEOL 3400 and/or GEOL 3150.
Tier or equivalent classification: Honors Tutorial Class
Format: tutorial
Learning Objectives –
1. Students will demonstrate a sophisticated understanding of their discipline, specifically the fields of mineralogy and paleontology and develop reading and critical thinking skills.
2. Students will learn to produce original, independent research or a creative activity.
3. Students will demonstrate behaviors that are consistent with expectations of professional work ethics and responsibility.
Grade Elements: Weekly discussion of assigned readings (60%) and final paper (40%).
Syllabus - Weekly sessions for discussion of geological topics as chosen by professor and student.
When Offered: Fall Semester
When Taken: Fall Semester
Prerequisites: admission into Honors Tutorial program in Geological Sciences

GEOL 2981T – Tutorial Second Year 2
Credit hours: 1-3
Description: In-depth discussion of various topics examined in GEOL 3201, GEOL 3050, and/or GEOL 3300.
Tier or equivalent classification: Honors Tutorial Class
Format: tutorial
Learning Objectives:
1. Students will demonstrate a sophisticated understanding of their discipline, specifically the fields of petrology, geological statistics, and geomorphology and develop reading and critical thinking skills.
2. Students will learn to produce original, independent research or a creative activity.
3. Students will demonstrate behaviors that are consistent with expectations of professional work ethics and responsibility.
Grade Elements: Weekly discussion of assigned readings (60%) and final paper (40%).
Syllabus: Weekly sessions for discussion of geological topics as chosen by professor and student.
When Offered: Spring Semester
When Taken: Spring Semester
Prerequisites: admission into Honors Tutorial program in Geological Sciences

GEOL 3970T – Tutorial Third Year 1
Credit hours: 1-3
Description: In-depth discussion of various topics examined in GEOL 3500 and GEOL 3600.
Tier or equivalent classification: Honors Tutorial Class
Format: tutorial
Learning Objectives:
1. Students will demonstrate a sophisticated understanding of their discipline, specifically the fields of stratigraphy/sedimentology and structural geology and develop reading and critical thinking skills.
2. Students will learn to produce original, independent research or a creative activity.
3. Students will demonstrate behaviors that are consistent with expectations of professional work ethics and responsibility.
Grade Elements: Weekly discussion of assigned readings (60%) and final paper (40%).
Syllabus: Weekly sessions for discussion of geological topics as chosen by professor and student.
When Offered: Fall Semester
When Taken: Fall Semester
Prerequisites: admission into Honors Tutorial program in Geological Sciences

GEOL 3980T – Tutorial Third Year 2
Credit hours: 1-3
Description: In-depth discussion of various topics examined in GEOL 4660.
Tier or equivalent classification: Honors Tutorial Class
Format: tutorial
Learning Objectives:
1. Students will demonstrate a sophisticated understanding of their discipline, specifically the fields of geodynamics and develop reading and critical thinking skills.
2. Students will learn to produce original, independent research or a creative activity.
3. Students will demonstrate behaviors that are consistent with expectations of professional work ethics and responsibility.
Grade Elements: Weekly discussion of assigned readings (60%) and final paper (40%).
Syllabus: Weekly sessions for discussion of geological topics as chosen by professor and student.
When Offered: Spring Semester
When Taken: Spring Semester
Prerequisites: admission into Honors Tutorial program in Geological Sciences

GEOL 4970T – Tutorial Thesis 1
Credit hours: 1-12
Description: In-depth discussion of thesis topic with thesis adviser and writing of the thesis proposal.
Tier or equivalent classification: Honors Tutorial Class
Format: tutorial
Learning Objectives:
1. Students will demonstrate a sophisticated understanding of their disciplines.
2. Students will produce original, independent research or a creative activity.
3. Students will demonstrate behaviors that are consistent with expectations of professional work ethics and responsibility.

Grade Elements: Thesis proposal (100%)

Syllabus: Weekly sessions for discussion of research topic chosen by student and thesis adviser.

When Offered: Fall Semester
When Taken: Fall Semester
Prerequisites: admission into Honors Tutorial program in Geological Sciences

GEOL 4980T – Tutorial Thesis 2

Credit hours: 1-12
Description: In-depth discussion of data collection and background research in thesis work.
Tier or equivalent classification: Honors Tutorial Class
Format: tutorial
Learning Objectives –
1. Students will demonstrate a sophisticated understanding of their disciplines.
2. Students will produce original, independent research or a creative activity.
3. Students will demonstrate behaviors that are consistent with expectations of professional work ethics and responsibility.

Grade Elements: Discussion (40%) and Thesis Completion (60%)

Syllabus: Weekly sessions for discussion on thesis construction and completion for thesis defense.

When Offered: Spring Semester
When Taken: Spring Semester
Prerequisites: admission into Honors Tutorial program in Geological Sciences
Program requirements specified in this document are preliminary. Please consult the home department/school for the final program requirements.

General Info

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<td>Greg Springer</td>
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Program Info

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<td>HTC (Honors Tutorial College)</td>
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<td>Level:</td>
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<td>Semesters:</td>
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Program Overview

Overview: The HTC program in the Geological Sciences will offer high-achieving students curriculum in which to focus on geology and its allied sciences. After following courses in physical geology, historical geology, stratigraphy/sedimentology, geomorphology, igneous petrology, petrography, and structural geology, HTC students will take capstone courses in geodynamics, earth system science, and field camp in addition to chemistry, physics (or biology), and calculus requirements. Writing courses will enhance the scientific communication skills of the students. Students will work with professors in geology tutorials. This experience will then culminate in a bachelors thesis research project that will be presented at a geological meeting. Students would receive a Bachelor of Science degree from the Honors Tutorial College and be prepared for graduate study in any geologic discipline.

TUTORIALS: Students will be required to participate in eight tutorials (one for each semester enrolled in the program). In the final year, the tutorials will be dedicated to thesis work. Honors Tutorial students must take a minimum of 15 hours a semester.

ADVISING AND MONITORING: Each student will meet with the Director of Studies regularly to assess progress in the program and to identify tutorial professors each semester. Tutorial professors will meet with students each week for a minimum of one hour to read and discuss papers or textbook extracts, covering the particular focus of the tutorial, as decided upon by professor and student. An undergraduate thesis advisor will be identified by the end of the first semester of the third year of study. A thesis committee of three professors, including the thesis advisor, will then be established and a thesis prospectus written and approved by the end of the second semester of the third year of study.

HONOR THESIS: Research within the honors thesis research project will reflect the interests of the student and his/her thesis advisor. The thesis prospectus will be 10 pages long and must include an annotated bibliography with a minimum of 20 entries. It is expected that this research will be presented at a geology meeting venue as a poster or oral presentation. A high-quality publishable study with data collection is expected from an honors tutorial student.

EVALUATION: Each honors tutorial student is expected to maintain a GPA of 3.5 or above. Tutorial grades will be evaluated based on assignments and quality of discussion with the tutorial professor. The Director of Studies will discuss progress within the program with the honors tutorial student every semester.

Admissions Information: Freshman/First-Year Admission

Students will be selected by the Geological Sciences Honors Tutorial Committee, chaired by the Director of Studies, and the Honors Tutorial College based on their academic achievements and motivation. ACT score should be 30 or above or at least a combined SAT score of 1300. Two recommendations from high school science teachers should be included in the application. Aptitude for scientific investigation will be an important variable to consider for admission to the honors tutorial program. Application preferred date will be Dec. 1st with admission interviews held in the following January.

Change of Major/Minor/Certificate Policy

Transfer into this program by non-tutorial geology majors will be considered on a case-by-case basis. Admission into the program will be based on the same criteria for first-year admission.

External Transfer Admission

First-year students at another institution may also apply to transfer into the Geological Sciences Tutorial Program and the Honors Tutorial College. These students may meet the same entrance requirement as entering freshmen. The preferred date for application is December 1st. Admission interviews are held in mid December.

Opportunities Upon Graduation

Students who complete the honors tutorial Geological Sciences program of study will be able to apply to top graduate schools for further study, especially PhD programs. Direct employment in industry or government agencies will also be possible, including the oil and gas industry, mining, and geological surveys.

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:

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<tr>
<th>Geological Sciences Core Courses</th>
<th>Semester</th>
<th>Quarter</th>
<th>Equiv</th>
<th>Change</th>
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<td>BS Physics or Biology Subcomponent</td>
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Summary of Changes: Courses were added to the 1st year English requirement. HTC research was folded into Tutorials. The language component was linked to a shared component. Biology labs were added to the biology/physics option.

Supplemental Information

Related Materials: HTC Geology Program.pdf

Patron Departments | Department | Nature of Change |
### Course Catalog

#### Geological Sciences Core Courses

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tr>
<td>GEOL 1010</td>
<td>Introduction to Geology</td>
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<td>GEOL 2550</td>
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<td>GEOL 3201</td>
<td>Igneous &amp; Metamorphic Petrology</td>
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<td>GEOL 3300</td>
<td>Principles of Geomorphology</td>
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<td>GEOL 3400</td>
<td>Principles of Paleontology</td>
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<td>GEOL 3500</td>
<td>Stratigraphy-Sedimentology</td>
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<td>GEOL 3600</td>
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<td>GEOL 4660</td>
<td>Geodynamics: The Earth's Interior</td>
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<tr>
<td>GEOL 4910</td>
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Please note that GEOL 4910 requires students to enroll for a summer semester.

#### Geological Sciences Upper Level Electives

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<td>Fundamentals of Chemistry II</td>
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#### BS Physics or Biology Subcomponent

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<td>PHYS 2002</td>
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<tr>
<td>PHYS 2051</td>
<td>General Physics</td>
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<td>BIOS 1700</td>
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<td>BIOS 1710</td>
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<tr>
<td>BIOS 1715</td>
<td>Biological Sciences II Laboratory</td>
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- PHYS 2001: Introduction to Physics (4.0HR) (2NS) (EXPEDITED - PUBLISHED)
- PHYS 2002: Introduction to Physics (4.0HR) (2NS) (EXPEDITED - PUBLISHED)
- PHYS 2051: General Physics (5.0HR) (2NS) (EXPEDITED - PUBLISHED)
- PHYS 2052: General Physics (5.0HR) (2NS) (EXPEDITED - PUBLISHED)
- BIOS 1700: Biological Sciences I: Molecules and Cells (3.0HR) (2NS) (COURSE_CHANGE - PUBLISHED)
- BIOS 1710: Biological Sciences II: Ecology, Evolution, Animal Body Systems (3.0HR) (2NS) (EXPEDITED - PUBLISHED)
Language Requirement
Sem Hrs: 8.0 Qrtr Hrs: 0.0 Equiv Hrs: 0.0 % Change: 100.0%

A&S Language Requirement - B.S.
Sem Hrs: 8.0 Qrtr Hrs: 24.0 Equiv Hrs: 16.0 % Change: -50.0%

After wide consultation with the faculty of the College of Arts and Sciences, these changes were approved by the A&S curriculum committee. The college is moving to a competency-based language requirement, and there was consensus that beginning competency in a foreign language is sufficient for the B.S. degree.

English Composition (1st Year)
Sem Hrs: 3.0 Qrtr Hrs: 0.0 Equiv Hrs: 0.0 % Change: 100.0%

Requirements:
ENG 1510 or 2800

- ENG 1510: Writing and Rhetoric I (3.0HR) (1E) (COURSE_CHANGE - PUBLISHED)
- ENG 2800: Expository Writing and the Research Paper (3.0HR) (EXPEDITED - PUBLISHED)

English Elective
Sem Hrs: 3.0 Qrtr Hrs: 0.0 Equiv Hrs: 0.0 % Change: 100.0%

Requirements:
Excludes 1st year english composition courses and junior english composition courses.

Junior English Composition (Geology)
Sem Hrs: 3.0 Qrtr Hrs: 0.0 Equiv Hrs: 0.0 % Change: 100.0%

Requirements:
- GEOL 3092J: Geowriting (3.0HR) (1J) (SEMESTER - PUBLISHED)

n/a
Sem Hrs: 0.0 Qrtr Hrs: 0.0 Equiv Hrs: 0.0 % Change: 0.0%

Tutorials
Sem Hrs: 23.0 Qrtr Hrs: 0.0 Equiv Hrs: 0.0 % Change: 100.0%

Requirements:
GEOL 1970T - Geological Sciences Tutorial, Credit Hours: 1.0-12.0
GEOL 1980T - Geological Sciences Tutorial, Credit Hours: 1.0-12.0
GEOL 2970T - Geological Sciences Tutorial, Credit Hours: 1.0-12.0
GEOL 2980T - Geological Sciences Tutorial, Credit Hours: 1.0-12.0
GEOL 3970T - Geological Sciences Tutorial, Credit Hours: 1.0-12.0
GEOL 3980T - Geological Sciences Tutorial, Credit Hours: 1.0-12.0
GEOL 4970T - Geological Sciences Tutorial, Credit Hours: 1.0-12.0
GEOL 4980T - Geological Sciences Tutorial, Credit Hours: 1.0-12.0

Includes progress and final completion of independent research in the Geological Sciences.

HTC Seminar
Sem Hrs: 3.0 Qrtr Hrs: 0.0 Equiv Hrs: 0.0 % Change: 100.0%

Requirements:
A normal part of the HTC experience.
WHEREAS, the Department of Counseling and Higher Education in the Patton College of Education has proposed a name change for the Rehabilitation Counseling program to the Clinical Rehabilitation Counseling program, and

WHEREAS, the proposed name change has completed approval through the University Curriculum Council, and

WHEREAS, the proposed name change:

- reflects a combined identity between the dual accreditation of Rehabilitation Counseling from the Council of Rehabilitation Education (CORE) and the accreditation of Clinical Mental Health Counseling from the Council for Accreditation of Counseling and Related Education Programs (CACREP); and

- will not impact program hours, resources or faculty.

NOW THEREFORE, BE IT RESOLVED that the Rehabilitation Counseling program be renamed the Clinical Rehabilitation Counseling program.
Interoffice Communication

Date:      May 28, 2015

To:        The President and Board of Trustees

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

Re:        Name Changes for (1) Rehabilitation Counseling and (2) Department of Health Sciences and Professions

Two resolutions are provided seeking board approval for name changes as follows:

(1) Change Rehabilitation Counseling program to Clinical Rehabilitation Counseling in the Department of Counseling and Higher Education in the Patton College of Education in order to reflect the combined accreditation of the Rehabilitation Counseling (RC) program and the Clinical Mental Health Counseling (CMHC) program; and

(2) Change Department of Health Sciences and Professions to the Department of Interdisciplinary Health Studies in the College of Health Sciences and Professions to recognize the combining of various Health related degree and certificate programs under the new Department of Interdisciplinary Health Studies.

The resolutions provide information submitted to the Programs Committee and approved through the University Curriculum Council.
SECOND READINGS – CHANGES IN PROGRAMS

Item 4
Unanimously approved by voice vote

Program Code: ME6279
Program Name: Rehabilitation Counseling
Contact: Dr. Cornelia Patterson patterc1@ohio.edu
Summary: The Department of Counseling and Higher Education’s Counselor Education program located in The Patton College of Education would like to request the name of the Rehabilitation Counseling program be changed to Clinical Rehabilitation Counseling. This change does not have any impact on total program hours or curriculum. All master’s students in the Counselor Education program earn the same degree (Master of Education) regardless of program area. Students are required to take 60 credit hours of coursework for the degree and licensure. This is the case with students in the current Rehabilitation Counseling specialization and will remain the same for students in the new Clinical Rehabilitation Counseling specialization. With the name change to Clinical Rehabilitation Counseling there will no change in total program hours (60), no impact on resource requirement or faculty, and no other departments will be affected by the change.

Currently the Council on Rehabilitation Education (CORE) accredits the Rehabilitation Counseling (RC) program and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits our Clinical Mental Health Counseling (CMHC) program. Graduation from a CACREP accredited CMHC program is one of the requirements for independent practice within TRICARE and employment as a mental health counseling practitioner within a growing number of Federal agencies, such as the VA and US Army Substance Abuse Program. Therefore, in October 2013 CORE became a corporate affiliate of CACREP to ensure that Rehabilitation Counseling graduates who were required to take Clinical courses be able to become dually accredited as both a Clinical Rehabilitation Counseling (CRC) program and a CMHC program. One of the suggested changes in the CORE/CACREP conversion policy is to use a program title that reflects the combined identity. For this reason we would like to change our program name from Rehabilitation Counseling to Clinical Rehabilitation Counseling. Letters of support have been obtained from both HCOM and HSP.
COLLEGE OF HEALTH SCIENCES AND PROFESSIONS
NAME CHANGE FOR THE
DEPARTMENT OF HEALTH SCIENCES AND PROFESSIONS

RESOLUTION 2015 –

WHEREAS, the Department of Health Sciences and Professions in the College of Health Sciences and Professions has proposed a name change to the Department of Interdisciplinary Health Studies, and

WHEREAS, the proposed name change has completed approval through the University Curriculum Council, and

WHEREAS, the department currently includes:

1) Bachelor of Science in Integrated Healthcare Studies (BS6357);
2) Certificate in Global Health-Undergraduate (CTCLHL);
3) Certificate in Global Health-Graduate (CTGLHG); and

WHEREAS, the following programs will relocate from the Department of Social and Public Health to the Department of Interdisciplinary Health Sciences:

1) Certificate in Clinical Informatics (CTCING);
2) Certificate in African Community Health (CTACHG);
3) Certificate in Gerontology-Undergraduate (CTGERO);
4) Certificate in Gerontology-Graduate (CTGERG); and

WHEREAS, the prefix HSP will be changed to IHS.

NOW THEREFORE, BE IT RESOLVED that the Department of Health Sciences and Professions be renamed the Department of Interdisciplinary Health Studies.
SECOND READINGS – CHANGES IN PROGRAMS

Item 1
Unanimously approved by voice vote
Program Name: Department of Health Sciences and Professions
Contact: Sally Marinellie, marinels@ohio.edu
Summary:
1. Rename the Department of Health Sciences and Professions to the Department of Interdisciplinary Health Studies. This department currently houses the following programs:
   - B.S. in Integrated Healthcare Studies (BS6357)
   - Certificates in Global Health: Undergraduate (CTCLHL) and Graduate (CTGLHG)
2. Relocate the following programs from Department of Social and Public Health to the newly named Department of Interdisciplinary Health Studies:
   - Certificate in Clinical Informatics (CTCING)
   - Certificate in African Community Health (CTACHG)
   - Certificates in Gerontology: Undergraduate (CTGERO) and Graduate (CTGERG)
3. Change all HSP prefixes to IHS
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 reviews for the following seven programs:

College of Arts and Sciences
• Department of History

College of Health Sciences and Professions
• School of Nursing

College of Engineering and Technology
• Department of Chemical and Biomolecular Engineering
• Department of Civil Engineering
• Department of Industrial and Systems Engineering
• Department of Mechanical Engineering
• School of Electrical Engineering and Computer Science
Interoffice Communication

Date: May 28, 2015

To: The President and Board of Trustees

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

Re: Academic Program Reviews

The University has a process of internal review for academic programs which strives to ensure programs are continuously adapting and improving. 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 table below lists the programs reviewed, includes whether the program is recommended as viable, and whether there are comments from the program leadership included with the review. A resolution for board acceptance of the reviews is provided.

<table>
<thead>
<tr>
<th>College</th>
<th>Department</th>
<th>Pages</th>
<th>Viable</th>
<th>Comments from</th>
</tr>
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<tr>
<td>A&amp;S</td>
<td>Department of History</td>
<td>3-20</td>
<td>Yes</td>
<td>• Program Chair&lt;br&gt;• Dean&lt;br&gt;• Graduate Council</td>
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<tr>
<td>CHSP</td>
<td>School of Nursing</td>
<td>21-28</td>
<td>Yes</td>
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<td>Department of Chemical and Biomolecular Engineering</td>
<td>29-39</td>
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<tr>
<td>RCENT</td>
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<td>40-50</td>
<td>Yes</td>
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<tr>
<td>RCENT</td>
<td>Department of Industrial and Systems Engineering</td>
<td>51-56</td>
<td>Yes</td>
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<tr>
<td>RCENT</td>
<td>Department of Mechanical Engineering</td>
<td>57-63</td>
<td>Yes</td>
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<tr>
<td>RCENT</td>
<td>School of Electrical Engineering and Computer Science</td>
<td>64-73</td>
<td>Yes</td>
<td>• Program Chair</td>
</tr>
</tbody>
</table>
UCC Program Review Committee summary of review

Program – Department of History

This program includes the following degrees, minors, and certificates:

- B.A. History
- B.A. History - Prelaw
- B.A. History HTC
- Minor in History
- Jewish Studies Certificate
- M.A. History
- Contemporary History Certificate
- Ph.D. History

Recommendation

This program is found to be viable, see report for commendations, concerns, and recommendations.

Date of last review – AY 2008

Date of this review – November 2014

This review has been sent to program chair, her comments are attached.

This review has been sent to program college dean, his comment is attached.

This review has been sent to graduate council, their comment is attached.
Department of History 7 Year Review

October 16-17, 2014

Internal Team Members: Lynne Lancaster, John Cotton, Scott Sparks

External Team Member: Martha I. Pallante, History Department Chair, Youngstown State University

I. Executive Summary

The History department was reviewed on October 16 and 17, 2014. Both undergraduate and graduate programs are offered by the department including a robust PhD program. The current emphasis of the History department is on the 20th century but recent hires have provided the opportunity to broaden this perspective to pre-twentieth century topics. Students at the undergraduate level receive courses that are taught by Group I faculty and who also advise both undergraduate and graduate students. Master’s and PhD students all receive some form of financial assistance from the department. Further, the department supports graduate students and faculty with generous travel funds to attend and present at conferences. Following are commendations, concerns, and recommendations that are a result of the program review team deliberations. The History department has a viable program that plays a substantial role in the University’s overall mission.

Commendations

1. The History department has a strong and positive relationship with the Honors Tutorial College.

2. Group I faculty do the bulk of the teaching in History. Group II faculties are not used.

3. Incoming faculty are paired with a mentor colleague, probationary faculty report that this is a very positive and important feature of the program.

4. Graduate and undergraduate students report that the department support travel and study opportunities abroad.

Concerns

1. There seem to be quite a few “dead” offerings in the catalog leading to confusion about what is being offered.

2. There is concern that the 3000/5000 dual listed courses do not adequately meet the needs of both groups of students without adding additional meeting times.

3. There is concern that graduate students do not receive professional development opportunities tied to possible employment outcomes.

4. There seems to be a miscommunication between the PhD Planning form and what is presented on the department website.
5. There is concern that the history offerings on regional campuses may be taking enrollment away from Athens and they are not overseen by the Athens unit.

6. There is concern that graduate students do not receive any instruction in teaching.

7. A gender imbalance exists in the male-heavy department. Women are still underrepresented.

**Recommendations**

1. Develop more internship opportunities for all students.

2. Have an orientation packet that gives students all of the information they will need.

3. Continue to offer the Jewish Studies certificate.

II. Program Review

1. General Program Summary

The department offers two undergraduate BA tracks (History, and History Pre-Law), two MA tracks (thesis and non-thesis), and a PhD program in contemporary history (defined as post-1918), which is closely aligned with the Contemporary History Institute. For the 2013-14 academic year the department had 144 undergraduate majors and awarded 59 degrees. The graduate program included 14 MA students and 26 PhD students. Both undergraduate and graduate programs consist of approximately one-third female and two-thirds male. The departmental mission is stated as “to further the effective understanding of the past for use in the contemporary world, to expose students to the histories and cultures of all the world’s peoples, and to provide high quality training for a variety of careers.”

2. Faculty Profile

The Department of History has 21 Group I faculty members comprising 5 Assistant Professors, 13 Associate and 3 Full Professors. Since the last review the department has lost 8 faculty members to retirement (2), non-reappointments (2), and resignations (4). Seven new hires have been made and two more are in process, which will bring the department to a total of 23. The Department has no Group II faculty. Temporary instructors include two Group IV faculty members, an adjunct instructor, and an advanced graduate student. The gender breakdown of the Group I faculty consists of 6 women and 15 men. The faculty includes one minority US citizen, one African, and one Latina. In sum, women and minority faculty make up 33% of the department for the 2014-15 academic year.

3. Programmatic Practices

The typical work load distribution for Group I faculty is 40% teaching, 40% research, and 20% service. The Group I faculty teaching load is two courses per semester with reductions for those
taking on heavy service loads such as Director of Undergraduate Studies, Director of Graduate Studies, and Director of the Contemporary History Institute. Many of the 3000 level courses are cross listed with 5000 level graduate courses, which often results in professors holding weekly discussion sessions with graduate students outside regularly scheduled class time. Given the focus on contemporary history in the PhD program (see below), only a portion of the faculty oversees PhD theses. Members of the Undergraduate Committee, which includes 8-10 faculty, act as academic advisors for the regular History majors, each overseeing 10-20 advisees. A separate faculty member advises the History Pre-Law majors. The pre-tenured faculty members are expected to publish a book for tenure and thus have reduced service expectations and a reduced teaching load 2-0 during their third year. Additionally each is assigned a mentor to see them through the tenure process. Faculty members perform most service within the department but many also serve on college and university committees.

4. Curriculum

The undergraduate curriculum has two tracks – the basic History degree program and the History Pre-Law program. Regular undergraduate History majors take two introductory courses in either World History or Western Heritage, then two survey courses in U.S. History. At the upper level they take seven courses (21 hours), one from each of three geographical areas (U.S., Europe, and World) and of three chronological areas (pre-modern, early modern, and modern) in addition to a research and writing course (HIST 311J), which was recently created. History Pre-Law majors differ at the upper level in taking seven courses (21 hours), one from each of two of the three chronological areas and of the three geographical areas. The remaining departmental courses come from an approved interdepartmental list. Two additional courses must be taken from a list of pre-approved extra departmental courses. Undergraduates can also major in History through the Honors Tutorial College, a program that now appears to be thriving after a few years of non-participation during the review period. The new research and writing course, mentioned above, also prompted the creation of the Undergraduate History Conference where students can present the results of their work.

The graduate curriculum offers both an MA program and a PhD program. The MA students can choose a thesis or a non-thesis option. A majority of the MA students take the thesis option. For the thesis option, MA students take seven graduate level courses, three of which come from a major field and two of which come from a minor field (chosen from a list of eight fields). They also do a research seminar and a 75-150-page thesis. The non-thesis option requires the completion of eight graduate level courses with three coming from each of two chosen fields. In addition the non-thesis student takes a historiography course and a research seminar. At the end of the program he or she must take a set of comprehensive exams in the chosen fields. There is no language requirement for either track, but the thesis supervisor may require a student to demonstrate proficiency in a foreign language if deemed necessary for completion of the degree.
The PhD curriculum is unusual in specializing exclusively in contemporary history defined as the period since 1918. It is closely related to the Contemporary History Institute, the focus of which has traditionally been on diplomatic and military history, and two-thirds of the graduates focus in these areas. Each PhD candidate chooses an area of concentration (Europe, Latin America, United States, Non-Western World, or International History) and then completes coursework in three different examination fields. He or she also takes a one-semester research seminar and a historiography course. After completing coursework and written and oral comprehensive exams, the candidate then writes and defends a dissertation prospectus and ultimately the final dissertation. The dissertation committee consists of three members of the History faculty and one member for another department or school at OU. PhD students working in dissertation fields outside the U.S or Britain are expected to demonstrate proficiency in a language other than English.

5. Teaching

Over the last few years, the history department reports teaching a little over 6000 student credit hours per term. These numbers seem to be decreasing, and are decreased from the numbers before semesters. Approximately 88-90% of the students in these classes are non-history majors.

Data presented on the fall of 2014 shows 41 classes taught. Two Group IV faculty are teaching three sections each. A graduate student and visiting faculty member are teaching one section each. The remainder of sections are taught by Group I faculty, which is commendable.

Approximately half of these 41 classes are mixed 3000/5000 level undergraduate/graduate sections. The treatment of these sections dual nature is at the instructor’s discretion. Conversations with faculty show different approaches to this challenge depending on the number and background of graduate students. Some instructors add reading and/or occasional (weekly or biweekly) seminars to graduate students. Others instruct the graduate students in a wholly separate section, essentially donating a class to the department. This arrangement appears to allow the department to teach a wide variety of classes, while removing the need for Group II faculty. The committee is concerned that this voluntary donation not be seen as an expectation to junior faculty, or faculty in general. Further, best practices could be offered to allow for a more cohesive expectation for faculty as well as students.

Graduate student instruction is, in addition to students in history, significantly given to students in other graduate programs.

There are approximately 140 classes listed in the catalog. Classes that are clearly not going to be taught in the future should be removed to prevent misleading prospective or current students.

A common model at the lower level of classes is lectures taught by faculty with smaller discussion sessions led by graduate students. These discussion sessions led by graduate students seem to be uneven in quality. Undergraduate students report some are well done, while others are not effective. Pedagogy may be outdated, with the graduate instructor leading
the whole class in discussion. Graduate students reflected that training to lead these sessions was led at the instructor of record with uneven commitment. While some mentor effectively, others feel it is up to them to learn how to teach.

Assessment of teaching appeared largely to be the purview of the course instructor, with no data presented that was examined at the department level.

Graduate mentorship seemed adequate in technical areas, but lacking in professional development

Completion of PhD programs is impressively high.

6. Research (if applicable)

Over the last seven years, the History faculty produced eleven books, 59 journal articles, and 40 book chapters. External grants and fellowships have totaled nearly $1.4 million.

7. Students

HTC students seemed to be exceptionally engaged and satisfied with the program.

Student demographics are reported for undergraduate and graduate majors in history. Diversity is a concern with white male representation seems to be in the high 60% at the undergraduate level. PhD students reported as 75% to as high as 90% male in recent years. (Interestingly, of students talking to the review committee, the majority were women.)

Majors have steadily declined over the last seven years from 234 to 144. This was ascribed by faculty as influenced by the quarters-to-semesters transition, as well as the effects of the broader economic downturn. Faculty are encouraged to examine this more closely.

Data not provided, but anecdotal from discussions of with faculty seemed to indicate that offerings in world history (e.g. African, South East Asian) provided an increased diversity of students, with students from other graduate programs enrolled in the courses.

Graduate students seemed overall to be happy with the program, particularly with the financial support and support of research funds for travel and other activities. The majority of them perceived they had good options after graduation beyond academia, although some concern was addressed to professional development. A more formal program would be helpful.

Undergraduate student advising is evenly split among eight Group I faculty who express a keen interest in this activity. Undergraduates expressed comfort at, and the undergraduate director well engaged in, providing professional development to students outside the classroom.

The internship program is a good direction and seems to be gaining momentum. We encourage the continued growth of this program.
8. **Alumni Profile**

Placement data was provided from 2007-2012 (last available year.) These data are always difficult to obtain, and present a 25-40% response rate, but they seem to move graduates towards a variety of areas including governmental jobs, business, and graduate study.

Placement of graduate students at the MA level was evenly distributed between Ph. D. programs and other opportunities. Approximately 70 percent of PhD graduates find academic positions within two years of completion.

9. **Adequacy of Resources**

Resources seem to be a strong point of the history department. The availability of funds for travel support for faculty, graduate students, and undergraduates were remarked upon during the visit. Faculty expressed contentment with the amount of technical support available for computers. Library resources seemed to be available with little reservations by faculty. Classroom space was reported as being close and with good technical support, although climate control in the classrooms was often difficult.

10. **Commendations**

1. The History department has a strong and positive relationship with the Honors Tutorial College.

2. Group I faculty do the bulk of the teaching in History. Group II faculties are not used.

3. Incoming faculty are paired with a mentor colleague, probationary faculty report that this is a very positive and important feature of the program.

4. Graduate and undergraduate students report that the department support travel and study opportunities abroad.

11. **Concerns**

1. There seem to be quite a few “dead” offerings in the catalog leading to confusion about what is being offered.

2. There is concern that the 3000/5000 dual listed courses do not adequately meet the needs of both groups of students without adding additional meeting times.

3. There is concern that graduate students do not receive professional development opportunities tied to possible employment outcomes.

4. There seems to be a miscommunication between the PhD Planning form and what is presented on the department website.

5. There is concern that the history offerings on regional campuses may be taking enrollment away from Athens and they are not overseen by the Athens unit.
6. There is concern that graduate students do not receive any instruction in teaching.

7. A gender imbalance exists in the male-heavy department. Women are still underrepresented.

12. Recommendations

1. Develop more internship opportunities for all students.

2. Have an orientation packet that gives students all of the information they will need.

3. Continue to offer the Jewish Studies certificate.

III. External Review Report

Coherence of Programs

Commendation -- The programmatic organization of the History offerings at Ohio University reflect a balanced and appropriate approach to undergraduate and graduate education. There are distinct programs for undergraduates, master’s students, PhD students and a certificate in Jewish studies. **The History programs are most certainly viable and vibrant.**

Commendation -- All members of the faculty partake in the discussions concerning the direction and development of programs and fields of study.

Commendation – The Department of History provides for all its members an inclusive and stimulating atmosphere. Resources from technology to travel are broadly available. The department also provides a stimulating speaker series and forums for discussion.

Commendation – The department’s administrative staff is excellent and provides full support services for the faculty and student populations.

Recommendation – The department might consider developing an assessment procedure that is less subjective than their graduates’ self-analysis of the learning and opportunities.

Concern -- The Program Review Committee recognized in the Self Study a gender imbalance among both students and faculty. This is, at least in part, an artifact of the “historical” gendering of history stretching backward into the origins of the discipline’s professionalization in the late nineteenth century and solidified during the mid-decades of the twentieth century. It was also evident to the committee that there exists among the female portion of the department’s faculty and graduate students a sense of “othering.” This is subtle and, I believe, in no way intentional, but nonetheless present.

Commendation -- Given declining enrollments it might be prudent to concentrate some effort at recruiting more women into the field.

Undergraduate
• Commendation --The undergraduate curriculum reflects the best standards recommended by the American Historical Association for undergraduate education. It provides students with the breadth and depth expected in such programs.
• Commendation --A particular strength is the relationship of this program to the University’s Honors Tutorial program. Students involved in this endeavor engage in a unique one-on-one relationship with faculty.
• Commendation --Candidate are well advised, well funded for travel and other professional development, and exposed to career opportunities available for the History Major.
• Commendation --It is to the department’s credit that resources (funding and travel) are readily available to undergraduates. Students are encouraged to make full use of those resources.
• Recommendation -- “dead offerings” in the course catalog should be hidden or removed. The complexities of the course approval process make it expedient to leave anything that might be offered at any point in the future on the “books” but is somewhat deceptive for students looking for specific courses.
• Recommendation -- Internship opportunities should be actively pursued.

Certificate in Jewish Studies

• Commendation --The programmatic offerings for this certificate are interdisciplinary and sufficient for its purpose.
• Commendation --There are few if any costs associated with this program.
• Commendation --This is an interdisciplinary program drawing on a variety of departments and its offering result from the commitment of interested faculty.
• Recommendation-- The program might benefit from clearer lines of reporting and a clearer departmental home.
• A small budget for advertisement and programming might be beneficial.

Masters Program

• Commendation --Offerings are more than sufficient and students appear to be satisfied with the curriculum. Students can draw on faculty outside of the CHI for their major fields at this level.
• Commendation --It is a strength of the program that all MA students are fully funded.
• Commendation --It is to the department’s credit that resources (funding and travel) are equitably awarded.
• Recommendation-- There is some concern on the part of the faculty concerning the quality of masters students admitted to the program. Perhaps greater quality control at admission might be advisable.
• Recommendation -- Internship opportunities should be actively pursued.
• Recommendation -- There is a genuine concern in department about career options for majors, and generalized interest in public or applied history. Some clearer notion of what preparation for those endeavors might be advisable.
PhD Program

- Commendation --The decision of the department in the late 1980s to concentrate the PhD offering to the Contemporary period was an extremely wise one. It allowed them to be one of two PhD programs to survive the OBoR purges in 1995-6. The establishment of the CHI (history since the 1910s) has provided a synergy for the department that has allowed them to prosper and grow their PhD program.
- Commendation --It is responsible of the department to only admit those PhD students that are fully funded.
- Commendation --While the original focus of the CHI was on Military and Foreign Policy, they have wisely expanded their interest to include less traditional, social and cultural interpretations of the period.
- Commendation --It is to the department’s credit that resources (funding and travel) are equitably awarded, and the process does not engender completion.
- Commendation --Graduates of the program appear to be finding employment both in the academy and external to it.
- Recommendation --PhD students might benefit from greater clarity and uniformity in advising. Website and paper guidelines do not equate and students should not be responsible for negotiating the “gray” areas...for example the necessity of completing a foreign language.
- Recommendation – Negotiate the difference between Modern Languages and History to provide opportunities for language preparation where appropriate.
- Recommendation – There is a genuine concern in department about career options for majors, and generalized interest in public or applied history. Some clearer notion of what preparation for those endeavors might be advisable. Internship opportunities should be aggressively pursued for those interested in careers outside of academia.
- Concern – While the inclusion of social and cultural historians into the CHI has created a more vibrant forum for discussion and research, it has disrupted the status quo. The resulting tension has created at least a perception of competition for attention (not for resources) and recognition.
- Concern – Graduate Assistance in Discussion sections appear to need more uniform instruction on history pedagogy and best instructional practices. The current ad hoc approach leaves some assistants feeling “thrown to the wolves.”

Faculty

- Commendation --All faculty are highly qualified and hold terminal degrees (PhD) in appropriate fields. Tenured and untutored faculty represent a broad array of interests and subject fields.
- Commendation --All tenured faculty meet their obligations to teaching and service as well as having acceptable publication in appropriate forums. Of particular note are those faculty not involved in the CHI and focus primarily on Undergraduate and Master’s education.
- Commendation – Untutored faculty (total of 5) benefit from a mentoring program initiated by the department. The process of annual review is formative and informative and works to integrate new faculty into the fabric of the department. All reported that they clearly understood departmental and university expectation concerning tenure and Promotion. (This in my experience is a rarity.)
• Commendation -- Class I Faculty bear primary responsibility for teaching all courses. (No Class II Faculty are employed.) Regardless of their participation in the CHI (and instruction of PhD students), all faculty are equitably assigned teaching assistants for large sections and graders where applicable.

• Commendation – Recent hires have done much to add the diversity of the department in terms of both staffing and the departmental offerings. Several of the hires are members of underrepresented groups in the department, fill gaps in the curricular offerings and bring new approaches to the CHI.

• Recommendation -- The department should consider a “best practice” recommendation for faculty (particularly for junior faculty) teaching “3000/5000 courses. While the practice provides a solution for the department programmatic needs, the current processes are ad hoc, it often result in a doubling of the teaching work load. As a note, the practice does not, by-and-large, impact the quality of instruction of either undergraduate or graduate students. Only faculty members appear to be effected.
The Department of History appreciates the Site Review Committee’s work and the largely positive report that the Committee has presented. I would like to take this opportunity to clarify/respond to some of the Committee’s points of concern:

1. The Committee noted that a number of history courses that are no longer taught remain in the course catalog. In preparation for the transition from quarters to semesters in fall 2012, members of both the Undergraduate and Graduate Committees thoroughly reviewed the catalog and removed a number of courses. As the Committee’s report notes, however, “the complexities of the course approval process make it expedient to leave anything that might be offered at any point in the future on the ‘books’” (p. 8). This statement precisely reflects the concerns of those who edited the catalog in preparation for the transition to semesters. Since the Department’s editing of the catalog took place quite recently, there are no plans to do so again in the near future. The Department will take the Committee’s recommendation under advisement, however, and undertake further “pruning” during its next period of catalog review.

2. The Committee expressed concern that “graduate students do not receive professional development opportunities tied to possible employment outcomes” (p. 6). In fact, once a Ph.D. student passes his or her comprehensive exams, the student receives at least one opportunity to teach his or her own American history or world history survey course on the Athens campus.

3. The Committee expressed concern that there is “a miscommunication between the PhD planning form and what is presented on the website” (p. 6). Lori Bauer, Communications Director in the College of Arts and Sciences, had instructed the Department to refrain from updating web site content while she was in the process of rebuilding the site. Two weeks ago she requested that we send her any updates and corrections regarding final content for the new web site, and the Director of Graduate Studies sent her the updated planning forms that will appear on the web site in conformity with other graduate program information that appears there.

4. Another concern that the Committee raised was that “graduate students do not receive any instruction in teaching” (p. 7). The Department regularly offers a course, and in fact is doing so
this semester, entitled “Learning and Teaching World History for Graduate Students” (HIST 6700). Beginning next semester, professors who teach the world history survey courses and graduate students interested in teaching those courses in the future will be meeting on a regular basis to discuss strategies, approaches, reading lists, and assignments for those courses. The Committee also stated that assessment of teaching assistant performance in survey-course discussion sections “appeared largely to be the purview of the course instructor, with no data presented that was examined at the department level” (p. 5). In reality, however, undergraduate students and course instructors submit evaluations of teaching assistant performance in discussion sections every semester, and the Director of Graduate Studies and the Department Chairperson regularly review those documents. Nevertheless, the Committee makes a good point that all incoming teaching assistants should receive uniform instruction on “best practices” for grading undergraduate papers and exams and for leading discussion sections. I will be meeting with the Director of Graduate Studies to discuss implementing this instruction as part of the Department’s annual graduate student orientation session held every August.

5. The Committee noted the gender imbalance in the Department and the resulting sense among at least some female faculty and students that they are “othered.” The Department is continuing its efforts to recruit more female faculty members and students. We recently concluded our search for a historian of Colonial and Revolutionary Era America, and the two top candidates were both women. I offered the job to our top choice, and she accepted the position earlier today.

6. The Committee recommended that the Department “might consider developing an assessment procedure that is less subjective than their graduates’ self-analysis of [their] learning and opportunities” (p. 7). I will be meeting with both the Director of Undergraduate Studies and the Director of Graduate Studies to discuss other assessment procedures.
Hi David and Bob,

After sending out my response to other members of the history faculty, one colleague sent me a couple of e-mails—and also called me—to say he would like me to pass along the following points of information as well:

I would suggest adding to the “professional development” portion some comment to the effect that we do periodically hold sessions on how to behave/perform during job interviews. (BTW, this year is probably time to do so again.)

And in reference to concerns about “othering” of female faculty: “Kind of hard to sustain when we have a female chair; when a woman is chair of the Undergraduate Committee, when another is head of Latin American Studies, another is the head of our HTC program, when we have just hired a new female faculty member (as you noted), and where a large proportion of recent hires have been women. Furthermore, all three officers in the HGSA are women, and the proportion of women in the grad program is much higher than in the past.” [The HGSA is the History Graduate Student Association.]

This colleague also thought I should communicate to you that the person most recently promoted to the rank of “professor” was a woman.

Best,

KJ
DATE: November 24, 2014
TO: David C. Ingram
   Chair, UCC Program Review Committee
From: Robert Frank
   Dean
RE: Response to Site Review Committee’s Report
   Department of History 7-Year Review

I was please to read the report of the site visitors regarding the Department of History. I concur that overall, the department and its academic programs are functioning effectively, and thereby providing students with high quality degree programs, the campus with a stimulating intellectual environment and the world with impactful and engaged scholarly work. I have no major concerns about the department or its activities, and commend the departmental faculty and staff for their good work. I thank the reviewers for a number of helpful recommendations, most of which align well with departmental and college goals.

Several minor concerns raised in the report deserve comment, and Prof. Jellison, the department chair, has addressed many of them in her memo to the Program Review Committee. I believe that she has appropriately responded to the concerns. I would comment specifically regarding the concern about the status of women and the diversity of the faculty. I believe the History Department is making reasonable efforts to build a unit that is welcoming and diverse by gender and ethnicity. It is noteworthy that women occupy several of the leadership positions in the department, and that recent departmental hires have added to the gender balance and diversity of the faculty.
Hi David,

The reports for these programs were distributed just prior to the February meeting of the full graduate council. We met again on Friday (i.e., the 2nd graduate council meeting after receiving the reports) and council wishes to make "no comment" for all of the programs that were dated from prior to the current academic year (i.e., all but History).

In terms of the History program review report, we were positively impressed by the fact that this report includes more of the factual and evaluative information that our two committees had discussed in December and January (even though the review period is from the Fall semester). One comment made at Friday's Graduate Council meeting had to do with what procedures might be in place to insure that the report recommendations would be followed. I believe that this is an issue that you and Patrick have been addressing while launching the new program review procedures. Thank you again for listening to our earlier concerns and we are hopeful that this report is indicative of the changes being made by the hard work by your and Patrick to implement the new program review process!

Best wishes,

Tim (and the Bridge Committee, on behalf of Graduate Council).

Timothy Anderson, Ph.D.
Associate Professor of Psychology
Associate Editor, Behavioral Medicine
Ohio University
Athens, Ohio 45701


Psychotherapy and Interpersonal Process Lab: http://www.ohiopsychology.com/Research-Lab-Index.html?lab=51
Dear Tim

The following reviews are available for comment by Graduate Council through your committee. They are all at the Blackboard site for the UCC Program Review Committee. There are a large group of engineering graduate programs with the Nursing program review under the 2012-2013 reviews. There is one review under 2014-2105 for History. By my reading of Graduate Council and UCC meeting schedules we have one UCC meeting to spare in order to get these through UCC this academic year.
Let me know if any of your members have problems accessing the site or the files.

David

All in 2012-2014 Reviews

Nursing

Review of Nursing Program – contains both undergraduate and graduate reports

Civil Engineering

Civil Engineering Graduate Report

Industrial and Systems Engineering

ISE Graduate Program Review

EE&CS

EE&CS Review Summary – contains both undergraduate and graduate reports

ME

Graduate Review

Chem Eng

Biomedical Engineering Graduate Review

Chemical Engineering Graduate Review

In 2014-2015 reviews

History

History Review Draft – contains both undergraduate and graduate reports

David C. Ingram (ingram@ohio.edu)
Chair, Program Review Committee of UCC
Ohio University

740) 593 1705 voice + answer phone
UCC Program Review Committee summary of review

Program – School of Nursing

This program includes the following degrees and certificates:

- Associate Degree Nursing (ADN) program offered at Ohio U. Chillicothe, Ohio U. Southern and Ohio U. Zanesville.
- The Baccalaureate Program offered in Athens through two tracks: Online RN to Bachelors of Science in Nursing (BSN) Completion and the Generic BSN.
- The Master’s Blended Program offered in Athens with four program options: Nurse Educator, Nurse Administrator, Family Nurse Practitioner and Acute Care Nurse Practitioner.
- The Master’s Online Program offered in Athens with three program options: Nurse Educator, Nurse Administrator and Family Nurse Practitioner.

Recommendation

This program is found to be viable, see report for commendations, concerns, and recommendations.

Comments – non-binding

This review was one of several to use the program’s accreditation process as part of the review.

The next review may use the accreditation report but there should be a site visit by internal reviewers.

Date of last review – AY 2005

Date of this review – Spring 2013

This review has been sent to program chair, her comments are attached to the report.
This review has been sent to program college dean, he has no comment.
This review has been sent to graduate council, they have no comment.
University Curriculum Committee
Academic Program Review

School of Nursing
Ohio University

EXECUTIVE SUMMARY

The associate, baccalaureate, and master nursing degree programs offered by the School of Nursing are viable programs. The School is dedicated to excellence in nursing education; all programs are professionally accredited by national associations. Programs offer multiple pathways and prepare students for careers in nursing. Specifically, the programs are as follows:

- Associate Degree Nursing (ADN) program offered at Ohio U. Chillicothe, Ohio U. Southern and Ohio U. Zanesville.
- The Baccalaureate Program offered in Athens through two tracks: Online RN to Bachelors of Science in Nursing (BSN) Completion and the Generic BSN.
- The Master’s Blended Program offered in Athens with four program options: Nurse Educator, Nurse Administrator, Family Nurse Practitioner and Acute Care Nurse Practitioner.
- The Master’s Online Program offered in Athens with three program options: Nurse Educator, Nurse Administrator and Family Nurse Practitioner.

Commendations

The School of Nursing degree programs are to be commended for the following:

- Accreditation for all programs by their external, national accrediting commissions and approval by the Ohio Board of Nursing;
- Number and breadth of faculty holding certifications in nursing;
- Maintaining or increasing the total number of and the percentage of full-time faculty with scholarly and creative activities at all four campus locations;
- The Bachelors of Science in Nursing (BSN) major on the Athens campus (conditionally approved by the Ohio Board of Nursing in May 2009);
- The initiation and accreditation of the Masters of Science in Nursing Blended program in 2007;
- The development, redesign, and remarkable growth of the RN to BSN online program in 2009; and
- The initiation and growth of the Masters of Science in Nursing Online program in 2011.

Concerns and Recommendations

- None

PROGRAM REVIEW

The associate, baccalaureate, and master nursing degree programs offered by the School of Nursing are viable programs. The School is dedicated to excellence in nursing education; all

1Prepared in Spring 2013 by Katherine Hartman (Department of Marketing), UCC Academic Review Committee. Internal and external reviewer site visits waived due to programs’ professional accreditation.
programs are professionally accredited by national associations. Programs offer multiple pathways and prepare students for careers in nursing. Specifically, the programs are as follows:

- **Associate Degree Nursing (ADN) program** offered at Ohio U. Chillicothe, Ohio U. Southern and Ohio U. Zanesville.
- **The Baccalaureate Program** offered in Athens through two tracks: Online RN to Bachelors of Science in Nursing (BSN) Completion and the Generic BSN.
- **The Master’s Blended Program** offered in Athens with four program options: Nurse Educator, Nurse Administrator, Family Nurse Practitioner and Acute Care Nurse Practitioner.
- **The Master’s Online Program** offered in Athens with three program options: Nurse Educator, Nurse Administrator and Family Nurse Practitioner.

### Faculty Profile

**Number of Faculty.** The total number of faculty in nursing has grown as the nursing programs have grown. Between 2004 and 2011, full-time faculty on the Athens campus has ranged from 6-8 while part-time faculty (emeritus and clinical) ranged from 1-12. Full-time faculty at the branch campuses has also increased in the past seven years including an increase from 6 to 11 at Chillicothe and an increase from 1 to 7 at Southern. However, full-time faculty at Zanesville has decreased from 10 to 9.

**Changes in Faculty Composition.** The primary changes that have occurred since 2005-06 related to early retirements have been in Athens and Zanesville. Five Athens group I faculty members and one Zanesville group I faculty member retired early. The Athens positions have been replaced due to the growth of the RN to BSN online program.

**Specializations.** The School group I and II faculty hold 36 certifications in nursing that are nationally recognized and/or board certified. Examples include Certified Nurse Educators \((n = 7)\) and Certified Nurse Practitioners \((n = 15)\).

**Faculty Diversity.** Nursing faculty members are highly diverse in background, academic preparation and specialization. However, due in part of strict board of nursing rules related to clinical practices in the US, there are no non-US faculty members teaching in the programs.

### Programmatic Practices

**Teaching and Advising.** In general, the program has been able to offer class sizes that are small enough to provide individual attention to students yet large enough to be economically efficient. The typical teaching load for full-time, group I and group II faculty on the regional campuses and group II faculty on the Athens campus is 24 semester hours. Teaching load for the Athens campus is 15-16 semester hours per year. There are possibilities for load reductions for new faculty at the regional campuses and pre-tenured, group I at the Athens campus. In addition, full-time faculty members have significant student advising responsibilities in all programs.

**Research and Creative Activity.** All faculty members in the School of Nursing are eligible through their assigned campus for professional development funding. All faculty members have
the equal opportunity to apply for both internal and external grant funding. Awarded grants can provide for potential teaching load reductions.

**Service.** Service contributions of the faulty include service to the program of assignment, school of nursing, campus or college, the university and to profession or community and is expected of all group I faculty members. Group II faculty members provide service to the program and school of nursing.

**Interdisciplinary Work.** The School has participated in interdisciplinary work in both the educational and research realms over the review period. For example, one faculty member served on the college level Interprofessional Education Committee which presented the first CHSP Grand Rounds events in 2011-12.

**Diversity of Students.** In general, programs make efforts to promote diversity. For the student population, there is diversity with respect to gender yet females outnumber male students in both undergraduate and graduate programs. For example, there were 56 males in the total population of 428 undergraduates (13.1%) in 2011. With respect to race, ethnicity of the student population is primarily White / Caucasian. For example, there were 34 racial minority undergraduate students (7.9%) in 2011.

### Research, Scholarship, and Creative Activity

**Scholarship.** Over the review period, the total scholarly and creative activities (SCA) have increased at three of the four locations where nursing programs are offered. (Note: Zanesville maintained a consistently high number of SCA’s including 18 in 2010-11.)

- **Athens.** There was an increase in the total number of SCA activities from 7 in 2003-04 (number of full-time faculty = 7; percentage of full-time faculty with SCA = 28%) to 13 (number of full-time faculty = 7; percentage of full-time faculty with SCA = 71%) in 2010-11. The seven full-time faculty members on the Athens campus produced 10 journal articles in 2011.

- **Chillicothe.** There was increase in the total number of SCA activities from 3 in 2003-04 (number of full-time faculty = 6; percentage of full-time faculty with SCA = 33%) to 11 (number of full-time faculty = 11; percentage of full-time faculty with SCA = 63%) in 2010-11.

- **Southern.** There was increase in the total number of SCA activities from 7 in 2006-07 (number of full-time faculty = 7; percentage of full-time faculty with SCA = 100%) to 17 (number of full-time faculty = 6; percentage of full-time faculty with SCA = 100%) in 2010-11.

**External Support.** The total amount of research grant dollars varied during the review period. In 2009-10, Athens faculty received $810,331 in program grants/contracts and $205,900 in community grants/contracts. Funding has improved the ability to award student scholarships with grants that provide for both undergraduate and graduate students.

### Resources
Staffing. Staffing varies by campus and by program. For example, staff on the Athens campus includes an administrative coordinator, an administrative associate, three office assistants, nursing academic advisors, and graduate assistants.

Physical Facilities. The physical facilities used to support the nursing programs on each campus include faculty offices, support staff work spaces, classrooms, conference rooms, nursing skills/simulation labs, space for secured files, and a centralized nursing office.

Technology. Technology is utilized to support the nursing programs at each location. Computer labs are available for both independent and classroom use. Power Point, Blackboard and print scanners are available to faculty for presentations. All nursing locations include adult, pediatric, birthing, newborn simulators and numerous task trainers. Other technology related resources include computer assisted instruction, computer-interactive video programs, specialized professional computer packages, and remedial study programs.

Undergraduate Program Review

Associate Degree Curriculum. The curriculum plan of study consists of course content in nursing art and science, the physical biological and technological sciences, and social and behavioral sciences. The ADN curriculum semester plan of study contains 18 courses totaling 71-74 credit hours, 45 credit hours are nursing whereas 26-29 are non-nursing, offered in 24 months. Students take throughout the curriculum courses (fall, spring) that provide them with the content and competencies included in the contents areas.

Associate Degree Students. The ADN program curriculum is designed to contribute to intellectual and personal development and career goals of students, emphasizing liberal studies. Undergraduate major programs prepare students for employment in a variety of careers and for continued study. The numbers of graduates who successfully completed the program from July 1, 2011 to June 30, 2012 was 302.

Baccalaureate Degree Curriculum. The baccalaureate program offers two tracks: RN to BSN Completion (since 1975) and Generic BSN (since 2009). The RN to BSN program requires 192 quarter (120 semester) credits. The credits are a combination of transfer work and courses completed at OU, including upper division nursing courses.

A total of 196 quarter hours (120 semester hours) are included in the generic BSN degree. The curriculum is structured at each level to achieve the desired student outcomes by moving the student from simple to complex thereby meeting the breadth and depth of the BSN Essentials. The Health Education Systems, Inc. (HESI) assessment tests (11) are utilized to benchmark individual student progress in acquiring knowledge necessary for professional nursing practice and success on NCLEX-RN (RN licensing examination).

Baccalaureate Degree Students. The majority of the learners in the RN to BSN program are part-time students. Students are admitted eight times a year. Students are registered nurses who are part of the Academic Outreach Initiative (AOI) Hospital Partner group, the Community College Partnerships (CCP) group or a miscellaneous group of students with neither affiliation. By 2011, the size of the program grew to about 4,000 students.
The first class of pre-nursing (BSN) students was admitted fall 2009 and in the spring of 2010, 106 students were selected for the major. In spring 2011, 100 students were selected for the major and 101 students were selected for the major in spring 2012. Retention yield is 93 in the Class of 2013, 89 in Class of 2014 and 105 in the Class of 2015. Most students are traditional age, residential college students.

Graduate Program Review

Curriculum. The inclusion of a Master of Science (MSN) program in the School of Nursing has been part of the School’s strategic plan since the mid-1990s. MSN students complete 36 to 39 semester credits of graduate level work. The MSN Program offers four options: (a) education, (b) administration, (c) family nurse practitioner (FNP), and (d) acute care nurse practitioner (ACNP). Courses were originally delivered through a combination of regular classroom, interactive television classroom, and online delivery strategies. The totally online option was added in 2012.

The MSN Program has the primary goal of providing a high quality educational program that prepares nurses for roles as advanced practice nurses, nurse educators, and nurse administrators. These individuals return to their communities and improve the quality of the health care delivered in those communities. There are 21 credits in the core taken by all students and 13 or 16 credits in courses specific to each option.

Students. As of August 10, 2012 there were 217 students in the MSN: (a) 31 in education with 6 blended and 25 online, (b) 28 in administration with 3 blended and 25 online, (c) 152 in family nurse practitioner (FNP) with 36 blended and 116 online, and (d) 13 in acute care nurse practitioner (ACNP) with 13 blended.

Commendations

The School of Nursing degree programs are to be commended for the following:

- Accreditation for all programs by their external, national accrediting commissions and approval by the Ohio Board of Nursing;
- Number and breadth of faculty holding certifications in nursing;
- Maintaining or increasing the total number of and the percentage of full-time faculty with scholarly and creative activities at all four campus locations;
- The Bachelors of Science in Nursing (BSN) major on the Athens campus (conditionally approved by the Ohio Board of Nursing in May 2009);
- The initiation and accreditation of the Masters of Science in Nursing Blended program in 2007;
- The development, redesign, and remarkable growth of the RN to BSN online program in 2009; and
- The initiation and growth of the Masters of Science in Nursing Online program in 2011.

Concerns and Recommendations

- None
Dear Dr. Ingram,

I have reviewed the report and consider it to be accurate. I appreciate the acknowledgment of our national accreditations, Board of Nursing approval and the nursing faculty's impressive number of professional certifications over many specialty areas in nursing.

Thank you to the committee on behalf of the School of Nursing, Regional Higher Education and The College of Health Sciences and Professions.

Sincerely,

Deborah Henderson PhD, RN, CNE
Professor and School Director
Associate Executive Dean, Nursing Education, Regional Higher Education Associate Director BSN and RNBSN Program College of Health Sciences and Professions Grover Center E365
(740) 593-4494- Telephone
hendersd@ohio.edu

On 10/31/13 3:19 PM, "Ingram, David" <ingram@ohio.edu> wrote:

>Debbie and Randy
> Please find attached the review of the Nursing Program.
> The UCC procedure is such that if you do not have any comments you do 
> not need to reply with the two week deadline. We will assume that you 
> consider the review to be accurate and that our recommendation 
> (viable) is acceptable to you.
> If you do have comments, please get them to me by November 13th.
> Thanks
> David
> 
> Chair, Program Review Committee of UCC
> 
> David C. Ingram (ingram@ohio.edu)
> Professor and Chair
> Department of Physics and Astronomy
UCC Program Review Committee summary of review

Program – Department of Chemical and Biomolecular Engineering

This program includes the following degrees and certificates:

- B.S. in Chemical Engineering
- B.S. in Chemical Engineering - Biological Track
- B.S. in Chemical Engineering - Energy and Environment Track
- B.S. in Chemical Engineering - Materials Track
- M.S. in Chemical Engineering
- Ph.D. in Chemical Engineering
- M.S. in Biomedical Engineering

Recommendation

This program is found to be viable, see report for commendations, concerns, and recommendations.

Comments – non-binding

This review was one of several to use the program’s accreditation process as part of the review, in this case only for the undergraduate program.

The next review may be timed to coincide with the accreditation of the undergraduate program in order to reuse some self-study materials, but, there should be a site visit involving internal and external reviewers.

Date of last review – AY 2006

Date of this review – March 2014

This review has been sent to program chair, she had no comment.

This review has been sent to program college dean, he had no comment.

This review has been sent to graduate council, they have no comment.
Review of Department of Chemical and Biomolecular Engineering

- BS - Chemical Engineering
- BS - Chemical Engineering - Biological Track
- BS - Chemical Engineering - Energy and Environment Track
- BS - Chemical Engineering - Materials Track

Hans Kruse, Reviewer

Recommendation: Viable

Faculty
The department is served by 11 full-time faculty (based on the updated self-study from 2010). Additional teaching capacity is provided by one retired faculty member and one faculty member with mostly administrative duties.

All faculty have appropriate credentials for the field. The mix of tenured to un-tenured faculty, and the ranges of time-in-rank are good, the latter distribution suggests a very experienced department. There is diversity in the faculty with 3 women and 3 non-white/caucasian faculty members.

The self-study describes the workload as “manageable”. Given the target of around 50 graduate students and up to 200 undergraduates, it would seem that teaching and advising capacity might be rather stretched. The self-study does provide evidence of student satisfaction with advising. Faculty work load assignments are flexibly assigned with some faculty focusing on teaching while some are more research-focused. The department seems to manage it load requirements well.

Research
The self-study indicates a research-active department. It compares the external funding per faculty member to the national average using data from the Council for Chemical Research; based on this comparison the department exceeds the national average by at least 10%, and up to 60%.

The summary of publications shows an upward trend during the review period; peer reviewed publications have gone from 11 in 2005 to 28 in 2011. In the last two years of the review period 7 patents were issued.

Resources
Staffing: the department has support personnel typical for its size, including a full-time lab technician. Like many other OU departments the self-study points to the burden of time spent carrying out routine tasks such as ordering supplies, given the complexity of OU’s financial software systems. Clerical support and some of the lab technician’s time are allocated to, and paid by, funded research.
**Physical Facilities:** Faculty, staff, and instructional spaces are located either in Stocker or in the ARC and are reported as adequate. The department operates two laboratories for undergraduate instruction, which are maintained by the department lab technician.

**Technology:** Faculty office computers are provided by the department. The replacement cycle seems to be around 3 years which is adequate. Faculty acquire specialized computing resources through external funding. The department funds the operation of instructional labs at a level of $6000 per year, and reports charitable donations of $15,000 earmarked for repairs and improvements. During the review period state funding was used for lab upgrades and new equipment. Given changes in state funding since the self-study, this may become an area of concern in the future.

**Educational Quality (Undergraduate Program)**

The self-study reports an increase of full-time students in the program, from 60 students in 2004-2005, to 123 in 2009-2010. Graduates fluctuate between a low of 6 and a high of 15 per year during the review period. Over the final 5 years covered by the self-study, the number of new students enrolling increased from 11 to 37 per year. No analysis of these data are provided in the self-study; it does not explain whether these figures represent typical graduation rates for the discipline.

The self-study reveals a detailed outcomes assessment structure in place in the department. Core courses in the major are tied to program outcomes and goals; instructors submit “course reports” that evaluate the attainment of the goals. The department administers a “senior exit survey” which includes an in-person discussion. Finally, the department utilizes the “Career and Further Education” survey administered by Institutional Research, with department-specific questions inserted.

The self-study describes a deliberative process that utilizes these assessment data to select specific program outcomes for improvement. Examples of curricular changes in response to these evaluations are provided in the study.

**Areas of Concern**

The primary concern for this review is not the content of the self-study or the performance of the department; both are quite good. Rather, the review process used for the department’s undergraduate program, while well-intentioned, came up short in this instance.

Since the department goes through accreditation by ABET, it is reasonable to combine the internal UCC review with the external ABET evaluation. The reality of this combined review exposed several flaws. First, and least damaging, is the self-study itself. The department provided the data sent to ABET, along with an internal self-study that largely references the ABET document. This makes for awkward and disjointed reading, as the material is organized quite differently between the two. In the future, it may well be worth the extra work to copy-and-paste the relevant sections into the internal self-study.

Some of the delays in the completion of the review resulted from confusion over who could access and use the material. ABET tightly controls access to, and quotations from, materials it owns the copyright to. Similarly, OU puts use restrictions on the materials which it owns and sends to ABET. Miscommunication over the ownership and access restrictions of materials provided to UCC resulted in unnecessary delays; however, these can easily be avoided in the future.
The most serious shortcoming, however, results from the ABET accreditation response. Since use of that document is restricted by ABET, no quotes can be provided. In the end, that restriction is not really an issue as the portion of the response document provided to UCC amounts to little more than a “no problems found” finding. The intent in combining the internal and accreditation reviews is to have the accreditation process replace the external reviewers and site visits the UCC would otherwise utilize. If the accreditation body provides little to no content in its report, the value provided by the site visit is lost. While a reading of the self-study by an Ohio University faculty member can provide some insight, the context provided by experts in the subject area is missing, and interpretation of the data provided is of necessity incomplete.

**Recommendations**

Before the next review, the use of the accreditation process to replace the site visit and the use of external reviewers must be critically evaluated. It is essential that UCC receives an evaluation by external experts. If the accreditation process cannot provide this, the site visit may still need to take place. The data collection and preparation of the self-study, however, can still benefit from a combined approach.

We encourage the department to look at the graduation rates reported and ensure that these are within expectations for the discipline. (This is an example where the input from an external reviewer would be valuable). Along the same lines, the data provided shows a surprising number of recent graduates reporting “no current job”; this may again be normal for this field, but should be looked at and addressed if needed.

**Commendations**

The outcomes assessment and curriculum review process seems very well established, and will serve the students well. It is of special note that the department can point to specific curricular improvements that resulted directly from the assessment and review process. The continuation of the effort will certainly add value to the student experience and the quality of their education.
University Curriculum Council  
Academic Program Review Committee

11-12 March 2014

Review of Chemical Engineering (ChE), MS and PhD

Robert F. Savinell & Darrell Fawley, Reviewers

Recommendation: Viable

This review is based on a visit to the Russ College of Engineering and Technology on March 11 and 12th 2014. The review team met with the senior leadership of the department (Department Chair Prof. Valerie Young), Dean Irwin, graduate students from the College, tenured faculty, and probationary faculty. We also toured several laboratories in the college. In addition, we reviewed the program self-assessment and extracted data.

Faculty Profile

Current faculty size and distribution

Total of 11 faculty: Professors 6, Associate Professor 2, and Assistant Professor 3. The self-study only showed 9 CVs, so these numbers might not be accurate.

The faculty size is small considering the size of its graduate program, its research, and the increasing number of undergraduate majors.

Research, Scholarship, and Creative Activity

Current Department RSCA

The Department is well positioned and aligned with two of the three research focus areas of the School.

There are three groups with critical mass for a significant and impactful research (fuels, electrochemistry, corrosion) and these groups have high visibility in the field and a large number of interactions with industry.

The faculty has a strong publication record of 2-3 articles per year per faculty member. In addition, the faculty are active in presentations and posters at professional society meetings, averaging about 60 per year across the department faculty. Personal observations by one of the evaluators at AIChE and ECS national meetings report a strong OU presence not just of faculty at these meetings, but especially the presence of OU students.

External funding

The research funding was estimated at about $300k-$400/faculty member and is approaching the level of strong research universities ($400k-$450k/faculty member).

Resources (financial, space, personnel)
We did not hear from the constituents any significant concerns about financial resources, however it was pointed out that faculty need more administrative support in areas of program monitoring such as keeping track of graduate students progress towards degree.

**Educational Quality**

**Students**

PhD student recruiting is done largely by individual faculty member through individual contacts.

**Quantity**

The number of PhD students was estimated at 35 with 11 faculty members. The average of 3 PhD student/faculty compares well with highly rank Schools having 4-5 students per faculty member. The Department graduates about 4-5 PhD students per year, indicating a 6-7 year residence time for students to complete their degree. This estimate is likely not an accurate reflection of full-time student residence since there is a number of part-time PhD students in the corrosion research area.

The MS degree grants per year averages about 4 over the past 4-5 years. This is a small program, but likely important for creating vitality in the core courses and for feeding the PhD program.

**Quality**

The chair of the department recognizes the need to improve incoming PhD student quality. At this time recruiting is dependent on individual faculty contacts and efforts. Some faculty are requiring Skype interviews to enhance the selection process which should be commended. It is noteworthy that ChE graduate students have co-authored significant numbers of journal publications (60 out of 115 from 2005-2011) and conference presentations (65 out of 102 from 2005-2011). It is also noteworthy that OU graduate students have won various awards at national and international conferences.

**Diversity**

The self-assessment indicates that about 30% of the graduate students are female, which is very good in this field.

**Faculty Diversity**

The diversity of the faculty is commendable with 3 women and one Latino/Hispanic.

**Curriculum**

The required number of courses for the PhD is reasonable, as it is for the MS degree.

The department is aware of the critical need of students to have mastery of oral and written communications and has taken steps to strengthening these skills.

**Mentoring and advising of students**
From the student comments on the program, there was sufficient mentoring and advising of the students in the program.

**Financial Support of graduate students**

The stipend for full-time full-time PhD student of $19,100 is low for chemical engineering departments.

**Teaching assessment**

We did not review teaching evaluations. We received only positive statements from students.

**Post graduation career placement**

Placement of students reported in self-study indicates that there is a demand for graduates. OU graduates are recruited by large world-class companies.

**Areas of Improvement**

Research facilities of several of the major research groups within the department are spread across campus making interactions between and among students and faculty difficult.

The teaching load of the faculty is quite high for a department with significant research and PhD advising activity. PhD student advising activity and administrative duties with research centers and other beyond the normal administrative responsibilities should be accounted for in determining teaching loads.

The Department and School should consider a more formal mentoring and orientation program for new faculty, including training on budgeting, proposal writing, completing travel and other forms. The School should also consider strategies and plans to develop all faculty to their fullest potential including those with extended amount of time at the ranks of associate professor.

The number of PhD students per faculty member varies considerably between faculty from 0 for two faculty members, about 10 for one faculty member, about 20 for another, and 1-4 for the others. Although the average number of PhD students per faculty member and the research dollars per faculty member are at very competitive levels, the load imbalance creates significant risks of sustainability. In addition, the PhD student advising load is partially carried by faculty from other departments. The department should develop strategies to balance the research load through creating research clusters and use of mentors.

**Recommendations**

The department could benefit from a well-thought out strategic plan for growing the PhD program and its research support. Plans for growing the MS student population should be strategic and aligned to enhance faculty research productivity and PhD student graduation rates. We recommend this strategic plan include a clear pathway for increasing recruitment especially within the US since most US born students come from undergraduates programs within the University.

Chemical engineering will need continuous attention to replacing and growing the faculty.
Commendations

The faculty and students are highly engaged in graduate education and are enthusiastic about their research and professional involvement. We enjoyed meeting with the graduate students and the faculty during our visit.

The mini-dossier activity and annual evaluations seem to have significant value to keeping faculty on-target for tenure and promotion decisions.

Overall judgment: both the MS and the PhD programs are viable.
Review of Biomedical Engineering (BME), MS

Robert Savinell & Darrell Fawley, Reviewers

Recommendation: Viable

This review is based on a visit to the Russ College of Engineering and Technology on March 11 and 12th 2014. The review team met with the senior leadership of the department (Department Chair Prof. Young and Program Director Prof. Goetz), Dean Irwin, graduate students from the College, tenured faculty, and probationary faculty. We also toured several laboratories in the college. In addition, we reviewed and extracted data from the program’s self-assessment.

Faculty Profile

Current faculty size and distribution

The BME MS Program is housed in the Chemical and Biomolecular Engineering department with a total of 11 faculty: 6 Professors, 2 Associate Professors and 3 Assistant Professors. The program also has faculty in other Russ College departments as well as three other Ohio University colleges.

The distribution of rank is reasonable as is the size of the faculty within the department. Since the program does use many faculty from other departments and colleges, much of the faculty is out of the program’s control.

Since this degree program is housed in the Chemical Engineering Department, many of the evaluation comments stated in the ChemE MS and PhD program evaluation are applicable.

Research, Scholarship, and Creative Activity

Current Department RSCA

As pointed out in the chemical engineering PhD and MS program evaluations, the department faculty have developed an active and scholarly research environment. The BME MS program surely benefits from this activity. In addition, students interact with faculty from other departments across the University.

External funding

The external funding is of the chemical engineering faculty is strong at $350-400/total faculty/year

Resources (financial, space, personnel)

We did not hear from the constituents significant concerns about financial resources.
Educational Quality

Students
Quantity - This program has vitality with 10-12 full-time students.
Quality – the quality of students are good. As pointed out below, more aggressive recruiting increased selectivity is recommended.

Diversity – The department did not present specific diversity numbers for this program. However, the department’s ratio of male to female students is 7:3. The department’s ratio of foreign/non-resident alien to white/Caucasian is just below 6:1. Students in the department’s programs come from North and South America, North Africa, Central and East Asia, Europe and the Caribbean. The department appears to lack diversity among its US-born population which is generally consistent with the University’s general student population.

Faculty Diversity
The faculty gender diversity of 27% female is within the expected range for Chemical and Biomolecular Engineering programs. The faculty consists of both native born and international faculty in typical proportions for Chemical and Biomolecular Engineering faculty. A future hire from an under represented group would improve the diversity of the department.

Curriculum
The curriculum of life science core courses, BME focus courses, electives, and level-c courses, along with a research experience gives a strong curriculum.

Mentoring and advising of students
No specific attributes or issues identified.

Financial Support of graduate students
Students receive an average of $16k for TA or GA positions and research assistants receive an average of $19k. A higher amount may improve the recruitment of students.

Teaching assessment
Did not review teaching evaluations. Did not talk to any BME graduate students.

Post graduation career placement
Students who graduate from the program receive jobs in many top companies, as well as government and academic settings.

Areas of Improvement
A large fraction of applicants are admitted to the program. More aggressive recruiting and more selectivity should help improve student quality.

The amount of faculty time and resources needed to support a thesis master’s degree has to be weighed against lost opportunities of expanding the PhD program (with research serving as the basis for enhancing reputation and rankings).

There is some concern about the availability of faculty for teaching the level-c courses.

Recommendations

- Increase recruiting, especially in the United States. Foreign recruitment seems to serve its purpose. However, a higher number of applicants will allow the program to be more selective in its admissions thereby increasing the quality.
- Seek a marketing budget from the University and use opportunities at conferences and speaking engagements to sell the program to potential students.

Commendations

The opportunities for 15-20 undergraduate affiliates give students a research experience and undoubtedly adds to the program vitality.

Graduates must write a thesis and generally publish once during their time in the program.

Student placement in industry seems to be strong and about half of the graduates go on for advanced studies. The program can use this in recruitment.

Overall judgment: the program is viable.
UCC Program Review Committee summary of review

Program – Department of Civil Engineering

This program includes the following degrees and certificates:

- B.S. in Civil Engineering
- M.S. in Civil Engineering
- Ph.D. in Civil Engineering

Recommendation

This program is found to be viable, see report for commendations, concerns, and recommendations.

Comments – non-binding

This review was one of several to use the program’s accreditation process as part of the review, in this case only for the undergraduate program.

The next review may be timed to coincide with the accreditation of the undergraduate program in order to reuse some self-study materials, but, there should be a site visit involving internal and external reviewers.

Date of last review – AY 2006

Date of this review – March 2014

This review has been sent to program chair, he has no comment.

This review has been sent to program college dean, he has no comment.

This review has been sent to graduate council, they have no comment.
Executive Summary

The undergraduate Civil Engineering (CE) Program is a viable program that plays a substantial role in the University’s overall mission. Graduates of the CE undergraduate program earn a Bachelor of Science degree. The CE program was first accredited by the Engineering Council for Professional Development in 1952 and has maintained accreditation continuously since that time. The accreditation organization is now named ABET. ABET Actions for the 2010-11 Accreditation Cycle indicate that the CE Program is accredited until September 30, 2017. There are eight areas of specialization within the CE program: Construction Management, Environmental, Geotechnical, Pavement, Structures, Surveying, Transportation and Water Resources.

Commendations

The Civil Engineering Undergraduate Program is to be commended for the following:

- Faculty engagement in publication and funded research. The body of work contributed by faculty members is strength for this program.
- Interdisciplinary work is valued and the report shows evidence of collaboration across sub-discipline areas including Environmental, Geotechnical, Structure, Transportation, Construction Management and Water Resources. The majority of interdisciplinary collaboration was supported through research funding from the Ohio Research Institute for Transportation and the Environment (ORITE), faculty advising of graduate student theses and dissertations, and faculty authoring scholarly documents.
• Collaboration with colleges and schools across the university and three projects were highlighted in the self-study as exemplars.
  - A project with the Chemistry Department titled “Exfiltration Trenches for Post Construction Storm Water Management for Linear Transportation Systems” was conducted with funding from ODOT/FHWA.
  - A project with the College of Education titled “The Boat of Knowledge in the Science Classroom” sponsored by the National Science Foundation.
  - A project with Psychology, Industrial and Systems Engineering Department and School of Communication Sciences and Disorders titled “Acquisition of a Synergistic Driving Simulator” sponsored by the National Science Foundation.

Concerns and Recommendations

No concerns or recommendations were identified as a result of the review of the CE program Seven-Year Self Study materials.

Program Review

The undergraduate Civil Engineering (CE) Program is a viable program. The CE program has maintained accreditation since 1952 and the ABET Accreditation Actions for the 2010-11 Accreditation Cycle indicate that the CE Program is accredited until September 30, 2017. According to the Seven-Year Self Study, the CE undergraduate program continues with eight areas of specialization: Construction Management, Environmental, Geotechnical, Pavement, Structures, Surveying, Transportation and Water Resources.

Faculty Profile

Number of Faculty and Changes in Faculty Composition: The CE program has 14 FTE Group 1 faculty positions that include the chair of the department. Two positions were unfilled at the time the CE self-study was written: one faculty member accepted a position at another university and one faculty member retired. The reported faculty distribution included 5 Professors, 4 Associate Professors, and 3 Assistant Professors. The department was awaiting approval to begin a search to fill the two vacant group 1 positions.
The faculty competencies reported in the self-study include Construction Engineering (2), Geotechnical and Materials (4), Environmental and Hydraulics/Hydrology (4), Structural (2), and Transportation (2).

**Faculty Diversity:** Evidence of faculty diversity is provided in the report.

**Programmatic Practices**

**Teaching and Advising:** The teaching load of each faculty member is represented in the ABET Self Study Report Section 6C, Section 6E and on Table 6-1, all of which are included in the self-study. Each faculty member’s time spent on teaching, scholarship and research, and service is clearly described. Individual faculty development plans are included in Section 6G.

Individual advising of students averages 15-20 CE undergraduate students per faculty member. Faculty members also advise student organizations such as ASCE and Chi Epsilon. Faculty additionally advise student groups in state, regional and national competitions such as the Waste Management Education and Research Consortium (WERC), Flexible Pavement of Ohio’s Asphalt Mix and Ohio Construction Association (OCA) bidding competitions.

**Research, Scholarship and Creative Activity**

All department faculty members are currently engaged in research, scholarship and creative activity. The self-study report states that refereed publications have been steadily increasing the past several academic years. In a review of curriculum vitae, every faculty member documented multiple refereed publications in the last five years.

The self-study reported 72% of faculty members have received external and/or internal funding for research and scholarly activities over the seven-year period. Research and scholarly efforts were well documented in the self-study Appendices. External support during the review period was reported as determined from the LEO database reports for each fiscal year with an annual average of $1.67 million. It is apparent from the review that all faculty members are engaged and quite productive.
CE faculty members reported involvement in interdisciplinary work within the department, within Russ College and across the university. Collaborations reported include Environmental, Geotechnical, Structures, Transportation, Construction Management, and Water Resources. The collaboration is primarily sponsored by funded research from the Ohio Research Institute for Transportation and the Environment (ORITE), faculty members advising graduate student theses/dissertations, and authoring scholarly documents. Current within the college collaborations reported include research and/or graduate student advising with Industrial and Systems Engineering, Engineering Technology and Management, Electrical Engineering and Computer Science, and Mechanical Engineering. Current collaborations reported across the university include research with the Chemistry Department, Education, and Psychology.

Resources

Physical Facilities and Technology: At the time of the report, a total of 16 offices in Stocker Center were dedicated to full and part-time faculty. The department considers this space adequate and further described other physical space used for other office needs. Classroom space for undergraduate courses was reported as housed in the Academic and Research Center (ARC), adjacent and connected to Stocker Center. The self-study stated that the Russ College has first priority to schedule classes in Stocker Center and ARC, and that most classroom needs are met there. Laboratories include both computer labs and specialized labs in Stocker Center. Students use the specialized labs to learn the use of modern engineering tools. CE reported specialized labs for environmental, fluids, soils/strength, CE materials and surveying. CE reports their lab spaces as being adequate to fulfill their teaching mission. There is a five-year plan in place to acquire, maintain and replace lab equipment needed for each of the labs.

Undergraduate Program Review

The curriculum plan of study is clearly articulated in the self-study as part of the embedded ABET accreditation document. The program was described as
requiring 195 credits (quarter hours). The program builds upon a foundation in the basic sciences and mathematics (minimum of 53 quarter hours) and engineering courses (minimum of 112 quarter hours) to help students develop the ability to think logically, and to apply knowledge gained to the design and synthesis of complex civil engineering projects.

**Closing Summary**

The Civil Engineering Program Seven Year Review Self Study Report documents a successful, viable program. All requested elements of the report were included and aided in review of the program.
11-12 March 2014

Review of Civil Engineering, MS

Robert L. Mullen & Scott Sparks, Reviewers

Recommendation: Viable

This review is based on a visit to the Russ College of Engineering and Technology on March 11 and 12th, 2014. The review team met with the senior leadership of the department (Department Chair Prof. McAvoy and Graduate Director Prof. Sargand), Dean Irwin, graduate students from the College, tenured faculty, and probationary faculty. We also toured several laboratories in the college. In addition, the program self-assessments were read and data extracted from these reports.

Faculty Profile

Current faculty size and distribution

Total of 12 faculty: Professors 5, Associate Professor 4, and Assistant Professor 3. (Page 2 and page 31 of the self-assessment report have slight differences in the distribution and I assume that they were taken at slightly different times.)

The distribution of rank is reasonable. For the scope of the program and the future planned increases in graduate enrollments, an additional hire may be considered in the future.

Research, Scholarship, and Creative Activity

Current Department RSCA

For the masters program, I believe the total of the presentations, journal papers, and conference proceedings of 5 per faculty per year are appropriate for the size of the masters program.

External funding

The external funding is acceptable at 140k/total faculty/year

Resources (financial, space, personnel)

I did not hear from the constituents significant concerns about financial resources. I find the unusually for faculty which I interpreted that most of the financial need of the graduate program are being satisfied.

Educational Quality

Students
The program is successful in bringing both domestic and international graduate students. There are pipelines developed with several international institutions and more are planned in the future.

**Faculty Diversity**

The faculty gender diversity of 17% female is within the expected range (23%) for Civil Engineering programs. The faculty consists of both native born and international faculty in typical proportions for Civil Engineering faculty. A future hire from an underrepresented group would improve the diversity of the depart

**Curriculum**

The curriculum described in the self-study is appropriate for a MS program in Civil Engineering. The ability for the student to specialize in a focus area of Civil Engineering is provided as part of the program. The core courses are appropriate for the focus areas offered. The overall number of courses listed (over 60) for a graduate faculty of 12 people would make it difficult to offer all courses during a student’s tenure at the college for a MS degree.

**Mentoring and advising of students**

From the student comments on the program, there was sufficient mentoring and advising of the students in the program.

**Financial Support of graduate students**

The MS student stipend seems a little low at 18k/year. A hire amount may improve the recruitment of students.

**Teaching assessment**

Did not review teaching evaluations, and there were only positive statements from students.

**Post graduation career placement**

Placement of students reported in self-study indicates that there is a demand for graduates that is greater than the current production rate. Students should be able to gain employment in the profession after graduation.

**Areas of Improvement**

There is significant good will developed by senior faculty at governmental research agencies that needs to be institutionalized with the more junior faculty to ensure long terms success of the program.

May not be a formal method for mentoring of junior faculty.

Unbalanced distribution of PhD student advisor demand towards senior faculty members.

**Recommendations**
Commendations

The MS students that I met during the visit were knowledgeable and enthusiastic about their research. In addition, they had a good understanding of how the work they were doing fit in the over-all research activities of the profession. They also had a well-defined vision of their future career paths based on a critical review of their options.

The “female alumni group” meetings are an innovative way to increase the gender gap in Civil Engineering.

Overall judgment: the program is viable.
Civil Engineering, PhD

Robert L. Mullen & Scott Sparks, Reviewers

This review is based on a visit to the Russ College of Engineering and Technology on March 11 and 12th 2014. The review team met with the senior leadership of the department (Department Chair Prof. McAvoy and Graduate Director Prof. Sargand), Dean Irwin, graduate students from the College, tenured faculty, and probationary faculty. We also toured several laboratories in the college.

(Most of the comments on the MS program also apply to the PhD program. I have only included statements that are different for the PhD program)

Faculty Profile

*Current faculty size and distribution*

There are 12 faculty and rank is appropriately spread out. The teaching load of 4 courses per year for a faculty member who has 5 PhD students is high.

Research, Scholarship, and Creative Activity

*Current Department RSCA*

The number of journal papers per faculty is a little low (around 1.5) and not as uniformly distributed for a growing PhD Program.

*External funding*

Acceptable

*Resources (financial, space, personnel)*

The department reports adequate resources

Educational Quality

*Students*

There are active recruitment efforts to improve domestic applications in the department. Requested help from college to recruit grad students.

*Faculty Diversity*

There is an active effort to increase diversity in the graduate student population and a particular focus is on increasing female student population. The program has a large international student body.
Curriculum

The PhD program includes a good mix of course work and independent research. The exams as part of the degree program provide quality control of the program as well as identifying student weaknesses so they may be addressed. The requirement of a MS before entering the PhD program may lengthen the time for a student who is committed to a PhD to achieve his/her goal. This is a matter the department may want to consider in the future.

Mentoring and advising of students

In faculty interviews it was revealed that mentors are assigned to students particularly students who are struggling.

Financial Support of graduate students

PhD student stipends of 20-24k per year seem low.

Teaching assessment

Course evaluation data show acceptable evaluation scores.

Post graduation career placement

A strength is a strong job market. It is reported that program graduates have little difficulty obtaining the jobs they wanted.

Areas of Improvement

None

Recommendations

- A collection of best practices as well as a brain storming session on methods to improve graduate student recruiting would be useful for the College to conduct.

Commendations

The department is very student focused. Appropriate supports are available to students

Overall judgment: the program is viable.
UCC Program Review Committee summary of review

Program – Department of Industrial and Systems Engineering

This program includes the following degrees and certificates:

- B.S. in Industrial and Systems Engineering
- M.S. in Industrial and Systems Engineering
- M.S. in Engineering Management
- Ph.D. Mechanical & Systems Engineering

Recommendation

This program is found to be viable, see report for commendations, concerns, and recommendations.

Comments – non-binding

This review was one of several to use the program’s accreditation process as part of the review, in this case only for the undergraduate program.

The next review may be timed to coincide with the accreditation of the undergraduate program in order to reuse some self-study materials, but, there should be a site visit involving internal and external reviewers.

Date of last review – AY 2006
Date of this review – March 2014

This review has been sent to program chair, his comments lead to some corrections to the report.
This review has been sent to program college dean, he had no comment.
This review has been sent to graduate council, they have no comment.
RECOMMENDATION: Viable

Russ College of Engineering’s Industrial and Systems Engineering (ISE) has a viable undergraduate program that plays a substantial role in the University’s overall mission. As noted in the review, some aspects of the program are to be commended, such as:

ISE maintains a comprehensive, well-defined and ongoing evaluation process regarding the effectiveness of its outlined curricula, instructional delivery and alignment with criteria such as meeting learning outcomes and objectives. There is a broad contribution from faculty, students, outside instructors, alumni and industry in identifying areas that require attention or where there is room for improvement in meeting the program’s overarching goals.

The program provides an educational format that synergizes well with its industrial partners, many of whom are involved in the evaluation process through an advisory panel role and consistently engage in hiring graduates from the program.

Significant accomplishments include indicators of the quality of the department. For example, in the Fall of 2012, an OU ISE entry in the national ergonomics competition won first place. Our undergraduates continue to receive nationally competitive scholarships (two in the last two years). One OU ISE undergraduates participated competitively as a finalist in the Institute of Industrial Engineers Research Paper Competition and the ISE department as a whole was a co-first place winner of the Innovation in Curriculum Award sponsored by the Council of Industrial Engineering Academic Department Heads.

Funding to support ISE’s undergraduate and graduate (Masters) programming, its highly qualified faculty and administrators, facilities maintenance and equipment upgrades appears to be adequately progressive and anticipates continued successful implementation. Investments in current technologies and successful application of diverse modalities of learning are evident and proactive. Initiation of a new online Masters degree program in Engineering Management (MEM, Dec. 2011) anticipates generation of revenue for ISE’s full support of ISE faculty, which currently are 90% funded under the ISE budget.

The reviewers also express some concerns, among them:

Upon review of final project syllabi, instructor commentary and committee recommendations, this Academic Program Review Committee makes the following observations:

The regularly assessed Performance on Program Outcome review suggests that many students were unable to synthesize new material with existing knowledge to produce new knowledge, which essentially requires higher order thinking skills. A review of identified program skills that are consistently assessed, per each course offered under ISE curriculum, noted that higher order synthesis process and critical analysis skills are not specifically outlined and evaluated.
Thus, earlier implementation of these higher order thinking skills under the ISE course program coursework might help assist students in preparing for their final design project and result in more consistently documented outcomes.

Further noted, data reported on the success rates of graduating student alumni lists a significant number of students employed in industry but provides little relevant statistical information documenting success of the program, i.e., ratios employed vs. unemployed, time to hire, length of employment, career advancements, continuing education, etc.). A review of the survey questions sent to alumni revealed extensive questions were posed and should provide a thorough assessment of ISE impact to student careers upon construction of relevant data sets.

Appendix D, Institutional Summary Statement from Russ College Self-Study is noted as missing from documents available for this review.

These concerns and the recommendations in the reviews should be addressed prior to the next regularly scheduled review.
Review of the programs: Masters of Science Industrial and Systems Engineering; Masters of Engineering Management; and Ph.D. Mechanical & Systems Engineering

Angie Bukley & Orianna Carter, Reviewers

Recommendation: Viable

This review is based on a visit to the Russ College of Engineering and Technology 11-12 March 2014. The review team met with Dr. Robert Judd, ISE department chair, Dr. Gursel Suer, ISE graduate chair, Dr. Rudi Pasic, ME graduate chair, Dean Irwin, graduate students from the College, tenured faculty, and probationary faculty. A facility tour was provided. A read-ahead package containing a Russ College general overview briefing deck, enrollment and graduation statistics for Engineering graduate programs, the department self-assessments, and general guidelines for the review was provided. In addition, a copy of the Russ College Strategic Plan and dashboard metrics were provided upon request of the reviewers.

The ISE Department graduate programs comprise a MS in ISE, MEM and a joint Mechanical & Systems Engineering PhD.

Faculty Profile

Current faculty size and distribution

According to the ISE self-assessment document (June 2010), there were nine ISE faculty members. A check of the Russ College web site reveals that today, there are 10. The department chair commented that the department could use a few more faculty members particularly given that one slot is being temporarily held open for a faculty member who has moved into an administrative position. Those teaching duties, currently filled by three part time faculty hires, do not provide assistance with research activities. Funding for the energy/environment programs remain significant, yet sufficient faculty in those target areas are needed.

The distribution of rank is reasonable to support the programs offered. Faculty expressed concerns with teaching loads and meeting student needs as department grows into a fully active research facility.

Research, Scholarship, and Creative Activity

Current Department RSCA

Based on the information available in the self-assessment document, there was an average of nearly four publications per year per faculty member (2010).

External funding

The ISE department generates ≈$900,000/year in research funding.
Resources (financial, space, personnel)

No significant concerns about financial resources were raised. Allocations in assistantships and their workspace have recently improved.

Educational Quality

Students

According to the statistics provided, the number of students in the ISE MS program has been relatively steady over the last 10 years with good graduation rates. The number of PhD students in the joint program has also been steady. The demographics are skewed towards international students. The comment was made that it is difficult to recruit domestic students with most of the domestic graduate students having graduated from OU into the masters program. There are ~20-30% females in the ISE department, none in ME.

Faculty Diversity

The majority of ISE faculty members are Caucasian male, with one female faculty member. Future hires from under represented groups would improve the diversity of the department and potentially that of the graduate student population.

There was a concern voiced regarding the need to raise the profile and ranking of the graduate programs to attract more US domestic students, particularly into the Ph.D. programs.

Curriculum

The curriculum described in the self-study document is appropriate for the graduate programs offered. Although the integrated ME/ISE PhD currently offers separate courses, it is expected that a logical progression will be toward a combined curriculum. The department employs a number of quality control mechanisms, including annual reviews of the graduate courses offered. Proposal writing is a key component as well as an expectation for 3-5 refereed publications per student.

Mentoring and advising of students

From the student comments on the program, there was sufficient mentoring and advising of the students in the program. The faculty to student ratio is about 1:4 from the information available. A Colloquium for students (undergraduate and graduate) is designed to meet, discuss and present thesis with invited speakers from other departments. Networking opportunities result from invited national industry leaders and alumni throughout the two-semester Colloquium.

Financial support of graduate students

The stipends paid in general seem low across the board. To attract high-quality domestic students, this point needs to be reviewed and action taken to bring stipends up to a more competitive level.
**Teaching assessment**

The department uses the annual review process, seven-year reviews, and the annual retreat to provide feedback to the faculty to maintain/improve the quality of academic content delivery. Quality control assessment measures include qualifying exams and ABET. The online program follows Quality Matters criteria and is listed in the top 50 ranking US News Report. The comment was made that there could be better interactions between the ISE and ME faculty members.

**Post graduation career placement**

Students completing the graduate programs (approx. 3-4 years, PhD) find employment predominantly in domestic industry (2:1) vs. academia. Approximately 25% of the PhD students are hired before they complete their degrees, typically before completion of dissertation. Overall placement track record is compelling, with demand from employers moving towards PhD graduates.

**Areas of Improvement**

No significant areas of concern identified.

**Recommendations**

- Consider increasing stipends to a more competitive level.
- Explore ways to raise the profile and visibility of the graduate programs at a national level to attract more domestic graduate students.
- Seek strategic hires to increase interactions among departmental faculty.

**Commendations**

The students that we met during the visit were knowledgeable and enthusiastic about their research. In addition, they had a good understanding of how the work they were doing fit in the over-all research activities of the profession. They also had a well-defined vision of their future career paths based on a critical review of their options.

PhD students are encouraged to teach at least one course.

**Overall judgment:** the programs are viable.
**UCC Program Review Committee summary of review**

**Program** – Department of Mechanical Engineering

This program includes the following degrees and certificates:

- B.S. in Mechanical Engineering
- M.S. in Mechanical Engineering

**Recommendation**

This program is found to be **viable**, see report for commendations, concerns, and recommendations.

**Comments – non-binding**

This review was one of several to use the program’s accreditation process as part of the review, in this case only for the undergraduate program.

The next review may be timed to coincide with the accreditation of the undergraduate program in order to reuse some self-study materials, but, there should be a site visit involving internal and external reviewers.

**Date of last review** – AY 2006

**Date of this review** – March 2014

This review has been sent to program chair, he had no comment.

This review has been sent to program college dean, he had no comment.

This review has been sent to graduate council, they have no comment.
Mechanical Engineering, MS

Robert L. Mullen & Scott Sparks, Reviewers

This review is based on a visit to the Russ College of Engineering and Technology on March 11 and 12th 2014. The review team met with the senior leadership of the program (Prof Pasic Graduate Director and Prof. Kremer, Department Chair), Dean Irwin, graduate students from the College, tenured faculty, and probationary faculty. We also toured several laboratories in the college.

Faculty Profile

Current faculty size and distribution

Total Faculty of 11, 4 Professors, 2 associate professors and 5 assistant professors. With a MS population of around 30 resident students yields 3 students per faculty which is a reasonable advising load. Hiring in an additional assistant professor in an area of strategic importance would strength the program. The balance among ranks is acceptable. The undergraduate student/faculty ratio of over 33 is high for a research university and may limit the growth of the graduate program.

Research, Scholarship, and Creative Activity

Current Department RSCA

A total of 3 reviewed publications (journals and conference publications) is acceptable for an MS program. I could not tell from the report the number of papers that were associated with maters thesis. This would be useful to evaluate the quality of the thesis work, as one would expect at least one publication from each MS thesis.

External funding

The external funding is adequate to support the MS program with an average of around $3MM a year or 273K per faculty. The funding, however, seems to be generated by only half of the faculty.

Resources (financial, space, personnel)

This is the first program review where I did not hear from the constituents significant concerns about financial resources. I find this unusual for faculty! My interpretation is that resource are allocated by the college to insure that most of the financial needs of the graduate program are being satisfied.

Educational Quality

Students

During the meeting with the department leadership, there was a request that the College provide assistance in recruiting graduate students. (This statement may have been made in connection with the
ICS Ph.D. program). About half of the MS students are recruited from the undergraduate class at OU. This is an indication that the undergraduate students see both a value in continuing their education as well as an endorsement of the quality of the undergraduate education that they have received.

**Faculty Diversity**

The gender diversity of the students seems a little low (7% female compared to the national average for ME programs of 14% [ASEE 2008 Engineering by the Numbers]). I would encourage continued efforts to increase enrollment of female graduate students.

**Curriculum**

The MS program follows conventional requirements for engineering masters. The core requirements provide a common basis in fundamental mechanics, writing, and computational methods. The program provides the students the ability to focus is several areas of mechanical engineering. Both a thesis and non-thesis (project) options are provided.

The completion time of 4.5 semesters years is a little long for an MS degree programs.

**Mentoring and advising of students**

In the discussions with the students, there was satisfaction with the support provided by the graduate advisor. I could not find a specific mentoring plan for the graduate program.

**Financial Support of graduate students**

The range of student stipend where 14k to 24k. 14k is very low for research active graduate students.

**Teaching assessment**

Student comments supported an effective learning environment with instructors providing good classroom instruction. I did not review quantitative teaching evaluations.

**Post graduation career placement**

The placement information provided in the self-study indicates graduates are successful in finding post-graduate employment in the field of Mechanical Engineering.

**Areas of Improvement**

The current faculty workload in teaching is not consistent with a research university and may impact the future of the program. Additional faculty hires are needed for the current program size.

**Recommendations**

- For new faculty, some form of formal orientation would be useful to let new faculty learn the available resources that the university can provide.
- A collection of best practices as well as a brainstorming session on methods to improve graduate student recruiting would be useful for the College to conduct.

**Commendations**

The colloquium course which has outside speakers presenting to the students has enhanced the students’ contextual understanding of the research work they are doing. This was evident in the discussion with the graduate students from the program.

The department appears to be engaged in multi-disciplinary research, which supports other units of the college.

**Overall judgment: the program is viable.**
Faculty Profile

-Current faculty size and distributions
There are a total Faculty of 11, 4 Professors, 2 associate professors and 5 assistant professors. The faculty profile has remained steady since the last review with retirements balanced with new hires in the same areas of expertise. There was one new hire being of female gender. The undergraduate student/faculty ratio of over 33 is high for a research university. Hiring an additional assistant professor in an area of strategic importance would strengthen the program. The balance among ranks is acceptable.

-Current department RSCA
RSCA within the ME department primarily takes the form of peer-reviewed journal articles and conference publications / presentations, disseminating research in both technical fields (Manufacturing, Materials, Energy, Robotics, Biomedical devices) and engineering education. Faculty members participate in many disciplinary conferences, including the major professional societies (ASME and ASEE).

External funding
The external funding is adequate to support the UR and graduate ME programs with an average of around $3MM a year or 273K per faculty. Research programs have attracted support from the Department of Energy, Air Force Office of Scientific Research, NSF, NASA, US EPA, Ohio Department of Development as well as various companies. Research funding jumped 2.5 times from the previous seven years (1997-2004) according to data provided by the OU Office of Research. The funding, however, seems to be generated by only half of the faculty.

Financial resources
The college appears to allocate resources among the departments to ensure that the financial needs of all programs are satisfied.

Student recruitment
Overall, about half of the graduate students are recruited from the undergraduate class at OU. This is an indication that the undergraduate students see both a value in continuing their education as well as an endorsement of the quality of the undergraduate education that they have received. Undergraduate enrollment averages 250-280 FTE with 40% of students participating in Cooperative Education Programs.
Diversity
Minority students have remained relatively steady at levels between 5 and 10% as compared to a national average of 34.6% (ASEE 2009 Engineering by the Numbers; minority including African Americans, Asians, Hispanics and others). Gender diversity of the students is also lower than average (5.4% females compared to the national average in UR engineering programs of 17.8%). A recruiting initiative is in place to increase yield of female applicants including outreach to undecided female students in the college and university to attract them to mechanical engineering.

Curriculum
The UR program follows conventional requirements for engineering degree programs and provides students the ability to focus in several areas of mechanical engineering. The core curricular requirements provide a common basis in fundamental mechanics, writing, and computational methods and includes courses from or shared with Electrical Engineering, Engineering Technology and Management, Chemical Engineering, Civil Engineering, Physics, Chemistry, and Mathematics. The ME curriculum culminates in a major, year long, capstone design which requires integration of multiple competing objectives including economic and environmental, including the use of standards, manufacturing and testing of products. ME courses do not serve a large number of majors from other departments, but rather primarily from other engineering departments. ME faculty participate in teaching courses required by multiple engineering programs, including Statics, Dynamics, Thermodynamics, etc.

Mentoring and advising of students
Each student is assigned a full-time member of the ME faculty as an academic advisor. Student performance is evaluated primarily in individual classes, using quizzes, tests, project reports, presentations, performance review meetings, and other similar methods. Some of these class-level evaluations are linked to program outcomes, and faculty members monitor overall performance of students in their classes relative to those outcomes. Student grades are compiled in a Degree Audit Reporting System (DARS) report and are reviewed each quarter by the faculty advisor and placed on probation if GPA falls below level required for graduation.

Teaching assessment
A Mechanical Engineering Advisory Board assists in the development and periodic review (3-year cycle) of the department's mission and educational objectives and plays a lead role to ensure that the ME program is in line with (and updated continuously to meet) industry needs and expectations. Student achievement of program outcomes (equivalent to ABET Criterion 3) follows measurable criterion which indicate performance level of competence and mastery (with formal review every three years) under the responsibility of the program faculty. Quantitative teaching evaluations were not reviewed.

Post graduation career placement
The placement information provided in the self-study indicates graduates are successful in finding employment in the field of Mechanical Engineering. According to ASEE 2009, OU was rated 15th in engineering schools awarding bachelors degrees, with ME by far the largest program of study (23% of degrees awarded). OU graduate respondents (93%) were either in graduate school or reported obtaining jobs within 2 months of graduation and were very, or extremely, satisfied with current starting salary (average $57,376).
Areas of concern
The current faculty workload in teaching is not consistent with a research university and may impact the future of the program. Additional faculty hires are needed for the current program size.

Recommendations
For new faculty, some form of formal orientation would be useful to let new faculty learn the available resources that the university can provide. A collection of best practices as well as a brain storming session on methods to improve undergraduate student recruiting would be useful for the College to conduct.

Commendations
The department appears to be engaged in multi-disciplinary research, which supports other units of the college.

Overall judgment: the program is viable.
UCC Program Review Committee summary of review

Program – School of Electrical Engineering and Computer Science

This program includes the following degrees and certificates:

- B.S. degrees in Electrical Engineering and Computer Science
- M.S. degrees in Electrical Engineering and Computer Science
- Ph.D. degrees in Electrical Engineering and Computer Science
- A minor in Computer Science
- Undergraduate and Graduate Certificates in Bioinformatics

Recommendation

This program is found to be viable, see report for commendations, concerns, and recommendations.

Comments – non-binding

This review was one of several to use the program’s accreditation process as part of the review, in this case only for the undergraduate program.

The next review may be timed to coincide with the accreditation of the undergraduate program in order to reuse some self-study materials, but, there should be a site visit involving internal and external reviewers.

Date of last review – AY 2006
Date of this review – March 2014

This review has been sent to program chair, his comments are attached to the report.

This review has been sent to program college dean, his comments are attached to the report.

This review has been sent to graduate council, they have no comment.
University Curriculum Committee  
Academic Program Review

School of Electrical Engineering and Computer Science  

EXECUTIVE SUMMARY

The School of Electrical Engineering and Computer Science offers three graduate programs: Master of Science in Electrical Engineering, Master of Science in Computer Science, and Doctor of Philosophy in Electrical Engineering and Computer Science. The School also offers two undergraduate majors (Electrical Engineering and Computer Science), one minor (Computer Science), and certificates in bioinformatics at the undergraduate and graduate level. The undergraduate degree programs are accredited by their respective commissions of the Accreditation Board for Engineering and Technology (ABET). The most recent accreditation visit for the Electrical Engineering undergraduate program was in 2010. The Computer Science undergraduate program has been accredited since 2000, and its most recent accreditation visit was in 2007.

Commendations

EECS is one of the most research active units on campus, receiving almost $62 million of external support for research in the review period. Two faculty (Kodi and Jadwisienczak) are current recipients of the NSF CAREER Award. Four students won nationally competitive awards, and one started a successful internet company (Imgur.com). Placement rates for undergraduates in full-time employment or graduate school are close to 100%.

Concerns and Recommendations

No concerns mentioned in the report. This appears to be a highly successful program.

Program Review

Faculty Profile

The School of Electrical Engineering and Computer Science is currently staffed by 24 Group I faculty members, 3 Group II faculty members, and two faculty on early retirement. Since the last academic program review, the School has had 6 new hires at Assistant Professor rank or above and 8 retirements or departures of faculty at Assistant Professor rank or above. In addition, 2 faculty have moved into full-time administrative positions.

Gender and racial diversity are below average for the university: female (2), male (25); African American (1), Caucasian (21), Asian (5). Many of the faculty are non-resident aliens from a wide array of countries.

Programmatic Practices

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1 Prepared by Neil W. Bernstein (Dept. of Classics and World Religions), member of UCC Academic Program Review committee, 2013-, based on self-study materials provided by the school, and the ABET accreditation report on their undergraduate programs.
EECS follows college guidelines for faculty workload. The typical teaching load is between 12 and 16 credit hours per academic year for Group I faculty and 24 hours for Group II faculty. New faculty are typically given a one-course reduction for the first one or two years and five summer months’ salary over two years. Chairs and Associate Chairs have reduced teaching loads. Faculty may release themselves from one course per semester in exchange for 30% of their salary for that semester. Junior faculty are typically given lower service loads than senior faculty.

**Research, Scholarship, and Creative Activity**

EECS is one of the most research active units on campus. It has received $62 million of external support for research in the review period, mostly from federal sources. Total external funding (new awards) in the School of Electrical Engineering and Computer Science reached $7.6 million in FY 2012. During the review period, faculty received 657 grants, published 199 journal articles, presented 457 conference and workshop papers, published 105 books or chapters in books, and engaged in 1154 other creative activities (including patents, patent applications and disclosures, conference presentations, and proposals).

**Resources**

The School has indicated that adequate resources are available to fulfill its mission. The department employs six full-time staff members.

EECS occupies 34,000 sq ft. of space in Stocker Center and 715 sq ft. in the Convocation Center for computer servers. The Avionics Engineering Center occupies significant space at the Ohio University airport.

EECS maintains three computer laboratories: two general purpose labs with UNIX-based workstations, and one internet teaching laboratory that contains five Linux-based PCs, five Macs and five Windows-based work stations, six high-end Cisco routers, twenty switches and hubs, and a complete network patch panel. EECS maintains five EE related labs for undergraduate education. EECS also maintains well-equipped Communications and Electromagnetics Laboratory and an Industrial Digital Control Laboratory.

**Undergraduate Program Review**

EECS offers two undergraduate majors (BS in Electrical Engineering and BS in Computer Science), one minor (Computer Science), and a certificate in bioinformatics. The undergraduate degree programs are accredited by their respective commissions of the Accreditation Board for Engineering and Technology (ABET). The most recent accreditation visit for the Electrical Engineering undergraduate program was in 2010. The Computer Science undergraduate program has been accredited since 2000, and its most recent accreditation visit was in 2007.

It also teaches four service courses for other majors in the Russ College of Engineering and Technology. After the change to semesters, CS majors are now required to take four additional computer science and electrical engineering courses.
During the review period, EECS enrolled between 309 and 358 undergraduate majors per year. Four students won nationally competitive awards, and one started a successful internet company (Imgur.com). Placement rates in full-time employment or graduate school are close to 100%. Average salaries were roughly $52,000 for both BSCS and BSEE graduates.

Diversity greatly improved during the review period. Gender diversity changed from 15:1 male/female to 7:1. Racial diversity changed from 7:1 Caucasian/nonCaucasian to 2:1.

Commendations

EECS is one of the most research active units on campus, receiving almost $62 million of external support for research in the review period. Two faculty (Kodi and Jadwisienczak) are current recipients of the NSF CAREER Award. Four students won nationally competitive awards, and one started a successful internet company (Imgur.com). Placement rates for undergraduates in full-time employment or graduate school are close to 100%.

Concerns and Recommendations

No concerns were mentioned in the report. This appears to be a highly successful program.
Review of Electrical Engineering & Computer Science (EECS), MS and PhD

Angie Bukley & Orianna Carter, Reviewers

Recommendation: Viable

This review is based on a visit to the Russ College of Engineering and Technology 11-12 March 2014. The review team met with Dr. David Juedes, department chair, Dr. Doug Lawrence, graduate chair, Dean Irwin, graduate students from the College, tenured faculty, and probationary faculty. A facility tour was provided. A read-ahead package containing a Russ College general overview briefing deck, enrollment and graduation statistics for Engineering graduate programs, the department self-assessments, and general guidelines for the review was provided. In addition, a copy of the Russ College Strategic Plan and dashboard metrics were provided upon request of the reviewers.

The EECS Department graduate programs comprise an MS in EE, MS in CS, and a PhD in EE & CS. A new online MS program was introduced last year.

Faculty Profile

Current faculty size and distribution

According to the EECS Self-Assessment document, as of September 2012, there were 24 Group I faculty members, 3 group II, non-tenure track faculty members, and two on early retirement. According to the department senior management, faculty staffing is less than optimal as they have recently experienced four retirements and two departures, which have not have been replaced. Currently, there is a proposal to replace two faculty members.

The distribution of rank is reasonable. As well, the enrollment in the MSEE program has decreased in recent years with the PhD enrollment holding steady. Emphasis is now on growing the PhD program. The online MS program is oriented more towards a professional degree, whereas the PhD program is more research based.

For the scope of the program and the future planned increases in PhD program enrollment, the two additional hires should be considered in the future.

Research, Scholarship, and Creative Activity

Current department RSCA

The latest information available in the EECS Self-Assessment indicated an average of over six publications per year per faculty member with 88% participation rate in 2011. This seems appropriate.

External funding
The EECS department is one of the most active research units at OU generating over $62M over the period of the seven-year self-assessment period. According to the department chair, over the last three years the funding has been between ~$5M and $7M/year, which is over $200K per faculty member per year on average.

**Resources (financial, space, personnel)**

No significant concerns regarding financial resources were raised. However, the reviewers were told that there is essentially no space for graduate student offices. This issue should be addressed.

**Educational Quality**

**Students**

According to the statistics provided, the number of students enrolled in the EECS programs is ~100. As mentioned earlier, the number of resident MS students is down over the last years, but there has been a steady increase in the number of PhD students. The diversity in the student body results from the international students comprising ~70% of the EECS graduate student populace. The vast majority of the US domestic students is white male and earned their undergraduate degrees at OU. There are no direct efforts being undertaken to recruit from under represented groups, though the department does participate in the McNair Scholars’ program and the Ohio Celebration of Women in Computing Conference.

There was a concern voiced regarding the need for marketing and recruiting support at the College level to attract more US domestic students into the program. A suggestion was also made that a college subscription to a GRE search service might be helpful in targeting potential students.

**Faculty Diversity**

The faculty members originate from 10 different countries, includes two females, and is ~80% Caucasian. Future hires from under represented groups would improve the diversity of the department and potentially that of the graduate student population.

**Curriculum**

The curriculum described in the self-study document is appropriate for the graduate programs offered. The department employs a number of quality control mechanisms, including annual reviews of the graduate courses offered. The program offers interdisciplinary focus through its various faculty projects across campus, specifically within physics, but also in osteopathic medicine and the Diabetes Institute, in which 4-5 EECS graduates are involved.

**Mentoring and advising of students**

According to student comments, there is sufficient mentoring and advising of student progress in the program. The faculty to student ratio is about 1:5, though a number of faculty members advise more than others as a function of research funding/activities. EECS provides an annual retreat comprised of
advisors, invited graduate and undergraduate student speakers, other universities and industry contacts designed to expand student opportunities for growth and job placement. In addition to the campus wide Research, Scholarship and Creative Activity Fair, an annual departmental research showcase emphasizing synergies and shared resources provides a social event, and is attended by the advisory board.

**Financial Support of graduate students**

The stipends paid in general seem low across the board. To attract high-quality domestic students, this point needs to be reviewed and action taken to bring stipends up to a more competitive level.

**Teaching assessment**

The department uses the standard student survey tools and the annual review process to provide feedback to the faculty to maintain/improve the quality of academic content delivery. Teaching assessments consider student evaluations, content learning, the quality of instruction and level of difficulty correlated with grade assignments. Combined undergraduate/graduate courses under ABET have data based on outcomes based assessments.

**Post graduation career placement**

Students completing the graduate programs readily find employment in industry, government, and academic positions. In fact, some students are recruited and take jobs before completing their degrees (generally the thesis). According to the self-assessment document, the completion rate is 95%.

**Areas of concern**

No significant areas of concern identified.

**Recommendations**

- Consider increasing stipends to a more competitive level.
- Explore ways to raise the profile and visibility of the graduate programs at a national level to attract more domestic graduate students.
- Provide office space for graduate students.

**Commendations**

The students that we met during the visit were knowledgeable and enthusiastic about their research. In addition, they had a good understanding of how the work they were doing fit in the over-all research activities of the profession. They also had a well-defined vision of their future career paths based on a critical review of their options.

**Overall judgment: the programs are viable.**
Date: April 14, 2014
To: David Ingram, Chair, University Curriculum Committee Academic Program
Review Committee
From: David Juedes, Chair, School of Electrical Engineering and Computer Science
Subject: 14 Day Response, 7 year review for the School of Electrical Engineering and Computer Science

To Whom It May Concern:

I am writing this memo as my official response to the two reports relating to the 7 year review for the School of Electrical Engineering and Computer Science. I have reviewed the report prepared by Angie Bukley and Orianna Carter for our graduate programs and the report prepared by Neil W. Bernstein on our undergraduate programs. I have found no factual errors in either report, and I am satisfied with the conclusions made in both reports. Thank you for your efforts in this regard.

David W. Juedes, Ph.D., and Professor
Chairman, School of Electrical Engineering and Computer Science
-----Original Message-----
From: Ostermann, Shawn
Sent: Monday, April 14, 2014 11:13 AM
To: Ingram, David
Cc: Ostermann, Shawn; Giesey, Jeffrey; Juedes, David
Subject: Re: EE&CS seven-year review

David,

I read through both reports and discussed them with Dennis.

The college has no concerns regarding the content of the EECS reports.

Shawn

On Apr 3, 2014, at 11:07 PM, David C Ingram <ingram@OHIO.EDU> wrote:

> Shawn, Jeff, and David
> Please find attached two reports which I plan to present to UCC for
> their approval and in demonstration that all the programs in EE&CS
> have been reviewed and found to be viable.
> At this stage I should like David to look over the report and let me
> know of any concerns he has or factual corrections he should like us to make.
> Likewise, someone needs to do the same for the Dean and I will leave
> Shawn and Jeff to figure out how that will be done.
> UCC policy is that Deans and Chairs/Directors have 14 days to let me
> know of any issues. If I hear nothing I am to assume you have no concerns.
> I will then pass the reports on the graduate council representatives
> for their information any comments they have.
> Once all that is done it will be presented to UCC for their approval,
> which will now be in Fall 2014.
> Let me know if you have any questions.
> Thanks
> David
> >
> > David C. Ingram (ingram@ohio.edu)
> > Professor and Chair
> > Department of Physics and Astronomy
> > University Terrace
> > Ohio University
> > Athens, Ohio 45701-2979
> >
> > <OU Russ College EECS Review 2014.03.12 Bukley & Carter
> > FINAL.docx><Undergradaute EE&CS.docx>

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Dr. Shawn Ostermann  - Ohio University Associate Dean for Research, Graduate Studies, and Planning in the Russ College
153 Stocker Center, Ohio University, Athens, Ohio  45701-2979
ostermann@ohio.edu -- FAX: (740)593-0659 -- Voice: (740)593-1482

signature71.asc
ELECTION OF PRESIDENT

RESOLUTION 2015 --

RESOLVED that Roderick J. McDavis be elected President of Ohio University for the year beginning July 1, 2015, and ending June 30, 2016.
ELECTION OF TREASURER

RESOLUTION 2015 –

RESOLVED that Stephen Golding be elected Treasurer of Ohio University for the period beginning July 1, 2015, and ending June 30, 2016.
Date: May 28, 2015

To: The President and Board of Trustees

From: Jeff Davis, Chief Audit Executive

Re: Audit Committee Meeting

Internal Audit will present an update on the status of the FY15 audit plan at the June 25, 2015 Audit Committee meeting. The FY16 audit plan and construction auditing will also be addressed.

The University’s auditor, Plante Moran, will provide an update on the status of the FY15 external audit. Also, representatives of OIT will present on information security.

I will be pleased to answer any questions.
Audit Committee

Trustee Victor Goodman
Audit Committee Chair
June 25, 2015

Tab 34
Chief Audit Executive Report

Jeff Davis, CPA
Agenda

- Audit Status Update
- FY16 Audit Plan
- Construction Auditing Update
Audit Status Update
## FY15 Audit Plan Status

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Proposed FY16 Audit Plan
## FY16 Audit Plan

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## FY16 Audit Plan (con’t)

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Other Audit Time

- Continuous Auditing Program
  - PCARD/Travel
  - Bobcat Buy
  - Grant/Contract Expenditures
  - Cash Collection Points
  - Other as requested by Finance
- Construction Auditing Support
- Other Special Projects
## FY16 Audit Schedule

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Follow-Up Audits:
- Registrar
- Regional Campuses
- Culinary Services
- OIT - Network Infrastructure
- OIT Student Information System
Construction Auditing Update
Construction Auditing Update

- 2nd Interim audit of Phase I Housing completed
- Final closeout audit of Phase I Housing is scheduled August/September 2015
- McCracken Hall construction audit has been approved and is underway (Baker Tilly)
- Performance Contract audit underway (CBIZ)
- Construction training is being organized for the offices of Design and Construction and the Capital Projects Finance Group - September 2015 (Baker Tilly)
Conclusion

- Questions?
DATE: May 28, 2015

TO: The President and Board of Trustees

FROM: Chief Audit Executive Jeff Davis, CPA

SUBJECT: FY16 Audit Plan

Below is the Office of Internal Audit’s FY 16 proposed audit plan. It is presented to the Ohio University Board of Trustees for authorization.

**FY 16 Audit Plan**

External Audit Support – NCAA Agreed Upon Procedures
Student Affairs – The Post Business Operations
Facilities Management
Kids on Campus
Russ College of Engineering and Technology
College of Fine Arts
Capital Assets
One Card Office
Registrar Follow-up
Regional Campus Follow-up
Culinary Services Follow-up
OIT – Network Infrastructure Follow-up
OIT – Student Information System Follow-up

I look forward to answering any questions you have.
INTERNAL AUDIT, ANNUAL AUDIT PLAN

RESOLUTION 2015 --

WHEREAS, the Board of Trustees of Ohio University has established an independent, objective assurance and appraisal activity to evaluate and improve effectiveness of risk management and internal management controls, and

WHEREAS, the Board of Trustees has approved an Ohio University Internal Office Charter requiring Board of Trustees authorization of an annual audit plan initiated to evaluate internal management controls, and

WHEREAS, the Chief Audit Executive charged with initiating audits pursuant to the plan proposes an annual audit plan for authorization by the University Trustees, and

WHEREAS, the proposed plan will be conducted during the period of July 2015 through June 2016, and

WHEREAS, time for unplanned special projects is separately allotted in the audit plan. Further revisions to the plan will be administratively reviewed and approved by the President and the Chair of the Audit Committee, and

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does authorize the proposed audit plan.
HONORARY DEGREE AWARD
RESOLUTION 2015 –

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

Cheryl J. Hurley, Honorary Doctor of 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.

Ms. Cheryl J. Hurley

As the President and Chief Executive of the Library of America, Cheryl Hurley has been responsible for the preservation and celebration of America’s historic literary works. The Library of America, a nonprofit publishing house, has collected and published over 300 volumes of writing by American writers both familiar and underappreciated, in order to protect American voices that may otherwise be silenced by time’s passage.

Ms. Hurley, a 1969 graduate of Ohio University (B.A., English) has overseen the Library of America since its inception in 1979, has worked to cultivate a love of literature in casual readers who may be picking up an author’s work for the first time. With thoughtful curation of an author’s writings, Ms. Hurley has been able to show that in addition to providing enjoyment to the reader, literature is essential to understanding the American historical and cultural landscape.

Ms. Hurley is also committed to publishing the original works of the authors it celebrates, without the editing or censorship that may have occurred in the author’s own era. The goal is to present the works as the author initially
intended. Additionally, Ms. Hurley campaigns tirelessly to ensure that the entirety of the Library of America’s collection is supported by philanthropy that will allow each work to stay in print in perpetuity.

Additionally, under Ms. Hurley’s guidance, the Library of America has collected scores of firsthand accounts to capture eras and subjects that transformed America, and provide a narrative history. These collections glean the writing of Americans both illustrious and unknown, from diaries, songs, letters, news reports, and memoirs, and contribute to a greater understanding of major American trials as they affected everyday people. Events examined include the Civil War, World War II, the Vietnam War, slavery, immigration, civil rights, and the writing of the American Constitution.

For her commitment to leading the effort to preserve great literature for future generations, for providing an intimate lens through which to view history and literature, and for her dedication to promoting philanthropy in the arts, Ms. Cheryl J. Hurley is an excellent candidate for an honorary degree.
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 M. Abraham, Doctor of Public Service

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.

Brigadier General James M. Abraham

With 76 years of service to Ohio University, Brig. Gen. James M. Abraham has established himself as a dedicated advocate to his alma mater. Brig. Gen. Abraham earned both of his bachelor’s degrees from Ohio University, in electrical and industrial engineering, in 1943 and 1948, respectively.

In the interim between earning these two degrees, Brig. Gen. Abraham served in the European theater during World War II under Gen. Robert S. Patton, Jr. He fought on Omaha Beach in the invasion of Normandy, for which he earned multiple military honors, including: the Legion of Merit; four Bronze Stars; three Meritorious Service Medals; three Army Commendation medals; the Normandy Medal; and the French diploma of appreciation.

He has remained committed to both the development and enrichment of military leadership and to Ohio University. Brig. Gen. Abraham is credited with the development and implementation of the nation’s first Simultaneous Membership Program (SMP), an initiative that eliminated the inherent
contractual conflict for concurrent service in multiple branches of the military. The SMP also allowed National Guard and Reserve Officer Training Corps (ROTC) cadets to earn a full tuition waiver.

The overwhelming success of the pilot program’s first year, in 1977, was singularly responsible for the continuation of the ROTC program at Ohio University, which the United States Army had previously slated for deactivation. In addition, the achievements of the program were noted by Governor Jim Rhodes, who then expanded the program to all public universities in Ohio. The program that Brig. Gen. Abraham championed was used as a blueprint when other states adopted the SMP.

In addition to his contributions to military enrichment, Brig. Gen. James Rhodes is also one of the founders of the Ohio University’s first radio station, WOUB, in 1943. He was later named the chief engineer of the station. In 1980, Brig. Gen. Abraham became a founding member of the advisory board for the Russ College of Engineering and Technology, on which he still serves as a tireless advocate for the development of students in science, technology, engineering and mathematics (STEM) fields. He has further proven his commitment establishing ten undergraduate scholarships at Ohio University.

For his commitment to country, academics, and community, as well as his campaign to develop the nation’s future generations of military, intellectual, and community leaders, Brig. Gen. James M. Abraham has marked himself as an exceptionally worthy recipient of an honorary degree.
HONORARY DEGREE AWARD
RESOLUTION 2015 –

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

John Lewis Gaddis, Honorary 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.

John Lewis Gaddis, Ph.D.

Dr. John Lewis Gaddis is a revered historian whose body of work has resulted in numerous academic awards. His publications on American foreign policy, the Cold War, security, and strategy are considered to be among the most respected in the field. His work is credited with shaping much of the discussion regarding the Cold War, and is widely regarded as being essential to the greater understanding of the era. The New York Times has declared him “the Dean of Cold War Historians.”

A faculty member of Ohio University for twenty-eight years, and now on faculty at Yale University, Dr. Gaddis is a Distinguished Professor of History and the founder of the Contemporary History Institute, of which he was also director during his time at Ohio University. His OHIO students regarded him as an outstanding and esteemed professor in the classroom.

Dr. Gaddis has earned many honors and awards for his work, including: the Bancroft Prize, which he won for his first book, The United States and the
Origins of the Cold War (1972); the National Historical Society Prize; the Harry S. Truman Book Award for his book The Cold War: A New History (2005); the National Book Critics Circle Award; the 2011 American History Book Prize; the National Humanities Medal, presented to him by President George W. Bush; and the 2012 Pulitzer Prize for his biography George F. Kennan: An American Life. Dr. Gaddis has also received multiple visiting professorships and fellowships, including the Wilson Center Fellowship and the Guggenheim Fellowship. He was both the Eastman Professor and the Harmsworth Professor of American History at the University of Oxford.

For his extensive and vital contributions to the study of American foreign policy, his tireless dedication to excellence in teaching and research, and his guidance of future generations of scholars and historians, Dr. John Lewis Gaddis is exceptionally qualified to receive an honorary degree from Ohio University.