OHIO UNIVERSITY

Board of Trustees

Ohio University

Zanesville, Ohio

Agenda

June 22-23, 2017

BOARD ACTIVITIES for June 22 and 23, 2017
Ohio University – Zanesville, Ohio
Zanesville Campus-Campus Center Building
Activity & Committee Meeting Schedule

Thursday, June 22, 2017

Ongoing	Hospitality/Break Room
8:00 a.m.	Ethics Training, Campus Center, Room 431
8:30 a.m.	Trustee Informational Session and Tour, Dean Jeremy Webster
9:30 a.m.	Joint Committee Meeting, Campus Center, Room 431
12 p.m.	Trustee Luncheon, Café' Dining Room
1:30 p.m.	Resources, Facilities, & Affordability Committee, Campus Center, Room 430
1:30 p.m.	Academics and Student Success Committee, Campus Center, Room 431
3:30 p.m.	Governance and Compensation Committee, Campus Center, Room 430
3:30 p.m.	Audit and Risk Management Committee, Campus Center, Room 431
6:20 p.m.	Shuttle will depart from the Holiday Inn for dinner
6:30 p.m.	Dinner – Trustees, President, Executive Staff, Regional Deans, Faculty Representatives, Board Secretary, Zanesville Coord. Council & Invited Guests

Friday, June 23, 2017

8:00 a.m.	Trustee Breakfast, Executive Committee/Session, Holiday Inn, Conference Room
10:15 a.m.	Board Meeting, Campus Center, Room 431
12:15 p.m.	Trustee Boxed Luncheon, Café' Dining Room
12:15 p.m.	Media Availability, Lower Level Reception Room, across from Room 430

AGENDA
Board of Trustees Meeting
Zanesville Campus
Campus Center, Room 431
Friday, June 23, 2017 – 10:15 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

• Nursing Programming

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

• Joint Resources & Academics Committee

• Academics and Student Success Committee

• Resources, Facilities and Affordability 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 11 - **Resolution,** WOUB Quasi-Endowment
Tab 14 - **Resolution,** Facility Projects – Design
Tab 15 - **Resolution,** Facility Projects – Construction
Tab 16 - **Resolution**, City Land Exchange
Tab 17 **- Resolution**, Horizon Easement
Tab 18 – **Resolution**, Under-Speed Vehicles
Tab 27 - **Resolution,** Faculty Fellowship Awards
Tab 28 - **Resolution,** Emerita/Emeritus Recommendations
Tab 29 - **Resolution,** Regional Campus Coordinating Council Bylaws
Tab 30 - **Resolution,** Regional Campus Coordinating Council Appointments
Tab 32 - **Resolution**, Duplicative Programs Reporting
Tab 33 – **Resolution**, New Program, Arts & Sciences Bachelor of Art in Psychology (Online)
Tab 34 – **Resolution**, New Program, Patton College of Education Master of Science in Human and Consumer Sciences Hospitality and Tourism
Tab 35 – **Resolution**, New Program, Patton College of Education Master of Education in Art Education
Tab 36 – **Resolution**, New Program, Patton College of Education Blended Early Childhood and Special Education
Tab 37 – **Resolution**, New Program, College of Health Sciences and Professions Master of Science in Athletic Training (Professional Preparation)
Tab 38 – **Resolution**, New Program, Honors Tutorial College Bachelor of Science in Public Health
Tab 39 – **Resolution**, Major and Degree Program Reviews (6)

Unfinished Business

AGENDA
Joint Academics and Resources Committee
Campus Center Building, Room 431
Thursday, June 22, 2017– 9:30 a.m.

3. FY18 University Budget
4. Six Year Capital Improvement Plan, FY2019-FY2024
5. Utilities Master Plan
6. Impact of Financial Aid on Recruitment and Retention

AGENDA
Resources, Facilities, and Affordability
Committee Campus Center Building, Room 430
Thursday, June 22, 2017– 1:30 p.m.

7. **Resolution,** FY18 University Budget Approval
8. **Resolution,** FY18 Other Fees Approval
9. **Resolution,** FY19-FY24 Six Year CIP, FY18 Annual Plan, and FY19-FY20 State Capital Approval
10. **Resolution**, Utilities Master Plan
11. **Consent Agenda**, WOUB Quasi-Endowment
12. Advancement Fundraising Update
13. Treasury and Debt Update
14. **Consent Agenda,** Facility Projects – Design
15. **Consent Agenda,** Facility Projects – Construction
16. **Consent Agenda,** City Land Exchange
17. **Consent Agenda,** Horizon Easement
18. **Consent Agenda,** Under-Speed Vehicles
19. Park Place and Small House Updates
20. Wayfinding & Signage Guidelines

Information Items:
21. Financial Update
22. Facility Project Status Report

AGENDA
Academics and Student Success Committee
Campus Center Building, Room 431
Thursday, June 22, 2017- 1:30 p.m.

Academic Quality – Dashboard

23. Regional Higher Education Dashboard

Standing Reports and Updates

24. **Resolution**, Code of Conduct
25. FY17 Certificate Approvals
26. Promotion and Tenure Update
27. **Consent Agenda**, Faculty Fellowship Awards
28. **Consent Agenda**, Emerita/Emeritus Recommendations
29. **Consent Agenda**, Regional Campus Coordinating Council Bylaws
30. **Consent Agenda**, Regional Campus Coordinating Council Appointments

Academic Quality – Initiatives

31. Enrollment Update
32. **Consent Agenda**, Duplicative Programs Reporting

Program Actions

33. **Consent Agenda,** New Program – Arts & Sciences Bachelor of Art in Psychology (Online)
34. **Consent Agenda,** New Program – Patton College of Education Master of Science in Human and Consumer Sciences Hospitality and Tourism
35. **Consent Agenda**, New Program – Patton College of Education Master of Education in Arts Education
36. **Consent Agenda**, New Program – Patton College of Education Master of Education in Blended Early Childhood and Special Education
37. **Consent Agenda**, New Program, College of Health Sciences and Professions, Master of Science in Athletic Training (Professional Preparation)
38. **Consent Agenda**, New Program – Honors Tutorial College, Bachelor of Science in Public Health
39. **Consent Agenda**, Major and Degree Program Reviews (6)

AGENDA
Audit and Risk Management Committee
Campus Commons Building, Room 431
Thursday, June 22, 2017 - 3:30 p.m.

40. Chief Audit Executive Report
41. Resolution, Internal Audit Annual Audit Plan

AGENDA
Governance and Compensation Committee Meeting
Campus Commons Building,
Thursday, June 22, 2017 – 3:30 p.m.

42. Human Resources Update
43. **Resolution**, Election of the Treasurer of the Board of Trustees
44. **Resolution**, Election of the Secretary to the Board of Trustees

AGENDA
Executive Committee
Holiday Inn, Conference Room, Zanesville OH
Friday, June 23, 2017 – 8:00am

EXECUTIVE SESSION

Bylaws of the Ohio University Board of Trustees

Revised March 17, 2017

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 Bylaws

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:

(a) Chair

(b) Vice-Chair

(c) Secretary

(d) Treasurer

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 subject to the terms of his or her employment agreement.

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:

1) Academics and Student Success
    a. Responsibilities will include the academic plan; enrollment management; student affairs and 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. Responsibilities also include providing oversight for educational quality and engagement, student success by reviewing programs, accreditation, and efforts to create a culture of continuous improvement in student outcomes. The Committee will also review metrics for and evidence of quality, success, and affordability to inform Board decisions regarding governance, policy and strategy.
2) Risk Management
    a. 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. Responsibilities also include assessing and reporting to the Board of Trustees respecting enterprise risks relating to the long-term fulfillment of the University's teaching, research, and service mission, including but not limited to risks regarding safety, preservation of property, University and Board policies, fiscal integrity, strategic plans, ~~affiliated entities,~~ and the necessary and proper conduct of the University's business and affairs.

3) Governance and Compensation
    a. 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. Responsibilities also include assisting and making recommendations to the Board of Trustees respecting human resources and executive compensation programs and strategy for senior leadership positions. The Committee will also report to the Board respecting the effectiveness of executive compensation, benefits, performance management; and the Committee may further report to the Board on these issues as they relate to other University compensation and human resources plans. The Committee is also responsible for the oversight of Affiliated Entities.
4) Resources, Facilities and Affordability
    a. Responsibilities will include financial operations; business, organization and practices; university advancement; relations with local, state, and federal legislative and administrative agencies; recommending of the schedule of tuition and fees; borrowing of funds (internal and external); 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. Responsibilities also include monitoring tuition, state appropriations, endowments, and annual giving; and overseeing efforts to maintain the University's fiscal strength in order to improve student affordability and the quality of education.

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 Student Success, and the University Resources, Facilities, and Affordability 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 June 22, 2012

Amended on January 23, 2015

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.

Board of Trustees

O h i o U n i v e r s i t y

Athens, Ohio

Minutes

March 17, 2017

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Ohio University Board of Trustees
Board of Trustees Meeting
March 17, 2017
Walter Hall

Chair Wolfort called the meeting to order at 10:22am

Present: Chair Wolfort, Vice Chair King, Trustee Cooper, Trustee Scholl, Trustee Viehweger, National Trustee Pidwell, Studet Trustee Roden, Interim President Descutner, and Board Secretary Moore

Agenda: Vice Chair King moved to approve the agenda. Trustee Scholl seconded. Chair Wolfort called for a vote, with all in approval, the agenda was passed.

Minutes: Trustee Viehweger moved to approve the minutes of the January meeting. Trustee Cooper seconded. Chair Wolfort called for a vote, with all in favor, the minutes of the January meeting were approved.

Chair Wolfort began by welcoming Interim President Descutner and Incoming President Nellis. He invited all to the Welcome Reception for the Nellises at 1:30pm in the Walter Hall Rotunda. Chair Wolfort invited Interim President Descutner to offer his President's Report.

Interim President Descutner began by announcing that the Ohio University forensics team had just become first in the nation for Forensics, again.

Interim President Descutner began by saying goodbye to President McDavis, and welcoming President Nellis. He then presented his points of pride, which included:

- The 100th anniversary of the School of Music
- Rajco's film, the Constitution, won Montreal Film Festival's top prize
- Sarah Wyatt and students presenting at NASA
- Harvey Ballard having a plant named after him
- The new Ridges Observatory
- HCOM and Scripps Professors collaborating to help improve veteran healthcare.
- Doctor of Nursing Program
- Faculty awarded grants for law and justice projects, including veteran recidivism
- OHIO's improving football program
- ESPN collaboration
- Forbes Magazine, 30 under 30 – Law and Policy, Matt Denhart, alumnus
- OHIO Hockey coach Matt Hogan was head coach of US Men's College National Hockey Team

- OHIO Alumnus Dave Malloy's broadway play
- Grand Re-opening of McCracken Hall
- Phi Theta Kappa Honor Roll – Ohio University named an excellent partner in transfer students
- Chancellor Carey awarded Eric Threet a proclamation for his work
- OHIO campus named to Tree Campus USA.
- OHIO named one of the best online colleges
- OHIO opened United Meditation Room

Interim President Descutner welcomed Vice Provost for Global Affairs (VPGA) L. J. Edmonds, Director International Student Services Krista McCallum Beatty, and student Hashim Pashtun, who presented on International Student and Faculty Services. Director McCallum Beatty presented the mission for the services, which includes increasing global diversity on campus. She spoke of ISFS core functions.

She spoke of the recently-enacted Executive Orders, and outlined the challenges they pose for international students from the 6 banned countries. She provided details of concerns of Ohio University international students, specifically, and reported that many will not be able to leave the country this summer. She outlined university response, including providing housing, meal plans, and counseling services for international students free of charge.

Hashim Pashtun, engineering doctoral student presented on the new Meditation Room on Campus, which was championed by the International Student Union.

Director McCallum Beatty showed the banner that is now hanging in Baker Center, which features the hastag #youarewelcomehere in 28 languages.

Interim President Descutner asked Pashtun to provide a little background regarding the opening of the Meditation Room. Pashtun spoke of his challenges, as a practicing Muslim, to find places to pray on campus, and worked with Global Affairs to implement a space for all students to find a quiet place for reflection, however they choose to do so.

Vice Chair King thanked Pashtun for his leadership in the project.

Chair Wolfort asked about how Global Affairs is helping to support students who are affected by the ban. Director McCallum Beatty provided examples, including reaching out to the Iranian Student Union, providing online resources for students affected, and working with Legal Affairs' new immigration attorney. VPGA Edmonds added that they were very focused on making sure that the affected faculty and students feel safe and supported.

Trustee Viehweger asked that the audience thank Dean Scott Seaman, who gave up his conference room to provide a space for the meditation room.

Chair Wolfort thanked the presenters, and invited UP Bolin and VPSA Pina to report on the Small House improvement plan.

Small House and Park Place Interactive Discussion

UP Bolin started by providing an interactive exercise for the Trustees that featured TopHat, the clicker program used by many professors at Ohio University. UP Bolin provided an

update regarding the progress that is being made in identifying uses for small houses, and planning for improvement implementation.

VPSA Pina provided an update regarding the Park Place Planning Strategy. He spoke of the way the workgroup collaborated to discuss potential ideas, and let the Board know that they were committed to providing a final report in October. Bolin provided an interactive question for Trustees regarding what they would like to see in the Park Place space. The Trustees chose academic services and event space. UP Bolin asked the people who voted for event space to detail their reasoning. Student Trustee Roden said that he liked the idea of having more open spaces, seating, and places to hang out on campus, as opposed to having to go off campus in between classes to find social space. Chair Wolfort said that he liked the flexibility that the Park Place corridor provided for various events. Trustee Viehweger concurred. Chair Wolfort added, regarding the small houses on campus, that he liked the idea of preserving the history of the campus through our commitment to historic buildings. He added that OHIO had an opportunity to renovate homes that had been overlooked in the past, and to restore their beauty and place on our campus. Trustee Cooper said that he would like to see more access points on Park Place.

Chair Wolfort said that he really wanted to see the Park Place corridor closed off to traffic, as it had little use as a thruway for vehicles. Vice Chair King asked UP Bolin to follow up on a comment she'd made about over 50% of respondents wanting to keep Park Place open to traffic. UP Bolin responded that the questions they'd asked showed over 50% of respondents also wanting the corridor closed to traffic, so she said they will be following up regarding that discrepancy. She said she assumes that respondents wanted the corridor closed to vehicles, but open and safe for bikes. Trustee Viehweger added that she wanted Park Place to be accessible for emergency vehicles, but closed off to all other traffic. Other Trustees nodded in agreement.

UP Bolin provided a map showing the entire area under consideration in the Park Place Planning corridor, which stretched from Park Place to West Union, South Court, and University Terrace. Viehweger asked about the yellow lines on the map. UP Bolin indicated that the yellow outlines indicated areas where green space improvements could be made.

Trustees also indicated that they wanted to see preservation of character and history of the space.

Trustee Cooper said that he would like to see some of the answers preserved in writing, in order to provide guidelines to future planners, to ensure that they are able to implement the will of the people.

UP Bolin provided a short presentation about the Small House Planning, and provided an update on the condition of the houses, what kind of renovation can be taken on, potential best uses, and the houses that are and are not in use at the moment.

UP Bolin asked the Trustees to provide answers about how they felt the small houses could best be used. The majority (4) chose academic departments and student services offices. One chose residential usage, one chose retail space, and one chose administrative use.

UP Bolin asked the Trustees to outline why they did or did not feel that the houses should or could be used residentially. Trustee Viehweger said that she felt the houses could be used as space for visiting professors. Trustee Cooper said that he felt they would be most easily used as the spaces they were initially intended to be when they were first built.

Trustee Scholl asked UP Bolin about the Alumni Center, and whether there were plans to refurbish it. UP Bolin said that the Alumni Center was one of two applicants that had asked for usage of 29 Park Place, and that they were considering the proposal at the moment. Trustee Viehweger added that she felt there needed to be a better space for alumni. She said that the current space was in poor shape, which didn't give a great impression to visiting alumni.

Chair Wolfort said that there was great consideration for maintaining the character of the houses, but also said that consideration should be given to whether or not some of the small houses might be at the end of their lifespan, and maybe shouldn't survive.

Chair Wolfort asked the individual Board committees to report out on their meetings.

Academics: Vice Chair King (filling in for Trustee Coleman) reported that the Academics Committee received HCOM's Dashboard from Dean Johnson, an Information Technology Update from our Chief Information Officer, Craig Bantz, an update of the Career and Leadership Center from Vice President Pina, an Enrollment Update from Senior Vice President Cornell, a report on possible Duplicative Programming from Provost Benoit, and a report from Dean Seaman on the Library as one of our Academic Points of Pride.

The following consent agenda items were reviewed by the committee and are recommended for inclusion and full board approval as part of the Consent Agenda:

- Consent Agenda, New Program – CHSP MSN Psychiatric Mental Health Nurse Practitioner
- Consent Agenda, Name Change – RHE Associate in Applied Business in Office Technology
- Consent Agenda, Program Reviews

There were no further resolutions.

Detailed minutes of the committee's discussions will be made available on the Board of Trustees website.

Joint Academics and Resources Committee: Vice Chair King reported that the Joint committee had presentations on the following topics: the Dublin Framework Plan, Operating Forecast and FY18 Budget Planning, Capital Planning – FY2019-2024 CIP Update

The details of the presentations are in the agenda online and the details of our discussion will be in the minutes.

Resources Committee: Trustee School reported that the Committee received a National Association for College and University Business Officers (NACUBO) Endowment Update and a Treasury Update.

The Committee also received information in the agenda on the Facility Project Status Report and a Financial Update.

The following resolutions were reviewed by the committee and are recommended for inclusion and approval:

- Resolution: Other Fees Approval

  This resolution approves a proposal for tuition, fee, and rate increases for purposes of investment in identified strategic priorities

FISCAL YEAR 2017-2018
OHIO UNIVERSITY
ACADEMIC YEAR 2017-2018 TUITION, FEE AND RATE INCREASES

RESOLUTION 2017 -- 3617

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;

WHEREAS, these recommendations assume a 2% limitation of tuition, fee and rate increases for students not subject to the tuition guarantee will be authorized by the General Assembly and effective July 1, 2017; and

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the fee schedules attached hereto as Exhibits A through E, effective Fall Semester 2017 unless otherwise noted.

Trustee Scholl moved. Trustee Viehweger seconded. Chair Wolfort called for a vote. With all in favor, the resolution was passed.

- Resolution: Dublin Framework Plan

  This resolution approves Dublin Framework Plan that was presented to the Board in August with some additional modifications as a result of discussions with the Trustees. The draft Dublin Framework Plan was then presented to and approved by the City of Dublin as the official university master plan and is being incorporated within their West Innovation District plan update.

APPROVAL OF DUBLIN FRAMEWORK PLAN

RESOLUTION 2017 - 3618

WHEREAS, in 2012 the University acquired approximately 15 acres for the development of the Ohio University Heritage College of Osteopathic Medicine (OU-HCOM) Dublin Extension campus;

WHEREAS, upon this acquisition, a gift of approximately 97 additional acres was made available to the University by the City of Dublin through an economic development agreement signed by the parties in 2012;

WHEREAS, under that agreement, the University will acquire an additional 25.9 acres from the City of Dublin (Subarea 2) upon the University's completion and City's approval of a Framework Plan for the Dublin campus;

WHEREAS, completion and approval of the Framework Plan also will allow the University and City jointly to develop an additional 25.2-acre parcel adjacent to the campus (Subarea 3);

WHEREAS, the Board of Trustees authorized the development of a master plan for the Dublin campus by Resolution 2014-3407;

WHEREAS, the Board approved a draft Dublin Framework Plan and authorized its submission to the City of Dublin by Resolution 2016-3580; and

WHEREAS, the draft Dublin Framework Plan was presented to and approved by the City of Dublin as the official university master plan and is being incorporated within their West Innovation District plan update.

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve the Dublin Framework Plan to serve as the official master plan for the Dublin Campus.

Trustee Scholl moved, Trustee Cooper seconded. Chair Wolfort called for a vote. With all in favor, resolution was passed.

- Resolution: 31 Court Street: property purchase**.**

RESOLUTION TO AUTHORIZE PURCHASE OF REAL PROPERTY AT 31 SOUTH COURT STREET, ATHENS, OHIO

RESOLUTION 2017 - 3619

WHEREAS, since 2012, Ohio University has leased a multi-level building located at 31 South Court Street, Athens, Ohio ("Property");

WHEREAS, the Property is home to several academic and administrative units and provides options for student housing;

WHEREAS, the University's lease for the Property expires on July 22, 2017;

WHEREAS, the Property meets several University strategic real estate goals including support of our academic mission and enhancement of campus borders;

WHEREAS, the owner of the Property has agreed to sell it to the University for $8,000,000.00, plus customary closing costs and required due diligence (survey, title opinion, title insurance, phase 1 environmental and associated legal fees); and

WHEREAS, the University has determined that purchase of the Property at that price is the most cost-effective way of securing necessary space for academic and administrative units.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees hereby authorizes the President or his designee to enter into a purchase-sale agreement to acquire the Property for the purchase price of $8,000,000.00, plus customary closing costs, subject to completion of customary due diligence to the satisfaction of the President or his designee.

BE IT FURTHER RESOLVED, that the Board of Trustees hereby authorizes the President or his designee to execute other appropriate legal documents to complete the purchase of the Property and any related personal property and fixtures in accordance with Ohio law.

Trustee Scholl moved. Trustee King seconded. Chair Wolfort called for a vote. With all in favor, the resolution was passed.

Additionally, the following consent agenda items were reviewed by the committee and are recommended for inclusion and full board approval as part of the Consent Agenda:

- Consent Agenda, Quasi-Endowment Ping Institute

  This resolution authorizes the following quasi-endowment to be established: Charles J. Ping Institute for the Teaching of the Humanities Support Fund: The creation of this quasi-endowment, in the amount of $250,000, will generate a perpetual income stream to provide additional support for the Institute, which is currently supported by a $1.6 million true endowment fund. The addition of the quasi-endowment funds is meant to better support the Institute's professorship positions in the future.

- Consent Agenda, Facility Projects – Design

  This resolution authorizes the University to undertake the following design projects.

  HCOM ATHENS CAMPUS PHASE I (ACADEMIC REPLACEMENT SPACE),
  HCOM UTILITIES PHASE I,
  CHILLED WATER PLANT #3,
  BUSH AIRPORT TAXIWAY REHABILITATION
  CLIPPINGER RENOVATION PHASE I

- Consent Agenda, Facility Projects – Construction

  This resolution requests for approval to undertake construction on the following projects:
  OUC BENNETT HALL ELECTRICAL UPGRADES PHASE I,
  TIFFIN HALL BATHROOM UPGRADES,
  PING CENTER SOIL STABILIZATION AND INTERIOR REPAIRS,
  BUSH AIRPORT APRON REHABILITATION AND OBSTRUCTION REMOVAL,
  CAMPUS STEAM SYSTEM REPAIRS 2018,
  FAULT DISTRIBUTION AND RE-FUSING PROJECT,
  GAMERTSFELDER LOBBY RENOVATIONS,
  LAUSCHE SWITCHYARD STORM SEWER REMEDIATION,
  SHIVELY DINING HALL PLUMBING IMPROVEMENTS

- Consent Agenda, AEP Easement

  This resolution provides an easement for AEP to improve distribution infrastructure. The redesigned circuit will provide enhancements and improved aesthetics to the Kantner Hall Pocket Park.

- Consent Agenda, East State Street Ground Lease

  This resolution amends the Kroger Parcel Lease that allows rent deductions for the cost of common area maintenance, insurance and property taxes.

- Consent Agenda, Athens Library Ground Lease Renewal

  This resolution approves the 25-year ground lease renewal, with consideration of $1.00, and authorizes University staff to work with the

Ohio Department of Administrative Services to finalize the renewed lease

There were no further resolutions or consent agenda items to bring forward.

Detailed minutes of the committee's discussions will be made available on the Board of Trustees website.

Governance: Trustee Cooper reported that the Governance Committee received the Human Resources Annual Report and Update.

Additionally, the following resolutions were reviewed by the committee and are recommended for inclusion and approval:

- Resolution: Amendment to Board Bylaws

  This is a process that began last summer. The committee approved a final draft and that was distributed after the January meeting. The substantive changes involve changes to our subcommittees. The amendment establishes the following committees: 1) Academics and Student Success, 2) Risk Management, 3) Governance and Compensation, and 4) Resources, Facilities, and Affordability.

  We did make one final adjustment to the resolution. We moved oversight for affiliated entities from Risk Management to Governance and Compensation. Those changes have been put in the Final version in your Box under Governance.

AMENDMENT TO BOARD BYLAWS

RESOLUTION 2017 -3620

WHEREAS, Article VI (d) of the Bylaws of the Ohio University Board of Trustees provides that the Governance Committee shall review the Bylaws to determine whether any changes are appropriate; and

WHEREAS, the Governance Committee has reviewed the Bylaws and has recommended that they be amended as indicated in Exhibit A;

NOW THEREFORE, BE IT RESOLVED that the Board hereby approves an amendment to its Bylaws in the form attached hereto as Exhibit A.

Exhibit A

Bylaws of the Ohio University Board of Trustees

Revised March 16, 2017

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~~ Bylaws

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:

(a) Chair
(b) Vice-Chair
(c) Secretary
(d) Treasurer

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.~~ subject to the terms of his or her employment agreement.

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:

1) Academics and Student Success
    a. Responsibilities will include the academic plan; enrollment management; student affairs and 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. Responsibilities also include providing oversight for educational quality and engagement, student success by reviewing programs, accreditation, and efforts to create a culture of continuous improvement in student outcomes. The Committee will also review metrics for and evidence of quality, success, and affordability to inform Board decisions regarding governance, policy and strategy.
2) ~~Audit and~~ Risk Management
    a. 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. Responsibilities also include assessing and reporting to the Board of Trustees respecting enterprise risks relating to the long-term fulfillment of the University's teaching, research, and service mission, including but not limited to risks regarding safety, preservation of property, University and Board policies, fiscal integrity, strategic plans, ~~affiliated entities,~~ and the necessary and proper conduct of the University's business and affairs.
3) ~~Compensation and~~ Governance and Compensation
    a. 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. Responsibilities also include assisting and making recommendations to the Board of Trustees respecting human resources and executive compensation programs and strategy for senior leadership positions. The Committee will also report to the Board respecting the effectiveness of executive compensation, benefits, performance management; and the Committee may further report to the Board on these issues as they relate to other University compensation and human resources plans. The Committee is also responsible for the oversight of Affiliated Entities.

4) Resources, Facilities and Affordability
    a. 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 (internal and external); 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. Responsibilities also include monitoring tuition, state appropriations, endowments, and annual giving; and overseeing efforts to maintain the University's fiscal strength in order to improve student affordability and the quality of education.

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 Student Success, and the University Resources, Facilities, and Affordability 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.

Trustee Cooper moved to approve the new bylaws. Trustee Scholl seconded. Chair Wolfort called for a vote. With all in favor, the resolution was passed.

Resolution, Effective Date of Presidential Appointment

On February 22, 2017, this Board appointed Dr. M. Duane Nellis to serve as the 21st President of Ohio University effective July 1, 2017. However, we recognize that Dr. Nellis may wish to begin his employment as President on a date earlier than July 1, 2017 this resolution authorizes the Chair of this Board to change the effective date of Dr. Nellis' term as President to a date mutually agreed upon by the Chair and Dr. Nellis.

EFFECTIVE DATE OF PRESIDENTIAL APPOINTMENT

RESOLUTION No. 2017 – 3621

Whereas, on February 22, 2017, this Board appointed Dr. M. Duane Nellis to serve as the 21st President of Ohio University effective July 1, 2017; and

Whereas, Dr. Nellis may wish to begin his employment as President on a date earlier than July 1, 2017;

Now therefore, be it resolved that the Chair of this Board is authorized to change the effective date of Dr. Nellis' term as President to a date mutually agreed upon by the Chair and Dr. Nellis.

Chair Wolfort moved to approve the date change. Vice Chair King seconded. Chair Wolfort called for a vote. With all in favor, the motion passed.

There were no consent agenda items and no resolutions from the Governance Committee.

Detailed minutes of the committee's discussion will be made available on the Board of Trustees website.

Audit Committee: Chair Wolfort (for Trustee Coleman) reported that the Audit Committee received the External Audit Update from Plante Moran and received the Chief Audit Executive's Report from Jeff Davis.

There were no consent agenda items and not resolutions from the Audit Committee.

Detailed minutes of the committee's discussion will be made available on the Board of Trustees website.

Executive Committee: Chair Wolfort reported that the Executive Committee went into Executive Session to consider the employment or compensation of a public employee, to consider the purchase or sale of property for public purposes, to protect the confidentiality of student information, and to discuss threatened or pending litigation.

No additional issues were discussed.
There were no consent agenda items and not resolutions from the Executive Committee.

Chair Wolfort introduced the Consent Agenda with following resolutions.:

Consent Agenda

ESTABLISHMENT OF QUASI-ENDOWMENT CHARLES J. PING INSTITUTE FOR THE TEACHING OF THE HUMANITIES SUPPORT FUND

RESOLUTION 2017 – 3622

WHEREAS, the Board of Trustees of The Ohio University Foundation is responsible for oversight of the financial condition of the institution,

WHEREAS, the Board of Trustees has the ability to establish quasi-endowments, or funds functioning as endowments, to be utilized at the discretion of the Foundation and subject to the intent of the donor,

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

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

WHEREAS, the following quasi-endowment is requested to be established:

> Charles J. Ping Institute for the Teaching of the Humanities Support Fund: The creation of this quasi-endowment, in the amount of $250,000, will generate a perpetual income stream to provide additional support for the Institute, which is currently supported by a $1.6 million true endowment fund. The addition of the quasi-endowment funds is meant to better support the Institute's professorship positions in the future.

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

BE IT FURTHER RESOLVED, that the Treasurer of Ohio University, be and hereby is, directed and authorized to administer policies and procedures to manage this quasi-endowment.

APPROVAL TO PROCEED WITH DESIGN FOR THE

HCOM ATHENS CAMPUS PHASE I (ACADEMIC REPLACEMENT SPACE),

HCOM UTILITIES PHASE I,

CHILLED WATER PLANT #3,
BUSH AIRPORT TAXIWAY REHABILITATION, AND

CLIPPINGER RENOVATION PHASE I

RESOLUTION 2017 -3623

WHEREAS, for the HCOM Athens Campus Phase I (Academic Replacement Space) project, University administration requests approval for the total project budget of $65,000,000 and authorized expenditures of $8,997,939 to undertake design through contract administration to be funded by Institutional Funds and Debt;

WHEREAS, for the HCOM Utilities Phase I project, University administration requests approval for the total project budget of $4,370,000 and authorized expenditures of $500,000 to undertake design through contract administration to be funded by Institutional Funds ($2,185,000) and Century Bond – EIP ($2,185,000);

WHEREAS, for the Chilled Water Plant #3 project, University administration requests approval for the total project budget of $26,200,000 and authorized expenditures of $3,600,000 to undertake design through contract administration to be funded by State Capital Appropriations ($717,700) and Century Bond – EIP ($25,482,300);

WHEREAS, for the Bush Airport Taxiway Rehabilitation project, University administration requests approval for the total project budget of $2,270,000 and authorized expenditures of $204,000 to undertake design through contract administration to be funded by Institutional Funds ($113,500), ODOT ($113,500) and an FAA Grant ($2,043,000); and

WHEREAS, for the Clippinger Renovation Phase I project, University administration requests to increase the authorized expenditure amount of $4,300,000 (2016-3586) by $1,865,700 for a new authorized expenditure amount of $6,165,700 to undertake pre-construction services with no change to the previously approved total project budget of

$42,600,000 (2015-3486, 2016-3586) to be funded by State Capital Appropriations ($10,000,000), Century Bonds ($14,600,000), and Future Debt Issued ($18,000,000).

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

OUC BENNETT HALL ELECTRICAL UPGRADES PHASE I – CONSTRUCTION PHASE AND BUDGET AMENDMENT,

TIFFIN HALL BATHROOM UPGRADES – CONSTRUCTION PHASE AND BUDGET AMENDMENT,
PING CENTER SOIL STABILIZATION AND INTERIOR REPAIRS,
BUSH AIRPORT APRON REHABILITATION AND OBSTRUCTION REMOVAL,
CAMPUS STEAM SYSTEM REPAIRS 2018,
FAULT DISTRIBUTION AND RE-FUSING,
GAMERTSFELDER LOBBY RENOVATIONS,
LAUSCHE SWITCHYARD STORM SEWER REMEDIATION,
AND SHIVELY DINING HALL PLUMBING IMPROVEMENTS

RESOLUTION 2017 -3624

WHEREAS, for the OUC Bennett Hall Electrical Upgrades Phase I project, the Board of Trustees previously approved a total project budget and authorized expenditures of $1,131,300 (2015-3468, 2016-3587), and University administration seeks to decrease the previously approved total project budget and authorized expenditures of $1,131,300 by $303,492 for a new total project budget and authorized expenditures of $827,808 to undertake construction and complete the project to be funded by State Capital Appropriations;

WHEREAS, for the Tiffin Hall Bathroom Upgrades project, the Board of Trustees previously approved a total project budget of $1,900,000 and authorized expenditures of $245,000 (2016-3570), and University administration seeks to increase the previously approved total project budget of $1,900,000 by an additional $292,000 for a new total project budget of $2,192,000 and to increase previously authorized expenditures of $245,000 by an additional $1,947,000 for new total authorized expenditures of $2,192,000 to undertake construction and complete the project to be funded by Institutional Funds;

WHEREAS, for the Ping Center Soil Stabilization and Interior Repairs project, University administration requests approval for the total project budget and authorized expenditures of $1,400,000 to undertake construction and complete the project to be funded by Century Bonds – Emergency Projects Funds;

WHEREAS, for the Bush Airport Apron Rehabilitation and Obstruction Removal project, University administration requests approval for the total project budget and authorized expenditures of $2,120,000 to undertake construction and complete the project to be funded by Institutional Funds ($106,000) and an ODOT Grant ($2,014,000);

WHEREAS, for the Campus Steam System Repairs 2018 project, University administration requests approval for the total project budget and authorized expenditures

of $1,500,000 to undertake construction and complete the project to be funded by Century Bonds – EIP;

WHEREAS, for the Fault Locators and Distribution Re-Fusing project, University administration requests approval for the total project budget and authorized expenditures of $750,000 to undertake construction and complete the project to be funded by Century Bonds – EIP;

WHEREAS, for the Gamertsfelder Lobby Renovations project, University administration requests to increase the authorized expenditure amount of $101,400 (2016-3586) by $725,600 for new total authorized expenditures of $827,000 to undertake construction and complete the project with no change to the previously approved total project budget of $827,000 (2016-3586) to be funded by Institutional Funds;

WHEREAS, for the Lausche Switchyard Storm Sewer Remediation project, University administration requests approval for the total project budget and authorized expenditures of $996,000 to undertake construction and complete the project to be funded by Century Bonds –EIP ($600,000) and State Capital Appropriations ($396,000); and

WHEREAS, for the Shively Dining Hall Plumbing Repairs project, University administration requests approval for the total project budget and authorized expenditures of $1,000,000 to undertake construction and complete the project to be funded by Institutional Funds.

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.

RESOLUTION TO APPROVE UTILITY EASEMENT REQUEST FROM AMERICAN ELECTRIC POWER-OHIO

RESOLUTION 2017 - 3625

WHEREAS, the City of Athens has requested that American Electric Power-Ohio improve distribution infrastructure that serves businesses along Court Street near the City of Athens Washington Street Parking Garage;

WHEREAS, the current circuit is subject to frequent and prolonged outages hampering uptown business operations;

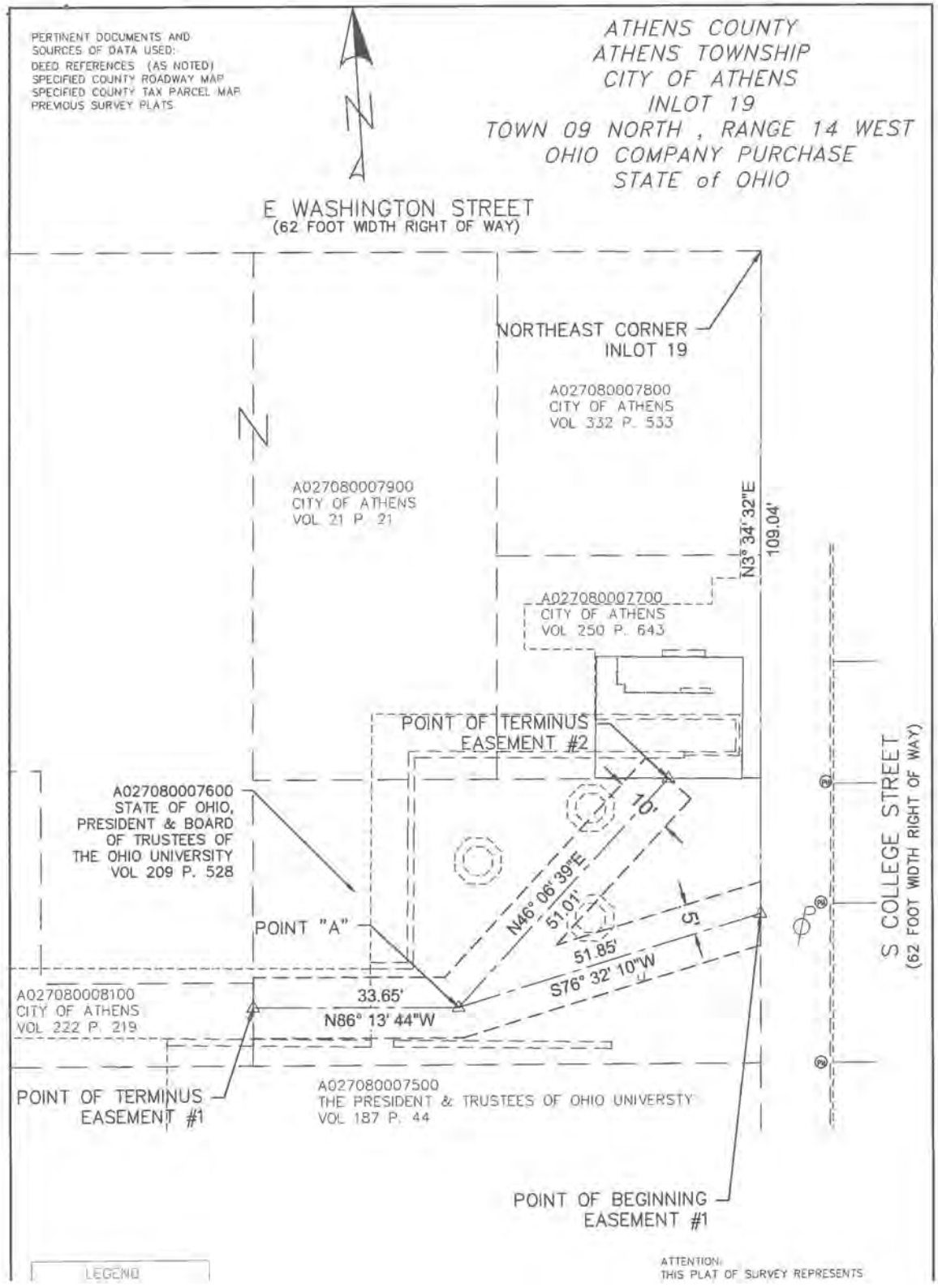
WHEREAS, narrow alley ways make the circuit difficult to service;

WHEREAS, a utility easement from Ohio University is needed to appropriately redesign and construct the circuit; and

WHEREAS, the redesigned circuit will provide enhancements and improved aesthetics to the Kantner Hall Pocket Park within the project area.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby approves the request by American Electric Power-Ohio for a 25 year utility easement across the area indicated on the attached map.

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.


PERTINENT DOCUMENTS AND
SOURCES OF DATA USED:
DEED REFERENCES (AS NOTED)
SPECIFIED COUNTY ROADWAY MAP
SPECIFIED COUNTY TAX PARCEL MAP
PREVIOUS SURVEY PLATS
ATHENS COUNTY
ATHENS TOWNSHIP
CITY OF ATHENS
INLOT 19
TOWN 09 NORTH , RANGE 14 WEST
OHIO COMPANY PURCHASE
STATE of OHIO
N
E WASHINGTON STREET
(62 FOOT WIDTH RIGHT OF WAY)
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THE OHIO UNIVERSITY
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CITY OF ATHENS
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POINT OF TERMINUS
EASEMENT #1
A027080007500
THE PRESIDENT & TRUSTEES OF OHIO UNIVERSTY
VOL 187 P. 44
POINT OF BEGINNING
EASEMENT #1
S COLLEGE STREET
(62 FOOT WIDTH RIGHT OF WAY)
LEGEND
ATTENTION:
THIS PLAT OF SURVEY REPRESENTS

RESOLUTION TO APPROVE AMENDMENT TO EAST STATE STREET GROUND LEASE

RESOLUTION 2017-3626

WHEREAS, by Resolution 2014-3438, this Board authorized the sale of University-owned properties along East State Street, including the parcel beneath Kroger;

WHEREAS, the University currently leases the Kroger parcel to a private developer ("Kroger Parcel Lease");

WHEREAS, in preparing to market and sell the properties, the University and Department of Administrative Services identified language in the Kroger Parcel Lease that should be clarified to reflect the parties' practice regarding calculation of rent; and

WHEREAS, amending the Kroger Parcel Lease will alleviate potential market uncertainty regarding rent calculation, which otherwise may result in lower valuations and offer prices;

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees hereby approves an amendment to the Kroger Parcel Lease that allows rent deductions for the cost of common area maintenance, insurance and property taxes.

BE IT FURTHER RESOLVED, that the Board of Trustees hereby authorizes the President or his designee to execute the corresponding lease amendment and other appropriate documentation in accordance with Ohio law.

RESOLUTION TO APPROVE RENEWAL OF A GROUND LEASE WITH THE ATHENS COUNTY PUBLIC LIBRARIES

RESOLUTION 2017 - 3627

WHEREAS, in 1992 the Nelsonville Public Library, now operating as the Athens County Public Libraries, entered into a 25-year ground lease with Ohio University for the 2.5 acre property at 30 Home Street;

WHEREAS, the Athens branch of the Athens County Public Libraries operates on the Home Street site;

WHEREAS, the ground lease expires on May 31, 2017, and the library requests a renewed 25-year lease; and

WHEREAS, the library provides valuable civic and community initiatives to Athens County residents, and the University wishes to allow the library to continue operating at this location.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees hereby approves the 25-year ground lease renewal, with consideration of $1.00, and authorizes University staff to work with the Ohio Department of Administrative Services to finalize the renewed lease.

BE IT FURTHER RESOLVED, that the Board of Trustees hereby authorizes the President or his designee to execute the new ground lease and other required documentation in accordance with Ohio law.

COLLEGE OF HEALTH SCIENCES AND PROFESSIONS

SCHOOL OF NURSING

MASTER OF SCIENCE IN NURSING –

PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER

RESOLUTION 2017 - 3628

WHEREAS, the School of Nursing in the College of Health Sciences and Professions proposes to add the Master of Science in Nursing – Psychiatric Mental Health Nurse Practitioner track, and

WHEREAS, the proposed program track has completed University Curriculum Council approval, and

WHEREAS, the Psychiatric Mental Health Nurse Practitioner track will prepare advanced practice nurses eligible for certification to provide mental health services, and

WHEREAS, graduates will be eligible for the Psychiatric Mental Health Nurse Practitioner certification examination from the American Nurses Credentialing Center, and

WHEREAS, the program of study represents coursework from Master of Science in Nursing core courses and coursework related to role and population competencies specific to the Psychiatric Mental Health Nurse Practitioner across the lifespan, and

WHEREAS, faculty and facilities resources needed to establish the Psychiatric Mental Health Nurse Practitioner track already exist.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves establishing the Master of Science in Nursing – Psychiatric Mental Health Nurse Practitioner track in the School of Nursing in the College of Health Sciences and Professions.

REGIONAL HIGHER EDUCATION

NAME CHANGE FOR THE

ASSOCIATE IN APPLIED BUSINESS IN OFFICE TECHNOLOGY

RESOLUTION 2017 – 3629

WHEREAS, the Chillicothe and Southern campuses support a name change to Associate in Applied Business in Office Administration Technology, and

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

WHEREAS, the proposed name change is in line with like programs throughout the State of Ohio and nationwide, and promotes program goals in leadership and promotion to supervisory roles, and

WHEREAS, the name change will not impact curricular resources or faculty staffing.

NOW THEREFORE, BE IT RESOLVED that the Associate in Applied Business in Office Technology be renamed Associate in Applied Business in Office Administration Technology.

MAJOR, DEGREE, AND COLLEGE PROGRAM REVIEWS

RESOLUTION 2017 –3630

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 six programs:

College of Arts and Sciences
- Biological Sciences
- Chemistry and Biochemistry
- Physics and Astronomy

College of Communication
- Journalism

College of Education
- Recreation and Sports Pedagogy

College of Fine Arts
- Theater

Vice Chair King motioned the for approval of the consent agenda. Trustee Viehweger seconded. Chair Wolfort called for a vote. With all in favor, the consent agenda was passed.

Communications, Petitions, and Memorials

Chair Wolfort asked Dean Titsworth to step forward to present a commendation to Pete Souza, Ohio University faculty member who served as Obama's Chief photographer. Dean Titsworth said that two other Bobcat alumni had served alongside Pete. Pete will be back on campus March 28th for a symposium, where he will serve as a keynote speaker.

Chair Wolfort asked Secretary Moore to read the commendation for Souza.

Ohio University Board of Trustees

A Certificate of Appreciation honoring Pete Souza

WHEREAS, Pete Souza, an Ohio University Professor in the School of Visual Communication in the Scripps College of Communication, served in the prominent role of White House Photographer for President Ronald Wilson Reagan from 1983 to 1989; and,

WHEREAS, Pete Souza served as Chief White House Photographer for President Barack Obama from 2009 to 2017; and,

WHEREAS, Professor Souza's work as an author, academic, and accomplished practitioner of photojournalism has been globally acclaimed for introducing the world to the inner sanctum of the Obama White House.

NOW, THEREFORE, BE IT RESOLVED BY THE OHIO UNIVERSITY BOARD OF TRUSTEES THAT:

Pete Souza has provided uncommonly dedicated service to the United States for his work and leadership in the White House photography office for two Presidents, including service as the Chief White House Photographer for President Obama; and,

BE IT FURTHER RESOLVED THAT:

Pete Souza has carried out his role as Chief White House Photographer with distinction owing to his ethical, professional, artistic, and truthful documenting for posterity the legacy of President Reagan, President Obama, their families, and other prominent leaders; and

BE IT FURTHER RESOLVED THAT:

The Ohio University Board of Trustees commends Pete Souza for his excellence as a teacher, author, and professional photojournalist while serving as a member and representative of our academic community.

Trustee Scholl moved. King seconded. Chair Wolfort called for a vote. With all in favor, the special commendation was approved.

Chair Wolfort asked Dean Titsworth to thank Souza for all of his work.

Chair Wolfort said that at a special meeting on February 22nd the Trustees announced that Dr. Nellis would be the new president. Chair Wolfort reported that the Geography Department, Dean of Arts and Sciences, Provost, and Interim President had granted Dr. Nellis and tenure and professor status.

Chair Wolfort asked trustees to move to recognize Student Trustee Roden's service with a Certificate of Appreciation.

Trustee Scholl moved to approve, Vice Chair King seconded. Chair Wolfort called for a vote. With all in favor, Student Trustee Roden was awarded a special certificate honoring his service. Wolfort noted that, in an Ohio University first, both Student Trustee Roden and his sister Amanda served as trustees. Trustee Viehweger thanked Student Trustee Roden for keeping trustees in the loop about things that they were now out of touch on.

Vice Chair King took the floor and asked Secretary Moore to read a citation for Wolfort.

OHIO UNIVERSITY
March 17, 2017

CERTIFICATE OF APPRECIATION

presented to

DAVID A. WOLFORT

Board of Trustees, 2008-2017

FOR your distinguished service as a member and Chair of the Ohio University Board of Trustees;
FOR your commitment to making an Ohio University education accessible for students from diverse backgrounds;

FOR your tireless work to improve the lives and futures of all Ohio University students;

FOR your valuable expertise in helping Ohio University shape the future of higher education through strategic planning and priority setting;

FOR your outstanding leadership in the search for Ohio University's 21st president;

FOR your continued support of Ohio University's vision of becoming the nation's best transformative learning community;

FOR those personal and professional qualities of loyalty, dedication, fairness, and kindness, which have earned our deepest regard and the respect of colleagues, students, and alumni across the University community;

WE thank you and affirm our appreciation.

Trustee Scholl moved to approve the commendation. Trustee Cooper seconded. Vice Chair King called for a vote. With all in favor, the motion was passed.

Chair Wolfort in a humorous spirit noted that with the lean attendance, if he recused himself for the commendation, there would not be a quorum. National Trustee Pidwell said that his residency in Ohio University the past week made him an Ohio resident, so he would vote.

Vice Chair King thanked Chair Wolfort for his service, and said she felt he had secured the institution for future success. Trustee Scholl said that he agreed with Vice Chair King, and thanked Chair Wolfort for his service. Chair Wolfort said that he had been in the steel business for the last 40 years, so he doesn't cry at events. Chair Wolfort said it was important to continue to look at Ohio University not just as a historic institution, but as an ongoing institution and enterprise. He said he had enjoyed his work on the Board to preserve and promote the university, and to expand the brand. He thanked everyone who helped him to work on the Board, and said he hoped to be a part of the Ohio University family forever.

Announcement of Next Stated Meeting Date

Secretary Moore provided dates of the Board meeting for the remainder of the year.

August 25, 2017 (Tentative)
October 20, 2017
January 19, 2018
March 23, 2018
June 22, 2018

The next Board meeting will be on June 22-23, 2017 at the Ohio University, Zanesville Campus.

Chair Wolfort adjourned the meeting at 12:20pm

APPENDIX

OHIO UNIVERSITY

Ohio University Board of Trustees
University Academics Committee
March 16, 2017
Walter Hall

Present: Chair Wolfort, Vice Chair King, National Trustee Pidwell, Faculty Representative Thomas, Interim President Descutner

Committee Chair King called the meeting to order at 1:49 p.m.

Academic Quality—Heritage College of Medicine Academic Quality Dashboard

Executive Vice President and Provost (EVPP) Pam Benoit introduced Ken Johnson, Executive Dean of the Heritage College of Osteopathic Medicine (OU-HCOM), to update the committee on the college's Academic Quality Dashboard. Dean Johnson reviewed the pillars of the college's strategy: transformative education, collaborative research, community impact, and all-campus success. He noted that the college uses its dashboard data to look not only backward (assessment) but also forward, as a planning tool. He highlighted several items in the dashboard indicating the strong growth OU-HCOM has experienced in most areas:

1) the successful opening of two campuses, thereby doubling its class size
2) tripling its operating revenue
3) quadrupling its scholarship endowment
4) approval for a new medical school campus in Athens
5) tripling its externally funded research
6) increasing the college's research endowment by a factor of 11; and
7) increasing the diversity of the medical school's faculty and students

Trustee Wolfort asked whether the diversity metric encompassed categories such as non-traditional and disadvantaged populations. Dean Johnson responded that several measures included those categories and issues. He added that high placement rates in-state, and in particularly in primary care in high-need areas, due in part to the college's strategy of recruiting students within those areas.

Committee Chair King asked whether any dashboard components had changed since HCOM's last presentation to the board. Dean Johnson responded that data on scholarship endowment, primary care match rate, and student debt load have been added.

Dean Johnson noted that the ratio of HCOM clinical faculty to active Ohio medical licenses illustrates the evolving context in which HCOM is now operating. The substantially growing ratio indicates that HCOM is working with more and more faculty all over the state; this increased presence is enabling more conversations, which are leading to more partnerships and further opportunities for students and the college as a whole.

EVPP Benoit asked Dean Johnson to define the term "clinical faculty member" for the board. He explained that they act as preceptors, supervising HCOM students in short-term experiences in medical facilities all over the state. They demonstrate and help students practice their skills in patient interviewing, physical examination and diagnostic reasoning, while providing oversight and feedback. HCOM now has agreements with 12 sites, now referred to as clinical campuses, to provide such experiences. The new terminology for "clinical faculty" acknowledges the role they play in providing a high-quality academic experience for HCOM students.

Dean Johnson also noted that HCOM is one of 32 schools recognized for accelerated change in medical education. He added that HCOM may be the most accredited medical school in the state or even the country, because of undergoing the process for each of its new campuses.

Faculty Representative Thomas asked how the doubling of class size was impacting faculty. Dean Johnson responded that HCOM has conducted a faculty workload analysis to look at the time and effort faculty expend in all instruction as well as in prep time. HCOM has increased its faculty base by about 40%; he stated that a 100% increase (doubling) in faculty was not necessary because about half of classroom instruction time is typically discussion and the rest is small-group work.

Dean Johnson noted that student debt load has received increasing attention from HCOM because of its impact on recruitment and concern for students' futures beyond graduation. Debt loads have been increasing, so HCOM has developed strategies to address the issue, including mandated student advising and helping students consider cause and effect between their choices and their debt burdens. These strategies, as well as increasing the scholarship base, have recently contributed to the decline in the student debt load shown in the HCOM dashboard. However, Dean Johnson added that the number of students entering primary care has dropped over the same time. HCOM is watching these metrics very closely.

Trustee Wolfort asked whether there was information on how many HCOM-trained physicians are still working in the field. Dean Johnson responded that there are approximately 3,000 graduates, and over 1,600 are still practicing in-state, with most in primary care. He stated that HCOM graduates are two to five times more likely to practice in a rural or underserved setting, and that one in three practices in an area of highest need in Ohio.

Dean Johnson stated that application numbers grew 16%, with a 30% increase in Ohio applicants. He added that in-state enrollment is substantially higher at HCOM than at any other Ohio medical school. Currently 80% of HCOM's students come from counties surrounding its campuses. Dean Johnson also noted that the proportion of under-represented minority students is much higher than at other Ohio medical schools. These metrics indicate success in the strategy of prioritizing training students who are like the patients they'll serve, and who will be more likely to practice in their home communities.

Dean Johnson shared recent data on HCOM's academic quality standards and outcomes. He noted that first-time test takers' pass rates have been at or above 90% on all three national board exams, with students' scores exceeding the national average pass rates 10 out of 15 times over the last five years. He also noted that the percentage of surveyed students who would choose to attend medical school at OU-HCOM again is 20% above the national average compared to all other osteopathic medical schools. He noted that this satisfaction metric will provide an important indicator of success as HCOM develops its new campuses.

Dean Johnson noted that HCOM's scholarship endowment principal is growing, and much of the giving is focused on primary care. A central-Ohio development strategy is also taking shape and will benefit from HCOM's growing statewide footprint. In response to a question from National Trustee Pidwell, Dean Johnson stated that the management of the endowment was handled through the university's foundation. He added that the research endowment principal has also steadily grown. This growth is being used to build research capacity, particularly core capacity that can be used not just by HCOM but also by and with other researchers across the university.

Dean Johnson shared data on the economic impact of the Dublin, Cleveland, and main campuses to their surrounding communities. By 2019 the total direct and indirect benefits of all campuses is projected to be $45.4 million, more than 249 jobs, and approximately $1.7 million in tax revenue.

Dean Johnson stated that HCOM is by far the number-one medical school in the state for placing graduates in Ohio for their Graduate Medical Education (GME) training, with 71% matching to Ohio-based programs. In 2016, 49% of HCOM graduates matched to primary care GME training programs, but the college also notably contributes to other specialties projected to have significant physician shortages in the next decade; 41% of HCOM's 2016 graduates matched to nonprimary-care medical specialties with such projected shortages. He showed need-analysis data indicating a scenario of what the needs in Ohio would look like if HCOM didn't exist.

Furthermore, Dean Johnson noted that our alumni, many of whom are leaders in their health systems and whose numbers are increasing, are also effective advocates in carrying the message that HCOM is the best medical-education investment in the state right now. EVPP Benoit stated that one very effective outreach strategy from a prior institution is equipping alumni with resources to aid them in telling the story. Trustee Wolfort agreed and added that talking points could be very useful to him as well.

Standing Reports and Updates

Information Technology Update

EVPP Benoit introduced Mr. Craig Bantz, Chief Information Officer, to update the committee on recent IT accomplishments. Mr. Bantz noted that these accomplishments lay in three broad categories: information security, efficiency gains, and academic technology improvements.

Information security

Mr. Bantz noted that, like everyone, OHIO is increasingly being subjected to phishing attacks that try to deceive staff, faculty, and students with fake emails and webpages with the intent of collecting passwords. In response to these threats IT is deploying a Multi-Factor Authentication system, which requires an additional step to log in to sensitive systems; in addition to asking for a password, the system requires staff to validate who they are through a text message, a phone call, or a special application on their phones. To date Multi-Factor Authentication has been deployed on all business systems, and IT is currently working to extend it to the University's student-information systems in the coming months. Mr. Bantz stated that Ohio University is currently doing well compared to its peers in this effort. The University has gone from no system to a largely deployed system in approximately a year.

Efficiency gains

Mr. Bantz stated that IT has achieved significant efficiency gains and costs savings for the University by reevaluating traditional approaches to IT in the following areas:

- The consolidation of remote distance-learning video services and teams is saving more than $40,000 a year while also improving service.
- Transitioning to free wi-fi services for all guests on all campuses and doubling the available bandwidth is allowing expanded service to over 11,000 unique visitors/users a month. Mr. Bantz noted that the potential exists to expand access in Athens by partnering with the city. Committee Chair King asked whether this expansion raises any security concerns; Mr. Bantz responded that the free wi-fi system is completely separate from the University's sensitive systems.
- The discontinuation of internal long distance billing allows IT to redirect staff and eliminate software tools that were needed to manage the billing. The cost savings achieved, over $150,000 annually, exceeds the previous long-distance revenue itself.

- The decision to consolidate file sync and sharing through one solution rather than two will result in a savings of nearly $200,000 per year.
- Moving from costly closed-source to open-source software applications (e.g., the impending transition from CommonSpot to Drupal for website content management) will also result in additional cost savings.

Academic Technology

Mr. Bantz noted that the transition to the Drupal web-content management system will also greatly improve accessibility, mobile responsiveness, and search-engine optimization. These improvements will help attract more prospective students to the Ohio University website and give them a better user experience, regardless of what type of device they use or what accessibility needs they might have.

Mr. Bantz also announced that next-generation Virtual Desktops (VDIs) will soon be online. VDIs will enhance students' and faculty members' ability to work anywhere, via a virtualized PC or Mac desktop that executes programs on a remote server. Mr. Bantz also reported that IT's hosting of BlackBoard Learn has been very successful. IT minimizes disruptions as much as possible by scheduling maintenance windows at low-usage times; this strategy has resulted in 99.98% uptime for the system.

Mr. Bantz updated the Committee on the introduction of a new app-based student response system by TopHat that replaces traditional "clickers" by enabling students to use their phones. He added that the system also offers more interactive functionalities than just the ability to answer yes/no or multiple-choice questions. The new system reduces student costs by nearly $250,000 per year, while avoiding the environmental impact of annually disposing of over 2,000 clicker devices. In response to a question from Committee Chair King, Mr. Bantz confirmed that IT would demonstrate this new technology for the Board of Trustees the following day.

Trustee Pidwell asked whether the University has been hacked in a way that has resulted in costs. Mr. Bantz responded that IT risk is not really a binary concept anymore but more of a continuum, because hacking attempts (now almost a daily occurrence) range from intentional efforts to breach a specific network to broad probing of multiple random network for potential vulnerabilities. He stated that the question is, how successful are they? He stated that IT's approach has shifted away from "never have a breach or loss of information:" meeting such an absolute goal would require never letting anyone use the University's systems or data at all, which is unrealistic. Instead, he said, IT takes more of a risk-management approach that prioritizes higher security measures for more-sensitive

resources (e.g., student information and business services), than, for example, free wi-fi.

Mr. Bantz concluded his presentation by observing that students' expectations about what technology can and should do are evolving, and that the way we share information can have a larger social impact than the information itself. He contrasted the "Google" approach (pushing frontiers by creating new technology tools and processes) with the "Domino's" approach of improving a process that already exists with off-the-shelf technology that customers already use. He suggested that Ohio University adopt a "Domino's" approach to our existing processes, using commodity technology that meets students' needs in ways they already use.

Career and Leadership Development Center Update
Benoit introduced Jason Pina, Vice President for Student Affairs, and Imants Jaunarajs, Assistant Dean of Students, to update the Committee on the Career and Leadership Development Center (CLDC).

Assistant Dean Jaunarajs explained that the CLDC is committed to the holistic preparation of all Ohio University students and alumni/ae to be responsible and contributing members of a diverse global society by providing learning-centered environments, professional support services, and meaningful out-of-class opportunities. The CLDC's strategy to foster the career and leadership skills necessary in our global community involves helping students engage in self-awareness, interpersonal development, team development, problem solving, adaptability, and innovation.

Assistant Dean noted that the CLDC uses a four-year model, in which they thread experiences throughout a student's entire college careers. This model stands in contrast to many universities' career centers, which typically see students coming to them in their fourth year, and particularly in spring semester. Mr. Jaunarajs stated that trying to do and learn many things all at once is overwhelming; students are more likely to succeed by taking action incrementally. The CLDC's four-year model uses principles of Brain-Based Career Development ("Tell me and I forget, teach me and I may remember, involve me and I learn") and gives students time to learn and practice career-readiness skills.

Assistant Dean explained that the CLDC collaborates with University partners through such means as split positions dedicated to specific colleges. The CLDC also serves as a University-wide liaison with prospective employers, making it easy for employers to deal with a single Point of Contact, which in turn makes them more likely to turn to Ohio University for their recruiting needs. Assistant Dean added that the CLDC recently received funding through the Academic Accelerator to develop microcredentialing programs with college partners.

Assistant Dean shared career-coaching results with the Committee. He noted that 70% of students completed an action step within one week; this metric is significant because motivation and confidence are significantly related to action-

step completion. He added that student engagement has increased, particularly among CHSP students. Overall, first-year students engaged with the CLDC over 6,000 times in fall 2016.

National Trustee Pidwell asked whether the University ever reaches out to industry to solicit feedback on the skill sets and knowledge they deem essential for new hires, so that we can use that feedback to ensure our students are career-ready. Assistant Dean responded that this kind of outreach takes place through various partnerships, while the CLDC mostly focuses on the co-curricular (although they do assist in some classroom teaching). He added that employers generally say they are satisfied with the work skills for most part, and that what they would like to see are more leadership skills.

Trustee Wolfort observed that interview skills are important for all students. One area in which students particularly could use coaching is relating to interviewers in different age cohorts. He noted that in his experience, interviewing can be overwhelming, and there are skills that every student needs to learn no matter how academically bright they are. He added that students should learn to take a long-term view of their career trajectory, not merely settle for a series of three-year career experiences. Assistant Dean agreed, noted that more students are learning about the interview process through their colleges than before and that the CLDC works to help students explore what they want and how to get there.

Academic Quality—Initiatives

Enrollment Update

Craig Cornell, Senior Vice Provost for Strategic Enrollment Management, updated the Committee on the final spring 2016 enrollment data and the current status of fall 2017 enrollments. The following highlights were noted:

- On the Athens campus, undergraduate enrollment for spring 2016 increased by 1.2%. Graduate enrollments, including the Dublin campus, were up by 1.4%. And HCOM enrollments on all campuses increased by 14.9%.
- Within eLearning, undergraduate enrollments declined by 3.1% (177 individuals). Graduate and graduate outreach, meanwhile, increased 10.1%.
- Enrollment on all Regional Higher Education campuses, including online, was up 1.4%. However, overall OHIO enrollment was down slightly, by .1% (38 individuals). Senior Vice Provost Cornell explained that the reason for these seemingly contradictory numbers is that the RHE figure includes duplicates, while the figures for all other categories are unduplicated. For this reason the enrollment numbers in each subcategory will not simply sum to the overall OHIO total.

- Fall 2017 enrollment efforts are progressing, with record numbers of applications continuing to come in; we have currently received over 25,500 applications, which is 28.7% higher than last year. Senior Vice Provost Cornell noted that we are leading the state in the growth of applications by a significant margin. A point of potential concern is the slow pace of housing deposits, which are currently about 10% lower than last year at this time (though still up compared to two years ago). Senior Vice Provost Cornell cited several factors that may be contributing to this slowness, a trend that other institutions are also seeing:
    - Significant changes to the early financial-aid application (FAFSA) process are slowing the flow of information students need to make their decisions.
    - This is OHIO's first year participating in the Common Application.
    - There is competition among participants in the Common Application.
    - Institutions are engaging in competitive timing with regard to their wait lists, deferments, and financial-aid awards.
- Senior Vice Provost Cornell noted that we have significant efforts underway to optimize our fall 2017 yield (ratio of admitted to enrolled). Our efforts are focusing on telling prospective students what makes OHIO unique and what we can do for them. Importantly, he added, our yield efforts involve targeted messaging tailored to the interests and needs of specific subpopulations.

  National Trustee Pidwell asked how many applications have been rejected this year. Candace Boeninger, Associate Vice Provost for Strategic Enrollment Management and Director of Undergraduate Admission, stated that 18,000 had been rejected. She added that our applicant pool this year has been consistent with the types of students (in terms of demographics and academic ability) we are seeking, and thus we have had a large pool of admittable students.
  Senior Vice Provost Cornell stated that May 1 is the deadline for accepted students to confirm their intent to enroll by submitting their housing contract and deposit, so we will have a better picture of our yield after that time.
- Senior Vice Provost Cornell briefly updated the Committee on the progress in enrollments of other new-student populations, including graduate students, RHE enrollments, and online-degree enrollments. OHIO recently awarded contracts to vendors for strategic online marketing of graduate and undergraduate programs. Within RHE, College Credit Plus (CC+) is significantly impacting enrollment numbers; in

addition, we are watching early state-level legislative language related to CC+, such as textbook costs and ACT, that may raise concerns.

Senior Vice Provost Cornell also provided an update on an ongoing study of retention success among our Signature Award scholarship award recipients. This study is being done in response to a request from Trustee Scholl. The analysis is made more challenging due to the complexity of our layered scholarship-leveraging Signature Award program; the program criteria are much more complicated than a particular GPA receiving a set award amount. He stated that once the dataset is parsed, we will be able to explore the question of not only student enrollment efficacy but also student success. He concluded that he hopes to have an analysis ready to present at the June Board of Trustees meeting.

Academic Quality Points of Pride: Library

Scott Seaman, Dean of University Libraries, provided an overview of the operation and key initiatives of the OHIO Libraries. OHIO's Vernon R. Alden Library is recognized as one of the top 100 research libraries in North America. He noted that the library is being used more today than at any time in its 200-year history and contributes more to student success than it ever has. Student and faculty use of electronic resources such as e-books and online journals has nearly doubled in the past five years alone; and more users now download chapters than borrow printed books. Yet, Dean Seaman noted, over that same time period, foot traffic has also increased by 17%. That increase is due in large part to the reconfiguration of the library's physical facilities to accommodate collaborative as well as contemplative work. Dean Seaman added that keeping the second-floor Learning Commons in Alden Library open 24 hours a day has been very popular, and the library has plans to double the amount of space available on a 24-hour basis in the near future.

Dean Seaman noted that at the same time Alden Library has been seeing increased facility use, the library has *reduced* the number of reference desks. This change has not reduced the assistance available, however; it has freed up librarians to staff the Chat service (students' preferred way to ask reference-desk-type questions), to pilot on-call assistance within the library ("pop-up librarians"), to be embedded in departments and provide course-integrated instruction, and to develop YouTube video content.

Dean Seaman added that the library is not exclusively focused on its electronic resources; it also houses some world-renowned special collections as well. In the last seven years the library has opened up these collections for use not only by scholars and graduate students but also by undergraduate students, a level of access that is uncommon among peer institutions.

Dean Seaman reported that the library's use of YouTube is also cutting-edge among peer institutions. Approximately 92,000 minutes of video are available via YouTube on such topics as how to use the Zotero citation management application, how to download articles, and how to find a print book in the library. These videos are produced at little or no cost, often shot on a cellphone for use in

a class. The availability of these videos helps further reduce need for reference desks.

Dean Seaman also highlighted two initiatives involving partnering with faculty:

- The Alt-Text initiative has saved students $260,000 in 2016; the initiative is on track to do the same this year, and the library hopes to expand it in future.
- The Reimagining the Research Assignment initiative pairs librarians and instructors in crafting undergraduate research assignments that improve research and learning outcomes. Through this initiative the library works with about 300 instructors (including graduate TAs), many of whom lack experience in teaching research skills.

Committee Chair King commended the library's work at maintaining relevance, and asked what Dean Seaman anticipates in terms of future efforts to stay relevant. Dean Seaman responded that rapid changes in the world have made information so much more ubiquitous, but also so much more disorganized. He sees a greater role for the library in helping users not just to find information but also to become better able to evaluate the quality of that information and its sources. He also sees an opportunity in collecting, organizing and providing access to work products by students.

Duplicative Programs Reporting

EVPP Benoit updated the committee on progress toward evaluating potentially duplicative courses and programs, as required by Section 3345.35 of the Ohio Revised Code and in accordance with the recommendation of the Governor's Task Force on Affordability and Efficiency that "Institutions should consider consolidating programs that are duplicated at other college and universities in their geographical region."

The Ohio Department of Higher Education has placed Ohio University in the Southeast region along with Shawnee State University. Four associate degree and seventeen bachelor degree programs were listed as duplicative between our institutions. Further, one degree program between the co-located campuses of Ohio University-Zanesville and Zane State Community College was identified.

By April 30, 2017, Ohio University is required to submit an initial report on duplicative programs to the Chancellor that lists duplicate programs considered for action as well as programs not targeted for action. At the June 2017 Board of Trustees meeting a resolution will be presented for consideration regarding these actions.

Also, by September 30, 2017, a progress report to the Chancellor is required to be submitted on the actions being evaluated. The Board of Trustees must also submit a final action report by December 31, 2017 that indicates the decisions made for each targeted program and a timeline for action.

EVPP Benoit referred the committee members to the following list of duplicative programs, which was provided in the agenda materials:

AA/AS
Business Administration and Management, General
Humanities/Humanistic Studies
Management Information Systems, General
Registered Nursing/Registered Nurse

BA/BS
Art/Art Studies, General
Athletic Training/Trainer
Biology/Biological Sciences, General
Business Administration and Management, General
Ceramic Arts and Ceramics
Chemistry, General
English Language and Literature, General
Fine/Studio Arts, General
Geology/Earth Science, General
History, General
International Relations and Affairs
Marketing/Marketing Management, General
Mathematics, General
Photography
Psychology, General
Sociology
Special Education and Teaching, General

Co-Located Campus
Liberal Arts and Sciences/Liberal Studies

Trustee Wolfort asked whether the analysis is including programs in, e.g., Dublin. EVPP Benoit responded that programs on the Dublin campus are not being duplicated, unless more demand exists for a particular program than current providers serving the area can meet.

Program Actions—Consent Agenda Items

EVPP Benoit noted the following items on the consent agenda:

- New Program: CHSP MSN Psychiatric Mental Health Nurse Practitioner
- Name Change: RHE Associate in Applied Business in Office Technology
- Program Reviews (6, all declared viable; reviews and deans' responses were provided with the meeting materials)

No objections being raised, Committee Chair King recommended moving the above Consent Agenda items forward to the full Board.

Committee Chair King adjourned the meeting at 3:45 pm.

OHIO UNIVERSITY

Ohio University Board of Trustees
University Joint Committee
March 16, 2017
Walter Hall

Present: Chair Wolfort, Vice Chair King, Trustee Scholl, Trustee Cooper, Trustee Viehweger, National Trustee Pidwell, Student Trustee Roden, Faculty Representative Thomas, Faculty Representative Williams, Board Secretary Moore, Interim President Descutner

Chair Wolfort called the committee together at 8:37am.

University Planner (UP) Shawna Bolin, Vice President for Finance and Administration (VPFA) Deb Shaffer, Senior Vice President for Strategic Initiatives (SVPSI) Steve Golding and Executive Vice President and Provost (EVPP) Pam Benoit presented on the Dublin Framework Plan. UP Bolin began by giving a brief recap of the Dublin Framework Plan as presented at the August Board Meeting in Dublin. She showed a map of the proposed Dublin plan, and reminded the Trustees that this was not a plan that would be implemented and built tomorrow. It is a long-term plan with flexible phasing-in. She stated that the City of Dublin was updating its West Innovation District plan, and provided a map of the updated plan.

SVPSI Golding presented on how the Dublin plan ties in with the OHIO for Ohio plan. He stated that it was important for Ohio University to remember that the OHIO for Ohio plan is to provide outreach for students in underserved areas of the state.

Trustee Viehweger said that she was surprised to see how small the residential area of the innovation district was, and asked about the capacity for housing. SVPSI Golding said that the original plan did not take into consideration housing, but that housing had been grandfathered in. UP Bolin said that there were housing developments being built that bordered on the innovation district.

UP Bolin said that they would be requesting approval for the Dublin Framework Plan in the Resources Committee. She said she wanted to thank the Board for their input in developing the plan.

Trustee Scholl said he especially wanted to thank Trustee Goodman for his additions to the document, which Trustee Scholl felt made the plan more dynamic and workable.

SVPSI Golding said that he was impressed by the partnership with the City of Dublin, and noted how Dublin police and fire departments were frequently present on campus.

Chair Wolfort noted that, as the Dublin campus grew, there would be no room for error when it came to emergency support services.

SVPSI Golding said that he and VPFA Shaffer were having frequent conversations about what the needs would be as the population grew. He said it was important to note that the traffic infrastructure in Dublin would be growing immensely, thanks to a contract Dublin had won to test autonomous vehicles. He said that $150-200 million would be invested into the area surrounding the west innovation district by the Federal Highway Department.

Vice Chair King asked UP Bolin if she felt positive about the way the Ohio University plan was being presented in the media, and asked if our message was being transmitted properly. UP Bolin said that she hated seeing her own words in writing, as they weren't often written in a way that wholly expressed the plan. She said that some people felt Ohio University was taking away the last green space that Dublin had, and noted that Ohio University's commitment to green spaces and environmental planning could be better relayed to the public. UP Bolin added that most people in Dublin seemed very excited about the Ohio University plan.

SVPSI Golding said that the city would take the approved plans and go through the coding all at once so that it wouldn't have to be done piecemeal, and lauded UP Bolin's efforts to put all of that information together upfront. He said that the Framework Plan "fuzzes up" the border between districts 1 and 2, and that Dublin would like to engage in conversations to make that delineation clearer.

Trustee Cooper asked, Is there any question of what kind of tenants will occupy the spaces that will be built in the framework plan. Is there protocol worked out regarding how the tenants will be chosen, or how the building will be implemented? SVPSI Golding said that the Trustees were largely in charge of how the area would be developed, and what kinds of partnerships would be developed down the road. He said that, in the West Innovation District (Dublin-led), the decisions would be made on a project-by-project basis.

Chair Wolfort asked, As we develop the land and the district, the value of the land will go up. He asked if the planners foresaw any future pushback regarding land prices. SVPSI Golding said that the area goes for $90,000 per acre, currently, but said that OHIO paid more than that when we bought the land for HCOM in Dublin. He said he did not foresee any dramatic price-spiking as a result of development.

Trustee Scholl said he was excited to see the area built into a dynamic knowledge community, and asked UP Bolin what she felt the timeline would be in implementation. Bolin said that it was a great question, but that she did not have an answer at the moment. SVPSI Golding said that he felt everything depended on when the Board implemented plans. Everything would move forward from there.

Financial Update – Operating Forecast and FY18 Budget Planning

VPFA Shaffer presented on the university state budget. She said that Governor Kasich had made his executive budget proposal, which still had to go through the house and senate, but that he was proposing a 1% SSI increase. She said that the budget proposed a 0% increase on both tuition and fees and laid out what that would mean, financially, for Ohio University. She said that her team would be asking the Board for a 2% fee increase for the regional campuses today, because OHIO needs to position itself in a way that allows for fees in case the budget changes moving forward. She said that the cap represented about a $15 million reduction for the university. She said it was difficult, because fees were not necessarily something that the university controlled. She said that the recommendations that had come out of the Governor's Taskforce had been to implement statewide leveraging and bargaining regarding textbooks. VPFA Shaffer said that while the feeling was that statewide leveraging could drive prices of textbooks down, it was also just as possible that it would drive textbook prices up. She mentioned that Ohio University was the only public school in Ohio without a college-owned bookstore. Shaffer that the cap per credit hour on regional campuses was placed at $10 a credit.

Trustee Scholl asked if the plans were being made on a 15-hour credit assumption per student to find the total curricular hours. VPSA Shaffer said yes.

VPSA Shaffer said that the chart showed how limited Ohio University was in supporting its costs. Tuition caps limited the possibilities to a .34% increase. EVPP Benoit added that other challenges proposed in the budget included that OCOG percent increases and a proposal to offer bachelor's degrees at community colleges. Vice Chair King asked if that was a for-profit initiative. EVPP Benoit said that it was a competency-based program.

EVPP Benoit mentioned that the Board would hear a presentation on TopHat, which had already saved college students a lot of money by eliminating the need for student-bought clickers (electronic lecture response devices). EVPP Benoit outlined that a clicker allowed professors and students to have more opportunities for interaction. Interim President Descutner added that clickers allow for professors to see, in real-time, and especially in science classes (which were early adopters), if the students were understanding the material being presented, and whether or not more curriculum was needed in particular areas. EVPP Benoit agreed.

EVPP Benoit said that the state was basically asking universities to reduce costs as much as possible as quickly as possible. She said that many times, text-associated codes to access online homework prevented students from being able to purchase books used. Student Trustee Roden agreed, and mentioned how, in a golf course he was taking, he still had to purchase an expensive text to be able to take the golf course.

Trustee Scholl asked further about College Credit Plus (CC+) costs, and said he found it extraordinary that colleges were being asked to absorb the costs of 768 CC+ students at 15 hours for $10 a credit hour. EVPP Benoit said that the program costs universities a lot of money, and there was not a long enough run rate to even be able to tell if CC+ was benefitting students in the long run. Trustee Scholl said he hoped Ohio University has a strong voice at the table to say whether or not the program is working, and whether or not universities should be forced to support the program.

State Appropriations:

VPFA Shaffer presented on State Appropriations and the calculations involved in determining the State Share of Instruction (SSI).

EVPP Benoit presented on Tuition, Room, and Board. She said that OHIO's housing deposits are down this year compared to the same time the previous year. She said that there were several reasons for that, including the switch to the Common Application program. She said also that Ohio State and Miami had only just released their financial aid packages last week and this week, respectively, which mean that students were waiting to see what their options were before placing the housing deposit.

Senior Vice Provost for Strategic Enrollment Management (SVPSEM), Craig Cornell said that we were seeing an impact in STEM graduate programs regarding the recent national presidential Executive Order. The STEM grad programs attract a large international population of students, but, given the national climate, international students appear to be wary of making financial commitments when their ability to be able to enter the country may be hampered. He added that housing deposited are down from last year, but up from the year before that, and noted how record enrollments can throw off metrics for such rates.

Chair Wolfort asked if the Common Application was creating a lot of noise regarding the ability to provide metrics. SVPSEM Cornell said yes.

EVPP Benoit said she wanted to point out that the projected decrease in net tuition had to do with an increase in in-state students, and a resulting decrease in out-of-state students, and also their respective tuition rates.

Trustee Scholl noted the 5% increase in the student discount rate (from 19.7% to 25.3%), and asked where that 5% discount was being drawn from. EVPP Benoit and VPFA Shaffer said that the money was coming out of operational funds and also philanthropy. EVPP Benoit added that they hoped to fundraise to make up for that 5%, but that that would take time.

Trustee Viehweger asked if the state was looking at the increased discounts and pointing to it as a means of showing that university prices were inflated if they had to set a price and then back off of it. EVPP Benoit added that there was a tradeoff in placing a cap on the amount of money that was invested in a class of students, and noted that institutional values would have to change to attract a certain type of class.

Trustee Scholl stated, So, we're making up the difference by drawing from operational funds. That's concerning. VPFA Shaffer agreed and outlined the costs of the strategic opportunity scholarships.

VPFA Shaffer reported on other revenue sources, and said that the good news was that, after years of disappointing returns, the investment gains this year were up significantly. Over 10%, as opposed to the benchmark of 6.3%.

EVPP Benoit reported on compensation updates. She said that the university had just recommended a zero percent raise increase for faculty and staff. VPFA Shaffer added that healthcare costs were rising at a higher rate than expected, and that was posing additional challenges in the budget. She said that the university is trying to manage the healthcare costs at no more than a 5% increase each year, and gave some examples of how the university was looking to decrease the costs, including investigation into the possibility of using generic medications.

VPFA Shaffer presented on other expenses, which included debt service, depreciation, operating expenses, and capitalized costs. She also noted future construction plan costs.

Trustee Wolfort said that not laying out all of the potential cost reductions doesn't look at the budget from a holistic level.

EVPP Benoit and VPFA Shaffer presented a chart that laid out Revenue Sources versus Investments, which showed the limitations of revenues ($1.3 million), versus Investment costs ($13.3 million), so the costs were skewed.

Chair Wolfort said that he would respectfully ask Finance to stop using the aspirational idea that we will get 10.6% from the state. It has never happened, and it should not be used as a benchmark in budget planning.

VPFA Shaffer said that, after this year, the 10.6% marker would not be used, and said it was only used this year because they did not want the individual colleges to have to absorb the cost.

Trustee Scholl said that the chart effectively shows what it is like to have to dig into reserves, and in the uncertain economy, it was a risk to do so.

Shaffer showed a list of investment projections, and provided an update on the FY17 Strategic Opportunity Reserve Forecast. EVPP Benoit added that a lot of critical initiatives were funded out of the strategic opportunity reserves. VPFA Shaffer said that the goal was to manage investments so that OHIO was not making more commitments than they could afford.

Interim President Descutner asked about counseling services and said that they are currently insufficient. VPFA Shaffer asked Vice President of Student Affairs (VPSA) Jason Pina to expound on counseling information. VPSA Pina said that currently, Ohio University doesn't have the resources to expand the counseling services. He said that they are looking into third-party opportunities, but that paying the market rate was challenging. He said that Ohio University pays counselors less than do other universities, and that we pay far below the market rate, which makes recruitment challenging. He said that physically, the counseling department is at capacity, so he was working with UP Bolin to find space into which counseling services could expand.

Trustee Scholl said that he felt that it was a good idea to look back and reexamine the metrics that were used at the beginning of the planning years ago, to see how we can improve them moving forward. VPFA Shaffer said that the metrics took into

consideration seeding investment, but that the economic environment changed the outlook for those investments.

Trustee Scholl asked that Finance perhaps retool and reevaluate the plans so that, moving forward, we can address the issue, and close the discrepancy.

VPFA Shaffer reported that IT Deferred maintenance status will be forthcoming.

Fee approvals: HCOM is not linked to state fee cap. The fee approvals before you have gone through our internal processes. They have had to absorb loss of revenues but still need to ask for 3.5% increase.

EVPP Benoit provided an update on the BOT priorities and financial assumptions. UP Bolin presented on the CIP timeline. We are in process of updating the 2019-24 CIP plan to align with the state's schedule. This is a strategic plan that starts with the academic plan and then goes through a prioritization process. Are the campuses priorities from the previous plan still the same? EVPP Benoit outlined some of the tough choices that are made to fulfill projects. We need to balance deferred maintenance with what is required by academic programs and how to minimize campus disruption as well as having the funding required.

Chair Wolfort asked at what point in time do we have our CIP that matches our depreciation rate so we know we have funding for infrastructure that we a balance. VPSA Shaffer said that that was the goal and that she'll try to identify the timeframe of such as balance. Trustee Cooper asked about a real estate plan. UP Bolin said that that was part of the Campus Master Plan.

VPSA Shaffer specifically mentioned an aspect (new chilled water) of the Utilities Master Plan that needed to be acted upon because that project impacts future projects and that right now we are out of capacity.

VPSA Shaffer mentioned that this is the first time that the university will have all the university plans in alignment and congratulated UP Bolin on her leadership in this area. EVPP Benoit reminded everyone the goals of the CIP which is to answer how does it help us achieve our priorities, goals, and objectives.

The meeting of the Joint Committee was adjourned at 11:09am.

Ohio University Board of Trustees

Resources Committee Meeting

March 16, 2017

Walter Hall

Committee Chair David Scholl called the meeting to order. Other board members present included Trustee Cary Cooper, Trustee Peggy Viehweger, Student Trustee Patrick Roden, and Faculty Representative Susan Williams.

VP Shaffer opened with a quick review of action items and discussion topics scheduled for the June 2017 meeting.

- **Resolution, FY18 Other Fees Approval**
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No additional discussion.

The Committee recommended the resolution for FY18 Other Fees Approval including Exhibits A-E be moved to the March 17, 2017 Board of Trustee meeting for full board action.

- **Resolution, Dublin Framework Plan**

No additional discussion.

The Committee recommended the resolution for Dublin Framework Plan be moved to the March 17, 2017 Board of Trustee meeting for full board action.

- **Consent, University Quasi-Endowment**

Foundation Chief Finance and Investment Officer (CFIO), Candice Casto discussed the College of Arts and Sciences request to establish a $250,000 University quasi-endowment for the Charles J. Ping Institute for the Teaching of the Humanities. The creation of this endowment is intended to better support professorship positions in the future. The Foundation Board of Trustees approved the establishment of this quasi-endowment at their February meeting.

It was noted that the Board establishes these financial instruments and has entrusted financial oversight to the Investment Sub-Committee of the Foundation Board of

Trustees. CFIO Casto will provide an annual report of quasi-endowments to be reviewed by the Governance Committee of the University Board.

The Committee recommended that the Consent resolution for the Establishment of a University Endowment be retained on the Consent Agenda for the March 17, 2017 Board of Trustee meeting.

- **NACUBO Endowment Update**

CFIO Casto reminded the committee of the NACUBO-Commonfund Study of Endowments (NCSE) which analyzes investment performance and includes participants from over 800 higher education institutions and their related foundations. OHIO has lagged the NCSE average for the 1-, 3-, 5- and 10-year periods ended June 30, 2016. OHIO's 1-year return was 130 basis points off of the NCSE average and close to 200 basis points off of our diversified benchmark. As discussed at last year's update, the Foundation's investment manager, Hirtle Callaghan (HC), operates as a valuation investor. The Foundation's approved investment policy includes value-based investment strategies, which were temporarily out of favor in the market. Over the past six months, relative performance has improved substantially. For the twelve months ended December 31, 2016, OHIO's performance is 20 basis points ahead of the diversified benchmark. The Trustees reported appreciating receiving the fourth quarter of 2016 supplemental information from HC which highlighted 1) value-oriented investment strategies are now outperforming growth- and yield-oriented strategies, and 2) the importance and effectiveness of diversification.

Next week members of the Advancement and Finance teams along with several Foundation and Ohio University Board members will visit the HC Philadelphia office to tour the facilities and meet with HC staff, including HC's new President and their Chief Strategist.

- **Treasury Update**

VPFA Shaffer introduced Mr. Rob Kanzer from Prager & Co., LLC, to present the Series 2017A bond issuance transaction overview. The Board of Trustees, at their August 2016 meeting, authorized the issuance of up to $170M tax-exempt bonds to refund all or part of one or more of the Series 2006A Bonds, the Series 2006B Bonds, the Series 2008A Bonds and the Series 2016 Notes and $125M in new-money for capital projects. In January 2017 S&P and Moody's both affirmed the University's long-term ratings of A+ and Aa3 respectively and assigned the same rating to the Series 2017 transaction. On February 7, 2017 the University sold $156.2M in tax-exempt, fixed rate bonds with closing occurring on March 1, 2017. To summarize the Series 2017A bond transaction:

1) the University issued tax-exempt, fixed rate bonds,
2) the University executed a matched maturity refunding with the same maturity structure as the refunded bonds at an average interest rate of 3% resulting in debt service cash flow savings of $255K to $315K annually through FY2037 or an Net Present Value savings of $4.3M,
3) the University structured the $125M new money to mature from FY2045 to FY2048 in a long-dated bullet maturity structure at an all-in TIC (true interest cost) of 4.17%.

The marketing strategy for the bonds included early issuance of the offering document providing an opportunity for 30 unique investors to view the online Investor Presentation. Wells Fargo Bank took advantage of the offer to speak directly with VPFA Shaffer and the Treasury team and obtain information about the University's multi-year planning process and board oversight. The issue was 3x over-subscribed and included many blue-chip investors. The market timing of the issue was also favorable with most of the bonds selling over par providing additional cash flow and the University realizing reduced borrowing costs for most maturities.

VPFA Shaffer updated the Committee on the Internal Bank and Century Bond Bank forecasted FY17 cash flows. There are various 'buckets' of funds in the Internal Bank – working capital, endowments, and Century Bond – each with unique restrictions on spending. The working capital buckets are available for operations with specific amounts set aside for operating reserves. As a result of the Series 2017A bond issue, the Internal Bank will incorporate the building of a new 'bucket' for the FY2045-2048 bullet maturities of those bonds. The Treasury Update includes the Cash and Investment reporting, is a regular component of the Treasury and Debt reporting to the board and will be a focus of the Treasury and Debt Advisory Committee (TDAC). The TDAC is responsible for oversight and monitoring of the Internal Bank model and respective working capital and debt reserve requirements as specified in the Debt Management Guiding Principles.

VPFA Shaffer expanded on a conversation from the Joint Committee's FY18 Budget presentation regarding the Strategic Opportunity Fund, previously known as the '$100M Investment Pool'. The intent of the fund is to develop reserves to fund and seed strategic investments. The expectation is <u>not</u> to build $100M in reserves; but rather to seed $100M in investments over time.

- **Consent, Facility Projects – Design**

Senior Associate Vice President (SAVP) Joe Lalley listed the five projects for approval to undertake design through contract administration – Heritage College of Osteopathic Medicine (HCOM) Athens Campus Phase I, HCOM Utilities Phase I, Chilled Water Plant #3, Bush Airport Taxiway Rehabilitation, and Clippinger Hall Renovation Phase I.

<u>HCOM Athens Campus Phase I</u>

Shawna Bolin, Director of University Planning and Space Management (UP), discussed the evolution of HCOM Athens Campus planning since the Osteopathic Heritage Foundation's (OHF) 2011 $105M transformational gift to the College of Osteopathic Medicine. Since 2012, the University has undergone collaborative and comprehensive planning with a focus on interdisciplinary research and academic replacement space for the Athens campus while taking into consideration synergies and transformational opportunities that may exist with the colleges of Engineering and Arts and Sciences. HCOM's current home, the West Green, was considered but costs were prohibitive and

the location was not offering transformational long-term opportunities. Through the Comprehensive Master Plan process, a new 'knowledge corridor' was envisioned and the concept of a Union Street Green was conceived providing a new home location for HCOM. The request for $8.998M for HCOM Athens Campus Phase I design is part of the Design resolution and continues the University's matching commitment for the OHF gift.

HCOM's Dean Ken Johnson addressed the committee stressing the importance of bringing Athens HCOM academic and research facilities up to the standard of the medical spaces which have been created in Dublin and Cleveland as part of the OHF gift. Growth in medical school enrollments may occur following development of improved Athens facilities and a comprehensive review of all HCOM space, HCOM programming across all campuses, interaction with other colleges, and involvement with area hospitals and community. The Phase I project prioritizes modern academic space and proposes a 114K Gross Square Foot facility and repurpose of an existing facility – Human Resources Training Center (HRTC). Athens clinical care delivery spaces currently offered in Parks and Grosvenor West will be examined separately, as part of the partnership with O'Bleness Hospital, OhioHealth and the new practice plan.

Utilities Projects

HCOM Phase I Utilities design funding is requested to properly plan and provide energy infrastructure for the new HCOM building, HRTC and WUSOC in line with the Union Street Green development. Chilled Water Plant #3, proposed to be located on the far-east side of campus, is a utility project necessary to replace aging building-based chillers and provide efficient air conditioning for the campus. Building based chillers and window air conditioners will continue to be retired as campus buildings get connected to district chilling. The Housing Development Plan update will also look at converting residential housing building cooling loads to district chilling.

The Trustees commended the use of consultants to supplement staff in the University's planning and facilities units for large scale, comprehensive projects such as master planning and components of the Utilities planning.

The Committee recommended that the Consent resolution for Facility Projects – Design be retained on the Consent Agenda for the March 17, 2017 Board of Trustee meeting.

- **Consent, Facility Projects – Construction**

Associate Vice President for Architecture, Design and Construction (ADC) Greg Robertson started his presentation with a before and after view of the Lausche smoke stack which shows the first three of the four new exhaust stacks that were installed in February 2017 and the progress of the demolition of the old brick smoke stack. Two projects with budget amendments were discussed – 1) OUC Bennet Hall Electrical Upgrades Phase I for a $303,492 decrease in the approved budget for removal of a planned generator, although it was noted that a future OUC project may incorporate these

budget savings for new equipment; and 2) a budget increase of $292K for the Tiffin Hall Bathroom Upgrades project due to code requirements that increase the number of fixtures for the building's occupancy.

AVP Robertson discussed the scope and funding of seven new construction projects including

- Ping Center Soil Stabilization and Interior Repairs - this stabilization work will address the soil settling issues which have impacted the building infrastructure since its construction in 1996,
- Bush Airport Apron Rehabilitation and Obstruction Removal – primarily funded by FAA grant funding,
- Campus Steam System Repairs 2018 - tunnel work in conjunction with the annual steam shutdowns is a regular deferred maintenance line item resulting in water and electric savings,
- Fault Locators and Distribution Re-Fusing,
- Gamertsfelder Lobby Renovations,
- Lausche Switchyard Storm Sewer Remediation, and
- Shively Dining Hall Plumbing Repairs.

The committee requested metrics which quantify savings and cost avoidance resulting from our CIP/Utility strategies.

The Committee recommended that the Consent resolution for Facility Projects – Construction be retained on the Consent Agenda for the March 17, 2017 Board of Trustee meeting.

- **Consent, Real Estate Easement – AEP-Ohio**

SAVP Lalley discussed the Real Estate Easement resolution which provides for granting easements to AEP so that they can make improvements to their AEP infrastructure that will improve electric reliability in the Court Street / Kantner Hall area, remove overhead lines and allow for improvements to the Kantner Hall Pocket Park. AEP is planning to execute the project this summer.

The Committee recommended that the Consent resolution for Real Estate Easements – AEP-Ohio be retained on the Consent Agenda for the March 17, 2017 Board of Trustee meeting.

- **Consent, East State Street Ground Lease Amendment**

VPFA Shaffer discussed the East State Street Ground Lease Amendment resolution. The University and the Ohio Department of Administrative Services have worked together to request this modification of language to the ground lease in order to resolve market

uncertainty as we move to position the University-owned properties for sale. This amendment is mutually agreed to by both parties to the lease.

The Committee recommended that the Consent resolution for East State Street Ground Lease Amendment be retained on the Consent Agenda for the March 17, 2017 Board of Trustee meeting.

- **Consent, Athens Library Ground Lease Renewal**

VPFA Shaffer discussed the renewal of the 25-year ground lease of 2.5 acres at 30 Home Street in Athens to the Athens County Public Libraries. The University wishes to renew the lease which expires May 31, 2017 for consideration of $1.

The Committee recommended that the Consent resolution for Athens Library Ground Lease Renewal be retained on the Consent Agenda for the March 17, 2017 Board of Trustee meeting.

- **Resolution, Purchase of Real Property at 31 South Court Street, Athens Ohio**

VPFA Shaffer discussed an addition to the Resources Committee agenda seeking board action to purchase property which the University leases at 31 South Court Street in Athens, the old Woolworth's building. The University's current 5-year lease expires on July 22, 2017 and the property owner has agreed to a sale price of $8M plus customary closing costs and required due diligence expenses. The price is consistent with appraisals obtained. The university leases the property, comprised of 50,435 Gross Square Feet, for approximately $800K per year to provide academic and administrative space to six University units and is consistent with real estate goals to support the academic mission and enhance campus borders.

The Committee recommended the resolution for Purchase of Real Property at 31 South Court Street, Athens Ohio be moved to the March 17, 2017 Board of Trustee meeting for full board action.

- **Information Items: No Discussion**

Informational Updates provided in the materials:

- Financial Update
- Facility Project Status Report

At 3:50 pm meeting was adjourned.

Ohio University Board of Trustees

Governance Committee Minutes

Thursday, March 16, 2017

Walter Hall

Present were Chair Cooper, Trustees King, and Pidwell, Secretary to the Board David Richard Moore and General Counsel John Biancamano.

The meeting was called to order at 3:50 PM.

1. Resolution, Amendment to Board Bylaws

The Committee revised the draft Bylaws to move the reference to affiliated entities from the Risk Management Committee to the Governance and Compensation Committee. An amended draft will be attached to the resolution to be presented to the meeting of the full Board.

2. Resolution, Effective Date of Presidential Appointment

The Committee recommended to the full Board a resolution authorizing the Chair to change the effective date of Dr. Nellis' term as President to a date mutually agreed upon by the Chair and Dr. Nellis.

3. Human Resources Annual Report and Update

Vice President for Finance and Administration Deb Shaffer and Chief Human Resource Officer Colleen Bendl presented an annual report on human resources programs and activities. A copy of her presentation is attached. The Committee requested that the annual report, including a report on compensation and benefits, be presented each year at the March meeting.

The Committee adjourned at 4:45 PM.

Ohio University Board of Trustees
Audit Committee Meeting
Ohio University – Athens Campus
Walter Hall
March 16, 2017

Present: Audit Committee Chair David Wolfort, Trustees Dave Scholl and Peggy Viehweger and Student Trustee Patrick Roden and Interim President David Descutner.

The Audit Committee Chair called the meeting to order at 3:55 PM.

FY 2017 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 FY2017 external audit. Topics included an outline of Plante Moran's deliverables, responsibilities and communication with the Audit Committee. Trustee Wolfort asked about the demolition of University buildings and how GASB 83 would impact OHIO. Mr. Martinez and Mr. Sklenicka provided some general information about how it could apply to OHIO.

FY17 Audit Plan Status

Jeff Davis, Chief Audit Executive discussed the FY17 audit plan. The audits of Campus Recreation, Residential Housing, IT General Controls and Transportation and Parking Services were recently completed. The audits of the College of Business and the Heritage College of Medicine are in progress. Mr. Davis said that he will likely add an audit of Event Services to the audit plan. Mr. Davis and Ms. Mary Ann Boyle, Internal Audit Manager, provided the committee with an update on Internal Audit cash collection auditing processes. The trustees, Mr. Davis and Ms. Boyle discussed recent audits and current processes.

Construction Auditing Update

Mr. Davis provided a summary of recent construction auditing. Construction auditing projects currently in progress include McCracken Hall and Jefferson Hall. Mr. Davis reviewed the Baker Tilly construction audit dashboard. Trustees Scholl and Wolfort discussed how Baker Tilly provided value to OHIO and improved the outcome of construction projects. The trustees, Mr. Davis and Joe Lalley, Sr. Associate VP of Technologies and Administrative Services, discussed recent construction projects. Mr. Lalley discussed how the University's Legal Affairs Office was helpful when working with construction companies. Trustee Scholl asked if Baker Tilly was involved in the

Dublin Campus and Cleveland Campus. Mr. Davis responded that Baker Tilly was involved in some aspects, but not in the same way as projects on the Athens Campus.

DOT Safety Audit

Mr. Davis updated the committee on a U.S. Department of Safety audit that was performed by the Public Utilities Commission of Ohio (Enforcement Division). The audit was positive with no issues identified for correction. Trustee Wolfort asked about the University's process for screening individuals that drive charter buses for University events. Mr. Lalley provided an overview of what the University's process includes.

There was no unfinished business.

Audit Committee Chair Wolfort adjourned the meeting at 4:36 PM.

Ohio University Board of Trustees
Executive Committee
March 17, 2017
Ohio University Inn

Present: Chair David A. Wolfort; Vice Chair King; Trustees Cary Cooper, Dave Scholl, Peggy Viehweger, Student Trustee Roden; National Trustees David Pidwell and Laura Brege; and Secretary David Richard Moore.

Chair Wolfort called the meeting to order at 7:40am.

Chair Wolfort suggested that the committee move into Executive Session to consider the discipline of a public employee and for the purchase or sale of property. Vice Chair King moved to adjourn to Executive Session; Trustee Cooper provided a second. Chair Wolfort called asked for the role to be called. The Executive Committee adjourned into Executive Session by a vote of 5-0 at 7:44am.

At 9:54am Trustee Scholl motioned to adjourn out of Executive Session; Vice Chair King provided a second; Chair Wolfort asked for a roll call. The motion was passed unanimously and the Executive Session was adjourned.

Chair Wolfort adjourned the meeting at 9:55am.

Exhibit A

Summary of Fee Requests

Fee	Increase Request	Exhibit
HCOM Tuition & Fees	3.5%	B
Off-Campus programs	See Exhibit	C
Student Fees	See Exhibit	D
Regional Campuses	2.0%	E

Exhibit B

OHIO UNIVERSITY

ATHENS CAMPUS

COLLEGE OF OSTEOPATHIC MEDICINE

FY 2018 GRADUATE STUDENT TUITION & FEE SCHEDULE

(PER SEMESTER)

MEDICAL STUDENTS

Credit Hours	Instructional Fees	General Fees	Resident Total	Non-Resident Surcharge	Non-Resident Total		Technology Fee
1	634	24	658	270	928		20
2	1,268	48	1,316	540	1,856		40
3	1,902	72	1,974	810	2,784		60
4	2,536	96	2,632	1,080	3,712		80
5	3,170	120	3,290	1,350	4,640		100
6	3,804	144	3,948	1,620	5,568		120
7	4,438	168	4,606	1,890	6,496		140
8	5,072	192	5,264	2,160	7,424		160
9 and above	17,170	639	17,809	7,316	25,125		550

Exhibit C

OHIO UNIVERSITY

OFF CAMPUS GRADUATE PROGRAMS

Changes to FY18 STUDENT TUITION & FEE SCHEDULE

(PER CREDIT HOUR)

Change Type	Proposed	Instructional Fee	General Fee	Program Fee	Special Srvs/Materials Fee	Ohio Resident Total	Non-Resident Fee	Out-of-State Resident Total
New Program Fee	Master of Arts Speech-Language Pathology	505	78	37	0	620	496	1116
New Program Fee	Doctor of Clinical Audiology (AuD)	505	78	37	0	620	496	1116
New Pathway	Doctor of Nursing Practice BSN to DNP	505	78	0	90	673	496	1169
New Pathway	Doctor of Nursing Practice MSN to DNP	505	78	0	130	713	496	1209

All Effective Fall Semester 2017

Exhibit D

Request for New or Increase of Broad-Based Fees

Office/Dept./School	Fee Name	Current Amount	FY18 Amount Requested	FY18 Amount Recommended to BPC	FY18 Amount Recommended to BOT
ATHENS					
Heritage College Osteopathic Medicine	Medical Learning Resource Fee*	$531.00	$550.00	$550.00	$550.00
International Student and Faculty Services	International Student Fee	$100.00	$200.00	$150.00	$150.00

*Also charged at HCOM's Cleveland and Dublin Extension Campuses

Exhibit D

Request for New or Increase of Student Course Fees

Course ID	Course Title	Dept/School	Fee Name	Current Amount	FY18 Amount Requested	FY18 Amount Recommended to BPC	FY18 Amount Recommended to BOT
ATHENS							
College of Health Sciences and Professions							
NRSE 2220	Foundations of Nursing Practice	NRSE	HESI Testing & Simulation Lab Fee	$270.00	$273.00	$273.00	$273.00
NRSE 3130	Nursing Care of Adults I	NRSE	HESI Testing & Simulation Lab Fee	$240.00	$243.00	$243.00	$243.00
NRSE 3140	Mental Health Nursing	NRSE	HESI Testing	$90.00	$93.00	$93.00	$93.00
NRSE 3230	Nursing Care of Adults II	NRSE	HESI Testing & Simulation Lab Fee	$240.00	$243.00	$243.00	$243.00
NRSE 4120	Management and Leadership in Nursing	NRSE	HESI Testing	$90.00	$93.00	$93.00	$93.00
NRSE 4140	Nursing Care of Children and Families	NRSE	HESI Testing & Simulation Lab Fee	$240.00	$243.00	$243.00	$243.00
NRSE 4400	Professional Practice in Nursing	NRSE	HESI Testing	$180.00	$185.00	$185.00	$185.00
CHILLICOTHE							
NRSE 2110	Clinical Judgment II	NRSE	TYPHON Fee	$50.00	$60.00	$60.00	$60.00
NRSE 2220	Foundations of Nursing Practice	NRSE	HESI Testing & Simulation Lab Fee	$340.00	$343.00	$343.00	$343.00
NRSE 3130	Nursing Care of Adults I	NRSE	HESI Testing & Simulation Lab Fee	$290.00	$293.00	$293.00	$293.00
NRSE 3140	Mental Health Nursing	NRSE	HESI Testing	$90.00	$93.00	$93.00	$93.00
NRSE 3230	Nursing Care of Adults II	NRSE	HESI Testing & Simulation Lab Fee	$290.00	$293.00	$293.00	$293.00
NRSE 4120	Management and Leadership in Nursing	NRSE	HESI Testing	$90.00	$93.00	$93.00	$93.00
NRSE 4140	Nursing Care of Children and Families	NRSE	HESI Testing & Simulation Lab Fee	$290.00	$293.00	$293.00	$293.00
NRSE 4400	Professional Practice in Nursing	NRSE	HESI Testing	$280.00	$285.00	$285.00	$285.00
NURS 1110	Foundations of Nursing and Assessment Across the Lifespan	NRSE	Standardized Testing and Simulation Fees	$293.00	$298.00	$298.00	$298.00
NURS 1210	Adult Health I: ADN	NRSE	Standardized Testing and Simulation Fees	$325.00	$330.00	$330.00	$330.00
NURS 2030	Licensed Practical Nurse to Registered Nurse Transition	NRSE	Standardized Testing and Simulation Fees	$367.00	$374.00	$374.00	$374.00

Exhibit D

Request for New or Increase of Student Course Fees

Course ID	Course Title	Dept/School	Fee Name	Current Amount	FY18 Amount Requested	FY18 Amount Recommended to BPC	FY18 Amount Recommended to BOT
NURS 2110	Adult Health II: ADN	NRSE	Standardized Testing and Simulation Fees	$302.00	$307.00	$307.00	$307.00
NURS 2210	Adult Health III: AND	NRSE	Standardized Testing and Simulation Fees	$303.00	$308.00	$308.00	$308.00
PED 1211	Fundamentals of Snow Skiing	RSP	PED 1211 Course Fee	$0.00	$50.00	$50.00	$50.00
PED 2211	Intermediate Snow Skiing	RSP	PED 2211 Course Fee	$0.00	$50.00	$50.00	$50.00
REC 1150	Whitewater Rafting	RSP	REC 1150 Course Fee	$0.00	$175.00	$175.00	$175.00
LANCASTER							
ART 1121	Introduction to Drawing	ART	ART 1121 Course Fee	$50.00	$60.00	$60.00	$60.00
BIOS 2010	Elementary Microbiology	BIOS	BIOS 2010 Lab Fee	$50.00	$60.00	$60.00	$60.00
BIOS 3015	Human Anatomy Lab	BIOS	BIOS 3015 Lab Fee	$0.00	$27.00	$27.00	$27.00
BIOS 3100	General Genetics	BIOS	BIOS 3100 Lab Fee	$0.00	$20.00	$20.00	$20.00
BIOS 3225	General Microbiology Laboratory	BIOS	General Microbiology Lab Fee	$50.00	$60.00	$60.00	$60.00
BIOS 3455	Human Physiology Laboratory	BIOS	BIOS 3455 Lab Fee	$0.00	$60.00	$60.00	$60.00
REC 1150	Whitewater Rafting	RSP	REC 1150 Course Fee	$0.00	$175.00	$175.00	$175.00
UC 2900	Special Topics in University College	UNC	Applied Career Development, UC 2900 Course Fee	$0.00	$40.00	$40.00	$40.00
SOUTHERN							
EDEC 2301	Emergent Mathematics and Science Birth through Five Years	TEDU	EDEC 2301 Course Fee	$0.00	$20.00	$20.00	$20.00
EDEC 3801	Play and Creativity in Early Childhood Education	TEDU	EDEC 3801 Course Fee	$0.00	$10.00	$10.00	$10.00
NRSE 2110	Clinical Judgment II	NRSE	TYPHON Fee	$50.00	$60.00	$60.00	$60.00
NRSE 2220	Foundations of Nursing Practice	NRSE	HESI Testing & Simulation Lab Fee	$340.00	$343.00	$343.00	$343.00
NRSE 3130	Nursing Care of Adults I	NRSE	HESI Testing & Simulation Lab Fee	$290.00	$293.00	$293.00	$293.00
NRSE 3140	Mental Health Nursing	NRSE	HESI Testing	$90.00	$93.00	$93.00	$93.00
NRSE 3230	Nursing Care of Adults II	NRSE	HESI Testing & Simulation Lab Fee	$290.00	$293.00	$293.00	$293.00
NRSE 4120	Management and Leadership in Nursing	NRSE	HESI Testing	$90.00	$93.00	$93.00	$93.00
NRSE 4140	Nursing Care of Children and Families	NRSE	HESI Testing & Simulation Lab Fee	$290.00	$293.00	$293.00	$293.00
NRSE 4400	Professional Practice in Nursing	NRSE	HESI Testing	$280.00	$285.00	$285.00	$285.00

Exhibit D

Request for New or Increase of Student Course Fees

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NURS 1210	Adult Health I: ADN	NRSE	Standardized Testing and Simulation Fees	$325.00	$330.00	$330.00	$330.00
NURS 2030	Licensed Practical Nurse to Registered Nurse Transition	NRSE	Standardized Testing and Simulation Fees	$367.00	$374.00	$374.00	$374.00
NURS 2110	Adult Health II: ADN	NRSE	Standardized Testing and Simulation Fees	$302.00	$307.00	$307.00	$307.00
NURS 2210	Adult Health III: AND	NRSE	Standardized Testing and Simulation Fees	$303.00	$308.00	$308.00	$308.00

ZANESVILLE

EDEC 2301	Emergent Mathematics and Science	TEDU	EDEC 2301 Course Fee	$0.00	$20.00	$20.00	$20.00
EDEC 3400	Teaching Science in Early Childhood P-3	TEDU	EDEC 3400 Course Fee	$0.00	$25.00	$25.00	$25.00
EDEC 3801	Play and Creativity in Early Childhood Education	TEDU	EDEC 3801 Course Fee	$0.00	$10.00	$10.00	$10.00
NRSE 3140	Mental Health Nursing	NRSE	HESI Testing	$90.00	$93.00	$93.00	$93.00
NRSE 3230	Nursing Care of Adults II	NRSE	HESI Testing & Simulation Lab Fee	$290.00	$293.00	$293.00	$293.00
NRSE 4120	Management and Leadership in Nursing	NRSE	HESI Testing	$90.00	$93.00	$93.00	$93.00
NRSE 4140	Nursing Care of Children and Families	NRSE	HESI Testing & Simulation Lab Fee	$290.00	$293.00	$293.00	$293.00
NRSE 4400	Professional Practice in Nursing	NRSE	HESI Testing	$280.00	$285.00	$285.00	$285.00
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NURS 2110	Adult Health II: ADN	NRSE	Standardized Testing and Simulation Fees	$302.00	$307.00	$307.00	$307.00
NURS 2210	Adult Health III: AND	NRSE	Standardized Testing and Simulation Fees	$303.00	$308.00	$308.00	$308.00

Exhibit E

OHIO UNIVERSITY

REGIONAL CAMPUSES - LOWER DIVISION (≤ 60 HOURS)
FY 2018 UNDERGRADUATE STUDENT TUITION & FEE SCHEDULE

(PER SEMESTER)

EASTERN CAMPUS, SOUTHERN CAMPUS AND PROCTORVILLE CENTER

Credit Hours	Instructional Fees	General Fees	Resident Total	Non-Resident Surcharge	Non-Resident Total
1	220	3	223	88	311
2	440	6	446	176	622
3	660	9	669	264	933
4	880	12	892	352	1,244
5	1,100	15	1,115	440	1,555
6	1,320	18	1,338	528	1,866
7	1,540	21	1,561	616	2,177
8	1,760	24	1,784	704	2,488
9	1,980	27	2,007	792	2,799
10	2,200	30	2,230	880	3,110
11	2,200	30	2,230	880	3,110
12-20*	2,417	33	2,450	941	3,391

*Beyond 20 Hours: Resident Fee is $124/hr. and Non-Resident Fee is $185/hr.

CHILLICOTHE, LANCASTER, ZANESVILLE CAMPUSES & CAMBRIDGE AND PICKERINGTON CENTERS

Credit Hours	Instructional Fees	General Fees	Resident Total	Non-Resident Surcharge	Non-Resident Total
1	228	3	231	193	424
2	456	6	462	386	848
3	684	9	693	579	1,272
4	912	12	924	772	1,696
5	1,140	15	1,155	965	2,120
6	1,368	18	1,386	1,158	2,544
7	1,596	21	1,617	1,351	2,968
8	1,824	24	1,848	1,544	3,392
9	2,052	27	2,079	1,737	3,816
10	2,280	30	2,310	1,930	4,240
11	2,280	30	2,310	2,123	4,433
12-20*	2,513	33	2,546	2,313	4,859

*Beyond 20 Hours: Resident Fee is $124/hr. and Non-Resident Fee is $185/hr.

**Zanesville Campus students are charged an $8 Security Fee

Exhibit E

OHIO UNIVERSITY

REGIONAL CAMPUSES - UPPER DIVISION (> 60 HOURS)
FY 2018 UNDERGRADUATE STUDENT TUITION & FEE SCHEDULE

(PER SEMESTER)

EASTERN CAMPUS, SOUTHERN CAMPUS AND PROCTORVILLE CENTER

Credit Hours	Instructional Fees	General Fees	Resident Total	Non-Resident Surcharge	Non-Resident Total
1	227	3	230	88	318
2	454	6	460	176	636
3	681	9	690	264	954
4	908	12	920	352	1,272
5	1,135	15	1,150	440	1,590
6	1,362	18	1,380	528	1,908
7	1,589	21	1,610	616	2,226
8	1,816	24	1,840	704	2,544
9	2,043	27	2,070	792	2,862
10	2,270	30	2,300	880	3,180
11	2,497	30	2,527	880	3,407
12-20*	2,535	33	2,568	941	3,509

*Beyond 20 Hours: Resident Fee is $124/hr. and Non-Resident Fee is $185/hr.

CHILLICOTHE, LANCASTER, ZANESVILLE CAMPUSES & CAMBRIDGE AND PICKERINGTON CENTERS

Credit Hours	Instructional Fees	General Fees	Resident Total	Non-Resident Surcharge	Non-Resident Total
1	227	3	230	193	423
2	454	6	460	386	846
3	681	9	690	579	1,269
4	908	12	920	772	1,692
5	1,135	15	1,150	965	2,115
6	1,362	18	1,380	1,158	2,538
7	1,589	21	1,610	1,351	2,961
8	1,816	24	1,840	1,544	3,384
9	2,043	27	2,070	1,737	3,807
10	2,270	30	2,300	1,930	4,230
11	2,497	30	2,527	2,123	4,650
12-20*	2,535	33	2,568	2,313	4,881

*Beyond 20 Hours: Resident Fee is $124/hr. and Non-Resident Fee is $185/hr.

Ohio University Board of Trustees
Spring Retreat
May 19, 2017 pm, Friday
Dublin Campus, Dublin OH

Present: Chair Janetta King, Vice Chair Dave Scholl, Trustees Cary Cooper, Diane Smullen, Victor Goodman, Janelle Coleman, Peggy Viehweger, Dell Robinson, Student Trustee Voinovich; Interim President Descutner, and Secretary David Richard Moore.

Chair King called the meeting to order at 10:09am.

Chair King welcomed the Trustees and introduced Trustee Robinson and Student Trustee Voinovich. Chair King stated that the purpose of a retreat was to delve deeper into issues the Board would face now and in the future. For this retreat the topic was the university's budget and budget process.

Vice President for Finance and Administration Deb Shaffer and Vice President and Provost Pam Benoit led the discussion focusing on the budget from historical and current status.

Chair King adjourned the meeting at 3:43pm.

OHIO UNIVERSITY

Presidential Report

PRESIDENT M. DUANE NELLIS

Board of Trustees Meeting | June 23, 2017

Presidential Transition Highlights







Since being named President in February, I have:

- Received many kind messages from colleagues around the country
- Met students, faculty, staff, alumni and friends of Ohio University at a Welcome Reception on March 17th
- Attended the March Board of Trustees meeting, the May Alumni Board meeting and the June Foundation Board meeting
- Visited and toured the Athens, Dublin and Cleveland campuses
- Celebrated with the Class of 2017 at OHIO's Spring Commencement
- Made numerous calls to deans, VPs, Board chairs, donors; met with all direct reports
- Communicated with Dr. Descutner and President's Office staff nearly every day
- Sent a welcome letter to the incoming freshman class

University Leadership Changes



Dr. Pam Benoit
Provost and Executive Vice President

New Position: Senior Vice President and Provost at the University of Alabama

University Leadership Changes



Bryan Benchoff
VP for University Advancement
President/CEO of the Ohio University Foundation

New Position: President/CEO of the Louisiana State University Foundation & Vice President of Institutional Advancement



Jennifer Neubauer
Executive Director
OHIO Alumni Association

New Position: President of the University of Illinois Alumni Association

University Leadership Changes

University Leadership Changes



Dr. Matthew R. Shaftel
Dean, College of Fine Arts
Effective July 15th



Dr. Cary Frith
Interim Dean,
Honors Tutorial College
Effective June 5th



Dr. Jeremy Webster
Dean, Zanesville Campus
Effective June 5th

Bobcat Beacons of Excellence

2017 Commencement Ceremonies Held
April 28th, 29th



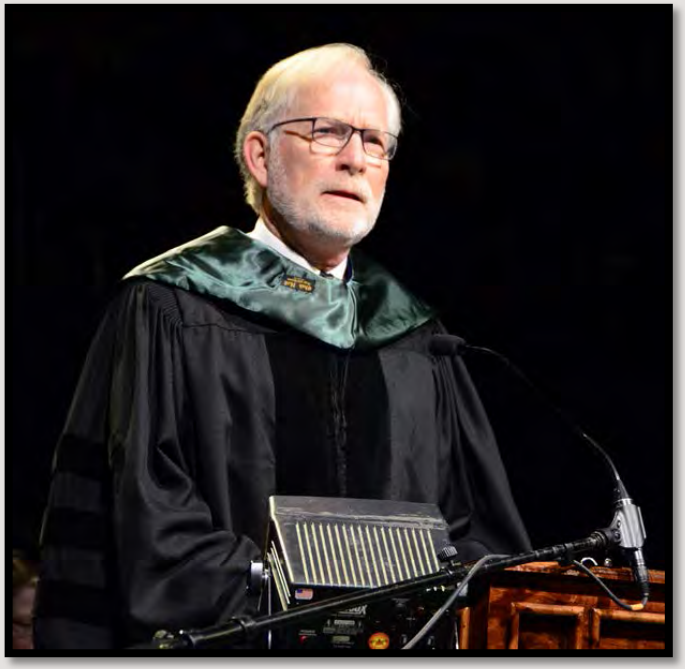
Bobcat Beacons of Excellence



This spring, 124 student doctors became osteopathic physicians

Bobcat Beacons of Excellence

OHIO alumnus David Michael Crane receives an honorary doctorate



Professor of Practice at Syracuse University

Holds a Masters of Arts Degree in African Studies and a Bachelor of General Studies in History, summa cum laude, from OHIO

Served more than 30 years in the U.S. federal government, including acting as the founding Chief Prosecutor of the Special Court for Sierra Leone, an international war crimes tribunal

Received Medal of Merit from OHIO in 2005 for his work in West Africa

Bobcat Beacons of Excellence

Former OHIO journalism student Wesley Lowery named to *Forbes Magazine's* 30 Under 30 – Media



OHIO 2017 Undergraduate Commencement Speaker
Pulitzer Prize winning journalist at *The Washington Post*

Bobcat Beacons of Excellence

Ohio University Speaking Bobcats win five national championship titles





Photo credit: State Senator Frank Hoagland

The Speaking Bobcats excelled at the Public Communication Speech & Debate League National Tournament, bringing home more than 20 awards, including five national titles. The team was recognized by the Ohio Senate on April 26th.

Bobcat Beacons of Excellence





Gerald R. Ford Presidential Foundation

OHIO alum and USA TODAY White House correspondent Gregory Korte won the 30th Annual Gerald R. Ford Journalism Prize for Distinguished Reporting on the Presidency

Bobcat Beacons of Excellence



OHIO Professor Named One of the "Best Doctors in America"

Dr. Amanda D. Maynard, Clinical Assistant Professor at Ohio University and Internist at Ohio Health, has been named one of the "Best Doctors in America" by the American Health Council. Dr. Maynard was awarded the "Leaders in Medicine" award.

Bobcat Beacons of Excellence

OHIO Alumnus' show was nominated for more Tony awards than any other show



Photo credit: By special permission of Dave Malloy

Alumnus Dave Malloy (BFA '98) has earned praise from the *New York Times* and several others for his musical "Natasha, Pierre & the Great Comet of 1812" The production is inspired by the novel *War and Peace*.

Bobcat Beacons of Excellence

OHIO and the City of Athens Celebrate Cultural Diversity

Ohio University's International Week festivities annually bring together the Athens and University communities.

The purpose of the week is to increase international awareness and celebrate diversity.

The International Street Fair is a well-attended, family friendly ending to the week that showcases food and cultural activities from around the world.



Photo credit: University Communications & Marketing

Bobcat Beacons of Excellence

The Ohio University School of Music celebrates its 100th anniversary in 2017. The yearlong Centennial Celebration kicked off with a performance at Carnegie Hall in New York City.



Bobcat Beacons of Excellence



Pete Souza, former OHIO assistant professor of visual communications and chief official White House photographer for Barack Obama, returned to OHIO for his first public appearance since Obama left office



Bobcat Beacons of Excellence

Six Ohio University students receive the nationally competitive Fulbright Award


Courtesy: UCM

Sasha Estrella-Jones


Courtesy: UCM

Claire Seid


Courtesy: UCM

Austin Stevens


Courtesy: UCM

Taylor Potts


Courtesy: UCM

Sara Sand


Courtesy: UCM

Paige Walters

Bobcat Beacons of Excellence



Ohio University has been named to Phi Theta Kappa's 2017 Transfer Honor Roll, which recognizes excellence in community college transfer pathways.

OHIO is one of only 63 institutions nationwide selected to receive this honor.

Scores were determined based on instructional partnerships, community college collaboration, pre and post transfer instructional support, data tracking and transfer pathway innovations.

Bobcat Beacons of Excellence



For the first time, Ohio University has been nationally recognized as a Tree Campus USA by the Arbor Day Foundation

Bobcat Beacons of Excellence

Ohio University named to best online colleges list for 2016



Ohio University was recently named to the list of the nation's best colleges for online learning by AffordableCollegesOnline.org (ACO). ACO, a leader in higher education information, resources and rankings, recognized Ohio University four times – twice for its online nursing program, once for its MBA programs and as one of the best online universities in Ohio.

Bobcat Beacons of Excellence

Doctor of Nursing Program Announced



Thanks to Board approval and recent accreditation of the program, the College of Health Sciences and Professions now has a Doctor of Nursing (DNP) program. This program will provide better career opportunities for nurses in Appalachia while helping to fill the need for highly qualified health professionals in Appalachia.

Bobcat Beacons of Excellence





OHIO baseball played in the 2017 NCAA Championship Lexington Regional on June 2nd

Bobcat Beacons of Excellence

THE CHRONICLE OF HIGHER EDUCATION

GLOBAL

Colleges Grapple With How to Help Students Still Left in Limbo by Trump's Travel Ban

By Karin Fischer | MAY 18, 2017



Jason Redmond, AFP, Getty Images
Protesters gathered in Seattle this week as the U.S. Court of Appeals for the Ninth Circuit prepared to hear arguments on President Trump's travel ban.

President Trump announced his executive order barring travelers, including students, from a half-dozen predominantly Muslim countries shortly after he took office in late January.

But even in the dead of winter, officials at Ohio University were already thinking about summer. While students from the affected countries would be permitted, under the order, to complete their studies, if they went home to visit family and friends, they might not be able to return to the United States. So Ohio administrators began drawing up a plan to offer summer housing to students stranded by the travel ban.

The university is not alone. The academic year may be winding down, but colleges still find themselves grappling with fallout from the ban. Some, like Ohio, are providing housing, while others are scrambling to help international students, who are restricted from working off campus, find on-campus jobs or internships. Many have stepped up their summertime programming to serve unusually large populations of foreign students

Ohio University's response to the students impacted from President Trump's travel ban received national praise and attention in *The Chronicle of Higher Education* on May 18th

Bobcat Beacons of Excellence

OHIO Photojournalism Student Named National Finalist



Alex Driehaus was one of six photojournalism finalists and the only student selected from the state of Ohio to compete in the 57th Annual National Writing, Photojournalism, Radio, Television and Multimedia Championships held in San Francisco May 29th to June 2nd

Bobcat Beacons of Excellence



Courtesy: The Hechinger Report

OHIO sophomore Jordyn Zimmerman told her story to *The Hechinger Report* of how she chose Ohio University after visiting multiple schools because she believed we were best suited to meet the needs of an autistic student like herself.

***The Hechinger Report* is a nonprofit, independent news organization focused on inequality and innovation in education.**

"In many ways, I got lucky. I found a program that could meet my needs and a university that advocates for my success. From my professors to the administration, almost everyone has been welcoming and supportive of my needs – taking the time to meet with me when I have any questions or concerns."

Bobcat Beacons of Excellence

The District on West Green in Boyd Hall Receives National Recognition

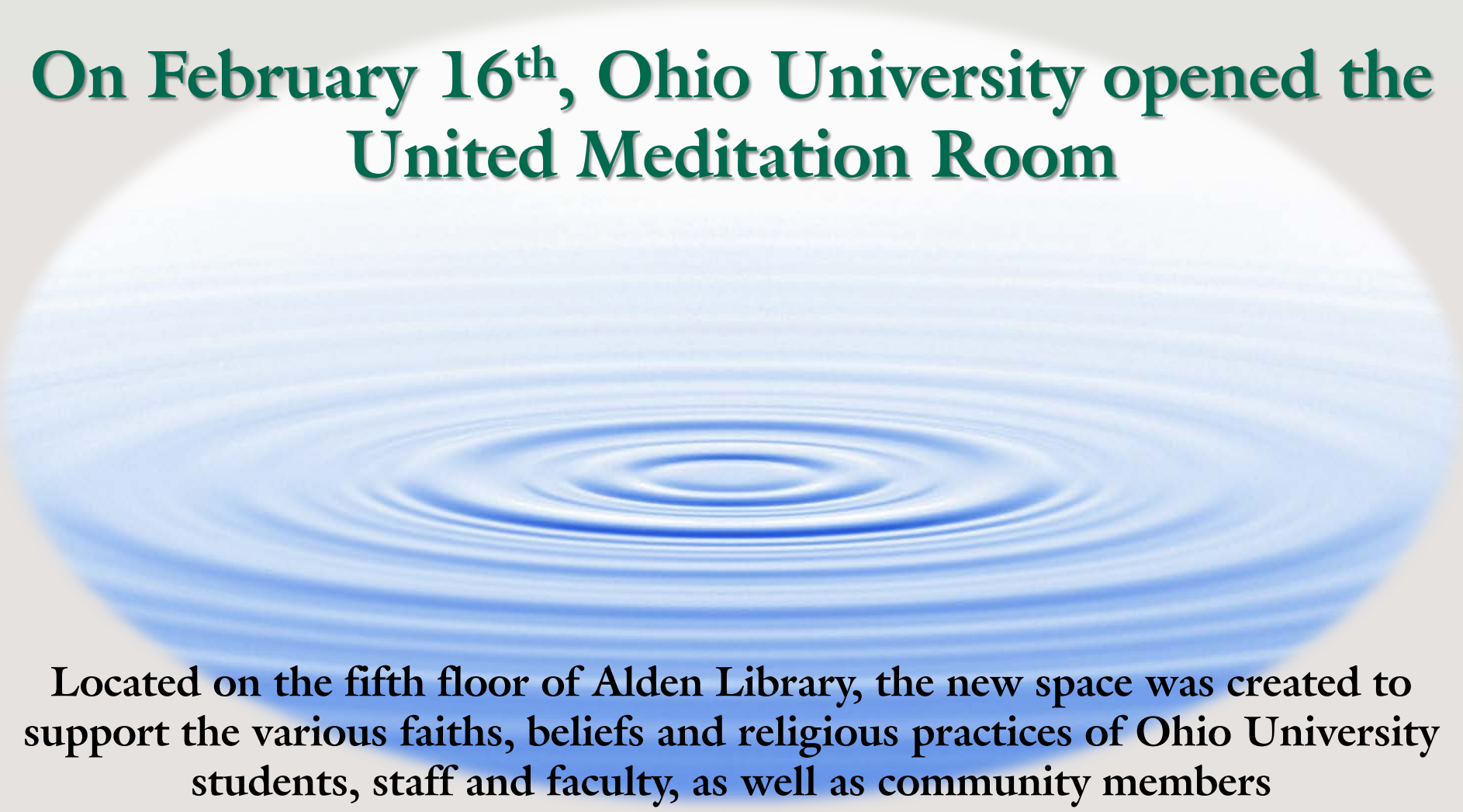


Courtesy: Foodservice Equipment & Supplies Magazine

Foodservice Equipment & Supplies named The District on West Green in Boyd Hall its 2017 Facility Design Project of the Year. FE&S recognized the design team on May 20th at its 2017 Dealer of the Year and Industry Awards Gala

Bobcat Beacons of Excellence

On February 16th, Ohio University opened the United Meditation Room



Located on the fifth floor of Alden Library, the new space was created to support the various faiths, beliefs and religious practices of Ohio University students, staff and faculty, as well as community members

Bobcat Beacons of Excellence



Observatory finds a home at The Ridges

A ribbon cutting ceremony was held earlier this month for the new Ohio University observatory, which houses a refurbished Fecker telescope

Presidential Highlight

OHIO UNIVERSITY

Presidential Report

PRESIDENT M. DUANE NELLIS

Board of Trustees Meeting | June 23, 2017

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

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

Re: **FY18 University Budget**

At our June meeting, we will be presenting for Board approval the FY 18 Ohio University Operating Budget. This budget includes an all-funds fiscal year budget (versus a general funds only view), multi-year planning, and sensitivity analyses, specifically as it relates to our strategic priorities.

The resolution facilitating approval of the FY18 University budget will be presented at the June Resources Committee meeting and is also included with these Joint Committee materials.

The proposed FY18 University Budget was developed concurrently with ongoing deliberations on the FY2018-2019 State of Ohio biennial budget. As of this memo, it is still unclear what the State's final Higher Education budget will provide for its state higher education institutions so we have had to make a set of assumptions based on the information available to-date. Depending on the outcome of the State of Ohio Budget process, we may need to amend the University's budget in order to comply and we have developed contingencies to address this uncertainty. With this understanding, the FY18 University Budget was developed with assumptions for moderate growth in tuition rates and flat State Support of Instruction ("SSI"), in accordance with the Governor's budget recommendations.

Our FY18 Operating Budget includes:

- Operating Revenues of $720.2M, and GAAP adjusted Revenues of $795.7M (GAAP adjustments incorporate non-operating activity (Capital, Endowment, Internal Bank, Century Bond Bank), financial statement adjustments, and component unit activity)
- Operating Expenses of $719.6M, and GAAP adjusted Expenses of $742.5M
- Transfers to Capital Projects of $27.8M, and Overall Capital Budget of $162.5M
- Planned Use of Reserves of $23.7M (as represented as a transfer from the working capital of the Internal Bank), inclusive of:

- $15.9M from the Strategic Opportunity Reserve, in accordance with its intended use to seed institutional investments and address financial planning volatility.
- $7.4M from Auxiliary fund balances to support planned facility projects (including $3.0M of earned ICA gifts supporting the Sook Center).
- $6.7M from our Athens Colleges and Schools to support one time investments and to bridge multi-year cost reduction plans.
- Contributions from various planning units.

While the University is committed to operating as efficiently as possible and we continue a collective focus on reducing expenses, we are also committed to maintaining investment in our mission and strategic priorities. The level of investment we support must be balanced with the financial resources available and our ability to sustain our financial health both in FY18 and future years. Consequently, we have made decisions to delay or lower the level of investment in some of the initiatives while remaining committed to the priorities established by the Board of Trustees: Student Affordability & Success, Employee Compensation, Facility Investment and Deferred Maintenance, and Program Quality & Revenue Growth.

Additional details on Ohio University's strategic initiatives, FY18 budget planning process and financial challenges are available in the Executive Summary of the Budget Book. The full FY18 Budget Book – which will be available on the BOT website and to Trustees as a draft paper document pending final decisions in the State budget process – provides extensive detail and explanation of our FY18 Budget. We look forward to the presentation and discussion at our meeting.

1 Executive Summary

Introduction by Pam Benoit, Executive Vice President and Provost; Deb Shaffer, Vice President Finance and Administration, CFO and Treasurer; and David Descutner, Interim President

We are presenting for Board approval the FY18 Ohio University Operating Budget. This budget includes an all-funds fiscal year budget (versus a general funds only view), multi-year planning, and sensitivity analyses, specifically as it relates to our strategic priorities.

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Institutional Priorities and Investments

While the University is committed to operating as efficiently as possible and we continue a collective focus on reducing expenses, we are also committed to maintaining investment in our mission and strategic priorities. The level of investment we support must be balanced with the financial resources available and our ability to sustain our financial health both in FY18 and future years. Consequently, we have made decisions to delay or lower the level of investment in some of the initiatives while remaining committed to the priorities established by the Board of Trustees: Student Affordability & Success, Employee Compensation, Facility Investment and Deferred Maintenance, and Program Quality & Revenue Growth.

Throughout the Budget Book, you will find additional details on these strategic initiatives, which are highlighted in the table below and defined in Exhibit A.

Student Affordability & Success	**Employee Compensation**	**Facility Investment and Deferred Maintenance**	**Program Quality & Revenue Growth**
Signature Financial Aid	Faculty Comp Plan	Deferred Maintenance Plan	Innovation Strategy
Endowed Scholarships	Staff Equity Plan	Utility Master Plan	OHIO for Ohio
Counseling & Psych Services	2% Raise Pool	Classroom Improvements	Online Learning
		IT Strategy & Investment	Intl. Student Recruitment
		Capital Plan	Global Strategy
			TechGrowth OHIO
			Advancement Strategy

University Budget Model

The FY18 Budget planning process kicked off in September 2016 when updated multi-year assumptions were provided to our planning units. Each planning unit was responsible for developing projections to provide a basis for our first financial review meetings in the fall. Throughout the year, financial planning meetings were held with Deans and College Financial Officers individually and as a group to review projections, refine assumptions, prioritize initiatives and investments, and rebalance subvention among the colleges. During this process the Budget Planning Council met at least monthly to discuss assumptions, review projections, and draft communications to the campus community. A timeline depicting our budget process can be found in Exhibit B.

While our FY18 Budget utilized revenue and expense allocation methodologies that were consistent with FY17, it was broadly recognized by our Academic Leadership that our University budget model requires additional refinement. With leadership transitions in FY18, we will undertake collaborative analyses of our budget model to first develop guiding principles for budgetary decisions and resource allocations, and then structure a supportive budget model.

A foundation for that model should include:

- Promotion of academic and research excellence

- Performance, financial incentives, and accountability
- Financial transparency, predictability, and stability
- Shared governance and decision making

The budget model at Ohio University has been evolving and changing since the implementation of RCM in 2014. Some of these changes were implemented to address unintended consequences of the complexity of the model formulas (i.e. administrative cost allocators), while others focused on more effective financial planning and implementation of best practices (multi-year and all funds budgeting). The table below illustrates how our process has changed from "Pre-RCM" (prior to 2014) to Current (FY18 planning).

	Pre-RCM	Current (≈ RCM)
Budget Development	1 x per year	Continuous
Period	1 year	Multi-year (4 years)
Analysis	Next Year	Past; Current; Future Years
Base	Incremental	Variable; targets have not been defined*
Decision Making	Central	Planning Units
Model	Top-down	Bottom-up
Funds	Unrestricted	All Funds

* hold-harmless

Historical Perspective

In FY14, Ohio University transitioned to utilizing Responsibility Centered Management (RCM) as part of its annual budgeting process. This model was intended to support our academic priorities while creating a clear connection between performance and financial incentives. Academic units became more involved in resource allocation discussions enabled by the additional transparency. Efforts related to student success, recruitment and retention as well as the development of new programs have all emerged through this budgeting process, supported by the ability to understand the financial impacts. There are many examples of important, productive conversations taking place now that would not have occurred in the past under our previous financial model.

RCM has been used to model the budget for five years (FY14 – FY18), and each year the Leadership Team (Provost, Deans, College Financial Officers, VPFA and Budget Office) has been refining the model to improve its value as a budgeting resource. As we have gained experience with how best to use the information produced in the RCM model, we understand that the OHIO RCM model is just one piece of our planning and decision-making process, which must be placed within the context of the academic mission and strategic priorities.

Over the past five years, feedback from academic units and Budget Planning Council highlighted several challenges related to the use of the RCM Model in the budgeting process:

- Despite relatively stable academic activity across colleges, changes in the State allocation of SSI have created large swings in the amount allocated to each college and the Regional Campuses within the model, particularly at the undergraduate level.
- The model allocation method for undergraduate tuition has been extremely complex, making it difficult for colleges to make revenue projections directly from data pulled from Institutional Research sources.
- The allocation of administrative and central costs has been complex, with the intention of maximizing the fairness in the amounts allocated. The added complexity to projections were particularly challenging for planning units who had operated within a simple overhead contribution % pre-RCM.

In response to these difficulties, a working group consisting of Deans and College Financial Officers made a series of recommendations, which were implemented in the FY17 model:

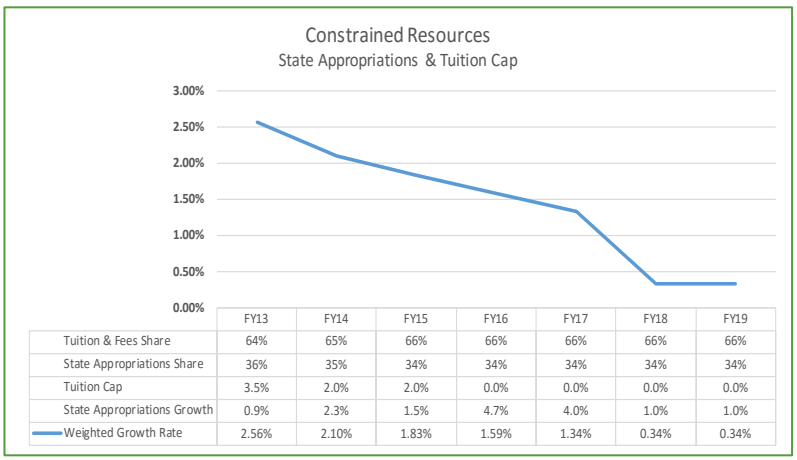
- Athens Undergraduate tuition and SSI revenue would be allocated with a simpler methodology (still split 85.0% on credit hours and 15.0% on majors) based on academic activity from the prior year (versus using a 3-year average). Allocations for graduate, HCOM, regional and eCampus activity would not be changed.
- The allocation of administrative and central costs would be simplified by using only FTE-based and square footage expense allocators.
- Administrative and Central costs attributed to Auxiliaries would be simplified to an overhead contribution %.

As with previous adjustments to the model implemented over the past few years, these transitions were to be budget neutral in the year implemented (although they have consequences to future years that differed by planning unit) and not precipitate cuts in college budgets. However, as a result of the aforementioned refinements, comparability between FY16 and FY17 budgets within each planning unit was reduced. This lack of comparability should be considered when reviewing Planning Unit budgets in Sections 11 between FY16 and FY17.

As mentioned above, we are still struggling to create a budget model that serves Ohio University well. University Leadership (President, Provost, VPFA, and Deans) have collectively agreed that we will work together over the next year to define a resource allocation/budget model that will more effectively serve the university, leveraging the tools and business intelligence we have gained with the implementation of RCM.

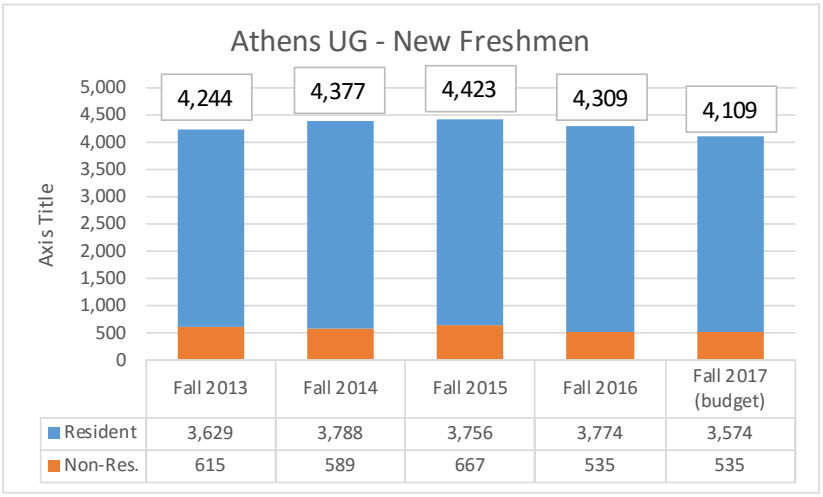
Iterative Budget Process & Meeting Financial Challenges

Our FY18 Budget planning process is running simultaneously with the State of Ohio biennial budget process, which will be effective July 1 for FY18 & FY19. The uncertainty resulting from the State of Ohio process requires the University to stay abreast of the budget proposals and to adjust our budget planning accordingly. As detailed in Exhibit B, we modified our budgeting planning assumptions in January and April to align with Governor Kasich's budget proposal and the House Budget Bill.



	FY13	FY14	FY15	FY16	FY17	FY18	FY19
Tuition & Fees Share	64%	65%	66%	66%	66%	66%	66%
State Appropriations Share	36%	35%	34%	34%	34%	34%	34%
Tuition Cap	3.5%	2.0%	2.0%	0.0%	0.0%	0.0%	0.0%
State Appropriations Growth	0.9%	2.3%	1.5%	4.7%	4.0%	1.0%	1.0%
Weighted Growth Rate	2.56%	2.10%	1.83%	1.59%	1.34%	0.34%	0.34%

As discussed at our March BOT meeting, Governor Kasich's budget proposal continues to prioritize student affordability, with a proposed extension of an undergraduate tuition freeze for a second biennium. In contrast to the FY16-17 biennium, when the tuition freeze was partially offset with a 4.7% and 4.0% increase in SSI for the years FY16 & FY17, a proposed tuition freeze for FY18 & FY19 is unlikely to be offset by SSI increases because of revenue shortfalls requiring the State of Ohio to significantly reduce agency appropriations. In fact, it is possible that SSI will decline. As detailed in the graph, the two major policy decisions by the State of Ohio impacting University funding – Tuition Caps and the growth of State Appropriations – have created an environment in which tuition and SSI revenues have been further constrained each year.



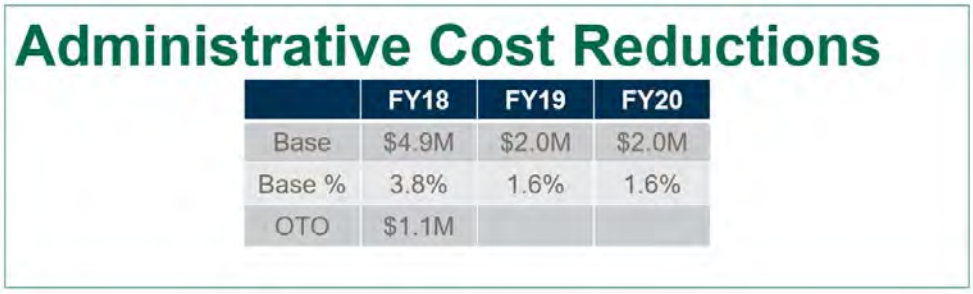
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017 (budget)
Resident	3,629	3,788	3,756	3,774	3,574
Non-Res.	615	589	667	535	535

Our enrollment planning assumptions have also evolved significantly throughout the year, requiring University and Academic leadership to develop contingency plans to adjust to a decrease in students. While our initial planning assumptions in the fall projected a new freshmen class equivalent to last year's class, record applications resulting from our transition to the Common App led to a recommendation to increase our assumed class by 152 students. As housing deposits began arriving in January and we began developing a trend line leading to the May 1 deposit deadline, it became apparent that we were actually trending *below* our past year enrollments. Accordingly, in April we revised our planning assumptions from +152 (relative to last year's class) to -130, and in May further reduced our assumption to -200. In response to this decline in enrollment and

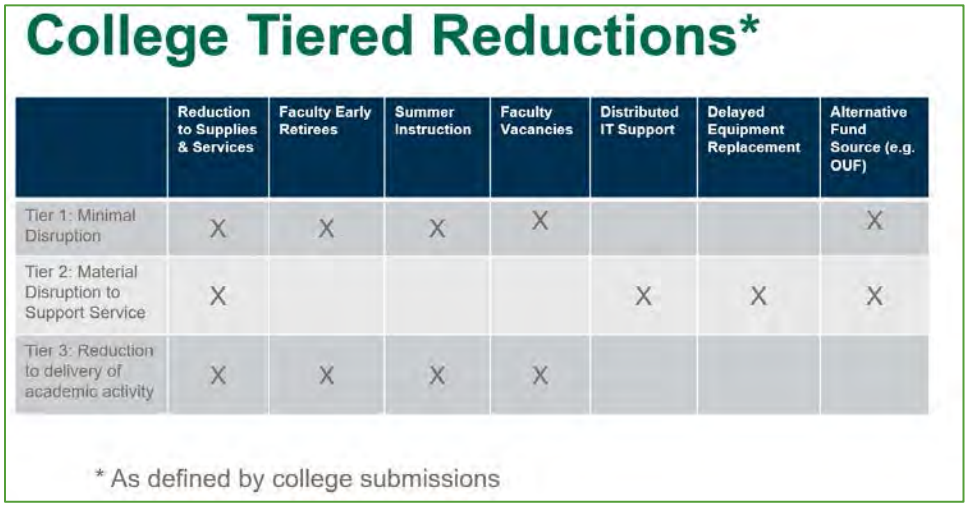
net tuition revenue, we have incorporated $3.8M of revenues held back in the Strategic Opportunity Reserve to bridge the revenue decline to our colleges.

As our financial position began coming into focus following our fall financial projections and financial review meetings, the University undertook a series of steps to reduce the burden on our colleges and minimize the impact to their operations, including:

- Increasing Auxiliary contributions to Financial Aid (from $2.5M to $4.0M)
- Increasing Foundation support (fundraising to support scholarships) to Financial Aid by $0.5M
- Requiring administrative units to meet unfunded state/federal mandates and compliance obligations without any supplemental budget support
- Leveraging our Strategic Opportunity Reserve to provide a budget relief for university initiatives (e.g. Online Learning investment) and allow these expenditures to have a phased impact on the academic units
- Evaluating all central forecasts, including utilities, employee fee waivers, and central revenues
- Reduction of Allocated Costs (Administrative or central costs allocated to the planning units)



In the Spring we began a planning exercise with our administrative units in which each planning unit was asked to develop scenarios to achieve a 5.0% cost savings. The outcome of this planning exercise resulted in cost reductions of $4.9M (3.8%), with a prioritization on minimizing the impact to core services provided to campus. Our future planning will include a 7.0% reduction over FY18-FY20, requiring $2.0M (1.6%) reductions in each of FY19 and FY20.



As our planning assumptions evolved, our colleges began developing plans to close our gap between revenues and expenses by reducing revenue conservatism, reducing discretionary expenditures, and reducing costs. The

reduction plans were categorized into three tiers so as to delineate the impact to each college's academic operations. Examples of these reductions are presented in the table.

Summary

The FY18 Budget Book – which will be available on the BOT website and to Trustees as a draft paper document pending final decisions in the State budget process – provides extensive detail and explanation of our FY18 Budget. We look forward to the presentation and discussion at our meeting.

Exhibit A – Description of University Initiatives

1	**Innovation Strategy**: Provides seed funding and incentives for multi-disciplinary projects with the goals of increasing external funding opportunities, attracting and retaining our faculty, and providing opportunities for the development of inter-disciplinary program development
2	**Signature Program:** Expansion of renewable financial aid program with the goals of maximizing net student revenue and achieving institutional enrollment objectives; total cost increase of $12M after 4 cohorts of student in program; cost allocation to colleges being phased-in through use of institutional reserves
3	**OHIO for Ohio:** Envisioning 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
4	**Online Learning:** Positioning OHIO to capitalize on programmatic and revenue growth opportunities, reduce vendor dependencies, and enhance the learning experience of students in existing programs; cost allocation to colleges being phased-in through use of institutional reserves
5	**TechGrowth OHIO:** Match commitment supporting Ohio Third Frontier program; building a regional platform for business generation and job creation; aligning resources to accelerate commercialization
6	**Endowed Scholarships:** $25M match commitment on funds raised supporting the University's endowed scholarship program; the University will provide $.50 for every dollar committed to eligible scholarship endowments starting July 1, 2013
7	**Endowed Professorships:** Use of matching funds to support fundraising in critial areas enhancing the University's competitive advantage in sholarship and research
8	**2% Raise Pool:** Merit-based pool
9	**Faculty Compensation Plan:** Multi-year plan to maximize our investment in faculty compensation to attract and retain talented faculty; goal to move the average salary for tenure-track faculty to the rank of third among the four-year public universities in Ohio; investment of a proportional percentage in Group II faculty (non-tenure track) and regional tenure-track faculty
10	**Staff Equity Plan:** additional 1% pool to address pay compression and inversion issues identified during COMP 2014 project
11	**Deferred Maintenance Plan/Utility Master Plan:** Century Bond issuance included $160M to be spent over 16 years ($10M per year); each $10M distribution from Century Bond Bank creates a $1.3M internal loan payable over 10 years; Utility Master Plan (UMP) includes Century Bond debt service
12	**CIP Debt Service:** Average growth in internal debt service to support future planned debt issuances per Six Year CIP (does not include direct loans to HCOM and Housing)
13	**Global Strategy:** Investments supporting mission of creating nation's best transformative learning community, creating and supporting global leaders
14	**Advancement Strategy:** Multi-phase plan to grow fundraising capacity and revenue goals
15	**Campus Care - Base Subsidy:** University decision to base fund student health services through allocated cost model, as paid by all units (currently supported by HCOM)
16	**International Student Recruitment:** Investment in the International student recruitment efforts to create and sustain a positive enrollment trend at Ohio University
17	**IT Strategy & Investment:** Development of multi-year plan to invest in IT infrastruture and support evolving IT needs of students, faculty and staff
18	**RHE Business Model:** Reimagining the role of Regional Campuses given student enrollment and College Credit Plus pressures
19	**Counseling & Psych Services:** Expanding Counseling and Psych services capacity to meet evolving student needs
20	**Classroom Improvement Initiative:** Ohio University's multi-year strategy to renovate classroooms and classroom technology

Exhibit B

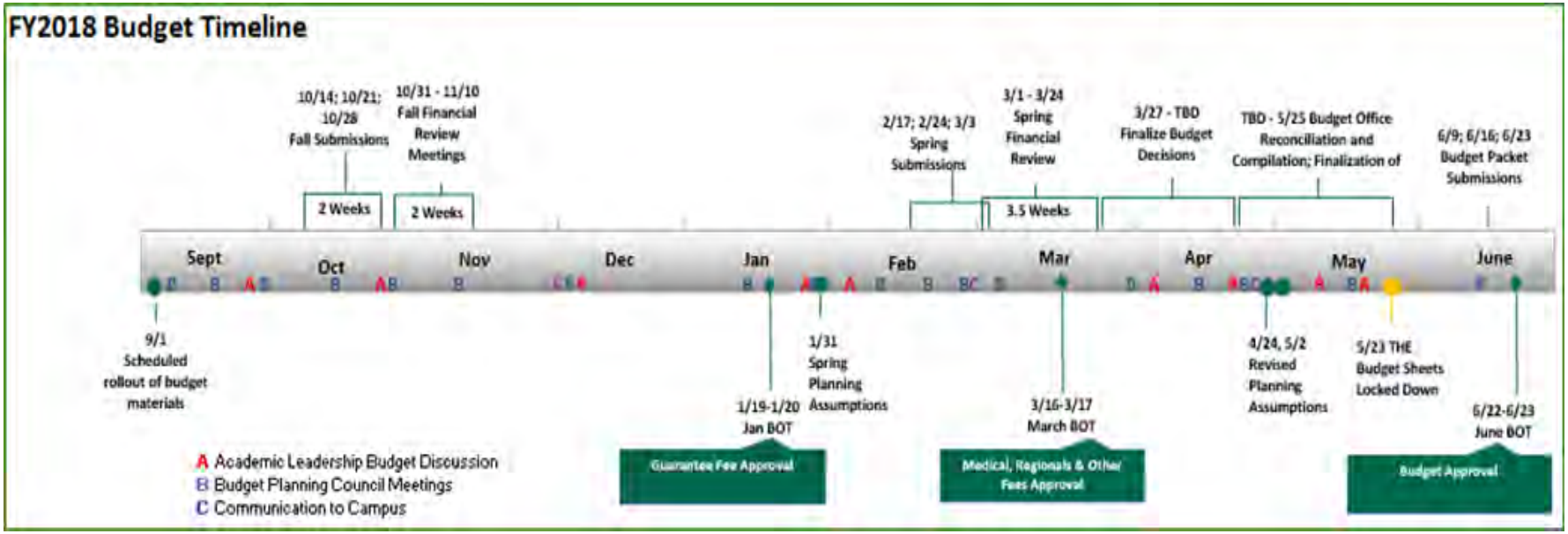

FY2018 Budget Timeline
10/14; 10/21; 10/28 Fall Submissions
10/31 - 11/10 Fall Financial Review Meetings
2 Weeks
2 Weeks
2/17; 2/24; 3/3 Spring Submissions
3/1 - 3/24 Spring Financial Review
3.5 Weeks
3/27 - TBD Finalize Budget Decisions
TBD - 5/25 Budget Office Reconciliation and Compilation; Finalization of
6/9; 6/16; 6/23 Budget Packet Submissions
Sept
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
June
9/1 Scheduled rollout of budget materials
1/19-1/20 Jan BOT
1/31 Spring Planning Assumptions
3/16-3/17 March BOT
4/24, 5/2 Revised Planning Assumptions
5/23 THE Budget Sheets Locked Down
6/22-6/23 June BOT
A Academic Leadership Budget Discussion
B Budget Planning Council Meetings
C Communication to Campus
Guarantee Fee Approval
Medical, Regionals & Other Fees Approval
Budget Approval

Exhibit C – Iterative Planning Assumptions

Rollover from prior years and known changes

Informed by Gov. Kasich Budget Proposal

Informed by House Budget Bill; Enrollment tracking

Financial Impact of Assumption Changes

Models	Description	Fall Planning Assumption (December)	Spring Planning Assumption	Updated Planning Assumption (Released January)	Revised Planning Assumption (Revision April)	Revised Planning Assumption (May)	Iterative Change December to Fall	Iterative Change January to December	Iterative Change April to January	Iterative Change May to April	Combined Change
Tuition/SSI	New Cohort: % (CPI)	0%	1.3%	1.3%	1.3%	1.3%	$ 743,425	$ -	$ -	$ -	$ 743,425
Tuition/SSI	New Cohort: % (Cap)	0%	2.0%	0.0%	0.0%	0.0%	$ 1,143,731	$ (1,143,731)	$ -	$ -	$ -
Tuition/SSI	Continuing Students: % (Cap)	0%	2.0%	0.0%	0.0%	0.0%	$ 1,266,958	$ (1,266,958)	$ -	$ -	$ -
Tuition/SSI	Athens UG New Freshmen	4,309	4,461	4,461	4,179	4,109	$ 2,200,000	$ -	$ (4,016,700)	$ (843,000)	$ (2,659,700)
Tuition/SSI	SSI FY17 Forecast Revision	$0	$400,000	$400,000	$400,000	$400,000	$ 400,000	$ -	$ -	$ -	$ 400,000
Tuition/SSI	SSI FY18 Appropriation Growth	0%	0%	1%	0% - New Proj	0%	$ -	$ 1,573,965	$ (1,035,000)	$ -	$ 538,965
RC Revenue	UG eLearning	$24,700,000	$27,143,549	$27,143,549	$27,143,549	$27,143,549	$ 2,443,549	$ -	$ -	$ -	$ 2,443,549
Tuition/SSI	Auxiliary Contribution to SFA	$2,500,000	$4,000,000	$4,000,000	$4,000,000	$4,000,000	$ 1,500,000	$ -	$ -	$ -	$ 1,500,000
Tuition/SSI	Foundation Support for SFA	$0	$500,000	$500,000	$500,000	$500,000	$ 500,000	$ -	$ -	$ -	$ 500,000
ACM	Central Revenues (offset to Allocated Costs)	$6,987,840	$6,967,840	$7,141,325	$7,697,053	$7,697,053	$ -	$ 153,485	$ 555,728	$ -	$ 709,213
ACM	Auxiliary Contribution to Allocated Costs	$4,397,502	$4,397,502	$4,419,003	$4,499,003	$4,499,003	$ -	$ 21,501	$ 80,000	$ -	$ 101,501
Tuition/SSI	Financial Aid forecast	$42,485,423	$42,485,423	$42,349,991	$40,137,904	$39,950,157	$ -	$ 135,434	$ 2,212,087	$ 187,747	$ 2,535,268
Tuition/SSI	ICA Scholarships	$8,200,000	$8,353,867	$8,553,867	$8,014,683	$8,014,683	$ (353,867)	$ -	$ 539,184	$ -	$ 185,317
Capital Costs	Capital Cost Allocation Model	$22,428,475	$22,078,475	$22,278,475	$22,078,475	$22,078,475	$ 350,000	$ (200,000)	$ 200,000	$ -	$ 350,000
ACM	Online Learning Investment - base ramp-up	$1,000,000	$700,000	$700,000	$700,000	$700,000	$ 300,000	$ -	$ -	$ -	$ 300,000
ACM	Allocated Costs (Compliance Investments)	$1,000,000	$0	$0	$0	$0	$ 1,000,000	$ -	$ -	$ -	$ 1,000,000
ACM	Utilities	$600,000	$600,000	$600,000	$300,000	$300,000	$ -	$ -	$ 300,000	$ -	$ 300,000
ACM	POM	$200,000	$200,000	$200,000	$200,000	$200,000	$ -	$ -	$ -	$ -	$ -
ACM	Employee Fee Waivers	$8,792,257	$8,792,257	$8,792,257	$8,574,834	$8,574,834	$ -	$ -	$ 217,423	$ -	$ 217,423
ACM	Unallocated Staff Comp Plan - Allocated Cost Impact	$500,000	$500,000	$500,000	$500,000	$500,000	$ -	$ -	$ -	$ -	$ -
Direct Expenses	Healthcare Benefit Cost	$55,000,000	$55,000,000	$55,000,000	$55,000,000	$55,000,000	$ -	$ -	$ -	$ -	$ -
ACM	Base Reductions to Administrative Planning Units	$0	$0	$0	$4,700,000	$4,700,000	$ -	$ -	$ 4,700,000		$ 4,700,000
ACM	DTO Reductions to Administrative Planning Units	$0	$0	$0	$1,150,000	$1,150,000	$ -	$ -	$ 1,150,000		$ 1,150,000
	Initial Fall Gap	$ (30,136,781)					**$ 11,493,796**	**$ (726,304)**	**$ 4,902,722**	**$ (655,253)**	**$ 15,014,961**

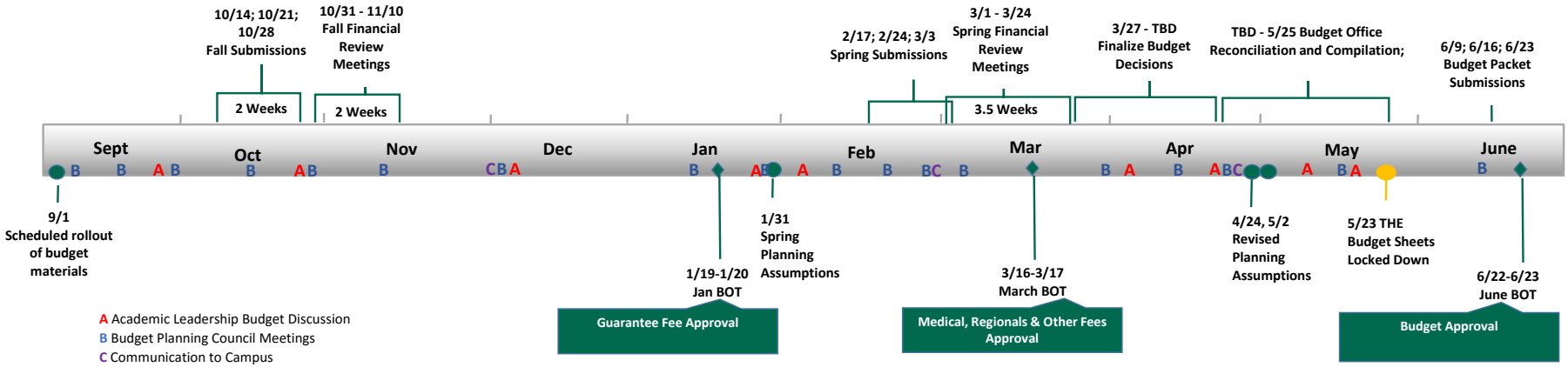
College Financial Reviews	Financial Reviews conducted in Oct/Nov. Colleges began development of reductions/revenue growth with prioritized assessment of disruption/impact	Financial Reviews in March. Colleges refined projections and revised reduction plans with categorization of Tiers 1-3: Tier 1: Minimal Disruption Tier 2: Material Disruption to support services Tier 3: Reduction to delivery of academic activity	Colleges developed Tier 3 plans to close remaining gap

June 22, 2017

FY18 University Budget Update

Tab #; pg

FY18 Budget Process



State of Ohio Budget Bill

Proposal	Budget Assumption	Gov. Budget Proposal		House Budget Bill		Senate Budget Bill		Budget Bill - Conf Committee		Comments - Based on House Passed Bill
	FY18	FY18	FY19	FY18	FY19	FY18	FY19	FY18	FY19	
1. SSI	0.0%	1.0%	1.0%	0.0%	0.0%	TBD	TBD	TBD	TBD	State revenue shortfall makes additional appropriation unlikely. Moreover, the assumption of flat SSI in FY18-19 is optimistic and may decline.
2. Undergraduate Tuition - Fee Cap	0.0% Continuing 1.3% New Cohort	0.0%	0.0%	0%; Tuition Guarantee Exempted	0%; Tuition Guarantee Exempted	TBD	TBD	TBD	TBD	House Bill includes: extension of freeze to other fees, with prescribed exceptions; chancellor authority to investigate and prohibit fees.
3.Other State Appropriations										
a. Clinical Teaching & Medical Line Items	-10.0%	0.0%	0.0%	-10.0%	Collapses all Medical line-items into a single appropriation.	TBD	TBD	TBD	TBD	FY18 reduction of ~ $413K to HCOM Budget
b. Library Depositories	-10.0%	0.0%	0.0%	-10.0%	0.0%					FY18 Reduction ~ $17K to Library
c. AHEC Program Support d. Appalachian New Economy Partnership	-10.0% 0.0%	0.0%	0.0%	-1.5%	0.0%	TBD	TBD	TBD	TBD	FY18 Reduction ~ $2K to HCOM FY18 Reduction ~ $22.5K to Voinovich
e. Ohio Leadership Project	$75,000	Funding Eliminated		No Change from Governor's		TBD	TBD	TBD	TBD	FY18 Reduction ~ $75K to Education
f. Co-ops & Internships - Voinovich	$75,000	Funding Eliminated		-33.3%	0.0%	TBD	TBD	TBD	TBD	FY18 Reduction ~ $25K to Voinovich
g. *NEW* Rural Revitalization Partnership	$0	No Provision		New Program Support		TBD	TBD	TBD	TBD	FY18 Increase ~ $250K
4. Textbooks										
a. Undergraduate Textbooks	N/A	$0 Textbook Expense	Provide textbooks with tuition increase of up to $300 per student annually	Reporting to Efficiency Advisory Committee; Textbook cost study to Chancellor		TBD	TBD	TBD	TBD	House bill is in alignment with existing University efficiency and reporting efforts.
b. CCP Textbooks	N/A	$0 Textbook Expense	Textbook Cost: Responsibility of Institution; $10 per CH chargeback to district	$0 Textbook Expense	Secondary School pays University 50% of the cost of required textbooks	TBD	TBD	TBD	TBD	No Impact in FY18, assumed increase in CCP Textbook costs of $200K in FY19.

Key Budget Assumptions – FY 18

Revenue Source	Incremental Revenue ($M)
Guarantee 1.3%[1]	0.7
Non-Guarantee 0%[1]	0.0
Athens Enrollment[2]	-2.7
Room & Board	-2.8
FY18 SSI Growth[3]	0.9
UG eLearning	2.4
Subtotal	-1.5

Investment	Incremental Cost ($M)
Healthcare	2.4
CIP: Internal Loans – P&I	5.2
Utilities	0.3
POM	Absorbed
Online Learning	0.7
Financial Aid	0.9
Compliance	Absorbed
Compensation[4]	4.3
Psychological Services	0.5
Subtotal	14.3

1. BOT approved increase of 2% for rising seniors (non-guarantee) and 2% for guarantee students (3.3% in total). However, due to State budget uncertainty we have not yet built in these increases. If supported in final budget this would net an additional $2.1M.
2. Athens Enrollment: -200 Students
3. In FY17, an SSI adjustment resulted in a loss of $5.6M in state support that colleges are absorbing in FY18. Assumed 0% growth in SSI for FY18.
4. Compensation changes are related to equity adjustments, delayed HCOM raise pool and other changes relating to staffing. FY18 raise pools were 0%.

Iterative Planning Assumptions

Rollover from prior years and known changes

Informed by Gov. Kasich Budget Proposal

Informed by House Budget Bill; Enrollment tracking

Financial Impact of Assumption Changes

			December	Released January	Revision April	May					
Models	**Description**	**Fall Planning Assumption**	**Spring Planning Assumption**	**Updated Planning Assumption**	**Revised Planning Assumption**	**Revised Planning Assumption**	**Iterative Change December to Fall**	**Iterative Change January to December**	**Iterative Change April to January**	**Iterative Change May to April**	**Combined Change**
Tuition/SSI	New Cohort: % (CPI)	0%	1.3%	1.3%	1.3%	1.3%	$ 743,425	$ -	$ -	$ -	$ 743,425
Tuition/SSI	New Cohort: % (Cap)	0%	2.0%	0.0%	0.0%	0.0%	$ 1,143,731	$ (1,143,731)	$ -	$ -	$ -
Tuition/SSI	Continuing Students: % (Cap)	0%	2.0%	0.0%	0.0%	0.0%	$ 1,266,958	$ (1,266,958)	$ -	$ -	$ -
Tuition/SSI	Athens UG New Freshmen	4,309	4,461	4,461	4,179	4,109	$ 2,200,000	$ -	$ (4,016,700)	$ (843,000)	$ (2,659,700)
Tuition/SSI	SSI FY17 Forecast Revision	$0	$400,000	$400,000	$400,000	$400,000	$ 400,000	$ -	$ -	$ -	$ 400,000
Tuition/SSI	SSI FY18 Appropriation Growth	0%	0%	1%	0% - New Proj	0%	$ -	$ 1,573,965	$ (1,035,000)	$ -	$ 538,965
RC Revenue	UG eLearning	$24,700,000	$27,143,549	$27,143,549	$27,143,549	$27,143,549	$ 2,443,549	$ -	$ -	$ -	$ 2,443,549
Tuition/SSI	Auxiliary Contribution to SFA	$2,500,000	$4,000,000	$4,000,000	$4,000,000	$4,000,000	$ 1,500,000	$ -	$ -	$ -	$ 1,500,000
Tuition/SSI	Foundation Support for SFA	$0	$500,000	$500,000	$500,000	$500,000	$ 500,000	$ -	$ -	$ -	$ 500,000
ACM	Central Revenues (offset to Allocated Costs)	$6,987,840	$6,987,840	$7,141,325	$7,697,053	$7,697,053	$ -	$ 153,485	$ 555,728	$ -	$ 709,213
ACM	Auxiliary Contribution to Allocated Costs	$4,397,502	$4,397,502	$4,419,003	$4,499,003	$4,499,003	$ -	$ 21,501	$ 80,000	$ -	$ 101,501
Tuition/SSI	Financial Aid forecast	$42,485,425	$42,485,425	$42,349,991	$40,137,904	$39,950,157	$ -	$ 135,434	$ 2,212,087	$ 187,747	$ 2,535,268
Tuition/SSI	ICA Scholarships	$8,200,000	$8,553,867	$8,553,867	$8,014,683	$8,014,683	$ (353,867)	$ -	$ 539,184	$ -	$ 185,317
Capital Costs	Capital Cost Allocation Model	$22,428,475	$22,078,475	$22,278,475	$22,078,475	$22,078,475	$ 350,000	$ (200,000)	$ 200,000	$ -	$ 350,000
ACM	Online Learning Investment - base ramp-up	$1,000,000	$700,000	$700,000	$700,000	$700,000	$ 300,000	$ -	$ -	$ -	$ 300,000
ACM	Allocated Costs (Compliance Investments)	$1,000,000	$0	$0	$0	$0	$ 1,000,000	$ -	$ -	$ -	$ 1,000,000
ACM	Utilities	$600,000	$600,000	$600,000	$300,000	$300,000	$ -	$ -	$ 300,000	$ -	$ 300,000
ACM	POM	$200,000	$200,000	$200,000	$200,000	$200,000	$ -	$ -	$ -	$ -	$ -
ACM	Employee Fee Waivers	$8,792,257	$8,792,257	$8,792,257	$8,574,834	$8,574,834	$ -	$ -	$ 217,423	$ -	$ 217,423
ACM	Unallocated Staff Comp Plan - Allocated Cost Impact	$500,000	$500,000	$500,000	$500,000	$500,000	$ -	$ -	$ -	$ -	$ -
Direct Expenses	Healthcare Benefit Cost	$55,000,000	$55,000,000	$55,000,000	$55,000,000	$55,000,000	$ -	$ -	$ -	$ -	$ -
ACM	Base Reductions to Administrative Planning Units	$0	$0	$0	$4,700,000	$4,700,000	$ -	$ -	$ 4,700,000		$ 4,700,000
ACM	OTO Reductions to Administrative Planning Units	$0	$0	$0	$1,150,000	$1,150,000	$ -	$ -	$ 1,150,000		$ 1,150,000
	Initial Fall Gap	**$ (30,136,781)**					**$ 11,493,796**	**$ (726,304)**	**$ 4,902,722**	**$ (655,253)**	**$ 15,014,961**

College Financial Revisions	Financial Reviews conducted in Oct/Nov; Colleges began development of reductions/revenue growth with prioritized assessement of disruption/impact	Financial Reviews in March; Colleges refined projections and revised reduction plans with categorization of Tiers 1-3: Tier 1: Minimal Disruption Tier 2: Material Disruption to support services Tier 3: Reduction to delivery of academic activity	Colleges developed Tier 4 plans to close remaining gap

FY18 Revenue & Expense Drivers

Revenue Drivers

- State Appropriations
- Enrollments, Tuition & Financial Aid
- Endowment Distributions

Expense Drivers

- Strategic Investments
- Compensation: Salary & Benefits
- Capital Plan & Debt

FY18 Revenue Driver – State Appropriations

Budget Book Section 3

Total State Appropriations

(in millions)	FY14 Actuals	FY15 Actuals	FY16 Actuals	FY17 Budget	FY17 Forecast	FY18 Budget
State Support for Instruction	$ 146.4	$ 154.1	$ 155.8	$ 157.1	$ 157.4	$ 159.5
Line Item Appropriations	7.0	7.0	7.8	7.8	7.7	7.3
Total State Appropriations	$ 153.4	$ 161.1	$ 163.6	$ 164.9	$ 165.1	$ 166.8
% of University Revenues	22.5%	22.6%	22.5%	22.8%	22.0%	23.2%
State Appropriations - Capital*	$ 5.2	$ 11.8	$ 11.7	$ 29.0	$ 14.0	$ 32.5

**Reflects institutional spending against State Capital Appropriations*

SSI Allocations

(in millions)	FY14 Actuals	FY15 Actuals	FY16 Actuals	FY17 Budget	FY17 Forecast	FY18 Budget
SSI College Allocations	$ 137.8	$ 149.2	$ 151.7	$ 159.7	$ 159.7	$ 156.7
Strategic Opportunity Reserve						
2% Holdback	2.8	2.9	2.9	2.9	2.9	2.8
Additional Surplus/Deficit	5.8	2.0	1.1	(5.6)	(5.2)	
Subtotal	8.6	4.9	4.0	(2.7)	(2.3)	2.8
Total State Share of Instruction	**$ 146.4**	**$ 154.1**	**$ 155.8**	**$ 157.1**	**$ 157.4**	**$ 159.5**
% of State Appropriations	10.6%	11.0%	10.6%	10.3%	10.3%	10.5%

FY18 Revenue Driver: Tuition & Financial Aid

Budget Book Section 4

Net UG and Grad Tuition

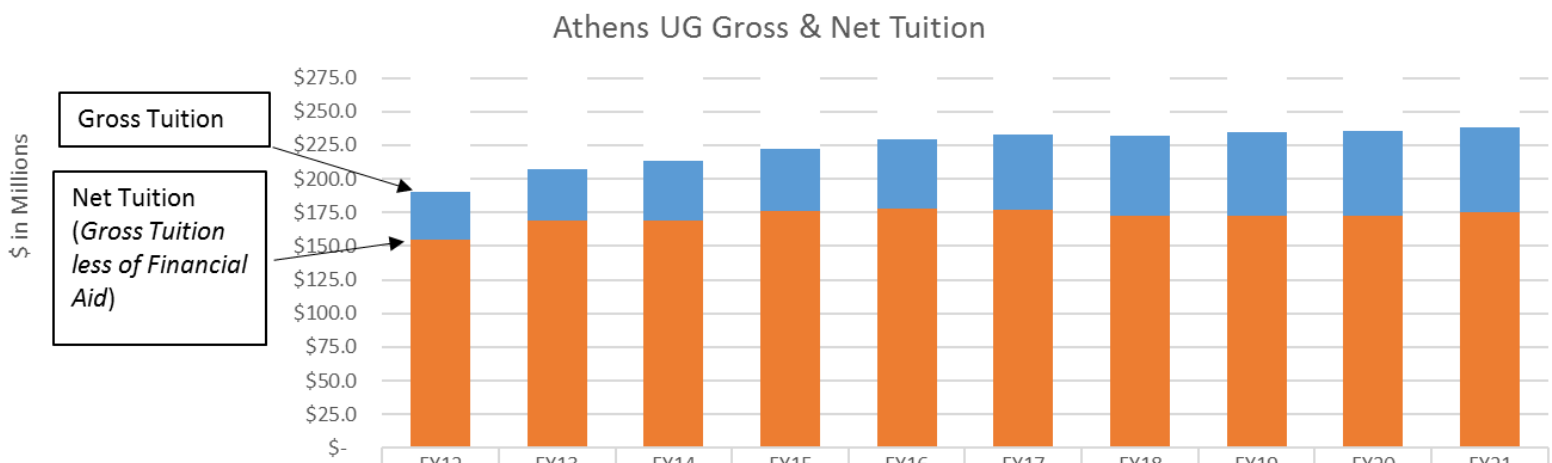
(in millions)	FY14 Actuals	FY15 Actuals	FY16 Actuals	FY17 Budget	FY17 Forecast	FY18 Budget
Gross Undergraduate Tuition & Fees	$ 294.5	$ 297.9	$ 304.3	$ 302.5	$ 303.5	$ 303.6
Undergraduate Financial Aid	(49.9)	(51.3)	(57.8)	(62.6)	(60.1)	(62.5)
Net Undergraduate Tuition & Fees	**$ 244.6**	**$ 246.6**	**$ 246.6**	**$ 239.9**	**$ 243.4**	**$ 241.1**
% of Revenues	35.9%	34.6%	34.0%	33.2%	32.4%	33.5%
Gross Graduate Tuition & Fees	85.4	94.0	100.1	112.8	107.4	115.3
Graduate Financial Aid	(29.7)	(29.9)	(28.5)	(28.4)	(28.7)	(28.2)
Net Graduate Tuition & Fees	**$ 55.7**	**$ 64.2**	**$ 71.6**	**$ 84.4**	**$ 78.7**	**$ 87.1**
% of Revenues	8.2%	9.0%	9.9%	11.7%	10.5%	12.1%

Net UG Tuition, by Campus

(in millions)	FY14	FY15	FY16	FY17	FY17	FY18
Net Undergraduate Tuition & Fees	Actuals	Actuals	Actuals	Budget	Forecast	Budget
Athens Campus	$ 182.0	$ 184.8	$ 183.0	$ 180.3	$ 180.7	$ 179.1
Regionals Campuses	34.6	34.0	31.2	30.7	30.6	30.4
eCampus	28.0	27.8	27.4	24.3	27.6	27.2
Other Student Fees	-	-	5.0	4.6	4.5	4.4
Total - Net Undergraduate Tuition & Fees	**$ 244.6**	**$ 246.6**	**$ 246.6**	**$ 239.9**	**$ 243.4**	**$ 241.1**

Budget Book Section 4

FY18 Revenues: Undergraduate Enrollments, Tuition & Financial Aid



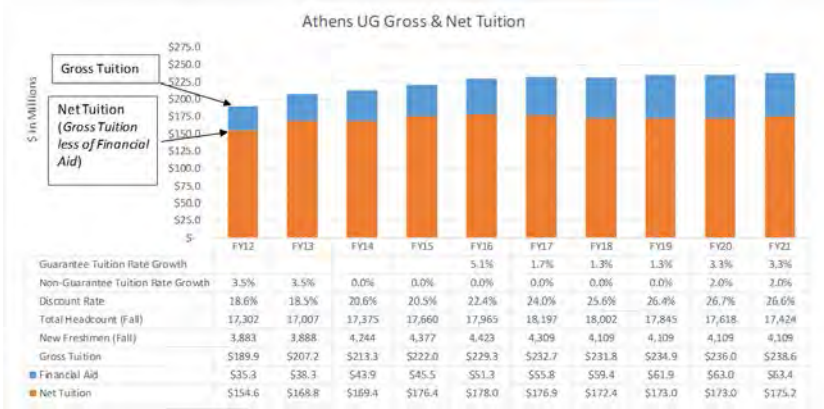
	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
Guarantee Tuition Rate Growth*					5.1%	1.7%	1.3%	1.3%	3.3%	3.3%
Non-Guarantee Tuition Rate Growth*	3.5%	3.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	2.0%
Discount Rate	18.6%	18.5%	20.6%	20.5%	22.4%	24.0%	25.6%	26.4%	26.7%	26.6%
Total Headcount (Fall)	17,302	17,007	17,375	17,660	17,965	18,197	18,002	17,845	17,618	17,424
New Freshmen (Fall)	3,883	3,888	4,244	4,377	4,423	4,309	4,109	4,109	4,109	4,109
Gross Tuition	$189.9	$207.2	$213.3	$222.0	$229.3	$232.7	$231.8	$234.9	$236.0	$238.6
Financial Aid	$35.3	$38.3	$43.9	$45.5	$51.3	$55.8	$59.4	$61.9	$63.0	$63.4
Net Tuition	$154.6	$168.8	$169.4	$176.4	$178.0	$176.9	$172.4	$173.0	$173.0	$175.2

*Pending State Operating Budget outcome

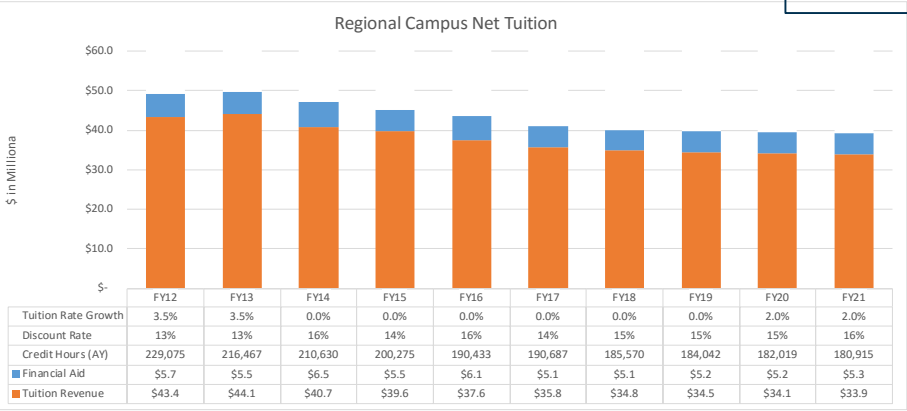
Gross Tuition: UG Tuition (Instructional & Non-resident fees)

FY18 Revenues: Enrollments, Tuition & Financial Aid

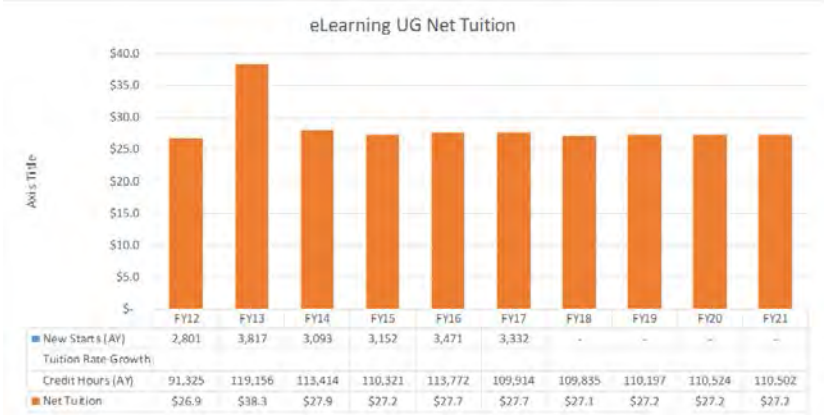
Budget Book Section 4



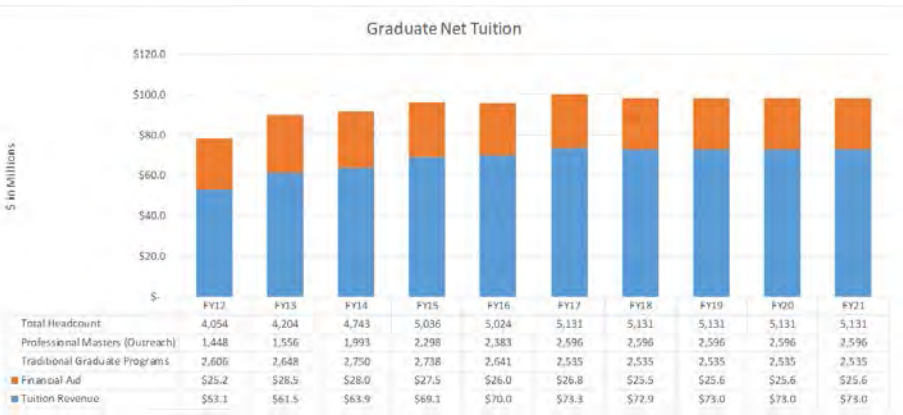
	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
Guarantee Tuition Rate Growth					5.1%	1.7%	1.3%	1.3%	3.3%	3.3%
Non-Guarantee Tuition Rate Growth	3.5%	3.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	2.0%
Discount Rate	18.6%	18.5%	20.6%	20.5%	22.4%	24.0%	25.6%	26.4%	26.7%	26.6%
Total Headcount (Fall)	17,302	17,007	17,375	17,660	17,965	18,197	18,002	17,845	17,618	17,424
New Freshmen (Fall)	3,883	3,888	4,244	4,377	4,423	4,309	4,109	4,109	4,109	4,109
Gross Tuition	$189.9	$207.2	$213.3	$222.0	$229.3	$232.7	$231.8	$234.9	$236.0	$238.6
Financial Aid	$35.3	$38.3	$43.9	$45.5	$51.3	$55.8	$59.4	$61.9	$63.0	$63.4
Net Tuition	$154.6	$168.8	$169.4	$176.4	$178.0	$176.9	$172.4	$173.0	$173.0	$175.2



	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
Tuition Rate Growth	3.5%	3.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	2.0%
Discount Rate	13%	13%	16%	14%	16%	14%	15%	15%	15%	16%
Credit Hours (AY)	229,075	216,467	210,630	200,275	190,433	190,687	185,570	184,042	182,019	180,915
Financial Aid	$5.7	$5.5	$6.5	$5.5	$6.1	$5.1	$5.1	$5.2	$5.2	$5.3
Tuition Revenue	$43.4	$44.1	$40.7	$39.6	$37.6	$35.8	$34.8	$34.5	$34.1	$33.9



	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
New Starts (AY)	2,801	3,817	3,093	3,152	3,471	3,332	-	-	-	-
Tuition Rate Growth										
Credit Hours (AY)	91,325	119,156	113,414	110,321	113,772	109,914	109,835	110,197	110,524	110,502
Net Tuition	$26.9	$38.3	$27.9	$27.2	$27.7	$27.7	$27.1	$27.2	$27.2	$27.2



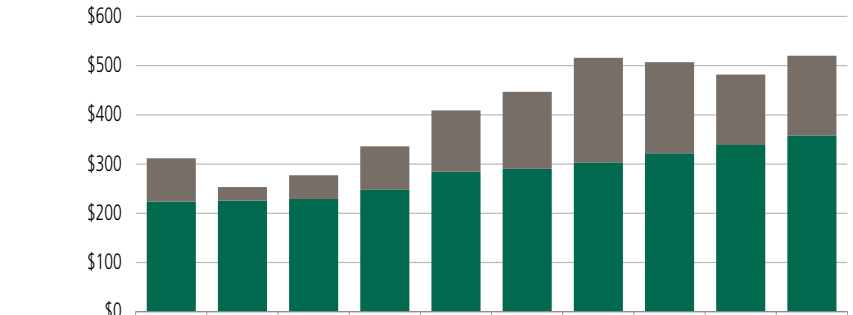
	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
Total Headcount	4,054	4,204	4,743	5,036	5,024	5,131	5,131	5,131	5,131	5,131
Professional Masters (Outreach)	1,448	1,556	1,993	2,298	2,383	2,596	2,596	2,596	2,596	2,596
Traditional Graduate Programs	2,606	2,648	2,750	2,738	2,641	2,535	2,535	2,535	2,535	2,535
Financial Aid	$25.2	$28.5	$28.0	$27.5	$26.0	$26.8	$25.5	$25.6	$25.6	$25.6
Tuition Revenue	$53.1	$61.5	$63.9	$69.1	$70.0	$73.3	$72.9	$73.0	$73.0	$73.0

FY18 Revenue Driver: Endowment Distributions

Budget Book Section 6

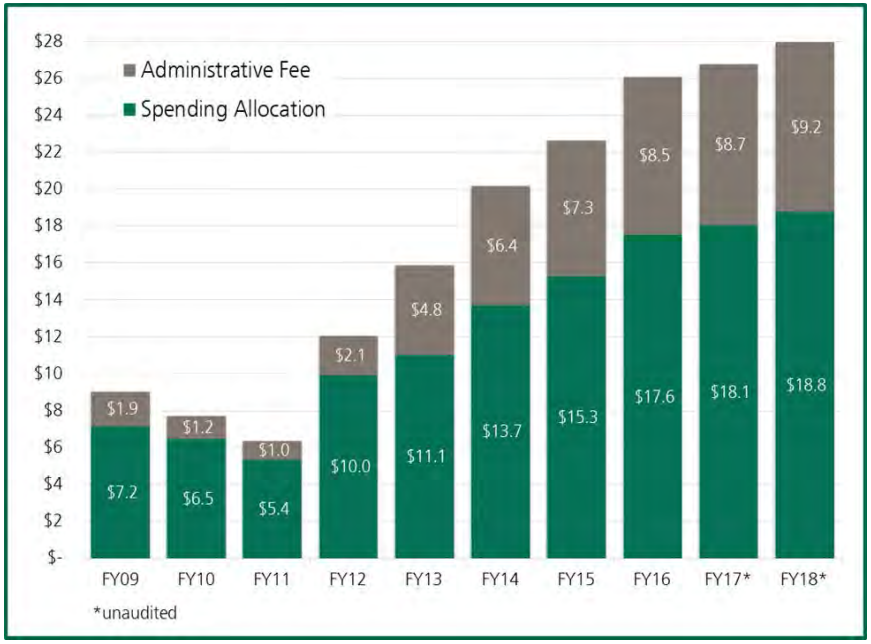
Endowment Value

Endowment Market Value by Fiscal Year (in millions)



	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17*
Total Market Value	311.9	253.3	277.2	336.0	409.0	446.7	515.9	507.0	481.8	520.0
Accumulated Gains	88.5	27.7	48.2	88.4	124.1	156.3	212.6	185.0	143.0	161.8
Historic Gift Value	223.4	225.6	229.0	247.6	284.9	290.4	303.3	322.0	338.8	358.2

Endowment Distributions



Spending Allocation: 4.0%
Administrative Fee: 1.0%

Spending Allocation: 4.0%
Administrative Fee: 2.0%

Expense Driver: Strategic Investments

Budget Book Section 10

	Incremental Expense Growth	FY16	FY17	FY18	FY19	FY20
2	Signature Program - College Allocations	$1.2	$2.1	($2.0)	$1.3	$4.1
4	Online Learning - College Allocations			$0.7	$1.0	$1.3
8	2% Raise Pool	$5.7	$6.3		$6.6	$6.7
8	1% Retroactive Raise					
9	Faculty Compensation Plan	$1.0	$1.1		$1.2	$1.3
10	Staff Equity Plan	$1.4	$1.4		$1.5	$1.6
11	Deferred Maintenance Plan/Century Bond	$1.3	$1.3	$1.3	$1.3	$1.3
11	UMP - College Allocations	$1.5	$1.5			
11	UMP - Aux Allocations	$0.5	$0.5			
12	CIP Debt Service - College Allocations	$1.8	$1.5	$1.2	$1.2	$1.2
13	Global Strategy		TBD			
14	Advancement Strategy			$2.4		
15	Campus Care - College Allocations			$0.5		
17	IT Strategy & Investment		TBD			
20	Classroom Improvement					
	Subtotal	$14.4	$15.7	$4.1	$14.1	$17.5
	Incremental Expense - Auxiliary Funded					
2	Signature Program - Aux Allocations	$1.5	$0.5	$2.0		
19	Counseling & Psych Services - Aux Allocation			$0.5	$0.5	
		$1.5	$0.5	$2.5	$0.5	$0.0

1	**Innovation Strategy**: Provides seed funding and incentives for multi-disciplinary projects with the goals of increasing external funding opportunities, attracting and retaining our faculty, and providing opportunities for the development of inter-disciplinary program development
2	**Signature Program:** Expansion of renewable financial aid program with the goals of maximizing net student revenue and achieving institutional enrollment objectives; total cost increase of $12M after 4 cohorts of student in program; cost allocation to colleges being phased-in through use of institutional reserves
3	**OHIO for Ohio:** Envisioning 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
4	**Online Learning:** Positioning OHIO to capitalize on programmatic and revenue growth opportunities, reduce vendor dependencies, and enhance the learning experience of students in existing programs; cost allocation to colleges being phased-in through use of institutional reserves
5	**TechGrowth OHIO:** Match commitment supporting Ohio Third Frontier program; building a regional platform for business generation and job creation; aligning resources to accelerate commercialization
6	**Endowed Scholarships:** $25M match commitment on funds raised supporting the University's endowed scholarship program; the University will provide $.50 for every dollar committed to eligible scholarship endowments starting July 1, 2013
7	**Endowed Professorships:** Use of matching funds to support fundraising in critial areas enhancing the University's competitive advantage in sholarship and research
8	**2% Raise Pool:** Merit-based pool
9	**Faculty Compensation Plan:** Multi-year plan to maximize our investment in faculty compensation to attract and retain talented faculty; goal to move the average salary for tenure-track faculty to the rank of third among the four-year public universities in Ohio; investment of a proportional percentage in Group II faculty (non-tenure track) and regional tenure-track faculty
10	**Staff Equity Plan:** additional 1% pool to address pay compression and inversion issues identified during COMP 2014 project
11	**Deferred Maintenance Plan/Utility Master Plan:** Century Bond issuance included $160M to be spent over 16 years ($10M per year); each $10M distribution from Century Bond Bank creates a $1.3M internal loan payable over 10 years; Utility Master Plan (UMP) includes Century Bond debt service
12	**CIP Debt Service:** Average growth in internal debt service to support future planned debt issuances per Six Year CIP (does not include direct loans to HCOM and Housing)
13	**Global Strategy:** Investments supporting mission of creating nation's best transformative learning community, creating and supporting global leaders
14	**Advancement Strategy:** Multi-phase plan to grow fundraising capacity and revenue goals
15	**Campus Care - Base Subsidy:** University decision to base fund student health services through allocated cost model, as paid by all units (currently supported by HCOM)
16	**International Student Recruitment:** Investment in the International student recruitment efforts to create and sustain a positive enrollment trend at Ohio University
17	**IT Strategy & Investment:** Development of multi-year plan to invest in IT infrastruture and support evolving IT needs of students, faculty and staff
18	**RHE Business Model:** Reimagining the role of Regional Campuses given student enrollment and College Credit Plus pressures
19	**Counseling & Psych Services:** Expanding Counseling and Psych services capacity to meet evolving student needs
20	**Classroom Improvement Initiative:** Ohio University's multi-year strategy to renovate classroooms and classroom technology

FY18 Expense Driver: Strategic Opportunity Reserve

Budget Book Section 10

Reserve Balance

Investment Allocations

Strategic Opportunity Reserve

	FY16	FY17	FY18	FY19	FY20
Beginning Balance	$33.5	$36.2	$31.0	$15.4	$6.9
Funding					
Investment Income	4.5	4.5	4.5	4.5	4.5
SSI	2.9	(2.2)	2.9	2.9	3.0
Tuition	2.0	4.6	4.6	4.7	4.9
Fund Balance	1.7	0.3	0.3	0.3	0.3
Total - Funding	**$11.1**	**$7.2**	**$12.3**	**$12.4**	**$12.7**
Investment Reserve Allocations	FY16	FY17	FY18	FY19	FY20
Infrastructure	**3.2**	**4.0**	**4.7**	**4.7**	**4.9**
Community and Economic Development	**2.3**	**2.8**	**2.6**	**2.5**	**2.4**
Student Success and Programs	**1.8**	**3.1**	**6.4**	**5.8**	**1.0**
Academic and Research Programs	**1.1**	**2.5**	**12.8**	**6.4**	**3.9**
Presidential Priorities			**1.5**	**1.5**	**1.5**
Total - Reserve Allocations	**$8.4**	**$12.3**	**$27.9**	**$20.9**	**$13.7**
Ending Balance	**$36.2**	**$31.0**	**$15.4**	**$6.9**	**$5.9**

	Investment Reserve Allocations	FY16	FY17	FY18	FY19	FY20
	Infrastructure					
17	Financial Systems Enhancements	2.6	4.0	2.3	2.1	2.1
11	Campus Grounds Initiative	0.3				
11	Deferred Maintenance	0.1				
	Parental Leave	0.2				
14	Advancement Strategy			2.4	2.6	2.8
	Subtotal	**$3.2**	**$4.0**	**$4.7**	**$4.7**	**$4.9**
	Community and Economic Development					
5	TechGrowth Ohio	2.1	2.2	2.0	2.0	2.3
3	OHIO for Ohio	0.1	0.5	0.5	0.4	
	Foundation for Appalachia Ohio	0.1	0.1	0.1	0.1	
	Unallocated				0.1	0.1
	Subtotal	**$2.3**	**$2.8**	**$2.6**	**$2.5**	**$2.4**
	Student Success and Programs					
6	Endowed Scholarships	0.9	1.0	0.8	1.0	1.0
	Allen Student Help Center					
2	Signature Program	0.9	2.1	4.8	4.0	
	Unallocated			0.8	0.8	
	Subtotal	**$1.8**	**$3.1**	**$6.4**	**$5.8**	**$1.0**
	Academic and Research Programs					
7	Endowed Professorships					
	Innovation System Strategy	0.5				
1	Innovation Strategy	0.3	1.4	3.7	2.1	1.3
	OBR Research Portal	0.1				
	OHF Match Commitment	0.0				
3	Dublin Campus Development	0.1				
4	eLearning Investment		0.4	1.6	0.6	
	Education Advisory Board	0.1	0.1			
	Tantrum		0.6	0.6	0.6	
18	RHE Investment			1.5	2.0	2.0
	Engineering Start-up			1.0	0.5	
	OU Press			0.1	0.1	0.1
	MAC Conference			0.0	0.0	0.0
	Funding for Budget Volatility			3.8		
16	International Student Recruitment			0.5	0.5	0.5
	Subtotal	**$1.1**	**$2.5**	**$12.8**	**$6.4**	**$3.9**
	Presidential Priorities			**$1.5**	**$1.5**	**$1.5**
	Total - Reserve Allocations	**$8.4**	**$12.3**	**$27.9**	**$20.9**	**$13.7**
	Ending Balance	**$36.2**	**$31.0**	**$15.4**	**$6.9**	**$5.9**

*Funding for RHE Investment estimated in FY19 and FY20

FY18 Expense Driver: Compensation – Salary

Budget Book Section 8

Raise Trend

Fiscal Year	AFSCME	Classified/Administrative Staff			Faculty		
	Raise Pool	Raise Pool	Equity Pool	**Subtotal**	Raise Pool	Equity Pool	**Subtotal**
2013	2.5%	2.5%	0.0%	**2.5%**	2.5%	0.0%	**2.5%**
2014	3.0%	3.0%	0.0%	**3.0%**	3.0%	0.0%	**3.0%**
2015	2.0%	2.0%	0.0%	**2.0%**	2.0%	2.2%	**4.2%**
2016	2.0%	2.0%	1.0%	**3.0%**	2.0%	1.4%	**3.4%**
2017	2.0%	2.0%	1.0%	**3.0%**	2.0%	1.4%	**3.4%**
2018	0.0%	0.0%	0.0%	**0.0%**	0.0%	0.0%	**0.0%**

Salary/Wage Trend

Represented in $ Millions	**2010 Actual**	**2011 Actual**	**2012 Actual**	**2013 Actual**	**2014 Actual**	**2015 Actual**	**2016 Actual**	**2017 Budget**	**2017 Forecast**	**2018 Budget**	**% Change**
Faculty	$111.5	$113.1	$114.6	$124.6	$124.7	$133.7	$136.4	$145.0	$144.4	$146.6	1.52%
Administrative	86.0	87.6	89.1	94.1	101.8	108.3	111.1	124.6	119.2	127.0	6.54%
Classified	45.4	44.1	43.5	43.7	46.2	48.9	55.1	54.5	54.4	54.3	-0.18%
Graduate Assistant	19.2	19.4	19.1	21.0	20.0	21.1	21.5	21.9	21.8	21.3	-2.29%
Student	14.3	14.6	15.3	16.0	16.1	17.7	18.4	16.9	17.6	18.0	2.27%
Other Payroll*	0.7	1.0	1.6	3.3	1.0	1.1	1.1	0.9	0.7	0.7	0.00%
Grand Total	**$277.1**	**$279.8**	**$283.2**	**$302.7**	**$309.8**	**$330.8**	**$343.7**	**$363.8**	**$358.1**	**$368.0**	**2.76%**

**Other Payroll includes: Employee cash awards, allowances, including auto, broadband, cell phone, uniform, and housing*

FY18 Expense Driver: Compensation, by Planning Unit

Budget Book Section 8

Investments and Anticipated Increases

Planning Unit *Represented in Millions*	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Actual	2017 Budget	2017 Forecast	2018 Budget
College of Arts and Sciences	$48.2	$48.8	$49.1	$52.1	$50.7	$52.6	$52.3	$55.5	$55.1	$55.4
College of Business	10.7	11.3	12.0	14.5	15.6	16.5	17.6	19.8	20.2	20.8
Scripps College of Communication	13.7	13.0	12.4	12.6	13.2	14.0	14.2	15.3	14.9	14.7
Patton College of Education	8.9	10.9	10.8	11.0	10.5	11.9	12.3	13.4	13.0	13.4
Russ College of Engineering	19.2	19.9	20.0	21.0	20.8	23.1	24.3	23.9	23.3	22.4
College of Fine Arts	11.1	11.1	10.9	11.5	11.4	11.8	12.0	12.6	12.8	13.1
College of Health Sciences & Professions	12.1	9.9	11.3	13.6	15.6	17.9	19.1	21.2	20.6	21.4
University College	2.2	2.3	2.6	2.8	3.4	3.9	4.1	4.2	4.2	4.0
Global Affairs & International Studies	2.4	2.6	2.5	2.7	2.7	2.7	2.7	2.7	3.1	2.6
Honors Tutorial College	0.4	0.4	0.4	0.7	0.8	0.8	0.9	0.7	0.8	0.8
Voinovich School	4.1	4.6	4.7	5.1	5.1	5.1	5.9	6.8	6.8	7.4
Heritage College of Osteopathic Medicine	17.6	17.8	18.7	20.6	22.4	26.4	29.1	32.6	30.8	33.9
Regional Campuses	33.5	35.1	34.5	35.2	34.9	35.2	33.9	34.0	33.5	32.9
Intercollegiate Athletics	5.3	5.2	5.7	6.4	6.6	6.8	7.1	7.5	7.4	7.4
Advancement	3.6	3.6	4.2	4.3	4.6	4.9	5.3	6.0	5.4	6.3
Culinary Services	10.3	10.6	10.4	10.8	11.3	12.1	13.6	14.1	14.2	14.6
Housing & Residence Life	2.7	2.9	3.0	3.0	2.7	2.9	3.7	4.2	3.9	4.4
Library	4.9	4.4	4.2	4.2	4.3	4.4	4.6	5.0	4.6	5.0
Office of Information Technology	8.8	8.9	10.2	10.7	11.3	12.6	12.8	14.0	13.4	14.2
President	3.6	3.8	3.4	3.2	3.5	4.0	4.4	5.2	5.0	5.1
Provost	11.5	11.5	12.2	14.8	13.2	13.0	13.9	12.2	12.8	13.6
Student Affairs	7.3	6.1	6.1	6.4	7.2	7.9	7.8	8.1	8.3	8.8
Research	4.1	4.2	4.2	4.3	4.4	4.5	4.9	5.0	4.6	5.2
Finance and Administration	30.7	30.7	29.6	30.8	33.2	35.2	36.8	39.2	38.4	38.5
Other	0.2	0.2	0.1	0.4	-0.1	0.3	0.1	0.9	1.0	1.7
Grand Total	$277.1	$279.8	$283.2	$302.7	$309.3	$330.5	$343.4	$363.8	$358.1	$367.6

FY18 Expense Driver: Compensation - Benefits

Budget Book Section 8

Three Year PPO Plan Premium & Plan Design Strategy

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

Cost Avoidance Impact ($ Millions)

$ in Millions	FY16	FY17	FY18
Plan Design	2.5	1.1	0.6
Rx Management			0.7
Prior		2.5	3.6
Cumulative	2.5	3.6	4.9

FY18 Expense Driver: CIP

Budget Book
Section 7, 9

FY19 - FY24 6 Year Capital Improvement Plan	Budgets			Deferred Maintenance	Funding Sources					Capital Expenditure Forecast							
	Projects Beginning In a Prior FY	Projects Beginning In FY18	Projects Beginning In FY19-FY24														
Classification & Project	*Shown In Millions*	*Shown In Millions*	*Shown In Millions*	Back-log Addressed	Internal Bank	Century Bond Bank	Grants/ Gifts	State Appropriations	Working Capital	Past Expenditures	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Academic/Programmatic Renewal	218.49	126.08	120.93	170.60	272.85	35.53	42.84	59.55	54.73	138.18	60.68	112.14	67.42	28.05	14.85	23.17	21.01
Building Systems & Infrastructure	73.86	6.68	89.07	113.50	28.32	77.09	0.58	54.75	8.86	60.78	17.89	5.84	13.70	11.77	13.50	14.28	31.84
University Initiatives	2.10	22.54	13.43	11.98	7.16	2.04		0.37	28.50	1.95	13.34	5.58	6.00	3.10	2.90	3.45	1.75
Utility System Upgrades	78.82	5.45	25.58	14.59	2.25	80.33		18.92	8.34	36.28	29.81	12.16	14.23	6.00	2.69	3.90	4.78
Regional Campuses	41.94	7.01	15.18	16.34			1.70	28.50	33.93	36.27	12.38	3.99	1.39	3.00	1.93	3.97	1.20
Auxiliaries	200.89	21.55	212.90	157.48	199.26		10.96		225.12	181.87	32.74	31.70	26.89	25.62	99.79	20.45	16.27
Office of Information Technology	4.14		45.16						49.30	3.71	0.43	5.29	7.94	10.17	8.72	7.79	5.26
Student Affairs	0.11								0.11	0.11							
Project Total:	$620.35	$189.31	$522.24	$484.49	$509.84	$195.00	$56.07	$162.10	$408.90	$459.16	$167.27	$176.70	$137.56	$87.71	$144.38	$77.02	$82.11

Capital Plan

OHIO UNIVERSITY CAPITAL IMPROVEMENT PLAN: DEBT ISSUANCE FY 2015 - FY 2024 ($, in millions)											
Fiscal Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Total CIP
Debt Issuance	$ 250	-	$ 125	-	$ 125	-	$ 75	-	-	-	$ 575

Planned Debt Issuances

(in millions)	FY14	FY15	FY16	FY17	FY17	FY18
Operating Results	Actuals	Actuals	Actuals	Budget	Forecast	Budget
Internal Loan - Principal & Interest	$ 24.1	$ 27.3	$ 38.0	$ 47.0	$ 47.0	$ 51.1
Consolidated Results						
Debt Service - Interest	$ 10.0	$ 18.7	$ 24.2	$ 26.2	$ 25.9	$ 28.4

Internal Loans & Debt Service

CIP & Impact to SB6

The chart below displays how the 6-Year CIP debt issuance will impact the size of the University's debt portfolio, Senate Bill 6 Viability Score and Senate Bill 6 Composite Score.

After 2017, this analysis assumes net assets, revenues and expenses grow at 3.00% in order to isolate the impact of debt issuance on the University's Senate Bill 6 Composite Score.

Fiscal Year	Outstanding Debt Beginning of FY	New Issuance	Principal Payments	Outstanding Debt End of FY	Viability Ratio	Viability Score	Primary Reserve Ratio	Primary Reserve Score	Net Income Ratio	Net Income Score	Senate Bill 6 Composite Score
2013	229,244	173,810	(49,350)	353,704	101.20%	4.00	51.00%	5.00	7.30%	5.00	4.70
2014	353,704	-	(16,019)	337,685	113.90%	4.00	52.50%	5.00	8.70%	5.00	4.70
2015	337,685	250,000	(18,001)	569,684	63.00%	3.00	48.40%	4.00	6.30%	5.00	3.90
2016	569,684	-	(17,876)	551,809	58.72%	2.00	42.50%	4.00	3.00%	4.00	3.40
2017	551,809	156,150	(81,540)	626,419	57.39%	2.00	48.34%	4.00	8.89%	5.00	3.60
2018	626,419	-	(16,508)	609,911	60.69%	3.00	48.34%	4.00	8.89%	5.00	3.90
2019	609,911	125,000	(18,408)	716,503	53.17%	2.00	48.34%	4.00	8.89%	5.00	3.60
2020	716,503	-	(16,200)	700,303	56.00%	2.00	48.34%	4.00	8.89%	5.00	3.60
2021	700,303	75,000	(14,409)	760,894	53.06%	2.00	48.34%	4.00	8.89%	5.00	3.60
2022	760,894	-	(14,359)	746,534	55.70%	2.00	48.34%	4.00	8.89%	5.00	3.60
2023	746,534	-	(14,969)	731,566	58.55%	2.00	48.34%	4.00	8.89%	5.00	3.60
2024	731,566	-	(14,788)	716,777	61.55%	3.00	48.34%	4.00	8.89%	5.00	3.90

(1) Senate Bill 6 Ratios and Composite Score exclude impacts of GASB 68.
(2) FY 2013 New Issuance includes Series 2012 OAQDA bonds and Series 2013 bonds
(3) Principal Payments: FY 2013 includes refunding of Series 2001 and 2004 Bonds; FY 2017 includes refunding of Series 2006A, 2006B and 2008A Bonds as well as defeasance of Housing For Ohio debt with the sale of Courtyard
(4) Viability Ratio = Expendable Net Position DIVIDED BY Plant Debt. The calculation excludes Foundation debt.
(5) Viability Score accounts for 30% of Senate Bill 6 Composite Score

Budget Book Section 16

Administrative Cost Reductions

	FY18	FY19	FY20
Base	$4.9M	$2.0M	$2.0M
Base %	3.8%	1.6%	1.6%
OTO	$1.15M		

- FY18 Planning exercise:
  - 5% targets for each Unit
  - Yielded 3.8% goal, $4.8M
- Minimizing impact to core services
- FY19-FY20 Planning: 7% reduction over 3 years

Planning Unit	Expense Reductions *($ in millions)*	
Grad College	$	(0.08)
VP Research	$	(0.17)
Provost	$	(0.36)
Enrollment Mgmt	$	(0.26)
ISFS	$	(0.03)
Library	$	(0.39)
Instructional Innovation	$	(0.18)
Finance & Administration	$	(2.00)
President	$	(0.22)
Campus Rec	$	(0.16)
Student Affairs	$	(0.41)
WOUB	$	(0.11)
CDC	$	(0.02)
ICA	$	(0.48)
Kennedy	$	(0.02)
Subtotal - Base	**$**	**(4.89)**
Advancement	$	(1.15)
Subtotal - OTO	**$**	**(1.15)**
Total FY18 Reductions	**$**	**(6.04)**

College Tiered Reductions*

Budget Book Section 15

	Reduction to Supplies & Services	Faculty Early Retirees	Summer Instruction	Faculty Vacancies	Distributed IT Support	Delayed Equipment Replacement	Alternative Fund Source (e.g. OUF)
Tier 1: Minimal Disruption	X	X	X	X			X
Tier 2: Material Disruption to Support Service	X				X	X	X
Tier 3: Reduction to delivery of academic activity	X	X	X	X			

* As defined by college submissions

OHIO UNIVERSITY

Housing & Residence Life

The Department of Housing & Residence Life is responsible for the overall operation and administration of all Ohio University housing, as well as the University's residential education program.

HOUSING & RESIDENCE LIFE	FY14	FY15	FY16	FY17	FY18	FY19	FY20
Revenue	Actual	Actual	Actual	Forecast	Forecast	Forecast	Forecast
Room Revenue	$ 45,769,084	$ 49,939,404	$ 54,034,180	$ 54,129,958	$ 53,041,463	$ 54,725,413	$ 57,296,695
Annual Increase*	*3.5%*	*3.5%*	*5.3% FY/3.5% SY*	*3.5%*	*3.5%*	*3.5%*	*3.5%*
External and Internal Revenue	$ 1,705,533	$ 1,387,829	$ 2,019,702	$ 1,631,720	$ 1,769,160	$ 1,799,160	$ 1,799,160
Total Revenue	**$ 47,474,617**	**$ 51,327,233**	**$ 56,053,882**	**$ 55,761,678**	**$ 54,810,623**	**$ 56,524,573**	**$ 59,095,855**
Fall-Spring Resident Average/Capacity/Occupancy Percentage	*7386/7965 93%*	*7788/8096 96%*	*8028/8634 93%*	*7824/8411 93%*	*7450*	*7440*	*7536*
Expenses							
Professional Salaries & Benefits (inc. Other Payroll &Emp Fee Waivers)	$ 2,387,442	$ 2,559,183	$ 3,021,909	$ 3,133,033	$ 3,493,705	$ 3,494,427	$ 3,603,969
Student Salaries & Benefits	$ 2,669,037	$ 3,003,384	$ 3,939,399	$ 4,155,600	$ 4,571,221	$ 4,630,877	$ 4,719,144
Adm Indirect Costs Allocations	$ 12,090,550	$ 12,254,040	$ 12,967,600	$ 13,748,207	$ 13,631,619	$ 13,959,237	$ 14,605,590
Shared Services Transfers	$ 211,286	$ 331,938	$ 1,185,376	$ 1,131,645	$ 2,050,823	$ 2,070,610	$ 2,088,914
Debt Service	$ 2,210,729	$ 3,888,894	$ 7,903,078	$ 10,007,051	$ 9,504,080	$ 9,500,636	$ 9,501,608
EIP ($79M CB, $11M Clippinger Strategy)	$ -	$ -	$ 414,735	$ 821,280	$ 1,231,921	$ 1,231,921	$ 1,231,921
Utilities	$ 2,677,539	$ 2,873,868	$ 2,831,903	$ 2,872,838	$ 3,530,000	$ 3,699,000	$ 3,876,188
3-9 Expenses	$ 2,960,600	$ 3,486,380	$ 3,032,637	$ 3,691,125	$ 4,799,656	$ 4,898,007	$ 4,996,549
Scholarship Contribution	$ -	$ -	$ 500,000	$ 666,667	$ 833,333	$ 1,000,000	$ 1,166,667
Total Operating Expenses & Transfers	**$ 25,207,183**	**$ 28,397,687**	**$ 35,796,637**	**$ 40,227,446**	**$ 43,646,358**	**$ 44,484,715**	**$ 45,790,550**
Operating Results	**$ 22,267,434**	**$ 22,929,546**	**$ 20,257,245**	**$ 15,534,232**	**$ 11,164,265**	**$ 12,039,858**	**$ 13,305,305**
Capital Renovations	**$ 11,446,983**	**$ 16,126,941**	**$ 8,062,905**	**$ 12,988,458**	**$ 14,390,000**	**$ 27,020,000**	**$ 9,250,000**
Net Results (Gain/Loss)	**$ 10,820,451**	**$ 6,802,605**	**$ 12,194,340**	**$ 2,545,774**	**$ (3,225,735)**	**$ (14,980,142)**	**$ 4,055,305**
Reserves							
Beginning Balance	$ 22,341,890	$ 33,162,341	$ 39,964,946	$ 52,159,286	$ 54,705,060	$ 51,479,325	$ 36,499,183
Net Results	$ 10,820,451	$ 6,802,605	$ 12,194,340	$ 2,545,774	$ (3,225,735)	$ (14,980,142)	$ 4,055,305
Ending Balance **	**$ 33,162,341**	**$ 39,964,946**	**$ 52,159,286**	**$ 54,705,060**	**$ 51,479,325**	**$ 36,499,183**	**$ 40,554,488**

*** FY14-FY15 - 3.5% increase for all students, FY16 - First year of Guarantee, FY17-FY20 - 3.5% increase for first year students only**

**** Minimum of 5% of Total Revenue is held as an Emergency Operating Reserve**

HOUSING & RESIDENCE LIFE	FY14	FY15	FY16	FY17	FY18	FY19	FY20
Revenue	Actual	Actual	**Actual**	Forecast	Forecast	Forecast	Forecast
Room Revenue	$ 45,769,084	$ 49,939,404	$ 54,034,180	$ 54,129,958	$ 53,041,463	$ 54,725,413	$ 57,296,695
Annual Increase*	3.5%	3.5%	5.3% FY/3.5% SY	3.5%	3.5%	3.5%	3.5%
External and Internal Revenue	$ 1,705,533	$ 1,387,829	$ 2,019,702	$ 1,631,720	$ 1,769,160	$ 1,799,160	$ 1,799,160
Total Revenue	$ 47,474,617	$ 51,327,233	$ 56,053,882	$ 55,761,678	$ 54,810,623	$ 56,524,573	$ 59,095,855
Fall-Spring Resident Average/Capacity/Occupancy Percentage	7386/7965 93%	7788/8096 96%	8028/8634 93%	7824/8411 93%	7450	7440	7536
Expenses							
Professional Salaries & Benefits (inc. Other Payroll &Emp Fee Waivers)	$ 2,387,442	$ 2,559,183	$ 3,021,909	$ 3,133,033	$ 3,393,705	$ 3,494,427	$ 3,603,969
Student Salaries & Benefits	$ 2,669,037	$ 3,003,384	$ 3,939,399	$ 4,155,600	$ 4,571,221	$ 4,630,877	$ 4,719,144
Adm Indirect Costs Allocations	$ 12,090,550	$ 12,254,040	$ 12,967,600	$ 13,748,207	$ 13,631,619	$ 13,959,237	$ 14,605,590
Shared Services Transfers	$ 211,286	$ 331,938	$ 1,185,376	$ 1,131,645	$ 2,050,823	$ 2,070,610	$ 2,088,914
Debt Service	$ 2,210,729	$ 3,888,894	$ 7,903,078	$ 10,007,051	$ 9,504,080	$ 9,500,636	$ 9,501,608
EIP ($79M CB, $11M Clippinger Strategy)	$ -	$ -	$ 414,735	$ 821,280	$ 1,231,921	$ 1,231,921	$ 1,231,921
Utilities	$ 2,677,539	$ 2,873,868	$ 2,831,903	$ 2,872,838	$ 3,530,000	$ 3,699,000	$ 3,876,188
3-9 Expenses	$ 2,960,600	$ 3,486,380	$ 3,032,637	$ 3,691,125	$ 4,799,656	$ 4,898,007	$ 4,996,549
Scholarship Contribution	$ -	$ -	$ 500,000	$ 666,667	$ 833,333	$ 1,000,000	$ 1,166,667
Total Operating Expenses & Transfers	$ 25,207,183	$ 28,397,687	$ 35,796,637	$ 40,227,446	$ 43,646,358	$ 44,484,715	$ 45,790,550
Operating Results	$ 22,267,434	$ 22,929,546	$ 20,257,245	$ 15,534,232	$ 11,164,265	$ 12,039,858	$ 13,305,305
Capital Renovations	$ 11,446,983	$ 16,126,941	$ 8,062,905	$ 12,988,458	$ 14,390,000	$ 27,020,000	$ 9,250,000
Net Results (Gain/Loss)	$ 10,820,451	$ 6,802,605	$ 12,194,340	$ 2,545,774	$ (3,225,735)	$ (14,980,142)	$ 4,055,305
Reserves							
Beginning Balance	$ 22,341,890	$ 33,162,341	$ 39,964,946	$ 52,159,286	$ 54,705,060	$ 51,479,325	$ 36,499,183
Net Results	$ 10,820,451	$ 6,802,605	$ 12,194,340	$ 2,545,774	$ (3,225,735)	$ (14,980,142)	$ 4,055,305
Ending Balance **	$ 33,162,341	$ 39,964,946	$ 52,159,286	$ 54,705,060	$ 51,479,325	$ 36,499,183	$ 40,554,488

*** FY14-FY15 - 3.5% increase for all students, FY16 - First year of Guarantee, FY17-FY20 - 3.5% increase for first year students only**

**** Minimum of 5% of Total Revenue is held as an Emergency Operating Reserve**

OHIO UNIVERSITY

Housing & Residence Life

- Over the past six years, Housing & Residence Life has invested over $180 million towards renovations and new construction
- Excluding new construction projects, the average annual expenditure towards residence hall improvements has been $12.5 million
- The Housing & Residence Life Capital Budget is focused on enhancing the student experience, addressing deferred maintenance and advancing the Housing Development Plan
- Currently utilizing Mackey-Mitchell Architects and MGT Company to update the Housing Development Plan
- Consistently given high marks in student satisfaction surveys and national peer benchmarking

OHIO UNIVERSITY
Culinary
SERVICES

Responsive, Reliable and Results Oriented

Culinary Services is positioned to partner with University departments and colleges to meet the service needs of the campus community and other OHIO stakeholders.

CULINARY SERVICES	FY14	FY15	FY16	FY17	FY18	FY19	FY20
Revenue	Actual	Actual	Actual	Forecast	Forecast	Forecast	Forecast
Board	$ 37,730,461	$ 40,036,232	$ 41,822,967	$ 41,528,520	$ 40,125,530	$ 40,911,782	$ 41,713,932
Rate Increase	0.5%	1.0%	2%*	2%*	2%*	2%*	2%*
Retail	$ 5,359,876	$ 5,779,470	$ 6,266,141	$ 6,229,342	$ 6,291,457	$ 6,357,366	$ 6,423,752
Total Revenue	**$ 43,090,337**	**$ 45,815,702**	**$ 48,089,108**	**$ 47,757,862**	**$ 46,416,987**	**$ 47,269,148**	**$ 48,137,684**
Number of students on a residential meal plan	7,308	7,732	7,979	7,762	7,512	7,512	7,512
Expenses							
Salaries & Benefits	$ 13,916,438	$ 15,260,148	$ 17,483,696	$ 18,306,329	$ 19,716,077	$ 19,946,102	$ 20,656,973
COGS	$ 10,857,857	$ 11,831,234	$ 11,952,705	$ 12,658,313	$ 12,262,359	$ 12,630,230	$ 13,009,137
COGS%	25.20%	25.82%	24.86%	26.51%	26.42%	26.72%	27.02%
Adm Indirect Costs Allocations (Inc Emp Fee Waivers)	$ 2,423,540	$ 2,674,284	$ 3,142,816	$ 3,226,648	$ 3,346,060	$ 3,426,478	$ 3,585,134
Debt Service	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Utilities	$ 659,952	$ 663,192	$ 696,532	$ 731,359	$ 767,927	$ 806,323	$ 846,639
EIP ($75M CB, $11M Clippinger Strategy)	$ -	$ -	$ 103,684	$ 205,320	$ 307,980	$ 307,980	$ 307,980
Internal Allocation & Transfers	$ 815,627	$ 563,629	$ 426,701	$ 241,714	$ 251,564	$ 251,564	$ 251,564
3-7 Expenses	$ 2,401,872	$ 2,817,824	$ 3,201,311	$ 3,919,560	$ 2,959,900	$ 3,019,098	$ 3,079,480
Scholarship Contribution	$ -	$ -	$ 1,000,240	$ 1,333,333	$ 3,166,667	$ 3,500,000	$ 3,833,333
Total Operating Expenses & Transfers	**$ 31,075,286**	**$ 33,810,311**	**$ 38,007,685**	**$ 40,622,576**	**$ 42,778,534**	**$ 43,887,775**	**$ 45,570,240**
Operating Results	**$ 12,015,051**	**$ 12,005,391**	**$ 10,081,423**	**$ 7,135,286**	**$ 3,638,453**	**$ 3,381,373**	**$ 2,567,444**
Capital Renovations	**$ 2,896,854**	**$ 11,751,192**	**$ 11,723,032**	**$ 3,100,000**	**$ 4,198,712**	**$ 4,386,398**	**$ 3,611,331**
Net Results (Gain/(Loss))	$ 9,118,197	$ 254,199	$ (1,641,609)	$ 4,035,286	$ (560,259)	$ (1,005,025)	$ (1,043,887)
Reserves							
Beginning Balance	$ 4,369,894	$ 13,488,091	$ 13,742,290	$ 12,100,681	$ 16,135,967	$ 15,575,708	$ 14,570,683
Net Results	$ 9,118,197	$ 254,199	$ (1,641,609)	$ 4,035,286	$ (560,259)	$ (1,005,025)	$ (1,043,887)
Ending Balance**	$ 13,488,091	$ 13,742,290	$ 12,100,681	$ 16,135,967	$ 15,575,708	$ 14,570,683	$ 13,526,796

*For incoming cohort
**Includes 30% prior year revenue held as reserve

CULINARY SERVICES	FY14	FY15	FY16	FY17	FY18	FY19	FY20
Revenue	Actual	Actual	Actual	Forecast	Forecast	Forecast	Forecast
Board	$ 37,730,461	$ 40,036,232	$ 41,822,967	$ 41,528,520	$ 40,125,530	$ 40,911,782	$ 41,713,932
Rate Increase	0.5%	1.0%	2%*	2%*	2%*	2%*	2%*
Retail	$ 5,359,876	$ 5,779,470	$ 6,266,141	$ 6,229,342	$ 6,291,457	$ 6,357,366	$ 6,423,752
Total Revenue	$ 43,090,337	$ 45,815,702	$ 48,089,108	$ 47,757,862	$ 46,416,987	$ 47,269,148	$ 48,137,684
Number of students on a residential meal plan	7,306	7,752	7,979	7,762	7,512	7,512	7,512
Expenses							
Salaries & Benefits	$ 13,916,438	$ 15,260,148	$ 17,483,696	$ 18,306,329	$ 19,716,077	$ 19,946,102	$ 20,656,973
COGS	$ 10,857,857	$ 11,831,234	$ 11,952,705	$ 12,658,313	$ 12,262,359	$ 12,630,230	$ 13,009,137
COGS%	25.20%	25.82%	24.86%	26.51%	26.42%	26.72%	27.02%
Adm Indirect Costs Allocations (Inc Emp Fee Waivers)	$ 2,423,540	$ 2,674,284	$ 3,142,816	$ 3,226,648	$ 3,346,060	$ 3,426,478	$ 3,585,134
Debt Service	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Utilities	$ 659,952	$ 663,192	$ 696,532	$ 731,359	$ 767,927	$ 806,323	$ 846,639
EIP ($75M CB, $11M Clippinger Strategy)	$ -	$ -	$ 103,684	$ 205,320	$ 307,980	$ 307,980	$ 307,980
Internal Allocation & Transfers	$ 815,627	$ 563,629	$ 426,701	$ 241,714	$ 251,564	$ 251,564	$ 251,564
3-7 Expenses	$ 2,401,872	$ 2,817,824	$ 3,201,311	$ 3,919,560	$ 2,959,900	$ 3,019,098	$ 3,079,480
Scholarship Contribution	$ -	$ -	$ 1,000,240	$ 1,333,333	$ 3,166,667	$ 3,500,000	$ 3,833,333
Total Operating Expenses & Transfers	$ 31,075,286	$ 33,810,311	$ 38,007,685	$ 40,622,576	$ 42,778,534	$ 43,887,775	$ 45,570,240
Operating Results	$ 12,015,051	$ 12,005,391	$ 10,081,423	$ 7,135,286	$ 3,638,453	$ 3,381,373	$ 2,567,444
Capital Renovations	$ 2,896,854	$ 11,751,192	$ 11,723,032	$ 3,100,000	$ 4,198,712	$ 4,386,398	$ 3,611,331
Net Results (Gain/(Loss))	$ 9,118,197	$ 254,199	$ (1,641,609)	$ 4,035,286	$ (560,259)	$ (1,005,025)	$ (1,043,887)
Reserves							
Beginning Balance	$ 4,369,894	$ 13,488,091	$ 13,742,290	$ 12,100,681	$ 16,135,967	$ 15,575,708	$ 14,570,683
Net Results	$ 9,118,197	$ 254,199	$ (1,641,609)	$ 4,035,286	$ (560,259)	$ (1,005,025)	$ (1,043,887)
Ending Balance**	$ 13,488,091	$ 13,742,290	$ 12,100,681	$ 16,135,967	$ 15,575,708	$ 14,570,683	$ 13,526,796

*For incoming cohort
**Includes 30% prior year revenue held as reserve

OHIO UNIVERSITY Culinary SERVICES

- Renovations have enhanced customer experience, increased efficiencies and reduced labor costs
- Eight-year budget plan has allowed continuous operational improvements without assuming debt
- Successful in creating and diversifying new revenue streams through the use of centralized operations and onboarding new products
- Consistently earning high marks in customer satisfaction surveys and national peer benchmarkings

FY18 Budget

Budget Book Section 2

FY 18 Planned Use of Reserves: $23.7M
Includes:

- $15.9M from the Strategic Opportunity Reserve
- $7.4M from Auxiliaries
- $6.7M from Athens
- Contributions from various planning units

	(in millions)	Athens Colleges and Schools	Regional Campuses and Centers	Auxiliaries	Administrative & Academic Support	Strategic Opportunity Reserve & Subvention	Operating Activity Subtotal	Non Operating Activity	Financial Statement Adj & Component Units	GAAP Adj Totals
	REVENUES									
1	State Appropriations	$ 137.4	$ 24.3	$ -	$ 0.2	$ 2.9	$ 164.8	$ 2.0	$ -	$ 166.8
2	State Appropriations - Capital	-	-	-	-	-	-	32.5	-	32.5
3	Gross Undergraduate Tuition & Fees	258.3	35.4	-	5.3	4.6	303.6	-	-	303.6
4	Undergraduate Financial Aid	(46.2)	(5.4)	(12.5)	6.3	(4.8)	(62.5)	-	-	(62.5)
5	Net Undergraduate Tuition & Fees	212.1	30.0	(12.5)	11.6	(0.2)	241.1	-	-	241.1
6	Gross Graduate Tuition & Fees	114.3	0.3	-	0.7	-	115.3	-	-	115.3
7	Graduate Financial Aid	(28.0)	(0.1)	-	(0.1)	-	(28.2)	-	-	(28.2)
8	Net Graduate Tuition & Fees	86.3	0.3	-	0.6	-	87.1	-	-	87.1
9	Room & Board	-	-	92.9	-	-	92.9	-	-	92.9
10	Grants and Contracts	36.4	2.1	0.1	6.8	-	45.4	4.2	-	49.6
11	Facilities & Admin Costs Recovery	4.9	-	-	1.1	-	6.0	-	-	6.0
12	Gifts	4.9	0.3	2.4	2.3	-	10.0	10.0	-	20.0
13	Endowment Distributions	13.1	0.7	0.2	14.0	-	28.0	(28.0)	-	-
14	Investment Income	-	-	-	1.6	4.5	6.1	47.9	0.3	54.3
15	Other External Sales	5.2	0.8	17.1	15.8	-	38.9	-	6.5	45.4
16	**Total Revenues**	**$ 500.5**	**$ 58.5**	**$ 100.2**	**$ 53.8**	**$ 7.2**	**$ 720.2**	**$ 68.6**	**$ 6.8**	**$ 795.7**
	EXPENSES & INDIRECT COST ALLOCATIONS									
17	Total Salaries, Wages, & Other Payroll	205.0	32.9	28.6	101.0	-	367.6	-	-	367.6
18	Total Benefits	61.2	11.0	13.1	39.8	-	125.1	-	-	125.1
19	Supplies & Services	67.4	6.8	35.6	79.5	-	189.2	0.2	3.9	193.3
20	Capitalized Costs	2.3	-	1.6	4.7	-	8.6	162.5	(171.1)	-
21	Depreciation	-	-	-	-	-	-	-	50.1	50.1
22	Internal Loan - Principal & Interest	5.4	0.3	13.8	31.7	-	51.1	(51.1)	-	-
23	Debt Service - Principal	-	-	-	-	-	-	16.1	(16.1)	-
24	Debt Service - Interest	-	-	-	-	-	-	30.0	(1.5)	28.4
25	Internal Sales	(2.0)	-	(7.0)	(13.1)	-	(22.1)	-	-	(22.1)
26	**Total Direct Expenses**	**$ 339.3**	**$ 51.0**	**$ 85.7**	**$ 243.5**	**$ -**	**$ 719.6**	**$ 157.6**	**$ (134.7)**	**$ 742.5**
	ALLOCATIONS & TRANSFERS									
27	Internal Allocations & Transfers	(7.7)	(0.7)	2.4	(14.6)	20.5	-	-	-	-
28	Administrative Cost Allocations	149.2	15.4	(2.1)	(164.3)	1.7	-	-	-	-
29	Capital Cost Allocation	11.5	-	1.6	(13.1)	-	-	-	-	-
30	Subvention Allocation	54.4	6.8	-	-	(61.2)	-	-	-	-
31	Subvention Distribution	(46.4)	(14.5)	-	(0.4)	61.3	-	-	-	-
32	**Total Allocations and Transfers**	**$ 161.1**	**$ 7.0**	**$ 1.9**	**$ (192.4)**	**$ 22.4**	**$ -**	**$ -**	**$ -**	**$ -**
33	**Total Expenses & Cost Allocations**	**$ 500.4**	**$ 58.0**	**$ 87.7**	**$ 51.1**	**$ 22.4**	**$ 719.6**	**$ 157.6**	**$ (134.7)**	**$ 742.5**
34	**Results of Operations**	**$ 0.1**	**$ 0.5**	**$ 12.5**	**$ 2.7**	**$ (15.2)**	**$ 0.6**	**$ (88.9)**	**$ 141.5**	**$ 53.2**
35	Transfers (from) Operating Reserve	(6.7)	-	(0.2)	(13.5)	(15.9)	(36.3)	17.9	18.4	-
36	Transfers to (from) Quasi Endowments	-	-	-	14.1	0.8	14.9	(14.9)	-	-
37	Provisions for Facility and Equipment Renewal	-	-	0.2	-	-	0.2	(0.2)	-	-
38	Transfers to (from) Plant Fund - Project Related	5.1	-	19.9	2.6	-	27.6	(27.6)	-	-
39	**Net Results**	**$ 1.6**	**$ 0.5**	**$ (7.4)**	**$ (0.6)**	**$ -**	**$ (5.8)**	**$ (64.1)**	**$ 123.1**	**$ 53.2**
40	Transfer Net Results to Fund Balance	1.6	0.5	(7.4)	(0.6)	-	(5.8)	5.8	-	-
41	**Adjusted Net Results**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ (69.9)**	**$ 123.1**	**$ 53.2**

Cash & Investments (Financial Assets)



	ACTUALS				PROJECTED			
	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20
	217.6	211.5	183.0	151.1	183.4			
	40.0	38.9	33.6	36.2	31.0	15.4	6.9	5.9
	50.5	101.3	100.4	93.9	115.3	117.9	120.8	123.7
Subtotal Working Capital	**308.1**	**351.7**	**317.0**	**281.2**	**329.7**			
OU Quasi Endow	36.0	44.5	49.1	46.5	52.4	52.7	52.9	53.1
OUF Quasi Endow	130.9	146.8	138.9	127.4	139.0	140.0	140.6	141.0
OU Pure Endow	32.1	37.2	35.6	32.8	34.6	34.8	35.0	35.0
OUF Pure Endow	247.6	287.2	283.3	275.0	305.2	306.9	307.9	308.5
Subtotal Endowment	**446.6**	**515.7**	**506.9**	**481.7**	**531.2**	**534.4**	**536.3**	**537.6**
	NA	NA	248.5	222.7	218.5	209.0	200.0	194.2
	NA	NA	7.0	7.1	7.0	7.3	7.7	8.1
Subtotal Century Bond	NA	NA	**255.5**	**229.8**	**225.5**	**216.3**	**207.7**	**202.3**
TOTAL	**754.7**	**867.4**	**1,079.4**	**992.7**	**1,086.4**			

Institutional Fund Balances & Working Capital

Institutional Fund Balances – Unrestricted

	FY13	FY14	FY15	FY16
Colleges*	103.5	109.9	109.5	105.5
Auxiliaries	28.7	49.2	57.5	69.1
Benefits/Insurance	6.9	6.2	8.1	7.7
Central Reserves	35.7	36.8	34.2	27.1
SOR	40.0	38.9	33.6	36.2
Investment Returns	17.1	28.9	26.9	25.5

* Balances range from $0 to $28M over 13 colleges



Institutional Working Capital

ACTUALS				PROJECTED	
FY13	FY14	FY15	FY16	FY17	FY18
217.6	211.5	183.0	151.1	183.4	
40.0	38.9	33.6	36.2	31.0	15.4
50.5	101.3	100.4	93.9	115.3	117.9
308.1	**351.7**	**317.0**	**281.2**	**329.7**	

FY18 Budget

Budget Book Section 2

	(in millions)	Athens Colleges and Schools	Regional Campuses and Centers	Auxilliaries	Administrative & Academic Support	Strategic Opportunity Reserve & Subvention	Operating Activity Subtotal	Non Operating Activity	Financial Statement Adj & Component Units	GAAP Adj Totals
	REVENUES									
1	State Appropriations	$ 137.4	$ 24.3	$ -	$ 0.2	$ 2.9	$ 164.8	$ 2.0	$ -	$ 166.8
2	State Appropriations - Capital	-	-	-	-	-	-	32.5	-	32.5
3	Gross Undergraduate Tuition & Fees	258.3	35.4	-	5.3	4.6	303.6	-	-	303.6
4	Undergraduate Financial Aid	(46.2)	(5.4)	(12.5)	6.3	(4.8)	(62.5)	-	-	(62.5)
5	Net Undergraduate Tuition & Fees	212.1	30.0	(12.5)	11.6	(0.2)	241.1	-	-	241.1
6	Gross Graduate Tuition & Fees	114.3	0.3	-	0.7	-	115.3	-	-	115.3
7	Graduate Financial Aid	(28.0)	(0.1)	-	(0.1)	-	(28.2)	-	-	(28.2)
8	Net Graduate Tuition & Fees	86.3	0.3	-	0.6	-	87.1	-	-	87.1
9	Room & Board	-	-	92.9	-	-	92.9	-	-	92.9
10	Grants and Contracts	36.4	2.1	0.1	6.8	-	45.4	4.2	-	49.6
11	Facilities & Admin Costs Recovery	4.9	-	-	1.1	-	6.0	-	-	6.0
12	Gifts	4.9	0.3	2.4	2.3	-	10.0	10.0	-	20.0
13	Endowment Distributions	13.1	0.7	0.2	14.0	-	28.0	(28.0)	-	-
14	Investment Income	-	-	-	1.6	4.5	6.1	47.9	0.3	54.3
15	Other External Sales	5.2	0.8	17.1	15.8	-	38.9	-	6.5	45.4
16	**Total Revenues**	**$ 500.5**	**$ 58.5**	**$ 100.2**	**$ 53.8**	**$ 7.2**	**$ 720.2**	**$ 68.6**	**$ 6.8**	**$ 795.7**
	EXPENSES & INDIRECT COST ALLOCATIONS									
17	Total Salaries, Wages, & Other Payroll	205.0	32.9	28.6	101.0	-	367.6	-	-	367.6
18	Total Benefits	61.2	11.0	13.1	39.8	-	125.1	-	-	125.1
19	Supplies & Services	67.4	6.8	35.6	79.5	-	189.2	0.2	3.9	193.3
20	Capitalized Costs	2.3	-	1.6	4.7	-	8.6	162.5	(171.1)	-
21	Depreciation	-	-	-	-	-	-	-	50.1	50.1
22	Internal Loan - Principal & Interest	5.4	0.3	13.8	31.7	-	51.1	(51.1)	-	-
23	Debt Service - Principal	-	-	-	-	-	-	16.1	(16.1)	-
24	Debt Service - Interest	-	-	-	-	-	-	30.0	(1.5)	28.4
25	Internal Sales	(2.0)	-	(7.0)	(13.1)	-	(22.1)	-	-	(22.1)
26	**Total Direct Expenses**	**$ 339.3**	**$ 51.0**	**$ 85.7**	**$ 243.5**	**$ -**	**$ 719.6**	**$ 157.6**	**$ (134.7)**	**$ 742.5**
	ALLOCATIONS & TRANSFERS									
27	Internal Allocations & Transfers	(7.7)	(0.7)	2.4	(14.6)	20.5	-	-	-	-
28	Administrative Cost Allocations	149.2	15.4	(2.1)	(164.3)	1.7	-	-	-	-
29	Capital Cost Allocation	11.5	-	1.6	(13.1)	-	-	-	-	-
30	Subvention Allocation	54.4	6.8	-	-	(61.2)	-	-	-	-
31	Subvention Distribution	(46.4)	(14.5)	-	(0.4)	61.3	-	-	-	-
32	**Total Allocations and Transfers**	**$ 161.1**	**$ 7.0**	**$ 1.9**	**$ (192.4)**	**$ 22.4**	**$ -**	**$ -**	**$ -**	**$ -**
33	**Total Expenses & Cost Allocations**	**$ 500.4**	**$ 58.0**	**$ 87.7**	**$ 51.1**	**$ 22.4**	**$ 719.6**	**$ 157.6**	**$ (134.7)**	**$ 742.5**
34	**Results of Operations**	**$ 0.1**	**$ 0.5**	**$ 12.5**	**$ 2.7**	**$ (15.2)**	**$ 0.6**	**$ (88.9)**	**$ 141.5**	**$ 53.2**
35	Transfers (from) Operating Reserve	(6.7)	-	(0.2)	(13.5)	(15.9)	(36.3)	17.9	18.4	-
36	Transfers to (from) Quasi Endowments	-	-	-	14.1	0.8	14.9	(14.9)	-	-
37	Provisions for Facility and Equipment Renewal	-	-	0.2	-	-	0.2	(0.2)	-	-
38	Transfers to (from) Plant Fund - Project Related	5.1	-	19.9	2.6	-	27.6	(27.6)	-	-
39	**Net Results**	**$ 1.6**	**$ 0.5**	**$ (7.4)**	**$ (0.6)**	**$ -**	**$ (5.8)**	**$ (64.1)**	**$ 123.1**	**$ 53.2**
40	Transfer Net Results to Fund Balance	1.6	0.5	(7.4)	(0.6)	-	(5.8)	5.8	-	-
41	**Adjusted Net Results**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ (69.9)**	**$ 123.1**	**$ 53.2**

FY18 Board Approval

Budget Book Section 2

	(in millions)	FY14 Actuals	FY15 Actuals	FY16 Actuals	FY17 Budget	FY17 Forecast	FY18 Budget
	REVENUES						
1	State Appropriations	$ 153.4	$ 161.1	$ 163.6	$ 164.9	$ 165.1	$ 166.8
2	State Appropriations - Capital	5.2	11.8	11.7	29.0	14.0	32.5
3	Gross Undergraduate Tuition & Fees	294.8	298.1	304.5	302.5	303.7	303.6
4	Undergraduate Financial Aid	(49.9)	(51.3)	(57.8)	(62.6)	(60.1)	(62.5)
5	Net Undergraduate Tuition & Fees	245.0	246.7	246.7	239.9	243.6	241.1
6	Gross Graduate Tuition & Fees	85.4	94.0	100.1	112.8	107.4	115.3
7	Graduate Financial Aid	(29.7)	(29.9)	(28.5)	(28.4)	(28.7)	(28.2)
8	Net Graduate Tuition & Fees	55.7	64.2	71.6	84.4	78.7	87.1
9	Room & Board	83.7	90.0	95.9	97.2	95.7	92.9
10	Grants and Contracts	45.9	47.8	47.4	46.6	51.2	49.6
11	Facilities & Admin Costs Recovery	6.8	6.7	6.8	6.6	7.0	6.0
12	Gifts	26.9	31.2	28.0	27.1	14.3	20.0
13	Endowment Distributions	-	-	-	-	-	-
14	Investment Income	93.7	(2.9)	(18.6)	58.3	88.0	54.3
15	Other External Sales	60.4	73.4	50.3	60.0	79.2	45.4
16	**Total Revenues**	**$ 776.7**	**$ 730.1**	**$ 703.3**	**$ 814.1**	**$ 836.8**	**$ 795.7**
	EXPENSES & INDIRECT COST ALLOCATIONS						
17	Total Salaries, Wages, & Other Payroll	309.7	330.8	343.7	363.8	358.1	367.6
18	Total Benefits	109.6	100.7	119.6	119.1	120.5	125.1
19	Supplies & Services	205.8	215.5	193.6	198.0	200.9	193.3
20	Capitalized Costs	3.9	3.8	6.5	-	4.1	-
21	Depreciation	36.4	39.7	43.0	45.2	49.9	50.1
22	Internal Loan - Principal & Interest	-	-	-	-	-	-
23	Debt Service - Principal	-	-	-	-	-	-
24	Debt Service - Interest	10.0	18.7	24.2	26.2	25.9	28.4
25	Internal Sales	(22.4)	(22.2)	(22.3)	(22.4)	(23.6)	(22.1)
26	**Total Direct Expenses**	**$ 653.0**	**$ 687.0**	**$ 708.2**	**$ 729.9**	**$ 735.8**	**$ 742.5**
	ALLOCATIONS & TRANSFERS						
27	Internal Allocations & Transfers	(0.1)	-	-	7.6	-	-
28	Administrative Cost Allocations	-	-	-	-	-	-
29	Capital Cost Allocation	-	-	-	-	-	-
30	Subvention Allocation	-	-	-	-	-	-
31	Subvention Distribution	-	-	-	-	-	-
32	**Total Allocations and Transfers**	**$ (0.1)**	**$ -**	**$ -**	**$ 7.6**	**$ -**	**$ -**
33	**Total Expenses & Cost Allocations**	**$ 652.9**	**$ 687.0**	**$ 708.2**	**$ 737.6**	**$ 735.8**	**$ 742.5**
34	**Results of Operations**	**$ 123.7**	**$ 43.1**	**$ (4.9)**	**$ 76.5**	**$ 101.0**	**$ 53.2**
35	Transfers (from) Operating Reserve	-	-	-	(12.0)	-	-
36	Transfers to (from) Quasi Endowments	-	-	-	-	-	-
37	Provisions for Facility and Equipment Renewal	-	-	-	6.2	-	-
38	Transfers to (from) Plant Fund - Project Related	(2.4)	(4.5)	(3.2)	(6.2)	-	-
39	**Net Results**	**$ 126.2**	**$ 47.7**	**$ (1.8)**	**$ 88.5**	**$ 101.0**	**$ 53.2**
40	Transfer Net Results to Fund Balance						-
41	**Adjusted Net Results**	**$ 126.2**	**$ 47.7**	**$ (1.8)**	**$ 88.5**	**$ 101.0**	**$ 53.2**

Budget Resolution

FISCAL YEAR 2017-2018
UNIVERSITY BUDGET

RESOLUTION 2017 --

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 funded budget consistent with the provisions of the state budget.

NOW THEREFORE, BE IT RESOLVED that the Fiscal Year 2017-2018 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 during the fiscal year to ensure that total expenditures do not exceed available resources;
2. The Vice President of Finance and Administration is authorized to incorporate tuition and fee increases permitted by state law and previously approved by the Board of Trustees (Resolutions 2017-3598 and 2017-3617), as well as other adjustments required by the budget adopted by the Ohio General Assembly after the date of this Resolution.

Fee Approvals

Fee	Amount	Notes
Professional Grad Tuition & Fees	Various	Market-based Tuition for Masters of Accountancy Programs (COB)
Resident & Non-Resident Instructional Fee	Various	Reaffirming current fees charged to students enrolled in online programs, prior to seeking ODHE waiver of standard fees (required each biennium)

Fee Resolution

FISCAL YEAR 2017-2018
OHIO UNIVERSITY
ACADEMIC YEAR 2017-2018 TUITION, FEE AND RATE INCREASES

RESOLUTION 2017 -

WHEREAS, the appropriate planning and consultations within the University have been completed, resulting in recommendations for establishing tuition and fee rates for new off-campus graduate programs (attachment A) and for maintaining the current discounted rate for the eCampus undergraduate and correctional education programs;

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the fee schedule attached hereto as Exhibits A & B, effective Fall Semester 2017.

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President for Finance and Administration, CFO and Treasurer
Pamela J. Benoit, Executive Vice President and Provost
Shawna Bolin, Associate Vice President, University Planning

Re: FY18 Annual and Six-Year Capital Improvement Plan FY2019 – FY2024

We are pleased to present to you Ohio University's Capital Improvement Plan FY18 Annual, and FY2019–FY2024 (CIP). The CIP is the culmination of a yearlong effort to capture in one document the capital expenditure priorities of the colleges, schools and administrative departments. Incorporated in this plan is a comprehensive view of the entire University including the Athens, Regional, and extension Campuses' Facilities, Infrastructure and deferred maintenance needs, Information Technology, and University Initiatives.

Included with your materials is a comprehensive booklet that shares detailed capital plan information (CIP). The booklet is a printed and online document that is referenced and utilized by the campus throughout the year for implementation of the plan.

The presentation highlights:

- Process, timeline, and constituents involved in its development
- Project progress from FY17-FY22 CIP
- Themes of FY19-FY24 CIP
- Project Highlights: UMP, Admin Relocations, Russ Research Opportunity Center
- FY19-FY24 CIP and summaries
- Impact of investments: deferred maintenance backlog, building renovation age, financials
- FY19-FY20 State Capital Submission
- Next Steps

The Resources Committee will consider a resolution for full-board approval of the embedded FY18 Annual Capital Budget, the FY19-FY20 State Capital Appropriation request, as well as adoption of the Six Year Capital Improvement Plan FY2019-FY2024 during the upcoming meeting. Approval of the plan does not authorize Management to execute against the individual projects – each project over $500 thousand will be presented to the Board for approval prior to execution; and, moving forward a capital budget will be presented to the Board for approval

concurrent to the Board's consideration/approval of the Annual Operating Budget (timeline is detailed on Slide 4).

This CIP along with various planning efforts such as the Utility Master Plan, Comprehensive Master Plan, and the Building Condition assessments will serve as a blueprint to address our capital needs and respective funding and financing over the next six years.

We look forward to presenting and discussing this plan with you at the upcoming Board of Trustees meeting.

June 22, 2017

FY18 Annual and Six-Year Capital Improvement Plan FY2019 – FY2024

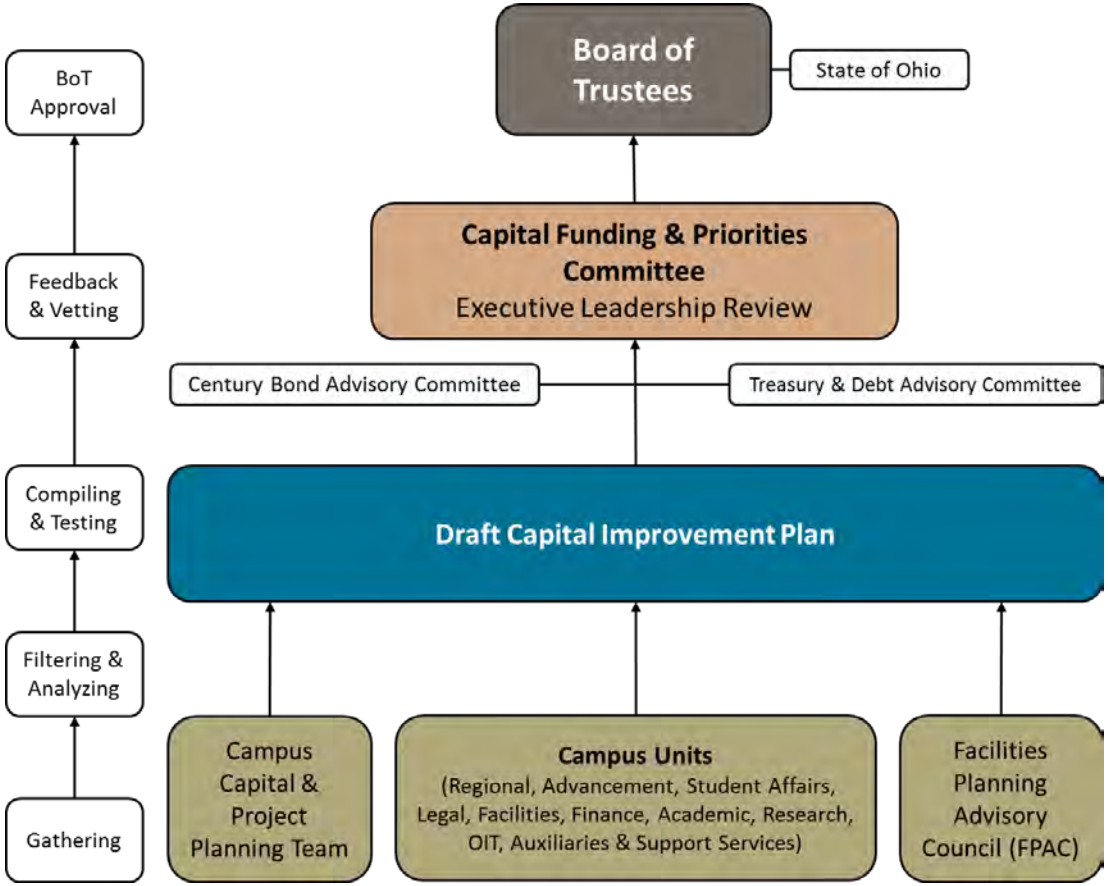
Tab #; pg

CIP Update Review Overview



- Process, timeline, people
- Progress from FY17-FY22
- Themes of FY19-FY24 CIP
  - Project highlights: Admin. Relocations, Russ Research
- FY19-FY24 CIP summaries
- Impact of investments: deferred backlog reduction, building renovation age balance, institutional financials
- FY19-FY20 State Capital Submission
- Next steps: FY18 projects, state capital submission

Capital Improvement Plan Update Process



- Comprehensive
- Collaborative
- Prioritized
- Measured

For more information, See Booklet Page 5

CIP Development Timeline

Deadline for Major Submission

2016 – 2017

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
	Gathering Information				Filtering, Analyzing, & Prioritizing				Vetting & Finalization			
Deferred Maintenance	Project Development (Current CIP)			Assessments		Analysis		Align all Components to Prioritize for Draft CIP	Vet Draft CIP with Various Groups Across Campus	Finalize Board Materials: Booklet, Presentation, and Spreadsheet		Board of Trustees Approval (FY19-FY24 Six Year, FY19-FY20 Biennium, & FY18 Capital Budget)
Programmatic Priorities	Clean-Up Break	Process Review & Strategy	Unit/Department Interviews & Assessments		Capital Planning Reviews	Project & Metric Analysis						
Budget Development			Budget Planning Assumptions	Budget Forecast Development	Financial Review Meetings	Planning Assumptions Revisions	Forecast Development					
Cash Flows & Internal Bank				Internal Bank & Century Bond Bank/Cash Flow Updates			Internal Bank Model/Cash Flow Updates			Internal Bank & Century Bond Bank Model/Budget & Forecast Development	Annual Debt Capacity & Affordability Analysis	

2017 – 2018

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
					Gathering Information				Vetting & Finalization			
State Submission				A BoT update on the State Submission may be required	Submission of FY19/FY20 to State of Ohio							
Deferred Maintenance	Building Assessment Updates							Align all Components for Draft Annual CIP	Vet Draft Annual CIP with Various Groups Across Campus	Finalize Board Materials: Booklet, Presentation, and Spreadsheet		Board of Trustees Approval (FY19 Capital Budget Within Six Year Context)
Programmatic Priorities					Annual Plan Priorities Update							
Budget Development			Budget Planning Assumptions	Budget Forecast Development	Financial Review Meetings	Planning Assumptions Revisions	Forecast Development					
Cash Flows & Internal Bank				Internal Bank & Century Bond Bank/Cash Flow Updates			Internal Bank Model/Cash Flow Updates			Internal Bank & Century Bond Bank Model/Budget & Forecast Development	Annual Debt Capacity & Affordability Analysis	

For more information, See Booklet Page 6

Progress from FY17 - FY22 CIP

FY17 & FY18 Significant Capital Projects

Completed Projects

- McCracken Hall Renovation and Addition
- Jefferson Hall Market
- Roof Repair/Replacement on: Seigfred; Alden Library; Clippinger
- Demolition of PSAC, Cady, Foster and Brough
- Lin Hall HVAC Replacement

Emergency Projects

- Masonry Stabilization at: Peden Stadium; Porter Hall; Sargent Hall; Seigfred Hall
- Ping Center Soil Stabilization
- Peden Chiller Replacement

Utility Projects

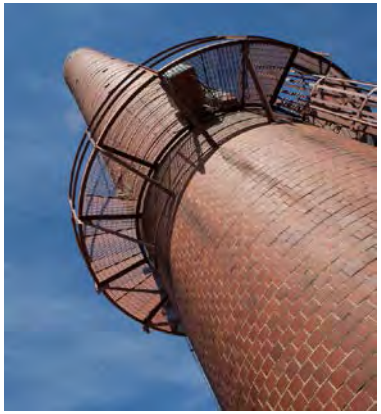
- Permanent Campus Boilers
- Annual Steam System Shutdown and Maintenance
- South Green Drive Culvert Repair

FY17-FY18 State Capital Impact

- Clippinger Renovation Strategy Phase I
- Ellis Hall Renovation
- Seigfred Hall Renovation Phase I
- Alden Library Renovation Phase I



Ribbon Cutting: McCracken Renovation & Addition



Smoke Stack no more



Alden Library-Ph 1

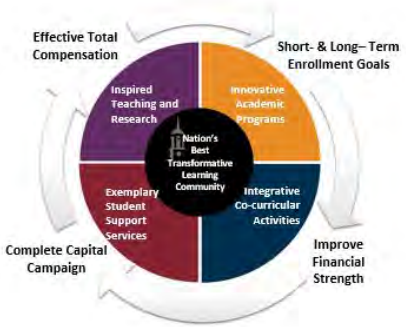


Peden Stadium Masonry

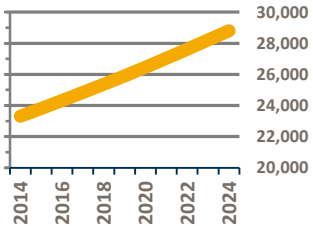
For more information, See Booklet Pages 43 & 44

Drivers Influencing CIP

Academic Strategic Plan



Enrollment Projections



Market Competitiveness



McCracken Hall

Technology and Pedagogical Changes



OHIO Grid Lab

State of Facilities & Infrastructure



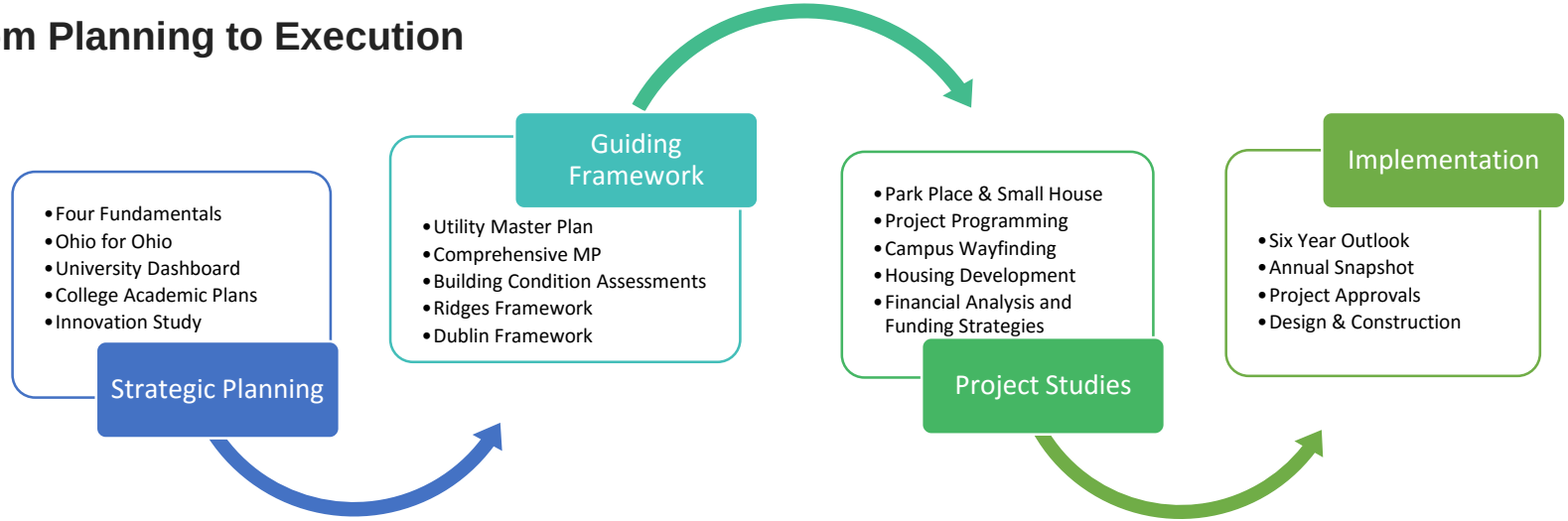
Pilcher House

Financial and Economic Conditions



Themes of FY19 - FY24 CIP

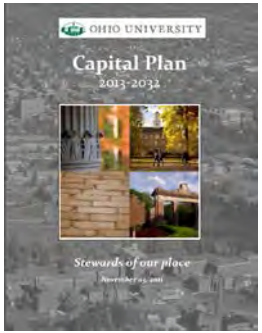
From Planning to Execution

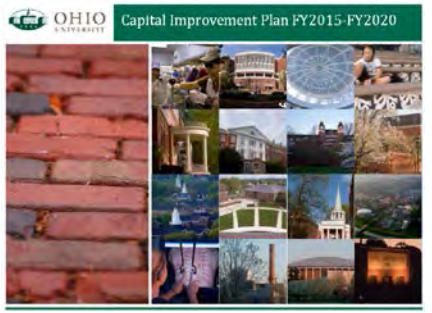


- **Foundation of planning provides ability to execute projects**: Academic Strategic plan, Utility Master Plan, Building condition Assessments, campus master plan
- **Deeper level planning studies required to prioritize investments and project strategies:** Park Place, Small House, Housing Development Plan, Dublin Projects, HCOM Ph 2
- **Executing on the plan:** Academic and Facility and Infrastructure Progress, major projects for every unit in recent and future CIP, balancing Programmatic and deferred maintenance needs

Themes of FY19 - FY24 CIP

- Maximize impact, minimize cost
- Doing More With Less
  - Classroom Plan: small investment, big impact on highly utilized space
  - Administrative space strategy – increase in space needs, decrease in costs
  - Program/College Strategic Plan
    - Example: Russ Research repurpose of facility compatible for program, net $30M+ savings





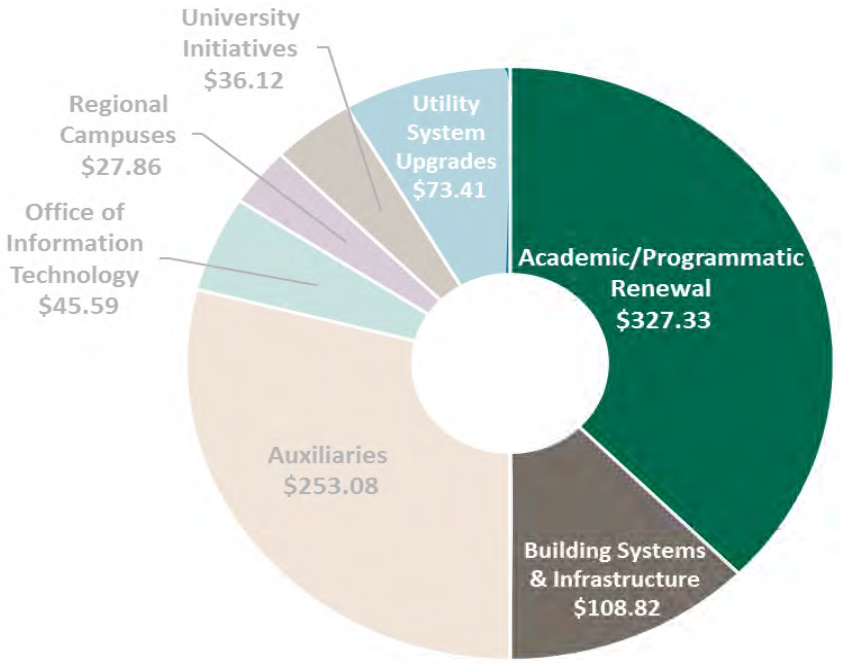




For more information, See Booklet Page 31

FY18 & FY19 – FY24 CIP

Significant Project Examples



Summary by Functional Category

Academic/Programmatic Renewal:

- Academic & Student Support Relocations
- Administrative Relocations
- Clippinger Renovation Strategy Phase II, III & IV
- College of Fine Arts Space Renewal
- HCOM Phase I: Academic & Clinical Research
- College of Business Expansion
- Russ Research Opportunity Center

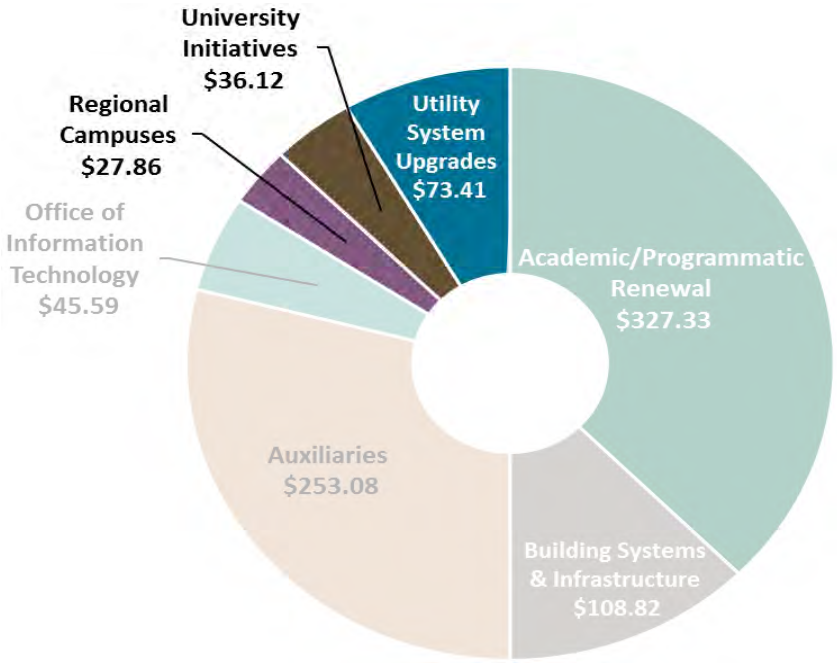
Building Systems & Infrastructure:

- Infrastructure Renewal
- Annual Emergency Funds
- Site Infrastructure Improvements
- Building Envelope Improvements
- HVAC Controls & Upgrades
- Campus Roadways

FY18 & FY19 – FY24 CIP

For more information, See Booklet Page 31

Significant Project Examples



Summary by Functional Category

University Initiatives:

- ADA, Classroom & Safety Improvements
- Park Place & Small House Strategies
- Real Estate Investments
- Athens Campus Exterior Signage Replacement Strategy

Utility System Upgrades:

- Chilled Water, Electric & Steam Upgrades

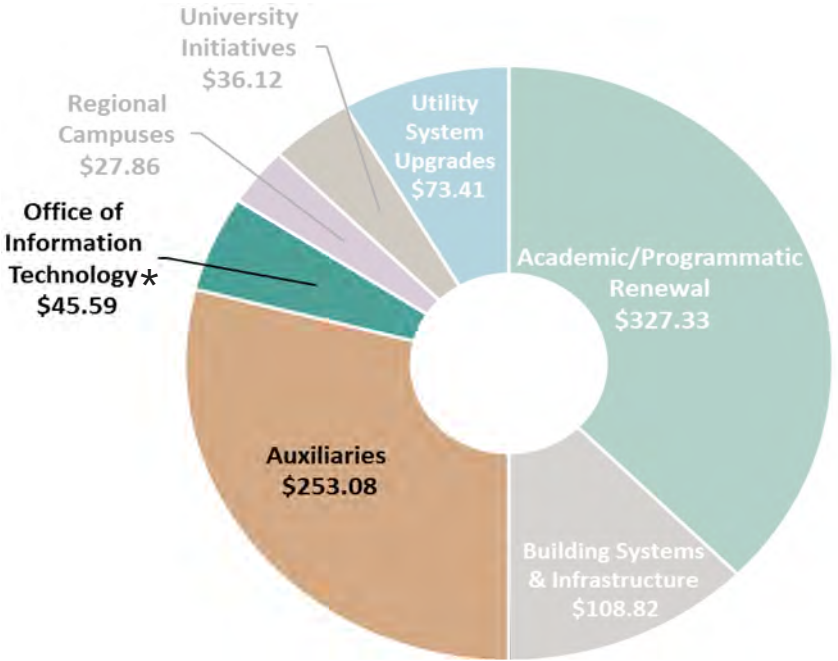
Regional Campuses:

- Academic Success Center Phase I (Chillicothe)
- Shannon Hall Improvements (Eastern)
- Brasee Hall Improvements (Lancaster)
- Collins Center Improvements (Southern)
- Herrold Hall Site Improvements (Zanesville)

For more information, See Booklet Page 31

FY18 & FY19 – FY24 CIP

Significant Project Examples



Summary by Functional Category

Auxiliaries:

- Runway Rehabilitation (Airport)
- Acquire Land for Airport Approaches (Airport)
- Dining Facility Refresh (Culinary)
- Back South Demolition Phase II (Housing)
- Housing Development Phase II (Housing)
- Infrastructure Renewal (Housing)
- Plumbing/HVAC Improvements (Housing)
- Roof Rehabilitations (Housing)
- Transportation & Parking Capital Investments

Office of Information Technology

Currently undergoing strategic planning

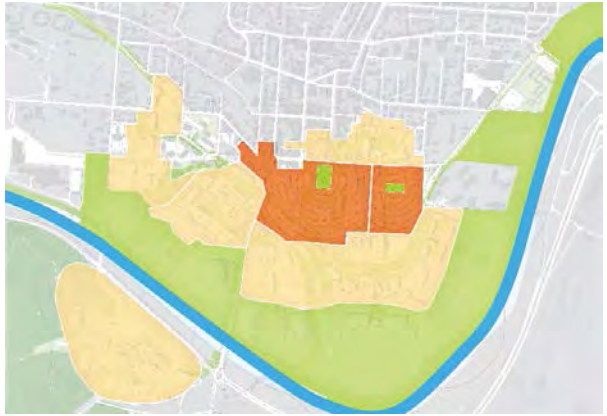
- Business Application Services
- Information Infrastructure & Security
- Instructional & Research Technologies
- Student Information & Administration

*Placeholder for estimates as OIT is updating the department's strategic plan

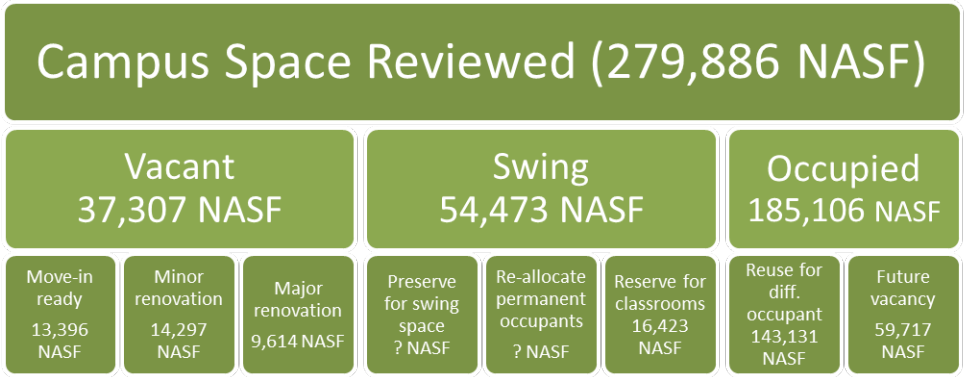
Deeper studies driving changes into 19-24 plan

Administrative and Academic Support space Needs

- **Drivers:**
  - Several academic and academic support space requests submitted
  - HCOM and Engineering Research Projects require the relocation of multiple administrative units
- **Planning Assumptions**
  - Minimize investments in Administrative relocations
  - Ensure there are core campus options for Academic & Student Support needs
  - Maintain options for future swing space needs: emergencies, unexpected construction swing, interim program change development



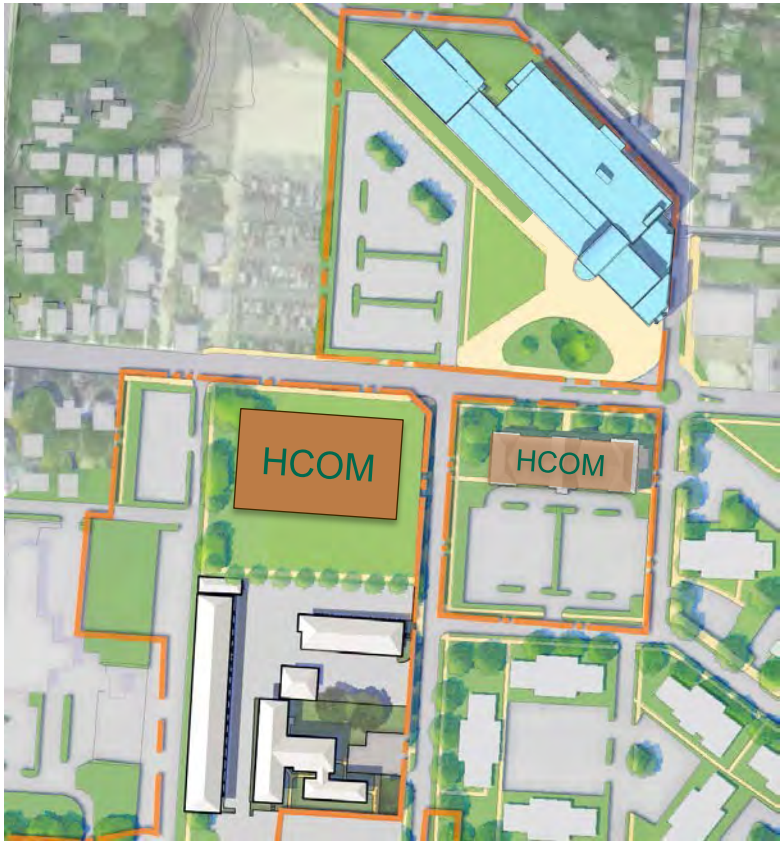
Strengthen Existing & Seed New Greens



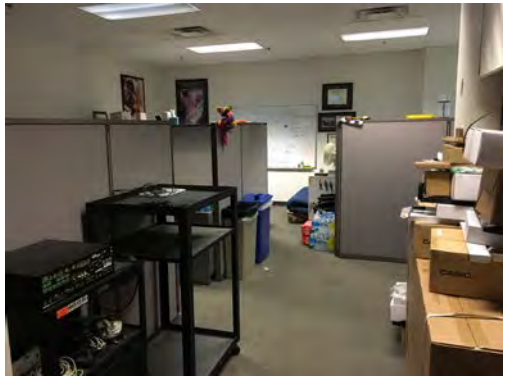
Maximizing Existing Campus Space

Engineering & HCOM

Why relocate Admin?



Strategy results in savings, while meeting deferred and programmatic needs	Admin Stays & Academic New Sites	Repurpose WUSOC and Vacant Facilities
Administrative Units	$16,000,000	$22,859,544
Engineering	$70,000,000	$31,000,000
HCOM Ph 1 Building HCOM Ph 1 Utilities	$90,000,000	$65,000,000 $4,370,000
Total	***$176,000,000***	***$123,229,544***
		$52,770,456 Savings



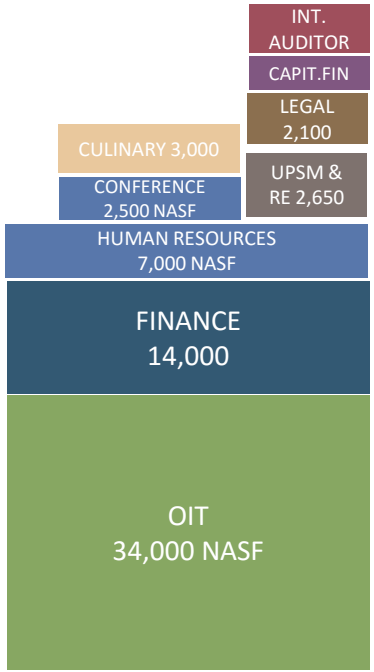
WUSOC: Inefficient and high deferred maint need



WUSOC: Bringing back to what it was designed for

SPACE NEEDS

A progression of planning



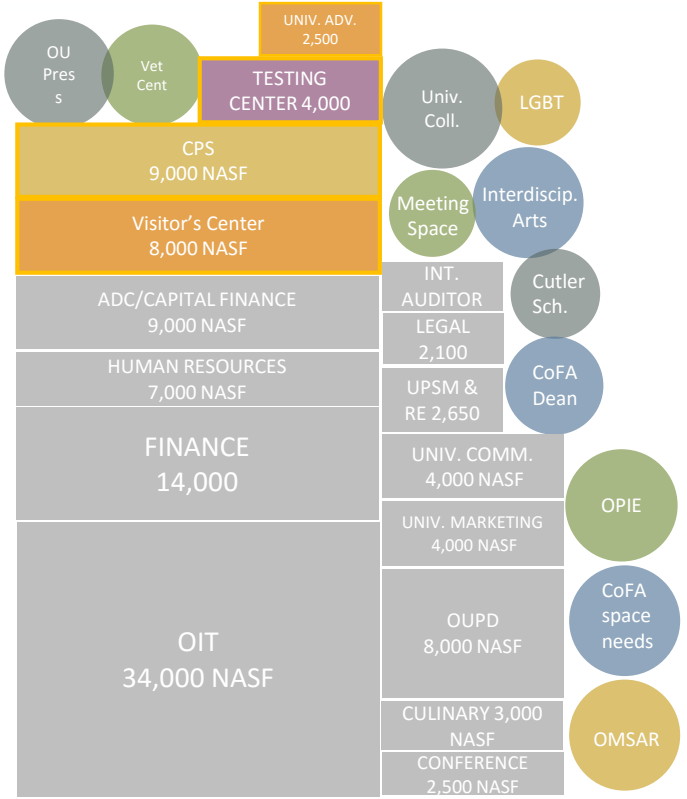
ORIGINAL ADMIN. RELOCATION
68,650 NASF, $28M.

- From the 17-22 CIP



ADMINISTRATIVE RELOCATION
92,250 NASF

- Issues emerged after CIP, increasing space needs



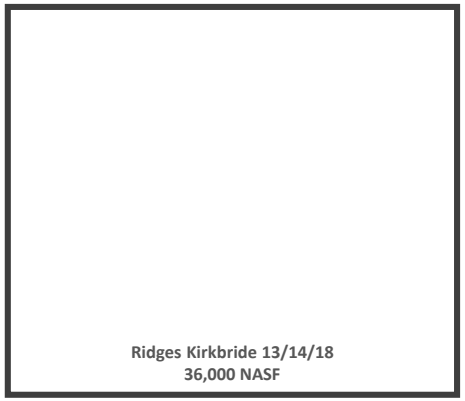
ADDITIONAL CAMPUS NEEDS AND PRIORITIES
140,100 NASF, $28,839,702

- Ensures that campus space is utilized to meet all academic and student service needs

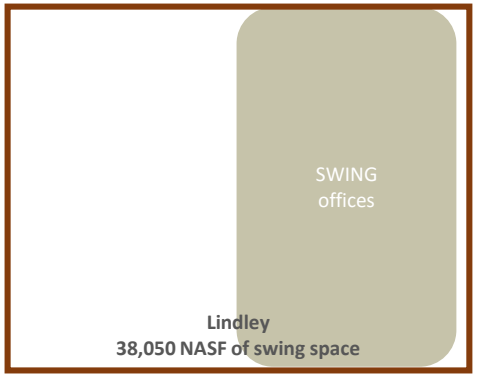
SPACE LOCATION OPTIONS

For Administrative and Academic Support Needs







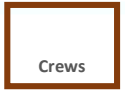




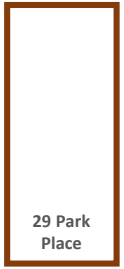




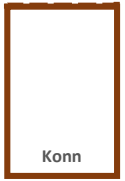






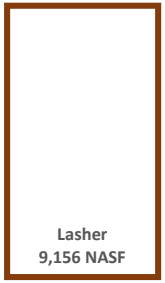


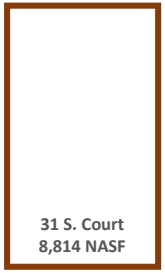




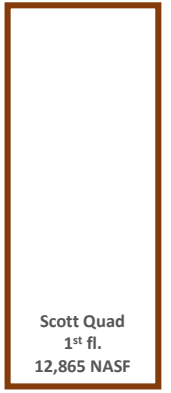












FY18 & FY19 – FY24 CIP Summary

*"The Six Year Capital Plan is a reflection of **university priorities** in supporting our **academic and research mission**. Investments are prioritized to dedicate as many resources as affordable toward **functional** facilities to provide a **transformative learning experience** for our students and support world-class research, creative activity, and teaching by our faculty."*

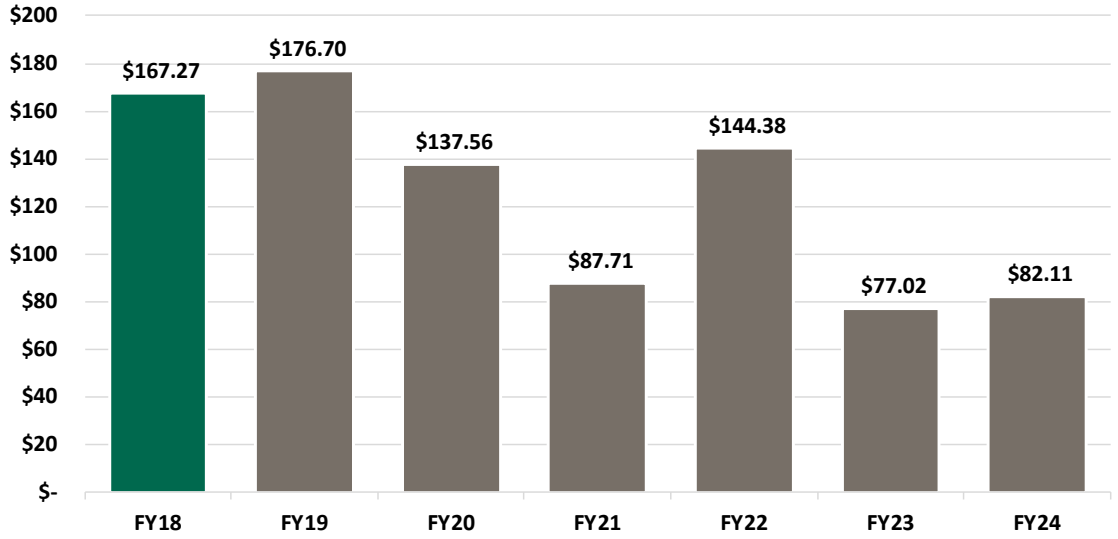
- David Descutner, Interim President
- Deborah Shaffer, Vice President for Finance & Administration, CFO & Treasurer

FY19 - FY24 6 Year Capital Improvement Plan	Budgets			Deferred Maintenance	Funding Sources					Capital Expenditure Forecast							
	Projects Beginning in a Prior FY	Projects Beginning in FY18	Projects Beginning in FY19-FY24		Internal Bank	Century Bond Bank	Grants/ Gifts	State Appropriations	Working Capital	Past Expenditures	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Classification & Project	*Shown in Millions*	*Shown in Millions*	*Shown in Millions*	Back-log Addressed													
Academic/Programmatic Renewal	218.49	126.08	120.93	170.60	272.85	35.53	42.84	59.55	54.73	138.18	60.68	112.14	67.42	28.05	14.85	23.17	21.01
Building Systems & Infrastructure	73.86	6.68	89.07	113.50	28.32	77.09	0.58	54.75	8.86	60.78	17.89	5.84	13.70	11.77	13.50	14.28	31.84
University Initiatives	2.10	22.54	13.43	11.98	7.16	2.04		0.37	28.50	1.95	13.34	5.58	6.00	3.10	2.90	3.45	1.75
Utility System Upgrades	78.82	5.45	25.58	14.59	2.25	80.33		18.92	8.34	36.28	29.81	12.16	14.23	6.00	2.69	3.90	4.78
Regional Campuses	41.94	7.01	15.18	16.34			1.70	28.50	33.93	36.27	12.38	3.99	1.39	3.00	1.93	3.97	1.20
Auxiliaries	200.89	21.55	212.90	157.48	199.26		10.96		225.12	181.87	32.74	31.70	26.89	25.62	99.79	20.45	16.27
Office of Information Technology	4.14		45.16						49.30	3.71	0.43	5.29	7.94	10.17	8.72	7.79	5.26
Student Affairs	0.11								0.11	0.11							
Project Total:	**$620.35**	**$189.31**	**$522.24**	**$484.49**	**$509.84**	**$195.00**	**$56.07**	**$162.10**	**$408.90**	**$459.16**	**$167.27**	**$176.70**	**$137.56**	**$87.71**	**$144.38**	**$77.02**	**$82.11**

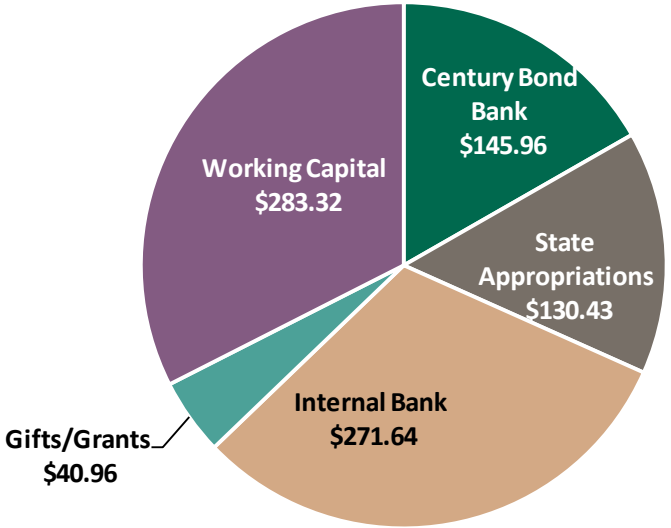
For more information, See Booklet Pages 10 - 16

FY18 & FY19 – FY24 CIP Summary

Capital Expenditures
by Fiscal Year



Fund Source Totals
Total: $872.32M



For more information, See Booklet Page 31

FY18 Annual CIP Summary

The FY18 Annual CIP contains projects that will begin in FY18 with project budgets totaling **$189M**
*The FY18 Capital Expenditure Forecast is projected to be **$167.27M***

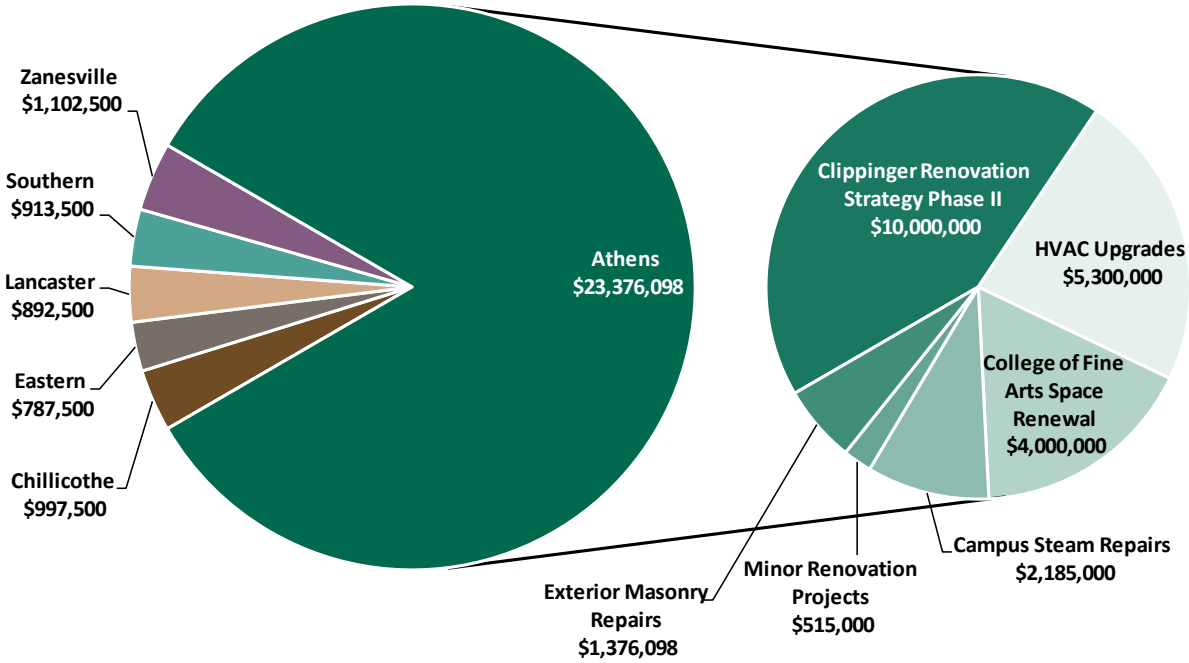
The following projects are scheduled to begin and/or have spending in FY18:

- **Academic and Programmatic**
  - Clippinger, HCOM Ph 1, Administrative Relocations, & Russ Research Opportunity Center
- **Building Systems & Infrastructure**
  - Projects primarily investing in building envelope and small deferred maintenance improvements
- **University Initiatives**
  - Small House, Park Place, Classroom, & Safety Projects
- **Transportation and Parking Capital Investments**
- **Utility System Upgrades**
  - Steam, Chilled Water, & Electric
- **Regional Campuses**
  - Small and large facilities and infrastructure improvements
- **Airport Infrastructure Improvements**
- **Housing & Residence Life**
  - Small and large facilities and infrastructure improvements
- **Culinary Services**
  - Dining Facility refreshes and equipment

For more information, See Booklet Page 31

FY19-FY20 State Capital Request

- State OBM typically issues guidance for State's 37 public colleges and universities on funding levels and priorities for Fall odd year submission
- Guidance includes funding level framework and a request for six year outlook
- Ohio University has prepared FY19-FY20 focus with assumptions made on totals based upon past trends and allocations
- For the most recent submission (FY17-FY18), Ohio University received $26.73M



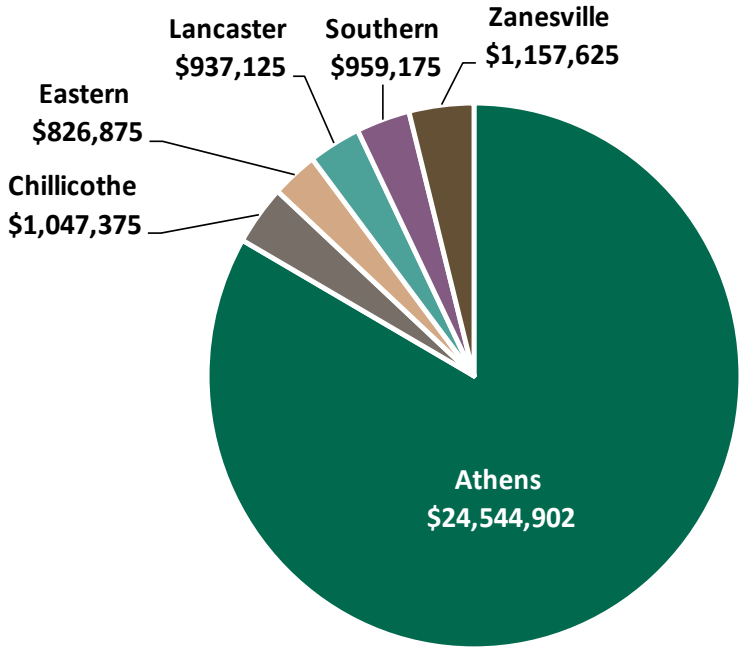
FY19-FY20
Campus Totals
Ohio University Total: $28.07M

FY19-FY20
Athens Projects
Athens Campus Total: $23.38M

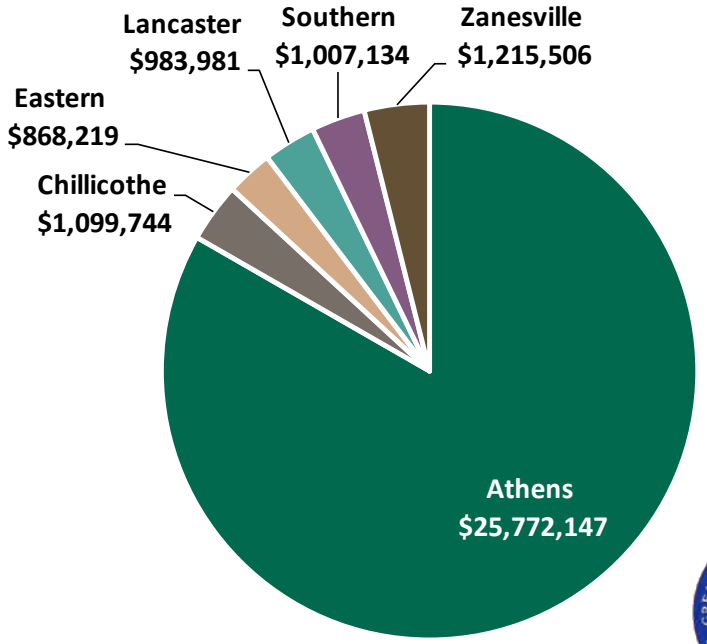
For more information, See Booklet Pages 17-18

FY21-FY24 Future State Capital

FY21 – FY22
Total: $29.47M



FY23 – FY24
Total: $30.95M



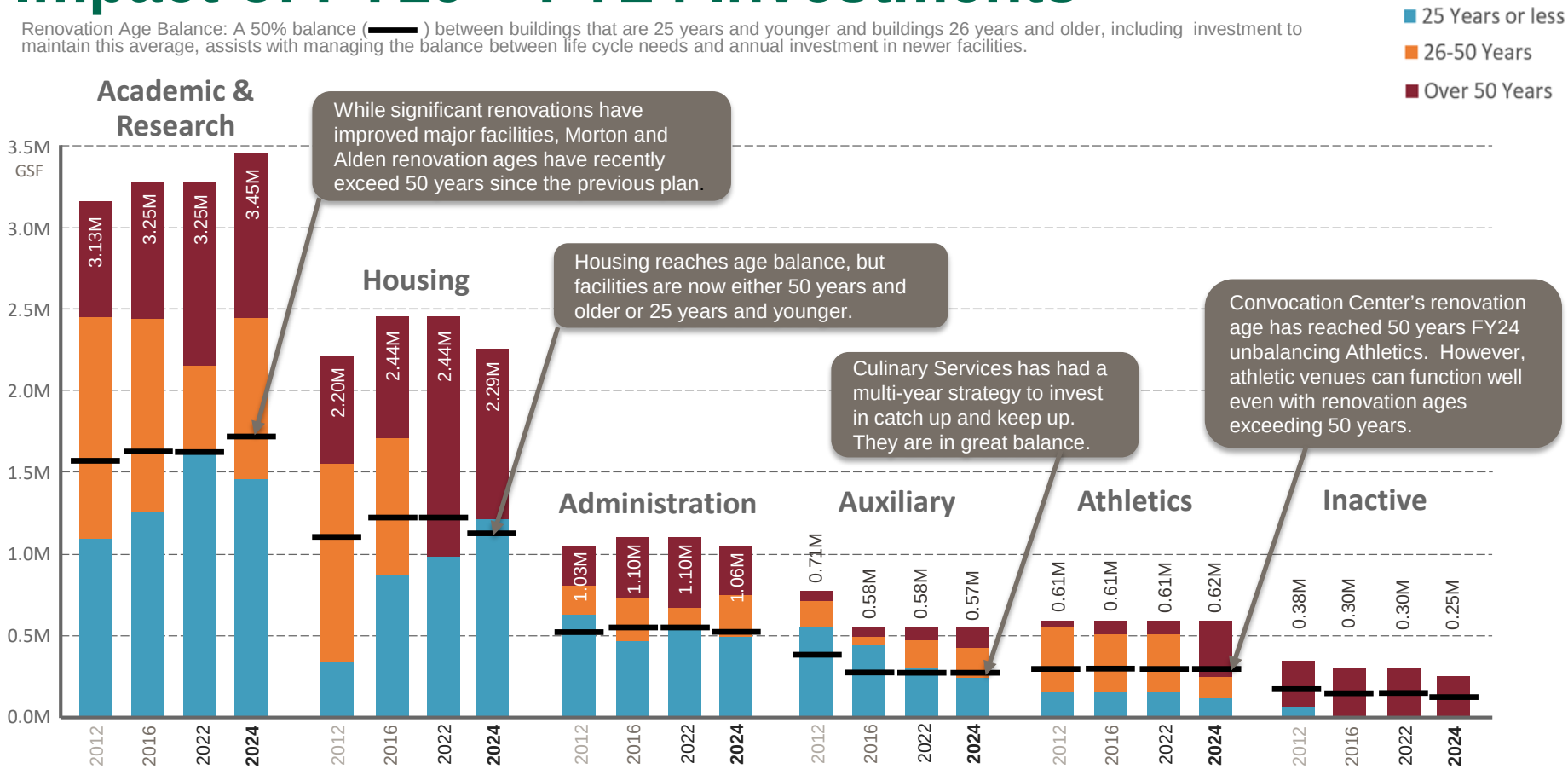
For more information, See Booklet Pages 17-18

Totals reflect increases for inflation

Impact of FY19 – FY24 Investments

For more information, See Booklet Pages 36-39

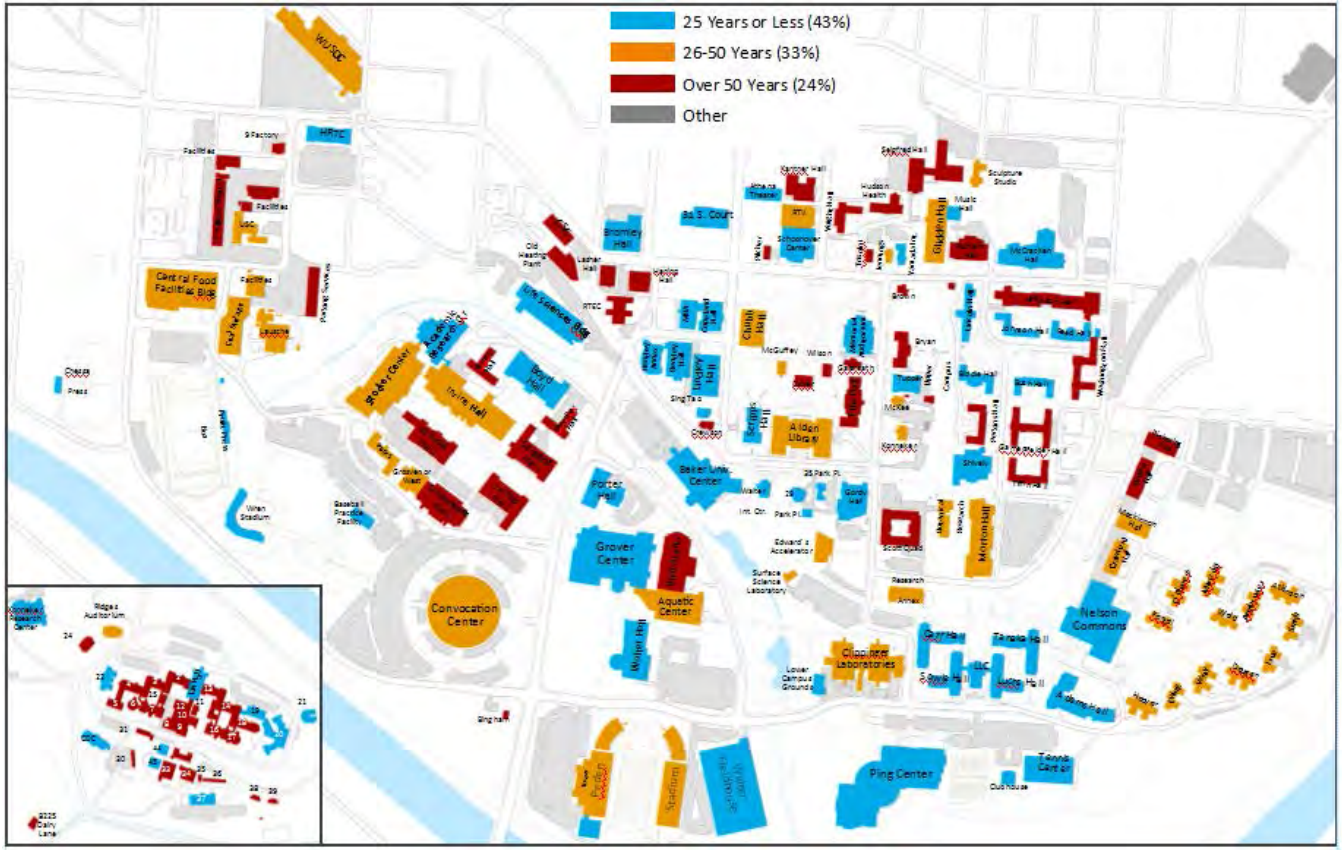
Renovation Age Balance: A 50% balance (▬) between buildings that are 25 years and younger and buildings 26 years and older, including investment to maintain this average, assists with managing the balance between life cycle needs and annual investment in newer facilities.



Impact of FY19 – FY24 Investments

For more information, See Booklet Pages 36-39

FY2017 Building Renovation Age Map

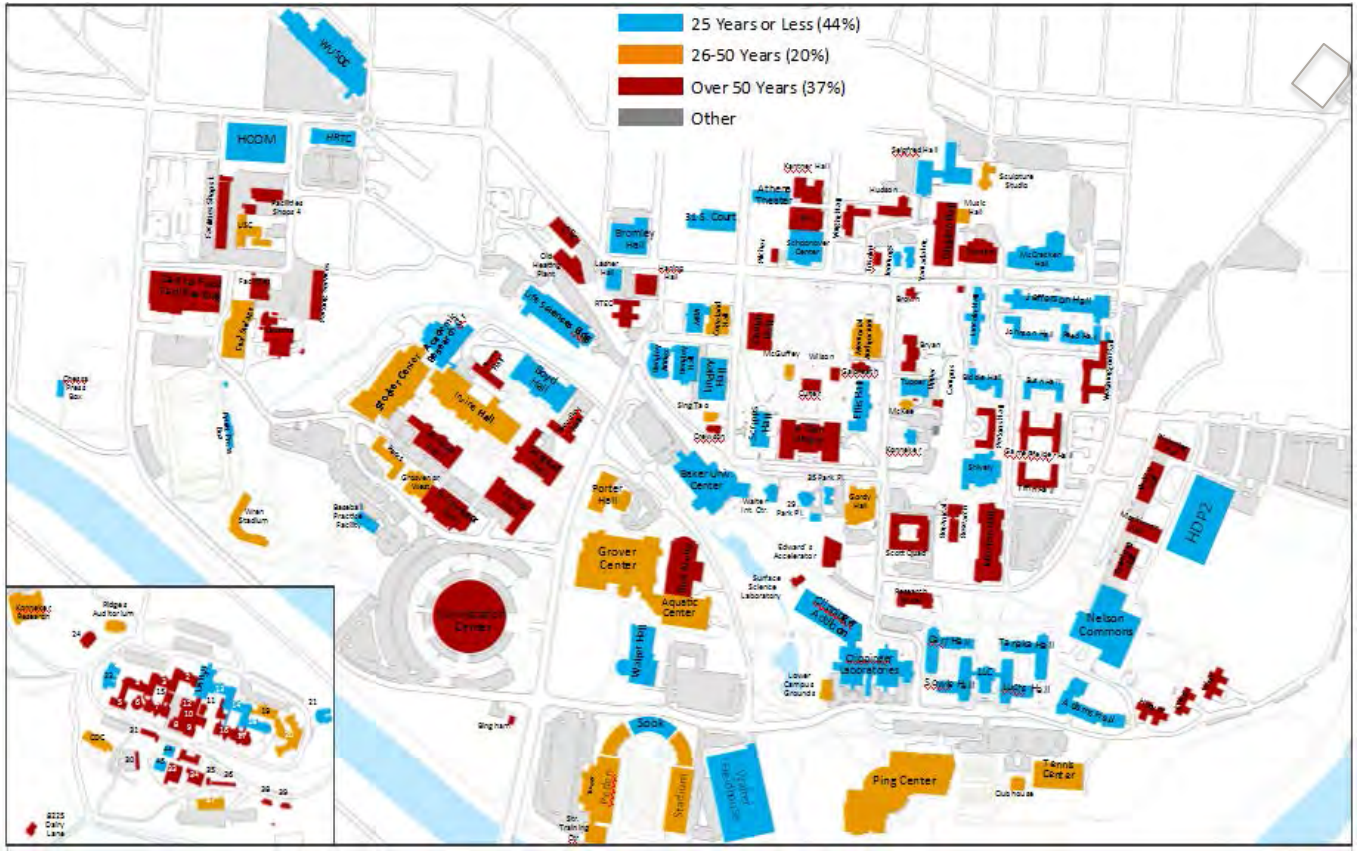


- The University has made great strides over the past several years in improving the overall renovation age balance of the Athens campus
- Major renovations enabled by gifts, State capital, and debt financing have significantly improved the campus age balance since FY13

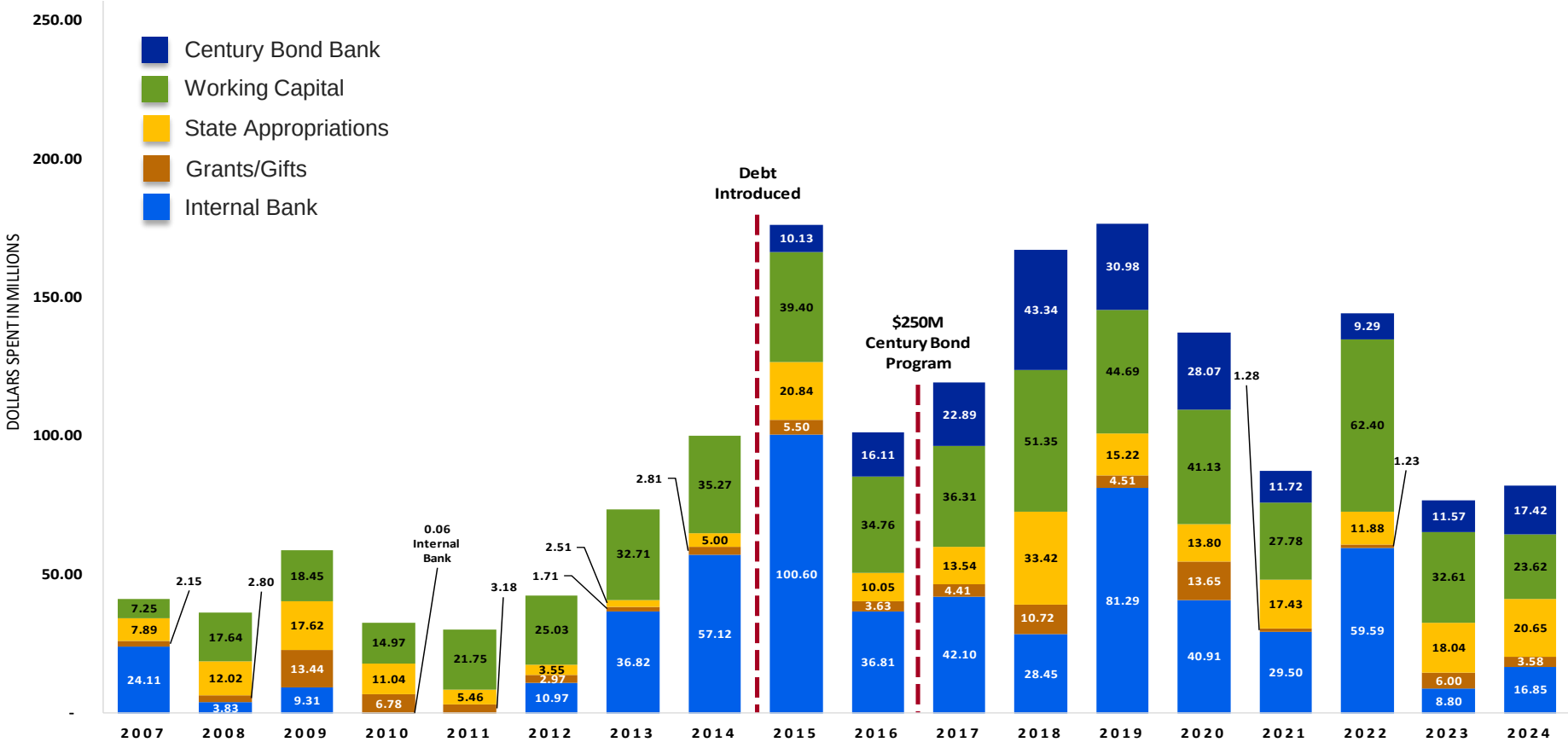
For more information, See Booklet Pages 36-39

Impact of FY19 – FY24 Investments

FY2025 Building Renovation Age Map

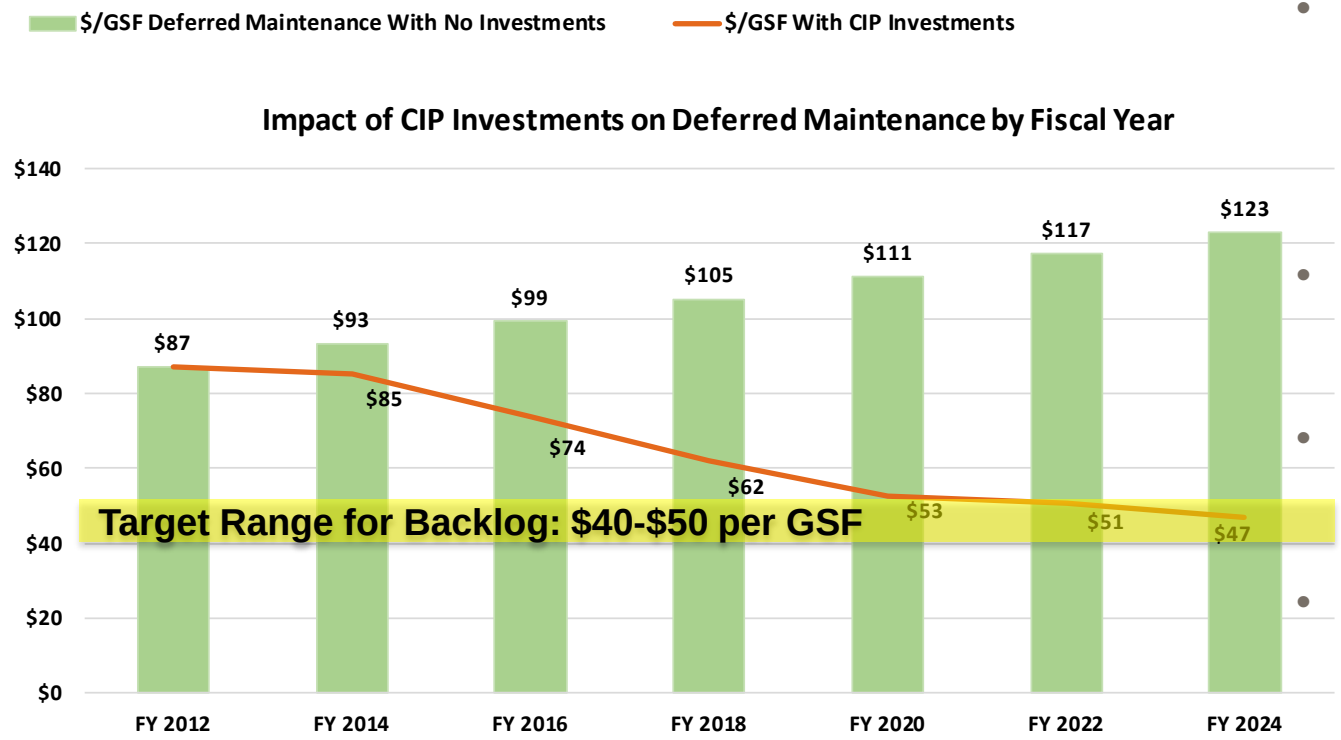

25 Years or Less (44%)
26-50 Years (20%)
Over 50 Years (37%)
Other
HCOM
HRTC
Bromley Hall
Ellis Hall
Lasher Hall
Irvine Hall
Bird Hall
Porter Hall
Grover Center
Aquatic Center
Baker Univ. Center
Convocation Center
Walter Hall
Cutler Hall
Scott Quad
Morton Hall
Glidden Hall
Kantner Hall
Nelson Commons
Templeton Hall
Lindley Hall
Wilson Hall
Bryan Hall
Gordy Hall
Boyd Hall
Chubb Hall
Ping Center
Peden Stadium
Tennis Center
Alden Library
Ridges Auditorium
Lower Campus Grounds
Upper Campus Grounds
Richland Dining
Shively Hall
Jefferson Hall
Wolfe Hall
Music Hall
Sculpture Studio
Athens Theater
Schoonover Center
Hudson
Gamertsfelder Hall
Crawford Hall
Gordy Hall
Tupper Hall
Ellis Hall
Lindley Hall
Wilson
McGuffey
Bryan
Cutler Hall
Templeton Hall
Scott Quad
Morton Hall
Glidden Hall
Kantner Hall
Nelson Commons

Past & Future University Investments



Impact of FY19 – FY24 Investments

Athens campus Building Deferred Maintenance Backlog

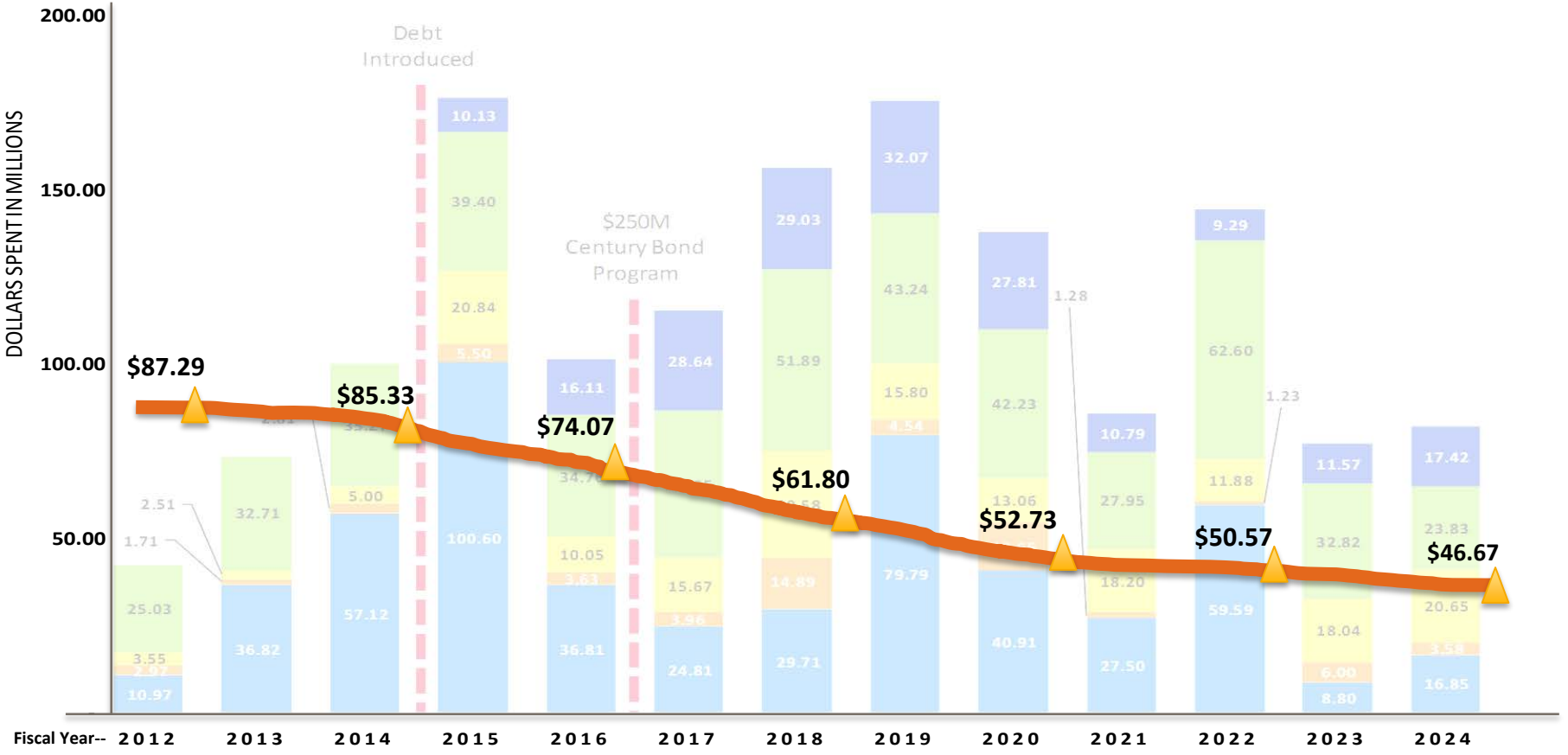


- The Deferred Maintenance Backlog goal as defined in 2010 by Sightlines, of a $40-$50/GSF is achieved through this plan by 2024
- Achieved through renewal of existing facilities & infrastructure
- University still evaluating the metric we want to sustain
- **Does not include infrastructure or regional campus backlog totals**

For more information, See Booklet Pages 26-27, 32 & 40

University Investments & Deferred Maintenance Backlog Reduction

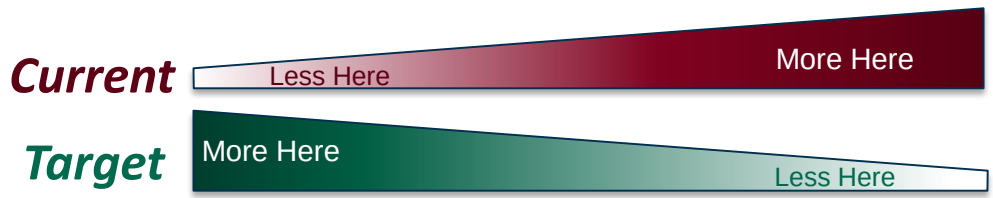
* Excludes UMP Infrastructure Investments



Impact of FY19 – FY24 Investments

- Past deferred maintenance backlog target for entire campus to be in $40/$50 per GSF range
- Currently evaluating:
  - Whether $40/$50 is the right target
  - Levels of investment in deferred versus keep-up versus preventative maintenance
- Recommendations coming in August
- This CIP—no investments in keep-up

		Operational Budgets		Capital Investments
	Building/Infrastructure	**Preventative**	**Keep-Up**	**Deferred/Reactive**
Examples	Windows	Wash/Caulk	Paint	Replace/Repair
	Roofs	Clean Downspouts	Sealant	Replace/Patch
	Carpet	Vacuum	Steam Clean	Replace
	Steam/Chilled Water	Water Treatment	Mechanical Cleaning	Replace
Current Investments	***Impact***	***Too low with approx. 20% time preventative, 80% reactive***	***Getting to DM Faster***	***Failures/ Costs More***
	Budget Per Year	?	0	$25M*
	Amount Invested per GSF	**?**	**0**	**$2.98**
Target Investments	***Impact***	***Extend Life with 80/20 investment***	***Extends Life***	***Maintain target backlog***
	Budget Per Year	?	?	?
	Amount Invested per GSF	**?**	**?**	**?**



*Includes State Appropriations & Century Bond Investments for Deferred Maintenance

Programmatic Impact

- Major impact project has or will occur with each major unit on campus
- Projects not in this plan but still in consideration for future years or gift opportunities

	College of Arts & Sciences	College of Business	College of Fine Arts	CHSP	Voinovich School	Heritage College of Medicine	Honors Tutorial College	Academic Support
Recent & Current 6 YR CIP Projects	• Ellis Hall Renovation • Clippinger Renovation	• Business Annex Upgrades • Business Expansion • Dublin Initiatives	• Lin Hall Upgrades • Seigfred Hall Upgrades • Glidden Hall HVAC	• Grover Renovation • Dublin PA Program (DIEC)	• Buildings 21 & 22 Upgrades • Dublin Initiatives	• Dublin Expansion • Cleveland Expansion • HCOM Phase 1 • HCOM Ph 2 Design	• 35 Park Place Addition	• Enrollment – Small Renovations • Library – Ph 1
Priorities Identified for Future CIP	• OPIE Consolidation • Biology Consolidation	• Copeland Deferred Maintenance	• Kantner Hall • Glidden Upgrades • Performance Space • Putnam Improvements	• Dublin Expansion Initiatives	• Athens Classroom & Lab Expansion	• HCOM Ph 2 Construction-Athens • Research Expansion-Dublin	• Cutler Scholar Relocation	• Enrollment-Visitor's Center • Library-Future Phases • Global Lifelong Learning Center

	Patton College of Education	College of Engineering	College of Communication	University College	Research & Graduate College	Regional Campuses	Extension Campuses	Administrative
Recent & Current 6 YR CIP Projects	• McCracken Renovation & Expansion	• ARC • Russ Research Opportunity Center • Stocker HVAC	• RTV, Scripps, & Schoonover Renovations	• Academic Advancement Center • Small program expansion space • Testing Center Consolidation	• Ridges Observatory • Konneker Research Center	• Small Upgrades at Chillicothe, Eastern, Lancaster, Southern & Zanesville	• HCOM-Cleveland • HCOM-Dublin • CHSP-Dublin • Planning/ Programming for Future Projects • Dublin Theater Ph 1	• VPFA Relocations for Academic Priorities • Sook Center • Student Affairs: Baker Center, HDP1 • Advancement: Alumni Improvements • Athletic: Sook
Priorities Identified for Future CIP	• Outdoor Education Center	• Stocker Renovation	• Grid Lab Expansion in Scripps	• None Known	• Innovation Center Expansion	• Multiple programmatic and development opportunity projects	• Dublin Theater Phase 2	• Facilities Management Relocation • Student Affairs-HDP2 • Indoor Basketball Facility • Advancement Consolidation

For more information, See Booklet Page 25

Changes from past Capital Plans

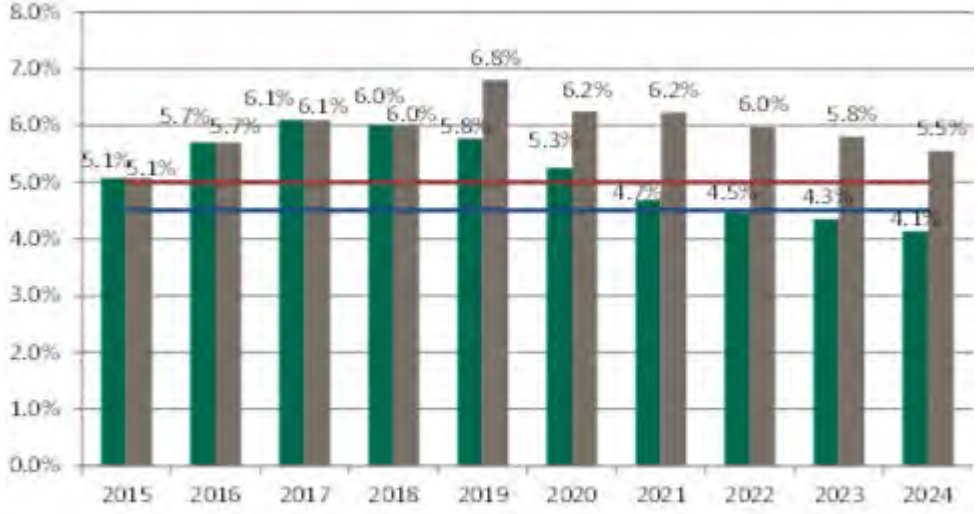
	Capacity Focus				Affordability Focus			
	FY13-FY18		FY15-FY20		FY17-FY22		FY19-FY24	
Major Building Projects								
McCracken Hall Renovation and Addition	Renovation with addition	$26,300,000	Renovation with Addition	$32,800,000	X	X	X	X
Scripps College of Communication	Phase One	$22,115,010	Phase Two	$19,389,767	X	X	X	X
Campus Swing Space-Office and Conf	PSAC Renovations	$12,500,000	Lindley Hall, Lasher, Central Classroom	$19,900,000	X	X	X	X
Indoor Multi-Purpose Facility	New Construction	$11,100,000	Walter Fieldhouse	$12,500,000	X	X	X	X
Campus Swing Space-Classroom	Tupper Hall Minor Renovation	$4,500,000	Tupper Hall Major Renovation	$10,000,000	X	X	X	X
OUHCOM Dublin	X	X	Dublin Purchase and Renovation	$23,070,000	X	X	X	X
Jefferson Hall Renovation	X	X	Renovation	$43,900,000	Renovation	$38,600,000	X	X
Grover Center	X	X	Renovation/ Rehabilitation	$9,000,000	Public RR & E-112 Renovation	$11,200,000	X	X
OUHCOM Cleveland	X	X	Cleveland Expansion Ph.1 (cost an additional $4,400,000 from CIP)	$14,000,000	Cleveland Phase 2 Renovations	$1,557,000	X	X
Aquatic Center	X	X	X	X	Sun Deck Roof Replacement & ADA Improvements	$483,063	X	X
Botanical Research Facility Replacement	New Construction	$3,400,000	X	X	Roof Replacement	$400,000	X	X
Cutler, McGuffey, Wilson, HVAC and Building Envelope	McGuffey Renovation / Rehabilitation	$2,500,000	X	X	McGuffey Foundation & Walls, Wilson-Cutler Windows	$1,700,000	X	X
Multiphase Office Addition	X	X	Renovation/ Rehabilitation	$2,000,000	Renovation/ Rehabilitation	$1,600,000	X	X
Memorial Auditorium	Renovation /Rehabilitation	2,400,000	X	X	Repairs	$1,292,739	X	X
Housing Development Plan	Phase 1 & 2	$187,000,000	Phase One	$110,000,000	Phase Two	$120,000,000	Phase Two	$120,000,000
Lausche Heating Plant Replacement	Heating Plant Replacement & Chilled Water Expansion	$115,400,000	Lausche, chilled water,	$85,000,000	Energy Infrastructure Project	$87,310,000	Utility System Upgrades	$109,850,902
Clippinger Strategy	Two phases: New bldg. & Clippinger renov. & Mechanical renov.	$93,300,000	Interdiscip. Science Facility: One phase	$90,100,000	Clippinger Strategy: 3 phases over 6 yrs	$98,160,900	Clippinger Strategy: added 4th phase with FY23 FY24 Biennium	$106,936,850
OUHCOM-Athens Campus	Two separate research facilities: Diabetes & OMNI	$38,800,000	Medical Purpose Building	$43,000,000	Academic Replacement: Phase One	$65,000,000	Academic Replacement: Ph 1, Ph 1 Util, Ph 2 Planning Study	$72,370,000
Administrative Renovation/Relocation	WUSOC Renovation	$21,000,000	WUSOC Consolidation and Renovation	$24,000,000	WUSOC Relocation	$28,000,000	Administrative Relocations	$22,859,544
Seigfred Hall	Major Renovation	$29,800,000	Major Renovation	$30,000,000	Seigfred Phases 1-3	$21,400,000	Seigfred Phase 2-3	$21,400,000
Ellis Hall Renovation	HVAC and Building Envelope	$12,800,000	Renovation/ Rehabilitation	$13,000,000	Infrast. Renewal & Chiller Replacement	$13,180,000	Infrastructure, Chiller Replacement, Water Remediation	$14,075,000
Convocation Center	Structural & Envelope Repair	$18,700,000	Improvements	$12,000,000	Roof, Lounges, Bathroom Upgrades, seats, seal	$10,900,000	Convo Roof	$5,500,000
Alden Library	Major Renovation	$33,400,000	Major Renovation	$33,000,000	Alden Library Phase 1	$2,800,000	Planning Study	$30,000
College of Business Expansion	X	X	CSC Expansion Renov. ($5,000,000 projected)	$3,660,000	College of Business Expansion	$20,000,000	College of Business Expansion & Study	$16,550,000
Morton Hall	X	X	Major Renovation	$28,000,000	Morton Roof & Classrooms	$3,400,000	Morton HVAC & Doors & Chiller, Roof & Classroom Improvements, in phases	$14,502,716
Russ Research Opportunity Center	X	X	X	X	WUSOC Renovation	$28,000,000	WUSOC Renovation	$31,000,000
Stocker Center	X	X	X	X	Building Envelope & HVAC Ph 1	$8,000,000	HVAC Ph 1, Building Envelope, Sprinkler Replacement, office & corridor renovations	$10,513,300
Wilson Hall	X	X	X	X	Renovation	$3,500,000	Renovation & HVAC & Exterior Improvements	$7,016,300
Sook Academic Center	X	X	X	X	New Building	$6,170,000	New Building	$6,179,800
Konneker Research Center	X	X	X	X	Roof &Windows, Boilers &HVAC	$5,000,000	Roof &Windows, Boilers &HVAC	$5,000,000
RTEC HVAC	X	X	X	X	HVAC	$3,706,755	HVAC, Roof Replacement, Lab Improvements	$3,000,000
Glidden Hall	X	X	X	X	HVAC	$2,000,000	HVAC	$2,481,684
Gordy	X	X	X	X	X	X	HVAC, Controls, Chiller	$3,000,000
Lin Hall	X	X	X	X	X	X	Roof, Fire Alarms, HVAC & Museum Expansion	$7,577,809
Porter Hall	X	X	X	X	X	X	Masonry, HVAC, VFDs & Controls	$3,482,000
Sub-Total*		**$635,015,010**		**$658,319,767**		**$583,360,457**		**$583,325,905**

*Not inclusive of all projects in respective CIP

Effects of FY19 – FY24 Investments on Debt Portfolio

OHIO UNIVERSITY CAPITAL IMPROVEMENT PLAN: DEBT ISSUANCE FY 2015 - FY 2024 ($, in millions)											
Fiscal Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Total CIP
Debt Issuance	$ 250	-	$ 125	-	$ 125	-	$ 75	-	-	-	$ 575

Debt Service to Operations



Using the FY19-FY24 CIP and cash flow estimates for the respective projects, an additional $200 million of new debt is anticipated to be issued in fiscal years 2019 through 2021 as follows:

- The first tranche of debt issued under the CIP was the $250 million Series 2014 Century Bond financing in November 2014
- The second tranche of debt was issued March 1, 2017 and included $125M of new money for CIP
- The remaining tranches will be issued by weighing OHIO's capital needs versus the timing of gift inflows and working capital balances and the University's ability/capacity to issue debt

Given the uncertainty regarding these funding sources, the schedule above is initial and subject to change

Summary

*"The CIP process provides a **structured means** of evaluating the university's priorities for **advancing its mission** through investments in physical infrastructure. The direction provided by the latest CIP will benefit the university's research capabilities through modifications and new uses for Clippinger Labs and the West Union Street Office Center. The CIP is also important in acknowledging **the value of historic elements** of the Athens campus, such as The Ridges and small houses encircling College Green, which are integral to defining a **sense of place**."*

--Dr. Joseph Shields, Vice President for Research & Creative Activity, Dean of Graduate College

*"For the first time in my long career at Ohio University, we now have a **sustained and sustainable capital plan** that is closely **aligned** with academic, research and support needs that is **realistic, if challenging**, and that will lead to greater **student and faculty success** in the future"*

--Dr. Dennis Irwin, Dean of Russ College of Engineering and Technology

*"State of art buildings are absolutely critical to our efforts to provide a world class education to our **students** in an intellectual **environment that promotes effective learning**."*

--Dr. Robert Frank, Dean College of Arts and Sciences

*"Over the past year we have worked with **each of the regional campuses** to **thoroughly review** capital needs and the **funding available** to meet those needs. The **priorities** that we have established will enable the regional campuses to meet **"must do"** deferred maintenance items while making progress on programmatic investments."*

--Dr. Bill Willan, Executive Dean for Regional Higher Education

Summary

"We are able to leverage the very generous gift of Violet L. Patton to design a building with technology that ***modernizes educational delivery*** *and showcases experiential learning. The named spaces, as well as the brick and leaf projects, have enabled the college to engage in direct resources for the* ***structural upkeep*** *of the building. And the new state-of-the art McCracken Hall will inspire future giving, as our alumni share in the legacy of the College."*

--Dr. Renee Middleton, Dean of College of education

" The CIP process has helped the college develop a ***comprehensive view*** *of our facilities needs—not just to identify critical deferred maintenance and programmatic needs, but also to explore the potential for* ***shared and more efficient uses*** *of space.* ***State support and the century bond initiative*** *have been critical for funding essential work on our facilities, and the regularly-recurring CIP process will continue to help us develop future strategies to address our facilities needs in the context of the other needs across campus. "*

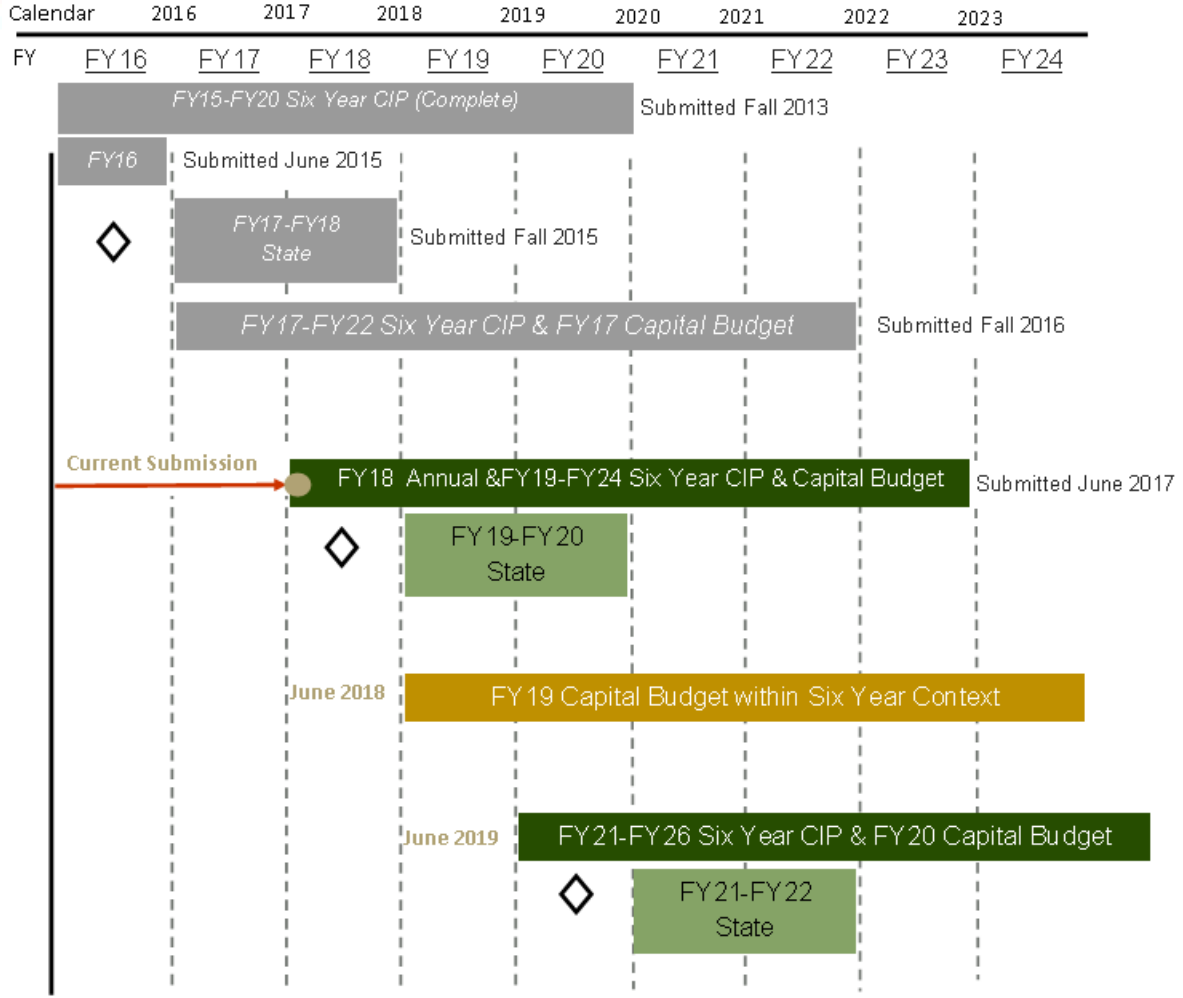
--Elizabeth Sayrs, Interim Dean, College of Fine Arts and Design

"Satisfaction with the residence hall system plays a significant role in ***student's decision*** *to attend Ohio University. Housing & Residence life has embarked on an* ***aggressive improvement plan*** *that balances major and minor capital investments across all residence halls. The FY2019-FY2024 CIP will address* ***both deferred*** *maintenance as well as* ***programmatic*** *improvements to meet the needs of today's (and tomorrow's) student."*

--Pete Trentacoste, Executive Director, Housing & Residence Life

Next Steps

- State Submission
- Individual projects brought forward to Board for approval



SCHEDULE KEY

6 Year CIP	Annual Update booklet with State Submission
6 Year CIP	Annual Update on a non-state submission year
◇	State Capital Submission

Approval Request

Previous

Adoption
- Six Year CIP FY17-FY22

BoT Approvals
- Clippinger Funding Strategy
- EIP
- FY17-FY18 State Capital Submission
- FY17 Annual Capital Budget
- Project Approvals

Current

Adoption
- Utility Master Plan
- Six Year CIP FY19-FY24

BoT Approvals
- FY18 Annual Capital Budget
- FY19-FY20 State Capital Request
- Project Approvals

Future

Adoption
- Six Year CIP FY21-FY26

BoT Approvals
- Projects > $500K
- Annual Capital Budgets
- Future Debt Tranches

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President Finance & Administration, CFO and Treasurer

Re: Utility Master Plan (UMP) Update

At the March Board meeting, we highlighted how the UMP will be incorporated into the Six-Year Capital Improvement Plan and released the draft of the UMP for review and comment. This followed our January Board meeting where the Facilities team shared an overview of the draft UMP and high-level recommendations.

During our joint committee presentation at the June meeting, we will recommend that the Board approve and adopt the Utility Master Plan as the current Athens campus utility master plan, subject to on-going review of a possible transition in the water-heating system until completion of the University's updated sustainability plan.

The UMP builds upon past investment, supports the University's Strategic Priorities and directs future development with the goals of improving system reliability and redundancy; supporting our sustainability principles of responsible energy usage and incorporating renewable energy sources; and operating and expanding energy production while modernizing our energy system infrastructure.

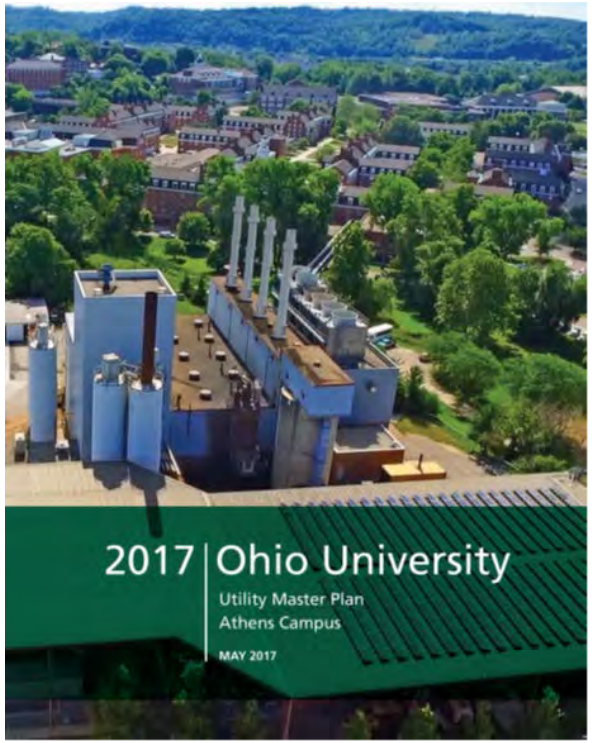
This plan culminates a 30-month effort that will inform and influence University resource decisions for the next decade and beyond, providing a long-term view that guides utility related investment decisions on the Athens Campus.

June 22, 2017

Utility Master Plan (UMP) Update

Tab #; pg

Agenda

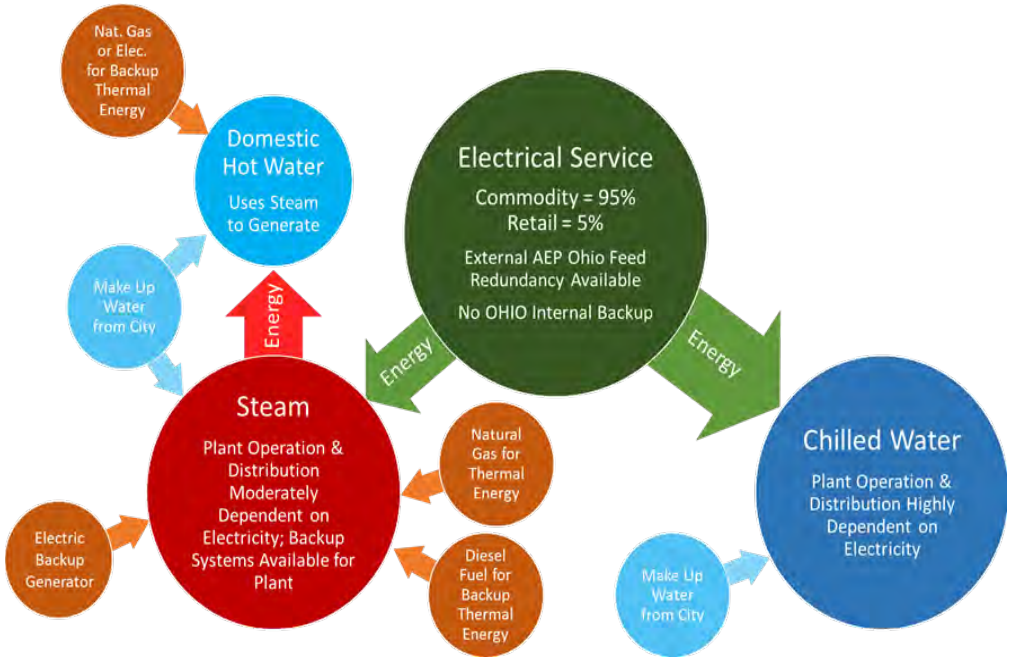


I. Defining the Need
II. Principles and Strategies
III. The Path to Carbon Zero
IV. Tough Choices
V. Recommendations
VI. Funding Gap Analysis
VII. Coordination & Process
VIII. What should be remembered
IX. Project Timeline
X. Approval Request

UMP: Defining the Need

- There has never been a comprehensive energy utility study at OHIO
- Is not a complete audit of all system components
- A comprehensive study is essential to planning for long term energy needs, deferred maintenance, and campus growth
- A realistic investment strategy is impossible without an in-depth look at OHIO's energy utilities

It's Complicated……..



UMP: Principles and Strategies

MANAGE RISK	SUPPORT SUSTAINABILITY	ENABLE FUTURE GROWTH
• Improve system reliability • Provide system redundancy	• Responsible energy usage • Work towards alternative energy sources	• Operate and expand energy production • Modernize energy system infrastructure • Continual planning

UMP: Sustainability Commitment

The Path to Carbon Zero

Conservation is Key

- Improved building energy performance
- Heat recovery systems

Cooling

- Eliminate steam absorption chillers
- Use “green” electricity

Electric

- Procure more “green” electricity

Heating

- Eliminate district domestic hot water system
- **Potential transition from district steam to medium temperature hot water**

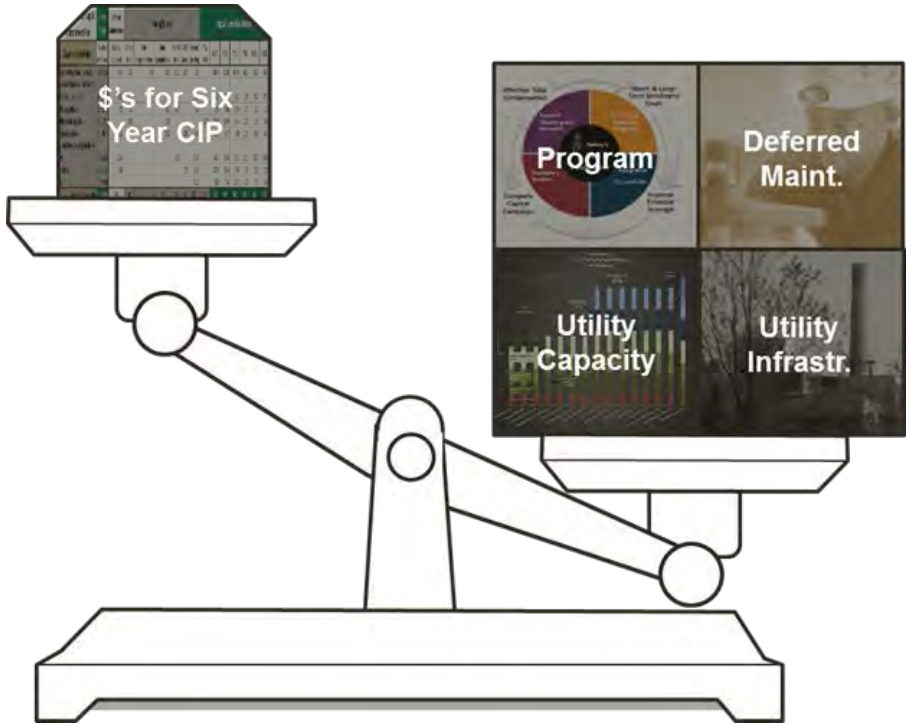
Monitor Changing Economics Conditions

- Market conditions associated with energy commodities and renewable energy solutions warrant continuous review

FY19-24 CIP Planning

Tough Choices

- The FY19-24 CIP balances deferred maintenance for facilities and infrastructure
  - Facilities Deferred Maintenance
    - Continued reduction in deferred Maintenance backlog
  - Utility Master Plan
    - Balancing growth, managing risk, & sustainability
    - Improved utility distribution resiliency will minimize campus disruptions associated with wide-spread outages…power, water, etc.
- Failures Happen
  - Unforeseen facility and infrastructure issues necessitate reprioritization of planned projects
  - Emergency project ($2.5M/yr) funding helps mitigate risk



Utility Master Plan

Principles	Manage Risk	Support Sustainability	Enable Growth

Recommendations

Utility	Recommendation	Improved Reliability	Energy Efficiency & Carbon Redux	Capacity Shortfall
Chilled Water	New chilled water plant on east side of campus	✓	✓	✓
Electric	Upgrade electrical distribution & address deferred maintenance; replace aging switch gear	✓		✓
Heat (Steam)	Address failing condensate & steam lines; long-term consider transition to medium temperature hot water; new Energy plant on east side	✓	✓	
Heat (District Domestic Hot Water)	System is inefficient and failing; transition to building based domestic hot water generation	✓	✓	

Funding Gap Analysis

(in millions)

	FY19-FY24			FY25-FY36		
	Estimated Future Costs	Planned Funding**	Shortfall	Estimated Future Costs	Planned Funding**	Shortfall
"Must Do" Deferred Maintenance	239.3*	65.6	173.7	229.7*	154.7	75.0
UMP	46.4	26.6	11.0	90.3	0	90.3

- *Must Do Deferred Maintenance figures beyond FY22 estimated based upon historical growth
- **Planned Funding includes Century Bond funds only
- University to review all fund sources (i.e. State Capital) and all projects to prioritize
- Estimated Future Costs in FY25-FY36 include Shortfall from FY19-FY24 (i.e. costs deferred to future years)
- UMP Shortfall of $11.0 has been reduced from $19.8, with additional potential strategies
- **If the campus were to adopt UMP recommendation to transition from steam to a medium temperature hot water heating system associated with meeting current carbon zero goal there would be an additional $167M cost in FY25-FY36**

Coordination and Process

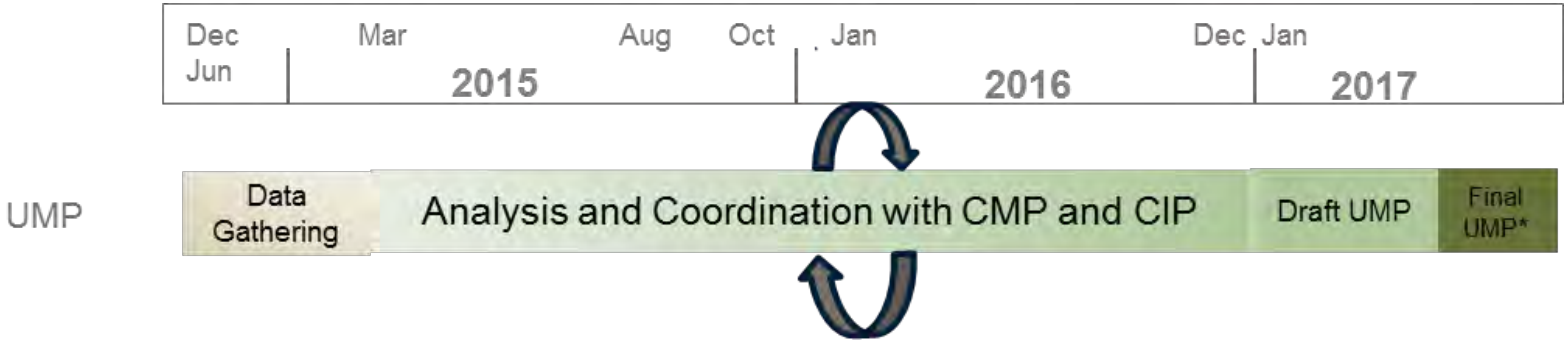
- This is a well vetted plan
  - Used expert advisors to inform process
    - RMF Engineering
    - Infrastructure Engineer Consultant
  - Key Consumers
    - Involved in decisions; ensured plan meets their needs
      - HCOM, Russ College of Engineering, College of Fine Arts, Student Affairs, others
  - Internal Advisory Group
    - Architecture, Design & Construction; Office of Sustainability; University Planning; Facilities Management & Safety
  - Campus Stakeholders
    - Faculty, Administrative, and Classified Senates

What Should be Remembered…

- The UMP was the Athens Campus' first comprehensive study of Electrical, Steam, Domestic Hot Water, and Chilled Water generation & distribution systems
- The UMP did not analyze the following utilities
  - Domestic Water; Storm & Sanitary Sewer; Natural Gas; and Information Technology related infrastructure
- The proposed CIP includes UMP related projects:
  - East Side Energy Plant with 2,500T of Cooling
  - Electrical Switchgear Upgrade; Boiler Replacement; Tunnel refurbishment
- Over 50%, or approximately $90M, of the UMP projects remain to be prioritized and funded in future CIPs
  - **A transition from steam to medium temperature hot water adds $167M to these future funding requirements**

Project Timeline

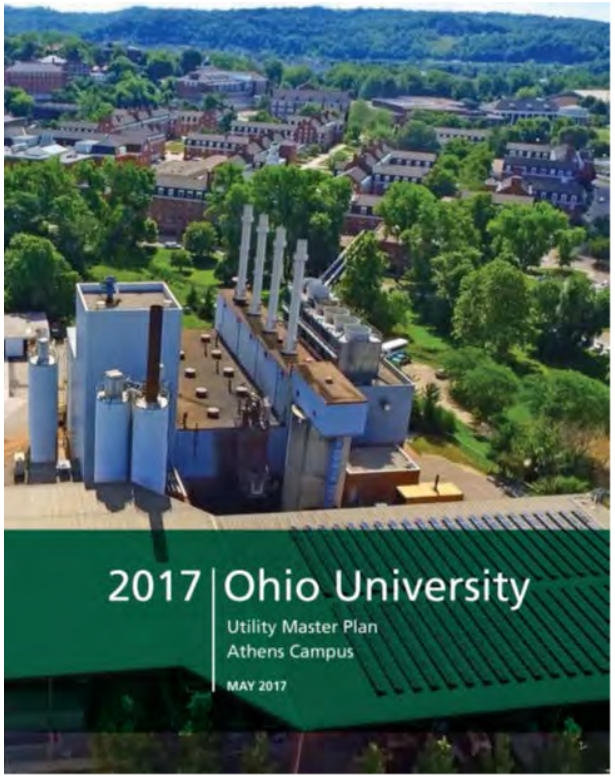
This presentation culminates a 30 month effort that will inform and influence University resource decisions for the next decade and beyond



What are we asking you to approve?

Utility Master Plan (UMP):

A long-term view that guides the day-to-day decisions and utility related investments on the Athens Campus. It builds on past investment, supports the University's Strategic Priorities and directs future development with the goals of improving system reliability and redundancy; supporting our sustainability principles of responsible energy usage and incorporating renewable energy sources; and operating and expand energy production while modernizing our energy system infrastructure.



Resolution for Approval

APPROVAL OF THE OHIO UNIVERSITY UTILITY MASTER PLAN 2017

RESOLUTION 2017-

WHEREAS, the University initiated a Utility Master Plan to ascertain current conditions of its energy generation and distributions systems and identify investments needed to support campus goals; and

WHEREAS, the University initiated a series of comprehensive planning and assessment meetings that have facilitated important strategic decisions regarding future investments and development of the University's Athens campus; and

WHEREAS, the Board of Trustees authorized the contract for master planning services by Resolution 2014-3408, which contract was awarded to RMF Engineering; and

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

WHEREAS, the planning team submitted the Utilities Master Plan 2017 for the Board's review; and

WHEREAS, the Capital Funding and Priorities Committee approved the Utility Master Plan 2017 on December 6, 2016;

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve and adopt the Utility Master Plan 2017 final report dated May 2017 as the current Athens campus utility master plan, subject to on-going review of a possible transition in the water-heating system until completion of the University's updated sustainability plan.

OHIO UNIVERSITY

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

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

Re: The Impact of Financial Aid on Student Recruitment and Retention

In response to questions from the Board of Trustees, Craig Cornell, Senior Vice Provost will share the impact that the Signature Award Program has had on both freshman recruitment and retention success. The following materials will be shared:

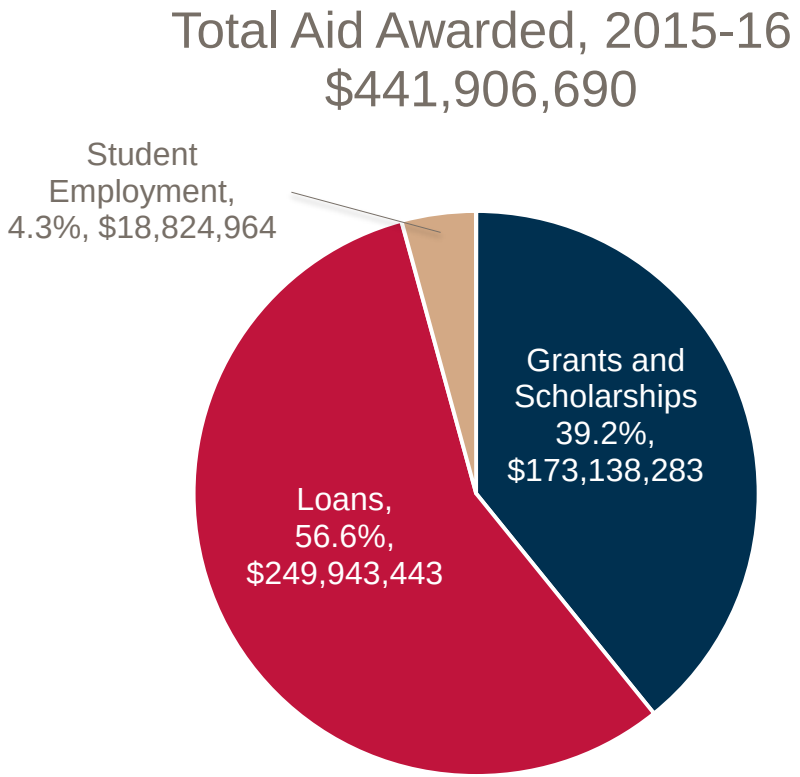
- An analysis of the approximately $500,000,000 of financial aid that is given to students annually and how the Signature Award Program is awarded and designed to maximize net-tuition revenue for OHIO,
- An analysis of student recruitment and how the Signature Award Program has been instrumental in meeting significant recruitment milestones,
- An analysis of student retention and how the Signature Award Program has been instrumental in growing this very important metric, and
- How the Signature Award Program is evolving with the development of the next Strategic Enrollment Management Plan (SEMP).

June 22, 2017

The Impact of Financial Aid on Student Recruitment and Success

Tab #; pg

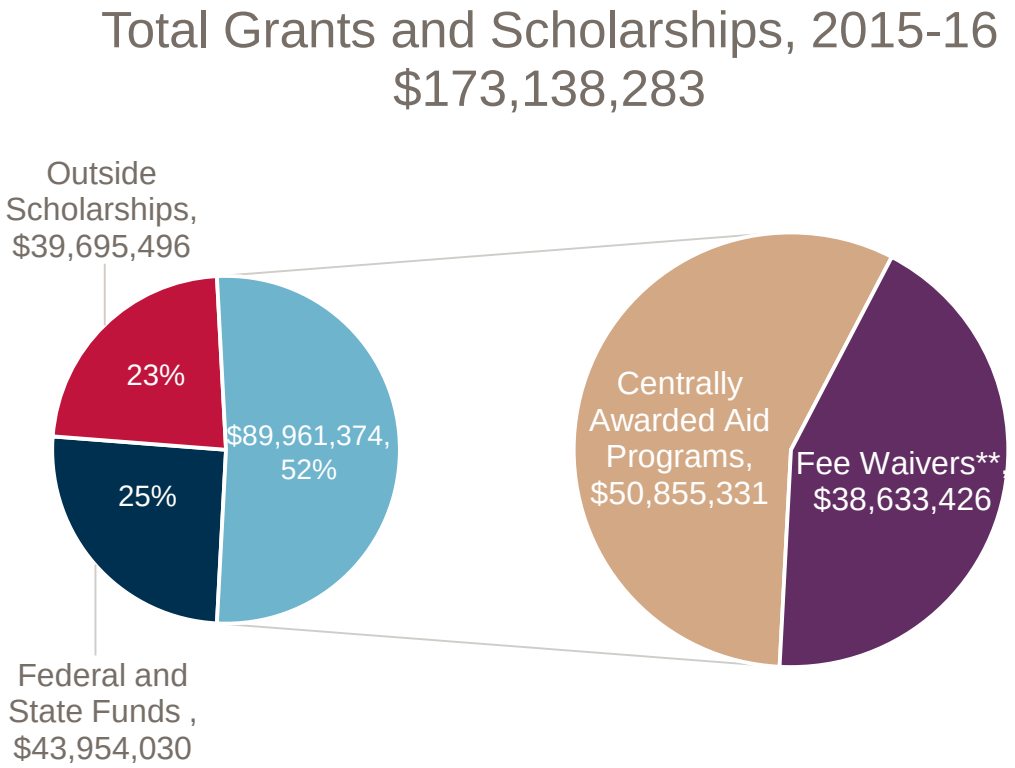
Total Aid Awarded, 2015-16*



*2016-17 Data in Progress

Source: 2015-16 AFIS Report

Total Grants and Scholarships, 2015-16*

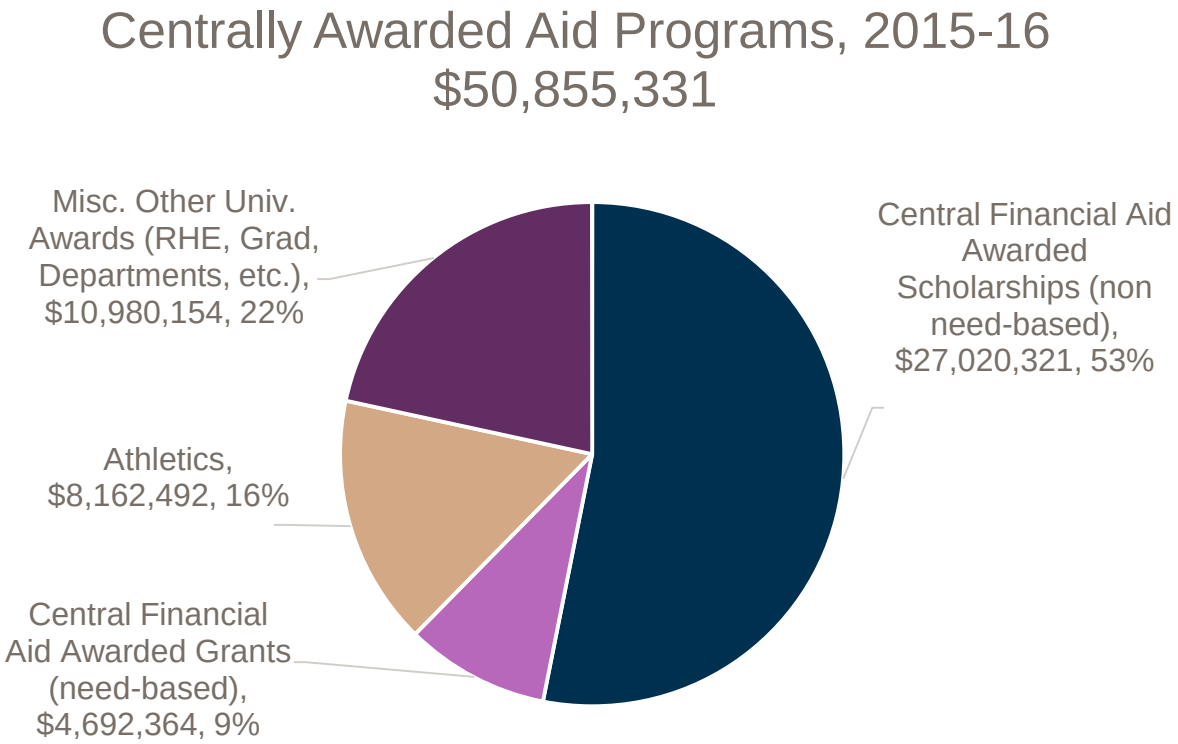


- The University Awarded and processed in 15-16 school year over $173 million in grants and scholarships
- $89,961,374 (52%) of those funds are awarded centrally in the form of fee-waivers, central and foundation programs but primarily in the Signature Awards Program

*2016-17 Data in Progress

**Fee waivers include: graduate, fellowships, housing and various others, but do not include staff or dependent waivers

Total Grants and Scholarships, 2015-16*



- The Signature Award Program (and phasing out Gateway Programs) account for approximately 79% of the Centrally Awarded Financial Aid Scholarships and Grants and 11.5% of the total aid awarded to students

*2016-17 Data in Progress

*2015-16 AFIS Report

The OHIO Signature Award Program

Recruiting Students

- Student awards are built on top of one another based on a series of factors (quality, need, program, enrollment goals, etc.).
- A typical student may receive two or three or four different awards based on each criteria.
- Analyze annually our yield of students (admit to enroll percentages), which is essentially our ROI. The goal is to increase student likelihood to enroll, by crossing the affordability line for families and therefore increasing net tuition revenue.

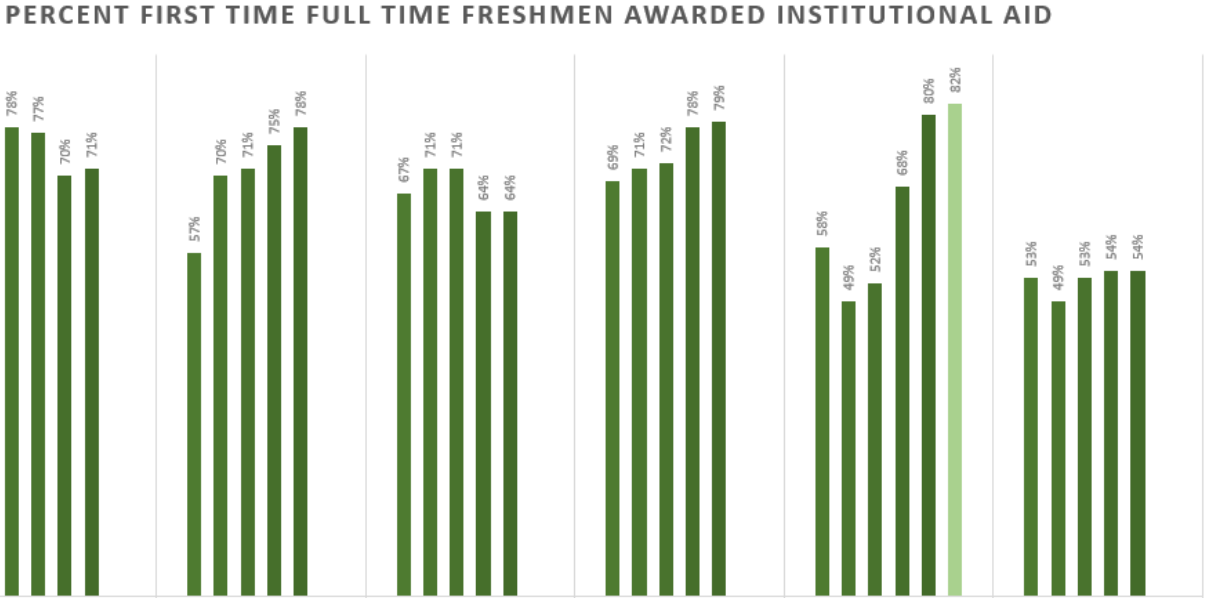
	2013Class	2014 Class	2015 Class	2016 Class
Yield- Freshman Class	73.0%	74.3%	74.4%	74.9%

The OHIO Signature Award Program Success

Recruiting Students

- Starting Fall 2014 began to award entering students under the Signature Awards Program after a 2013 pilot
- Continuing students remained under the Gateway Awards Program through Spring 2017.
- Signature is a new approach to scholarship leveraging with the goal of individual student analysis to best use our dollars to assist the family/student with affordability and increase likelihood to yield if admitted and ultimately growing net-tuition revenue
- Focuses on targeted enrollment areas in alignment with the SEMP.

The OHIO Signature Award Program Success

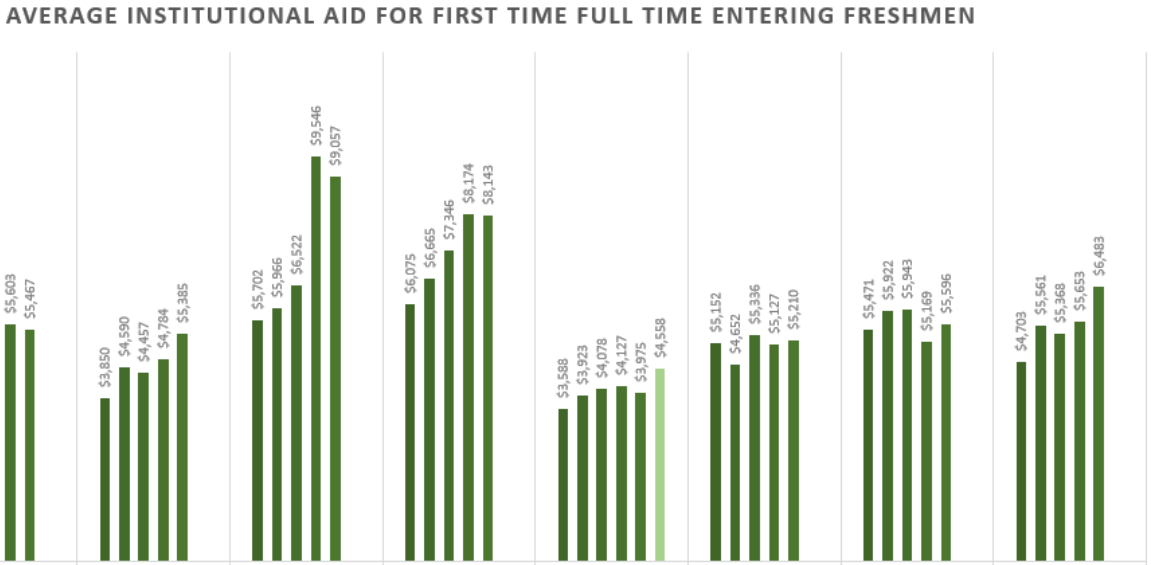


	Bowling Green State University-Main Campus	Kent State University at Kent	Miami University-Oxford	Ohio State University-Main Campus	Ohio University-Main Campus	University of Cincinnati-Main Campus
2010-11	75%	57%	67%	69%	58%	53%
2011-12	78%	70%	71%	71%	49%	49%
2012-13	77%	71%	71%	72%	52%	53%
2013-14	70%	75%	64%	78%	68%	54%
2014-15	71%	78%	64%	79%	80%	54%
2015-16					82%	

- Increased aid awarded to larger number of students
- Maintains our core commitment to needy, merit and merit with need student populations that has been our core market

Source: IPEDS Analysis, Office of Institutional Research

The OHIO Signature Award Program Success



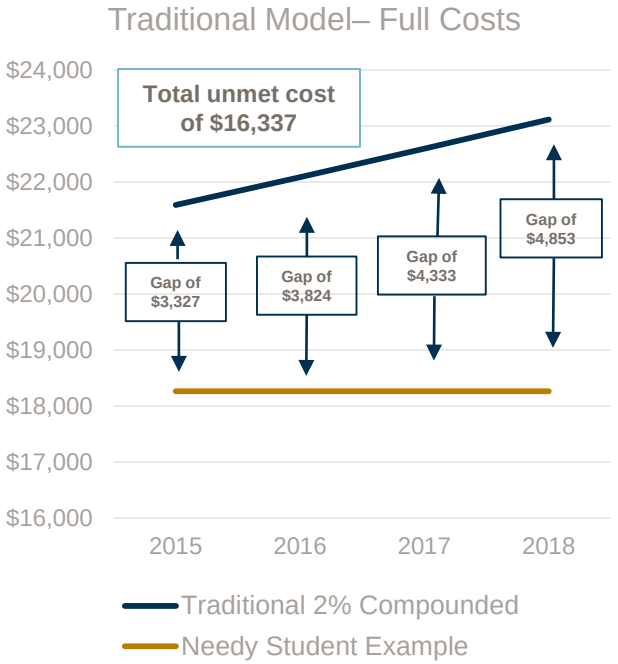
	Bowling Green State University-Main Campus	Kent State University at Kent	Miami University-Oxford	Ohio State University-Main Campus	Ohio University-Main Campus	University of Akron Main Campus	University of Cincinnati-Main Campus	University of Toledo
2010-11	$4,410	$3,850	$5,702	$6,075	$3,588	$5,152	$5,471	$4,703
2011-12	$4,224	$4,590	$5,966	$6,665	$3,923	$4,652	$5,922	$5,561
2012-13	$4,130	$4,457	$6,522	$7,346	$4,078	$5,336	$5,943	$5,368
2013-14	$5,603	$4,784	$9,546	$8,174	$4,127	$5,127	$5,169	$5,653
2014-15	$5,467	$5,385	$9,057	$8,143	$3,975	$5,210	$5,596	$6,483
2015-16					$4,558			

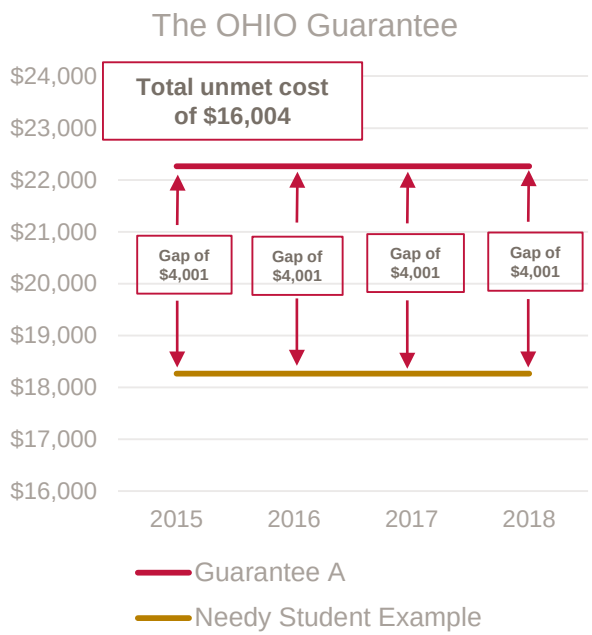
- Increased aid awarded to larger number of students
- Increasing average aid per student
- 2015-16 data still behind other institutions' 2014-15 data – making progress but will need to continue to evaluate and modify

Source: IPEDS Analysis, Office of Institutional Research

The OHIO Signature Award Program Success

Effect with the OHIO Guarantee- Student Predictability and Transparency



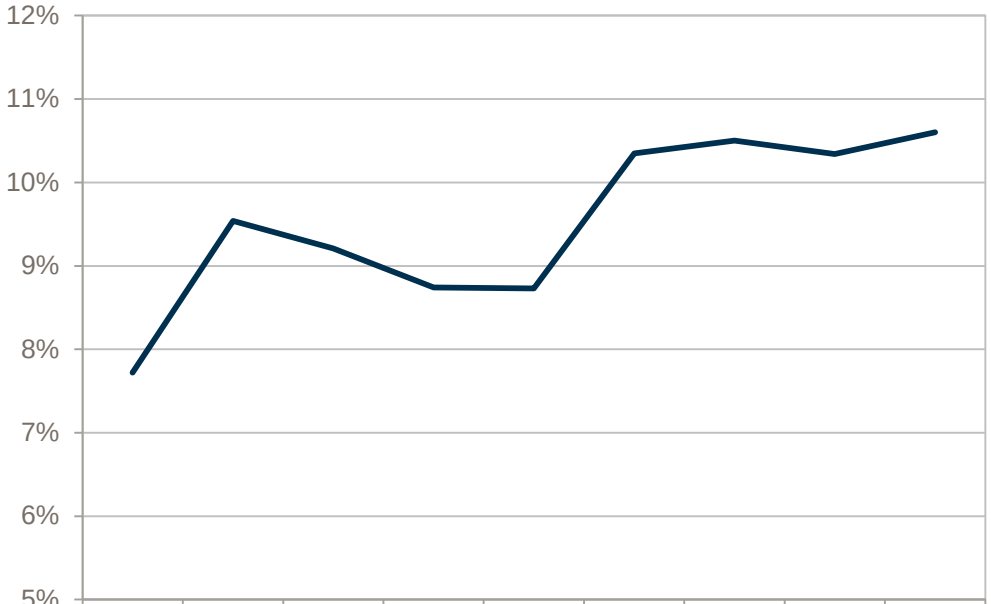


How Scholarships will hold their value in the OHIO Guarantee

OHIO Signature Award Program
Student Enrollment Success

Current and Future Enrollments in Ohio

Increasing Market Share

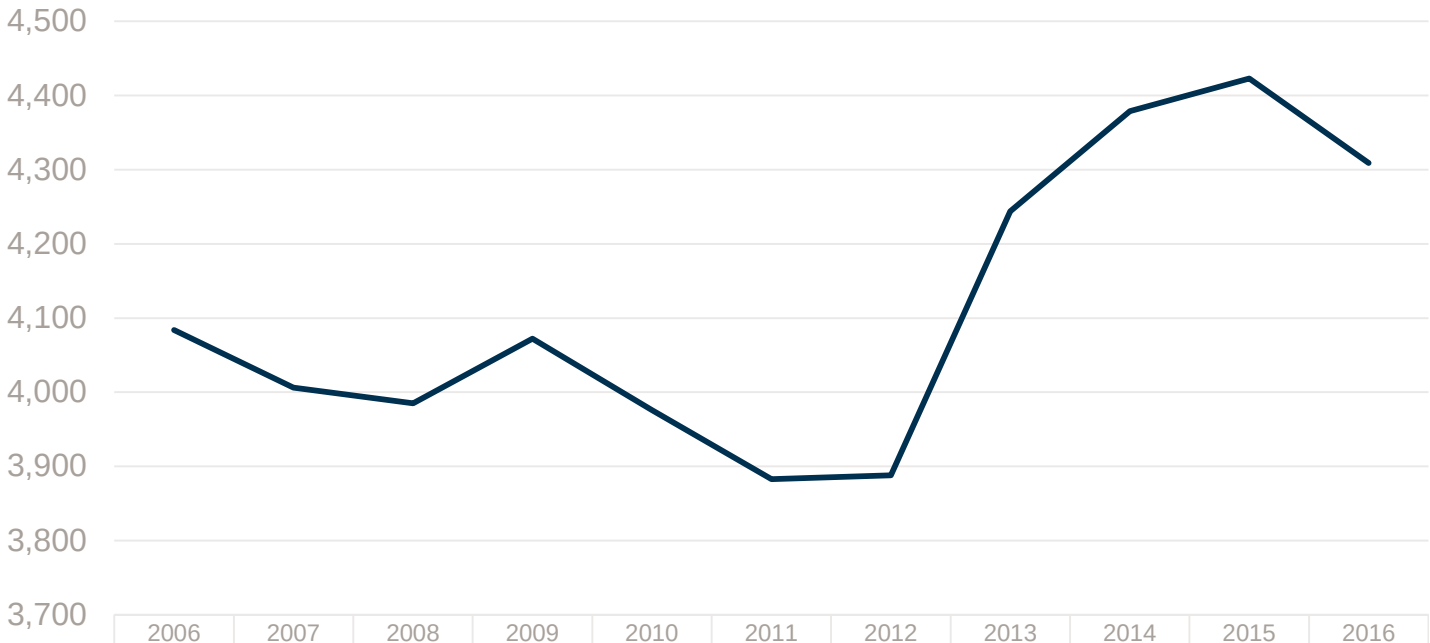


	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
OHIO % Enrollment of Ohio Graduates Attending Public Institutions	7.72%	9.54%	9.21%	8.74%	8.73%	10.35%	10.50%	10.34%	10.60%

- OHIO has seen a 2.88% increase in student market share from 2008-2016

Source: Ohio Department of Higher Education, High School to College Transition Reports - https://www.ohiohighered.org/data-reports/college-readiness

New Freshman Enrollments, 2005-2017



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
New First Year Freshman Enrollments	4,084	4,006	3,985	4,072	3,976	3,883	3,888	4,244	4,379	4,423	4,309

< ----------Gateway Award Program ---------- >

<--Signature Award Program -- >

The OHIO Signature Award Program Success: Recruitment

(based on originally laid out expectations, selected):

- GOAL: An expected conservative increase in enrollment (Fall 2012 –Fall 2016)
  RESULT: Increase of 421 students, both in (+15%) and out-of-state (+11.6%)

- GOAL: An expected increase of overall student yield (Fall 2013-Fall 2016)
  RESULT: Increase of 1.9% overall

- GOAL: An expected increase in overall quality (Fall 2012 –Fall 2016)
  RESULT: High School GPA average 3.40 to 3.48; ACT from 24.0 to 24.0

- GOAL: An expected increase in multi-cultural students (Fall 2012 –Fall 2016)
  RESULT: Increase from 504 to 609 students (21%)

- GOAL: An expected increase in Appalachian County Students (Fall 2012 –Fall 2016)
- *RESULT:* Increase from 578 to 794 students (37%)
- *RESULT:* Increase from 766 (22.3% of class) to 993 (24.5% of class)

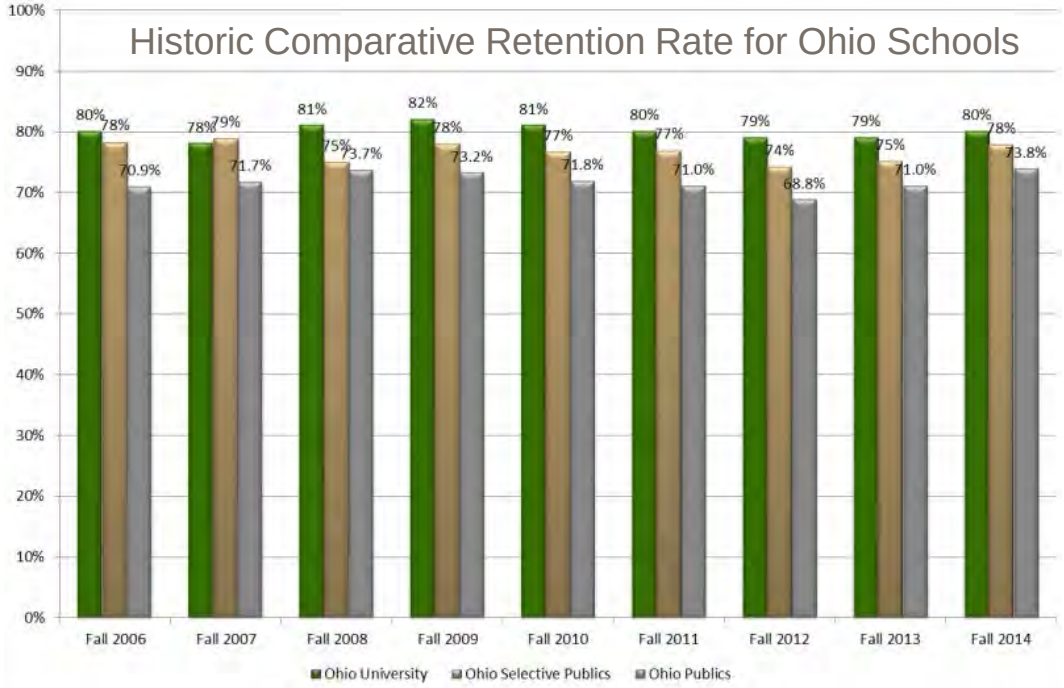
- GOAL: Anticipated growth in every college
  RESULT: Have had increases at some point in the past four years for entering freshman classes in all colleges
  - Arts and Sciences- 865 to 1,007
  - Education – 245 to 313
  - Business – 366 to 505
- NOTE: International Students not included in original goals due to limited awarding of Signature Awards for these students

OHIO Signature Award Program
Student Retention Success

The OHIO Signature Award Program Success

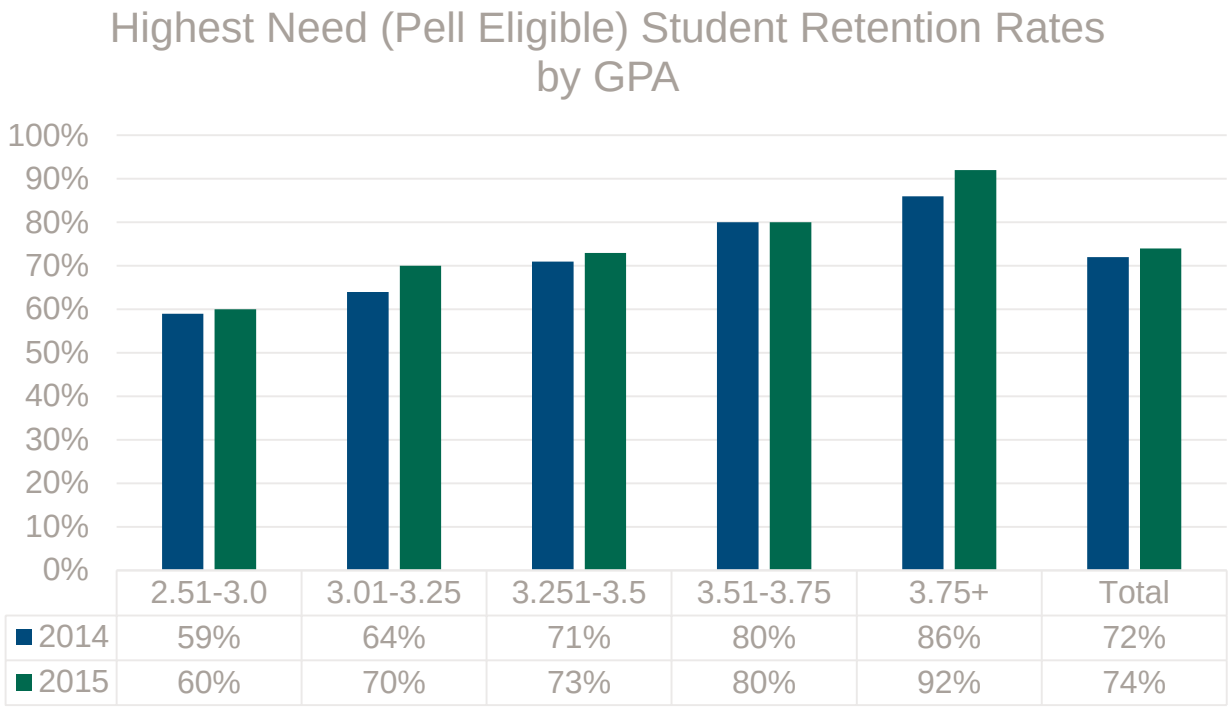
Student Retention- Freshman to Sophomore Return Rate

	2012 Class	2013 Class	2014 Class	2015 Class
Retention- Freshman Class	78.5%	80.1%	79.1%	81.5%



The OHIO Signature Award Program Success

Student Retention- Freshman to Sophomore Return Rate



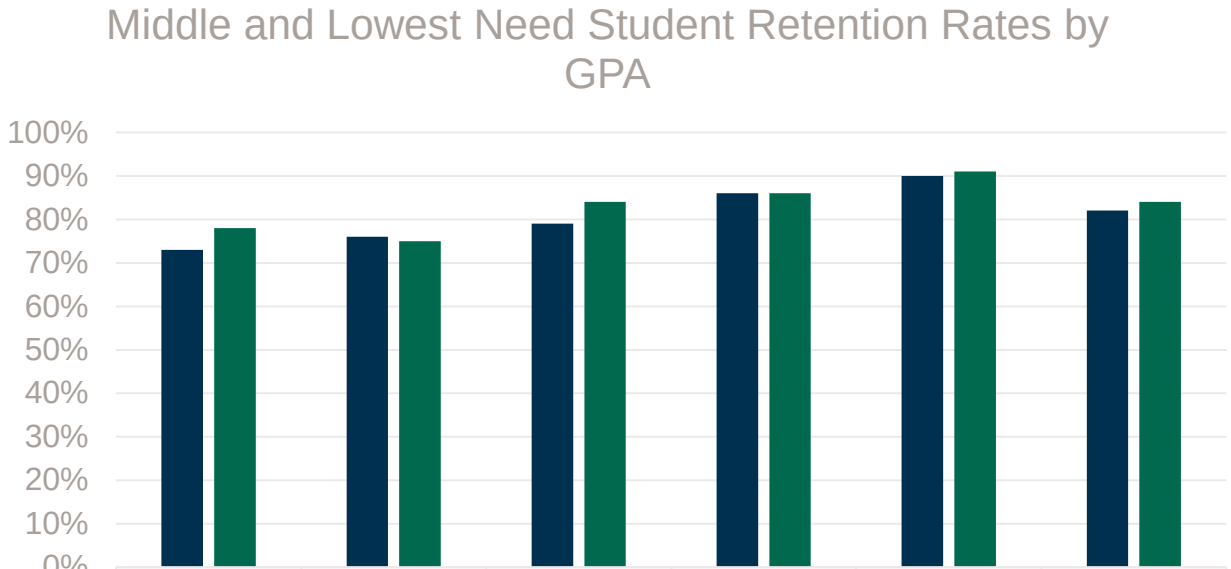
	2.51-3.0	3.01-3.25	3.251-3.5	3.51-3.75	3.75+	Total
2014	59%	64%	71%	80%	86%	72%
2015	60%	70%	73%	80%	92%	74%

- 2% increase in overall retention rate for the past
- Growth or equal in all GPA categories

NOTE: 2014 marks final year of freshman retention data with Gateway Awards and 2015 marks first year of retention data with Signature Awards

The OHIO Signature Award Program Success

Student Retention- Freshman to Sophomore Return Rate



	2.51-3.0	3.01-3.25	3.251-3.5	3.51-3.75	3.75+	Total
2014	73%	76%	79%	86%	90%	82%
2015	78%	75%	84%	86%	91%	84%

- 2% increase in overall retention rate for the past
- Growth or equal in all but one GPA category

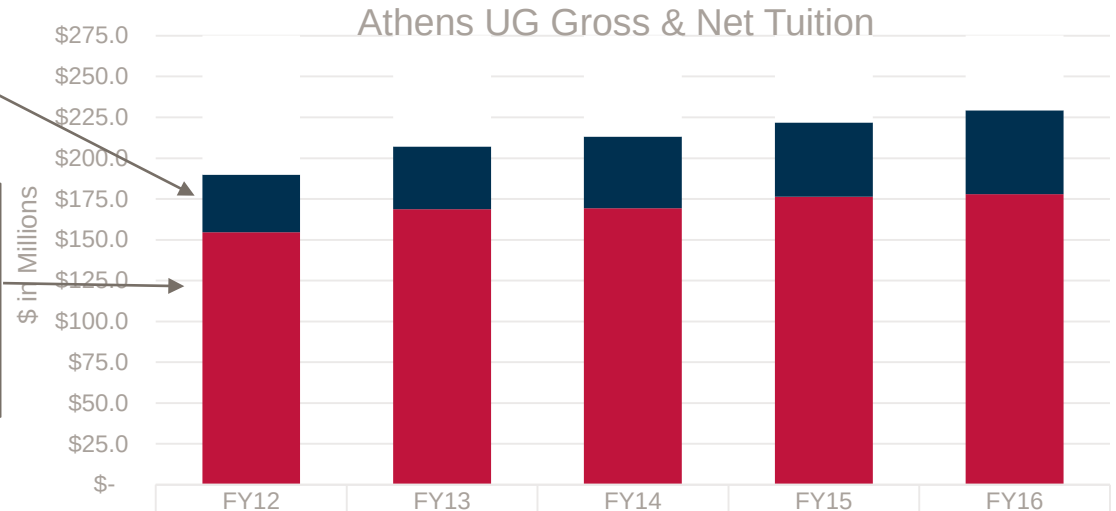
NOTE: 2014 marks final year of freshman retention data with Gateway Awards and 2015 marks first year of retention data with Signature Awards

The OHIO Signature Award Program Success

Increased Net-Tuition Revenue

Gross Tuition Revenue

Net Tuition Revenue (*Gross Tuition less of Financial Aid*)



	FY12	FY13	FY14	FY15	FY16
Discount Rate	18.6%	18.5%	20.6%	20.5%	22.4%
Gross Tuition Revenue	$189.9	$207.2	$213.3	$222.0	$229.3
Financial Aid	$35.3	$38.3	$43.9	$45.5	$51.3
Net Tuition Revenue	$154.6	$168.8	$169.4	$176.4	$178.0

- Increased Financial Aid from all sources (including Signature Awards, Student Athletes, Grant and Foundation Funds and College Awards) are coordinated to maximize net-tuition revenue

The OHIO Signature Award Program Success

So, the answer to the question is Yes, the Signature Award Program is meeting its goals as it:

- Provides flexibility to meet market demands assisting in our recruitment success with increased yield
- Combines with the OHIO Guarantee and other initiatives (retention advisors, endowment awards, etc.) to add a foundation of affordability for students
- Is focused on net-tuition revenue that benefits the bottom-line
- Has shown to impact all levels of students with increased student retention (and ultimate graduation rates we expect).
- Moving forward we will continue to modify the program to meet goals associated with the new Strategic Enrollment Management Plan (SEMP), discount rate strategies and net-tuition revenue maximization

FISCAL YEAR 2017-2018
UNIVERSITY BUDGET

RESOLUTION 2017 --

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 funded budget consistent with the provisions of the state budget.

NOW THEREFORE, BE IT RESOLVED that the Fiscal Year 2017-2018 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 during the fiscal year to ensure that total expenditures do not exceed available resources;
2. The Vice President of Finance and Administration is authorized to incorporate tuition and fee increases permitted by state law and previously approved by the Board of Trustees (Resolutions 2017-3598 and 2017-3617), as well as other adjustments required by the budget adopted by the Ohio General Assembly after the date of this Resolution.

Proposed FY18 University Budget

	(in millions)	FY14 Actuals	FY15 Actuals	FY16 Actuals	FY17 Budget	FY17 Forecast	FY18 Budget
	REVENUES						
1	State Appropriations	$ 153.4	$ 161.1	$ 163.6	$ 164.9	$ 165.1	$ 166.8
2	State Appropriations - Capital	5.2	11.8	11.7	29.0	14.0	32.5
3	Gross Undergraduate Tuition & Fees	294.8	298.1	304.5	302.5	303.7	303.6
4	Undergraduate Financial Aid	(49.9)	(51.3)	(57.8)	(62.6)	(60.1)	(62.5)
5	Net Undergraduate Tuition & Fees	245.0	246.7	246.7	239.9	243.6	241.1
6	Gross Graduate Tuition & Fees	85.4	94.0	100.1	112.8	107.4	115.3
7	Graduate Financial Aid	(29.7)	(29.9)	(28.5)	(28.4)	(28.7)	(28.2)
8	Net Graduate Tuition & Fees	55.7	64.2	71.6	84.4	78.7	87.1
9	Room & Board	83.7	90.0	95.9	97.2	95.7	92.9
10	Grants and Contracts	45.9	47.8	47.4	46.6	51.2	49.6
11	Facilities & Admin Costs Recovery	6.8	6.7	6.8	6.6	7.0	6.0
12	Gifts	26.9	31.2	28.0	27.1	14.3	20.0
13	Endowment Distributions	-	-	-	-	-	-
14	Investment Income	93.7	(2.9)	(18.6)	58.3	88.0	54.3
15	Other External Sales	60.4	73.4	50.3	60.0	79.2	45.4
16	**Total Revenues**	**$ 776.7**	**$ 730.1**	**$ 703.3**	**$ 814.1**	**$ 836.8**	**$ 795.7**
	EXPENSES & INDIRECT COST ALLOCATIONS						
17	Total Salaries, Wages, & Other Payroll	309.7	330.8	343.7	363.8	358.1	367.6
18	Total Benefits	109.6	100.7	119.6	119.1	120.5	125.1
19	Supplies & Services	205.8	215.5	193.6	198.0	200.9	193.3
20	Capitalized Costs	3.9	3.8	6.5	-	4.1	-
21	Depreciation	36.4	39.7	43.0	45.2	49.9	50.1
22	Internal Loan - Principal & Interest	-	-	-	-	-	-
23	Debt Service - Principal	-	-	-	-	-	-
24	Debt Service - Interest	10.0	18.7	24.2	26.2	25.9	28.4
25	Internal Sales	(22.4)	(22.2)	(22.3)	(22.4)	(23.6)	(22.1)
26	**Total Direct Expenses**	**$ 653.0**	**$ 687.0**	**$ 708.2**	**$ 729.9**	**$ 735.8**	**$ 742.5**
	ALLOCATIONS & TRANSFERS						
27	Internal Allocations & Transfers	(0.1)	-	-	7.6	-	-
28	Administrative Cost Allocations	-	-	-	-	-	-
29	Capital Cost Allocation	-	-	-	-	-	-
30	Subvention Allocation	-	-	-	-	-	-
31	Subvention Distribution	-	-	-	-	-	-
32	**Total Allocations and Transfers**	**$ (0.1)**	**$ -**	**$ -**	**$ 7.6**	**$ -**	**$ -**
33	**Total Expenses & Cost Allocations**	**$ 652.9**	**$ 687.0**	**$ 708.2**	**$ 737.6**	**$ 735.8**	**$ 742.5**
34	**Results of Operations**	**$ 123.7**	**$ 43.1**	**$ (4.9)**	**$ 76.5**	**$ 101.0**	**$ 53.2**
35	Transfers (from) Operating Reserve	-	-	-	(12.0)	-	-
36	Transfers to (from) Quasi Endowments	-	-	-	-	-	-
37	Provisions for Facility and Equipment Renewal	-	-	-	6.2	-	-
38	Transfers to (from) Plant Fund - Project Related	(2.4)	(4.5)	(3.2)	(6.2)	-	-
39	**Net Results**	**$ 126.2**	**$ 47.7**	**$ (1.8)**	**$ 88.5**	**$ 101.0**	**$ 53.2**
40	Transfer Net Results to Fund Balance	-	-	-	-	-	-
41	**Adjusted Net Results**	**$ 126.2**	**$ 47.7**	**$ (1.8)**	**$ 88.5**	**$ 101.0**	**$ 53.2**

FISCAL YEAR 2017-2018
OHIO UNIVERSITY
ACADEMIC YEAR 2017-2018 TUITION, FEE AND RATE INCREASES

RESOLUTION 2017 -

WHEREAS, the appropriate planning and consultations within the University have been completed, resulting in recommendations for establishing tuition and fee rates for new off-campus graduate programs (attachment A) and for maintaining the current discounted rate for the eCampus undergraduate and correctional education programs;

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the fee schedule attached hereto as Exhibits A & B, effective Fall Semester 2017.

Exhibit A

OHIO UNIVERSITY

OFF CAMPUS GRADUATE PROGRAMS

Changes to FY18 STUDENT TUITION & FEE SCHEDULE

(PER CREDIT HOUR)

Change Type	Proposed	Instructional Fee	General Fee	Program Fee	Special Srvs/Materials Fee	Ohio Resident Total	Non-Resident Fee	Out-of-State Resident Total
New Program Fee	Professional Masters of Accountancy	505	3	569	0	1077	19	1096
New Program Fee	Online Masters of Accountancy	505	3	552	115	1175	19	1194
New Program Fee	Full-time Masters of Accountancy	505	78	50	0	633	496	1129

All Effective Fall Semester 2017

Exhibit B

OHIO UNIVERSITY

ELEARNING PROGRAMS

FY18 STUDENT TUITION & FEE SCHEDULE

(PER CREDIT HOUR)

Academic Program	Instructional Fee	General Fee	Program Fee	Special Srvs/Materials Fee	Ohio Resident Total	Non-Resident Fee	Out-of-State Resident Total
eCampus Undergraduate Programs*	237	3	0	0	240	3	243
Correctional Education	237	3	0	100	340	3	343

*Includes online RN to BSN Program, Online Bachelor Completion Program, Correspondence, Independent Study, and Course Credit by Exam

APPROVAL OF THE OHIO UNIVERSITY FY2019–FY2024 SIX YEAR CAPITAL IMPROVEMENT PLAN, THE FY18 ANNUAL PLAN, AND THE FY19-FY20 STATE CAPITAL PROJECTS PLAN FOR FUTURE STATE SUBMISSION

RESOLUTION 2017 -

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

WHEREAS, this FY2019-FY2024 Six Year Capital Improvement Plan is an update to the Board of Trustees approved FY2017-FY2022 Six Year Capital Improvement Plan and embodies the concepts incorporated within it, and

WHEREAS, the plan includes the FY19-FY20 State Capital Appropriation project requests for future State submission, and

WHEREAS, the plan includes the FY18 Annual Capital Plan, and

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

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

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

WHEREAS, the FY18 Annual, FY2019–FY2024 Six Year Capital Improvement Plan, and FY19-FY20 State Capital Plan have been approved by the President.

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve the attached FY2019–FY2024 Six Year Capital Improvement Plan, the FY18 Annual Capital Plan, and the FY19-FY20 State Capital Project Requests.

APPROVAL OF THE OHIO UNIVERSITY UTILITY MASTER PLAN 2017

RESOLUTION 2017-

WHEREAS, the University initiated a Utility Master Plan to ascertain current conditions of its energy generation and distributions systems and identify investments needed to support campus goals; and

WHEREAS, the University initiated a series of comprehensive planning and assessment meetings that have facilitated important strategic decisions regarding future investments and development of the University's Athens campus; and

WHEREAS, the Board of Trustees authorized the contract for master planning services by Resolution 2014-3408, which contract was awarded to RMF Engineering; and

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

WHEREAS, the planning team submitted the Utilities Master Plan 2017 for the Board's review; and

WHEREAS, the Capital Funding and Priorities Committee approved the Utility Master Plan 2017 on December 6, 2016;

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve and adopt the Utility Master Plan 2017 final report dated May 2017 as the current Athens campus utility master plan, subject to on-going review of a possible transition in the water-heating system until completion of the University's updated sustainability plan.

ESTABLISHMENT OF QUASI-ENDOWMENT
WOUB FUND

RESOLUTION 2017 –

WHEREAS, the Board of Trustees of The Ohio University Foundation is responsible for oversight of the financial condition of the institution, and

WHEREAS, the Board of Trustees has the ability to establish quasi-endowments, or funds functioning as endowments, to be utilized at the discretion of the Foundation and subject to the intent of the donor, and

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

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

WHEREAS, the following quasi-endowment is requested to be established:

> WOUB Fund: This quasi-endowment would provide perpetual support for WOUB television and radio, as well as its affiliate stations. Funds would support technology and equipment needs, special projects as determined by WOUB leadership, and general operational needs.

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

BE IT FURTHER RESOLVED, that the Treasurer of Ohio University, be and hereby is, directed and authorized to administer policies and procedures to manage this quasi-endowment.

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President Finance & Administration, CFO and Treasurer
Candice J. Casto, Chief Finance & Investment Officer for Foundation Operations

Re: **Establishment of Quasi-Endowment**

Included on the Resources Committee Agenda for the June 2017 Board of Trustees meeting is a request to establish a quasi-endowment. Quasi-endowments are financial instruments established by a governing board using funds that are not endowed by a donor but intended to function like an endowment, including pooled investment of the funds within a typical endowment asset allocation. The University has entrusted oversight of quasi-endowment funds, like endowment funds, to The Ohio University Foundation's Board of Trustees and, more specifically, to its Investment Committee. The goal of quasi-endowments is to further the institution's strategic priorities.

Based on the results of the recent FCC spectrum auction, WOUB will receive payment for the sale of intangible spectrum space currently occupied by WOUC television. In March 2016 the Ohio University Board approved development of an auction strategy (Resolution 2016-3533) and at their March 2017 meeting they received the update that auction proceeds of approximately $18.4M will be received. Of that total, approximately $3.5M will be used to move WOUC television to its new spectrum space, approximately $0.4M will be used to repay an internal loan, and approximately $0.4M will be used to address immediate broadcast equipment needs.

The University is recommending that the remaining proceeds, in the amount of approximately $14.1M, be used to establish a quasi-endowment. The quasi-endowment would provide perpetual support for WOUB television and radio, as well as its affiliate stations. Funds would support technology and equipment needs, special projects as determined by WOUB leadership, and general operational needs.

Annual appropriations from the quasi-endowment will be limited to an amount calculated in accordance with The Ohio University Foundation's spending policy for endowments. Corpus amounts contributed to the quasi-endowment will be restricted from removal for a period of 36 months, and withdrawals must be approved by the Board of Trustees. The use of the quasi-endowment will be monitored by the Vice President Finance & Administration, CFO and Treasurer.

June 22, 2017

Establishment of WOUB Quasi-Endowment

Consent

Tab #; pg

WOUB FCC Spectrum Auction Approval

Board of Trustees Meeting
March 11, 2016

Board approval to develop an auction strategy

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.

OHIO UNIVERSITY

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

From: J. Bryan Benchoff, Vice President Advancement
JR Blackburn, Assistant Vice President Development
Joe Pauwels, Assistant Vice President Advancement Services

Re: University Advancement Update

The following presentation provides a report from the division of advancement intended to provide updates/forecasts in the following areas:

- progress on the OHIOMatch Undergraduate Scholarship program;
- difference between Advancement Fundraising reporting (CASE Standards) and Budget/Financial Reporting reporting (GAAP basis)
- forecasted FY17 fundraising results, with a historical (2004-2017) trending and a multi-year forward forecast (2018-2022) based on expected staffing ;
- impact of fundraising/ private support for University operations;
- Advancement return on investment (cost per dollar raised) for the integrated Advancement function (Fundraising / Alumni Relations / Infrastructure / Finance and Investments) , as well as the individual Fundraising component;
- staffing update.

Key takeaways include:

- $8.1M has been committed by donors to the OHIOMatch program (against goal of $50M), with $6.7M in cash giving and $3.35M in university dollars (against commitment of $25M) creating a collective market value of $11.1M.
- Outright gifts and pledges were at a historic high during the latter years of The Promise Lives Campaign. Planned giving began trending upward during that same period and has continued that trend during the two fiscal years since the Campaign's conclusion.
- Advancement projects a decrease in overall commitments, cash receipts, and pledge receivables for Fiscal Years 2017 and 2018, followed by steady increases toward $35M in 2022, assuming staffing projections are realized.
- Cash giving (correlated to Annual Giving) of less than $10,000 has increased consistently since 2004.

- While endowed giving remains a priority, capital projects have resulted in significant shifts in expendable gifts.
- Advancement ROI can fluctuate significantly with large gifts, however, ROI (cost/ dollar raised) has remained relatively consistent through the campaign period with a decline in ROI (or increase in cost/$raised raised) in Fiscal Years 2016, 2017, and 2018.
- Fundraising has largely not kept pace with the rapid growth in university operating revenue and university assets.
- The impact of cash raised and endowment distributions on university operating revenue has increased from 3.86% in 2012 to a projected 5.27% in 2018.
- Advancement staffing has seen significant attrition since the close of the campaign, particularly in Development. Currently the overall Advancement vacancy rate is 36% of the approved positions.

As we move forward to execute against our Advancement Strategic Plan, we will be working with Board and University Leadership to develop standard dashboards and progress reports over these and other key metrics.

We look forward to discussing these materials with you during the meeting.

June 22, 2017

University Advancement Update

Tab #; pg

OHIOMatch Update

Undergraduate Scholarship Program Summary

- $25M university match commitment to raise $50M in private support
- Matches $.50 for every $1.00 committed to eligible accounts
- Scholarships must be endowed and designated for undergraduate students on the Athens Campus
  - University-wide or designated to a college
  - Need and/or merit/talent-based

OHIOMatch Update

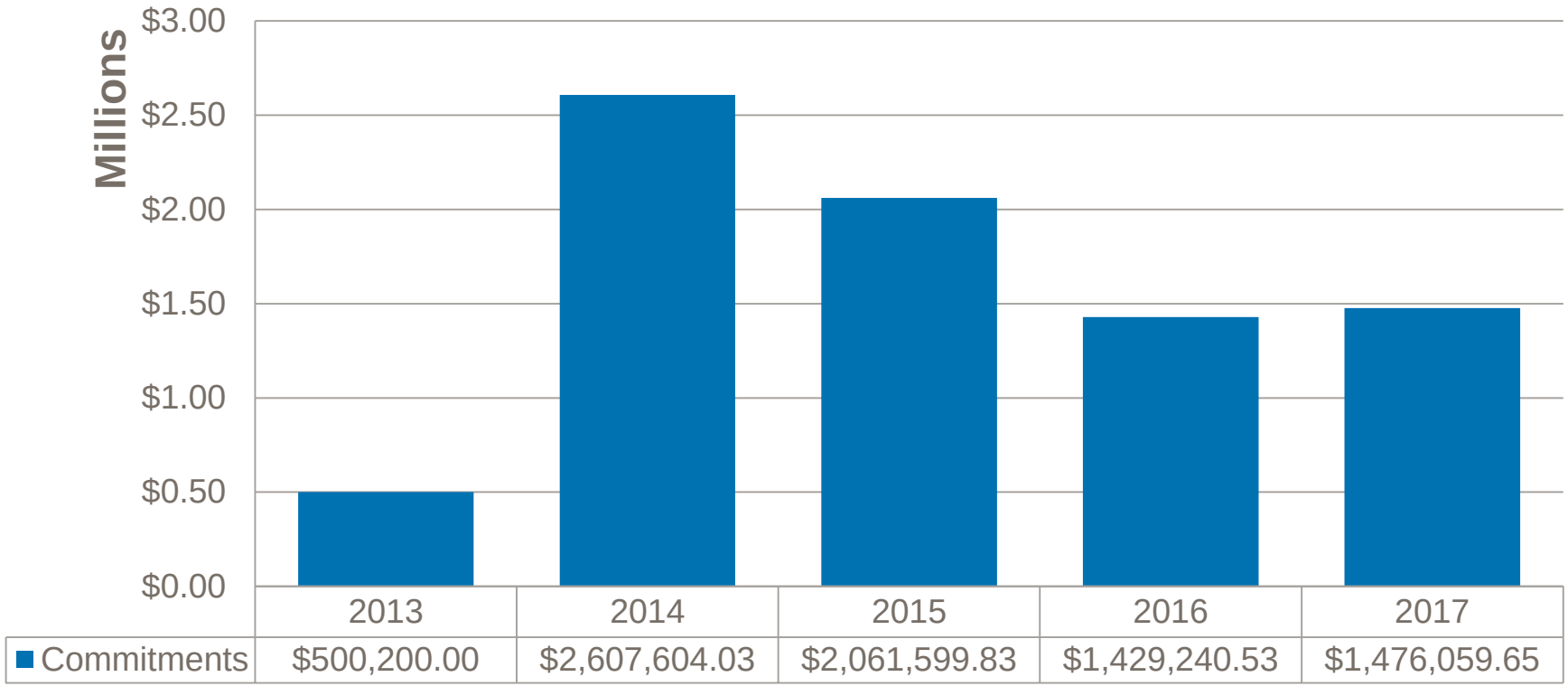
Progress to-date Summary

- Nearly $8.1M committed to match-eligible accounts
  - $6.7M* received from donors and $3.35M* matched
  - Collective market value of $11.1M*
- 138 unique scholarships
- 122 first-time major gift donors
- Every eligible college has at least one new account

*As of 3/31/2017

OHIOMatch Update

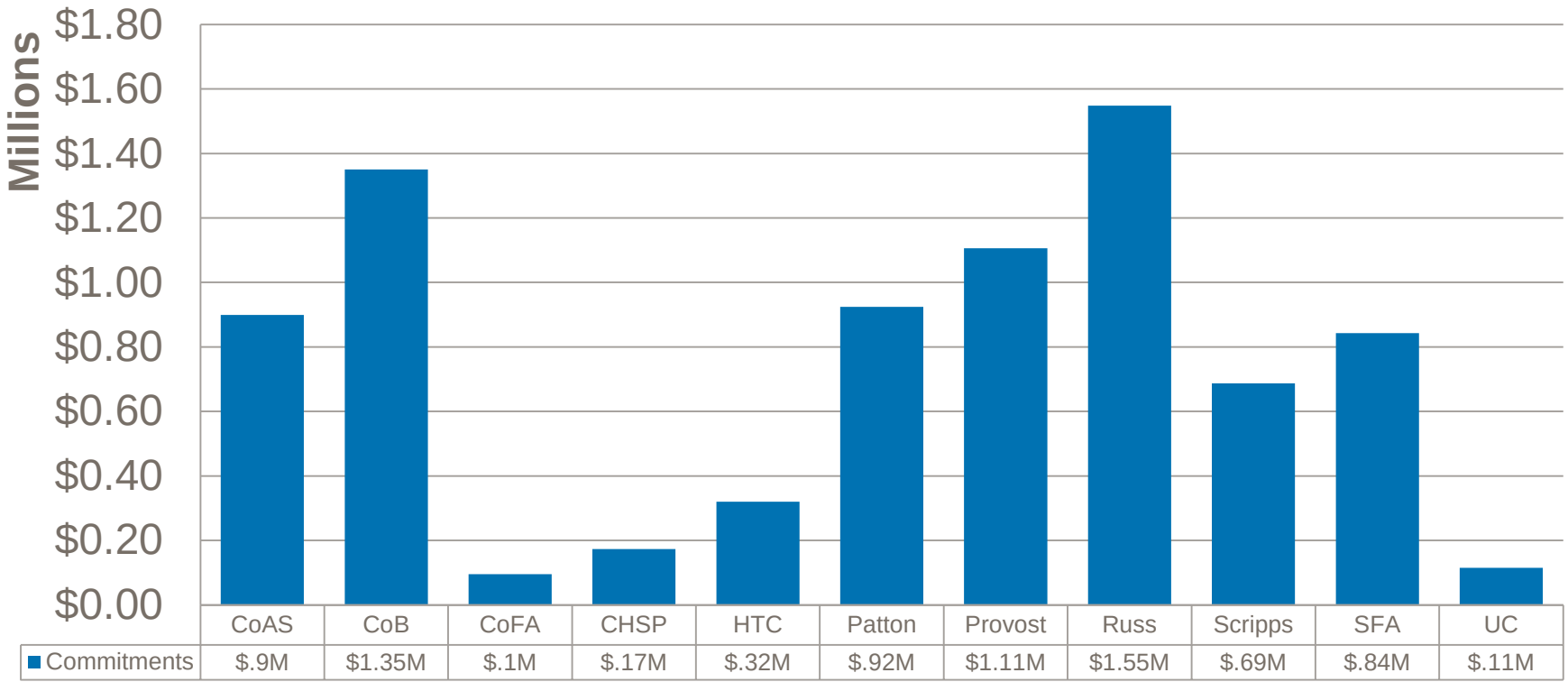
Commitments by Fiscal Year



	2013	2014	2015	2016	2017
Commitments	$500,200.00	$2,607,604.03	$2,061,599.83	$1,429,240.53	$1,476,059.65

OHIOMatch Update

Commitments by College/Unit



	CoAS	CoB	CoFA	CHSP	HTC	Patton	Provost	Russ	Scripps	SFA	UC
Commitments	$.9M	$1.35M	$.1M	$.17M	$.32M	$.92M	$1.11M	$1.55M	$.69M	$.84M	$.11M

Advancement Summary

- Development: annual, major, organizational, and planned giving fundraising
- Alumni Association / Alumni Relations: alumni engagement, bobcat store, affinity partnerships
- Advancement Services: advancement marketing and communication, donor relations, prospect research/management, database management
- Foundation Finance: fund accounting, gift administration, investment support

Advancement Terminology

- Commitments: new outright gifts + newly documented pledges + newly documented planned gifts
- Planned Gifts: documented bequest intentions, revocable trusts, etc.
- Pledges: documented promises, typically paid within 5 years
- Outright Gifts: cash, stock, gifts-in-kind, real estate
- Gifts-in-Kind: software, property

Advancement Reporting (~CASE)

Commitments

- New outright gifts of cash (*excluding payments on pledges*), stock, in-kind, real estate, CRUTs, CGAs
- Newly documented pledges
- Newly documented planned gifts

Cash Received

- New outright gifts of cash, stock, property, real estate, CRUTs, CGAs
- Payments on pledges documented in any year
- Realized planned gifts

Financial Accounting (GAAP)

- New outright gifts of cash, stock, in-kind, real estate, CRUTs, CGAs
- Net present value of newly documented pledges, including planned gifts in probate
- Realized planned gifts
- **Cannot record bequest intentions, revocable pledges or trusts, or conditional pledges**

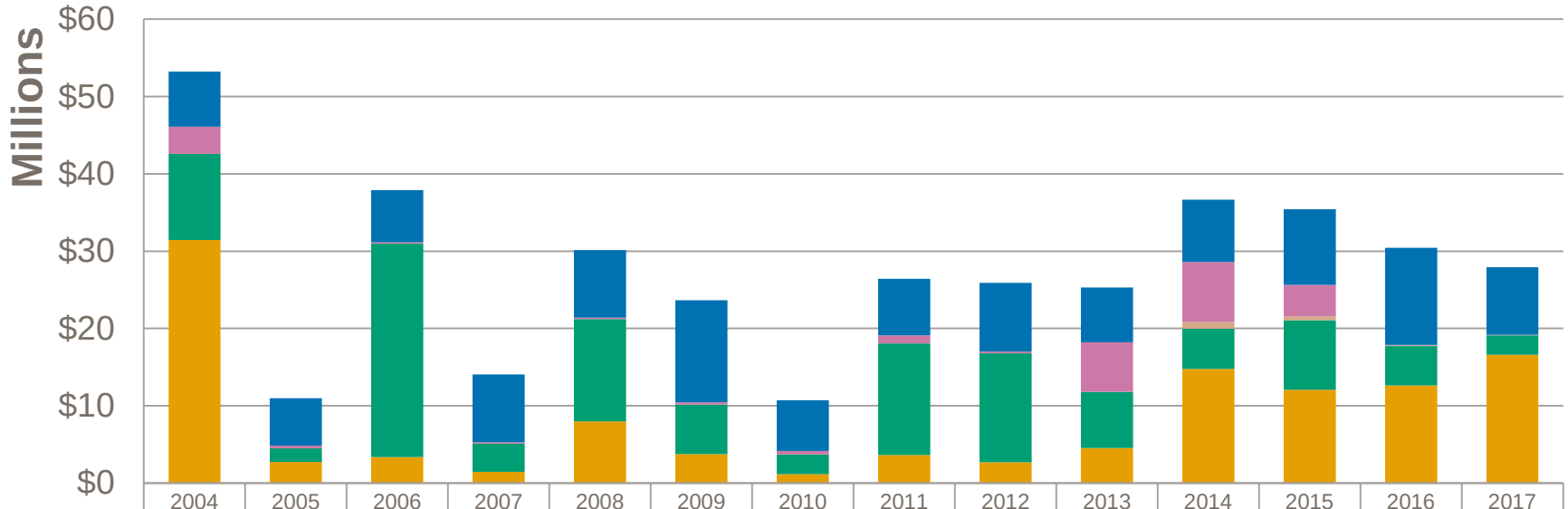
2017 Fundraising Dashboard

Fiscal Year 2017 To-Date (7/1/16 – 6/7/17)

Commitment Dollars Raised	$28,044,820
Cash Received	$21,439,043
Pending/Processing Asks	$5,213,850
Planned Asks	$12,690,834
Visits	1,596
New Visits	661

Production by Fiscal Year

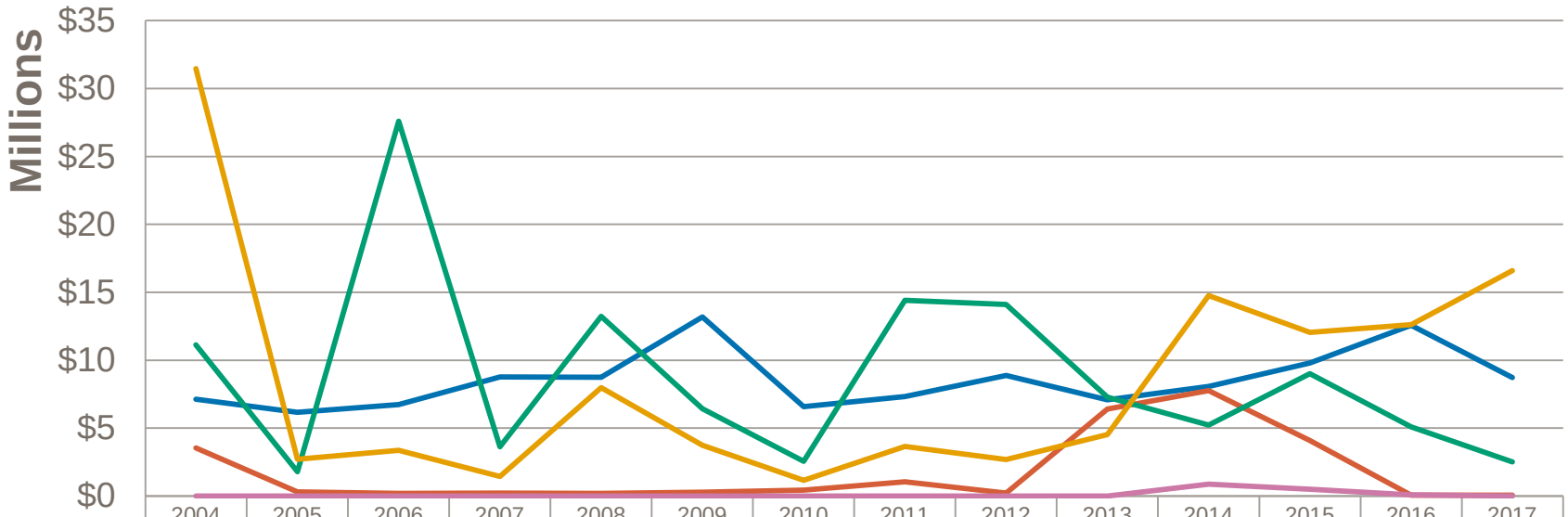
Commitment Dollars, Fiscal Years 2004-2016 and Fiscal Year 2017 To-Date (*Excluding transformational commitments*)



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Cash	$7.12M	$6.17M	$6.74M	$8.77M	$8.75M	$13.19M	$6.58M	$7.33M	$8.87M	$7.08M	$8.06M	$9.79M	$12.57M	$8.72M
Gift in Kind	$3.53M	$.31M	$.19M	$.21M	$.19M	$.28M	$.44M	$1.06M	$.22M	$6.4M	$7.75M	$4.09M	$.06M	$.07M
Real Estate	$0.00M	$0.00M	$0.00M	$0.00M	$0.00M	$0.00M	$0.00M	$0.00M	$0.00M	$0.00M	$0.87M	$0.49M	$0.08M	$0.00M
Pledge	$11.12M	$1.78M	$27.6M	$3.63M	$13.22M	$6.43M	$2.54M	$14.4M	$14.11M	$7.29M	$5.22M	$9.M	$5.1M	$2.52M
Planned	$31.46M	$2.72M	$3.36M	$1.44M	$7.98M	$3.73M	$1.17M	$3.64M	$2.69M	$4.52M	$14.75M	$12.05M	$12.61M	$16.6M

Production by Fiscal Year

Commitment Dollars, Fiscal Years 2004-2016 and Fiscal Year 2017 To-Date (*Excluding transformational commitments*)



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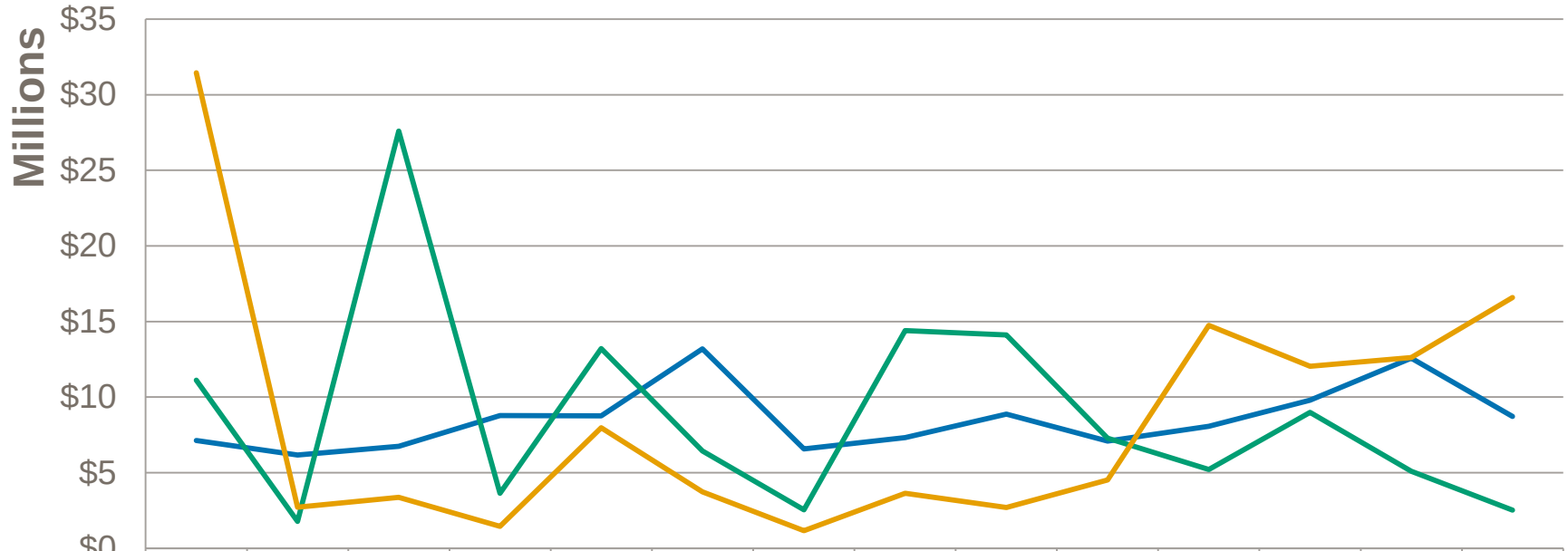
Real Estate	$.M	$.M	$.M	$.M	$.M	$.M	$.M	$.M	$.M	$.M	$.87M	$.49M	$.08M	$.M
Pledge	$11.12M	$1.78M	$27.6M	$3.63M	$13.22M	$6.43M	$2.54M	$14.4M	$14.11M	$7.29M	$5.22M	$9.M	$5.1M	$2.52M
Planned	$31.46M	$2.72M	$3.36M	$1.44M	$7.98M	$3.73M	$1.17M	$3.64M	$2.69M	$4.52M	$14.75M	$12.05M	$12.61M	$16.6M

Production by Fiscal Year

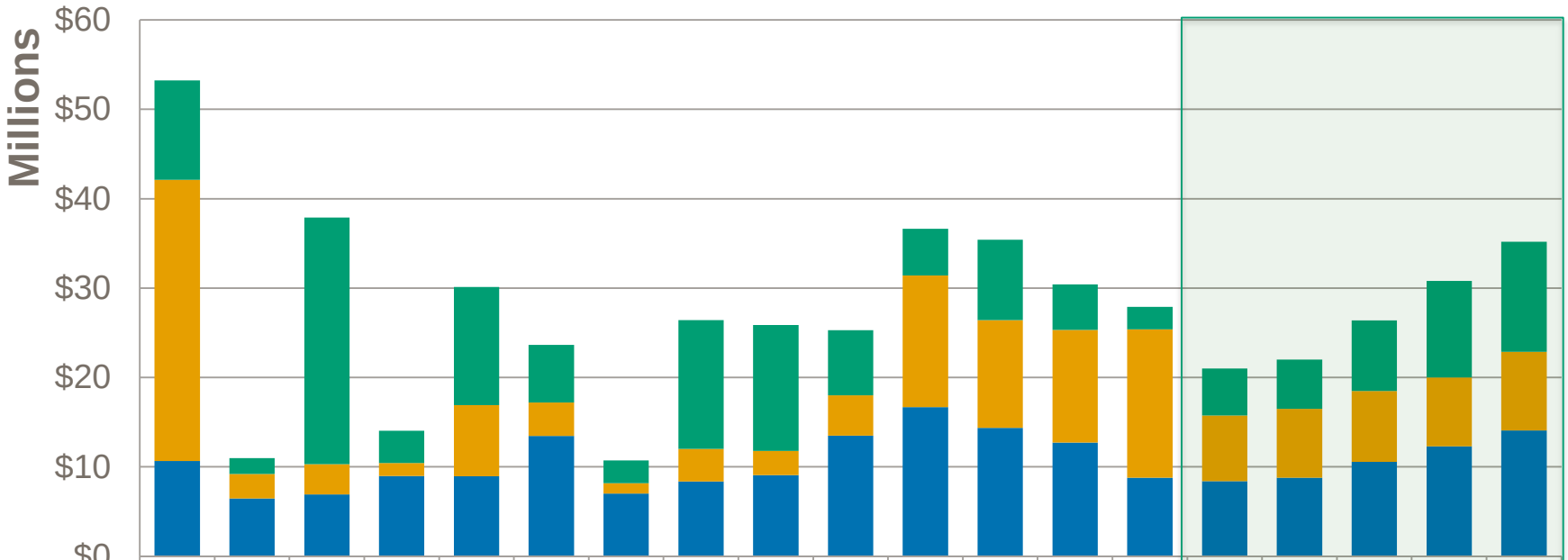
Commitment Dollars, Fiscal Years 2004-2016 and Fiscal Year 2017 To-Date (*Excluding transformational commitments*)



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Cash	$7.12M	$6.17M	$6.74M	$8.77M	$8.75M	$13.19M	$6.58M	$7.33M	$8.87M	$7.08M	$8.06M	$9.79M	$12.57M	$8.72M
Pledge	$11.12M	$1.78M	$27.6M	$3.63M	$13.22M	$6.43M	$2.54M	$14.4M	$14.11M	$7.29M	$5.22M	$9.M	$5.1M	$2.52M
Planned	$31.46M	$2.72M	$3.36M	$1.44M	$7.98M	$3.73M	$1.17M	$3.64M	$2.69M	$4.52M	$14.75M	$12.05M	$12.61M	$16.6M

Production Projection by Transaction Type

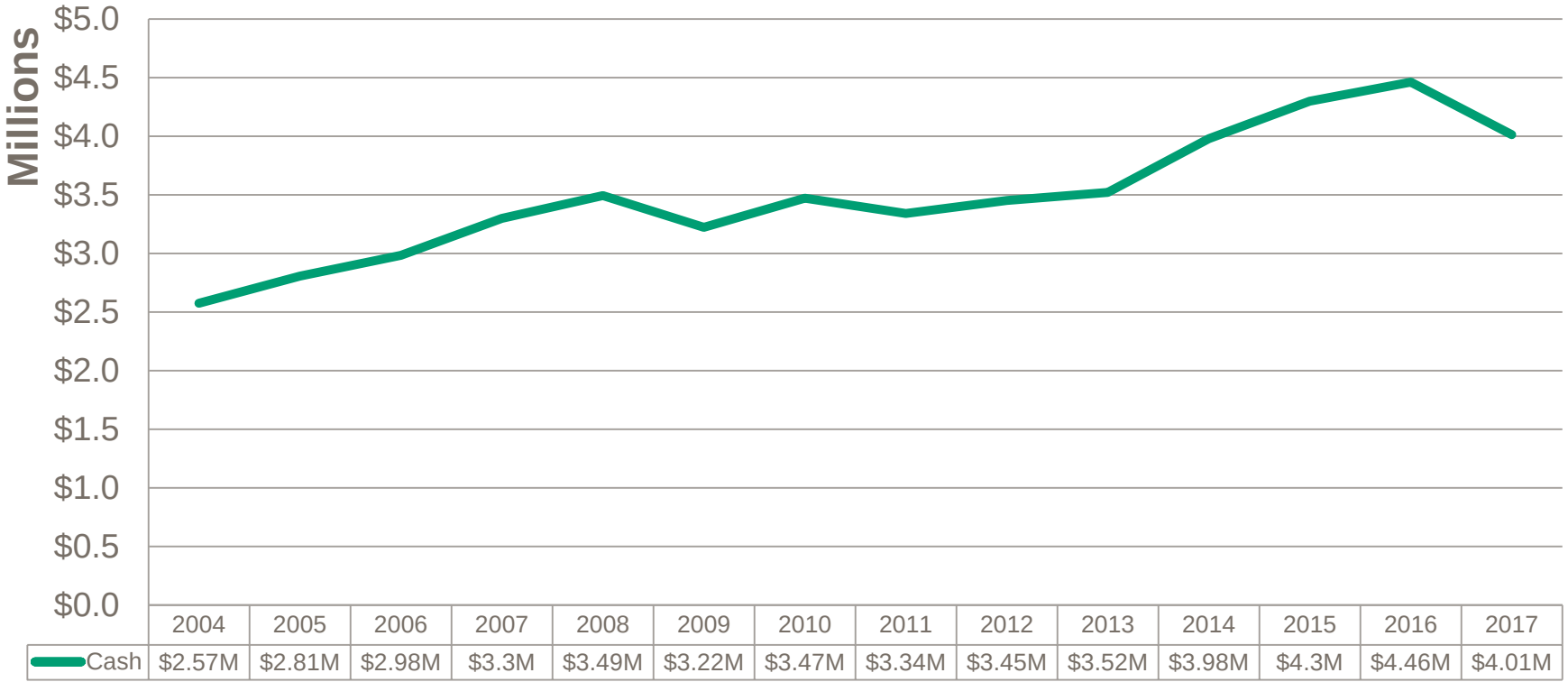
Commitments, Fiscal Years 2018-2022 (*Based on implementation of staffing and talent management plans.*)



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Pledge	$11.12M	$1.78M	$27.6M	$3.63M	$13.22M	$6.43M	$2.54M	$14.4M	$14.11M	$7.29M	$5.22M	$9.M	$5.1M	$2.52M	$5.25M	$5.5M	$7.92M	$10.78M	$12.32M
Planned	$31.46M	$2.72M	$3.36M	$1.44M	$7.98M	$3.73M	$1.17M	$3.64M	$2.69M	$4.52M	$14.75M	$12.05M	$12.61M	$16.6M	$7.35M	$7.7M	$7.92M	$7.7M	$8.8M
Outright	$10.66M	$6.48M	$6.93M	$8.98M	$8.94M	$13.47M	$7.01M	$8.38M	$9.08M	$13.48M	$16.68M	$14.37M	$12.72M	$8.79M	$8.4M	$8.8M	$10.56M	$12.32M	$14.08M

Production by Fiscal Year

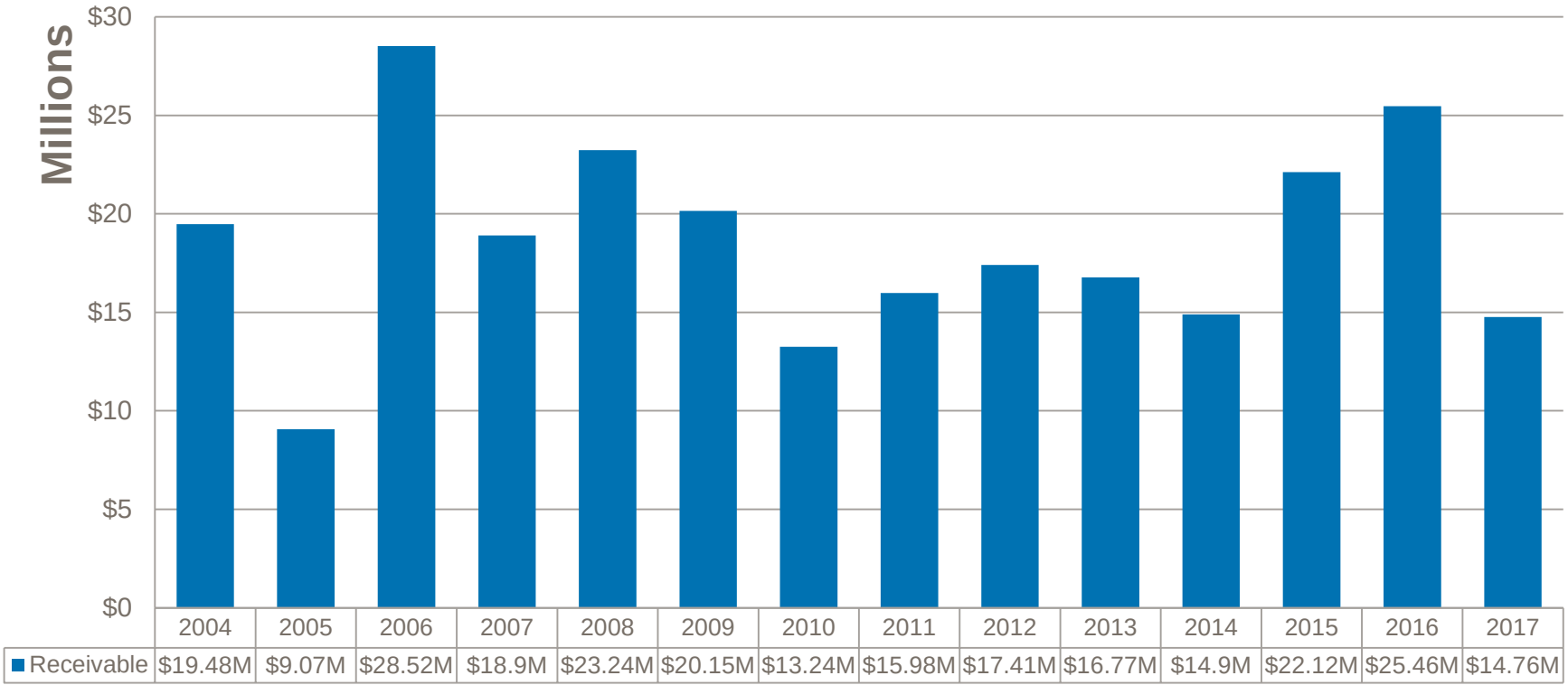
Cash Gifts of Less than $10,000, Fiscal Years 2004-2016 and Fiscal Year 2017 To-Date



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Cash	$2.57M	$2.81M	$2.98M	$3.3M	$3.49M	$3.22M	$3.47M	$3.34M	$3.45M	$3.52M	$3.98M	$4.3M	$4.46M	$4.01M

Pledges Receivable Update

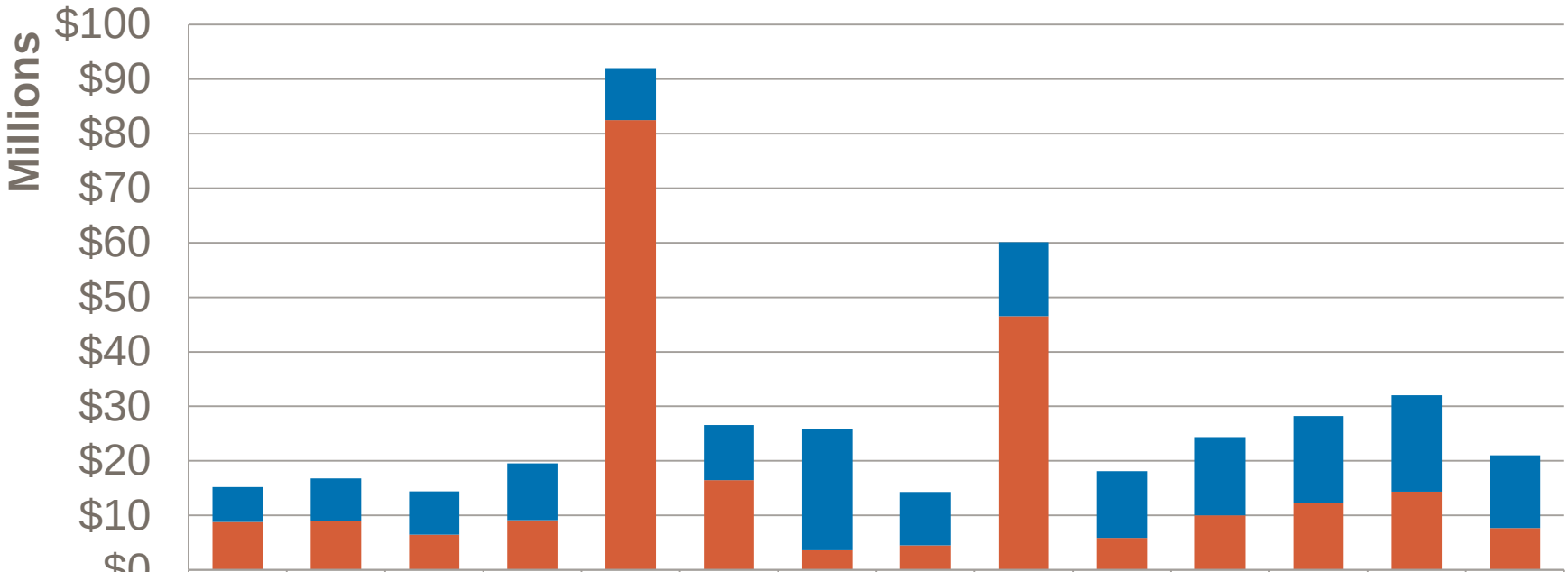
Fiscal Years 2013 – 2016 and Fiscal Year 2017 Forecast



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Receivable	$19.48M	$9.07M	$28.52M	$18.9M	$23.24M	$20.15M	$13.24M	$15.98M	$17.41M	$16.77M	$14.9M	$22.12M	$25.46M	$14.76M

Endowed / Expendable Comparison

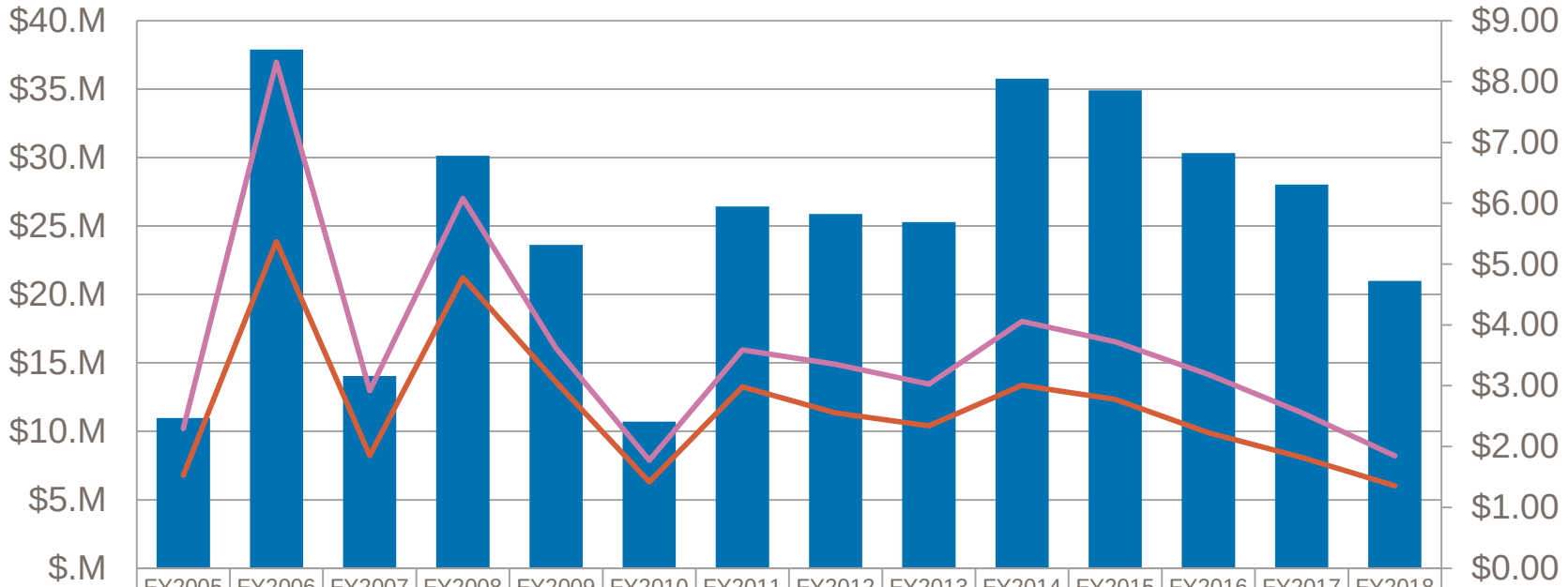
Cash Giving Fiscal Years 2004 – 2016 and Fiscal Year 2017 To-Date



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Expendable	$6.41M	$7.81M	$7.96M	$10.43M	$9.52M	$10.1M	$22.22M	$9.78M	$13.57M	$12.24M	$14.33M	$15.94M	$17.65M	$13.37M
Endowed	$8.8M	$9.M	$6.46M	$9.13M	$82.46M	$16.5M	$3.61M	$4.52M	$46.54M	$5.87M	$10.02M	$12.28M	$14.37M	$7.67M

Advancement ROI

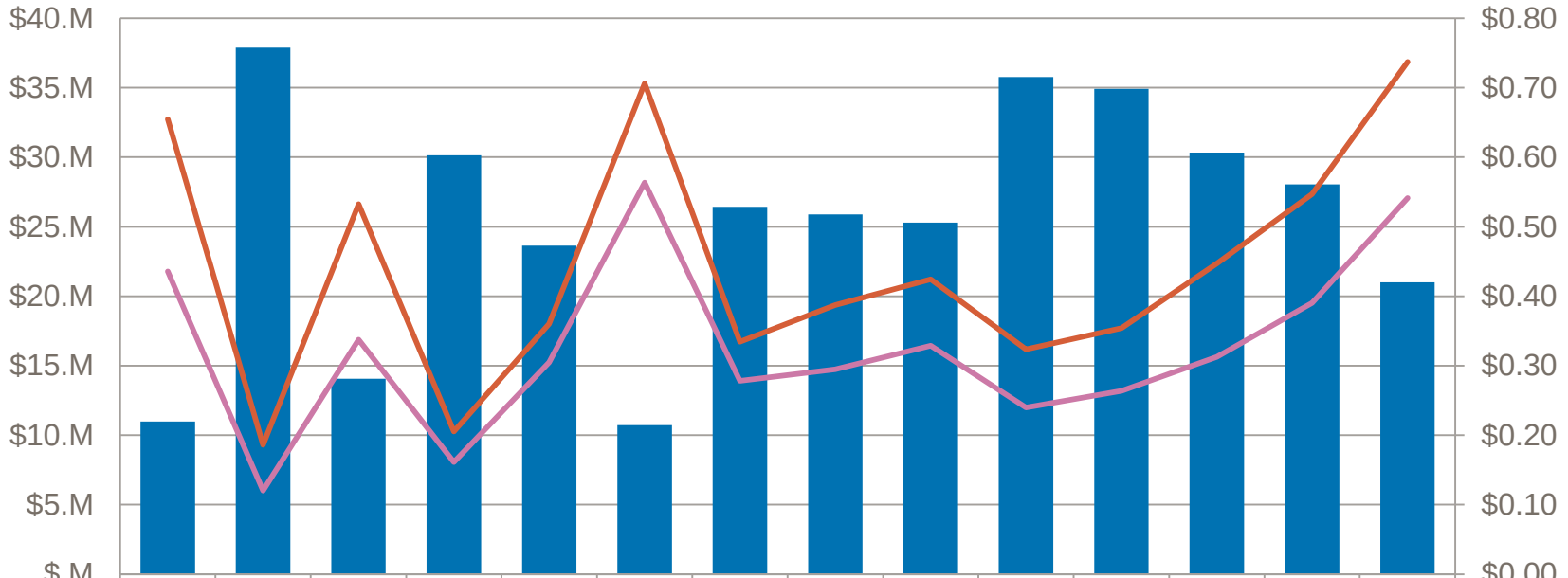
"All In" and Fundraising Return on Investment, Fiscal Years 2007-2017 and 2018 Projected



	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018
Commitments	$10.98M	$37.89M	$14.05M	$30.14M	$23.63M	$10.72M	$26.43M	$25.88M	$25.29M	$35.77M	$34.92M	$30.34M	$28.04M	$21.M
All In ROI	$1.53	$5.37	$1.85	$4.78	$3.06	$1.42	$2.98	$2.55	$2.34	$3.01	$2.77	$2.23	$1.82	$1.36
FR ROI	$2.30	$8.32	$2.92	$6.08	$3.62	$1.78	$3.59	$3.35	$3.02	$4.06	$3.72	$3.19	$2.56	$1.85

Advancement ROI

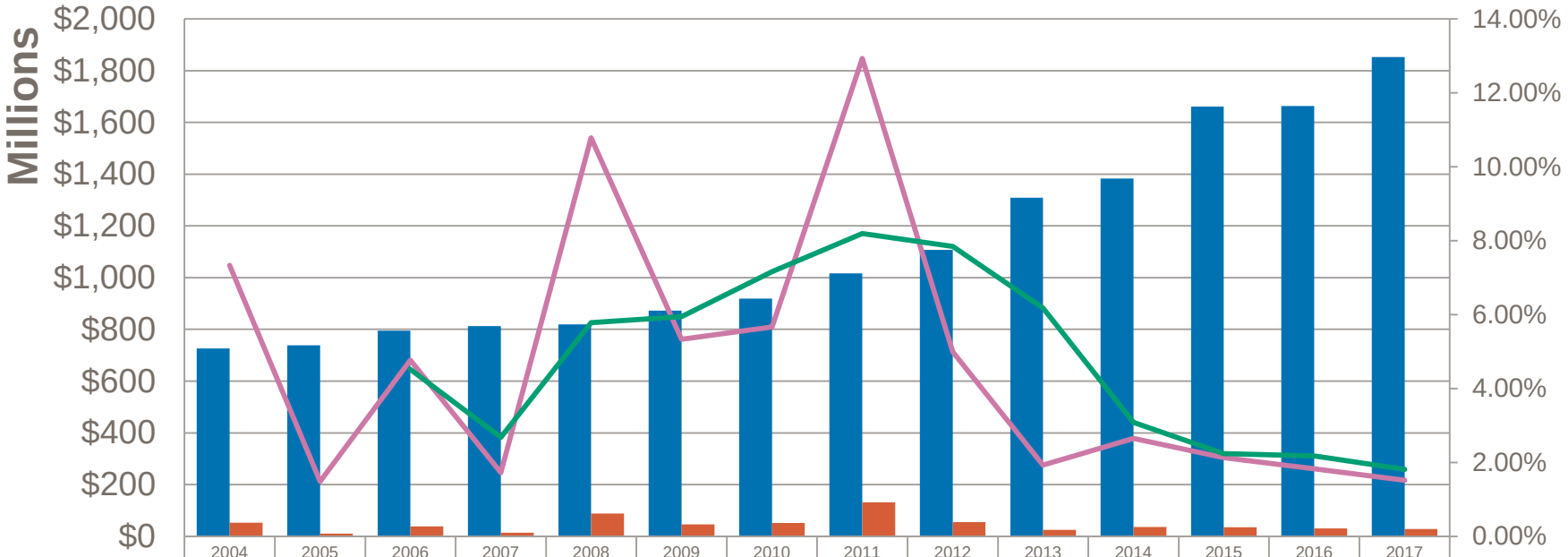
"All In" and Fundraising Cost Per Dollar Raised, Fiscal Years 2007-2017 and 2018 Projected



	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018
Commitments	$10.98M	$37.89M	$14.05M	$30.14M	$23.63M	$10.72M	$26.43M	$25.88M	$25.29M	$35.77M	$34.92M	$30.34M	$28.04M	$21.M
All In Cost	$0.65	$0.19	$0.53	$0.21	$0.36	$0.71	$0.33	$0.39	$0.42	$0.32	$0.35	$0.45	$0.55	$0.74
FR Cost	$0.44	$0.12	$0.34	$0.16	$0.30	$0.56	$0.28	$0.29	$0.33	$0.24	$0.26	$0.31	$0.39	$0.54

Advancement ROI

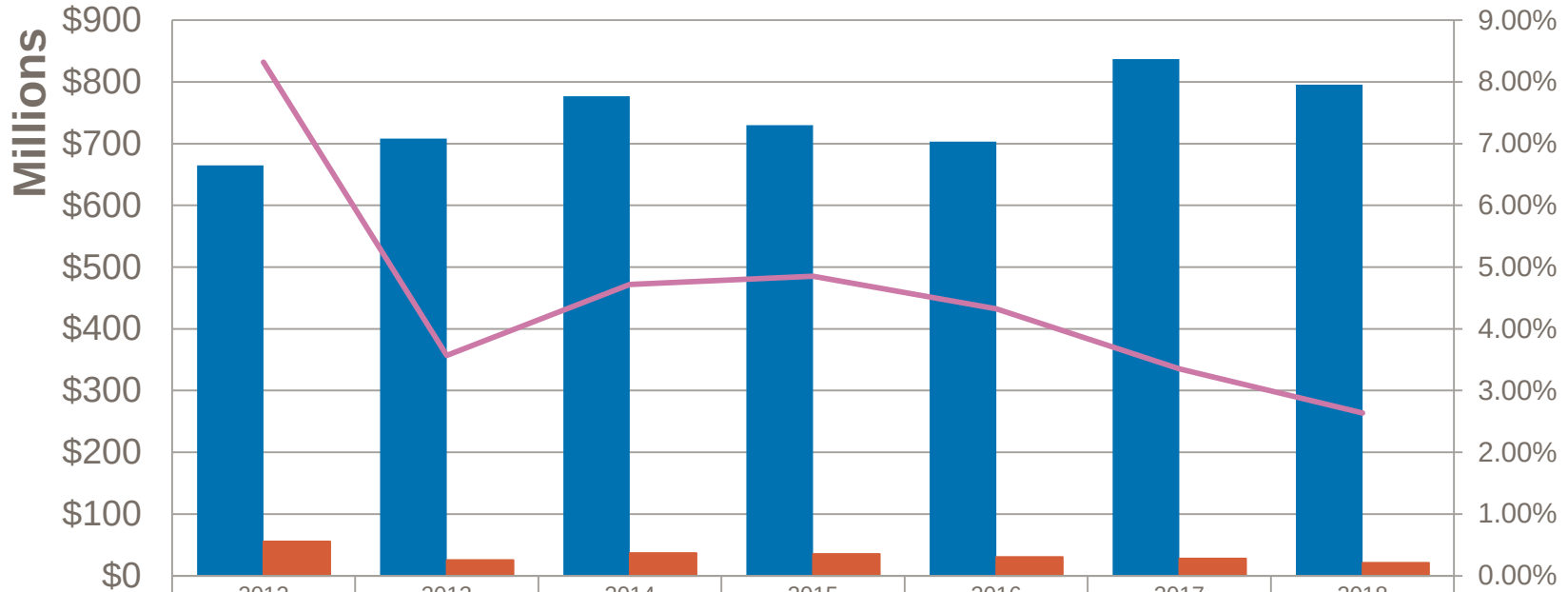
Commitments as Percentage of University Total Assets, Fiscal Years 2004-2017



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Assets	$725.73M	$738.72M	$794.44M	$813.02M	$819.23M	$872.11M	$918.64M	$1,016.28	$1,107.88	$1,309.13	$1,383.48	$1,661.5M	$1,663.82	$1,853.M
Commitments	$53.24M	$10.98M	$37.89M	$14.05M	$88.33M	$46.53M	$52.05M	$131.45M	$55.29M	$25.29M	$36.65M	$35.41M	$30.43M	$28.04M
Percent	7.34%	1.49%	4.77%	1.73%	10.78%	5.34%	5.67%	12.93%	4.99%	1.93%	2.65%	2.13%	1.83%	1.51%
Rolling Avg. %			4.52%	2.68%	5.78%	5.95%	7.16%	8.19%	7.85%	6.18%	3.08%	2.24%	2.18%	1.81%

Advancement ROI

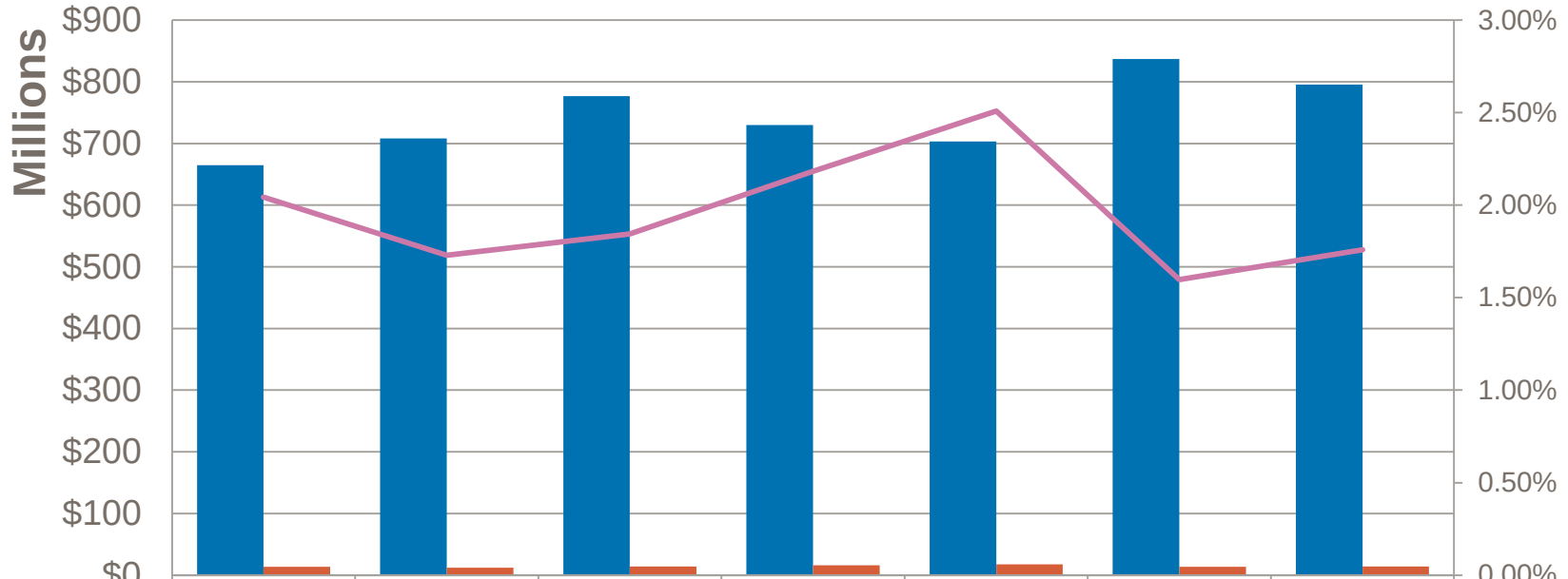
Commitments as Percentage of University Operating Revenue, Fiscal Years 2004-2017, Fiscal 2018 Projected



	2012	2013	2014	2015	2016	2017	2018
Operating Revenue	$664.6M	$708.1M	$776.8M	$730.1M	$703.3M	$836.8M	$795.7M
Commitments	$55.29M	$25.29M	$36.65M	$35.41M	$30.43M	$28.04M	$21.M
Percent	8.32%	3.57%	4.72%	4.85%	4.33%	3.35%	2.64%

Advancement ROI

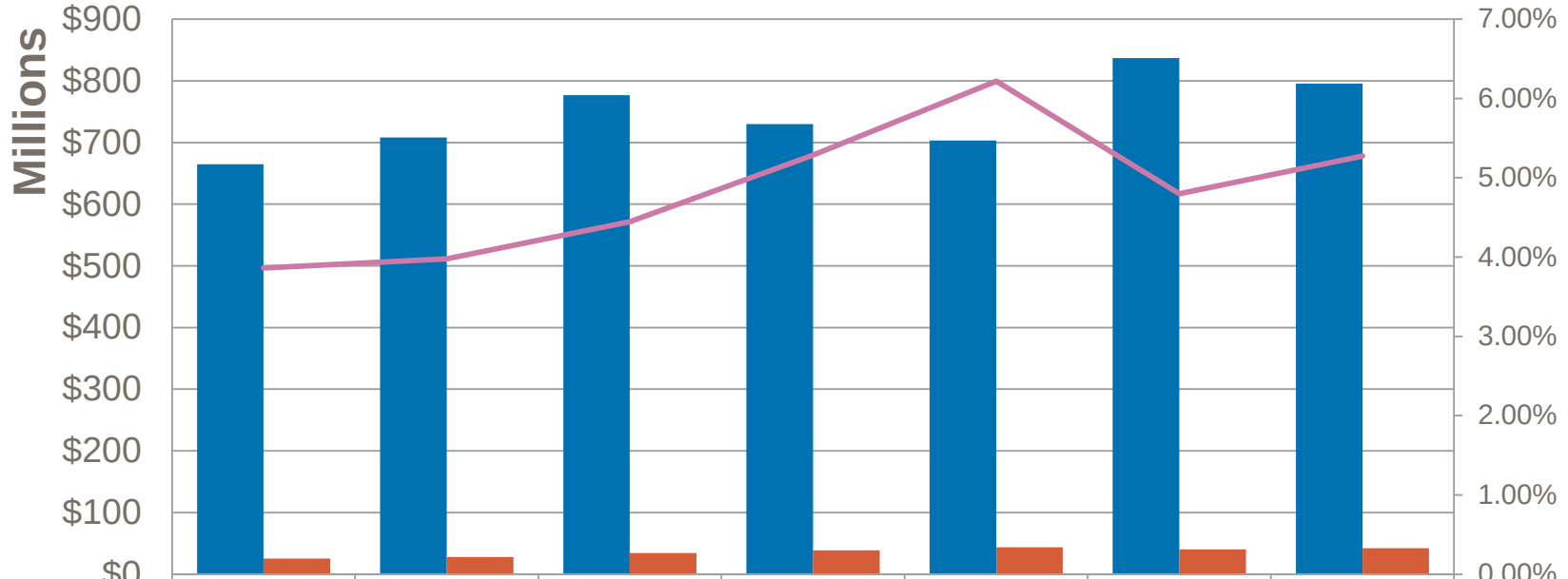
Expendable Fundraising (Cash Receipts) as Percentage of University Operating Revenue, Fiscal Years 2004-2017 and 2018 Projected



	2012	2013	2014	2015	2016	2017	2018
Operating Revenue	$664.6M	$708.1M	$776.8M	$730.1M	$703.3M	$836.8M	$795.7M
Expendable	$13.57M	$12.24M	$14.33M	$15.94M	$17.65M	$13.37M	$14.M
Percent	2.04%	1.73%	1.85%	2.18%	2.51%	1.60%	1.76%

Advancement ROI

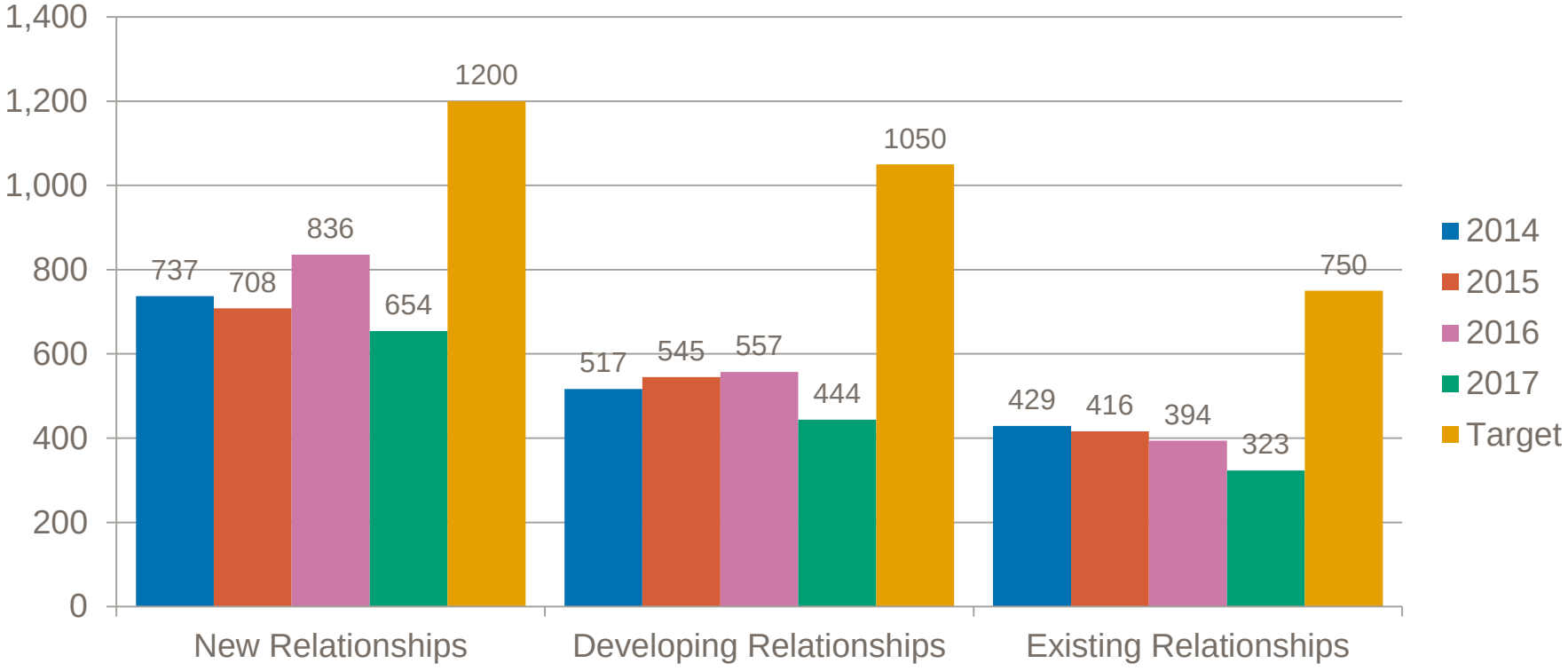
Private Support (*Expendable Fundraising and Endowment Distribution*) as Percentage of University Operating Revenue, Fiscal Years 2004-2017 and 2018 Projected



	2012	2013	2014	2015	2016	2017	2018
Operating Revenue	$664.6M	$708.1M	$776.8M	$730.1M	$703.3M	$836.8M	$795.7M
Private Support	$25.66M	$28.15M	$34.52M	$38.59M	$43.74M	$40.16M	$41.97M
Percent	3.86%	3.98%	4.44%	5.29%	6.22%	4.80%	5.27%

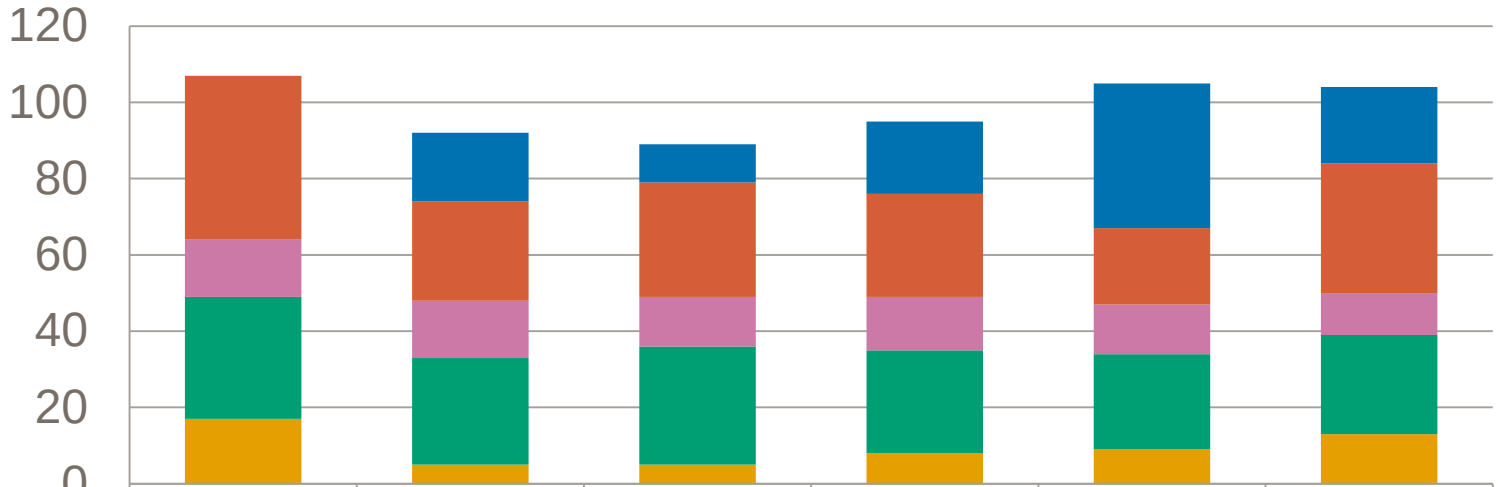
Visits by Frequency Type Comparison

Fiscal Years 2014-2016 and Fiscal Year 2017 To-Date (7/1/16 – 5/12/17); Fiscal 2020 Target
(*Based on implementation of staffing and talent management plans*)



Staffing Update

FTE Staffing: Post Campaign Plan, 2015-2017 Actual as of 7/1, 2018-2019 Projected as of 7/1



	Post Campaign Plan	2015	2016	2017	2018	2019
Budgeted Vacancies	0	18	10	19	38	20
Development	43	26	30	27	20	34
Alumni Relations	15	15	13	14	13	11
Advancement Services	32	28	31	27	25	26
Advancement Management	17	5	5	8	9	13

Summary and Discussion

OHIO UNIVERSITY

VICE PRESIDENT FOR FINANCE AND ADMINISTRATION
Cutler Hall 205
Athens, Ohio 45701-2979
Phone: 740-593-255644

MEMORANDUM

Date: June 5, 2017

To: The President and Board of Trustees

From: Deborah J Shaffer, Vice President Finance & Administration, CFO and Treasurer
Robin R Schaffer, Director, Treasury Management

Re: Treasury & Debt Update

Debt Capacity and Affordability:

Attached you will find an updated Debt Capacity and Affordability presentation prepared by our Treasury team (OU Treasury Management and Prager & Co., LLC).

The highlights from this presentation are as follows:

- The University's ratings were affirmed in January 2017 by Moody's (Aa3/stable) and S&P (A+/stable).
- The University has debt capacity of **$50-100 million** (beyond the Series 2017A issue) over the next five years at the Aa3 rating level based on the quantitative analysis, peer comparison and review of the rating agencies' evaluation of OHIO's credit.
- At the A1 rating level, the University's debt capacity may be up to **$150-200 million** (beyond the Series 2017A issue) with an estimated 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 and no impact on the University's existing debt.
- The FY19-FY24 Six Year CIP presented at this meeting includes planned debt issuances of $200M through fiscal year 2024.

Treasury and Debt Advisory Committee:

The Treasury and Debt Advisory Committee ("TDAC"), formerly the Century Bond Advisory Committee, had its first meeting on May 18, 2017. The meeting minutes and materials are attached.

Debt Capacity and Affordability Analysis

OHIO UNIVERSITY

June 22, 2017

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.

- 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.

- Since the last debt capacity and affordability update in June 2016, there are a number of strategic initiatives that will inform the analysis herein:

  Update to Capital Improvement Plan: In June 2017, the University updated its 6-year FY19-FY24 Capital Improvement Plan. This revised plan calls for $705 million in capital spending from FY 2019 to FY 2024, of which approximately $200 million is expected to be funded with future external debt.

  Housing For Ohio Defeasance: In February 2017 the University defeased $23.38 million of Foundation debt related to Housing for Ohio.

  Series 2017A Debt Issuance: In March 2017 the University issued $156.15 million of tax-exempt debt. This transaction was the second tranche ($125 million) of CIP debt to be issued and refunded $40.11 million of existing debt for savings.

  Line of Credit: The University is establishing a $50 million line of credit dedicated exclusively to the financing of capital facilities. This will act as bridge financing as the University manages cash constraints related to funding the CIP. We expect this to have no impact on the University's debt capacity.

Executive Summary (continued)

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

- A key aspect of debt capacity and affordability is the growth assumptions 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 **$50-100 million** (beyond the Series 2017A issue) over the next five years at the Aa3 rating level.
- At the A1 rating level, the University's debt capacity may be up to **$150-200 million** (beyond the Series 2017A 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.
- It is important to note that the timing of debt issuance (phased in over time versus all at once) will factor into the overall rating analysis.
- 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.
- The State of Ohio has a strong rating at Aa1/AA+/AA+ and traditionally offers solid support to the University. However, a reduction in state funding as a way to reduce the planned budget deficit of over $1 billion could decrease debt capacity.

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.

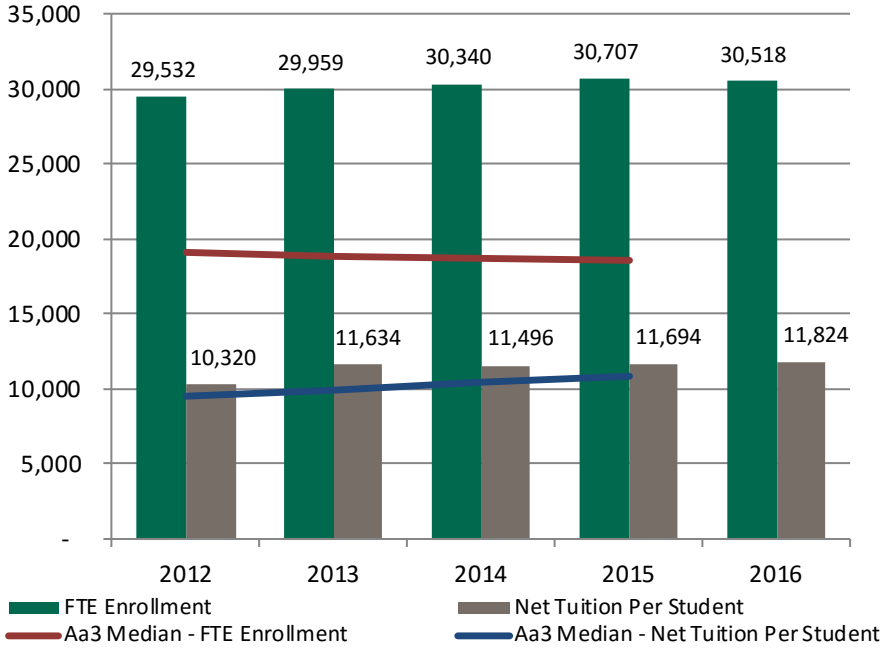
Management and Governance	Market Position	Operations	Financial Reserves	Debt and Other Liabilities	External Factors
▪ Depth, expertise, and stability of administrative team/staff ▪ Structure of Board: oversight and philanthropy ▪ Strategic planning and prioritization ▪ Role of the State ▪ Policies and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

Market Position

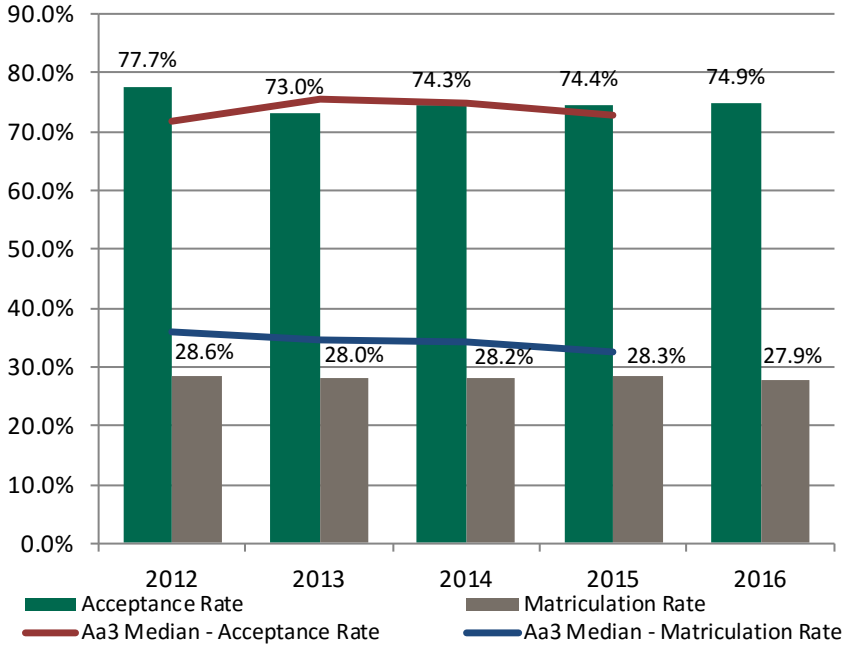
Trends in student market demand will help gauge the ability for OHIO to grow its enrollment base while continuing to maintain selectivity for admissions.

- Over the past five years the University maintained FTE enrollment for all campuses and degree programs at close to 30,000 while it increased net tuition per student by $1,500.
- The University's selectivity and matriculation rates have been stable over the past five years and are in line with rating medians

FTE Enrollment vs. Net Tuition Per Student



Student Demand



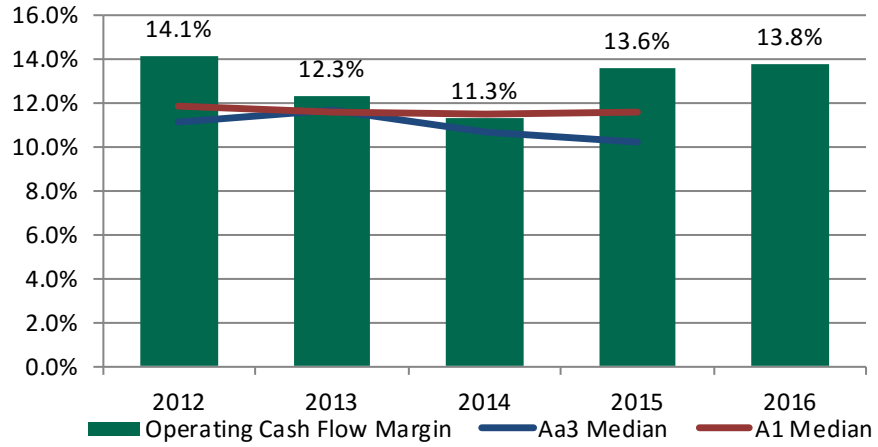
Public University Median Source: Moody's Investors Service

Operations

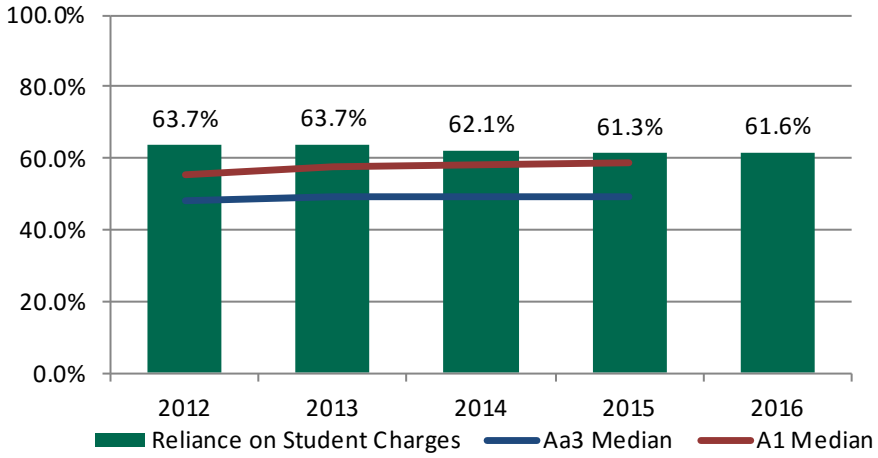
Sound budgeting resulting in healthy annual operating performance is critical to OHIO's ability to invest in programs and to fund capital projects, either through cash flow or additional debt service.

- Operating cash flow margin, which excludes non-cash depreciation and interest expenses and determines the University's ability to cover expenses and debt service, has been solid at over 13.0% each of the past two years. This is Moody's primary operating performance measure.
- OHIO relies on student charges and state appropriations for 62% and 21% of operating revenues, respectively. Reliance on student charges is higher than medians while reliance on state appropriations are in line with medians.

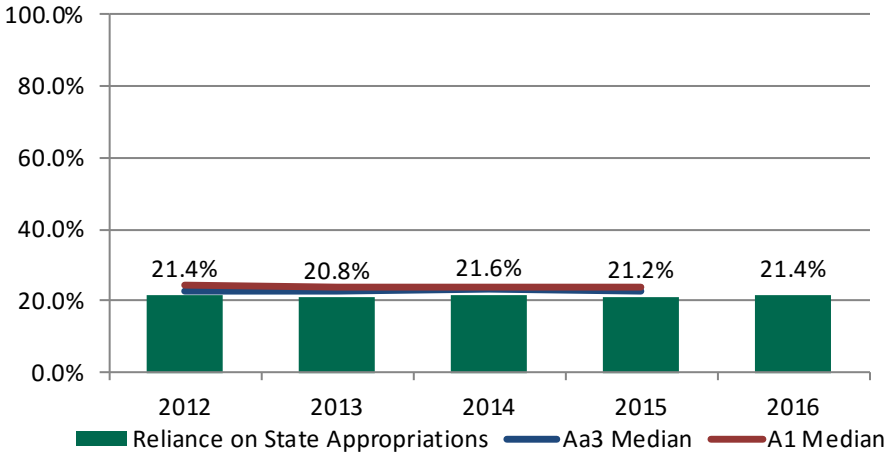
Operating Cash Flow Margin



Reliance on Student Charges



Reliance on State Appropriations



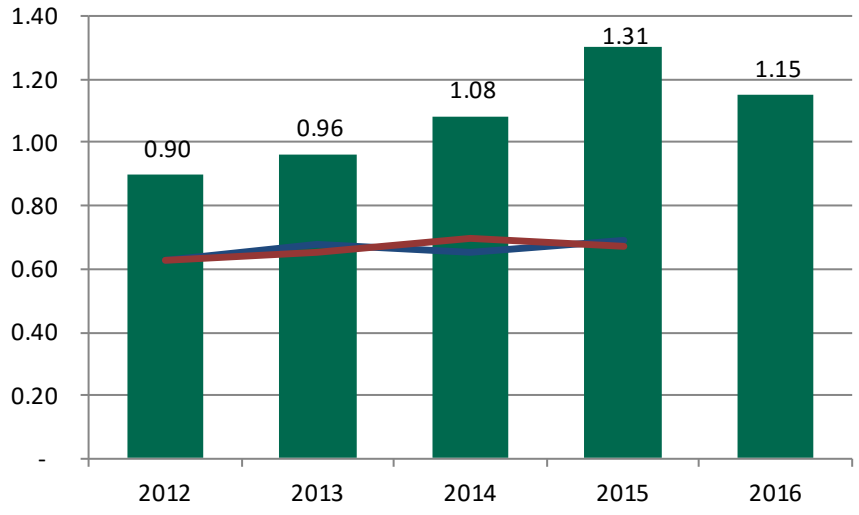
Public University Median Source: Moody's Investors Service

Financial Reserves

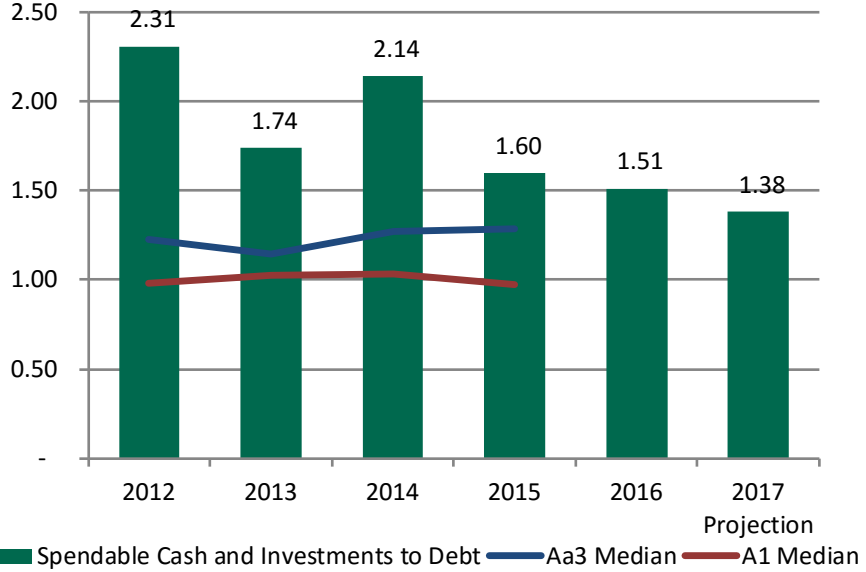
The University's financial reserves display its ability to strategically reinvest funds while maintaining the ability to cover expenses in the event of a loss on the income statement.

- 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 and FY 2016. This is partially due to the impact of increased spending and debt issuance as part of the CIP over the past two fiscal years.
  - Below we also display the impact of the Series 2017A debt issue and Housing for Ohio defeasance on the FY 2016 spendable cash and investments ratio as 2016 with Series 2017A.

Spendable Cash and Investments to Operations



Spendable Cash and Investments to Debt



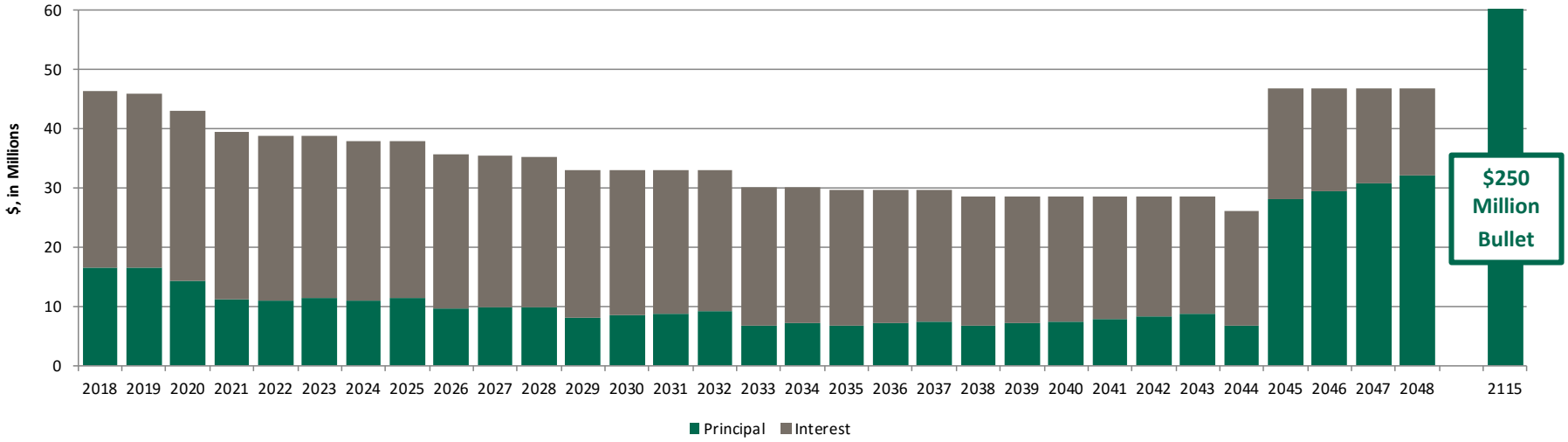
Public University Median Source: Moody's Investors Service

2017 Projection based on year to date Income Statement and Balance Sheet Projection for Ohio University as of June 2017

Debt and Liabilities: Current Debt Portfolio

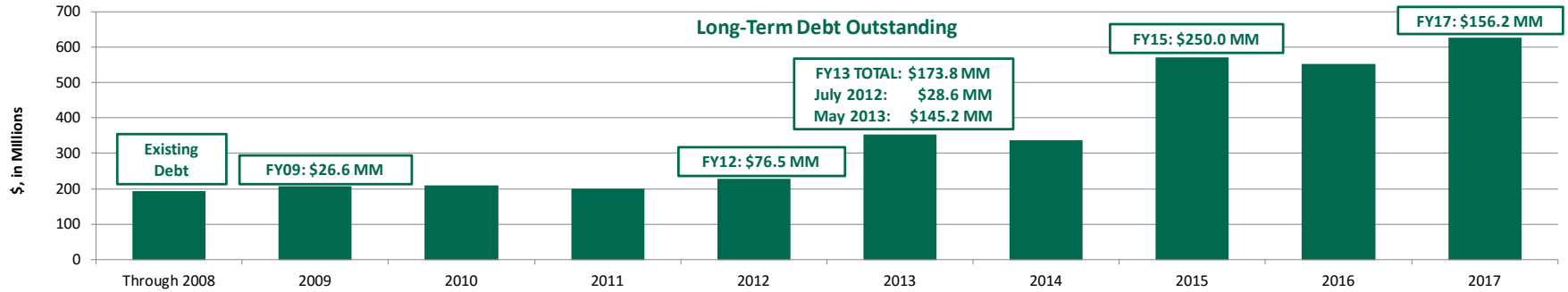
The University and Ohio University Foundation have $626 million in debt outstanding as of June 30, 2017. From FY 2018 to FY 2022 OHIO will pay $69 million in principal which represents 11% of its debt portfolio.

OHIO UNIVERSITY DEBT PORTFOLIO AS OF JUNE 30, 2017						
Series	**Tax Status**	**Coupon Type**	**Outstanding Par**	**Next Call Date**	**Final Maturity**	**Use of Proceeds**
OHIO UNIVERSITY - GENERAL RECEIPTS DEBT						
Series 2008A	Tax-Exempt	Fixed Rate	300,000	Non-Callable	12/1/2017	Capital Projects
Series 2009	Tax-Exempt	Fixed Rate	9,190,000	Non-Callable	12/1/2019	Capital Projects
Series 2012	Tax-Exempt	Fixed Rate	59,025,000	6/1/2022	12/1/2042	Capital Projects; Refunding (2003/2004)
QAQDA - Series 2012A	Tax-Exempt	Fixed Rate	12,761,483	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	128,650,000	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
Series 2017A	Tax-Exempt	Fixed Rate	156,150,000	6/1/2027	12/1/2047	Capital Projects; Refunding (2006AB/2008A)
OHIO UNIVERSITY NOTES						
Ohio University Inn (Term Loan)	Tax-Exempt	Fixed Rate	1,450,000	N/A	6/15/2021	Capital Projects
OHIO UNIVERSITY CAPITAL LEASE OBLIGATIONS						
Capital Leases	Tax-Exempt	Fixed Rate	392,530	N/A	FY 2021	Capital Projects
TOTAL			626,419,013			



Debt and Liabilities: Growth in Long-Term Debt

Series	Original Par ($, in Millions)	FY Issued	New Money	Use of Proceeds
2008 A/B	15.4	2009	64%	**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.
2009	26.6	2009	100%	**New Money ($27.9 million of Proceeds:** To purchase and implement a new SIS and to upgrade existing information technology network infrastructure.
2012	76.5	2012	61%	**New Money ($50.6 million of Proceeds):** To develop an extension campus in Columbus, OH, including the expansion of the Heritage College of Osetopathic 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 orginally 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.
2012 A/B	28.6	2013	100%	**New Money ($28.6 million of Proceeds):** To finance the costs of air quality facilities in order to promote purposes of ORC, Chapter 3706.
2013	145.2	2013	76%	**New Money ($123.3 million of Proceeds):** To develop an extension campus in Columbus, OH, including the expansion of the Heritage College of Osetopathic Medicine, for renovations to multiple academic buidings, 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 Athena Theater, renovate Peden Stadium, purchase an aircraft, construct a new airport terminal, upgrade infrastructure and renovate or construct multiple academic and housing facilities. The 2004 Bonds were issued to construct the University Center, purchase an aircraft, update two energy systems and construct the Lausche Heating Plant.
2014	250.0	2015	100%	**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.
2017A	156.2	2017	75%	**New Money ($125.8 million of Proceeds):** To pay a portion of the costs of new construction and upgrades to academic buildings, student housing and student dining facilities, including, but not limited to, the McCracken Hall renovation and addition, Grover Center expansion, Alden Library renovation, Clippinger Renovation Phase I, Engineering Research/Consolidation and expansion, Facilities/RMS/Administrative relocation, HCOM Athens, Ellis Hall upgrades, Tanaka Hall, Luchs Hall, Sowle Hall, Carr Hall and Jefferson Hall, Jefferson Dining Hall, Shively Dining Hall, and Nelson Dining Hall. **Refunding ($41.2 million of Proceeds):** Proceeds were used to current refund remaining 2006A and 2006B Bonds and advance refund a portion of 2008A Bonds. The 2006A Bonds 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, contruct the West State Street Laboratory Facility and renovate The Ridges Conference Center. The 2006B Bonds were used 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. The 2008A Bonds were used to acquire, renovate and furnish the HDL Center and refund Series 2008 Bond Anticipation Notes.



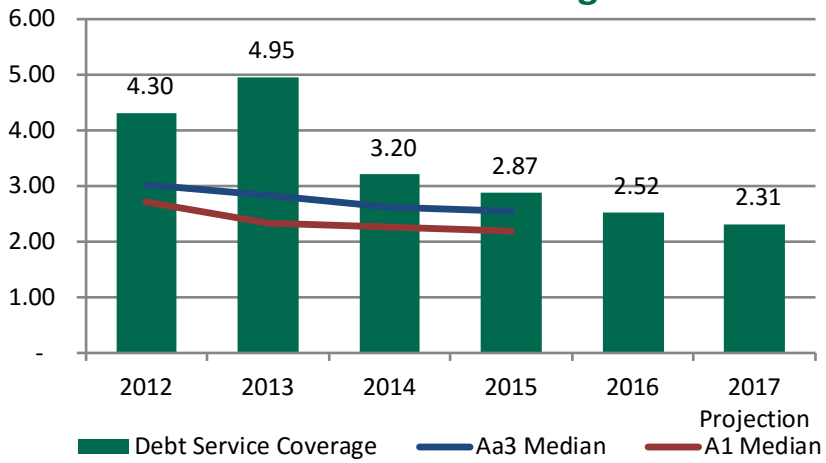
(1) All proceeds include cost of issuance and underwriter's discount.

Debt and Liabilities: Leverage

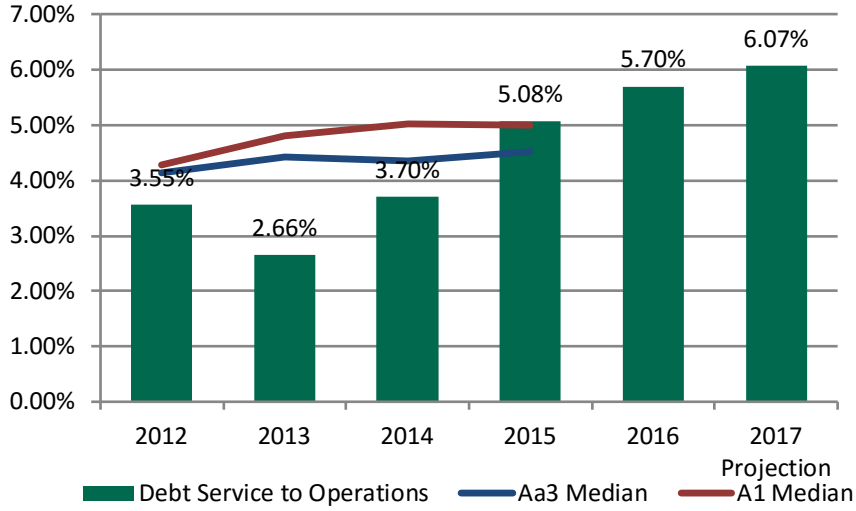
Income statement leverage illustrates the University's ability to cover debt obligations through operations.

- Debt service coverage indicates that the University generates sufficient cash flow to cover debt service through operations.
- Total debt to revenues is a key metric to determine income statement leverage. After the Series 2014 and 2017A issues, OHIO is more leveraged than credit peers.
- FY 2016 was the first year where the University paid a full year of debt service on the Series 2014 issuance, which increased debt service to operations.

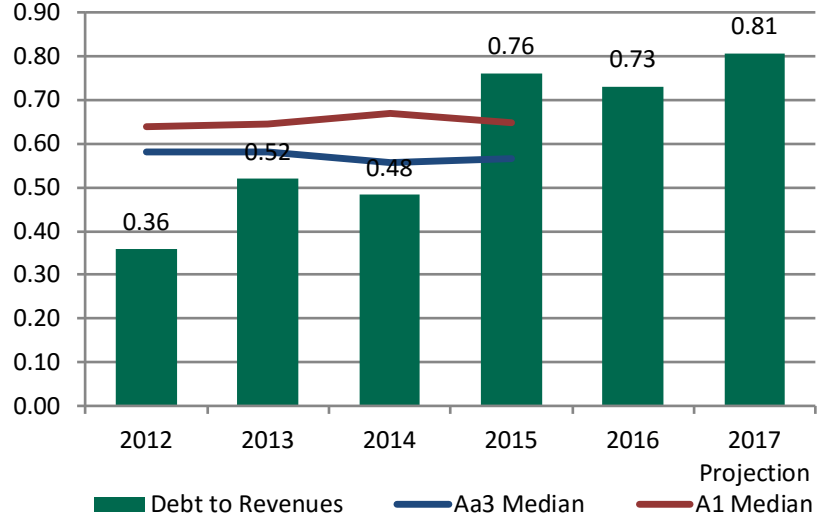
Debt Service Coverage



Debt Service to Operations



Debt to Revenues



Public University Median Source: Moody's Investors Service

2017 Projection based on year to date Income Statement and Balance Sheet Projection for Ohio University as of June 2017

External Factors: Rating Agency Views

OHIO's ratings were affirmed in January 2017 by Moody's (Aa3/stable) and 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 total wealth and solid cushion of spendable cash and investments. In addition, the University displays solid operating cash flow margins despite rising pressures to grow revenues and contain expenses.
- Sound management that is displayed through a well-developed model for managing the complexity of capital and programmatic growth plans.
- ***What Could Change the Rating Up:*** *The University may see an upgrade if market profile improves through increased geographic and programmatic diversity and the University sees a substantial increase in liquid unrestricted reserves.*

Key Challenges

- The University relies on student charges and state appropriations for 83% of operating revenue, which is considered high especially in light of its high reliance on students from Ohio.
- There are significant cost pressures at the University including labor costs and debt service.
- OHIO has significant deferred maintenance with expected additional debt issuance of $200 million by 2022.
- ***What Could Change the Rating Down:*** *The University may see a downgrade if there is an inability to grow revenue, cash flow and balance sheet reserves commensurate with planned additional increases in debt. In addition, deterioration of state support, including increased constraints on the University's ability to grow tuition revenue could lead to a negative rating action.*

State Impact

- The State of Ohio is highly rated at Aa1. Given that the State's rating is higher than the University's, the State's impact on the University's credit rating will be driven primarily by the level of state support.
- The University's credit rating may be negatively impacted if there is a reduction in state funding or if the State is downgraded below the University's credit 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.

	RATIO	DEFINITION	CALCULATION
CAPACITY METRICS	**Spendable Cash and Investments to Debt** ***Higher is Better***	Reflects ability of an institution to repay its debt from unrestricted financial reserves.	Cash and investments plus funds held in trust plus pledges receivable (restricted), less permanently restricted funds, divided by total debt.
CAPACITY METRICS	**Debt to Revenue** ***Lower is Better***	Measures debt relative to operating revenue	Direct debt divided by operating revenue
AFFORDABILITY METRICS	**Debt Service to Operations** ***Lower is Better***	Measures burden of actual debt service payments relative to overall operating budget	Actual annual debt service divided by total operating expenses
AFFORDABILITY METRICS	**Debt Service Coverage** ***Higher is Better***	Measures actual margin of protection for annual debt service payments from annual operations	Annual operating surplus (deficit) plus interest and depreciation expenses plus additional, unusually large non-cash expenses, divided by actual principal and interest payments

Assumptions for Debt Capacity and Affordability 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 from FY 2018-2024 based on certain assumptions.
- The FY 2017 ratios are based on the University's projected income statement and balance sheet.
- For years thereafter, 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 $200 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 2015 and 2016 as well as projected ratios in FY 2017, 2021 and 2024 in comparison to the Aa3 median and A1 median for each metric.

- The remaining $200 million of future debt in support of the CIP is not included in the FY 2021 or FY 2024 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.

DEBT CAPACITY QUANTITATIVE METRICS

	2015	2016	2017	2021	2024	Indicator
	Actual			*Projection*		
Balance Sheet Leverage - Spendable Cash and Investments to Debt (Higher is Better)						
Ohio University	1.60	1.51	1.38	1.70	1.97	***Moderate Capacity (Projected Above Median)***
Aa3 Median	1.29	1.29	1.29	1.29	1.29	
A1 Median	0.97	0.97	0.97	0.97	0.97	
Income Statement Leverage - Debt to Revenue (Lower is Better)						
Ohio University	0.76	0.73	0.81	0.65	0.56	***Limited Capacity (Projected Above Median)***
Aa3 Median	0.56	0.56	0.56	0.56	0.56	
A1 Median	0.65	0.65	0.65	0.65	0.65	
Affordability - Debt Service to Operations (Lower is Better)						
Ohio University	5.08%	5.70%	6.07%	4.68%	4.13%	***Limited Capacity (Projected Above Median)***
Aa3 Median	4.50%	4.50%	4.50%	4.50%	4.50%	
A1 Median	5.00%	5.00%	5.00%	5.00%	5.00%	
Coverage - Debt Service Coverage (Higher is Better)						
Ohio University	2.87	2.52	2.31	2.86	3.02	***Moderate Capacity (Projected Above Median)***
Aa3 Median	2.54	2.54	2.54	2.54	2.54	
A1 Median	2.20	2.20	2.20	2.20	2.20	

Public University Median Source: Moody's Investors Service

(1) FY 2017 is based on projected income statement and balance sheet as of June 2017. For years thereafter, 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 based on actual FY 2016 results; however, under FY 2017 projections, which includes the impact of the Series 2017A issue, OHIO ranks fourth.
- The FY17 Projection, which incorporates the impact of the Series 2017A transaction, is outside the Aa3 rating median on all metrics except spendable cash and investments to debt. This reflects increased leverage due to the new debt issued.
- The increased leverage negatively impacts the University's debt capacity in the near term; however, as the University pays down regularly scheduled debt in the coming years, its leverage will decrease.

Capacity Metric (Higher is Better)

Spendable Cash and Invest. to Debt (x)	
Ohio University (Aa3) - FY16	**1.5**
Miami University (Aa3)	1.5
West Virginia University (Aa3)	1.4
Ohio University (Aa3) - FY17 Projection	**1.4**
University of Vermont (Aa3)	1.3
Kent State University (Aa3)	1.2
University of Toledo (A1)	1.2
University of Louisville (A1)	1.1
Wayne State University (Aa3)	1.0
University of Rhode Island (Aa3)	0.8
University of Akron (A1)	0.6
University of Cincinnati (Aa3)	0.3

Aa3 Public University Median: 1.3x

Capacity Metric (Lower is Better)

Debt to Operating Revenues (x)	
University of Louisville (A1)	0.3
University of Toledo (A1)	0.4
University of Rhode Island (Aa3)	0.5
Wayne State University (Aa3)	0.5
West Virginia University (Aa3)	0.7
Kent State University (Aa3)	0.7
Ohio University (Aa3) - FY16	**0.7**
Ohio University (Aa3) - FY17 Projection	**0.8**
Miami University (Aa3)	0.9
University of Vermont (Aa3)	0.9
University of Akron (A1)	1.0
University of Cincinnati (Aa3)	1.0

Aa3 Public University Median: 0.6x

Affordability Metric (Lower is Better)

Debt Service to Operations (%)	
University of Louisville (A1)	3.2
University of Toledo (A1)	3.3
West Virginia University (Aa3)	4.0
University of Vermont (Aa3)	4.0
Wayne State University (Aa3)	4.1
University of Rhode Island (Aa3)	4.7
Kent State University (Aa3)	5.0
Ohio University (Aa3) - FY16	**5.7**
Ohio University (Aa3) - FY17 Projection	**6.1**
University of Cincinnati (Aa3)	7.1
Miami University (Aa3)	8.6
University of Akron (A1)	9.1

Aa3 Public University Median: 4.5%

Affordability Metric (Higher is Better)

Debt Service Coverage (x)	
University of Vermont (Aa3)	3.7
Miami University (Aa3)	3.4
Kent State University (Aa3)	2.8
Ohio University (Aa3) - FY16	**2.5**
University of Cincinnati (Aa3)	2.5
Ohio University (Aa3) - FY17 Projection	**2.3**
University of Louisville (A1)	2.3
University of Toledo (A1)	2.2
Wayne State University (Aa3)	2.2
University of Akron (A1)	1.9
West Virginia University (Aa3)	1.6
University of Rhode Island (Aa3)	1.5

Aa3 Public University Median: 2.5x

Public University Median Source: Moody's Investors Service

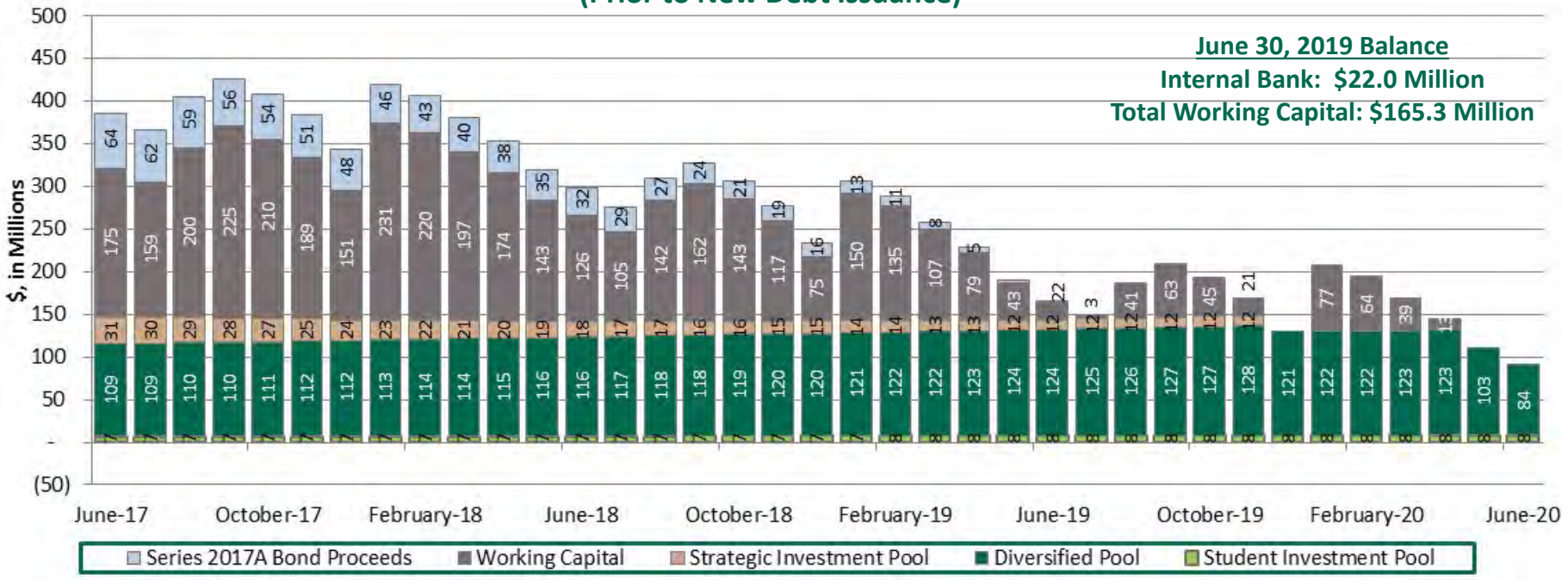
2017 Projection based on year to date Income Statement and Balance Sheet Projection for Ohio University as of June 2017

FY19 to FY24 CIP Impact on Working Capital Balances

Internal Bank funds and Series 2017A bond proceeds are sufficient to cover projected CIP spend through Spring 2019. The University would then need to liquidate portions of investment pools or issue debt to fund CIP needs.

- Based on the project cashflows, the Treasury Team recommends that the University issue additional debt for CIP projects no later than Spring or Summer 2019. This may change as we progress through FY18 and monitor liquidity and cash flows.
- While the $50 million line of credit will allow the University to mitigate risks related to the seasonality of the University's working capital funds and ensure the University maintains sufficient liquidity to fund CIP projects, the Treasury Team believes that it is in the best interest of the University to continue plan for a long-term issuance by the end of FY19.

Projected Working Capital Balances
(Prior to New Debt Issuance)



The analysis assumes CIP needs of $48.5 million in FY 2018, $100.3 million in FY 2019 and $73.9 million in FY 2020. The analysis also assumes projected balances for the Strategic Investment Pool as shown in the FY 2018 Budget Book and that Series 2017A bond proceeds are spent fully by the end of FY 2019.

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, and the use of the University's operating unit reserves.

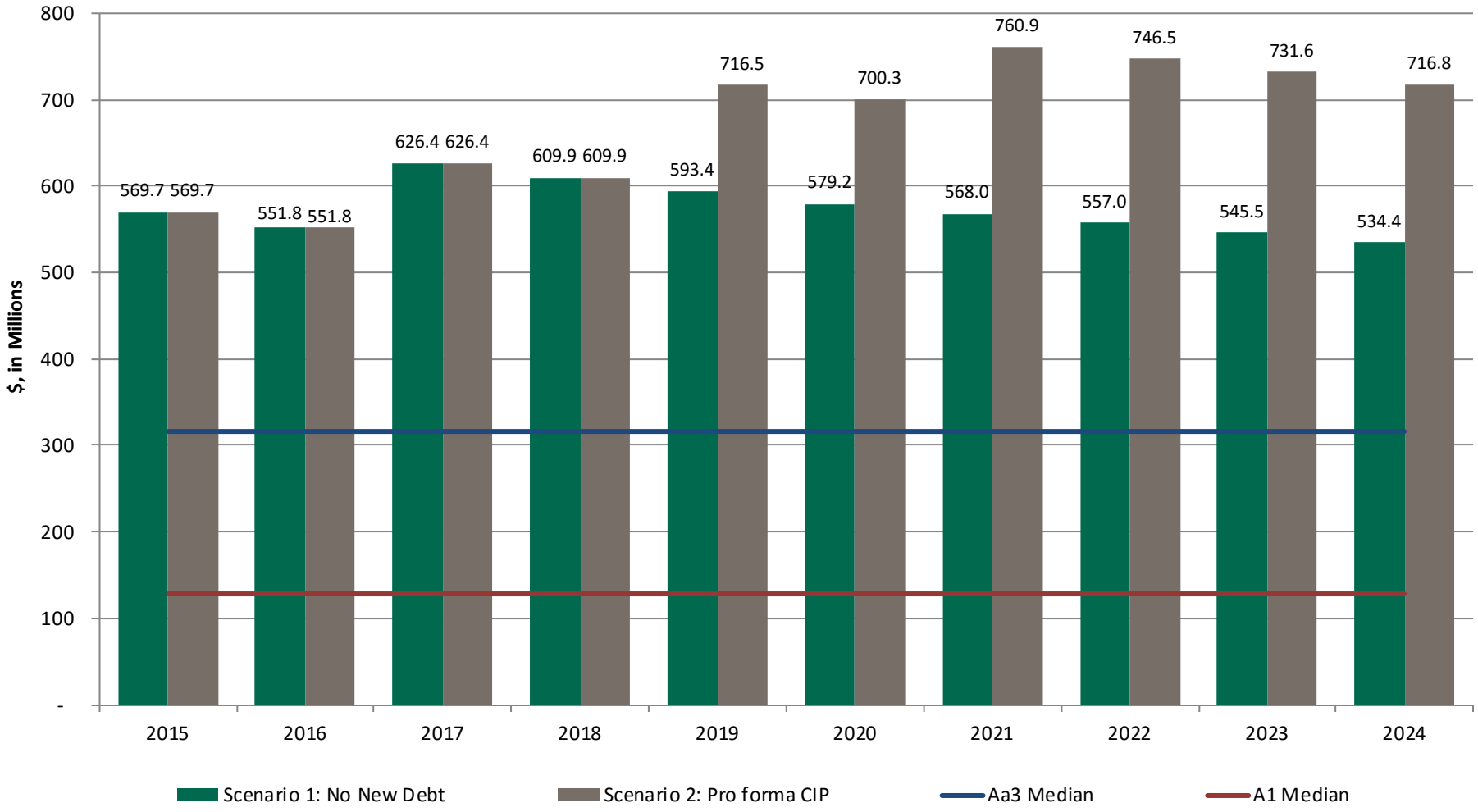
- The CIP plan anticipated $575 million in additional debt to be issued beginning in FY15 as displayed below.

OHIO UNIVERSITY CAPITAL IMPROVEMENT PLAN: DEBT ISSUANCE FY 2015 - FY 2024											
Fiscal Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Total CIP
Debt Issuance	$ 250,000,000	-	$ 125,000,000	-	$ 125,000,000	-	$ 75,000,000	-	-	-	$ 575,000,000

- The first tranche of debt issued under the CIP was the $250 million Series 2014 financing in November 2014.
- The second tranche of debt issued under the CIP was $125 million from the Series 2017A financing in March 2017.
- As we progress through fiscal year 2018 and monitor liquidity and cash flows, we will determine when to go to market.
- The following scenario will illustrate the impact of the proposed CIP borrowing plan on the University's financial ratios through FY24.
- 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 the University's financial resources grow by 4% annually, revenues grow by 3% annually and expenses grow by 3% annually.

Annual Pro forma Debt

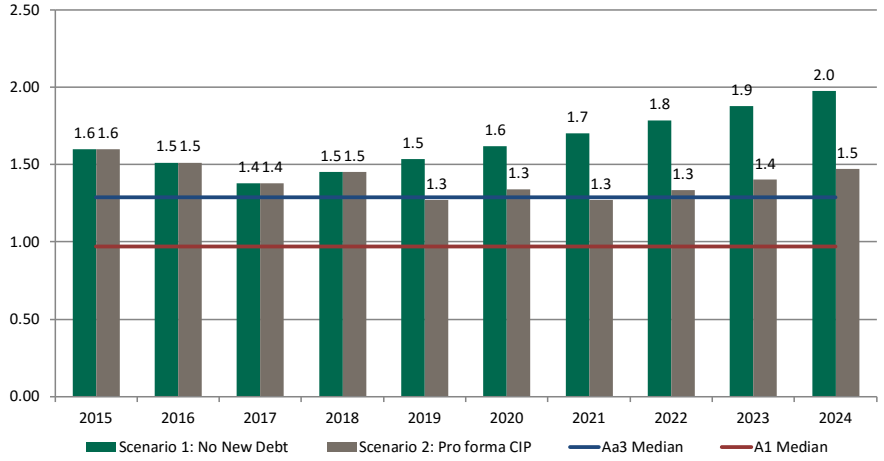
While the University's expected peak in debt outstanding ($760.9 million in FY 2021) would be higher than rating medians, the amount of debt should be considered in the context of the size of operations and financial reserves.



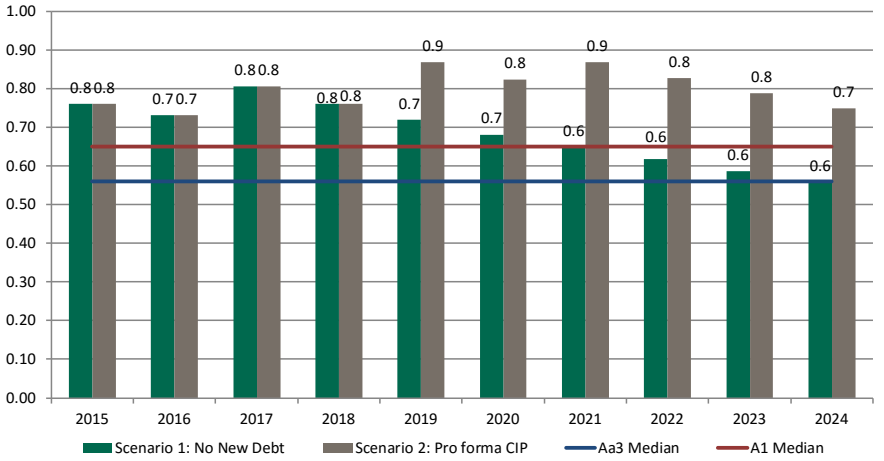
Public University Median Source: Moody's Investors Service

Debt Capacity and Affordability Metrics

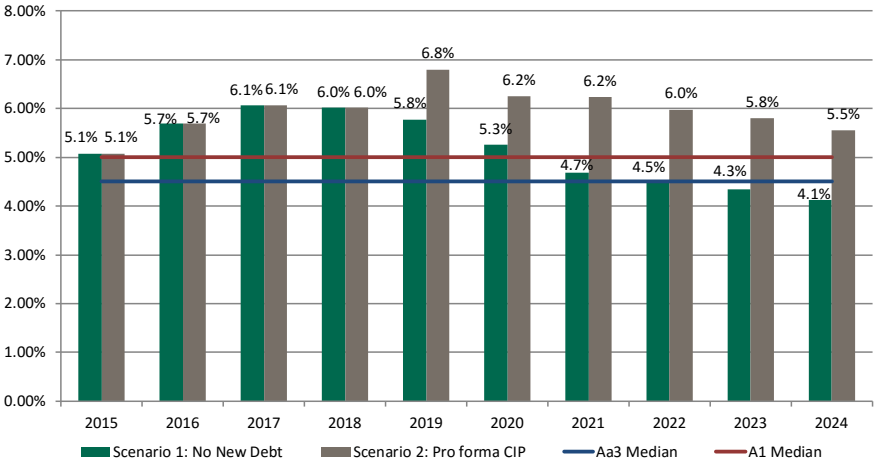
Capacity – Spendable Cash and Inv. to Debt (Higher is Better)



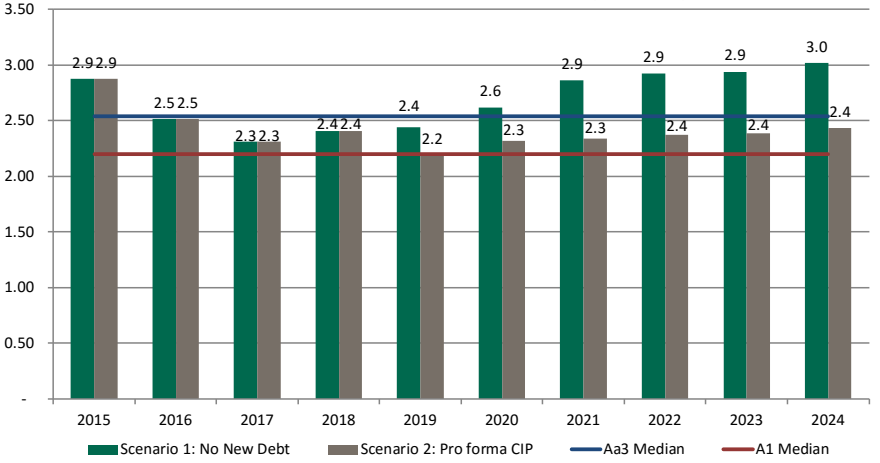
Capacity - Debt to Revenue (Lower is Better)



Affordability - Debt Service to Operations (Lower is Better)



Affordability - Debt Service Coverage (Higher is Better)



Impact of Capital Improvement Plan on Senate Bill 6 Ratios

The chart below displays how the 6-Year CIP debt issuance will impact the size of the University's debt portfolio, Senate Bill 6 Viability Score and Senate Bill 6 Composite Score.

Fiscal Year	Outstanding Debt Beginning of FY	New Issuance	Principal Payments	Outstanding Debt End of FY	Viability Ratio	Viability Score	Senate Bill 6 Composite Score
2013	229,244	173,810	(49,350)	353,704	101.20%	4.00	4.70
2014	353,704	-	(16,019)	337,685	113.90%	4.00	4.70
2015	337,685	250,000	(18,001)	569,684	63.00%	3.00	3.90
2016	569,684	-	(17,876)	551,809	58.72%	2.00	3.40
2017	551,809	156,150	(81,540)	626,419	57.39%	2.00	3.60
2018	626,419	-	(16,508)	609,911	60.69%	3.00	3.90
2019	609,911	125,000	(18,408)	716,503	53.17%	2.00	3.60
2020	716,503	-	(16,200)	700,303	56.00%	2.00	3.60
2021	700,303	75,000	(14,409)	760,894	53.06%	2.00	3.60
2022	760,894	-	(14,359)	746,534	55.70%	2.00	3.60
2023	746,534	-	(14,969)	731,566	58.55%	2.00	3.60
2024	731,566	-	(14,788)	716,777	61.55%	3.00	3.90

(1) Senate Bill 6 Ratios and Composite Score exclude impacts of GASB 68.
(2) FY 2013 New Issuance includes Series 2012 OAQDA bonds and Series 2013 bonds
(3) Principal Payments: FY 2013 includes refunding of Series 2001 and 2004 Bonds; FY 2017 includes refunding of Series 2006A, 2006B and 2008A Bonds as well as defeasance of Housing For Ohio debt with the sale of Courtyard
(4) Viability Ratio = Expendable Net Position DIVIDED BY Plant Debt. The calculation excludes Foundation debt.
(5) Viability Score accounts for 30% of Senate Bill 6 Composite Score

Debt Capacity Considerations and Conclusions

- ***Credit Profile:*** The University's Aa3 credit rating is based on its solid levels of financial resources, strong management and consistently positive operating performance. Challenges facing the University include its high reliance on student charges and state appropriations as well as levels of deferred maintenance that will require additional debt funding.

- ***Peer Comparison:*** FY 2016 is the first year that the full impact of the Series 2014 debt service is included in financial ratios. As a result, the University fell below the rating and peer median for debt service to operations and debt service coverage. As the University issues additional debt over the next five years this trend will continue for all debt metrics. To offset this impact the University must continue its solid operating performance over that time frame.

- ***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 $200 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.

- ***Operating Unit Reserves***: As the University utilizes/liquidates Operating Unit reserves, the capitalization of the Internal Bank is impacted.

- Based on these factors at this point in time the Treasury Team 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: $50-100 million of debt capacity
  - A1-Rating Level: $150-200 million of debt capacity

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Treasury & Debt Advisory Committee Meeting Notes
May 18, 2017 4:00 PM – 5:00 PM
Conference Call

Members in Attendance: Chuck Beck, Janelle Coleman, Peggy Viehweger, David Stowe, Deb Shaffer, David Descutner, Duane Nellis
Staff in Attendance: Jeffrey Davis, Candice Casto, Gregory Robertson, Robin Schaffer

Deb Shaffer opened the meeting and confirmed that all attendees had received the pre-read materials. For the benefit of new members, Ms. Shaffer reviewed in detail the purpose of the Treasury & Debt Advisory Committee's expanded scope which includes the Debt Management Guiding Principles adopted at the January 2017 Board of Trustees meeting and the cash and investments that capitalize the Internal and Century Bond banks. Ms. Shaffer noted that the charter will be updated.

Today's agenda discussion was focused on the expanded scope and initial review of the Internal Bank model as well as the Century Bond model and dashboards as shared with the Committee during prior meetings. The Committee was asked to provide input at the next meeting on the Internal Bank model, the 2017A Contingency Balance target amount, and other materials the Committee would like included related to the expanded scope.

Cash and Investments

- Ms. Shaffer reviewed the various cash and investment balances and explained which balances capitalize the Internal Bank and Century Bond Bank and noted that utilizing/liquidating Operating Unit reserves impacts the capitalization of the Internal Bank. A draft of actuals and projected cash and investment balances was reviewed.

Debt Management Guiding Principles

- Ms. Shaffer briefly reviewed the Debt Management Guiding Principles as adopted by the Board in January 2017 in anticipation of the Series 2017 bond transaction.

Internal Bank Overview/Model and Model Assumptions

- Ms. Shaffer provided an overview of the Internal Bank model that projects cashflows of internal loans, external debt service and working capital related to the debt components of the Internal Bank. Ms. Shaffer noted that the Internal Bank model excludes Century Bond activity.
- Ms. Shaffer walked through the Internal Bank model explaining the cash inflows and outflows. She explained the 2017A Contingency Balance that will ensure the model/working capital is managed in such a way to have adequate funds to pay the $120.5M bullet maturities due in fiscal years 2046-2048. She noted that the contingency funds would not actually be set aside in a separate fund but would be segregated in the financial system to reflect the set aside as the funds would continue to be part of the Internal Bank.
- The Committee was asked to review the model and to think about what minimum amount should be designated for the 2017A Contingency Balance and the respective methodology to determine glide path till maturity. This will be the focus of the next meeting's discussion.

$50M Bank Line of Credit

- Ms. Shaffer reminded the Committee about the $50M bank line of credit approved at the August 2016 Board meeting as part of the capital financing strategy and reviewed the activities and timeline. She noted that this line of credit would provide the University with liquidity if needed and is prudent management in the event of a liquidity crisis.

- Ms. Schaffer informed the Committee that the RFP would be issued before the end of May and a bank selected before the end of the fiscal year. She noted that the actual agreement would be in place on or shortly after June 30.

Century Bond Dashboards and Model

- Ms. Shaffer reviewed the March 31, 2017 Century Bond dashboards and financial model. The Century Bond financial model initially developed by our Investment Bankers, Barclays Capital, at the direction of financial leadership prior to the debt issuance was rebuilt and co-developed by Robin Schaffer, Director, Treasury Management and our financial advisor Prager & Co. to enable continued financial modeling and sensitivity analyses. The revised model (Post-implementation Model) assumptions were provided and reflect the final terms of the debt issuance, institutional loans and uses, and investment performance to-date of the respective portfolios.
- Ms. Shaffer noted that with the improved and positive investment performance that the $10.8M shortfall funded by working capital can be repaid in fiscal year 2018 versus fiscal year 2023 as previously modeled. If the positive performance continues and the model continues to show this repayment in fiscal year 2018, the Committee will need to discuss the timing of repayment back to working capital.
- Ms. Shaffer reviewed the debt reserve pool performance and required minimum balances and noted that based on current performance the required minimum will be met in fiscal year 2017 and working capital will not need to fund up to the required minimum balance.
- Ms. Shaffer reviewed the internal loans and spend noting that while the loans have been issued according to the model, the spending is slower than initially anticipated; however the funds are committed for specific projects.
- Ms. Shaffer noted that the deferred maintenance metrics are being updated as part of the CIP.

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The meeting adjourned at 5:05.

OHIO UNIVERSITY

VICE PRESIDENT FOR FINANCE AND ADMINISTRATION
Cutler Hall 205
Athens, Ohio 45701-2979
Phone: 740-593-255644

MEMORANDUM

Date: May 16, 2017

To: Treasury and Debt Advisory Committee

From: Deborah J Shaffer, VP, Finance & Administration

Re: May 18, 2017 meeting materials

Enclosed please find the following materials for discussion at Thursday's Treasury and Debt Advisory Committee (TDAC) meeting:

- Meeting presentation
- Century Bond dashboard

The focus of this meeting is the following:

- Discuss purpose and change in scope of the TDAC;
- Review Internal Bank Model and discuss other materials Committee would like to see;
- Review March 31, 2017 Century Bond dashboards and Century Bond model.

We look forward to reviewing this information with you on Thursday.

Committee:	Chuck Beck, Ohio University Foundation Trustee Janelle Coleman, Ohio University Trustee Peggy Viehweger, Ohio University Trustee Deb Shaffer, Vice President Finance and Administration David Stowe, Assistant Professor, Finance
Staff Participation:	Candice Casto, Chief Finance & Investment Officer, Foundation Jeffrey Davis, Chief Audit Executive Gregory Robertson, Associate Vice President of Architecture, Design & Construction Robin Schaffer, Director of Treasury Management Stephen Wood, Associate Vice President for Facilities Management & Safety

Treasury and Debt Advisory Committee

May 18, 2017

Treasury and Debt Advisory Committee

The purpose of the Treasury and Debt Advisory Committee (TDAC) is to provide oversight of the Ohio University Internal Bank and Century Bond Bank.

- TDAC will focus on ensuring prudent management of the debt portfolio and proper implementation of the following guiding principles:

Debt Management Guiding Principles (Adopted January 2017)

- Internal management framework focused on ensuring proper use of bond proceeds and prudent internal budgeting.
- Funded through the Working Capital (blue) portion of the cylinder.

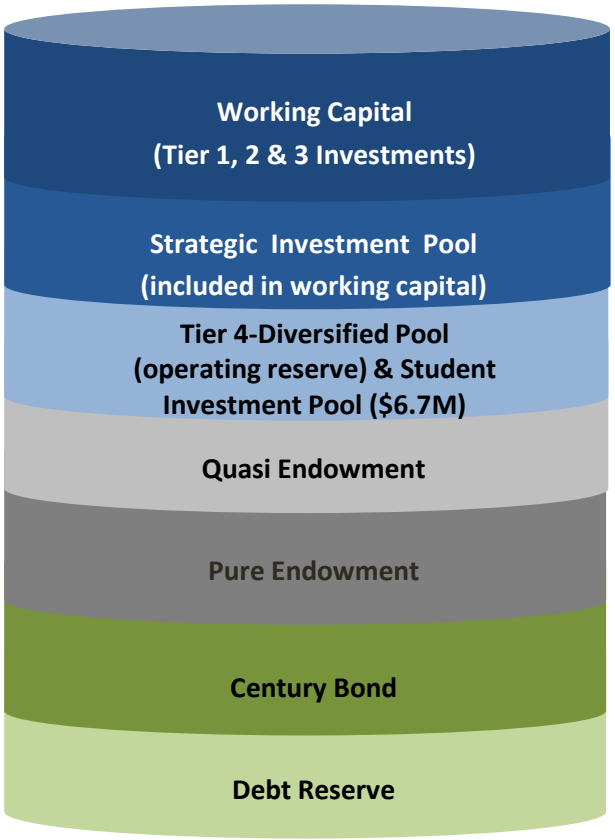
Century Bond Guiding Principles (Adopted October 2014)

- Century Bond strategy framework focused on century bond bank, investment of bond proceeds, internal loan payments, and debt reserve fund.
- Funded through the Century Bond and Debt Reserve (green) portion of the cylinder.

Cash and Investments Cylinder



Cash and Investments ($ in millions)



	ACTUALS				PROJECTED			
	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20
	217.6	211.5	183.0	156.3	192.3			
	40.0	38.9	33.6	31.0	22.1	17.7	18.5	
	50.5	101.3	100.4	93.9	110.8	113.2	115.7	118.4
Subtotal Working Capital	**308.1**	**351.7**	**317.0**	**281.2**	**325.2**			
OU Quasi Endow	36.0	44.5	49.1	46.5	52.4	52.7	52.9	53.1
OUF Quasi Endow	130.9	146.8	138.9	127.4	139.0	140.0	140.6	141.0
OU Pure Endow	32.1	37.2	35.6	32.8	34.6	34.8	35.0	35.0
OUF Pure Endow	247.6	287.2	283.3	275.0	305.2	306.9	307.9	308.5
Subtotal Endowment	**446.6**	**515.7**	**506.9**	**481.7**	**531.2**	**534.4**	**536.3**	**537.6**
	NA	NA	248.5	222.7	218.5	209.0	200.0	194.2
	NA	NA	7.0	7.1	7.0	7.3	7.7	8.1
Subtotal Century Bond	NA	NA	**255.5**	**229.8**	**225.5**	**216.3**	**207.7**	**202.3**
TOTAL	**754.7**	**867.4**	**1,079.4**	**992.7**	**1,081.9**			

Return and Other Assumptions:	**FY17**	**FY18-FY20**
Tier 4: LT Pool	3/31 actuals; Apr17 est; 6.20% thereafter	6.2%; $4.5M earnings to Strategic Invest
Endowment	3/31 actuals; Apr17 est; 6.20% thereafter	6.20%; no additions; 6% draw and admin fee
Century Bond ST Pool	3/31 actuals; Apr17 est; .99% thereafter	.99%; $20M spend FY18-FY19; $17.3M FY20
Century Bond LT Pool	3/31 actuals; Apr17 est; 6.20% thereafter	6.20%
CB Conservative Debt Reserve	3/31 actuals; Apr17 est; 2.50% thereafter	2.50%
CB Diversified Debt Reserve	3/31 actuals; Apr17 est; 6.20% thereafter	6.20%

Debt Management Guiding Principles

Ohio University established the Debt Management Guiding Principles ("Guiding Principles") in January 2017 in anticipation of the Series 2017 bond transaction.

- The Guiding Principles are intended to establish an internal management framework that combines the use of bond proceeds and prudent budgeting in order to reduce future borrowing needs and maximize utilization of working capital. The three major components are:

Internal Bank: The assets and liabilities of the Internal Bank are distinctly managed in the University's general ledger. ***As the University utilizes/liquidates Operating Unit reserves, the capitalization of the Internal Bank is impacted.***

- Assets in the Internal Bank are utilized to fund a series of internal loans; predominantly for facility projects in execution of the University's Comprehensive Master Plan and Six-Year Capital Improvement Plan.
- Assets in the Internal Bank capitalize the operating reserve (*sufficient funds available to manage cash flow on a day-to-day basis and maintain financial flexibility.*)
- Liabilities in the Internal Bank include all external debt service payments. The liabilities will be funded and paid from the Internal Bank assets which includes the internal loan payments made by the Operating Units.

Bond Proceeds: The University will utilize bond proceeds as approved by the Board of Trustees, and in accordance with respective state and federal regulations and prevailing tax law requirements, to fund facility projects.

Board of Trustees Oversight: The financing model for the Internal Bank is managed continuously; however, the Vice President for Finance and Administration shall review the program no less than once a year with the Board of Trustees.

Internal Bank Overview

The University maintains a financial model that projects the cashflows of internal loans, external debt service and working capital related to the debt components of the Internal Bank.

- **Internal Loans**: The University may seek to reimburse or fund facility projects funded through Internal Bank assets.
  - Regardless of whether the underlying external debt is fully amortized or a bullet maturity, all respective qualifying facility projects will be issued as fully amortized internal loans.
  - These internal loan payments will fund the external debt payments, including any future bullet maturity payments and working capital balances will be invested and managed on a portfolio basis within the Internal Bank.
- **External Debt**: All external debt payments, principal and interest, will be funded and paid from the Internal Bank assets which includes the internal loan payments made by the operating units.
  - In the event that the University issues bullet maturity external debt, the working capital of the Internal Bank will be managed such that appropriate funds are available to fund bullet maturities over time.
- **Working Capital**: Working capital funds within the Internal Bank are invested in accordance with the Board approved investment policies and in a manner to optimize return opportunities while ensuring appropriate liquidity for operations.

Internal Bank Model Assumptions

The chart below displays the key assumptions related to the Internal Bank model based on the Guiding Principles.

- The goal of the model is to isolate the cashflow impact of the items described below in order to manage Internal Bank funds and ensure funds are adequate to meet principal payments due over time. **It is not a projection of working capital balances**.

INTERNAL BANK MODEL ASSUMPTIONS		
INTERNAL LOANS	**GUIDING PRINCIPLES**	**CURRENT ASSUMPTION**
Interest Rate:	▪ Interest rates are variable over the life of the loan but will be fixed for each fiscal year (July 1-June 30). ▪ Interest rates will be based on the blended cost of capital including administrative and operating fees.	4.75%
Loan Term:	▪ The loan term cannot exceed the useful life of the asset being financed, or any associated tax-exempt financing period (whichever is less).	Various, based on project financed.
Loan Amortization:	▪ Departments will be charged principal and interest quarterly (monthly if preferred) based on the amortization schedules.	As described in Guiding Principles
EXTERNAL BORROWING	**GUIDING PRINCIPLES**	**CURRENT ASSUMPTION**
External Debt:	▪ All bond proceeds will be managed through the Internal Bank with the exception of the 2014 Century Bonds. ▪ All external debt payments, principal and interest, will be funded and paid from the Internal Bank.	As described in Guiding Principles
WORKING CAPITAL	**GUIDING PRINCIPLES**	**CURRENT ASSUMPTION**
Investment Return:	▪ Working capital funds within the Internal Bank are invested in accordance with the Board approved investment policies and in a manner to optimize return opportunities while ensuring appropriate liquidity for operations. ▪ The annual returns for Tiers II, III and IV (Diversified) Investments are included as an inflow of the Internal Bank model. Current model earnings assume no spending of investment balances. ▪ $4.5 million annual outflow of earnings to Strategic Investment Pool.	Tier I (Operating Cash): 0% Tier II: 1.50% Tier III: 2.86% Diversified (Tier IV): Through FY24: 6.20% Thereafter: 7.50%
2017A Contingency	▪ The University will manage its working capital in a manner to ensure that there are enough funds to pay the $120.47 million due from FY45 to FY48. ▪ This is an internal management analysis and funds are not set aside.	$50.4 million assumed at 30-yr UST (2.97%)

Internal Bank Model Cashflows

The model below isolates the cashflow impact of internal loans, external debt, and investment of working capital balances. The model is not a projection of working capital balances.

- **The model does not include Internal Loans for $73.0 million of unspent proceeds related to the Series 2017A bonds. Internal Loans will be issued once these proceeds are allocated to projects, which will increase the inflow of internal debt service.**

	EXTERNAL DEBT			INTERNAL DEBT			INTERNAL BANK EQUILIBRIUM									
Fiscal Year	Principal	Interest	Total External Debt Cashflows	Principal	Interest	Total Internal Debt Cashflows	Beginning Balance	Tier II/III Investment Earnings (1)	Diversified (Tier IV) Investment Earnings (1)	Strategic Investment Pool	State Funding	Century Bond Payback	Internal Bank Net Cashflows	Ending Balance	2017A Contingency Balance (2)	Ending Balance	CIP Spend (from Tiers II/III & IV Investments)
	A outflow	B outflow	A+B=C net	D inflow	E inflow	D+E=F net	G balance	H inflow	I inflow	J outflow	K inflow	L inflow	C+F=M net	G+H+I+J+K+L+M=N balance	O balance	O-N=P balance	Q memo
2017	(17,677,346)	(12,551,856)	(30,229,202)	19,615,274	16,667,335	36,282,609	-	1,542,249	11,060,336	(4,500,000)	1,999,688	-	6,053,407	16,155,680	50,911,656	(34,755,976)	-
2018	(16,108,624)	(15,757,374)	(31,865,998)	20,079,657	15,738,730	35,818,387	16,155,680	2,887,734	6,734,017	(4,500,000)	-	10,767,415	3,952,389	35,997,234	52,444,486	(16,447,252)	-
2019	(16,105,461)	(15,235,477)	(31,340,938)	20,136,629	14,920,038	35,056,667	35,997,234	2,945,683	7,151,526	(4,500,000)	-	-	3,715,729	45,310,171	54,023,466	(8,713,295)	-
2020	(13,777,868)	(14,668,055)	(28,445,923)	18,616,836	14,077,221	32,694,057	45,310,171	3,004,920	7,594,920	(4,500,000)	-	-	4,248,134	55,658,146	55,649,985	8,161	-
2021	(10,625,856)	(14,218,428)	(24,844,284)	15,522,826	13,344,797	28,867,623	55,658,146	3,065,476	8,065,805	(4,500,000)	-	-	4,023,339	66,312,766	57,325,475	8,987,290	-
2022	(10,994,433)	(13,821,450)	(24,815,883)	15,000,093	12,688,040	27,688,132	66,312,766	3,127,383	8,565,885	(4,500,000)	-	-	2,872,249	76,378,283	59,051,410	17,326,873	-
2023	(11,438,612)	(13,394,772)	(24,833,384)	15,670,364	12,050,157	27,720,521	76,378,283	3,190,674	9,096,970	(4,500,000)	-	-	2,887,138	87,053,065	60,829,309	26,223,756	-
2024	(11,083,403)	(12,934,310)	(24,017,713)	15,478,343	11,395,509	26,873,852	87,053,065	3,255,383	9,660,982	(4,500,000)	-	-	2,856,139	98,325,570	62,660,737	35,664,833	-
2025	(11,369,661)	(12,450,123)	(23,819,784)	16,046,603	10,683,997	26,730,600	98,325,570	3,321,545	12,411,246	(4,500,000)	-	-	2,910,816	112,469,177	64,547,304	47,921,873	-
2026	(9,593,527)	(12,012,958)	(21,606,485)	13,799,478	10,002,681	23,802,159	112,469,177	3,389,194	13,342,089	(4,500,000)	-	-	2,195,674	126,896,134	66,490,671	60,405,463	-
2027	(9,937,490)	(11,641,091)	(21,578,581)	14,308,535	9,351,247	23,659,781	126,896,134	3,458,369	14,342,746	(4,500,000)	-	-	2,081,200	142,278,448	68,492,549	73,785,900	-
2028	(9,871,548)	(11,300,959)	(21,172,507)	12,350,755	8,758,649	21,109,404	142,278,448	3,529,105	15,418,452	(4,500,000)	-	-	(63,103)	156,662,902	70,554,698	86,108,204	-
2029	(8,135,000)	(10,961,688)	(19,096,688)	10,661,580	8,232,823	18,894,403	156,662,902	3,601,441	16,574,836	(4,500,000)	-	-	(202,284)	172,136,895	72,678,934	99,457,961	-
2030	(8,495,000)	(10,604,338)	(19,099,338)	11,159,051	7,722,825	18,881,876	172,136,895	3,675,418	17,817,949	(4,500,000)	-	-	(217,462)	188,912,800	74,867,125	114,045,675	-
2031	(8,860,000)	(10,231,238)	(19,091,238)	11,677,791	7,188,271	18,866,062	188,912,800	3,751,075	19,154,295	(4,500,000)	-	-	(225,175)	207,092,994	77,121,198	129,971,796	-
2032	(9,275,000)	(9,818,806)	(19,093,806)	12,222,468	6,641,692	18,864,161	207,092,994	3,828,454	20,590,867	(4,500,000)	-	-	(229,646)	226,782,669	79,443,136	147,339,533	-
2033	(6,795,000)	(9,437,900)	(16,232,900)	9,692,200	6,126,901	15,819,101	226,782,669	3,907,597	22,135,182	(4,500,000)	-	-	(413,799)	247,911,649	81,834,982	166,076,668	-
2034	(7,115,000)	(9,108,850)	(16,223,850)	10,138,790	5,665,584	15,804,374	247,911,649	3,988,549	23,795,320	(4,500,000)	-	-	(419,476)	270,776,042	84,298,840	186,477,202	-
2035	(6,860,000)	(8,775,475)	(15,635,475)	9,972,844	5,201,188	15,174,032	270,776,042	4,071,353	25,579,969	(4,500,000)	-	-	(461,443)	295,465,922	86,836,880	208,629,042	-
2036	(7,195,000)	(8,440,750)	(15,635,750)	10,425,423	4,736,882	15,162,305	295,465,922	4,156,057	27,498,467	(4,500,000)	-	-	(473,445)	322,147,001	89,451,334	232,695,668	-
2037	(7,530,000)	(8,089,900)	(15,619,900)	10,908,551	4,239,874	15,148,425	322,147,001	4,242,708	29,560,852	(4,500,000)	-	-	(471,475)	350,979,087	92,144,503	258,834,584	-
2038	(6,790,000)	(7,743,075)	(14,533,075)	10,069,550	3,749,147	13,818,697	350,979,087	4,331,353	31,777,916	(4,500,000)	-	-	(714,378)	381,873,978	94,918,757	286,955,222	-
2039	(7,150,000)	(7,399,600)	(14,549,600)	10,558,720	3,258,890	13,817,610	381,873,978	4,422,043	34,161,260	(4,500,000)	-	-	(731,990)	415,225,292	97,776,537	317,448,755	-
2040	(7,495,000)	(7,039,025)	(14,534,025)	11,050,692	2,748,578	13,799,269	415,225,292	4,514,830	36,723,354	(4,500,000)	-	-	(734,756)	451,228,720	100,720,358	350,508,362	-
2041	(7,870,000)	(6,660,975)	(14,530,975)	11,521,998	2,207,506	13,729,504	451,228,720	4,609,764	39,477,606	(4,500,000)	-	-	(801,471)	490,014,619	103,752,811	386,261,808	-
2042	(8,255,000)	(6,264,425)	(14,519,425)	11,902,940	1,647,658	13,550,598	490,014,619	4,706,901	42,438,426	(4,500,000)	-	-	(968,827)	531,691,119	106,876,564	424,814,555	-
2043	(8,680,000)	(5,848,150)	(14,528,150)	12,498,125	1,068,265	13,566,391	531,691,119	4,806,295	45,621,308	(4,500,000)	-	-	(961,759)	576,656,964	110,094,366	466,562,598	-
2044	(6,700,000)	(5,467,350)	(12,167,350)	10,690,034	517,042	11,207,076	576,656,964	4,908,004	49,042,906	(4,500,000)	-	-	(960,274)	625,147,601	113,409,048	511,738,553	-
2045	(28,105,000)	(4,597,225)	(32,702,225)	2,760,209	157,049	2,917,258	625,147,601	5,012,086	52,721,124	(4,500,000)	-	-	(29,784,967)	648,595,844	88,298,577	560,297,267	-
2046	(29,500,000)	(3,204,600)	(32,704,600)	1,570,984	46,915	1,617,899	648,595,844	5,118,599	56,675,209	(4,500,000)	-	-	(31,086,701)	674,802,951	61,016,245	613,786,706	-
2047	(30,805,000)	(1,898,500)	(32,703,500)	-	-	-	674,802,951	5,227,607	60,925,849	(4,500,000)	-	-	(32,703,500)	703,752,908	31,588,006	672,164,901	-
2048	(32,060,000)	(641,200)	(32,701,200)	-	-	-	703,752,908	5,339,172	65,495,288	(4,500,000)	-	-	(32,701,200)	737,386,167	-	737,386,167	-
TOTAL	(392,253,829)	(302,219,922)	(694,473,751)	376,107,342	220,835,491	596,942,833		124,937,022	841,212,960	(144,000,000)	1,999,688	10,767,415	(97,530,917)				-

(1) Investment earnings on Tiers II, III and IV based on current investment earnings forecast.
(2) Contingency is an internal management analysis and not set aside from other investments.

$50 Million Bank Line of Credit

As discussed and approved at the August 2016 Board meeting, the University is moving forward with its capital financing strategy to support the approved Six Year (FY17-22) Capital Improvement Plan (CIP). The capital financing strategy includes establishing a $50 million bank line of credit.

Specific activities and timeline to implement the $50 million line of credit include:

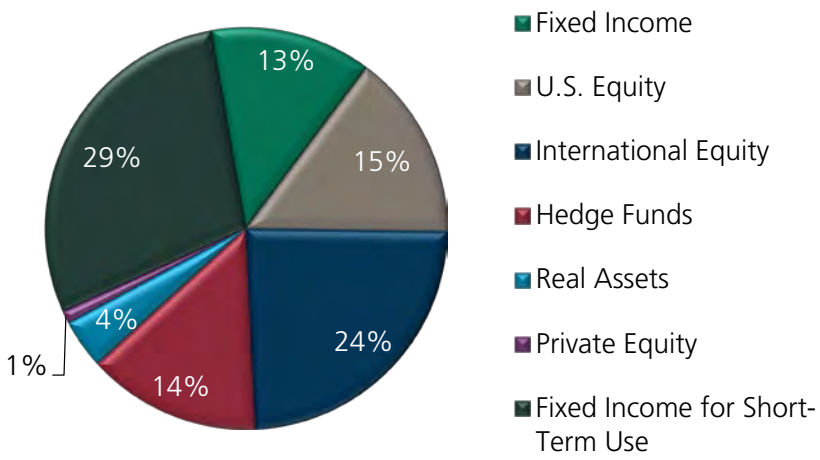
- In October 2016, University staff met with the Vice Chancellor, Finance and Data Management to review the Board approved debt plans in advance of preparing the Chancellor application(s) for the bank line of credit and new bonds;
- On March 14, 2017 the Chancellor's application was submitted;
- On April 19, 2017 Chancellor's Office approval was received;
- In May 2017 the University will issue a request for proposal (RFP) to prospective banks;
- Before the end of fiscal year 2017, a bank will be selected;
- By June 30, 2017 or shortly thereafter, an executed Credit Agreement will be put into place.

Century Bond Investment Pool

As of March 31, 2017

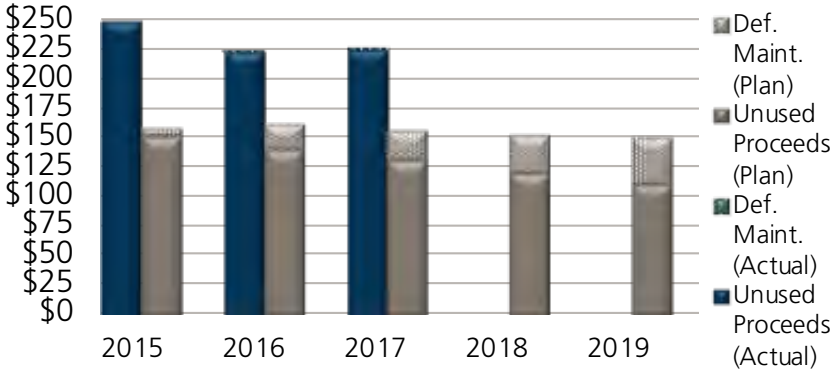
Asset Allocation

Century Bond Investment Pool



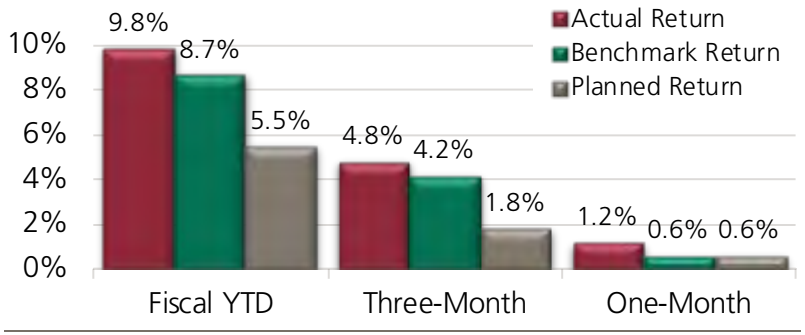
Market Values

Century Bond Investment Pool



Performance

Century Bond Long-Term Investment Pool[1]



1 The expected annual return on the Century Bond Long-Term Portfolio is 6.2%.

- $97 million of proceeds from the Century Bond were set aside for the initial 3-4 year program needs and were invested in highly liquid securities that mirror allowable investments of the University's tax-exempt debt proceeds. In early May 2016, the unspent short-term proceeds of $77M were invested in Baird Ultra-Short-term and Short-term Bonds. The unspent proceeds as of 3/31/17 are $66.1M.
- $150 million of proceeds from the Century Bond (the portion of the proceeds that were designated to be invested in a long-term diversified strategy under the management of the OUF) are being invested in accordance with the approved schedule and asset allocation model. As of March 31, 2015 these proceeds were fully invested. The FY16 & FY15 actual returns were -3.7% and 1.6% respectively.
- The Internal Loan Pool has been used to fund $17.8M of external debt service (total to date $28.6M) as investment earnings have not been adequate to fund external debt service. As of 3/31/17, the University's working capital has funded $10.8M of the short-fall with the expectation that this will be refunded with future earnings and internal loan pool payments.

March 31, 2017 Asset Allocation with Investment Policy Targets and Ranges

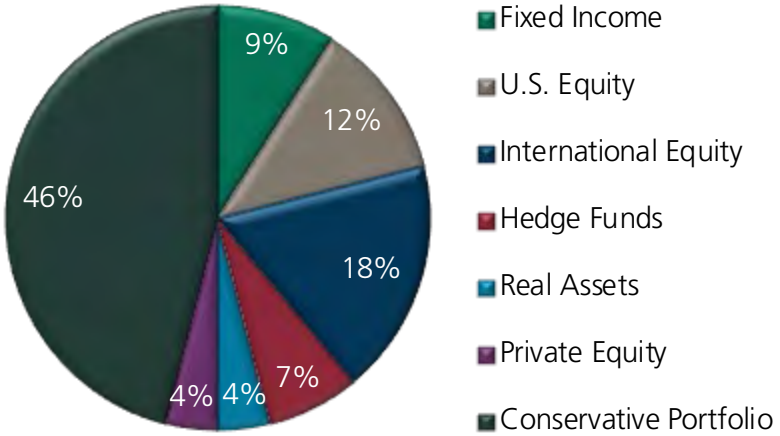
Asset Class	Market Value (in millions)	Current	Long-Term Target	Range Min	Range Max
Cash	$ 11.4	7.1%	0.0%	0.0%	20.0%
Core Fixed Income	8.4	5.3%	9.0%	3.0%	12.0%
Opportunistic Fixed Income	5.0	3.1%	3.0%	0.0%	8.0%
TIPS	5.0	3.1%	5.0%	2.0%	8.0%
Subtotal - Fixed Income	$ 29.8	18.7%	17.0%	12.0%	36.0%
U.S. Large Cap Index	32.0	20.1%	17.0%	8.0%	30.0%
U.S. Small Cap	2.1	1.3%	3.0%	0.0%	10.0%
International Equity - Developed	37.5	23.5%	16.0%	8.0%	26.0%
International Equity - Emerging Markets	15.2	9.5%	4.0%	0.0%	10.0%
Subtotal - Global Equity	$ 86.8	54.4%	40.0%	28.0%	60.0%
Equity Hedge Funds	23.7	14.9%	12.0%	0.0%	20.0%
Fixed Income Hedge Funds	7.7	4.8%	3.0%	0.0%	8.0%
Commodities	8.1	5.1%	4.0%	0.0%	10.0%
Real Estate	1.7	1.1%	4.0%	0.0%	10.0%
Private Equity	1.7	1.1%	20.0%	0.0%	30.0%
Special Opportunities	-	0.0%	0.0%	0.0%	5.0%
Subtotal - Alternatives	$ 42.9	26.9%	43.0%	22.0%	65.0%
Subtotal - Long-Term Assets	$ 159.5	100.0%	100.0%		
Fixed Income for Short-Term Use	$ 66.1	(includes $5.1M payable to OU operating account)			
Total Assets	$ 225.6				

Century Bond $7M Debt Reserve Pool

As of March 31, 2017

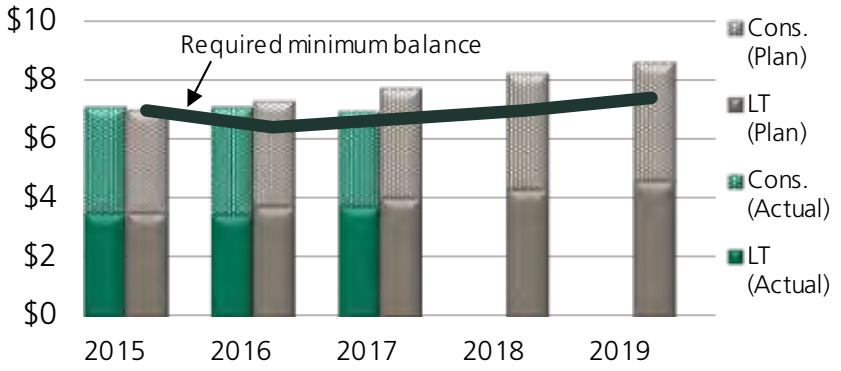
Asset Allocation

Debt Reserve Investment Pool



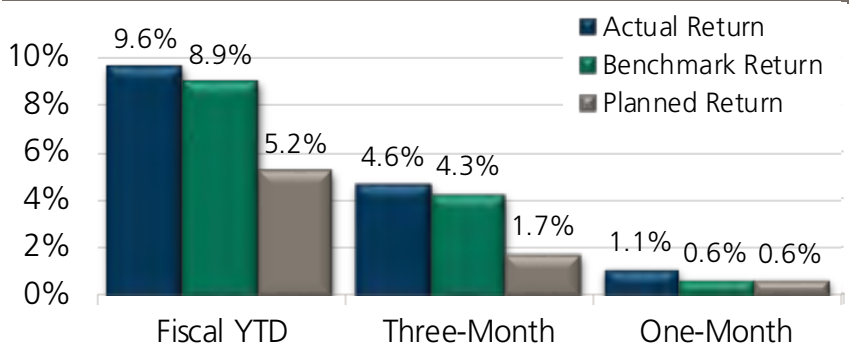
Market Values

Debt Reserve Investment Pool

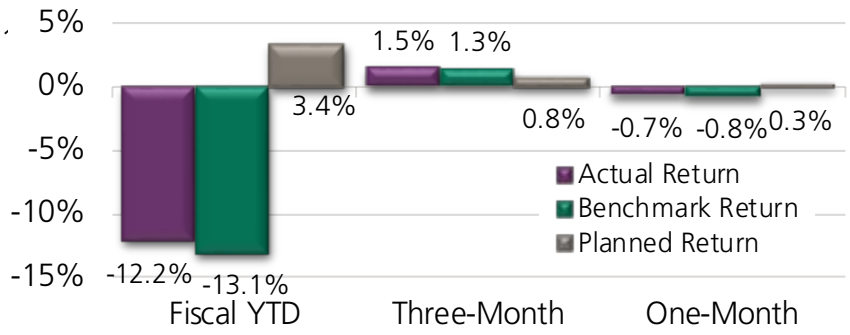


Performance

Century Bond Reserve Diversified Portfolio[1]



Century Bond Reserve Conservative Portfolio[1]

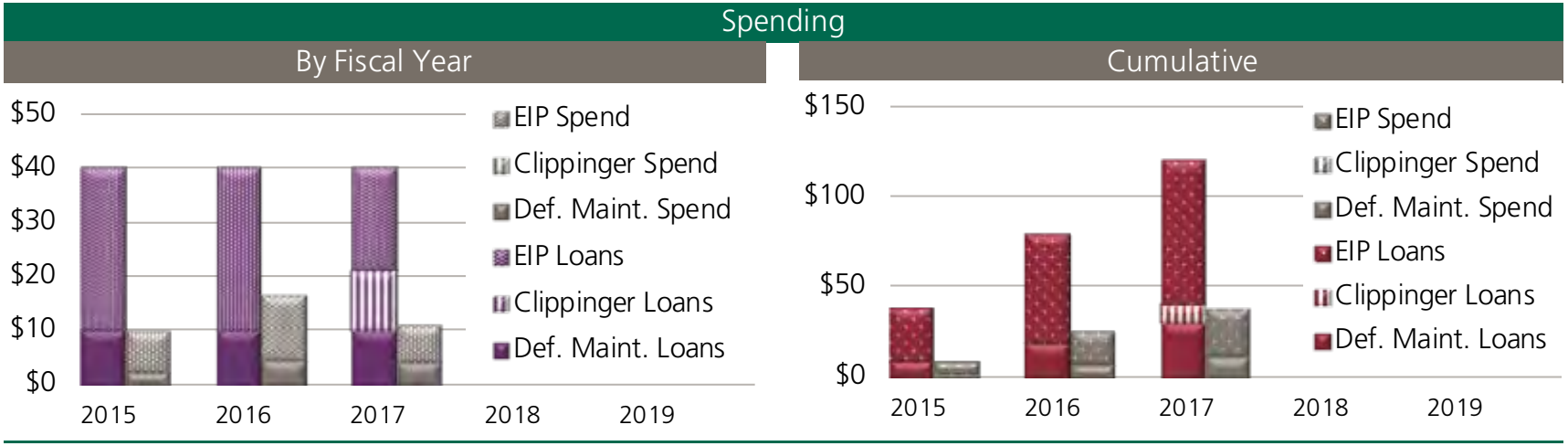


1 The expected annual return on the Diversified Portfolio is 6.2% and the Conservative Portfolio is 2.5%.

	Year 0 FY15	Year 1 FY16	Year 2 FY17	Year 3 FY18
Actual	7,042,000	7,074,000	6,956,000	
Expected	7,000,000	7,359,000	7,740,000	8,142,000
Required	7,000,000	6,400,000	6,700,000	7,000,000

Century Bond Internal Loans and Spend

As of March 31, 2017



Spend by Fund

Fund	FY15	FY16	FY17 thru 3/31/17	Total
CB15	2,659,799	2,755,319	1,442,459	6,857,576
CB16		2,085,458	2,405,034	4,490,492
CB17			699,273	699,273
EIP1	7,300,409	9,394,613	3,748,550	20,443,571
EIP2		2,142,963	2,802,628	4,945,591
	9,960,208	**16,378,352**	**11,097,943**	**37,436,503**

Century Bond Model Assumptions-Pre and Post Implementation

	Pre-Implementation Model	New Model
INTERNAL LOAN POOL		
Internal Loan Rate:	▪ 5.50%	▪ 5.59%
Energy Infrastructure Tranches: Repayment Length:	▪ 1 Tranche @ $90 M ▪ 30 Years	▪ 2 Tranches @ $30 M; 1 Tranche @ $19 M ▪ 30 Years
Clippinger Tranches: Repayment Length:	▪ No Tranches	▪ 1 Tranche @ $11 M ▪ 30 Years
Deferred Maintenance Tranches: Repayment Length:	▪ 16 Tranches @ $10 M ▪ 10 Years	▪ 16 Tranches @ $10 M ▪ 10 Years
EXTERNAL BORROWING		
Interest Rate: Principal Amount: Maturity Date:	▪ 5.75% ▪ $250 M ▪ June 1, 2114	▪ 5.59% ▪ $250 M ▪ December 1, 2114

	Pre-Implementation Model	New Model			
INVESTMENT POOLS		**FY 2015**	**FY 2016**	**FYTD 2017 (3/31)**	**Thereafter**
STIP - A:	N/A	0.00%	0.65%	0.77%	0.99%
STIP - B:	N/A	0.00%	0.18%	0.77%	0.99%
LTIP:	6.90%	1.60%	-3.67%	9.85%	FY18-24: 6.2% Thereafter: 7.5%
RESERVE FUNDS		**FY 2015**	**FY 2016**		**Thereafter**
Conservative:	3.37%	0.60%	3.77%	-12.22%	2.50%
Diversified:	6.90%	0.60%	-3.15%	9.59%	FY18-24: 6.2% Thereafter: 7.5%

Century Bond Model-Post-implementation Delayed Payback Scenario (reviewed and approved by CBAC on 5/17/16)

	CENTURY BOND	INTERNAL LOANS (EIP & Deferred Maintenance)							CENTURY BOND CENTRAL BANK EQUILIBRIUM					DEFERRED MAINTENANCE FUND			
Fiscal Year	Total External Debt Cashflows	EIP Debt Service	EIP Spend	Clippinger Debt Service	Clippinger Spend	Deferred Maintenance Debt Service	Deferred Maintenance Spend	Total Internal Debt Cashflows	Interest Earnings	Endowment Funded Deferred Maintenance Spend	Shortfall Funded by Working Capital	Draw on Reserve Fund	Ending Balance	Bond Funded	Budget Funded	Endowment Funded	Total Available
	outflow	inflow	outflow	inflow	outflow	inflow	outflow	net	inflow	outflow	net	inflow	balance				
	A	B	C	D	E	F	G	H (B+C+D+E+F+G)	I	J (-G-F) (1)	K (A+B+D+F) (2)	L	M ($M^{(3)}$+A+H+I+J+K+L)	N (-G)	O [G+MAX(F)] (4)	P (-J)	Q (N+O+P)
2015	(7,647,431)	2,073,660	(7,300,000)	-	-	1,318,964	(2,700,000)	**(6,607,376)**	677,143	-	3,577,663	-	**237,000,000**	2,700,000	-	-	**2,700,000**
2016	(13,975,000)	4,147,319	(11,300,000)	-	-	2,637,929	(4,700,000)	**(9,214,752)**	(5,523,793)	-	7,189,752	-	**215,476,207**	4,700,000	-	-	**4,700,000**
2017	(13,975,000)	5,460,637	(10,100,000)	760,342	-	3,956,893	(6,000,000)	**(5,922,128)**	13,465,488	-	-	-	**209,044,567**	6,000,000	-	-	**6,000,000**
2018	(13,975,000)	5,460,637	(15,000,000)	760,342	(11,000,000)	5,275,858	(10,000,000)	**(24,503,163)**	9,878,920	-	(10,767,415)	-	**169,677,909**	10,000,000	-	-	**10,000,000**
2019	(13,975,000)	5,460,637	(15,000,000)	760,342	-	6,594,822	(10,000,000)	**(12,184,199)**	9,767,635	-	-	-	**153,286,345**	10,000,000	-	-	**10,000,000**
2020	(13,975,000)	5,460,637	(15,000,000)	760,342	-	7,913,787	(10,000,000)	**(10,865,234)**	8,812,680	-	-	-	**137,258,790**	10,000,000	-	-	**10,000,000**
2021	(13,975,000)	5,460,637	(3,380,000)	760,342	-	9,232,751	(10,000,000)	**2,073,730**	8,115,387	-	-	-	**133,472,907**	10,000,000	-	-	**10,000,000**
2022	(13,975,000)	5,460,637	-	760,342	-	10,551,715	(10,000,000)	**6,772,694**	7,967,748	(551,715)	-	-	**133,686,634**	10,000,000	-	551,715	**10,551,715**
2023	(13,975,000)	5,460,637	-	760,342	-	11,870,680	(10,000,000)	**8,091,659**	7,970,812	(1,870,680)	-	-	**133,903,425**	10,000,000	-	1,870,680	**11,870,680**
2024	(13,975,000)	5,460,637	-	760,342	-	13,189,644	(10,000,000)	**9,410,623**	7,974,062	(3,189,644)	-	-	**134,123,466**	10,000,000	-	3,189,644	**13,189,644**
2025	(13,975,000)	5,460,637	-	760,342	-	13,189,644	(10,000,000)	**9,410,623**	9,791,309	(3,189,644)	-	-	**136,160,754**	10,000,000	-	3,189,644	**13,189,644**
2026	(13,975,000)	5,460,637	-	760,342	-	13,189,644	(10,000,000)	**9,410,623**	9,944,064	(3,189,644)	-	-	**138,350,798**	10,000,000	-	3,189,644	**13,189,644**
2027	(13,975,000)	5,460,637	-	760,342	-	13,189,644	(10,000,000)	**9,410,623**	10,108,273	(3,189,644)	-	-	**140,705,050**	10,000,000	-	3,189,644	**13,189,644**
2028	(13,975,000)	5,460,637	-	760,342	-	13,189,644	(10,000,000)	**9,410,623**	10,284,794	(3,189,644)	-	-	**143,235,823**	10,000,000	-	3,189,644	**13,189,644**
2029	(13,975,000)	5,460,637	-	760,342	-	13,189,644	(10,000,000)	**9,410,623**	10,474,551	(3,189,644)	-	-	**145,956,352**	10,000,000	-	3,189,644	**13,189,644**
2030	(13,975,000)	5,460,637	-	760,342	-	13,189,644	(10,000,000)	**9,410,623**	10,678,535	(3,189,644)	-	-	**148,880,866**	10,000,000	-	3,189,644	**13,189,644**
2031	(13,975,000)	5,460,637	-	760,342	-	11,870,680	(10,000,000)	**8,091,659**	10,910,064	(1,870,680)	-	-	**152,036,910**	10,000,000	-	1,870,680	**11,870,680**
2032	(13,975,000)	5,460,637	-	760,342	-	10,551,715	(5,520,000)	**11,252,694**	11,158,954	(5,031,715)	-	-	**155,441,842**	5,520,000	-	5,031,715	**10,551,715**
2033	(13,975,000)	5,460,637	-	760,342	-	9,232,751	-	**15,453,730**	11,426,505	(9,232,751)	-	-	**159,114,326**	-	3,956,893	9,232,751	**13,189,644**
2034	(13,975,000)	5,460,637	-	760,342	-	7,913,787	-	**14,134,766**	11,714,116	(7,913,787)	-	-	**163,074,421**	-	5,275,858	7,913,787	**13,189,644**
2035	(13,975,000)	5,460,637	-	760,342	-	6,594,822	-	**12,815,801**	12,023,293	(6,594,822)	-	-	**167,343,694**	-	6,594,822	6,594,822	**13,189,644**
2036	(13,975,000)	5,460,637	-	760,342	-	5,275,858	-	**11,496,837**	12,355,652	(5,275,858)	-	-	**171,945,325**	-	7,913,787	5,275,858	**13,189,644**
2037	(13,975,000)	5,460,637	-	760,342	-	3,956,893	-	**10,177,872**	12,712,931	(3,956,893)	-	-	**176,904,235**	-	9,232,751	3,956,893	**13,189,644**
2038	(13,975,000)	5,460,637	-	760,342	-	2,637,929	-	**8,858,908**	13,096,999	(2,637,929)	-	-	**182,247,213**	-	10,551,715	2,637,929	**13,189,644**
2039	(13,975,000)	5,460,637	-	760,342	-	1,318,964	-	**7,539,943**	13,509,864	(1,318,964)	-	-	**188,003,055**	-	11,870,680	1,318,964	**13,189,644**
2040	(13,975,000)	5,460,637	-	760,342	-	-	-	**6,220,979**	13,953,685	-	-	-	**194,202,719**	-	13,189,644	-	**13,189,644**
2041	(13,975,000)	5,460,637	-	760,342	-	-	-	**6,220,979**	14,418,534	-	-	-	**200,867,232**	-	13,189,644	-	**13,189,644**
2042	(13,975,000)	5,460,637	-	760,342	-	-	-	**6,220,979**	14,918,237	-	-	-	**208,031,448**	-	13,189,644	-	**13,189,644**
2043	(13,975,000)	5,460,637	-	760,342	-	-	-	**6,220,979**	15,455,407	-	-	-	**215,732,834**	-	13,189,644	-	**13,189,644**
2044	(13,975,000)	5,460,637	-	760,342	-	-	-	**6,220,979**	16,032,855	-	-	-	**224,011,668**	-	13,189,644	-	**13,189,644**
2095	(13,975,000)	-	-	-	-	-	-	**-**	125,279,739	-	-	-	**1,785,584,825**	-	13,189,644	-	**13,189,644**
2115	(256,987,500)	-	-	-	-	-	-	**-**	239,030,063	-	-	250,000,000	**6,725,261,043**	-	6,594,822	-	**6,594,822**
TOTAL	(1,648,159,931)	163,819,112	(77,080,000)	22,810,256	(11,000,000)	211,034,309	(158,920,000)	**150,663,678**	7,794,340,601	(68,583,305)	-	250,000,000		158,920,000	1,051,214,652	68,583,305	**1,278,717,957**

(1) Endowment funded deferred maintenance spend occurs when the receipt of internal debt service from deferred maintenance loans is greater than the amount of bond funds spent on deferred maintenance in a given year.

(2) If A+B+D+F is negative the shortfall is funded through an advance of working capital equal to that amount. If A+B+D+F is positive and there is a balance outstanding of working capital, the advance is repaid the first month where the Century Bond balance never goes negative. If A+B+D+F is positive and there is no balance outstanding it is 0.

(3) Prior year ending balance

(4) Budget funded deferred maintenance begins after the bond funds are fully spent.

DEFERRED MAINTENANCE METRICS ARE BEING UPDATED AS PART OF THE CIP

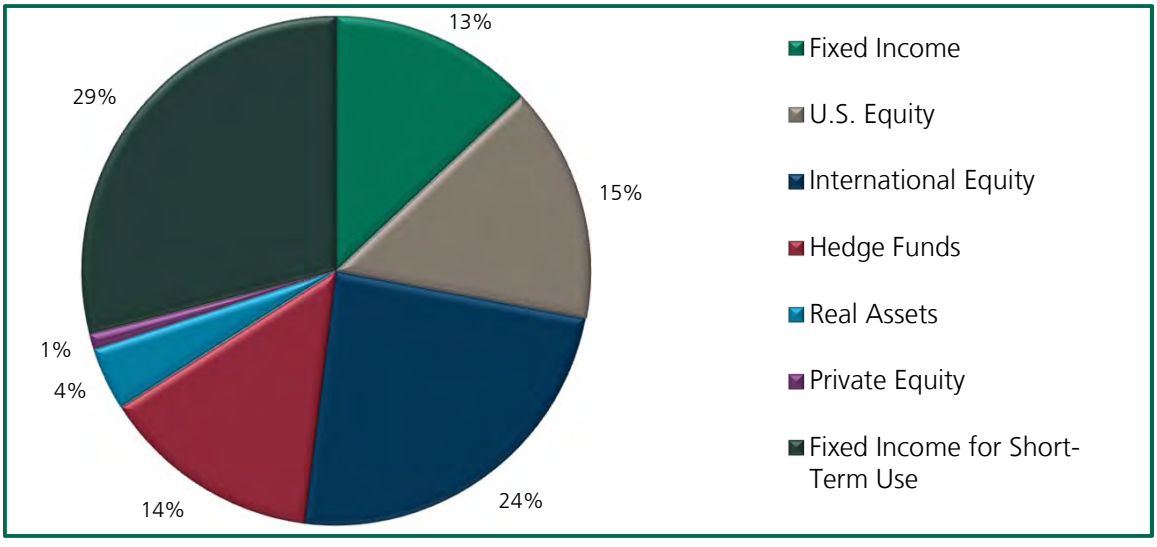
OHIO Century Bond and Deferred Maintenance Program
Investment Pool Asset Allocation

The Century Bond and Deferred Maintenance Program investment portfolio is professionally managed, with the long-term objective of maximizing the real return, or the nominal return less inflation, of the assets over a complete market cycle with emphasis on preserving capital and reducing volatility through prudent diversification. The portfolio is broadly diversified into equities, fixed income and alternative investments, including commodities, private equity and hedge funds, with a long-term target allocation of 80% to equity-oriented investments and 20% to fixed income-oriented investments. This allocation provides the opportunity for high risk-adjusted returns. The portfolio's total assets include unspent century bond proceeds, as well as payments on internal loans made from OHIO's central bank.

March 31, 2017 Asset Allocation with Investment Policy Targets and Ranges

Asset Class	Market Value (in millions)	Current	Long-Term Target	Range Min	Range Max
Cash	$ 11.4	7.1%	0.0%	0.0%	20.0%
Core Fixed Income	8.4	5.3%	9.0%	3.0%	12.0%
Opportunistic Fixed Income	5.0	3.1%	3.0%	0.0%	8.0%
TIPS	5.0	3.1%	5.0%	2.0%	8.0%
Subtotal - Fixed Income	$ 29.8	18.7%	17.0%	12.0%	36.0%
U.S. Large Cap Index	32.0	20.1%	17.0%	8.0%	30.0%
U.S. Small Cap	2.1	1.3%	3.0%	0.0%	10.0%
International Equity - Developed	37.5	23.5%	16.0%	8.0%	26.0%
International Equity - Emerging Markets	15.2	9.5%	4.0%	0.0%	10.0%
Subtotal - Global Equity	$ 86.8	54.4%	40.0%	28.0%	60.0%
Equity Hedge Funds	23.7	14.9%	12.0%	0.0%	20.0%
Fixed Income Hedge Funds	7.7	4.8%	3.0%	0.0%	8.0%
Commodities	8.1	5.1%	4.0%	0.0%	10.0%
Real Estate	1.7	1.1%	4.0%	0.0%	10.0%
Private Equity	1.7	1.1%	20.0%	0.0%	30.0%
Special Opportunities	-	0.0%	0.0%	0.0%	5.0%
Subtotal - Alternatives	$ 42.9	26.9%	43.0%	22.0%	65.0%
Subtotal - Long-Term Assets	$ 159.5	100.0%	100.0%		
Fixed Income for Short-Term Use	$ 66.1	(includes $5.1M payable to OU operating account)			
Total Assets	$ 225.6				

Asset Allocation as of March 31, 2017



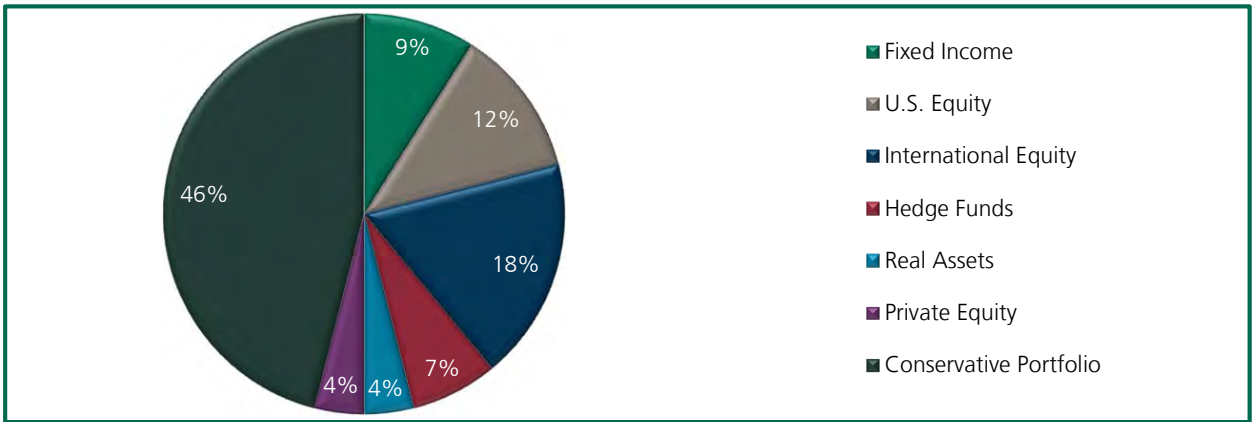
OHIO Century Bond and Deferred Maintenance Program
Debt Reserve Asset Allocation

In accordance with the Century Bond Guiding Principles, OHIO has set aside $7 million from a source other than bond proceeds to be invested in a manner to provide sufficient funds that will ultimately be used to repay the total outstanding principal in 2114. Initially, half of these funds have been invested in a diversified portfolio in accordance with The Ohio University Foundation General Endowment Fund Investment Policy, with the objective of maximizing potential yield. The other half has been invested in a safer, more conservative portfolio of investments, which is designed to preserve and protect principal under volatile market conditions. No draws may be made from this portfolio until its market value reaches at least 100% of the debt principal maturity balance of $250 million. This portfolio will be rebalanced over time to preserve principal closer to the bond's final maturity.

March 31, 2017 Asset Allocation with Investment Policy Targets and Ranges

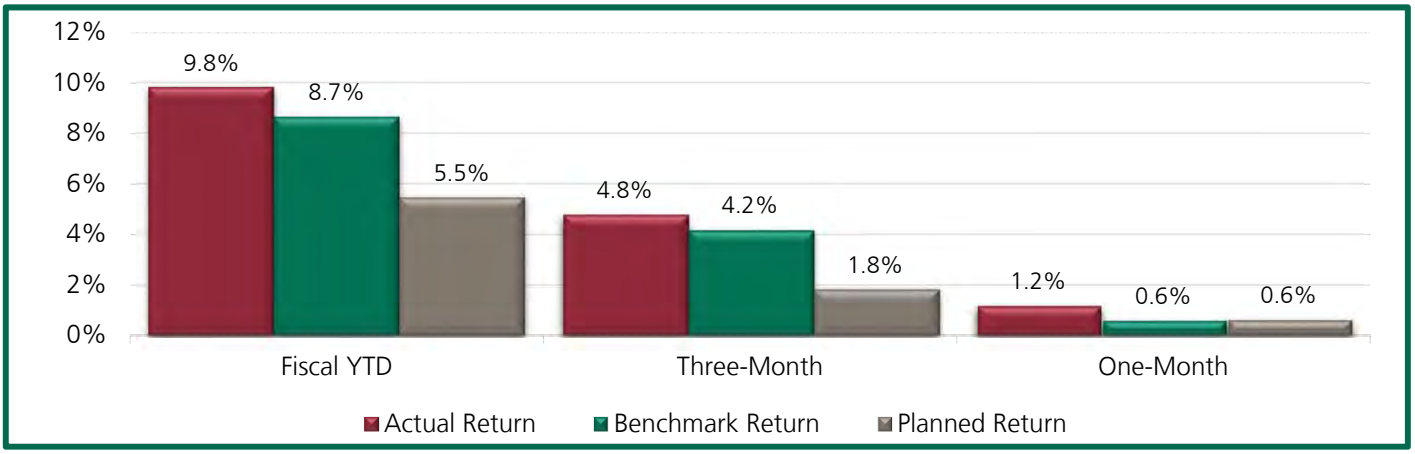
Asset Class	Market Value (in millions)	Current	Long-Term Target	Range Min	Range Max
Cash	$ 0.2	5.4%	0.0%	0.0%	20.0%
Core Fixed Income	0.2	5.4%	10.0%	5.0%	16.0%
Opportunistic Fixed Income	0.1	2.7%	4.0%	2.0%	8.0%
TIPS	0.1	2.7%	6.0%	3.0%	10.0%
Subtotal - Fixed Income	$ 0.6	16.2%	20.0%	17.0%	42.0%
U.S. Large Cap Index	0.7	18.9%	20.5%	15.0%	30.0%
U.S. Small Cap	0.1	2.7%	4.0%	2.0%	10.0%
International Equity - Developed	0.8	21.6%	20.0%	14.0%	29.0%
International Equity - Emerging Markets	0.4	10.8%	4.5%	2.0%	12.0%
Subtotal - Global Equity	$ 2.0	54.1%	49.0%	46.0%	68.0%
Equity Hedge Funds	0.3	8.1%	8.0%	0.0%	15.0%
Fixed Income Hedge Funds	0.2	5.4%	2.5%	0.0%	8.0%
Commodities	0.2	5.4%	4.5%	0.0%	10.0%
Real Estate	0.1	2.7%	4.5%	0.0%	10.0%
Private Equity (excluding Real Estate)	0.2	5.4%	9.0%	0.0%	15.0%
Special Opportunities	0.1	2.7%	2.5%	0.0%	5.0%
Subtotal - Alternatives	$ 1.1	29.7%	31.0%	15.0%	38.0%
Subtotal - Diversified Portfolio	$ 3.7	100.0%	100.0%		
Conservative Portfolio (U.S. Treasury Bond)	$ 3.2				
Total Assets	$ 6.9				

Asset Allocation as of March 31, 2017



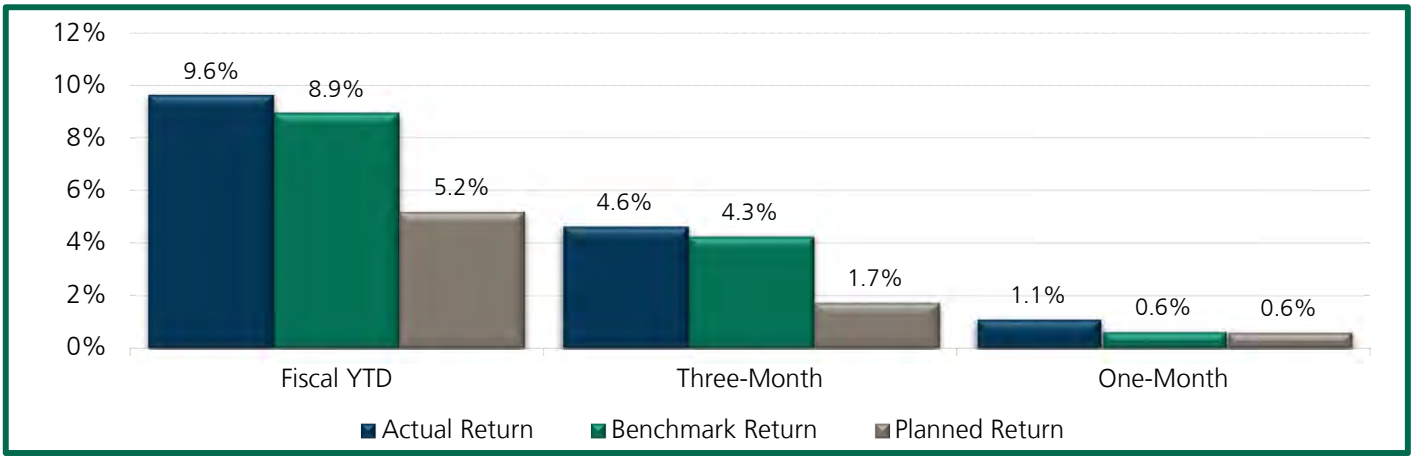
OHIO Century Bond and Deferred Maintenance Program Investment Performance for Periods Ended March 31, 2017

Century Bond Long-Term Portfolio[1]



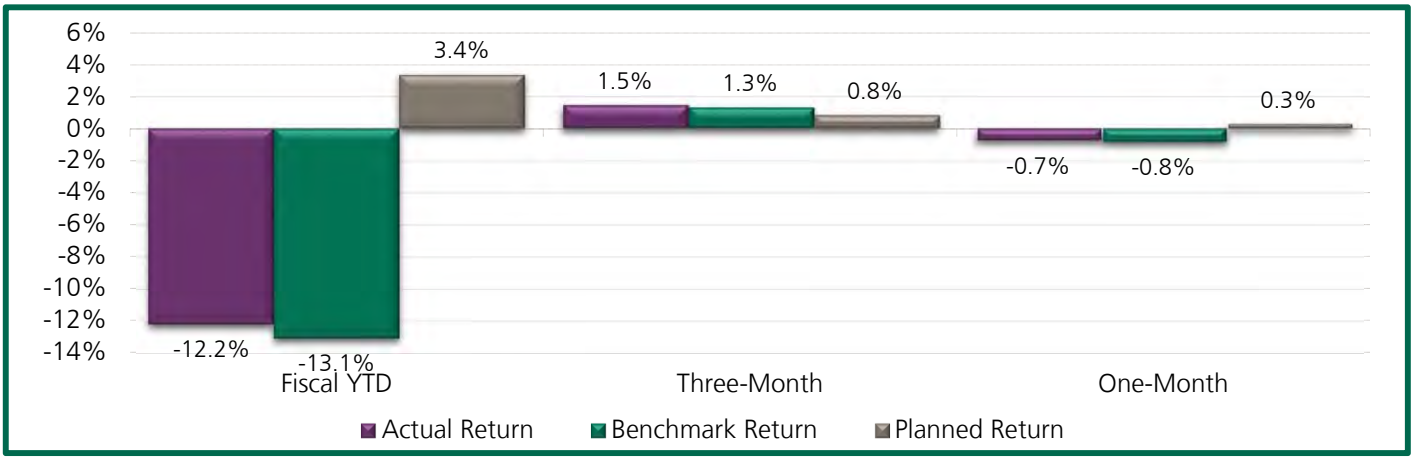
[1]Using the current asset allocation and a 5- to 7-year outlook, this portfolio's expected annual return is 6.2%.

Century Bond Reserve Diversified Portfolio[2]



[2]Using the current asset allocation and a 5- to 7-year outlook, this portfolio's expected annual return is 6.2%.

Century Bond Reserve Conservative Portfolio[3]



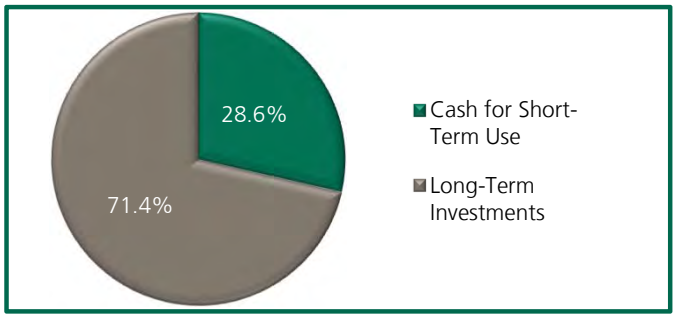
[3]Using the current asset allocation and a 5- to 7-year outlook, this portfolio's expected annual return is 2.5%.

Century Bond and Deferred Maintenance Program
Century Bond Investment Pool Summary

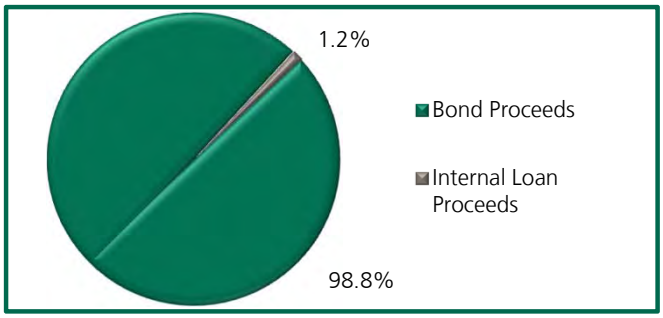
Investment Pool Activity through March 31, 2017* (in millions)

	FY 2015	FY 2016*	FY 2017	FY 2018
Beginning investment pool market value	$ -	$ 248.4	$ 222.7	
Cash transferred to (from) investment pool	247.8	(20.6)	$ (11.9)	
Interest and dividends net of management fees	1.7	2.4	$ 2.2	
Realized gains (losses)	2.3	1.8	$ -	
Unrealized gains (losses)	(3.4)	(9.3)	$ 12.6	
Ending investment pool market value	$ 248.4	$ 222.7	$ 225.6	

Century Bond Investments by Pool



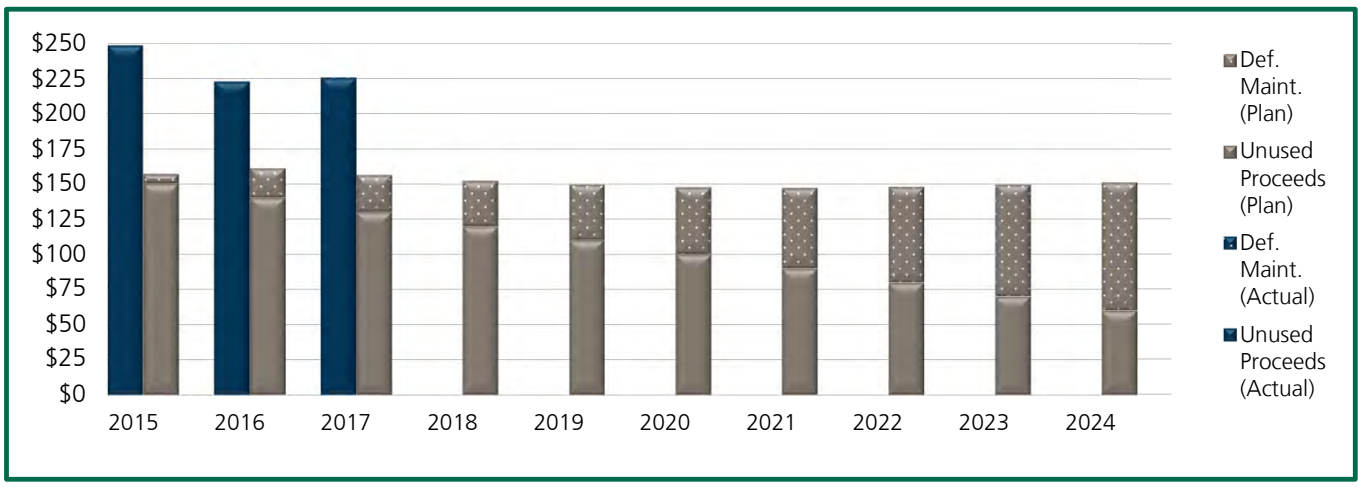
Century Bond Investments By Source



Century Bond Investment Pool Composition as of March 31, 2017* (in millions)

	Historic Value		Market Value	
Short-term bond proceeds - unspent balance	$ 64.7	27.8%	$ 65.6	29.1%
Long-term bond proceeds - unspent balance	150.0	64.5%	158.5	70.2%
Internal loan pool	17.8	7.7%	2.6	1.2%
Cash due (to) from pool	-	0.0%	(1.1)	-0.5%
Total investment pool	$ 232.5	100.0%	$ 225.6	100.0%

Century Bond Investment Pool Market Value by Fiscal Year (in millions)



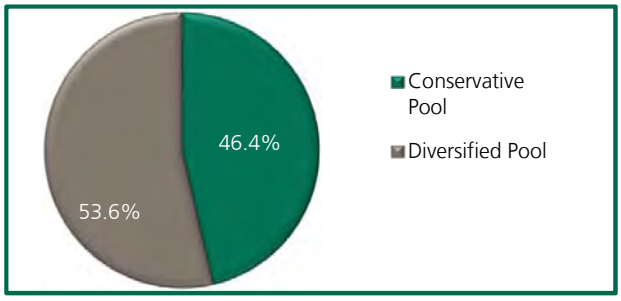
* unaudited

Century Bond and Deferred Maintenance Program
Debt Reserve Investment Pool Summary

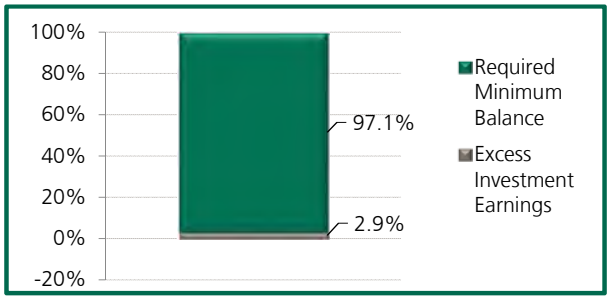
Investment Pool Activity through March 31, 2017* (in millions)

	FY 2015	FY 2016*	FY 2017	FY 2018
Beginning investment pool market value	$ -	$ 7.0	$ 7.1	
Cash transferred to (from) investment pool	7.0	-	-	
Interest and dividends net of management fees	0.1	0.2	0.1	
Realized gains (losses)	0.3	-	-	
Unrealized gains (losses)	(0.4)	(0.1)	(0.2)	
Ending investment pool market value	$ 7.0	$ 7.1	$ 7.0	

Debt Reserve By Investment Pool



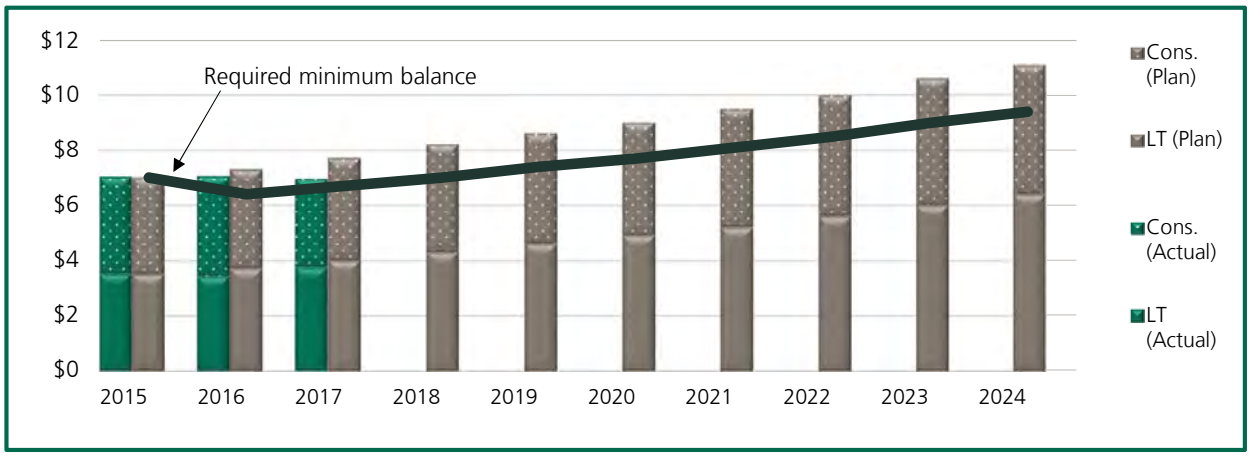
Required Minimum Balance to Total Value



Debt Reserve Investment Pool Composition as of March 31, 2017* (in millions)

	Historic Value		Market Value	
Century bond reserve conservative pool	$ 3.5	50.0%	$ 3.2	46.4%
Century bond reserve diversified pool	3.5	50.0%	3.7	53.6%
Total debt reserve investment pool	$ 7.0	100.0%	$ 6.9	100.0%
Required minimum balance			$ 6.7	

Investment Pool Market Value by Fiscal Year (in millions)



* unaudited

APPROVAL TO PROCEED WITH DESIGN FOR THE CONVOCATION CENTER VIDEOBOARD INSTALLATION, THE GAMERTSFELDER HALL BATHROOM RENOVATION, THE PICKERING HALL RESTROOM UPGRADES 2018, AND THE TIFFIN AND PERKINS HALL ROOF REHABILITATION

RESOLUTION 2017 -

WHEREAS, for the Convocation Center Videoboard Installation project, University administration requests approval for the total project budget of $1,979,705 and authorized expenditures of $160,000 to undertake design through contract administration;

WHEREAS, for the Gamertsfelder Hall Bathroom Renovation project, University administration requests approval for the total project budget of $2,000,000 and authorized expenditures of $270,000 to undertake design through contract administration;

WHEREAS, for the Pickering Hall Restroom Upgrades 2018 project, University administration requests approval for the total project budget of $1,100,000 and authorized expenditures of $203,000 to undertake design through contract administration;

WHEREAS, for the Tiffin and Perkins Hall Roof Rehabilitation project, University administration requests approval for the total project budget of $2,800,000 and authorized expenditures of $304,000 to undertake design through contract administration;

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.

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President Finance & Administration, CFO and Treasurer
Greg Robertson, Associate Vice President Architecture, Design and Construction

Re: **Request for Approval to Undertake Design**

The following projects are in excess of $500,000 in total project cost and are presented to the Board at this time for approval of project budget and authorization for funds to undertake design.

A presentation containing background information, funding sources and the proposed schedule for each project is included with these materials as well as a resolution for board action.

	Authorized Expenditures			Project Budget		
PROJECT	Previously Approved	Current Action	Total Approved Authorized Expenditures	Previously Approved	Current Budget Action	Total Approved Project Budget
Convocation Center Videoboard Installation		$ 160,000	$ 160,000		$ 1,979,705	$ 1,979,705
Gamertsfelder Hall Bathroom Renovation		$ 270,000	$ 270,000		$ 2,000,000	$ 2,000,000
Pickering Hall Restoom Upgrades 2018		$ 203,000	$ 203,000		$ 1,100,000	$ 1,100,000
Tiffin and Perkins Hall Roof Rehabilitation		$ 304,000	$ 304,000		$ 2,800,000	$ 2,800,000

June 22, 2017

Facility Projects Design

Consent

Tab

Requested Approvals to Undertake Design

	Authorized Expenditures			Project Budget		
PROJECT	Previously Approved	Current Action	Total Approved Authorized Expenditures	Previously Approved	Current Budget Action	Total Approved Project Budget
Convocation Center Videoboard Installation		$ 160,000	$ 160,000		$ 1,979,705	$ 1,979,705
Gamertsfelder Hall Bathroom Renovation		$ 270,000	$ 270,000		$ 2,000,000	$ 2,000,000
Pickering Hall Restoom Upgrades 2018		$ 203,000	$ 203,000		$ 1,100,000	$ 1,100,000
Tiffin and Perkins Hall Roof Rehabilitation		$ 304,000	$ 304,000		$ 2,800,000	$ 2,800,000

Convocation Center Videoboard Installation

Convocation Center Videoboard Installation

Background/Outcomes

- Constructed in 1968, the arena has 4 wall mounted scoreboards at the end of their 15 year design life
- This project will replace these with a center hung video/scoreboard with LED technology updating media controls and the audio system





Photo credit: The Official Website of Eastern Michigan Athletics
http://www.emueagles.com/sports/2005/11/7/ConvocationCenter.aspx?id=58

Convocation Center Videoboard Installation

Approval For Design Through Contract Administration

	Design	Construction	Authorized Expenditures		Approved Budget
Previous Board Budget Approvals			$ -		
Current Board Request: Design through Contract Admin.	$ 160,000		$ 160,000		$ 1,979,705
Sub-Totals	$ 160,000	$ -	$ 160,000		$ 1,979,705
Fund Sources					
Internal Reserves		$ 1,250,195	$ 1,250,195		
Intercollegiate Athletics Reserves	$ 160,000	$ 569,510	$ 729,510		
Sub-Totals	$ 160,000	$ 1,819,705	$ 1,979,705		

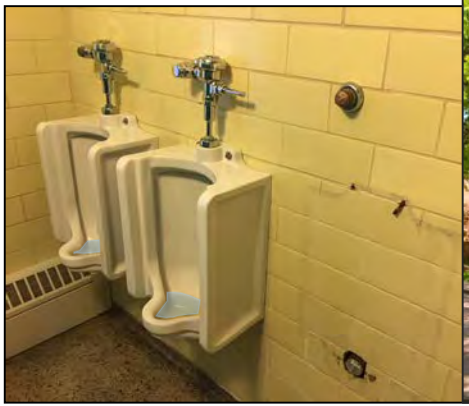
Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule							
Activity			Design	Construction			

Gamertsfelder Hall Bathroom Renovation

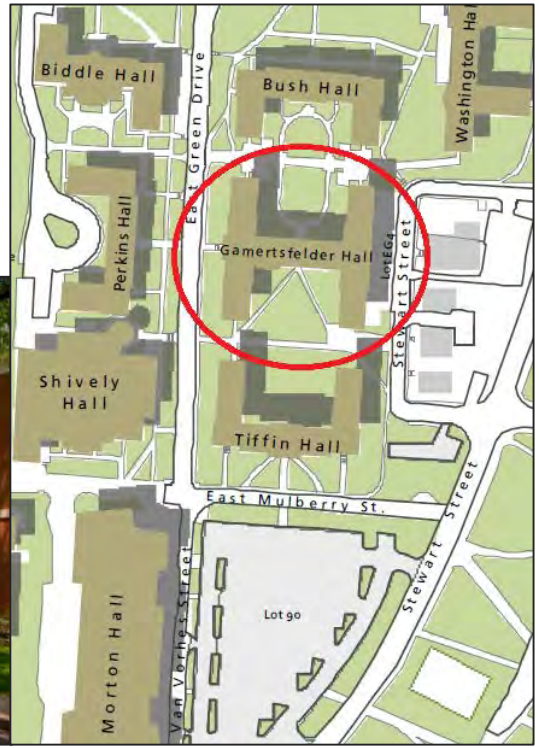
Gamertsfelder Hall Bathroom Renovation

Approval For Design Through Contract Administration

- Constructed in 1955, the bathrooms require new plumbing and fixtures to improve reliability and aesthetics







Gamertsfelder Hall Bathroom Renovation

Approval for Design Through Contract Administration

	Design	Construction	Authorized Expenditures		Approved Budget
Previous Board Budget Approvals			$ -		
Current Board Request: Design through Contract Admin.	$ 270,000		$ 270,000		$ 2,000,000
Sub-Totals	$ 270,000	$ -	$ 270,000		$ 2,000,000
Fund Sources					
Housing & Residence Life Reserves	$ 270,000	$ 1,730,000	$ 2,000,000		
Sub-Totals	$ 270,000	$ 1,730,000	$ 2,000,000		

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule							
Activity			Design	Construction			

Pickering Hall Restroom Upgrades 2018

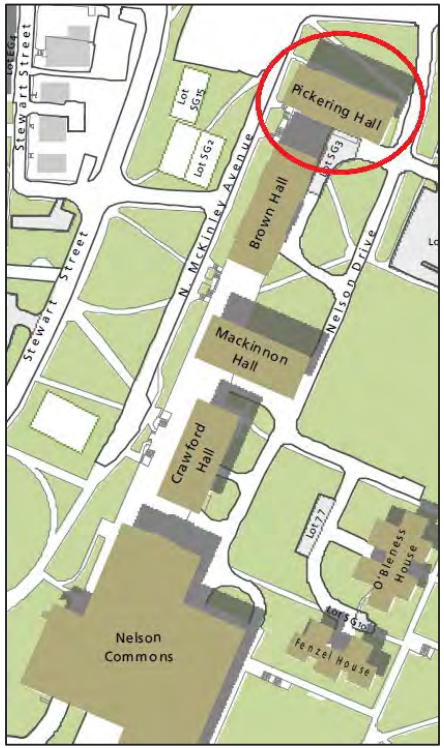
Pickering Hall Restroom Upgrades 2018

Approval For Design Through Contract Administration

- Original plumbing and fixtures from 1966 require replacement to improve reliability and appearance







Pickering Hall Restroom Upgrades 2018

Approval For Design Through Contract Administration

	Design	Construction	Authorized Expenditures		Approved Budget
Previous Board Budget Approvals			$ -		
Current Board Request: Design through Contract Admin.	$ 203,000		$ 203,000		$ 1,100,000
Sub-Totals	$ 203,000	$ -	$ 203,000		$ 1,100,000
Fund Sources					
Housing & Residence Life Reserves	$ 203,000	$ 897,000	$ 1,100,000		
Sub-Totals	$ 203,000	$ 897,000	$ 1,100,000		

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule							
Activity			Design	Construction			

Tiffin and Perkins Hall Roof Rehabilitation

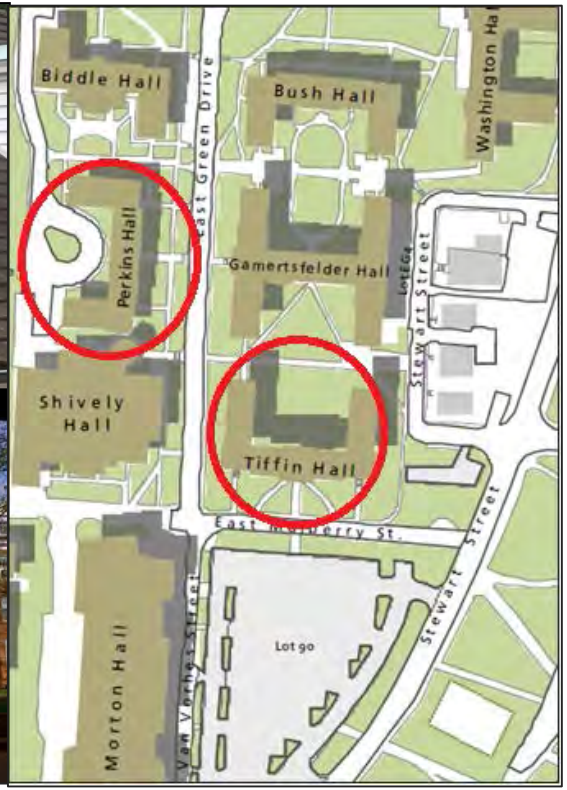
Tiffin and Perkins Hall Roof Rehabilitation

Background/Outcomes

- Constructed in 1954 & 1955, the original clay tile roofs require reconditioning to stop leaks







Tiffin and Perkins Hall Roof Rehabilitation

Approval For Design Through Contract Administration

	Design	Construction	Authorized Expenditures		Approved Budget
Previous Board Budget Approvals			$ -		
Current Board Request: Design through Contract Admin.	$ 304,000		$ 304,000		$ 2,800,000
Sub-Totals	$ 304,000	$ -	$ 304,000		$ 2,800,000
Fund Sources					
Housing & Residence Life Reserves	$ 304,000	$ 2,496,000	$ 2,800,000		
Sub-Totals	$ 304,000	$ 2,496,000	$ 2,800,000		

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule							
Activity			Design	Construction			

APPROVAL TO PROCEED WITH CONSTRUCTION FOR THE SOOK ACADEMIC CENTER, AND THE ELLIS HALL RENOVATION

RESOLUTION 2017 -

WHEREAS, for the Sook Academic Center project, the Board of Trustees previously approved a total project budget of $6,165,180 and authorized expenditures of $620,000 (2016-3543), and University administration seeks to amend the total project budget of $6,165,180 by $325,000 for a new total project budget of $6,490,180 and seeks approval to amend the previously authorized expenditure amount of $620,000 by $5,870,180 for new authorized expenditures of $6,490,180 to complete construction;

WHEREAS, for the Ellis Hall Renovation project, the Board of Trustees previously approved at total project budget of $13,000,000 and authorized expenditures of $1,300,000 (2016-3570), and University administration seeks to increase the authorized expenditure amount of $1,300,000 by $11,700,000 for new authorized expenditures of $13,000,000 to complete construction;

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.

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President Finance & Administration, CFO and Treasurer
Greg Robertson, Associate Vice President Architecture, Design and Construction

Re: Request for Approval to Undertake Construction

The following projects are in excess of $500,000 in total project cost and are presented to the Board at this time for approval of project budget and authorization for funds to undertake construction.

A presentation containing background information, funding sources and the proposed schedule for each project is included with these materials as well as a resolution for board action.

	Authorized Expenditures			Project Budget		
PROJECT	Previously Approved	Current Action	Total Approved Authorized Expenditures	Previously Approved	Current Budget Action	Total Approved Project Budget
Budget Amendment & Approval to Undertake Construction						
Sook Academic Center	$ 620,000	$ 5,870,180	$ 6,490,180	$ 6,165,180	$ 325,000	$ 6,490,180
Approval to Undertake Construction						
Ellis Hall Renovation	$ 1,300,000	$ 11,700,000	$ 13,000,000	$ 13,000,000		$ 13,000,000

The June presentation also includes several slides detailing the Athens Campus summer projects.

June 22, 2017

Facility Projects Construction

Consent

Tab

Requested Approvals to Undertake Construction

	Authorized Expenditures			Project Budget		
PROJECT	Previously Approved	Current Action	Total Approved Authorized Expenditures	Previously Approved	Current Budget Action	Total Approved Project Budget
Budget Amendment & Approval to Undertake Construction						
Sook Academic Center	$ 620,000	$ 5,870,180	$ 6,490,180	$ 6,165,180	$ 325,000	$ 6,490,180
Approval to Undertake Construction						
Ellis Hall Renovation	$ 1,300,000	$ 11,700,000	$ 13,000,000	$ 13,000,000		$ 13,000,000

Sook Academic Center

Sook Academic Center

Background



- Space analysis for Athletics Department revealed space deficiencies and undersized study spaces
- Donor desire to contribute anchor gift to design, construct and furnish an athletic academic center
- Comprehensive Master Plan validated space deficiencies of athletic space required to support respective portfolio of activities

Sook Academic Center

Collegiate Standard and 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

Sook Academic Center

NCAA Academic Standard

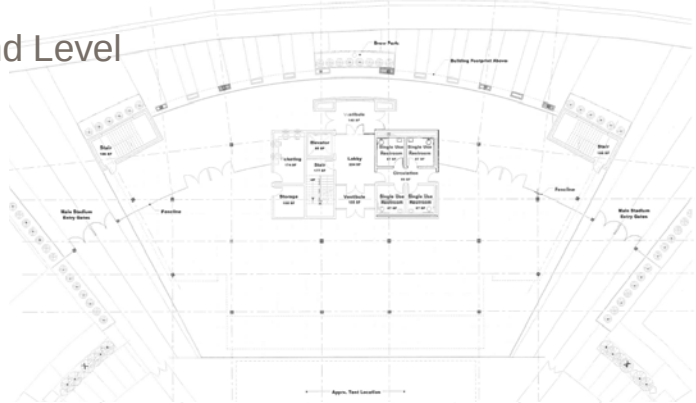


- NCAA athletic programs require student-athletes to meet unique and stringent academic requirements for eligibility, which exceed typical college student requirements
- Penalties for not meeting these standards may include scholarship reductions, team suspensions, and institutional embarrassment

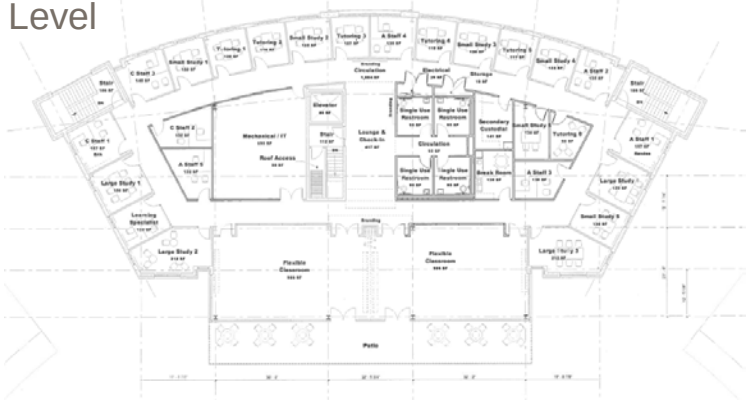
Sook Academic Center

Design Objectives

Ground Level



Main Level

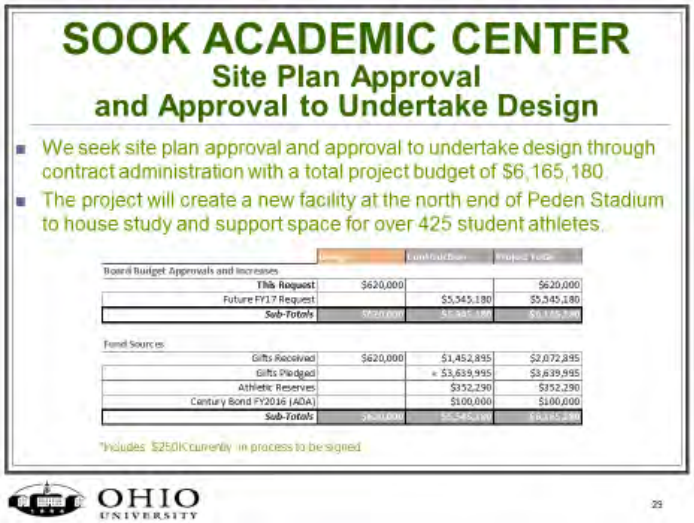


- Dedicate study and support space for over 425 athletes
- Provide additional group study space which is deficient across campus for groups working with student athletes
- Maintain proximity to Peden, and maintain its visual character
- Balance need for new space with floodplain regulations
- Create four new ADA restrooms at the stadium ground level
- Allow vacated space within the existing stadium to be repurposed to a higher use

Sook Academic Center

Background

Jun 2016 BoT



SOOK ACADEMIC CENTER

Site Plan Approval
and Approval to Undertake Design

- 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.

Board Budget Approvals and Increases			
This Request	$620,000		$620,000
Future FY17 Request		$5,545,180	$5,545,180
Sub-Totals			

Fund Sources			
Gifts Received	$620,000	$1,452,895	$2,072,895
Gifts Pledged		$3,639,995	$3,639,995
Athletic Reserves		$352,290	$352,290
Century Bond FY2016 (ADA)		$100,000	$100,000
Sub-Totals			

*Includes $250K currently in process to be signed

OHIO UNIVERSITY 29

- In June 2016, the Board approved the site plan and undertaking Design through Contract Administration at a cost of $620,000 and a total project budget of $6,165,180 (2016-3543)

Sook Academic Center

Outcomes



- Addresses significant ADA restroom requirements at Peden Complex
- Create gender neutral restrooms
- Will house study and support space for over 425 student athletes

Sook Academic Center

Approval for Construction and to Amend the Budget

	Design	Construction	Authorized Expenditures		Approved Budget
Previous Board Budget Approvals	$ 620,000		$ 620,000		$ 6,165,180
Current Board Request: Construction & Budget Amendment		$ 5,870,180	$ 5,870,180		$ 325,000
Sub-Totals	$ 620,000	$ 5,870,180	$ 6,490,180		$ 6,490,180
Board Actions: 2016-3543					
Fund Sources					
Century Bond		$ 100,000	$ 100,000		
Gifts (In Hand)	$ 620,000	$ 2,761,380	$ 3,381,380		
Internal Reserves		$ 3,008,800	$ 3,008,800		
Sub-Totals	$ 620,000	$ 5,870,180	$ 6,490,180		

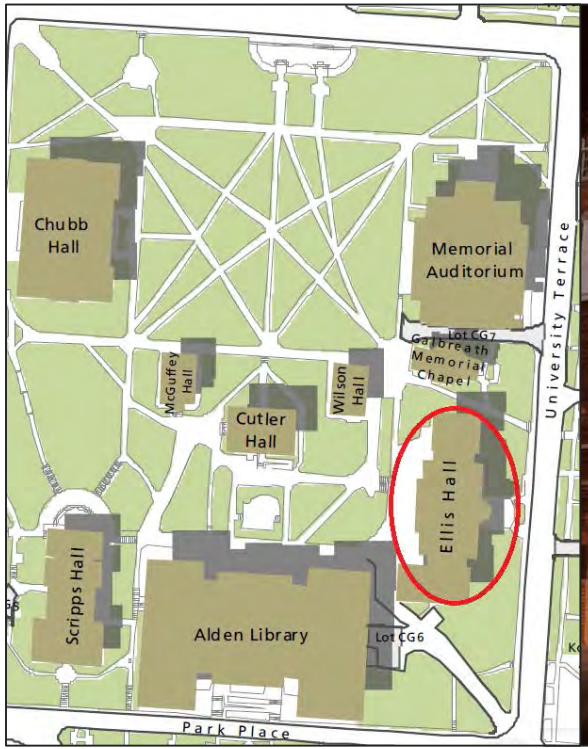
Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule							
Activity		Design	Construction				

THIRD CENTURY FUND
Aa3/A+
OHIO UNIVERSITY
CENTURY BOND PROJECT

Ellis Hall Renovation

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

Ellis Hall Renovation

Background

Oct 2015 BoT:



Mar 2016 BoT:



- In October 2015, the Board approved a project to replace the building chiller in Ellis Hall (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 March 2016, the Board reviewed the Ellis Hall Project Renovation Strategy
- In October 2016, the Board approved the University FY17/FY18 State Capital Request which included further infrastructure renewal

Ellis Hall Renovation

Background

Jun 2016 BoT:



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.

	Design	Construction	Project Total
Board Budget Approvals and Increases			
Project Conceptual Estimate	$1,300,000	$11,700,000	$13,000,000 *
Board request: Design Approval	**$1,300,000**		**$1,300,000**
Sub-Totals	[illegible]	[illegible]	[illegible]

* Estimated project total will be reviewed in design process.

Fund Sources			
State Capital Appropriations		$6,652,950	$6,652,950
State Capital Reappropriations			$0
Century Bond	$1,300,000	$10,000	$1,310,000
Other (Debt, Institutional Funds)		$5,037,050	$5,037,050
Sub-Totals	[illegible]	[illegible]	[illegible]

OHIO UNIVERSITY

24

- In June 2016, the Board approved undertaking of Design through Contract Administration at a cost of $1,300,000 and a total project budget of $13,000,000 (2016-3570)

Ellis Hall Renovation

Outcomes



- 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 restrooms and interior finish changes where required

Ellis Hall Renovation

Approval for Construction

	Design	Construction	Authorized Expenditures		Approved Budget
Previous Board Budget Approvals	$ 1,300,000		$ 1,300,000		$ 13,000,000
Current Board Request: Construction		$ 11,700,000	$ 11,700,000		$ -
Sub-Totals	$ 1,300,000	$ 11,700,000	$ 13,000,000		$ 13,000,000
Board Actions: 2016-3570					
Fund Sources					
State Capital Appropriations		$ 6,652,950	$ 6,652,950		
Century Bond	$ 1,300,000	$ 10,000	$ 1,310,000		
External Debt Issued		$ 5,037,050	$ 5,037,050		
Sub-Totals	$ 1,300,000	$ 11,700,000	$ 13,000,000		

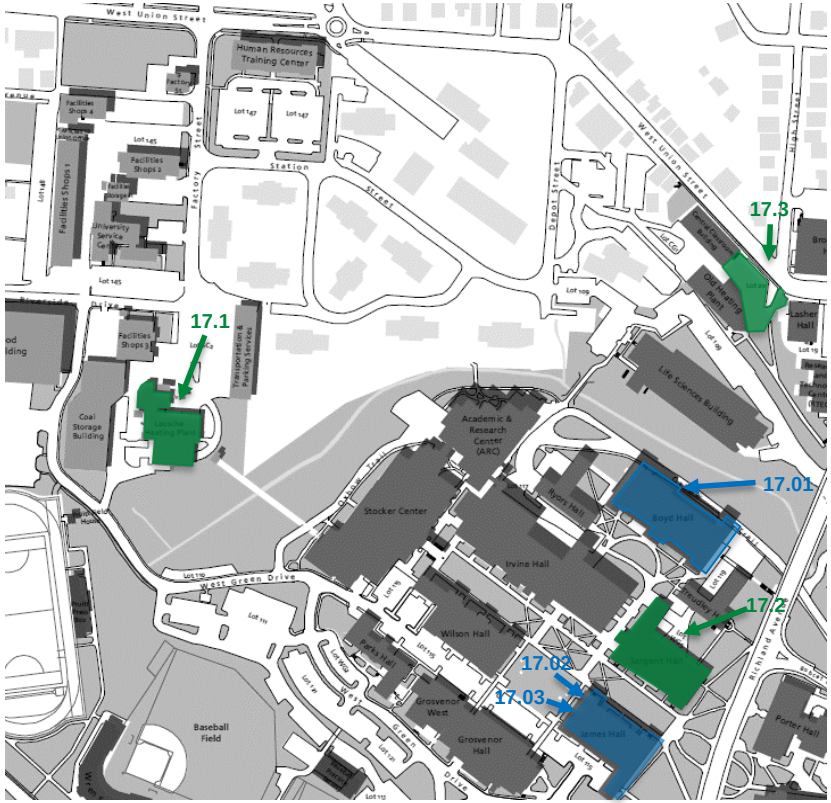
Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule							
Activity		Design		Construction			

CENTURY BOND PROJECT

June 22, 2017

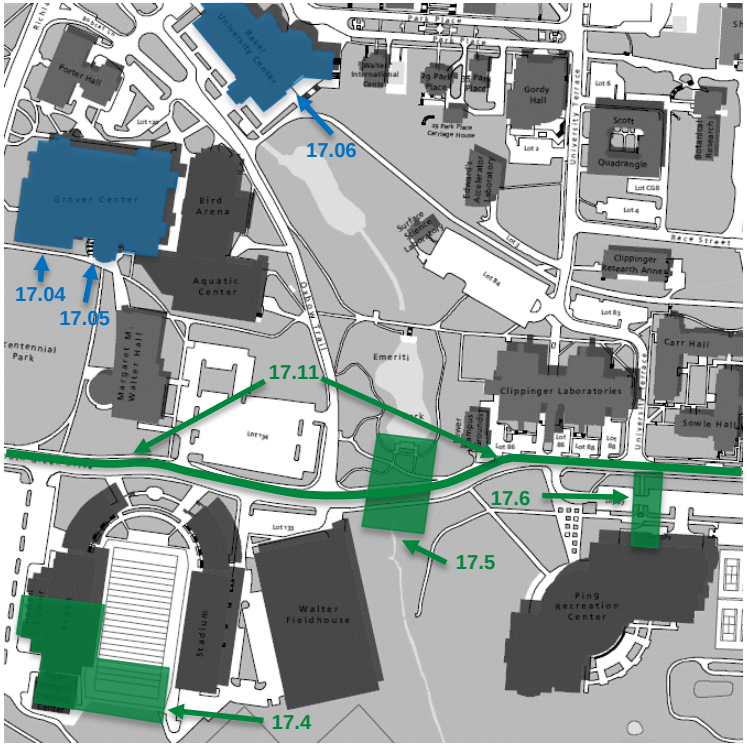
Summer Construction Projects

West Campus



- Exterior Construction Projects
  - 17.1 – Permanent Campus Boilers
    - 9/1/16 – 11/30/17
  - 17.2 – Sargent Hall Masonry Repairs
    - 5/1/17 – 8/30/17
  - 17.3 – Lot 20 Retaining Wall Repair
    - Dates TBD
- Interior Construction Projects
  - 17.01 – Boyd Hall Bathroom Upgrade
    - 5/1/17-8/1/17
  - 17.02 – James Hall Laundry & Hot Water Heater
    - 4/3/17-6/30/17
  - 17.03 – James Hall Kitchen & Study Space
    - 5/1/17-6/30/17

South Central Campus


17.06
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Grover Center
Bird Arena
Aquatic Center
Porter Hall
Baker University Center
Gordy Hall
Scott Quadrangle
Clippinger Laboratories
Carr Hall
Sowle Hall
Walter Fieldhouse
Ping Recreation Center
Stadium
Emeriti
Centennial Park
Clippinger Research Annex
Edwards Accelerator Laboratory
Surface Water Laboratory
Botanical Research
Race Street
University Terrace
Park Place
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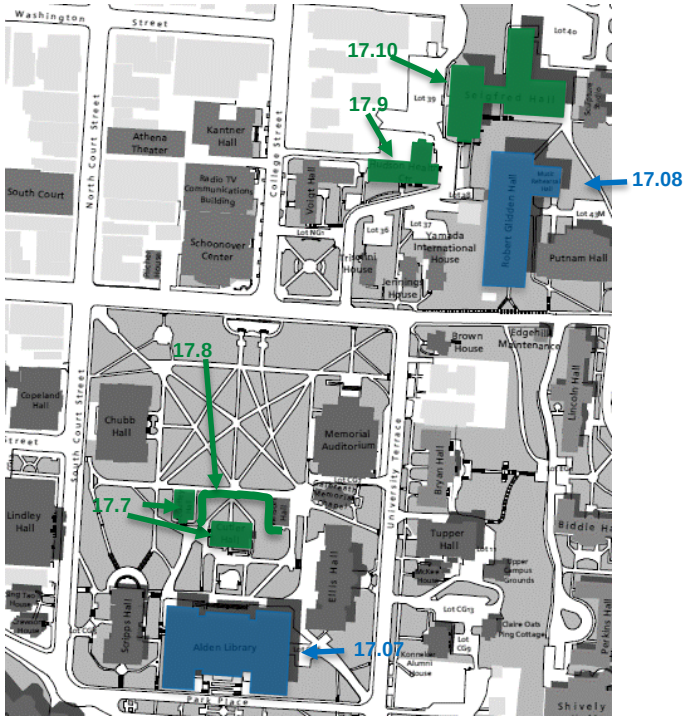
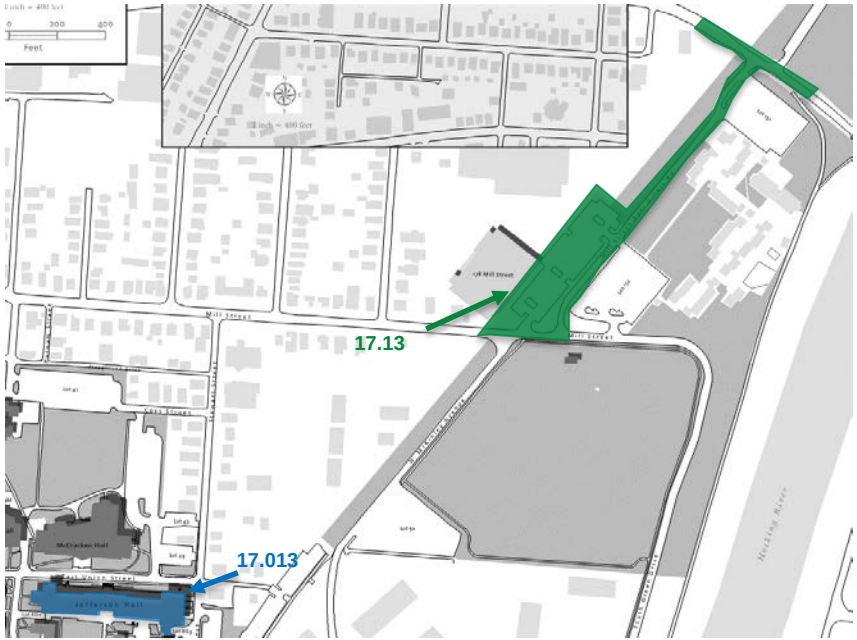
North Central Campus

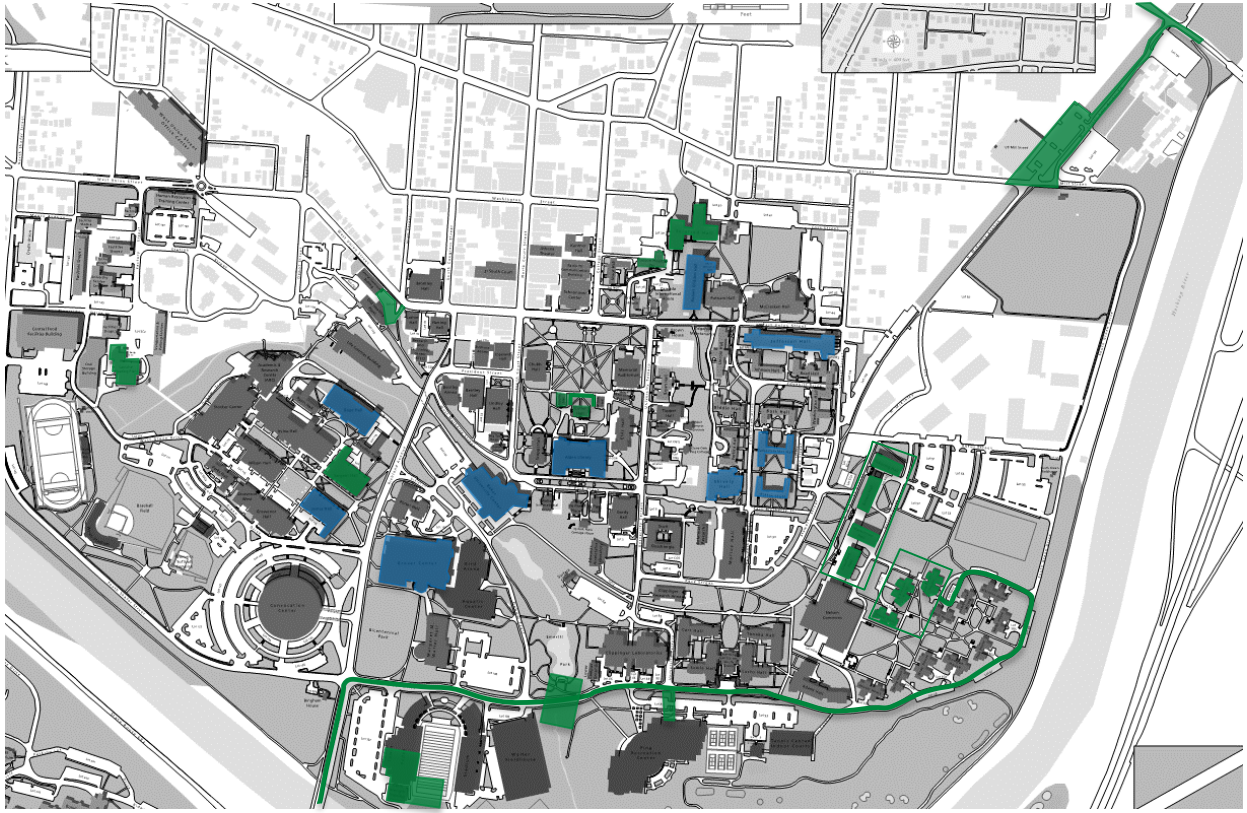


- Exterior Projects
  - 17.7 – College Green Exterior Repair
    - 5/1/17 – 7/30/17
  - 17.8 – Cutler Retaining Wall Repair
    - 7/2/17 – 8/15/17
  - 17.9 – Hudson Roof, Cupola & Dormers
    - 6/2/17 – 8/4/17
  - 17.10 – Seigfred Hall Roof and Window
    - 6/17/16 – 8/15/17
- Interior Projects
  - 17.07 Alden Library Renovations Phase I
    - 1/15/17 - 7/28/17
  - 17.08 - Glidden Hall Room 400 HVAC
    - 5/1/17 – 6/30/17

Northeast Campus



- Exterior Projects
  - 17.13 – North McKinley Drive Extension
    - 4/10/17 – 8/15/17
  - 17.14 – Various Locations – Campus Steam System Repairs 2017
    - 5/1/17 – 8/25/17
- Interior Projects
  - 17.013 – Jefferson Hall Renovation
    - 5/1/16 – 8/10/17


Exterior Projects
Interior Projects

RESOLUTION TO APPROVE LAND EXCHANGE WITH THE CITY OF ATHENS

RESOLUTION 2017-

WHEREAS, Ohio University owns title in fee simple to .378 acres of land located at 525 West Union Street in Athens, where Habitat for Humanity of Southeast Ohio currently is located ("Habitat Parcel"); and

WHEREAS, the University and the City of Athens informally agreed several years ago to exchange the Habitat Parcel for approximately .14 acres of land owned by the City at the eastern-most portion of Moore Avenue in Athens ("Moore Avenue Parcel"); and

WHEREAS, the University's acquisition of the Moore Avenue Parcel would facilitate future campus development in that corridor; and

WHEREAS, the parties recently reaffirmed their agreement on this matter and wish to implement the exchange of these parcels.

NOW THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees hereby approves the conveyance of the Habitat Parcel to the City of Athens in exchange for fee simple title to the Moore Avenue Parcel.

BE IT FURTHER RESOLVED, that the President or his designee is hereby authorized to oversee the process to finalize this land exchange, including through the Ohio Department of Administrative Services and the General Assembly, and to execute the appropriate agreements and other documents necessary to memorialize the transaction in accordance with Ohio law.

OHIO UNIVERSITY

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President for Finance and Administration, CFO and Treasurer
David Averion, Manager of Real Estate Operations and Legal Assistant

Re: Approval of Land Exchange with the City of Athens

This resolution seeks approval to exchange land parcels with the City of Athens.

The University owns title in fee simple to .378 acres of land located at 525 West Union Street in Athens, where Habitat for Humanity of Southeast Ohio currently is located ("Habitat Parcel").

In the early 2000s, the City and University apparently agreed informally to swap the Habitat Parcel in exchange for a .14-acre parcel consisting of the eastern-most section of Moore Avenue, which is owned by the City ("Moore Avenue Parcel"). At that time, the parties began the process of implementing the land swap, and the University granted a permanent easement to the City that encumbers the Habitat Parcel. However, the full exchange of title was not completed.

In recent months, the parties have reaffirmed their commitment to this land exchange and wish to complete it. The University's acquisition of the Moore Avenue Parcel would facilitate future development of the new Heritage College building and the Union Street Green. By the same token, conveyance of the Habitat Parcel to the City would be in the best interests of the community and would not adversely affect the University's strategic real estate plans.

If the Board of Trustees approves, the parties will begin the formal process to accomplish this transaction, which will involve standard due diligence and the approval of the Ohio Department of Administrative Services and the General Assembly. The City of Athens likely must also vacate the Moore Avenue Parcel in order to convey it to the University, since that parcel currently operates as a public roadway.

Moore Avenue



RESOLUTION TO APPROVE UTILITY EASEMENT REQUEST FROM CHILLICOTHE TELEPHONE COMPANY d.b.a. HORIZON TELECOM

RESOLUTION 2017 -

WHEREAS, Chillicothe Telephone Company d.b.a. Horizon Telecom has requested the University's approval of the installation of a fiber optic line to service the AT&T Store located at 743 East State Street, which is located on ground owned by the University; and

WHEREAS, the AT&T Store requires high-speed internet service to operate its business; and

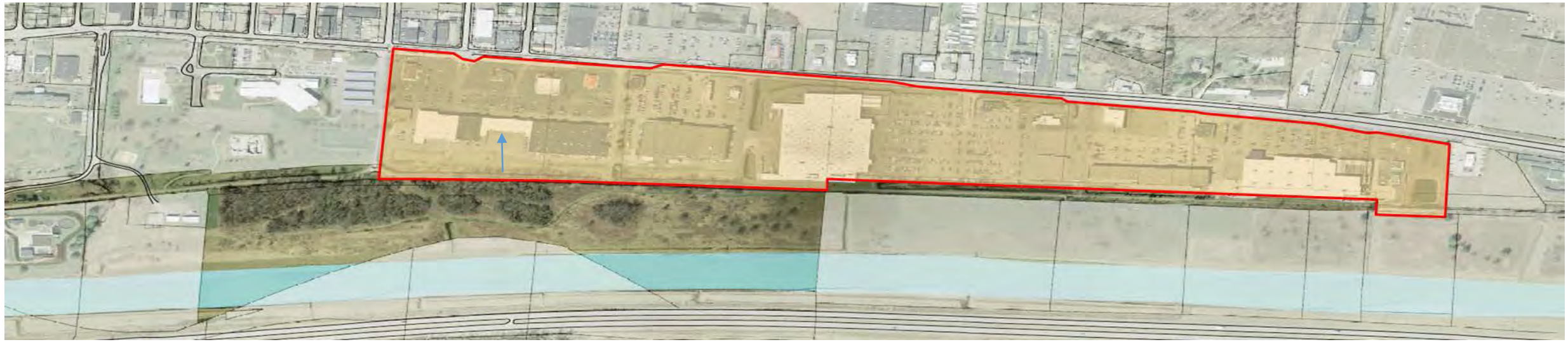
WHEREAS, Horizon presented a plan to run an overhead fiber optic line from an existing utility pole into the back of the AT&T Store; and

WHEREAS, this request has been reviewed and approved by University staff and the Ohio Department of Administrative Services.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby approves the request by Chillicothe Telephone Company d.b.a. Horizon Telecom for a 25-year utility easement as depicted in the attached map.

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.

Horizon Telecom Easement



Horizon will drop an overhead fiber optic line into the back portion of the AT&T Store.

743 East State Street

10’ wide strip - 4,381 sq. ft.

One time consideration of $4,404.00

25 year term

OHIO UNIVERSITY

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President for Finance and Administration, CFO and Treasurer
David Averion, Manager of Real Estate Operations and Legal Assistant

Re: Approval of Easement Request from Chillicothe Telephone Company d.b.a. Horizon Telecom

This resolution seeks approval for a utility easement request from Chillicothe Telephone Company d.b.a. Horizon Telecom, on behalf of the AT&T Store in Athens.

The AT&T Store is located at 743 East State Street, on property owned by the University. The retail space itself is leased from Chesapeake Realty, which holds a ground lease with the University.

The AT&T Store has requested approval to install a fiber optic line from Horizon Telecom. The fiber optic line is needed to provide high-speed internet service to improve the store's business operation, which currently is hampered by slow internet service. The fiber optic line will drop directly into the back of the AT&T Store.

Horizon Telecom proposes to pay $4,404 for a 25-year easement. We believe that this amount is reasonable given the nature of the request.

The project has been evaluated and approved by appropriate University officials and the Ohio Department of Administrative Services.

RESOLUTION TO AUTHORIZE USE OF UNDER-SPEED VEHICLES ON UNIVERSITY ROADS

RESOLUTION 2017-

WHEREAS, Ohio Revised Code sections 4511.214 and 4511.215 empower government authorities to authorize the use of under-speed and similar utility vehicles ("USVs") on public roadways, subject to reasonable restrictions;

WHEREAS, the City of Athens recently adopted ordinances allowing USVs on city roads (i) when operated by or on behalf of a state entity or municipality; (ii) when operated during declared special events, projects, festivals or emergencies; and (iii) when operated by a person with a disability, subject to Ohio Revised Code section 4503.44; and

WHEREAS, the University's roads are closely intertwined with the City's roads, and thus it is important to ensure consistency and clarity in the application of traffic laws to University roads on and near campus.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby authorizes the use of USVs on University roads in accordance with the applicable terms of City of Athens Ordinances 7.02.42 through 7.02.44 as of the date of this resolution.

BE IT FURTHER RESOLVED, that the Board of Trustees hereby directs the President or his designee to communicate and memorialize regulations pertaining to the use of USVs as required by Ohio law and as otherwise appropriate.

Interoffice Communication

Date: June 9, 2017

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President for Finance and Administration, CFO and Treasurer

Re: Authorization of Use of Certain Under-Speed Vehicles on University Roadways

This resolution would permit use of certain under-speed vehicles on University roadways, subject to the restrictions described below.

Effective January 1, 2017, a new Ohio law permits local governmental authorities to allow under-speed vehicles and similar utility vehicles ("USVs") to operate on roadways within its jurisdiction (R.C. 4511.214, 4511.215). These vehicles typically include golf carts and small maintenance trucks. Without such authorization, use of these vehicles on roadways is typically forbidden.

The City of Athens recently adopted a series of ordinances allowing use of USVs on city roads in three instances (Ordinances 7.02.42 - 7.02.45):

- When operated by or on behalf of a state entity or municipality (*e.g.*, by the City or University);
- When operated during special events, projects, festivals or emergencies declared by the City's Chief of Police; and
- When operated by a person with a disability, where the USV is accompanied by a windshield placard as required by Ohio Revised Code 4503.44 and approved by the Ohio Bureau of Motor Vehicles.

In all such cases, the City's ordinance imposes the following restrictions:

- Operation of USVs is limited to roads with a speed limit of 25 mph or less;
- The operator of the USV must have a valid driver's license;
- The USV must be titled and registered;

- The USV must pass a safety inspection administered by a law enforcement agency and must be equipped with basic safety features required by law (*e.g.*, head and tail lights, brake lights, turn signals, mirrors, windshield); and

- Operation of USVs must comply with all applicable state and local traffic laws (*e.g.*, use of lap belts and child safety restraints, proof of financial responsibility).

We recommend that the Board of Trustees approve these rules for the use of USVs on University roadways. The municipal and University road systems are intertwined on and near campus. Adopting the city's regulations in this regard will ensure consistency and clarity in the application and enforcement of traffic laws in these areas.

Further, the University uses USVs throughout its operations, including in facilities, campus recreation, intercollegiate athletics, event services, alumni relations, student affairs, and some academic departments. Allowing these vehicles to use University roadways will ensure the continued ability of these units to perform their tasks efficiently and legally.

Please let me know if you have any questions.

This map is for planning purposes only. Any particular transaction or agreement is subject to legal research of ownership

OHIO UNIVERSITY 1804

Campus Streets

Owner

- Campus
- City
- Maintained as City Street

- Campus Buildings
- Parking
- Ohio University Property
- Non-University Facility

Ohio University Athens Campus Street Ownership

Ohio University
Planning And
Space Management
(740) 597-2506

N W E S

0 210 420 630

Feet

1 inch = 550 feet

Sources: Ohio University, OGRIP, City of Athens, Athens County
Data Updated April 2015
Map Design: D. Simon
Ohio University
Planning and Space Management
March, 2016

OHIO UNIVERSITY

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President for Finance and Administration, CFO and Treasurer
Shawna Bolin, Assistant Vice President for University Planning

Re: **Park Place and Small House Planning Strategy Updates**

Since the beginning of 2017, work groups, appointed by past University President McDavis, have been underway to provide planning recommendations for two key areas of our core campus:

- *Park Place Planning Strategy* is charged with Collaboration with City of Athens to provide recommendations for the highest and best use of space along the Park Place and South Court Street Corridor.
- *Small House Planning Strategy* is charged with analyzing the University's portfolio of small houses and providing recommendations on their future use.

At the March 2017 meeting, we engaged in an interactive conversation to share elements of the planning and gather the Board's feedback for inclusion in the development of the recommendations. Example feedback included:

Park Place:

- *Create an environment or place that we want to show people: parents, alumni, prospective students*
- *Old cities have transformed…and so should this area*
- *Would like this to be implemented as a pedestrian space within the next 20 years*

Small House:

- *Thinking back to the dedication of Cutler 200th anniversary; homes hold an emotional connection for the university*
- *Use the houses to meet institutional short-falls in space, what can we cure through these spaces?*
- *It has taken a long time for them to deteriorate; will take an almost equal amount of time to fix*

During the discussion, we outlined a goal of providing recommendations for both of the strategies at the June meeting. For the Park Place Strategy, while work has continued, given changes in leadership and a desire to review feedback and provide input into the process, the Park Place Strategy recommendations will be shared at a future Board meeting.

For the Small House Strategy, building analysis and programmatic needs drive the recommendations. At the June meeting, we will share with you draft recommendations for your review and feedback.

June 22, 2017

Small House Strategy

Tab #; pg

Planning Strategies Context

Park Place (PP) Planning Strategy

- Tasked with developing a comprehensive recommendation that examines best practices for leveraging buildings along Park Place and South Court Street to support student needs, in collaboration with the City of Athens



Process

Public Survey
- Feb-March 2017
- Over 1,000 responses from OHIO and Athens community

Public Workshops
- February 2017
- Gathered feedback and proposals

BoT workshop
- March 2017
- Shared public feedback with Board; gathered Board perspectives

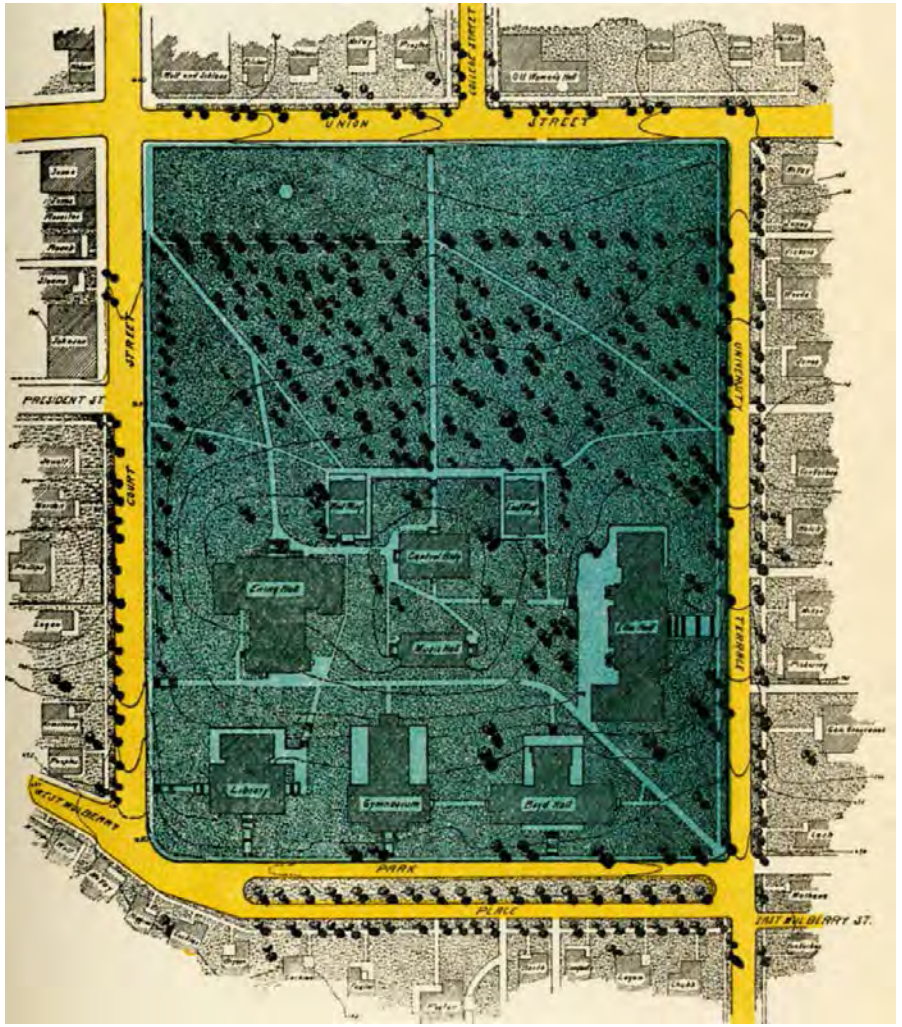
Next Steps

Review strategy with new leadership
- June 2017
- Incorporate Small House Strategy findings into PP Strategy

Recommendation to Board of Trustees
- August 2017
- Change in University leadership
- Incorporate Small House findings into PP Strategy

Small House Strategy

History and Context



Above: Campus and surrounding small houses in 1908.

- The 1794 plan for Athens showed the college square surrounded by house lots for a president and professors
- As the campus has expanded, there has remained a strong presence of residential houses
- Many small houses have been repurposed for programmatic needs with varying success
- Most are in need of significant deferred maintenance as well as a re-evaluation of their use
- 2016 CMP recommends: “Small houses surrounding College Green are important to the character and scale of the green and when feasible they should be retained. And future development should preserve the scale and character of the green.”

Small House Strategy

Work Group Charge

- **Evaluate each house:**
  - Condition
  - Highest and best use
- **Review financial strategies:**
  - Public/Private
  - University funding
- **Recommendations may include opportunities such as:**
  - Restoring houses for original residential purpose and recommending occupants
  - Guiding how to most appropriately renovate or modify buildings or sites for academic or administrative utilization
  - Considering best alternative non-university uses and necessary covenants to preserve character and historic integrity of houses
  - Considering new site development for houses that are impractical to restore, rehabilitate, or adapt

Work Group Members

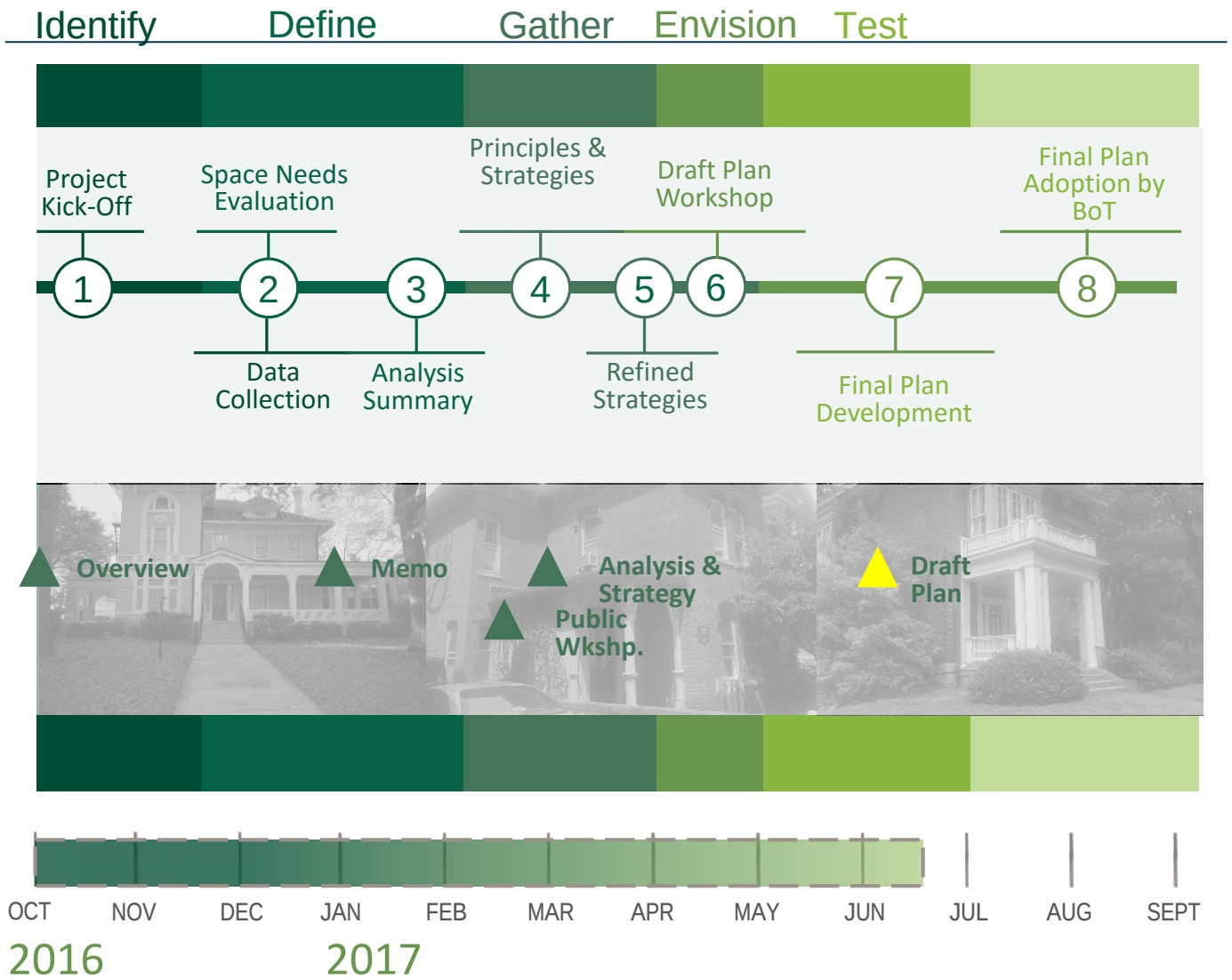
- **Chad Mitchell**, Chief of Staff, VPFA
- **Steve Wood**, AVP for Facilities and Safety
- **Laura Myers**, Chief of Staff, Provost Office
- **Paul Logue**, City of Athens
- **David Averion**, Manager of Real Estate
- **Peter Trentacoste**, Executive Director, Residential Housing
- **Shawna Bolin**, Group Chair, AVP for University Planning



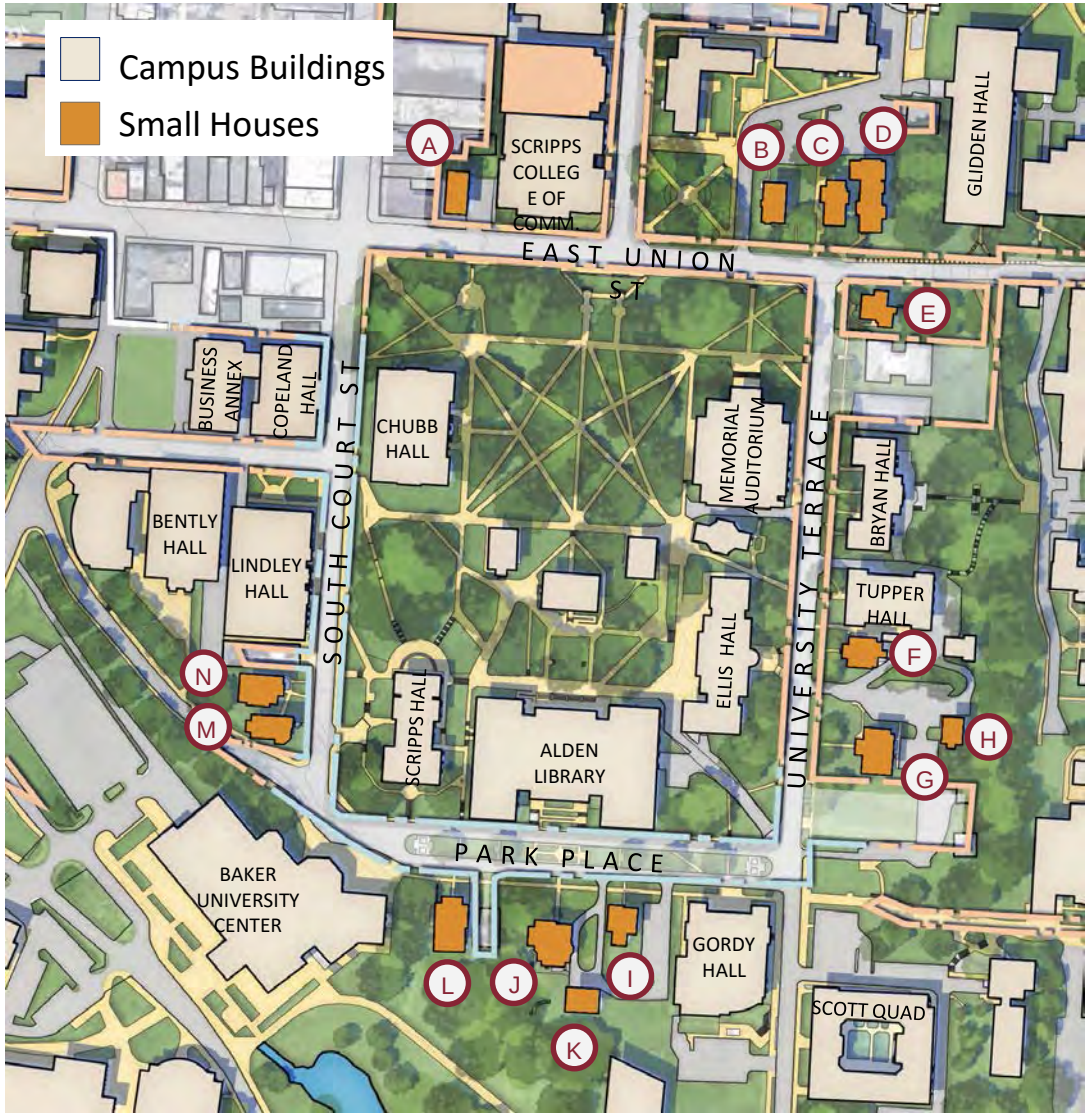
Small House Strategy

Process

- **December Workshop:** Outline Charge & Process
- **January Workshop:** Background & Analysis
- **February Workshop:** Review of ADA, Deferred Maintenance (DM), Financials, Historic Standards, Academic Use & Housing Opportunity Case Studies
- **February:** 2 Public Workshops
- **March:** Board of Trustees Workshop
- **April Workshop:** Assessment of house data, Board feedback, Principles
- **May Workshop**: Draft Recommendations and Building Assessment



Small House Overview





2,892 NASF
Inactive

A Pilcher



2,689 NASF
Culter Scholars

B Trisolini



2,651 NASF
Dean of CoFA

C Jennings



4,420 NASF
VP Global Affairs

D Yamada



2,800 NASF
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E Brown



4,300 NASF
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F McKee



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I 35 Park Place



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K 29 Park Place Carriage House (CH)



6,800 NASF
Int'l Education Ctr

L Walter Int'l



1,700 NASF
Inactive

M Crewson



2,500 NASF
Journalism

N Sing Tao

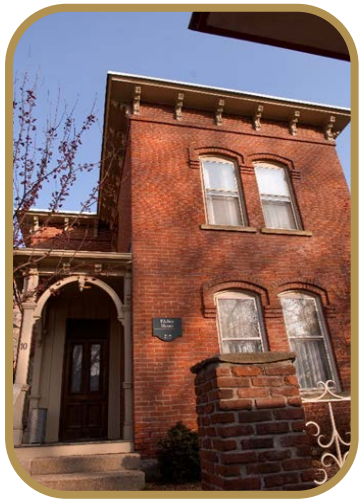


1,380 NASF
VPFA/Sustainability

O Bingham (not shown)

Small House Analysis

Studying Existing Conditions (Examples):



Building Age
Informs how a building contributes to historic fabric of OHIO campus

- **Average age of houses on campus: 119 years**
- **8 have been owned by OHIO for over 50 years**

Building Footprint & Location
Informs function and optimal uses for each building

- **13 of 15 houses are within the historic core of campus**
- **3 are greater than 8,000 GSF**

Deferred Maintenance
Financial investment required to upgrade the building systems

- **Collectively, $13M in deferred maintenance for 48,000 NASF, excluding costs of accessibility and programming**
- **$37M to replace the space with similar sized buildings**



Accessibility
Review of current ease of access to main entrance, restroom, and all floors

- **2 of 15 houses are fully accessible**
- **Most have access to the 1st floor entry**



Use
Current use by campus and how that may change moving forward

- **6 houses used for Academic units**
- **4 used for Administrative units**
- **5 houses are currently vacant**

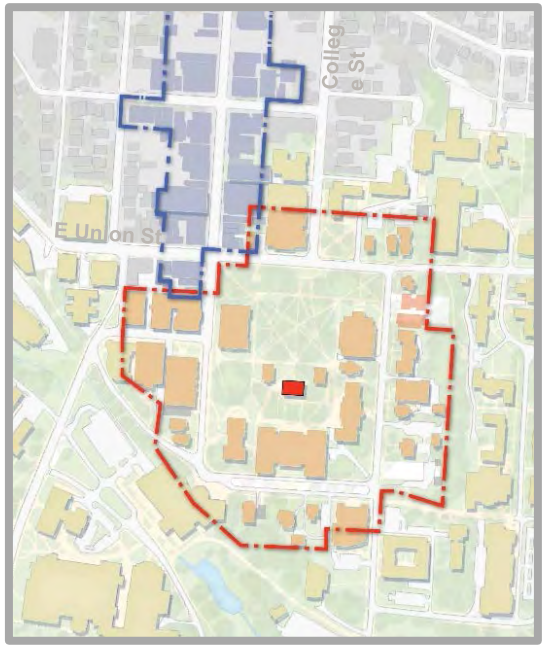
Building Data:

		29 Park Pl.	29 PP Carr.	35 Park Place	Bingham	Brown	Crewson	Claire Ping	Jennings	Konneker	McKee	Pilcher	Sing Tao	Trisolini	Walter Inter.	Yamada
Building Age	**Built**	1899	1901	1875	1797	1928	1920	1901	1854	1901	1900	1881	1996	1860	1923	1920
	Current Age	118	116	142	220	89	97	116	163	116	117	136	21	157	94	97
	Acquisition by Ohio	1954	1954	1952	1987	1964	1940	N/A	1929	N/A	1957	1968	1996	1927	2010	1969
	Years owned	63	63	65	30	53	77	N/A	88	N/A	60	49	21	90	7	48
	Last Renovated	1994	1994	2011	1987	1987	1920	2016	1984	1981	1996	1988	1996	1994	2011	2003
	Renovation Age	23	23	6	30	30	97	1	33	36	21	29	21	23	6	14
Building Footprint and Location	**GSF**	8,838	2,760	5,039	1,680	7,834	3,213	3,105	5,076	6,807	6,495	4,310	3,884	5,394	12,714	9,243
	NASF	5,400	2,200	3,500	1,380	2,840	1,700	1,342	2,651	3,738	4,300	2,892	2,500	2,689	6,800	4,420
	NASF/GSF Ratio	61%	80%	69%	82%	36%	53%	43%	52%	55%	66%	67%	64%	50%	53%	48%
	Parcel Size (sq. ft)	40,813	23,545	9,734	632,421	11,155	4,412	9,568	9,244	13,714	13,390	3,476	7,661	16,824	20,366	12,473
Deferred Maintenance Does not include programmatic upgrades	**Replacement Value**	$ 3,710,000	$ 1,160,000	$ 2,120,000	$ 710,000	$ 3,290,000	$ 1,350,000	$ 1,300,000	$ 2,130,000	$ 4,530,000	$ 2,730,000	$ 1,810,000	$ 1,630,000	$ 2,260,000	$ 4,450,000	$ 3,880,000
	Total Deferred Maint	$ 1,500,000	$ 313,815	$ 542,365	$ 342,091	$ 1,389,539	$ 704,881	$ 106,811	$ 1,000,160	$ 904,717	$ 542,494	$ 532,244	$ 453,836	$ 2,558,195	$ 323,261	$ 1,050,408
	Total DM/GSF	$ 169.72	$ 113.70	$ 107.63	$ 203.63	$ 177.37	$ 219.38	$ 34.40	$ 197.04	$ 132.91	$ 83.52	$ 123.49	$ 116.85	$ 474.27	$ 25.43	$ 113.64
Additional Costs ADA, moving & programmatic	**Minimum**	$ 1,200,000	$ 96,185	$ 138,635	$ 111,909	$ 188,461	$ 22,119	$ 20,189	$ 91,840	$ 29,283	$ 163,506	$ 237,756	$ 137,164	$ 176,805	$ 98,739	$ 315,592
	Maximum	$ 2,083,800	$ 372,185	$ 642,535	$ 279,909	$ 971,861	$ 343,419	$ 330,689	$ 599,440	$ 709,983	$ 813,006	$ 668,756	$ 525,564	$ 716,205	$ 1,370,139	$ 1,239,892
Accessibility	**Access into building**	Yes	No	Yes	stone gaps	No	Yes	Yes	Yes	Yes	Yes	No	level change	Yes	Yes	Yes
	1st fl. restroom	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	turning issue	turning radius	route spacing	Yes	Yes	Yes	Yes
	2nd fl. access	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes
Compatibility and Use	**Ownership**	OHIO	OHIO	OHIO	OHIO	OHIO	OHIO	Foundation	OHIO	Foundation	OHIO	OHIO	OHIO	OHIO	OHIO	OHIO
	Occupancy	Vacant	Vacant	Honor's	VPFA	Vacant	Vacant	Advance	COFA	Alumni	Alumni	Vacant	Scripps	Cutler Sch.	Inter Ed.	Global

Small House Analysis

Researching Opportunities and Understanding Framework (Examples)





Research
How have other campuses utilized their houses or developed financial strategies

- **Yale: Used as academic offices within city around campus**
- **Earlham College: Residential Housing with theme houses for students**

Compatibility
Finding the right occupant for the right house

- **1 of 15 houses were designed with the occupant in mind**
- **3 of 15 houses have had significant renovations in the past 10 years**

Historic Significance
Understand contributing factor within Historic Districts and modification constraints

- **13 of 15 houses are in the College Green Historic District**
- **Miami University: Created a Getty Foundation funded Heritage Plan that seeks to inventory, assess, and educate about the historic environment of the university**

Campus Borders
Consider placement of buildings within the fabric of core campus space

- **4 houses are located along the Park Place Corridor**
- **4 houses are located around the NE corner of College Green**

Context
Reviewing the small houses through the lens of broader space needs on campus

- **Administrative Relocation project is planning for numerous space needs on campus; Small houses can fill gaps where appropriately scaled spaces are required**

Small House Strategy

Draft Principles

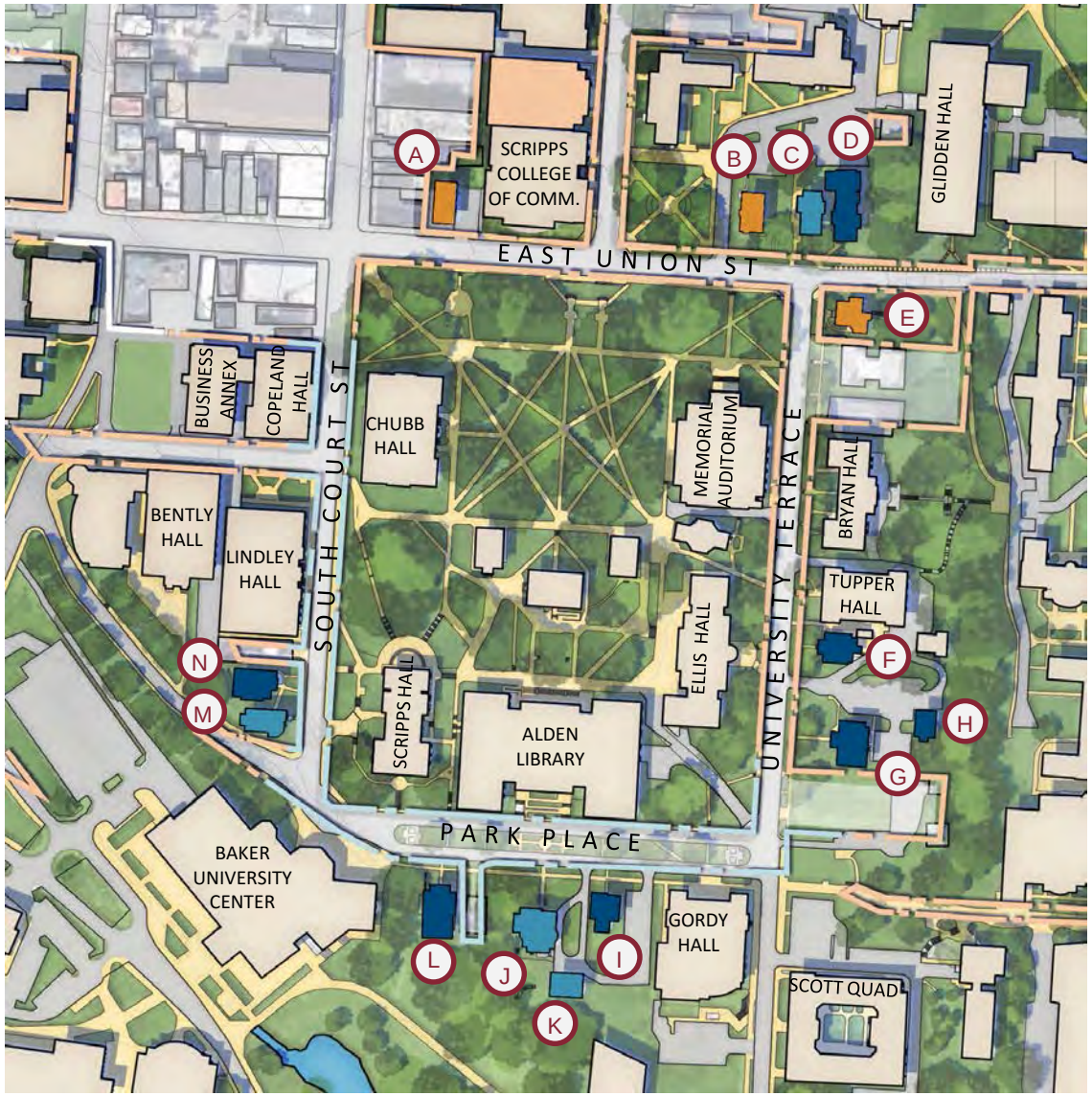
- Maintain historic character of the College Green and City of Athens
- Balance historic campus character with commitment to maintaining regulatory compliance (inclusive & accessible)
- Optimize programmatic use of each building by balancing space needs with the functional capabilities of each building
- Consider innovative funding strategies that enable building preservation, where appropriate (Public Private Partnerships, etc.)
- Prioritize investment dollars in a tight budgetary environment to solve for student and academic space needs within the core campus fabric







Considerations



Overview

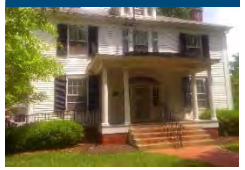
- Buildings work well for University needs
- Retain buildings, review for best program fit
- Buildings do not suit university needs

4,420 NASF
VP Global Affairs



D Yamada

4,300 NASF
VP Univ. Adv.



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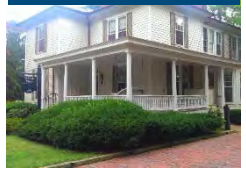

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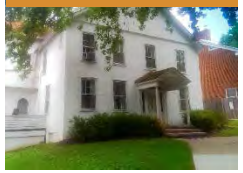


E Brown

Considerations

Houses to remain in University portfolio

Retain buildings for current occupants		
House	**Factors**	**Existing Use**
35 Park Place	Efficient footprint, historically significant, integral to campus character	Honors Tutorial
Claire Ping	Good condition, small footprint, large lot, historically significant	Advancement
McKee	Efficient footprint, low DM/GSF	Advancement
Sing Tao	Efficient footprint, built recently, optimal programmatic function	Scripps
Walter Intl.	Functions well for occupants	Int'l Education Center
Yamada	Functions well for current occupants, lot is integral to campus	Global Affairs

Retain buildings, review for programmatic function and best fit for occupants		
29 PP & CH	Efficient footprint; low DM/GSF cost; iconic, historically significant	Vacant
Bingham	High-visibility location, prev. moved to current site, oldest building on campus	VPFA / Sustainability
Crewson	High-traffic location; small footprint; lot is integral to campus	Vacant
Jennings	Poor condition, not a good fit for occupants; lot is integral to campus	CoFA Dean's Office
Konneker	Low DM/GSF, historically significant	Alumni

Considerations

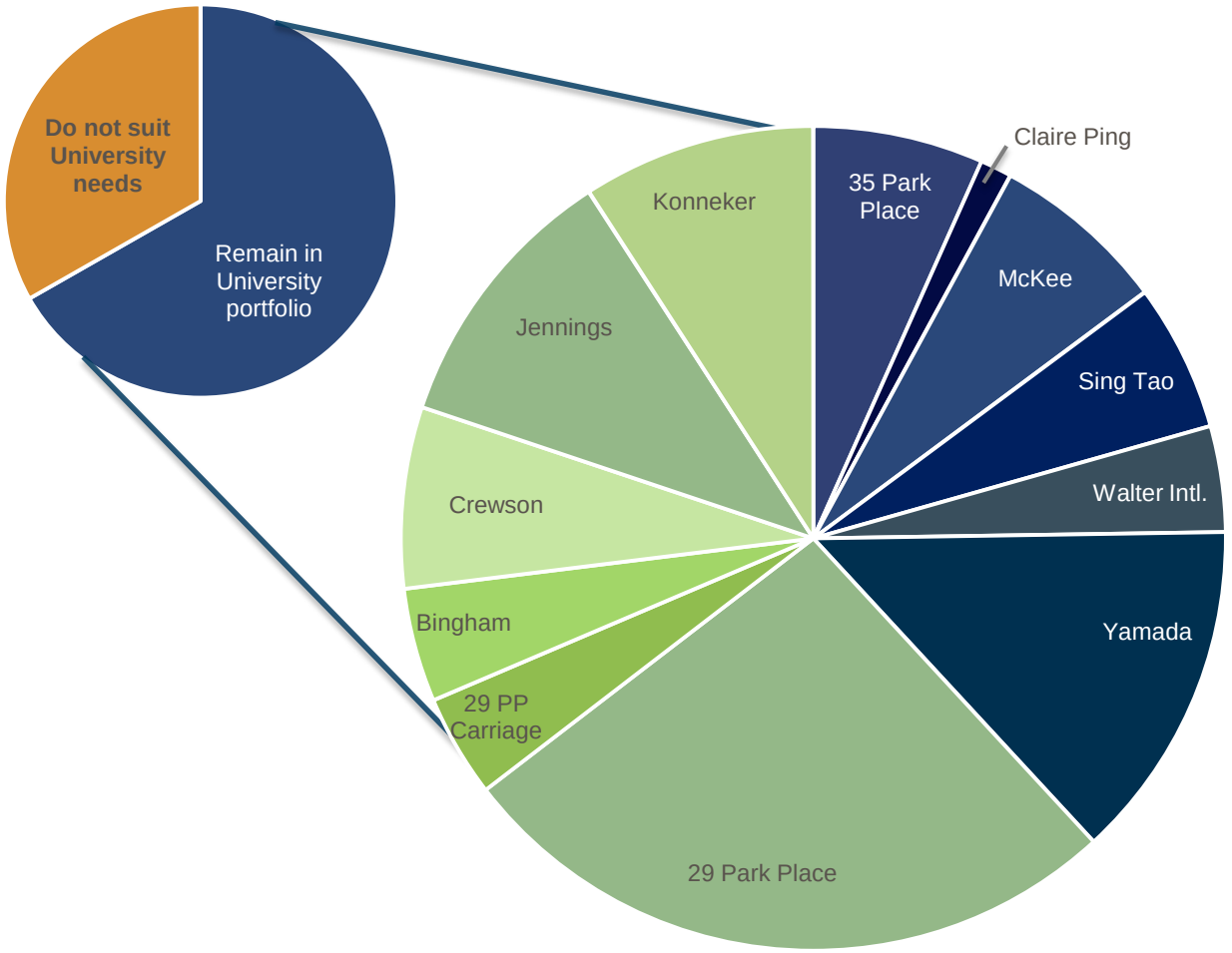
Proposed for non-university use

Houses do not suit University needs		
House	**Factors**	**Existing Use**
Brown	Poor condition, low NASF/GSF ratio, high level of DM; lot is integral to campus fabric; Limited functional capabilities for campus needs	Vacant
Trisolini	Poor condition, not a good fit for current occupants, high DM/GSF cost; contributing architectural style	Cutler Scholars
Pilcher	Situated within city block, not integral to campus character; small footprint; limited functional capabilities for university needs	Vacant



Considerations

Financial Need



Houses Recommended to Remain in University Portfolio

How far does the funding go?

Approximate estimated amount needed for all houses: **$15-24M**

Approximate estimated amount needed for 12 recommended houses: **$10-17M**

Total allocated through CIP: **$5M**

How to invest:

Recommend a balance of ‘Catch Up’ projects with ‘Keep Up’

‘Keep Up’ Occupants Remain	‘Catch Up’ Renovation
$4-9M	$6-8M

Investment Opportunities

For University-retained houses:

$5M
University funds



Balance investment between houses in need of major and minor projects

Keep Up:

Portion of investment focused on minor renovation, accessibility, preservation

‘Keep Up’ Occupants Remain

$4-9M

Catch Up:

Portion of investment toward major renovation and upgrade of space

‘Catch Up’ Renovation

$6-8M

Alternative funding strategies:

- Public Private Partnership, where university retains partial ownership
- Sell house with deed restrictions
- Long-term lease of property for uses that compliment campus location and needs

Do not suit University Needs

$5-8M

Other Opportunities

Funding Considerations

- Consider university occupants that have separate funds to invest in renovation costs
- Fundraising
- Outside Use:
  - Historic Credits
  - Downtown Redevelopment District (DRD)
  - Deed Restriction
  - Private Partnerships

Alternative Uses

- Themed student housing (like Eco House); could offer dual residential/academic function with addition of seminar or meeting spaces
- Short or long-term guest faculty housing
- Bed and Breakfast
- Museum, gallery or retail space
- Community-based non-profit or business

Next Steps

- Prioritize Projects and uses
- Analyze funding and partnership opportunities
- Finalize Strategy
- Activate projects



Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President Finance & Administration, CFO and Treasurer
Shawna Bolin, Assistant Vice President for University Planning

Re: **Campus Signage & Wayfinding Guidelines Updated**

One of the campus planning principles in the University's Comprehensive Master Plan is "**A welcoming and user friendly campus:** *Make our campus engaging, accessible and safe to a diverse and inclusive campus community and visitors."*

A core project identified in the master plan that contributes to enabling that principle was a more user friendly and accessible campus signage system and wayfinding tools.

At the October 2016 Board meeting, we shared draft recommendations for the system revision. The presentation included background on the existing system, issues and need, planning process, signage recommendations and campus involvement and feedback.

Upon that discussion, the University Planning office continued work to refine the recommendations and to develop a Wayfinding and Signage Guidelines document. The resulting effort outlines a vision and guidelines to enable a robust system that communicates information to visitors as well as aids in campus navigation, while complementing the University's branding and campus character.

The Guidelines are included in the June materials and will be the standard set for the Athens Campus signage system. At the June meeting, we will highlight key elements of the guidelines as well as outline a multi-phase approach for implementation.

If you have any questions, or if I can be of further assistance, please contact me at your convenience.

Special Thanks to those who contributed in the development of the Wayfinding and Signage Guidelines:

Committee Reviews
Board of Trustees
Capital Funding and Priorities
Facilities Planning Advisory Counsel

Planning Team
University Planning - Michael McAvoy, Senior Planner
Consultant - Ayers Saint Gross

Advisory Committee Representation
Accessibility
Admissions (Provost's Office)
Architecture, Design & Construction
Athletics
Baker University Center
Bobcat Student Orientation
Campus Recreation
Campus Visit Programs
Center for International Studies
City of Athens
Communications & Marketing
Equity & Civil Rights Compliance
Housing & Residence Life
Human Resources
OIT
OUPD
Printing Services
Risk Management & Safety
Student Affairs
Transportation & Parking Services
Transportation Parking Committee
University Planning

June 22, 2017

Wayfinding & Signage Guidelines

Tab #; pg

Wayfinding & Signage Guidelines

Background



Existing Sign Standard





Existing Issues

- Current system:
  - Inappropriate sizes
  - Inadequate types for today's needs
- CMP 2016 principle "Welcoming and User Friendly" campus
- University engaged to update the 1987 signage guidelines
  - New wayfinding recommendations: pre-arrival tools, digital signage, printed maps, signs, & banners
  - Updated Family of Signs: vehicular, parking, pedestrian, building, ADA, kiosks, & interpretive

Wayfinding & Signage Guidelines

Background



DISCOVERY
The consultant studies and documents existing wayfinding conditions, assessing strengths and deficiencies of campus signs. Visioning sessions with the Advisory Committee establish a design direction for color, typography, and scale. Concepts for primary sign types are studied, with a single style selected.

WAYFINDING & SIGNAGE GUIDELINES
The selected concept is refined and expanded to an entire family of signs. Prototypes are field tested to test scale, shape, typography and colors. Preliminary programming, placement criteria, and other details are developed and recorded in guidelines that codify nomenclature and wayfinding methodologies.

- A multi-phase approach was desirable to ensure many touchpoints and vetting with:
  - Campus community
  - Local community
  - University leadership
- Process included active participation by a broad group of stakeholders
  - Ensured the guidelines would be responsive to many University needs & interests

Wayfinding & Signage Guidelines

Background

Many opportunities for stakeholder input were provided





Family of Signs style is supported by the community and BoT

- Engaging process with stakeholders across campus and community
  - Desired style that resembled or connected to the existing standard
  - Appreciated inclusion of additional standards like ADA & Interpretive
- October, 2016 Board meeting
  - Shared project background and physical signage look and context
  - Trustees supported the general style direction
  - Recommended consideration of digital aspects

Wayfinding & Signage Guidelines



Above: an early mockup of a ground-mounted building sign.

The Guidelines provide

- Descriptions of key wayfinding concepts
- Background on the drivers that prompted the need for a new system
- Principles and strategies for a variety of wayfinding tools
- Graphic layouts for the Family of Signs, including messaging criteria and placement methodology
- Recommendations for policies and procedures to ensure successful implementation

Wayfinding & Signage Guidelines

Example issues addressed



Building: w/major occupants and green identification



Vehicular: properly sized with express destinations



Pedestrian: at key decision points with green identification



Parking: lots named by green & simple permit designation



ADA: pedestrian wayfinding and entrance identification



Transit: unified CATS & Athens Transit signs with clear route info



Digital: a scalable kiosk for a variety of University needs

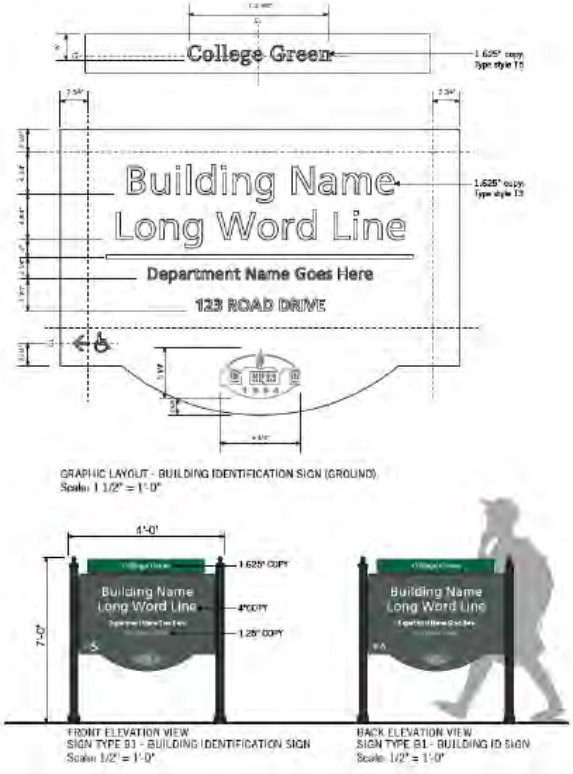


Interpretive: highlights University features

Wayfinding & Signage Guidelines

Next Steps





- Programming and design
  - Detailed planning of the location of signs on campus and its messaging
  - Construction documents and specifications for each sign
- Phasing
  - Strategic implementation coordinated with campus needs and the Capital Improvement Plan over several phases

Wayfinding & Signage Guidelines

Phasing & Conceptual CIP Schedule

Project Name	FY19	FY20	FY21	FY22	FY23
Design & Programming	$90,000				
Phase 1 Parking Signs		$450,000			
Phase 2 Vehicular Signs			$400,000		
Phase 3 Pedestrian Signs				$500,000	
Phase 4 Building Signs					$1,850,000

- Phase 1 Parking Signs
  - Coordinated with future improvements to OHIO's parking permit system
- Phase 2 Vehicular Signs
  - Make driving through campus easier
- Phase 3 Pedestrian Signs
  - Placed along major walking and ADA routes
- Phase 4 Building Signs
  - Replacing existing, including new ADA and ground-mounted entrance signs
- Project by project opportunities
  - Jefferson Marketplace, kiosks, interpretive signs, etc.

Wayfinding & Signage Guidelines

Summary



- The Wayfinding & Signage Guidelines provide comprehensive recommendations and direction
- They have been distributed to the Advisory Committee for review and their feedback incorporated
- The guidelines will inform design & implementation direction
- As of June 23, 2017, the guidelines will serve as the official University sign standard

OHIO UNIVERSITY

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President Finance & Administration, CFO and Treasurer
Julie Allison, Assistant Vice President, Finance

Re: **Financial Update**

Please find attached for your review the following information regarding our financial results:

- Exhibit A – FY17 Financial Forecast – Narrative Analysis
- Exhibit B – FY17 Income Statement Forecast
- Exhibit C – FY17 Balance Sheet Forecast
- Exhibit D – FY17 Investment Return Forecast
- Exhibit E – FY17 Strategic Opportunity Reserve Forecast
- Exhibit F – FY17 Q4 Senate Bill 6 Forecast submission to Dept. of Higher Education

Our Financial Update materials will be information-only to the Resources Committee; however, relevant aspects of our FY17 financial forecast will be incorporated into the Joint Committee Operating Forecast and FY18 Budget Planning presentation.

Exhibit A – FY17 Financial Forecast – Narrative Analysis

Summary of Results

The current forecast for FY17 includes:

Operating Units:

- Transfers (to) from Operations forecast of $0.4M deficit as compared with the FY17 budgeted deficit of $6.8M and the $11.5M actual surplus for FY16.

Non-operating Units:

- An increase in Endowment Value of $48.1M after consideration for new gifts to the endowment of $12.3M, increases for transfers to Quasi endowments of $8.3M, Investment income of $54.3M, and Endowment Distributions of $26.8M.
- A $13.9M increase in the Century Bond Program, prior to transfers, after consideration for $10.2M of Internal Loan payments from Operations, gain on investments of $17.7M, and external bond interest payments of $14M. We also transferred $40M of principal for EIP and deferred maintenance projects.
- An increase in Internal Bank assets of $132.9M primarily associated with the Series 2017A new money cash proceeds of $125.0M and gains on investments offset by planned expenditures against the Capital Plan.

GAAP Adjusted Total:

- An overall forecasted GAAP adjusted $101M increase in net position, a favorable $24.6M variance to budget. This includes an unbudgeted $18.4M one time variance for the WOUC Spectrum auction revenue.

Significant Items

Budget Impact	Item	Notes	Section (additional Details)
	Undergraduate Enrollments	Athens: 1.3% growth; -0.6% / -$1.1M variance to Budget Regionals: 4.0% decline; -1.1% / -$1.3M variance to Budget eCampus: 1.5% growth; 11.5% / $4.3M variance to Budget	Operating Unit-Net Undergraduate Tuition & Educational Fees
	Net Graduate Tuition & Fees	Budget $84.6M Forecast $78.7M	Operating Unit-Net Graduate Tuition & Fees
	Investment Income – Working Capital Pool	Budget $15.1M Forecast $15.5M	Operating Unit, Non-Operating Unit & Exhibit D
	Investment Income – Endowment Pool	Budget $32.2M Forecast $54.3M	Non-Operating Unit & Exhibit D
	Investment Income – Century Bond Pool	Budget $10.6M Forecast $17.7M	Non-Operating Unit & Exhibit D

	Gift Revenue	Forecast of $14.3M; $-12.8M or -47% variance to budget. Decrease in donor pledges	Operating Unit, Non-Operating Unit & Financial Statement Adjustments
	WOUC Spectrum auction revenue	Not Budgeted Forecast $18.4M	Operating Unit-Other External Sales
	Strategic Opportunity Reserve	Budget- Contributions $6.3M Forecast- Contributions $7.2M Budget- Use of funds $15.2M Forecast- Use of funds $12.5M	Exhibit E
	Housing for Ohio Sale	Sale price of $20.4M; Property sale closed on 12/22/16. Outstanding debt of $23.4M retired on 02/01/2017.	Component Units
	FY17 Debt Issuance	New money of $125M, $40M refinanced in Mar 2017; Interest Expense: Budget $1.5M Forecast $1.3M	Internal Bank & Financial Statement Adjustments-Bond Proceeds & Statement of Net Position-Bonds & Notes Payable

Income Statement Presentation (Statement of Activities)

Following are the forecasted consolidated financial results for the University and Foundation with the following structure:

Row Structure:
Primary revenue, expenditure, and transfer categories.

Column structure:
GAAP adjusted totals are inclusive of all funds (for example: gifts, investment income, endowment distributions) and are broken down into the following columns:

- Operating unit subtotals:
  - Athens campus colleges and schools (HCOM has been consolidated)
  - Regional campuses
  - Auxiliaries
  - Academic Support Units
- Non-Operating unit subtotals:
  - Endowment
  - Capital
  - Century Bond
  - Internal Bank
- Component Units
- Financial Statement Adjustments

Further descriptions of each column can be found in each narrative section.

The supporting narrative explains forecasted variances from the operating budget approved by the Board in June 2016.

Forecast for fiscal year 2017 as compared to fiscal year 2017 budget and fiscal year 2016 actual results

OPERATING UNITS – this is the results of operations of our operating units of the university detailed by our Athens Colleges and Schools, Regional Campuses, Auxiliaries, and Academic Support activities as compared with the FY17 BOT approved Budget.

Revenues

State Appropriations ($163.1M): *0.2%, $0.3 million more than FY17 budget*

- The Ohio Department of Higher Education updated the FY17 funding model to incorporate final credit hour and degree inputs from Academic Year 2015-16. This final update increased our distribution by $0.4M, which is presented in the Academic Support column. In addition, the FY17 budget for Academic Support units was $0.2M too high, as two units both budgeted the same restricted appropriation. Two restricted line items, related to the funding for the Heritage College of Medicine, were adjusted to incorporate final allocations based on enrollment numbers for spring term, which was a decrease of $48,525.

Net Undergraduate Tuition & Educational Fees ($243.4M): *1%, $3.5 million more than FY17 budget*

- The tuition budget for Undergraduate eLearning students assumed a 10% decline in enrollments due to the shrinking market for RN-BSN students in Ohio. Because of efforts to increase out-of-state enrollments and grow new programs, Undergraduate eLearning enrollments are projected to increase by 1.5% as compared to prior year enrollments, creating a net tuition variance to budget of $4.3M.
- The tuition and student financial aid budgets for Regional Campus students assumed a 2.9% decline in enrollments for traditional Regional Campus students (excludes College Credit Plus students). The actual decline in enrollments is projected to be approximately 4%, creating a -$1.3M variance to budget. Student Financial Aid for Regional Campus students is projected to be $1.2M less than budget, driven by both fewer enrollments and fewer students meeting the eligibility criteria. The net tuition variance to budget is -$0.1M.
- The tuition and student financial aid budgets for Athens Campus students assumed a 1.9% increase in overall enrollments; however, due to a decrease in out-of-state and international students, Fall 2016 enrollments are projected to increase only 1.3%. The Fall 2016 freshman class was 114 students fewer than Fall 2015 (including a slight increase in Ohio students and a 132 student decrease in non-resident students). The impact to the tuition forecast is a -$2.1M variance to budget, offset by a positive variance to budget of $1.1 within student financial aid (net tuition variance to budget of -$1.0M).
- The University budgets to allocate only 98% of SSI and Tuition revenues. The 2% conservatism is used as a buffer against in-year variability, and funds the Strategic Opportunity Reserve only when it is earned. Please see Exhibit E for a summary of our Strategic Opportunity Reserve.

Net Graduate Tuition & Educational Fees ($78.7M): *-7%, $5.9 million less than FY17 budget*

- Net Graduate Tuition & Educational Fees was budgeted to grow by $12.9M in FY17, an 18% increase from the prior year. The FY17 forecast for these revenues is $5.9M under budget. While below budget, the forecast represents a 10% increase from FY16 actuals. For the FY17 budget, colleges over-projected the enrollment growth of a few programs, particularly those programs

which were transitioning from on-campus to online. In addition, there was an over-projection of growth related to true online programs.

Room & Board ($95.7M): *-2%, $1.5 million less than FY17 budget*

- Total Room (Housing and Residence Life) and Board (Culinary Services) revenues are forecast to be $54.1M and $41.5M, trailing budget by 2.4% and 0.6%, respectively.
- The FY17 budget for Room revenues assumed a Fall 2016 freshman class equal in size to the Fall 2015 freshman class; however, the Fall 2016 freshman class had 114 fewer students. In addition, due to capacity concerns, the number of upperclassmen was constrained. Overall, the total number of residents was down 225 relative to the prior Fall, and down 182 students from prior Spring.
- The FY17 forecast for Board revenue is also below budget due to a 2.5% decrease in the number of residential meal plans for Fall 2016 and a 2.9% decrease for Spring 2017. This decrease was partially offset by an increase in the purchase of Block meal plans, commuters selecting more expensive meal plans, and sales of early move-in meal plans, which were not available in prior years.

Grants and Contracts ($51.2M): 10*%, $4.8 million more than FY17 budget*

- The FY17 forecast was based on FY17 year to date actuals plus remaining funds spread evenly over the remaining months on the grant and additional funding to be received based on prior year revenue. The forecast had fluctuations in federal, state and private as follows:
- Athens Colleges and Schools:
    - Federal funds have a fluctuation between budget and forecast due to increased funding from the Department of Energy ($0.5M), the Department of Health and Human Services ($0.7M) and the Department of the Interior ($0.2M). The prior forecast assumed a continuous growth rate that was not realized. Federal Work Study is forecasted here at $0.4M, but budgets are traditionally low for this line item.
    - State funds have a fluctuation between budget and forecast due to funding from the Ohio Development Services Agency in the Third Frontier Preseed program budgeted at ($0.975M) through the Voinovich School and is now forecasted at ($0.35M). The Entrepreneurial Signature Program has a reduction of ($0.2M) due to prior funding ended and new funding is in progress.
    - Private funds have a fluctuation between budget and forecast due to a decrease of approximately $1M in the Center for Osteopathic Research Education (CORE) program due to changes in agreements with participating hospitals which historically have been fixed fee contracts and have moved to fee for service.
- Regional Campuses:
    - State funds had a fluctuation between budget and forecast because the Regionals budget included $0.5M in State Appropriation for a community pass-through project. This is the funding for the Regional Higher Education Training Center that was funded through the Subsidy schedule to arrive in January 2017. This is not included in the State grant forecast because we could not properly administer the funds.
    - The College Credit Plus (CC+) forecast decreased by $0.1M over budget as CC+ declined slightly from projections. The average Fall 2016 tuition reimbursement from the state was 63.6% with the balance of tuition waivers being subsidized by the university.
- Auxiliaries:
    - Private funds had a fluctuation between budget and forecast due to the NCAA funded ICA a one-time division I distribution of ($0.75M) that was not budgeted.
- Academic Support:

- Federal funds had a fluctuation between budget and forecast due to an unbudgeted grant from Federal Aviation Administration ($2M) in Capital projects for Airport runway renovation. Federal Work Study has forecasted an additional $0.5M that was not budgeted for this line item.
- State funds had a fluctuation between budget and forecast from the Ohio Development Services Agency funding for the Ohio Coal Research Office program. This is now reported in the Academic support column ($1M). The Athens Campus College Credit Plus (CC+) forecast increased by $0.125M over budget as CC+ increased slightly from projections.

Facilities and Administrative (F&A) Cost Recovery ($7.0M): *4%, $0.3 million more than FY17 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. Federal award proposals submitted in FY16 are now funded with the new negotiated rate of recovery (50.5% for research). However, some federal entities (i.e. Federal Aviation Administration for Airport renovations) and many non-federal entities would not be funded using this full rate.
- The College Credit Plus program in State grants does not generate any overhead recovery.
- There is an 18% allocation that is used by the Vice President for Research office to support start-up and research investments. 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 ($13.7M): *1%, $0.1M more than FY17 budget*

- FY17 expendable gift revenue is forecasted to be down $3.6M, or 21% from FY16 actuals. The decline in gift revenue is attributable to two factors. First, there is a general decline in the donor pipeline following the end of the Promise Lives capital campaign, which ended on June 30, 2015. Second, due to employee attrition, Advancement staffing levels are significantly below budgeted amounts, resulting in reduced manpower devoted to soliciting donor funds.
- Following the end of the capital campaign, the Foundation has undertaken an initiative to significantly expand the institution's fundraising potential and increase annual fundraising to $50M. The strategy includes a staffing plan which is currently being implemented and will fill the vacant positions described above. The donor pipeline is expected to be replenished, and future gifts are expected to increase as this strategy is implemented.

Endowment Distributions ($26.8M): *-1%, $0.2M less than FY17 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 3%, or $0.7M increase, as compared with prior year reflecting the positive investment performance over the 36 months ended December 31, 2015, the period included in the FY17 spending formula calculation.
- The $0.2M variance to budget reflects minor corrections to the distribution calculation, which were identified and adjusted after the budget was finalized.
- 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) ($6.9M): *17%, $1.0 million more than FY17 budget.*

- A portion of the investment income on working capital is brought into operations to support the strategic priorities identified in the Strategic Opportunity Reserve (See Exhibit E). This amount is budgeted at $4.5M. Any residual investment income from working capital is recorded in the Internal Bank column.
- Also included in this line are $1.4M 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 6.9% during FY2017 but are now forecasted to return 11.4% through June 30, 2017, or $2.4M. As of March 31, 2017, the return expectation was revised from 6.9% to 6.2%. The forecasted return is calculated by assuming the expected return of the LT Pool (6.2%) for the remaining months in the fiscal year applied against the value of the LT Pool on April 30, 2017 which included an estimated 10.3% return for the first 10 months of the fiscal year.
- Please see Exhibit D for a summary of our forecast investment returns. Exhibit D summarizes our investment pools and how they are represented in our income statement column structure.

Other External Sales ($64.7M): *66%, $25.7 million more than FY17 budget*

- The primary increase to forecast over budget is from the FCC auction for the WOUC spectrum for $18.4M, and a $2.3M distribution from the dissolution of Housing for Ohio. Other increases are from rebates, finance charges, ticket sales & revenue related to ICA (budget does not include approximately $1M for MAC Bowl game appearances and MAC Championship revenue).
- Royalty revenue is forecast to decline $5M as compared to FY16 actuals due to the expiration of the SOMAVERT patent during FY16 that was monetized in FY11. Since the $27M monetization, the University has recognized offsetting royalty revenue and expense. Royalty expense is also forecast to decline $5M as compared to FY16 so this does not have an impact on our forecasted change in net assets.
- 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 continue to be a focus of future budget efforts.

Expenses & Transfers

Salaries, Wages, & Other Payroll ($357.8M): *-2%, $6 million less than FY17 budget*

- The variance between FY17 forecast and FY17 budget is a result of a historical budgeting practice of budgeting for full staffing levels and not projecting the impact of position vacancies. This will continue to be a challenge for our units until we are able to implement a position control technology.
- FY17 expenditures are forecast to exceed FY16 actuals driven by salary raise pool, impact of equity pool on salaries, and to accommodate for staffing level fluctuations, among others.
- On Tuesday, November 22, a federal judge in Texas granted a preliminary injunction against the new FLSA overtime regulations that were set to take effect on Thursday, December 1, 2016. This injunction delayed the implementation of the new regulation and affected Ohio University employees who had been previously notified of a status or salary change due to the increased salary exemption threshold. At this time, due to the preliminary injunction, the existing overtime regulations will continue to remain in place until the court has had the chance to review the case. As such, Ohio University has not proceeded with implementing changes to employee salaries or classifications as previously planned. The University will continue to monitor the status of FLSA as it works its way through the federal court system, and, once the federal court's review has completed, we will analyze any impact on University policies and procedures.

Benefits ($120.4M): 1*%, $1.3 million more than FY17 budget*

- Retirement and Medicare forecasts are lower than budget, Employee fee waivers and Healthcare forecasts are higher. Mainly, higher claims and fees, offset by higher employee premiums are anticipated for Healthcare.
- FY17 forecast benefits expense as a percentage of forecast salaries, wages & other payroll is 33.7%, while FY16 benefits expense was 32.8% of FY16 actual salaries, wages & other payroll. It was budgeted at 32.8% of salaries, wages & other payroll for FY17 budget.

Operating Expenses ($183.5M): 0.5*%, $0.9 million more than FY17 budget*

- Operating expenditures are forecast to exceed budget by $0.9M dollars. Consistent with variances in Other External Sales and Salaries, Wages & Other Payroll, planning units historically under-budget Operating Expenses but expend them once resources become available during the year (either through revenue attainment or position vacancies). 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 subcontract and supply expenditures on Grants and unbudgeted expenditures on capital improvement accounts.

Capitalized Costs ($11M): *80%, $4.9 million more than FY17 budget*

- There is no trended timing of capital purchases making this a difficult line item to budget. This line includes capital purchased with operating funds as well as on grant funded projects and unbudgeted capitalization of certain Oracle Enterprise Business systems upgrades.

Internal Loan – Principal & Interest ($47M): *Equal to FY17 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. The variance to budget in the Athens Colleges & Schools, and the Academic Support columns are due primarily to a $0.8M additional principal payment on the CSC Renovation internal loan, offset by removal of $0.8M principal and interest on the Clippinger Phase I loan. The Clippinger internal loan start date will not be in FY17 as originally expected.

Internal Sales ($23.6M): *6%, $1.3 million more than FY17 budget*

- Represents intercompany revenues from the sale of goods or services to other University departments. Examples include transportation, catering, workshops, mail, 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, increases to internal sales are offset by increases to Operating expense and is primarily budget neutral.

Internal Allocations & Transfers:

- Represents internal funding allocations between units. The subtotal for the operating units will typically net to zero. FY16 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 $7.7M budgeted amount represents funding allocations for various initiatives (e.g. Innovation Funding) which when allocated will be spent in the appropriate planning unit. The budget represents ear-marked funds that will be transferred to the appropriate unit within the fiscal year.

The forecasted transfers net to zero, with the unit receiving the funds forecasting the offsetting transfer, and also the forecasted associated expenditures.

Indirect Cost Allocations:

- Represents methodologies to recover administrative and capital costs (e.g., Facilities, Finance, OIT). Allocations are made through the budget 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 budget 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.

Transfers to/from Operations:

- This represents the amount that units are utilizing fund balance/reserves to cover current year operations (negative) or the amount that units are adding into fund balance/reserves (positive). The forecasted net amount of a deficit $0.4M will be funded by a transfer from working capital in the Internal Bank column.

ENDOWMENT– The column totals reflect the change in the net asset balances for our endowment funds. The activity is inclusive of:

- **Eliminating the endowment distributions that are recorded as revenue in the Operating Units;**
- **Actual endowment investment results for the year;**
- **New gifts to the endowment;**
- **Transfers from operations to quasi endowments.**

Gifts ($12.3M): *-9%, $1.2M less than FY17 budget*

- FY17 endowed gift revenue is forecasted to be down $2.9M, or 19% from FY16 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 decrease in endowed gifts received in the current year, as compared to the prior year, reflects a decline in the gift pipeline following the end of the Promise Lives Campaign.

Investment Income ($54.3M)*: 69%, $22.1M more than FY17 budget*

- 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, 2016 was -3.15% and the forecasted FY17 return is 11.4% net of fees. The LT endowment pool was initially budgeted to return 6.9% during FY2017, and this expectation is based on our investment advisor's assessment of market circumstances. As of March 31, 2017, the return expectation was revised from 6.9% to 6.2%. The forecasted return is calculated by assuming the expected return of the LT Pool (6.2% annualized return) for the remaining months in the fiscal year applied against the value of the LT Pool on April 30, 2017 (which included an estimated 10.3% return for the first 10 months of the fiscal year).
- The current forecasted investment income from the endowment in the LT Pool is $54.3M net of fees for the year as compared with the budgeted amount of $32.2M which was based on the portfolio's target return of 6.9%.

- Please see Exhibit D for a summary of our forecast investment returns. The Exhibit summarizes our investment pools and how they are represented in our income statement column structure.

Transfers to (from) Quasi Endowments:

- Represents the transfer from operations for quasi endowments. The transfer of $8.3M is made up of $0.7M for the projected University match resulting from the Scholarship Matching Program as well as $4.8M in funds from an estate gift in The College of Arts & Sciences that was approved by the Board at the October 2016 meeting, $2.5M in funds from HCOM operating reserves that was approved by the Board at the January 2017 meeting, and $0.3M in funds from an Arts & Sciences endowment distribution account that was approved by the Board at the March meeting.
- Transfers to Quasi Endowments are included in the financial forecast only for Quasi Endowments established by the Board of Trustees. Proposed Quasi Endowments will be incorporated into the financial forecast after Board of Trustees resolution approval.

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, project period set-asides, State Capital Appropriations or 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 ($14M): *-52%, $15 million less than FY17 budget*

- The State of Ohio's biennial Capital Budget provides appropriations for the repair, reconstruction and construction of capital assets. Revenue is recognized as funds are spent (versus when appropriated). The decrease from budget is primarily associated with the timing of projects started and/or completed during the year. Projects with state funding that are performing at a lesser level than planned are: Seigfred Hall Roof and Window Replacement ($3.8M), South Green Drive Culvert Repair ($1.9M), Chubb/Sing Tao Roofs ($0.2M), Hwa Wei Lee Library Annex Roof & Exteriors ($0.8M), RTEC Roof ($0.5M), Lindley Hall Roof ($0.5M), and Copeland Hall Roof ($1.2M). The expenditures originally forecasted for FY17 are now projected for FY18. The budget also included the full $10M in state funds for the Clippinger Phase I project, which is now projected to begin expenditures in FY18 or later. The forecast for FY17 is an increase from FY16 actuals of $2.3M.

Capitalized Costs ($119.7M)*: 2%, $2.9 million less than FY17 budget*

- Even though there is a decrease of $15M in State funded Capitalized Costs, this decrease is offset by increased spending in other types of funding including Bonds, Grants and working capital.

Transfers to/from Capital Projects:

- This represents the funding transfers from all other columns and will always cause the total to equal zero across all columns.

CENTURY BOND – This column reflects activity associated with the Century Bond/Deferred Maintenance Program. This presentation includes:

Investment Income:

- Represents earnings on the unspent portion of the $250M 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. $150M of the proceeds were designated to be invested in a long-term diversified strategy. $97M of proceeds were set aside for the initial 3-4 year program needs and invested in highly liquid securities.

- The century bond long-term pool returned -3.67% and 1.62% in fiscal years 2016 and 2015, respectively. This pool's forecasted FY17 return is 11.7% net of fees. The century bond long-term pool was initially budgeted to return 6.9% during FY2017, and this expectation is based on our investment advisor's assessment of market circumstances. As of March 31, 2017, the return expectation was revised from 6.9% to 6.2%. The forecasted return is calculated by assuming the expected return of the LT Pool (6.2%) for the remaining months in the fiscal year applied against the value of the LT Pool on April 30, 2017 which included an estimated 10.6% return for the first 10 months of the fiscal year.
- In May 2016, the unspent short-term proceeds of approximately $77.2M were invested in Baird Ultra-Short-term and Short-term Bonds. As a result of $16.9M in distributions during FY17 for capital spend and investment income of $0.9M, this pool now has a balance of approximately $61.2M.
- Please see Exhibit D for a summary of our forecast investment returns. The Exhibit summarizes our investment pools and how they are represented in our income statement column structure.

Internal Loan Principal & Interest:

- Reflects the principal and interest payments into the Century Bond program for outstanding loans. For FY17 this includes payments on the three (FY15-FY17) $10M of deferred maintenance funding allocations, the $11M Clippinger Phase I loan, and the first and second $30M and third $19M loans for the Energy Infrastructure Program (EIP).

Debt Service – Interest:

- Interest payments due on the $250M million century bond external debt. The annual debt service (interest only) is $14M million. As the investment earnings combined with the debt service on internal loans issued have not been sufficient to cover the external interest payments, the University has advanced funds to cover the cumulative variance shortfall ($10.8M) 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 Bank to the respective Capital project funding. The $40 million includes the third year of internal loans from the Century Bond Pool:
    - FY 17 $10M Deferred Maintenance
    - FY 17 $11M Clippinger Phase I
    - Final $19M of EIP funding (of expected $79M)

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 working capital funds. The University's investment income/loss is comprised of interest, dividends, realized gains (losses), and unrealized gains (losses). A portion of working capital funds (approx. $107.5M) are invested alongside the endowment in LT Pool. As of April 30, 2017 the remainder (approx. $254.7M) are invested in several working capital and cash pools.

- The LT Pool achieved a return of -3.15% for the fiscal year 2016. The FY17 forecasted investment return for the LT Pool is 11.4%. The working capital pool, formerly known as the liquidity pool, achieved a return of 4.30% for the fiscal year 2016. Near the end of FY16, the liquidity pool was transitioned to several new working capital pools, pursuant to the tiered investments structure outlined in a revised working capital investment policy that was approved by the board in October 2015. The FY17 forecasted investment return for the tiered working capital pools range from 0.7% to 11.4%.
- Includes an $13.2M forecasted return on working capital which is offset by transfer to Operations of $4.5M to fund the Strategic Opportunity Reserve (which was a budgeted use) netting a $8.7M forecasted return on working capital investments remaining in the Internal Bank.
- Please see Exhibit D for a summary of our forecast investment returns. The Exhibit summarizes our investment pools and how they are represented in our income statement column structure.

Operating Expenses:
- Includes investment and financial advisory services and debt issuance costs on the new bond issue.

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

Debt Service – Principal / Debt Service – Interest:
- Actual (and accrued) debt service payments, principal and interest, against university outstanding debt, exclusive of that reported in the Century Bond column.

Transfers to/from Operations:
- This represents the amount that will be transferred to cover a forecasted net deficit of $(4) M in the operating units.

Bond Proceeds:
- Increase of $125M from the 2017A bond issue.

Transfers to (from) Capital Projects:
- Reflects the projected transfers of funding from the Internal Bank to the respective Capital project funding.

COMPONENT UNITS - TechGrowth Ohio Fund, University Medical Associates, Inc. (UMA), & OUF Subsidiaries - Entries recorded as a part of the required consolidation. This section of the report will discretely present the impact of our consolidated component units. Historically these were recorded at year-end and did not have separate visibility. We now present these on a quarterly basis and present the respective impacts in this section.

Housing for Ohio, Inc., one of the Foundation's subsidiaries, entered into a purchase and sale agreement with a potential buyer during the fall of 2016. The sale price was $20.4M and the transaction closed on December 22, 2016. The organization used the proceeds from the sale, as well as a portion of its cash reserves, to retire $23.4M in outstanding bonds on February 1, 2017.

Other External Sales:

- $19.8M in revenue for FY17 as compared to $22.7M for FY16. This includes revenue decreases for TechGrowth Ohio Fund, UMA and Housing for Ohio due to the shortened year of activities. Also included in this amount is a negative adjustment for the sale of UMA.
- Included in this forecast is the gain on sale of Housing for Ohio assets.

Operating Expenses:
- There is $20.4M in expense for FY17 as compared to $18.5M for FY16.
- The increases are across a number of subsidiaries including, TechGrowth Ohio Fund, SugarBush, and Russ Research Center.

Debt Service - Principal:
- $23.4M in Housing for Ohio debt was paid off from the sale of the entity but is not shown as it is not an adjustment to bottom line for the component units.

FINANCIAL STATEMENT ADJUSTMENTS - 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:

- **Adjustment to gifts for accrued pledge balances;**
- **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;**
- **Elimination of principal payments on bonds;**
- **Debt premium, discount, and refunding amortizations.**

Gifts:
- Our GAAP adjusted total for gift revenue is forecast at $14.3M, which lags the budget by $12.8M or 47% and lags prior year gifts by $16.4M or 53%. The current year forecast includes a financial statement adjustment of -$11.7M reflective of our projected decrease in new donor pledges. The decline in gifts is reflective of a general decline in the donor pipeline following the end of the Promise Lives capital campaign, which ended on June 30, 2015. Secondly, due to employee attrition, Advancement staffing levels are significantly below budgeted amounts, resulting in reduced manpower devoted to soliciting donor funds. Advancement is implementing a staffing plan that is intended to fill staffing vacancies across the division.

Other External Sales:
- Reflects the eliminations for the component units.

Benefits:
- FY2015 was the first year of the required implementation of the new Government Accounting Standards Board (GASB) 68 – *Accounting and Financial Reporting for Pensions*. GASB 68 requires governments providing defined benefit pensions to recognize their unfunded pension benefit obligation as a liability for the first time, and to more comprehensively and comparably measure the annual costs of pension benefits. As a result, starting in FY15, Ohio University reports net pension liability and deferred inflows and outflows related to pension in its financial statements. The impact of net adjustments to these accounts are reported under pension expense.

- There are various factors affecting the unfunded pension liability and such will cause an increase or decrease in the net pension liability each year. These factors include:
    - Changes in plan assumptions about economic and demographic factors;
    - Differences between actual and expected experience; and
    - Differences between actual and expected investment earnings.
- The impact to pension expense for these factors in FY16 was a charge of $6.8M. Due to the uncertainty of these factors, we are forecasted FY17 actual results at a net $0 change.

Operating Expenses:

- FY16 actuals include a credit for $3M in component unit eliminations.
- FY17 includes a credit for $5.5M in component unit eliminations.

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 forecasted to increase $5M from FY16 to FY17. 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 Balance Sheet.

Debt Service - Interest:

- Amortization of bond premium and discounts.

Bond Proceeds:

- The proceeds from the 2017A bond issue are eliminated and recorded as an increase to long-term debt on the Balance Sheet.

Balance Sheet-Ohio University (Statement of Net Position)

We have transitioned from an annual closing process to a quarterly closing process.
This includes preparation of All Funds Financial Statements on a quarterly basis. Attached you will find a forecasted Balance Sheet for Ohio University only for the period ended June 30, 2017 with comparative actual data for June 30, 2016 & 2015.

Following is an explanation of changes for the forecast at June 30, 2017 as compared with the last fiscal year end June 30, 2016:

Cash and Cash Equivalents ($46M): *$9.4 million increase FY17 forecast over FY16 actual*

- The increase is due primarily to the 2017 bond issue which will reimburse some of the capital spend.

Restricted Cash & Cash Equivalents ($72.7M): *$65.6 million increase FY17 forecast over FY16 actual*

- Residual funds from the bond issuances that were used for the capital plan (see capital assets below)
- The increase is due to the estimated 6/30/17 unspent bond proceeds resulting from the Series 2017 bond issue that includes new money of $125M.
- Construction escrow deposits and grant restricted funds remain the same at $1M.

Investments ($588.2M): *$20.4 million increase FY17 forecast over FY16 actual*

- The Century Bond long term pool is forecast to increase by $17.0M related to investment returns, and the Century Bond short term pool is forecast to decrease by $21.1M because the short-term pool is being used for the capital plan (see capital assets below).
- The Century Bond debt reserve forecast is equal to FY16 actual.
- The Long term endowment pool is forecast to increase by $7.7M million, and this is related to investment returns, the spending allocation, administrative fees, and transfers to quasi-endowments.
- University working capital investments are forecast to increase by $16.8M. Tiers II and III are forecast to increase by $1.5M, the diversified pool (Tier IV) is forecast to increase $14.7M, and the Student Investment Pool (Tier IV) is forecast to increase by $0.6M.
- Included in the investments is $205.5M of forecasted unspent Century Bond proceeds as of June 30, 2017 (see Net Investments in Capital section below)

Capital Assets-net of depreciation ($1,046.7M): *$78.7 million increase FY17 forecast over FY16 actual*

- Spending for capitalizable buildings, infrastructure & CIP total $115.7 million and include some of the following major projects: a forecasted $10.3 million for McCracken Hall, a forecasted $25.3 million for Jefferson Hall Renovations & a forecasted $9.8 million for Energy Infrastructure projects.
- There are also forecasted purchases of $11 million for machinery, equipment, library books and capitalizable Oracle Enterprise System projects.
- These are offset by accumulated depreciation increases of $48 million

Accounts Receivable, Prepaids & Other Assets ($99.7M)*: $15.4M increase FY17 forecast over FY16 actual*

- We are trending this down $3M as we continue to implement a more streamlined drawdown process and are expecting the AR balance to decrease overall.
- Accounts Receivable has a one-time increase of $18.4M for the FCC auction for the WOUC spectrum.
- Prepaids and Inventory are also in this category and are not expected to change.

Deferred Outflows of Resources-Deferred charge on bond refunding & Pension ($87.7M): *$0.2 million decrease FY17 forecast over FY16 actual*

- The change is the $0.3M loss on the Series 2017 advance refunding of the 2008A bond net with the continuing amortization of the refunding of prior bonds.

Accounts Payable & Accrued Liabilities & Other ($114.8M)*: $10 million increase FY17 forecast over FY16 actual*

- Vendor accounts payable is expected to increase as we have a much larger capital spend forecasted in FY17.
- 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 ($34.1M): No change *FY17 forecast over FY16 actual*

- This is Summer tuition revenue that is not earned as of 6/30 and is deferred. This amount may fluctuate with the timing of the start of the summer sessions and also fluctuates with the total amount of Summer tuition.

Net Pension Liability ($432.9M)*: No change FY17 forecast over FY16 actual*

- Information is not available yet to forecast any changes.

Bonds and Notes Payable-net of discount and premium ($651.1M): *$106.3 million increase FY17 forecast over FY16 actual*

- The increase is primarily due to the March 2017 debt issuance which includes a refunding and new money of $125.0 million.
- The change also includes $17.7 million of principal payments made Dec 1, 2016, and net amortization of $1.3 million for the bond premium and discount.

Deferred Inflows of Resources–Deferred gain on bond refunding & Pension ($25.1M): *$0.6 million increase FY17 forecast over FY16 actual*

- GASB 68 requires that unfunded pension liability is reflected on the University balance sheet as shown. The changes for the University's portion of the unfunded state retirement systems are amortized over a prescribed number of years. FY17 forecast is equal to FY16 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.
- The change is the $0.6M gain on the Series 2017 current refunding of the 2006A & B bonds.

Net Investment in Capital Assets ($673.8M): *$22.8 million increase FY17 forecast over FY16 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 year end, the portion of the debt attributable to the unspent proceeds should not be included.
- For FY17, Net Investment in Capital Assets is calculated as follows:

Capital Assets – net of depreciation	$1,046.7M
Less Bonds & Notes Payable – net of discount & premium	($651.1M)
Plus the Unspent Century Bond Proceeds	$205.5M
Plus Restricted Cash & Cash Equivalents	$ 72.7M
Total	$673.8M

Restricted – Nonexpendable ($22.3M): *$0.1M increase FY17 forecast over FY16 actual*

- The restricted-nonexpendable net asset balance represents the value of the University Endowment corpus. There are relatively few new donations to the University endowment.

Restricted – Expendable ($34M): *$1.9 million increase FY17 forecast over FY16 actual*

- The restricted-expendable net asset balance includes fund balances associated with restricted funds such as externally funded grants and loans, restricted capital funds and the expendable portion of University endowments.

Unrestricted (-$47.1M): *$47.6M increase FY17 forecast over FY16 actual*

- The forecasted unrestricted net position includes the -$371.8M impact of the GASB 68 requirement for booking the unfunded pension liability net with $324.7M of unrestricted net

position, the majority of which has been internally designated for planning units, reserves or commitments.

Exhibit B - FY17 Income Statement Forecast

Operating Unit Subtotals

(in millions)	Athens Colleges & Schools			Regional Campuses			Auxiliaries			Academic Support			Operating Unit Subtotals			Variance FY17 Forecast over FY17 Budget	% Change	Variance FY17 Forecast over FY16 Actual	% Change
	FY16 Actual	FY17 Budget	FY17 Forecast	FY16 Actual	FY17 Budget	FY17 Forecast	FY16 Actual	FY17 Budget	FY17 Forecast	FY16 Actual	FY17 Budget	FY17 Forecast	FY16 Actual	FY17 Budget	FY17 Forecast				
State Appropriations	140.2	137.5	137.4	18.2	27.7	27.7	-	-	-	3.0	(2.3)	(2.0)	161.4	162.8	163.1	0.3	0.2%	1.7	1%
State Appropriations-Capital	-	-		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Undergraduate Tuition & Educational Fees	257.0	256.1	258.6	37.2	36.9	35.6	-	-	-	10.2	9.5	9.3	304.4	302.5	303.5	1.0	0.3%	(0.9)	-0.3%
Undergraduate Financial Aid	(47.0)	(48.7)	(49.0)	(6.0)	(6.2)	(5.0)	(10.2)	(10.1)	(10.0)	5.4	2.4	3.9	(57.8)	(62.6)	(60.1)	2.5	-4%	(2.3)	4%
Net Undergraduate Tuition & Fees	210.0	207.4	209.6	31.2	30.7	30.6	(10.2)	(10.1)	(10.0)	15.6	11.9	13.2	246.6	239.9	243.4	3.5	1%	(3.2)	-1%
Graduate Tuition & Educational Fees	99.7	111.2	106.3	0.4	0.3	0.4	-	-	-	0.1	1.3	0.7	100.2	112.8	107.4	(5.4)	-5%	7.2	7%
Graduate Financial Aid	(27.6)	(28.1)	(28.3)	(0.1)	-	(0.1)	-	-	-	(0.8)	(0.1)	(0.3)	(28.5)	(28.2)	(28.7)	(0.5)	2%	(0.2)	1%
Net Graduate Tuition & Fees	72.1	83.0	78.0	0.3	0.3	0.3	-	-	-	(0.7)	1.2	0.4	71.7	84.6	78.7	(5.9)	-7%	7.0	10%
Room & Board	-	-	-	-	-	-	95.9	97.2	95.7	-	-	-	95.9	97.2	95.7	(1.5)	-2%	(0.2)	-0.2%
Grants and Contracts	39.5	40.7	42.1	1.7	2.5	2.1	0.1	0.1	0.8	4.8	3.0	6.2	46.1	46.4	51.2	4.8	10%	5.1	11%
Facilities & Admin Costs Recovery	5.5	5.6	5.6	-	-	-	-	-	-	1.3	1.1	1.4	6.8	6.7	7.0	0.3	4%	0.2	3%
Gifts	5.7	4.2	5.9	0.2	0.2	0.3	3.3	1.7	2.4	8.1	7.5	5.1	17.3	13.6	13.7	0.1	1%	(3.6)	-21%
Endowment Distributions	12.0	12.5	12.4	0.5	0.5	0.5	0.2	0.2	0.2	13.4	13.8	13.7	26.1	27.0	26.8	(0.2)	-1%	0.7	3%
Investment Income	-	-	-	-	-	-	-	-	-	3.8	5.9	6.9	3.8	5.9	6.9	1.0	17%	3.1	82%
Other External Sales	5.1	4.5	5.9	0.8	0.7	1.2	18.4	16.2	18.1	25.4	17.6	39.5	49.7	39.0	64.7	25.7	66%	15.0	30%
Total Revenues	**$ 490.1**	**$ 495.5**	**$ 496.9**	**$ 52.9**	**$ 62.5**	**$ 62.7**	**$ 107.7**	**$ 105.3**	**$ 107.2**	**$ 74.7**	**$ 59.7**	**$ 84.4**	**$ 725.4**	**$ 722.9**	**$ 751.2**	**$ 28.1**	**3.9%**	**$ 25.8**	**4%**
Salaries, Wages & Other Payroll	192.6	204.2	201.6	33.9	34.0	33.2	26.6	28.0	27.7	90.3	97.5	95.3	343.4	363.8	357.8	(6.0)	-2%	14.4	4%
Benefits	55.8	59.1	57.5	11.0	10.8	10.7	10.9	12.9	11.5	35.0	36.3	40.7	112.7	119.1	120.4	1.3	1%	7.7	7%
Operating Expenses	65.1	70.2	68.7	7.6	7.9	6.9	34.8	38.1	35.5	79.9	66.4	72.4	187.4	182.6	183.5	0.9	0.5%	(3.9)	-2%
Capitalized Costs	2.9	2.6	3.0	0.4	0.2	0.3	2.8	1.6	2.7	5.3	1.8	5.1	11.4	6.1	11.0	4.9	80%	(0.4)	-4%
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Internal Loan - Principal & Interest	2.8	3.2	4.1	0.3	0.3	0.3	8.9	12.6	12.6	27.5	30.9	30.0	39.5	47.0	47.0	-	-	7.5	19%
Debt Service - Principal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service - Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Internal Sales	(2.3)	(2.3)	(2.3)	-	-	-	(7.4)	(7.1)	(7.2)	(12.6)	(12.9)	(14.1)	(22.3)	(22.3)	(23.6)	(1.3)	6%	(1.3)	6%
Total Direct Expenses	**$ 316.9**	**$ 337.0**	**$ 332.6**	**$ 53.2**	**$ 53.2**	**$ 51.4**	**$ 76.6**	**$ 86.1**	**$ 82.8**	**$ 225.4**	**$ 220.0**	**$ 229.4**	**$ 672.1**	**$ 696.2**	**$ 696.1**	**$ (0.2)**	**0.0%**	**$ 24.0**	**4%**
Internal Allocations & Transfers	(6.6)	(6.0)	(6.0)	0.7	0.5	0.5	7.6	0.7	0.7	(5.0)	12.5	4.8	(3.3)	7.7	-	(7.7)	-100%	3.3	-100%
Indirect Costs Allocations	143.2	148.9	148.9	14.8	16.5	16.5	(7.7)	(1.8)	(0.9)	(150.3)	(163.7)	(164.5)	-	0.0	-	(0.0)	-100%	-	-
Depreciation Allocation	8.1	10.7	10.6	-	-	-	-	0.8	0.8	(8.1)	(11.4)	(11.4)	-	(0.0)	-	0.0	-100%	-	-
Subvention Allocation	12.8	7.8	6.3	(13.3)	(7.7)	(7.7)	-	-	-	0.5	(0.2)	1.4	-	(0.0)	-	0.0	-100%	-	-
Total Allocations & Transfers	**$ 157.5**	**$ 161.4**	**$ 159.8**	**$ 2.2**	**$ 9.3**	**$ 9.3**	**$ (0.1)**	**$ (0.3)**	**$ 0.6**	**$ (162.9)**	**$ (162.8)**	**$ (169.7)**	**$ (3.3)**	**$ 7.7**	**$ -**	**$ (7.7)**	**-100%**	**$ 3.3**	**-100%**
Total Expenses & Transfers	**$ 474.4**	**$ 498.4**	**$ 492.4**	**$ 55.4**	**$ 62.5**	**$ 60.7**	**$ 76.5**	**$ 85.8**	**$ 83.4**	**$ 62.5**	**$ 57.2**	**$ 59.7**	**$ 668.8**	**$ 703.9**	**$ 696.1**	**$ (7.9)**	**-1%**	**$ 27.3**	**4%**
Subtotal Prior to Transfers	**$ 15.7**	**$ (2.9)**	**$ 4.5**	**$ (2.5)**	**$ -**	**$ 2.0**	**$ 31.2**	**$ 19.5**	**$ 23.8**	**$ 12.2**	**$ 2.5**	**$ 24.7**	**$ 56.6**	**$ 19.0**	**$ 55.1**	**$ 36.0**	**190%**	**$ (1.5)**	**-3%**
Transfers (to) from Operations	-	(6.0)	(9.9)	-	-	2.1	-	2.6	7.1	-	(3.3)	0.3	-	(6.8)	(0.4)	6.4	-94%	(0.4)	-
Transfers to (from) Quasi Endowments	(0.1)	0.1	7.6	-	-	-	-	-	-	2.0	1.6	0.7	1.9	1.7	8.3	6.6	388%	6.4	337%
Bond Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers to (from) Capital Projects	17.0	3.0	6.8	(0.1)	-	(0.1)	21.9	16.8	16.7	4.4	4.2	5.3	43.2	24.1	28.7	4.6	19%	(14.5)	-34%
Net Results	**$ (1.2)**	**$ (0.0)**	**$ (0.0)**	**$ (2.4)**	**$ -**	**$ (0.0)**	**$ 9.3**	**$ (0.0)**	**$ (0.0)**	**$ 5.8**	**$ 0.0**	**$ 18.4**	**$ 11.5**	**$ (0.0)**	**$ 18.4**	**$ 18.4**	**-58884%**	**$ 7.0**	**61%**

Exhibit B - FY17 Income Statement Forecast

Non-Operating Unit Subtotals

(in millions)	Endowment			Capital			Century Bond			Internal Bank			Non-Operating Unit Subtotals			Variance FY17 Forecast over FY17 Budget	% Change	Variance FY17 Forecast over FY16 Actual	% Change
	FY16 Actual	FY17 Budget	FY17 Forecast	FY16 Actual	FY17 Budget	FY17 Forecast	FY16 Actual	FY17 Budget	FY17 Forecast	FY16 Actual	FY17 Budget	FY17 Forecast	FY16 Actual	FY17 Budget	FY17 Forecast				
State Appropriations	-	-	-	-	-	-	-	-	-	2.1	2.1	2.0	2.1	2.1	2.0	(0.1)	-5%	(0.1)	-5%
State Appropriations-Capital	-	-	-	11.7	29.0	14.0	-	-	-	-	-	-	11.7	29.0	14.0	(15.0)	-52%	2.3	20%
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	-	-	-	1.3	-	-	-	-	-	-	0.2	-	1.3	0.2	-	(0.2)	-100%	(1.3)	-100%
Facilities & Admin Costs Recovery	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gifts	14.5	13.5	12.3	0.7	-	-	-	-	-	-	-	-	15.2	13.5	12.3	(1.2)	-9%	(2.9)	-19%
Endowment Distributions	(26.1)	(27.0)	(26.8)	-	-	-	-	-	-	-	-	-	(26.1)	(27.0)	(26.8)	0.2	-1%	(0.7)	3%
Investment Income	(15.8)	32.2	54.3	-	-	-	(5.2)	10.6	17.7	(1.5)	9.2	8.7	(22.5)	52.0	80.7	28.7	55%	103.2	-459%
Other External Sales	0.3	-	-	0.1	-	-	-	-	-	0.3	-	0.2	0.7	-	0.2	0.2	-	(0.5)	-71%
Total Revenues	**$ (27.1)**	**$ 18.7**	**$ 39.8**	**$ 13.8**	**$ 29.0**	**$ 14.0**	**$ (5.2)**	**$ 10.6**	**$ 17.7**	**$ 0.9**	**$ 11.5**	**$ 10.9**	**$ (17.6)**	**$ 69.8**	**$ 82.4**	**$ 12.6**	**18%**	**$ 100.0**	**-568%**
Salaries, Wages & Other Payroll	-	-	-	0.3	-	0.3	-	-	-	-	-	-	0.3	-	0.3	0.3	-	-	-
Benefits	-	-	-	0.1	-	0.1	-	-	-	-	-	-	0.1	-	0.1	0.1	-	-	-
Operating Expenses	-	-	-	6.2	-	1.2	-	-	-	0.2	0.2	1.3	6.4	0.2	2.5	2.3	1150%	(3.9)	-61%
Capitalized Costs	-	-	-	104.7	122.6	119.7	-	-	-	-	-	-	104.7	122.6	119.7	(2.9)	-2%	15.0	14%
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Internal Loan - Principal & Interest	-	-	-	-	-	10.4	(6.8)	(10.2)	(10.2)	(32.7)	(36.8)	(47.2)	(39.5)	(47.0)	(47.0)	-	-	(7.5)	19%
Debt Service - Principal	-	-	-	-	-	-	-	-	-	17.1	18.2	17.7	17.1	18.2	17.7	(0.5)	-3%	0.6	4%
Debt Service - Interest	-	-	-	-	-	-	14.0	14.0	14.0	12.2	13.0	12.8	26.2	27.0	26.8	(0.2)	-1%	0.6	2%
Internal Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Direct Expenses	**$ -**	**$ -**	**$ -**	**$ 111.3**	**$ 122.6**	**$ 131.7**	**$ 7.2**	**$ 3.8**	**$ 3.8**	**$ (3.2)**	**$ (5.4)**	**$ (15.4)**	**$ 115.3**	**$ 121.0**	**$ 120.1**	**$ (0.9)**	**-1%**	**$ 4.8**	**4%**
Internal Allocations & Transfers	(0.1)	-	-	(0.1)	-	-	-	-	-	3.5	-	-	3.3	-	-	-	-	(3.3)	-100%
Indirect Costs Allocations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Allocation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subvention Allocation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Allocations & Transfers	**$ (0.1)**	**$ -**	**$ -**	**$ (0.1)**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 3.5**	**$ -**	**$ -**	**$ 3.3**	**$ -**	**$ -**	**$ -**	**-**	**$ (3.3)**	**-100%**
Total Expenses & Transfers	**$ (0.1)**	**$ -**	**$ -**	**$ 111.2**	**$ 122.6**	**$ 131.7**	**$ 7.2**	**$ 3.8**	**$ 3.8**	**$ 0.3**	**$ (5.4)**	**$ (15.4)**	**$ 118.6**	**$ 121.0**	**$ 120.1**	**$ (0.9)**	**-1%**	**$ 1.5**	**1%**
Subtotal Prior to Transfers	**$ (27.0)**	**$ 18.7**	**$ 39.8**	**$ (97.4)**	**$ (93.6)**	**$ (117.7)**	**$ (12.4)**	**$ 6.8**	**$ 13.9**	**$ 0.6**	**$ 16.9**	**$ 26.3**	**$ (136.2)**	**$ (51.2)**	**$ (37.7)**	**$ 13.5**	**-26%**	**$ 98.5**	**-72%**
Transfers (to) from Operations	-	-	-	-	-	-	-	-	-	-	6.8	0.4	-	6.8	0.4	(6.4)	-94%	0.4	-
Transfers to (from) Quasi Endowments	(1.9)	(1.7)	(8.3)	-	-	-	-	-	-	-	-	-	(1.9)	(1.7)	(8.3)	(6.6)	388%	(6.4)	337%
Bond Proceeds	-	-	-	-	-	-	-	-	-	-	-	(125.0)	-	-	(125.0)	(125.0)	-	(125.0)	-
Transfers to (from) Capital Projects	-	-	-	(103.2)	(149.1)	(86.7)	40.0	40.0	40.0	20.0	85.0	18.0	(43.2)	(24.1)	(28.7)	(4.6)	19%	14.5	-34%
Net Results	**$ (25.1)**	**$ 20.4**	**$ 48.1**	**$ 5.8**	**$ 55.5**	**$ (31.0)**	**$ (52.4)**	**$ (33.2)**	**$ (26.1)**	**$ (19.4)**	**$ (74.9)**	**$ 132.9**	**$ (91.1)**	**$ (32.2)**	**$ 123.9**	**$ 156.1**	**-485%**	**$ 215.0**	**-236%**

Exhibit B - FY17 Income Statement Forecast

GAAP Adjusted Totals

(in millions)	Component Units TechGrowth Ohio, UMA, & OUF Subs			Financial Statement Adjustments			GAAP Adjusted Totals			Variance FY17 Forecast over FY17 Budget	% Change	Variance FY17 Forecast over FY16 Actual	% Change
	FY16 Actual	FY17 Budget	FY17 Forecast	FY16 Actual	FY17 Budget	FY17 Forecast	FY16 Actual	FY17 Budget	FY17 Forecast				
State Appropriations	-	-	-	-	-	-	163.5	164.9	165.1	0.2	0.1%	1.6	1%
State Appropriations-Capital	-	-	-	-	-	-	11.7	29.0	14.0	(15.0)	-52%	2.3	20%
Undergraduate Tuition & Educational Fees	-	-	-	0.2	-	0.2	304.6	302.5	303.7	1.2	0.4%	(0.9)	-0.3%
Undergraduate Financial Aid	-	-	-	-	-	-	(57.8)	(62.6)	(60.1)	2.5	-4%	(2.3)	4%
Net Undergraduate Tuition & Fees	-	-	-	0.2	-	0.2	246.8	239.9	243.6	3.7	2%	(3.2)	-1.3%
Graduate Tuition & Educational Fees	-	-	-	-	-	-	100.2	112.8	107.4	(5.4)	-5%	7.2	7%
Graduate Financial Aid	-	-	-	-	-	-	(28.5)	(28.2)	(28.7)	(0.5)	2%	(0.2)	1%
Net Graduate Tuition & Fees	-	-	-	-	-	-	71.7	84.6	78.7	(5.9)	-7%	7.0	10%
Room & Board	-	-	-	-	-	-	95.9	97.2	95.7	(1.5)	-2%	(0.2)	-0.2%
Grants and Contracts	-	-	-	-	-	-	47.4	46.6	51.2	4.6	10%	3.8	8%
Facilities & Admin Costs Recovery	-	-	-	-	-	-	6.8	6.7	7.0	0.3	4%	0.2	3%
Gifts	-	-	-	(1.8)	-	(11.7)	30.7	27.1	14.3	(12.8)	-47%	(16.4)	-53%
Endowment Distributions	-	-	-	-	-	-	-	-	-	-	-	-	-
Investment Income	-	0.4	0.4	-	-	-	(18.7)	58.3	88.0	29.7	51%	106.7	-571%
Other External Sales	22.7	24.6	19.8	(3.6)	(3.7)	(5.5)	69.5	59.9	79.2	19.3	32%	9.7	14%
Total Revenues	**$ 22.7**	**$ 25.0**	**$ 20.2**	**$ (5.2)**	**$ (3.7)**	**$ (17.0)**	**$ 725.3**	**$ 814.2**	**$ 836.8**	**$ 22.6**	**3%**	**$ 111.5**	**15%**
Salaries, Wages & Other Payroll	-	-	-	-	-	-	343.7	363.8	358.1	(5.7)	-2%	14.4	4%
Benefits	-	-	-	6.8	-	-	119.6	119.1	120.5	1.4	1%	0.9	1%
Operating Expenses	18.5	18.9	20.4	(3.0)	(3.7)	(5.5)	209.3	198.0	200.9	2.9	1%	(8.4)	-4%
Capitalized Costs	1.7	0.3	0.1	(114.4)	(129.0)	(126.7)	3.4	-	4.1	4.1	-	0.7	21%
Depreciation	1.8	1.6	1.9	43.0	43.6	48.0	44.8	45.2	49.9	4.7	10%	5.1	11%
Internal Loan - Principal & Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service - Principal	1.2	1.3	0.3	(18.3)	(19.5)	(18.0)	-	-	-	-	-	-	-
Debt Service - Interest	-	0.1	0.1	(2.0)	(0.8)	(1.0)	24.2	26.3	25.9	(0.4)	-2%	1.7	7%
Internal Sales	-	-	-	-	-	-	(22.3)	(22.3)	(23.6)	(1.3)	6%	(1.3)	6%
Total Direct Expenses	**$ 23.2**	**$ 22.2**	**$ 22.8**	**$ (87.9)**	**$ (109.4)**	**$ (103.2)**	**$ 722.7**	**$ 730.1**	**$ 735.8**	**$ 5.7**	**0.8%**	**$ 13.1**	**2%**
Internal Allocations & Transfers	-	-	-	-	-	-	-	7.7	-	(7.7)	-100%	-	-
Indirect Costs Allocations	-	-	-	-	-	-	-	0.0	-	(0.0)	-100%	-	-
Depreciation Allocation	-	-	-	-	-	-	-	(0.0)	-	0.0	-100%	-	-
Subvention Allocation	-	-	-	-	-	-	-	(0.0)	-	0.0	-100%	-	-
Total Allocations & Transfers	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 7.7**	**$ -**	**$ (7.7)**	**-100%**	**$ -**	**-**
Total Expenses & Transfers	**$ 23.2**	**$ 22.2**	**$ 22.8**	**$ (87.9)**	**$ (109.4)**	**$ (103.2)**	**$ 722.7**	**$ 737.8**	**$ 735.8**	**$ (2.0)**	**-0.3%**	**$ 13.1**	**2%**
Subtotal Prior to Transfers	**$ (0.5)**	**$ 2.8**	**$ (2.6)**	**$ 82.7**	**$ 105.7**	**$ 86.2**	**$ 2.6**	**$ 76.4**	**$ 101.0**	**$ 24.6**	**32%**	**$ 98.4**	**3785%**
Transfers (to) from Operations	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers to (from) Quasi Endowments	-	-	-	-	-	-	-	-	-	-	-	-	-
Bond Proceeds	-	-	-	-	-	125.0	-	-	-	-	-	-	-
Transfers to (from) Capital Projects	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Results	**$ (0.5)**	**$ 2.8**	**$ (2.6)**	**$ 82.7**	**$ 105.7**	**$ (38.8)**	**$ 2.6**	**$ 76.4**	**$ 101.0**	**$ 24.6**	**32%**	**$ 98.4**	**3785%**

Exhibit C - FY17 Balance Sheet Forecast

Statement of Net Position (Balance Sheet)

(in millions $)	Ohio University Actual June 30, 2015	Ohio University Actual June 30, 2016	Ohio University Forecast June 30, 2017	Variance June 30, 2017 Forecast over June 30, 2016 Actual
Cash & Cash Equivalents	67.3	36.6	46.0	9.4
Restricted Cash & Cash Equivalents	14.3	7.1	72.7	65.6
Investments	581.6	567.8	588.2	20.4
Capital Assets-net of depreciation & Assets Held for Sale	909.4	968.0	1,046.7	78.7
Accounts Receivable, Prepaids & Other Assets	88.9	84.3	99.7	15.4
Total Assets	**$ 1,661.5**	**$ 1,663.8**	**$ 1,853.3**	**$ 189.5**
Deferred Outflows of Resources-Deferred charge on bond refunding & Pension	33.7	87.9	87.7	(0.2)
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	**$ 1,695.2**	**$ 1,751.7**	**$ 1,941.0**	**$ 189.3**
Accounts Payable & Accrued Liabilities & Other	108.1	104.8	114.8	10.0
Unearned Revenue	33.8	34.1	34.1	-
Net Pension Liability	349.1	432.9	432.9	-
Bonds and Notes Payable-net of discount and premium	562.6	544.8	651.1	106.3
Total Liabilities	**$ 1,053.6**	**$ 1,116.6**	**$ 1,232.9**	**$ 116.3**
Deferred Inflows of Resources-Deferred gain on bond refunding & Pension	46.9	24.5	25.1	0.6
Total Deferred Inflows Of Resources	**$ 46.9**	**$ 24.5**	**$ 25.1**	**$ 0.6**
Net Investment in Capital Assets	595.1	651.0	673.8	22.8
Restricted - Nonexpendable	22.3	22.2	22.3	0.1
Restricted - Expendable	34.5	32.1	34.0	1.9
Unrestricted	(57.2)	(94.7)	(47.1)	47.6
Total Net Position	**$ 594.7**	**$ 610.6**	**$ 683.0**	**$ 72.4**
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION	**$ 1,695.2**	**$ 1,751.7**	**$ 1,941.0**	**$ 189.3**

GASB 68 balances:				
Deferred Outflows of Resources-Pension	30.9	85.6	85.6	-
Net Pension Liability	(349.1)	(432.9)	(432.9)	-
Deferred Inflows of Resources-Pension	(46.9)	(24.5)	(24.5)	-
Net effect of GASB 68 on Unrestricted Net Position	$ (365.1)	$ (371.8)	$ (371.8)	$ -
Unrestricted Net Position WO GASB 68	307.9	277.1	324.7	47.6
Expendable Net Assets for SB6	342.4	309.2	358.7	49.5

Exhibit D - FY17 Investment Return Forecast

Summary by Investment Pool

(in millions $)

Investment Pool	Academic Support	Endowment	Century Bond	Internal Bank	Component Units	FY Forecasted Total	Expected Annual Return[1]	4/30/17 FYTD Return[2]	Forecasted Return through FYE[3]
OU Tier II Working Capital				0.8		0.8	1.5%	0.5%	0.7%
OU Tier III Working Capital				0.7		0.7	2.9%	1.4%	1.9%
OU Tier IV Working Capital - Student				0.6		0.6	6.2%	8.5%	9.6%
OU Tier IV Working Capital - Div Pool	4.5			6.6		11.1	6.2%	10.3%	11.4%
OUF Diversified Pool	2.4					2.4	6.2%	10.3%	11.4%
Subtotal - Working Capital	6.9	-	-	8.7	-	15.5			
OU Endowment		8.8				8.8	6.2%	10.3%	11.4%
OUF Endowment		45.5				45.5	6.2%	10.3%	11.4%
Subtotal - Endowment	-	54.3	-	-	-	54.3			
Century Bond Diversified Pool			0.4			0.4	6.2%	10.3%	11.4%
Century Bond Conservative Pool			(0.4)			(0.4)	2.5%	-11.6%	-11.2%
Century Bond Long-Term Pool			17.0			17.0	6.2%	10.6%	11.7%
Century Bond Short-Term Pool			0.8			0.8	1.0%	1.0%	1.1%
Subtotal - Century Bond	-	-	17.7	-	-	17.7			
Component Units					0.4	0.4			
Total	6.9	54.3	17.7	8.7	0.4	88.0			

[1] The Expected Annual Return is based on our investment advisors' assessment of market circumstances. These expectations are revised periodically and used to forecast investment income.

[2] The FYTD Return represents the actual return on our investment portfolios for the fiscal year to date through April 30, 2017.

[3] The Forecasted Return through FYE represents the actual return on our investment portfolios through April 30, 2017 plus the expected return for the remaining months of the fiscal year.

Exhibit E - FY17 Strategic Opportunity Reserve Forecast

(in millions)

Strategic Reserve Balance	FY16 Actual	FY17 Budget	FY17 Forecast
Beginning Balance	**$ 36.7**	**$ 36.2**	**$ 36.2**
Funding			
Investment Income	$ 4.5	$ 4.5	$ 4.5
SSI	$ 2.9	$ (2.7)	$ (2.2)
Tuition	$ 1.7	$ 4.2	$ 4.6
Fund Balance	$ 1.6	$ 0.3	$ 0.3
Subtotal	**$ 10.7**	**$ 6.3**	**$ 7.2**
Investments			
Infrastructure	$ 3.2	$ 2.7	$ 4.1
Community and Econ. Development	$ 3.3	$ 2.8	$ 2.8
Student Success and Programs	$ 2.8	$ 6.2	$ 3.1
Academic and Research Programs	$ 1.9	$ 3.5	$ 2.5
Subtotal	**$ 11.2**	**$ 15.2**	**$ 12.5**
Ending Balance	**$ 36.2**	**$ 27.3**	**$ 30.9**

Investment Summary	FY16 Actual	FY17 Budget	FY17 Forecast
Infrastructure			
Ohio Guarantee	$ 0.1	$ -	$ -
OSAI	$ 2.8	$ 2.2	$ 3.5
OBOR Research Portal	$ 0.1	$ 0.1	$ 0.1
Performance Management	$ -	$ 0.1	$ (0.0)
IT Small Projects	$ 0.3	$ 0.3	$ 0.5
Subtotal	**$ 3.2**	**$ 2.7**	**$ 4.1**
Community and Econ. Development			
Ohio Innovation Fund	$ 1.0	$ -	$ -
TechGrowth	$ 2.1	$ 2.2	$ 2.2
OHIO for Ohio	$ 0.1	$ 0.5	$ 0.5
FAO Support	$ 0.1	$ 0.1	$ 0.1
Subtotal	**$ 3.3**	**$ 2.8**	**$ 2.8**
Student Success and Programs			
Endowed Scholarships	$ 1.2	$ 1.6	$ 1.0
Signature Program	$ 1.6	$ 4.6	$ 2.1
Subtotal	**$ 2.8**	**$ 6.2**	**$ 3.1**
Academic and Research Programs			
Innovation Strategy	$ 1.8	$ 1.4	$ 1.4
Education Advisory Board	$ 0.1	$ 0.1	$ 0.1
Online Learning Investment	$ -	$ 2.0	$ 0.4
Endowed Professorships	$ -	$ -	$ -
Tantrum Theater	$ -	$ -	$ 0.6
Subtotal	**$ 1.9**	**$ 3.5**	**$ 2.5**
Total Investment Summary	**$ 11.2**	**$ 15.2**	**$ 12.5**

Exhibit F - FY17 Q4 Senate Bill 6 Forecast submission to Dept of Higher Education

Quarterly Report to the Ohio Department of Higher Education
as of June 30, 2017 (Projected)

Schedule QF-1: Statement of Revenues, Expenditures, and Other Changes
Projection of Year-end SB 6 Ratios and Composite Scores
(*in millions $*)

	Projected FY2017	Actual FY2016	Actual FY2015
Expendable net assets (A)	**358.7**	309.2	342.4
Plant debt (B)	**625.0**	526.7	543.3
Revenues, operating + nonoperating (C)	**814.4**	754.4	760.4
Operating expenses (including interest expense) (D)	**742.0**	727.3	712.6
Increase (decrease) in total net assets (E)	**72.4**	22.8	47.6
Ratios:			
Viability Ratio (A/B)	0.574	0.587	0.630
Primary Reserve Ratio (A/D)	0.483	0.425	0.480
Net Income Ratio (E/C)	0.089	0.030	0.063
Composite Score:			
Viability Ratio (30%)	0.6	0.6	0.9
Primary Reserve Ratio (50%)	2.0	2.0	2.0
Net Income Ratio (20%)	1.0	0.8	1.0
SB 6 Composite Score (Excluding GASB 68)	**3.6**	3.4	3.9

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President Finance & Administration, CFO and Treasurer
Greg Robertson, Associate Vice President Architecture, Design and Construction

Re: Facility Project Status Report

Enclosed for your reference is the "Facility Project Status Report" for the June 2017 Board of Trustees meeting. This report provides an update on all active projects approved for expenditure, as well as projects we have completed since the March Board of Trustees meeting.

The report includes information about the Six-year Capital Investment Plan relationship for each project, the schedule, budget and type of funds used to complete the project.

The report is categorically organized consistent with the Six-year Capital Investment Plan:

- Academic / Programmatic Renewal
- Deferred Maintenance
- Regional Campuses
- University Initiatives
- Utility System Upgrades
- Regional Campuses
- Auxiliaries
- Student Affairs/Housing Residence Life
- Athletics

Each group of projects is further sorted by the date the project design is planned to start or has started in descending order.

The Current Phase column is used to identify where the project is in its life cycle. The Planning phase for these projects is used to describe project planning related to executing a specific project as distinct from the activities of the University Planning Office that occur before projects are added to this list. Many of the projects in the Planning phase still require review and approval before budgets and schedules are set.

This report will be included as a regular report to the Resources Committee. Highlights of the projects are included in the presentation on project status, which will be reviewed at the meeting.

Project Name	Part of CIP			Start Date	Finish Date	Budget		Current Phase	Expenditures		Funding Sources			
	FY15-20	FY17-22	N/A			Original	Revised		Authorized	To-Date	Century Bond	State Capital	Gift/ Grant	Internal Bank/Reserves
Academic/Programmatic Renewal														
Copeland 405 Conference Room Renovation			x	Jun-17	Jun-17	$ 19,500		Closeout	$ 19,500	$ 12,804				x
HCOM Utilities Phase 1		x		Jun-17	Apr-19	$ 4,370,000		Design	$ 500,000	$ -	x			x
Copeland Attic Storage Cages			x	May-17	Mar-18	$ 16,800		Construction	$ 16,800	$ -				x
HCOM Athens Campus Phase I		x		Apr-17	Aug-20	$ 65,000,000		Design	$ -	$ -				x
Clippinger Laboratories Phase 1 Addition		x		Jan-17	Jun-20	$ 42,600,000	$ -	Design	$ 8,009,782	$ -	x	x		
C-Suite (student innovation hub)		x		Jan-17	Feb-18	$ 600,000	$ -	Planning	$ -	$ -		x		
OUHCOM Dublin MEB2 Rm 100		x		Dec-16	May-17	$ 650,000	$ -	Construction	$ 650,000	$ 2,700				x
Athena Backstage Renovation			x	Dec-16	TBD	$ 150,000	$ -	Design	$ 151,838	$ -				x
Seigfred Hall Renovations Phase 2		x		Nov-16	Apr-20	$ 10,600,000		Design	$ 1,060,000	$ 187,432	x	x		
Alden Library Renovation Phase I		x		Nov-16	Jul-17	$ 2,890,000	$ -	Construction	$ 2,356,548	$ 213,118		x		x
Grover Center Public Restrooms	x			Oct-16	Jun-17	$ 189,000	$ -	Construction	$ 200,000	$ 17,510				x
Ellis Hall Renovation	x	x		Sep-16	Sep-18	$ 13,000,000	$ -	Design	$ 1,310,000	$ 550,703		x		x
Central Classroom Anthropology Lab Sutie		x		Jul-16	Apr-17	$ 620,000	$ -	Construction	$ 620,000	$ 163,924				x
Innovation Ctr 211 Clean Room			x	Jul-16	TBD	$ 10,700	$ -	Design	$ 16,300	$ 3,910				x
HCOM - Cleveland South Pointe Bldg A Expansion		x		Jul-16	Mar-17	$ 880,000	$ 1,018,600	Construction	$ 1,018,160	$ 387,285				x
Ridges Observatory	x			Apr-16	Mar-17	$ 320,000	$ -	Closeout	$ 320,000	$ 229,633				x
Grover Center E-112 Expansion	x			Jul-15	Jul-17	$ 11,000,000	$ -	Construction	$ 10,935,000	$ 9,269,818				x
Deferred Maintenance														
Main Green-Park Place to Alden/Ellis Service Dr. Repair		x		Aug-18	Aug-19	TBD	$ -	Planning			x			
Botanical Research Greenhouse Upgrade		x		Jul-17	Aug-18	$ 1,300,000	$ -	Planning	$ 401,940	$ 1,940				x
Botanical Research Building Roof Replacement		x		Jul-17	Aug-18	$ 400,000		Planning	$ 50,000	$ 14,758	x	x		
Cutler Hall High Voltage Upgrade		x		Jun-17	Aug-18	$ 350,000	$ -	Planning	$ 21,000	$ 16,000		x		
Park Place Electrical Feed Replacement		x		Jun-17	Aug-18	$ 250,000	$ -	Planning			x			
Parking Lot Maintenance 2017			x	May-17	Aug-18	$ 185,000		Planning						x
University Terrace Chilled Water Piping (CWP)		x		Apr-17	Jun-18	$ 3,300,000	$ -	Planning			x			
Seigfred DCW Connecton EIP		x		Apr-17	Sep-18	$ 850,000	$ -	Planning			x			
Hudson Roof, Cupola & Dormers		x		Apr-17	Sep-17	TBD	$ -	Design	$ 185,000	$ 14,201	x			
Hwa Wei Lee Library Annex - Roof Replacement & Exterior Improvements	x			Mar-17	Sep-17	$ 420,800		Design	$ 51,381	$ 1,836		x		
Main Green-Wilson to McGuffey Brick Walkway		x		Mar-17	Aug-18	TBD	$ -	Planning						x
Ping Center-Entry Door Replacement			x	Mar-17	Mar-17	$ 31,000	$ -	Closeout	$ 31,000	$ -				x
Botanical Research Building Reroof		x		Mar-17	Aug-17	$ 400,000		Design	$ 50,000	$ 14,758	x	x		
Seigfred Upper Level Transformer Repair		x		Mar-17	Aug-17	$ 125,000		Closeout	$ 125,000	$ 4,303	x			
Central Classroom Façade Repairs		x		Mar-17	Dec-17	TBD	$ -	Planning			x			
Ping Center Settlement Repair		x		Mar-17	Dec-17	$ 1,400,000		Design	$ 310,000	$ 39,557	x			
Copeland Hall Roof Project		x		Mar-17	Mar-18	$ 1,200,000	$ -	Design	$ 391,000	$ -	x	x		

Project Name	Part of CIP			Start Date	Finish Date	Budget		Current Phase	Expenditures		Funding Sources			
	FY15-20	FY17-22	N/A			Original	Revised		Authorized	To-Date	Century Bond	State Capital	Gift/ Grant	Internal Bank/Reserves
Lindley Hall Roof Project		x		Mar-17	Dec-17	$ 500,000	$ -	Design	$ 50,000	$ -	x	x		
Ping Parking Lot 87 Trees & Sidewalk		x		Mar-17	Aug-17	$ 100,000	$ -	Planning			x			
Main Green-Cutler Retaining Wall Repair			x	Feb-17	Aug-17	$ 250,000	$ -	Design	$ 250,000	$ 3,186				x
Nelson Chiller Upgrades		x		Feb-17	Jun-17	TBD	$ -	Planning			x			
RTEC Roof		x		Feb-17	Dec-17	$ 500,000	$ -	Design	$ 50,000	$ -	x	x		
Porter Hall emergency Masonry		x		Feb-17	Aug-17	$ 485,000	$ -	Design	$ 174,500	$ 106,395	x			
Copeland Window Upgrades			x	Feb-17	Jun-17	$ 20,000		Planning						x
WG CWP Chiller 3 Repairs		x		Jan-17	Apr-18	$ 400,000	$ -	Planning	$ 400,000	$ -	x			
Adams Hall Parking Garage Water Proofing			x	Jan-17	Aug-18	$ 250,000		Planning	$ 40,000	$ -				x
Peden Stadium Masonry Stabilization - Repair Phase		x		Jan-17	Sep-17	$ 622,000		Design	$ 622,000	$ 174,955	x			
Seigfred Masonry Repair		x		Jan-17	May-17	$ 200,000	$ -	Design	$ 200,000	$ -	x			
Porter Tunnel #7 Ventilation		x		Dec-16	Mar-17	$ 20,000	$ -	Construction	$ 20,000	$ 3,910	x			
BUC Arbor & Pillars Paint & Repair		x		Dec-16	Jul-17	TBD	$ -	Planning			x			
Lausche Perimeter Fence		x		Dec-16	Apr-17	$ 98,500	$ -	Construction	$ 98,500	$ 20,662	x			
Lausche HP and Transformer Yard Security Cameras		x		Dec-16	Apr-17	$ 95,000	$ -	Construction	$ 95,000	$ 7,201	x			
Campus Steam System Repairs 2017		x		Nov-16	Sep-17	$ 1,500,000	$ -	Construction	$ 1,500,000	$ 133,258	x			
Chubb/Sing Tao Roofs		x		Nov-16	Jun-17	$ 30,570	$ -	Design	$ 30,570	$ 7,350	x			
Ridges Building 19 Roof			x	Nov-16	Feb-17	$ 25,000	$ -	Design	$ 30,800	$ -				x
West Green Chilled Water Pump System Repairs		x		Oct-16	Oct-17	$ 1,000,000	$ -	Design	$ 1,000,000	$ 70,455	x			
RTVC Chiller Replacement		x		Sep-16	Jun-17	$ 2,500,000	$ -	Planning	$ -	$ -	x			
Glidden Hall Rm 400 HVAC	x			Sep-16	Jul-17	$ 294,000	$ 485,000	Construction	$ 481,684	$ 71,835	x	x		
South Green Drive Culvert Repair		x		Sep-16	Oct-17	$ 2,000,000	$ -	Construction	$ 1,918,192	$ 158,503	x			
Peden Chiller Replacement		x		Sep-16	Mar-17	$ 190,000	$ -	Closeout	$ 190,000	$ 21,102	x			
Porter Hall Masonry Stabilization		x		Sep-16	Mar-17	$ 135,000		Design	$ 174,500	$ 106,395	x	x		
Campus Chilled Water Plants Refrigerant Monitoring System Upgrades	x			Aug-16	Mar-17	$ 175,000	$ 209,000	Construction	$ 209,000	$ 75,120				x
Ellis 3rd Floor Water Infiltration	x			Aug-16	Aug-17	$ 275,000	$ -	Design	$ 275,000	$ 242,261	x			
Sprinkler Valve Replacement - Various Buildings			x	Aug-16	Apr-17	$ 200,000	$ -	Construction	$ 200,000	$ 20,850				x
Sargent Hall Masonry Repairs		x		Jun-16	Aug-17	$ 600,000		Construction	$ 600,000	$ 76,217	x			
Library Annex Bldg Roof Replacement & Exterior Improvements	x			Jun-16	Nov-17	$ 420,800		Construction	$ 51,381	$ 1,836	x			
Wilson Hall Exterior Improvements	x			May-16	Jun-17	$ 150,000	$ -	Construction	$ 106,300	$ 3,239				x
Lausche Central Plant Energy Metering		x		May-16	Jun-17	$ 250,000	$ -	Construction	$ 250,000	$ 23,619	x			
Old Heating Plant Roof	x			May-16	Apr-17	$ 150,000	$ -	Construction	$ 150,000	$ 17,602	x			
Fire Panel Replacement Various Buildings Phase I		x		Apr-16	Jun-17	$ 400,000	$ -	Construction	$ 400,000	$ 43,724	x			
Residential Housing Fire Panel Replacements	x			Apr-16	Jun-17	$ 400,000	$ -	Construction	$ 400,000	$ 8,000	x			
Richland Bridge Steam System Access			x	Mar-16	Apr-17	$ 100,000	$ -	Construction	$ 120,000	$ 4,575				x
Seigfred Hall Roof and Window Replacement	x			Jan-16	Jul-17	$ 2,600,000	$ 3,800,000	Construction	$ 3,800,000	$ 1,184,343	x	x		
College Green Exterior Paint & Window Repair	x			Jan-16	Aug-17	$ 750,000	$ 1,500,000	Design	$ 1,500,000	$ 568,803	x	x		x

Project Name	Part of CIP			Start Date	Finish Date	Budget		Current Phase	Expenditures		Funding Sources			
	FY15-20	FY17-22	N/A			Original	Revised		Authorized	To-Date	Century Bond	State Capital	Gift/ Grant	Internal Bank/Reserves
Ping Center Chilled Water Connection		x		Nov-15	May-17	$ 1,400,000	$ -	Construction	$ 1,400,000	$ 241,226	x			
Hwa-Wei Lee Library Annex Humidity Controls	x			Mar-15	Jun-17	$ 650,000	$ 967,000	Construction	$ 967,600	$ 483,889	x	x		
University Initiatives														
Walter Hall Classroom Renovation		x		Jan-17	Aug-17	$ 600,000	$ -	Construction	$ 600,000	$ 12,600				x
Porter Hall Classroom Renovation		x		Jan-17	Aug-17	$ 500,000	$ -	Construction	$ 500,000	$ 22,400				x
Morton Hall Access Control and ADA Upgrades			x	Aug-16	Aug-17	$ 400,000	$ -	Construction	$ 400,000	$ 179,214				x
North McKinley Drive Extension			x	Jun-16	Aug-17	$ 1,306,000	$ -	Construction	$ 750,000	$ -				x
West Union Street Parking Lot			x	May-16	Dec-16	$ 190,000	$ 240,000	Construction	$ 295,000	$ 217,422				x
Utility System Upgrades														
Steam Repairs FY 2018		x		Jul-17	Aug-18	$ 1,500,000		Planning	$ 1,500,000		x			
Chilled Water Plant #3		x		Apr-17	Jan-21	$ 22,900,000		Planning			x			x
Lausche Switchyard Storm Sewer Remediation		x		Apr-17	Dec-17	$ 996,000		Planning			x	x		
Fault Locators & Distribution Re-Fusing		x		Apr-17	Aug-20	$ 750,000		Planning			x			
WG Chilled Water Pump # 4		x		Feb-17	Apr-17	$ 98,000		Construction	$ 98,000	$ 39,835	x			
Life Sciences Building Temporary Boiler Hook-up		x		Jan-17	Apr-17	$ 110,000		Closeout	$ 110,000	$ 19,268	x			
Permanent Campus Boilers	x	x		Jan-16	Nov-17	$ 15,000,000	$ 17,500,000	Construction	$ 17,500,000	$ 4,738,973	x			x
Athens Campus Utility Metering		x		Nov-15	Feb-18	$ 1,800,000	$ -	Construction	$ 1,800,000	$ 228,022	x			
EPA Permitting Consultant		x		Jan-15	Jan-18	$ 400,000	$ -	Construction	$ 400,000	$ 211,298	x			
Regional Campuses														
OUS LIFE, SAFETY AND SECURITY IMPROVEMENTS		x		Jun-17	Aug-18	$ 270,000	$ 194,000	Planning				x		
OUS ENERGY EFFICIENCY HVAC IMPROVEMENTS, PHASE II		x		May-17	Oct-18	$ 873,689	$ -	Design	$ 95,308			x		
OUL-Herrold Hall Roof	x			Dec-16	Sep-17	$ 350,000	$ -	Design	$ 24,799	$ -		x		
OUL-Brasee Hall Gymnasium Roof		x		Dec-16	Sep-17	$ 480,000	$ -	Design	$ 33,631	$ -		x		x
OUE HPEC Parking Improvements	x	x		Nov-16	Aug-17	$ 350,000	$ -	Construction	$ 42,722	$ 28,213		x		
OUE Shannon Hall HVAC Improvements	x	x		Nov-16	Dec-17	$ 450,000	$ -	Design	$ 394,110	$ 33,979		x		
Zanesville Herrold Hall Renovation Phase 1		x		Apr-16	Aug-18	$ 2,000,000		Design	$ 264,740	$ 188,588		x		
Lancaster Brasee Hall Nursing Lab			x	Oct-15	Aug-17	$ 180,000	$ -	Planning				x		
OUL Brasee Hall Raymond Wilkes Gallery for the Visual Arts	x			Oct-15	Aug-17	$ 161,000	$ -	Design	$ 40,000	$ 16,352		x		
OUC - Bennett Hall Electrical Upgrade Phase I	x	x		Sep-15	May-17	$ 950,000	$ 827,808	Construction	$ 827,808	$ 68,366		x		
OUC - Bennett Hall Electrical Upgrade Phase II	x	x		Sep-15	Aug-17	$ 768,700	$ -	Construction	$ 827,808	$ 68,366		x		
OUS Hanging Rock CDC Sanitary Sewer Improvements	x			Jul-15	Dec-17	$ 465,000	$ -	Design	$ 98,000	$ 45,450				x
OUZ Herrold Hall Renovation Ph 1		x		May-15	Jul-18	$ 2,000,000	$ -	Design	$ 264,740	$ 188,588		x		
OUSP Walking Track, Soccer Field, Parking Area	x			Jul-14	Oct-17	$ 320,000	$ 492,639	Design	$ 120,393	$ 35,901		x	x	
OUL Brasee Hall Tutoring Center	x			May-14	Apr-17	$ 126,000	$ 219,097	Design	$ 219,097	$ 146,688				x
Auxiliaries														

Project Name	Part of CIP			Start Date	Finish Date	Budget		Current Phase	Expenditures		Funding Sources			
	FY15-20	FY17-22	N/A			Original	Revised		Authorized	To-Date	Century Bond	State Capital	Gift/ Grant	Internal Bank/Reserves
OU Airport Aircraft Aprons Replacement		x		Oct-17	May-18	$ 2,050,000		Planning					x	x
Bush Airport - Airfield Obstructions Removal		x		Jul-17	Mar-18	$ 60,000		Planning					x	x
Airport Taxiway Rehab		x		Apr-17	Aug-18	$ 2,115,000	$ -	Design	$ 204,000				x	x
Shively Dining Renovation		x		Mar-17	Aug-18	$ 5,000,000	$ -	Planning						x
Shively Hall Dining HVAC Upgrades		x		Dec-16	Aug-17	$ 200,000	$ -	Design	$ 200,000	$ 5,087				x
Baker Front Room and Latitude 39 Upgrades		x		Oct-16	Aug-17	$ 1,000,000	$ -	Construction	$ 330,000	$ 71,348				x
Student Affairs/Housing & Residence Life														
Washington Hall Domestic Water & Restroom Upgrades		x		Aug-17	Aug-18	$ 3,200,000	$ -	Planning	$ 350,500					x
Pickering Hall Restroom Upgrades 2018		x		Aug-17	Aug-18	$ 1,100,000		Planning						x
Tiffin / Perkins Hall Roof Rehabilitation			x	Jul-17	Aug-18	$ 2,800,000		Planning						x
Gamertsfelder Hall Bathroom Upgrades 2018		x		Jul-17	May-18	$ 2,000,000		Planning						x
Treudley Hallway & Lobby Carpeting			x	Jun-17	May-17	$ 100,000		Construction	$ 98,289	$ 26,025				x
Voigt Hall Column Repair			x	Jun-17	May-17	$ 99,000		Planning	$ 10,150					x
Ryors Hall Rec Room to Mailroom Conversion			x	May-17	Aug-17	$ 90,000		Planning						x
MacKinnon Mailroom Upgrades			x	May-17	Jun-17	$ 90,000		Planning						x
Ping Center Soil Stabilization and Interior Repairs		x		Apr-17	Aug-17	$ 1,400,000		Design	$ 310,000	$ 39,557	x			
Jefferson Underground Utilities Study			x	Mar-17	Jul-17	TBD	$ -	Planning						x
4 University Terrace Upgrades			x	Mar-17	Aug-18	$ 430,000		Design	$ 430,000					x
EcoHouse Roof Replacement			x	Feb-17	Jul-17	$ 50,000	$ -	Planning	$ 50,000	$ -				x
Front Four Transformer Replacement		x		Jan-17	Sep-17	$ 1,600,000	$ -	Design	$ 1,600,000	$ 16,885				x
James Hall Kitchen and Study Space		x		Jan-17	Oct-17	$ 250,000	$ -	Construction	$ 250,000	$ 12,252				x
Mackinnon Hall Air Handler Unit Upgrade		x		Nov-16	Aug-17	$ 225,000	$ 305,000	Design	$ 305,000	$ 28,580				x
James Hall Laundry & Hot Water Heater		x		Nov-16	May-17	$ 275,000	$ -	Construction	$ 330,000	$ 71,348				x
Perkins Hall Fire Electric and Fire Alarm Upgrades		x		Nov-16	Jul-17	$ 800,000	$ -	Construction	$ 800,000	$ 69,534				x
Boyd Garage Lighting Upgrade			x	Nov-16	Mar-17	$ 200,000	$ -	Closeout	$ 47,000	$ 6,967				x
Housing & Residence Life Exterior Lighting Upgrades 2016			x	Nov-16	Jul-17	$ 200,000	$ -	Design	$ 200,000	$ 5,325				x
East Green Building Based Domestic Hot Water		x		Oct-16	Jan-18	$ 1,600,000	$ -	Design	$ 250,000	$ 41,000				x
Back South Demolition Phase II		x		Oct-16	Aug-17	$ 3,000,000	$ -	Construction	$ 3,000,000	$ 228,942				x
Scott Quad Window Replacement	x			Oct-16	Sep-17	$ 900,000	$ -	Design	$ 700,000	$ 19,839	x			x
Bird Arena Carpet Replacement			x	Sep-16	Mar-17	$ 22,492		Closeout	$ 24,335	$ 6,278				x
Boyd Hall Bathroom Upgrade		x		Sep-16	Aug-17	$ 925,000	$ 2,400,000	Construction	$ 2,400,000	$ 147,002				x
Gamertsfelder Lobby Renovations		x		Sep-16	Aug-17	$ 750,000	$ -	Construction	$ 827,000	$ 54,880				x
Aquatic Center Sun Deck Roof Replacement			x	Aug-16	Apr-17	$ 150,000	$ 190,000	Design	$ 150,000	$ 13,316				x
Tiffin Hall Bathroom Upgrades		x		Aug-16	Aug-17	$ 1,900,000	$ 2,192,000	Construction	$ 2,192,000	$ 149,334				x
Residential Housing Access Control Phase IV		x		Jul-16	Aug-17	$ 1,000,000	$ -	Construction	$ 1,000,000	$ 112,887				x
RD Apartment Upgrades		x		Jul-16	Aug-17	$ 200,000	$ -	Design	$ 256,000	$ 23,432				x

Project Name	Part of CIP			Start Date	Finish Date	Budget		Current Phase	Expenditures		Funding Sources			
	FY15-20	FY17-22	N/A			Original	Revised		Authorized	To-Date	Century Bond	State Capital	Gift/ Grant	Internal Bank/Reserves
Jefferson Hall Renovation	x	x		Oct-15	Aug-17	$ 43,100,000	$ 40,000,000	Construction	$ 39,100,000	$ 29,891,593				x
Mackinnon Hall Bathroom Rehabilitation	x	x		Jul-15	Aug-18	$ 925,000	$ 1,120,000	Design	$ 925,000	$ 70,939				x
Athletics														
Convo-Install Center Hung Video Board			x	Apr-17	Aug-18	$ 1,853,543	$ -	Planning					x	x
Peden Stadium Outdoor Speaker System			x	Feb-17	Aug-17	$ 300,000		Design	$ 300,000	$ -				x
Peden Scoreboard Replacement			x	Jan-17	Aug-17	$ 715,000	$ 575,000	Construction	$ 715,000	$ 15,298			x	x
Softball Bleachers Replacement			x	Sep-16	Apr-17	$ 251,600	$ 390,000	Construction	$ 390,000	$ 300,558			x	x
Sook Academic Center		x		Jul-16	Aug-18	$ 6,165,180	$ 6,490,180	Design	$ 664,470	$ 303,411			x	x

June 22, 2017

Facility Projects Status Update

Tab #; pg

Large Projects

- Jefferson Renovation
  - Budget $39.1M
  - Projected $37.9M
  - Complete Summer 2017



Large Projects



- Lausche Permanent Boilers
  - Budget $17.5M
  - Projected $17.5M
    (amended from $15M)
  - Complete Fall 2017

Large Projects



- Grover Center Expansion
  - Converting health and recreation spaces to classrooms and lab spaces
  - Budget $11M
  - Projected $10.8M

Building Envelope Projects



- Window Replacements and exterior painting planned for:
  - Seigfred Hall
  - Cutler, Wilson, & McGuffey Halls

Mechanical System Projects

- Hwa-Wei Lee Library Annex Humidity Controls
  - Budget $967,600
  - Complete June 2017



Utility Infrastructure Projects



- South Green Drive Culvert Replacement:
  - Budget $2M
  - Projected $2M
  - Complete Fall 2017

Utility Infrastructure Projects



- Ping Center Chilled Water Connection:
  - Budget $1.4M
  - Projected $1.4M
  - Complete Summer 2017

Interior Renovations

- Baker Center Front Room and Latitude 39 Updates
  - Budget $1M
  - Projected $1M
  - Complete Summer 2017



Interior Renovations

- Boyd Hall Bathroom Renovations
  - Budget $2.4M (amended from $925K)
  - Projected $2.4M
  - Complete Summer 2017



Interior Renovations



- Gamertsfelder Lobby Renovations
  - Budget $750,000
  - Projected $750,000
  - Complete Summer 2017

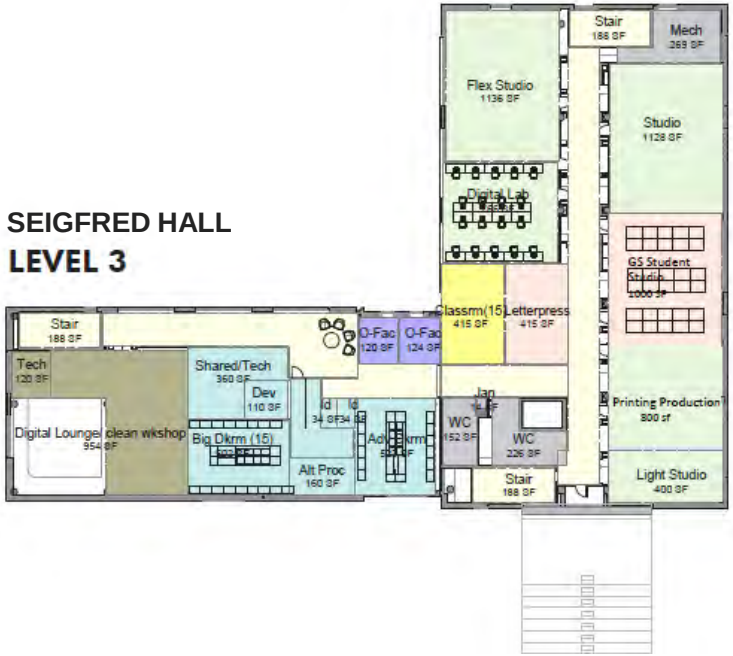
Emergency Projects



- Sargent Hall Masonry Repairs
  - Budget $600,000
  - Projected $600,000
  - Complete Summer 2017

Large Projects in Design

- Seigfred Hall Renovations
  Phase II: Schooley Caldwell is finalizing the Project Program
- Clippinger Renovation
  Phase I: Conducting Programming sessions and cost analysis



OHIO UNIVERSITY

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

From: Bill Willan, Executive Dean

Re: **Regional Higher Education Dashboard Update**

Regional Higher Education (RHE) at Ohio University continues to provide *Outreach and Access* to the communities of Southeastern Ohio. More than six thousand students are enrolled on the regional campuses, approximately 46% of which are first generation. Over 250 students access military benefits. The student population has evolved into a majority of traditional age students who are predominately seeking baccalaureate degrees. Approximately 60% of regional campus students remain in their communities after graduation. Students enrolled at the regional campuses earned 1,400 degrees in 2015-16.

While the *Outreach and Access* mission of Regional Higher Education has remained a constant since its inception, much has changed and is changing within the state and national higher education milieu that have had a profound effect on regional campus operations and that will exert continued pressures for change.

Quality Assurance

- Among the steps that RHE has taken to meet the Higher Learning Commission's standards for quality assurance is the development of an RHE Assessment Council. Although current RHE program learning outcomes are published in the university catalog and are posted on the RHE website, the Council is working with programs to review and revise these learning outcomes and to incorporate student learning outcome data, such as performance on licensure examinations, into program and curricular processes. RHE continues to implement hiring standards that require terminal degrees for full time professors in baccalaureate programs and Master's degrees plus experience in applied fields and/or advanced certifications for applied associate degrees.
- In addition to RHE's hiring standards for faculty and the involvement of Athens schools and departments in Group I & II faculty searches in the disciplines, course clearances for all instructors, and participation in all promotion and tenure decisions, RHE and the College of Arts and Sciences have established a joint committee to provide advisory opinions on academic and procedural concerns. RHE currently is working with the Patton College of Education to establish a similar committee.

Enrollments

- Regional campus enrollments across the state and nation have been in decline since 2010, when the economic recovery began, and have shifted toward more traditional-

aged, part-time, and online students seeking baccalaureate degrees. This trend seems likely to continue through 2022 and likely will be exacerbated by smaller high school graduating classes and increases in transfer credits.

- The Ohio Department of Higher Education reports that the main campuses of public institutions in Ohio experienced little change in enrollments from 2012-2016, but regional campuses experienced an 18% loss of FTE and community colleges a 32% loss of FTE. Ohio University regional campuses experienced a 13% loss of FTE during that period.
- Headcount enrollments at Ohio University's regional campuses have declined by only 5% between 2012 and 2016 due to a substantial increase in College Credit Plus (CC+) students. RHE experienced a 60% increase in dual enrollment students under the CC+ program. It is clear that over the next several years students will bring increasing numbers of credit hours to all Ohio University campuses, thereby decreasing demand in lower level courses.
- To counter these negative enrollment drivers, the regional campuses will need to focus on retention, on building transfer partners, on developing applied undergraduate and graduate degree opportunities for in-demand jobs, and on increasing outreach through online programming.

Budget

- Current projections for undergraduate tuition (net) at the regional campuses from June of 2014 to June of 2018 show a 10% decrease of approximately $3.5M.
- For the same period mentioned above, total direct expenses are projected to reflect a 7% decrease of approximately $4M as a result of efficiencies related to staffing, reorganizations, reductions in force and other operational changes.
- A financial gap of $1.5M over a two-year period is related to the CC+ program. The financial impact of the program through decreased demand for lower level courses will need to be monitored closely.

Initiatives

- The OHIO for Ohio initiative promises to provide opportunities for expanding RHE academic programming in partnership with Athens colleges as well as community colleges and Columbus-area businesses and industries
- Improved coordination of electronically mediated courses along with shared services between and among campuses should build on currently realized efficiencies.
- Current initiatives show promise to develop additional income streams through leasing available space at campuses and centers and/or the sale of surplus properties.
- Increased digital marketing of RHE online programs and the development of new online programming is expected to increase enrollments.

Regional Higher Education will continue to be challenged by economic and demographic factors for the foreseeable future. In light of the challenges presented by budget pressures and student demographics, the regional campuses must embrace change in order to develop a sustainable structure. Staffing models and academic programming must be examined in light of both their efficacy and their efficiency. The quality of education that students have a right to expect when they come to one of Ohio University's campuses must be delivered. Finally, the potential benefits to the regional campuses of the system becoming a college, perhaps with an applied focus, should be explored.

REGIONAL HIGHER EDUCATION

Regional Campus First-Year Retention Average

55.0%

Percent of new freshman who return for a second year

Past Performance

2011	2012	2013	2014	2015
60%	56%	59%	54%	55%

Source: Ohio University IR

Regional Campus Six Year Graduation Rates Average

22.9%

Percentage of new freshman graduating within six years

Past Performance

2006	2007	2008	2009	2010
30.2%	28.5%	26.9%	27.4%	22.9%
Average for Ohio Regional Campuses				
28.5%	*28.6%*	*27.4%*	*26.7%*	*n/a*

Source: Ohio University IR & IPEDS

Regional Campus Student to Faculty Ratio

19:1 average

Average Student FTE to Faculty FTE Fall 2016

	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Chillicothe	21:1	20:1	16:1	17:1
Eastern	21:1	21:1	21:1	22:1
Lancaster	22:1	22:1	21:1	21:1
Southern	21:1	20:1	18:1	17:1
Zanesville	20:1	21:1	19:1	19:1

Source: Ohio University IR & IPEDS

Regional Campus Course Section Size

16.4 average

Average Course Section Size Fall 2016

	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Chillicothe	17.9	16.9	16.4	16.0
Eastern	16.6	16.5	16.4	15.9
Lancaster	16.6	16.5	16.4	15.8
Southern	16.5	16.6	17.1	16.3
Zanesville	17.8	17.7	15.6	17.9

Source: Ohio University OBI Report

Regional FTE by Campus

5,699

Regional FTE enrollment fall term 2016

	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Chillicothe	1,491	1,476	1,392	1,377
Eastern	616	587	606	588
Lancaster	1,633	1,571	1,503	1,397
Southern	1,314	1,296	1,237	1,220
Zanesville	1,205	1,243	1,224	1,117
TOTAL	6,259	6,174	5,961	5,699

Source: Ohio University IR

Regional Headcount by Campus

6,902

Unduplicated regional headcount enrollment fall term 2016

	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Chillicothe	1,894	1,838	1,791	1,770
Eastern	655	642	668	646
Lancaster	2,091	1,988	1,946	1,827
Southern	1,534	1,523	1,455	1,380
Zanesville	1,418	1,476	1,472	1,279
TOTAL	7,592	7,467	7,332	6,902

Source: Ohio University IR

Regional Campus Relocating Students Annual

403

Approximate number of regional students physically relocating to the Athens campus

Past Performance

Term	2015	2016	2017
Fall	289	287	296
Spring	72	95	107
AY Total	361	382	403

Source: Ohio University Registrar/Custom OBI Report

Regional Campus Annual Tuition

$ 4,994

For comparison, Lower Campus Tuition for OUC, OUL, OUZ is presented

Past Performance

2008-2012	2012/13	2013/14	2015/16	2016/17
4,581	4,647	4,908	4,994	4,994

University Regional Campuses in Ohio Fall 2016

OSU Regional	*Kent Regional*	*Miami Reg'l*	*UC-Cler*
$7,140	*$5,664*	*$5,174*	*$5,316*

Source: Ohio University Bursar & Ohio Dept Education

Regional Campus Associate Degree Nursing Outcomes

79.1%

NCLEX first time pass rates for associate degree -nursing program (Chillicothe, Southern and Zanesville) 2016

Past Performance

2012	2013	2014	2015	2016
87.4%	86.0%	77.2%	78.2%	79.1%
National Average				
90.3%	*83.0%*	*81.8%*	*84.5%*	*84.6%*

Source: School of Nursing

Regional Campus Undergraduate Degree Completion Annual Average

17.4% Undergrad

Approximate % of OHIO degrees completed at a regional campus based on campus of last term enrollment

Past Performance

Level	2012/13	2013/14	2014/15	2015/16
Undergrad	19.72%	17.45%	17.42%	17.41%
Master's	6.67%	6.87%	2.40%	6.18%

Source: Ohio University IR Analysis & OBI Report

Regional Campus Gifts (Pledges) at June, 2015

$7.66 million

Amount of cash and pledges received versus goal for the Bicentennial Campaign and the Promise Lives Campaign

	Jun-04	GOAL	Jun-15	GOAL
Chillicothe	$ 11.75	$ 11.85	$ 0.93	$ 3.00
Eastern	$ 3.36	$ 3.56	$ 2.02	$ 2.13
Lancaster	$ 3.51	$ 4.10	$ 2.60	$ 3.50
Southern	$ 4.88	$ 5.00	$ 1.39	$ 3.50
Zanesville	$ 1.02	$ 3.95	$ 0.70	$ 1.00
Total	$ 24.52	$ 28.46	$ 7.66	$ 13.13

Source: Ohio University Advancement Office

Dashboard Key: *Connections to 4x4 Strategic Plan*

- Four Fundamentals
- Enrollment
- Capital Campaign

DASHBOARD, JUNE, 2017

June 22, 2017

Regional Higher Education Dashboard

Tab #; pg

Regional Higher Education (RHE) – Overview & Programs

- Access and affordability mission
- Five campuses and two centers
- Start more than 250 OHIO programs or complete one of 18 associate or 15 baccalaureate programs
- Courses available on-campus, online, or through hybrid and video conferencing delivery
- Print-based/Correctional Education, non-credit, business & industry training and community enrichment

Quality Assurance: Faculty

- RHE hiring standards
- Department involvement in hiring all faculty
- Promotion and tenure review
- Faculty engagement in departments
- College and RHE committees

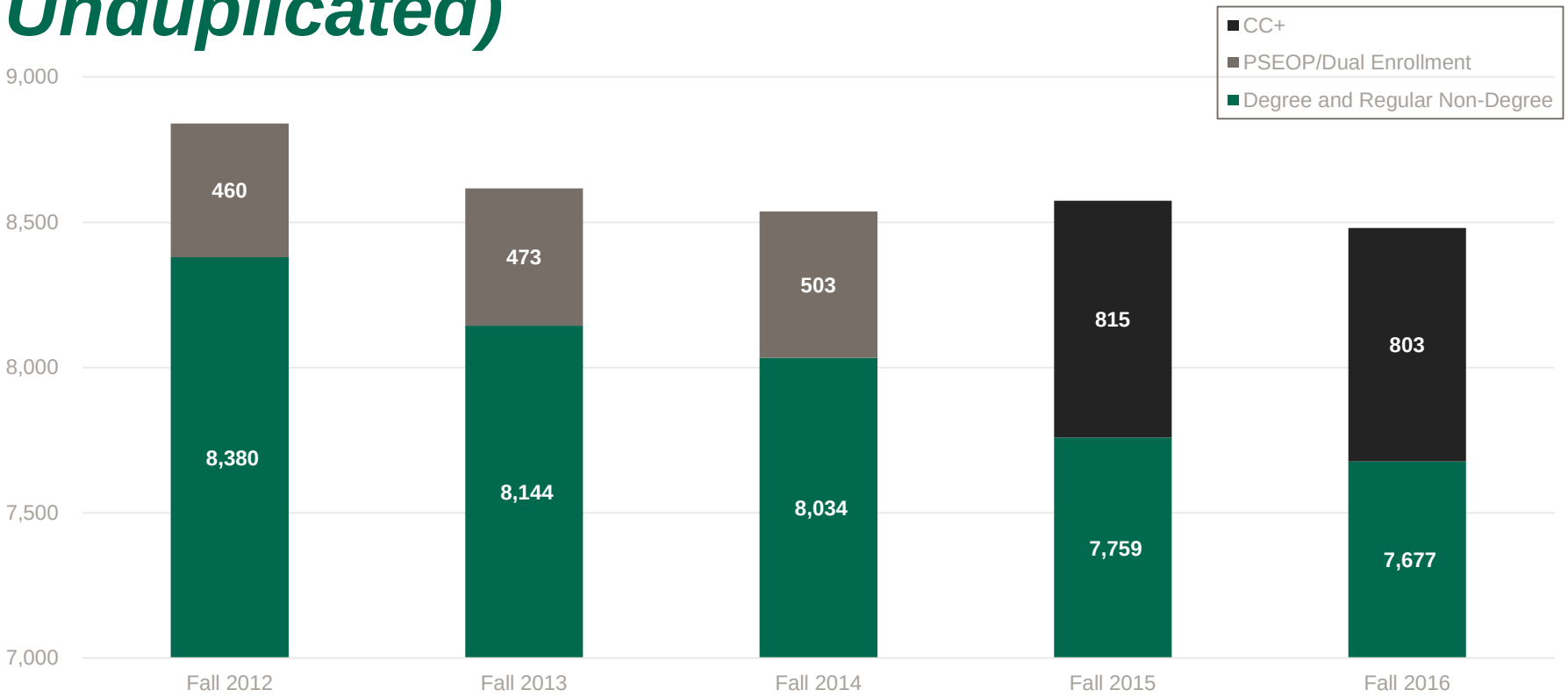
Quality Assurance: Student Learning

- RHE Assessment Council
- OHIO Assessment Clearinghouse
- Curricular updates focused on revised learning outcomes
- Standardization in syllabi, exams
- Licensure testing in professional fields

Enrollment Trends – Overall FTE



Enrollment Trends – Overall Headcount *(Unduplicated)*



College Credit Plus

	FY16	FY17
Enrolled credit hours	11,877	10,960
Full tuition assessed	$2,554,703	$2,338,217
State Reimbursement	$1,613,148	$1,735,317
Reimbursement % Rate	63%	74%
Gap	$941,555	$602,900

Approximately 800 students are enrolled each semester (fall and spring) in the CC+ program on the regional campuses

Articulation Agreements

Community College Partnerships

Regional Higher Education Degree Programs

- Partnerships with 20 community colleges in Ohio and West Virginia: Technical and Applied Studies & Applied Management (Baccalaureate Degree Programs)
- Expanded relationship at Zane State College
- Secondary school agreements for Environmental Engineering Technology (Associate in Applied Science)
- Pending partnerships with additional institutions

Regional Impact on Community – Students & Faculty

Our communities are partners for field and clinical experience, internships, employment for students post-graduation and a resource to recruit adjunct faculty

Education

- Approximately 150 students who attended the Chillicothe campus are employed in area schools
- Approximately 70% of lead teachers in the Lancaster City School preschool program attended the Lancaster campus

Nursing

- Approximately 80% (104) of students graduating through the Southern campus in Nursing are employed in ten area healthcare providers
- Students at the Zanesville campus have worked with nine healthcare providers and nearly 90 clinical faculty throughout their clinical site education
- Genesis Healthcare System reports that 80% of their nurses are graduates of the Zanesville campus

Regional Impact on Community - Events

Nearly 800 campus and community events are hosted annually on the regional campuses

Chillicothe

Chillicothe/Ross Chamber of Commerce Annual Dinner

Big Brothers/Big Sisters “Dance for Kid’s Sake”

Welcome Home Ceremony for Ohio National Guard

Eastern

Ohio Valley Basketball Championships

Belmont Rotary Harlem Wizards Basketball Show

Belmont ESC Spelling Bee and Visual & Performing Arts Showcase

Lancaster

Celebrate Women

Kids in College

Lancaster Festival

Southern

Women’s Conference

Veteran’s Day Program

EMPixx Awards

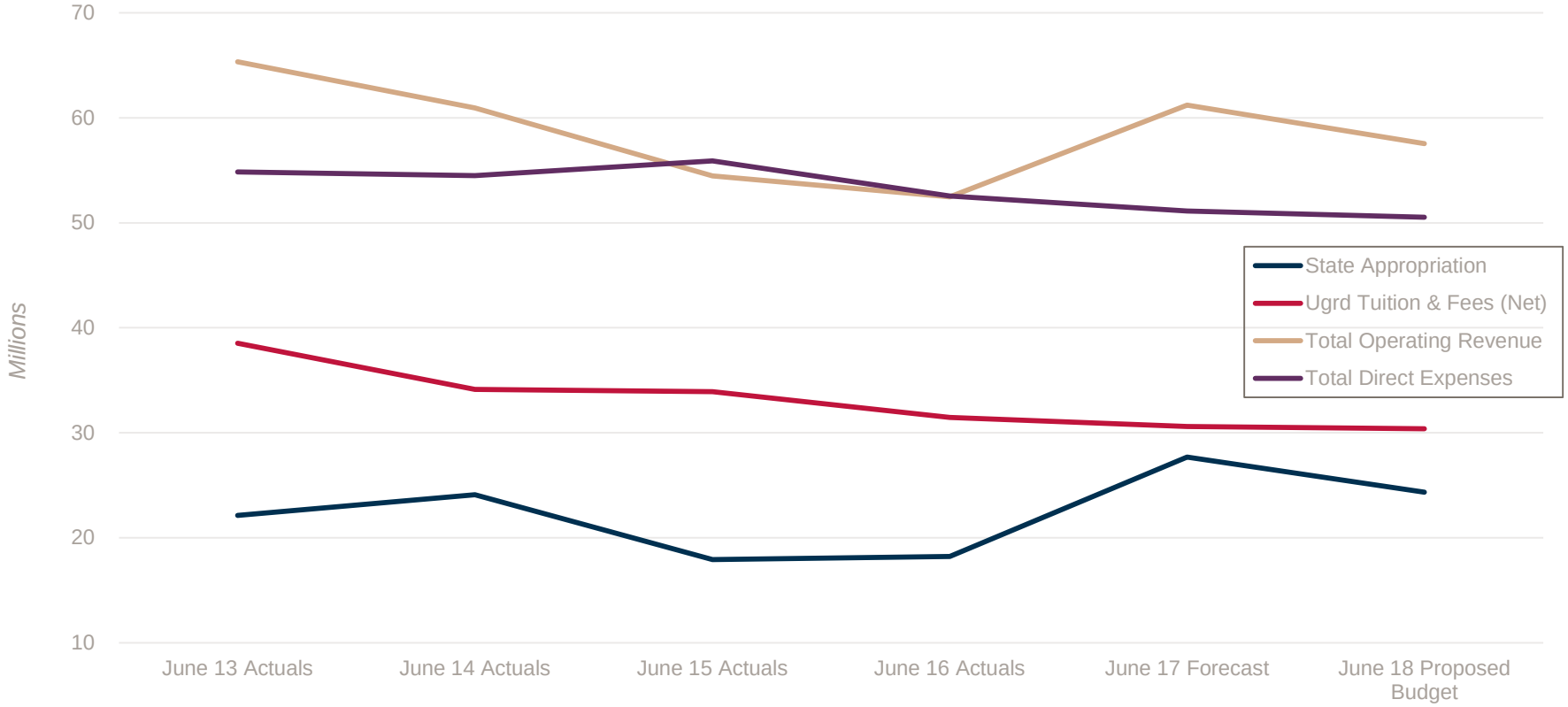
Zanesville

Muskingum Family Y Women of Achievement

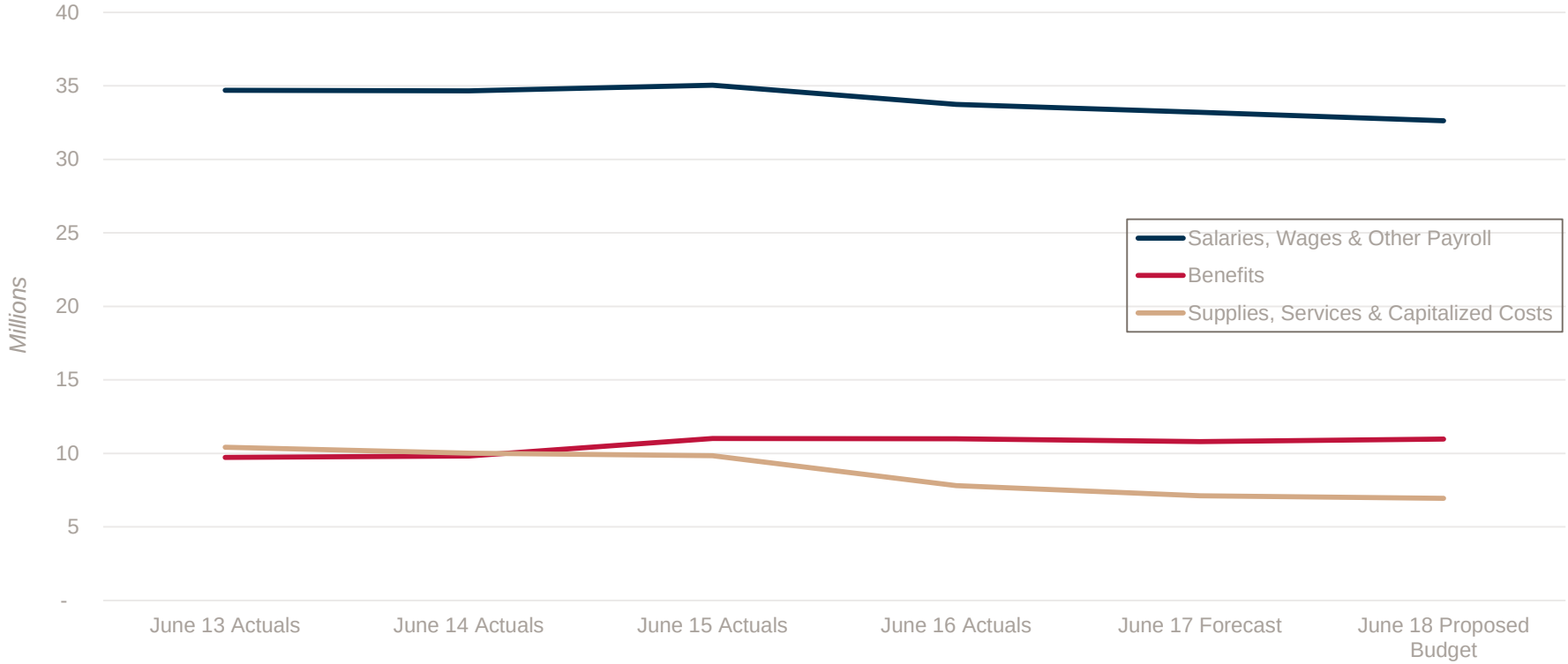
Genesis Health Care Systems Nurses Week

Math Competition

Budget Trends FY13 (Actuals) - FY18 (Proposed Budget)



Budget Trends –Direct Expenses FY13 (Actuals) - FY18 (Proposed Budget)



Budget Efficiencies

- Personnel
  - Combining and Sharing Positions
  - Retirement Forecasting
  - Reorganizations
  - Reductions in Force
- Operating
  - Supplies and Services
- Course Scheduling Approach

Current Initiatives

- OHIO for Ohio
- Central Ohio Strategy
- Affordability and Efficiency
- Exploration of health programs expansion in partnership with the College of Health Services and Professions
  - Eastern, Lancaster and Dublin
- Baccalaureate programs with the College of Arts & Sciences
- ESPN Project with Athletics and Scripps College of Communication
- Asset Monetization
- Unified Course Scheduling Approach

Strategic Planning

- Sustainable Structure
- RHE as a College
- Staffing Models
- Academic Programs

REVISED STUDENT CODE OF CONDUCT

RESOLUTION 2017 -

WHEREAS, Ohio University holds as its central purpose the intellectual and personal development of its students, and

WHEREAS, Ohio University has expectations for the behavior of its students, both on and off campus, and

WHEREAS, those expectations are articulated through the Student Code of Conduct, and

WHEREAS, the Student Code of Conduct must be formally reviewed every two years, and the Board of Trustees approved the current version, which became effective in August 2015, by Resolution 2015-3449, and

WHEREAS, the Review and Standards Committee, the university committee charged with reviewing and making recommended changes to the Code, along with the Office of Community Standards and Student Responsibility, the office charged with implementing the Code, researched, benchmarked, and proposed revisions to the Code, and

WHEREAS, Student Senate, Graduate Student Senate, and Faculty Senate were each given the opportunity to provide feedback and the proposed revisions to the Student Code of Conduct was open for public comment on the web, and

WHEREAS, the proposed revisions to the Student Code of Conduct have been approved by the Review and Standards Committee, and

WHEREAS, the President recommends approval of the proposed revisions to the Student Code of Conduct to the Board of Trustees.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees approves the proposed revisions to the Student Code of Conduct, attached hereto as Exhibit A, which will go into effect on August 24, 2017.

EXHIBIT A

Ohio University
Student Code of Conduct
Effective August 24, 2017

Table of Contents

Part A: Mission of the Student Code of Conduct
Part B: Scope of the Code
Part C: Definition of Terms
Part D: Prohibited Conduct
Part E: Community Standards Process
Part F: Sanctions & Conditions of Sanction
Part G: Student Rights & Responsibilities
Part H: Appeal Process
Part I: Interim Measures, Presidential Interim Suspension, and State of Emergency
Part J: "Student Code of Conduct" Review Process
Part K: Acknowledgements

Appendix

Appendix A: Ohio Revised Code Section 3333.38 (House Bill 95)
Appendix B: Student Sexual Misconduct, Relationship Violence, and Stalking Process

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Part A: Mission

Ohio University, including its regional campuses and online programs, holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is also known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines. It is this purpose that provides the aspirational basis for the "Student Code of Conduct".

As we like to remind students, they are Bobcats no matter where they are. This means that each member of the OHIO community is responsible for their behavior, both on and off campus. When occasions arise where members of the community engage in behavior that violates the prohibited conduct listed in Part D, the community standards process will be initiated. This process exists to protect the interest of the community and to challenge those whose behavior is not in accordance with our expectations of members of the Ohio University community. The University fully recognizes the right of all students to seek knowledge, debate, and freely express their ideas. Discourse and disagreement are fundamental components of any academic endeavor, and students will not be subject to disciplinary action for their lawful expression of ideas.

Sanctions implemented through the process are designed to give students the opportunity to reflect on their choices, challenge their ethical decision-making, and aid them in adjusting their behavior to become congruent with our community expectations. Being a member of the Ohio University community is a privilege, and the community standards process will determine if a student's conduct warrants that they should no longer share in that privilege.

Part B: Scope of the Code

The "Student Code of Conduct" applies to the conduct of individual students, student organizations and student groups, both undergraduate and graduate, including students enrolled in the heritage college of osteopathic medicine, at regional and extension campuses, through the college credit plus program, and in distance education programs, such as e-learning. The right of all students to seek knowledge, debate and freely express their ideas is fully recognized by the University. The prohibited conduct described in Part D applies to student behavior and will not be used to impose discipline for the lawful expression of ideas.

The "Student Code of Conduct" applies to all students, student organizations and student groups, regardless of whether or not the alleged behavior occurred on or off campus. Further, the "Student Code of Conduct" may also be applied to behavior conducted online, via e-mail or through other electronic mediums. Ohio University does not regularly search for this information, but may take action if such information is brought to the attention of University officials.

The community standards process may be initiated when a student is charged with conduct that potentially violates both civil/criminal law and University policy, without regard to the pendency of litigation in court or criminal arrest and prosecution. This includes instances where a current student is

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charged with serious violations of civil or criminal law, regardless of when that violation occurred. The community standards process may be carried out prior to, simultaneously with, or following criminal proceedings off campus. Determinations made and sanctions imposed under the "Student Code of Conduct" will not be subject to change because criminal charges arising out of the same facts were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

Part C: Definition of Terms

The below definitions apply to the community standards process. For definitions and other information related to the "Student Sexual Misconduct, Relationship Violence, and Stalking Process", please see the Appendix B.

1. **Advisor –** An Ohio University employee or student selected by the complainant or respondent to assist them throughout the community standards process. This advisor may advise and assist the complainant or respondent in the preparation for any meetings or hearings that may occur; accompany the complainant or respondent through all community standards process meetings and hearing; and to actively participate in the proceedings to the extent desired by the complainant or respondent. Advisors may not be witnesses in the matter at hand, and they may not provide direct information or testimony at any point in the process. Advisors are not provided as part of the community standards process, and complainants and respondents wishing to use an advisor are responsible for obtaining one.

2. **Campus** – Property or buildings owned, leased, operated, controlled or managed by Ohio University, including all regional campuses, regardless of their location.

3. **Complainant** – Person who was subject to alleged misconduct as described in the "Student Code of Conduct". There may be more than one complainant for an incident.

4. **Hearing Authority –** Any person, or persons, authorized by the director of the office of community standards and student responsibility, or designee to make findings as to whether a student has violated the prohibited conduct part of the "Student Code of Conduct". This includes but is not limited to housing and residence life staff, office of community standards and student responsibility staff, and members of the university hearing board.

5. **Hearing Board Advisor –** A staff member from the office of community standards and student responsibility designated to advise members of the university hearing board during university hearing board hearings.

6. **Hearing Board Chair –** A member of the university hearing board who has been designated by the hearing board advisor to serve as the chairperson for a university hearing board hearing.

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7. **Hearing Officer –** A hearing authority who has been designated to preside over an administrative hearing and make findings as to whether a student has violated the prohibited conduct part of the "Student Code of Conduct".

8. **Members of the University Community –** Refers, collectively and individually, to faculty, staff, students, trustees, volunteers (e.g., advisors), organizations, groups, alumni, and contractors of the University or any of its campuses, facilities, programs, or events.

9. **Preponderance of Evidence** – Standard of proof used by the hearing authority. Preponderance of evidence means that the statements and information presented in the matter must indicate to a reasonable person that it is more likely than not that the respondent committed a violation.

10. **Referral** – Document which contains the basis for the alleged violation of the prohibited conduct part of the "Student Code of Conduct", including but not limited to police reports or incident reports submitted to the office of community standards and student responsibility.

11. **Referring Party** – Person or office which reported the alleged violation of the prohibited conduct part of the "Student Code of Conduct" to the office of community standards and student responsibility.

12. **Respondent** – Student, student group, or student organization whom it is alleged committed a violation or violations of the "Student Code of Conduct". There may be more than one respondent for an incident. In the cases of student groups or student organizations, the president, director, or other member of leadership will participate in the student conduct process on behalf of the group or organization.

13. **Student** – Any person from the time they are admitted to Ohio University up through the date of graduation. This includes, but is not limited to, new students at orientation, persons not currently enrolled but who are still seeking a degree from Ohio University, persons currently under suspension, and any other person enrolled in a credit earning course offered by Ohio University, including students enrolled in the college credit plus program. For purposes of exercising jurisdiction for university discipline, it also includes any person who has graduated from Ohio University if the University determines that his/her graduation or receipt of credit may have involved misconduct while he/she was working toward a degree as well as currently enrolled students who have been charged with serious violations of civil or criminal law, regardless of when that violation occurred.

14. **Student Groups -** A number of persons who are associated with the University and each other, but who have not registered, or are not required to register, as a student organization (included but not limited to athletic teams, musical or theatrical ensembles, academic or administrative units, clubs not registered as a student organization).

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15. **Student Organization -** A number of persons who are associated with one another and have registered with the University as a student organization, including but not limited to clubs, club sports, or fraternities and sororities.

16. **Support Person** – Any person chosen by either the complainant or the respondent to provide support to them throughout their interactions with the office of community standards and student responsibility. This person does not actively participate in the process, but can be present at meetings and hearings to provide support to the complainant or respondent. The support person cannot be a witness in the matter in question.

17. **University** – Ohio University, including all of its regional campuses and online programs.

18. **University Appeal Board–** A panel of three individuals selected to review appeals as described in Part 8. The panel will be made up of three individuals from the University hearing board: either one faculty member, one staff member, and one student or one faculty or staff member, and two students.

19. **University Facility –** Any building or other facility, including an athletic or recreational field, that is owned and operated by the University.

20. **University Hearing Board–** A panel of three individuals who are responsible for hearing matters involving alleged violations of the prohibited conduct part of the "Student Code of Conduct" when the director, associate director, assistant director, or hearing officer in CSSR has determined that suspension or expulsion may be appropriate sanctions if the respondent is found responsible for the charge(s). A hearing board is composed of two students and one faculty or staff member.

21. **University Official –** Any person employed by the University (including but not limited to faculty, staff, administration, and student staff members) acting within the scope of their job duties.

22. **Witness** – Person who is requested to participate in an investigation or a hearing because they may have information about the alleged misconduct. Witness names may be supplied by the complainant, respondent, or others with knowledge of the matter. All witnesses requested to appear at a hearing by CSSR will be considered University witnesses.

Part D: Prohibited Conduct

The University considers the behavior described in the following sub-parts as inappropriate for members of the Ohio University community. These rules apply to all Ohio University students, student groups, and student organizations for behavior that occurs both on and off campus. The right of all students to seek knowledge, debate and freely express their ideas is fully recognized by the University.

1. **Academic Misconduct**

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a. Plagiarism: Using another's work, in whole or in part, without acknowledging the source and presenting that material as one's own academic work. This includes, but is not limited to:
    i. Reproducing another person's work, whether published or unpublished (this also includes using materials from companies that sell research papers)
    ii. Using another's ideas or written words without properly acknowledging the source:
        a. Quoting a source word for word without providing quotation marks and citations.
        b. Copying words or ideas from a source without appropriate citations.
    iii. Submitting work that is substantially identical to another source in content and/or organization without appropriately citing the source.
    iv. Using other intellectual property in a work without appropriate citations, permissions, or rights (when applicable). Intellectual property includes but is not limited to images, videos, software programs, computer code, or pieces of music.
b. Cheating: Any attempt by a student to answer questions on a test, quiz, or assignment by means other than his or her own knowledge, without authorization from the instructor resulting in unfair academic advantage. This includes, but is not limited to:
    i. Using the textbook or other materials, such as a notebook, not authorized for use during an examination.
    ii. Using technology (i.e. cell phones, laptop computers, social media, text messages, etc.) to aid in the completion of work when not permitted to do so.
    iii. Observing or copying the work of another student or allowing another student to plagiarize, copy, or observe one's own work.
    iv. Using unauthorized material during a test, notes, formula lists, notes written on clothing, etc.
    v. Taking a quiz, exam, or similar evaluation in place of another person.
    vi. Providing or requesting assistance from another person in a manner prohibited by the instructor.
    vii. Using a laboratory, computer, or calculator inappropriately or without authorization.
    viii. Changing material on a graded exam and then requesting a re-grading of the exam.
    ix. Acquiring unauthorized knowledge of an examination or any part of an examination.
    x. Signing in any person other than one's self for class attendance.
c. Multiple Submissions: Submitting the same academic work for credit more than once unless specifically authorized by the instructor of record.
d. Fabrication or Falsification: Knowingly using and/or presenting invented or fabricated information, falsified research, or other findings.

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e. Misrepresentation: Misrepresenting facts in an attempt to gain an academic advantage. This includes, but is not limited to:
    i. Providing false or misleading information in an attempt to receive an extension or postponement of a test, quiz, or other assignment
    ii. Providing false or misleading information in an attempt to receive a re-take of an exam or a re-submission of an assignment
    iii. Providing false or misleading information as part of an academic probation/dismissal appeal process.

Please note: An instructor may impose a grade penalty for academic misconduct and/or file a disciplinary referral.

2. Possessing/Providing False and Misleading Information

a. Furnishing false information to University officials or law enforcement officers acting within the scope of their job duties.
b. Forgery, alteration, or misuse of University documents and/or records.
c. Possession, use and/or attempted use of false identification.
d. Manufacture, distribution, or sale of false identification.
e. Transferring, lending, borrowing or altering University identification.

3. Alcoholic Beverages Violation

a. Use and/or possession of alcoholic beverages except as expressly permitted by law and University Policy 24.001. This includes, but is not limited to, the underage possession or consumption of alcohol.
b. Selling, distributing, or furnishing of alcoholic beverages except as expressly permitted by law and University Policy 24.001. This includes, but is not limited to providing alcohol to a person under the legal drinking age.
c. Furnishing or causing to be furnished any alcoholic beverage to any person in a state of noticeable intoxication.
d. Misconduct under the influence of alcohol including but not limited to operating a vehicle under the influence, disorderly conduct by intoxication, and public intoxication.
e. Failure of a student organization to take all necessary steps to ensure that no person under the legal drinking age possesses alcoholic beverages at functions it sponsors or within any property or transportation it owns, operates, and/or rents.

4. Controlled Substance and/or Drug Violation

a. Use and/or possession of marijuana or substances derived from marijuana, except as expressly permitted by law.
b. Use and/or possession of other controlled substances except as expressly permitted by law.
c. Use and/or possession of drug related paraphernalia except as expressly permitted by law.
d. The abuse, misuse, sale, or distribution of prescription or over the counter medication.

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e. Manufacture, distribution, sale and/or offer for sale of any controlled substance or drug, except as expressly permitted by law.
f. Intentionally or recklessly inhaling or ingesting substances (e.g. nitrous oxide, glue, paint, etc.) that will alter a person's state of mind.

5. Disruptive Conduct

a. Disrupting and/or interfering with University operations including but not limited to obstruction of teaching, research and/or administrative activities which occur on or off campus.
b. Causing, inciting, or participating in any disturbance that presents a clear and present danger to others, causes physical harm to others, or damage and/or destruction of property, including but not limited to participating in or inciting a riot.
c. Failure to comply with lawful orders of University officials or law enforcement officers acting within the scope of their job duties.
d. An act which deliberately interferes with the freedom of speech of any member or guest of the University community.
e. Misuse and/or tampering with any University safety equipment including but not limited to firefighting equipment, fire alarms, smoke detectors, blue light phones, etc.
f. Public Urination
g. Election Tampering: Tampering with the election of any Ohio University recognized student organization, including the student senate.

6. Harmful Behavior

a. Physical harm or threat of physical harm to any person.
b. Harassment: Unwelcome conduct (including written or electronic communication) that is so severe, pervasive, and objectively offensive that it substantially interferes with the ability of a person to work, learn, live or participate in, or benefit from the services, activities, or privileges provided by the University. In no event shall this provision be used to discipline a student for speech protected by the first amendment of the United States.
c. Discrimination: Unwelcome conduct (including written or electronic communication) against another individual that is based upon an individual protected category (as defined in Ohio University Policy 40.001) that is so severe, pervasive, and objectively offensive that it substantially interferes with the ability of a person to work, learn, live or participate in, or benefit from services, activities, or privileges provided by the University. In no event shall this provision be used to discipline a student for speech protected by the first amendment of the United States.
d. Reckless but not accidental action that poses a reasonable risk of physical harm to others.

7. Sexual Misconduct, Relationship Violence and Stalking

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a. Sexual Harassment by Quid Pro Quo: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
b. Sexual Harassment by Hostile Environment: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
c. Non-Consensual Sexual Intercourse: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
d. Non-Consensual Sexual Contact: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
e. Sexual Exploitation: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
f. Domestic violence: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
g. Dating Violence: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
h. Stalking: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
i. Retaliatory Harassment: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.

8. Hazing

a. Recklessly or intentionally endangering the mental, emotional, or physical health and/or safety of a student: See University Policy 23.010: Hazing.
b. Brutality of a physical nature: See University Policy 23.010: Hazing.
c. Coerced consumption: See University Policy 23.010: Hazing.
d. Acts intended to cause mental stress: See University Policy 23.010: Hazing.
e. Coerced activities: See University Policy 23.010: Hazing.
f. Acts of sexual misconduct, relationship violence, or stalking, as defined by University Policy 03.004.

9. Theft

a. Taking without consent the property or services of the University, another person, business, or organization.
b. Possessing property that can reasonably be determined to have been stolen from the University, another person, business, or organization.

10. Damage to Property

a. The destruction of, or damage to, public or private property.
b. Reckless but not accidental action that poses a reasonable risk of damage or destruction of public or private property.

11. Use or Possession of Weapons and/or Dangerous Materials

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a. Possession, storage or use of weapons including but not limited to firearms, compressed-air guns, pellet guns, etc. on University owned or affiliated property except as expressly permitted by law.
b. Possession, storage or use of dangerous materials including but not limited to fireworks, explosives or chemicals which are corrosive or explosive on University owned or affiliated property except as expressly permitted by law.
c. Any object not mentioned above used to intimidate, threaten, harm, and/or provide force can be considered a weapon under this provision.
d. Use of a weapon to intimidate, threaten, or harm another person.

12. Misuse of Keys and/or Access Device

a. Unauthorized use, distribution, duplication, or possession of any key or other access device issued for any University building, structure, room or facility.

13. Misuse of the University Disciplinary Process

a. Falsification, distortion, or misrepresentation of information during the community standards process, including filing a false complaint against another person.
b. Hindering or interfering with the community standards process by failing to abide by the notice from a University official to appear for a student conduct meeting or hearing.
c. Intimidation or retaliation in response to an individual's participation in, or use of, the community standards process.

14. Trespass or Misuse of Facilities

a. Misuse or unauthorized use of any facility.
b. Unauthorized entry or attempted entry into any facility.

15. Violation of Ohio University Student Housing Handbook

a. Violation of any published housing and residence life policy, rule and/or regulation.

16. Violation of University Policy

a. Violation of any University policy and/or procedure of Ohio University.

17. Violation of Law

a. Conduct that would constitute a violation of any local, state, and/or federal law, including violation of the Code of Ordinances of the city of Athens.

Part E: Community Standards Process

The following processes apply to those involved in matters being addressed by the community standards process. For information regarding the process for resolving a sexual misconduct allegation, please see Appendix B.

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1. **Referrals –** Members of the Ohio University community may file a student conduct referral alleging that a student, student group, or student organization has violated the prohibited conduct outlined in the "Student Code of Conduct". The office of community standards and student responsibility (CSSR) may also receive referrals from external entities, including law enforcement and members of the general public. Upon receipt of a referral, the director of the office of community standards and student responsibility, or designee, may review all relevant information and may consult with any appropriate parties regarding the incident in question. It is the responsibility of the director of the office of community standards and student responsibility (CSSR) to determine the appropriateness of the referral as well as how the referral will be processed. Upon receipt of a referral and if appropriate, interim measures (including presidential interim suspension), may be implemented as outlined in Part I.

2. **Hearing Authorities –** Hearing authorities are responsible for processing cases involving alleged violations of prohibited conduct as described in the "Student Code of Conduct". The director of CSSR (or designee) is responsible for determining the appropriate hearing authority for each matter. The following are hearing authorities:
    a. **CSSR Staff Members –** Appropriate staff members from the office of community standards and student responsibility are responsible for hearing matters involving alleged violations of the prohibited conduct part of the "Student Code of Conduct" and serve to advise both the complainant and the respondent regarding procedures relating to the "Student Code of Conduct". They have the authority to conduct community standards conferences, to serve as a hearing officer in an administrative hearing, and to serve as an advisor to the university hearing board and the university appeal board. They have the authority to impose the full range of sanctions under the "Student Code of Conduct", up to and including disciplinary suspension and disciplinary expulsion.
    b. **Housing and Residence Life Staff Members –** Appropriate staff members from housing and residence life are responsible for hearing matters involving alleged violations of the prohibited conduct part of the "Student Code of Conduct" and serve to advise the respondent and complainant (if applicable) regarding procedures relating to the "Student Code of Conduct". They have the authority to conduct community standards conferences and to serve as a hearing officer in an administrative hearing. They have the authority to impose sanctions under the "Student Code of Conduct" up to and including disciplinary probation.
    c. **University Hearing Board** – The University hearing board (UHB) is responsible for hearing matters involving alleged violations of the prohibited conduct part of the "Student Code of Conduct" when an appropriate CSSR staff member has determined that disciplinary suspension or disciplinary expulsion may be appropriate sanctions if the respondent is found responsible for the charge(s). A hearing board is composed of two students and one faculty member or administrator. The UHB is advised by a CSSR staff member and does not directly impose sanctions under the "Student Code of Conduct". In instances where the respondent is found in violation, the UHB will make a

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recommendation regarding sanctions to the dean of students or designee, who will then impose any sanctions.

3. Community Standards Conference

Any student, student group, or student organization (hereinafter referred to as the respondent) who has been charged with an alleged violation of the prohibited conduct part of the "Student Code of Conduct" will first be scheduled for a community standards conference with the hearing authority assigned to review the allegation. The respondent will be notified in writing of the date, time, and location of the community standards conference. Written notification will include:

a. the specific charges pending against the respondent;
b. a brief summary of the referral;
c. statement of rights and responsibilities; and
d. if applicable, a statement notifying the respondent that the alleged conduct is significant enough that they may face suspension or expulsion if the charge is substantiated.

The community standards conference is the first step in the community standards process, and serves to provide the respondent with the opportunity to discuss the allegations that led to the referral. The respondent will receive more information regarding the community standards process, clarification of their rights and options, the ability to inspect and review all relevant information as well as a range of potential sanctions for the violation in question should the charges be substantiated. After a discussion regarding the incident and review of relevant information, the respondent will have an opportunity to accept or deny responsibility for the charge(s). If the respondent accepts responsibility for the charge(s), the hearing authority will sanction the respondent as part of the community standards conference.

If the respondent denies responsibility for one or more of the charges, the hearing authority will proceed to schedule a hearing for the student. If the hearing authority has determined that should the charge(s) be substantiated, disciplinary suspension or disciplinary expulsion are not appropriate sanctions, the respondent will be scheduled for an administrative hearing. If the hearing authority determines that disciplinary suspension or disciplinary expulsion are potential sanctions, the respondent may choose either an administrative hearing or a university hearing board.

The respondent must attend the community standards conference. If the respondent fails to appear for two scheduled community standards conferences and the absence is not excused, the conference will proceed in their absence. In these instances, if the hearing authority has determined that disciplinary suspension or disciplinary expulsion are not potential sanctions should the charge(s) be substantiated, the matter will be resolved in the community standards conference based on an evaluation of the evidence available to the hearing authority at the time of the scheduled conference. If the hearing authority determines that disciplinary suspension or disciplinary expulsion are potential sanctions should the charge(s) be substantiated, the

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respondent may be scheduled for an administrative hearing and sent notification of that hearing. Alternatively, a hold may be placed against the student's registration until such time as the community standards process is complete. If a hearing is scheduled, the date for a hearing will be determined within a reasonable period of time following the community standards conference. Hearing notification shall include:

a. the date, time, and location of the hearing;
b. the specific charges against the respondent;
c. a statement of rights and responsibilities; and
d. in instances of administrative hearings only, the name of the hearing officer.

4. Hearings

The purpose of a hearing is to provide an equitable forum for the review of the available information regarding an alleged incident of misconduct. The hearing authority will decide by the preponderance of evidence whether or not the respondent is found responsible for the charge(s). All hearings are closed to the public, with the exception of advisors and/or support persons for the complainant and respondent. All parties directly participating in the hearing (the respondent, complainant, and staff member from CSSR or housing and residence life who is presenting the information) may remain present the entire time, excluding deliberations.

a. Types of Hearings

i. Administrative Hearing – Administrative hearings are presided over by a single hearing officer. The hearing officer will be someone other than the staff member who conducted the original community standards conference. If the respondent fails to appear at a scheduled administrative hearing and the absence is not excused, the hearing may proceed in the respondent's absence or may be rescheduled at the discretion of the hearing officer.

ii. University Hearing Board Hearing – University hearing board hearings are presided over by members of the university hearing board. Each university hearing board hearing will have a hearing board chair. The chair is responsible for keeping the proceedings moving forward. If the respondent fails to appear at a scheduled university hearing board and the absence is not excused, the hearing may proceed in the respondent's absence or may be rescheduled at the discretion of the chair. Each university hearing board is assigned a hearing board advisor. The role of the advisor is to ensure the community standards process is adhered to and to answer procedural questions posed by any party during the hearing. The hearing board advisor will also keep the proceedings focused on issues relevant to the specific allegations. The hearing board advisor will not participate in a determination of a finding or sanction. However, the board advisor may be summoned by university hearing board members during deliberations to answer questions regarding the community standards process.

b. Hearing Procedures

Items i-iii will generally proceed in the order listed below, though the hearing authority reserves the right to adjust the order as appropriate or necessary.

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i. Guidelines

1. The hearing authority will explain the respondent's rights and responsibilities, and, if applicable, the complainant's rights and responsibilities.
2. The hearing authority (in conjunction with the board advisor, if applicable), is responsible for assuring that these rights as well as the process described in this Part are adhered to during the hearing.
3. The respondent or the complainant may ask for the removal of a hearing authority by providing written or verbal evidence of bias.
    a. In cases before a hearing board, the charge of bias is made to the chairperson who will determine whether it is valid. If the charge of bias is against the chairperson, the hearing board advisor shall decide whether it is valid. If bias is found, the hearing will be rescheduled.
    b. In an administrative hearing, the charge of bias against the hearing authority can be made to the director of CSSR, prior to the hearing. The director will decide if the charge is valid. If bias is found, the director will assign a new hearing authority to conduct the hearing.
4. The hearing authority may ask questions of any party at any time throughout the hearing.
5. The hearing authority is responsible for determining the relevancy of questions asked during a hearing. The hearing authority may deem certain questions irrelevant and not allow them to be asked. In university hearing board hearings, the hearing board advisor may assist the hearing chair in those determinations.
6. The hearing authority may exclude persons from the hearing if they are disruptive, or postpone the hearing because of disruptive behavior of participants or observers.

ii. Introduction

1. Each party in the room will introduce themselves and explain their role in the hearing.
2. The hearing authority will ask the respondent to briefly introduce themselves and explain why they have requested the hearing.

iii. Presentation of Information

1. Following the respondent's introduction, a staff member from either CSSR or housing and residence life will provide the hearing authority with a detailed summary of the incident and, if applicable, any subsequent investigation.
2. If there is a complainant, the complainant will then have an opportunity to provide the hearing authority with a summary of their role and perspective on the incident.

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3. The hearing authority will then ask the respondent to describe their involvement in the matter at hand as it pertains to the charges being considered in the hearing. The hearing authority may question the respondent at this time, followed by the staff member from CSSR or housing and residence life and the complainant (if applicable).
4. The staff member from CSSR or housing and residence life will then present any relevant witnesses or documentary information to the hearing authority. The staff member from CSSR or housing and residence life may ask questions of any witness presented. The hearing authority, respondent, and complainant (if applicable) will each have the opportunity to ask questions regarding the information presented.
5. The complainant (if applicable) will then present any relevant witnesses or documentary information to the hearing authority. The complainant may ask questions of any witness presented. The hearing authority, respondent, and staff member will each have the opportunity to ask questions regarding the information presented.
6. The respondent will then present any relevant witnesses or documentary information to the hearing authority. The respondent may ask questions of any witness presented. The hearing authority, complainant (if applicable), and staff member will each have the opportunity to ask questions regarding the information presented.
7. The staff member from CSSR or housing and residence life will have an opportunity to make a summary statement.
8. The complainant, if applicable, will have an opportunity to make a summary statement.
9. The respondent will have an opportunity to make a summary statement.

iv. Deliberation and Finding

1. The hearing authority will go into closed session to determine by the preponderance of evidence whether the respondent will be found in violation of the charges pending in this matter. University hearing boards determine findings by majority vote.
2. The hearing will re-convene for the announcement of the finding. If the respondent is not found responsible for the violation, the case will be dismissed. If the respondent is found responsible for a violation of one or more of the pending charges, the hearing will proceed to sanctioning.

v. Sanctioning

1. The respondent will be offered an opportunity to speak on their own behalf and to present character witnesses or written references for consideration in determining a sanction.
2. The complainant, if applicable and present, will be given the opportunity to present a verbal impact statement. If there is a

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complainant who has chosen not to attend the hearing but has provided an impact statement to the staff member from CSSR or housing and residence life, it will be given to and read aloud by the hearing authority. Any impact statement must be presented to the hearing authority only after a finding of violation has been made in the matter.

3. The staff member from CSSR or housing and residence life will give an overview of the respondent's disciplinary history, if any. The respondent will be given the opportunity to respond to the overview.
4. If the respondent was presented with a possible sanction during their community standards conference, the staff member from CSSR or housing and residence life will share that proposed sanction with the hearing authority.
5. The hearing authority will consider the following in determining a sanction:
    a. statements and evidence presented at the hearing;
    b. seriousness of the violation;
    c. the complainant's oral or written statement of impact;
    d. the respondent's character information;
    e. prior disciplinary record of the respondent; and
    f. disciplinary precedent.
6. The hearing authority may ask follow up questions of the staff member from CSSR or housing and residence life or the respondent regarding any of the above information.
7. The hearing authority will go into closed session to determine a sanction.
8. The hearing will reconvene for the announcement of the sanction.
    a. In university hearing board hearings, the sanction is recommended to the dean of students or designee, who will make the final decision. While normally the Board's recommendation will be the sanction imposed, the dean of students or designee may impose a different sanction. The dean of students or designee will send the student written notification of the decision.
    b. In administrative hearings, the sanction is imposed by the hearing officer. The hearing officer will send the student written notification of the decision.

5. Presenting a Case Using University Legal Counsel

In rare instances, the University may decide to formally present a student conduct case using legal counsel. In such cases, the respondent will be given adequate notice in order to seek legal counsel, if so desired. In these instances, the case will be heard by a university hearing board

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and the director of the office of legal affairs (or designee) will serve as a non-voting member of the hearing board.

Part F: Sanctions & Conditions of Sanction

1. **Sanctions –** Students, student organizations, and student groups of Ohio University are responsible for abiding by all Ohio University policies. When a respondent is found in violation of the prohibited conduct part of the "Student Code of Conduct", appropriate disciplinary sanctions will be imposed. Sanctions are defined as follows:
    a. **Reprimand** – Official notification of unacceptable behavior and violation(s) of the "Student Code of Conduct". Any further misconduct may result in more serious disciplinary sanctions.
    b. **Disciplinary Probation** – Sanction imposed for a designated period of time. Further violation of prohibited conduct as outlined in Part D may result in further disciplinary action up to and including disciplinary suspension or disciplinary expulsion. Periodic probationary meetings may also be required. All assigned conditions of sanction must be completed prior to the conclusion of disciplinary probation; otherwise the disciplinary probation will remain in effect.
    c. **Disciplinary Suspension** – Sanction imposed for a designated period of time. During the period of suspension, a student may not attend classes (either in person or online), or participate in University related activities, whether they occur on or off campus. Additionally, a student under disciplinary suspension may not be present on University premises unless authorized in writing in advance under conditions approved by the director of the office of community standards and student responsibility. All assigned educational sanctions must be completed prior to the conclusion of disciplinary suspension; otherwise the disciplinary suspension will remain in effect.
        i. Students who have been suspended from the University must petition for reenrollment through the director of the office of community standards and student responsibility. Reenrollment may be granted, with further probationary status, at the discretion of the director. Students must complete a re-enrollment form through the registrar and be in good academic standing with their college and be otherwise eligible to re-enroll in order to return to the University.
        ii. Disciplinary suspension of a student organization or student group is a temporary revocation of University recognition. While an organization or group is suspended, it may not use University resources or participate as an organization in any University activities or events. A student organization suspension will not exceed five years. Student organizations or groups that have been suspended from the University must petition for reenrollment through the director of the office of community standards and student responsibility. Reenrollment may be granted, with further probationary status, at the discretion of the director.
    d. **Disciplinary Expulsion** – Sanction which permanently removes the student from their academic program and separates the student from the University without the

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opportunity to graduate or reenroll in the future. A student under disciplinary expulsion may not be present on University premises unless authorized in writing in advance under conditions approved by the director of the office of community standards and student responsibility. Expulsion will be noted on the student's academic transcript.

i. Disciplinary expulsion of a student organization or student group is the permanent revocation of University recognition of that organization.

2. **Conditions of Sanction –** In conjunction with a sanction, a student found to have been in violation of prohibited conduct may be assigned conditions of sanction that are educational in nature and reflect the nature of the violation. Conditions of sanction include but are not limited to, reflective papers, seminars, community restitution, fines/fees, etc. If a student has any outstanding conditions of sanction at the conclusion of disciplinary probation or suspension, that student's disciplinary probation or suspension status will remain in effect pending the completion of the conditions of sanction. Additionally, failure to complete conditions of sanction by the deadline given will result in the placement of a disciplinary hold on the student's academic records.

Part G: Student Rights & Responsibilities

The following rights and responsibilities apply to those involved in a matter being addressed by the community standards process. For information regarding the rights and options available to those involved in the resolution of a sexual misconduct allegation, please see please see Appendix B.

1. **Rights of Respondent –** All respondents in the community standards process have the following rights:
    a. Written notice of the charge(s) made against them and the basis of the allegation that led to the charge(s).
    b. In matters that could result in a sanction of suspension or expulsion, the above-mentioned notification will alert the respondent to the possible severity of the outcome.
    c. The right to an advisor, as defined in Part C.
    d. The right to a support person, as defined in Part C.
    e. To request reasonable accommodations due to disability as outlined in Part (G)(3).
    f. Reasonable access to inspect and review their own case file, which includes all information that would be used during the community standards process, to the extent permitted by confidentiality laws.
    g. Explanation of the resolution options available to them through the community standards process.
    h. To be presumed not responsible for a violation of prohibited conduct until found in violation by a preponderance of the evidence.
    i. To speak or not speak on their own behalf.
    j. The opportunity to respond to information used as part of the decision-making process.
    k. To deny responsibility for the charge(s) facing them and request a hearing.

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l. To question any witnesses that participate as part of a hearing.
m. The right to appeal, as described in Part H.
n. To waive any of the above stated rights provided that the waiver is made freely and in writing.

2. **Rights of the Complainant** – All complainants in the community standards process have the following rights:
    a. To pursue criminal or civil charges where a legal case exists (without University assistance).
    b. Explanation of the resolution options available to them through the community standards process.
    c. To be free from harassment and intimidation from respondents and others as they engage this process.
    d. The right to an advisor, as defined in Part C.
    e. The right to a support person, as defined in Part C.
    f. To request reasonable accommodations due to disability as outlined in Part (G)(3).
    g. To provide information for consideration during the community standards process, and to know the results of the process to the extent allowed under federal laws and University policies.
    h. The opportunity to appear at any hearing that may take place in order to provide relevant information.
    i. The opportunity to question any witnesses that participate as part of a hearing.
    j. The opportunity to submit a written impact statement for use in a hearing, even if the complainant chooses not to attend the hearing.

3. **Responsibilities of Respondents, Complainants, and Witnesses** – All respondents, complainants, and witnesses in the community standards process have the following responsibilities:
    a. To be honest and forthright in all information they provide during the community standards process. Presenting false and misleading information during this process is a violation of prohibited conduct as outlined in Part D.
    b. To attend all required meetings, conferences, or hearings, as scheduled, unless alternate arrangements are made in advance.
    c. To refrain from disruption of the hearing process. Disruption of this process is a violation of prohibited conduct as outlined in Part D.
    d. Complainants and respondents have the responsibility to prepare and present their entire case as well as secure the presence of any witnesses who will speak on their behalf.

4. **Reasonable Accommodation for Students with Disabilitie**s – Any student with a disability involved in this process has the right to request reasonable accommodation in order to ensure their full and equal participation. Students wishing to request reasonable accommodations should make those requests directly to the office of student accessibility services (SAS). Students

do not have to disclose information about the complaint or charge to SAS to request reasonable accommodation, except to the extent that it may assist in the determination of reasonable accommodations. Accommodations are determined on an individual basis by SAS staff and implemented in consultation with the office of community standards and student responsibility. Examples of reasonable accommodation include but not are limited to sign language interpretation, real-time communication access during hearings, large print documents, extended time to review documents, or assistance with transcribing questions during interviews or hearings.

Part H: Appeal Process

The following appeal processes apply to those involved in matters being addressed by the community standards process. For information regarding the appeal process regarding allegations of sexual misconduct, please see Appendix B.

1. A respondent that has accepted responsibility for, or was found in violation of prohibited conduct through the community standards process, may appeal the finding(s) and condition(s) of sanctions imposed within three business days after the receipt of written notification detailing the decision of the case. Upon reasonable request, the three-business day deadline may be extended by the director of the office of community standards and student responsibility.

2. In the appeal, the respondent must state the reason(s) for the appeal, the supporting facts, and the requested solution. An appeal is not a rehearing of the matter and cannot be filed simply because the student disagrees with the outcome. An appeal may only be submitted for one or more of the following reasons:
    a. The sanctions and/or conditions of sanctions are extraordinarily disproportionate to the violation(s); and/or
    b. A procedural defect occurred that significantly impacted that outcome of the hearing; and/or
    c. Discovery of new and significant information that could have affected the outcome of the hearing and that was not known, or could not reasonably have been discovered and/or presented at the time of the hearing.

3. University Appeal Board
    a. All appeals will be heard by the university appeal board. The appeal board will meet in a closed session, within a reasonable period of time, and will either grant or deny the appeal by a majority vote.
    b. If the student alleges that the sanction was extraordinarily disproportionate to the violation and the appeal board finds the sanctions extraordinarily disproportionate, the appeal board may reduce the sanction.
    c. In considering appeals based on a procedural defect or the presence of new information, if the appeal board finds that there was a defect in the procedure or that

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new information was presented which was sufficiently substantial to the outcome, the appeal board will order a new hearing or remand the matter to the original hearing authority as appropriate.

d. The respondent will be notified of the outcome of their appeal in writing by the director of the Office of community standards and student responsibility.

4. Vice Presidential Appeal
    a. The respondent may request the vice president for student affairs or designee review a university appeal board decision if the university appeal board denies the appeal.
    b. An appeal to the vice president for student affairs or designee must be submitted to the office of the vice president for student affairs within three business days after the receipt of written notification of the appeal board decision.
    c. The appeal is limited to the grounds of the original appeal to the university appeal board, except in cases where the respondent is appealing on the basis of new evidence.
    d. If the student alleges that the sanction was extraordinarily disproportionate to the violation and the vice president for student affairs or designee finds the sanctions to be extraordinarily disproportionate, the vice president for student affairs or designee may reduce the sanction.
    e. In considering appeals based on a procedural defect or new information being presented, and the vice president for student affairs or designee finds that there was a defect in the procedure or that new information was presented which was sufficiently substantial to the outcome, the vice president for student affairs, or designee will order a new hearing or remand the matter to the original hearing authority as appropriate.
    f. The respondent will be notified of the outcome of their appeal in writing by the vice president for student affairs or designee within a reasonable period of time.
    g. The decision of the vice president for student affairs or designee is the final decision in the matter.

Part I: Interim Measures, Interim Suspension, and State of Emergency

1. Interim Measures
    a. When the alleged actions of a student threaten the good order or safety of the University, interim measures may be put into place. Interim measures are administrative directives that are intended to insure the safety of the University and prevent a situation from escalating. Interim measures may be made at any point after a referral is received and may include, but are not limited to:
        i. Administrative directives for no contact;
        ii. Temporary or permanent re-assignment of University housing; and/or
        iii. Restriction of access to particular areas of campus.
    b. CSSR will make decisions on interim measures after appropriate consultation. Professional staff in housing and residence life may initiate an immediate residential move in the case of allegations of sexual misconduct, violence, or threats of violence. They may also issue temporary administrative directives for no contact under the same

circumstances. Housing and residence life will notify CSSR in writing of any interim measures they initiate as soon as possible, but no later than the next business day. All interim measures described above will be documented in writing.

2. Interim Suspension
    a. When the behavior of a student disrupts the good order of the University or poses a risk to the safety of the campus, the University may place the student on an interim suspension. This action immediately suspends the student from University premises and activities.
    b. The interim suspension will be decided by the dean of students (or designee), in consultation with appropriate University offices. The interim suspension will be confirmed in writing, and remain in effect until such time as the alleged violations of the "Student Code of Conduct" are resolved. The student will be notified of the interim suspension by the director of community standards and student responsibility (or designee). Within three business days of the notification of the interim suspension, the student may request a review of the interim suspension. The request for review must be submitted in writing and include all relevant documentation the student wishes to be considered as part of the review. The purpose of the review is to determine only if the student poses an on-going threat. The vice president for student affairs (or designee) will then determine if the interim suspension remains in effect, is modified, or is rescinded. For instances involving allegations of sexual misconduct, relationship violence, or stalking (as defined in University Policy 03.004), the vice president or designee will make their decision in consultation with the Title IX coordinator. The decision on the review will be provided to the student in writing and is final.
    c. The student may request an extension of the deadline to submit a request for review in extreme circumstances, such as hospitalization or incarceration. Students may be required to provide documentation related to their request for an extension.
    d. The outcome of the review will not impact the pending disciplinary process. If the vice president for student affairs (or designee) upholds the interim suspension, the decision will remain in effect until the pending charges through the office of community standards and student responsibility have been resolved. The student will be notified of the decision of the vice president for student affairs (or designee) in writing within a reasonable time frame.
    e. If the final decision of the community standards process is to suspend or expel the student, the sanction will take effect from the date of the interim suspension. If the decision is a reprimand or disciplinary probation, or if the student is found not to be in violation of the charges, for purposes of the record, the interim suspension will be deemed not to have occurred. The student has the right to appeal the final decision in accordance with Part H.
    f. If the final decision of the community standards process is to suspend or expel the student, the sanction will take effect from the date of the interim suspension. If the decision is a reprimand or disciplinary probation, or if the student is found not to be in

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violation of the charges, for purposes of the record, the interim suspension will be deemed not to have occurred. The student has the right to appeal the final decision in accordance with Part H.

3. State of Emergency
    a. Pursuant to Section 3345.26 of the Revised Code, the board of trustees or president of a college or university which receives any state funds in support thereof, may declare a state of emergency when there is a clear and present danger or the orderly conduct of lawful activities at such college or university through riot, mob action or other substantial disorder, and may do one or more of the following, as are necessary to preserve order and discipline at such college or university during such emergency:
        i. Limit access to university property and facilities by any person or persons;
        ii. Impose a curfew;
        iii. Restrict the right of assembly by groups of five or more persons;
        iv. Provide reasonable measures to enforce limitations of access, a curfew and restrictions on the rights of assembly imposed pursuant to this part.
    b. Notice of action taken pursuant to Part (I)(3)(a) shall be posted or published in such manner as is reasonably calculated to reach all persons affected.
    c. Parts (I)(3)(a) and (I)(3)(b) of this document shall not be construed to limit the authority of the board of trustees, president or other proper official of a college or university to impose reasonable restrictions on use of and access to, and the hours and use and access to university property and facilities, for purpose of regulating the proper operation of such university, and regardless of whether any emergency exists.

Part J: "Student Code of Conduct" review process

1. Timeline
    a. The full "Student Code of Conduct" will undergo a formal review process every two years. The review will take place under the direction of the director of the Office of community standards and student responsibility in collaboration with the "Student Code of Conduct": Review & Standards Committee.
    b. Should changes to the "Student Code of Conduct" be necessary for the purposes of complying with local, state, or Federal law, or as deemed necessary by the student code of conduct: review and standards committee, changes may be made outside of the two-year cycle.
    c. The appendices are independent of the "Student Code of Conduct" and are not part of the formal review process. For those appendices that require periodic review, the information for that process is listed in that appendix.

2. Proposing Changes to the "Student Code of Conduct"
    a. Any member of the Ohio University community may propose amendments to the "Student Code of Conduct". Proposed amendments shall be reviewed by the student code of conduct: review and standards committee for possible consideration.

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3. Approval Process
    a. All proposed changes to the "Student Code of Conduct" must be reviewed and approved by the student code of conduct: review and standards committee. Those changes will be submitted to the vice president for student affairs for consideration.
    b. Changes to "Student Code of Conduct" procedure (Parts C, E, G, H, and K) are subject to approval by the vice president for student affairs before implementation.
    c. Changes to "Student Code of Conduct" policies (Parts A, B, D, F, I, and J) are subject to approval by the president and formal action by the board of trustees prior to implementation.

Part K: Acknowledgements

Parts of the Ohio University "Student Code of Conduct" are adapted from the national center for higher education risk management (NCHERM) group "Model Developmental Code of Student Conduct" and are used here with permission. Additionally, the office of community standards and student responsibility and the student code of conduct: review and standards committee wishes to acknowledge the following for their example and assistance in crafting this code of conduct: North Carolina State University; Old Dominion University; plagiarism.org - http://www.plagiarism.org/plagiarism-101/what-is-plagiarism; Ohio State University; University of Central Florida; University of Florida; University of Texas at Austin; Wright State University.

This document has been formatted in order to comply with the fourth edition of the "Rule Drafting Manual" by the Ohio legislative service commission.

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Appendix A
Ohio Revised Code Part 3333.38 (House Bill 95)

A. Pursuant to Ohio Revised Code Section 3333.38(C), Ohio University must immediately dismiss an individual who is convicted of, pleads guilty to, or is adjudicated a delinquent child for a violation of Ohio Revised Code Section 2917.02 (aggravated riot) or Ohio Revised Code Section 2917.03 (riot). Pursuant to Ohio Revised Code Section 3333.38(B), an individual who is convicted of, pleads guilty to, or adjudicated a delinquent child for any of the following offenses shall be ineligible to receive any student financial assistance supported by state funds for two calendar years from the time the individual applies for such assistance:

1. a violation of Ohio Revised Code Section 2917.02 (aggravated riot) or Ohio Revised Code Section 2917.03 (riot),
2. a violation of Ohio Revised Code Section 2917.04 (failure to disperse) that is a misdemeanor of the fourth degree,
3. a violation of Ohio Revised Code Section 2917.13 (misconduct at emergency) that is a misdemeanor of the fourth or first degree and occurs within the proximate area where four or more others are acting in a course of conduct in violation of Ohio Revised Code Section 2917.11 (disorderly conduct).

B. The student financial assistance programs supported by state funds includes any post-secondary student financial assistance supported by state funds, including assistance granted under Ohio Revised Code Section:

3315.33	Ohio Scholarship Fund for Teacher Trainees
3333.12	Ohio Instructional Grant Program and Part-time Ohio Instructional Grant Program
3333.21	Ohio Academic Scholarship Program
3333.26	Tuition Waiver for Child or Spouse of Public Service Officer Killed in Line of Duty
3333.27	Student Choice Grant Program
3333.28	Nurse Education Assistance Program
3333.29	Student Workforce Development Grant Program
3333.372	Ohio Outstanding Scholarship and Ohio Priority Needs Fellowship
5910.03	Scholarship for Children of Deceased or Disabled Veterans of the Armed Services of the United States
5910.032	Children of Persons Declared Prisoner of War or Missing in Action
5919.34	National Guard Scholarship Program

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Student Sexual Misconduct, Relationship Violence, and Stalking Process

This document describes the process for investigating and adjudicating reports of alleged sexual misconduct, relationship violence, and stalking that involve students as the respondent. This process will be used to adjudicate alleged student violations of Ohio University Policy 03.004 as well as alleged violations of the *Student Code of Conduct*. This process applies to reported incidents in which the initial interview with the Complainant occurred on or after August 21, 2014. This process was last revised on August 18, 2015.

A. Definitions

For the purposes of this process, the following definitions apply:

Complainant – Person who was subject to alleged misconduct as described in Policy 03.004 and/or the *Student Code of Conduct*. There may be more than one complainant for an incident.

Gatekeeper – Entity responsible for determining if a matter fits within the scope of Policy 03.004 and should therefore be resolved by this process. The Office of Equity and Civil Rights Compliance (ECRC) serves as the gatekeeper for this process.

Hearing Authority – Panel of two individuals chosen from the pool of trained investigators in ECRC and the Office of Community Standards and Student Responsibility (CSSR) who have not participated in the investigation of the matter at hand.

Investigators – Individuals who are chosen from a pool of trained investigators in ECRC and CSSR. Two investigators will be assigned and will conduct a prompt, thorough, and impartial investigation that includes conducting interviews and completing the investigative report.

Preponderance of Evidence – Standard of proof used by the hearing authority. Preponderance of evidence means that the statements and information presented in the matter must indicate to a reasonable person that it is more likely than not that the respondent committed a violation.

Process Advisor – Member of the University community who has been specifically trained to provide information to complainants or respondents regarding the process. This person does not actively participate in the process, but can be present at meetings and hearings to provide support to the complainant or respondent. Process advisors cannot be a witness in the matter in question. A list of process advisors can be obtained by request from CSSR.

Referring Party – Person who reported the alleged policy violation to ECRC.

Respondent – Person who is alleged to have committed a violation or violations of Policy 03.004 and/or the *Student Code of Conduct.* There may be more than one respondent for an incident.

Sexual Misconduct – See Policy 03.004: Sexual Misconduct, Relationship Violence, and Stalking (http://www.ohio.edu/policy/03-004.html)

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Support Person – Any person chosen by either the complainant or the respondent to provide support to them throughout their interactions with ECRC and/or CSSR throughout this process. The complainant and respondent are each entitled to one support person at a time, but this person does not have to be the same individual throughout the process. This person does not actively participate in the process, but can be present at meetings and hearings to provide support to the complainant or respondent. The support person cannot be a witness in the matter in question.

Witness – Person who is requested to participate in an investigation or a hearing because they may have information about the alleged misconduct. Witness names may be supplied by the complainant, respondent, or others with knowledge of the matter. All witnesses requested to appear at a hearing will be considered University witnesses.

B. Report of Potential Violation

Complainants may self-report incidents of sexual misconduct, relationship violence, or stalking directly to ECRC. Referrals or third party notices of alleged sexual misconduct, relationship violence and stalking also come from a variety of sources, including but not limited to students, faculty, and staff members. With the exception of the confidential resources listed below, all employees of Ohio University have an obligation to report any instances of these behaviors to ECRC. This includes mandatory reporting from the Ohio University Police Department (OUPD) and CSSR to ECRC. Per Policy 03.004, "Immediately upon learning of potential campus sexual misconduct, any employee with a duty to report violations of this policy who receives a complaint of sexual misconduct or who observes or learns of conduct that is reasonably believed to be in violation of this policy, is required to report the alleged conduct to the Office of Equity and Civil Rights Compliance."

ECRC will then inform the Title IX coordinator of the report. ECRC and CSSR are also responsible for notifying the appropriate law enforcement agency if the report indicates that sexual violence and/or another felony may have been committed. While ECRC and CSSR are obligated to contact law enforcement, complainants are not required to speak with the police unless they so choose. ECRC will also work with OUPD to assess if a timely warning needs to be issued to the campus community in relation to the report. Complainants are encouraged to contact either OUPD or another appropriate law enforcement agency to file a report, if they so choose. Staff members in ECRC and CSSR are available, if requested, to assist students in making contact with the appropriate law enforcement agency.

Additionally, if any party involved in the alleged non-consensual sexual contact or non-consensual sexual intercourse is a minor, University personnel will notify Job and Family Services or other appropriate agencies, as required by Ohio law. Further, ECRC will share statistical information with OUPD as required by the Clery Act.

C. Confidential Resources

The University recognizes that students impacted by sexual misconduct, relationship violence, or stalking may wish to take advantage of health and support resources without disclosing the situation to the University. To that end, there are a number of confidential resources on campus to whom students may speak. These confidential resources are not required to report incidents to ECRC for further investigation. On campus, those resources are:

- Campus Care

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1st Floor Hudson Health Center
740-593-1660
http://www.oucom.ohiou.edu/campuscare/services.htm

- Counseling and Psychological Services
  3rd Floor Hudson Health Center
  740-593-1616 (24/7 Line)
  http://www.ohio.edu/counseling/index.cfm

- Survivor Advocacy Program
  Lindley Hall, 033
  740-597-7233 (24/7 Line)
  survivor.advocacy@ohio.edu
  http://www.ohio.edu/survivor

D. Timeline

Guidelines by the Department of Education suggest 60 days as a time limit to complete the investigation and hearing processes. Every effort will be made to adhere to that timeline. However, in some circumstances, this process may require an extension of that time limit. In those instances, the complainant and respondent will be notified in writing of the extension. The timeline begins when ECRC receives notice of an alleged violation and ends when the complainant and respondent are notified of the outcome of their matter. It is important to note that the 60-day time limit does not include the appeal process.

E. Assessment of Interim Measures

All reports will be reviewed to determine if interim measures are necessary. Interim measures may be implemented even if there is no formal investigation. Interim measures may be made or requested at any point after a report is received and may include but are not limited to:

- Administrative directives for no contact
- Temporary or permanent re-assignment of housing
- Restriction of access to particular areas of campus
- Altered academic arrangements (moving an individual from class, completing work online, etc.)
- Designated "safe hours" for use of communal spaces on campus (e.g. the Ping Center and/or dining halls)

The University reserves the right to determine the most appropriate course of action in making these arrangements. In most cases, ECRC and CSSR will make decisions on interim measures. Professional staff in the Department of Housing and Residence Life may initiate an immediate residential move in the case of allegations of sexual misconduct, relationship violence, or stalking. They may also issue temporary administrative directives for no contact under the same circumstances. Housing and Residence Life will notify ECRC and CSSR in writing of any interim measures they initiate as soon as possible but no later than the next business day. All interim measures described above will be documented in writing.

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Additionally, both ECRC and CSSR may jointly assess reports as they are received to determine if there is a need to recommend an interim suspension of the respondent. That recommendation will then be presented to the Dean of Students for consideration. If the decision is made to proceed with an interim suspension, the respondent will be notified in writing by the Dean of Students or designee.

F. Resources and Options Meeting

Staff from ECRC will contact the complainant within one business day of receiving a report of alleged sexual misconduct, relationship violence, or stalking to set up a resources and options meeting. The following will be covered:

- Medical, mental health, advocacy, law enforcement, and other resources available both on campus and in the surrounding community
- Possible interim measures (see Section E above)
- The obligation of the University to investigate every report of alleged sexual misconduct, relationship violence, and stalking under federal and state law, Ohio University policy, and out of concern for the safety of our campus community
- The process for investigating and resolving alleged violations of sexual misconduct, relationship violence, and stalking
- The rights of the complainant and respondent (see Section K below)
- The option to request confidentiality and the process by which that request will be evaluated (see Section G below)

ECRC will also verify the information received in the initial report with the complainant. Should the complainant not respond to ECRC's initial attempt to contact them, ECRC will make two additional attempts. Should the complainant not respond at all, ECRC will send the complainant written acknowledgement of their non-participation and notice of the next steps in the process. Should the complainant later choose to participate, they may re-engage at any point before the process is concluded.

G. Request for Confidentiality

Complainants may request that their name not be used as part of any investigation that the University may initiate. Confidentiality will be discussed during the initial interview. Referring parties may share that a complainant wishes to request confidentiality, but it will not be considered a formal request until made by the complainant to ECRC. Complainants requesting confidentiality need to be aware that the inability to use a complainant's name can significantly impede the University's ability to conduct an investigation and, in most cases, the University will be unable to investigate the matter or resolve it through the Student Sexual Misconduct, Relationship Violence, or Stalking Process or other University processes. Additionally, confidentiality can also impact the interim measures the University is able to put in place. For example, a no-contact directive could not be issued if the complainant's name cannot be shared.

Should a complainant wish to request confidentiality, that request will be reviewed jointly by ECRC and CSSR. The University will make every effort to honor a complainant's request for confidentiality; however, there are times when that request will not be able to be granted. Some of the reasons a request for confidentiality may be denied include but are not limited to:

- The reported use of force during the commission of an alleged violation of sexual misconduct, relationship violence, or stalking
- The reported use of a weapon during the commission of an alleged violation of sexual misconduct, relationship violence, or stalking
- Significant physical injury resulting from an alleged violation of sexual misconduct, relationship violence, or stalking
- The involvement of multiple respondents in the commission of an alleged violation of sexual misconduct, relationship violence, or stalking
- Prior allegations (substantiated or not) of sexual misconduct, relationship violence, or stalking made against the respondent

The complainant will be notified in writing of the outcome of their request for confidentiality. In situations where confidentiality has been granted, if another report is made regarding the same alleged perpetrator, the request for confidentiality may be reconsidered in the interest of the safety of the campus community. In those instances, ECRC and/or CSSR will attempt to contact the complainant to discuss the need to revoke confidentiality. If the complainant is unable to be reached or does not respond after two attempts, ECRC and/or CSSR will notify the complainant in writing regarding the revocation of confidentiality before proceeding to use the complainant's name.

If no request for confidentiality is made, the investigation will proceed using the complainant's name.

H. Gatekeeping

ECRC serves as the initial gatekeeper responsible for conducting the preliminary assessment to determine if there is enough information to initiate a formal investigation. This responsibility exists because ECRC serves as the University's Title IX compliance office and oversees Title IX grievance processes. If there is no reasonable cause to believe that Policy 03.004 has been violated, ECRC will notify appropriate parties and close the matter. ECRC may also refer the matter to CSSR for resolution under the student conduct process if the report contains other alleged violations of the *Student Code of Conduct*. If ECRC determines there is reasonable cause to initiate an investigation, that investigation will be conducted in accordance with Section M below.

Both CSSR and ECRC are responsible for ongoing gatekeeping once a matter has moved to investigation. There may be instances in which the information collected in the course of the investigation does not meet the elements of a violation of Policy 03.004. In such situations, the investigative team will make a written recommendation to the Title IX Coordinator to close the matter in the sexual misconduct process. The Title IX Coordinator will review the recommendation and make a decision as to which process is best suited to resolve the issue. If the Title IX Coordinator agrees to close the issue in the sexual misconduct process, the investigative team will issue a letter to both the complainant and respondent with that information and the rationale for that decision, with a copy to the Title IX Coordinator and the director of Community Standards and Student Responsibility. If there are other allegations present, the allegations will be referred to CSSR for adjudication.

I. Amnesty for Alcohol and Drugs

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In an effort to encourage reporting of alleged sexual misconduct, relationship violence, and stalking, students will not be subject to referrals for action under the *Student Code of Conduct* if they engaged in the unlawful or prohibited personal use of alcohol or drugs during the incident when the alleged violation occurred. Amnesty applies only to the personal use of alcohol or drugs and does not extend to other potential violations of the *Student Code of Conduct* that may have been committed.

J. Related *Student Code of Conduct* Allegations

In situations where the sexual misconduct matter has moved to a formal investigation, any related *Student Code of Conduct* allegations connected to the sexual misconduct that arise during the investigation will be adjudicated within the sexual misconduct process. Two examples of allegations that will be resolved in this manner are allegations that the respondent used alcohol or drugs to facilitate sexual misconduct, and possession or use of a weapon in the course of sexual misconduct. These are alleged *Student Code of Conduct* charges, and the sanctions for those related charges, if substantiated and regardless of whether the sexual misconduct charge is substantiated, would be determined in the hearing.

K. Rights of the Complainant and Respondent

Both complainants and respondents have the right to:

- Have a support person, process advisor, and/or legal counsel present during any meetings or hearings that may occur as part of this process
- Have legal counsel advise them whether or not to answer questions. (Please note, legal counsel is not otherwise permitted to participate in the process.)
- Request reasonable accommodations due to disability (see Section L below)
- Have their matter handled in a forthright and timely manner
- Receive advance notice of any meetings in which they are entitled to participate and the purpose of those meetings
- Provide statements, evidence, and information as part of the investigation
- Know the names of all witnesses that are contacted as a part of the investigation
- Know the specific charges being made under Policy 03.004 and the *Student Code of Conduct* and the range of potential sanctions should a violation be found
- A copy of the redacted pre-hearing investigative report in order to prepare for the hearing
- Inspect information compiled by the investigators for the purpose of the sexual misconduct resolution process in order to prepare for the hearing
- Speak or not speak on their own behalf
- Question witnesses that appear through the hearing authority
- Rebut written materials presented in a hearing
- File a written appeal to the Vice President for Student Affairs

L. Reasonable Accommodation for Students with Disabilities

Any student with a disability involved in this process has the right to request reasonable accommodations in order to ensure their full and equal participation in this process. Students wishing to request reasonable accommodations should make those requests directly to the office of Student Accessibility

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Services (SAS). Students do not have to disclose information about the complaint or charge to SAS to request reasonable accommodations except to the extent that it may assist in the determination of reasonable accommodations. Accommodations are determined on an individual basis by SAS staff and implemented in consultation with CSSR and ECRC. Examples of reasonable accommodation include but are not limited to sign language interpretation, real-time communication access during hearings, large print documents, extended time to review documents, or assistance with transcribing questions during interviews or hearings.

M. Investigation

Once ECRC has determined that a matter will proceed, a joint investigation will be conducted by ECRC and CSSR. Each office will assign one investigator to the matter and that team of two investigators will conduct a prompt, thorough, and impartial investigation. Every effort will be made for both investigators to be present at all interviews.

Investigations will consist of interviews with the complainant, respondent, and relevant witnesses. Witness names may be supplied by either or both the complainant and respondent. Additionally, the investigative team may determine through other means that they need to speak with someone and seek that person out independently. Witness interviews will be limited in scope to the relevant facts of the matter. Character witnesses and witnesses without relevant information will not be interviewed. The investigative team may need to conduct multiple interviews in order to follow up or clarify information provided by others. Student witnesses, while not required to speak, are required to attend scheduled interviews and meetings. Should they fail to attend, they may be charged under the *Student Code of Conduct* for failure to comply.

At the conclusion of the investigation, the investigative team will write an investigative report. The investigative report will include the following:

- The names of the investigative team
- Applicable policies to the matter
- A list of involved parties
- A brief history of the investigation
- The violations that were alleged to have occurred
- Summaries of the interviews the investigative team conducted

Both investigators will sign off on the report. This investigative report will be made available to both the complainant and respondent.

N. Pre-Hearing Meetings

Once the investigative report is complete, the investigative team will schedule separate meetings with both the complainant and respondent. In that meeting, the investigative team will go over the investigative report with each party. At that time, both the complainant and respondent will be provided with a redacted copy of the investigative report. Additionally, both the complainant and the respondent will be given access to any additional information or materials that were considered as part of the investigation. During the pre-hearing meeting, both the complainant and respondent will be informed, verbally and in writing, as to when and where the hearing on the matter is scheduled to take place.

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Options for the hearing will also be discussed. Complainants may participate in the hearing in a number of ways. They may participate from another location by phone or video conference, they may attend in person but request to be screened off from the respondent, or they may attend the hearing without any alternative arrangements in place. If either party does not attend the hearing, it will be conducted as scheduled in that person's absence.

The respondent will have three business days from the date of the pre-hearing meeting to decide if they would like to accept responsibility for the charge(s). If a respondent accepts responsibility for the charge(s), the hearing will not be held, and the investigative team will contact the complainant to let them know the hearing has been cancelled. The complainant will have an opportunity to provide an impact statement to be used in determining sanctioning. The deadline for the impact statement is three business days from when the complainant is notified that the respondent has accepted responsibility for the charge(s). The investigative team will then give the report, all documents and information collected during the investigation, and the impact statement (if any) to the hearing authority. The hearing authority will review those materials, determine an appropriate sanction, and notify the complainant and respondent of their decision in writing, with a copy to the Title IX coordinator. Both the complainant and respondent have the right to appeal as outlined in Section P below.

O. Hearing

A hearing will be conducted for all matters that are not resolved by the respondent accepting responsibility after the pre-hearing meeting. The hearing authority will use the preponderance of the evidence standard in making their decision as to whether or not University policy was violated. Both members of the hearing authority must agree that the standard of proof has been met, if not there will be no finding of violation.

All hearings under this process will be closed to the public. The complainant and respondent will not be permitted to address each other or any witnesses directly but may submit questions they would like to have asked to the hearing authority. The hearing authority will determine which questions are relevant. For example, questions introducing the complainant's sexual history with anyone other than the respondent would be deemed irrelevant and would not be asked. Initial questions that the complainant and respondent would like to ask of the other party or any witnesses should be submitted in writing in advance of the hearing. Those questions should be submitted to the investigators by no later than 5:00 pm two business days before the hearing is scheduled. Should the need to ask additional questions arise during the hearing, each party will be asked to write their question down and submit the question to the hearing authority for consideration.

The following is a guide as to how the hearing will be conducted:

- The hearing authority will begin the hearing by discussing expectations for the hearing.
- The hearing authority will give a brief overview of the nature of the allegations.
- The hearing authority may ask the investigative team clarifying questions regarding the investigation at any point during the hearing.
- The complainant will be given an opportunity to respond to the investigative report.
- The hearing authority will have an opportunity to ask complainant questions

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- The respondent will be given an opportunity to provide the hearing authority with a list of questions they would like complainant to be asked. The hearing authority will determine which questions are relevant.
- The respondent will be given an opportunity to respond to the investigative report.
- The hearing authority will have an opportunity to ask respondent questions.
- The complainant will be given an opportunity to provide the hearing authority with a list of questions they would like respondent to be asked. The hearing authority will determine which questions are relevant.
- The hearing authority will call witnesses and ask them questions.
- The complainant will be given an opportunity to ask questions of witnesses through the hearing authority.
- The respondent will be given an opportunity to ask questions of witnesses through the hearing authority.
- The complainant will be given the opportunity to make a summary statement, including an impact statement, if any, and any requested sanctioning considerations.
- The respondent will be given the opportunity to make a summary statement, including an impact statement, if any, and any requested sanctioning considerations.

The hearing authority reserves the right to ask questions of anyone at the hearing at any time. The hearing authority will recess to deliberate on findings and, if applicable, sanctions. Once the hearing authority has reached their decision, the hearing will be reconvened, and the finding will be given along with a rationale for the decision. If the respondent is found in violation, the sanction will be given along with a rationale for the sanction. Sanctions will be determined in accordance with the Sanctioning Guidelines for Sexual Misconduct, Relationship Violence, and Stalking. Both parties will receive a formal written notice of the outcome of the hearing within two business days of the conclusion of the hearing with a copy to the Title IX coordinator.

The hearing authority aims to make a decision at the time of the hearing, however, there may be instances in which the hearing authority may require additional time to deliberate. In such cases, the hearing authority will adjourn the hearing, and both the complainant and respondent will be notified of the outcome in writing within two business days with a copy to the Title IX coordinator.

P. <u>Appeal</u>

Both the complainant and the respondent will have three business days from the written notification of the decision to appeal. Both parties have the right to appeal on the following grounds:

- Inappropriate sanction *(cases of clear abuse of discretion by the hearing authority);*
- Procedural defect in the original hearing *(cases where a defect substantial enough to change the outcome of the finding is present*); and/or
- Presence of new evidence that was not available at the time of the hearing *(evidence which was not available at the time of the original investigation **and** is found to be substantial enough to have changed the outcome of the finding).*

If either party submits an appeal, that appeal will be shared with the other party who will then have three business days to write a rebuttal. In the event of an emergency, deadline for appeals and/or rebuttals can be extended for up to three additional business days at the discretion of the vice president for student

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affairs or designee. The appeals and rebuttals will be submitted to CSSR, who will forward them with the case file, to the vice president for student affairs or designee. Within two weeks of receiving the appeal(s) and rebuttal(s), the vice president for student affairs or designee will make a final determination in consultation with the Title IX coordinator. The vice president or designee may alter the sanction, order a new hearing, or uphold the decision. The appeal process is not a re-hearing on the matter. It is a closed process and is limited to the review of written documents and the case file.

Q. Notice of Final Determination

If there is no appeal, CSSR will issue a notice of final determination to both the complainant and respondent once the appeal period has passed with a copy to the Title IX coordinator. If there is an appeal, the vice president for student affairs will issue a letter stating the outcome of the appeal. The letter will be sent to both the complainant and respondent with a copy to the Title IX coordinator and the director of CSSR. Unless a new hearing is granted, the letter from the vice president for student affairs is considered the notice of final determination.

R. Sanction Monitoring

CSSR is responsible for monitoring completion and compliance with all sanctions. Should a student suspended via this process petition to re-enroll, that petition will be reviewed with ECRC prior to a final decision. A student who has complied with all components of their sanctions and completed the re-enrollment requirements will generally be permitted to re-enroll.

S. Process Review

The offices of Community Standards and Student Responsibility, Legal Affairs, Dean of Students, and Equity and Civil Rights Compliance will review this process periodically to assess effectiveness and continued compliance. Any recommended changes will be presented to the Review and Standards Committee.

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Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

From: Jason B. Pina, Vice President for Student Affairs

Re: Revisions to the *Student Code of Conduct*

On January 23, 2015, the Board of Trustees approved a revision of the *Student Code of Conduct*, Resolution 2015-3449, that went into effect on August 19, 2015. That update requires that the *Code* is reviewed every two years. The Review and Standards Committee completed their review of the *Code* in the Spring Semester of 2017. Please find attached for your review and approval a resolution and presentation outlining the revision process and the specific changes proposed, as well as a draft of the proposed changes to the *Code*.

Changes include:

- Amended interim suspension process, which shifts the authority to issue an interim suspension to the Dean of Students and provides the student an opportunity to appeal the interim suspension.
- Clarification of the scope of the Code and the definition of a student to encompass all OHIO students.
- Updated appeal processes that address the makeup of the University Appeal Board and that include the ability for the appellate body to return a matter to the original hearing body when appropriate.
- Additionally, a number of minor updates were made to align with practice, clarify language, specify order of events in hearing processes, reference new University policies, and update formatting to comply with Ohio Legislative Services requirements.

I look forward to reviewing this information with you at the June board meeting.

Ohio University
Student Code of Conduct
~~*WORKING DRAFT*~~
~~*last revised January 10, 2017*~~*Effective August 24, 2017*

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Appendix

Appendix A: Ohio Revised Code Section 3333.38 (House Bill 95)
Appendix B: Student Sexual Misconduct, Relationship Violence, and Stalking Process

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Part A: Mission

Ohio university, including its regional campuses and online programs, holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio university is also known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines. It is this purpose that provides the aspirational basis for the "Student Code of Conduct".

As we like to remind students, they are Bobcats no matter where they are. This means that each member of the OHIO community is responsible for their behavior, both on and off campus. When occasions arise where members of the community engage in behavior that violates the prohibited conduct listed in Part D, the community standards process will be initiated. This process exists to protect the interest of the community and to challenge those whose behavior is not in accordance with our expectations of members of the Ohio university community. The university fully recognizes the right of all students to seek knowledge, debate, and freely express their ideas. Discourse and disagreement are fundamental components of any academic endeavor, and students will not be subject to disciplinary action for their lawful expression of ideas.

Sanctions implemented through the process are designed to give students the opportunity to reflect on their choices, challenge their ethical decision-making, and aid them in adjusting their behavior to become congruent with our community expectations. Being a member of the Ohio university community is a privilege, and the community standards process will determine if a student's conduct warrants that they should no longer share in that privilege.

Part B: Scope of the Code

The "Student Code of Conduct" applies to the conduct of individual students, student organizations and student groups, both undergraduate and graduate, including students enrolled in the heritage college of osteopathic medicine, at regional and extension campuses, through the college credit plus program, and in distance education programs, such as e-learning. The right of all students to seek knowledge, debate and freely express their ideas is fully recognized by the university. The prohibited conduct described in Part D applies to student behavior and will not be used to impose discipline for the lawful expression of ideas.

The "Student Code of Conduct" applies to all students, student organizations and student groups, regardless of whether or not the alleged behavior occurred on or off campus. Further, the "Student Code of Conduct" may also be applied to behavior conducted online, via e-mail or through other electronic mediums. Ohio university does not regularly search for this information, but may take action if such information is brought to the attention of University officials.

The community standards process may be initiated when a student is charged with conduct that potentially violates both civil/criminal law and University policy, without regard to the pendency of litigation in court or criminal arrest and prosecution. This includes instances where a current student is

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charged with serious violations of civil or criminal law, regardless of when that violation occurred. The community standards process may be carried out prior to, simultaneously with, or following criminal proceedings off campus. Determinations made and sanctions imposed under the "Student Code of Conduct" will not be subject to change because criminal charges arising out of the same facts were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

Part C: Definition of Terms

The below definitions apply to the community standards process. For definitions and other information related to the "Student Sexual Misconduct, Relationship Violence, and Stalking Process"~~Sexual Misconduct Process~~, please see the Appendix B.

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1. **Advisor –** An Ohio university employee or student selected by the complainant or respondent to assist them throughout the community standards process. This advisor may advise and assist the complainant or respondent in the preparation for any meetings or hearings that may occur; accompany the complainant or respondent through all community standards process meetings and hearing; and to actively participate in the proceedings to the extent desired by the complainant or respondent. Advisors may not be witnesses in the matter at hand, and they may not provide direct information or testimony at any point in the process. Advisors are not provided as part of the community standards process, and complainants and respondents wishing to use an advisor are responsible for obtaining one.
2. **Campus** – Property or buildings owned, leased, operated, controlled or managed by Ohio University, including all regional campuses, regardless of their location.
3. **Complainant** – Person who was subject to alleged misconduct as described in the "Student Code of Conduct". There may be more than one complainant for an incident.
4. **Hearing Authority –** Any person, or persons, authorized by the director of the office of community standards and student responsibility, or designee to make findings as to whether a student has violated the prohibited conduct part of the "Student Code of Conduct". This includes but is not limited to housing and residence life staff, office of community standards and student responsibility staff, and members of the university hearing board.
5. **Hearing Board Advisor –** A staff member from the office of community standards and student responsibility designated to advise members of the university hearing board during university hearing board hearings.
6. **Hearing Board Chair –** A member of the university hearing board who has been designated by the hearing board advisor to serve as the chairperson for a university hearing board hearing.
7. **Hearing Officer –** A hearing authority who has been designated to preside over an administrative hearing and make findings as to whether a student has violated the prohibited conduct part of the "Student Code of Conduct".
8. **Members of the University Community –** Refers, collectively and individually, to faculty, staff, students, trustees, volunteers (e.g., advisors), organizations, groups, alumni, and contractors of the university or any of its campuses, facilities, programs, or events.

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9. **Preponderance of Evidence** – Standard of proof used by the hearing authority. Preponderance of evidence means that the statements and information presented in the matter must indicate to a reasonable person that it is more likely than not that the respondent committed a violation.
10. **Referral** – Document which contains the basis for the alleged violation of the prohibited conduct part of the "Student Code of Conduct", including but not limited to police reports or incident reports submitted to the office of community standards and student responsibility.
11. **Referring Party** – Person or office which reported the alleged violation of the prohibited conduct part of the "Student Code of Conduct" to the office of community standards and student responsibility.
12. **Respondent** – Student, student group, or student organization whom it is alleged committed a violation or violations of the "Student Code of Conduct". There may be more than one respondent for an incident. In the cases of student groups or student organizations, the president, director, or other member of leadership will participate in the student conduct process on behalf of the group or organization.
13. **Student** – Any person from the time ~~he or she~~they ~~accepts admission~~are admitted to Ohio university up through the date of graduation. This includes, but is not limited to, new students at orientation, persons not currently enrolled but who are still seeking a degree from Ohio university, persons currently under suspension, and any other person enrolled in a credit earning course offered by Ohio university, including students enrolled in the college credit plus program. For purposes of exercising jurisdiction for university discipline, it also includes any person who has graduated from Ohio university if the university determines that his/her graduation or receipt of credit may have involved misconduct while he/she was working toward a degree as well as currently enrolled students who have been charged with serious violations of civil or criminal law, regardless of when that violation occurred. ~~.~~
14. **Student Groups -** A number of persons who are associated with the university and each other, but who have not registered, or are not required to register, as a student organization (included but not limited to athletic teams, musical or theatrical ensembles, academic or administrative units, clubs not registered as a student organization).
15. **Student Organization -** A number of persons who are associated with one another and have registered with the university as a student organization, including but not limited to clubs, club sports, or fraternities and sororities.
16. **Support Person** – Any person chosen by either the complainant or the respondent to provide support to them throughout their interactions with CSSR. This person does not actively participate in the process, but can be present at meetings and hearings to provide support to the complainant or respondent. The support person cannot be a witness in the matter in question.
17. **University** – Ohio university, including all of its regional campuses and online programs.
18. **University Appeal Board–** A panel of three individuals selected to review appeals as described in Part 8. The panel will be made up of three individuals from the university hearing board: either one faculty member, one staff member, and one student or one faculty ~~member, one~~or staff member, and ~~one~~ two students.

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19. **University Facility –** Any building or other facility, including an athletic or recreational field, that is owned and operated by the university.
20. **University Hearing Board–** A panel of three individuals who are responsible for hearing matters involving alleged violations of the prohibited conduct part of the "Student Code of Conduct" when the director, associate director, assistant director, or hearing officer in CSSR has determined that suspension or expulsion may be appropriate sanctions if the respondent is found responsible for the charge(s). A hearing board is composed of two students and one faculty or staff member.
21. **University Official –** Any person employed by the university (including but not limited to faculty, staff, administration, and student staff members) acting within the scope of their job duties.
22. **Witness** – Person who is requested to participate in an investigation or a hearing because they may have information about the alleged misconduct. Witness names may be supplied by the complainant, respondent, or others with knowledge of the matter. All witnesses requested to appear at a hearing by CSSR will be considered university witnesses.

Part D: Prohibited Conduct

The university considers the behavior described in the following sub-parts as inappropriate for members of the Ohio university community. These rules apply to all Ohio university students, student groups, and student organizations for behavior that occurs both on and off campus. The right of all students to seek knowledge, debate and freely express their ideas is fully recognized by the university.

1. **Academic Misconduct**
    a. Plagiarism: Using another's work, in whole or in part, without acknowledging the source and presenting that material as one's own academic work. This includes, but is not limited to:
        i. Reproducing another person's work, whether published or unpublished (this also includes using materials from companies that sell research papers)
        ii. Using another's ideas or written words without properly acknowledging the source:
            a. Quoting a source word for word without providing quotation marks and citations.
            b. Copying words or ideas from a source without appropriate citations.
        iii. Submitting work that is substantially identical to another source in content and/or organization without appropriately citing the source.
        iv. Using other intellectual property in a work without appropriate citations, permissions, or rights (when applicable). Intellectual property includes but is not limited to images, videos, software programs, computer code, or pieces of music.
    b. Cheating: Any attempt by a student to answer questions on a test, quiz, or assignment by means other than his or her own knowledge, without authorization from the instructor resulting in unfair academic advantage. This includes, but is not limited to:

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i. Using the textbook or other materials, such as a notebook, not authorized for use during an examination.
ii. Using technology (i.e. cell phones, laptop computers, social media, text messages, etc.) to aid in the completion of work when not permitted to do so.
iii. Observing or copying the work of another student or allowing another student to plagiarize, copy, or observe one's own work.
iv. Using unauthorized material during a test, notes, formula lists, notes written on clothing, etc.
v. Taking a quiz, exam, or similar evaluation in place of another person.
vi. Providing or requesting assistance from another person in a manner prohibited by the instructor.
vii. Using a laboratory, computer, or calculator inappropriately or without authorization.
viii. Changing material on a graded exam and then requesting a re-grading of the exam.
ix. Acquiring unauthorized knowledge of an examination or any part of an examination.
x. Signing in any person other than one's self for class attendance.

c. Multiple Submissions: Submitting the same academic work for credit more than once unless specifically authorized by the instructor of record.
d. Fabrication or Falsification: Knowingly using and/or presenting invented or fabricated information, falsified research, or other findings.
e. Misrepresentation: Misrepresenting facts in an attempt to gain an academic advantage. This includes, but is not limited to:
    i. Providing false or misleading information in an attempt to receive an extension or postponement of a test, quiz, or other assignment
    ii. Providing false or misleading information in an attempt to receive a re-take of an exam or a re-submission of an assignment
    iii. Providing false or misleading information as part of an academic probation/dismissal appeal process.

    Please note: An instructor may impose a grade penalty for academic misconduct and/or file a disciplinary referral.

2. Possessing/Providing False and Misleading Information

a. Furnishing false information to university officials or law enforcement officers acting within the scope of their job duties.
b. Forgery, alteration, or misuse of university documents and/or records.
c. Possession, use and/or attempted use of false identification.
d. Manufacture, distribution, or sale of false identification.
e. Transferring, lending, borrowing or altering university identification.

3. Alcoholic Beverages Violation

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a. Use and/or possession of alcoholic beverages except as expressly permitted by law and University Policy 24.001. This includes, but is not limited to, the underage possession or consumption of alcohol.
b. Selling, ~~and/or~~ distributing, or furnishing~~on~~ of alcoholic beverages except as expressly permitted by law and University Policy 24.001. This includes, but is not limited to providing alcohol to a person under the legal drinking age.
c. Furnishing or causing to be furnished any alcoholic beverage to any person in a state of noticeable intoxication.
d. Misconduct under the influence of alcohol including but not limited to operating a vehicle under the influence, disorderly conduct by intoxication, and public intoxication.
e. Failure of a student organization to take all necessary steps to ensure that no person under the legal drinking age possesses alcoholic beverages at functions it sponsors or within any property or transportation it owns, operates, and/or rents.

4. Controlled Substance and/or Drug Violation

a. ~~Unlawful U~~use and/or possession of marijuana or substances derived from marijuana, except as expressly permitted by law.
b. ~~Unlawful use~~Use and/or possession of other controlled substances except as expressly permitted by law.
c. ~~Possession or use~~Use and/or possession of drug related paraphernalia except as expressly permitted by law.
d. The abuse, misuse, sale, or distribution of prescription or over the counter medication.
e. Manufacture, distribution, sale and/or offer for sale of any controlled substance~~,~~ or drug, except as expressly permitted by law.
f. Intentionally or recklessly inhaling or ingesting substances (e.g. nitrous oxide, glue, paint, etc.) that will alter a person's state of mind.

5. Disruptive Conduct

a. Disrupting and/or interfering with university operations including but not limited to obstruction of teaching, research and/or administrative activities which occur on or off campus.
b. Causing, inciting, or participating in any disturbance that presents a clear and present danger to others, causes physical harm to others, or damage and/or destruction of property, including but not limited to participating in or inciting a riot.
c. Failure to comply with lawful orders of university officials or law enforcement officers acting within the scope of their job duties.
d. An act which deliberately interferes with the freedom of speech of any member or guest of the university community.
e. Misuse and/or tampering with any university safety equipment including but not limited to firefighting equipment, fire alarms, smoke detectors, blue light phones, etc.
f. Public Urination
g. Election Tampering: Tampering with the election of any Ohio university recognized student organization, including the student ~~government association~~senate.

6. Harmful Behavior

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a. Physical harm or threat of physical harm to any person.
b. Harassment: Unwelcome conduct (including written or electronic communication) that is so severe, pervasive, and objectively offensive that it substantially interferes with the ability of a person to work, learn, live or participate in, or benefit from the services, activities, or privileges provided by the university. In no event shall this provision be used to discipline a student for speech protected by the first amendment of the United States.
c. Discrimination: Unwelcome conduct (including written or electronic communication) against another individual that is based upon an individual protected category (as defined in Ohio University Policy 40.001) that is so severe, pervasive, and objectively offensive that it substantially interferes with the ability of a person to work, learn, live or participate in, or benefit from services, activities, or privileges provided by the university. In no event shall this provision be used to discipline a student for speech protected by the first amendment of the United States.
d. ~~Retaliation against other person(s) alleging misconduct.~~ Reckless but not accidental action that poses a reasonable risk of physical harm to others.

7. Sexual Misconduct, Relationship Violence and Stalking

a. Sexual Harassment by Quid Pro Quo: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
b. Sexual Harassment by Hostile Environment: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
c. Non-Consensual Sexual Intercourse: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
d. Non-Consensual Sexual Contact: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
e. Sexual Exploitation: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
f. Domestic violence: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
g. Dating Violence: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
h. Stalking: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.
i. Retaliatory Harassment: See University Policy 03.004: Sexual Misconduct, Relationship Violence and Stalking.

8. Hazing

a. Recklessly or intentionally endangering the mental, emotional, or physical health and/or safety of a student: See University Policy 23.010: Hazing.
b. Brutality of a physical nature: See University Policy 23.010: Hazing.
c. Coerced consumption: See University Policy 23.010: Hazing.

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d. Acts intended to cause mental stress: See University Policy 23.010: Hazing.
e. Coerced activities: See University Policy 23.010: Hazing.
f. Acts of sexual misconduct, relationship violence, or stalking, as defined by University Policy 03.004.

~~a. Any action that recklessly or intentionally endangers the mental, emotional, or physical health and/or safety of a student for the purpose of initiation or admission into, or affiliation with, any student organization or group regardless of the person's consent to participate.~~

~~b. Brutality of a physical nature including but not limited to paddling, whipping, beating, branding, forced calisthenics, exposure to the elements.~~

~~c. Coerced consumption including but not limited to any food, alcoholic beverage, liquid, drug, or any other substance that subjects the student to an unreasonable risk of harm.~~

~~d. Acts intended to cause mental stress including but not limited to sleep deprivation, transportation and/or abandonment, confinement to a small space, forced exclusion from social contact, forced contact which could reasonably result in embarrassment, any forced activity that is designed to shame and/or humiliate, or any act of harassment, as defined in Part (D)(6)(b).~~

~~e. Coerced activities including but not limited to violation of local/state/federal laws, violation of university policies/rules/regulations, and personal servitude.~~

9. Theft

a. Taking without consent the property or services of the university, another person, business, or organization.
b. Possessing property that can reasonably be determined to have been stolen from the university, another person, business, or organization.

10. Damage to Property

a. The destruction of, or damage to, public or private property.
~~a.~~b. Reckless but not accidental action that poses a reasonable risk of damage or destruction of public or private property.

11. Use or Possession of Weapons and/or Dangerous Materials

a. Possession, storage or use of weapons including but not limited to firearms, compressed-air guns, pellet guns, etc. on university owned or affiliated property except as expressly permitted by law.
b. Possession, storage or use of dangerous materials including but not limited to fireworks, explosives or chemicals which are corrosive or explosive on university owned or affiliated property except as expressly permitted by law.
c. Any object not mentioned above used to intimidate, threaten, harm, and/or provide force can be considered a weapon under this provision.
~~c.~~d. Use of a weapon to intimidate, threaten, or harm another person.

12. Misuse of Keys and/or Access Device

a. Unauthorized use, distribution, duplication, or possession of any key or other access device issued for any university building, structure, room or facility.

13. Misuse of the University Disciplinary Process

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a. Falsification, distortion, or misrepresentation of information during the community standards process, including filing a false complaint against another person.
b. Hindering or interfering with the community standards process by failing to abide by the notice from a university official to appear for a student conduct meeting or hearing.
c. Intimidation or retaliation in response to an individual's participation in, or use of, the community standards process.

14. **Trespass or Misuse of ~~University~~ Facilities**
    a. Misuse or unauthorized use of any ~~university~~ facility.
    b. Unauthorized entry or attempted entry into any ~~university~~ facility.
15. **Violation of Ohio University Student Housing Handbook**
    a. Violation of any published housing and residence life policy, rule and/or regulation.
16. **Violation of University Policy**
    a. Violation of any university policy and/or procedure of Ohio university.
17. **Violation of Law**
    a. Conduct that would constitute a violation of any local, state, and/or federal law, including violation of the Code of Ordinances of the city of Athens.

Part E: Community Standards Process

The following processes apply to those involved in matters being addressed by the community standards process. For information regarding the process for resolving a sexual misconduct allegation, please see Appendix B.

1. **Referrals –** Members of the Ohio university community may file a student conduct referral alleging that a student, student group, or student organization has violated the prohibited conduct outlined in the "Student Code of Conduct". The office of community standards and student responsibility (CSSR) may also receive referrals from external entities, including law enforcement and members of the general public. Upon receipt of a referral, the director of the office of community standards and student responsibility, or designee, may review all relevant information and may consult with any appropriate parties regarding the incident in question. It is the responsibility of the director of the office of community standards and student responsibility (CSSR) to determine the appropriateness of the referral as well as how the referral will be processed. Upon receipt of a referral and if appropriate, interim measures (including presidential interim suspension), may be implemented as outlined in Part I.

2. **Hearing Authorities –** Hearing authorities are responsible for processing cases involving alleged violations of prohibited conduct as described in the "Student Code of Conduct". The director of CSSR (or designee) is responsible for determining the appropriate hearing authority for each matter. The following are hearing authorities:
    a. **CSSR Staff Members –** Appropriate staff members from the office of community standards and student responsibility are responsible for hearing matters involving alleged violations of the prohibited conduct part of the "Student Code of Conduct" and serve to advise both the complainant and the respondent regarding procedures relating

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to the "Student Code of Conduct". They have the authority to conduct community standards conferences, to serve as a hearing officer in an administrative hearing, and to serve as an advisor to the university hearing board and the university appeal board. They have the authority to impose the full range of sanctions under the "Student Code of Conduct", up to and including disciplinary suspension and disciplinary expulsion.

b. **Housing and Residence Life Staff Members –** Appropriate staff members from housing and residence life are responsible for hearing matters involving alleged violations of the prohibited conduct part of the "Student Code of Conduct" and serve to advise the respondent and complainant (if applicable) regarding procedures relating to the "Student Code of Conduct". They have the authority to conduct community standards conferences and to serve as a hearing officer in an administrative hearing. They have the authority to impose sanctions under the "Student Code of Conduct" up to and including disciplinary probation.

c. **University Hearing Board** – The university hearing board (UHB) is responsible for hearing matters involving alleged violations of the prohibited conduct part of the "Student Code of Conduct" when an appropriate CSSR staff member has determined that disciplinary suspension or disciplinary expulsion may be appropriate sanctions if the respondent is found responsible for the charge(s). A hearing board is composed of two students and one faculty member or administrator. The UHB is advised by a CSSR staff member and does not directly impose sanctions under the "Student Code of Conduct". In instances where the respondent is found in violation, the UHB will make a recommendation regarding sanctions to the dean of students or designee, who will then impose any sanctions.

3. Community Standards Conference

Any student, student group, or student organization (hereinafter referred to as the respondent) who has been charged with an alleged violation of the prohibited conduct part of the "Student Code of Conduct" will first be scheduled for a community standards conference with the hearing authority assigned to review the allegation. The respondent will be notified in writing of the date, time, and location of the community standards conference. Written notification will include:

a. the specific charges pending against the respondent;
b. a brief summary of the referral;
c. statement of rights and responsibilities; and
d. if applicable, a statement notifying the respondent that the alleged conduct is significant enough that they may face suspension or expulsion if the charge is substantiated.

The community standards conference is the first step in the community standards process, and serves to provide the respondent with the opportunity to discuss the allegations that led to the referral. The respondent will receive more information regarding the community standards process, clarification of their rights and options, the ability to inspect and review all relevant information as well as a range of potential sanctions for the violation in question should the

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charges be substantiated. After a discussion regarding the incident and review of relevant information, the respondent will have an opportunity to accept or deny responsibility for the charge(s). If the respondent accepts responsibility for the charge(s), the hearing authority will sanction the respondent as part of the community standards conference.

If the respondent denies responsibility for one or more of the charges, the hearing authority will proceed to schedule a hearing for the student. If the hearing authority has determined that should the charge(s) be substantiated, disciplinary suspension or disciplinary expulsion are not appropriate sanctions, the respondent will be scheduled for an administrative hearing. If the hearing authority determines that disciplinary suspension or disciplinary expulsion are potential sanctions, the respondent may choose either an administrative hearing or a university hearing board.

The respondent must attend the community standards conference. If the respondent fails to appear for two scheduled community standards conferences and the absence is not excused, the conference will proceed in their absence. In these instances, if the hearing authority has determined that disciplinary suspension or disciplinary expulsion are not potential sanctions should the charge(s) be substantiated, the matter will be resolved in the community standards conference based on an evaluation of the evidence available to the hearing authority at the time of the scheduled conference. If the hearing authority determines that disciplinary suspension or disciplinary expulsion are potential sanctions should the charge(s) be substantiated, the respondent ~~will~~ may be scheduled for an administrative hearing and sent notification of that hearing. Alternatively, a hold may be placed against the student's registration until such time as the community standards process is complete. If a hearing is scheduled, t~~T~~he date for a hearing will be determined within a reasonable period of time following the community standards conference. Hearing notification shall include:

a. t~~T~~he date, time, and location of the hearing;
b. the specific charges against the respondent;
c. a statement of rights and responsibilities; and
d. in instances of administrative hearings only, the name of the hearing officer.

4. Hearings

The purpose of a hearing is to provide an equitable forum for the review of the available information regarding an alleged incident of misconduct. The hearing authority will decide by the preponderance of evidence whether or not the respondent is found responsible for the charge(s). All hearings are closed to the public, with the exception of advisors and/or support persons for the complainant and respondent. All parties directly participating in the hearing (the respondent, complainant, and staff member from CSSR or housing and residence life who is presenting the information) may remain present the entire time, excluding deliberations.

a. Types of Hearings

i. Administrative Hearing – Administrative hearings are presided over by a single hearing officer. The hearing officer will be someone other than the staff

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member who conducted the original community standards conference. If the respondent fails to appear at a scheduled administrative hearing and the absence is not excused, the hearing may proceed in the respondent's absence or may be rescheduled at the discretion of the hearing officer.

ii. **University Hearing Board Hearing –** University hearing board hearings are presided over by members of the university hearing board. Each university hearing board hearing will have a hearing board chair. The chair is responsible for keeping the proceedings moving forward. If the respondent fails to appear at a scheduled university hearing board and the absence is not excused, the hearing may proceed in the respondent's absence or may be rescheduled at the discretion of the chair. Each university hearing board is assigned a hearing board advisor. The role of the advisor is to ensure the community standards process is adhered to and to answer procedural questions posed by any party during the hearing. The hearing board advisor will also keep the proceedings focused on issues relevant to the specific allegations. The hearing board advisor will not participate in a determination of a finding or sanction. However, the board advisor may be summoned by university hearing board members during deliberations to answer questions regarding the community standards process.

b. Hearing Procedures

~~**b.**~~ Items i-iii will generally proceed in the order listed below, though the hearing authority reserves the right to adjust the order as appropriate or necessary.

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i. **Guidelines**

1. The hearing authority will explain the respondent's rights and responsibilities, and, if applicable, the complainant's rights and responsibilities.
2. The hearing authority (in conjunction with the board advisor, if applicable), is responsible for assuring that these rights as well as the process described in this Part are adhered to during the hearing.
3. The respondent or the complainant may ask for the removal of a hearing authority by providing written or verbal evidence of bias.
    a. In cases before a hearing board, the charge of bias is made to the chairperson who will determine whether it is valid. If the charge of bias is against the chairperson, the hearing board advisor shall decide whether it is valid. If bias is found, the hearing will be rescheduled.
    b. In an administrative hearing, the charge of bias against the hearing authority can be made to the director of CSSR, prior to the hearing. The director will decide if the charge is valid. If bias is found, the director will assign a new hearing authority to conduct the hearing.
4. The hearing authority may ask questions of any party at any time throughout the hearing.

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5. The hearing authority is responsible for determining the relevancy of questions asked during a hearing. The hearing authority may deem certain questions irrelevant and not allow them to be asked. In university hearing board hearings, the hearing board advisor may assist the hearing chair in those determinations.
6. The hearing authority may exclude persons from the hearing if they are disruptive, or postpone the hearing because of disruptive behavior of participants or observers.

ii. Introduction

1. Each party in the room will introduce themselves and explain their role in the hearing.
2. The hearing authority will ask the respondent to briefly introduce themselves and explain why they have requested the hearing.

iii. Presentation of Information

1. Following the respondent's introduction, a staff member from either CSSR or housing and residence life will provide the hearing authority with a detailed summary of the incident and, if applicable, any subsequent investigation.
2. If there is a complainant, the complainant will then have an opportunity to provide the hearing authority with a summary of their role and perspective on the incident.
3. The hearing authority will then ask the respondent to describe their involvement in the matter at hand as it pertains to the charges being considered in the hearing. The hearing authority may question the respondent at this time, followed by the staff member from CSSR or housing and residence life and the complainant (if applicable).~~.~~
4. The staff member from CSSR or housing and residence life will then present any relevant witnesses or documentary information to the hearing authority. The staff member from CSSR or housing and residence life may ask questions of any witness presented. The hearing authority, respondent, and complainant (if applicable) will each ~~in turn~~ have the opportunity to ask questions regarding the information presented.
5. The complainant (if applicable) will then present any relevant witnesses or documentary information to the hearing authority. The complainant may ask questions of any witness presented. The hearing authority, respondent, and staff member will each ~~in turn~~ have the opportunity to ask questions regarding the information presented.
6. The respondent will then present any relevant witnesses or documentary information to the hearing authority. The respondent may ask questions of any witness presented. The hearing authority,

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complainant (if applicable), and staff member will each ~~in turn~~ have the opportunity to ask questions regarding the information presented.

7. The staff member from CSSR or housing and residence life will have an opportunity to make a summary statement.
8. The complainant, if applicable, will have an opportunity to make a summary statement.
9. The respondent will have an opportunity to make a summary statement.

iv. Deliberation and Finding

1. The hearing authority will go into closed session to determine by the preponderance of evidence whether the respondent will be found in violation of the charges pending in this matter. University hearing boards determine findings by majority vote.
2. The hearing will re-convene for the announcement of the finding. If the respondent is not found responsible for the violation, the case will be dismissed. If the respondent is found responsible for a violation of one or more of the pending charges, the hearing will proceed to sanctioning.

v. Sanctioning

1. The respondent will be offered an opportunity to speak on ~~his or her~~their own behalf and to present character witnesses or written references for consideration in determining a sanction.
2. The complainant, if applicable and present, will be given the opportunity to present a verbal impact statement. If there is a complainant who has chosen not to attend the hearing but has provided ~~a sealed, written~~ an impact statement to the staff member from CSSR or housing and residence life, it will be given to and ~~be opened and~~ read aloud by the hearing authority. Any impact statement must be presented to the hearing authority only after a finding of violation has been made in the matter.
3. The staff member from CSSR or housing and residence life will give an overview of the respondent's disciplinary history, if any. The respondent will be given the opportunity to respond to the overview.
4. If the respondent was presented with a possible sanction during their community standards conference, the staff member from CSSR or housing and residence life will share that proposed sanction with the hearing authority.
5. The hearing authority will consider the following in determining a sanction:
    a. statements and evidence presented at the hearing;
    b. seriousness of the violation;
    c. the complainant's oral or written statement of impact;
    d. the respondent's character information;

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e. prior disciplinary record of the respondent; and
f. disciplinary precedent.

6. The hearing authority may ask follow up questions of the staff member from CSSR or housing and residence life or the respondent regarding any of the above information.

~~6.~~7. The hearing authority will go into closed session to determine a sanction.

~~7.~~8. The hearing will reconvene for the announcement of the sanction.

a. In university hearing board hearings, the sanction is recommended to the dean of students or designee, who will make the final decision. While normally the Board's recommendation will be the sanction imposed, the dean of students or designee may impose a different sanction. The dean of students or designee will send the student written notification of the decision.

b. In administrative hearings, the sanction is imposed by the hearing officer. The hearing officer will send the student written notification of the decision.

5. Presenting a Case Using University Legal Counsel

In rare instances, the university may decide to formally present a student conduct case using legal counsel. In such cases, the respondent will be given adequate notice in order to seek legal counsel, if so desired. In these instances, the case will be heard by a university hearing board and the director of the office of legal affairs (or designee) will serve as a non-voting member of the hearing board.

Part F: Sanctions & Conditions of Sanction

1. Sanctions – Students, student organizations, and student groups of Ohio university are responsible for abiding by all Ohio university policies. When a respondent is found in violation of the prohibited conduct part of the "Student Code of Conduct", appropriate disciplinary sanctions will be imposed. Sanctions are defined as follows:

a. Reprimand – Official notification of unacceptable behavior and violation(s) of the "Student Code of Conduct". Any further misconduct may result in more serious disciplinary sanctions.

b. Disciplinary Probation – Sanction imposed for a designated period of time. Further violation of prohibited conduct as outlined in Part D may result in further disciplinary action up to and including disciplinary suspension or disciplinary expulsion. Periodic probationary meetings may also be required. All assigned conditions of sanction must be completed prior to the conclusion of disciplinary probation; otherwise the disciplinary probation will remain in effect.

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c. **Disciplinary Suspension** – Sanction imposed for a designated period of time. During the period of suspension, a student may not attend classes (either in person or online), or participate in University related activities, whether they occur on or off campus. Additionally, a student under disciplinary suspension may not be present on University premises unless authorized in writing in advance under conditions approved by the director of the office of community standards and student responsibility. All assigned educational sanctions must be completed prior to the conclusion of disciplinary suspension; otherwise the disciplinary suspension will remain in effect.

   i. ~~Undergraduate S~~students who have been suspended from the university must petition for reenrollment through the director of the office of community standards and student responsibility. Reenrollment may be granted, with further probationary status, at the discretion of the director. Students must complete a re-enrollment form through the registrar and be in good academic standing with their college and be otherwise eligible to re-enroll in order to return to the university. ~~Students enrolled in post-baccalaureate programs who have been suspended must petition for reenrollment through the director of the office of community standards and student responsibility. Reenrollment under such circumstances will be determined by the director of the office of community standards and student responsibility and the college or department in which the student was enrolled.~~

   ii. Disciplinary suspension of a student organization or student group is a temporary revocation of University recognition. While an organization or group is suspended, it may not use University resources or participate as an organization in any University activities or events. A student organization suspension will not exceed five years. Student organizations or groups that have been suspended from the university must petition for reenrollment through the director of the office of community standards and student responsibility. Reenrollment may be granted, with further probationary status, at the discretion of the director.

d. **Disciplinary Expulsion** – Sanction which permanently removes the student from their academic program and separates the student from the University without the opportunity to graduate or reenroll in the future. A student under disciplinary expulsion may not be present on university premises unless authorized in writing in advance under conditions approved by the director of the office of community standards and student responsibility. Expulsion will be noted on the student's academic transcript.

   i. Disciplinary expulsion of a student organization or student group is the permanent revocation of University recognition of that organization.

2. **Conditions of Sanction –** In conjunction with a sanction, a student found to have been in violation of prohibited conduct may be assigned conditions of sanction that are educational in nature and reflect the nature of the violation. Conditions of sanction include but are not limited to, reflective papers, seminars, community restitution, fines/fees, etc. If a student has any outstanding conditions of sanction at the conclusion of disciplinary probation or suspension,

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that student's disciplinary probation or suspension status will remain in effect pending the completion of the conditions of sanction. Additionally, failure to complete conditions of sanction by the deadline given will result in the placement of a disciplinary hold on the student's academic records.

Part G: Student Rights & Responsibilities

The following rights and responsibilities apply to those involved in a matter being addressed by the community standards process. For information regarding the rights and options available to those involved in the resolution of a sexual misconduct allegation, please see please see Appendix B.

1. **Rights of Respondent –** All respondents in the community standards process have the following rights:
    a. Written notice of the charge(s) made against them and the basis of the allegation that led to the charge(s).
    b. In matters that could result in a sanction of suspension or expulsion, the above-mentioned notification will alert the respondent to the possible severity of the outcome.
    c. The right to an advisor, as defined in Part C.
    d. The right to a support person, as defined in Part C.
    e. To request reasonable accommodations due to disability as outlined in Part (G)(3).
    f. Reasonable access to inspect and review their own case file, which includes all information that would be used during the community standards process, to the extent permitted by confidentiality laws.
    g. Explanation of the resolution options available to them through the community standards process.
    h. To be presumed not responsible for a violation of prohibited conduct until found in violation by a preponderance of the evidence.
    i. To speak or not speak on their own behalf.
    j. The opportunity to respond to information used as part of the decision-making process.
    k. To deny responsibility for the charge(s) facing them and request a hearing.
    l. To question any witnesses that participate as part of a hearing.
    m. The right to appeal, as described in Part H.
    n. To waive any of the above stated rights provided that the waiver is made freely and in writing.

2. **Rights of the Complainant** – All complainants in the community standards process have the following rights:
    a. To pursue criminal or civil charges where a legal case exists (without University assistance).
    b. Explanation of the resolution options available to them through the community standards process.

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c. To be free from harassment and intimidation from respondents and others as they engage this process.
d. The right to an advisor, as defined in Part C.
e. The right to a support person, as defined in Part C.
f. To request reasonable accommodations due to disability as outlined in Part (G)(3).
g. To provide information for consideration during the community standards process, and to know the results of the process to the extent allowed under federal laws and university policies.
h. The opportunity to appear at any hearing that may take place in order to provide relevant information.
i. The opportunity to question any witnesses that participate as part of a hearing.
j. The opportunity to submit a written impact statement for use in a hearing, even if the complainant chooses not to attend the hearing.

3. **Responsibilities of Respondents, Complainants, and Witnesses** – All respondents, complainants, and witnesses in the community standards process have the following responsibilities:
    a. To be honest and forthright in all information they provide during the community standards process. Presenting false and misleading information during this process is a violation of prohibited conduct as outlined in Part D.
    b. To attend all ~~scheduled~~ required meetings, conferences, or hearings, as scheduled, unless alternate arrangements are made in advance.
    c. To refrain from disruption of the hearing process. Disruption of this process is a violation of prohibited conduct as outlined in Part D.
    d. Complainants and respondents have the responsibility to prepare and present their entire case as well as secure the presence of any witnesses who will speak on their behalf.

4. **Reasonable Accommodation for Students with Disabilitie**s – Any student with a disability involved in this process has the right to request reasonable accommodation in order to ensure their full and equal participation. Students wishing to request reasonable accommodations should make those requests directly to the office of student accessibility services (SAS). Students do not have to disclose information about the complaint or charge to SAS to request reasonable accommodation, except to the extent that it may assist in the determination of reasonable accommodations. Accommodations are determined on an individual basis by SAS staff and implemented in consultation with the office of community standards and student responsibility. Examples of reasonable accommodation include but not are limited to sign language interpretation, real-time communication access during hearings, large print documents, extended time to review documents, or assistance with transcribing questions during interviews or hearings.

Part H: Appeal Process

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The following appeal processes apply to those involved in matters being addressed by the community standards process. For information regarding the appeal process regarding allegations of sexual misconduct, please see Appendix B.

1. A respondent that has accepted responsibility for, or was found in violation of prohibited conduct through the community standards process, may appeal the finding(s) and condition(s) of sanctions imposed within three business days after the receipt of written notification detailing the decision of the case. Upon reasonable request, the three-business day deadline may be extended by the director of the office of community standards and student responsibility.
2. In the appeal, the respondent must state the reason(s) for the appeal, the supporting facts, and the requested solution. An appeal is not a rehearing of the matter and cannot be filed simply because the student disagrees with the outcome. An appeal may only be submitted for one or more of the following reasons:
    a. The sanctions and/or conditions of sanctions are extraordinarily disproportionate to the violation(s); and/or
    b. A procedural defect occurred that significantly impacted that outcome of the hearing; and/or
    c. Discovery of new and significant information that could have affected the outcome of the hearing and that was not known, or could not reasonably have been discovered and/or presented at the time of the hearing.
3. University Appeal Board
    a. All appeals will be heard by the university appeal board. The appeal board will meet in a closed session, within a reasonable period of time, and will either grant or deny the appeal by a majority vote.
    b. If the student alleges that the sanction was extraordinarily disproportionate to the violation and the appeal board finds the sanctions extraordinarily disproportionate, the appeal board may reduce the sanction.
    c. In considering appeals based on a procedural defect or the presence of new information, if the appeal board finds that there was a defect in the procedure or that new information was presented which was sufficiently substantial to the outcome, the appeal board will order a new hearing or remand the matter to the original hearing authority as appropriate.~~.~~
    d. The respondent will be notified of the outcome of their appeal in writing by the director of the Office of community standards and student responsibility.
4. Vice Presidential Appeal
    a. The respondent may request the vice president for student affairs or designee review a university appeal board decision if the university appeal board denies the appeal.
    b. An appeal to the vice president for student affairs or designee must be submitted to the office of the vice president for student affairs within three business days after the receipt of written notification of the appeal board decision.

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~~b.~~c. The appeal is limited to the grounds of the original appeal to the University Appeal Board, except in cases where the respondent is appealing on the basis of new evidence.

~~c.~~d. If the student alleges that the sanction was extraordinarily disproportionate to the violation and the vice president for student affairs or designee finds the sanctions to be extraordinarily disproportionate, the vice president for student affairs or designee may reduce the sanction.

~~d.~~e. In considering appeals based on a procedural defect or new information being presented, and the vice president for student affairs or designee finds that there was a defect in the procedure or that new information was presented which was sufficiently substantial to the outcome, the vice president for student affairs, or designee will order a new hearing or remand the matter to the original hearing authority as appropriate.

~~e.~~f. The respondent will be notified of the outcome of their appeal in writing by the vice president for student affairs or designee within a reasonable period of time.

~~f.~~g. The decision of the vice president for student affairs or designee is the final decision in the matter.

Part I: Interim Measures, ~~Presidential~~ Interim Suspension, and State of Emergency

1. Interim Measures
    a. When the alleged actions of a student threaten the good order or safety of the university, interim measures may be put into place. Interim measures are administrative directives that are intended to insure the safety of the university and prevent a situation from escalating. Interim measures may be made at any point after a referral is received and may include, but are not limited to:
        i. Administrative directives for no contact;
        ii. Temporary or permanent re-assignment of university housing; and/or
        iii. Restriction of access to particular areas of campus.
    b. CSSR will make decisions on interim measures after appropriate consultation. Professional staff in housing and residence life may initiate an immediate residential move in the case of allegations of sexual misconduct, violence, or threats of violence. They may also issue temporary administrative directives for no contact under the same circumstances. Housing and residence life will notify CSSR in writing of any interim measures they initiate as soon as possible, but no later than the next business day. All interim measures described above will be documented in writing.
2. ~~Presidential~~ Interim Suspension
    a. When the behavior of a student disrupts the good order of the university or poses a risk to the safety of the campus, the university may place the student on an interim suspension. This action immediately suspends the student from university premises and activities.
    b. The interim suspension will be decided by the dean of students (or designee), in consultation with appropriate university offices. The interim suspension will be confirmed in writing, and remain in effect until such time as the alleged violations of the "Student Code of Conduct" are resolved. The student will be notified of the interim

suspension by the director of community standards and student responsibility (or designee). Within three business days of the notification of the interim suspension, the student may request a review of the interim suspension. The request for review must be submitted in writing and include all relevant documentation the student wishes to be considered as part of the review. The purpose of the review is to determine only if the student poses an on-going threat. The vice president for student affairs (or designee) will then determine if the interim suspension remains in effect, is modified, or is rescinded. For instances involving allegations of sexual misconduct, relationship violence, or stalking (as defined in University Policy 03.004), the vice president or designee will make their decision in consultation with the Title IX coordinator. The decision on the review will be provided to the student in writing and is final.

c. The student may request an extension of the deadline to submit a request for review in extreme circumstances, such as hospitalization or incarceration. Students may be required to provide documentation related to their request for an extension.

d. The outcome of the review will not impact the pending disciplinary process. If the vice president for student affairs (or designee) upholds the interim suspension, the decision will remain in effect until the pending charges through the office of community standards and student responsibility have been resolved. The student will be notified of the decision of the vice president for student affairs (or designee) in writing within a reasonable time frame.

e. If the final decision of the community standards process is to suspend or expel the student, the sanction will take effect from the date of the interim suspension. If the decision is a reprimand or disciplinary probation, or if the student is found not to be in violation of the charges, for purposes of the record, the interim suspension will be deemed not to have occurred. The student has the right to appeal the final decision in accordance with Part H.

~~a.~~ If the final decision of the community standards process is to suspend or expel the student, the sanction will take effect from the date of the interim suspension. If the decision is a reprimand or disciplinary probation, or if the student is found not to be in violation of the charges, for purposes of the record, the interim suspension will be deemed not to have occurred. The student has the right to appeal the final decision in accordance with Part H.

f.

~~a. When the actions of a student threaten the good order and discipline of the University, the president may interimly suspend the student, pursuant to Section 3345.24(B) of the Revised Code, pending a hearing by a university hearing board or an administrative hearing as requested by the student. In the event the president is away from campus or otherwise unavailable, the provost (or vice president for finance and administration in the absence of the provost) may impose a presidential interim suspension consistent with the following procedure:~~

~~i. The vice president for student affairs initiates a presidential interim suspension by providing the president or designee with information of:~~

~~ii. The name of the student and actions allegedly violating University regulations; and,~~

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~~iii. A statement of the University regulations allegedly violated by the student.~~

~~b. If the president suspends a student, the director of the office of community standards and student responsibility immediately notifies the student of the interim suspension and the next steps in the community standards process. The community standards process shall occur as expeditiously as possible in accordance with the "Student Code of Conduct". Students who have been interimly suspended are not permitted to attend class (in person or otherwise) or be present on University premises unless authorized in writing in advance under conditions approved by the director of the Office of community standards and student responsibility.~~

~~c. If the final decision is to suspend or expel the student, the sanction takes effect from the date of the presidential interim suspension. If the decision is a reprimand or disciplinary probation, or if the student is found not responsible for the charges, for purposes of the record, the interim suspension will be deemed not to have occurred. The student has the right to appeal the final decision in accordance with Part H.~~

3. State of Emergency
    a. Pursuant to Section 3345.26 of the Revised Code, the board of trustees or president of a college or university which receives any state funds in support thereof, may declare a state of emergency when there is a clear and present danger or the orderly conduct of lawful activities at such college or university through riot, mob action or other substantial disorder, and may do one or more of the following, as are necessary to preserve order and discipline at such college or university during such emergency:
        i. Limit access to university property and facilities by any person or persons;
        ii. Impose a curfew;
        iii. Restrict the right of assembly by groups of five or more persons;
        iv. Provide reasonable measures to enforce limitations of access, a curfew and restrictions on the rights of assembly imposed pursuant to this part.
    b. Notice of action taken pursuant to Part (I)(3)(a) shall be posted or published in such manner as is reasonably calculated to reach all persons affected.
    c. Parts (I)(3)(a) and (I)(3)(b) of this document shall not be construed to limit the authority of the board of trustees, president or other proper official of a college or university to impose reasonable restrictions on use of and access to, and the hours and use and access to university property and facilities, for purpose of regulating the proper operation of such university, and regardless of whether any emergency exists.

Part J: "Student Code of Conduct" review process

1. Timeline
    a. The full "Student Code of Conduct" will undergo a formal review process every two years. The review will take place under the direction of the director of the Office of community standards and student responsibility in collaboration with the "Student Code of Conduct": Review & Standards Committee.
    b. Should changes to the "Student Code of Conduct" be necessary for the purposes of complying with local, state, or Federal law, or as deemed necessary by the student code

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of conduct: review and standards committee, changes may be made outside of the two-year cycle.

c. The appendices are independent of the "Student Code of Conduct" and are not part of the formal review process. For those appendices that require periodic review, the information for that process is listed in that appendix.

2. Proposing Changes to the "Student Code of Conduct"
    a. Any member of the Ohio university community may propose amendments to the "Student Code of Conduct". Proposed amendments shall be reviewed by the student code of conduct: review and standards committee for possible consideration.
3. Approval Process
    a. All proposed changes to the "Student Code of Conduct" must be reviewed and approved by the student code of conduct: review and standards committee. Those changes will be submitted to the vice president for student affairs for consideration.
    b. Changes to "Student Code of Conduct" procedure (Parts C, E, G, H, and K) are subject to approval by the vice president for student affairs before implementation.
    c. Changes to "Student Code of Conduct" policies (Parts A, B, D, F, I, and J) are subject to approval by the president and formal action by the b~~B~~oard of t~~T~~rustees prior to implementation.

Part K: Acknowledgements

Parts of the Ohio university "Student Code of Conduct" are adapted from the national center for higher education risk management (NCHERM) group "Model Developmental Code of Student Conduct" and are used here with permission. Additionally, the office of community standards and student responsibility and the student code of conduct: review and standards committee wishes to acknowledge the following for their example and assistance in crafting this code of conduct: North Carolina state university; old dominion university; plagiarism.org - http://www.plagiarism.org/plagiarism-101/what-is-plagiarism; Ohio state university; university of central Florida; university of Florida; university of Texas at Austin; wright state university.

This document has been formatted in order to comply with the fourth edition of the "Rule Drafting Manual" by the Ohio legislative service commission.

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Appendix A
Ohio Revised Code Part 3333.38 (House Bill 95)

A. Pursuant to Ohio Revised Code Section 3333.38(C), Ohio university must immediately dismiss an individual who is convicted of, pleads guilty to, or is adjudicated a delinquent child for a violation of Ohio Revised Code Section 2917.02 (aggravated riot) or Ohio Revised Code Section 2917.03 (riot). Pursuant to Ohio Revised Code Section 3333.38(B), an individual who is convicted of, pleads guilty to, or adjudicated a delinquent child for any of the following offenses shall be ineligible to receive any student financial assistance supported by state funds for two calendar years from the time the individual applies for such assistance:

1. a violation of Ohio Revised Code Section 2917.02 (aggravated riot) or Ohio Revised Code Section 2917.03 (riot),
2. a violation of Ohio Revised Code Section 2917.04 (failure to disperse) that is a misdemeanor of the fourth degree,
3. a violation of Ohio Revised Code Section 2917.13 (misconduct at emergency) that is a misdemeanor of the fourth or first degree and occurs within the proximate area where four or more others are acting in a course of conduct in violation of Ohio Revised Code Section 2917.11 (disorderly conduct).

B. The student financial assistance programs supported by state funds includes any post-secondary student financial assistance supported by state funds, including assistance granted under Ohio Revised Code Section:

3315.33	Ohio Scholarship Fund for Teacher Trainees
3333.12	Ohio Instructional Grant Program and Part-time Ohio Instructional Grant Program
3333.21	Ohio Academic Scholarship Program
3333.26	Tuition Waiver for Child or Spouse of Public Service Officer Killed in Line of Duty
3333.27	Student Choice Grant Program
3333.28	Nurse Education Assistance Program
3333.29	Student Workforce Development Grant Program
3333.372	Ohio Outstanding Scholarship and Ohio Priority Needs Fellowship
5910.03	Scholarship for Children of Deceased or Disabled Veterans of the Armed Services of the United States
5910.032	Children of Persons Declared Prisoner of War or Missing in Action
5919.34	National Guard Scholarship Program

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Student Sexual Misconduct, Relationship Violence, and Stalking Process

This document describes the process for investigating and adjudicating reports of alleged sexual misconduct, relationship violence, and stalking that involve students as the respondent. This process will be used to adjudicate alleged student violations of Ohio University Policy 03.004 as well as alleged violations of the *Student Code of Conduct*. This process applies to reported incidents in which the initial interview with the Complainant occurred on or after August 21, 2014. This process was last revised on August 18, 2015.

A. Definitions

For the purposes of this process, the following definitions apply:

Complainant – Person who was subject to alleged misconduct as described in Policy 03.004 and/or the *Student Code of Conduct*. There may be more than one complainant for an incident.

Gatekeeper – Entity responsible for determining if a matter fits within the scope of Policy 03.004 and should therefore be resolved by this process. The Office of Equity and Civil Rights Compliance (ECRC) serves as the gatekeeper for this process.

Hearing Authority – Panel of two individuals chosen from the pool of trained investigators in ECRC and the Office of Community Standards and Student Responsibility (CSSR) who have not participated in the investigation of the matter at hand.

Investigators – Individuals who are chosen from a pool of trained investigators in ECRC and CSSR. Two investigators will be assigned and will conduct a prompt, thorough, and impartial investigation that includes conducting interviews and completing the investigative report.

Preponderance of Evidence – Standard of proof used by the hearing authority. Preponderance of evidence means that the statements and information presented in the matter must indicate to a reasonable person that it is more likely than not that the respondent committed a violation.

Process Advisor – Member of the university community who has been specifically trained to provide information to complainants or respondents regarding the process. This person does not actively participate in the process, but can be present at meetings and hearings to provide support to the complainant or respondent. Process advisors cannot be a witness in the matter in question. A list of process advisors can be obtained by request from CSSR.

Referring Party – Person who reported the alleged policy violation to ECRC.

Respondent – Person who is alleged to have committed a violation or violations of Policy 03.004 and/or the *Student Code of Conduct.* There may be more than one respondent for an incident.

Sexual Misconduct – See Policy 03.004: Sexual Misconduct, Relationship Violence, and Stalking (http://www.ohio.edu/policy/03-004.html)

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Support Person – Any person chosen by either the complainant or the respondent to provide support to them throughout their interactions with ECRC and/or CSSR throughout this process. The complainant and respondent are each entitled to one support person at a time, but this person does not have to be the same individual throughout the process. This person does not actively participate in the process, but can be present at meetings and hearings to provide support to the complainant or respondent. The support person cannot be a witness in the matter in question.

Witness – Person who is requested to participate in an investigation or a hearing because they may have information about the alleged misconduct. Witness names may be supplied by the complainant, respondent, or others with knowledge of the matter. All witnesses requested to appear at a hearing will be considered university witnesses.

B. Report of Potential Violation

Complainants may self-report incidents of sexual misconduct, relationship violence, or stalking directly to ECRC. Referrals or third party notices of alleged sexual misconduct, relationship violence and stalking also come from a variety of sources, including but not limited to students, faculty, and staff members. With the exception of the confidential resources listed below, all employees of Ohio University have an obligation to report any instances of these behaviors to ECRC. This includes mandatory reporting from the Ohio University Police Department (OUPD) and CSSR to ECRC. Per Policy 03.004, "Immediately upon learning of potential campus sexual misconduct, any employee with a duty to report violations of this policy who receives a complaint of sexual misconduct or who observes or learns of conduct that is reasonably believed to be in violation of this policy, is required to report the alleged conduct to the Office of Equity and Civil Rights Compliance."

ECRC will then inform the Title IX coordinator of the report. ECRC and CSSR are also responsible for notifying the appropriate law enforcement agency if the report indicates that sexual violence and/or another felony may have been committed. While ECRC and CSSR are obligated to contact law enforcement, complainants are not required to speak with the police unless they so choose. ECRC will also work with OUPD to assess if a timely warning needs to be issued to the campus community in relation to the report. Complainants are encouraged to contact either OUPD or another appropriate law enforcement agency to file a report, if they so choose. Staff members in ECRC and CSSR are available, if requested, to assist students in making contact with the appropriate law enforcement agency.

Additionally, if any party involved in the alleged non-consensual sexual contact or non-consensual sexual intercourse is a minor, university personnel will notify Job and Family Services or other appropriate agencies, as required by Ohio law. Further, ECRC will share statistical information with OUPD as required by the Clery Act.

C. Confidential Resources

The university recognizes that students impacted by sexual misconduct, relationship violence, or stalking may wish to take advantage of health and support resources without disclosing the situation to the university. To that end, there are a number of confidential resources on campus to whom students may speak. These confidential resources are not required to report incidents to ECRC for further investigation. On campus, those resources are:

- Campus Care

1st Floor Hudson Health Center
740-593-1660
http://www.oucom.ohiou.edu/campuscare/services.htm

- Counseling and Psychological Services
  3rd Floor Hudson Health Center
  740-593-1616 (24/7 Line)
  http://www.ohio.edu/counseling/index.cfm

- Survivor Advocacy Program
  Lindley Hall, 033
  740-597-7233 (24/7 Line)
  survivor.advocacy@ohio.edu
  http://www.ohio.edu/survivor

D. Timeline

Guidelines by the Department of Education suggest 60 days as a time limit to complete the investigation and hearing processes. Every effort will be made to adhere to that timeline. However, in some circumstances, this process may require an extension of that time limit. In those instances, the complainant and respondent will be notified in writing of the extension. The timeline begins when ECRC receives notice of an alleged violation and ends when the complainant and respondent are notified of the outcome of their matter. It is important to note that the 60-day time limit does not include the appeal process.

E. Assessment of Interim Measures

All reports will be reviewed to determine if interim measures are necessary. Interim measures may be implemented even if there is no formal investigation. Interim measures may be made or requested at any point after a report is received and may include but are not limited to:

- Administrative directives for no contact
- Temporary or permanent re-assignment of housing
- Restriction of access to particular areas of campus
- Altered academic arrangements (moving an individual from class, completing work online, etc.)
- Designated "safe hours" for use of communal spaces on campus (e.g. the Ping Center and/or dining halls)

The university reserves the right to determine the most appropriate course of action in making these arrangements. In most cases, ECRC and CSSR will make decisions on interim measures. Professional staff in the Department of Housing and Residence Life may initiate an immediate residential move in the case of allegations of sexual misconduct, relationship violence, or stalking. They may also issue temporary administrative directives for no contact under the same circumstances. Housing and Residence Life will notify ECRC and CSSR in writing of any interim measures they initiate as soon as possible but no later than the next business day. All interim measures described above will be documented in writing.

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Additionally, both ECRC and CSSR may jointly assess reports as they are received to determine if there is a need to recommend an interim suspension of the respondent. That recommendation will then be presented to the Dean of Students for consideration. If the decision is made to proceed with an interim suspension, the respondent will be notified in writing by the Dean of Students or designee.

F. Resources and Options Meeting

Staff from ECRC will contact the complainant within one business day of receiving a report of alleged sexual misconduct, relationship violence, or stalking to set up a resources and options meeting. The following will be covered:

- Medical, mental health, advocacy, law enforcement, and other resources available both on campus and in the surrounding community
- Possible interim measures (see Section E above)
- The obligation of the university to investigate every report of alleged sexual misconduct, relationship violence, and stalking under federal and state law, Ohio University policy, and out of concern for the safety of our campus community
- The process for investigating and resolving alleged violations of sexual misconduct, relationship violence, and stalking
- The rights of the complainant and respondent (see Section K below)
- The option to request confidentiality and the process by which that request will be evaluated (see Section G below)

ECRC will also verify the information received in the initial report with the complainant. Should the complainant not respond to ECRC's initial attempt to contact them, ECRC will make two additional attempts. Should the complainant not respond at all, ECRC will send the complainant written acknowledgement of their non-participation and notice of the next steps in the process. Should the complainant later choose to participate, they may re-engage at any point before the process is concluded.

G. Request for Confidentiality

Complainants may request that their name not be used as part of any investigation that the university may initiate. Confidentiality will be discussed during the initial interview. Referring parties may share that a complainant wishes to request confidentiality, but it will not be considered a formal request until made by the complainant to ECRC. Complainants requesting confidentiality need to be aware that the inability to use a complainant's name can significantly impede the university's ability to conduct an investigation and, in most cases, the university will be unable to investigate the matter or resolve it through the Student Sexual Misconduct, Relationship Violence, or Stalking Process or other university processes. Additionally, confidentiality can also impact the interim measures the university is able to put in place. For example, a no-contact directive could not be issued if the complainant's name cannot be shared.

Should a complainant wish to request confidentiality, that request will be reviewed jointly by ECRC and CSSR. The university will make every effort to honor a complainant's request for confidentiality; however, there are times when that request will not be able to be granted. Some of the reasons a request for confidentiality may be denied include but are not limited to:

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- The reported use of force during the commission of an alleged violation of sexual misconduct, relationship violence, or stalking
- The reported use of a weapon during the commission of an alleged violation of sexual misconduct, relationship violence, or stalking
- Significant physical injury resulting from an alleged violation of sexual misconduct, relationship violence, or stalking
- The involvement of multiple respondents in the commission of an alleged violation of sexual misconduct, relationship violence, or stalking
- Prior allegations (substantiated or not) of sexual misconduct, relationship violence, or stalking made against the respondent

The complainant will be notified in writing of the outcome of their request for confidentiality. In situations where confidentiality has been granted, if another report is made regarding the same alleged perpetrator, the request for confidentiality may be reconsidered in the interest of the safety of the campus community. In those instances, ECRC and/or CSSR will attempt to contact the complainant to discuss the need to revoke confidentiality. If the complainant is unable to be reached or does not respond after two attempts, ECRC and/or CSSR will notify the complainant in writing regarding the revocation of confidentiality before proceeding to use the complainant's name.

If no request for confidentiality is made, the investigation will proceed using the complainant's name.

H. Gatekeeping

ECRC serves as the initial gatekeeper responsible for conducting the preliminary assessment to determine if there is enough information to initiate a formal investigation. This responsibility exists because ECRC serves as the university's Title IX compliance office and oversees Title IX grievance processes. If there is no reasonable cause to believe that Policy 03.004 has been violated, ECRC will notify appropriate parties and close the matter. ECRC may also refer the matter to CSSR for resolution under the student conduct process if the report contains other alleged violations of the *Student Code of Conduct*. If ECRC determines there is reasonable cause to initiate an investigation, that investigation will be conducted in accordance with Section M below.

Both CSSR and ECRC are responsible for ongoing gatekeeping once a matter has moved to investigation. There may be instances in which the information collected in the course of the investigation does not meet the elements of a violation of Policy 03.004. In such situations, the investigative team will make a written recommendation to the Title IX Coordinator to close the matter in the sexual misconduct process. The Title IX Coordinator will review the recommendation and make a decision as to which process is best suited to resolve the issue. If the Title IX Coordinator agrees to close the issue in the sexual misconduct process, the investigative team will issue a letter to both the complainant and respondent with that information and the rationale for that decision, with a copy to the Title IX Coordinator and the director of Community Standards and Student Responsibility. If there are other allegations present, the allegations will be referred to CSSR for adjudication.

I. Amnesty for Alcohol and Drugs

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In an effort to encourage reporting of alleged sexual misconduct, relationship violence, and stalking, students will not be subject to referrals for action under the *Student Code of Conduct* if they engaged in the unlawful or prohibited personal use of alcohol or drugs during the incident when the alleged violation occurred. Amnesty applies only to the personal use of alcohol or drugs and does not extend to other potential violations of the *Student Code of Conduct* that may have been committed.

J. Related *Student Code of Conduct* Allegations

In situations where the sexual misconduct matter has moved to a formal investigation, any related *Student Code of Conduct* allegations connected to the sexual misconduct that arise during the investigation will be adjudicated within the sexual misconduct process. Two examples of allegations that will be resolved in this manner are allegations that the respondent used alcohol or drugs to facilitate sexual misconduct, and possession or use of a weapon in the course of sexual misconduct. These are alleged *Student Code of Conduct* charges, and the sanctions for those related charges, if substantiated and regardless of whether the sexual misconduct charge is substantiated, would be determined in the hearing.

K. Rights of the Complainant and Respondent

Both complainants and respondents have the right to:

- Have a support person, process advisor, and/or legal counsel present during any meetings or hearings that may occur as part of this process
- Have legal counsel advise them whether or not to answer questions. (Please note, legal counsel is not otherwise permitted to participate in the process.)
- Request reasonable accommodations due to disability (see Section L below)
- Have their matter handled in a forthright and timely manner
- Receive advance notice of any meetings in which they are entitled to participate and the purpose of those meetings
- Provide statements, evidence, and information as part of the investigation
- Know the names of all witnesses that are contacted as a part of the investigation
- Know the specific charges being made under Policy 03.004 and the *Student Code of Conduct* and the range of potential sanctions should a violation be found
- A copy of the redacted pre-hearing investigative report in order to prepare for the hearing
- Inspect information compiled by the investigators for the purpose of the sexual misconduct resolution process in order to prepare for the hearing
- Speak or not speak on their own behalf
- Question witnesses that appear through the hearing authority
- Rebut written materials presented in a hearing
- File a written appeal to the Vice President for Student Affairs

L. Reasonable Accommodation for Students with Disabilities

Any student with a disability involved in this process has the right to request reasonable accommodations in order to ensure their full and equal participation in this process. Students wishing to request reasonable accommodations should make those requests directly to the office of Student Accessibility

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Services (SAS). Students do not have to disclose information about the complaint or charge to SAS to request reasonable accommodations except to the extent that it may assist in the determination of reasonable accommodations. Accommodations are determined on an individual basis by SAS staff and implemented in consultation with CSSR and ECRC. Examples of reasonable accommodation include but are not limited to sign language interpretation, real-time communication access during hearings, large print documents, extended time to review documents, or assistance with transcribing questions during interviews or hearings.

M. Investigation

Once ECRC has determined that a matter will proceed, a joint investigation will be conducted by ECRC and CSSR. Each office will assign one investigator to the matter and that team of two investigators will conduct a prompt, thorough, and impartial investigation. Every effort will be made for both investigators to be present at all interviews.

Investigations will consist of interviews with the complainant, respondent, and relevant witnesses. Witness names may be supplied by either or both the complainant and respondent. Additionally, the investigative team may determine through other means that they need to speak with someone and seek that person out independently. Witness interviews will be limited in scope to the relevant facts of the matter. Character witnesses and witnesses without relevant information will not be interviewed. The investigative team may need to conduct multiple interviews in order to follow up or clarify information provided by others. Student witnesses, while not required to speak, are required to attend scheduled interviews and meetings. Should they fail to attend, they may be charged under the *Student Code of Conduct* for failure to comply.

At the conclusion of the investigation, the investigative team will write an investigative report. The investigative report will include the following:

- The names of the investigative team
- Applicable policies to the matter
- A list of involved parties
- A brief history of the investigation
- The violations that were alleged to have occurred
- Summaries of the interviews the investigative team conducted

Both investigators will sign off on the report. This investigative report will be made available to both the complainant and respondent.

N. Pre-Hearing Meetings

Once the investigative report is complete, the investigative team will schedule separate meetings with both the complainant and respondent. In that meeting, the investigative team will go over the investigative report with each party. At that time, both the complainant and respondent will be provided with a redacted copy of the investigative report. Additionally, both the complainant and the respondent will be given access to any additional information or materials that were considered as part of the investigation. During the pre-hearing meeting, both the complainant and respondent will be informed, verbally and in writing, as to when and where the hearing on the matter is scheduled to take place.

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Options for the hearing will also be discussed. Complainants may participate in the hearing in a number of ways. They may participate from another location by phone or video conference, they may attend in person but request to be screened off from the respondent, or they may attend the hearing without any alternative arrangements in place. If either party does not attend the hearing, it will be conducted as scheduled in that person's absence.

The respondent will have three business days from the date of the pre-hearing meeting to decide if they would like to accept responsibility for the charge(s). If a respondent accepts responsibility for the charge(s), the hearing will not be held, and the investigative team will contact the complainant to let them know the hearing has been cancelled. The complainant will have an opportunity to provide an impact statement to be used in determining sanctioning. The deadline for the impact statement is three business days from when the complainant is notified that the respondent has accepted responsibility for the charge(s). The investigative team will then give the report, all documents and information collected during the investigation, and the impact statement (if any) to the hearing authority. The hearing authority will review those materials, determine an appropriate sanction, and notify the complainant and respondent of their decision in writing, with a copy to the Title IX coordinator. Both the complainant and respondent have the right to appeal as outlined in Section P below.

O. Hearing

A hearing will be conducted for all matters that are not resolved by the respondent accepting responsibility after the pre-hearing meeting. The hearing authority will use the preponderance of the evidence standard in making their decision as to whether or not university policy was violated. Both members of the hearing authority must agree that the standard of proof has been met, if not there will be no finding of violation.

All hearings under this process will be closed to the public. The complainant and respondent will not be permitted to address each other or any witnesses directly but may submit questions they would like to have asked to the hearing authority. The hearing authority will determine which questions are relevant. For example, questions introducing the complainant's sexual history with anyone other than the respondent would be deemed irrelevant and would not be asked. Initial questions that the complainant and respondent would like to ask of the other party or any witnesses should be submitted in writing in advance of the hearing. Those questions should be submitted to the investigators by no later than 5:00 pm two business days before the hearing is scheduled. Should the need to ask additional questions arise during the hearing, each party will be asked to write their question down and submit the question to the hearing authority for consideration.

The following is a guide as to how the hearing will be conducted:

- The hearing authority will begin the hearing by discussing expectations for the hearing.
- The hearing authority will give a brief overview of the nature of the allegations.
- The hearing authority may ask the investigative team clarifying questions regarding the investigation at any point during the hearing.
- The complainant will be given an opportunity to respond to the investigative report.
- The hearing authority will have an opportunity to ask complainant questions

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- The respondent will be given an opportunity to provide the hearing authority with a list of questions they would like complainant to be asked. The hearing authority will determine which questions are relevant.
- The respondent will be given an opportunity to respond to the investigative report.
- The hearing authority will have an opportunity to ask respondent questions.
- The complainant will be given an opportunity to provide the hearing authority with a list of questions they would like respondent to be asked. The hearing authority will determine which questions are relevant.
- The hearing authority will call witnesses and ask them questions.
- The complainant will be given an opportunity to ask questions of witnesses through the hearing authority.
- The respondent will be given an opportunity to ask questions of witnesses through the hearing authority.
- The complainant will be given the opportunity to make a summary statement, including an impact statement, if any, and any requested sanctioning considerations.
- The respondent will be given the opportunity to make a summary statement, including an impact statement, if any, and any requested sanctioning considerations.

The hearing authority reserves the right to ask questions of anyone at the hearing at any time. The hearing authority will recess to deliberate on findings and, if applicable, sanctions. Once the hearing authority has reached their decision, the hearing will be reconvened, and the finding will be given along with a rationale for the decision. If the respondent is found in violation, the sanction will be given along with a rationale for the sanction. Sanctions will be determined in accordance with the Sanctioning Guidelines for Sexual Misconduct, Relationship Violence, and Stalking. Both parties will receive a formal written notice of the outcome of the hearing within two business days of the conclusion of the hearing with a copy to the Title IX coordinator.

The hearing authority aims to make a decision at the time of the hearing, however, there may be instances in which the hearing authority may require additional time to deliberate. In such cases, the hearing authority will adjourn the hearing, and both the complainant and respondent will be notified of the outcome in writing within two business days with a copy to the Title IX coordinator.

P. <u>Appeal</u>

Both the complainant and the respondent will have three business days from the written notification of the decision to appeal. Both parties have the right to appeal on the following grounds:

- Inappropriate sanction *(cases of clear abuse of discretion by the hearing authority);*
- Procedural defect in the original hearing *(cases where a defect substantial enough to change the outcome of the finding is present*); and/or
- Presence of new evidence that was not available at the time of the hearing *(evidence which was not available at the time of the original investigation **and** is found to be substantial enough to have changed the outcome of the finding).*

If either party submits an appeal, that appeal will be shared with the other party who will then have three business days to write a rebuttal. In the event of an emergency, deadline for appeals and/or rebuttals can be extended for up to three additional business days at the discretion of the vice president for student

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affairs or designee. The appeals and rebuttals will be submitted to CSSR, who will forward them with the case file, to the vice president for student affairs or designee. Within two weeks of receiving the appeal(s) and rebuttal(s), the vice president for student affairs or designee will make a final determination in consultation with the Title IX coordinator. The vice president or designee may alter the sanction, order a new hearing, or uphold the decision. The appeal process is not a re-hearing on the matter. It is a closed process and is limited to the review of written documents and the case file.

Q. Notice of Final Determination

If there is no appeal, CSSR will issue a notice of final determination to both the complainant and respondent once the appeal period has passed with a copy to the Title IX coordinator. If there is an appeal, the vice president for student affairs will issue a letter stating the outcome of the appeal. The letter will be sent to both the complainant and respondent with a copy to the Title IX coordinator and the director of CSSR. Unless a new hearing is granted, the letter from the vice president for student affairs is considered the notice of final determination.

R. Sanction Monitoring

CSSR is responsible for monitoring completion and compliance with all sanctions. Should a student suspended via this process petition to re-enroll, that petition will be reviewed with ECRC prior to a final decision. A student who has complied with all components of their sanctions and completed the re-enrollment requirements will generally be permitted to re-enroll.

S. Process Review

The offices of Community Standards and Student Responsibility, Legal Affairs, Dean of Students, and Equity and Civil Rights Compliance will review this process periodically to assess effectiveness and continued compliance. Any recommended changes will be presented to the Review and Standards Committee.

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June 22, 2017

Student Code of Conduct

Resolution

Tab #; pg

Outline

- Review Process
- Overview of Major Changes
- Feedback and Response
- Next Steps

Review Process

Fall 2016

- Review & Standards began review of the Code
- Revision process began

Spring 2017

- Shared revisions and solicited feedback from Student Senate, Graduate Student Senate, and Faculty Senate
- Revised Code posted for public feedback

Summer 2017

- Reviewed feedback submitted by the constituent groups and campus community
- Completed the revision of the Code

Overview of Major Changes

- Interim Suspension
  - Shift from President to Dean of Students
  - Change to allow students to appeal the interim suspension decision – currently must wait for conduct process to conclude
    - Vice President for Student Affairs to serve as appellate authority

Overview of Major Changes

- Scope of the Code
  - Updated to include all OHIO students – e-learning, College Credit Plus, extension, etc.
  - Clarified definition of “student”: begins upon acceptance to the university
  - Extends the Code to currently enrolled students charged with a serious violation of law, regardless of when it occurred
    - Example: Current student is indicted for something that occurred prior to their application or enrollment

Overview of Additional Changes

- Appeals
  - Composition of University Appeal Board now allows for two students and one faculty or staff member
  - Appellate bodies now permitted to return matters to original hearing authority when appropriate (new information, etc.)

Overview of Additional Changes

- Updated formatting to comply with Ohio Legislative Services requirements
- Hazing language updated to refer to new Policy 23.010
- Updated marijuana provisions to address evolving nature of usage and legislation

Overview of Additional Changes

- Clarified existing language related to the following violations: distribution of alcohol, participation in a riot, harmful behavior, damage to property, weapons, and trespass
- Clarified typical order of a hearing, when CSSR may use registration holds, and process for a student returning from suspension

Next Steps

- Resolution included for board approval
- Communication to students
- Effective August 24, 2017
- Review every two years

Questions?

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

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

Re: **Certificate Programs Approved 2016 – 2017**

Thirteen new Certificates were proposed and approved through the Programs Committee of University Curriculum Council in 2016 – 2017.

The new certificates are listed below:

1. Appalachian Studies – Undergraduate
   Department of Social and Public Health
   College of Health Sciences and Professions

2. Bioethics and Society – Graduate
   Office of Advanced Studies
   College of Osteopathic Medicine

3. Geospatial Information Science – Graduate (Online)
   Department of Geography
   College of Arts and Sciences

4. Geospatial Information Science: Geospatial Analysis & Programming – Graduate (Online)
   Department of Geography
   College of Arts and Sciences

5. Graduate Health Policy – Graduate
   Department of Interdisciplinary Health Studies
   College of Health Sciences and Professions

6. Middle East and North African Studies – Undergraduate
   Department of History
   College of Arts and Sciences

7. Nurse Educator Post-Master's – Graduate (Online)
   School of Nursing
   College of Health Sciences and Professions

8. Performing Arts Health and Wellness – Undergraduate
   School of Applied Health Sciences and Wellness
   College of Health Sciences and Professions

9. Psychiatric Mental Health Nurse Practitioner Post-Master's – Graduate
   School of Nursing
   College of Health Sciences and Professions

10. Supply Chain Management – Undergraduate
    Department of Management
    College of Business

11. Teaching English as a Foreign Language – Graduate (Online)
    Department of Linguistics
    College of Arts and Sciences

12. Technology and Society – Undergraduate
    Department of Economics
    College of Arts and Sciences

13. Transition to Work – Graduate
    Department of Teacher Education
    College of Education

OHIO UNIVERSITY

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

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

Re: Promotion and Tenure Effective 2017-2018

The results of the promotion and tenure review process for Group I faculty and annual promotion process for Group II faculty are attached for your information.

For Group I faculty, there were 12 promotions to Associate Professor with Tenure, 19 promotions to Professor, 1 promotion to Professor with Tenure, and 3 awards of tenure.

For Group II faculty, there were 18 promotions to Associate Lecturer and 4 promotions to Senior Lecturer.

There were no clinical faculty reviewed this cycle.

Group I Faculty			
Name	**P&T Decision**	**Department**	**College**
Chen, Hao	Promotion to Professor	Chemistry and Biochemistry	College of Arts and Sciences
Phillips, Talinn	Promotion to Associate Professor with Tenure	English	College of Arts and Sciences
Ballard, Harvey	Promotion to Professor	Environmental and Plant Biology	College of Arts and Sciences
Nellis, Duane	Promotion to Professor with Tenure	Geography	College of Arts and Sciences
Smucker, Thomas	Promotion to Associate Professor with Tenure	Geography	College of Arts and Sciences
Barr, Patrick	Promotion to Professor	History	College of Arts and Sciences
Davydov, Alexei	Promotion to Associate Professor with Tenure	Mathematics	College of Arts and Sciences
Briscoe, Robert	Promotion to Professor	Philosophy	College of Arts and Sciences
Sandler, Nancy	Promotion to Professor	Physics and Astronomy	College of Arts and Sciences
Sandal, Nukhet	Promotion to Associate Professor with Tenure	Political Sciences	College of Arts and Sciences
Anderson, Timothy	Promotion to Professor	Psychology	College of Arts and Sciences
Gonzalez-Vallejo, Claudia	Promotion to Professor	Psychology	College of Arts and Sciences
Gokkaya, Sinan	Promotion to Associate Professor with Tenure	Finance	College of Business
Rapp, Adam	Promotion to Professor	Marketing	College of Business
Bartel, Tom	Promotion to Professor	Art + Design	College of Fine Arts
Klein, Jeannette	Promotion to Professor	Art + Design	College of Fine Arts
Larson, Laura	Promotion to Professor	Art + Design	College of Fine Arts
Zuchowski, Jody	Promotion to Associate Professor with Tenure	Obstetrics and Gynecology	Heritage College of Osteopathic Medicine
Mahaffey, Barbara	Promotion to Professor	Applied Sciences and Professions	Ohio University Chillicothe
Nevin, Mark	Promotion to Associate Professor with Tenure	Arts and Sciences	Ohio University Lancaster
Hamilton, Mashawna	Promotion to Associate Professor with Tenure	Nursing	Ohio University Southern
Bhat, Christine	Promotion to Professor	Counseling and Higher Education	Patton College of Education
Robinson, Dwan	Promotion to Associate Professor with Tenure	Educational Studies	Patton College of Education
Chen, Sandy	Tenure	Human and Consumer Sciences	Patton College of Education
Felton-Koestler, Mathew	Promotion to Associate Professor with Tenure	Teacher Education	Patton College of Education
Geist, Eugene	Promotion to Professor	Teacher Education	Patton College of Education
Landmark, Leena	Tenure	Teacher Education	Patton College of Education
Riefler, R. Guy	Promotion to Professor	Civil Engineering	Russ College of Engineering and Technology

Butterworth, Michael	Promotion to Professor	Communication Studies	Scripps College of Communication
Elman, Julie	Promotion to Professor	Visual Communication	Scripps College of Communication
Davis, Sarah	Promotion to Associate Professor with Tenure	Environmental Studies	Voinovich School of Leadership and Public Affairs
Kauneckis, Derek	Tenure	Environmental Studies	Voinovich School of Leadership and Public Affairs
Jolley, Jason	Promotion to Associate Professor with Tenure	Public Administration	Voinovich School of Leadership and Public Affairs
Millesen, Judith	Promotion to Professor	Public Administration	Voinovich School of Leadership and Public Affairs
Ruhil, Anirudh	Promotion to Professor	Public Administration	Voinovich School of Leadership and Public Affairs
Group II Faculty			
Name	**Promotion Decision**	**Department**	**College**
Foster, Jodie	Promotion to Associate Lecturer	Biological Sciences	College of Arts and Sciences
Schwirian, Christopher	Promotion to Senior Lecturer	Biological Sciences	College of Arts and Sciences
Hounshell, Alison	Promotion to Associate Lecturer	Linguistics	College of Arts and Sciences
Jones, Christina	Promotion to Associate Lecturer	Linguistics	College of Arts and Sciences
Lee, Joseph	Promotion to Associate Lecturer	Linguistics	College of Arts and Sciences
Schmitt, Karen	Promotion to Associate Lecturer	Linguistics	College of Arts and Sciences
Zakryzhevskyy, Mykhaylo	Promotion to Associate Lecturer	Linguistics	College of Arts and Sciences
King, Adam	Promotion to Associate Lecturer	Modern Languages	College of Arts and Sciences
Woodall, Walter	Promotion to Associate Lecturer	Modern Languages	College of Arts and Sciences
Rentz, Debra	Promotion to Associate Lecturer	Music	College of Fine Arts
Krause, Bentley	Promotion to Associate Lecturer	Rehab. and Communication Sci.	College of Health Sciences and Professions
Harmon, Heather	Promotion to Associate Lecturer	Social and Public Health	College of Health Sciences and Professions
Slyvka, Yuriy	Promotion to Associate Lecturer	Biomedical Sciences	Heritage College of Osteopathic Medicine
Okada, Shigeru	Promotion to Associate Lecturer	Pediatrics	Heritage College of Osteopathic Medicine
McElwee, Larry	Promotion to Senior Lecturer	Arts and Sciences	Ohio University Lancaster
Dunning, Debra	Promotion to Associate Lecturer	Professional Studies	Ohio University Lancaster
Hardy, Ginger	Promotion to Associate Lecturer	Nursing	Ohio University Southern

Walker, Liesta	Promotion to Associate Lecturer	Health and Human Services	Ohio University Zanesville
Patterson, Cornelia	Promotion to Senior Lecturer	Counseling and Higher Education	Patton College of Education
Brown, Donald	Promotion to Associate Lecturer	Human and Consumer Sciences	Patton College of Education
Dyer, Kelli	Promotion to Associate Lecturer	Recreation and Sport Pedagogy	Patton College of Education
Twilley, Danny	Promotion to Senior Lecturer	Recreation and Sport Pedagogy	Patton College of Education

GROUP I FACULTY HISTORICAL DATA		2017-18	2016-17	2015-16	2014-15
Promotion to Associate Professor		0	0	0	0
Promotion to Associate Professor with Tenure		12	22	24	31
Promotion to Professor		19	23	15	22
Promotion to Professor with Tenure		1	0	0	0
Tenure		3	1	2	0
	TOTAL	35	46	41	53

GROUP II FACULTY HISTORICAL DATA		2017-18	2016/17	2015-16	2014-15
Promotion to Associate Lecturer		18	18	11	23
Promotion to Senior Lecturer		4	6	12	22
	TOTAL	22	24	23	45

OHIO UNIVERSITY

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

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

Re: **Faculty Fellowship Leaves**

Each year Ohio University provides faculty with the opportunity to request leave from their campus responsibilities to concentrate on their research and scholarly activity. These requests, received and approved by the academic and university leadership, are presented to the Board for approval.

A list detailing the college, department, faculty member, and purpose for the leave is included in the resolution for Board approval.

FACULTY FELLOWSHIP AWARDS

RESOLUTION 2017

WHEREAS, the proposed 2017-2018 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.

Name	Terms	Department	College	Brief Description
Kuchta, Shawn	Fall and Spring	Biological Sciences	College of Arts and Sciences	Strengthen expertise in quantitative analysis of Next Generation Sequencing data. Complete several manuscripts and assemble data for grant preparation to the National Science Foundation. Assist five graduate students with thesis publication. Collaborate with graduate students on field projects in Northern Ohio and Nelsonville.
Lee, Daewoo	Spring	Biological Sciences	College of Arts and Sciences	Study two research topics, molecular mechanisms underlying dopamine neural development and maintenance in mammalian midbrain and reprogramming of human induced pluripotent stem cells at Dr. Kwang-Soo Kim's laboratory at Harvard University.
Tanda, Soichi	Spring	Biological Sciences	College of Arts and Sciences	Complete two manuscripts for publication in peer-reviewed journals and complete a grant proposal, which is a culmination of collaborative work over the last ten years on *Clic* genes in mice and fruit flies.
Owens, William	Spring	Classics and World Religions	College of Arts and Sciences	Complete manuscript of book on the representation of slavery in the Greek novel and associated shorter studies on stoicism and slavery in Xenophon of Ephesus, slavery of Psyche on Apuleius, and narcissism and the slave owner of Achilles Tatius.
Jones, Paul	Fall and Spring	English	College of Arts and Sciences	Complete a full draft of current book project "Nevermore: Edgar Allan Poe, Queerness, and the End of Time," a study of Poe's writing through the lens of recent developments in queer theory that have constructed queerness as more of a temporal orientation than a sexual one.

Name	Terms	Department	College	Brief Description
LeMay, Eric	Spring	English	College of Arts and Sciences	Undertake background research and skill acquisition to create a multimedia memoir about the birth of his son and the nature of affection, an "electronic literature" project of a multimedia and interactive nature created for and meant to be experienced on electronic devices.
Snyder, Carey	Fall and Spring	English	College of Arts and Sciences	Complete a collection of coedited writings entitled "Women, Periodicals, and Print Culture in Britain, 1890s-1920s" and finishing research and writing for three chapters in book project "Beatrice Hastings: Debating Feminism and Modernism in The New Age."
Dyer, James	Spring	Geography	College of Arts and Sciences	Analyze collected data and write and submit a manuscript on the application of a GIS-based water balance tool within National Park units, develop new research on drone-based forest ecology, and creation of a drone activity for Field Methods course.
Sinha, Gaurav	Fall and Spring	Geography	College of Arts and Sciences	Consult with USGS Center for Excellence in Geographic Information Science to help create ontologies and feature extraction algorithms for the USGS National Map information system. Work collaboratively on the Spatial Literacy, Reasoning and Thinking project through publications and pedagogic capacity building.
Uspenskiy, Vladimir	Spring	Mathematics	College of Arts and Sciences	Work on several long-standing open problems in the areas of topology, topological algebra, and dynamical systems. Compile information with the intent of writing a textbook for undergraduates.
Gallego, Muriel	Spring	Modern Languages	College of Arts and Sciences	Continue and expand research on current trends of mood use in Central Argentina. Analyze existing data, design new instruments for obtaining new data. Produce three scholarly publications.
Lascar, Amado	Spring	Modern Languages	College of Arts and Sciences	Write a second novel in a trilogy book project entitled "La llave conduce al fuego (The Key Leads to the Fire). Trilogy focuses around the Chilean coup of 1973 when Pinochet's regime took over command of the country and ran a vicious dictatorship until 1989.
Briscoe, Robert	Fall and Spring	Philosophy	College of Arts and Sciences	Serve as a Fulbright-Scotland Visiting Professor at the University of Glasgow. Work on project regarding the ways empirical research in vision science can be used to address philosophical problems concerning the nature of pictorial experience.

Name	Terms	Department	College	Brief Description
Ehrlich, Philip	Spring	Philosophy	College of Arts and Sciences	Write a portion of a monograph on his s-hierarchical theory of surreal numbers that he has been developing over a period of thirty years.
Brune, Carl	Fall and Spring	Physics and Astronomy	College of Arts and Sciences	Perform collaborative research in low-energy nuclear physics at Lawrence Livermore National Laboratory's National Ignition Facility in Canada.
Drabold, David	Spring	Physics and Astronomy	College of Arts and Sciences	Travel to the University of Cambridge and the University of Oxford to work with collaborators to conduct research on novel modeling of amorphous materials.
Jung, Peter	Spring	Physics and Astronomy	College of Arts and Sciences	Complete projects in actin trafficking in axons through dynamic actin networks and dynamic regulation of axonal morphology by neurofilament transport.
Jungkunz, Vincent	Fall and Spring	Political Science	College of Arts and Sciences	Rewrite dissertation into the form of a book "The Power of Silence: Why Silence Matters" for publication. Project examines silence and the diverse ways that silence becomes an important resource for political conflict and empowerment.
Kendhammer, Brandon	Fall	Political Science	College of Arts and Sciences	Complete contracted book manuscript entitled "Go Slow? Nigeria's Uncertain Democracy." This project is one of the first global assessments of the state of Nigeria's democratic institutions since its 1999 return to civilian rule.
Sullivan, Kathleen	Fall	Political Science	College of Arts and Sciences	Complete co-authored book manuscript entitled "Garbage in the Cities" that focuses on the private resources (municipal garbage collection) that governments rely on to get their work done.
Tadlock, Barry	Spring	Political Science	College of Arts and Sciences	Travel throughout Ohio to interview office holders about welfare policies in their regions to revitalize work begun earlier on the Rural Welfare Reform Project, begin project on transgender politics, and revamp materials for two political science courses.
Zoccola, Peggy	Fall	Psychology	College of Arts and Sciences	Learn, implement, and disseminate the results of two innovative methodological techniques to test for the presence and the correlation of multiple phenotypes of biological stress-responding across existing datasets. Co-write a book draft "Becoming a Health Psychologist."

Name	Terms	Department	College	Brief Description
Henderson, Debra	Fall and Spring	Sociology and Anthropology	College of Arts and Sciences	Work on final phase of collecting twenty years of longitudinal data on the impact of the 1996 Personal Responsibility and Work Opportunity Act (welfare reform) on poor families in rural Appalachia and write scholarly book on findings.
Tatarek, Nancy	Spring	Sociology and Anthropology	College of Arts and Sciences	Complete data analysis and begin a book manuscript on existing data from current project on Appalachian Population History that identifies trends in population disease and physical health. Investigate the effects historically of extractive industries on the health of southeastern Ohio residents.
Fodor, Andrew	Spring	Finance	College of Business	Complete existing research projects and start multiple new projects. Refresh course materials for a capstone graduate course in the MBA program.
Stoner, Jason	Fall and Spring	Management and Strategic Leadership	College of Business	Work on a research project that will be composed of three manuscripts regarding the effect of flow states on resource renewal, burnout, and workplace performance.
Matta, Vikram	Spring	Management Information Systems	College of Business	Work toward certification in Team Based Learning (TBL) as a Trainer-Consultant, use the certification to improve incorporation of TBL techniques into Analytics curriculum, and further research on user-generated content online.
McDiarmid, Duane	Spring	Art + Design	College of Fine Arts	Conduct site research and initiate production of a new performance based art project derived from objects in a Blue Earth County Historical Society collection relating to the 1862 mass hanging of Dakota prisoners of war and the subsequent exile of the Dakota and Winnebago People of Minnesota. Produce large-scale sculptural objects to be used in onsite performances.
Lincoln, Michael	Fall	Dance, Film, and Theater	College of Fine Arts	Visit at least three University Resident Theatre Association member institutions and interview institution leaders about the working relationship between the professional theater and the university partner. Goal is to study established partnerships to understand what makes them successful to determine a clearer roadmap for Tantrum Theater's sustainability.
Ramsey, Erik	Spring	Dance, Film, and Theater	College of Fine Arts	Research and write a new play employing the all-too-common scab on American roadways: roadkill. Play will explore how Americans relate to their environment, ignoring the corpses right under the noses of their cars, as they glide past encased in glass.

Name	Terms	Department	College	Brief Description
Buchanan, Charles	Spring	Interdisciplinary Arts	College of Fine Arts	Complete, edit, and submit book entitled "Manuscript Painting and Polemics in Central Italy during the Early Gregorian Reform."
Janson, Gregory	Fall	Social and Public Health	College of Health Sciences and Professions	Expand research on emotional maltreatment of children in classrooms by teachers. Create two short books to submit to a publisher. One directed at practitioners to help to identify, raise awareness, and make policy recommendations and one at researchers in the context of childhood trauma and brain development, creating a framework for future research and policy.
Ryan, Timothy	Fall and Spring	Social and Public Health	College of Health Sciences and Professions	Conduct field-based study of carbon monoxide sources in 25-30 Athens area homes. Perform collaborative laboratory-based work on the efficacy of lubrication on industrial hearing protection.
Nowak, Felicia	Fall and Spring	Biomedical Sciences	Heritage College of Osteopathic Medicine	Complete the generation and establish a colony of ArhGAP39 (Porf-2) null mice to comprehensively determine the role of Porf-2 in brain development, function and degeneration in vivo.
Eland, David	Fall and Spring	Osteopathic Manipulative Medicine	Heritage College of Osteopathic Medicine	Update text on osteopathic manipulative medicine, creating yoga resources for patients and medical students, and possible participation as a Fulbright Specialist in program development in Ecuador or Australia.
White, Allison	Spring	Office Technology	Ohio University, Chillicothe	Research factors that affect undergraduate degree completion and retention resulting in a greater understanding of factors that force students (many of whom are non-traditional) to drop or "stop-out" and not finish their degrees. Understanding these factors can result in better student advising and degree completion.
Shonia, Giorgi	Spring	Arts and Sciences	Ohio University, Lancaster	Conduct projects on math theory and related to instructional technology including researching analytic functions on unit ball in various Banach spaces and analyzing the Office Mix platform for online content design.
Trautman, Linda	Fall	Arts and Sciences	Ohio University, Lancaster	Write two manuscripts and co-edit a volume on the presidential election of 2016.
Wanat, Matthew	Spring	Arts and Sciences	Ohio University, Lancaster	Continue scholarship on sustainability and American literature and film including producing two annotated bibliographies and other works on the "Literature of Extraction" concerning works on the technologies of coal and natural gas extraction.

Name	Terms	Department	College	Brief Description
Wang, Ping-Yuan	Spring	Arts and Sciences	Ohio University, Lancaster	Work on manuscript of edited volume, as editor and contributor, "The Lives of Women in Catholic Europe in Five Episodes, 1500-1700."
Hale, Korcaighe	Spring	Arts and Sciences	Ohio University, Zanesville	Compile a book proposal and conduct research on the occurrence of historical presentism in science fiction visual media, most notably that of television programs.
Higazi, Tarig	Spring	Arts and Sciences	Ohio University, Zanesville	Teach and engage students in research at Prince Sultan Military College of Health Sciences in Saudi Arabia, in parasitology, molecular biology, and tropical diseases.
Shirvani, Sheida	Spring	Communication Studies	Ohio University, Zanesville	Explore the differences across refugee groups in the area of specific physical and mental health needs.
House, Sheryl	Fall	Nursing	Ohio University, Zanesville	Conduct in-depth curriculum evaluation, specific to each campus, based on BSN program graduates' performance on the NCLEX-RN and HESI exams. Compare HESI exam results to NCLEX-RN exam results to determine the ability of the HESI to identify strengths and weaknesses of BSN students at OHIO on the NCLEX-RN.
Horton Jr., David	Spring	Counseling and Higher Education	Patton College of Education	Participate in workshops and seminars related to teaching, observe classroom teaching, develop a new research project, collect and analyze data, complete existing research projects, and revise and develop course materials.
Pillay, Yegan	Spring	Counseling and Higher Education	Patton College of Education	Extend research in pursuit of international and national recognition as the developer of a PTSD psychometric instrument to be used with the Somali communities in the USA and worldwide. Convene expert panel of collaborators from the Somali community, coordinate English to Somali translation of the PTSD assessment instrument, field test the translated instrument.
Gut, Dianne	Fall	Teacher Education	Patton College of Education	Continue work and scholarship in the area of mentoring educational professionals. Finish work on one co-authored book on creating a culture of mentoring, lead preparation of a second co-authored book focused on a model of collaborative mentorship.
Gu, Tingyue	Spring	Chemical and Biomolecular Engineering	Russ College of Engineering and Technology	Serve as visiting professor at Nankai University in Tianjin, China. Work on microbial extraction of metals from power plant coal ash and sludge from wastewater treatment.

Name	Terms	Department	College	Brief Description
Kim, Sang-Soo	Fall	Civil Engineering	Russ College of Engineering and Technology	Travel to Delft University of Technology, Netherlands to collaborate with an expert in theoretical modeling of asphalt materials, develop graduate class materials on theoretical performance modeling, and prepare a manuscript for a peer reviewed journal on theoretical validation of Asphalt Binder Cracking Device using experimental data collected over the last seven years.
Bartone, Chris	Fall	Electrical Engineering and Computer Science	Russ College of Engineering and Technology	Work with graduate students and collaborators at the Wright Patterson Air Force Base on an innovative approach to antenna design that can be used to mitigate jamming attempts (jamming GPS signals).
Braasch, Michael	Fall and Spring	Electrical Engineering and Computer Science	Russ College of Engineering and Technology	Serve as Visiting Erskine Fellow at the University of Canterbury in Christchurch, New Zealand to teach and conduct collaborative GPS and UAV research. Visit helicopter operators around the U.S. in an effort to research and develop wire-strike prevention systems.
Kodi, Avinash	Fall	Electrical Engineering and Computer Science	Russ College of Engineering and Technology	Initiate new research using artificial neural networks in photonic networks for building a platform that combines communication and computing to achieve higher energy efficiency and make it a more secure platform for multicore architectures. Visit several national and international institutions to gather new data and ideas on the topic, prepare a large-scale research proposal.
Chadwick, Amy	Fall and Spring	Communication Studies	Scripps College of Communication	Design and complete a research project on emotions in persuasive health communication and improve quantitative statistical techniques.
Peterson, Brittany	Spring	Communication Studies	Scripps College of Communication	Complete data collection on two projects: ethnography of a local nonprofit and an interview-based interpretive study. Write two articles for publication.
Howard, Steve	Fall	Media Arts and Studies	Scripps College of Communication	Study concerning children of members of a progressive Islamic reform movement in Sudan to determine factors possibly associated with them staying away from extremist tendencies.
Novak, Beth	Spring	Media Arts and Studies	Scripps College of Communication	Research augmented and virtual reality technologies appropriate for both interaction and storytelling. Create a project suitable for exhibit.

Name	Terms	Department	College	Brief Description
Kruse Daniels, Natalie	Spring	Environmental Studies	Voinovich School of Leadership and Public Affairs	Conduct research into digitally connected environmental monitoring of climate change and water quality impairment through review of current literature, collaboration with internal partners and external teams, and gathering and analyzing preliminary data for future funding application.

Leaves Requested	
Fall	12
Spring	31
Fall and Spring	14
Total	57

FACULTY AND ADMINISTRATIVE EMERITI AWARDS

RESOLUTION 2017-

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.

Name	College/Unit	Years of Service	Title
Douglas Bolon	College of Health Sciences and Professions	24	Associate Professor Emeritus of Health Services Administration
Patricia Cambridge	Scripps College of Communication	21	Assistant Professor Emerita of Journalism
William P. Christy	Ohio University, Zanesville	22	Assistant Professor Emeritus of Music and Interdisciplinary Arts
Jeffery Scott Connor	College of Arts and Sciences	27	Professor Emeritus of Mathematics
Sally J. Fusner	Ohio University, Zanesville	26	Associate Professor Emerita of Nursing
Jeffrey James Giesey	Russ College of Engineering and Technology	29	Associate Professor Emeritus of Electrical Engineering and Computer Science
Robert Patrick Hassett	College of Arts and Sciences	22	Associate Professor Emeritus of Biological Sciences
Herman Wiley Hill, Jr.	Honors Tutorial College	33	Director Emeritus of the Cutler Scholars Program
Joseph L. Hudak	Ohio University, Eastern	30	Assistant Professor Emeritus of Social and Public Health
Sandra J. Jones	Ohio University, Zanesville	15	Associate Professor Emerita of Nursing
Mary Carter Keifer	College of Business	41	Associate Professor Emerita of Business Law
Kaye Martin	Ohio University, Lancaster	14	Associate Professor Emerita of Middle Childhood Education
Zanemvula Zakes Mda	College of Arts and Sciences	15	Professor Emeritus of English

Name	College/Unit	Years of Service	Title
Jan Palmer	College of Arts and Sciences	36	Associate Professor Emeritus of Economics
Nicolae H. Pavel	College of Arts and Sciences	27	Professor Emeritus of Mathematics
Mark W. Phillips	College of Fine Arts	33	Distinguished Professor Emeritus of Music
Rosemary Rossiter	College of Arts and Sciences	34	Professor Emerita of Economics
Frank Lee Schwartz	Heritage College of Osteopathic Medicine	13+	Professor Emeritus of Specialty Medicine
Peter J. Souza	Scripps College of Communication	1	Professor Emeritus of Visual Communication
Robert Stanley Staron	Heritage College of Osteopathic Medicine	31	Associate Professor Emeritus of Anatomy
Quoc-Phong Vu	College of Arts and Sciences	22+	Professor Emeritus of Mathematics (Posthumous)
A. Michael Williford	Office of the Executive Vice President and Provost	31	Associate Provost Emeritus

OHIO UNIVERSITY

Interoffice Communication

Date: June 5, 2017

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. Factors considered in these recommendations include length of service, quality of teaching and/or research, contributions to the University and committee work, and services to society beyond the University. These nominations have been recommended by the Provost and the President.

REVISED REGIONAL CAMPUS COORDINATING COUNCIL BY-LAWS

RESOLUTION 2017 -

WHEREAS, Ohio University benefits from the close relationship between its regional campuses and the communities they serve, and

WHEREAS, Regional Campus Coordinating Councils provide regular opportunities for feedback on campus plans regarding academic programming, relationships with governmental and administrative agencies, and campus facilities, and

WHEREAS, Regional Campus Coordinating Councils are regularly consulted on matters of public concern, and

WHEREAS, Regional Campus Coordinating Councils provide leadership for campus development initiatives, and

WHEREAS, the Regional Campus Coordinating Councils By-Laws periodically are reviewed and revised, and

WHEREAS, the Regional Campus Coordinating Councils participated in the most recent review and revision of the by-laws and approved the recommended revisions, and

WHEREAS, the proposed revisions have been approved by the Regional Deans, and

WHEREAS, the Executive Vice-President and Provost recommends approval of the proposed revisions to the Regional Campus Coordinating Council By-Laws.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees approves the proposed revisions to the Regional Campus Coordinating Council By-Laws, attached hereto as Exhibit A, which will go into effect on August 24, 2017.

Exhibit A

Coordinating Councils for the Regional Campuses of Ohio University

By-Laws

Article I

Establishment of Councils

Section 1. Since by law of the State of Ohio, "there shall be and forever remain in the said university, a body politic and corporate, by the name and style of 'The President and Trustees of the Ohio University,'" the Ohio University Board of Trustees, hereinafter referred to as the Board, chooses to establish and confer, through these by-laws, certain responsibilities and prerogatives, regarding consultation and communication, to Regional Coordinating Councils of the University's regional campuses, hereinafter referred to as Coordinating Councils. All actions of Councils must be consistent with Board policies and procedures.

Section 2. No by-law shall be enacted, amended, or repealed, except by a majority vote of the Board, and then only after thirty days notice of a proposed change has been given to all members of the Board.

Article II

Officers of the Councils and Their Duties

Section I. Officers of the Coordinating Councils shall be as follows:

(a) Chair

(b) Vice-Chair/Secretary

Section 2. The Chair shall preside at all meetings of the Council, and unless otherwise ordered by the Council, shall have the authority to appoint members of and fill vacancies on all standing and special committees. Subject to these by-laws, the Chair shall fix the date and time of all regular and special meetings, and perform such other duties as may be pertinent to the office.

Section 3. The Vice-Chair/Secretary, in the absence or incapacity of the Chair, shall assume the duties and obligations of the Chair. The Vice-Chair/Secretary shall keep minutes of all Council meetings and shall promptly distribute copies of same to all Council members, the Executive Dean for Regional Higher Education, and the Dean of the respective regional campus. The Vice-Chair/Secretary shall be responsible for the orderly preservation of all records pertaining to Council business, and shall perform all other duties usual to the office or imposed by the Chair or by Council action. To aid the Vice-Chair/Secretary of a Coordinating Council, the Dean of the Regional Campus shall serve as liaison between the Vice-Chair/Secretary and the administration and shall be responsible for obtaining clerical assistance for implementing the functions of the Vice-Chair/Secretary.

Article III

Election of Officers

Section 1. The Chair and Vice-Chair/Secretary shall be elected annually by the Council at its last meeting of the fiscal year.

Section 2. The Chair and Vice-Chair/Secretary shall each serve for one year and shall be eligible for re-election to their respective offices for a period of up to three years.

Article IV

Membership of Councils

Section 1. Each member of the Coordinating Council shall be appointed by the President with the approval of the Board. Members currently appointed at the time of approval for these by-laws shall complete their terms as originally appointed.

Section 2. Each Coordinating Council shall be comprised of nine members, all of whom must be residents of the communities served by the campus. Appointments shall be for a period of three years, with reappointment possible for a maximum of three terms. No person who has served two years or more to complete a term that was vacated can serve more than two additional three-year terms. However, previous Council members may be reappointed after a reasonable length of time. At their discretion Councils may designate retired members, who served three terms, as "emeritus" members of the Council, and include emeriti in occasional meetings or activities that are deemed by the Chair and the Dean to benefit the campus.

Section 3. At its discretion, each Council may appoint up to two non-voting student members of the Council. Student members will participate in all normal deliberations of the Council, except for the annual and comprehensive evaluation of the Dean of the regional campus. Qualifications for student members and procedures for selecting those members will be determined by the Council in consultation with the Dean. Appointments shall be for two years and, if there are two members, these terms shall be staggered.

Section 4. In the case of a vacancy occurring during a member's term, the appointment shall be for the unexpired period of the term.

Section 5. Ex-officio members.

(a) The Dean of a regional campus shall be an ex-officio, non-voting member of that campus' Coordinating Council, and

(b) The Executive Dean for Regional Higher Education shall serve as an ex-officio, non-voting member of each Coordinating Council. Ex-officio members shall be notified of meetings and shall receive minutes of Council meetings.

Article V

Meetings

Section 1. Regular Meetings of Coordinating Councils. The Coordinating Councils shall hold no fewer than three regular meetings a year on their respective campuses. Normally, there should be at least one meeting during fall term and two meetings during spring term. Meetings are typically not held during summer term.

Section 2. Special Meetings. Special meetings may be held upon the call of the Chair, or upon the written request to the Vice-Chair/Secretary of three voting Council members.

Section 3. Notice of Meetings. Except in cases of emergency, the Vice-Chair/Secretary shall give at least five days notice of all meetings to Council members and to the ex-officio members.

Section 4. Attendance. It shall be the policy of the Councils to expect full attendance at all meetings of the Council and Committees. Excuses for absence from meetings shall be communicated to the Campus Dean or to the Chair of the Council at least two days before meetings. The Council reserves the right to pass on the reasonableness of excuse for absence. Persistent unreasonable absences shall be cause, at the pleasure of the Chair, for reporting such delinquency to the appointive authority of the President.

Section 5. Quorum. For the purpose of doing business, a majority of the voting members of the Council shall constitute a quorum.

Section 6. Agenda. The Chair of the Coordinating Council and the Campus Dean, in consultation with the Executive Dean for Regional Higher Education, except in emergencies, shall prepare a suggested agenda of each Coordinating Council meeting.

Article VI

Responsibilities and Prerogatives of Councils

Section 1. The general and essential function of the Councils is to ensure, for the University and the regional communities they serve, that there exist opportunities for sharing of information and exchange of viewpoints and ideas between members of the communities and the appropriate University officials. Councils shall be provided information about and have opportunity to examine, discuss, and advise upon the following specific matters:

(a) solicitation of funds in support of the campus;
(b) relations with local, state, and federal legislative and administrative agencies;
(c) naming, location, and maintenance of the respective regional campus plant and grounds;
(d) appointment, evaluation or termination of their respective campus dean; and
(e) capital improvement planning and construction of new buildings.

Section 2. Councils should be consulted regularly on other matters of concern to the local community, including the need for specific educational programs, public relations, alumni affairs, implications of tuition and fee increases, and other similar matters.

Article VII

Committees

Section 1. Ad hoc committees, consisting of no fewer than three members each, may be appointed by the Chair of Council as necessary.

Section 2. Only voting Council members shall be eligible to serve as chair of committees.

Section 3. The Chair of a Council shall be an ex-officio member of all committees; however, the Chair is not eligible to serve as voting member of any committee.

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

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

Re: **Revision of Regional Campus Coordinating Council By-Laws**

Given that the Regional Campus Coordinating Councils serve as a vital link between the regional campuses and their communities, the by-laws under which they operate should be reviewed and updated periodically to ensure their alignment and currency with Ohio University policies, procedures, and administrative structures. Among the significant changes to university structures and practices since the current version was enacted in 2006 are the switch from quarters to semesters, the separation of University Outreach into eLearning and Regional Higher Education, and the realignment of the regional campuses under the Executive Vice President and Provost.

The most significant change to the existing by-laws is the combining of the offices of Vice-Chair and Secretary into one position. While the combining of these positions was allowable under the existing by-laws, the Regional Campus Coordinating Councils felt that the effectiveness and efficiency of this structure has been established through many years of practice. Because the regional deans assign an administrative assistant to help keep minutes and to preserve records the Councils do not assign these duties to one of their members. Should there be other duties that might be assigned to a Secretary, they will be assumed by the Vice-Chair. *Article II, Section 4*, which detailed the duties of the Secretary has been removed.

Language regarding the timing of the three meetings each year has been altered to fit the semester system and titles have been changed to align with current positions and reporting lines.

Over the course of AY2017 the five Regional Campus Coordinating Councils were asked to review the current by-laws and to suggest revisions. The recommended changes have been reviewed and endorsed by each of the councils.

Coordinating Councils for the Regional Campuses of Ohio University

By-Laws

Article I

Establishment of Councils

Section 1. Since by law of the State of Ohio, "there shall be and forever remain in the said university, a body politic and corporate, by the name and style of "The President and Trustees of the Ohio University,"" the Ohio University Board of Trustees, hereinafter referred to as the Board, chooses to establish and confer, through these by-laws, certain responsibilities and prerogatives, regarding consultation and communication, to Regional Coordinating Councils of the University's regional campuses, hereinafter referred to as ~~Regional~~ Coordinating Councils. All actions of Councils must be consistent with Board policies and procedures.

Section 2. No by-law shall be enacted, amended, or repealed, except by a majority vote of the Board, and then only after thirty days notice of a proposed change has been given to all members of the Board.

Article II

Officers of the Councils and Their Duties

Section I. Officers of the ~~Regional~~ Coordinating Councils shall be as follows:

(a) Chair

(b) Vice-Chair/Secretary

~~(c) Secretary~~

Section 2. The Chair shall preside at all meetings of the Council, and unless otherwise ordered by the Council, shall have the authority to appoint members of and fill vacancies on all standing and special committees. Subject to these by-laws, the Chair shall fix the date and time of all regular and special meetings, and perform such other duties as may be pertinent to the office.

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

~~*Section 4.* In fulfilling the responsibilities of~~T ~~The Secretary, t~~he Vice-Chair/Secretary~~y~~ shall keep minutes of all Council meetings and shall promptly distribute copies of same to all Council members, ~~and~~ the Executive ~~Vice President~~ Dean for Regional Higher Education, and the Dean of the respective regional campus. The Secretary shall be responsible for the orderly preservation of all records pertaining to Council business, and shall perform all other duties usual to the office or imposed by the Chair or by Council action. To aid the Secretary of a ~~Regional~~ Coordinating Council, the Dean of the Regional Campus shall serve as liaison between the Secretary and the administration and shall be responsible for obtaining clerical assistance and for implementing the functions of the Secretary.

Article III

Election of Officers

Section 1. The Chair and, Vice-Chair/, and Secretary shall be elected annually by the Council at its last meeting of the fiscal year.

Section 2. The Chair and, Vice-Chair/, and Secretary shall each serve for one year and shall be eligible for re-election to their respective offices for a period of up to three years. At the discretion of the council, the same individual may be elected to serve as Vice-Chair/ and Secretary.

Article IV

Membership of Councils

Section 1. Each member of the Regional Coordinating Council shall be appointed by the President with the approval of the Board. Members currently appointed at the time of approval for these by-laws shall complete their terms as originally appointed.

Section 2. Each Regional Coordinating Council shall be comprised of nine members, all of whom must be residents of the communities served by the campus. Appointments shall be for a period of three years, with reappointment possible for a maximum of three terms. No person who has served two years or more to complete a term that was vacated can serve more than two additional three-year terms. However, previous Council members may be reappointed after a reasonable length of time. At their discretion Councils may designate retired members, who served three terms, as "emeritus" members of the Council, and include emeriti in occasional meetings or activities that are deemed by the Chair and the Dean to benefit the campus.

Section 3. At its discretion, each Council may appoint up to two non-voting student members of the Council. Student members will participate in all normal deliberations of the Council, except for the annual and comprehensive evaluation of the Dean of the regional campus. Qualifications for student members and procedures for selecting those members will be determined by the Council in consultation with the Dean. Appointments shall be for two years and, if there are two members, these terms shall be staggered.

Section 4. In the case of a vacancy occurring during a member's term, the appointment shall be for the unexpired period of the term.

Section 5. Ex-officio members.

(a) The Dean of a regional campus shall be an ex-officio, non-voting member of that campus' Regional Coordinating Council, and

(b) The Executive Vice President Dean for Regional Higher Education shall serve as an ex-officio, non-voting member of each Regional Coordinating Council. Ex-officio members shall be notified of meetings and shall receive minutes of Council meetings.

Article V

Meetings

Section 1. Regular Meetings of Regional Coordinating Councils. The Regional

Coordinating Councils shall hold no fewer than three regular meetings a year on their respective campuses. Normally, there should be at least one meeting during fall term and two meetings during spring term. Meetings are typically not held during summer term. ~~each academic term, except summer.~~

Section 2. Special Meetings. Special meetings may be held upon the call of the Chair, or upon the written request to the Vice-Chair/S~~s~~ecretary of three voting Council members.

Section 3. Notice of Meetings. Except in cases of emergency, the Vice-Chair/Secretary shall give at least five days notice of all meetings to Council members and to the ex-officio members.

Section 4. Attendance. It shall be the policy of the Councils to expect full attendance at all meetings of the Council and Committees. Excuses for absence from meetings shall be communicated to the Campus Dean or to the Chair of the Council at least two days before meetings. The Council reserves the right to pass on the reasonableness of excuse for absence. Persistent unreasonable absences shall be cause, at the pleasure of the Chair, for reporting such delinquency to the appointive authority of the President.

Section 5. Quorum. For the purpose of doing business, a majority of the voting members of the Council shall constitute a quorum.

Section 6. Agenda. The Chair of the ~~Regional~~ Coordinating Council and the Campus Dean, in consultation with the Executive ~~Vice President~~ Dean for Regional Higher Education, except in emergencies, shall prepare a suggested agenda of each ~~Regional~~ Coordinating Council meeting.

Article VI

Responsibilities and Prerogatives of Councils

Section 1. The general and essential function of the Councils is to ensure, for the University and the regional communities they serve, that there exist opportunities for sharing of information and exchange of viewpoints and ideas between members of the communities and the appropriate University officials. Councils shall be provided information about and have opportunity to examine, discuss, and advise upon the following specific matters:

(a) solicitation of funds in support of the campus;
(b) relations with local, state, and federal legislative and administrative agencies;
(c) naming, location, and maintenance of the respective regional campus plant and grounds;
(d) appointment, evaluation~~,~~ or termination of their respective campus dean; and
(e) capital improvement planning and construction of new buildings.

Section 2. Councils should be consulted regularly on other matters of concern to the local community, including the need for specific educational programs, public relations, alumni affairs, implications of tuition and fee increases, and other similar matters.

Article VII

Committees

Section 1. Ad hoc committees, consisting of no fewer than three members each, may be appointed by the Chair of Council as necessary.

Section 2. Only voting Council members shall be eligible to serve as chair of committees.

Section 3. The Chair of a Council shall be an ex-officio member of all committees; however, the Chair is not eligible to serve as voting member of any committee.

APPOINTMENT TO REGIONAL COORDINATING COUNCILS

RESOLUTION 2017 -

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

Rachel Foster	Reappointment of a third three-year term beginning July 1, 2017, and ending at the close of business June 30, 2020.
Deb Russell	Reappointment of a second three-year term beginning July 1, 2017, and ending at the close of business June 30, 2020.

Ohio University - Eastern

Aaron Bruggeman	Reappointment of a second three-year term beginning July 1, 2017, and ending at the close of business June 30, 2020.
Jennifer Compston-Strough	For a three-year term beginning July 1, 2017, and ending at the close of business June 30, 2020, vice Keith Sommer, whose term expired.
Perry Nardo	Reappointment of a third three-year term beginning July 1, 2017, and ending at the close of business June 30, 2020.
Harry White	Reappointment of a third three-year term beginning July 1, 2017, and ending at the close of business June 30, 2020.

Ohio University - Lancaster

Theresa Byers	For a three-year term beginning July 1, 2017, and ending at the close of business June 30, 2020, vice Tonya Hixenbaugh, whose term expired.

Judith M. Root	For a one-year term beginning July 1, 2017, and ending at the close of business June 30, 2018, vice Robert Clark, who resigned.
Mareion Royster	Reappointment of a third three-year term beginning July 1, 2017, and ending at the close of business June 30, 2020.
David L. Scheffler	For a three-year term beginning July 1, 2017, and ending at the close of business June 30, 2020, vice Amy Eyman, whose term expired.
Chris Veidt	Reappointment of a second three-year term beginning July 1, 2017, and ending at the close of business June 30, 2020.

Ohio University - Southern

Vincenzo Fressola	For a three-year term beginning July 1, 2017, and ending at the close of business June 30, 2020, vice Keith Molihan, whose term expired.

Ohio University - Zanesville

Michael Bullock	Reappointment of a third three-year term beginning July 1, 2017, and ending at the close of business June 30, 2020.
John Ulmer	Reappointment of a third three-year term beginning July 1, 2017, and ending at the close of business June 30, 2020.

OHIO UNIVERSITY

Interoffice Communication

Date: June 5, 2017

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 Councils serve as a vital link between the regional campuses and their communities regarding academic programming, relationships with governmental and administrative agencies, and campus facilities.

The resolution includes appointment of five new members for FY 2018 as well as reappointments for the returning members. Enclosed are resumes for new appointees

- Jennifer Compston-Strough for the Eastern campus,
- Theresa Byers for the Lancaster campus,
- Judith M. Root for the Lancaster campus,
- David L. Scheffler for the Lancaster campus, and
- Vincenzo Fressola for the Southern campus.

Jennifer Compston-Strough
Box 302 Green St.
Belmont, Ohio 43718
Home Phone 740-484-1138; Cell 740-296-8389

PROFESSIONAL EXPERIENCE

2015-Present ***Managing Editor – The Times Leader, Martins Ferry, Ohio***
As Managing Editor of the newspaper that serves as "The Voice of Eastern Ohio," my responsibilities include managing all editorial department staff, ensuring balanced and accurate reporting and establishing a clear editorial voice for the publication.

2013-2015 ***Director of Advancement and STEM Education – Olney Friends School, Barnesville, Ohio***
Fundraising, admissions, marketing, communications and alumni relations are critical to any independent school. In addition to performing these crucial functions, I spearheaded the $500,000 renovation of a former elementary school that we transformed into a state-of-the-art high school science center.

2006-2013 ***City Editor - The Intelligencer/Wheeling News-Register, Wheeling, WV***
The city desk is the hub of the newsroom, where stories are cleaned up and polished, reporters seek guidance and each edition receives the final stamp of approval. As City Editor, I also generated story ideas, set coverage areas, trained new reporters and helped experienced reporters refine their skills.

2003-2006 ***Assistant City Editor - The Intelligencer/Wheeling News-Register***

1999-2003 ***Marshall County Bureau Chief - The Intelligencer/Wheeling News-Register***

1998-1999 ***Ohio Bureau Chief & Staff Writer – The Intelligencer/Wheeling News-Register***

2012 ***Adjunct Instructor - Belmont College, St. Clairsville, Ohio***
Part-time History instructor; also taught Pre-Algebra, Algebra I, Algebra II in the 1990s.

1994-1998 ***School Teacher - GNM Educational Resource Center/Union Local School District***
One year teaching gifted and talented students in Monroe County. Three years as a substitute teacher, including long-term assignments in grades 4 and 8. Served Union Local, St. Clairsville and Barnesville schools. Tutoring and intervention.

EDUCATION

1996 Secondary teaching certificate; graduate work, *Franciscan University of Steubenville*

1994 Bachelor of Arts in History and graduate work, *Wright State University, Dayton, Ohio*

1988 High school diploma, *Union Local High School, Belmont, Ohio*

AWARDS RECEIVED/PROFESSIONAL MEMBERSHIPS

- West Virginia Press Association Better Newspaper Contest: Best Written News Story 2006; 1st Place Court Coverage 2005; 1st Place Governmental Affairs 2003; Third place General Excellence 2006; additional awards 1999, 2001, 2006
- Special Citation, The Education Writers Association 2001 National Awards
- Rotary International, 2001-2006 and 2010-2013, Moundsville & St. Clairsville
- Marshall County Chamber of Commerce Board of Directors, 2002-2004
- Editorial Board for The Intelligencer/Wheeling News-Register 2003-2013

Theresa Byers, IOM

104 Prestfield Circle
Pickerington, OH 43147

Home: (614) 694-4715
Cell: (330) 715-5033
Email: tdtbyers@att.net

SUMMARY OF QUALIFICATIONS

A self-motivated, mission-driven Chamber professional who is acclimated to taking on diverse responsibilities in a professional and results-oriented manner. Solid top-level project planning and coordination skills. Works effectively in high-stress,, time sensitive and high-profile environments. Possesses outstanding communication skills and is well versed in many forms of software and hardware applications. Experienced in office administration, marketing, grant management, benefit programming, volunteer management and fiscal management.

PROFESSIONAL EXPERIENCE

2014-Present: Pickerington Area Chamber of Commerce – Pickerington, OH
President
Report directly to 11 Member Board of Directors. Responsible for overall operation of the Chamber including, but not limited to; strategic planning, policy development, staff management and development, financial management, market development and member/public relations.

1. PLANNING –
    a. Establish relationship with outside consultant to begin first Strategic Plan in over 10 years.
    b. In coordination with Board and Ambassadors, review and evaluate all events for optimal revenue growth. In the first year, we implemented two new programs and removed two programs, which did not match the mission of the Chamber.
    c. Increased overall event ticket and sponsorship revenue by over 40% compared to previous year.
2. POLICY (internal and external) –
    a. Updated current office policies and procedures and added several new policies to stay up to date with current Chamber trends. Ensured all HR policies are in place and updated accordingly.
    b. Re-established relationships with local community partners to ensure a strong focus on collaboration and future economic growth.
    c. Review legislation, regulations and economic development proposals, liaisons with public officials and advocates for the needs of business at the local, state or federal level.
3. STAFF MANAGEMENT AND DEVELOPMENT –
    a. Recruited, hired, trained, and supervise part-time, while providing periodic performance reviews to maintain continual professional growth.
    b. Increased volunteer engagement within the Chamber while providing training and supervision as they help to recruit members and engage the business community.
4. FINANCIAL MANAGEMENT –
    a. Successfully negotiated sale of Chamber building to local municipality, which will allow the Chamber to invest funds for a future facility.
    b. Created and implemented 2015 and 2016 annual budget in conjunction with the Finance Committee and the Board of Directors.
    c. Approve all expenditures included in approved budget and prepare monthly financial reports.
    d. Reviewed all current contracts and managed expenses to ensure proper financial management. Updated phone service, changed payroll providers, upgraded membership plaques, and more, all to maintain fiscal responsibility to our members as they continue to invest.

5. MEMBER/PUBLIC RELATIONS –
    a. Evaluated communication tools used for members and the general public and streamlined them to bring a higher readership (32% open rate), and encourage visits to the Chamber website for additional communications.
    b. Re-established a positive image of the Chamber in the community by attending various events, meetings, and community functions.
    c. Created a calling campaign to say "thank you" to the members for their support.
    d. Attend governmental meetings and other functions as needed to ensure strong community partner relationships.

2011-2014: Union County Chamber of Commerce – Monroe, NC
Director, Events & Programs
Reported directly to Chamber President, and worked closely with 28 member Board of Directors to ensure fiscal responsibilities, including non-dues revenue and event management. Managed all capacities of AP/AR and front office administration.

- Established programming committee to assist with monthly luncheons and quarterly breakfast series speakers
- Scheduled, coordinated and executed 50+ events annually
- Developed programming and sought sponsorships and grants for Leadership Union programs
- Research and benchmark best practices for membership database and implement changes accordingly
- Assist in developing the annual budget for all programs and events
- Increased overall program/event net income by 56% since arrival in 2011 by increasing attendance, reducing expenses by negotiating with vendors, and by providing higher caliber speakers, which provides a better value for sponsorship dollars. This has impacted the bottom line of the Chamber by over $60,000 annually.
- Establish committee members to assist with monthly events as well as signature events (golf outing, annual meeting, business awards, reverse raffle, business expo and safety awards)
- Reconcile accounting for all events using ChamberMaster and QuickBooks
- Implement policies and procedures for all events to ensure proper execution
- Create weekly e-calendar updates and event flyers for marketing to members using ConstantContact
- Maintain sponsor relationships to help enhance their exposure
- Developed Women In Business program to add value to Chamber membership. This program in the first year grew to over 40 paid Women In Business Members, and by October 2014 having over 100 members and providing a $25,000 income impact on the Chamber's budget.
- Create and implement a quarterly Women In Business newsletter, which provides additional value for members
- Maintain all office contracts; manage accounting system, process payments, bank reconciliations, etc.
- Revised and updated the accounting process and developed procedures for monitoring financial performance measures
- Manage affinity programs
- Maintain and manage 30 member Ambassador Committee, and implemented Ambassador recognition program, which provides "free" advertising for their hard work of driving member retention

2006-2011: Greater Akron Chamber – Akron, OH
Manager, Benefits & Events; KNOW (Knowledgeable Network of Women) Program Manager
Reported to Vice President, Finance & Administration. Initially brought on staff to oversee affinity programs and manage the insurance broker program, which had a financial impact on the Chamber of over $350,000 per year. The position expanded to include management of the KNOW (Knowledgeable Network of Women) program, which included creating and developing a new volunteer management structure, a recognition program, and an added financial impact to the Chamber of $10,000 per year.

- Implemented and maintained eight affinity programs offered to chamber members
- Established and maintained relationships with insurance specialists to obtain chamber memberships through healthcare program
- Coordinated all broker events
- Coordinated RFP processes for all new or changed affinity program vendors annually
- Worked with program vendors to ensure chamber members are achieving a significant saving on the available programs
- Assisted in the development, negotiations, and implementation of the annual meeting with attendance ranging from 750-900 guests
- Coordinated with volunteers to assist in new member recruitment
- Developed programming for KNOW (Knowledgeable Network of Women) including, speakers, venue, and topics for quarterly luncheons which hosted 175 guests
- Coordinated with KNOW committee members and solicited feedback to ensure the program was bringing value to the members
- Updated database with member information and assisted in the implementation of WebLink (Chamber membership database)
- Established guidelines for KNOW committee members and established a succession plan
- Created and produced the first ever Women of the KNOW Calendar
- Received the Best Women's Networking program award from Cleveland's Business Connection Magazine in 2010 for the KNOW Program
- Assisted in developing the weekly email marketing campaign and maintained the on-going KNOW quarterly written newsletter.

2005-2006: North Hill Glass – Akron, OH
Office Manager/Bookkeeper/Customer Service

- Processed payroll for 15 employees including monthly wage/union payroll reports
- Implemented new accounting system (QuickBooks) to assist in updating an outdated bookkeeping process
- Managed all AP/AR transactions, monthly bank reconciliations, and provided financial data to accountant for auditing purposes
- Provided outstanding customer service for "walk-in" customers and phone orders
- Maintained accounts receivable reports by making customer collection calls
- Contacted customers upon order completion to ensure timely turn-around and customer service
- Ordered and maintained all office supply and material processes including specialty glass items

2002-2005 Speelman Electric – Tallmadge, OH
Residential Dispatcher

- Processed incoming customer service calls and maintain electrician scheduling
- Set-up and scheduled manager appointments for larger, customer re-wiring projects
- Processed all customers invoices as jobs were completed
- Maintained customer files to ensure proper recording of projects
- Prepared and provided estimates to customers for service calls and larger projects and followed up to ensure that all questions are answered
- Updated customer information in database
- Entered material reports for project analysis

1995-2002: Empire Wholesale Lumber Co. – Akron, OH
Accounts Payable/Freight Payable

- Processed all vendor invoices and in turn direct invoiced the customer.
- Handled all debit/credit requests for "Direct Billing" customers.
- Proofread all acknowledgements and invoices for accuracy prior to mailing.
- Faxed lumber reports to seven branch locations on a daily basis.
- Worked with salesmen on errors in shipping.
- Processed all freight invoices in database.
- Converted Canadian funds to U.S. funds for reload locations.
- Filed customer and vendor information daily.

PROFESSIONAL ASSOCIATIONS/TRAINING

2015 – Member of Central Ohio Chamber of Commerce (COCC) Professionals
2014-Current – Member of Reynoldsburg-Pickerington Rotary Club
2011-2014 – Member of Monroe Breakfast Rotary Club
2010-2011 – Member of Torchbearers, Akron, OH
2009 – Graduate of Leadership Boot Camp through YWCA Greater Cleveland
2009 – Participant in women's leadership mentoring circles
2007-2010 – Member of Young Professional's of Akron

EDUCATION

2012-2015 – Graduate of U.S. Chamber Institute for Organizational Management
1995-1996 – Attended University of Akron

Judith M. Root
2770 Boice Road
Lancaster, Ohio 43130

Judith M. Root 3-20-17

Judy Root is currently the president of Fairfield Federal Savings and Loan Association of Lancaster where she has worked since May 1973. She began her career there as a teller and has worked her way to the Association's top position. Mrs. Root is a director of the Association and leads all the meetings of the Board of Directors.

Mrs. Root is currently treasurer and a member of the Board of the Lancaster Festival, trustee for the Ohio Banker's League Ohio Bankers Benefit Trust and a member of the church council for First English Lutheran Church. She is also a lay worship leader for the Southern Ohio Synod of the ELCA and serves on their global mission's taskforce. She and her husband Steve were the co-chairs of the United Way of Fairfield County's 2016 fundraising campaign. Mrs. Root is a past president of the Lancaster Rotary Club and currently serves as the club's Youth Exchange chairman and co-chair of the Literacy committee. She and her husband have hosted 22 exchange students from 17 different countries, two of whom attended and graduated from Ohio University Lancaster.

David L. Scheffler, CPA-Retired

112 East Main Street, Suite 300

Lancaster, OH

614-395-9574 (Mobile)

Work Experience

Executive Director	Destination Downtown Lancaster, 2014 - 2017
Fine Art Photographer	Self-employed, 2009 - 2017
Elementary School Math & Science Teacher	ILG School, Pristina, Kosovo, Fall Semester 2010
Certified Public Accountant/Partner	Plante & Moran, PLLC, 12 years
Certified Public Accountant/Partner	NCOT Accounting & Consulting, Inc., 2 years
Certified Public Accountant/President	Scheffler CPA Group, Inc., 12 years
Certified Public Accountant/Partner	Groner, Boyle & Quillin, 10 years

Education

Ohio University	Bachelor of Business Administration - 1973, Summa Cum Laude

Professional Affiliations

Charleston Artist Guild & Gallery – Charleston, SC

Civic & Service Positions Held

Keller Market House, Board of Directors, 2015-2017, President, 2015-2017
Ohio Chamber of Commerce, Board of Directors, 1993 - 2013; Executive Committee, 1995 - 2013
Board Chair-Elect, 2001 - 2003, Board Chairman, 2003 – 2005
Fairfield Heritage Association, Board of Directors, 2016-2017
Fairfield County Airport Authority Board, 2004 - 2012, President, 2005 - 2012
Destination Downtown Lancaster, Board of Directors, 2009 - 2013, President, 2009 - 2012
Lancaster Special Improvement District, Board of Directors, 2012 - 2014
Charleston Artist Guild, Board of Directors, 2012 - 2014, Vice-President, 2012 – 2013, President, 2013 - 2014
Fairfield Heritage Trail Association Board/Treasurer, 2001 - 2017
Downtown Lancaster Revitalization Steering Committee, 1998 - 2003
1995 White House Conference on Small Business, Elected Delegate, Ohio Delegation Chairman, 1994 - 1996
Ohio Small Business Council, Board 1989 -1999; Executive Committee, 1990 - 1999;
Board Chairman, 1993 & 1994
Ohio University WOUB TV and Radio, Advisory Board, 2002 - 2008
Independent Accountants International, Board of Directors, 1993 - 1997; Vice-Chairman for North American Region and Executive Committee, 1996 - 1997
Lancaster-Fairfield County Chamber of Commerce, Board of Directors, 1989 - 1995;
President, 1994; Chairman of the Small Business Division, 1989 - 1992
Ohio University at Lancaster Advisory Council, 1995 - 2003; Chairman Bicentennial Fundraising Campaign, 2002 - 2003
Fairfield County Foundation, Charter Trustee, 1990 - 1993
Lancaster Country Club, Board of Governors and Executive Committee, 1983 - 1988; President, 1987
Rotary International, Lancaster Club, Board of Directors, 1985 - 1987, 1989 – 1991; Sherman Club, 2010 - 2017
Rotary Foreign Exchange Program, Hosted three foreign students

Awards & Honors

U.S. Small Business Administration 1995 Ohio Accountant Small Business Advocate of the Year
Lancaster-Fairfield County Chamber of Commerce 1993 Small Business Advocate Award

Personal Data

Married, 6 children, 18 grandchildren
Age 68

Other

Private pilot, with instrument rating
U.S. Army, 1970 -1971, Military Policeman, Honorable Discharge

Submitted to OHIO UNIVERSITY ; Dean Nicole Pennington

OU Southern Campus- Ironton & Proctorville

BIOGRAPHY; Vincenzo Fressola, Architect , MBA



ARCHITECTURE
INTERIORS
DESIGN

Vincenzo Fressola was born and raised in Greenwood Lake NY, a small town in the Hudson Valley area near West Point and about 1 hour from New York City. Vincenzo moved to the Tristate area in 2007. Prior to living here in Russell, he had his own Architecture studio in Manhattan for 7 years designing an array of projects from medical facilities, commercial offices, retail shops, restaurants, as well as bars & a nightclub.

Vincenzo earned his Bachelor of Architecture degree from the nationally accredited Pratt Institute in Brooklyn NY after he received an Associates in Applied Science for Architecture & Construction technologies from State University of NY Orange County Community College, on the Dean's list. Vincenzo graduated from Tuxedo High School, where he received his Regents diploma & a Scholarship to attend the community college.

Vincenzo is also, of course, an Ohio University alumnus, where he earned his Master's degree, a PMBA in 2010 with the international component abroad at The Institute of Alberto Olivetti (ISTAO) in Ancona, Italy in 2009.

Since relocating here to the area with his family, he has been very active professionally and volunteering in the community with various charities and organizations;

Vincenzo has been a member of the Ashland Alliance for the past 8 years, which is the bi-county Chamber of Commerce for Boyd & Greenup counties in KY. He opened VF Design & Consulting LLC in 2008 and filed with the KY Secretary of State to provide his services to his new home.

Joining forces with local area Architect Shawn Walker, they formed Walker-Fressola, Architects & Designers in 2010 as a collaborative to provide professional services to the Tri-State region. Projects of note that were designed by the firm are;

ACTC Early Childhood Education center in Ashland on Ramey St.

KCU Football field installation and stadium bleacher construction, Grayson KY.

Flatwoods Volunteer Fire Department building on Powell Lane.

Boyd County EMS garage expansion and offices on Greenup Ave., Ashland KY.

Ashland National Guard Armory renovation and roof replacement project.

Olive Hill National Guard Armory bathroom and locker room upgrades.

In 2012, Walker Fressola was nominated for the Morehead State Univ. Small Business Awards of Northeast Kentucky, which spans the Tri County area of Boyd, Greenup & Carter. Vincenzo was presented with the Mainstreet Small business award and the grand prize of the Small Business of the Year title award.

A 2009 Graduate of the Community Leadership Development program, which is a once a week, full day excursion dedicated to learning about region hosted by the bi-county Ashland Alliance for 6 weeks to explore healthcare, education, government, law & legal, business and non-profit charity organizations.

Leadership Tristate graduate in 2010 ; an 8 week program, one day a week, sponsored by The Foundation for the Tristate to enhance and educate citizens to the myriad of hidden operations and the municipal workings of the greater region.

KY State Police Citizens Academy graduate in 2013 from the 10 week program that exposes common people to the activities involved in police training. He was exposed to fire arms & ballistics, driving techniques, self-defense, crime scene forensics, traffic and drug bust protocol, as well as inter agency coordination around the area.

He has been active with the Greenup County Habitat for Humanity participating on 2 new house builds in the Flatwoods area- Wheeler St and Vallence St in 2010 & 2014 respectively. Lending his expertise and construction labor to the Habitat team and the homeowners sweat equity.

Upward Sports; Vincenzo was asked to coach the Christian based sports league in 2011 and has been Basketball coach since. First he volunteered with First Baptist Church in Ashland and now assists with Bridges Christian Church in Russell. A noncompetitive, Christ based national organization, he has coach for the past 6 years with his son Enzo on his teams!

Organization Membership and Organization Boards;

Arts Council of NE KY; for 4 years of downtown Arts Center activity, he was involved with the first 'Big Read' art show and first Downtown Arts & Lofts tour. The Council was based in the Pendleton Arts Center on Winchester Ave.

Ashland Mainstreet; he promoted the organizations initiative to reach absentee landlords, built the signature event, First Fridays, into the anticipated monthly gathering it has become spanning 3 blocks of downtown , pioneered the first downtown St Patrick's day event as well as the first Oktobertfest for Ashland.

Highlands Museum & Discovery Center; a Board member for over 4 years with transition of 3 executive directors during the same period, he was very busy to say the least. Vincenzo was co-chair for the museums largest fundraiser at the time, raising over $15,000. Prior to departing the position, he wrote a strategic plan and plan that was implemented to help the Museum survive which was successfully adopted.

Ashland Rotary Club; Vincenzo joined in 2008- he accelerated through the ranks from Sergeant of Arms, Community Service Chair and Vice President to becoming President for the 2012-13 year. During his term, he initiated the

installation of Rotary signs around town, Ohio River clean up with the 6 state, Orsanco operation, and hosted a Group Study Exchange with a team from France touring the East KY District 6740. Since 2013, Vincenzo has been the District Membership chair for the 38 clubs of Dist. 6740 where he promotes ideas to retain and grow membership. He attended the Rotary International Convention in Lisbon, Portugal as well as regional seminars in Kansas City and Cincinnati. He has also attended the annual club assembly/conference around the district and has presented seminars on the topic.

Bellefonte Country Club; Vincenzo joined the club with his family in 2007 and was asked to be a member on the House committee since 2010. He rose to House Chairman where he oversaw the capital improvement projects of a new 10,000 sq. ft. roof replacement, AC Mech replacements, Kitchen renovation and upgrades with a total project budget of $300,000 over the three year term. He was asked to join the BCC Board of Directors from 2013 – 2015 where he was also appointed member of the Strategic Planning Committee.

Ohio University Southern; worked with the community development officer to reach out and engage business and alumni to support the mission of OU. Vincenzo was chairman of The Promise Campaign Dean's Gala under two OU Southern deans- Dean Bill Willan and Dan Evans for 2013 & 2014, respectively. The campus raised almost $20,000 each event to contribute to the 5 year Promise campaign efforts as well as the School of Nursing and the Equestrian program.

Russell Flatwoods Little League; Vincenzo was asked to join the board of 12 fathers in 2015. This chapter of the National Little league association hosts almost 400 children each year on the 3 fields of a baseball complex located off Reed St in Flatwoods KY. During his year on the Board, the board resurrected the Jerald & Joyce Witten baseball field that had been left by the city in disrepair, due in small part to his friendship with Mr. Witten. The RFLL now has 4 fields, with lights, upgraded infield surfaces, drainage, and also hosts girls softball & the 'challenger' league for special needs kids!

Vincenzo resides in Russell KY with his wife, Dr. Michele Friday and their lovely children, Vinessa Gabriella, 13, and Enzo Phoenix, 10 who both attend Russell Independent Schools and are straight A students! He likes to travel annually, in the US & abroad, and enjoys the great outdoors in all seasons. He hopes to finish rebuilding his 1968 Ford Mustang that he had since High School !

Thank you for your time and consideration.

Sincerely,

Vincenzo Fressola

Vincenzo Fressola, B Arch, MBA
Architect & Project designer

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

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

Re: **Preliminary Summer Enrollment**

Student-based revenue from tuition and subsidy impacts the budget of the institution. Craig Cornell, Senior Vice Provost for Strategic Enrollment Management, will provide up-to-date information for the Summer Term.

- Preliminary enrollment analysis by modality (undergraduate, graduate, etc.) will be shared.
- Analysis by both headcount and FTE will demonstrate the challenging market that summer enrollments continue to demonstrate.

June 22, 2017

Enrollment Update, Summer 2017

Tab #; pg

Preliminary Enrollment Update, Summer 2017

All Information as of 5/25/17

Unduplicated Headcount

	2016	2017	Difference
Athens Undergraduate (includes eLearning)	8,854	8,451	-403
Athens Graduate (includes all campuses and eLearning)	3,641	3,859	218
Medical	182	225	45
RHE – all campuses	2,563	2,380	-183
TOTAL – all campuses	15,240	14,915	-325

Preliminary Enrollment Update, Summer 2017

All Information as of 5/25/17

Unduplicated Full Time Equivalent (FTE)

	2016	2017	Difference
Athens Undergraduate (includes eLearning)	3,961.4	3,793.8	-167.6
Athens Graduate (includes all campuses and eLearning)	1,756.2	1,793.6	37.4
Medical	182.0	225.0	43.0
RHE – all campuses	1,357.7	1,284.9	-72.9
TOTAL – all campuses	7,257.3	7,097.3	-160.1

REPORTING DUPLICATE PROGRAMS

RESOLUTION 2017 –

WHEREAS, Section 3345.35 of Ohio Revised Code requires that boards of trustees evaluate courses and programs based on enrollment and student performance, and

WHEREAS, the Ohio Governor's Task Force on Affordability and Efficiency recommended reporting on duplicate programs within an assigned geographical region of the state and with co-located campuses, and

WHEREAS, associate and bachelor degree programs identified as duplicative within the Southeast region and co-located campuses have been assessed as not targeted or being considered for action, and

WHEREAS, the Initial Report on Duplicate Programs was submitted to the Chancellor's office of the Ohio Department of Higher Education on April 30, 2017;

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby affirms the Initial Report on Duplicate Programs.

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

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

Re: Duplicative Programs Reporting

Following Section 3345.35 of the Ohio Revised Code that boards of trustees evaluate courses and programs based on enrollment and performance, the Governor's Task Force on Affordability and Efficiency recommended "Institutions should consider consolidating programs that are duplicated at other college and universities in their geographical region."

The Ohio Department of Higher Education has placed Ohio University in the Southeast region along with Shawnee State University. Four associate degree and seventeen bachelor degree programs were listed as duplicative between our institutions. Further, one degree program between the co-located campuses of Ohio University-Zanesville and Zane State Community College was identified.

On April 30, 2017, Ohio University submitted its Initial Report on Duplicative Programs to the Chancellor's office in the Ohio Department of Higher education that described processes used to evaluate the duplicative programs, provided a list of programs not targeted for action and the rationale for the decision, and provided a list of duplicate programs being considered for action. This effort utilized Institutional Research data while working with the departments/schools and the colleges to evaluate program quality, centrality to the University mission, cost-effectiveness, reputation and ranking, relation to other degrees, and demand. Other review factors included student retention and completion, "in-demand jobs", student placement in graduate/professional schools, scholarly productivity of faculty and students; attainment of specialized accreditation; and areas of specialization. The potential for collaboration with other institutions or potential for program elimination was considered. This Initial Report is presented for your review and includes affirmation of the programs not targeted for action and those shown as being considered for action.

Next steps include a progress report to be submitted by the chief academic officer (i.e., provost) to the Chancellor on the actions being evaluated on each targeted duplicative program by September 30, 2017. A final action report, due December 31, 2017, is to be submitted by the Board of Trustees to the Chancellor, indicating the decisions made for each targeted program and a timeline for action. An update including information on the progress report will be provided to the Board at the October, 2017 meeting and Board action affirming the final action report will occur at the January, 2018 meeting.

Ohio University
Initial Report on Duplicate Programs
April 2017

Ohio University submits the following report on Duplicative Programs as requested by the Ohio Department of Higher Education (ODHE) relevant to the recommendation of the Governor's Task Force on Affordability and Efficiency that "Institutions should consider consolidating programs that are duplicated at other colleges and universities in their geographic area."

This Initial Report on Duplicate Programs will be reviewed by the Ohio University Board of Trustees at its meeting during June 22-23, 2017.

Ohio University was placed in the Southeast region along with Shawnee State University. Four Associate degree and 17 Bachelor degree duplicate programs are identified in the data provided. Also, Ohio University has one duplicate program identified in a co-located campus between Ohio University-Zanesville and Zane State College.

University academic leadership was provided with the EXCEL data spreadsheets compiled by ODHE and the requested format for reporting. Academic colleges were instructed to review the data pertinent to degree programs they offer and provide feedback on what actions, if any, would be required regarding duplication. A concordance of Classification of Instructional Programs (CIP) codes with Ohio degree programs from 2012 through summer 2016 was requested and degrees awarded in these programs were obtained through internal Oracle Business Intelligence (OBI) reporting by the Office of Institutional Research.

Ohio University transitioned from a quarter-based to a semester-based instructional calendar in Fall 2012, a period which overlaps with degrees reported to the Higher Education Information (HEI) system and that was used by ODHE in compiling the lists of duplicate programs. In that transition consolidation and elimination of some degree programs occurred in Art, Biological Sciences, English, History, Mathematics, etc. across the Ohio University campuses.

I. Ohio University Programs **not targeted** for action

Program Title (Associate Degrees)	**CIP**	**Ohio Academic Program(s)**
Business Administration and Management, General	520201	AA5006
Humanities / Humanistic Studies	240103	AA1114
Management Information Systems, General	521201	AA5010
Registered Nursing / Registered Nurse	513801	AA2342

Program Title (Bachelor Degrees)	CIP	Ohio Academic Program(s)
Art / Art Studies, General	500701	BA5050
		BF5051
Biology / Biological Sciences, General	260101	BS2507
Business Administration and Management, General	520201	BB1926
		BB6120
		BB6122
		BB6126
		BB6158
		BS5511
Chemistry, General	400501	BA3311
		BS1904
		BS3310
		BS3311
		BS3312
		BS3313
		BS3314
		BS3315
		BS3316
English Language and Literature, General	230101	BA1916
		BA5234
Fine / Studio Arts, General	500702	BA1939
		BF1940
Geology / Earth Science, General	400601	BA3321
		BS1948
		BS3321
		BS3323
History, General	540101	BA1909
		BA4211
		BA4214
International Relations and Affairs	450901	BA4409
Marketing / Marketing Management, General	521401	BB6127
Mathematics, General	270101	BA3101
		BS1903
		BS3101
		BS3106
Psychology, General	420101	BA4101
		BA4105
Sociology	451101	BA1912
		BA4251
		BA4253
		BA4254
Special Education and Teaching, General	131001	BS6316
		BS6317

Program Name (Associate Degree)	Rationale for Leaving Program in Its Current Form
Business Administration and Management, General	
AA5006- Business Management Technology	Regional Higher Education: Chillicothe, Lancaster, Southern; Robust enrollment; Program completion; "In-demand" jobs; Central to mission
Humanities / Humanistic Studies	
AA1114- Arts and Humanities Emphasis	University College and Regional Higher Education: Chillicothe, Eastern, Lancaster, Southern, Zanesville; Robust enrollment; Program completion; Central to Mission; Transfer foundation
Management Information Systems, General	
AA5010- Computer Science Technology	Regional Higher Education: Chillicothe, Lancaster, Southern; Robust enrollment; Program Completion; "In-demand jobs"; Central to mission
Registered Nursing / Registered Nurse	
AA2342- Nursing, RN	Regional Higher Education: Chillicothe, Southern, Zanesville; Large and robust enrollment; Program completion; "In-demand jobs"; Attainment of specialized accreditation

Program Name (Bachelor Degree)	Rationale for Leaving Program in Its Current Form
Art / Art Studies, General	
BA5050- Studio Art BF5051- Studio Art	Robust enrollment; Student retention and completion; Successful student placement in graduate/ professional school; Scholarly productivity of faculty and students; Program reputation/ranking
Biology / Biological Sciences, General	
BS2507- Prephysical Therapy	Student completion; Successful student placement in graduate/professional school; Scholarly productivity of faculty and students; Relation to other degree programs; Area of specialization; Central to mission
Business Administration and Management, General	
BB1926- Honors Tutorial- Business BB6120- Business Prelaw BB6122- General Business BB6126- Management and Strategic Leadership BB5158- Business Analytics BS5511- Applied Management	Large and robust enrollment; Program completion; "In-demand jobs"; Attainment of specialized accreditation; Areas of specialization; Program reputation/ranking; Regional Higher Education: Chillicothe, Eastern; Lancaster; Southern; Zanesville; Central to mission
Chemistry, General	
BA3311- Chemistry BS1904- Honors Tutorial- Chemistry BS3310- Forensic Chemistry BS3311- Chemistry BS3312- Predentistry BS3313- Prepharmacy BS3314- Premedicine BS3315- Environmental Chemistry BS3316- Biochemistry	Robust enrollment; Program completion; Successful student placement in graduate/professional school; "In-demand jobs"; Attainment of specialized accreditation; Areas of specialization; Relation to other degree programs; Scholarly productivity of faculty and students; Central to mission

English Language and Literature, General	
BA1916- Honors Tutorial- English BA5234- English Prelaw	Robust enrollment; Program completion; Successful student placement in graduate/professional school; "In-demand jobs"; Areas of specialization; Relation to other degree programs; Scholarly productivity of faculty and students; Central to mission
Fine / Studio Arts, General	
BA1939- Honors Tutorial-Studio Art BF1940- Honors Tutorial- Studio Art	Areas of specialization; Scholarly productivity of faculty and students; Program reputation and ranking
Geology / Earth Science, General	
BA3321- Geological Sciences BS1948- Honors Tutorial- Geological Sciences BS3321- Geological Sciences BS3323- Environmental Geology	Program completion; Successful student placement in graduate school; Areas of specialization; "In-demand jobs"; Scholarly productivity of faculty and students; Relation to other degree programs
History; General	
BA1909- Honors Tutorial- History BA4211- History BA4214- Prelaw	Robust enrollment; Program completion; Successful student placement in graduate/professional school; Areas of specialization; Relation to other degree programs; Scholarly productivity of faculty and students; Central to mission
International Relations and Affairs	
BA4409- Global Studies – War and Peace	Program completion; Areas of specialization; Successful student placement in graduate/professional school; Scholarly productivity of faculty and students; Relation to other degree programs
Marketing / Marketing Management, General	
BB6127- Marketing	Large and robust enrollment; Program completion; "In-demand jobs"; Attainment of specialized accreditation; Program reputation and ranking; Central to mission
Mathematics, General	
BA3101- Mathematics BS1903- Honors Tutorial- Mathematics BS3101- Mathematics BS3106- Mathematics-Mathematical Statistics	Program completion; Successful student placement in graduate school; Areas of specialization; "In-demand jobs"; Relation to other degree programs; Scholarly productivity of faculty and students; Program reputation and ranking; Central to mission
Psychology, General	
BA4101- Psychology BA4105- Prephysical Therapy	Large and robust enrollment; Program completion; Successful student placement in graduate/professional school; Areas of specialization; Scholarly productivity of faculty and students; Relation to other degree programs; Central to mission
Sociology, General	
BA1912- Honors Tutorial- Sociology BA4251- Sociology BA4253- Criminology BA4254- Prelaw	Large and robust enrollment; Program completion; Successful student placement in graduate/ professional school; Areas of specialization; Relation to other degree programs; Scholarly productivity of faculty and students; Program reputation and ranking; Central to mission

Special Education and Teaching, General	
BS6316- Mild-Moderate Educational Needs BS6317- Moderate-Intensive Educational Needs	Robust enrollment; Program completion; Areas of specialization; attainment of specialized accreditation; "In-demand jobs"; Scholarly productivity of faculty and students

II. Ohio University Programs **being considered for action.**

Program Title (Associate Degrees – Co-located Campus)	**CIP**	**Ohio Academic Program(s)**
Liberal Arts and Sciences / Liberal Studies	240101	AA1110 AS1104

Program Title (Bachelor Degree)	**CIP**	**Ohio Academic Program(s)**
Athletic Training / Trainer	510913	BS8117
Ceramic Arts and Ceramics	500711	BF5127
Photography	500605	BF5143

1) Associate degrees Liberal Arts and Sciences / Liberal Studies are considered duplicative between Ohio University-Zanesville and the co-located Zane State College. The corresponding degree programs at Ohio University-Zanesville are AA1110-Social Sciences Emphasis and AS1104-Associate in Science. The number of degrees granted at Zanesville is one-third the number of degrees granted at Zane State, but both of these degree programs also are offered through the University College on the Athens campus and the four other Regional Higher Education campuses at Chillicothe, Eastern, Lancaster, and Southern. This situation will be evaluated with regards to actual duplication and different modalities of instruction across all campuses.

2) Athletic Training / Trainer is offered through BS8117-Athletic Training in the College of Health Sciences and Professions. The college expects to convert this licensure degree from the Bachelor of Science to a master degree in two years and will also phase of the bachelor degree at that time.

3) Ceramic Arts and Ceramics (BF5127-Ceramics) and Photography (BF5143) degree programs in the College of Fine Arts transitioned from separate degree programs into the BF5051-Studio Art with concentrations in ceramics and photography, etc. The last Ceramics degree was awarded in Summer 2014 and the last Photography degree was awarded in Spring 2015.

June 22, 2017

Duplicate Programs Reporting

Consent

Tab #; pg

Initial Report

4/30/17 – Initial Report on Duplicate Programs submitted to Chancellor at ODHE

- 18 programs – No action taken
- 4 programs – Being considered for action

Rationale for No Action

- Robust enrollment
- Retention and completion
- Successful placement in graduate/professional school
- “In-demand jobs”
- Relation to other degree programs
- Attainment of specialized accreditation
- Area of specialization
- Scholarly productivity of faculty and students
- Program reputation and ranking
- Central to mission

Next Steps

- 9/30/17 – Provost submits Progress Report to the Chancellor at ODHE on action being evaluated for targeted programs

- 12/31/17 – Final Action Report, pending Board of Trustees approval in January 2018, will be submitted to the Chancellor at ODHE on decisions and timeline for targeted programs

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF PSYCHOLOGY
BACHELOR OF ART IN
PSYCHOLOGY (ONLINE)

RESOLUTION 2017 -

WHEREAS, the Department of Psychology in the College of Arts and Sciences has developed an online Bachelor of Art degree in psychology, and

WHEREAS, the proposed program has completed University Curriculum Council approval, and

WHEREAS, the proposed degree program

- Is designed to offer a psychology degree to students in the bachelor completion program; and
- Will offer the same curriculum as residential campus based students; and
- Will be the first Ohio state school offering an online completion program; and
- Will offer opportunities for students for employment in all fields of psychology or as an entry to graduate study.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the online Bachelor of Art in psychology by the Department of Psychology in the College of Arts and Sciences.

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

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

Re: **College of Arts and Sciences – Psychology – Bachelor of Art (Online)**

A resolution is included seeking board approval for a new online degree offering a Bachelor of Art (BA) in psychology through the Department of Psychology in the College of Arts and Sciences. University Curriculum Council has approved the program and provides the proposal for your review.

The Department of Psychology is proposing to offer the BA degree in psychology to students in the bachelor's completion program. It is expected that this will be a popular option for students in this program, given that psychology is one of the most popular majors on the Ohio University campus. The curriculum will be identical to the current BA in psychology,

Ohio University would be the only state school offering an online psychology bachelor's completion program. Students who enroll in the bachelor's completion program would be unlikely to enroll as students on the Ohio University residential campus and will be drawn from community colleges in Ohio and the region.

Graduates with a degree in psychology are prepared for a diverse array of careers as a result of their academic programs emphasis on communication and critical and analytical thinking. Career opportunities range from work in the human services sector, such as counseling, crisis work, and performance enhancement; work in research, from social and market research to experimental psychology; and even work in the business sector, with positions in sales, public relations, and customer service. Potential employers of psychology graduates include, but are not limited to, the following: hospitals and healthcare providers; institutions of higher education; rehabilitation facilities; local, state, and national government agencies; social services and non-profit agencies; public and private K-12 schools; research organizations; service providers; etc. A degree in psychology will also prepare students for graduate study.

New Semester Program: Online Psychology BA

I.Summary Statement

1. Title of program, Degree to be conferred, Administrative unit proposing program, Date of submission

Psychology, BA, Department of Psychology, 1/17/17

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 Department of Psychology is proposing to offer the BA degree in Psychology to students in the bachelor's completion program. It is expected that this will be a popular option for students in this program, given that Psychology is one of the most popular majors on the Ohio University campus. The curriculum will be identical to the current BA in Psychology, although the available courses will be limited compared to those that are available on the main campus. Approximately half of the courses needed to complete the Psychology major are already available through eCampus. Online versions of five additional required courses would need to be developed to offer the entire major through eCampus. It is expected that this could be accomplished by hiring multiple part-time faculty members or one full-time faculty member. It is proposed that the program will be implemented beginning January 1, 2018.

II.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.

Since the curriculum for the online bachelor's degree in Psychology will be the same as the curriculum for the current bachelor's degree in Psychology, the current health of the current bachelor's degree program in Psychology should be evidence that demand exists for the proposed program.

According to Eduventures, which conducted a market analysis for Ohio University regarding an online bachelor's degree in Psychology, conferrals for the bachelor's degree in Psychology have increased by 4% in this region over the last five years, suggesting there is demand for the proposed program. Eastern Kentucky University, Central Michigan University, Indiana University (Bloomington), and Penn State University are the only state institutions that offer an online bachelor's degree in Psychology in this region. Indiana University appears to be the only state institution that offers an online bachelor's completion program in Psychology.

Data from the Bureau of Labor Statistics indicates that robust growth in employment is expected in many fields of psychology, such as clinical, counseling, and school psychology (20% growth from 2014-2024, which is much higher than the national 7% average), industrial-organizational psychology (19% growth), and all other psychologists (10% growth). The bachelor's degree in Psychology is the entry to the graduate training that is needed for most of these professions.

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?

Ohio University would be the only state school offering an online Psychology bachelor's completion program. According to the former chair of Central Michigan University, they have more than 300 majors enrolled in their online program.

3. How does the proposed program align with the current vision for the university?

The first sentence in Ohio University's mission statement is, "Ohio University holds as its central purpose the intellectual and personal development of its students." By offering the Psychology major to students in the bachelor's completion program, Ohio University will contribute to both the intellectual and personal development of the students in that program. Further, since many of these students do not have the financial resources to attend a residential college or university, this program will enable Ohio University to increase the diversity of its student population and in doing so support one of the university's core values.

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?

No Ohio University program duplicates the proposed program with respect to its intended market. While the proposed major in Psychology is identical to the current major in Psychology, students who enroll in the bachelor's completion program would be unlikely to enroll as students on the Ohio University main campus.

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 bachelor's completion program in Psychology will not require any specific courses other than those required for the Psychology major itself. In the near future, the Department of Modern Languages intends to offer two years of online Spanish through eCampus which will enable students who are enrolled in the bachelor's completion program to complete the Arts and Sciences language requirement following their admission to the program. For the time being, it is expected that students will complete their language requirement prior to admission to the bachelor's completion program (or that they will complete it using the print-based option offered by Ohio University or by completing the language requirement at another institution and transferring the credits to Ohio University).

6. From what geographic area do you anticipate that students to the program will be drawn? (a) In the case of off-campus technical programs, what are the levels and trends in high school enrollments in the service area?

We expect students to be drawn from community colleges throughout the state of Ohio and this

region.

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?

Our intention is to limit enrollment in the program to 25 students per year in each of the first two years because we believe that we can provide enough sections of our courses to handle 50 students with the instructional resources that we currently have or will have. According to the admissions office, students who enroll in this program would be unlikely to enroll in the University otherwise. It is expected that these students will represent "new" students.

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 proposed curriculum is identical to the existing curriculum for the Psychology major at Ohio University. A sample program of study suitable for students in the bachelor's completion program can be found in Appendix I.

2. How does this curriculum compare with that offered at other institutions with similar programs? (a) Specifically, list at least two curricula of other schools offering similar programs, indicating how they compare with Ohio University.

The proposed curriculum is identical to the existing curriculum for the Psychology major at Ohio University.

3. Does the program intend to seek accreditation? If so, what is the name and address of the agency that would accredit the program? (a) Has it been contacted? (b) Is the curriculum in accord with its standards?

The American Psychological Association only accredits PhD programs in clinical and counseling psychology. The bachelor's completion program in Psychology would fall under Ohio University's general accreditation.

4. Define the proposed policy on accepting transfer of credit from other institutions or other programs at Ohio University.

Transfer of credit from other institutions or other programs at Ohio University would be the same as it would be for any other Psychology major.

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? What is the tenure status of any identifiable current Ohio University faculty who are probable program participants?

Both. Currently Group I, II, and III faculty members offer courses through eCampus during the academic year and over the summer. New faculty will be hired using the same criteria as those that have been used to hire existing faculty. Minimal qualifications are the PhD in Psychology or a related field or status as an advanced graduate student in Psychology with training in teaching. Currently, there are 4 Group II faculty members, 1 Group I faculty member, and 1 Group III faculty member who teach online psychology courses through eCampus.

2. What is the likely teaching load of faculty members?

The likely teaching load for any full-time faculty members would be the same as that for current faculty members in the Department of Psychology which has a flexible teaching load ranging from 3 to 8 courses per year.

3. What is the projected ratio of FTE students to FTE faculty?

We would expect it to remain the same as it currently is, i.e., approximately 30 to 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 online bachelor's degree program in Psychology will be the same as the existing bachelor's degree program in Psychology. Decisions that the faculty make about the existing program will apply equally to the proposed program.

V.Admissions Requirements

1. What are the criteria for admission into the program? Be specific.

Freshman/First-Year Admission – An Associate Degree is required for admission.
Change of Major/Minor/Certificate Policy – No selective or limited admission requirements.
External Transfer Admission – No requirements beyond University admission requirements.

2. Are there any upper limits on program enrollment? If yes, will you limit admission on a first come/first serve basis, by raising admission standards, or by some other method (specify)?

Admission will be limited based on a first come/first serve basis. If demand increases, additional faculty will be hired to satisfy that demand.

VI.Administration

1. Who chose (or will choose) the administrative officer(s)?

The Department of Psychology

2. What is the title of the administrator(s) who will administer the program??

The primary administrative officers will be the Chair and the Associate Chair for Undergraduate Studies in the Department of Psychology. In addition, a part-time Director for Online Education will be appointed.

3. Will the administrator(s) have academic rank? (a) If a new administrator will be hired, what are the minimal academic credentials acceptable?

Yes. The minimal academic credentials will be the same as those for any faculty position, i.e., the PhD in Psychology or a related field.

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, No, No

2. When do you want the program to start? How will the program be "Phased-in"? *Allow at least 120 days for University Curriculum Council and Presidential and Trustee approval.*

Ideally, the program would be approved so that it could start in the Fall of 2017, but we expect approval to be given so that it could start in the Spring of 2018. No phase-in is needed in the sense that half of the program is already available through the existing bachelor's completion program.

3. New programs will be evaluated annually by their colleges. What additional assessment tools are suggested to evaluate the program once ongoing?

The intention is to collect the same assessment data for this program as we collect for the existing program.

VIII.Budget and Financial

1. List an anticipated budget of revenues and expenses for at least the first two years of the program.

Year 1 = ($39,070)
Year 2 = $201,003

A summary worksheet for the budget can be found in Appendix II.

2. Under costs, add in the incremental costs of instruction taken in areas outside the program (e.g. electives); if these costs are perceived to equal zero, state why the increased student burden in other areas will not add to financial costs and impede educational quality.

There should be only a few University and College requirements that students will need to complete. The exact number will vary by student and will depend on the courses that students complete prior to earning their Associate degree. A reasonable estimate is that students will need to complete 5-8 University and College courses (from departments other than Psychology) as part of their bachelor's degree completion program. It is difficult to estimate the costs of these courses, for two reasons: (1) As noted, different students will complete different University and College requirements prior to enrolling in our online bachelor's completion program, (2) no single course is required outside of the major, which means students will often have multiple options for completing their degree-related requirements, (3) it appears that there are available seats in many courses that eCampus offers, e.g., every course listed in the sample two-year degree plan had multiple open seats during the 2016-17 academic year, and (4) it seems reasonable to expect that the number of online course offerings will increase as departments attempt to generate additional revenue. Therefore, for the purposes of this proposal, we are estimating these costs at $0. Presumably, any additional costs would be offset by the revenue generated from tuition.

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.

Fixed costs should equal $86,008 at most. This includes $44,152 (course development) + $7,000 (promotional materials) + $23,238 (director) + $11,618 (advisor). Presumably, if there are no students, there would be no need for a director or advisor during the second year, and there would be no need to develop additional courses during the second year.

4. How much would expenses be reduced if enrollment equals only one-half the amount indicated in the budget?

If enrollment were half of what is expected, there would be no need for a director and an advisor, yielding a possible savings of $5,000-$11,619.

5. What is your estimate of how conservative or optimistic your budget projections are?

The budget is probably conservative. Instructional costs were estimated using pay rates for Group I and II faculty members. At least some of these courses are likely to be taught by current graduate students and Group III faculty members. Further, during the first year, it is unlikely that the program will need both a director and an advisor.

Appendix 1

Bachelor of Arts in Psychology Online Format

Sample Two Year Degree Plan for Students with 60 Semester Hours of Transfer Credit

This degree plan is based upon the student completing the following courses (or some comparable set of courses that satisfy university and college general education requirements) during the student's first and second years:

ENG1510 (3 cr; Tier I English)
MATH1200 (4 cr; if needed for PSY2110)
PSY1010 (3 cr; Major Requirement)
SOC1000 (3 cr; 2SS, A&S-SS)
SOC2600 (3 cr; A&S-SS, A&S-2000+)
BIOS1030 (3 cr; 2NS, A&S-NS)
BIOS1300 (4 cr; 2NS, A&S-NS)
ASTR1000 (3 cr; 2NS, A&S-NS)
HIST1210 (3 cr; 2HL, A&S-H)
HIST1220 (3 cr; 2HL, A&S-H)
SPAN1110, 1120 (8 cr; A&S-FL)
SPAN2110, 2120 (6 cr; 2CP, A&S-FL, A&S-2000+)
Electives (3 cr; A&S-2000+)
Electives (11 cr)

The online courses listed below would be completed during the student's third and fourth years. While students could complete these courses during four academic year semesters, this plan recognizes that students in the bachelor's completion program may be employed either full- or part-time as they complete their schooling and therefore may take a reduced course load each semester. Except for the courses listed as major requirements, students would not need to complete the specific courses listed in this plan, but instead could take a comparable set of courses that would satisfy the various college and university general education requirements.

Year 3 - Fall	**Year 3 - Spring**	**Year 3 - Summer**
PSY2110 (4 cr; Tier I Math, Major Requirement, A&S-2000+) PSY2410 (3 cr; Major Requirement, A&S-2000+) ART1100 (3 cr; 2FA) **TOTAL: 10 CH**	PSY2120 (4 cr; Major Requirement, A&S-2000+) PSY2510 (3 cr; Major Requirement, A&S-2000+) ENG3060J (3 cr; Tier I English) **TOTAL: 10 CH**	PSY2210 (3 cr; Major Requirement, A&S-2000+) PSY2710 (3 cr; Major Requirement, A&S-2000+) NUTR1000 (3 cr; 2AS) PSY3910 (1 cr; A&S-2000+) **TOTAL: 10 CH**

Year 4 - Fall	**Year 4 - Spring**	**Year 4 - Summer**
PSY2310 (3 cr; Major Requirement, A&S-2000+) SOC2600 (3 cr, A&S-SS, A&S-2000+) PHIL2400 (3 cr; 2HL; A&S-H, A&S-2000+) PSY3910 (1 cr; A&S-2000+) **TOTAL: 10 CH**	3000/4000 Psych Elective (3 cr; Major Requirement, A&S-2000+) SOC3600 (3 cr; A&S-SS, A&S-2000+) BUSL2000 (3 cr; A&S-SS, A&S-2000+) PSY3910 (1 cr; A&S-2000+) **TOTAL: 10 CH**	3000/4000 Psych Elective (3 cr; Major Requirement, A&S-2000+) 3000/4000 Psych Elective (3 cr; Major Requirement, A&S-2000+) Tier III (3 cr) PSY3910 (1 cr; A&S-2000+) **TOTAL: 10 CH**

Note. Following each course number is the number of credit hours and any University, College, and Department requirements that the course satisfies.

Appendix II
Budget

Bachelor of Arts in Psychology Online

	FY18				FY19			
	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total
Headcount	0	12	18	30	50	50	50	150
Average # of Students				10				50

	FY18	FY19
SCH Production	246	1,350
CAS Courses Offered	6.0	11.0

Revenue		
Tuition	$ 58,302	$ 319,950
Subsidy (Credit hours)	$ -	$
Subsidy (Degrees Granted)		
Specialized Fee	$ -	$ -
Total Revenue	**$ 58,302**	**$ 353,700**

Expenses		
Compensation		
Instruction	$ 37,447	$ 45,582
Course Development	$ 30,209	$ 13,943
Total Compensation	**$ 67,656**	**$ 59,525**
Other Expenses		
Marketing	$ -	$ -
Proctoring	$ -	$ -
Director	$ 11,619	$ 11,619
Advisor	$ 5,809	$ 5,809
Promotional Materials	$ 5,000	$ 2,000

Other	$ -	$ -
Total Other Expenses	$ 22,428	$ 19,428
Subvention (12.5%)	$ 7,288	$ 44,213
Total Expenses	**$ 97,372**	**$ 123,166**
Net	**$ (39,070)**	**$ 201,003**

Cost Per Credit Hour	**395.82**	**91.23**

COLLEGE OF EDUCATION
DEPARTMENT OF HUMAN AND CONSUMER SCIENCES
MASTER OF SCIENCE IN HUMAN AND CONSUMER SCIENCES
HOSPITALITY AND TOURISM

RESOLUTION 2017 -

WHEREAS, the Department of Human and Consumer Sciences in the College of Education has developed a master's program in hospitality and tourism, and

WHEREAS, the proposed program has completed University Curriculum Council approval, and

WHEREAS, the proposed major program

- Will offer an experiential and scholarly professional preparation; and

- Will offer opportunities for students for employment in leadership in industry positions in hospitality and tourism operations or as an entry to doctoral study.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the master's program in hospitality and tourism by the Department of Human and Consumer Sciences in the College of Education.

OHIO UNIVERSITY

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

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

Re: **College of Education – Hospitality and Tourism – Master of Science**

A resolution is included seeking board approval for a new major program in hospitality and tourism for the Master of Science in Human and Consumer Sciences through the Department of Human and Consumer Sciences in the College of Education. University Curriculum Council has approved the program and provides the proposal for your review.

The master's program in hospitality and tourism in the Department of Human and Consumer Sciences offers a new major to students that will enhance the choices in the Master of Science in Human and Consumer Sciences degree. The hospitality and tourism major will offer professional preparation with an experiential as well as scholarly foundation for professionals seeking either industry positions or doctoral studies in the future. Students who seek industry positions will be prepared to take on leadership roles in hospitality and tourism operations and management. Those who seek doctoral studies will be trained to be researchers and/or college-level teachers. Its graduate students will be encouraged to do multidisciplinary research when appropriate. Students are required to have completed a basic hospitality course which will be a prerequisite to program completion and must be completed during the first year of graduate study at Ohio University. Students may select either a thesis or professional project option. Most students will enroll with the expectation of completing the program in two academic years.

Program Overview: Master's Program in Hospitality and Tourism

The master's program in Hospitality and Tourism in the Department of Human and Consumer Sciences offers a new major to our students that will enhance the choices in the Master of Science in Human and Consumer Sciences degree. It prepares graduates to work in leadership roles in hotel, restaurant, or tourism management positions. Recommended areas of specialization that complement this interdisciplinary degree include, but are not limited to, business, communication, international studies, education/statistics, psychology, sociology, and nutrition. The foundation part of the curriculum for hospitality and tourism mirrors that of the existing major in this master's degree (Apparel, Textiles and Merchandising (ATM)). This proposal introduces a new major but not a new degree. Hospitality and Tourism will offer professional preparation with an experiential as well as scholarly foundation for professionals seeking either industry positions or doctoral studies in the future. Graduate students will be encouraged to do multidisciplinary research when appropriate. Students are required to have completed a basic hospitality course (comparable to RHT 1100.) which will be required as prerequisite to program completion and must be completed during the first year of graduate study at Ohio University. Students may select either a thesis or professional project option. Most students will enroll with the expectation of completing this program in two academic years.

Master's Degree in Human and Consumer Science

(Curriculum Structure)

Major / Curriculum	Apparel, Textiles and Merchandising (ATM)		Hospitality and Tourism (New Proposal- Thesis Option)
Minimum Required Credit Hours	**30**	**(credit hours)**	**30**
Major Required Courses	CONS 6000 Seminar in Human and Consumer Sciences	2	CONS 6000 Seminar in Human and Consumer Sciences
	CONS 6940 Research	4	CONS 6940 Research
	CONS 6950 Thesis	5	CONS 6950 Thesis
	CONS 6500 Consumption Theory	3	CONS 6500 Consumption Theory
	PSY 5120 or EDRE 5010 or EDRE 7500	4	PSY 5120 or EDRE 5010 or EDRE 7500
	RFPD 6090 Psychological, Social, and Economic Aspects of Clothing	3	RHT 6090 Hospitality Strategic Management
Area of Specialization: select 3 approval courses for minimum of 9 credit hours	Suggested disciplines: Selected RFPD graduate courses • Communications • Business • International studies • Education • Sociology • Psychology	9	Suggested disciplines: Selected RHT graduate courses • Communications • Business • International studies • Education • Sociology • Psychology

Note: for non-thesis option, minimum required credit hours are 35, as CONS 6941 Professional Project (3 credit hours) substitutes CONS 6950 Thesis in the "Major Required Courses;" a minimum of 15 credit hours in the area of specialization are required for non-thesis option.

Major Curriculum	**Apparel, Textiles and Merchandising (ATM)**		**Hospitality and Tourism (New Proposal – non-thesis option)**
Minimum Required Credit Hours	**30**	**(credit hours)**	**35**
Major Required Courses	CONS 6000 Seminar in Human and Consumer Sciences	2	CONS 6000 Seminar in Human and Consumer Sciences
	CONS 6940 Research	4	CONS 6940 Research
	CONS 6950 Thesis	3	CONS 6951 Professional Paper
	CONS 6500 Consumption Theory	3	CONS 6500 Consumption Theory
	PSY 5120 or EDRE 5010 or EDRE 7500	4	PSY 5120 or EDRE 5010 or EDRE 7500
	RFPD 6090 Psychological, Social, and Economic Aspects of Clothing	3	RHT 6090 Hospitality Strategic Management
Area of Specialization: select 3 approval courses for minimum of 9 credit hours	Suggested disciplines: Selected RFPD graduate courses • Communications • Business • International studies • Education • Sociology • Psychology	16	Suggested disciplines: Selected RHT graduate courses • Communications • Business • International studies • Education • Sociology • Psychology

COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION
MASTER OF EDUCATION
ART EDUCATION

RESOLUTION 2017 -

WHEREAS, the Department of Teacher Education in the College of Education has developed a master's program in art education, and

WHEREAS, the proposed program has completed University Curriculum Council approval, and

WHEREAS, the proposed program

- Will recognize post-baccalaureate experience relevant to a classroom setting, and
- Will permit obtaining a master's degree and complete teaching licensure requirements at the graduate level, and
- Will prepare students to work in public or private educational settings or business.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the master's program in art education by the Department of Teacher Education in the College of Education.

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

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

Re: **College of Education – Art Education – Master of Education**

A resolution is included seeking board approval for a new program in art education for the Master of Education through the Department of Teacher Education in the College of Education. University Curriculum Council has approved the program and provides the program for your review.

A a new program of study has been initiated collaboratively by the College of Fine Arts and the College of Education to provide fine arts majors the opportunity to pursue teaching licensure. The new program is anticipated to enhance the attractiveness of pursuing a fine arts education at Ohio University.

The master's program in Art Education leading to licensure recognizes and reflects both national and state trends that provide alternative routes to teacher licensure. The program permits the student to receive a master's degree and complete teacher licensure requirements at the graduate level. It recognizes that post-baccalaureate students often have background experience relevant to the classroom and therefore can profit from graduate study leading to licensure rather than enrolling in an undergraduate licensure program.

The master's program in art education offers a clinical program that can be completed in four academic terms. This program prepares students to work in a public or private educational setting or business.

Master's Program with Licensure
Adolescent-to-Young-Adult Education

2017-18
Clinical Program

ME6866 Integrated Language Arts
ME6867 Integrated Mathematics
ME6868 Integrated Social Studies
ME 6869 Integrated Science
ME xxxx Art Education

ME6182 Family and Consumer Sciences

Application Deadline:
April 15, 2017

The Master's Program with Licensure in Adolescent-to-Young-Adult Education offers a clinical program that can be completed in 4 academic terms. To finish the program in 4 consecutive semesters, teacher candidates are expected to begin their program of study during the Summer 2017 term and are required to follow the prescribed sequence of courses. Teacher candidates who enter the program during the Fall 2017 or Spring 2018 term or who must meet additional content knowledge requirements will require more than 4 semesters to successfully complete the program.

List of Required Courses:

Research
EDTE 6940 Master's Research Project (3)
EDTE 6670 Teacher as Action Researcher (3)

Curriculum & Instruction
EDCT 5011 Technological Applications in Education (3)
EDSP 5700 Nature and Needs of Persons with Exceptionalities (3)
EDTE 5100 Principles of Curriculum (3)
EDTE 5260 Secondary Reading Instruction and English Language Learners (3)
EDTE 5600 Advanced Studies of Children and Adolescents (3)
EDTE 6160 Managing and Monitoring Student Learning (3)

Pedagogy [Methods]

Integrated Language Arts [Select one]
ENG 5510/5911 Teaching Language and Composition/Field Experience
ENG 5520/5912 Teaching Literature in Secondary Schools/Field Experience

Integrated Mathematics
MATH 5100 Teaching of Mathematics in Secondary School (3)

Integrated Social Studies
EDTE 6980 Introduction to Teaching Secondary Social Studies (3)

Integrated Science
EDTE 6931 Methods for Teaching Earth/Life/ and Physical Science (3)

Family and Consumer Sciences
CONS 5900 Special Topics in Human and Consumer Sciences Education General
RHT 5340 Introduction Food Production: Hospitality

Art Education

ART 5620 Methods of Teaching Art (4)

Professional Internship
EDPL 5620 Professional Internship (6)
EDPL 5630 Professional Internship (6)
EDPL 5650 Professional Internship Seminar (3)
EDPL 6920 Internship: Theory into Practice (3)

Clinical Program			
Summer 2017	**Fall 2017**	**Spring 2018**	**Summer 2018**
EDCT 5011 (3) EDSP 5700 (3) EDTE 5100 (3) EDTE 5260 (3) EDTE 5600 (3)	EDPL 6920 (3) EDTE 6670 (3) EDTE 6160 (3) Methods: • ENG 5510/5911 (4) *or* ENG 5520/5912 (4) • MATH 5100/L (4) • EDTE 6980/L (4) • EDTE 6931/L (4) • CONS 5900 [3] *and* • RHT 5340 [3] • ART 5620 [4]	EDPL 5620 (6) EDPL 5630 (6) EDPL 5650 (3)	EDTE 6940 (3)
15	13-15	15	3
Total = 45-48 semester hours			

Admission Requirements
To be allowed to start the program during the Summer 2017 term, teacher candidates must submit passing scores on the *Ohio Assessment for Educators* [OAE] content exams in his/her area of concentration as well schedule a personal meeting with Dr. Frans H. Doppen by contacting Jennifer Martin at: martinj8@ohio.edu

For additional admission requirements, visit the Graduate College website: http://www.ohio.edu/graduate/apply/index.cfm

Extended Program
Teacher candidates who wish start during the Fall 2017 or Spring 2018 term may take the following courses prior to the yearlong 2018-19 internship: EDCT 5011, EDSP 5700, EDTE 5260, and EDTE 5600.

Internship
All teacher candidates must complete a yearlong internship which includes a Fall seminar [EDPL 6920] and Spring seminar [EDPL 5650]. Teacher candidates in the yearlong 2017-18 internship are required to observe and teach in a classroom a minimum of 2 full days each week during the Fall 2017 term. During the Spring 2018

term teacher candidates are required to complete the full-time Professional Internship, which includes the edTPA.

Placement
All placements will be made by the Office of Clinical Experience and may under no circumstances be initiated by the teacher candidate.

Program of Study
Before an applicant can be officially admitted to the program he/she must schedule a meeting with **Dr. Frans H. Doppen**, chair of the Department of Teacher Education. All teacher candidates in the yearlong program must complete an approved program of study prior to the end of the Fall 2017 term. Applicants who intend to start the yearlong internship during Fall 2018 must complete an approved program of study during their first term of enrollment.

Master's Research Project
If you are part of the yearlong 2017-18 cohort, you may be able to complete your Master's Research project during the Spring 2018 term. Please be advised that your Academic Advisor may not be available to help you complete your EDTE 6940 Master's Research Project during Summer 2018 term and you may not be able to complete your Master's Research Project until the Fall 2018 term. Please make sure to discuss completion of your Master's Research Project with your academic advisor no later than early during the Spring 2018 term.

Licensure
Please be advised that The Patton College of Education will not be able to recommend you for licensure to the Ohio Department of Education until you have met **all** requirements of your program of study, including the Master's Research Project.

Sample Program Template
One-Year Master's Program
MExx04

Program: Art Education Master's with Licensure

	Fall		Spring		Summer	
	Course	Credits	Course	Credits	Course	Credits
Year 1					EDCT 5011	3
					EDSP 5700	3
					EDTE 5100	3
					EDTE 5260	3
					EDTE 5600	3
	Total		Total		Total	15
Year 2	EDPL 6920	3	EDPL 5620	6	EDTE 6940	3
	EDTE 6670	3	EDPL 5630	6		
	EDTE 6160	3	EDPL 5650	3		
	ART 5620	4				
	Total	13	Total	15	Total 3	3
Year 3						
	Total		Total		Total	

Total = 48 Semester Hours

COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION
MASTER OF EDUCATION
BLENDED EARLY CHILDHOOD AND SPECIAL EDUCATION

RESOLUTION 2017 -

WHEREAS, the Department of Teacher Education in the College of Education has developed a blended master's program in early childhood and special education, and

WHEREAS, the proposed program has completed University Curriculum Council approval, and

WHEREAS, the proposed blended program

- Will utilize adult learning principles to increase the quantity and quality of early childhood education/early childhood intervention specialist teachers; and
- Will improve services and outcomes for children from birth to age 8 years and their families; and
- Is aligned with professional standards, and
- Will provide opportunities for employment as an early childhood teacher, early childhood intervention specialist, itinerant early childhood special education teacher, early intervention provider, behavior analyst/interventionist, early childhood center director, and researcher.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the blended early childhood and special education master's program by the Department of Teacher Education in the College of Education.

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

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

Re: **College of Education – Blended Early Childhood and Special Education – Master of Education**

A resolution is included seeking board approval for a new blended program in early childhood education and special education for the Master of Education through the Department of Teacher Education in the College of Education. University Curriculum Council has approved the program and provides the proposal for your review.

The blended master's degree program in early childhood and special education will utilize current adult learning principles to increase the quantity and quality of early childhood education teachers and early childhood intervention specialists, and thereby to improve services and outcomes for children from birth to age 8 years and their families. The blended program will do this by supporting teacher leaders to utilize advanced knowledge, skills, and dispositions to (a) identify delays and disabilities early, (b) implement reflective and responsive interventions that are child-centered and aligned with research and theory to young children with and without disabilities birth to age 8 years, and (c) enhance teachers capacities to support children's families in interacting positively and responsively to their children. Graduates are prepared to implement respectful and culturally responsive services and supports to children from diverse backgrounds (e.g., socioeconomic, racial, linguistic, learning needs) across a variety of settings (i.e., home, school, and community). This program is aligned with professional standards from: Division for Early Childhood of the Council for Exceptional Children, National Association for the Education of Young Children, Ohio Leadership Advisory Council, and Ohio Improvement Program.

Upon graduation from the blended program students are well-prepared for the following jobs: early childhood teacher (i.e., infant, toddler, preschool, and primary grades); early childhood intervention specialist (i.e., ages 3 to 8 years; itinerant early childhood special education teacher (i.e., ages 3 to 5 years); early intervention provider (i.e., ages 0 to 3 years); behavior analyst/interventionist; early childhood center director; and researcher.

Ohio University
Glady's W. and David H. Patton College of Education
Department of Teacher Education
Athens, Ohio 45701

Master's Degree in Education
Blended Early Childhood and Special Education (MEXX03) *with licensure in Early Childhood (PK-3) and Early Childhood Intervention Specialist (PK-3)*

The Patton College of Education offers a Master's Degree in Education with licensure in the following areas**: Early Childhood Education (ECE) and Early Childhood Intervention Specialist (ECIS)** ages 3-8/Pre-K-Grade 3**.** The program meets the Ohio teacher licensure requirements. It is available for teachers who already have licensure in one of the following areas: early childhood education, elementary education, intervention specialist, or a related field approved by the program coordinator and admission committee. The focus of this blended master's program at Ohio University centers on the development of advanced knowledge, skills, and dispositions that meet the needs of all young learners.

The mission of the Master's Degree program in Blended Early Childhood and Special Education is to utilize most current adult learning principles to increase the quantity and quality of ECE/ECIS teachers, and to improve services and outcomes for children ages birth to 8 and their families. The Blended Master's Degree program will do this by supporting teacher leaders to utilize advanced knowledge, skills, and dispositions to (a) identify delays and disabilities early, (b) implement reflective and responsive interventions that are child-centered and aligned with research and theory to young children with and without disabilities birth to 8 years, and (c) to enhance teacher candidates' capacities to support children's families in interacting positively and responsively to their children. Our teacher candidates are prepared to implement respectful and culturally responsive services and supports to children from diverse backgrounds (e.g., socioeconomic, racial, linguistic, learning needs) across a variety of settings (i.e., home, school, and community). This program is aligned with the following professional standards: Council for Exceptional Children, National Association for the Education of Young Children, Division for Early Childhood Recommended Practices, Ohio Standards for the Teaching Profession, Ohio Leadership Advisory Council, and Ohio Improvement Program.

Additional information concerning these programs may be obtained from a faculty advisor listed on page 3 or from http://www.cehs.ohio.edu/academics/te/degree-programs/GraduateDegrees.htm and the Graduate College. All admissions information/applications are on line at www.ohio.edu/graduate

Criteria for Admission:

All applications will be reviewed holistically; however, prospective master's candidates must submit:

- A Bachelor's degree from an accredited institution or equivalent.
- Have an undergraduate overall GPA of 3.00 on a 4.00 grade scale.
- A score of at least 290 (verbal and quantitative combined) on the Graduate Record Exam (GRE).
- A valid copy of the teaching license.
- Three satisfactory recommendations from faculty and/or professionals who know you as a student or employee.
- A statement of personal and professional reasons for seeking this degree and major (the writing sample).

Criteria for Retention and Completion of the Master's Degree Program

- Maintain a GPA of 3.0 and receive no lower than a C in any courses.
- In the term prior to any experience in the schools, obtain a background check from the Bureau of Criminal Investigation (BCI) and FBI (if non-Ohio resident) through the Ohio University Police Department and send results to the Office of Student Affairs.
- Schedule (on line at http://www.oh.nesinc.com/) and complete the necessary Ohio Educator Assessments (OAE). See ODE's website for required assessments (http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Prepare-for-Certificate-License/Educator-Licensure-Examinations).
- Successfully complete a Master's Research Project and Report.

- At the beginning of your last semester apply for graduation and for a teaching license. Graduation applications can be found on Ohio University's registrar's webpage, and licensure applications from the Ohio Department of Education website (http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Apply-for-Certificate-License).

PLANNING THE PROGRAM OF STUDY

Once admitted, the candidate is assigned a faculty advisor. The candidate and advisor meet to develop a formal Program of Study. This Program of Study should be completed early on and must be approved by the faculty advisor and Chair of the Department of Teacher Education. Any change in a Program of Study must be approved by the advisor and the Department Chair and be filed with the candidate's original Program of Study. Program of Study forms and change in Program of Study forms are available from the Student Affairs forms page on the website.

All M.Ed. candidates in the Department of Teacher Education must complete a minimum of 30 graduate semester hours of course work.

COURSE WORK REQUIREMENTS

NOTE: *Course requirements are subject to any changes in requirements as set forth by the Educator Licensure Board.*

I. Teacher Education Core

❑ EDTE 6670 Teacher as Action Researcher	3
❑ EDSP 5700 Nature and Needs of Children and Adults with Exceptionalities	3
❑ EDTE 5600 Advanced Studies of Children and Adolescents	3
❑ EDTE 6940 Masters Research Project	3

II. ECE-ECSE Core Courses

❑ EDEC 6110 Collaboration with Families, Colleagues, and the Community	3
❑ EDEC 6920 Practicum I in ECE and ECSE	3
❑ EDSP 6210 Advanced Assessment Practices in Early Childhood	3
❑ EDEC 6310 Early Childhood Curricula and Methods	3
❑ EDSP 6920 Practicum II in ECE and ECSE	3
❑ EDTE 6400 Teacher as Advocate and Leader	4
❑ EDTE 6410 Science and Social Studies Methods in Early Childhood*	3

Note: EDSP 5700 is a co-requisite to all courses above.
Note. *EDTE 6410 is required for teachers who did not complete Science and Social Studies Methods coursework in their previous licensure program.

REQUIREMENTS FOR PRACTICUM

1. Teacher candidates are required to take a total of 6 hours of practicum.
2. Practicum experiences must involve Ohio University distance supervision through video-conferencing observations and eCoaching.
3. Practicum experiences must be with the appropriate population of children across two of the three age bands (i.e., 0-3, 3-5, and 5-8).
4. Practicum experiences must be with the appropriate population of children across two of the three settings (i.e., school-based, community-center based, and home-based).

COLLEGE OF HEALTH SCIENCES AND PROFESSIONS
DEPARTMENT OF
APPLIED HEALTH SCIENCES AND WELLNESS
MASTER OF SCIENCE IN
ATHLETIC TRAINING (PROFESSIONAL PREPARATION)

RESOLUTION 2017 -

WHEREAS, the Department of Applied Health Sciences and Wellness in the College of Health Sciences and Professions has developed a professional (entry-level) Master of Science in Athletic Training (MSAT) degree, and

WHEREAS, the proposed program has completed University Curriculum Council approval, and

WHEREAS, the proposed degree program

- Is needed to comply with revised accreditation standards of the Commission on Accreditation of Athletic Training education (CAATE); and
- Will offer a professional (entry-level) complement to an accredited post-professional MSAT; and
- Will result in the concurrent elimination of the current undergraduate athletic training degree; and
- Will offer employment opportunities for students as a result of increased awareness of long-term effects of athletic injuries, mandated athletic healthcare coverage for secondary school (and younger) student-athletes, and an increased participation in club sports.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the professional Master of Science in Athletic Training by the Department of Applied Health Sciences and Wellness in the College of Health Sciences and Professions.

OHIO UNIVERSITY

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

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

Re: College of Health Sciences and Professions – Athletic Training – Master of Science

A resolution is included seeking board approval for a new degree offering a Master of Science in Athletic Training (MSAT) through the Department of Applied Health Sciences and Wellness in the College of Health Sciences and Professions. University Curriculum Council has approved the program and provides the proposal for your review.

The athletic training program was developed in 1972 and is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Ohio University's program promotes high practice standards by providing quality classroom and clinical education experiences. Ohio University's preparation of athletic trainers has one of the strongest alumni bases in the College of Health Sciences and Professions. Graduates are sought out by employers and can be found throughout the State of Ohio and the nation working in high schools, clinics, colleges, professional athletics, and other venues.

Effective January 1, 2022 a master's degree will be required by CAATE to enter professional practice. This is an extensive modification of an existing entry-level baccalaureate program, moving professional content from the bachelor's to the master's degree. The development and implementation of a professional (entry-level) track is proposed leading to the existing Master of Science in Athletic Training (MSAT) degree. Graduation from a CAATE-accredited program is the only route to professional entry (e.g., national certification and state licensure.) The existing faculty and facilities used for the undergraduate program will service the proposed MSAT program.

The Division of Athletic Training also includes an accredited post-professional Master of Science Degree in Athletic Training. Continued program accreditation for both the professional and post-professional MSAT programs will be maintained through CAATE. The transition to the professional MSAT degree will eventually result in the post-professional MSAT program becoming obsolete.



Ohio University

Master of Science in Athletic Training

Professional Program Track

OHIO
UNIVERSITY
1804

College of Health Sciences and Professions
School of Applied Health Sciences and Wellness

where everything connects

Prepared by

Chad Starkey, PhD, AT, FNATA, Professor, Division of Athletic Training
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Laura Harris, PhD, AT, Associate Clinical Professor, Athletic Training

Advisory Committee

Dustin Grooms, PhD, AT, Assistant Professor, Athletic Training
Jennifer Horner, PhD, Associate Dean – Graduate Studies and Research, CHSP
Jeff Russell, PhD, AT, FIADMS, Assistant Professor, Athletic Training
Janet Simon, PhD, AT, Assistant Professor, Athletic Training

NEW GRADUATE PROGRAM PROPOSAL FORM

GRADUATE COLLEGE

OHIO UNIVERSITY

This is a (check one):

Program Development Plan	√ **Full Proposal**
Certificate Program	Program Name Change

New degree title and name:

Master of Science in Athletic Training (Professional Preparation Track)

Proposing unit(s) [department or school(s)]:

College of Health Sciences and Professions
School of Applied Health Sciences and Wellness
Division of Athletic Training

Summary of proposed program (100 words or fewer):

We are proposing a new professional preparation track leading to the existing Master of Science in Athletic Training degree. Ohio University currently sponsors an undergraduate professional Athletic Training program. Accreditation requirements are mandating the Master's degree entry-level as of January 1, 2022. This program consists of four semesters and requires 59 graduate credit hours in the classroom and clinical setting. Graduates will be eligible to sit for the national certification examination and obtain state licensure as an athletic trainer. These individuals may then provide healthcare services in high schools, colleges/university, physician's offices, clinics, and with professional athletic teams across the United States.

PROPOSAL ENDORSEMENTS

Division Coordinator: I certify that this new graduate program is endorsed by the proposed program faculty and that they have agreed, in principle, to participate actively in this program.

Printed Name: Chad Starkey, PhD

Signature:

Date:

Unit Head: The School will provide the resources and support described in this document toward the development of the proposed new graduate program.

Printed Name: Dhiraj Vattem, PhD

Signature:

Date:

College Dean: The College fully supports the development of the new graduate program described in this proposal and will provide college resources as described in this document.

Printed Name: Randy Leite, PhD

Signature:

Date:

1. Designation of New Degree Program

This document proposes the development and implementation of a professional (entry-level) track leading to the existing Master of Science in Athletic Training (MSAT) degree. This new program is needed to comply with revised Commission on Accreditation of Athletic Training Education (CAATE) accreditation standards (**Appendix A**). Graduation from a CAATE-accredited program is the only route to professional entry (e.g., national certification and state licensure). In the state of Ohio, professional practice is regulated by the Ohio Occupational Therapy, Physical Therapy, and Athletic Training (OTPTAT) Board.

The Division of Athletic Training also includes an accredited post-professional Master of Science Degree in Athletic Training. Continued program accreditation for both the professional and post-professional MSAT programs will be maintained through the Commission on Accreditation of Athletic Training Education (CAATE). The differences between the proposed professional master's degree and the existing post-professional master's degree are summarized in **Appendix B**. The transition to the professional MSAT degree will eventually result in our post-professional MSAT program becoming obsolete.

Ohio University's current undergraduate athletic training degree will be phased out concurrently with the phase in of the professional MSAT track. The existing faculty and facilities used for the undergraduate program will service the proposed program.

2. Description of the Proposed Curriculum

The minimum scope of Athletic Training (AT) practice as defined by the Ohio OTPTAT Board includes injury prevention/risk management (prevention and health promotion), clinical examination and diagnosis, immediate and emergency care, therapeutic interventions, psychosocial strategies and referral, and healthcare administration. The formal education process includes didactic, laboratory, and practice-based experiential learning (clinical education).

Proposed Learning Outcomes

At the completion of the Professional MSAT program students will be able to:

1. Integrate evidence-based medicine into patient-centered care.
2. Critically analyze the results of a medical history and physical exam in order to develop an accurate diagnosis and effective intervention plan.
3. Interpret the results of diagnostic tests in order to deliver an effective intervention plan.
4. Assess the challenges of providing AT services to a medically underserved population.
5. Execute strategies to overcome the obstacles associated with delivering effective health care to a medically underserved population.
6. Demonstrate professional standards that align with the NATA Code of Ethics and the foundational behaviors of professional practice.
7. Effectively communicate with patients and other healthcare professionals.
8. Foster healthcare team collaboration to provide patient-centered care.
9. Demonstrate principles of lifelong learning and ongoing professional development using the Professional Assessment Tool.
10. Engage in interprofessional education and collaborative practice.

The program will require 59 graduate credit hours and will be a second track leading to the Master of Science in Athletic Training degree that is currently on record. Accreditation standards require a minimum of two academic years of study at the Master's level. A national sample of currently accredited Professional Master's Degree

programs yielded an average curricular length of 58 hours (min = 41, max = 74). Within the state of Ohio, the average program length for the three currently accredited Professional Master's programs is 57 hours (these numbers may be confounded by institutions who have a lower per-semester credit hour threshold for students to be considered full-time).

The professional track will consist of four graduate-level semesters for internal students (undergraduate Ohio University students) who meet the undergraduate prerequisites and successfully complete the undergraduate AT preprofessional courses with a minimum grade of a C and an overall cumulative GPA of 3.0. For students who are admitted from institutions other than Ohio University, and who do not meet the prerequisite courses, the proposed program will require five semesters. We are currently exploring options for a 3+2 program route.

Core Courses

Appendix C presents the proposed professional Master of Science program track's academic sequence. Summer courses will be offered to students from within the university or external transfers who have not had the opportunity to fulfill Ohio University's preprofessional AT course requirements (these credits would be accepted as direct equivalencies). Tentative course descriptions are presented in **Appendix D**.

Athletic training students' classroom learning is reinforced by clinical education (and vice-versa). In our proposed program, students will engage in three practicum courses, one each during the first, second, and fourth semester. Each practicum will consist of approximately 300 hours of directed clinical experiences in a range of clinical sites (e.g., Ohio University Intercollegiate Athletics, Athens High School, performing arts medicine). Third semester students will engage in a capstone immersive experience (i.e., approximately 300 hours of supervised clinical experiences) in a clinical work environment that coincides with their career goals (e.g., high school, college, outpatient clinic, or professional sports setting as described in the "Scholarly Project" setting).

The professional master's degree track will allow the program to break from the historic modular (compartmentalized) approach to content delivery. The new curriculum will be concentrated on practice-oriented knowledge and skills. Faculty will present curricular content that will be relevant to practice, and will emphasize the integration of research, the application of evidence-based practice, the importance of interprofessional education, and the development of critical thinking skills through the critical analysis of scholarly publications on practice based patterns.

Electives/Concentration

The base curriculum has a total of three electives, two open ("free") 3-credit electives, and one 2-credit elective from an interprofessional education elective pool. Current courses that would meet the interprofessional education elective requirement are PT 7150 – Imaging in Rehabilitation and PT 8650 – Sports Physical Therapy. Faculty are working to develop additional college-wide elective courses.

The Division also offers specialized electives in Performing Arts Medicine. Moving forward these may be modified to develop a concentration and/or certificate program that specializes in the healthcare needs of performing artists.

Scholarly Project

Students will engage in an academic capstone project and a clinical capstone. The academic capstone will take the form of a systematic review or "critically appraised topic" (a summary of published evidence pertaining to a precisely defined patient-oriented clinical question). During the second year, the clinical capstone involves an immersive clinical experience where, under the supervision of a licensed preceptor, the student demonstrates the ability to function as an independent practitioner.

Academic Quality

Ohio University has maintained an accredited undergraduate program dating back to 1972. The profession-wide transition of entry-level education to the Master's degree level creates opportunities for Ohio University to make programmatic revisions that increase the depth and breadth of knowledge required for professional practice. The rationale for this belief is two-fold. First, the programmatic structure of a master's degree program would allow for a curriculum that is practice-oriented, has a singular focus on professional preparation, and is unencumbered by undergraduate core and general education requirements (i.e., all students admitted to the entry-level master of science program will have already achieved general education prerequisites). General education is integral to the undergraduate experience, but it can create an incongruence wherein the student must devote study time to disparate topics.

Second, university and prerequisite course requirements at the bachelor level create scheduling impediments for the students' six clinical education courses that occur concurrently with their didactic education. Many of the general education courses are scheduled at times that conflict with the major's courses and clinical rotations This schedule presents challenges to the students who need to be fully immersed and clearly focused on their professional academic content and fulfill their clinical education requirements.

Admission Criteria

To be admitted to this program, students must possess a bachelor's degree and a cumulative GPA of 3.0 from a regionally accredited US college or university or a foreign institution offering the equivalent of a US bachelor degree. Students also must have a composite 3.0 GPA in the required programmatic prerequisite (**Table 1**) and preprofessional (**Table 2**) courses (a minimum grade of a "C" is required for all prerequisite and preprofessional courses). A composite GRE score of 300 is preferred with a minimum writing score of 4.0. GRE scores can be no more than five years old from the date of program matriculation. Advanced placement and/or college exam credit will be accepted for the professional program prerequisites; however, CLEP (i.e., College Level Examination Program) and ACE (i.e., American Council on Education) courses will not be accepted. No college or prerequisite course credit will be awarded for vocational experience and/or technical skill. The application deadline will be approximately January 15th.

Table 1 Professional Program Prerequisites and Suggested Credit Hours

Human Anatomy (and lab) (3/4)	Nutrition (3)	Health (3)
Human Physiology (3)	Psychology (3)	Biomechanics (3)
Physics (and lab) (3/4)	Statistics (3)	Medical Terminology (3)
Chemistry (recommended) (3/4)	Exercise Physiology (3)	CPR ECC certification

ECC = emergency cardiac care

Table 2 Required Preprofessional AT Courses

AT1001 – Intro to AT* (3)	AT1002–Orthopedic Clinical Skills (3)*	AT XXX–Protective Techniques in AT (2)
AT1150 – Emergency Care (3)*		

Note: These courses will be open to all Ohio University undergraduate students and, in the absence of a general pre-professional program, will serve as electives in other majors. Students from outside of OU may transfer credits as direct equivalencies based on syllabus description.

* Course is currently on record

Application materials will include an official transcript from each institution where prerequisites courses have been taken, a statement of personal and professional goals, two letters of recommendations, a current resume, and documentation of a minimum of 50 hours of observation under the direct supervision of an appropriately credentialed athletic trainer and/or other healthcare provider. Students must have current immunizations and, if

applicable, meet the program's Technical Standards (**Appendix E**). Proof of immunization for communicable and other diseases must be submitted (**Table 3**).

Immunization / Vaccination	Result	Counseling Per Result
HepB Titer	Negative Or Equivocal	Repeat the full series: (1) Dose 1. (2) Dose 2, one month after dose 1. (3) Dose 3, five months after dose 2. (4) Re-titer one to two months after dose 3. If second titer is still negative, student is considered a "non-responder."
MMR[A]	Negative or Equivocal	Repeat (1) both doses four weeks apart or submit to a booster, and (2) re-titer one to two months after the last dose. If second titer is still negative, student is considered a "non-responder."
Tdap	No Hx of Tdap	Must get Tdap regardless of timeframe of last Tetanus.
Td	Prior Tdap is >7-10 years old	Td is required every 7-10 years after a one-time TDap.
TB (two-step) upon admission [two injections, followed by readings within 48-72 hours]	Positive	Must get (1) chest x-ray and (2) QuantiFERON-Gold or T-Spot blood test.
TB (one-step) @ year 2 [one injection, followed by reading within 48-72 hours]	Positive	Must get (1) chest x-ray and (2) QuantiFERON-Gold or T-Spot blood test.
Varicella	Negative or Equivocal	Repeat (1) both doses four weeks apart or submit to a booster, and (2) re-titer one to two months after the last dose. CDC does not recommend testing for immunity following 2 doses of the vaccine. However, many of our sites require a titer, so student will have to repeat the titer prior to patient contact in year 2. In the event a second titer is negative. Recommend a more sensitive measure of VZV-specific IgG (i.e., not commercial VZV ELISA).
[A] MMR vaccination interacts with TST. The result is typically a false positive. Advise student to complete the Two-Step TST prior to the MMR vaccination/booster.		

To comply with state laws protecting vulnerable populations (i.e., children and elderly), applicants must undergo a background check prior to engaging in patient care activities at affiliated clinical sites (i.e., prior to beginning the professional program). Additional background checks may be necessary per individual clinical site requirements.

As a means to assist students or applicants who may have a criminal record, a self-disclosure policy is in place. An affirmative response to a self-disclosure item or a criminal record history is not a *defacto* disqualification for admission. Each self-disclosure will be evaluated on a case-by-case basis and will consider documentation from

court records, physician letters, treatment facility records, completed background check report, and any other pertinent records. Applicants who decline to engage in a background check or refuse to complete a self-disclosure will not be able to participate in patient care, and therefore will be disqualified (or dismissed) from the program. Students must report any arrests or convictions to the program director within 48 hours; failure to do so may result in dismissal from the program. Pending proper disclosure, leaves of absence or deferred admission, may be arranged for individuals requiring medical care.

Non-native English speaking program applicants must demonstrate English proficiency via official test scores on the Test of English as a Foreign Language (TOEFL) [unconditional admission will require > 80 on the iBT or > 550 on the paper-based examination] or a minimum of 6.5 across all boards on the Academic IELTS.

3. Administrative Arrangement

The program will remain housed in the College of Health Sciences and Professions' School of Applied Health Sciences and Wellness, Division of Athletic Training. The current AT faculty will deliver the program (**Appendix F**). Part-time instructional faculty may be required during the teach-out, teach-in transitional period during which there will be a temporarily increased course load phasing out of the undergraduate professional AT program and the deployment of the professional graduate program (in addition to delivering the post-professional program).

4. Evidence of Need for the New Program

Effective January 1, 2022 a master's degree will be required by CAATE to enter professional practice. This is an extensive modification of an existing entry-level baccalaureate program, moving professional content from the bachelor's to the master's degree.

Employment of Graduates

The US Bureau of Labor Statistics *Occupational Outlook Handbook* projects a 21% increase (14% faster than average) in the demand for athletic trainers between 2014-2024.[7] The projected demand for ATs will increase as a result of increased awareness of the long-term effects of athletic injuries, expanded job settings, states mandating athletic healthcare coverage for secondary school (and younger) student-athletes, and an increase in individuals participating in club sports. We are confident that the proposed curriculum will provide a more integrative learning experience that leads to improved clinical decision-making and an evidence-based approach to practice.

Ohio University has a long and distinguished history of preparing athletic trainers and has one of the strongest alumni bases in the College of Health Sciences and Professions (as anecdotal evidence of this, our Facebook alumni page has 392 *active* members). Our graduates are sought out by employers and can be found throughout the state of Ohio and the nation working in high schools, clinics, colleges, professional athletics, and other venues. We are confident that this tradition will carry forward.

Potential Duplication of Programs

Currently 10 of the 14 University System of Ohio (USO) 4-year institutions sponsor a CAATE-accredited undergraduate entry-level program. Currently Youngstown State University (a new program) and Kent State University (transitioning their BS degree to the MS) have submitted proposals for professional Master's degrees. We are aware of at least two other institutions (Toledo and Ohio State University) who are in the process of transitioning their undergraduate program to the professional master's degree and we anticipate that other state institutions will follow suit as well. Additionally, The University of Findlay, Xavier University, and Marietta College – all private institutions – either have received accreditation at the Master's level or are in the process of

transitioning their programs. This proposed program does not duplicate any existing programs at Ohio University.

5. Prospective Enrollment

The entry-level master's degree program is designed to accept students from within the university and those external to the program. We anticipate the initial cohort to be 12 students, with an incremental increase in enrollment as we teach-out the existing undergraduate program. Based on current resources – faculty, clinical education sites, and preceptors – we have tentatively placed a cap of 25 students per cohort (maximum enrollment of 50 students).

With time we expect that the number of AT professional programs at the master's degree level will be less than the current number of undergraduate programs. This presents an opportunity to develop "feeder programs" to Ohio University from those institutions who elect not to offer undergraduate or graduate professional AT programs.

6. Efforts to Enroll and Retain Underrepresented Groups

The ethnic diversity of the athletic training profession is poor, especially amongst African American males (which comprise less than 1% of the professional population). An important consideration with the transition from a baccalaureate degree to a master's level degree is the effect on student recruitment of individuals representing underrepresented races and ethnicities, and more specifically ethnic/racial minority recruitment. The effect of a profession-wide transition to a master's degree entry-level education on the diversity of our profession was discussed at length by the National Athletic Trainers' Association (NATA) Professional Degree Task Force. Current members of the AT faculty work with non-traditional and rural populations, with a focus on a global and rural healthcare perspectives. Local recruiting efforts are presently coordinated by the professional program director with outreach to rural areas; this informs underprivileged students about the profession of athletic training and educational opportunities at Ohio University.

A concerted effort will need to be made by the faculty of the athletic training program to recruit under-represented students to the entry-level graduate program. There are several ways in which the program can bolster the recruitment and retention of minority students. In addition to the current scholarships and grants offered by the College of Health Sciences and Professions there are two scholarships specifically geared toward the recruitment and retention of minority students. Recruitment activities at metropolitan high schools and colleges will be undertaken to create interest in minority students interested in pursuing athletic training. Partnerships will be created with other higher education institutions (i.e. HBCUs) to create a pipeline for students to enter the program via memorandas of understanding regarding transfer credit. Several other programmatic efforts will be made to advertise the programs to maximize underrepresented student recruitment and retention. These efforts will include developing an elective diversity course and incorporating diversity issues into the coursework, developing a mentorship program for underrepresented students, and updating the program mission statement to reflect the importance of diversity. Internal recruitment efforts will continue through the Admission's Office and Ohio University UpClose events.

7. Availability and Adequacy of Faculty

The Division of AT is currently comprised of seven faculty; four of whom are tenure track. In total, five faculty members have a terminal degree and all have graduate faculty status. The current number of faculty is projected to be adequate for the entry-level program, however additional teaching assistance may be required during the overlap period between the phase out of the undergraduate program and the phase in of the graduate program.

The following are the faculty who comprise the Division of Athletic Training and will contribute to the delivery of this program (Complete vitae are located in **Appendix F**):

Ensign, Kristine, PhD, AT: Instructor/Professional Program Director. **Teaching areas:** Administration, Manual Therapy, Introduction to Athletic Training, Clinical Skills.

Grooms, Dustin, PhD, AT: Assistant Professor. **Teaching areas**: Neuromechanics, therapeutic exercise, diagnostics. **Research area**: Neuroplasticity of the brain following anterior cruciate ligament rupture.

Harris, Laura, PhD, AT: Associate Clinical Professor. **Teaching areas**: Clinical skills, mentorship, preceptor development, psychosocial intervention. **Research area**: Educational outcomes assessment. (Dublin Campus based)

Russell, Jeff, PhD, AT, FIADMS: Assistant Professor/Director, SHAPe Clinic. **Teaching areas**: Performing Arts Medicine. **Research area**: Performing Arts Medicine.

Simon, Janet, PhD, AT: Assistant Professor. **Teaching Areas**: Evidence-based Practice, Research Methods, Statistics. **Research Areas**: Patient-centered Outcomes, Health Related Quality of Life.

Starkey, Chad, PhD, AT, FNATA: Professor/Division Coordinator/Director, Post-professional AT Program. Board Member, Commission on Accreditation of Athletic Training Education (CAATE). **Teaching Areas**: Therapeutic interventions (modalities, therapeutic exercise, manual therapy), Orthopedic Diagnosis, Evidence-based Practice, Introduction to Athletic Training. **Research Areas:** Evidence-based practice, epidemiology, professional issues.

There is currently one open Clinical Faculty position in the Division of Athletic Training.

The program will continue to use select preceptors from Ohio University intercollegiate athletics and campus recreation sports and health care facilities. We also anticipate using local high schools (e.g., Athens, Alexander, Federal Hocking High Schools) for the Year 1 clinical experiences. The design of the Fall, Year 2 clinical experiences allow for off-campus, individualized clinical experiences that promote congruence with the students' long-term career plans.

8. Need for Additional Facilities and Faculty/Staff and Plans to Meet this Need

The planned renovation of Grover Center, which includes teaching, laboratory, and research space, would continue to house the primary learning sites for this program (Figure 1). These renovations began during the Spring 2016 semester, and will double the space allocated for the existing undergraduate AT program. Athletic training will have a 1,164 ft^2 teaching (lecture/laboratory) space and a 1,069 ft^2 clinic/laboratory facility. In addition, another 2,123 ft^2 of research space will be developed for the school faculty.

Both the classroom and laboratory/clinic sections of the renovated facilities will have teleconferencing abilities, thereby improving communication with those students who are engaged in off-campus clinical rotations.

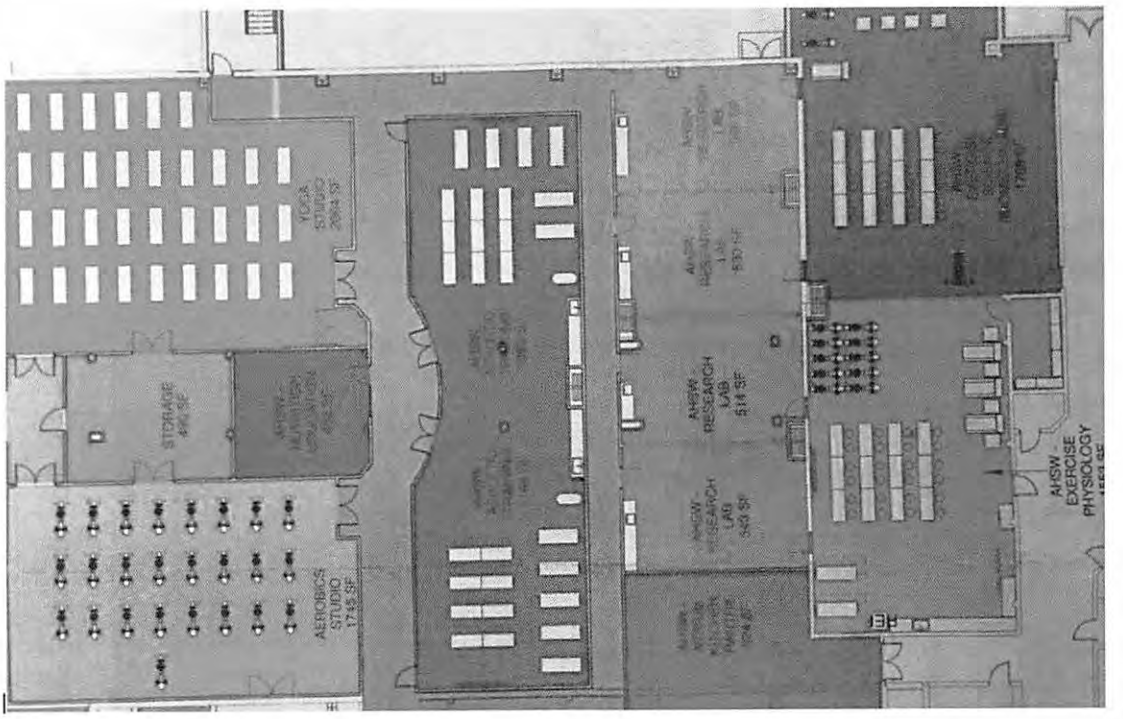

Figure 1. Renovation plans for Grover Center illustrating the athletic training teaching/clinical facilities (purple) and research space (green).

The total number of clinical placements during the two-year entry-level (graduate) phase of the program will be less than the current three-year undergraduate component. Assuming the maximum enrollment of 25 students per-year in the graduate phase, the projected 50 students is less than the current ~75 students engaged in clinical education.

g. Projected Costs Associated with the Program

	Year 1	Year 2	Year 3	Year 4
Projected Enrollment				
Headcount full time	12	32	45	50
Headcount part time				
Full Time Equivalent (FTE) enrollment	12	32	45	50
Projected Program Income				
Tuition	$ 97,608	$ 260,936	$ 367,110	$ 408,050
Expected state subsidy	$ 15,736	$ 184,031	$ 295,790	$ 361,542
Other income (if applicable, describe in narrative below)				
TOTAL PROJECTED ANNUAL INCOME	$ 113,344	$ 444,967	$ 662,900	$ 769,592
Program Expenses				
New Personnel (existing personnel will be used) Full time: 0 Part time: 1 [A]	$204,240	$209,605	$215,174	$220,815
New facilities/building/space renovation				
Tuition scholarship support				
Stipend support				
Additional library resources				
Additional technology or equipment needs				
Other expenses (e.g., waived tuition and fees, travel, office supplies, accreditation costs)	$4,500[B] $3,000[D] $8,267	$4,750[C] $8,267	$5,000[C] $6,000[E] $8,267	$5,250[C] $8,267
University Indirect Expenses	$49,415	$102,828	$149,303	$170,071
Total Projected Expense	$269,422	$325,450	$383,744	$404,403
NET [F]	($156,078)[G]	$119,517	$279,156	$365,189

Comments:
Other expenses:
[A] A Group III faculty member may be needed during the first full transitional year as we phase-out the undergraduate program and phase-in the graduate program.
[B] Annual accreditation fee (known)
[C] Annual accreditation fee (estimated)
[D] A minimum $3,000 substantive change fee will be assessed to move the undergraduate accreditation to the MS level.
[E] Scheduled 10-year site visit accreditation fee (estimated)
[F] These figures exclude revenue generated from the four undergraduate prerequisite courses and the Performing Arts Medicine Program.
[G] Revenue will still be generated during the phase out of the existing undergraduate program.

NOTE: The State Subsidy is calculated as athletic training being classified as a BE6. As noted below, IPEDS contemporary CIP code for athletic training is STEM-level. We strongly encourage that athletic training master's program be subsidized at this level

IPEDS
Classification of Instructional Programs (CIP)
Home | CIP Selector | Help | Contact NCES
CIP 2010 | Browse | Search | Crosswalk | Resources | Quick CIP | Go
Detail for CIP Code 51.0913
Title: Athletic Training/Trainer.

Appendix A: Strategic Alliance Statement on the Degree Change

THE PROFESSIONAL DEGREE

The NATA Board of Directors and the Commissioners of the CAATE, with the full support of the Board of Certification and the NATA Research & Education Foundation, have agreed to establish the professional degree in athletic training at the master's level.



Over the past two and a half years the AT Strategic Alliance (BOC, CAATE, NATA and NATA Foundation), under the lead of NATA and CAATE, have been actively engaged in a critical examination of what the appropriate professional degree level should be to best prepare athletic trainers for an integral role in the evolving health care system.

A special meeting was held to hear final presentations and to deliberate. The NATA Board of Directors and the Commissioners of the CAATE, with the full support of the Board of Certification and the NATA Research & Education Foundation, have agreed to establish the professional degree in athletic training at the master's level. Download a pdf of the full announcement by clicking here. [illegible]

Strategic Alliance Website Now Available

The strategic alliance website is now available to provide information about the professional degree transition to all stakeholders. Visit the Strategic alliance website at [illegible] to view official statements, additional FAQs, or for the opportunity to submit questions about the professional degree transition.

FAQs regarding the Professional Degree

Who made the decision to change the level of the degree?

The Athletic Training Strategic Alliance consisting of the Board of Directors of the NATA and the Commissioners of the CAATE with the support of the BOC and the NATA Foundation have jointly acted to establish master's level as the professional degree for athletic training.

What is the timeline for implementation of the master's degree requirement for Professional Programs?

The *Standards for Accreditation of Professional Athletic Training Programs* will be changed to include a requirement that professional programs be at the master's degree with a specific implementation deadline of at least 7 years. A decision of this magnitude requires significant discussion on the implementation details. the CAATE anticipates acting on the implementation deadline at the August 2015 meeting.

Will the Standards for professional program accreditation change?

Yes. In addition to the Standard for the degree, the Commission has asked the Standards Committee to work with our strategic partners, our stakeholders and other groups to examine and evolve the Standards to reflect the added rigor and other key components of quality healthcare education as we move toward implementation of the degree requirement.

Will the educational content change?

The degree change is part of a broader vision to produce providers who are prepared to meet the challenges our patients will face in the future. The educational content will also evolve to provide our students and ultimately their patients with healthcare knowledge and skills that produce a provider who can function as a midlevel (Level II) provider.

A steering committee comprised of representatives from the NATA, the BOC and the CAATE is beginning to work on revision of the professional educational content (Competencies). The working group has been charged that the professional knowledge needs to be reflective of professional programs offered at the master's degree level.

What are acceptable degree names?

Consistent with the current standards, master's professional programs must lead to a master's degree IN Athletic Training. The program must be identified as an academic athletic training degree in institutional academic publications. The degree must appear on the official transcript similar to normal designations for other degrees at the institution. Concentrations, cognates, majors or similar names are not degrees and will not be accepted.

Examples are: Master of Athletic Training (MAT), Master of Science in Athletic Training (MSAT)

Source: http://caate.net/the-professional-degree/

Appendix B: Comparison of the Entry-Level and Post-Professional Master's Degree

	GOAL	
Aspect	**Professional Education**	**Post-Professional Education**
Outcome	To prepare entry-level practitioners	To develop advanced clinical practice
Credentials	Students are clinicians in training; they are not licensed. During clinical experiences, students must be supervised by a preceptor at all times.	Students are licensed clinicians. During clinical experiences, students function within the established scope of practice of a licensed athletic trainer.
Curricular content	Based on the "Competencies in Athletic Training" document	Focus is to advance established entry-level knowledge by emphasizing evidence-based practice, interprofessional education and collaborative practice, quality improvement, healthcare informatics, professionalism, and patient-centered care.
Clinical expectations	Emphasis is on applying classroom and clinical learning to an actual patient base.	Emphasis is on bringing clinical problems to the classroom to enhance clinical problem-solving skills and develop leadership skills. Areas of specialization may be identified.
Research expectations	Students will engage in a capstone project such as a Critically Appraised Topic or Systematic Review.	Students will create and disseminate advanced knowledge in athletic training. Publication of the new knowledge is expected.
Degree level transition	Moving from bachelor's entry-level to the master's entry-level	Currently at the master's degree level. As the entry-level transitions to the master's, post-professional education will take the form of a clinical doctorate (DAT), residency, and/or PhD.

Appendix C: Specimen Program for the Professional Master of Science in Athletic Training Degree Track

	Summer Semester	Fall Semester		Spring Semester
Year 1	**Summer Semester***	Therapeutic Interventions (3)		Upper Extremity Integration (5)
	Introduction to AT (3)	Lower Extremity Integration (5)		UE Gross Anatomy (1)
	Ortho Clinical Skills I (3)	LE Gross Anatomy (1)		The Head & C-Spine Injured Athlete (2)
	Protective Techniques in AT (2)	Evidence-Based Practice (2)		Medical Conditions (2)
	Emergency Care (3)	Practicum I (2)		Clinical Reasoning I (2)
				Practicum II (2)
	---	----		----
	Credits=11 (not counted in the 64 cr hrs)	**Credits = 13**		**Credits = 14**
Year 2		**Group A**	Immersive Clinical (6)	On-Campus Courses	Pharmacology (3)
		Group B	On-Campus Courses	Immersive Clinical (6)	Practicum IV (2)
					Clinical Reasoning III (2)
		Taught to the groups that are on-campus			Clinical Research (3)
		Orthopedic Appliances (2)			IPE Elective (2)
		Spine and Posture (3)			Elective (3)
		Practicum III (1)			----
					Credits = 15
		Delivered online to both groups concurrently:			
		Administration of AT (3)			
		Clinical Reasoning II (2)			

		Credits = 17			

* For external transfers or internal applicants who did not fulfill these prerequisites. These 11 credits are not counted towards the degree total. Total = 59 graduate credit hours (four semesters)

Note: During the second year Fall semester, students will be split into two groups: "Group A" will begin their immersive clinical experience in August (for fall sports) and "Group B" will begin in October and extend through Winter break (for winter sports).

Appendix D: Tentative Course Descriptions

(UG = offered as undergraduate courses; G = offered at the graduate level; KSA = knowledge, skills, and abilities)

Introduction to AT (UG): This course will be fundamentally unchanged from the course that is currently offered and will be open to the general student population. The Fall semester course offering will be in the traditional lecture format; the Spring course will be offered online. (Lecture – This course is currently on record as AT 1001)

Orthopedic Clinical Skills (UG): This course teaches the fundamental skills used in orthopedic diagnosis and the care of orthopedic injuries. Topics include medical history taking, assessment of joint function (active range of motion, goniometry, manual muscle tests), anthropometric measurements, crutch fitting, etc. This course will be offered to the general student population, but will be required for students entering the professional MSAT program. (Lecture/Laboratory. This course is currently on record as AT 1002).

Protective Techniques in AT (UG): Students will learn the basics of prophylactic and functional taping and wrapping. As this course contains required content it will be offered during the summer term to accommodate external transfer students. Includes a laboratory. (Lecture/Laboratory)

Emergency Care (UG): Advanced course in emergency care designed for athletic training majors. Hands on experience allows realization of proper emergency care. Experience is reinforced with comprehension of related best practices, policies, procedures and their application. Topics include management of the spine-injured patient, fracture management, control of bleeding, and appropriate blood-borne pathogen techniques. (Lecture/Laboratory. This course is currently on record as AT 1150.)

Therapeutic Interventions (G): Describes the basic principles of therapeutic modalities, therapeutic exercise, and manual therapies that serve as the foundation for Clinical Integration courses. Topics include passive agents such as therapeutic heat and cold, electrical stimulation, therapeutic ultrasound, therapeutic exercise, soft tissue mobilization techniques. The basis of a rehabilitation program will also be discussed. (Lecture/Laboratory)

Lower Extremity Integration (G): Using the principles of evidence-based practice, students study the pathology, etiology, diagnostic principles, and therapeutic interventions for common musculoskeletal disorders of the lower extremity, torso, pelvis, and lumbar spine. (Lecture/Laboratory)

Lower Extremity Gross Anatomy (G): A companion laboratory to Lower Extremity Integration. A regional approach to the appreciation of lower extremity and lumbosacral spine cadaver anatomy will be augmented with neurological and radiographic study. (Laboratory)

Evidence-Based Practice (G): This course provides students with the skills to integrate the best research evidence with clinical expertise and patient values in order to make a clinical decision. This course will cover the foundational concepts of evidence based practice including defining a clinically relevant question, searching for the best evidence, critically appraising the evidence, applying the evidence, and evaluating the performance of evidence based practice. (Lecture)

Upper Extremity Integration (G): Using the principles of evidence-based practice, students study the pathology, etiology, diagnostic principles, and therapeutic interventions for common musculoskeletal disorders of the upper extremity. (Lecture/Laboratory)

Upper Extremity Gross Anatomy (G): A companion laboratory to Upper Extremity Integration. A regional approach to the appreciation of upper extremity and spine cadaver anatomy will be augmented with neurological and radiographic study. (Laboratory)

The Head and Cervical Spine Injured Athlete (G): This course describes the diagnostic techniques, immediate management, and appropriate medical and therapeutic interventions for head and cervical spine injuries. Topics

include concussions, intracranial hemorrhage, skull fracture, eye trauma, and injuries to the nose, face, and ear. (Lecture/Laboratory)

Medical Conditions (G): Presents common medical conditions seen by the physically active population with an emphasis on referral flags and disqualifying conditions. A laboratory will be used to develop and refine skills needed during a general medical examination such as blood pressure, auscultation of the heart, palpation, auscultation, and percussion of the lungs and abdomen, and use of the otoscope, ophthalmoscope, and tuning fork. (Lecture/Laboratory)

Clinical Reasoning I (G): Develops the students' clinical reasoning skills through case studies, scenarios, and other controlled patient-centered activities. (Online)

Orthopedic Appliances (G): Provides students with information on applications and techniques used in orthopedic settings. This course can be used in conjunction with the clinical internship/practicum courses to meet the eligibility requirements to sit for the NAOT certification examination as an orthopedic technologist. (Lecture/Laboratory)

Spine and Posture (G): Using the principles of evidence-based practice, students study the pathology, etiology, diagnostic principles, and therapeutic interventions for common musculoskeletal disorders of the spine.

Administration of AT (G): Examines the various issues, policies, and procedures involved with the implementation, management, and administration in athletic training. An intensive evaluation of facility design, emergency action plans, legal issues, budgeting, health care services, drug testing procedures, professional and governing organizations, and documents that affect the profession of athletic training are investigated. Students will also be provided with an overall review of athletic training education curriculum to assist in preparation for the Board of Certification (BOC) Examination. (Lecture)

Clinical Reasoning II (G): Develops the students' clinical reasoning skills through case studies, scenarios, and other controlled patient-centered activities. (Online)

Pharmacology (G): Describes common pharmacological medications used in orthopedic medicine including anti-inflammatories and analgesics. (Online) Topics include; drug classifications, pharmacodynamics, drug interactions, toxicology, drug composition, pharmacokinetics etc. (Lecture)

Clinical Reasoning III (G): Develops the students' clinical reasoning skills through case studies, scenarios, and other controlled patient-centered activities. (Online)

Clinical Research (G): This course allows students to become better consumers of research-based information, this course will introduce research topics, data collection methods, and application of statistical methods used in athletic training and related research. This course also assists athletic training students in preparing for graduate study by guiding them through the development of a research proposal. (Lecture)

Practicum (G): Under the direct supervision of a clinical preceptor, students apply the knowledge and skills obtained in the classroom on actual patients. Emphasis is placed on clinical decision-making. (Clinical)

Clinical Immersion (G): Immersive clinical education internship conducted under the direct supervision of a qualified preceptor. (Clinical)

Appendix E: Technical Standards

The Professional Athletic Training Program at Ohio University is rigorous and intense, with specific requirements and demands on enrolled students. We prepare graduates for a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The program's technical standards establish the essential qualities considered necessary for our students to achieve the knowledge, skills and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency, CAATE.

All students admitted to the program must meet the following abilities and expectations. If you are unable to fulfill these technical standards, with or without reasonable accommodation, you will not be admitted to the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam. Candidates for selection to the Program must demonstrate:

- The mental capacity to assimilate, analyze, synthesize, and integrate concepts; problem solve to formulate assessment and therapeutic judgments; and to be able to distinguish deviations from the norm.
- Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients.
- The ability to communicate effectively and sensitively with patients and colleagues including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- The ability to record the physical examination results and a treatment plan clearly and accurately.
- The capacity to maintain composure and continue to function well during periods of high stress.
- The perseverance, diligence, and commitment to complete the athletic training program as outlined and sequenced.
- Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
- Effective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Program candidates for selection will be required to verify that they understand and meet these standards or that they believe they can meet the standards with certain accommodations.

The Office of Institutional Equity will evaluate those students who request accommodation to meet the program's technical standards to confirm that the stated condition qualifies as a disability under applicable laws. The University will determine if it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account if the accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including coursework, clinical education experiences, and internships deemed essential for graduation.

HONORS TUTORIAL COLLEGE &
DEPARTMENT OF SOCIAL AND PUBLIC HEALTH
BACHELOR OF SCIENCE IN
PUBLIC HEALTH

RESOLUTION 2017 -

WHEREAS, the Department of Social and Public Health in the College of Health Sciences and Professions has developed a Bachelor of Science degree in public health 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 another option suited to students with interests in health-related fields; and
- Will balance breadth and rigor with freedom for independent academic and interdisciplinary achievement; and
- Will offer opportunities for students to pursue multiple careers tracks in both public and private sectors as well as advanced study in the physical and natural sciences.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves offering the Bachelor of Science in public health by the Department of Social and Public Health through the Honors Tutorial College.

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

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

Re: Honors Tutorial College – Public Health – Bachelor of Science

A resolution is included seeking board approval for a new Honors Tutorial College (HTC) degree offering a Bachelor of Science in public health through the Department of Social and Public Health in the College of Health Sciences and Professions. University Curriculum Council has approved the program and provides the proposal for your review.

The proposed major in public health in the Honors Tutorial College (HTC) is designed to meet the growing need for high-achieving students in the field of public health. Career opportunities for public health professionals are expected to grow as the population ages and new issues continue to arise.

The curriculum is adapted from the existing requirements for all HTC programs, with guidance from the Association of Schools and Programs in Public Health (ASPPH). The undergraduate learning outcomes developed by ASPPH include:

1) Knowledge of human cultures and the physical and natural world as it relates to individual and population health;

2) Intellectual and practical skills including epidemiology, data analysis, teamwork and problem solving, and communication skills;

3) Personal and social responsibility with a focus on civic knowledge and engagement, intercultural knowledge and competence, and active involvement with diverse communities; and

4) Integrative and applied learning through synthesis and application of knowledge and skills to complex problems.

In 2012, ASPPH noted that there is a growing interest in undergraduate education for public health. A well-structured bachelor degree in public health offers the opportunity for students to pursue multiple career tracks including entry level positions in both public and private sectors as well as additional study in the physical and natural sciences.

According to the Bureau of Labor Statistics (BLS), job opportunities in public health are predicted to rise faster than all occupations because of an increasing emphasis on reducing healthcare costs by focusing on prevention rather than treatment. This means the need for public health practitioners such as community health workers and environmental health specialists is likely to increase in the next 20 years.

In addition to the need for public health practitioners, since the HTC degree is a science-based curriculum, it also prepares students for advanced degrees in public health, medicine, and other health-related fields. BLS predicts that job opportunities in healthcare professions will rise more rapidly than any other fields in the future.

The resource needs for the program are minimal. The curriculum is designed to be flexible and will include many existing classes at Ohio University. As with all HTC students, these students will seek out faculty within the Department of Social and Public Health for one-to-one tutorials.

NEW SEMESTER PROGRAM* PROPOSAL GUIDELINES - UNDERGRADUATE

I SUMMARY STATEMENT

A. Title of Program, Degree to be conferred, Administrative unit proposing program, Date of submission:

Bachelor of Science in Public Health
Proposed by Honors Tutorial College
January 11, 2016

B. 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.

Evidence shows that the field of public health is rapidly changing in response to events that are sometimes predictable and sometimes unpredictable. The proposed major in Public Health in the Honors Tutorial College (HTC) is designed to meet the growing need for high-achieving students in the field of public health. Generally, the career opportunities for public health professionals will continue to grow as the population ages and new issues continue to arise. An HTC Public Health degree will allow students to earn a degree in context of the dynamic nature of the field.

In the early stages, we anticipate that the Public Health program would involve 2 to 4 incoming students each year. The student would have the same core requirements as any other HTC student: minimum 3.5 GPA, English composition requirements, Honors seminar, six tutorials, two thesis tutorials, and successful submission of a thesis or applied learning project.

The curriculum will be adapted from the existing requirements for all HTC programs, with guidance from the Association of Schools and Programs in Public Health (ASPPH). The undergraduate learning outcomes developed by ASPPH include:

1. Knowledge of human cultures and the physical and natural world as it relates to individual and population health;
2. Intellectual and practical skills including epidemiology, data analysis, teamwork and problem solving, and communication skills;
3. Personal and social responsibility with a focus on civic knowledge and engagement, intercultural knowledge and competence, and active involvement with diverse communities; and
4. Integrative and applied learning through synthesis and application of knowledge and skills to complex problems.

The resource needs for the program are minimal. The curriculum is designed to be flexible and will include many existing classes at OU. Like all HTC students, these students would seek out faculty for one-to-one tutorials. There are currently 6 faculty

members in the Department of Social and Public Health (DSPH) who are willing to serve as tutors and many existing courses that will become part of the curriculum.

HTC hopes to implement this program beginning in academic year 2017-2018.

II THE NEED FOR THE PROGRAM

A. What is the local, regional, and national demand for graduates of the proposed program? Any statistical documentation would be helpful.

In 2009, an article in the *Chronicle of Higher Education* identified Public Health as one of five college majors on the rise.[1] In 2012, ASPPH noted that there is "a growing interest in undergraduate education for public health."[2] A well-structured BS in Public Health offers the opportunity for students to pursue multiple career tracks including entry level positions in both public and private sectors as well as additional study in the physical and natural sciences.

According to the Bureau of Labor Statistics (BLS), job opportunities in Public Health are predicted to rise faster than all occupations because of an increasing emphasis on reducing healthcare costs by focusing on prevention rather than treatment.[3] This means the need for public health practitioners such as community health workers and environmental health specialists is likely to increase in the next 20 years.

In addition to the need for public health practitioners, since the HTC BSPH is a science-based curriculum, it also prepares students for advanced degrees in Public Health, Medicine, and other health-related fields. BLS predicts that job opportunities in healthcare professions will rise more rapidly than any other fields in the future.[4]

B. What other schools within Ohio offer the same or a similar program?

1. What has happened to enrollments at those schools in recent years?

Three universities in Ohio currently offer a BSPH: The Ohio State University, University of Toledo, and Kent State University. Youngstown State and University of Cincinnati offer similar programs with different names. As the figure below shows, enrollment at Ohio State and Kent State increased dramatically in the first years the degree was offered. Enrollment at University of Toledo has been relatively stable.

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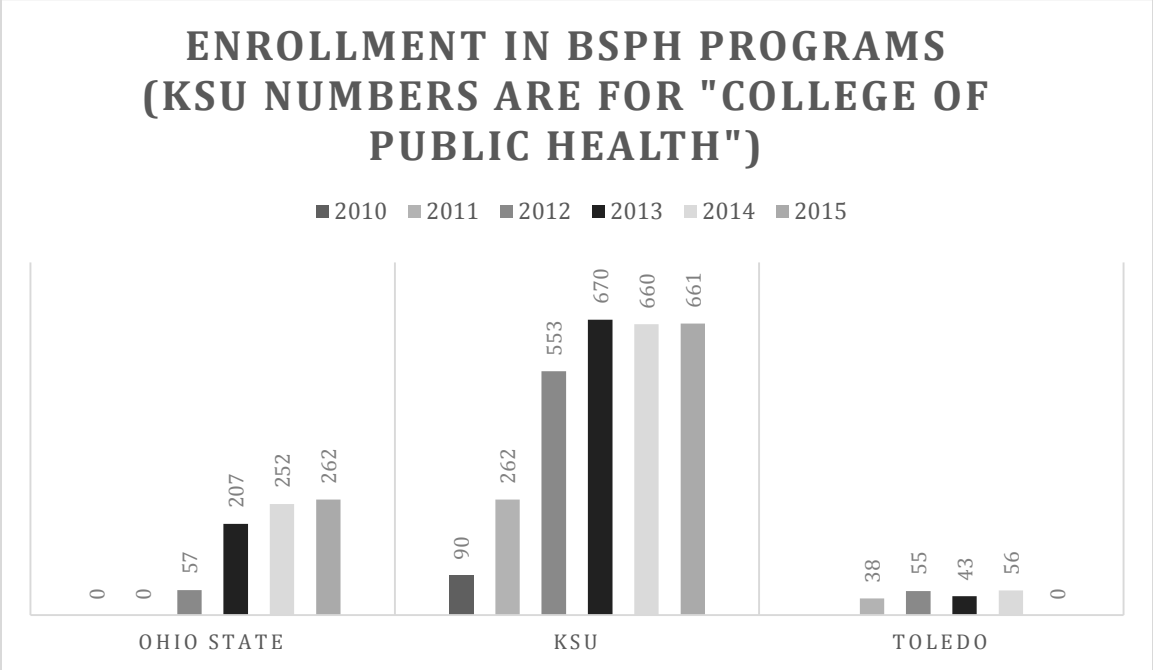
[1] http://chronicle.com/article/5-College-Majors-On-the-Rise/48207
[2] http://www.aspph.org/wp-content/uploads/2015/02/UGPH1.pdf
[3] http://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-6; http://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm#tab-6
[4] http://www.bls.gov/ooh/healthcare/home.htm



C. 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. The Honors Tutorial College is the best example of the student-centered experience on campus. A BSPH in HTC not only addresses the vision of OU in this regard, it also will contribute to creating alumni who are leaders in public health.

Health and wellness is one of the marquee strengths of Ohio University. In the Ohio Innovation Strategy Report (2014), Public Health is identified in one of the areas in which Ohio University has strengths. While this report focuses on the research opportunities that exist at OU, the selective undergraduate program in Public Health will enhance student-engaged research in this realm.

D. What Ohio University program comes closest to duplicating the proposed program?

1. *More generally, what duplication exists between the proposed program and other Ohio University programs?*

The Bachelor of Science in Health, with a major in Community and Public Healthis the closest program to the HTC BSPH. In addition, the nationally-accredited BS in Environmental Health offers some overlap with the proposed curriculum. This will benefit students admitted into the BSPH because there are currently courses that will contribute to and enhance the degree. Both of these programs are prescriptive in the courses that students take to complete the degrees, the HTC approach offers additional opportunities for interdisciplinary approaches to public health and emphasizes undergraduate research.

2. *Can students fulfill their educational and/or vocational needs through existing programs? If they cannot, why not?*

   The most important benefit to students with an HTC degree in Public Health is that it allows for the pursuit of interdisciplinary studies in the public health domains suggested by ASPPH. These domains include:

   1) An overview of public health;
   2) The role and importance of data in public health;
   3) Population health challenges;
   4) Human health science;
   5) Determinants of health;
   6) Project implementation;
   7) Health systems overview;
   8) Health policy, law, ethics, and economics; and
   9) Health communication.

   In addition, the HTC program provides the opportunity for students to complete a cumulative experience in the form of a thesis or an applied learning project.

3. *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 Department of Social and Public Health (DSPH) is the main academic unit that will be critical to implementation of this degree. DSPH fully supports this proposal and currently 6 faculty members in the department are willing to serve as tutors.

4. *From what geographic area do you anticipate that students to the program will be drawn? 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. We expect that the student profile for the BSPH would be very similar to the standard HTC student profile.

5. *How many students do you anticipate will enroll in the program in each of its first four years? To what extent will students in the program come from students who would enroll at this University anyhow? To what extent is it anticipated that the enrollment will represent "new" (incremental) students?*

   We expect approximately two to four incoming students each of the first two calendar years, growing to five or six maximum per year in the third or fourth years. Initially, enrollment will likely be evenly split between existing high-achieving OU students who did not previously have this degree option within HTC, and new students who are attracted to Ohio University and HTC

because of the combination of academic rigor and the ability to design their own curriculum.

III CURRICULUM

A. 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. 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)
- At least 4 courses in basic science including chemistry, biological science, and physics. Students can choose the basic science electives, but must complete at least 4 courses.
- Six tutorials of 1-12 credit hours each, drawn from 2 to 4 of the public health domains identified below in keeping with the student's plan of study constructed with the approval of the Director of Studies.
- Two thesis or applied learning tutorials of 1-12 credit hours each, leading to the completion of a thesis or applied learning project in keeping with HTC standards.
- At least 36 hours of non-tutorial required course credit covering at least three of the public health domains identified below.
- Other electives as approved by the Director of Studies.

The only new courses required for the program are the tutorial courses, however, additional courses/seminars may be developed in the future.

The curriculum is designed to follow guidance from the Association of Schools and Programs of Public Health (ASPPH). The specific components are described below.

Public Health Domains

Like most HTC programs, students will have some flexibility in choosing courses to fulfill the 9 public health domains as outlined by ASPPH. The table below identifies each domain and existing courses that would achieve completion. In many cases, the tutorial courses will be used to accomplish the foundational public health content that these domains seek to achieve.

Domain	Existing Course Suggestions
Overview of Public Health. Introduction to the history and philosophy of public health, as well as its core values, concepts, and functions across the globe and in society.	HLTH 2000: Introduction to Public Health EH 2000: Introduction to Environmental Health and Safety
Role and importance of data in	HLTH 3300: Community Health Epidemiology

public health. Introduction to the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.	PSY 2110: Statistics for the Behavioral Sciences HLTH 3735: Introduction to Health Informatics HSP 3520: Research and Evidence-based Practice in Healthcare
Identifying and addressing population health challenges. Introduction to the concepts of population health and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.	T3 4010: Climate Change and Public Health HLTH 4800: Applied Service Learning in Rural Community Health
Human health. Introduction to the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course.	BIOS 1300: Principles of Human Anatomy and Physiology
Determinants of health. Introduction to the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.	AAS 4693: Legal and Policy Disparities in the American Health Care System HSP 2210: Introduction to Global Health HLTH 2300: Health Issues: U.S. Underserved Populations
Project implementation. Introduction to the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.	HLTH 4100: Program Planning and Implementation in Community Health HLTH 4200: Program Evaluation in Community Health
Overview of the health system. Introduction to the fundamental characteristics and organizational structures of the U.S. health system, as well as to the differences in systems in other countries.	SOC 2310: Sociology of Health and Health Care HLTH 2170: Health System Organization, Financing, and Delivery
Health policy, law, ethics, and economics. Introduction to basic concepts of legal, ethical, economic, and regulatory dimen-sions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches	HIST 3202: Women's Health and Medicine in U.S. History HLTH 4375: Health Care Policy HLTH 4445: Health Care Law and Ethics ECON 3150: Economics of Health Care

of government.	
Health communication. Introduction to the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.	COMS 3400: Introduction to Health Communication EH 4000: Environmental Health and Safety Risk Communication

B. How does this curriculum compare with that offered at other institutions with similar programs? Specifically, list at least two curricula of other schools offering similar programs, indicating how they compare with Ohio University.

1. *The Ohio State University* offers two tracks for a BS in Public Health: 1) sociology specialization and 2) environmental public health specialization. The curriculum guides for the four year plan are attached in the Appendix. The courses that comprise these tracks are prescriptive and not interdisciplinary, nor do they follow the public health domains as suggested by ASPPH.
2. *Kent State University* offers a BS in Public Health in areas: 1) Allied Health; 2) Environmental and Occupational Health and Safety; 3) Environmental Health Science; 4) Global Health; 5) Health Promotion and Education; 6) Health Services Administration; 7) Pre-Medicine, Dentistry, Osteopathy; and 8) Community-Based Public Health. As with the Ohio State curriculum tracks, these are not interdisciplinary approaches to public health, and they are prescriptive.

C. Does the program intend to seek accreditation? If so, what is the name and address of the agency that would accredit the program? Has it been contacted? Is the curriculum in accord with its standards?

At this time, there are no plans to seek accreditation for this program.

D. 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 can contribute to the students' progress toward graduation if they are an approved part of the students' academic plans.

IV FACULTY AND INSTRUCTION

A. Will current faculty, new faculty, or a combination of both be used? How? How will new faculty for the program be selected? By whom? What are the minimal qualifications expected of instructors in the program? What is the tenure status of any identifiable current Ohio University faculty who are probable program participants?

The program will use current faculty who serve as tutors for existing HTC programs, as well as other existing Ohio University faculty who are willing to serve as tutors and are relevant to the student's course of study. HTC tutors are typically well-published faculty with excellent teaching records who have an interest in mentoring high-achieving students. The overwhelming majority of HTC tutors are Group I faculty.

B. What is the likely teaching load of faculty members?

Faculty members teach tutorials for HTC students in addition to their regular teaching load. For each tutorial, faculty members receive $500 to support their research and professional development. Faculty members choose to teach tutorials based on their own interest and volition for working with the students in the program.

C. What is the projected ratio of FTE students to FTE faculty?

1:1 (based on the tutorial model)

D. 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 faculty member, serves as the curricular head of the program. The initial program will be vetted through University Curriculum Council.

V ADMISSION REQUIREMENTS

A. **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 is also required, in which the candidate for this program would articulate the need and appropriateness of being admitted to the Interdisciplinary Studies major as opposed to a more traditional, single-department HTC program.

B. Are there any upper limits on program enrollment? 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 two to four incoming students for the first two years. 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

A. Who chose (or will choose) the administrative officer(s)?

The Dean of Honors Tutorial College will choose the administrative officer.

B. What is the title of the administrator(s) who will administer the program?

The title will be Director of Studies, Public Health.

C. Will the administrator(s) have academic rank? 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

A. Has any external publicity about this program already been generated? If so, by whom and why? Have applications for admission already been entertained?

No external publicity has been generated.

B. When do you want the program to start? How will the program be "Phased-in"? *Allow at least 120 days for University Curriculum Council and Presidential and Trustee approval.*

We are aiming to start recruiting students in Fall 2016 in order to enroll the first class for the 2017-18 academic year. The program will be phased-in by admitting only two to four students the first year.

C. New programs will be evaluated annually by their colleges. What additional assessment tools are suggested to evaluate the program once ongoing?

The Honors Tutorial College employs a portfolio-based assessment. Students complete annual portfolios at the beginning of their sophomore, junior, and senior years. The portfolios and the completed theses provide evidence to assess the program's effectiveness.

VIII BUDGET AND FINANCIAL

A. **List an anticipated budget of revenues and expenses for at least the first two years of the program**.

Two students during the first year will generate $10,536 in tuition and fees, and four students the second year $21,072. Faculty members teach HTC tutorials and maintain their normal teaching load, so we do not anticipate additional faculty expenses. HTC supplies tutorial professors with $500 each semester per student taught. This money can be used for any expenses related to teaching, research, conference travel, books, and equipment. The Honors Tutorial College will also compensate the Director of Studies who administers the program $800 annually.

B. 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 two to four students in the HTC BSPH program would take courses throughout the university, but they should not increase the student burden in any single discipline.

C. What is the extent of the fixed costs of the program for the first two years? By fixed costs, we mean those expenses that will be incurred even if enrollment is almost zero.

$800 a year to compensate the faculty Director of Studies who will help recruit students and build the program.

D. How much would expenses be reduced if enrollment equals only one-half the amount indicated in the budget?

The reduction would equal $1000 per year per student, the cost of two tutorials per student per year.

E. **What is your estimate of how conservative or optimistic your budget projections** are?

Very conservative

MAJOR, DEGREE, AND COLLEGE PROGRAM REVIEWS

RESOLUTION 2017 –

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 six programs:

College of Arts and Sciences
- African American Studies
- Classics and World Religions

College of Communication
- Visual Communication

College of Fine Arts
- Interdisciplinary Arts

University College
- Associate of Arts / Associate of Science
- Bachelor of Specialized Studies / Associate in Individualized Studies

OHIO UNIVERSITY

Interoffice Communication

Date: June 5, 2017

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. Graduate Council is consulted in program reviews that offer graduate programs. A review will occur over an academic year and culminate in a comprehensive report on the viability of the program. Executive summaries of the reviews are submitted to the Academics Committee of the Board of Trustees.

The table below lists the programs reviewed and includes whether the program is recommended as viable. A resolution for board acceptance of the reviews is provided.

College	Program	Pages	Viable
A&S	African American Studies	3-5	Yes
A&S	Classics and World Religions	6-9	Yes
COM	Visual Communications	10-14	Yes
FAR	Interdisciplinary Arts	15-25	Yes
UNC	Associate of Arts & Associate of Science	26-30	Yes
UNC	Bachelor of Specialized Studies & Associate in Individualized Studies	31-35	Yes

African American Studies (Athens)
Program-Review Executive Summary

Reviewed AY 2016-17
Previous Review: AY 2006-07

Finding and Overall Assessment: *Viable.*

Degrees: B. A. in African American Studies; minor in African American Studies. (No graduate program.)

Self-Study Synopsis: Founded in 1969 and the second-oldest such program in the country, the Department of African American Studies (formerly the Center for Afro-American Studies) is engaged in interdisciplinary teaching and research related to the African-American experience in national and global contexts. AAS is also committed to community outreach through its African American Research and Service Institute (AARSI), boasting numerous partnerships with community groups in the Ohio Valley region over the years. The department is now enjoying stability after facing significant financial challenges and experiencing substantial turnover in terms of department leadership since the last review. As of fall 2016, AAS had five Group I faculty members, one Group I early retiree, and one Group III faculty member. The program's low number of majors is a top concern of the department's faculty. There were six AAS majors (counting both primary and secondary majors) at the time of reporting, but the program delivers a substantial amount of general-education instruction. Learning outcomes are delineated and measured on an ongoing basis and are periodically reviewed by department faculty. Faculty members are engaged in scholarship and publish their work in leading journals and through well-respected presses. AAS faculty members are also actively engaged in service to the department, college, university, community, and profession. The department aspires to further expand its community outreach, involve students in service-learning initiatives, find ways to leverage AARSI despite its loss of funding, and build partnerships with related programs at other universities. AAS also seeks to expand its teaching profile through online, on-load instruction, with the department offering funds for pedagogical innovation and the development of new courses.

Site-Visit Overview: The external reviewer was Mark Christian, Professor of African American Studies as CUNY-Lehman College. The internal reviewers were Lisa Williams (Human and Consumer Sciences) and Scott Sparks (Education). The visit was conducted October 17-18, 2016. The committee found the program's curriculum, goals, and outcomes to be consistent with its commitments to interdisciplinarity and to preparing students to think critically, communicate effectively, and engage social problems. The site-visit team also found the faculty to be energetic and dedicated to their students, scholarly research, and service. The program is to be commended for effective advising (for minors as well), mentoring, and strong teacher-student relationships, but AAS's low number of majors continues to be a concern.

Site-Visit Recommendations: The committee's recommendations include increasing the activity of AARSI, especially in terms of involving students in its work; creating partnerships with other departments to boost the number of double majors; fostering connections between the program's students through such things as social events; and expanding conference-travel funding for faculty members.

College of Arts and Sciences

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Date: November 29, 2016

TO: David Ingram, Program Review Committee

FROM: Robert Frank, Dean, College of Arts and Sciences, and Robin Muhammad, Chair of African American Studies

RE: Seven year review of African American Studies

This letter is our joint response as Dean of the College of Arts & Sciences and Chair of the Department of African American Studies to the program review committee report.

Overall, the major findings and recommendations of the review committee are consistent with the self-study and our evaluation of the state of the department and its programs.

There are a few points of clarification or correction. First, the number of faculty is 7 not 6, as reported on page 2 of the self-study. Secondly, staff members receive consistent opportunities for professional development both from AAS and the College of Arts & Sciences. Third, there is a listserv for majors and minors as part of regular communications. Finally, professional development funding for travel and research is part of the departmental operating budget and available to full time faculty on an annual basis. The budget is limited but every effort is made to provide professional development funds to all faculty. $1500 of professional development funding for each faculty is an achievable goal.

We agree that the number of majors is a concern and will continue efforts to increase the number. This being said, the number of majors will always be small. The impact of the department and its programs on the university and region go far beyond the number of majors as pointed out in the self-study and by the reviewers.

Classics and World Religions (Athens)
Program-Review Executive Summary

Reviewed AY 2016-17
Previous Review: AY 2006-07

Finding and Overall Assessment: *Viable.*

Degrees: B.A. in Classical Civilizations; B.A. in Classical Languages; B.A. in World Religions; B.A. in Classics (HTC); minors in Classical Civilization, World Religions, Greek, and Latin; and certificate in Islamic Studies. (No graduate program.)

Self-Study Synopsis: Created in 2003, when the religions faculty in the Department of Philosophy merged with the Classics Department, CLWR is dedicated to quality teaching and scholarship in the humanities, focusing on the study of language, arts, and material culture in classical civilizations and the study of religion. Since the last review, the department has seen a complete turnover in its world-religions faculty, with three new Group I faculty members (one of whom an endowed professor) hired between 2006 and 2013, plus the more recent addition of a half-time tenure-track faculty member (joint appointment with Women's, Gender, and Sexuality Studies). On the classics side, the faculty roster has remained stable, with the exception of one early retirement. The classics and world religions portions of the department have become increasingly integrated during the past ten years, reflected in the types of courses being offered, including those rooted in the ancient world that speak directly to the nature of current religious conflicts. The number of CLWR majors has dropped in recent years (there were 26 as of AY 2015-16), especially since the conversion to semesters, with other humanities programs in the College of Arts and Sciences also experiencing declines. The quality of CLWR's majors is outstanding, with all available metrics (study hours, visits to the library, and so forth) demonstrating the seriousness and dedication of the program's students. CLWR also maintains its own outcomes-assessment criteria and data collection. Moreover, the department offers a range of general-education (Tier II) courses that draw students from across the university. While undertaking a significant amount of teaching, CLWR faculty maintain productive agendas of scholarly research, leading to the publication of important articles and books, and serve the department, college, university, and profession in various capacities.

Site-Visit Overview: The external reviewers were Awad Halabi, Associate Professor of Islamic and Middle Eastern Studies at Wright State University, and Deborah Lyons, Associate Professor of Classics at Miami University. The internal reviewers were Dorothy Sack (Geography) and Geoffrey Dabelko (Environmental Studies/Voinovich School). The visit was conducted October 20-21, 2016. The review team found that while the size of the faculty limits the curriculum in some ways, the number and distribution of faculty is sufficient in carrying out the department's missions in teaching, scholarship, and service, all of which impressed the internal and external reviewers. The team also found Ellis Hall to be in poor shape—a problem currently being addressed by the College—and commented on the need for additional resources, especially in the case of the teaching of classical languages.

Site-Visit Recommendations: The site-visit committee's recommendations focused on infrastructure issues and financial support, overload contracts in language instruction, and other matters. Some of the committee's concerns, the report noted, were already being addressed by the administration.

College of Arts and Sciences

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Date: November 28, 2016

TO: David Ingram, Program Review Committee

FROM: Robert Frank, Dean, College of Arts and Sciences & William Owens, Chair, Classics and World Religions

RE: Seven year review of Classics and World Religions

This is our joint response to the 2016 report submitted for the Department of Classics and World Religions seven year program review.

In our view the committee has provided an accurate appreciation of the CLWR faculty's contribution, in their teaching, research, and service, to the missions of the College of Arts and Sciences and Ohio University. The committee commended the college's support of the Difficult Dialogues courses and pedagogical model. The department, with the support of the college, will consider courses in which this model might be applied further; for example, the "What is Evil" course.

The committee commended the administration's support, both at the dean's and provost's level, for the teaching of Ancient Greek. The department is grateful for this support and our efforts to make the teaching of Ancient Greek sustainable. The department and college will work together as we develop approaches to keep Ancient Greek accessible to a new generation of Ohio University students. The committee also offered the department and college a number of suggestions:

The committee expressed concern that Classics faculty teach advanced Latin and Greek as an overload, in acknowledgement of which they receive a $1000 stipend. The committee suggested that the faculty who teach these courses be compensated at the regular overload rate. However, given the very low enrollments of these courses, the current arrangement is the only sustainable option.

The committee recommended that the World Religions program offer courses in Judaism and Christianity in their historical perspective in addition to the current textually oriented courses on the Old Testament and New Testament. The new courses would complement the historical perspective courses in Islam, Buddhism, and Hinduism. Although desirable, this approach to the curriculum would be difficult to achieve given current staffing levels.

The committee recommended that the college invest in Group II funding to enable the teaching of Hebrew and Arabic on a regular basis. This option may be explored but must fit into a broader discussion of the language offerings of the university.

The committee indicated that CLWR could be instrumental in reviving the Jewish Studies Certificate, an idea that may be explored by the department.

The committee noted a concern regarding new hires and the possibility of salary compression relative to continuing faculty. The department and college will continue to observe the practice of preventing a situation in which new faculty would be hired at a higher salary than current faculty.

The committee recommended that all probationary faculty in CLWR be granted a semester of pre-tenure leave rather than have this be a matter of negotiation. This suggestion will be considered further in the context of future hiring.

School of Visual Communications (Athens)
Program-Review Executive Summary

Reviewed AY 2016-17
Previous Review: AY 2006-07

Finding and Overall Assessment: *Viable.*

Degrees: B. S. in Visual Communications in four (4) areas: Photojournalism, Commercial Photography, Information Design-Publication, and Information Design-Interactive Media; M.A. in Photography.

Self-Study Synopsis: Founded as the Institute of Visual Communication in 1977, the School of Visual Communications (VICO) boasts a pedagogy that blends visual aesthetics, theory, and communication ethics and practices. It has been used as a model at other institutions. The program is home to 11 full-time faculty members, 10 of whom are Group I, serving more than 270 undergraduate majors and 30 graduate students. VICO focuses on broad-based professional training to prepare undergraduates and graduate students for the job market. Graduate students and undergraduates also benefit from the school's commitment to bringing top professionals to campus for presentations, discussions, and to assess students' work. Mentored internships are required for majors and various other opportunities are available to students seeking to put their classroom instruction to work. In addition, the program's faculty members do a significant amount of teaching in courses that satisfy general-education requirements (Tier II). VICO, moreover, maintains disciplinary standards in terms of outcomes assessment (for instruction and advising) and is proud to see many of its graduates go on to work at top publications, such as *National Geographic* and the *Washington Post*, and for a wide range of other employers. Faculty members maintain scholarly agendas and creative activities, in addition to providing service to the school, college, university, community, and profession.

Site-Visit Overview: The external reviewer was William Snyder, Professor and Chair of Photographic Arts and Sciences at the Rochester Institute of Technology. The internal reviewers were Lauren McMills (Chemistry and Biochemistry), Robert Williams (Mechanical Engineering), and Kathleen Sullivan (Political Science). The site visit was conducted October 10-11, 2016. The committee found VICO to be a strong program with dedicated, collaborative, and collegial faculty members who effectively keep up with a rapidly changing visual-communications industry. The school's curricula are rigorous, impressive, and continually evolving, giving faculty members great flexibility to incorporate industry trends and adapt to changing student interests and needs. Faculty members also maintain agendas of scholarship and creative activity, but heavy service loads often limit time for such work. The reviewers also noted that VICO lacks a dedicated IT person despite the importance of technology in the school's work.

Site-Visit Recommendations: The site-visit committee's recommendations focused on such areas as maintaining reasonable class sizes and protecting the time of faculty members to engage in research and creative activity.

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Oct. 28, 2016

TO: Scott Titsworth, Dean, Scripps College of Communication;
David Ingram, Chair, UCC Program Review Committee;
Howard Dewald, Associate Provost for Faculty and Academic Planning

FROM: Timothy Goheen, Director, School of Visual Communication

RE: Review of School of Visual Communication

Esteemed Ohio University faculty and colleagues:

The School of Visual Communication, as noted in its Self-Review document and in the Review document written by internal and external reviewers of the program, maintains the highest quality of student-centered learning in the field of visual communication. The school takes great pride in being rated “Very Viable” by its program reviewers.

Maintaining the success noted in the review report requires faculty go above and beyond in terms of service to the community, the university, the college and to the individual student. By using service to sustain the high-quality of the program, faculty in the school are often unable to spend a TRS appropriate amount of time on their RSCA. As noted in its self-study, RSCA is part of the school’s pedagogical legacy. Therefore, a lack of faculty RSCA time can be a detriment to teaching and lead to unfavorable student learning outcomes. Lack of RSCA can also be deleterious to faculty morale. These were all correctly pointed out in the review of the program.

Besides overload in faculty service, the review highlighted areas of concern, such as current and future losses of faculty, administrative staff overload and insufficient funding for new initiatives, promotion and recruitment.

As director of the school, I take all the concerns and recommendations from students, faculty and the reviewers of the program very seriously. For example:

• To elevate service concerns, the school is working toward creating a Tier II survey class centered around Data Visualization. This class will not only serve a large number of Ohio University students, but help the school secure a much needed Group II hire (one that will

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include a service component). The school is doing this with the consent of the Scripps College Dean. In addition, the advent of the shared MFA degree with the School of Media Arts & Studies in 2018 will add graduate students who will be able to help with teaching and service load, freeing faculty to spend more time with their RSCA.
• The school has just posted a listing for a Group I tenure-track professor to teach in its multimedia design sequence. Service will be a component of this hire's contract.

The school seeks assistance from the college and university for future initiatives, such as the following:

• Semester in DC program in collaboration with the Scripps School of Journalism.
• Workshops, degree programs, research initiatives, student exchanges, etc., with faculty and students from Augsburg University in Germany, using the VisCom initiated MOU (signed) between Ohio University and Augsburg University.
• VisCom led workshops featuring multimedia, design, photography, video, and data visualization for students (high school and university), instructors (high school and university) and industry professionals.
• Recruitment, promotion and fund generating initiatives involving VisCom alumni and the VisCom Director's Advisory Board (noted in the review).
• Administrative assistance to assist with event planning, recruiting, and VisCom-specific IT and print lab issues (noted in the review).

The School of Visual Communication plans to remain a well-known and very viable program in the field of visual communication with the continued support of the Scripps College of Communication and Ohio University. It plans to grow, innovate and maintain the high level of student-centered learning, expected by both students and the university. The school has no objections to the review repoort or the review report going forward.

Thank you for your support and consideration.
Sincerely,



Tim Goheen
Director, Associate Professor, School of Visual Communication
Scripps College of Communication, Ohio University

OHIO UNIVERSITY

Friday, November 18, 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 Visual Communication, 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 focus on three areas in this letter: faculty staffing, service by faculty, and overall program excellence.

1. Faculty Staffing and Development

The School is currently searching for a Group 1 faculty member who will focus on the growing need for "digital skills" in the field. With that hire, and future hires that will result from potential retirements, the School will need to plan carefully to advance needs in particular content areas, like digital and interactive design, while also maintaining capability in more traditional areas. With regard to the appropriate number of faculty, the student-to-faculty ratio has decreased from around 14 students for every faculty member in AYs 2010-2012 to approximately 11 students per faculty member in AY 2015. There has also been a general decline in the number of credit hours taught in the school during that same period. Under the current scope of majors in the program and credit-hour generation for both majors and "non major" classes, the current staffing level for VisCom appears sufficient.

Director Goheen and I have discussed scenarios under which the School will explore options for new "non-major" classes. If those classes are created and show demand, there exist options for potentially creating a Group II position to serve that demand while also assisting other needs of the School.

One of my objectives is to find ways in which VisCom faculty can further collaborate with faculty from other schools. For instance, I believe there are very exciting research possibilities that could involve VisCom expertise in collaboration with faculty/students in JOUR, MDIA, and COMS. Through such collaboration, I believe the research/creative/professional (RCP) activity of the School can be further elevated. Furthermore, the creation of the MFA program, in collaboration with the School of Media Arts & Studies and College of Fine Arts, will provide opportunities for project-centered work that has the potential to raise the RCP activity of the School.

2. Service by Faculty

Faculty in the School of Visual Communication perform significant service to the benefit of the School (as well as the College and broader University). As noted in the review report, some of those service activities are "by choice." Based on my assessment, faculty in VisCom perform service at generally the same rate as many faculty in other programs, both in the College and across the University.

The Scripps College provides various options for technical support and logistics that are available to the School of Visual Communication. For instance, we offer IT support and also have an integrated equipment room. The School of Visual Communication could reduce some service obligations of faculty by better utilizing those options. However, as noted in the external review, some faculty in the School view that type of service as important to the mission of the School. I remain open to VisCom taking advantage of these options if the School feels that the they will allow faculty more time for other activities.

The College is changing the focus of one of our student service staff to provide advising for first year VisCom students. While not completely eliminating the advising duties of faculty, who will still advise more advanced students, this action by the college will reduce faculty advising load by a substantial amount. In addition, the College recently hired a procurement specialist who can assist School staff and faculty with some procurement activities that are more time-consuming and difficult. We will continue to explore ways in which such shared service options can assist the School with service issues.

3. Program Success

Although the review committee and self-report identified appropriate areas that deserve continued attention and planning, my overall conclusion is that the School of Visual Communication is a highly effective academic unit that has distinction as a national leader, prepares students well, and enhances the Scripps College of Communication by the expertise advanced by the School. I am particularly excited by the ways in which the School has envisioned its growth and ways to react to changes in the field, particularly in interactive/digital production.

In closing, the review team correctly observed that the School of Visual Communication is "very viable." I concur with that statement, noting that there are always areas in which improvement is possible. The areas highlighted in this area will be given explicit attention in the next year and beyond.

Sincerely,



Scott Titsworth, Ph.D.
Professor and Dean

Cc: Tim Goheen Director, School of Visual Communication

School of Interdisciplinary Arts (Athens)
Program-Review Executive Summary

Reviewed AY 2015-16
Previous Review: AY 2008-09

Finding and Overall Assessment: *Viable.*

Degrees: Ph.D. in Interdisciplinary Arts; minor in Interdisciplinary Arts.

Self-Study Synopsis: Established in 1964 (as the School of Comparative Arts) and housed in the College of Fine Arts, the School of Interdisciplinary Arts (IART) is a unique unit that approaches the arts from interdisciplinary perspectives. Through its Ph.D. program (approximately 35 students) and general-education instruction for undergraduates, IART is committed to promoting arts through teaching, scholarship, and creative activity. Boasting a consortium of scholar-artists in such areas as performance studies, the philosophy of art, musicology and ethnomusicology, and architectural history, IART has five Group I and two Group IV faculty members. The Ph.D. program, which, in 2014, added a scholar-artist track to combine scholarly and artistic creativity for students seeking such integration, is rooted in the conviction that interdisciplinarity allows for students to pursue a myriad of interests through critical, historical, and philosophical lenses. Such scholarly and artistic preparation positions students well for employment in arts departments and elsewhere. In addition to providing excellent undergraduate and graduate teaching, faculty members are expected to engage in scholarly research and/or creative activity and provide service to the school, college, and profession. They are also dedicated to enhancing and promoting the arts at Ohio University, in the community, and across the region. It is vital for the faculty to remain together (without dispersion among other units) and for Group IV positions to be converted into Group I positions, providing additional attractiveness to the Ph.D. program and programmatic continuity. Moreover, current budgetary resources allow for the program to fulfill its mission.

Site-Visit Overview: The external reviewer was Esther da Costa Meyer, Professor of Arts and Archaeology at Princeton University. The internal reviewers were Kathleen Sullivan (Political Science), Kevin Uhalde (History), and Aimee Edmondson (Journalism). The site visit took place February 25-26, 2015. The committee praised IART as a "first-rate" program for graduate training and preparing students for the job market. It noted that a significant amount of funding goes to Graduate Assistant stipends, which positively affects the recruitment and retention of high-quality graduate students. The reviewers also found the program to be productive in terms of grant-funded scholarship and praised faculty members for the various types of service they perform. The site-visit team also highlighted the nature and importance of the program's undergraduate teaching in the area of general education.

Site-Visit Recommendations: The site-visit committee's recommendations focused on converting Group IV faculty into Group I faculty, thus providing programmatic stability; addressing shortcomings in the program's operating budget and support staffing; and revisiting and clarifying some important governance documents.

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28 March, 2016

Professor David Ingram, Chair
Program Review Committee of UCC
Ohio University, Athens

Dear Professor Ingram:

I would like to thank the members of the Program Review Committee for their careful consideration of the School of Interdisciplinary Arts, their characterization of the department as "first-rate," and their strong belief in its viability. The committee raised some concerns about the School and offered some recommendations, to which I would like to respond briefly.

I am appreciative that the committee recognizes the importance of converting the position in the Film Studies area from Group IV to Group I. The faculty was delighted when this occurred with the Ethnomusicology/Musicology position last semester, which will assist in faculty retention.

The faculty recognizes that the team-taught interdisciplinary seminar, IART 8901, is the most important course that we offer; we discuss it on a yearly basis to determine its effectiveness. We have been in continual discussions as well about the disparate natures of the individual areas and how best to address diagnostic, qualifying, and comprehensive exam procedures.

I am thankful as Director for the committee's suggestions to address the department's governance structure and procedural guidelines for meetings, and will consult with the faculty on how these can best be instituted.

Concerning workload policy, the teaching load is 2 courses per semester for each Group I faculty member, and the percentages of distribution for teaching/research/service are 40/40/20. I will consult with the faculty on whether we need further codification.

Concerning the operating budget, the Dean (newly appointed in December) and I have been working closely together on addressing its sufficiency. In addition, I agree with the committee's characterization that having one Office Associate split equally between two departments is untenable.

Concerning the issue of collegiality, I believe that the committee's astute suggestion that all faculty must do their part to ensure mutual respect will be well received by the faculty.

Concerns of gender equity were brought to my attention by the Ombuds at the beginning of the summer of 2015. I had two meetings over the summer with the concerned faculty members, the Ombuds, and the Director of Athens Area Mediation Services, on how best to bring this issue up with the faculty. Therefore, in the fall we had a half-day meeting with all faculty, as well as the Office Associate, at Athens Area Mediation Services. I twice invited the Ombuds to attend fall faculty meetings; she was able to attend one.

During the current academic year, I have paid additional attention to gender balance in committee assignments. I appointed each of the two female Group I faculty members to serve as chair of a search committee: one for the Group IV Film Studies position last summer, the other for the current Group I Ethnomusicology/Musicology position. The Film Studies search resulted in the successful hire of a female candidate. Concerning the Ethnomusicology/Musicology position, I ensured an equal balance of women and men on the search committee.

It is my sincere hope that these efforts, as well as this report, will help the department to move forward.

Respectfully submitted,



Charles Buchanan, PhD
Director

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March 25, 2016

Dear Dr. Ingram,

Thank you for the opportunity to respond to the program review report for the School of Interdisciplinary Arts (IARTS). I appreciate the careful attention provided by the reviewers in their visit with the unit. I strongly concur with their assessment that the School of Interdisciplinary Arts is a viable, "first-rate program" with particular strengths in preparing graduate students for teaching and research careers, and in recruiting an "extraordinarily diverse body of first-rate graduate students." I also concur that the quality and quantity of scholarly and creative research accomplished by the faculty is very high. I wanted to provide some additional context to areas of concern and recommendations that were included in the report.

• Operating budget: The budget team from the college met with the director of IARTS to go over the operating budget. We will continue to review this; as noted by Group IV faculty in the reviewers' report, the budget provides adequate support for faculty research.

• There is currently a Group I search for one of the Group IV positions; the other Group IV position will be evaluated as part of the College of Fine Arts staffing plan.

• A workload of .5 FTE for the administrative position in IARTS is appropriate for the size of IARTS. Whether a .5 FTE position in the Film Division is adequate is being evaluated, but is primarily a Division of Film issue. While the report states that other units except Dance have higher FTE administrative support (2 FTE in general), it is important to note that student numbers are much greater in those units as well (e.g., Music has 274 students, and Art has 395, while IARTS + Film has 89 students).

• Dan Harper, Assistant Dean for Facilities and IT, is working with Environmental Health and Safety to conduct additional tests in the spaces in 31 S. Court St. that were exposed to water in summer 2015.

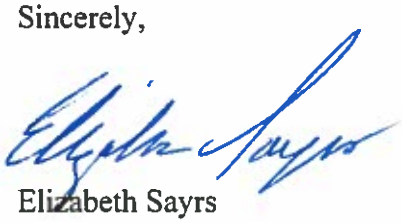
• I have passed the reported concerns about the library to the Dean of University Libraries, but otherwise this is outside the scope of a review of the Interdisciplinary Arts program.

• Since concerns about collegiality and gender equity arose in summer 2015, the Director has worked extensively with university resources, such as the Ombuds office and the Athens Area Mediation Services, to explore and address these issues with the faculty. This work will continue as necessary. I appreciate the suggestions

about governance structure and procedural guidelines for meetings as a way to also address these issues.

Thank you for the constructive feedback, and I thank you, your committee, and the reviewers for the time and expertise that you have brought to the review process.

Sincerely,



Elizabeth Sayrs
Interim Dean, College of Fine Arts

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David

The Graduate Council met on Friday, September 9 and discussed 3 of the 9 program reviews that were on our agenda. There was no comment about the School of Music and Media Arts program review reports. However, there were significant concerns about the IARTS program. Many of these concerns were found in the report, including faculty relations and turnover, gender equality, program resources, lack of transparency, and more formal implementation of procedures. We would like to note the following comments.

1. There was concern that promised changes had not yet begun to be implemented. Given the issues involved, Graduate Council felt that some type of report prior to the next 7-year review was in order. This update could be in the form of a brief report and/or a visit from an IARTS representative to Graduate Council or UCC. Alternatively, some members expressed a desire for you to consider accelerating the next program review to 2-3 years.

2. Given the concerns of the report, we also found it confusing for the report to state that the committee, â€œstrongly believes that IARTS is viable.â€ Perhaps a statement that more clearly addressed the concerns in the report. For example removing the work strongly in the above sentence or â€œthere are serious concerns which could threaten the viability of the program in the future.

Regards
Steve

-
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22 January, 2016

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Program Review Committee
University Curriculum Council
Ohio University, Athens

Dear Program Review Committee members,

In response to concerns that were raised by Graduate Council on 9/29/16, this letter outlines that the promised changes in my 3/28/16 response to the Program Review Committee are in the process of implementation.

The faculty of IARTS held its first meeting of the fall semester on 8/29/16 to discuss the issues of school governance, procedural guidelines, and workload policy. Concerning the first two, the faculty felt that the two professors who had raised the issue with the external reviewers needed to be in attendance. Faculty at this meeting also discussed the codification of a workload document for the department, without resolution for the same reason. On 9/14, I contacted one of the two professors requesting the creation of a workload policy, which would then be discussed by the faculty as a whole. This professor in mid-semester went on a medical leave of absence (still ongoing), so this issue continues to be unresolved. On 11/21/16, I submitted to the faculty the workload policy of the department of English, whose doctoral structure is quite similar to the School of Interdisciplinary Arts. My intent is that this document can provide a template for the creation of an IARTS workload policy, since our two programs have strong similarities. We are awaiting the return of the professor on medical leave (tentatively scheduled for mid-March) to return to all three issues delineated above. In the meantime, faculty meetings have been moving forward collegially this academic year, and at my 12/6/16 meeting with the Student Advisory Committee (consisting of a 1st, 2nd, and 3rd year student), the members reported that the program was working well for them and their colleagues and that there were no complaints.

Concerning faculty turnover, there are seven Group I faculty in the school. Five of these are tenured, one is tenure-track. The line of the previous Director of the School, now Professor Emerita, was converted this past year from a Group IV to a Group I position. The individual who held the Film Studies Group I position, upon receiving tenure here, left for a tenured position at another university in 2015. We currently have a Group IV filling that position, but are hopeful that next year we will be able to convert it also to Group I, as the recent Program Review committee

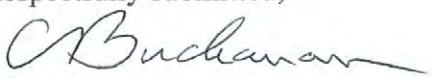
recommended. If that is successful, there will be five tenured faculty and two-tenure track faculty, which is appropriate rank for a doctoral program.

Concerning the suggestion from Graduate Council that the Program Review's characterization of the School as "strongly…viable" be stripped of the term "strongly," it is my belief that such an action counteracts the external review process. Notwithstanding, I continue to make every effort that the School of Interdisciplinary Arts lives up to the Program Review's characterization of the School as "first-rate" by addressing the concerns that were raised in both its and Graduate Council's reviews.

I would be happy to provide any updates requested by Graduate Council before the next 7-year review, although accelerating the next program review to 2-3 years I feel would be unduly burdensome.

Please feel free to contact me if there are any further questions or concerns.

Respectfully submitted,



Charles S. Buchanan, PhD
Director

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January 14, 2017

Dear Program Review Committee,

It has come to my attention that some concerns were raised at a Graduate Council meeting regarding the program review for the School of Interdisciplinary Art (IARTS). According to Steve Bergmeier, Chair of Graduate Council, there were concerns about progress being made on some of the issues identified in the report related to program resources, more formal implementation of procedures and transparency, faculty turnover, faculty relations, and gender equality.

Program resources

The program review mentions four areas of resources: operating budget, space, library support, and the administrative assistant.

- The operating budget is adequate. The financial staff of the college met with the Director in early 2016 (after these concerns were raised) to clarify the operating budget as well as discuss additional sources of revenue (e.g., fees). After this discussion, the Director was satisfied with the adequacy of the operating budget. As noted in the program review, even Group IV faculty feel they have the "time and money" for their own research.
- The planned environmental testing (noted in my letter of 3/25/16) was conducted in the IARTS space and no issues were found. In addition, the university worked with the landlord who owns the building at 31 S. Court St., and the water seepage in the IARTS space was fixed in spring 2016; in addition, affected carpet was cleaned and ceiling tiles were replaced.
- The program review notes that the "department enjoys significant support in the area of library resources." I have discussed the concerns about collection security with Dean of Libraries Scott Seaman; while this is outside the scope of a review of the Interdisciplinary Arts program, I am satisfied that the collections are secured appropriately, with higher levels of security for more valuable books and manuscripts.
- The administrative assistant who was employed at the time of the review has moved on to a different position. The new administrative assistant is working well, with no lapse in administrative support for the program. As noted in my response of 3/25/16, the load of the administrative assistant in IARTS is lower than the load of other similar positions in the College of Fine Arts.

Formal implementation of procedures

As noted in the Director's response, IARTS agrees with the program review that more formal procedures in some instances and a separate workload policy are

appropriate, and met to address these issues in August 2016 at their first faculty meeting of the academic year. Due to a last minute cancellation by a faculty member, the faculty who attended the meeting properly decided that changing departmental procedures and developing a separate workload policy should include participation by all members of the department. Subsequently, one faculty member who had raised these concerns needed a medical leave (still in progress), which has delayed discussion and resolution of these issues. As soon as that faculty member returns, these discussions will be resumed and these issues will be addressed.

Faculty turnover

As noted in the Director's response, there has not been a lot of faculty turnover. At the time of the review, there were five tenured Group I faculty and two Group IV faculty in the department. A new Group I was hired in spring 2016 when one of the Group IV positions expired; the other Group IV expires after the 2017-2018 academic year. Thus there are six Group I out of seven full-time faculty in IARTS.

Faculty relations

There has been tension between faculty members that surfaced in the summer of 2015. Since that time, the Director has worked with resources such as the Ombuds office and the Athens Area Mediation Services to explore and address these issues with the faculty. I met with all Group I faculty at the end of spring 2016 to review the concerns raised in the program review, and they agreed to an additional meeting with Athens Area Mediation Services to focus on process in faculty meetings (related to implementing more formalized procedures as discussed above) and ground rules when team teaching courses. This was scheduled to occur the week before the beginning of the fall semester in 2016. In mid-summer, one faculty member who had raised concerns about faculty relations decided to withdraw from the mediation; since mediation requires that all sides be willing to try to find a resolution, I cancelled the mediation, talked with the faculty member who withdrew, and the faculty member agreed to meet with me and the Ombuds to discuss other possible avenues forward. As noted above, this faculty member then required medical leave; when the faculty member returns, this process will resume.

In the meantime, it is important to note that in the spring of 2016, the school successfully revised its promotion and tenure procedures. As noted in the program review, the school also recently revised its curriculum to include a new scholar/artist track; the reviewers wrote that this was "bold and innovative." In other words, the evidence suggests that any tensions between faculty members are not making an impact on academic quality or on the ability of IARTS to perform its important administrative functions. It is important to address these types of issues before they have a chance to grow and impact the quality of a department, which is why we will continue to pursue working with the Ombuds, Athens Area Mediation Service, and others as appropriate; however, the

evidence does not indicate that there is an impact at this time, and in fact, the review notes that this "is a vibrant and cosmopolitan group of faculty members whose own practices reinforce, and illustrate by example, the goals of an interdisciplinary program."

Gender equality

As noted in the program review, there is no "smoking gun" related to gender issues in the department. I have carefully reviewed teaching loads, assigned advising loads, annual merit reviews, faculty status/rank, and salaries, and could not find disparities related to gender. However, I still take concerns about climate seriously. In this case, different ideological approaches also align with gender, making it difficult to disentangle these concerns from other concerns about faculty tension. Thus addressing faculty relations as proposed above, especially with respect to more formalized departmental procedures and expectations for team teaching, should simultaneously help address both areas of concern raised in the program review.

Finally, I agree with the Director that the evaluation of the program reviewers—based on a careful examination of the self study and two days of interacting with multiple constituencies—should not be changed, and that their statement that they "strongly believe that IARTS is viable" is well supported by the evidence in their review. In addition, I agree with the Director that for a program identified by the program review process as a "first-rate program" with particular strengths in preparing graduate students for teaching and research careers and in recruiting an "extraordinarily diverse body of first-rate graduate students," and with a group of "extremely productive" and "highly visible" faculty, accelerating the next program review to 2–3 years is unduly burdensome.

Please do not hesitate to contact me if I can provide further information.

Sincerely,

Elizabeth Sayrs
Interim Dean, College of Fine Arts

Assoc. of Arts and Assoc. of Science (Athens and RHE)
Program-Review Executive Summary

Reviewed AY 2016-17
Previous Review: AY 2008-09

Finding and Overall Assessment: *Viable.*

Degrees: A.A. (Associate of Arts) and A.S. (Associate of Science).

Self-Study Synopsis: The A.A. and A.S. degrees (approved in 1950 and 1967, respectively) are administered by University College (UNC) and prepare students—through general-education coursework—for later study at the B.A. or B.S. levels and/or for the workplace. With nearly 70 students enrolled as of 2015 (a two-fold increase since the last review), the programs conform to the Ohio Department of High Education's "Ohio Transfer Model," which allows for the transference of general-education credits between the state's institutions of higher learning. (The vast majority of enrolled students are freshmen and sophomores.) These requirements include Tier I English Composition and Quantitative Skills and Tier II requirements in the arts/humanities, social sciences, and natural sciences. The programs do not have comprehensive learning-assessment systems because there are no required UNC courses that students must take. However, UNC is developing plans based on learning outcomes for general-education courses. In 2013, UNC reorganized and reoriented the program's advising structure on the Athens campus, providing specialized training for advisers through the Appreciative Advising Institute. Decentralized advising structures on the regional campus have limited its application there, and there is no centralized assessment of advising. The hiring, assignments, and evaluation of faculty members who teach in the programs are the responsibilities of their home departments.

Site-Visit Overview: The external reviewer was Michelle Buchberger, Department of Interdisciplinary and Communication Studies at Miami University. The internal reviewers were Hayley Haugen (English) and Sarah Poggione (Political Science). The site visit was conducted November 16-17, 2016. The review team found that the program director, advising team, and e-Campus partners and advisers perform at a high level as they guide students through the programs and onto their further studies and careers. The team identified additional resources for advising as a programmatic need, given heavy advising loads at the current time, and noted that greater advising coordination is needed between UNC and other academic units. As noted in the self-study, it is difficult to gauge learning outcomes (outside of student interviews) due to the very nature of the programs' focus on general-education instruction. The review team also noted that UNC's requirement that its A.A. and A.S. students be members of a standard learning community is a disadvantage because learning-community courses are not required for their degrees, unnecessarily costing those students time and money.

Site-Visit Recommendations: The site-visit committee's recommendations focused on increasing funding for advising; converting the position of director from a nine-month appointment to a 12-month appointment; increasing the visibility of the program through

greater outreach and marketing; and developing a tailored and abbreviated learning-community experience for the program's students.

OHIO UNIVERSITY
University College

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December 12, 2016

Professor David Ingram
University Curriculum Council
Ohio University
Alden Library 301G
Athens, Ohio 45701

Dear Professor Ingram:

I want to express my gratitude to you, Dr. Patrick Barr-Melej, Peter Mather and our internal and external reviewers for the time and care put into our Associate of Arts (AA) and Associate of Science review process. As a new director of degree programs, I'm grateful for the recommendations provided by the reviewers that were driven by both the self-study data and review visit interviews.

Our program reviewers' suggestions are wonderful opportunities for excellence within the program. Regarding increasing visibility of the programs, I do echo Dean Mather's comments that the visibility focus is most needed with students who have already matriculated to Ohio University. The visibility of a "front door" to our programs is especially needed on the regional campuses, which will be a priority in the coming years to create. Nearly all of the program reviewers' recommendations support the improvement of such visibility via focusing our marketing, developing curricula partnerships, and implementing onboarding strategies.

In closing, I want to thank you and Drs. Patrick Barr-Melej, Peter Mather, Elizabeth Sayrs, Sarah Poggione, Hayley Haugen and Michelle Buchberger for the opportunity for the program review. Our AA/AS degree programs play an important role for Ohio University students. I am dedicated to effectively stewarding the growth opportunities ahead for our AA/AS degree program students.

Warmly,

Julie Cohara

Julie A. Cohara
Director of Degree Programs, University College

OHIO UNIVERSITY
University College

Dean's Office
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December 12, 2016

Professor David Ingram
University Curriculum Council
Ohio University
Alden Library 301G
Athens, Ohio 45701

Dear Professor Ingram:

I have read the report on the Associates of Arts (AA) and Associate of Science (AS) degree programs. I am grateful for the care taken by internal reviewers Drs. Sarah Poggione and Hayley Haugen, and external reviewer from Miami University, Dr. Michelle Buchberger, in both reviewing our programs and writing the report. I am also grateful to Julie Cohara, our new Director of Degree Programs, for her leadership of the programs and for writing the self-study. Indeed, I want to acknowledge all faculty, staff, and students who were involved in the process.

It was affirming to see the viable rating and commendations signaling the dedication of our University College staff and faculty partners. Additionally, the recommendations were not surprising, and were perceived as opportunities for program growth for our two-year degree seeking students.

One recommendation focused on improving visibility of the program. Given the proximity of our campuses to nearby Washington State Community College, Hocking College, Southern State Community College, Belmont Technical College, Central Ohio Technical College, Zane State Community College, and Rio Grande Community College, it is not our intention to develop recruitment strategies for our AA/AS programs. Our plans for visibility will be focused on the regional campuses and e-campus students already matriculating to campus. Specifically, over the next two years, our director of degree programs will assess and develop the advising information on each campus for our degree programs to ensure it is equally represented in the array of two-year degree programs to our students.

A second recommendation suggested that incoming AA/AS students receive a first year experience. On Athens campus, we will be offering an AA/AS track within Bobcat Student Orientation starting summer 2017. A learning community would be appropriate for our two-year degree seeking students once a critical mass reliably matriculates on the Athens campus. In the meantime, an onboarding class specifically for our AA/AS students on all campuses will be offered for student cohort development and assessment planning. It is our intention to develop this course within three years.

A third recommendation was to participate in the Pell Grant pilot program as an institution that offers coursework for incarcerated students. With a renewed institutional commitment to the program for incarcerated students, we are interested in pursuing the next opportunity to opt into the Pell Grant program.

A fourth recommendation for professional development is being implemented. All of the degree program advising team have been approved for relevant professional development opportunities during this academic year. In addition, a University College committee is currently examining the role of professional development across the college. This committee's work is intended to be comprehensive, assessing and responding to professional development needs across units and staffing levels.

The final recommendation was to provide more resources temporarily to the degree programs team so they may focus on centralizing communication across campuses and identifying curricular collaborations with the College Credit Plus and bachelor degrees on the regional campuses. Upon her arrival January 17, 2017, I will ask the new Assistant Dean of University College Advising to evaluate the advising system, including the allocation of staffing across advising teams with an eye on the concerns raised in the recent program reviews.

In closing, I want to thank you and Drs. Patrick Barr-Melej, Sarah Poggione, Hayley Haugen, and Michelle Buchberger for discharging this important task. We are proud of the AA/AS degree programs and the important role they provide as a direct pathway to our baccalaureate degrees, transfer opportunities, and beyond. We will dedicate ourselves to addressing the opportunities that have been identified in the AA/AS program review. We will be pleased to update University Curriculum Council on our progress in the years to come.

Respectfully submitted,

Peter C. Mather, PhD
Interim Dean of University College and
Vice Provost for Undergraduate Education

Bach. of Specialized Studies and Assoc. of Individualized Studies (Athens and RHE)
Program-Review Executive Summary

Reviewed AY 2016-17
Previous Review: AY 2008-09

Finding and Overall Assessment: *Viable.*

Degrees: B.S.S. (Bachelor of Specialized Studies) and A.I.S. (Associate of Individualized Studies).

Self-Study Synopsis: The B.S.S. and A.I.S. degrees, established in 1970 and 1973, respectively, are multidisciplinary and specialized programs administered by University College (UNC) that allow students to pursue academic degrees tailored to their individual academic interests and career needs. There are more that 600 students in the B.S.S. and A.I.S. programs combined (as of 2015), with significant enrollment growth in recent years. More than 100 faculty members from departments across the university are involved in the programs every year, serving as "faculty review partners" (with whom students design their individualized programs) and in other capacities. Degree delivery focuses on such areas as excellence in advising; building and developing faculty partnerships (the hiring, assignment, and evaluation of faculty members who teach in the programs are the responsibilities of the home departments of those faculty); and building and implementing assessment plans with learning outcomes (the programs have not yet developed a comprehensive learning-assessment system in light of the extremely diverse nature of the degrees conferred and other factors). In 2013, UNC reorganized and reoriented the programs' advising structures on the Athens campus, providing specialized training for advisers through the Appreciative Advising Institute, which is time intensive but productive.

Site-Visit Overview: The external reviewer was Evan Widders, Coordinator of Multidisciplinary Studies at West Virginia University. The internal reviewers were Trevor Roycroft (Information and Telecommunication Systems) and David Castle (History). The site visit was conducted November 7-8, 2016. The site-visit committee commended UNC staff for their close work with students and praised supporting faculty for their important contributions, but expressed concerns about the structure and design of the programs. The team found that advisers bear heavy loads (some with more than 100 advisees) and that the advising process is highly complex, creating the need for additional resources. Creating, tracking, and providing effective advising more than 600 individualized degrees is logistically challenging and labor intensive. In addition, the reviewers noted that there is no mandatory coursework for program participants, which complicates the development and deployment of an outcomes-assessment program within UNC.

Site-Visit Recommendations: The site-visit committee's recommendations focused on the creation of a defined multidisciplinary curriculum based on faculty-approved "learning blocks" (minors, certificates, areas of emphasis, etc.) that would provide curricular flexibility and be conducive to assessing learning outcomes; requiring mandatory introduction and

capstone courses to build cohesion within a cohort and provide data for outcomes assessment; and increasing resources devoted to advising.

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December 5, 2016

Professor David Ingram
University Curriculum Council
Ohio University
Alden Library 301G
Athens, Ohio 45701

Dear Professor Ingram:

I want to express my gratitude to you, Dr. Patrick Barr-Melej, Peter Mather and both our internal and external reviewers for the time and care put into our B.S.S. and A.I.S. review process. As a new director of degree programs, I'm grateful for the recommendations provided by the reviewers that were driven by both the self-study data and review visit interviews.

Our program reviewers identified a number of structural, curricular, and resource concerns in the program review. I'm excited to implement the actions identified by Dr. Peter Mather that were inspired by the program reviewer's recommendations. These are great opportunities to develop structural sustainability, a more efficient curriculum, academic excellence, and in-class assessment planning to move the B.S.S./A.I.S. programs forward.

In closing, I want to thank you and Drs. Patrick Barr-Melej, Peter Mather, Elizabeth Sayrs, Trevor Roycroft, David Castle, and Evan Widders for the opportunity for the program review. I am dedicated to effectively stewarding the growth opportunities ahead for our B.S.S./A.I.S. degree program students.

Warmly,

Julie Cohara

Julie A. Cohara

Director of Degree Programs, University College

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December 5, 2016

Professor David Ingram
University Curriculum Council
Ohio University
Alden Library 301G
Athens, Ohio 45701

Dear Professor Ingram:

I have read the report on the Bachelor of Specialized Studies (BSS) and Associate of Individualized Studies (AIS) degree programs. I am grateful for the care taken by internal reviewers Drs. Trevor Roycroft and David Castle and external reviewer from West Virginia University, Dr. Evan Widders, in both reviewing our programs and writing the report. I am also grateful to Julie Cohara, our new Director of Degree Programs, for her leadership of the programs and for writing the self-study. Indeed, I want to acknowledge all faculty, staff and students were involved in the process.

It was affirming to see the commendations recognizing the dedication of our University College staff and faculty partners. Additionally, the reasons underlying the recommendations that prompted a conditionally viable rating are opportunities for increased program stability and excellence within University College.

The program reviewers both observed a "lack of structure" to the B.S.S./A.I.S. curricula and labor-intensive individualized major programs for staff. Consequently, the reviewers' first recommendation was to develop both a streamlined multidisciplinary curriculum and more efficient structure of program delivery. In response to this, the director of degree programs will work with faculty partners over the next three years to create the program reviewers' suggested learning blocks that will expedite student construction of a multidisciplinary degree. Although the individualized major program design of the present B.S.S./A.I.S. will continue to exist, it is estimated that over two-thirds of students pursuing the B.S.S./A.I.S. who are completion oriented would immediately benefit from the more efficient "block" structure.

A second recommendation was to "require a mandatory introductory and capstone class, the latter preferably taught by academic faculty." The lack of academic faculty was also a concern in the 2006 self-study. Presently, the four B.S.S./A.I.S. academic advisors (including the director of degree programs) deliver weekly, year-round information/orientation sessions and advising sessions for the degree programs. The degree program director plans on combining the orientation session with other introductory multidisciplinary education learning objectives in a half to two credit hour introductory course. This would also create an opportunity where assessment metrics could be implemented. A two to three year timeline is anticipated for this process.

Additionally, the capstone course was also discussed. When a new Assistant Dean begins in January, 2017, she will work with me and Dean Sayrs (following my interim appointment) to explore ways to appropriately engage faculty in the creation of a substantive, academic capstone course.

Finally, the program reviewers expressed concern about advising resources. The implementation of more effective curricular and advising processes will substantially alleviate overall strain on the degree program staff and faculty partners. Upon her arrival in January, I will ask the new Assistant Dean for University College Advising to evaluate the advising system, including the allocation of staffing across advising teams with an eye on addressing the concerns raised in the program reviews.

The reviewers inaccurately asserted that the degree programs are currently housed in a "non-academic" location. University College is, in fact, an academic unit, and has done significant work to build positive partnerships with other academic departments and colleges. I believe that this history, the staffing synergies with other advising roles, as well as other unique aspects of the Ohio University culture, make University College an appropriate home for these multi-disciplinary degree programs.

In closing, I want to thank you and Drs. Patrick Barr-Melej, Trevor Roycroft, David Castle, and Evan Widders for discharging this important task. We are proud of the BSS and the AIS degree programs and the important dual role they provide as a direct pathway towards completion for our students and an opportunity to design a multidisciplinary, individualized degree program. We will dedicate ourselves to addressing the problems that have been identified. We will be pleased to update University Curriculum Council on our progress in the years to come.

Sincerely,

Peter C. Mather, PhD
Interim Dean and Vice Provost of Undergraduate Education

OHIO
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Internal Audit
1 Ohio University
WUSOC 166
Athens OH 45701-2979

Date: June 5, 2017

To: The President and Board of Trustees

From: Jeffrey Davis, Chief Audit Executive

Re: **Audit and Risk Management Committee Meeting**

Internal Audit will present an update on office activities at the June 22, 2017 Audit and Risk Management Committee meeting. The status of the FY17 audit plan, the proposed FY18 audit plan, construction auditing, recent external reviews, the audit process, the Audit Committee Charter, and Internal Audit recommendations.

I will be pleased to answer any questions.

Audit and Risk Management Committee

Dave Scholl

Audit Committee Chair

June 22, 2017

Chief Audit Executive Report

Jeff Davis, CPA

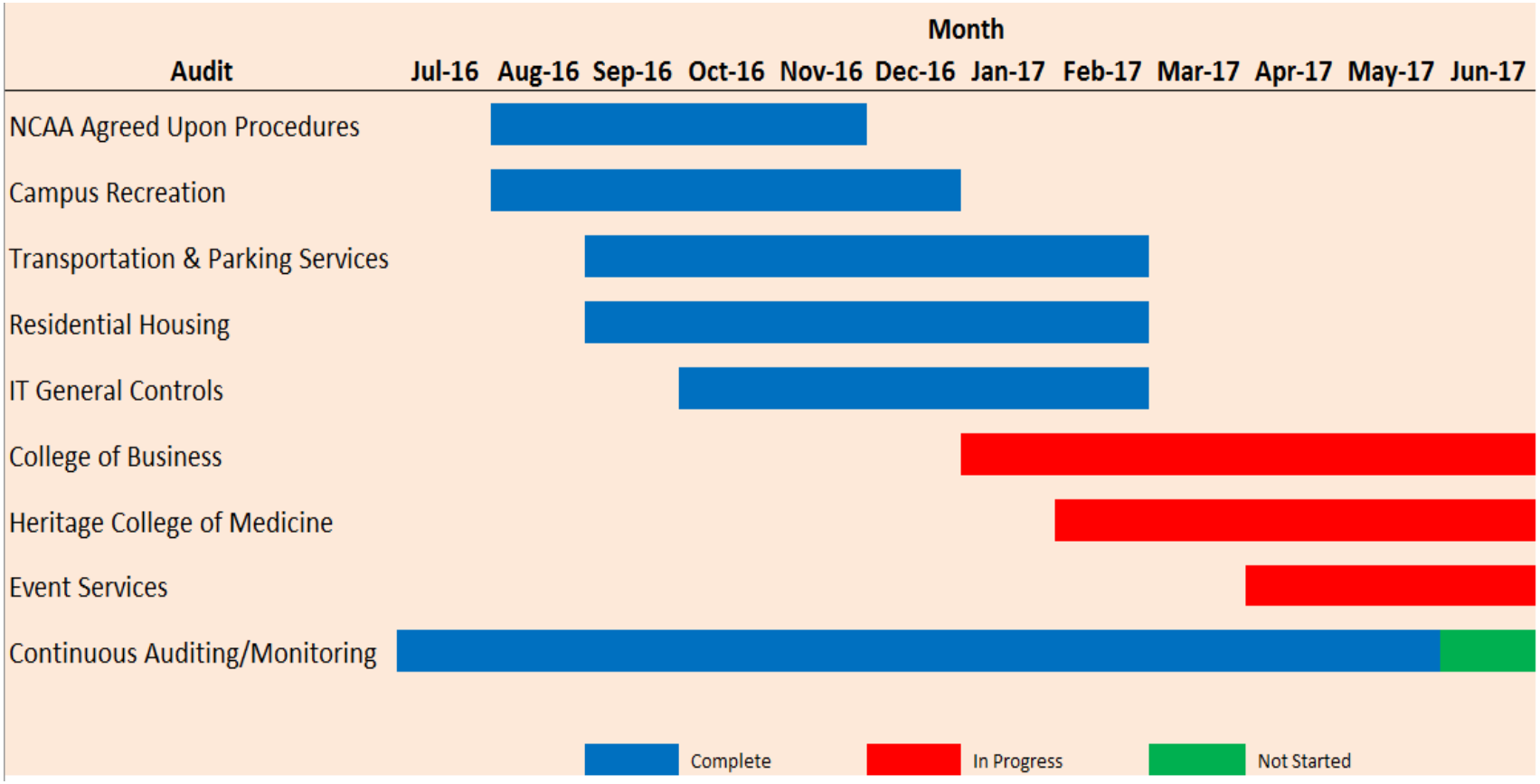
Agenda

- FY17 Audit Plan Status
- FY18 Audit Plan (Resolution for Approval)
- Construction Auditing
- Recent External Reviews
- Audit Process
- Charters
- Internal Audit Recommendations

FY17 Audit Plan Status

Audit	Auditor	Status	Report Date
External Audit Support – NCAA Agreed Upon Procedures	Boyle/Saunier	Completed	12/19/16
Campus Recreation	Boyle/Ennis/Tong	Completed	01/13/17
Residential Housing	Boyle/Tong/Ennis	Completed	03/03/17
Transportation & Parking Services	Boyle/Ennis/Tong	Completed	03/10/17
IT General Controls	Tong	Completed	03/13/17
College of Business	Boyle/Bevan/Ennis/ Tong	In Progress	
Heritage College of Medicine	Boyle/Bevan/Tong	In Progress	
Event Services	Boyle/Ennis/Tong	In Progress	
Continuous Auditing/Monitoring	Boyle/Saunier	In Progress	

FY17 Audit Schedule



Proposed FY18 Audit Plan

FY18 Audit Plan

Audit
College of Arts and Sciences
College of Health Sciences and Professions
Vice-President for Research
University Advancement
Campus Involvement Center
External Audit Support: NCAA Agreed Upon Procedures

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 and Investigations

Construction Auditing

Construction Auditing

Construction Audit Activities – Three audits currently in Progress

- McCracken Hall – Final closeout audit expected to be completed in June/July 2017
- Jefferson Hall – Final closeout audit expected to be completed in September/October 2017
- Clippenger Hall Renovation – Baker Tilly will be attending construction manager interviews when held by management

Recent External Reviews

Recent External Reviews

- Ohio Department of Education Financial Aid Audit completed April 2017
  - 900 records from FY16 were reviewed
  - Compliance with federal and state reporting standards was the focus of the audit
  - No errors or audit exceptions were identified

Recent Program Reviews (con't)

- Federal Aviation Administration - Audit of Property Management (Equipment)
  - FAA Auditors were on-site May 2017 to audit the University's management of FAA equipment
  - FAA auditors verified the existence of assets and reviewed the University's processes to track equipment
  - The FAA's conclusion was that the University had adequate controls in place and no corrective action is required

Summary of the Audit Process

Audit Process -Types of Services

Audits	• Board approved audits of academic/business units and processes
Consulting	• Planned and requested consulting activities to assist management
Investigations	• Investigate allegations of financial impropriety

Audit Process - Internal Audit Plan Objectives

- Address significant financial, operational and compliance risks
- Assist others to identify, evaluate and mitigate risks
- Promote stronger internal controls

Audit Process - Key Audit Areas

Financial	IT	Compliance
• Cash Handling • Segregation of Duties • Payroll/Compensation • Account Reconciliations • Contracts • Billings • Travel and Entertainment • PCards • Procurement • Capital Assets and Inventory	• Sensitive Data • Backups • Inventory Control • Access • Change Management • Segregation of Duties • Business Continuity • Disaster Recovery • Acquisition/Disposal • Security	• University Policy • Tax Issues • NCAA Guidelines • Privacy – HIPAA/PCI • Grants/Contracts • Effort Reporting • Conflict of Interest • Leave/FMLA • Human Resources • State Compliance

Charters
(Audit Committee and Internal Audit)

Audit Committee Charter

- Summary of Oversight Responsibilities (Approved October 2016):
  - External auditor recommendation process
  - External audits of financial operations
  - Internal audit function
  - Effectiveness of the University's internal control and risk management system and its compliance monitoring process
  - Whistleblower reporting mechanism

Internal Audit Charter

- Summary (Approved February 2011) :
  - Defines Role of the office
  - Expected Professionalism and Authority
  - Responsibility and Independence of the Office
  - Scope of the Internal Audit Function
  - Reporting requirements/procedures and Audit Planning
  - Accountability
  - Cooperation with External Auditors
  - Periodic Assessment

Internal Audit Outstanding (Unresolved) Recommendations

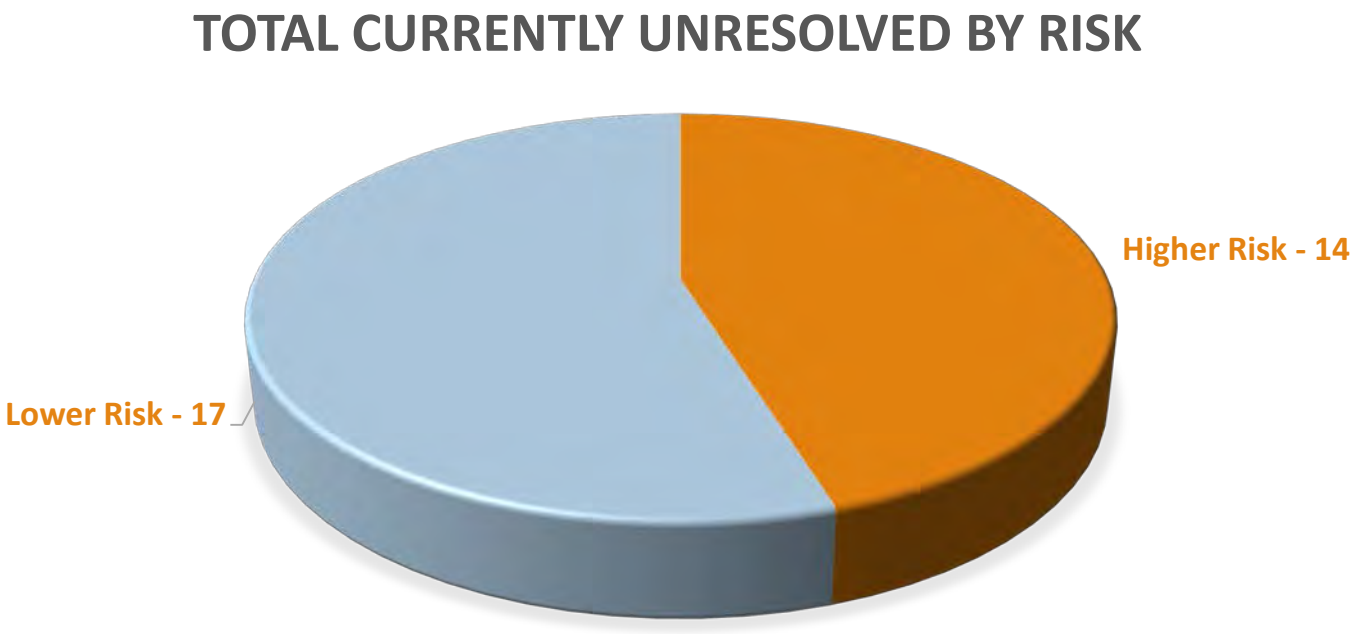
Recommendation Status (con't)

- A report of all recommendations and their status is submitted prior to each committee meeting
- The intent of the report is to keep the Audit Committee informed of the status of recommendations and improve communications/coordination between IA and management regarding the status of outstanding recommendations

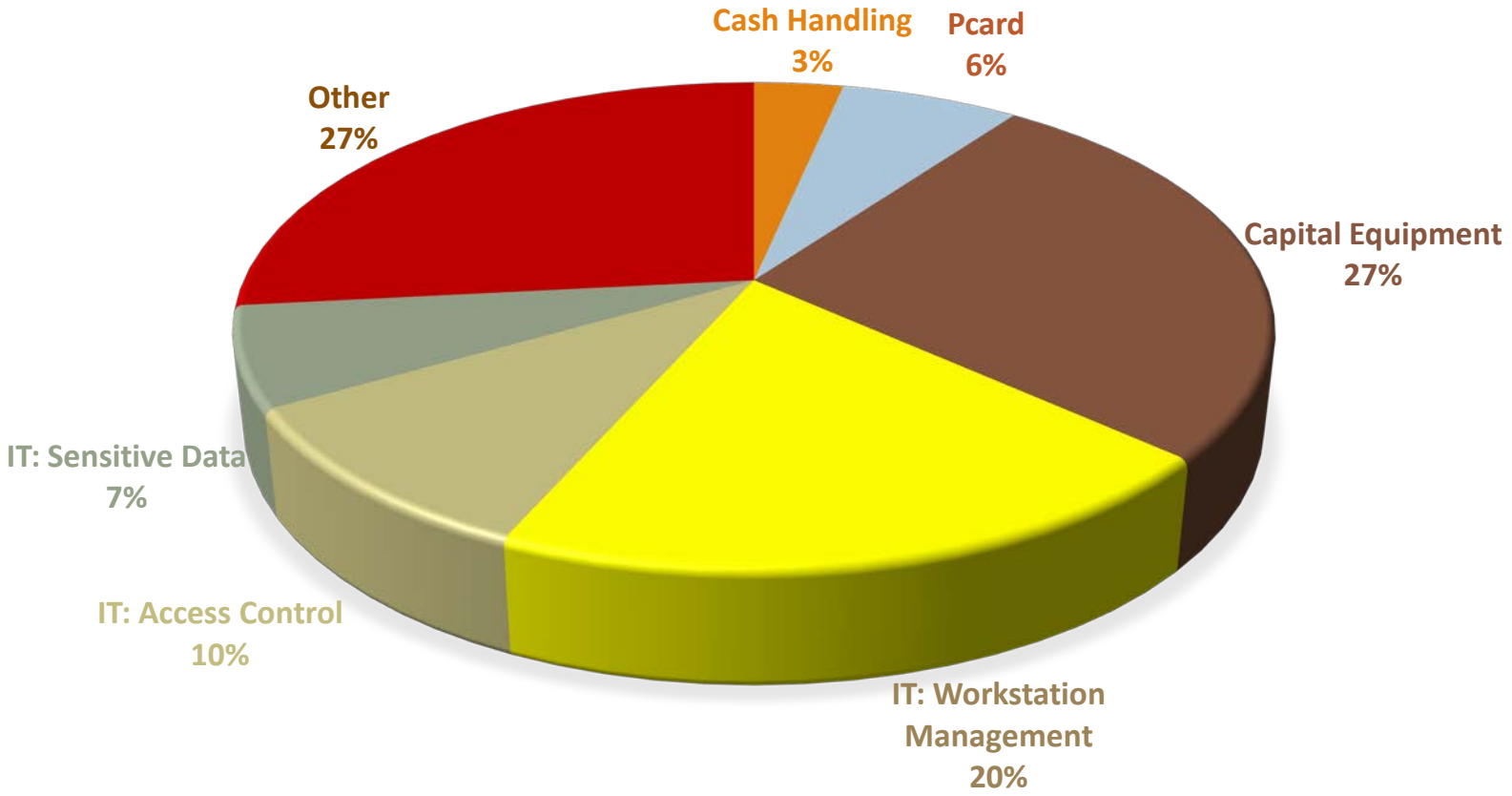
Recommendation Status (con't)

- The audit, the issue, audit report date, management's expected completion date, responsible individual and a brief description of the current status are included
- Recommendations will be reported as:
  - Corrective Action Completed
  - Progress Has Been Made; Further Follow-Up Necessary
  - Evaluation Pending
  - No Action Taken by Management

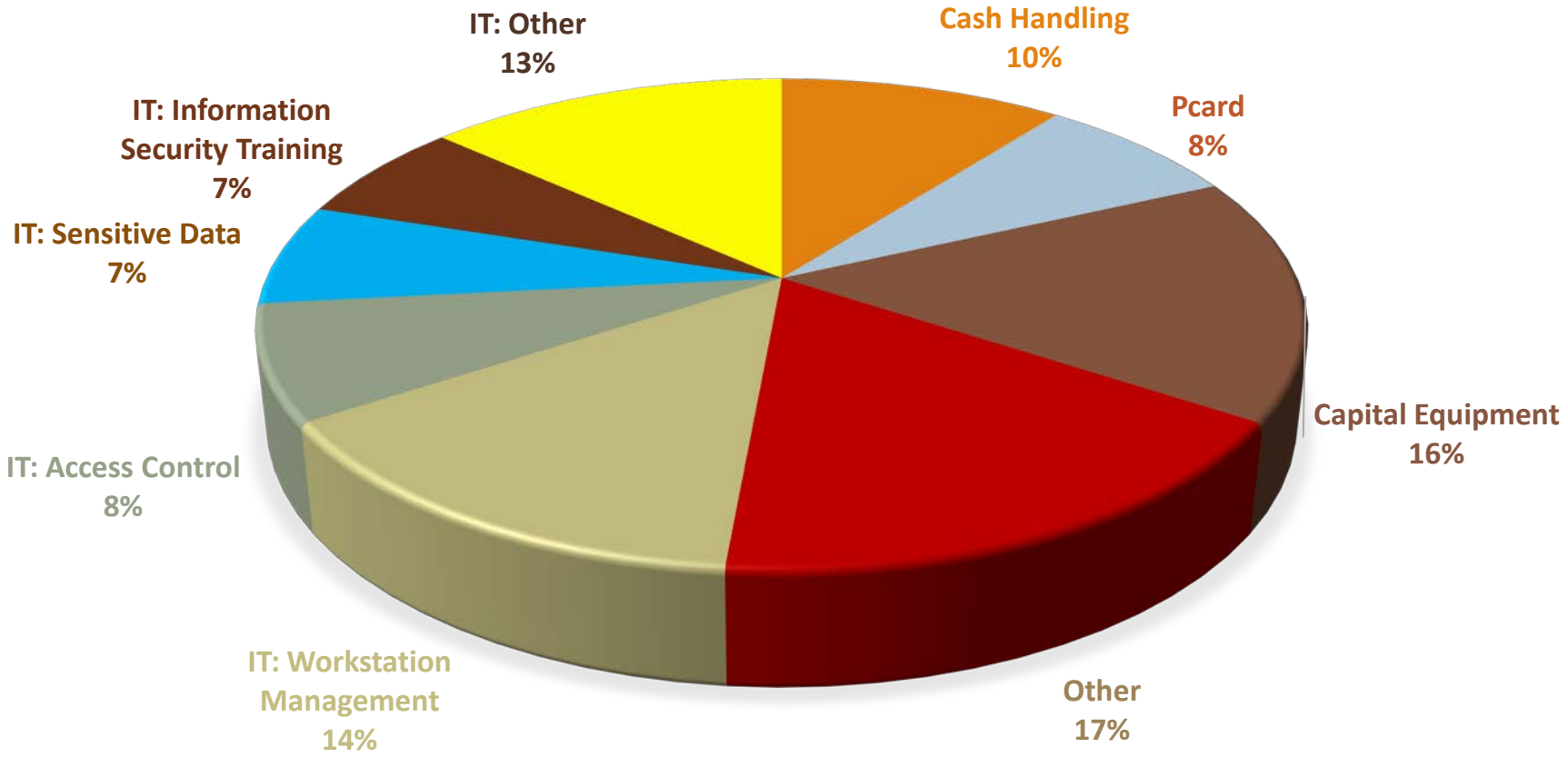
Recommendations Currently Unresolved



Unresolved by Category



Recommendations FY14 - FY17 by Category



Conclusion

- Questions?

OHIO
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Internal Audit
1 Ohio University
WUSOC 166
Athens OH 45701-2979

Date: June 5, 2017

To: The President and Board of Trustees

From: Jeffrey Davis, Chief Audit Executive

Re: FY18 Audit Plan

Below is the Office of Internal Audit's FY 18 proposed audit plan. It is presented to the Ohio University Board of Trustees for authorization.

FY 18 Audit Plan
Campus Involvement Center
External Audit Support – NCAA Agreed Upon Procedures
College of Arts and Sciences
College of Health Sciences and Professions
University Advancement
VP for Research

I look forward to answering any questions you have.

INTERNAL AUDIT
ANNUAL AUDIT PLAN

RESOLUTION 2017

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 2017 through June 2018, 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 and Risk Management Committee, and

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does authorize the proposed audit plan.

OHIO UNIVERSITY

Interoffice Communication

Date: June 5, 2017

To: The President and Board of Trustees

From: Deborah J. Shaffer, Vice President Finance & Administration, CFO and Treasurer
Colleen Bendl, Chief Human Resource Officer

Re: **Human Resources Update**

A brief Human Resources update will be provided to the Compensation and Governance Committee at their June meeting. The results of the biennial compensation equity review required as part of the Department of Education resolution agreement will be reviewed and updates on the status of the negotiations of the University's union contracts will be shared.

June 22, 2017

Human Resources Update

Tab #; pg

Compensation

Compensation Biennial Equity Review

- The review is required as part of the resolution agreement signed with the Department of Education
- Part of the university CA&P compensation philosophy to ensure competitive, fair and equitable pay for all employees
- Engaged Mercer to conduct the review
- University team included:
  - Legal Affairs – John Biancamano
  - Equity and Civil Rights Compliance – Sara Trower
  - University Human Resources – Colleen Bendl
- Overall results were positive with fewer than 100 employees, 2.9% of employees reviewed, requiring an adjustment
- Affected employees will receive adjustments in June

Union Contracts

AFSCME

- As of May 31, 2017, there are 602 employees that are members of the Collective Bargaining Unit represented by the AFSCME Local 1699, Ohio Council 8
- Ohio University and AFSCME Local 1699, Ohio Council 8, reached an agreement on a three (3) year agreement on March 15, 2017
- Collective Bargaining Agreement will be retroactive to March 1, 2017

AFSCME

- Material Contract Changes:
  - Wages - 0%, 1%, 1.5% over the next 3 years (2.5% increase over 3 years. SERB public sector average right now is 1.96% per year so we are below average)
  - Benefits –
    - Employee premium contributions increased 16% for family, 12% for Single + one, and 5% for single plans
    - Over three years increases will collectively be 56%, 41% and 16%
  - Other new expenses
    - One additional uniform shirt
    - Increase of $50 per in week on-call pay for Police Dispatchers. Amount is only received if assigned to be on-call. Other AFSCME employees receive $150 per week for on-call pay

The Fraternal Order of Police, Ohio Labor Council (Police Officers)

- As of May 31, 2017, there are 23 employees that are members of the Collective Bargaining Unit represented by the Fraternal Order of Police, Ohio Labor Council
- Ohio University and the Fraternal Order of Police, Ohio Labor Council, reached an agreement on a one (1) year agreement in March, 2017
- Employees ratified the tentative agreement on March 21, 2017
- Collective Bargaining Agreement will be effective July 1, 2017 to June 30, 2018

The Fraternal Order of Police, Ohio Labor Council (Police Officers)

- Material Contract Changes:
  - Existing contract was extended for one year
  - 0% salary increase

The Fraternal Order of Police, Ohio Labor Council (Lieutenants)

- In September 21, 2016, The Fraternal Order of Police, Ohio Labor Council, on behalf of the Lieutenants of the Ohio University Police Department, petitioned the State Employment Relations Board to be recognized as a Collective Bargaining Unit (Case No.: 2016-REP-09-0094)
- The State Employment Relations Board approved the Employees' request and certified the group as a recognized bargaining unit on December 16, 2017. This is a new, distinct bargaining unit for Ohio University.
- There are four (4) members of this Bargaining Unit, consisting of all full-time Lieutenants of the Ohio University Police Department
- These employees (Lieutenants) are unionized at other institutions
- Ohio University and The Fraternal Order of Police, Ohio Labor Council, have not commenced negotiations regarding the new Collective Bargaining Agreement for this Unit. These discussions are expected to begin in June.

ELECTION OF TREASURER
RESOLUTION 2017 –

RESOLVED, that Deborah Shaffer be elected Treasurer of the Board of Trustees for the year beginning July 1, 2017, and ending June 30, 2018.

ELECTION OF SECRETARY TO THE BOARD
RESOLUTION 2017 –

RESOLVED, that Dr. David R. Moore be elected Secretary to the Board of Trustees for a term beginning July 1, 2017 and ending June 30, 2018.