Board of Trustees
Ohio University
Lancaster, Ohio

Agenda

June 24, 2016
Thursday, June 23, 2016

Ongoing  Hospitality/Break Room, Wilkes Art Gallery

8:00 a.m.  Ethics Training, Wagner Theater

8:30 a.m.  Trustee Informational Session and Tour, Dean James Smith, Wagner Theater

9:30 a.m.  Joint Committee Meeting, Wagner Theater

12:30-2 p.m.  Trustee Luncheon & Executive Committee, Wilkes Art Gallery

2 p.m.  University Resources Committee, Room 414

2 p.m.  University Academics Committee, Room 402

4 p.m.  Governance Committee, Room 402

4 p.m.  Audit Committee, Room 414

6:20 p.m.  Shuttle will depart from the Hampton Inn for dinner

6:30 p.m.  Reception – Trustees, President, Executive Staff, Regional Deans, Faculty Representatives, Board Secretary, and Lancaster Coordinating Council – Lancaster Country Club, 3100 Country Club Rd, Lancaster, OH 43130, 740-653-5150

7:00 p.m.  Dinner – Trustees, President, Executive Staff, Regional Deans, Faculty Representatives, Board Secretary, Lancaster Coordinating Council and Invited Guests – Lancaster Country Club, 3100 Country Club Rd, Lancaster, OH 43130, 740-653-5150

Friday, June 24, 2016

7:30 a.m.  Trustee Breakfast, Executive Committee/Session, Hampton Inn, Conference Room

10:00 a.m.  Board Meeting, Wagner Theater

12:15 p.m.  Trustee Boxed Luncheon, Wilkes Art Gallery

12:15 p.m.  Media Availability, Room 302
AGENDA
Board of Trustees Meeting
Lancaster Campus
Brasee Hall, Wagner Theater
Friday, June 24, 2016 – 10 a.m.

OPEN SESSION

Roll Call

Approval of Agenda

1. Minutes of Board of Trustees’ Meeting of March 11, 2016.
   • Comments from the Chair of the Board of Trustees

2. Report from the President

3. Dublin Master Plan Update

Committee Reports and Information Items apart from the Consent Agenda

• Joint Resources & Academics Committee
• University Academics Committee
• University Resources Committee
• Audit Committee
• Governance 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  8 - Resolution, Faculty Fellowship Awards
Tab  9 - Resolution, Emeriti Status
Tab 12 - Resolution, Regional Campuses Coordinating Council Appointments
Tab 15 - Resolution, Completion Plan
Tab 18 - Resolution, Remediation Free Standards
Tab 19 - Resolution, New Program RHE Accounting Technology
Tab 20 - Resolution, New Program COM Communication Media Arts MFA
Tab 21 - Resolution, New Program HTC Dance BA
Tab 22 - Resolution, New Program EDU Physical Activity and Sport Coaching – non-licensure
Tab 23 - Resolution, New Program COB Master of Accountancy
Tab 24 - Resolution, Program Suspension RHE Deaf Studies and Interpreting
Tab 25 - Resolution, Program Reviews
  
  • A&S Environmental and Plant Biology
  • A&S Molecular and Cellular Biology
  • COB College of Business
  • COM School of Communication Studies
  • RHE Medical Assisting Technology (MAT)
  • OST Heritage College of Medicine
  • UNC Department of Military Science

Tab 28 - Resolution, Corporate Resolutions Hirtle, Callaghan & Co., LLC
Tab 29 - Resolution, Corporate Resolutions BNY Mellon
Tab 30 - Resolution, COB Center for Sports Administration Naming
Tab 31 - Resolution, Computer Service Center (CSC) Building Naming
Tab 32 - Resolution, Academic Center Naming
Tab 33 - Resolution, Construction Projects – Schematic Design
Tab 34 - Resolution, Construction Projects – Construction
Tab 35 - Resolution, Construction Projects – Construction Academic Center
Tab 36 - Resolution, City Funding for Northeast Campus Gateway
Tab 37 - Resolution, Northeast Campus Gateway City Easement
Tab 38 - Resolution, East State Street Permanent City Easements
Tab 39 - Resolution, 78 Columbia Avenue Surplus Property
Tab 55 - Resolution, Honorary Degree, David M. Crane

Unfinished Business

New Business

Communications, Petitions, and Memorials

Announcement of Next Stated Meeting Date

Adjournment
AGENDA
Joint Committee: Academics and Resources
Lancaster Campus
Brasee Hall, Wagner Theater
Thursday, June 23, 2016 – 9:30 a.m.

4. FY17 Budget Update – *Action Item: Resources*
5. Affordability & Efficiency Report – *Action Item: Resources*
6. FY17-FY22 Capital Improvement Plan (CIP) Update
AGENDA
University Academics Committee
Lancaster Campus
Brasee Hall, Room 402
Thursday, June 23, 2016 – 2:00 p.m.

Academic Quality – Dashboard

7. College of Health Sciences and Professions Dashboard

Standing Reports and Updates

8. Consent Agenda, Faculty Fellowship Awards
9. Consent Agenda, Emeriti Status
10. Promotion & Tenure
11. FY16 Approved Certificates
12. Consent Agenda, Regional Campuses Coordinating Council
    Appointments

Academic Quality – Initiatives

13. Persistence Plus
14. Disciplinary Accreditation Update
15. Consent Agenda, Completion Plan
16. Enrollment Update
17. College of Business Core Curriculum
18. Consent Agenda, Remediation Free Standards
19. Consent Agenda, New Program RHE Accounting Technology
20. Consent Agenda, New Program COM Communication Media Arts
    MFA
21. Consent Agenda, New Program HTC Dance BA
22. Consent Agenda, New Program EDU Physical Activity and Sport
    Coaching – non-licensure
23. Consent Agenda, New Program COB Master of Accountancy
24. Consent Agenda, Program Suspension RHE Deaf Studies and
    Interpreting
25. **Consent Agenda,** Program Reviews

- A&S Environmental and Plant Biology
- A&S Molecular and Cellular Biology
- COB College of Business
- COM School of Communication Studies
- RHE Medical Assisting Technology (MAT)
- OST Heritage College of Medicine
- UNC Department of Military Science
AGENDA
University Resources Committee
Lancaster Campus
Brasee Hall, Room 414
Thursday, June 23, 2016 – 2:00 p.m.

26. Resolution, FY17 Budget Approval
27. Resolution, Affordability and Efficiency Plan
28. Consent Agenda, Corporate Resolutions Hirtle, Callaghan & Co., LLC
29. Consent Agenda, Corporate Resolutions BNY Mellon
30. Consent Agenda, COB Center for Sports Administration Naming
31. Consent Agenda, Computer Service Center (CSC) Building Naming
32. Consent Agenda, Academic Center Naming
33. Consent Agenda, Construction Projects – Schematic Design
34. Consent Agenda, Construction Projects – Design Academic Center
35. Consent Agenda, Construction Projects – Construction
36. Consent Agenda, City Funding for Northeast Campus Gateway
37. Consent Agenda, Northeast Campus Gateway City Easement
38. Consent Agenda, East State Street Permanent City Easements
39. Consent Agenda, 78 Columbia Avenue Surplus Property
40. Resolution, Clippinger Funding Strategy
41. Bridge Financing Strategy
42. Refunding Strategy
43. Eastern Campus Baseline Study
44. Annual Sustainability Report

Information Items:

45. Financial Update
46. Courtyard Update
47. Annual Debt Capacity and Affordability Update
AGENDA
Audit Committee
Lancaster Campus
Brasee Hall, Room 414
Thursday, June 23, 2016 – 4:00 p.m.

- External Audit Update – Plante Moran
  48. Chief Audit Executive Report
  49. Resolution, Internal Audit Annual Audit Plan

EXECUTIVE SESSION

- Information Security Update - OIT
AGENDA
Governance Committee
Lancaster Campus
Brasee Hall, Room 402
Thursday, June 23, 2016 – 4:00 p.m.

50. **Resolution**, Student Senate Constitution
51. **Resolution**, Graduate Student Senate Constitution
52. **Resolution**, National Trustee Reappointment
53. **Resolution**, Treasurer Appointment
54. **Resolution**, Secretary Reappointment
   • Bylaws and website review
AGENDA
Executive Committee
Lancaster Campus
Brasee Hall, Wilkes Art Gallery
Thursday, June 23, 2016 – 12:30 p.m.

55. Consent Agenda, Honorary Degree, David M. Crane

EXECUTIVE SESSION
AGENDA
Executive Committee
Hampton Inn Conference Room
2041 Schorrway Drive
Lancaster, OH
Friday, June 24, 2016 – 7:30 a.m.

EXECUTIVE SESSION
Bylaws of the Ohio University Board of Trustees

Revised August 27, 2015
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 Bylaws 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 comprise 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:
Section 2. The Chair 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 Chair of the Executive Committee. Subject to these Bylaws, 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 Chair.

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

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 Chair 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 Chair, Vice-Chair, Secretary, and Treasurer shall be elected annually by the Board.

Section 2. The Chair and Vice-Chair shall each serve for one year and shall be eligible for re-election to their respective offices. 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 Chair 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 Chair, 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 Chair 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 Chair of the Board, and each Standing Committee shall consider and make recommendations for action by the Board on the various policy matters enumerated below as follows:

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

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

Section 4. The Chair 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 Bylaws, the Robert’s
Rules of Order Newly Revised shall govern the proceedings of the Board.
Statement of Expectations for Members of the Board of Trustees of Ohio University

Adopted by the Board of Trustees on April 24, 2009

Amended on January 23, 2015

Amended on June 22, 2012

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

1. The Role of the Board

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

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

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

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

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

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

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

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

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

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

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

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

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

h. In order to make good decisions, Trustees need to engage in robust and thorough discussions of university issues in public meetings. Disagreements will occur and Trustees should seek productive ways to resolve them. Once a consensus is reached on an issue, all Trustees should respect the final decision of the Board.
i. Trustees should keep themselves informed about issues, concerns 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. Trustees who have concerns about operational matters, public controversies affecting the university or the performance of university employees should communicate their concerns to the Board Chair. The Board Chair will consult with the President, who will address the issue and report back to the Trustees and Board.

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

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

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 appreciate that direct requests for information from administrators, faculty or staff about institutional issues may be disruptive to efficient management of university operations. The Board Secretary works for the Board and, as such, may request information from faculty or staff on institutional issues that are not related to operational matters, public controversies affecting the University, or performance of employees. The Board Secretary will inform the President and the Board Chair of such requests and will obtain a response from the appropriate university official. The response will be channeled through the Board Secretary. The President may also respond to the inquiring Trustees as needed to ensure that issues raised are addressed in a timely, accurate and efficient manner.

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

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

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 Anderson, Vice Chair Wolfport, Trustees King, Scholl, Simmons, Cooper and Viehweger, National Trustees Brege and Pidwell, Alumni Representative Mann Keppner, Student Trustees Wilcox and Roden, Faculty Representatives Thomas and McLaughlin, Board Secretary Moore, and President McDavis.

The Chair Anderson called the Main meeting of Ohio University Board of Trustees to order at 10:03am.

APPROVAL OF AGENDA

Chair Anderson asked for approval of the agenda. Trustee King moved to approve the agenda. Trustee Scholl seconded. With all in favor, the agenda was approved.

APPROVAL OF MINUTES

Chair Anderson asked for approval of the minutes of the January 2016 Board Meeting. Trustee Wolfport moved to approve the minutes. Trustee Simmons seconded. With all in favor, the minutes were approved.

REPORTS

Report from the Chair

Chair Anderson opened the Main meeting by announcing her pride in President McDavis, who had the previous afternoon (Thursday, March 10, 2016) announced that he would not renew his contract past its June 30, 2017 expiration, and would step down as President of Ohio University at that time.

Chair Anderson relayed that President had been named Dublin Business Person of the Year, and congratulated him for his work in establishing the Dublin campus, which had been among the reasons he had been awarded the honor.

Chair Anderson announced that the March 11, 2016 meeting also be the would be her last as her term as Trustee ends May 13th, and said that she was proud and honored to have served her alma mater. She noted that she would continue to work with Ohio University as a member of the Ohio University Foundation Board of Trustees. She especially thanked Executive Vice President and Provost (EVPP) Pam Benoit, Vice President of Finance and Administration (VPFA) Stephen Golding, and President McDavis for their dedicated work at the university. She thanked Shawnee Meek, Assistant to the Board of Trustees, and Randy Nogrady, Senior Manager of Information Technology Field Support, who oversee implementation of the Board of
Trustees meetings. Chair Anderson also thanked all the Board Secretaries Davis, Mather, and Moore who had served while she was on the Board.

Chair Anderson then handed the floor to Student Trustee Sharmaine Wilcox, for whom the March meeting would be her last as a Student Trustee. Trustee Wilcox said that she was very honored to serve, and was very sad to be leaving. Chair Anderson predicted that Wilcox would, “in a few years,” be back as a Board Trustee, appointed by the Governor.

**Report from the President**

President McDavis relayed Ohio University’s vision statement, and showed a map of the various OHIO campuses and centers.

He outlined the Ohio House of Representatives-approved bill that would authorize the State Auditor to implement performance audits on two and four year universities. The bill is currently in the Senate Finance Committee.

He outlined the House of Representatives-passed bill regarding the right to carry concealed guns on college campuses. The bill is currently being reviewed by the Senate. President McDavis relayed that the permissive language allows university boards to make the decision about whether or not to allow guns on campus. If they do not, any person found with a conceal/carry weapon on campus will be charged with a minor misdemeanor.

President McDavis reported on the ongoing Vice President for Student Affairs search. He said that the Search Committee had narrowed the field of applicants to two candidates, both of whom had recently conducted on-campus interviews.

President McDavis outlined some Ohio University points of pride. These highlights included:

- An Ohio University student team’s recent first place win in Walt Disney Imagineering’s 25th Imaginations Design Competition.
- Ohio University’s recent win in the national Recycle-mania competition.
- The Equity and Inclusion Award won jointly by University Registrar Deb Benton and Lesbian, Gay, Bisexual, and Transgender (LGBT) Center Director delfin bautista for their work on the Preferred Name Policy.
- OHIO Men’s and Women’s basketball teams, who were doing well this season, and who had both headed to the Mid-American Conference (MAC) tournament. By the time of the Board of Trustees Main Meeting,
the women had been knocked out of the tournament, but the men were still in the running.

- Ohio University’s ranking as the 14th largest green power college/university, according to the Environmental Protection Agency (EPA).
- Ohio University’s ranking as one of the most beautiful campuses in nation. President McDavis thanked the grounds staff in the audience, for their efforts to keep Ohio University beautiful. President McDavis asked staff integral to campus beauty to stand and be recognized. These individuals included Susan Calhoun, John Brant, Rudy Baumgartel, and Scott Blower.

President McDavis spoke of the Dublin award he had won, and the support he had received from members of his administration in increasing Ohio University’s presence and influence in Dublin.

**University Spotlight**

Elaine Goetz, Ohio University Sustainability Specialist and Engineer, and Professor of Art John Sabraw presented their work to turn acid drainage into paint pigments.

Ms. Goetz said that Ohio is extensively mined, and therefore has experienced quite a lot of acid mine drainage. She reported that acid mine drainage occurs when metal sulfides comes into contact with oxygen and water to create sulfuric acid, the major component of acid mine drainage.

Ms. Goetz reported that the project began when the group realized it could collect oxides that result as a byproduct of acid mine drainage and extract usable paint pigments such as yellow oxide and red ochre.

Ms. Goetz said that the engineering involved in extracting pigment is quite complicated. While the group has produced the pigments on a small scale, they are hoping to raise the approximately $3.366 million it would take to make facility that could produce the pigments commercially. They project that the completed facility could make a $285,000 profit annually, approximately $1000 per ton of pigment, with a production capability of 1000 tons of pigment per year.

Professor Sabraw makes art from the acid mine drainage oxides. He said that he and Ms. Goetz had met because their kids were on the same soccer team. They collaborated to make “Detox” Red paint, which is now being manufactured by Gamblin Paints, and will be released on Earth Day. The first 500 tubes will be distributed for free to artists around the world, who will
then create art to be displayed in an internationally-touring show. Professor Sabraw outlined just how far acid mine drainage travels via tributaries and waterways, and paints the issue as a local issue with global consequences.

Trustee Cooper asked if there were a possibility to patent the technology for paint extraction. Professor Sabraw said that since the extraction process is a known process, the paint project is not eligible for a patent; however, Professor Sabraw said that a chemical extraction process they are developing might yield a patent at a later date.

Chair Anderson thanked the group for their presentation and work to connect an issue of local import to the larger world. “This is just really cool, and very inspiring,” she said. She then opened the floor to the other Trustees for comment and questions.

Trustee Brege said that she remembered the original 1804 grant for this project, which came through the Ohio University Foundation Board, and was pleased to see the project moving forward so positively. “It’s extraordinary how much you have done with this project so quickly,” she said.

Trustee Cooper referenced the Raccoon Creek acid mine drainage clean-up efforts, and asked if Professor Sabraw’s project could somehow be woven into that restoration. Professor Sabraw said that they were looking into multiple opportunities in the area.

Trustee King relayed a story about how her family had originally come to the region for employment in the mines, and wondered if outreach might help people feel proud of their heritage in the aftermath of mining. Professor Sabraw said that other nations that have experienced industrial, environmental damage have contacted him to discuss how they might capitalize on that very idea.

Trustee Scholl said he was very proud to see another reminder that the Russ College’s “Create for Good” campaign is not just a slogan, but also a guiding message for projects in the engineering college.

Trustee Wilcox said that she thought it was wonderful that the professors were involving students in this project, and helping them learn the process.

All expressed awe at the work that the group is doing.

President McDavis presented the documentation from Ohio University that will go out in advance of the surveys for the 2016 *US News and World Report* college rankings.
President McDavis asked Dr. Joseph Shields, Dean of the Graduate College and Vice President for Research and Creative Activity (VPRCA), to talk about Ohio University’s acceptance into the Oak Ridge Organization. VPRCA Shields said that the organization was interested in having Ohio University as a member because of its unique research, and said that membership in such an organization was an honor and a very big deal for the university.

**Innovation Strategy Discussion**

President McDavis introduced EVPP Benoit and VPRCA Shields for an update on the Innovation Strategy. VPRCA Shields said that the Innovation Strategy began as an initiative in 2014. The concept of innovation emerged as a unifying strategy. The initiative focused on several internal and external strategies. Development focused on four portfolios:

- Digitally connected world
- Energy and environment
- Health and Wellness
- Vibrant Societies and Economies

The largest initial innovation grants for the Innovation Strategy have gone to projects researching shale economy, immersive media, and osteoporosis diagnostics.

Dr. David Bayless, professor of Mechanical Engineering and Director of the Ohio Coal Research Center, and Brad Cohen, Senior Vice Provost for Instructional Innovation (SVPII) presented “Preventing a Bust: Innovations for Sustainable and Enhanced Economic Outcomes from Shale,” one of the research projects awarded an innovation grant.

Dr. Bayless described how the team is working to reduce methane emissions produced by shale extraction. He said he struggles with how the process of drilling uses Ohio so heavily, and then exports the extracted materials elsewhere to add value. He said he would like to develop a process to produce the products on a smaller, low-cost scale that brings and keeps good jobs and money to the Ohio Valley region.

SVPII Cohen spoke fondly of the extensive collaboration that resulted in the investigative group, and how he saw the possibility to create a tailwind behind faculty instead of confronting them with a headwind that slows them down. He reported that there is a tendency to teach what we have always taught, and to resist innovation and change in the classroom. He said that it is vital to find a way to allow faculty to work innovatively through an academic innovation accelerator. SVPII Cohen outlined the way that the academic
innovation accelerator is designed to work, previously outlined by Dr. Beth Quitslund, Chair of Ohio University’s Faculty Senate, in the January Board of Trustees meeting.

Trustee Viehweger asked if the equipment that has been used in the shale drilling process could be repurposed for the presented experiment? – Dr. Bayless said that the equipment, and the modification it would need to serve the research, would be very expensive.

Trustee Scholl pointed out that Secretary Moore was listed as a co-investigator on the accelerator project. Dr. Shields followed up that Secretary Moore was actually a co-investigator on two of the four innovation strategy awarded research projects.

Trustee Scholl, whose successful business Diagnostic Hybrids had started out as an Ohio University Innovation Center incubator project, noted that in order to be able to convince people to invest in potential projects, Ohio University would need to find ways to quantify and demonstrate the value of various research projects. He stated that he thought the accelerator would provide a great start in doing that.

Trustee King noted that Ohio University’s location in Appalachia and its ability to conduct research makes it uniquely positioned to make community contributions that no other institution in the area has the opportunity to do. “If we don’t ask the questions and find the solutions, no one will,” she said. She congratulated the presenters on their research and innovation.

Chair Anderson added that the Board of Trustees is excited to hear more about these projects as they move forward.
COMMITTEE REPORTS

Joint Academics and Resources Committee

Chair Anderson provided a report on the Joint Committee, listed the four topics presented, and provided a brief overview of each:

**FY2017 Budget Update**

- Increased fees for HCOM
- Several program fees for various e-campus and regional campus programs

**Governor’s Taskforce on Affordability and Efficiency**

- The Board is obligated to make and deliver a report to the State of Ohio by July 1st on its work to integrate taskforce recommendations.
- The Board decided that President’s Council (which consists of the President, Provost, Vice President for Student Affairs, Vice President for Advancement, Vice President of Finance and Administration, the President's Chief of Staff) will take ownership of taskforce recommendation implementation
- Board consensus was that there be reciprocal budgetary investment from the state if the Board is to work to reduce costs.

**AQIP**

- The Higher Learning Commission has reaccredited Ohio University. Ohio University received a glowing review from AQIP.
- Dr. Mike Williford was honored and thanked for his efforts.
- Dr. Quitslund was also thanked for her engagement in the reaccreditation process.

**Comprehensive Master Plan (CMP) update (both Athens and Dublin)**

- The Board of Trustees received a published book full of detail regarding various plans for the CMP.
- The Board lauded University Planner Shawna Bolin, who it said has led Ohio University well on the CMP, and has put thousands of hours into the final project.
- The Board agreed that Ohio University will be guided by the CMP as it moves forward with building innovation and renovation. Chair Anderson relayed that the Board looks forward to seeing the greens expanded.
• Presenters outlined how the Campus Master Plan and the Capital Improvement Plan would interact during implementation.

• At the August Board of Trustees meeting, resolutions will be presented to approve first individual projects from CMP.

• Chair Anderson thanked Ohio University staff and faculty for their ongoing updates all the way through policy formulation, and said how much the Board appreciates these status reports.

• Dublin Campus Master Plan – Osteopathic Heritage Foundation gave a transformative gift that will help Ohio University build on the potential of the Dublin Campus. The Dublin CMP will guide the future of the unique Dublin Campus, through academics, outreach, and research.
Resources Committee

Committee Chair King reported on the Resources Committee. She said that the thorough presentation and discussion in the Joint Committee allowed the Resources committee to be very effective in its evaluation of Resources agenda items.

FISCAL YEAR 2016-2017
OHIO UNIVERSITY
ACADEMIC YEAR 2016-2017 TUITION, FEE AND RATE INCREASES

RESOLUTION 2016 -- 3531

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.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the fee schedules attached hereto as Exhibits A through D, effective Fall Semester 2016 unless otherwise noted.
### Exhibit A

**Summary of Fee Requests**

<table>
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<tr>
<th>Fee</th>
<th>Increase Request*</th>
<th>Exhibit</th>
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<td>Off-Campus programs</td>
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<td>C</td>
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<tr>
<td>Student Fees</td>
<td>See Exhibit</td>
<td>D</td>
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## Exhibit B

**Ohio University**  
**Athens Campus**  
**College of Osteopathic Medicine**  
**FY 2017 Graduate Student Tuition & Fee Schedule**  
**(Per Semester)**

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Exhibit C

OHIO UNIVERSITY
OFF CAMPUS GRADUATE PROGRAMS
Changes to FY17 STUDENT TUITION & FEE SCHEDULE
(PER CREDIT HOUR)

Existing

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<th>General Fee</th>
<th>Program Fee</th>
<th>Special Svcs/Materials Fee</th>
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Proposed

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*Effective Summer 2016
## Exhibit D

### Request for New or Increase of Student Course Fees

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<th>Dept</th>
<th>Fee Name</th>
<th>Current Amount</th>
<th>Amount Requested</th>
<th>Amount Recommended to RPC</th>
<th>Amount Recommended to BOT</th>
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</table>

#### ATHENS

**College of Fine Arts**

- **ART 3280**  Ceramics Wheel Throwing II  ART  Studio Art Material and Lab  
  - $20.00  $225.00  $0.00  $0.00

- **MUS 3920**  Music Therapy Second-Year Practicum  MUS  Music Therapy Practicum Class Fee  
  - $10.00  $100.00  $20.00  $20.00

- **MUS 4010**  Music Therapy Third-Year Practicum  MUS  Music Therapy Practicum Class Fee  
  - $25.00  $150.00  $20.00  $20.00

- **MUS 4020**  Music Therapy Fourth-Year Practicum  MUS  Music Therapy Practicum Class Fee  
  - $28.00  $150.00  $28.00  $28.00

- **MUS 5920**  Advanced Music Therapy Practicum  MUS  Music Therapy Practicum Class Fee  
  - $25.00  $150.00  $25.00  $25.00

#### College of Health Sciences and Professions

- **AT 3102**  Lower Extremity Examination Gross Anatomy Lab  AMHSW  Cadaver Fee  
  - $50.00  $60.00  $50.00  $50.00

- **AT 2152**  Upper Extremity Examination Gross Anatomy Lab  AMHSW  Cadaver Fee  
  - $50.00  $60.00  $50.00  $50.00

- **AT 3100**  Orthopedic Appliances  AMHSW  Casting Lab Fee  
  - $60.00  $80.00  $60.00  $60.00

- **EXPH 3100**  First Aid and CPR II  AMHSW  CPR/First Aid II Renewal Certification Fee  
  - $0.00  $0.00  $0.00  $0.00

#### CHILLCOTHE

**Patton College of Education**

- **REC 2150**  Outdoor Recreation and Education  RSP  REC 2150 Course Fee  
  - $0.00  $20.00  $20.00  $20.00

#### EASTERN

**Patton College of Education**

- **REC 2150**  Outdoor Recreation and Education  RSP  REC 2150 Course Fee  
  - $0.00  $20.00  $20.00  $20.00

#### ECAM

**College of Business**

- **SAIM 6100**  Athletic Administration Seminar  SA  Course Manual - NSAAA Leadership Training Program  
  - $0.00  $70.00  $70.00  $70.00

- **SAIM 6280**  Legal Foundations of Risk Management in Athletics  SA  Course Manual - NSAAA Leadership Training Program  
  - $0.00  $70.00  $70.00  $70.00

- **SAIM 6480**  Public Assembly Facility and Event Management  SA  Course Manual - NSAAA Leadership Training Program  
  - $0.00  $35.00  $35.00  $35.00

- **SAIM 6550**  Sport Marketing  SA  Course Manual - NSAAA Leadership Training Program  
  - $0.00  $35.00  $35.00  $35.00

- **SAIM 6670**  Human Resource Management in Sport Organizations  SA  Course Manual - NSAAA Leadership Training Program  
  - $0.00  $70.00  $70.00  $70.00

- **SAIM 6700**  Financial Management for Sport and Recreation Programs and Facilities  SA  Course Manual - NSAAA Leadership Training Program  
  - $0.00  $35.00  $35.00  $35.00

#### LANCASTER

**Patton College of Education**
## Request for New or Increase of Student Course Fees

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### College of Arts and Sciences

| BIOS 1500 | Principles of Human Anatomy and Physiology I | BIOS  | Course Fee for Biology                | $40.00         | $40.00           | $40.00                    | $40.00                    |
| BIOS 1220 | Principles of Human Anatomy and Physiology II | BIOS  | Course Fee for Biology                | $40.00         | $40.00           | $40.00                    | $40.00                    |
| BIOS 1700 | Biological Sciences I: Molecules and Cells  | BIOS  | Course Fee for Biology                | $40.00         | $40.00           | $40.00                    | $40.00                    |
| BIOS 1705 | Biological Sciences I Laboratory           | BIOS  | Course Fee for Biology                | $40.00         | $40.00           | $40.00                    | $40.00                    |
| BIOS 1710 | Biological Sciences III: Ecology, Evolution, Animal Body Systems | BIOS  | Course Fee for Biology                | $40.00         | $40.00           | $40.00                    | $40.00                    |
| BIOS 1715 | Biological Sciences II Laboratory          | BIOS  | Course Fee for Biology                | $40.00         | $40.00           | $40.00                    | $40.00                    |
| BIOS 2210 | Microbes and Humans                        | BIOS  | Course Fee for Biology                | $40.00         | $40.00           | $40.00                    | $40.00                    |
| CHEM 1520 | Fundamentals of Chemistry II               | CHEM  | Lab Fee                               | $20.00         | $20.00           | $20.00                    | $20.00                    |
| CHEM 3080 | Organic Chemistry Laboratory I              | CHEM  | Course Fee for Chemistry              | $40.00         | $40.00           | $40.00                    | $40.00                    |
| CHEM 3080 | Organic Chemistry Laboratory II for Non-Majors | CHEM  | Course Fee for Chemistry              | $40.00         | $40.00           | $40.00                    | $40.00                    |
| CHEM 3090 | Organic Chemistry Laboratory II Advanced    | CHEM  | Course Fee for Chemistry              | $40.00         | $40.00           | $40.00                    | $40.00                    |

### Patton College of Education

| PED 1302  | Fundamentals of Golf                      | RSP  | Course Fee for PED                    | $20.00         | $20.00           | $20.00                    | $20.00                    |
| REC 2150  | Outdoor Recreation and Education          | RSP  | REC 2150 Course fee                   | $20.00         | $20.00           | $20.00                    | $20.00                    |

### Regional Higher Education

| EM 1220  | Media Performance                         | OUS  | Course Fee for Electronic Media       | $50.00         | $50.00           | $50.00                    | $50.00                    |
| EM 2050  | Special Topics in Electronic Media - Video | OUS  | Course Fee for Electronic Media       | $150.00        | $150.00          | $150.00                   | $150.00                   |
| EM 2100  | Audio Production-Direction                | OUS  | Course Fee for Electronic Media       | $100.00        | $100.00          | $100.00                   | $100.00                   |
| EM 2120  | Introduction to Multimedia Production      | OUS  | Materials Fee                         | $100.00        | $100.00          | $100.00                   | $100.00                   |
| EM 2140  | Advanced Audio Production/Performance     | OUS  | Course Fee for Electronic Media       | $125.00        | $125.00          | $125.00                   | $125.00                   |
| EM 2160  | Introduction to Video Production           | OUS  | Materials Fee                         | $150.00        | $150.00          | $150.00                   | $150.00                   |
| EM 2180  | Advanced Video Production                  | OUS  | Course Fee for Electronic Media       | $150.00        | $150.00          | $150.00                   | $150.00                   |
| EM 2200  | Introduction to Digital Media              | OUS  | Course Fee for Electronic Media       | $150.00        | $150.00          | $150.00                   | $150.00                   |
| EQU 1010 | Basic Equine Health Care                   | OUS  | Equine Studies Fee                    | $250.00        | $250.00          | $250.00                   | $250.00                   |
| EQU 1020 | Basic Horse Handling                       | OUS  | Equine Studies Fee                    | $250.00        | $250.00          | $250.00                   | $250.00                   |
| EQU 1030 | Practical Experience in Equine Facility Management | OUS  | Equine Studies Fee                    | $250.00        | $250.00          | $250.00                   | $250.00                   |
| EQU 1040 | Practical Experience in Equine Facility Management | OUS  | Equine Studies Fee                    | $250.00        | $250.00          | $250.00                   | $250.00                   |
| EQU 1070 | Equine Evaluation and Selection            | OUS  | Equine Evaluation & Selection         | $250.00        | $250.00          | $250.00                   | $250.00                   |
| EQU 2020 | Farm Design and Stable Management          | OUS  | Farm and Stable Management            | $250.00        | $250.00          | $250.00                   | $250.00                   |
| EQU 2021 | Basic Horse Showing                       | OUS  | Basic Horse Showing                   | $250.00        | $250.00          | $250.00                   | $250.00                   |
| EQU 2041 | Comprehensive and Competitive Horse Judging | OUS  | Horse Judging                         | $250.00        | $250.00          | $250.00                   | $250.00                   |
| EQU 2062 | Equine Teaching Techniques Practicum       | OUS  | Course Fee for Equine Studies         | $225.00        | $225.00          | $225.00                   | $225.00                   |
| EQU 2072 | Equine Lameness and Conditioning           | OUS  | Equine Studies Fee                    | $250.00        | $250.00          | $250.00                   | $250.00                   |
### Exhibit D

#### Request for New or Increase of Student Course Fees

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Dept</th>
<th>Fee Name</th>
<th>Current Amount</th>
<th>Amount Requested</th>
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#### ZANESVILLE

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<th>Dept</th>
<th>Fee Name</th>
<th>Current Amount</th>
<th>Amount Requested</th>
<th>Amount Recommended to BPC</th>
<th>Amount Recommended to BOT</th>
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#### Patton College of Education

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<th>Amount Recommended to BPC</th>
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<th>Amount Requested</th>
<th>Amount Recommended to BPC</th>
<th>Amount Recommended to BOT</th>
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### Exhibit D

#### Request for New or Increase of Broad-Based Fees

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<th>Office/Dept./School</th>
<th>Fee Name</th>
<th>Current Amount</th>
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<td><strong>EASTERN</strong></td>
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<td><strong>ECAM</strong></td>
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<td><strong>LANCASTER</strong></td>
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<td><strong>ZANESVILLE</strong></td>
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<td>Graduate College</td>
<td>Administrative Graduate Processing Fee</td>
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Committee Chair King moved the resolution. Trustee Simmons seconded. With all in favor, the resolution passed.

Committee Chair King said that the Resources Committee decided that a resolution regarding the Century Bond, Endowment, and Non-Endowment Investment Policies would remain on the consent agenda.

APPROVAL OF THE OHIO UNIVERSITY COMPREHENSIVE MASTER PLAN 2016

RESOLUTION 2016 -- 3532

WHEREAS, the University updates its Campus Master Plan every ten years, and the current 2006 campus master plan no longer adequately reflects the University’s strategic goals; and

WHEREAS, on March 13, 2015, the University initiated a series of comprehensive planning processes that have facilitated important strategic decisions regarding future investments in and development of the University’s Athens campus; and

WHEREAS, the Board of Trustees approved the preparation of a master plan update for the Athens Campus and master plan development for the Dublin Campus by Resolution 2014-3407; and

WHEREAS, the Board of Trustees authorized the contract for master planning services by Resolution 2014-3428, which contract was awarded to Ayers Saint Gross; and

WHEREAS, the planning team presented a five-phase process and work plan; and

WHEREAS, the planning team engaged with students, faculty, staff, alumni, and local community throughout the process; and

WHEREAS, the planning team held several workshops with the Board of Trustees throughout the process to gather feedback and input, which generated consensus on the direction of the plan; and

WHEREAS, the planning team presented the draft plan at the January 2016 Board Meeting; and
WHEREAS, the planning team has submitted the Comprehensive Master Plan 2016 for the Board’s review; and

WHEREAS, the Capital Funding and Priorities Committee has recommended and the President has approved the Comprehensive Master Plan 2016;

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve and adopt the Comprehensive Master Plan 2016 final report dated March 3, 2016, as the current Athens campus master plan.

Committee Chair King moved the resolution. Vice-chair Wolfort seconded. With all in favor, the resolution passed.

Committee Chair King said that the Resources Committee heard from SAVP Lalley about the unanticipated need to repair a culvert on South Green Drive. The Resources Committee felt that the repair was indeed necessary, and decided that the resolution for the repair should remain on the consent agenda.

Committee Chair King then reported on various construction projects resolutions, including projects that would begin in the summer of 2016. She said that the Resources Committee was aware that as some of the projects shift, there is sometimes a need to re-evaluate and increase funding for the construction project. She said that the Resources Committee discussed the various reasons for financial fluctuations, and talked about the auditing process that serves to provide accountability when projects cost more than anticipated. Faculty Representative McLaughlin asked if Ohio University was still in line with the Housing Master Plan, to which SAVP Lalley responded that yes, the university remains on track in its housing plans. Committee Chair King reported that the Resources Committee decided that the resolutions for construction would remain on the consent agenda.

Committee Chair King reported that the Resources Committee had heard a financial update from SAVP Deb Shaffer, including projected budget surpluses and shortfalls per fee type.

Finally, Committee Chair King said that the Resources Committee had heard an update on university work to move toward equity in pay structure, known as the COMP 2014 implementation plan.
President McDavis thanked the Resources Committee for approving the Campus Master Plan, and lauded the book that outlines the plan. President McDavis praised University Planner Shawna Bolin and her team for their “extraordinary work in developing the Campus Master Plan.”
Academics Committee

Academics Committee Chair Scholl reported on the Academics Committee. He reported that the Committee had heard a dashboard presentation from Patton College of Education Dean Renee Middleton. The Committee learned that the dashboard is updated frequently, and that diversity in the Patton College has improved in recent years. Committee Chair Scholl said that the Academics Committee learned that service learning and practicum opportunities exist for students on international, national and local levels. Committee Chair Scholl reported that College of Education students gain both urban (Columbus) and rural (Appalachian) teaching experiences during their training at the Patton College of Education. He also reported that 70 percent of Patton College graduates stay in Ohio post-graduation.

Committee Chair Scholl stated the Academics Committee felt that, given the salary of starting educators, college financial debt is a serious concern, but reported that Dean Middleton stated that there is sometimes additional tuition compensation available for students depending on their academic area of focus.

Committee Chair Scholl relayed that the Patton College of Education has received national awards, and recommended that the Board of Trustees look at Dean Middleton’s presentation.

Committee Chair Scholl reported that the Academics Committee had heard from Chief Information Officer (CIO) Craig Bantz regarding an Information Technology update. Committee Chair Scholl reported that CIO Bantz had updated the Academics Committee on significant network upgrades that had been implemented. He said that the Committee also heard about a new project to create an innovative classroom learning environments that will also be cost-effective, and will set Ohio University apart from other universities. Faculty Representative Thomas said he felt blessed to have knowledgeable IT staff to help him with his technology needs in the classroom.

Committee Chair Scholl reported that the Committee had heard from Senior Vice Provost for Strategic Management Craig Cornell regarding enrollment efforts. They heard that while the number of applications is slightly down from where it has been at this time in previous years, Ohio University is ahead on the number of deposits received, which shows that students are committing to OHIO earlier in the year.

Committee Chair Scholl reported that Ohio University has reached a major benchmark of 40,000 students across all campuses.
Committee Chair Scholl also reported that the Academics Committee learned of improvements in first to second semester retention of students (2.5 percent), and reminded the Board that it is a significant achievement, and translates into about $1 million in revenue. He also reported that the loan default rate of Ohio University students had also dropped by 6 percent between 2012 and 2014, the biggest reduction in such metrics in the state of Ohio.

Regarding the US News and World Report rankings, for which Ohio University is currently preparing documentation, Committee Chair Scholl reported that Vice Provost Cornell had told them that Ohio University consistently ranks in the top ten in the area of estimated graduation rate based on student demographics versus actual graduation rate, which suggests that Ohio University students who were considered less likely to thrive in college are consistently doing better than expected at Ohio University. Committee Chair Scholl said that the Academics Committee did not have time to hear reports on student success and completion, and did not get to discipline-specific AQIP results. Committee Chair Scholl thanked Provost Benoit for recommending an excellent modification on reporting and review.

The Academics Committee decided to keep four resolutions concerning program name changes on the consent agenda.

The Academics Committee adjourned at 4:00pm
Governance Committee

Governance Committee Chair Simmons reported on the Governance Committee. She said that the Committee had heard a report from Faculty Senate Chair Beth Quitslund requesting a Faculty Senate constitution change that would increase the number of number of Group II faculty representatives in Faculty Senate. The Governance Committee decided to keep the resolution for the requested representation change on the consent agenda.

Committee Chair Simmons reported that ethics training for the Board of Trustees will occur in June.

Finally, Committee Chair Simmons reported on the Governance Committee’s nominations for Board of Trustees Chair and Board of Trustees Vice Chair for the upcoming year. It was recommended that Vice Chair Wolfort be named Chair, and that Trustee King be named Vice Chair.

Chair Anderson moved to accept Vice Chair Wolfort’s nomination. Trustee Scholl seconded. With all in favor, the motion passed.

Vice Chair Wolfort said that he appreciated the endorsement and nomination. He said that he had a thick skin, but as he moved through the long line, he realized that his friends were leaving him behind, referencing the recent announcements that Chair Anderson and President McDavis would both soon be leaving their stations at the university.

Chair Anderson moved to accept Trustee King’s nomination. Trustee Viehweger seconded. With all in favor, the motion passed.

Committee Chair Simmons stated that Governor Kasich now had the nominations for the next Ohio University Student Trustee, and would be making a choice by April 1, 2016.

Committee Chair Simmons next spoke about documentation. She said that the Board website had not been updated recently, and asked the Trustees to review the Board bylaws before the June Board of Trustees Meeting in order to provide any recommendations for edits or update.

Committee Chair Simmons stated that the Board Retreat would take place in Dublin in August. She also relayed that the March 2017 meeting would be changed to March 16-17th due to original date’s conflict with Ohio University’s spring break.

She also reported that the Governance Committee had had interesting discussion on the Board Meeting format. It was decided that the Joint
Committee was needed for greater and additional discussion among Trustees prior to voting on sensitive subjects. Committee Chair Simmons added that individual committees will be asked to shorten their reporting out during the main meeting.

Chair Anderson reported on choices for Committee Chairs for the upcoming year. She said that she and incoming Chair Wolfort had collaborated to name new Committee Chairs for upcoming year. The Committee Chairs for the upcoming year are:

1. Trustee Scholl: Resources
2. Trustee Goodman: Academics
3. Trustee Cooper: Governance
4. Trustee Simmons: Audit

As dictated by Board Bylaws, Chair Anderson said that the Executive Committee would be comprised of the following individuals: Trustees Wolfort, King, Scholl and Goodman.
Audit Committee

In Audit Committee Chair Goodman’s absence, Scholl reported on the Audit Committee.

He said that the Audit Committee had heard an update from Plante Moran regarding the External Audit.

Trustee Scholl said that the Audit Committee had then heard an update on the 2016 Audit Plan from Chief Audit Executive CAE Jeff Davis. He said that the schedule for the audit had been discussed in detail. Additionally, he said that CAE Davis had described the two significant management compliance initiatives that were currently underway:

- The Payment Card Industry Data Security Standard (PCI DSS)
- Health Care Insurance Portability and Accountability Act (HIPAA)

Trustee Scholl reported that CAE Davis had updated them on the External Assessment timeline, and had finished by telling the Audit Committee that all construction audits had been approved, which was good news.

The Audit Committee adjourned at 4:00pm
Executive Committee

Chair Anderson reported that the Executive Committee had met during a working lunch on Thursday, and had held Executive Session on Friday at breakfast.

Chair Anderson reported on the FCC Spectrum Auction, in which broadcast stations are being asked to give up their frequencies, but will then be given new frequencies. Ohio University will be asked to come up with an auction strategy if it chooses to participate. Chair Anderson reported that WOUB and WOUC may be affected by the auction. She said that the auction could result in revenue, but there is no clear consensus on payment. She said that, regardless of whether Ohio University participates in the auction or not, both radio stations will continue to operate.

SCRIPPS COLLEGE OF COMMUNICATION
FCC SPECTRUM AUCTION

RESOLUTION 2016 -- 3533

WHEREAS, the Federal Communications Commission has initiated a Reverse Incentive Spectrum auction that could affect frequencies licensed to Ohio University for use by WOUB (Athens, OH) and WOUC (Cambridge, OH) in its public broadcasting operations for television; and

WHEREAS, the University must determine whether it will participate in the spectrum auction and it must formulate an auction strategy in the event that it does participate;

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby directs the President to appoint Authorized Representatives to participate in the spectrum auction on behalf of the University.

BE IT FURTHER RESOLVED, that the Board directs the Authorized Representatives to develop an auction strategy in consultation with the Executive Vice President and Provost and the Vice President for Finance and Administration, and to implement that strategy and to make decisions in the auction that will best serve the interests of the University and the University community.
Trustee Scholl moved the resolution. Trustee King seconded. With all in favor, the motion passed.

Chair Anderson reported on Executive Committee discussion regarding the Park Place Corridor. She said the Executive Committee is evaluating the potential transformation of the corridor. She said that while the Executive Committee did not have a resolution to present at the March meeting, she believed that 29 Park Place would be preserved, protected and renovated for the future use of the university, but that it will no longer be used as presidential housing.

Chair Anderson reported that the Executive Committee had gone into Executive Session to discuss President McDavis’ announcement that he will step down when his contract ends at the end of June, 2017. Chair Anderson thanked him for his advance notice and noted “the impossible task of filling his shoes.” Chair Anderson also thanked Mrs. McDavis for all of her work and dedication to the university.

Chair Anderson reported that, by law (the Ohio Revised Code) it is this Board’s responsibility to hire and evaluate our President, and that it would conduct the search with help from the university community. Chair Anderson outlined the Board’s initial plans for the presidential search:

1. The Board has appointed a “Search Subcommittee” to provide oversight and guidance throughout the search and to serve as members of the larger search committee once identified. The Executive Committee of the Board will comprise the Search Subcommittee. The Executive Committee for next year will be Chair-elect Wolfort, Vice Chair-elect King, Trustee Scholl, and Trustee Goodman. Additionally, Chair-elect Wolford has asked Chair Anderson to participate on the Search Subcommittee as well. Between now and the June board meeting the Search Subcommittee will meet as needed.

2. Board Secretary Moore and General Counsel Biancamano (the administrative team) will staff this process and will bring on others as needed.

3. Terry MacTaggart, consultant for the Association of Governing Boards, will be retained to assist Ohio University in the presidential search. Dr. MacTaggart will gather information from the university community to help guide the search for the new president. Dr. MacTaggart will interview members of the university community to assist the board in developing our expectations for our next leader and to gather advice on how to conduct the search.
4. The administrative team (Moore and Biancamano), under the direction of the Subcommittee will develop a timetable for the search. The Board hopes to have a new president chosen by late fall 2016 or early in the 2017 calendar year with the intent that the new president will be able to take office at the end of June 2017.

5. The Search Committee will consist of 21 individuals, including the five members of the Subcommittee. Additionally, an alternate or two may be selected to ensure continuity of the committee. The Search Subcommittee will make recommendations to the Board as to who might be invited to participate on the Search committee. Constituents such as faculty members, students, deans, alumni, community members, and senior staff were mentioned as possible members for consideration. Appointees to the Search Committee will be asked to sign a confidentiality statement.

6. The search subcommittee will recommend a search firm to the Board at the June meeting. The search subcommittee will utilize the University’s RFP process to invite search firms to participate.

7. A communication plan will be established to keep the university community and press informed on the search process on a timely basis.

8. The search subcommittee, with the assistance of Dr. MacTaggart, will draft the charge for the search committee.

9. The board will create budgets and a transition plan.

It was noted that the board will do its best to respect the privacy of candidates while adhering to public record laws. The intent is to have these elements in place by the June meeting so that the search committee can begin its business in July.
CONSENT AGENDA

CENTURY BOND, ENDOWMENT, AND NON-ENDOWMENT INVESTMENT POLICIES

RESOLUTION 2016 -- 3534

WHEREAS, The Board of Trustees of Ohio University is vested by Ohio Law (Section 3345.05 of the Revised Code) with certain responsibilities, as follows:

1) that title to investments made by the Board of Trustees with funds derived from tuition, fees, subsidy and other revenues be held in trust by the Board of Trustees, and

2) that the Board of Trustees adopts an investment policy that complies with certain requirements as set forth in the statute, and

3) that the Board of Trustees establishes an Investment Committee that meets at least quarterly, and

WHEREAS, the Resources Committee of the Board of Trustees has reviewed and recommended formal adoption of the Century Bond and Deferred Maintenance Program Investment Policy as adopted by the Foundation board February 12, 2016, as it applies to long-term investments associated with the University’s Century Bond and Deferred Maintenance Program, and

WHEREAS, the Resources Committee of the Board of Trustees has reviewed and recommended formal adoption of General Endowment Fund Investment Policy as adopted by the Foundation board February 12, 2016, as it applies to endowment funds, which is also covered by Ohio Law (Section 3345.16 of the Revised Code) where the endowment investments are managed by The Ohio University Foundation, and

WHEREAS, The Board of Trustees has previously adopted a non-endowment investment policy that complies with Section 3345.05 of the Revised Code, and

WHEREAS, any funds invested as diversified pool investments, pursuant to the aforementioned non-endowment investment policy, will be further governed by the aforementioned endowment funds investment policy.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees recommends adoption of Century Bond and Deferred Maintenance Program Investment Policy and the General Endowment Fund Investment Policy as
adopted by the Foundation board February 12, 2016, as it applies to the University endowment funds and long-term century bond funds.

BE IT FURTHER RESOLVED, that the performance of the endowment and century bond investments, as well as any future modifications to the Century Bond and Deferred Maintenance Program Investment Policy or the General Endowment Fund Investment Policy, will be presented to the Resources Committee for their review as necessitated by changes to the policies, and

BE IT FURTHER RESOLVED, that the Board of Trustees has empowered The Ohio University Foundation’s Investment Sub-Committee to act on its behalf in accordance with the aforementioned investment policies, and

BE IT FURTHER RESOLVED, that the aforementioned investment policies supersede all previously adopted investment related policies; and all prior resolutions concerning the aforementioned investment policies of the Board of Trustees not specifically referenced herein shall be rescinded.

APPROVAL TO PROCEED WITH DESIGN FOR SOUTH GREEN DRIVE CULVERT REPAIR – DESIGN THROUGH BIDDING PHASE

RESOLUTION 2016 -- 3535

WHEREAS, for the South Green Drive Culvert Repair project, University administration requests approval for the total project budget of $2,000,000 and seeks approval for authorized expenditures of $200,000 to undertake design through bidding to be funded by State Appropriations;

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees approves the request 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 budget identified.
APPROVAL TO PROCEED WITH CONSTRUCTION FOR
BACK SOUTH DEMOLITION (Cady, Foster, Brough) PHASE I –
CONSTRUCTION PHASE AND BUDGET AMENDMENT II,
BAKER WEST 82 RENOVATION – CONSTRUCTION PHASE AND
BUDGET AMENDMENT,
BOYD HALL BATHROOM UPGRADE SUMMER 2016 –
CONSTRUCTION PHASE AND BUDGET AMENDMENT,
COLLEGE OF BUSINESS/CSC RENOVATION – SCOPE REVISION AND
BUDGET AMENDMENT II,
COLLEGE OF COMMUNICATION PHASE II – CONSTRUCTION PHASE
AND BUDGET AMENDMENT III,
COPELAND HALL CHILLER REPLACEMENT – CONSTRUCTION
PHASE AND BUDGET AMENDMENT,
CRAWFORD HALL ELECTRICAL AND FIRE SYSTEM UPGRADE –
CONSTRUCTION PHASE,
JAMES HALL LOBBY, BATHROOM AND APARTMENT UPGRADE –
CONSTRUCTION PHASE AND BUDGET AMENDMENT,
JEFFERSON HALL RENOVATION – CONSTRUCTION PHASE AND
BUDGET AMENDMENT AND
MACKINNON HALL BATHROOM UPGRADE – CONSTRUCTION
PHASE

RESOLUTION 2016 -- 3536

WHEREAS, for the Back South Demolition (Cady, Foster, Brough) Phase I
project, the Board of Trustees previously approved a total project budget of
$1,460,000 (2015-3518) and authorized expenditures of $1,460,000 (2015-
3518), and University administration seeks to amend the total project budget
of $1,460,000 by an additional $142,000 for a new total project budget of
$1,602,000 and seeks to increase the previously authorized expenditure
amount of $1,460,000 by an additional $142,000 for total authorized
expenditures of $1,602,000 to undertake construction and complete the
project to be funded by Residence Life Reserves;

WHEREAS, for the Baker West 82 Renovation project, the Board of Trustees
previously approved a total project budget of $1,800,000 (2015-3517) and
authorized expenditures of $225,000 (2015-3715), and University
administration seeks to amend the total project budget of $1,800,000 by an
additional $200,000 for a new total project budget of $2,000,000 and seeks to
increase the previously authorized expenditure amount of $225,000 by an
additional $1,775,000 for total authorized expenditures of $2,000,000 to
undertake construction and complete the project to be funded by Culinary
WHEREAS, for the Boyd Hall Bathroom Upgrade Summer 2016 project, the Board of Trustees previously approved a total project budget of $925,000 (2015-3517) and authorized expenditures of $200,000 (2015-3715), and University administration seeks to amend the total project budget of $925,000 by an additional $385,000 for a new total project budget of $1,310,000 and seeks to increase the previously authorized expenditure amount of $200,000 by an additional $1,110,000 for total authorized expenditures of $1,310,000 to undertake construction and complete the project to be funded by Residence Life Reserves;

WHEREAS, for the College of Business/CSC Renovation project, the Board of Trustees previously approved a total project budget of $3,460,000 (2015-3468) and authorized expenditures of $3,460,000 (2015-3468), and University administration seeks to amend the total project budget and authorized expenditure amount of $3,460,000 by an additional $200,000 for a new total project budget and authorized expenditures of $3,660,000 to undertake construction and complete the project to be funded by Gifts ($3,460,000) and College of Business Reserves ($200,000);

WHEREAS, for the College of Communication Phase II project, the Board of Trustees previously approved a total project budget of $19,300,000 (2015-3506) and authorized expenditures of $19,300,000 (2015-3506), and University administration seeks to amend the total project budget and authorized expenditure amount of $19,300,000 by an additional $350,000 for a new total project budget and authorized expenditures of $19,650,000 to undertake construction and complete the project to be funded by Safety Reserves;

WHEREAS, for the Copeland Hall Chiller Replacement project, the Board of Trustees previously approved a total project budget and authorized expenditures of $600,000 (2015-3518), and University administration seeks to amend the total project budget and authorized expenditure amount of $600,000 by an additional $150,000 for a new total project budget and authorized expenditures of $750,000 to undertake construction and complete the project to be funded by the Energy Infrastructure Project Initiative;

WHEREAS, for the Crawford Hall Electrical and Fire System Upgrade project, the Board of Trustees previously approved a total project budget of $800,000 (2015-3517) and authorized expenditures of $200,000 (2015-3517) for design, and University administration seeks to increase the authorized
expenditure amount of $200,000 by an additional $600,000 for total authorized expenditures of $800,000 to undertake construction and complete the project to be funded by Residence Life Reserves;

WHEREAS, for the James Hall Lobby, Bathroom and Apartment Upgrade project, the Board of Trustees previously approved a total project budget of $1,255,000 (2015-3517) and authorized expenditures of $350,000 (2015-3715), and University administration seeks to amend the total project budget of $1,255,000 by an additional $1,870,700 for a new total project budget of $3,125,700 and seeks to increase the previously authorized expenditure amount of $350,000 by an additional $2,775,700 for total authorized expenditures of $3,125,700 to undertake construction and complete the project to be funded by Residence Life Reserves;

WHEREAS, for the Jefferson Hall Renovation project, the Board of Trustees previously approved a total project budget of $44,000,000 (2015-3517) and authorized expenditures of $6,110,000 (2015-3715), and University administration seeks to decrease the total project budget of $44,000,000 by $4,000,000 for a new total project budget of $40,000,000 and seeks to increase the previously authorized expenditure amount of $6,110,000 by an additional $33,890,000 for total authorized expenditures of $40,000,000 to undertake construction and complete the project to be funded by Culinary Reserves ($9,300,000), Residence Life Reserves ($4,000,000) and Residence Life Internal Bank Loan ($26,700,000);

WHEREAS, for the MacKinnon Hall Bathroom Upgrade project, the Board of Trustees previously approved a total project budget of $925,000 (2015-3715) and authorized expenditures of $200,000 (2015-3715) for design, and University administration seeks to increase the previously authorized expenditure amount of $200,000 by an additional $600,000 to undertake construction and complete the project to be funded by Residence Life Reserves;

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.
WHEREAS, the Tropical Disease Institute in the Heritage College of Osteopathic Medicine has proposed a name change to the Infectious and Tropical Disease Institute, and

WHEREAS, the proposed name change has the support of the Executive Dean of the Heritage College of Osteopathic Medicine and the Vice President for Research and Creative Activity, and

WHEREAS, the proposed name change:

- reflects the broader focus of the Institute on the impact of infection and immunity on the health of local, national and international populations;
- reflects faculty member interests in disease, immunology and public health issues that are present world-wide;
- should facilitate the building and recruitment of an effective and diverse faculty cluster, promote collaborations, and increase the likelihood of securing extramural funding;
- aligns well with the Heritage College of Osteopathic Medicine’s future direction in promoting primary health care research; and
- should foster inter-professional training and collaborative research programs across the university.

NOW THEREFORE, BE IT RESOLVED that the Tropical Disease Institute be renamed the Infectious and Tropical Disease Institute.
COLLEGE OF HEALTH SCIENCES AND PROFESSIONS
NAME CHANGE FOR THE
COMMUNITY HEALTH SERVICES MAJOR

RESOLUTION 2016 -- 3538

WHEREAS, the Community Health Services major in the Department of Social and Public Health in the College of Health Sciences and Professions has proposed a name change to Community and Public Health, and

WHEREAS, the proposed name change has been approved by the University Curriculum Council,

WHEREAS, the proposed name change:

• describes the major more accurately; and
• provides better undergraduate student recruitment opportunities; and
• will not impact resources or faculty.

NOW THEREFORE, BE IT RESOLVED that the Community Health Services major be renamed Community and Public Health.

COLLEGE OF FINE ARTS
SCHOOL OF MUSIC
NAME CHANGE FOR THE
MASTER OF MUSIC – MUSIC PERFORMANCE/PEDAGOGY

RESOLUTION 2016 -- 3539

WHEREAS, the School of Music in the College of Fine Arts has proposed a name change to Master of Music – Performance: Emphasis in Performance/Pedagogy, and

WHEREAS, the proposed name change has been approved by the University Curriculum Council, and

WHEREAS, the proposed name change:
• reflects emphasis given to pedagogy and pedagogical techniques; and
• provides opportunities to consistently list the degree in all university publications; and
• will not impact curricular resources or faculty.

NOW THEREFORE, BE IT RESOLVED that the Master of Music – Music Performance/Pedagogy be renamed Master of Music – Performance: Emphasis in Performance/Pedagogy.

COLLEGE OF FINE ARTS
SCHOOL OF MUSIC
NAME CHANGE FOR THE
ORCHESTRAL INSTRUMENTS: STRINGS, WOODWINDS, BRASS, OR PERCUSSION MAJOR

RESOLUTION 2016 -- 3540

WHEREAS, the Orchestral Instruments: Strings, Woodwinds, Brass, or Percussion major in the School of Music in the College of Fine Arts has proposed a name change to Instrumental Performance, and

WHEREAS, the proposed name change has been approved by the University Curriculum Council, and

WHEREAS, the proposed name change:

• reflects current instruction; and
• provides study for traditions not typically found within the orchestral realm (e.g., non-Western percussion, saxophone, or Euphonium); and
• will not impact curricular resources or faculty.

NOW THEREFORE, BE IT RESOLVED that the Orchestral Instruments: Strings, Woodwinds, Brass, or Percussion major be renamed Instrumental Performance.
APPROVAL OF CHANGES TO THE
FACULTY SENATE CONSTITUTION
EXPANDING NON-TENURE-TRACK FACULTY REPRESENTATION

RESOLUTION 2016 -- 3541

WHEREAS, more than two-thirds of the Faculty Senate has approved an Amendment to the Faculty Senate Constitution to Increase the Numbers of Faculty Senators Representing Group II and Clinical Faculty; and

WHEREAS, a vote of faculty eligible to participate in Faculty Senate elections has also approved the Amendment by a majority of those voting; and

WHEREAS, Section VI (A), Article 3.9 of the Faculty Senate Constitution states that Amendments to the Constitution require the approval of the Board of Trustees;

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees approves the Amendment to the Faculty Senate Constitution attached hereto as Exhibit A.
Resolution to Increase the Numbers of Faculty Senators representing Group II and Clinical Faculty
Faculty Senate
Professional Relations Committee
Approved February 1, 2016

Whereas the current number of faculty senators representing Group II and Clinical faculty does not adequately represent those constituencies; and

Whereas Group II and Clinical faculty are eligible for full-time and long term contracts; and

Whereas Group II and Clinical Faculty are eligible for service; and

Whereas all faculty, regardless of tenure status, enjoy the protections of academic freedom for their shared governance activities

In the spirit of shared governance, be it resolved that the Faculty Senate Constitution be amended to

II.C.3.b.x. Group II faculty (with a FTE of 0.80 or above) have the right to stand for election and to vote to elect up to nine senators from the Group II faculty to serve on Faculty Senate.

II.C.3.e.xii. Clinical faculty (with a FTE of 0.80 or above) have the right to stand for election and to vote to elect at least one at-large senator to Faculty Senate to represent the Clinical faculty in HCOM and CHSP.

VI. A. Article 1 Composition and Election

1. The Faculty Senate shall be composed of faculty members with faculty status, with or without tenure.

   b. By 2018 and thereafter, ten Senators shall be elected by the non-tenure track faculty members (Group II and Clinical faculty) of the degree-granting colleges with deans or academic units with a dean’s equivalent of the Athens campus and Group II faculty of each of the regional campuses. Representation shall be in proportion to the numbers of such faculties eligible to serve on the Faculty Senate, with the following provisions: Each Athens campus college with a minimum of 20 eligible Group II faculty members will elect one or more senators to represent that college; all colleges on the Athens campus with fewer than 20 Group II faculty shall be combined to elect at-large senator(s) from those
colleges to serve on Faculty senate; all Group II faculty on regional campuses shall combine to elect at-large Group II senators from regional campuses to represent those faculties. Clinical faculty from HCOM and CHSP shall elect at least one at-large senator from among their ranks to represent those faculty.

c. The election shall be conducted in accordance with the Rules of Election stated in the Senate Bylaws

d. The allocations and election of Group II and Clinical Faculty senators will reflect the proportion of Group II and Clinical faculty at the annual faculty census prior to elections.

Be it further resolved that increasing the number of non-tenure track senators from two to ten shall be accomplished over three years, to stagger the terms for these seats. Seats will be added in the following way (so long as this allocation reflects the appropriate proportional representation):

In 2016, the number of non-tenure-track faculty senators shall be increased with four additional senators (one at-large Group II Senator from regional campuses, one from CHSP, one from COB and one at-large Clinical Faculty member from HCOM and CHSP). In 2017, three additional senators shall be elected (one from A&S, one from Education, and one at large senator from regionals). In 2018, one additional senator shall be elected (an at-large senator from other colleges on the Athens campus that have fewer than 20 Group II faculty), for a total of ten non-tenure track Senators who are Group II or Clinical faculty elected by the Group II and Clinical faculty of Ohio University. If any new senators for Group II or the Clinical faculty seats unexpectedly vacate their seats before 2018, these will also be elected during the next regular election.
Vice Chair Wolford moved to approve the consent agenda. Trustee Cooper seconded. With all in favor, the consent agenda was approved.

**UNFINISHED BUSINESS**

There was no unfinished business.

**NEW BUSINESS**

There was no new business.

**COMMUNICATIONS, PETITIONS, AND MEMORIALS**

President McDavis presented Student Trustee Wilcox with a certificate of Appreciation. The Board of Trustees gave Student Trustee Wilcox a standing ovation. Student Trustee Wilcox thanked the Board for its impact on her life, and how it would change her future.

President McDavis presented Chair Anderson with a certificate of Appreciation. “We said a lot of nice things about Trustee Anderson last night,” he related. “Board members serve 9 year terms. It is a tremendous commitment, and we very much appreciate it. On behalf of a very grateful university, we present this certificate.” The Board of Trustees gave Anderson a standing ovation.

Chair Anderson said that it had been such a journey to go from a farm kid in Ross County to the first person in her family to go to college. She mentioned that many in her family have since joined the Ohio University family as students and alumni.

**ANNOUNCEMENT OF THE NEXT STATED MEETING DATE**

Secretary Moore announced the next Board of Trustees meeting dates: June 23-24, 2016.

Trustee Simmons acknowledged that the sorority Kappa Alpha Psi was celebrating 50 years on Ohio University’s campus. President McDavis thanked Jamie Patton for representing his Greek organization today.

**ADJOURNMENT**

The Main Meeting of the Ohio University Board of Trustees adjourned at 12:14pm.
APPENDIX

Ohio University Board of Trustees  
Joint Academics and Research Committee Meeting  
Margaret M. Walter Hall, Room 125/127  
Thursday, March 10, 2016

Present: Chair Sandra Anderson, Vice Chair Dave Wolfort, Trustees Janetta King, Peggy Viehweger, Janelle Simmons, Dave Scholl, Cary Cooper, National Trustee David Pidwell, Student Trustees Sharmaine Wilcox and Patrick J. Roden, President Roderick J. McDavis, Secretary David R. Moore, and Faculty Representatives David Thomas and Joe McLaughlin.

Chair Anderson called to order the meeting of the Joint Committee at 9:28am.

Chair Anderson welcomed attendees, and introduced President McDavis, who outlined the topics that would be presented in the Joint Committee Meeting.

• Update on FY2017 Budget
• Update on the Efficiency and Affordability Task Force
• Academic Quality Improvement Plan (AQIP) Results
• Comprehensive Master Plan (CMP)

Update on FY2017 Budget

Executive Vice President an Provost (EVPP) Benoit provided an update on the FY17 University Budget, which is scheduled to come before the Board in June for final approval. She spoke of various fees that have been approved by Budget Planning Council:

• HCOM: 3.5% fee increase

• Professional Graduate Fees – fees for four programs have been revised, and new fees have been added for four new programs. Benoit indicated that the fees are market-driven.

• Fees for various regional, eLearning, graduate programs – Fee proposals have been reviewed by Student Fee Committee (SFC) and Budget Planning Council (BPC).

Chair Anderson asked for clarification regarding the discrepancy between the amount of certain fees as requested and the amount of fees ultimately approved by SFC and BPC. EVPP Benoit explained the process of how individual fee changes are examined and determined to be appropriate or necessary.
Student Trustee Wilcox shared her experience in serving on the SFC, and explained that the council had gone through each program fee individually, and had spent a lot of time understanding the reasons for added fees.

Trustee Scholl expressed concern about the proposed raise in fees on regional campuses, since cost is a more sensitive issue for regional campus students. EVPP Benoit clarified that the fees would not be applied across the board, but for students who were taking specific courses or programs that have a higher overhead. She cited the Equestrian Program on the Southern Campus as an example of a course that would have increased fees.

**Efficiency & Affordability Task Force Update:**

Vice President for Finance and Administration (VPFA) Golding provided an update on the Affordability Task Force. The board is obligated to approve and send a report by July 1 to the Chancellor in response to the recommendations of the Task Force. He indicated that the purpose of the task force was to require boards to make recommendations for reducing college costs. The task force has given specific ownership to the President’s Council for recommendations and approval. VPFA Golding indicated that Heather [NOTE: please include her last name] (from Communications Finance) will work part-time with the Provost’s Office on the recommendations. VPFA Golding showed an organizational structure flowchart for addressing the Task Force recommendations. Recommendations are being organized among those from the Governor’s Task Force, the Ohio University task force, and Huron (our outside consultant).

Laura Nowicki of Procurement is working with University task force to make recommendations regarding the improvement of efficiency for university contracts and state contracts.

VPFA Golding said that OHIO is already implementing some of the Task force recommendations, and would be working to fine tune the process to increase affordability.

VPFA Golding said that there were 46 policy recommendations in Governor’s report requiring university response. He indicated that the Senate had requested several reports which relate to the same subjects. VPFA Golding indicated that universities had convinced the Governor that separate reports might not be the most efficient use of time.

VPFA Golding reported that the efficiency question is rife with politics - “One person’s idea of a bureaucratic hurdle is another person’s way of holding people accountable,” he said.

Trustee Viehweger asked if there were any ways to profit from the University’s airport, or to capitalize on outsourcing. VPFA Golding said that the university continues to look into opportunities, and gave an example of landing fees that the University could apply as well as stating that the University’s airport staff have investigated whether there could be cost-savings in outsourcing and found that the cost-savings of outsourcing labor would be negligible.
VPFA Golding discussed prioritizing and timing of recommendations – e.g., what would be recommended now, in 1-2 years, and in five years.

VPFA Golding said he met with Ohio State University representatives regarding cost-reductions. He said that while Ohio State had set the standard, and that people had perceived it as a good idea, there is concern about how to actually implement all of the ideas proposed for cost reduction.

Trustee Scholl asked about cost diagnostics, and whether there will be tangible, numbered targets to meet cost affordability. VPSA Golding said that the exercise had to be implemented, but that the recommendations also had to be institution-specific. There may not be the same ability across institutions to generate the same types of cost-savings and reductions.

Vice Chair Wolfort asked that while the cost efficiencies might not be seen in a single year after the recommendations were implemented, we would look for improvement over a period of time. VPFA Golding indicated that Ohio University is focused on smart growth and revenue generation as it moves forward with efficiency implementation.

VPFA Golding said that he and EVPP Benoit had researched and focused on growing the institution’s revenue. He said that OHIO had been working on affordability before the task force, and that they would be focused on it after the task force had concluded its study.

Trustee Wolfort expressed concern about state government forcing universities to make various recommendations and cuts that do not take into consideration the impact of state funding and State Share of Instruction (SSI).

President McDavis added that there is a sense among Ohio university presidents that institutions are being asked more and more to assess how they conduct their business at their institutions, but that there needs to be reciprocal investment and regulatory changes and othersupport from the government. Investment in two-year and four-year institutions adds value to the state.

Trustee Cooper asked if the government had provided any kind of incentive to improve savings, to which VPFA Golding replied that no incentive had been given. “There is no bucket of government funds promised at the end of this rainbow,” VPFA Golding stated.

David Thomas thanked Chair Anderson for her sensitivity and recognition of the amount of additional work that this administration is putting into this task force project, since it is a burden on faculty and staff that distracts from the work of the university on teaching, learning and research.

VPFA Golding will present an update on the Task Force report in June.

**Academic Quality Improvement Program (AQIP) Update**

EVPP Benoit provided an update on AQIP accreditation. She outlined the amount of work that had been done to prepare for the AQIP site visit. She said that she could not have imagined a more glowing report. The AQIP report stated that there were “Integrity,
responsibility, ethical practices evident” at Ohio University. Ohio University received accreditation reaffirmation until 2025-2026, with no monitoring or follow up.

EVPP Benoit encouraged Trustees to read the report to see how Ohio University had excelled in its commitment to improvement. She commended Dr. Mike Williford for his commitment to leading the efforts by Ohio University in the reaccreditation process. The board lead a standing ovation to honor Dr. Williford.

President McDavis presented a certificate of appreciation to Dr. Williford to recognize his work in academic assessment and accreditation. Dr. Williford thanked the board, noting that his unofficial title at the university was “university nag.” He appreciated everyone’s hard work in the accreditation process. Trustee Viehweger also thanked EVPP Benoit for her leadership and hard work in the accreditation process.

**Comprehensive Master Plan Approval, Six Year Capital Improvement Plan Update, and Dublin Master Plan Process Update**

Chair Anderson introduced University Planner (UP), Shawna Bolin, who provided a presentation asking for final approval of the Comprehensive Campus Master Plan (CMP).

Ms. Bolin said that the planning process involved five steps, three of which are now completed.

- Assess
- Test
- Final Plan
- Envision
- Synthesize

Deans said that they appreciated the opportunity to see the needs of their colleagues, in addition to their own college’s needs.

UP Bolin thanked the Board for their engagement in formulating the CMP.

The CMP core ideas involved:

1. Stewardship of Assets – Space needs and smart growth
2. Protecting our Distinctive Setting – keeping OHIO the unique and special place that students, colleagues and alumni indicate is important to them moving forward.
4. Connection and Integration – providing a sense of unity across campus.
5. Welcoming and User-Friendly – Improving Signage on Campus for easier visitor use.
Chair Anderson asked how much time had been invested in the CMP. UP Bolin indicated that 10,000 hours had been invested, and that at least 500 different people had been involved in building the plan.

UP Bolin outlined how the CMP would interact with the Capital Improvement Plan, and indicated that not all of the CMP recommendations would be implemented quickly.

Chair Anderson commented that without CMP, folks in different areas would be singing their own songs about their own needs, and it would be a cacophony. The CMP allows us to form a songbook. Trustee Pidwell commented that the CMP was a very detailed, investigative plan; it is a piece of art.

Trustee Pidwell asked questions about plans for improving access for persons with disabilities. UP Bolin responded that we are looking to improve access, adding elevators, and improving pathways.

President McDavis commented that we have been working for several years on accessibility issues, and are now working to implement them in every project we undertake.

UP Bolin thanked everyone for their help in helping to create the final plan.

President McDavis acknowledged Chris Knisely, President of City Council, who was in attendance at the board meeting, and thanked the city for participating in the planning process.

UP Bolin then reviewed the Capital Improvement Plan (CIP), including the timing and funding sources for projects in the near term. The Six Year CIP will be presented for approval in the August board meeting. Ms. Bolin focused on three projects that will be presented to the board at the June meeting:

- Clippinger Renovation Strategy, Phase 1 – requires careful implementation that does not shut down the whole building at any given time ($42,600,000 est. in phase 1, $26,688,480 in phase 2, $28,866,260 in phase 3, $6,782,110 in phase 4)
- Seigfred Hall Programmatic Renovations and Mechanical – Improvement of mechanical, exterior and interior improvements
- Ellis Hall Infrastructure Renewal – mechanical, electric, office updates, and improvement of ADA accessibility.

Vice Chair Wolford asked about the impact of construction on current statements, who may be here while the construction is going on, but may have graduated before they see the final product.

Candace Boeninger, Assistant Vice Provost & Director of Undergraduate Admissions, (introduced by President McDavis) stated we are working on ways to show students how the improvements will benefit future generations.
Faculty Representative Thomas stated that work is often disruptive while it is undertaken and asked how will the CMP address the various impacts of the construction.

UP Bolin replied that we will be addressing the potential impacts, and will be sharing our strategies and recommendations to reduce disruption.

Vice Chair Wolfort noted that Seigfred has been in poor shape for years, and it is only getting worse. He asked whether the proposed renovations will sufficiently address all of the needs of the building, the students and the faculty?

EVPP Benoit replied we have to prioritize according to cross-university needs and economic restrictions as we make improvements. We look at university needs from a total-university perspective, and prioritize projects according to programmatic needs.

Vice Chair Wolfort cautioned against doing partial work that may require more updates and more money later.

EVPP Benoit replied that we have gift funding for McCracken. We do not have gift funding for Seigfred, so we are economically limited by how much we can do in Seigfred at the moment.

Trustee Viehweger suggested that we consider public/private collaboration and partnerships regarding university improvement.

UP Bolin replied we are certainly taking into consideration the various possibilities for additional funding as we move forward.

VPSA Golding replied we are looking at only 1/3 of the conversation, with respect to the University’s priorities: We must also work on implementation of COMP 2014 and Financial Aid priorities, which necessarily limits what we can do financially on campus improvement. We are looking at private/public partnerships, but we need to make sure that the partnerships are economically helpful, and that they will improve our finances across the board.

With respect to state capital appropriations, the Capital Commission is projected to have approximately $425 million to distribute to all of Ohio’s public four year and two year institutions over two years. We may receive about $25 million from the Capital Commission, whereas OHIO’s deferred maintenance needs alone are $2 billion.

Ms. Bolin next presented an update on the Dublin Campus Master Plan, with respect to goals and vision for development in Dublin.

Vice Chair Wolfort harkened back to the transformative gift from the Osteopathic Heritage Foundation and inquired whether the original gift document is being fulfilled in the current planning for the Dublin campus.

President McDavis replied that we are working to maximize the impact of the gift, and maximize its programmatic possibility across not just the medical school, but also Ohio University.
EVPP Benoit added that we are looking to build an innovative campus in Dublin, OH. Our vision for its development has led to the gift of acreage from the City of Dublin, and interest from elsewhere.

Vice Chair Wolfort stated that we need to maintain the institutional knowledge of these multi-partner investments that we do not take on more than our share of costs in the long-run.

President McDavis responded that we are seeing that Dublin is very interested in embracing Ohio University, and having us in the city, as an investment opportunity. He believes that Ohio University will become the same kind of valuable community resource in Dublin that our branches in Lancaster and Chillicothe have become, and that they will become entrenched assets in the community.

VPSA Golding noted that Dublin is interested in working with Ohio University to develop facilities that are complementary to each other, and not competitive. As we move forward with development in the engineering and biomedical fields, Dublin will be a valuable partner, as our growth will in turn make it more valuable as they attract business to the area. They will be able to capitalize on our growth, and vice versa.

Vice Chair Wolfort asked questions about priorities among our various campuses, nothing the discussion about resources for upgrading Seigfred Hall on the Athens campus, as we also discuss new investments in Dublin and now Cleveland.

EVPP Benoit responded that we are looking to Dublin because Dublin has a greater potential for revenue creation and growth that could then be used to build on the Athens campus.

VPFA Golding stated some of the programs we are offering in Dublin are there because there are markets and needs for those programs in Dublin that don’t exist in Athens.

Faculty Representative Thomas asked about the potential for overlapping with Ohio State on opportunities for development and program growth on the Dublin campus.

President McDavis responded that we have had discussions with Ohio State that indicate that we may become partners in areas that overlap, whether academic or research-oriented.

Trustee Viehweger commented that some educational programs or opportunities may be more appropriately located outside of the main campus.

EVPP Benoit provided an example: the business school is interested in building in Dublin to allow partnerships with various Dublin businesses that would like their employees to attain or finish degrees that would improve the business. These potential professional programs better serve Dublin, which has a larger base of businesses/professional students than they would Athens.
Chair Anderson noted that the Tantrum Theatre is an additional example. The Theatre provides an opportunity for our students and will draw an audience that would not otherwise come to Athens.

UP Bolin described Dublin’s plan for an innovation district, with proximity and walkability in a mixed-use area.

Trustee Scholl commented on the benefits that Dublin offers, including inspiration for business innovation, and also affordable, attractive housing for people in their 20s-30s.

**In summary:** The Dublin Master Plan that is underway will provide a framework to guide OHIO through and towards future development and near term projects for the Dublin campus. Among other things, we will look for opportunities and programs that advance OHIO’s mission and that cannot be accomplished in Athens. Ms. Bolin will continue to provide updates to the board on the status of the Dublin Master Plan.

The Joint Committee meeting adjourned at 11:39am.
Present: Committee Chair Janette King, Trustees Sandy Anderson, and Janelle Simmons, National Trustee David Pidwell, Student Trustee Sharmaine Wilcox, Alumni Representative Julie Mann Keppner, Faculty Representative Joe McLaughlin, and President Roderick J. McDavis.

Committee Chair King called the meeting to order at 1:52 pm.

- **Resolution, Academic Year 2016-2017 Other Tuition, Fee and Rate Increase Approval**

Vice President for Finance and Administration (VPFA) Stephen Golding noted that the resolution for fee increases discussed in the morning’s Joint Academics and Resources Committee meeting is the first item on the Resources agenda. No further discussion occurred during Resources.

Trustee Anderson moved to recommend approval to the full board of the Academic Year 2016-2017 Other Tuition, Fee and Rate Increase resolution. Trustee Simmons seconded. With all in agreement, the motion passed.

- **Consent, Investment Policy Revisions**

Chief Finance and Investment Officer (CFIO) Candice Casto discussed the minor revisions reviewed and approved by The Ohio University Foundation at their February 2016 meeting and which now require University Board approval. The most significant revisions to the General Endowment Fund and Century Bond and Deferred Maintenance Program Investment Policies are updates to the investment policies’ attachments to reflect a change from investments in U.S. large cap value and U.S. large cap growth equities to an S&P 500 index fund.

The Committee recommended that the Investment Policies resolution be retained on the consent agenda for the March 11, 2016 Board of Trustee meeting.

- **NACUBO Endowment Update**

CFIO Casto reminded the committee that the NACUBO-Commonfund Study of Endowments is an annual study of investment performance with participants from over 800 higher education institutions and their related foundations. Ohio University is included in the $501M - $1B endowment value category. Over time, Ohio University has met and at times exceeded the NACUBO peer performance, but Ohio University lagged the NCSE average for the 1-, 3-, 5- and 10-year periods ended June 30, 2015. CFIO Casto
remarked that the market has been volatile and performance against benchmarks can change significantly in a relatively short period of time. The Foundation’s investment manager, Hirtle Callaghan, operates as a value investor, purchasing asset classes with relatively low values and selling asset classes with relatively high values to take advantage of value in the market. In the short-term, this intentional strategy has contributed to underperformance. However, performance against benchmarks has begun to improve in recent months. All performance is presented net of fees; the Investment Sub-committee of the Foundation actively looks at the fees charged. The Board will hear updates on endowment performance at each upcoming meeting within the financial forecast, and a presentation specific to endowment performance for FY2016 will be presented at the August meeting.

- **Resolution, Ohio University Comprehensive Master Plan (CMP) 2016**

Committee Chair King noted that the resolution to approve and adopt the final CMP was presented during this morning’s Joint Academics and Resources Committee meeting. No further discussion of the CMP ensued.

**Trustee Simmons moved to recommend approval to the full board of the Ohio University Comprehensive Master Plan 2016 resolution. Trustee Anderson seconded. With all in agreement, the motion passed.**

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

Senior Associate Vice President for Information Technology and Administrative Services (SAVP) Joseph Lalley, shared a brief summary of the South Green Drive Culvert Repair project for schematic design approval. This problem was not anticipated which is why the project is not part of an approved capital plan. There has been severe washout of the ground under the roadway and loss of the roadway could have serious implications for campus operations.

**The Committee recommended that the Schematic Design resolution be retained on the Consent Agenda for the March 11, 2016 Board of Trustee meeting.**

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

SAVP Lalley provided a brief summary of the ten projects included as part of the Construction request - demolition of three South Green residence halls, five residence hall projects including the Jefferson Hall renovation, College of Communication phasing, CSC renovation for the College of Business, renovations to Baker West 82 and the Copeland Hall chiller replacement. Several of the budget amendments were the result of finding that mechanical systems in residence halls were not stacked similarly floor-to-floor.

SAVP Lalley reviewed Jefferson Hall Renovation site plans and discussed some reconfiguration of entrances to address ADA concerns. Executive Director of Residential
Housing Pete Trentacoste discussed the Learning Living concepts incorporated into the Jefferson Hall space and Associate Vice President for Auxiliaries Gwyn Scott discussed the retail venue which will replace the traditional dining hall and more fully support the residents of the northeast area of campus. The renovation will result in building occupancy / bed revenue losses of less than a 6%. An inviting new entrance for Culinary will be at the corner of E. Union and Stewart Streets.

Trustee Anderson questioned budget changes in construction projects since there have been several noted as part of this presentation – some favorable as with Jefferson’s $4M budget reduction and others unfavorable as with the budget increases in several residence hall projects resulting from unforeseen mechanical issues. SAVP Lalley discussed the diligence of project managers in estimating project costs. Contingencies are built into the original estimates, but at times, the best estimates at initial approval do not consider all the issues that are uncovered as design moves forward.

Committee Chair King reminded the committee that there have been more expansive audit procedures implemented for construction project processes, budgets and timelines. SAVP Lalley discussed post-completion audits as well as the multiple approval points for some large projects.

Trustee Simmons asked about the communication planning around the demolition of the three residence halls. These actions need to be communicated to alumni to avoid any bad feelings. Mr. Trentacoste discussed that there have been tours done of some of the dormitories over the past couple of years and will be again this Homecoming and there will be an opportunity to acquire bricks from those buildings.

Faculty Representative McLaughlin asked whether the internal loan noted as a funding source for Jefferson Hall renovation will result in additional fees to students to cover the loan payback. Mr. Trentacoste remarked that this project is still being accomplished within the original Housing Master Plan framework and will not result in any fee requests beyond those which were part of that approved plan. Jefferson Hall will be offline starting this summer until August 2017. AVP Scott also noted that a temporary retail venue will be put in place until Culinary comes online in December 2016.

The Committee recommended that the Construction resolution be retained on the Consent Agenda for the March 11, 2016 Board of Trustee meeting.

- **Summer 2016 Construction**

SAVP Lalley discussed the plethora of projects slated for the summer construction season and the sources of funds for the $49.8M in projects. Projects include 10 roof improvement projects, window replacements on the college green and at Seigfred Hall, a number of site improvement projects across campus, infrastructure, chiller and HVAC projects, interior bathroom upgrades, and Baker West 82 renovation. Several projects will extend into the Fall semester. SAVP Lalley noted that the planning has considered
traffic patterns, impacts to pedestrians, and only minimal impact is anticipated to campus parking over the summer.

● Financial Update

Senior Associate Vice President for Finance and Administration (SAVP) Deb Shaffer shared that a $2.3M operating surplus is currently projected for FY16 as compared with the budgeted deficit of $7.1M and the projected deficit of $3.6M shared with the Board in January. There are no substantial changes from what was reported in January. The projected unfavorable variance of investment income versus budget of $110M, at a projected loss of $45M for the year ended June 30, 2016, is driving a forecasted decrease in Net Assets of $24.2M - the market is currently bouncing a bit more favorably. SAVP Shaffer also reported that due to the issuance of another technical directive, in 2018 we will be required to record the post retirement benefits, primarily consisting of health care, associated with the state pension liability recorded as part of GASB 68. She indicated the amount could be substantial.

● Annual Human Resources Report

VPFA Golding introduced Chief Human Resources Officer (CHRO) Colleen Bendl to discuss the COMP2014 implementation strategy. COMP2014 was implemented in FY 2014 in response to the DOL Resolution Agreement. Implementation of the compensation strategy created inversion and compression challenges within our pay structure for existing employees. A multi-year strategy was developed to address these anticipated issues and the first year of that strategy was implemented in January 2016. The strategy for year one focused on Compa-ratios, the method used to evaluate and determine where compensation adjustments are warranted due to length of time an employee is in a job, that were below “1” for employees who were also below the midpoint in their respective pay grades. Since COMP2014 implementation 24% of new hires have been hired above the midpoint – the balance of new hires were hired between the market reference point and midpoint for the pay grade.

Committee Chair King adjourned the meeting at 2:40 pm.
Present: Committee Chair Dave Scholl; Trustees Cary Cooper, Peggy Viehweger, and David A. Wolford; Student Trustee Patrick Roden; and Faculty Representative David Thomas

Committee Chair Scholl called the meeting to order at 2:00 p.m.

Patton College of Education Dashboard

Dean of the Patton College of Education, Renee Middleton, provided an overview of the college’s performance, challenges, and accolades. The college’s dashboard is updated regularly and can be found online on the college’s website. There has been continued growth in the college’s diversity. Study abroad and other opportunities encourage international for global experience. Members of the faculty are encouraged to include a global component in their curriculum. Local opportunities provide opportunities for a rural experience. Urban experiences are also provided.

Trustee Cooper asked where students go for the urban experience. Dean Middleton replied that those take place in Columbus, Ohio in cooperation with Columbus City Schools.

Dean Middleton reported that stipends for graduate students have been increased to make the college more competitive in recruiting students; the college hopes to increase these further to be more competitive with aspirational peers.

Committee Chair Scholl asked how the 900 graduate students broke out – masters vs. doctoral students. Dean Middleton noted that approximately are 80% are masters and 20% doctoral.

To meet quality standards for teachers, a 3.0 GPA is now required to enter the Teacher Education program.

Trustee Cooper asked how many of the 82% of undergraduates who enter education fields after graduation remain in Ohio. Dean Middleton noted that the majority of graduates, almost 70%, stay in Ohio.

Trustee Wolford asked how graduates handle their student debt given the low salaries that entry level teachers make. Dean Middleton replied that it can be a challenge; some options are available now and the college works to identify others. Graduates who are willing to go into high demand areas such as Special Education, Foreign Languages, sciences, and math and are willing to remain in Ohio can sometimes get increased financial aid.
Faculty Representative Thomas asked if the college’s enhancing recruitment by bringing another recruiter on board meant that certain areas of the state were being targeted. Dean Middleton replied that the college targeted all areas of Ohio. She noted that about 30% of the students in the college come from Ohio’s rural areas. The rest come from urban and suburban areas across Ohio.

**IT Update**

Executive Vice President and Provost (EVPP), Pam Benoit, introduced the University’s new Chief Information Officer (CIO) Craig Bantz who summarized the Office of Information Technology (OIT) led projects, new leadership strategies, and other information, including upcoming endeavors.

IT covers every aspect of the University, from students’ access to dorms, to intervening with a student who is having a problem, to active learning classrooms and other classroom technology. The support of academic activities is paramount.

CIO Bantz noted that one of OIT’s major accomplishments was to improve the expected Disaster Recovery Time from 30 days to 48 hours.

Of particular note is that OIT added 17,000 devices fall semester which put a severe strain on the network. In six weeks, OIT staff put in long hours and rebuilt the core network; normally this would take 8 months to two years.

To improve communication with students, OIT uses social media to keep students informed. These updates sometimes occur every few minutes.

Regarding smart classroom, it is estimated that it would cost 37–38 million dollars to retrofit our classrooms. By the time the last one was completed the first one would be out of date. CIO Bantz proposes building a platform that can be updated through software rather than having classrooms expensively hardwired.

Committee Chair Scholl asked if the proposed system would be similar to cloud based computing. CIO Bantz said that it would and that the University is moving to more cloud based systems.

Trustee Scholl remarked that he did not realize how many transactions were needed for just getting into dorms, issuing pay cards, etc. and asked if CIO Bantz was concerned about security for cloud-based systems considering regional security breaches. CIO Bantz noted that IT Head of Security, Ed Carter, was in attendance and was working to ensure that security was addressed. CIO Bantz noted that he believes OIT has developed a way to move forward to have strong security.
Committee Chair Scholl asked if CIO Bantz felt comfortable with resources he currently had available to him. CIO Bantz replied that OIT was in the process of determining where any gaps exist and what resources may be required.

Faculty Representative Thomas noted that CIO Bantz was blessed with excellent IT staff who have done so much to support academics at Ohio University.

Trustee Wolfort asked if there was a way to cut costs by combining the buying power of students and the university. Currently, students are paying for cell phone and other services individually. Would it be possible to use the buying power of the students as a whole and the university to obtain lower rates for students? CIO Bantz noted that there is currently an Affordability Initiative, led by Brad Cohen who is the Senior Vice Provost for Instructional Innovation, that looks into leveraging our size and scale to assist with cost.

Faculty Representative Thomas asked about the cost of new phones and if they were necessary for everyone. He had heard that the cost was over 600 dollars per phone. CIO Bantz replied that the cost was something over 100 dollars per phone, but that yes, the phone needs of the campus were being considered.

CIO Bantz, in closing, noted that OIT was certainly looking at the best way to do many things, but that there would always be a strong focus on academic support.

**Enrollment Update**

Senior Vice Provost for Strategic Enrollment Management, Craig Cornell, provided an update of Ohio University’s current enrollment, enrollment projections, and other information.

Overall enrollment stands at 40,025; Ohio University is officially a 40,000 student institution.

Freshman applications are down by over 400, but commitments and housing deposits are up from last year.

Committee Chair Scholl if student quality was remaining the same. Vice Provost Cornell replied that we are consistent in all areas.

Trustee Wolfort asked about our percentage of graduating high school students from the state of Ohio. Vice Provost Cornell noted that we enroll about 4000 of the 130,000 high school graduates in Ohio. He also noted that the 130,000 number does not reflect whether or not those students are interested in pursuing a college degree.

Trustee Wolfort asked how diverse we are as far as where our students come from within the state of Ohio. Vice Provost Cornell noted that we are one of the most diverse in that
our students come from all over Ohio. We have a very broad geographically diverse group.

Vice Provost Cornell noted information that was not included with the presentation. Ohio University’s preliminary default rate (students who default on their student loans) was received from the Federal Government. This year’s report noted that the default rate is 8.8%; the previous rate was 11.1%. Over the past two years, we’ve had the biggest drop in the default rate in the state of Ohio. Default management prevention strategies, etc. have helped with the drop. The rate is based on a 3-year average and includes the regional campuses.

Trustee Wolfort asked if we talk to our students about default, etc. Vice Provost Cornell replied that there are several strategies, including borrowing counseling, coaching, etc. Trustee Wolfort asked if we publish testimonies by students regarding how they navigated finances, paid off their debt, etc. Vice Provost Cornell deferred the question to Valerie Miller, Director of Financial Aid and Scholarships. Director Miller said that she didn’t know of any. Trustee Wolfort remarked that he has several Ohio University alumni working for him who are very proud of the fact that they have paid off their student debt. He would like to have a way for those students to share their story should they wish to do so. Vice Provost Cornell replied that if Trustee Wolfort would send him some of those names, these testimonials could be added to some Ohio University sites where students comment about various topics.

**Agenda Abbreviated Due to Time Constraints**

Being short on time, EVPP Benoit asked that the committee discuss the Rankings and the consent agenda items and delay the Persistence Plus and Accreditation agenda items until a future meeting.

Committee Chair Scholl, having no dissents from the committee, agreed.

**OHIO in the College Rankings**

Barbara Wharton, Associate Provost for Institutional Research and Effectiveness, described where the University falls in various rankings and how those rankings are viewed by the general public and prospective students and their families.

Trustee Viehweger asked about the continued use of a 6-year graduation rate. Associate Provost Wharton noted that the rate continues to be used because it is a federal standard.

Committee Chair Scholl asked if the actual graduation rate being higher than the predicted graduation rate indicates that we do very well with helping students to perform well and exceed expectations.

Associate Provost Wharton replied that it does. Committee Chair Scholl and Trustee Viehweger noted that this is a ranking of which the University should be very proud.
Faculty Representative Thomas asked if program name can affect ranking or keep a program from being included in rankings. EVPP Benoit replied that it can, because sometimes the name does not identify the program enough to have it pulled into the rankings.

**Persistence Plus (Supporting University Student Success & Completion Initiatives)**
Deferred to a future meeting.

**Discipline Specific Accreditation Update**
Deferred to a future meeting.

**Consent Agenda**

EVPP Benoit asked if there were any questions or clarifications needed.

Hearing none, Committee Chair Scholl noted that he will move those forward to the full board for consideration.

Consent Agenda, Name Change Tropical Disease Institute
Consent Agenda, Name Change Community Health Services Major
Consent Agenda, Name Change Music Performance/Pedagogy Program
Consent Agenda, Change Orchestral Instruments: Strings, Woodwinds, Brass, or Percussion Major

**Other Comments**

Committee Chair Scholl noted that in the context of discussion from the previous Academics Committee meeting in January there has been a change recommended by EVPP Benoit regarding how program reviews will be reviewed by the committee. An executive summary with recommendations, internal and external reviews, and letters from the dean and chair/director regarding how they were taking action on the review will be included in future agendas. The larger body of information will be available to the committee on a website as a resource. The academic committee will be informed when that information becomes available and will be accessible well ahead of when the board materials are distributed to facilitate earlier access by Committee members.

With all committee members present supporting the new process, it will be tried when the next program reviews come up for review and then re-assessed to ensure the new process is meeting the needs of the Committee.

Committee Chair Scholl expressed his appreciation to EVPP Benoit and others for the responsiveness with which the committee’s requests have been made over the past year.

Committee Chair Scholl adjourned the meeting at 3:26 p.m.
Ohio University Board of Trustees  
Governance Committee Meeting  
Margaret M. Walter Hall, Room 125/127  
Thursday, March 10, 2016

Present were Chair Simmons, Trustees Cooper, Viehweger, and Wolfort, Student Trustee Wilcox, Secretary to the Board David Moore and General Counsel John Biancamano.

The meeting was called to order at 3:35 PM.

1. **Tab 27. Consent Agenda, Faculty Senate Constitution Changes**

   Beth Quitslund, Chair of the Faculty Senate, presented a Resolution approving an amendment to the Faculty Senate Constitution that would increase the numbers of Senators representing Group II and Clinical Faculty. There were no objections to the Resolution and it will remain on the Consent Agenda.

2. **Ethics Training for the Board**

   Secretary Moore reported that the annual ethics training for the Board will occur at the June meeting.

3. **Election of Chair and Vice Chair**

   Trustee Viehweger made a motion to nominate Trustee Wolfort to serve as Chair of the Board for the coming year and Trustee King to serve Vice Chair. Trustee Cooper seconded; the motion passed. The Committee will present these nominations for approval by the full Board.

4. **Student Trustee Selection Update**

   Secretary Moore reported that five students have been recommended to the Governor for appointment as a Student Trustee for the coming year. The university has been advised that the Governor will select one of them for the position by the first week of April.

5. **Review of Documentation**

   Secretary Moore reminded the Committee that the Board is required to review its Bylaws for possible amendment on an annual basis. He also noted that the Board website has not been reviewed recently. Chair Simmons will ask Board members to review the Bylaws and the website and to send any suggestions to Secretary Moore in time for the June meeting.
6. **Board Retreat**

Secretary Moore asked the Committee to think about topics for discussion at the Board retreat in Dublin on August 25 and 26.

7. **Format of Board Meetings**

Secretary Moore suggested that the Committee evaluate the current format of Board meetings. Trustee Wolfort reminded the Committee that the Joint Committee format was introduced to give the full Board more time to discuss significant issues. He also passed on Trustee Goodman’s concern with the current practice of devoting a significant amount of time in the Friday morning meeting to reports on committee meetings from the previous day.

The Committee discussed ways to spend more time in the main board meetings on academic and student matters. Secretary Moore stated that committee chairs have been asked to shorten their reports. Chair Simmons and Secretary Moore will review this modified format with the other Board members.

8. **Board Meeting Calendar for 2016-2017**

Secretary Moore advised the Committee that the proposed date for the March, 2017 meeting overlaps with Spring break next year. He suggested that the March meeting be held on March 16 and 17, 2017. The Committee will recommend this change to the schedule.

The Committee adjourned at 4:12 PM.
Ohio University Board of Trustees  
Audit Committee Meeting  
Margaret M. Walter Hall, Room 125/127  
Thursday, March 10, 2016

**Present:** Trustee Dave Scholl, Trustees Janetta King and Sandra Anderson, National Trustee David Pidwell, Student Trustee Patrick Roden, Alumni Representative Julie Mann Keppner and President Roderick McDavis.

Trustee Scholl, serving as Audit Committee Chair, called the meeting to order at 3:33pm.

**FY 2016 External Audit Planning**  
Keith Martinez, Plante Moran partner and Danny Sklenicka, Plante Moran manager held their annual pre-audit planning meeting with the Audit Committee; this was for the upcoming FY2016 external audit. Topics included an outline of Plante Moran’s deliverables, responsibilities and communication with the Audit Committee.

Trustee Scholl asked if GASB 75 (Postemployment Benefits other than Pensions) would be factored into Ohio Senate bill 6 ratios. Mr. Sklenicka said it would be included. Trustee Anderson asked if it was similar to GASB 68 (Accounting and Financial Reporting for Pensions). Mr. Martinez stated that it was similar to GASB 68. Trustee Scholl asked how many years remained in their contract. Mr. Martinez indicated the contract continued for the FY2016 audit (current fiscal year) and the FY2017 audit.

**FY16 Audit Plan Status**  
Jeff Davis, Chief Audit Executive summarized the FY2016 audit plan completion for planned audits and follow-up audits. Mr. Davis also discussed the audit timeline for the current audits.

**Management Compliance Initiatives**  
Mr. Davis discussed two ongoing management compliance initiatives. Ohio University has contracted with an outside firm, RSM (formerly McGladrey), to assist with an assessment of compliance with the Payment Card Industry Data Security Standard (PCI DSS). The firm will assist with completing and developing the required paperwork and policies. The project is being led by the University Bursar. Ohio University has also contracted with outside counsel to perform a Health Care Insurance Portability and Accountability Act (HIPAA) assessment. The project is being led by the Legal Affairs Office. Internal Audit is involved in both projects.

Trustee Anderson noted the significance of these projects and thanked management for this work. Trustee Scholl asked if we have done this work before. Mr. Davis responded that not at this level. Trustee Scholl asked if the HIPAA work would include other campuses. Jennifer Johnson, Associate General Counsel, provided information about the work and said it did include the Athens, Dublin and Cleveland campuses.
**External Assessment Update**
Mr. Davis updated the committee on the Institute of Internal Auditors external assessment. The assessment will include a review of internal audit documents, processes and procedures. The final report is expected in April. Trustee Scholl commented that he and Trustee Goodman had spoken with the reviewer. Trustee Scholl said the reviewer was very experienced and thought it would be a good process. President McDavis spoke about the review and agreed it was a good process.

**Construction Auditing Update**
Mr. Davis reviewed the current status of an outside firm’s (Baker Tilly) construction audits. The Housing Phase I final closeout audit is in progress. The McCracken Hall and Jefferson Hall construction audits have been approved and are underway. Another outside firm (CBIZ) is conducting an audit of a performance contract related to energy efficiency improvements.

Audit Committee Chair Scholl adjourned the Audit Committee meeting at 4:03 pm.
Ohio University Board of Trustees
Executive Committee Meeting
Margaret M. Walter Hall, Room
Thursday, March 10, 2016

Present: Chair Sandra J. Anderson, Vice Chair David A. Wolfort, Trustees Janelle N. Simmons, Janetta King, Peggy Viehweger, Dave Scholl, Cary R. Cooper, National Trustees Laura A. Brege and David W. Pidwell, Student Trustees Sharmaine Wilcox and Patrick J. Roden, Alumni Representative Julie Mann Keppner, Secretary David Richard Moore, President Roderick J. McDavis.

Chair Anderson called the meeting to order at 11:58am.

President McDavis reported on the status of the search for a New Trustee. Ohio University is waiting to hear from the Governor’s office on their selection.

Chair Anderson suggested that the committee move into Executive Session to consider the employment, dismissal, discipline or compensation of a public employee and to consider the purchase or sale of property for public purposes. Vice Chair Wolford moved to adjourn to Executive Session; Trustee Viehweger provided a second, the motion was passed unanimously at 12:04pm.

At 1:45pm Trustee Scholl motioned to adjourn out of Executive Session; Vice Chair Wolford provided a second, the motion was passed unanimously.

Chair Anderson adjourned the Executive Committee meeting at 1:46pm.
Ohio University Board of Trustees
Executive Committee Meeting
Ohio University Inn
Friday, March 11, 2016

Present: Chair Sandra J. Anderson, Vice Chair David A. Wolfort, Trustees Janelle N. Simmons, Janetta King, Peggy Viehweger, Dave Scholl, Cary R. Cooper, National Trustees Laura A. Brege and David W. Pidwell, Student Trustees Sharmaine Wilcox and Patrick J. Roden, Alumni Representative Julie Mann Keppner, Secretary David Richard Moore, President Roderick J. McDavis.

Chair Anderson called the meeting to order at 7:30am.

Chair Anderson suggested that the committee move into Executive Session to consider the employment, dismissal, discipline or compensation of a public employee and to consider the purchase or sale of property for public purposes. Vice Chair Wolfort moved to adjourn to Executive Session; Trustee Cooper provided a second, the motion was passed unanimously at 7:31am.

At 1:45pm Trustee King motioned to adjourn out of Executive Session; Vice Chair Simmons provided a second, the motion was passed unanimously.

Chair Anderson adjourned the Executive Committee meeting at 9:40am.
PRESIDENT’S REPORT

presented to
Ohio University Board of Trustees
June 24, 2016
Overview

- Vision, Values & Priorities
- OHIO for Ohio
- Center for Research on Health in Latin America
- Commencement 2016
- State Capital Budget
- OhioCheckbook.com
- Leadership Update
- University Fundraising
- Points of Pride
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.
OHIO
for
Ohio

The best student-centered learning experience in America
Office of the President
Last week, a 25-person OHIO delegation traveled to Quito, Ecuador, for the grand opening of a 100,000 sq. ft., state-of-the-art facility that will study Zika virus, in addition to other major infectious and chronic diseases such as diabetes, cardio-vascular disease, cancer and malaria.

This grand opening is significant for that region because it will be one of the most advanced and prestigious research facilities in Latin America; it is significant to our region because Ohio University is a partner.

OHIO’s vision is a global one where we are all working towards the betterment of humanity. The Center for Research on Health in Latin America in Ecuador is just another example of how Ohio University’s transformational power knows no geographic bounds.
• More than 750 graduate degrees were conferred April 29th

• Nearly 3,000 undergraduates received their degrees during the two ceremonies on April 30th at the Convocation Center
HSN President and OHIO ‘87 alum Bill Brand addressed the Class of 2016
Ohio ‘69 alum Cheryl Hurley, President and Chief Executive Officer of the Library of America, received an honorary degree at graduate commencement.
State Capital Budget

Last month, the legislature passed and the governor signed the $2.62 billion State Capital Budget. The Capital Budget is passed in each even-numbered year. It provides state dollars for the repair and construction of public “brick and mortar” construction projects.

The Higher Ed community (two and four-year institutions) received a total of $428 million in capital support. Ohio University and its five regional campuses will receive just under $27.5 million dollars.

All of the funds will be used for deferred maintenance repairs.
Ohio University joins Bowling Green State University, Miami University, Wright State University and Central State University in a pilot program to become the first public, four year institutions in the state to agree to post their checkbook level expenditures online at OhioCheckbook.com.

In December 2014, Treasurer Josh Mandel launched OhioCheckbook.com, which sets a new national standard for government transparency and for the first time in Ohio history puts all state spending information on the Internet.
Leadership Update

NEW Vice President for Student Affairs

Prior to joining the OHIO family, Jason B. Pina was the Vice President for Student Affairs and Enrollment Management at Bridgewater State University.

His extensive experience coupled with his enthusiasm for higher education make him a perfect fit.

He began his tenure on June 13.

Dr. Jason B. Pina
Leadership Update

NEW Senior Vice President for Strategic Initiatives

Beginning April 1, Stephen Golding stepped down as Vice President for Finance and Administration to begin a new role as Senior Vice President for Strategic Initiatives, a position created to facilitate the design and implementation of the OHIO for Ohio initiative in collaboration with the Office of the President and the Office of the Executive Vice President and Provost.

He also will serve as the Chief Executive Officer overseeing the Dublin campus.

Stephen Golding
Leadership Update

NEW Vice President for Finance and Administration

To guarantee a smooth transition, we outlined a succession plan for outgoing VPFA Stephen Golding some time ago and knew Deborah Shaffer was the right person to step into that role. Deborah Shaffer has overseen several major University initiatives over the years.

She also will assume the role of treasurer of the Board of Trustees and treasurer of the Ohio University Foundation effective July 1.
University Fundraising

Advancement Travel

- Washington, D.C.
- Arlington, VA
- Annapolis, MA
- Columbus, OH
- San Francisco, CA
- Boston, MA
- Cleveland, OH
- Chicago, IL
Ohio University’s Marching 110 explored some of France’s most famous landmarks: The Eiffel Tower, the Louvre, Normandy and Disneyland Paris. They had a somber, but powerful, performance at the Normandy American Cemetery and Memorial.

The Marching 110 also will march in the Macy’s Thanksgiving Day Parade in November 2017.
USA Today named Athens the “Best Small College Town”

A panel of experts picked the initial 20 nominees and the top 10 winners were determined by popular vote.

1. Athens, Ohio
2. Ithaca, New York
3. Williamsburg, Virginia
4. Flagstaff, Arizona
5. Lawrence, Kansas
6. Iowa City, Iowa
7. San Luis Obispo, California
8. Santa Fe, New Mexico
9. Oxford, Mississippi
10. Yellow Springs, Ohio
Points of Pride

Speaking Bobcats win 16th consecutive state title and 8 national championship titles

In March, the student forensics team won the State Championship in Sweepstakes in the President’s Division of the Ohio Forensics Association (OFA) Varsity State Tournament. In April, the group won 8 national championship titles at the 2016 Public Communication Speech and Debate League National Tournament.
Points of Pride

Members of the Senate of the 131st General Assembly of Ohio sent a state proclamation to Ohio University for receiving a Think Green Grant from Waste Management and Keep America Beautiful and a grant from the Environmental Protection Agency.

“The generous contributions of Ohio University have enhanced the Athens area, and it is only fitting that we commend this endeavor and its employees for their altruistic efforts and their dedication to conservation. Each person involved with OU exemplifies sensitivity and integrity, and their work has inspired those around them to attain similar standards of excellence.”
Points of Pride

33rd Annual OHIO State Government Alumni Luncheon was held on May 3rd

• More than 130 Ohio University alumni involved in state government gathered at the Athletic Club of Columbus

• OHIO ‘93 alumnus Matt Evans was honored for his outstanding service to the state of Ohio
In April, OHIO scored 244 points to win the All-Ohio Track & Field Championship.
OHIO represented in Pulitzer win

Former Ohio University student Wes Lowery was part of the Washington Post team that won a Pulitzer Prize in National Reporting, marking the second time Lowery has shared in a Pulitzer win.
Points of Pride

Dr. Glidden, Dr. Ping, Dr. McDavis and many other members of the OHIO family gathered March 31st at Galbreath Chapel to remember one of the most notable alumni in our 212-year history, Dr. Will Konneker
College of Business ranks high in business school ratings

Bloomberg Businessweek ranked Ohio University’s College of Business as the 15th best public undergraduate business school in the nation, moving OHIO up 18 spots on the list.
In April, the Innovation Center was recognized by the International Business Innovation Association (InBIA) for excellence in business incubation. Ecolibrium Solar, an Innovation Center graduate and TechGROWTH Ohio portfolio company won for incubator graduate success.
Points of Pride

Ridges stabilization projects completed

The projects were designed to prevent damage and loss of Ridges structures while Ohio University develops plans for future use of the historic buildings.
Ohio University alumnus nominated for Academy Award

Ohio University alumnus and faculty member Ed Lachman was nominated in the category of Best Achievement in Cinematography for his work on the film “Carol” at the 2016 Academy Awards. Lachman was previously nominated his cinematography work in the 2002 film “Far From Heaven.”
Points of Pride

The National Science Foundation’s Survey of Earned Doctorates found Ohio University tied for 5th in the number of communications doctoral degrees granted.
Points of Pride

Congratulations to Dean Dennis Irwin with the Russ College of Engineering and Technology on being named a Fellow member of the National Society of Professional Engineers!
University Spotlight

Investing in Internships: Commitments Today for Future Returns

Presenters:
James Smith  
Ohio University-Lancaster Dean
Brian Hoyt  
Presidential Teacher
Jesse Crooke  
Student Intern

The best student-centered learning experience in America  
Office of the President
PRESIDENT’S REPORT

presented to
Ohio University Board of Trustees
June 24, 2016
DESCRIPTIONS OF RESOLUTIONS

JUNE 24, 2016
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost  
      Stephen T. Golding, Senior Vice President for Strategic Initiatives and CEO of the Dublin Campus

Re: Dublin Framework Plan Process Update

At the March Board meeting, University Planner Shawna Bolin shared a Dublin Master Planning process update with you during the Joint Committee meeting. Her presentation included outlining the planning process schedule, the Steering and Advisory Committee structure, and highlighting that the Dublin campus is situated within the West Innovation District of the City of Dublin and provides an opportunity for the University to implement aspects of its recently adopted Innovation Strategy.

Since the March presentation, there have been a number of collaborative engagements with our consultant Ayers Saint Gross, the Steering and Advisory committees, our campus community, and the City of Dublin as well as other external partners.

Example engagements:
- College forums to gather feedback from the University on the Dublin campus opportunities and the Framework Plan components;
- Engagement with the Faculty Senate and administrative units
- Working with the City of Dublin, and their consultant O’Brien Adkins, as the City updates its master plan for the West Innovation District. The updated district plan will incorporate the University Framework Plan for the campus and update the zoning to provide maximum flexibility for future campus development.
- A trip to North Carolina State’s Centennial Campus to better understand the attributes and characteristics of an innovation campus that builds bridges between industry, government and academia in support of our OHIO for Ohio strategy.

At the June Board meeting, Senior Vice President of Strategic Initiatives and CEO of the Dublin Campus, Steve Golding and University Planner Shawna Bolin, will engage the Board in an interactive session to gather the Board’s thoughts and considerations regarding four critical elements of the Dublin Campus planning process:

1. Strategic Vision: OHIO in Dublin
2. Sense of Place: Innovation District
3. Framework Plan: Guide Future Opportunities
4. Near-Term Priorities: Maximize Immediate Impact
They will also share with the planning schedule going forward and the City of Dublin and Board approval process.

The Dublin Framework Plan is intended to guide the phased transformation of the Dublin campus into a vibrant, sustainable and integrated campus community. The objective of the Plan is to create a compelling vision, establish a framework that guides future development and helps to prioritize near-term projects. To date the planning process has conducted a series of intense workshops to communicate, reach consensus, and synthesize many variables into a succinct plan. The final document will be an Executive Summary Booklet that provides physical planning framework including:

a. Understanding of the area, the Dublin vision and campus strategies
b. Campus capacity, land use and density
c. Impacts to current zoning
d. Building design parameters
e. Traffic/pedestrian/biking circulation
f. Parking strategy
g. Open space, water retention and public realm improvements
h. Gateway entrance treatments
i. Community and neighborhood connectivity approaches
j. Urban Design Guidelines

The attached presentation is intended to help guide the Board’s conversation.
DUBLIN FRAMEWORK PLAN

Update with Board of Trustees
June 24th, 2016
AGENDA

1. Strategic Vision
   OHIO in Dublin

2. Sense of Place
   Innovation District

3. Framework Plan
   Guide Future Opportunities

4. Near Term Priorities
   Maximize Immediate Impact
A 5th Workshop is included as part of the scope and will be integrated into the process as needed.
1. OHIO is a major engine of innovation in its community, the region and the state.

leverage its statewide presence to build bridges between industry, government and academia
OHIO for OHIO
Comprehensive Planning

OHIO is a major engine of innovation in its community, the region and the state.

- Athens is important as a keystone to a statewide presence,
- Continuing to strengthen it is important in 21st century
- The University has been proactively thinking about a more sustainable business model given increasing competition for market share, a nominal decline in state funding support (Operating and Capital), in addition to increasing international competition for faculty and students.
- To remain true to its historical role and mission in the services of the citizens of the state, it is essential that OHIO design a business model that will allow it to compete successfully in the 21st century. This reality significantly influenced University leadership’s efforts in crafting OHIO’s Innovation Strategy.
- To successfully implement the Innovation Strategy and insure OHIO’s competitive advantage, the University seeks to leverage its statewide presence to build bridges between industry, government and academia.
OHIO for OHIO
Regional Strategies – Place Matters

- Each location has unique characteristics, purpose and history and surroundings – urban, suburban, rural
- Each campus has different stakeholders, partners, opportunities and strategies
- In order to successfully compete in the 21st century, OHIO will need to think of its campuses as a system where local centers drive programming for physical presence:
  - Multi-location delivery model – academic programs
  - Multi-location delivery model – innovation programs and services
  - OHIO Partners Program
  - OHIO Resident Partners Program
OHIO for OHIO
What is Success

• Epicenter of Innovation within their communities

• Catalyst for business, economic and social innovation by partnering with public, community, education and social agencies

• Develop new programs and initiatives that are responsive to community needs, will positively impact their region and are scalable to address state, nation and global problems

• A place where the community can access the best that industry, government and our academic partners can provide

• OHIO’s campus network represents an unprecedented opportunity for university growth and innovation in the 21st century by educating future generations of Ohio citizens

• Is a national model for how a university can fulfill tripartite mission of teaching, research and service in a cost effective way while providing the state with a positive return on its higher education investment
Dublin Guiding Principles

1. High impact initiatives and programs that are complementary to the central Ohio community, advance Ohio University interests, and cannot be accomplished in Athens.

2. Advance “OHIO for Ohio” opportunities to build and strengthen regional partnerships with industry, government, and non-profit organizations to foster innovation;

3. Innovative initiatives and programs that are uniquely situated for central Ohio;

4. Selective investments must establish financial feasibility and be sustainable.

5. Initiatives and programs must align with the University and College’s strategic plan and enhance smart growth.
Strategic Vision

How do you see the Dublin Campus supporting the OHIO for Ohio vision?
2. The physical environment should support community, partnerships and innovation.
New Paradigm: Innovation District

Knowledge Community: Integration of Ideas and Practice

See for more information - http://www.brookings.edu/about/programs/metro/innovation-districts
Dublin Campus Framework Plan

- 2012, acquired property in City of Dublin to establish a new location for HCOM

- Entered economic development agreement with City of Dublin to acquire land around the site
  - Have acquired Subarea 1: Purchase of 15 acres, balance given to OHIO by City of Dublin
  - Will acquire Subarea 2: When the Master Plan is complete.
  - Subarea 3 will be jointly developed with the City of Dublin.

- OHIO for Ohio Strategy seeks to insure OHIO’s competitive advantage by leveraging its statewide presence

- Framework Plan will guide phased transformation of the Dublin campus into a vibrant, sustainable and integrated campus community, both future development and near term projects.
District Vision:

**Economic Advancement Zone**
- Focus on quick-to-build research with unique development character
- Range of tech related businesses from R&D startups to clean manufacturing
- Emphasis on sustainable building and design methods
- Maximize visibility from U.S. 33

**West Innovation District**
“Encourages development of technology-based companies. The nearby Town Center offers additional cultural, recreational and retail opportunities”
1. A community: identity, sharing of resources, a central place
2. Walkable: compact, pedestrian oriented, smart growth
3. A mix of uses: retail, hospitality, housing, community service, arts
4. Foster innovation: inter-disciplinary, partnerships and economic development
5. Connections: integrate with surrounding resources, future opportunities, regional connections
6. Accommodate varying initiatives: support the University’s Strategic Plan, flexible spaces
Sense of Place

What attributes of a vibrant knowledge community would you like to see in Dublin?

1. Academic & Research
2. Housing
3. Hospitality
4. Industry
5. Health & Wellness
6. Retail
3. Create a flexible framework to guide future development.
Location Context

Columbus: City of Dublin

City of Dublin: West Innovation District

OHIO-Dublin: Existing Campus
University in conjunction with city is doing a master development plan for the West Innovation District - Integrating city/university land
Framework Plan

How do you think the University should partner with the City of Dublin to make the innovation district a success?
Initial Planning Concepts

Main Street Concept

Ring Road Concept
Major Street Network

- Street network supports a pedestrian friendly, mixed-use environment
- Primary movement of traffic is around the campus with a pedestrian-friendly Main Street through the campus that supports a mixed-use, vibrant place
Open Space Network

- Open spaces are an important tool for defining “place”
- A combination of formal open spaces (defined by buildings) and informal open spaces (edges of campus) facilitate activity and interaction and are important in defining a campus environment.
Development Parcels

- Development areas are formed by the road network and open space network
- Each development parcel allows for flexibility with specific parcels fronting the Main Street
Building Frontages

• Building frontages clearly define the ‘public realm’ whether it be open space or streetscape

• Building frontages are established to maintain pedestrian interest at the ground level
Visibility into the site is important so that the activity happening within the campus can be seen by those passing by.

- Key campus visibility is from Post Road and the highway (33).
- Key views into the campus core are through careful placement of roads, buildings, and open spaces.
Parking and Service

- Parking should be sensitively located, consolidated, and concealed with a building liner, where possible
- When exposed to the public realm, parking should be architecturally compatible to the surrounding context
Framework Plan Vision

- Key building frontages
- Discreet service areas
- Consolidated parking
- On-street parking along Main Street
- Strong pedestrian connections
- Key visibility into and across the campus
Do you think the Framework plan provides sufficient flexibility to support the vision of the campus?

Maximize flexibility
easily accommodate any initiative

A ridged framework
ensure a cohesive plan
4. Advance near-term priorities and maximize impact of initial projects.
1. Health and Wellness campus
2. Partnership with City of Dublin and Ohio Health
3. Academic Partners such as Columbus State
4. University programs that may be offered at Dublin to expand outreach
5. Emerging or new Ohio academic programs
6. Other partnership opportunities in Central Ohio
7. Uses that support the above to provide for a vibrant campus

Programmatic Themes
Site Typologies

- **Highway View Sites** - High visibility, clear address, direct access to parking
- **Main Street Sites** - Clear sense of address, vibrant retail and amenity setting, direct access to parking
- **Iconic Sites** - Community oriented sites
- **Core Sites** - Pedestrian, ranges of visibility, address and direct access to parking
Node of Activity

- Key building frontages
- Discreet service areas
- Consolidated parking
- On-street parking along Main Street
- Strong pedestrian connections
- Key visibility into and across the campus
The Dublin campus is intended to be built-out over time. Early phases should be focused at the core of the site and along the “Main Street” to maximize activity and density as soon as possible.

**Flexible Phasing**

- Existing Development
- Phase 1
- Phase 2
- Phase 3
Conclusion

Is there anything missing from your perspective?
Dublin Framework Plan: Next Steps

1. Incorporate your feedback as well as campus community into Framework revisions
2. Workshop with city in June-West Innovation District and OHIO Framework Plan
3. Understand Near-Term Project Needs and Impact
4. Refine the Preferred Approach
5. Urban guidelines and zoning
6. Document and Approval
OHIO UNIVERSITY APPROVAL TIMELINE

May 23
- OU Presentation to City of Dublin Council

May 30
- OU Board of Trustees Materials Released Online

June 20
- City of Dublin Workshop Campus and West Innovation District: OU & O’Brien

June 24
- OU Board of Trustees Meeting

Aug (TBD)
- Dublin Open House @ Campus

Aug 26
- OU Board of Trustees Meeting-Approval of Framework Concept and to Move Forward with City Approval

CITY OF DUBLIN APPROVAL TIMELINE

Sept 15
- City of Dublin Information PZC Meeting

Oct (TBD)
- City of Dublin Public Engagement Forum

Oct 17
- City of Dublin Council Work Session

Nov 10
- City of Dublin PZC Vote

Dec 5
- City of Dublin Council Vote

FINAL APPROVALS

Jan
- City of Dublin Zoning Legislation for W. Innovation District

Jan
- OU Board of Trustees Final Framework Plan Approval
Committees and Stakeholders

**Advisory Committee**
- Bill Burke, Heritage College of Osteopathic Medicine
- Brian Thompson, Heritage College of Osteopathic Medicine
- Ginny Valentin, College of Health Sciences and Professions
- Tia Barrett, College of Health Sciences and Professions
- Michelle Ferrier, Scripps College of Communication
- Rachel Cornish, College of Fine Arts
- Phil Taylor, College of Business
- Dennis Irwin, Russ College of Engineering
- Mike Finney, Voinovich College
- Pete Mather, University College
- John Gilliom, College of Arts and Sciences
- Connie Patterson, Patton College of Education
- Jim Smith, Regional Higher Education
- Thomas Raabe, Project Manager, Dublin Campus

**Steering Committee**
- Pamela J. Benoit, Executive Vice President & Provost
- Stephen Golding, Senior Vice President for Strategic Initiatives and COO of Dublin Campus
- Ken Johnson, Exec Dean Heritage College of Osteopathic Medicine
- Randy Leite, Dean, College of Health Sciences and Professions
- Joe Shields, Vice President of Research & Creative Activity and Dean of the Graduate College

**Planning Team**
- Ayers Saint Gross, Consultant
- Shawna Bolin, Director of University Planning & Space Management

**Stakeholders**
- City of Dublin
- Partnership Opportunities
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

From: Pam Benoit, Executive Vice President and Provost
       Deb Shaffer, Vice President Finance and Administration and CFO

Re: FY17 University Budget

We are presenting for Board approval the FY17 Ohio University Operating Budget. This budget is a continuation of the University’s commitment to presenting an all-funds fiscal year budget (versus a general funds only view), and a move toward multi-year planning and sensitivity analyses, specifically as it relates to our strategic priorities.

This budget includes ongoing commitment to, and investment in, the strategic priorities established by the Board of Trustees:

- Student affordability
- Employee compensation
- Facility investment and deferred maintenance
- Program quality & revenue growth.

While we have experienced significant success as a result of these investments, they will continue to put considerable pressure on our colleges and academic planning units in FY17 and future years. We are addressing these challenges through investment in programs and revenue growth, restructuring of resources to support growth opportunities and become more efficient, and utilizing a “phase in” approach by centrally-funding key strategic investments (financial aid, online learning) from university reserves with a phased transition to the academic units which allows time for them to adjust and plan over a multi-year period.

The resolution facilitating approval of the FY17 University budget will be presented at the June Resources Committee meeting and is also included with these Joint Committee materials.

The FY17 Operating Budget builds upon and expands the institutional momentum from the investments and initiatives of the past decade. These include:

- **Guaranteed Tuition:** FY17 will be the second year of OHIO’s transition to Guaranteed Tuition. Rising Juniors and Seniors will still be on the “old” tuition and fee model as we continue to transition incoming classes to the Guarantee which includes the majority of tuitions and fees (course, general, technology, wellness, housing, and dining). This program was developed and implemented to help students and families plan for college.
costs, as well as provide incentives for graduation, by providing transparent, predictable costs for a four-year education.

- **Innovation Strategy:** The University launched its first Innovation Strategy award cycle in FY16. Awards included 5 planning grants and 4 major initiatives totaling over $4M in multi-year awards. The Innovation Strategy provides funding and incentives for multi-disciplinary projects that serve as seed funds which should increase external funding opportunities, attract and retain our faculty, and provide opportunities for the development of inter-disciplinary program development. In the Fall of 2016 we will begin the process to solicit applications for the second round of funding.

- **Signature Scholarship Program:** FY17 will be the third year of investments related to the Signature Scholarship Program, a set of scholarships and grants designed to balance support for financial need and recognition of the achievements and contributions of the class. Funding to support the program, which includes approximately $12M per year of incremental aid for students (layered in at $3M/year over 4 years (classes)). This has been highly successful aid strategy: increasing our qualitative measurements while also increasing enrollments.

- **OHIO for Ohio:** FY 17 will be the third year of operations at our Dublin extension campus and the second year of operations at our Cleveland extension campus. With the largest Osteopathic Medical School and largest health-focused College in the State, the Heritage College of Osteopathic Medicine and the College of Health Sciences and Professions have initiated academic programs on the Dublin campus and the College of Fine Arts launched the Tantrum Theater. OHIO for Ohio envisions our campuses as platforms that expedite finding solutions to real world problems and developing new approaches to delivery of education programs while providing outlets to OHIO’s creativity in support of our public role and mission. All of our colleges are actively involved in exploring partnerships and programs to leverage our core operations in Athens and which will drive supplemental revenues in FY17 and beyond.

- **Academic Advising and Student Success Initiatives:** FY17 will be the third year of support for professional advising programs targeting early intervention, retention, and student success-initiatives for first- and second-year students. This includes support for 7 new full-time advisors, as well as data-driven technology support solutions. Each of the colleges have also individually invested in process/solutions to assist students to graduate on-time. Many programs have been implemented and enhanced to help students navigate their undergraduate experience, inclusive of: financial literacy programs; first generation programs like OHIO First Scholars; the College Achievement Program; enhanced advising for Veterans; and investments in facilities and staff supporting the Survivor Advocacy Program. Strong retention is expected for the rising Sophomores of the 2015 class.

- **Online Learning Strategy:** In FY16, with the hiring of a new Senior Associate Provost for Innovative Learning, we restructured our online learning infrastructure and have included material investments in this area over FY17 and FY18 in order to position
OHIO to capitalize on programmatic and revenue growth opportunities, reduce vendor dependencies, and enhance the learning experience of students in existing programs.

- **Faculty and Staff Compensation Plans:** FY17 includes the 3rd year of funding for the Faculty Compensation with a primary goal of moving the average salary for tenure-track faculty to the range of third among the four-year public universities in Ohio. Although we do not yet have revised comparative data, we have included approximately $2.2M investment for this purpose. In FY15 we concluded the Comp 2014 project in response to the DOE Resolution Agreement. To address salary inversion and compression issues created by our new staff compensation structure, a multi-year strategy was designed and a 1% Equity Adjustment Pool was implemented in FY16, and is again included in FY17 as an incremental $1.2M.

- **Facility Capital Investments:** As we execute against the facility capital investments already approved by the Board of Trustees, we are also continuing efforts associated with updating the Six-Year CIP (FY17-FY22):
  - The Comprehensive Master Plan (finalized in FY16) to provide the planning principles and vision for future campus development and growth
  - Facility and roof assessments to create a deferred maintenance inventory, prioritization, and back-log metrics
  - Implementation of the Energy Infrastructure Project, including: utility master plan; critical deferred maintenance needs; addressing production and distribution needs; meeting climate and regulatory requirements
  - Programmatic space planning to address enrollment and program growth, space deficiencies, and upgrades/refresh of academic/research necessary to support current curricula and remain competitive
  - Auxiliary facility planning
  - Funding, cash-flow, debt capacity and affordability analyses

The FY17-FY22 CIP will be presented to the Board of Trustees at the August 26, 2016 meeting. An update on the process is included in these June 24, 2016 materials, and several projects are included in the Resources Committee materials for approval.

Current analyses suggest that we will need to enter the bond market for new money by summer of 2017. This is consistent with debt planning previously presented to the Board and the respective debt service is included in our multi-year planning.

- **Other Revenue Generation Opportunities:**
  - A25: Foundation/Advancement strategic plan to increase annual fundraising to $50M goal (combination of endowment, capital, and expendable operating).
  - College growth strategies: includes program growth discussed above which includes leveraging our OHIO for OHIO network and strategy.
  - Asset monetization opportunities: During FY16, the Governor approved the disposition of several university properties the Board of Trustees declared surplus property. The University is working with the Department of Administrative Services (DAS) on the sale of these properties. At this Board meeting we will be seeking approval from the Board to dispose of an additional property.
Impact of SSI Model Changes
Consultations with the Ohio Department of Higher Education (‘DHE’; former Board of Regents) and University leadership through Fall 2014 and Spring 2015 generated four changes to the formula to address perceived inequities in the allocations (a table of these changes is presented in Section 3.1 of the Budget Book). Three changes were incorporated into the FY16 allocations – Bonus Cap, Multiple Degrees, and Guarantee Tuition Programs – while the At-risk Degree Credit change is incorporated into the FY17 allocations. The result of the At-risk Degree Credit change will reduce the degree credit for 14 of 15 risk categories, and results in a $12.6 reduction in our subsidy for at-risk degrees. While we regain a portion of this funding through the non-risk degree model, the net impact of this change for FY17 is $5.7M.

The dollar impact of the At-risk Degree Credit change, as published by DHE in early May, was greater than the planning assumptions used to build our budget to that point. Given the late timing of the SSI forecast, University leadership made the decision to move forward with revenue allocations to our colleges using the existing planning assumptions, and to cover the $5.6M SSI gap utilizing one-time reserves. When net against the 2% conservatism that would typically fund our Strategic Opportunity Reserve, the draw on university reserves will be $2.7.

Integrating Budget and Financial Forecasting
The FY17 Budget represents a continuation of the University’s commitment to improving our financial forecasting capabilities under Responsibility Centered Management. Specific enhancements in developing the FY17 Budget included:

- Fall and Spring Financial Review meetings (attended by Planning Unit and University leadership)
- Multi-year financial projections from Planning Units
- A greater focus on Planning Units developing thorough, informed, current-year forecasts

Like the FY16 Budget, the FY17 Budget will present an “all-funds” picture of the University’s Finances, inclusive of:

- Operating funds (e.g. General Fund; Grant Funds; Expendable Gifts)
- Non-operating funds (e.g. Capital spending; Endowment returns; Internal Bank; Century Bond program)
- Financial Statement Adjustments (e.g. Capital Accounting; Component Units)

Presenting an all-funds Budget creates alignment with the Financial Forecasts 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.

Summary
The FY17 Budget Book – which will be available on the BOT website and to Trustees as a hard copy – provides extensive detail and explanation of our FY17 Budget. We look forward to the presentation and discussion at our meeting.
FISCAL YEAR 2016-2017
UNIVERSITY BUDGET

RESOLUTION 2016 --

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 2016-2017 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 budget as presented to reflect any changes in State appropriations.
## Proposed FY17 University Budget

<table>
<thead>
<tr>
<th>Athens Colleges and Schools</th>
<th>Regional Campuses and Centers</th>
<th>Auxiliaries</th>
<th>Administrative &amp; Academic Support</th>
<th>Subvention</th>
<th>Operating Activity Subtotal</th>
<th>Non Operating Activity</th>
<th>Financial Statement Adj &amp; Component Units</th>
<th>GAAP Adj Totals</th>
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<td>$67.4</td>
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<tr>
<td>18  Total Benefits</td>
<td>$59.1</td>
<td>$10.8</td>
<td>$12.9</td>
<td>$36.9</td>
<td>$119.1</td>
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<tr>
<td>19  Supplies &amp; Services</td>
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<td>20  Capitalized Costs</td>
<td>$6.1</td>
<td>$0.2</td>
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<td>$8.1</td>
<td>$122.6</td>
<td>($128.7)</td>
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<tr>
<td>21  Depreciation</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$45.2</td>
<td>-</td>
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<tr>
<td>22  Internal Loan - Principal &amp; Interest</td>
<td>$3.2</td>
<td>$0.3</td>
<td>$1.2</td>
<td>$30.9</td>
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<tr>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>$18.2</td>
<td>($18.2)</td>
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<tr>
<td>24  Debt Service - Interest</td>
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<td>-</td>
<td>$27.0</td>
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<tr>
<td>25  Internal Sales</td>
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<td>$12.5</td>
<td>$703.9</td>
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<td>$0.0</td>
<td>$19.5</td>
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<td>26  Transfers to (from) Operations</td>
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<td>27  Transfers to (from) Grant Endorsements</td>
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<tr>
<td>28  Transfers to (from) Capital Projects</td>
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<td><strong>Net Results</strong></td>
<td>$1.6</td>
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<td>($1.2)</td>
<td>($21.3)</td>
<td>$10.8</td>
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University and Board Strategic Priorities

- Student Affordability
- Employee Compensation
- Capital Plan/Deferred Maintenance
- Program Quality & Growth
# OHIO Strategic Initiatives

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Student Affordability</th>
<th>Employee Compensation</th>
<th>Capital Plan</th>
<th>Program Quality &amp; Growth</th>
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<tbody>
<tr>
<td>Innovation Strategy</td>
<td></td>
<td></td>
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<tr>
<td>OHIO for Ohio</td>
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<tr>
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<tr>
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<tr>
<td>Century Bond</td>
<td></td>
<td></td>
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<td></td>
</tr>
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<td>CMP</td>
<td></td>
<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>OSAI</td>
<td></td>
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<tr>
<td>OHIO Match</td>
<td>✓</td>
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<tr>
<td>Signature Scholarships</td>
<td>✓</td>
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<tr>
<td>OHIO Guarantee</td>
<td></td>
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<tr>
<td>Faculty Comp Initiative</td>
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<td></td>
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<tr>
<td>Staff Equity Plan</td>
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## OHIO Strategic Initiatives ($ Millions)

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<th>Initiatives</th>
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<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
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<td>.5</td>
<td>.5</td>
<td>.4</td>
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<tr>
<td>Online Learning</td>
<td>Base</td>
<td>2.0</td>
<td>1.6</td>
<td></td>
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<tr>
<td>Century Bond</td>
<td>Base</td>
<td>1.3</td>
<td>1.3</td>
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<tr>
<td>CMP</td>
<td>OTO</td>
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<td>OTO</td>
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<td>2.3</td>
<td>1.0</td>
<td>1.0</td>
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<tr>
<td>Staff Equity Plan</td>
<td>Base</td>
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<td>1.2</td>
<td>1.2</td>
<td>1.2</td>
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</table>

* Base Investments presented as incremental costs
Budget and Planning Process

- Budget built bottom-up from Planning Unit projections
- Environment of Shared Decision-making
FY17 Budget Overview - Drivers

- **Revenue**
  - State Appropriations
  - Tuition & (Financial Aid)
  - Endowment Distributions

- **Expenses**
  - Compensation
  - Capital Plan & Debt
  - Programmatic Investments
## FY17 Revenue Drivers

### State Appropriations

<table>
<thead>
<tr>
<th></th>
<th>FY13 Actuals</th>
<th>FY14 Actuals</th>
<th>FY15 Actuals</th>
<th>FY16 Budget</th>
<th>FY16 Forecast</th>
<th>FY17 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Support of Instruction</td>
<td>$136.4</td>
<td>$146.4</td>
<td>$154.1</td>
<td>$156.1</td>
<td>$155.8</td>
<td>$157.1</td>
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<td>Line-item Appropriations</td>
<td>7.1</td>
<td>7.0</td>
<td>7.0</td>
<td>7.9</td>
<td>7.7</td>
<td>7.8</td>
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<tr>
<td>Total State Appropriations</td>
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<td>$153.4</td>
<td>$161.1</td>
<td>$164.0</td>
<td>$163.5</td>
<td>$164.9</td>
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<td>State Appropriations -Capital</td>
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<td>5.2</td>
<td>11.8</td>
<td>23.3</td>
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### SSI Allocations

<table>
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<tr>
<th></th>
<th>FY14 Actuals</th>
<th>FY15 Actuals</th>
<th>FY16 Budget</th>
<th>FY16 Forecast</th>
<th>FY17 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Allocations</td>
<td>$137.8</td>
<td>$149.2</td>
<td>$152.1</td>
<td>$152.9</td>
<td>$159.7</td>
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<tr>
<td>2% Conservatism</td>
<td>2.8</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
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<tr>
<td>Additional Surplus/Deficit</td>
<td>5.8</td>
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<td>1.1</td>
<td>-</td>
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<tr>
<td>Subtotal</td>
<td>8.6</td>
<td>4.9</td>
<td>4.0</td>
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**Grand Total**

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<tr>
<th></th>
<th>FY14 Actuals</th>
<th>FY15 Actuals</th>
<th>FY16 Budget</th>
<th>FY16 Forecast</th>
<th>FY17 Budget</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>$146.4</td>
<td>$154.1</td>
<td>$156.2</td>
<td>$155.8</td>
<td>$157.0</td>
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## FY17 Revenue Drivers

### State Appropriations

<table>
<thead>
<tr>
<th>Model Changes</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
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</thead>
<tbody>
<tr>
<td><strong>Bonus Cap</strong> (non-IUC Transfer Students)</td>
<td>Degree – 100%</td>
<td>Pro-rated Degree – 12.5% <em>(Impact of Change: $2.2M)</em></td>
<td>Pro-rated Degree – 12.5%</td>
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<tr>
<td><strong>Multiple Degrees</strong> (Associates + Bachelors)</td>
<td>Degree – 100%</td>
<td>Pro-rated Degree – (Bachelors less Associates) <em>(Impact of Change: $1.6M)</em></td>
<td>Pro-rated Degree – (Bachelors less Associates)</td>
</tr>
<tr>
<td><strong>At-Risk Weighting</strong></td>
<td>Weight Calc: Main Campuses, traditional students; Min = 8.3% Max = 857% Average: 39.1%</td>
<td>Weight Calc: Main Campuses, traditional students; Min = 8.3% Max = 857% Average: 39.1%</td>
<td>Weight Calc: All Campuses, all students; Min = 6.1% Max = 176% Average: 37.6% <em>(Impact of Change: $5.6M)</em></td>
</tr>
<tr>
<td><strong>Guarantee Tuition Programs</strong></td>
<td>No Adjustment</td>
<td>($45M)<em>(% Share)</em> (Incoming Freshman Share) <em>(Impact of Change: $.7M)</em></td>
<td>($45M + Additional $40M)<em>(% Share)</em> (Incoming Freshman Share) <em>(Impact: $.4M)</em></td>
</tr>
<tr>
<td><strong>Impact to OU Share of SSI</strong></td>
<td>Statewide SSI: $1,398M OU Allocation: $154.1M; 11.0% (share of statewide total)</td>
<td>Statewide SSI: $1,464M OU (Before): $160.3M; 10.9% OU (After): $155.8M; 10.6% <em>(Impact of changes: $4.5M)</em></td>
<td>Statewide SSI: $1,523M OU (Before): $163.0M; 10.8% OU (After): $157.0M; 10.3% <em>(Impact of changes: $6.0M)</em></td>
</tr>
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</table>
## FY17 Revenue Drivers

### Tuition and Financial Aid

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY16</th>
<th>FY17</th>
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<tbody>
<tr>
<td></td>
<td>Actuals</td>
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<td>Actuals</td>
<td>Budget</td>
<td>Forecast</td>
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<td>Gross Undergraduate Tuition &amp; Fees</td>
<td>$291.8</td>
<td>$294.5</td>
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<td>Undergraduate Financial Aid</td>
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<td>(49.9)</td>
<td>(51.3)</td>
<td>(54.7)</td>
<td>(56.8)</td>
<td>(62.6)</td>
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<tr>
<td>Net Undergraduate Tuition &amp; Fees</td>
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<td>$244.6</td>
<td>$246.6</td>
<td>$248.2</td>
<td>$246.6</td>
<td>$239.9</td>
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<td>Gross Graduate Tuition &amp; Fees</td>
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<td>85.4</td>
<td>94.0</td>
<td>99.0</td>
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<td>Graduate Financial Aid</td>
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<td>(29.7)</td>
<td>(29.9)</td>
<td>(29.8)</td>
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<td>$69.2</td>
<td>$69.1</td>
<td>$84.4</td>
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</table>

### Net UG Tuition by Campus

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<th>FY15 Actuals</th>
<th>FY16 Budget</th>
<th>FY16 Forecast</th>
<th>FY17 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY13 Actuals</td>
<td>FY14 Actuals</td>
<td>FY15 Actuals</td>
<td>FY16 Budget</td>
<td>FY16 Forecast</td>
<td>FY17 Budget</td>
</tr>
<tr>
<td>Net Undergraduate Tuition &amp; Fees</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Athens Campus</td>
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<td>eCampus</td>
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<td>28.2</td>
<td>27.4</td>
<td>24.3</td>
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<tr>
<td>Total - Net Undergraduate Tuition &amp; Fees</td>
<td>$247.7</td>
<td>$244.6</td>
<td>$246.6</td>
<td>$248.2</td>
<td>$246.5</td>
<td>$239.9</td>
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## FY17 Revenue Drivers

### Tuition and Financial Aid

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<th>Regionals</th>
<th>eCampus</th>
<th>HCOM</th>
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<tr>
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<tr>
<td></td>
<td>Flat freshman class; retention growth</td>
<td>Declining Student Base</td>
<td>Declining RN-to-BSN</td>
<td>Dublin 3rd cohort Cleveland 2nd</td>
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<tr>
<td><strong>Financial Aid</strong></td>
<td>12.4%</td>
<td>-6.6%</td>
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<td></td>
<td>Signature Program Investments</td>
<td>Full time Enrollment Declines</td>
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<td><strong>College Credit Plus (Headcount)</strong></td>
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<td>831</td>
<td>Program growth; Lower net Tuition</td>
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<td><strong>New Programs</strong></td>
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<td></td>
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<td></td>
<td>MFA (SCOC/CoFA)</td>
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FY17 Revenue Drivers
Endowment Distributions

Endowment Value

Endowment Distributions

*Projected using March 2016 YTD returns

*unaudited
## FY17 Expense Drivers
### Compensation

<table>
<thead>
<tr>
<th>Raise Trend</th>
<th>Salary/Wage Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AFSCME</strong></td>
<td><strong>Classified/Admin Staff</strong></td>
</tr>
<tr>
<td>Raise Pool</td>
<td>2.5% 2.0% 2.0% 2.0%</td>
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<tr>
<td>Equity Pool</td>
<td>0.0% 0.0% 0.0% 1.0%</td>
</tr>
<tr>
<td>Subtotal</td>
<td>2.5% 3.0% 2.0% 3.0%</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
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<td>$114.6</td>
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<td>89.1</td>
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<td>20</td>
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<td>20.9</td>
<td>21.9</td>
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*Other Payroll includes: Employee cash awards, allowances, including auto, broadband, cell phone, uniform, and housing
# FY17 Expense Drivers

## Compensation

### Faculty Compensation Initiative

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<th>Professor</th>
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**Total Projection of 16-17 starting with 14-15 actuals**

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## FY17 Expense Drivers

**Compensation: Healthcare**

### Three Year PPO Plan Premium and Plan Design Strategy

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<td>15%-16%-17%</td>
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### Cost Avoidance Impact ($ Millions)

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FY17 Expense Drivers
CIP – Century Bond

Deferred Maint. Loans
Amount $10.0
Term 10
Rate 5.6%
Debt Service $1.3

EIP/Clippinger Loans
Amount $90.0
Term 30
Rate 5.6%
Debt Service $6.3

Deferred Maint. Plan: $150M of Debt Proceeds; $10M Distribution for 15 Years

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Internal Debt Service

Deferred Maint. Plan
Capital Invmt $10.0
Century Bond Internal Debt Service $1.3

EIP/Clippinger Loans
Amount $90.0
Term 30
Rate 5.6%
Debt Service $6.3

Century Bond Internal Debt Service

Deferred Maint. Plan: $150M of Debt Proceeds; $10M Distribution for 15 Years

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Century Bond Internal Debt Service

EIP/Clippinger Loans
Amount $90.0
Term 30
Rate 5.6%
Debt Service $6.3

Internal Debt Service

Deferred Maint. Plan
Capital Invmt $10.0
Century Bond Internal Debt Service $1.3
FY17 Expense Drivers

CIP

Budget Impact

Planned Debt Issuances

Debt Service to Operations

OHIO UNIVERSITY CAPITAL IMPROVEMENT PLAN FY 2015 - FY 2021

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Scenario 1: No New Debt

Scenario 2: Pro forma CIP

Aa3 Median

A1 Median

Budget Book Sections 7,9
FY17 Expense Drivers
Programmatic Investments

Compliance/Life Safety
- Office of Civil Rights/Title IV
- University Compliance Officer
- Immigration Attorney
- IT Security
- Survivor Advocacy

Size/Enrollment Pressure
- Veterans Advisor
- High School Recruitment
- Facility Operations and Maintenance
- Fall Commencement
## FY17 Expense Drivers

### Strategic Opportunity Reserve

**Investment Summary**

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### Budget Book

**Section 20**

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<th>FY19</th>
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<td>Planning Assumptions</td>
<td>FY18</td>
<td>FY19</td>
<td>FY20</td>
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<td>------------------------------------------------------------</td>
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<td>State Appropriations</td>
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<td>Guarantee: Cap Calc: (Budget Bill (2%) + 5-year CPI (1.7%)) = 3.7%</td>
<td>2.2 (4.0)</td>
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<td>UG &amp; Grad Tuition</td>
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<td>Room and Board</td>
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<td>Subtotal – Revenue Growth</td>
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<table>
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<th>Expenses</th>
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<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
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<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>2% Raise Pool; 1% FCI; 1% Staff Equity Pool</td>
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### Multi-year Activity

#### REVENUES

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<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
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<td>294.8</td>
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<td>(51.3)</td>
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#### EXPENSES & INDIRECT COST ALLOCATIONS

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<th>FY16</th>
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<td>24 Debt Service - Interest*</td>
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#### ALLOCATIONS & TRANSFERS

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#### Subtotal Results

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<th>FY16</th>
<th>FY17</th>
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</thead>
<tbody>
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<td>33 Total Expenses, Allocations &amp; Indirect Costs</td>
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<td>650.7</td>
<td>682.6</td>
<td>708.7</td>
<td>712.2</td>
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#### Net Results

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<td>36 Transfers to (from) Quasi Endowments</td>
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<td>126.2</td>
<td>47.7</td>
<td>73.1</td>
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</table>
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 2016-2017 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 budget as presented to reflect any changes in State appropriations.
<table>
<thead>
<tr>
<th>REVENUES</th>
<th>Athens Colleges and Schools</th>
<th>Regional Campuses and Centers</th>
<th>Auxiliaries</th>
<th>Administrative &amp; Academic Support</th>
<th>Subvention</th>
<th>Operating Activity Subtotal</th>
<th>Non Operating Activity</th>
<th>Financial Statement Adj &amp; Component Units</th>
<th>GAAP Adj Totals</th>
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<tr>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
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<th>Athens Colleges and Schools</th>
<th>Regional Campuses and Centers</th>
<th>Auxiliaries</th>
<th>Administrative &amp; Academic Support</th>
<th>Subvention</th>
<th>Operating Activity Subtotal</th>
<th>Non Operating Activity</th>
<th>Financial Statement Adj &amp; Component Units</th>
<th>GAAP Adj Totals</th>
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<th>Athens Colleges and Schools</th>
<th>Regional Campuses and Centers</th>
<th>Auxiliaries</th>
<th>Administrative &amp; Academic Support</th>
<th>Subvention</th>
<th>Operating Activity Subtotal</th>
<th>Non Operating Activity</th>
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Interoffice Communication

Date:    June 1, 2016

To:      The President and Board of Trustees

From:    Pamela J. Benoit, Executive Vice President and Provost
         Deborah J. Shaffer, Vice President Finance & Administration and CFO

Re:   Governor’s Task Force on Affordability and Efficiency

With affordability as a board and university priority, Ohio University has been working diligently to identify efficiencies and cost savings to students prior to state mandates. The development of the OHIO Guarantee, the matching scholarship program, the energy infrastructure program, revision of health benefits, and Century Bond are examples of initiatives that the Board has inspired and supported. Numerous state regulations have also directed public colleges and universities to address efficiencies and cost savings. For instance, in the last year we have reported on low enrollment programs and courses and opportunities for efficiencies in course elimination, reduction in sections, change in delivery mode, or combining sections, etc. We exceeded the 5% challenge issued by the Ohio Senate to develop strategies for students to potentially save at least 5% of their tuition through flexible options, changing cost structures, etc. The goal per student was $1,007 and we were able to reach an average possible student reduction over $3,300. These savings came from educational strategies such as the three year pathway to graduation, the OHIO Guarantee, fixed credit hour pricing, the 5.1% increase vs. the allowable 6% increase in the Guarantee, etc. In the materials, we provide a brief summary of the various affordability and efficiency reports that have been compiled, approved (or pending) by the Board of Trustees, and submitted to the state over the course of the year.

In addition, Governor Kasich, via Executive Order 2015-01K, appointed the Ohio Task Force on Affordability and Efficiency in Higher Education which produced a report with two master recommendations that students must benefit and boards must set five-year goals. In addition, recommendations were made pertaining to strategic procurement, assets and operations, administrative cost reforms, textbook affordability, time to degree, duplicative programs, co-located campuses, policy reforms, and implementation. In this presentation, we have color coded each of the recommendations to indicate if the recommendation is

1) in process or was completed before the Affordability and Efficiency Report (green);
2) completed or in process as a result of the Affordability and Efficiency Report (blue);
3) yet to be Analyzed (black); or
4) continuing to be explored or an alternative solution is being sought to meet the outcome indicated (pink).
When the Governor appointed the Ohio Task Force on Affordability and Efficiency, we appointed a 16 member OHIO Task Force with representation from across our community to discuss efficiency and revenue opportunities. We also engaged Huron Consulting to provide analyses and recommendations to support our efforts. A Campus Suggestion Box was created to gather even broader feedback and every recommendation was reviewed for feasibility and responded to by our task force. That group also explored alternative options to the collective recommendations and provided feedback on goal setting and the cost diagnostic.

The Governor’s Task Force report generated two additional reporting deadlines.
1. An efficiency review needs to be completed by July 1 and Boards of Trustees must review the cost diagnostic, productivity measure, and adopt five-year goals. This presentation will include these materials as well as a resolution.
2. Implementation plans for achieving the goals and moving forward on recommendations must be approved by the Board of Trustees no later than August 1 and follow the Task Force Survey Template. We have included a draft of this template. The template will be finalized by August 1, submitted to the Chancellor pending Board approval, and presented in final form at the August meeting.

Efficiency Review. Each institution is required to produce a cost diagnostic to identify its key drivers of costs and revenue over a 10 year period. We produced a cost diagnostic for FY06 - FY15. As you are aware, there were significant budget cuts from FY04 - FY10 which reduced our spending levels to a point that made operations difficult. Since that time, the Board has identified institutional priorities and made strategic investments in compensation; deferred maintenance and space renewal; student affordability; and program quality and revenue growth.

Cost Diagnostic. The cost diagnostic dashboard presents information on a single page for each factor. It includes the drivers for that factor, the metric, short and long term projections, FY06 grown by CPI, actual results, and normalized data. In the presentation, we will demonstrate that the cost diagnostic reinforces that OHIO has become more efficient over time for multiple factors but will generate an important conversation about where we need to be given our priorities and commitment to quality while pursuing efficiencies.

Productivity Measure. Recommendation 5B of the Governor’s Task Force report required the Department of Higher Education (DHE) to develop a common measurement of administrative productivity that could be adopted across Ohio’s public institutions of Higher Education. DHE created four ratios as a productivity measure and compiled data using information institutions are required to submit annually into the Higher Education Information system (HEI). A three year average for most information was used comparing institutions on these ratios. We will be sharing these ratios and the accompanying challenges in measuring productivity in this manner as well as discussing what we feel may be better ways to measure productivity.

Five-Year Goal. At this meeting, we will discuss our efficiency and affordability goal for a five year period. The goal will be met through a combination of revenue growth, cost reductions and avoidance, additional aid and reductions to student out-of-pocket costs. We begin with establishing a framework which identifies and protects university priorities and
uncontrollable costs, including unfunded mandates, to arrive at adjusted expenses. Then, we suggest that approximately 5% of that total, or $60M over five years could be the goal. This discussion includes examples of how we could achieve these savings over a five-year period. That revenue growth and savings could either be repurposed in ways to more directly impact students’ educational experiences and/or reduce students’ out-of-pocket expenses.

**Implementation Plan.** A draft of the implementation plan is provided and includes a narrative description of how Ohio University will respond to the recommendations of the Governor’s Task Force on Affordability and Efficiency. The draft will be expanded and refined before August 1.

We look forward to engaging in this important dialogue with you in the near future.
# Affordability & Efficiency

## State Initiatives & Requirements

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<th>Deliverable</th>
<th>Due Date</th>
<th>Responsible Party</th>
<th>Completed</th>
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<td>HB 64 (Sec. 3345.35) Course and program evaluation</td>
<td>January 2016; every 5th year</td>
<td>BOT</td>
<td>January 22, 2016</td>
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<td>HB 64 (Sec. 3345.39) 5% challenge</td>
<td>October 15, 2015</td>
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<td>Executive Order 2015-01K Task Force on Affordability and Efficiency</td>
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<td>Recommendation 5B Task Force productivity measure</td>
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<td>DHE</td>
<td>April 2016</td>
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<td>HB 59 (Sec. 3345.81) Completion Plan</td>
<td>submitted to Chancellor; June 30, 2016</td>
<td>BOT</td>
<td>March 10, 2014; Pending</td>
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<td>Executive Order 2015-01K ORC 369.550 Efficiency Review and Implementation Plans</td>
<td>Efficiency Review July 1 Implementation Template August 1, 2016</td>
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House Bill 64 (Sec. 3345.35) Course and Program Review

Year 1 report due January 2016 - Subsequent reports due to the state every 5th year in January, however we will complete annual review.

- Creation of OHIO Scorecard
  - Degrees granted, 3 year average
  - Credit hours produced by faculty FTE
  - Cost per student FTE

Prepared report identifying low program enrollments, low enrollment courses, and recommended actions
House Bill 59 (Sec. 3345.81)
Completion plan

By June 30, 2014 adopt an institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students.

**Goals**

- Increase the first year retention rates and graduation rates by .5% each year
- Implement the OHIO Guarantee Program in Fall 2015

**Updates: Focusing on Student Success**

- Learning Communities
- Ohio First Scholars
- Support Centers
- Allen Student Advising Center
- Academic Advisors
House Bill 64 (Sec. 3345.39)
5% Challenge
By October 15, 2015, create a pathway to allow students a 5% cost reduction.

Pathways created at Ohio University

- Fixed credit hour pricing
- OHIO Guarantee
- Fixed housing price for sophomores
- 3 yr. graduation options
- Pathway agreements
- $75 matching scholarship program

Exceeded target of $1,007 average per student ($3,332/student)
Chancellor’s Efficiency Advisory Committee Report

The 2015 Efficiency Advisory Committee Report

Prepared by the Chancellor of the Ohio Department
Governors Task Force Recommendations

Master Recommendations
- Students must benefit
- Five-year goals

Strategic Procurement
- Mandatory use of existing contracts
- Pursue new and/or strengthened collaborative contracts specifically in copiers and printers, computers, travel services, outbound shipping, scientific lab equipment and office supplies

Assets and Operations
- Non-core asset review for market value if sold, leased or otherwise repurposed
- Operation review for outsourcing that may offer savings specifically in dining, housing, student health insurance, child care, IT help desk, janitorial, landscaping, facility maintenance, real-estate management and parking
- Evaluate opportunities for affinity relationships and sponsorships that can support students, faculty, and staff

KEY:
- Items in process or completed before A&E Report
- Completed or in process as a result of A&E Report
- Yet to be analyzed
- Alternative Solution
Governors Task Force Recommendations

Administrative Cost Reforms

- Cost Diagnostic to identify cost drivers and priority efficiencies
- DHE administrative productivity measurement
- Organizational structure review
- Statewide working group to collaborate on health-care costs
- Plan to move primary or disaster recovery data centers to the State Ohio Computer Center
- Space utilization study that encourages optimization of physical spaces

Textbook Affordability

- Professional negotiators assigned to help faculty obtain best deals for textbooks and instructional materials
- Standardize materials for gateway courses – encouraging common materials, including digital elements
- Develop digital capabilities – institutions **must** be part of consortium to develop digital tools and materials including open resources

KEY:
- Items in process or completed before A&E Report
- Completed or in process as a result of A&E Report
- Yet to be analyzed
- Alternative Solution
Governors Task Force Recommendations

Time to Degree

- Education campaign to educate full-time undergraduates about course loads to graduate on time
- Graduation incentive – consider financial incentives to take at least 15 credit hours per semester
- Standardize credits for degrees so most bachelors can be completed in four and associates in two years
- Enhance academic advising services to include high-impact personalized consultations and data driven systems to proactively identify risk factors
- Evaluate and consider opportunities to increase utilization of summer programs
- Continue to develop pathway agreements
- Consider developing or expanding competency-based education programs

Duplicative Programs

- Consider consolidating programs that are duplicated at other colleges and universities in geographic area

Co-located Campuses

- State should establish joint oversight boards between co-located community colleges and regional campuses of universities with a mandate to improve efficiencies and coordination

KEY:
- Items in process or completed before A&E Report
- Completed or in process as a result of A&E Report
- Yet to be analyzed
- Alternative Solution
Governors Task Force Recommendations

Policy Reforms
- Financial advising – financial literacy standard part of education
- Obstacles – state should seek to remove any roadblocks in policy, rule or statute that inhibit efficiencies
- Real estate sales – state law should updated to streamline how public institutions sell, convey, lease, or enter into easements of real estate
- Insurance pools – State law should be clarified related to IUC Insurance Consortium

Implementation
- Chancellor of ODHE and the state’s public colleges and universities should make use of existing groups and resources to coordinate next steps

KEY:
- Items in process or completed before A&E Report
- Completed or in process as a result of A&E Report
- Yet to be analyzed
- Alternative Solution
OHIO’s response

• Creation of OHIO Task Force on Affordability and Efficiency
  ▪ 16 members, cross-representation of campus
  ▪ Review and make recommendations regarding efficiency and revenue generation
  ▪ Meeting since Fall 2015

• Huron was engaged to conduct analysis and make recommendations specific to OHIO

• Solicited feedback from faculty and staff via OHIO Suggestion Box

• Budget Planning conducted cost diagnostic
OHIO’s Organizational Structure for addressing the Governor’s Task Force Recommendations
OHIO Task Force

• Discussed efficiency and revenue opportunities
• Reviewed Huron recommendations
• Reviewed faculty and staff recommendations via Campus Suggestion Box
• Provided assessment and feedback on cost diagnostic
• Assisted with the development of Suggestion Box responses to campus
• Hosted various campus constituents to discuss textbook affordability, IT efficiencies, etc.
• Provided feedback on goal setting process and goal recommendation
Cost Diagnostic
Where we were…

- Significant Budget Cuts between 2004-2010
  - 2006-2010 costs covered in this diagnostic totaled over $37M
- Reinvestments after 2011 due to compliance, capacity & infrastructure
Cost Diagnostic

Where we are today...

- **Salaries**
- **Benefits**
- **Financial Aid**
- **Facilities**
  - (Investment & Funding)
- **Revenue Mix**
  - (Tuition, SSI, etc.)
- **Headcount**
  - (Student & Employee)

Reviewing cost & revenue drivers and trends 2006-2015

Impacts of Board of Trustees and Institutional priorities

- **Compensation**
- **Student Affordability**
- **Deferred Maint & Space Renewal**
- **Program Quality & Revenue Growth**
Operating Revenue

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Operating Expenses

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<th>FY06 Actuals</th>
<th>FY10 Actuals</th>
<th>FY15 Actuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debt</td>
<td>$10.7</td>
<td>$14.9</td>
<td>$27.3</td>
</tr>
<tr>
<td>Capitalized Costs</td>
<td>$9.8</td>
<td>$9.2</td>
<td>$11.9</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$121.5</td>
<td>$139.7</td>
<td>$190.9</td>
</tr>
<tr>
<td>Benefits</td>
<td>$74.9</td>
<td>$88.2</td>
<td>$106.7</td>
</tr>
<tr>
<td>Salaries</td>
<td>$251.1</td>
<td>$275.6</td>
<td>$330.5</td>
</tr>
</tbody>
</table>
Cost Diagnostic Dashboard

Drivers:
Variables which impact the metric.

Metric:
Presents and compares the stated metric based on each presentation scenario shown below:
- FY06 grown by CPI (Status Quo)
- Actual results
- Normalized actuals (in FY06 $)

Levers:
Indicates directionally which way the data will likely move over time.

- Short term (1-5 yrs)
- Long term (6-10 yrs.)

FY06 Grown by CPI:
Presents 2006 data and adjusts only based on CPI.
For example: Salaries per student headcount
- 2006 salaries would grow based on CPI
- No change projected in headcount.

Actual Results:
Displays actual data as shown on the financial statements.

Normalized Actuals (in FY06 $):
Displays actual financial results restated in FY06 dollars for comparability.
Data may be normalized based on CPI.
Dashboard: Salary Cost (per student headcount) all salaries/all students

Drivers:
- Student headcount
- Employee raise pools
- Employee headcount

FY06 grown by CPI

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Headcount</th>
<th>Salaries (FY06 grown by CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY06</td>
<td>28,442</td>
<td>$250.6</td>
</tr>
<tr>
<td>FY10</td>
<td>28,442</td>
<td>$271.0</td>
</tr>
<tr>
<td>FY15</td>
<td>28,442</td>
<td>$294.6</td>
</tr>
</tbody>
</table>

Actual Costs

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual Costs (shown in FY06 dollars)</th>
<th>FY06</th>
<th>FY10</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$8,811</td>
<td>$7,802</td>
<td>$8,235</td>
</tr>
</tbody>
</table>

Actual Costs (shown in FY06 dollars) grown by CPI

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual Costs (FY06 grown by CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY06</td>
<td>$8,811</td>
</tr>
<tr>
<td>FY10</td>
<td>$9,530</td>
</tr>
<tr>
<td>FY15</td>
<td>$10,359</td>
</tr>
</tbody>
</table>

Normalized Actuals (in FY06 $)

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Headcount</th>
<th>Salaries (shown in FY06 $)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY06</td>
<td>28,442</td>
<td>$250.6</td>
</tr>
<tr>
<td>FY10</td>
<td>35,324</td>
<td>$254.8</td>
</tr>
<tr>
<td>FY15</td>
<td>40,025</td>
<td>$280.3</td>
</tr>
</tbody>
</table>

Drivers:
- BOT competitive salary priority
- Increase student headcount of non-traditional & non-residential students
- Faculty make-up continues to shift (i.e. retirements)
Healthcare

Rate of Growth

Drivers:
- Health care costs
- Health care experience
- Employee demographics
- Employee headcount
- Benefit plans
- Self vs fully insured

$ Designates significant plan changes (excludes AFSME changes)

* Unexpected employee utilization and health care experience caused unusual OTO growth

Plan Design Changes (in Millions)

Drivers:
- Health care costs
- Health care experience
- Employee demographics
- Employee headcount
- Benefit plans
- Self vs fully insured

$ Designates significant plan changes (excludes AFSME changes)

* Unexpected employee utilization and health care experience caused unusual OTO growth
Dashboard: Benefits Costs (as a % of Salary)

Drivers:
- Health care costs
- Health care experience
- Employee Demographics
- Employee headcount
- Benefit plans
- Self vs. fully insured

<table>
<thead>
<tr>
<th>Drivers</th>
<th>FY06</th>
<th>FY10</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits</td>
<td>$74.4</td>
<td>$88.3</td>
<td>$106.5</td>
</tr>
<tr>
<td>Salaries (FY06 grown by CPI)</td>
<td>$250.6</td>
<td>$275.6</td>
<td>$329.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY06 Actuals (shown in FY06 dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits</td>
</tr>
<tr>
<td>Salaries (Actual)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY06 Actuals (shown in FY06 dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits</td>
</tr>
<tr>
<td>Salaries (Actual)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benefit Plan Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordable Care Act (ACT)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benefits as Percent of Salary Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY06</td>
</tr>
<tr>
<td>Actual Costs</td>
</tr>
<tr>
<td>Actuals (shown in FY06 dollars)</td>
</tr>
<tr>
<td>FY06 costs grown by CPI</td>
</tr>
</tbody>
</table>
### FY17 Expense Drivers

#### Compensation: Healthcare

**Three Year PPO Plan Premium and Plan Design Strategy**

<table>
<thead>
<tr>
<th>Options</th>
<th>Current</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plan Change</td>
<td>Plan Change</td>
<td>Plan Change</td>
<td>Plan Change</td>
</tr>
<tr>
<td>Deductible</td>
<td>$200/400</td>
<td>$400/800</td>
<td>$450/900</td>
<td>$500/1000</td>
</tr>
<tr>
<td>Co-Insurance Maximum</td>
<td>$1000/2000</td>
<td>$1500/3000</td>
<td>$1750/3500</td>
<td>$2000/4000</td>
</tr>
<tr>
<td>Co-Insurance %</td>
<td>90.0%</td>
<td>85.0%</td>
<td>80.0%</td>
<td></td>
</tr>
<tr>
<td>Office Visit Copays</td>
<td>$20</td>
<td>$25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rx Retail Copays</td>
<td>$10/$20/$30</td>
<td>$20/$30/$40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rx Mail Copays</td>
<td>$15/$30/$45</td>
<td>$25/$35/$55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Premium % Single – Single+1 - Family</td>
<td>15%-15%-15%</td>
<td>15%-16%-17%</td>
<td>15%-17%-19%</td>
<td>15%-17.5%-20%</td>
</tr>
</tbody>
</table>

**Cost Avoidance Impact ($ Millions)**

<table>
<thead>
<tr>
<th></th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual</td>
<td>$2.5</td>
<td>$1.1</td>
<td>$0.6</td>
</tr>
<tr>
<td>Prior</td>
<td>2.5</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>Cumulative</td>
<td>$3.6</td>
<td>$4.3</td>
<td></td>
</tr>
</tbody>
</table>
Dashboard: Institutional Financial Aid (per Athens Undergrad Student Headcount)

Drivers:
- Financial Aid
- Student Headcount – Athens UG
- Signature Awards
- Matching Scholarship Program
- Competitive environment to maintain enrollments
- Non-traditional increased enrollment
- Federal/State financial aid

Actual Costs

<table>
<thead>
<tr>
<th>FY06 grown by CPI</th>
<th>FY06</th>
<th>FY10</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Headcount</td>
<td>16,761</td>
<td>17,124</td>
<td>17,660</td>
</tr>
<tr>
<td>Financial Aid (Actual)</td>
<td>$29.9</td>
<td>$41.3</td>
<td>$45.9</td>
</tr>
</tbody>
</table>
Dashboard: SSI (per Total Athens Student Headcount)

Drivers:
- **SSI**
- **Student Headcount – Athens Total (Undergrad + Grad)**

**FY06 grown by CPI**

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Headcount</th>
<th>SSI (FY06 grown by CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY06</td>
<td>28,442</td>
<td>$98.8</td>
</tr>
<tr>
<td>FY10</td>
<td>28,442</td>
<td>$106.9</td>
</tr>
<tr>
<td>FY15</td>
<td>28,442</td>
<td>$116.2</td>
</tr>
</tbody>
</table>

**Actual Costs**

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Headcount</th>
<th>Actual Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY06</td>
<td>28,442</td>
<td>$98.8</td>
</tr>
<tr>
<td>FY10</td>
<td>35,324</td>
<td>$102.4</td>
</tr>
<tr>
<td>FY15</td>
<td>40,025</td>
<td>$136.2</td>
</tr>
</tbody>
</table>

**Normalized Actuals (in FY06 $)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Headcount</th>
<th>SSI (shown in FY06 $)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY06</td>
<td>28,442</td>
<td>$98.8</td>
</tr>
<tr>
<td>FY10</td>
<td>35,324</td>
<td>$94.7</td>
</tr>
<tr>
<td>FY15</td>
<td>40,025</td>
<td>$115.8</td>
</tr>
</tbody>
</table>
Dashboard: Tuition

Drivers:
- Tuition
- State cap
- Ohio Guarantee

Normalized Actuals (in FY06 $)

- Reduction of SIS
- Increasing cost vs. efficiencies
- Institutional investments in priorities
- New revenue
Dashboard: Capital Investments per Gross Square Feet
Athens (includes extension campuses)

Drivers:
- Capital additions (investments)
- Gross square feet (includes extension campuses)

FY06 grown by CPI

<table>
<thead>
<tr>
<th>Gross Sq. Ft. (in millions)</th>
<th>FY06</th>
<th>FY10</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Costs</td>
<td>7.4</td>
<td>7.4</td>
<td>7.4</td>
</tr>
<tr>
<td>(FY06 grown by CPI)</td>
<td>$52.9</td>
<td>$57.2</td>
<td>$62.2</td>
</tr>
</tbody>
</table>

Actual Costs

<table>
<thead>
<tr>
<th>Gross Sq. Ft. (in millions)</th>
<th>FY06</th>
<th>FY10</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Costs</td>
<td>$52.9</td>
<td>$49.3</td>
<td>$182.0</td>
</tr>
</tbody>
</table>

Capital Costs per Gross Square Feet

<table>
<thead>
<tr>
<th>Actual Costs</th>
<th>FY06</th>
<th>FY10</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY06 costs grown by CPI</td>
<td>$7.15</td>
<td>$7.15</td>
<td>$8.40</td>
</tr>
</tbody>
</table>

Drivers:
- Updating Facilities
- BOT Priority
- CIP/CMP
- Century Bond
- EIP
- Extension Campus growth
Drivers:

- Debt service
- Student headcount – Athens total

**FY06 grown by CPI**

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Headcount</th>
<th>Debt (FY06 grown by CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>20,295</td>
<td>$14.9</td>
</tr>
<tr>
<td>2010</td>
<td>20,295</td>
<td>$15.7</td>
</tr>
<tr>
<td>2015</td>
<td>20,295</td>
<td>$17.2</td>
</tr>
</tbody>
</table>

**Actual Costs**

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Headcount</th>
<th>Debt (Actual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>20,295</td>
<td>$14.9</td>
</tr>
<tr>
<td>2010</td>
<td>21,182</td>
<td>$22.2</td>
</tr>
<tr>
<td>2015</td>
<td>23,306</td>
<td>$34.7</td>
</tr>
</tbody>
</table>

**Debt Service per Student Headcount**

- ST
- LT

- CIP Plan
- Century Bond Program
- EIP
- Enrollments
- Deferred Maintenance Backlog

**Normalized Actuals (in FY06 $)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Headcount</th>
<th>Debt (shown in FY06 $)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>20,295</td>
<td>$14.9</td>
</tr>
<tr>
<td>2010</td>
<td>21,182</td>
<td>$21.1</td>
</tr>
<tr>
<td>2015</td>
<td>23,306</td>
<td>$30.1</td>
</tr>
</tbody>
</table>
Dashboard: Utility Costs (per Gross Square Feet)

Drivers:

- Utility costs
- Gross square feet (includes extension campuses)

FY06 grown by CPI

<table>
<thead>
<tr>
<th>FY06</th>
<th>FY10</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Sq. Ft. (in millions)</td>
<td>7.4</td>
<td>7.4</td>
</tr>
<tr>
<td>Utilities (FY06 grown by CPI)</td>
<td>$11.8</td>
<td>$12.8</td>
</tr>
</tbody>
</table>

Actual Costs

<table>
<thead>
<tr>
<th>FY06</th>
<th>FY10</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Sq. Ft. (in millions)</td>
<td>7.4</td>
<td>8.0</td>
</tr>
<tr>
<td>Utilities (Actual)</td>
<td>$11.8</td>
<td>$15.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY06</th>
<th>FY10</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Sq. Ft. (in millions)</td>
<td>7.4</td>
<td>8.0</td>
</tr>
<tr>
<td>Utilities (shown in FY06 $)</td>
<td>$11.8</td>
<td>$14.2</td>
</tr>
</tbody>
</table>

ST
- Adding sq. footage
- Century Bond Program
- EIP impact
- CIP
- Energy Contracts

LT
Net Assignable Sq Ft (NASF) to Gross Sq Ft (GSF)

Total Square Feet

<table>
<thead>
<tr>
<th>Year</th>
<th>NASF</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>61%</td>
<td></td>
</tr>
</tbody>
</table>
Academic Metrics

Retention Rates - First Year

ACT Composite

Graduation Rates - Six Year
Department of Higher Education Productivity and Efficiency Metrics

- Course Completion Ratio = Course Completion FTE / admin headcount
- Degree Completion Ratio = Degree completion / admin headcount
- Administrative Headcount Ratio = admin headcount / all employee headcount
- Administrative Expenditure Ratio = admin salary expense / E&G total expense

### Administrative Productivity Measure (APM)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Administrative Salary Expenditure</th>
<th>Administrative Employee Headcount</th>
<th>All Employee Headcount</th>
<th>Educational and General Expenditure</th>
<th>Student Course Completed FTE</th>
<th>Student Degree Completions</th>
<th>Productivity</th>
<th>Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E/B</td>
<td>F/B</td>
<td>B/C</td>
<td>A/D</td>
<td>Course Completion Ratio</td>
<td>Degree Completion Ratio</td>
<td>Administrative Headcount Ratio</td>
<td>Administrative Expenditure Ratio</td>
</tr>
<tr>
<td>Akron</td>
<td>$58,189,883</td>
<td>946</td>
<td>2,383</td>
<td>$335,560,378</td>
<td>18,165</td>
<td>5,347</td>
<td>19.30</td>
<td>5.65</td>
</tr>
<tr>
<td>Bowling Green</td>
<td>$58,901,566</td>
<td>1,001</td>
<td>2,080</td>
<td>$279,094,285</td>
<td>13,356</td>
<td>4,118</td>
<td>13.34</td>
<td>4.11</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>$163,678,260</td>
<td>2,727</td>
<td>5,867</td>
<td>$679,827,909</td>
<td>26,224</td>
<td>9,758</td>
<td>9.62</td>
<td>3.58</td>
</tr>
<tr>
<td>Cleveland State</td>
<td>$49,351,850</td>
<td>768</td>
<td>1,540</td>
<td>$224,953,687</td>
<td>11,210</td>
<td>3,965</td>
<td>14.60</td>
<td>5.16</td>
</tr>
<tr>
<td>Central State</td>
<td>$8,720,507</td>
<td>157</td>
<td>347</td>
<td>$36,998,226</td>
<td>869</td>
<td>282</td>
<td>5.53</td>
<td>1.80</td>
</tr>
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<td>Kent State</td>
<td>$109,057,716</td>
<td>1,860</td>
<td>3,970</td>
<td>$495,776,649</td>
<td>25,756</td>
<td>8,306</td>
<td>13.84</td>
<td>4.46</td>
</tr>
<tr>
<td>Miami</td>
<td>$76,576,483</td>
<td>1,366</td>
<td>3,604</td>
<td>$384,522,001</td>
<td>14,366</td>
<td>5,149</td>
<td>10.52</td>
<td>3.77</td>
</tr>
<tr>
<td>Ohio State</td>
<td>$535,575,333</td>
<td>8,416</td>
<td>15,486</td>
<td>$1,605,105,384</td>
<td>41,913</td>
<td>15,621</td>
<td>4.98</td>
<td>1.86</td>
</tr>
<tr>
<td>Ohio</td>
<td>$103,734,620</td>
<td>1,714</td>
<td>3,669</td>
<td>$516,934,601</td>
<td>23,863</td>
<td>8,903</td>
<td>13.92</td>
<td>5.20</td>
</tr>
<tr>
<td>Shawnee State</td>
<td>$8,527,957</td>
<td>156</td>
<td>359</td>
<td>$47,195,744</td>
<td>3,131</td>
<td>742</td>
<td>20.11</td>
<td>4.77</td>
</tr>
<tr>
<td>Toledo</td>
<td>$72,206,632</td>
<td>993</td>
<td>2,998</td>
<td>$391,352,163</td>
<td>13,805</td>
<td>4,705</td>
<td>13.91</td>
<td>4.74</td>
</tr>
<tr>
<td>Wright State</td>
<td>$76,701,496</td>
<td>1,215</td>
<td>2,385</td>
<td>$276,066,431</td>
<td>11,403</td>
<td>3,708</td>
<td>9.39</td>
<td>3.05</td>
</tr>
<tr>
<td>Youngstown State</td>
<td>$33,375,713</td>
<td>574</td>
<td>1,107</td>
<td>$136,481,413</td>
<td>8,267</td>
<td>2,198</td>
<td>14.40</td>
<td>3.83</td>
</tr>
</tbody>
</table>

NEOMED is excluded from the analysis due to the effect(s) of their consortium-based relationships with other Ohio public institutions of higher education on the data elements utilized in the calculation.
Task Force Survey Template: BOT 5-Year Goals

The implementation template is separated into four categories:

- Section 1: Efficiencies
- Section 2: Academic Practices
- Section 3: Policy Reforms
- Section 4: Cost Savings, Redeployment of Savings & Tangible Benefits to Students.

A&E Review

- Review State Initiatives
- Perform Cost Diagnostic
- Review Productivity Measure
- Goal Setting
Establishing the Goal – 5%

- Symmetry with 5% Senate Challenge
- Creating a persuasive message
- Protecting BOT strategic priorities
- Identifiable target
- Cost diagnostic
- Achievable
- Consideration of institutional cuts over last decade
## Establishing the Goal - Framework

### Starting Point: Total University Expenses

### Adjustments:
University priorities; uncontrollable costs

### Savings Goal: 5% of Adjusted Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Direct Expenses</td>
<td>$645.0</td>
</tr>
<tr>
<td>Less:</td>
<td></td>
</tr>
<tr>
<td>Faculty Base Salaries</td>
<td>$84.8</td>
</tr>
<tr>
<td>Revenue Generation</td>
<td>$44.8</td>
</tr>
<tr>
<td>Student Success Services</td>
<td>$33.2</td>
</tr>
<tr>
<td>Risk/Compliance</td>
<td>$32.2</td>
</tr>
<tr>
<td>Debt Service</td>
<td>$34.7</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$10.0</td>
</tr>
<tr>
<td>Sponsored Research</td>
<td>$47.6</td>
</tr>
<tr>
<td>Mandatory Benefits</td>
<td>$47.0</td>
</tr>
<tr>
<td>Undergrad Financial Aid</td>
<td>$51.0</td>
</tr>
<tr>
<td>Enrollment Management</td>
<td>$10.4</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$395.7</strong></td>
</tr>
<tr>
<td>Adjusted Direct Expenses</td>
<td><strong>$249.3</strong></td>
</tr>
<tr>
<td><strong>5%</strong></td>
<td><strong>$12.5</strong></td>
</tr>
</tbody>
</table>
## Savings Goal – Reporting Framework

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Student Affordability</th>
<th>New Revenues</th>
<th>Cost Avoidance / Efficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Grad Programs</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Utility Strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procurement Contracts</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Data Center</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Benefits</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overload Reductions</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time-to-Degree</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Tuition Decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asset Monetization</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Increased E-Learning</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Service Provider (i.e. printing)</td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>
Resolution for Board Approval

OHIO TASK FORCE ON AFFORDABILITY AND EFFICIENCY IN HIGHER EDUCATION REPORT

RESOLUTION 2016 --

WHEREAS, in compliance with Section 369.560 of Am. Sub. H. B. No. 64 of the 131st General Assembly, this Board has completed an efficiency review based on the report and recommendations of the Ohio Task Force on Affordability and Efficiency in Higher Education, (“the Task Force”); and

WHEREAS, Section 369.560 requires this Board to provide a report to the Chancellor of the Ohio Department of Higher Education within 30 days of the completion of the efficiency review, or by August 1, 2016, that includes how the University will implement the Task Force recommendations and other cost saving measures;

NOW THEREFORE, BE IT RESOLVED that the Board hereby adopts a five-year goal of sixty million dollars ($60M) for efficiency savings and new resources to be generated through fiscal 2021, along with a framework for investing those dollars in student affordability while maintaining or improving academic quality.

BE IT FURTHER RESOLVED that the Board directs the President to develop a five-year implementation plan to achieve the cost saving goal and to submit this plan to the Director of Higher Education no later than August 1, 2016, conditional upon final Board approval at the August 26, 2016 meeting.
In the early part of 2015, Gov. John R. Kasich created the Ohio Task Force on Affordability and Efficiency to make recommendations to Ohio’s institutions of higher education based on three simultaneous principles 1) to be more efficient both in expense management and revenue generation 2) while offering an education of equal or higher quality and 3) decreasing costs to students and their families. The Task Force met several times during the course of 2015. In October the Task Force issued a report with ten recommendations to advise institutions on efficiency and academic practices which will improve both the quality of education and lower costs for students.

Furthermore, House Bill 64 (Section 369.550) requires each institution’s board of trustees to complete an efficiency review, based on the Task Force’s recommendations, by July 1, 2016, and submit their findings and implementation plans to the chancellor within 30 days, or by August 1, 2016. For additional information on each category and recommendation, please review the Action Steps to Reduce College Costs report, issued by the Ohio Task Force on Affordability and Efficiency.

This document is intended to provide guidance for institutions’ reports to the chancellor, based on the legislation – please modify and add additional detail as necessary. The institutional efficiency review and the implementation plans captured by this template will serve as the data for 2016 Efficiency Advisory Committee Report. These reports are due August 1, 2016. In 2017 and moving forward, ODHE will issue a survey to the institutions, based on the Task Force Report, as a status update to the implementation plans and will serve as the Efficiency Advisory Committee report.

Campuses will want to review the template to familiarize themselves with the format and content before beginning. The template is structured into four sections:

- **Section 1: Efficiencies** – The first section captures practices likely to yield significant savings for institutions that can then be passed on to students. This includes Procurement, Administrative and Operational, and Energy.

- **Section 2: Academic Practices** – This section covers areas such as textbooks, time to degree incentives, and academic course and program reviews. While improvements to academic processes and policies may not convey immediate cost savings, there will likely be tangible benefits that improve the quality of education for students.

- **Section 3: Policy Reforms** – This section captures additional policy reforms recommended by the Task Force.

- **Section 4: Cost Savings, Redeployment of Savings & Tangible Benefits to Students** – The last section will ask institutions to provide, if applicable, cost savings to the institution in actual dollars saved for each of the recommendations. Furthermore, the institution must advise if the institutional savings has been redeployed as a cost savings to students or offered a benefit to the quality of education for students.
Ohio University

Section I: Efficiency Practices

Procurement

Recommendation 3A | Campus contracts: Each institution must require that its employees use existing contracts for purchasing goods and services, starting with the areas with the largest opportunities for savings.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes. We are prepared to implement following Board submission of plan. Preferred vendor agreements are negotiated and in place for a significant number of commodities. Others (those specifically identified below) are in progress.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

- The plan will include a robust communication plan to inform our community of this requirement as well as engaging faculty and staff to identify specialized commodities and purchases for which we will need exemptions. We will continue to focus on developing new institutional contracts that leverage consolidated buying power across our institution and other Ohio institutions.

Recommendation 3B | Collaborative contracts: Ohio’s colleges and universities must pursue new and/or strengthened joint purchasing agreements in the following categories:

- Copier/printer services
- Computer hardware
- Travel services
- Outbound shipping
- Scientific Supplies and Equipment
- Office Supplies and Equipment

Contract Type | Is the institution participating in joint contracts? [yes, no, plan to] | Include additional explanation here if needed. If the institution chooses not to participate, please explain why.

<table>
<thead>
<tr>
<th>Contract Type</th>
<th>Is the institution participating in joint contracts? [yes, no, plan to]</th>
<th>Include additional explanation here if needed. If the institution chooses not to participate, please explain why.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copier/printer services</td>
<td>Yes</td>
<td>IUC – ComDoc</td>
</tr>
<tr>
<td>Computer hardware</td>
<td>Yes</td>
<td>IUC, E&amp;I and State – Dell, GovConnection and CDWG</td>
</tr>
<tr>
<td>Travel services</td>
<td>Yes</td>
<td>IUC – Altour</td>
</tr>
<tr>
<td>Outbound shipping</td>
<td>Yes</td>
<td>E&amp;I – FedEx</td>
</tr>
<tr>
<td>Scientific supplies &amp;</td>
<td>Yes</td>
<td>IUC – Fisher Scientific (Primary) and VWR (Secondary)</td>
</tr>
</tbody>
</table>
Recommendation 4 | Assets and Operations

4A Asset review: Each institution must conduct an assessment of its noncore assets to determine their market value if sold, leased or otherwise repurposed. Where opportunities exist, colleges and universities must consider coordinating these efforts with other Ohio institutions to reap larger benefits of scale.

Please provide an overview of the process used for the institution’s asset review and the key outcomes below or on additional pages:

Assets have been reviewed and three properties were declared as surplus. University is in progress of working with Department of Administrative Services to dispose of these properties. During the June board meeting, the BOT were presented with an additional property to consider.

4B Operations review: Each institution must conduct an assessment of non-academic operations that might be run more efficiently by a regional cooperative, private operator or other entity. These opportunities must then be evaluated to determine whether collaboration across institutions would increase efficiencies, improve service or otherwise add value.

Please provide an overview of the process used for the institution’s operations review and the key outcomes below or on additional pages:

Multiple operational reviews have been ongoing for some time. Some areas have been reviewed and not deemed feasible for outsourcing: parking, housing, dining and airport. Other areas such as real estate management at Beavercreek near Dayton and student health insurance have already been outsourced.

Most recent collaborations include:
- Fuel Center Shared Facility with City of Athens: For many years, Ohio University has allowed City of Athens to fuel their vehicles at the University owned and operated fuel depot. The depot is open all the time and University and City users can purchase gasoline or diesel fuel at state contract pricing. The City avoids the capital cost of a separate facility and the University and the City benefit from lower operating costs by not operating duplicate facilities.

- Salt Storage Prior to 2015, the University and the City of Athens operated separate road salt storage facilities. The existing University facility had to be moved because of the Energy Infrastructure Project. Rather than build a new facility, the City of Athens agreed to share their newer environmentally compliant facility located near the campus. Similar to the fuel depot arrangement, the University avoids the capital cost of a separate facility and the University and the City benefit from lower operating costs by not operating duplicate facilities.
**4C Affinity partnerships and sponsorships:** Institutions must, on determining assets and operations that are to be retained, evaluate opportunities or affinity relationships and sponsorships that can support students, faculty, and staff. Colleges and universities can use these types of partnerships to generate new resources by identifying “win-win” opportunities with private entities that are interested in connecting with students, faculty, staff, alumni or other members of their communities.

**Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.**

OHIO has various partnerships and sponsorships in athletics, academics and alumni relations. The Office of Alumni has partnered with Nationwide Insurance, Comenity Capital Bank and MetLife. OHIO Athletics has pouring rights affinity partnerships as well as other corporate sponsorships. From an academic perspective, we have sponsorships through corps, international governmental agencies and corporations. New partnerships are being developed in Dublin at our satellite location.

**If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.**

Please identify partnerships and sponsorships in effect for FY2016:

<table>
<thead>
<tr>
<th>Partnerships/Sponsorships</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under development: Must work with individual units to create comprehensive list</td>
<td></td>
</tr>
</tbody>
</table>

**Administrative**

**Recommendation 5 | Administrative cost reforms**

**5A Cost diagnostic:** Each institution must produce a diagnostic to identify its cost drivers, along with priority areas that offer the best opportunities for efficiencies. This diagnostic must identify, over at least a 10-year period:
Has the institution produced a cost diagnostic? If yes, please provide an overview of the process used and the key outcomes.

Yes, OHIO’s Cost diagnostic has been performed. Main drivers identified include salaries, debt and capital costs and financial aid. These are consistent with BOT priorities. As part of our BOT analysis, costs were normalized by student headcount, GSF, etc. as appropriate.

Please provide details on the result of the assessment. What are the cost drivers, based on the categories above? Please discuss the institution’s priority areas that offer the best opportunities for recommendation.

In the cost diagnostic, overall, the university has shown itself to be more efficient than in the past. After multiple years of budget cuts and shrinking state support, OHIO’s costs in many cases look extremely efficient, but some have fallen lower than OHIO would like for the benefit of our students, staff and faculty. A specific example of this would be capital costs. After multiple years of not investing fully in our facilities, while the university looks more lean, if investments are not made soon, our facilities will deteriorate and there will be increased operating costs due to costly repairs, energy inefficiencies, etc.

If the institution has not produced a cost diagnostic, is there a plan to? If yes, what is the implementation plan? If the institution has not completed a cost diagnostic and does not plan to do so, please provide the rationale.

5B Productivity measure: The Department of Higher Education developed a common measurement of administrative productivity that can be adopted across Ohio’s public colleges and universities. While the measure should be consistent, each institution should have latitude to develop its own standards for the proper level of productivity in its units. This will allow, for instance, for appropriate differences between productivity in high-volume environments vs. high-touch ones.

What steps has the institution taken to improve the productivity measure score or what are the institution’s plans to improve the score?

OHIO continues to face challenges when looking at administrative productivity due the limited classifications for current administrators. In our system, an administrative employee includes anyone who is not identified as a faculty or classified staff member. This includes traditional administrative roles, but also post docs, student advisors and sometimes even instructors of record. The lack of granularity makes it difficult to identify and analyze administrative productivity because there are no measures that represent all administrators. OHIO is undergoing a chart of account redesign project which will allow us to begin to develop that granularity for better analysis and change management.

Has the institution implemented or considered utilizing Lean Six Sigma methodology as a tool to evaluate the institution’s processes?

As part of OHIO’s review process, suggestions were solicited from campus faculty and staff. This was a strong recommendation. The
university plans to review and develop additional lean thinking methodology up to and including the development of a lean institute to streamline processes.

5C Organizational structure: Each institution should, as part or as a consequence of its cost diagnostic, review its organizational structure in line with best practices to identify opportunities to streamline and reduce costs. The institutional reviews also should consider shared business services — among units or between institutions, when appropriate — for fiscal services, human resources and information technology.

Has the institution reviewed its organizational structure? If yes, please provide an overview of the process used and the key outcomes.

OHIO has a commitment to continuous improvement and has consistently reviewed operational administrative processes. Consolidations have happened in traditional administrative offices like finance and HR, but also in colleges where processes have been streamlined through adapted shared services models.

If the institution has not reviewed the organizational structure, is there a plan to? If yes, what is the implementation plan? If the institution not completed a review and does not plan to do so, please provide the rationale.

5D Health-care costs: Like other employers, colleges and universities have experienced rapid growth in health-care costs. To drive down costs and take advantage of economies of scale, the Department of Higher Education has convened a working group to identify opportunities to collaborate. While no information on healthcare costs is required in this year’s survey, please feel free to share ideas that the institution believes may be helpful for the working group to consider.
(Optional) Has the institution achieved any expected annual cost savings through health-care efficiencies? Please explain how cost savings were estimated.

**OHIO’s Three Year Plan**

<table>
<thead>
<tr>
<th>Options</th>
<th>Current</th>
<th>FY16 (July 2015)</th>
<th>FY17 (July 2016)</th>
<th>FY18 (July 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deductible</strong></td>
<td>200/400</td>
<td>400/800</td>
<td>450/900</td>
<td>500/1000</td>
</tr>
<tr>
<td><strong>Co-Insurance Maximum</strong></td>
<td>1000/2000</td>
<td>1500/3000</td>
<td>1750/3500</td>
<td>2000/4000</td>
</tr>
<tr>
<td><strong>Co-Insurance %</strong></td>
<td>90%</td>
<td>85%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Office Visit Copays</strong></td>
<td>$20</td>
<td>$25</td>
<td>$124,383</td>
<td></td>
</tr>
<tr>
<td><strong>Rx Retail Copays</strong></td>
<td>$10/$20/$30</td>
<td>$20/$30/$40</td>
<td>$746,298</td>
<td></td>
</tr>
<tr>
<td><strong>Rx Mail Copays</strong></td>
<td>$15/$30/$45</td>
<td>$25/$35/$55</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Premium</strong></td>
<td>15% - 15% - 15%</td>
<td>15%-16%-17%</td>
<td>15% - 17% - 19%</td>
<td>15-17.5-20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>$2,500,133</td>
<td>$1,125,114</td>
<td>$635,000</td>
</tr>
</tbody>
</table>

Yes, please see above.

**5E Data centers**: Institutions must develop a plan to move their primary or disaster recovery data centers to the State of Ohio Computer Center (SOCC).

**Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.**

**If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.**

Within the past two years, OHIO has invested in our current data center. To move the center immediately, would cost an estimated $5M which is not cost effective at this time. We will move within 5 years as our investment depreciates. We currently have a reciprocal agreement with Wright State that allows us to keep our back ups at no charge. This saves the university approximately $80,000 per year.

**5F Space utilization**: Each Ohio institution must study the utilization of its campus and employ a system that encourages optimization of physical spaces.

**Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.**

**5F Space Utilization**: Each Ohio institution must study the utilization of its campus and employ a system that encourages optimization of physical spaces.
Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

Examining the utilization of both the interior as well as the physical exterior campus space for the purposes of optimization has been a long-standing effort at Ohio University for many years. This effort was dispersed across several functional areas at the institution until 2013 when the office of University Planning and Space Management (UPSM) was created to support the University's academic mission and strategically lead a comprehensive approach of planning. This approach allows Ohio University to provide highest and best use recommendations for an inventory of over 8 million gross square feet across the Athens campus as well as other regional locations across Ohio. The comprehensive responsibilities of the UPSM organization supports optimization of resources by:

- Interrelating Strategic Vision with Campus and Capital Planning to provide comprehensive recommendations for project implementation.
- Interrelating facilities, infrastructure, and systems with the physical campus environment and understanding the campus needs as a whole to provide optimal solutions to programmatic changes and needs.
- Management of a central physical database which is updated on a daily basis and includes detailed data on all land, building, and space where Ohio University has a presence, owned or leased.
- Routine space utilization studies and analysis.
- Space documentation processes including annual updates, space change request notification system whenever a modification to space or change in space usage is required.
- Review and analysis on proposed space changes or requests holistically in relation to the rest of campus portfolio, ensuring the needs of our departments and colleges are met while also ensuring the best use of the University's assets.

SPACE NEED UTILIZATION STUDY AND STRATEGY

The University recently updated the Comprehensive Master Plan 2016 with an eye towards highest and best utilization of University assets. As part of the master plan study, a space utilization analysis was included for the Athens Campus, providing detailed analysis for every campus unit and employing efficient space standards. A core strategy outcome in the master plan process was Stewardship of Assets to best leverage the portfolio and past and future investments. Stewardship of Assets highlights the University's integrated approach to space planning, including strategies and key projects that build on an existing legacy of creative and reasonable use of space to address programmatic needs. Among these strategies are right-sizing campus space, aligning the right space with program need, and optimizing locations for the right programs.

These recommendations are guided by interrelated Smart Growth principles that include Repurposing Space, Replacing Space, and Balancing New Space:

REPURPOSING SPACE

Through the Comprehensive Master Plan process, Ohio University has identified transformative renovations to more than 1.8 million square feet of existing academic, residential and administrative space. These renovations address critical deferred maintenance and programmatic needs and, in some cases, reposition the primary space use of the building. Repurposed
spaces are designed to *Be Compatible*, allowing for flexible programmatic needs in existing buildings, many of which were designed for specific purposes that no longer meet the needs of current occupants. By thoughtfully repurposing space, Ohio University can ensure the *Highest and Best Use* of our campus assets and resources.

**REPLACING SPACE**
There are two drivers impacting Ohio University’s plans for campus replacement space. The first driver of replacement space is the Hocking River's 100-year floodplain, in which more than 83% of the campus property north of the river is located. While many of the buildings in the floodplain are elevated to mitigate the impact of a 100-year flood, Stocker Center, Clippinger Laboratories, and Grosvenor Hall have more than 85,000 net square feet of occupiable basement space with heavily used teaching labs that are vulnerable to flooding. When these buildings are renovated, this space will need to be replaced elsewhere on campus to meet federal floodplain regulations. The second driver of replacement space is accommodating for the demolition of existing buildings. Much of the demolition anticipated by Ohio University, such as the South Green residential buildings, are for buildings deemed inadequate to meet the needs of the University through renovation. The University will also approach additional strategic demolition across campus to free up key sites that are needed for a higher and better use, particularly those that are outside of the floodplain.

**BALANCING NEW SPACE**
New construction is recommended to accommodate replacement space, planned demolition, and the support of programmatic space needs. Placing new space in the right places helps the University provide dynamic environments for teaching, research, living and recreation, as well as the flexibility to adapt to evolving needs, while new construction is strategically located to leverage synergies with programs and partnerships in existing buildings. To maintain a *Right Size Campus*, the total amount of proposed newly constructed space is in relative balance with proposed demolition. Depending on the design of these facilities, there will likely be an overall reduction in operating and maintenance costs for the University.

Please provide details on the results of the assessment below or on additional pages:

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

**Energy**
Energy Efficiencies seek to refine sustainable methods utilized by institutions to procure and use energy (resulting in more efficient use of energy), including, but not limited to lighting systems, heating & cooling systems, electricity, natural gas, and utility monitoring.

What energy efficiency projects has the institution implemented or enhanced within fiscal year 2016?
<table>
<thead>
<tr>
<th>Project</th>
<th>Collaborative Partnership(s)</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utility &amp; Energy Tracking and Payment Software</td>
<td>Tracking</td>
<td>Purchased and Implemented a Utility &amp; Energy Tracking and Payment Software, EnergyCAP. The software has been in testing and implementation in FY2016, being used for basic consumption benchmarking, analysis and troubleshooting. Bill auditing and automated payment with EnergyCAP begins FY2017. Cost Avoidance for Water Usage and Billing is estimated at $15 K per month had the issues not been flagged in EnergyCAP.</td>
</tr>
<tr>
<td>Campus-Wide Utility Metering Project</td>
<td>Metering</td>
<td>OHIO has embarked on a phased approach to a Campus-Wide Utility Metering Project. Phase I of the project, totaling $1.8 million is slated to bid on June 4th, 2016 with construction and programming finishing in the Summer of 2017. The resulting project will provide data driven billing and behavioral changes through competitions and real-time dashboard data. Utility Real-Time Dashboards used for behavioral energy/water education and awareness have shown 5-15% reductions in utility consumption.</td>
</tr>
<tr>
<td>Steam/Condensate Distribution Maintenance</td>
<td>Conservation</td>
<td>Completion of a second campus-wide steam outage for a major infrastructure maintenance project. Last year's outage (Summer 2015) resulted in Central Plant energy and water savings of 19% and 30%, respectively. We expect similar reductions this year as we continue to realize last years' savings. Cost Avoidance for Water is Estimated at $110,000; Cost Avoidance for Energy is Estimated at $750,000; Energy Savings Estimated at 120,000 MMBTU.</td>
</tr>
<tr>
<td>Building to LEED Standards</td>
<td>Conservation</td>
<td>Projects totaling 8.8% of university square footage are currently in the process of seeking Leadership in Energy and Environmental Design (LEED) Silver certification and slated to receive LEED Silver Certification by end of fiscal year 2016. According to a study by the EPA, a LEED Silver Certified Building uses 24% less energy than a typical building built to just be compliant with state code. LEED Silver Certification is required on all buildings where the total project cost exceeds $2 million, according to our Sustainability Plan. The LEED Projects seeking certification this year produces an estimated annual avoidance of 6,500 MMBTU.</td>
</tr>
<tr>
<td>Energy Efficient Equipment</td>
<td>Conservation</td>
<td>Installation of more energy efficient equipment in buildings. The energy efficient equipment allowed us to avoid energy usage and receive utility rebate checks from AEP Ohio. OHIO has received $138 K in rebates this fiscal year from AEP Ohio and has applied for an additional $12 K expected by end of FY2016. The energy efficient purchases this year has avoided an estimated 1.5 million MMBTU.</td>
</tr>
</tbody>
</table>
Section II: Academic Practices

Recommendation 6 | Textbook Affordability

6A Negotiate cost: Professional negotiators must be assigned to help faculty obtain the best deals for students on textbooks and instructional materials, starting with high-volume, high-cost courses. Faculty must consider both cost and quality in the selection of course materials.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

We do not have staff to provide this service, so this recommendation would require additional staff and increased costs. Before we increase administrative costs, we would like to explore alternative methods of accomplishing the same objective.

Ohio University is implementing a multipronged strategy for reducing the cost of course materials. As part of this strategy, we will:

<table>
<thead>
<tr>
<th>Renewable Energy</th>
<th>Sustainability</th>
<th>Signed a contract for a provision that starting December 2015, 50% of campus electricity purchased is from renewable sources. Our new electricity purchasing guidelines enables Ohio University to realize our Sustainability Plan goal of 20 percent of energy sources for the Athens Campus four years ahead of schedule.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boiler Upgrades</td>
<td>Conservation &amp; Sustainability</td>
<td>On November 24th, 2015 (Thanksgiving Day), Ohio University stopped burning coal to heat the campus, switching to a cleaner fuel source, natural gas. The new boilers using natural gas as an energy source are approximately 12% more efficient at producing steam than our old boilers using coal as an energy source (82% vs 70%, respectively). In FY2015, Lausche Heating Plant had a total weather-normalized energy input of 886,000 MMBTU. FY2016 weather-normalized energy input is predicted to be 600,000 MMBTU. The 12% increase in efficiency decreases our annual Lausche energy inputs by an estimated 100,000 MMBTU.</td>
</tr>
<tr>
<td>Energy Savings Performance Contract</td>
<td>Conservation</td>
<td>The first energy savings and usage report is due from Constellation upon project closeout, however we did see a reduction in energy consumption from 2012-2013.</td>
</tr>
</tbody>
</table>
• Support faculty integration of licensed library materials and assertive fair use of copyrighted works in place of textbooks;
• Incentivize faculty adoption of open source educational materials and licensed electronic resources within existing library holdings, particularly for large enrollment courses;
• Promote course redesign that incorporates creative commons licensed faculty- and student- generated content;
• Negotiate direct with publishers for reduced etext rates with publisher-independent content platform to manage delivery; and
• Explore vendor partnerships that ensure on demand delivery of textbooks to students at competitive prices.

We anticipate a growing cost savings over time as adoption rates increase for one or more of these strategies. We project a savings for students of 15% for students, or just over $2M.

6B Standardize materials: Institutions must encourage departments to choose common materials, including digital elements, for courses that serve a large enrollment of students.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

OHIO has identified the top large enrollment courses and is working individually with those departments to reduce costs directly to students.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

6C Develop digital capabilities: Institutions must be part of a consortium to develop digital tools and materials, including open educational resources, that provide students with high-quality, low-cost materials.

Please explain your efforts to develop digital tools and materials.

In fall of 2015, OHIO made a call to faculty who would like to revamp their courses to take more advantage of open source and digital documents. Response was high and the university library is working directly with those faculty to provide low-cost materials. In addition, the Senior Vice Provost for Instructional Innovation has been working with colleges to identify additional opportunities for improvement including the standardization of materials as possible. OHIO is not yet part of a consortium, but we will look for opportunities to collaborate with other institutions as part of our 1-2 year goals.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.
Recommendation 7 | Time to Degree

7A Education campaign: Each institution must develop a coordinated campaign to educate its full-time undergraduates about the course loads needed to graduate on time (two years for most associate degrees and four years for most bachelor’s degrees).

<table>
<thead>
<tr>
<th>Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OHIO has a robust orientation program and also offers learning community opportunities for first year students. Course load is addressed in individual advising sessions for students that specify which courses they need to take and at what time to graduate on time. This includes the number of courses needed per semester.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.</th>
</tr>
</thead>
</table>

7B Graduation incentive: Institutions should consider establishing financial incentives to encourage full-time students to take at least 15 credits per semester.

<table>
<thead>
<tr>
<th>Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OHIO offers a comprehensive tuition rate for students whereby students pay one rate which covers 12-20 credit hours of enrollment. Statistics for the past two academic years show that over 90% of OHIO’s full-time students take more than 12 credit hours each term. Students can reduce the cost of their degree by approximately $227 per academic year by taking advantage of the comprehensive tuition structure and enrolling in more than 12 credit hours each semester.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.</th>
</tr>
</thead>
</table>

7C Standardize credits for degree: Institutions should streamline graduation requirements so that most bachelor’s degree programs can be completed within 126 credit hours or less and an associate degree programs can be completed within 65 credit hours or less. Exceptions are allowed for accreditation requirements.

<table>
<thead>
<tr>
<th>Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OHIO has analyzed degrees and most of our programs are currently at 120 credit hours. We offer 305 distinct major codes including undecided and pre-majors, and 207 distinct graduating major codes. Of those, a small percent is above 120 credit hours, largely due to accreditation requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.</th>
</tr>
</thead>
</table>
If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

7D Data-driven advising: Institutions should enhance academic advising services so that students benefit from both high-impact, personalized consultations and data systems that proactively identify risk factors that hinder student success.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

OHIO started a pilot program in 2015 to focus on data-driven advising. Advisors are located in each college with the primary focus of using data analysis to identify students needing additional attention including students in the "murky middle". OHIO expects that this will improve our retention rates which are already some of the best among Ohio colleges and universities.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

7E Summer programs: Each campus must develop plans to evaluate utilization rates for summer session and consider opportunities to increase productive activity. In particular, institutions should consider adding summer-session options for high-demand classes and bottleneck courses that are required for degree completion.

Please provide details on the results of the assessment. In particular, please address whether the campus added summer session options for high-demand and bottleneck classes.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

For the 2012-2013 summer term, summer accounted for only 7% of the activity normally observed in the fall term. In 2014, a summer task force was created to analyze ways to increase summer programming. Implementing a trimester program was explored. In Summer 2014, approximately 8,125 cumulative additional seats were offered from 2013, with both on-campus and abroad programs experiencing growth.

Summer programming initiatives include allowing incoming freshmen to start early at a lower tuition rate, increasing summer courses transfer students need to be able to graduate on time and other bottleneck courses, offering workshops to high school students for credit, developing new online courses for our non-residential summer students, etc. We plan to continue to increase summer programming and attendance.

7F Pathway agreements: Ohio institutions should continue to develop agreements that create seamless pathways for students who begin their educations at community or technical colleges and complete them at universities.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

Yes. OHIO University responded to the 2012-2013 state budget bill by creating 120 three-year degree options (out of approximately
220 degree programs) by the summer of 2014.

Over the prior three academic years (AY 2012-2013 through AY 2014-2015), approximately 46% of all degrees were awarded to students in programs where three-year degree pathways are available. OHIO currently has 21 community college partnerships in place throughout Ohio, Kentucky and West Virginia. OHIO Community Campus Managers visit and/or maintain offices at participating colleges and work directly with students who would like to transfer. Partnering colleges are:

Ashland Community and Technical College
Central Ohio Technical College
Cincinnati State Technical & Community College
Clark State Community College
Columbus State Community College
Cuyahoga Community College
Eastern Gateway Community College
Edison Community College
Hocking College
Lorain County Community College
Marion Technical College
Mountwest Community & Technical College
North Central State College
Northwest State Community College
Owens Community College
Sinclair Community College
Stark State College
Terra State Community College
Washington State Community College
Zane State College

Many three-year plans include options for summer courses, AP credit, College Credit Plus credits, etc. Not all three-year degrees or students will require summers courses. Based on the recommended summer credits in the proportion of degrees awarded in each three-year plan, the conservative estimate below assumes tuition for 17 credits of summer courses rather than assuming AP credits, College Credits Plus credits, PLA, etc. It is likely that more and more students will bring credits from College Credit Plus with them in the coming years, further increasing savings. Below is a sample savings for an individual student on the three-year plan:

<table>
<thead>
<tr>
<th></th>
<th>3-year plan</th>
<th>4-year plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 full cost of attendance</td>
<td>24,472</td>
<td>24,472</td>
</tr>
<tr>
<td>Year 2 full cost of attendance</td>
<td>24,472</td>
<td>24,472</td>
</tr>
<tr>
<td>Year 3 full cost of attendance*</td>
<td>24,472</td>
<td>24,472</td>
</tr>
<tr>
<td>Year 4 full cost of attendance*</td>
<td>0</td>
<td>24,472</td>
</tr>
<tr>
<td>Summer tuition and books (17 credits)**</td>
<td>6269</td>
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<tr>
<td></td>
<td>TOTAL</td>
<td>97,888</td>
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<tr>
<td>Savings</td>
<td>18,203</td>
<td></td>
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<tr>
<td>Percent savings</td>
<td>18.60%</td>
<td></td>
</tr>
</tbody>
</table>

Please provide details. In particular, how many articulation agreements does the institution have with other Ohio colleges and universities (either 2+2 or 3+1)?

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

7G Competency-based education: Institutions should consider developing or expanding programs that measure student success based on demonstrated competencies instead of through the amount of time students spend studying a subject.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

In Progress -- Various colleges including our College of Business are exploring this option.

If applicable, please provide additional details. In particular, how many students does the institution estimate the competency-based education programs will serve?

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

Recommendation 8 | Course and Program Evaluation

8 Duplicative Programs: Institutions should consider consolidating courses and/or programs that are duplicated at other colleges and universities in their geographic area.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

The university performed a comprehensive review of under enrolled and duplicative programs. As a result of that analysis, duplicative programs are being reduced on campus. (Please see below). In addition, our OU-Southern campus has partnered with Rio Grande Community College, Shawnee State, and Southern State Community College to secure funding for technical training equipment. The equipment can be used for degree programs and for workforce training needs such as onsite hazardous materials training at industrial sites, advance manufacturing training, and training for healthcare providers.

Ohio University Southern is also partnering with the Ohio Strategic Training Center, Rio Grande Community College, Shawnee State University, and Southern State Community College. The partnership will provide additional technical training degrees and certificates to meet local workforce needs. The first programs being offered are a logistics degree and a pharmacy technology certificate from Southern State Community College. Ohio University Southern can provide all of the general education courses while the partnering institutions bring the needed technical programs.

What courses/programs are currently being shared with other institutions?
<table>
<thead>
<tr>
<th>Course/Program</th>
<th>Partnering Institution</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKAN 1110</td>
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<tr>
<td>AKAN 1120</td>
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<tr>
<td>AKAN 2110</td>
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<td>AKAN 2120</td>
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<td>HIND 5120</td>
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<td>HIND 5220</td>
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<td>INDO 2120</td>
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<td>INDO 3110</td>
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<td>INDO 3120</td>
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<td>INDO 5120</td>
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<td>INDO 5210</td>
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<td>INDO 5220</td>
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<tr>
<td>INDO 5310</td>
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<tr>
<td>INST 2100</td>
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<tr>
<td>KHMR 1110</td>
<td></td>
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<tr>
<td>KHMR 5220</td>
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<td>THAI 2110</td>
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<tr>
<td>THAI 2120</td>
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<tr>
<td>THAI 3110</td>
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<tr>
<td>WOL 1110</td>
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<td>WOL 1120</td>
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<td>WOL 5120</td>
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<td>FR 1110</td>
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<td>FR 1120</td>
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<tr>
<td>MKT 2020</td>
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<td>SAM 4700</td>
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<td>GEOL 1010</td>
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<td>PHIL 2350</td>
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<td>PSY 3610</td>
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<tr>
<td>SOC 2600</td>
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</tbody>
</table>
Institutions already provided a list of low-enrollment courses to ODHE by January 31. NOTE: this benchmark will be added to the 2017 Institution Efficiency Survey.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

Section III: Policy Reforms

Recommendation 10 | Policy Reforms

10A Financial advising: Ohio’s colleges and universities should make financial literacy a standard part of students’ education.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

Beginning in summer 2015, the Office of Financial Aid initiated a financial literacy program with the assistance of an outside provider. We share information about the GradReady program with students beginning at orientation and throughout the year via email notifications. Details can be found at https://www.ohio.edu/financialaid/financial-literacy.cfm.

OHIO also offers learning communities for all incoming freshman. As part of that course, there are lesson plans regarding financial literacy. The lesson plan covers items such as interest rates, loan compounding, student loans, savings goals, etc.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

10B Obstacles: The state Department of Higher Education and/or state legislature should seek to remove any obstacles in policy, rule or statute that inhibit the efficiencies envisioned in these recommendations.

What legislative obstacles or policy roadblocks, if any, inhibit efficiencies and affordability practices at the institution?

Compliance is an important part of higher education: it is necessary for evaluation and assessment and accountability. However, as additional reporting and compliance initiatives are created, it would be advantageous, that this be looked at holistically and put in context with the other compliance reporting that is already requested. Costs of compliance in higher education is significant and while it is understandable, anything the state can do to stabilize this would be welcomed.
**Section IV: Cost Savings, Redeployment of Savings & Tangible Benefits to Students**

The following charts allow each institution to report this information. For the first chart, please provide, if applicable, any actual cost savings to the institution for fiscal year 2016 (or expected annual cost savings) for each of the recommendations from the Task Force. (Please note this does NOT include cost avoidance.) Then the institution should indicate “yes” or “no” to the savings being redeployed to lower costs for students in terms of tuition, room and board, and/or student financial aid. If there was no savings or the institutional savings was not redeployed, please indicate “yes” or “no” to the practice providing a tangible benefit to the quality of students’ education.

For the second chart, please provide more detail as to how cost savings were deployed, specifically in the following categories: reductions in cost of attendance, student financial aid, student services, investment in efficiency and affordability tools, and student program improvements. Please use the explanation field to provide further detail.

**Please use the chart below to capture, if applicable, FY16 cost savings, or expected annual savings, to institutions in actual dollars:**

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>If applicable, provide the actual FY16 cost savings, or expected annual cost savings to the institution</th>
<th>Were the savings redeployed to reduce the cost of college for students? (Yes or No)</th>
<th>Or did the practice provide tangible benefits to the quality of students' education? (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Efficiency Practices</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3A: Campus Contracts</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3B: Collaborative contracts</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4A: Asset Review</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4B: Operations Review</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4C: Affinity partnerships and sponsorships</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5A: Cost diagnostic</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5B: Productivity measure</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5C: Organizational Structure</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
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<tr>
<td>5D: Health-care costs</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
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<tr>
<td>5E: Data Centers</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
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<tr>
<td>5F: Space utilization</td>
<td>IN PROGRESS</td>
<td></td>
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<tr>
<td>Energy projects</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Practices and Policies</td>
<td>Amount Invested</td>
<td>Explanation</td>
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<tr>
<td>--------------------------------</td>
<td>-----------------</td>
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<td></td>
</tr>
<tr>
<td>6A: Negotiate cost on textbook affordability</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6B: Standardize materials</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6C: Develop digital capabilities</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7A: Education Campaign</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7B: Graduation Incentive</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7C: Standardize credits for degrees</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7D: Data-driven advising</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7E: Summer programs</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7F: Pathway agreements</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
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<tr>
<td>7G: Competency-based education</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8: Duplicative courses and programs</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low-enrollment programs:</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10: Financial advising:</td>
<td>IN PROGRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expected Annual Cost Savings:</strong></td>
<td>$ IN PROGRESS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please utilize the chart below to show how the total actual cost savings listed above were redeployed to either (1) reduce the cost of college for students or (2) to provide tangible benefits for the quality of students’ education:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount Invested</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reductions to the total cost of attendance (tuition, fees, room and board, books and materials, or related costs — such as technology)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student financial aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student success services, particularly with regard to completion and time to degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investments in tools related to affordability and efficiency</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Improvements to high-demand/high-value student programs</strong></td>
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<tr>
<td><em>Add other categories as needed</em></td>
<td></td>
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</tr>
</tbody>
</table>
### MASTER RECOMMENDATION 2: FIVE-YEAR GOAL FOR INSTITUTIONAL EFFICIENCY SAVINGS AND NEW RESOURCE GENERATION

<table>
<thead>
<tr>
<th>Category</th>
<th>Recommendation</th>
<th>Component</th>
<th>Description</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
<th>Subtotal</th>
<th>Budget Narrative/Explanation of Efficiency Savings $ (attach additional sheets if necessary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficiency Savings</td>
<td></td>
<td></td>
<td></td>
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**TOTAL OF COMBINED INSTITUTIONAL OPPORTUNITIES FOR ENHANCED STUDENT AFFORDABILITY**

$ - - - - - - - -

**SPECIFIC RE-DEPLOYMENT OF SAVINGS TO STUDENTS**: Please use the area below to describe, in detail, how you plan to re-deploy the institutional resources that are saved and/or generated through the task force components outlined above to reduce costs for students.
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost
       Deborah Shaffer, Vice President Finance & Administration and CFO

Re: Update on the Six Year Capital Plan (FY17-FY22)

Each year Ohio University engages in a collaborative process to review and prioritize the capital needs across the institution. This includes a review of annual and biennium needs within a six-year context and looks at all available fund sources collectively.

The last six year CIP update (FY15-FY20) was submitted in the Fall of 2013. It included a comprehensive look at what projects the University expected to move forward with assuming available funding and debt. Subsequent to the approval of the Six Year plan the University provided Annual CIP’s to share with the Board the work that was anticipated to move forward within the next Fiscal Year.

Over the past biennium, the University has integrated several planning processes to provide visioning, data driven decision making, and resource planning to support capital project prioritization and validation to update the six year CIP. These efforts provide the foundation for project inclusion in the updated Six Year CIP (FY17-FY22).

During this time period, the University has provided a step by step process update, resulting in the board approving projects to keep the capital renewal process going.

- Step One: FY16 Annual Update-Complete, Board approval June 26, 2015
  - Focus on deferred maintenance renewal
  - Utilized initial data coming from the deferred maintenance assessments to prioritize planned expenditures for the next fiscal year

- Step Two: FY17-FY18 State Capital and Century Bond projects-Complete, Board approval October 16, 2016
  - A blend of deferred maintenance and programmatic improvements on major academic facilities
  - Board approved prior to our state submission
  - Was amended slightly as we moved through the State approval process
- State awarded a State Appropriation that included $22.3M for Athens campus and $4.5M for Regional campuses
- Step Three: Updated Six Year CIP (FY17-FY22)-In progress, August 26, 2016 Board Agenda Item
  - In order to continue progress toward remediating our highest priority deferred maintenance projects in our academic facilities and other projects funded for execution in FY17, a number of projects are being presented for approval at this Resources Committee this meeting. These include:
    - Clippinger Financing Strategy (Design will be brought to the August 26, 2016 Board meeting for approval).
    - Ellis Hall – Design
    - Seigfried Hall – Design Phase II, Budget Amendment Phase I (Windows, Roof)
    - Perry and Sandy Sook Academic Center – Design
    - Several other deferred maintenance projects related to select building failures/systems
  - Consolidating all projects, planning activities, funding analyses into a FY17-22 Capital Plan which will be presented to the Board of Trustees at the August 26, 2016 meeting for approval.

The Budget Book, included as a pre-read for the June 24, 2016 meeting, includes significant detail on the CIP process and progress in Section 9.

The University is well on its way to a complete Six Year CIP and anticipates its completion for approval at the August Board of Trustee meeting.

At this time, Six Year Prioritization is complete on projects which were approved through the first two steps of the six year CIP Update process and where unit funding has been prioritized:

  a. Projects previously approved: FY17-FY18 State Capital and Century Bond deferred maintenance projects
  b. FY19-FY22 State Capital Appropriation priorities
  c. FY19-FY22 Century Bond Deferred Maintenance
  d. FY17-FY22 Unit Minor Capital Projects: OIT, Residential Housing, Auxiliaries
  e. EIP

Project funding and debt capacity/affordability has been completed for these projects. A debt capacity/affordability update is included with the Resources Committee materials for your reference. Project development and debt capacity and affordability analyses will continue to be updated and finalized as we prioritize and layer in additional projects to finalize the FY17-22 Capital Plan. Both will be presented at the August 26, 2016 meeting.

The institution is also revising the deferred maintenance backlog metrics. Previous back-log totals were metrics provided by Sightlines, a consultant the State of Ohio hired to perform assessments for institutions across the State. The updated metrics are being derived from the roof assessments completed in April 2015 the building condition assessments currently underway (160 of 209 buildings are either completed or nearing completion at this date), and physical review/analyses by our facilities staff. This data will provide the basis for a composite
back-log total for each campus, as well as provide the opportunity to report back-log by primary functional use (academic, administrative, housing/dining). In addition, metrics related to university wide initiatives such as ADA, Safety, Classroom investments are being developed to understand the the impact of our capital expenditures on these priorities which will be based upon investment per square foot rather than backlog.

FUTURE APPROVALS:

The FY17-22 Capital Plan will be presented to the Board of Trustees at the August 26, 2016 meeting along with the respective funding plan and associated debt affordability and capacity analyses. Requests for approval of individual projects within the capital plan over a threshold of $500,000 total project cost will continue to be presented to the Board of Trustees at the appropriate time and the specific amount of funding and sources will be verified at that time as well. Requests for approval of necessary bond issuances to accomplish the plan will also continue to be presented for discussion and approval at future Board of Trustees meetings.
FY17-FY22 CAPITAL IMPROVEMENT PLAN UPDATE
CIP PROCESS OVERVIEW

- The CIP is a yearly, collaborative process that reviews & prioritizes University capital needs

- The last six-year CIP, FY15-FY20, submitted Fall 2013, included projects the University envisioned moving forward pending funding analysis

- The Board has since approved
  - Two Annual CIP plans: FY15 & FY16
  - FY17 & FY18 State Capital & Century Bond projects
# CIP PROCESS OVERVIEW

This six-year update process, FY17-FY22, is a multistep process and is integrating the following planning initiatives for a comprehensive CIP:

- Financial capacity and affordability
- Master Planning: CMP and Utility
- Deferred Maintenance Assessments
- Capital Planning Prioritization Principles

## 2015

<table>
<thead>
<tr>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
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<td>Building Condition Analysis</td>
<td>Deferred Maintenance Prioritization</td>
<td>Annual Plan Development</td>
<td>FY16 Annual CIP</td>
<td>FY17/FY18 Deferred Prioritization</td>
<td>Prep for State Request with Six Year Draft</td>
<td>FY17-FY18 State Submission</td>
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</table>

## Programmatic Priorities

- Space Analysis
- Programmatic Review
- Project Testing, Units Identified their top priorities
- Project Estimate and Funding Feasibility
- Prioritization

## Comprehensive Master Plan Development

## 2016

<table>
<thead>
<tr>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
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<tr>
<td></td>
<td>Building Condition Analysis</td>
<td>Deferred Maintenance Prioritization</td>
<td>Six Year CIP Booklet and Annual CIP Development</td>
<td>FY17 Annual CIP within the FY17-FY22 Six Year CIP Context</td>
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</table>

## Programmatic Priorities

- Draft Plan
- Final Plan
- CMP Approval
CIP PROGRESS DEFFERED MAINTENANCE

• Significant investment has been made to address deferred and facility maintenance utilizing:
  ▪ State Appropriations designated for this purpose
  ▪ First tranche of Century Bond funding
  ▪ Institutional reserves

Project Decisions
• Ellis Hall
• Seigfred Hall
• Clippinger
• Utility Infrastructure
• Building envelopes

Assessments
• Athens & Regional campus buildings are being evaluated
  • 160 of 209 Athens buildings assessed
  • Almost all regional campus bldgs. assessed
• Roof Assessment scans complete
• Database creation
• OHIO facilities staff physical review, analyses, and prioritization
DEFERRED MAINTENANCE

Back-Log Metrics

• Previous deferred back-log metrics were based on a State commissioned Sightlines study that was conducted in 2012 to evaluate the back-log and was calculated only on the general fund buildings.

• Facility assessments are nearly complete and will be used to calculate and extrapolate revised metrics:
  ▪ Roof assessments
  ▪ Facility assessments
  ▪ Physical analyses and review by OHIO facilities staff

• We plan to include:
  1. Composite total by campus
  2. New metrics by functional classification: i.e. Academic, Auxiliaries, Administrative, etc.
  3. Other metric statistics related to university wide initiatives (e.g. ADA, Safety, Classrooms) measured by investment per s.f. rather than backlog.
CIP PROGRESS PROGRAMMATIC IMPROVEMENTS

- Significant investment is planned for programmatic improvements, particularly those that strategically align with major deferred maintenance projects.

**Project Decisions**
- McCracken Hall-In Progress
- Ellis Hall Renovations
- Seigfred Hall Renovations
- Clippinger Laboratories
- HCOM
- Academic Center
- Classroom Improvements
- $3.6M Programmatic Priorities

**Prioritization Matrix**
- Clippinger Funding
- HCOM Funding
- Engineering and Housing Phase 2
- Aquatic and Bird

Other projects such as Alden Library are being reviewed.
CIP CASH FLOW THAT AFFECTS INTERNAL BANK

<table>
<thead>
<tr>
<th>Project</th>
<th>FY17 Century Bond/State</th>
<th>Internal Bank*</th>
<th>FY18 Century Bond/State</th>
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<td>6.4</td>
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<td><strong>Total</strong></td>
<td><strong>$9.6</strong></td>
<td><strong>$53.8</strong></td>
<td><strong>$13.0</strong></td>
<td><strong>$70.2</strong></td>
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Internal Bank Balance

- **FY17**: $83.5
- **FY18**: $5.5

*includes projects funded with gifts, department reserves and debt

Internal Bank analyses indicate that we will need to move to market for additional debt no later than Summer 2017.
NEXT STEPS

- Identifying strategic alignments of major deferred maintenance projects and programmatic improvements to build complete projects

- Documenting decisions made for minor renovations and projects in functional areas across the campus: Residential Housing, Dining, OIT, Regional Campus

- Completing Project Prioritization for projects still in review

- Finalizing funding, cash flows, debt affordability and capacity analyses

- Consolidating all projects, planning activities, funding analyses into FY17-FY22 CIP

- Presentation/approval of FY17-FY22 CIP at the August 26, 2016 meeting
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost
       Randy Leite, Dean

Re: College of Health Sciences and Professions Dashboard Update

The College of Health Sciences and Professions (CHSP) aspires to be a college of distinction in preparing health professionals whose work reflects the highest standards of collaboration, ethics, innovation, and commitment to all, especially underserved individuals and populations. In other words, CHSP aspires to be a college that makes a difference in broad, innovative, and exciting ways. The College aspires to be both the largest and the best health-focused college in Ohio and a leader in helping Ohio University to be the nation’s best transformative learning community.

In educating nearly 9,400 students and supporting the teaching and scholarship of over 100 faculty, CHSP is driven by certain fundamental areas of emphasis that College leadership believes are critical to the successful preparation of health professionals:

- Outreach to the underserved
- Partnership and collaboration
- Promoting understanding of diverse realities
- Interdisciplinary connections and interprofessional education
- Appreciation for the global dimensions of health and wellness

Dramatic growth over the past six years means the College has already achieved the status of the largest health-focused college in Ohio. For the College of Health Sciences and Professions, much of the past six years has been focused on maintaining a high degree of program quality and keeping up with the growth that has been achieved while also restructuring the college, participating in the quarters to semesters conversion, adopting the new Responsibility Center Management (RCM) budget model, and establishing substantial presences in online education and at the new Dublin Extension Campus. Those indicators available to us indicate CHSP has been successful in doing so. As indicated in the attached presentation, the College now awards over 40% of all bachelor degrees at the University and 27% of the masters degrees. More importantly, CHSP graduates continue to be highly successful in passing their national licensure
exams, and all of the College’s accredited programs have been successfully reviewed by their national accrediting boards and/or state licensure boards during this period.

Rapid and dramatic growth creates many challenges but also generates many opportunities. For the College of Health Sciences and Professions, challenges and opportunities can be found in the evolving nature of both higher education and health care delivery. This evolution means that CHSP cannot remain the same college it is today; despite the successes that have been achieved. New programs responding to changing demands and expectations in population health and healthcare delivery, new pedagogies in the didactic and clinical spheres, and adoption of new technologies will be required.

The first step in understanding how CHSP will remain best–positioned to achieve educational and research success into the future is to develop a strong, data-driven understanding of our successes and areas of concern. College personnel will be more diligent in rigorously assessing various metrics that would support decision-making. The College is focused on 1) capturing the data necessary to define CHSP’s position in relation to other institutions in terms of quality, 2) responding to any areas of potential improvement suggested by the data that is collected, and 3) celebrating the College’s successes to the best of their ability. During the past year, all CHSP programs have developed curriculum maps associated with their stated learning outcomes and have begun to gather assessment data that will clarify the degree to which those outcomes are achieved. The College has also begun to develop the tools to gather a greater degree of clarity about outreach activities and the learning that occurs among students in clinical and practical placements.

All of these activities will inform the path forward in terms of new programs CHSP might develop, revisions to present curricula, expansion of the College’s presence at the Dublin Extension Campus and across Ohio, and how CHSP can best achieve the core commitments articulated at the start of this memo.

The attached materials include PowerPoint slides summarizing the growth CHSP has achieved over the past five years, describing the three distinct aspects of the College’s mission, and providing information associated with each of those mission elements.
College of Health Sciences and Professions
A college of distinction in preparing health professionals whose work reflects the highest standards of collaboration, ethics, innovation, and commitment to all, especially underserved individuals and populations.

CORE Commitments

- Outreach to the Underserved
- Partnership and Collaboration
- Interdisciplinarity
- Understanding Diversity
- Global Dimensions of Health
Health Sciences and Professions Dashboard

### First-Year Retention
- **Past Performance**
  - AY 2011: 84%
  - AY 2012: 80%
  - AY 2013: 77%
  - AY 2014: 81%
  - AY 2015: 79%

### Graduation Rates
- **Past Performance**
  - Fall 2008: 43%
  - Fall 2009: 44%
  - Fall 2010: 49%
  - Fall 2011: 49%
  - Fall 2012: 43%

### Degrees Granted
- **Past Performance**
  - AY 2011: 1,213
  - AY 2012: 2,050
  - AY 2013: 2,650
  - AY 2014: 3,285
  - AY 2015: 3,406

### ACT Composite
- **Past Performance**
  - Fall 2011: 22.7
  - Fall 2012: 23.0

### Faculty Scholarly Products
- **2011**
  - Publish: 77
  - Group I: 1.4
  - Present: 104
  - Group I: 1.9

- **2012**
  - Publish: 66
  - Group I: 1.1
  - Present: 120
  - Group I: 2.0

- **2013**
  - Publish: 54
  - Group I: 1
  - Present: 153
  - Group I: 2.7

- **2014**
  - Publish: 47
  - Group I: 0.9
  - Present: 137
  - Group I: 2.5

### Number of Faculty
- **2012-13**
  - Group I: 50
  - Group II, n: 65%

- **2013-14**
  - Group I: 47
  - Group II, n: 55%

- **2014-15**
  - Group I: 46
  - Group II, n: 47%

- **2015-16**
  - Group I: 49
  - Group II, n: 48%

### Attention to Global Health
- **2011**
  - Enrollment in Global Health Course: 77

- **2012**
  - Enrollment in Global Health Course: 66

- **2013**
  - Enrollment in Global Health Course: 54

- **2014**
  - Enrollment in Global Health Course: 47

### Participation in Study Abroad Programs
- **2011**
  - Participation in Study Abroad Program: 2

- **2012**
  - Participation in Study Abroad Program: 36

- **2013**
  - Participation in Study Abroad Program: 29

- **2014**
  - Participation in Study Abroad Program: 51

- **2015**
  - Participation in Study Abroad Program: 46

### First-Year Retention
- **2011**
  - 77

- **2012**
  - 85

- **2013**
  - 97

- **2014**
  - 103

### Graduation Rates
- **2011**
  - Fall: 43%

- **2012**
  - Fall: 44%

- **2013**
  - Fall: 49%

- **2014**
  - Fall: 49%

### Degrees Granted
- **2011**
  - Fall: 1,213

- **2012**
  - Fall: 2,050

- **2013**
  - Fall: 2,650

- **2014**
  - Fall: 3,285

- **2015**
  - Fall: 3,406

### ACT Composite
- **2011**
  - Fall: 22.7

- **2012**
  - Fall: 23.0

### Faculty Scholarly Products
- **2011**
  - Publish: 77

- **2012**
  - Publish: 66

- **2013**
  - Publish: 54

- **2014**
  - Publish: 47

### Number of Faculty
- **2012-13**
  - Group I: 50

- **2013-14**
  - Group I: 47

- **2014-15**
  - Group I: 46

- **2015-16**
  - Group I: 49

### Interdisciplinarity
- **2011**
  - 175 Students

- **2012**
  - 184 Faculty

### Student Evaluation of Instruction
- **2013-14**
  - Student Engagement: 4.35

- **2014-15**
  - Instructior Quality: 4.39

### National Licensure Exam Pass Rates (%)
- **2011**
  - Program: NA

- **2012**
  - Program: 846

- **2013**
  - Program: 1,261

- **2014**
  - Program: 836

### Student Satisfaction Survey
- **2012**
  - Factor: Academic Advising

- **2013**
  - Factor: Instruction in Major

- **2014**
  - Factor: Instructior Quality

### Online Program Revenue
- **2011**
  - $2.90

- **2012**
  - $6.10

- **2013**
  - $7.59

- **2014**
  - $9.33

- **2015**
  - $15.51

### Grants and Contracts
- **2011**
  - $4.0

- **2012**
  - $8.1

- **2013**
  - $5.9

- **2014**
  - $6.1

- **2015**
  - $5.8

### Philanthropic Gifts
- **2011**
  - $0.558

- **2012**
  - $0.462

- **2013**
  - $0.746

- **2014**
  - $1.022

- **2015**
  - $1.152

### Dashboard Key:
- **Four Fundamentals**
  - Connections to 4x4 Strategic Plan

- **Enrollment**

- **Total Compensation**

- **Capital Campaign**

- **Financial Strength**
The College will educate students from various backgrounds in the health professions through rigorous curricular activities that prepare them to take leadership roles in a competitive, technological, culturally diverse, and global environment.

Mission Statement 1:

The College will educate students from various backgrounds in the health professions through rigorous curricular activities that prepare them to take leadership roles in a competitive, technological, culturally diverse, and global environment.
2010-2015: A Focus on Growth and Expansion

Nursing in Athens & Online

New Programs in Dublin

40% Enrollment Growth in Athens

College of Health Sciences and Professions

25,000 Alumni
CHSP Growth

Student Headcount
- Growth from 2,800 students in 2010 to 9,300 in 2015
- Nearly 4,500 more online students
- 40% growth in Athens
- Largest health-focused college in Ohio and one of the largest in America

Degrees Awarded
- 1,213 degrees awarded in 2011 to 3,406 degrees awarded in 2015

*KEY TAKEAWAY: Growth has been substantial and rapid but well-organized*
2015-2020: Rigorous Focus on Assessment of Quality across Programs and Activities

- All ten academic accreditations are necessary but not sufficient.
- All programs have completed curriculum mapping and have established:
  - Measurable program learning outcomes
  - Methods of assessment & criteria
  - Frequency of assessment & sampling
- All programs using a six-step assessment process
- Data reporting in progress
Commitment to High Quality Programming and Continuous Improvement of Student Learning

6-Step Assessment Process
Example: Health Services Administration

<table>
<thead>
<tr>
<th>Health Services Admin</th>
<th>Health Services Administration (B.S.H.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Learning Outcome</strong></td>
<td><strong>Curriculum Mapping</strong></td>
</tr>
<tr>
<td>Students will identify and explain the role of key stakeholders in the health care system.</td>
<td>I - HLTH 2000, 2170 P/R - HLTH 3400, 4375 M (A) - HLTH 4665</td>
</tr>
<tr>
<td>Students will explain and describe the interrelationships between cost, quality, and access variables in terms of the health care system.</td>
<td>I - HLTH 2170 P/R - HLTH 3350, 3400, 3735, 4375 M (A) - HLTH 4665</td>
</tr>
</tbody>
</table>
Recruitment, Retention, & Advising

- Recruitment & Yield Initiatives
  - Individual academic sessions for each CHSP major during Undergraduate Admissions visit programs such as OHIO Discovery Day, OHIO Up Close, STEM Day, Cultural Connections and the Multicultural Visitation Program
  - Representation at Undergraduate Admissions events in Columbus, Cleveland and Cincinnati
  - Personalized letters sent to prospective CHSP students from current CHSP students

- Retention Programming
  - Peer Mentor Program
    - Matches First-year students with upperclassmen in their same major
    - Peer mentors focus on introduction to CHSP/campus personnel and services, intentional inclusion, self-development within CHSP and other campus communities and encouraging academic excellence and graduation
  - My Achievement Program
    - College based program for students in academic jeopardy
    - Provides weekly one-on-one assistance for an entire semester

- Professional Advising
  - Professional Advising Team made up of the Assistant Dean of Student Services, Director of Retention & Advising, First-Year Academic Advisor, Student Success Advisor and Assistant Director of the Career & Leadership Development Center
  - Students are advised by professional advisors for the duration of their first year before transitioning to a faculty advisor

*KEY TAKEAWAY:* CHSP is committed to a substantial expansion of student support services – in Athens and online
# Student Success

## ACT Composite:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHSP</td>
<td>22.7</td>
<td>23</td>
<td>23</td>
<td>22.8</td>
<td>23</td>
</tr>
</tbody>
</table>

## First Year Retention Rate:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHSP</td>
<td>84%</td>
<td>80%</td>
<td>77%</td>
<td>81%</td>
<td>79%</td>
</tr>
</tbody>
</table>

## CHSP Graduation Rates:

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-year</td>
<td>51%</td>
<td>45%</td>
<td>49%</td>
<td>49%</td>
<td>43%</td>
</tr>
<tr>
<td>5-year</td>
<td>16%</td>
<td>22%</td>
<td>18%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>6-year</td>
<td>4%</td>
<td>7%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*KEY TAKEAWAY:* If we can get a student to return as a sophomore, the high likelihood is that they will graduate.
## Pass Rates on National Exams

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Therapy</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Audiology</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>86</td>
</tr>
<tr>
<td>Speech-Lang Pathology</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Child Life Specialist</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Nursing (FNP)</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>98.3</td>
<td>91.3</td>
</tr>
<tr>
<td>Dietetics (RD Exam)</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Dietetics (DTR Exam)</td>
<td>N/A</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>75</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>86</td>
<td>90</td>
<td>84</td>
<td>83</td>
<td>86</td>
</tr>
<tr>
<td>Nursing (BSN Traditional)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>97</td>
</tr>
</tbody>
</table>

* **KEY TAKEAWAY:** While our clinical programs are distinct from one another, graduates from all of them achieve considerable success on licensure exams.
## Student Satisfaction Survey

% Students Assigning A or B Grade to each Factor:

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>Spring 2012 (N = 184)</th>
<th>Fall 2013 (N = 427)</th>
<th>Spring 2016 (N = 324)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td>61%</td>
<td>68%</td>
<td>79%</td>
</tr>
<tr>
<td>Buildings and Classrooms</td>
<td>86</td>
<td>90</td>
<td>75</td>
</tr>
<tr>
<td>Clubs, Service, and Social</td>
<td>67</td>
<td>76</td>
<td>60</td>
</tr>
<tr>
<td>Instruction in Major Courses</td>
<td>80</td>
<td>81</td>
<td>87</td>
</tr>
<tr>
<td>Laboratory experiences related to courses</td>
<td>68</td>
<td>67</td>
<td>58</td>
</tr>
<tr>
<td>Student Research</td>
<td>61</td>
<td>65</td>
<td>61</td>
</tr>
<tr>
<td>Technology</td>
<td>69</td>
<td>82</td>
<td>84</td>
</tr>
</tbody>
</table>

*KEY TAKEAWAY:* Student satisfaction is growing in areas of importance to them but work remains to be done in other areas of the student experience.
Mission Statement 2:
The College will extend its boundaries to enrich the quality of lives, especially for individuals in underserved and vulnerable populations, through interprofessional and community collaborations.
A Defining Focus: Outreach to the Underserved
A Defining Focus: Understanding Diverse Realities

- **Key Goal:** Expand student understanding of the experiences of those who are different than them.

- **Assessment:**
  - Administration of freshman and senior awareness surveys (eventually true pre- and post-test design)
  - Documentation of outcomes of direct contact with diversity in clinical rotations and placements

- **Strategies:**
  - Audit of diversity attention across curriculum
  - Expansion of domestic and global study experiences
  - Increased clinical rotation experiences in underserved areas

* **KEY TAKEAWAY:** CHSP is growing to be a national leader in interdisciplinary education in the health disciplines
A Defining Focus: Interprofessional Connections

- Global Health Case Competition
- Interprofessional Education and Practice Symposium
- Interdisciplinary Research Symposium
- Interprofessional Students in Health Professions
- Integrated Health Care Studies
- 15+ new interprofessional education courses added to curriculum

*KEY TAKEAWAY:* CHSP is growing to be a national leader in interdisciplinary education in the health disciplines
Mission Statement 3:
The College will engage students and faculty in the discovery of knowledge that will define the future of health disciplines through applied and basic research, innovation, and entrepreneurship.
## Faculty Scholarly Products

### PUBLICATIONS

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapters &amp; Books</td>
<td>16</td>
<td>11</td>
<td>14</td>
<td>11</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Peer Review Journal</td>
<td>63</td>
<td>80</td>
<td>63</td>
<td>55</td>
<td>46</td>
<td>42</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>79 (1.6)</td>
<td>91 (1.9)</td>
<td>77 (1.4)</td>
<td>66 (1.1)</td>
<td>54 (1.0)</td>
<td>47 (0.9)</td>
</tr>
</tbody>
</table>

**TOTAL (per group 1 faculty)**

### PRESENTATIONS

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-state</td>
<td>13</td>
<td>31</td>
<td>15</td>
<td>14</td>
<td>23</td>
<td>15</td>
</tr>
<tr>
<td>National</td>
<td>93</td>
<td>113</td>
<td>71</td>
<td>86</td>
<td>89</td>
<td>94</td>
</tr>
<tr>
<td>International</td>
<td>19</td>
<td>29</td>
<td>18</td>
<td>20</td>
<td>41</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>125 (2.5)</td>
<td>173 (3.6)</td>
<td>104 (1.9)</td>
<td>120 (2.0)</td>
<td>153 (2.7)</td>
<td>137 (2.5)</td>
</tr>
</tbody>
</table>

**Total (per group 1 faculty)**

*KEY TAKEAWAY:* Faculty remain committed to scholarship but struggle to balance it with high teaching responsibilities.
Financial Strength Dashboard
## Revenue Diversification

### Gifts and Pledges

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$462,745</td>
<td>$745,622</td>
<td>$1,022,320</td>
<td>$1,152,110</td>
</tr>
</tbody>
</table>

### Online Program Net Revenue (in millions)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$2.90</td>
<td>$6.10</td>
<td>$7.59</td>
<td>$9.33</td>
<td>$15.51</td>
</tr>
</tbody>
</table>

### Grants Income (in millions)

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$3.26</td>
<td>$3.44</td>
<td>$8.12</td>
<td>$5.87</td>
<td>$6.12</td>
<td>$5.78</td>
</tr>
</tbody>
</table>

* **KEY TAKEAWAY:** A college that has been highly entrepreneurial in its programming and is building a stronger base of philanthropy.
FACULTY FELLOWSHIP AWARDS

RESOLUTION 2016

WHEREAS, the proposed 2016-2017 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.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Department, School, Program</th>
<th>College</th>
<th>Brief Description of Leave Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gary</td>
<td>Holcomb</td>
<td>Department of African American Studies</td>
<td>College of Arts and Sciences</td>
<td>Research and compose a draft manuscript &quot;Queer Black Harlem Renaissance&quot; using the archives of two major African American studies collections at the New York Public Library and Yale University.</td>
</tr>
<tr>
<td>Janet</td>
<td>Duerr</td>
<td>Department of Biological Sciences</td>
<td>College of Arts and Sciences</td>
<td>Serve one semester as visiting scholar at the Center for Infectious and Chronic Disease Research in Quito Ecuador, write and submit two journal articles &quot;Genetic Interaction of Monoamine Trafficking Mutants in C. elegans&quot; and &quot;Genetic Targets of Monoamine Oxidase Inhibitors,&quot; and submit a grant to the National Science Foundation.</td>
</tr>
<tr>
<td>Kelly</td>
<td>Johnson</td>
<td>Department of Biological Sciences</td>
<td>College of Arts and Sciences</td>
<td>Learn new methods of quantitative analysis of time series data in order to apply them to a long term biological data set on stream macroinvertebrates in recovering acid mine streams, complete two manuscripts, and assemble preliminary data for submitting a National Science Foundation grant proposal.</td>
</tr>
<tr>
<td>Molly</td>
<td>Morris</td>
<td>Department of Biological Sciences</td>
<td>College of Arts and Sciences</td>
<td>Introduce Xiphophorus fishes (swordtail and platyfish) as a model system for studying metabolic disease and submit an NIH grant and manuscript based on preliminary data. Assess genomic data to continue studies regarding fingerprint asymmetry as a predictor of Type 2 Diabetes Mellitus risk.</td>
</tr>
<tr>
<td>Ruth</td>
<td>Palmer</td>
<td>Department of Classics and World Religions</td>
<td>College of Arts and Sciences</td>
<td>Complete three articles already in progress and prepare a prospectus for a book on Mycenaean agriculture in the Linear B texts. Travel to Greece to consult with archaeologists specializing in ancient agriculture and animal management.</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>College</td>
<td>Text</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------</td>
<td>---------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Julia Paxton</td>
<td>Department of Economics</td>
<td>College of Arts and Sciences</td>
<td>Complete academic projects related to behavioral economics and altruistic behavior. The first project examines hyperbolic discounting and youth. The second explores how studying economics may/may not impact financial decision making, including giving behavior. Serve as interim director for the Center for Campus and Community Engagement, one result being furthering interest in service learning pedagogy.</td>
<td></td>
</tr>
<tr>
<td>Marilyn Atlas</td>
<td>Department of English</td>
<td>College of Arts and Sciences</td>
<td>Study Friday Literary Review (part of the Chicago Evening Post) issues published 1909-1913 to explore how it helped define turn-of-the-century &quot;New&quot; American urban existence and international Modernism.</td>
<td></td>
</tr>
<tr>
<td>George Hartley</td>
<td>Department of English</td>
<td>College of Arts and Sciences</td>
<td>Conclude all necessary research in order to complete a book manuscript, already in progress, on queer Chicano poet Gloria Anzaldua entitled &quot;The Shamanic Consciousness of Gloria Anzaldua.&quot;</td>
<td></td>
</tr>
<tr>
<td>Jill Rosser</td>
<td>Department of English</td>
<td>College of Arts and Sciences</td>
<td>Continue work on fifth poetry collection &quot;Chronic Transience&quot; and begin a collection of short fiction. Activities will include translating or retranslating French, Spanish, Italian, and German poetry.</td>
<td></td>
</tr>
<tr>
<td>Thomas Scanlan</td>
<td>Department of English</td>
<td>College of Arts and Sciences</td>
<td>Complete and refine draft of book manuscript &quot;The Short Life of Public Happiness in America.&quot;</td>
<td></td>
</tr>
<tr>
<td>Ryan Fogt</td>
<td>Department of Geography</td>
<td>College of Arts and Sciences</td>
<td>Complete research collaborations for ongoing NSF grant in Colorado and Sheffield, England, organize and convene a professional conference on Polar Meteorology and Oceanography in January 2017, and revise GEOG 3030 from a 1 credit hour to a 3 credit hour course.</td>
<td></td>
</tr>
<tr>
<td>Risa Whitson</td>
<td>Department of Geography</td>
<td>College of Arts and Sciences</td>
<td>Complete ongoing research project on direct sales, initiate a new research project on the geographies of homebirth, develop and write grant applications for a new research project on sites memorializing state violence in Latin America, and develop a new 2000 level course for the Women's, Gender, and Sexuality Studies curriculum.</td>
<td></td>
</tr>
<tr>
<td>Damian Nance</td>
<td>Department of Geological Sciences</td>
<td>College of Arts and Sciences</td>
<td>Conduct archival research, photography, and high-resolution digitizations of a collection of historic negatives needed to complete and submit for publication the second of a two-book series on the mining history of SW England.</td>
<td></td>
</tr>
<tr>
<td>Kevin Mattson</td>
<td>Department of History</td>
<td>College of Arts and Sciences</td>
<td>Synthesize research already completed and continue work on book manuscript entitled &quot;A Punk Rock World: The Story of America's Counterculture and Underground, 1969-1985.&quot;</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>College</td>
<td>Project Description</td>
<td></td>
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<tr>
<td>-------------</td>
<td>---------------------------------</td>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Ingo Trauschweizer</td>
<td>Department of History</td>
<td>College of Arts and Sciences</td>
<td>Complete book manuscript on General and Ambassador Maxwell Taylor, a study of civil-military relations and American strategy in the Cold War and Vietnam War era, entitled &quot;Cold Warrior: Maxwell Taylor and the Sinews of Power.&quot;</td>
<td></td>
</tr>
<tr>
<td>Arthur Hughes</td>
<td>Department of Modern Languages</td>
<td>College of Arts and Sciences</td>
<td>Write a book manuscript called &quot;Traumatic Modernities in Postcolonial Lusophone Culture&quot; examining four novels and five novellas by writers from former Portuguese colonies in Africa, Goa, and former Indonesian East Timor.</td>
<td></td>
</tr>
<tr>
<td>Gang Chen</td>
<td>Department of Physics and Astronomy</td>
<td>College of Arts and Sciences</td>
<td>Continue and strengthen research collaborations with collaborators at Argonne National Laboratory, University of Pardubice, and PPG Industries Inc., and explore new collaboration with scientists at Corning on the subject of ion-conducting chalcogenide glasses and other glass research.</td>
<td></td>
</tr>
<tr>
<td>Charlotte Elster</td>
<td>Department of Physics and Astronomy</td>
<td>College of Arts and Sciences</td>
<td>Continue NSF-funded collaborative research describing reactions with few-body Faddeev methods, organize a five-week scientific program &quot;Towards Predictive Theories of Nuclear Reactions Across the Isotopic Chart&quot; at the Institute for Nuclear Theory, and will play an active role in the newly formed Facility for Rare Isotope Beams Theory Alliance.</td>
<td></td>
</tr>
<tr>
<td>Arthur Smith</td>
<td>Department of Physics and Astronomy</td>
<td>College of Arts and Sciences</td>
<td>Work on grant-supported research in spintronics technology (harnessing the &quot;spin&quot; of electrons using a combination of electronics and magnetism) which could result in much faster computing, attend international conferences, etc.</td>
<td></td>
</tr>
<tr>
<td>James Mosher</td>
<td>Department of Political Science</td>
<td>College of Arts and Sciences</td>
<td>Work on two research projects. The first explores why the &quot;center of gravity&quot; in politics in developed democracies has shifted to the right in the last 3-4 decades. The second focuses on the potential for international cooperation between states.</td>
<td></td>
</tr>
<tr>
<td>Sarah Poggione</td>
<td>Department of Political Science</td>
<td>College of Arts and Sciences</td>
<td>Advance a new research project exploring the effects of American state governmental capacity related to science and technology on policymaking across policy areas including disaster response, technology regulation, health, energy, and the environment. Produce two manuscripts and submit them to leading peer-reviewed political science journals.</td>
<td></td>
</tr>
<tr>
<td>Larry Burmeister</td>
<td>Department of Sociology and Anthropology</td>
<td>College of Arts and Sciences</td>
<td>Conduct new grant funded research on fair labor practice regimes for values-based agrifood supply chain enterprises, continue a research project on local development initiatives in rural South Korea, and work on a book manuscript.</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>College</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------</td>
<td>----------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Thomas Vander Ven</td>
<td>Department of Sociology and Anthropology</td>
<td>College of Arts and Sciences</td>
<td>Complete two article-length paper manuscripts emerging from study <em>American Serial Rape, 1940-2012</em> and collect and analyze data for a collaborative project on the administration and evaluation of a harm reduction program delivered to high-risk groups on the Ohio University campus.</td>
<td></td>
</tr>
<tr>
<td>Raymond Frost</td>
<td>Department of Management Information Systems</td>
<td>College of Business</td>
<td>Conduct research on the pedagogy of Team Based Learning, including exploring the use of technology to delivery TBL both inside the classroom and online. Redesign the MIS 2010 information analysis and design course. Creating a new version of own textbook <em>Business Information Systems: Design an App for That.</em></td>
<td></td>
</tr>
<tr>
<td>Toby Stock</td>
<td>School of Accountancy</td>
<td>College of Business</td>
<td>Advance a research project toward eventual publication in a top academic finance or accounting journal, generate ideas and secure data for a future research project, and gain insight into high-level accounting and tax decisions that practicing accountants help their clients assess.</td>
<td></td>
</tr>
<tr>
<td>Tom Bartel</td>
<td>School of Art + Design</td>
<td>College of Fine Arts</td>
<td>Create a new body of work for a major one-person ceramics exhibition at the Canton (Ohio) Museum of Art, conduct research, and participate in several artist residency programs.</td>
<td></td>
</tr>
<tr>
<td>Michele Fiala</td>
<td>School of Music</td>
<td>College of Fine Arts</td>
<td>Complete work on a co-authored book manuscript on the pedagogical and musical ideas of prominent contemporary oboists.</td>
<td></td>
</tr>
<tr>
<td>Karen Coschigano</td>
<td>Department of Biomedical Sciences</td>
<td>Heritage College of Osteopathic Medicine</td>
<td>Spend time in labs of three researchers in the Nephrology Division of the University of Michigan Department of Internal Medicine to learn more about acute and chronic kidney diseases and foster collaborative relationships with experts in the fields of kidney disease and bioinformatics, to advance own research program.</td>
<td></td>
</tr>
<tr>
<td>Erin Murphy</td>
<td>Department of Biomedical Sciences</td>
<td>Heritage College of Osteopathic Medicine</td>
<td>Conduct research to identify and characterize regulatory RNA molecules that function to control the production of virulence factors in the pathogenic bacteria <em>Shigella dysenteriae</em>, obtain training in Germany on the biochemical analysis of regulatory RNA molecules, and establish these techniques in own lab.</td>
<td></td>
</tr>
<tr>
<td>Patrick Drumm</td>
<td>Arts and Sciences</td>
<td>Ohio University Lancaster</td>
<td>Work on two writing projects for publication as books. One, a collaborative work about the IQ Zoo, a popular roadside attraction in the 1950s/1960s capitalizing on conditioning principles developed by B.F. Skinner. The other, translating a Russian book documenting research on the social interactions of chimpanzees and baboons for which no English translation exists.</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>University</td>
<td>Project Description</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Nicole Blau</td>
<td>Communication Studies</td>
<td>Ohio University</td>
<td>Revise co-authored textbook &quot;Family Communication: Relationship Foundations&quot; through primary research, integrating updated literature, case studies, ancillary texts, and more to reflect current developments in the field of communication.</td>
<td></td>
</tr>
<tr>
<td>Purba Das</td>
<td>Communication Studies</td>
<td>Ohio University</td>
<td>Work on a project &quot;A comparative analysis of environmental health narratives of the marginalized people living near coalmines in Appalachia, USA and Asansol, India&quot; by collecting data through interviews with marginalized groups in Asansol, India. Will write manuscript for publication after data collection.</td>
<td></td>
</tr>
<tr>
<td>Pramod Kanwar</td>
<td>Arts and Sciences</td>
<td>Ohio University Zanesville</td>
<td>Continue research on ring theory and algebras - the structure of unit groups of certain rings and algebras - by developing many new techniques, currently being worked on, with collaborators at the Indian Institute of Technology, Delhi, India. Project will likely lead to presentations at national and international conferences and publications in professional journals.</td>
<td></td>
</tr>
<tr>
<td>Devereaux Poling</td>
<td>Arts and Sciences</td>
<td>Ohio University Zanesville</td>
<td>Further research in cognitive psychology by examining the interplay of test anxiety and time limits on varied types of test items and disseminate the work through publication.</td>
<td></td>
</tr>
<tr>
<td>Gabriela Popa</td>
<td>Arts and Sciences</td>
<td>Ohio University Zanesville</td>
<td>Participate as a team member of group preparing and advancing the tools for nuclear reactions by including new degrees of freedom, like considering the spin of the proton or neutron, at nationwide workshop; visit nuclear theory group at Iowa State University where they perform ab-initio calculation of nuclear structure; develop the model and prepare the results for publication.</td>
<td></td>
</tr>
<tr>
<td>Beth VanDerveer</td>
<td>Department of Recreation and Sport Pedagogy</td>
<td>Patton College of Education</td>
<td>Develop a sustained coaching-mentoring model for higher education faculty, engage in research and writing about sustained coaching-mentoring models and leadership styles, submit two manuscripts to peer-reviewed/juried journals, continue work on book, and extend/refine teaching-learning modules for courses taught.</td>
<td></td>
</tr>
<tr>
<td>Ginger Weade</td>
<td>Department of Teacher Education</td>
<td>Patton College of Education</td>
<td>Re-engage in the scholarship of teaching and learning, including the ethnography of everyday life and learning in classrooms. Activities will include collaborations, research, conducting observations and interviews with K-12 teachers and their clinical co-teacher/candidates, and selecting 4 curriculum modules to be developed and used in methods courses.</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>University</td>
<td>Work Description</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
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<td></td>
</tr>
<tr>
<td>Frank Kraft</td>
<td>Department of Mechanical Engineering</td>
<td>Russ College of Engineering and Technology</td>
<td>Work will focus on further development and optimization of existing material processing technology, and founding a business based on this (OHIO patented) technology. Activities coincide with the OHIO Technology Transfer Office's mission to use university intellectual property and technology to provide benefits to the university and to the regional economy.</td>
<td></td>
</tr>
<tr>
<td>Gregory Kremer</td>
<td>Department of Mechanical Engineering</td>
<td>Russ College of Engineering and Technology</td>
<td>Activities to support creativity leading to plans and actions for improving the Mechanical Engineering capstone course and the department, professional development activities, publication of some completed engineering education research, and planning for future research.</td>
<td></td>
</tr>
<tr>
<td>Roger Aden</td>
<td>School of Communication Studies</td>
<td>Scripps College of Communication</td>
<td>Work on a research article and book that draw upon research in neuroscience, geography, and rhetorical studies to explore ways in which childhood memories of special places linger in adults’ memories, how adults use those memories in their contemporary lived experiences, and how both are manifest in stories adults tell about those place memories.</td>
<td></td>
</tr>
<tr>
<td>Rebecca Sell (Schmehl)</td>
<td>School of Visual Communication</td>
<td>Scripps College of Communication</td>
<td>Expand creative research of audio and video production into interactive story formats, studying what is currently being produced in the profession, connecting with those producing it, learning tools and techniques of doing so, and producing own interactive stories.</td>
<td></td>
</tr>
<tr>
<td>Anirudh Ruhil</td>
<td>Voinovich School of Leadership and Public Affairs</td>
<td></td>
<td>Complete a book-length manuscript exploring one-hundred and fifteen years of evolution of 309 of the oldest and largest cities in America, analyzing why and how these cities’ governing arrangements changed over time, why some grew in population, etc. Will build a companion website with interactive data visualizations.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Terms Requested</th>
<th>Number Requested</th>
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<tr>
<td>Fall and spring</td>
<td>11</td>
</tr>
<tr>
<td>Fall only</td>
<td>15</td>
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<td>Spring only</td>
<td>16</td>
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<td>Spring and summer</td>
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<td><strong>Total</strong></td>
<td><strong>43</strong></td>
</tr>
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</table>
Interoffice Communication

Date: June 1, 2016
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, 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 emeriti 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>Leslie</td>
<td>Abel</td>
<td>Flemming</td>
<td>College of Arts and Sciences</td>
<td>9</td>
<td>Dean Emerita and Professor Emerita of Linguistics</td>
</tr>
<tr>
<td>Eugene</td>
<td>Ammarell</td>
<td></td>
<td>College of Arts and Sciences</td>
<td>19</td>
<td>Associate Professor Emeritus of Anthropology</td>
</tr>
<tr>
<td>Rodger</td>
<td>W. Griffeth</td>
<td></td>
<td>College of Arts and Sciences</td>
<td>9</td>
<td>Professor Emeritus of Psychology</td>
</tr>
<tr>
<td>Patricia</td>
<td>C. Gunn</td>
<td></td>
<td>College of Arts and Sciences</td>
<td>26.5</td>
<td>Associate Professor Emerita of African American Studies</td>
</tr>
<tr>
<td>Andrew</td>
<td></td>
<td>Kreutzer</td>
<td>College of Business</td>
<td>19</td>
<td>Associate Professor Emeritus of Sports Administration</td>
</tr>
<tr>
<td>Kimberly</td>
<td>Spetnagel</td>
<td>Valentour</td>
<td>College of Health Sciences and Professions</td>
<td>26</td>
<td>Director Emerita of WellWorks</td>
</tr>
<tr>
<td>Veena</td>
<td>Purushottam</td>
<td>Kasbekar</td>
<td>Ohio University, Chillicothe</td>
<td>35</td>
<td>Professor Emerita of English</td>
</tr>
<tr>
<td>Kenneth</td>
<td>Eugene</td>
<td>Breidenbaugh</td>
<td>Ohio University, Chillicothe</td>
<td>24</td>
<td>Assistant Professor Emeritus of Fine Arts</td>
</tr>
<tr>
<td>Cathleen</td>
<td>B. Waller</td>
<td></td>
<td>Patton College of Education</td>
<td>36</td>
<td>Director Emerita of the Child Development Center</td>
</tr>
<tr>
<td>Terry</td>
<td>Lynn</td>
<td>Swank</td>
<td>Patton College of Education</td>
<td>35</td>
<td>Assistant Director Emerita of the Child Development Center</td>
</tr>
<tr>
<td>Timothy</td>
<td>D. Smith</td>
<td></td>
<td>University Libraries</td>
<td>30</td>
<td>Librarian Emeritus</td>
</tr>
</tbody>
</table>
Interoffice Communication

Date: June 1, 2016

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.
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

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

Re: Promotion and Tenure Effective 2016-2017

The results of the annual promotion and tenure review process for Group I faculty and promotion process for Clinical and Group II faculty are attached for your information.

For Group I faculty, there were 22 promotions to Associate Professor with Tenure, 23 promotions to Professor, and 1 award of tenure.

For Clinical faculty, there was 1 promotion to Associate Clinical Professor

For Group II faculty, there were 18 promotions to Associate Lecturer and 6 promotions to Senior Lecturer.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Decision</th>
<th>Department/Program</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shawn</td>
<td>Kuchta</td>
<td>Promotion to Associate Professor with Tenure</td>
<td>Department of Biological Sciences</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Daewoo</td>
<td>Lee</td>
<td>Promotion to Professor</td>
<td>Department of Biological Sciences</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Michael</td>
<td>Held</td>
<td>Promotion to Associate Professor with Tenure</td>
<td>Department of Chemistry and Biochemistry</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Roberto</td>
<td>Duncan</td>
<td>Promotion to Associate Professor with Tenure</td>
<td>Department of Economics</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Marilyn</td>
<td>Atlas</td>
<td>Promotion to Professor</td>
<td>Department of English</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Andrew</td>
<td>Escobedo</td>
<td>Promotion to Professor</td>
<td>Department of English</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Eric</td>
<td>LeMay</td>
<td>Promotion to Associate Professor with Tenure</td>
<td>Department of English</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Jill</td>
<td>Rosser</td>
<td>Promotion to Professor</td>
<td>Department of English</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Vladimir</td>
<td>Vinogradov</td>
<td>Promotion to Professor</td>
<td>Department of Mathematics</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Muriel</td>
<td>Gallego</td>
<td>Promotion to Associate Professor with Tenure</td>
<td>Department of Modern Languages</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Mary</td>
<td>Kelley</td>
<td>Promotion to Professor</td>
<td>Department of Modern Languages</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Alexander</td>
<td>Neiman</td>
<td>Promotion to Professor</td>
<td>Department of Physics and Astronomy</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Brandon</td>
<td>Kendhammer</td>
<td>Promotion to Associate Professor with Tenure</td>
<td>Department of Political Science</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Kimberly</td>
<td>Rios</td>
<td>Promotion to Associate Professor with Tenure</td>
<td>Department of Psychology</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Peggy</td>
<td>Zoccola</td>
<td>Promotion to Associate Professor with Tenure</td>
<td>Department of Psychology</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Cynthia</td>
<td>Anderson</td>
<td>Promotion to Professor</td>
<td>Department of Sociology and Anthropology</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Melissa</td>
<td>Haviland</td>
<td>Promotion to Professor</td>
<td>School of Art + Design</td>
<td>College of Fine Arts</td>
</tr>
<tr>
<td>Shelley</td>
<td>Delaney</td>
<td>Promotion to Professor</td>
<td>School of Dance, Film, and Theater</td>
<td>College of Fine Arts</td>
</tr>
<tr>
<td>Daniel</td>
<td>Denhart</td>
<td>Promotion to Professor</td>
<td>School of Dance, Film, and Theater</td>
<td>College of Fine Arts</td>
</tr>
<tr>
<td>Michael</td>
<td>Lincoln</td>
<td>Promotion to Professor</td>
<td>School of Dance, Film, and Theater</td>
<td>College of Fine Arts</td>
</tr>
<tr>
<td>Christopher</td>
<td>Fisher</td>
<td>Promotion to Professor</td>
<td>School of Music</td>
<td>College of Fine Arts</td>
</tr>
<tr>
<td>Alison</td>
<td>Sincoff</td>
<td>Promotion to Professor</td>
<td>School of Music</td>
<td>College of Fine Arts</td>
</tr>
<tr>
<td>Joan</td>
<td>Jurich</td>
<td>Tenure</td>
<td>Department of Social and Public Health</td>
<td>College of Health Sciences and Professions</td>
</tr>
<tr>
<td>Name</td>
<td>Last Name</td>
<td>Position</td>
<td>Department/Program</td>
<td>Department/College</td>
</tr>
<tr>
<td>---------------</td>
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<td>-----------------------------------------------</td>
<td>--------------------------------------------------------</td>
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</tr>
<tr>
<td>Aili Guo</td>
<td></td>
<td>Promotion to Associate Professor with Tenure</td>
<td>Department of Specialty Medicine</td>
<td>Heritage College of Osteopathic Med.</td>
</tr>
<tr>
<td>Dywayne</td>
<td>Nicely</td>
<td>Promotion to Associate Professor with Tenure</td>
<td>Arts and Sciences, Chillicothe</td>
<td>Ohio University Chillicothe</td>
</tr>
<tr>
<td>Ping-Yuan</td>
<td>Wang</td>
<td>Promotion to Associate Professor with Tenure</td>
<td>Arts and Sciences, Lancaster</td>
<td>Ohio University Lancaster</td>
</tr>
<tr>
<td>Thomas Kamau</td>
<td></td>
<td>Promotion to Associate Professor with Tenure</td>
<td>Academics, Zanesville</td>
<td>Ohio University Zanesville</td>
</tr>
<tr>
<td>Sheryl House</td>
<td></td>
<td>Promotion to Associate Professor with Tenure</td>
<td>School of Nursing, Zanesville</td>
<td>Ohio University Zanesville</td>
</tr>
<tr>
<td>Peter Mather</td>
<td></td>
<td>Promotion to Professor</td>
<td>Department of Counseling and Higher Education</td>
<td>Patton College of Education</td>
</tr>
<tr>
<td>Mona Robinson</td>
<td></td>
<td>Promotion to Professor</td>
<td>Department of Counseling and Higher Education</td>
<td>Patton College of Education</td>
</tr>
<tr>
<td>Emmanuel Jean</td>
<td>Francois</td>
<td>Promotion to Associate Professor with Tenure</td>
<td>Department of Educational Studies</td>
<td>Patton College of Education</td>
</tr>
<tr>
<td>Andrew Szolosi</td>
<td></td>
<td>Promotion to Associate Professor with Tenure</td>
<td>Department of Recreation and Sport Pedagogy</td>
<td>Patton College of Education</td>
</tr>
<tr>
<td>Lisa Harrison</td>
<td></td>
<td>Promotion to Associate Professor with Tenure</td>
<td>Department of Teacher Education</td>
<td>Patton College of Education</td>
</tr>
<tr>
<td>Dusan Sormaz</td>
<td></td>
<td>Promotion to Professor</td>
<td>Department of Industrial and Systems Engineering</td>
<td>Russ College of Engineering and Technology</td>
</tr>
<tr>
<td>Gary Weckman</td>
<td></td>
<td>Promotion to Professor</td>
<td>Department of Industrial and Systems Engineering</td>
<td>Russ College of Engineering and Technology</td>
</tr>
<tr>
<td>Avinash Kodi</td>
<td></td>
<td>Promotion to Professor</td>
<td>School of Electrical Engineering and Computer Science</td>
<td>Russ College of Engineering and Technology</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>Hendrickson</td>
<td>Promotion to Associate Professor with Tenure</td>
<td>E.W. Scripps School of Journalism</td>
<td>Scripps College of Communication</td>
</tr>
<tr>
<td>Yusuf Kalyango</td>
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<td>Promotion to Professor</td>
<td>E.W. Scripps School of Journalism</td>
<td>Scripps College of Communication</td>
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<tr>
<td>Hugh Martin</td>
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<td>Scripps College of Communication</td>
</tr>
<tr>
<td>Jatin Srivastava</td>
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<td>Scripps College of Communication</td>
</tr>
<tr>
<td>Trevor Roycroft</td>
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<td>Promotion to Professor</td>
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<td>Scripps College of Communication</td>
</tr>
<tr>
<td>Amy Chadwick</td>
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<td>School of Communication Studies</td>
<td>Scripps College of Communication</td>
</tr>
<tr>
<td>Devika Chawla</td>
<td></td>
<td>Promotion to Professor</td>
<td>School of Communication Studies</td>
<td>Scripps College of Communication</td>
</tr>
<tr>
<td>Yea-Wen Chen</td>
<td></td>
<td>Promotion to Associate Professor with Tenure</td>
<td>School of Communication Studies</td>
<td>Scripps College of Communication</td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Decision</td>
<td>Department/Program</td>
<td>College</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>Brittany</td>
<td>Peterson</td>
<td>Promotion to Associate Professor with Tenure</td>
<td>School of Communication Studies</td>
<td>Scripps College of Communication</td>
</tr>
<tr>
<td>Tyler</td>
<td>Ayres</td>
<td>Promotion to Associate Professor with Tenure</td>
<td>School of Media Arts and Studies</td>
<td>Scripps College of Communication</td>
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</table>

### Clinical Faculty Promotion

<table>
<thead>
<tr>
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<th>Last Name</th>
<th>Decision</th>
<th>Department/Program</th>
<th>College</th>
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</thead>
<tbody>
<tr>
<td>Janice</td>
<td>Howman</td>
<td>Promotion to Associate Clinical Professor</td>
<td>School of Rehabilitation and Communication Sciences</td>
<td>College of Health Sciences and Professions</td>
</tr>
</tbody>
</table>

### Group II Faculty Promotion

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Decision</th>
<th>Department/Program</th>
<th>College</th>
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</thead>
<tbody>
<tr>
<td>Heather</td>
<td>Edwards</td>
<td>Promotion to Associate Lecturer</td>
<td>Department of English</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Matthew</td>
<td>Stallard</td>
<td>Promotion to Associate Lecturer</td>
<td>Department of English</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Rebecca</td>
<td>Challenger</td>
<td>Promotion to Associate Lecturer</td>
<td>Department of Linguistics</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Erica</td>
<td>Coffelt</td>
<td>Promotion to Associate Lecturer</td>
<td>Department of Linguistics</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Ella</td>
<td>Datsenko</td>
<td>Promotion to Associate Lecturer</td>
<td>Department of Linguistics</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Sally</td>
<td>Hatfield</td>
<td>Promotion to Associate Lecturer</td>
<td>Department of Linguistics</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Kathryn</td>
<td>Hille</td>
<td>Promotion to Associate Lecturer</td>
<td>Department of Linguistics</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Andrea</td>
<td>Johannes</td>
<td>Promotion to Associate Lecturer</td>
<td>Department of Linguistics</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Abraham</td>
<td>Reshad</td>
<td>Promotion to Associate Lecturer</td>
<td>Department of Linguistics</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Aaron</td>
<td>Schwartz</td>
<td>Promotion to Associate Lecturer</td>
<td>Department of Linguistics</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Alfred</td>
<td>Lent</td>
<td>Promotion to Senior Lecturer</td>
<td>Department of Philosophy</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Jeremy</td>
<td>Morris</td>
<td>Promotion to Associate Lecturer</td>
<td>Department of Philosophy</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Rebecca</td>
<td>Collins</td>
<td>Promotion to Associate Lecturer</td>
<td>Department of Sociology and Anthropology</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Roberta</td>
<td>Roberson</td>
<td>Promotion to Associate Lecturer</td>
<td>Department of Sociology and Anthropology</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>John</td>
<td>Keifer</td>
<td>Promotion to Associate Lecturer</td>
<td>Department of Management and Strategic Leadership</td>
<td>College of Business</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>School</td>
<td>College</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------</td>
<td>------------------------------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>Katherine Keifer</td>
<td>Promotion to Senior Lecturer</td>
<td>School of Accountancy</td>
<td>College of Business</td>
<td></td>
</tr>
<tr>
<td>Rebecca VerNooy</td>
<td>Promotion to Associate Lecturer</td>
<td>School of Dance, Film, and Theater</td>
<td>College of Fine Arts</td>
<td></td>
</tr>
<tr>
<td>Matthew Morris</td>
<td>Promotion to Associate Lecturer</td>
<td>School of Music</td>
<td>College of Fine Arts</td>
<td></td>
</tr>
<tr>
<td>Claire Tiberio</td>
<td>Promotion to Senior Lecturer</td>
<td>Nursing, Zanesville</td>
<td>Ohio University, Zanesville</td>
<td></td>
</tr>
<tr>
<td>Mary Jane Preece</td>
<td>Promotion to Associate Lecturer</td>
<td>Applied Science and Professions, Chillicothe</td>
<td>Ohio University Chillicothe</td>
<td></td>
</tr>
<tr>
<td>Cindy Matyi</td>
<td>Promotion to Senior Lecturer</td>
<td>Arts and Sciences, Chillicothe</td>
<td>Ohio University Chillicothe</td>
<td></td>
</tr>
<tr>
<td>Maureen Coon</td>
<td>Promotion to Senior Lecturer</td>
<td>Department of Teacher Education</td>
<td>Patton College of Education</td>
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<tr>
<td>Melinda Rutherford</td>
<td>Promotion to Senior Lecturer</td>
<td>Department of Teacher Education</td>
<td>Patton College of Education</td>
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<tr>
<td>John Dolan</td>
<td>Promotion to Associate Lecturer</td>
<td>School of Electrical Engineering and Computer Science</td>
<td>Russ College of Engineering and Technology</td>
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### Historical Data

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<td>Promotion to Associate Professor (Group I)</td>
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<td>Promotion to Associate Professor with Tenure (Group I)</td>
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<td>Promotion to Professor (Group I)</td>
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<td><strong>TOTAL</strong></td>
<td><strong>46</strong></td>
<td><strong>41</strong></td>
<td><strong>53</strong></td>
<td><strong>67</strong></td>
<td><strong>54</strong></td>
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</table>

| Promotion to Associate Clinical Professor | 1         | 0         | 0         | 0         |
| Promotion to Clinical Professor | 0         | 0         | 0         | 0         |
| **TOTAL** | **1**     | **0**     | **0**     | **0**     |

| Promotion to Associate Lecturer | 18        | 11        | 23        |
| Promotion to Senior Lecturer | 6         | 12        | 22        |
| **TOTAL** | **24**     | **23**     | **45**     |
Interoffice Communication

Date:    June 1, 2016

To:       The President and Board of Trustees

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


Seven new Certificates were proposed and reviewed through the Programs Committee of University Curriculum Council in 2015 – 2016.

The new certificates are listed below:

1. Certificate in Food and Society – Undergraduate
   Department of Sociology and Anthropology
   College of Arts and Sciences

2. Certificate in French & Francophone Studies – Graduate
   Department of Political Science
   College of Arts and Sciences

3. Certificate in French & Francophone Studies - Undergraduate
   Department of Political Science
   College of Arts and Sciences

4. Certificate in Lean Six Sigma – Undergraduate
   Department of Engineering Technology and Management
   College of Engineering and Technology

5. Certificate in Lean Six Sigma Methods – Undergraduate (Online)
   Department of Engineering Technology and Management
   College of Engineering and Technology

6. Certificate in Project Management – Undergraduate
   Department of Engineering Technology and Management
   College of Engineering and Technology

7. Certificate in Technical Project Management – Undergraduate (Online)
   Department of Engineering Technology and Management
   College of Engineering and Technology
APPOINTMENT TO REGIONAL COORDINATING COUNCILS

RESOLUTION 2016 -

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**

- **Jon Saxton**
  For a three-year term beginning July 1, 2016, and ending at the close of business June 30, 2019, vice Rick McNeally, whose term expired.

- **Tim Colburn**
  Reappointment of a third three-year term beginning July 1, 2016, and ending at the close of business June 30, 2019.

- **Bill McKell**
  Reappointment of a third three-year term beginning July 1, 2016, and ending at the close of business June 30, 2019.

- **Sharon Manson**
  Reappointment of a third three-year term beginning July 1, 2016, and ending at the close of business June 30, 2019.

- **Joe Uhrig**
  Reappointment of a second three-year term beginning July 1, 2016, and ending at the close of business June 30, 2019.

**Ohio University - Eastern**

- **Jim Carnes**
  For a three-year term beginning July 1, 2016, and ending at the close of business June 30, 2019, vice John Mattox, whose term expired.

- **Deborah Kenny**
  For a three-year term beginning July 1, 2016, and ending at the close of business June 30, 2019, vice Andrew Hutyera, whose term expired.

- **Terrence A. Lee**
  For a three-year term beginning July 1, 2016, and ending at the close of business June 30, 2019, vice Tracey Lancione-Lloyd, whose term expired.
Craig E. Sweeney  For a three-year term beginning July 1, 2016, and ending at the close of business June 30, 2019, vice Julie Selmon, whose term expired.

Dianna M. Vargo  For a three-year term beginning July 1, 2016, and ending at the close of business June 30, 2019, vice Jerry Narcissi, whose term expired.

Ohio University - Lancaster

Rick Szabrak  For a three-year term beginning July 1, 2016, and ending at the close of business June 30, 2019, vice Carri Brown, whose term expired.

Steve Wigton  Reappointment of a second three-year term beginning July 1, 2016, and ending at the close of business June 30, 2019.

Ohio University - Southern

Cathy Burns  For a three-year term beginning July 1, 2016, and ending at the close of business June 30, 2019, vice James Payne, whose term expired.

Brenda Montanez  For a three-year term beginning July 1, 2016, and ending at the close of business June 30, 2019, vice David Carter, whose term expired.

Ohio University - Zanesville

Halle Schoener Randles  For a two-year term beginning July 1, 2016, and ending at the close of business June 30, 2018, vice Jack Imes, who resigned.

Brian T. Wagner  For a three-year term beginning July 1, 2016, and ending at the close of business June 30, 2019, vice J.P. Feldners, whose term expired.

Abby Nguyen  Reappointment of a second three-year term beginning July 1, 2016, and ending at the close of business June 30, 2019.

Stoey Stout  Reappointment of a third three-year term beginning July 1, 2016, and ending at the close of business June 30, 2019.
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

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

Re: Regional Coordinating Council Members

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 11 new members for FY 2017 as well as reappointments for the returning members.

Enclosed are resumes for the new appointees:

- Jon Saxton for the Chillicothe campus,
- James Carnes for the Eastern campus,
- Deborah Kenny for the Eastern campus,
- Terrence A. Lee for the Eastern campus,
- Craig E. Sweeney for the Eastern campus,
- Dianna M. Vargo, for the Eastern campus,
- Rick Szabrak for the Lancaster campus,
- Cathy Burns for the Southern campus,
- Brenda Montanez for the Southern campus,
- Halle Schoener Randles for the Zanesville campus, and
- Brian T. Wagner for the Zanesville campus
Jon C. Saxton
27425 Pickaway-Saltcreek Road
Circleville, Ohio 43113
jon.saxton@intelliwave.com
740-804-4273

Skills and Qualifications
* Ability to establish strong relationships with staff, parents, community members, and students
* Able to use creative and innovative strategies to problem-solve and meet students’ needs
* Proven record of success utilizing a team approach and dynamic leadership style

Experience
2011-Present Superintendent, Chillicothe City School District
2008-2011 Assistant Superintendent, Chillicothe City School District
2007-2008 Director of Curriculum & Instruction, Eastland-Fairfield Career & Technical Schools
2000-2007 Principal, Amanda-Clearcreek High School
1998-2000 Assistant Principal/Transportation Coordinator, Amanda-Clearcreek Local
1989-1998 Teacher, Logan Elm High School, Social Studies

Education
2016 Ohio University, Master’s of Educational Administration (anticipated)
2001 Ashland University, Superintendent’s Licensure Program
1999 Ohio University, Principal’s Licensure Program
1996 Ohio University, Master’s of Social Studies
1989 Capital University, Bachelor of Arts and Sciences

Leadership
Ohio Principals Evaluation System (OPES) Writing Team; OASSA Legislative Committee; BASA Legislative Committee; Pickaway Area Recovery Services Board of Directors; Ohio Division of Youth Services Pickaway Center Community Board; Coalition of Rural and Appalachian Schools Board of Directors/2014-2015 President; BASA Exemplary Educational Leadership Award 2014; Ohio School Leadership Institute (OSLI).

Personal
Pickaway Area Recovery Services Board of Directors; Salem United Methodist Church Board; Chillicothe Sunset Club; First Capital Rotary; Enjoy sports, reading, music and family activities. I have been married to the former Angela Shoemaker for 23 years and have two children, Taylor (20 – Junior at Ohio University), and Stephen (18 – attending Ohio University in fall).
James Carnes

Positions

- Area Agency on Aging, Region 9 Board of Trustees (1984 – 1989)
  - Human Services and Aging Committee Chair (1997 – 1998)
  - Energy, Natural Resources and Environment Committee Chair (1999 – 2001)
  - Joint Committee on Agency Rule Review Member (1999 – 2001)
- State Controlling Board Member (2001 – 2004)
- Ohio Department of Natural Resources (2004 – 2006)
- Liquor Control Commission (2013 – )

Awards

- Belmont County Bar Association Liberty Bell Award (1994)
- Ohio Attorney General Recognition for Contributions for Passage of the 1995 Ohio Anti-Crime Package
- Ohio National Federation of Independent Businesses Guardian of Small Business Award (1996)
- Pinnacle Award for Exemplary Service to Ohio’s Election System (1996)
- Outstanding Legislative Leadership Award (1997)
- Watchdog of the Treasury Award (2000)
- Ohio Chemistry Technology Council Excellence in Public Service Award (2000)
- League of Ohio Sportsmen, National Wildlife Federation Legislator of the Year (2001)
- State of Ohio Friend of 4-H Award (2002)
- Belmont County Friend of 4-H Award (2002)
- Ohio Association of Second Harvest Food Banks Legislator of the Year (2002)
- Ohio Environmental Council Legislator of the Year (2002)

Source: www.jamescarnescenter.com
Deborah Kenny

Objective
An opportunity to obtain a mentally challenging career utilizing my supervisory, administrative and customer service skills.

Experience
2009-present Harrison County Public Defender's Office, C. Adrian Fincola, Public Defender. 112 N. Main St., Cadiz, Ohio 43907

Office Manager
- File requests for Discovery, Bill Of Particulars, Request for Continuance, and other Motions as needed.
- Answer all incoming phone calls, take detailed messages, and return calls with necessary information.
- Maintain accurate and detailed open and closed files for all courts
- Have good communications skills and working relationships with all County Offices

2002-2005 Harrison County Courts, Judge Mark Beelham
100 W. Market St., Cadiz, Ohio 43907

Deputy Clerk
- File new criminal cases
- File and issue subpoenas
- Set hearing dates
- Accommodate attorneys request for continuances & reschedule hearings
- Once case is complete document information for proper reporting to the State of Ohio
- Update criminal information files
2005-current Self-employed Real Estate Agent

- Assist clients whether purchasing a new home or selling their current one, by providing current market trends to accurately determine fair market values.
- Responsible for updating company website and advertising in local newspapers.
- Keep accurate and detailed records

157-159 E. Main St., Hopedale, Ohio 43916

Personal Banking Specialist III

- Assistant to Branch Manager
- Responsible for opening most new accounts
- Maintenance on existing accounts
- Loan processing from application to closing
- Assist customers both on the telephone and in person
- Responsible for daily, weekly, and monthly reporting
- Chair monthly meeting for 15 offices on updates and problem resolutions
- Help coordinate sales strategies to exceed quarterly goals
- Served as an ambassador to help train bank personnel that were acquired through mergers, traveled to Missouri, Arkansas, and Wisconsin

Education 1984 graduate of Jewett-Scho High School & Harrison Career Center.
Completed 2 years of Business and Office Administration that consisted of typing, computer, bookkeeping, accounting, and filing.

Additional Information

- Superior communication skills, relate well to individuals at all levels
- Excellent problem solving skills working well under pressure
- Professional, courteous, and able to meet deadlines
- Adapt quickly to new situations and systems
TERRENCE A. LEE, CPA

RESIDENCE:

245 HARBEL DRIVE
ST. CLAIRSVILLE, OH 43950

EMPLOYMENT:

OWNER
LEE & ASSOCIATES
CERTIFIED PUBLIC ACCOUNTANTS
P.O. BOX 61
252 WEST MAIN STREET
ST. CLAIRSVILLE, OH 43950
POSITION: OWNER

FAMILY:

WIFE - CATHY LEE
DAUGHTERS - NATALIE LEE, TARA LEE, KATIE LEE

EDUCATION

1972 GRADUATE OF OHIO UNIVERSITY, BA DEGREE
ATTENDED WHEELING COLLEGE
1980 EARNED CPA CERTIFICATE

BOARD POSITIONS:

PAST BOARD MEMBER AND PAST CHAIRMAN - BELMONT BANCORP AND BELMONT NATIONAL BANK
PAST CHAIRMAN AND CURRENT BOARD MEMBER - EAST OHIO REGIONAL HOSPITAL
PAST CHAIRMAN AND CURRENT BOARD MEMBER - OHIO VALLEY HEALTH SERVICES AND EDUCATION CORPORATION
PRESIDENT AND BOARD MEMBER - COMMUNITY IMPROVEMENT CORPORATION OF BELMONT COUNTY
PAST ADVISORY BOARD MEMBER - OHIO UNIVERSITY EASTERN CAMPUS
PAST BOARD MEMBER - OHIO UNIVERSITY ALUMNI ASSOCIATION
CO-CHAIRMAN - OHIO UNIVERSITY EASTERN OHIO CHAPTER OF THE OHIO UNIVERSITY ALUMNI ASSOCIATION
FORMER DEACON, ELDER, AND TRUSTEE - 1ST PRESBYTERIAN CHURCH, MARTINS FERRY, OH

PROFESSIONAL ORGANIZATIONS

MEMBER OF AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS
MEMBER OF OHIO SOCIETY OF CERTIFIED PUBLIC ACCOUNTANTS
CRAIG E. SWEENEY
Address: 103 Sheffield Ave. Woodsfield, OH 43793
Telephone: (765) 580-2802  Email: yosslaw.craig@gmail.com

EDUCATION

Ohio Northern University Claude W. Pettit College of Law, Ada, OH
Juris Doctorate Degree, May 2011
- Texas Young Lawyers Association Trial Advocacy Moot Court Team
- Student Bar Association L2/L3 Class Representative
- Law School Curriculum Committee / University Disciplinary Board

DePauw University, Greencastle, IN
Bachelor of Arts, Major: Political Science, Minors: Business Administration and Psychology, May 2008
- Lilly Endowment Scholarship - full-tuition scholarship based upon academic achievement, leadership, volunteerism, and character
- Maintained employment throughout undergraduate study

LEGAL EXPERIENCE

Yoss Law Office, Woodsfield, OH  January 2014-Present
Partner
- Negotiate and draft transactional documents such as oil and gas leases, mineral sale agreements, and surface use agreements (including pipeline easements, access roads and pad site agreements) for local producers and landowners
- Represent individuals and businesses in title curative litigation in common pleas court, the Seventh District Court of Appeals and the Supreme Court of Ohio
- Drafted documents in connection with estate planning and business succession planning for various clients
- Supervise and mentor three (3) associate attorneys and various support staff

Associate Attorney
- Draft various contracts including lease agreements, purchase agreements, and deeds in addition to the general practice areas including estate planning, domestic relations, and general civil litigation
- Conduct title examinations, prepare abstracts, and generate drill site opinions for landowners and producers
- Assisted clients with business formation including LLCs, Partnerships, and Sole Proprietorships

Ohio Northern University Legal Clinic, Lima, OH  May 2010 – August 2010
Legal Intern – Supreme Court of Ohio Certified
- Provided legal representation to indigent clients in the areas of divorce, child support contempt, child custody, and Social Security Appeals

Miami University Federal Credit Union, Oxford, OH  May 2009-August 2009
Legal Intern/Summer Project Coordinator
- Prepared Vendor Due Diligence Report
- Reviewed and assessed bank compliance as well as the risks associated with 3rd party contracts

Toney and Douglass Attorneys at Law, Liberty, IN  December 2006 – January 2007
- Researched legal issues and wrote memoranda
- Assisted in trial preparation and interacted with clients daily

OTHER EXPERIENCE

Kiwanis, Woodsfield, Ohio  August 2011-Present
Member/Vice President/President Elect
- Assist in planning and development of local service activity and participate in fundraising events

Relay for Life, Greencastle, IN  Fall 2007 – Spring 2008
Steering Committee Member
- Promoted Relay for Life to fellow students and the community and coordinated campus involvement
Delta Upsilon Fraternity, Greencastle, IN  
House Manager/Risk Manager  
• Developed and implemented fraternity safety and security policies  

Habitat for Humanity, Meridian, MS  
Volunteer  
• Assisted in construction of houses for underprivileged families affected by Hurricane Katrina  

PROFESSIONAL REFERENCES  
Hon. Judge Julie R. Selmon  
Monroe County Common Pleas Court  
101 N. Main St., Room 33  
Woodsfield, Ohio 43793  
Office Phone: (740) 472-0841  

Hon. Judge James W. Peters  
Monroe County Probate/Juvenile Court  
101 N. Main St., Room 39  
Woodsfield, Ohio 43793  
Office Phone: (740) 472-1654  

EDUCATIONAL REFERENCES  
Jennifer S. Easterday, Staff Attorney  
Ohio Northern University Legal Clinic  
306 N. Main St.  
Lima, OH 45801  
Office Phone: (419) 772-3051  

Kevin Hill, Professor of Law  
Claude W. Pettit College of Law  
Ohio Northern University  
525 S. Main St.  
Ada, OH 45810  
Office Phone: (419) 772-2227  

PERSONAL REFERENCES  
Todd Abbott, Attorney at Law  
Monroe County, Ohio Assistant Prosecutor  
122 N. Main St.  
Woodsfield, OH 43713  
Office Phone: (740) 472-0707  

Aaron M. Bruggeman, Attorney at Law  
BRICKER & ECKLER, LLP  
258 Front Street  
Marietta, OH 45750  
Office Phone: (740) 374-2284
Dianna M. Vargo, Ed.D.

1269 National Road, #41
Wheeling, WV 26003
Cell Phone: 740.359.2999
Email Address: minnie9@frontier.com

Education

• Doctorate in Educational Leadership, West Virginia University. May 16, 2009.

• Master of Arts in Education Administration, West Virginia University, Morgantown, West Virginia. August, 1993.
  
  Professional Administrative Certification
  Superintendent
  Supervisor General Instruction
  Principal Elementary/Middle/Junior High/Senior High
  Vocational Administration


• Bachelor of Arts and Sciences, Ohio University, Athens, Ohio. Major: Mathematics; Minor: Computer Science. June, 1981.
  
  Teaching Certification
  Mathematics, 7-12

Professional Experience

• 2012 to present: Superintendent, Ohio County Schools, Wheeling, West Virginia.

• 2009 to 2012: Deputy Superintendent, Ohio County Schools, Wheeling, West Virginia.

• 2005 to 2009: Assistant Superintendent, Ohio County Schools, Wheeling, West Virginia.

• 2001 to 2005: Principal, Wheeling Park High School, Wheeling, West Virginia.

• 1993 to 2001: Assistant Principal, Wheeling Park High School, Wheeling, West Virginia.

• 1991 to 1993: Mathematics Department Chairperson, Wheeling Park High School, Wheeling, West Virginia.


• 1982 to 1983: Mathematics Specialist, West Liberty State College, West Liberty, West Virginia.

• 1983: Mathematics Teacher, Ohio University Belmont Campus, St. Clairsville, Ohio. Taught Basic Math 101 during Winter Quarter.

• 1981 to 1982: Mathematics Teacher, Bishop Donahue High School, McMchen, West Virginia.

Extra-Curricular Experience


Community Service


Community Leadership

• Civitan of Wheeling, Member
• Easter Seals, Board Member
• Ohio Valley Athletic Conference, Executive Board Member and Past President
• Ohio Valley Athletic Conference Evening With The Stars, Director
• Ohio Valley Athletic Conference Varsity Board, Founder
• Ohio Valley Heroin & Opioid Community Education Team for Brooke County, Hancock County, and Ohio County, Chairperson
• The Wheeling Hall of Fame Board, Member
• Wheeling Rotary, Member
• Wheeling YMCA Board of Directors, Member
Professional Leadership

- Ohio County Schools Foundation
- Ohio County Schools Leadership Team
- Ohio County Schools Principal and Teacher Mentor
- Regional Economic Development Partnership
- WESTEST 2 State Assessment Advisory Committee
- West Virginia Association of School Administrators
- Wheeling Area Chamber of Commerce Leadership Wheeling

Professional Recognition

- Tandy Technology Scholars Outstanding Math Teacher Award: 1992
- Tandy Technology Scholars Outstanding Math Teacher Award: 1993
- Wheeling Park High School Student Council Eagle Award: 1994
- Easter Seals Network Celebration Appreciation Award: 1995
- Commendation for Volunteer Service to the State of West Virginia by Governor Wise: 2004
- Ogden Newspapers Distance Race Hall of Fame: 2005
- The Ohio University Eastern Sports Hall of Fame: 2008
- Drs. John and Barbara Pisapia Award For Doctoral Research from the West Virginia University for Doctoral Study: 2008
- West Virginia Secondary School Activities Commission Super 6 Championships Honorary Referee: 2010
- Ohio University Eastern Commencement Speaker: 2011
- Wheeling Park High School National Technical Honor Society: 2014
- Wheeling YWCA Tribute to Women Award: 2014
- Civil Rights Day Award Honoree by Governor Earl Ray Tomblin: 2016
- Dr. Martin Luther King, Jr. Bethlehem Apostolic Temple Award: 2016
- United States Attorney of the Northern District of West Virginia Award: 2016
- West Virginia Division of Culture and History and West Virginia Commission on the Arts Governor’s Arts Award: 2016
RICK SZABRAK
1192 Westwood Ave. • Grandview Heights, OH 43212 • 614.806.5429 Cell • rszabrac@hotmail.com

ECONOMIC DEVELOPMENT EXECUTIVE
Innovative leader with experience in working with local businesses and communities to help them achieve success. Excel in brand positioning, identifying and delivering consumer needs, revenue growth, digital marketing, developing strategic perspectives and driving operational excellence. Steers organizational change while maintaining a strong focus on driving sales and building customer relationships. Prolific communicator with a record of employee development and community leadership. Display high integrity while setting and meeting stretch goals.

Core competencies include:
- Strategic Planning
- Social Media
- Employee Development
- Organizational Change
- Sales Models
- Building Partnerships
- Operational Efficiencies
- Structured Sales Techniques
- Consumer Marketing

PROFESSIONAL EXPERIENCE
FAIRFIELD COUNTY
Director of Economic Development
Lead economic development efforts for the fourth fastest growing county in Ohio. Work with local economic development directors, regional planners, engineers, and utility companies to build a foundation for business acquisition, retention and expansion. Serve as director for the Fairfield County Port Authority, Fairfield 33 Development Alliance, and the Revolving Loan Fund. Director of the Workforce Innovation and Opportunity Act Area 20 — a five-county area that works with local providers to serve youth, adult and dislocated workers.

GANNETT CO., INC. * Sep 1996 – Dec 2015
Oversee seven teams throughout 11 different markets responsible for $16.6 million in advertising revenue. Lead seven different managers and their 45 sales representatives to drive results through statewide initiatives, elevating employee knowledge and expectations, and digital solutions. Also responsible for 35 administrative support employees for 11 daily publications, 16 non-daily publications, 11 websites, and various digital marketing service solutions. Led MNCO transition team in moving from market-specific responsibilities to discipline specific responsibilities.

General Manager/Advertising Director, Eagle-Gazette Media, The Ohio State University Lantern * 2012 - 2013
Responsible for running Gannett’s daily newspaper and website in Lancaster, Ohio as well as managing the business operation of The Lantern, Ohio State’s student newspaper. Develop long-term planning for the Lancaster market as well as serving as the No. 2 to the President of MNCO, developing and implementing growth strategies for a $50 million group of media sites. Also responsible for coordinating advertising and marketing initiatives across the group of 10 newspapers.

Accomplishments Include:
- Coordinated a partnership between MNCO and Ohio State to run the business operation of its student newspaper. Integrated advertising and business systems into MNCO and worked with the OSU communications department through the transition. Hired 14 students to sell and operate the publication, with team achieving budgeted revenue and NIBT goals the first year of partnership.
• Achieved 2012 budgeted revenue and NIBT goals as well as YOY growth in revenue and NIBT.
• Grew year-over-year digital revenue 25% by creating diversified multimedia solutions.
• Officially certified in Gannett’s World Class Sales Manager training.
• Implemented an all-access subscription model and coordinated the marketing plan for all 10 sites. Developed strategy for single copy and home delivery pricing actions that resulted in $2.5m in annual revenue growth.
• Information Center team won a newspaper record 11 statewide Associated Press Awards.

General Manager, *Eagle-Gazette Media, Times Recorder Media, Coshocton Tribune Media* *2010-2012*
Responsible for running three daily newspapers and their corresponding websites along with five weekly publications. Managed recruitment sales operation for MNCO. Assisted group president in developing strategy and implementing change across the organization to become more digitally focused. Directly responsible for $20 million in annual revenue, or 40% of the group’s total revenue.

**Accomplishments Include:**
• Rebuilt image of *Times Recorder* in Zanesville market by instilling sense of pride in staff and encouraging community involvement as well as developing a focused branding effort.
• Helped develop and facilitate Midwest Group digital advertising training program.
• Reversed trend of four straight years of declining revenue in the Zanesville market to show positive growth for two years, achieving budget both years. Focused on training and retention of advertising staff, limiting turnover to 20% during the two years. Restructured department to provide stronger focus on key accounts.
• Winner of state of Ohio’s Alcohol and Drug Abuse Prevention Association 2011 Champion Award by increasing awareness of the Opiate epidemic through news coverage and creation of a local Opiate Task Force.
• Coordinated corporate readership study for 5 central Ohio markets by working with corporate on identifying questions to ask respondents. Developed successful B2B campaign to promote the positive results.

President and Publisher, *Eagle-Gazette Media, Chillicothe Gazette Media* *2006-2010*
Regional Circulation Director, *Media Network of Central Ohio* *2005-2006*
Circulation Director *Rockford Register Star* *2003 -- 2005*
Regional Circulation Director *Central Wisconsin Group* *2000 – 2003*
Circulation Specialist (Gannett Training), *Lansing State Journal, Clarion Ledger* *1996 - 1998*

**COMMUNITY LEADERSHIP**
• Board of Directors:
  • Fairfield County Chamber of Commerce
  • Prevention Works for Fairfield County
  • Fairfield County Opiate Task Force
  • Muskingum County United Way
  • Muskingum County Chamber of Commerce
  • Fairfield Medical Center Foundation
  • Ohio Newspaper Association
  • Communications Committee – Heritage Ohio
• Chairperson of the United Way of Fairfield County’s 2013 fundraising campaign.

**EDUCATION**
• MBA, Northern Illinois University - General Business Administration
• B.S. in Business Administration, Miami University - Finance/International Marketing (1996)
• Center for Creative Leadership, Executive Development Program, Colorado Springs (2010)
CATHY BURNS
President and CEO
Huntington Regional Chamber of Commerce

Cathy Burns was appointed as President and CEO of the Huntington Regional Chamber of Commerce in September, 2013. In her new position, she leads a membership organization of 500 businesses serving the entire Tri-State region. As only the 8th President and 1st female since 1926, the Chamber advocates and educates on behalf of the business community.

Her previous positions included working with the educational communities as a Workforce Recruiter for the Robert C. Byrd Manufacturing Institute and training individuals to work in the manufacturing field.

She served as Director of Ohio University Southern Business Training Resource Center and assisted businesses in Ohio, West Virginia and Kentucky with their training and personnel needs by coordinating classes in the areas of safety, computers, industrial maintenance, management, and specialized training.

As Director of the Huntington-Ironton Empowerment Zone, she administered the economic development initiative for Lawrence County, Ohio and Cabell County, WV. During the Empowerment Zone Federal designation from 2000 - 2010, more than 2,000 jobs were created; a loan pool created; Pullman Square developed and existing properties renovated; Kinetic Park, The Point and the Rt. 2 Business Park created and developed; and a Tax Increment Financing District in downtown Huntington was established.

She currently serves her community by being a national board member of the American Foundation for the Blind (AFB); the Huntington Museum of Art; TEAM for WV Children; and City of Huntington Operation in Bloom.

In 2007 she was awarded the Business Person of the Year by the Herald-Dispatch.

Cathy is a graduate of Marshall University, Huntington, West Virginia. She received her Masters Degree in Public Administration from Eastern Kentucky University, Richmond, Kentucky.

She is married to Dale, who owns Prime Copy Plus, a print and copy store located in downtown Huntington, WV and they have two daughters.
Experience

Marathon Petroleum Company | Catlettsburg, KY
Advanced Senior System Integrator October 1997 – Present
- Designed and developed several systems in use by all seven MPC refineries. These include the Product Certification system, the Yield Accounting system, the electronic Process Safety Information system, Refining Maintenance Audit Tracking system, and the Procedural Checklist system, and the Employee Injury and Illness reporting system. Developed the Facility Maintenance Request system, and the Analytical Request system that are also used at the Catlettsburg Refinery.
- Also worked on the company split project when Marathon (upstream) separated from Marathon Petroleum (downstream). Team lead on the project to split the software licenses between the two companies.-Refinery integrator team lead for three years.
- Support all of locally developed software at the Catlettsburg refinery and the Research area. Support all SharePoint sites at these locations.

Ashland, Inc. | Russell, KY
Sr. I.T. System Integrator October 1987 – October 1997
- Developed and supported HES software systems, such as the MSDS system and SARA Title III reporting system.

Goodyear Tire & Rubber Co. | Akron, OH
Systems Analyst October 1985 – October 1987
- Supported the Salary Payroll system and other employee benefit systems. Developed an employee benefit query review system, and provided training at key locations across the country.

Goodyear Atomic Plant | Piketon, OH
Systems Analyst October 1982 – October 1985
- Supported the Salary Payroll and other employee benefit systems.

Education

Ohio University
November 1981 - Bachelor of Science in Computer Science
- Graduated Cum Laude
- Focus in English and Business

George Washington University
January 2008 – Master’s Certificate in IT Project Management

Skills
- Certified Project Management Professional (PMP) from Project Management Institute (PMI)
- Experienced in the following: Visual Studio (Visual Basic, C++, and C Sharp), SQL Server, SQL Server Reporting Services (SSRS), SharePoint, web development, system analysis, system integration, troubleshooting, system support, and system development.
Halle Schoener Randles, Ph.D.
2729 Martin Road
Zanesville, Ohio 43701
740-819-3193
hrandles@zanesville.k12.oh.us

Education & Licensures

Ohio State University, M.A.| 2010 & Ph.D.| 2011
   Educational Policy & Leadership
   Areas of Focus:
   - Teacher Education
   - Quantitative Research Statistics-
     descriptive, frequencies, multiple regression, analysis of variance, factor analysis

Ohio University, M.Ed. | 1991
   Educational Leadership

Muskingum University, B.A. | 1986
   Elementary Education, major
   Psychology, minor

Licensures/Endorsement I Have Held:
   K-8 Elementary
   K-12 Special Education
   K-12 Gifted Endorsement
   K-8 Principal (currently hold)
   Superintendent (currently hold)

Professional Experiences

Zanesville City Schools | 2014- present | Director of Instructional Services | Zanesville, Ohio

Muskingum University | 2007- 2014 | Assistant Professor | New Concord, Ohio

Muskingum University | 2011-2012 | Director of Field Work | New Concord, Ohio

Zanesville City Schools | 1997-2007 | Principal | Zanesville, Ohio

Zanesville City Schools | 1991-1997 | District Level Supervisor (Talented & Gifted: K-12, Special Education Preschool) | Zanesville, Ohio

Minford Local Schools | 1988-1991 | Teacher (Special Education: grades 4-6) | Minford, Ohio

East Cleveland City Schools | 1986-1988 | Teacher (Special Education: grades 4-6, and First Grade) | East Cleveland, Ohio
Profile of Qualifications:

- Commitment to students first.
- Expertise in collecting and analyzing data for decision-making.
- Experience in developing and implementing comprehensive strategic plans, focusing on short-and long-term measures.
- Demonstrates collaborative leadership, with the ability to strategically empower others in decision-making.
- Effectively holds self and all employees accountable for achievement, while maintaining high morale.
- Demonstrates the ability to retain effective faculty and staff.
- Demonstrates the ability to counsel ineffective faculty and staff out of the field.
- Strong skills in communication.
- Demonstrates professional, moral, and ethical standards in all interactions.

Professional Highlights as Director of Instructional Services  (Fall 2014- Spring 2016)

Facilitation:

- Development of a district enhanced pacing guide and common assessments, K-12, for ELA-Science & Social Studies, Mathematics.
- Implementation of conceptual math, K-12.
- Serve on the Superintendent's Advisory Council, which provides an opportunity each month for union leaders and district-level administrators to address concerns.

Implementation of Systems:

- District Test Coordinator
- Collaborated with directors and principals to post, identify, interview, and hire teachers, assistant principals, principals, and directors.
- Evaluated middle and high school principals, through OPES.
- Short- and long-term plans to move the district to 1:1 technology.
- Preparation for the implementation of Project Lead the Way (PLTW) Engineering & PLTW Biomedical at Zanesville High School (ZHS), requiring collaboration with community agencies and IHE.
- Preparation for the implementation of nine(9) additional Advanced Placement (AP) courses at ZHS.
- Preparation for the implementation of Gateway to Technology (GTT) at Zanesville Middle School (ZMS).
- Preparation to offer the ACT to secondary students during the week at ZHS.
- Preparation to offer high school credit to seventh and eighth graders (Algebra I (cont’d), English 9, Art, P.E., Family & Consumer Science).
- Preparation to offer vocational education, through Mid-East, on-site, half day.
- Preparation to offer American Sign Language to secondary students.
- Preparation for the implementation of My Learning Plan. This will allow certificated staff to electronically document all professional experience, required for renewal of licensures.
- Administrative facilitator for College Credit Plus, LPDC, and RESA.
**Professional Development**: Use of research relating to andragogy (adult learning) in all professional development. PD is on-going, and is embedded into the work we do.

- Provided professional development to the members of the Board and at Administrative Team Meetings regarding trends in data, addressing needs and potential opportunities.
- Provided professional development in goal setting and setting purpose for the New Tech teachers and leaders.
- Worked with the high school faculty and administration to explore data from similar districts (high schools). This motivated the teachers and leadership from ZHS to observe and bring back strategies from eight schools to implement.
- Worked with the elementary literacy coaches to explore of data from similar districts (elementary). The Literacy Collaborative coaches (LCC) identified seven schools. They visited them to observe and share cultural strategies.
- Provided professional development for teachers and administrators on Webb’s Depth of Knowledge (DOK), K-12.
- Worked with elementary teachers to progress towards a more standards-based report card.
- Provided professional development in leadership for Literacy Collaborative coaches.
- Provided professional development for Year 3 Resident Educators (REs) on requirements.
- Developed and taught college courses for teachers and administrators through Muskingum University.
- Working with teachers to explore and identify a common writing rubric, K-12.
- Served as the mentor for teachers completing their internships in educational leadership.
- Explored research related to leadership through book studies with building and district leaders during Administrative Team Meetings.
- Provided professional development to principals on processes to analyze data from TGRG.
- Work with the building leadership teams to prepare for state assessments. The goal is to provide consistency throughout the district, especially with students with disabilities.

**Fiscal Responsibility & Management**: Knowledge of district level operations, and management. Ability & experience in aligning OIP goals (professional development, human resources, supplies & materials) with fiscal constraints.

- Balanced budgets annually as part of my responsibilities as a building and district leader (1997-2016).
- Secured funding to implement Gateway, PLTW Biomedical, and PLTW Engineering for the middle and high school ($75,000/2016).
- Served as Project Coordinator for the 325T Competence and Collaboration in Teaching Students with Disabilities federal and state grant ($500,000) at Muskingum University. The purpose of the 325T program was to redesign and restructure high-incidence teacher preparation programs so graduates will meet the State HQT special education requirements and will be prepared to teacher students with high-incidence disabilities (2010-2014).
- Wrote and received two Muskingum University Summer Fellows (2010, 2012) to assist in research projects. This program is designed to support faculty-student collaborative (approximately $7000).
- Wrote and received the Ohio Reads Grant and Ohio Reads Volunteer Coordinator Grant ($115,000/2003-2007). This was used to support a plan developed by the teachers at McIntire School to increase reading scores, in part, by increasing the number of parent and community volunteers.

- Co-wrote and received a total of $26,400 in grants to support innovative programming at McIntire School from Martha Holden Jennings Foundation, the Longaberger Foundation, the Straker Foundation, and Dollar General (2002).

- Wrote and received a Fulbright Memorial Fund Fellowship ($30,000/2002). This allowed me to spend three weeks studying the educational system in Japan.

**Collaboration:** Ability & experience in building strong, collaborative teams, inspiring trust, as well as demonstrating trust. Ability and experience garnering connections with families, and throughout the community.

- Developed an on-going, collaborative relationship with Zane State and Ohio University-Zanesville administrators to address current and up-coming expectations for dual enrollment and College Credit Plus (2014-currently).

- Collaborate with Mid-East Vocational School, Zane State College, Ohio University-Zanesville, Genesis Healthcare System, area engineers as partners in Gateway and PLTW (2014-currently).

- Guided Student Council members at McIntire and McIntire-Munson Schools to develop student-selected projects to organize. For example, a Grammy winning pianist gave a concert at our school because the National Academy of Recording Arts and Sciences became aware of the how are students advocated for various groups (2007).

- Created and implemented gifted services in both middle schools for Zanesville City Schools (1994-5).

- Created and coordinated the identification procedures for the elementary TAG Program for Zanesville City Schools (1991-1997).

- Collaborated with community agencies in Muskingum County to identify three- to five-year olds who possibly qualified for special education services, then coordinated their services through Zanesville City Schools. This included approximately 160 children annually (1991-1997).

**Awards/ Recognition**

- Nominated by faculty, staff, and PTO Executive Board for Outstanding Administrator Award held by the Southeastern School Board Association (2006-7).

- McIntire-Munson decreased the number of student behavior incidents by 16 percent in one academic year (2006-7).

- McIntire-Munson Elementary School moved from the state designation of “academic watch” to “excellent” in one academic year (2005-6).

- McIntire School received both The Outstanding Student Program (1998-1999) and Volunteer of the Year Awards (2004-5) by the Southeastern School Board Association.

- McIntire School’s integrated language arts program was featured in the Martha Holden Jennings annual publication (2003). One of the goals of the MHJ Foundation is to “provide a means for greater accomplishment on the part of Ohio’s teachers, to encourage creativity in teaching, and to bring greater recognition to the teaching profession.”

- McIntire School was awarded Governor Taft’s Ohio Proficiency Incentive Award ($25,000). This was given for improvement on state achievement scores (1998-1999).
Presentations & Consulting

- Co-presented at the Fall 2013 Appalachian from an Assets Perspective Conference in Athens, Ohio. I presented along with a faculty representatives from Ohio University, Shawnee State University, Rio Grande University, and Marietta College regarding teacher preparation.

- Presented at the Ohio Confederation of Teacher Education Organizations (OCTEO) Conferences in Columbus, Ohio. Topics related to evidence-based instructional strategies, topics in special education, and current issues in gifted education (Spring 2012, Fall 2010, Spring 2008).

- Presented at the Spring 2012 Future Teachers of America Ohio Conference regarding educator preparation for students with exceptionalities. Three of my advisees co-taught the sessions with me.


- Served as a consultant to East Muskingum Local Schools (Summer 2010) and Maysville Local Schools (Spring 2009), assisting in the implementation of co-teaching strategies.

- Developed the Zanesville High School Mentorship Program, which is a state model. Served as a consultant to the Longaberger Company and school districts throughout Ohio to implement similar programs (1991-1992).

Publication & Research


- Conducted a quantitative study which examines what principals believe to be essential components of teacher incentive programs. Analysis included descriptive data, frequencies, analysis of variance and factor analysis (2013).

- Conducted a quantitative study exploring the perceived knowledge and skills of principals relating to specific elements of special education. Analysis included descriptive data, frequencies, analysis of variance and principle component analysis (2011).
Brian T. Wagner
7220 Cassie’s Way, Nashport, Ohio 43830
Phone Number: 740-704-0803
bcwagner917@sbcglobal.net

Executive Profile
Chief Executive Officer responsible for the creations of the organization mission, vision and future plans, oversees the day-to-day operations. Manages a multi-generational staff and serves as a liaison between the foundation and the community.

Essential Skills
- Leadership and communication skills
- Business operations
- Self-motivated
- Print and electronic media
- Compelling public speaker
- Exceptional problem solver

Core Accomplishments

Work Accomplishments
- Created, designed and launched a profitable evening television newscast in August 2012.
- Programmed, marketed and piloted an extremely successful country radio station, Highway 103, in July 2010.
- Conceived and produced a lucrative local morning newscast, Sunrise in Southeast Ohio, in September 2007.
- Won the National Association of Broadcasters Marconi Award for small market station of the year in 1995.

Community Service Accomplishments
- Developed the Ohio United Way 100 Heroes Award to honor and recognize outstanding service and to celebrate 100 years of United Way in Ohio.
- Implemented and led the United Way of Muskingum, Perry and Morgan counties in a transition to the community impact approach of fund distribution.
- Assisted in the creation of the Muskingum County Community Youth Foundation.
- Created the Muskingum County Community Foundation Council Leadership Award to recognize outstanding public service leaders under the age of 45 in Muskingum County.

Professional Experience

Muskingum County Community Foundation, Zanesville Ohio
Chief Executive Officer, October 2014 to Present
Reporting to the Board of Trustees, Creates and implements long-range planning, meets with and cultivates donors for various community projects, supervises the day-to-day operations. Coordinates programming and community focused projects. Manages a staff of seven.
Southeast Ohio Broadcasting Systems, Inc., Zanesville Ohio

Media Operations Manager, June 2004 to September 2014
Reported to the President/General Manager of the company, supervised the day-to-day operations of three radio stations and a local television station. Coordinated programming, oversaw television news production, hired all production staff and radio talent, and implemented long-range station planning. Managed a staff of fifteen.

Noon News Program, April 1995 to Present
Prepared and presented the daily weather forecast, scheduled community guests, and hosted two daily interview segments on WHIZ television’s Live at Noon program.

Radio Operations Manager and Radio Morning Show Host, April 1995 to June 2004
Programmed and marketed two local radio stations and supervised on-air radio talent. Hosted local morning radio program and crafted program content, including music, entertainment news, sports, and stories of local interest.

Program Director, WHIZ FM Radio Station, June 1994 to April 1995

Afternoon Host, WHIZ AM Radio Station, July 1992 to April 1995

Muskingum University, New Concord, Ohio

Adjunct Professor, August 2007 to Present
Mentor and coach approximately 12 advanced broadcasting students per semester with the goal of strengthening job skills and improving employability attributes.

Education

Mississippi State University
Starkville, Mississippi
Certificate of Broadcast Meteorology, 2003

Muskingum University
New Concord, Ohio
Bachelor of Arts in Communications, 1989

Other Community Service

- Board of Trustees, Zanesville Museum of Art, 2013 to present
- Board of Trustees, Ohio United Way, 2010 to present
- Zane Trace District Chairman, Muskingum Valley Council, Boy Scouts, 2010-2013
- Cantor, St Ann’s Church 2015 to present
- Cantor, St. Thomas Aquinas Church, 2011-2014
- Zanesville Civic Chorus, 2012-2015
- President, Board of Trustees, United Way of Muskingum, Perry, and Morgan Counties, 2006-2010
- Board of Trustees, United Way of Muskingum, Perry, and Morgan Counties, 2003-2010
- Board of Trustees, Putnam Underground Railroad Education Center, 2001-2005
• Board of Trustees, Zanesville Catholic Social Services, 2001-2004
• Founding Chairman, Muskingum County Community Foundation Council, 1995-2000
• Board of Directors, Zanesville Community Theater, 1993-1996, 1998
Interoffice Communication

Date:       June 1, 2016

To:         The President and Board of Trustees

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

Re:         Persistence Plus - Supporting University Student Success & Completion Initiatives

The network to support student success relies on a broad collaboration across the University. This network requires accurate and timely data, information, and communication in order to provide the best services and advice to our students. To support this network, the Office of Institutional Research is directing efforts toward increasing analytic capabilities with a focus on providing actionable data to our constituents. Our work in this area relies strongly on our internal partnerships with Enrollment Management and Information Technology.

This presentation will help to:

- describe how the Office of Institutional Research is structuring its work to expand its ability to provide analytic support in both assessment and student success.
- provide samples of some analytic reports being provided to academic decision makers and advisors.
- describe how this work resulted in our participation in the Institute of Education Sciences Grant to work with Persistence Plus in a research project to study the role of nudging in supporting students in achieving timely degree completion.
Supporting University Student Success & Completion Initiatives

Institutional Research
Student Success Analytics

Tab
IR Strategic Goals:
1. Timely and Accurate External Reporting
2. Research, Reporting and Assessment to Support the University Mission
3. Increase Accessibility of Information
4. Assure Data Quality and Integrity
5. Support the Evolving Mission of IR, Outreach, and Professional Development
Supporting:
1. University Accreditation  
   a) The Assessment Clearinghouse
2. The Teaching, Learning, and Assessment Committee  
   a) Consult on Assessment Initiatives
3. Academic Program 7-year Review  
   a) Student Learning Outcomes Assessment  
   b) Data & Analysis
4. The Academic Support Improvement Committee
Institutional Research

Supporting:
1. University Student Success Initiatives
   a) Academic Programs
   b) Student Support Programs

2. Lead MapWorks Replacement Implementation and IES grant
   a) Integrate Student Data Streams
   b) Automate Identification and Prioritization of and Outreach to At Risk Students

3. Student Success Analytics
   a) Increase Accessibility of information
      i. Student Pathways to Graduation
      ii. Student Success Metrics and KPI
Supporting Student Success: Analytics & Actionable Information

The Goal of Analytics:

“…more and better information into the hands of a greater number of people, enabling informed decision-making.”

http://www.educause.edu/ero/article/academic-analytics-new-tool-new-era
Supporting Student Success: Analytics & Actionable Information

Integrated Data & Information Flow Model

Data Collection → Data Analysis → Outreach → Assessment & Improvement
Internal Partnerships

- Shared or Embedded Staff and Partnerships
  - Office of Institutional Equity
  - College of Fine Arts
  - Office of Information Technology
  - Arts & Sciences
  - The Allen Advising Center
  - Admissions

- Committee Service
  - Serving as Internal Consultants
## Interactive Student Success Analytics

### College of Fine Arts | Enrollment and Graduation Rates 2006-2014

Measures represent enrollment in and graduation from the College of Fine Arts by incoming cohort.

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%Retained to CoFA</td>
<td>%Grad (CoFA)</td>
<td>%Success (CoFA)</td>
</tr>
<tr>
<td>2</td>
<td>52%</td>
<td>0%</td>
<td>52%</td>
</tr>
<tr>
<td>3</td>
<td>49%</td>
<td>0%</td>
<td>49%</td>
</tr>
<tr>
<td>4</td>
<td>47%</td>
<td>0%</td>
<td>47%</td>
</tr>
<tr>
<td>5</td>
<td>13%</td>
<td>30%</td>
<td>42%</td>
</tr>
<tr>
<td>6</td>
<td>2%</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>7</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>8</td>
<td>0%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>9</td>
<td>0%</td>
<td>41%</td>
<td>41%</td>
</tr>
<tr>
<td>10</td>
<td>0%</td>
<td>41%</td>
<td>41%</td>
</tr>
</tbody>
</table>

**Starting Coh...** 2... **How Many...** 10

**Unit Type**  **First-Time**  **Sex**  **Residency** (All)
Interactive Student Success Analytics

2nd Year Retention to College (including Major) by Gender

Starting Cohort: 2006
Select Division: (All)
Select Grouping: Cohort -> Gender
Admit Type: First-Time Freshmen

<table>
<thead>
<tr>
<th>Year</th>
<th>F</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>52.7%</td>
<td>50.0%</td>
</tr>
<tr>
<td>2007</td>
<td>52.9%</td>
<td>61.5%</td>
</tr>
<tr>
<td>2008</td>
<td>61.5%</td>
<td>61.5%</td>
</tr>
<tr>
<td>2009</td>
<td>67.7%</td>
<td>68.1%</td>
</tr>
<tr>
<td>2010</td>
<td>71.3%</td>
<td>69.8%</td>
</tr>
<tr>
<td>2011</td>
<td>66.2%</td>
<td>69.1%</td>
</tr>
<tr>
<td>2012</td>
<td>75.8%</td>
<td>74.1%</td>
</tr>
<tr>
<td>2013</td>
<td>77.6%</td>
<td>74.1%</td>
</tr>
<tr>
<td>2014</td>
<td>74.1%</td>
<td>76.0%</td>
</tr>
</tbody>
</table>

Cohort Size:
- 2006: 170
- 2007: 74
- 2008: 141
- 2009: 148
- 2010: 70
- 2011: 148
- 2012: 85
- 2013: 146
- 2014: 55

# Attritted:
- 2006: 80
- 2007: 37
- 2008: 66
- 2009: 21
- 2010: 58
- 2011: 23
- 2012: 59
- 2013: 50
- 2014: 15

Legend:
- F: Female
- M: Male
Interactive Student Success Analytics

MUS 1010 Fall 2012-2014 Results with Retention to Fall

Choose Course:
- 1010
Result:
- Retention to Fall
Filter Course Grade:
- (All)
Grade Bins:
- Grouped
Select Term:
- (All)

Legend:
- A or B
- C
- C/D
- DFW
- Retained Major
- Retained College
- Retained University
- Not Enrolled

Proportions of Next Semester’s Results
Y-axis is grade in class, X-axis is next semester outcome

<table>
<thead>
<tr>
<th>Grade - Class 1</th>
<th>Total Students</th>
<th>Retained Major</th>
<th>Retained College</th>
<th>Retained University</th>
<th>Not Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>A or B</td>
<td>87</td>
<td>87.4% (75)</td>
<td>1.1% (1)</td>
<td>6.9% (6)</td>
<td>4.8% (4)</td>
</tr>
<tr>
<td>C</td>
<td>21</td>
<td>61.9% (13)</td>
<td>9.5% (2)</td>
<td>19.0% (4)</td>
<td>9.5% (2)</td>
</tr>
<tr>
<td>C/D</td>
<td>19</td>
<td>73.7% (14)</td>
<td>5.3% (1)</td>
<td>5.3% (1)</td>
<td>15.8% (3)</td>
</tr>
<tr>
<td>DFW</td>
<td>30</td>
<td>50.0% (15)</td>
<td>3.3% (1)</td>
<td>6.7% (2)</td>
<td>40.0% (12)</td>
</tr>
</tbody>
</table>
MapWorks Retention Management
Software Replacement

Fall 2010

- Originally started to support First Generation Students and has expanded to include all First Year and some new Transfer students on Athens Campus
- Provide immediate and actionable information
  - Three surveys during first year Fall Transition—Fall Check In—Spring Check In
  - Assigned Risk and Intent to Leave Indicators
  - Triggers student outreach and provides talking points for student interventions
- Expansion of program required review of software and requirements
  - Desire to support all Athens, regional, and on-line students
  - Need to better integrate data from Student Information System, Learning Management System and other sources
  - Enhanced real-time information (automated daily updates) vs. manual, infrequent updates
- RFP Committee
  - Final recommendations have been made for new system; first phase of implementation to begin in fall 2016
January 21, 2016 $4M IES grant will nudge Ohio University students to graduation

- As part of a $4 million grant from the Institute of Education Sciences, Ohio University will use personalized behavioral nudges to help students complete their last steps to graduation.
- The five-year grant, awarded to University of Virginia, will enable researchers to conduct an experimental study on a behavioral nudging model.
- As part of the grant, OHIO will receive $45,000 in addition to student services from Persistence Plus.
Institute of Education Sciences (IES) Grant

Nudges to the Finish Line: Experimental Interventions to Prevent Late College Departure

• Awarded to the University of Virginia:
  • Leading Researcher: Dr. Benjamin Castleman, Assistant Professor of Education and Public Policy at the University of Virginia, a leading scholar on the effect of behavioral and text messaging strategies in education.
  • Institutional Partners: Ohio University, City University of New York (CUNY), The Texas Higher Education Coordinating Board, the Virginia Community College System and the University of Washington-Tacoma
  • Award: $4 Million over 5 years—OHIO $45,000 plus student services
Behavioral Economics

Nudge
Improving Decisions About Health, Wealth, and Happiness
Richard H. Thaler and Cass R. Sunstein
Revised and Expanded Edition

NEW YORK TIMES BESTSELLER
MORE THAN 750,000 COPIES SOLD
Nudges to the Finish Line:
Experimental Interventions to Prevent Late College Departure

• Focus on Near Completer students (>50% of credits completed)
• Behavioral Nudges:
  • Based on behavioral economics, decision science, data analytics and mobile technologies
  • Identify near completer students at-risk of dropping out and “nudge” them to complete by providing research-based behavioral messages designed to help them develop the mindsets and behaviors for college success and take the critical steps on the path to degree completion
• More than 40% of college students who leave college, leave after their second year of college.
• Most colleges focus student success efforts on first year students.
Persistence Plus (P+)

NUDGING STUDENTS

Persistence Plus nudges engage students in assessing their motivation and confidence levels.
Persistence Plus (P+)

**RESULTS FROM CAMPUS PARTNERS**

<table>
<thead>
<tr>
<th>MIDDLESEX COMMUNITY COLLEGE (CT)</th>
<th>UNIVERSITY OF WASHINGTON-TACOMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Students on our platform persisted at a rate 7 percentage points higher than the average institutional rate.</td>
<td>+ Students on P+ platform earn higher GPAs, passing courses at higher rate</td>
</tr>
<tr>
<td>+ First-generation college students on P+ platform had persistence rate two times the average rate for this group.</td>
<td>+ Students on P+ platform earn more credits than past cohorts.</td>
</tr>
</tbody>
</table>

“With this service, it’s like you can’t really fail, or if you’re thinking about failing, it helps you to change your thoughts.” – student comment

“When you are feeling bad, it motivates you. It helps you to see how you are doing and how others are doing and how you can get through challenges.” – student comment
Interoffice Communication

Date:       June 1, 2016
To:         The President and Board of Trustees
From:      Pamela J. Benoit, Executive Vice President and Provost
Re:        Discipline Specific Accreditation Update

Accreditation for institutions is provided by six regional accrediting associations. Ohio University is accredited by the Higher Learning Commission and the Academic Quality Improvement Program (AQIP) is one of the HLC’s pathways to accreditation. In addition to institutional accreditation, some disciplines and/or programs within disciplines are accredited by specialized accreditors. Ohio University has over 60 programs with disciplinary accreditations. This update provides a summary of disciplinary accreditation actions that occurred during 2015 at Ohio University.

This presentation will help to:

• Provide an overview of disciplinary specific accreditation in terms of its value, process, and usefulness to academic programs.
• Provide a brief update and sample results from specific programs that have recently undergone the accreditation process.
Disciplinary Accreditation 2015
Accreditation Overview

Institutional Accreditation

• Six regional accrediting agencies in the United States
• Ohio schools served by the Higher Learning Commission (HLC)
• Within the HLC, OHIO participates in the Academic Quality Improvement Program (AQIP)
• Required to participate in Federal Financial Aid (Title IV gatekeepers)

Disciplinary Accreditation

• OHIO has over 60 programs with disciplinary specific accreditation
• Some disciplines have multiple accreditation bodies
• Importance varies from a distinction of quality to a requirement.
• Disciplines vary in terms of cost, effort, and frequency.
• Length of review cycles vary widely.
Disciplinary Accreditation Process

- Accreditation process typically begins with a self-study, common contents of a self study include:
  - Presentation of a strategic plan
  - Overview of programs and policies
  - Demonstration of academic program assessment and rigor
  - Demonstration of sufficient student services
  - Review of facilities
  - Review of staff credentials
  - Demonstration of financial management, planning, and stability
  - Enrollment statistics, retention rates, graduation rates
  - Student outcomes such as exam passage rates and job placement rates
Disciplinary Accreditation Process

• The accrediting agency will typically review the self study and may request additional information before the campus visit.

• Campus visit that may include:
  • interviews with department students, faculty, and staff
  • Interviews with university deans, provost, president, CFO
  • Facilities reviews
  • Requests to view or audit relevant documents
  • Any concerns identified in the self-study will be closely reviewed

• Follow-up reports might be required specific to findings.

• Standard annual reports might be required to maintain accreditation.
Disciplinary Accreditation Value

• There are many advantages to participating in disciplinary specific accreditation.
  • Provides a mark of quality that potential students can recognize.
  • Peer review process provides valuable advice.
  • Accrediting agencies sometimes compile data to allow for standardized peer comparisons.
  • The process requires time for reflection and strategic planning.
  • Prompts review and updating of standard processes and recordkeeping.
  • May be required for graduates to practice in their profession or obtain licensure.
Recent Results

- **NASM** National Association of Schools of Music
- **NAST** National Association of Schools of Theater
- **APS** American Psychological Association
- **ACEND** Accreditation Council for Education in Nutrition and Dietetics
- **CACREP** Council for Accreditation of Counseling and Related Educational Programs
National Association of Schools of Theater (NAST)

Reviewers Noted Highlights:

• “Observation of classes revealed a focused and committed student body receiving and responding to clear methodologies and instruction.”

• “Students spoke highly of the training they were receiving and the nurturing yet rigorous atmosphere created by the faculty.”

Reviewers Noted Opportunities:

• “The creation of a professional theatre in Dublin Ohio is a major undertaking for the institution. It is vital to the students in the BA and BFA degree programs to have an opportunity to connect with the profession. Creating a professional theatre from the ground up is an ambitious undertaking and will involve support and commitment from the institution and Dublin community.”
Reviewers Highlights:

- “Ohio University fosters a climate of ongoing assessment and the clinical program evaluates students according to program goals.”
- Faculty members and the department chair were viewed by students as “accessible to students and willing to discuss a range of issues, including course work, research, clinical issues, teaching, and personal and professional development”
- “The Clinical Program appears committed to a respect for and understanding of cultural and individual diversity.”

Opportunities:

- While students expressed satisfaction with the current variety of clinical training experiences offered in the program, it was noted that they felt their training would benefit from additional health psychology placements.
Council for Accreditation of Counseling and Related Educational Programs (CACREP)

• The Patton College of Education applied and were approved to convert the Clinical Rehabilitation Counseling (M.Ed. degree) program to a program holding joint accreditation by CACREP and the Council on Rehabilitation Education (CORE) under the respective Clinical Mental Health Counseling and Clinical Rehabilitation Counseling Standards.

• This program joins a small number of other programs in holding the distinction of becoming one of the earliest programs in the country to do so.

• Program graduates will now be eligible for hiring in key federal programs, including the U.S. Department of Veterans Affairs and TRIACARE, which have stipulated graduation from an accredited program as an employment criterion.
Upcoming Disciplinary Accreditations

- **Forensic Chemistry**: Forensic Science Education Programs Accreditation Commission (FEPAC)
- **Family and Consumer Science**: American Association of Family & Consumer Sciences (AAFCS)
- **Environmental Health**: Bachelors, National Environmental Health Science & Protection Accreditation Council (EHAC)
- **Public Health**: Masters, Council on Education for Public Health (CEPH)
- **Athletic Training**: Commission on Accreditation of Athletic Training Education (CAATE)
- **Three regional campus Nursing Programs**: Ohio Board of Nursing (OBN)
RESOLUTION TO ADOPT UPDATED COMPLETION PLAN

RESOLUTION 2016 –

WHEREAS, Am. Sub. H. B. No. 59, adopted by the 130th General Assembly, required that “not later than June 30, 2014, the board of trustees of each institution of higher education, shall adopt an institution-specific completion plan designed to increase the number of degrees and certificates awarded to students; and

WHEREAS, the plan shall be consistent with the mission and strategic priorities of the institution, include measurable student completion goals, and align with the state’s workforce development priorities; and

WHEREAS, upon adoption by the board of trustees, each institution of higher education shall provide a copy of its plan to the chancellor of higher education; and

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

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees adopts the “Ohio University Completion Plan 2016 – 2018” attached hereto and instructs the Secretary of the Board to provide a copy of the plan to the chancellor of higher education.
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

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

Re: Ohio University Completion Plan

At the March 14, 2014 meeting of the Ohio University Board of Trustees Resolution 2014–3399 “Resolution to Adopt Completion Plan” was approved. The University Completion Plan was designed to increase the number of degrees and/or certificates awarded. The adopted Plan was transmitted to the Chancellor of the Ohio Board of Regents.

The enabling legislation requires the board of trustees to update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption. The updated Ohio University Completion Plan 2016 – 2018 starts with the Ohio University mission and a student body profile. The subsequent sections of the plan present barriers to persistence and completion, an assessment of completion goals for 2014-2016 and updated goals for 2016-2018, current and updated completion strategies, and workforce development priorities.

Two completion goals are continued: (1) Increase the first-year retention rates and the graduation rate by 0.5% each year; (2) extension of the OHIO Guarantee Program. These two goals align with institutional goals and planning.
Completion Plan
2016 – 2018

Mission
Ohio University holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines.

Campus Student Body Profile
Ohio University was established in 1804 by the State of Ohio and is the oldest university in the Northwest Territory. Ohio University is designated as a Research University by the Carnegie Foundation for the Advancement of Teaching. The main campus is located in the city of Athens in the Appalachian foothills. It is a classic residential campus that serves as the major educational institution in southeastern Ohio with 23,000 students at the Athens campus. Since the mid-1940s, the campus has expanded to include regional campuses in Chillicothe, Ironton, Lancaster, St. Clairsville, and Zanesville that collectively enroll over 10,000 students. In 1976 the College of Osteopathic Medicine was established; recent expansion includes extension campuses in Dublin and Cleveland. Fall 2015 medical student enrollment was 712. There are nearly 6,000 students enrolled exclusively in eLearning courses. Of the grand total of 39,200 enrolled students, 86% are undergraduate students.

For the Ohio University Athens campus, 72% of students are in the age range of 18-24. Female students comprise 60% of undergraduates. Enrollment by ethnicity shows that of undergraduates 83% are Caucasian, 5% are African American, and 3% are Hispanic. The mean ACT score of incoming freshman is 24, 17% of whom ranked in the top ten percent of their high school class. 86% are Ohio students. There were 3,555 nonresident students and 1,826 international students.

Undergraduate student headcount on the Athens campus has increased by 4.9% from Fall 2009 to Fall 2015 to 17,965. Comparatively, the regional campuses’ enrollments have increased 6.5% to 10,346 while undergraduate eCampus has grown 308% to 5,978 over the same period. Of the entering students the first-year retention rate on the Athens campus for 2013 to 2014 is 80% (compared to 79% for 2012 to 2013) and on the regional campuses is 59% for 2013 to 2014 (compared to 56% for 2012 to 2013). The retention data do not include eCampus. Ohio University awarded 8,747 degrees in 2013-2014 (compared to 7,645 degrees in 2011-2012).
Degrees Awarded by Campus: 2011-2012

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<thead>
<tr>
<th></th>
<th>Associate’s</th>
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<th>Master’s</th>
<th>Doctoral</th>
<th>D.O.</th>
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<tr>
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<td>5,465</td>
<td>1,187</td>
<td>133</td>
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<tr>
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<tr>
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</tr>
<tr>
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<td>115</td>
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<td>—</td>
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<td>—</td>
<td>115</td>
</tr>
<tr>
<td>Grand Total</td>
<td>747</td>
<td>5,465</td>
<td>1,187</td>
<td>133</td>
<td>113</td>
<td>7,645</td>
</tr>
</tbody>
</table>

Degrees Awarded by Campus: 2013-2014

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<thead>
<tr>
<th></th>
<th>Associate’s</th>
<th>Bachelor’s</th>
<th>Master’s</th>
<th>Doctoral</th>
<th>D.O.</th>
<th>Total</th>
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<tr>
<td>Athens Campus</td>
<td>217</td>
<td>6,341</td>
<td>1,329</td>
<td>182</td>
<td>116</td>
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<td>Chillicothe</td>
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<td>Eastern</td>
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<td>Lancaster</td>
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<td>Zanesville</td>
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<td>Grand Total</td>
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<td>6,341</td>
<td>1,329</td>
<td>182</td>
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<td>8,747</td>
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For the Fall 2006 freshman cohort of 4,015 Athens campus students, 44.0% graduated in four years or less, 15.9% took 5 years and 3.6% took six years while 29.4% transferred out of the university, for a 92.9% graduation-and transfer-out rate.

For the Fall 2008 freshman cohort of 3,911 Athens campus students, 48.9% graduated in four years or less, 14.9% took 5 years and 3.3% took six years while 24.7% transferred out of the university, for a 91.8% graduation-and transfer-out rate. The Office Institutional Research prepares an annual Ohio University Fact Book. Compendium data on graduation and retention by gender and ethnicity, as well as, student right-to-know data on graduation rates by Pell Grant are also available. Additional statistical data is available through the National Center for Education Statistics.

Barriers to Persistence and Completion

Ohio University has a local admissions policy for any student from Athens and the contiguous Appalachian counties, with 86% of the Athens campus students being Ohio residents. Approximately 23% of first-year students attending Ohio University are first generation, and over the last five years these students have had a 6 to 9% lower retention rate compared to non-first generation students. Additionally, 70% of freshmen receive grant or scholarship aid while 27% are Pell Grant eligible.
Entering students without a declared major have been observed to have higher academic probation rates and lower retention rates in comparison to those with a declared major. Further, as previously noted, one-seventh of new students enrolling each year at Ohio University are transfer students, some of whom enter insufficiently prepared to meet Ohio University’s academic expectations. In Fall 2012 nearly 28% of all Ohio University undergraduates took remedial classes, almost exclusively taught at the regional campuses.

Within the Office of the Vice President for Student Affairs an increasing demand for mental health services has been observed. Over a five-year period from 2008-2009 through 2012-2013 individual student appointments in the Counseling and Psychological Services went from just under 4,500 to nearly 6,800. Group therapy appointments have surpassed 3,000 sessions, and psychiatry needs have tripled to 2,700 appointments.

Additionally, within the 30% of Ohio University’s undergraduate student population that are age 25 and over (mostly at the regional campuses and through eCampus), there are many family support and life/personal issues, including transportation, child care, work conflicts, housing, financial issues, substance abuse, and self-confidence.

Analysis of Completion Goals for 2014 – 2016

Goal 1: Increase the first-year retention rate and the graduation rate by 0.5% each year.

The first-year retention rate for students on the Ohio University Athens campus improved from 79% to 80% over the measured two-year period (Fall 2012 to Fall 2014). The greatest number of students who leave do so between the end of spring semester and the start of fall semester of the second year. The combined Ohio University regional campus retention rate in 2012 was 60% and 59% in 2014. The four-year graduation rate was 49% for the 2008 student cohort and 45% for the 2010 student cohort. In 2012, across all campuses, Ohio University granted 747 two-year degrees and 5,465 Bachelor’s degrees increasing in 2014 to 779 and 6,342, respectively.

The tables below show first-year retention rates for both the Athens and Regional campuses and Athens campus 4-year graduation rates. The student cohort sizes decreased by 52 over the two-year period from 2008 to 2010. However, a key factor across all campuses is that the correlation of retention rates with high school performance metrics. The incoming freshman class high school GPA has increased from 3.42 in 2013-2014 to 3.46 in 2015-2016.
### First-Year Student Retention by Campus

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<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Athens</td>
<td>80%</td>
<td>82%</td>
<td>81%</td>
<td>80%</td>
<td>79%</td>
<td>79%</td>
<td>80%</td>
</tr>
<tr>
<td>Regional</td>
<td>55%</td>
<td>57%</td>
<td>55%</td>
<td>52%</td>
<td>60%</td>
<td>56%</td>
<td>59%</td>
</tr>
</tbody>
</table>

### 4-Year Graduation Rates on Athens Campus

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Cohort</td>
<td>3,734</td>
<td>4,078</td>
<td>4,009</td>
<td>3,970</td>
<td>3,908</td>
<td>3,961</td>
<td>3,856</td>
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<tr>
<td>4-Year Rate</td>
<td>46%</td>
<td>44%</td>
<td>44%</td>
<td>48%</td>
<td>49%</td>
<td>48%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Goal 2: Implement the OHIO Guarantee Program in Fall 2015.

In Fall Semester 2015, Ohio University implemented the OHIO Guarantee Program, which is a cohort based, level-rate tuition, housing, dining, and fee model. It is designed to assure an Ohio University student of comprehensive rates while pursuing an undergraduate degree on the Athens campus. A student in the Ohio Guarantee will have 12 consecutive semesters starting with the fall or spring semester of enrollment at the level rate regardless of course load. Subsequent cohorts will have a new guarantee based upon legislative tuition caps and rolling Consumer Price Index (CPI) five-year average. Student financial aid holds value in the OHIO Guarantee and provides for predictability of college costs. The Ohio Guarantee Program will continue with continuing students and new students entering in Fall Semester 2016.

Although, the OHIO Guarantee is specific to Athens students, regional campus students are identified in a cohort during their first term, which “locks in” their rate should they decide to relocate to the Athens campus. The benefit is that all incoming Athens and regional campus freshmen are considered equally for Athens-based tuition and fee assessment.

**Updates to Completion Goals for 2016 – 2018**

Increases in first-year retention and graduation rates continue to serve as completion goals for Ohio University. Attention to academic advising and academic support are particular completion strategies that are being deployed as detailed below. Also, the promise of the OHIO Guarantee is just now being realized. Fall 2016 continuing students who entered Ohio University in Fall 2015 will have the same tuition, housing, and fees as in 2015-2016. The OHIO Guarantee will extend to its second cohort of entering students in Fall 2016.
Current and Updated Completion Strategies

The pathway to completion at Ohio University starts with recruitment and admissions. The “Admitted Student Guide” takes a newly admitted student (freshman, transfer, international, eCampus) through the steps leading to the start of the semester. Along the path are many excellent resources that cover all aspects of the student experience. Bobcat Student Orientation is designed for students and parents to learn how to take advantage of the resources and opportunities available during the transition into the Ohio University community. A separate orientation program, called Relocate Day, is provided for regional campus undergraduate students in transition to the Athens campus. International students are served through both an International Student Orientation program and OPIE (Ohio Program for Intensive English) Academic Orientation. Welcome Week, which precedes the start of fall semester, concludes with a convocation where new students receive a message about how to achieve academic success on the path toward timely graduation.

A Parents/Families website offers comprehensive advice and information for campus success, contact resources, and community information. Entering students are provided with a copy of “The OHIO Guide: Our Academic Experience,” a guidebook to academic success from orientation to graduation that has been nationally recognized for its quality.

The Undergraduate Catalog presents academic expectations and specifies degree requirements for each academic program. In certain disciplines, summer programs for incoming students are designed to prepare them for the rigors of academic programs. Academic advising is conducted by faculty and staff and is a central element of the educational experience.

Every undergraduate student has a Degree Audit Report (DARS) that enables the student to track progress toward degree completion. Every requirement for the degree is listed along with what is needed by the student to complete the requirements. The degree audit report is updated as the students complete courses. The student may follow the degree audit report to stay on track for graduation.

Retention, persistence, course completion, and probation rates are reported annually to all campuses. However, the data show attrition most frequently occurs during the first-year. Thus a First Year Experience Council utilizes the data, reports, and studies to make regular improvements toward improving the first-year success. On the path to graduation, Ohio University employs numerous initiatives and strategies to aid students, many of which are highlighted below. There is a practice of ensuring students are progressing successfully.

Learning Communities
All students want to feel at home, get to know people easily, and do well academically. Starting in Fall 1999, learning communities have been offered to first-year students. By Fall 2013, 76% of first-year students were participating in a learning community that entails taking a set of courses together. Participants in a learning community develop a deeper understanding of the courses’ subject matter while they build relationships and learn together outside of the classroom. A seminar course is the hub of the learning community. It is thematically based and
is taught by the students’ learning community instructor with a peer mentor serving as an assistant. Learning communities within Biological Sciences, Mathematics, and Chemistry areas partner a peer-led tutoring lab (PLTL) with some of the more difficult science courses. Participants evaluate their experiences through an extensive process assessment tool. In general, students who have participated in learning communities on average have higher retention rates, are more successful academically, and report higher levels of engagement than students not participating in such programs.

Though not required, incoming freshmen at the regional campuses are strongly encouraged to enroll in UC1000 – Mastering the University Experience seminar course. While not quite the same as a complete learning community, it is an intentional effort to get students acclimated to and engaged in the university and what it means to “be a college student.”

**OHIO First Scholars**
There are many ways to define the term “first-generation”. At Ohio University we define first-generation students as those for whom neither parent/guardian have completed an associate’s degree or higher. First-generation students make up approximately 25% of our first-year class each year! First-generation students may be the first in their families to attend a four-year university, or they may have older siblings who have attended college.

OHIO First Scholars provides a network of support and opportunities for Ohio University’s first-generation college students. It is housed within the Allen Student Advising Center and coordinated by first-generation college graduates who understand the unique experiences and strengths of first-generation students. OHIO First Scholars support, guide, encourage, and cheer on these students as they learn to navigate the college environment and earn their degree.

**Academic Advancement Center**
As previously mentioned, preparation for the rigors of academic programs is seen as crucial to academic success and timely graduation. University College houses the Academic Advancement Center which offers programs and services to help students meet the demands of their academic work. The Academic Advancement Center offers courses in computing skills, learning strategies, and reading skills. It is also the home of the Student Writing Center, Math and Science Center, and the Computer Learning Lab. It coordinates all tutoring services for more than 200 courses and manages the Supplemental Instruction program, which provides peer-led class review for traditionally difficult courses. The student leaders attend the course and work closely with the course instructor toward mastery of the course content. Students who regularly attend Supplemental Instruction earn on average better grades.

The College Achievement Program (CAP) is housed within the Academic Advancement Center and provides opportunities for academic development and intellectual growth, assists students with graduation requirements, and serves to motivate students toward the successful completion of an undergraduate degree.
Support Centers
Focused programs for several student population groups exist to meet particular needs related to adjustment and navigating the university setting. Among these programs are: Commuter Student Services, International Student and Faculty Services, Veterans and Military Student Services Center, Student Accessibility Services, and the Student Resource and Consultation Committee. Other special student advocacy and support centers and programs include the: LGBT Center, the Office for Multicultural Student Access and Retention, and the Women’s Center. For students with emotional and psychological issues, services and treatment are available through Counseling and Psychological Services, Crisis Intervention Services, the Survivor Advocacy Program, and the Psychology and Social Work Clinic. In terms of medical care and students’ well-being, Campus Care is available to all enrolled students.

Allen Student Advising Center
The Allen Student Advising Center (centrally located on the Athens campus) offers “guidance for students who are academically lost or have multiple concerns and aren’t sure whom to ask”, provides academic programs and workshops, and offers walk-in advising. Resources are available to help students succeed inside and outside the classroom. Topics include: Academic Probation; Declaring/Changing Your Major; Goal Setting; Keys to Earning Good Grades; Learning to Remember; and Tips for Success in College.

The Allen Center also provides Academic Coaching to undergraduate students to improve their academic performance. Specialized programs for First-Generation Support are available. All students who are placed on academic probation must complete an Academic Success Workshop. Also, Turning Points is a required, weekly, intensive academic support program with reinstated student contracts.

Currently, Ohio University uses MAP-Works® to identify first-year students who may be at risk early in a semester and facilitate following up with directed intervention to help these students. A MAP-Works® replacement is in progress to Starfish Retention Solutions that will provide additional support to all students, including the regional campuses, e-Campus, and graduate programs. Implementation is based on automated identification and prioritization of and outreach to at-risk students. The first phase is planned for implementation in Fall 2016 for first-year Athens students, all regional campus students and all e-Campus undergraduates.

Career and Leadership Development
The Career and Leadership Development Center is available and committed to holistic preparation of all Ohio University students and alumni for active development and implementation of career and leadership skills. It can help students select programs of study by matching their abilities, interests, and aspirations with specific majors and academic opportunities. The Center offers interest and skills assessments, leadership development, and career coaching. Center and online resources are used to explore major and career opportunities. The Center’s workshops such as the 21st Century Leadership Certificate and Foundations for First-Year Students helps students discover their leadership potential. The Center assists students with their post-graduation planning through its job search guidance, résumé preparation,
mock interviews, and employer relations and annual career fairs. Career planning starts with self-assessment and uses the program, FOCUS, a self-paced, online career and education planning tool for college students.

**Regional Campuses**
The regional campuses have a common mission to provide access to a high-quality Ohio University education for students throughout southeastern Ohio. These students can begin their studies at a regional campus and later relocate to the Athens campus to complete their chosen degree, or they can complete an entire program of study at the regional campus, graduating with an Ohio University associate or bachelor degree. The campuses' open admissions policy allows Ohio high school graduates to be admitted. All students are commuters. The regional campuses have no residence halls.

As described above the new Starfish Retention Solutions will be used on all regional campuses. Also, Supplemental Instruction is provided on some campuses. Each regional campus provides orientation to all incoming freshman, transfer, and College Credit Plus students. Each regional campus has a student learning/success center and some operate advising centers. These centers operate in a similar manner to the Athens campus by providing academic advising, counselling services, instructional software and technology support, tutoring, etc. Regional campus students placed on academic probation must complete an Academic Success Workshop and are assigned a probation advisor who helps them identify strategies that will support their academic goals. Each regional campus has a Student Accessibility Services Coordinator (some shared) and Veteran’s programming has greatly expanded in the past two years, including the addition of Veteran student ambassadors.

**eCampus**
The eCampus and eLearning provides access to academic programs beyond Ohio University’s campuses which include online completion degrees, prior learning (experiential learning and credit by exam), correctional education, continuing education units, etc.

eCampus uses tools such as SmarterMeasure to assess preparedness for online modes of instruction. Further, orientation for online/distance students is required and an enhanced program has been used with all students since Spring 2014 that includes training in the Blackboard learning management system. To facilitate program completion and success, Ohio University has also piloted free 24/7 online tutoring support for eCampus students. This partnership offers students access to over 3,000 tutors that are experts in Math, English and Writing Support, Social Sciences and Computer Sciences.

**Academic Advising**
Academic advising is an integral part of the university experience. The preface to the university’s Advisor Addendum: Supplement to The OHIO Guide offers a wealth of information on the importance of the advising experience for students and on the elements of effective advising practice. Effective advising goes beyond the administrative function of course selection
and major choice by also assisting in students’ academic and professional development, as well as their awareness of the relationship of education and life beyond the university. The addendum specifically asserts that “advising with an active, engaged advisor correlates strongly with student success, persistence, and satisfaction.” The Academic Advising Syllabus is a faculty resource advisors use with their advisees to provide structure and expectations of this collaborative relationship. Although the Advisor Addendum and Academic Advising Syllabus are currently Athens-centric tools, regional campus editions of each are under development.

Ohio University’s goal to increase retention rates, course completion rates, and graduation rates depends on providing effective advising. To support these goals, Ohio University has chosen to integrate a model called Appreciative Advising. It is a student-centered model that utilizes positive, open-ended questions to collaboratively work with students to identify their goals and them in making plans to achieve them. Also, student success advisors have been positioned in each college (except Honors Tutorial) to promote the appreciative advising model. This focused advising is more intrusive so that students in these populations receive assistance and care before the onset of academic and adjustment difficulties. During the 2015-2016 academic year, 1028 students completed an evaluation of their student success advisors. The evaluations were overwhelming positive (>4.9 on a scale of 1.0 (low) to 5.0 (high)) with regards to the two statements, “I left my advising appointment with goals and an action plan that will help me reach them” and “I am satisfied with the academic advising I have received from my advisor”.

**Academic Support**

Ohio University, as noted above, has many programs and practices in place designed to advance student success. The university has recognized the increasing demand for mental health services and has devoted additional resources to addressing this essential need. In January 2016 Ohio University received an Institute of Education Sciences grant to work with Persistence Plus in a research project to study the role of nudging in supporting students in achieving timely degree completion. Nudging focuses on the near completer student (>50% of credits completed). It is based on behavioral economics, decision science, data analytics, and mobile technologies. Near completer students at-risk of dropping out are nudged to complete by providing research-based behavioral messages (via texting) designed to help them develop the mindsets and behaviors for college success and take the critical steps on the path to degree completion.

Reference guides for transfer evaluation reports are available to aid student understanding of the transfer, articulation and credit record. Thus currently enrolled students can get ahead or catch up, as needed, at local community college partners when unexpected interruptions may threaten completion.

With this robust and ever evolving array of student support services and initiatives in place, along with the new Ohio Guarantee program, Ohio University is confident that it will be able to improve the academic success of its students by increasing their retention rates and course completion rates leading to increased graduate rates.
Workforce Development Priorities

Ohio University is the largest institution of higher education in south/southeastern Ohio. It is also one of the largest regional employers with over 5,100 full-time and part-time employees, including 1,160 full-time faculty. Ohio University’s total economic impact on the state in 2012 was $1.5 billion and is estimated to support 14,300 jobs in Ohio. In Athens County, 53% of total economic output is derived from the university and university-related spending.

Ohio University offers degrees ranging from associate to doctorate, as well as the only doctor of osteopathic medicine in Ohio. Academic programs distributed across 11 colleges and schools award more than 100 degrees. The university extends to five regional campuses, two medical extension campuses, three regional centers, and partners with several Ohio, Kentucky, and West Virginia community colleges. Nearly three-fifths of Ohio University’s worldwide alumni reside in the state of Ohio. Each regional campus engages in some form of workforce development activity, most frequently by offering community oriented trainings and workshops. Ohio University is developing the talent to meet local, regional, state, and national economic needs by preparing a future workforce with the knowledge and skills necessary to succeed in the global marketplace.

Ohio University significantly contributes to the state and region through: talent and workforce development; research, scholarship, and creative activity, innovation and entrepreneurship; healthcare and wellness; and environment, infrastructure, and sustainability. Some brief examples are cited in the following sections.

Talent and Workforce Development

Ohio University’s College of Business was ranked the 38th-best undergraduate business school and 15th amongst public schools in Bloomberg Businessweek’s 2016 review of the “Best Undergraduate Business Schools.” According to SportBusiness International magazine’s 2012 rankings, Ohio University is the world’s top M.B.A./Master of Sports Administration program.

Experiential learning through internships, practicums, service learning, and volunteerism totaled over 1.4 million hours in 2011-2012 with a value of $25.8 million. Working in collaboration with 135 school districts and educational institutions Ohio University is addressing students’ skill gaps through opportunities to further their education and through providing teacher training for Appalachian Ohio.

In 2010 Ohio University established three Centers of Excellence that were created as economic drivers intended to generate public and private investment, attract elite talent, and develop an entrepreneurial environment designed to retain top college graduates. The three centers are: The Scripps College of Communication (Ohio’s largest and most prestigious such college); Energy and the Environment; and Health and Wellness: From Translational Research to Best Practices for Rural/Underserved Populations. These centers were established in key industrial areas where future job growth was expected: advanced energy, biomedicine and health care, agriculture, food production and bio-products, advanced transportation and aerospace, advanced materials and sensors, and cultural and societal transformation. Each center has achieved significant progress.
Ohio University operates TechGROWTH Ohio, a venture development organization that serves 20 counties. TechGROWTH is funded by Ohio’s Third Frontier and since its founding in 2007 has worked with more than 500 companies and has generated over $140 million in economic measures.

**Research, Scholarship, and Creative Activity**
Ohio University’s Institute for Corrosion and Multiphase Technology is the largest of its kind in the world and works in collaboration with a consortium of oil and chemical companies to develop ways to reduce corrosion of pipelines. The Avionics Engineering Center is the only facility of its kind in the United States specializing in research, development, and evaluation of electronic navigation, communication and surveillance systems. Also, The Institute for Nuclear and Particle Physics hosts the largest and highest-energy particle accelerator in the state. Ohio University received over $26 million in external research funding in FY2014.

According to the 2016 *U. S. News and World Report*, the Ceramics program in the College of Fine Arts now ranks third among all United States programs and the college printmaking program ranks tenth, representing examples of a robust community for artists, musicians, and theater. The Kennedy Museum of Art is the only major collecting art institution in southeast Ohio.

**Innovation and Entrepreneurship**
The Center for Entrepreneurship is a partnership of the College of Business, the Voinovich School of Leadership and Public Affairs, and all of Ohio University’s colleges and campuses. The Center coordinates the Certificate in Entrepreneurship.

Since its founding in 1983, Ohio University’s Innovation Center has incubated over 100 companies and created more than 1,000 jobs. The sale of Diagnostic Hybrids, a company that graduated from the Innovation Center and created 235 jobs, generated $35 million for Ohio University in 2010. The Technology Transfer Office has issued 110 patents and processed nearly 300 patent applications.

According to the Association of University Technology Managers (2011-present), Ohio University ranked first in the state for licensing revenue generated from research discoveries ($10.6 million in FY 2014) and for FY 2014 ranked ninth in the United States for percent return on investment in research expenditures.

**Innovation Strategy**
Since 2014 Ohio University has taken steps to develop a strategy – now designated the Innovation Strategy – to ensure that the institution continues to engage substantively with the challenges of the 21st century.
The Innovation Strategy Interim Report, released in September 2014, identified four broad portfolios of major challenges, each encompassing a suite of niches for possible investment. The niches represent significant problems, linked to areas in which Ohio University has existing assets or expertise, and offering the potential for investment with high-level impact.

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.

In early 2016, four major awards were made for “Diagnosis of Osteoporosis and Prevention of Fractures”, “Immersive Media”, “Preventing a Bust: Innovations for Sustainable and Enhanced Economic Outcomes from Shale”, and “Academic Innovation Accelerator”. Additional planning grants and seed grants have been awarded to allow select teams to develop their initiatives further and to make the teams competitive for future rounds of major Innovation Strategy funding.

**Healthcare and Wellness**

One of Ohio University’s goals is to educate and train the necessary workforce to ensure accessibility of quality healthcare services and promotion of healthy lifestyles, especially in the Appalachian region. Fifty-eight percent of Ohio University medical student graduates are practicing in Ohio and make up 12% of all physicians in rural communities. 31,900 patients were served through the Heritage College of Osteopathic Medicine community health programs in 2011-2012. The College of Health Sciences and Professions is home to the largest nursing school in the state.
References

Academic Advancement Center
http://www.ohio.edu/aac

Academic Advising Syllabus
https://ohio.app.box.com/s/k7uaopx3paipq224u35q8bams168v4f

Admitted Student Guide
https://www.ohio.edu/admissions/admitted

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https://ohio.app.box.com/s/9ktbo6mv8z74l0uzd818rkc6c5k10

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https://www.ohio.edu/instres/retention/CSRDE.html
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Starfish
http://www.starfishsolutions.com
Acknowledgments

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Interoffice Communication

Date:       June 1, 2016

To:         The President and Board of Trustees

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

Re:         Enrollment Update

As a tuition-driven institution, the student-based revenue from tuition and subsidy drives the budget of Ohio University. Craig Cornell, Senior Vice Provost for Strategic Enrollment Management has provided a one-page summary of current summer term and anticipated fall term enrollments.

This document highlights the following:

- Strong summer enrollments are present in nearly all categories with a preliminary increase of 2.03%.
- Strong retention is anticipated for the returning freshman 2015 class.
- Overall fall term enrollments are looking to be steady to slightly up following ten straight years of record enrollments.
Strategic Enrollment Management Update, June, 2016

All information as of May 13th, 2016

Summer, 2016

Preliminary Summer 2016 enrollments are currently showing an increase of 338 students (2.03%) with enrollments up in nearly every category for a total summer enrollment (all campuses, all programs) of 16,968 students.

<table>
<thead>
<tr>
<th>All Campuses</th>
<th>Summer 2016 Headcount</th>
<th>Summer 2015 Headcount</th>
<th>Headcount Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resident</td>
<td>Nonres</td>
<td>Total</td>
</tr>
<tr>
<td>Athens</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>4,242</td>
<td>896</td>
<td>5,138</td>
</tr>
<tr>
<td>Graduate</td>
<td>1,744</td>
<td>1,731</td>
<td>3,475</td>
</tr>
<tr>
<td>Medical</td>
<td>178</td>
<td>3</td>
<td>181</td>
</tr>
<tr>
<td>eLearning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>2,678</td>
<td>1,101</td>
<td>3,779</td>
</tr>
<tr>
<td>Chillicothe</td>
<td>952</td>
<td>42</td>
<td>994</td>
</tr>
<tr>
<td>Eastern</td>
<td>518</td>
<td>35</td>
<td>553</td>
</tr>
<tr>
<td>Lancaster</td>
<td>1,098</td>
<td>46</td>
<td>1,144</td>
</tr>
<tr>
<td>Southern</td>
<td>611</td>
<td>115</td>
<td>726</td>
</tr>
<tr>
<td>Zanesville</td>
<td>929</td>
<td>67</td>
<td>996</td>
</tr>
<tr>
<td>Total</td>
<td>11,028</td>
<td>2,302</td>
<td>13,330</td>
</tr>
</tbody>
</table>

Fall, 2016

Current indicators reflect flat to slightly higher enrollments going into the fall following last year’s 10th straight record enrollment. This is buoyed by an early indication of strong fall-to-fall freshman retention numbers based on current fall class schedules. Current projections for the entering fall enrollments are as follows:

1. **New Athens Undergraduate Student Enrollments** – Bobcat Student Orientation (BSO) began on May 31st. We are anticipating a relatively flat class (flat to 1% down) coming off last year's records based on current data. The record in-state enrollments being projected based on preliminary figures are expected to be offset by slight losses in non-resident enrollments.

2. **New Athens Graduate Student Enrollments** – Applications for Graduate student enrollments are running ahead by approximately 6.5%, evenly split with online and on-ground programs. This implies a slight growth in overall graduate enrollments.

3. **eLearning** – It is too early to determine online enrollments, but relatively flat enrollments are anticipated for the fall.

4. **Medical** – In alignment with Vision 2020 planning, another class of 240 students is expected across all campuses.

5. **RHE** – Regional Higher Education is seeing a very slight increase in applications (approximately 2.3%) across all regional campuses for fall term.
Interoffice Communication

Date: June 1, 2016
To: The President and Board of Trustees
From: Pamela J. Benoit, Executive Vice President and Provost
Re: College of Business – Bachelor of Business Administration – Core Revision

The results of the College of Business core revision to the Bachelor of Business Administration (BBA) degree have been reviewed by the University Curriculum Council and are provided for your information.

The College of Business has been engaged in a comprehensive evaluation and revision of the core curriculum since August 2014. The revision process started with the adoption of updated core learning objectives that met the standards of the Association to Advance Collegiate Schools of Business (AACSB), the global accrediting body. Once these learning objectives were established, the curriculum committee mapped out learning objectives against every course required by BBA students to complete as part of the college requirements.

In addition to ensuring that every class required in the core curriculum effectively and efficiently addressed the college’s learning objectives, other goals for the revision process included:

• simplifying the curriculum’s use of prerequisites so that students had increased flexibility to navigate through and complete core requirements in a timely manner;
• providing fewer constraints in classes students were required to complete so they had increased flexibility to pursue electives and non-business courses that fit their interests and majors;
• creating an integrated freshman experience to build on one of the core curriculum strengths – the sophomore cluster; and,
• introducing professionalism, expectations, and core learning objectives to BBA students during their freshman year.

During the last six months of the process, another objective emerged and was adopted, mainly based on Dean Hugh Sherman’s participation on the university’s college affordability task force and the college’s willingness to pilot 4-Year Pathways to Graduation for students entering the college in August 2016. This goal was to expand evaluation of prerequisites within the college’s majors and to consider reducing the total number of hours required to graduate from 128 hours to 120 hours.

Included with this memo are a graphical representation of the core changes and the original proposal to UCC to revise the Business Core Curriculum.
<table>
<thead>
<tr>
<th>Current Core</th>
<th>New Core</th>
<th>Comments</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Cluster</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 1000: Intro to COB and Career Management (1 hr)</td>
<td>BA 1000 (1 hr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 1100: Intro to Business (3 hrs)</td>
<td>BA 1100 (3 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 1500: Intro to BusComm and Professionalism (2 hrs)</td>
<td></td>
<td></td>
<td>Fall 2016</td>
</tr>
<tr>
<td>UC 1900: Business Learning Community (1 hr)</td>
<td></td>
<td></td>
<td>Fall 2016</td>
</tr>
<tr>
<td><strong>Sophomore Cluster</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 2000: CMGT Strategies (1 hr)</td>
<td>BA 2000 (1 hr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1350: Calculus (4 hrs)</td>
<td>MATH 1350 (4 hrs)</td>
<td>College would like to work with Mathematics to possibly build a new Math course for Business Students that would replace MATH 1350</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>ACCT 1010 (3 hrs)</td>
<td>ACCT 1010 (3 hrs)</td>
<td>1. Remains a pre-req for Cluster and FIN 2400</td>
<td></td>
</tr>
<tr>
<td>ACCT 1020 (3 hrs)</td>
<td>ACCT 1020 (3 hrs)</td>
<td>1. Change ECON 1030 from a pre-req for ACCT 1020 to a co-req to help students along 4-year pathway</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>ECON 1030 (3 hrs)</td>
<td>ECON 1030 (3 hrs)</td>
<td>1. Becomes a co-req to ACCT 1020 rather than a pre-req</td>
<td></td>
</tr>
<tr>
<td>ECON 1040 (3 hrs)</td>
<td>ECON 1040 (3 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT 2100 (3 hr)</td>
<td>MGT 2100 (3 hr)</td>
<td>Goal of the cluster is to address all COB Core Learning Objectives in Breadth of Business Knowledge, Analytical Competencies, Socio-Cultural Competencies, and Communication Competencies.</td>
<td></td>
</tr>
<tr>
<td>MIS 2020 (3 hr)</td>
<td>MIS 2020 (3 hr)</td>
<td>ACCT 1010 and BA 1500 are pre-reqs for cluster and FIN 2400 is a co-req for cluster</td>
<td></td>
</tr>
<tr>
<td>MKT 2040 (3 hr)</td>
<td>MKT 2040 (3 hr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIN 2400 (3 hr)</td>
<td>BA 2500: Strategic BusComm (3 hr)</td>
<td>1. Produce written correspondence in variety of formats and settings free of grammatical, punctuation, and syntax errors; 2) Use language (spoken and written) to prepare and deliver effective business presentations, individually and on a team, using appropriate technology; 3) Access and evaluate sources of information; 4) Develop logical, well-reasoned, persuasive, and creative communications; 5) Plan, conduct, control, and document effective meetings; and 6) Develop ability to effectively participate and communicate on a team, including listening, setting expectations, delivering constructive feedback, resolving conflict, and achieving team goals.</td>
<td>Fall 2017</td>
</tr>
</tbody>
</table>
# CoB Undergraduate BBA Core Revision

**February 2016**

<table>
<thead>
<tr>
<th>Current Core</th>
<th>New Core</th>
<th>Comments</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analytics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MIS 2010 (3 hrs)</td>
<td></td>
<td>Opportunity to combine classes by utilizing flipped techniques and removing the overlap of descriptive statistics coverage currently happening in all three classes.</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>QBA 2010: Business Statistics (4 hrs)</td>
<td>QBA 1720 (3 hrs)</td>
<td>QBA 1720 is a new course that combines learning objectives for MIS 2010 and QBA 2010 and also becomes a pre-requisite for QBA 2720.</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>QBA 3710: Business Statistics (3 hrs)</td>
<td>QBA 2720 (3 hrs)</td>
<td>QBA 3710 learning objectives remain unchanged. Only proposal is to change Course Number to QBA 2720 for more logical course numbering from QBA 1720 to QBA 2720 to QBA 3720 (the first course in the Business Analytics co-major). Also reinforces the expectation that this course should be taken in first two years.</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>RUSL 2550 (3 hrs)</td>
<td>BUSL 2550 (3 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT 3200 (3 hrs)</td>
<td>MGT 3200 (3 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT 4800J (3 hrs)</td>
<td>MGT 4800J (3 hrs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Perspective (6 hrs)</td>
<td>Global Perspective (6 hrs)</td>
<td>The following courses were approved for addition to the current list of options for the International Coursework List: MGT 3600, 3650, 4640, 4650, MGT 4410, FIN 4555, ECON 3400, 3410, 3500.</td>
<td>Fall 2016</td>
</tr>
<tr>
<td><strong>Breadth Cluster</strong></td>
<td></td>
<td>Elimination of the Breadth Cluster was approved by faculty, along with the reduction in required non-business hours from 42 to 30 and the reduction of required hours to graduate with a BBA from 128 to 120.</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>PHIL 1300 (3 hrs)</td>
<td></td>
<td>Please see Program Change proposal for a detailed discussion of these changes.</td>
<td></td>
</tr>
<tr>
<td>Diversity (3 hrs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 3000/4000J (12 hrs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Science (3 hrs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship (3 hrs)</td>
<td>Internship (3 hrs)</td>
<td>1) OPTIONS: GCP or OICP; 2) MGT 3710: Small Business Consulting; 3) Approved work experience. 2) Increasing internship course requirements beyond 10-page paper.</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>73 Total Hours (Math 1350 not included)</td>
<td>63 Total Hours (Math 1350 not included)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PROPOSAL FOR CHANGES IN PROGRAM

Program Code: ALL BBA Undergraduate Majors

Program Name: College of Business Core Curriculum

Contact name and email for this proposal:

Brief (< 250 word) Summary of Proposed Changes and Rationale:
[Note any impact on total program hours, any impact on resource requirements or faculty, and identify patron departments (departments affected by the change) to be included in the approval queue]

There is no Program Code because this is a proposal to revise the business requirements the college requires for each BBA Major.

Overview:

The College of Business has been engaged in a comprehensive evaluation and revision of our core curriculum since an all-day faculty retreat was held in August 2014. The revision process started with the adoption of updated core learning objectives that met the standards of AACSB, our global accrediting body. Once these learning objectives were established, the curriculum committee mapped our learning objectives against every course we required our students to complete as part of our college requirements.

In addition to ensuring that every class required in our core curriculum effectively and efficiently addressed the college’s learning objectives, other goals for the revision process included: simplifying our curriculum’s use of prerequisites so that students had increased flexibility to navigate through and complete core requirements in a timely manner; provide fewer constraints in classes students were required to complete so they had increased flexibility to pursue electives and non-business courses that fit their interests and majors; create an integrated freshman experience to build on one of our core curriculum strengths – the sophomore cluster; and, introduce professionalism, expectations, and core learning objectives to our students during freshman year.

During the last six months of the process, another objective emerged and was adopted, mainly based on Dean Hugh Sherman’s participation on the university’s college affordability task force and the college’s willingness to pilot 4-Year Pathways to Graduation for students entering the college in August 2016. This goal was to expand our evaluation of prerequisites within the college’s majors and to consider reducing the total number of hours required to graduate from 128 hours to 120 hours.
Detailed Description of Proposed Changes and Rationale (for changes that require additional explanation):

(PLEASE SEE THE ADDITIONAL PDF ATTACHMENT THAT PROVIDES A SIDE-BY-SIDE COMPARISON OF THE CURRENT CORE REQUIREMENTS WITH THE NEW CORE REQUIREMENTS APPROVED BY THE COLLEGE’S FACULTY MEMBERS ON FEBRUARY 13, 2016)

Please see below detailed descriptions for the major changes in the college’s requirements for business majors.

1. Reduction of Credit Hours to Graduate from 128 to 120 hours; elimination of the Breadth Cluster; and combining QBA 2010 and MIS 2010 into one course.

The final core curriculum revision proposal was formally adopted at a college faculty meeting on Friday, February 13, 2016. The college approved the reduction of graduation requirements to 120 hours. The college eliminated 16 hours from its requirements (Breadth Cluster – 12 hour reduction; Combined QBA 2010 and MIS 2010 into one 3-hour course – 4 hour reduction).

The college also added 6 credit hours to the core curriculum, for an overall reduction of 10 hours in the core college requirements. We added back 5 hours of Business Communications to the core. The college has not offered formal Business Communications courses since we dropped our two Professional Communications courses (PRCM) during the 2008-10 budget crisis. Verbal and written business communication skills are critical core college learning objectives and are consistently ranked as a top 3 need for employers every year. The college will also now require all students to participate in a Learning Community (this essentially only adds an hour to about 25-30% of our incoming students based on past participation rates by our incoming freshman).

With the elimination of the breadth cluster, the college also approved the reduction of the minimum number of non-business hours required to graduate from 42-30 hours. Because our students are able to meet all of the university’s General Education Requirements in 25 hours (Please See Below), the new 30-hour minimum still requires our students to complete at least two additional non-business courses beyond Gen Ed requirements. The college will also no longer allow the use of up to two hours of PE courses to count as non-business hours to meet the 30-hour minimum. The elimination of a specific list in the breadth cluster also empowers our students to work with their advisors to identify non-business themes, sequences, and coursework that better fit their interests, strengths, majors, and future plans.

Please see below a detailed summary of the typical completion of Gen Ed requirements by our students:
Current GEN ED Requirements:

ENG 1510 (3) - Tier I First Year English Comp
MATH 1350 (4) - Tier I Quant. Skills & Tier II Applied Science & Mathematics
Cross-Cultural Perspectives (3) - Tier II
Fine Arts (3) - Tier II
Humanities and Literature (3) - Tier II
Natural Sciences (3) - Tier II
Social Sciences (3) - Tier II (ECON 1030 Still Required in College Core)
ECON 1040 (3) - Still Required in College Core

TOTAL HOURS Needed by Business Students to Complete GEN ED Requirements (and ECON 1040) = 25 Hours

NOTES:

1. COB Students Meet Tier I Junior Comp Through MGT 4800J and Tier III through Business Capstones in COB Majors.

2. Reduction in Non-Business Hours from 42-30 by eliminating Breadth Cluster still requires students to take 5 additional Non-Business Hours (essentially 2 courses) beyond GEN ED and ensures that Business Students still complete one full year of Non-Business Courses at a minimum.

3. College still requires 6 Hours of Global Perspectives with the following two options in tact 1) Completion of a foreign language through at least 2120; 2) 6 hours of international coursework (This option still includes 61 Non-Business classes and the new core includes the recommends adding three additional ECON courses and six globally focused Business courses).

4. By eliminating the constraints of the breadth clusters, business students now have the flexibility and empowerment to work with advisors to pursue additional non-business hours based on their interests and academic goals. This change enables students to pursue emerging themes and sequences around campus and to complete non-business courses in a meaningful way.

2. Development of an integrated, freshman cluster experience utilizing Learning Communities (to be implemented in Fall 2016).

Two broad objectives emerged from our initial faculty retreat in August 2014. One was to introduce many of our core learning objectives during freshman year and the other was to develop an integrated, cluster experience in freshman year that was similar to our innovative, integrated business cluster (IBC) taken during sophomore year.

The new curriculum addresses both objectives with the development of a Freshman Integrated experience. The freshman experience includes 4 hours of existing courses in the core (BA 1100 Introduction to Business – 3 hours; BA 1000 Introduction to the College of Business – 1 hour) and also 3 hours of new requirements (BA 1500 Introduction to Business Communications and Professionalism – 2 hours; UC 1900 Learning Community – 1 hour).
The college has worked for several months with Wendy Merb-Brown to confirm that making the Learning Community a requirement (essentially increasing COB Freshman participating from 70% to 100%) was feasible. The college will work with Wendy to add one course to our Freshman Integrated Experience (7 hours) so that every student during Bobcat Summer Orientation can include a 10-hour Learning Community on their Fall Semester schedule.

In addition to the Business Breadth Learning objective addressed in the BA 1100 course, the new freshman cluster will enable the college to address business communications and professionalism learning objectives immediately, along with several other essential COB core learning objectives (global learning, ethical reasoning, team effectiveness, personal finance).

From a pedagogical perspective, the college is excited about using the small groups in the UC 1900 course (n=25) for meaningful feedback on student presentations and written communications and for discussing cases, articles, and assignments from the BA 1000, BA 1100, and BA 1500 courses which will all be delivered in larger class sections.

3. Update the sophomore IBC by removing FIN 2400 from the cluster and replacing it with BA 2500 – Strategic Business Communications (to be implemented in Fall 2017).

The college strongly believes that the most effective place to insert the return of our advanced Business Communications course is within the sophomore cluster. Students work on three separate, team-based projects throughout the semester and are delivering multiple presentations and producing a large amount of group and individual writing assignments.

The Finance Department supported the change so that they can provide a deeper review of the FIN 2400 learning objectives. However, the college approved the addition of FIN 2400 as a co-requisite for the sophomore cluster so that students will have been introduced to essential topics needed for the final group project in the cluster. Making the cluster a co-requisite also supports the college’s goal of our students typically completing all of the Introduction courses for majors by the end of sophomore year.

4. Reduce the number of classes in the Analytics sequence in the core from 3 to 2 courses.

One of the goals that emerged during the revision process was to update our current “Analytics Sequence” in the core (MIS 2010; QBA 2010; QBA 3710) to better reflect the analytics-related learning objectives all of our students need. During the process, faculty members from three different departments realized there was an opportunity to reduce our core and also be able to update the analytics coverage. By utilizing flipped techniques to deliver content in a more efficient manner and by removing the overlap in coverage of descriptive statistics in the current MIS 2010 and QBA 2010 courses, faculty members were able to develop a new course – QBA 1720 – that combines aspects of both classes. The learning objectives in the third course – QBA 3710 – remain relatively unchanged. However, the college did approve a change in numbering (ie change QBA 3710 to QBA 2720) to provide consistency in numbering and also reinforce the
expectation that QBA 1710 should be completed during freshman year and QBS 2720 during sophomore year.

**RESOURCES:**

The main impact of the new core curriculum on faculty resources is the need to hire Business Communications faculty members. The college already employs one full-time faculty member who teaches Business Communications in the cluster and directs our Center for Professional Communications.

The college already hired a new Group II faculty member who is a trailing spouse of a Group I hire in the College of Communications. This faculty member is completing a PhD in Communications and has experience teaching Business Communications courses and workshops. This new faculty member will begin in August and help teach our new BA 1500 course and also work with the Center for Professional Communications. The college is committed to hiring additional teaching resources as necessary when the BA 2500 must be delivered in Fall 2017.

The only other resource constraint is classroom space and meeting rooms for our students. However, the completion of the CSC renovation in July 2016 enable the college to add classrooms, meeting rooms, and offices that will help serve the increasing size of our undergraduate student population.
RESOLUTION TO ADOPT REVISED UNIFORM STATEWIDE STANDARDS FOR REMEDIATION-FREE STATUS

RESOLUTION 2016 –

WHEREAS, Ohio Revised Code Section 3345.061(F), requires that the board of trustees of each institution of higher education shall adopt remediation-free status standards, and any related assessments, into the institution’s policies; and

WHEREAS, Ohio University requires that prior to an offer of admission being made, all applicants, regardless of campus, must demonstrate that they are remediation free based on standards set forth by the Ohio Department of Higher Education; and

WHEREAS, determination of remediation-free status is assessed by various scores that meet published, pre-defined thresholds; and

WHEREAS, in May 2016, the presidents of the Inter-University Council unanimously adopted revisions and updates to the Ohio Uniform Statewide Standards for Remediation-Free Status recommended by a statewide faculty panel; and

WHEREAS, the standards, expectations, and assessment thresholds in the 2016 document are recommended for implementation beginning with the Summer 2016 academic term;

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees adopts the revised and updated (May 2016) Uniform Statewide Standards for Remediation-Free Status, attached hereto, as institutional policy for student placement.
UNIFORM STATEWIDE STANDARDS for REMEDIATION-FREE STATUS
Established by the Presidents of Ohio’s Public Colleges and Universities
May, 2016

Ohio Revised Code Section 3345.061 (F) Not later than December 31, 2012, the presidents, or equivalent position, of all state institutions of higher education, or their designees, jointly shall establish uniform statewide standards in mathematics, science, reading, and writing each student enrolled in a state institution of higher education must meet to be considered in remediation-free status. The presidents also shall establish assessments, if they deem necessary, to determine if a student meets the standards adopted under this division. Each institution is responsible for assessing the needs of its enrolled students in the manner adopted by the presidents. The board of trustees or managing authority of each state institution of higher education shall adopt the remediation-free status standards, and any related assessments, into the institution’s policies. The chancellor shall assist in coordinating the work of the presidents under this division.

For the purposes of the following standards and assessments, a student deemed remediation free in a subject is eligible to enroll in a college credit-bearing course in that subject, including College Credit Plus courses. These remediation-free standards and thresholds are not intended to replace institutional placement policies. Each institution may adopt and implement placement policies to ensure that each student is provided the best opportunity to succeed in his/her course of study. Admitted students who are deemed remediation free are still subject to any pre-requisite and placement testing requirements for specific academic programs. The standards, expectations, and assessment thresholds in this (2016) document are recommended for implementation beginning with the Summer 2016 academic term.

### Standards / Expectations

<table>
<thead>
<tr>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>A. Understand that reading is a strategic process of constructing meaning from texts.</td>
</tr>
<tr>
<td>B. Actively engage texts, autonomously applying skills and strategies that are appropriate for the demands of the texts and their purposes for reading.</td>
</tr>
<tr>
<td>C. Formulate and clearly express complex ideas related to texts, citing evidence to support inferences and interpretations.</td>
</tr>
<tr>
<td>D. Think critically and creatively about the texts they read, often drawing upon their personal experiences and knowledge to enhance comprehension.</td>
</tr>
<tr>
<td>E. Analyze and interpret fiction and non-fiction texts (including expository and persuasive essays) and work-related documents such as manuals, memos, letters and business plans.</td>
</tr>
<tr>
<td>F. Determine and comprehend the central themes of a text and analyze their development. Summarize the key supporting details and ideas.</td>
</tr>
<tr>
<td>G. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td>
</tr>
<tr>
<td>H. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</td>
</tr>
</tbody>
</table>
I. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

J. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Craft and Structure**

<table>
<thead>
<tr>
<th>Craft and Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Employ pre-reading strategies to identify features of text that aid comprehension (e.g., informational).</td>
</tr>
<tr>
<td>B. Understand and use text formatting features (table of contents, glossaries, navigation bars) to effectively locate and acquire information in a variety of texts.</td>
</tr>
<tr>
<td>C. Differentiate between fact and opinion.</td>
</tr>
<tr>
<td>D. Employ vocabulary-building strategies while reading various texts.</td>
</tr>
<tr>
<td>E. Evaluate an author’s purpose and point of view by analyzing the use of language, style and point of view found in the text.</td>
</tr>
<tr>
<td>F. Demonstrate an understanding that the writer’s choice of language shapes meaning.</td>
</tr>
<tr>
<td>G. Evaluate an author’s rhetorical and argumentative strategies.</td>
</tr>
<tr>
<td>H. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
</tr>
<tr>
<td>I. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter scene or stanza) relate to each other and the whole.</td>
</tr>
</tbody>
</table>

**Integration of Knowledge and Ideas**

<table>
<thead>
<tr>
<th>Integration of Knowledge and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Read and respond orally and in writing to texts representing a variety of genres, authors, cultures, and historical periods.</td>
</tr>
<tr>
<td>B. Establish and apply criteria for selecting and evaluating the credibility of print and multimodal texts for a range of purposes, including research.</td>
</tr>
<tr>
<td>C. Use features (e.g. pie charts, bar graphs, pictures) to enhance, emphasize, and clarify comprehension of print and multimodal or oral texts across the curriculum.</td>
</tr>
</tbody>
</table>

**Range of Reading and Level of Text Complexity**

<table>
<thead>
<tr>
<th>Range of Reading and Level of Text Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Actively engage texts, autonomously applying skills and strategies that are appropriate for the demands of the texts and their purposes for reading.</td>
</tr>
<tr>
<td>B. Skillfully read a wide range of increasingly complex texts, print and multimodal.</td>
</tr>
</tbody>
</table>

**Writing**

<table>
<thead>
<tr>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Independently and ethically produce writing that meets the needs of a particular purpose and audience, appropriate for academic and work-related documents.</td>
</tr>
<tr>
<td>B. Select from a repertoire of processes and modes to develop writing for purposes such as persuasion, explanation, research, or personal expression.</td>
</tr>
<tr>
<td>C. Use style, voice, and organizational structures that are transparent and appropriate for the rhetorical purpose and audience.</td>
</tr>
<tr>
<td>D. Adeptly respond in writing to diverse texts and formats, synthesizing, critiquing, and analyzing those texts.</td>
</tr>
<tr>
<td>E. Adapt writing strategies for audience, purpose and type of task.</td>
</tr>
<tr>
<td>F. Produce texts that convey an argument that is organized, coherent, fully developed, and rhetorically appropriate in support of a thesis.</td>
</tr>
<tr>
<td>G. Produce writing that exhibits word choices that convey intended meaning.</td>
</tr>
</tbody>
</table>

**Production and Distribution of Writing**

<table>
<thead>
<tr>
<th>Production and Distribution of Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Independently and ethically produce writing that meets the needs of a particular purpose and audience, appropriate for academic and work-related documents.</td>
</tr>
<tr>
<td>B. Draft, revise, and edit writing autonomously.</td>
</tr>
<tr>
<td>C. Adapt writing strategies for audience, purpose, and type of task.</td>
</tr>
</tbody>
</table>
**D.** Use reflective strategies for critiquing and evaluating student’s own and others’ writing.
**E.** Employ sentences of varying lengths and structures that are appropriate to audience, purpose, and context.
**F.** Use appropriate conventions of the English language, including grammar and usage, punctuation, capitalization, and spelling.

<table>
<thead>
<tr>
<th>Research to Build and Present Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Employ the research writing skills of evaluating sources and integrating them in support of a thesis.</td>
</tr>
<tr>
<td><strong>B.</strong> Accurately and correctly quote, paraphrase, and summarize material from another text to avoid unintentional plagiarism.</td>
</tr>
<tr>
<td><strong>C.</strong> Properly cite sources, using a generally accepted citation system such as MLA or APA.</td>
</tr>
</tbody>
</table>

**Speaking, Viewing and Listening**

<table>
<thead>
<tr>
<th>Comprehension and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Listen actively and speak effectively in a variety of academic and work-related situations.</td>
</tr>
<tr>
<td><strong>B.</strong> Listen carefully, take notes as needed, and not interrupt other speakers when engaged in group or committee work.</td>
</tr>
<tr>
<td><strong>C.</strong> Deliver a clearly organized message when contributing to the group or committee work.</td>
</tr>
<tr>
<td><strong>D.</strong> Take notes while listening to lectures or participating in other forms of information gathering and use the notes to review and reflect on learning.</td>
</tr>
<tr>
<td><strong>E.</strong> Know how to identify and accommodate cultural differences in communication styles and strategies.</td>
</tr>
<tr>
<td><strong>F.</strong> Analyze and synthesize information gathered from a variety of sources.</td>
</tr>
<tr>
<td><strong>G.</strong> Summarize information heard into another form of communication, (e.g., rephrase statements, summarize a speech, paraphrase an oral reading).</td>
</tr>
<tr>
<td><strong>H.</strong> Evaluate and respond to a speaker’s message.</td>
</tr>
<tr>
<td><strong>I.</strong> Use viewing skills and strategies to understand and interpret visual media.</td>
</tr>
<tr>
<td><strong>J.</strong> Support and clarify written and oral presentations with visual media resources, including electronic technologies.</td>
</tr>
<tr>
<td><strong>K.</strong> Recognize and respect cultural and language differences in both formal and informal speaking situations.</td>
</tr>
<tr>
<td><strong>L.</strong> Interpret and evaluate a speaker’s rhetorical strategies and evidence.</td>
</tr>
<tr>
<td><strong>M.</strong> Employ appropriate non-verbal strategies to enhance communication.</td>
</tr>
<tr>
<td><strong>N.</strong> Understand the impact that visual media have on society.</td>
</tr>
<tr>
<td><strong>O.</strong> Set criteria and evaluate the technology techniques used to influence economic, political, cultural, social, and aesthetic decision making.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of Knowledge and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Present successfully to an audience, recognizing the needs of an audience for both visual and auditory messages.</td>
</tr>
<tr>
<td><strong>B.</strong> Deliver a clearly organized message when contributing to the group or committee work.</td>
</tr>
<tr>
<td><strong>C.</strong> Speak fluently, enunciating clearly with appropriate rate and volume.</td>
</tr>
<tr>
<td><strong>D.</strong> Speak effectively and listen actively in diverse communicative contexts.</td>
</tr>
<tr>
<td><strong>E.</strong> Express ideas, thoughts, and concerns effectively in both formal and informal speaking situations, (e.g., conversations, discussion, presentations, collaborative groups, one-on-one interactions, debates, negotiations, and interviews).</td>
</tr>
<tr>
<td><strong>F.</strong> Employ appropriate non-verbal strategies to enhance communication.</td>
</tr>
<tr>
<td><strong>G.</strong> Recognize and evaluate techniques used in visual media to influence opinions, decision making, and cultural perceptions.</td>
</tr>
<tr>
<td><strong>H.</strong> Use images to convey meaning, often in conjunction with written or oral presentations.</td>
</tr>
<tr>
<td><strong>I.</strong> Use visual media or computer technology to communicate effectively with a variety of audiences for a variety of purposes.</td>
</tr>
</tbody>
</table>
| **J.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations, to enhance
Mathematics

Mathematical Processes

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>A. Use a variety of problem solving strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Reflect on and analyze the student’s own problem solutions and the solutions of others.</td>
</tr>
<tr>
<td></td>
<td>C. Connect ideas in a variety of context.</td>
</tr>
<tr>
<td></td>
<td>D. Solve complex, non-routine, and multi-step problems that may require student formulation of problems and/or sustained thought and effort.</td>
</tr>
</tbody>
</table>

Communication using Math Ideas

| A. Use correct mathematical terminology and notation. |
| B. Show a logical progression of thought, clearly and coherently, orally, and in writing. |
| C. Read mathematical material with understanding and independence. |
| D. Use appropriate degrees of precision based upon problem context. |
| E. Use exact answers (e.g., √ or π) when appropriate. |

Mathematical Reasoning

| A. Understand the need for proof in mathematics; recognize when a proof is required |
| B. Understand the difference between a statement verified by proof and one illustrated by using examples. |
| C. Understand the meaning of logical terms (e.g., and, or, but, not, if ... then). |
| D. Understand the significance of and roles played by definitions, assumptions, theorems/propositions, examples, and counterexamples in mathematics. |

Connecting Mathematical Concepts

| A. Connect mathematics with a variety of disciplines and workplace and everyday settings. |
| B. Use connections among and within branches of mathematics (e.g., algebraic properties of a function and geometric properties of its graph). |

Appropriate Use of Technology and other Tools

| A. Use a variety of tools to solve mathematical problems—ranging from common tools (e.g., rulers, protractors) to technology-enhanced tools (e.g., calculators, computers, spreadsheets). |
| B. Use technology to collect, organize, and analyze information with the goal of interpretation, presentation, and argumentation and as motivation for proof. |
| C. Use appropriate technology to enhance and support student learning. |

Number and Operations

Structure of the Number System

| A. Understand and convert between different representations of numbers (decimal, percent, fraction, scientific notation, radicals...). |
| B. Explain the effects of operations on the magnitudes of quantities and signs of numbers. |

Operations

<p>| C. Perform arithmetic operations on various forms of real numbers. |
| D. Compute and explain the solutions to problems involving ratio, proportion, percent, scientific notation, square roots, and numbers with integer and rational exponents; |
| E. Apply and generalize properties of operations (including order of operations) as a foundation for algebra. |</p>
<table>
<thead>
<tr>
<th>Estimation</th>
<th>Estimate the solutions to problems involving ratio, proportion, percent, scientific notation, square roots, and numbers with integer and rational exponents.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Equations and Inequalities | A. Algebraically solve linear equations in one variable, including examples with no solution, one solution, and infinitely many solutions.  
B. Solve systems of linear equations with two unknowns by graphing, substitution, and addition/elimination; including examples with no solution, one solution, and infinitely many solutions.  
C. Solve quadratic equations by graphing, factoring, completing the square, and using the quadratic formula (including equations that have complex solutions).  
D. Algebraically solve linear inequalities and represent solutions in multiple ways such as graphically, inequality notation, and interval notation.  
E. Algebraically solve absolute value equations in the form $|Ax + B| = C$ and related absolute value inequalities and represent solutions in multiple ways.  
F. Algebraically solve equations that include rational expressions or radicals including examples that generate extraneous solutions.  
G. Solve for specified variables in literal equations.  
H. Solve exponential equations in one variable using logarithms. |
| Operations with Algebraic Objects | A. Perform operations with exponents and radicals, including laws of exponents, with both numerical and algebraic expressions.  
B. Add, subtract, multiply, and divide rational expressions by hand and identify values where they are undefined. (Limit numerators and denominators to monomial, linear and quadratic expressions).  
C. Evaluate and simplify algebraic expressions.  
D. Add, subtract, multiply, and divide polynomial expressions (limit divisors to monomial and linear expressions). |
| Graphing | A. Graph linear equations and inequalities and quadratic equations in two variables, with and without technology (limit quadratic equations to vertical and horizontal parabolas).  
B. Graph common functions (e.g., absolute value, square root, linear, quadratic, rational, exponential, piecewise) with and without technology.  
C. Read a graph to interpret solutions to an equation and identify and interpret characteristics such as intercepts, extrema, and rates of change.  
D. Graph transformations of functions (limit transformations to vertical and horizontal shifts, reflections, and stretches).  
E. Interpret transformations of functions from both a graphical and algebraic perspective. |
| Functions and Applications | F. Define functions; determine whether a relationship between two variables (represented in a variety of ways) represents a function; identify, as appropriate for the context, both the domain and range of a function; and use function notation.  
G. Describe how a change in one variable affects the value of a related variable, for example, problems involving direct and inverse variation.  
H. Interpret sequences as functions whose domain is a subset of the whole numbers. Solve problems with arithmetic and geometric sequences.  
I. Adjust the parameters of function families to model relationships between variables (function families include linear, quadratic, piecewise, absolute value, square root, power, and exponential).  
J. Formulate equations or functions that model problems in a variety of contexts. |
| **Geometry** |  |
### Structure

| A. | Describe and explain the different roles of assumptions, definitions, theorems, and proofs in the logical structure of geometry. |
| B. | Use theorems about parallel and perpendicular lines, angles, congruent figures, similar figures, right triangles (e.g., Pythagorean Theorem), polygons, circles, polyhedrons, spheres, cylinders, and cones to solve problems. |
| C. | Prove theorems about lines, angles, triangles, and parallelograms. |
| D. | Use similarity to solve problems and to model proportional relationships. |
| E. | Use right triangle trigonometry to solve problems. |

### Geometric Representations

| A. | Represent geometric objects algebraically using coordinates (analytic geometry). |
| B. | Use algebra to solve geometric problems. |
| C. | Draw and define reflections, rotations, translations, and dilations of geometric objects and understand compositions of these transformations. |
| D. | Define, describe, and identify reflectional and rotational symmetry. |
| E. | Express transformations algebraically (i.e., using coordinates). |

### Measurement

| A. | Explain that the geometric measures (length, perimeter, area, volume) depend on the choice of unit, and that measurements are approximations. |
| B. | Explain the effect of a scale factor on length, perimeter, area, and volume. |
| C. | Calculate the perimeter and area of common plane figures and the surface area and volume of solids. |
| D. | Distinguish between exact and approximate values. Explain differences among accuracy, precision, and error, and describe how errors affect later calculations. |
| E. | Solve problems involving measurement, including problems requiring a choice of scale and unit. |
| F. | Convert fluently from one measurement unit to another, within and across systems. |

### Probability and Statistics

#### Data Displays and Interpretation

| A. | Create and/or interpret graphical displays to describe sets of data (e.g., box-and-whisker, scatterplot, frequency distribution, normal distribution). |
| B. | Find and interpret measures of central tendency and variability for sets of data. |

#### Representations and Use of Data

| A. | Use the context to determine appropriate way(s) to represent data, and understand the advantages and disadvantages of various representations. |
| B. | Identify misuses of data. |
| C. | Distinguish between correlation and causation. |
| D. | Understand the characteristics of well-designed studies (e.g., lack of bias, sampling methods, randomness) in order to interpret results. |

#### Probability Concepts

| A. | Use the fundamental counting principle to determine the number of possible outcomes. |
| B. | Compute probability of compound events, independent events, and simple dependent events. |
| C. | Compare experimental and theoretical results for simple experiments. |

*Note: the Ohio College Readiness Advisory Committee also provided additional expectations for students planning to enroll in calculus. These recommendations are beyond the standards for remediation-free status.*
### Science – Biology, Chemistry, Computer Science, Engineering, Geology and Physics

#### Learning Skills (for all students)

A. Learn science using a variety of sources including but not limited to:

- Standard college-level science textbooks
- Inquiry-based laboratory experiences that engage students in asking valid scientific questions, and gathering and analyzing information
- Well-reasoned and evidence-based discussions of science principles, concepts, and problems with well-prepared peers and faculty
- Well-organized lectures delivered at an appropriate cognitive level for first-year STEM college students by college faculty
- Other appropriate sources of science information in the popular press and in other sources, such as research reports and summaries that are at an appropriate cognitive level for first-year college students.

B. Reliably and accurately assess the student’s learning and take effective action to remediate deficiencies, prior to instructor-administered summative assessments

C. Persist in learning despite encountering initial difficulty in mastering challenging material and seek and use alternative learning strategies when finding initial strategies are not as effective as desired, so that the student consistently meet learning goals and achieve targeted learning outcomes.

#### Science Content Knowledge and Skills (for non-science majors)

<table>
<thead>
<tr>
<th>Content</th>
<th>A. Satisfactorily complete the Ohio graduation requirements for science and mathematics, meeting all of the expectations specified in the New Ohio Learning Standards: K-12 science for each of those courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Satisfactorily complete the following high school science courses: biology, physical science, and one advanced science course.</td>
</tr>
<tr>
<td></td>
<td>C. Consistently demonstrate mastery of the first five Recommendations in “Mathematical Expectations for College Readiness 2011” within science contexts. Demonstrate mastery of these processes, concepts, functions, applications, and operations by creating models of physical realities related to those models.</td>
</tr>
<tr>
<td></td>
<td>D. Use the models created to reliably and consistently solve problems dealing with the concepts and relationships described in the Syllabus and Model Curriculum of the Ohio Revised Science Standards for the science courses taken in high school. Non-science majors do not need to be able to demonstrate the “Additional Expectations for Calculus.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale</th>
<th>This level of mastery should be accomplished by satisfactory completion of three high school science courses as defined by the syllabi and model curricula of the New Ohio Learning Standards: K-12 Science.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Identify questions and concepts that guide scientific investigations.</td>
</tr>
<tr>
<td></td>
<td>B. Design and conduct scientific investigations.</td>
</tr>
<tr>
<td></td>
<td>C. Use technology and mathematics to improve investigations and communications.</td>
</tr>
<tr>
<td></td>
<td>D. Formulate and revise explanations and models using logic and evidence (critical thinking).</td>
</tr>
<tr>
<td></td>
<td>E. Recognize and analyze explanations and models.</td>
</tr>
<tr>
<td></td>
<td>F. Communicate and support a scientific argument.</td>
</tr>
</tbody>
</table>

Note: the Ohio College Readiness Advisory Committee provided additional recommendations for science content knowledge and science and mathematics skills needed by students majoring in the natural and health sciences, and in engineering. These recommendations have to do with placement, not remediation status.
College Readiness Indicators – assessment thresholds to guarantee “remediation free” status at any public post-secondary institution in Ohio

A student who meets or exceeds the following thresholds will be deemed as remediation free and eligible to enroll in a college credit-bearing course at any of Ohio’s public institution of higher education.

<table>
<thead>
<tr>
<th>Readiness Area</th>
<th>Threshold Score for Statewide Uniform Remediation-Free Status¹</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACT</td>
</tr>
<tr>
<td>English Sub Score</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Sub Score</td>
<td>22</td>
</tr>
<tr>
<td>Mathematics Sub Score</td>
<td>22</td>
</tr>
</tbody>
</table>

- Institutions are not required to place students scoring below the threshold score into remedial courses. Further, institutions are encouraged to establish an appeals process for students scoring below the threshold scores. The results of this appeals process could serve as a substitute for the remediation-free assessment thresholds listed above. An appeals process could include but is not limited to the following examples: high school or prior postsecondary grade point average, an institutional writing assessment, a portfolio, or recommendation of high school instructor or counselor.

- Until better assessments of science content knowledge are available, institutions should continue to use their own assessments of science content to supplement the other sources of information such as ACT scores, high school grade point average (GPA), and other indicators of college readiness in determining the college readiness in science.

- Assessment exam scores will be valid for two years from the completion of that assessment, after which institutions may require students to repeat an assessment to determine the currency of their college readiness.

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¹ Ohio public colleges and universities may not establish a required score for remediation-free status higher than the statewide threshold, but may establish a required score lower than the statewide threshold.
These remediation-free thresholds are not intended to determine eligibility for admission to any college or university. Each institution has its established admission requirements. Admitted students who have achieved or exceeded these scores are guaranteed exemption from institutional placement into non-credit remedial courses.

These remediation-free standards and thresholds are not intended to replace institutional placement policies. Admitted students who are deemed remediation free are still subject to any pre-requisite and placement testing requirements for specific academic programs. Similarly, placement testing may be required for students who do not achieve the remediation-free threshold, to determine the appropriate initial class – which may be a for-credit class if indicated by the placement examination.
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

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

Re: Revised and Updated Remediation-Free Status Standards

In December 2012, in response to Ohio Revised Code Section 3345.061 (F), the presidents of Ohio’s public colleges and universities established the Uniform Statewide Standards for Remediation-Free Status in English, mathematics, and science. Remediation-free status indicates that the enrolled student is ready for college-level work. Ohio University’s remediation-free standards and placement testing are published on the University’s website, in the form of the enclosed “Remediation-Free Standards and Placement Testing” document.

Prior to an offer of admission being made, all applicants (including dual-enrollment College Credit Plus), regardless of campus, must demonstrate that they are remediation free based on standards set forth by the Ohio Department of Higher Education. Determination of remediation-free status is assessed by scores that meet published, pre-defined thresholds. Applicants not admitted due to low scores on the placement test may re-apply the following school year.

Over the four-year period since implementation of the remediation-free standards, a steady statewide decrease in remediation in both English and mathematics has been observed, as reported in the 2015 Ohio Remediation Report published by the Ohio Department of Higher Education. Over the last several months an Ohio Statewide Uniform Remediation-Free Standards and Assessment Faculty Panel revised and updated the standards adopted in 2012. In May 2016, the Statewide Remediation-Free Standards were approved by the Interuniversity Council presidents.

The May 2016 approved revised and updated Uniform Statewide Standards for Remediation-Free Status are provided for your adoption as university policy.
Remediation-Free Standards and Placement Testing

Prior to an offer of admission being made, all applicants, regardless of campus, must demonstrate that they are remediation free based on standards set forth by the Ohio Board of Regents and Ohio University. Determination of remediation-free status is assessed by either ACT/SAT, COMPASS or Accuplacer scores that meet pre-defined thresholds outlined below.

<table>
<thead>
<tr>
<th>Readiness Area</th>
<th>ACT</th>
<th>SAT</th>
<th>COMPASS</th>
<th>Accuplacer</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Subscore</td>
<td>18</td>
<td>Writing 430</td>
<td>English Scale Score</td>
<td>Sentence Skills 88 or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or Reading</td>
<td>Score 450*</td>
<td>&gt; 5 on Writerplacer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading</td>
<td>Reading Scale Score</td>
<td></td>
</tr>
<tr>
<td>Reading Subscore</td>
<td>21</td>
<td>450</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Mathematics Subscore</td>
<td>20</td>
<td>520</td>
<td>Algebra Scale Score</td>
<td>108EA or 69 CLM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Score 41</td>
<td></td>
</tr>
</tbody>
</table>

*Subject to change based on SAT redesign and forthcoming concordance

Note
For enrollment in CC+, students must achieve the minimum scores in both the English and reading subject areas. Participants who wish to enroll in a math course or any course with a math requisite must also demonstrate remediation-free status in math.

Athens Campus
Remediation-free status for applicants to the Athens campus will be determined based on either the ACT or SAT scores provided by the applicant at the time of application.

Regional Campuses
Remediation-free status for applicants to the regional campuses will be determined based on results of Compass or Accuplacer Placement Testing or ACT/SAT scores. Placement testing is offered on a limited
number of dates, typically in mid-May. Contact campus for additional scheduling options. Students wishing to participate in CC+ who have not taken the ACT/SAT or who have not earned remediation-free subscores on the ACT/SAT are required to complete placement testing.

If an applicant is not admitted due to low scores on the placement test, he or she may re-apply the following school year.
WHEREAS, the Chillicothe Campus has requested offering an Associate in Applied Business degree in Accounting Technology, and

WHEREAS, the proposed program has completed University Curriculum Council approval, and

WHEREAS, the degree program

- Is a regional campus program currently offered on the Lancaster and Southern campuses; and

- Will be offered in a combination of on-campus and distance learning and does not require additional faculty or physical resources; and

- Prepares graduates for workforce entry in junior accountant positions in different sectors, including corporations, government, hospitals, retail, schools, etc.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the Associate in Applied Business degree in Accounting Technology on the Ohio University Chillicothe campus.
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

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

Re: Chillicothe Campus – Accounting Technology – Associate in Applied Business

A resolution is included seeking board approval for offering the Associate in Applied Business degree in Accounting Technology at the Ohio University Chillicothe campus.

The OHIO Curriculum Enhancement and Approval Network (OCEAN) materials are presented. University Curriculum Council has approved the program and provides the proposal for your review.

The Accounting Technology program at both Ohio University Lancaster and Ohio University Southern offers a two-year program for accounting technicians leading to the Associate in Applied Business degree. This request expands offering the program on the Ohio University Chillicothe campus. Required courses will be offered on campus and through distance learning. The Chillicothe campus currently has the required faculty and physical resources needed to offer the program.

Graduates have employment opportunities in corporations, government, hospitals, retail, schools, and elsewhere with responsibilities including accounts receivable, auditing, bookkeeping, and tax return preparation.
Associate in Applied Business (AAB) in Accounting Technology (AA5002)

Proposal to Offer Degree at Ohio University-Chillicothe (OU-C)

III) Faculty and Instructional Resources

1) Will current faculty, new faculty, or a combination of both be used? How?
   The AAB in Accounting Technology (ATCH) will be offered on the Chillicothe campus using existing faculty (permanent group I and II faculty as well as adjunct faculty) from the Chillicothe campus (face to face and blended course delivery) and other regional campuses (online course offerings). New faculty will only be hired when program enrollment warrants additional hires.

   a) How will new faculty for the program location be selected? By Whom?
      Any new faculty hires will be selected using existing Ohio University policies and procedures. For example, Ohio University-Chillicothe has a Personnel Plan and the Personnel Committee will make a recommendations regarding the priority of hires. Faculty position openings are then posted utilizing the Ohio University PeopleAdmin platform. A search committee of campus faculty is appointed by the campus dean to screen the applicants and identify finalists to be invited to campus for an interview. After the interview process, the search committee identifies strengths and weaknesses of the finalist candidates and communicates this information to the campus Dean who makes the selection of the candidate(s) to receive an offer. The Regional Program Coordinator for the Accounting Technology program will also be consulted before a final offer is extended to the selected candidate(s).

   b) What are the minimal qualifications expected of instructors in the program? (This must be the same as the “home” originating program.)
      Master’s degree in a business discipline with professional certification preferred.

   c) What is the tenure status of any identifiable current Ohio University faculty who are probably program participants in the new location?
      OU-C Faculty who will participate in the program:
      Tanya Hire, MSA – Group II, non-tenure track
      Paul Rine – Group III, adjunct
      C. Greg Obi – Group I, non-tenured, currently in Probationary Period
      OU Regional Campus Faculty who will participate in the program:
      John Edwards, OU-L, Group III adjunct (temporary replacement for J. Becker)
      Kim Riley, OU-S, Group II, non-tenure track
      Alan Middleton, OU-L, Group I, tenured
      Ella Jones, OU-S, Group I, tenured
      Jed Utsinger, OU-S, retired
2) **What is the likely teaching load of faculty members teaching in the new location? How does this compare to the home originating program?**

The teaching load of the OU-C faculty offering the ATCH program will not change as the courses required for the major are already routinely being offered on-campus and/or on-line, so, unless enrollment warrants, there will be no increase in the number of course offerings. Standard teaching loads for all regional campus faculty are 15 credit hours for full time (1.0 fte) group II and 12 credit hours for full time group I faculty. Adjunct faculty are hired on a course by course basis.

3) **What is the projected ratio of FTE students to FTE faculty in the new location?**

From student interest in the ATCH program, at this point the ratio will be increasing by around 5 students per required course, with the current campus average being 15 – 20:1

4) **Describe the existing facilities and other physical resources, document their sufficiency, and enumerate any changes or additions that will be necessary.**

The program will use existing lecture facilities at the OU-C campus. **No additional educational facilities nor financial resources will be required to offer the ATCH program on the Chillicothe campus.** All of the courses that make up the ATCH core are already being taught on the Chillicothe campus or online originating from the Lancaster or Southern campuses of Ohio University. Online software that will be in use will include Blackboard and may involve OULN if warranted. Appendix A demonstrates how a student on the Chillicothe campus can complete the required ATCH/BMT courses for the degree.
SCRIPPS COLLEGE OF COMMUNICATION
MASTER OF FINE ARTS
COMMUNICATION MEDIA ARTS

RESOLUTION 2016 -

WHEREAS, faculty in the School of Media Arts and Studies and the School of Visual Communication within the Scripps College of Communication have collaborated with faculty in the College of Fine Arts to create a Master of Fine Arts degree in Communication Media Arts, and

WHEREAS, the proposed program has completed University Curriculum Council approval, and

WHEREAS, the proposed degree program is designed

• For those desiring to use digital media for communication purposes to either persuade, inform, or educate designated audiences using artistic approaches in areas such as education, healthcare, nonprofit sectors, politics, public media, public relations, and social projects; and

• To attract mid-career professionals in media production or recent baccalaureate graduates interested in acquiring higher level skills or Master of Arts/Sciences graduates interested in acquiring media specialization; and

• To enhance traditional media jobs toward production of multidisciplinary work involving multiple media areas; and

• Toward acquiring advanced knowledge in a body of both theoretical and applied skills.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the Master of Fine Arts degree in Communication Media Arts in the Scripps College of Communication.
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

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

Re: Scripps College of Communication – Master of Fine Arts – Communication Media Arts

A resolution is included seeking board approval for a new Master of Fine Arts degree in Communication Media Arts in the Scripps College of Communication.

The OHIO Curriculum Enhancement and Approval Network (OCEAN) materials are presented. University Curriculum Council has approved the program and provides the proposal for your review.

In a collaborative effort between faculty in the College of Communication and faculty in the College of Fine Arts, the Master of Fine Arts in Communication Media Arts is proposed toward those who desire to use digital media for communication purposes to persuade, inform, and educate specific audiences using an artistic approach in areas such as education, healthcare, nonprofit sectors, public media, public relations, or social projects.

A multidisciplinary approach using multiple media areas is designed toward acquiring advanced knowledge in a body of both theoretical and applied skills. Media areas in animation and digital games, interactive media, photojournalism and documentary, and design and information graphics within one or more disciplines, such as social sciences, humanities, and/or fine arts, form the degree base.

Enrollment is anticipated to come from mid-career professionals in media production looking to acquire expertise in additional media production areas or recent baccalaureate graduates with some experience who are interested in acquiring higher-order skills or graduates with a Master of Arts/Science degree interested in acquiring media specialization in combination with their content backgrounds.
FULL PROPOSAL

MFA in Communication Media Arts
Scripps College of Communication
Ohio University
August, 2015

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 proposes to offer a Master of Fine Arts degree in Communication Media. This cross-disciplinary degree would be housed within the Scripps College of Communication (SCRIPPS), drawing from programs and faculty in the School of Media Arts & Studies (MDIA) and the School of Visual Communication (VISCOM), the development of a communication-based cognate area outside of MDIA or VISCOM and with significant coursework and collaboration in the College of Fine Arts, allowing students to choose from a dynamic range of courses. This cooperative effort with the College of Fine Arts will continue when the MFA is in place as we continue to take steps toward a collaborative degree program between colleges.

The program is specifically targeted to people wishing to use digital media for communication purposes to either persuade, inform or educate a designated audience/user. Examples of this type of artistic approach to communication can found in public media, education, the nonprofit arena, social projects and in communication involving politics, healthcare, and public relations.

The target audience for this proposed MFA program would be three-fold:

- Mid-career professionals with a demonstrated expertise in media production who wish to acquire expertise in additional media production areas;
- Recent Baccalaureate undergraduates with two to three years of professional experience who wish to acquire higher order skills in analysis, critical evaluation and knowledge integration in the communication fields.
- Recent graduates from an MA or MS program who wish to acquire a media specialization to pair with their content area.

The media field has evolved, as has its audience/user base. In order to successfully persuade, inform and educate, media communication professionals are now required to be equally competent working in a variety of areas simultaneously: video, audio, image, animation, games, interactive web and graphic design; creating products for distribution via print, television, radio, online and mobile devices. No longer can a producer create “Sesame Street” simply for television, nor does a National Geographic photographer exclusively shoot still images. Today, the educational components of “Sesame Street” are produced for television, online and for mobile devices; via animation, game design, video and audio. National Geographic’s anthropological approach doesn’t recruit “photographers” anymore; they hire “multi-platform storytellers” who can capture stills, video and audio, for magazine, i-Pad and television distribution. To address this new model, we propose a cross-disciplinary MFA degree to provide a venue for communication professionals to evolve within this new media...
paradigm.

An MFA degree is no longer exclusive to a Fine Arts program. Today, MFAs are granted within communication programs across the country. The following list includes both peer- and “non-peer-” institutions for Ohio University that offer MFA degrees within a communication program. Twenty-five percent of the universities have both a Fine Arts college and a Communication college (*), while all but one rank in the 2015 US News & World Report “Best Graduate Schools for Fine Arts”:

- American University
- Boston University*
- California State University*
- University of Central Arkansas*
- Howard University
- Kent State University
- University of Miami
- Minnesota State University
- Northwestern University
- Savannah College of Art & Design
- Southern Illinois University
- University of Texas, Austin*

An MFA program is designed to produce students with advanced knowledge in a specialized body of theoretical and applied skills. This MFA program in Communication Media Arts will create a venue for the production of multidisciplinary work involving two or more digital media areas (e.g.: Animation and Games, Interactive media, Photojournalism and Documentary, Design and Information Graphics) within one or more other disciplines of the student’s choosing (Communication, along with Social Sciences, Fine Arts and/or Humanities, e.g.). Collectively, this creative, multidisciplinary convergence will add new knowledge to advance the communication field; applying and/or combining new research methods and production approaches, as well as adopting metrics to demonstrate evidence-based results to persuade, inform and/or educate.

Additionally, the MFA in Communication Media Arts will allow SCRPSS to serve Ohio University students better at the undergraduate level. Teaching will be a primary focus of our program. Courses in the pedagogy of “teaching production” will be required of all students, while student funding will offer a majority of our students to opportunity to serve as teaching assistants and instructors of record. Our MFA students, most with professional experience, will have the ability to serve as instructors and teaching assistants in some of SCRPSS’ highest-demand undergraduate programs. As a result, SCRPSS will be able to offer more digital communication courses within the college and to the student body at-large.

2. Description of the proposed curriculum

As professional communication disciplines are being expected to become more evidence-based, this program hopes to combine creative output with critical study, learning modalities and/or experiential communication strategies.

Thus, the graduate program leading to the MFA degree will require completion of a minimum of 90 semester hours of graduate study, including at least:

- 28 credits of Media Production/Studio Courses
- 6 credits of Production Seminar
- 12 credits of Contextual Courses
- 7 credits of Directed Electives
• 12 credits of Experiential Learning (studio based)
• 25 credits of Thesis

**Media Production/Studio Courses (minimum: 28 credit hours):**

This program is designed for professionals who must demonstrate expertise in at least one media production area to gain entry into the program. While in the program, students will be expected to acquire a depth of knowledge in at least two additional digital media areas. MDIA and VISCOM provide four broad areas from which students may develop more narrow areas of expertise:

1. Animation and Games (TV, Video, Web, Mobile)
2. Interactive media (TV, Audio, Video, Web, Mobile)
3. Photojournalism and Documentary (TV, Audio, Video, Web, Print)
4. Design and Information Graphics (Print, TV, Web, Mobile)

For example, a student entering with expertise in Still Photography might plan to develop Interactive Web Distribution and Documentary Video skills in the program. MDIA and VISCOM are prepared to provide various options for these courses within SCRIPPS (Appendix 1). Media production courses may also be selected within the College of Fine Arts and/or in other schools within SCRIPPS.

**Graduate Production Seminars:** offered each fall and spring semester to build community by allowing the cohort to collaborate on media projects.

**Contextual Courses and Directed Electives:** More than one fifth of the credits in this program will be designated for courses that provide historical and societal context. It is within these areas that students are expected to explore critical analysis, learning modalities and/or experiential communication strategies.

**Contextual Courses (minimum: 12 credit hours):** Contextual courses provide a foundation in theory, history, and criticism. These courses can be taken in a variety of graduate programs across the university, including but not limited to programs in the Scripps College of Communication, the College of Fine Arts and the College of Arts and Sciences. Examples include:

- Art History
- Business Law
- Classics
- Communication and Development
- Communication Studies
- Computer Science
- Education
- Engineering
- Humanities
- Interdisciplinary Arts
- Film Theory
- Health Communication
- International Media
- Journalism/Mass Media
- Linguistics
- Marketing
- Media Management
- Media Studies
- Music
- Philosophy
- Production Design
- Psychology
- Public Media
- Strategic Communication
- Sociology
- Theater Arts, History

As mentioned earlier, the intention here is to provide a creative, multi-disciplinary convergence adding new knowledge to the communication field by applying emerging production approaches with research methods and metrics that will allow our students to demonstrate evidence-based results to persuade/inform/educate an audience as a creative communication professional.
**Directed Electives (minimum: 7 credit hours):** Directed electives are intended to broaden and/or deepen the graduate student’s knowledge. They may be used to enhance production, contextual and/or experiential coursework. They may also be used to enhance a cognate area developed in conjunction with their contextual courses (e.g.: anthropology, cognitive science, economics, education, environmental studies, history, languages, philosophy, political science, psychology, sociology, etc.).

**Experiential Learning (minimum: 12 credit hours):** Experiential courses require supervised collaborative field-experience that apply both media production and contextual knowledge in a studio-based/production-oriented setting. Potential experiences include:

- Capstone or practicum projects within SCRIPPS
- Supervised opportunities within WOUB Center for Public Media
- Supervised opportunities within Games Research & Immersive Design (GRID) Lab
- Similar opportunities in the College of Fine Arts
- Supervised grant projects within the university
- Select professional externships

International experiences will be encouraged, with established programs providing the necessary support. Successful completion of at least twelve hours of Experiential Learning Courses will serve as confirmation that students are prepared for thesis work.

**Production Thesis (minimum: 25 credit hours):** More than one quarter of the credits in this program will be designated for the student’s thesis work.

The production thesis is intended to provide credit for preparation of the student’s final media presentation and a demonstration of professional mastery in at least two production areas. The thesis culminates in a media exhibition and an oral defense. A written thesis is optional, and may not be substituted for the production thesis. A written thesis may accompany the production thesis and must follow the form specified by Ohio University for a “studio thesis”.

**Additional Requirements**

- Within the 65 hours in graduate coursework (which do not include thesis hours), students must designate a Cognate Area, with a minimum of 12 hours of coursework residing outside of MDIA and VISCOM. Cognate courses can be selected from Production, Contextual and/or Directed Electives.

- A minimum of 25% (16) of the 65 hours in graduate coursework (which do not including thesis hours) must be from the College of Fine Arts.

- A minimum of 25% (23) of the 90 total required hours (which include thesis hours) must be from the College of Fine Arts.
• A minimum of 66% (60) of the 90 total required hours (which include thesis hours) must be at the 6000-8000 level. The remaining hours must be at the 5000-level or above.

• A minimum of 25% (23) of the 90 total required hours must maintain a “fine arts focus” in the spirit of the Council of Arts Accrediting Association’s (CAAA) national standards. [See Accreditation section, below].

Accreditation

An MFA in Communication Media Arts is not a degree under the jurisdiction of any one of the four arts accrediting bodies at this time (National Association of Schools of Art and Design, National Association of Schools of Dance, National Association of Schools of Music, National Association of Schools of Theatre). However, programs such as ours do fall under the guidelines of Creative Multidisciplinary Convergence and Technologies (CMCT), whose standards for curriculum programs in higher education have been created and agreed upon by the aforementioned associations.

The CAAA explains that “CMCT applications are found in many sectors, including but not limited to the arts (e.g. dance, music, theatre, visual arts, film, etc.) and design (e.g. communication design, fashion design, industrial design, interior design, textile design, theatre design, etc.), game development, broadcasting and journalism, advertising and entertainment, information and instructional technology, business, and product development” and considers relevant content to contain “interactions with production-oriented technologies [which] include, but are not limited to, animation, communication design, interaction design, installation, recording technology, music technology, game audio, film/video production, [and] theatre design/technology.”

Therefore, programs such as ours will be discussed within the context of the arts accreditation process in CMCT, and can receive a consultative review by the CMCT committee as part of the consortium organization, CAAA. When the MFA in Communication Media Arts is up and running, we welcome a consultative review at the request of Graduate College or the University Curriculum Council.

3. Administrative arrangements for the proposed program: department and school or college involved.

The proposed MFA program will reside in the Scripps College of Communication on the Athens campus at Ohio University and be administered by a single “MFA Director” (or similar title) from either MDIA or VISCOM; this director will provide administrative support for the program.

This will be a joint program, with administrative responsibilities rotating between the two schools on a three-year term-basis. The program director will serve at the pleasure of both MDIA and VISCOM school directors, who will choose the director jointly with input from faculty. The MFA Director must be a VISCOM or MDIA faculty member who is actively engaged in teaching and advising within the MFA program. See section #7 for more details.
MFA Graduate Faculty Committee and MFA Advisory Committee

Programmatic and admission decisions will be made by the “MFA Graduate Faculty Committee” comprised of faculty from MDIA and VISCOM; members must be actively teaching and advising in the program. If possible, the committee’s membership will be split equally between MDIA and VISCOM. The MFA Graduate Faculty Committee will include faculty from COFA in this process via the “MFA Advisory Committee.”

As part of the evolving collaboration between the Scripps College of Communication and the College of Fine Arts, the two colleges will create a joint “MFA Advisory Committee” that will serve as counsel to the MFA programs in both colleges, as well as to the deans. This committee will field cross-programmatic issues including admission, curriculum, administrative, and resource issues. The committee will include graduate directors, school directors and/or MFA program directors from both colleges as well as representatives from each college’s curriculum committees.

MFA Graduate Committee

Each graduate student will form a thesis committee of three to five faculty during their first year in the program, which may evolve with the student’s interests. The thesis committee, familiar with the various aspects of the curriculum and university, will work with the graduate student throughout the three-year duration of study. The chair of the Graduate Committee will be a MDIA or VISCOM faculty member and one of the committee members will be an appropriate member of the College of Fine Arts. At least two faculty will be internal (directly related to the student’s areas of emphasis in MDIA, VISCOM, and/or COFA); one faculty member may be external (typically from the student’s cognate area; this faculty member may come from Scripps, COFA, or from another college as appropriate).

4. Evidence of need for the new degree program, including 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.

The market for Communication Media Arts experts who can work across platforms is growing. Price Waterhouse Coopers’ 15th annual report, released in 2014, found that “total entertainment and media spending on digital services is forecast to grow at a 12.2 per cent compound annual growth rate (CAGR) between 2013 and 2018 and account for 65 per cent of global entertainment and media spending growth, excluding spending on Internet access”. PwC does not extrapolate data beyond five years. Further, “Two-thirds of revenue growth from consumers and advertising will be digital. Of the US$241bn growth in total entertainment and media consumer and advertising revenue from 2013 to 2018, US$157bn will come from digital sources. So 65% of
global entertainment and media growth – almost two in every three extra dollars – will be from digital”¹.

This enormous, and increasing, demand for digital content demonstrates three important needs that can be met with this new degree program: A) the need for digital content creators in entertainment and advertising fields; B) the inherent pervasiveness of digital media to communicate outside of “entertainment and advertising”, and the subsequent need for digital content creators in those areas; C) the need for educators to teach digital content creation.

Simultaneously, five years of headlines about declining media industries belie the complexity of this change. The Bureau of Labor Statistics forecast declines in traditional publishing (and little or no growth in traditional broadcasting), while mobile broadcasting, publishing for the internet, and online content distribution is expected to grow by 38% in the next several years. Workforce demand for multimedia producers who can animate, photograph, design, direct, shoot, and edit are expected to grow from 11-14% by 2018². In Ohio, an expected decline in the publishing industry of 13.8% should be counterbalanced by a modest growth in the broadcasting industry and a 30.4% growth in other information/media services, projecting 1,700 new Ohio jobs in that subsector from 2008 to 2018³.

The Huffington Post substantiates such predictions, “Media and publishing professions saw the largest annual growth in wages in the fourth quarter of 2012 in six years, according to the latest reading of the PayScale Index. The job category, which comprises public relations jobs, media and communication workers as well as entertainers and performers, saw a 4.6 percent increase in wages, outpacing the national average wage increase of 3.5 percent for the year and far surpassing any wage increases in the industry since 2006.”⁴

Paco Underhill, founder of the consumer-behavior research firm Envirosell, explains these wage increases due to changes in the industry which have forced employers to do more with fewer employees during the weak economic recovery. "Almost all media businesses are doing a similar volume of work in 2012 but with fewer headcount," he told The Huffington Post. "If an employer is getting more work out of better people, that means they have to compensate them for what they are doing." Successful media professionals today are expected to work across multiple platforms as a matter of course.

This MFA is uniquely tailored to serve the needs of professionals who choose to segue from traditional media jobs and into these newly developing dynamic industries; providing the experience for professional roles such as:

2  Bureau of Labor Statistics; Employment by industry, occupation, and percent distribution, 2008 and projected 2018. 27-3000 Media and communication occupations
3  Ohio department of Job and Family Services 2018 Ohio Job Outlook Employment Projections. Projections Coordinator Sandy Newman was the primary author of this report. This report was published by the Bureau of Labor Market Information, Keith Ewald, Bureau Chief. For additional information, visit http://OhioLMI.com
4  http://www.huffingtonpost.com/2013/01/09/media-and-publishing-jobs-wage-growth_n_2434616.html
Further, the MFA is the recognized terminal degree and a university-level teaching credential for digital media production, and is essential for those considering a teaching career in these fields. As realignment of industries and transformed job descriptions require these new skills for practitioners, we recognize a growing need for new faculty with the skills and education this MFA will provide, as colleges and universities innovate their curricula. With the rising demand of digital media content, the demand to teach others how to create such content will also rise. In fact, the National Communication Association identified in 2014 that the number of faculty job openings in communication has doubled since 2009, and rose 12 percent in 2013. These statistics are particularly important in contrast to other humanities and social sciences disciplines, many of which are seeing only modest growth, if any at all. In fact, Inside Higher Education has determined that “the number of faculty job openings in communication outpaces the number of new Ph.D.s in the field.”

Similar degrees to the MFA in Communication Media Arts can be found at Kent State University and Bowling Green State University. Our program differs from Kent State’s MFA in Visual Communication Design – found within their College of Communication and Information, by the way – in that ours places more of an emphasis on the integration of multiple media production and distribution platforms. The Digital Arts MFA at Bowling Green is also comparable in their use of digital media as a tool, but differ in their emphasis of these media as tools of aesthetic expression (i.e.: media created specifically for an artistic purpose rather than media artistically created for a communicative purpose).

Perhaps the program with the greatest similarity to ours is the MFA degree in Design at Ohio State University. They have two areas of emphasis: Design Research and Development (DRD) and Digital Animation and Interactive Media (DAIM). This program has a strong reputation, with many graduates now working at Dreamworks, Pixar, Industrial Light and Magic, etc. They are ranked #18 in the US News and World Report 2015 ranking of top fine arts programs in the country.

Their DAIM track prepares students to work within a range of industries; they understand digital and interactive media as powerful visualization and communication tools that are applicable within a broad context. Their students are required to use a range of digital media as tools for communication and storytelling, with design seen as the framework and strategy for conceptualizing and making their work. In fact, at least

6 http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-fine-arts-schools/fine-arts-rankings
two of the faculty teaching in our program at OU graduated from DAIM. Their DRD students can also study the use of digital tools and apply them within some of the career areas that are envisioned as targets for our proposed degree. For instance, DRD students have used their MFA degree to bring their capacity to apply design within communication-related fields, to address communication needs found within education and research, and in support of social projects and nonprofit organizations. And this is where the distinction lies.

It is a distinction that may best be demonstrated by discussing similar programs within Ohio University itself. The College of Fine Arts at Ohio University has two renowned MFA programs. The School of Art + Design, which is ranked #52 in the previously mentioned US News and World Report 2015 ranking (specifically noted for its Ceramics and Printmaking programs) and the Film Division, found within the School of Dance, Film and Theater. As the dean of the College of Fine Arts points out in her letter of support, “It is becoming more common nationally for the M.F.A. degree (which has historically been a terminal degree in fine arts practice) to be utilized in broader subject areas. The tremendous change in the area of digital technology has caused the boundaries between the fine arts and commercial applications to be increasingly blurred.” This, in turn, shapes the way that the student intends to use the artistic elements of their digital media knowledge.

There is no doubt that a Film student, upon graduation, can find work directing a series of public service announcement that will educate teenagers about the dangers of smoking, just as a Communication student, upon graduation, could also go on to direct a blockbuster romantic comedy feature film. The artistic elements – the fine arts knowledge – within each student may be similar. But the fundamental intent – the student’s professional aspirations – would be completely different in a Film program and a Communication Media Arts program. Thus, the key distinction is this: while the fine arts focus will be similar between programs, the context for classroom discussions, hands-on experiences, criteria for visiting professionals, and the thesis work of students in a Communication Media Arts program will be significantly different than the Digital Animation and Interactive Media program at OSU or the MFA programs in the College of Fine Arts at OU.

Likewise, while Ohio University offers undergraduate degrees in varying areas of communication within SCRIPPS, it is this cross-disciplinary intersection of aspirations with the curriculum of both production and context that sets it as an advanced level above the broad liberal arts education.

Granted, all Master’s degree programs produce students with an advanced knowledge in a specialized body of theoretical and applied topics. But it is the fundamental application of the Communication Media Arts curriculum that allow students to differentiate their professional intentions from the intentions of students in other programs throughout the state. To clarify this distinction, it may be helpful to explore examples of the types of projects we envision our students presenting for their thesis projects; see Appendix 4. Note, these projects are larger in scope than what an MFA
student would be expected to accomplish, but they demonstrate the types of projects that would be presented to students as prototypes.

As we believe students will select graduate programs (and graduate programs will accept students) based upon the student’s personal aspirations – and not upon the institution’s specific course offerings in any one particular media production area, we do not expect our annual graduate enrollment of six students to impact the recruitment of students in any of MFA programs currently offered in the state of Ohio any more than the emergent *Moving Image Production* undergraduate program at Ohio State expects to impact undergraduate programs across the state.

5. Prospective enrollment.

The enrollment plan is for six (6) new students per year, with a nominal time to degree of three years, growing to a sustainable enrollment of about eighteen (18) students at any given time. We anticipate that demand could justify larger enrollment, but that would also require additional resources. We anticipate some students transferring into the MFA from existing MA programs within SCRIPPS, and previous MA graduates returning for the MFA. These students would require a shorter enrollment time.

As mentioned earlier, a “MFA Graduate Admissions Committee” (see section 3 for details) will work together to make admission decisions for the program. When applying, perspective students will demonstrate academic success through submission of transcripts as well as professional success by including their resume and letters of reference. As the program is centered around a student’s aspirations, including a statement of purpose will allow the committee to determine if the program meets the professional goals of the student, and a portfolio will give the opportunity to evaluate Communication Media Arts skills.

We expect at least two-thirds, if not all, of our students to receive graduate stipends. Most stipends will be attached to teaching responsibilities. This teaching experience would be valuable for the graduate students completing a terminal degree, as well as benefiting undergraduates in MDIA and VISCOM. We anticipate the enrollment of the MFA program to strongly increase the enrollment capacity of our undergraduate programs.

6. Special efforts to enroll and retain underrepresented groups in the given discipline.

Within SCRIPPS, the College Diversity Committee assists in the enrollment and retention of underrepresented groups. An endowment from Scripps Howard exists to address diversity issues within the college, and the committee oversees this fund. Graduate student recruitment and retention would be addressed with this fund.

One example of successful engagement with underrepresented groups is the Public Broadcasting Master’s Program in MDIA. This program has a thirty-year history of attracting and serving students from underrepresented groups, most of whom return to successful careers in the industry, while others go on to success in PhD programs and careers as faculty members. Additional recruiting efforts will engage mid-career alums.
active in associations for African American and Hispanic American media professionals, utilizing endowment funds to support student success.

7. Availability and adequacy of the faculty and facilities available for the new degree program.

The current facilities can accommodate the anticipated number of MFA students. Current facilities in the two schools include:

- Four 20-unit Mac computer labs
- Two 24-unit Mac computer labs
- Two Mac computer graduate facilities
- Various advanced non-linear editing lab stations (single unit)
- Two professional recording studio for music and audio postproduction
- One “listening room” for high quality audio analysis
- Three sound recording booths
- One television studio with props room, make-up areas, etc.
- One photo studio with cyclorama, make-up areas, staging areas, etc.
- One art gallery in the main area of the new Schoonover Center
- Two equipment rooms with cameras, microphones, lights and various production accouterments to service more than 800 undergraduate students across the two schools

MDIA and VISCOM collectively have more than thirty-five full time faculty members from which to create an MFA Graduate Faculty.

Initial appointment to – and thus, creation of – the Communication Media Arts MFA Graduate Faculty (CMMGF) will be made by the current directors and graduate directors of the two schools (MDIA and VISCOM); the directors and graduate directors will automatically be a part of the CMMGF, if they choose. Each school will appoint an equal number of members to the CMMGF, with an initial total of no more than twelve. Criteria for initial appointment by the directors will be:

- Faculty with rank of Assistant-, Associate-, or Full-Professor;
- Faculty who possess a terminal degree;
- Faculty with an active and sustained creative and/or research agenda.

The initial appointments to the CMMGF will be approved by the Dean of the Scripps College of Communication, and follow the graduate college procedure for appointment to Graduate Faculty status.

This “initial group” of CMMGF will subsequently determine/approve the schools’ general membership of CMMGF. Faculty members must request consideration for CMMGF membership. Consideration will be based upon a balance of credentials, professional work experience and an active creative/research agenda, in conjunction with a committee-created document outlining what the CMMGF “deem to be important to MFA education.” The faculty is made up of varying qualifications, and those without terminal/graduate degrees who have been determined skilled and bringing professional experience to graduate courses will have the opportunity to be part of the CMMGF.
New CMMGF members will be nominated to general membership by a majority vote of those with current CMMGF status. From there, they follow the graduate college procedure for appointment to Graduate Faculty status. All subsequent CMMGF membership will be determined by the full membership of the CMMGF.

Appendix 4 contains curricula vitae of faculty members who would be eligible to submit for CMMGF consideration and/or membership to the initial CMMGF committee.

CMMGF status can either be continuous or for a 5-year renewable term. CMMGF are granted either continuous appointments (for the ranks of Assistant-, Associate-, or Full-Professor) or 5-year renewable appointments (for the ranks of emeritus, retired, and visiting professionals, artists-in-residence, and Lecturers with a five-year contract). Renewal of a 5-year term requires a vote of the CMMGF.

All members of the CMMGF may teach MFA courses and sit on MFA committees. To chair MFA committees, CMMGF members must have an “endorsement” by the MFA program director. In addition to fulfilling the criteria for general CMMGF membership, endorsement to chair MFA committees requires recent evidence of the “qualities deemed necessary” by the CMMGF to fulfill that role. All CMMGF members who are deemed to be important to MFA education according to the CMMGF document may be granted endorsement to chair an MFA committee.

The MFA program director must be a continuous member of the CMMGF, chosen by the school directors in consultation with the CMMGF. The MFA program director must have an active creative agenda and portfolio at the time of consideration.

Members of the CMMGF are expected to show evidence of:

- Active involvement in (or, for a beginning faculty member, qualification for) graduate student teaching and/or research supervision.
- A continued, active and sustained creative and/or research agenda substantiated by peer-review, publications and public showings.

CMMGF status is automatically continued for the first five years of an emeritus or retired faculty appointment. After that, retired and emeritus faculty are treated as all other renewable 5-year appointments. Once granted, “continuous” CMMGF status can only be terminated by majority vote of the CMMGF. Similarly, a “five-year term” can be prematurely terminated by majority vote.

VISCOM and MDIA will offer a wide variety of production and contextual courses as options for this degree (Appendix 1), with additional courses available across the College and University offerings. Course enrollment, advising, and facility needs of MFA students would be divided across CMMGF faculty.

8. Need for additional facilities and staff and the plans to meet this need.

FACILITIES

The Scripps College has recently completed renovation of old facilities and built a new building to house all of its schools under one roof. As outlined in item #7, SCRIPPS is fully prepared to offer this program with existing facilities.

STAFF
• A tenured faculty member from VISCOM or MDIA will serve as Director of the MFA, supervising student interaction, as well as planning and overseeing the course scheduling in collaboration with the directors of the two schools. This position will rotate between the schools every three years.

• Faculty demand for thesis advisors and committees will be analogous to needs that are already being met in the existing graduate programs. Additional demand will be met through equitable distribution among faculty.

• Enrollments and needs of the program will be managed with existing faculty, utilizing the new MFA students as additional teaching staff in undergraduate courses. As the new program provides graduate teaching assistants to be assigned to undergraduate production courses, some faculty teaching assignments in MDIA and VISCOM will shift from the undergraduate to the graduate program.

• Students in the MFA program could be well positioned to serve as supervisors of undergraduate student media organizations – thus freeing time for faculty to meet some of the additional needs of the MFA program.

• If the program grows as anticipated, we plan to have a Visiting Professional position each year. This position will initially be funded with support from the Scripps Howard Visiting Professor fund and Scripps College of Communication. Continued funding will be based upon success of the program.

9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

The Scripps College of Communication strongly supports this program, and hopes to provide and review a series of metrics to evaluate its success as we phase in three years of new MFA students. To launch and continue this MFA program, institutional commitments have been made regarding the following resources:

• **Tuition Scholarships** for up to six (6) new students in each of the first three years, reaching a total of eighteen (18) by the third year. If the program grows beyond eighteen students, we expect some students to be full-fee and partial-fee paying.

• **TA/GA Stipends** Stipends will be phased in over a three-year period. Initially, the college will provide stipends for all six students in the first year. In the second year, stipends will be available for twelve students – six students in their first year, and six students in their second year. During Year Two, a variety of metrics will be used to measure the efficacy of the stipend allotment process; primarily its effects on teaching. Additional stipends may be granted at that point, up to a total of eighteen stipends in the third year.

Each funded student will be required to teach, and/or serve as a teaching assistant, in one of the two schools for approximately fifteen hours per week for both fall and spring semesters.
• **Scripps Howard Endowment fund support** to ensure success of American students from under-represented groups *(see item #6 for details)*.

• **Hiring/promotional adjustments.** Fully active faculty members in the MFA program will be required to maintain a creative agenda, something not required of lecturers. A rebalancing of teaching responsibilities is required in each school. During the second year of the program, when the efficacy of the stipend/teaching responsibilities are being measured, the schools and college will also assess the need for additional hires and/or promotional adjustments of the faculty. Until this time, the current faculty can support the program.

• **Visiting Professional Funds.** It is imperative to have a visiting professional in the first two years of the program. This position will initially be funded with support from the Scripps Howard Visiting Professor fund and Scripps College of Communication. Continued funding will be based upon success of the program. If the program grows as anticipated, we plan to have a Visiting Professional position each year.

• **Administrative support** for the MFA director consisting of one course release per year and/or an administrative stipend equal to the stipend of other graduate directors in SCRIPPS (in alignment with SCRIPPS practices). If the MFA director serves in additional administrative capacities for other graduate programs, then additional course releases or stipends would be warranted (again, in alignment with SCRIPPS practices).

• **Startup/Sustainability costs** of $7,500.00 per year for the first two years to create and distribute promotional materials, conference travel and business site visits related to program promotion. Afterwards, these costs would be paid from the school’s budgets.
ADDENDUM: Responses to RACGS comments on the MFA in Communication Media Arts PDP

The Schools of Media Arts and Studies and Visual Communication thank our colleagues across the state for the valuable feedback and suggestions provided by RACGS institutions on our PDP for the MFA in Communication Media Arts. These comments helped us strengthen the proposal and our program.

Akron University
- We appreciate the strong support, and hope too that our response to needs within the industry will perhaps bring mid-career professionals back to Ohio.

Bowling Green State University
- Clarification of the number of courses required at the 6000 level was certainly needed. Two-thirds of the 90 required hours must be at the 6000-8000 level.
- The suggestion to include pedagogical course(s) focusing on teaching production was a welcome one. We have added a required course in the summer of the first year, as well as a two-week introduction to pedagogy program prior to the first fall semester (this second element is not noted in the full proposal but has become part of our program).

Kent State University
- We agree that a strategist (e.g., political, healthcare) is a different sort of career than a media producer. We have adjusted our list of possible professions for our MFA graduates accordingly.

Ohio State University, The
- We appreciate your assistance in better understanding your Design Research and Development MFA track and your Digital Animation and Interactive Media MFA track. This explanation helped us to more specifically describe the differences in our programs, and also helped to think of ways that our programs can strengthen one another and the great state of Ohio!
- Hopefully, we were able to more convincingly demonstrate that there is a compelling demand nationally for more persons with an MFA degree in Communication Media Arts, and that we were also able to assuage the concern that our small program would “over-supply the MFA market beyond what the employment market can support”.
- We have provided more specifics about our admission criteria, our recently completed facilities in the new Schoonover Center, and demonstrated financial support for graduate assistantships, etc.

University of Cincinnati
The depth and detail of UC’s suggestions helped to focus the way we describe our program. Specifically, we revisited the following based upon these comments:
- Expansion of promotion and recruitment to be broader and more discipline diverse. In addition to mid-career professionals as our target audience, we are now including Recent Baccalaureate undergraduates with two to three years of professional experience, and recent graduates from an MA or MS program.
- We included course options in the social sciences for our students to help ensure that this is a true cross-disciplinary Master’s degree program. This also expanded our list of potential career roles.
• Hopefully we more adequately described how critical study and research play a role in our program. We believe that our language better explains our intended focus on communication to either persuade, inform or educate a designated audience/user, rather than for entertainment.

• We clarified the term “fine arts focus” and explained our intentions as they relate to accreditation.

University of Dayton
• We appreciate the strong support, and are happy to hear that you think that this program will make an important contribution to the field of communication. Hopefully we were able to more clearly describe how students can incorporate media studies, research methods, and social influence theory into their program of study as it applies.

Ohio University
• Internally, we would like to thank Dean Kennedy-Dygas from the College of Fine Arts for clarifying the role of accreditation options for an MFA degree, and for her strong support of our proposal. We cited significantly from both her letter of support and from her recommended documents for the accreditation portion of the full report. We would also like to thank the department for Dance, Film and Theater for their support, and we hope that we have more clearly defined the differences between our intended program and other programs in the School of Art + Design.
**Appendix 1: Available Courses in MDIA and VISCOM**

Example of courses that will be offered by MDIA and VISCOM as *Media Production* and *Contextual* courses. Additional courses throughout the Scripps College of Communication and the College of Fine Arts will supplement the students’ options.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5014 VICO</td>
<td>Information Design Basics</td>
<td>5700 MDIA</td>
<td>Intermediate Video Production</td>
</tr>
<tr>
<td>5022 VICO</td>
<td>Graduate Seminar</td>
<td>5701 MDIA</td>
<td>Producing for Video and Web</td>
</tr>
<tr>
<td>5100 MDIA</td>
<td>Studio Basics for MDIA</td>
<td>5702 MDIA</td>
<td>Multi-camera Producing/Directing</td>
</tr>
<tr>
<td>5111 VICO</td>
<td>Informational Graphics I</td>
<td>5705 MDIA</td>
<td>Writing/Producing Video Podcast</td>
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<tr>
<td>5112 VICO</td>
<td>Informational Graphics II</td>
<td>5706 MDIA</td>
<td>Non-Fiction Storytelling</td>
</tr>
<tr>
<td>5115 VICO</td>
<td>Informational Graphics III</td>
<td>5750 MDIA</td>
<td>Politics and Electronic Media</td>
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<td>5135 MDIA</td>
<td>Documentary Genres</td>
<td>5801 MDIA</td>
<td>Sound for Moving Image</td>
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<td>5140 MDIA</td>
<td>New Media Technologies</td>
<td>5802 MDIA</td>
<td>Video Editing Aesthetics</td>
</tr>
<tr>
<td>5160 MDIA</td>
<td>History of Computer Graphics</td>
<td>5803 MDIA</td>
<td>Media and Web Delivery</td>
</tr>
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<td>5161 VICO</td>
<td>Interactive I: Web Design</td>
<td>5804 MDIA</td>
<td>Motion Graphics</td>
</tr>
<tr>
<td>5162 VICO</td>
<td>Interactive II: Adv. Web Design</td>
<td>5805 MDIA</td>
<td>Advanced Video Postproduction</td>
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<td>5163 VICO</td>
<td>Interactive III: Interactive Media</td>
<td>5810 MDIA</td>
<td>Media and Identity</td>
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<td>5170 MDIA</td>
<td>Media &amp; the Muslim World</td>
<td>5937 MDIA</td>
<td>Independent Production Projects</td>
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<td>Public Media</td>
<td>6010 MDIA</td>
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<td>5175 MDIA</td>
<td>Media: Sexual Representation</td>
<td>6020 MDIA</td>
<td>Quantitative Communication Research</td>
</tr>
<tr>
<td>5176 MDIA</td>
<td>Technology and Culture</td>
<td>6030 MDIA</td>
<td>Qualitative Communication Research</td>
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<tr>
<td>5221 VICO</td>
<td>Commercial Photography I</td>
<td>6080 MDIA</td>
<td>Communication and Development</td>
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<td>5227 VICO</td>
<td>Commercial Photography II</td>
<td>6090 MDIA</td>
<td>Research Methods in Comm Dev</td>
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<td>5228 VICO</td>
<td>Commercial Photography III</td>
<td>6100 MDIA</td>
<td>Professional Audio &amp; Video Production</td>
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<td>5320 VICO</td>
<td>Photojournalism: Motion/Sound</td>
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<td>Editorial Illustration</td>
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<td>5321 VICO</td>
<td>Essay Photojournal</td>
<td>6188 VICO</td>
<td>Advanced Interactive Media</td>
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<td>5381 VICO</td>
<td>Editorial Photography</td>
<td>6202 MDIA</td>
<td>Professionals Screenwriting for TV/Film</td>
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<td>5382 VICO</td>
<td>Photographic Essay</td>
<td>6227 VICO</td>
<td>VisCom Business and Studio Practices</td>
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<td>5386 VICO</td>
<td>Photographic Story</td>
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<td>5387 VICO</td>
<td>Photographic Reportage</td>
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<td>Multimedia Production for VisCom</td>
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<td>Photo Communication</td>
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<td>Synthesis Storytelling for VisCom</td>
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<td>Game Development I</td>
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<td>Synthesis Commercial Project</td>
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<td>Game Development II</td>
<td>6930 VICO</td>
<td>Individual Study</td>
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<td>5405 MDIA</td>
<td>Digital Media Capstone</td>
<td>6950 VICO</td>
<td>Masters Project</td>
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<td>5435 VICO</td>
<td>Picture Editing</td>
<td>6950 MDIA</td>
<td>Thesis</td>
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<td>5450 VICO</td>
<td>Darkroom Techniques</td>
<td>7100 MDIA</td>
<td>Management and Leadership in Media</td>
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<td>5501 MDIA</td>
<td>Animation</td>
<td>7102 MDIA</td>
<td>Media Content Management</td>
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<td>5502 MDIA</td>
<td>Narrative Animation</td>
<td>7105 MDIA</td>
<td>Audience Research</td>
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<td>5505 MDIA</td>
<td>Compositing</td>
<td>7610 MDIA</td>
<td>Media Law and Regulations</td>
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<td>5514 VICO</td>
<td>Publication Design</td>
<td>7670 MDIA</td>
<td>Comparative/International Media Systems</td>
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<td>Personal Values in Media</td>
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<td>Media Management</td>
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<td>Directed Research</td>
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<td>5680 MDIA</td>
<td>Action Research</td>
<td>8010 MDIA</td>
<td>Seminar in Pedagogy</td>
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</table>

**Note:**

- Within the sixty-six (66) hours in graduate coursework, students must designate a Cognate Area, with a minimum of 12 hours of coursework residing outside of MDIA and VISCOM.
- A minimum of 25% (16) of the 65 hours in graduate coursework (which do not include thesis hours) must be from the College of Fine Arts.
- A minimum of 25% (23) of the 90 total hours (which include thesis hours) must be from the College of Fine Arts.
- A minimum of two-thirds (60) of the 90 required hours must be at the 6000-8000 level.
Appendix 2:

Student funding may affect the course schedules for students. Appendix 2 outlines two options for students.

**SCENARIO A:** Students receiving TA/GA/RA stipend with tuition scholarship have a minimum requirement of twelve credit hours in Fall and Spring, and nine credit hours in the Summer.

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<thead>
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<td>Studio</td>
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<td><strong>SPRING</strong></td>
<td>Seminar</td>
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<td>Studio</td>
<td>4-8 cr.</td>
<td>Context</td>
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<td></td>
<td>Minimum suggested</td>
<td>12 cr.</td>
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<td><strong>SUMMER</strong></td>
<td>Experiential Learning</td>
<td>1-6 cr.</td>
<td>Teaching Seminar <em>(if teaching in year two)</em></td>
<td>4 cr.</td>
<td>Context</td>
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<tr>
<td></td>
<td>Minimum suggested</td>
<td>9 cr.</td>
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**Year Two**

<table>
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<th>Studio</th>
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Appendix 3:

Example Media Products and Thesis Projects:

Students in the MFA in Integrated Communication Media Arts will produce a range of communication products. Thesis projects will be required to integrate at least three media on a digital platform to either persuade, inform or educate a designated audience/user, and they will be strongly encouraged to use elements of digital design to achieve their communicative purposes.

These examples demonstrate the types of projects that would be presented to students as prototypes. Each uses video, audio, text, and information graphics in interactive designs ranging from user menus to elaborate game structures on an internet or mobile application platform to engage audiences with information or advocacy. These are new forms of reporting, documentary, public relations, strategic communication, public advocacy, and civic discourse. While some of these examples are produced by expansive teams/collaborations, students will be encouraged to create concepts that intersect platforms and purpose in their thesis projects, pulling from their experience, knowledge and education.

Collapsus and The Last Highjack are both multi-screen interactive explorations of international political and economic issues. The stories blend fiction and non-fiction with animation, live action video and game design techniques.

The National Film Board of Canada has an interactive department that produces experimental, interactive documentaries and multimedia journalism. Waterlife, for example, combines interactive menus and information graphics with video, audio, animation, and text to provide encyclopedic information about the Great Lakes. Highrise is an Emmy-winning, multi-year, many-media, collaborative documentary that explores vertical living around the world. These are examples of intersections of media types with collaborative teams.

Lowlifes blurs the line between fiction and non-fiction by using three distinct storytelling styles for each of the three characters. Traffic from the Lowlifes site is directed onto the Coalition for the Homeless San Francisco website where the audience can explore ways to become involved with the not for profit organization.

Interactive graphics and stories produced by the New York Times involve research, narrative structure and presentation of information.

The Hollow is a documentary project that focuses on the diminishing and possibly soon to be extinct rural areas of West Virginia.

What’s the Problem? is an intervention resource designed to help high school students prepare for the Ohio Graduation Test in Mathematics. This online interactive program parodies eight popular TV network reality shows and highlights the common mathematical mistakes that students make on tests.
Appendix 4:

Faculty CVs
UCC / Programs Committee Addendum to the MFA Proposal in Communication Media Arts

For discussion purposes internal to OHIO, representatives from the Scripps College of Communication and the College of Fine Arts would like to demonstrate their shared commitment to the success of the MFA in Communication Media Arts as the beginning of a larger process to create a collaborative MFA program extending across both colleges.

To that end, this document outlines courses in our two colleges (and across the university) that will serve as curricular options for students in the Communication Media Arts MFA program, as well as a proposed timeline for this process and additional issues to be addressed, as appended at the end of the addendum.

As articulated in the full proposal, the MFA in Communication Media Arts, “… is specifically targeted to people wishing to use digital media for communication purposes to persuade, inform and educate. Examples of this type of artistic approach to communication can found in public media, education, the nonprofit arena, social projects and in communication involving politics, healthcare, and public relations.”

The Schools of Media Arts and Studies and Visual Communication have identified eight areas of communication media that will be offered within their program:

1. Animation
2. Audio/music
3. Digital Games
4. Info graphics/data visualization
5. Interactive web/mobile
6. Non-fiction video
7. Photojournalism
8. Publication/interactive design

Building upon these eight areas, the COFA/SCRIPPS working group collectively identified a wide variety of classes that might prove applicable to these areas. This is not an official list of required courses: but rather an example of what a graduate advisor might suggest to an MFA student as possible courses from which to build their program of study.

Pages 3-10 list production/studio courses in each of the eight areas. The first courses in bold should be considered as centerpiece courses that apply directly to the content area. The remaining courses are those that students might consider to augment/inform their central courses. Pages 11-12 provide a similar list, but for the contextual courses that a student might choose.

These lists were created and organized collaboratively by the twelve working-group members, with an agreement to continue collaborative efforts between colleges.

Julie Dummermuth  Graduate Director, Art + Design
Mark Franz  Faculty, COFA
Jody Lamb  Associate Dean, COFA
David LaPalombara  Director Art + Design
Drew McDaniel  Director, School of Media Arts and Studies
Duane McDiarmid  Faculty, COFA (fall 2015)
Beth Novak  Associate Dean, SCRIPPS
Steve Ross  Director, Film Division
John Sabraw  Faculty, COFA
Elizabeth Sayrs  Dean, COFA
Rebecca Sell  Graduate Director, Visual Communication
Scott Titworth  Dean, SCRIPPS
Eric Williams  Faculty, SCRIPPS
# Animation

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Digital Games

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**MDIA 5402**  
*Game Development II*

**MDIA 5405**  
*Games Development & Animation III*

**MDIA 5801**  
*Sound for Moving Image*

**ART 5110**  
*Digital Media*

**VICO 5161**  
*Interactive I: Web Design/User Experience Design*

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Compositing

MDIA 5900  
Digital Archival Projects

FILM 5750  
Directing

FILM 5710  
Film Topics Seminar I - TBA

FILM 5710  
Film Topics Seminar I: Feature Screenplay Workshop I

FILM 5710  
Film Topics Seminar I: Teleplay

FILM 5720  
Film Topics Seminar II: Feature Screenplay Workshop II

ART 5510  
Graphic Design I

ART 5520  
Graphic Design II

ART 6520  
Graphic Design III

ART 6510  
Graphic Design Research Fellowship

VICO 5400  
Illustration I: Digital Imaging

VICO 5161  
Interactive I: Web Design

MDIA 5803  
Media and Web Delivery

MDIA 5804  
Motion Graphics

ART 5710  
Painting

ART 5720  
Painting II

ART 6710  
Painting III

ART 6720  
Painting IV

ART 5810  
Photography

ART 5820  
Photography II

ART 6810  
Photography III

ART 6820  
Photography IV

MDIA 5701  
Producing for Video, Web & New Media

FILM 5420  
Screenwriting I

FILM 5450  
Screenwriting II

ART 5310  
Sculpture

ART 5320  
Sculpture II

ART 6310  
Sculpture III

ART 6320  
Sculpture IV

ART 5920  
Service Learning in the Visual Arts

ART 5900  
Studio Art Topics

MDIA 5100  
Studio Basics for Animation, Games and Video/Audio Post

VICO 5200  
Video Capture for Commercial Photography

VICO 5111  
Informational Graphics

VICO 5112  
Advanced Informational Graphics
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<td>Advanced Informational Graphics</td>
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<tr>
<td>VICO 5115</td>
<td>Design III: Advanced Publication Layout and Design</td>
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<tr>
<td>VICO 5161</td>
<td>Interactive I: Web Design</td>
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<tr>
<td>MDIA 5804</td>
<td>Motion Graphics</td>
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<tr>
<td>VICO 5162</td>
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<td>VICO 5173</td>
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<td>FILM 6800</td>
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<td>MDIA 5900</td>
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<tr>
<td>VICO 6921</td>
<td>Synthesis Storytelling for Visual Communication</td>
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<tr>
<td>VICO 5435</td>
<td>Visual Communication Picture Editing</td>
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Interactive web/mobile

**VICO 5161**  
*Interactive I: Web Design*

**VICO 5162**  
*Interactive II: Advanced Web Design*

**VICO 5173**  
*Interactive III: Interactive Media*

**VICO 6188**  
*Interactive Capstone: Advanced Interactive Media*

**MDIA 5401**  
*Game Development I*

**MDIA 5803**  
*Media and Web Delivery*

**ART 5110**  
*Digital Media*

**ART 5120**  
*Digital Media*

**FILM 5810**  
*Digital Editing I*

**FILM 5820**  
*Digital Editing II*

**ART 5110**  
*Digital Media*

**FILM 6140**  
*Documentary Production Techniques*

**FILM 5710**  
*Film Topics Seminar I*

**FILM 5720**  
*Film Topics Seminar II*

**MDIA 5401**  
*Game Development I*

**MDIA 5402**  
*Game Development II*

**MDIA 5405**  
*Games Development & Animation III*

**ART 5510**  
*Graphic Design I*

**ART 5520**  
*Graphic Design II*

**ART 6520**  
*Graphic Design III*

**ART 6510**  
*Graphic Design Research Fellowship*

**VICO 5400**  
*Illustration I: Digital Imaging*

**VICO 5014**  
*Information Design Basics*

**MDIA 5702**  
*Multicamera Production for TV & Web*

**VICO 6401**  
*Multimedia Production for Visual Communication*

**MDIA 5706**  
*Nonfiction Video & TV Storytelling Production*

**ART 5810**  
*Photography*

**ART 5820**  
*Photography II*

**ART 6810**  
*Photography III*

**ART 6820**  
*Photography IV*

**VICO 5320**  
*Photojournalism III: Motion and Sound*

**MDIA 5701**  
*Producing for Video, Web & New Media*

**ART 5920**  
*Service Learning in the Visual Arts*

**MDIA 5700**  
*Single Camera Video Field Production*

**MDIA 5801**  
*Sound for Moving Image*

**MDIA 5900**  
*Special Topics*

**ART 5900**  
*Studio Art Topics*

**MDIA 5100**  
*Studio Basics for Animation, Games and Video/Audio Post*

**VICO 6921**  
*Synthesis Storytelling for Visual Communication*

**VICO 5200**  
*Video Capture for Commercial Photography*

**VICO 5111**  
*Visual Communication Design II: Informational Graphics*

**VICO 5435**  
*Visual Communication Picture Editing*

**MDIA 5705**  
*Writing & Producing the Video Podcast Series*
Non-fiction video

**MDIA 5700**  Single Camera Video Field Production  
**MDIA 5701**  Producing for Video, Web & New Media  
**MDIA 5702**  Multicamera Production for TV & Web  
**MDIA 5706**  Nonfiction Video & TV Storytelling Production  
**FILM 6140**  Documentary Production Techniques  
**MDIA 5805**  Advanced Digital Video Postproduction  
**VICO 6401**  Multimedia Production for Visual Communication  
**VICO 5320**  Motion and Sound

MDIA 5803  Media and Web Delivery  
MDIA 5804  Motion Graphics  
FILM 6800  Motion Picture Compositing  
ART 5810  Photography  
ART 5820  Photography II  
ART 6810  Photography III  
ART 6820  Photography IV  
FILM 6650  Producing  
MDIA 6202  Professional Screenwriting for TV/Film  
MDIA 5801  Sound for Moving Image  
FILM 5250  Sound Techniques  
MDIA 5900  Special Topics  
ART 5900  Studio Art Topics  
MDIA 5100  Studio Basics for Animation, Games and Video/Audio Post  
VICO 6921  Synthesis Storytelling for Visual Communication  
VICO 5200  Video Capture for Commercial Photography  
VICO 5435  Visual Communication Picture Editing  
MDIA 5705  Writing & Producing the Video Podcast Series
Photojournalism

**VICO 5320**  Photojournalism III: Motion and Sound
**VICO 5381**  Editorial Photography
**VICO 5382**  The Photographic Essay
**VICO 5387**  Advanced Photographic Reportage: Magazine
**MDIA 5706**  Nonfiction Video & TV Storytelling Production
**VICO 6401**  Multimedia Production for Visual Communication

MDIA 5900  Advanced Audio Prod-Pro Tools
FILM 6830  Advanced Digital Editing
FILM 6500  Cinematography
VICO 5227  Commercial Photography II: Fashion and Portraiture
VICO 5228  Commercial Photography III: Still Life and Architecture
MDIA 5900  Digital Archival Projects
FILM 5810  Digital Editing I
FILM 5820  Digital Editing II
FILM 6140  Documentary Production Techniques
FILM 5710  Film Topics Seminar I
FILM 5720  Film Topics Seminar II
VICO 5400  Illustration I: Digital Imaging
VICO 5014  Information Design Basics
MDIA 6100  Introduction to Audio and Video Production
VICO 6470  Management in Visual Communication
MDIA 5803  Media and Web Delivery
ART 5810  Photography
ART 5820  Photography II
ART 6810  Photography III
ART 6820  Photography IV
MDIA 5701  Producing for Video, Web & New Media
ART 5310  Sculpture
ART 5320  Sculpture II
ART 6310  Sculpture III
ART 6320  Sculpture IV
MDIA 5700  Single Camera Video Field Production
MDIA 5801  Sound for Moving Image
ART 5900  Studio Art Topics
VICO 6921  Synthesis Storytelling for Visual Communication
VICO 5435  Visual Communication Picture Editing
MDIA 5705  Writing & Producing the Video Podcast Series
## Publication/interactive design

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<td>VICO 5162</td>
<td>Interactive II: Advanced Web Design</td>
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<td>VICO 5173</td>
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<td>VICO 6188</td>
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<td>VICO 5014</td>
<td>Introduction to Basic Publication Design</td>
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<td>VICO 5141</td>
<td>Illustration II: Editorial Illustration</td>
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<tr>
<td>VICO 5115</td>
<td>Design III: Advanced Publication Layout and Design</td>
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VICO 5112   Advanced Informational Graphics
MDIA 5900   Animating Poetry
MDIA 5505   Compositing
MDIA 5900   Digital Archival Projects
FILM 5710   Film Topics Seminar I
MDIA 5401   Game Development I
MDIA 5402   Game Development II
MDIA 5405   Games Development & Animation III
ART 5510    Graphic Design I
ART 5520    Graphic Design II
ART 6520    Graphic Design III
ART 6510    Graphic Design Research Fellowship
ART 5530    Letterpress and Bookmaking
MDIA 5803   Media and Web Delivery
MDIA 5804   Motion Graphics
VICO 6401   Multimedia Production for Visual Communication
ART 5810    Photography
ART 5820    Photography II
ART 6810    Photography III
ART 6820    Photography IV
ART 5900    Studio Art Topics
MDIA 5100   Studio Basics for Animation, Games and Video/Audio Post
VICO 6921   Synthesis Storytelling for Visual Communication
ART 5540    Typography and Image
VICO 5111   Visual Communication Design II: Informational Graphics
VICO 5112   Advanced Informational Graphics
CONTEXT COURSES

Contextual courses can also be selected from any number of committee-approved courses across campus that meet the student’s individual communication-centric interests. Students are encouraged to take theory, history, and criticism courses in a variety of programs. For instance:

AH 5101 Contemporary Art History
AH 5111 Rep. and Theory of Gender in Art
AH 5161 Arts of Medieval China
AH 5171 Arts of Early Modern China
AH 5181 Contemporary Asian Art
AH 5191 Visual Culture of China
AH 5200 Greek Art
AH 5210 Roman Art
AH 5220 Medieval Art
AH 5221 Romanesque and Gothic Art
AH 5230 Italian Renaissance Art
AH 5241 Northern Renaissance Art
AH 5251 High Renaissance and Mannerism
AH 5260 Baroque and Rococo Art
AH 5270 19th-Century Art
AH 5320 West African Art
AH 5331 Central African Art
AH 5400 Asian Art History
AH 5410 History of Chinese Art
AH 5430 History of Japanese Art
AH 5600 Modernist Theory and Criticism
AH 5610 History of Photography
AH 5611 20th Century Art
AH 5621 Art and Theory since 1945
AH 5711 Methods in Art History
AH 5900 Selected Topics in Art History
AH 5902 Contemporary Theory/Criticism
AH 5903 Medieval Art Topics
AH 5904 Italian Renaissance Art Topics
AH 5905 Modern Art Special Topics
AH 5906 Arts of Asia Special Topics
AH 5907 Arts of Africa Special Topics
AH 5920 Service Learning in Art History
AH 5922 Seminar in Art History
AH 5930 Independent Study Pro/Reading
AH 6950 Art History Thesis

ANTH 5010 Visual Anthropology
ANTH 5450 Gender in Cross-Cultural Perspective
ANTH 5490 Life History: The Individual and Culture
ANTH 5500 Economic Anthropology
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<tbody>
<tr>
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<td>ART 5100</td>
<td>Museum Fundamentals I</td>
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<td>ART 5640</td>
<td>History of Furniture &amp; Interiors I</td>
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<td>ART 5650</td>
<td>History of Furniture &amp; Interiors II</td>
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<td>ART 5922</td>
<td>Museum Fundamentals II – Practicum</td>
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<td>FILM 5150</td>
<td>Film Studies I</td>
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<tr>
<td>FILM 5320</td>
<td>Film History II</td>
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<td>FILM 5330</td>
<td>Film History II</td>
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<td>FILM 5440</td>
<td>Media Arts Management</td>
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<td>FILM 5520</td>
<td>Film Theory II</td>
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<td>FILM 5710</td>
<td>Film Topics Seminar I (studies based)</td>
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<td>FILM 5720</td>
<td>Film Topics Seminar II (studies based)</td>
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<td>The Art of Editing</td>
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<td>World Aesthetic Ideas</td>
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<td>IART 7104</td>
<td>Studies in 20th Century Music</td>
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<td>IART 7202</td>
<td>Special Topics in Medieval Visual Culture</td>
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<td>History of Aesthetics</td>
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<td>IART 7402</td>
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<td>Contemporary Aesthetics and Theory</td>
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<td>Theories of Theater I</td>
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<td>IART 7407</td>
<td>Transnational and Global Theories</td>
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<td>Performance Studies: Ethnographic Research Methods</td>
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<td>Contemporary African Art</td>
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<td>American Theater and Drama</td>
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<td>Gender, Race, and Class in Journalism and Mass Media</td>
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<td>Legal Issues of Online Journalism</td>
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<td>Ethics, Mass Media &amp; Society</td>
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<td>JOUR 5690</td>
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MDIA 5176 Technology and Culture
MDIA 5540 Personal Values in Media
MDIA 5601 Media Management
MDIA 5750 Politics and Electronic Media
MDIA 5802 Video Editing Aesthetics
MDIA 5810 Media and Identity
MDIA 5900 Cultures of Media Sharing
MDIA 5900 History of Animation
MDIA 5900 International Documentary Studies
MDIA 5900 Public Media Leadership
MDIA 5900 Social Media Analytics
MDIA 6010 Mass Communication Research
MDIA 6020 Quantitative Communication Research
MDIA 6030 Qualitative Communication Research
MDIA 6080 Communication and Development
MDIA 6090 Research Methods in Communication and Development
MDIA 7100 Management and Leadership in Media
MDIA 7102 Media Content Management
MDIA 7105 Audience Research
MDIA 7610 Media Law and Regulations
MDIA 7670 Comparative/International Media Systems
MDIA 7700 Mass Communication Theory
MDIA 7720 Critical and Cultural Theory
MDIA 8010 Seminar in Pedagogy
MGT 5300 Human Resource Management
MGT 5400 Organizational Behavior
POLS 5050 American Political Parties
POLS 5060 Elections and Campaigns
POLS 5065 American Political Behavior
POLS 5190 Gay and Lesbian Politics
POLS 5260 Politics of the Contemporary Environmental Movement
POLS 5739 Politics of Race
POLS 5740 Sexuality and Queer Theories
POLS 5751 Critical Race Theory
POLS 5754 Black Political Thought
POLS 5757 Race, Violence and Human Security
POLS 5780 Feminist Political Theories and Movements
SOC 5500 Data Analysis
SOC 5700 Sociology of Gender
SOC 5810 Environmental Sociology
SOC 6010 Qualitative Research Methods in Sociology
SOC 6030 Crime and Deviance
SOC 6060 Social Inequality
SOC 6160 Sociological Theory
VICO 6432 Visual Communication Business Practices
VICO 6470 Management in Visual Communication
HONORS TUTORIAL COLLEGE &
SCHOOL OF DANCE, FILM AND THEATER
BACHELOR OF ARTS IN
DANCE

RESOLUTION 2016 -

WHEREAS, the School of Dance, Film, and Theater in the College of Fine Arts has developed a Bachelor of Arts degree in Dance 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 an individualized, liberal-arts based course of study for high-achieving students; and

- Will offer an option suited to students with interests in dance history/theory, dance writing/criticism, dance pedagogy, kinesiology and somatic study, dance ethnography, or movement analysis; and

- Will balance breadth and rigor with freedom for independent academic and creative achievement; and

- Will offer opportunities for graduate study and career opportunities in dance fields (e.g., criticism, history, education, and therapy), arts administration, and librarian/archivist.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the Bachelor of Arts in Dance by the School of Dance, Film, and Theater through the Honors Tutorial College.
Interoffice Communication

Date:       June 1, 2016

To:         The President and Board of Trustees

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

Re:         Honors Tutorial College – Dance - Bachelor of Arts

A resolution is included seeking board approval for a new Honors Tutorial College (HTC) degree offering a Bachelor of Arts (BA) in Dance through the School of Dance, Film, and Theater in the College of Fine Arts.

The OHIO Curriculum Enhancement and Approval Network (OCEAN) materials are presented. University Curriculum Council has approved the program and provides the proposal for your review.

The proposed BA major in HTC Dance studies is designed to meet the needs of high achieving students who want to pursue a liberal-arts based HTC degree in dance. Currently HTC Dance offers a BFA degree that focuses on performance and choreography. The new BA would offer a degree option better suited to the needs of HTC Dance students with interests in dance scholarship, dance criticism, or related fields. HTC Dance currently enrolls only a few students per year in the highly individualized HTC BFA. It is expected that the BA option would attract a few additional students. The reasons for proposing the new program are to better meet the educational objectives of HTC Dance students by enabling them greater flexibility in degree requirements and a broader liberal arts orientation.

The curriculum is adapted from the existing HTC BFA and the existing Dance BA. It includes the same core requirements as any other HTC degree. It shares with the HTC BFA and the Dance BA a group of first year foundational courses in dance, a studio dance technique series, a series in kinesiology and somatics, a series in dance history and world cultures, movement analysis, and pedagogy. This program will require fewer courses in dance technique and composition than the HTC BFA, and will not require participation in the senior project in performance and choreography. Instead, the proposed program includes credit hours outside dance in relevant areas of study to be determined by the academic advisor, as best fits the student’s academic interests. The resource needs for the program are minimal. All required courses are already included in the HTC BFA in Dance Studies and the BA in Dance.
NEW SEMESTER PROGRAM* PROPOSAL GUIDELINES - UNDERGRADUATE

I) Summary Statement

1) Title of Program, Degree to be conferred, Administrative unit proposing program, Date of submission

Honors Tutorial Dance Studies, B.A.
Proposed by Dance Division/HTC Dance Studies, School of Dance, Film and Theater, College of Fine Arts, January 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 B.A. major in Honors Tutorial Dance Studies is designed to meet the needs of high-achieving students who want to pursue a liberal-arts based HTC degree in dance. Currently HTC Dance Studies offers a BFA degree that focuses on performance and choreography. The new BA degree would offer a degree option better suited to the needs of HTC Dance students with interests in dance scholarship, dance criticism, or related fields. Given the specialized nature of the program, demand for the program is small. HTC Dance currently enrolls only one or two students per year in the highly individualized HTC BFA. We expect that the BA option would attract an additional one or two students per year. The reasons for proposing the new program are to better meet the educational objectives of HTC Dance students by enabling them greater flexibility in degree requirements and a broader liberal arts orientation. This would bring new kinds of students into the student bodies of both HTC and the Dance Division, thereby enhancing both units.

The curriculum is adapted from the existing HTC BFA and the existing Dance BA. It includes the same core requirements as any other HTC degree: minimum 3.5 GPA, English composition requirements, Honors seminar, six tutorials, two thesis tutorials, and successful submission of a thesis. It shares with the HTC BFA and the Dance BA a group of first year foundational courses in dance, a studio dance technique series, a series in kinesiology and somatics, a series in dance history and world cultures, movement analysis, and pedagogy. This program will require fewer courses in dance technique and composition than the HTC BFA, and will not require participation in the senior project in performance and choreography. Instead, the proposed program includes 40 credit hours outside dance in relevant areas of study to be determined by the academic advisor, as best fits the student’s academic interests.

The resource needs for the program are minimal. All required courses are already included in the HTC BFA in Dance Studies and the BA in Dance. We hope to implement this program beginning in academic year 2016-2017.

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.

Statistical documentation is not available, especially given the unique nature of this HTC program. However, dance studies as an academic field has been growing in the last decade, and we have seen steady
increases in the number of students interested in a BA degree in dance.

2) What other schools within Ohio offer the same or a similar program?
   (a) What has happened to enrollments at those schools in recent years?

In Ohio, most of the liberal-arts BA programs in dance, comparable to the proposed program, are at private colleges and universities: Denison, Kenyon, Oberlin, Case Western, Ohio Wesleyan, Wittenberg, and College of Wooster. The only other state university with a comparable BA in Dance is Kent State. Among other state universities, there are BFA degrees (Ohio State, Wright State, University of Cincinnati and University of Akron), one BS degree (Bowling Green) and BA degrees in Dance Management/Business (University of Akron and Youngstown State). No other dance program in the U.S. features individualized tutorials as a guaranteed feature of the curriculum.

Our program is also notable for the large percentage of PhDs on our dance faculty (1/2 of current tenured faculty in Dance). In Ohio, the only other Dance BA programs taught by PhDs are at Denison and Oberlin. We believe this will be a particular draw for prospective HTC students interested in a BA.

Dance programs, like other arts programs, saw decreases in enrollments during the recession, but enrollment numbers have begun to rise again in the last couple of years.

3) How does the proposed program align with the current vision for the university?

Ohio University has been increasingly defining itself as a student-centered experience that is responsive to the specific needs of individual students. OU also has a vision as a public university that offers top-notch educational opportunities. Furthermore, OU supports individual student entrepreneurship in regards to student’s individual academic needs. This program reflects all of those priorities.

4) What Ohio University program comes closest to duplicating the proposed program?
   (a) More generally, what duplication exists between the proposed program and other Ohio University programs?
   (b) Can students fulfill their educational and/or vocational needs through existing programs? If they cannot, why not?

The BA in Dance offered by the Dance Division comes closest to duplicating the proposed program, but does not include HTC’s core tutorial model, nor does it have the same substantial academic requirements (3.5 GPA, thesis). So a very high-achieving student who seeks an HTC-level education and significant one-to-one faculty interaction cannot receive it via the existing BA in Dance.

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.

This degree program will not require any high-demand courses from any academic department.

6) From what geographic area do you anticipate that students to the program will be drawn?
   (a) In the case of off-campus technical programs, what are the levels and trends in high school
enrollments in the service area?

Students would be drawn from the same range of geographic areas as current HTC students.

7) How many students do you anticipate will enroll in the program in each of its first four years? 
   (a) To what extent will students in the program come from students who would enroll at this University anyhow? 
   (b) To what extent is it anticipated that the enrollment will represent "new" (incremental) students?

We expect approximately 1-2 incoming students per year. All of those would likely be new students, who would not otherwise have enrolled at Ohio University.

III) Curriculum
   1) Describe the curriculum in a format that defines required courses, electives permitted, "field" requirements, total number of hours required for completion of the program, and the sequencing of courses over the typical student's career. Indicate which of the courses are newly proposed. 
      (a) Provide the catalog descriptions for all new courses, and include new course approval forms in the appendix.

The curriculum is as follows:
   • University English Composition requirement: Complete one First-Year Composition course (1E) and one Junior Composition course (1J).
   • HC2500: Honors Seminar (required of all HTC students)
   • Six tutorials of 1-12 credit hours each
   • Two thesis tutorials of 1-12 credit hours each, leading to the completion of a thesis in keeping with HTC standards.
   • First year foundational dance courses (1210, 1211, 1220, 1221, 1230, 1231, 1801, 2700)
   • Studio Dance Technique: minimum of 2 semesters beyond the 1st year and proficiency in a studio technique
   • Kinesiology and somatic study (3300 and 3301, 3302, or 3303)
   • Movement Analysis 3150
   • Pedagogy 3405
   • Dance Electives (6 credits)
   • Dance History/World Cultures (6 credits)
   • 40 credit hours outside dance, in areas relevant to student academic interests and goals

There are no new courses required for the program.

2) How does this curriculum compare with that offered at other institutions with similar programs? 
   (a) Specifically, list at least two curricula of other schools offering similar programs, indicating how they compare with Ohio University.

There is no direct comparison to this program, since no other university in Ohio uses the tutorial system.

3) Does the program intend to seek accreditation? 
   If so, what is the name and address of the agency that would accredit the program?
(a) Has it been contacted?
(b) Is the curriculum in accord with its standards?

Yes, all degree programs currently offered by the Dance Division are accredited by the National Association of Schools of Dance (NASD), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248. NASD accredits our current HTC degree as an honors version of the BFA, and we expect them to do the same with this degree.

4) Define the proposed policy on accepting transfer of credit from other institutions or other programs at Ohio University.

Transfer of credit from other institutions would be considered in the same way as with any other HTC program. Also, as with any other HTC program, credit from other programs at OU can contribute to the student’s progress toward graduation if they are an approved part of the student’s academic plan.

IV) Faculty and Instruction

1) Will current faculty, new faculty, or a combination of both be used? How?
   (a) How will new faculty for the program be selected? By whom?
   (b) What are the minimal qualifications expected of instructors in the program?
   (c) What is the tenure status of any identifiable current Ohio University faculty who are probable program participants?

The program will use current faculty in the Dance Division, as well as other existing OU faculty who are willing to serve as tutors and are relevant to the student’s course of study. Three-fourths of the probable faculty participants in Dance are tenured (2 Professors, 1 Associate Professor, 1 Group II).

2) What is the likely teaching load of faculty members?

Faculty members teach tutorials for HTC students in addition to their regular teaching load. Teaching loads in Dance range from three courses per semester for Group I faculty to five courses per semester for Group II faculty.

3) What is the projected ratio of FTE students to FTE faculty?

1:1 (based on the tutorial model)

4) Once the program is ongoing, what mechanism will assure that the principle of faculty control of the curriculum will be maintained according to procedures outlined in the Faculty Handbook?

The Director of Studies, a tenured faculty member, serves as the curricular head of the program. The initial program will be vetted through University Curriculum Council.

V) Admission Requirements

1) What are the criteria for admission into the program? Be specific.

Because of the rigorous, one-on-one nature of the tutorial-based program, HTC is a highly selective
institution. While exceptional circumstances are considered, ideal HTC applicants should have minimum standardized test scores of about a 30 on the ACT and/or 1300 on the SAT and should be in the top 10 percent of their high school graduating class. An on-campus interview and a dance audition are also required.

2) Are there any upper limits on program enrollment?
   (a) If yes, will you limit admission on a first come/first serve basis, by raising admission standards, or by some other method (specify)?

The program will be limited to 2 incoming students per year. As with all HTC programs, admission will be competitive and will be limited to the most qualified candidates. This is in keeping with overall HTC admission policies.

VI) Administration

1) Who chose (or will choose) the administrative officer(s)?

The Dean of Honors Tutorial College will choose the administrative officer.

2) What is the title of the administrator(s) who will administer the program?

The title will be Director of Studies, Dance Studies.

3) Will the administrator(s) have academic rank?
   (a) If a new administrator will be hired, what are the minimal academic credentials acceptable?

As with all HTC Directors, the administrator will be a current faculty member. The position does not require a new administrator (or faculty member) to be hired.

VII) Timing and Evaluation -

1) Has any external publicity about this program already been generated?
   (a) If so, by whom and why?
   (b) Have applications for admission already been entertained?

No external publicity has been generated.

2) When do you want the program to start? How will the program be “Phased-in”?
   (a) Allow at least 120 days for University Curriculum Council and Presidential and Trustee approval.

We are aiming for a 2015-2016 start date.

3) New programs will be evaluated annually by their colleges. What additional assessment tools are suggested to evaluate the program once ongoing?

The College receives a qualitative evaluation from students enrolled in the program every semester. Dean Webster evaluates each program and its Director of Studies annually.
VIII) Budget and Financial

1) List an anticipated budget of revenues and expenses for at least the first two years of the program.

With the enrollment as high as 2 students in year 1, and 2 additional students added in year 2, the budget estimate of revenue and expenses is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Revenue</th>
<th>Subvention Tax</th>
<th>New Indirect Costs</th>
<th>New Direct Costs</th>
<th>Net Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>$7243</td>
<td>$0</td>
<td>$5255</td>
<td>$0</td>
<td>$1988</td>
</tr>
<tr>
<td>Year 2</td>
<td>$14,487</td>
<td>$0</td>
<td>$10,509</td>
<td>$0</td>
<td>$3,977</td>
</tr>
</tbody>
</table>

There are no new direct costs associated with this program, since tutorials are taught off load similar to independent study courses and the professional development funds given to faculty tutors will come from the current HTC budget.

2) Under costs, add in the incremental costs of instruction taken in areas outside the program (e.g. electives); if these costs are perceived to equal zero, state why the increased student burden in other areas will not add to financial costs and impede educational quality.

With so few students in the program, we do not anticipate an increased burden in other courses.

3) What is the extent of the fixed costs of the program for the first two years?
   (a) By fixed costs, we mean those expenses that will be incurred even if enrollment is almost zero.

There are no fixed costs for the program.

4) How much would expenses be reduced if enrollment equals only one-half the amount indicated in the budget?

Because the enrollment in this program is small, indirect costs associated with this program are proportional to the number of students. One-half of the anticipated students would reduce costs by one half.

5) What is your estimate of how conservative or optimistic your budget projections are?

Conservative
PATTON COLLEGE OF EDUCATION &
DEPARTMENT OF RECREATION AND SPORT PEDAGOGY
BACHELOR OF SCIENCE IN PHYSICAL EDUCATION
PHYSICAL ACTIVITY AND SPORT COACHING

RESOLUTION 2016 -

WHEREAS, the Department of Recreation and Sport Pedagogy in the Patton College of Education has developed a non-licensure program in Physical Activity and Sport Coaching; and

WHEREAS, the proposed program has completed University Curriculum Council approval; and

WHEREAS, the non-licensure program is designed to be inclusive for students who aspire to pursue physical activity and sports coaching careers at various levels; and

WHEREAS, the proposed program uses existing courses and integrates the Coaching Minor within a four-year degree; and

WHEREAS, the program offers career opportunities which include physical activity and sports coaching for after school, club, intramural, summer camps, and youth programming.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the Bachelor of Science in Physical Education degree in a non-licensure Physical Activity and Sport Coaching major program in the Department of Recreation and Sport Pedagogy in the Patton College of Education.
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

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

Re: Patton College of Education–Physical Activity and Sport Coaching–Bachelor of Science in Physical Education

A resolution is included seeking board approval for a new non-licensure program in Physical Activity and Sport Coaching offering a Bachelor of Science in Physical Education through the Department of Recreation and Sport Pedagogy in the Patton College of Education.

University Curriculum Council has approved the program and provides the proposal for your review.

Statistics reported on sport participation in the United States show more than 50 million children in non-school sports, nearly 8 million interscholastic athletes, and one-half million college athletes. Published sport science research shows a growing national trend in the study of coaching education, and demand for sport coaching occupations is projected to grow.

The four-year degree in the Physical Activity and Sport Coaching non-licensure program provides students both a Bachelor of Science degree and a minor in Coaching. Job opportunities are enhanced through professional internships and field experiences.

Upon degree completion, employment opportunities exist in careers including physical activity and sports coaching for after school, club, intramural, summer camps, and youth programming. Also, the program serves as a potential feeder for existing Master’s programs for both Coaching Education and Recreation Studies.
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

Title of Program: BSXX23: Physical Activity and Sport Coaching

Degree to be conferred: B.S.P.E

Administrative unit proposing program: Physical Education Teacher Education (PETE) Department of Recreation and Sport Pedagogy The Patton College of Education

Date of Submission: November 6th, 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.

Currently, the Physical Education Teacher Education (PETE) program offers a B.S.P.E. undergraduate degree (teacher licensure).

This new proposal is a non-licensure major titled Physical Activity and Sport Coaching (PASC). After successfully completing the PASC major requirements and officially applying for degree conferral, students will be awarded the B.S.P.E. degree (non-licensure).

The PASC major is designed to be inclusive for students who aspire to pursue physical activity and sports coaching careers at various levels (e.g., less competitive vs. competitive settings).
Historically, the PETE program has focused on teacher candidate preparation for P-12 schools, preparing students to be licensed to teach in public school settings. The PETE program is nationally recognized by the Council for the Accreditation of Educator Preparation (CAEP, formerly known as NCATE) and the Specialized Professional Association (SHAPE America-Physical Education, formerly known as NASPE) since 2011. The current Ohio University PETE program in the Patton College of Education must maintain compliance with CAEP/NASPE, a selective academic GPA of 3.0 for admission, and extensive time dedicated to professional internships (i.e., 826 clinical hours).

This newly designed PASC major does not include the licensure components of the PETE major. This proposed major will offer a diverse avenue for students interested in coaching physical activity and sports in various levels. This new PASC major is designed to meet the vision of the Department of Recreation and Sport Pedagogy as well as the Patton College of Education’s Core Values (i.e., Called to Lead): Change Agents who are Lifelong Learners committed to embracing diversity and leadership. Currently, there are no specific programs offered at Ohio University for students who aspire to obtain an undergraduate education in the area of physical activity and sport coaching.

This new PASC major provides students with the knowledge, skills, and opportunities to fulfill their educational needs and interests in physical activity and sports coaching through quality academic coursework, student centered and experiential-based learning and faculty expertise. The Coaching Education Minor is integrated into this new PASC major. The PASC major also provides students with the opportunity to engage in a professional internship related to their chosen physical activity and sport area.

The PASC major will not have an impact on total curricular hours and will use current existing PETE courses except for seminar and internship courses while integrating the Coaching Minor courses (i.e., a minimum of 16 credit hours) into this new program. PASC students are required to complete a minimum of 120 credit hours and to achieve and maintain a cumulative GPA of 2.0 to remain in the major.

By completing this PASC major, students will have many opportunities to select their careers in physical activity and sport coaching such as:

- physical activity and sports camp coaching
- youth sports coaching
- after school sports coaching
- club sports coaching
- intramural sports coaching
- interscholastic and intercollegiate sports coaching

The PASC major has been endorsed by patron programs for additional course needs outside of the PETE program including programs in Coaching Education and Exercise Physiology (see Appendix B). Currently, our PETE program consists of four faculty members: one Group I faculty and three Group II faculty members. The PETE faculty anticipates that this PASC major will start fall 2016-2017.
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 addition of the PASC major will provide opportunities for undergraduate students seeking employment in the field of physical activity and sport coaching. Sport participation in the United States has grown to include more than 50 million children in non-school sports (Sporting Goods Manufacturing Association, 2007), 7.6 million interscholastic athletes (NFHS, 2012), and more than 500,000 college athletes (NAIA, 2012; NCAA, 2012). It should come as no surprise then, that sport science research has seen a growing trend in the study of coaching education (Gilbert & Trudel, 1999; NASPE 2013).

Over the next decade, the national demand for related occupations (i.e., youth sports, club sports, & intramurals sports coaching) are projected to grow by 12%. These projected growth opportunities will provide approximately (65,572) annual openings nationally and nearly 2 million projected jobs by the year 2023 (Eduventures, 2014). Physical education teaching jobs in the state of Ohio are projected to grow at a rate of 3% over the next decade. However, the PASC major aims to meet the needs of undergraduate students interested in future occupations outside of licensure teaching jobs.

Eduventures statistical data details that “value for cost for attending” and “job opportunities for graduates” are two of the most influential contributing factors for undergraduate enrollment (2014). The addition of the PASC major will meet the needs of prospective undergraduates in both areas; refer to Appendix A for further information regarding the data provided by Eduventures.

A four year degree in the PASC major (non-licensure) will provide prospective students with an attractive value of cost by providing an undergraduate Bachelors of Science degree in Physical Education and a minor in Coaching at no additional cost to the student. Additionally, job opportunities for graduates are enhanced through networking within professional internships within authentic field experiences. The professional internship will provide undergraduate students with engaging experiences while developing partnerships with future prospective employers and stakeholders in the field of physical activity and sport coaching. Overall, the PASC curricular model aims to supply the demand of projected growth of 12% in the field of physical activity and sport coaching.

This newly designed undergraduate major serves as a feeder for the current Master’s programs both for Coaching Education and Recreation Studies within the Department of Recreation and Sport Pedagogy.

2) What other schools within Ohio offer the same or a similar program?

(a) What has happened to enrollments at those schools in recent years?
Currently, there are a limited number of universities and colleges in the state of Ohio that offer similar programs comparable to our new PASC major proposal. The programs in state are offered at University of Akron (Sport Studies), Kent State University (Physical Activity and Sport Performance), and The Ohio State University (Sport and Physical Activity). Of the aforementioned universities, only Kent State University imbeds a coaching minor into the undergraduate program as the prospective Ohio University PASC program.

3) How does the proposed program align with the current vision for the university?

The proposed PASC major aligns with the mission of the university through providing intellectual and personal development opportunities for undergraduate students interested in physical activity and sport coaching. The National Association for Sport and Physical Education (NASPE) recommends that “coaches at all levels possess a minimum level of coaching education and hold appropriate certifications in order to effectively meet the changing needs of the athlete” (NASPE, 2013). The PASC major will enhance the transformative learning community at Ohio University where faculty and staff empower students to realize their potential in future successful and global employment in the growing field of youth sport development, physical activity, and coaching.

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?

Currently, there are no undergraduate programs that come closest to duplicating the proposed program.

(b) Can students fulfill their educational and/or vocational needs through existing programs? If they cannot, why not?

Students are not able to fulfill their educational and/or vocational needs through an existing program (i.e., PETE licensure program). Students pursuing PETE licensure program must meet a selective academic GPA of 3.0 for admission specified by the College and extensive time dedicated to professional internships (i.e., 826 clinical hours) identified by our Accreditation standards (e.g., CAEP & SHAPE America-Physical Education).

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 PETE faculty members consulted in the development of this new PASC major proposal with Exercise Physiology in the School of Applied Sciences and Wellness and Coaching Education program within the Department of Recreation and Sport Pedagogy.

The PASC major has been endorsed by Exercise Physiology and Coaching Education programs (see Appendix B). Furthermore, Ohio University athletic coaches and academic advisors, as well as the faculty members within the department are in support of this new program.

6) From what geographic area do you anticipate that students to the program will be drawn?

(a) In the case of off-campus technical programs, what are the levels and trends in high school enrollments in the service area?

Students come to the Patton College of Education at Ohio University due to its rich history of providing quality educational programs.

Students want to come to Ohio University due to geographical reasons (e.g., proximity, practicability, accessibility, safe learning environment, etc.). In addition, the current Patton College has positive relationships with high schools and community at large.

Students will be primarily from the State of Ohio (e.g., Cincinnati, Cleveland & Youngstown etc.) and regional campuses.

7) How many students do you anticipate will enroll in the program in each of its first four years?

(a) To what extent will students in the program come from students who would enroll at this University anyhow?

We anticipate enrollment numbers in its first four years: 15 students for the first year and the next three years, increments of 5 additions (i.e., 15, 20, 25, & 30).

Please also refer to our responses to similar to this question in this report (PART III, 2. a).

(b) To what extent is it anticipated that the enrollment will represent "new" (incremental) students?

Approximately, 90 students are anticipated to enroll in the proposed PASC major during the academic years of 2016-2020.

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17 AY</td>
<td>15 students</td>
</tr>
<tr>
<td>2017-18 AY</td>
<td>20 students</td>
</tr>
<tr>
<td>2018-19 AY</td>
<td>25 students</td>
</tr>
<tr>
<td>2019-20 AY</td>
<td>30 students</td>
</tr>
</tbody>
</table>
III) Curriculum

1) Describe the curriculum in a format that defines required courses, electives permitted, "field" requirements, total number of hours required for completion of the program, and the sequencing of courses over the typical student's career. Indicate which of the courses are newly proposed.

(a) Provide the catalog descriptions for all new courses, and include new course approval forms in the appendix.

The PASC major consists of a total of 120 credit hours. The PASC has 34 required courses to include the universities general education requirements for a total of 89 credit hours; 16 of the 89 credit hours consist of the coaching education minor requirements (see Appendix D & E).

Students pursuing PASC major will have the opportunity to choose 15 credit hours of electives that fit their needs and interest. There are three courses of field experience built into the curriculum junior and senior years (PETE 2900, PETE 4900, & COED 4920) that add up to a total of eight credit hours. PASC students will complete their degree with a 12 credit hour semester long professional internship; refer to Appendix D and E for the PASC 4 year curriculum plan and outline.

The following courses “PETE 4910 Internship (12 credit hours) and PETE 4960 Seminar (3 credit hours)” will be submitted to OCEAN, concurrently with this program proposal.

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.

In comparing our proposed curriculum to universities with similar programs, we found many similarities, especially with West Virginia University. We found that West Virginia University (WVU), one of our main competitors for our department’s Coaching Masters, has a bachelor’s program called Athletic Coaching Education. Similar to our PASC major (120 credit hours), WVU’s bachelor’s degree program consists of a sequenced curriculum that focuses on professional knowledge, sport-specific science, and pedagogical skills mixed with practicum experiences. We believe this provides students with opportunities to learn and apply the principles and practices of coaching across a wide range of performance-based professions, and also to develop professional networking and social skills. Please refer to Appendix C for WVU’s Athletic Coaching Education curriculum (128 credit hours).

Although some course names are different in WVU’s curriculum as compared to our proposed PASC curriculum, much of the course content is related and needed to adequately prepare future physical activity specialists and coaches. Similar to our curriculum, it is
evident that WVU designed their curriculum utilizing the National Standards for Sport Coaches 2nd Edition published by the National Association for Sport and Physical Education (NASPE), which is endorsed by organizations such as the American College of Sports Medicine, The Center for Sports Parenting, the United States Olympic Committee, Special Olympics of North America, the National Federation of State High School Associations, as well as many other organizations, universities and associations (NASPE, 2015).

NASPE’S eight domains, which helped us develop our curriculum, include:

- Philosophy and ethics
- Safety and injury prevention
- Physical conditioning
- Growth and development
- Teaching and communication
- Sport skills and tactics
- Organization and administration
- Evaluation

In addition to WVU’s program in Athletic Coaching Education, we also have found that Kent State’s second track Bachelor’s program in Physical Activity and Sport Performance has a lot of similarities to our program’s curriculum. Here is the link to the Kent State’s curriculum:

Physical Activity and Sport Performance:
http://provostdata.kent.edu/roadmapweb/2015/ehbspeppasp.pdf

Kent State also has an accredited PETE program and has been one of our in-state PETE competitors. They also recently have seen the value and need in creating their program in Physical Activity and Sport Performance. Although many of our PASC major course names are different than Kent State’s curriculum course names, the majority of the course content is related and needed to adequately prepare future physical activity specialists and coaches. Finally, similar to our curriculum and WVU’s, it is apparent Kent State designed their curriculum utilizing the National Standards for Sport Coaches 2nd Edition published by the National Association for Sport and Physical Education (NASPE).

Overall, the PETE faculty believes this curriculum and related practicum experiences will prepare students interested in a variety of roles in the coaching profession, including physical activity and sports camp coaching, youth sports coaching, after school sports coaching, club sports coaching, intramural sports coaching, interscholastic and intercollegiate sports coaching.

Based on a conversation with Greg Goodwin, Recruiting and Advising Specialist for WVU’S College of Physical Activity and Sport Sciences (communicated via email on October 21, 2015), there are currently 108 students enrolled in their undergraduate program
in Athletic Coaching Education. With Kent State’s newly created second track, they also have around 100 students enrolled in their Physical Activity and Sport Performance program (communicated via email on December 11, 2014). We believe with a similar curriculum as WVU and Kent State, and experienced, passionate program faculty that this proposed PASC major can generate similar or greater enrollments.

3) Does the program intend to seek accreditation?

Initially, the PASC major will not seek accreditation but will be in alignment with the National Standards for Sport Coaches 2nd Edition published by the National Association for Sport and Physical Education (NASPE).

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.

For students who are enrolled in Ohio University and wish to change majors, the transfer of credit will be evaluated based on the DARS report in determining the students’ long term plan for the PASC major. Students who are transferring into Ohio University from another institution will go through a transfer analysis of their transcripts in order to determine the students’ long term plan in the PASC major.

IV) Faculty and Instruction

1) Will current faculty, new faculty, or a combination of both be used? How?

(a) How will new faculty for the program be selected? By whom?

There are no new faculty required to implement this PASC major. Currently, our PETE program consists of four faculty members: one Group I faculty and three Group II faculty members.

(b) What are the minimal qualifications expected of instructors in the program?

A Master’s degree (preferred a doctoral degree with public school and coaching experience) in related physical activity and sport coaching fields.

(c) What is the tenure status of any identifiable current Ohio University faculty who are probable program participants?

In the PETE program, there is one tenured faculty member at the Associate Professor Rank.
2) What is the likely teaching load of faculty members?

   Group I faculty members: 2 x 3 per academic year
   Group II faculty members: 4 x 4 per academic year

3) What is the projected ratio of FTE students to FTE faculty?

   The projected Student FTE/Faculty Ratios is 25:1.

4) Once the program is ongoing, what mechanism will assure that the principle of faculty control of the curriculum will be maintained according to procedures outlined in the Faculty Handbook?

   The University Curriculum Council (UCC) is the final recommending voice in curricular matters. Its recommendations go through the Provost and President for final approval.

V) Admission Requirements

1) What are the criteria for admission into the program? Be specific.

   The Criteria for admission into this PASC major requires General Ohio University Admission requirements (no requirements beyond University admission requirements). In this PASC major, students are required to complete a minimum of 120 semester hours and to achieve and maintain a cumulative GPA of 2.0 or higher to remain in the PASC major.

2) Are there any upper limits on program enrollment?

   There are no upper limits on program enrollment.

   (a) If yes, will you limit admission on a first come/first serve basis, by raising admission standards, or by some other method (specify)?

VI) Administration

1) Who chose (or will choose) the administrative officer(s)?

   The PETE program Coordinator will be the PASC major coordinator, as assigned by RSP department chair.

2) What is the title of the administrator(s) who will administer the program?

   The title of the program administrator will be the PASC major coordinator.

3) Will the administrator(s) have academic rank?
(a) If a new administrator will be hired, what are the minimal academic credentials acceptable?

The program administrator will be a PETE faculty member in a group I or group II status.

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, applications for admission have not been entertained.

2) When do you want the program to start? How will the program be “Phased-in”?

The PETE faculty anticipates that this PASC major will start fall 2016-2017. This new PASC major (non-licensure) progresses in a parallel nature to the PETE major (licensure) for the first two years before the program branches off into new courses.

(a) Allow at least 120 days for University Curriculum Council and Presidential and Trustee approval.

3) New programs will be evaluated annually by their colleges. What additional assessment tools are suggested to evaluate the program once ongoing?

All programs within the Patton College are on a three year program planning and review cycle. The program will also be reviewed every seven years through the university level Self-Study.

VIII) Budget and Financial

1) List an anticipated budget of revenues and expenses for at least the first two years of the program.

We will utilize current resources for at least the first two years of the program and possibly more.

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 costs are perceived to equal zero. This new PASC major will increase needed student enrollment numbers in the classes outside of the program. This projected number of students
would not result in increased student burden in other areas or impede educational quality.

3) What is the extent of the fixed costs of the program for the first two years?

(a) By fixed costs, we mean those expenses that will be incurred even if enrollment is almost zero.

There are no anticipated additional expenses with the addition of this new PASC major. This is a result of utilizing existing courses and faculty while providing a new curricular avenue for a differentiated population of undergraduate students seeking the PASC major.

4) How much would expenses be reduced if enrollment equals only one-half the amount indicated in the budget?

N/A

5) What is your estimate of how conservative or optimistic your budget projections are?

The budget projections are realistic in that the PASC major will utilize current resources (i.e., faculty, current courses in the program).
Appendix A

Appendix A (i.e., Eduventure Data) has been submitted to OCEAN, separately.
Appendix B

Endorsement Letters for BSXX23 PASC Major
April 07, 2015

Dear Dr. Carr and Dr. Huckleberry,

The Physical Education Teacher Education (PETE) program at Ohio University is working on a second major call Physical Activity and Sport Coaching (PASC). The primary purpose of the PASC program is to provide an alternative avenue for students to obtain the knowledge, skills, and opportunities to fulfill their educational needs and interests in physical activity and sport instruction that is not attached to teacher licensure. In the faculty’s effort to design a curriculum that best meets the academic goals of the PASC program the following courses have been chosen from your program area.

COED 2120  
COED 2130  
COED 3130  
COED Techniques and Tactics and Coaching of  
COED 2920  
COED 4210 Olympic Movement-Dual Enrollment  
COED 4212 Elite Athlete-Dual Enrollment

After conversing with your program faculty members please fill out the bottom portion of the letter signifying your level of endorsement. Please scan and email the signed letter to dyerk@ohio.edu at your earliest convenience. If you have any questions or concerns please feel free to contact Kelli Dyer, Dr. Hyun-Ju Oh or Dr. Tim Sykes. Thanks for your support!

Yes the Coaching Education program will endorse the listed courses for

PASC. ________________________________ Program Coordinators Signature  ________________________________ Date

No the ________________________________ program does not endorse the listed courses

for PASC. ________________________________ Program Coordinators Signature  ________________________________ Date

Respectfully,

Ms. Kelli Dyer  
Physical Education Instructor  
& Program Coordinator  
Email: dyerk@ohio.edu  
Cell Phone: 419-543-0538
November 5, 2015

University, College, and Department Curriculum Committees:  

I was contacted about a week ago by the Department of Recreation and Sport Pedagogy regarding a proposed degree program “Physical Activity and Sport Coaching” (PASC). I am the Associate Director of the Exercise Physiology Division within the School of Applied Health Sciences and Wellness. In the proposed PASC degree, the students will be required to take EXPH 2290, First Aid and CPR. The Exercise Physiology Division supports the use of this class, since any student on campus can take it without a prerequisite.

We have been told that this new degree will emphasize sport coaching, and that students will be prepared to work in various levels of sport coaching from summer camps to intercollegiate or interscholastic levels. We are fine with a degree that might prepare a student to become a sports coach at any level. Students who receive a degree in Exercise Physiology have the opportunity to work in various settings including: clinical settings such as cardiac and pulmonary rehabilitation, strength and conditioning settings, (which is within an area of coaching), and in community and corporate fitness settings. In this manner, our graduates do help individuals develop sound physical activity patterns, prepare athletes for strenuous competition, and also use exercise as a therapy for those with clinical conditions. We want to make it clear what our major prepares students to do, so that you can ensure there is no overlap between the proposed PASC degree program and our degree program. We are somewhat concerned students and parents will see the term “physical activity” and believe that this means the student will be well-prepared to work within the realm of Exercise Physiology, but without the science background or understanding of the body’s responses to exercise.

Therefore, we can support the proposed PASC degree specifically in the sense that it will help to prepare sport coaches, even though we would prefer the term “Physical Activity” not be used in the degree title.

Sincerely,

Sharon Rana, Ph.D.  
Associate Professor, Exercise Physiology  
Associate Director and Undergraduate Coordinator, Exercise Physiology  
School of Applied Health Sciences and Wellness  
Grover Center E195  
1 Ohio University  
Athens, OH 45701  
rana@ohio.edu  
740-593-9494
Appendix C

A Similar program to Our New Program Proposal: West Virginia University

WVU (Total 128 Credit Hours) & our New PASC Major (Total 120 Credit Hours)
West Virginia University: Athletic Coaching Education Program  
(Total 128 Credit Hours)

NOTE: Some major requirements will fulfill specific GEC requirements. Please see the curriculum requirements listed below for details on which GECs you will need to select.

### General Education Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Composition and Rhetoric</td>
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<tr>
<td>&amp; ENGL 102</td>
<td>&amp; Composition and Rhetoric</td>
<td></td>
</tr>
<tr>
<td>or ENGL 103</td>
<td>Accelerated Academic Writing</td>
<td></td>
</tr>
<tr>
<td>GEC 2A</td>
<td>Mathematics</td>
<td>3-4</td>
</tr>
<tr>
<td>GEC 2B</td>
<td>Natural and Physical Science</td>
<td>7-8</td>
</tr>
<tr>
<td>GEC 2C</td>
<td>Additional GEC 2A, B or C</td>
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<tr>
<td>GEC 3</td>
<td>The Past and Its Traditions</td>
<td>3</td>
</tr>
<tr>
<td>GEC 4</td>
<td>Issues of Contemporary Society</td>
<td>3</td>
</tr>
<tr>
<td>GEC 5</td>
<td>Artistic Expression</td>
<td>3</td>
</tr>
<tr>
<td>GEC 6</td>
<td>The Individual in Society</td>
<td>3</td>
</tr>
<tr>
<td>GEC 6F</td>
<td>First Year Seminar</td>
<td>1-3</td>
</tr>
<tr>
<td>GEC 7</td>
<td>American Culture</td>
<td>3</td>
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<tr>
<td>GEC 8</td>
<td>Western Culture</td>
<td>3</td>
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<tr>
<td>GEC 9</td>
<td>Non-Western Culture</td>
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<td><strong>Total Hours</strong></td>
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### Degree Requirements

GEC (may vary depending on overlap)  18

### Pre-Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ACE 106</td>
<td>Athletic Coaching Education</td>
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<tr>
<td>BIOL 102</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 104</td>
<td>General Biology Laboratory</td>
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<tr>
<td>ENGL 101</td>
<td>Composition and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Composition and Rhetoric</td>
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<td>HN&amp;F 171</td>
<td>Introduction to Human Nutrition</td>
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<td>Select one of the following based on QRA scores</td>
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<tr>
<td>MATH 121</td>
<td>Introductory Concepts of Mathematics</td>
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<tr>
<td>MATH 126A</td>
<td>College Algebra 5-Day</td>
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<td>MATH 126B</td>
<td>College Algebra 4-Day</td>
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<td>SEP 271</td>
<td>Sport in American Society</td>
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<tr>
<td>SEP 272</td>
<td>Psychological Perspectives of Sport</td>
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### Major Requirements

Minimum grade of C required in all courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ACE 168</td>
<td>Sport Officiating</td>
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<tr>
<td>ACE 256</td>
<td>Principles and Problems of Coaching</td>
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<td>ACE 265</td>
<td>Diversity and Sport</td>
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<td>ACE 315</td>
<td>Sport for the Exceptional Athlete</td>
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<td>ACE 330</td>
<td>Coaching Education Administration</td>
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<td>ACE 368</td>
<td>Sport Movement Analysis</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Hours</td>
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<tr>
<td>ACE 369</td>
<td>Basic Strength and Conditioning for Coaches</td>
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<tr>
<td>ACE 410</td>
<td>Training Theories for Coaches</td>
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<tr>
<td>ACE 488</td>
<td>Practicum Coaching Exceptional Athletes</td>
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<td>ACE 489</td>
<td>Practicum Coaching Youth Sport</td>
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<td>ACE 450</td>
<td>Career Planning in Sport</td>
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<td>ACE 357</td>
<td>Techniques of Coaching: Swimming</td>
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<td>ACE 359</td>
<td>Techniques of Coaching: Track</td>
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<tr>
<td>ACE 360</td>
<td>Techniques of Coaching: Wrestling</td>
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<tr>
<td>ACE 361</td>
<td>Techniques of Coaching: Soccer</td>
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</tr>
<tr>
<td>ACE 362</td>
<td>Techniques of Coaching: Basketball</td>
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<tr>
<td>ACE 364</td>
<td>Techniques of Coaching: Football</td>
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<tr>
<td>ACE 365</td>
<td>Techniques of Coaching: Baseball</td>
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<tr>
<td>ACE 366</td>
<td>Techniques of Coaching: Volleyball</td>
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<td>ACE 491</td>
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<td>ATTR 121</td>
<td>Sport Injury Control and Management</td>
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<td>EXPH 365</td>
<td>Exercise Physiology 1</td>
<td>3</td>
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<tr>
<td>PE 220</td>
<td>Striking and Field Games</td>
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<td>PE 221</td>
<td>Invasion Games</td>
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<tr>
<td>PE 223</td>
<td>Net and Wall Games</td>
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<tr>
<td>PET 124</td>
<td>Human Body: Structure and Function</td>
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<tr>
<td>PET 125</td>
<td>Principles of Human Movement</td>
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<td>PET 175</td>
<td>Motor Development</td>
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<td>SM 426</td>
<td>Liability in Sport</td>
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<td></td>
<td>Electives (to reach 128 minimum for degree)</td>
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<td></td>
<td>Proof of certifications *</td>
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**Total Hours**

**128**
Appendix D

BSXX23 PASC Major’s 4-Year Curriculum Plan: 120 Total Credit Hours
<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Fall Credits</th>
<th>Course</th>
<th>Spring Credits</th>
<th>Summer Options</th>
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<tr>
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<td>PETE 1260</td>
<td>3</td>
<td>BIOS 1030</td>
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<td>1</td>
<td>COMS 1030 [T2HL]</td>
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<td>PETE 2000</td>
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<td></td>
<td>BIOS 1030 [T2 NS]</td>
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<td>NUTR 1000 [T2 AS]</td>
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<td>MATH 1200/1300</td>
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<td>MATH 1090</td>
<td>3</td>
<td>PSY 1010 [T2 SS]</td>
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<tr>
<td></td>
<td>PETE 2100</td>
<td>3</td>
<td>AT 1001</td>
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<td>TOTAL</td>
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<td>PETE 2401</td>
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<td>EDEC 1600</td>
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<td>COED 2130</td>
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<td>EXPH 2280</td>
<td>2</td>
<td>PED</td>
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</tr>
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<td>T2 COURSES</td>
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<td>TOTAL</td>
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<td>COED 3130</td>
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<td>COED 4213</td>
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<td>COED 4920</td>
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<td>COED 3000’s Coaching</td>
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<td>PETE 4050</td>
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<td>COED 4920</td>
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<td>PETE 2900</td>
<td>2</td>
<td>PETE 3330</td>
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<td>REC 3700J</td>
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<td>TOTAL</td>
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<td></td>
<td>T3 4710</td>
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<td>PETE 4910 Professional Internship</td>
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<td>COED 4212</td>
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<td>COED 4210</td>
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<td></td>
<td>PETE 4900</td>
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Appendix E

BSXX23 PASC Major’s Curriculum Outline: 120 Total Credit Hours
### Courses Outside of the Patton College of Education

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credit</th>
<th>Offered</th>
<th>Tier</th>
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</thead>
<tbody>
<tr>
<td>BIOS 1030 - Human Biology I</td>
<td>3.0</td>
<td>Every</td>
<td>2NS</td>
</tr>
<tr>
<td>COMS 1030 - Public Speaking</td>
<td>3.0</td>
<td>Every</td>
<td>2HL</td>
</tr>
<tr>
<td>ENG 1510 - Writing and Rhetoric I</td>
<td>3.0</td>
<td>Every</td>
<td>1E</td>
</tr>
<tr>
<td>NUTR 1000 - Intro to Nutrition</td>
<td>3.0</td>
<td>Every</td>
<td>2AS</td>
</tr>
<tr>
<td>MATH 1090 or 1130 - Consumer Mathematics</td>
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<td>Every</td>
<td>1M</td>
</tr>
<tr>
<td>PSY 1010 - General Psychology</td>
<td>3.0</td>
<td>Every</td>
<td>2SS</td>
</tr>
<tr>
<td>AT 1001- Intro to Athletic Training</td>
<td>3.0</td>
<td>Every</td>
<td>2FA</td>
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<tr>
<td>Fine Arts Tier II</td>
<td>3.0</td>
<td>Every</td>
<td>1J</td>
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<tr>
<td>EXPH 2280 - First Aid/CPR for the Profess</td>
<td>2.0</td>
<td>Every Spring</td>
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<tr>
<td>ENG 3080J - Writing and Rhetoric II or any Junior English (REC 3700J is also a Junior English)</td>
<td>3.0</td>
<td>Every</td>
<td>1J</td>
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<tr>
<td>Electives</td>
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### Courses in the Patton College of Education

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credit</th>
<th>Pre Req.</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 1600- Child Development</td>
<td>3.0</td>
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<tr>
<td>PETE 1260- Skill/Fitness PE Teachers</td>
<td>3.0</td>
<td></td>
<td>Every</td>
</tr>
<tr>
<td>PETE 2100- Physical Activity and Sport Leadership</td>
<td>3.0</td>
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<td>Every</td>
</tr>
<tr>
<td>PETE 2000- Culture and Physical Activity</td>
<td>3.0</td>
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<td>Every</td>
</tr>
<tr>
<td>PETE 2900- Special Topics</td>
<td>2.0</td>
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<td>Sophomore</td>
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<tr>
<td>PETE 2400- Sport and Games II</td>
<td>3.0</td>
<td>PETE 1260 B &amp;2020 C</td>
<td>Fall</td>
</tr>
<tr>
<td>PETE 2401- Sport and Games I</td>
<td>3.0</td>
<td>PETE 1260 B &amp;2020 C</td>
<td>Spring</td>
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<tr>
<td>PETE 3330- Adapted Physical Education</td>
<td>3.0</td>
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<td>PETE 2400, 2401</td>
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<td>PETE 4050- Motor Learning</td>
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<td>PETE 4900- Special Topics</td>
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<td>T3 - Tier III</td>
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<td>COED 4210- Olympic Movement (dual listed)</td>
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<td>COED 4212- Elite Athlete (dual listed)</td>
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<td>COED 4213- Dynamic of Skill Acquisition</td>
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### Coaching Education Minor

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credit</th>
<th>Pre Req.</th>
<th>TIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>COED 2120- Intro to Coaching</td>
<td>3.0</td>
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<tr>
<td>COED 2130- Youth and Sport</td>
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<td>COED 3130- Human Dynamics</td>
<td>3.0</td>
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<td>COED 3000’s- Coaching (choose sport)</td>
<td>3.0</td>
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<tr>
<td>COED 4920- Practicum</td>
<td>3.0</td>
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<tr>
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### Physical Activity & Wellness

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<tr>
<th>5 HOURS of Physical Activity and Wellness Courses</th>
<th>Credit</th>
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<td>PED 1000 – PED 2801</td>
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### PASC INTERNSHIP 4000’s

<table>
<thead>
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<th>Credit</th>
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<th>TIER</th>
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<tbody>
<tr>
<td>PETE 4910 Professional Internship</td>
<td>12.0</td>
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<tr>
<td>PETE 4960 Seminar</td>
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<tr>
<td><strong>Total</strong></td>
<td>15.0</td>
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</tbody>
</table>
BSXX23 PASC Major Curriculum Outline: 120 Total Credit Hours

A. PASC Core: 41 credit hours
B. Coaching Education Minor: 16 credit hours
C. PED (=PAW): 5 credit hours
D. General Education and Electives: 58 credit hours

E. Total number of courses offered at the respective levels:
   a. 1000’s: 14 courses = 31 credit hours
   b. 2000’s: 10 courses = 26 credit hours
   c. 3000’s: 4 courses = 12 credit hours
   d. 4000’s: 9 courses = 36 credit hours
   e. Electives: 4 courses = 15 credit hours

Note. PASC = Physical Activity and Sport Coaching: PAD (= PAW), Physical Activity and Wellness
WHEREAS, the College of Business proposes to re-establish the Master of Accounting degree, and

WHEREAS, the proposed degree program has completed University Curriculum Council approval, and

WHEREAS, Ohio University’s College of Business may be the only Association to Advance Collegiate Schools of Business (AACSB) accredited college in Ohio without a Master of Accounting degree, and

WHEREAS, students who wish to sit for the Certified Public Accountant (CPA) certification must complete at least 150 semester hours of coursework to meet Ohio guidelines, it is common to offer an on-campus Master of Accounting degree so that students completing the 150 hour requirement may earn a bachelor degree and the Master of Accounting, and

WHEREAS, since an Ohio University graduate degree in Accounting has not been offered in over ten years, the Ohio Department of Higher Education Chancellor’s Council on Graduate Studies requires a new graduate program development plan and proposal process, and

WHEREAS, the proposed curricular program will provide students with training and preparation for the Uniform CPA exam, and will offer a focus on Business Analytics based on industry demand, and

WHEREAS, faculty and facilities resources are sufficient to re-establish the Master of Accounting.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves re-establishing the Master of Accounting degree in the College of Business.
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

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

Re: College of Business – Master of Accounting

A resolution is included seeking board approval to re-establish the Master of Accounting degree in the College of Business.

The Ohio Department of Higher Education Chancellor’s Council on Graduate Studies program development proposal materials are presented. University Curriculum Council has approved the program.

Ohio University’s College of Business is accredited through the Association to Advance Collegiate Schools of Business (AACSB) and may be the only Ohio program without a Master of Accounting degree. Further, students sitting for Certified Public Accounting (CPA) certification must complete a minimum of 150 semester hours to meet Ohio guidelines. Thus it is common to offer the on-campus Master of Accounting degree that enables completing the 150 hour requirement to earn both the bachelor and a Master of Accounting degree.

Since the Ohio University graduate accounting program has not been offered since 2005, the Ohio Department of Higher Education Chancellor’s Council on Graduate Programs requires a new program development plan and proposal process.

The proposal plan focuses on providing students with the training and preparation to sit for the Uniform CPA exam. The proposal also offers a focus on Business Analytics that is based on industry demand. Such graduate analytics courses are already available and offered.

Faculty support and facilities resources that were lacking in 2005 have been addressed in recent years by the College of Business and are once again sufficient to seek the re-establishment of the Master of Accounting degree.
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.

The College of Business at Ohio University proposes re-establishing the Master of Accounting (MAcc) degree. A graduate degree in Accounting was previously approved and offered by the college. However, this program has been dormant since 2005. According to the current Ohio Department of Education CCGS guidelines, any graduate program that has been dormant or not offered in at least five years must be treated as a new graduate program and follow the Program Development (PDP) and Full Proposal processes outlined by CCGS.

Because students who wish to sit for the Certified Public Accountant (CPA) certification must complete at least 150 semester hours of coursework to meet Ohio guidelines, it is quite common for many Accounting Departments to offer an on-campus MAcc degree so that students completing the 150 hour requirement may earn a Bachelor’s degree and a MAcc degree while enrolled in the undergraduate program. With strong advising and planning, both degrees can be earned in four years but it is more common for Accounting students to spend 4 ½ to 5 years in school.

The demand for a MAcc is so strong that Ohio University’s College of Business may be the only AACSB-accredited college in the state without a similar graduate degree. Based on a brief scan of other public and private business schools in Ohio, the following universities appear to currently offer a MAcc degree: Kent State, Akron, Cleveland State, Toledo, Bowling Green, Ohio State, Miami, University of Cincinnati, Wright State, Dayton, John Carroll, Xavier, and Case Western Reserve. Based on proposal recently posted in the CCGS system, it appears Youngstown State will also add a MAcc degree.

The college currently graduates approximately 100 students each year with a BBA in Accounting, and many of these students plan to sit for the CPA exam soon after graduation. For those students that currently earn 150 hours on campus, most complete additional undergraduate degrees, minors, or certificates.

As the proposed curriculum below indicates, the proposed focus of the program will be to provide students with additional training and preparation to sit for the Uniform CPA exam. However, a key focus and distinguishing feature of the program will be Business Analytics. While many of the classes in the curriculum represent common topics found in other MAcc programs, this proposal includes three required Business Analytics courses. The heavy emphasis on Analytics is based on industry demand and key feedback received from employers and at national, regional, and state conferences. It should be noted that the three proposed graduate analytics courses have already been approved and offered in the college’s On-Line and Hybrid Professional MBA Programs. The ability to deliver these existing courses in an on-line, or more likely hybrid approach, to the college’s on-campus MAcc students provides tremendous flexibility for the students as they simultaneously complete both degrees. If desired, students could complete one of these courses while completing an internship.
The main target market for the program will be those on-campus students that would like to earn a MAcc degree while earning extra credit hours to meet the 150-hour requirement.

2. Description of the proposed curriculum.

Please note: all courses will be required and three credit hours. Because the program has not been offered in over ten years, new Accounting courses will need to be created or current graduate courses in the catalog significantly updated.

**Accounting Theory and Research** - This course examines the foundations and applications of accounting theory as it relates to financial accounting and reporting. The course draws upon existing research which provides evidence about the applicability of accounting theory to the financial reporting process for business enterprises which prepares financial statements in accordance with generally accepted accounting principles.

**Professional Ethics and Communication** - An examination of various ethical theories; identifying and resolving ethical dilemmas; the potential civil and criminal liability of accountants under both statutes and common law; civil and criminal liability in accounting practice; ethical issues and cases in accounting practice; issues and cases involving the Code of Professional Conduct. In addition, this course provides students theory and practice in oral and written communication involving practicing accountants.

**Forensic Accounting and Fraud Examination** - This course is designed to help students apply their accounting, auditing, information systems and communication skills to detect financial fraud and unauthorized reporting acts and to prepare and present a fraud case for criminal proceedings or civil litigation. These skills are highly valued in the rapidly growing field of forensic accounting. Upon completion of this course, students will understand the role of forensic accountants in examining financial records for fraud and detecting insurance fraud; in providing litigation support; and in capturing digital evidence. This course requires a working knowledge of accounting principles and auditing standards.

**Advanced Tax Planning and Strategy** - Federal income tax impact of corporations, partnerships, estates, trusts and their beneficial owners. Examination and use of the administrative, legislative, and judicial sources of current tax laws and regulations; tax planning and study of the effects of taxation on the managerial decision process. Emphasis on research techniques in finding competent and professional conclusions to tax problems. Includes the study of tax policy issues inherent in individual and corporate income taxes, consumption taxes, wealth, and wealth transfer taxes. Focus is placed on the purposes of taxation and the development of a “good” tax system.

**Advanced Auditing and Assurance Services** - An examination of the nature of assurance services with an emphasis on evaluating the quality of information. Contemporary auditing techniques are explored with a focus on the entity’s control systems. Course covers advanced issues which arise in audit practice including audit reporting issues, fraud detection and reporting, attestation engagements, special reporting issues, compilation and review engagements, scope of services issues, and other new issues which have a significant impact in audit practice.

**Advanced Managerial Decision Making** - A deeper examination of the conceptual issues impacting the information needs of managers in performing their planning, decisions-making, and performance evaluation functions. Concepts from financial accounting, economics, statistics and organizational behavior are interwoven throughout the course.
Contemporary Topics in Accounting - This course is an application of the theory underlying financial accounting and reporting. Cases and problems will be used to illustrate contemporary issues related to financial standard setting and financial statement measurement and reporting topics. Significant and rapid changes in accounting rules are impacting the financial reporting and analysis that management uses to make business decisions. This course will explore contemporary accounting topics that accounting professionals will face in the workplace and how the accompanying requirements are changing the way that companies and their business partners use, report, analyze, and interpret financial data. Actual subjects covered will vary as conditions change. Contemporary topics could include issues such as Sustainability, Business Valuation, and Financial Statement Analysis.

MBA 6320 Data Analysis for Decision Making (Already Offered in College) - Provides a basic understanding of the effective use of the elementary tools of statistical analysis. Students will improve their ability to "think statistically," identifying and exploiting variation during problem solving, with a particular emphasis on decision-making from an Accounting context. Extensive use of spreadsheet-based statistical techniques is also addressed.

MBA 6325 Prescriptive Analytics (Already Offered in College) - Provides an introduction to analytics, which can be characterized as the gathering of data, processing of that data, interpreting the results of the information thus generated, all justified by and culminating in the commitment of management to decisive action based on the insights developed. Employs techniques from the classical disciplines of statistics and operations research as well as more recently developed methodologies such as data mining, executive information systems, digital dashboards and online analytical processing. Particular focus will be given on application to the Accounting profession.

MBA 6390 Predictive Analytics (Already Offered in College) - Predictive analytics encompasses a variety of statistical and machine learning techniques and applications within a business environment. The primary goal of predictive analytics is to discover and apply relationships found within historic datasets in order to make predictions about the future or otherwise unknown events. In this hands-on course, students will be introduced to concepts related to constructing, testing, and applying quantitative models in various business settings, with a particular emphasis on Accounting. From this perspective, students will utilize major software tools in order to conduct an analysis of continuous, classification, and clustering models. Upon completion of this course, students will gain insight of how models are constructed and how predictive models can improve business.

3. Administrative arrangements for the proposed program: department and school or college involved.

The College of Business will likely be the only college participating in the program. However, graduate-qualified faculty members from multiple departments may be involved in teaching courses, including Accounting, Finance, MIS, and Operations.

The MAcc Program will be administered by the School of Accountancy. The incoming Director of the School of Accountancy has experience beginning and growing an on-campus MAcc program at another residential university in Ohio. He will continue to work with the Associate Dean of Academic Programs during the approval of the program through the CCGS process and the development of new and updated curriculum. Once established, the department will appoint an internal faculty member to be the MAcc Program Director. This director will be compensated similar to other faculty graduate program directors within the college, including an appropriate stipend and course release.
In the beginning only current BBA Accounting students in the Ohio program will be admitted to the MAcc. The college will implement admission standards and processes (e.g. 3.0 GPA, applications, selection process) consistent with current graduate admissions criteria and in partnership with the college’s current graduate staff, which supports over 900 students in various graduate platforms. The MAcc Program Director will be responsible for collaborating with the graduate staff and work with the Accounting School Director on the staffing of courses. At some point, the program may admit students with non-Accounting undergraduate degrees into the on-campus program. However, because this target market would likely be required to complete several foundation courses before fully entering the program, this market will be pursued after the on-campus cohort is established.

4. 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.

As mentioned in a previous section, it appears that every accredited public and private school in Ohio is currently offering an on-campus MAcc degree. While competition remains intense in the broader MBA Market, a 2015 Graduate Management Admission Council (GMAC) report on Application Trends reports that applications for 1-Year Full-Time MBA applications are up slightly for U.S. programs, with 43% of programs reporting an increase in applications this year compared to 41% in 2014. While demand for traditional on-campus MBA Programs has shifted significantly to on-line or hybrid formats, another trend business schools are using to compete is the development of graduate degrees with a specialized focus such as a Master’s in Management, Finance, or Analytics (“The New Business of B-Schools,” by Sherrie Negrea, www.universitybusiness.com, February 2016).

According to the GMAC 2015 Application Trends Report, the Master of Accountancy specialized degree has experienced a slight decrease in applications, with 47% of programs reporting a decrease in applications compared to 39% the previous year. However, “the academic quality of candidates remains high in Master’s of Accounting programs in 2015, as 87 percent of programs report their applicant pool for the incoming class is as qualified (57%) or more qualified (30%) than last year’s class. And even with a slight decrease in the number of applicants, the median number of applicants across programs is 126 with a median class size of 51” (GMAC 2015 Applications Trends Report).

5. Prospective enrollment.

With expected approval of the Full Proposal by Ohio University and the Ohio Department of Education by early 2017, the college plans to begin offering this MAcc Program to current on-campus students no later than Fall Semester 2017. The college’s goal will be to attain 10-15 admitted students during the 2017-18 AY and grow to 25-30 students in 2018-19 AY and achieve a steady state program enrollment of at least 40 students by the third year. The incoming Director of the School of Accountancy recently launched a MAcc Program in Ohio and was able to reach 30 students enrolled in the program full-time by Year 2.

6. Special efforts to enroll and retain underrepresented groups in the given discipline.

Like most institutions, Ohio University and the College of Business define diversity broadly. However, the college is actively trying to increase the ethnic and gender diversity of the student body. The college has offered the Junior Executive Business Program Summer Recruiting Program for over a decade – it is a model being considered by other units on campus and has been successful at increasing the number of
ethnically diverse and multicultural students in the college. The Director of the Junior Executive Business Program is Beatrice Selotlegeng. Beatrice actively diverse high school students from the region to participate in an 8-day on-campus program each summer. Beatrice also partners with faculty members in the college to mentor those diverse students that attend Ohio University and serves as the faculty mentor for two diverse student organizations within the college. A description of the program can be found at the following url: http://business.ohio.edu/future-students/junior-executive-program/. The college is actively partnering with the university to become even more involved in the Cultural Connections program that is offered to admitted students from diverse backgrounds. The college also partners with the Society of Alumni and Friends to send personalized, hand-written messages to all admitted students from under-represented groups.

The college supports two female student groups – Women in Information Systems (WIS) and Women in Business (WIB). In two short years, WIB has grown to over 100 members. In addition, our Director of Marketing is implementing targeted communications and marketing strategies for prospective female business students and partners with our female student groups and alumni during the recruiting process. The college increased female undergraduate enrollment by 3% in the last recruiting class and achieved a higher percentage for female student than the national average for our latest on-campus MBA cohort.

The School of Accountancy is currently comprised of 50% full-time, female faculty members, including the current Director. Three of the four newly hired tenure-track faculty members that begin in Fall 2017 are females. It is hoped that this gender diversity will continue to help the department support the college’s gender diversity recruiting efforts and to provide ongoing role models for female business students pursuing a career in Public Accounting or a related field.

**7. Availability and adequacy of the faculty and facilities available for the new degree program.**

One of the primary reasons the MAcc Program was discontinued in 2005 was a lack of support or interest by many of the faculty members to lead or teach in the program. However, with the implementation of Responsibility Centered Budgeting (RCB), the college has been able to hire faculty members to replace retiring and transitioning faculty members, recruit a new Director, and hire an additional three new tenure-track faculty members. With these faculty resources in place and the ability to hire additional faculty members as the program grows, the college now has the faculty capabilities and resources available to develop and deliver the courses in the program. The college also has the ability to efficiently add future MAcc students into the existing graduate platforms for all three analytics courses.

In recent years the college has faced severe space limitations as the size of the undergraduate study body increased over 150% to 2,600 students and the graduate student body increased from approximately 200 students to over 900 students in various programs. Copeland Hall, the current home for the college, was designed to support a student body of approximately 1700 students. However, by the summer of 2016, the renovation of the adjacent CSC Building will be complete and the college will have enough classroom, office, and meeting space to support all of the faculty, staff, in students in the college.

**8. Need for additional facilities and staff and the plans to meet this need.**

The college does not anticipate the need for additional facilities to deliver this program once the college encompasses two buildings. And with the successful addition of 4 new full-time faculty members, the current staffing models for the School of Accountancy to serve its undergraduate students and launch the
new MAcc program is sufficient. However, the recent growth in undergraduate and graduate programs in the college has increased the college’s revenues by over 300%. With an RCB budgeting model firmly established within university, the college has the revenues necessary to provide additional facilities and staff to support this program if necessary.

9. **Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.**

Other than the anticipated stipend and course release for the program director, the only other significant expense is likely to be course development stipends paid to several faculty members to develop new courses, an expense the college has anticipated and included in future budgets. Additional costs for marketing, admissions, and other program maintenance costs should be minimized because the college employs a full-time Marketing and Communications Director, two communications specialists, and a full team of staff members to manage graduate programs. If the program grows to the point that an additional investment in staff support is needed, the college will hire additional staff members.
WHEREAS, the Lancaster Campus has requested the Associate of Arts degree program in Deaf Studies and Interpreting be suspended, and

WHEREAS, the request for suspended status has been approved by the University Curriculum Council, and

WHEREAS, the suspended status is based on difficulties in finding quality practicum placements, suspension of accreditation of associate level programs by the Commission of Collegiate Interpreter Education, an inadequate interpreting lab, and the lack of sufficient faculty in the program, and

WHEREAS, currently enrolled students will be provided with a transition plan toward degree completion, and

WHEREAS, the current faculty member will be retained and assigned other teaching responsibilities.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby accepts placing the Associate of Arts degree program in Deaf Studies and Interpreting on suspended status.
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

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

Re: AA5003 – Deaf Studies and Interpreting

The Lancaster Campus has requested that the program leading to the Associate of Arts degree AA5003 – Deaf Studies and Interpreting be suspended. The University Curriculum Council has approved the request.

The rationale presented for requesting program suspension is based on difficulties in finding quality practicum placements, suspension of accreditation of associate level programs by the Commission of Collegiate Interpreter Education, an inadequate interpreting lab, and the lack of sufficient faculty in the program. Once the program is suspended, currently enrolled students will be provided with a transition plan toward degree completion. The current faculty member will be retained and assigned other teaching responsibilities.
Deaf Studies and Interpreting (DSI) – Program Suspension

Program Code: AA5003

Contact: Becky Brooks (brooksb1@ohio.edu) or Janet Becker (becker@ohio.edu)

Request:

At this time, the Deaf Studies and Interpreting Program is requesting a program suspension. This action is based upon the following:

1. The program has experienced difficulties in finding quality practicum placements.
   a. Columbus State Community College provides an incentive to their practicum placements which make it more desirable for community members to accept their students. Ohio University Lancaster is unable to do so. This makes it difficult to compete for placements in Columbus and surrounding areas. It has been especially difficult to find educational placements in which our students must have 100 hours.
   b. There are not enough practicum placements to sustain growth in the program. Some former students have driven as far away as Portsmouth and Dayton to obtain hours.
2. Recently the Commission on Collegiate Interpreter Education has suspended the accreditation of Associate level programs. While the DSI program does not currently hold this accreditation, this suspension is in response to the growing understanding that an associate’s degree is not sufficient preparation time for students to gain proficiency as interpreters. There is a move within the field for associate’s degrees to become bachelor’s degrees.
   a. The DSI associate degree at Ohio University requires 61 credit hours. This does not allow enough coursework for students to attain the desired proficiency in accordance with program goals. Other similar programs require more credits providing an advantage to students’ success in the program. For example, our main competitor, Columbus State Community College requires 73 credit hours. Ohio University associate degree programs are limited in the number of credit hours that can be required.
3. Ohio University Lancaster is currently the only interpreting program in the state of Ohio without an adequate interpreting lab to enhance student learning. As the program is still in “startup” mode and a new DSI Lab is a large investment, it has been tabled until further program direction has been decided.
4. As of fall semester 2015, the program has one full-time faculty member. The full-time group II faculty member resigned to teach at another institution.
5. The DSI program is having difficulty locating qualified adjunct faculty. The loss of the group II faculty member and another adjunct faculty member, coupled with the difficulty we are experiencing in securing new adjunct faculty, negatively impacts us as we strive to offer program instruction from a desirable number of instructors.
Plan of Action:

Once the program is suspended, currently enrolled DSI students will have a transition plan (similar to the q2s transition plan) in place to ensure they have the opportunity to complete their degree in a timely fashion. Students will be given adequate notice and advising to assist them in completing the program within 2-3 years.

Group I Faculty Member

Currently, there is one Group 1 faculty member teaching in the program. The suspension of the program will not affect the load for this faculty member. The College of Arts and Sciences requires that all candidates for a B.A. degree successfully complete the 2120 college level of foreign language or equivalent. Candidates for a B.S. degree must successfully complete the 1120 college level of foreign language. American Sign Language courses satisfy the foreign language requirement and are quite popular at the Lancaster Campus. The large majority of the students in these classes are seeking a foreign language requirement as opposed to pursuing the DSI associate degree. Typically, there are 6-7 sections of these DSI courses every semester. Additionally, the Group 1 faculty member is cleared to teach COMS 1030 and COMS 4110. Consequently, load requirements will not be problem if the program is suspended.

Majors

DSI Majors (fall):

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RESOLUTION 2016 –

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, the Higher Learning Commission through its Criterion 4A requires, “The institution maintains a practice of regular program reviews.”

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 Environmental and Plant Biology
- Molecular and Cellular Biology

College of Business
- College of Business

College of Communication
- School of Communication Studies

College of Medicine
- Doctor of Osteopathy

Ohio University - Lancaster
- Medical Assisting Technology

University College
- Department of Military Science
Interoffice Communication

Date: June 1, 2016

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. In addition, letter(s) from the Dean and/or chair responding to the recommendations are included in these materials.

The table below lists the programs reviewed and includes whether the program is recommended as viable. A resolution for board acceptance of the reviews is provided.

<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
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<td>A&amp;S</td>
<td>Department of Environmental and Plant Biology</td>
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<td>A&amp;S</td>
<td>Molecular and Cellular Biology</td>
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<td>BUS</td>
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<td>COM</td>
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<td>UNC</td>
<td>Department of Military Science</td>
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Environmental and Plant Biology (Athens)
Program-Review Executive Summary

Reviewed AY 2015-16
Previous Review: AY 2008-09

Finding and Overall Assessment: Viable. The review found the Environmental and Plant Biology (PBIO) program to be effective in teaching and mentoring at the undergraduate and graduate levels. PBIO demonstrates a high level of student-centered and engaged learning, and faculty members maintain high levels of research, teaching, service, and professional development.

Degrees: B.S. in Environmental and Plant Biology; B.A. in Applied Plant Biology; B.A. in Field Ecology; M.S. in Plant Biology; Ph.D. in Plant Biology; minor in plant biology; undergraduate and graduate certificates in bioinformatics.

Self-Study Synopsis: PBIO has 11 Group I faculty members and one (1) Group II. It counted 58 undergraduate majors as of 2014—a figure that is comparable to major numbers at other major universities—and 26 graduate students (in 2015), 17 of whom were in the doctoral program. PBIO also serves many hundreds of non-majors and offers coursework at OU’s regional campuses. The department is among the few nationally that offers broad training in botany, with the goals of providing students with an expansive education in plant biology as an integrated discipline and providing graduate students with the opportunity to engage in specialized research. Undergraduates are required to conduct research under faculty supervision or to complete a career-oriented internship. Graduate students conduct research and serve as graduate assistants. PBIO graduates have seen success in employment placement in academia, public service, non-profit organizations, and private-sector positions. In the area of assessment, PBIO has focused on learning outcomes in recent years. Outcomes metrics exist for each major and, as of Fall 2015, incoming students create an e-portfolio to chronicle acquisition of skills and knowledge while in the program. PBIO has a strong record of research, with its faculty authoring more than 230 scientific publications and conducting more than 600 research presentations since the last review (2008-09). PBIO faculty members serve the department, the College of Arts and Sciences (CAS), the university, and the profession. Challenges and needs focus on infrastructure issues and the department's operating budget.

Site-Visit Overview: The external reviewer was Linda Graham, Professor of Botany, University of Wisconsin, Madison; internal reviewers were Benjamin R. Bates (COMS), C. Scott Smith (Music), and John Cotton (Mechanical Engineering). The committee found department faculty to be working at high levels in research (backed by significant external funding), teaching, and service. For research, the reviewers were impressed by the quality of research and scholarship. The review committee also noted that when compared to faculty in peer departments elsewhere, PBIO faculty members appear to teach more courses per term and teach a wider range of courses. Outside the classroom, the department provides important and impressive opportunities for experiential learning. Moreover, graduate students expressed much satisfaction with the quality of advising and mentoring. In terms of service, reviewers found that faculty members exceed service expectations of the
department. The reviewers also saw that some infrastructure problems hamper the department’s mission. PBIO’s greenhouse has numerous physical-plant deficiencies, and the department needs to replace outdated autoclaves (sterilizers) used for undergraduate instruction and undergraduate and graduate research.

**Site-Visit Recommendations**: Reviewers recommended that PBIO increase its efforts in the area of advancement and development. This would entail greater coordination with CAS and university development offices.
April 30, 2016

Dear University Curriculum Council,

The faculty of the Department of Environmental and Plant Biology (PBIO) and the dean of the College of Arts and Sciences are very pleased with the positive review of the PBIO undergraduate and graduate programs. The commendations that highlighted the PBIO’s strengths in both teaching and research were heartening. As noted by the reviewers, PBIO strives for a student centered and engaging learning environment for both PBIO undergraduates and graduate students. PBIO takes pride in offering broad training in Plant Biology to the undergraduate students and focused research training to graduate students. Research is central to PBIO’s mission and thus the department faculty has a strong record of research mentorship of both undergraduate and graduate students resulting in grants, publications and presentations.

The review committee had a few areas of concern that we would like to address as follows:

- In the department self-study, extensive repair or replacement of the 45-year old department greenhouse was cited as a high priority because the diverse plants maintained there are key instructional resources that cannot be sourced in any other way. Plants produced there are essential to all levels of the curriculum, from introductory majors and non-majors courses to advanced instruction, impacting hundreds of students annually. The department greenhouse also supports important community outreach activities. The external reviewer judged the department greenhouse to be the single worst greenhouse facility observed in a decades-long career involving national and international plant biology department visits and reviews. Although immediate plans to replace missing glass will help in the short run, the review team agrees with the department assessment that a complete greenhouse replacement is highly desirable.

The greenhouse has been an ongoing area of concern and highlighted in previous 7-year reviews. Since the site visit was completed, PBIO has been proactive and engaged a company that refurbishes and builds greenhouses for a professional assessment of the needed repairs and the costs of those repairs. In specific, this company was asked to prioritize repairs, provide costs and the longevity of the current greenhouse with the repairs and a comparison of the cost of a new greenhouse with the same square footage. Company representatives visited the greenhouse in March 2016 and their assessment should be available soon. At that time, we will have data to discuss and determine an appropriate action plan.

- Another high department priority is replacement of 3 outdated autoclaves (sterilizers) that are routinely used to prepare materials for instructional purposes as well as undergraduate and graduate research activities. Autoclaves are essential to daily operation of any plant science department.

PBIO has three autoclaves. One is within the teaching preparation space and two are dedicated to research. All three are 14+ years old and will need replacing probably within the next five years. At the request of the dean, the department inventoried all equipment for
teaching, estimated replacement costs and prioritized needs. This inventory is the first step and there will be follow-up conversations between the department and college regarding plans for equipment replacement. The department does have regular maintenance/service by an outside professional of the autoclaves and has had discussions about the longevity of the equipment. PBIO is currently determining when they should be replaced. Lastly, safety is priority one. All students who use the autoclaves are trained in safety procedures and operating procedures are posted.

- A third high priority department concern is serious erosion of the operating budget that has occurred over time due to budget cuts and inflation. The review committee strongly recommends that the department faculty and staff work with college and university development experts to increase the potential for gift sources of revenue.

As stated in the departmental report, the dean has provided additional one-time funds for the past two academic years for faculty/staff development and computer replacement. As stated above, an inventory of teaching equipment has been produced documenting needs and costs. This document will serve a basis for more base-funding or one-time funds for improvements. The topic of fundraising is addressed below.

- Deferred maintenance was a top concern of faculty in the department.

Deferred maintenance is a priority for Ohio University and the University is developing a plan to address this significant financial challenge. One of the buildings slated for renovation of the roof and HVAC in the next few years is the building to which the greenhouse is attached. The chair of PBIO has attended open forums and expressed her concerns to the dean regarding the need for renovation of the greenhouse and improvements to Porter Hall.

- The reviewer’s report states that current development (fundraising activity) appears to be largely opportunistic and based on the availability of one-time only monies. They worry that this limits the ability to fund longer-term projects (e.g., building a new greenhouse) or anticipated needs beyond the current fiscal year (e.g., saving money over multiple years to purchase new autoclaves or other high-cost essential durable equipment).

In the past, little to no development has been done at the departmental level. There is a shift in higher education in which department chairs are becoming more involved in this activity, and the current chair intends to become more active. One of our first priorities would be the Greenhouse. However, since the master plan was in process last year and there were numerous potential changes to its location, it was not possible to move forward with fundraising. Now that the master plan is finalized there is an opportunity. But, we need the information from the professional assessment and an action plan (see above) before asking for donations. Conversations with the college development officer have been initiated. In addition, the new college director of external relations will be working with the department.

In summary, we believe that the department has already made progress towards addressing the concerns of the review committee. The department will work closely with the dean and his staff to fully address the concerns.
Sincerely,

Morgan L. Vis
Professor & Chair
Department of Environmental and Plant Biology

Robert A. Frank
Professor and Dean
College of Arts and Sciences
Molecular and Cell Biology (Athens)
Program-Review Executive Summary

Reviewed AY 2015-16
Previous Review: AY 2008-09

Finding and Overall Assessment: Viable. The review found the interdisciplinary graduate program in Molecular and Cell Biology (MCB) to be strong, with a dedicated faculty, engaged and strongly motivated students that are well-prepared for the post-graduate marketplace, high quality research publications generated by students and faculty, strong research support garnered from extramural sources, and state-of-the-art laboratories, equipment, and facilities.

Degrees: Ph.D.

Self-Study Synopsis: Established in 1983, MCB has 47 continuing faculty members from across disciplines and has shown consistency in terms of graduate-student enrollment. The program has averaged 29 students during the seven years since the last review. There are three program tracks MCB/BIOS, MCB/PBIO, and MCB/CHEM. Students admitted to MCB are also admitted to one of three home departments (also identified as tracks). Since the last review, applications to MCB have fallen but there are recent signs of stability. Admission is highly selective, with a 13 percent acceptance rate, thus maintaining a standard of quality. Challenges include maintaining a high-quality student population amid increased competition from other universities and maintaining support for interdisciplinary teaching and research in the face of competing demands for resources in the College of Arts and Sciences (its “home” college). MCB faculty participants have an impressive publication rate and obtain significant grant funding. They also serve the program, their colleges, the university, and their fields in an array of service roles. In the area of assessment, MCB maintains several specific milestones that all graduate students must reach as they progress to final completion of their degree. Each of these demonstrates competency in one or more of the learning outcomes identified in the program’s self-study.

Site-Visit Overview: The site-visit committee was comprised of one external member, Brad Hillgartner, Director of the Biochemistry and Molecular Biology Graduate Program in the Department of Biochemistry at West Virginia University School of Medicine, and three internal reviewers: Fuh-Cherng Jeng (Communication Sciences and Disorders), Judith Millesen (Voinovich School), and Robert L. Williams II (Mechanical Engineering). The committee was impressed by MCB’s many programmatic strengths and record of success. The majority of MCB students have teaching assistantships, institutional fellowships or research grants. MCB graduate students are expected to write competitive grant proposals, attend meetings and present research findings to national and international audiences, and publish abstracts and journal articles in high-quality journals. The committee lauded the high-level of engagement and dedication of the faculty who essentially volunteer their time to assure positive student outcomes. The committee’s report notes that MCB graduates are highly qualified and prepared for employment after graduation. Many obtain employment as post-doctoral researchers, teachers, or in industry immediately after graduation. Challenges
facing MCB include a decline in the number of applications and important staffing gaps in biomedical science and advanced cell biology. The committee also noted that every faculty group with which it convened during the site visit mentioned that faculty essentially volunteer their time to MCB teaching; that is, such teaching is not part of their recognized workload in their home departments. MCB faculty felt strongly that the various participating departments and colleges as well as the University identify an incentive structure that would formally recognize and support interdisciplinary teaching and research efforts.

**Site-Visit Recommendations:** The committee recommended that MCB continue recruiting program faculty from colleges across the university and that it improve career counseling for graduate students. It also suggested that MCB add a track in bioinformatics, thus leveraging strengths already present at OU (in Computer Science and Engineering). Moreover, the review proposed that MCB, though a graduate program, should be employed as a marketing tool to recruit high quality undergraduates into OU’s sciences, engineering, health care, and biotechnology programs.
May 5, 2016

Dear University Curriculum Council:

Below, we respond jointly to the most significant issues raised in the MCB program review.

Expand the MCB Interdisciplinary Research Model at OU

From the program point of view, this challenge is the most critical and falls into two categories:

1. Financial support from the College – several categories are included here: the 3-9s budget, administrative assistant, faculty line (currently in Plant Biology), the lost faculty line (in Biomedical Sciences) and the stipend budget. The College has provided consistent support to the MCB program and this will continue. A better funding plan needs to be developed that matches College expectations to funding, which can take advantage of RCM, not be hindered by them. A joint effort will be initiated between the MCB faculty and the College to better define the College’s expectations for the MCB program, and how this should be linked to providing financial resources. This should be on the agenda for future discussion, but soon, as the College will be soon facing difficult funding decisions that easily could impact the MCB program. An impending retirement also looms. Within few years Dr. Horodyski will go to full retirement, making the staffing of Advanced Cell Biology a critical need.

2. MCB faculty workload issues – the perception of some MCB faculty is that they are not receiving fair credit for the effort (teaching and service) in MCB in their departmental workload TSR assessments. We have discussed development of a new process to address this problem. Each MCB faculty member with workload (teaching and service) in MCB will be asked to create a written memo of understanding between the department chair and the MCB faculty member that clearly defines the work done for MCB and the credit given for departmental TSR. At the MCB faculty meeting, faculty/departmental chairs were uncertain what form this would take, so the first step will be for a small group of MCB faculty to create a template that can be used as a starting point for the conversation. Also, it seems that it is not necessary that such a written MOU be created in all cases. The results of these workload conversations will be shared with the Dean, at that time a decision will be made on the next course of action, if one is needed.

Maintaining High Quality Enrollments

The decline in applications has been a concern of the MCB faculty, however this has yet to have a noticeable impact on the quality of enrollments since the program is still receiving many more high quality applications than it can accept. The reviewers have made good suggestions to increase the “visibility” of the program. The MCB program web page is being redesigned to match and incorporate into the college web design and page, this should solve most of the “broken links.” We will address other problems as they arise. Also, MCB is active in providing news stories for the A&S Forum newsfeed. MCB faculty will continue to be encouraged to develop face to face interactions with prospective applicants.
Improve Career Counseling of Graduate Students

As suggested by the reviewers, an Individual Development Plan will be required of all 1\textsuperscript{st} and 2\textsuperscript{nd} year students in the program. MCB faculty are supportive of this course of action.

Develop a Bioinformatics Track in the MCB Curriculum

Dr. Welch, who directs the Bioinformatics Certificate program at OU, and the MCB director will continue efforts to develop a Bioinformatics track for MCB students. MCB faculty are supportive of this plan.

Use MCB to Market Undergraduate Research Opportunities

MCB faculty are supportive of increasing undergraduate research opportunities in their labs. Better methods of advertising these opportunities will be developed and coordinated with other information sites within OU for undergraduate research opportunities.

Please feel free to contact us if you have questions.

Sincerely yours,

Robert Colvin
Director, Molecular and Cellular Biology Program

Robert Frank
Dean, College of Arts and Sciences
Finding and Overall Assessment: Viable (all programs). Reviews of the College of Business (COB) conducted by outside accreditation agencies and the UCC Program Review Committee (PRC) found a strong culture of teaching, research, and service, with students reporting a high level of satisfaction across the college. COB’s undergraduate and graduate programs earned reaccreditation from the AACSB (Association to Advance Collegiate Schools of Business) in 2014. AACSB accreditation was separately renewed in 2014 for the School of Accountancy. Sports Management’s accreditation was renewed by COSMA (Commission on Sports Management Accreditation) in 2012. The Professional Master of Sports Administration program was accredited, for the first time, by COSMA in 2013. Those accreditation reports were provided to the internal reviewers and were accepted by the PRC in lieu of an external reviewer.

Degrees: B.B.A. Accounting; B.B.A. Business Economics; B.B.A. Business Pre-Law; B.B.A. Finance; B.B.A. General Business; B.B.A. International Business; B.B.A. Management & Strategic Leadership; B.B.A. Management Information Systems; B.B.A. Marketing; B.B.A. Entrepreneurship; B.S.M. Sports Management; Master of Athletic Administration; Professional Master of Sports Administration; Master of Sports Administration; M.B.A.; Professional M.B.A.; Online M.B.A.; and various minors and certificates.

Self-Study Synopsis: COB boasts 79 faculty members (a slight increase since the last review) and more than 1,700 undergraduate students. During the past few years, the college has increased the size of its incoming freshman class while maintaining academic quality. Initiatives have been put in place in the areas of advising and student development, including the centralization of academic and career services in the form of the Career Management and Academic Services office, to further enhance the experiences and success of COB’s undergraduates. The College continues to recruit highly qualified students and has hired a full-time Director of Communications to boost COB’s profile and recruitment. In the area of assessment, in 2007 the COB instituted a robust outcomes-assessment infrastructure, headed by Associate Deans and faculty members. Data collection is ongoing and results are provided yearly to faculty and constitute an important part of the AACSB and COSMA accreditation processes. In the area of scholarship, the College largely focuses on applied and pedagogical research and provides summer research funds for new faculty. COB’s current strategic plan includes various measures to facilitate and enhance scholarship. In terms of service, faculty members actively serve the profession, university, college, department, and community. Together with faculty, students participate regularly in community service. Through problem-based learning and applied projects, students provide analysis and recommendations for many small businesses, start-up firms, on-campus organizations, and local non-profit groups. At the graduate level, the successes of two programs in particular—the online M.B.A. and the Master’s of Sports Administration—has increased enrollment from approximately 250 to 700 since the last review. Graduate programs remain an important component of COB’s profile.
Site-Visit Overview: The internal reviewers were Joseph McLaughlin (English), Mary Rogus (Scripps), and Eric Stinaff (Physics and Astronomy). AACSB and COSMA accreditation reports were accepted by the PRC as external reviews. The internal review commended COB for student success, career counseling, the successful integration of Sports Management, the thoughtful growth of the online M.B.A. program, internal academic program assessment (with outcomes assessment), and the successful recruitment of new faculty. Areas of some concern included faculty and student diversity and the recent centralization of support staff. The external evaluation conducted by AACSB commended the College in such areas as its core coursework, advising, cross-disciplinary centers, experiential learning, and alumni networking. Areas of need included resources for faculty research. COSMA renewed Sports Management’s 2012 accreditation (“Accreditation With Notes”), seeking more information in such areas as outcomes assessment, degree-conferral figures, and operational objectives and strategies in light of the program’s move to COB.

Site-Visit Recommendations: The internal reviewers recommended that COB implement a diversity plan and, after a period of two years, evaluate the cost savings and efficiency of centralized support staffing. It was recommended that such a review should seek significant input from faculty and staff.
January 4, 2016

To: Dr. David Ingram, Chair of Academic Program Review Committee

From: Dean Hugh Sherman, College of Business

Re: Academic Program Review, College of Business

This memo confirms receipt of the UCC Academic Program Review Committee report submitted to the College of Business in Fall Semester 2015. The college would like to thank Joe McLaughlin, Mary Rogus, and Eric Stinaff for taking the time to perform this important service role and providing a thoughtful, detailed report.

The review committee identified several of the main strengths of the college, including student satisfaction, career counseling and advising investment, recruitment of outstanding junior faculty members, and the enrollment growth of our undergraduate and graduate programs. The college believes these strengths have been key factors in the growth of our enrollments and in establishing a strong financial position.

The committee made two specific recommendations: development of a diversity recruiting plan for students and faculty and to evaluate the impact of the staff centralization in two years to ensure if cost savings and improved service levels have been met. The college has begun to see increased service levels from the centralization but agrees that a closer look in two years is warranted.

The college also agrees with the importance of implementing recruiting strategies that effectively consider diversity. For faculty recruiting, the college follows best practices for other business schools and adopts all suggested strategies recommended by OUHR. The diversity of the junior faculty recruited in the past five years has improved.

For student recruiting, the college has offered the Junior Executive Business Program Summer Recruiting Program for over a decade — it is a model being considered by other units on campus and has been successful at enrolling students for the college and university. The college has supports two female student groups — Women in Information Systems (WIS) and Women in Business (WIB). In two short years, WIB has grown to over 100 members. In addition, our Director of Marketing is implementing targeted communications and marketing strategies for prospective female business students and partners with our female student groups and alumni during the recruiting process. The college increased female undergraduate enrollment by 3% in the last recruiting class and achieved a higher percentage for female student than the national average for our latest on-campus MBA cohort.

In conclusion, the college is pleased with the committee’s conclusion that our undergraduate and graduate programs are strong. Once again, we thank the committee for their diligent work.
Finding and Overall Assessment: Viable. The review found the School of Communication Studies (COMS) to have important strengths, including quality faculty, effective leadership, and defined learning objectives. Such attributes are attracting a large and talented group of students, and the school is doing an effective job educating them. The review committee concluded that COMS makes significant contributions to the discipline, the college, and the university.

Degrees: B.S. in Communication; B.S. in Communication (Honors Tutorial College); Minor in Communication Studies; Political Communication Certificate; M.A. in Communication Studies; M.A. in Organizational Communication; and Ph.D. in Communication Studies.

Self-Study Synopsis: The School of Communication Studies (COMS) embraces a liberal-arts orientation whereby students learn to pose questions and pursue answers by critically thinking, describing, synthesizing, critiquing, and imagining. Across courses, students explore how messages and relational interactions shape and in turn are shaped by institutions, emerging technologies, and globalization. COMS endeavors to cultivate the lifelong development of communication competencies that individuals need to coordinate action, solve problems, foster wellbeing, engage in creative activity, and participate in civic life. In fulfilling its role, COMS reported that it would benefit from greater teaching capacity, prioritizing the hiring of new Group I faculty. The self-study describes COMS as healthy and vibrant; it is a strong contributor to the mission of the Scripps College of Communication and collaborator with other academic units at OU.

Site-Visit Overview: The internal reviewers were Dorothy Sack (Geography) and Alycia Stigall (Geological Sciences). The external reviewer was Michael Hecht (Penn State University). The committee examined COMS’ extensive self-study and website. It also met with faculty and students, the school’s director, and the dean of the college. The committee noted the school’s large number of undergraduate majors (500, approximately), an online M.A. program administered through a regional campus, and its well-enrolled doctoral program. The report states, “The faculty consists of dedicated, thoughtful, and accomplished teachers and researchers from a very wide range of subspecialties, who individually strive to teach and mentor undergraduate and graduate students to the best of their considerable ability, and to sustain a record of high-quality research.” The committee praised the school’s research profile and broad range of specialties in teaching and scholarship. In those areas, COMS is comparable to the “very best doctoral programs,” the committee concluded. The school is attracting strong pools of undergraduate majors and graduate students. The committee added, “The school appears to be doing an excellent job balancing the demands of its service courses.” Introductory courses draw students from across OU’s colleges, and COMS faculty “recognize their crucial role in providing a liberal arts education, as well as practical skills training, within the College of Communication.” The COMS curriculum appears structured in a way to provide non-major teaching effectively. Reviewers, moreover,
were pleased to see that the director is developing new initiatives to improve tracking alumni and staying in touch with a broader base of its graduates. In terms of funding (for conference travel, etc.), the committee found COMS faculty to be generally satisfied with current levels and distribution.

Site-Visit Recommendations: The number of Group I faculty appears appropriate for the size and scope of COMS programs, but the committee found that health-communication program (one of three areas of doctoral focus) would benefit from at least one faculty member with expertise in advanced quantitative methods, particularly those analyzing longitudinal data. If coursework were developed around these methodological issues it would probably draw students from cognate disciplines given the apparent absence of these methods among the social science faculty on campus. For the doctoral program in general, the committee found that having three areas of focus—“relating and organizing,” “rhetoric and public culture,” and “health communication”—creates challenges, including achieving a numerical balance of students and balanced course offerings. The report states, “the doctoral program would benefit from the School revisiting how it packages at least one of the three areas of concentration, by developing a two-year or three-year plan for graduate course offerings to ensure adequate course coverage for each concentration, and by increasing graduate stipend amounts.” Additionally, the hiring of a full-time staff advisor by the college could potentially relieve faculty-advising burdens, which are substantial in light of the number of undergraduate majors.
January 10, 2016

Dr. David Ingram  
Chair, Programs Review Committee  
University Curriculum Council  
Ohio University  

Dr. Ingram:

I have had the opportunity to review comments provided by the program review team assigned to the School of Communication Studies, as well as their own self-report documents. I appreciate the time of the review team as well as their attention to detail in providing thoughtful suggestions and comments. As I read the report, there were several excellent suggestions, to which I’m sure the School will give direct attention. I note that the review team concluded that the School of Communication Studies exceeded their expectations for a strong ad viable program. The team also provided recommendations for action. I focus on four such areas in this letter: strategic goals, graduate program enhancement, and climate.

1. Strategic Goals

As noted by the review team, COMS is somewhat unique in that they have a relatively large undergraduate major that consistently has been in the “top ten” majors at Ohio University since 2007. At the same time, COMS serves many students from across the University because of the public speaking course and other Tier II courses (i.e., general education). In addition, the school offers a nationally respected PhD program (the program is variously ranked in the “top ten” or “top twenty” within various specialty areas in the field. Each contribution is vital, but also poses challenges to planning for the school. We recently engaged in an enrollment planning discussion with the school to identify targets for both undergraduate major headcount and expected enrollments for non-majors. With that plan in place, I will charge the director to work with faculty to develop a staffing plan to accommodate the multiple opportunities/demands facing the school. The core staffing question facing the school is how to best serve undergraduate students—both majors and non-majors—while at the same time maintaining a highly productive graduate program. There are a variety of mechanisms available to the school, including a flexible workload policy and strategic use of Group 2 and Group 4 faculty that could aid in this planning.
COMS also offers an online MA in Organizational Communication. That program, which targets working professionals, is a distinct area of opportunity for the school and college. I have asked the school director to begin assessing the program to strengthen its appeal to a variety of professionals in communication-intensive jobs. That program could be essential in providing revenue needed to meet the multiple opportunities and demands facing the school.

2. Enhancing the Graduate Program

As noted, the school offers a highly successful residential PhD program. The school has recently (late Spring Semester) undertaken a faculty-wide discussion of graduate curriculum to give attention to the students’ learning experiences within particular specialty areas. These steps, once enacted next year, should do much to address the issues raised by the review team with respect to specialized content training. Moreover, faculty in the school who specialize in quantitative methods have started to develop curriculum and to adapt existing courses to integrate more advanced quantitative training for students. I believe that these steps will be productive, but will require additional attention to ensure that students’ needs are being fully met from internal (i.e., COMS Courses) and external (e.g., courses from other units) opportunities.

My intention is to convene a faculty retreat in the Fall semester of 2016 to focus on graduate education. In that retreat, I hope to identify areas in which there could be greater collaboration across units—particularly PhD programs—in the college. Two areas, advanced methodology courses and specialized cross-college seminars, have the potential to add greatly to the students’ coursework experiences.

3. Climate

I have spoken with the school director about these comments from the review. I suggested that he devote more time to meeting with individual faculty to listen to their concerns and to identify common objectives/values that could better unite faculty around topics of mutual interest. I know that he is also exploring ways to restructure committees within the school to provide faculty with greater shared governance opportunities on decisions that have important implications for the school as a whole.

At the college level, we have provided resources for external consultation in situations like this, and will continue to do so as necessary if the school and faculty perceive that impartial, outside consultation could be valuable. Also, this spring semester (2016), the college office started a leadership training program for any interested faculty who want to learn about and develop skills in leadership. Five faculty from the School of Communication Studies who are not currently in leadership roles in the school have opted to participate in that
training program. In the more medium-term, adding leadership capability to the school will not only open potential for new generations of leaders to emerge, but will also have the potential to raise the level of dialogue and collaboration in the school.

In closing, the School of Communication Studies is a high functioning unit that makes a significant positive contribution to the college and university. The activities of the school demonstrate substantial success in general education, the undergraduate major, and the graduate program. The activities stemming from the review will help ensure that these successes continue.

Sincerely,

Scott Titsworth, Ph.D.
Professor and Dean
Howard Dewald
Associate Provost for Faculty and Academic Planning
Cutler Hall
Ohio University
Athens, OH 45701

May 11, 2016

Dear Howard:

I am writing in response to your inquiry about the School of Communication Studies (COMS) and its plan to respond to concerns raised in the seven-year external review report about our doctoral program. In particular, as reported by Tim Anderson in an email, members of the Ohio University Graduate Council raised questions about the “environment and need for improved relations among faculty and students.” In the past year, the faculty in COMS has engaged in several conversations about the graduate program that are designed to respond to these issues. I will detail those conversations in the remainder of this letter.

First, I want to note that I was pleased to see the external review report largely validated the academic work of our doctoral program. It noted key intellectual strengths and the value the program provides to the university. Nevertheless, my judgment after reading the report was that some of the questions about the School’s “environment” (or, perhaps more appropriately, “culture”) were connected to ambiguities found in the curriculum and the structure of the program. For example, if students and faculty reported to the external reviewers that some doctoral advisors were controlling or even manipulative, might that follow, at least in part, from the ways we have defined the role of graduate advising? Might it also be related to a lack of consistency in the student experience?

With these questions in mind, I coordinated with our Associate Director for Graduate Studies, Dr. Ben Bates, to initiate conversations first about our doctoral program’s structure. This was designed to both assess the experience of our graduate students, including the extent to which this experience is or is not consistent, and programmatic requirements. On August 20, 2015, we hosted a full-day faculty retreat dedicated only to
discussions about the doctoral program (a copy of the agenda is included with this letter). The retreat was designed to clarify the mission of the program, especially as it relates to research ambition and job placement for students, and to make some decisions about the number of specializations we can support (which has implications for how valued faculty feel they are within the program). In addition, following the recommendation of the external review report, we also invited the graduate student leadership to participate and share reflections on the program. This conversation was not directly about program culture and was more focused on course offerings, the preliminary examination process, and the dissertation proposal process. Nevertheless, some questions about culture and program identity were raised; for the larger purposes of the retreat, those questions were bracketed at the time.

During the 2015-16 academic year, COMS faculty held a series of meetings to follow up on the discussions from the retreat. By the end of the year, we determined that we were committed to a mission in which we developed "whole" scholars (both teachers and researchers), that we could support three areas of specialization, that those three areas would be re-named (in two of three cases) in order to better articulate with the discipline, that we would re-structure the first-year curriculum, and that we would add to the current number of methods courses required of our students. We determined that, from a structural standpoint, conversations about the preliminary examinations and dissertation proposals would come next.

Having affirmed the program’s mission and revised some of the core curricular commitments, we determined that we are now in a position to engage more directly with the issues regarding the program’s culture. Allegations of “poaching” graduate advisees or faculty being unwilling to work with one another are serious and they threaten the very mission of the program that we have articulated. With that commitment now fresh in mind, we are prepared to talk about how best to serve our students. Not all faculty will like one another on a personal level, and there is nothing inherently wrong about that. However, faculty need to be collegial and cooperative when their expertise intersects with the needs of a graduate student.

To advance this conversation, we have agreed to hold another full-day retreat in August, just prior to the start of the fall 2016 semester. We are not framing the retreat as being about “culture”; rather, we are framing it as a discussion about advising (half of the day for undergraduate, half for graduate). In other words, what are the ways in which we can best advise our doctoral students and help them succeed in the program and the discipline? How can we best distribute advising responsibilities? How can we clarify the process of selecting and advisor and assembling a dissertation committee? By answering these questions, we should also be able to address some of the allegations raised in the external review report.

I am pleased with the progress the faculty made over the course of the past year and am confident our decisions will strengthen our program. It is crucial that we follow up on those conversations to now address other issues raised in the external review report. I look forward to continuing our progress in the coming year.
Sincerely,

Michael L. Butterworth  
Director, School of Communication Studies

Cc: Dr. Scott Titsworth, Dean, Scripps College of Communication  
Encl: COMS faculty retreat agenda, August 20, 2015

School of Communication Studies  
Graduate Retreat  
August 20, 2015

**Agenda**

8:30-9:00: Arrival and Coffee

9:00-10:30: Summary of External Review Report  
            Discussion of COMS Graduate Program Identity — “What Kind of Program Do We Want to Be”

10:30-10:45: Break

10:45-12:00: Discussion with Graduate Student Leadership

12:00-1:00: Lunch

1:00-2:30: Discussion of “Tracks”

2:30-2:45: Break

2:45-4:00: Discussion of Curriculum Needs within Tracks
Heritage College of Osteopath Medicine (Athens/Dublin/Cleveland)
Program-Review Executive Summary
Reviewed AY 2014-15
Previous Review: AY 2007-08

Finding and Overall Assessment: Viable. In 2014-15, the American Osteopathic Association’s Commission on Osteopathic College Accreditation (COCA) conducted a thorough review of the Heritage College of Osteopathic Medicine. This included the HCOM campus in Dublin, OH. HCOM’s accreditation was renewed. The UCC Program Review Committee (PRC) accepted that review as the external-review component of the seven-year review. COCA’s 2014 accreditation review found that HCOM met or exceeded 100 percent of accreditation standards. Internal reviewers were impressed by HCOM’s many programs, commitment to a student-centered and transformative learning experience, and service to the community.


Self-Study Synopsis: HCOM has more than 130 fully affiliated faculty members teaching biomedical sciences, social medicine, OB/GYN, family medicine, specialty medicine, osteopathic manipulative medicine, and geriatrics to approximately 700 students. The College graduated 116 students in 2014 and 125 in 2015. It boasts two main curricular areas: Clinical Presentation Continuum (CPC) and Patient Centered Continuum (PCC), with the former constituting the largest. HCOM funds multiple fields of research, including musculoskeletal, diabetes, and maternal child and infant health. Recent hiring has boosted faculty research. HCOM maintains commitments to a clinically integrated and learning-centered osteopathic medical education; diversity and public service; and improving the health and well-being of underserved populations. HCOM also endeavors to increase the percentage of graduates going into primary care to 70 percent by the year 2020. It sees opportunities in aligning educational goals and outcomes across the continuum of undergraduate medical education; incorporating ways in which to include practitioners and/or students from other health professions in the curriculum to strengthen inter-professional collaboration; considering approaches to deferred maintenance issues on the Athens campus; and assessing quality improvement and the curriculum review/revision process in relation to core competencies. In 2011, HCOM received a transformational gift of $105 million from the Osteopathic Heritage Foundation that has greatly benefited faculty and students in many ways, including the physical expansion of HCOM, enhancement of clinical research and training, and increasing the number, quality, and training of primary-care physicians. The Heritage gift has allowed for rapid expansion, including the opening of two additional sites in Ohio (Dublin and Cleveland).

Site-Visit Overview: The internal reviewers were Scott Sparks (Education), Kevin Uhalde (History), and Orianna Carter (Biological Sciences). The site-visit committee commended HCOM for the successful opening of two new campuses since the last review, its community-health and continuing-health education, health-care outreach to the needy, and its interdisciplinary teaching. HCOM utilizes a large number of part-time faculty under the OU faculty designations of Group III and IV and Clinical Faculty, including approximately
2,704 Group IV faculty members who teach specialty topics including clinical practice. In terms of assessment, there are many mechanisms in place, including the Committee on Student Progress, which monitors students identified to be struggling in either clinical or preclinical settings, and HCOM’s assessment metrics were found to be rigorous and effective. For research, the committee noted that HCOM has seen substantial growth in research since the last UCC-PRC review in 2007-08, with the Heritage Foundation’s gift in 2012 helping boost HCOM’s research profile. Physical and technological growth has helped address concerns found in previous reports over resources, especially space and access to clinical preceptors, and has opened new avenues for development. Success creates new challenges. In terms of infrastructure, concerns over bandwidth and the maintenance of core facilities are significant. In the area of service, HCOM faculty members are deeply involved in service to the college, the university, and the profession. As noted above, COCA’s 2014 accreditation (external) review found that HCOM met or exceeded 100 percent of accreditation standards. For that COCA review, HCOM produced a detailed and lengthy self-study to which the PRC’s internal reviewers had access.

**Site-Visit Recommendations:** The PRC review recommended that HCOM develop a plan for building Group I faculty capacity in Dublin and particularly in Cleveland. Moreover, it suggested that hours be added to learning-center operations at all three campuses.
DATE: April 19, 2016
TO: The President and Board of Trustees
FROM: Kenneth Johnson, D.O., Executive Dean, Heritage College of Osteopathic Medicine
SUBJECT: Heritage College of Osteopathic Medicine-Program Review-BOT Process

Thank you for the opportunity to be part of the Board of Trustees’ review process for Ohio University’s Heritage College of Osteopathic Medicine. Our program underwent an internal review by the University on September 21-22, 2015. This letter is to communicate our college’s plan of action regarding the recommendations and concerns outlined in the report.

Four recommendations were made.

1.) “Add hours to learning center operation for all three campuses.” (page 1 of report)
   - The Heritage College has explored adding more hours to the Learning Resource Center (LRC). We have monitored census data around utilization. Results showed that with longer LRC hours the utilization significantly decreased therefore, hours were altered to match the actual utilization patterns. As a result, the current hours were deemed appropriate to meet the students’ needs. This issue will continue to be assessed by the college to ensure the students’ needs for learning are met. (See links below for specific LRC hours of operation and additional study space at each campus.)
   - Learning Resource Center hours of operation at all three campuses: [https://www.ohio.edu/medicine/education/academic-resources/learning-resource-center/index.cfm](https://www.ohio.edu/medicine/education/academic-resources/learning-resource-center/index.cfm)
   - Athens study space: [https://www.ohio.edu/medicine/admissions/accepted/survival-manual/athens/study-space.cfm](https://www.ohio.edu/medicine/admissions/accepted/survival-manual/athens/study-space.cfm)
   - Cleveland study space: [https://www.ohio.edu/medicine/admissions/accepted/survival-manual/cleveland/study-space.cfm](https://www.ohio.edu/medicine/admissions/accepted/survival-manual/cleveland/study-space.cfm)
   - Dublin study space: [https://www.ohio.edu/medicine/admissions/accepted/survival-manual/dublin/study-space.cfm](https://www.ohio.edu/medicine/admissions/accepted/survival-manual/dublin/study-space.cfm)

2.) “Improve lighting in learning center in Athens.” (page 1 of report)
   - The Heritage College has taken action on this recommendation.
   - A work order was placed on October 6, 2015. The light fixture lenses were changed out in areas of the learning resource center on the Athens campus, resulting increased illumination levels averaging over 300 lux - which is within the recommended range for classroom space.
3.) “A plan is needed for building Group I faculty capacity in Dublin and particularly in Cleveland.” (page 1 of report)
   * Upon review of the report it is not clear the basis for this recommendation.
   * Hiring of faculty for both the Dublin and Cleveland campuses was based on detailed staffing plans that were heavily vetted throughout the Heritage College, particularly our first additional campus in Dublin. These hires are driven by data from our Faculty Adequacy Model, which as noted in the report serves as a national model for determining adequacy. Our plan in Dublin called for a focus of Group I faculty for non-clinical faculty due to the need for research mentoring and opportunities for our students. In Cleveland, our partnership with the Cleveland Clinic created an opportunity to work with an organization that is a national leader in research and that has 360 million dollars of externally funded research annually. This campus was done in partnership with the Cleveland Clinic and names them as a Preeminent Partner. Our agreement with them also spells out that they will provide opportunities for CCF faculty to be involved in the program. It also spells out the development of a collaborative research plan. The major need that was identified for both campuses is in the domain of teaching.
   * With all of the above in mind, the Heritage College constantly evaluates the curricular need and faculty available to teach, as well as fulfill the other missions of research and service. Our model is one college three campuses. Faculty adequacy is based on the needs of the entire institution, as opposed to meeting a metric of a single campus location and the number of tenured versus non-tenured faculty at a particular location. All faculty are based in respective departments regardless of campus. We are working on a seamless integration of the three campuses on all levels – faculty, students, staff and administration. Therefore, the metric of number or percentage of Group I faculty on the additional campuses does not fit in the model.

4.) “For the next Program Review site visit, include a meeting with faculty officers and separate meetings among untenured faculty for untenured Group I and non-tenure track faculty.” (page 2 of report)
   * This recommendation will be acted upon for our next internal review.
   * We will ensure that these separate meetings are part of the agenda and the faculty officers will certainly be one of those.

Four areas of concern were noted.

1.) “Although we were provided opportunities to meet with faculty, both non-tenured and tenured separately, few attended these sessions. During the general faculty meeting, one faculty member in attendance is currently serving as a department chairperson. The non-tenured faculty meeting was only 30 minutes and only one faculty member from then Athens campus attended.” (page 2 of report)
   * We, too, were disappointed that many faculty were not able to take advantage of the provided opportunities to interact with the Program Review team members. The Heritage College worked closely with the program review chair to build these opportunities into the schedule, which resulted in two open faculty sessions—one specifically for non-tenured faculty at 30 minutes and the other a one-hour general faculty session. Low attendance/availability, is always a challenge in our college, due to a combination of the class schedule being set well in advance of the start of the academic year, lack of flexibility within the medical curriculum, and the clinical commitments of our many faculty who are attending physicians.
In addition to wide advertisement and meetings with department chairs to elicit their assistance/encouraging their faculty to attend/participate; we plan to provide further education of the University’s program review process and its importance to our faculty.

We fully support the concept of an additional session with only the elected faculty leadership, which undoubtedly would have been beneficial. This is something, as noted above, we will do for our next program review.

We will also try scheduling faculty sessions at different times of the day, such as at noon/over the lunch hour might help to create better opportunities for faculty participation.

2.) “The college recently elected to move away from pre-rotation summer training in areas including sutures, IV injections, scrub training, etc. This new policy appears to have resulted in trepidation amongst third- and fourth-year students who reported they did not receive enough specific training before beginning rotations.” (page 2 of report)

- The clinical skills content was actually not removed from the curriculum, only shifted when and where it was delivered to better align with when the students would be using the information. The goal is better synchronization of clinical skills labs throughout the entire curriculum years 1-4 to enhance/improve student learning/performance.

- The Heritage College will continue to assess this aspect of the curriculum for program/student improvement through multiple assessments:
  - end of rotation exams
  - board exams, specifically designed to assess clinical skills performance
  - national survey data addressing numerous preclinical and clinical curriculum components, including how prepared students felt for their Level 2 board exams (knowledge/clinical skills), and their confidence level in performing specific exams/procedures
  - student evaluations of their rotations
  - preceptor/clinical faculty evaluations of the students
  - discussions with students and clinical faculty during on site clinical campus visits

3.) “MedU online case files were felt to be time-consuming, with mixed feedback on usefulness, by a considerable percentage of third- and fourth-year students interviewed; they suggested that the content might be better acquired hands-on in the hospitals where they have opportunity to go into case problems in more depth.” (page 2 of report)

- The College began (AY15-16) using these MedU modules to address the need of ensuring all students master core curriculum elements (see http://www.med-u.org/). The modules are used by over 150 medical schools, including leading private medical schools (i.e., Harvard School of Medicine) and leading public medical schools (i.e., the David Geffen School of Medicine) as well as most other medical schools in Ohio (i.e., including Ohio State and Case Western Reserve). MedU resources are peer reviewed and the courses are built on collaborations with the following organizations and their membership:
  - Association of Surgical Educators (ASE) and the American College of Surgeons (ACS) -WISE/MD
  - Clerkship Directors in Internal Medicine (CDIM) – SIMPLE
  - Council on Medical Student Education in Pediatrics (COMSEP) – CLIPP
  - Society of Teachers in Family Medicine (STFM) – fmCASES

- Next year more time will be given to students to complete specific modules.
- The assessment portion of these modules is currently being explored as another method of assessing student learning and providing student feedback.
• Heritage College administration will continue to convey and discuss with students the value of the MedU case based modules to enhance their learning (in addition to their hands on experiences), during regular on site visits to the clinical campuses. Most recently during these on-site visits, the feedback on the MedU modules overall has been positive. Many students have stated that the modules have reinforced their learning on corresponding rotations.

4.) “Maintaining effective communication and quality control with more than 2000 volunteer faculty across the CORE facilities.” (page 2 of report)
• The Heritage College is currently taking action on this concern.
• We acknowledge the challenges that engaging such a high volume of state-wide volunteer faculty brings. Below are some of the specific actions our Communication Office, in conjunction with other Heritage College offices, has accomplished to address this very issue.
  o Launched Clinical Campus News, a monthly e-newsletter for clinic-based educators of our students.
  o Specific email distributions promoting faculty development events.
  o Our new college web site features better navigation for our clinical faculty, enabling them to more easily find education and faculty development offerings of the college, as well as other resources.
    o Our Clinical Education Director also demonstrates how to use this improved navigation and answers specific questions, during annual clinical campus site visits.
  o The college has various Admissions, Alumni, Student Affairs, and Academic Affairs events or programs that bring together clinical educators, such as the annual Ohio Osteopathic Symposium, recruitment dinners and meetings at the hospitals, Distinguished Osteopathic Commitment Awards, Alumni Awards, Graduation Awards, more.
  o A press release developed for our Master Clinical Faculty Awards and promoted to the media as well as site-specific releases sent to “owned media” at the hospital/site/systems.
  o Ohio University Medicine magazine, as well as other publications at Ohio University that routinely have stories about the college.
  o TOUCHPOINTS, our alumni e-newsletter, which our clinical faculty who are alums receive.
• From a faculty development perspective, there are various strategies that the Heritage College employs in maintaining effective communication and quality control with our numerous volunteer faculty across our clinical campuses. Below is a table that describes what our Faculty Development Office does to address this concern.

<table>
<thead>
<tr>
<th>What We Do</th>
<th>How We Do It</th>
<th>How Do We Know What We’re Doing Works (Quality Control)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credentialing faculty</td>
<td>Heritage College has a defined faculty selection and appointment process called the Faculty Appointment and Reappointment/Promotion Protocol.</td>
<td>Appointment and promotion process is facilitated by the clinical campuses for the Heritage College.</td>
</tr>
<tr>
<td>Onboarding New Clinical Faculty</td>
<td>New clinical faculty are sent a welcome letter and orientation checklist that includes OPP.</td>
<td>Qualtrics post-orientation survey/test for the OPP module.</td>
</tr>
<tr>
<td>Onboarding New PDs and DMEs (clinical faculty)</td>
<td>New PDs and DMEs are emailed a welcome letter that includes an overview of the CORE and resources provided. CORE staff information is included and questions are encouraged.</td>
<td>Individuals have responded to the emails and used CORE services.</td>
</tr>
<tr>
<td>Service Description</td>
<td>Description</td>
<td>Outcome</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Consultation and Remediation of Trainees</td>
<td>A learning plan is developed in conjunction with the resident, FD staff, and PD. Meetings are held live or online. Educational materials are provided.</td>
<td>Multiple assessment points: performance reports from PDs, self-reflection of trainees, trainee evaluations, improved exam scores.</td>
</tr>
<tr>
<td>FD Self-Assessment Instrument</td>
<td>Available online for faculty to self-assess their current level of expertise and desire to master FD domains.</td>
<td>Generates report and feedback to faculty.</td>
</tr>
<tr>
<td>Monthly FD Notes to all faculty (prior to 2015) and Clinical Campus News E-newsletter (2015-current)</td>
<td>Electronically disseminated.</td>
<td>Email replies from constituents.</td>
</tr>
<tr>
<td>Online Modules</td>
<td>Feedback and Presentation Skills modules developed.</td>
<td>Formative and Summative Assessments</td>
</tr>
<tr>
<td>RDFP and CAP (Residency Directors Fellowship Program; CORE Academic Physicians)</td>
<td>Live and Videoconference FD Programming: RDFP – one-year administration program for residency directors; CAP – one-year academic medicine program for Group IV faculty.</td>
<td>Formative and Summative Assessments</td>
</tr>
<tr>
<td>CAP-R (CORE Academic Physicians-Residents)</td>
<td>Live and videoconference FD programming: CAP-R - one-year educational program for residents.</td>
<td>Formative and Summative Assessments</td>
</tr>
<tr>
<td>FD Website</td>
<td>Build and maintain online, accessible, updated resources.</td>
<td>Google Analytics</td>
</tr>
<tr>
<td>Annual Site Visits</td>
<td>Partner with clinical education team to visit clinical campuses and meet with those involved in trainee education.</td>
<td>Faculty, resident, and student evaluation consultation upon request. Verbal feedback during on-site meetings and follow-up communication.</td>
</tr>
<tr>
<td>Accreditation Inspection Support</td>
<td>Assist in quality control by serving as consultant and resource during member hospitals'/programs' AOA inspections. Reviews pre-inspection documents and provides post-inspection follow-up.</td>
<td>Completion of AOA inspections.</td>
</tr>
<tr>
<td>Ground Support (pilot initiative)</td>
<td>Regular site visits to community physician’s practices/offices. Provides Heritage College information and assesses faculty needs.</td>
<td>Verbal feedback during on-site visits and follow-up communication.</td>
</tr>
<tr>
<td>Clinical Divisions</td>
<td>Developing professional academic homes for clinical faculty in different specialties to improve overall operations and quality, provide faculty and program support, and address challenges and find solutions.</td>
<td>Formative assessments during educational forums.</td>
</tr>
</tbody>
</table>
Finding and Overall Assessment: Viable. A program review of Medical Assisting Technology (MAT) in 2013 found it viable but the UCC Program Review Committee agreed that it be examined in 2015-16 in light of four areas of concern: faculty attrition threatening the program; teaching and administrative loads; the role and cost of the CMA (Certified Medical Assistant) examination in the preparation of students for employment; and low student enrollment. The 2015-16 program review found great improvement in all areas, and the UCC Program Review Committee (PRC) has placed MAT back into the normative review schedule.

Degrees: Associate’s Degree (A.A.S.) in Medical Assisting Technology.

Self-Study Synopsis: MAT was not required by the PRC to conduct a full self-study for the follow-up review. The new information MAT provided focused on the issue of faculty attrition and thus closely tied to matters of workload. In 2012-13, the MAT program had one (1) full-time faculty member (Group I) and one (1) part-time faculty member, with the former teaching a full load while also administering the program. This was causing much workload strain. The 2015-16 review noted five (5) faculty members: three (3) Group III faculty and one (1) Group I ERP, in addition to the Group II faculty member who serves as program director. This has allowed MAT to staff a variety of courses, offer students the breadth necessary for a successful program experience, and alleviate workload issues.

Site-Visit Overview and Recommendations: The internal reviewers were Pramod Kanwar (Mathematics) and Lauren McMills (Chemistry and Biochemistry). The site visit was conducted on November 10, 2015. There was no external evaluator given that the program was found viable in 2012-13. The review team found significant progress in terms of faculty numbers, workload, the matter of the CMA examination, and student enrollment (the first two issues are discussed above). Before 2015, accreditation policies of the AAMA (American Association of Medical Assistants) required that 100 percent of students in the program take and pass the CMA examination. The policy now states that 30 percent of students must take the exam and 60% of those must pass. The issue remains, however, that many employers do not require the examination as a requisite for employment, and thus students tend to see the exam’s registration fee as an undue burden and avoid it altogether. The director is working on ways to address this threat to accreditation. In terms of students, the review found increased enrollments (44 as of November 2015), but program growth is limited by space. Lab experience is central to the program, and current lab space only accommodates 12 students at one time. Expanded facilities would help ensure the program’s stability and growth.
MEMORANDUM

December 21, 2015

To:    David C. Ingram, Chair, UCC Program Review Committee
From:  James M. Smith, Dean, Lancaster Campus
Copy:  William Willan, Executive Dean, Regional Higher Education
Subj:  Medical Assisting Technology Academic Program Review

I was pleased to read the results of a follow-up campus visit on the AAS in Medical Assisting Technology (MAT) program. At the point of the initial program review in 2013, the MAT program was encountering serious changes as the result of retiring program faculty and a new, very high, expectation from the program accrediting board. These concerns were in addition to a period of concern about declining program enrollments.

The search for a new faculty member that followed the 2013 review did result in a highly qualified hire that has significant years of experience in directing programs and in national service to the profession. We retained all previous Group III faculty and also benefitted from the utilization of our Group I retiree. Additionally, the new program director teaches only in the Medical Assisting Technology program, whereas the previous program director’s load was comprised of Medical Assisting Technology and Office Technology courses. Now, the program staffing levels exceed those existing in 2013. Enrollments have shifted upward and the program is now the fourth largest in Lancaster’s associate degree portfolio. The program director feels that the balance between administrative tasks and teaching is reasonable given the availability of adjunct faculty.

The accrediting body changed a requirement that 100% of students must take and pass the credentialing exam which was problematic in a state like Ohio where the exam is not required for employment. The new standard that 30% must take the exam is more realistic but will still require encouragement for students to personally pay for this professional credential if they do not foresee leaving the state for employment.

I feel that Drs. Kanwar and McMills conducted an organized and professional review of the prior report’s findings and accurately described the current situation where the program is viable, issues have been addressed, and potential exists to grow the program further.

If I can be of any assistance in the final steps of closing out this review, please contact me.
April 18, 2016

To: David C. Ingram, Chair, UCC Program Review Committee

From: Cynthia Boles, Program Director

Copy: William Willan, Executive Dean, Regional Higher Education

Subj: Medical Assisting Technology Academic Program Review

The following is a letter detailing a plan of action regarding concerns and recommendations that were made in the 2015-2016 RHE-MAT-Program Review. After reading the report, I am in agreement with the findings of Drs. Kanwar and McMills.

One of the concerns noted in the 2013 review report was the imminent departure of a full-time faculty member (with no replacement) and the teaching/administrative load. As indicated in the 2015 report, there are currently 5 faculty members, including one full-time Group II faculty member and one Group I early retired faculty member. Three Group III faculty members also teach medical assisting technology courses. Given the mix of faculty, the teaching and program coordination load is manageable and allows sufficient time for program direction, program compliance with standards and student interaction.

The 2013 MAT review report noted that there was a concern regarding the pass rate percentage on the CMA exam. At the time of the 2013 report, the MAERB (Medical Assisting Education Review Board) encouragement was that 100% of the students take and pass the exam. This was a particular concern for students because they were not required to take the exam to be employed. As a result, many opted not to take the exam due to the exam fee. This is no longer a concern with the passage of the 2015 MAERB guidelines which suggest that at least 30% of the students take the exam and 60% of those students taking the exam pass. MAERB has been clear that they do not monitor exam participation or passage thresholds in their accreditation evaluation. As the program director, I am quite confident that there will be no issue with meeting new MAERB suggested guidelines.

The final concern from the 2013 report was enrollment. As indicated in the 2015 review, the program has increased to 44 students. As indicated in the report, there is still room for more growth.

Overall, I am very pleased with the findings of Drs. Kanwar and McMills. Their time and thoroughness during this review is appreciated.

Please let me know if I can be of further assistance or answer any questions.
Military Science /ROTC (Athens)
Program-Review Executive Summary

Reviewed AY 2015-16
Previous Review: AY 2005-06

Finding and Overall Assessment: Viable. The Department of Military Science (DMC) successfully fulfills its niche at Ohio University with a core curriculum consisting of classroom instruction, practical exercises, physical training, field experiences focused on tactical proficiency, and military-training events in the summer. Cadets pursue majors across the university.

Degrees: DMS offers no degrees but, as of Fall 2014, cadets may earn a Minor in Military Science (granted by University College). Upon completion of the Military Science curriculum graduates earn a Presidential commission as a Second Lieutenant in the Regular (active-duty) Army, the United States Army Reserves, or the Ohio Army National Guard.

Self-Study Synopsis: DMS faculty members (led by the senior officer, a lieutenant colonel) are officers and non-commissioned officers of the Regular Army and Ohio Army National Guard. They are assigned by the Army and serve at OU for two to four years, per Army regulations governing ROTC programs. Faculty members do not engage in research or scholarship but the commanding officer does serve on university committees. The support staff is comprised of Army civilian employees. There are 118 cadets in the program, with attrition rates in line with national norms. Cadets have ranked highly among their peers nationally. Their academic advising is done through their major programs, with additional military-related advising imparted through ROTC. The Army Cadet Command establishes outcomes assessment metrics (exams and performance evaluations) and parameters for its military curriculum. The Command also reviews the program regularly.

Site-Visit Overview and Recommendations: The internal and external evaluations were completed separately, which is acceptable under UCC program-review practices. The external reviewer, U.S. Army Lieutenant Colonel (Ret) Robin L. Mahady, found DMS to be highly regarded nationally with a strong and capable leadership. The officer noted, “This program honors The Ohio University. The findings of this external review reveal a program that is adhering to OU and Cadet Command requirements in curriculum, training, education, and student well being. The program surpasses normal expectations.” The internal reviewers (Pramod Kanwar [Mathematics] and Scott Sparks [Education]) expressed some concern over the turnover rate of program officers (governed by Army protocols) but noted that cadets felt that it prepared them for the nature of military life, with constant peregrination and changes in leadership. There were no recommendations given. Overall, the internal and external reviewers found DMS to be meeting and exceeding performance standards.
April 27, 2016

Chairman David Wolford  
Ohio University Board of Trustees  
110 Cutler Hall  
Athens, OH 45701

Dear Chair Wolford:

I am writing in response to the UCC Program Review of the Military Science curriculum. Although there was an overall positive review of the program, a few specific concerns were raised, which are specifically addressed in this letter. This letter complements Dean Sayrs’ January, 2016 response to the Program Review.

- OU Administrative Associate: The program review indicated that the absence of an administrative associate for the Army ROTC program provided challenges related to program continuity and staff support. Impending staff changes due to retirement in the ROTC unit will allow for staff restructuring to address this issue. In the meantime, support staff needs are being covered by central University College staff. Staff continuity is also provided by civilian instructional staff in the Army ROTC area, complementing the short term assignments of the military personnel.

- Curriculum Committee Membership: The review noted that the University Curriculum Council does not include a member of the Military Science staff. Since the review was completed, a Military Science staff member has been added to the University College Curriculum Committee.

- Concerns about the diversity of the ROTC cadet pool were identified in the program review. The Army ROTC program has worked with Ohio University Office of Admissions to develop a recruitment plan in order to remediate this concern. The Fall 2015 class of cadets showed a substantial rise in domestic minority representation of both African American (8.8% versus 3.6%) and Asian students (2.9% versus 1.8%) compared to continuing cohorts, and these percentages now exceed the representation of these groups in the Fall 2015 Ohio University first year class as a whole (i.e., 5.0% [African American] and 1.3% [Asian American]). The representation of Hispanic students in ROTC is slightly less than the 2015 First-year class as a whole (2.9% compared to 3.5%). The partnership with the Office of Admissions will continue in order to provide focused efforts to enhance diversity among the cadets.

If you have additional questions or concerns, please feel free to contact me.

Respectfully submitted,

[Signature]

Peter C. Mather, PhD  
Interim Dean, University College and  
Vice Provost for Undergraduate Education

C: Pam Benoit, Executive Vice President and Provost
December 13, 2015

Dear Dr. Ingram,

Thank you for the opportunity to respond to the program review report for the Army R.O.T.C. program. I was pleased but not surprised to see the positive response by the reviewers; Ohio University’s Army R.O.T.C. program is typically one of the top performing programs in the country. I believe Captain Pendleton has provided some technical corrections to the report, but I wanted to provide some additional context to the two areas for improvement noted.

1) The report noted that the “[d]iversity of cadets and cadre is largely white and male in both cases,” and correctly indicated that the diversity of the cadre is under the umbrella of the U.S. Army and is not influenced by our local R.O.T.C. program. Some additional context may be helpful for understanding the diversity of cadets.

Female vs. Male Enrollment: The Ohio University undergraduate population has 50.8% females enrolled, while the R.O.T.C. population currently has 27.3% females enrolled. While this is a disparity, female active duty accession rates for the U.S. Army are between 15% and 18% over the past 10 years. Thus female enrollment in the Ohio University R.O.T.C. program exceeds average female accession into the active duty Army by approximately 10%.1

International students: The R.O.T.C. program does not recruit or contract international students as a matter of Army Regulation and federal law. All future Officers in the United States Army must be U.S. citizens, and must be eligible to maintain a security clearance in order to access classified Department of Defense material in the performance of their duties, (a prerequisite for obtaining any security clearance is U.S. citizenship). However, any Ohio University student, international or otherwise, may take freshman and sophomore level military science courses as electives in accordance with Ohio University and U.S. Army Cadet Command policy. Students taking military science solely as an elective are not considered ‘fully participating’ in R.O.T.C., nor are they counted in R.O.T.C. overall program enrollment statistics.

Race/Ethnicity: Statistics from the R.O.T.C. freshman class for 2015 demonstrates ongoing efforts to recruit cadets from diverse backgrounds. As of fall 2015, African American, Asian American, and Asian Pacific students are more strongly represented within R.O.T.C. compared to Fall 2015 undergraduate first-year students for Ohio University. Hispanic and White enrollment is approaching parity between Ohio University and R.O.T.C., with 3.5% vs. 2.9% for Hispanic enrollment and 84.7% vs. 82.4% for White enrollment. See Table 1, which compares current population of Army R.O.T.C. and Ohio University with incoming 2015 first-year students. This table also shows the improvement in female members of R.O.T.C. in the fall 2015 class.

Table 1. Army R.O.T.C. vs. Ohio University populations²

<table>
<thead>
<tr>
<th></th>
<th>Ohio University Undergrad Population</th>
<th>R.O.T.C. Total Population</th>
<th>Ohio University Fall 2015 Freshmen</th>
<th>R.O.T.C. Fall 2015 Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1156 (5.0%)</td>
<td>4 (3.6%)</td>
<td>403 (5.1%)</td>
<td>3 (8.8%)</td>
</tr>
<tr>
<td>Asian American</td>
<td>300 (1.3%)</td>
<td>2 (1.8%)</td>
<td>134 (1.7%)</td>
<td>1 (2.9%)</td>
</tr>
<tr>
<td>International</td>
<td>1826 (7.8%)</td>
<td>0 (0.0%)</td>
<td>32 (0.4%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Asian Pacific</td>
<td>17 (0.1%)</td>
<td>1 (0.9%)</td>
<td>4 (0.1%)</td>
<td>1 (2.9%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>650 (2.8%)</td>
<td>1 (0.9%)</td>
<td>274 (3.5%)</td>
<td>1 (2.9%)</td>
</tr>
<tr>
<td>American Indian / Alaskan</td>
<td>34 (0.1%)</td>
<td>0 (0.0%)</td>
<td>10 (0.1%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Caucasian</td>
<td>18279 (78.4%)</td>
<td>102 (92.7%)</td>
<td>6682 (84.7%)</td>
<td>28 (82.4%)</td>
</tr>
<tr>
<td>Two or More</td>
<td>691 (3.0%)</td>
<td>0 (0.0%)</td>
<td>297 (3.8%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Unknown</td>
<td>353 (1.5%)</td>
<td>0 (0.0%)</td>
<td>50 (0.6%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>23306</td>
<td>110</td>
<td>7886</td>
<td>34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11469 (49.2%)</td>
<td>11837 (50.8%)</td>
</tr>
<tr>
<td></td>
<td>80 (72.7%)</td>
<td>30 (27.3%)</td>
</tr>
<tr>
<td></td>
<td>3053 (38.7%)</td>
<td>4833 (61.3%)</td>
</tr>
<tr>
<td></td>
<td>21 (61.8%)</td>
<td>13 (38.2%)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>23306</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>7886</td>
<td>34</td>
</tr>
</tbody>
</table>

2) The report indicated a concern about turnover in the uniformed cadre members, who usually serve a three-year term at Ohio University and then are reassigned by the Army, and notes that the department can do little about this as it is done through the Army chain of command. The report also notes that cadets view this as a positive, because it prepares them for Army life. However, the report did not mention that there are several non-uniformed staff (such as John Hansen, who handles recruiting), who have been with the Military Science department for many years, and provide the bulk of institutional memory, continuity, and consistency for the unit. The report also notes the elimination of an administrative associate position more than five years ago, and says that there is a need for this type of position for continuity. For three reasons—because the workload of this position was absorbed by the University College Dean’s office staff, the civilian members of the Military Science department provide institutional memory and continuity, and the high quality of the program has not been affected—reinstituting an administrative associate position is not a priority. Currently, Air Force R.O.T.C. has an administrative associate position. When the person in this position retires, the situation will be re-evaluated to determine whether a shared position is necessary at that time.

Thank you for the constructive feedback; I know that the Army R.O.T.C. program is quite different from other academic programs on campus, and I appreciate both your and the reviewers’ willingness to take the time to understand the unique aspects of the program.

With best regards,

Elizabeth Sayrs
Dean, University College

² Ohio University data from the Ohio University Factbook, August 2015 (p. 32) and Institutional Research’s Fall 2016 Admission Statistics, dated December 8, 2015 (p. 1); R.O.T.C. diversity statistics are generated from the U.S. Army Cadet Command Information Management System (C.C.I.M.S.) and are current as of December 7, 2015. See also the U.S. Army G1 Demographics Office (http://www.armyg1.army.mil) as well as the U.S. Army Recruiting Command (http://www.usarec.army.mil).
April 28th, 2016

Sandra J. Anderson, Esq.
Chair, Board of Trustees
Ohio University
Cutler Hall 110
Athens, OH 45701

Dear Mrs. Anderson,

This report follows the 7 Year Review of the Ohio University Army Reserve Officer Training Corps (R.O.T.C.) department, also known as the Military Science Department, conducted November 6th, 2015. My staff and I are very proud of the overall findings of the report, given that feedback from both the internal and external reviewers states that the R.O.T.C. department “exceeds normal expectations” and finds the program viable.

There were two “areas for improvement” noted in the reviewers report; a lack of diversity among students and faculty and faculty turnover. I would like the opportunity to address these concerns below.

DIVERSITY (STUDENTS): The reviewer report states “…cadets and [faculty] are largely white and male in both cases”.

After comparing the statistics, I have determined that diversity in the R.O.T.C. department is a general reflection of diversity within the Ohio University undergraduate population. There are only two differences in measures of diversity between the R.O.T.C. department and the overall undergraduate population (discussed below). All other measures of diversity between the overall undergraduate population and the R.O.T.C. department are comparable.

a. Female vs Male Enrollment: The Ohio University undergraduate population has 50.8% females enrolled\(^1\), while the R.O.T.C. population currently has 23% females enrolled\(^2\). While this disparity appears significant, it is important to note that the U.S. Army reports female Active Duty accession rates between 15% and 18% over the past 10 years\(^3\). Female enrollment in the Ohio University R.O.T.C. program exceeds average female accession into the Active Duty Army by 5-8%.

b. International Students: The Ohio University reports 7.8% enrollment of international students\(^4\), while the R.O.T.C. program does not recruit or contract international students as a matter of Army Regulation and federal law. All future Officers in the United States Army must be U.S. citizens\(^5\). Further, Officers must be eligible to maintain a security clearance in order to access classified Department of Defense material in the performance of their duties, and a prerequisite for obtaining any security clearance is U.S. citizenship\(^6\).

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\(^1\) Ohio University Factbook, August 2015
\(^2\) U.S. Army Cadet Command Information Management System (C.C.I.M.S.), December 2015
\(^4\) Ohio University Factbook, August 2015
\(^5\) Army Regulation 135-100, Section 1-6, Para b. (1), September 1994
\(^6\) Executive Order 12968, Section 3.1 (b), August 1995
NOTE: Any Ohio University student, international or otherwise, may take freshman and sophomore level military science courses as electives in accordance with Ohio University and U.S. Army Cadet Command policy. Students taking military science solely as an elective are not considered ‘fully participating’ in R.O.T.C., nor are they counted in our overall program enrollment statistics.

Statistics from the R.O.T.C. freshman class demonstrates ongoing efforts to recruit cadets from diverse backgrounds. Statistics show African American, Asian American, and Asian Pacific are more widely represented within R.O.T.C. as compared to fall 2015 undergraduate admissions for Ohio University. Hispanic and White enrollment is roughly equivalent between Ohio University and R.O.T.C., with 3.5% vs 2.9% for Hispanic enrollment and 84.7% vs 82.4% for White enrollment.

<table>
<thead>
<tr>
<th></th>
<th>Ohio University Undergrad Population</th>
<th>R.O.T.C. Total Population</th>
<th>Ohio University Fall 2015 Freshmen</th>
<th>R.O.T.C. Fall 2015 Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1156 5.0%</td>
<td>4 3.6%</td>
<td>403 5.1%</td>
<td>3 8.8%</td>
</tr>
<tr>
<td>Asian American</td>
<td>300 1.3%</td>
<td>2 1.8%</td>
<td>134 1.7%</td>
<td>1 2.9%</td>
</tr>
<tr>
<td>International</td>
<td>1826 7.8%</td>
<td>0 0.0%</td>
<td>32 0.4%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Asian Pacific</td>
<td>17 0.1%</td>
<td>1 0.9%</td>
<td>4 0.1%</td>
<td>1 2.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>650 2.8%</td>
<td>1 0.9%</td>
<td>274 3.5%</td>
<td>1 2.9%</td>
</tr>
<tr>
<td>American Indian / Alaskan</td>
<td>34 0.1%</td>
<td>0 0.0%</td>
<td>10 0.1%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>18279 78.4%</td>
<td>102 92.7%</td>
<td>6682 84.7%</td>
<td>28 82.4%</td>
</tr>
<tr>
<td>Two or More</td>
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<td>0 0.0%</td>
<td>297 3.8%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>353 1.5%</td>
<td>0 0.0%</td>
<td>50 0.6%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>23306</td>
<td>110</td>
<td>7886</td>
<td>34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11469 49.2%</td>
<td>11837 50.8%</td>
<td>3053 38.7%</td>
<td>4833 61.3%</td>
</tr>
<tr>
<td></td>
<td>80 72.7%</td>
<td>30 27.3%</td>
<td>21 61.8%</td>
<td>13 38.2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>23306</td>
<td>23306</td>
<td>7886</td>
<td>7886</td>
</tr>
</tbody>
</table>

DIVERSITY (FACULTY): The reviewer report states “…cadets and [faculty] are largely white and male in both cases”.

Ohio University R.O.T.C. faculty are assigned by the U.S. Army Human Resources Command and the Ohio University Professor of Military Science does not have input in the assignment process, however Human Resources Command does not consider matters of diversity in the assignment process. In accordance with U.S. Army Command Policy and federal law, “Soldiers will not be accessed, classified, trained, assigned, promoted, or otherwise managed on the basis of race, color, religion, gender, or national origin.” Current measures of faculty diversity are therefore a matter of coincidence, and are expected to fluctuate with every assignment cycle.

FACULTY TURNOVER: The reviewer report states “…a second concern that was mentioned in the 2007 review and still continues is the high turnover of cadre. Uniformed Cadre members serve usually a three year term at OU and then are reassigned by the Army. This turnover of cadre leads to some issues of consistency and institutional memory”

7 Army Regulation 600-20, Chapter 6-2 (b), November 2014
Ohio University uniformed R.O.T.C. faculty typically serve a three-year term at Ohio University and are then reassigned by the Army. Assignments are dictated by the U.S. Army Human Resources Command and assignment timelines are consistent with U.S. Army norms and common to all R.O.T.C. programs nationally. The program reviewers also note that cadets view faculty turnover as a positive, because it prepares them for Army life.

The report did not mention that there are four non-uniformed staff who have been with the Military Science department for many years, and provide the bulk of institutional memory, continuity, and consistency for the unit.

Non-uniformed personnel (titled Department of the Army Civilians) include Mr. John Hansen, Recruiting Operations Officer, Mr. Tom Mitchem and Mr. Leroy Thompson, Human Resources Assistants, and Mr. Mark Hayes, Supply Technician. The Department of the Army Civilians assigned to Ohio University have an average of 10 years service with the university.

REFERENCES:

Ohio University diversity statistics can be found in the Ohio University Factbook, dated August 2015 (p. 32). Freshmen admission statistics can be found in the Office of Institutional Research report Fall 2016 Admission Statistics, dated December 8th, 2015 (p. 1). R.O.T.C. diversity statistics are generated from the U.S. Army Cadet Command Information Management System (C.C.I.M.S.) and are current as of the 7 Year Review conducted on November 6th, 2016. U.S. Army demographics can be freely obtained via the websites of the U.S. Army G1 Demographics Office (http://www.armyg1.army.mil) as well as the U.S. Army Recruiting Command (http://www.usarec.army.mil). Army Regulations 135-100 and 600-20, as well as Executive Order 12968 are freely available online from multiple sources.

As always, my staff and I stand ready to provide any amplifying information or answer any questions you may have concerning this report.

Sincerely,

Brook G. Lee
Lieutenant Colonel, U.S. Army
Professor of Military Science

cc:
Dr. Peter Mather, Dean, University College, Ohio University
Dr. Howard Dewald, Associate Provost, Ohio University
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 2016-2017 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 budget as presented to reflect any changes in State appropriations.
Proposed FY17 University Budget

<table>
<thead>
<tr>
<th>Athens Colleges and Schools</th>
<th>Regional Campuses and Centers</th>
<th>Auxiliaries</th>
<th>Administrative &amp; Academic Support</th>
<th>Subvention</th>
<th>Operating Activity Subtotal</th>
<th>Non Operating Activity</th>
<th>Financial Statement Adj &amp; Component Units</th>
<th>GAAP Adj Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 State Appropriations</td>
<td>157.5</td>
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<td>-</td>
<td>-</td>
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<td>(4.0)</td>
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<td>(62.6)</td>
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<td>7 Graduate Financial Aid</td>
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<td>(0.1)</td>
<td>-</td>
<td>(28.4)</td>
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<td>(28.4)</td>
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<tr>
<td>9 Room &amp; Board</td>
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<td>-</td>
<td>97.2</td>
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<td>97.2</td>
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<td>-</td>
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<td>12 Gifts</td>
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<td>14 Investment Income</td>
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<td>722.9</td>
<td>69.9</td>
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**EXPENSES & INDIRECT COST ALLOCATIONS**

<table>
<thead>
<tr>
<th>Athens Colleges and Schools</th>
<th>Regional Campuses and Centers</th>
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<th>Administrative &amp; Academic Support</th>
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<th>GAAP Adj Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 Total Salaries, Wages, &amp; Other Payroll</td>
<td>204.2</td>
<td>34.0</td>
<td>28.0</td>
<td>87.5</td>
<td>-</td>
<td>363.8</td>
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<td>18 Total Benefits</td>
<td>59.1</td>
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<td>12.9</td>
<td>36.3</td>
<td>-</td>
<td>119.1</td>
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<td>119.1</td>
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<td>19 Supplies &amp; Services</td>
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<td>7.3</td>
<td>38.1</td>
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<td>182.8</td>
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<tr>
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<td>1.6</td>
<td>1.8</td>
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<tr>
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<td>-</td>
<td>-</td>
<td>18.2</td>
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<td>24 Debt Service - Interest</td>
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<td>-</td>
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<td>27.0</td>
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<tr>
<td>25 Internal Allocations</td>
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<td>(7.9)</td>
<td>(12.8)</td>
<td>-</td>
<td>(22.8)</td>
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<td>(22.8)</td>
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<td>120.9</td>
<td>972.5</td>
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**ALLOCATIONS & TRANSFERS**

<table>
<thead>
<tr>
<th>Athens Colleges and Schools</th>
<th>Regional Campuses and Centers</th>
<th>Auxiliaries</th>
<th>Administrative &amp; Academic Support</th>
<th>Subvention</th>
<th>Operating Activity Subtotal</th>
<th>Non Operating Activity</th>
<th>Financial Statement Adj &amp; Component Units</th>
<th>GAAP Adj Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 Internal Allocations &amp; Transfers</td>
<td>(6.0)</td>
<td>0.5</td>
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<td>7.7</td>
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<tr>
<td>28 Indirect Costs Allocations</td>
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<td>16.5</td>
<td>(1.8)</td>
<td>(163.7)</td>
<td>2.0</td>
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<td>-</td>
<td>0.0</td>
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<tr>
<td>29 Depreciation Allocation</td>
<td>10.7</td>
<td>-</td>
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<td>(11.4)</td>
<td>-</td>
<td>0.0</td>
<td>-</td>
<td>0.0</td>
</tr>
<tr>
<td>30 Subvention/Strategic Pool Allocation</td>
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<td>7.3</td>
<td>-</td>
<td>(50.0)</td>
<td>-</td>
<td>(50.0)</td>
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<tr>
<td>31 Transfers to/from Strategic Investment Pool</td>
<td>(45.6)</td>
<td>(15.0)</td>
<td>-</td>
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<td>41.1</td>
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<tr>
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<td>(179.2)</td>
<td>12.5</td>
<td>7.7</td>
<td>-</td>
<td>7.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Athens Colleges and Schools</th>
<th>Regional Campuses and Centers</th>
<th>Auxiliaries</th>
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<th>Operating Activity Subtotal</th>
<th>Non Operating Activity</th>
<th>Financial Statement Adj &amp; Component Units</th>
<th>GAAP Adj Totals</th>
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</thead>
<tbody>
<tr>
<td>33 Total Expenses, Allocations &amp; Indirect Costs</td>
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<td>85.8</td>
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<tr>
<td>34 Subtotal Results</td>
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<td>19.0</td>
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<td>108.5</td>
</tr>
<tr>
<td>35 Transfers to (from) Operations</td>
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<td>5.1</td>
<td>(9.0)</td>
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<td>-</td>
<td>(21.6)</td>
</tr>
<tr>
<td>36 Transfers to (from) Invested Endowment</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>1.4</td>
<td>1.7</td>
<td>-</td>
<td>(1.7)</td>
</tr>
<tr>
<td>37 Transfers to (from) Capital Projects</td>
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<td>-</td>
<td>16.8</td>
<td>4.2</td>
<td>-</td>
<td>24.1</td>
<td>(24.1)</td>
<td>-</td>
</tr>
<tr>
<td>38 Net Results</td>
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<td>2.0</td>
<td>5.9</td>
<td>(3.0)</td>
<td>5.1</td>
<td>(21.6)</td>
<td>108.5</td>
</tr>
</tbody>
</table>
WHEREAS, in compliance with Section 369.560 of Am. Sub. H. B. No. 64 of the 131st General Assembly, this Board has completed an efficiency review based on the report and recommendations of the Ohio Task Force on Affordability and Efficiency in Higher Education, (“the Task Force”); and

WHEREAS, Section 369.560 requires this Board to provide a report to the Chancellor of the Ohio Department of Higher Education within 30 days of the completion of the efficiency review, or by August 1, 2016, that includes how the University will implement the Task Force recommendations and other cost saving measures;

NOW THEREFORE, BE IT RESOLVED that the Board hereby adopts a five-year goal of sixty million dollars ($60M) for efficiency savings and new resources to be generated through fiscal 2021, along with a framework for investing those dollars in student affordability while maintaining or improving academic quality.

BE IT FURTHER RESOLVED that the Board directs the President to develop a five-year implementation plan to achieve the cost saving goal and to submit this plan to the Director of Higher Education no later than August 1, 2016, conditional upon final Board approval at the August 26, 2016 meeting.
AUTHORIZATION TO TRANSACT BUSINESS
WITH HIRTLE CALLAGHAN & CO.

RESOLUTION 2016 –

WHEREAS, this Board desires to authorize the individuals listed below to transact business with financial institutions and investment managers on behalf of the University;

NOW THEREFORE, BE IT RESOLVED that the individuals listed below are appointed to the positions listed and that they are authorized to perform the functions of said positions on behalf of Ohio University;

Deborah J. Shaffer   Treasurer,
Vice President for Finance
and Administration

Candice J. Casto   Chief Finance & Investment
Officer for Foundation
Operations

BE IT FURTHER RESOLVED, that any one of the individuals listed above, acting alone, be and hereby is authorized and empowered to enter into an Agreement with Hirtle, Callaghan & Co., LLC, and any investment partnership or corporation in which Hirtle, Callaghan & Co., LLC serves as the investment manager or general partner; and is further authorized to have access to information for this account, including but not limited to on-line access to the Hirtle Callaghan website, custodial statements and quarterly presentations and the execution of such Agreement by such person shall be deemed to be conclusive evidence of such approval on behalf of the University;

BE IT FURTHER RESOLVED that any one of the individuals listed above, acting alone, be and hereby is authorized to issue instructions under such Agreement with respect to the deposit or withdrawal of cash and the deposit, withdrawal, purchase or sale of securities and other property without limitation as to price, terms or conditions and otherwise to deal therewith, all pursuant to the provisions of such Agreement; and is further authorized to have access to information for this account, including but not limited to on-line access to the Hirtle Callaghan website, custodial statements and quarterly presentations;
BE IT FURTHER RESOLVED that this resolution supersedes Resolution 2014-3394 and that notice of any change in this resolution be communicated in writing to Hirtle, Callaghan & Co., LLC, and that upon actual receipt of such notice Hirtle, Callaghan & Co., LLC shall be authorized to act pursuant to such revised resolution; and

BE IT FURTHER RESOLVED that all authorities granted above and all notice obligations apply regarding any custody account established at any financial institution in connection with role of Hirtle, Callaghan & Co., LLC as financial advisor.
I, the undersigned, hereby certify that I am the Secretary of the Board of Trustees of Ohio University, a public institution of higher education created under the laws of the State of Ohio, duly organized, validly existing and in good standing under the laws of the State of Ohio, and I do hereby further certify, from my examination of the minute book and other pertinent records of said University now in my possession, and of my knowledge, the following persons listed below have been duly appointed pursuant to Resolution No. 2016- __, attached hereto as Exhibit A. I further certify that on the date of this Certificate these individuals are the officers of the University, holding respective offices set forth below opposite their names and that the following are their true signatures:

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treasurer,</td>
<td>Deborah J. Shaffer</td>
<td></td>
</tr>
<tr>
<td>Vice President for Finance &amp; Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chief Finance &amp; Investment Officer for Foundation Operations</td>
<td>Candice J. Casto</td>
<td></td>
</tr>
</tbody>
</table>

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the University, on this ________ day of ______________, 20__.  

David Moore  
Secretary

**Required: To be Completed if the Secretary is an Authorized Signer Named in the Foregoing Certificate:**

The undersigned Officer named in the foregoing Certificate, hereby confirms such Certificate on the date hereof.

Name:__________________________  
Title:__________________________
Interoffice Communication

Date: June 1, 2016

To: The Ohio University Board of Trustees

From: Deborah J. Shaffer, Vice President Finance & Administration and CFO

Re: Corporate Resolutions and Certificates of Incumbency

Periodically, the Board reviews and approves corporate resolutions and certificates of incumbency. A corporate resolution is a list of individuals who are authorized to conduct specified actions on behalf of the institution, and a certificate of incumbency is a document issued by the Board Secretary that confirms the identity of an institution’s signing officers. These documents are modified, as needed, to reflect changes in OHIO personnel.

At the June meeting, the Board will be asked to approve two sets of updated corporate resolutions and certificates of incumbency, one for Hirtle, Callaghan & Co., LLC and another for BNY Mellon, which will provide the following individuals with authority to transact business with financial institutions and investment managers on OHIO’s behalf:

- Deborah J. Shaffer, Vice President Finance & Administration, CFO and Treasurer
- Candice J. Casto, Chief Finance & Investment Officer for Foundation Operations.
AUTHORIZATION TO TRANSACT BUSINESS  
WITH BNY MELLON  

RESOLUTION 2016 –  

WHEREAS, this Board desires to authorize the individuals listed below to transact business with financial institutions and investment managers on behalf of the University;  

NOW THEREFORE, BE IT RESOLVED that the individuals listed below are appointed to the positions listed and that they are authorized to perform the functions of said positions on behalf of Ohio University;  

Deborah J. Shaffer  Treasurer,  Vice President for Finance  and Administration  

Candice J. Casto  Chief Finance & Investment  Officer for Foundation  Operations  

BE IT FURTHER RESOLVED that any one of the officers listed above, acting alone, be and hereby is authorized and empowered to enter into an Institutional Custody Agreement with BNY Mellon substantially in the form attached hereto with such changes thereto as the person executing the same shall deem advisable and that the execution of such Agreement by such person will be conclusive evidence of such approval on behalf of the University;  

BE IT FURTHER RESOLVED that any one of the officers listed above, acting alone, be and hereby is authorized from time to time to issue instructions under such Institutional Custody Agreement with respect to the deposit or withdrawal of cash and the deposit, withdrawal, purchase or sale of securities and other property without limitation, as to price, items or conditions and otherwise to deal therewith, all pursuant to the provisions of the Institutional Custody Agreement and is further authorized to have access to information for this account; and  

BE IT FURTHER RESOLVED that this resolution supersedes Resolution 2014-3395 and that notice of any change in this resolution be communicated in writing to BNY Mellon, and upon actual receipt of such notice BNY Mellon shall be authorized to act pursuant to such revised resolution.
INCUMBENCY AND SIGNATURE CERTIFICATE

The undersigned hereby certifies to BNY Mellon, that I am the Secretary of the Board of Trustees of Ohio University (the “University”), a public institution of higher education created under the laws of the State of Ohio, and that, as such, I am duly authorized to execute this Certificate on behalf of the University. I further certify that each of the following persons, as of the date hereof and in accordance with Board of Trustees Resolution No. 2016-____, attached hereto as Exhibit A, is a duly appointed, qualified and acting officer of the University, holding the office of the University set opposite his or her name below; and that the signature of each such person appearing opposite such person’s name below is such person’s own true signature:

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roderick J. McDavis</td>
<td>President</td>
<td></td>
</tr>
<tr>
<td>Deborah J. Shaffer</td>
<td>Treasurer, Vice President for Finance &amp; Administration</td>
<td></td>
</tr>
<tr>
<td>Candice J. Casto</td>
<td>Chief Finance &amp; Investment Officer for Foundation Operations</td>
<td></td>
</tr>
</tbody>
</table>

WITNESS the signature of the undersigned this ___ day of ______, 20__.  

_________________________________  
David Moore  
Secretary

The undersigned, the President of the University and one of the officers named in the foregoing Certificate, hereby confirms such Certificate on the date hereof.

_________________________________  
Dr. Roderick J. McDavis  
President
WHEREAS, AECOM Inc. has provided continuous academic and financial support to the Center for Sports Administration and the Department of Sports Administration in the College of Business since 2007, including providing seminars for students on sports architecture, sports economics and sponsorships along with financial support for a professorship in sports facilities and alumni events at a variety of venues across the country, and

WHEREAS, AECOM is recognized as an international leader in building state-of-the-art sports facilities at the collegiate and professional sports levels, including the football stadiums for Kansas State University and the Seattle Seahawks, the Barclays Arena for the New York Nets and New York Islanders, and a South African stadium that hosted the World Cup, and

WHEREAS, AECOM recognizes the critical need for on-going research in the sports administration industry and for teaching the next generation of industry leaders, and

WHEREAS, AECOM has committed a significant contribution to continue its support of the Center and Department.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves naming the Center for Sports Administration within Department of Sports Administration in the College of Business, as the AECOM Center for Sports Administration, and

BE IT FURTHER RESOLVED, the name is effective for a period of four years, with an option to renew, beginning July 1, 2016 and ending June 30, 2020.
Interoffice Communication

Date:       June 1, 2016
To:         The President and Board of Trustees
From:       Bryan Benchoff, Vice President for Advancement
Re:         Naming of the Center for Sports Administration

The College of Business has received a generous gift from AECOM Inc. to name the Center for Sports Administration for a period of four years with an option to renew. In addition to its financial commitment, AECOM has provided seminars and sponsorships to the Department of Sports Administration as well as financial support for a professorship in the department and for alumni events. The relationship between AECOM and the College of Business has been longstanding and of significant benefit to both students and faculty.

To recognize AECOM’s generous gift and its ongoing academic support, the College of Business and the Department of Sports Administration recommends that the Center for Sports Administration within the Sports Administration Department in the College of Business be named the AECOM Center for Sports Administration.

I have enclosed a resolution for the naming of the Center for consideration by the Board of Trustees at the June 2016 meeting. Please let me know if I can be of further assistance or provide additional information regarding this matter.
WHEREAS, Philip (Phil) Muck, BBA ’62, and his wife Patricia (Pat), have provided steadfast support to the College of Business and Ohio University as a whole, and

WHEREAS, Mr. Muck has earned accolades in industry, provided leadership to the Ohio University Foundation, served as Chair of the College’s Campaign Committee during the Third Century Campaign, served as Co-Chair of the College’s Campaign Committee for the Promise Lives Campaign, and been an active member of the the College of Business Society of Alumni and Friends and the College of Business Executive Advisory Board, and

WHEREAS, Mr. Muck’s leadership led to the formation of the College’s two student investment groups, securing support from the College’s faculty and The Ohio University Foundation Board for the creation of the groups and securing financial funds from the Foundation to be traded by these groups, and

WHEREAS, Mr. Muck formed and funded the College’s SOX Fellows program and the College’s Honors Program, and

WHEREAS, Mr. and Mrs. Muck recognize the critical need for state-of-the-art facilities and cutting-edge classroom experiences and lab facilities for students in the College’s expanding business programs, and

WHEREAS, the generosity and leadership of Mr. and Mrs. Muck has provided a lead gift toward the renovation of three of the four floors of the existing Computer Services Center (CSC) for use by the College of Business, and

WHEREAS, the renovation has functionally transformed the primary purpose of the former CSC facility to be associated with the College of Business.

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Ohio University hereby approves the CSC building at 3 President Street, Athens, Ohio, will henceforth be renamed to the Phil and Pat Muck Business Annex.
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

From: Bryan Benchoff, Vice President for Advancement

Re: Renaming of the Computer Services Center to the Phil and Pat Muck Business Annex

The College of Business has received a generous lead gift from Philip and Patricia Muck to complete the renovation of three of the four floors of the existing Computer Services Center (CSC). The primary purpose of the facility and main reason for students, employees, and visitors to enter the building is now associated with the College of Business. Their renovations will have a significant impact on the College, its students and faculty by providing state-of-the-art facilities. The remaining floor in the building comprises the data center.

Due to this repurposing of the facility and the impact this gift has had on accomplishing the renovation, The College of Business recommends renaming the Computer Services Center building at 3 President Street to the Phil and Pat Muck Business Annex. To that end, I have enclosed a resolution for consideration by the Board of Trustees at the June 2016 meeting. Please let me know if I can be of further assistance or provide additional information regarding this matter.
WHEREAS, Perry Sook, BSC `80 and his wife Sandra (Sandy) Sook, BSC `80, MED `82, PhD in Rhetoric `15, have provided ongoing and generous support to Intercollegiate Athletics and Ohio University as a whole, and

WHEREAS, Mr. Sook has earned numerous accolades in the telecommunication industry, including induction into the Broadcasters Hall of Fame, and

WHEREAS, Mr. Sook has served in volunteer leadership roles within the university, has served on the Ohio University Foundation Board of Trustees for 15 years, and is currently serving as Chairman of the Ohio University Foundation Board of Trustees, and

WHEREAS, Mr. & Dr. Sook recognize the need for state-of-the-art facilities and services for Ohio University student athletes, and

WHEREAS, the generosity of Mr. and Dr. Sook has provided a lead gift toward the construction of the Academic Center and their leadership has played an instrumental role in encouraging others to donate to this project.

NOW THEREFORE, BE IT RESOLVED, the new Academic Center, to be constructed at the north end of Peden Stadium will henceforth be named the Perry and Sandy Sook Academic Center.
Interoffice Communication

Date: June 1, 2016
To: The President and Board of Trustees
From: Bryan Benchoff, Vice President for Advancement
Re: Naming of the Perry and Sandra (Sandy) Sook Academic Center

The generosity of Perry Sook and his wife Sandra (Sandy) Sook provided a pivotal lead gift toward the planning, construction, furnishing and maintenance of an athletic academic center. Their leadership was instrumental in securing the additional private funding needed to make the academic center a reality. Mr. and Mrs. Sook have been ardent supporters of Ohio University for many years and Mr. Sook currently serves as Chairman of the Ohio University Foundation Board of Trustees.

In recognition of their generous lead gift, Intercollegiate Athletics recommends naming this new facility the Perry and Sandy Sook Academic Center. To that end, I have enclosed a resolution for consideration by the Board of Trustees at the June 2016 meeting. Please let me know if I can be of further assistance or provide additional information regarding this matter.
APPROVAL TO PROCEED WITH DESIGN THROUGH CONTRACT ADMINISTRATION FOR THE ELLIS HALL RENOVATION, SEIGFRED HALL RENOVATION, AND TIFFIN HALL BATHROOM UPGRADES

RESOLUTION 2016 -

WHEREAS, for the Ellis Hall Renovation project, University administration requests approval for the total project budget of $13,000,000 and seeks approval for authorized expenditures of $1,300,000 to undertake design through contract administration to be funded by FY2017 Century Bonds ($1,310,000), State Appropriations ($6,652,950) and Internal Bank reserves to be reimbursed by future bond issue ($5,037,050);

WHEREAS, for the Seigfred Hall Renovation Phase I project, University administration requests approval for the total project budget of $10,600,000 and seeks approval for authorized expenditures of $1,060,000 to undertake design through contract administration to be funded by Century Bonds ($4,800,000), State Appropriations ($4,300,000) and Internal Bank reserves to be reimbursed by future bond issue ($1,500,000);

WHEREAS, for the Tiffin Hall Bathroom Upgrades project, University administration requests approval for the total project budget of $1,900,000 and seeks approval for authorized expenditures of $245,000 to undertake design through contract administration to be funded by Housing and Residence Life Reserves, which may be reimbursed through future bond issue;

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: June 1, 2016

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President for Finance and Administration and CFO

Re: REQUEST FOR APPROVAL TO UNDERTAKE DESIGN:

- Ellis Hall Renovation – Design through Contract Administration
- Seigfred Hall Renovation – Design through Contract Administration
- Tiffin Hall Bathroom Upgrades – Design through Contract Administration
- Academic Center – Site Approval and Design

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

Ellis Hall Renovation – Design through Contract Administration

1. We seek approval to undertake design through contract administration at a cost of $1,300,000.
2. The purpose of this project is to provide the occupants an appropriate working and learning environment by upgrading the infrastructure of the building to current health, safety, and efficiency standards. This will be accomplished by providing new mechanical, electrical, plumbing, life safety, windows, ADA upgrades, including new elevator and accessible routes to building, single-user restrooms, hazardous material abatement, and reconfiguring 3rd floor space.
3. Part of the approved CIP for FY2016-2017
4. Total Project Budget: $13,000,000
5. Previously Approved: $0
6. This Request: $1,300,000
7. Funding Source: $1,310,000 – FY2017 Century Bonds
   $6,652,950 – FY17-FY18 State Appropriations
   $5,037,050 – Internal Bank to be reimbursed through future bond issues
8. Schedule:
   Design Start – June 2016
   Design Complete – June 2017
   Construction Start – October 2017
   Construction Complete – January 2019

Seigfred Hall Renovation – Design through Contract Administration

1. We seek approval to undertake design through contract administration at a cost of $245,000.
2. The purpose of this project is to evaluate staging for Phases II and III investments, to design Phase II which will result in staged implementation of deferred maintenance and programmatic improvements for the facility over the FY17-FY18 and FY19-FY20 biennia.
3. Part of the approved CIP for FY2015-FY2020
4. Total Project Budget: $10,600,000
5. Previously Approved: $0
6. This Request: $1,060,000
7. Funding Source: $4,800,000 – Century Bonds FY17
   $4,300,000 – State Appropriations
   $1,500,000 – Internal Bank to be reimbursed through future bond issues
   - Identification and coordination of swing space part of design
   Phase II Construction – start Summer or Fall 2017; complete Fall 2018
   Phase III Construction – start Summer or Fall 2018, complete
   Summer or Fall 2019 (contingent on funding)

Tiffin Hall Bathroom Upgrades – Design through Bidding Phases
1. We seek approval to undertake design through contract administration at a cost of $245,000.
2. The purpose of this project is to upgrade the existing bathrooms and associated plumbing,
   and ventilation at Tiffin Hall. This is needed because the existing bathrooms, plumbing, and
   ventilation have become dated.
3. Part of the approved FY2016-2016 CIP, Recurring Auxiliaries, Housing Minor Renovations,
   Line # 3.
4. Project Budget: $1,900,000
5. Previously Approved: $0
6. This Request: $245,000
7. Funding Source: Housing and Residence Life Funding - may be reimbursed
   through future bond issues
   Design Complete – December 2016
   Construction Start – May 2017
   Construction Complete – July 2017

Academic Center – Site Approval and Design (resolution under separate Tab)
1. We seek sight plan approval and approval to undertake design at a cost of $620,000.
2. The purpose of this project is to address deficiencies and undersized study spaces in support
   of higher retention and graduation rates as well as higher academic performance of our
   student athletes.
3. This project is not included in any capital plan.
4. Project Budget: $6,165,180
5. Previously Approved: $0
6. This Request: $620,000
7. Funding Source: $5,712,890 – Gifts and Pledges*
   $352,290 – Athletic Reserves
   $100,000 – Century Bonds – ADA Small Projects Remediation
8. Schedule: Design 2016-2017
   Construction 2017-2018

*Difference between cash received and open pledges will be funded by internal loan to athletics
   to be paid by pledge receipts as collected.
Construction Projects – Design

2 Consent Resolutions

Tabs
Requested Approvals to Undertake Design

- Consent Resolution
  - Ellis Hall Renovation – Design through Contract Administration
  - Seigfred Hall Renovation – Design through Contract Administration
  - Tiffin Hall Bathroom Upgrades – Design through Contract Administration

- Consent Resolution
  - Perry and Sandy Sook Academic Center – Site Approval through Design
ELLIS HALL RENOVATION

Background

- Designed by noted Midwest architect Frank L. Packard, Ellis Hall houses classrooms, faculty offices, seminary rooms, and laboratories.
- One of OHIO’s oldest and largest classroom facilities, 77% of all undergraduates will take a course in Ellis Hall.
- The facility is in need of significant renewal of mechanical, electrical, fire safety, and plumbing systems.
- Improvement of office and teaching spaces also require renewal.
In October 2015, the Board approved a project to replace the building chiller in Ellis Hall in (2015-3518) as part of the FY16 Energy Infrastructure Project. The work was completed in April 2016.

The University is completing repairs to the flat roofs, flashing and penthouse mechanical room floor to stop water penetration into interior spaces.

In October 2016, the Board approved the University FY17/FY18 State Capital Request which included further infrastructure renewal.

In March 2016, the Board reviewed the Ellis Hall Project Renovation Strategy.
Ellis Hall is home to three Arts and Sciences programs.

Been analyzing needs of Ellis Hall to develop a complete project.

Deferred maintenance priorities include mechanical, HVAC, & fire system upgrades.

Programmatic upgrades include increasing study spaces, upgrading classrooms.

Other improvements will include addressing accessibility, gender neutral bathroom and interior finish changes where required.

Project budget: $13M
## ELLIS HALL RENOVATION

### Summary of Investments

**Ellis Hall Investments**

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Ellis Hall Chiller Replace</td>
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<tr>
<td>Water Remediation</td>
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<tr>
<td>Renovation Strategy</td>
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<tr>
<td><strong>Total</strong></td>
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### Funding Plan

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<tbody>
<tr>
<td>State Capital Request</td>
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<tr>
<td>Century Bond</td>
<td>$1,075,000</td>
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<tr>
<td>Other (Debt, Institutional Funds)</td>
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<tr>
<td><strong>Sub-_totals</strong></td>
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<td><strong>Ellis Hall Project Total</strong></td>
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<td>$14,075,000</td>
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</table>
ELLIS HALL RENOVATION

Next Steps

- Procure a qualified consultant to verify scope, refine costs, and design the renovation project
- Develop swing space plans to accommodate Ellis Hall occupants
- Bring the project back to the Board when the design is complete and the project is bid to request approval to undertake construction
ELLIS HALL RENOVATION
Approval to Undertake Design

- We seek approval to undertake design through contract administration at a cost of $1,300,000.
- The purpose of this project is to provide the occupants an appropriate working and learning environment by upgrading the infrastructure of the building to current health, safety, and efficiency standards. This will be accomplished by providing new mechanical, electrical, plumbing, life safety, windows, ADA upgrades, including new elevator and accessible routes to building, single-user restrooms, hazardous material abatement, and reconfiguring 3rd floor space.

<table>
<thead>
<tr>
<th>Design Budget</th>
<th>Construction Budget</th>
<th>Project Total</th>
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<tbody>
<tr>
<td>Project Conceptual Estimate</td>
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<td>$11,700,000</td>
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<tr>
<td>Board request: Design Approval</td>
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<td><strong>Sub-Total</strong></td>
<td>$1,300,000</td>
<td>$11,700,000</td>
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* Estimated project total will be reviewed in design process.

<table>
<thead>
<tr>
<th>Fund Sources</th>
<th>Design Budget</th>
<th>Construction Budget</th>
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<tbody>
<tr>
<td>State Capital Appropriations</td>
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<td>$6,652,950</td>
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<td>Other (Debt, Institutional Funds)</td>
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<td>$5,037,050</td>
<td>$5,037,050</td>
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<tr>
<td><strong>Sub-Total</strong></td>
<td>$1,300,000</td>
<td>$11,700,000</td>
<td>$13,000,000</td>
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</table>
ELLIS HALL RENOVATION
Approval to Undertake Design

- Preliminary Estimate: $13,000,000
- Previously Approved: $0
- This Request: $1,300,000
- Funding Source:
  - $1,310,000 – FY2017 Century Bonds
  - $6,652,950 – FY17-FY18 State Appropriations
  - $5,037,050 – Internal Bank to be reimbursed through future bond issue

- Schedule:
  - Design Start – June 2016
  - Design Complete – June 2017
  - Construction Start – October 2017
  - Construction Complete – January 2019
Seigfred Hall is center of activity for the visual arts at Ohio University, housing the studios, classrooms, and offices of the School of Art + Design

Has not received any major upgrades since construction in 1962

The facility is in need of significant deferred maintenance and improvement of programmatic spaces

To maximize funding availability, timing, and to coordinate project staging, a three phased approach is recommended
SEIGFRED HALL RENOVATIONS

Phase One: Roof and Windows

OCT BoT Approval

- Phase I was included within the approved FY16 Annual CIP
- In October 2015, the Board approved Design Development for the facility’s roof and window replacement
- In January 2016, the Board approved for roof and window replacements to be combined into a single project
- Phase I is underway and includes strengthening Seigfred Hall against water intrusion
In October 2015, the Board approved Seigfred Hall as one of the projects to be funded through State Appropriations and Century Bonds.

The Board received a CIP update during the March 2016 CMP Approval presentation.

The Board requested additional funding opportunities for the project to be explored.

Both Deferred Maintenance and Programmatic Improvements were reviewed.
At 54 years of age, all of Seigfred’s infrastructure systems are in need of replacement

- Mechanical, electric, & plumbing upgrades
- HVAC upgrades
- Asbestos abatement
- Code compliance
- Interior finishes and lighting
- Accessibility and restroom upgrades
Programmatic Improvements include relocations to provide program synergy and basic functional improvements to modernize learning environments.

Programmatic upgrade examples:
- Relocation of Interior Architecture program from Grover Center
- 2nd & 3rd floor maker spaces to be utilized campus-wide
- 5th floor studio and room improvements
Needs for Seigfred extend beyond available funding each biennium.

The approach for Seigfred is a three phase process which will facilitate implementation staging.

Phase I, Roof and Windows is underway.

The exact scope of work for Phases II and III need to be refined through a design process to help facilitate project staging aligned with available dollars and to minimize disruption.
## ANTICIPATED INVESTMENTS
### Timing and Fund Sources

### Seigfred Hall Investments

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<tr>
<td>Phase One: Roofs and Window Replacement</td>
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<td>Phase Two Renovations</td>
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<td>Phase Three Renovations</td>
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### Funding Plan

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<td>State Capital Appropriations</td>
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<td>Century Bond</td>
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<td><strong>$21,400,000</strong></td>
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</table>
SEIGFRED HALL RENOVATIONS
Deferred Maintenance and Programmatic Improvements

NEXT STEPS

- Execute Phase I
- Procure a qualified consultant to verify scope, refine costs, and help sequence Phase II and III
- Return to Board for approval of Phase II Construction and Phase III Scope
SEIGFRED HALL PHASE TWO
Design through Contract Administration

- We seek approval to undertake design through contract administration at a cost of $1,060,000.
- The purpose of this project is to evaluate staging for Phase II and Phase III investments, to design for Phase II which will result in staged implementation of deferred maintenance and programmatic improvements for the facility over the FY17-FY18 and FY19-FY20 biennia.

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<thead>
<tr>
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<th>Design</th>
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**Fund Sources**

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<td><strong>Sub-Totals</strong></td>
<td>$1,060,000</td>
<td>$9,540,000</td>
<td>$10,600,000</td>
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</table>
SEIGFRED HALL PHASE TWO
Design through Contract Administration

- Total Project Budget: $10,600,000 (Phase II)
- Previously Approved: $ 0
- This Request: $ 1,060,000
- Funding Source: $ 4,800,000 – Century Bonds FY17
  $ 4,300,000 – State Appropriations
  $ 1,500,000 – Internal Bank to be reimbursed through future bond issue

- Schedule:
  - Phase II and III Design – July 2016
    - Identification and coordination of swing space part of design
  - Phase II Construction – start Summer or Fall 2017; completion Fall 2018
  - Phase III Construction – start Summer or Fall 2018 (tied to funds availability of 2019-2020 biennium); completion Summer or Fall 2019
Background

- Tiffin Hall was constructed in 1954.
- Existing plumbing systems require significant maintenance and are at the end of their useful life, with some bathroom fixtures no longer functioning.
- All of the original restrooms in the hall will be renovated for new plumbing infrastructure as well as new fixtures and finishes.
TIFFIN HALL BATHROOM UPGRADES

Design through Contract Administration

- We seek approval to undertake design through contract administration at a cost of $245,000.
- The purpose of this project is to upgrade the existing bathrooms and associated plumbing, and ventilation at Tiffin Hall. This is needed because the existing bathrooms, plumbing, and ventilation have become dated.
- Part of the approved FY2016-2016 CIP, Recurring Auxiliaries, Housing Minor Renovations, Line # 3.
- Project Budget: $1,900,000
- Previously Approved: $0
- This Request: $245,000
- Funding Source: Housing and Residence Life Department Funding *
- Schedule: Design Start – July 2016
  Design Complete – December 2016
  Construction Start – May 2017
  Construction Complete – July 2017

* which may be reimbursed through future bond issue
ACADEMIC CENTER

Site Plan Approval
Approval to Undertake Design
Space analysis for Athletics Department revealed space deficiencies and undersized study spaces.

Donor desire to contribute anchor gift to design, construct, & furnish an athletic academic center.

Comprehensive Master Plan validated space deficiencies of athletic space required to support respective portfolio of activities.
ACADEMIC CENTER
Collegiate Standard & Success

COLLEGIATE STANDARD
- All MAC and most NCAA Division I schools have dedicated student-athlete academic spaces

ACADEMIC SUCCESS
- Student athletes supported by academic centers have historically higher retention and graduation rates as well as higher academic performance
NCAA athletic programs require student-athletes to meet unique and stringent academic requirements for eligibility, which exceed typical college student requirements.

Penalties for not meeting these standards may include scholarship reductions, team suspensions, and institutional embarrassment.
ACADEMIC CENTER
Facility Concept

- Dedicate study and support space for over 425 athletes
- Provides additional group study space which is deficient across campus for groups working with student athletes
- Maintain proximity to Peden, and maintain its visual character
- Balance need for new space with floodplain regulations
- Create four new ADA restrooms at the stadium ground level
- Allow vacated space within the existing stadium to be repurposed to a higher use
ACADEMIC CENTER

Design Assumptions

- The concept is within the stadium’s footprint, allowing Athletics to meet their highest priority space needs
- The main occupied floor is wholly above the floodplain
- Areas within the floodplain will allow for pedestrian flow and resolving ADA restroom issues
ACADEMIC CENTER
Site Design & Direction
ACADEMIC CENTER

Build to Budget Estimate

ESTIMATE DETAILS

- ~11,000 GSF constructed space on main floor
- ~23,500 GSF total space reported to the State on ground floor, main floor, and roof
  - $198/GSF of total space for construction cost only
  - $263/GSF of total space for entire project budget
  - Site costs fixed at $525,000
  - Building based energy services
  - 30% of construction for soft costs
  - Four ADA restrooms at plaza level at $100,000

Ground Floor ~9,500 GSF
Main Floor ~10,700 GSF
Roof ~3,300 GSF
ATHLETICS
- Gifts and Pledges
  - $2,072,895 received
  - $3,639,995 pledged*
- Athletics Reserves
  - $352,290
- Athletics responsible for annual O&M Cost without additional support from general funds
  - ~ $138,000

*Difference between cash received and open pledges will be funded by internal loan to athletics to be paid by pledge payments as received.

UNIVERSITY
- ADA Small Remediation Projects Fund
  - $100,000 – FY2016 Century Bond
  - Addresses significant ADA restroom requirements at Peden Complex
  - Creates gender neutral restroom
We seek site plan approval and approval to undertake design through contract administration with a total project budget of $6,165,180.

The project will create a new facility at the north end of Peden Stadium to house study and support space for over 425 student athletes.

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<tr>
<th>Board Budget Approvals and Increases</th>
<th>Design</th>
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<th>Project Total</th>
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<tr>
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<td>Future FY17 Request</td>
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<th>Fund Sources</th>
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<td>Gifts Received</td>
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<td><strong>Sub-Totals</strong></td>
<td><strong>$620,000</strong></td>
<td><strong>$5,545,180</strong></td>
<td><strong>$6,165,180</strong></td>
</tr>
</tbody>
</table>

*Includes $250K currently in process to be signed
This project is not included in any capital plan. The purpose of this project is to address deficiencies and undersized study spaces in support of higher retention and graduation rates as well as higher academic performance for our student athletes.

- **Project Budget:** $6,165,180
- **Previously Approved:** $0
- **This Request:** $620,000
- **Funding Source:** $5,712,890 Gifts and Pledges*
  - $352,290 Athletic Reserves
  - $100,000 Century Bonds - ADA Small Projects Remediation

**Schedule**
- Design 2016 - 2017
- Construction 2017 – 2018

*Difference between cash received and open pledges will be funded by internal loan to athletics to be paid by pledge payments as received.
APPROVAL TO PROCEED WITH DESIGN FOR THE ACADEMIC CENTER – DESIGN PHASE

RESOLUTION 2016 -

WHEREAS, in 2011, space analysis for the Athletic Department was conducted with results showing that there were several space deficiencies, including undersized academic study spaces;

WHEREAS, in 2013 there was donor desire to contribute an anchor gift to design, construct, and furnish an athletic academic center;

WHEREAS, the University engaged in a study and provided recommendations on siting, program, and estimate of probable cost for the Athletic Academic Center;

WHEREAS, in 2015, the space analysis portion of the Comprehensive Master Plan validated significant deficiencies of athletic space required to support respective portfolio of activities;

WHEREAS, the Capital Funding and Priorities Committee has approved this project;

WHEREAS, the University administration requests approval for the total project budget of $6,165,180 and seeks approval for authorized expenditures of $620,000 to undertake design through contract administration to be funded by Gifts and Pledges backed by an internal loan and Athletic Reserves ($6,065,180) and FY2016 Century Bonds designated for ADA Small Projects Remediation ($100,000);

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.
APPROVAL TO PROCEED WITH CONSTRUCTION FOR THE
CENTRAL CLASSROOM ANTHROPOLOGICAL LAB SUITE –
DESIGN THROUGH CONSTRUCTION PHASES,
OUHCOM CLEVELAND 3RD FLOOR EXPANSION –
DESIGN THROUGH CONSTRUCTION PHASES,
COLLEGE GREEN EXTERIOR PAINT AND WOOD REPAIR –
SCOPE REVISION AND BUDGET AMENDMENT III,
HWA WEI LEE LIBRARY ANNEX HUMIDITY CONTROLS FY2015 –
CONSTRUCTION PHASE AND BUDGET AMENDMENT,
MORTON HALL ROOF REPLACEMENT – CONSTRUCTION PHASE
AND BUDGET AMENDMENT, AND
SEIGFRED HALL ROOF AND WINDOW REPLACEMENT –
CONSTRUCTION PHASE AND BUDGET AMENDMENT

RESOLUTION 2016 -

WHEREAS, for the Central Classroom Anthropological Lab Suite project, University
Administration requests approval for the total project budget of $620,000 and seeks approval for
authorized expenditures of $620,000 to undertake construction and complete the project to be
funded by Arts and Sciences Reserves;

WHEREAS, for the OUHCOM Cleveland 3rd Floor Expansion project, University
Administration requests approval for the total project budget of $800,000 and seeks approval for
authorized expenditures of $800,000 to undertake construction and complete the project to be
funded by HCOM Reserves;

WHEREAS, for the College Green Exterior Paint and Wood Repair project, the Board of
Trustees previously approved a total project budget of $1,150,000 (2016-3530) and authorized
expenditures of $1,150,000 (2016-3530), and University administration seeks to amend the total
project budget of $1,150,000 by an additional $350,000 for a new total project budget of
$1,500,000 and seeks to increase the authorized expenditure amount of $1,150,000 by an
additional $350,000 for total authorized expenditures of $1,500,000 to undertake construction
and complete the project to be funded by Century Bonds ($460,500) and State Appropriations
($1,039,500);

WHEREAS, for the HWA Wei Lee Library Annex Humidity Controls FY2015 project, the
Board of Trustees previously approved a total project budget of $650,000 (2015-3485) and
authorized expenditures of $650,000 ($582,600 2015-3485 and $67,400 2015-3453), and
University administration seeks to amend the total project budget of $650,000 by an additional
$317,600 for a new total project budget of $967,600 and seeks to increase the authorized
expenditure amount of $650,000 by an additional $317,600 for total authorized expenditures of
$967,600 to undertake construction and complete the project to be funded by State
Appropriations;
WHEREAS, for the Morton Hall Roof Replacement project, the Board of Trustees previously approved a total project budget of $880,000 (2015-3486) and authorized expenditures of $880,000 (2015-3486), and University administration seeks to amend the total project budget of $880,000 by an additional $780,000 for a new total project budget of $1,660,000 and seeks to increase the previously authorized expenditure amount of $880,000 by an additional $780,000 for total authorized expenditures of $1,660,000 to undertake construction and complete the project to be funded by Century Bonds and State Appropriations;

WHEREAS, for the Seigfred Hall Roof And Window Replacement project, the Board of Trustees previously approved a total project budget of $2,600,000 (2016-3529) and authorized expenditures of $270,000 (2015-3529), and University administration seeks to amend the total project budget of $2,600,000 by an additional $1,200,000 for a new total project budget of $3,800,000 and seeks to increase the previously authorized expenditure amount of $270,000 by an additional $3,530,000 for total authorized expenditures of $3,800,000 to undertake construction and complete the project to be funded by Century Bonds and State Appropriations;

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: June 1, 2016

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President for Finance and Administration and CFO

Re: Construction Requests

INFORMATIONAL ONLY:
- Richland Avenue Safety Improvements
- Estimating Challenges
- Lausche Electric Yard Soil

REQUEST FOR APPROVAL TO UNDERTAKE CONSTRUCTION:

Design through Construction Phases:
- Central Classroom Anthropological Lab Suite
- OUHCOM Cleveland 3rd Floor Expansion

Construction Phase with Budget Amendments:
- College Green Exterior Paint And Wood Repair – Scope Revision And Budget Amendment III
- Hwa-Wei Lee Library Annex Humidity Controls FY2015
- Morton Hall Roof Replacement
- Seigfred Hall Roof and Window Replacement

INFORMATIONAL ONLY:
The following is informational items to present and discuss with the Board of Trustees at the June meeting:

Richland Avenue Safety Improvements
1. The University is participating in a joint project managed by the City of Athens on Richland Avenue between Oxbow Bridge and South Green Drive. The City of Athens cost is $230,000. The University total project budget is $390,000.
2. The City will install additional lighting and replace deteriorated curbs and sidewalks along both sides of Richland Avenue, some of which are University owned, to improve pedestrian safety. Improvements to traffic pattern safety signage at the Richland Avenue and Bobcat Lane intersection are included as well.
4. Project Budget: $390,000
5. Funding Source: FY 2016 Century Bonds
6. Schedule: June 2016 – Construction Start
   August 2016 – Construction Completion
Estimating Challenges
The University has experienced estimating challenges over the past couple of years due to incorrect estimating, conditions unknown until further in the design process and the construction market resulting in lack of competitive bids. To mitigate this challenge and the need to bring projects back to the Board for increased budgets, the University is hiring an estimating consultant to assist in multiple aspects of the estimating process from the conceptual estimates as a project is being developed to the review and evaluation of estimates prepared by outside consultants and contractors. The University will also be working to develop strategies to schedule work to attract qualified bidders at competitive prices.

REQUEST FOR APPROVAL TO UNDERTAKE CONSTRUCTION:
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.

Design through Construction Phases Project Approval Requests

Central Classroom Anthropological Lab Suite – Design through Construction Phases
1. We seek approval to undertake design through construction at a cost of $620,000.
2. The purpose of this project is to renovate unoccupied Central Classroom space into an anthropological sciences laboratory suite for faculty research.
3. This project is not part of an approved capital plan.
4. Total Project Budget: $620,000
5. Previously Approved: $ 0
6. This Request: $620,000
7. Funding Source: Arts and Sciences Reserves

Central Classroom Anthropological Lab Suite – Design through Construction Phases
Design Complete – September 2016
Construction Start – December 2016
Construction Complete – April 2017

OUHCOM Cleveland 3rd Floor Expansion – Design through Construction Phases
1. We seek approval to undertake design through construction at a cost of $800,000.
2. The purpose of this project is the uncover shell space on the third floor of the HCOM Cleveland/South Pointe Hospital Building A that was identified during major construction completed in 2015. At that time the space went through abatement and demolition and then was closed off until future plans and funds were available. With this project the space can now be realized into a multi-purpose space that will accommodate all first and second year medical students, offices for the staff that support the third and fourth year students and additional study areas for those students.
3. Not part of an approved capital plan.
4. Project Budget: $800,000
5. Previously Approved: $ 0
6. This Request: $800,000
7. Funding Source: HCOM Reserves

OUHCOM Cleveland 3rd Floor Expansion – Design through Construction Phases
Construction Start September – 2016
Construction Complete January – 2017
Construction Phase with Budget Amendment Project Requests

**College Green Exterior Paint and Wood Repair – Scope Revision and Budget Amendment**

1. We seek approval to undertake construction and to increase the previously approved total project budget of $1,150,000 by $350,000 for a new total project budget of $1,500,000 and to increase authorized expenditures of $1,150,000, by resolution 2016-3530 in January 2016, by $350,000 for new total authorized expenditures of $1,500,000.
2. The reason for the budget amendment is that the original scope of work was to repair the existing windows in place. However, the building’s existing windows contain asbestos glazing between the panes and are too damaged to repair and salvage at a reasonable cost compared to complete replacement. The purpose of this project is to replace all the existing windows in Cutler, Wilson, and McGuffey. The new windows will be three times more energy efficient than the current windows and will closely match the existing window aesthetics, maintaining the historic character of the buildings.

**Hwa-Wei Lee Library Annex Humidity Controls FY2015 – Construction Phase and Budget Amendment**

1. We seek approval to undertake construction and to amend the previously authorized total project budget of $650,000 by $317,600 for a new total project budget of $967,600 and to increase authorized expenditures of $650,000 ($582,600 2015-3485 and $67,400 2015-3453), by $317,600 for a new authorized expenditures of $967,600.
2. The reason for the budget amendment is due to the lack of appropriate bidding responses, inaccurate estimates, and new developments such as the discovery of boilers that are at the end of their useful life and need replaced.

**Construction Start – August 2016**
**Construction Complete – August 2017**
b. October 2015 – construction documents through construction at a cost of $582,600 with a total project budget of $650,000 approved by resolution 2015-3485

6. This Request: $317,600
7. Funding Source: State Appropriations – HB 497, C30025
   Construction Complete – March 2017

Morton Hall Roof Replacement – Construction Phase and Budget Amendment
1. We seek approval to undertake construction and amend the total project budget of $880,000 by $780,000 for a new total project budget of $1,660,000 and to increase authorized expenditures of $880,000, by resolution 2015-3486 in June 2015, by $780,000 for new authorized expenditures of $1,660,000.
2. The reason for the budget amendment is the design team discovered that the initial layer of bitumen roofing was covered by a second membrane roof and would make for a difficult and messy removal. This and the discovery of ACM (Asbestos Containing Material) used within all seaming of roofing materials has resulted in an increase to the project budget.
4. Project Budget: $1,660,000
5. Previously Approved: $880,000
   a. June 2015 – design through construction approved at a cost of $880,000 by resolution 2015-3486
6. This Request: $780,000
7. Funding Sources: $860,000 – Century Bonds
   $800,000 – State Appropriations HB 497, C30129
   Construction Complete – November 2016

Seigfred Hall Roof and Window Replacement (Combined Projects) – Construction Documents through Construction, Schedule Revision and Budget Amendment
1. We seek approval to undertake construction at a cost of $3,530,000 and to increase the approved total project budget of $2,600,000 by $1,200,000 for a new total project budget of $3,800,000 and to increase the authorized expenditure amount of $270,000 by $3,530,000 for a new authorized expenditure amount of $4,496,000.
2. The reason for the budget amendment is to rectify an incorrect, low estimate. The bid process brought to light errors with the estimates for replacement of the roof and construction of the window project. The roof replacement was estimated using an incorrect square footage. The window replacement design budget of $800,000 (Total Project) / $650,000 (Construction), while based on historic cost per square foot data, did not account for a different window system, asbestos being present, the need to re-install through-window air conditioning units, window system attachment issues, unique site conditions, and moving services associated with an occupied renovation.
4. Total Project Budget: $3,800,000
5. Previously Approved: $270,000
   a. January 2016 – design at a cost of $270,000 and total project budget approved of $2,600,000 approved by resolution 2016-3529
6. This Request: $3,530,000
7. Funding Source: $270,000 – FY2015 Century Bonds
   $1,259,000 – FY2016 Century Bonds
   $2,271,000 – State Appropriations
8. Schedule:
   Roof Construction Start – September 2016
   Roof Construction Complete – February 2017
   Window Construction Start – September 2016
   Window Construction Complete – July 2017
Construction Projects – Construction

Tab
AGENDA

- Information Only
  - Richland Avenue Safety Improvements
  - Estimating Challenges
  - Lausche Electric Yard Soil
- Request For Approval To Undertake Construction
  - Design through Construction
  - Construction Budget Amendments
Richland Avenue Safety Improvements

- The City of Athens cost is $230,000. The University total project budget is $390,000.
- The larger University share reflects an increase in project scope by Ohio University.
- Part of the approved capital plan for FY2015-2020, Infrastructure Renewal, Safety Project, Line #1.
- Project Budget: $390,000
- Funding Source: FY2016 Century Bonds
- Schedule: June 2016 – Construction Start
  August 2016 – Construction Completion
# ESTIMATING CHALLENGES

## Budget Amendment Requests

### Drivers
- Incorrect estimating
- Unforeseen conditions (i.e. asbestos and undocumented utilities)
- Construction market; lack of competitive bids

### Mitigating Actions
- Estimating Consultant
  - Conceptual estimates for project development
  - Review and evaluation of estimates prepared by other consultants and contractors
  - Preparation of detailed estimates
- Developing strategies to best schedule work and attract qualified bidders at competitive prices
Lausche Electric Yard Soil Stabilization Update

In late March 2016, contractors performing soil borings on West Green Drive near the switchyard discovered evidence of historical underground soil contamination.

We notified EPA and initiated process of completing a Voluntary Action Plan (VAP) Phase I environmental assessment in compliance with EPA requirements.

Initial tests suggest a level of contamination below thresholds at which reporting to Ohio EPA is required.
REQUEST FOR APPROVAL TO UNDERTAKE CONSTRUCTION

Design through Construction Phases
- Central Classroom
- Anthropological Lab Suite
- OUHCOM Cleveland 3rd Floor Expansion

Construction Phase with Budget Amendments
- College Green Exterior Paint and Window Repair
- HWA Wei Lee Library Annex Humidity Controls FY2015
- Morton Hall Roof Replacement
- Seigfred Hall Roof Replacement
DESIGN THROUGH CONSTRUCTION

Central Classroom Anthropological Lab Suite

Background

- Increase research space to meet new hire needs, integrate faculty, and expand undergraduate research opportunities
- Consolidates from two other campus locations
- Opens up teaching space in Bentley
- Utilizes vacant space in Central Classroom adjacent to another Arts and Science unit
We seek approval to undertake design through construction at a total project budget of $620,000.
The purpose of this project is to renovate unoccupied Central Classroom space into an anthropological sciences laboratory suite for faculty research.
This project is not part of an approved capital plan.
Total Project Budget: $620,000
Previously Approved: $0
This Request: $620,000
Funding Source: Arts and Sciences Reserves
Schedule:
Design Start – July 2016
Design Complete – September 2016
Construction Start – December 2016
Construction Complete – April 2017
DESIGN THROUGH CONSTRUCTION

OUHCOM Cleveland 3rd Floor Expansion

Background

- Shell space was developed as part of HCOM expansion in Cleveland to accommodate growth
- To support the third and fourth year students, additional study areas for all students are needed
We seek approval to undertake design through construction at a cost of $800,000.

The purpose of this project is the uncover shell space on the third floor of the HCOM Cleveland/South Pointe Hospital Building A that was identified during major construction completed in 2015. At that time the space went through abatement and demolition and then was closed off until future plans and funds were available. With this project the space can now be realized into a multi-purpose space that will accommodate all first and second year medical students, offices for the staff that support the third and fourth year students and additional study areas for those students.

Not part of an approved capital plan.

Project Budget: $800,000

Previously Approved: $ 0

This Request: $800,000

Funding Source: HCOM Reserves

Schedule: Design Start – July 2016
Construction Start – September 2016
Construction Complete – January 2017
CONSTRUCTION BUDGET AMENDMENT

College Green Exterior Paint and Window Repair

Background

- Original scope of work was to repair the existing windows of Cutler, McGuffey, and Wilson Hall on the Historic College Green
- During design and evaluation, conditions were discovered that warranted a review of repair versus replacement
- The purpose of this project and budget amendment is to replace rather than repair windows with energy efficient windows that will closely match existing aesthetics and maintain historic character
We seek approval to increase the previously approved total project budget of $1,150,000 by $350,000 for a new total project budget of $1,500,000 and to increase previously authorized expenditures of $1,150,000, by resolution 2016-3530 in January 2016, by $350,000 for new total authorized expenditures of $1,500,000.

The reason for the budget amendment is that the original scope of work was to repair the existing windows in place. However, the building’s existing windows contain asbestos glazing between the panes and are too damaged to repair and salvage at a reasonable cost compared to complete replacement. The purpose of this project is to replace all the existing windows in Cutler, Wilson, and McGuffey. The new windows will be three times more energy efficient than the current windows and will closely match the existing window aesthetics, maintaining the historic character of the buildings.

### Construction Budget Amendment

<table>
<thead>
<tr>
<th>Design</th>
<th>Construction</th>
<th>Project Total</th>
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</thead>
<tbody>
<tr>
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<tr>
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**Fund Sources**

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CONSTRUCTION BUDGET AMENDMENT

College Green Exterior Paint and Window Repair

DETAILS

- Part of the approved capital plan for FY2014-201, Deferred Maintenance “Keep-Up” Project, Exterior Painting/Woodwork Repair, Line #11g.
- Total Project Budget: $1,500,000
- Previously Approved: $1,150,000
  - February 2014 – design through construction at a cost of $750,000 approved
  - June 2015 – project budget and authorized expenditures increased by $110,500 for a new project budget and authorized expenditures of $860,500 approved by resolution 2015-3486
  - January 2016 – project budget and authorized expenditures increased by $289,500 for a new project budget and authorized expenditures of $1,150,000 approved by resolution 2016-3530
- This Request: $350,000
- Funding Source:
  - $350,000 – FY2015 Century Bonds
  - $110,500 – FY2016 Century Bonds
  - $750,000 – State Appropriations HB 497, C30097
  - $289,500 – State Appropriations HB 497, C30136
- Schedule:
  - Construction Start – August 2016
  - Construction Complete – August 2017
Background

- Humidity control improvements needed to improve preservation environment for quality long-term storage of University special collections, film storage and manuscripts
- Budget amendment to resolve issues with lack of bid responses, inaccurate estimates, and new developments such as the discovery of boilers that need replaced
We seek approval to undertake construction and to amend the previously authorized total project budget of $650,000 by an additional $317,600 for a new total project budget of $967,600 and to increase previously authorized expenditures of $650,000 ($582,600, 2015-3485 in October 2015 and $67,400, 2015-3453 in January 2015), by $317,600 for a new authorized expenditures of $967,600.

The reason for the budget amendment is due to the lack of appropriate bidding responses, inaccurate estimates, and new developments such as the discovery of boilers that are at the end of their useful life and need replaced.

### CONSTRUCTION BUDGET AMENDMENT

**Hwa-Wei Lee Library Annex**

**Humidity Controls FY2015**

<table>
<thead>
<tr>
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**Fund Sources**

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CONSTRUCTION BUDGET AMENDMENT

Hwa-Wei Lee Library Annex
Humidity Controls FY2015

DETAILS

- Total Project Budget: $967,600
- Previously Approved: $650,000
  - January 2015 – design through design development at a cost of $67,400 with a total project budget of $650,000 approved by resolution 2015-3453
  - October 2015 – construction documents through construction at a cost of $582,600 with a total project budget of $650,000 approved by resolution 2015-3485
- This Request: $317,600
- Funding Source: State Appropriations – HB 497, C30025
- Schedule: Construction Start – September 2016
  Construction Complete – March 2017
CONSTRUCTION BUDGET AMENDMENT

Morton Hall Roof Replacement

Background

- Morton Roof is nearing end of its useful life and leaking is occurring
- Project replaces the membrane roof and repairs interior where water damage has occurred
- During design, discoveries related to asbestos containing material and layers of roofing material have resulted in need for increased budget.
We seek approval to undertake construction and amend the total project budget of $880,000 by $780,000 for a new total project budget of $1,660,000 and to increase previously authorized expenditures of $880,000, by resolution 2015-3486 in June 2015, by $780,000 for new authorized expenditures of $1,660,000.

The reason for the budget amendment is the design team discovered that the initial layer of bitumen roofing was covered by a second membrane roof and would make for a difficult and messy removal. This and the discovery of ACM (Asbestos Containing Material) used within all seaming of roofing materials has resulted an increase to the project budget.

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CONSTRUCTION BUDGET AMENDMENT

Morton Hall Roof Replacement

DETAILS

- Project Budget: $1,660,000
- Previously Approved: $880,000
  - June 2015 – design through construction approved at a cost of $880,000 by resolution 2015-3486
- This Request: $780,000
- Funding Sources: $860,000 – FY2016 Century Bonds FY2015
  - $800,000 – State Appropriations HB 497, C30129
- Schedule: Design Start – April 2016
  - Construction Complete – November 2016
CONSTRUCTION BUDGET AMENDMENT

Seigfred Hall Roof and Window Replacement

Background

- Roof and Window replacement project is the first step in renovation strategy to provide overall weather-tightness of building before investing in the interior
- Budget amendment to resolve estimating errors
CONSTRUCTION BUDGET AMENDMENT

Seigfried Hall Roof and Window Replacement

- We seek approval to undertake construction at a cost of $3,530,000 and to increase the previously approved total project budget of $2,600,000 by $1,200,000 for a new total project budget of $3,800,000 and to increase the previously authorized expenditure amount of $270,000 by $3,530,000,000 for a new authorized expenditure amount of $3,800,000.

- The reason for the budget amendment is to rectify an incorrect, low estimate. The bid process brought to light errors with the estimates for replacement of the roof and construction of the window project. The roof replacement was estimated using an incorrect square footage. The window replacement design budget of $800,000 (Total Project) / $650,000 (Construction), while based on historic cost per square foot data, did not account for a different window system, asbestos being present, the need to re-install through-window air conditioning units, window system attachment issues, unique site conditions, and moving services associated with an occupied renovation.

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<tr>
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<td><strong>Sub-Totals</strong></td>
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<td>$2,271,000</td>
<td>$3,800,000</td>
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CONSTRUCTION BUDGET AMENDMENT
Seigfred Hall Roof and Window Replacement

DETAILS
- Part of the approved FY2016 CIP, Deferred Maintenance, Academic Research, Seigfred Hall, Line #13.
- Total Project Budget: $3,800,000
- Previously Approved: $270,000
  - January 2016 – design at a cost of $270,000 and total project budget approved of $2,600,000 approved by resolution 2016-3529
- This Request: $3,530,000 (Balance of Total Project Budget)
- Funding Source: $270,000 – FY2015 Century Bonds
  $1,259,000 – FY2016 Century Bonds
  $2,271,000 – State Appropriations
- Schedule: Roof Construction Start – September 2016
  Roof Construction Complete – February 2017
  Window Construction Start – September 2016
  Window Construction Complete – July 2017
APPROVAL TO ENTER INTO A PROJECT AGREEMENT WITH THE CITY OF ATHENS WITH REGARD TO CONSTRUCTION OF A NEW ROADWAY BETWEEN STIMSON AVENUE AND MILL STREET

RESOLUTION 2016 -

WHEREAS, the City of Athens requests that the University provide partial funding for a City of Athens project to construct a new roadway on University lands between Stimson Avenue and Mill Street and to grant a permanent easement;

WHEREAS, the concept of creating a northeast campus gateway was identified in the 2006 Campus Master Plan through the creation of a connection between Mill Street and Stimson Avenue;

WHEREAS, a multi-phased campus outer loop connection to Stimson Avenue was studied as part of the University’s Housing Development Plan;

WHEREAS, the Board of Trustees approved the construction of the South Green Drive Extension, a significant part of the implementation of outer loop concept, in January 2014 (Resolution 2014-3380) and the University opened this roadway in January 2015;

WHEREAS, the 2016 Campus Master Plan reaffirms the previous goal of providing a connection between Mill Street and Stimson Avenue;

WHEREAS, the receipt of Jobs-Ohio Roadwork Development (629) and ODOT funding for the project is contingent on the granting of highway easement to the City of Athens;

WHEREAS, the proposed work also will improve the area aesthetic by relocating existing overhead utilities underground;

WHEREAS, the City of Athens has proposed a total project budget of $1,900,000 with funding of $400,000 from the Jobs-Ohio Roadwork Development (629) and Ohio Department of Transportation funds, $500,000 from the Appalachian Regional Commission, $250,000 from the City of Athens and $750,000 from Ohio University;

WHEREAS, the Ohio University local match represents 39.5% of the proposed total project budget and the University’s contribution will not exceed $750,000 or $39.5% of the actual total project cost, whichever is lower;

WHEREAS, the project will address deferred maintenance cost of the existing roadway owned and maintained by Ohio University; and

WHEREAS, the Ohio University local match will be funded with Century Bond funds.

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees approves the request described above and authorizes the President or his designee to enter into a project agreement with the City of Athens, Ohio and other entities as appropriate within the total project budget identified.
The City of Athens has requested that the University provide partial funding for a City of Athens project to construct a new roadway on University lands between Stimson Avenue and Mill Street and to grant a permanent easement. Two resolutions are provided that address this project.

The concept of creating a northeast campus gateway was identified in the Campus Master Plan of 2006. The plan recommended creating a northeast campus gateway at Stimson Avenue and extending to South Green Drive to create an outer loop to mitigate the fact that most visitors to the University entered campus via the Richland Avenue bridge, which causes routine vehicle congestion.

Building on the 2006 Campus Master Plan (CMP) recommendations, a multi-phased campus outer loop connection to Stimson Avenue was studied as part of the University’s Housing Development Plan. The City of Athens and the University collaborated and looked at jointly developing segments of the outer belt. In January 2014, the Board of Trustees approved the construction of the South Green Drive Extension. Since its completion in January of 2015, the outer loop has allowed daily and event traffic to move efficiently along the edges of campus, advancing the goal of creating a more pedestrian friendly campus. The existing Mill Street Access Road is not adequate for the demand and the University contemplated construction of a new roadway as part of the Six Year CIP FY2015 - FY2020.

As part of re-envisioning areas of South Green as the new River Greens, the CMP 2016 reaffirms the previous goal of providing a connection between Mill Street and Stimson Avenue. The CMP 2016 recommends a new boulevard connecting these two roadways to establish a new gateway to the University. The proposed boulevard will be on University property, helping to achieve our CMP goals of a Connected and Integrated as well as a “Welcoming and User-Friendly” campus. The project will replace the existing University-owned Mill Street Extension roadway sooner than anticipated and at a lower cost because of the participation of other funding partners.
The total project cost of the City of Athens - McKinley Extension Access Road Project is $1,900,000. If this project and the real estate easement are approved by the Board of Trustees, Ohio University will enter into a project agreement with the City and contribute up to 39.5% or $750,000 of total project cost, whichever is less and contingent on the receipt by the City of Athens of the remaining funding as shown below:

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<tr>
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<td>City of Athens</td>
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<tr>
<td>Ohio University</td>
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<tr>
<td><strong>Total Project Cost</strong></td>
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<td><strong>100.0%</strong></td>
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The total requested project budget for the University is $1,306,000 and reflects the project contribution of $750,000 to the City, funding from the Century Bond since the project will replace the Mill Street access roadway which is in disrepair and not adequate for the current demand. The total budget also includes a project encumbrance of $556,000 to reflect the loss of Parking Lot 153, which contains 139 spaces. The current valuation used for loss of parking spaces is $4,000/space. We will return to the Board at a future date to request use of these funds prior to authorizing for parking spaces.

**Northeast Campus Gateway Project Contribution**

1. We seek approval to contribute funding to the City of Athens - McKinley Extension Access Road Project.
2. The project will create a roundabout on Stimson Ave as well as a new boulevard entrance between Stimson Ave and Mill St. The project will serve both University and City goals, creating a new gateway for the University as well as promoting economic development for the City. The project is consistent with the objectives of the 2006 Campus Master Plan as reaffirmed in the 2016 Campus Master Plan Update. The project will replace the existing University owned Mill Street Extension roadway.
3. This project is included in the Six Year CIP FY2015 - FY2020, Infrastructure Projects, Northeast Campus Roadway, Line #3.
4. Project Budget: $1,306,000
5. Previously Approved: $0
6. This Request: $750,000
7. Funding Source: Century Bonds
8. Schedule Design Summer 2016
   Construction 2017

**Northeast Campus Gateway Real Estate Easement**

1. We seek approval to grant a highway easement to the City of Athens for the City of Athens - McKinley Extension Access Road Project.
   a. Grant, in perpetuity, an easement to construct and maintain a highway facility on University lands designated in the easement
   b. Required in order for City to receive funding from other partners
Northeast Campus Gateway: Concept Planning

- Prior to 2015 visitors to South Green were required to drive confusing and unintuitive routes through campus and private residential areas.
- Most visitors also entered University across the Richland Avenue bridge, creating routine vehicle congestion.
- To improve circulation and wayfinding and facilitate a pedestrian friendly campus, the 2006 Campus Master Plan (CMP) recommended creating a campus gateway at Stimson Ave and extending South Green Drive to create an outer loop.
Northeast Campus Gateway: Concept Planning

- Building off of the 2006 CMP recommendations, a multi-phased campus outer loop connection to Stimson Ave was studied as part of the University’s Housing Development Plan.

- City and University collaborated and looked at jointly developing segments of the Outer belt.

Legend:
- South Green Drive Extension
- Mill Street to Stimson Connection
- South Green Drive Improvements
- McKinley Extension to E. Union

EMHT Concept Study: 2014
Northeast Campus Gateway: South Green Drive Extension Implementation

- The University set aside funds in a previous capital plan to invest in roadway improvements with specific funding to advance the scope of the Outer Loop Concept articulated in the Master Plan.

- With BoT approval in January 2014, the University proceeded with the design and construction of the South Green Drive Extension phase.

**South Green Drive Extension**

- First phase of the Northeast Campus Roadway, CIP Infrastructure Renewal Project 3
- Project will connect South Green Drive to Mill Street
- The project requires the granting of a permanent easement from the Hocking Valley Conservancy to Ohio University.
- Budget: $1.5 million
- Fund source:
  - Culinary Services: $500,000
  - Residential Housing: $500,000
  - Transportation & Parking: $500,000

*From January 2014 Board Materials*
Northeast Campus Gateway: Today

- Since its completion, the outer loop has allowed daily and event traffic to move efficiently along the edges of campus.
- Mill Street Access Road is not adequate for the demand.
As part of re-envisioning areas of South Green as the new River Greens, the CMP 2016 reaffirms the previous goal of providing a connection between Mill Street and Stimson Avenue.

The CMP 2016 recommends a new boulevard connecting these two roadways to establish a new gateway to the University.

The proposed boulevard would be on University property, helping to achieve our CMP goals of a “Connected and Integrated” as well as “Welcoming and User-Friendly” campus.
Over the past year, the City of Athens has been pursuing funding to establish a roundabout at Stimson Ave as well as provide a connection to Mill St to promote economic development along this corridor.

In December 2015, the VPFA’s office sent the Athens Mayor a letter of support for the concept, promising use of University lands for an “appropriate, well-designed driveway access” subject to Board approval.

The VPFA’s office also pledged an appropriate level of financial support for the design and construction of the project, to be determined in the future and subject to Board approval.
Objectives

- Complete the Northeast Boulevard Gateway to Ohio University, providing a second immediate access point from this major research university (and also the region’s largest employer) to US 33/50
- Provide direct, safe truck access to the Athens Mold & Machine property, the Stirling Technology Inc. property, the OU research functions sharing the Stirling building, the recently-expanded Jackie O’s Brewery, the Mill Street Village Apartments, and other nearby properties
- Improve safety for turning vehicles currently using a small alley to make the connection from Mill Street to Stimson Avenue
City of Athens
Proposed Project Budget

Proposed Project Funding

- Ohio University will contribute up to 39.5% or $750,000 of total project cost, whichever is less and contingent on the receipt by the City of Athens of the remaining funding.

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<th>Source</th>
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<td>Appalachian Regional Commission</td>
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<td>City of Athens</td>
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<td>Ohio University</td>
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<tr>
<td><strong>Total Project Cost</strong></td>
<td><strong>$1,900,000</strong></td>
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City Project Consistent with Ohio University Planning

- Northeast Campus Roadway project was included as part of the Six Year CIP FY2015 – FY2020; Infrastructure Projects, Line #3
- University Project Budget - $1,306,000
  - Contribution to City Roadway Project - $750,000 (current request for Board approval)
  - Parking estimate to fund replacement parking - $556,000 (future Board approval)
    - Loss of Parking Lot 153
    - 139 spaces @ $4,000 per space
Northeast Campus Gateway: Project Contribution for City’s McKinley Extension Access Road Project

- City of Athens preliminary concept sketch
- Includes a roundabout on Stimson Avenue, shifting the current access road to the west of the existing, and creating a boulevard entry with curb cuts for access by adjacent entities
Northeast Campus Gateway Project Contribution

- We seek approval to contribute funding to the City of Athens - McKinley Extension Access Road Project.
- The project will create a roundabout on Stimson Ave as well as a new boulevard entrance between Stimson Ave and Mill St. The project will serve both University and City goals, creating a new gateway for the University as well as promoting economic development for the City. The project is consistent with the objectives of the 2006 Campus Master Plan as reaffirmed in the 2016 Campus Master Plan Update. The project will replace the existing University owned Mill Street Extension roadway.
- This project is included in the Six Year CIP FY2015 - FY2020, Infrastructure Renewal Projects, Northeast Campus Roadway, Line #3
- Project Budget: $1,306,000
- Previously Approved: $0
- This Request: $750,000
- Funding Source: Century Bonds
- Schedule: Design Summer 2016
  Construction 2017
RESOLUTION TO APPROVE EASEMENT TO THE
CITY OF ATHENS
FOR THE NORTHEAST CAMPUS GATEWAY

RESOLUTION 2016-

WHEREAS, the City of Athens wishes to construct a new roadway on University lands between Stimson Avenue and Mill Street and requests that the University grant an easement to permit the City’s construction and maintenance of the roadway, which easement area is depicted on the attached map;

WHEREAS, the proposed roadway, an extension of North McKinley Avenue, would provide significant benefits to the University and its students, including improved traffic flow and enhanced safety for pedestrians and drivers along an important thoroughfare to campus;

WHEREAS, the proposed roadway was identified in the 2006 Campus Master Plan and studied as part of the University’s Housing Development Plan;

WHEREAS, the Board of Trustees approved the construction of the South Green Drive Extension, a significant part of the implementation of the outer loop concept, in January 2014 (Resolution 2014-3380), and the University opened this roadway in January 2015;

WHEREAS, the City’s receipt of Jobs-Ohio Roadway Development and ODOT funding for the project is contingent on its receipt of the easement discussed herein;

WHEREAS, Ohio Revised Code section 3345.18 permits public universities to grant permanent easements to municipalities for roadway purposes;

WHEREAS, University leadership have concluded that the easement requested by the City is appropriate;

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby approves the granting of a permanent easement to the City of Athens for purposes of constructing and maintaining the roadway between Stimson Avenue and Mill Street upon terms and conditions approved by the President.

BE IT FURTHER RESOLVED, that the Board of Trustees hereby authorizes the President or his designee to execute the corresponding easement and other appropriate documentation in accordance with Ohio law.
Northeast Campus Gateway Easement

Tab
Northeast Campus Gateway
Real Estate Easement

- We seek approval to grant a highway easement to the City of Athens for the City of Athens - McKinley Extension Access Road Project.
  - Grant, in perpetuity, the right to construct and maintain a highway facility on University lands designated in the easement
  - Required in order for the City to receive funding from other partners
RESOLUTION TO APPROVE EASEMENTS TO THE
CITY OF ATHENS
FOR THE EAST STATE STREET ROADWAY PROJECT

RESOLUTION 2016-

WHEREAS, the City of Athens is seeking additional roadway right-of-way along the southern side of East State Street in order to build a sidewalk during the upcoming US33 Interchange and East State Street Roadway Project;

WHEREAS, public demand for pedestrian improvements and safety needs have led to the city’s desire to proceed with a sidewalk on the south side during this upcoming project;

WHEREAS, the easements will not affect any zoning requirement for parking at local businesses and will not impair any future conveyance of the University’s property along East State Street;

WHEREAS, Ohio Revised Code section 3345.18 permits public universities to grant permanent easements to municipalities for roadway purposes;

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby approves the granting of easements to the City of Athens to allow the construction of a new sidewalk along the southern side of East State St.

BE IT FURTHER RESOLVED, that the Board of Trustees hereby authorizes the President or his designee to execute the corresponding easements and other appropriate documentation in accordance with Ohio law.
Date: June 1, 2016

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President for Finance and Administration and CFO

Re: Granting of Easements on East State Street to the City of Athens

The City of Athens is seeking additional roadway right-of-way along southern side of East State Street in order to build a sidewalk during the upcoming US33 Interchange and E. State St. Roadway Project. A resolution is provided that addresses this project.

The City of Athens project includes:
- Adding lanes to increase capacity of interchange and repaving East State Street from Home St. to Cook Drive
- Retiming of traffic lights
- Improving key intersections for both traffic and pedestrian safety
- Construction of a new a sidewalk on the south side of East State Street

During the 2002-2003 East State Street project, the roadway was widened from 3 lanes to 5 lanes. At that time it was determined that a sidewalk on the southern side of the street would be cost prohibitive. In the ensuing years, public demand for pedestrian improvements and safety needs have led to the city’s desire to proceed with a sidewalk on the south side during this upcoming project. While the City does have some right-of-way behind the curb, there are large overhead utilities in the area and the right-of-way is insufficient to accommodate them without major relocations. Additionally, due to raising the adjoining property in order to meet flood plain regulations, some additional space is needed to construct retaining walls in order to fit the sidewalk. The easements will not affect any zoning requirement for parking at local businesses or impair the University’s ability to convey its property along East State Street. East State Street serves over 26,000 vehicles per day in this area. This project will make motorists and pedestrians alike safer in Athens.

The following University owned parcels are affected:
- Athens Mall parcels - 15.2305 total acres
- Kroger parcels - 7.5031 total acres
- Walmart/ Staples Strip Mall/ Lowe’s parcels - 41.2611 total acres

The total Ohio University acreage affected is 63.9947. The sum of the easement requests is 0.2416 acres which equates to 0.04% of the total acres.
Easements to the City of Athens

Various Parcels Along East State Street

Tab
Project Detail

- City of Athens is seeking additional roadway right-of-way along southern side of East State Street in order to build a sidewalk during the upcoming US33 Interchange and East State Street Roadway Project.

- Project includes:
  - Adding lanes to increase capacity of interchange and repaving East State Street from Home St. to Cook Drive.
  - Retiming of traffic lights.
  - Improving key intersections for both traffic and pedestrian safety.
  - Construction of a new sidewalk on the south side of East State Street.
During the 2002-2003 East State Street project, the roadway was widened from 3 lanes to 5 lanes. At that time it was determined that a sidewalk on the southern side of the street would be cost prohibitive.

In the ensuing years, public demand for pedestrian improvements and safety needs have led to the city’s desire to proceed with a sidewalk on the south side during this upcoming project.

While the City does have some right-of-way behind the curb, there are large overhead utilities in the area and the right-of-way is insufficient to fit them without major relocations. Additionally, due to raising the adjoining property in order to meet flood plain regulations, some additional space is needed to construct retaining walls in order to fit the sidewalk.

The easements will not affect any zoning requirement for parking at local businesses.
Intended Project Outcome

- East State Street serves over 26,000 vehicles per day in this area. This project will make motorists and pedestrians alike safer in Athens.
## Ohio University Parcels Affected

<table>
<thead>
<tr>
<th>University Parcels Affected</th>
<th>Total Acres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens Mall parcels</td>
<td>15.2305</td>
</tr>
<tr>
<td>Kroger parcels</td>
<td>7.5031</td>
</tr>
<tr>
<td>Walmart / Staples Strip Mall / Lowe’s parcels</td>
<td>41.2611</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>63.9947</strong></td>
</tr>
</tbody>
</table>

- Total easement request - 0.2416 acres (0.04%)
# Requested Easements

<table>
<thead>
<tr>
<th>East State Street Frontage / Easements</th>
<th>Acres</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWE1 Athens Mall / Ponderosa</td>
<td>.0289</td>
</tr>
<tr>
<td>SWE2 Athens Mall / People’s Bank / Abrios / Tim Hortons</td>
<td>.0670</td>
</tr>
<tr>
<td>SWE3 Kroger / Game Stop</td>
<td>.0279</td>
</tr>
<tr>
<td>SWE4 Kroger / Kroger Fueling Station / Long John Silvers</td>
<td>.0145</td>
</tr>
<tr>
<td>SWE5 Walmart / Staples Strip Mall / Lowe’s</td>
<td>.1033</td>
</tr>
<tr>
<td><strong>TOTAL EASEMENT ACREAGE</strong></td>
<td><strong>.2416</strong></td>
</tr>
</tbody>
</table>
East State Street Real Estate Easements

- We seek approval to grant easements to the City of Athens for the US33 Interchange and East State Street Roadway Project
RESOLUTION TO AUTHORIZE CONVEYANCE OF REAL PROPERTY AT 78 COLUMBIA AVENUE, ATHENS

RESOLUTION 2016 -

WHEREAS, Ohio University, through its Board of Trustees, owns a residential property at 78 Columbia Avenue in Athens, Ohio, consisting of 0.561 acres, that was donated to the University in 2014;

WHEREAS, after evaluation, inspection, appraisal and analysis of the property by university administrators, it has been determined that the property’s greatest value may be realized through a bid process administered by the Ohio Department of Administrative Services (“DAS”) or sale through a local real estate broker, as determined by university staff in consultation with DAS; and

WHEREAS, certified appraisals and a survey have been obtained for this property.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby declares 78 Columbia Avenue to be surplus University property and approves the conveyance of such property pursuant to a sealed bid process, brokered sale or other prudent sale process approved by the President.

BE IT FURTHER RESOLVED that the President or his designee is hereby authorized to accept the result of any bid process and otherwise to negotiate, evaluate, and dispose of this property in a manner consistent with the requirements of Ohio law.
Interoffice Communication

Date:  June 1, 2016

To:    The President and Board of Trustees

From:  Deborah J. Shaffer, Vice President for Finance and Administration and CFO

Re:    Authorization to Convey Property – 78 Columbia Avenue, Athens, Ohio

In 2014, a private party donated the residential property at 78 Columbia Avenue in Athens to the University. Since that time, the University periodically has rented the house.

Following a review and financial analysis, University staff now recommend that the property be considered surplus and the Board of Trustees approve a resolution for the conveyance of 78 Columbia Avenue. The Ohio Department of Administrative Services (“DAS”) will be consulted regarding the most appropriate sale process. Options include a public sealed bid auction administered by DAS or a listed, brokered sale. An appraisal of the property suggests an estimated market value of $165,000.00

Pursuant to the donors’ wishes, the proceeds from the sale will establish The Mutchler Painting and Drawing Endowed Scholarship. Dwight H. Mutchler, the donor and former owner of the house, was named a Distinguished Professor at Ohio University in 1960.
APPROVAL TO UTILIZE CENTURY BOND FUNDS TO SUPPORT THE CLIPPINGER RENOVATION STRATEGY

RESOLUTION 2016 -

WHEREAS, for Clippinger Hall is in need of a multi-phase strategy to address significant deferred maintenance issues as well as to modernize the learning environment that serves as a primary STEM facility for the institution;

WHEREAS, the State of Ohio supports the multi-phase strategy and has approved the use of State Biennium Capital allocations, beginning with an addition to replace deteriorated class lab space and provide swing space for future phased renovations as well as replace space that will be lost on the ground floor of Clippinger when the building is renovated;

WHEREAS, the College of Arts and Sciences have several major facilities that are at the top of deferred maintenance needs and cannot afford the extensive renovation on their own;

WHEREAS, there is $11M that is available from the funds set aside for Lausche in the Century Bond program due to the transition of the project to the Energy Infrastructure Project and the debt service is already factored into all college and University operating budgets;

WHEREAS, there has been consultation with, and approval from, the Provost and Academic Leadership (Deans) for the funding strategy to repurpose this $11M;

WHEREAS, the funding strategy has been reviewed and approved by the Century Bond Advisory Board;

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees approves the use of $11M of Century Bond funds to support the Clippinger Renovation Strategy and authorizes the President or his designee to accept and award contracts within the total project budgets identified.
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President Finance & Administration and CFO

Re: Clippinger Funding Strategy

At the June Resources committee meeting, we will discuss the Clippinger Renovation Project funding strategy and a recommendation to utilize funding from the Century Bonds to support the project. With approval of this funding strategy, we will bring forward Design approval at the August Board of Trustees meeting.

Prioritization of Clippinger Renovation Project
Our FY2015-FY2020 CIP included a project for a new interdisciplinary science facility. This was envisioned to replace the current building, Clippinger Laboratories, due to the significant deferred maintenance, and overall state of the facility classrooms, research laboratories, and associated technologies. Through the CMP efforts, it was determined that it would be more feasible to renovate Clippinger Laboratories through a multi-phase strategy.

Our presentation will outline the following related to this project:

- **Drivers of Change**
  - Deteriorating infrastructure
  - Modern requirements
  - Insufficient space
- **Challenges**
  - Floodplain regulations creating loss of space
  - Lack of swing space
- **Touchpoints with BOT**
  - March 2014 – Transformational project needs (including physical science programs)
  - October 2015 – Draft CMP (multi-phase Clippinger approach)
  - January 2015 – Draft CMP (Phase 1 addition to Clippinger)
  - March 2016 – CMP approval (Building on Research corridor)
- **History of the Building**
- **Existing Space Conditions**
- **Multi-Phase renovation concept**
Funding Strategy

Clippinger Laboratories is an College of Arts and Sciences (A&S) facility but A&S cannot afford the extensive renovation needed in addition to the investments required in the other space/facilities they occupy (notably significant planned renovation of Ellis Hall). In addition, Clippinger Laboratories serves undergraduates from all majors taking science courses and labs.

In order to minimize the Operating Budget impact of the Clippinger Phase 1 project, a proposal was brought forward and evaluated by the Century Bond Advisory Committee to repurpose $11M of Century Bond proceeds from to fund a portion of the Clippinger Phase 1 project (see below).

The proposed funding of the Phase 1 project budget of $42.6M:

- $10M State Capital (FY17-FY18 Appropriations)
- $18M Debt
- $3.6M Century Bond Deferred Maintenance funds (FY16 tranche)
- $11M Century Bond (Unallocated proceeds)

Source of $11M Unallocated Century Bond proceeds

The Lausche replacement project was originally budgeted as a $90M project, with $90M of debt proceeds from the Century Bond, and corresponding $6.3M internal debt service built into the operating budget to support the $90M loan. When the project was refocused as the Energy Infrastructure Project, the budget for the project was set at $79M and $11M of Century Bond proceeds were left as unallocated.

Rationale for using Century Bond Proceeds

Debt repayment for the entire EIP project has been incrementally built into the University budget via internal charges to the units over the past several years so that we were positioned to pay the internal loans from our operating budget. Consequently, the internal debt service on this $11M is already built into the operating budget and funded across all colleges.

There has been consultation with, and approval from, the Provost and the Academic Leadership (Deans) for the use of the $11M unallocated Century Bond proceeds to support the Clippinger Renovation Project. There was consensus that this was the highest deferred maintenance priority (excluding those already undergoing renovations). Given the importance and impact, the Deans agreed to leave the internal debt service on the $11M spread to all colleges, and lessen the financial burden to the College of Arts and Sciences.

In addition to prioritizing this project in the use of Century Bond funds, The Clippinger Renovation project was prioritized in the State Capital submission for deferred maintenance investments and the State was supportive of the phased plan to address (including using $10M of the State Capital allocations for the next 3 biennia).

The Century Bond Advisory Committee reviewed the proposal at their May 17 meeting and approved the funding as consistent with the guiding principles.

We are seeking approval of the Board of Trustees to authorize use of $11M of Century Bond proceeds to support the Phase 1 funding strategy of the Clippinger Renovation Project.
Clippinger Laboratories is the center of science activity at Ohio University, housing classrooms, research laboratories, and offices.

The facility is in need of significant deferred maintenance with basic functional issues such as mechanical, electrical, and plumbing needing to be addressed and critical HVAC needs.

Programmatic spaces are antiquated and not suitable to the requirements of modern classrooms or laboratories.

Building is in the flood plain and renovation strategies must mitigate swing space and phasing plans.

CLIPPINGER RENOVATION STRATEGY
Investing to provide a strategic balance between deferred maintenance needs and programmatic improvements
## CLIPPINGER RENOVATION STRATEGY

### CHALLENGES & DRIVERS FOR CHANGE

#### DRIVERS FOR CHANGE

- **Deteriorating Infrastructure**
  Building exterior, HVAC, mechanical, electrical, & plumbing systems are critically deteriorated

- **Modern Requirements**
  Existing classroom and lab spaces need extensive upgrades, including flexible environments for multi-purpose teaching and research

- **Insufficient Space**
  Originally intended to replace other facilities, Clippinger no longer meets the sciences’ space needs of OHIO

#### CHALLENGES

- **Floodplain**
  Current regulations prohibit occupied space below the 100-year base flood elevation after a major building renovation

- **Losing Space**
  Loss of the basement eliminates over 34,000 NASF of critical programmatic area

- **Swing Space**
  Replacement classroom and laboratory swing space for a Clippinger renovation is impractical and prohibitively expensive
In March 2014, the Board reviewed transformational project needs for the university, including the physical science programs.

In October 2015, the Board reviewed the draft CMP recommendation for building on the research corridor and a multi-phase approach to Clippinger with the first three phases in bienniums FY17-FY18, FY19-FY20, & FY21-FY22.

In January 2016, the Board reviewed the CMP, including the recommendation to build a Phase One addition to Clippinger.

In March 2016, the Board approved the CMP which included building on the research corridor through the campus.
$4.9M construction project completed in 1967 for 189,000 GSF

Constructed to consolidate science programs from 4 other inadequate facilities and accommodate student growth trends

Only $10.3M invested in facility improvements in almost 50 years, or approximately $206K per year

River relocation completed in 1972, and the FEMA 100-year base flood elevation established in 1980

Current FEMA flood regulations complicate renovation efforts
CLIPPINGER RENOVATION STRATEGY
EXISTING SPACE CONDITIONS

- Total Gross Area: 189,000 GSF
- Total Assignable: 104,478 ASF

<table>
<thead>
<tr>
<th>Department</th>
<th>ASF</th>
</tr>
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<tbody>
<tr>
<td>College of Arts and Sciences</td>
<td>102,261</td>
</tr>
<tr>
<td>Chemistry &amp; Biochemistry</td>
<td>43,180</td>
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<tr>
<td>Dean Arts Sciences</td>
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<td>Geography</td>
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<td>Geological Sciences</td>
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<tr>
<td>Physics Astronomy</td>
<td>34,277</td>
</tr>
<tr>
<td>Executive Vice President and Provost</td>
<td>2,217</td>
</tr>
<tr>
<td>Registrar</td>
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</tr>
</tbody>
</table>

- Ground Floor Area: 48,000 GSF
- Ground Assignable: 34,319 ASF
There was consensus with Academic Leadership (Deans) that this was the highest deferred maintenance priority (excluding those already undergoing renovations)

Clippinger was in the FY15-FY20 CIP and is supported as a top university strategic priority in the campus master plan

A 4-phase renovation and funding solution reduces significant deferred maintenance issues by relocating critical intensive use spaces into new addition with modern class labs with subsequent phases renovating current facility

Clippinger is an Arts and Science (A&S) facility but A&S cannot afford the extensive renovation needed in addition to the investments required in the other space/facility they occupy (notably significant planned renovation of Ellis Hall) and the facility serves all undergraduates providing major cross disciplinary academic space
CLIPPINGER RENOVATION STRATEGY
MULTI-PHASE FUNDING & FUNDING PLAN

- **Phase One: $42.6M**
  - $10M State Capital: FY17-FY18 Appropriations
  - $18M Debt
  - $3.6M FY16 Traunch of Century Bond (CB)
  - $11M CB Funding (Lausche)

- **$11M CB Funding (Lausche)**
  - Lausche project was originally $90M
  - Refocused to EIP at $79M
  - Debt repayment for entire $90M has been built into University Budget
  - Propose refocusing $11M to this project and continue debt service payments by all colleges

### Investments Anticipated by Biennium

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</thead>
<tbody>
<tr>
<td>Phase One: Lab Space, New Construction</td>
<td>$42,600,000</td>
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<td></td>
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<tr>
<td>Phase Two: Renovation</td>
<td></td>
<td>$26,688,480</td>
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<tr>
<td>Phase Three: Renovation</td>
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<td>$28,866,260</td>
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<tr>
<td>Phase Four: Basement To Garage</td>
<td></td>
<td></td>
<td></td>
<td>$6,782,110</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$42,600,000</strong></td>
<td><strong>$26,688,480</strong></td>
<td><strong>$28,866,260</strong></td>
<td><strong>$6,782,110</strong></td>
</tr>
</tbody>
</table>

### Funding Plan

- State Capital Request: $10,000,000
- Century Bond: $14,600,000
- State Capital Reappropriations: $18,000,000
- Other (Debt, Institutional Funds): $18,000,000

<table>
<thead>
<tr>
<th>Sub-Total</th>
<th>FY2017-FY2018</th>
<th>FY2019-FY2020</th>
<th>FY2021-FY2022</th>
<th>FY2023-FY2024</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-Total</strong></td>
<td>$42,600,000</td>
<td>$26,688,480</td>
<td>$28,866,260</td>
<td>$6,782,110</td>
</tr>
</tbody>
</table>

Clippinger Strategy Project Total: $104,936,850
There has been consultation with, and approval from, the Provost and the Academic Leadership (Deans) and there was consensus that this was the highest deferred maintenance priority (excluding those already undergoing renovations).

The State was supportive of the phased plan and $10M in state appropriations has been approved for new build for FY17-FY18.

The internal debt service on this $11M is already built into the operating budget and funded across all colleges. Given that Clippinger is the highest deferred maintenance priority and its importance and impact, the Deans agreed to leave the internal debt service on the $11M to help A&S fund.

The Century Bond Advisory Committee reviewed the proposal at their May 17, 2016 meeting and approved the funding as consistent with the guiding principles.
CLIPPINGER RENOVATION STRATEGY
PROJECT NEXT STEPS

- Review parking, swing space, and utility/site logistics
- Board approval in August to move into design/programming
- Procure a qualified consultant to verify scope, refine costs, and help sequence all phases
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

From: Deborah Shaffer, Vice President Finance & Administration and CFO

Re: Bridge Financing Program

The current Capital Improvement Plan (CIP) includes significant new money debt to support execution. The debt strategy associated with this plan was to go to market for new money debt approximately every 18 months over the next several years as required by the cash flows of the Board approved projects.

We are currently in the process of updating the CIP for the period FY17-FY21 which will be presented to the Board of Trustees at the August, 2016 meeting for approval. We continue to update our cash flow, debt capacity, and debt affordability analyses as a part of this effort.

Prager has been working with the University’s Treasury Management Office to project working capital balances based on historical seasonal trends. These projections have a wide range of outcomes and will be impacted by events out of the University’s control, such as investment returns. Based on the 18-month IRS requirements for reimbursement and preliminary project cash flows, Prager recommends that the University issue debt for CIP projects no later than summer 2017. However, if working capital balances end up lower than current projections, the University may need to issue debt sooner.

Since it would take approximately three months for the University to complete a new tax-exempt debt issue and market conditions need to be considered, the University is evaluating bridge financing programs that will provide short-term financing to help meet ongoing capital needs under the evolving CIP. The availability of ongoing short-term tax-exempt capital would take pressure off the timing of bond issues by providing a low-cost financing instrument until long-term financing is appropriate.

At this meeting we would like to review our bridge financing options and expect to come back to the Board of Trustees in August 2016 to seek approval of a bridge financing program. The two primary tax-exempt options for the University are a commercial paper program or a bank line of credit. Details for each option are provided in the attached memo from Prager & Co., LLC and the presentation. At this time, Prager tentatively recommends that the University pursue a bank line of credit to allow for bridge financing for CIP projects. The exact size of the line of credit will need to be evaluated in terms of expected cash flow needs for CIP projects. We also need to work with bond counsel to determine any potential tax or legal issues associated with this approach.

We look forward to discussing this at the June meeting.
MEMORANDUM

To: Ohio University

From: Prager & Co., LLC

Re: Bridge Financing Program

Date: May 31, 2016

Ohio University (“OHIO” or the “University”) is currently in the process of updating its six-year Capital Improvement Plan (“CIP”) which calls for investment in major renovations and construction. Under the CIP, the University is considering a number of projects that will be funded through working capital, state support and debt. In order to fund these projects, the University has to manage timing constraints presented by variable levels of working capital throughout the year, receipt of state support and the need to issue debt.

Bridge Financing Rationalization

Prager has been working with OHIO to project working capital balances based on historical seasonal trends. These projections have a wide range of outcomes and will be impacted by events out of the University’s control, such as investment returns. Based on the 18-month requirements for reimbursement and the project cashflows, Prager recommended that OHIO issue debt for CIP projects no later than Summer 2017.

However, if working capital balances end up lower than current projections, the University may need to issue debt sooner. We expect it would take approximately three months for OHIO to complete a new tax-exempt debt issue. Given these factors, the University may consider a bridge financing program that will provide short-term financing to help meet ongoing capital needs under the evolving CIP. The availability of ongoing short-term tax-exempt capital takes pressure off the timing of bond issues by providing a low-cost financing instrument until long-term financing is appropriate.

Potential Financing Vehicles

The two primary tax-exempt options for the University are a commercial paper program or a bank line of credit. Our initial understanding is that the University should be able to use either vehicle provided that the funds are exclusively used to finance facilities. However, implementation of either vehicle will require further diligence and discussion with bond counsel to determine any tax or legal issues associated with this type of program.

Commercial paper is issued as non-registered notes with maturities of between 1-270 days, which, at the option of the University, can be continuously rolled for another 1-270 days at each maturity. CP is due at maturity and therefore requires liquidity support in the event that
tendered paper cannot be “rolled over” by the dealer. CP requires disclosure and short-term ratings, which can be obtained either by demonstrating an institution’s ability to repay the full amount of debt through same-day liquidity (cash, Treasuries and agencies) or by obtaining external liquidity from a bank to support the program. It is important to note that the full authorized program size will be considered direct debt by the rating agencies, regardless of how much commercial paper is outstanding.

The process to establish a commercial paper program typically takes 60-90 days and includes tax diligence for any projects expected to be initially funded by tax-exempt commercial paper. There are also ongoing activities in terms of updating the offering memorandum, renewing authorization, changing paying agents or dealers and amending documents that may require additional attention in the future.

A bank line of credit is a product wherein a bank establishes a maximum loan balance that the bank will allow OHIO to maintain. The University will pay an “undrawn fee” under a bank line, which typically is between 0.20% to 0.50% of the total size of the line. Should the University draw down on the line it will pay a “drawn fee” which is typically tied to 1-Month LIBOR plus a fixed spread. We will need to do further research to determine whether the rating agencies will treat the line of credit (drawn or undrawn) as debt of the University.

The process to establish a bank line typically takes 45-60 days and includes an RFP process where a select number of banks provide term sheets on a potential bank line. Banks generally offer terms of 1 to 3 years for a line of credit. After expiration of the agreement, the University may negotiate an extension or issue an RFP to replace the facility with a new bank. The bank may require certain covenants in its term sheet such as a liquidity ratio or debt service coverage ratio. In addition, the bank may require a specific banking relationship as a condition of the agreement and also may require that the University pay off its balance outstanding at least once annually.

**Recommended Approach**

At this time, Prager tentatively recommends that OHIO pursue a bank line of credit to allow for bridge financing for CIP projects. The exact size of the line of credit will need to be evaluated in terms of expected cashflow needs for CIP projects.

The next step would be to work with bond counsel to determine any potential tax or legal issues associated with this approach. In addition, Prager will do further research to determine the potential credit impact of using a bank line of credit.

It is our understanding that management will present to the Board of Trustees at its August 2016 meeting a final strategy recommendation at which time, Prager will assist in identifying potential bank providers and conduct an RFP process.
LEGAL DISCLAIMERS

1. 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. We invite inquiry into the assumptions underlying future projections and other forward looking statements in the presentation.

2. Except as compelled by applicable law we make no warranty, express or implied of any nature as to any information or technique herein and do not guarantee satisfactory results. In no event may we be liable for any special or consequential damages that may be incurred in using the data provided. Before entering into any transaction, you must independently determine the economic risks, and your institution’s ability to assume the risks. Senior management should be involved in or informed as to this process.

3. We are not lawyers, accountants or tax specialists; you should seek and rely on independent advice as to such matters from properly qualified firms or individuals.

4. This presentation contains budgets and other “forward-looking statements” which can be identified by the use of terminology such as “expect”, “anticipate”, “project”, “estimate”, “intend”. Forward-looking statements involve risks and uncertainties that could cause actual results to differ materially from any projected results. These risks and uncertainties include, but are not limited to general economic, market or business conditions; competitive actions by other universities; changes in laws or regulations; and other factors, many of which are beyond the control of the University.
Bridge Financing Program

May 31, 2016
Contents

Section 1: Bridge Financing Discussion & Recommendation

Appendix A: Overview of Commercial Paper Program

Appendix B: Overview of Bank Line of Credit
Introduction to Bridge Financing

Ohio University is currently in the midst of its Capital Improvement Plan (CIP), an approach to capital planning developed by OHIO in 2011 to invest in major renovations and construction.

- Under the CIP, OHIO is considering a number of projects that will be funded through working capital, state support, gifts and debt through FY 2023.

- In order to fund these projects the University has to manage timing constraints presented by variable levels of working capital throughout the year, when it receives state support and when it will need to issue debt.

- Prager has been working with OHIO to project working capital balances. These projections have a wide range of outcomes and will be impacted by events out of the University’s control, such as investment returns.

- Based on our most recent analysis, Prager recommended that the University issue debt for capital projects no later than Summer 2017.

- However, if working capital balances end up lower than current projections, the University may need to issue debt sooner. We expect it would take approximately 3 months for OHIO to complete a new tax-exempt debt issue.

- Given these factors, the University may consider a bridge financing strategy that will allow it to finance capital projects as funds are needed.
Projected Working Capital Balances

Prager and the University have developed a tool that identifies historical seasonal trends in specific cashflow drivers and creates a projection for each component of working capital over the next three years.

- Internal Bank funds and investment returns are sufficient to cover projected CIP spend through Spring 2018. After that point, the University would need to liquidate portions of the Strategic Investment and Diversified Pool funds or issue debt to fund CIP needs.

- The analysis assumes CIP needs of $25.1 million in FY 2016, $53.8 million in FY 2017, $68.7 million in FY 2018 and $150.6 million in FY 2019. The analysis also assumes projected balances for the Strategic Investment Pool as shown in the FY 2017 Budget Book.

- Based on the 18-month requirements for reimbursement and the project cashflows, Prager recommended that OHIO issue debt for CIP projects no later than Summer 2017.
Potential Application for Ohio University
A bridge financing program may provide OHIO with a short-term financing vehicle to help meet ongoing capital requirements under its evolving Capital Improvement Program.

- Based on its projected borrowing needs and the variability of costs and timing, the University may consider establishing a tax-exempt short-term financing mechanism to help meet ongoing capital requirements.

- A commercial paper program or bank line of credit exclusively used to fund capital projects could have the following applications for Ohio University:
  
  — **Bridge Financing:** The availability of ongoing short-term tax-exempt capital takes pressure off the timing of bond issues by providing a low-cost financing instrument until long-term financing is appropriate.

  — **Market Access:** The University is benefited by a financing mechanism that is flexible with respect to both the size and timing of capital needs.

  — **Low-Cost Financing:** Short-term debt typically represents the lowest cost source of ongoing capital to the University.
# Bridge Financing Considerations

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Commercial Paper</th>
<th>Bank Line of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enables projects to be financed as needed rather than waiting for a critical mass of projects to be bond financed</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Permits financing for short-term equipment needs: match shorter lived assets with shorter debt</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Limits negative arbitrage during the construction period for projects</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Enables the University to seek long-term take-out financing options based on market conditions</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Full authorized program size will be considered direct debt by rating agencies</td>
<td>☑</td>
<td>TBD</td>
</tr>
<tr>
<td>Only amount drawn will be considered direct debt by rating agencies</td>
<td>□</td>
<td>TBD</td>
</tr>
<tr>
<td>Variable rate obligation and as such carries interest rate and liquidity risk</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Requires management of liquidity risk via internal liquidity or external credit support</td>
<td>☑</td>
<td>□</td>
</tr>
<tr>
<td>Covenants (banking relationship, financial tests, annual pay down of outstanding amount)</td>
<td>□</td>
<td>☑</td>
</tr>
<tr>
<td>Must pay a fee on undrawn amount</td>
<td>□</td>
<td>☑</td>
</tr>
<tr>
<td>Remarketing, issuing and paying agent fees</td>
<td>☑</td>
<td>□</td>
</tr>
</tbody>
</table>

Note: The ability of Ohio University to use a bank line of credit exclusively to fund capital projects is subject to bond counsel review.
Recommendation

- At this time, Prager tentatively recommends that OHIO pursue a bank line of credit to allow for bridge financing for CIP projects.

- The exact size of the line of credit will need to be evaluated in terms of expected cashflow needs for CIP projects.

- The next step would be to work with bond counsel to determine any potential tax or legal issues associated with this approach.

- Prager will need to do further research to determine whether the rating agencies will treat the line of credit (drawn or undrawn) as debt of the University.

- It is our understanding that management will present to the Board of Trustees at its August 2016 meeting a final strategy recommendation at which time, Prager will assist in identifying potential bank providers and conduct an RFP process.

- An RFP will provide the University with a “free option” to obtain indicative pricing and terms without incurring any legal expense or Board time.
Contents

Section 1: Bridge Financing Discussion & Recommendation

Appendix A: Overview of Commercial Paper Program

Appendix B: Overview of Bank Line of Credit
Commercial Paper ("CP") Program Overview

Commercial paper is issued as non-registered notes with maturities of between 1-270 days, which, at the option of the University, can be continuously rolled for another 1-270 days at each maturity.

- Commercial paper is typically used to provide bridge financing for ongoing capital plans or working capital needs.

- CP programs can be sized to meet institutional needs; typically the minimum program size is $50 million.
  - In order to effectively start a CP program an initial draw is required for tax purposes.
  - Initial draw under the program is typically in the $5 million range.
  - There is no requirement to keep any amount outstanding at any time.
  - Can create separate programs for tax-exempt or taxable commercial paper.

- CP can be quickly ramped up or ramped down; this allows working capital to remain invested and bonds to be issued on a regular schedule.
  - CP authorized amount will be treated as direct debt by rating agencies.
  - The takeout of CP can be part of scheduled bond issuance process.
Commercial Paper Program Overview (continued)

CP is due at maturity and therefore requires liquidity support in the event that tendered paper can not be “rolled over” by the dealer.

- CP requires disclosure and short-term ratings, which can be obtained either by demonstrating an institution’s ability to repay the full amount of debt through same-day liquidity (cash, Treasuries and agencies) or by obtaining a dedicated bank line of credit to support the program.

- There are also ongoing activities - updating the offering memorandum, renewing authorization, changing paying agents or dealers and amending documents that may require additional attention in the future.

- CP is placed by a dealer on a “best efforts” basis and is typically purchased by corporations, money market funds and insurance companies.

- Generally, tax-exempt CP is sold at par and the University pays interest at maturity. Tax-exempt CP has the same requirements as other tax-exempt securities (e.g. tax-exemption sign-off by bond counsel, arbitrage restrictions, bad-use limitations).

- Generally, taxable CP is sold at a discount and accrues to the par amount payable at maturity.
Sample Commercial Paper Mechanics

The mechanics of issuing commercial paper can occur within a 24 hour period and allows the University to access capital quickly and flexibly.

PRIOR DAY: 4:00 PM
- University provides written notice of CP draw

8:45 AM
- Current investors given “first right of refusal” and marketing period continues

1:00 – 3:00 PM
- CP notes delivered to issuing bank from University via DTC in exchange for sale proceeds

7:30 AM
- Marketing of CP notes begins with scale being presented to broad investor base

12:30 – 1:00 PM
- Marketing period ends and the University is notified of notes sold for settlement today

3:00 PM
- CP notes delivered to investors via DTC; University receives written confirmation
The University must provide notice to the CP dealer by 4:00pm on the day before its desired date for issuing commercial paper notes.

The notice starts the CP issuance process which includes marketing, pricing and settlement over the course of the following day.

CP is placed by a dealer on a “best efforts” basis and is typically purchased by corporations, money market funds and insurance companies.
Process to Establish a Commercial Paper Program

The process to establish a commercial paper program typically takes 60-90 days and includes tax diligence for any projects expected to be initially funded by tax-exempt commercial paper.

<table>
<thead>
<tr>
<th>Action</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Select commercial paper dealer and liquidity support bank</td>
<td>3 weeks (including RFP process)</td>
</tr>
<tr>
<td>2) Meet with rating agencies to discuss program and liquidity support</td>
<td>3 weeks</td>
</tr>
<tr>
<td>3) Select Issuing and Paying Agent</td>
<td>2 weeks (including RFP process)</td>
</tr>
<tr>
<td>4) Prepare documents</td>
<td>3 weeks</td>
</tr>
<tr>
<td>5) Close and market CP notes</td>
<td>1 week</td>
</tr>
</tbody>
</table>

Commercial Paper Program Documentation

- Authorizing Resolution from the University, Note Resolution and Tax Certificate

- Offering Memorandum: serves as the primary marketing document for the program and contains summary of financing terms, use of proceeds and disclosure.

- Issuing and Paying Agent Agreement

- Dealer Agreement
Investor Base

Money market funds are the primary buyer of tax-exempt commercial paper and in many cases are limited to only purchasing securities with the highest short-term ratings.

- The commercial paper market is the largest segment of the money market at approximately $1 trillion.
- The maximum maturity of 270 days appeals to money market funds as it is one of the few tax-exempt products that allow funds to manage portfolio duration.
- Investors who purchase CP and other short-term notes are similar to the purchasers of the University’s Housing for Ohio variable-rate bonds.
- **SEC Rule 2a-7** governs the quality, maturity and diversity of investments by money market funds (the largest natural investor in tax-exempt commercial paper and variable rate demand bonds).
- As of the date of purchase, 97% of a money market fund’s assets must be “first tier securities.”
- Typically, first tier status requires the highest rating category for short-term debt obligations by two of three rating agencies if a bond has two or three ratings or one rating agency if a bond is rated by only one agency.

(1) SEC Rule 2a-7 was amended in February 2010 to limit the permitted percentage of a fund’s total assets that may be invested in second tier securities at three percent.
Liquidity Considerations

CP requires short-term ratings, which can be obtained either by demonstrating ability to repay the full amount of debt through same-day liquidity or by obtaining a dedicated bank line of credit to support the program.

- CP programs typically have limits on the amount of CP maturing within a 5-day period to protect the University from any temporary pricing dislocations and daily liquidity need.

- For a short-term rating based on self liquidity, the University must demonstrate available liquid resources and have a written process in place to access those resources in a timely manner.
  - In order to be considered for the highest short-term rating, the ratio of daily liquidity assets to commercial paper needs to be at the very minimum one times.
  - In general, a coverage ratio of over 2 times is considered strong and a coverage ratio of over 1.5 times is considered adequate. However, the adequacy of the coverage ratio also depends on other credit factors.

- For a short-term rating based on a dedicated bank facility, the rating will be based on the liquidity provider’s ability to fund and the risk of termination of the liquidity provider’s funding obligation without a final payment of the CP.
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Section 1: Bridge Financing Discussion & Recommendation

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Appendix B: Overview of Bank Line of Credit
Bank Line of Credit Overview

A bank line of credit is a product wherein a bank establishes a maximum loan balance that the bank will allow OHIO to maintain. The bank line is an unsecured general obligation of the University.

- A bank line of credit is typically used to provide bridge financing for ongoing capital plans.
  
  - It is important to note that the ability of Ohio University to use a bank line of credit exclusively to fund capital projects is subject to bond counsel review.

- Bank lines can be sized to meet institutional needs; typically the minimum size is $25 million.
  
  - In order to implement a bank line, the University would issue a request for proposal (RFP) to prospective banks.

  - The RFP would outline how large of a bank line the University is seeking as well as any specific items that prospective banks should include in their term sheet.

  - Based on responses received, the University would select a bank for the bank line and execute a Credit Agreement.

- A bank line can quickly be drawn upon or paid down; allowing working capital to remain invested and bonds to be issued on a regular schedule.
  
  - Only the amount outstanding on the bank line will be treated as direct debt by rating agencies.

  - The University can generally pay down amounts outstanding on the bank line using bond proceeds.
Bank Line of Credit Overview (continued)

A bank line of credit is not a security and is not remarketed like commercial paper. It therefore does not require liquidity support or a credit rating.

- Since a bank line of credit is a bank product (not a security) without public remarketing, it does not need to be rated and no disclosure is required.

- The University will pay an “undrawn fee” under a bank line, which typically is between 0.20% to 0.50% of the total size of the line.

- Should the University draw down on the line it will pay a “drawn fee” which is typically tied to 1-Month LIBOR plus a fixed spread.

- Banks generally offer terms of 1 to 3 years for a line of credit. After expiration of the agreement, the University may negotiate an extension or issue an RFP to replace the facility with a new bank.

- The bank may require certain covenants in its term sheet such as a liquidity ratio or debt service coverage ratio. In addition, the bank may require a specific banking relationship as a condition of the agreement.

- The bank also may require that the University pay off its balance outstanding at least once annually.

- A bank line of credit will contain provisions under which the University can term-out any amounts owed under the line based on a specific amortization outlined in the credit agreement.
Sample Bank Line Mechanics

- The University must provide notice to the lending bank by 11:00 am on the day of its desired date for drawing on the line of credit.

- The lender will then provide funds the same day to the University by crediting the account of OHIO with the lending bank or wiring funds to a different University account.
Process to Establish a Bank Line of Credit

The process to establish a bank line typically takes 45-60 days and includes an RFP process where a select number of banks provide term sheets on a potential bank line.

<table>
<thead>
<tr>
<th>Action</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Select Bank</td>
<td>4 weeks (including RFP process)</td>
</tr>
<tr>
<td>2) Prepare documents</td>
<td>3 weeks</td>
</tr>
<tr>
<td>3) Close</td>
<td>1 week</td>
</tr>
</tbody>
</table>

Bank Line of Credit Documentation

- Authorizing Resolution from the University and Tax Certificate
- Credit Agreement
Legal Disclaimers

1. 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.

2. Except as compelled by applicable law we make no warranty, express or implied of any nature as to any information or technique herein and do not guarantee satisfactory results. In no event may we be liable for any special or consequential damages that may be incurred in using the data provided. Before entering into any transaction, you must independently determine the economic risks, and your institution’s ability to assume the risks. Senior management should be involved in or informed as to this process.

3. We are not lawyers, accountants or tax specialists; you should seek and rely on independent advice as to such matters from properly qualified firms or individuals.

4. This presentation contains “forward-looking statements” (within the meaning of the Securities Act of 1933 and the Securities Exchange Act of 1934, which statements can be identified by the use of terminology such as “may”, “will”, “should”, “expect”, “project”, “estimate”). The assumptions underlying forward looking statements may involve known and unknown risks and uncertainties that could cause actual results, performance or events to differ materially from those expressed or implied in such statements. For example, inputs concerning pricing, interest rates, and transaction costs are necessarily preliminary and indicative. Long term projections are not predictions of what is going to happen. Their purpose is to develop an analytical construct that will demonstrate to decision makers the potential long term impacts of today’s financial decisions. Inherent risks and uncertainties include, but are not limited to general economic, market or business conditions; the opportunities (or lack thereof) that may be presented to or pursued by you; changes in laws or regulations; and other factors, many of which will be beyond your control.
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

From: Deborah Shaffer, Vice President Finance & Administration and CFO

Re: Refunding Opportunity and Strategy

Ohio University has an opportunity to refund certain outstanding bonds for debt service savings. Based on review of the University’s debt portfolio, the callable maturities of the Series 2006A, 2006B and 2008A are potential refunding candidates.

Given the call dates for the potential refunding candidates, the earliest closing for a refunding issue would be September 2, 2016. The following practical elements as well as cost savings make it more efficient for the University to pursue a refunding transaction later in the year or in 2017.

- FY 2016 financial statements will not be approved until the October board meeting.
- Impact on University staff resources particularly given focus on fiscal year end.
- Increased cost and preparatory work associated with two transactions in a short period of time (refunding in 2016 and new money in 2017).

Assuming no change in interest rates, December 1st is the optimal timing for a refunding issue. The University could plan for a stand-alone refunding transaction that would close on December 1, 2016 which is the call date for the Series 2006A and 2006B bonds. However, with expected debt needs in 2017, it would be inefficient to issues two series of debt so close together. Alternatively, the University could target a Spring 2017 (or later) transaction that can be combined with a new money borrowing.

While the refunding savings are compelling in the current market, Prager recommends that the University proceed with a combined refunding and new money transaction as early as March 2017 and no later than summer 2017. The key risk in waiting to issue bonds is that interest rates could rise, increasing the University’s borrowing cost.

Please refer to the attached memo from Prager & Co., LLC.

At this meeting we will review the refunding candidates and discuss timing and economic considerations for accessing the capital markets and expect to come back to the Board of Trustees for approval of our strategy at the August 2016 Board meeting.
At this meeting we will review the refunding candidates and discuss timing and economic considerations for accessing the capital markets and expect to come back to the Board of Trustees for approval of our strategy at the August 2016 Board meeting.

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

To:       Ohio University
From:    Prager & Co., LLC
Re:       Refunding Opportunities
Date:    May 31, 2016

Ohio University ("OHIO" or the "University") has an opportunity to refund certain outstanding bonds for debt service savings. Based on Prager's review of the University's debt portfolio, the callable maturities of the Series 2006A, 2006B and 2008A are potential refunding candidates. The following memo is intended to summarize the ability to refund each series of bonds as well as timing and economic considerations for accessing the capital markets.

Review of Potential Refunding Candidates

Tax law and the original use of proceeds will determine if a tax-exempt bond can be refunded in advance of a call date and market rates will determine savings. Regardless of the use of proceeds, the University always has the ability to current refund a bond on a tax-exempt basis within 90 days of the call date. The following table summarizes the refunding candidates.

<table>
<thead>
<tr>
<th>Bond Series</th>
<th>Callable Par Amount</th>
<th>Use of Proceeds</th>
<th>Call Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006A</td>
<td>$14,950,000</td>
<td>Refund Series 1999</td>
<td>December 1, 2016</td>
</tr>
<tr>
<td>2006B</td>
<td>$17,920,000</td>
<td>Capital Projects</td>
<td>December 1, 2016</td>
</tr>
<tr>
<td>2008A</td>
<td>$7,240,000</td>
<td>Capital Projects</td>
<td>June 1, 2018</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$40,110,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Series 2006A bonds cannot be advance refunded on a tax-exempt basis because the bonds were originally used to advance refund the Series 1999 bonds. However, because the call date is so close, this does not create a major issue. The bonds can be current refunded as early as September 2, 2016 which is 90 days prior to the call date on December 1, 2016.

The Series 2006B and 2008A bonds can both be refunded in advance of their respective call dates because the bonds were originally used to finance capital projects. As such, the University can refund the bonds at any time with the appropriate notice given to bondholders.

Given the call dates for the potential refunding candidates, the earliest closing for a refunding issue would be September 2, 2016. Based on market conditions as of May 27, 2016, we estimate that a September closing would result in $7.5 million in total debt service savings over the life of the transaction with average annual savings of approximately $358,000.
Timing Considerations

We expect it would take approximately three months to complete a tax-exempt refunding issue. Given the call dates for the potential refunding candidates, the earliest closing for a refunding issue would be September 2, 2016. There are a number of practical elements that will likely cause OHIO to pursue a refunding transaction later in the year or in 2017.

- FY 2016 financial statements will not be approved until the October board meeting.
- Impact on University staff resources particularly given focus on fiscal year end.
- Increased cost and preparatory work associated with two transactions in a short period of time (refunding in 2016 and new money in 2017).

Given these considerations, a later closing date is more realistic. The University could plan for a stand-alone refunding transaction that would close on December 1, 2016 which is the call date for the Series 2006A and 2006B bonds. However, with expected debt needs in 2017, it would be inefficient to issue two series of debt so close together.

Alternatively, the University could target a Spring 2017 transaction that can be combined with a new money borrowing. Prager has been working with OHIO to project working capital balances based on historical seasonal trends. Based on the 18-month requirements for reimbursement and the project cashflows, Prager recommended that OHIO issue debt for CIP projects no later than Summer 2017.

Recommended Approach

The potential economic impact of waiting, assuming no change in interest rates, is shown in the following table. Assuming no change in interest rates, December 1st is the optimal timing for a refunding issue. The key risk in waiting to issue bonds is that interest rates could rise, increasing OHIO’s borrowing cost.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Total Refunding Savings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2, 2016</td>
<td>$7,527,9991</td>
<td>New issue will fund a 3-month escrow until the call date on December 1st for Series 2006AB refunding</td>
</tr>
<tr>
<td>December 1, 2016</td>
<td>$7,738,883</td>
<td>Savings improve as there is no need to fund an escrow for Series 2006AB</td>
</tr>
<tr>
<td>March 1, 2017</td>
<td>$7,658,376</td>
<td>Savings are reduced as the University foregoes available savings for each day after December 1st call date</td>
</tr>
</tbody>
</table>

Funding capital needs could be accelerated to achieve efficiencies in accessing the market once rather than separately for refunding and new money within a short time. While the refunding savings are compelling in the current market, Prager recommends that the University proceed with a combined refunding and new money transaction as early as March 2017 and no later than Summer 2017.
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3. We are not lawyers, accountants or tax specialists; you should seek and rely on independent advice as to such matters from properly qualified firms or individuals.

4. This presentation contains budgets and other “forward-looking statements” which can be identified by the use of terminology such as “expect”, “anticipate”, “project”, “estimate”, “intend”. Forward-looking statements involve risks and uncertainties that could cause actual results to differ materially from any projected results. These risks and uncertainties include, but are not limited to general economic, market or business conditions; competitive actions by other universities; changes in laws or regulations; and other factors, many of which are beyond the control of the University.
Refunding Opportunity and Strategy

May 31, 2016
Review of Potential Refunding Candidates

The University may have an opportunity to refund certain outstanding bonds for debt service savings. Based on our review of the portfolio, Series 2006A, 2006B and Series 2008A are potential candidates in the current market.

Series 2006A

- **Callable Maturities:** $14.95 million
- **Original Use of Proceeds:** Refunding of Series 1999; cannot be advance refunded on tax-exempt basis
- **Timing:** The earliest that these bonds can be refunded is September 2, 2016, which is 90 days prior to the call date on December 1, 2016.

Series 2006B

- **Callable Maturities:** $17.92 million
- **Original Use of Proceeds:** New capital projects; can be advance refunded on tax-exempt basis
- **Timing:** The bonds have a call date of December 1, 2016 and the University can refund these bonds at any time.

Series 2008A

- **Callable Maturities:** $7.24 million
- **Original Use of Proceeds:** New capital projects; can be advance refunded on tax-exempt basis
- **Timing:** The bonds have a call date of June 1, 2018 and the University can refund these bonds at any time.
### SUMMARY STATISTICS

<table>
<thead>
<tr>
<th>Dated/Delivery Date</th>
<th>9/2/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>All-in TIC</td>
<td>2.60%</td>
</tr>
<tr>
<td>Average Life</td>
<td>8.76</td>
</tr>
<tr>
<td>Series Refunded</td>
<td>2006AB, 2008</td>
</tr>
<tr>
<td>Par Amount of Refunded Bonds</td>
<td>40,110,000</td>
</tr>
</tbody>
</table>

### SOURCES AND USES

**Sources**
- Par Amount: 34,720,000
- Premium: 6,650,735
- Contribution for Accrued Int.: 477,276

**Total Sources:** 41,848,011

**Uses**
- SLGS Purchase: 41,445,219
- Cost of Issuance: 292,080
- Underwriter’s Discount: 104,160
- Additional Funds Generated: 6,552

**Total Uses:** 41,848,011

### ANNUAL SAVINGS

<table>
<thead>
<tr>
<th>Date</th>
<th>Prior Debt Service</th>
<th>Refunding Debt Service</th>
<th>Cashflow Savings</th>
<th>Present Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/30/2017</td>
<td>1,410,848</td>
<td>1,297,178</td>
<td>113,670</td>
<td>106,435</td>
</tr>
<tr>
<td>6/30/2018</td>
<td>4,397,586</td>
<td>4,032,125</td>
<td>365,461</td>
<td>346,459</td>
</tr>
<tr>
<td>6/30/2019</td>
<td>4,251,705</td>
<td>3,880,250</td>
<td>371,455</td>
<td>338,531</td>
</tr>
<tr>
<td>6/30/2020</td>
<td>4,245,748</td>
<td>3,876,375</td>
<td>369,373</td>
<td>323,464</td>
</tr>
<tr>
<td>6/30/2021</td>
<td>4,244,091</td>
<td>3,871,625</td>
<td>372,466</td>
<td>313,554</td>
</tr>
<tr>
<td>6/30/2022</td>
<td>4,238,774</td>
<td>3,865,750</td>
<td>373,024</td>
<td>301,867</td>
</tr>
<tr>
<td>6/30/2023</td>
<td>4,241,675</td>
<td>3,868,250</td>
<td>373,425</td>
<td>290,494</td>
</tr>
<tr>
<td>6/30/2024</td>
<td>4,237,459</td>
<td>3,868,625</td>
<td>368,834</td>
<td>275,801</td>
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<tr>
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<td><strong>49,920,678</strong></td>
<td><strong>7,527,991</strong></td>
<td><strong>5,062,755</strong></td>
</tr>
</tbody>
</table>

**Average Annual Cashflow Savings:** $358,476

Rates as of 05/27/16; subject to future market conditions. Present value savings are discounted back to 9/02/16 at 4.00%.
Barriers for a September Transaction

September 2016 would be the earliest possible time for closing a refunding transaction. There are a number of practical elements that will likely cause OHIO to pursue a refunding transaction later in the year or in 2017.

- There are a number of barriers to executing a refunding transaction by September 2016.
  - FY 2016 financial statements will not be approved until the October board meeting.
  - Impact on University staff resources particularly given focus on fiscal year end.
  - Increased cost and preparatory work associated with two transactions in a short period of time (refunding in 2016 and new money in 2017).

- Given these considerations, a closing date of December 1, 2016 is more realistic.

- Alternatively, the University could target a Spring 2017 transaction that can be combined with a new money borrowing.
  - The University has projected CIP needs in FY 2017. Funding those capital needs could be accelerated to achieve efficiencies in accessing the market once rather than separately for refunding and new money within a short time.

- The following slides outline the considerations for a December 1, 2016 versus a March 1, 2017 transaction.
Refunding Timing Considerations – December 1, 2016 versus March 1, 2017
The University could accelerate near-term capital needs to achieve efficiencies in accessing the market once rather than separately for refunding and new money within a short time.

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Two Transactions</th>
<th>Single Combined Issue</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Refunding (12/01/16) and New Money (03/01/17)</td>
<td>New Money and Refunding (03/01/17)</td>
</tr>
<tr>
<td><strong>Interest Rate Risk</strong></td>
<td>Eliminates interest rate risk on refunding issue</td>
<td>University is exposed to interest rate risk on both new money and refunding</td>
</tr>
<tr>
<td></td>
<td>Maintains interest rate risk on new money issue</td>
<td></td>
</tr>
<tr>
<td><strong>Rating Agencies</strong></td>
<td>Rating Updates: Two</td>
<td>Rating Updates: Potentially Two</td>
</tr>
<tr>
<td></td>
<td>Requires a meeting/call with Moody’s and S&amp;P ahead of each individual transaction.</td>
<td>Moody’s has not reviewed the University since October 2014 and will likely require an interim update</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Will need to have a meeting/call with Moody’s and S&amp;P ahead of the 2017 transaction</td>
</tr>
<tr>
<td><strong>Impact on Staff Resources</strong></td>
<td>Two transactions: Will require University input on the following items for each transactions: Board approval, State approval, rating update materials, tax due diligence, Appendix A.</td>
<td>One Transaction: Will require University input on the following items for one transaction: Board approval, State approval, rating update materials, tax due diligence, Appendix A.</td>
</tr>
<tr>
<td><strong>Costs of Issuance Estimates</strong></td>
<td>Total: $782,283</td>
<td>Total: $540,000</td>
</tr>
<tr>
<td><strong>Refunding Cashflow Savings</strong></td>
<td>Average Annual Savings: $368,518</td>
<td>Average Annual Savings: $364,685 (rates unchanged)</td>
</tr>
<tr>
<td></td>
<td>Total Savings: $7,735,633</td>
<td>Total Savings: $7,658,376</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Any increase in future interest rates may reduce savings</td>
</tr>
</tbody>
</table>

Rates as of 05/27/16; subject to future market conditions
Summary of Refunding Results (Stand-Alone 12/01/16 Issue)

The following refunding results are based on a tax-exempt matched-maturity refunding of maturities from Series 2006A, 2006B and 2008A. This analysis assumes current market conditions; which could change over time.

### SUMMARY STATISTICS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Dated/Delivery Date</td>
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<td>All-in TIC</td>
<td>2.62%</td>
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<tr>
<td>Average Life</td>
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<td>Series Refunded</td>
<td>2006AB, 2008</td>
</tr>
<tr>
<td>Par Amount of Refunded Bonds</td>
<td>40,110,000</td>
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### SOURCES AND USES

#### Sources

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<tbody>
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<td>Contribution for Accrued Int.</td>
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<tr>
<td><strong>Total Sources</strong></td>
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</tbody>
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#### Uses

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<table>
<thead>
<tr>
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<tr>
<td>Cash Deposit (2006AB)</td>
<td>33,814,062</td>
</tr>
<tr>
<td>SLGS Purchase</td>
<td>7,670,993</td>
</tr>
<tr>
<td>Cost of Issuance</td>
<td>291,848</td>
</tr>
<tr>
<td>Underwriter's Discount</td>
<td>103,695</td>
</tr>
<tr>
<td>Additional Funds Generated</td>
<td>3,117</td>
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<td><strong>Total Uses</strong></td>
<td><strong>41,883,714</strong></td>
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</table>

Average Annual Cashflow Savings: $368,518

### ANNUAL SAVINGS

<table>
<thead>
<tr>
<th>Date</th>
<th>Prior Debt Service</th>
<th>Refunding Debt Service</th>
<th>Cashflow Savings</th>
<th>Present Value</th>
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<tbody>
<tr>
<td>6/30/2017</td>
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<td>864,125</td>
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<td>4,014,625</td>
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<td>299,135</td>
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<tr>
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<td>253,298</td>
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<tr>
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<td>1,607,250</td>
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<td>200,897</td>
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<td>6/30/2034</td>
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<td><strong>5,197,142</strong></td>
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</table>

Rates as of 05/27/16; subject to future market conditions. Present value savings are discounted back to 9/02/16 at 4.00%.
### Summary of Refunding Results (03/01/17 Issue at Time of New Borrowing)

The following refunding results are based on a tax-exempt matched-maturity refunding of maturities from Series 2006A, 2006B and 2008A. This analysis assumes current market conditions; which could change over time.

#### SUMMARY STATISTICS

<p>| | |</p>
<table>
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#### SOURCES AND USES

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#### ANNUAL SAVINGS

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<tr>
<th>Date</th>
<th>Prior Debt Service</th>
<th>Refunding Debt Service</th>
<th>Cashflow Savings</th>
<th>Present Value</th>
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</tr>
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<td>6/30/31</td>
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<td>6/30/37</td>
<td>1,334,363</td>
<td>953,250</td>
<td>381,113</td>
<td>170,920</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>56,509,251</strong></td>
<td><strong>48,850,875</strong></td>
<td><strong>7,658,376</strong></td>
<td><strong>5,132,003</strong></td>
</tr>
</tbody>
</table>

Average Annual Cashflow Savings: $364,685

Rates as of 05/27/16; subject to future market conditions. Present value savings are discounted back to 9/02/16 at 4.00%.
Estimated Cost of Issuance

The following table illustrates the estimated cost of issuance for two separate transactions – refunding in December 2016 and new money in March 2017 – versus a combined issue in March 2017.

- The University can achieve cost efficiencies by combining the two transactions into a single issue.

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<thead>
<tr>
<th>Cost of Issuance</th>
<th>Par Amount</th>
<th>Par Amount</th>
<th>Par Amount</th>
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</thead>
<tbody>
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</tr>
<tr>
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<tr>
<td>Underwriter's Counsel</td>
<td>50,000</td>
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<td>100,000</td>
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<tr>
<td>Financial Advisor</td>
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<td>211,283</td>
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<tr>
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<td>Escrow Agent</td>
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<tr>
<td>Moody's</td>
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<tr>
<td>Standard &amp; Poor's</td>
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<tr>
<td>Printer</td>
<td>5,000</td>
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<td>10,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>490,210</strong></td>
<td><strong>782,283</strong></td>
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<table>
<thead>
<tr>
<th>Cost of Issuance</th>
<th>Par Amount</th>
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<tr>
<td>C = A + B</td>
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<td>D Combined Issue (03/01/17)</td>
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<td>E = C - D</td>
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</table>

For illustration purposes only.

Note: Par amounts shown assume that based on current market conditions, OHIO would issue tax-exempt fixed rate bonds are sold at a premium. As such, the University would be able to issue a smaller par amount of bonds to generate the needed proceeds.
Recommendation

While the refunding savings are compelling, Prager recommends that the University proceed with a combined refunding and new money transaction as early as March 2017 and no later than Summer 2017.

- The University is not ready to borrow for new projects at this time and it will be inefficient to issue two series of bonds approximately four months apart (December 2016 and March 2017).

- Based on our analysis, the potential economic impact of waiting, assuming no change in interest rates, entails:

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Total Refunding Savings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2, 2016</td>
<td>$7,527,991</td>
<td>New issue will fund a 3-month escrow until the call date on December 1st for Series 2006AB refunding</td>
</tr>
<tr>
<td>December 1, 2016</td>
<td>$7,735,633</td>
<td>Savings improve as there is no need to fund an escrow for Series 2006AB</td>
</tr>
<tr>
<td>March 1, 2017</td>
<td>$7,658,376</td>
<td>Savings are reduced as the University foregoes available savings for each day after December 1st call date</td>
</tr>
</tbody>
</table>

- Assuming no change in interest rates, December 1st is the optimal timing for a refunding issue. The key risk in waiting to issue bonds is that interest rates could rise, increasing OHIO’s borrowing cost.

- Additionally, if the University waits to issue bonds in 2017, OHIO may need to have an update call with Moody’s in Fall 2016. There is potential for this update to be delayed until the time of the transaction.

- The timeline for a potential refunding transaction will cover approximately three months. This will include having the refunding bonds rated and the various approvals by the University’s Board of Trustees.
Legal Disclaimers

1. 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.

2. Except as compelled by applicable law we make no warranty, express or implied of any nature as to any information or technique herein and do not guarantee satisfactory results. In no event may we be liable for any special or consequential damages that may be incurred in using the data provided. Before entering into any transaction, you must independently determine the economic risks, and your institution’s ability to assume the risks. Senior management should be involved in or informed as to this process.

3. We are not lawyers, accountants or tax specialists; you should seek and rely on independent advice as to such matters from properly qualified firms or individuals.

4. This presentation contains “forward-looking statements” (within the meaning of the Securities Act of 1933 and the Securities Exchange Act of 1934, which statements can be identified by the use of terminology such as “may”, “will”, “should”, “expect”, “project”, “estimate”). The assumptions underlying forward looking statements may involve known and unknown risks and uncertainties that could cause actual results, performance or events to differ materially from those expressed or implied in such statements. For example, inputs concerning pricing, interest rates, and transaction costs are necessarily preliminary and indicative. Long term projections are not predictions of what is going to happen. Their purpose is to develop an analytical construct that will demonstrate to decision makers the potential long term impacts of today’s financial decisions. Inherent risks and uncertainties include, but are not limited to general economic, market or business conditions; the opportunities (or lack thereof) that may be presented to or pursued by you; changes in laws or regulations; and other factors, many of which will be beyond your control.
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President Finance & Administration and CFO

Re: Eastern Campus Baseline Study

In 2011, as the Oil and Gas industry began to raise the attention of college campuses nationwide with regard to mineral extraction, President Roderick McDavis proactively formed the Ad Hoc Mineral Rights Committee and charged the group with gathering data and undertaking community assessments to provide guidance and input to the Board of Trustees should varying social, environmental and financial decisions need to be made with regard to the responsible management of OHIO’s mineral rights.

At the January 2012 Board of Trustees meeting, then-Chair C. Robert Kidder requested that the University prepare a report regarding the implementation of Ohio House Bill (HB) 133 related to oil and gas extraction on state owned properties and the protection of University mineral rights under that statute. In April 2012, with the assistance of the Voinovich School, a full report was provided by the Ad Hoc Mineral Rights Committee to the Board of Trustees. This report outlined the University’s fiduciary rights and responsibilities under the statute, the implications of horizontal high-pressure hydraulic fracturing to extract oil and gas on University owned land, a preliminary economic analysis that required continued data gathering over time and a recommendation on the structure of a lease for University mineral rights to a third party entity, as well as measures to implement such a lease in the event one is executed.

The Ad Hoc Mineral Rights Committee further recommended a campus-by-campus decision as to whether or not the leasing of their mineral rights was in the best interest of that campus. In particular, the Eastern campus was identified as that campus most likely to be impacted by the issue of mineral extraction given the activity that was evident on neighboring properties. The report further called for the University to develop a baseline data assessment of any at-risk locations should the need occur.

In 2014, Ohio University Board of Trustees, based on the recommendation by staff, requested that a full inventory of baseline assessments be executed on the Eastern Campus. The Voinovich School of Leadership and Public Affairs was commissioned to prepare a baseline assessment of water, air and ecosystems on all Eastern Campus lands. The executive summary from the report...
of their findings is provided appended to this memo, with a full report available online at: [https://www.ohio.edu/sustainability/reporting/environmental-assessment.cfm](https://www.ohio.edu/sustainability/reporting/environmental-assessment.cfm)

The summary of findings suggests that the water, air and ecosystems present on the Eastern Campus are currently within safe standards. The report recommends that

- research continue to ensure that negative changes do not occur due to the increasing rate of mineral extraction occurring in this particular region of the state;
- a shallow well of approximately 75 feet in depth be installed on the Eastern Campus for the purpose of ongoing water sampling;
- additional air quality monitoring be conducted to quantify current and future air quality conditions and source receptor impacts, specifically local and regional hydraulic fracturing operations; and
- efforts be considered to protect Dysart Woods by limiting or prohibiting truck access on its lands.

It should be further noted that Ohio University is one of a small fraction of institutions nationwide which are proactively seeking the health and well-being of its communities, natural environment and built environments by seeking baseline assessment data in response to potential threats of neighboring extraction practices. Such innovative and proactive behavior further exemplifies this institution’s commitment to sustainability and the safety of its constituents.
Baseline Environmental Data Collection
at Ohio University Eastern Campus and Dysart Woods
in Belmont County, Ohio

Funded by:
Ohio University Board of Trustees

Produced by:
Ohio University Voinovich School of Leadership and Public Affairs
2016
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Executive Summary

Ohio University plays a pivotal role in enhancing both the environmental and economic conditions of Appalachia Ohio by identifying and addressing the energy and environmental needs of critical concern to our region and the State of Ohio. This need for unbiased research, combined with the established programs in energy and environmental monitoring and remediation, led the leadership of Ohio University to develop the state’s first-of-its-kind Consortium for Energy, Economics and the Environment (CE3) as part of Ohio University’s University Research Priorities in 2005. CE3 is housed at the Voinovich School of Leadership and Public Affairs in partnership with the Russ College of Engineering and Technology and the College of Arts and Sciences. CE3 facilitates and promotes interdisciplinary collaboration and the creation of internal and external alliances to study energy and environmental issues that impact the region’s economy and communities—such as the growing hydraulic fracturing industry in Ohio.

The trend in energy production to natural gas and away from legacy fuels like coal is part of a wholesale shift in America’s energy production that has enormous rippling effects on global energy markets. In the last five years, the U.S. has shifted from being a net importer of fossil fuels to a net exporter and has eclipsed Russia and Saudi Arabia as the world’s chief source of oil and natural gas. Much of these developments are occurring on Ohio University’s doorstep in the Utica and Marcellus shale formations that underlie eastern Ohio. Related political, technological, economic and environmental changes underscore the critical need for Ohio University to engage meaningfully in the region’s energy future. We commend the Ohio University Board of Trustees for being proactive in addressing the challenges and opportunities that come with such engagement.

Shale gas development using hydraulic fracturing is a fast-growing industry in Appalachia targeting the gas, gas condensate and oil resources in the Marcellus and Utica shale formations. Since 2012, the Marcellus shale formation has accounted for 85% of the increase in natural gas production nationwide. Collectively, shale gas production from the Marcellus and Utica regions increased by 12.6 Bcf/d from January 2012 to June 2015, making these regions the driving force behind overall U.S. natural gas production growth.1 By some estimates, the Utica shale, which underlays a 12-county region in eastern Ohio—including Belmont County, the home of Ohio University’s Eastern Campus—may contain even more natural gas than the Marcellus. In eastern Ohio, oil and gas leases are rapidly being signed for drilling in the Utica shale. Current forecasts place the number of horizontal wells in Ohio at more than 5,000 by the end of 2019.

Based on the experiences of neighboring Pennsylvania and West Virginia communities, there are many environmental and economic consequences that come hand-in-hand with shale gas exploration and production. In order to quantify these impacts, baseline environmental

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conditions must be measured. This report, funded by the Ohio University Board of Trustees, assessed the baseline water quality, air quality and ecological conditions in and around the university's Eastern Campus and the Dysart Woods National Landmark (Figure ES.1).

- Eastern Campus: The Eastern Campus is located just west of St. Clairsville, Ohio. The university land is a 275-acre parcel comprised of approximately 125 acres of classroom and administrative buildings, parking, road and pathways, mowed lawn, a pond, a spring and approximately 150 acres of variously-aged successional deciduous forest.

- Dysart Woods: Dysart Woods is an approximately 80% wooded 450-acre parcel located in Smith Township. It contains a 50-acre nationally recognized old-growth forest remnant, containing native hardwood forest estimated to exceed 300 years in age. It is the location of the Ohio University Dysart Woods Laboratory.

Figure ES.1 Ohio University Belmont Properties Location Map
These baseline assessments provide a snapshot in time against which future assessment can be measured. For the full research methodology and findings, please refer to the respective chapters. The summarized results of the 3-pronged study are as follows.

**Chapter 1: Water Quality**

**Findings:** The water sampling methodology as outlined in Chapter 1 used research best practices to locate appropriate water sampling sites despite the built obstacles encountered and the widespread shift to county water. Area residents were interested to learn more about the work and received the assessment of their water as supplied by an outside laboratory. There has been a visible and documented increase in area oil and gas drilling activity within the past two years as noted by truck traffic and new well pad sites. The baseline establishment as determined by the groundwater sampling suggests that there is not widespread organic groundwater pollution in Belmont County near Ohio University land holdings, despite a long history of coal mining and historical and current oil and gas extraction.

**Recommendations and Next Steps:**
- The samples taken during this study may serve as a baseline for the sites sampled, but it is recommended that further or continual testing occur as more permits to extract oil and gas are approved and drilling on the ground continues to increase. Long-term studies will be important as drilling infrastructure such as well casings begin to age.
- Additional studies could be conducted in conjunction with faculty and students at OU Eastern. Dr. Mary Lenczewski, an assistant professor of chemistry at OU Eastern, is interested in working with the Voinovich School to collect future water samples.
- Sampling sites at private water wells near OU Eastern were difficult to find due to the main water supply being public county water, and not many residences maintain old private water wells. To obtain better groundwater data in this area, it is recommended that a water monitoring well be drilled on OU Eastern property.

**Chapter 2: Air Quality**

**Findings:** The air quality monitoring conducted for this project provided a snapshot of air quality conditions in the area surrounding the Ohio University Eastern Campus in Belmont County. The project was undertaken to provide baseline information to gauge future impacts of hydraulic fracturing on air quality in the region and can be utilized for comparison with future studies. The use of remote sensor technology in conjunction with stationary monitoring sites provided a robust picture of the methane and ozone, respectively, in the area. The potential of methane leakage in shale operations exists and could impact attainment areas, and while ground level ozone exceedances are decreasing overall, in areas of shale development the downward trend is less significant.

**Recommendations and Next Steps:**
- Based on the limited scope of this study, it is recommended that a more detailed analysis be undertaken to quantify current air quality conditions and source receptor impacts, specifically local and regional hydraulic fracturing operations.
• Ohio University is in a unique position to further develop remote sensing technology to identify emissions from shale gas development and related studies. It is the intent of the research groups brought together under this project to continue this collaboration.

Chapter 3: Ecological Assessment

Findings: At Ohio University Eastern Campus, the site is characterized predominantly by herbaceous cover, forest cover and built environment. While no rare, threatened or endangered species were observed, mature forest areas provide very high habitat value for wildlife. Risks from regional shale gas development to Eastern Campus lands include potential surface impacts from construction or the Rover high-pressure gas pipeline and potential building foundation cracking from nearby deep-shale fracturing. Other risks from potential impact vectors are estimated to be minimal. At Dysart Woods, the old-growth forest may be the most ecologically significant in the entirety of Ohio University land holdings, and perhaps up to twice as large as previously estimated. However, very few of the big trees within Dysart have been inventoried, though their composition provides significant habitat to endangered and rare wildlife. Risks from regional shale development to surface environmental features at Dysart include fugitive dust from increased traffic on Dysart Road and increased noise from 12 drill pads within 1-3 miles of the forest.

Recommendations and Next Steps: The ecological assessment of the Ohio University Belmont County properties has identified several risks associated with shale gas development industry. Some of these lead to possible additional observation and inventory activities:

• Conduct a survey of all building foundations on the Ohio University Eastern Campus.
• Quantitatively assess effects from fugitive dust impacts along Dysart Road and use the data to petition the Belmont County Engineer to close the road to truck traffic.
• Conduct a survey of big trees in Dysart Forest. GPS locate, tag and measure all trees over 24 inches in diameter. This will allow accurate, forest-wide tracking of changes.
• Conduct a complete biodiversity inventory of Dysart Woods, identifying all species and mapping their locations. This activity would benefit the university, its students through study projects, and the public at large, by expanding the understanding of the components and interrelations in an old forest ecosystem.

Conclusion

The most important energy and environmental innovations of the 21st century will focus on synergizing existing programs and infrastructure with emerging technologies to maximize resources, minimize pollutants, and promote economic and social well-being. Ohio University’s experienced team of energy and environmental faculty and staff supports these synergistic activities. The project undertaken here fostered additional strong partnerships and has provided a robust view of the water quality, air quality and ecological health of the Ohio University properties in Belmont County. But funding for a longitudinal assessment of these factors will provide a more comprehensive picture for the institution’s decision makers as to how these resources can be best utilized and protected.
Baseline Environmental Data Collection at Ohio University Eastern Campus and Dysart Woods. Belmont County, Ohio

June 24, 2016
Water Quality Results

• 24 samples collected May 2015 and Sept 2015, all organic contaminants tested below detection levels.

• Most sites were located on and near Dysart Woods, very few private water wells/springs are located near OU Eastern, it is recommended a water monitoring well be drilled on OU Eastern campus to obtain GW data for this area.

• Inorganic constituents above standards [secondary maximum contaminant levels –SMCL] = iron, manganese, and total dissolved solids (TDS). All other inorganic constituents within normal levels.

• Results suggest no widespread organic groundwater pollution in Belmont Co. near OU landholdings, samples will serve as a baseline. Continual testing is recommended as oil and gas drilling and extraction continues.
Air Quality Results

• Regional ground-level ozone exceedances have decreased since a spike was observed in 2012. This is consistent with other studies that show local reductions in ozone levels due to regulatory actions on industry and mobile sources. However, ozone reductions are lower in shale-impacted regions than in non shale-impacted regions. (Ahmadi and John, 2015)

• Airborne remote sensing using the Ohio University ISU aerial sensing platform indicated methane peaks over the shale region in Noble County and near Ohio University’s Eastern Campus in Belmont County, Ohio.

• Ohio EPA study of air toxics conducted in 2013 near hydraulic fracturing operations in Muskingum County indicated VOCs from canister samples including high levels of butane, butanone and pentane.

• Based on the limited scope of this study, it is recommended that a more detailed primary data analysis be undertaken to quantify current and future air quality conditions and source receptor impacts, specifically local and regional hydraulic fracturing operations.
Ecological Assessment Results

• No rare, threatened or endangered species were observed on Eastern Campus. Forest areas provide very high habitat value for wildlife. Risks to Eastern Campus include potential surface impacts from construction or the Rover high-pressure gas pipeline that runs through campus and potential building foundation cracking from nearby deep-shale fracturing.

• At Dysart Woods, the old-growth forest may be the most ecologically significant in the entirety of Ohio University land holdings, and perhaps up to twice as large as previously estimated. Very few of the big trees within Dysart have been inventoried, though their composition provides significant habitat to endangered and rare wildlife.

• Risks from shale development to surface environmental features at Dysart include fugitive dust from increased traffic on Dysart Road and increased noise from 12 drill pads within 1-3 miles of the forest.

• It is recommended that the effects of fugitive dust along Dysart Road be assessed and use the data to petition the Belmont County Engineer to close the road to truck traffic.
Positive Byproducts of this Study

• Developed relationships with OU Eastern faculty members and students
  • Dr. Mary Lenczewski, Assistant Professor of Chemistry
    • Water quality testing technical assistance
  • Dr. Mark Waters, Associate Professor of Biology
    • Forest test plots established

• Writing scholarly article on composition of Dysart Woods with Dr. Brian McCarthy, Professor of Plant Biology and Associate Dean, College of Arts and Sciences

• International Space University student cohort developed pilot project entitled “Tracking Fracking”. Aerial remote sensing platform monitored methane emissions in eastern Ohio
  • Ohio EPA and the Ohio Air Quality Development Authority have expressed interest in aerial remote sensing
  • Federal BLM grant applied for

• Several team members (Crist/ Miller) collaborated on a successful Ohio University Innovation Strategy proposal entitled “Preventing the Bust” (Dr. David Bayless, PI) to develop best practices for regional shale development

• Local community foundation, the Sugar Bush Foundation, has funded additional baseline groundwater monitoring near injection wells in eastern Athens County
Baseline Environmental Data Collection at Ohio University Eastern Campus and Dysart Woods. Belmont County, Ohio

June 24, 2016

Scott Miller
Director, Consortium for Energy, Economics and the Environment (CE3)
Ohio University’s Voinovich School of Leadership and Public Affairs

Email: Millers1@ohio.edu
Phone: 740.593.0827
Date: June 1, 2016

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President for Finance and Administration, CFO and Treasurer

Re: Annual Sustainability Report

Ohio University’s commitment to sustainability is reflected in the multiple internal and external reporting commitments and award applications to which the University submits annually. The institution:

- is a signatory to the American College and University Presidents’ Climate Commitment (now called the Carbon Commitment);
- participates in the Sustainability Tracking and Assessment Reporting System (STARS);
- implements the 35 benchmarks of the internal Sustainability Plan;
- is committed to achieving carbon neutrality through the internal Climate Action Plan, and;
- applies for and reports to a rolling list of reporting and recognition programs nationally.

As such, the data available for annual reporting to the Board of Trustees and the greater community is significant.

Last year, when Ohio University added STARS to its list of reports, the institution chose to begin a three-year alternating reporting system so as to more efficiently manage reporting demands. In 2015, the University publicly reported its STARS data (achieving Silver status in its first year). This year, Climate Action Plan reporting has been formally compiled for review by the Board of Trustees. In 2017, a full report on the Sustainability Plan will be developed.

The following document provides each of you with information regarding all progress made toward goals identified in the 2012 version of the Climate Action Plan. The document provides a general overview of the findings and then goes more in-depth into each category of reporting.

Of worthy note is the fact that Ohio University is currently undergoing a full revision process of both the Sustainability and Climate Action Plans, an effort that will occur every five years to ensure our goals remain relevant and aggressive. The Office of Sustainability will engage with organizations, individuals, classes and special interest groups on campus and in the community through May 1, 2017 to gather proposed changes to both plans. Compilation and vetting will occur in Summer 2017 with proposal to the Ecology and Energy Conservation Committee (EECC, the “monitoring agent” of the Plans) occurring in Fall 2017. It is anticipated that the updated version of the Plans will be brought forward to the Board of Trustees in Spring 2018.
Letter from the Office of Sustainability Staff:

In the past year, we have actively watched as political, social and entertainment outlets globally highlighted greenhouse gas emissions as a premier conversation. Our communities are at the cusp of crisis as we experience rising sea levels, heightened severity of natural disasters and spread of disease, to name a few. COP21, the State of the Union address, Presidential platforms and Ohio University activities have all addressed climate change as an issue requiring immediate action.

Ohio University has the ability to take on extraordinary leadership in the area of greenhouse gas reductions if each member of this campus community steps up and accepts the responsibility in front of us. We would like to call each of you to action: Participate in the Sustainability Tracking & Evaluation Program (STEP); make a pledge to reduce your carbon footprint; choose to reuse; make purchases that reflect your sustainability values; carpool or bike to campus; report inefficiencies to Facilities Management; donate to sustainability projects; turn off overhead bulbs in favor of natural lighting...the list of ways you are needed is vast. The Office of Sustainability is available to assist you in your journey by helping you figure out how you can be a part of a solution toward carbon neutrality.

We often explain to departments, offices and individuals across campus that it is our job to serve as a platform of support for the rest of campus. We organize data, manage local and national outreach efforts, communicate with campus leaders, research new technologies and answer emails so that our colleagues across Ohio University’s campuses and communities have the support they need to implement sustainable behaviors. It’s an honor to be able to work alongside dedicated, inquisitive and passionate people.

The contents of this report are made possible thanks to the teamwork of many. Thank you to those of you who served as Reporting Bodies for this edition of the Climate Action Report. We hope others are able to identify themselves as future implementers and reporters as a result of the information offered here.

Published: June 2016
Available electronically at www.ohio.edu/sustainability.

On the cover: Office of Sustainability staff members rehearse the Compost Facility Tour, January 2016. Pictured left to right: Olivia Miltner, Annie Laurie Cadmus, Sam Crowl, Kristeena Blaser and Daniel Doak. Photo credit: Elizabeth Rose
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Editor’s Note: Please note that titles and office names have changed for many of the reporting bodies identified in this document. These changes will be reflected in the next version of the Climate Action Plan. For ease of comprehension, the Categorical Progress sections in this report indicate the updated titles or office names, wherever possible.
Climate Action Report 2016

Progress Reporting at a Glance

Greenhouse Gas Emissions:

2005—Present

Greenhouse gas emissions decreased significantly in the decade from fiscal year 2005 to fiscal year 2015. Emissions for FY15 were 24.6% lower than FY05. The main reasons for this decline were:

- Regional grid changes after FY06
- Decreased usage of coal as heating fuel beginning in FY12
- Various energy efficiency projects ranging from FY12 through FY15
- Conversion of solid waste from Culinary Services to compost

Climate Action Plan benchmarks call for decreases from the FY12 baseline. Since FY12, there has been a slight increase in greenhouse gas emissions (3.2%), but both FY16 and FY17 will see large decreases in emissions from FY12 due to the renewable energy certificate (REC) purchases and coal-to-natural gas conversion discussed in the Energy section.
The Ohio University Climate Action Plan calls for carbon neutrality by 2075. The projection graph below shows a path to achieve carbon neutrality by that date.

The following assumptions were used to create the graph:

- **Business as usual** assumes that the campus population and square footage grow according to the Athens campus undergraduate student growth planning figures reported in the January 2016 Board of Trustees meeting for 2017-2020 (3.6% for 2017; 2.0% for 2018-2020, p. 160 of agenda), and at a 0.5% rate from 2021-2075.

- Smart Growth is a planning strategy that encourages meeting space needs by replacement, instead of addition, of square footage. Building energy usage does not increase in the **Smart Growth** projection, but population-based growth does occur.

- Campus buildings will be recommissioned over the next thirty years. **Recommissioning** typically reduces energy usage by 15%. For the projection, the reduction is spread out as 0.5% per year over a 30-year time period.

- A **Utility Master Plan** for Ohio University will be published in the next fiscal year. It is anticipated that reductions will occur from the Utility Master Plan, though minimal reductions have been projected here. More accurate data will be added to this graph when the Utility Master Plan is available.

- The regional **electric grid will increase the percentage of renewable resources** in its resource mix to 12.5% by 2027.

- **Offsets** may include any combination of the following: on-site renewables, power purchase agreements (PPAs), renewable energy certificates (RECs), composting, and forest preservation and growth.
Energy and Operations

- **2014**: Reduce building energy intensity by 20% below 2012 levels  
  Status: Building energy intensity decreased 19.7% from FY12 to FY14, nearly meeting this goal.

- **2016**: Lower peak to 23 MW (on Athens campus)  
  Status: The University is considering converting to all-electric heating and cooling to pave the way for renewable energy sourcing. The current goal limits conversion to electricity and is therefore slated for amendment in the FY17 Sustainability and Climate Action Plan Amendment process.

- **2016**: Replace Lausche Heating Plant with lower emissions replacement  
  Status: This benchmark is no longer being pursued as it is written and will be revised in the next version of the Climate Action Plan. On Thanksgiving Day, 2015, the University burned its last coal at the Lausche Heating Plant. The steam system is now operating on natural gas fuel. The intent of the benchmark, to lower emissions, has been met.

- **2018**: Increase renewable energy generation to 20% of all campus use (defined as 2020 in Sustainability Plan)  
  Status: In December 2015, the university began offsetting 50% of electricity usage (20% of all campus energy use) with the purchase of renewable energy certificates (RECs). This goal has been achieved for the Athens campus, ahead of the deadline.

Land and Resource Management

- **2013 (through 2075)**: Record 0 net emissions from fossil fuel extraction on OU property (ongoing)  
  Status: To date, the University has not engaged in mineral extraction activities on any of its campuses.

- **2018**: Increase carbon storage by 5% from 2012 levels  
  Status: Ohio University has initiated carbon sequestration calculations in conjunction with a campus-wide tree inventorying effort that is proposed for FY17. Simultaneously, tree replacement standards are being established for the University Design Standards so as to increase sequestration data even in the case of tree removals.

- **2018**: Reduce GHGE from land management practices and equipment by 25% of 2012 levels  
  Status: Emissions related to land management practices are currently not tracked since Grounds Services budgeting is not entirely separate from Facilities Management. Though, efforts are being made to move to electric equipment so as to reduce use of gas. Future data collection efforts will work toward identifying and tracking gallons of fuel purchased by Grounds Services annually. This will allow for data to be associated with this benchmark in the 2018 report.

Construction and Design

- **2075**: 0 net emissions from Construction and Design. - All new construction and renovations to implement carbon neutral practices.  
  Status: The University’s Design and Construction Standards Team has begun to review and amend the Design Standards to meet or exceed LEED Silver Standards. Efforts toward building efficiencies are ongoing.
Waste Reduction and Recycling:

- **2016: Consume 5% less per person, per year**
  Status: The per capita waste reduction realized between FY12 and FY15 was 1.71%. The waste reduction goal as currently written does not reflect institutional abilities and is currently under review by the Office of Refuse and Recycling and the Voinovich School’s Zero Waste Program to work toward identifying more appropriate metrics. Single stream recycling, implemented in 2015, will assist in meeting waste reduction goals.

- **2016: Increase recycling rates 80% by weight of all recyclable solid waste**
  Status: The FY15 recycling rate is 65.74% (excludes construction and demolition waste).

  Advancements in Athletics’ waste reduction efforts have assisted in improving institutional diversion and recycling rates. In 2015, OHIO was named the national winner in the diversion rate category of the nationally competitive GameDay Recycling Challenge.

- **2018: Decrease construction waste going to landfill by 25%**
  Status: The University’s Design and Construction Standards Team is currently reviewing institutional mandates for demolition waste to ensure that this goal will be met.

- **2018: 100% of to-go products offered in dining halls made of compostable materials**
  Status: This goal was met by Culinary Services in 2012.

- **2018: Compost all compostable university waste**
  Status: Ohio University is home to the largest in-vessel composting system at any college or university in the nation. The system has a capacity to compost 100% of pre- and post- consumer waste collected in the dining facilities and central food facility. The purchase of a grinder would allow for all compostable to-go containers to be processed. Additional infrastructure is still needed to manage compostable waste collected outside of the dining facilities.

Office of Sustainability staff support waste diversion efforts by repurposing cardboard in their work at the OHIO Ecohouse garden.
Transportation

- **2016:** Encourage use of “LEFE” (Low Emission Fuel Efficient) vehicles on campus: 60% of all student, faculty, and staff vehicles registered with a parking pass will be classified as LEFE
  
  Status: A graduate student, Eddie Smith, worked with Transportation and Parking Services to analyze data from all University parking permit holders. It was discovered that permits do not currently require that the vehicle’s “year” be provided. The omission of such data limits the University’s ability to track LEFE vehicles on campus. Transportation and Parking Services is in the process of transitioning “year” to a required field in the permit application process.

  It should also be noted that, without state or federal mandates regarding vehicle emission standards, it is outside of the University’s purview to punish or reward individuals within the campus community in relationship to their personal vehicle specifications. So, while tracking efforts of this benchmark have been underway, policy-related opportunities are limited.

- **2018:** Increase pedestrian traffic and bicycle usage by 100% above 2013 levels
  
  Status: Tracking mechanisms for this data are limited. The Office of Sustainability is currently seeking funding for a bicycle/pedestrian commuter tracking program and hopes to have a program in place by 2018.

- **2018:** Encourage use of non-Single Occupancy Vehicles: 85% of students/20% of employees will use a non Single Occupancy Vehicle as their primary method of transportation
  
  Status: An SOV study was conducted by a student group in 2015. Data from that study needs to be accessed, analyzed and reviewed so outreach methodologies can be identified and implemented.

- **2018:** Reduce total (student, faculty, staff) commuter emissions by 15% below 2013 levels by introducing alternate transportation options and incentive programs
  
  Status: City of Athens Mayor Steve Patterson and Ohio University President Roderick J. McDavis announced a pilot partnership that will allow the Ohio University ID to serve as a fare card for unlimited travel on the Athens Public Transit (APT) system beginning July 1, 2016. This incentive program will assist in reversing the upward trend in emissions from commuting as enrollment and employment increase. The current data collected to determine commuter-related emissions involves estimations; modifications are being made to improve data accuracy.

- **2018:** Reduce air travel by 10% below 2012 GHG emission levels.
  
  Status: Air travel emissions were on a downward trend from FY12-FY14. However, a sudden spike in travel-related emissions occurred in 2015 and the Office of Sustainability is working to identify the source of this sudden increase.
Climate Action Report 2016

Progress Reporting at a Glance

The following pages offer a quick overview of the University’s status on Phase 1 Goals. Additional information, photos, obstacles, and next steps are provided on pages 3-27.

Education and Outreach

- **2015:** Establish and implement assessment of baseline awareness and knowledge of carbon neutrality issues for the university community as a whole
  
  *Status: Baseline data was established. The carbon neutrality literacy rate for the campus community was 73%.*

- **2015:** Establish and implement assessment of baseline awareness and knowledge of carbon neutrality issues for incoming students. This assessment is to be repeated annually
  
  *Status: Baseline data was established. The carbon neutrality literacy rate of first-year students was 70%. The survey will be combined with the Sustainability Literacy survey that is conducted as a mandate of the Sustainability Plan and will be implemented annually in October. Another demographic category of “graduating within the next year” will be added to be able to calculate the literacy rates of graduating students, as well.*

- **2015 and ongoing:** Expand and implement new university-wide programming and curriculum efforts aimed at increasing greenhouse gas emissions awareness
  
  *Classroom presentations, SOUL meetings, and other campus-wide events already occur. Efforts are ongoing.*

- **2018:** Repeat university-wide assessment of awareness and knowledge of carbon neutrality issues
  
  *Status: Office of Sustainability is prepared to continue the assessment process.*

Behavior Change and Implementation Management

This section does not have any Phase 1 metrics. Qualitative reporting is provided in the Behavior Change and Implementation Management section of this report.
Temporary natural gas boiler at the Lausche Heating Plant
Energy and Operations Phase 1 Benchmarks

Phase 1:
- 2014: Reduce building energy intensity by 20% below 2012 levels
- 2016: Lower peak to 23 MW (on Athens campus)
- 2016: Replace Lausche Heating Plant with lower emissions replacement
- 2018: Increase renewable energy generation to 20% of all campus use (defined as 2020 in Sustainability Plan)

Progress Highlights:
A new team was hired to spur the implementation of clean energy initiatives: Stephen Wood, PE, Executive Director of Facilities; Joel Baetens, PE, CEM, Director of Utilities; and Claire Naisby, CEM, CPMP, Building Systems Integration Manager.

On Thanksgiving Day, 2015, the University burned its last coal at the Lausche Heating Plant. The steam system is now operating on natural gas fuel, and the University has met its Phase 1 2016 benchmark on heating plant replacement.

By January 1, 2016, the University was offsetting 50% of electricity usage (20% of all campus energy use) with the purchase of renewable energy certificates (RECs). Because of this extensive commitment to renewable energy, Ohio University was placed on the US EPA Top 30 College & Universities Green Power Partner list. The University has also met its 2018 Phase 1 benchmark for renewable energy generation, and the 20% by 2020 goal of the Sustainability Plan.

Progress Overview:
Building energy intensity decreased 19.7% from fiscal year (FY)2012 to FY14 (see figure on next page), nearly meeting the 2014 Phase 1 benchmark.

Emissions from purchased electricity decreased 5.8% from FY12 to FY15.

Direct emissions from heating and cooling are virtually the same since fiscal year 2012 (0.19% increase), despite a 1.1% increase in gross square footage.
Energy and Operations Benchmarks, next steps

Phase 2-4 Benchmarks:

Phase 2:
- 2030: Reduce building energy intensity by 40% below 2012 levels
- 2030: Reduce institutional greenhouse gas emissions 25% below 2012 levels
- 2032: Increase renewable energy generation to 30% of all campus use (defined as 2040 in Sustainability Plan)

Phase 3:
- 2050: Reduce institutional greenhouse gas emissions 50% below 2012 levels
- 2050: Increase renewable energy generation to 40% of all campus use

Phase 4:
- 2075: 0 emissions from energy and operations practices on all campuses

Next Steps:

- Revise Climate Action Plan benchmarks to reflect new plan to shift all energy usage to electricity in preparation for renewable energy systems (necessitates increase in peak energy benchmark)
- Continue to evaluate on-site versus off-site renewable energy options
- Create plan for retro commissioning of buildings on campus

Top Strategies:
- Funds have been allocated, through the Energy Infrastructure Projects (EIP), for $79 million in energy infrastructure upgrades that allow Ohio University to meet climate commitments and EPA regulations.
- A major utility metering project is underway on the Athens campus. All facilities over 15,000 gsf should be metered for all utilities by the fall of 2017.
- A Utility Master Plan was created with the assistance of RMF Engineering. The draft plan is under review as of February 2016, in concert with the Campus Master Planning process.
- The university is considering strategies to move permanently to Group 1, or carbon-free, energy sources, and has made a four-year REC purchase commitment (see progress highlights) to use carbon-free power for 50% of Athens campus electrical needs until a permanent renewable energy source can be secured.

Reporting Bodies: Director of Utilities, Facilities Management staff
Graduate Student Kristeena Blaser measures diameter at breast height (DBH) of a tree.
Land and Resource Management

Phase 1:

- 2013 (through 2075): Record 0 net emissions from fossil fuel extraction on OU property (ongoing)
- 2018: Increase carbon storage by 5% from 2012 levels
- 2018: Reduce GHGE from land management practices and equipment by 25% of 2012 levels

Progress Highlights:

- Formation of Campus Tree Advisory and Land Management Committee.
- Current review of Tree Inventory proposal—with intent to implement in FY17.
- Initiation of carbon sequestration baseline calculation and offset analysis
- OHIO Ecohouse grounds received designations as a Monarch Waystation through Monarch Watch and a Certified Wildlife Habitat through National Wildlife Federation.

Strategy spotlight:

**Strategy: Reduction in maintenance required for landscaped areas:**

Initiatives to accomplish Strategy:

- Transition flowerbeds from annual to perennial plantings—some completed, efforts are ongoing.
- Incorporation of soil amendments in maintenance program that enhance water-percolation and holding capacity to reduce drought stress in lawns, beds, and tree plantings. This effort reduces the need for supplemental water to be utilized in irrigation—ongoing.
- “No-Mow” areas—There are plans to add a second “No-Mow” Prairie Planting on Ohio University Golf Course in 2016; improve/add to pollinator/prairie planting at West State St. “No-Mow” area; installation in 2013 of “low-mow” fescue planting on several steep slopes on campus reducing mowing needs.
- Riparian designations—Ohio University Voinovich School designed riparian landscape consisting of native plants along Oxbow Creek inlet for City of Athens 2014 project with Ohio University Grounds Department consulting, assisting in planting additional natives, and providing establishment maintenance.
Land and Resource Management Benchmarks, next steps

### Phase 2:
- 2032: Reduce GHGE from land management practices and equipment by 50% of 2012 levels
- 2032: Increase carbon storage by 15% from 2012 levels

### Phase 3:
- 2050: Reduce GHGE from land management practices and equipment by 75% of 2012 levels
- 2050: Increase carbon storage by 30% from 2012 levels

### Phase 4:
- 2075: 0 emissions from land and resource management practices on all campuses

**Obstacle:**
While genuine efforts are being accomplished to reduce the impact the Grounds Services department has on institutional greenhouse gas emissions, there is currently no reporting mechanism in place to determine exact emissions associated with grounds practices, which makes target data difficult to analyze.

**Next Steps:**
- Continue strategy to increase tree canopy and shading: continue current policy of minimum of 1:1 tree replacement ratio, consider an increased replacement ratio in future iterations of the University’s Design and Construction Standards.
- Landscape Coordinator to prepare and implement Landscape and Tree Care Plan Recommendations.
- Align with new Campus Master Plan green space and canopy preservation values.
- Review of University Design and Construction Standards including tree protection/preservation, landscape standards, such as tree addition requirements for hardscape projects, and to promote overall best management practices.
- Continue investigating low emissions equipment.
- Complete West State St. prairie/pollinator garden and secure Monarch Waystation designation.

**Progress Overview:**
- No resource extraction activity change on Ohio University Properties since 2012.
- Carbon Calculation of land carbon stocks: Planning for main campus tree canopy inventory as well as forested acreage analysis with associated carbon stocks and sequestration calculations to begin 2016; plan to have substantial completion by 2018 benchmark date, funding permitting.
- Purchase of new mower in 2015 with 7’ mowing deck allowing more grass to be cut in one pass, causing reduction in mowing hours and extra equipment usage. This mower also has capacity to run off propane which will be considered moving forward. Purchase of electric weed eater, blower and pruners will reduce use of gas or 2-cycle powered machinery.

**Reporting Bodies:** Landscape Coordinator, Manager of Real Estate Operations and Legal Assistant
Ohio University is the 2015 NATIONAL WINNER of the GameDay Recycling Challenge, Diversion Rate.
Waste Reduction and Recycling Phase 1 Benchmarks

Progress Highlights:

Zero Waste Resolution: Ohio University has been an organizing member, as well as signatory, of the Appalachian Ohio Zero Waste Plan; a comprehensive strategy to move towards zero waste in the region.

Mechanisms for accurate waste measurement: Significant improvement has taken place in waste-related tracking mechanisms for Ohio University’s main campus. These include comprehensive assessments and data collection of every category which is waste stream related. Recent contract negotiations with our service provider now allow OHIO to track real weights per pick-up location on all major waste streams.

Accessible and user—friendly campus recycling: Major improvements include converting the campus to single stream recycling, establishing recycling capabilities in every residential room, office and academic building, and an addition of outdoor recycling opportunities across campus.

Compostable containers: Dining halls transitioned to 100% compostable to-go containers in 2012.

Phase 1:
- 2016: Consume 5% less per person, per year
- 2016: Increase recycling rates 80% by weight of all recyclable solid waste
- 2018: Decrease construction waste going to landfill by 25%
- 2018: 100% of to-go products offered in dining halls made of compostable materials
- 2018: Compost all compostable university waste

Obstacle:
Culinary Services has impressively achieved the goal of ensuring all to-go containers are compostable. Though, it was later discovered that the University’s compost system has difficulty degrading the containers at such a high volume. Facilities Management is now actively seeking additional processing measures to ensure that to-go containers are appropriately composted.

Progress Overview:
- Comprehensive waste stream baseline data was established for FY12. Between FY12 and FY15, the amount of materials being sent to the landfill dropped 18.8%, from 2266 tons in FY12 to 1840 tons in FY15. However in that same time period, the overall waste stream increased 4.84% from 5123 tons in FY12 to 5371 tons in FY15. Since student enrollment increased 6.7% over this period this is actually a 1.71% (or 8.03 lbs./person/year) decrease in waste created per capita.
- Ohio University is functioning at a 65.74% total recycling rate. In FY15, 3531 tons of landfill material was diverted through recycling, compost, donation or creative reuse. This represents a 17.89% increase in overall diversion rates from the FY12 baseline. This data includes all known categories of waste stream with the exception of construction and demolition waste.
## Waste Reduction and Recycling Benchmarks, next steps

### Benchmarks, Phases 2-4:

#### Phase 2:
- 2032: Decrease construction waste going to landfills by 50% of 2012 levels

#### Phase 3:
- 2050: Decrease construction waste going to landfills by 75% of 2012 levels
- 2050: Decrease waste going to landfill by 75% of 2012 levels

#### Phase 4:
- 2075: Achieve 0 emissions from waste management practices on all campuses

### Next Steps:

In an effort to achieve an 80% overall diversion rate in calendar year 2016, the University is focused on:

- continued conversion to mixed stream recycling;
- Infrastructure upgrades
- Increasing recycling capacity;
- development of education and outreach campaigns;
- continuing collaborations between Office of Recycling & Refuse and Architecture, Design & Construction to design appropriate tracking mechanisms for construction/demolition waste, and;
- adopting zero waste language and targets in the Ohio University Sustainability Plan.

### Benchmark Spotlight: Compostable Containers

- After significant research and contract negotiation, the dining halls transitioned to 100% compostable to-go containers in 2012.
- In 2014, West 82 in Baker Center also switched to compostable alternatives for all front-of-house consumables. This includes Pepsi cups, Pepsi lids, foil wrappers, sweetener packets and soufflé cups and lids.
- Many of the “Fresh Take” pre-packed food items that are made at the Central Food Facility and sold in the Markets and Cafes are also packaged in compostable containers.

### Benchmark Spotlight: Game Day Challenge

In Fall of 2015, OHIO was named the national winner in the diversion rate category of the nationally competitive Game Day Recycling Challenge. More than 22,000 fans attended the Oct. 17, 2015, Bobcat football game and recycled and composted 7,225 pounds of materials.

### Reporting Bodies:

Office of Recycling and Refuse, Moving and Surplus Services, Architecture Design & Construction
Charging stations for electric vehicles and the University Car Share are located in lot 147 near the Human Resources and Training Center.
Transportation Phase 1 Benchmarks

Phase 1:

- 2016: Encourage use of “LEFE” (Low Emission Fuel Efficient) vehicles on campus: 60% of all student, faculty, and staff vehicles registered with a parking pass will be classified as LEFE
- 2018: Increase pedestrian traffic and bicycle usage by 100% above 2013 levels
- 2018: Encourage use of non-Single Occupancy Vehicles: 85% of students/20% of employees will use a non Single Occupancy Vehicle as their primary method of transportation
- 2018: Reduce total (student, faculty, staff) commuter emissions by 15% below 2013 levels by introducing alternate transportation options and incentive programs
- 2018: Reduce air travel by 10% below 2012 GHGE emission levels

Progress Highlights:

Ohio University is encouraging the purchase of electric vehicles (EVs) and supporting EV owner commuting to reduce total commuter emissions. EV charging stations have been deployed across campus and incentives have been put in place by the Ohio University Credit Union for EV purchases.

Ohio University has strongly focused on bicycle infrastructure over the past three years. The Ohio University portion of the Hockhocking Adena Bikeway has been repaired and resurfaced in a two-phase project; a Dero Fix-It Station was installed at the edge of Tailgreat Park; and all new and renovation building projects have installed bicycle racks. The City of Athens has also installed bike lanes on commuting routes to the university.

City of Athens Mayor Steve Patterson and Ohio University President Roderick J. McDavis announced a pilot partnership that will allow the Ohio University ID to serve as a fare card for free unlimited travel on the Athens Public Transit (APT) system beginning July 1, 2016.

Other Top Strategies:

- Creation of the “Sweep” pedestrian/bicycle corridor on campus.
- Upgrade to Ride Sharing Board through Student Senate (now named Bobcat Board)
- Coordination with Athens Public Transit to create transit hubs.
- Commuter parking pass study conducted by graduate student Eddie Smith provided GHGE data.
Transportation Benchmarks, next steps

**Phase 2:**
- 2032: 90% of all student, faculty, and staff vehicles registered with a parking pass will be classified as LEFE
- 2032: 90% of students/40% of employees will use of multiple Occupancy Vehicle as their primary method of transportation
- 2032: Reduce total (student, faculty, staff) commuter emissions by 50% below 2013 levels by introducing alternate transportation options and incentive programs
- 2032: Reduce GHG emissions impact from business travel by 40% below 2012 levels
- 2032: Continue to increase overall fleet fuel economy by 5% per year
- 2032: All OHIO vehicles to meet or exceed current federal fuel efficiency standards

**Phase 3:**
- 2050: Reduce total fleet and departmental car emissions by 60% below 2012 levels by continuing new procedures and incentives programs

**Phase 4:**
- 2075: 0 net emissions from institutional transportation practices on all campuses

**Obstacles:**
- Staffing for transportation mode survey was difficult to secure, so data was incomplete and/or unreliable.
- Personal vehicle data is difficult to verify.
- Campus community has presented a reluctance to reduce single-occupancy vehicle commuting.

**Strategy Spotlight:**
**Sustainable Transportation Infrastructure**

*Left:* A bicycle repair station and new bike racks were installed near Silas Bingham House.

*Right:* Ohio University celebrated the reopening of its portion of the Hocking Adena Bikeway in July. The Bikeway was repaved along the University’s portion of the path. The Bikeway now offers a smooth ride for bicycle commuters to access campus.

**Next Steps:**
- Access and analyze Single Occupancy Vehicle (SOV) surveys to determine modes of transportation currently used and favored on campus.
- Educate campus community on alternative transportation options.
- Pursue funding for a bike share program and a commuter tracking and incentive program.
- Provide incentives for alternative transportation.
- Require commuters to report vehicle’s “Year” on the permit application so that LEFE status can be tracked.

**Reporting Body:** Transportation and Parking Services
Education and Outreach

The Sustainable Living Floor participates in the Call to Sustain Campaign.

pledge to reduce my energy use.
#goingoffthegrid
**Education and Outreach Phase 1 Benchmarks**

**Phase 1:**
- 2015: Establish and implement assessment of baseline awareness and knowledge of carbon neutrality issues for the university community as a whole
- 2015: Establish and implement assessment of baseline awareness and knowledge of carbon neutrality issues for incoming students. This assessment is to be repeated annually
- 2015 and ongoing: Expand and implement new university-wide programming and curriculum efforts aimed at increasing greenhouse gas emissions awareness
- 2018: Repeat university-wide assessment of awareness and knowledge of carbon neutrality issues

**Progress Highlights:**

A Sustainable Living Floor was opened in Luchs Hall in Fall 2015. Weekly programming for floor residents is supported by the Offices of Sustainability and Housing & Residence Life.

A Carbon Neutrality Literacy survey was conducted and made available to the entire campus community in February 2016.

A new Sustainability Studies Theme (groups of related courses): Thriving in the Anthropocene is now available through the College of Arts & Sciences.

**Progress Overview:**

- Carbon Neutrality Literacy Survey data reveals that the overall Ohio University literacy rate for sustainability is 73%, earning a passing grade of C.
- University-wide programming and curriculum efforts related to greenhouse gas awareness have been greatly expanded. Some examples include:
  - The Common Experience Project on Sustainability is in its fourth year at Ohio University. The ongoing Sustainability Film Series is one of the highlights of this project.
  - Sampling of new courses:
    - ES4900/5900*: Sustainability Implementation
    - MKT 4900: Sustainability Marketing
    - ART 4900: Art & Science
    - T3 4850: Sustainability Citizenship
    - UP 4900: Strategic Sustainability in Sport
  - Center for Energy, Economics and the Environment (CE3) brown bag lunches each Friday frequently cover topics related to climate and carbon neutrality.
Education and Outreach Benchmarks, next steps

Phases 2 and 3:

- 2028: Reassess awareness and knowledge of carbon neutrality issues again and repeat at 5-year intervals throughout the implementation of the Climate Action Plan with the goal of achieving and maintaining a 90% “passing rate” on such assessments for the university community, ultimately reflecting awareness of climate neutrality efforts

Strategy Spotlight, Carbon Neutrality Literacy Surveying:

As a mandate of the Climate Action Plan, the campus community was surveyed to generate baseline data regarding carbon neutrality literacy rates. The overall literacy rate data is offered to the right, though the full report and findings of that survey can be found online at www.ohio.edu/sustainability/Data.cfm.

<table>
<thead>
<tr>
<th>First Year Student</th>
<th>Non-First Year Student</th>
<th>Employee</th>
<th>Community/Alumni</th>
<th>Overall Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>73%</td>
<td>74%</td>
<td>74%</td>
<td>74%</td>
<td>76%</td>
</tr>
</tbody>
</table>

Data was gathered from 1,297 unique responses, which translates to a 3.2% response rate. An assessment regarding this response rate is available at the URL provided to the left.

Obstacles:

- Determining the most appropriate metrics for assessing carbon neutrality awareness and knowledge took time and research. It was also necessary for us to push the surveying period to February (despite a 2015 target date) since our Sustainability Literacy surveying occurs in the fall and we didn’t want to induce survey fatigue.
- Revising and updating the Climate Action Plan Education and Outreach section will be necessary for the future so as to make this reporting section, and associated implementation efforts, more robust and meaningful.
- Identifying “sustainability liaisons” in academic departments who can report new courses and research projects related to carbon neutrality to the Office of Sustainability has proven difficult. More resources need to be spent on recruitment.
- SOUL and other relevant groups have struggled in creating compelling and interesting outreach to students, faculty and staff, including for use in upcoming public dashboards and websites. Unsolicited interest in these topics appears low.

Next Steps:

- Revise Education and Outreach benchmarks to include additional numerical goals, and a reporting body from an academic unit or governing body.
- Add public-facing energy and carbon emissions dashboards in academic buildings and residence halls.
- Update list of Sustainability-focused courses, and add a sub-list of carbon neutrality-focused courses.
- Combine the Carbon Neutrality Literacy survey (currently conducted in February) with the Sustainability Literacy Survey (currently conducted in August) and reassess changes to literacy and values each year in October, near Campus Sustainability Day.

Reporting Body: Sustainable Ohio University Leaders (SOUL)
The Walter International Education Center was made possible through the generosity of Robert D. and Margaret M. Walter and Sigma Chi Fraternity. This location was the former site of the Sigma Chi chapter house from 1949 to 2003.
Construction and Design Benchmarks

Phases 1-4:
- 2075: 0 net emissions from Construction and Design - All new construction and renovations to implement carbon neutral practices

Progress Highlights:
A Design and Construction Standards Team was created in December 2015 to update the institution’s published Standards and to develop an archive of source documents which will, in part, address energy strategies for new and renovated buildings during design and construction project phases.

Ohio University has completed three LEED-certified projects and another seven projects are registered with the certification goal of LEED® Silver.

Progress Overview:
- OHIO currently does not track the emissions associated with construction projects. No known tracking mechanisms currently exist for such an effort. It is suggested that the development of a convenient tracking mechanism be associated with a university-sponsored class project.
- Major construction and renovation projects are expected to have a LEED® (Leadership in Energy and Environmental Design) green building program analysis evaluation.
- New construction and renovation projects budgeted at or above $2 million are required to meet or exceed the LEED Silver® certification level. Current LEED® certification requires projects to demonstrate a 10% improvement in the proposed building performance rating for new buildings, or a 5% improvement in the proposed building performance rating for major renovations to existing buildings, compared with the baseline building performance rating. This baseline is calculated according to the building performance rating method given by ASHRAE Standards.
- Projects budgeted under $2 million will employ an equivalent LEED-based approach.
- Projects consisting only of infrastructure, equipment, furnishings and systems will be evaluated for LEED applicability.
- Sustainability was incorporated into all recent Master Planning efforts (Campus, The Ridges and Utility).

Leadership in Energy and Environmental Design (LEED):

LEED Certified Buildings on all campuses:
- 2013: 15 Park Place - Walter International Education Center (Silver)
- 2014: Ohio University Tech Studies Addition in Chillicothe (Certified)
- 2015: Scripps College of Communication: Phase 1 (Silver)

PROJECTED LEED Certifications on the Athens campus:
- 2016: Nelson Dining Renovation (Silver); Boyd Dining & Campus Market (Silver)
- 2016/17: Bush Hall Renovation (Silver); Tupper Hall Renovation (Silver); Ohio University Student Housing: Phase 1 (Silver); Scripps College of Communication: Phase 2 (Silver)
- 2017/18: The Patton College: McCracken Hall Renovation (Silver/Gold); Jefferson Hall Renovation (Silver); Grover Center Renovation (Silver)
- The projected LEED® certification levels in parentheses are goals for that project and are subject to change.

Next Steps:
- Ohio University will remain interested in providing a LEED® EBOM (Existing Building: Operations and Maintenance) or equivalent evaluation of existing buildings on the Athens Campus.
- The Construction and Design benchmark is currently too vague to accomplish any strict measurement or verification. It is recommended that more specific goals are identified in this area so progress toward construction-related carbon neutrality can be more clearly defined and analyzed.

Reporting Bodies: Architecture, Design & Construction; University Planning and Space Management; Facilities Management; Office of Recycling and Refuse
Behavior Change and Implementation Management

WellWorks employees discuss a project proposal with Sustainability Specialist Elaine Goetz at the Sustainability Expo.
Behavior Change & Implementation Management: Education

Goals and Objectives:
- Provide the campus community with regular and consistent information regarding sustainability efforts at Ohio University
- Educate campus community about the Sustainability and Climate Action Plans
- Train staff/faculty on new or newly enforced policies relating to sustainability
- Offer staff/faculty no-cost professional development experiences

About:
A primary recommended strategy as originally outlined by the Behavior Change and Implementation Management Committee was the development of a liaison group called Sustainable Ohio University Leaders (SOUL) which could help monitor both Education-based goals and Implementation-based goals of this section of the Plan. SOUL was formed immediately after the approval of the Climate Action Plan and has been actively pursuing the goals of this portion of the Plan ever since.

Education is a core tenet of SOUL and informing the campus community about progress toward sustainability goals is a focus point of SOUL meetings. As SOUL started developing, each meeting would focus on a particular sub-group of the Sustainability Plan. The participants would then discuss each relevant benchmark and identify challenges, changes and potential action steps. Recently, SOUL meetings have transitioned to focus on offering a more in-depth exploration of various topics, often paired with one or two guest speakers presenting on accomplishments and challenges.

SOUL, with support from the Office of Sustainability, also sends out bi-weekly newsletters to SOUL members and anyone registered on the Office of Sustainability Listserv. These newsletters include a compilation of upcoming sustainability-related events at OHIO or Athens, sustainability in the news and any other relevant announcements.

The Office of Sustainability and SOUL decided to create a sustainability implementation environmental studies course in which students work on a semester-long sustainability project while learning about ways to succeed in a sustainability-focused career. Originally offered as a practicum course (ES4900/5900), it has been awarded full-time status beginning Fall 2016 (at which time it will transition to the course number: ES4832/5832)

Obstacles:
Regular attendance at SOUL meetings, especially from University employees, has been low. Finding a time to accommodate student and employee schedules has proven difficult.

Multiple professional development sessions have occurred since the Climate Action Plan was approved, though student and employee needs vary greatly, making programming efforts inefficient.

Next Steps:
- Experiment with outreach and recruitment strategies to help increase name recognition and SOUL membership.
- Continue to host SOUL meetings focused on timely topics that interest the OHIO community, consider surveying community to identify such topics.
- Explore additional professional development opportunities to incentivize students, faculty and staff to attend.

Progress Highlights:
SOUL’s Fall 2015 Energy Efficiency meetings included guests such as Joel Baetens (Director of Utilities), Marty Paulins (Director of Transportation and Parking Services), Lynnette Clouse (Senior Project Manager for Architecture, Design and Construction), Scott Miller (Director of Energy and Environmental Programs, Voinovich School), and Joseph Lalley (Senior Associate Vice President for Information Technology and Administrative Services).

SOUL teamed up with several courses this past year, including Sustainability Implementation and Sustainable Marketing, to implement a program called the “Sustainability Expo” More information is available on the following page.

Professional development sessions on job searching (student focused), resume building (student focused) and home energy efficiency (employee focused) have been offered since the approval of the Climate Action Plan.

Reporting Bodies: Office of Sustainability, Ecology and Energy Conservation Committee
SOUL Implementation Efforts

Goals and Objectives:
- Support the Implementation and overall success of the Ohio University Sustainability and Climate Action Plan
- Maximize communication opportunities and place implementation responsibility back on the departments
- Generate connections with various individuals and units across campus

Progress Highlights:
The introduction of the Sustainability Expo each semester has been a great pathway for connecting with a diverse range of units across campus and has provided us with the capabilities to pursue the implementation of various benchmark goals. The first Expo, coordinated by SOUL, was held in September 2015 and the second was held in January 2016.

At the event, various academic and administrative units across campus propose projects for students to take on for a semester. Students and presenters talk with each other to determine if they would like to work together, and final assignments are given in the following days. Students spend the semester supporting the unit which proposed their project by offering sustainable solutions to obstacles or problems faced. It is anticipated this expo will continue to grow each semester.

Progress Overview:
The implementation aspect of SOUL has largely worked by assisting other departments or offices in their efforts to improve sustainability. SOUL provides a space for brainstorming and problem solving about various challenges at Ohio University, and it also acts as a place to facilitate inter-departmental connections for cooperative sustainability action.

SOUL has also created a centralized place for sharing information about actions conducted across campus to improve sustainability. Basecamp, an online organizing platform, is a tool used to track sustainability projects and encourage regular input from students, faculty, staff and alumni who aren’t able to come to SOUL meetings.

With the implementation of the Sustainability Expo, SOUL has developed a way to pursue intersectional sustainability action led by various offices and departments.

Next Steps:
- Pursue further collaboration with university units and student organizations, including establishing office/department liaisons.
- Generate more enthusiasm about SOUL through marketing and outreach.
- Explore paths to increase the importance of SOUL in the implementation process.
- Create professional development opportunities to incentivize faculty and staff.
- Continue efforts on projects pursued by students in previous semesters.

Obstacles:
Since SOUL strives to enable and support the implementation of sustainability projects and initiatives in all University units, but is not awarded the position to designate action steps to individuals and departments, it is difficult for SOUL participants to generate a sense of responsibility to the group or the greater sustainability efforts on campus. More enthusiasm should be generated about the unique structure of SOUL. By increasing participation, the group’s ability to support departments and offices through project support and educational programs can be improved.
Next Steps

In addition to the “Next Steps” identified in each of the sections of this report, there are larger-scale efforts that also must happen to ensure that the University’s sustainability-related values and goals remain current, relevant and manageable. Therefore, the 2016 calendar year was announced as a revision year for both the Climate Action Plan and Sustainability Plan. In response to community requests for a longer revision process, a second revision phase was added for the 2017 calendar year.

Revision Timeline

PHASE ONE:

March 7-May 1, 2016: Public Comment Period, Phase 1
May 2-August 2, 2016: Review of recommendations by interested parties, development of a draft proposal
August 15, 2016: DRAFT submission of the revised documents by the Ecology and Energy Conservation Committee (EECC is the “monitoring agent” of the Sustainability Plan and Climate Action Plan).
September 2016-November 2016: EECC discussion and voting on amendments will be made to both documents.
December 2016: Formal submission of Phase One changes are submitted to President McDavis for final approval of the proposed changes. Implementation will begin immediately upon approval.

PHASE TWO:

May 1, 2016-May 1, 2017: Public Comment Period Phase 2
May 2-August 2, 2017: Review of recommendations, development of a draft proposal
August 14, 2017: DRAFT submission of the revised documents by the Ecology and Energy Conservation Committee (EECC is the “monitoring agent” of the Sustainability Plan and Climate Action Plan).
September-November 2017: EECC discussion and voting on amendments will be made to both documents.
December 2017: Formal submission of Phase One changes are submitted to Ohio University's President for final approval of the proposed changes. Implementation will begin immediately upon approval.

Proposed Changes

While the aforementioned revision process will seek public input to changes, a number of necessary revisions have already been identified. Those revisions include, but are not limited to:

- Revise Energy and Operations section of both the Climate Action Plan and Sustainability plan to reflect infrastructure changes that will shift all energy usage to electricity in preparation for alternative energy systems. This will require changes to multiple benchmarks/goals.
- Change “Construction and Design” to the University-recognized “Architecture, Design and Construction.”
- Make revisions to Waste Reduction and Recycling to reflect institutional goals to become a Zero Waste institution.
- Consider the feasibility of new benchmarks in the Sustainability Plan which address issues such as water conservation and increase community outreach efforts.
- Edit various grammatical, metric, and title errors that exist in the current documents.
- Update, various titles or offices currently listed as “reporting bodies” which have changed since the original release of the Sustainability Plan and Climate Action Plan.
Changes from previous reports:
Since the last formal report of the Sustainability Plan and Climate Action Plan, Ohio University has officially become a reporting agent to the Sustainability Tracking, Assessment and Rating System (STARS), sponsored by the Association for the Advancement of Sustainability in Higher Education (AASHE). In its first year of reporting, Ohio University was named a STARS Silver Reporting Institution. This national sustainability rating tool has allowed Ohio University to more comprehensively compare itself to its peers throughout the nation. Such assessments have led us to be able to more aggressively approach sustainability-related projects relating to academics, employee engagement, student living experiences, energy reduction and more. Though, the reporting process for STARS is quite labor-intensive. In an effort to better accommodate the reporting needs associated with all three reporting efforts (STARS, Climate Action Plan and Sustainability Plan), Ohio University instituted a tri-annual reporting procedure for formally published and publicized reports. The upcoming schedule of formal reports is as follows:

- Spring 2016: Climate Action Report
- Spring 2017: Sustainability Plan Report
- Spring 2018: STARS Report
- Spring 2019: Climate Action Report

*The reporting cycle then continues on a rotating basis*

It should be noted that, between formal publication of reports, progress toward goals is continually occurring and being reported on at meetings of the Sustainable Ohio University Leaders (SOUL). SOUL meetings are open to all students, faculty and staff. Members of the campus community are encouraged to attend these meetings to gain insights into current efforts and receive progress reports from Reporting Bodies throughout the year. The full SOUL schedule can be viewed online at: www.ohio.edu/sustainability/soul.cfm.

Note on Reporting Data:
In an effort to offer a timely report, this report reflects quantitative data such as greenhouse gas (GHG) emissions and procurement data from the previous three fiscal years (though, whenever possible or relevant, current and/or additional fiscal year data is also provided). Since reporting for some quantitative data requires a significant amount of time, the completion of that data is not ready for reporting until January the following year. Where possible, we have noted the date discrepancies. Qualitative data presented here is offered as a recap of the past three fiscal years, present year included.

Publication Medium:
This document will only be published electronically. This format was selected in an effort to deter unnecessary printing of large documents. The excessive paper, ink and energy generated from printing and distributing any reporting documents were deemed contradictory to the Office of Sustainability’s mission.

Feedback:
Feedback can be submitted electronically at the Office of Sustainability’s website.
Acknowledgments

The success of the Ohio University Climate Action Report, and associated implementation efforts, is greatly dependent on the leadership and vision of all faculty, staff and students on all Ohio University campuses. A great deal of our efforts are augmented and complemented by various leaders and invested parties from within our campuses and surrounding communities.

A special thanks is extended to those entities mentioned as a “Reporting Body” for one or more Benchmarks in this plan.

In particular, the following individuals assisted in the acquisition and interpretation of departmental data:

David Averion, Manager of Real Estate Operations and Legal Assistant
Joel Baetens, Director of Utilities
Brody Bauers, Senior Project Manager
Scott Blower, Grounds Services Manager
Shawna Bolin, Director of University Planning and Space Management
Mark Brunton, Director of Auxiliaries Marketing
Annie Laurie Cadmus, Director of Sustainability
Susan Calhoun, Landscape Coordinator
Samuel E. Crowl, Sustainability Project Coordinator
Sherry Downs, Bursar
Elaine Goetz, Sustainability Specialist
Andrew Ladd, Manager of the Office of Recycling and Refuse
Joseph Lalley, Senior Associate Vice President for Information Technology and Administrative Services
Steve Mack, Director of Facilities Management
Diana McGrew, Assistant Director for Strategic Sourcing and Operations
Olivia Miltner, Undergraduate Student and SOUL Coordinator
Claire Naisby, Building Systems Integration Manager
Rich Neumann, Director of Culinary Services
Marty Paulins, Director of Transportation and Parking Services
Erin Robb, Auxiliaries Procurement and Contract Manager
David Simon, Planning Analyst
Eddie Smith, Graduate Student
Stephen Wood, Executive Director of Facilities Management
Hallie Zarbakhsh, Undergraduate Student employee in Office of Sustainability
Ecology and Energy Conservation Committee

The Ecology and Energy Conservation Committee serves as the monitoring agent to the Climate Action Plan. The 2015-2016 members and their departmental associations are listed here.

Nancy Manring, Political Science (EECC Chair)
Annie Laurie Cadmus, Office of Sustainability
Ana Rosado Feger, Business
Andrew Ladd, Recycling and Refuse
Clifford Hamilton, Environmental Health and Safety
Scott Miller, Energy and Environmental Programs, Voinovich School
Alexei Davydov, Mathematics
Jennifer Romero, Student Accessibility Services
Karen Deardorff, Communication Studies
Abraham Kitchen, Undergraduate Student
Olivia Miltner, Undergraduate Student
Paige Walters, Graduate Student
Paul Logue, Community Representative

Office of Sustainability Staff

Office of Sustainability staff collect, interpret and report annually on the Sustainability Plan. Members of the 2015-2016 staff who helped make this report possible are listed here.

Annie Laurie Cadmus, Director of Sustainability
Elaine Goetz, Sustainability Specialist
Samuel E. Crowl, Sustainability Project Coordinator
Kristeena Blaser, Special Projects Coordinator
Elizabeth Rose, Education and Outreach Coordinator
Cheyenne Fenstemaker, Lead Undergraduate Staff
Daniel Doak, Reporting Coordinator, PACE Employee
Olivia Miltner, Sustainability Implementation Coordinator
Hallie Zarbakhsh, Sustainability Grants Manager

Sustainable Ohio University Leaders

Sustainable Ohio University Leaders (SOUL) are the implementation arm of the Sustainability Plan. We extend our gratitude to any student, faculty or staff member who has attended a SOUL meeting. We encourage all members of the campus community to join us at upcoming meetings.

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For additional information about the Climate Action Plan, the planning process, and for a PDF of the original 2012 version, please visit:

www.ohio.edu/sustainability
Sustainability Reporting Update

Tab
Climate Action Plan

The Ohio University Climate Action Plan:

- is a requirement of the Carbon Commitment (formerly ACUPCC - American College and University Presidents’ Climate Commitment);
- is a plan to reach carbon neutrality;
- is a plan created by OHIO faculty, students, staff and community members;
- was formally adopted in November 2012, and;
- requires regular progress reports to Second Nature.
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Office of Sustainability
Next Steps

- Revise and update Climate Action Plan and Sustainability Plan in 2016 and 2017
- Standardization of Plans and Office of Sustainability website with STARS (Sustainability Tracking, Assessment & Rating System) category organization
- Follow up on Opportunities
- Sustainability Plan Report for 2017
Interoffice Communication

Date: June 1, 2016

To: The President and Board of Trustees

From: Deborah Shaffer, Vice President for Finance and Administration and CFO

Re: Financial Update

Please find attached for your review the following information regarding forecasted financial results for the current fiscal year ending June 30, 2016.

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.

The State is in the process of transitioning from the current SB16 reporting to a more comprehensive report. In FY17, the State is adding additional elements to the report. Both are attached to this report.

The current Forecast for FY16 includes:

- An overall, GAAP adjusted $9.4M increase in net position. The $63.7M variance to budget is primarily the result of investment losses (see investment section).
- A $46.3M Operating surplus as compared with the budgeted $29.4M surplus. This amount is prior to transfers to fund capital projects (funding is moved with project approval so expenditures lag). After transfers, the operating units have a $4.1M Operating deficit as compared with the FY16 Budgeted deficit of $7.1M and the $2.3M Operating surplus shared with the Board in March. The change is primarily associated with a $14.9M projected increase in Transfers to Capital Projects in our Athens column related to unbudgeted transfers for the College of Health Sciences and Professions - Grover expansion and Dublin Campus Development.
- A forecasted reduction in Endowment Value of $22.3M after consideration for new gifts to the endowment of $14.4M, increases for transfers to Quasi endowments of $2M, Investment losses of $12.3M, and Endowment Distributions of $26.4M.
- Due to slower spending on capital projects we are forecasting to spend $124.5M on Capital Projects for FY16 which primarily reflects funding from the Century Bond and Internal Bank (Debt and Working Capital, a portion of which was funded in prior years) and the State Capital appropriations. Additional capital spend is funded from the Planning Units and Auxiliaries ($19.6M and $28.8M respectively). Due to our practice of funding projects at inception and a slower spend rate than anticipated, we are projecting a carryforward on Capital projects of $20.6M for FY16 as compared to the budgeted FY16 $9M.
- An $11.5M advance to the Century Bond Program from working capital after consideration for $6.8M of Internal Loan payments from Operations, loss on investments of $4.3M, and external bond interest payments of $14M. We also transferred $40M of principal for EIP and deferred maintenance projects. These estimated results were reviewed with the Century Bond Advisory Committee on May 17, 2016.
- A reduction in internal bank assets of $38.5M primarily associated with planned expenditures against the Capital Plan. A portion of these will be refunded to the bank from planned future debt issuances.
Statement of Activities

Following are the forecasted consolidated financial results 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). Items included in these adjustments are:
  - Elimination of Other External Sales and Operating Expenses related to the consolidated component units.
  - Annual adjustment to Pension expense (Benefits line item) for GASB 68 Unfunded pension liability.
  - Elimination of capital expenditures and addition of depreciation
  - Debt amortization costs

The supporting narrative explains forecasted variances from the operating budget approved by the Board in June 2015.

Forecast for fiscal year 2016 as compared to fiscal year 2016 budget and fiscal year 2015 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 Athens Academic Units, Regional Campuses, Auxiliaries, and Academic Support activities as compared with FY16 BOT approved Budget.

Revenues

State Appropriations ($161.4M): -0.4%, $0.6 million less than FY16 budget:
- The Ohio Department of Higher Education (formerly known as the Ohio Board of Regents) made changes to their funding model for FY16 to address perceived inequities in the allocations. An increase of $2.9 million was budgeted for FY16 as compared with FY15 actuals. We are currently forecasting to be $0.6 million less than budgeted SSI as a result of transitioning from forecasted to finalized model inputs (for example credit hours & degrees) for FY16. Two restricted line items, related to the funding for the Heritage College of Medicine, were also finalized based on final enrollment numbers for spring term.
Net Undergraduate Tuition & Educational Fees ($246.6M): -1%, $1.5 million less than FY16 budget
- Tuitions are forecasted at $0.5 million more than budget. Record enrollments on our Athens Campus are driving slight positive surpluses to budget (recognized in the Academic Support column because of our fixed revenue allocations to Athens colleges). Declines in Regional Campus credit hour production (3.4% decrease Fall over Fall) has created a $2 million projected variance to budget. eLearning tuition is projected to be on budget, as enrollments have shifted to new programs and a more out-of-state student population.
- UG Financial Aid is $2.1 million higher than budget. The budget did not account for the full impact of the second year of the Signature Financial Aid strategy, as well as an increase in financial aid at Regional Campuses due to the impact of College Credit Plus (partially offset by increased Grants).

Net Graduate Tuition & Educational Fees ($70.6M): 2.1%, $1.4 million more than FY16 budget
- Graduate Tuitions are forecasted at $0.4 million more than budget (and $5.3 million higher than prior year) and is primarily associated with growth in the College of Arts and Sciences, College of Business and HCOM Dublin.
- Graduate Financial aid is $1 million less than budget. HCOM is projecting a reduction in grant-funded financial aid of $.5 million. The remaining variance is a result of less aid awarded in Arts & Sciences.

Room & Board ($95.6M): 2%, $1.8 million more than FY16 budget
- Total residential housing-room and culinary services-board revenues are forecast to be $54.1 million and $41.5 million, exceeding budget 0.9% and 3%, respectively.
- Due to the record freshman enrollment residential housing had 250 additional residents in Fall 2015 as compared to Fall 2014 & 236 additional residents in Spring 2016 as compared to Spring 2015. The two year Housing Residency Requirement requires students to reside on campus for two full years and carry an associated meal plan.

Grants and Contracts ($50.2M): 13%, $5.6 million more than FY16 budget
- The uncertainty of this revenue line item may have caused academic units to budget conservatively. The forecasted increase of $5.6 million to budget is based on YTD activity with a review of first time awards and pending awards. The increase is driven by an estimated $5.3 million related to Federal awards. This increase was determined based on historical award rates and continuing Federal grants. Another $1.1 million is attributed to the State of Ohio College Credit Plus grant. FY16 is the first year for this program. There is a forecasted increase of $2.6 million to prior year actuals.

Facilities and Administrative (F&A) Cost Recovery ($6.8M): -6%, $0.4 million less than FY16 budget
- This is the indirect expense recovery on Grants and Contracts. F&A revenue was budgeted to increase as the portfolio of Grants and Contracts was expected to include a higher rate of recovery than prior year. Although our federal awards have a negotiated rate of recovery (50.5% for research) many non-federal awards do not include recovery of the full rate so despite the forecasted large increase of grant revenue over budget, the corresponding indirect cost recovery is forecasted to decrease. The new College Credit Plus program that is driving an increase in State grants does not generate any overhead recovery. Also, beginning in FY16, 18% of the F&A Cost Recovery is used to support research. While this does not change the overall impact of this revenue source it does change the presentation of this activity by moving it to the Academic Support column and out of the Athens Colleges and Schools column.

Gifts ($12.2M): -10%, $1.3 million less than FY16 budget.
- FY16 expendable gift revenue is forecasted to be down $4.1 million, or 25% from FY15 actuals. The FY16 budget for expendable gifts was initially established during the spring of 2015, in an
amount that reflects the institution's annual fundraising goals. However, during the final weeks of The Promise Lives Campaign, which ended on June 30, 2015, certain gifts that were initially planned for FY16 were expedited and secured before the end of FY15. The forecasted variance to budget is attributable to these expedited gifts, as well as a general decline in the number of gifts in the donor pipeline following the end of the campaign. Gifts are expected to increase in FY17 and FY18, as Advancement staff work to rebuild the donor pipeline.

Endowment Distributions ($26.4M): -1%, $0.3 million less than FY16 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, actuals should consistently equal budget unless there is Board approval for additional spending. There is a 17%, or $3.8 million increase, as compared with prior year reflecting the positive investment performance over the 36 months ended December 31, 2014, the period included in the FY16 spending formula calculation.
- The forecast is less than budget due to a budgeted approval of a Russ Legacy Endowment special distribution that is forecasted to be unspent at the end of FY16.
- 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) ($4.0M): -38%, $2.4 million less than FY16 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.
- Also included in this line are $1.6M of budgeted earnings on Foundation working capital which are included as a part of the all-funds view and are available for the support of Advancement operations. These funds are invested in the LT Pool and were budgeted to return 7.6% during FY16 but are now forecasted to return a negative 2.2% through June 30, 2016, or negative $0.6 million. The forecasted return is calculated by assuming the target return of the LT Pool (6.9%) for the remaining months in the fiscal year applied against the value of the LT Pool on April 30, 2016 which included an estimated -3.3% return for the first 10 months of the fiscal year.
- Also included in this line are $0.3 million of forecasted earnings on illiquid, non-pooled investments designated to benefit academic units, which are included as a part of the all-funds view and are available for the support of Russ College operations. These investments were budgeted to return $0.3 million during FY16 but are now forecasted to return only $35K.

Other External Sales ($44.2M): 17%, $6.4 million more than FY16 budget:
- The primary increases to actuals over budget are from Sales & Services revenue (conference fees, retail sales, ticket sales) and Other sources of income (pouring rights, AGO finance charges, NCAA revenue).
- Royalty revenue is projected to decline $4.1 million as compared to FY15 due to the expiration of the SOMAVERV patem that was monetized in FY11. Since the $27 million monetization, the University has recognized offsetting royalty revenue and expense. Royalty expense will also decline $4.1 million as compared to FY15.
- 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 ($341.3M): -3%, $10.8 million less than FY16 budget:

- Budgeted increases in this line are the result of faculty and staff raise pools, the Faculty Compensation initiative, and the Compensation Equity pool for staff compression/inversion. Due to uncertainties and timing related to the State Budget, Staff Equity adjustments were delayed until January 1, 2016 that resulted in $5.5 million of the variance. The remainder is related to faculty and staff vacancies. FY16 expenditures are forecast to exceed FY15 actuals by 3% & $10.9 million.

Benefits ($115.7M): -3%, $3.6 million less than FY16 budget:

- Overall this category was budgeted at 11.8% & $12.6 million higher than FY15 actuals. FY16 expenditures are forecast to exceed FY15 actuals by 8% & $9 million

- FY16 Benefits expense as a percentage of Salaries and Wages are forecasted to be on target with the budgeted percentage of 33.9% as compared to 32.3% for FY15 actuals.

- 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. Our healthcare projection indicates a $2M surplus to budget, driven by an increase in the number of benefit eligible employees we internally allocate to planning units on a “per employee” basis. While our number of benefit eligible employees have increased, our total healthcare self-insured costs are projected to be in-line with our benefit pool budget, thus our FY16 projections are about breakeven.

- Taken into account is a $4 million ‘refund’ of the benefits charge back to departments and a $916K payment back to employees reflecting a cumulative surplus in the benefits reserve pool that exceeds the guidelines established by the Benefits Advisory Council. The refund amounts reflect a proration of the excess reserve based on the paid-in premiums (planning units versus employees)

- The $4 million ‘refund’ is reflected as a change to the FY16 forecast: $2 million credit to Athens Colleges & Schools; $0.4 million credit to RHE; $0.4 million credit to Auxiliaries; and the net debit of $2.8 million as a charge to Academic Support. The $916K payment back to employees is also forecasted in the Academic Support column. This is causing the units to look more under budget than they would otherwise, and it is causing Academic Support to look over budget.

Operating Expenses ($186.5M): 4%, $7.8 million more than FY16 budget:

- Operating expenditures are forecast to exceed budget by $7.8 million dollars. Although an increase over the budget, this is actually a decrease of $4.6 million 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, bad debt, insurance and communications. This also includes increases for subcontract and supply expenditures on Grants.

- A significant portion of the operating expense variations can be attributed to the changes in revenues Other External Sales.

- The large decrease in Academic Support from FY15 actual to FY16 forecast is attributable to the decrease in royalty payments discussed above in the Other External Sales section.

Capitalized Costs ($8.9M): 22%, $1.6 million more than FY16 budget:

- There is no trended timing of capital purchases making this a difficult line item to budget and forecast. This line includes capital purchased on grant funded projects and foundation spending on capital items.

Internal Loan – Principal & Interest ($39.8M): 3%, $1 million more than FY16 budget:
This category includes payments made by the operating units for debt service and was budgeted to reflect loans identified for capital projects under the Capital Improvement Plan.

Academic Units internal loans are forecasted to be $1.0M higher than budget with the addition of three loans: CSC Renovation ($0.7 million P&I) in COB which the department is intending to pay in full if gift money is received; Corrosion Center Loan ($0.2 million P&I) in Engineering; and ARC FY15 Operating Loan ($0.1 million). Auxiliaries is $0.4 million lower than budget and Academic Support is $0.4 million higher than budget due to restructuring of Housing Phase I and Indoor Multi-Purpose Facility loans under the internal bank structure.

**Internal Sales ($20.5M): -8%, $1.8 million less than FY16 budget:**
- Represents intercompany revenues from the sale of goods or services to other University departments. Examples include transportation, 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; consequently reductions in sales is offset by reductions in expense and is primarily budget neutral.
- Lower fuel prices, and a change in process for the billing of small information technology projects are driving the decrease in this line item.

**Internal Allocations & Transfers:**
- Represents internal funding allocations between units. The subtotal for the operating units will typically net to zero. FY15 includes the transfer of $700K from endowment corpus into operations to fulfill the respective donor obligations regarding use, as well as an offsetting $200K transfer from operations for same under different agreement.
- The $6M budgeted amount represents funding allocations for various initiatives (e.g. Innovation Funding) which when allocated will be spent in the appropriate planning unit (with offsetting transfers to fund).

**Indirect Cost Allocations:**
- 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 of actuals 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 ($14.4M): 7%, $0.9 million increase FY16 forecast over FY16 budget:**
- FY16 endowed gift revenue is forecasted to be up $1.3 million, or 10% from FY15 actuals. Endowed gift revenue consists of outright gifts and pledge payments that are received in cash and added to the endowment during the fiscal year. The increase in endowed gifts received in the current year, as compared to the prior year, reflects that many endowment pledges that were secured during the Promise Lives Campaign are now being collected.
Investment Income:

- Investment income/loss is comprised of interest, dividends, realized gains (losses), and unrealized gains (losses). In the Endowment column the investment income/loss stems from the University and Foundation endowment assets invested in a long-term, broadly-diversified portfolio (LT Pool). This represents the appreciation (depreciation) of our asset pool. The actual return of our diversified pool through June 30, 2015 was \(-1.11\%) and the forecasted FY16 return is \(-3.3\%) net of fees.\) The LT endowment pool was initially budgeted to return 7.6% during FY2016. However, due to market circumstances, the expected annual return on that pool is now 6.9%. The forecasted return is calculated by assuming the expected return of the LT Pool (6.9%) for the remaining months in the fiscal year applied against the value of the LT Pool on April 30, 2016 which included an estimated -2.2% return for the first 10 months of the fiscal year.

- The current forecasted investment loss from the endowment in the LT Pool is -$12.3 million net of fees for the year as compared with the budgeted amount of $38.6 million which was based on the portfolio target return of 7.6%.

Transfers to (from) Quasi Endowments:

- Represents the transfer from operations for quasi endowments. The forecasted transfer of $2 million is made up of the projected University match resulting from the Scholarship Matching Program, as well as a $1 million scholarship gift that will be presented at the June 2016 OUF BOT meeting as a potential quasi endowment.

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 are included as revenues/transfers to reflect a bottom line change in net asset use/draw on bond funding for the year.

State Appropriations-Capital ($12.7M): \(-45\%) $10.6 million less than FY16 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). This amount is forecasted to be $12.7 million for FY16. The decrease from budget is primarily associated with the timing of projects completed during the year. The remainder of the state projects will be completed in future years. The forecast for FY16 is an increase from FY15 actuals of $0.8 million.

Capitalized Costs ($117M): \(-20\%) $29.9 million less than FY16 budget

- This has been updated for the decrease in State Appropriations-Capital spending, the Century Bond funds, energy infrastructure related projects based on year to date trends, and for decreases in spending on large projects (for example, McCracken Hall) that will be spent in subsequent years.

Transfers to/from Capital Projects

- $5.2M less than budget. This variance is made up of a number of items including a decrease from budget of $14.3M due to funds being transferred from the Century Bonds in the prior fiscal year, and a decrease in transfers from the internal bank of $6M. These are offset by an increase of $15.1 million in forecasted transfers from operations, mainly for two College of Health Science and Professions projects that were not budgeted: Grover expansion for $9.9M and Dublin Campus Development for $2.1M.

CENTURY BOND – This column reflects activity associated with the Century Bond/Deferred Maintenance Program. This presentation includes:
**Investment Income:**
- Represents earnings on the unspent long-term portion of the $250 million century bond proceeds. Funds were received in late November, 2014 and are invested in accordance with the Investment Policy approved by the University and Foundation Boards. $150 million of the proceeds were designated to be invested in a long-term diversified strategy. From inception through June 30, 2015 the century bond long-term pool returned 1.62%. The **forecasted return on the century bond long-term pool is -4.0%** which is calculated by assuming the target return of the LT component of the Century Bond Pool (6.9%) for the remaining months in the fiscal year applied against the value of the LT portion of the Century Bond Pool on April 30, 2016 which included an estimated -2.9% return net of fees for the first 10 months of the fiscal year. $97 million of proceeds were set aside for the initial 3-4 year program needs and invested in highly liquid securities. In May 2016, the unspent short-term proceeds of approximately $77M were invested in Baird Ultra-Short-term and Short-term Bonds.

**Internal Loan Principal & Interest:**
- Reflects the principal and interest payments into the Century Bond program for outstanding loans. For FY16 this includes payments on the first and second $10 million of deferred maintenance funding and the first and second $30M loans for the Energy Infrastructure Program (EIP).

**Debt Service - Interest**
- Interest payments due on the $250 million century bond external debt. The annual debt service (interest only) is $14 million. As the investment earnings combined with the debt service on internal loans issued are not expected to be sufficient to cover the external interest payments the University will advance funds to cover the variance ($11.5M) until the Century Bond Program has sufficient liquidity to repay. This was discussed with the Century Bond Advisory Committee on May 17, 2016 with options regarding timing of repayment. The Committee approved strategy is to repay the funds in the first year that allows the model to remain in equilibrium.

**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 second two internal loans from the Century Bond Pool:
  - FY 16 $10M Deferred Maintenance
  - Second $30M of EIP funding (of expected $90M)
- The transfers are $14.3M less than budget as these funds were actually transferred in the prior fiscal year to Capital projects

**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/loss on the working capital funds. A portion of these funds (approx. $100M) are invested alongside the endowment in LT Pool. As of June 30, 2015 the remainder (approx. $217M) are invested in the liquidity and cash pools. The LT Pool achieved a return of -1.11% for the fiscal year 2015. The liquidity pool achieved a return of 2.19% for the fiscal year 2015. The **FY16 forecasted investment return for the LT Pool and liquidity pools are -2.2% and 4.2%, respectively.**
- The University’s investment income/loss is comprised of interest, dividends, realized gains (losses), and unrealized gains (losses). Investment income or losses stem 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 (LT Pool). The return on this LT Pool for FY15 was -1.11%. **The FY16 forecasted LT pool return -2.2%**. Additionally, a portion of the university's working capital is invested in a pool of investment-grade fixed income securities (liquidity pool). The FY15 return on the “liquidity pool” was 2.19%, outperforming the Barclays U.S. Aggregate Bond Index, which returned 1.86% for the same period. **The FY16 forecasted liquidity pool return for is 4.2%**.

- Includes $4.2M forecasted return on working capital which is offset by transfer to Operations of $4.5M to fund the $100M Investment Pool Strategy (which was a budgeted use) netting a -$0.3M forecasted return (loss) on working capital investments remaining in the Central Bank.

**Operating Expenses** –$200K in collection fees against student loans.

**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 (and accrued) 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. The FY16 projection is $6M lower than the FY16 budget primarily due to restructuring the Multi-purpose Center loan which reduced Internal Bank funding $2.5M and reversing $3M HCOM Diabetes/OMNI Facility funding.

**COMPONENT UNITS** - TechGrowth Ohio Fund, University Medical Associates, Inc. (UMA), & OUF Subsidiaries - Entries recorded as a part of the required consolidation.

This is a new section of the report that will discretely present the impact of our consolidated component units. Historically these were recorded at year-end and did not have separate visibility. We will present these on a quarterly basis and will present the respective impacts in this section.

**Other External Sales:**
- We are currently forecasting $22.9 million in revenue for FY16 as compared to $23.4 million for FY15. Of the $0.5 million decrease, $0.4 million is related to timing differences in the receipt of investment revenue for Pre-Seed funding for TechGrowth Ohio Fund.

**Operating Expenses:**
- We are currently forecasting $19 million in expense for FY16 as compared to $19.2 million for FY15. The $0.2 million decrease is made up of: a $0.6 million decrease for UMA mainly related to a decrease in physician salaries; a $0.8 million increase related to the write-off of investments for TechGrowth Ohio Fund; and a net $0.4 million net decrease for the OUF subsidiaries.
FINANCIAL STATEMENT ADJUSTMENTS - Entries recorded as a part of the required adjustment to move from fund accounting to Generally Accepted Accounting Principles (GAAP) format including eliminating entries for component units.

Gifts:
- Reflects the non-cash net accruals for pledge payments.

Other External Sales:
- Reflects the eliminations for the component units.

Benefits:
- FY 15 was the first year of required implementation of the new GASB 68 – Share of Unfunded Pension Liability accounting standard. This required 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).
- The unfunded pension liability will change each year resulting from the following:
  - Changes in plan assumptions about economic and demographic factors;
  - Differences between actual and expected experience;
  - Differences between actual and expected investment earnings.
- The current year impact from these factors is forecast to be the same as the prior year a net $6.1 million (OPERS -$2M; STRS -$4M) reduction in liability and increase to net results. This is represented as a credit to pension expense in Benefits. As we did not have good data on the expected changes in the assumptions (prior bullet) we budgeted this item at “0”.

Operating Expenses:
- FY15 actuals include a one-time charge of $0.9 million in bad expense on Perkins Loans related to an accumulated loan cancellation.
- FY15 actuals also include a credit for $4.1 million in component unit eliminations.
- FY16 includes only a credit for $1.5 in component unit eliminations. The majority of the decrease in eliminations is driven by the change in intercompany sales as reflected in the Other External Sales eliminations above.

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 $5M from FY15 to FY16. 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).

Debt Service - Interest:
- Amortization of bond premium and discounts which were inadvertently excluded from the budget.
Statement of Net Position (Balance Sheet)-Ohio University

We are in the process of transitioning from an annual closing process to a quarterly closing process. This will include preparation of All Funds Financial Statements on a quarterly basis. Attached you will find a forecasted Comparative Statement of Net Position (Balance Sheet) (for Ohio University only), for the period ended June 30, 2016 with comparative actual data for June 30, 2015 & 2014 and also March 31, 2016 & 2015.

Following is an explanation of changes for the forecast at June 30, 2016 as compared with the last fiscal year end June 30, 2015:

Cash and Cash Equivalents ($42.7M): $24.1 million decrease FY16 forecast over FY15 actual
- Cyclically June is a low cash month. The decrease is due primarily to increased spending on capital projects and a full year of Century Bond debt service payments resulting from lower than expected investment earnings in the Century Bond Bank model.

Restricted Cash & Cash Equivalents ($4M): $10.2 million decrease FY16 forecast over FY15 actual
- Residual funds from the 2012 bond series ($2.4 million decrease) & 2013 ($7.9 million decrease) bond issuances that were used for the capital plan (see capital assets below)
- Construction escrow deposits and grant restricted funds remain the same at $1 million.

Investments ($550.4M): $29.2 million decrease FY16 forecast over FY15 actual
- The Century Bond long term pool is forecast to decrease $4.4 million & the Century Bond short term pool is forecast to decrease $24.1 million – these are being used for the capital plan (see capital assets below).
- The Long term endowment pool is forecast to decrease $5 million-related to investment returns, the spending allocation, administrative fees, and transfers to Quasi endowments.
- University working capital investments are forecast to increase $6.4 million offset by a forecasted decrease in the diversified pool of $2.2 million.
- Included in the investments is $227M of unspent Century Bond proceeds (see Net Investments in Capital section below)

Capital Assets-net of depreciation ($992.4M): $83 million increase FY16 forecast over FY15 actual
- Increases for buildings, infrastructure & CIP include $117 million and include some of the following major projects: $10.3 million for the new residence halls, a forecasted $15.4 million for McCracken Hall & a forecasted $19 million for Energy Infrastructure projects.
- There are also forecasted purchases of $8.9 million for machinery, equipment and library books.
- These are offset by accumulated depreciation increases of $42.9 million

Accounts Receivable, Prepaids & Other Assets ($87.7M): $0.2M decrease FY16 forecast over FY15 actual
- We are forecasting a slightly smaller overall summer tuition which directly relates to a decrease in the AR balance.
- Prepaids and Inventory are also in this category and are not expected to change.

Deferred Outflows of Resources-Deferred charge on refunding ($2.3M): $0.4 million decrease FY16 forecast over FY15 actual
- This is the amortization of the refinancing of prior bonds.
Accounts Payable & Accrued Liabilities & Other ($107.8M): No change FY16 forecast over FY15 actual
- Accrued interest will remain similar
- Vendor accounts payable is expected to remain the same
- Accrued payroll, benefits & withholdings is expected to be similar
- Deposits for student health insurance as well as agency scholarship deposits are expected to be similar.

Unearned Revenue ($34M): $0.2 million decrease FY16 forecast over FY15 actual
- This is Summer tuition revenue that was not earned as of 6/30/16 and is deferred. This amount fluctuates with the timing of the start of the summer sessions and also fluctuates with the total amount of Summer tuition.

Net Pension Liability ($343M): $6.1 million decrease FY16 forecast over FY15 actual
- $349.1 million was recorded in FY15 with the adoption of GASB 68 for the unfunded pension liability. Information is not available yet to forecast any changes, so we are only estimating the change in actuarial assumptions that are amortized over the prescribed number of years. We are assuming the same amount as FY15. This creates a $6.1 million decrease to pension expense for FY16 and a decrease to the associated net pension liability.

Bonds and Notes Payable-net of discount and premium ($544.3M): $18.3 million decrease FY16 forecast over FY15 actual
- The change is the principal payments made in the second quarter of FY16. The only other change in this category is the net amortization of the bond premium and discount.

Deferred Inflows of Resources – GASB 68 Unfunded Pension ($16M): No change FY16 forecast over FY15 actual
- GASB 68 requires that unfunded pension liability is reflected on the University balance sheet as shown. This line represents the changes for the University’s portion of the unfunded state retirement systems that are amortized over a prescribed number of years. FY16 forecast is equal to FY15 actuals at this point as updated information from the retirement systems is not available. As soon as these are released they will be included in future forecasts.

Net Investment in Capital Assets ($679.1M): $84.1 million increase FY16 forecast over FY15 actual
- GASB 34/35 requires that Investment in Capital Assets be reflected net of any outstanding debt and depreciation. If there are significant unspent debt proceeds at yearend, the portion of the debt attributable to the unspent proceeds should not be included.
- For FY16, Net Investment in Capital Assets is calculated as the following:
  - Capital Assets – net of depreciation $992.4M
  - Less Bonds & Notes Payable – net of discount ($544.3M)
  - Plus the Unspent Century Bond Proceeds $227.0M
  - Plus Restricted Cash & Cash Equivalents $4.0M
  - Total $679.1M

Restricted – Nonexpendable ($22.4M): $0.1M increase FY16 forecast over FY15 actual
- The restricted– nonexpendable net asset balance represents the value of the University Endowment corpus. The 3/31/16 actual values for endowment corpus were used to forecast the 6/30/16 value.
Restricted – Expendable ($27.4M): $4.4 decrease FY16 forecast over FY15 actual
  • The restricted-expendable net asset balance includes fund balances associated with restricted funds such as externally funded grants and loans, restricted plant funds and the expendable portion of University endowments. The forecast for FY16 assumes an increase in grant and loan fund balances of $0.5M and a decrease in plant fund balances and the expendable portion of University endowments of $5.2M for a net decrease of $4.7M. Decreases reflect the impact of a difficult financial market and the downturn in investment earnings.

Unrestricted (-$94.5M): $36.3M decrease FY16 forecast over FY15 actual
  • Unrestricted net position is not subject to external restrictions; however, the majority of the University’s unrestricted net position has been internally designated for planning units, reserves or commitments. The Unrestricted net position of -$94.5 M includes the -$359M impact of the GASB 68 requirement for booking the unfunded pension liability.

Current - Quarterly Senate Bill 6 Report

The State is in the process of transitioning from the current quarterly Senate Bill 6 reporting to a new more comprehensive report. Attached you will find a copy of the Current – Quarterly SB 6 report that was submitted for the quarter ended March 31, 2016. The current form includes year to date actuals for the period ended March 31, 2016 with no comparative data, no forecast and no ratio calculation.

Future - Quarterly Senate Bill 6 Report

Starting with the first quarter of FY17 the State is requiring a new format for the Senate Bill 6 report. Institutions will be required to answer the Reportable Events questions as well as the Additional questions on a quarterly basis. In addition, for the 2nd and 3rd quarters of the fiscal year, institutions will be required to forecast where they anticipate ending the fiscal year in order to calculate the ratios for the fiscal year. Comparative amounts for the two prior years will also need to be provided. This new format provides a more meaningful and timely insight into the financial position of the institution. It allows more visibility into potential financial problems, and allows intervention earlier than before, if necessary.
FINANCIAL UPDATE

Tab
2

FY16 Forecasted Financial Results
Athens Colleges & Schools
(in millions)

State Appropriations
State Appropriations-Capital
Undergraduate Tuition &
Educational Fees
Undergraduate Financial Aid
Net Undergraduate Tuition & Fees
Graduate Tuition & Educational Fees
Graduate Financial Aid
Net Graduate Tuition & Fees
Room & Board
Grants and Contracts
Facilities & Admin Costs Recovery
Gifts
Endowment Distributions
Investment Income
Other External Sales
Total Revenues
Salaries, Wages & Other Payroll
Benefits
Operating Expenses
Capitalized Costs
Depreciation
Internal Loan - Principal & Interest
Debt Service - Principal
Debt Service - Interest
Internal Sales
Total Direct Expenses
Internal Allocations & Transfers
Indirect Costs Allocations
Depreciation Allocation
Subvention Allocation
Total Allocations & Transfers
Total Expenses & Transfers
Operating Surplus (Deficit)
Transfers to (from) Operations
Transfers to (from) Quasi Endowments
Transfers to (from) Capital Projects
Net Results

FY15
Actual

$

$

$
$
$

$

FY16
Budget

FY16
Forecast

Regional Campuses
FY15
Actual

FY16
Budget

Auxiliaries

FY16
Forecast

FY15
Actual

FY16
Forecast

FY16
Budget

136.1
-

139.5
-

140.2
-

17.9
-

18.2
-

18.2
-

-

-

251.4
(45.7)
205.7
92.3
(28.9)
63.4
42.0
6.6
6.1
10.8
0.1
6.6
477.4
185.1
52.7
63.1
7.5
2.1
(2.2)
308.3
(3.7)
140.8
13.0
150.1
458.4
19.0
6.1
8.2
4.7

256.1
(46.7)
209.4
98.0
(28.7)
69.3
40.6
6.1
4.5
12.6
0.3
4.2
486.5
200.1
59.4
66.2
4.6
1.9
(2.0)
330.2
(3.7)
143.2
8.1
12.9
160.5
490.7
(4.2)
(5.3)
1.1
(0.0)

255.5
(46.2)
209.3
99.0
(27.9)
71.1
43.0
5.5
6.1
12.3
0.0
4.2
491.7
191.0
55.8
66.3
3.0
2.9
(2.1)
316.9
(3.7)
143.2
8.1
12.8
160.4
477.3
14.4
16.0
(1.6)

39.2
(5.4)
33.8
0.5
(0.1)
0.4
1.1
0.4
0.4
1.1
55.1
35.1
11.0
9.1
0.8
0.3
56.3
0.9
13.4
(11.2)
3.1
59.4
(4.3)
(0.6)
(3.7)

39.2
(5.4)
33.8
0.5
(0.2)
0.3
1.0
0.2
0.5
1.1
55.1
35.2
11.4
7.9
0.2
0.3
(0.1)
54.9
0.6
14.8
(13.3)
2.1
57.0
(1.9)
(1.9)

37.2
(6.3)
30.9
0.4
(0.1)
0.3
2.1
0.3
0.5
0.7
53.0
34.0
11.1
8.3
0.6
0.3
(0.1)
54.2
0.6
14.8
(13.3)
2.1
56.3
(3.3)
(3.3)

(7.5)
(7.5)
90.0
0.1
3.0
0.1
16.9
102.6
23.8
9.4
34.4
1.7
4.7
(6.9)
67.1
6.5
(7.1)
(0.6)
66.5
36.1
27.2
8.9

(9.4)
(9.4)
93.8
0.1
1.7
0.1
15.2
101.5
25.1
11.6
34.6
0.8
8.7
(6.5)
74.3
6.9
(7.6)
(0.7)
73.6
27.9
26.6
1.3

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Operating Operating Operating
Unit
Unit
Unit
Variance
Variance
Subtotals Subtotals Subtotals FY16 Forecast
FY16 Forecast
over
FY15
FY16
FY16
%
FY16
FY16
FY15
%
over
Actual
Budget
Forecast FY16 Budget Change FY15 Actual Change
Budget Forecast
Actual
5.1
4.3
3.0
159.1
162.0
161.4
(0.6)
-0.4%
2.3
1%
Academic Support

-

0.1
7.3
7.5
(9.8)
7.2
6.8
(9.8)
14.5
14.3
1.2
0.4
(0.0)
(0.9)
(0.8)
(0.0)
0.3
(0.4)
95.6
0.1
4.4
2.9
0.1
1.1
1.8
6.8
7.1
0.1
11.3
13.5
4.5
6.1
16.8
29.5
17.3
$ 104.6 $ 76.5 $ 66.2
25.9
86.4
91.7
10.2
33.6
36.9
36.1
84.5
70.0
2.6
2.2
1.7
8.3
20.3
27.9
(6.4)
(13.1)
(13.7)
$ 76.7 $ 213.9 $ 214.5
6.9
(4.2)
2.3
(7.8) (147.1) (150.4)
(8.1)
(1.8)
0.5
$ (0.9) $ (153.1) $ (155.7)
$ 75.8 $ 60.8 $ 58.8
$ 28.8 $ 15.7 $
7.4
7.2
1.1
1.2
28.8
24.2
5.6
$
0.0 $ (9.6) $ (6.6)

10.6
5.6
16.2
(0.1)
(0.7)
(0.8)
5.0
1.3
4.0
13.5
3.9
22.5
$ 68.6
90.4
38.6
75.8
2.7
28.3
(11.9)
$ 223.9
(3.7)
(150.2)
(8.1)
0.5
$ (161.5)
$ 62.4
$
6.2
2.0
3.6
$
0.6

$

$

$
$
$

$

297.9
(51.4)
246.5
94.0
(29.9)
64.1
90.0
47.6
6.7
16.3
22.6
4.6
54.1
711.6
330.4
106.7
191.1
12.2
27.4
(22.2)
645.6
(0.5)
(0.5)
645.1
66.5
7.2
59.0
0.3

$

$

$
$
$

$

302.8
(54.7)
248.1
98.9
(29.7)
69.2
93.8
44.6
7.2
13.5
26.7
6.4
37.8
709.3
352.1
119.3
178.7
7.3
38.8
(22.3)
673.9
6.0
(0.0)
6.0
679.9
29.4
1.9
1.2
33.3
(7.1)

303.3
(56.8)
246.6
99.3
(28.7)
70.6
95.6
50.2
6.8
12.2
26.4
4.0
44.2
$ 718.0
341.3
115.7
186.5
8.9
39.8
(20.5)
$ 671.7
$
$ 671.7
$
46.3
2.0
48.4
$
(4.1)

$

$

$
$
$

$

0.5
(2.1)
(1.5)
0.4
1.0
1.4
1.8
5.6
(0.4)
(1.3)
(0.3)
(2.4)
6.4
8.7
(10.8)
(3.6)
7.8
1.6
1.0
1.8
(2.2)
(6.0)
0.0
(6.0)
(8.2)
16.9
(1.9)
0.8
15.1
2.9

0.2%
4%
-1%
0.4%
-3%
2%
2%
13%
-6%
-10%
-1%
-38%
17%
1%
-3%
-3%
4%
22%
3%
-8%
-0.3%
-100%
-100%
-100%
-1%
57%
-100%
67%
45%
-40%

$

$

$
$
$

$

5.4
2%
(5.4)
10%
0.1
0.0%
5.3
6%
1.2
-4%
6.5
10%
5.6
6%
2.6
5.5%
0.1
1%
(4.1)
-25%
3.8
17%
(0.6)
-13%
(9.9)
-18%
6.4
1%
10.9
3%
9.0
8%
(4.6)
-2%
(3.3)
-27%
12.4
45%
1.7
-8%
26.1
4%
0.5
-100%
0.5 -100%
26.6
4%
(20.2)
-30%
(5.2)
-72%
(10.6)
-18%
(4.4) -1477%


3

FY16 Forecasted Financial Results
Endowment

(in millions)

State Appropriations
State Appropriations-Capital
Undergraduate Tuition &
Educational Fees
Undergraduate Financial Aid
Net Undergraduate Tuition & Fees
Graduate Tuition & Educational Fees
Graduate Financial Aid
Net Graduate Tuition & Fees
Room & Board
Grants and Contracts
Facilities & Admin Costs Recovery
Gifts
Endowment Distributions
Investment Income
Other External Sales
Total Revenues
Salaries, Wages & Other Payroll
Benefits
Operating Expenses
Capitalized Costs
Depreciation
Internal Loan - Principal & Interest
Debt Service - Principal
Debt Service - Interest
Internal Sales
Total Direct Expenses
Internal Allocations & Transfers
Indirect Costs Allocations
Depreciation Allocation
Subvention Allocation
Total Allocations & Transfers
Total Expenses & Transfers
Operating Surplus (Deficit)
Transfers to (from) Operations
Transfers to (from) Quasi Endowments
Transfers to (from) Capital Projects
Net Results

FY15
Actual

Capital

FY16
FY16
Budget Forecast

-

-

FY15
Actual

-

0.2
0.2
13.1
13.5
14.4
(22.6) (26.7) (26.4)
(6.0)
38.6 (12.3)
(0.1)
$ (15.4) $ 25.4 $ (24.3)
$ - $ - $ 0.5
$ 0.5 $ - $ $ 0.5 $ - $ $ (15.9) $ 25.4 $ (24.3)
(7.2)
(1.2)
(2.0)
$ (8.7) $ 26.6 $ (22.3)

FY16
Budget

11.9

23.3

-

$ 23.3
5.0
146.9
$ 151.9
$
$ 151.9
$ (128.6)
(137.6)
$ 9.0

0.3
-

$

0.5
12.7
0.3
0.1
7.5
159.8
1.2

$ 168.9

$
$ 168.9
$ (156.2)

$

(180.1)
23.9

Century Bond
FY16
Forecast

FY15
Actual

FY16
FY16
Budget Forecast

-

12.7

-

-

-

-

-

0.7

$ 12.7 $ 0.7

7.5
117.0

0.5
2.2
(3.4)
8.8

$ 124.5 $ 8.1

$
- $ $ 124.5 $ 8.1
$ (111.8) $ (7.4)

(132.4)
40.0
$ 20.6 $ (47.4)

12.0
$ 12.0
(6.8)
14.0
$ 7.2
$ $ 7.2
$ 4.8
54.3
$ (49.5)

NonNonNonOperating Operating Operating
Unit
Unit
Unit
Subtotals Subtotals Subtotals

Internal Bank
FY15
Actual

FY16
Budget

2.1
-

-

-

-

-

(4.3)
(2.3)
0.2
$ (4.3) $ 0.0

0.2
(6.8)
14.0
$ 7.2 $

(25.2)
16.8
13.2
5.0

$ - $
$ 7.2 $ 5.0
$ (11.5) $ (5.0)

40.0
81.1
$ (51.5) $ (86.1)

FY16
Forecast

2.1
11.4
0.2
$ 13.7
(32.0)
17.1
12.2
$ (2.7)
$
$ (2.7)
$ 16.4
50.0
$ (33.6)

FY15
Actual

2.1
-

-

-

$

(0.3)
0.2
2.0 $

0.2
(33.0)
17.1
12.2
$

(3.5) $

$
- $
$ (3.5) $
$
5.5 $

44.0
$ (38.5) $

FY16
Budget

FY16
Forecast

2.1
11.9

2.1
23.3

2.1
12.7

0.2
0.2
0.3
13.1
(22.6)
(7.6)
0.6
(2.0)
0.3
0.1
8.2
162.0
(27.4)
16.8
22.0
182.0
0.5
0.5
182.5
(184.5)
(7.2)
(59.0)
(118.3)

13.5
(26.7)
62.0
0.2
$
74.4
5.0
146.9
(38.8)
17.1
26.2
$ 156.4
$
$ 156.4
$ (82.0)
(1.2)
(33.3)
$ (47.5)

14.4
(26.4)
(16.9)
0.2
$ (13.9)
7.7
117.0
(39.8)
17.1
26.2
$ 128.2
$
$ 128.2
$ (142.1)
(2.0)
(48.4)
$ (91.7)

Variance
Variance
FY16 Forecast
FY16
%
%
Forecast over
over
FY16 Budget Change FY15 Actual Change
(10.6)
-45%
0.8
7%

$

$

$
$
$

$

0.9
0.3
(78.9)
(88.3)
2.7
(29.9)
(1.0)
(28.2)
(28.2)
(60.1)
(0.8)
(15.1)
(44.2)

7%
-1%
-127%
-119%
54%
-20%
3%
-18%
-18%
73%
67%
45%
93%

$

$

$
$
$

$

(0.2)
(0.2)
(0.3)
1.3
(3.8)
(9.3)
(0.4)
(11.9)
(0.3)
(0.1)
(0.5)
(45.0)
(12.4)
0.3
4.2
(53.8)
(0.5)
(0.5)
(54.3)
42.4
5.2
10.6
26.6

-100%
-100%
-100%
10%
17%
122%
-67%
595%
-100%
-100%
-6%
-28%
45%
2%
19%
-30%
-100%
-100%
-30%
-23%
-72%
-18%
-22%


## FY16 Forecasted Financial Results

### GAAP Adjusted Totals

<table>
<thead>
<tr>
<th>(in millions)</th>
<th>FY15 Actual</th>
<th>FY16 Budget</th>
<th>FY16 Forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Allocations &amp; Transfers</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Undergraduate Tuition &amp; Educational Fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Undergraduate Financial Aid</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Net Undergraduate Tuition &amp; Fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduate Tuition &amp; Educational Fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduate Financial Aid</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Net Graduate Tuition &amp; Fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Facilities &amp; Admin Costs Recovery</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gifts</td>
<td>1.8</td>
<td>(2.8)</td>
<td>1.8</td>
</tr>
<tr>
<td>Endowment Distributions</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investment Income</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other External Sales</td>
<td>23.4</td>
<td>22.9</td>
<td>23.4</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>$23.4</td>
<td>$22.9</td>
<td>$23.4</td>
</tr>
<tr>
<td>State Appropriations-Capital</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>19.2</td>
<td>19.0</td>
<td>19.2</td>
</tr>
<tr>
<td>Benefits</td>
<td>(6.1)</td>
<td>-</td>
<td>19.2</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>19.0</td>
<td>(1.5)</td>
<td>19.0</td>
</tr>
<tr>
<td>Capitalized Costs</td>
<td>(176.8)</td>
<td>(154.1)</td>
<td>(176.8)</td>
</tr>
<tr>
<td>Depreciation</td>
<td>1.8</td>
<td>39.4</td>
<td>1.8</td>
</tr>
<tr>
<td>Internal Loan - Principal &amp; Interest</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Debt Service - Principal</td>
<td>(16.8)</td>
<td>(17.1)</td>
<td>(16.8)</td>
</tr>
<tr>
<td>Debt Service - Interest</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Direct Expenses</td>
<td>$21.1</td>
<td>$20.9</td>
<td>$21.1</td>
</tr>
<tr>
<td>Internal Allocations &amp; Transfers</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Indirect Costs Allocations</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Depreciation Allocation</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Subvention Allocation</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Allocations &amp; Transfers</td>
<td>$21.1</td>
<td>$20.9</td>
<td>$21.1</td>
</tr>
<tr>
<td>Operating Surplus (Deficit)</td>
<td>2.3</td>
<td>2.0</td>
<td>2.3</td>
</tr>
<tr>
<td>Net Results</td>
<td>2.3</td>
<td>2.0</td>
<td>2.3</td>
</tr>
</tbody>
</table>

### Variance FY16 Forecast over FY15 Actual

<table>
<thead>
<tr>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
</tr>
</tbody>
</table>

### Variance FY16 Forecast over FY15 Budget

<table>
<thead>
<tr>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
</tr>
</tbody>
</table>
## Statement of Net Position (Balance Sheet)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cash &amp; Cash Equivalents</strong></td>
<td>103.7</td>
<td>138.1</td>
<td>66.8</td>
<td>95.5</td>
<td>42.7</td>
<td>(24.1)</td>
</tr>
<tr>
<td><strong>Restricted Cash &amp; Cash Equivalents</strong></td>
<td>100.6</td>
<td>23.8</td>
<td>14.2</td>
<td>7.6</td>
<td>4.0</td>
<td>(10.2)</td>
</tr>
<tr>
<td><strong>Investments</strong></td>
<td>328.9</td>
<td>580.8</td>
<td>579.6</td>
<td>549.4</td>
<td>550.4</td>
<td>(29.2)</td>
</tr>
<tr>
<td><strong>Capital Assets-net of depreciation</strong></td>
<td>765.8</td>
<td>855.0</td>
<td>909.4</td>
<td>960.7</td>
<td>992.4</td>
<td>83.0</td>
</tr>
<tr>
<td>Accounts Receivable, Prepaids and Other Assets</td>
<td>85.2</td>
<td>39.4</td>
<td>87.9</td>
<td>37.5</td>
<td>87.7</td>
<td>(0.2)</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>1,384.2</strong></td>
<td><strong>1,637.1</strong></td>
<td><strong>1,657.9</strong></td>
<td><strong>1,650.7</strong></td>
<td><strong>1,677.2</strong></td>
<td><strong>19.3</strong></td>
</tr>
<tr>
<td>Deferred Outflows of Resources-Deferred charge on refunding</td>
<td>3.1</td>
<td>3.1</td>
<td>2.7</td>
<td>2.3</td>
<td>2.3</td>
<td>(0.4)</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</strong></td>
<td><strong>1,387.3</strong></td>
<td><strong>1,640.2</strong></td>
<td><strong>1,660.6</strong></td>
<td><strong>1,653.0</strong></td>
<td><strong>1,679.5</strong></td>
<td><strong>18.9</strong></td>
</tr>
<tr>
<td>Accounts Payable &amp; Accrued Liabilities &amp; Other</td>
<td>107.4</td>
<td>84.9</td>
<td>107.8</td>
<td>98.9</td>
<td>107.8</td>
<td>-</td>
</tr>
<tr>
<td>Unearned Revenue</td>
<td>34.9</td>
<td>64.7</td>
<td>34.2</td>
<td>73.0</td>
<td>34.0</td>
<td>(0.2)</td>
</tr>
<tr>
<td>Net Pension Liability</td>
<td>-</td>
<td>-</td>
<td>349.1</td>
<td>349.1</td>
<td>343.0</td>
<td>(6.1)</td>
</tr>
<tr>
<td>Bonds and Notes Payable-net of discount and premium</td>
<td>332.9</td>
<td>562.9</td>
<td>562.6</td>
<td>544.6</td>
<td>544.3</td>
<td>(18.3)</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>475.2</strong></td>
<td><strong>712.5</strong></td>
<td><strong>1,053.7</strong></td>
<td><strong>1,065.6</strong></td>
<td><strong>1,029.1</strong></td>
<td><strong>24.6</strong></td>
</tr>
<tr>
<td>Deferred Inflows of Resources-GASB 68</td>
<td>-</td>
<td>-</td>
<td>16.0</td>
<td>16.0</td>
<td>16.0</td>
<td>-</td>
</tr>
<tr>
<td>Unfunded Pension</td>
<td>-</td>
<td>-</td>
<td>16.0</td>
<td>16.0</td>
<td>16.0</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES AND DEFERRED INFLOWS OF RESOURCES</strong></td>
<td><strong>475.2</strong></td>
<td><strong>712.5</strong></td>
<td><strong>1,069.7</strong></td>
<td><strong>1,081.6</strong></td>
<td><strong>1,045.1</strong></td>
<td><strong>(24.6)</strong></td>
</tr>
<tr>
<td>Net Investment in Capital Assets</td>
<td>536.4</td>
<td>540.3</td>
<td>595.0</td>
<td>646.1</td>
<td>679.1</td>
<td>84.1</td>
</tr>
<tr>
<td>Restricted - Nonexpendable</td>
<td>22.4</td>
<td>22.3</td>
<td>22.3</td>
<td>22.4</td>
<td>22.4</td>
<td>0.1</td>
</tr>
<tr>
<td>Restricted - Expendable</td>
<td>39.7</td>
<td>35.5</td>
<td>31.8</td>
<td>27.4</td>
<td>27.4</td>
<td>(4.4)</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>313.6</td>
<td>329.6</td>
<td>(58.2)</td>
<td>(124.5)</td>
<td>(94.5)</td>
<td>(36.3)</td>
</tr>
<tr>
<td><strong>Total Net Position</strong></td>
<td><strong>912.1</strong></td>
<td><strong>927.7</strong></td>
<td><strong>590.9</strong></td>
<td><strong>571.4</strong></td>
<td><strong>634.4</strong></td>
<td><strong>43.5</strong></td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES DEFERRED INFLOWS OF RESOURCES AND NET POSITION</strong></td>
<td><strong>1,387.3</strong></td>
<td><strong>1,640.2</strong></td>
<td><strong>1,660.6</strong></td>
<td><strong>1,653.0</strong></td>
<td><strong>1,679.5</strong></td>
<td><strong>18.9</strong></td>
</tr>
</tbody>
</table>
## Schedule QF - 2: Statement of Current Funds Revenues, Expenditures, and Other Changes, Year to Date


### TABLE 1: Standard S.B. 6 Quarterly Reporting Format

| Institution: | OHIO UNIVERSITY | | | | | |
|--------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | Educational and General | Unrestricted | Auxiliary Enterprises | Hospitals | Total Unrestricted | Educational and General | Auxiliary Enterprises | Hospitals | Total Restricted | Total Current Funds |
| | | | | | | | | | | |
| **Revenues** | | | | | | | | | | |
| Tuition, fees and other student charges | 327,539,783 | 82,638,500 | - | 410,178,283 | - | - | - | - | 410,178,283 |
| State appropriations | 116,915,202 | - | - | 116,915,202 | 4,398,324 | - | - | 4,398,324 | 121,313,526 |
| Federal grants & contracts | 4,512,325 | - | - | 4,512,325 | 48,070,560 | - | - | 48,070,560 | 52,582,885 |
| State grants & contracts | - | - | - | - | 9,669,343 | - | - | 9,669,343 | 9,669,343 |
| Local grants & contracts | - | - | - | - | 581,289 | - | - | 581,289 | 581,289 |
| Private gifts, grants, & contracts | - | - | - | - | - | 11,746,109 | - | - | 11,746,109 |
| Endowment income | - | - | - | - | 76 | - | - | 76 | 76 |
| Sales & services | 9,879,390 | 10,659,733 | - | 20,539,123 | - | - | - | - | 20,539,123 |
| Other sources | (7,888,309) | 1,654,002 | - | (6,234,307) | 7,999,647 | - | - | 7,999,647 | 1,765,340 |
| **(1) Total revenues** | 450,958,391 | 94,952,235 | - | 545,910,626 | 82,465,348 | - | - | 82,465,348 | 628,375,974 |
| **Expenditures and mandatory transfers** | | | | | | | | | | |
| Educational and general: | | | | | | | | | | |
| Instruction and departmental research | 183,713,399 | - | - | 183,713,399 | 11,831,681 | - | - | 11,831,681 | 195,545,080 |
| Separately budgeted research | 13,265,653 | - | - | 13,265,653 | 13,510,589 | - | - | 13,510,589 | 26,776,242 |
| Public service | 12,340,274 | - | - | 12,340,274 | 9,588,921 | - | - | 9,588,921 | 21,929,195 |
| Academic support | 52,348,215 | - | - | 52,348,215 | 600,387 | - | - | 600,387 | 52,948,602 |
| Student services | 33,771,669 | - | - | 33,771,669 | 259,764 | - | - | 259,764 | 34,031,433 |
| Institutional support | 57,794,832 | - | - | 57,794,832 | 3,734,492 | - | - | 3,734,492 | 61,529,324 |
| Plant operation & maintenance | 47,000,353 | - | - | 47,000,353 | 2,541 | - | - | 2,541 | 47,002,894 |
| Scholarships and fellowships | 36,139,296 | - | - | 36,139,296 | 36,813,908 | - | - | 36,813,908 | 72,953,204 |
| **(2) Total educational & general expenditures** | 436,373,691 | - | - | 436,373,691 | 76,342,283 | - | - | 76,342,283 | 512,715,974 |
| **(3) Auxiliary enterprises** | | | | | | | | | | |
| **(4) Hospitals** | | | | | | | | | | |
| **(5) Total auxiliary transfers** | 18,581,731 | 6,139,702 | - | 22,721,433 | - | - | - | - | 22,721,433 |
| **Nonmandatory transfers & additions/(deductions)** | | | | | | | | | | |
| Current allocated fund balance | 56,364,313 | (14,354,390) | - | 42,009,923 | (2,000,153) | - | - | (2,000,153) | 40,009,770 |
| Indirect costs recovered | - | - | - | - | (4,463,445) | - | - | (4,463,445) | (4,463,445) |
| Amounts refunded to grantors | - | - | - | - | (184,688) | - | - | (184,688) | (184,688) |
| Other (specify): Transfer to/from Unrest E&G & Rest E&G | (54,367,282) | (17,011,428) | - | (71,378,710) | 525,221 | - | - | 525,221 | (70,853,489) |
| **(6) Total nonmandatory transfers and additions/(deductions)** | 1,997,031 | (31,365,818) | - | 29,368,787 | (6,123,065) | - | - | (6,123,065) | (35,491,852) |
| **Sum [1 - (2+3+4+5-6)]** | - | - | - | - | - | - | - | - | - |
Future - Quarterly SB 6 report

Name of Institution
Quarterly Report to the Ohio Department of Higher Education
Reportable Events and Additional Questions
as of September 30, 2016

Reportable Events – During the time period covered by this report, did your institution:

1. Request an advance of state subsidy?

2. Fail to make its required payments, as scheduled, to appropriate retirement systems (e.g. OPERS or STRS-Ohio)?

3. Fail to make its required payroll payments, as scheduled?

4. Fail to make its scheduled debt service payments?

5. Fail to make payments to vendors, as scheduled, due to a cash deficiency or a substantial deficiency in the payment processing system?

6. Relative to its original budget for the fiscal year, experience any actual or anticipate any projected financial changes (such as unbudgeted decreases in revenues or unbudgeted increases in expenditures) that will result in a substantially reduced fund balance or larger deficit this fiscal year?

Additional Questions:

What was the total student FTE enrollment for Fall semester?

What is the expected total student enrollment for Spring semester as budgeted for the fiscal year?

Do you have knowledge that any of the following circumstances have or may occur during the fiscal year in a significant way that will negatively impact your institution’s annual SB 6 composite score?

1. An unanticipated decrease in operating cash and investments?

2. An increase in uncollectible accounts receivable?

3. Any unanticipated capital purchases?

4. Any unanticipated losses (e.g. casualty or investment)?

5. An increase in liabilities that do not occur during normal business operations (including new debt issues)?

6. Any other facts or circumstances that could negatively impact the SB 6 composite score?

If the answer is “Yes” to any of the above questions, please describe in a separate document the nature of the operating issue or financial change, the anticipated impact on your institution’s year-end financial position, and actions that are being taken by your institution to address the situation.
Future - Quarterly SB 6 report Q2 & Q3 only

Name of Institution
Quarterly Report to the Ohio Department of Higher Education
Projection of Year-end SB 6 Ratios and Composite Scores
as of December 31, 2016

Prepared by: 
Email Address: 

Balances for SB 6 Ratios and Scores ($ in 1000s):

<table>
<thead>
<tr>
<th></th>
<th>Projected FY2017</th>
<th>Actual FY2016</th>
<th>Actual FY2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expendable net position (A)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plant debt (B)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total revenues (C)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating expenses (including interest expense) (D)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase (decrease) in total net position (E)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ratios:
- Viability Ratio (A/B) #DIV/0! #DIV/0! #DIV/0!
- Primary Reserve Ratio (A/D) #DIV/0! #DIV/0! #DIV/0!
- Net Income Ratio (E/C) #DIV/0! #DIV/0! #DIV/0!

Composite Score:
- Viability Ratio (30%) #DIV/0! #DIV/0! #DIV/0!
- Primary Reserve Ratio (50%) #DIV/0! #DIV/0! #DIV/0!
- Net Income Ratio (20%) #DIV/0! #DIV/0! #DIV/0!

SB 6 Composite Score (Excluding GASB68) #DIV/0! #DIV/0! #DIV/0!
Interoffice Communication

Date:   June 1, 2016

To:     The President and Board of Trustees

From:   Deborah J. Shaffer, Vice President for Finance and Administration and CFO

Re:     Disposition of University Courtyard land, 366 Richland Avenue, Athens, Ohio

In accordance with Resolution 2015-3515, which authorizes the conveyance of Ohio University land under the University Courtyard Apartments, this memo serves as an update for the disposition process.

On April 1, 2016, the Department of Administrative Services hosted a public sealed bid for the land that comprises most of the University Courtyard complex. The Ohio University land is comprised of 11 parcels, approximately 22 acres.

Pursuant to the state bid process the successful bidder was Housing for Ohio, Inc., with a bid of $1,003,000.00. A Governor’s deed will finalize the transfer of the Ohio University land to Housing for Ohio. We expect this to be completed within the next several weeks.

In connection with the sale, Housing for Ohio will defease and pay-off the bonds that were issued to fund construction of the Courtyard apartments. At that time, the University’s letter of credit supporting those bonds also will be terminated.
Interoffice Communication

Date:      June 1, 2016

To:        The President and Board of Trustees

From:      Deborah J. Shaffer, Vice President Finance & Administration and CFO

Re:        Annual Debt Capacity and Affordability Update

Included for your reference is the annual debt capacity and affordability update, as prepared by the Office of Treasury Management and our external debt advisors, Prager & Co. This assessment will continue to be updated as we progress with our 6 Year CIP, which will be presented for approval at the August Board of Trustees meeting. This will also support the planned issuance of debt in the summer of 2017, concurrent with the debt refunding opportunity to be discussed in a separate presentation at the June meeting.
Annual Debt Capacity and Affordability Update

June 24, 2016
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 Comprehensive Master Plan update which was completed in March 2016.

- The 2016 update to the Comprehensive Master Plan will inform revisions and refinements to the CIP which incorporates multiple funding sources including $325 million\(^{(1)}\) of additional debt.

- 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 is 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.

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\(^{(1)}\) The total amount of planned debt funding for the CIP is $575 million of which $250 million was previously issued during FY 2015.
A key aspect of debt capacity and affordability is the growth assumptions 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 over the next five years at the Aa3 rating level.

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.

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.
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.

<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></td>
<td>Ability to generate a balanced budget, including funds for strategic reinvestment</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></td>
<td></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>
<tr>
<td>Role of the State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policies and procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Flexibility to Manage the Debt Portfolio Strategically

The ability to manage the portfolio strategically and consider alternative structures is a function of both financial resources (capacity and affordability) as well as management resources.

- The portfolio* of outstanding University debt is comprised entirely of tax-exempt fixed rate debt with annual principal payments, with the exception of the century bond issue.

- The approach to capital financing has evolved from managing individual projects, divisions or transactions to a portfolio-based approach to support the strategic and capital planning processes.

- The University has made meaningful investments in its treasury function including implementing best practices, establishing critical tools including the Internal Bank model and improving accounting and investments platforms.

- As the sophistication of the treasury management function increases, the University will have an opportunity to leverage their investment to consider different debt structures such as variable rate debt and tiered bullet maturities.

- The ability to afford debt will still be a critical factor in evaluating the decision to borrow for new projects and the University now has the tools to manage the overall risk profile of the debt portfolio.

* Please refer to Page 9 for further details on the outstanding debt portfolio.
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 11.0% and increased net tuition per student by $1,300.

- The decline in the matriculation rate, the proportion of accepted students that enrolled, from FY 2011 to FY 2012 is due to the improving state economy and the cyclical impact that this improvement has on the regional campuses.

  - Since that year the matriculation rate has stabilized at 28%.

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, improved in FY 2015 by 4.0% and is now above rating medians.

- OHIO relies on student charges and state appropriations for 61% and 21% of operating revenues, respectively. Reliance on student charges is higher than medians while reliance on state appropriations are in line with medians.

Public University Median Source: Moody’s Investors Service
Moody’s Investors Service released a revised Higher Education rating methodology in November 2015. A major change in this revised methodology is a shift in how Moody’s measures an institution’s financial reserves.

- The quantitative analysis of debt capacity and affordability measures the University’s performance on key four ratios versus Moody’s public university medians.

- Under the revised methodology, Moody’s introduced spendable cash and investments as its preferred measure of financial reserves in place of expendable resources.

- As such, the University will follow the revised Moody’s methodology by examining spendable cash and investments in place of expendable resources as part of the annual debt capacity and affordability study.

- Spendable cash and investments is a cash-based versus net asset based measure of financial reserves. This means it effectively eliminates the impact of GASB 68 from the metric.

- Below is a comparison of the calculation of spendable cash and investments versus expendable resources for FY 2015.

<table>
<thead>
<tr>
<th>SPENDABLE CASH AND INVESTMENTS</th>
<th>EXPENDABLE RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and Investments - University</td>
<td>648,934</td>
</tr>
<tr>
<td>+ Cash and Investments - Foundation</td>
<td>469,363</td>
</tr>
<tr>
<td>- Restricted Nonexpendable Net Assets - University</td>
<td>(22,296)</td>
</tr>
<tr>
<td>- Restricted Nonexpendable Net Assets - Foundation</td>
<td>(192,395)</td>
</tr>
<tr>
<td>= Spendable Cash and Investments</td>
<td>903,607</td>
</tr>
<tr>
<td>Unrestricted Net Assets - University</td>
<td>(57,209)</td>
</tr>
<tr>
<td>+ Unrestricted Net Assets - Foundation</td>
<td>629</td>
</tr>
<tr>
<td>+ Net Assets Restricted Expendable</td>
<td>34,539</td>
</tr>
<tr>
<td>+ Net Assets Restricted Expendable - Foundation</td>
<td>312,421</td>
</tr>
<tr>
<td>- Net Assets Restricted Expendable - Bond Funded Capital Projects</td>
<td>(3,285)</td>
</tr>
<tr>
<td>= Expendable Resources</td>
<td>287,096</td>
</tr>
</tbody>
</table>
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 spendable cash and investments are above rating medians, indicating financial flexibility from a balance sheet perspective.
- OHIO’s spendable cash and investments to debt ratio declined in FY 2015 due to the Series 2014 issuance; however, the University remains above rating medians.

**Spendable Cash and Investments to Operations**

**Spendable Cash and Investments to Debt**

Public University Median Source: Moody’s Investors Service
Debt and Liabilities: Current Debt Portfolio

The University and Ohio University Foundation have $551 million in debt outstanding as of June 30, 2016. From FY 2017 to FY 2021 OHIO will pay $82 million in principal which represents 15% of its debt portfolio.

| OHIO UNIVERSITY DEBT PORTFOLIO AS OF JUNE 30, 2016 |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| **Series**                      | **Tax Status**  | **Coupon Type** | **Outstanding Par** | **Next Call Date** | **Final Maturity** | **Use of Proceeds** |
| OHIO UNIVERSITY - GENERAL RECEIPTS DEBT |
| Series 2006B                    | Tax-Exempt     | Fixed Rate      | 18,860,000         | 12/1/2016         | 12/1/2036        | Capital Projects   |
| Series 2008A                    | Tax-Exempt     | Fixed Rate      | 7,825,000          | 6/1/2018          | 12/1/2033        | Capital Projects   |
| Series 2009                     | Tax-Exempt     | Fixed Rate      | 11,960,000         | Non-Callable      | 12/1/2019        | Capital Projects   |
| Series 2012                     | Tax-Exempt     | Fixed Rate      | 65,000,000         | 6/1/2022          | 12/1/2042        | Capital Projects; Refunding (2003/2004) |
| QAQDA - Series 2012A           | Tax-Exempt     | Fixed Rate      | 14,508,829         | Non-Callable      | 12/1/2022        | Capital Projects   |
| QAQDA - Series 2012B           | Taxable        | Fixed Rate      | 8,500,000          | Non-Callable      | 12/1/2027        | Capital Projects   |
| Series 2013                     | Tax-Exempt     | Fixed Rate      | 133,095,000        | 12/1/2022         | 12/1/2043        | Capital Projects; Refunding (2001/2004) |
| Series 2014                     | Taxable        | Fixed Rate      | 250,000,000        | Make Whole Call   | 12/1/2114        | Capital Projects   |
| OHIO UNIVERSITY FOUNDATION      |
| Housing for Ohio Bonds          | Tax-Exempt     | Variable Rate   | 23,375,000         | Anytime at Par    | 6/1/2032         | Capital Projects   |
| OHIO UNIVERSITY NOTES           |
| Ohio University Inn (Term Loan) | Tax-Exempt     | Fixed Rate      | 1,759,900          | N/A              | 6/15/2021        | Capital Projects   |

**TOTAL** 551,348,729

![Interest and Principal Diagram](image-url)
### Debt and Liabilities: Growth in Long-Term Debt

<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>2006A</td>
<td>28.1</td>
<td>2006</td>
<td>0%</td>
<td>Refunding ($29.0 million of Proceeds): Proceeds were used to advance refund Series 1999 Bonds. The 1999 Bonds were used to modernize the air conditioning system on the Athens Campus, make improvements to recreational facilities, expand a child care center, renovate and expand the Grover Center, support construction on regional campuses, construct the West State Street Laboratory Facility and renovate The Ridges Conference Center.</td>
</tr>
<tr>
<td>2006B</td>
<td>29.2</td>
<td>2006</td>
<td>100%</td>
<td>New Money ($29.6 million of Proceeds): To construct a new residence hall, develop a Student Information System (SIS), provide audio visual equipment for the University Center, update energy control systems and finance the design costs for a new College of Communications Building and Integrated Learning and Research Center.</td>
</tr>
<tr>
<td>2008 A/B</td>
<td>15.4</td>
<td>2009</td>
<td>64%</td>
<td>New Money ($9.9 million of Proceeds): To acquire, renovate and furnish the HDL Center. Refunding ($5.6 million of Proceeds): Proceeds were used to refund Series 2008 Bond Anticipation Notes.</td>
</tr>
<tr>
<td>2009</td>
<td>26.6</td>
<td>2009</td>
<td>100%</td>
<td>New Money ($27.9 million of Proceeds): To purchase and implement a new SIS 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 ($50.6 million of Proceeds): 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 IT network. Refunding ($32.3 million of Proceeds): 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 ($28.6 million of Proceeds): 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 ($123.3 million of Proceeds): 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 ($37.9 million of Proceeds): Proceeds were used to refund the 2001 Bonds and remaining 2004 Bonds. The 2001 Bonds were used to construct an Innovation Center, construct an HR and training center on West Union Street, acquire the Athens 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 ($250 million of Proceeds): 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

<table>
<thead>
<tr>
<th>$, in Millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through 2008</td>
</tr>
<tr>
<td>2009</td>
</tr>
<tr>
<td>2010</td>
</tr>
<tr>
<td>2011</td>
</tr>
<tr>
<td>2012</td>
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<td>2013</td>
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<tr>
<td>2014</td>
</tr>
<tr>
<td>2015</td>
</tr>
<tr>
<td>2016</td>
</tr>
</tbody>
</table>
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. It improved in FY 2015 and is above rating medians.
- Total debt to revenues is a key metric to determine income statement leverage. After the Series 2014 issuance, OHIO is more leveraged than credit peers.
- FY 2016 will be the first year where the University pays full debt service on the Series 2014 issuance, which will increase debt service to operations.

Debt Service Coverage

<table>
<thead>
<tr>
<th>Year</th>
<th>Debt Service Coverage</th>
<th>Aa3 Median</th>
<th>A1 Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>5.04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>4.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>4.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>3.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>3.25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Debt Service to Operations

<table>
<thead>
<tr>
<th>Year</th>
<th>Debt Service to Operations</th>
<th>Aa3 Median</th>
<th>A1 Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>3.37%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>3.55%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>2.66%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>3.70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>5.05%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Debt to Revenues

<table>
<thead>
<tr>
<th>Year</th>
<th>Debt to Revenues</th>
<th>Aa3 Median</th>
<th>A1 Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>0.31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>0.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>0.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>0.48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>0.76</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Public University Median Source: Moody’s Investors Service
External Factors: Rating Agency Views

OHIO’s ratings were affirmed in October 2014 by Moody’s (Aa3/stable) and December 2015 by S&P (A+/stable). Moody’s and S&P cited the following strengths and challenges that drive the credit of the University.

Key Strengths

- The University has strong governance and management enhanced by a culture of planning and analysis throughout the institution.
- Diverse academic offering have led to a growing enrollment base at the University. As a result of growing enrollment and sound planning the University had strong operating performance over the past five years.
- **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

- S&P states that the University’s financial profile is weakened by what they view as only adequate financial resource ratios.
- The University has high debt service burden after the Series 2014 Century Bond transaction. 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.
- The University relies on in-state students for 87% of its enrollment base. This is seen as a challenge due to the declining numbers of high school graduates in the State of Ohio.
- **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.

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

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.

- 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.

<table>
<thead>
<tr>
<th>RATIO</th>
<th>DEFINITION</th>
<th>CALCULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spendable Cash and Investments to Debt</td>
<td>Reflects ability of an institution to repay its debt from unrestricted financial reserves.</td>
<td>Cash and investments plus funds held in trust plus pledges receivable (restricted), less permanently restricted funds, divided by total debt.</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>

Note: Spendable Cash and Investments to Debt is used to evaluate debt capacity in place of Expendable Resources to Debt ratio based on revised Moody’s rating methodology.
Assumptions for Pro Forma Analysis

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.

- Our analysis looks at key metrics over the next six fiscal years (FY 2016-2021) based on certain assumptions.
- Net Assets/Cash and Investments 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.
- 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.
Debt Capacity and Affordability: Quantitative Metrics

The table below illustrates OHIO’s actual ratios in FY 2014 and 2015 as well as projected ratios in FY 2016 and 2021 in comparison to the Aa3 median and A1 median for each metric.

- The remaining $325 million of future debt in support of the CIP is not included in the FY 2016 or FY 2021 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>Actual</th>
<th>Projection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Balance Sheet Leverage</strong> - Spendable Cash and Investments to Debt (Higher is Better)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio University</td>
<td>2.12</td>
<td>1.59</td>
</tr>
<tr>
<td>Aa3 Median</td>
<td>1.30</td>
<td>1.30</td>
</tr>
<tr>
<td>A1 Median</td>
<td>0.90</td>
<td>0.90</td>
</tr>
<tr>
<td><strong>Income Statement Leverage</strong> - Debt to Revenue (Lower is Better)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio University</td>
<td>0.48</td>
<td>0.76</td>
</tr>
<tr>
<td>Aa3 Median</td>
<td>0.54</td>
<td>0.54</td>
</tr>
<tr>
<td>A1 Median</td>
<td>0.66</td>
<td>0.66</td>
</tr>
<tr>
<td>**Affordability - Debt Service to Operations (Lower is Better)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio University</td>
<td>3.70%</td>
<td>5.05%</td>
</tr>
<tr>
<td>Aa3 Median</td>
<td>4.39%</td>
<td>4.39%</td>
</tr>
<tr>
<td>A1 Median</td>
<td>4.95%</td>
<td>4.95%</td>
</tr>
<tr>
<td><strong>Coverage - Debt Service Coverage (Higher is Better)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio University</td>
<td>3.20</td>
<td>3.25</td>
</tr>
<tr>
<td>Aa3 Median</td>
<td>2.58</td>
<td>2.58</td>
</tr>
<tr>
<td>A1 Median</td>
<td>2.27</td>
<td>2.27</td>
</tr>
</tbody>
</table>

Moderate Capacity (Projected Above Median)
Limited Capacity (Projected Below Median)

Public University Median Source: Moody’s Investors Service
(1) Net Assets/Cash and Investments are assumed to grow at 4.00% and revenue/expense are assumed to grow 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 based on similar financial and demographic characteristics to OHIO.

- The University has the highest spendable cash and investments to debt ratio in the peer group. Debt service coverage is the second highest in the peer group.

- The University’s debt to operating revenues is worse than the peer median, reflecting increased leverage after the Series 2014 issuance. Likewise, debt service to operations is worse than the peer median but remains well below the highest.

<table>
<thead>
<tr>
<th>Capacity Metric (Higher is Better)</th>
<th>Capacity Metric (Lower is Better)</th>
<th>Affordability Metric (Lower is Better)</th>
<th>Affordability Metric (Higher is Better)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spendable Cash and Invest. to Debt (x)</td>
<td>Debt to Operating Revenues (x)</td>
<td>Debt Service to Operations (%)</td>
<td>Debt Service Coverage (x)</td>
</tr>
<tr>
<td>Ohio University (Aa3) 1.6</td>
<td>University of Louisville (Aa3)* 0.4</td>
<td>University of Toledo (A1) 3.4</td>
<td>Miami University (Aa3) 3.3</td>
</tr>
<tr>
<td>Miami University (Aa3) 1.4</td>
<td>University of Toledo (A1) 0.4</td>
<td>University of Louisville (Aa3)* 3.5</td>
<td>Ohio University (Aa3) 3.2</td>
</tr>
<tr>
<td>West Virginia University (Aa3) 1.4</td>
<td>University of Toledo (A1) 0.4</td>
<td>Wayne State University (Aa3) 3.6</td>
<td>University of Vermont (Aa3) 2.8</td>
</tr>
<tr>
<td>Kent State University (Aa3)* 1.3</td>
<td>University of Rhode Island (Aa3) 0.5</td>
<td>West Virginia University (Aa3) 3.8</td>
<td>Kent State University (Aa3)* 2.7</td>
</tr>
<tr>
<td>University of Louisville (Aa3)* 1.3</td>
<td>Wayne State University (Aa3) 0.6</td>
<td>University of Vermont (Aa3) 4.6</td>
<td>Wayne State University (Aa3) 2.3</td>
</tr>
<tr>
<td>University of Toledo (A1) 1.3</td>
<td>University of Vermont (Aa3) 0.7</td>
<td>University of Rhode Island (Aa3) 5.0</td>
<td>University of Rhode Island (Aa3) 1.9</td>
</tr>
<tr>
<td>University of Vermont (Aa3) 1.3</td>
<td>Kent State University (Aa3)* 0.8</td>
<td>Ohio University (Aa3) 5.1</td>
<td>University of Louisville (Aa3)* 1.8</td>
</tr>
<tr>
<td>Wayne State University (Aa3) 1.0</td>
<td>West Virginia University (Aa3) 0.8</td>
<td>Kent State University (Aa3)* 5.5</td>
<td>West Virginia University (Aa3) 1.8</td>
</tr>
<tr>
<td>University of Rhode Island (Aa3) 0.8</td>
<td>Miami University (Aa3) 1.0</td>
<td>University of Akron (A1)* 8.2</td>
<td>University of Cincinnati (Aa3)* 1.7</td>
</tr>
<tr>
<td>University of Akron (A1)* 0.7</td>
<td>University of Akron (A1)* 1.0</td>
<td>Miami University (Aa3) 9.3</td>
<td>University of Akron (A1)* 1.5</td>
</tr>
<tr>
<td>University of Cincinnati (Aa3)* 0.2</td>
<td>University of Cincinnati (Aa3)* 1.0</td>
<td>University of Cincinnati (Aa3)* 11.1</td>
<td>University of Toledo (A1) 1.3</td>
</tr>
</tbody>
</table>

**Aa3 Public University Median:** 1.3x  | **Aa3 Public University Median:** 0.5x  | **Aa3 Public University Median:** 4.4%   | **Aa3 Public University Median:** 2.6x   |

Note: Data is based on FY 2015 results for each institution and the source is Moody’s Investors Service. Please refer to Page 13 for definitions of each metric.

* Please note that these institutions have issued debt since FY 2015 which may impact their respective metrics.
Capital Improvement Plan Overview

The major strategic initiative that will impact the University’s debt capacity and affordability in future years is the Capital Improvement Plan.

- Using the FY15 – FY20 CIP as well as updated cash flow estimates for the respective projects, we’ve modeled an additional $325 million of new debt for this analysis.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Debt Issuance</td>
<td>$ 250,000,000</td>
<td>-</td>
<td>$ 125,000,000</td>
<td>-</td>
<td>$ 125,000,000</td>
<td>-</td>
<td>$ 75,000,000</td>
<td>$ 575,000,000</td>
</tr>
</tbody>
</table>

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

- The remaining tranches of debt will be issued by weighing OHIO’s capital needs versus the timing of gift inflows and working capital balances. Given the uncertainty regarding these funding sources, the schedule above is initial and subject to change.

- The analysis on the previous slides reflects the University’s ability to absorb new debt on the balance sheet and in the operating budget excluding CIP.

- The following scenario will illustrate the impact of the proposed CIP borrowing plan on the University’s financial ratios over the next six fiscal years.

- This scenario assumes the University issues debt that amortizes on a 30-year level debt service basis with a coupon of 5%.

- As with the base case, 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

While the University’s expected peak in debt outstanding ($777 million in FY 2021) would be higher than rating medians, the amount of debt should be considered in the context of the size of operations and financial reserves.

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

### Capacity – Spendable Cash and Inv. to Debt (Higher is Better)

- **2015**: 1.59, 1.70, 1.70, 1.84, 1.97, 2.13, 2.28, 2.44
- **2016**: 1.59, 1.70, 1.49, 1.60, 1.43, 1.53, 1.47
- **2017**: 1.49, 1.60, 1.43, 1.53, 1.47

#### Scenario 1: No New Debt
- **2015**: 1.59
- **2016**: 1.70
- **2017**: 1.70
- **2018**: 1.84
- **2019**: 1.97
- **2020**: 2.13
- **2021**: 2.28

#### Scenario 2: Pro forma CIP
- **2015**: 1.59
- **2016**: 1.70
- **2017**: 1.49
- **2018**: 1.60
- **2019**: 1.43
- **2020**: 1.53
- **2021**: 1.47

#### Aa3 Median
- **2015**: 0.76
- **2016**: 0.71
- **2017**: 0.67
- **2018**: 0.63
- **2019**: 0.59
- **2020**: 0.55
- **2021**: 0.52

#### A1 Median
- **2015**: 0.82
- **2016**: 0.78
- **2017**: 0.88
- **2018**: 0.83
- **2019**: 0.87

### Capacity - Debt to Revenue (Lower is Better)

- **2015**: 5.05%
- **2016**: 6.31%
- **2017**: 6.11%
- **2018**: 5.66%
- **2019**: 5.44%
- **2020**: 4.92%
- **2021**: 4.35%

#### Scenario 1: No New Debt
- **2015**: 5.05%
- **2016**: 6.31%
- **2017**: 7.21%
- **2018**: 6.73%
- **2019**: 7.51%
- **2020**: 6.93%
- **2021**: 6.89%

#### Scenario 2: Pro forma CIP
- **2015**: 5.05%
- **2016**: 6.31%
- **2017**: 6.11%
- **2018**: 5.66%
- **2019**: 5.44%
- **2020**: 4.92%
- **2021**: 4.35%

#### Aa3 Median
- **2015**: 5.05%
- **2016**: 6.31%
- **2017**: 7.21%
- **2018**: 6.73%
- **2019**: 7.51%
- **2020**: 6.93%
- **2021**: 6.89%

#### A1 Median
- **2015**: 5.05%
- **2016**: 6.31%
- **2017**: 7.21%
- **2018**: 6.73%
- **2019**: 7.51%
- **2020**: 6.93%
- **2021**: 6.89%

### Affordability - Debt Service to Operations (Lower is Better)

- **2015**: 3.25%
- **2016**: 3.25%
- **2017**: 2.75%
- **2018**: 2.75%
- **2019**: 2.77%
- **2020**: 2.93%
- **2021**: 2.98%

#### Scenario 1: No New Debt
- **2015**: 3.25%
- **2016**: 3.25%
- **2017**: 2.75%
- **2018**: 2.75%
- **2019**: 2.77%
- **2020**: 2.93%
- **2021**: 2.98%

#### Scenario 2: Pro forma CIP
- **2015**: 3.25%
- **2016**: 3.25%
- **2017**: 2.75%
- **2018**: 2.75%
- **2019**: 2.77%
- **2020**: 2.93%
- **2021**: 2.98%

#### Aa3 Median
- **2015**: 3.25%
- **2016**: 3.25%
- **2017**: 2.75%
- **2018**: 2.75%
- **2019**: 2.77%
- **2020**: 2.93%
- **2021**: 2.98%

#### A1 Median
- **2015**: 3.25%
- **2016**: 3.25%
- **2017**: 2.75%
- **2018**: 2.75%
- **2019**: 2.77%
- **2020**: 2.93%
- **2021**: 2.98%

### Affordability - Debt Service Coverage (Higher is Better)

- **2015**: 3.58
- **2016**: 3.58
- **2017**: 3.58
- **2018**: 3.58
- **2019**: 3.58
- **2020**: 3.58
- **2021**: 3.58

#### Scenario 1: No New Debt
- **2015**: 3.25
- **2016**: 3.25
- **2017**: 2.75
- **2018**: 2.75
- **2019**: 2.77
- **2020**: 2.93
- **2021**: 2.98

#### Scenario 2: Pro forma CIP
- **2015**: 3.25
- **2016**: 3.25
- **2017**: 2.75
- **2018**: 2.75
- **2019**: 2.77
- **2020**: 2.93
- **2021**: 2.98

#### Aa3 Median
- **2015**: 3.25
- **2016**: 3.25
- **2017**: 2.75
- **2018**: 2.75
- **2019**: 2.77
- **2020**: 2.93
- **2021**: 2.98

#### A1 Median
- **2015**: 3.25
- **2016**: 3.25
- **2017**: 2.75
- **2018**: 2.75
- **2019**: 2.77
- **2020**: 2.93
- **2021**: 2.98

**Debt Capacity and Affordability Metrics**

- **Capacity** – Spendable Cash and Inv. 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)

**OHIO UNIVERSITY**

**PRAGER & CO., LLC**
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. Challenges facing the University include its position in a competitive Ohio higher education market, 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. While the Series 2014 issuance increased debt leverage and debt service burden, growth in revenues and expenses partially offset the impact on these ratios in FY 2015.

- **Quantitative Sensitivity Analysis:** The 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 2021 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
Legal Disclaimers

1. 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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3. We are not lawyers, accountants or tax specialists; you should seek and rely on independent advice as to such matters from properly qualified firms or individuals.

4. This presentation contains “forward-looking statements” (within the meaning of the Securities Act of 1933 and the Securities Exchange Act of 1934, which statements can be identified by the use of terminology such as “may”, “will”, “should”, “expect”, “project”, “estimate”). The assumptions underlying forward looking statements may involve known and unknown risks and uncertainties that could cause actual results, performance or events to differ materially from those expressed or implied in such statements. For example, inputs concerning pricing, interest rates, and transaction costs are necessarily preliminary and indicative. Long term projections are not predictions of what is going to happen. Their purpose is to develop an analytical construct that will demonstrate to decision makers the potential long term impacts of today’s financial decisions. Inherent risks and uncertainties include, but are not limited to general economic, market or business conditions; the opportunities (or lack thereof) that may be presented to or pursued by you; changes in laws or regulations; and other factors, many of which will be beyond your control.
Date:        June 7, 2016
To:          The President and Board of Trustees
From:        Jeffrey Davis, Chief Audit Executive
Re:          Audit Committee Meeting

Internal Audit will present an update on office activities at the June 23, 2016 Audit Committee meeting. The status of the FY16 audit plan, the proposed FY17 audit plan, the Audit Committee Charter, summary of the results of the recent quality assessment of the internal audit office, outstanding recommendations and the external audit support provided by the internal audit staff will be addressed.

Representatives from Plante Moran will be present to discuss the FY16 external audit.

We will also have a presentation from OIT on information security.

I will be pleased to answer any questions.
Chief Audit Executive Report

Jeff Davis, CPA
Agenda

- FY16 Audit Plan Status
- FY17 Audit Plan (Resolution for Approval)
- Audit Committee Charter
- External Assessment Wrap-Up
- Outstanding Recommendations
- External Audit Support – Agreed Upon Procedures
## FY16 Audit Plan Status

<table>
<thead>
<tr>
<th>Audit</th>
<th>Auditor</th>
<th>Status</th>
<th>Report Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Audit Support – NCAA Agreed Upon Procedures</td>
<td>Boyle</td>
<td>Completed</td>
<td>12/21/15</td>
</tr>
<tr>
<td>One Card Office</td>
<td>Boyle/Tong</td>
<td>Completed</td>
<td>02/08/16</td>
</tr>
<tr>
<td>Student Affairs - The Post Business Operations</td>
<td>Ennis</td>
<td>Completed</td>
<td>05/13/16</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>Ennis/Tong</td>
<td>Completed</td>
<td>Draft 05/31/16</td>
</tr>
<tr>
<td>Russ College of Engineering and Technology</td>
<td>Boyle/Tong</td>
<td>Completed</td>
<td>Draft 06/06/16</td>
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<tr>
<td>Capital Assets (Equipment)</td>
<td>Ennis/Saunier</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>Kids on Campus</td>
<td>Jago</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>Facilities Management</td>
<td>Boyle/Tong/Ennis</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>Continuous Auditing/Monitoring</td>
<td>Jago/Saunier</td>
<td>In Progress</td>
<td></td>
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</tbody>
</table>
Proposed FY17 Audit Plan
# FY17 Audit Plan

<table>
<thead>
<tr>
<th>Audit</th>
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<tbody>
<tr>
<td>Heritage College of Medicine</td>
</tr>
<tr>
<td>College of Business</td>
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<tr>
<td>Campus Recreation</td>
</tr>
<tr>
<td>Residential Housing</td>
</tr>
<tr>
<td>Parking Services</td>
</tr>
<tr>
<td>Procure to Pay Services</td>
</tr>
<tr>
<td>IT General Controls</td>
</tr>
<tr>
<td>External Audit Support: NCAA Agreed</td>
</tr>
<tr>
<td>Upon Procedures</td>
</tr>
</tbody>
</table>
Other Audit Time

- Continuous Auditing Program
  - PCARD/Travel
  - Bobcat Buy
  - Grant/Contract Expenditures
  - Cash Collection Points
  - Other as identified by IA or requested by Finance
- Construction Auditing Support
- Other Special Projects
Audit Committee Charter
Audit Committee Charter

**Purpose and Composition:**

- To consider and make recommendations for action by the Board related to the committee’s oversight responsibilities
- No fewer than three audit committee members and at least one member should have expertise in understanding financial statements, internal controls, and audit committee functions
Audit Committee Charter (con’t)

- Summary of Oversight Responsibilities – External Audit:
  - Recommend the appointment of external auditor (every 5 years)
  - Review the external audit engagement letter
  - Discuss the proposed scope and audit approach including the coordination with the Internal Audit Office
  - Evaluate annually the performance of the external auditor taking into account the opinions of management and the CAE
  - Following the completion of the external audit, review the university’s draft financial statements
Audit Committee Charter (con’t)

- Summary of Oversight Responsibilities – External Audit (con’t):
  - Review any significant disagreements between the external auditor and management
  - At least annually, meet with the external auditors to discuss any matters that the audit committee or the external auditors believe should be discussed privately
Audit Committee Charter (con’t)

Summary of Oversight Responsibilities – Internal Audit:

• Review and approve any changes to the IA charter
• Review decisions regarding the budget of the IA function and evaluation, compensation, appointment or removal of the CAE
• Review any scope or budgetary limitations impeding the ability of the internal audit function to execute its responsibilities
• Review the annual risk assessment and approve the annual audit plan at the last meeting of the fiscal year
• Review annually at the first full board meeting of each fiscal year, the work plan performance, activity, budget, and staffing of the internal audit function (annual report)
Audit Committee Charter (con’t)

- Summary of Oversight Responsibilities – Internal Audit (con’t):
  - Receive internal audit reports including management’s corrective action for recommendations
  - As needed, receive presentations by management, related to corrective action for any follow-up audit report given an internal auditor opinion rating of “Needs Improvement” or “inadequate (now labeled as “Improvement Needed” and “Major Improvement Needed”
  - Meet with the CAE to discuss matters the committee or CAE deem appropriate
Audit Committee Charter (con’t)

- **Summary of Oversight Responsibilities – Compliance:**
  - At least annually, obtain updates from management and university legal counsel regarding compliance matters that may have a material impact on the university’s financial statements or compliance polices
  - Annually review the process for communicating the code of conduct to university personnel, and for monitoring compliance with it
  - Ensure that there are effective procedures for anonymous receipt and treatment of complaints regarding the university’s accounting, internal controls and audit matters. Annually, review a summary of complaints that have been received
Audit Committee Charter (con’t)

- The charter was last revised in January 2009
- There are a number of clarifications that should be made to the charter
- Based on discussion, IA will propose a revised charter for committee approval at the August meeting
External Assessment Wrap Up
External Assessment

- The external assessment has been completed with the final report being forwarded to the Audit Committee and management on April 5th.
- The overall evaluation was generally conforms (the highest rating).
- 40 different audit standards were evaluated.
  - 36 generally conform
  - 4 partially conform
External Assessment (con’t)

The four areas that partially conform were:

- Internal Assessments (Quality Assurance and Improvement Plan - QAIP)
- Reporting on the QAIP
- Communication and Approval of the Audit Plan
- Coordination with the External Auditor
- There were also two Process Improvement Opportunities Identified – Multi-Year Strategic Planning and Post Audit Customer Surveys
External Assessment (con’t)

Actions Taken by IA in Response to the Review:

- We have reviewed QAIP programs from other universities and will be developing a program for our office over the next few months.
- A document will be developed and shared with the Audit Committee annually to satisfy the reporting requirements of the standard.
- We have developed a multi-year strategic plan that has been shared with the committee and senior management to improve communication of the audit planning process.
External Assessment (con’t)

Actions Taken by IA in Response to the Review (Con’t):

- We have discussed with Plante Moran the recommendation related to improving coordination of audit plans. Steps have been taken to improve coordination of audit plans.

- Customer surveys will be sent out to our audit clients.
External Assessment (con’t)

Additional Opportunities Identified by Independent Validator:

- Annual Executive Session with the CAE
- Audit Committee input on Annual Performance Appraisal and salary adjustments
Outstanding Recommendations
Outstanding Recommendations

- 53 recommendations were included on the original list provided to the Audit Committee in January – 20 higher risk and 33 lower risk
- 37 recommendations (12 Higher Risk & 25 Lower Risk) have had corrective action implemented as of June 1st
- The remainder are expected to be corrected prior to the August meeting
NCAA Agreed Upon Procedures
NCAA AUP

▪ NCAA Agreed Upon Procedures (AUP) review
  ▪ This work is part of the external audit and IA completes the work for Plante Moran

▪ Revenue and Expenses Categories
  ▪ 18 revenue and 20 expense categories included in the required steps
  ▪ IA contributes approximately 300 hours to this project

▪ Memo issued by IA to address areas with opportunities noted for improvement during the AUP review
Conclusion

- Questions?
DATE: June 7, 2016

TO: The President and Board of Trustees

FROM: Chief Audit Executive Jeff Davis, CPA

SUBJECT: FY17 Audit Plan

Below is the Office of Internal Audit’s FY 17 proposed audit plan. It is presented to the Ohio University Board of Trustees for authorization.

FY 17 Audit Plan
External Audit Support – NCAA Agreed Upon Procedures
Heritage College of Medicine
College of Business
Campus Recreation
Residential Housing
Procurement Services
Transportation and Parking Services
IT General Controls

I look forward to answering any questions you have.
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 2016 through June 2017, 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.
WHEREAS, Article VII of the Student Senate Constitution requires that amendments to the Constitution be approved by the Board of Trustees; and

WHEREAS, the Student Senate has adopted Resolution Nos. 1516-88, 1516-93, and 1516-99, attached hereto as Exhibit A, proposing three amendments to its Constitution; and

WHEREAS, these amendments have been approved by a majority of students voting in an election on March 29, 2016; and

WHEREAS, the Student Senate has requested Board approval of these amendments;

NOW THEREFORE, BE IT RESOLVED that the Board approves the amendments to the Student Senate Constitution set forth in the attached Exhibit A.
Student Senate would like to request changes to its Senate Constitution. The resolution makes four basic changes:

1. the creation of a Judicial Panel and terms of office;
2. the incorporation of a Referenda process;
3. the replacement of “quarter(s)” with “semester(s)” in the Senate’s Constitution and Rules and Procedures.

Changes to the Student Senate Constitution require a multi-stage approval: a two-thirds vote of the Senate, a referendum submitted to the student body as a whole, and Board approval (see Student Senate Constitution Article VII). Resolutions 1516-88, 1516-93, and 1516-99 passed in the Senate unanimously or by an overwhelming viva voce majority and were included in the electronic ballot on March 29th, 2016. According to the Senate Constitution, upon concurrence of a (simple) majority of students voting on the Amendment in a campus election, the proposed amendment(s) shall be presented to the Board of Trustees. The aforementioned election garnered 2,097 total voters and resulted in the following:

**Resolution 1516-88 (Resolution for a Constitutional Amendment Changing Quarters to Semesters)**

<table>
<thead>
<tr>
<th>Total Votes</th>
<th>Votes For</th>
<th>Votes Against</th>
<th>Abstentions</th>
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<tr>
<td>1,757</td>
<td>1,635</td>
<td>122</td>
<td>340</td>
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**Resolution 1516-93 (Resolution for a Constitutional Amendment on Referenda)**

<table>
<thead>
<tr>
<th>Total Votes</th>
<th>Votes For</th>
<th>Votes Against</th>
<th>Abstentions</th>
</tr>
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<tr>
<td>1,672</td>
<td>1,573</td>
<td>99</td>
<td>425</td>
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</table>
Resolution 1516-99 (Resolution to Create a Judicial Panel)

Total Votes: 1,681  Votes For: 1544  Votes Against: 137  Abstentions: 416

I ask that the Board give final approval to the new Constitutional language so that these changes may be implemented as our newly-elected senators take their respect leadership roles for the 2016-17 academic year.
RESOLUTION 1516-88
A RESOLUTION FOR A CONSTITUTIONAL AMENDMENT ON CHANGING QUARTER(S) TO SEMESTER(S)

1. Whereas: The Ohio University Student Senate is a governing body of the university; and

3. Whereas: The current Constitution and Rules and Procedures of the Student Senate has listed that the session of the Student Senate takes place in quarter(s); therefore be it

6. Resolved: That all mentions of quarter(s) be struck from the Constitution and Rules and Procedures, and be it further

8. Resolved: That these mentions be replaced by “semester(s)”.

Sponsors: Mr. Landen Lama
Chairman of the Rules and Procedures Committee

Mr. Jared Ohnsman
Vice President

(2/10/2016)
SENATE RESOLUTION 1516-93
A RESOLUTION FOR A CONSTITUTIONAL AMENDMENT ON REFERENDA

1. Whereas: The Ohio University Student Senate is the governing body which
represents the Student Body; and

2. Whereas: It has been expressed that there is a need for greater input by the Student
Body on issues which affect the University Community At-Large; and

3. Whereas: There does not exist a formal method for taking input from the Student
Body while considering a resolution; therefore be it

4. Resolved: That there be a Constitutional amendment that allows, with approval from
2/3 of the Senate General Body, a question to be posed to the entire
Student Body for consideration; and be it further

5. Resolved: That this question shall be called a referendum; and be it further

6. Resolved: That the question posed to the Student Body will then be posed to the
Senate General Body for a vote; and be it further

7. Resolved: That the votes of the Student Body on the referendum shall be translated
into a number of tangible votes in the Senate, in the same proportions; and

8. Resolved: That this number of votes shall be proportional to the number of students
who vote in the referendum; and be it further

9. Resolved: That the constitutional amendment shall read as it appears in Appendix A;
and be it further

10. Resolved: That, should the amendment pass, an addition to the Rules & Procedures
of the Ohio University Student Senate be made to outline the process that
should be taken for a referendum; and be it further

11. Resolved: That this addition will read as it appears in Appendix B.

Sponsors: Mr. Jordan Kelley
University Life Commissioner

Ms. Courteney Muhl
College of Health Sciences and Professions Senator

(2/10/2016)
Article VIII

With approval from 2/3 of the Senate, a question may be posed to the Student Body. This question shall be called a referendum. Referenda shall then be voted on by the Senate. The votes of the Student Body on the referendum shall be translated into a number of tangible votes within the Senate, in the same proportions. This number of votes shall be proportional to the number of students who vote in the referendum, in accordance with the Senate Rules and Procedures.

Chapter 15

Referendums

15.01 Definitions
15.02 Referendums, Generally
15.03 Referendums, Process
15.04 Referendums, Follow Up

15.01 Definitions

(a) “Referendum” shall refer to a question being posed to the Student Body
(b) “Open Forum” shall refer to an educational event which is open to the public

15.02 Referendums, Generally

(a) Any issue may be brought to the Student Body as a referendum through a resolution presented to the Senate.
(b) For a referendum to be brought to the Student Body, this resolution would require a vote in favor by a 2/3 majority of seated Senators.
(c) Any resolution which mandates a referendum must include a Resolved clause which reads:
Resolved: That a referendum be posed to the Student Body on this issue
(d) The Senate shall then vote on the issue posed in the referendum.
(e) The votes of the Student Body on the referendum shall be translated into a number of tangible votes within the Senate, in the same proportions.
(f) The votes of the Student Body will be translated to a proportion of the Senate vote that is based on the number of students who participate in the referendum.
(i) Should the total number of students that participate in the referendum equal 0%-50% of seated Senators, the Student Body vote will represent 1/4 of the Senate vote.
(ii) Should the total number of students that participate in the referendum equal 50%-99% of seated Senators, the Student Body vote will represent 1/3 of the Senate vote.
(iii) Should the total number of students that participate in the referendum equal 100% or more of seated Senators, the Student Body vote will represent 1/2 of the Senate vote.

15.03 Referendums, Process

(a) A request for referendum shall be presented to the Senate in a General Body Meeting as a resolution. The resolution must be posted for public inspection following the guidelines outlined in Chapter 11.01 of the Rules & Procedures.
(b) The resolution to pose a referendum shall be voted upon by the Senate at a General Body Meeting and must garner a vote in approval by a 2/3 majority of seated Senators and Executive Officers.
(c) Should the resolution pass, the referendum must be written by the Executive Officers and approved by the Primary Sponsor of the resolution no later than the Friday immediately following the vote to hold a referendum.
(d) In the week following the approval of the referendum by the Primary Sponsor and prior to the distribution of the referendum to the Student Body, the Primary Sponsor or their designee shall hold a minimum of two Open Forums to educate the Student Body on the issue at hand.
(e) The referendum shall be distributed to the Student Body on the second Monday following the General Body Meeting at which the Senate approves the holding of a referendum and shall be open through the end of the day on the Tuesday immediately following.
(f) The President shall report on the results of the referendum at the following General Body Meeting.
(g) The issue presented in the referendum shall then be put to a vote by the Senate.

15.04 Referendums, Follow Up

(a) Following a referendum there shall be a press release; this shall include the results of the referendum, the results of the Senate vote, and any action which results from the referendum process. This report shall be released no later than the Monday following the Senate vote.
1. *Whereas:* The Ohio University Student Senate currently has a system of Conduct & Discipline that could possibly be influenced by current Senate members in a potentially biased and unfair manner, and

4. *Whereas:* There is no permanent Board of Elections in place in the case of an election needed outside of Spring semester, and

6. *Whereas:* The Rules & Procedures Committee can better serve as an unbiased group of individuals who do not have a personal interest in Senate matters, and Senator’s serving on Standing Committees such as Conduct & Discipline and Rule & Procedures can take away from their work as elected representatives, therefore be it

11. *Resolved:* A Judicial Panel of nine Justices be formed to better serve the Senate; and be it further

13. *Resolved:* One of those Justices serve as the Chief Justice and one serve as the Executive Justice; and be it further

15. *Resolved:* This Panel shall out the duties and responsibilities currently assigned to the Board of Elections, Conduct & Discipline Committee, and Rules & Procedures Committee; and be it further

18. *Resolved:* The Senate Constitution should be amended as it appears in Appendix A; and be it further

20. *Resolved:* The Senate Rules & Procedures be updated to reflect the duties, responsibilities, and jurisdiction of the Judicial Panel in accordance with Appendix B; and be it further

23. *Resolved:* Chapter 13 of the Senate Rules & Procedures be omitted and replaced by Chapter 4 as written in Appendix B; and be it further

25. *Resolved:* Chapter 14 of the Senate Rules & Procedures be amended to reflect Appendix C; and be it further

27. *Resolved:* Sections 8.07 and 8.08 be removed from the Senate Rules & Procedures.
Sponsors:  
Ms. Hannah Clouser  
Treasurer

Ms. Courteney Muhl  
College of Health Sciences and Professions Senator

Mr. Jared Ohnsman  
Vice President

Mr. Brian Stover  
College of Business Senator

Mr. Zachary Woods  
SAC At-large Senator

Mr. Jack Davies  
HTC Senator

Ms. Ellenore Holbrook  
SAC Vice Commissioner

Mr. Landen Lama  
Lead Parliamentarian

(2/12/2016)
Appendix A

Article II.

Section 2. All students of Ohio University, Athens campus, in good academic standing and enrolled full time, may serve as an Executive Officer, or a Senator, or a Justice.

Article III.

Section 1. The Senate shall be composed of Executive Officers, each having one vote, and Senators, each having one vote, and the Justices of the Judicial Panel, who shall not have a vote. Senators shall either represent a particular constituency or serve as Commissioner. Executive Officers and Senators shall hold office for one year during good behavior. The terms of Office of Senators and Executive Officers shall commence and end at the last meeting of Senate in the academic year. The terms of office of the Chief Justice and Executive Justice shall commence on their dates of appointment and end respective at the last meeting of senate in the academic year. The Terms of Office of the Associate Justices shall commence on their respective dates. All terms of office, shall commence and end at the last meeting of Senate in the academic year.

Section 3. There shall be one Senator who serves as Commissioner for each Commission. Senators serving under authority of this section shall be appointed by the Executive Officers and shall be subject to removal by a majority of the Executive Officers Judicial Panel. The dismissal of a Senator who serves as commissioner may be appealed by a Senator. With the concurrence of two thirds of Senators and Executive Officers, the decision of the Executive Officers Judicial Panel shall be overturned. A commission shall represent a significant portion of the student body, act on vital student issues, and serve a significant long term need. Commissions may be established and eliminated with the concurrence of two thirds of Senators and Executive Officers.

Section 6. Executive Officers, Senators, Justices, staff, officers, and subdivisions of Senate shall not engage in discriminatory behavior.

Section 7. Senate shall create or dissolve, with the concurrence of two thirds of seated Senators and Executive Officers, several Committees, each having jurisdiction over certain internal operations of Senate and composed Senators. There shall be a Committee on the Budget and a Committee on Rules and Procedures.

Article V.

Section 1. Senate shall establish rules of conduct and standards for Executive Officers, Senators, Justices, staff, and others associated with Senate. Senate The Judicial Panel shall have the power
to try all impeachments. An article of impeachment shall be adopted with the concurrence of two thirds of seated Senators and Executive Officers, of a majority of Justices.

Section 2. Judgment in cases of impeachment regarding gross or willful neglect of duty to Senate shall result in expulsion from Senate. Judgment shall be issued with the concurrence of two thirds of seated Senators and Executive Officers, of a majority of Justices.

Section 3. Senate The Judicial Panel, with the concurrence of two thirds of seated Senators and Executive Officers, voting by ballot during the last general meeting of Senate in Fall and Winter quarters, shall remove from office an Executive Officer, including all privileges, responsibilities, and compensations associated with that office.

Section 4. A member of Senate who has been removed from office by the Judicial Panel may Appeal the removal in a general body meeting of Senate. Upon approval of two-thirds of seated Senators, the decision of the Judicial Branch shall be overturned.

Section 5. A student has the right to bring accusation of improper activity or conduct in written form to Senate The Judicial Panel during a general body meeting of Senate. The student may bring the complaint to the attention of any Senator who shall then present the complaint to Senate during a general meeting of Senate.

Section 6. Senate The Judicial Panel shall evaluate the performance of the Executive Officers during the fourth week of each quarter.

Article VI.

Section 1. If there is a vacancy in the office of President, the Vice President shall become President. If there is no Vice President, the Treasurer shall become President. If there is neither a Vice President nor a Treasurer, a Senator shall be elected by a plurality of ballots cast by Senators to become President. If there is a vacancy in the office of Vice President a Senator shall be elected by a plurality of ballots cast by Senators and Executive Officers to become Vice President. If there is a vacancy in the office of Treasurer, a Senator shall be elected by a plurality of ballots cast by Senators and Executive Officers to become Treasurer. If there is a vacancy in the office of Chief Justice, the Executive Justice shall become the Chief Justice. If there is no Executive Justice, a new Chief Justice will be appointed by the Executive Officers. The new Chief Justice will then appoint a new Executive Justice.

Section 4. An Executive Officer, or Senator, or Justice who is graduating at the end of the term and does not need to enroll for full time status in order to graduate may continue to hold office.
Appendix B

Chapter 4: Judicial Panel and Duties
4.01 Definitions
4.02 Judicial Panel, Generally
4.03 Chief Justice
4.04 Executive Justice
4.05 Associate Justices
4.06 Clerk of Court
4.07 Rules & Procedures
4.08 Conduct & Discipline
4.09 Appeals of Impeachment
4.10 Gross or Willful Neglect of Duty
4.11 Removal of an Executive Officer from Office under Article V, Section 5 of the Senate Constitution
4.12 Removal of an Executive Officer or Senator from Office based on Attendance
4.13 Removal of a Justice

4.01 Definitions
(a) In this chapter, “Panel” shall refer to the Judicial Panel unless otherwise stated.

4.02 Judicial Panel, Generally
(a) The Judicial Panel is governed by the Senate Constitution and Senate Rules & Procedures and shall be considered as having read and understood all provisions therein contained.

(b) The Judicial Panel shall remain impartial to all proceedings and members of Senate, and shall exist to uphold the Senate Constitution and the Rules and Procedures within the Senate.

(b) The Judicial Panel shall consist of nine justices. One of these shall serve as a Chief Justice and one of these shall serve as an Executive Justice.

(c) The Advisor to Student Senate, or their designee, shall advise the Judicial Panel and serve as a non-voting member.

(d) Quorum for the Judicial Panel shall be five Justices, not including the Chief Justice.

(e) The Judicial Panel will meet at least more than once per week.
4.03 Chief Justice

(a) The Judicial Panel shall be chaired by one the Chief Justice.

(b) The Chief Justice shall be appointed by a majority vote of the Senate Executive Officers, and approved by two-thirds of seated Senators.

(c) The Chief Justice must have served on the Judicial Panel for at least one year prior to becoming Chief Justice.

(d) The duties of the Chief Justice shall include, but not be limited to:
   i. Chair all proceedings of the Judicial Panel, and vote in the event of a tie
   ii. Attend each General Body Meeting and Report to the Senate on the proceedings of the Judicial Panel
   iii. Appoint the Clerk of Court
   iv. Appoint seven Associate Justices in consultation with the Advisor of Senate or their designee and approval of two-thirds of seated Senators
   v. Ensure that the Senate Constitution and the Rules and Procedures are upheld in all Senate proceedings
   vi. Present the Judicial Panel’s decision in the event of an Impeachment, and act as representative of the Judicial Panel in the event of an Appeal in the Senate
   vii. Possess an understanding of the Senate Constitution and the Senate Rules and Procedures

(e) The Chief Justice shall serve for one academic year, during good behavior.

(f) When the term of the Chief Justice has ended, they shall once again become a Associate Justice on the Judicial Panel.

(g) There shall be no limit to the number of terms the Chief Justice may hold.

(h) If there is a vacancy in the office of Chief Justice, the Executive Justice shall become the Chief Justice.

4.04 Executive Justice

(a) There shall be an Executive Justice who serves at the pleasure of the Chief Justice.

(b) The Executive Justice shall be a current Associate Justice, and shall be appointed by a majority vote of current Associate Justices.

(c) The duties of the Executive Justice shall include, but not be limited to:
   i. Attend all meetings of the Judicial Panel and vote on all matters seen by the Panel
   ii. Assist the Chief Justice in all proceedings at the discretion of the Chief Justice, and act as the Chief Justice in their absence.
iii. Possess an understanding of the Senate Constitution and the Senate Rules and Procedures

(d) The Executive Justice shall serve for one academic year, during good behavior.

(e) When the term of the Executive Justice has ended, they may be reappointed to any position on the Judicial Panel.

(f) There shall be no limit to number of terms the Executive Justice may serve.

(g) If there is a vacancy in the office of Executive Justice, a new Executive Justice will be appointed by a majority vote of Associate Justices.

4.05 Associate Justices

(a) There shall be seven Associate Justices who are not the Chief Justice or the Executive Justice.

(b) These Associate Justices shall be appointed by the Chief Justice in consultation with the Advisor of Senate or their designee and approval of two-thirds of seated Senators.

(c) The duties of the Associate Justices shall include, but not be limited to:
   i. Attend all meetings of the Judicial Panel and vote on all matters seen by the Panel
   ii. Possess an understanding of the Senate Constitution and the Senate Rules and Procedures

(d) Associate Justices shall serve until they are no longer a student of Ohio University or until they resign.

(e) One Associate Justice shall serve as the Executive Justice in accordance with Chapter 4.04 of the Senate Rules and Procedures.

(f) If there is a vacancy in the office of an Associate Justice, the Chief Justice shall appoint a new Associate Justice with consult from the Advisor of Senate or their designee, and approved by two-thirds of seated Senators.

4.06 Clerk of Court

(a) There shall be a Clerk of Court who serves on the Judicial Panel and is appointed by the Chief Justice.

(b) The duties of the Clerk of Court shall include, but not be limited to:
   i. Record minutes of any and all sessions of the Judicial Panel, and publish the minutes of public meetings,
   ii. Record attendance of Justices in all proceedings of the Judicial Panel.
iii. Serve as the liaison between the Senate General Body and the Judicial Panel. This includes taking all concerns and complaints about any Senator, Executive, or Justice, and reporting such concerns and complaints to the Chief Justice.
iv. Serve two hours per week in the Student Senate Office to execute the role of liaison.
(c) The Clerk of court shall serve for a term of one academic year, during good behavior.
(d) There is no limit to the number of terms a Clerk of Court may hold.
(e) If there is a vacancy in the office of Clerk of Court, the Chief Justice shall appoint a new Clerk of Court.

4.07 Rules & Procedures
(a) The Judicial Panel shall review all proposed changes to the Senate Constitution or Senate Rules & Procedures, and may also propose changes to the Senate Constitution or Senate Rules and Procedures.
(b) The Judicial Panel shall consider special rules for resolutions proposed to the Senate General Body.
(c) A meeting of the Judicial Panel may be requested by a member of the Senate for consideration of an amendment to the Senate Constitution or the Senate Rules & Procedures. The Chief Justice or their designee shall convene the Judicial Panel within a reasonable amount of time, or within ten days of the demand for a meeting, whichever comes first.
(d) The Judicial Panel shall ensure that Senate proceedings, media coverage, and actions are documented and preserved.
(e) Upon concurrence of two-thirds of seated Senators and Executive Officers, any matter under the jurisdiction of the Judicial Panel shall be brought before Senate for immediate consideration.

4.08 Conduct & Discipline
(a) The Judicial Panel will oversee matters involving conduct and discipline of the Senate Body.
(b) Any student may refer any member of Senate to the Judicial Panel for investigation. Referrals shall be made to the Clerk of Court, in person or digitally.
(c) All meetings of the Judicial Panel regarding matters of conduct and discipline are closed to the public, and no record of the proceedings shall be released except to the Executive Officers and the Advisor of Senate or their designee.
   i. In the case of the referral of an Executive Officer, the Executive Officer in question shall not be allowed knowledge of information that impairs the ability of the Judicial Panel to investigate the matter. This shall not be construed as to prohibit the Panel from
allowing the defendant to have full knowledge of the nature of the charges and evidence against them.

(d) The Judicial Panel shall consider all referrals. If the Panel decides a referral is frivolous or without merit shall, with the concurrence of a majority of the Panel, dismiss the referral. The Panel shall issue a Report on the referral which shall be presented to the Executive Officers, the complainant, the Advisor of Senate or their designee, and the defendant.

(e) If the Judicial Panel decides that there is sufficient reason to believe a violation of the Senate Constitution or Senate Rules & Procedures may have occurred, then with the concurrence of a majority of the Panel, the Panel shall draft an Article of Impeachment and initiate an investigation.

(f) If an investigation is initiated, the Chief Justice shall make the Senate Executives aware of the impending investigation.

(g) An investigation may include, but is not limited to:
   i. Subpoenas of Senators and Executive Officers
   ii. Review of records and papers
   iii. Hearings to allow testimony of witnesses. Hearsay testimony shall be permitted.

(h) An Executive Officer, Senator, or Commissioner may not refuse to appear before the Judicial Panel and provide truthful testimony, unless that testimony may tend to incriminate themselves.

(i) At the conclusion of the investigation, the Judicial Panel shall consider the evidence in a session closed to the public.
   i. If the Panel decides the defendant is not guilty of the alleged violation or if there is insufficient evidence with the concurrence of a majority of the Panel, the Panel shall withdraw from further consideration the Article of Impeachment. The Panel shall then issue a Report, which shall be presented to the Executive Officers, the Advisor of Senate or their designee, the complainant, and the defendant. This Report shall be released to the public only with the consent of the defendant.
   ii. If the Panel finds sufficient evidence to Report that the defendant is in violation of the Senate Constitution or the Senate Rules and Procedures, then with the concurrence of a majority of the Panel, a Trial will be conducted within the Panel.

(k) The Panel will hold a Trial in which the defendant may present evidence to all Justices. This Trial shall be open to only the Judicial Panel, the defendant, and the defendant’s designee. The defendant will be allowed time to speak for themselves, and will also be allowed to designate one person to speak on their behalf. The defendant’s designee may be a Senator or a member of the Student Body. After hearing all the evidence from the defendant, the Justices will make an unbiased decision on whether or not to issue an Article of Impeachment.

(l) If an Article of Impeachment is issued, during a meeting of Senate the Chief Justice shall announce to Senate that the Panel has an Impeachment Report, and that person will be impeached effective immediately.
The Report of the Judicial Panel with an Article of Impeachment shall be read to Senate in Executive Session. No Senator or Executive Officer shall leave the meeting room during the Report of the Judicial Panel with an Article of Impeachment.

4.09 Appeals of Impeachment

(a) Upon submission of the Article of Impeachment, the defendant may Appeal to the Senate body.

(b) It is the responsibility of the defendant to alert the Executive Officers if they wish to Appeal the decision of the Panel. If the defendant is an Executive, they must notify another Executive Officer.

(c) Once an Executive Officer is notified of an Appeal, a Trial must take place within two weeks.

(d) The Trial shall take place during Executive session. No Senators or Executive Officer shall leave the meeting room during the Trial.

(e) During the Trial, the Chief Justice will be allowed 15 minutes to present their case to the Senate Body. The defendant or their designee will then be allowed 15 minutes to present their case. Both sides will have one rebuttal.

(f) After both sides present their case, both presenters will leave the Senate room and the Senate Body will have up to an hour to discuss the matter, unless more time is motioned for and passed.

(g) With approval of two-thirds majority of seated Senators, the Justices’ decision shall be overturned and the removed Senator may return to Office.

(h) Both the Judicial Panel and the defendant will be notified of the Senate vote immediately preceding the Trial.

4.10 Gross or Willful Neglect of Duty

(a) In the case that a Report of the Judicial Panel with an Article of Impeachment is agreed to that finds a Senator or Executive Officer committed gross or willful neglect of duty, the Senator or Executive Officer shall be expelled from Senate, lose all privileges, rights, and compensation afforded the office.

A student expelled from Senate under authority of this section shall be prohibited from becoming a candidate for any Senate office or holding any Senate office.

4.11 Removal of an Executive Officer from Office under Article V, Section 5 of the Senate Constitution

(a) During the last meeting of Senate in Fall Semester and week six of Spring Semester, at the time designated on the agenda, the Chief Justice or their designee shall announce that under
Article V, Section 5 of the Senate Constitution, Senate shall vote on whether each Executive Officer is fit to remain in office.

(b) The President pro tempore shall order the Recording Secretary to call roll of Senators and Executive Officers. All shall receive a ballot printed with the following three questions, on which they can vote yea, nay, or present:
   i. The performance and conduct of the President of Senate such that the President is unfit and shall be removed from office.
   ii. The performance and conduct of the Vice President of Senate is such that the Vice President is unfit and shall be removed from office.
   iii. The performance and conduct of the Treasurer of Senate is such that the Treasurer is unfit and shall be removed from office.

(c) There shall be fifteen minutes during which roll is called, ballots returned and counted. The Recording Secretary shall count the ballots and the President Pro Tempore shall confirm the results.

(d) At the end of the fifteen minutes or sooner, the President Pro Tempore shall announce the results. Upon concurrence of two thirds of seated Senators and Executive Officers, an Executive Officer shall be removed from office. If the yeas are insufficient to remove an Executive Officer, the President Pro Tempore shall announce only that the question is not agreed to. Upon concurrence of two thirds of Executive Officers and Senators, or in the case the yeas are sufficient for agreement to the question, the President Pro Tempore shall announce the number of Senators voting yea and nay.

(e) The ballots shall be maintained in a secure location accessible only to the Chief Justice of the Panel and the Advisor of Senate or their designee for a period ending the second week of the following semester.

4.12 Removal of an Executive Officer or Senator from Office based on Attendance

(a) Upon a second absence defined by section 10.10, the Senator or Executive Officer shall be removed from office and lose all privileges, rights, and compensations afforded them. A Senator or Executive Officer removed from office under authority of this section shall be prohibited from serving as Executive Officer or Senator for a period of no less than one academic year, excluding summer session, following removal from office.

(b) A Senator or Executive Officer who is removed from office under authority of this section may Appeal to the Executive Officers to nullify the removal. Upon concurrence of a majority of Executive Officers, the removal from office shall be nullified. The decision of the Executive Officers to grant or deny a request to nullify a removal from office authorized under this section may be reversed upon the concurrence two thirds of Senators and Executive Officer.

4.13 Removal of a Justice

(a) Any student may refer a Justice for investigation to any Executive Officer.
(b) Upon hearing a complaint, it is the duty of the Executive Officers to investigate the matter.

(c) An investigation may include, but is not limited to:
   i. Subpoenas of Panel members
   ii. Review of records and papers
   iii. Hearings to allow testimony of witnesses. Hearsay testimony shall be permitted.

(d) A Panel member shall not refuse to appear before the Panel and provide truthful testimony, unless that testimony may tend to incriminate themselves.

(e) At the conclusion of the investigation, the Executives shall consider the evidence in a session closed to the public.
   i. If the Executives decide the defendant is not guilty of the alleged violation or if there is insufficient evidence with the concurrence of a majority of the Executives, the Executives shall withdraw from further consideration of removal and shall issue a Report, which shall be presented to the Executive Officers, the complainant, Advisor of Senate, and defendant. This Report shall be released to the public only with the consent of the defendant.
   ii. If the Panel finds sufficient evidence to Report that the defendant is in violation of the Rules & Procedures or Senate Constitution, then with the concurrence of a majority of the Executives, the Justice shall be removed.

(f) If the Judicial Panel member is unsatisfied with this decision, they may Appeal to the Senate to overturn their removal.
   i. If the Judicial Panel member wishes to Appeal, Senate will go into Executive Session and hold a Trial for the defendant.
   ii. The Executives shall have 15 minutes to present their case to the Senate Body. Following this, the defendant or their designee shall have 15 minutes to present their case to the Senate Body. Each party will have one rebuttal.
   iii. After the Executives and the defendant present their case, both parties shall leave the room and the Senate body will have one hour to debate, extendable by a motion.
   iv. With approval of two-thirds majority of seated Senators, the Executives’ decision shall be overturned and the removed Justice may return to Office.
Appendix C

14.01 Definitions

(a) “Board” “Panel” shall mean the Judicial Panel of Student Senate. Board of Elections of Student Senate

14.02 Board of Elections Election Oversight, Generally

(a) The Panel shall conduct all Senate and student trustee elections required by the Constitution of Senate and, make available petitions for candidacy, determine eligibility for candidacy, enforce all Rules & Procedures relevant to Senate elections, uphold the Constitution, determine sanctions for violations of the Rules & Procedures or the Constitution, ensure compliance with University Policy and Procedures and the Student Code of Conduct, conduct hearings for violations and refer violators when appropriate to Judiciaries, report to Senate after each election, publicize and conduct debates, provide various forms, and do whatever is necessary and proper under the Rules & Procedures and Constitution to ensure fair elections.

(b) Quorum shall be four five members of the Board Panel, not including the Chief.

14.03 Board of Elections, Chair Chief Justice

(a) The Executive Officers shall appoint a Board of Elections Chair, with approval of the Student Senate Advisor. The Chair shall be appointed before the end of the tenth week immediately preceding a semester in which an election is to be held.

(b) The Chairman of the Board shall be an Ohio University student in good standing. The Chairman shall not be a current member of Student Senate, a candidate for a Senate office, actively supporting a candidate for Senate office or have been a candidate in the most recent Senate election. The Chairman shall be nonpartisan, possess a general understanding of Senate, and understand the Rules & Procedures.

(c) The Chairman of the Board shall be interviewed and appointed by the Executive Officers, with preference given to a student who served previously as Chairman or a member of the Board. The Chairman cannot have served as an Executive Officer or Senator within the academic year, excluding summer sessions.

(d) The Chairman of the Board, Chief Justice shall be in regular contact with the Advisor of Student Senate.

(e) The Vice Chair Executive Justice shall be appointed and shall serve at the pleasure of the Chair Chief Justice of the Board Panel. The Vice Chair Executive Justice shall fulfill all duties of the Chair Chief Justice in their absence.
In the event that the Chairman Chief Justice resigns or is removed from the position, the Vice Chair Executive Justice shall become the Acting Chair Chief Justice of the Board of Elections.

14.04 Board of Elections, Members Justices

(a) There shall be six eight members, excluding the Chairman Chief Justice appointed by the Executive Officers after consultation with the University Ombudsperson. Before the tenth week of a semester immediately preceding a semester in which an election is to be held.

(b) All members of the Board Panel shall be Ohio University Athens campus full time students in good standing. No member of the Board Panel shall be a current member of Senate, or a candidate for a Senate office or actively supporting a candidate for Senate office. All members of the Board Panel shall be nonpartisan, possess a general understanding of Senate, and understand the Rules & Procedures.

(c) All members of the Board Panel shall sign an oath. The Oath shall be as follows: I (name of Board Panel member) swear that I will uphold the Constitution and Rules and Procedures of Student Senate. I affirm that I am a full time Ohio University student on the Athens campus in good standing, am not a current member of Student Senate or a Trustee of Ohio University, am not a candidate for a Senate office or Student Trustee nor am I actively supporting a candidate for Senate office or Student Trustee. I further affirm that I will not release any information pertinent to the election before it is the appropriate time to do so, as stated in the Student Senate Rules and Procedures, or as agreed to by the Board of Elections Judicial Panel.

14.05 Board of Elections, Elections Oversight, Removal

Members Justices and the Chairman Chief Justice may be removed by a majority of the Executive Officers, with approval from the Advisor of Senate, for malfeasance, dereliction of duty, violation of the Student Code of Conduct that materially affects the credibility of Senate elections, or for other good cause.

14.06 Board of Elections, Elections Oversight, Compensation

Compensation for the Board of Elections Judicial Panel will be decided by the Budget Committee.

14.07 Board of Elections, Elections Oversight, Annual Election Report

(a) The Chairman Chief Justice shall be responsible for a Report of all elections held during his or her tenure. This report must be submitted to the Executive Officers no later than fourteen calendar days after the preceding election.

(b) The Report shall contain the following: all expenditures made by the Board Panel and appropriations made to the Board Panel since the last report; all finance reports submitted; a list of all candidates and the position for which the candidate filed; official results for each
candidate, including write-in candidates; samples of campaign material from all candidates available to the Board Panel, such as fliers; all newspaper articles regarding the election; a summary of the conduct of the election, highlighting successful aspects, problems and potential problems, and suggestions for improvement; the signatures of the Chairman Chief Justice and Members Justices certifying that the report is complete and accurate to their knowledge and that the Board Panel has followed all applicable Rules & Procedures; and other information necessary for a thorough accounting of the activities of the Board Panel and the election.
WHEREAS, Article X, Section B (2) of the Graduate Student Senate Constitution requires that amendments to the Constitution be approved by the Board of Trustees; and

WHEREAS, the Graduate Student Senate has adopted Resolution Nos. 1516-16, 1516-17 and 1516-18, attached hereto as Exhibit A, proposing three amendments to its Constitution; and

WHEREAS, on April 11, 2016 these amendments were ratified by concurrence of two-thirds of the total voting membership of the Graduate Student Senate; and

WHEREAS, the Graduate Student Senate has requested Board approval of these amendments;

NOW THEREFORE, BE IT RESOLVED that the Board approves the amendments to the Graduate Student Senate Constitution as set forth in the attached Exhibit A.
Date: May 2, 2016

To: The Ohio University Board of Trustees

From: Ian Armstrong, Graduate Student Senate President

Re: Approval of Graduate Student Senate Constitution Changes

According to the Graduate Student Senate Constitution, after amendments are approved by the General Body and ratified at the following meeting, they are to be presented to the Board of Trustees for final approval.

On April 11, 2016, the Graduate Student Senate General Body ratified three resolutions to change the Graduate Student Senate Constitution. The resolution changes are as follows:

1. Resolution 1516-16: Retitled Article VI, Section A
   a. The Section is retitled in order to be a better descriptor of its contents

2. Resolution 1516-17: Article VI, Section A, Item 3 is relocated
   a. The item is relocated to a more appropriate section

3. Resolution 1516-18: Alters the frequency of General Body Meetings
   a. In order to increase the efficiency of General Body Meetings and create the opportunity for increased activism by graduate students, the required number of monthly meetings has been increased from one to two

I am writing to ask that the Board of Trustees give final approval to Constitutional amendments in Resolutions 1516-16, 1516-17, and 1516-18.

Attachments:
Graduate Student Senate Constitution
Resolution 1516-16—Resolution to Amend GSS Constitution
Resolution 1516-17—Resolution to Amend GSS Constitution
Resolution 1516-18—Resolution to Amend GSS Constitution
GSS Constitution
Approved by the OU Board of Trustees 4-11-03
Ratified by the Graduate Student Senate on March 13, 2003
Revised by the Graduate Student Senate February 10, 2014

PREAMBLE
We, the graduate students of Ohio University of the Athens campus, hereby set forth to form a representative graduate student senate to participate in the formulation and application of both university and community policy, and with the goal of enhancing the quality of life and education of all graduate students, hereby establish the Ohio University Graduate Student Senate.

ARTICLE I: NAME

SECTION A: NAME
The official name of the organization shall be the Ohio University Graduate Student Senate (GSS), hereafter referred to as GSS.

ARTICLE II: PURPOSE

SECTION A: GENERAL
1. Act as the official representative body of graduate students enrolled at Ohio University.
2. Exercise its right to have input on all decisions and actions that will affect the welfare of the graduate student body.
3. Inform the graduate student body of issues relevant to its welfare.
4. Receive student complaints, investigate student problems, concerns, work toward their resolution, and present the representative voice of the graduate student body's perspective, opinion and recommend actions it feels are appropriate to the University, the community and other governing bodies.
5. Provide academic and administrative programs, opportunities, and community activities for the University, the community and for the graduate student body in particular.
6. Provide a forum in which the graduate student body may present, discuss, and set upon issues related to its role in the academic and non-academic aspects of the University and the community.
7. Work with the Ohio University Student Senate on common issues, concerns, and activities.

ARTICLE III: POWERS & DUTIES

SECTION A: GENERAL DUTIES
1. Establish working relationships with Ohio University, the City of Athens, state and national communities.
2. Be responsible for gathering graduate student opinion and formulating policy.
3. Represent graduate students in matters pertaining directly to the individual graduate degree granting programs.
4. Conduct GSS elections in accordance and collaboration with the Student Senate.
5. Appoint graduate student representatives to University Committees to ensure graduate student input on all matters concerning the University.
6. Create Standing and Special Commissions and Committees and determine the structure and rules for said Commissions and Committees.
7. Establish Bylaws and Policies and Procedures consistent with the Constitution by which the GSS shall function.
9. Establish rules of conduct and standards for its Executive Officers, Senators, College Council Chairs, Commissions, Committees, and Supporting Staff.
10. Try all cases of disciplinary action for its members.

ARTICLE IV: MEMBERSHIP

SECTION A: ELIGIBILITY
1. All full and part-time graduate students from the Ohio University, Athens campus currently enrolled in an official graduate degree-granting program and in good academic standing shall be eligible to serve on the GSS.

SECTION B: OHIO UNIVERSITY STATEMENT OF TOLERANCE
1. The GSS supports and shall abide by Ohio University's Statement of Tolerance, which states: "Ohio University is committed to equal opportunity for all people and is pledged to take direct and affirmative action to achieve the goal of equal opportunity. We are bound morally, with and pursuant to this statement; Ohio University will not tolerate racism, sexism, homophobia, harassment, bigotry or other forms of violations of human rights. Such actions are inconsistent with and undermine the values, which we hold essential to our institutional mission. All faculty, staff, and students of Ohio University must take this opportunity to reaffirm our commitment to nondiscrimination, to equality of opportunity and treatment, and to a leadership role in achieving equality and diversity."

ARTICLE V: EXECUTIVE BRANCH

SECTION A: EXECUTIVES, GENERAL
1. The elected Executive Officers of the GSS shall be President, Vice President for Legislative Affairs, Vice President for Finance, and Vice President for Communications.
2. There shall be Executive Staff appointed to aid in the internal operation and administration of the GSS.

ARTICLE VI: LEGISLATIVE BRANCH

SECTION A: SENATORS, GENERAL
1. There shall be Department Representatives selected to represent the specific interests of graduate students within individual departments.
2. There shall be Senators elected to represent the general interests of graduate students, selected from each Responsibility Centered Management “center,” in which there is a Graduate Program.
3. There shall be Commissioners appointed to represent the interests of specific constituencies within the graduate student population.

ARTICLE VII: COMMITTEE BRANCH

SECTION A: COMMISSIONS & COMMITTEES, GENERAL
1. The GSS shall establish and dissolve various Commissions to represent the interests of specific constituencies within the graduate student population, and to address specific areas of concern to the graduate student population.
2. The GSS shall establish and dissolve various Committees to aid in internal operations and administration of the GSS.

ARTICLE VIII: ADVISOR

SECTION A: GENERAL
1. The GSS shall be advised by a full-time member of the Ohio University faculty, administration, or staff in accordance with the guidelines established by the Ohio University Office of Student Activities (OSA).

ARTICLE IX: MEETINGS OF THE SENATE

SECTION A: FREQUENCY OF MEETINGS
1. There shall be at least one general meeting scheduled each month, except June, July, August, and December.

ARTICLE X: AMENDMENTS TO THE CONSTITUTION

SECTION A: REVIEW AND AMENDMENTS
1. The GSS shall examine and reaffirm this Constitution every five years, beginning in the 2005-2006 academic year.
2. Amendments to this Constitution shall be initiated by the GSS or by petition of at least 100 graduate students on the Ohio University, Athens campus.
3. Proposed amendments shall be presented via resolution and posted for public review at least four days prior to the meeting at which they are to be considered.
4. Proposed amendments shall be adopted by a concurrence of two-thirds of the total voting membership of the GSS.

SECTION B: RATIFICATION
1. At the next scheduled meeting following adoption of amendments, this Constitution shall be ratified by a concurrence of two-thirds of the total voting membership of the GSS.
2. Upon ratification, this Constitution shall be presented to the Ohio University Board of Trustees for approval. Upon approval by the Board of Trustees, this Constitution shall be effective.
Resolution 1516-16—Resolution to Amend GSS Constitution

1. Whereas, Article VI, Section A is titled, “Senators, General;” and,

2. Whereas, Article VI, Section A, Item 1 pertains to Department Representatives; therefore be it,

3. Resolved, that Article VI, Section A be retitled, “Senators, Department Representatives, General.”

Sponsors:

Alex Burke  
Commissioner, Environmental Affairs

Ian Armstrong  
Commissioner, Academic Affairs

Angela Chapman  
Representative, Department of Geography

Ken Ward  
Representative, Department of Journalism
Resolution 1516-17—Resolution to Amend GSS Constitution

1. Whereas, Article VI, Section A, Item 3 states, “There shall be Commissioners appointed to represent the interests of specific constituencies within the graduate student population;” and,

2. Whereas, the section of the Constitution pertaining to Commissioners is Article VII, Section A; therefore be it,

3. Resolved, that Article VII, Section A, Item 2, pertaining to committees be moved to Article VII, Section A, Item 3; and that Article VI, Section A, Item 3 be moved to Article VII, Section A, Item 2.

Sponsors:

Alex Burke  
Commissioner, Environmental Affairs

Ian Armstrong  
Commissioner, Academic Affairs

Angela Chapman  
Representative, Department of Geography

Ken Ward  
Representative, Department of Journalism
Resolution 1516-18—Resolution to Amend GSS Constitution

1. *Whereas*, Article IX, Section A, Item 1 mandates, “There shall be at least one general meeting scheduled each month, except June, July, August, and December;” and,

2. *Whereas*, the Graduate Student Senate benefits from increased participation of its members; therefore, be it,

3. *Resolved*, that Article IX, Section A, Item 1 be amended to, “There shall be at least two general meetings each month, except January, May, June, July, August, and December.”

Sponsors:

Ian Armstrong  
*Commissioner, Academic Affairs*

Angela Chapman  
*Representative, Department of Geography*

Ken Ward  
*Representative, Department of Journalism*

Alex Burke  
*Commissioner, Environmental Affairs*
APPOINTMENT OF NATIONAL TRUSTEE

RESOLUTION 2015 --

WHEREAS, in Resolution No. 2015 -- 3513, the Board appointed David Pidwell to serve as a National Trustee for the remainder of an unexpired term ending on June 30, 2016; and

WHEREAS, the Board desires to appoint Mr. Pidwell to a full National Trustee term of three years;

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees, in accordance with Article I, Section 3 of its Bylaws, hereby appoints David Pidwell to serve as a National Trustee for a term that will expire on June 30, 2019.
ELECTION OF TREASURER
RESOLUTION 2016 –

RESOLVED, that Deborah J. Shaffer be elected Treasurer of the Board of Trustees for a term beginning June 24, 2016 and ending June 30, 2017.
ELECTION OF SECRETARY TO THE BOARD
RESOLUTION 2016 –

RESOLVED, that Dr. David R. Moore be elected Secretary to the Board of Trustees for a term beginning July 1, 2016 and ending June 30, 2017.
HONORARY DEGREE AWARD

RESOLUTION 2016 –

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

David M. Crane, Honorary Doctor of Laws

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.

David M. Crane, J.D.

Mr. David Crane is a world-renowned expert in the fields of international law, international criminal law, international humanitarian law, and national security law. Over the course of his distinguished career, he has been responsible for holding accountable those who have violated human rights, shedding light on human rights atrocities, upholding and enforcing international criminal law, and providing legal review for United States worldwide intelligence operations.

Mr. Crane, who earned a Bachelor of General Studies degree with a major in History in 1972, a Master of Arts degree in African Studies from Ohio University in 1973, and a Juris Doctorate (J.D.) degree from Syracuse University in 1980, has been a legal scholar for the United States government and the United Nations.

During his 30-year career with the United States Federal Government, Mr. Crane held many esteemed positions, including: Judge Advocate for the United States Army; Assistant General Counsel of the Defense Intelligence Agency; Founding Director of the Office of Intelligence Review in the Department of Defense. Additionally, he served as the Waldemar A. Solf Professor of International Law and Chairman of the International Law Department in the United States Army Judge Advocate General’s School. During his tenure in these positions, he prosecuted cases on behalf of the United States, educated attorneys on international humanitarian law, and oversaw investigations into acts of terrorism and international aggression.
Upon retirement from federal service, Mr. Crane was appointed by Kofi Annan, then the United Nations Secretary General, as the Founding Chief Prosecutor of the Special Court for Sierra Leone, a tribunal led jointly by the government of Sierra Leone and the United Nations. Serving with the rank of Undersecretary General, Mr. Crane was responsible for evaluating and prosecuting individuals who bore the greatest responsibility for crimes against humanity and violations of international human rights that occurred during the civil war in Sierra Leone (1991-2002). In this capacity, Mr. Crane secured an indictment for Charles Taylor, then the president of Liberia, in 2003. Ultimately, Mr. Crane’s work contributed to the successful conviction and subsequent imprisonment of now-former President Taylor in 2013. This marked both the first time a sitting African head of state was indicted for war crimes, and only the second time in history that a former head of state was convicted of war crimes.

Currently, Mr. Crane is the founder and Vice President of the “I am Syria” campaign, which provides education to the world regarding the current Syrian Conflict. This organization, overseen by the Syracuse University College of Law, where Mr. Crane serves as Professor of Practice, raises awareness of human rights abuses, documents potential war crimes, provides objective analysis of materials and documents associated with the crisis, and catalogues important information that may one day be pertinent to international bodies of law involved in future war crimes prosecution.

Mr. Crane also founded “Impunity Watch,” a law review journal and news reporting site that examines and exposes impunity issues and human rights violations. The website is used by government officials, non-governmental organizations (NGOs), and international lawyers, among others.

For his keen insight, work in matters of national and international importance, steadfast commitment to seeking justice for those who have experienced human rights abuses, and unwavering devotion to promoting and elevating humanity, Mr. Crane is exceptionally qualified to receive an honorary degree from Ohio University.