



OHIO  
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# Board of Trustees

Ohio University

Athens, Ohio

## Agenda

January 18, 19, 2018



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**BOARD ACTIVITIES**  
**Ohio University, Athens, Ohio**  
**Activity & Committee Meeting Schedule**  
**January 18, 19, 2018**

**Thursday, January 18, 2018**

- 7:45 a.m. Bus Tour of City with Athens City Council
- 9:30 a.m. Joint Committee (Committee of the whole), Margaret M. Walter Hall,  
Governance Room 104
- 12:00 p.m. Lunch with COFA
- 1:45 p.m. Academics and Student Success Committee, Margaret M. Walter Hall,  
Governance Room 104
- 1:45 p.m. Resources, Finance, and Affordability Committee, Margaret M. Walter Hall,  
Room 125/127
- 3:45 p.m. Governance and Compensation Committee, Margaret M. Walter Hall,  
Governance Room 104
- 3:45 p.m. Audit and Risk Management Committee, Margaret M. Walter Hall, Room  
125/127
- 6:30 p.m. Dinner – Trustees, President, Board Secretary, Faculty Representatives,  
Faculty Senate Invitees

**Friday, January 19, 2018**

- 8:00 a.m. Trustee Breakfast - Executive Committee (Committee of the whole), OU Inn,  
Lindley Room
- 10:15 a.m. Board Meeting, Margaret M. Walter Hall, Governance Room 104
- Noon Trustee Luncheon, Margaret M. Walter Hall 125
- Noon Media Availability, Margaret M. Walter Hall 127

## Committee Agendas

**AGENDA**  
**Board of Trustees Meeting**  
**Margaret M. Walter Hall, Governance Room 104**  
**Friday, January 19, 2018, 10:15am**

Roll Call

Approval of Agenda

**Tab 1** Approval of Minutes: Board of Trustees' Meeting of October 19, 2018

Comments from the Chair of the Board of Trustees

**Tab 2** - Report from the President

**Tab 3** – Retention Strategies Discussion

**Committee Information Items and Resolutions**

- Joint Resources & Academics Committee
- University Resources Committee
- University Academics Committee
- Governance Committee
- Audit Committee
- Executive Committee

## **Consent Agenda**

Any trustee may request, in advance of action on the consent agenda, that any matter set out in this consent agenda be removed and placed on the regular agenda for discussion and action.

All matter listed within the Consent Agenda have been distributed to each member of the Ohio University Board of Trustees for reading and study, are considered to be routine, and will be enacted by one motion of the Board with no separate discussion.

**Tab 24 - Consent Resolution, Capital Projects**

**Tab 25 - Consent Resolution, Five Depot Street Easement**

**Tab 15 - Consent Resolution, New Programs – Master of Science in Business Analytics**

**Tab 16 - Consent Resolution, New Programs – Master of Arts in Law, Justice, & Culture**

**Tab 17 - Consent Resolution, Program Deletion – Athletic Training**

**Tab 18 - Consent Resolution, Program Name Change – CHSP Nutrition**

**Tab 19 - Consent Resolution, Program Reviews**

Unfinished Business

New Business

Communications, Petitions, and Memorials

Announcement of Next Stated Meeting Date

Adjournment

**AGENDA**  
**Joint Committee**  
**Margaret M. Walter Hall, Athens OH, Governance Room 104**  
**Thursday, January 18, 2018 – 9:30 a.m.**

- Tab 4 Budget and Financial Update & Fees Approval
- Tab 5 Strategic Enrollment Management Planning
- Tab 6 Housing Development Plan Update
- Tab 7 Beavercreek Update

**AGENDA**  
**Academics and Student Success Committee**  
**Margaret M. Walter Hall, Athens OH, Governance Room 104**  
**Thursday, January 18, 2018 – 1:45pm**

- **Academic Quality – Dashboard**
  - Tab 8 University College
- **Standing Reports and Updates**
  - Tab 9 Intercollegiate Athletics Dashboard Update
  - Tab 10 Enrollment Update
  - Tab 11 Academic Quality Improvement Program (AQIP) Update
- **Academic Quality – Initiatives**
  - Tab 12 Resolution** Reporting Duplicate Programs
  - Tab 13 Academic Quality Highlight - Ohio University Press
  - Tab 14 Remediation report
  - Tab 15 Consent Resolution**, New Programs – Master of Science in Business Analytics
  
  - Tab 16 Consent Resolution**, New Programs – Master of Arts in Law, Justice, & Culture
  
  - Tab 17 Consent Resolution**, Program Deletion – Athletic Training
  - Tab 18 Consent Resolution**, Program Name Change – CHSP Nutrition
  - Tab 19 Consent Resolution**, Program Reviews

**AGENDA**  
**Resources, Facilities, and Affordability Committee**  
**Margaret M. Walter Hall, Athens OH, Room 125/127**  
**Thursday, January 18, 2018 – 1:45pm**

- Tab 20 **Resolution** FY19 Fees Approval
- Tab 21 **Resolution** Regional Campus Guarantee
- Tab 22 **Resolution** Career Services Fee
- Tab 23 Treasury and Debt Update
- Tab 24 **Consent Resolution** – Capital Projects
- Tab 25 **Consent Resolution** - Five Depot Street Easement

Information Items

- Tab 26 Financial Update
- Tab 27 Facility Project and Planning Update

**AGENDA**  
**Audit and Risk Management Committee**  
**Margaret M. Walter Hall, Athens OH, Governance Room 104**  
**Thursday, January 18, 2018 – 3:45pm**

Tab 28 Chief Audit Executive Report and Update

Tab 29 Workers Compensation

Tab 30 Annual Insurance Report

Executive Session

**AGENDA**  
**Governance and Compensation Committee Meeting**  
**Margaret M. Walter Hall, Governance Room 104**

**Thursday, January 18, 2018, 3:45pm**

Tab 31 Yearly Topics Update  
Minutes Update  
Board Official Evaluation Planning  
Yearly Meeting Dates  
Retreat Topic

**AGENDA**  
**Executive Committee**  
**OU Inn, Athens OH, Lindley Room**  
**Friday, January 19, 2018 – 8:15 a.m.**

**EXECUTIVE SESSION**

## **Bylaws of the Ohio University Board of Trustees**

*Revised August 22, 2017*

*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) 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, 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.

## Main Board Meeting



**OHIO**  
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**Ohio University Board of Trustees  
October Meeting of the Board of Trustees  
Friday, October 20, 2017  
Walter Hall, Athens OH**

Chair Janetta King called the October Meeting of the Ohio University Board of Trustees to order at 10:25am.

Board Secretary David Moore called roll.

Present: Chair Janetta King, Vice Chair Dave Scholl; Trustees Steve Casciani, Janelle Coleman, Cary Cooper, Victor Goodman, Dell Robinson, Diane Smullen, Peggy Viehweger; Student Trustees Brooke Mauro and Faith Voinovich, National Trustees Dave Pidwell, and Laura Brege, Alumni Representative Ron Teplitzky; President Duane Nellis, and Board Secretary David Moore.

Chair King asked to approve the agenda for the 2017 October Meeting of the Board of Trustees. Trustee Coleman moved to approve the agenda; Trustee Viehweger seconded; Chair King called for a vote; with all in favor, the agenda was approved.

Chair King asked to approve the minutes of the August 2017 meeting of the Board of Trustees; Trustee Scholl moved to approve the minutes; Trustee Goodman seconded; Chair King called for a vote; With all in favor, the minutes were approved.

Chair King welcomed everyone and celebrated the Investiture of President Nellis and thanked everyone who participated in that historic event. Chair King mentioned the Board had an opportunity to have dinner with the President's newly established Presidential Leadership Society and learned more about those students and the commitment they have made to helping the President be successful. Chair King reminded everyone that each day this week had a them to celebrate the inauguration and that today was a day of service; the Trustees will join the President in stocking the food pantry in Baker Center in that spirit this afternoon.

**President's Report**

Chair King asked President Nellis to present his Presidential Report.

President Nellis reviewed the Investiture Ceremony and thanked everyone who participated. President Nellis announced that he and First Lady Nellis had established a scholarship endowment to support access and excellence for an Ohio University student. President Nellis reviewed a set of critical strategic pathways and priorities that have emerged from discussions with the campus community since his arrival on campus. He also provided an update on the search firm selection for Vice President of Advancement as well as the Executive Vice President and Provost.

President Nellis noted that he welcomed over 4000 new students and Convocation and that the incoming freshman class had the highest ACT scores and the highest grade-point average ever in the university's history. He celebrated the 50<sup>th</sup> anniversary of the Marching 110 and noted that they will be participating the Macy's Day Parade. President Nellis also noted that, in the fall, there was a traveling exhibit of the Vietnam Memorial that was particularly symbolic given the fact that our own Bicentennial Park holds an installation sculpture by Maya Lin the Memorial's designer. Lin had grown up in Athens and her parents were both on the faculty at Ohio University.

President Nellis also highlighted the following events and activities among others

- Induction as an Honorary Member of the National Society of Collegiate Scholars
- Appointed to the Third Frontier Advisory Board
- Comprehensive tour of Southeastern Ohio
- Spoke to all of the university's senates
- Attended Classified Staff Awards
- Instituted "Breakfast for Progress" meetings with the faculty
- Attended Federal Government Alumni Luncheon
- Traveled to Capitol Hill to meet with lawmakers to discuss DACA, research funding and
- Pell grants
- Instituted Presidential Leadership Society
- Ohio University, City of Athens was named one of the country's safest for college students
- Attended Multicultural Student Expo
- Announced that OHIO paleontologists discover new species of sauropod dinosaur in Tanzania

President Nellis then introduced a group of presenters (Carey Busch, Assistant Dean, Student Accessibility Services; Yeong-Hyun Kim, Associate Professor of Geography; Wealth and Poverty Theme; Matt Layton, Assistant Professor of Political Science; Wealth and Poverty Theme; Jason Pina, Vice President for Student Affairs, Interim Chief Diversity Officer; Elizabeth Sayrs, Dean of University College, Vice Provost for Undergraduate Education; Loralyn Taylor, Director of Analytics for University Student Success Initiatives, Academic Technologies) for the Presidential Spotlight on their report, "Basic Needs OHIO: Supporting Access and Success for All Students."

The panel describe the vision of Basic Needs OHIO as: basic needs should never prevent our students from realizing their academic promise, and their mission as: to support OHIO student success & completion by addressing our students' basic needs.

The presenters described the following current initiatives: the Baker Center Food Bank, Student Emergency Housing, University Break Housing, World Food Day, Food Drive for Good Works in Athens, Heritage College of Osteopathic Medicine Food Bank, OU-

Southern's Basic Needs Project: Human Services Technology Club's Blessing Box (food & personal hygiene items, food bank info).

### **Chief Diversity and Inclusion Officer's Role Discussion**

Chair King asked Vice Provost (VP) Jason Pina to come forward and lead the discussion on the Chief Diversity and Inclusion Officer's role.

VP Pina thanked the committee and reviewed some of the work he has been engaged in which has included over 100 meetings and interactions with alumni, students, faculty, staff, and friends as far north as Cleveland as far east as Washington DC. VP Pina stated that one of the biggest pieces that he tried to keep in the back of his head is how do we match our action to our culture, as well as how to work with President Nellis and Provost Descutner on how we should pursue the next iteration of our diversity and inclusion efforts. He asked, how do we make sure that the future is better than our past and how can we use our community's expertise and passion to build a more equitable and inclusive environment. There is a lot of excitement about what the future holds around diversity and inclusion as indicated from the words of President Nellis.

VP Pina then reviewed four areas of concentration of the Diversity and Inclusion office:

- 1) Multicultural Student Access & Retention program (directed by Marlene De La Cruz-Guzman, Director) which includes over 90 peer mentors who are supporting over 1200 students; there are less than 6 FTE that are in that department support. Retention rates are 85% which is higher than the university's 81% rate but lower than the 91% retention rate that has been achieved with these students in the recent past.
- 2) Multicultural Center & Programs (directed by Winsome Chunnu-Brayda,) The Office of Multicultural Programs seeks to provide a diverse range of programs and opportunities that are educational, recreational, social and cultural. Committed to supporting and promoting multicultural awareness, the staff develops programs that increase understanding and appreciation of cultural differences by familiarizing the campus community with the contributions and histories of African American, Hispanic/Latino American, Asian American, and Native American cultures.
- 3) LGBT Center (directed by delfin bautista,) The Lesbian, Gay, Bisexual, Transgender Center advances the diversity mission of Ohio University by creating a university environment and community inclusive and supportive of sexual orientation, gender identity/expression, and queerness. We focus on the unique academic, cultural, and social needs of LGBT students, faculty, staff, alumni, and members of the wider community. As an academic support unit, we strive to enhance students' learning and engagement as well as increase the retention of

LGBT students. Our broader influence emerges from providing resources, educational opportunities, social gatherings, and LGBTQ justice initiatives to ALL students, faculty, staff, alumni, and community members at Ohio University and beyond.

- 4) Women's Center (directed by Geneva Murray) The mission of the Ohio University Women's Center is to act as a catalyst to promote awareness, education, and advocacy about women, gender, and diversity, among faculty, staff, and students at Ohio University and its surrounding communities. In fulfilling its mission, the Center provides students, faculty, and staff with information, services, and programs that address matters of particular concern to women - while exploring the connections among gender, race, economic status, sexual orientation, culture, religion, political views, and other significant elements in relation to women's individuality and collective identity.

Trustee Coleman asked VP Pina if he could talk more about prioritizing diversity on campus since this position now reports to the president. VP Pina replied, let me use Student Affairs as an example, we have approximately 450 full and part-time employees in the Division of Student Affairs and over 3,000 student employees and millions of square feet were responsible for, as well as approximately 130 million dollar budget. I have less than five employees who have a job description with any language around leading diversity in their work. How do we make sure we are inclusive with that size and scope of operation? President Nellis expects a plan and for us to take action on that plan. So, reporting directly provides further access but also accountability.

Trustee Scholl asked VP Pina if he had experience with other national creative national models that can be referenced when looking at the resources required to get the job done and how we as a community can be affected the fastest and in the most sustainable way. VP Pina replied, as part of my reporting up to the President and Provost I have asked each of the functional areas to identify schools (with similar endowments, geography, and size) that they feel like are doing it better than us. With those ideas, I will be generating specific plans to present to the President and Provost so they get a sense of where we want to be and what are the skills we need to develop to get there. Additionally, there is a publication called *Insight into Diversity*, that annually sends out a survey to college and universities that reports on those institutions that are doing the best work around diversity and recognizes them. President Nellis' previous institution won that award; they won at six years straight and that is what we aspire to. So, part of our report is the assessment that that magazine uses and we are going to be able to show where we stack up. Trustee Coleman suggest the board might consider an Inclusion Committee as we hire a new VP for Diversity and Inclusion as we consider President Nellis' remarks at the Investiture concerning diversity.

Chair King thanked VP Pina and announced that it was time to move on to committee highlights and resolutions.

## **Committee Reports and Information Items**

### Joint Resources & Academics Committee

Chair King asked Vice Chair Scholl to give the Joint Committee Report. Vice Chair Scholl stated that the joint committee had an IT Strategic Update from CIO Craig Bantz as well as a Financial Update on 2017 results and 2018 projections from Vice President Deb Shaffer.

Vice Chair Scholl reported that detailed minutes of the committee's discussions will be made available on the Board of Trustees website. Chair King thanked the committee.

### Academics and Student Success Committee

Chair King asked Trustee Goodman to give the Academics and Student Success Committee Report. Trustee Goodman stated that the Academics Committee received the College of Business' Dashboard from Dean Sherman as well as an update on Student Conduct from Vice President Pina. The committee also received an update on enrollment from Senior Vice Provost Cornell and an update on the university's textbook initiative from Senior Vice Provost Cohen. Finally, the committee had a presentation from Director Duschinski and Provost Descutner on the Center for Law, Justice, and Culture.

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

- Consent Agenda Item: Review of Centers and Institutes  
This resolution recommends the continuation of eight centers and institutes as follows:
  - Center for Ring Theory and Its Applications
  - Institute of Nuclear and Particle Physics
  - Center for Advanced Materials Processing
  - T. Richard and Eleanora K. Robe Leadership Institute
  - Infectious and Tropical Disease Institute
  - Edison Biotechnology Institute
  - Institute for the Empirical Study of Language
  - Nanoscale and Quantum Phenomena Institute

This resolution also recommends the one-year extension of two centers and institutes as follows:

- Avionics Engineering Research Center - One-year extension
- Institute for Applied and Professional Ethics - One-year extension

Finally, Trustee Goodman reported that detailed minutes of the committee's discussions will be made available on the Board of Trustees website. Chair King thanked the Committee.

Audit and Risk Management Committee

Chair King asked Trustee Viehweger to give the Audit and Risk Management Committee Report. Trustee Viehweger stated that the Audit and Risk Management Committee received an update from our external auditors, Plante Moran, as well the Chief Audit Executive's Report from Jeff Davis which included updates on the FY18 Audit Plan. Additionally, the Committee had a presentation on NCAA compliance.

The Committee reviewed a resolution (located at Tab 21 of the Agenda) accepting the Audited Financial Statements from Plante Moran and we recommend it for approval.

**OHIO UNIVERSITY AUDIT COMMITTEE**

**APPROVAL OF JUNE 30, 2017 FINANCIAL STATEMENT AUDIT**

**RESOLUTION 2018 - 3664**

**BE IT RESOLVED** that the recommendation of the Audit and Risk Management Committee on October 19, 2017, to accept the annual financial statements and footnotes as presented by management of the University, Foundation, and subsidiaries including Plante Moran's audit opinions and reports thereon as of and for the year ended June 30, 2017, be approved.

Trustee Viehweger motioned to approve the resolution: Acceptance of Audited Financial Statements from Plante Moran; Trustee Goodman seconded the motion; Chair King called for a vote; the motion passed unanimously.

There were no consent agenda items and no further resolutions from the Audit and Risk Management Committee.

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

#### Governance and Compensation Committee

Chair King asked Trustee Cooper to give the Governance and Compensation Committee Report. Trustee Cooper stated that the Governance Committee discussed future discussion topics for the main board meeting and will recommend topics to the Board Chair and requests she reviews the with President Nellis to assign them to future meetings.

The committee also received an overview of House Bill 49 (the state budget) and the obligations it places on Board of Trustees.

Lastly, the committee had a discussion of options on the style of minutes the Board maintains.

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.

#### Resources, Facilities and Affordability Committee

Chair King asked Trustee Coleman to give the Resources, Finances, and Affordability Committee Report.

Trustee Coleman reported that the Committee received an update on the Student Investment Program, a report from the Campus Design Review Advisory Council, and a review of the Projects in Planning which shared a brief overview of some of the Master Plans and Planning Studies that are in progress, or have recently been completed by the University Planning office and our campus and community partners. Additionally, the committee had information items including a Treasury and Debt update, a Facility Project Status report, an update on park place and the small house strategy, an administrative space relocation strategy update, and the annual Clery Report.

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 Item: Facility Projects – Design through Construction

This resolution authorizes the University to undertake the following projects.

JAMES HALL MASONRY REPAIRS  
SHIVELY HALL DINING FACILITY REFRESH

- Consent Agenda Item: AEP OU-C Bennett Hall Easement  
This resolution approves an easement for Ohio Power Company, an operating company of AEP, to install new electric service for the Bennett hall electric upgrade project.
  
- Consent Agenda Item: AEP E State Street Easement  
This resolution authorizes an easement to install electric service to a new retail building located on University-owned land near 859 East State Street.
  
- Consent Agenda Item: HIPAA  
This resolution designates the following as health care components subject to compliance with HIPAA (Health Insurance Portability and Accountability Act):
  - Ohio University Therapy Associates;
  - University Human Resources/ Benefits (including the University Wellness Plans);
  - Psychology and Social Work Clinic;
  - Office of Legal Affairs;
  - Information Technology,
  - Library Annex/Archives.

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

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

Executive Committee

Chair King gave the Executive Committee's Report stating, that the Executive Committee had gone into Executive Session to consider the purchase or sale of property for public purposes and to discuss threatened or pending litigation.

The Committee came out of Executive Session and then discussed recent federal guidance on Title IX as well the process of getting feedback and input from the campus community on the free speech interim policy.

Chair King stated that no additional issues were discussed.

Consent Agenda

Chair King stated that the board has an intact consent agenda and asked for a motion to approve of the consent agenda. Vice Chair Scholl moved to approve the consent agenda; Trustee Coleman seconded; with all in favor, the consent agenda was approved as follows:

# REVIEW OF CENTERS AND INSTITUTES

## RESOLUTION 2017 – 3665

**WHEREAS**, the continued review of academic programs is essential to the maintenance of quality within an educational institution, and

**WHEREAS**, Ohio University has had for many years a rigorous program of internal review, and

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

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Ohio University accepts the 2016-2017 Review of Centers and Institutes, which recommends continuation of eight (8) centers/institutes and the one-year extension of two (2) centers/institutes as follows:

- Center for Ring Theory and Its Applications - Continue
- Institute of Nuclear and Particle Physics - Continue
- Center for Advanced Materials Processing - Continue
- T. Richard and Eleanora K. Robe Leadership Institute - Continue
- Infectious and Tropical Disease Institute - Continue
- Edison Biotechnology Institute - Continue
- Institute for the Empirical Study of Language - Continue
- Nanoscale and Quantum Phenomena Institute - Continue
  
- Avionics Engineering Research Center - One-year extension
- Institute for Applied and Professional Ethics - One-year extension

**APPROVAL TO PROCEED WITH CONSTRUCTION FOR  
THE JAMES HALL MASONRY REPAIRS AND THE SHIVELY HALL  
DINING FACILITY REFRESH**

**RESOLUTION 2017 - 3666**

**WHEREAS**, for the James Hall Masonry Repairs project, University administration requests approval for the total project budget of \$1,000,000 and authorized expenditures of \$1,000,000 to undertake construction;

**WHEREAS**, for the Shively Hall Dining Facility Refresh project, University administration requests approval for the total project budget of \$1,835,100 and authorized expenditures of \$1,835,100 to undertake 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.

**RESOLUTION TO APPROVE UTILITY EASEMENT REQUEST  
FROM OHIO POWER COMPANY**

**RESOLUTION 2017 - 3667**

**WHEREAS**, The Chillicothe campus requires new electric service as part of the Bennett Hall electric upgrade project; and

**WHEREAS**, Ohio Power Company, an operating company of American Electric Power (“AEP”) has requested the easement on University land to install new electric service for the project; and

**WHEREAS**, as part of the project, AEP will install new underground electric service to Stevenson Hall; and

**WHEREAS**, this request has been reviewed and approved by University staff.

**NOW THEREFORE, BE IT RESOLVED**, that the Board of Trustees hereby approves the request by AEP for a 25-year utility easement as depicted in the attached map, upon other terms and conditions approved by the President and the Department of Administrative Services.

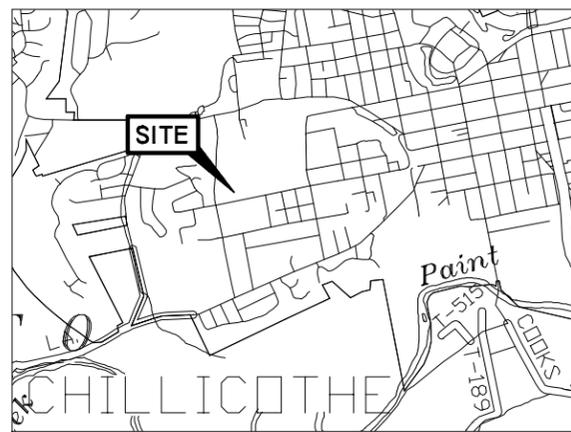
**BE IT FURTHER RESOLVED**, that the Board of Trustees hereby authorizes the President or his designee to execute the corresponding easement and other appropriate documentation in accordance with Ohio law.



BEARINGS ARE BASED UPON OHIO SOUTH ZONE (3402) STATE PLANE COORDINATES. A PROJECT ADJUSTMENT FACTOR (P.A.F.) OF 1.00010000 HAS BEEN USED TO PROVIDE GROUND COORDINATES FOR THIS PROJECT. TO OBTAIN STATE PLANE GRID COORDINATES, DIVIDE EACH NORTHING AND EASTING BY THE P.A.F.

### 0.213 ACRE ELECTRIC EASEMENT

SITUATED IN THE CITY OF CHILLICOTHE,  
COUNTY OF ROSS, TOWNSHIP OF SCIOTO,  
STATE OF OHIO

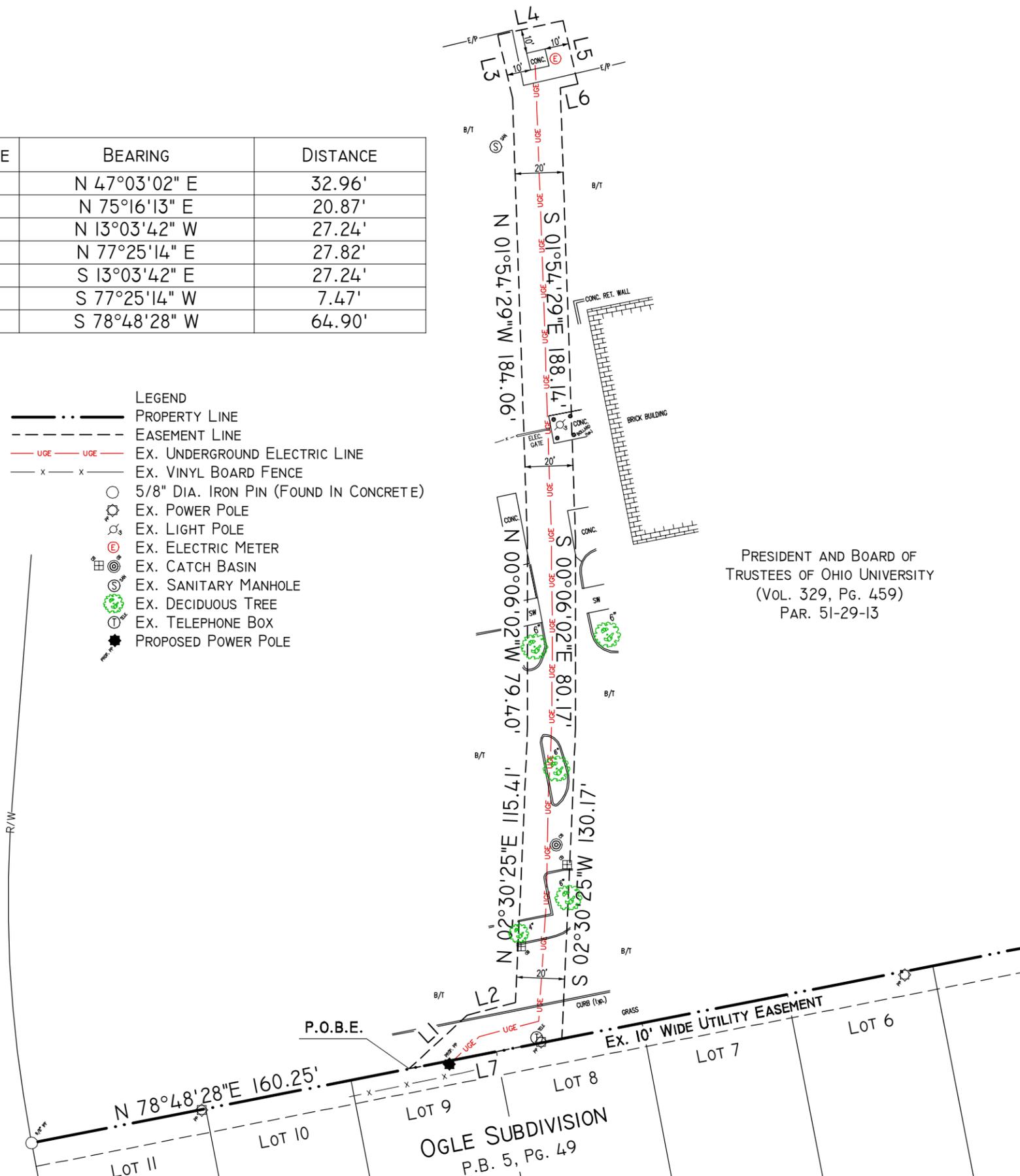


VICINITY MAP

COURSE	BEARING	DISTANCE
L1	N 47°03'02" E	32.96'
L2	N 75°16'13" E	20.87'
L3	N 13°03'42" W	27.24'
L4	N 77°25'14" E	27.82'
L5	S 13°03'42" E	27.24'
L6	S 77°25'14" W	7.47'
L7	S 78°48'28" W	64.90'

- LEGEND**
- · · — · · — PROPERTY LINE
  - - - - - EASEMENT LINE
  - UGE — UGE — EX. UNDERGROUND ELECTRIC LINE
  - x - x - EX. VINYL BOARD FENCE
  - 5/8" DIA. IRON PIN (FOUND IN CONCRETE)
  - ⊙ EX. POWER POLE
  - ⊙ EX. LIGHT POLE
  - ⊙ EX. ELECTRIC METER
  - ⊙ EX. CATCH BASIN
  - ⊙ EX. SANITARY MANHOLE
  - ⊙ EX. DECIDUOUS TREE
  - ⊙ EX. TELEPHONE BOX
  - ⊙ PROPOSED POWER POLE

UNIVERSITY DRIVE



PRESIDENT AND BOARD OF  
TRUSTEES OF OHIO UNIVERSITY  
(VOL. 329, PG. 459)  
PAR. 51-29-13

*Ernest L. Pritchard*  
ERNEST L. PRITCHARD  
OHIO REGISTERED SURVEYOR #6837



SURVEY PLAT FOR  
OHIO UNIVERISTY OF CHILLICOTHE  
0.213 ACRE AEP ELECTRIC EASEMENT  
ROSS CO., OHIO, CITY OF CHILLICOTHE

DATE	09-18-17
SCALE	1" = 50'
DRAWN BY	N.J.P



PRITCHARD LAND SURVEYING, INC.  
REGISTERED PROFESSIONAL SURVEYOR / ERNEST L. PRITCHARD P.S.  
283 S. MCARTHUR STREET CHILLICOTHE, OHIO 45601  
(740) 773-5039

REVISIONS	
SHEET	1 OF 1

**RESOLUTION TO APPROVE UTILITY EASEMENT REQUEST  
FROM OHIO POWER COMPANY**

**RESOLUTION 2017 - 3668**

**WHEREAS**, Ohio Power Company, an operating company of American Electric Power (“AEP”) has requested the University’s approval to install electric service to a new retail building located on University-owned land near 859 East State Street, which is intended to include Qdoba Mexican Grill and Kay Jewelers; and

**WHEREAS**, electric service is not currently supplied to the new building, and in order to install new infrastructure and connect service, AEP requires a new easement; and

**WHEREAS**, AEP presented a plan to run new overhead electric service to the new building; and

**WHEREAS**, this request has been reviewed and approved by University staff.

**NOW THEREFORE, BE IT RESOLVED**, that the Board of Trustees hereby approves the request by AEP for a 25-year utility easement as depicted in the attached map, upon other terms and conditions approved by the President and the Department of Administrative Services.

**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.



499 Richland Avenue Athens, Ohio 45701  
Phone: 740-589-5001 Fax: 740-589-5004  
www.buckleygroupllc.com

## DESCRIPTION OF A 10 FOOT WIDE UTILITY EASEMENT

### Situated in Athens Township, Athens County, State of Ohio

Being a **10 foot wide Utility Easement** located in part of Farm Lot 27 and Farm Lot 26, Section 4, Township 9 North, Range 14 West, Ohio Company Purchase, Athens Township, Athens County, State of Ohio and being 5 foot each side of the following described centerline:

#### EASEMENT #1

**Beginning** at Station 164+21.50, 43.50 RT. of the southerly right of way line of East State Street as shown by Ohio Department of Transportation Project Plans, ATH- East State Street, from which a ½" iron pipe (found) at Station 162+47.00, 43.50 RT., per said Plans, bears N 83°57'10" W, being the basis of bearings for this description, 174.50 feet for reference, being a point in the northerly line of a parcel as conveyed to the State of Ohio, Ohio University, by deed recorded in Deed Book 181, Page 67 and Deed Book 182, Page 605 of the above said county Deed Records;

**Course No. 1** Thence, S 11° 25' 32" W, 91.97 feet to a point;

**Course No. 2** Thence, S 45°51'26" E, 138.77 feet to a point;

**Course No. 3** Thence, S 73° 40' 34" E, 53.04 feet to a point;

**Course No. 4** Thence, S 80° 28' 32" E, passing Point "A" at 10.55 feet for reference, a total distance of 47.49 feet to a point;

**Course No. 5** Thence, N 68° 12' 21" E, 111.41 feet to a point;

**Course No. 6** Thence, S 82° 59' 25" E, 80.51 feet to a point;

**Course No. 7** Thence, N 76° 46' 49" E, 59.16 feet to a point;

**Course No. 8** Thence, N 44° 51' 20" E, 83.48 feet to the point of terminus, from which an iron pin (found Geo Graphics) bears N 51° 32' 33" W, 82.39 feet, being Station 168+39.00, 56.00 RT. per said Plans.

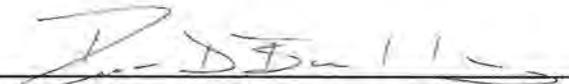
EASEMENT #2

Beginning at Point "A" as referenced above in Easement #1 description;

**Course No. 1** Thence, N 11° 44' 20" E, 26.32 feet to the point of terminus, from which an iron pin (found Geo Graphics) bears N 50° 59' 39" E, 227.61 feet, being Station 167+48.19, 43.50' RT per said Plans.

Description prepared from a field survey in August, 2017, performed under the direct supervision of Ryan D. Buckley, Professional Surveyor No. PS 8676.

8/2/17  
Date

  
Ryan D. Buckley, Professional Surveyor No. 8676





BASIS OF BEARINGS  
(AS NOTED)

ie. BEARINGS SHOWN HEREON  
ARE TO AN ASSUMED MERIDIAN  
AND ARE USED TO DENOTE  
ANGLES ONLY

**PLAT OF SURVEY**  
ATHENS COUNTY, OHIO  
ATHENS TOWNSHIP  
SECTION 04  
TOWNSHIP 09 NORTH, RANGE 14 WEST  
OHIO COMPANY PURCHASE  
STATE OF OHIO

REFERENCE OHIO DEPARTMENT OF TRANSPORTATION  
ATH- EAST STATE STREET PROJECT PLANS

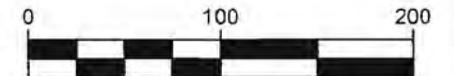
PERTINENT DOCUMENTS AND  
SOURCES OF DATA USED:  
DEED REFERENCES (AS NOTED)  
SPECIFIED COUNTY ROADWAY MAP  
SPECIFIED COUNTY TAX PARCEL MAP  
U.S. GEOLOGICAL QUADRANGLE MAP  
PREVIOUS SURVEY PLATS

ATTENTION:  
THIS PLAT OF SURVEY REPRESENTS  
THE MINIMUM STANDARDS FOR BOUNDARY  
SURVEYS IN THE STATE OF OHIO AS  
ADOPTED 5-1-80 OF THE ADMINISTRATIVE  
CODE CHAPTER 4733-37. LOCAL  
GOVERNING REQUIREMENTS IF MORE  
STRINGENT, SHALL BE ADHERED TO.



**SURVEYOR'S NOTES**

1. THERE MAY BE ADDITIONAL EASEMENTS, RESTRICTIONS, AND/OR MATTERS NOT SHOWN ON THIS SURVEY WHICH MAY BE FOUND IN THE PUBLIC RECORDS OF THIS COUNTY
2. INTERIOR IMPROVEMENTS WERE NOT LOCATED UNLESS OTHERWISE NOTED
3. THIS SURVEY WAS PREPARED WITHOUT THE BENEFIT OF A TITLE INSURANCE COMMITMENT
4. NO ABSTRACT WAS PERFORMED
5. NO EXCAVATION WAS PERFORMED TO VERIFY THE LOCATION OR EXISTENCE OF ANY UNDERGROUND IMPROVEMENTS, STRUCTURES, OR FOUNDATIONS. UNDERGROUND UTILITIES SHOWN HEREON ARE SHOWN PER ABOVE GROUND EVIDENCE. THE LOCATION OF ALL UNDERGROUND UTILITY LINES ARE APPROXIMATE ONLY AND SHOULD NOT BE RELIED UPON FOR EXCAVATION WITHOUT FIELD VERIFICATION. OTHER UTILITY LOCATIONS MAY EXIST, THAN THOSE SHOWN
6. SURVEYOR DOES NOT ACCEPT RESPONSIBILITY FOR RIGHTS-OF-WAY, EASEMENTS, RESTRICTIONS OF RECORD OR OTHER MATTERS AFFECTING TITLE TO LANDS SURVEYED OTHER THAN THOSE RECITED IN CURRENT DEED AND/OR OTHER DOCUMENTATION AS NOTED.
7. ANY USE OF THIS SURVEY FOR PURPOSES OTHER THAN THAT WHICH IT WAS INTENDED, WITHOUT WRITTEN VERIFICATION, WILL BE AT THE USER'S SOLE RISK AND WITHOUT LIABILITY TO THE SURVEYOR. NOTHING HEREIN SHALL BE CONSTRUED TO GIVE ANY RIGHTS OR BENEFITS TO ANYONE OTHER THAN THE CLIENT.



1 INCH = 100 FEET

NOTE: DRAWING SCALE MAY BE  
ADJUSTED DUE TO REPRODUCTION

FARM LOT 27

STATE OF OHIO  
OHIO UNIVERSITY  
DEED BOOK 181 PAGE 67  
12.000 ACRE

FARM LOT 26

STATE OF OHIO  
OHIO UNIVERSITY  
DEED BOOK 182 PAGE 605  
3.830 ACRE



*R. D. Buckley*  
RYAN D. BUCKLEY  
OHIO PROFESSIONAL SURVEYOR PS8676

CLIENT:	AEP Ohio 9135 STATE ROUTE 682 ATHENS, OHIO 45701		
JOB# 17_473	DRWN: TS	CHKD: RB	CREW: TS, RB
DATE: 08/02/2017	SCALE: 1"= 100'	SHEET 1 of 1	



499 Richland Avenue  
ATHENS, OH 45701  
740 589 5001 Voice  
740 589 5004 Fax  
www.buckleygroupllc.com

**LEGEND**

- MONUMENT FOUND
- MONUMENT SET  
5/8"x30" REBAR/CAP 04153
- ⊙ MAG NAIL SET
- △ POINT

## **Health Insurance Portability and Accountability Act Compliance**

### **Resolution No. 2017 – 3669**

**Whereas**, in Resolution No. 2002-1853, this Board recognized the University's obligation to comply with the Health Insurance Portability and Accountability Act of 1996, ("HIPAA") and directed University officers and employees to take appropriate actions to ensure such compliance; and

**Whereas**, in Resolution No. 2005–2000, this Board declared that the University is a Hybrid Entity under HIPAA and designated certain units within the University to be health care components either as a health care provider or as a business support unit to the health care provider and therefore subject to HIPAA; and

**Whereas**, it has become necessary to revise the list of HIPAA covered health care components;

**Now therefore, be it resolved**, the following units of the University shall be designated as health care components subject to compliance with HIPAA:

Ohio University Therapy Associates;

University Human Resources/ Benefits (including the University Wellness Plans);

Psychology and Social Work Clinic;

Office of Legal Affairs;

Information Technology,

Library Annex/Archives.

**Be it further resolved** that the President is authorized to review the list of covered health care components and, in consultation with the General Counsel, to revise that list as needed to ensure compliance with HIPAA.

### **Unfinished Business**

There wasn't any unfinished business.

### **New Business**

There was no new business.

### **Communications, Petitions, and memorials.**

Chair King asked Shawnee Meek to come forward. Chair King stated that Shawnee was the assistant to the Board Secretary and was an invaluable part of making sure these meetings ran smoothly and making sure that we all had what we needed. We loved getting to know Shawnee we miss her dearly but we wanted to wish her well in her next steps at the University.

Secretary Moore announced that the next meeting of the Ohio University Board of Trustees would be on January 18<sup>th</sup> and 19<sup>th</sup>, 2018 at the Athens OH campus.

The October Meeting of the Ohio University Board of Trustees adjourned at 11:39am.



**OHIO**  
UNIVERSITY

**Ohio University Board of Trustees  
Joint Committee Meeting  
Thursday, October 19, 2017  
Walter Hall, Athens OH**

Present: Chair Janetta King, Vice Chair David Scholl, Trustees Steve Casciani, Janelle Coleman, Cary Cooper, N. Victor Goodman, Dell Robinson, Diane Smullen and Peggy Viehweger, National Trustees Laura Brege and David Pidwell, Alumni Representative Ronald Teplitsky, Faculty Representatives David Thomas and Susan Williams, Student Trustees Brooke Mauro and Faith Voinovich, and President M. Duane Nellis.

Chair King called the meeting to order at 9:30 am. Chair King remarked on the wonderful Investiture activities of yesterday and noted that today is Sustainability Day and introduced President Nellis, indicating he had a special announcement.

First, President Nellis expressed his gratitude for everyone's participation in yesterday's Investiture activities. Second, the President expressed his pride and pleasure on this Sustainability Day to share the news that Ohio University received a Gold Level Award as part of the Ohio EPA 2017 Encouraging Environmental Excellence (E3) program and recognized the efforts of the staff, Annie Laurie Cadmus, Sam Crowl and Elaine Goetz.

Chair King introduced Vice Chair Scholl to lead the Joint meeting.

- **IT Strategic Update**

Vice Chair Scholl introduced Craig Bantz, Chief Information Officer (CIO), to provide a broad assessment of OHIO IT and a strategic view of the tasks ahead. Issues pertaining to IT security will be shared at a later time with the Board.

CIO Bantz discussed the evolution and transformation of technology over the past several decades. In higher education and at OHIO, the students have been brought up with technology and their expectations for service far exceed our capabilities. Transforming technology for our university involves providing the core technical utility infrastructure to meet technology and capacity demands while also transforming IT into a customer driven organization that partners with diverse spectrum of units across campus to create competitive advantage.

OHIO's IT evolution since the 1980's has included the exponential growth through the early 2000's, the data breach in the mid-2000's which received huge media attention and consumed the focus for several years, followed by the resulting disruptive consolidation of resources into the central organization. Since 2015 OHIO IT has been emerging from a 'holding pattern' and evaluating service provision, staffing, budget and different IT models.

IT is in the process of implementing their plan for change and CIO Bantz estimates the organization is 75% through many of its planned improvements. IT has been proactively building a credible core through emergency expansion of the network capacity, focusing on information security, implementing a tiered approach to service desk operations, increasing reliability of critical applications, and creatively planning for long-term provision of service. IT has been considerate with their human resources through functional realignments, internal reorganizations, and the implementation of a 6-member project management team. They have also been creatively renegotiating service contracts, rethinking hardware strategies and upgrades, and maximizing use of owned software and tools, thereby freeing up budget to fund their staffing strategies. Partnerships with Academic Technology and Instructional Innovation are building efficiencies, and also, saving students money.

CIO Bantz reminded the Board that IT spending is people and technology intensive – both expensive budget components. The investments in technology are making units across campus more productive – IT is in the process of developing metrics to measure the effectiveness of these investments. IT is working with the university community to prioritize needs and explain the IT changes and strategy. CIO Bantz assured the trustees that IT will continue to creatively and cost effectively improve their service provision, but also indicated that requests for more funding are imminent as inflationary pressures impact wages and annual contracts.

Trustee Goodman asked how IT compliance issues previously shared with the Audit Committee have been addressed – An Executive Session presentation was shared in late FY17 to update the board on IT security steps being taken. Changes to business processes and approaches, intentional restructuring of staff efforts, strategic investments in IT security, and policy changes have all contributed to IT’s progress on compliance issues. VP Shaffer also noted that in the annual audit report for the University it was noted that progress had been made in the deficient areas.

Trustee Pidwell asked how vulnerable the University might be to cyber threats – Bantz believes we are on the right trajectory even though we are ‘under attack’ daily. We have a 24-hour team that reacts to threats and has made substantial improvements to our reaction success. Multi-factor authentication has helped significantly.

Trustee King asked how IT currently works with the state of OHIO – OarNet and Ohio Supercomputing Center are two resources that are utilized as well as taking advantage of joint purchasing opportunities.

Trustee Cooper asked how our confidential information is protected – A data-classification policy addresses differently types of data and how they should be handled, including medical data and student data.

Trustee Scholl remarked that more resources will be needed to sustain the efforts and maintain competitive advantage with students, recognizing that in most administrative areas we have already taken advantage of the greatest savings and reallocation opportunities.

VP Shaffer agreed that this is an area where significant investments will be necessary. CIO Bantz has been very creative in restructuring and reinvesting with the current budget. Bantz remarked that any future IT investments must be aligned with the institution’s goals.

- **Financial Update**

Trustee Scholl introduced Vice President for Finance and Administration (VPFA) Deb Shaffer to share the Financial Update. Final FY17 results and a very early forecast for FY18 are as follows:

- State Appropriations – we started the year with a good projection for FY18 which was refined for prior year information. The statewide SSI experienced 0% growth for the FY18-19 biennium. OHIO's SSI forecast for FY18 and the FY19 budget projection assume the university will retain its FY17 percentage share of the state allocation.
- Net Tuition, Room and Board – enrollments were down slightly in FY17 and the same is happening for FY18. As of the census date, the Athens freshman class is 4,045 students, which is 264 students below Fall 2016, and 64 below the Fall 2017 budget of 4,109 students. Retention of existing students was slightly better than budgeted, providing a slight benefit to enrollments and gross tuition. Negative variances in gross tuition (from lower enrollments) are forecasted to be offset by positive variances in scholarship costs (resulting from lower freshmen class and lower average aid to students). Initial projections of graduate tuition growth will be validated in the fall process as colleges submit financial forecasts.
- Other Revenue – through the Chart of Accounts redesign and conversion, exchange contracts previously accounted for as restricted grants have been reclassified to unrestricted. Offsetting adjustments impacting Other Revenue Grants and Contracts and External Sales have a neutral net effect on university revenues. The VP Research has been working with Finance to determine reporting changes for the revised Grant revenue at the university and college level.
- Compensation – forecast differences are the result of actual attrition versus budgeted. Also, benefits costs are projected to be lower than budgeted due to a significant reduction in actual claims experience in the 6 months since the FY18 budget was put together
- Other Expenses – growth attributed to one additional year of Century Bond funding and payment on new debt
- FY18 Operating Activity also reflects budgeted Transfers from Reserves to Operations at \$42M and the current forecasted transfers of \$25M. This activity will continue to be watched carefully throughout future updates as college forecasts are reviewed in the Fall. VPFA Shaffer indicated she will provide a Balance Sheet / Reserves Review at the January Joint meeting to address the reserve balances and provide more detail on the forecasted uses.
- Investment income across operating and non-operating activity has been buoyed by extremely favorable market experience. Based on current performance, FY18 returns are forecasted at 7.0% versus a budgeted expected return of 6.1%. Favorable investment income also helped drive increase in net results for FY17.
- Non-operating Capitalized Costs are forecast less than budgeted. All approved projects are underway but the timing of the use of funds may be delayed due to state and internal processes. In the event state funding is not used or drawn from the state in the approved biennium, there is a biennial request to the state to reappropriate those unexpended state capital funds.

Strategic Opportunity Reserve (SOR) funding sources and planned uses were reviewed. FY18 investments include the funding of the administrative systems enhancements, investments in TechGrowth, increases in financial aid to bridge the transition to full college funding, RHE

investment to bridge business plan, and Russ College start-up costs due to extraordinary activity. SOR is projected to end the year with a balance of \$16.7M.

Trustee Teplitsky asked about the ‘neutral net effect’ of \$1.9M less in tuition revenue offset by \$1.8M in unexpended aid – Craig Cornell noted that a direct correlation cannot be drawn between the tuition shortfall and unexpended aid, although fewer freshmen in Fall 2017 did impact both. Three times the available aid for new students is actually offered; aid is expended based on the ‘yield’ mix. He is working with the Budget office to model OHIO’s aid offering, trying to determine the right amount of aid to award to cross the affordability-line and result in students picking OHIO.

Trustee Scholl asked about the results and success of the 3-year Faculty compensation plan and investments made to faculty salaries. The Provost’s office is studying the rankings and gauging our success versus the actions of our peer. A placeholder for faculty compensation is currently in the FY19 budget assumptions.

- VPFA Shaffer also noted that in accordance with DOE resolution agreement, required equity adjustments identified during the FY17 biennial review of compensation practices have been made.
- The University estimated \$700K to comply with the DOL proposed rule change to increase the minimum salary level to \$47K to be exempt from overtime. The salary adjustments were not made due to an injunction blocking implementation of the new FLSA minimum wage. The proposed minimum wage may be adjusted by the federal government to \$37K, but no current liability is forecast.

VPFA Shaffer noted that due to favorable market performance, the Century Bond advance from University working capital to fund the shortfall in debt service is projected be paid back by FY19. The Century Bond 100 year projections for investment income are built on a long-term rate of 6.9%. The Century Bond assumptions and long reaching goals are reviewed at each meeting of the Treasury and Debt Advisory Council.

Trustee Pidwell asked about the future use of the RCM model – VPFA Shaffer provided an update on the President’s Budget Model Committee which she co-chairs with John Day. The committee has met and is charged with delivering budget model recommendations for review later this Fall and integrating the model changes into the Spring budget planning. The resulting recommendations should continue to build on the transparency and intelligence the model has brought to leadership regarding unit performance and should also incentivize unit creativity and growth.

VPFA Shaffer commended the Finance group for a clean audit with no findings.

VPFA Shaffer noted that this presentation was originally planned for Resources but was moved to Joint based on Trustee Goodman’s request.

At 12:09 pm the meeting was adjourned.



**OHIO**  
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**Ohio University Board of Trustees  
Resources, Facilities, and Affordability Committee Meeting  
Thursday, October 19, 2017  
Walter Hall, Athens OH**

Committee Chair Janelle Coleman called the meeting to order at 1:09 pm. Other board members present included Vice Chair David Scholl, Trustee Steve Casciani, Trustee Cary Cooper, Trustee Diane Smullen, Student Trustee Brooke Mauro, National Trustee David Pidwell, Alumni Representative Ronald Teplitsky, and President M. Duane Nellis.

● **Student Investment Program Update**

Professor David Stowe, College of Business faculty advisor to the student investment groups, introduced the student members presenting the update – Nathan Flowers from the Student Equity Management Group (SEMG), Dane Hudson and Lindsey McCuen from the Student Fixed Income Management Group (SFIMG) and Matthew Smalls from the Sustainable Investment Advisory Group (SIAC). Mr. Stowe provided a brief overview noting that over the last year the portfolio experienced 11% growth and the groups currently manage assets of \$6.8M.

Each management group oversees a traditional and a sustainable portfolio, approximating a 50/50 split for each group. The SEMG portfolio is comprised of 31 different stocks – 19 included in both the traditional and sustainable portfolio. Recent changes to the structure of the SFIMG portfolios have reduced corporate exposure and now approach a 50/50 split with treasuries. Performance for the 6 month and 1-year periods shows returns outpacing benchmarks. Continued favorable performance will positively impact the recovery of 3, 5 and 10-year averages.

The groups are diversifying their portfolios to better match their benchmarks and taking calculated risks based on the portfolio rather than on individual investments. Professor Stowe deals mainly with the executive teams of the groups and provides compliance oversight. The investment groups operate as professional management teams. They are run by the students who average 15-20 hours each week learning the profession, including selecting, analyzing and pitching securities within their groups and passing recommendations of selected securities on to Professor Stowe. Once approval is obtained from Professor Stowe and Foundation Chief Finance and Investment Officer Candice Casto, trades are executed by the groups.

OHIO's student investment management program is highly recognized and the experience leads to student success in the job market. Students discussed the application, interview, and selection process and the matching of the applicants with their chosen group. There are 22 full-time members and 9 interns who, upon successful completion of their internships, are typically offered full-time membership.

The Trustees and the President lauded this transformative learning experience. They recognized the value of Professor Stowe's guidance in providing the needed structure and accountability to the students to successfully managing a significant sum of University money.

- **Consent, Capital Projects**

Associate Vice President, Architecture, Design and Construction (AVP), Greg Robertson, discussed the two projects presented for approval to undertake design through construction – James Hall Masonry Repairs and Shively Hall Dining Facility Refresh. AVP Robertson discussed similar masonry issues as the James Hall project for buildings that were constructed in the 1950-1960's. The risk of falling debris has been mitigated with temporary supports in place until the project begins this summer. The discussion of obtaining better bids and pricing for some of our smaller projects is expected to be realized as summer projects are bid earlier in the spring.

**Trustee Smullen made a motion to recommend the Capital Projects resolution be retained on the Consent Agenda; Trustee Cooper provided a second; Committee Chair Coleman called for a vote; the motion was unanimously approved.**

Associate Vice President, University Planning, Shawna Bolin joined AVP Robertson to update the trustees on the Richland Avenue Pedestrian Project, a city of Athens project in which the university will be collaborating. Richland Avenue is the city's only major internal North/South roadway and is an area where there have been pedestrian / vehicle incidents and many near misses. Issues with the crosswalk have been in discussion for decades. The 'not tunnel' being proposed will slightly lower the walkway and raise the roadway to create a very open access 'across' Richland while separating the vehicular and pedestrian traffic. Andy Stone, City Engineer, was also in attendance and provided explanation on how ODOT funding has been accessed by the City for this project. Utility placement is an area of review for the University and design planning will commence shortly with hopes of construction following the Spring 2019 graduation, with completion before classes begin in the Fall. Trustees and the President expressed that this is a 'must have' project and expressed their appreciation for the collaborative relationship with the City.

Details of the Clippinger Multi-Phase Renovation Strategy project were also shared including an overview of the planning concept and space programming and design details with the phase one project. AVP Robertson shared perspective renderings of the proposed phase one addition to gather feedback on the architectural style of the facility. The view of the building and resulting impacts of lab additions on the surrounding campus greenspace and building have been considered in the placement and architecture. Trustees and the President shared their approval of conceptually designing the building with a balance of traditional and modern features. They also inquired about the existing Clippinger facility's structural integrity which was reported as good. AVP Robertson also shared details for future phases including how the project has been conceptualized so that it will allow for relocation and transition of occupants once. He shared that continuous construction through the 4 phases is planned with project completion set for FY2025. Planned funding for future phases includes \$10M of state appropriations from the next 2 biennium capital bills.

- **Consent, AEP OU-C Bennett Hall Easement**

- **Consent, AEP East State Street Easement**

VP Shaffer discussed two utility easement requests from AEP for:

- upgrading service as part of the Chillicothe campus Bennett Hall project and splitting the service between Bennett and Stevenson halls; the project has been evaluated and approved by University officials and the Ohio Department of Administrative Services (ODAS); and
- installing electric service to the new building on East State Street which will house Quoda Mexican Grill and Kay Jewelers; the project has been evaluated and approved by University officials and the Ohio Department of Administrative Services (ODAS); ODAS is in the process of negotiating the amount of consideration from AEP.

**Trustee Scholl made a motion to recommend the following resolutions be retained the Consent Agenda:**

- **AEP OU-C Bennett Hall Easement**
- **AEP East State Street Easement**

**Trustee Cooper provided a second; Committee Chair Coleman called for a vote; the motion was unanimously approved.**

- **Consent, HIPPA Hybrid Entity Covered Departments**

General Counsel Biancamano discussed the resolution to amend the list of HIPPA covered departments within the University. Resolution 2005-2000 designated Ohio University as a Hybrid entity and this action will amend the list of covered departments and authorize the President to make future changes to the list of covered departments. A representative project team is looking at University-wide HIPPA compliance and will report to the Board on the findings.

**Trustee Scholl made a motion to recommend the HIPPA Hybrid Entity Covered Departments resolution be retained on the Consent Agenda; Trustee Smullen provided a second Committee; Chair Coleman called for a vote; the motion was unanimously approved.**

- **Campus Design Review Advisory Council**

AVP Bolin and AVP Robertson discussed the recommendation to establish an advisory council to ensure a formal process is in place to preserve the ‘look’ and set direction for lifecycle changes for the campus. The council would act in an advisory capacity to the President regarding the architectural, historic and physical impact of projects on campus. The council membership will be broad-based with support from Facilities and Finance unit staff and ex-officio members representing the City and an advisor with architectural expertise.

President Nellis plans to begin moving forward on member nomination and selection and noted that this group will provide valuable expertise and sensitivity to capital design and construction decisions. A first step for the council will be to develop a set of design guidelines.

- **Projects in Planning**

AVP Bolin reminded the trustees of past and current campus planning studies with which the board has been involved and shared information on several emerging and future studies. A summary of studies underway or planned, listing their status and estimated completion dates, will be included as an Information Item in each meeting's materials.

● **Information Items: No Discussion**

- Treasury & Debt Update – this report provides information that was shared at the October 5, 2017 Treasury and Debt Advisory Committee (TDAC) meeting
- Facility Project Status Report – provides a list of all facility projects underway
- Park Place / Small House Update
- Administrative Space Relocation Strategy Update
- Annual Clergy Report

The meeting was adjourned at approximately 3:30 pm.

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**OHIO**  
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**Ohio University Board of Trustees  
Academics and Student Success Committee  
Thursday, October 19, 2017  
Walter Hall, Athens OH**

**Present:** Committee Chair Goodman; Trustees Brege, King, Robinson, Thomas, Viehweger, Voinovich, Interim Executive Vice President and Provost Descutner

Committee Chair Victor Goodman called the meeting to order at 1:30 p.m.

**Academic Quality— College of Business (COB) Dashboard**

Hugh Sherman, dean of the College of Business, introduced his co-presenters from the COB: Chris Moberg, Associate Dean, and Heather Lawrence-Benedict, Associate Dean of Graduate Programs. He noted that the COB has experienced great success and growth in both the quantity and academic quality of both undergraduate and graduate students. He added that the COB engaged in an extensive, 15-month strategic planning process that informed many of the initiatives to be discussed.

Associate Dean Moberg stated that the COB is committed to continuing to strengthen its Athens-based undergraduate residential program. Given the declining population of traditional-age college students nationwide, the COB is working to promote the considerable value proposition of the residential experience. Associate Dean Moberg stated that one way in which the COB is enriching the experience is through emphasizing applied learning; while he noted that all of OHIO's competitors are also developing applied-learning opportunities, OHIO is doing so in a few ways that differentiate it, most notably the Copeland Core (which includes required career-management coursework), the Business Cluster, an internship requirement (with the goal of 40–50 percent of students returning with job offers); and the Global Consulting Program.

Associate Dean Moberg also highlighted the COB's multiple Centers of Excellence, hubs of activity that give students opportunities to learn, grow, and develop outside the classroom. He also reported that each year approximately 140 students participate in high-touch leadership development programs such as those through the Robert D. Walter Center for Strategic Leadership. He said that many students find placements with competitive employers as a result. He also noted that the COB features more than 200 events every year that further enrich the residential experience of its students. Particularly well-attended examples in 2017 included the OHIO Business Conference; the Business of Games Summit, held jointly with the Scripps College of Communication, the Voinovich School of Leadership and Public Affairs, and the Center for Entrepreneurship; the Darren Butler Sports Business Forum; and the Schey Sales Centre interviews.

Associate Dean Moberg summarized several changes made to the COB's undergraduate core curriculum that have improved the College's four- and six-year graduation rates. He noted that the credit-hour requirement has decreased from 128 to 120 credit hours by eliminating unnecessary prerequisites. New options including new majors, minors and certificates are adding flexibility and further boosting four-year graduation rates. And the College has reviewed core courses and learning objectives to further increase their alignment. Associate Dean Moberg highlighted the Copeland Core, which engages freshmen from their first day on campus in a required Freshman Learning Community that takes the core Career Management, Introduction to Business, and Business Communication courses together as a cohort.

Finally, Associate Dean Moberg mentioned external honors and recognition for the COB and specific programs. The COB was ranked the 15<sup>th</sup> best public business school and 38<sup>th</sup> overall by Bloomberg Businessweek in 2016; its Master's in Sports Administration has been ranked #1 by SportBusiness for the fifth time in six years; and the Schey Sales Centre has earned the COB a spot on the Sales Education Foundation's list of top universities for professional sales education.

Trustee Brege asked whether the COB's dashboard data include just students who started in the COB or those who transfer in as well. Associate Dean Moberg responded that it includes transfers. Trustee Brege then asked about the difficulty of completion for transfer students. Associate Dean Moberg answered that if a student transfers into the COB in the first two years, that student could feasibly still graduate in four years; if the transfer occurs later in the student's undergraduate career, an additional semester or so may be required. The College is working to optimize the scheduling of major and core courses to ensure that students can graduate on time, while limiting enrollments to maintain quality.

Trustee Robinson asked what happens to the 75 percent of students who apply to the Schey Sales Centre but are not accepted. Associate Dean Moberg replied that they receive feedback from their application process and are encouraged to reapply next year. Trustee Robinson also inquired about the distribution of out-of-state students in the COB. Craig Cornell, Senior Vice Provost for Strategic Enrollment Management, reported that out-of-state enrollment in the COB were 21%, which is 50% higher than rest of the University. Associate Dean Moberg noted that sports administration receives the highest proportion of these students.

Trustee King asked whether the COB should incentivize more engagement. Dean Sherman responded that many institutions are doing so, in recognition of the importance of engagement in increasing retention and completion. He added that the COB has very high retention and graduation rates compared to other colleges and peer institutions, and that changes recently implemented should increase these rates even more. Dean Sherman further noted that in the last 7–8 years, total enrollments have doubled while the COB's admissions standards remain unchanged. He stated that the COB has lower rates of first-generation students than the university average but that the College is working to increase first-generation enrollments.

Trustee Viehweger asked what the University's graduation rate is. With input from other administrators in attendance, Dean Sherman replied that the four-year rate is currently about 44%. He added that the COB's four-year rates are higher, though somewhat lower than they

might otherwise be because some accounting students intentionally stay an additional year to take courses in preparation for licensure requirements and to take advantage of student opportunities that can secure them interviews with big firms.

Dean Sherman noted that as a professional (as opposed to an academic) college, the COB seeks a faculty composition of 65% academically qualified to 35% professionally qualified; the College has nearly achieved this goal at (64% and 34%). He stated that the COB's placement rate upon graduation is 76% and graduates' average starting salary is \$53,600. He added that due to its outreach efforts, the College has current information on 97% of its graduates, far more than other institutions.

Dean Sherman stated that while demographic trends are making the undergraduate residential experience an increasingly competitive market and the COB is not seeking to increase its enrollments in this area, the College intends to continue to enhance and innovate its Athens-based undergraduate programs in ways that differentiate it from other institutions that are still using traditional instructional paradigms based on "know-what" knowledge. He said that as knowledge becomes more of a commodity, the focus of the curriculum is shifting to helping students learn to apply that information through methods such as problem-based learning, which requires a mentoring/coaching approach.

Dean Sherman said that the COB is directing its growth efforts toward graduate programs. He introduced Heather Lawrence-Benedict, Associate Dean of Graduate Programs, to discuss the COB's growth strategy. Associate Dean Lawrence-Benedict stated that the COB currently has approximately 1,000 graduate students. Through enhancing existing programs and creating new "niche" offerings, the College anticipates expanding graduate enrollments to 1,700 in the next few years. She said 96% of this growth is projected to be non-Athens-based.

Associate Dean Lawrence-Benedict stated that the College will leverage efficiencies of scale and align programs moving forward in order to support its planned growth. Referring to slide 16, Trustee Brege asked where MIS was in the diagram. Associate Dean Lawrence-Benedict responded that rather than being a standalone component it is incorporated across programs. She added that the COB is introducing a new Master of Management degree structured with a series of standalone, stackable certificates. She said this is an area in which considerable growth is projected.

Trustee Robinson asked whether "business venturing" is the new term for entrepreneurship, and Associate Dean Lawrence-Benedict confirmed that it is.

Dean Sherman provided an overview of another new offering the COB is developing, a BBA degree completion program that will be based at the Dublin extension campus. He said OHIO will be the first and only provider of an AACSB-accredited degree completion program in Columbus. It will support the State's and federal government's goal of increasing the number of working-age adults with college credentials. Dean Sherman noted that he has talked with representatives of several corporations in central Ohio that are very excited about the program.

Dean Sherman stated that the COB is working to align its resources, including talent, for the College's future. He lauded the outstanding people currently in the COB and noted that the College has been very intentional about recruiting and developing the talent needed to lead a wide variety of programs. They are also working to remedy a shortage of physical space, through completion of the Copeland Business Complex, on the site of the old President Street Academic Center.

Interim EVPP Descutner praised the COB's consistent focus on and commitment to student success. He added that the College's expansion plans fit with the OHIO for Ohio vision, by expanding opportunities to others throughout the state.

### **Standing Reports and Updates**

Vice President for Research & Creative Activity Shields reported that, per university policy, formal five-year reviews have been conducted of ten centers. Eight have been recommended to continue, and two others have been recommended for one-year extensions as they are currently undergoing significant changes.

Chair Goodman stated that he noticed in the center reviews that the Edison Biotechnology Institute generates more than 95% of the University's royalty income. He also noted the Infectious and Tropical Disease Institute's (ITDI) apparent heavy focus on Chagas' disease and asked for more information about it. VPRCA Shields briefly explained ITDI's emphasis on prevention of Chagas' disease, which is widespread throughout Latin America, through disseminating knowledge, improving living conditions, and protecting the blood supply. Chair Goodman asked about the nature of the disease. Ken Johnson, Executive Dean of the Heritage College of Osteopathic Medicine, said Chagas' disease is blood-borne and spread by bugs that live in crevices in walls and feed on blood at night. He said the disease takes years to manifest, and when it does it causes heart and liver problems. There is currently no cure, so patients eventually die. Dean Johnson said that ITDI initially worked to track the problem through blood monitoring, but most Latin American governments lacked the resources to respond. At that point ITDI moved into prevention, pursuing interdisciplinary partnerships to improve building practices with locally available resources. Dean Johnson praised ITDI's efforts as a shining example of interdisciplinary work. Trustee Goodman asked whether Chagas' disease could spread to the U.S. Dean Johnson responded that it has not; there are people in the U.S. who have it, but they contracted it elsewhere. Trustee Viehweger asked whether ITDI is focusing on any other diseases. Dean Johnson said that ITDI is no longer limited to just tropical diseases, and that the center is working on how infectious diseases are impacted by poverty and living conditions. In partnership with the Pontifical Catholic University in Ecuador, they built a facility to research insect-borne

diseases worldwide, including Zika virus and others. Interim EVPP Descutner observed that the number of students involved in ITDI's work since the initiative started is significant.

### **Consent Resolution: Review of Centers and Institutes**

A consent resolution was presented to recommend the continuation of eight centers/institutes and the one-year extension of two centers/institutes as follows:

- Center for Ring Theory and Its Applications - Continue
- Institute of Nuclear and Particle Physics - Continue
- Center for Advanced Materials Processing - Continue
- T. Richard and Eleanora K. Robe Leadership Institute - Continue
- Infectious and Tropical Disease Institute - Continue
- Edison Biotechnology Institute - Continue
- Institute for the Empirical Study of Language - Continue
- Nanoscale and Quantum Phenomena Institute - Continue
- Avionics Engineering Research Center - One-year extension
- Institute for Applied and Professional Ethics - One-year extension

Trustee King moved that the resolution remain on the consent agenda, Trustee Viehweger seconded the motion, Committee Chair Goodman called for a vote and the resolution was moved forward unanimously.

### **Student Conduct Update**

Dr. Jason Pina, Vice President for Student Affairs, introduced the presentation of OHIO's annual four-year comparison of conduct cases and four-year comparison of conduct offenses. He noted that the report is usually presented in August but that it was delayed slightly this year.

Ms. Martha Compton, Director of Community Standards & Student Responsibility (CSSR), reported that the overall number of cases continues to decrease, though their complexity continues to increase. She noted that appeal rates remain relatively consistent at around 2%. She added that she has seen a big reduction in cases since she arrived, declining by almost half. She speculated that it may be because, according to a recent survey, students who interact with the CSSR office report feeling that they feel heard, that they understood the conduct process, and that their rights were upheld throughout the process.

Trustee Robinson asked whether the category of Academic Misconduct meant plagiarism. Director Compton responded that it includes plagiarism, as well as offenses such as cheating.

Director Compton noted that there has been an increase in property damage charges, but that it is probably due to increased reporting by Housing staff and other personnel. Trustee Brege asked whether the increase in property damage was correlated with comments about civility. Director Compton said that if it is, it likely has more to do with how it is documented, not so much that it involves hate messages. Trustee King asked whether the university has an opioid issue? VPSA Pina responded that the most-often used drug on campus is alcohol, followed by marijuana and ADHD drugs. He said that they have seen very little opioid addiction, and speculated it may be because it is difficult for someone addicted to opioids to function at a level necessary to get into, and stay in, an academic community.

Director Compton stated that expulsions are up, and that this is due almost entirely to recent changes in the sexual misconduct code. She added that the change is so recent that it will take a few years to see how it affects data trends over time. Trustee Viehweger said that almost all sexual misconduct cases are assumed to be alcohol-related and asked whether the data actually supported that assumption. Director Compton responded that the data they have collected does not show a strong link.

Director Compton clarified a few features of the report. She noted that Misconduct includes harassment, and that the report numbers do not always match Clery data because the former include only cases in which a student has reported a violation, the parties are known, and the student moves forward.

Trustee Robinson asked how Director Compton thought the #metoo movement might impact report numbers in the future. She responded that she thinks the numbers will rise; as people feel they are taken seriously and they're not alone, will feel safer coming forward to report sexual misconduct.

Chair Goodman asked for more clarification about the reason for the differences between CSSR's data and Clery report numbers. Director Compton stated that the CSSR counts include only cases that go through the campus disciplinary process. Not everyone chooses to go through it, or they don't know or won't say who the "respondent" is; without that information, the case cannot be handled through the CSSR's disciplinary process. VPSA Pina provided scenario of how a student is offered choices of how/whether to pursue a case. Director Compton said an assault will be reported in Clery statistics even if it does not go through disciplinary process. Faculty Representative Thomas said that a *Post* article reported a statistic on the number of cases found not to be violation of the code of conduct; he said he was unsure of the source they used, but that he mentioned it as an illustration that different data can be confusing.

Trustee Voinovich asked how the University explains that the increase in reported cases reflects the fact that students are supported and protected here, not that assaults are

increasing. VPSA Pina agreed that this is an important message. He said Student Affairs personnel talk about these numbers at many events, and they tell families to be skeptical of any school that claims to have zero assaults. He added that the University must continue the outreach and education about sexual assault and continue fostering the growing trust that cases will be pursued fairly and thoroughly.

Director Compton said that one common question CSSR receives is how students' rights are being upheld in disciplinary proceedings. She pointed to findings from the recent survey of students who interact with the CSSR; 100% said they agreed or strongly agreed they were given opportunities to have all their questions answered and that they were subsequently able to identify steps they could take to avoid a similar situation in future. And 99% agreed or strongly agreed that they felt their rights were upheld throughout the process, that they were given the opportunity to share their perspective, and that they understood their sanctions and the appeals process, as well as the potential consequences of future violations.

Chair Goodman suggested that at a future time the CSSR discuss with the committee the standard of evidence used in the disciplinary process and whether it is too low. Director Compton responded that the CSSR is in conversations about how to address this issue in the currently changing national landscape.

## **Academic Quality — Initiatives**

### **Enrollment Update**

Craig Cornell, Senior Vice Provost for Strategic Enrollment Management (SVP), provided an update on Fall 2017 census data in comparison with previous years across OHIO's educational modalities. He reported that the number of new freshman students at the Athens campus this fall was down a bit. He also reported that the number of transfer students was also down, but some of that was actually due to students moving to OHIO's online completion program. He stated that OHIO's College Credit Plus enrollments declined by about 8%; much of that decline is due to the 'grand reopening' of dual enrollment in Ohio.

SVP Cornell reported that multicultural enrollments were down slightly; the number of out-of-state students had leveled off; and that international enrollments had dropped slightly, a trend they are working to reverse with new overseas recruitment strategies. Trustee King asked whether international students are going to other American institutions or just not coming to the U.S. at all. SVP Cornell replied that lower international enrollments are a national trend, and many other institutions have seen much bigger drops. He added that the academic quality of the incoming freshman class is at all-time high. Trustee Brege asked if financial aid strategies were having any effect on enrollments. SVP Cornell confirmed this was the case; he stated that OHIO's enrollment and financial-aid strategies are all connected.

SVP Cornell reported that e-learning enrollments were basically flat. But he cautioned that this is not unusual at this point in the year because there are multiple “starts” in the fall, so some did not occur within the data collection window. He also said that some new programs will soon be launched, and the University is talking with community college students about options for completing their degrees at OU.

SVP Cornell stated that graduate online and outreach enrollments continue to climb to record levels. “Ground-based” graduate enrollments were also slightly higher due to the Dublin extension campus. He noted that medical enrollments were continuing their upward trend; they are up 107% since 2008. However, he said medical enrollments will flatten out as we near full capacity at the three HCOM campuses.

The unduplicated headcount in Regional Higher Education is declining, but SVP Cornell also pointed out that those students are taking more credit hours. He said a similar trend is happening elsewhere. He reported that a staff person in Admissions has been working specifically on recruitment via RHE and leveraging technology pathways. Trustee King noted that RHE campuses’ strong relationships with the area high schools are also an asset to recruitment. Trustee King also asked whether we are effectively communicating to high-school students that a Pell grant is a good deal at the regional campuses and encouraging them to fill out the FAFSA. SVP Cornell responded that this is an important strategy. He confirmed that a full Pell grant would cover tuition at a regional campus. He said they strongly encourage and assist students to fill out the FAFSA paperwork so they can see what they could get before making any decisions.

SVP Cornell said the University’s overall unduplicated headcount is down approximately 1.5% from last year. To put this slight decrease in context, he noted that it follows last year’s tenth consecutive year of record enrollments. He also compared OHIO’s numbers with those of other public institutions in the state. Overall, he reported, OHIO is doing relatively well. He noted that much of the drop is due to population declines, but some is also due to students choosing to start online, elsewhere, or even out of state. He also reported that OHIO had ranked 19<sup>th</sup> in enrollment growth nationwide from 2005–2015 (down from 13<sup>th</sup> the previous year), but that we will likely not make the list next year.

SVP Cornell shared recently released information comparing OHIO graduating student indebtedness to that reported by Ohio peer institutions and the state average. He reported that OHIO’s level was the third-lowest in the state, and below the national and state averages. He noted that this was a remarkable finding, taking into account the size of our institution and the fact that many other Ohio institutions have large commuter populations.

Trustee King asked how Ohio compares with other states in terms of student indebtedness. SVP Cornell responded that it would likely be in the top 10-15% of states. Trustee King observed that this might almost be more of a comment on the level of the state’s investment in higher education.

Chair Goodman noted that students can increase their debt loads for many reasons beyond just tuition and room/board. SVP Cornell responded that OHIO has been working to encourage students to exercise restraint in borrowing. He reported, Financial Aid counsel's students and their families on why they are borrowing, and how to do it wisely. Trustee Robinson asked about the existence of a Guidance Counselor Advisory Group. SVP Cornell answered that this group is very active and provides valuable counsel. He noted that the group provided feedback in the development of the OHIO Guarantee. They are also able to give us insight into the needs and concerns of their high-school students, which is invaluable in shaping our recruiting efforts.

### **OHIO's Textbook Initiative**

Brad Cohen, Senior Vice Provost for Instructional Innovation, updated the committee on OHIO's Textbook Course Materials Initiative. He said, in summary, "We've made an impact; we have more to do." He noted that textbook costs continue to present significant challenges to students at OHIO and are bound up in broader institutional and state-level efforts to control costs without compromising quality. He described content as an ecosystem and said it is a very complex environment for students, who are making difficult choices that impact their academic progress like avoiding certain classes or not buying books for classes even though it negatively affects their grades.

SVP Cohen reported that OHIO has several initiatives ongoing to control textbook costs, including the Alt-text program (involving such strategies as course redesigns and replacement of expensive texts with low-cost alternatives); pooling purchases for large-enrollment courses; and partnerships with vendors such as TopHat. He reported that the savings achieved in Year 1 through the Textbook Task Force's efforts alone exceeded \$740,000. Separately, the College of Business recently negotiated other savings as well. SVP Cohen said efforts will be expanding in the coming years with strategies including pursuing low-cost and open content, as well as a coordinated publisher discount approach (students always have the option to opt out). He added, however, that the Task Force is not just about saving students money; they are also interested in how these cost-saving strategies impact courses and student learning.

IEVPP Descutner said the impact of TopHat has been astonishing, and he praised the work of the Textbook Task Force. Trustee Viehweger asked whether OHIO's efforts involved any coordination with other Ohio schools. SVP Cohen replied that coordination efforts are ongoing, and that he had recently met with other institutions and publishers to discuss collaborative strategies for lowering costs. He noted that he is also sharing information with a colleague in Cincinnati, and that OhioLink, a resource for valuable content, is an existing example of such statewide collaboration.

## **Academic Quality Points of Pride – Center for Law, Justice and Culture**

IEVPP Descutner introduced staff of the Center for Law, Justice & Culture (CLJC) to discuss their program. He said that this center embodies the strategic pathways President Nellis highlighted in his inaugural address.

Dr. Haley Duschinski, CLJC Director, presented an overview of the work of the center, which is part of the College of Arts and Sciences. She explained that the center is an interdisciplinary research and teaching center focusing on the study of law in relation to society, politics, justice, and power, in the U.S. as well as international contexts. Established in 2010, CLJC brings together faculty and students from A&S and other colleges who share a fundamental commitment to the study of law from a liberal arts perspective. She said no majors are offered through the center.

Director Duschinski noted that the CLJC is the largest law and society research and teaching center in Ohio, with 20 full-time tenure-track and tenured faculty from eight departments and a dedicated pre-law specialist and advisor, fellow presenter Larry Hayman. Dr. Duschinski said the CLJC's strong faculty research profile is evidenced through article and book publications as well competitive external grants from funders including the National Science Foundation and the Ohio Bar Foundation. She added that the program is distinctive among U.S. undergraduate law and society programs, exceeding most national peer programs in faculty size, teaching excellence, research publications, and professional leadership in law and society venues.

Director Duschinski stated that the CLJC is committed to undergraduate liberal arts education. The Center provides a variety of curricular and extra-curricular initiatives that give students practice-oriented and experiential education on socio-legal issues such as access to justice, democratic governance, and human rights. She noted some high-impact programs of the past 4-5 years, including the following:

- An undergraduate certificate program that accepts students on a competitive basis through an annual application process and includes a core seminar. The program is currently accepting its 6<sup>th</sup> cohort.
- A broad curricular theme called “Making and Breaking the Law” that includes CLJC courses and law-related courses across the College of Arts & Sciences. The curriculum includes interdisciplinary first-year seminars and upper-level capstone courses.
- Public lectures, film screenings, and book discussions on law and justice challenges.
- A study-abroad program on human rights, law and justice that takes students to Northern Ireland for a nine-day intensive program over spring break. A total of 104 students have gone through the program, which is in its sixth year.

- Support for interdisciplinary undergraduate student research through honors thesis and faculty collaboration.
- One-on-one pre-law advising as well as LSAT prep, mock law classes, application workshops, and an annual Law Fair that brings in law-school admissions representatives from across the country. Director Duschinski reported that their pre-law students have high rates of acceptance to at least one law school, including many Tier 1 schools.
- Numerous student organizations such as the Mock Trial Team; Students Defending Students; the Forensics team; Students for Law, Justice & Culture, and the Pi Alpha Delta pre-law fraternity. Director Duschinski noted a big expansion in student participation over last few years.
- Alumni networking with legal professionals through an annual Pre-Law Day, Mock Trial, and outreach.
- A Glidden Visiting Professorship program. Previously R. Mark Kantrowitz was brought in as a Glidden Visiting Professor, and the CLJC is now recruiting another person in this capacity.

Director Duschinski stated that CLJC initiatives currently in development include a named scholarship endowment as well as programs and pathways for students beyond the OHIO experience. One example of the latter is the Summer Law & Trial Institute (SLTI), a two-week residential program designed to encourage high-school students primarily from Appalachian Ohio to pursue legal careers through exposure to law, the legal profession, and higher education. Free to students, the SLTI will address issues related to legal education, the access to justice gap, and poverty and educational barriers in Appalachia. CLJC is also developing 3+3 BA/JD partnerships with Ohio law schools, beginning with Case Western; and a new one-year MA program in Law, Justice & Culture will launch in fall 2018.

Trustee Robinson asked about the diversity of participating students and whether the CLJC is addressing issues such as police brutality and racial profiling. Director Duschinski responded that the CLJC partners with the Office of Diversity and Inclusion in several ways to ensure diversity in the program, including recruitment to the Freshman Gateway Class. She added that courses in the CLJC curriculum have been increasingly addressing issues of policing and racial bias.

Trustee King inquired about the demographics of the certificate program. Director Duschinski replied that most are from Arts & Sciences or the Scripps College of Communication, with a handful from the COB as well. She said the CLJC targets the program toward sophomores because they have had some basic courses, but beyond the sophomore year students have less and less capacity to participate in the intellectual life of the CLJC.

Ms. Casey Tisdale, an undergraduate student, shared her experience with involvement in CLJC programs. She said she joined the pre-law fraternity, became a pre-law associate with the CLJC, joined the board of Mock Trial, and immersed herself in all things related to law. She said that through the CLJC she has met many alumni working in the legal profession who have helped her understand the career options available to her in law. She said she ultimately decided not to apply to law school, but her involvement in the CLJC has tremendously enriched her college experience and she has worked with high-school students through the SLTI, showing them all the opportunities available to them at OHIO.

IEVPP Descutner noted that the CLJC was instrumental in bringing in an outstanding speaker for Constitution Day in September. Dr. Naomi Murakawa not only delivered the Constitution Day lecture speaker but also participated in a lunchtime discussion that included students and an engaging discussion of the University's free-speech policy.

There being no further business, Committee Chair Goodman adjourned the meeting at 3:38 pm.



**OHIO**  
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## **Ohio University Board of Trustees**

### **Audit and Risk Management Committee Meeting Thursday, October 19, 2017 Walter Hall, Athens OH**

**Present:** Audit and Risk Management Committee Chair Peggy Viehweger, Trustees Janelle Coleman, Diane Smullen, Dell Robinson and Janetta King, National Trustee David Pidwell, Student Trustee Brook Mauro.

Audit and Risk Management Committee Chair Viehweger called the meeting to order at 3:46 p.m.

#### **FY 2017 External Audit Update**

Keith Martinez and Danny Sklenicka of Plante Moran were present to discuss the FY17 audit. Their presentation included: required communications; summary of audit differences; and new accounting pronouncements. Plante Moran reported that the audit report for the University and all component units was filed with the Ohio Auditor of State on October 12<sup>th</sup>.

There was one item listed in the Summary of Unrecorded Possible Adjustments which was a judgmental adjustment related to the recording of accounts payable invoices due to timing differences as of June 30, 2017. This item was not considered materially significant by Plante Moran and no adjustment was made to the financial statement. Trustee King asked if the upcoming GASB change related to postemployment benefits will be similar to GASB 68 – Accounting and Financial Reporting for Pensions. Mr. Martinez and Mr. Sklenicka provided the committee with a brief update about the upcoming changes. Trustee Pidwell asked about student bad debt. Mr. Martinez talked about the financial statement footnote. Trustee Viehweger shared some information that was part of the Academics and Student Success committee meeting earlier in the day.

#### **Athletic Compliance Update**

Eric Hildebrand, the Associate Athletic Director for Compliance & Student-Athlete Services and Athletic Director Jim Schaus were present to discuss the ICA Compliance Office and their efforts to ensure that Ohio University is in compliance with NCAA by-laws. Included in the presentation was an overview of his office structure, responsibilities, the office mission statement, Jump Forward Compliance Software, staffing, and staff development. Mr. Hildebrand also provided data on the number of sports and number of student athletes, the NCAA violation structure, and a summary of violations reported by Ohio University to the NCAA. He also discussed educational efforts, coaches meetings, challenges and risks, and recent changes. Trustee Coleman asked for an example of a hot topic. Mr. Hildebrand responded that student athletes' time demands was one example. He also discussed what OHIO, the MAC (Mid-American Conference) and the NCAA are doing to address student athletes' time demands. Trustee Viehweger asked about training. Mr. Hildebrand and Mr. Schaus talked about training provided to the staff in ICA and the overall integrity they strive to ensure exists within ICA.

Trustee Pidwell asked if any compliance issues were to occur, do they have processes in place to report issues to University administration, the MAC and NCAA. Mr. Hildebrand said that processes do exist. He discussed how he meets regularly with the Office of Legal Affairs and the other areas of support at OHIO. Mr. Schaus also said the department does have the needed compliance reporting process. Mr. Schaus discussed the processes related to coaches, student athletes, prospective student athletes, donors and professional sport recruiting.

### **FY18 Audit Plan Status**

Jeff Davis, Chief Audit Executive discussed the FY18 audit plan. The NCAA Agreed Upon Procedures review and audits of the College of Arts and Sciences and Health Sciences and Professions are underway.

Trustee Peggy Viehweger made a motion to approve a resolution accepting the annual financial statements and footnotes as presented by management of the University, Foundation, and subsidiaries including Plante Moran's audit opinions and reports thereon as of and for the year ended June 30, 2017. The motion was seconded by Trustee Dell Robinson. Vote was unanimous. The trustees and Mr. Davis discussed common audit findings related to PCard transactions, travel expenses and cash collection. Trustee Viehweger asked Mr Davis to propose a goal for a timetable for elimination of cash at Ohio University.

The trustees, Mr. Davis and Craig Bantz, CIO discussed common information technology audit findings.

There was no unfinished business. Audit and Risk Management Committee Chair Viehweger adjourned the meeting at 4:48 p.m.



**OHIO**  
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**Ohio University Board of Trustees  
Governance and Compensation Committee Meeting  
Thursday, October 19, 2017  
Walter Hall, Athens OH**

Present were Chair Cooper, Trustees Brege, Goodman, Casciani, Scholl and Teplitsky, Student Trustee Voinovich, President Nellis, Secretary to the Board David Moore and General Counsel John Biancamano.

The meeting was called to order at 3:45 PM.

**1. House Bill 49 Requirements**

Eric Burchard, Director for Government Relations, reviewed a number of amendments to state law affecting universities in H. B. No. 49, the Budget Bill. These changes, detailed in Tabs 18 and 19, relate to textbook selection, duplicative courses, faculty participation in companies commercializing their research, the tenure review policy, and the university affordability efficiency report.

**2. Planning for Yearly Topics**

The Committee discussed topics to be considered by the Board in the coming year. A list of topics was circulated at the Retreat in August. Secretary Moore received six topics to be suggested to Chair King to discuss with President Nellis.

**3. Style of Board Minutes**

Secretary Moore shared a summary of AGB recommendations on proper format for Board minutes. He will present the Committee with samples minutes with greater and lesser detail for discussion at the next meeting.

The Committee adjourned at 5:04 PM.



**OHIO**  
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**Ohio University Board of Trustees  
Executive Committee Meeting  
Friday, October 20, 2017  
Ohio University Inn, Athens OH**

Chair King called the meeting to order at 8:06am

Present: Chair Janetta King, Vice Chair David Scholl, Trustees Steve Casciani, Janelle Coleman, Cary Cooper, N. Victor Goodman, Dell Robinson, Diane Smullen and Peggy Viehweger, National Trustees Laura Brege and David Pidwell, Alumni Representative Ronald Teplitsky, Student Trustees Brooke Mauro and Faith Voinovich, Secretary David Moore, President M. Duane Nellis, Interim Provost David Descutner.

The Executive Committee went into Executive Session to consider the purchase or sale of property for public purposes and to discuss threatened or pending litigation.

Trustee Robinson made the motion; Trustee Viehweger seconded; Chair King called for a roll call vote. The motion passed unanimously at 8:07am.

At 8:44am Chair King asked for a motion to go out of executive session.

Trustee Coleman made the motion; Trustee Robinson seconded; Chair King called for a roll call vote. The motion passed unanimously.

The Committee then discussed recent federal guidance on Title IX as well the process of getting feedback and input from the campus community on the free speech interim policy.

Chair King adjourned the meeting at 9:38am.



**OHIO**  
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Date: January 5, 2018

To: The Board of Trustees

From: M. Duane Nellis, President

Re: President's Report to the Board of Trustees

In my January 19th report to the Board of Trustees, I will share details of my interactions with donors and alumni, provide updates on the University's budget planning process, and share information regarding the findings of the diversity and inclusion audit.

I will also highlight some of our most notable happenings since the previous Board meeting, including:

- Leipzig University partnership 25<sup>th</sup> Anniversary
- New York Times panel on "Reporting in the Age of Mistrust"
- OHIO Greetings and alumni events in Athens, Cleveland, Cincinnati, Washington, D.C., and Ft. Meyer's Beach
- Gloria Steinem lecture
- Breakfast for Progress
- Russ Board of Visitors
- Foundation Board of Trustees
- TechGROWTH 10<sup>th</sup> Anniversary Celebration
- Research Compliance Appreciation Luncheon
- GRATEFUL Employee Appreciation Reception
- Winter Commencement
- Bahama Bowl
- Southeast Ohio Economic Initiative
- MLK Silent March

Additionally, I will highlight a few Bobcat Beacons of Excellence from our students, faculty, staff and alumni that include:

- The Ebony Bobcat Network received the Gold Award for Best Diversity Program
- OHIO graduate student in Environmental & Plant Biology is sending 1,680 seedlings that will be grown aboard the International Space Station to examine the cellular and molecular mechanisms that govern gravity sensing and response in plants.
- Electrical Engineering alumna honored by NASA
- Marching 110 performed in the Macy's Thanksgiving Day Parade
- Photo of iconic Cutler Hall to be featured in holiday greetings from Inside Higher Ed

Presidential Spotlight presentation will focus on the work of the Presidential Leadership Society to date. Students have attended a combined 11 events during the fall semester, including the President's Box at home football games, regional OHIO Greetings events, and Kennedy Lecture Series, among others. They have also held monthly meetings, where they receive personal and professional development, and will be completing a service project with Kids on Campus Friday, January 19<sup>th</sup>, as part of the Martin Luther King, Jr. week activities. Additional highlights will show how this program is preparing students to showcase their skills for internships and career opportunities. This summer, several students will be interning at HP, NASA, the U.S. State Department in Panama, as an example.

# Retention, Persistence, and Graduation Update

January 2018

# **1. Overview of retention, persistence, graduation example areas of attention**

- First generation students
- High financial need students
- African-American students

# **2. Update on selected current initiatives**

- My OHIO Success Network
- Near-completer nudging
- First-generation behavioral nudging intervention

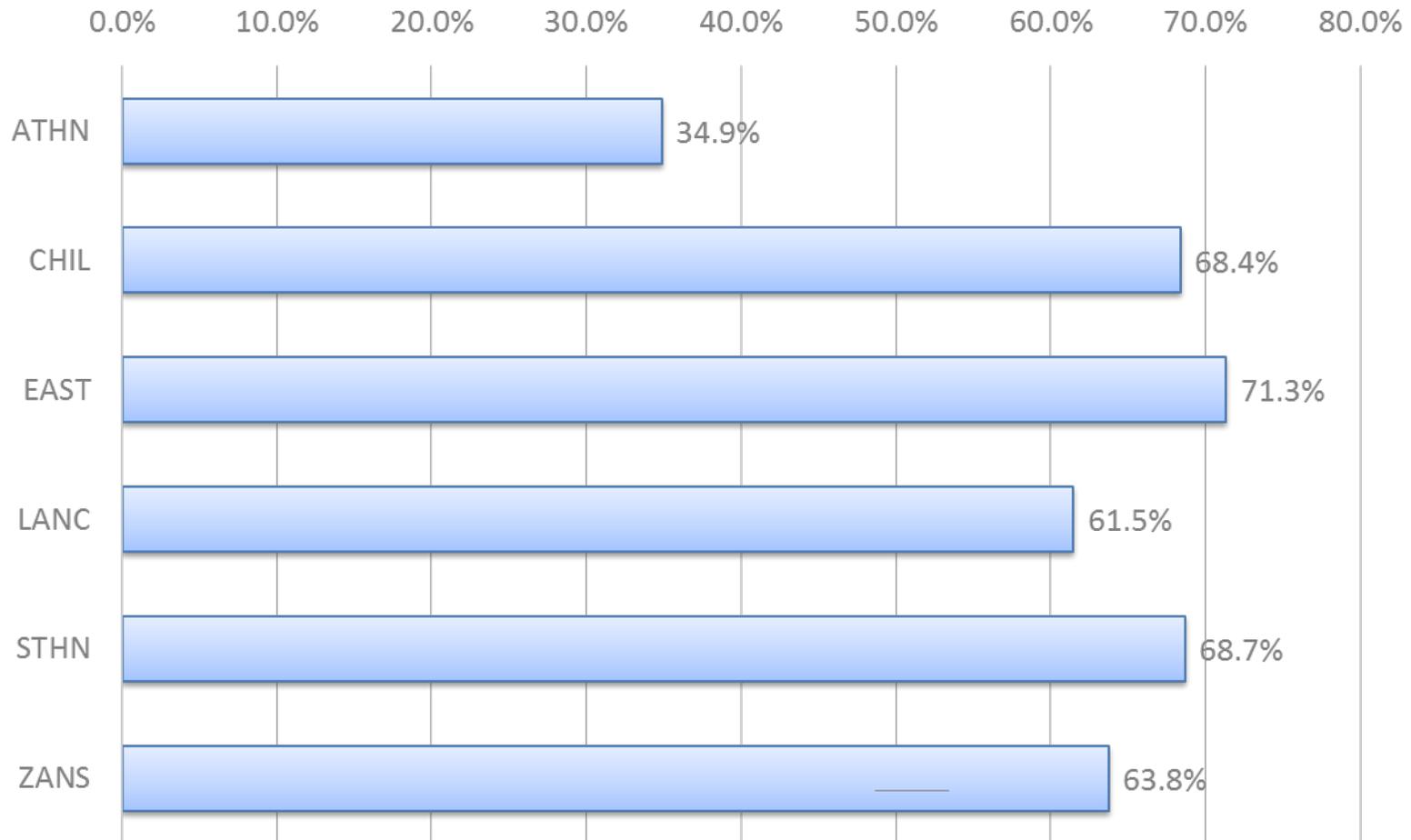
# Definitions

- **First-Generation Students (“First Gen”)**: Students who have no parent or guardian who has earned a bachelor’s degree

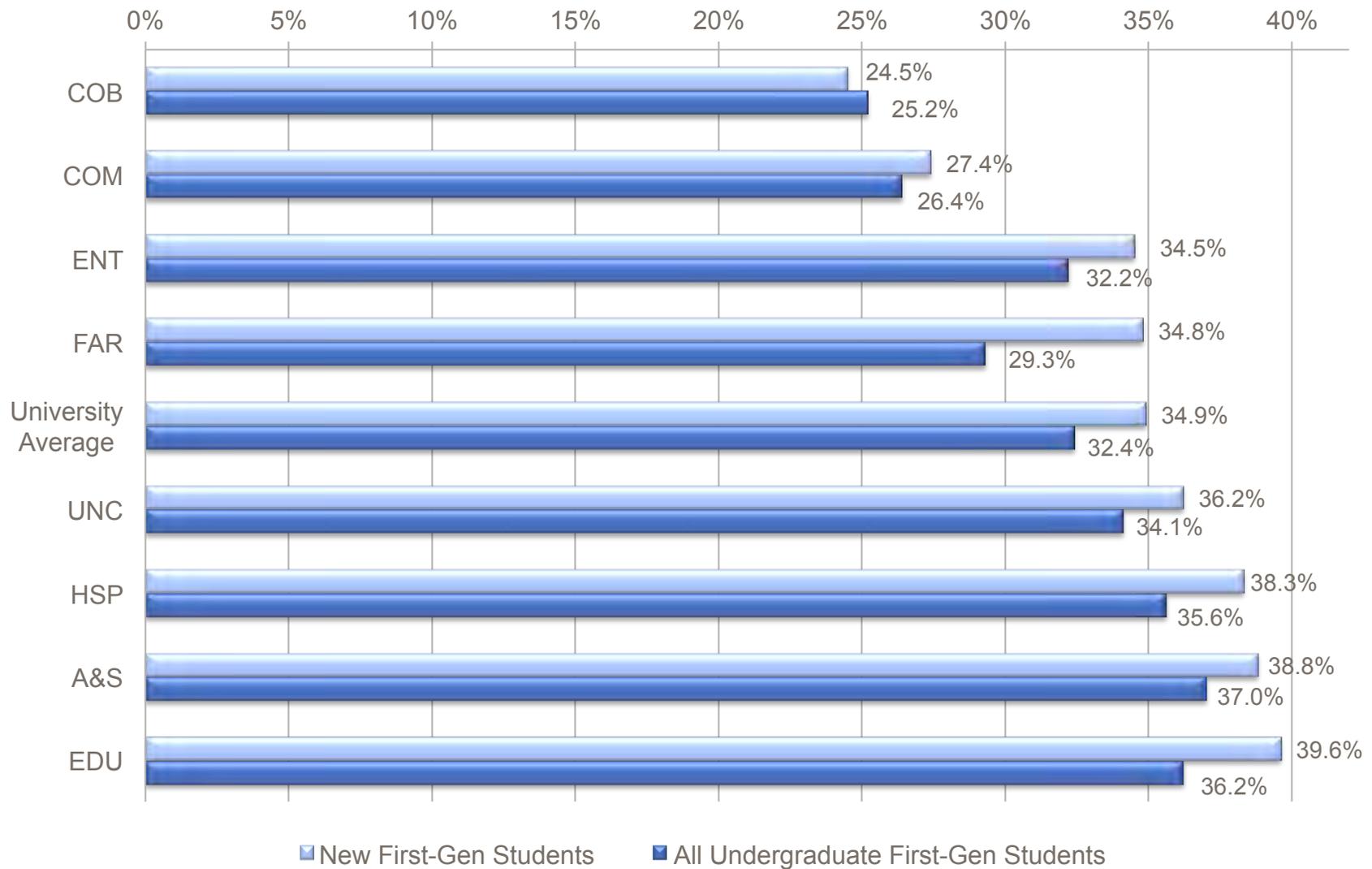
*This is a new institutional definition effective Fall 2017-18.*

- **Continuing-Generation Students (“Continuing Gen”)**: Students who have a parent/guardian who has earned a bachelor's degree
- **First-year students**: Full-time students in their first fall of college for the first time (excludes transfer students)
- **New students**: Full-time students in their first fall at Ohio University (includes transfer and first-year students)
- **Retention rate**: Usually refers to the percentage of first-time, full-time, first-year students who persist to their second fall, though retention can be measured beyond the first year and for other types of students as well

## Fall 2016 New Students: Percentage of first-gen students by campus



### Athens Campus Fall 2016: Percentage of first-gen new students and first-gen all students by college



**Athens Campus  
Retention of first-gen, continuing-gen, and Pell students**

<b>First Year Retention Rates</b>		
<b>Interaction of Pell Eligibility and First Generation Status</b>		
	2016 Entry Cohort	
	Continuing Gen	First Generation
Non-Pell Eligible	84.6%	76.3%
Pell Eligible	77.7%	70.4%

Students not filing a FAFSA or not reporting first generation status are not included in counts of Pell/First Generation

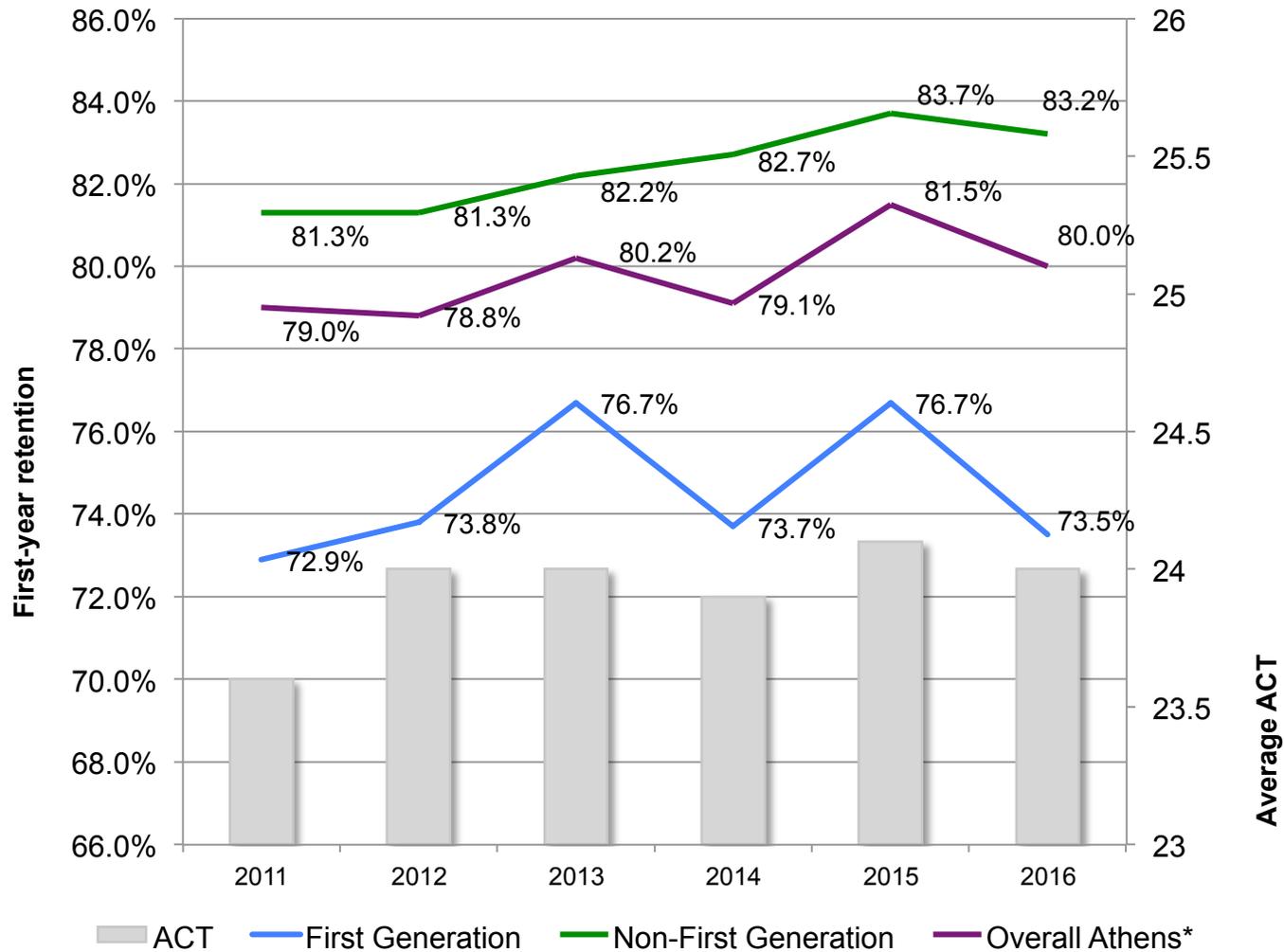
## Athens Campus

### First year retention of first-gen, continuing-gen, and Pell students

<b>Athens Campus</b>	<b>Entry Cohort</b>					
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Pell Eligible	70.0%	71.9%	73.8%	72.2%	74.2%	73.7%
Non-Pell Eligible	82.4%	81.0%	83.1%	81.9%	84.2%	82.5%
<b>Gap: Pell Eligible</b>	<b>-12.4%</b>	<b>-9.1%</b>	<b>-9.3%</b>	<b>-9.7%</b>	<b>-10.0%</b>	<b>-8.8%</b>
First Generation	72.9%	73.8%	76.7%	73.7%	76.7%	73.5%
Continuing Generation	81.3%	81.3%	82.2%	82.7%	83.7%	83.2%
<b>Gap: First Generation</b>	<b>-8.4%</b>	<b>-7.5%</b>	<b>-5.5%</b>	<b>-9.0%</b>	<b>-7.0%</b>	<b>-9.7%</b>
Pell Eligible AND First Generation	66.2%	69.2%	71.8%	68.9%	71.3%	70.4%
Pell Eligible and Continuing Generation	74.0%	75.7%	77.2%	78.9%	78.3%	77.7%
Non-Pell Eligible and First Generation	78.9%	76.8%	81.9%	78.3%	81.9%	76.3%
Non-Pell Eligible AND Continuing Generation	83.1%	82.3%	83.8%	83.7%	84.9%	84.6%
<b>Gap: Pell Eligible AND First Generation</b>	<b>-16.9%</b>	<b>-13.1%</b>	<b>-12.0%</b>	<b>-14.8%</b>	<b>-13.6%</b>	<b>-14.2%</b>

Students not filing a FAFSA or not reporting first generation status are not included in counts of Pell/First Generation

## Athens Campus First Year Retention Rate by first generation status & average ACT composite scores



## Athens Campus

### End of first semester GPA $\geq$ 2.00 for first-year students by first generation status

The percentage of first-year students who end their first term with a GPA  $\geq$  2.00 has increased in both first generation and continuing generation students. While there is still an achievement gap between first and continuing generation students, first generation student success has steadily increased.

<b>Fall</b>	<b>First Generation</b>	<b>Continuing Generation</b>	<b>Gap</b>
<b>2012</b>	84.3%	88.5%	-4.2%
<b>2013</b>	86.4%	90.8%	-4.4%
<b>2014</b>	86.2%	92.0%	-5.8%
<b>2015</b>	87.3%	93.1%	-5.8%
<b>2016</b>	87.9%	91.6%	-3.7%

**RHE Campuses**  
**Retention of first-gen, continuing-gen, and Pell students**

<b>First Year Retention Rates (RHE)</b>		
<b>Interaction of Pell Eligibility and First Generation Status</b>		
	2016 Entry Cohort	
	Continuing Gen	First Generation
Non-Pell Eligible	66.0%	61.6%
Pell Eligible	56.9%	53.6%

Students not filing a FAFSA or not reporting first generation status are not included in counts of Pell/First Generation

## RHE Campuses

### Retention of first-gen, continuing-gen, and Pell students

RHE Campuses	Entry Cohort					
	2011	2012	2013	2014	2015	2016
Pell Eligible	53.6%	49.7%	50.9%	47.1%	50.6%	52.5%
Non-Pell Eligible	67.2%	61.9%	68.8%	64.6%	60.7%	63.4%
<b>Gap: Pell Eligible</b>	<b>-13.6%</b>	<b>-12.2%</b>	<b>-17.9%</b>	<b>-17.5%</b>	<b>-10.1%</b>	<b>-10.9%</b>
First Generation	62.1%	51.7%	55.0%	51.6%	52.4%	55.9%
Non-First Generation	53.9%	65.9%	68.7%	57.8%	59.7%	62.7%
<b>Gap: First Generation</b>	<b>8.2%</b>	<b>-14.2%</b>	<b>-13.7%</b>	<b>-6.2%</b>	<b>-7.3%</b>	<b>-6.8%</b>
Pell Eligible AND First Generation	56.4%	50.0%	52.2%	45.9%	49.7%	53.6%
Pell Eligible and Non-First Generation	68.2%	64.5%	59.4%	54.5%	54.9%	56.9%
Non-Pell Eligible and First Generation	73.5%	54.4%	61.5%	65.3%	57.9%	61.6%
Non-Pell Eligible AND Non-First Generation	51.9%	69.2%	76.8%	61.1%	62.3%	66.0%
<b>Gap: Pell Eligible AND First Generation</b>	<b>4.5%</b>	<b>-19.2%</b>	<b>-24.6%</b>	<b>-15.2%</b>	<b>-12.6%</b>	<b>-12.4%</b>

Students not filing a FAFSA or not reporting first generation status are not included in counts of Pell/First Generation

## Athens Campus High Financial Need: Retention Analysis Pell Eligibility and Institutional Aid

Based on four years of Athens campus data (entering cohorts 2012-2016) the table below demonstrates that the retention gap between Pell and non Pell eligible students (10% overall) varies widely based on the amount of institutional aid offered. At the highest levels of aid, the gap nearly closes.

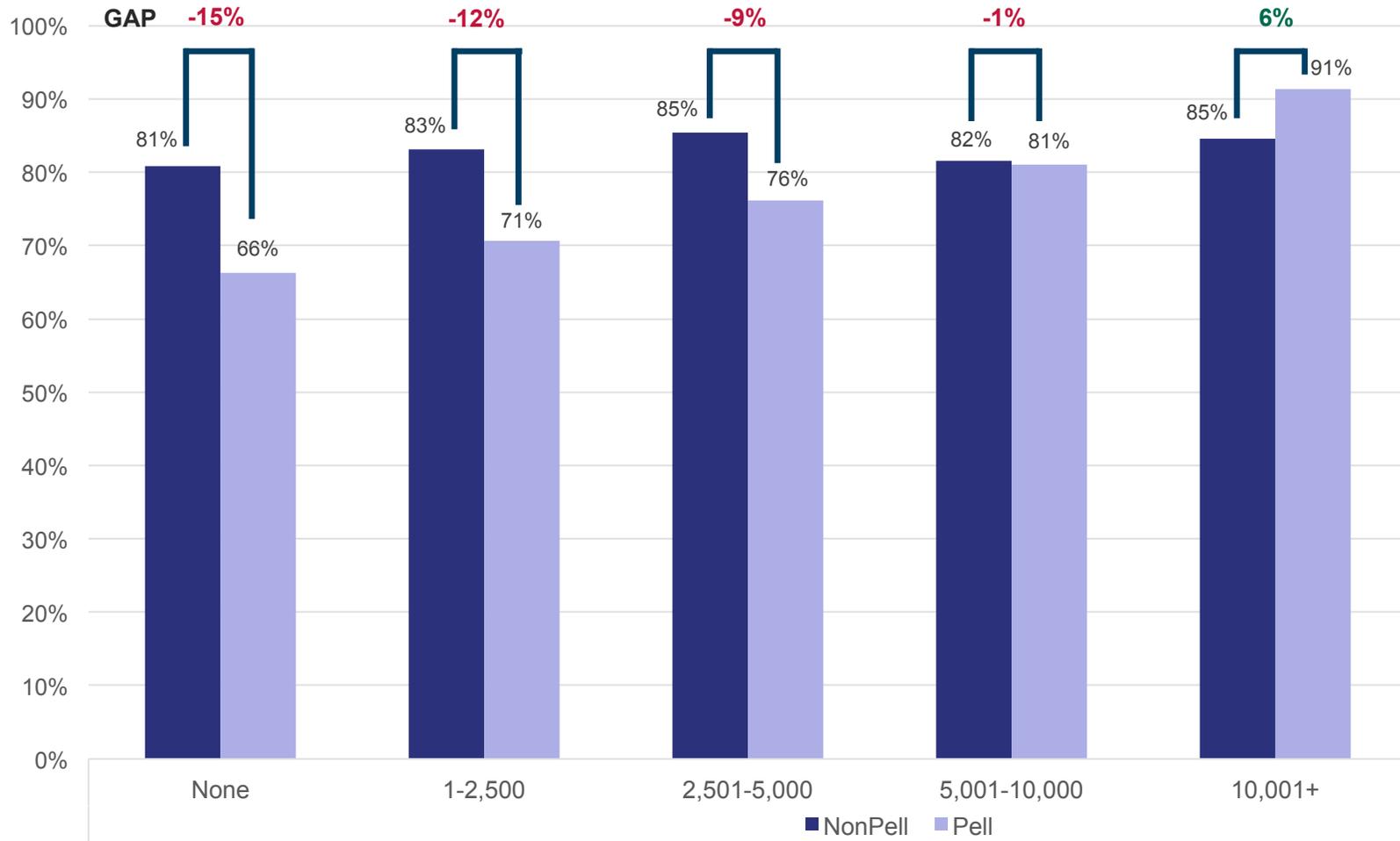
University Aid	Non-Pell Retention		Pell Retention		Difference
	Non-Pell	N	Pell	N	
None	79%	2,860	64%	492	-15%
\$1-2,500	83%	3,658	70%	1,957	-13%
\$2,501-5,000	85%	1,010	75%	997	-10%
\$5,001-10,000	85%	1,042	83%	563	-2%
\$10,001+	92%	641	87%	219	-5%
Total	83%	9,211	73%	4,228	-10%

## Athens Campus High Financial Need: Retention Analysis Pell Eligibility and Institutional Aid

- Because much institutional aid is based on merit, this finding was further evaluated to control for incoming academic preparedness. Within different levels of preparedness, based on ACT scores, the findings were the same.
- As more institutional aid is offered, the gap between Pell and non-Pell eligible students closes significantly.

## Retention Rates by Pell Eligibility and Institutional Aid Awarded

### ACT Composite Scores between 21-24



## Retention Analysis

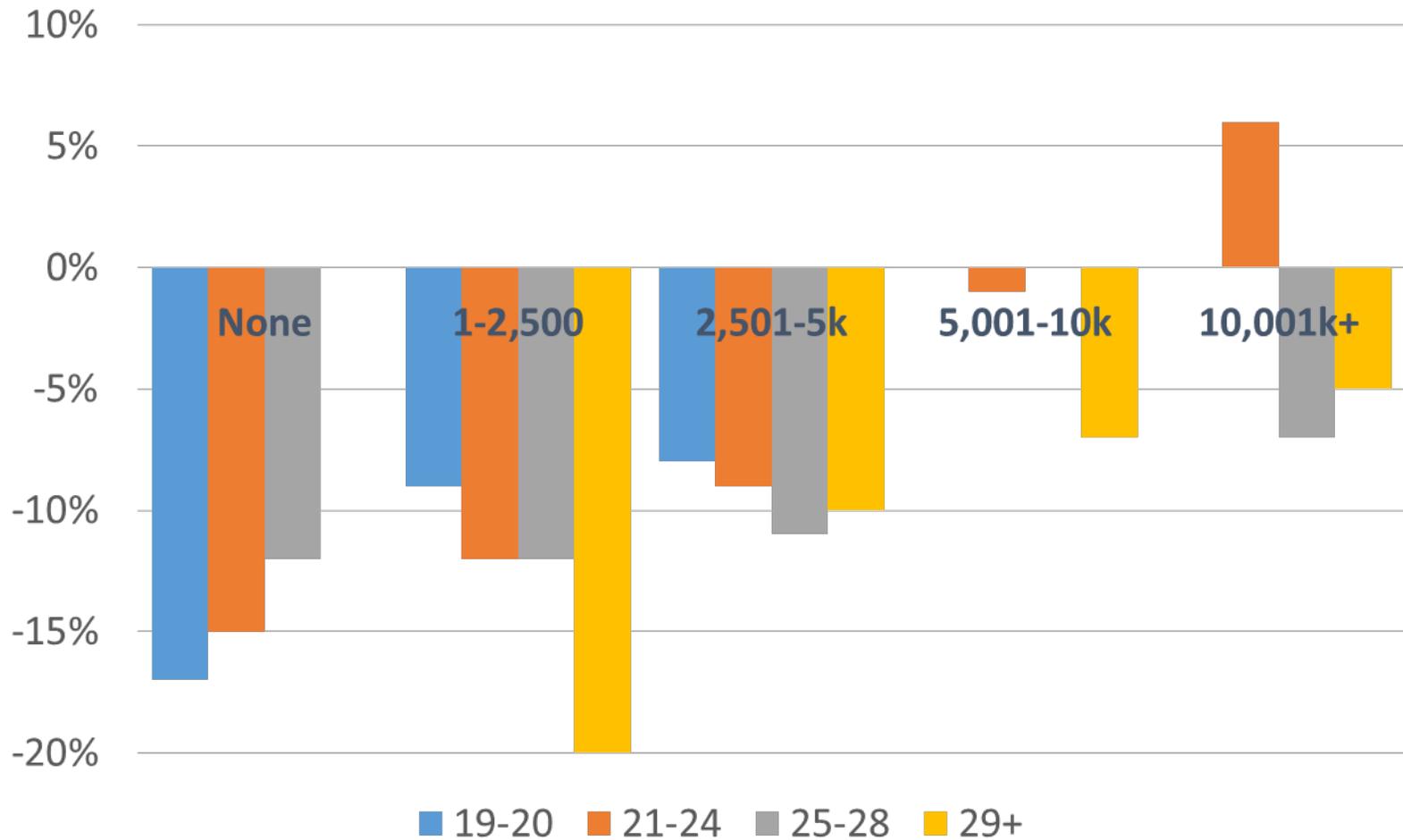
### Pell Eligibility and Institutional Aid

The same overall pattern holds for all ACT Composite Score ranges.

When receiving \$5,000 or more in institutional aid, the retention gap between Pell recipients vs their peers is reduced by 67% (15% vs. 5%) compared to those receiving no institutional aid.

ACT	Institutional Aid	Non-Pell		Pell		Diff
		NonPell	N	Pell	N	
19-20	None	78%	651	61%	140	<b>-17%</b>
	1-2,500	77%	248	69%	439	<b>-9%</b>
	2,501-5,000	82%	11	74%	54	<b>-8%</b>
	Total	78%	934	67%	643	<b>-11%</b>
25-28	None	74%	142	62%	37	<b>-12%</b>
	1-2,500	83%	1546	71%	205	<b>-12%</b>
	2,501-5,000	85%	553	74%	536	<b>-11%</b>
	5,001-10,000	84%	486	84%	248	<b>0%</b>
	10,001+	92%	133	85%	73	<b>-7%</b>
	Total	84%	2860	76%	1099	<b>-7%</b>
29+	1-2,500	90%	164	71%	17	<b>-20%</b>
	2,501-5,000	85%	227	76%	41	<b>-10%</b>
	5,001-10,000	88%	305	82%	163	<b>-7%</b>
	10,001+	93%	466	88%	121	<b>-5%</b>
	Total	89%	1179	82%	344	<b>-7%</b>

## Gaps in Retention Rates between Pell & Non-Pell: Interactions btw Institutional Aid & ACT Composite Scores



## Additional information from My Ohio Success Network early first-year survey (fall 2016/retention to fall 2017)

Examples of survey items:

<b>I feel that I belong at Ohio University</b>			
Response	Fall to Fall Retention	First Fall GPA	n
Strongly disagree	61.7%	2.9	47
Somewhat disagree	67.0%	3.0	106
Neither agree nor disagree	67.5%	3.0	274
Somewhat agree	80.0%	3.1	514
Strongly agree	83.9%	3.1	926
<b>Total</b>	<b>78.9%</b>	<b>3.1</b>	<b>1867</b>

Gap: 22%

<b>Throughout my life, I have always lived in a household where I felt financially secure (sufficient housing, food, clothes, etc.)</b>			
Response	Fall to Fall Retention	First Fall GPA	n
Strongly disagree	64.0%	2.7	75
Somewhat disagree	71.3%	2.9	115
Neither agree nor disagree	71.5%	2.9	151
Somewhat agree	80.8%	3.0	411
Strongly agree	80.9%	3.1	1105
<b>Total</b>	<b>78.9%</b>	<b>3.0</b>	<b>1857</b>

Gap: 17%

## Additional information from My Ohio Success Network early first-year survey (fall 2016 retention to fall 2017)

Compiled retention by academic, financial, and “belonging” risk categories:

	Academic Challenges			Financial Challenges			Engagement Challenges		
	First Year Retention	First Fall GPA	N	First Year Retention	First Fall GPA	N	First Year Retention	First Fall GPA	N
High Risk	57.6%	2.7	238	66.4%	2.8	116	62.1%	2.8	232
Low Risk	81.1%	3.1	1765	80.9%	3.1	1477	79.9%	3.1	1905
<b>Gap</b>	<b>-23.5%</b>	<b>-0.4</b>	/	<b>-14.5%</b>	<b>-0.3</b>	/	<b>-17.8%</b>	<b>-0.3</b>	/
<b>Total</b>	<b>78.3%</b>	<b>3.0</b>	<b>2003</b>	<b>79.8%</b>	<b>3.1</b>	<b>1593</b>	<b>78.0%</b>	<b>3.0</b>	<b>2137</b>

**A feeling of not belonging and coming from an insecure financial background are related.**

- 36% of students indicating they do not come from a secure financial background also indicate they do not feel a sense of belonging\*
- 20% of those indicating they do come from a secure financial background indicate that they do not feel a sense of belonging\*

\* response of strongly disagree, somewhat disagree, neither agree nor disagree on these items

## RETENTION AND PEER COMPARISONS

Twenty-seven national public research universities were identified with students having a similar entry profile to Ohio University (ACT middle 50% from 21-23 to 25-27)

Ohio University ranks 18<sup>th</sup> for overall retention based on our 2015 cohort (most recent available with peer information).

Based on the 2016 cohort retention rate, assuming peers remained similar, OHIO would have ranked 12<sup>th</sup>.

**OHIO Presidential Peer Schools**

Institution Name	ACT 75th percentile score	ACT 25th percentile score	Full-time retention rate 2015 (EF2015D)
Florida International University	26	22	88
University of Oregon	27	22	88
Virginia Commonwealth University	27	21	86
University of New Hampshire-Main Campus	27	22	85
University of Rhode Island	26	22	84
Arizona State University-Downtown Phoenix	26	21	83
Texas Tech University	27	23	83
University of North Carolina at Charlotte	25	22	83
Georgia Southern University	25	21	82
Illinois State University	26	21	82
SUNY at Albany	26	22	82
Kent State University at Kent	25	21	81
Oklahoma State University-Main Campus	27	22	81
University of Illinois at Chicago	26	21	81
University of Nevada-Reno	26	21	81
University of North Dakota	26	21	81
Louisiana Tech University	27	21	80
Ohio University-Main Campus	26	22	79
University of North Texas	26	21	79
West Virginia University	27	21	79
North Dakota State University-Main Campus	26	21	78
Texas State University	25	21	78
University of Wyoming	27	22	77
University of Louisiana at Lafayette	25	21	76
Tennessee Technological University	27	21	75
University of Missouri-St Louis	27	21	75
Wichita State University	26	21	72

## RETENTION AND PEER COMPARISONS

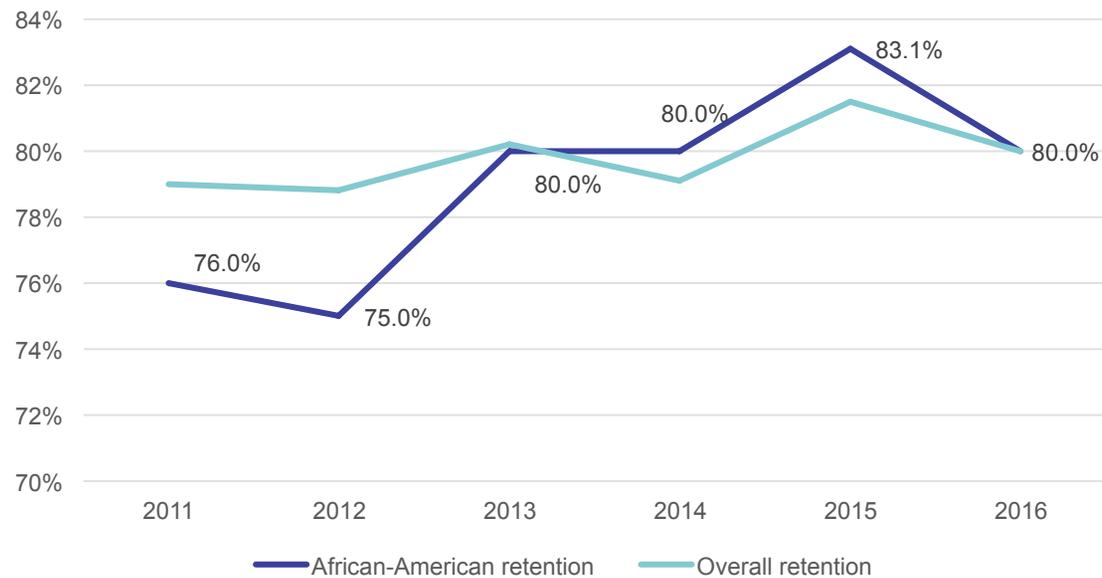
When compared to the twenty-seven national public research universities having a similar entry profile to Ohio University (ACT middle 50% from 21-23 to 25-27):

- OHIO is in the top quarter on net price for all student Expected Family Contribution (EFC) categories
- OHIO is in the top quarter for tuition and fees as a percent of core revenues
- OHIO is at the median for revenues from state appropriations per FTE

### Comparisons to 27 Peers With Similar Student Academic Profiles

Measure	Percentiles			OHIO	
	25th	Median	75th	OHIO data	Percentile Range
Full-time retention rate 2015	79%	81%	83%	79%	Bottom Half
Tuition and fees as a percent of core revenues	\$35	\$37	\$48	\$52	Top Quarter
Revenues from tuition and fees per FTE	\$7,573	\$8,944	\$10,849	\$11,016	Top Quarter
Revenues from state appropriations per FTE	\$3,659	\$5,103	\$8,036	\$5,103	Median
Revenues from government grants and contracts per FTE	\$2,951	\$4,001	\$5,669	\$2,142	Bottom Half
Revenues from private gifts, grants, and contracts per FTE	\$718	\$1,333	\$2,384	\$651	Bottom Quarter
Average net price—students awarded grant or scholarship 2014–15	\$11,410	\$14,226	\$16,223	\$20,560	Top Quarter
Average net price (income 0–30,000)	\$8,299	\$10,477	\$12,305	\$15,935	Top Quarter
Average net price (income 30,001–48,000)	\$9,634	\$12,052	\$14,042	\$17,346	Top Quarter
Average net price (income 48,001–75,000)	\$14,187	\$15,143	\$17,979	\$20,447	Top Quarter
Average net price (income 75,001–110,000)	\$16,503	\$18,007	\$21,370	\$22,502	Top Quarter
Average net price (income over 110,000)	\$16,589	\$19,342	\$21,704	\$23,415	Top Quarter
Percent of full-time first-time undergraduates awarded Pell grants	26%	30%	37%	27%	Bottom Half
Average amount of Pell grant aid awarded to FTFT undergraduates	\$4,150	\$4,375	\$4,457	\$4,010	Bottom Quarter

## Athens Campus African-American Retention, Persistence, and Graduation



African-American students are retained similar to the overall Athens retention rate (contrary to national trends)

## Athens Campus African-American Retention, Persistence, and Graduation

	1st Year Retention	2nd Year Retention	4-Year Graduation	6-Year Graduation
Cohort Year	2016	2015	2013	2011
<b>Overall</b>	<b>80%</b>	<b>75%</b>	<b>39%</b>	<b>63%</b>
African American	80%	69%	36%	53%
African-American Male	82%	68%	32%	49%
African-American Female	80%	70%	39%	56%

Despite similar retention rates, persistence and graduation rates continue to lag

# Sample Existing Student Success Initiatives

Learning Communities

Office of Instructional Innovation

Academic Achievement Center: Tutoring, Supplemental Instruction, Study Skills courses

College Achievement Program (TRIO/SSS program)

Academic College Study Skills Coaching

Student Accessibility Services

Center for Teaching and Learning

Allen Student Advising Center

Turning Points

OMSAR: LINKS

Student Success Advisors

ALEKS

Numerous mentoring and leadership programs

Bobcat Student Orientation, International Student Orientation

Brigadier General James M. Abraham–Colonel Arlene F. Greenfield Veterans and Military

Student Services Center

OHIO First Scholars, We Are First

First-Year Council

Project Graduation

High impact practices, including service learning

## Sample New Initiatives

- MyOHIO Success Network (Starfish): early intervention and predictive analytics, communication hub
- Nudge to the Finish Line/N2FL: Near-completer behavioral nudging experiment for persistence/graduation
- First Gen intervention: difference education, nudging, lay theory intervention

# MyOHIO Success Network:

## Supporting OHIO Student Success & Completion

- Replaces MAP-Works
- Information Hub
  - Effective use of information to identify the right student at the right time for the right outreach
- Early Identification of At-Risk Students
  - Early outreach means early intervention, before students fail
- Improved Communication & Coordination of Outreach
  - Automated communications to coordinate student interventions
- Engaging students
  - Timely information on progress & achievement
  - Support effective actions & decision making
  - Increased student control of their success

# MyOHIO Success Network:

## Supporting OHIO Student Success & Completion

- Academic Year 2016-17
  - RHE and eCampus implementation
  - Athens new students only
- Fall 2017
  - All OHIO undergraduates

<b>MyOHIO Success Network Usage Statistics</b>		
	<b>Academic Year 2016-17</b>	<b>Fall 2017</b>
<b>Total Tracking Items</b>	51,746	42,594
<b>Kudos! (positives)</b>	17,362	18,183
<b>Instuctor-Raised Flags (concerns)</b>	10,542	14,727
<b>Students given feedback</b>	8,676	15,198

# MyOHIO Success Network: Supporting OHIO Student Success & Completion

Examples of student responses:

Good Morning [redacted],

Thank you for reaching out to me in regards to my academic performance, it shows that the College of Business truly cares for its students success. I'm sure the alert was triggered from my current performance in [redacted]

[redacted] My schedule this semester is a challenge with 18 credits, an internship, and a part-time job; given the packed schedule I under prepared for my first exam and received a grade that reflected that. Since then I have put aside more time to study and have been looking into options for tutoring for the course. So thank you again for reaching out to me and if I feel I'm still not where I should be in the course in a week or two, I will reach out to you and we can figure out a better solution.

Thank you for contacting me. It's nice to see the school cares about their students. I'm going to talk to my professor today

[redacted] I didn't think I was performing terribly. I will contact you later on with some sort of news or plan. Thank you for your time.

## Nudge to the Finish Line (N2FL)

- Five-year Institute of Education Science Grant
  - Research behavioral science-based “nudges” to increase degree completion in students who have more than 50% credits toward their degree
  - Includes 9 broad-access universities
- OHIO—institutional partner with University of Virginia
  - Pre-pilot & pilot site
  - Begin scaling in 2018

## Nudge to the Finish Line (N2FL)

Overall preliminary results (pilot year)

- 14% decrease in Fall to Spring attrition rate
  - 15% vs. 17.5%
- Highest Risk Students (33% chance of dropping out)
  - Increased degree completion by 38% over control
  - Up 6.1 percentage points

OHIO preliminary results (treatment group 250 students)

- Students of color—only significant effects
  - 0.374 increase in GPA
  - ~20 percentage point increase in completion (30.4% vs. 11.1%)

# Normalizing College Challenges:

## Increasing Student Success through a Lay Theory Intervention

### Konneker Grant (\$100,000)

- 2017–2018 first year: pilot with 500 first-year first generation students
- 2018–2019: all new first-year first generation students

### Use behavioral science-based interventions to help students:

- Develop a sense of belonging
- Improve growth mindset
- Understand and overcome challenges faced in the transition to college
- Improve help-seeking behaviors

# Normalizing College Challenges:

## Increasing Student Success through a Lay Theory Intervention

### First Semester Mobile Nudging Results

- 80% continue to receive nudges (haven't opted out)
- 60% have replied to at least one nudge
- Average student has responded 7 times (out of 33 questions sent)
  - One student responded 42 times!

### Challenges reported:

- 63% say they feel out of place sometimes
- 75% have not taken advantage of their free tutoring
- 48% report that going hungry is an issue for them

## Normalizing College Challenges: Increasing Student Success through a Lay Theory Intervention

Asked what they liked best about the nudges, one student responded:

“...to talk about my life and relieve stress of being in a new environment, with new people and not knowing what to expect... I really loved having the ability to just talk about my life as a first gen student and how to deal with it, in regards to possibly helping another first gen student in the future.”



Posted Dec 04, 2017



Ross E O'Hara, Ph.D.  
Nudging Ahead

## 3 Ways Behavioral Science Is Impacting College Students

Retention experts shared strategies and lessons at a recent national symposium.



### Helping Students Plan for the Future

Multiple panelists discussed the utility of behavioral science for helping students fulfill their short- and long-term goals. Dr. Adrienne Maslin, Dean of Students at Middlesex Community College (CT), shared how they are using SMS-based nudging to encourage incoming students to name the where, when, and how for achieving their goals, also known as *implementation intentions*. Ohio University, in their reconceptualization of the first-year experience, is also teaching this goal-setting strategy to first-generation students through a combination of SMS-based nudges, in-person orientation, and online education. Dr. Loralyn Taylor, Director of Analytics for University Student Success Initiatives, shared how implementation intentions are one example of the "wise interventions" that OHIO is leveraging to change not just students' behaviors, but also the attitudes and beliefs underlying those behaviors so that those changes stick.

\*\*\*\*\*

to students from all backgrounds. OHIO is helping first-generation students adopt norms around college as a place that fosters interdependence (e.g., working in teams; helping others), a value that tends to resonate with first-generation students more so than does independence. And Middlesex is using the power of norms to change students' attitudes

## Sample Research

Bettinger, E. P., & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring (Working Paper No. 16881). Retrieved from: <http://www.nber.org/papers/w16881>.

Frankfort, J., O'Hara, R. E., and Salim, K. (2015). Behavioral Nudges for College Success. In B. Castleman, S. Schwartz, and S. Baum (eds.), *Decision Making for Student Success* (143-159). New York, New York: Routledge.

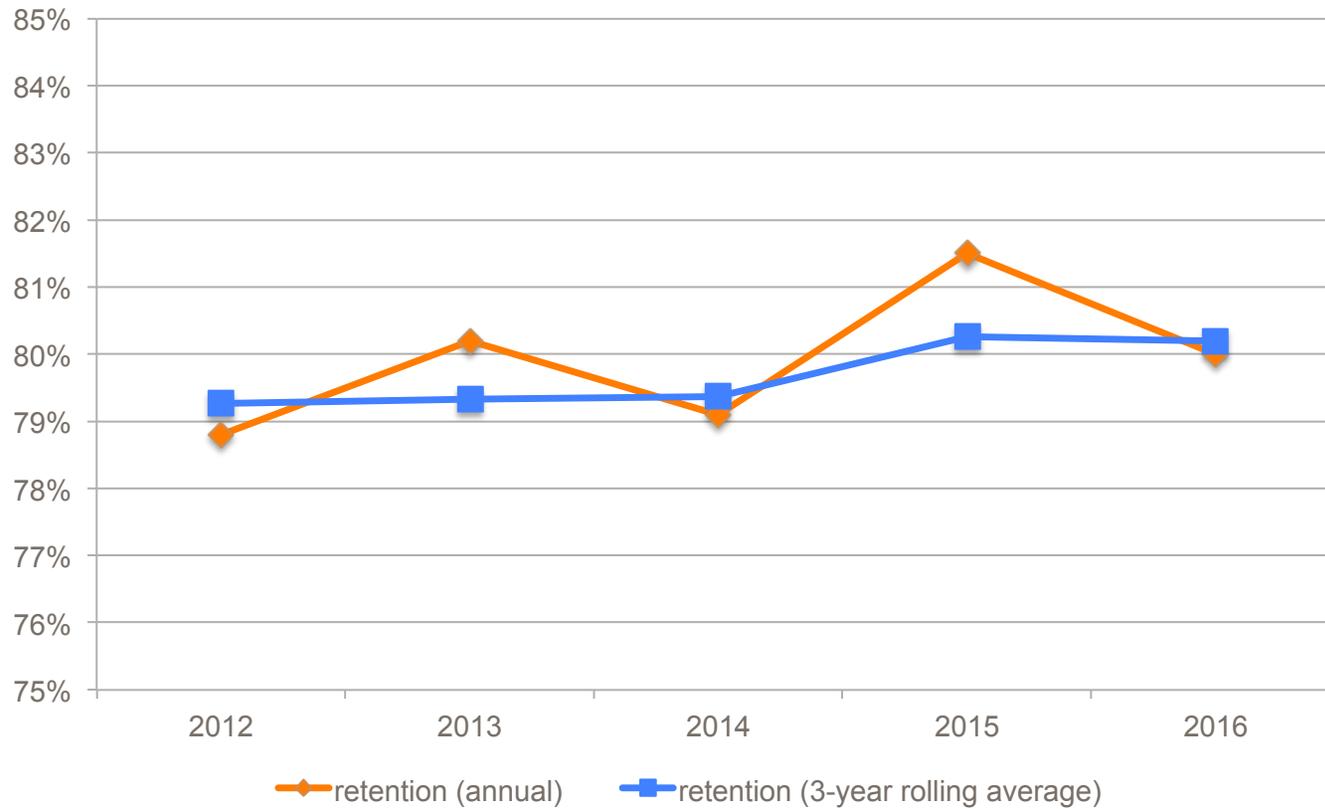
Freeman S, et al. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences* 111, 8410–8415. doi: 10.1073/pnas.1319030111

Stephens, N. M., Hamedani, M. G., and Destin, M. (2014). Closing the social-class achievement gap: A difference-education intervention improves first-generation students' academic performance and all students' college transition. *Psychological Science* 25(4), 943–953. doi: 10.1177/0956797613518349

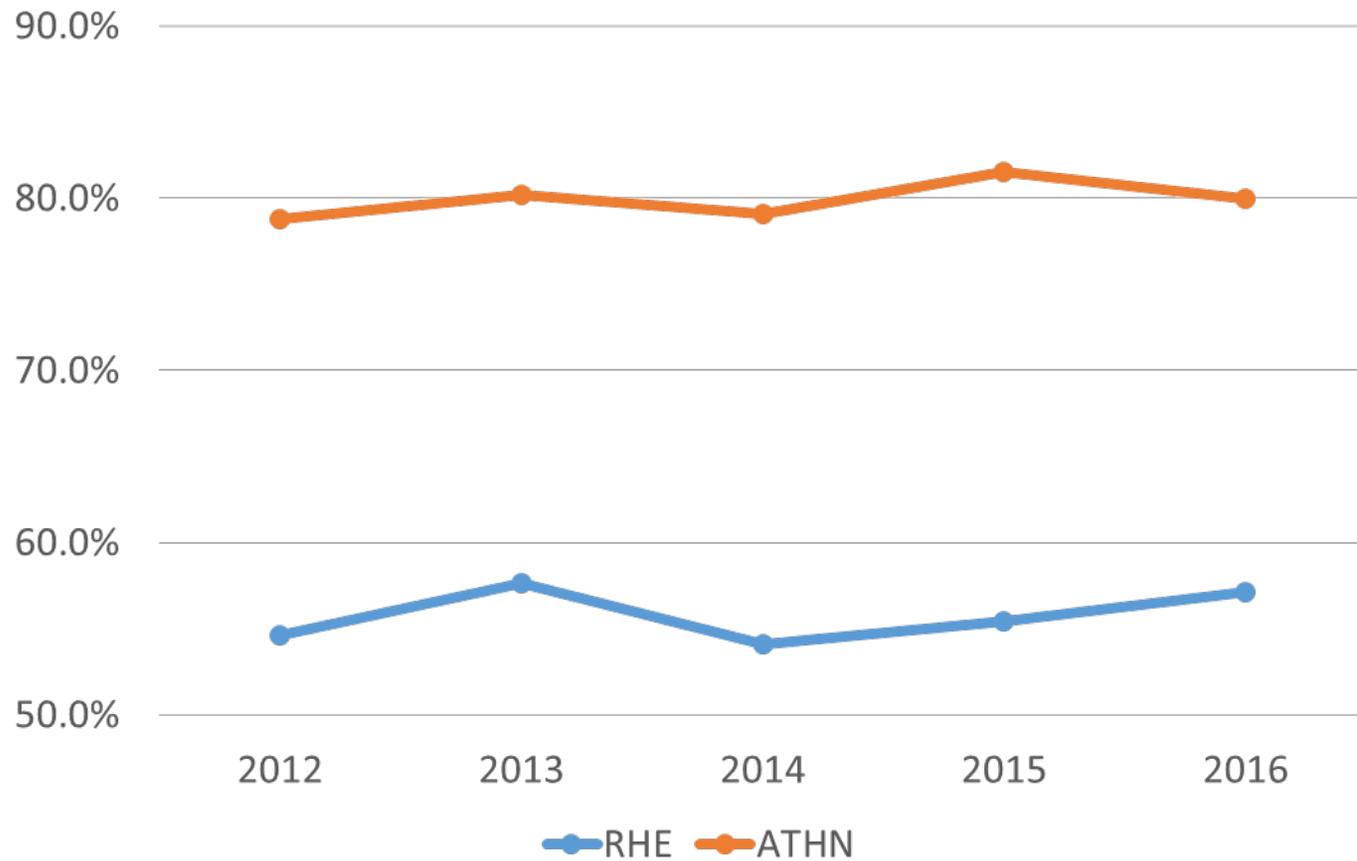
Yeager, David S., et al. (2016). “Teaching a lay theory before college narrows achievement gaps at scale.” *Proceedings of the National Academy of Sciences* 113, E3341–E3348. doi: 10.1073/pnas.1524360113

See also the clearinghouse of reviewed studies at <https://ies.ed.gov/ncee/wwc/>.

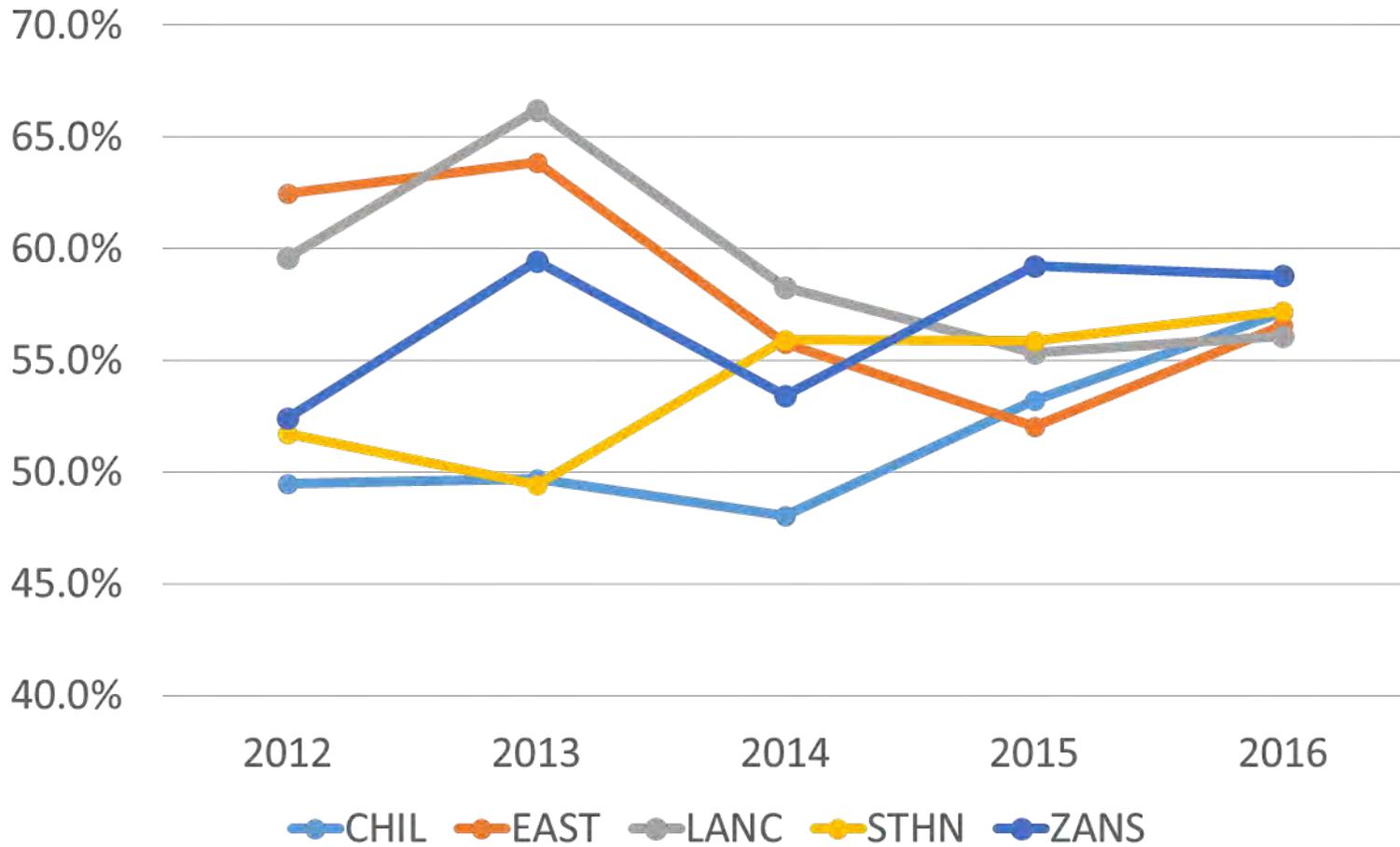
### Appendix A Athens Campus: Retention trends



### Appendix B Athens and RHE Campuses: First-Year Full-Time Retention Rate Trends



### Appendix C RHE Campuses: First-Year Full-Time Retention Rate Trends



## Joint Committee Meeting



## **Interoffice Communication**

**Date:** January 2, 2018

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

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

**Re: Financial Update – FY18 Forecast, FY19 Budget Planning, and Tuition and Fees Approvals**

At the January board meeting, we will be providing an update on FY18 forecasts as compared to FY18 Budget and respective impacts for FY19 budget planning. Presentation and discussion will also include University planning assumptions, process and timelines, to inform the request for approval of the following associated tuition and fee resolutions:

- Athens Undergraduate Tuition, Room and Board rate increases for freshman and transfer students who will matriculate in the fall of 2018 as the 4<sup>th</sup> cohort under the OHIO Guarantee. Consistent with the limitations set forth in last summer's budget bill, there will be no tuition increases for non-Guarantee students.
- OHIO Guarantee for Regional Higher Education (RHE)
- Career Fee

### OHIO Guarantee for RHE

University leadership is recommending approval to extend the OHIO Guarantee cohort-based framework to the regional campus system. Expanding the guarantee will provide regional students and their families with the same predictability and transparency as the existing Athens campus OHIO Guarantee. Our goal in transitioning will be to simplify the regional rate structure, and if permitted by Ohio Department of Higher Education (ODHE), eliminate the differential rates for upper and lower division students as well as the differing rates across the campuses. The 6% legislated tuition increase allowed in the first year of the transition to a guarantee will maintain the competitive rate structure of OU's regional campuses when compared to their surrounding 2-year institutions. The OHIO Guarantee Program for Regional Higher Education Principles document is attached, providing context for the requested approval to implement the program. Board approval will be contingent upon final approval from ODHE. At our March meeting, we will provide a follow-up presentation on the final structure approved by ODHE.

## Career Fee

To support our commitment to expand career and leadership development opportunities and programming for our students, we are recommending the implementation of a new fee from which all revenue will directly support these efforts. The current State of Ohio operating budget – HB49 - includes provisions for Universities to implement a career fee, supporting state goals of workforce development and job attainment. This fee is proposed to be assessed beginning with our Fall 2018 cohorts of Athens and RHE Guarantee students.

The expected outcomes from the investment in our career and leadership development programs include:

- Enhanced capacity to engage more students, employers, and other stakeholders in career development services and programming
- Additional opportunities for students to access internships and experiential education
- Connection of more students with alumni for mentorship, networking, job shadowing, externships, internships, and full-time opportunities

At the January meeting, we are requesting Board approval to implement a Career Fee of \$6/credit hour, pending ODHE approval. We will provide a follow-up presentation at the March meeting with full details on associated programming supported with the fee revenue.

All planning assumptions and fee recommendations have been developed in consultation with University leadership and the Budget Planning Council. The PowerPoint accompanying this memo presents the Board with additional information, which we will review during our meeting, supporting the requested proposal approvals.

January 18, 2018

# Budget and Financial Update and Fee Approvals

Tab # ;pg

# State Appropriations

(in millions)	Athens Colleges & Schools			Regional Campuses			Auxiliaries			Central & Admin. Operations			Operating Unit Subtotals		
	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast
State Appropriations	137.5	137.5	137.3	27.7	24.3	24.3	-	-	-	(2.1)	3.0	4.4	163.1	164.8	166.0

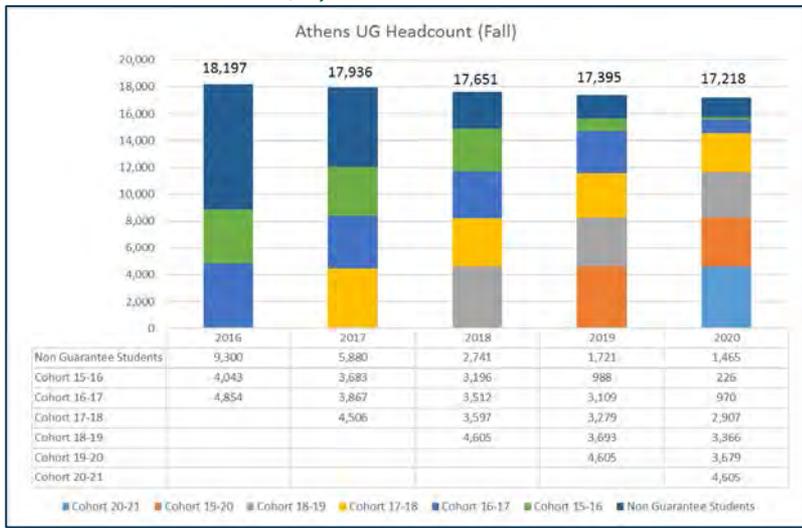
## State Share of Instruction and State Line Items

\$'s in Millions	FY15	FY16	FY17	FY18	FY19	Comments
<b>Statewide SSI Total</b>	1,398.3	1,463.8	1,523.1	1,523.1	<b>1,523.1</b>	0% growth in SSI for Ohio public universities
<i>Growth</i>	1.5%	4.7%	4.1%	0.0%	<b>0.0%</b>	
<b>% Share - Ohio University</b>	11.0%	10.6%	10.3%	10.6%	<b>10.6%</b>	Potential for annual changes in % share of Statewide Total – driven by completions, at risk, and HCOM
<i>Growth</i>	3.8%	-3.4%	-2.0%	1.3%	<b>0.0%</b>	
<b>Ohio University</b>	154.1	155.8	157.4	160.9	<b>160.9</b>	FY18 OU SSI growth: \$1.7M HCOM & \$1.8M Athens Main (completions and at-risk)
<i>Growth</i>	5.3%	1.1%	0.8%	2.2%	<b>0.0%</b>	
<i>College Allocations</i>	149.2	152.9	159.7	156.7	<b>158.1</b>	
<i>2% Conservatism</i>	2.9	2.9	2.9	2.8	<b>2.8</b>	
<i>Additional Surplus/Deficit</i>	2.0	-	-5.2	1.4	<b>-</b>	
<i>Subtotal</i>	154.1	155.8	157.4	160.9	<b>160.9</b>	
<b>State Line Items</b>	5.0	5.8	5.7	5.1	<b>5.1</b>	State Line Items provide restricted program support
<b>Total State Appropriations</b>	159.1	161.6	163.1	166.0	<b>166.0</b>	

# Tuition, Room & Board

(in millions)	Athens Colleges & Schools			Regional Campuses			Auxiliaries			Central & Admin. Operations			Operating Unit Subtotals		
	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast
Undergraduate Tuition & Educational Fees	258.6	258.3	256.8	36.7	35.4	35.3	-	-	-	9.9	9.9	7.8	305.2	303.6	299.9
Undergraduate Financial Aid	(49.2)	(46.2)	(46.2)	(5.5)	(5.4)	(5.2)	(10.3)	(12.5)	(12.5)	4.9	1.5	3.6	(60.1)	(62.5)	(60.4)
Net Undergraduate Tuition & Fees	209.4	212.1	210.6	31.2	30.0	30.1	(10.3)	(12.5)	(12.5)	14.8	11.4	11.4	245.1	241.1	239.6
Graduate Tuition & Educational Fees	107.6	114.3	115.4	0.3	0.3	0.2	-	-	-	0.3	0.7	1.0	108.2	115.3	116.5
Graduate Financial Aid	(28.5)	(28.0)	(27.6)	(0.1)	(0.1)	(0.1)	-	-	-	(0.4)	(0.1)	(0.3)	(29.0)	(28.2)	(27.9)
Net Graduate Tuition & Fees	79.1	86.3	87.8	0.2	0.2	0.1	-	-	-	(0.1)	0.6	0.7	79.2	87.1	88.6
Room & Board	-	-	-	-	-	-	95.4	92.9	92.2	-	-	-	95.4	92.9	92.2

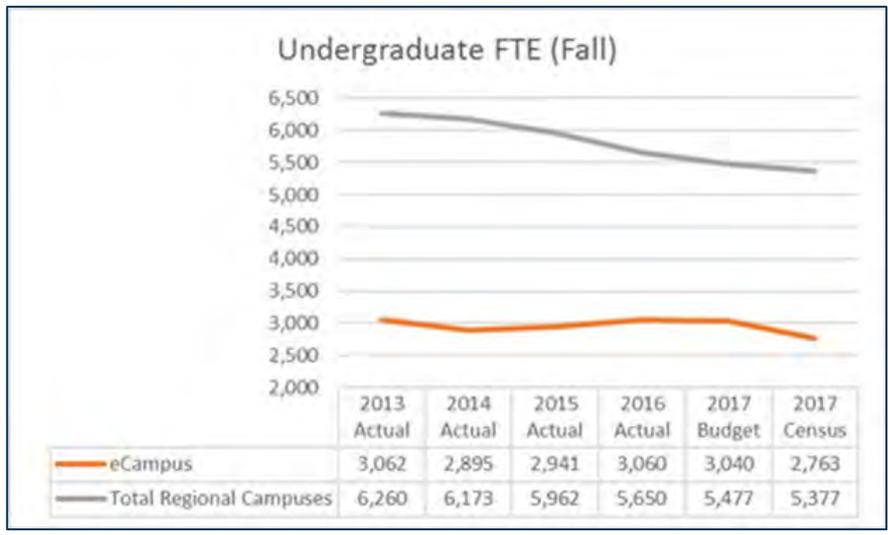
## Athens UG Enrollment, by Student Cohort



- ### FY19 Spring Planning Assumptions
- Non-Guarantee: Tuition Freeze
  - UG Guarantee – CPI Increase
  - +99 UG Enrollment - \$2.6M
  - New Scholarship Leveraging Model - \$2.1M
  - Signature SFA – Final Year of \$12M Growth
  - Auxiliary Rate Increase

FY18 UG Net Tuition forecast is the result of **66 fewer** freshman and **87 fewer** transfer students than budgeted

## eCampus, Regionals Undergraduate FTE



## Athens UG Applications

	2016	2017	2018
Applied – as of January 1	16,853	21,841	19,282
Admitted – as of January 1	11,024	14,999	13,525
Applied – Final	20,625	26,277	
Admitted – Final	15,439	19,506	
Enrolled - Final	4,309	4,045	

# Other Revenue Sources

(in millions)	Athens Colleges & Schools			Regional Campuses			Auxiliaries			Central & Admin. Operations			Operating Unit Subtotals		
	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast
Grants and Contracts	33.9	36.4	35.8	2.0	2.1	1.9	-	0.1	-	7.2	6.8	5.0	43.1	45.4	42.7
Facilities & Admin Costs Recovery	5.9	4.9	5.5	-	-	-	-	-	-	1.2	1.1	1.4	7.1	6.0	6.9
Gifts	9.9	4.9	4.9	0.4	0.3	0.3	2.1	2.4	2.4	2.1	2.3	2.3	14.5	9.9	9.9
Endowment Distributions	12.4	13.1	13.1	0.5	0.7	0.7	0.2	0.2	0.2	13.7	14.0	14.0	26.8	28.0	28.0
Investment Income	-	-	-	-	-	-	-	-	-	7.1	6.1	6.7	7.1	6.1	6.7
Other External Sales	13.3	5.2	12.7	1.2	0.8	0.8	20.4	17.1	17.7	43.7	15.8	21.1	78.6	38.9	52.3

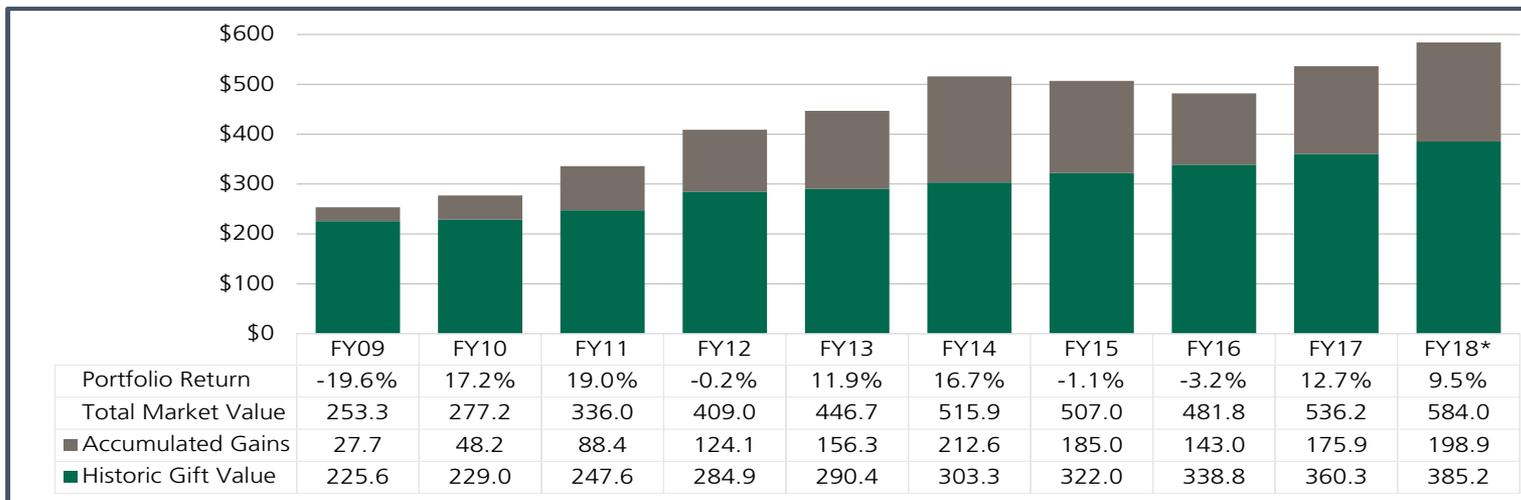
## FY19 Planning Assumptions

- Endowment Distributions: Increasing Market Value, growth in existing endowments combined with growth from recent gifts

## Other External Sales

- In FY17, the University recognized OTO revenue from the sale of WOUB
- In FY18, the variance in forecast to budget is primarily the result of:
  - \$7.4M in revenue that has been reclassified from restricted (Grants & Contracts) to unrestricted (External Sales)
  - \$4.4M in royalty revenue receivable, that was not budgeted due to uncertainty of the receipt of funds but for which the University has a patent and license agreement

Endowment Market Value by Fiscal Year (in millions)



\* forecast

# Compensation

(in millions)	Athens Colleges & Schools			Regional Campuses			Auxiliaries			Central & Admin. Operations			Operating Unit Subtotals		
	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast
Salaries, Wages & Other Payroll	202.5	205.0	205.8	33.3	32.9	33.4	27.9	28.6	28.5	95.1	101.0	98.8	358.8	367.6	366.4
Benefits	57.3	61.2	59.1	10.7	11.0	10.8	11.1	13.1	11.4	36.8	39.8	38.9	115.9	125.1	120.1

## 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%

The primary driver of the \$5.0M variance in the Benefits forecast to budget is OU's estimated healthcare expense. While medical claims were projected to increase by 9% in FY18, current year claims are now forecasted to be \$3.7M below budget due to health experience of our covered members

## Healthcare Plan Changes

Plan Year	FY15	FY16	FY17	FY18
	Plan Change		Plan Change	Plan Change
Deductible	\$200/400	\$400/800	\$450/900	\$500/1000
Co-Insurance Maximum	\$1000/2000	\$1500/3000	\$1750/3500	\$2000/4000
Co-Insurance %	90.00%	85.00%	80.00%	
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 %	15%-15%-15%	15%-16%-17%	15%-17%-19%	15%-17.5%-20%
Single – Single+1 - Family				

**FY19 Spring Planning Assumptions**

- Raise Pool: 1.5%
- Faculty Equity Pool: 0%; Staff Equity Pool: 0%
- Healthcare: 2.5%
- BAC: Establishing new Three Year Plan (FY19-21)

## Cost Impact of FY19 Planning Assumptions (\$ in Millions)

Category	Fall Planning Assumption	Athens	RHE	Aux	Admin	Total
Raise Pool	2%	4.1	.7	.5	2.1	7.4
Faculty Equity Pool	1%	1.4	.3	-	-	1.7
Healthcare	5%	1.3	.2	.2	1.0	2.8

# Other Expenses

(in millions)	Athens Colleges & Schools			Regional Campuses			Auxiliaries			Central & Admin. Operations			Operating Unit Subtotals		
	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast
Operating Expenses	67.9	67.4	69.5	8.2	6.8	7.3	35.3	35.6	34.9	73.7	79.5	75.6	185.1	189.2	187.3
Capitalized Costs	3.1	2.3	1.9	0.4	-	0.3	1.4	1.6	1.9	4.0	4.7	3.5	8.9	8.6	7.6
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Internal Loan - Principal & Interest	5.0	5.4	5.4	0.3	0.3	0.3	12.6	13.8	13.8	29.9	31.7	31.6	47.8	51.1	51.1
Debt Service - Principal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service - Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Internal Sales	(2.4)	(2.0)	(0.8)	-	-	-	(7.1)	(7.0)	(6.7)	(13.7)	(13.1)	(13.0)	(23.2)	(22.1)	(20.5)

## FY19 Planning Assumptions

- Deferred Maintenance: +\$1.3 M
- Capital Plan Debt: Based on CIP commitments

\$ in Millions	FY16	FY17	FY18	FY19	FY20
Internal Loans	39.1	47.8	51.3	57.6	60.9

## Century Bond – Deferred Maintenance Program & EIP Amortization

Year FY	Def. Maint. Program: \$160M of Debt Proceeds; \$10M Distribution for 16 Years																Century Bond Internal Debt Service		
	\$10M	\$10M	\$10M	\$10M	\$10M	\$10M	\$10M	\$10M	\$10M	\$10M	\$10M	\$10M	\$10M	\$10M	\$10M	\$10M	Def. Maint.	EIP	Grand Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
1 FY15	\$1.3															\$1.3	\$2.1	\$3.4	
2 FY16	\$1.3	\$1.3														\$2.7	\$4.1	\$6.8	
3 FY17	\$1.3	\$1.3	\$1.3													\$4.0	\$6.2	\$10.2	
4 FY18	\$1.3	\$1.3	\$1.3	\$1.3												\$5.3	\$6.2	\$11.5	
5 FY19	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3											\$6.6	\$6.2	\$12.9	
6 FY20	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3										\$8.0	\$6.2	\$14.2	
7 FY21	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3									\$9.3	\$6.2	\$15.5	
8 FY22	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3								\$10.6	\$6.2	\$16.8	
9 FY23	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3							\$11.9	\$6.2	\$18.2	
10 FY24	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3						\$13.3	\$6.2	\$19.5	
11 FY25		\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3					\$13.3	\$6.2	\$19.5	
12 FY26			\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3				\$13.3	\$6.2	\$19.5	
13 FY27				\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3			\$13.3	\$6.2	\$19.5	
14 FY28					\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3		\$13.3	\$6.2	\$19.5	
15 FY29						\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$13.3	\$6.2	\$19.5	
16 FY30							\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$13.3	\$6.2	\$19.5	
17 FY31								\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$11.9	\$6.2	\$18.2	
18 FY32									\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$10.6	\$6.2	\$16.8	
19 FY33										\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$9.3	\$6.2	\$15.5	
20 FY34											\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$8.0	\$6.2	\$14.2	
21 FY35												\$1.3	\$1.3	\$1.3	\$1.3	\$6.6	\$6.2	\$12.9	
22 FY36													\$1.3	\$1.3	\$1.3	\$5.3	\$6.2	\$11.5	
23 FY37														\$1.3	\$1.3	\$4.0	\$6.2	\$10.2	
24 FY38															\$1.3	\$2.7	\$6.2	\$8.9	
25 FY39																\$1.3	\$6.2	\$7.5	

# Operating Activity

<i>Operating Unit FY18 Forecast</i>	Athens Colleges & Schools	Regional Campuses	Auxiliaries	Central & Admin. Operations	Operating Unit Subtotals
Revenues	507.7	58.2	100.0	67.0	732.8
Expenses, Allocations & Transfers	501.5	59.1	85.7	65.9	712.0
Excess Revenues and Expenses	6.2	-0.9	14.3	1.1	20.8
<b>Plus:</b>					
Transfers from Reserves	-2.6	1.2	8.3	19.1	25.9
<b>Less:</b>					
Transfers to Quasi Endowments	0	0	0	14.9	14.9
Transfers to Capital Projects	3.6	0.3	22.6	5.3	31.8
Net Results	0.0	0.0	0.0	0.0	0.0

## Operating Reserve Analysis

Item	FY18 Budget	FY18 Forecast
<b><u>Use of Reserves</u></b>		
WOUC Spectrum	18.4	18.4
SOR	15.9	12.5
Auxiliary Capital Projects	7.6	8.3
Athens Colleges	5.0	0.0
Regional Campuses	0.0	1.2
<b><u>Contribution to Reserves</u></b>		
Royalty Receivable	0.0	4.4
Benefit Surplus	0.0	5.0
Athens Colleges	0.0	2.6

# Non-Operating Activity

(in millions)	Endowment			Capital			Century Bond			Internal Bank			Non-Operating Unit Subtotals		
	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast
State Appropriations	-	-	-	-	-	-	-	-	-	2.0	2.0	2.0	2.0	2.0	2.0
State Appropriations-Capital	-	-	-	10.5	32.5	13.4	-	-	-	-	-	-	10.5	32.5	13.4
Grants and Contracts	-	-	-	-	4.1	1.6	-	-	-	-	0.2	-	-	4.2	1.6
Facilities & Admin Costs Recovery	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gifts	12.3	10.0	10.0	0.8	-	-	-	-	-	-	-	-	13.1	10.0	10.0
Endowment Distributions	(26.8)	(28.0)	(28.0)	-	-	-	-	-	-	-	-	-	(26.8)	(28.0)	(28.0)
Investment Income	59.9	31.6	51.0	-	-	-	19.1	10.8	16.4	10.5	5.5	9.0	89.5	47.9	76.4
Other External Sales	0.1	-	-	-	-	-	-	-	-	0.2	-	0.2	0.3	-	0.2
<b>Total Revenues</b>	<b>\$ 45.5</b>	<b>\$ 13.6</b>	<b>\$ 33.0</b>	<b>\$ 11.3</b>	<b>\$ 36.6</b>	<b>\$ 15.0</b>	<b>\$ 19.1</b>	<b>\$ 10.8</b>	<b>\$ 16.4</b>	<b>\$ 12.7</b>	<b>\$ 7.7</b>	<b>\$ 11.2</b>	<b>\$ 88.6</b>	<b>\$ 68.6</b>	<b>\$ 75.6</b>
Salaries, Wages & Other Payroll	-	-	-	0.2	-	0.3	-	-	-	-	-	-	0.2	-	0.3
Benefits	-	-	-	0.1	-	0.1	-	-	-	-	-	-	0.1	-	0.1
Operating Expenses	-	-	-	7.3	-	2.0	-	-	-	1.2	0.2	0.2	8.5	0.2	2.2
Capitalized Costs	-	-	-	95.8	162.5	83.4	-	-	-	-	-	-	95.8	162.5	83.4
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Internal Loan - Principal & Interest	-	-	-	10.4	-	-	(10.2)	(11.5)	(11.5)	(48.0)	(39.6)	(39.6)	(47.8)	(51.1)	(51.1)
Debt Service - Principal	-	-	-	-	-	-	-	-	-	17.7	16.1	16.1	17.7	16.1	16.1
Debt Service - Interest	-	-	-	(2.0)	-	-	14.0	14.0	14.0	13.0	16.0	16.0	25.0	30.0	30.0
Internal Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Direct Expenses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 111.8</b>	<b>\$ 162.5</b>	<b>\$ 85.8</b>	<b>\$ 3.8</b>	<b>\$ 2.5</b>	<b>\$ 2.5</b>	<b>\$ (16.1)</b>	<b>\$ (7.3)</b>	<b>\$ (7.3)</b>	<b>\$ 99.5</b>	<b>\$ 157.6</b>	<b>\$ 81.0</b>
Internal Allocations & Transfers	(0.2)	-	-	(0.1)	-	-	-	-	-	-	-	-	(0.3)	-	-
Indirect Costs Allocations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Allocation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subvention Allocation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Allocations &amp; Transfers</b>	<b>\$ (0.2)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (0.1)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (0.3)</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenses &amp; Transfers</b>	<b>\$ (0.2)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 111.7</b>	<b>\$ 162.5</b>	<b>\$ 85.8</b>	<b>\$ 3.8</b>	<b>\$ 2.5</b>	<b>\$ 2.5</b>	<b>\$ (16.1)</b>	<b>\$ (7.3)</b>	<b>\$ (7.3)</b>	<b>\$ 99.2</b>	<b>\$ 157.6</b>	<b>\$ 81.0</b>
<b>Subtotal Prior to Transfers</b>	<b>\$ 45.7</b>	<b>\$ 13.6</b>	<b>\$ 33.0</b>	<b>\$ (100.4)</b>	<b>\$ (125.9)</b>	<b>\$ (70.8)</b>	<b>\$ 15.3</b>	<b>\$ 8.3</b>	<b>\$ 13.9</b>	<b>\$ 28.8</b>	<b>\$ 15.0</b>	<b>\$ 18.5</b>	<b>\$ (10.6)</b>	<b>\$ (88.9)</b>	<b>\$ (5.4)</b>
Transfers (to) from Operations	-	-	-	-	-	-	-	-	-	(23.9)	23.7	11.9	(23.9)	23.7	11.9
Transfers to (from) Quasi Endowments	(9.0)	(14.9)	(14.9)	-	-	-	-	-	-	-	-	-	(9.0)	(14.9)	(14.9)
Bond Proceeds	-	-	-	-	-	-	-	-	-	(125.0)	-	-	(125.0)	-	-
Transfers to (from) Capital Projects	-	-	-	(60.3)	(79.8)	(78.8)	27.7	10.0	10.0	17.5	42.0	37.0	(15.1)	(27.8)	(31.8)
<b>Net Results</b>	<b>\$ 54.7</b>	<b>\$ 28.5</b>	<b>\$ 47.9</b>	<b>\$ (40.1)</b>	<b>\$ (46.1)</b>	<b>\$ 8.0</b>	<b>\$ (12.4)</b>	<b>\$ (1.7)</b>	<b>\$ 3.9</b>	<b>\$ 160.2</b>	<b>\$ (50.7)</b>	<b>\$ (30.4)</b>	<b>\$ 162.4</b>	<b>\$ (69.9)</b>	<b>\$ 29.4</b>

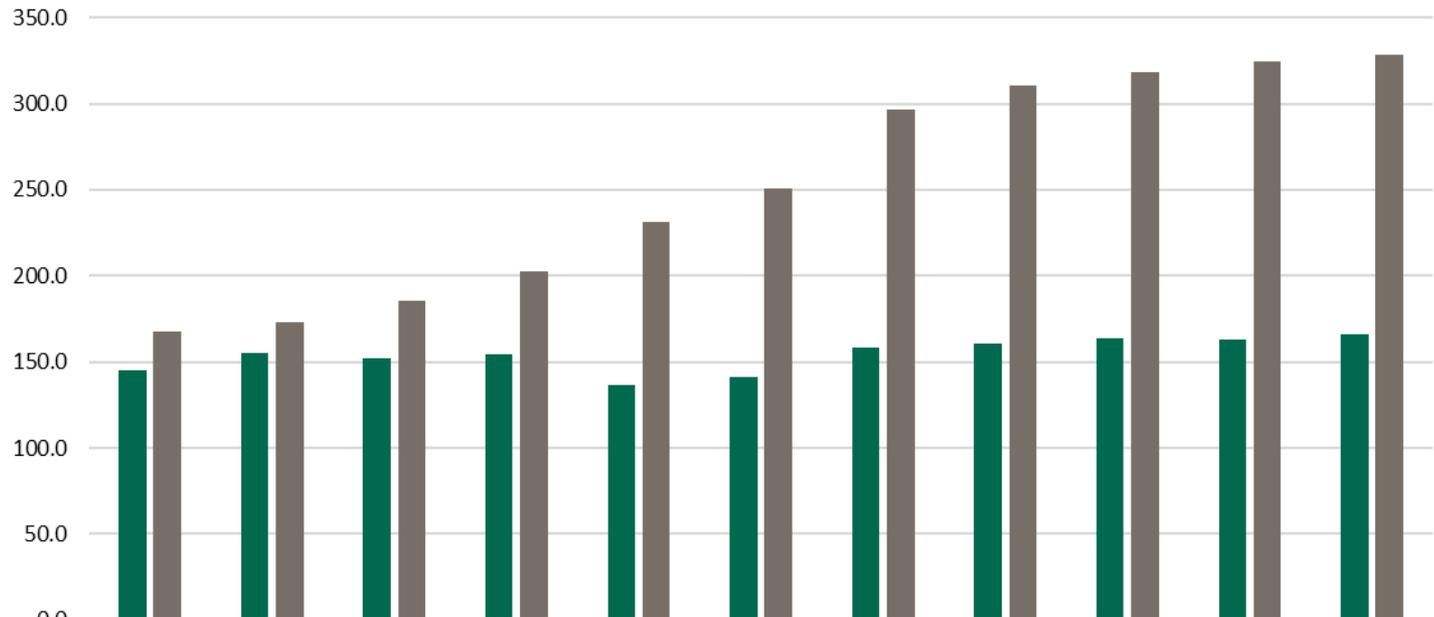
# GAAP Adjusted Totals

<i>(in millions)</i>	GAAP Adjusted Totals		
	FY17 Actual	FY18 Budget	FY18 Forecast
State Appropriations	165.1	166.8	168.0
State Appropriations-Capital	10.5	32.5	13.4
Undergraduate Tuition & Educational Fees	305.3	303.6	299.9
Undergraduate Financial Aid	(60.1)	(62.5)	(60.4)
Net Undergraduate Tuition & Fees	245.1	241.1	239.6
Graduate Tuition & Educational Fees	108.2	115.3	116.5
Graduate Financial Aid	(29.0)	(28.2)	(27.9)
Net Graduate Tuition & Fees	79.2	87.1	88.6
Room & Board	95.4	92.9	92.2
Grants and Contracts	43.1	49.6	44.3
Facilities & Admin Costs Recovery	7.1	6.0	6.9
Gifts	15.9	19.9	19.9
Endowment Distributions	-	-	-
Investment Income	97.2	54.3	83.6
Other External Sales	90.3	45.4	59.0
<b>Total Revenues</b>	<b>\$ 849.0</b>	<b>\$ 795.6</b>	<b>\$ 815.4</b>
Salaries, Wages & Other Payroll	359.0	367.6	366.7
Benefits	156.3	125.1	120.2
Operating Expenses	207.8	193.3	193.4
Capitalized Costs	3.2	-	2.0
Depreciation	50.0	50.1	51.3
Internal Loan - Principal & Interest	-	-	-
Debt Service - Principal	-	-	-
Debt Service - Interest	26.9	28.4	28.4
Internal Sales	(23.2)	(22.1)	(20.5)
<b>Total Direct Expenses</b>	<b>\$ 780.0</b>	<b>\$ 742.4</b>	<b>\$ 741.5</b>
Internal Allocations & Transfers	-	-	-
Indirect Costs Allocations	-	-	-
Depreciation Allocation	-	-	-
Subvention Allocation	-	-	-
<b>Total Allocations &amp; Transfers</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenses &amp; Transfers</b>	<b>\$ 780.0</b>	<b>\$ 742.4</b>	<b>\$ 741.5</b>
<b>Subtotal Prior to Transfers</b>	<b>\$ 69.0</b>	<b>\$ 53.2</b>	<b>\$ 73.9</b>
Transfers (to) from Operations	-	-	-
Transfers to (from) Quasi Endowments	-	-	-
Bond Proceeds	-	-	-
Transfers to (from) Capital Projects	-	-	-
<b>Net Results</b>	<b>\$ 69.0</b>	<b>\$ 53.2</b>	<b>\$ 73.9</b>

- Positive Investment Returns
  - Endowment Growth
  - Working Capital
- Improved Operating forecast

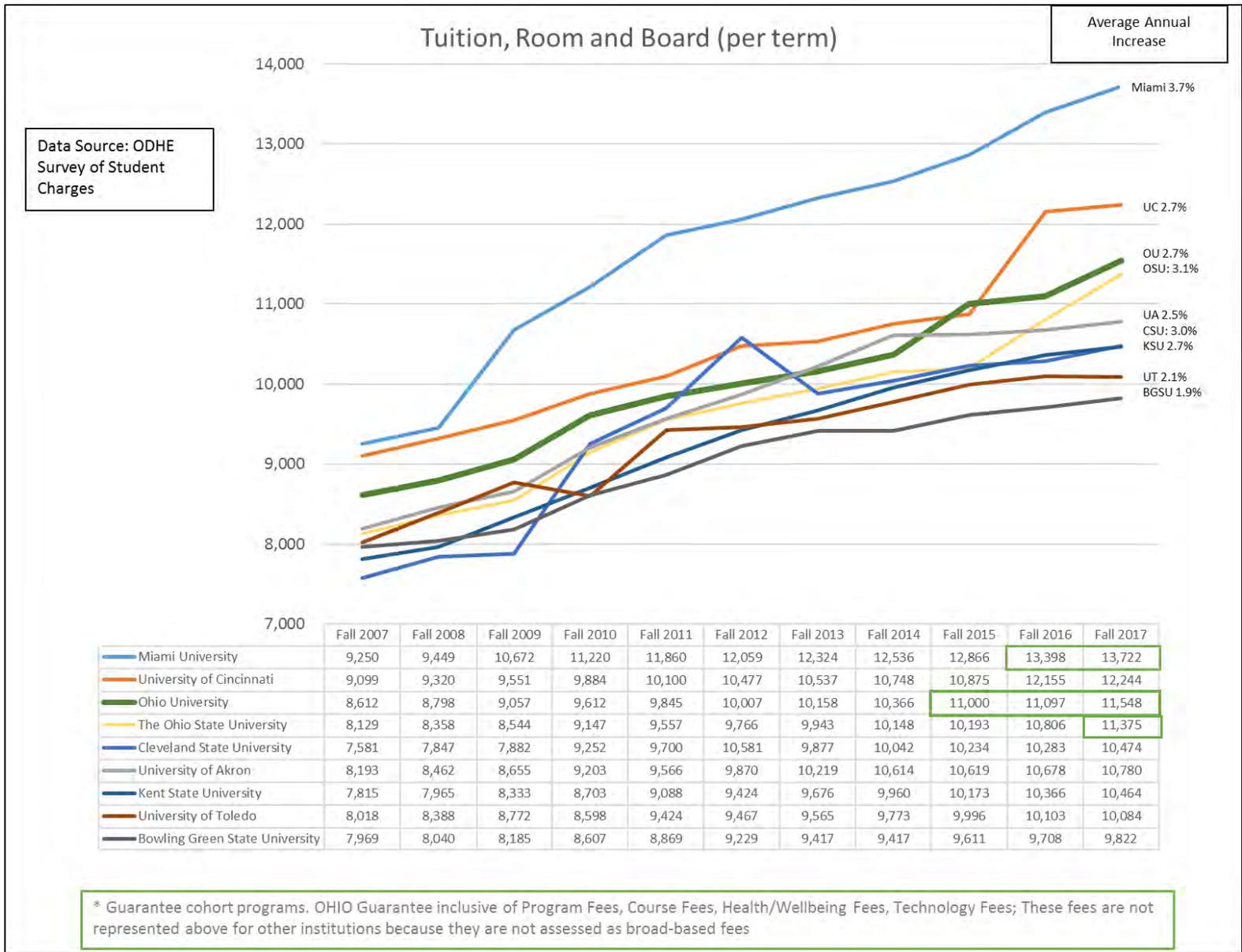
# Ohio University Trends – Tuition & State Appropriations

Tuition & State Appropriation Trends (in millions)

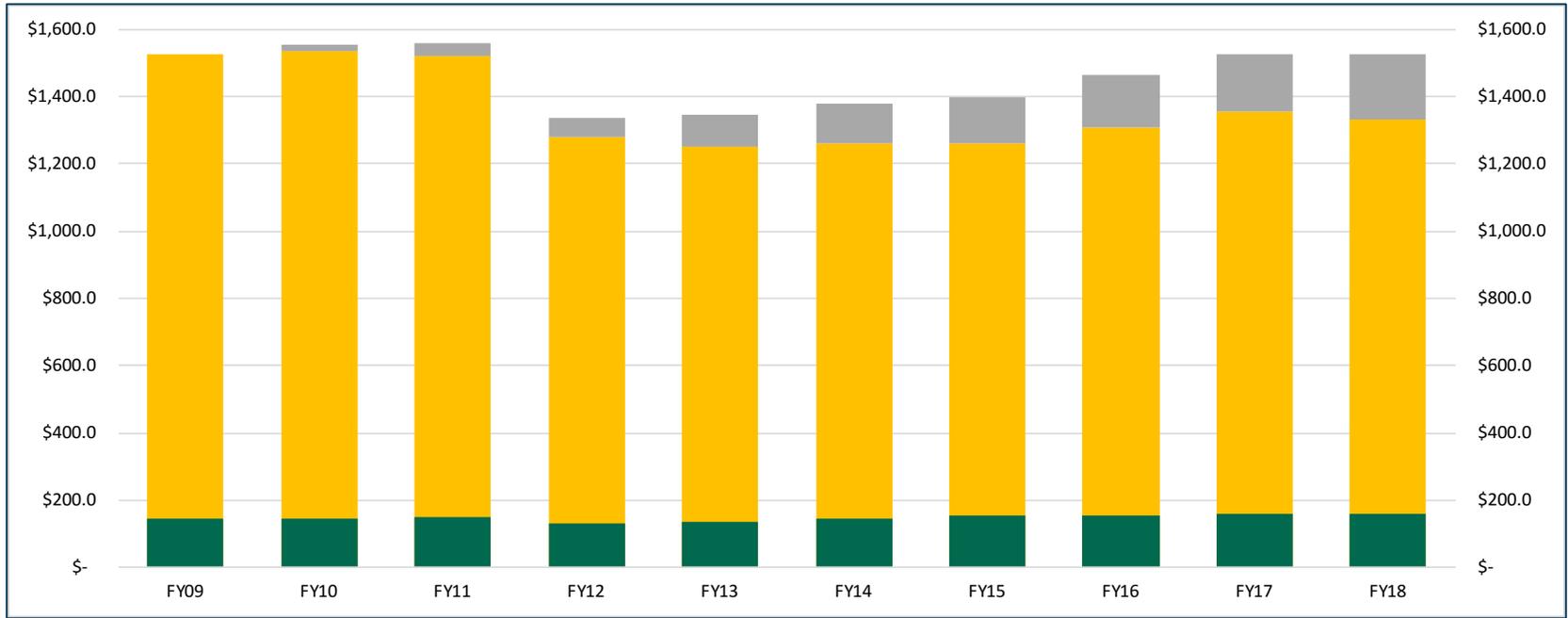


	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	FY 18
■ State Appropriations (SSI & Restricted)	145.4	155.1	151.7	154.0	136.6	141.4	158.6	160.9	163.5	163.1	166.0
■ Tuition & Fees (net of financial aid)	167.3	173.3	185.2	202.9	231.6	250.6	296.2	310.7	318.5	324.3	328.2

# Ohio Trends – Tuition, Room & Board



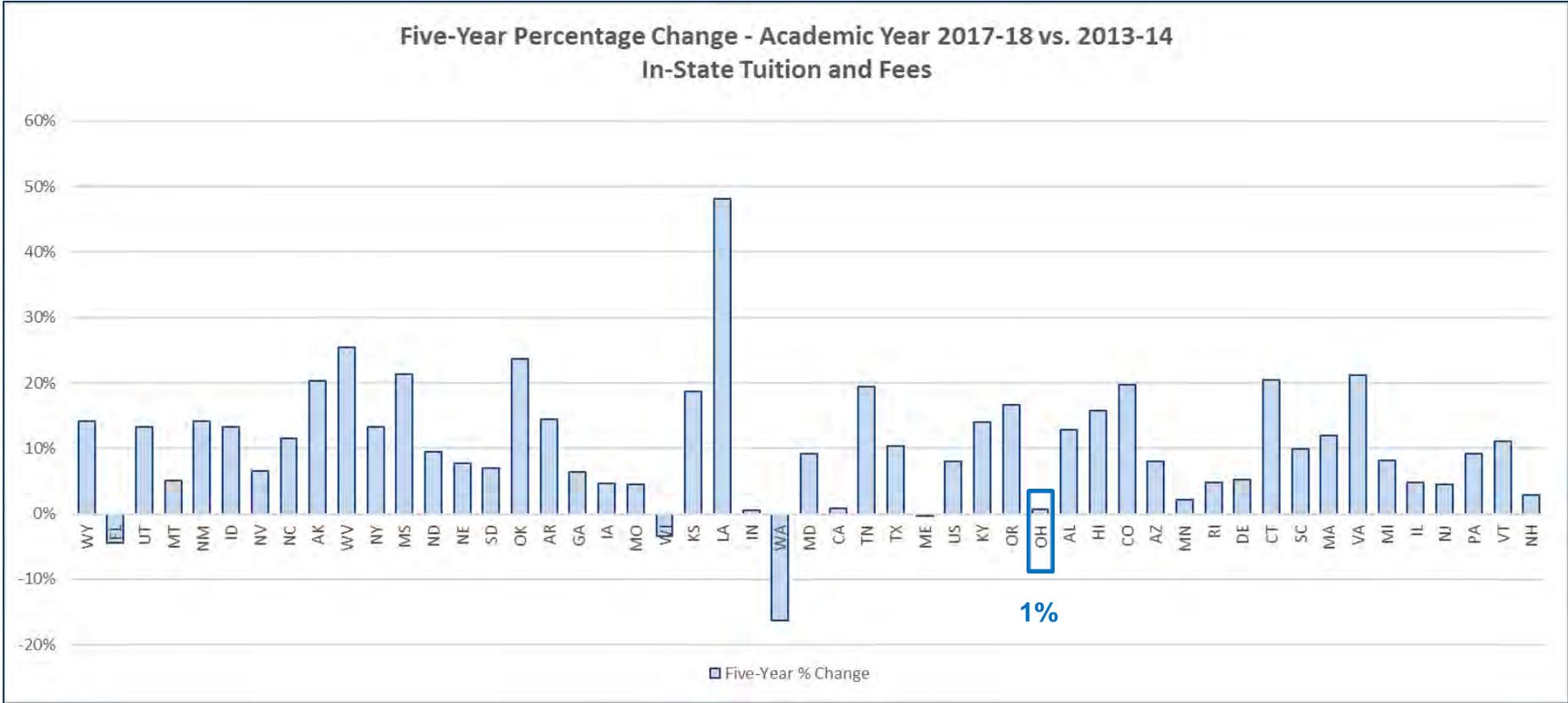
# State of Ohio Trends – SSI (in millions)



	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
<b>Ohio University</b>	\$ 146.4	\$ 145.3	\$ 148.0	\$ 131.7	\$ 136.4	\$ 146.4	\$ 154.1	\$ 155.8	\$ 157.4	\$ 160.9
<b>Statewide Total</b>	\$ 1,526.8	\$ 1,555.3	\$ 1,558.8	\$ 1,335.5	\$ 1,347.6	\$ 1,378.4	\$ 1,399.1	\$ 1,464.6	\$ 1,523.2	\$ 1,523.2
<b>Statewide SSI - Valued at FY09 \$</b>	\$ 1,526.8	\$ 1,534.0	\$ 1,522.8	\$ 1,278.6	\$ 1,253.4	\$ 1,261.5	\$ 1,260.6	\$ 1,310.3	\$ 1,353.2	\$ 1,333.3

<b>% Share - Ohio University</b>	9.6%	9.3%	9.5%	9.9%	10.1%	10.6%	11.0%	10.6%	10.3%	10.6%
<b>OU University SSI/FTE</b>	\$ 5,181.3	\$ 4,806.9	\$ 4,554.7	\$ 3,999.3	\$ 4,165.4	\$ 4,495.9	\$ 4,710.0	\$ 4,746.5	\$ 4,805.3	

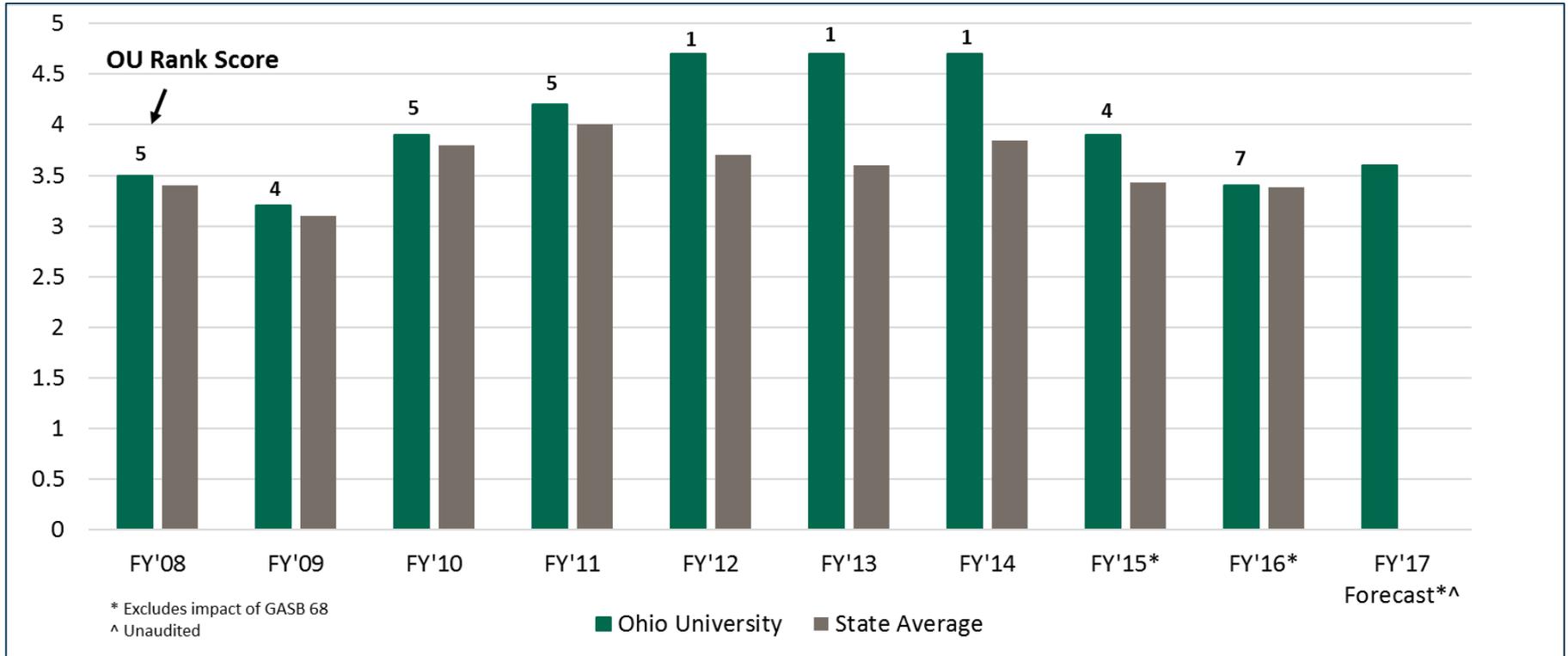
# National Trends – Tuition



Source: [Trends in College Pricing \(College Board\)](#)

**United States Average – 8%**

# Senate Bill 6 Trend



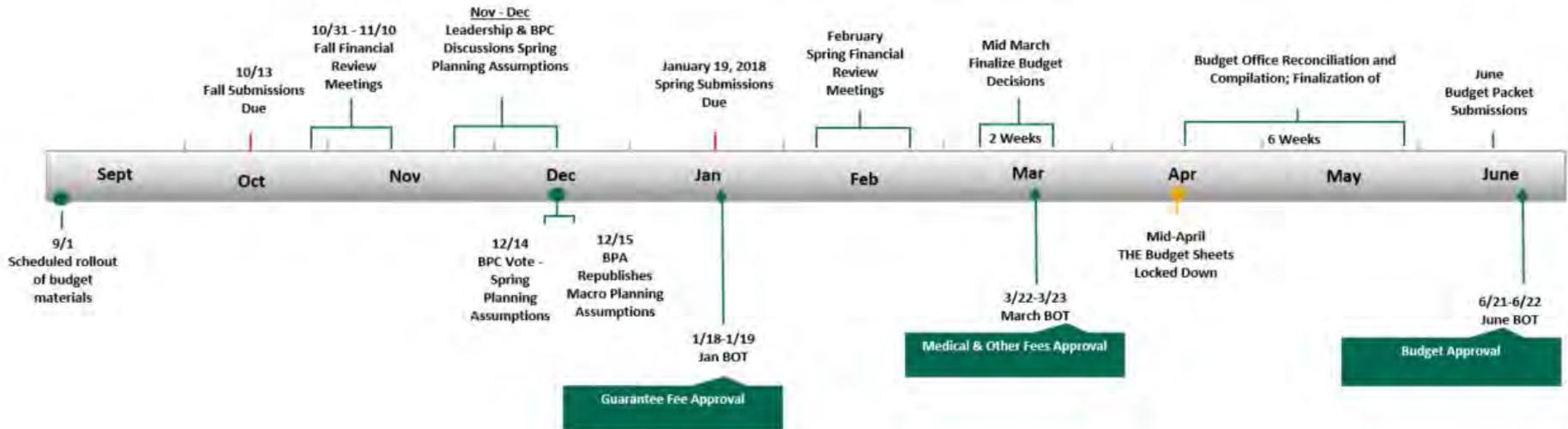
## FY19 Budget – Fall Resource & Investment Growth

Revenue Source	Incremental Revenue (\$M)	Investment	Incremental Cost (\$M)
Guarantee 1.3%	0.7	Healthcare	2.5
Athens Enrollment	-2.8	CIP: Internal Loans – P&I	0.5
SOR - Budget Volatility	-3.8	Utilities & POM	0.8
FY18 SSI Growth	1.4	Financial Aid	1.5
Room & Board	1.7	Compliance	0.8
Subtotal	-2.8	Compensation	9.3
		Other	1.3
		Admin Base Reductions	-2.3
		Subtotal	14.4

# FY19 Budget – Fall to Spring Planning Assumptions

Models	Corresponding Initiative	Description	September		December	
			Fall Planning Assumption		Spring Planning Assumption	
Tuition/SSI	OHIO Guarantee	New Cohort: % (CPI)		1.3%		1.3%
Tuition/SSI	OHIO Guarantee	New Cohort: % (Cap)		0.0%		0.0%
Tuition/SSI		Continuing Students: % (Cap)		0.0%		0.0%
Tuition/SSI		Athens UG Enrollment		-125 Freshman		+99 Freshman
Transfers		SOR Funding for Enrollment Volatility	\$	(3,800,000)	\$	(3,800,000)
Tuition/SSI		SSI FY18 Appropriation Growth	\$	-	\$	1,400,000
Tuition/SSI		SSI FY19 Appropriation Growth	\$	-	\$	-
Tuition/SSI	Signature Program	Auxiliary Contribution to SFA	\$	500,000	\$	500,000
Tuition/SSI	Signature Program	Foundation Support for SFA	\$	(300,000)	\$	(300,000)
Tuition/SSI	Signature Program	Financial Aid forecast	\$	(760,000)	\$	(625,000)
Tuition/SSI		ICA Scholarships	\$	(200,400)	\$	(237,000)
Tuition/SSI		SOR Contribution to SFA	\$	(730,000)	\$	(730,000)
Tuition/SSI		Scholarship Leveraging Model	\$	-	\$	(2,100,000)
Direct Expenses		Healthcare Benefit Cost	\$	(2,500,000)	\$	(1,250,000)
Direct Expenses		Raise Pool	\$	(6,800,000)	\$	(5,100,000)
ACM	Online Learning	Online Learning Investment	\$	(1,000,000)	\$	(1,000,000)
ACM		Allocated Costs (Compliance Investments)	\$	(750,000)	\$	(500,000)
ACM		Raise Pool	\$	(2,500,000)	\$	(1,875,000)
ACM		Capital Model	\$	(70,000)	\$	(70,000)
ACM		Utilities	\$	(600,000)	\$	(600,000)
ACM		POM	\$	(200,000)	\$	(200,000)
ACM		Employee Fee Waivers	\$	(350,000)	\$	(350,000)
Capital Costs	CIP	Capital Cost Allocation Model	\$	(500,000)	\$	(500,000)
ACM	Admin Cost Savings	Base Reductions to Administrative Planning Units	\$	2,300,000	\$	2,300,000
<b>Assumed FY19 Annual Impact*</b>				<b>(20,380,400)</b>		<b>(15,527,000)</b>

# FY19 Budget Timeline



# Multi-Year Unrestricted Net Assets

<i>In millions</i>	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
<b>Operating (Working Capital)</b>								
Operations <sup>1</sup>	148.6	143.3	142.2	151.9	133.9			
Aux. Capital Reserves	57.5	67.1	80.2	72.0	56.0			
SOR	33.6	36.2	32.3	20.1	10.5	5.2	-6.9	
Investment Returns	11.7	10.3	20.5	26.0	31.5	37.0	42.5	48.0
Working Capital Balance	251.4	256.9	275.2	270.0	231.9			
<b>Non-operating</b>								
GASB 68	-365.0	-371.9	-412.1	-412.1	-412.1			
Capital	38.3	39.2	88.0	35.0	35.0			
Century Bond Bank <sup>2</sup>	-31.1	-63.6	-78.2	-88.2	-88.6			
Non-op. Receivables			18.4	4.4	0.0			
Quasi-Endowments	49.1	46.5	53.1	67.2	67.2	67.2	67.2	67.2
Subtotal - Non-operating	-308.7	-349.8	-330.8	-393.7	-398.5			
<b>Total UR Net Assets</b>	<b>-57.3</b>	<b>-92.9</b>	<b>-55.6</b>	<b>-123.7</b>	<b>-166.6</b>			

<sup>1</sup> FY19 Operations projection incorporates Spring Planning Assumptions, but does not incorporate Academic reductions

<sup>2</sup> Century Bond Bank – Assets less Bond Liability

# Housing & Residence Life

- Fee Proposal: 3.5%
- Housing and Residence Life Priorities
  - Continuation of Housing Development Plan
  - Integration of Phase II with University Master Plan
  - Reflects University enrollments and strategy
  - Commitment to the two-year residency requirement

	FY18	FY19	FY20	FY21	FY22
Revenues	53.7	56.7	58.2	59.5	61.3
Expenses, Allocations & Transfers <sup>1</sup>	42.8	44.0	45.2	48.5	51.9
Excess Revenues and Expenses	10.9	12.7	13.0	11.0	9.4
<u>Plus:</u>					
Transfers from Reserves	4.6	14.3	-3.8	36.9	-2.4
<u>Less:</u>					
Transfers to Capital Projects	15.5	27.0	9.3	47.9	7
Net Results	0.0	0.0	0.0	0.0	0.0
Ending Reserve Balance	52.4	38.1	41.8	4.9	7.3

<sup>1</sup>Expenses, Allocations & Transfers include contributions to support Undergraduate Scholarships

# Culinary

- Fee Proposal: 2.0%
- Culinary Priorities
  - Addressing inflationary costs
  - Funded Depreciation model
  - Modifying offerings to respond to customers
  - Supporting Ohio businesses (\$1.3M spend)
  - Offsetting inflationary costs with cultivation of external revenues

	FY18	FY19	FY20	FY21	FY22
Revenues	45.8	45.4	45.4	45.7	46.3
Expenses, Allocations & Transfers <sup>1</sup>	41.6	42.8	43.9	44.9	46.1
Excess Revenues and Expenses	4.2	2.6	1.5	0.8	0.2
<u>Plus:</u>					
Transfers from Reserves	1.7	1.7	2.1	1.1	2.6
<u>Less:</u>					
Transfers to Capital Projects	5.9	4.3	3.6	1.9	2.8
Net Results	0.0	0.0	0.0	0.0	0.0
Ending Reserve Balance	18.0	16.3	14.2	13.1	10.5

<sup>1</sup>Expenses, Allocations & Transfers include contributions to support Undergraduate Scholarships

# Tuition & Fees Summary

Continuing Students (Non-Guarantee)							
	FY13	FY14	FY15	FY16	FY17	FY18	FY19*
Tuition	3.5%	1.6%	1.5%	0.0%	0.0%	0.0%	0.0%
Non-Resident Surcharge	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Room	3.5%	3.5%	3.5%	3.5%	0.0%	0.0%	0.0%
Board	1.5%	0.5%	1.0%	1.0%	0.0%	0.0%	0.0%

OHIO Guarantee - Class of 2019							
	FY13	FY14	FY15	FY16	FY17	FY18	FY19*
Tuition				5.1%	0.0%	0.0%	0.0%
Non-Resident Surcharge				0.0%	0.0%	0.0%	0.0%
Room				5.3%	0.0%	0.0%	0.0%
Board				1.5%	0.0%	0.0%	0.0%

OHIO Guarantee - Class of 2020								
	FY13	FY14	FY15	FY16	FY17	FY18	FY19*	FY20*
Tuition					1.7%	0.0%	0.0%	0.0%
Non-Resident Surcharge					5.6%	0.0%	0.0%	0.0%
Room					3.5%	0.0%	0.0%	0.0%
Board					2.0%	0.0%	0.0%	0.0%

OHIO Guarantee - Class of 2021									
	FY13	FY14	FY15	FY16	FY17	FY18	FY19*	FY20*	FY21*
Tuition						1.3%	0.0%	0.0%	0.0%
Non-Resident Surcharge						0.0%	0.0%	0.0%	0.0%
Room						3.5%	0.0%	0.0%	0.0%
Board						2.0%	0.0%	0.0%	0.0%

OHIO Guarantee - Class of 2022										
	FY13	FY14	FY15	FY16	FY17	FY18	FY19*	FY20*	FY21*	FY22*
Tuition							1.3%	0.0%	0.0%	0.0%
Non-Resident Surcharge							0.0%	0.0%	0.0%	0.0%
Room							3.5%	0.0%	0.0%	0.0%
Board							2.0%	0.0%	0.0%	0.0%

<b>Non-Guarantee Cap: Current Planning Assumption &amp; Final State Fee Cap</b>									
4-year rate Guarantee: No fee increases in years 2-4									
Guarantee Tuition Cap: Non-Guarantee Cap + 5-year average CPI									
*Current Planning Assumptions									
Planning Assumption for Future Guarantee Cohorts: Legislative Cap									

# Athens UG Tuition & Fee Resolution

**FISCAL YEAR 2018-19  
OHIO UNIVERSITY  
ACADEMIC YEAR 2018-19 TUITION, FEE AND RATE INCREASES  
RESOLUTION 2018 --**

**WHEREAS**, the appropriate planning and consultations within the University have been completed, resulting in recommendations for tuition, fee and rate increases for Ohio University's Athens Main Campus to support quality academic programming; and

**WHEREAS**, these recommendations are consistent with the 0% limitation on tuition, general fee and rate increases for students not subject to the tuition guarantee, as set forth in Am. Sub. H.B. 49, passed by the 132<sup>nd</sup> General Assembly; and

**WHEREAS**, Revised Code Section 3345.48 states that tuition, general fee and rate increases for students who are subject to the tuition guarantee shall not be greater than the sum of the 60-month rate of inflation as measured by the Consumer Price Index plus the increase authorized by the General Assembly for the applicable fiscal year; and

**WHEREAS**, the proposed residential housing and culinary rate increases are consistent with the legislative mandates on increases set forth in Am. Sub. H.B. 49, passed by the 132<sup>nd</sup> General Assembly; and

**WHEREAS**, these tuition, fee and rate increases must be authorized and consistent with legislation enacted by the General Assembly.

**NOW THEREFORE, BE IT RESOLVED** that the Board of Trustees adopts the fee schedule attached hereto as Exhibit A through C, effective Fall Semester 2018, unless otherwise noted.

# Career & Leadership Development Fee Proposal Overview

- Student Affairs Investments
- Career & Leadership Development (CLDC) Structure
- Investment Proposal
- Financial Impact
- Student Impact
- Resolution
- Questions

# Student Affairs Investments

- 2012-13 Combined Career Services and the Leadership Center to form the Career & Leadership Development Center
- 2012-13 Hired 6.0 FTE, including an Assistant Director for Employer Relations and the first split position (College of Health Sciences & Professions)
- 2013-14 Added an additional split position, an Associate Director for Assessment and formed the student ambassador program
- 2014-15 Budgeted to hire 2.0 additional FTE
- 2017-18 Reduced 1.0 FTE (vacant split position) and increased revenue expectations in response to administrative budget reductions

5 year total new investments – \$210,000, including 5.0 FTE\*

\*excludes direct investments by the colleges

# Current CLDC Structure

## OHIO:

- FY18 Budget: \$938,379
- Personnel: 12 FTE

## FTE Comparison:

Kent State	11	Buffalo	32
Toledo	5	Central Michigan	11
Miami	15	Eastern Michigan	20
Akron	11	Western Michigan	14
Bowling Green	22	Northern Illinois	24

# House Bill 49

- 2018-19 State of Ohio operating budget froze tuition and fee increases for Universities and regional campuses with multiple exceptions, including Career Services.
- Incentivizes Universities to invest in experiential learning and career development skills for students.

# Investing in Career & Leadership Development Proposal

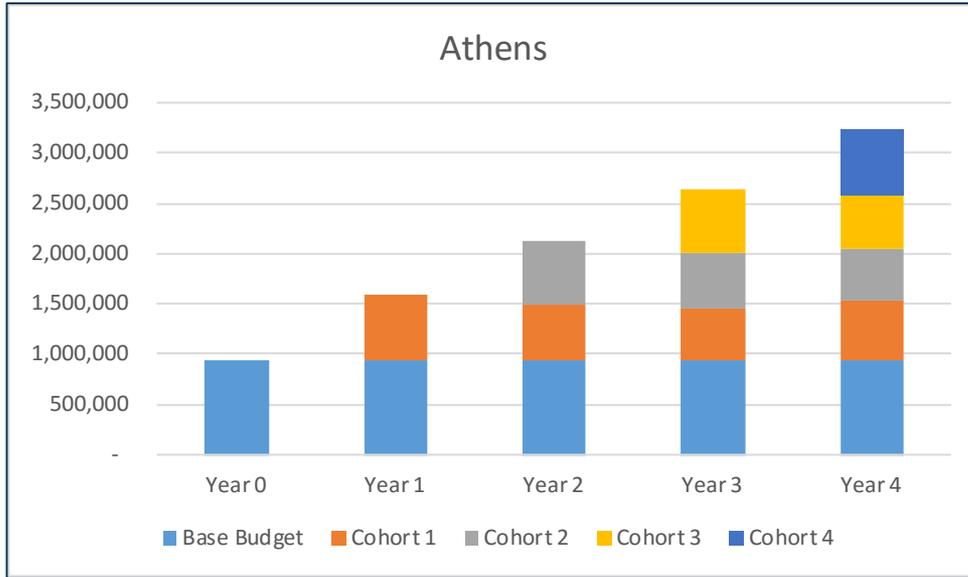
**\$6.00 per credit hour fee for new students**

## Guiding Principles

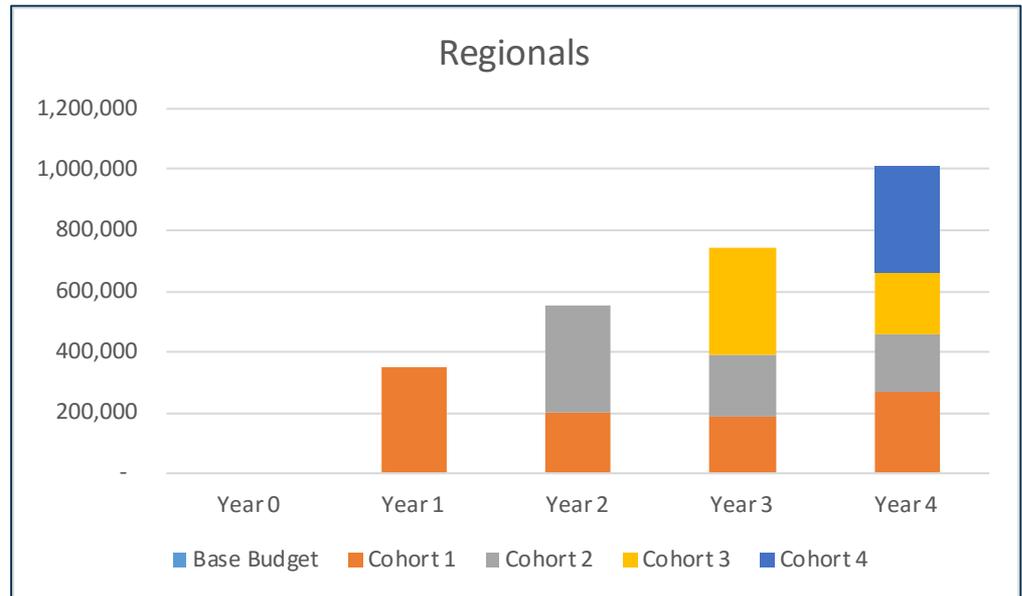
- Supports our Strategic Pathways
  - Diversity & Inclusion
  - Community Engagement
  - Honors
- Expands resume-building opportunities
  - Experiential Learning
  - Internships
  - Micro-credentialing
- Measureable by data and assessment

# Financial Impact

\*Before changes to salary and fringe benefits



\*



# Student Impact

- Creates infrastructure to complete our vision of student engagement opportunities for all Athens and Regional Campus undergraduate students
  - Internship funding
  - Micro-credentialing
- Career & Leadership support embedded in every college
- Career & Leadership support focused on at-risk and strategic populations

# Resolution

- Today:
  - Approval of a Career Fee
  - Approval of the amount – \$6.00/credit hour
- Next steps:
  - DHE approval
  - Board update in March on detailed program and spending proposal

# Questions?



# Career Fee Resolution

**FISCAL YEAR 2018-19  
OHIO UNIVERSITY  
ACADEMIC YEAR 2018-19 CAREER FEE**

**RESOLUTION 2018 --**

**WHEREAS**, the appropriate planning and consultations within the University have been completed, resulting in the recommendation to establish a Career Fee for Ohio University's undergraduate students attending Athens Main and Regional Higher Education campuses; and

**WHEREAS**, the proposed Career Fee is consistent with the legislative mandates on the establishment of undergraduate fees set forth in Am. Sub. H.B. 49, passed by the 132<sup>nd</sup> General Assembly; and

**WHEREAS**, the establishment of Ohio University's Career Fee must be reviewed and approved by the Chancellor of the Ohio Department of Higher Education.

**NOW THEREFORE, BE IT RESOLVED** that the Board of Trustees approves the establishment of a \$6 per credit hour undergraduate Career Fee consistent with the attached Exhibit A, effective Fall Semester 2018, subject to approval by the Chancellor of the Ohio Department of Higher Education.

# The OHIO Guarantee for RHE

## Extending the OHIO Guarantee for RHE:

The OHIO Guarantee for Regional Higher Education (RHE) extends the promise of The OHIO Guarantee™ to include degree-seeking students enrolled at OHIO's regional campuses. This expansion assures students and their families a set of comprehensive rates for the pursuit of an undergraduate degree at OHIO on the Athens campus and all regional campuses.

*The Ohio Guarantee for RHE Principles*

# The OHIO Guarantee for RHE

## Key Principles:

As an extension of the OHIO Guarantee, the RHE program mirrors the already approved Athens program as much as possible, with these assumptions:

- All students will be placed in a level-rate cohort which is established based on the first semester of degree-seeking enrollment (fall or spring semester, excluding summer semester) at Ohio University.
- Charges for students in a guaranteed program will be assessed according to the guaranteed rate table, as approved by the Board of Trustees, appropriate to the student's campus of enrollment and cohort.

# The OHIO Guarantee for RHE

## Coordination with The OHIO Guarantee:

- Currently all RHE degree-seeking students that started after Fall of 2015 are placed in The OHIO Guarantee Cohort. At any time those students take Athens based courses, they are charged the Ohio Guarantee level-rate costs for their respective cohort.
- The RHE extension of The Guarantee will maintain the existing program, but also charge the student the appropriate level-rate costs for RHE classes.
- This allows the students to have flat-rate costs, regardless of the campus they attend corresponding to their cohort.

# The OHIO Guarantee for RHE

## Other Principles

All other key provisions for The OHIO Guarantee will apply to the RHE cohorts, including:

- Length of each cohort- 4 years, 12 consecutive semesters
- What is included- Students may complete as many hours, undergraduate majors, minors, certificates or degrees as wanted within the 4 years.
- Fees included – All instructional fees, general fees, SIS, network, security, individual course (with a few exceptions), and graduate application are included in their established level-rate cohort costs.
- Less than full-time students- Students in The OHIO Guarantee who take less than a full-time course loads, will pay an hourly, pro-rated amount based on the full-time guaranteed cohort rate based on the established level-rate table that is appropriate.

# The OHIO Guarantee for RHE

## Exceptions

All other key exceptions already in place for The OHIO Guarantee will apply to the RHE cohorts, including:

- Length of cohort- under certain conditions, a students cohort may be extended beyond 12 semesters for things such as being called to active military duty, reasonable accommodation for disability or medical conditions, approved internships, etc.
- Identified programs of longer than 4 years- Students in programs that have been identified to the Ohio Department of Higher Education as requiring more than 128 hours to complete will automatically receive an additional 13<sup>th</sup> semester of the Guarantee.
- High cost programs like the equestrian program, costs for external certifications, activity fees, pass-through fees, etc. remain outside of The Ohio Guarantee

# The OHIO Guarantee for RHE

## Next Steps

- The Board of Trustees considers the resolution to adopt the OHIO Guarantee Principles as attached in Exhibit A.
- The President submits the Ohio Guarantee Principles to the Chancellor of the Ohio Board of Regents for approval in accordance with the requirements of Ohio Revised Code Section 3345.48. Upon approval, the program shall be implemented beginning with the 2018-19 academic year.
- Fee tables will be brought forward to BOT for approval in March
- The Implementation Team will continue to provide and create the necessary planning, support and infrastructure to successfully expand The Ohio Guarantee to RHE.

# The OHIO Guarantee for RHE

Conversation / Questions

# OHIO Guarantee for Regional Higher Education Resolution

## THE OHIO GUARANTEE PROGRAM FOR REGIONAL HIGHER EDUCATION

### RESOLUTION 2018 –

**WHEREAS**, the Ohio General Assembly enacted Sub. H. B. No. 59, effective September 29, 2013 and codified as Revised Code Section 3345.48, providing this Board with the authority to establish The OHIO Guarantee Program; and

**WHEREAS**, The OHIO Guarantee Program was implemented with the 2015-16 academic year following adoption by this Board of Resolution No. 2014 – 3378 and approval of The OHIO Guarantee Program Principles by the Chancellor of the Ohio Board of Regents; and

**WHEREAS**, University leadership as part of the FY2019 budget planning process has investigated and is recommending the Board adopt the extension of the same framework of cohort-based, level-rate tuition and fees to the regional campus system, to be called The OHIO Guarantee Program for Regional Higher Education.

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

**BE IT FURTHER RESOLVED** that the President is directed to submit these Principles to the Chancellor of the Ohio Department of Higher Education for approval in accordance with the requirements of Ohio Revised Code Section 3345.48, and the President is authorized to modify the Principles as recommended by the Chancellor;

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



## **Interoffice Communication**

**Date:** January 2, 2018

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

**From:** Office of the Executive Vice President and Provost  
Craig Cornell, Senior Vice Provost for Strategic Enrollment Management

**Re:** **The Strategic Enrollment Management Plan, 2017-2023**

The presentation will focus on the draft Strategic Enrollment Management Plan, 2017-2023 and the ways in which the institution is positioning itself in a highly competitive marketplace to meet the enrollment goals.

Highlights include:

- An overview of the key points of the document and a reminder of the development timeline
- Enrollment goals for all populations and a conversation comparing how budget planning and enrollment goals have been and will be handled at the University

We look forward to an open conversation and the opportunity to get your feedback and address your questions.

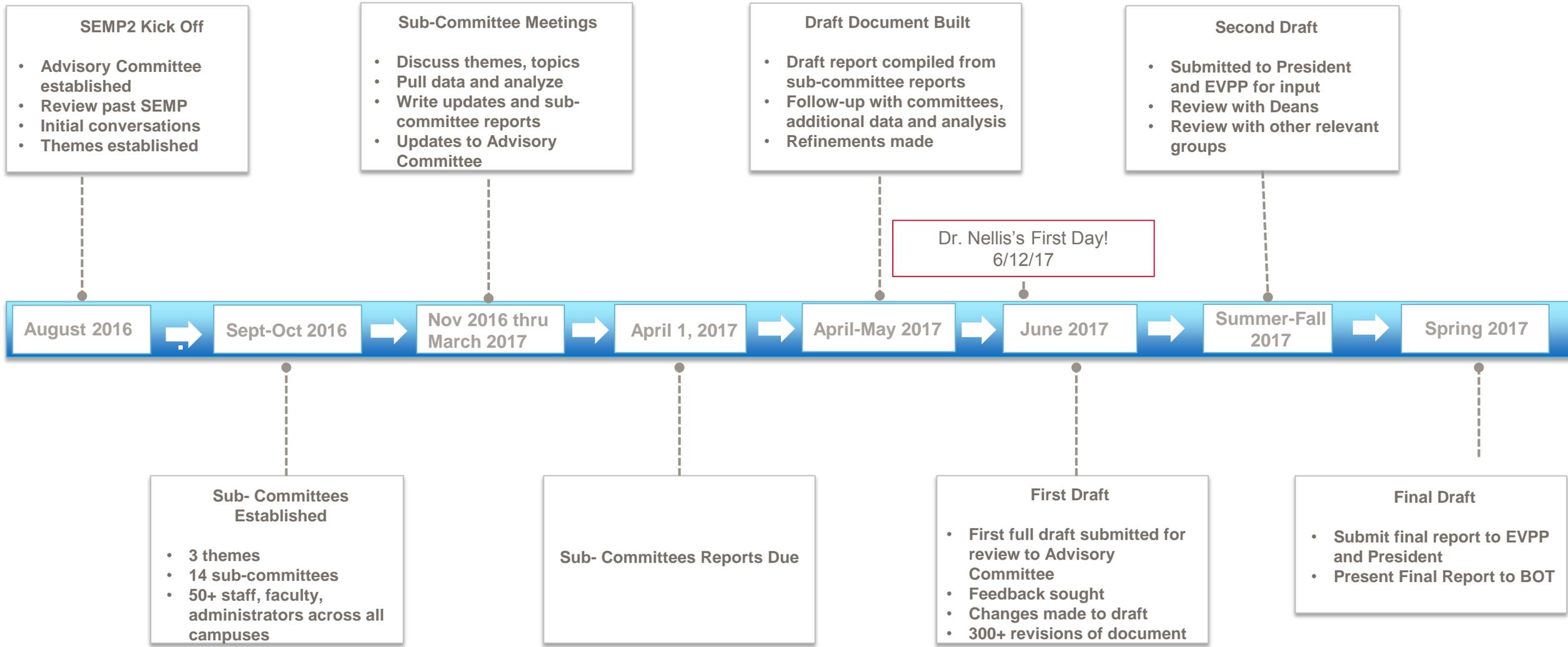
January 18, 2018

# **Strategic Enrollment Management Plan 2017-2023**

**Tab #; pg**

# Strategic Positioning

## The Strategic Enrollment Management Plan, 2017-2023



# Strategic Positioning

The Strategic Enrollment Management Plan, 2017-2023 - Major Themes

Three main highlights from the document will be presented:

1. **Sustain- *Access and Excellence*** – Our dual mission of access and excellence is the hallmark of OHIO’s identity. Intense competition within the enrollment arena and the fact that we are close to capacity on the Athens campus mean that significant growth there should not be expected.
2. **Grow- *Leveraging for Success*** – Our expanding footprint across the state and commitment to growing our online educational modalities, as well as our OHIO for Ohio strategy, should result in growth across the entire system.
3. **Key Enrollment Strategies, Opportunities and Barriers to Meet Enrollment Goals** – Efforts will be focused on the ways to achieve our goals and overcome the barriers to those goals.

# Strategic Enrollment Management Plan 2017-2023

Table 4. New Freshmen Enrollment Goals 2018-2023 at the Athens Campus

	2015	2016	2017	2018*	2019*	2020*	2021*	2022*	2023*
In-State Enrollment	3,756	3,789	3,529	3,627	3,640	3,650	3,660	3,670	3,680
Out-of-State Enrollment (including international)	667	535	516	565	575	585	595	605	620
<b>Total New Freshmen Enrollment</b>	<b>4,423</b>	<b>4,309</b>	<b>4,045</b>	<b>4,192</b>	<b>4,215</b>	<b>4,235</b>	<b>4,255</b>	<b>4,275</b>	<b>4,300</b>

\*projected

# Strategic Enrollment Management Plan 2017-2023

## Enrollment and BPC Projections

BPC Enrollment Projections vs. SEMP Goals

Budget Planning Assumptions

Freshman Cohort for Budget Planning	Actual 2015	Actual 2016	Actual 2017	Budget 2017	Projected 2018	Projected 2019	Projected 2020	Projected 2021
In-State	3,756	3,774	3,529	3,574	3,449	3,366	3,346	3,311
Out-of-State	667	535	516	535	535	535	535	535
<b>Total- BBC Planning</b>	<b>4,423</b>	<b>4,309</b>	<b>4,045</b>	<b>4,109</b>	<b>3,984</b>	<b>3,901</b>	<b>3,881</b>	<b>3,846</b>

SEMP Goals	Actual 2015	Actual 2016	Actual 2017		Goal 2018	Goal 2019	Goal 2020	Goal 2021
In-State	-	-	3,529		3,627	3,640	3,650	3,660
Out-of-State	-	-	516		565	575	585	595
<b>Total- SEMP Goals</b>	<b>-</b>	<b>-</b>	<b>4,045</b>		<b>4,192</b>	<b>4,215</b>	<b>4,235</b>	<b>4,255</b>

<b>DIFFERENCE- BPC vs. SEMP</b>	-	-	-		<b>208</b>	<b>314</b>	<b>354</b>	<b>409</b>
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# Strategic Enrollment Management Plan 2017-2023

Table 14. Enrollment Goal Projections 2018-2023 – Ohio University (unduplicated counts by row)

	2015	2016	2017- Fall Census	2018*	2019*	2020*	2021*	2022*	2023*
Total Athens Undergraduates	17,789	17,983	17,692	17,772	17,613	17,605	17,714	17,730	17,745
Total Graduate Students (Athens, Online, Outreach, Dublin)	5,024	5,186	5,296	5,534`	5,593	5,652	5,711	5,765	5,824
Osteopathic Medicine (includes Dublin and Cleveland Campuses)	712	815	924	980	1,007	1,023	1,030	1,036	1,036
Total Regional Campuses	7,332	6,851	6,483	6,679	6,851	6,900	7,100	7,200	7,200
Total Undergraduate eLearning	6,015	6,032	5,628	6,751	7,286	7,500	7,600	7,700	7,800
<b>Total Ohio University Enrollment</b>	<b>36,872</b>	<b>36,867</b>	<b>36,023</b>	<b>37,716</b>	<b>38,350</b>	<b>38,680</b>	<b>39,155</b>	<b>39,431</b>	<b>39,605</b>

\*projected

# Strategic Enrollment Management Plan 2017-2023

Populations of Focus – In addition to the large populations outlined on the previous slide (graduate, regional campuses, etc.) there are also distinct student population goals outlined that align with our core mission that we closely track and present on regularly, including:

- Freshman and Transfer Students
- Multicultural Students
- International Students
- Veteran and Military Students
- Retention Goals
- Student Academic Quality Goals

# Strategic Enrollment Management Plan 2017-2023

Conversation / Questions

# Strategic Enrollment Management Plan 2017-2023

## Possible Questions:

- Do you believe the over-arching principles in the document align with your vision of the Institution moving forward as the Board of Trustees?
  - In-state, Out-of-state, international, eLearning goals
  - Net revenue per student / discount
  - How to grow non-traditional enrollments while maintaining current
  - Maintaining and enhancing qualitative metrics
- Are there additional principles?
- Is there anything in the SEMP that caused you to pause and question?

*FINAL DRAFT*

*Ohio University*

*Strategic Enrollment Management Plan*

*2017-2023*

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

*-Ohio University Vision Statement*

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## TABLE OF CONTENTS

---

<b>Executive Summary .....</b>	<b>4-5</b>
<b>SECTION 1. Background of Enrollment Planning at Ohio University .....</b>	<b>6-7</b>
1.1 Preamble .....	6
1.2 Strategic Enrollment Management at Ohio University .....	6
1.3 The Development of this Document and the Strategic Enrollment Planning Process of Ohio University .....	6-7
<b>SECTION 2. Key Historic Enrollment Metrics .....</b>	<b>8-9</b>
2.1 Historic Enrollments at Ohio University .....	8
2.2 Student Retention Rate .....	8-9
2.3 New Student Academic Preparedness .....	9
<b>SECTION 3. Significant Influences on the Enrollment Planning Process .....</b>	<b>10-19</b>
3.1 State Share of Instruction and Enrollment Tuition Revenues .....	10-12
3.2 Future Demographic and High School Senior Projections .....	12-14
3.3 Competition .....	14
3.4 Reputation, Brand Identity, Marketing Message .....	14-15
3.5 Price Sensitivity and Student Affordability .....	16-17
3.6 College Credit Plus (CC+) .....	17-18
3.6.1 Student Course Enrollments as a Result of CC+ .....	18
3.6.2 Student Characteristics and Behavior as a Result of CC+ .....	18-19
<b>SECTION 4. Sustaining OHIO's Access and Excellence .....</b>	<b>20-26</b>
4.1 New Freshmen Enrollment Goals at the Athens Campus .....	20-21
4.2 New Transfer Enrollment Goals at the Athens Campus .....	21
4.3 New Multicultural and Underrepresented Student Enrollment Goals at the Athens Campus .....	21-22
4.4 New International Student Enrollment Goals .....	22
4.5 Veteran and Military Student Enrollment Goals .....	22-23
4.6 Graduate Student Enrollment Goals .....	23
4.7 Regional Higher Education (RHE) Enrollment Goals .....	24
4.8 eLearning Enrollment Goals – Undergraduate Bachelor Degree Completion Programs .....	24
4.9 Retention Goals at the Athens Campus .....	25
4.10 Student Academic Quality Goals at the Athens Campus .....	25-26
4.11 Overall System Enrollment Goals .....	26
<b>SECTION 5. Opportunities for Enrollment Growth to Leverage Success .....</b>	<b>27-28</b>
5.1 New Program Development – eLearning and Hybrid Educational Modalities .....	27
5.2 OHIO for Ohio .....	27-28
5.3 Regional Higher Education Opportunities .....	28
5.4 eLearning Redesign Task Force .....	28
<b>SECTION 6. Key Enrollment Strategies, Barriers and Opportunities to Meet Enrollment Goals .....</b>	<b>29-33</b>
6.1 Central University Commitment and Support .....	29
6.2 State Initiatives Affecting Enrollment .....	29-30
6.3 Regional Higher Education- Overall Challenges to RHE .....	30
6.4 Competitive Pressures on Enrollment .....	30-31
6.5 Efficacy of the OHIO Guarantee .....	31-32
6.6 Innovation and Systems Impact for Enrollment across Campuses .....	32
6.7 Investments and Experimentation .....	32
6.7.1 Investments and Experimentation- Enhanced Data Analytics .....	32-33

6.8 Central vs. Decentral Efforts and Coordination.....	33
6.9 Coordination with Planning Efforts across the University.....	33
<b>SECTION 7. Key Recruitment Strategies to Meet Enrollment Goals .....</b>	<b>34-38</b>
7.1 Overall Recruitment Strategies across All Populations .....	34-36
7.2 Specific Recruitment Strategies for Undergraduate Athens Students.....	36
7.2.1 Freshman Students.....	36
7.2.2 Transfer Students .....	36
7.2.3 International Students.....	36-37
7.2.4 Multicultural Students.....	37
7.3 Online Students.....	37
7.4 College Credit Plus Students .....	37
7.5 Graduate Students .....	33-38
<b>SECTION 8. Conclusion.....</b>	<b>39</b>
<b>Appendices.....</b>	<b>40-43</b>
Appendix A - Current Online Undergraduate Degree Completion Programs.....	40
Appendix B - References.....	41
Appendix C - Acknowledgements .....	42-43

This document lays out a framework through which Ohio University will strive to maintain the record-setting enrollments of the past decade while moving forward to achieve new goals identified in a yearlong strategic planning conversation involving a broad spectrum of campus participants. The paths forward are not easy ones and a series of important decisions will face university leaders in the years ahead. The rapidly changing landscape for higher education, new forms of competition, demographic changes, the commitment to affordability, and a range of external political, social, and economic factors promise to deliver significant challenges to our planning efforts. This document argues that innovation in enrollment management will be necessary as these pressures affect a university with a proud history of success as a traditional institution of higher learning. This approach, as outlined in this document will include:

- A sustained commitment to our core educational values and historical presence as a premier educational institution;
- A continued investment in efforts to enhance our educational offerings to different venues (Dublin, Cleveland, Beavercreek), different constituencies (international students, adult learners), different campuses (Athens and Regional Higher Education), and different modalities (traditional, hybrid, online); and,
- A recognition of the critical need to further invest in the institutional capacity to successfully lead our marketing, recruitment and student success efforts as we navigate the known and unknown challenges that will occur over the life of this document.

We face rising pressures to differentiate ourselves in the rapidly changing market of higher education. To do this, we will need clarity in branding that supports vision, mission and strategy, followed by effective marketing, enhanced technologies, highly personalized services, segmented and customized communications, and expanded locations. Without the support to move these initiatives forward, and the funding to do so, we will see steep declines in our overall enrollments, revenues, and more importantly our impact and reputation as an institution. This document attempts to articulate the challenges and change necessary for OHIO to sustain its enrollment success by defining:

1. The number, nature, and diversity of our desired student profile for all of venues and campuses;
2. The priority of recruiting markets nationally and internationally;
3. Resources, support systems and decision-making authority required to invest in a comprehensive targeted enrollment strategy.

OHIO's ability to achieve the enrollment goals as outlined in this document can be achieved through:

- **Brand and Marketing Enhancements**
  - **Clarity of Brand** - It is imperative that we clearly articulate our value proposition and hold to our core commitments to access and success.
  - **One voice for marketing OHIO's brand**- It is equally imperative that we have one voice that delivers this consistent core proposition to the many markets in which we recruit.
- **Academic Programming**
  - Identify the academic programs we seek to grow or highlight in the various markets and support college, school and program-specific opportunities.

- Identify and establish pathway programs from high schools and with partner universities to augment the direct recruitment program (e.g. College Credit Plus, summer, dual-degrees, ESL, blended on-line).
- **Domestic and International Student Support**
  - Identify the additional support and academic services required for future incoming students as a more diversified student base is achieved.
- **Support for Strategic Enrollment Management to Achieve OHIO Recruitment Goals**
  - **President Nellis' Engagement-** Dr. Nellis and the Office of the President have expressed a keen desire to support recruitment, partnerships, and student success efforts wherever feasible. Effectively using the presence of the President and the impact of his office more fully in outreach activities and student recruitment events will strengthen the enrollment process and enhance our efforts to meet the goals outlined in this document.
  - **Effective Coordinated and Co-Created Enrollment Efforts-** It is imperative that central office and academic units work in tandem, in accordance with aligned priorities that are articulated and supported at all levels of leadership. This will allow us to balance most effectively the localized needs and priorities with the overall University strategy, covering all ranges of enrollment management--from marketing, to communications, to student support and matriculation.
  - **University Support-** The University will need to plan for and support the investment of resources necessary to meet the increasing costs associated with recruiting across all modalities in a highly challenging market-driven competitive environment. This includes adopting a more streamlined capacity to deftly adjust to the changing environment that is not tied to the fiscal year budgetary process. We also need to build stronger campus-wide recognition of the rising costs of identifying, recruiting and retaining students.
  - **Partner in Decision-Making-** As the University's central office for enrollment planning for the University, the Strategic Enrollment Management Office must continue to be a part of the conversations, strategic planning and leadership decisions across the University.

OHIO has risen to national attention with its overall impact and enrollment success in recent years. This success was achieved through a very clearly co-developed and supported strategy at all levels of the institution. The benefits of that strategy have been tangible in staff morale, student engagement, expanded footprint and institutional reputation. This document outlines the ways through which OHIO will be able to build upon a sustained national and international prominence and competitiveness as a preferred destination for higher education.

### 1.1 Preamble

OHIO's first Strategic Enrollment Management Plan (SEMP, 2010-2016), outlined an array of strategies that combined to drive the University's enrollments to record numbers in nearly every targeted category. According to the Chronicle of Higher Education<sup>1</sup>, these results placed OHIO as the 19<sup>h</sup> fastest growing institution in the United States for the decade of 2005-2015.

This subsequent plan builds on OHIO's previous success, harvesting the knowledge gained in recent years to set a path for the University to follow through the immense challenges anticipated in the coming years. With the rapid rise of highly competitive markets for both traditional and online education, the continued uncertainty of state support and ongoing upheavals in international education, OHIO, like nearly every other public university, faces critical challenges. The goal of this plan is to offer a broad map for how to build a student body that meets these challenges while expressing and advancing our mission as an institution distinguished by its focus on access, excellence, and transformational education.

A Strategic Enrollment Management Plan is much more than a set of tactics for filling classrooms. In the pages that follow, this plan details the most important aspirations of the University as it sets forth goals and strategies that express and shape who we are and what we do. Access. Affordability. Diversity. Student Success. Academic Excellence. Regional Investment. Global Impact. Outreach to Adult Learners. Support for Veterans. Each of these values is a focal point in the pages that follow. Taken together, they express a vision for what OHIO wants to be and how it is going to get there.

In the end, this report will assert that OHIO must focus on its core strength and identity as a comprehensive residential university with excellent academic programs and a faculty that is dedicated to engaging our students in a transformative learning experience. At the same time, the University must both continue and hasten its expansion into new modes of instruction and new geographic and demographic markets in order to sustain and enhance our core strengths.

### 1.2 Strategic Enrollment Management at Ohio University

The Office of Enrollment Management, established in 2008 and re-defined as the Office of Strategic Enrollment Management in 2015, developed the first Strategic Enrollment Management Plan (SEMP) in 2010. The 2010 SEMP articulated enrollment goals, strategic priorities, and metrics for broader University planning efforts across campus. These efforts led to almost a decade of record year-over-year university-wide enrollments. The University began the process of generating a new plan for the years ahead during the 2016-17 school year with a renewed awareness of the importance and complexity of the task before us.

### 1.3 The Development of this Document and the Strategic Enrollment Planning Process at Ohio University

Throughout the 2016-17 academic year, college and University leaders, faculty and staff engaged in multiple conversations, analyzed data, and reviewed the inaugural SEMP to determine the overall structure of this document. The SEMP Advisory Committee first established an overall framework. A broader set of faculty, staff and subject-matter experts were then organized into several sub-committees to review data, discuss issues at hand, and develop reports relative to their areas of consideration. Throughout these conversations, the groups shared a consistent appreciation for the University's progress since the original SEMP, a knowledge of how best to align this process with other strategic planning efforts at the University, and an acknowledgement of the

highly competitive, heavily regulated challenge of recruiting and retaining students in today's and tomorrow's dynamic higher education environment.

## SECTION 2: KEY HISTORIC ENROLLMENT METRICS

### 2.1 Historic Enrollments at Ohio University

Ohio University's Athens campus, regional campuses, and overall system reached record enrollments at some point during the six years covered by the 2010-2016 SEMP (see Table 1 below). In several areas, record outcomes were exceeded in the very next year.

Table 1. Ohio University Enrollment (Fall Terms) - Unduplicated

	2010*	2011*	2012	2013	2014	2015	2016
New Freshmen Total	3,976	3,883	3,888	4,244	4,379	4,423	4,309
New Transfer Total	495	540	582	518	545	563	545
<b>Undergraduate</b>							
Undergraduate Total – Athens	17,361	17,194	16,850	17,159	17,449	17,789	17,983
eLearning – undergraduate	3,200	4,315	5,670	6,150	5,931	6,015	6,032
<b>Graduate</b>							
Graduate- Athens	3,645	2,606	2,548	2,722	2,715	2,601	2,584
Graduate – Dublin	-	-	-	-	-	39	100
Graduate – Outreach	-	1,448	584	541	509	419	397
Graduate – Online	-	-	1,072	1,480	1,812	1,965	2,105
Medical (all campuses combined)	467	492	513	539	610	712	815
<b>Total Regional</b>							
Total Regional	8,810	8,310	8,029	7,592	7,467	7,332	6,851
<b>Total System Enrollment</b>							
Total System Enrollment	33,483	34,365	35,266	36,183	36,493	36,872	36,867

NOTE: The apparent disruption in Graduate-Athens enrollment is an artifact of data management changes. Fall 2010 and fall 2011 are pre-PeopleSoft data. In these terms, any eLearning graduates would be classified under Graduate Athens Main Campus (fall 2010) or Graduate Outreach (fall 2011). In fall 2010, Athens Main Campus includes: Athens Main Campus Continuing Ed., Athens off campus (Hong Kong), Pickerington Upper Division (Athens), Proctorville Upper Division (Athens). Fall 2010 eLearning includes Independent Distance Learning and Ohio University Distance Learning.

### 2.2 Student Retention Rate

In addition to overall enrollment, another key metric is the retention rate, the percentage of a freshman class of students who return for a second year. Retention is a focal point of university investment and a strong priority to our faculty and staff. It is also one of the clearest and most important representations of our effectiveness in helping students succeed. Strong retention rates can indicate broad student success and satisfaction.

From a financial perspective, retention increases demonstrate better stewardship of limited resources; it is less expensive to retain an existing student than it is to recruit a new one. Therefore, an institution's retention rate can affect not only its performance on success measures but also its financial strength.

Internal and external pressures can impact the retention rate just as they can affect new freshmen enrollments. Among the variables influencing retention are student preparedness, perceived quality of the academic and campus experience, and the affordability of the institution. Table 2 below reports the historical retention rate of OHIO's Athens campus. Of particular note is the fact that the entering class of 2015 saw OHIO's highest retention rate over the lifespan of the inaugural SEMP. Another noteworthy trend is the large increase in African-American, first-generation and international students this past year. Table 2 also includes the sophomore-to-junior and junior-to-senior retention rates, two metrics that will be tracked and analyzed along with the historic freshman-to-sophomore rate.

**Table 2. Ohio University Athens Campus Retention Rate by Entering Class year\***

	2010	2011	2012	2013	2014	2015	2016
Total Freshman to Sophomore Retention Rate	79.8%	78.9%	78.5%	80.1%	79.1%	81.5%	79.9%
Total Sophomore to Junior Retention Rate (of those returning as sophomores)	91.6%	90.7%	91.7%	90.8%	92.4%	92.4%	tbd
Total Junior to Senior Retention Rate (of those returning as Juniors)	93.6%	93.6%	94.7%	94.1%	94.1%	tbd	tbd

\*part-time and full-time students

### 2.3 New Student Academic Preparedness

One key predictor of students' future success is the academic preparedness of the entering freshman class. Table 3 below shows averages for each entering class on three key indicators of academic preparedness: ACT and SAT scores and high-school GPA. Remarkably, OHIO has been able to attract and enroll an increasingly high-quality student body while still growing overall enrollments to record levels.

**Table 3. Ohio University Athens Campus Student Academic Preparedness- Entering New Freshman Profile**

	2010	2011	2012	2013	2014	2015	2016	2017
Average Composite ACT	24.0	23.6	24.0	24.0	23.9	24.1	24.0	24.1
SAT Verbal + Math	1,105	1,078	1,096	1,089	1,092	1,101	1,103	1,097
Average High School GPA	3.38	3.33	3.40	3.42	3.43	3.46	3.48	3.54

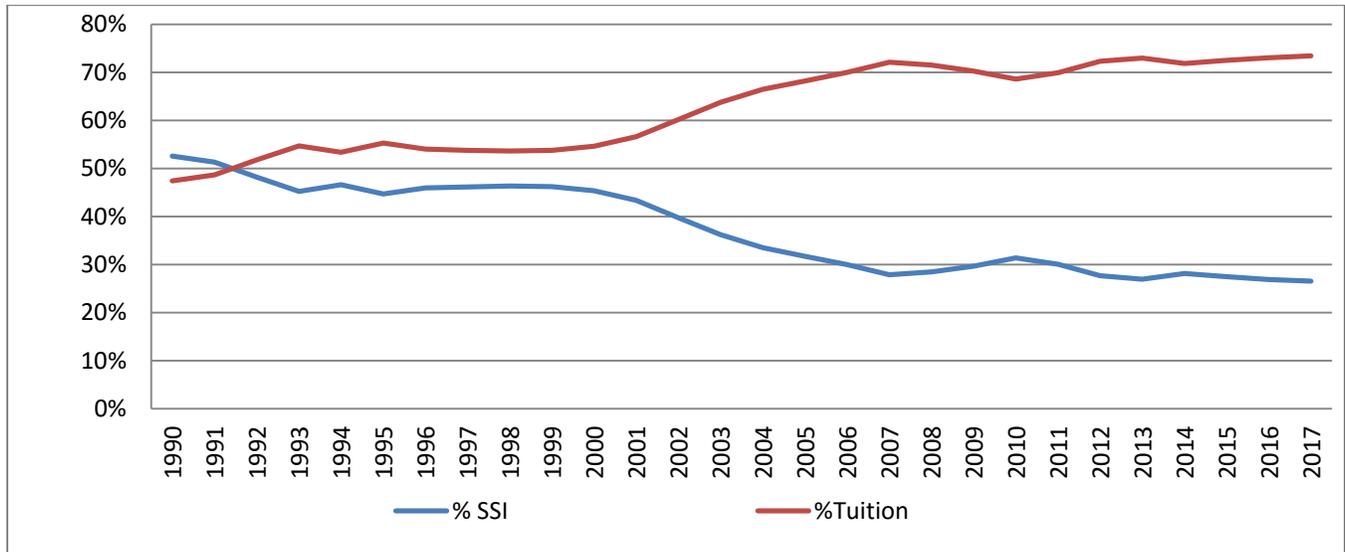
### SECTION 3: SIGNIFICANT INFLUENCES ON THE ENROLLMENT PLANNING PROCESS

Strategic enrollment planning is intended to help the University succeed amid the dynamic interplay of immediate and long-term influences in both internal and external environments. As such, this plan is presented as a long-term template that will be modified periodically to accommodate these changing influences. However, following are several over-arching conditions and issues that will have an enduring effect on institutional enrollment planning.

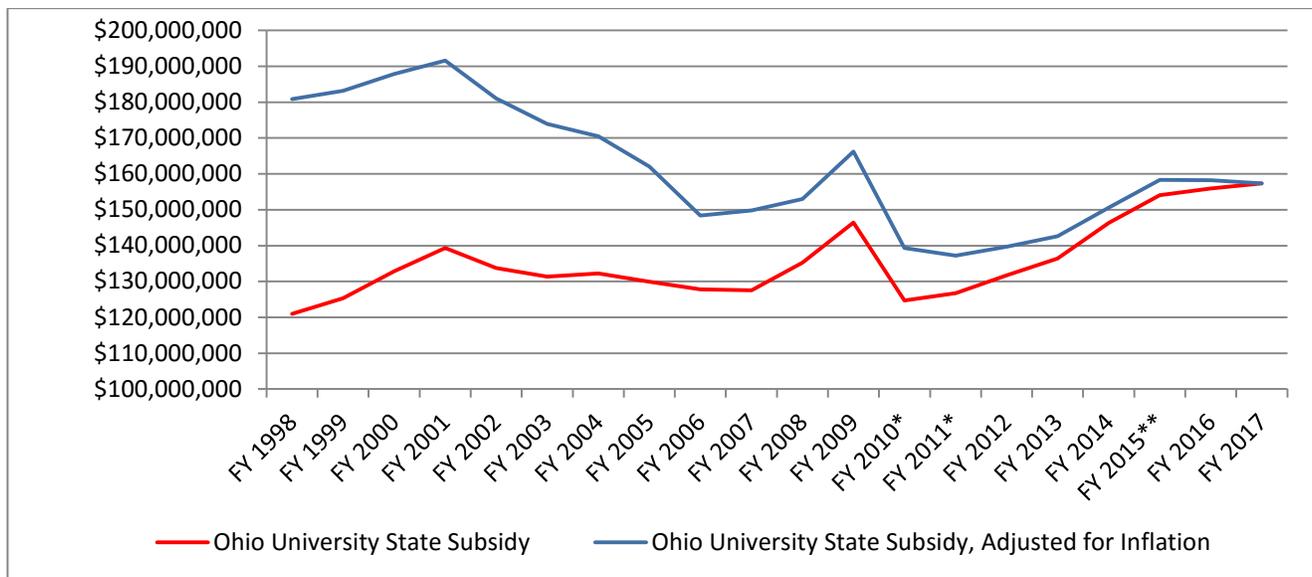
#### 3.1 State Share of Instruction and Enrollment Tuition Revenues

Although OHIO receives funding through means ranging from investment income to sporting-event ticket sales, its principal revenue sources are tuition dollars and subsidy from the State of Ohio in the form of the State Share of Instruction (SSI). These two sources combined accounted for approximately 75% of the University’s revenue budget in 2017. As such, decreases in either funding source immediately impact the university’s overall financial position and exert pressure on the other sources of income to make up the loss (see Graph 1 below). These two revenue streams tend to be interrelated, as the state government controls both allowable tuition increases and the scale and distribution of the SSI subsidy. The SSI both in real and adjusted dollars has risen slightly over the past few years at OHIO, but it is still below historical rates when adjusting for inflation (See Graph 2 below) and falls well below revenues generated from student enrollments in the form of tuition and fee dollars.

Graph 1. Proportion of University Budget Tied to Tuition and SSI



Graph 2. Ohio University State Share of Instruction (Subsidy) in Real and Adjusted Dollars



Increasing costs, along with decreasing SSI per student, have created an additional pressure to enroll and retain students. While enrollments increased to record levels between 2010 and 2016, revenue modeling and capacity analysis suggests that it would be unreasonable to increase on-campus enrollments at the rate necessary to meet fiscal needs. Graphs 3 and 4 below present a multi-year projection of Gross and Net Tuition (net of financial aid), by type of student, using key drivers for financial forecasting based on the enrollment projections outlined in this document. The tuition projections include a combination of the following forecast drivers:

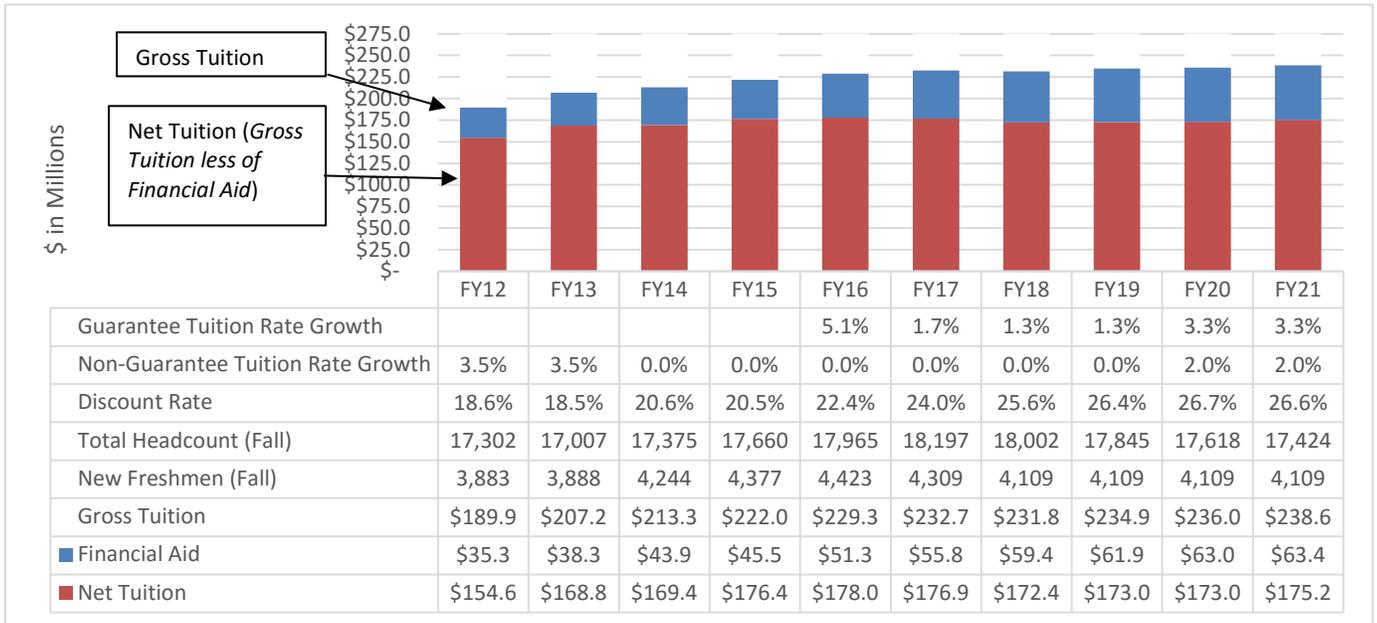
- Academic Activity: Headcount, FTE, or Credit Hours
- Tuition Rates
- Scholarships: Discount Rate, total amount of aid

Each student type has a unique set of forecast drivers. For example, the most appropriate measure of academic activity for tuition modeling of Athens undergraduate students is headcount, as 95% of Athens undergraduates are full-time students paying the full-time tuition rate. For regional campus students, the most appropriate measure of academic activity for tuition modeling is credit hour production, as regional campuses enroll a larger percentage of part-time students.

Similarly, each student type also has a unique set of planning assumptions. For example, the historical implementation of state tuition caps differed for undergraduate versus graduate students. Additionally, market pressures for undergraduate eLearning programs create different planning assumptions for tuition rate increases.

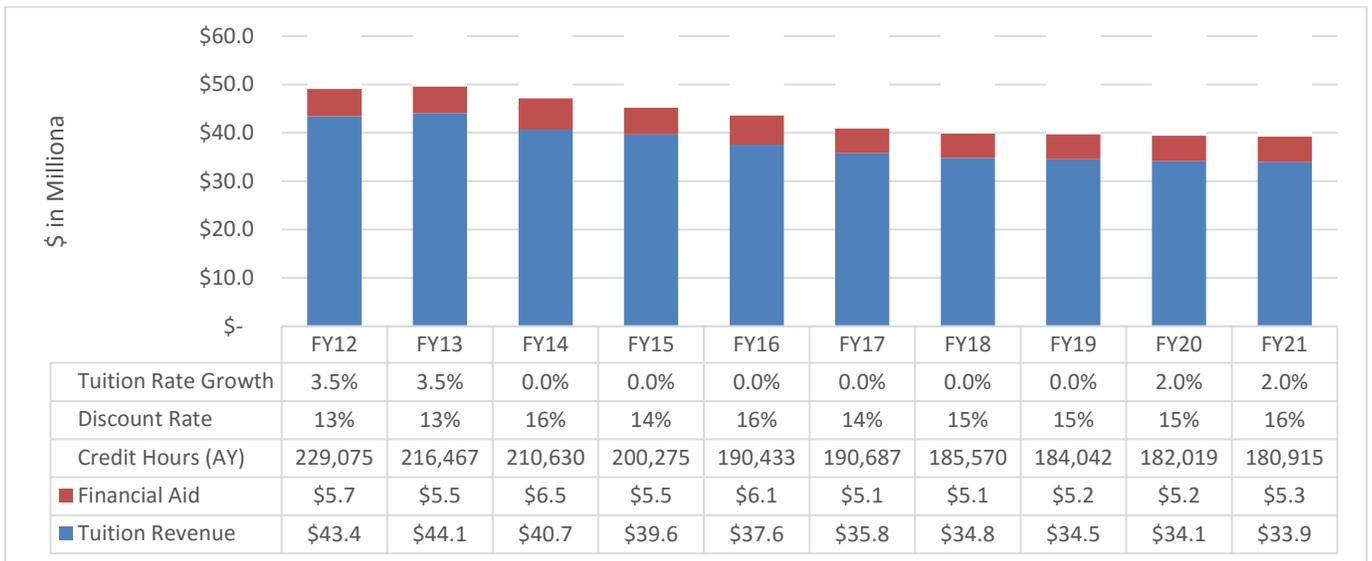
The planning assumptions also include projections for New Freshmen, or New Starts. This assumption is a key driver for projecting future years' enrollments from a budgetary perspective, as are projections of retention rates. It is important to note that these budget planning assumptions will not necessarily align with the enrollment goals and planning outlined in Section 4 of this plan. Rather, these enrollment numbers are used to build conservancy into budget models, in order to adjust for ebbs and flows in enrollment in any given year.

Graph 3. Athens Undergraduate Gross and Net Tuition



NOTE: Financial Aid and Discount Rate includes all forms of scholarship and grant aid given to students (OHIO Signature Award Program, Student-Athletic Aid, Grant and Foundation Dollars, College Awards, Tuition Fee Waivers, Graduate Stipends, College Credit Plus Differential, etc.)

Graph 4. Regional Campus Net Tuition

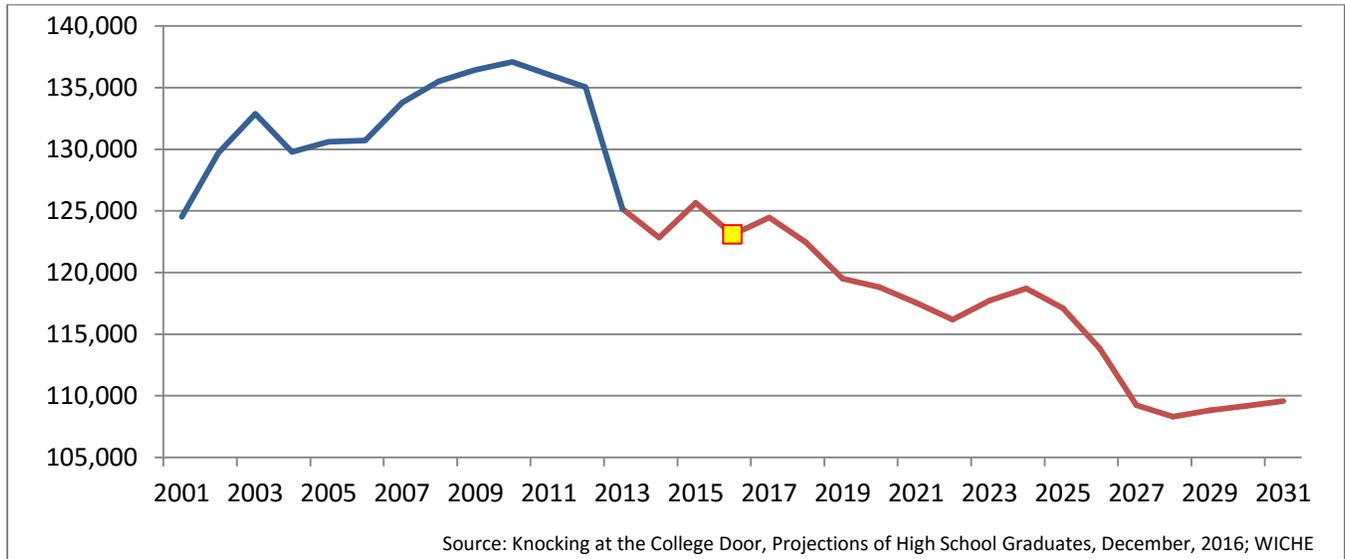


### 3.2 Future Demographic and High School Senior Projections

OHIO is bracing for changing demographics in the population of high school graduates. As in most other parts of the nation, Ohio’s high-school-age population is declining; the high-school graduation rate in Ohio is expected to decline by over 12% by 2030 (See Graph 5). Approximately 87% of the undergraduate population and roughly 50% of the graduate population of OHIO’s Athens campus are Ohio residents. This projection creates a series of recruitment challenges, as all colleges and universities in Ohio—and many institutions beyond Ohio’s borders—will be developing enrollment plans to compete for a smaller pool of students.

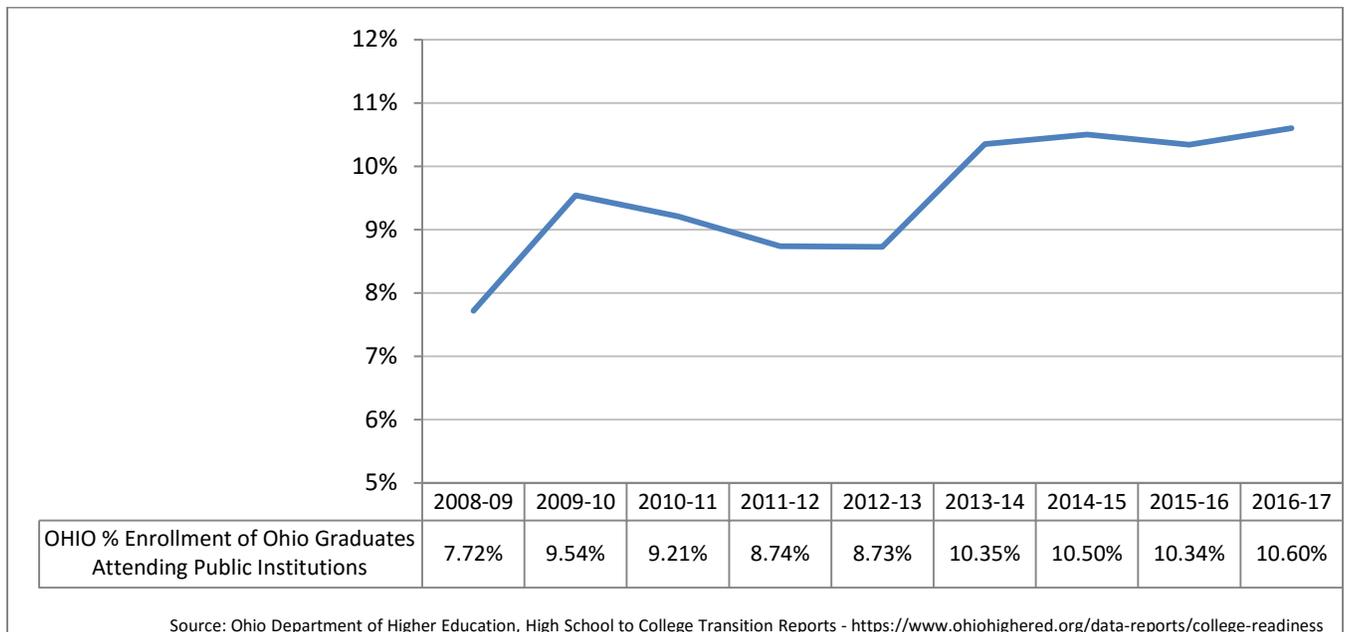
Demographics are not destiny, however. While the projected number of high-school is declining, mere population data do not take into account other college-choice behaviors, such as how many of those will choose to attend college or what colleges they will ultimately choose.

Graph 5. Past and Projected State of Ohio High School Graduates, 2001-2031

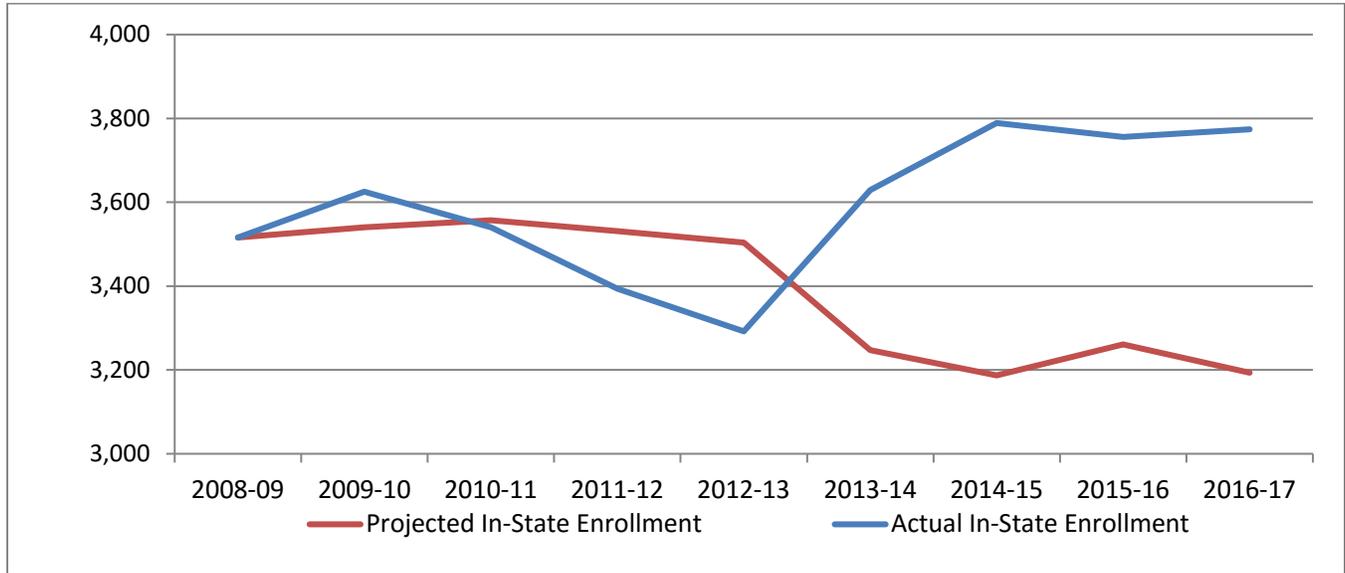


In fact, OHIO has successfully grown its overall in-state market share over the past several years, running counter to the graduation trend. Graphs 6 and 7 below show the extent to which OHIO has been able to both grow its overall market share of available students and enroll more students per year than the trend in Graph 5 would suggest. Despite this success, however, OHIO cannot become complacent; clearly, competitive pressures, state funding challenges, and student college-choice behaviors will continue to work against this continued success.

Graph 6. OHIO Percent Market Share of College Going First Time Students Attending Public Institutions in OHIO



Graph 7. **Projected and Actual Number of In-State Ohio High School Graduating Seniors in OHIO's Freshman Class, 2008-2016**



### 3.3 Competition

While most enrollment metrics begin with the *applicant* phase of the student lifecycle, there is also a need to be aware of the importance of the *prospect* and *inquiry* pools, which have been key to growing OHIO's applicant pool sufficiently to achieve its recent record enrollments. In fact, today's senior class prospect pool—nearly 300,000, secured through sources such as testing agencies, lead-generation services, and anonymous web traffic—is now three times the size of the same pool a decade ago; the inquiry pool (those who have taken some action to demonstrate interest in OHIO), has more than doubled to over 100,000 high-school seniors.

While such growth is desirable to the extent that it reflects OHIO's extended reach, the pools now contain a more diverse and diffuse population with a more tentative affiliation to the University, and that diversity makes conversion and yield (the ratio of students admitted to students enrolled) more difficult. Additionally, the increased pool size exposes the University to more significant overlap with both historical and new competitors.

Nationally, students are applying to more colleges<sup>2</sup>; the number of first-time freshmen who applied to more than six institutions was 36.3% in 2015. The number of institutions attended by students who applied to OHIO but ultimately chose to attend elsewhere has grown to more than 120, and the composition of that list has shifted in significant ways (see table 16, page 31) as peer institutions have worked to increase their market share of OHIO's typical applicant. Therefore, it is necessary to nurture affiliations and create meaningful differentiation in a crowded market in order to convert prospects to inquiries, inquiries to qualified applicants, and admits to enrolled students.

### 3.4 Reputation, Brand Identity, Marketing Message

Clarifying the University's brand promise and establishing a more stable market position is an imminent challenge in our efforts to maintain OHIO's current enrollments as well as to continue targeted growth in our core markets and strategic new growth as we seek to diversify our enrolled student population.

As OHIO's academic offerings and modalities have diversified, and as academic units have developed college-specific messaging and identities, the central University brand identity and, to some extent, our value proposition, has become less unified and less clear. The "It's You" campaign has not been consistently adopted at the University beyond the freshman recruitment marketing and brand-awareness campaign. Some graphic elements have been adopted by some units, but there is not unity of messaging around the four primary tenets of the campaign.

For the traditional population, OHIO's entry into The Common Application is bringing applicants with less brand awareness; sophomore and junior high school recruitment efforts, on the other hand, are extending the University's brand awareness into key markets at earlier ages (and increasing the length of time we have to maintain a marketing relationship with the traditional audience). Today, digital marketing is key to reaching existing and new audiences. Unfortunately, however, digital marketing is expensive and with limited resources requires diffusion of more traditional marketing efforts like radio and television ads, for example. In addition, the OHIO for Ohio initiative raises questions about clarity of brand identity for existing regional campuses and assertion of the OHIO brand in new communities (Beavercreek, Cleveland, etc.)

OHIO's market position is vulnerable to significant competition from universities that are focusing on more singular assertions of their brand and currently dominate the market. The continued collaborative efforts led by University Communications and Marketing (UCM) to articulate an umbrella brand for OHIO, will therefore be vital in accomplishing the enrollment goals outlined in this plan.

Though there have been significant efforts since 2006 to raise the university's profile at the local, national, and international levels, it is important to keep in mind that those efforts were the first-ever marketing/advertising campaigns on that scale in the University's 206-year history. OHIO *does* have a strong reputation from which it can build, and recent campaigns have contributed to brand awareness.

OHIO's existing reputation in the marketplace, including the brand-perception information it has, is based on traditionally targeted populations and the Athens campus. However, much of the growth opportunity for OHIO exists among new demographic and geographic populations. OHIO needs to study its market position and brand perceptions among these populations. Some of this intelligence may exist at the program level for certain online programs, but especially in the degree-completion sphere, it will be important to understand the key drivers and core messages for this audience at the institutional level.

Reputation, especially as it relates to rankings, is a topic of increasing interest and scrutiny in the higher-education sector. Rankings can be definitively influential in recruiting certain targeted populations, including international students. It is possible that, for some academic units that are trying to break into new geographic/demographic markets, there are many factors, real or perceived, that could present an insurmountable liability to growth.

Marketing is expensive, returns can be slow, and real or perceived competition can drive up costs in OHIO's anticipated areas of targeted enrollment growth. Over the life of this enrollment plan, the University will need to embrace a university-wide marketing strategy and an associated investment should be dedicated to achieve success in the multi-faceted goals outlined in this plan. OHIO will need to determine an appropriate marketing spend--sufficient to compete now for future students—and SEM and UCM will need to collaborate intensively to monitor opportunities for strategic investment, along with opportunity costs associated with lack of presence.

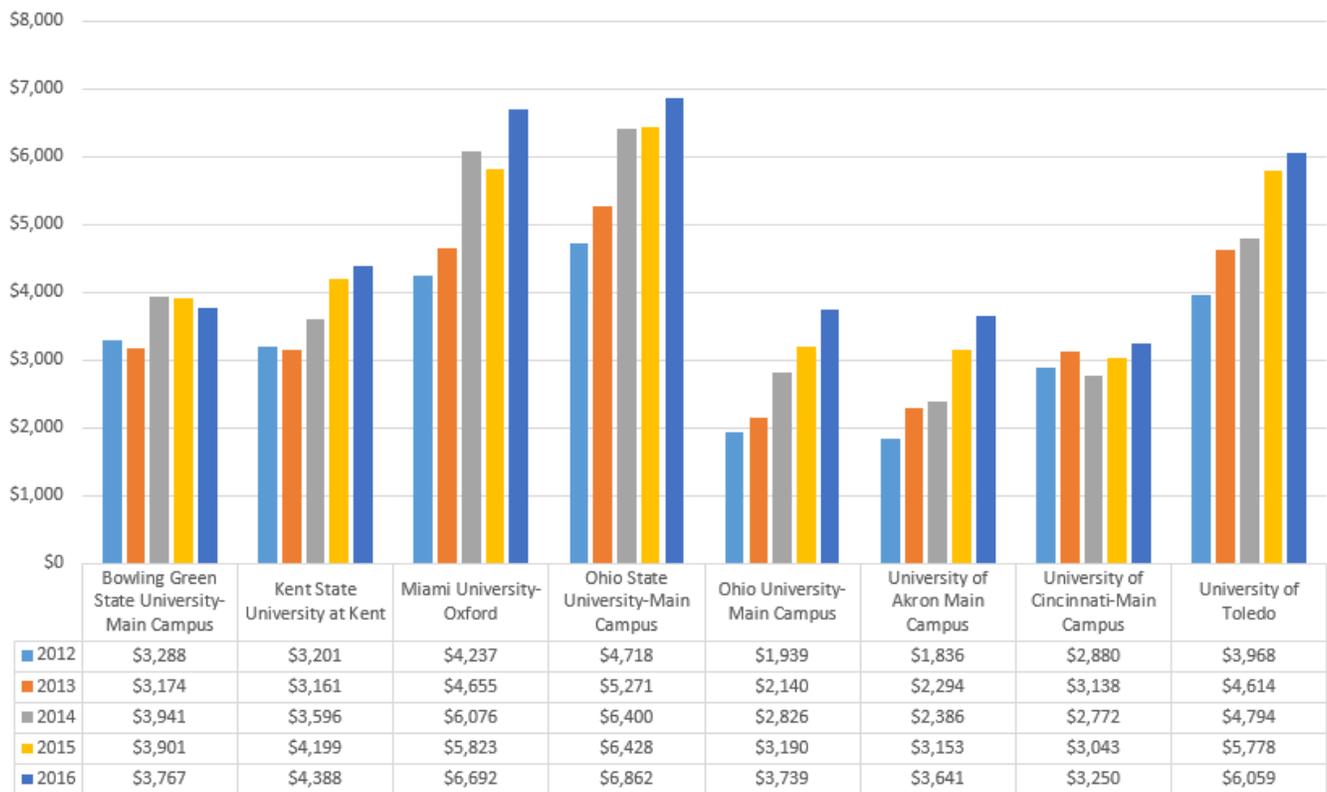
### **3.5 Price Sensitivity and Student Affordability**

The need to effectively address the price sensitivities and affordability concerns of students and their families is a continuing challenge for all of higher education, and in particular public institutions. This issue continues to receive a great deal of local, state and national attention and is one of the most important issues driving students' college choices<sup>3</sup>. In fact, in the 2016 a record 15% of new students did not feel that they could attend their first-choice school due to affordability<sup>4</sup>.

As a result of the 2010-2016 SEMP, OHIO embarked on a comprehensive pricing analysis and worked with an outside vendor to develop a new scholarship-leveraging program called the OHIO Signature Awards Program. OHIO awards approximately \$39.6 million per year in undergraduate merit, need-based and athletic scholarships and grant aid from central resources. This new scholarship program builds upon the success of the former Gateway Award Program, which focused on both student access and success, by adding a differentiated award program that maximizes net tuition revenue (see Graph 3, page 12 above). This additional segmentation allowed for a more student-centered aid program that is designed to increase student yield (the ratio of students admitted to students enrolled) by using the right amount of aid to address a student's affordability concerns and increase the probability of enrollment. The Signature Awards Program has proven to grow overall net-tuition revenue because although it delivers more aid to students, it also increases enrollments in a strategically balanced manner. However, concerns related to overall discount rate due to increased aid awarding need to be watched within the context of net-tuition revenue gains.

It will be vital to continually monitor the Signature Awards Program. These analyses should focus on the efficacy of the aid awards, as well as consider how effectively they continue to address affordability concerns. The findings will also help OHIO adjust its strategy in response to competitive pressures. Graph 8 below demonstrates the competitive position of OHIO against its direct peer set in the State of Ohio for average institutional aid awarded for entering student cohorts.

Graph 8. Average Institutional Aid for First Time, Full Time Entering Freshman\*<sup>5</sup>



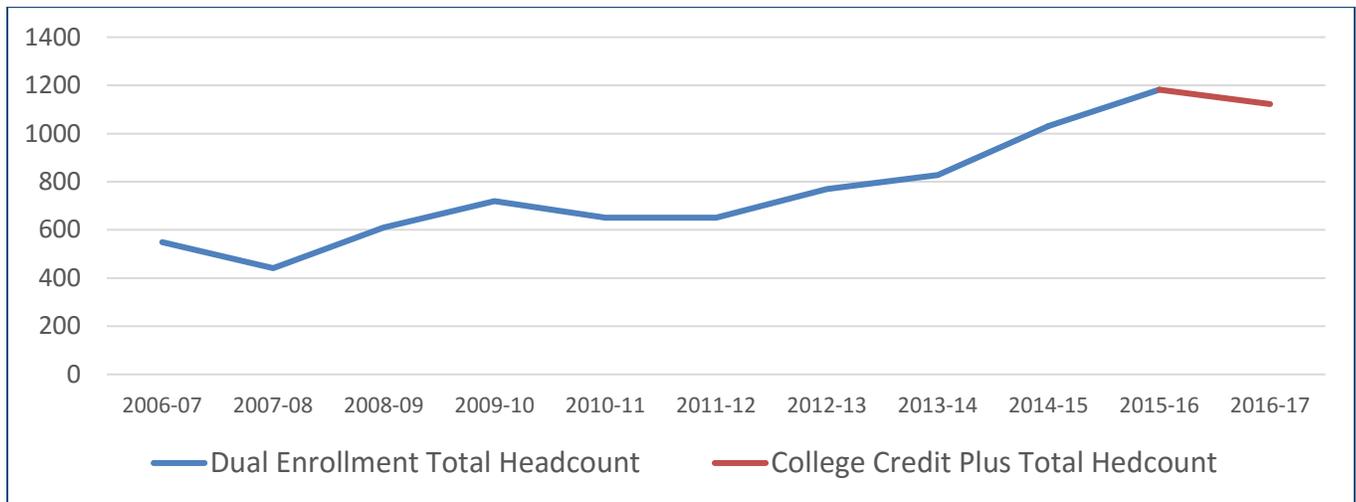
\*Average aid per student of all freshman students each year by University

### 3.6 College Credit Plus (CC+)

The College Credit Plus (CC+) program is the State of Ohio’s mandated dual-enrollment opportunity for eligible students in grades 7–12. The 2014 legislation establishing the CC+ program required that all public secondary and postsecondary institutions implement the program by fall semester 2015. The legislation significantly changed the secondary education landscape in Ohio by removing barriers and encouraging more students to earn college credit while concurrently satisfying high-school graduation requirements.

Approximately 54,000 students across the State of Ohio participated in the CC+ program in 2015–16, a one-year increase of approximately 22,000 over the number of students who participated in the state’s former program, the Post-Secondary Enrollment Options Program. Enrollment during the 2015–16 academic year in OHIO’s CC+ program was just under 1,200 students (see Graph 9 below) with approximately 85% of those enrollments at OHIO’s Regional Higher Education (RHE) campuses.

Graph 9. Ohio University Dual Enrollment Historic Headcount Enrollment



### 3.6.1 Student Course Enrollments as a Result of CC+

Currently 88% of OHIO's freshman class is composed of students from the State of Ohio, so it is safe to assume that the number of first-year students matriculating at OHIO with external credit will continue to increase with the increased statewide participation in CC+. Based on current enrollment trends, those students, on average, will enroll with between 6 and 21 hours of college coursework. The greatest potential for impact is projected to be in courses associated with the following subject areas: Biological Sciences, Communications, English, Mathematics, Psychology, and Sociology. It will be necessary to closely monitor course-enrollment trends and prepare for a potential reduction in demand for courses in these subject areas, especially at the introductory levels or those courses that are included in the Ohio Transfer Module (OTM) and the Transfer Assurance Guides (TAGs).

### 3.6.2 Student Characteristics and Behavior as a Result of CC+

The ability to predict long-term student behavior in the CC+ program is difficult at this time, because the program is still in its infancy. However, it is likely that, as the number of former CC+ students entering OHIO with course credit increases, OHIO will see the following possible or likely scenarios:

- Students will be able to complete their undergraduate degrees in a shorter period of time and either pursue additional educational opportunities (certificates, second majors, etc.), pursue a graduate degree, or enter the workforce sooner.
- Students will continue to graduate within a typical timeframe but will take advantage of the time freed up in their schedule to either participate in additional co-curricular and extra-curricular activities such as study away, internships or co-op programs, or fulfill requirements for a minor or second major.
- Students will choose to enroll in fewer credit hours per term and will graduate within normal timeframes without adding additional credentials and/or experiences.

- Students will elect to repeat courses that they had completed while participating in the CC+ program in order to accomplish the following:
  - ✓ Improve the course grade and/or GPA,
  - ✓ Increase their preparedness and readiness for sequential courses – or-
  - ✓ Satisfy prerequisite requirements where a specific grade is required in introductory-level courses.

One other trend that will need to be monitored will be the diversity of transfer credit brought in by each of the incoming first-year classes over time. Given the state-wide rise of CC+, OHIO's freshmen will enroll in OHIO's course sequences with an increasing variety of foundational course sources. Because legislated statewide transfer guarantees are based on an assumption of 70% of shared learning outcomes, the increasing diversity of sources of foundational coursework may pose a curricular alignment challenge or, perhaps, a student performance risk, especially in courses that scaffold.

While OHIO's decade of record enrollments should be celebrated, sustaining the system at its current size poses increased challenges. On the strength of tuition revenue, a number of new strategic initiatives targeting infrastructure, student affordability, and program investments were developed to strengthen the University's mission and presence. However, while this enrollment growth provided significant opportunities, it has also placed strains on the overall system. The significant factors that affect all enrollments are discussed in Section 3. However, many unique challenges and opportunities are present. These range from increased financial aid needs to the costs of entering new markets to the management of campus capacity limitations; and they affect everything from residential housing to parking to student support to bandwidth to classroom sizes.

Therefore, a key goal of this SEMP is to articulate the balance of strategies and resources necessary to not only sustain current enrollments in the context of the limitations outlined above, but also to build momentum in order to capitalize on new opportunities and facilitate new growth.

There are three fundamental constraints shaping this strategy development:

- The Athens campus is nearing the physical and service limits of its infrastructural capacity to house more students.
- In a number of academic areas, the Athens campus has the capacity to deliver instruction to a modestly increased student body.
- Despite our recent pattern of strong growth and increased market share, the declining population of Ohio high school graduates will necessitate increased costs in the effort to sustain or grow enrollments into the future.

In an effort to bring together these three fundamental realities, the SEMP Advisory Committee examined ways by which measured growth at the Athens Campus could be achieved, while still considering additional larger enrollment opportunities throughout the system. These opportunities include undergraduate and graduate eLearning and outreach modalities, the OHIO for Ohio strategy, and our regional campus system. The tables and comments below represent the enrollment targets that are seen as both strategic and realistic, assuming appropriate ongoing investments, in achieving the goal of sustaining our current Athens success and fulfilling OHIO's twin missions of access and excellence in our core enrollment areas.

### **4.1 New Freshman Enrollment Goals at the Athens Campus**

As students at the Athens campus generally matriculate through the University in a linear fashion, the overall enrollments are driven by the number of new freshman students entering in any given year. Consequently, meeting overall enrollment goals requires paying close attention to the new freshman enrollment cohort. Table 4 below shows the modestly progressive freshman enrollment goals that have been established for the Athens campus given the current set of assumptions and parameters discussed in this document and anticipated fall 2017 enrollments.

Table 4. **New Freshmen Enrollment Goals 2018-2023 at the Athens Campus**

	2015	2016	2017	2018*	2019*	2020*	2021*	2022*	2023*
In-State Enrollment	3,756	3,789	3,529	3,627	3,640	3,650	3,660	3,670	3,680
Out-of-State Enrollment (including international)	667	535	516	565	575	585	595	605	620
Total New Freshmen Enrollment	4,423	4,309	4,045	4,192	4,215	4,235	4,255	4,275	4,300

\*projected

#### 4.2 New Transfer Enrollment Goals at the Athens Campus

Another key driver for new enrollments is the transfer student enrollment population. Although not seen as “new freshmen,” these students are new to OHIO and on average enter with 39 hours of undergraduate coursework completed. Transfer enrollments are impacted by enrollment trends in the community college system; state-wide initiatives and commitments to ease the transferability of credit among the state institutions; student and family desires to achieve an affordable undergraduate degree; and the increased mobility, or “swirl,” of students between institutions as they strive to complete their degrees. This population of students represents a key opportunity for growth and fiscal stability, particularly when combined with OHIO’s online degree completion program. Although this number is tracked independently representing physical transfers to OHIO, it is important to consider this in alignment with the larger undergraduate degree completion offerings (Table 11) currently offered and in development that will offer students another OHIO mode of education to pursue that might have otherwise only had the option to physically transfer or pursue their education elsewhere. Table 5 below represents the new transfer enrollment goals established for the Athens campus.

Table 5. **New Transfer Enrollment Goals 2018-2023 at the Athens Campus**

	2015	2016	2017	2018*	2019*	2020*	2021*	2022*	2023*
New Transfer Enrollment	563	545	461	475	500	525	575	625	675

\*projected

#### 4.3 New Multicultural and Underrepresented Student Enrollment Goals at the Athens Campus

OHIO has seen record growth in multicultural and underrepresented student enrollments over the past decade. The increase in students hailing from Appalachia, as well as students from disproportionately underrepresented groups, has improved access while also diversifying the campus community and enriching the higher-education experience for all students. This population tends to be aggressively recruited by all institutions for those reasons. In addition to recruitment goals, the retention and success of these students must remain a University priority. Offices such as the Academic Achievement Center and OMSAR (a division of the Office of Diversity and Inclusion concentrating on recruitment and retention of underrepresented students) serve thousands of students annually; with this type of activity, enrollment growth even at the most conservative estimates puts an immense pressure on their ability to provide adequate student support. Table 6 below shows the new multicultural student enrollment goals established for the Athens campus.

**Table 6. New Ohio University Athens Campus Multicultural Enrollment Goals – Number and (Percent) of entering Freshmen Class**

	2015	2016	2017	2018*	2019*	2020*	2021*	2022*	2023*
New Multicultural Student Enrollment Goals	618 (14.0%)	609 (14.1%)	535 (13.2%)	564 (13.7%)	585 (14.1%)	596 (14.3%)	608 (14.5%)	619 (14.7%)	635 (15.0%)

\*projected

#### 4.4 New International Student Enrollment Goals

Ohio University’s Vision Statement articulates the desire that our alumni “become global leaders.” One key to achieving this vision is providing global experiences for our domestic students and attracting international students from around the globe. Efforts in this area helped OHIO reach record international student enrollments by fall 2013, but these enrollments have seen a precipitous decline in recent years. Factors in this decline include national policies, greatly increased competition, OHIO’s lack of a global online marketing presence, declines in government-sponsored enrollments from key countries, and an overall need to re-adjust the ways that students are recruited to come to American universities. OHIO’s new Global Strategy 2016-2020 and subsequent recruitment strategic efforts—with an emphasis in the first phase on recovering enrollment from China—have been developed through the combined efforts of the Offices of Global Affairs and Strategic Enrollment Management and are in the early phases of implementation. This plan is projected to return OHIO to a trajectory of modest growth. Table 7 below shows the new international student enrollment goals established for the Athens campus.

**Table 7. New Ohio University Athens Campus International Freshman Student Enrollment Goals- Undergraduate**

	2015	2016	2017	2018*	2019*	2020*	2021*	2022*	2023*
New International Student Enrollment Goals- Undergraduate	64	36	28	35	40	45	55	65	75

\*projected

#### 4.5 Veteran and Military Student Enrollment Goals

OHIO has been designated as a military-friendly campus for six consecutive years due to the demonstrated commitment to serving our veterans and military students. The Brigadier General James M. Abraham and Colonel Arlene F. Greenfield Veterans and Military Student Services Center was established in 2015 to “support and advocate for veterans and military-affiliated students in their transition to OHIO and their pursuit of intellectual and personal development.” Veterans and military students enhance the University community by providing leadership and sharing their broad experiences. OHIO values and recognizes their contributions and is committed to supporting them in their academic endeavors. Table 8 below shows the new Veteran and Active-Duty enrollment goals established for the Athens campus.

Table 8. New **Veteran/Active Duty Undergraduate Student Enrollments**

	2015	2016	2017	2018*	2019*	2020*	2021*	2022*	2023*
Veterans / Active Duty Enrollment Undergraduate Goals	84	80	82	84	86	88	90	92	94

\*projected

**4.6 Graduate Student Enrollment Goals**

The University has experienced record overall graduate and medical-student enrollments over the past decade. With the Athens campus’ on-ground programs fairly stagnant, the largest growth has been in OHIO’s online, hybrid, and outreach programs. In addition, although there has been strong growth in the Heritage College of Osteopathic Medicine due to the opening of both the Dublin and Cleveland locations, enrollments are now at their planned maximums for the next few years and are not projected to grow significantly over the timeframe of this SEMP. There is a key desire, however, to attempt to grow all aspects of the other identified graduate enrollment groups; this will be discussed further in Section 6.

Table 9 below shows the enrollment goals for graduate programs based upon capacity analysis and conversations across campuses. Of particular note is the balance of supported to full-paying graduate students related to the opportunities for growth. Supported graduate students often provide instructional capacity to undergraduate students or research support for faculty, service that ultimately offsets the cost of their stipend. It is assumed that to significantly increase graduate enrollment at the Athens campus, additional support in the form of assistantships and stipends is necessary. Achieving an effective balance on the scale from fully supported to full-fee-paying students, which will require concentrating on high-demand academic programs with capacity for new students, will be necessary if the University is to meet the goal of both maximum enrollments and enhanced revenue generation for the Athens campus.

OHIO has seen significant growth in online, hybrid and outreach enrollments and is in the process of conceptualizing additional strategies to further grow these populations.

Table 9. **Overall Graduate Enrollment Goals 2018-2023 (On-Campus and On-line)**

	2015	2016	2017	2018*	2019*	2020*	2021*	2022*	2023*
Graduate- Athens	2,601	2,584	2,561	2,590	2,590	2,590	2,590	2,590	2,590
Graduate – Dublin	39	100	134	150	165	180	195	205	220
Graduate - Outreach	419	397	462	462	462	462	462	462	462
Graduate – Online	1,965	2,105	2,288	2,332	2,376	2,420	2,464	2,508	2,552
Total Graduate (does not include Medical)	5,024	5,186	5,445	5,534`	5,593	5,652	5,711	5,765	5,824
Medical (all campuses combined)	711	810	922	980	1,007	1,023	1,030	1,036	1,036

\*projected

#### 4.7 Regional Higher Education (RHE) Enrollment Goals

Regional campus enrollments across the state and nation have been in decline since 2010<sup>6</sup> when the economic recovery began. During that time, enrollments also have shifted toward more traditional-aged, part-time, and online students seeking baccalaureate degrees. OHIO’s RHE experienced a 1% drop in headcount and a 5% drop in full-time enrollments from fall 2015 to fall 2016. This trend is projected to continue through 2022 and likely will be exacerbated by smaller high-school graduating classes, the impact of CC+, and increases in transferred credits. To counter these negative enrollment drivers, the regional campuses will need to focus on improving retention, building transfer partnerships, enhancing student relocate services, developing applied undergraduate and graduate degree opportunities for in-demand jobs, and increasing outreach through online programming. Table 10 below shows the overall enrollment goals established for RHE.

Table 10. Overall Regional Higher Education Goals 2018-2023 (All Campuses Combined; Unduplicated Count)

	2015	2016	2017	2018*	2019*	2020*	2021*	2022*	2023*
All Regional Campus Enrollment (RHE)	7,332	6,851	6,507	6,679	6,851	6,900	7,100	7,200	7,200

\*projected

#### 4.8 eLearning Enrollment Goals – Undergraduate Bachelor Degree Completion Programs

OHIO has seen significant growth in its online bachelor-degree-completion enrollments, which have increased by more than 618% since 2008. However, these enrollments were largely due to expansion of the RN-to-BSN degree completion program and peaked at approximately 6,100 students in 2014. The success of the RN-to-BSN program was precipitated by a major market force: changes in hospital accreditation guidelines to incentivize BSN-certified nursing staff. Significantly increased competition, near-satisfaction of the forced market demand in Ohio, and the balance of the need and desire to become a more national program will continue to impact OHIO’s ability to maintain such a large student population in one program. Reaching the RN-to-BSN enrollment peak made it clear that OHIO needs to diversify its online degree completion enrollment to sustain this modality of educational opportunity.

Starting in the 2016-17 academic year, several changes were made, specifically in the Divisions of Instructional Innovation, Strategic Enrollment Management, and Information Technology. Each area received central investment dollars to more effectively build capacity and improve professional quality in the conception, development, creation, and marketing of new online degree completion programs. It is anticipated that this process will take up to three years to reach maturity but will allow OHIO to reach a steady base of enrollments with existing programs and rapidly develop and market new programs. Table 11 below shows the new undergraduate eLearning enrollment goals for the eight degree-completion programs that are enrolling students at the time of this report. (See Appendix A for a list of these programs.)

Table 11. eLearning Enrollment Goals- Bachelor Completion Programs 2018-2023

	2015	2016	2017*	2018*	2019*	2020*	2021*	2022*	2023*
Total Undergraduate eLearning Enrollments	6,015	6,032	6,200	6,751	7,286	7,500	7,500	7,500	7,500

\*projected; as eLearning enrollments have multiple starts, 2017 will remain projected until final counts

#### 4.9 Retention Goals at the Athens Campus

As discussed in section 2.2, the freshman-to-sophomore return rate, or retention rate, is a primary marker of student success and one that is carefully tracked by institutions as well as state and national agencies. Many factors impact a student’s ability to fully matriculate throughout a college career; carefully constructed support, advising, and intervention techniques are necessary to determine students at risk of not returning term to term or year to year. Table 12 below shows the planned freshman-to-sophomore retention goals for 2017-2023. In addition, it will be necessary to begin to develop and track additional student retention goals for sophomore-to-junior and junior-to-senior years as students progress toward completion.

Effective implementation of the initiatives described below will help OHIO not only achieve these retention goals but also aid in the continued recruitment of strong, qualified classes:

- **MyOhioSuccessNetwork (MOSN)** is a system designed to facilitate strategic interventions for students who are at risk of failing classes or have other kinds of issues that may signal a possible failure to complete. This is the first year of MOSN, so its sample size is too small to assess its impact at this point. However, OHIO expects this important initiative to support and improve completion rates.
- **The Student Success Advisor (SSA)** initiative consists of a total of seven advisors connected to Colleges throughout the University. SSAs work closely with their respective college student services team and the Allen Student Advising Center staff to track first-year student progress and tailor context-specific success strategies—including student advising and curriculum adjustments—supporting retention.
- **First Generation Student Programs** – Because approximately 25% of first year freshmen at OHIO self-identify as first-generation students, a First Generation Student Program was initiated in fall 2015. The early outcomes from this program indicate success in retaining this group of students. First-year retention rose from 73% prior to the initiative to 77% with this initiative in place. Much of the institution’s recent growth in overall retention between 2015 and 2016 is attributed to the increase within this population, which bodes well for continued overall high retention rates.

Table 12 below represents the new student retention goals that have been established at the Athens campus for Ohio University.

Table 12. **Retention Goals 2018-2023 at the Athens Campus**

	2015	2016	2017	2018*	2019*	2020*	2021*	2022*	2023*
Freshmen to Sophomore Retention Rate	79.1%	81.5%	79.9%	81.5%	82.0%	82.5%	82.5%	83.0%	83.0%

\*projected

#### 4.10 Student Academic Quality Goals at the Athens Campus

As a result of careful outreach, student selection and overall recruiting, the academic quality indicators at OHIO’s Athens campus have grown steadily and reached new milestones over the last SEMP (see Table 3, page 9). As a part of its twofold mission of access and excellence, OHIO will continue to seek a careful balance between admitting students who help grow the overall academic quality profile while also admitting students in accordance with OHIO’s access mission. Modest growth in quality can be accomplished through careful outreach, marketing, communication, and financial aid leveraging efforts, as OHIO has found over the past SEMP. Table 13 below represents the new student quality indicators established for the Athens campus .

Table 13. **Student Academic Quality Indicators 2018-2023 at the Athens Campus**

	2015	2016	2017	2018*	2019*	2020*	2021*	2022*	2023*
Average High School GPA	3.46	3.48	3.54	3.55	3.55	3.56	3.56	3.57	3.57
Average Composite ACT	24.1	24.0	24.1	24.1	24.2	24.2	24.3	24.3	24.4

\*projected

**4.11 Overall System Enrollment Goals**

The Office of Institutional Research has developed a model by which the above goals are used to project the enrollments for the Athens Campus, RHE, eLearning, and overall enrollments through the use of historical averages. This model also informs the overall budget planning efforts related to multi-year revenue assumptions. It is important to note that these are enrollment planning goals and are at risk to hold steadfast when used for long-term revenue forecasting due to the fluid nature of enrollment planning. This model, shown in Table 14, will be updated and evaluated annually as part of the ongoing enrollment planning efforts at OHIO and is presented as unduplicated numbers (i.e., each student is counted at only their primary campus and only once, even if classes were taken at multiple campuses or multiple modalities in the same term). Table 14 below shows the new overall enrollment goals established for OHIO.

Table 14. **Enrollment Goal Projections 2018-2023 – Ohio University (unduplicated counts by row)**

	2015	2016	2017- Fall Census	2018*	2019*	2020*	2021*	2022*	2023*
Total Athens Undergraduates	17,789	17,983	17,692	17,772	17,613	17,605	17,714	17,730	17,745
Total Graduate Students (Athens, Online, Outreach, Dublin)	5,024	5,186	5,296	5,534`	5,593	5,652	5,711	5,765	5,824
Osteopathic Medicine (includes Dublin and Cleveland Campuses)	712	815	924	980	1,007	1,023	1,030	1,036	1,036
Total Regional Campuses	7,332	6,851	6,483	6,679	6,851	6,900	7,100	7,200	7,200
Total Undergraduate eLearning	6,015	6,032	5,628	6,751	7,286	7,500	7,600	7,700	7,800
Total Ohio University Enrollment	36,872	36,867	36,023	37,716	38,350	38,680	39,155	39,431	39,605

\*projected

Another key goal of this planning process is to identify ways for OHIO to leverage its opportunities for success in the rapidly changing landscape of higher education. National conversations around the future of higher education<sup>7</sup> largely concur that over the next several years, prospective students increasingly will seek flexibility; they will want choices in university, campus, academic program, modality, level of credential, timing of educational pursuit, and duration of study. Although great efforts have been developed to reach these new markets and offer new types of student learning options, challenges remain as OHIO expands from its more traditional models and adapts to the changing marketplace amid significantly growing competition.

### **5.1 New Program Development – eLearning and Hybrid Educational Modalities**

The challenges outlined throughout this plan necessitate a fundamentally new paradigm to reframe the relationship between students and the University. The traditional student path for a residential campus with relatively unchanged modes of academic program delivery, standard curriculum sequence, number of credit hours, and in-class seat time required will be pushed against as students seek other options due to personal preference or affordability. In addition, students and their current and future employers will continue to demand skill enhancements, continuing education, and credentials outside of traditional degrees for promotion and career advancement. Today, approximately 80% of the market for U. S. higher education is serving the non-traditional, part-time, adult population<sup>8</sup>.

To be able to compete and grow enrollments as the market continues to change, OHIO must continue to develop programs in a variety of new ways. For example, some concepts that are already being discussed or developed include:

- Microprogramming (very short-term continuing education workshops, stackable certificate programs of weeks or months duration, etc.) with lifecycles adapted to the pace of workforce changes.
- Credentialing, whether for traditional degrees, certificates, CEUs, or new forms of credentialing, is an opportunity that will advance relationships with an OHIO community of lifelong learners.
- Teaching in new places (not just the OHIO campuses, but in businesses, community centers, partner institutions).
- 3+2 BA/MA, 2+2, 4+1, and other combined degree models.

OHIO will need to reframe how it thinks about retention to go beyond a successful four- or five-year horizon—to move lifelong relationship management in a learning partnership to the heart of its educational mission. The goal is to treat enrollment as an initial step in a learning partnership, one in which opportunities to reconnect for more learning continue over a lifespan.

### **5.2 OHIO for Ohio**

The *OHIO for Ohio* strategy will inform the growth and development of all of the University's in-state enrollment opportunities. As articulated in the *OHIO for Ohio Executive Summary*,

*OHIO for Ohio* 1.0 at its core is a board adopted multi-dimensional strategy based on a set of long-held values related to the University's historical tripartite mission of teaching, research and service in order to respond to the current set of challenges confronting public higher education in Ohio and across the nation. The strategy, building on the recent success in Dublin and Cleveland, seeks to incorporate OHIO's rich history of community engagement and the active integration of academic programming,

community-based teaching and research with student experiential learning in order to promote greater pedagogical and social impacts. The strategy is evolutionary and built on the premise that the University in the 21<sup>st</sup> century must be nimble in order to adapt to an uncertain future and flexible so it can provide the programs and services future generations of OHIO students, the state and its business community will require.

Essentially, *OHIO for Ohio* will expand OHIO's reach further and more deeply into areas not traditionally conceived as its "backyard." Consequently, the University's brand identity and marketing efforts may evolve, facing both opportunities and challenges in defining OHIO to existing and new populations. The OHIO for Ohio effort will create more opportunities to grow in enrollment and impact as OHIO expands to a more comprehensive statewide footprint. As with all specific strategies that are developed, the need to coordinate these efforts with the strategic enrollment management function of the University will be vital to their success and longevity.

### **5.3 Regional Higher Education (RHE) Opportunities**

Graduate programming on regional campuses remains an underutilized opportunity. As academic units continue to consider expanded development of online graduate degree programs, they should not overlook the opportunities to offer cohort-based graduate programming at OHIO's regional campuses. In many cases RHE faculty can support program recruitment and instruction, using enrollment pipelines within each regional campus community to tap into expanding alumni networks. The success of ongoing collaborations with the College of Arts & Sciences, the Patton College of Education, and the Scripps College of Communication suggest that RHE pursue additional opportunities. It will be necessary to effectively coordinate these efforts both centrally and among the colleges and departments.

### **5.4 eLearning Redesign Task Force**

The development of this plan coincides with a university-wide exploration of the optimal governance structure for OHIO's online course and program offerings. Many online offerings have arisen organically in a variety of units to meet student demand and program goals. As they have increased and diversified, however, the lack of central coordination between "eCampus" and campus-based online course offerings has in some cases resulted in redundant courses with sub-optimal enrollments, fostering a degraded student experience. Current arrangements mask inefficiencies and artificially limit access to lower-cost courses. Given the paradigm shift toward blended and online instruction, even for campus-based students, the University is considering whether it is possible to create a single online course location—effectively, a single online "campus." A guiding principle of this model would be that any student at OHIO would be able to enroll in any course, subject to requisites and other appropriate academic policies. The planning process is ongoing and is raising significant questions regarding institutional capacity and academic processes, support and student services, and structures for pricing, billing, and data. For the purpose of this enrollment-management plan, it is important to note that the answers to those questions—if the redesign is implemented—could impact enrollment projections and assumptions around revenue allocations for various categories of students.

In developing this plan, the sub-committees were asked to carefully evaluate not only internal and external challenges but also opportunities. This section is designed to delineate some of the key issues that will factor into meeting the enrollment goals outlined in this document.

### 6.1 Central University Commitment and Support

The record enrollments achieved under the last SEMP occurred under a traditional budget model that, in many ways, allowed for a more University-wide conversation related to overall enrollments and centrally controlled investments in initiatives. The current decentralized budgeting model incents and allows for individual colleges to invest in enrollment opportunities for their specific needs, but it also creates disincentives to a coordinated enrollment support strategy.

National and institutional research suggests that students choose a university not only for a particular college or academic program, but also for myriad other reasons that are not necessarily directly tied to one college or program. It will be important for OHIO to continue to support central strategic enrollment management efforts to maintain its core, while at the same time developing college or program-specific efforts to effectively and strategically grow.

Several key conditions must be met to improve the likelihood of achieving the enrollment planning targets outlined in this document. These include:

- 1) **Key stakeholder buy-in and support** - The yearlong, full-campus engagement approach was specifically designed to allow for the vetting of ideas necessary to develop a comprehensive enrollment planning process and overall enrollment goals that would be embraced by the entire university community. This inclusive approach has created a base of understanding and support from which OHIO can move forward decisively to implementation.
- 2) **Fiscal support** - Key university stakeholders need to anticipate, embrace, and support this Strategic Enrollment Management Plan and continue to provide adequate base and investment funding to meet the desired goals with consideration to through a model that takes into consideration productivity, efficiencies, key performance indicators, market conditions, competition, and return on investments. This strategic planning process, which has received strong support from the University community, has already demonstrated that success can occur by tying fiscal support to university priorities.
- 3) **Enrollment growth and bottom-line impact** - It must be understood by all that additional tuition dollars accrued through enrollment growth do not necessarily yield an equal “bottom-of-the-ledger” revenue enhancement for the University. Due to the way revenue flows in a decentralized budgeting system and the costs associated with new program development, revenue growth will need to be balanced against the cost and efforts to both develop, and teach those new students in a return on investment approach. Varying pricing structures, scholarship discounting, and additional support ranging from housing to teaching will also affect to differing degrees the final revenue gained after expenses. This also means that not all programs may be worth pursuing even if there is a small market to grow enrollments.

### 6.2 State Initiatives Affecting Enrollment

Since the 2010-2016 Ohio University Strategic Enrollment Management Plan, the State of Ohio has increasingly focused on developing and funding initiatives that target completion, affordability, and efficiency. While these initiatives generally aim to support students and their educational aspirations, they also directly and indirectly

affect institutional enrollment and enrollment planning. What remains unknown is the true impact that state transfer credit mobility initiatives will have on the University's population, as more students continue to enroll with increasing numbers of hours earned outside of the institution. Additionally, these state efforts call to question the level of autonomy institutions will continue to have in developing program or degree requirements.

Though not exhaustive of the current or future state initiatives, the following represents those areas that should be considered and analyzed closely: guided pathways, statewide partnerships, affordability and efficiency expectations, and state credit programs (i.e. competency-based education, prior learning assessment, CC+, and expanding transfer credit efforts). OHIO will continue to embrace and implement statewide efforts that provide a pathway to enrollment and completion, while simultaneously monitoring how these initiatives align with accreditation requirements, influence institutional operations, and impact enrollment.

### **6.3 Regional Higher Education- Overall Challenges to RHE**

OHIO's regional campus system continues to be best suited to meet the educational needs of the communities they serve through affordable, accessible, and top quality programming. RHE remains committed to strengthening community partnerships, increasing cross-campus collaboration, and expanding program opportunities and support services for students. However, despite efforts to focus on strategic and efficient operations, current and anticipated shifting demographics, changing economic landscapes, and increasing competition suggest future RHE enrollment planning needs to be considered cautiously.

Statewide efforts such as community college baccalaureate options, CC+, and competency-based education partnerships will directly impact the enrollment levels of degree-seeking students at regional campuses. These issues will alter the approach to orientation, scheduling, hiring, advising, retention, and budgetary planning. Institutional efforts to increase online baccalaureate completion degrees, while expanding student options, have the potential to result in a bifurcation of student enrollment and an unsustainable redistribution of faculty resources. To meet the challenges of these and other changes at the state and institutional levels, RHE will need to partner internally with academic and administrative units and externally with community colleges and community organizations to further identify, develop, and monitor sustainable enrollment pipelines.

### **6.4 Competitive Pressures on Enrollment**

As OHIO strives to facilitate more flexible, relevant, and diverse programmatic offerings, in addition to expanding its geographic reach domestically and abroad, the University necessarily faces increased and more varied competition. As each competitor strives to assess and alter their market position, OHIO must adapt and adjust to compensate.

Within the state, OHIO is vulnerable to competition from multiple directions. On measures of academic quality—standardized test scores, GPAs, rigorous academic profiles—the University competes against a generally consistent body of peer institutions: University of Cincinnati, The Ohio State University, and Miami University. On measures of access—Pell-eligible students, need-based financial awards, first-generation population services—the University competes with a different group of institutions: Kent State University, Bowling Green State University, and the University of Akron. Table 16 below shows institutions attended by OHIO's admitted non-attending class over recent years.

**Table 16. OHIO’s Top Cross Application Institutions and Rank of Where the Students Attend**

	2008	2009	2010	2011	2012	2013	2014	2015	2016
1 <sup>st</sup>	OSU	Miami	OSU	OSU	OSU	OSU	OSU	OSU	UC
2 <sup>nd</sup>	Miami	OSU	Miami	Miami	UC	UC	UC	UC	OSU
3 <sup>rd</sup>	UC	UC	UC	UC	Miami	Miami	Miami	KSU	KSU
4 <sup>th</sup>	KSU	Miami	Miami						
5 <sup>th</sup>	UD	BGSU							

It is important to note that the *type* of institution with which OHIO is competing has changed significantly, as evidenced by the relatively high overlap positions of The Ohio State University—Newark, and Columbus State Community Colleges that are not in the top 5 competitor set in Table 16, but are starting to rise in this dataset. The value proposition of a regional campus or community college is different from the claims attested by a comprehensive public research university, and this diversity of messaging impacts the way in which OHIO must position itself in market, as well.

**6.5 Efficacy of the OHIO Guarantee**

In fall 2015 OHIO welcomed its first cohort of freshman students under the OHIO Guarantee, a precedent-setting program designed to provide more transparency and financial predictability to students and parents, maintain the relative value of financial aid, and offer an incentive for students to earn a degree in four years.

The OHIO Guarantee sets tuition and fee costs for each entering cohort of degree-seeking undergraduate students on the Athens campus. Total costs will remain the same throughout these students’ four years — or 12 consecutive semesters — of enrollment. A guaranteed tuition model is not a new concept in higher education, but OHIO's plan is unique in its scope; it includes flat rates for multiple housing and dining options and most academic course and technology fees, in addition to tuition. This predictability helps families budget for all college costs. It also ensures that scholarships and financial aid packages hold their value; because the cost of attending OHIO will remain flat, the same percentage of these costs will be met by any renewable scholarship, assuming that scholarship criteria are maintained.



However, although OHIO believes the program is a great opportunity and will ultimately benefit enrollments, student retention, and ultimately graduation rates, all aspects of the OHIO Guarantee must be continually analyzed to ensure its continued efficacy and viability. As the first Guarantee cohort prepares to graduate and new cohorts apply, OHIO will need to assess the program’s impact on college choice behaviors and seek opportunities to expand it to populations not currently covered by its benefits, including students on regional campuses, in graduate programs, and part-time students.

Because OHIO’s program was the first in the State of Ohio and one of a kind nationally, it was in itself precedent-setting at the time of its inception; it was not subject to differentiated value propositions of other guarantee programs. Now, other institutions are beginning to create guaranteed tuition programs in response to State legislation impacting those institutions’ costs. Other guarantee programs may emulate some of the benefits of

OHIO's programs, but OHIO expects that competition may still occur on net cost, and prospective students may not understand the nuances that impact their bottom line—for example, that OHIO provides more transparency by including program and course fees. As this space becomes more crowded, OHIO will need to articulate and promote the distinctive features of its pricing plan, monitor whether The OHIO Guarantee aligns with what the market expects to find in such a program, and determine whether adjustments are needed to remain competitive.

### **6.6 Innovation and Systems Impact for Enrollment across Campuses**

Students come to higher education with expectations that a fully-integrated and seamless technological campus systems are available to them. Students expect OHIO not only to support these technologies but also embrace and leverage them. This expectation will become a major factor in the selection of educational institutions. Innovations in technology continue to accelerate in both scope and pace. Increasing investment and competition in the educational technology industry, and a demographically challenging population will compel OHIO to consider the best approach to take. The combined efforts of the Offices of Innovation, Strategic Enrollment Management and Instructional Technology must lead the effort in aligning these emerging dynamics against OHIO's existing structures.

### **6.7 Investments and Experimentation**

The effective use of a University investment program to provide seed funding to invest in high-potential, revenue-generating programs has proven to be the right strategy and should continue. One key element of this strategy has been the creation of the Central Investment Pool to fund experimental programming initiatives. Over the past year alone this fund has been integral in bridging and supporting costs associated with the OHIO Signature Award Program, eLearning marketing, and international recruitment efforts, to name a few.

Over the past several years it has become increasingly apparent that OHIO must continue to aggressively experiment with new opportunities and academic programs utilizing this investment strategy. An example is the RN-to-BSN nursing program, which served as proof of concept for the University in the online space and led to subsequent undergraduate degree completion programs developed in partnership with many of the leading community colleges in the State of Ohio. Some departments and colleges that are best poised to innovate academically may not have the investment funds needed to take a risk on a promising new program or develop a new marketing plan, for example, and windows of opportunity to assert a market position may be extraordinarily short-lived. Many of these programs may take two to three years from development to reaching a sustainable level of enrollments. A central investment strategy can provide important bridge financing and communicate university-wide support for academic innovation. Once these programs become sustainable, the department or College returns the central investment funding over time, providing a revolving mechanism to replenish the central fund. When managed effectively, the investment fund allows not only the creation of new programs that then become self-sustaining, but also an internal incentive for an aggressive development mindset and a clear decision framework to determine when to cease an unsuccessful innovation effort.

#### **6.7.1 Investments and Experimentation- Enhanced Data Analytics**

Continued experimentation and effective bridging of the financing necessary to grow enrollments has shown to be a necessary step and will need to continue. In addition, a corollary focus on outcomes, data analytics and return on these investments is necessary to meet the goal of continued enrollment success and new program development. While various capacity for analysis exists in embedded functions with certain academic units, the University currently lacks central support for the volume and breadth of the kind of oversight and data analysis that should support strategic enrollment management decisions. This need will need to be addressed in the near

term, and evaluated regularly as new needs arise over time, if OHIO is to effectively track, assess, and inform decisions impacting enrollment—both those decisions that are managed at the central level and those decisions that are made in a decentralized way but have implications for university-wide impact.

### **6.8 Central vs. Decentralized Efforts and Coordination**

Efficiencies are gained from coordinating enrollment management efforts for all units, including initiatives involving Athens colleges, regional and extended campuses, and third-party providers. Coordination helps to establish:

- Enrollment goals for the institution that recognize the relative capacities of schools and departments and the impact of enrollment variances across multiple programs;
- Standard procedures for all stages of enrollment management that ensure compliance with all applicable federal and state laws, as well as academic policy;
- Development of enrollment management policy, procedure, and expectations across the institution;
- A more consistent prospective and enrolled student experience, mitigating risk to the University's reputation and brand

As the University has settled into the OHIO decentralized budget model, academic units have turned their attention to enrollment as a key revenue driver. This shift in attention could potentially strengthen OHIO's brand position, as a desire to attract the right students could result in improvements to depth, breadth, and quality of service. On the other hand, this shift could potentially drive unproductive internal competition and incentive redundant, duplicative, or conflicting activities around brand positioning, marketing, recruitment, and ultimate enrollment practices. Given OHIO's competitive landscape, continued centralization and intentional coordination and collaboration will remain critical components of an effective enrollment strategy. Leveraging the efforts of centralized enrollment management and local deployment of selected functions will continue to enable colleges and campuses to identify and implement strategies that will help realize the enrollment goals outlined in this document.

As student demographics and needs change, opportunities are also emerging for increased coordination at the graduate level, including the development of new programs, recruitment of new graduate students, and reimagining of the implementation and delivery models for these programs. As OHIO looks at expanding into new ground-based markets like Dublin and Beavercreek as well as online graduate-level programs, continued evaluation of existing programs and new programs will be necessary.

### **6.9 Coordination with Planning Efforts across the University**

This plan has been developed in the context of multiple ongoing and simultaneous planning efforts, including capital and facilities master planning, long-term strategic innovations centrally and across the colleges and campuses, and a university-wide branding initiative. These planning processes are iterative and interdependent. In particular, the facilities and utilities master planning efforts, combined with the housing master planning project (as well as many others) must remain connected to overall enrollment planning efforts in order to achieve the various University-wide coordinated strategies that are being articulated. Problems could arise if these various strategic planning efforts are not effectively coordinated. Happily, OHIO has been able to avoid this misstep through close collaboration and inclusive, collegial processes in the past. It is recommended that all parties continue to consider this document and the enrollment goals it sets forth when developing new strategies in the future. Similarly, the goals and assumptions outlined here may require revision as the other plans come to fruition.

As evidenced in the preceding narrative, the reality of current enrollments at OHIO is a mixture of core enrollments at the Athens and regional campuses, combined with growth opportunities through online offerings, OHIO for Ohio, and the enrollment initiatives of the individual academic units. A centralized, coordinated, strategic approach to address each of these populations and sub-populations will continue to be necessary to reach the enrollment goals as outlined in this document. This section outlines key overall strategies necessary to achieve enrollment targets across the board, as well as discussion as to specific high-level strategies to be deployed by key enrollment target area.

### 7.1 Overall Recruitment Strategies across All Populations

Develop strategically targeted, segmented, and customized marketing, recruitment and yield initiatives that leverage broad relationships and strengthen the University's position in the varied markets OHIO serves.

Strategies:

- ***Effectively Coordinate Efforts Across Campus*** – It is imperative to effectively coordinate and co-create on all areas outlined in this document for all student populations. It will be important to capitalize on the experience, efficacy, and energy of Dr. Nellis and the resources of the Office of the President wherever possible and to develop attainable, sustainable individualized enrollment and marketing goals on a per-program or per-College basis in order to meet the enrollment needs of the institution.
- ***Generate Sufficient Inquiry Pools to Sustain Enrollment Goals through Effective Targeting*** – In order to recruit any type of prospective student, sizeable inquiry pools must be cultivated through targeted lead generation efforts. While the tactics deployed may vary in creating these pools—e.g., paper direct marketing via postal mail vs. pay-per-click advertising and retargeting—there is an increasing convergence of the tools deployed across all audiences, and there are increasing costs in a crowded market to differentiate OHIO's offerings sufficiently to achieve results. Resources must be evaluated, adjusted, and allocated annually to generate sufficient quantities of qualified leads. In most cases, OHIO's lead generation efforts are performed in coordination with multiple vendor partners, leveraging industry best practices and competitive intelligence to inform plans. Careful and strategic attention at this phase of the student lifecycle should provide the University the ability to shape the freshman class, identify new sub-populations, and effectively use the budgeted resources to reach new groups of prospective students. This is a significant step in maintaining OHIO's core enrollment strategy and meeting broader growth enrollment goals. It is anticipated that the costs to both maintain and grow this effort will continue to rise due to inflationary pressures as well as the need to continue to reach a broader set of potential students to grow overall applications.
- ***Effectively Communicate and Manage High-Volume Relationships with Constituents***– Over the past several years, the Undergraduate Admissions has responded to the evolving needs to engage its prospective students by reallocating resources and hiring additional staff to effectively reach students and families to secure enrollments. The growth of student-specific targeted communications is becoming much more significant in the student choice behavior. In addition, with the growth of college-specific communication staff and focused on these efforts, this area will continue to need to both grow centrally and align with individual colleges. The procurement and implementation of a state-of-the-art constituent relationship management tool (CRM) in 2016 will continue to allow OHIO to develop student-centric communications across all academic programs. Centralized systems and infrastructure

also enable Strategic Enrollment Management to facilitate broader constituent relationship management with influencers—parents/guardians, counselors, community college personnel, advisory boards, etc.

- **Connect with Students Interpersonally through High-Touch, Relationship-Based Outreach and Recruitment** - As OHIO has grown its new student application pool by approximately 100% since the inception of the past SEMP, and has broadened the types of academic programs offered to a wider variety of populations, the University has invested in personnel and infrastructure to manage the associated increased processing volume. Through smart configuration, systems integrations, and automation, necessary high-volume efficiencies have been realized.

In the adult and online student space, OHIO also has established community partnership managers throughout the state, providing a seasoned admissions professional to serve as the face of OHIO and to nurture relationships with a variety of constituents at community college partner campuses. These personnel are equipped to provide a suite of tactical admission and transfer credit advising services, in addition to connecting faculty and staff with their OHIO counterparts to facilitate more strategic alignments and articulations.

At the same time, resources to perform the outreach functions associated with traditional student recruitment and yield have not grown substantially during the period of dramatic growth, effectively increasing the size of the “case load” for each staff member charged with recruitment or yield functions. In the coming years, it will be critically important that OHIO balance the high-volume approach with an investment in high-touch recruitment and yield across all sectors. This is especially important as our OHIO’s competition set broadens for all target populations to include increased efforts by peer and competitor institutions (including increased numbers of independent colleges), alternative or non-traditional pathways to degree, and the entire for-profit sector. Prospective students increasingly demand customized, personalized attention and service in the context of a relationship with a university and its personnel. It will be necessary to explore ways in which off-campus outreach programs can be enhanced for general and specific populations through using the President, Executive Vice President and Provost, and Deans to highlight OHIO’s welcoming and personal approach to the recruitment effort.

Services in recruiting centers, especially Undergraduate Admissions, will continue to evolve toward territory-based recruiting, building pipelines that attend to geographic, demographic, and academic quality needs of the University.

- **Effective Student Financial Aid Leveraging-** The creation of the OHIO Signature Award Program quasi-implemented in fall 2013 and fully implemented with the fall 2014 class was a significant attempt to become highly competitive and make up for the shortfall in OHIO’s overall leveraging efforts to attract new students. This effort, combined with other several enrollment strategies led to record overall enrollments and set freshmen enrollments on a new plane by consistently enrolling greater than 4,000 students annually. The advantage of this program is OHIO’s ability to analyze, modify, and adjust awards as needed to meet desired enrollment targets while growing net-tuition revenues concurrently. Continued enhancements to this program will be necessary to maintain momentum, and take full advantage of a growing application pool and the impact of The OHIO Guarantee on increasing a student’s likelihood to choose OHIO.
- **Effective Use of the OHIO Guarantee-** The OHIO Guarantee, as discussed in Section 6.5, is a significant strategic advantage that has already expanded past its original scope with the 2016 launch of the

opportunity for transfer students to take advantage of the OHIO Guarantee through the STEP program. Continued creative ways to enhance and modify this program will be necessary for it to have a continued impact on student affordability, access, and the achievement of enrollment goals.

## **7.2 Specific Recruitment Strategies for Undergraduate Athens Students**

While the overall top-level strategies listed above will inform all SEM work over the next several years, strategic emphasis will be applied for specific audiences as follows:

### **7.2.1 Freshman Students**

- Deploy territory-based model of relationship management to ensure appropriate balance between high-volume and high-touch outreach and recruitment.
- Develop targeting plans in alignment with enrollment goals, balancing investments in known lead generation tactics (e.g., testing agencies) with innovation and experimentation, including in the digital sphere.
- Increase quantity, quality, and authenticity of campus visit experiences.
- Manage accessible application platform(s) and selective, holistic admission practices to achieve desired admission decisions.
- Deploy enhanced and targeted recruitment tactics for segmented audiences, including multicultural, high-achieving, local, first-generation, legacy, military/veteran, and non-resident populations.
- Collaborate with academic units to continue development of targeted academic campaigns to impact enrollment in areas of capacity or growth.
- Continue to engage academic units in high-impact yield activities.

### **7.2.2 Transfer Students**

- Leverage community college partnerships to drive prospective students through established transfer pathways.
- Continue to explore programmatic and geographic opportunities with key partner institutions.
- Engage the Office of the President in building and maintaining regional campus relationships.
- Manage application deadlines and guidelines appropriately to drive action among prospective transfer students.
- Extend aid leveraging analytics to better target “right-fit” student populations.
- Streamline transfer credit processes wherever possible, increasing consistency, visibility and transparency of equivalency data.
- Provide personalized, customized advising through admissions personnel.
- Increase quantity, quality, and authenticity of campus visit experiences.

### **7.2.3 International Students**

- Fully align efforts with the International Strategy
- Reinvigorate latent recruitment pipelines from China through an in-country vendor relationship and an investment in Athens-based strategy and personnel. Deploy on-ground recruitment resources and establish an improved digital presence inside the Chinese firewall to build stronger relationships with constituents and improve the University’s brand position.

- Focus on geographies with historical success, leveraging existing relationships with agencies and agents, faculty/staff and alumni.
- Identify new markets and deploy multi-level recruitment campaigns to test new markets as resources and circumstances permit.
- Increase the visibility and integration of OHIO's successful English language orientation programs.

#### **7.2.4 Multicultural Students**

- Enhance partnership and collaboration between Undergraduate Admissions and the Office for Multicultural Student Access and Retention, minimizing redundant efforts and maximizing seamless student service
- Develop pipeline programs with community-based college access organizations
- Infuse targeted multicultural recruitment objectives into overall territory management plans

#### **7.3 Online Students**

- Formalize the Offices of Strategic Enrollment Management, Instructional Innovation and Information Technology involvement in the development of in-demand programs, including emphasis on market feasibility, audience analysis, realistic enrollment expectations, time-to-ROI, and sustainability of the program.
- In consultation with industry experts, build an in-house online-specific enrollment management approach that leverages existing capabilities and deploys new tactics to reach adult and distance learners in timely and compelling ways.
- Develop lead generation campaigns in alignment with program enrollment goals, focusing on agility and digital tactics that yield ROI.
- Fulfill inquiries with urgency and high-touch personalization, being mindful of market expectations for time-to-response.

#### **7.4 College Credit Plus Students**

- Academic departments should closely monitor course enrollment trends and prepare for a potential decrease in demand for general education courses, specifically in the following subject areas: Biological Sciences, Communications, English, Mathematics, Psychology, Political Science and Sociology.
- Academic units should begin to assess ways in which they can engage students who have open time to take additional courses. Examples would be to better promote minors, complementary majors or perhaps develop additional 3+1 or 3+2 graduate degree pathways to encourage students to stay at OHIO to complete their graduate work.
- Academic and administrative units should examine capacity in their portfolio of co-curricular and extra-curricular activities and evaluate ways in which students can complement their classroom experiences with these or other types of similar experiences (education abroad, internships, co-ops, etc.)
- Monitor first-year student assimilation, integration, and academic performance in upper-level courses and if needed, investigate ways in which can best support students who are placed in courses which would be predominately filled with students outside of their normal cohort.

#### **7.5 Graduate Students**

- In the absence of centralized enrollment management strategy at the graduate level, it will be necessary to deploy core SEM strategies where possible to assess capacities, program feasibility, establish enrollment expectations, develop recruitment and outreach campaigns, and monitor success.
- Leverage vendor partner relationships to develop lead generation campaigns in alignment with program enrollment goals, focusing on agility and digital tactics that yield ROI.
- Align with the OHIO for Ohio strategy in a continuing effort to evaluate non-Athens opportunities, including online and satellite locations, to better reach adult and distance markets.
- Assess the feasibility of increased 3+1 or 4+1 tracks that allow offer early entry into the graduate program. If courses and program expectations can be structured appropriately, undergraduate students may choose to remain a 5<sup>th</sup> year to complete a master's degree.

Ohio University is a fundamentally different institution than it was in 2010, when the Board of Trustees approved the first Strategic Enrollment Management Plan. A decade of enrollment growth, changes in executive leadership, new campuses, expansion of programs, a shift to decentralized budgeting, and rapidly diversifying modes and locations of academic program delivery (to name just a few influences), have moved the institution into new directions. These changes have also trained a much-deserved spotlight on the University's unfortunate tradition of not aggressively marketing its considerable strengths and accomplishments to potential students.

This document has shown that OHIO faces a number of challenges as it seeks to continue its positive trajectory. Key external challenges include competition from colleges and universities around the state and nation; increasing pressures tied to affordability, state subsidy, and the regulation of tuition; changing student demographics and demands; and rapidly increasing demands for state-of-the-art technology in all dimensions of its operation. And from within, OHIO faces continuing pressures on its ability to sustain sufficient investments in enrollment-management efforts and a need to more effectively coordinate the work of the dozens of offices and hundreds of individuals involved in them. President Nellis's commitment to inform, support, and engage in multiple ways in this critical work will be essential to achieving the enrollment goals outlined in this plan.

This document has attempted to lay out the realities of OHIO's current environment, capture the nascent and maturing efforts to take the University in new directions, and articulate an enduring commitment to the core mission of OHIO. This seven-year plan is designed to align with other strategic planning efforts underway across the University. It is intended to be a "living" and dynamic framework for action, to be reviewed and refined over time as needed to address the myriad internal and external exigencies that affect the enrollment strategy of this large, diverse, multi-campus public OHIO. With University support for the strategies and goals outlined in this document, the successes of the past will become the foundation for a new vision of OHIO and its broad community of learners.

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## APPENDIX A: CURRENT ONLINE UNDERGRADUATE DEGREE COMPLETION PROGRAMS

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1. Bachelor of Science in Communication in Applied Communication (COM)
2. Bachelor of Science in Applied Management (RHE)
3. Bachelor of Criminal Justice (UNC)
4. Bachelor of Applied Human-Consumer Sciences in Customer Service (EHS)
5. Bachelor of Science in Integrated Healthcare Studies (HSP)
6. Bachelor of Technical and Applied Studies (RHE)
7. Bachelor of Science in Technical Operations Management (ENT)
8. Bachelor of Science in Nursing (HSP)

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## APPENDIX B: REFERENCES

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- 1- <http://www.chronicle.com/specialreport/The-Almanac-of-Higher/51>
- 2- <https://www.heri.ucla.edu/monographs/TheAmericanFreshman2015.pdf>
- 3- [http://learn.ruffalonl.com/rs/395-EOG-977/images/2016\\_E\\_Expectations\\_Trend\\_Report\\_1.0.pdf](http://learn.ruffalonl.com/rs/395-EOG-977/images/2016_E_Expectations_Trend_Report_1.0.pdf)
- 4- Eagan, M. K., Stolzenberg, E. B., Zimmerman, H. B., Aragon, M. C., Whang Sayson, H., & Rios-Aguilar, C. (2017). *The American freshman: National norms fall 2016*. Los Angeles: Higher Education Research Institute, UCLA. IPEDS, Office of Institutional Research Analysis
- 5- [https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/hei/data-updates/headcount\\_institution\\_campus\\_06-15.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/hei/data-updates/headcount_institution_campus_06-15.pdf)
- 6- Selingo, Jeffrey J. (2013). *College (UN)Bound: The Future of Higher Education and What it Means to Students*. New York, NY: Houghton, Mifflin, Harcourt.
- 7- <https://nces.ed.gov/pubs2015/2015025.pdf>

The following members of the Ohio University Community are to be thanked for their assistance in the enrollment planning efforts over the past year leading to this document:

### **Strategic Enrollment Management Plan Advisory Committee**

Ms. Candace J. Boeninger, Associate Vice Provost for Strategic Enrollment Management and Director of Undergraduate Admissions, Co-Chair

Dr. Brad Cohen, Senior Vice Provost for Instruction and Innovation

Mr. Craig Cornell, Senior Vice Provost for Strategic Enrollment Management, Co-chair

Dr. John Gilliom, Professor of Political Science and Associate Dean for Strategy, Finance and Administration, College of Arts and Sciences

Dr. Lynn Harter, Professor, School of Communication Studies

Ms. Heather Krugman, Deputy Director of Academic Budget Planning

Dr. Jason Pina, Vice President for Student Affairs

Dr. Hugh Sherman, Dean, College of Business

Dr. Joe Shields, Vice President for Research and Dean of the Graduate College

Dr. Bill Willan, Executive Dean, Regional Higher Education

In addition we would like to thank members of the various sub-committees of the SEMP and the Strategic Enrollment Management Steering Committee not listed above for their advice and assistance.

Dr. Carissa Anderson, Assistant Dean of Regional Higher Education

Mr. Craig Bantz, Associate Vice President for the Office of Information Technology and Chief Information Officer

Ms. Lori Bauer, Director of Communication, College of Arts and Sciences

Mr. Robert Callahan, Director of Dual Enrollment Programs

Dr. Shari Clarke, Vice Provost for Diversity and Inclusion

Mr. Robert Drapcho, Director of Transfer, Online and International Initiatives, Office of Undergraduate Admissions

Dr. LJ Edmonds, Professor and Vice Provost for Global Affairs and International Studies

Mr. Les Ferrier, Coordinator of Enrollment Strategy

Mr. John Fisher, Director, Student Services and Advising, Chillicothe Campus, RHE

Mr. Steve Golding, Senior Vice President for Strategic Initiatives

Ms. Rosanna Howard, Director of Operations and Budget, RHE

Dr. David Ingram, Chair, Physics and Astronomy

Ms. Jennifer Kirksey, Chief of Staff, Office of the President

Dr. David Koonce, Associate Dean for Graduate College

Mr. Lindsey Ladd, Statistical Data and Forecast Administrator, Gladys W. and David H. Patton College of Education

Dr. Peter Mather, Professor and Interim Dean of University College

Dr. Jerry Miller, Professor, School of Communication Studies

Ms. Valerie Miller, Director, Student Financial Aid and Scholarships

Mr. Chad Mitchell, Chief of Staff and Special Assistant to the Vice President for Finance and Administration

Ms. Renea Morris, Chief Marketing Officer, University Communications and Marketing

Dr. Connie Patterson, Assistant Dean, Gladys W. and David H. Patton College of Education

Dr. Nicole Pennington, Dean, Southern Campus, RHE

Dr. Elizabeth Sayrs, Professor and Interim Dean of the College of Fine Arts

Dr. John Schriener, Assistant Professor and Associate Dean, Admissions & Student Affairs, Heritage College of Osteopathic Medicine

Dr. Jim Smith, Dean, Lancaster Campus, RHE

Dr. Barbara Wharton, Associate Provost for Institutional Research and Effectiveness



## **Interoffice Communication**

**Date:** January 2, 2018

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

**From:** Jason B. Pina, Vice President for Student Affairs

**Re: Housing Development Plan Update**

In an ongoing effort to review and assess Ohio University's housing needs, the Department of Housing and Residence Life has spent the last several months working with a team to update the assumptions and feasibility of the Housing Development Plan, which was approved by the Board of Trustees in November 2011.

This presentation will provide the board with:

- A brief history of the work that has taken place to-date including a high-level overview of the planning and large-scale projects that have taken place over the past 10 years
- An overview of the current housing portfolio including project-based deferred maintenance needs and room configurations
- A better understanding of students living on campus and fluctuations in occupancy over the past 10 years
- A high-level breakdown of capital improvement investments that are projected to take place over the next 6 years

I look forward to reviewing this information with you at the board meeting, and I will be happy to answer any questions you may have prior to or during the meeting.

January 18, 2018

# Housing Development Plan Update

Tab #; pg

# Agenda

1. Study overview
2. History of housing planning
3. Housing portfolio review
4. Housing Development Plan progress
5. Issues being studied
6. Questions

# Housing Development Plan Team



 **MGT CONSULTING**

**Ray Thompson, PhD**  
Project Manager

**Robert Kellner, DPA**  
Financial Analysis

**Robert Huss**  
Housing Strategic Planning

**Diana Goldstein**  
Market and Peer Analysis

 **MACKEY MITCHELL ARCHITECTS**

**Dan Mitchell, FAIA**  
Principal in Charge

**Jordan Gatewood, AIA**  
Principal, Lead Planner

**COST CONSULTANT**

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Whiting-Turner

 **PRATER ENGINEERING**

**Tim Prater, PE LEED AP**  
Engineering PIC

**Chris Whicker, PE**  
Sr. Mechanical Engineer

**Doug Powell, PE**  
Sr. Electrical Engineer

**Corey Anderson, CFPS**  
Plumbing and Fire Protection

# Housing Development Plan (HDP) Goals

## Strategic

- Align Housing Development Plan with 2016 CMP
- Refine 6 Year CIP
- Peer comparison
- Local construction cost forecast

## Financial

- Retest Housing Development Plan assumptions
- Develop multi-scenario budget pro-forma
- Construction value analysis

## Structural/Demographic

- Refine deferred maintenance strategy
- Complete occupancy analysis
- Reevaluate current Athens student needs



# History of Housing Planning Studies

	2006	2010	2011	2014	2015	2016	2017
Project	Housing Master Plan	Housing Master Plan	Housing Master Plan	2014 Sweep Schematic Package	Comprehensive Campus Master Plan (CMP)	Energy and Utility Master Plan	Housing Development Plan Update
Outcome	Establishes approach for planning part of CMP	Updated Plan Metrics	Outlines Three Phase approach to replace back 15	Outlines plan to connect residential communities	Provides vision for the next ten years of development	Outlines utility and energy infrastructure investments	Provides Feasibility analysis for Phase II



Sweep Schematic



Phase I Project Opened Fall 2015

# Progress in the Housing Development Plan



*Jefferson Hall full renovation*



*Boyd Hall restroom renovation*

## Successes

- Completed \$90 million in deferred maintenance and capital renewal since 2011.
- Constructed 4 new suite-style residence halls allowing for the replacement of 908 back south beds (2015)
- Demolition of 6 back south buildings
- Created living & learning environments on South Green and Jefferson Hall first floor
- Bush (2014) & Jefferson (2017) Hall full renovations
- Targeted renovations vs complete

# 2017 HDP Update Work Plan

## Board Updates



Student Focus Groups	Peer Benchmarking Analysis	Create Financial Model	Scenario/feasibility Analysis	New Construction Recommendation
Stakeholder Interviews	Off Campus Market Analysis	Program/Cost Analysis	Scenario Pricing	Construction Prioritization
Student Survey				Compile Report

Work Complete

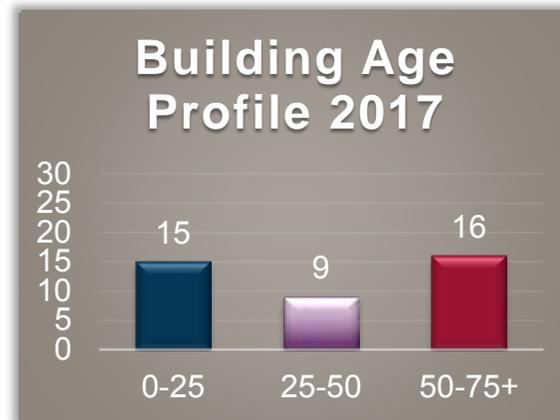
Work In Progress

# Housing Portfolio

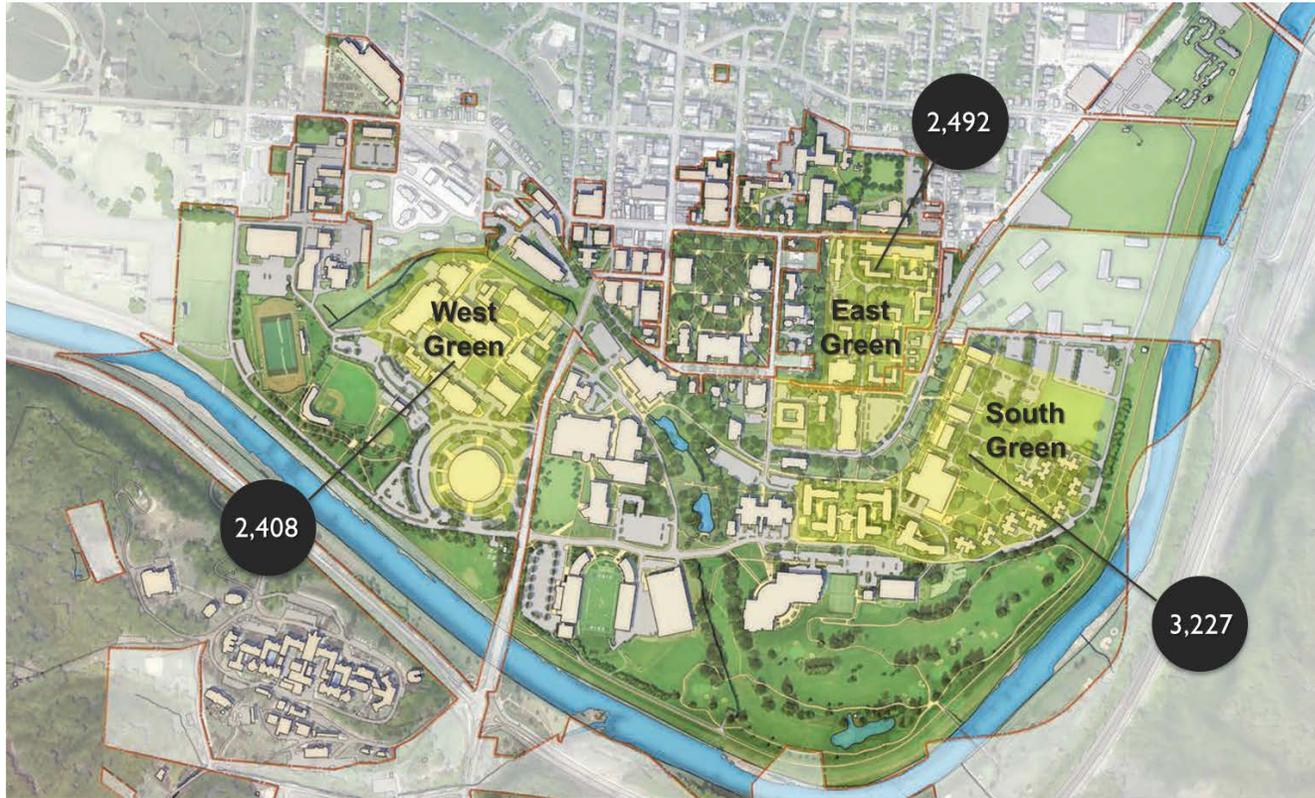
## Current Statistics



Total Beds / Occupancy / %	8156 / 7609 / 93.3%
Buildings / GSF	42 / 2,260,907 GSF
FY18 Budget	\$54,241,463
Emergency Reserve	\$5,424,146 (10%)



# Residential Greens



## East Green

- 15 buildings
- 2,492 beds
- Deferred maintenance= \$58,720,000

## West Green

- 8 buildings
- 2,408 beds
- Deferred maintenance= \$61,390,000

## South Green

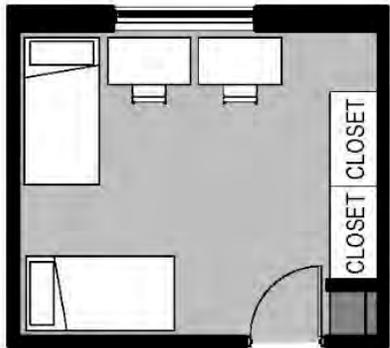
- 18 buildings
- 3,227 beds
- Deferred maintenance= \$80,205,000

# Room Configurations

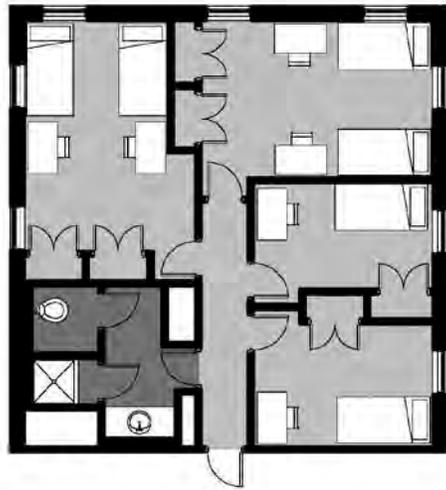
Current OHIO inventory

Configuration consideration for future

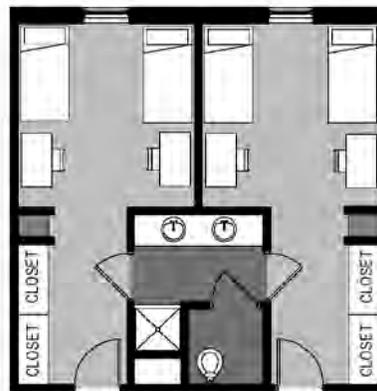
**Traditional  
Style**  
65%



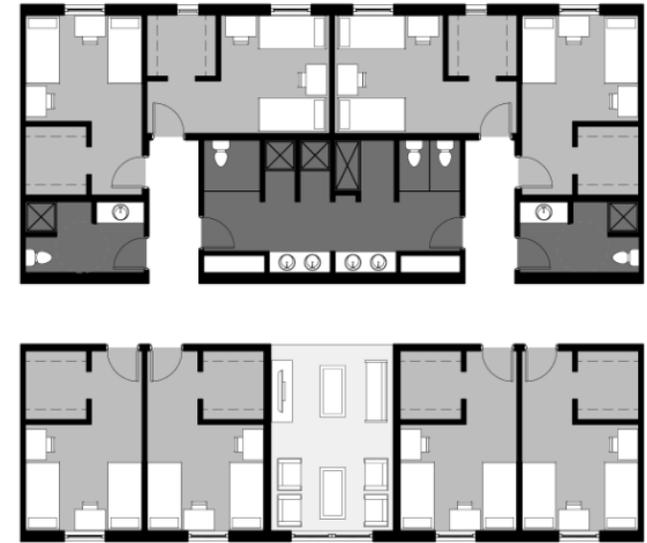
**Mod  
Style**  
13%



**Semi-  
Suite**  
22%



**Pod  
Style**



# Students that Live On-Campus



Breakdown of Fall 2017 OHIO on-campus residents

First Year	50%
Second Year	40%
Third Year	4%
Fourth Year	2%
Other	4%

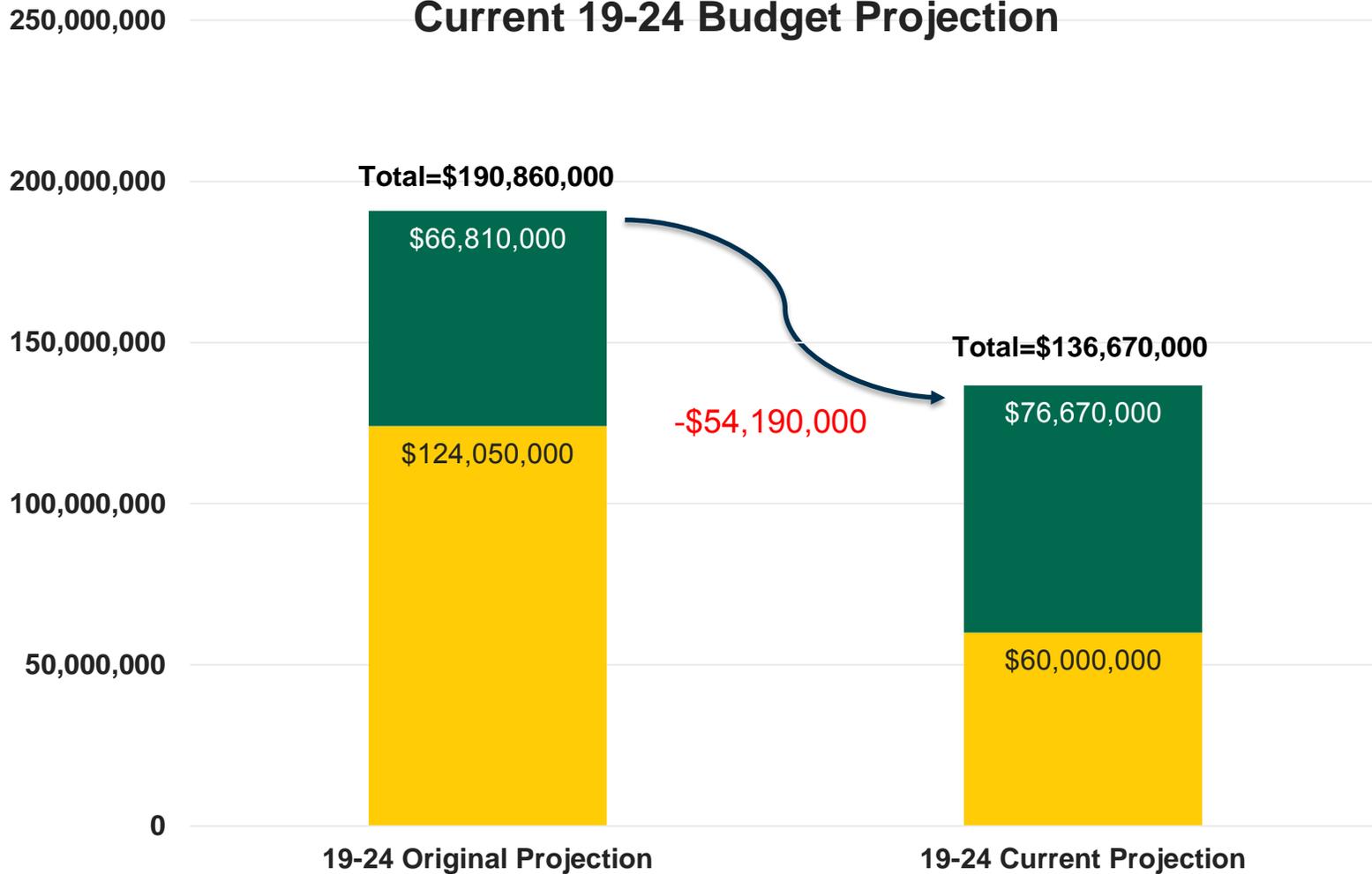
First & Second year students represent **90%** of students living on campus

# Occupancy



# Projected Capital Improvement Project Expenditures

Original 19-24 Budget vs. Current 19-24 Budget Projection



## Highlighted Upcoming Projects

- Bromley Hall Infrastructure (2019)
- Phase II Design (2019)
- Treudley Hall Renovations (2020)
- Phase II Construction (2020)
- Brown Hall Restrooms (2021)
- Wilson Hall Renovations (2021)
- Brown Hall Lobby (2022)
- Ryors Hall Renovations (2022)
- Mackinnon Hall Lobby (2023)
- Front Four HVAC (2023)
- East Green Windows (2024)
- Perkins Hall Renovations (2024)

# In Summary: Issues Being Studied



2016 Comprehensive Campus Master Plan

## Feasibility

- How much to invest in new construction versus renovation?

## Build Location

- Behind Front Four

## System Size

- Bed total for housing system to maintain?
- Impact of lower occupancy on capital investment?

## Building Portfolio

- Age Balance
- Financial Capacity
- Deferred Maintenance

# Questions?





## **Interoffice Communication**

**Date:** January 2, 2018

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

**From:** Office of the Executive Vice President and Provost  
Dennis Irwin, Dean of the Russ College of Engineering and Technology

**Re: Beavercreek Update**

The presentation will provide an overview of the Russ Research Center in Beavercreek and will detail several promising opportunities for the future.

Highlights include:

- Background on the Russ Gift, and the history and status of the Russ Research Center
  - Introduction to the Russ Research Center
  - Management of the Center
  - Industry and academic partnerships
  - Lease update
  - Available space and opportunities
- Framework for building strategic industry and academic partnerships
  - Educational
  - Research
  - Outreach
- Programmatic opportunities
  - Aerospace consortium
  - Lifecycle management center of excellence
  - Conference center and teaching facility

January 18, 2018

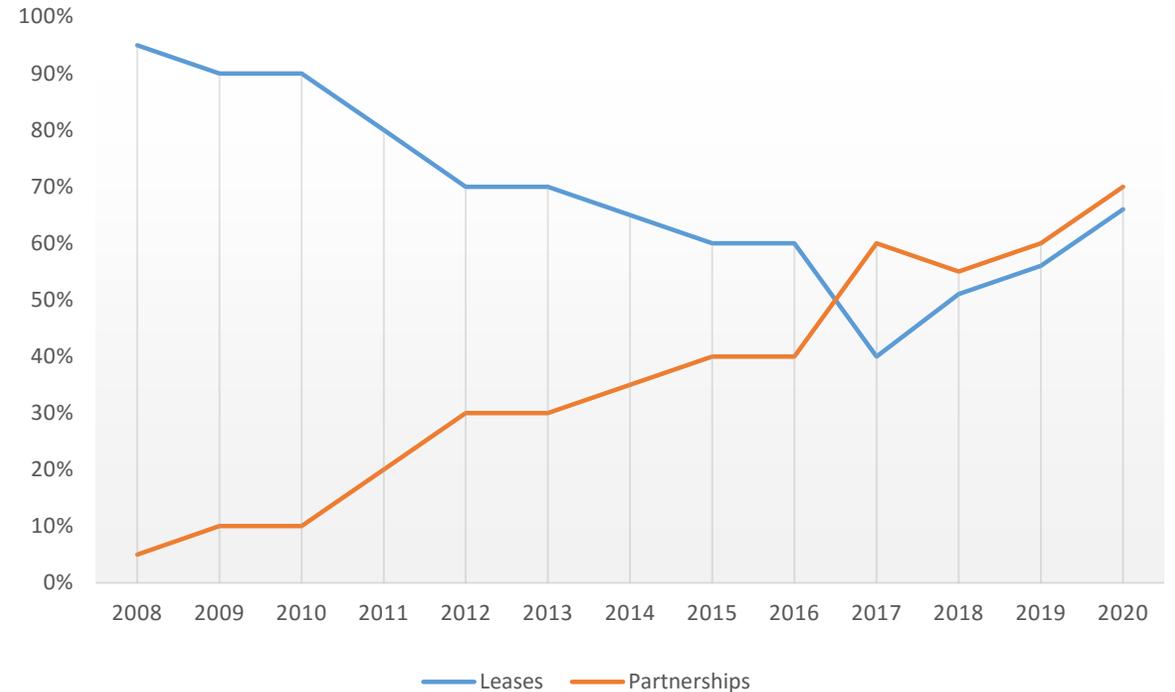
# Beavercreek Update

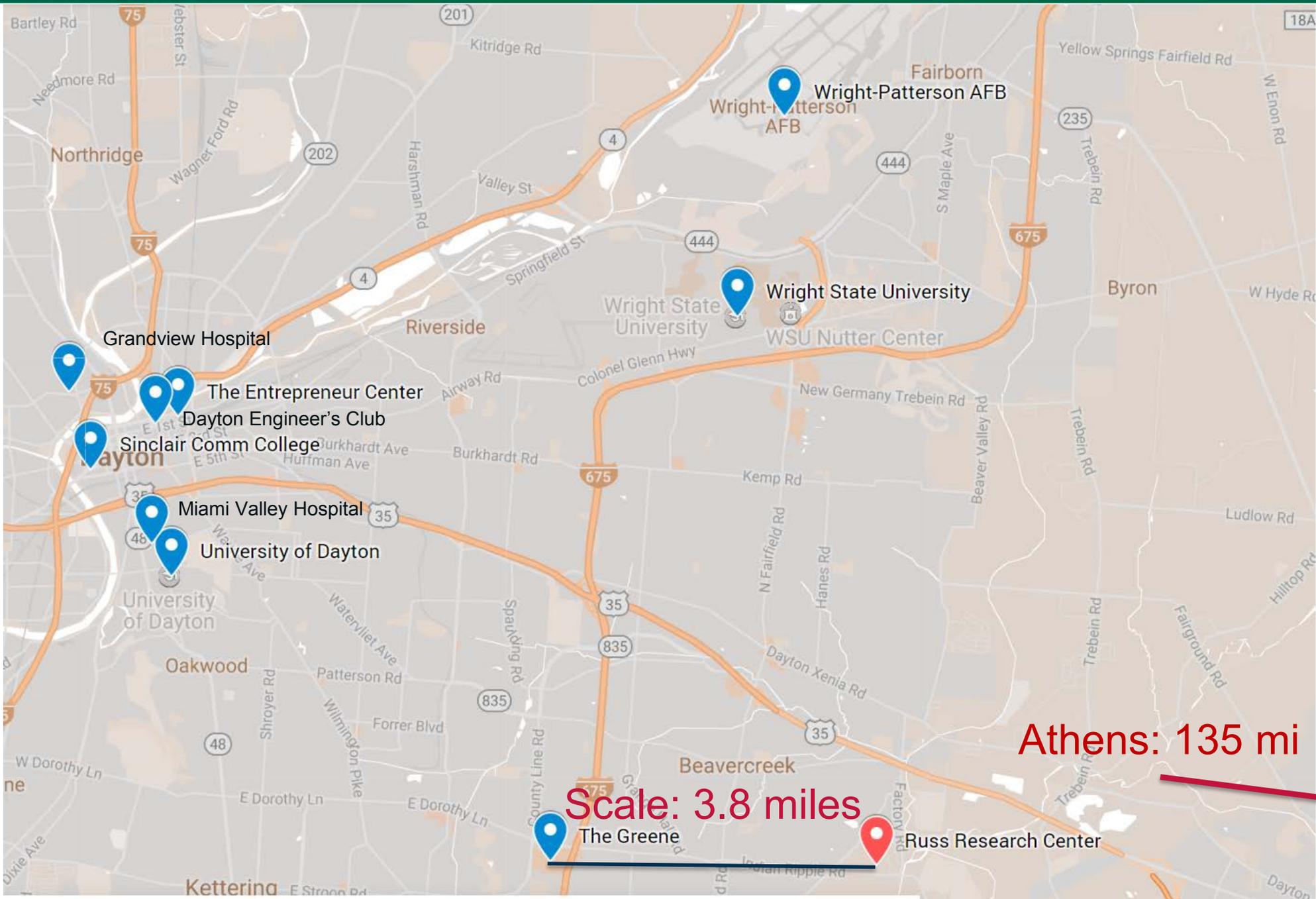
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# Russ Research Center

- Included in original estate bequest in 2008
- 9 buildings, 190,000 sf
- Additional 29 acres acquired 2016
- Tenant transitions over the years
- Industry and academic partnerships
- Space for growth

## Lessees vs. Resident Partners





Athens: 135 mi

Scale: 3.8 miles

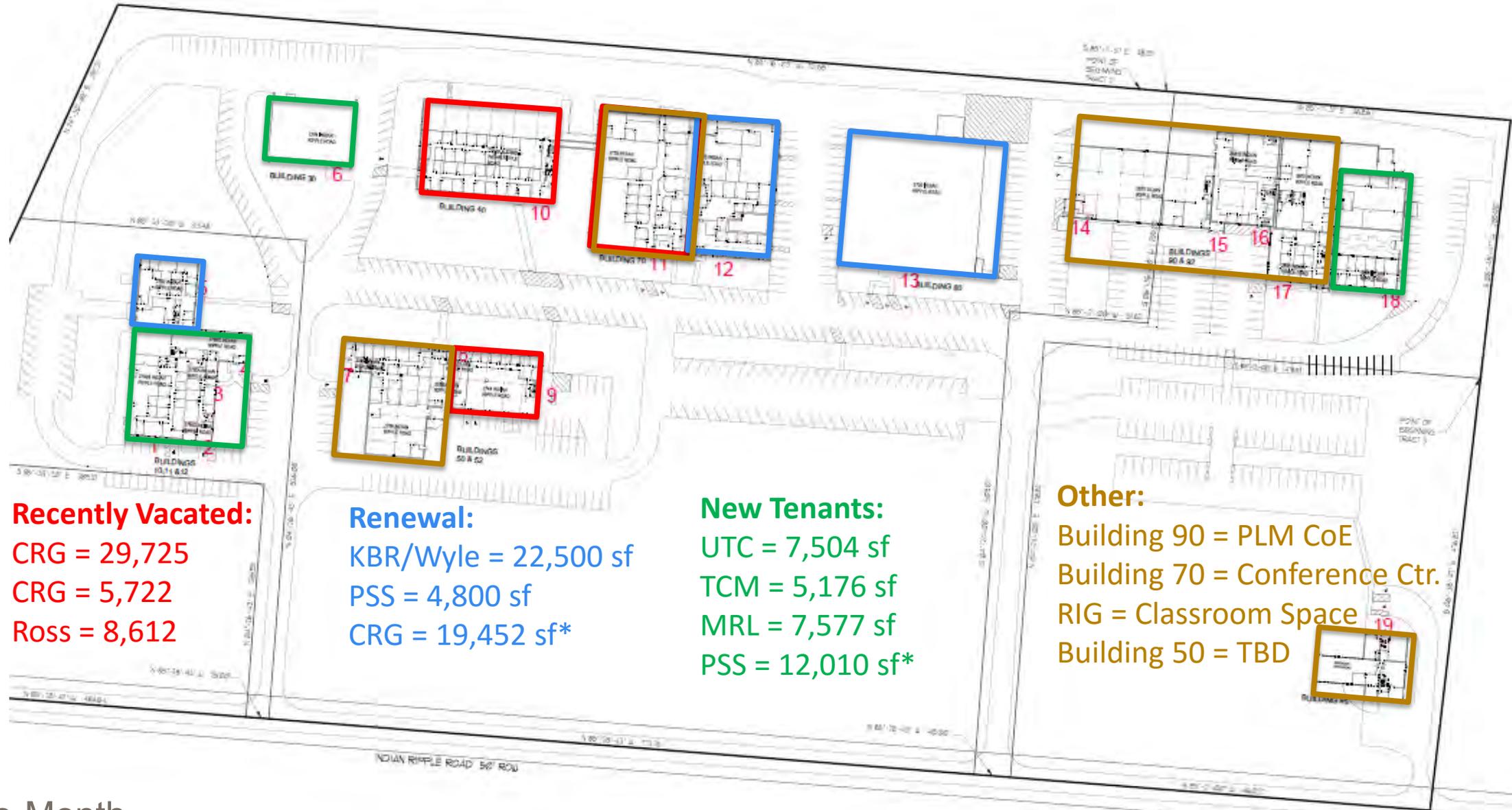
# Existing Site Plan (current to 3 years)



# Significant development potential with minimal disruption to existing buildings (3-15 years)



# Beavercreek Lease Updates



**Recently Vacated:**

- CRG = 29,725
- CRG = 5,722
- Ross = 8,612

**Renewal:**

- KBR/Wyle = 22,500 sf
- PSS = 4,800 sf
- CRG = 19,452 sf\*

**New Tenants:**

- UTC = 7,504 sf
- TCM = 5,176 sf
- MRL = 7,577 sf
- PSS = 12,010 sf\*

**Other:**

- Building 90 = PLM CoE
- Building 70 = Conference Ctr.
- RIG = Classroom Space
- Building 50 = TBD

\*Month-to-Month

# Building 90 - Product Lifecycle Center of Excellence

Strategic Opportunity:  
Work with  
WPAFB  
Life Cycle  
Management Center  
to Create Product  
Lifecycle  
Center of Excellence



Teaching/ Training on  
Enterprise-level digital  
design, product  
management,  
maintenance and  
disposition



# Building 70 - Conference Facility

Opportunity:  
Conference Facility/  
Classroom Space

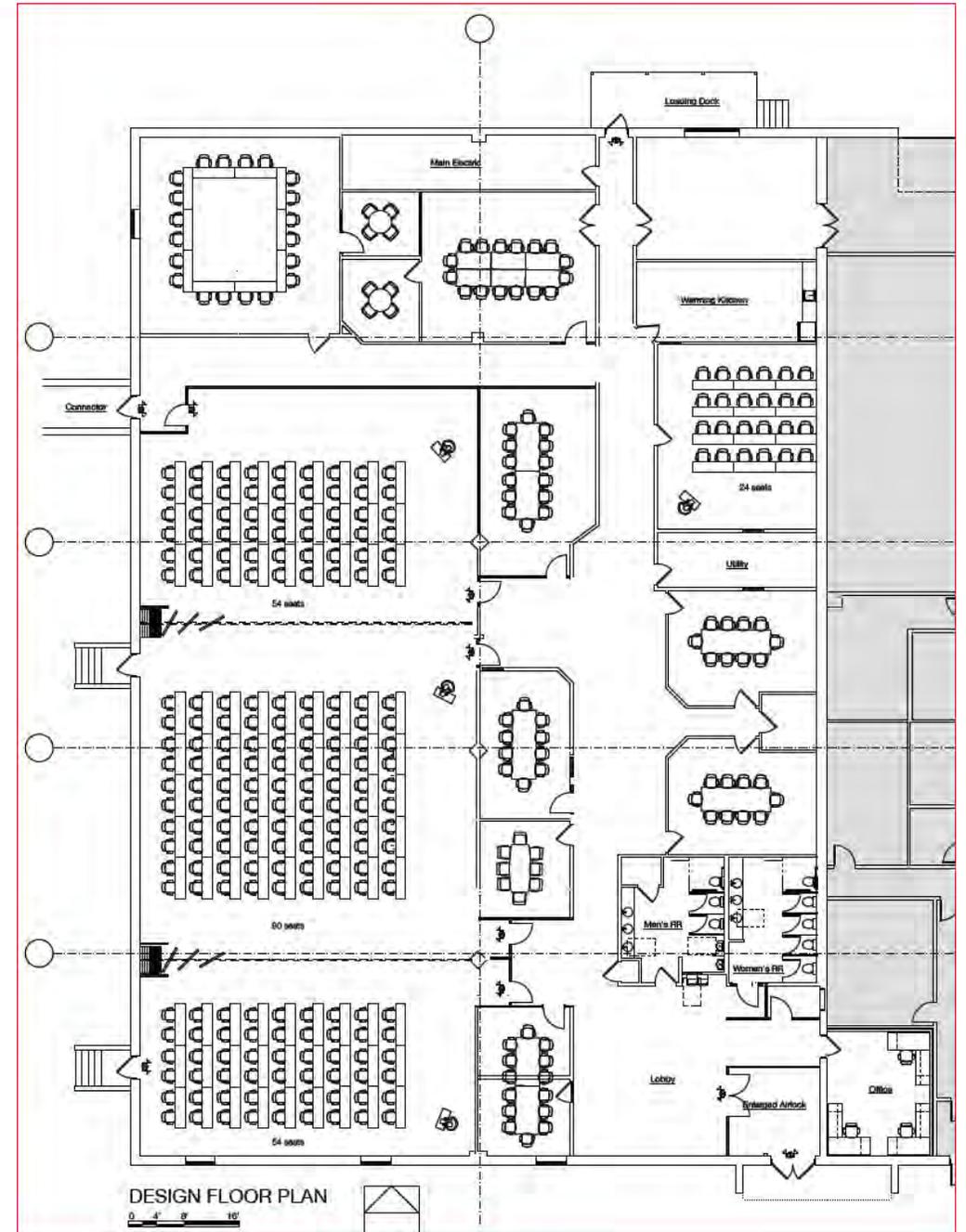
Accommodate up  
to 300 guests daily

~10,000 sf



# Conceptual Design for Conference Facility

- 1) Project will use entire existing building shell;
- 2) Safety is paramount. Entry and egress needs to accommodate up to 300 guests daily;
- 4) Should include limited office space;
- 5) Main spaces need to be modular and flexible;
- 6) Will be used as classroom space;
- 7) Amenities should take into consideration:
  - Multi-use space
  - Food service
  - Parking
  - HVAC controls for each room;
  - Easy upgrades for future IT infrastructure



# Russ Innovation Gateway Building

Renovated 2013

Classroom

Office Space

Conference Rooms

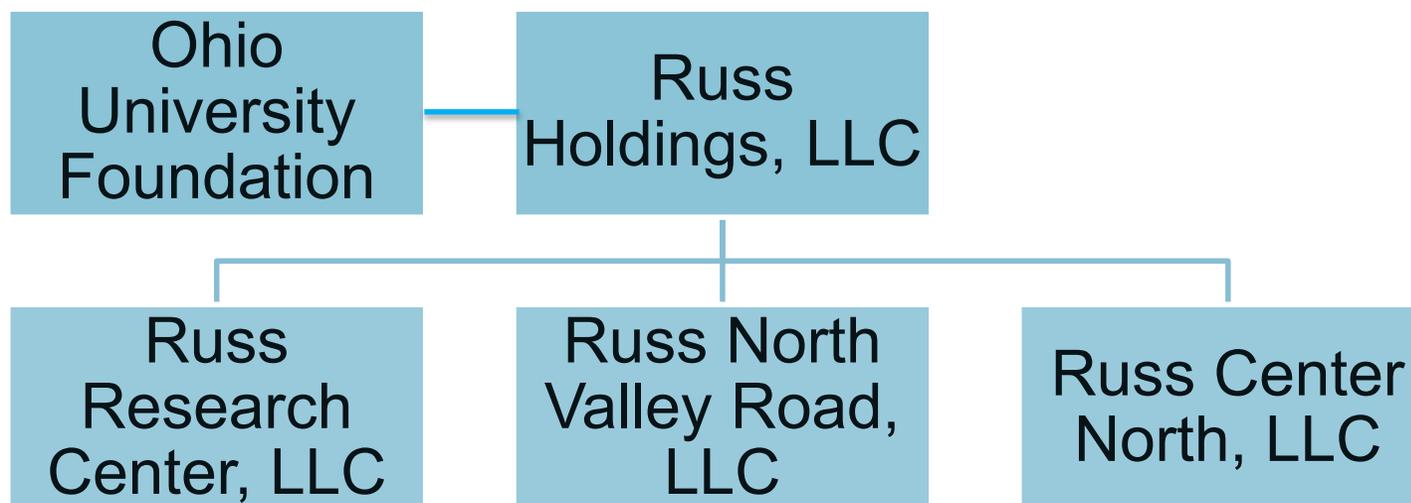
Modern Aesthetics

~5,000 sf



# Management of the Center

- Managed by the Russ Research Center, LLC, an entity of the Ohio University Foundation.
- The Dean of the Russ College of Engineering and Technology serves as the Managing Director for day-to-day issues.
- Asset Management Firm hired to market, operate, and negotiate leases in consultation with the Managing Director.
- Leases may be signed with approval of OHIO legal counsel and independent real estate counsel hired by the Asset Management firm.



# OHIO for Ohio

- Framework for expanding OHIO's footprint into major metropolitan areas
- Includes main campus, regional campuses, legacy centers, **Beavercreek**, Dublin and Cleveland campuses
- Knowledge community – mixed use – university/ industry/ government partnerships
- Programming should not duplicate/dilute main campus
- Must be additive, beneficial, and net-positive to the Miami Valley and the greater southwest Ohio region



# Beavercreek Framework

- Increase “inside the fence” relationships and collaborations at **Wright-Patterson Air Force Base (WPAFB)**, including the **Air Force Research Laboratory (AFRL)**, and the **Life Cycle Management Center (LCMC)**
- Create relationships with **industry and local health care systems** to sponsor faculty/student research and create internship/employment opportunities
- Grow collaborations with **other university and community college and local school partners**
- Create opportunities for **OHIO students**
- Foster a collaborative environment with “**resident partners**”
- Strengthen **research, tech commercialization and entrepreneurial** efforts
- Support **workforce development** through executive and professional development, continuing education, and training
- **Maintain financial viability** of “Ohio University at Beavercreek: The Russ Center for Professional Education and Research” (proposed new name)

# Russ Research Center

## Opportunities:

- Increase research opportunities
- Increase industry partnerships
- Increase OHIO's visibility
- Increase recruitment
- Explore interdisciplinary teaching
- Catalyst for creativity
- Portal between OHIO and the communities of SW Ohio

## Key Activities:

- Education
- Technology Research & Development
- Professional Development/ Lifelong Learning
- Business Growth and Expansion
- Economic Development
- Fostering Intellectual Endeavors

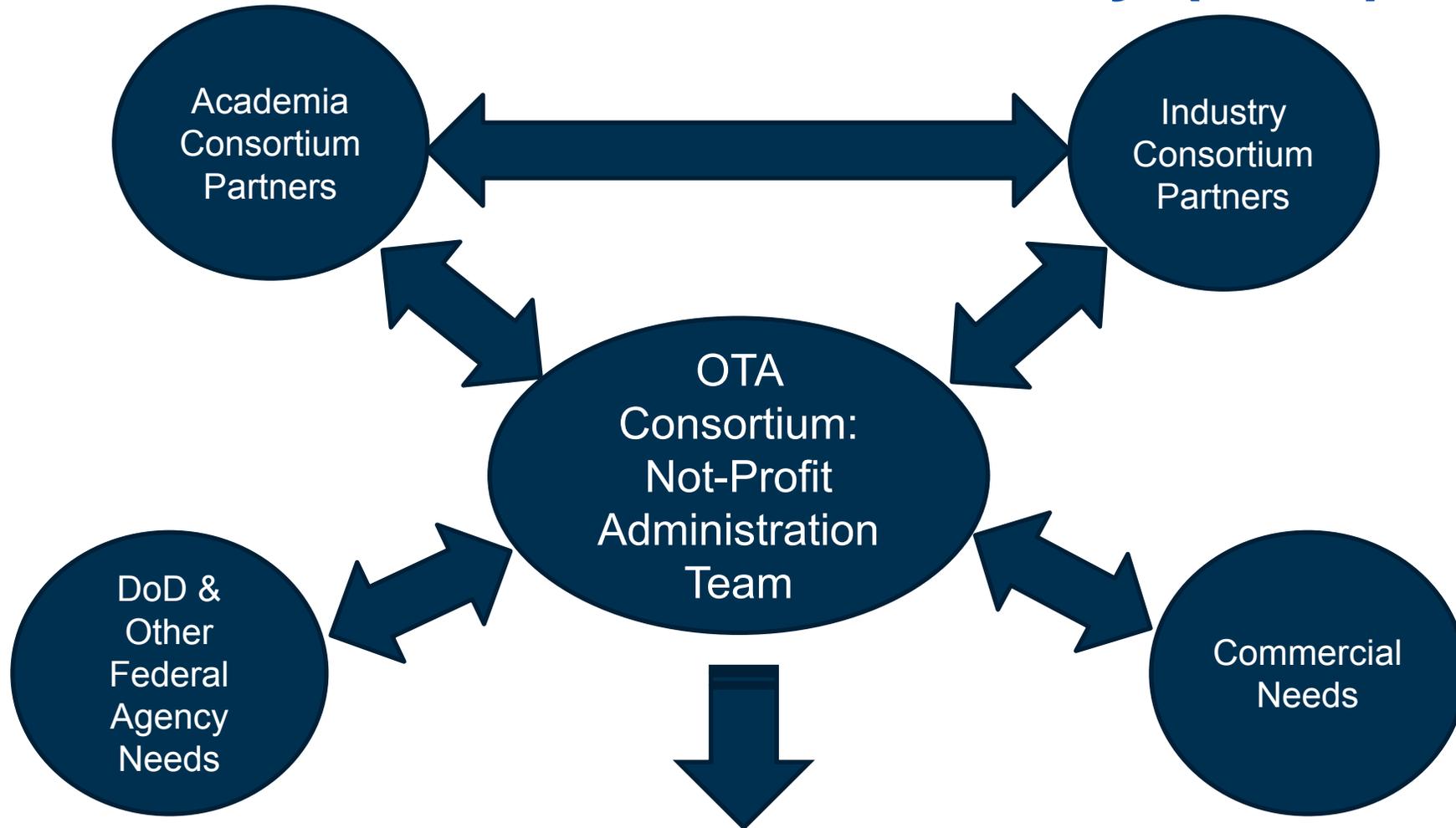
## Sources of Revenue:

- Leases
- Workshop and Conference Fees
- Course Fees
- Lab Rental
- Research Contracts
- Research Consortium Management

# WPAFB-AFRL Conversations

- Deputy Assistant Secretary of the Air Force for Science, Technology, and Engineering, **Jeff Stanley**
- Commander, AFRL, **Major General William (Bill) Cooley**
- Executive Director, AFRL, **Jack Blackhurst**
- Director, Materials and Manufacturing Directorate (RX), **Colonel Charles (Chuck) Ormsby**
- Director, Aerospace Systems Directorate (RQ), **Doug Blake**
- Director, Airman Systems Directorate, 711th Human Performance Wing (RH), **Dr. Kevin Geiss**
- Director, Small Business Programs, **Bill Harrison**
- Director, Air Force Materiel Command (AFMC), Air, Space and Information Operations (A3)
- Air Force Institute of Technology (AFIT), Assistant to the Director, Cyber Program Coordination and Outreach
- Cyber Lead, Avionics Development and Integration, AFLCMC
- PLM Center of Excellence Functional Lead, AFLCMC

# Consortium Through Other Transaction Authority (OTA)



R&D, Prototypes, Fielded Solutions & Commercialization

# Industry Partners



# Academic Partners



THE OHIO STATE UNIVERSITY



University of CINCINNATI



OHIO UNIVERSITY



# Consortia Concept to Support Multiple Technology Domains and Many Partners

Aerospace Testbed and Labs			
Technology Domains	Cyber Physical Systems	Autonomy	Precision Navigation
DoD Partners	<ul style="list-style-type: none"> <li>• AFRL</li> <li>• RQ</li> <li>• RH</li> </ul>	<ul style="list-style-type: none"> <li>• RI</li> <li>• RY</li> <li>• RW</li> </ul>	<ul style="list-style-type: none"> <li>• RW</li> <li>• RV</li> </ul>
Academic Partners	<ul style="list-style-type: none"> <li>• OHIO</li> <li>• WSU</li> <li>• AFIT</li> </ul>	<ul style="list-style-type: none"> <li>• UT Austin</li> <li>• Princeton</li> </ul>	<ul style="list-style-type: none"> <li>• U of Colorado</li> <li>• Stanford</li> <li>• AFIT</li> </ul>
Industry Partners	<ul style="list-style-type: none"> <li>• Tenet3</li> <li>• Galois</li> </ul>	<ul style="list-style-type: none"> <li>• SOARTech</li> </ul>	<ul style="list-style-type: none"> <li>• Noblis</li> <li>• TDKC</li> <li>• IS4S</li> </ul>

# OHIO Smart Capabilities w/Synergies in Dublin and Columbus

SECTOR	CANDIDATE ACTIVITIES
Smart Mobility/ Transportation	<u>Autonomous Vehicles</u> , <u>Cyberphysical Systems</u> , Internet of Things (IoT), <u>Monitoring &amp; Sensors</u> , <u>Precision Navigation and Timing</u> , Personal Transportation Devices, <u>Logistics</u> , EHV's, <u>Emissions Monitoring</u> , Urban Planning and Design, <u>GPS</u> , Artificial Intelligence, Machine Learning, Synthetic Vision Systems, <u>Layered Sensing</u>
Smart Energy	Net-Zero Campus, Smart Grid, <u>Micro-Grids</u> , Energy Storage, Integrating Renewables into the Grid, Block Chain Technology
Smart Government	<u>Leadership Training</u> , Surveillance and Privacy Applications, Data Analytics, <u>Procurement</u> , <u>Water Management</u> , Smart Regional Planning
Smart Health	Informatics, Technology to Promote Successful Aging, Virtual Reality Therapeutic Modalities, <u>Wearable Devices</u>
Smart Manufacturing	<u>Digital Engineering</u> , <u>Manufacturing 4.0</u> , Industrial Internet of Things (IIOT), <u>Additive Manufacturing</u> , <u>Life Cycle Analysis</u> , 3D Printing, <u>Workforce Development</u> , <u>Logistics</u> , Robotics, Automation
Smart Materials	Sensor Development, <u>Nano Materials and Devices</u> , <u>Materials Genomics</u> , Metrology

## Academics and Student Success Committee Meeting



## **Interoffice Communication**

**Date:** January 2, 2018

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

**From:** Elizabeth Sayrs, Dean of University College, Vice Provost for Undergraduate Education

**Re:** **University College Dashboard Update**

Since its founding in 1935 as the first such college in the United States, University College has been central to OHIO's mission to foster the intellectual and personal development of undergraduates. We provide guidance and resources for students to make successful transitions, to succeed in the classroom, and to contribute to their communities. University College is critical to advancing the institution's goals for student success and to OHIO's identity as an institution that strategically balances its commitment to access and opportunity with its commitment to academic success and excellence.

Over the past several years, we have evolved from a unit that focused primarily on the first-year experience to one that supports access, academic excellence, retention, persistence, and graduation for all OHIO students, from potential OHIO students still in high school (e.g., College Credit Plus, Gateway to Success) to matriculating students (e.g., Undergraduate Orientation programs) and new students (e.g., Learning Communities, MyOHIO Success Network partnership, exploratory student advising, transition seminars); for all continuing students (e.g., Student Success Advisors, Turning Points, Academic Achievement Center, OHIO Fellows, Allen Student Advising Center) as well as for specific populations (e.g., College Achievement Program, First Generation initiatives, Student Accessibility Services); and for students completing their time at OHIO (e.g., Project Graduation, Bachelor of Specialized Studies). We also provide significant opportunities for undergraduate student engagement and leadership (e.g., Supplemental Instruction leaders, Orientation leaders, Learning Community leaders, Center for Campus and Community Engagement, ROTC), and for graduate student training.

The attached dashboard and presentation demonstrate our impact on every OHIO student. Our university-wide reach provides a unique vantage point from which we can identify emerging barriers to student success across the university, and we are committed to collaborating to remove these barriers through research-based programming and assessment. Collaboration is central to all of our endeavors: we regularly work together with and depend on all of the academic colleges and campuses, Student Affairs, Information Technology, Financial Aid, Instructional Innovation, Institutional Research, the Registrar's office, Diversity and Inclusion, Admissions, and many others across all our campuses to develop and support successful high-

impact programs.

In addition, we are committed to creating and disseminating new research about student success nationwide as well as to bringing the latest research back to the university to share with colleagues. University College staff regularly present their research at conferences, including the national Annual Conference on the First-Year Experience, and regional and national NSAPA (Student Affairs Administrators in Higher Education) conferences. University College staff members serve as officers of state and regional societies. We also partner with other institutions to conduct innovative research on student success.

Our priorities for supporting OHIO's institutional goals for student success for the next several years fall into three categories:

- 1) Support existing and develop new high-impact, collaborative programs and services that advance access and excellence
- 2) Identify and respond flexibly and quickly to emerging needs with research-based initiatives
- 3) Grow academic programs intentionally

Thank you, on behalf of my colleagues, for this opportunity to provide an update of the academic quality dashboard for University College.



# OHIO UNIVERSITY

**Total Headcount**  
**2,159**  
 Number of students enrolled in UC fall 2017

**Past Performance**

2013	2014	2015	2016	2017
2,321	2,556	2,445	2,401	2,159

**Yield Rate**  
**24.2%**  
 Yield rate for new University College students fall 2017

**Past Performance**

2013	2014	2015	2016	2017
35.3%	34.2%	33.2%	32.4%	24.2%

**Transition Program (STP/TSP)**  
**27 (out of 33)**  
 # of STP/TSP students who successfully completed the program and eligible to remain at OHIO the following term

**Past Performance**

2013	2014	2015	2016	2017*
44/50	39/42	28/38	17/17	27/33

Success rates for STP students:

88%	93%	74%	100%	82%
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**Army ROTC Enrollment**  
**105**  
 Number of ROTC scholarship cadets and National Guard students in OHIO's Army ROTC academic year 2017

**Past Performance**

2013	2014	2015	2016	2017
103	130	124	114	105

2017 ROTC McArthur Award winner - Recognized as one of the top 8 programs in the Nation

**Learning Community Programs**  
**226 LCs (3949 students)**  
 Number of learning communities (LCs) and total students in fall 2017

**Past Performance**

2013	2014	2015	2016	2017
194	217	237	235	226
2869	3293	3487	3753	3949

2017: Over 95% of first-year students participated in an LC

**Degrees Awarded**  
**425**  
 Number of UC associate and baccalaureate degrees awarded in academic year 2017; BSS degrees are shown below

**Past Performance**

2013	2014	2015	2016	2017
358	452	342	385	425

BSS: 233 216 235 269 295  
 Six-year graduation rate for the BSS degree is 91%

**First-Year "On Track" Rates**  
**45%/41%**  
 UC all first-year and first-year, first-gen students (FG) with >= 2.0 GPA AND >= 30 earned OHIO credits at the end of academic year 2017

**Past Performance**

2013	2014	2015	2016	2017
All: 38%	41%	39%	39%	45%
FG: 31%	36%	33%	29%	41%

**College Achievement Program (CAP)**  
**81%**  
 First-year retention rate of CAP students remains similar to non-high risk peers. CAP eligibility requires academic need AND first gen, low income, or registered disability.

**Past Performance**

2012	2013	2014	2015	2016
77%	80%	70%	81%	81%

\$324,595 TRIO/SSS annual funds through 2020 (3% inc)

**OHIO Satisfactory Academic Progress**  
**91.6%/87.9%**  
 OHIO first-year continuing gen (CG) and first gen (FG) students with >= 2.0 GPA at the end of their first semester (fall 2016)

**Past Performance**

2012	2013	2014	2015	2016
CG: 88.5%	90.8%	92.0%	93.1%	91.6%
FG: 84.3%	86.4%	86.2%	87.3%	87.9%

**OHIO First-Generation Retention**  
**73.5%**  
 First Generation student first-year retention rate

**Past Performance**

2012	2013	2014	2015	2016
73.8%	76.7%	73.7%	76.7%	73.5%

**Student Accessibility Services (SAS)**  
**1010**  
 Number of OHIO students registered for accommodations in academic year 2018 (\*fall only)

**Past Performance**

2014	2015	2016	2017	2018*
942	970	946	1115	1010

RHE: 321 394 440 448 252  
 In 2016-2017, SAS students earned 248 degrees

**Student Accessibility Services (SAS)**  
**2,572**  
 Number of exams proctored academic year 2017 (1353 in AY2018 - fall only)

**Past Performance**

2013	2014	2015	2016	2017
1,059	1,233	2,636	2,145	2572

**Turning Points**  
**51 (from group of 61)**  
 Students successfully completing the "last chance" probation intervention Turning Points program and staying at OHIO in academic year 2017

**Past Performance**

2013	2014	2015	2016	2017
37/65	46/71	43/65	45/68	51/61

92% of students reported their relationship with their Turning Points advisor was extremely beneficial

**MAP-Works -> MyOhio Success Network**  
**17,836**  
 Number of students engaged in early intervention program (fall 2017)

**Past Performance**

2013	2014	2015	2016	2017
2,028	4,200	4,423	4,309	17,836

MOSN  
 MAP-Works

**Undergraduate Leadership Opportunities**  
**476**  
 Number of Orientation Leaders, SI Leaders, ROTC Participants, OHIO Fellows, and Learning Community Leaders in academic year 2017

**Past Performance**

2013	2014	2015	2016	2017
405	459	478	493	476

**Supplemental Instruction**  
**17,091**  
 Number of contact hours with students in Fall 2016

**Past Performance**

2012	2013	2014	2015	2016
14,753	19,220	17,714	16,150	17,091

Cost per contact hour per SI leader  
 \$2.30 \$2.00 \$2.17 \$2.78 \$2.13

**College Study Skills Workshop attendance**  
**2,715**  
 Number of students attending college study skills workshops in fall 2017

**Past Performance**

2013	2014	2015	2016	2017
56	1309	991	1347	2715

**1804 Fund and Konneker Fund**  
**\$1,362,728 (2013-2017)**  
 Funding distributed to undergraduate projects AY2013-2017. OHIO programs launched include Learning Communities, Margaret Boyd Scholars, Leadership Coaching

**Past Performance (funded proposals)**

2013	2014	2015	2016	2017
\$154,119	\$215,475	\$188,117	\$138,087	\$197,155

2013	2014	2015	2016	2017
\$100,000	\$100,000	\$88,625	\$61,800	\$119,350

**Dashboard Key**

	Four Fundamentals
	Enrollment
	Total Compensation
	Capital Campaign
	Financial Strength

# University College Academic Quality Dashboard

*University College supports OHIO's vision by advancing the academic and personal growth of prospective and current Ohio University students: we provide the guidance and resources for students to make successful transitions, to succeed in the classroom, and to contribute to their communities. We collaborate with campus and community partners for success both in and out of the classroom. By being flexible, compassionate, innovative, and resourceful, we help students realize their potential, and we promote the evolution of the university for the long-term benefit of our students.*

**Established in 1935 as the first of its kind in the nation, University College supports OHIO's institutional goals for student success by the following:**

- 1. Developing and supporting high-impact, collaborative programs and services that advance access and excellence**
- 2. Identifying and responding flexibly and quickly to emerging needs with research-based initiatives**
- 3. Growing academic programs intentionally.**

# What is University College?

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University College programs form a backbone of support for improving access, excellence, retention, probation, persistence, and graduation rates in collaboration with partners across all OHIO campuses.

**Academic Achievement Center:** College Achievement Program/CAP (a TRIO/SSS program)\*, Supplemental Instruction (SI), tutoring, Math and Science Center, college study skills courses and coaching, Student Writing Center

**Advising and Student Services:** Services for over 2000 undecided/undeclared/exploratory students (20-25% of incoming first-year class), transitioning students, and students in associate degree, Bachelor of Specialized Studies (BSS), and Bachelor of Criminal Justice (BCJ) programs, UC 2900

**Allen Student Advising Center:** Walk-in advising for all students regardless of major, Athens campus College Credit Plus students, OHIO First Scholars (first generation initiative), MyOHIO Success Network partner, ALPS (Alpine Learning for Success), Student Success Advisors, Turning Points, Project Graduation

**Army ROTC\*** (est. 1936) and **Air Force ROTC\*** (est. 1948)

**Center for Campus and Community Engagement:** supports high-impact service learning

**Learning Community Programs:** UC 1000, UC 1900, UC 1500

**OHIO Fellows\*** (partnership with University Libraries)

**Student Accessibility Services** (including RHE services)

**Undergraduate Orientation Programs:** Bobcat Student Orientation, transfer, CC+, and relocating students

**University Professor** (partnership with the Center for Teaching and Learning)

# Selected Recent Initiatives

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- MAP-Works → MyOHIO Success Network/Starfish fall 2016
- First Gen initiative/We Are First/First Gen? Me too!
- Student Success Advisors
- Near completer nudging experiment (with Ben Castleman/University of Virginia)
- Lay theory/nudging Konneker experiment with first gen (myOHIO Advice)
- College study skills coaching
- Mid-semester “late start” study skills courses
- Study skills workshops (“Don’t cancel that class!”)
- Gateway to Success
- Autism Spectrum Coaching
- Outreach to K-12 teachers
- UC 1500 transition seminars
- Appreciative Advising training and certification
- Basic Needs OHIO collaboration

# Army ROTC

Army ROTC (The Bobcat Battalion)  
Military Studies  
Lieutenant Colonel Brook Lee  
Professor and Chair



- **2017 ROTC McArthur Award winner:** annual national Army ROTC award to recognize the top 8 programs in the country, one program for each of the eight ROTC regions, based on a number of categories that include meeting commission mission, overall cadet standing in the National Order of Merit list, and retention rates.
- Cadet James Fraley was commissioned as **the #15 cadet in the nation out of 5404 cadets** commissioned in 2016-2017
- In the last two years, OHIO Army ROTC cadets average **20% of the commissioning class who ranked within the top 10% of the National Order of Merit list.**
- In November 2017, OHIO Army ROTC placed **2<sup>nd</sup> out of 37** in the 7<sup>th</sup> Brigade Ranger Challenge at Fort Knox, KY.
- Minor in Military Science approved

# Air Force ROTC

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**Air Force ROTC (The Bobcat Wing)**  
**Aerospace Studies**  
Lieutenant Colonel Layla Sweet  
Professor and Chair

- US Air Force Academy/AFROTC exchange program participant: Cadet Hunter Nunnelley, **one of only six cadets** selected in the nation
- Order of Daedalians Scholarship: Cadet Cole Johnston, **one of only 11 cadets** selected in the nation; he also graduated as an AFROTC Distinguished Graduate (top 10% of AFROTC cadets nationwide)
- Operations Flight Commander of the Year award: Capt. Reighter, named **#1 out of 145** OFC's by Headquarters ROTC
- OU "**Breaking Barriers**" Award: Lt. Col. Sweet. See also <https://ohiotoday.org/fall-2017/aiming-high/>
- Minor in Aerospace Studies approved
- Cadets volunteered approximately **1,428 community service hours** over the last three years
- "**Battle of Ohio**" won in 2017: The Bobcat Wing finished first of all the AFROTC detachments in Ohio by performing physical fitness tasks and completing complex problem solving activities.

# Advising and Student Services

Assistant Dean Ebony Green, Ed.D.

## Bachelor of Specialized Studies (BSS)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
BSS enrollment (Athens only)	77	214	265	255	257
	2013-2014	2014-2015	2015-2016	2016-2017	
BSS degrees awarded	216	235	269	295	

*91% six-year graduation rate*

\* pre-BSS in 2014

### BSS Alumni:



Vincent L. Briley, Assistant Dean of Access and Completion at Cuyahoga Community College—Eastern. Prior to joining Tri-C, he received a J. William Fulbright Scholarship to Germany awarded by the Council for International Exchange of Scholars and completed the Peabody Professional Institute in Higher Education Management at Vanderbilt University.



Travis R. Griffin: BSS in "Game Show Development." He served as Associate Producer for the GSN's original game shows. In April of 2017, he landed his dream job as a Game Electronics Technician for CBS Stage Electronics and serves as the lead game operator for shows like "Hip Hop Squares," "Funny You Should Ask," and the upcoming "Pointless."

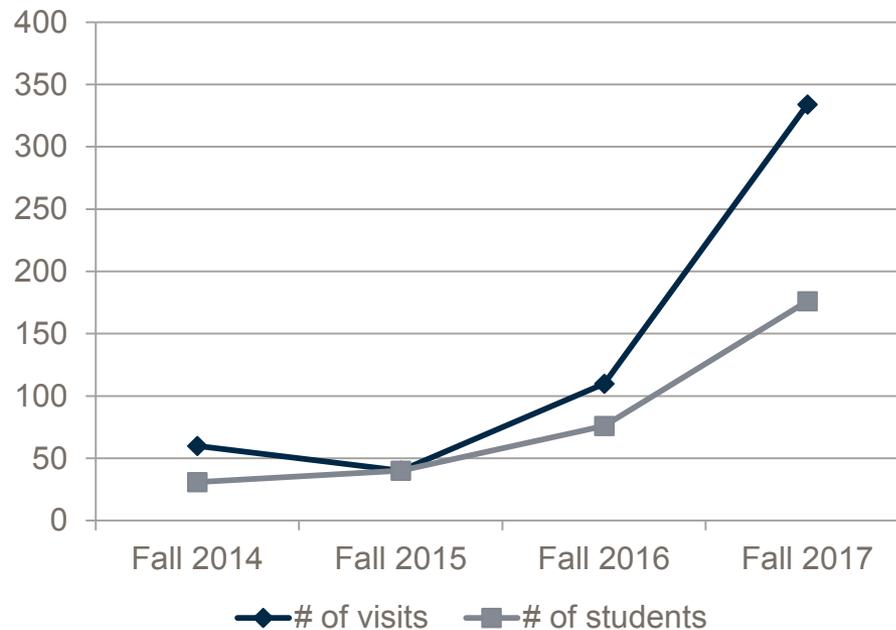
# Academic Achievement Center

Assistant Dean Tamekia Scott, Ed.D.

## College Study Skills Coaching

- Partnership with Allen Student Advising Center and OMSAR

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
# of visits	60	40	110	334
# of students	31	40	76	176



# Allen Student Advising Center

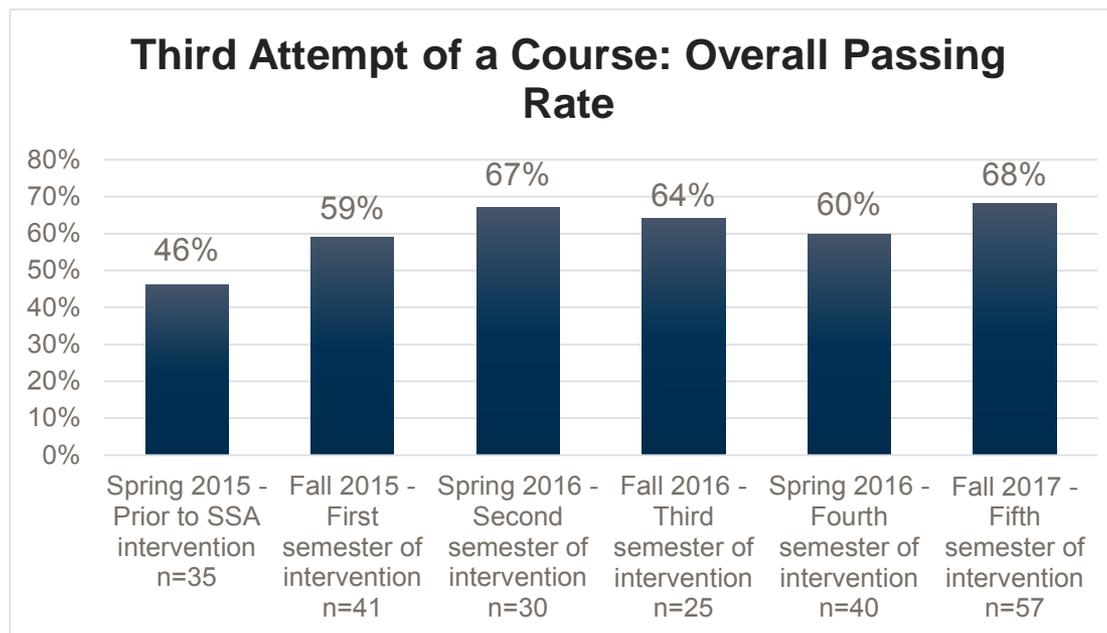
Assistant Dean Jenny Klein

## First Generation Student Initiatives update



## Student Success Advisors

Russ College: course retake intervention results



# Student Accessibility Services

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Assistant Dean Carey Busch, Ph.D.

## Gateway to Success

- Assists high school students with disabilities to transition to postsecondary education
  - Began Fall 2013
  - In Fall 2017, served ~125 students from 14 schools
  - Currently serves juniors
  - Plan to pilot a senior experience in Spring 2018
- Goals:
    - Provide career exploration
    - Introduce the process to request accommodations in college
    - Present resources to assist in financing education and further career exploration
    - Instill hope that college is attainable



# Student Accessibility Services

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Assistant Dean Carey Busch, Ph.D.

## Coaching for Students on the Autism Spectrum

- Program goals: increase retention and success of students on the Autism Spectrum who choose OHIO
- 2016–2017 piloted coaching services with 5 first-year students
- Currently serve 8 students with 3–5 hours of services each week
- Pairs a student on the Autism Spectrum with an upper-level student for individualized transition support
- Individualized goals are developed and often include social engagement, resource access, time management, communication with faculty, and navigating campus life

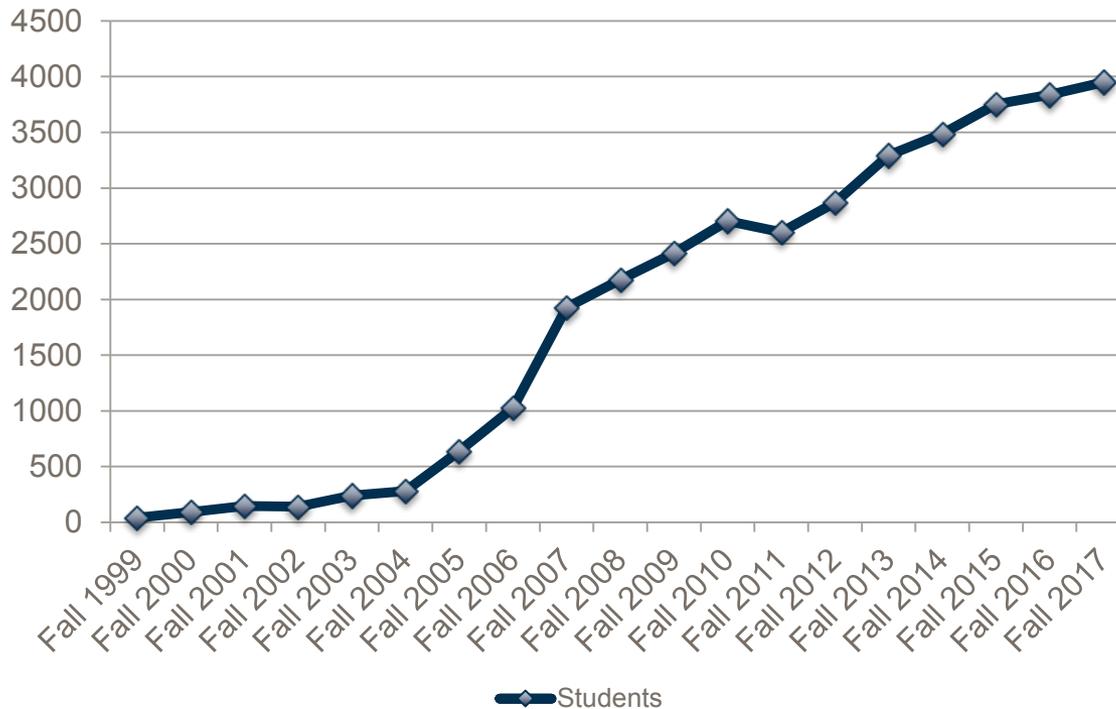
# Learning Community Programs

Assistant Dean Wendy Merb-Brown

## Learning Communities growth (1999–2017)

- Fall 2017: • 3949 students (FY and transfer students) in 226 LCs
- 95% of the first-year class

Number of Students in LCs



# Learning Community Programs

Assistant Dean Wendy Merb-Brown

## Faculty and Staff Involvement in Learning Communities

Faculty Rank for Instructors, fall 2017  
(some teaching more than one section, 203 distinct individuals)

	UC 1900	UC 1000	PSY 1090	Total
Professor	6	1		7
Assoc. Professor	22	1		23
Asst. Professor	5			5
Senior Lecturer	2		1	3
Assoc. Lecturer	5			5
Lecturer	22	2		24
Instructor (admin)	75	28		103
GA		21		21
UC staff		12		12

# Learning Community Programs

Assistant Dean Wendy Merb-Brown

## Learning Communities Engagement Programming

Engagement Activities and Total Student Points of Contact  
2010–2016

LC Engagement Programming	2010	2011	2012	2013	2014	2015	2016
Social Activities	456	539	800	1013	1141	1109	1067
Alcohol Programs	142	147	160	156	198	200	223
Study Sessions	444	504	732	816	968	899	965
Theme Activities	177	184	223	233	292	255	302
Faculty Events	148	167	160	158	186	195	198
Cultural Events	139	170	208	152	222	252	237
<b>Total Events</b>	<b>1506</b>	<b>1711</b>	<b>2283</b>	<b>2528</b>	<b>3007</b>	<b>2910</b>	<b>2992</b>
<b>Total student points of contact</b>	<b>9252</b>	<b>12062</b>	<b>18206</b>	<b>18937</b>	<b>19832</b>	<b>18105</b>	<b>26052</b>

# Research-based Initiatives

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## Number of University College presentations at the national Annual Conference on The First-Year Experience 2015–2017

Year	FYE presentations	# staff
2015	4	14
2016	7	13
2017	9	17
<b>TOTAL</b>	<b>20</b>	<b>44</b>

### Selected research related to current initiatives:

Bettinger, E. P., & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring (Working Paper No. 16881). Retrieved from: <http://www.nber.org/papers/w16881>.

Stephens, N. M., Hamedani, M. G., and Destin, M. (2014). Closing the social-class achievement gap: A difference-education intervention improves first-generation students' academic performance and all students' college transition. *Psychological Science* 25(4), 943–953. doi: 10.1177/0956797613518349

Yeager, David S., et al. (2016). "Teaching a lay theory before college narrows achievement gaps at scale." *Proceedings of the National Academy of Sciences* 113, E3341–E3348. doi: 10.1073/pnas.1524360113

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**QUESTIONS?**

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## **Interoffice Communication**

**Date:** January 2, 2018

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

**From:** Jim Schaus, Director of Athletics

**Re:** **Intercollegiate Athletics Dashboard Update**

I am grateful for the opportunity to update the Board on the academic progress of students participating in intercollegiate athletics. Attached, please find a PowerPoint presentation and a dashboard highlighting the most updated data and statistics since the last presentation.

I would like to bring particular attention to a few points made in the PowerPoint and Dashboard:

1. For the 2016-17 academic year, OHIO's estimated Academic Progress Rate (APR) reveals that all of our 16 teams are estimated to post a multiyear score of 970 or higher.
2. OHIO student-athletes continue to demonstrate a high level of success in the classroom. Our student-athletes posted a 3.176 cumulative GPA during the 2015-2016 academic year with an average of 294 of the approximately 430 student-athletes per term earning a 3.0 term GPA or higher.
3. OHIO posted a Federal Graduation Rate (FGR) of 75%, which is an improvement of two percentage points. This number ranks OHIO 2<sup>nd</sup> when compared to other MAC institutions. OHIO posted a 6-Year Graduation Success Rate (GSR) of 86% which matches the national rate of the NCAA.
4. The NCAA Eligibility & Student-Athlete Success office has been working with various units on campus to increase awareness about the functions of the NCAA Eligibility & Student-Athlete Success office, as well as to help strengthen our relationship to better assist our student-athletes.
5. OHIO Athletics has had a dedicated space for an academic center to serve the needs of the student-athletes for more than 30 years and we have zero NCAA major and/or academic violations.

I look forward to the opportunity to speak with the Academics Committee and answer any questions that you may have regarding these updates.

January 18, 2018

# Intercollegiate Athletics Update

Tab #; pg

# Athletics Update

## Agenda

- Dashboard – ICA Academic Statistics
- Academic Progress Rate (APR)
- Majors, Minors and Course Selection
- Certification for Competition
- Responsibility and Primary Function of NCAA Eligibility & Student-Athlete Success Office
- Communication Across Campus
- Student-Athlete Involvement in the Community

# ICA 2018 Dashboard

## Single Year Retention Rate (APR R-Point)

Ohio University Athletics

2011-12	2012-13	2013-14	2014-15	2015-16
986	980	987	984	984

2016 NCAA Division I Average

978

2016 NCAA FBS Average

979

2016 MAC Average

982

## Single Year Eligibility Rate (APR E-Point)

Ohio University Athletics

2011-12	2012-13	2013-14	2014-15	2015-16
984	981	990	990	991

2016 NCAA Division I Average

988

2016 NCAA FBS Average

987

2016 MAC Average

987

## 4-Year Federal Graduation Rates (FGR)

75%

Past Performance - Cohort Entry Year is Listed

Ohio University Athletics

2006	2007	2008	2009	2010
66%	68%	71%	73%	75%

Data includes sports that were dropped in 2007

## Single Year Federal Graduation Rates (FGR)

73%

Past Performance - Cohort Entry Year is Listed

Ohio University Athletics

2007	2008	2009	2010
75%	73%	76%	73%

Data includes sports that were dropped in 2007

## 6-Year Graduation Success Rates (GSR)

86%

Begins with federal cohort (FGR) and factors in transfers, mid-year and non-scholarship enrollees

Past Performance - Cohort Entry Year is Listed

2006	2007	2008	2009	2010
80%	81%	83%	86%	86%

National rates per NCAA

81%	82%	86%	86%	86%
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## Comparisons within the MAC

### 4-year FGR

75% - Ohio ranks 2nd in the MAC

Highest FGR in the conference is 77%, while the lowest is 61%

### 6-year GSR

86% - Ohio ranks tied for 5th in the MAC

Highest GSR in the conference is 92%, while the lowest is 81%

## GPA Statistics for ~430 Student-Athletes

### 3.0 and Above

Fall 2015	Spr 2016	Fall 2016	Spr 2017
321	314	318	271

### 3.5 and Above

Fall 2015	Spr 2016	Fall 2016	Spr 2017
186	169	171	136

### Dean's List

Fall 2015	Spr 2016	Fall 2016	Spr 2017
143	106	135	98

**Dashboard Key: Connections to 4x4 Strategic Plan**

Four Fundamentals

## Cumulative GPA Comparison

3.176

Student-Athletes

2012-13	2013-14	2014-15	2015-16	2016-17
3.076	3.094	3.129	3.208	3.176

### Comparisons

MAC Average - 3.17

NCAA Division I Average - 3.09

# Academic Progress Rate (APR)

## Definition

- Measures the academic achievement of Division I teams per academic term
- Each student-athlete on athletic aid can earn two points per term – one point for retention and one point for academic eligibility
- The maximum score a team can earn is 1000. The minimum multiyear score must be a 930 or higher to avoid NCAA sanctions
- The multiyear APR score is a combination of the single-year score of the four most current years

# OHIO APR Snapshot

2016-2017 Estimated Data

- 15 of our 16 teams are estimated to post at or above a 970 single year APR score
  - Remaining team earned a 967
- All 16 teams are estimated to post at or above a 970 multiyear APR score

# Majors, Minors, and Course Selection

## Policy and Procedure

- All student-athletes are permitted to choose any major and/or minor that he/she desires.
- The coaching staffs at Ohio University are not permitted to influence their decision because of the team's practice/lifting schedule.
  - Student-athletes are excused from practice/lifting if the student must take a major-specific course in order to maintain academic progress in the designated degree program.
- Currently, our student-athletes are represented in majors that span all 9 colleges.
- Fall and spring academic schedules are reviewed to ensure no more than 20% of a course section comprises of student-athletes.

# NCAA Certification

Academic Certification for Competition

- Individuals involved in the certification process each semester:
  - College/Faculty Representative
  - Registrar
  - Faculty Athletic Representative
  - NCAA Compliance (Athletics)
  - NCAA Eligibility & Student-Athlete Success (Athletics)

# Responsibility and Primary Function

## NCAA Eligibility & Student-Athlete Success

- Track academic progress to monitor compliance with continuing eligibility requirements
- Academic focused weekly meetings with at-risk student-athletes
- Create travel letters and communicate with faculty regarding academic status
- Monitor study hall and coordinate tutoring appointments
- Meet with prospective student-athletes and their families during recruiting visits to discuss academic related topics
- Maintain records per student-athlete for NCAA purposes
- Communicate with FAR (Faculty Athletic Representative) and Chair of IAC about trends within the NCAA and any impact to the Ohio University student-athlete

# Communication Across Campus

Fall Semester 2017

List of new and ongoing meetings that our office participates in to aid in explaining the roles of the office and needs of student-athletes:

- Academic Achievement Center (AAC) Advisory
- Intercollegiate Athletics Committee (IAC)
- Educational Policy and Student Affairs (EPSA)
- University College (Advising Unit)
- Office of the Provost

# 'Cats in the Community

## Student-Athlete Involvement



- ❑ Student-athletes organized the first-annual Bobcat-Bulldog Indoor Field Day at the Convocation Center where over 300 elementary and middle school-aged Athens children participated in 8 stations facilitated by student-athletes to promote physical activity among young people.
- ❑ The Student-Athlete Advisory Committee (SAAC), in conjunction with the MAC, had its first-ever Diversity and Inclusion Week. Student-athletes attended 2 speakers and 2 workshops centered around diversity and inclusion.
- ❑ Over 20 Football and Soccer student-athletes volunteered for the annual Ohio University Bobcathon where they spent the evening dancing with children who have terminal illness to raise funds for their cause.
- ❑ Student-athletes across all teams attended the Athens County Board of Developmental Disabilities Summer Picnic where they facilitated games such as balloon toss, dunk tank and dancing for the members of the Athens Personnel Plus Program.



## **Interoffice Communication**

**Date:** January 2, 2018

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

**From:** Office of the Executive Vice President and Provost  
Craig Cornell, Senior Vice Provost, Strategic Enrollment Management

**Re:** **Enrollment Update**

This presentation will provide updates on Spring 2018 enrollment data and Fall 2018 recruitment and applications to date. The presentation will be compiled following the January 16 Spring Semester start date.

Highlights of the presentation will include:

- Spring semester preliminary enrollment results, and
- Fall 2018 application data including perspectives on and comparisons to prior years' application activity at this point of the cycle and planning assumptions for the fall enrollment yield.



## **Interoffice Communication**

**Date:** January 2, 2018

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

**From:** Office of the Executive Vice President and Provost  
Joni Wadley, Assistant Provost for Accreditation and Assessment Support

**Re:** **AQIP Update**

In our continued efforts to keep the Board informed of Ohio University's accreditation work with the Higher Learning Commission, you are receiving regular updates. Since our reaffirmation of accreditation in 2015-16, the next accreditation activity in the AQIP Pathway's 8-year cycle is to attend an AQIP Strategy Forum in 2017-18. Ohio University's 8-member Strategy Forum team has been selected and is preparing to attend the AQIP Strategy Forum on February 12-14, 2018.

The attached document gives a summary of the AQIP Pathway's 8 year cycle to reaffirmation of accreditation. The attached presentation will give an overview of the AQIP Strategy Forum participation.

The January AQIP update presentation will include Ohio University's Strategy Forum team, the purpose and goals of the Strategy Forum, and an overview of the Strategy Forum team's pre-forum preparation to ensure successful Strategy Forum participation. Examples will be given from the AQIP reviewers' feedback of continuous improvement opportunities that formed the team's category improvement focus for our Strategy Forum participation.

# Ohio University

## AQIP Pathway Eight---Year Cycle – Reaffirmation in 2023---24

Academic Year (Cycle Year)	Institutional Activities	Peer Review	Commission Decision-Making <sup>1</sup>
2015---16 (Year 8)	Federal Compliance Filing & Comprehensive Quality Review with final review of Criteria for Accreditation (November 2015)	Conduct Federal Compliance Review and Comprehensive Quality Review	Action on Comprehensive Quality Review & Reaffirmation of Accreditation (February 2016)
2016---17 (Year 1)	Attend one Strategy Forum (February 12-14, 2018)		
2017---18 (Year 2)			
2018---19 (Year 3)	Submit Systems Portfolio (Due: December 3, 2018)	Conduct Systems Appraisal	
2019---20 (Year 4)	Possible Comprehensive Quality Review	Conduct possible Comprehensive Quality Review	Action on possible Comprehensive Quality Review
2020---21 (Year 5)	Attend one Strategy Forum		
2021---22 (Year 6)			
2022---23 (Year 7)	Submit Systems Portfolio	Conduct Systems Appraisal	
2023---24 (Year 8)	Federal Compliance Filing & Comprehensive Quality Review with final review of Criteria for Accreditation	Conduct Federal Compliance Review and Comprehensive Quality Review	Action on Comprehensive Quality Review & Reaffirmation of Accreditation

<sup>1</sup> The Commission will continue to review data submitted by the institution through the Institutional Update, will apply change processes as appropriate to planned institutional developments, and will monitor the institution through reports, visits, and other means as it deems appropriate.

January 18, 2018

# Academic Quality Improvement Program (AQIP) Update

Tab #; pg

Ohio University

AQIP Pathway Eight--Year Cycle--Reaffirmation in 2023--24

Academic Year (Cycle Year)	Institutional Activities	Peer Review	Commission Decision-Making
2015--16 (Year 8)	Federal Compliance Filing & Comprehensive Quality Review with final review of Criteria for Accreditation (November 2015)	Conduct Federal Compliance Review and Comprehensive Quality Review	Action on Comprehensive Quality Review & Reaffirmation of Accreditation (February 2016)
2016--17 (Year 1)	Attend one Strategy Forum (February 12-14, 2018)		
2017--18 (Year 2)			
2018--19 (Year 3)	Submit Systems Portfolio (Due: December 3, 2018)	Conduct Systems Appraisal	
2019--20 (Year 4)	Possible Comprehensive Quality Review	Conduct possible Comprehensive Quality Review	Action on possible Comprehensive Quality Review
2020--21 (Year 5)	Attend one Strategy Forum		
2021--22 (Year 6)			
2022--23 (Year 7)	Submit Systems Portfolio	Conduct Systems Appraisal	
2023--24 (Year 8)	Federal Compliance Filing & Comprehensive Quality Review with final review of Criteria for Accreditation	Conduct Federal Compliance Review and Comprehensive Quality Review	Action on Comprehensive Quality Review & Reaffirmation of Accreditation

# AQIP Pathway Categories & Criteria

## AQIP Categories

1. Helping Students Learn
2. Meeting Student and Other Key Stakeholder Needs
3. Valuing Employees
4. Planning and Leading
5. Knowledge Management and Resource Stewardship
6. Quality Overview

## Criteria for Accreditation

1. Mission
2. Integrity: Ethical and Responsible Conduct
3. Teaching and Learning: Quality, Resources, and Support
4. Teaching and Learning: Evaluation and Improvement
5. Resources, Planning, and Institutional Effectiveness

# Strategy Forum Purpose

- Central to the AQIP Pathway
- Brings together teams from other AQIP institutions to:
  - generate new strategies and tactics for institutional improvement
  - provide opportunities to give and receive constructive feedback
  - provide opportunities for input on specific projects that may evolve into formal AQIP Action Projects

# Strategy Forum Team

Duane Nellis	President
David Descutner	Interim Executive Vice President & Provost
Carissa Anderson	Assistant Dean of Regional Higher Education
Katie Hartman	Chair of EPSA, College of Business Director of Assessment and Chair, Marketing Department
Laurie Hatch	Co-Chair of Teaching, Learning & Assessment Committee & Associate Dean of Arts & Sciences
David Ingram	Chair UCC Programs Committee & Chair, Physics & Astronomy
Elizabeth Sayrs	Vice Provost for Undergraduate Studies & Dean of University College
Joni Wadley	Accreditation Liaison Officer & Assistant Provost for Accreditation & Assessment Support

# Strategy Forum Goals

- Ohio University's team will leave the Forum with an institutional improvement campaign to further develop and implement
- Improvement campaign will focus on a single AQIP Category in which the institution seeks to achieve improvement in its performance

# Strategy Forum Goals

- Within the campaign, the institution will focus on strengthening its culture and infrastructure to support continuous improvement
- Team will practice skills and tools to turn the campaign into workable plans of action

# Pre-forum Preparation Process

- Review the Systems Appraisal Feedback (2014) & Comprehensive Quality Review (2016) Reports
- Prioritize one AQIP Category improvement opportunity

# Category Improvement Priority

## Category 1.1 Common Learning Outcomes

### Strengths

- General Education Assessment Working Group conducted a comprehensive, tiered assessment of general education (2006-2010)
- Cross-functional task forces and committees charged with general education review and reform used AAC&U's LEAP model to inform frameworks for continuing evaluation (2011-2015)

### Opportunity

- The University now has the opportunity to develop systematic comprehensive assessment processes.

# Category Improvement Goals

- Mature General Education assessment process
  - Gain acceptance for adopting the Common Goals for Baccalaureate Programs at Ohio University and corresponding AAC&U VALUE rubrics as university-wide learning outcomes
  - Develop a process for connecting Common Goals to the undergraduate curriculum
  - Develop language and materials to promote the value of General Education as an integral component of students' educational experience

# Strategy Forum

- Team will participate in a series of process development activities
- Activities are designed to turn the improvement campaign into workable plans of action
- Result: Action Project proposal aligned with our Category improvement goals

# Post-Strategy Forum

- Action Project proposal will be vetted through our institutional process for developing and deploying AQIP Action Projects
- Current AQIP Action Project to mature our institutional Action Project process
- Process that focuses on broader awareness and engagement in AQIP Action Projects

# Upcoming Meetings

- Debrief of Strategy Forum
- System Portfolio Progress Update
- Discipline Specific Accreditation Update

## **REPORTING DUPLICATE PROGRAMS**

### **RESOLUTION 2018 –**

**WHEREAS**, Section 3345.35 of the 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 between 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 Final Action Report on Duplicate Programs was submitted to the Chancellor’s office of the Ohio Department of Higher Education in December 2017;

**NOW THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Ohio University hereby affirms the Final Action Report on Duplicate Programs.



## **Interoffice Communication**

**Date:** January 2, 2018

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

**From:** Office of the Executive Vice President and Provost  
Howard Dewald, Associate Provost for Faculty and Academic Planning

**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 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 Duplicate 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.

On September 27, 2017, a required Progress Report on Duplicate Programs was submitted to the Chancellor on the further actions being evaluated on each targeted duplicative program. Primarily, the analysis conducted on duplicate associate degree programs between Ohio University-Zanesville and Zane State College showed centrality across all campuses (both in

Athens and the five regional campuses) and concluded that no action was required. This report was reviewed with the Board of Trustees during the October 2017 meeting.

On December 31, 2017, a Final Action Report on Duplicate Programs was required to be submitted to the Chancellor, indicating the decisions made for each targeted program and a timeline for action. This Final Action Report on Duplicate Programs is presented for your review and affirmation of the programs not targeted for action and those shown as eliminated and under conversion.



**Ohio University**  
**Final Action Report on Duplicate Programs**  
December 2017

Ohio University submits the following Final Action Report on Duplicate 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.”

The Initial Report on Duplicate Programs submitted in April 2017 to ODHE was approved 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 were identified in the data provided. Also, Ohio University had one duplicate program identified in a co-located campus between Ohio University-Zanesville (OU-Z) 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 winter 2012 through summer 2016 was requested and degrees awarded in these programs were obtained through internal Oracle Business Intelligence (OBI) reporting by the Ohio University Office of Institutional Research.

Ohio University transitioned from a quarter-based to a semester-based instructional calendar in Fall Semester 2012, the 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 the Initial report, the Ohio University Board of Trustees approved that all four associate degrees and 14 of the 17 bachelor degree programs on the Athens campus would not be targeted for action. During the quarter-to-semester transition, the ceramics-based and photography fine arts degree programs had been merged into concentrations within a broader studio art degree. Currently, athletic training degrees are being converted to a master’s degree. The associate degrees in liberal arts and sciences / liberal studies (AS1104 and AA1110) offered at OU-Z were identified for further analysis before reporting on any actions to be taken.

In the September 2017 Progress Report on Duplicate Programs an in-depth analysis of the number of degrees awarded for liberal arts and sciences / liberal studies in the AS1104-Associate in Science and the AA1110-Social Sciences Emphasis at all Ohio University campuses was conducted. At OU-Z during the

five year period of Winter Quarter 2012 through Summer Semester 2016, a combined total of 78 AS1104 and AA1110 degrees were awarded while across all five regional campuses (RHE) a combined total of 547 AS1104 and AA1110 degrees were awarded in the same period.

These two degrees are common property of Ohio University's Athens and five regional campuses and provide the basic coursework for all of Ohio University's baccalaureate completion degrees. In large measure, the courses in the two degrees are general education courses that apply to all Ohio University degrees, and therefore, are the courses most pertinent for students who for reasons of affordability choose to attend the regional campuses prior to relocating to the Athens campus to complete the requirements for one of Ohio University's 250 majors. Also, because the courses in the AS1104 and AA1110 degrees are common to many majors there is no additional expense to Ohio University in delivering the degrees. Further, baccalaureate students who stop out after 60 credit hours as a result of family matters or due to financial reasons are often in position to take one of these two degrees with them, thereby gaining a credential that qualifies them for increased job responsibilities or for a better job search outcome. Ohio University concluded that the AS1104 and AA1110 degree programs at OU-Z should be left in their current form.

With this Final Action Report on Duplicate Programs, the table below shows no action is being taken with all four associate degrees and 14 of the 17 bachelor degree programs on the Athens campus. The athletic training programs are in progress for conversion to a Master of Science degree with the University Curriculum Council. The ceramics-based and photography fine arts degree programs had been merged into concentrations within a broader studio art degree during the quarter-to-semester transition in 2012. Lastly, Ohio University has concluded that the Liberal Arts and Sciences / Liberal Studies degree programs at OU-Z should be left in their current form.

This Final Action Report on Duplicate Programs will be reviewed by the Ohio University Board of Trustees at its meeting during January 19-20, 2018.

Program Name	Final Action and Rationale	Timeline for Action
Business Administration and Management, General (AA)	Not targeted for action. Regional Higher Education: Chillicothe, Lancaster, Southern; Robust enrollment; Program completion; "In-demand" jobs; Central to mission	
Humanities / Humanistic Studies (AA)	Not targeted for action. University College and Regional Higher Education: Chillicothe, Eastern, Lancaster, Southern, Zanesville; Robust enrollment; Program completion; Central to Mission; Transfer foundation	
Management Information Systems, General (AA)	Not targeted for action. Regional Higher Education: Chillicothe, Lancaster, Southern; Robust enrollment; Program Completion; "In-demand jobs"; Central to mission	
Registered Nursing / Registered Nurse (AA)	Not targeted for action. Regional Higher Education: Chillicothe, Southern, Zanesville; Large and robust enrollment; Program completion; "In-demand jobs"; Attainment of specialized accreditation	
Art / Art Studies, General (BA/BF)	Not targeted for action. 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 (BS)	Not targeted for action. 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 (BB/BS)	Not targeted for action. 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 (BA/BS)	Not targeted for action. 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 (BA)	Not targeted for action. 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 (BA/BF)	Not targeted for action. Areas of specialization; Scholarly productivity of faculty and students; Program reputation and ranking	
Geology / Earth Science, General (BA/BS)	Not targeted for action. 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; Central to mission	
History, General (BA)	Not targeted for action. 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 (BA)	Not targeted for action. 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 (BB)	Not targeted for action. Large and robust enrollment; Program completion; "In-demand jobs"; Attainment of specialized accreditation; Program reputation and ranking; Central to mission	
Mathematics, General (BA/BS)	Not targeted for action. 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 (BA)	Not targeted for action. 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 (BA)	Not targeted for action. 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 (BS)	Not targeted for action. Robust enrollment; Program completion; Areas of specialization; attainment of specialized accreditation; "In-demand jobs"; Scholarly productivity of faculty and students	
Athletic Training / Trainer (BS)	Convert to Master of Science	In progress
Ceramic Arts and Ceramics (BF)	Eliminated	2012
Photography (BF)	Eliminated	2012
Liberal Arts and Sciences / Liberal Studies (AA/AS)	Not targeted for action. University College and Regional Higher Education: Chillicothe, Lancaster, Southern; Robust enrollment; Program completion; "In-demand" jobs; Central to mission	



## **Interoffice Communication**

**Date:** January 2, 2018

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

**From:** Office of the Executive Vice President and Provost  
Gillian Berchowicz, Director, OU Press

**Re:** **Academic Quality Highlight – Ohio University Press (OUP)**

Incorporated in 1947 and realized as a working university press by President Vernon Alden in 1964, OUP publishes books of enduring value and creates unparalleled work-experience opportunities for students in publishing. OUP enhances the reputation of Ohio University as a world-class institution of higher learning, building prestige and promoting OHIO in national and international media.

A university press demonstrates an institution's commitment to scholarship, and OUP anchors OHIO's reputation and brand for the quality of its teaching and research. University presses are also central to the tenure and promotion system: They drive the peer-review process that ensures the quality and integrity of the research on which universities rely to evaluate the work of their scholars and teachers. With OUP, OHIO belongs to an elite group of universities with presses capable of making such research and creative work accessible to a wide audience.

Currently the oldest and largest university press in the state, OUP strengthens OHIO's standing as a world-class university by creating a tangible product that it sends out into the world. In FY17, 70,000 print books, each bearing the OHIO imprimatur on its spine, were sold to individuals, booksellers, and libraries, and OUP e-books were downloaded in the thousands. OUP seeks to align itself with and showcase OHIO's strengths and innovations. The Sports Management Series, for example, adds visibility to one of OHIO's signature programs. OUP's relationship with the Center for International Studies is an example of a longstanding publication program that is known and respected around the world.

In its areas of concentration OUP has developed a reputation that few other institutions in the state, and in some cases the nation, can match. OUP titles, especially in the fields of African, Appalachian, and environmental history, have won major, highly competitive awards at the national and international levels. OUP generates phenomenal coverage—several reviews in journals, magazines, newspapers, and key blogs—for OHIO every day. The scholarly and trade publications that have reviewed our books number in the hundreds. OUP is highly respected and known to leading academics, writers, and engaged graduate students.

Through internships, OUP trains students interested in careers in publishing, extends classroom learning, and provides meaningful, real-world experience. OUP partners with the Library to facilitate BOBCATS PUBLISH, a student-run roundtable that focuses on student publishing on campus. The Press regularly interacts with grad students, young faculty, and alumni at OHIO (and by invitation at other universities) to consult and present on professional training panels.

In its areas of publication and among its student interns, OUP is a highly visible component of OHIO's commitment to diversity. OUP publishes 25 book series that examine race, gender, and class both nationally and globally, and it draws students from a broad cross section of the student body, including minority, first-gen, and Appalachian regional students.

January 18, 2018

# **Academic Quality Highlight Ohio University Press (OUP)**

**Tab #; pg**

## **WHAT IS OHIO UNIVERSITY PRESS?**

Incorporated in 1947 and realized as a working university press by President Alden in 1964. Ohio University Press reports to the Associate Provost for Faculty and Academic Planning.

The oldest and largest university press in the state of Ohio.

In FY17 alone, sold 70,000 print books, each bearing the OHIO imprimatur on their spines to individuals, booksellers, and libraries throughout the world.

Its New African Histories and Ohio Short Histories of Africa series are highly sought-after, career-building publishing venues.

## **WHAT ARE UNIVERSITY PRESSES?**

Noncommercial enterprises focused on publishing scholarly and creative works dealing with important and complex issues.

Vital nodes in networks of scholarly institutions (universities, associations, libraries, etc.).

Distinguished extensions of their parent institutions.

Key elements in the tenure and promotion system in the humanities and social sciences.

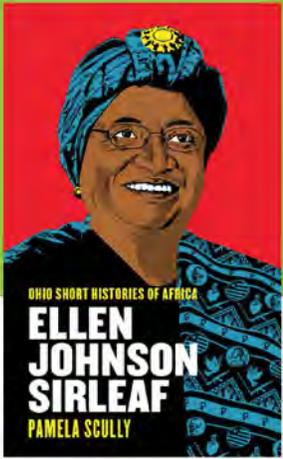
## **THE VALUE OF THE PRESS TO OHIO UNIVERSITY**

We enhance Ohio University's reputation and extend the reach of its brand.

We showcase the university's strengths.

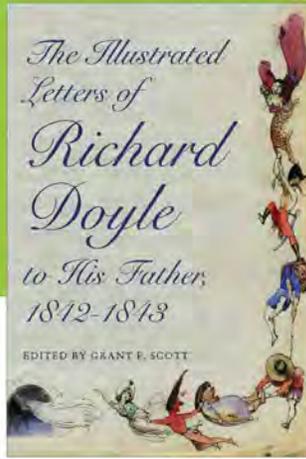
We attract talented and engaged faculty and graduate students.

We provide training opportunities for undergraduate students and career support for graduate students and young faculty.



*The Washington Post*

*I am a huge fan of the [Ohio Short Histories of Africa] series. I use them to teach my introductory-level African politics students... and I recommend the books to anyone who asks as an affordable and accessible introduction to a wide range of topics in African studies.*



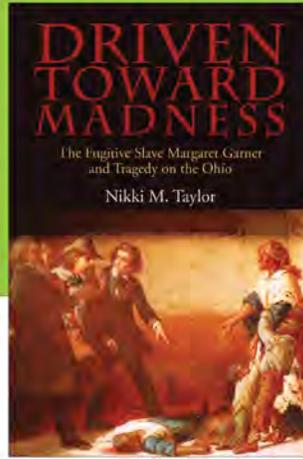
*Times Literary Supplement*

*This beautifully presented book contains for the first time the complete series of fifty-three illustrated letters written to his father by Richard Doyle... Their reproduction here in all their elusive detail, scrupulously annotated by the editor, is both pleasurable and educative.*



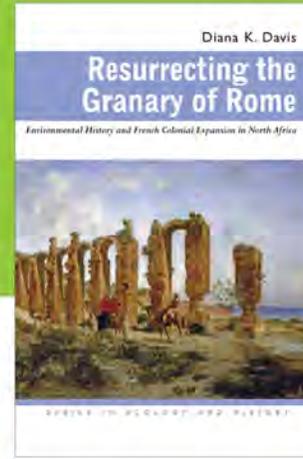
*THE WALL STREET JOURNAL*

*Anyone who reads the book will come away with a clear understanding of why Powell's New York novels are of continuing interest, both as works of satire and as sharp-eyed fictionalized portraits of her life and times.*



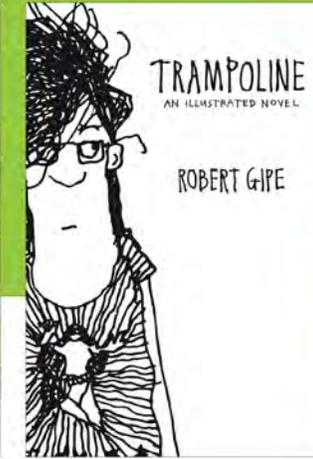
*Library Journal*

*Taylor crafts a book that should be read by all who have an interest in understanding the roots of slavery and oppression of women during the pre-Civil War era.*



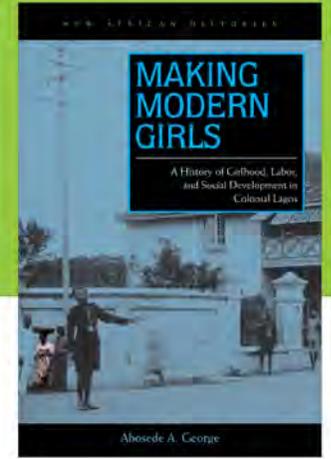
*Le Monde*

*If one had to pick a single great book early this summer, it would have to be that of American historian Diana K. Davis, "Les Mythes environnementaux de la colonisation française."*



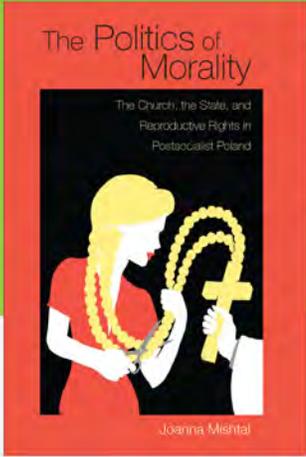
*School Library Journal*

*Gipe's powerful sense of place will seep into teen readers' lives. This is a killer debut of one teenager's flight from destruction—strong stuff tempered with humor and love.*

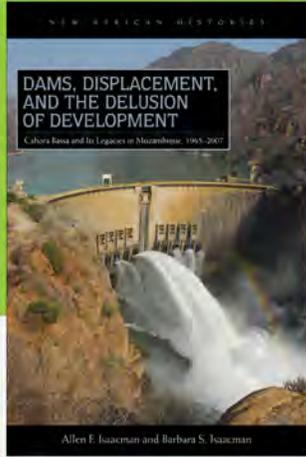


*American Historical Review*

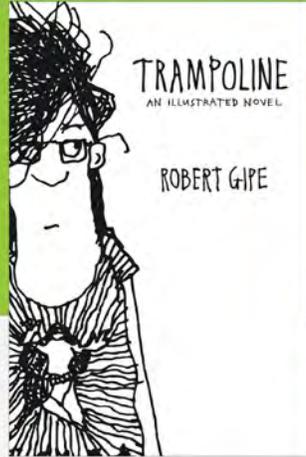
*The significance of Making Modern Girls in African studies is incontestable—it is by all standards one of the most sophisticated studies of girlhood in colonial Africa.*



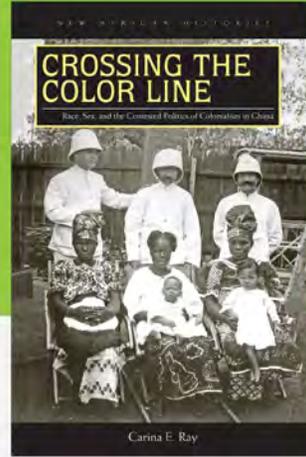
Adele E. Clarke Book Award



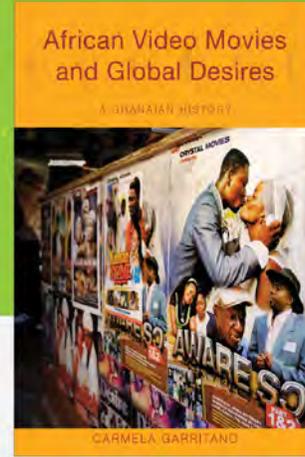
Martin Klein Award  
Melville J. Herskovits Award



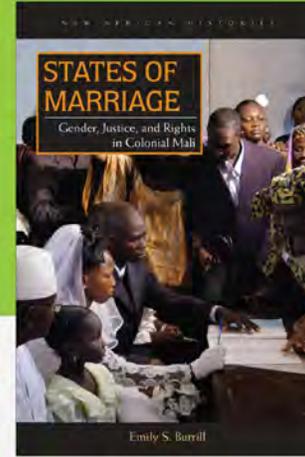
Weatherford Award in Fiction



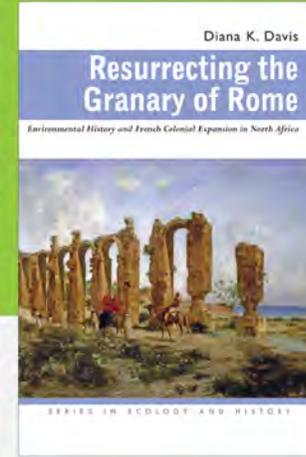
Wesley-Logan Prize  
Aidoo-Snyder Book Prize



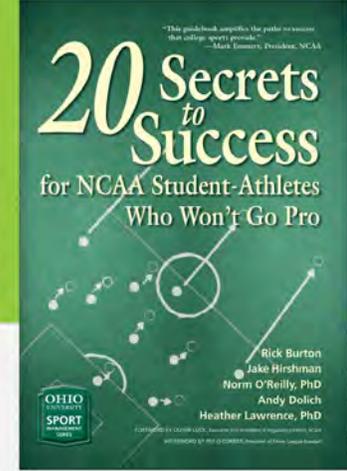
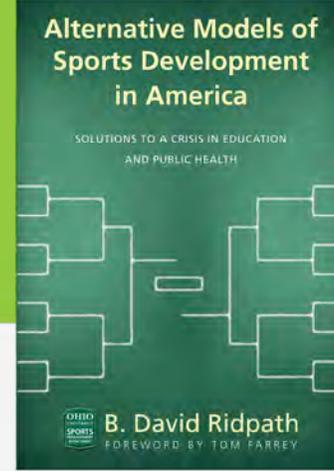
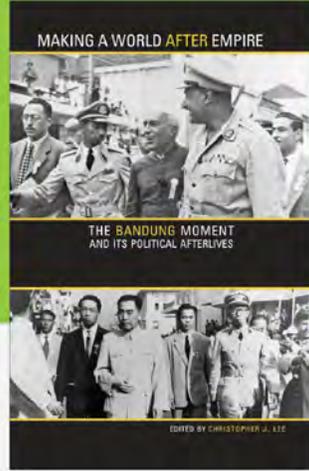
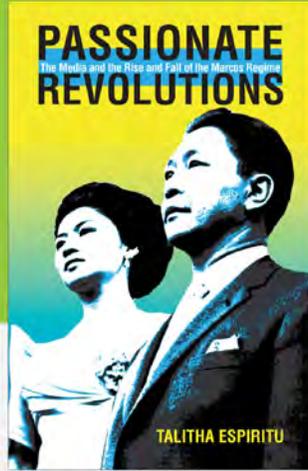
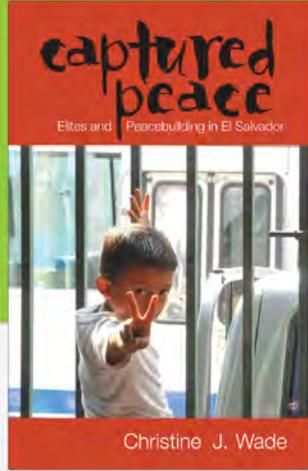
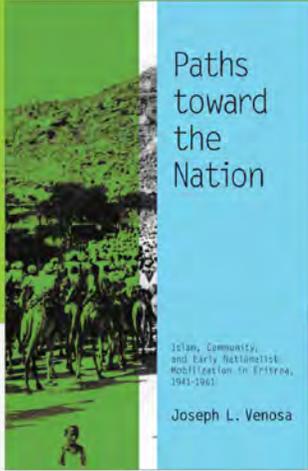
ALA First Book Award



Alf Andrew Heggoy Book Prize



George Perkins Marsh Prize  
Meridian Book Award  
James Blaut Award



## Research in International Studies

- Africa
- Latin America
- Southeast Asia
- Global and Comparative Studies

## Sports Management Series

*New Series (2017)*

## **ELECTRONIC PUBLISHING**

80% of sales still come from print books.  
Electronic sales are stronger for trade titles.

Cheap electronic scholarly publishing is a myth.

Manufacturing and warehousing costs decrease dramatically. But acquisition, editing, design, and publicity costs unchanged.

Electronic books never go out of print.  
Asset management costs (conversion, file storage, rights compliance, distribution management, etc.) increase and add up.

Library purchasing has moved towards greater electronic holdings but purchases are shared across library consortia.

## **TRADE PUBLISHING**

We balance our list of scholarly titles with general interest, regional, and children's books to create a variety of revenue streams.

Audience and market are larger but profit margins are narrower (higher production and publicity costs; larger discounts) and competition with multinational publishing houses stiffer.

13% of our print titles are trade books.

Faculty boards review scholarly and trade titles.

## **LOOKING FORWARD • 1**

Electronic delivery formats change. Students and scholars will always need the very best new knowledge. We will continue to make research available to them in a range of new formats and licensing agreements.

UPs will not move toward textbook publishing. Open Educational Resources will draw on UPs (books and journals) for evidence-based research materials.

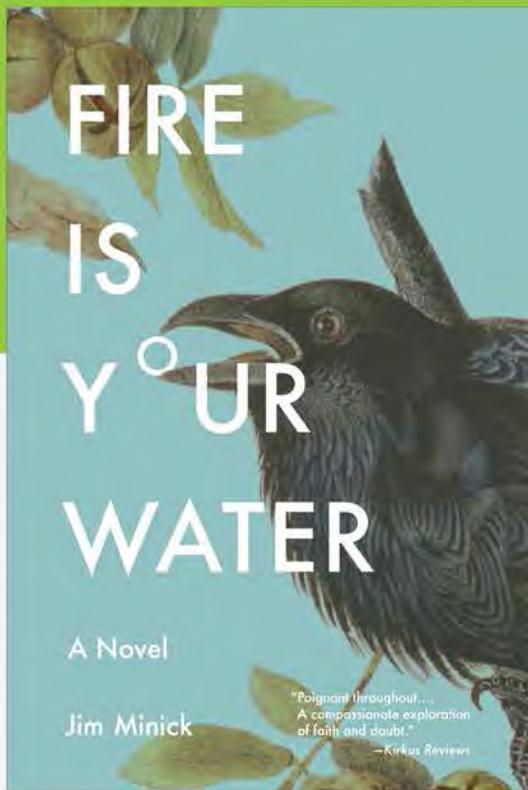
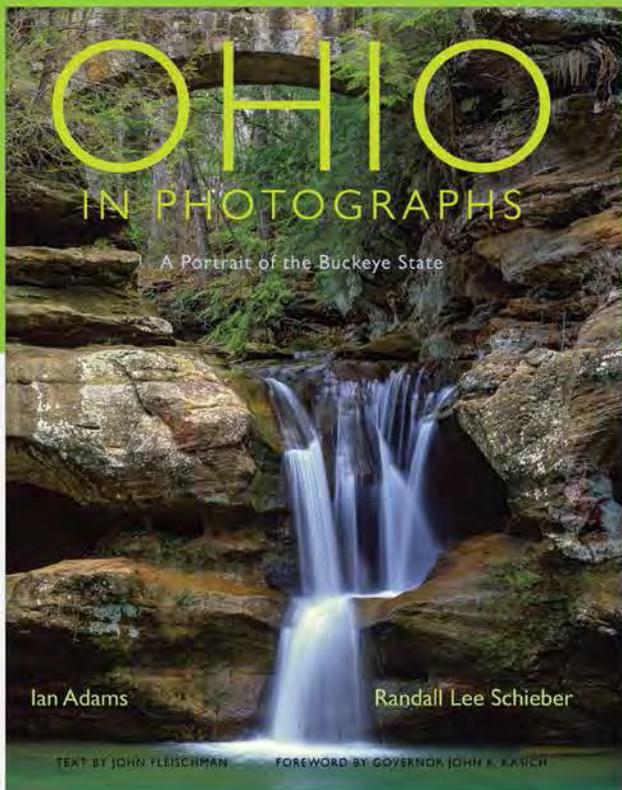
Continue working with Advancement to create relationships with alumni. Established university presses rely on endowed funds to publish high quality research and mitigate effects of decreasing library sales.

## **LOOKING FORWARD • 2**

Further our expertise in trade publishing to support our mission. ROI in trade publishing is slower but generally longer-lasting than in scholarly publishing where the focus is on cutting-edge knowledge.

Grow catalog of electronic backlist titles. While percentage of electronic sales is stable (at OUP and elsewhere) we can still grow our electronic catalog. Investment will be required.

Growing to achieve these goals will require investment in staffing. Much can be mechanized and outsourced but curating, collaboration, and development tasks will become ever more complex.



*"If the children you know think biographies are boring, this one will make them reconsider.... Young readers will find this a quick, accessible, and memorable read.... A biography worthy of the larger-than-life Virginia Hamilton."*

Kirkus  
starred review



## **Interoffice Communication**

**Date:** January 2, 2018

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

**From:** Office of the Executive Vice President and Provost  
Howard Dewald, Associate Provost for Faculty and Academic Planning

**Re:** **Remediation Report Fiscal Year 2017**

Section 3345.062 of the Ohio Revised Code requires the president of each state university to issue a report regarding the remediation of students by December 31, 2017, and annually thereafter. Further, each university is required to present the remediation report to its board of trustees and to submit a copy of the report to the chancellor of higher education and the superintendent of public instruction.

The attached Ohio University Remediation Report for fiscal year 2017 shows the number of enrolled students across all Ohio University campuses that required remedial education for fiscal year 2017. Further, the report shows the cost of the remedial coursework that Ohio University provided in fiscal year 2017 and the costs to the students in tuition paid. Additionally, the specific areas and causes of remediation are provided.

The Ohio University Remediation Report for fiscal year 2017 was transmitted to the chancellor as required and is presented for your review.

# Ohio University Remediation Report

**Name of University:**

Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2017, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:

## 1. The number of enrolled students that require remedial education (FY17 actual).

Number of Students	Description (if needed)
<b>1,957</b>	<b>Total unduplicated students taking any remedial credit</b>
149	Students taking any English as a foreign language remediation
605	Students taking remedial English
1,587	Students taking remedial Math
43	Students taking remedial Chemistry
253	Students taking remedial Study Skills

## 2. The cost of remedial coursework that the state university provides (FY17 actual).

Please select the type of cost in the following areas and describe.

- **Costs to the university:** Please include a description of all university resources allocated in support of and/or on behalf of remedial education, including but not limited to costs associated with the following: faculty & staff, buildings/classrooms, administration, and additional student advising, among others.
- **Costs to the student:** Please include a description of tuition paid by students in pursuit of remedial education.
- **Costs to the state:** Please include a description of state resources provided to your institution in support of remedial education. (See Appendix A containing this information for all state universities.)

Cost Type	Amount	Description
Costs to the university	\$2,418,797	Instruction
Costs to the university	\$721,159	Academic Support
Costs to the university	\$444,890	Student Services
Costs to the student	\$3,231,103	Tuition
	All items in this section were computed based on IPEDS revenue and expense data prorated to determine the proportion spent on remedial coursework using weighted student credit hours. Calculations were performed separately for Athens and regional campuses and combined for the total.	

## 3. The specific areas of remediation provided by the university.

Subject Area	Description
English	Preparation to participate in freshmen composition
Math	Preparation to participate in initial college math
English as a foreign language	Preparation to participate in undergraduate or graduate academic programs
Chemistry	Preparation for students to participate in college level chemistry
Learning Skills	Preparation for students to be prepared to participate in college level work in general.

## 4. Causes for remediation.

Please select all that are relevant from the following categories and provide detail.

- **Lack of student preparation at the K-12 level**
- **Prescriptive placement policies** (over reliance on a single assessment measure)
- **Deferred entry into higher education** (adult students returning to higher education)
- **Other** (any other cause identified by the university)

Cause	Description
Lack of student preparation	While all reasons apply to some extent, the lack of K-12 preparation is the most prominent because the largest portion of Ohio University Students come directly from high school.

**COLLEGE OF BUSINESS  
MASTER OF SCIENCE IN BUSINESS ANALYTICS**

**RESOLUTION 2018 -**

**WHEREAS**, the College of Business proposes to establish the Master of Science in Business Analytics degree, and

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

**WHEREAS**, the proposed curricular program addresses growing demand for quantitative capabilities that are expected from employers, and

**WHEREAS**, the degree requires 30 credits over 5 semesters to complete, and

**WHEREAS**, facilities and faculty resources, with an internally appointed member program director, are sufficient to establish the Master of Science in Business Analytics.

**NOW THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Ohio University hereby approves establishing the Master of Science in Business Analytics degree in the College of Business.



## **Interoffice Communication**

**Date:** January 2, 2018

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

**From:** Office of the Executive Vice President and Provost  
Howard Dewald, Associate Provost for Faculty and Academic Planning

**Re:** **College of Business – Master of Science in Business Analytics**

A resolution is included seeking board approval to establish the Master of Science in Business Analytics degree in the College of Business.

The Ohio Department of Higher Education Chancellor's Council on Graduate Studies program development proposal materials are presented. University Curriculum Council has approved the program.

The Department of Management Information Systems in the College of Business has proposed the establishment of the Master of Science in Business Analytics (MSBA) degree program. The proposed curriculum will require students to earn 30 credit hours. In general, the students are expected to complete these credits in 5 semesters. In total, students will be required to take 11 courses to complete the MSBA program. The goal of this program is to address the growing demand for quantitative capabilities that are demanded from a variety of employers within the United States and beyond.

The curriculum of the MSBA program focuses on developing technical and strategic skills within the areas of business intelligence and business analytics. Business analytics is often closely associated with quantitative techniques that allow managerial decision makers to understand data, to make predictions with historic or real-time data, or to optimize certain decisions that a decision maker has control over in a business environment. The curriculum features the technical skills that are needed within the general profession of business. Also, the curriculum features topics such as strategic use of information systems and business analytics.

Once the MSBA program has been established, the College of Business will appoint an internal faculty member to be the MSBA Program Director.

**Department of Management Information Systems,  
College of Business and the  
Graduate College at  
Ohio University**

**MASTER OF SCIENCE IN BUSINESS ANALYTICS (MSBA)  
FULL PROPOSAL (FP)**

Prepared for the

**Ohio Department of Higher Education  
CHANCELLOR'S COUNCIL ON GRADUATE STUDIES**

Prepared by Members of the MSBA Program Committee

Gabriel Giordano  
Chris Moberg  
William A. Young II

October 23, 2017



**OHIO**  
UNIVERSITY

## OVERVIEW

This proposal addresses the requirements of the Ohio Department of Higher Education *Chancellor's Council on Graduate Studies*, in the following order:

1. Designation of the new degree program, including rationale
2. Description of the proposed curriculum
3. Administrative arrangements for the proposed degree program
4. Evidence of need for the proposed degree program
5. Prospective enrollment
6. Special efforts to enroll and retain underrepresented groups
7. Availability and adequacy of the faculty and facilities for the proposed degree program
8. Need and plans for additional facilities and staff
9. Projected additional costs associated with the program, evidence of institutional commitment, and capacity

This document (hereafter referred to as the Full Proposal) reflects changes made to the Program Development Plan (PDP) based on feedback received by representatives of the following institutions:

- Bowling Green State University
- Kent State University
- Ohio State University
- University of Akron
- University of Dayton

A summary of changes made to the PDP based on this feedback is provided in **Appendix A**. We would like to thank these institutions for their careful reading of our proposal and for their comments and recommendations. We believe that the feedback we received resulted in an improved final proposal as well as improvements to the proposed program itself.

**1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.**

The Department of Management Information Systems, the College of Business, and the Graduate College at Ohio University would like to propose the establishment of the Master of Science in Business Analytics (MSBA) degree program. This program will be administrated by the Department of Management Information Systems and the College of Business, which is accredited by the Association to Advance Collegiate Schools of Business (AACSB), the longest-serving global accrediting boy for business programs.

The goal of this program is to address the growing demand for quantitative capabilities that are demanded from a variety of employers within the United States and beyond. For example, IBM suggests that nearly 40% of data scientist and advanced analysts positions require at least a Master's degree [1]. To address these needs, the curriculum of the MSBA program will focus on developing technical and strategic skills within the areas of business intelligence and business analytics. Though these terms are sometimes used interchangeably, they involve different processes and serve different purposes within the context of business. For example, business intelligence is often associated with the topics such as collecting, cleaning, summarizing, and transferring information stored as data. In addition, a primary component of business intelligence is to manage the implementation of quantitative initiatives within a business setting. Business analytics, on the other hand, is often more closely associated with quantitative techniques that allow managerial decision makers to understand data, to make predictions with historic or real-time data, or to optimize certain decisions that a decision maker has control over in a business environment [2]. The curriculum, which will be proposed in the following section, will feature the technical skills that are needed within the general profession of business. However, the curriculum is not limited to the technical components related to business analytics. The curriculum will also feature topics such as strategic use of information systems and business analytics.

We would like to establish the MSBA program for students that have graduated from an undergraduate program that did not feature advanced level mathematics or computer programming. Our target audience for the MSBA program consists of two types of individuals. The first segment includes those with a recent undergraduate degree in fields such as business administration, marketing, sales, human resources, accounting, economics, finance, information systems, and industrial engineering. Based on data obtained from the National Center for Education Statistics (NCES), over 314,000 individuals have graduated with these types of degrees in 2012. In fact, the number of graduates in these fields has increased, on average, by more than 6,000 a year since 2008, which provides a prospected student audience that is sizable and growing [3]. The second target audience includes career professionals working in a business where analytical skills are in high demand but are potentially lacking within an organization. These non-traditional students may be interested in the MSBA as a way to reposition their career or to provide additional capabilities that are needed within their current organization. For example, from this pool, applicants to the MSBA might hold positions as administrators, consultants, auditors, or specialized types of analysts (i.e. business, systems, data, operations, market, financial, etc.). Together these occupations included more than a million individuals that have previously attained a bachelor's degree. Additional, the majority of occupations included in this target audience are

projected to increase above the national average for occupations of 10.8%, indicating that the pool of potential candidates is strong for the MSBA program. In fact, IBM states that 59% of all data science and analytics jobs demand will be in professional services sectors like finance and insurance, where additional demand will be located within manufacturing, healthcare, and retail industries [1].

A lot of thought and consideration was taken into account when determining the name of the program that we are proposing. We, as a department and college, have decided that MSBA is the correct name of choice based on two key factors. First, our curriculum will be based on the application of business analytics. Second, we feel that our target audience is more likely to search for Master of Science in Business Analytics, than other programs such as a Master of Science in Data Science.

It should be noted that the College of Business offers a Master of Business Administration (MBA) program in a variety of formats (i.e. online, hybrid, and face-to-face). This is significant because the College currently offers students the ability to select Business Analytics as a concentration in order to complete the requirements for our online MBA program. Currently, within this particular format, we are graduating around 50 students annually and have over 100 students currently enrolled in the online MBA program where students have selected the Business Analytics concentration. In addition, the College of Business currently offers an undergraduate co-major and minor degree programs in business analytics, which collectively are graduating 70 to 90 students annually. This is significant because our College has already invested in bringing qualified faculty to our College in order to offer these types of courses to our students. In addition, the aforementioned programs are noted because we are proposing to utilize **some** of the graduate curricula that we currently offer in our MBA program in the proposed MSBA program. Furthermore, **we would like to initially start the MSBA program in the Fall of 2018 in an online format** provided that we feel we comfortable with the time that we have to market the program.

Though we plan to reuse existing courses in the MSBA program, we acknowledge that additional coursework will need to be developed. However, by leveraging existing course material that is currently being offered at the beginning of the MSBA course sequence, we feel confident that we will have sufficient time to work with learning designers and faculty to develop the online resources that we will need before a course needs to be offered. In addition, the new coursework will provide a deeper insight into business intelligence and business analytics than what we currently offer in our existing graduate or undergraduate programs. In addition, many of these courses will feature software that is commonly used today (i.e. Microsoft Excel, Tableau, R, Python, and Microsoft SQL Server).

One differentiating factor of our proposed MSBA program is that we will require students to attend a Leadership Development Program (LDP) that will be offered at our main campus in Athens, Ohio. These sessions will be two days in length, and they will be offered twice a year (i.e. April and August). We plan to offer MSBA students with a wide range of professional development activities during the LDP. We plan to provide breakout sessions related to business intelligence and analytics where these sessions will be delivered by research-active faculty or guest from

industry. In addition, we plan to invite guest speakers for keynote presentations and panel sessions. Other sessions will consist of self-assessment of students' leadership characteristics and other career management sessions.

Admission into the MSBA program will require students to have a regionally accredited bachelor's degree where they have earned a GPA of 3.0 or higher. Applicants will submit their resume, three letters of recommendation, a goal's statement included in a cover letter, and their college transcripts. Applicants will also need to pay a nominal application fee, which will need to be paid upon completion of the application. In addition, we will not require students to take the GRE or GMAT exam. Finally, we currently do not anticipate that we will accept transfer credits into this program. However, once we have established the program, we might reconsider accepting transfer credits.

## **2. Description of the proposed curriculum.**

The proposed curriculum will require students to earn **30 credit hours**. In general, we expect students to complete these credits in **5 semesters**. In total, students will be required to take **11 courses** to complete the MSBA program.

The focus of the curriculum will be to provide students with the technical and strategic skills that employers are currently demanding and will be demanding in the future. The inclusion and balance of these outcomes are based on industry demand and key feedback received from employers, advisory board members, and from attending national, regional, and state conferences. In addition, each course will be developed in a way that features applications of business analytics across the business spectrum. This is key because we currently do not plan on requiring MSBA students to take electives, which might be viewed as interdisciplinary coursework found in a Data Science program. However, we have considered the possibility of offering our students an ability to take additional, interdisciplinary coursework through potential certificate programs in the future. Potential certificate programs could possibly allow our MSBA students with an opportunity to develop deeper skills and a deeper understanding of the applications of analytics within specific domains.

The following list provides the title, a short description, and the credit hours of the required courses that will be required in the MSBA program. It should be noted that the College of Business currently offers an MBA program with an option for students to take a Business Analytics as a concentration. As noted, we plan to integrate these existing courses into the MSBA program. Thus, an indication has been provided in the list below as to whether or not the course is currently being offered by our College.

- **MBA 6320: Data Analysis for Decision Making (3 credit hour) (already offered by the college)**

Data analysis is rapidly becoming a required skill set for today's managers in competitive environments. As a decision maker in business, you are likely to be asked to conduct your own analysis of data, or you will be asked to interpret a report that has been derived

by others. In this course, you will have the opportunity to learn how to summarize, visualize, and manage data within software environments that are commonly used in business today. More specifically, you will learn how to apply analyze data through descriptive statistics and inferential statistics in order to assist decision makers. Students will also be introduced to forecasting and optimization techniques that can help decision makers reduce risk and identify strategic opportunities for a company.

- **MBA 6390: Predictive Analytics (3 credit hour) (already offered by the college)**

Predictive analytics encompasses a variety of statistical and machine learning techniques and applications within a business environment. The primary goal of predictive analytics is to discover and apply relationships found within historic datasets in order to make predictions about the future or otherwise unknown events. In this hands-on course, students will be introduced to concepts related to constructing, testing, and applying quantitative models in various business settings. From this perspective, students will utilize major software tools in order to conduct an analysis of continuous, classification, and clustering models. Upon completion of this course, students will gain insight of how models are constructed and how predictive models can improve business.

- **MBA 6490: Predictive Analytics II (3 credit hour) (**new**)**

This course requires students to apply advanced software tools that are commonly used within businesses for advanced modeling practices and visualization techniques. In particular, students will explore advanced techniques for pre- and post-processing datasets. Students will apply advanced visualization techniques in order to understand the data that they are investigating and to enhance their ability to communicate the results and implications of predictive models. Students are expected to demonstrate the skills learned in this class with a course project. The course project not only allows a student to improve problem-solving skills, but it will also enhance the students' ability to communicate their findings and recommendations within a business context.

- **MBA 6325: Prescriptive Analytics (3 credit hour) (already offered by the college)**

Prescriptive analytics encompasses multiple techniques and applications that recommend which course of action a decision maker should take within a business environment. The primary goal of prescriptive analytics is to utilize these techniques in order to determine optimal strategies that can improve the results related to business decisions. In this hands-on course, students will be introduced to concepts related to developing various linear and non-linear models within major software tools that are commonly used by business professionals. From this perspective, students will conduct an analysis of assignment, transportation, and network models as well as investigate other business scenarios that require additional theories such as integer and goal programming. In addition, students will also develop simulation models and utilize decision analysis techniques and strategies in order to explore situations when the future events are uncertain. Upon completion of this course, students will gain insight of not only how various models are

constructed, but gain insight of how prescriptive models can improve business decision making.

- **MBA 6460: Strategic Use of Analytics (3 credit hour) (new)**

Workplace Analytics is designed to help students understand how to identify, classify and in some cases, resolve different complex analytical problems in the workplace. The courses will use workplace scenarios and/or cases for context and depends on a prerequisite understanding of basic analytics. By exploring the use of data analytics in context, the course focuses on understanding how marketplace factors inform, limit, and enhance the usefulness and role of data analytics. Students will also be asked to prescribe and argue for the selection of data analytics tools, techniques, and processes for specific applications based upon their evaluation of the situation.

- **MBA 6420: Programming for Analytics (3 credit hour) (new)**

In this course, students will be introduced to programming concepts that are used within business analytics. Understanding the fundamentals of programming is an essential skill set to implement solutions that are commonly needed in business practices. Common scenarios include the automation of processing data sets, applying methods, and combining techniques for creating solutions to solve business problems.

- **MBA 6395: Data Management, Business Intelligence, & Analytic (3 credit hour) (already offered by the college)**

This course provides a broad overview of business intelligence and data management including database fundamentals, business intelligence approaches, data management/data governance strategies, data mining and other business/data analytics techniques. Our primary emphasis will be on the managerial perspective, focusing on how you can design, implement, and leverage business intelligence systems and strategies in a management role.

- **MBA 6495: Data Management, Business Intelligence, & Analytic II (3 credit hour) (new)**

Data is often either structured or unstructured. Unstructured data presents a challenge because standard techniques commonly used in business analytics cannot be used to discover meaningful patterns, relationships, and other insights that could be useful when solving business problems. In this course, students will learn advanced techniques while using software that commonly used in practice in order to overcome the problems associated with unstructured data.

- **MBA 6360: Strategic Use of Information (3 credit hour) (already offered by the college)**

Information systems have always been a critical component of the successful operation and management of organizations. Today, modern information systems are pervasive, and knowledge of how they integrate into businesses to enhance strategies and processes is essential in all positions and functional areas. Advances in digital technologies have resulted in the development of information systems that are radically transforming the very nature of managerial work, the structure of organizations, and the way firms operate and compete in the marketplace. Managers must, therefore, have a solid understanding of information technology, its organizational role, and strategic implications. Regardless of your profession or position, you have little choice but to accept and assume responsibility for the innovative and effective use of information technology to enhance the performance of your organization. This course is designed to provide the fundamentals necessary to begin this process.

- **MBA 6912: Applied Business Experience (2 credit hour) (already offered by the college)**

Students will apply their course material from the MBA program to a consulting or simulated business experience. Students will define a business problem to address, assess the organization and its context, and suggest solutions and an action plan for implementing the solution.

- **MBA 6924: Analytics Practicum (1 credit hour) (new)**

The analytics practicum provides the student's opportunities to apply techniques, applications, concepts, and models from prior coursework in the MBA program to support decision-making under uncertainty in a simulated competitive business environment. Data that is generated from each student's work during the concurrent MBA 6912: Applied Business Experience course will be used to complete a set of sequential assignments. Students will have the option of using results of each assignment for decision making in the MBA 6912 course. Upon completion of the two courses, students will have been exposed to the outcomes of their strategic and tactical approaches to managing a type of manufacturing business.

If our proposal is accepted, we plan to utilize a carousel model in order to offer our MSBA courses online. The carousel model will limit the number of course that we will need to offer during an academic year. A detailed description of the carousel model can be found in **Appendix B**. In addition to this explanation, we have provided a three and five-year course-offering plan in **Appendix B**.

### **3. Administrative arrangements for the proposed program: department and school or college involved.**

The College of Business will likely be the only college participating in the program, and initially, the Management Information Systems (MIS) Department will be the only department involved

when it comes to administration and the graduate faculty who are staffed to teach the courses in the program. However, over time, other departments in the College of Business may be involved.

The MSBA program will be administered by the Department of MIS. The Department Chair of MIS will help administer this program along with a Program Director. The Program Director for the MSBA program will report to the Department Chair of the MIS Department as well as the Associate Dean of Academic Programs. The MSBA Director will continue to work with the Associate Dean of Academic Programs during the approval of the program through the CCGS process and the development of new and updated curriculum.

Once the MSBA program has been established, the College will appoint an internal faculty member to be the MSBA Program Director. This director will be compensated similarly to other faculty graduate program directors within the College, including an appropriate stipend and course release. Ideally, an ideal candidate for the MSBA Director will have significant experience working with faculty and staff in online programs. In addition, an ideal candidate will have experience working with internal and external partners to the College of Business to assist with student recruitment and retention, marketing, and course design and development. In particular, the MSBA Director will be asked to work with our partner, Pearson. This particular partner will assist this program in recruitment, marketing, advising, and student retention.

The College will implement admission standards and processes (e.g. 3.0 GPA, application, interview, and selection process) consistent with current graduate admissions criteria and in partnership with the college's current graduate staff, which supports over 900 students in various graduate platforms. The MSBA Program Director will be responsible for collaborating with the graduate staff and work with the MIS Department Chair on course development and staffing.

#### **4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.**

The growing demand for analytics professionals is not a new trend or a fad. For example, as early as 2011, McKinsey reported that by 2018, there would be a shortage of 140,000 to 190,000 people with deep analytics skills [4]. In this report, McKinsey also stated that there would be a deficit of 1.5 million managers and analysts with the skills to make effective decisions through data analysis. Now, research that is more recent supports McKinsey's finding. For example, in October 2016, Indeed.com lists approximately 200,000 jobs referencing data analysis skills that are required for careers in the United States.

Today, basic levels of proficiency in analytics are in high demand and it is highly likely that this trend will continue. In fact, LinkedIn recently listed data visualization, data presentation, statistical analysis, and data mining as top in-demand skills by employers in 2016 [5]. However, the McKinsey Global Institute predicts that the demand for deep analytical talent in the United States could be 50 to 60 percent greater than its projected supply by 2018. IBM also predicts that the demand for analytics professionals will soar by 28% by 2020 [1]. In fact, according to 2017 study

by IBM, they expect that the number of jobs for all US data professionals will increase by 364,000 openings to 2,720,000 in 2020.

The demand for talented analytics professionals is outpacing the rate at which students are earning degrees in higher education. Forbes indicates that data science and analytics jobs remain open longer than the market average because the market has limited supply of data science and analytics professionals [1]. Furthermore, as of the summer of 2016, only nine percent of higher education institutions in the United States were offering at least one analytics program, which included certificates, concentrations, minors, and majors in undergraduate and graduate environments [6]. In fact, only around 20% of 4-year institutions have at least one analytics program [6]. Based on the 2016 report from Tableau, it is clear that the number of programs involving business intelligence and analytics will continue to grow rapidly because there is a lack of programs established in higher education offering the skills that business professionals need in today's workplace.

There are currently nine universities offering graduate programs in business analytics, or closely related fields such as data science in Ohio [7]. The following list summarizes the universities and programs that are offered within the state of Ohio.

- **Bowling Green State University**
  - MS in Analytics (campus) (33 credits @ 12 months)
  - MS in Applied Statistics w/ a specialization in Business Analytics (campus) (33 to 39 credits @ 24 months)
- **Case Western Reserve University**
  - MSM in Business Analytics (campus) (33 credits @ 11 months)
- **Cleveland State University**
  - Graduate Certificate in Advanced Business Analytics (campus) (12 to 13 credits)
  - Graduate Certificate in Marketing Analytics (campus) (16 credits)
  - Graduate Certificate in Strategic Business Analytics (campus) (12 to 13 credits)
- **Kent State University**
  - MS in Business Analytics (campus) (30 credits @ 12 months)
- **Ohio State University**
  - M of Applied Statistics (campus) (50 credits @ 24 months)
- **Ohio University**
  - MBA with a concentration of Business Analytics **(online)** (35 credits @ 24 months)
- **University of Cincinnati**
  - MS in Business Analytics (campus)
  - MS in Business Administration and Information Systems (campus)
  - Post-Baccalaureate Certificate in Data Science (campus)
- **University of Dayton**
  - Business Analytics Certificate (campus)
- **Wittenberg University**

- MS in Analytics (campus) & **(online)** (30 credits @12 months)
- **Wright State University**
  - Big and Smart Data Sciences Certificate (campus)
  - Cyber Security Analytics Certificate (campus)
- **Xavier University**
  - MS in Customer Analytics (campus) (30 credits @ 24 months)

From the list above, Ohio University is one of the nine universities that currently offer an analytics program at the graduate level. In terms of Ohio University, we currently offer a concentration of Business Analytics in our online Master of Business Administration (MBA) program. In this program, we currently have over 100 students who are currently enrolled into the Business Analytics concentration. It should be noted that this program was named the 7<sup>th</sup> best Online MBA Program in Business Analytics by Online MBA Today [8].

Based on the summary listed above, there are 17 related degree programs related to business analytics in the state of Ohio. From the programs listed above, 15 are delivered face-to-face in a campus environment, while **only two are offered in an online format**. Thus, with the establishment of our online MSBA program, we hope to **satisfy an underserved market** in Ohio by providing a graduate degree program in business intelligence and analytics **online**.

As stated, our initial focus will be to offer the MSBA in an online delivery format. We anticipate that we may want to deliver the MSBA program in other formats eventually. This, of course, will depend on the demand for the degree program, faculty resources, and other factors.

Upon approval of the MSBA program, the MSBA Director may consult other institutions in the state of Ohio to explore mutually beneficial opportunities for collaboration.

## **5. Prospective enrollment**

With expected approval of this proposal by Ohio University by the end of 2017 and approval by the state of Ohio in May of 2018, the College would start offering the MSBA program for the first time during the Fall semester of 2018. Upon approval, Ohio University would work with Pearson to begin our digital marketing efforts. Minimally, we would like to have one full semester of recruiting before we would offer the program for the first time. If time does not permit for one full semester of recruiting, we would delay, and offer the program for the first time in the Spring Semester of 2019. Once the program is started, we plan to offer the program each semester thereafter. In other words, we plan to start a new cohort of students each Fall, Spring, and Summer semesters. It should be noted that a detailed description of our planned course delivery strategy is described in Appendix B.

Based on market research performed by Pearson, we believe our future, steady-state enrollment to be around 100 students as long as we maintain similar admission requirements, time to completion, tuition, and student retention services as our online MBA program. Though we fully expect that it will take several semesters to build up to the projected steady-state enrolment, we expect to start our program with around 15-20 students the first semester we offer the program.

Furthermore, we understand it might be optimistic to reach a steady state number of 100 or more students in the MSBA program since we anticipate that there will be a rapid development of graduate programs in business analytics given the sizeable demand of analytical professionals in service sectors. However, with that said, we do expect that the enrollment will grow at a small rate over the next several years after we have officially launched the program.

#### **6. Special efforts to enroll and retain underrepresented groups in the given discipline.**

Like most institutions, Ohio University and the College of Business define diversity broadly. However, we are focusing on increasing the ethnic and gender diversity of the student body as one of our strategic priorities. As a part of this effort, the college is collaborating with the university in the Cultural Connections program that is offered to admit students from diverse backgrounds. The college also collaborates with the Society of Alumni and Friends to send personalized hand-written messages to all admitted students from under-represented groups. These groups include, but are not limited to, African Americans, Latino Americans, and Native Americans.

The College also has two female student groups, which include Women in Information Systems (WIS), which focuses on supporting female students in technology and analytics focused business areas, and Women in Business (WIB). In two short years, WIB has grown to over 100 members. In addition, our Director of Marketing is implementing targeted communications and marketing strategies for prospective female business students and partners with our female student groups and alumni during the recruiting process. The college increased female undergraduate enrollment by 3% in the last recruiting class and achieved a higher percentage for a female student than the national average for our latest on-campus full-time MBA (FTMBA) cohort.

#### **7. Availability and adequacy of the faculty and facilities available for the new degree program.**

In the last two years, the Department of MIS has added three new degree programs in business analytics. These offerings include an undergraduate co-major, an undergraduate minor, and a concentration in the online MBA program. As a part of this expansion, the department added four new faculty members that specialize in business analytics. In addition, in October of 2017, the Department has been approved to hire a new tenure-track faculty member for business analytics. We hope to fill this position before the Spring semester of 2019 ends. Thus, this faculty member will likely begin teaching officially in the fall of 2018. Though we are confident we can offer the MSBA program with our existing and new faculty, we have been assured by our College's leadership that they are willing to hire additional faculty members if it is necessary.

In terms of faculty staffing in the MSBA program, we anticipate that all courses in the program will be delivered by faculty members who are qualified as Scholarly Academics by AACSB standards. As noted, though we anticipate that all faculty members teaching in the program will come from the MIS Department; however, we may also include faculty from other departments within the College later.

From a course development standpoint, our college has the capability and resources available to develop and deliver the courses in an online format. Furthermore, based on the design of the online MSBA program, not all courses in the program will need to be developed since we plan to reuse existing courses that are currently being offered in our online MBA program. Thus, we will have adequate time to go through formal course development processes with faculty members and learning designers before these courses will need to be officially delivered for the first time. In fact, the Department of MIS has already assigned faculty members to the new courses that need to develop for the MSBA program. Upon approval, these faculty members will begin to develop their course with assistance from learning designers.

Since we would like to launch the MSBA program online, there are no physical space limitations of offering the MSBA program. However, it should be noted that in recent years, the college has faced severe space limitations as the size of the undergraduate study body increased over 150% to 2,600 students and the graduate student body increased from approximately 200 students to over 900 students in various programs. Copeland Hall, the current home for the college, was designed to support a student body of approximately 1700 students. However, the renovation of the adjacent College of Business Annex was completed in the Summer of 2016 and the College now has enough classroom, office, and meeting space to support all of the faculty, staff, and student needs if we were to offer the MSBA program on campus.

From a technical perspective, we feel comfortable that we can increase the number of courses that we host online and can support the growth of the number of students who will be interfacing with our technologies online.

#### **8. Need for additional facilities and staff and the plans to meet this need.**

The college does not anticipate the need for additional facilities to deliver this program in the immediate future. However, as noted, the College of Business has recently renovated the adjacent building to our primary building on campus if we would like to offer the MSBA on campus in the future. In terms of staff, the College of Business will staff an existing faculty member as the Director for the MSBA program. We do not anticipate the needed to hire any additional staff due to our partnership with Pearson, who supports the majority of our student recruitment and retention, and marketing efforts.

#### **9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.**

Other than the anticipated stipend for the MSBA Program Director, the only other significant expense will be course development stipends paid to faculty members who are selected to develop new courses, which is an expense the college has anticipated and included in future budgets. Additional costs for marketing, admissions, and other program maintenance costs will be minimized because of the partnership the college has with Pearson for its online graduate programs. If the program grows to the point that an additional investment in staff support is needed, the college will hire additional staff members.

## **Appendix A**

### **Feedback Received from the Program Development Plan (PDP)**

The feedback that we received from the PDP form that was sent to institutions in Ohio is summarized in this appendix. The following sections summarize how we have addressed the feedback into our full proposal. In addition, we have also provided clarity to specific questions and concerns that were raised by the reviewers. We would like to thank our reviewers for their feedback, we believe our full proposal has benefited.

#### **Name of the Program**

There were a few instances where the name and the abbreviation of our proposed program were inconsistent in the PDP document. This was an oversight on our part. At the time that the PDP was developed, we were considering a few different names for the proposed program. As a college, we have decided on the name of Master of Science in Business Analytics (MSBA). Ultimately, we choose this name because we felt it best reflected the curriculum and was most suitable for our target audience. The full proposal is now consistent in terms of the name that we have selected for the program.

#### **Market Demand and Projected Enrollment**

Our initially marketing research suggested that our steady-state enrollment might be as high as 180 to 200 students. We now realize that this was an ambitious outlook given that other universities are starting to create similar programs. Thus, we have lowered our steady state expectations to around 100 students. Thus, we have considered this lower projection when it comes to faculty and staff resources as well as our College's financial planning.

A concern was raised about how we plan to target minority students into our program. Thus, we have expanded section 6 to address this concern.

#### **Current Programs and their Format**

The review indicated that we should have made it clear as to whether other schools in the state of Ohio offered similar programs to the MSBA program online or in a face-to-face environment. In addition, a concern was raised that our initial summary of Ohio-based universities with similar programs was incomplete. We have updated our list by reviewing each Ohio-based university's website. During this update, we updated our list to include the delivery format of the programs that were currently being offered in the state of Ohio. In addition, we also identified the programs that we missing in our PDP form.

An additional question was raised in terms of whether our program would require an on-campus residency. We have addressed this issue by stating that the program would require a two-day residential visit. During this residential visit, students will attend our College's Leadership and Development Program (LDP). It should be noted that this is also a requirement for our online

offering of our MBA program at Ohio University. Specialized tracks and speakers will be brought into this event to satisfy the interest of our MSBA students.

### Interdisciplinary Focus

One reviewer recommended that we include interdisciplinary coursework or tracks. After much consideration, we feel confident with our initial proposal that was included in the PDP. However, we feel it should be noted that we plan to develop courses that provide examples across a variety of business domains. For example, Figure 1 and Figure 2 show a breakdown of the examples that are featured across business domains within MBA 6390 and MBA 6325 respectively.

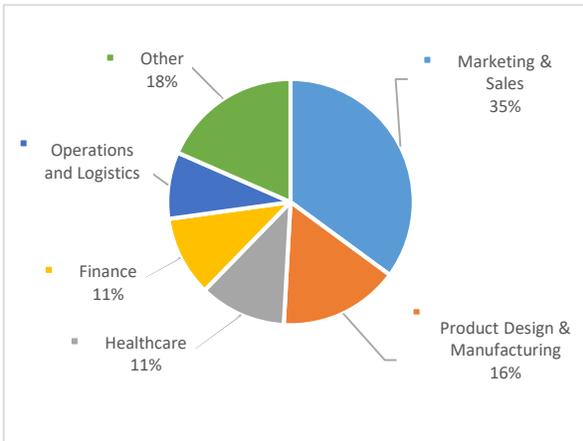


Figure 1: Functional Area Summary of MBA 6390: Predictive Analytics

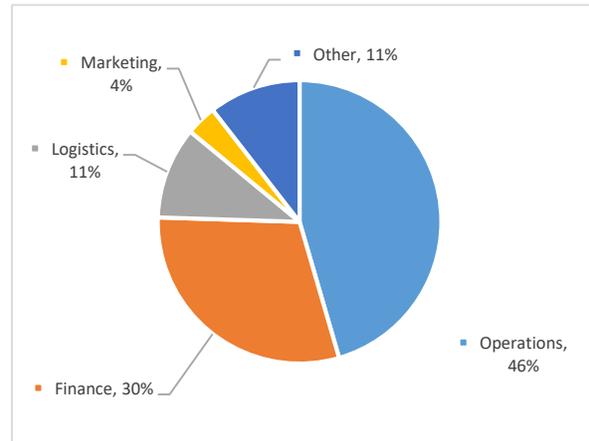


Figure 2: Functional Area Summary of MBA 6325P: Prescriptive Analytics

From an interdisciplinary standpoint, we have also considered developing specific concentrations within the MSBA program. These concentrations might include three additional courses from a specific domain of business. For example, perhaps later, we might offer a three-course concentration in Marketing Analytics or perhaps from another business domain (i.e. Finance Analytics, Accounting Analytics, Operations Analytics, etc.). At this time, we do not feel we are adequately staffed in other departments at our College to offer these types of concentrations, but we are open to offering these types of concentrations in the future. Another idea is to develop specific certificate programs within interdisciplinary topics. Again, we do not feel we are staff adequately to offer these types of graduate programs initially, but we are certainly open to the idea in the future.

### Partnerships and Collaboration

The feedback that we received about potential partnerships and collaboration was limited. However, a few universities in Ohio suggested that they were creating graduate certificates and Ph.D. programs in Business Analytics and Data Science. We will certainly recommend these programs to our MSBA graduates who want to pursue a Ph.D. program. Additional feedback was

received that other universities would consider allowing students from their program the ability to take some of the courses that we plan to offer in order for their students to complete their program requirements. We would certainly be open to discussing this with other universities in Ohio if our program is approved.

### **Specific Issues with Courses**

We received feedback that we were not clear in identifying pre-requisites for the courses that we plan to offer in the MSBA program. We have addressed this concern by creating Appendix B. More specifically, we have listed the pre-requisites to each course in Table 1.

One reviewer suggested that two courses appeared to be rather introductory. We agree that the officially approved course descriptions are vague and not always speak to the rigor of the courses that we offer. However, we are confident that the courses that we have proposed will sever the audience more than adequately. In addition, we were also vague about the software that we plan to use in each course because we simply did not want to be tied to any software as the course evolves. We feel confident that students will be experienced with the most commonly used software that is used today in business analytics (i.e. Microsoft Excel, Tableau, R, Python, Microsoft SQL Server, etc.)

A reviewer wanted us to clarify the relationship between MBA 6912: Applied Business Experience and MBA 6924: Analytics Practicum. The one-credit-hour analytics practicum is intended to work in tandem with the two-credit-hour applied business experience course to give each student in the MSBA an effective transition from academic to business success. The practicum orients the students' thinking to what can be accomplished in a reasonable time in an uncertain environment. Based on this comment, the course description has been updated.

### **Online Delivery Method**

It was suggested that we indicate our plan of offering the MSBA program online if we were to launch the program in the Fall of 2018. Based on this comment, we created Appendix B, which explains the sequence of courses we are asking students to take. In addition, the section describes specific pre- and co-requisites of each course we have listed in the proposed program. Finally, we have indicated our three and five-year plan of offering the MSBA online.

### **Role of our Partners**

One reviewer noted that our relationship with Pearson could be explained more clearly. Currently, we have collaborated with Pearson for our online MBA program since 2012. Pearson assists us with recruitment support, enrollment advising, digital marketing, and student retention. If our MSBA program is approved, we plan to expand our partnership Pearson to offer their assistance in a manner that mirrors our support that they provide us in the online MBA program.

### **Future Considerations**

As noted, we plan to launch the MSBA in an online format. However, our review indicated students might be interested in a face-to-face delivery format. We agree that some students may desire a face-to-face format, and these students might not prefer an online program. While we agree with this overall statement, we feel that we serving an undersupplied population because currently, only one university in Ohio is providing a business analytics graduate degree program in an online format. Luckily, for students who do not wish to enroll in an online program, there are several institutions offering a face-to-face program in business analytics. However, because we suggested that we might want to offer the MSBA on campus, we have added a discussion about our ability to offer this program based on our current faculty availability and our facilities. In addition, it was noted that if we plan to offer the MSBA on campus, more details about our marketing strategy and relationship with Pearson would need to be addressed. If we offer the MSBA program online, we would certainly talk to Pearson in order to work out the details that would be necessary.

One reviewer brought up a potential possibility that we might explore later. It was suggested that we offer a program in which students would earn both an MBA and a MSBA degree. The rationale of this comment was because the MSBA utilizes six of the eleven courses that they must take to complete the program. This is an interesting idea and one we will explore in the future given that our proposal is approved.

## Appendix B

### A Summary of the Online MSBA Carousel Model

#### Online MSBA Carousel Model:

In terms of delivering the courses to students, the MSBA will use a carousel model. Of the 11 courses that are required for completion of the MSBA program, two are considered **Core Courses**, seven are considered **Carousel Courses**, and two are considered **Capstone Courses**. In general, Core Courses serve as the prerequisite to the Carousel Courses and Carousel Courses serve as the prerequisite to the Capstone Courses. An overview of the proposed curriculum, in terms of the course structure described, is provided in Table 1.

Initially, the College of Business would like to offer the MSBA program online. However, it should be noted, that the curriculum would also be used for other forms of delivery (i.e. face-to-face, hybrid online, etc.) in the future. The decision to offer the MSBA online is based on our success of offering our Master of Business Administration (MBA) online. Since, 2012, we have seen a tremendous amount of growth in our online MBA program. Currently, we have roughly 600 students enrolled in our program. In this program, courses are offered in a seven-week format, where students take two courses in a single semester. Thus, in the first seven weeks, otherwise called Term A, students will take a single course. Likewise, during the last seven weeks of a semester, otherwise called Term B, students will the second course. Table 1 provides an overview of which term our proposed courses will be offered. However, please be aware that additional details of the sequence of these courses will be described later.

Currently, the College of Business offers a Business Analytics concentration within our online MBA program. This is significant because we plan to include six of the courses required for this concentration in the MSBA program. Thus, from a curriculum development perspective, six of the eleven courses are already being offered by the college, which will minimize the number of courses that will need to be developed for the MSBA program to five new courses. An overview of the new (i.e. Y) and existing (i.e. N) are provided in Table 1.

*Table 1: Overview of the Online MSBA Curriculum*

Curriculum Map			Pre-Requisite	Credits	New	30 Credits Term	
						A	B
Core	MBA 6320	Data Analysis for Decision Making		3	N	X	
	MBA 6390	Predictive Analytics	MBA 6320	3	N		X
<b>Total Core Credits</b>				<b>6</b>			
Carousel	MBA 6360	Strategic Use of Information	Core	3	N	X	
	MBA 6395	Data Management, Business Intelligence, and Analytics	Core	3	N		X
	MBA 6490	Predictive Analytics II	Core	3	Y	X	
	MBA 6325	Prescriptive Analytics	Core	3	N		X
	MBA 6460	Strategic Use of Analytics	Core	3	Y	X	
	MBA 6420	Programming for Analytics	Core	3	Y		X

	MBA 6495	Data Management, Business Intelligence, and Analytics II	Core & MBA 6395	3	Y	X	
	<b>Total Carousel Credits</b>			<b>21</b>			
<b>Capstone</b>	MBA 6912	Applied Business Experience	*Carousel	2	N		X
	MBA 6924	Analytics Practicum	*Carousel	1	Y		X
	*MBA 6912 and MBA 6924 must be taken together.						
	<b>Total Capstone Credits</b>			<b>3</b>			
	<b>Total Degree Credits</b>			<b>30</b>			
	<b>Total Courses</b>			<b>11</b>			

The MSBA will start a new cohort of students each semester (i.e. Fall, Spring, and Summer semesters) during an academic year. As noted, the curriculum of the MSBA can be summarized into three categories (i.e. Core, Carousel, and Capstone courses). It should be noted that Core and Capstone Courses would eventually be offered each semester (Fall, Spring, Summer). In addition, with the exception of MBA 6495, which will eventually be offered each semester, Carousel courses will only be offered once a year. Figure 3 shows a representation of the carousel model that we have proposed to implement.

Regardless of which semester a cohort of students starts the MSBA program, students will need to complete the Core Courses first before moving on to the Carousel courses. To explain this model, consider the following example, where we assume a cohort of students start the MSBA program in the Fall semester and complete each and every course successfully. This cohort starting in the Fall would be asked to take MBA 6320 in Fall A, and MBA 6390 Fall B. Once students in the cohort complete the Core Courses, they will enter the “carousel.” Assuming that the cohort of students enroll in the MSBA program in the Fall semester and completed the Core Courses in the same semester, they would then register for MBA 6360 in Spring A, and then they would be asked to take MBA 6395 in Spring B. Furthermore, if we assume the cohort of students complete these courses successfully in time, they would take MBA 6490 in Summer A, and MBA 6325 Summer B. After completing these courses, students would take their MBA 6460 in Fall A, and MBA 6420 in Fall B, which would be the students fourth semester in the program. At this point, students would begin their fifth semester by registering for MBA 6495 in Spring A. Finally, students would take the Capstone Courses in Spring B, which would include MBA 6912 and MBA 6924. At this point, after five semesters, students will have completed 30 credit hours necessary to complete the requirements for the MSBA degree program.

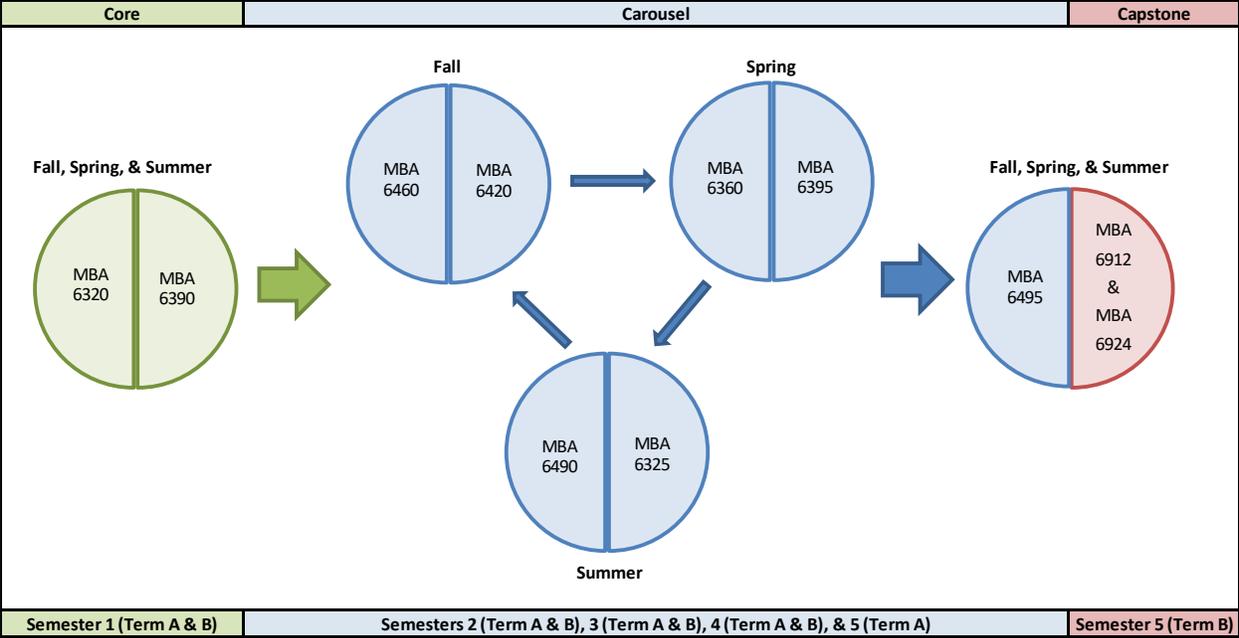


Figure 3: Proposed online MSBA Carousel Model

Table 2: 3-Year Detailed Plan for online MSBA Program

Year	Year One						Year Two						Year Three						
Academic Year	AY 2018-19						AY 2019-20						AY 2020-21						
Term Weeks	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	
Full Semester Term	FA18C		SP19C		SU19C		FA19C		SP20C		SU20C		FA20C		SP21C		SU21C		
Admission Group 1	MBA 6320	MBA 6390	MBA 6360	MBA 6395	MBA 6490	MBA 6325	MBA 6460	MBA 6420	MBA 6495	MBA 6912 MBA 6924									
Admission Group 2			MBA 6320	MBA 6390	MBA 6490	MBA 6325	MBA 6460	MBA 6420	MBA 6360	MBA 6395	MBA 6495	MBA 6912 MBA 6924							
Admission Group 3					MBA 6320	MBA 6390	MBA 6460	MBA 6420	MBA 6360	MBA 6395	MBA 6490	MBA 6325	MBA 6495	MBA 6912 MBA 6924					
Admission Group 4							MBA 6320	MBA 6390	MBA 6360	MBA 6395	MBA 6490	MBA 6325	MBA 6460	MBA 6420	MBA 6495	MBA 6912 MBA 6924			
Admission Group 5									MBA 6320	MBA 6390	MBA 6490	MBA 6325	MBA 6460	MBA 6420	MBA 6360	MBA 6395	MBA 6495	MBA 6912 MBA 6924	
Admission Group 6											MBA 6320	MBA 6390	MBA 6460	MBA 6420	MBA 6360	MBA 6395	MBA 6490	MBA 6325	
Admission Group 7													MBA 6320	MBA 6390	MBA 6360	MBA 6395	MBA 6490	MBA 6325	
Admission Group 8															MBA 6320	MBA 6390	MBA 6490	MBA 6325	
Admission Group 9																	MBA 6320	MBA 6390	
Unique Courses Per Term	1	1	2	2	2	2	2	2	2	2	2	3	5	3	5	3	5	3	5
Unique Courses per Academic Year	10						16						24						

Table 3: 5-Year Overview for online MSBA Program

Contract Year			Year One			Year Two			Year Three			Year Four			Year Five		
Academic Year			AY 2018-19			AY 2019-20			AY 2020-21			AY 2021-22			AY 2022-23		
Course Name	Prefix	Credit	FA 18	SP 19	SU 19	FA 19	SP 20	SU 20	FA 20	SP 21	SU 21	FA 21	SP 22	SU 22	FA 22	SP 23	SU 23
Data Analysis for Decision Making	MBA 6320	3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Predictive Analytics	MBA 6390	3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Strategic Use of Information	MBA 6360	3		X			X			X			X			X	
Data Management, Business Intelligence, and Analytics	MBA 6395	3		X			X			X			X			X	
Predictive Analytics II	MBA 6490	3			X			X			X			X			X
Prescriptive Analytics	MBA 6325	3			X			X			X			X			X
Strategic Use of Analytics	MBA 6460	3				X			X			X			X		
Programming for Analytics	MBA 6420	3				X			X			X			X		
Data Management, Business Intelligence, and Analytics II	MBA 6495	3					X	X	X	X	X	X	X	X	X	X	X
Applied Business Experience	MBA 6912	2					X	X	X	X	X	X	X	X	X	X	X
Analytics Practicum	MBA 6924	1					X	X	X	X	X	X	X	X	X	X	X
<b>Total Unique Courses Per Semester</b>			2	4	4	4	7	7	7	7	7	7	7	7	7	7	7
<b>Total Unique Course Per Academic Year</b>			10			18			21			21			21		

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**COLLEGE OF ARTS AND SCIENCES  
CENTER FOR LAW, JUSTICE & CULTURE  
MASTER OF ART IN LAW, JUSTICE & CULTURE**

**RESOLUTION 2018 -**

**WHEREAS**, the College of Arts and Sciences proposes to establish the Master of Art in Law, Justice & Culture degree, and

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

**WHEREAS**, the proposed curricular program focuses on critical analysis of law as it operates in relation to society, culture, politics, and power in the United States, as well as international contexts, and

**WHEREAS**, the degree requires 34 credits to complete and will be delivered either in residence on the Athens campus or through online coursework through eCampus, and

**WHEREAS**, facilities and staff resources are sufficient to establish and sustain the Master of Art in Law, Justice & Culture.

**NOW THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Ohio University hereby approves establishing the Master of Art in Law, Justice & Culture degree in the College of Arts and Sciences.



## **Interoffice Communication**

**Date:** January 2, 2018

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

**From:** Office of the Executive Vice President and Provost  
Howard Dewald, Associate Provost for Faculty and Academic Planning

**Re:** **College of Arts and Sciences – Master of Art in Law, Justice & Culture**

A resolution is included seeking board approval to establish the Master of Art in Law, Justice & Culture degree in the College of Arts and Sciences.

The program development proposal materials are presented. University Curriculum Council has approved the program.

The Center for Law, Justice & Culture in the College of Arts and Sciences proposes the development of an innovative new interdisciplinary Master of Art degree in Law, Justice & Culture. The degree focuses on critical analysis of law as it operates in relation to society, culture, politics, and power, in United States as well as international contexts. The new master's degree program requires the completion of a minimum of 34 semester hours of graduate coursework, with 10 hours of required courses at the graduate level, 20 hours of electives from graduate level interdisciplinary programs, and a research capstone experience.

The degree program delivers coursework in two modalities, both in person and online. Students may opt to complete the degree in one year primarily through face-to-face classes while in residence on the Athens campus, or they may opt to complete the degree remotely via e-Campus online coursework.

There is no need for additional facilities and staff to launch and sustain this program.

## Full Proposal

MA in Law, Justice & Culture  
College of Arts and Sciences  
Ohio University  
September 2017

Prepared by Haley Duschinski, PhD, Associate Professor of Anthropology  
Director of the Center for Law, Justice & Culture

### New Graduate Program Proposal Form

Graduate College  
Ohio University

#### This is a (check one):

- Program Development Plan
- Certificate Program
- Full Proposal
- Program Name Change

#### New degree title and name:

Master's Degree in Law, Justice & Culture

#### Proposing unit(s) [departments(s) or school(s)]:

Center for Law, Justice & Culture, College of Arts and Sciences

#### Summary of proposed program (100 words or fewer):

The Center for Law, Justice & Culture at Ohio University proposes the development of an innovative new interdisciplinary MA degree in Law, Justice & Culture. The degree focuses on critical analysis of law as it operates in relation to society, culture, politics, and power, in United States as well as international contexts.

## **Designation of the New Degree Program**

The new degree program is a master's degree program in Law, Justice & Culture. This interdisciplinary academic program is designed to offer graduate training in law and society studies, with faculty drawn from anthropology, criminology, political science, sociology, history, African American studies, women's, gender and sexuality studies, and law. The MA degree is housed within the College of Arts & Sciences on the Athens campus of Ohio University.

The master's degree program in Law, Justice & Culture is the first of its kind in Ohio and is one of a few in the United States. The degree program offers interdisciplinary and engaged study of the theoretical frameworks and methodological approaches to various aspects of law and justice. As a liberal arts program, it provides a broad view of law's place in society as well as a theoretical investigation of the fundamentals of law and how it operates in comparative social and historical contexts.

The new master's degree program is proposed and administered by the Center for Law, Justice & Culture (CLJC), an interdisciplinary research and teaching center focusing on the critical analysis of law in relation to society, culture, politics, and power in US or international contexts. CLJC is housed in the College of Arts & Sciences. Established in 2010, CLJC consists of 20 full-time tenure-track and tenured faculty from eight departments who share an interest in the study of law from the perspective of the social sciences and humanities as well as the Pre-Law Specialist and Advisor. A list of CLJC faculty affiliates is included in Appendix A, and the CVs of the Director and Pre-Law Specialist and Advisor are included in Appendix B.

## **Academic Quality**

Law and society studies is an interdisciplinary field focusing on the foundations and structures of institutions of justice and law in specific contexts, including the US as well as other western and non-western legal traditions. The MA in Law, Justice & Culture provides an interdisciplinary perspective on the role of law in society, emphasizing a context-driven approach to law as ideology and practice. It emphasizes analytical and conceptual thinking, legal and scholarly research and writing, ethical and public interest concerns, public advocacy skills, and active engagement with the challenges of law and justice in the twenty-first century. The program prepares graduates for careers in research and policy centers, public institutions, community organizations, and nonprofit agencies, as well as for JD programs, doctoral programs, and research positions in universities and public agencies.

Through the MA program, students will achieve the following learning outcomes:

1. Understanding of a law and society perspective built upon a critical approach to law in relation to society, culture, politics and power (*Core Knowledge*)
2. Basic knowledge of social science data collection methods and the analytic techniques that scholars use to evaluate their data (*Research Methods and Analysis*)

3. Ability carry out graduate level academic research in law and society studies through project design, data collection, analysis and interpretation, and representation (*Independent Research*)
4. Professional skills necessary for ethical and engaged scholarship and practice (*Professionalism*)

These outcomes are discussed in more depth in Appendix C, with a student learning outcomes assessment plan to be developed in consultation with the College of Arts and Sciences.

Since 2012, CLJC has developed an expansive undergraduate curriculum establishing the foundations of law and society studies for OHIO undergraduate students. The new MA program builds and expands on the resources associated with this undergraduate curriculum. Graduate-level coursework emphasizes the theoretical traditions of the interdisciplinary field, the deep integration of theory and methods in law and society studies, master’s-level research capstone experience for all students, training in legal research and writing, and professionalism academic presentation and communication.

The new master’s degree program requires the completion of a minimum of 34 semester hours of graduate coursework (see Table 1). This includes a set of 6000-level core courses with an LJC prefix as well as elective courses at the 5000-level or 6000-level. At least two of the elective courses must be at the 6000 level.

Course #	Course Title	Credits	Totals
<b>Core Courses</b>			<b>10</b>
- <b>Students must complete all three of the following courses:</b>			
LJC 6000	Proseminar in Law, Justice & Culture	4	
LJC 6500	Research Methods in Law, Justice & Culture	4	
LJC 6965	Legal Practice Workshop	2	
<b>Elective Courses</b>			<b>20</b>
- <b>Students must complete five of the following courses, listed in Appendix D</b>			
	Designated Elective Courses in Affiliated Departments	20	
<b>Capstone Research Course</b>			<b>4</b>
- <b>Students must complete one of the following courses:</b>			
LJC 6800	Capstone in Law, Justice & Culture	4	
LJC 6940	Independent Research in Law, Justice & Culture	4	
LJC 6950	Thesis in Law, Justice & Culture	4	
<b>Total Credits</b>			<b>34</b>

**Table 1: MA Program Curriculum**

The degree program delivers coursework in two modalities, both in person and online. Students may opt to complete the degree in one year primarily through face-to-face classes while in residence on the Athens campus of Ohio University, or they may opt to complete the degree remotely via eCampus online coursework (see Tables 2 and 3). It is possible for students to complete the degree entirely through online coursework. Athens campus students take LJC

6500 online; they may also take LJC 6800 and any available elective courses online. The program expectations and outcomes are consistent across both course delivery modalities.

Residential Students		
Fall	LJC 6000	4
	LJC 6500 - online	4
	LJC 6965 - online	2
	Elective	4
	Elective	4
Spring	LJC 6800/6940/ 6950 - Online option	4
	Elective	4
	Elective	4
	Elective	4
<b>Total Credits</b>		<b>34</b>

Table 2: One Year MA Plan for Residential Students

eCampus Students		
Fall	LJC 6000	4
	LJC 6500	4
	LJC 6965	2
Spring	Elective	4
	Elective	4
Fall	Elective	4
	Elective	4
Spring	LJC 6800/6940/6950	4
	Elective	4
<b>Total Credits</b>		<b>34</b>

Table 3: Two Year MA Plan for eCampus Students

Master's degree students must take the following three core courses at the 6000 level for a total of 10 credit hours.

- **LJC 6000: Proseminar in Law, Justice & Culture.** This proseminar exposes students to law and society studies from an interdisciplinary perspective. Students learn the theoretical traditions of law and society scholarship through readings from different disciplines in the social sciences and humanities. The wide range of readings provides students with knowledge of varied approaches to the study of law while demonstrating a common appreciation of the mutually constitutive relation of law and society. This course is offered in two modalities: face-to-face for residential students, and online for eCampus students.
- **LJC 6965: Legal Practice Workshop.** This course introduces the research, writing, and analytical skills that legal professionals need in their legal practice, including the basics of legal research and legal reference for a variety of print and electronic media. This course is offered online for both Athens campus and eCampus students. This course will be designed and taught by the Pre-Law Specialist and Advisor.
- **LJC 6500: Research Methods in Law, Justice & Culture.** This course addresses the methodological techniques employed for law and society research and considers how these methodological approaches relate to various theoretical frameworks. It focuses on empirical research and includes practical training on methods such as interviewing, participant observation, sampling, and ethics. This course is offered online for both Athens campus and eCampus students.

Students must also take five elective courses from affiliated departments for a total of 20 credit hours. These courses include 5000-level dual-listed courses and 6000-level graduate seminar courses across eight departments. At least two of the elective courses must be at the 6000 level. The elective courses employ interdisciplinary frameworks to examine law and legal institutions, their impact on society, and society's impact on them. The elective courses are all designed and taught by faculty with the PhD or JD degree.

A preliminary list of elective courses, including the frequency of offering over the past three academic years, is included in Appendix D. As a new degree program, we are maintaining a tight boundary around our elective course offerings. The CLJC curriculum committee has carried out a detailed review of law-related course offerings across the university to determine courses that are consistent with the guiding principles of the academic field and the program. We anticipate that we will add new areas as the program develops in the coming years. CLJC supports and facilitates faculty efforts to develop new graduate course offerings in law and society studies, especially in under-represented fields such as the humanities (especially English and Philosophy) and the natural sciences (especially Geography). We will support these departments' efforts build graduate-level elective course offerings in these areas in the coming years. Although the elective list does not currently include courses from the natural sciences, many of the social science courses incorporate critical perspectives on the relationships among science, technology, law and justice relating to current issues such as privacy, surveillance, environmental issues, and human rights technologies.

After completing both LJC 6000 and LJC 6500, students must also take one research course to carry out graduate-level research under faculty supervision for 4 credit hours. The research course options include LJC 6800, LJC 6940, and LJC 6950. The research course options require students to demonstrate the integration of theory and methods throughout all phases of law and society empirical research including project design, data collection, data analysis, and research presentation. All of the capstone research course options culminate in a final written scholarly analysis: either a major research paper or a master's thesis.

- **LJC 6800: Capstone in Law, Justice & Culture** is a faculty-led course that systematically leads students through the process of independent empirical research. LJC 6800 culminates in a Master's Research Essay (MRE) to be evaluated by the faculty instructor in accordance with the program's established evaluation rubric for major papers. This course is offered online as an option for both Athens campus and eCampus students.
- **LJC 6940: Independent Research in Law, Justice & Culture** provides the opportunity for students to pursue independent research under close supervision of a faculty member. This may involve research on one aspect of the faculty supervisor's broader research project. LJC 6940 culminates in a Master's Research Essay (MRE) to be evaluated by the faculty supervisor in accordance with the program's established evaluation rubric for major papers. This course is offered primarily for Athens campus students, although eCampus students may arrange to pursue this option through communication with a faculty member.

- **LJC 6950: Thesis in Law, Justice & Culture** provides the opportunity for students to pursue independent thesis research under close supervision of a faculty committee, including one primary faculty advisor. LJC 6950 culminates in a Master's Thesis to be evaluated by the faculty committee in accordance with the program's established thesis criteria. The thesis is a carefully argued work of scholarship that represents a novel contribution to law and society studies in the arts and sciences. This course is offered primarily for Athens campus students, although eCampus students may arrange to pursue this option through communication with a faculty member. Students opting for the thesis option will form a thesis committee of 3 faculty members in fall semester. At least 2 committee members, including the primary advisor, must be CLJC faculty affiliates.

Students opting to complete the degree while in residence on the Athens campus select one of these three capstone research course options in consultation with the director of graduate studies prior to registration period in fall semester. Students opting to complete the degree remotely via online coursework typically complete LJC 6800, although they may also consider possibilities for thesis research or independent research under faculty supervision either on campus or remotely, as appropriate.

Beyond formal coursework, the MA program strongly encourages students to participate in extra-curricular academic and professional development opportunities. CLJC coordinates the Research Seminar Series monthly research presentations for students and faculty; sponsors campus events including public lectures, film series, readings groups, and panels; and coordinates research assistance on faculty projects. CLJC also offers pre-law professional programming and advising including visits by law school faculty and administration, alumni networking, application assistance, and LSAT preparation. These events and activities are live-streamed and archived online when possible. eCampus students are encouraged, though not required, to participate in these activities in person, if possible, or remotely. These extracurricular activities enhance classroom learning and prepare students for careers, graduate school, or law school after completion of the MA program.

### **Administrative Arrangements**

The master's degree program in Law, Justice & Culture will be administered by the Center for Law, Justice & Culture, an interdisciplinary academic unit housed in the College of Arts & Sciences on the Athens campus of Ohio University. The CLJC administrative staff consists of a tenured faculty director (PhD) and a pre-law specialist and advisor (JD). The existing CLJC policies and procedures outline governance issues including faculty affiliation, director responsibilities, and committee structures.

The CLJC director will maintain primary oversight over the master's degree program. The program will be coordinated by a director of graduate studies (PhD) who will be a CLJC faculty affiliate elected by CLJC faculty for a three-year renewable term. The director of graduate

studies will work in consultation with the CLJC director to manage recruitment and retention, applications and admissions, course offerings and staffing, and advising on academic concerns and progress towards the degree.

Ohio University's Office of Instructional Innovation provides professional academic advising to eCampus students enrolled in online degree programs. These advisors offer support services including academic planning, course selection, registration, and financial aid guidance to students opting to complete the degree remotely via online coursework.

The OHIO Center for Law, Justice & Culture and the College of Arts & Science will handle all aspects of marketing, content, recruitment, and retention.

### **Evidence of Need for the New Degree Program**

The story of the impact of the great recession on law school education and employment is well known. Recent statistics from the American Bar Association and the National Association of Law Placement indicate the scope of this impact as well as the slow beginnings of stabilization and potential improvement in the current legal market landscape.<sup>1</sup> These trends have prompted recognition of the need to examine critical issues in legal education and employment, as evidenced by the ABA's new Commission on the Future of Legal Education charged with "anticipating, articulating and influencing what will be dramatic changes in the legal profession in the next decade and beyond."<sup>2</sup> Today, individuals interested in law school and considering law-related careers require opportunities for diversification and innovation in order to succeed.<sup>3</sup>

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1 These data indicate the following trends: The numbers of first-year enrollment at ABA approved law schools peaked in 2010-2011 at 52,488 and then steadily declined and stabilized in 2016-2017 at 37,107. The total number of enrolled law students dropped by around 9,000 between 2013 and 2014 (from 128,710 to 119,775). In 2014, almost two-thirds of the 203 accredited law schools reported that their first-year classes were smaller than they had been in 2013 -- and 64 of these 203 schools saw their numbers of entering students drop by more than 10 percent. Jobs in the legal sector have declined by 52,000 jobs in 2017 from a pre-recession high of 1.179 million jobs in June 2007. And after steadily declining from a 2008 high of 91.9 percent in 2007, the law graduate employment rate nine months after graduation began to rebound and stabilize in 2014 and 2015 at 86.7%.

2[https://www.americanbar.org/groups/leadership/office\\_of\\_the\\_president/futureoflegaleducation.html](https://www.americanbar.org/groups/leadership/office_of_the_president/futureoflegaleducation.html)

3 Current law school applications and admissions trends – which, according to the U.S. News and World Report, include more competition, changes to LSAT evaluation, continued use of interviews, additional essay prompts – indicate that applicants are increasingly expected to demonstrate substance over scores through evidence of professionalism, research and writing skills, advocacy, critical thought, and future employability. See "Check Out Predictions about 2017-2018 Law School Application Trends" in U.S. News and World Report, September 4, 2017.

We argue that graduate training in law and society studies plays a key role in preparing individuals for law school and law-related careers, both as a complement and as an alternative to traditional law school educational pathways. In 2011-2012, Michael McCann, the President of the Law and Society Association (LSA), assembled a task force to consider the challenge of the development of a “next generation” of scholars who can maintain the accomplishments of the field and also expand its borders into new intellectual and institutional frontiers. The group’s final report, issued April 2012, emphasized the importance of strengthening and diversifying graduate training in law and society studies through “a plurality of socio-legal graduate program models... producing students conducting cutting-edge research.”<sup>4</sup> The proposed MA program in Law, Justice & Culture will be one of the few one-year master’s programs providing this training in the region and the country.

The MA in Law, Justice & Culture is a liberal arts law and society program. It is distinct from a Master of Legal Studies (MLS), also known as a Master of Studies in Law (MSL) or Juris Master (JM), which are master’s degrees offered by some law schools to students who wish to study law but do not wish to become attorneys. Those programs offer curriculum similar to the first year of law school with courses such as constitutional law, torts, and civil procedure.

By contrast, the MA in Law, Justice & Culture provides students interested in law at the graduate level an understanding of US, comparative, and international legal systems through a blending of theory and practice. The interdisciplinary nature of the program emphasizes sociolegal research skills necessary for analysis and interpretation of law’s place in society. No universities in Ohio offer MA or PhD degrees in law and society studies.

Over the past five years, the success of the Law, Justice & Culture Undergraduate certificate program, as indicated by application numbers and course enrollments, is further evidence of the need for the MA in Law, Justice & Culture. The selective undergraduate certificate in Law, Justice & Culture is capped at 25 students per year. Since its launch in 2013, applications for admission into the program have increased annually, from 23 applications in 2013-2014 to 38 applications in 2017-2018. We have also tracked intense student interest and participation in other programs affiliated with CLJC. For example, Human Rights, Law & Justice in Northern Ireland, a CLJC study abroad program offering an *in situ* examination of post-conflict Northern Ireland, has maintained a high number of applications across time, with 29 applicants in the year of its launch in 2012-2013 and 32 applicants in 2016-2017. The Ohio University Mock Trial Team, a selective CLJC experiential learning program, launched with 20 students in 2015-2016 and increased to 30 students in 2017-2018.

In addition to this interest in CLJC undergraduate programming, prospective high school and newly admitted students are increasingly interested in CLJC initiatives, creating a pipeline of

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<https://www.usnews.com/education/blogs/law-admissions-lowdown/articles/2017-09-04/check-out-predictions-about-2017-2018-law-school-application-trends>

<sup>4</sup> [http://www.lawandsociety.org/PhD\\_programs.html](http://www.lawandsociety.org/PhD_programs.html)

prospective students for an MA program. Applications for CLJC's Summer Law & Trial Institute for high school students almost doubled in the past two years, from 26 in 2016 to 50 in 2017. First-year university students have increasingly enrolled in CLJC's two freshman learning communities, starting with 28 students in 2015 and reaching a maximum enrollment of 40 students in 2017. This strong interest in existing CLJC courses and programs demonstrate market need for the MA in Law, Justice & Culture.

Our Pearson market need research, included in Appendix E, raised several relevant points.

- First, the report noted that the program will appeal to three groups of potential applicants: individuals considering a JD or PhD; individuals outside of the legal profession (without JD) who wish to develop knowledge of law and justice; and individuals inside of the legal profession (with JD) who wish to broaden the applicability of their legal knowledge and experience. Interestingly, the report noted that M.S.L. and L.L.M. programs that have traditionally targeted the second category have recently begun exploring ways to creatively market to the third category.
- Second, the report suggested that we explore possibilities of direct-admit agreements with law schools for students who are extremely successful in the program. Since Ohio University does not have a law school, this would include JD/MA collaborations with law schools at other universities in the state.
- Finally, the report concluded that while "the intended target audience would be too narrow to sustain a large-scale national marketing investment, the program could definitely find a suitable application in a local or regional market with a close alignment to law schools."

Accordingly, the CLJC MA program is designed to serve three groups of potential students:

- (1) Individuals with no professional experience who wish to pursue a JD or PhD or enter a law and justice field. Recent college graduates from OHIO and other colleges and universities in the state and the region may wish to obtain a one-year MA degree in Law, Justice & Culture to obtain graduate-level training in sociolegal theory, methods, research, and writing prior to applying to law school or doctoral programs.
- (2) Individuals outside of the legal profession (without JD) who work in fields affected by the legal system and who wish to develop greater understanding of law and justice issues for professional enhancement. This includes professionals practicing in areas such as journalism, nonprofits, criminal justice, juvenile justice, social work, advocacy, court administration, national security, probation and law enforcement, and regulatory agencies.
- (3) Individuals inside of the legal profession (with JD) who wish to strengthen their skills in thinking and writing about complex social issues, to advocate on social justice issues in more diverse ways, and to broaden the applicability and marketability of their legal

knowledge and experience beyond the legal field. Those who have completed law school and pursued legal careers need opportunities to further their educational training for career transitions and for professional satisfaction. This includes individuals wishing to enter public policy, intelligence and security, advocacy and organizing, higher education, human resources, community development, and other alternative careers. It also includes professionals in career transition, such as those considering second career options after retirement.<sup>5</sup>

In terms of job trends, national, state, and local labor market research demonstrates the need for the MA in Law, Justice & Culture (see Appendix). For example, Indeed.com, a worldwide employment related search engine, returns approximately 800 open positions across the United States requiring or preferring candidates with a master's degree in law and/or justice. These positions exist in government, academia, non-government agencies, and private companies (see Appendix F for examples). Select job titles include Community Development Specialist II with the San Francisco Workforce Development System, Crime Analyst with the City of Cincinnati Police Department, Law and Justice Data Analyst at San Bernardino County, California, and Government Information Specialist with the United States Marshall Service in Arlington, VA. Among the essential duties requisite for these positions that students will develop in the MA program are “designing, conducting, and supporting complex research studies and program evaluations,” “analyzing and interpreting data, identifying findings and presenting them in visual and narrative formats that are understandable, and “utilizing legal research databases or court record databases for information requests.”

### **Statewide Alternatives**

As explained in the previous section, Master's of Legal Studies (MSL) programs offer curriculum similar to one year of law school for students who wish to study law but who do not wish to become attorneys. In Ohio, *University of Akron School of Law, Cleveland-Marshall College of Law, University of Dayton School of Law, Ohio State University Moritz College of Law, and University of Toledo College of Law* offer this degree in residential format for individuals who do not have a law degree but who work with lawyers or law and regulations, and/or who need extra legal knowledge to enhance their professional careers. The MA in Law, Justice & Culture is quite distinct from these programs.

We anticipate that the MA in Law, Justice & Culture will appeal to recent college graduates from OHIO and other colleges and universities in the state and the region. OHIO undergraduate

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<sup>5</sup> Bowman (2010) has recently argued that individuals who choose to pursue additional degrees after completing the JD are motivated by the need to re-tool their knowledge and gain additional training as they transition out of their legal careers. Interestingly, she also found that credentialism – degree attainment to remain competitive in the legal field – did not play a role. See Rebecca LeAnne Bowman. “When a Law Degree is Not Enough: The Necessity of a Second Professional Degree for Lawyers.” PhD thesis, University of Iowa, 2010.

<http://ir.uiowa.edu/cgi/viewcontent.cgi?article=1831&context=etd>

students planning to enter the MA program may take up to eight credit hours of graduate coursework towards the degree while completing their undergraduate requirements. Similar arrangements could be made with other partner universities in Ohio. At OHIO, we will recruit from our CLJC undergraduate certificate program as well as five CLJC-affiliated student organizations focusing on law in different capacities: Phi Alpha Delta Pre-Law Fraternity; Mock Trial Team; Students for Law, Justice & Culture (SLJC); Ohio University ACLU; Students Defending Students; and the Student Board of the Center for Student Legal Services. In spring 2015, we carried out a written survey and focus group of undergraduate students affiliated with SLJC. The 21 student participants overwhelmingly expressed interest in the program, as indicated in the following written comments:

- "I think it is financially and professionally appealing, especially because I want to attend law school," (freshman, major in political science, certificate in CLJC)
- "Sounds great, and pairing with local-in state law schools would be amazing... Critical perspectives are important." (junior, majors in sociology-criminology and political science, minor in psychology, certificate in CLJC)
- "I wish it were already up and running so I could participate. It opens up so many more professional options upon completion of the degree." (junior, major in anthropology, minor in political science, certificate in CLJC)
- "This sounds great, I am thinking about law school and the process is daunting. If this is something that will help me develop positively, it is exciting." (junior, major in political science, certificate in CLJC)
- "Awesome looking program but I am intent on pursuing law school ASAP." (sophomore, major in journalism, minors in political science and philosophy)

Focus group discussions were similarly positive. Some students indicated that they appreciated the interdisciplinary nature of the proposed program and the focus on law in relation to culture. Some indicated that they liked the idea of pursuing graduate-level research in law and society studies prior to applying to law school. When asked for downsides, some students offered concern about the value of the degree: "Name recognition of the university is concerning, especially if you want to go to a top-ten law school. It's important to make a name for the program, regionally or nationally."

Beyond Ohio University, several Ohio colleges and universities offer undergraduate programs that prepare students well for the MA degree in Law, Justice & Culture.

- *The University of Toledo* offers a BA degree in Law & Social Thought involving an innovative curriculum focusing on law in relation to morality, politics, history, language, and power.

The CLJC MA program will be a natural progression for these University of Toledo students, and we are very interested in developing a pipeline partnership with them.

The program will also appeal to students graduating from:

- *University of Akron* (several Arts & Sciences majors)
- *Bowling Green* (Criminal Justice and the interdisciplinary major in Philosophy, Politics, Economics and Law - PPEL)
- *Case Western* (several Arts & Sciences majors including International Studies and WGS and the Social Justice minor)
- *University of Cincinnati* (several Arts & Sciences majors including Interdisciplinary Studies, International Studies, WGSS, and the Legal Studies certificate, and the BS programs in Criminal Justice and Paralegal Studies)
- *Cleveland State University* (several Arts & Sciences majors as well as Urban Studies and Environmental Studies)
- *University of Dayton* (especially Human Rights Studies)
- *Kent State* (Criminology and Justice Studies, especially the Law and Society concentration)
- *Ohio State University* (several Arts & Sciences majors)
- *Shawnee State University* (especially students who have completed the 2+2 Social Sciences + Legal Assisting degree)
- *Wright State University* (various Liberal Arts degrees, especially Interdisciplinary Majors)
- *Youngstown State University* (various Liberal Arts & Social Sciences majors).

We hope to develop BA-MA pipeline programs with any of these universities that offer undergraduate law and society coursework, either within a department or across departments.

Recent college graduates may wish to pursue the CLJC MA degree as well as a JD. Various law schools in the state offer various JD/MA and JD/MPA joint degrees, but none of these master's degrees focus on interdisciplinary law and society studies. For this reason, we feel that we are well positioned to develop JD/MA joint degree partnerships with law schools in the state. CLJC has already developed relationships and partnerships on various initiatives with *Ohio State University Moritz College of Law*, *University of Cincinnati School of Law*, *University of Akron School of Law*, and *Case Western School of Law*.

We are currently seeking letters of support from the University of Toledo Law & Social Thought program as well as various law schools in the state. These will be included in the Appendix of this Full Proposal prior to submission to the Ohio Chancellor's Council on Graduate Study (CCGS).

## **Prospective Enrollment**

Our enrollment target is 40 students per cohort. This includes 20 students in residence and 20 eCampus students enrolling in the program each year. We plan to reach our target enrollment within three years of implementation.

### **Access and Retention of Underrepresented Groups**

CLJC is conceptually and structurally organized around a commitment to diversity, tolerance, and inclusion, with an emphasis on historically underrepresented groups: students of color including racial and ethnic minorities, LGBTQ students, first generation students, and international students. As we have expanded our undergraduate curriculum over the past four years, we have actively and deliberately pursued recruitment and retention of students of these underrepresented groups in the CLJC community. To ensure diversity in the proposed MA program, we will continue to pursue these practices, with a focus on outreach and mentoring all the way through the graduate degree program.

All CLJC faculty affiliates play key roles in promoting OHIO diversity initiatives and programs through their home departments, their college and university service assignments, and their administrative appointments. We maintain these linkages through various curricular and extra-curricular initiatives.

In fall 2014, CLJC hired a full-time Pre-Law Specialist and Advisor to provide one-on-one advising and coordinate law-related events, panels, and workshops for students interested in law and law-related careers across the university. As part of his student success efforts, the Pre-Law Specialist and Advisor maintains close communication with department, college, and university advisors as well as recruitment and retention offices to facilitate outreach to all student populations, especially historically underrepresented groups.

Starting in 2016, the CLJC Pre-Law Specialist and Advisor has introduced the Summer Law & Trial Institute (SLTI), a two-week residential program designed to encourage high school students primarily from the region of Appalachian Ohio to pursue legal careers through exposure to law, the legal profession, and higher education. SLTI addresses issues confronting legal education, the access to justice gap, educational attainment in Appalachia, poverty in Appalachia, and barriers to access to educational attainment. The program is offered to students free of cost through a grant from Ohio State Bar Foundation and support from law firms in the state. Annual SLTI reports are available from the Center for Law, Justice & Culture.

Our efforts to recruit and retain underrepresented groups in the CLJC undergraduate community indicate our commitment to access and retention of underrepresented groups. Some of these efforts include:

- Targeted recruitment of students of color into our two CLJC-sponsored Learning Communities for first-semester freshmen, linked to the CLJC freshman gateway course CAS 2500 and four other lecture courses taught by CLJC faculty. The CLJC Pre-Law Specialist and Advisor works with OMSAR and the Learning Community staff to ensure

outreach to historically underrepresented groups during summer freshman orientation and registration period.

- Targeted recruitment of high-achieving freshmen and sophomore students of color into the CLJC certificate programs through outreach to the OMSAR Scholars programs, the Learning Community cohorts, various diversity offices and centers on campus, and faculty advising and mentoring networks.
- Formation of partnerships with multicultural and diversity student organizations for campus programming, including the Black Students Cultural Programming Board, the Multicultural Center, the LGBT Center, and the Women's Center.
- Formation of local and regional community-based partnerships with law and justice institutions such as Southeast Ohio Legal Services, ACLU Ohio, Athens Re-Entry Task Force, and Healing Broken Circles Downtown focusing on diversity, inclusion, and access to justice to promote student research, collaboration, and exchange.
- Coordination of campus programs and events relating to issues of social, economic, and racial equality, often in collaboration with relevant campus organizations. This includes our annual Critical Resistance series: Critical Resistance to Mass Incarceration (2014-2015), Critical Resistance through Access to Justice (2016-2017), and Critical Resistance to Authoritarian Rule (2017-2018), as well as various major speaking engagements on racial discrimination in the US criminal justice system; transliberation; marriage equality; and international human rights; among others.

These efforts demonstrate that CLJC has established campus connections to promote diversity and inclusion in recruitment and retention, pursued outreach opportunities focusing on diversity, inclusion and access to justice, and maintained extracurricular programs on themes of equality and injustice.

The Center shares and participates in the Law and Society Association's commitment to increasing the diversity of sociolegal graduate students nationwide. CLJC faculty are actively working on the national professional organization's initiatives to promote diversity and inclusion.

### **External Support**

CLJC continues to build its network of legal professionals, law firms, community partners and friends, who provide support for its law-related programming and student scholarship through financial gifts and in-kind contributions. In the last three years, CLJC has established a foundation account and raised tens of thousands of dollars from grant awards, individual contributions, and law firm donations, including a \$25,000 endowed scholarship for to support CLJC undergraduate certificate students. We anticipate continued and increased support following the official launch of the new graduate program.

## Availability and Adequacy of Faculty and Facilities

This MA program is built around existing faculty and facilities in the College of Arts and Sciences. CLJC is an independent administrative unit under the auspices of the College of Arts & Sciences. As stated previously, CLJC's instructional capacity includes 20 formal faculty affiliates who are tenure-track or tenured as well as the Pre-Law Specialist and Advisor with the JD degree. One of the faculty (Gunn) holds the JD degree; the other faculty all hold the PhD degree and maintain research and teaching commitments to law and society studies, as evidenced through their records of scholarship and publication. It is notable that five of these faculty (Fredette, Gilliom, Hoffman, Jungkunz, Taylor) received doctoral training in law and society studies at the University of Washington through affiliation with the Comparative Law and Society Studies (CLASS) Center founded by Michael McCann. The University of Washington graduate program serves as a model for our program in many ways.

The new MA program requires the addition of 4 new required graduate seminar courses. All online courses will be designed and taught (and in some cases, supervised) by full-time tenure-track or tenured CLJC faculty affiliates or, in the case of the Legal Practice Workshop, the CLJC Pre-Law Specialist and Advisor.

- **LJC 6000: Proseminar** will offered in two formats: face-to-face as an on-load course offering, and online through an overload contract.
- **LJC 6800: Research Methods** and **LJC 6500: Capstone** will both be offered only online through an overload contract.
- **LJC 6960: Legal Practice Workshop** will be offered in online format by the CLJC Pre-Law Specialist and Advisor.

Students are required to take five CLJC-approved electives (20 credit hours) offered in affiliated departments, with at least two at the 6000 level. The courses included as elective options are all offered with regularity in a face-to-face format, as demonstrated in Appendix D. Several of these courses have been developed and taught in online format for other Ohio University master's degree programs, including: ANTH 5620: Human Rights, Law & Justice (Summer AY16); POLS 5040: Civil Liberties (Summer AY15); and SOC 6030: Seminar in Crime and Deviance (Spring AY17). These three courses will be offered at the 6000 level for this MA program.

As the program launches and develops, CLJC faculty will be incentivized to develop online versions of existing and new graduate-level courses in law and society studies for the master's degree program in Law, Justice & Culture. These courses will be offered in staggered sequence to eCampus students who opt to complete the degree remotely via online coursework, as well as students in residence who prefer to take online electives.

## Need for Additional Facilities and Staff and Plans to Meet This Need

There is no need for additional facilities and staff to launch and sustain this program.

**Projected Additional Costs; Evidence of Institutional Commitment and Capacity to Meet Them**

The Center for Law Justice & Culture is currently working closely with the College of Arts and Sciences to ensure institutional commitment and capacity to meet the projected annual costs of the program. The CAS-approved fiscal impact statements for the online and residential versions of the program are included in Appendix G.

**COLLEGE OF HEALTH SCIENCES AND PROFESSIONS  
SCHOOL OF APPLIED HEALTH SCIENCES AND WELLNESS  
PRE-ATHLETIC TRAINING AND  
ATHLETIC TRAINING**

**RESOLUTION 2018 -**

**WHEREAS**, the School of Applied Health Sciences and Wellness in the College of Health Sciences and Professions is transitioning from athletic training bachelor programs to a professional master program, and

**WHEREAS**, the request for deletion of the athletic training pre-major and athletic training major has been approved by the University Curriculum Council, and

**WHEREAS**, these changes are based on requirements from the Commission on Accreditation of Athletic Training Education that by 2022 all professional athletic training programs will be offered at the master's level, and

**WHEREAS**, Fall Semester 2017-2018 is the last term for students to be admitted into pre-athletic training and Fall Semester 2018-2019 will be the last term for students to be admitted into the athletic training major, and

**WHEREAS**, the current faculty will be retained and teach within the master athletic training program.

**NOW THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Ohio University hereby accepts deletion of the athletic training pre-major and athletic training major in the College of Health Sciences and Professions.



## **Interoffice Communication**

**Date:** January 2, 2018

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

**From:** Office of the Executive Vice President and Provost  
Howard Dewald, Associate Provost for Faculty and Academic Planning

**Re:** **ND8142 – Pre-Athletic Training and BS8117 – Athletic Training**

The School of Applied Health Sciences and Wellness in the College of Health Sciences and Professions has requested that the ND8142 – Pre-Athletic Training and BS8117 – Athletic Training be deleted. The University Curriculum Council has approved the request.

Athletic training programs in the College of Health Sciences and Professions are transitioning from a bachelor degree to a professional master degree. The change follows the Commission on Accreditation of Athletic Training Education that by 2022 all professional athletic training programs will be offered at the master's level. The new Master of Science in Athletic Training degree program was approved by the board in June 2017. Fall Semester 2017-2018 is last term for admission into ND8142 and Fall Semester 2018-2018 is the last term for admission into BS8142. There is no change in the program faculty.

## PROPOSAL FOR CHANGES IN PROGRAM

Undergraduate     Masters     Doctorate     Certificate

**Program Code:** ND8142; BS8117

**Program Name:** Pre-Athletic Training; Athletic Training

**Contact name and email for this proposal:** Kristine Ensign (ensign@ohio.edu)

### **Brief (< 250 word) Summary of Proposed Changes and Rationale:**

The athletic training program in the College of Health Sciences and Professions is transitioning from a bachelor's program to a professional master's program (MSXX10). This change adheres to the Commission on Accreditation of Athletic Training Education (CAATE) mandate that by 2022 all professional athletic training programs will be offered at the master's level. The master's level program (MSXX10) has been approved by UCC. This change will necessitate the deletion of the athletic training pre-major (ND8142) and athletic training major (BS8117). Fall 2017-18 will be the last year for students to be admitted into ND8142. Fall 2018-19 will be the last year for students to be admitted into BS8117. These changes may have an effect on students in other programs (see below).

Specific impact on the School of Applied Health Science and Wellness in terms of athletic training was reviewed in the MSXX10 proposal. The last admittance class for BS8117 is Fall 2018-2019 and the first class for MSXX10 is Fall 2019-2020. This allows for the teaching out of a year of the BS8117 to help lessen the teaching load upon the addition of the MSXX10 courses. Upon full transition, teaching loads for the athletic training division will remain relatively stable.

### **Detailed Description of Proposed Changes and Rationale** (for changes that require additional explanation):

1. Currently students enter Ohio University as ND8142 pre-athletic training majors. With the phase-out of the bachelor's program, this code will no longer be needed. Fall 2017-18 is the last year students will be admitted into ND8142.
2. Fall 2018-19 will be the last year students can be admitted to BS8117 so that the athletic training faculty can begin the teach-out/teach-in phases of the bachelor's and master's degree programs. The teach-out/teach-in diagram for professional bachelor's and master's athletic training classes is below. Professional master's program classes are italicized.

The elimination of ND8142 and BS8117 may have an effect on the number of students taking courses in the Exercise Physiology Division of the School of Applied Health Science and Wellness and Biological Sciences in the College of Arts and Sciences. The majority of the non-AT designated courses will be required as prerequisites to the MSXX10 program. Suggested majors for students interested in applying to MSXX10 are exercise physiology and integrated healthcare studies. Between the required pre-requisites for MSXX10 and the specific majors, courses required for ND8142 and BS8117 outside of AT are not expected to see a significant decrease in students. Currently the BS8117 requires EXPH 3200, EXPH 4140/4145, and EXPH 4160. However, with the transition to the MSXX10, EXPH 3200 and EXPH 4140/4145 will be required prerequisites for

admissions to MSXX10. This means that Exercise Physiology will only potentially see a drop in EXPH 4160 enrollment. BS8117 also currently requires students to take BIOS 1700/1705, BIOS 1710/1715, BIOS 3010/3015, and BIOS 3450/3455. However with the transition to the MSXX10, BIOS 3010/3015 and BIOS 3450 will be required pre-requisites for admissions to MSXX10. This means that Biological Sciences will not see a drop in students pursuing athletic training.

April, 2017

2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
Class ID	Class Title	Class ID	Class Title	Class ID	Class Title	Class ID	Class Title	Class ID	Class Title
AT 1001	Introduction to Athletic Training	AT 1001*	Introduction to Athletic Training	AT 1001*	Introduction to Athletic Training	AT 1001*	Introduction to Athletic Training	AT 1001*	Introduction to Athletic Training
AT 1002	Clinical Skills in Athletic Training	AT 1002*	Clinical Skills in Athletic Training	AT 1002*	Clinical Skills in Athletic Training	AT 1002*	Clinical Skills in Athletic Training	AT 1002*	Clinical Skills in Athletic Training
AT 1150	Emergency Care in Athletic Training	AT 1150*	Emergency Care in Athletic Training	AT 1150*	Emergency Care in Athletic Training	AT 1150*	Emergency Care in Athletic Training	AT 1150*	Emergency Care in Athletic Training
AT 2100	Lower Extremity Examination	AT 1102*	Protective Techniques in Active Population	AT 1102*	Protective Techniques in Active Population	AT 1102*	Protective Techniques in Active Population	AT 1102*	Protective Techniques in Active Population
AT 2101	Lower Extremity Examination Lab	AT 2101	Lower Extremity Examination Lab	AT 3300	Dispositions of Medical Conditions	AT 4500	AT Administration	AT 5000	Therapeutic Interventions
AT 2102	Upper Extremity Examination	AT 2102	Lower Extremity Examination Gross Anatomy Lab	AT 3921	Evidence-Based Practice in AT	AT 4600	Manual Therapy in Rehabilitation Lab	AT 5010	Lower Extremity Gross Anatomy
AT 2150	Upper Extremity Examination Lab	AT 2150	Upper Extremity Examination	AT 3922	Practicum in AT III	AT 4600	Manual Therapy in Rehabilitation Lab	AT 5011	Upper Extremity Gross Anatomy
AT 2152	Upper Extremity Examination Gross Anatomy Lab	AT 2152	Upper Extremity Examination Lab	AT 4500	AT Administration	AT 4921	Senior Practicum	AT 5020	Practicum I
AT 2200	Therapeutic Modalities	AT 2200	Upper Extremity Examination Gross Anatomy Lab	AT 4600	Manual Therapy in Rehabilitation Lab	AT 5000	Therapeutic Interventions	AT 5110	Therapeutic Interventions
AT 2201	Therapeutic Modalities Lab	AT 2200	Therapeutic Modalities	AT 4910	Clinical Internship in AT	AT 5010	Lower Extremity Integration	AT 5111	Upper Extremity Integration
AT 2921	Practicum in AT I	AT 2201	Therapeutic Modalities Lab	AT 4910	Manual Internship in AT	AT 5011	Lower Extremity Gross Anatomy	AT 5111	Upper Extremity Gross Anatomy
AT 2922	Practicum in AT II	AT 2921	Practicum in AT I	AT 4921	Senior Practicum	AT 5020	Evidence-Based Practice	AT 5120	Immersive Clinical
AT 2900	Therapeutic Exercise	AT 2922	Practicum in AT II	AT 5000	Therapeutic Interventions	AT 5140	Medical Conditions	AT 5130	The Head & C-Spine Injured Athlete
AT 2301	Therapeutic Exercise Lab	AT 2300	Therapeutic Exercise	AT 5010	Lower Extremity Integration	AT 5150	Clinical Reasoning I	AT 5140	Medical Conditions
AT 3300	Dispositions of Medical Conditions	AT 2301	Therapeutic Exercise Lab	AT 5011	Lower Extremity Gross Anatomy	AT 5111	Upper Extremity Integration	AT 5190	Immersive Clinical
AT 3300	Evidence-Based Practice in AT	AT 3200	Dispositions of Medical Conditions	AT 5030	Evidence-Based Practice	AT 5130	The Head & C-Spine Injured Athlete	AT 5100	Orthopedic Appliances
AT 3921	Practicum in AT III	AT 3300	Evidence-Based Practice in AT	AT 5020	Practicum I	AT 5140	Medical Conditions	AT 5230	Spine and Posture
AT 3922	Practicum in AT IV	AT 3921	Practicum in AT III	AT 5110	Upper Extremity Integration	AT 5150	Clinical Reasoning I	AT 5220	Practicum III
AT 4500	AT Administration	AT 3922	Practicum in AT IV	AT 5111	Upper Extremity Gross Anatomy	AT 5120	Practicum II	AT 5240	Administration of AT
AT 4600	Manual Therapy in Rehabilitation	AT 4500	AT Administration	AT 5130	The Head & C-Spine Injured Athlete	AT 5190	Immersive Clinical	AT 5259	Clinical Reasoning II
AT 4600	Manual Therapy in Rehabilitation Lab	AT 4600	Manual Therapy in Rehabilitation	AT 5140	Medical Conditions	AT 5100	Orthopedic Appliances	AT 5310	Pharmacology
AT 4910	Clinical Internship in AT	AT 4600	Manual Therapy in Rehabilitation Lab	AT 5150	Clinical Reasoning I	AT 5230	Spine and Posture	AT 5320	Practicum IV
AT 4921	Senior Practicum	AT 4910	Clinical Internship in AT	AT 5120	Practicum II	AT 5220	Practicum III	AT 5330	Clinical Reasoning III
		AT 4921	Senior Practicum			AT 5240	Administration of AT	AT 5340	Clinical Research

\*Pre-Requisite Courses for MSXX10

**COLLEGE OF HEALTH SCIENCES AND PROFESSIONS  
SCHOOL OF APPLIED HEALTH SCIENCES AND WELLNESS  
NAME CHANGE FOR THE  
BACHELOR OF SCIENCE IN NUTRITION**

**RESOLUTION 2018 –**

**WHEREAS**, the School of Applied Health Sciences and Wellness in the College of Health Sciences and Professions supports a name change for Nutrition to Nutrition Science, and

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

**WHEREAS**, the proposed name change will alleviate some confusion with the Applied Nutrition major program name, and

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

**NOW THEREFORE, BE IT RESOLVED that** the Bachelor of Science in Nutrition be renamed the Bachelor of Science in Nutrition Science.



## **Interoffice Communication**

**Date:** January 2, 2018

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

**From:** Office of the Executive Vice President and Provost  
Howard Dewald, Associate Provost for Faculty and Academic Planning

**Re:** **Name Change for the Bachelor of Science in Nutrition**

A resolution is attached seeking board approval for changing the name of the Bachelor of Science in Nutrition to the Bachelor of Science in Nutrition Science. The University Curriculum Council has approved the request.

The School of Applied Health Sciences and Wellness in the College of Health Sciences and Professions offers two majors, namely Nutrition and Applied Nutrition. In order to avoid some confusion between the two major's names, the school has proposed changing the Nutrition major program to Nutrition Science.

## PROPOSAL FOR CHANGES IN PROGRAM

Undergraduate   
  Masters   
  Doctorate   
  Certificate   
  Minor

**Today's Date:** October 6, 2016

**Program Code:** BS 6472

**Program Name:** Nutrition

**Contact name and email for this proposal:** Rob Brannan (brannan@ohio.edu)

**Brief (< 250 word) Summary of Proposed Changes and Rationale:**

1. Name change. Our two majors are Nutrition and Applied Nutrition. By changing the name to Nutrition Science, we hope to alleviate confusion between "Nutrition" and "Applied Nutrition."

- Current: Nutrition
- Proposed: Nutrition Science

2. Three changes to BS 6470 (Applied Nutrition) program affect the Nutrition program.

- NUTR 2100 Lifespan Nutrition (4.0 cr) replaces NUTR 2000 (3.0 cr)
- NUTR 2250 Principles of Food Science (4.0 cr) replaces NUTR 2200/2220 (6 cr)
- NUTR 4050 Advanced Nutrition (3.0 cr) is being added to the program

Overall, a net increase of 2 credit hours is being added to the Nutrition program as shown in #2 above (add one credit from NUTR 2100, remove two credits from NUTR 2200/2220, add 3 cr from NUTR 4050, net increase of 2 cr).

**Detailed Description of Proposed Changes and Rationale** (for changes that require additional explanation):

CURRENT PROGRAM	PROPOSED PROGRAM
1. Nutrition Program Requirements	
NUTR 1000 - Intro to Nutr 3.0	
NUTR 1100 - Intro to Food Systems 3.0	
<del>NUTR 2000 - Lifespan Nutr 3.0</del>	NUTR 2100 - Lifespan Nutrition 4.0
<del>NUTR 2200 - Science of Food I 3.0</del>	NUTR 2250 - Principles of Food Science 4.0
<del>NUTR 2220 - Science of Food II 3.0</del>	
NUTR 2990 - Professional Dev in FNS 1.0	
NUTR 3000 - Nutrient Metabolism 3.0	
NUTR 3100 - Medical Nutr Therapy I 3.0	
NUTR 3600 - Nutr Counseling 1.0	
NUTR 4000 - Nutr in the Community 3.0	
NUTR 4100 - Medical Nutr Therapy II 3.0	
NUTR 4200 - Experimental Foods 4.0	
NUTR 4901 - FNS Senior Seminar 1.0	
	NUTR 4050 - Advanced Nutrition 3.0

2. Related Course Requirements	No change
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# MAJOR, DEGREE, AND COLLEGE PROGRAM REVIEWS

## RESOLUTION 2018 –

**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 four programs:

College of Arts and Sciences

- Modern Languages
- Philosophy

College of Fine Arts

- Dance

Honors Tutorial College

- Cutler Scholars



## Interoffice Communication

**Date:** January 2, 2018

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

**From:** Office of the Executive Vice President and Provost  
Howard Dewald, Associate Provost for Faculty and Academic Planning

**Re:** **Academic Program Reviews**

The University has a process of internal review for academic programs which strives to ensure programs are continuously adapting and improving. Programs are reviewed by the Academic Program Review Committee of the University Curriculum Council on a regular cycle, typically seven years. A review will occur over an academic year and culminate in a comprehensive report on the viability of the program. Executive summaries of the reviews are submitted to the Academics Committee of the Board of Trustees.

The table below lists the programs reviewed 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	Modern Languages	3-6	Yes
A&S	Philosophy	7-9	Yes
FAR	Dance	10-16	Yes
HTC	Cutler Scholars	17-20	Yes

**Modern Languages (Athens)**  
Program-Review Executive Summary

Reviewed AY 2016-17  
Previous Review: AY 2006-07

**Finding and Overall Assessment:** *Viable.*

**Degrees:** B.A. in French; B.A. in German; B.A. in Russian; B.A. in Spanish; Minor in French; Minor in German; Minor in Russian; Minor in Spanish; M.A. French; M.A. Spanish; Certificate in Italian Studies; Certificate in Russian Studies.

**Self-Study Synopsis:** Modern languages have been offered at OHIO since the nineteenth century, beginning with German and French and with the later addition of Spanish and Italian. In 1912, the Department of Romance Languages was founded, eventually becoming the Department of Modern Languages (ML) later in the century. With 110 undergraduate majors and more than 300 minors (as of 2014-15), the department has 17 Group I faculty members, supplemented by 20 Group II faculty members and seven faculty members who are either Group III, IV, or are early retirees. Since the last review, the total number of faculty peaked at 56 (2008). Graduate students in French and Spanish also provide instruction. The reduction in faculty has particularly affected the department's ability to meet undergraduate demand for Spanish. Committed to teaching excellence, ML offers undergraduate courses that range from basic language instruction to more advanced courses focused on conversation, composition, and phonetics. ML also maintains its Language Resource Center and offers several study-abroad programs on three continents. The department has effective learning- and advising-outcomes assessment measures in place (monitored by its Assessment Committee) and tracks the success of its B.A. and M.A. alumni over the long term. Faculty members are expected to engage in research/creative activity, and many have received funding from campus and extramural sources for research travel, leading to publications. The faculty also provides significant service to the department, college, university, profession, and community. Service loads may be heavy at times, especially for faculty members involved with study-abroad programs, language-honors societies, conversation hours, undergraduate and undergraduate advising, and so forth, in addition to day-to-day committee work. Numerous faculty members also participate in programs offered through the Center for International Studies and other units. Department faculty members have won various college and university teaching and advising awards.

**Site-Visit Overview:** The external reviewer was Dr. Diane W. Birckbichler (Professor and Chair, Department of French and Italian, The Ohio State University). The internal reviewers were Dr. Dale Masel (Industrial and Systems Engineering) and Dr. Eric Stinaff (Physics and Astronomy). The site visit was conducted Oct. 31-Nov. 1, 2016. The review team found the department to be in a very good state despite shortages in funding and other structural challenges. It commended ML in many areas, including the department's enthusiastic dedication to undergraduate and graduate education; its ongoing commitment—despite staffing and budget issues—to maintaining class sizes that are conducive to effective foreign-language instruction; its contributions to the mission of the College of Arts & Sciences; and for fostering cultural awareness in the broader community.

**Site-Visit Recommendations:** The site-visit committee's recommendations included the suggestion that ML develop a strategic plan; seek further integration (with the assistance of the college) with the university's Global Strategy; address some issues in its relationship with the Office of Global Opportunities; reexamine the department's service responsibilities and committee structure in light of considerable service demands on its faculty members; address some infrastructure problems affecting Gordy Hall; focus further on career-related orientation and outreach; and address such matters as travel funding amid budget extant constraints.

Date: December 21, 2016  
TO: David Ingram, Program Review Committee  
FROM: Robert Frank, Dean, College of Arts and Sciences  
RE: Seven year review of Modern Languages

This is my response to the 2016 report submitted for the Department of Modern Languages seven year program review.

The review report correctly identifies many commendable practices and departmental accomplishments, most importantly, a dedication to high quality teaching and research and a true commitment to student success. The department's activities and impact at the college, university and community outreach levels are worthy of praise as well.

I share an enthusiasm for the reviewer's suggestions that (1) the department develop a strategic plan and (2) the department participate in a discussion of language instruction offered by the university. It is important that the department participate in the process of reacting to changing student demand for language instruction that goes beyond the languages they offer. I also encourage the department to work more closely with the Office of Global Opportunities regarding study away programs. I am glad to help with this conversation, but a proactive as opposed to reactive approach is needed by the department. It is noteworthy that significant new funding has been provided to the department for professional development activities (including conference travel). Routine international travel will remain a challenge given the current budget realities, but I believe a departmental process could be put into place to better support faculty travel opportunities. Finally, I look forward to collaborating with the department regarding the replacement of furniture and equipment that needs to be replaced. We have been making good progress on replacing furniture and equipment in many Arts and Sciences buildings including Gordy, but certainly need to continue these efforts where the need arises.



OHIO  
UNIVERSITY

College of Arts and Sciences

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F: 740.593.0729  
W: modlang.ohio.edu

Date: December 21, 2016  
To: David Ingram, Program Review Committee  
From: Betsy Partyka, Chair, Department of Modern Languages  
Re: Seven Year Review of Modern Languages

I have reviewed the 2016 report submitted for the Department of Modern Languages Seven Year Program Review, and consulted with two of my senior colleagues.

We find the report represents our department well, and very much appreciate the recommendations. We look forward to sharing these perspectives and ideas with all of our faculty and having some early discussions about a strategic plan and new foci for our multiple programs.

I only have one correction that I feel needs to be addressed. In the report there is a reference to the College Themes that states that the department has made a “substantial” contribution. Although we would love to say that, we are actually in the preliminary stages of making a great contribution. We have developed one course that is on the books for Food Studies and are piloting another in the spring. We are also developing a couple of German courses that will tap into other Themes, but these are currently in the preliminary phases.

We have learned a lot from the process of compiling the review, and even more from the perspective of the reviewers.

**Philosophy (Athens)**  
Program-Review Executive Summary

Reviewed AY 2016-17  
Previous Review: AY 2008-09

**Finding and Overall Assessment:** *Viable.*

**Degrees:** B.A. in Philosophy; B.A. in Philosophy (Pre-Law); B.A. in Philosophy (Pre-Theology); B.A. in Philosophy (Honors Tutorial College); M.A. in Philosophy; Minor in Philosophy.

**Self-Study Synopsis:** With seven Group I and three Group II faculty members as of 2015-16, the Department of Philosophy provides undergraduate and graduate instruction in the field of philosophical inquiry, thus reflecting and reinforcing core aspects of a liberal-arts education. The program reports stable progress since its last review. The department counted 29 majors as of Fall 2015 and serves the college and university through its significant contribution to general education (Tier I and Tier II), enrolling more than 1,000 students in Fall 2016 alone. Since the last review, the program has made curricular adjustments and augmentations that have increased its interdisciplinary profile and reach (reviving the course “Philosophy of Biology,” for instance). With an eye on new ways of teaching, faculty members have also introduced “blended” courses that leverage technology in the delivery of content. The department assesses learning outcomes through a new (2015) capstone seminar and exams and papers. Moreover, the department recently added pre-test/post-test exercises to its large introductory course (PHIL 1200), is currently planning to implement an exit competency test for its majors, and is engaged in the ongoing assessment of its curricula and individual courses. In the area of scholarship, faculty members are actively engaged in research and publish their work as books, essays, and articles with top publishers and journals in the field. Faculty members also provide service to the program (including undergraduate and graduate advising) and the college, university, profession, and community.

**Site-Visit Overview:** The external reviewer was Dr. Jerrold Levinson (Distinguished University Professor of Philosophy, University of Maryland). The internal reviewers were Dr. Mary T. Rogus (E.W. Scripps School of Journalism), Dr. Michelle Ferrier (E.W. Scripps School of Journalism), and Dr. Vicky Parker (Health Services Administration, OU-Chillicothe). The site visit was conducted in November 2016. The review team found the department’s teaching to be in line with high standards in the field, with ample evidence of efficacy. While the program does not enroll a large number of majors, the site-visit committee made note of Philosophy’s hefty contribution to the general-education program. The team also found the graduate program to have a “good cadre” of students that contribute vital work as teaching assistants, with some M.A. graduates going on to prestigious Ph.D. programs. Overall, the site-visit group commended the department for its excellent teaching and productive research, its cooperation between Group I and Group II faculty, and the use of dual listings to create variety of courses for graduate students and

challenging courses of undergraduates. Its concerns included the matter of declining majors and the need for the further assessment of student learning.

**Site-Visit Recommendations:** The site-visit committee's recommendations focused on addressing the issue of gender and ethnic diversity in future faculty searches and the recruitment of a more diverse body of majors; engaging faculty in strategic planning to explore recruitment strategies for undergraduate major and minor programs; and implementing additional metrics and methods to assess learning outcomes.



College of Arts and Sciences

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Date: November 22, 2016  
TO: David Ingram, Program Review Committee  
FROM: Robert Frank, Dean, College of Arts and Sciences  
RE: Seven year review of Philosophy

This is my response to the 2016 report submitted for the Department of Philosophy seven year program review.

I join the reviewers in acknowledging the accomplishments of the faculty in the domains of scholarship and teaching. There is ample evidence of commitment to excellence in these domains. As noted in the report, the department has created a good environment for collaboration between tenure track and non-tenure track faculty, and has effectively combined graduate and undergraduate instruction in its upper level courses.

Declining enrollments are a concern, a trend shared by many humanities departments. However, the core content areas of philosophy related to critical thinking, quantitative reasoning and ethics continue to attract students and with some adjustments, I think philosophy courses and cross-departmental collaborations in these areas can draw more students to philosophy courses.

The diversity of the faculty within the Philosophy Department is less that it could be, and efforts will be made to diversify the faculty when opportunities arise. A more diverse faculty will likely attract a more diverse group of students. Outreach to minority-serving institutions may be a good way to increase enrollments in the graduate program. The reviewers' suggestion of exposing students to a more diverse set of faculty role models through invited speakers is worthy of consideration.

I agree that more effort needs to be made to increase the transparency of decision-making within the department, and that the department needs to plan collaboratively to address the future challenges it faces.

To date, the efforts of the department to evaluate student learning have not been adequate despite consistent urging. The College will continue to insist that the Department move forward in this domain.

**Division of Dance (Athens)**  
Program-Review Executive Summary

Reviewed AY 2015-16  
Previous Review: AY 2007-08

**Finding and Overall Assessment:** *Viable.*

**Degrees:** B.A. in Dance; B.F.A. in Dance (Performance and Choreography); B.A. in Dance (Honors Tutorial College [HTC]); B.F.A. in Dance (Performance and Choreography, HTC); Minor in Dance History and Theory; Minor in Dance (Performance and Choreography); Minor in Dance (Somatic Studies).

**Self-Study Synopsis:** Originally established as a component of the Physical Education program in the 1950s, the School of Dance became an independent unit in 1969. It merged with the Film and Theater programs in 2013, creating the School of Dance, Film, and Theater in the College of Fine Arts, with each area constituting its own division. Dance offers a variety of undergraduate degrees and minors, providing comprehensive curricula in choreography, performance, and production, integrated with theoretical, historical, cultural and practical studies. Courses taught in the program range from “Dance Ethnography” to “Dance Pedagogy” to “Ballet Technique.” Faculty members engage in a significant amount of teaching (three or four preparations per semester, including studio courses in the performing arts), conduct research/creative activity appropriate to their fields, and provide service to the department (undergraduate advising, for instance), college, university, profession, and community. The program once had six tenure-track lines and currently has three, with non-tenure-track teaching appointments filling the gap. The situation is further complicated by the absence of qualified staffing for required “Music for Dance” courses and the absence of a professional dance studio accompanist. The program is housed in Putnam Hall, which received rehabilitation (not renovation) in 2005. Problems with infrastructure, including spaces for teaching and performance, persist, with HVAC-related issues a particular concern.

**Site-Visit Overview:** The internal reviewers were Dr. Krisanna Machtmes (Patton College of Education), Dr. Scott Sparks (Patton College of Education), and Dr. Bill Reader (Scripps College of Communication). The Program Review Committee accepted a 2013 accreditation review by the National Association of Schools of Dance as the program’s external review. The internal-review visit took place over two days (March 16-17, 2016). The team was impressed by the faculty’s high-quality instruction (with learning outcomes assessed in line with disciplinary and accreditation norms), the faculty’s ability to conduct important research and creative activity despite heavy teaching commitments, and its significant service assignments and projects. The review team found the division to be understaffed, hampering its capacity to provide necessary individualized instruction, in addition to limiting its ability to teach its core curricula. Moreover, the team noted that the lack of a dance studio accompanist—a key position in any accredited Dance program—is a troubling result of budget problems since the previous review. Infrastructure problems also drew the team’s

concern. In addition, the team praised Dance for its alumni outreach, student satisfaction, and high morale.

**Site-Visit Recommendations:** The site-visit committee's recommendations focused on adding faculty to address issues noted above and the amelioration of urgent infrastructure-related issues in Putnam Hall.



**OHIO**  
UNIVERSITY

College of Fine Arts

School of Dance, Film, & Theater  
Dance Division  
Putnam Hall 137  
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[www.finearts.ohio.edu/dance](http://www.finearts.ohio.edu/dance)

**To:** Elizabeth Sayrs, Interim Dean  
College of Fine Arts

David Ingram, Chair  
UCC Program Review Committee

**From:** Travis D. Gatling, Artistic Director/Head  
Dance Division (School of Dance, Film, and Theater)

**Re:** Responses and Clarifications to the 2016 review of the Dance Division

**Date:** May 2, 2016

The following information is a list of clarifications and/or responses to the UCC Program Review Committee's Report submitted on April 16, 2016 for the Dance Division, in the School of Dance, Film, and Theater within the College of Fine Arts.

## **Background**

### ***From the Review (p. 2):***

Current and emerita faculty contribute to the academic rigor of the program, with specialty areas including African dance; African American dance; modern dance; jazz dance; dance composition; ballet; Laban Movement Studies; dance pedagogy; choreography; yoga; Pilates; kinesiology; and technical direction for dance.

### ***Clarification:***

Current and emerita faculty contribute to the academic rigor of the program, with specialty areas including African dance; African American dance; modern dance; jazz dance; dance composition; ballet; Laban Movement Studies; dance pedagogy; yoga; Pilates; kinesiology; **dance history; world cultural dance studies; dance and gender studies;** and technical direction for dance.

### ***From the Review (p. 2):***

Since 2007, the Division has lost five positions due to retirements, resignations, position eliminations, or unfilled vacancies.

***Clarification:***

Since 2007, the Division has lost five positions – four Group I positions and one hybrid faculty/staff (full time) accompanist position – due to retirements, resignations, position eliminations, or unfilled vacancies. One of the Group I positions was subsequently replaced by a Group IV position, which was later converted to a Group II. A second was replaced by a Group IV.

**1. The program as a whole**

***From the Review (p. 2):***

The current faculty has been operating short-handed since two Group 1 retirements in 2013 and the elimination of the staff accompanist position in 2009.

***Clarification:***

The current faculty has been operating short-handed since two Group I retirements in 2012 and 2013 and the elimination of the staff accompanist position in 2009.

***As an additional point of clarification we ask that the committee consider including these details to the above:***

As of now two students who are in their senior year of Dance and have completed certifications in Pilates and yoga are filling in for those missing instructors, under supervision of current faculty.

**2. Undergraduate Program**

***From the Review (p. 4.e):***

For general education, the Division of Dance is fulfilling its service role but of course this is taxing the small faculty at a high level. The program offers minors as well as some general "service courses" for non-majors.

***Clarification:***

The Dance Division offers 5 to 7 Tier II "service courses" for non-majors annually. This could include any combination of the following:  
DANC 1700: The Dance Experience; DANC 2700: History, Traditions and Languages of Dance; DANC 2710: Black Dance Forms; DANC 3550: Dance Cultures of the World; DANC 4710: Histories of Modern and Postmodern Choreography and Practice; DANC 4711: Dance, Sexuality, and Gender; DANC 4750: Dance in Non-Western Expressive Cultures

**About the review:**

***From the Review (p. 6):***

The committee was scheduled to meet with Associate Provost Howard Dewald,

but that meeting was cancelled.

***Clarification:***

Dr. Dewald was called to substitute for the Provost at a meeting in Columbus and was therefore unable to meet with the UCC reviewers.



May 1, 2016

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Dear Dr. Ingram,

Thank you for the opportunity to respond to the program review report for the Division of Dance. I appreciate the careful attention provided by the reviewers both in their visit with the unit, and in their reading of the National Association of Schools of Dance (NASD) accreditation report. I strongly concur with their assessment that the Division of Dance is viable, and provides an “excellent academic program” in an “exemplary environment of collegiality, academic rigor, and ‘make do’ determination in which Dance student can thrive and prepare for a variety of careers.” The report also notes that the Division of Dance demonstrates the employability of fine arts graduates, writing that they “do an excellent job in placing and following their alumni. Most have found a niche in a dance related field.” I wanted to provide some additional context to areas of concern and recommendations that were included in the report.

#### Facilities

Like many building on campus, Putnam Hall has deferred maintenance needs as well as issues resulting from its original design (as an elementary school). A partial renovation in 2000 reconfigured many spaces, including a large performing space/studio, and provided air conditioning, although there are still some HVAC issues throughout the building. Replacing the roof is on the deferred maintenance list of projects for the university, which will help with many of the issues related to water damage. As noted in the external NASD report, the “facilities, equipment, and technology appear adequate to support faculty needs, all curricular offerings, and all students enrolled.”

#### Faculty and staff

Both the NASD and the program review report express concerns about the number of faculty supporting the program, as well as the workload of those faculty. This is a valid concern, and has been a longer-term issue, especially with regard to Group I faculty. However, faculty FTE overall has been relatively stable since 2010 (briefly higher in 2012-2014). In terms of faculty FTE, in 2010 (when there were 67 students in the program), there were 6 faculty FTE, all Group I. In the fall of 2015 (when there were 43 students in the program), there were 5.66 faculty FTE, including three Group I and two early retired faculty. As noted in the review, “The current enrollment numbers are at a level that can be managed with limited faculty.” The Division of Dance has been exploring new curricula, and has attracted double majors as well as served the general student population very effectively; as these efforts grow, they may support additional faculty to sustain the program. I have encouraged the Division of Dance to explore a joint staff accompanist position with the School

of Music to replace Dance's studio accompanist line (eliminated in 2009); it is unknown at this time whether this is feasible and whether such a position would be a priority for both areas.

The School of Dance recently merged with the Schools of Film and Theater. As the bylaws of the merged school evolve and units adapt, it may help lessen the service burden on Group I faculty in the Division of Dance as they move from a "committee of the whole" structure to having representatives on committees of the merged school.

Thank you for the constructive feedback, and I thank you, your committee, and the reviewers for the time and expertise that you all have brought to the review process.

Sincerely,

A handwritten signature in black ink, appearing to read "Elizabeth Sayrs". The signature is fluid and cursive, with a large initial "E" and "S".

Elizabeth Sayrs  
Interim Dean, College of Fine Arts

**Cutler Scholars (Athens)**  
Program-Review Executive Summary

Reviewed AY 2016-17  
Previous Review by UCC: None

**Finding and Overall Assessment:** *Viable.*

**Degrees:** n/a

**Self-Study Synopsis:** This is the first review of the Cutler Scholars program under the auspices of the Program Review Committee of the University Curriculum Council. In 2013 and 2014, the university administration and the Cutler Scholars' Board of Governors undertook a broad and systematic review of the program. One outcome was moving the program's oversight from President's office to the Office of the Executive Vice President and Provost. Moreover, the Board of Governors became an Advisory Board, with the director of the program reporting to the dean of the Honors Tutorial College. Founded in 1994 and privately endowed, the Manasseh Cutler Scholars Program attracts high-achieving students to the university by offering merit-based scholarships on the bases of academic achievement and qualitative evidence for applicants' potential for civic and entrepreneurial leadership. It provides 32 scholarships on a rotating basis, selecting 16 to 18 scholars per year. Forty-eight students were enrolled as Cutler Scholars as of Fall 2016. The program anticipates reaching a capacity of 69 students in 2021-2022. The director's duties include planning and general oversight, building and furthering the program's relationships with other units of the university, developing co-curricular opportunities, and engaging in alumni outreach. The associate director manages the program's day-to-day operations, including advising. In addition to pursuing rigorous academic work in majors spanning the university, Cutler Scholars engage in four "engagement experiences": an outdoor leadership experience, community service, a business internship, and study or work abroad. To assess outcomes, the program implemented a suite of metrics in 2015, including the collection of pre-departure enrichments goals and post-enrichment reports. It also conducts exit interviews and tracks such activity as student participation in competitive internships. In addition to the service provided by Cutler Scholars in the community, the director and associate director maintain a professional network, are engaged with professional associations, and serve the university in other capacities.

**Site-Visit Overview:** The external reviewer was Dr. Robyn S. Hadley (Associate Vice Chancellor of Student Affairs and Dean of the Ervin Scholars Program, Washington University in St. Louis). The internal reviewers were Dr. Geoffrey D. Dabelko (Director of Environmental Studies), Dr. Zaki Kuruppallil (Engineering Technology and Management), and Dr. Fuh-Cherng Jeng (School of Rehabilitation and Communication Sciences). The site visit was conducted March 22-23, 2017. The review team recognized the Cutler Scholars program as a flagship recruitment mechanism for the university and the State of Ohio. Key to the program's success is its high level of scholarship funding and curricular and extra-curricular elements that contribute to outstanding experiences for the program's participants. The committee concluded that the program faces some challenges, including increased

workloads for staff as the number of Cutler Scholars rises; the need to plan for rising administrative and operational costs in light of the program's enrollment target; and the potential for capital expenditures involving Trisolini House to become burdensome in the context of Responsibility Centered Management.

**Site-Visit Recommendations:** The site-visit committee's recommendations included the addition of new staff (possibly program alumni) as administrative and operational workloads increase over the next few years; for the program to engage in significant research and discussions to explore the financial projections and scenarios that will generate the income needed to achieve the target of 69 or more enrolled Scholars; and for the program to maintain its place-based component as a paramount consideration in the long-term planning process for any future location of offices and student dedicated space.



OHIO  
UNIVERSITY

Manasseh Cutler Scholars Program

May 4, 2017

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Dear David,

Dean Webster and I are satisfied with the findings and recommendations offered in the review committee's report. We are particularly pleased with the committee's assessment of the Cutler Scholars Program as "a flagship recruitment mechanism for Ohio University" with strong potential for continued success given the commitment of the program's staff, alumni, benefactors, and faculty network. The strengths, weaknesses, and challenges identified in the report are consistent with those we describe in our self-study, and the committee's comments have enhanced my thinking about areas for improvement. Likewise, the committee's recommendations generally align with changes we are planning to make or are already in the process of implementing. I would like to comment briefly on the program's current initiatives and future plans in these areas.

Concerning the program vision, Dean Webster and I agree completely with the committee's recommendation that the Cutler Scholars Program Guidelines should be reevaluated to ensure the program has the flexibility to pivot and evolve in the future. Flexibility is essential to elevating the Cutler Scholars program's reputation and maintaining its ability to recruit high-achieving students to Ohio University. Dean Webster and I have already identified a few key sections we hope to revise, such as the rigid requirements outlined for the selection process.

In line with the committee's recommendations regarding outreach, last fall we began collaborating with Admissions and various academic units on strategic communications and recruitment efforts. Both the quantity and quality of applications we received this year indicate the initial success of these partnerships. This fall, we also made initial changes to mitigate potential bias in our application and selection process, and observed increased racial, ethnic, and socio-economic diversity in the cohort selected using the revised process. This summer, I am meeting with OMSAR and Upward Bound to develop a recruitment and yield strategy to appeal to historically underrepresented students.

To strengthen our high school partnerships, the program recently hosted the first of what will be an annual reception and informational meeting for guidance counselors from regional high schools. The reception is one initiative in a multivalent plan to make more students aware of the Cutler Scholars program earlier in high school. The review committee's suggestion that we cultivate relationships with additional faculty

and staff at our partner schools and use alumni and students as strategic ambassadors will be an excellent addition to our messaging efforts.

The report notes that the recent change in program leadership and the administrative reorganization of the program have given rise to some transitional confusion around workflows and individual roles and responsibilities. We plan to clarify job responsibilities, strengthen team culture, and establish a rhythm of operations through two Cutler staff retreats this summer. As we refine roles and responsibilities, program staff will address the committee's recommendation that we assess our team strengths and weaknesses and consider potential staffing needs in the future.

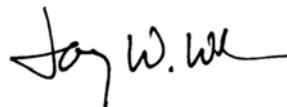
Concerning budget and space, I agree with the reviewers' strong suggestion that we run additional financial projections accounting for inflation, tuition increases, and rising enrichment costs as the number of scholars increases, and, if necessary, consider adjusting the target of 69 scholars or rate of growth in order to maintain the value and marketability of the Cutler scholarships. As currently configured, the scholarships awarded to each cohort decrease in value relative to the increasing cost of attendance, slowly making the Cutler Scholars program less competitive in recruiting high-achieving students to Ohio University. The report also emphasizes that dedicated Cutler Scholars space plays a significant role in cultivating the community experience at the heart of the Cutler Scholars program. However, the committee contends, and we agree, that devoting most or all of the program's unrestricted endowment funds to operations and capital costs would pose a real threat to the continued quality of the Cutler Scholars program, and its value as a recruitment tool for Ohio University.

Finally, concerning curriculum, I agree with the committee's call for defined outcomes, a plan for consistent and documented assessment, and clearly stated curricular expectations and standards for students. This summer, I plan to work with Institutional Research and our program's internal steering committee to develop a comprehensive assessment plan, ideally ready to pilot in the fall semester. The Associate Director and I are in the process of writing, revising, and organizing enrichment and colloquium policies. These and other guidelines and policies will be collected in a student handbook distributed to all future Cutler Scholars.

Sincerely,



Margaux Cowden, PhD  
Director, Cutler Scholars Program



Jeremy Webster, PhD  
Dean, Honors Tutorial College

## Resources, Facilities, and Affordability Committee Meeting

**FISCAL YEAR 2018-19  
OHIO UNIVERSITY  
ACADEMIC YEAR 2018-19 TUITION, FEE AND RATE INCREASES**

**RESOLUTION 2018 --**

**WHEREAS**, the appropriate planning and consultations within the University have been completed, resulting in recommendations for tuition, fee and rate increases for Ohio University's Athens Main Campus to support quality academic programming; and

**WHEREAS**, these recommendations are consistent with the 0% limitation on tuition, general fee and rate increases for students not subject to the tuition guarantee, as set forth in Am. Sub. H.B. 49, passed by the 132<sup>nd</sup> General Assembly; and

**WHEREAS**, Revised Code Section 3345.48 states that tuition, general fee and rate increases for students who are subject to the tuition guarantee shall not be greater than the sum of the 60-month rate of inflation as measured by the Consumer Price Index plus the increase authorized by the General Assembly for the applicable fiscal year; and

**WHEREAS**, the proposed residential housing and culinary rate increases are consistent with the legislative mandates on increases set forth in Am. Sub. H.B. 49, passed by the 132<sup>nd</sup> General Assembly; and

**WHEREAS**, these tuition, fee and rate increases must be authorized and consistent with legislation enacted by the General Assembly.

**NOW THEREFORE, BE IT RESOLVED** that the Board of Trustees adopts the fee schedule attached hereto as Exhibit A through C, effective Fall Semester 2018, unless otherwise noted.

## Exhibit A

Fee	Continuing Students		OHIO Guarantee Rates							
			Cohort 2015-16		Cohort 2016-17		Cohort 2017-18		Cohort 2018-19	
	Increase Request*	Exhibit	Increase Request	Exhibit	Increase Request	Exhibit	Increase Request*	Exhibit	Increase Request*	Exhibit
Athens Undergraduate Instructional and General Fee	0.00%	--	0.00%	--	0.00%	--	0.00%	--	1.30%	B
Athens Non-resident Surcharge	0.00%	--	0.00%	--	0.00%	--	0.00%	--	0.00%	--
Athens Campus Residential Housing Rates	0.00%	--	0.00%	--	0.00%	--	0.00%	--	3.50%	C
Athens Campus Culinary Services Rates	0.00%	--	0.00%	--	0.00%	--	0.00%	--	2.00%	C

\* All Increases Effective Fall 2018

**Exhibit B**

OHIO UNIVERSITY

**FY 2019 Tuition Schedule - OHIO Guarantee Students**

**Athens Campus Undergraduate Tuition**

**Cohort 2018-19**

(PER SEMESTER)

**UNDERGRADUATE STUDENTS**

<b>Credit Hours</b>	<b>Instructional Fees</b>	<b>General Fees</b>	<b>Resident Total</b>	<b>Non-Resident Surcharge</b>	<b>Non-Resident Total</b>
1	506	64	570	466	1,036
2	1,012	128	1,140	932	2,072
3	1,518	192	1,710	1,398	3,108
4	2,024	256	2,280	1,864	4,144
5	2,530	320	2,850	2,330	5,180
6	3,036	384	3,420	2,796	6,216
7	3,542	448	3,990	3,262	7,252
8	4,048	512	4,560	3,728	8,288
9	4,554	576	5,130	4,194	9,324
10	5,060	640	5,700	4,660	10,360
11	5,060	640	5,700	4,660	10,360
12-20*	5,336	688	6,024	4,732	10,756

\*Beyond 20 Hours: Resident Fee is \$282/hr. and Non-Resident Fee is \$536/hr.

Exhibit C

OHIO UNIVERSITY  
**FY 2019 RESIDENCE & DINING HALL RATE  
SCHEDULE**

<b>ROOM RATES (SEMESTER)</b>	<b>OHIO Guarantee Cohort 2018-19</b>
------------------------------	--

Single	4,337
Renovated Single & Single Suite	4,620
Standard Double	3,530
Renovated Double	3,763
Multi-Occupancy	3,295
Renovated Multi-Occupancy	3,511
Double and Triple Suites	4,004

<b>RESIDENTIAL MEAL PLANS (SEMESTER)</b>	<b>OHIO Guarantee Cohort 2018-19</b>
--	--

10 Meal Plan	1,929
14 Meal Plan	2,233
20 Meal Plan	2,385
14 Meal Plan - Flex	2,953
20 Meal Plan - Flex	3,293

**THE OHIO GUARANTEE PROGRAM FOR  
REGIONAL HIGHER EDUCATION**

**RESOLUTION 2018 –**

**WHEREAS**, the Ohio General Assembly enacted Sub. H. B. No. 59, effective September 29, 2013 and codified as Revised Code Section 3345.48, providing this Board with the authority to establish The OHIO Guarantee Program; and

**WHEREAS**, The OHIO Guarantee Program was implemented with the 2015-16 academic year following adoption by this Board of Resolution No. 2014 – 3378 and approval of The OHIO Guarantee Program Principles by the Chancellor of the Ohio Board of Regents; and

**WHEREAS**, University leadership as part of the FY2019 budget planning process has investigated and is recommending the Board adopt the extension of the same framework of cohort-based, level-rate tuition and fees to the regional campus system, to be called The OHIO Guarantee Program for Regional Higher Education.

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

**BE IT FURTHER RESOLVED** that the President is directed to submit these Principles to the Chancellor of the Ohio Department of Higher Education for approval in accordance with the requirements of Ohio Revised Code Section 3345.48, and the President is authorized to modify the Principles as recommended by the Chancellor;

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

## The OHIO Guarantee Program for RHE Principles

### 1. **INTRODUCTION AND OVERVIEW**

The OHIO Guarantee for Regional Higher Education (RHE) extends the promise of The OHIO Guarantee™ to include degree-seeking students enrolled at OHIO's regional campuses. This expansion assures students and their families a set of comprehensive rates for the pursuit of an undergraduate degree at OHIO on the Athens campus and all regional campuses.

Degree-seeking students enrolled at Athens campus or any of the regional campuses will benefit further from the predictability and transparency that a level-rate, guaranteed tuition and fees structure can provide with the creation of the RHE guaranteed rates.

This document outlines and clarifies principles of the existing OHIO Guarantee program that will be extended or modified to accommodate this new cohort-based, level-rate tuition and fee model for RHE. It is important to note that a student's guaranteed tuition and fees rate is established based on their first term of degree-seeking enrollment and remains "level" or unchanged, for four years (twelve consecutive semesters). Student cohort assignments will entitle them to both Athens campus and RHE guaranteed rates. Charges for students in a guaranteed program will be assessed according to the guaranteed rate table appropriate to the student's campus of enrollment and cohort, in accordance with the tenets outlined here.

### 2. **DISSEMINATION**

These Principles, along with the Ohio University Board of Trustees approved rates, will be published on the Ohio University website and linked from Bursar, Admissions, RHE Campus and other student service websites.

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

Beginning with the 2018-19 academic year (fall semester 2018 or spring semester 2019), every new degree-seeking first-year or transfer undergraduate (baccalaureate and associate) student at one of Ohio University's Regional Campuses will be part of The OHIO Guarantee for Regional Higher Education. Regional campus tuition and fees for those students then will be assessed according to the OHIO Guarantee tables that are appropriate for their respective cohort.

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

## The OHIO Guarantee Program for RHE Principles

Each year, a new level-rate structure for The OHIO Guarantee for Regional Higher Education will be established by the Ohio University Board of Trustees to be effective for the new cohort enrolling for the first time during the academic year.

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

- a. **ESTABLISHMENT OF THE COHORT GROUP** – Any student who is registered for classes, regardless of location, after the add/drop period, which is the Friday of the second week of the semester for full semester courses, is considered “enrolled” for that semester. The first semester of enrollment establishes the level-tuition cohort as outlined above in The OHIO Guarantee. This establishment date is intentionally the same as the “no-refund” date – the date after which students are charged 100% tuition and fees for the semester regardless of classes dropped on this date or thereafter; the official transcript includes all classes enrolled as of this date. For flexibly scheduled classes, the published “no-refund” date is the establishment date for the rate cohort.
- b. **SUMMER START STUDENTS** – Students whose first semester is summer semester will pay the current summer rate but will be treated as part of the entering subsequent fall class and assigned the same level-rate cohort as students who start in the fall. For example, students starting summer semester 2018 will pay the cohort 2017 rate for that summer, and then will subsequently be moved to the new cohort 2018 with four years (twelve consecutive semesters) at the level rate.
- c. **COORDINATION WITH THE OHIO GUARANTEE PROGRAM** – Students who are placed in a cohort for The OHIO Guarantee for Regional Higher Education will also be placed in The OHIO Guarantee program for the Athens campus that is already in existence. Therefore, students will be placed in a guaranteed cohort at both the Athens campus and for RHE based on their initial term of degree-seeking enrollment at Ohio University. Their guaranteed tuition rate and program structure will align with the costs and principles associated with those programs. For example, a student who starts in Fall 2018, and takes four classes at a RHE campus and one class at the Athens campus will pay The OHIO Guarantee for Regional Higher Education rate for the four RHE classes and The OHIO Guarantee for Athens rate for one class. Moreover, the student will use one term of eligibility at each campus.
- d. **CONTINUING STUDENTS** – Continuing students (students admitted prior to Summer 2018) are not part of The OHIO Guarantee for Regional Higher Education. However, a student may be part of The OHIO Guarantee at the Athens campus if the first term of enrollment was Fall 2015 through Spring 2017. These students will follow the traditional tuition model.

## The OHIO Guarantee Program for RHE Principles

- e. *NON-DEGREE STUDENTS* – Students enrolled as non-degree students (who are not pursuing an undergraduate degree) are not part of The OHIO Guarantee on either Athens campus or for RHE. Non-degree enrollment includes high school students participating in College Credit Plus, other high school students, exchange students, local students taking occasional classes, etc. Once a student is defined as degree-seeking, however, (s)he will be placed into the appropriate cohort based upon the initial semester enrolled as a degree-seeking student.
- f. *RE-ENROLLING STUDENTS* – Re-enrolling students who were admitted in a degree-seeking program prior to Fall 2018 will follow the traditional tuition model, as the continuing students do, and are not part of The OHIO Guarantee for Regional Higher Education. Re-enrolling students who were initially admitted Fall 2018 or later will be in their respective level-rate cohort and will follow the regular rules after 12 consecutive semesters have elapsed.
- g. *OTHER EXCEPTIONS* – Programs offered through eCampus, at the graduate level, or through the Heritage College of Osteopathic Medicine are excluded from The OHIO Guarantee at this time.

#### 4. **LENGTH OF COHORT GUARANTEED RATE**

A student in The OHIO Guarantee for Regional Higher Education will have 4 years (12 consecutive semesters, including summers), including the initial fall or spring semester of enrollment, at the level rate regardless of course load (i.e. student could be enrolled full-time, half-time, or not enrolled).

This provides all students the opportunity to complete as many hours, majors, minors, certificates, or degrees as possible within the four years (twelve consecutive semesters) cohort. A twelve-semester guarantee may foster early degree completion and simplifies the calculation of when a student moves from one guaranteed cohort to another, thereby, treating all students equitably regardless of the amount of credit the student brings to Ohio University.

#### 5. **LENGTH OF COHORT RATE TABLE**

The OHIO Guarantee cohorts include for four years (twelve consecutive semesters). Some students may require additional semesters beyond twelve to complete their baccalaureate degrees and can, in certain circumstances, apply for an exception to extend the length of their cohort. A cohort will remain active for a total of six years (eighteen consecutive semesters). If a student were to remain in a specific cohort beyond 18 semesters, once a cohort expires, tuition and fees will be assessed at the guaranteed rates that went into effect the year after their initial cohort. A manual waiver will be posted to ensure that the appropriate rates are being billed to a student.

## The OHIO Guarantee Program for RHE Principles

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

### 6. **ACADEMIC COSTS INCLUDED IN THE OHIO GUARANTEE FOR REGIONAL HIGHER EDUCATION**

As an extension of The OHIO Guarantee, the model defined in the OHIO Guarantee for Regional Higher Education is a comprehensive program consisting of the following assured costs for students:

- a. *INSTRUCTIONAL FEE* – If a student enrolls in RHE Campus classes, then the tuition rate is based upon the student’s level-rate cohort. The rate for any class on a RHE Campus (including online classes that are not offered through eCampus) will be determined based upon and included in the student’s established level-rate cohort.
- b. *GENERAL FEE* – If a student enrolls in RHE Campus class, then the general fee rate is based upon and included in the student’s established level-rate cohort.
- c. *NON-RESIDENT SURCHARGE FEE* – If a student enrolls in RHE Campus classes, then the non-resident surcharge rate is based upon and included in the student’s established level-rate cohort.
- d. *SUPPLIES FEES* - Consumable supplies provided in coursework are included in the student’s level-rate cohort’s tuition and fees unless otherwise noted.
- e. *STUDENT INFORMATION SYSTEM/NETWORK FEE/ZANESVILLE SECURITY FEE* – If a student enrolls in RHE campus classes, then the student information system/network and Zanesville Security fee rate is included in the student’s level-rate cohort’s tuition and fees.
- f. *GRADUATION APPLICATION FEE* – The graduation application fee will be included in the student’s level-rate cohort’s tuition and fees and will not be charged as a separate fee at the time of application for graduation.
- g. *INDIVIDUAL COURSE FEE* – In an effort to be completely transparent and assure costs associated with individual courses are included in The OHIO Guarantee for Regional Higher Education, the RHE undergraduate individual course fees will be included as a single unchanging rate in The OHIO Guarantee for Regional Higher Education. An average per student cost will be determined and charged to all students, thereby eliminating any unanticipated changes that may occur from year to year as a student is billed. There will be clear guidelines and exceptions outlined including but not limited to:
  - i. Course fees for a small number of high-cost programs or activities will be assessed beyond or in addition to level-tuition and fees (e.g. assessed costs for external certification or equestrian costs that exceed a pre-determined amount).

## The OHIO Guarantee Program for RHE Principles

- II. Program Fees/Study Abroad Fees/Domestic Travel Fees - The instructional and general fees will be included in The OHIO Guarantee for these programs. However, additional fees (e.g. activity fees, pass-through, costs paid to third-parties, etc.) are **not** part of The OHIO Guarantee for Regional Higher Education.

### **7. COHORT PRICING MODEL**

After year one, subsequent cohort increases will be determined by the combination of future biennial legislative prescribed tuition caps combined with a rolling five-year average of the CPI in compliance with Ohio Revised Code Section 3345.48.

### **8. FULL-TIME/PART-TIME/MULTI-CAMPUS STUDENTS**

Consistent with the University Undergraduate Catalog, students in The OHIO Guarantee for Regional Higher Education may enroll in up to 20 hours per semester. Exceeding 20 hours requires college/regional campus student services office approval. The initial semester of non-summer enrollment establishes the level-tuition rate cohort and the student has 12 consecutive semesters, including the initial non-summer semester, to graduate with the guaranteed rate.

A student, who is placed in a cohort of The OHIO Guarantee for Regional Higher Education and takes less than a full-time course load at a RHE campus, will pay an hourly, pro-rated amount based on the full-time guaranteed cohort rate. If a student is enrolled on more than one RHE campus, then the tuition is calculated based on the total number of hours enrolled across all regional campuses, not to exceed the comprehensive rate of The OHIO Guarantee for Regional Higher Education. This concept applies if the student is taking Athens based courses such that The OHIO Guarantee for Athens rates will not exceed the Athens rate structure.

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

If a student in The OHIO Guarantee for Regional Higher Education cohort chooses to stop out, withdraw, or is judicially suspended from the University, then the student will use the semester(s) of eligibility while absent within the 12 semester guarantee. When this student re-enrolls, if 12 semesters have not lapsed since initial enrollment, then the student is still charged the guarantee rate based on his or her original cohort. If 12 semesters have passed, then the re-enrolling student is moved to the next cohort (cohort plus one) unless it has been more than 15 semesters, then cohort plus two; more than 18 then cohort plus three; etc. Re-enrolling students admitted prior to Summer 2018 will not be in a cohort and therefore, are not part of The OHIO Guarantee for Regional Higher Education and will follow the traditional tuition model.

## The OHIO Guarantee Program for RHE Principles

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

Students in programs that have been identified to the Ohio Department of Higher Education as requiring more than 128 hours to complete will automatically receive an additional 13<sup>th</sup> semester of the Guarantee. These programs currently require between 129 and 133 semester hours and account for a very small percentage of students. If a student internally transfers to one of these programs from a standard 128 or fewer credit-hour program, (s)he will receive the automatic 13<sup>th</sup> semester in The OHIO Guarantee for Regional Higher Education.

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

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

If applicable, an undergraduate student taking graduate courses under the Senior for Graduate Credits policy will be assessed based on the level rate cohort according to the appropriate guaranteed rates for Athens or RHE.

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

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

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

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

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

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

## The OHIO Guarantee Program for RHE Principles

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

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

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

**FISCAL YEAR 2018-19  
OHIO UNIVERSITY  
ACADEMIC YEAR 2018-19 CAREER FEE**

**RESOLUTION 2018 --**

**WHEREAS**, the appropriate planning and consultations within the University have been completed, resulting in the recommendation to establish a Career Fee for Ohio University's undergraduate students attending Athens Main and Regional Higher Education campuses; and

**WHEREAS**, the proposed Career Fee is consistent with the legislative mandates on the establishment of undergraduate fees set forth in Am. Sub. H.B. 49, passed by the 132<sup>nd</sup> General Assembly; and

**WHEREAS**, the establishment of Ohio University's Career Fee must be reviewed and approved by the Chancellor of the Ohio Department of Higher Education.

**NOW THEREFORE, BE IT RESOLVED** that the Board of Trustees approves the establishment of a \$6 per credit hour undergraduate Career Fee consistent with the attached Exhibit A, effective Fall Semester 2018, subject to approval by the Chancellor of the Ohio Department of Higher Education.

## Exhibit A

	Continuing Students	OHIO Guarantee Rates			
		Cohort 2015-16	Cohort 2016-17	Cohort 2017-18	Cohort 2018-19
Fee	Fee Request	Fee Request	Fee Request	Fee Request	Fee Request*
Athens Undergraduate Career Fee	\$0	\$0	\$0	\$0	\$6 per CH
RHE Undergraduate Career Fee	\$0	\$0	\$0	\$0	\$6 per CH

\* All Increases Effective Fall 2018



## **Interoffice Communication**

**Date:** January 2, 2018

**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**

### **Short-term Investment Update:**

Attached you will find a Short-term Investment Update presentation prepared by our Treasury team (OU Treasury Management and Capital Cities). As a reminder, Capital Cities was retained as our short-term investment consultants in November 2014. The presentation provides an overview of the tiered investment structure and returns and fiduciary oversight.

### **Line of Credit:**

On November 15, 2017, The University closed on the \$50 million line of credit with PNC.

### **Tax Reform:**

Attached you will find Tax Reform Impact slides prepared by our Treasury team (OU Treasury Management and Prager & Co., LLC) summarizing the impact on debt financing and other impacts on Higher Education. The Tax Cuts and Jobs Act (the "Act") was signed into law on December 22, 2017. The only immediate impact on the University's existing debt portfolio is on drawn balances of the line of credit. The interest rate on the \$65,500 drawn balance will increase from 1.44% to 1.74% as a result of the reduction in the corporate tax rate.

Following are other provisions that will impact the University's debt portfolio as we plan for future bond issuances:

- The Act eliminates the ability to advance refund bonds on a tax-exempt basis;
- The Act reduces the top corporate tax rate which may increase tax-exempt rates.

### **University Bond Ratings:**

The University is currently rated by Moody's (Aa3/stable) and S&P (A+/stable). Both Moody's and S&P reaffirmed these ratings in January 2017. While S&P reassesses its rating annually, Moody's reassesses its rating prior to each issuance (at a minimum). The next annual review with S&P is scheduled on January 26, 2018 to reaffirm our A+ rating. The Treasury Team prepared and provided our Scorecard based on the fiscal year 2017 results at the October 2017 meeting. The fiscal year 2017 Scorecard is consistent with the fiscal year 2016 Scorecard.



INSTITUTIONAL INVESTING MADE PERSONAL

Board of Trustees Update  
January 2018

**OHIO**  
UNIVERSITY

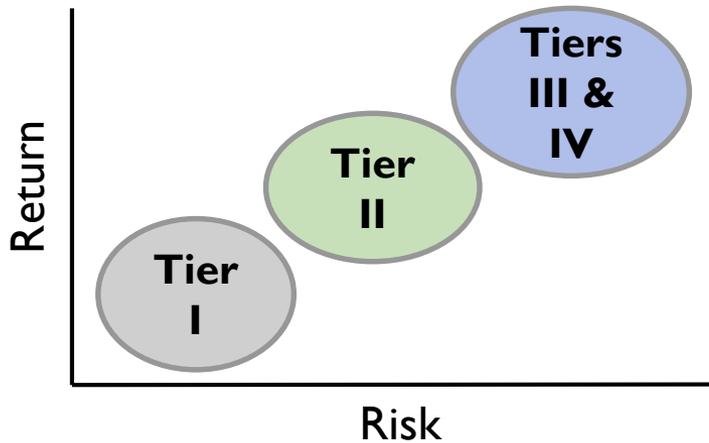
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# OU Cash & Pooled Investments



## Tiered Structure Balances Liquidity Needs and Total Return



The Tiered Structure was implemented into the Investment Policy in October, 2015.

Tier:	Liquidity:	Return Potential:
Tier I	Primary	Lower
Tier II	CIP Dependent	Moderate
Tiers III & IV	Emergency	Higher

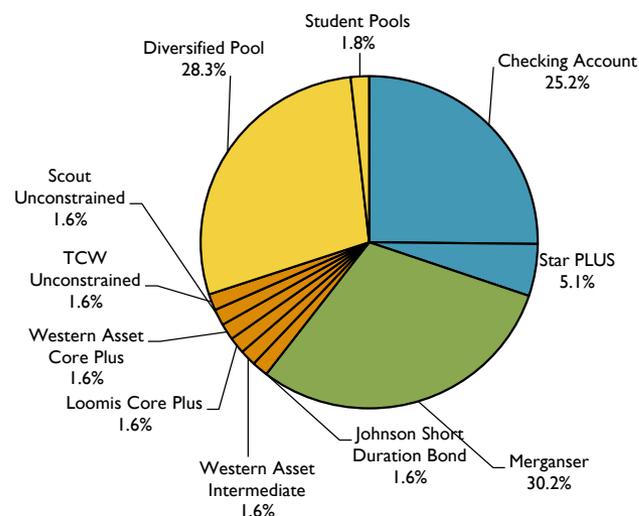
- Tier I – Money Market accounts to meet daily liquidity needs (Cash/Star Ohio)
- Tier II – Limited Duration Securities to provide sufficient level of reserves for Capital Improvement Plan needs (Active Cash/Defensive)
- Tier III – Long term investments designed to maximize risk-adjusted returns and provide emergency liquidity to Tiers I & II (Defensive/Core Plus/Unconstrained)
- Tier IV – Long term investments designed to maximize risk-adjusted returns and provide emergency liquidity to Tiers I & II (Unitized portion of Diversified Pool & Student Investment Program)



OHIO  
UNIVERSITY

# OU Cash & Pooled Investments

## Underlying Investment Managers



Legend	
Tier I	Blue
Tier II	Green
Tier III	Orange
Tier IV	Yellow

- **Tier I** – Target allocation is \$75mm
  - JPMorgan Checking Account / Star Ohio
- **Tier II** – Target allocation dependent on the Capital Improvement Plan (CIP)
  - Merganser Capital Management
- **Tier III** – Allocation is the remaining balance after Tiers I and II are met
  - Johnson & Western Asset Defensive Fixed Income
  - Loomis Sayles & Western Asset Core Plus
  - Scout & TCW Unconstrained
- **Tier IV** – Unitized Portion of Diversified Pool & Student Investment Program

# OU Cash & Pooled Investments

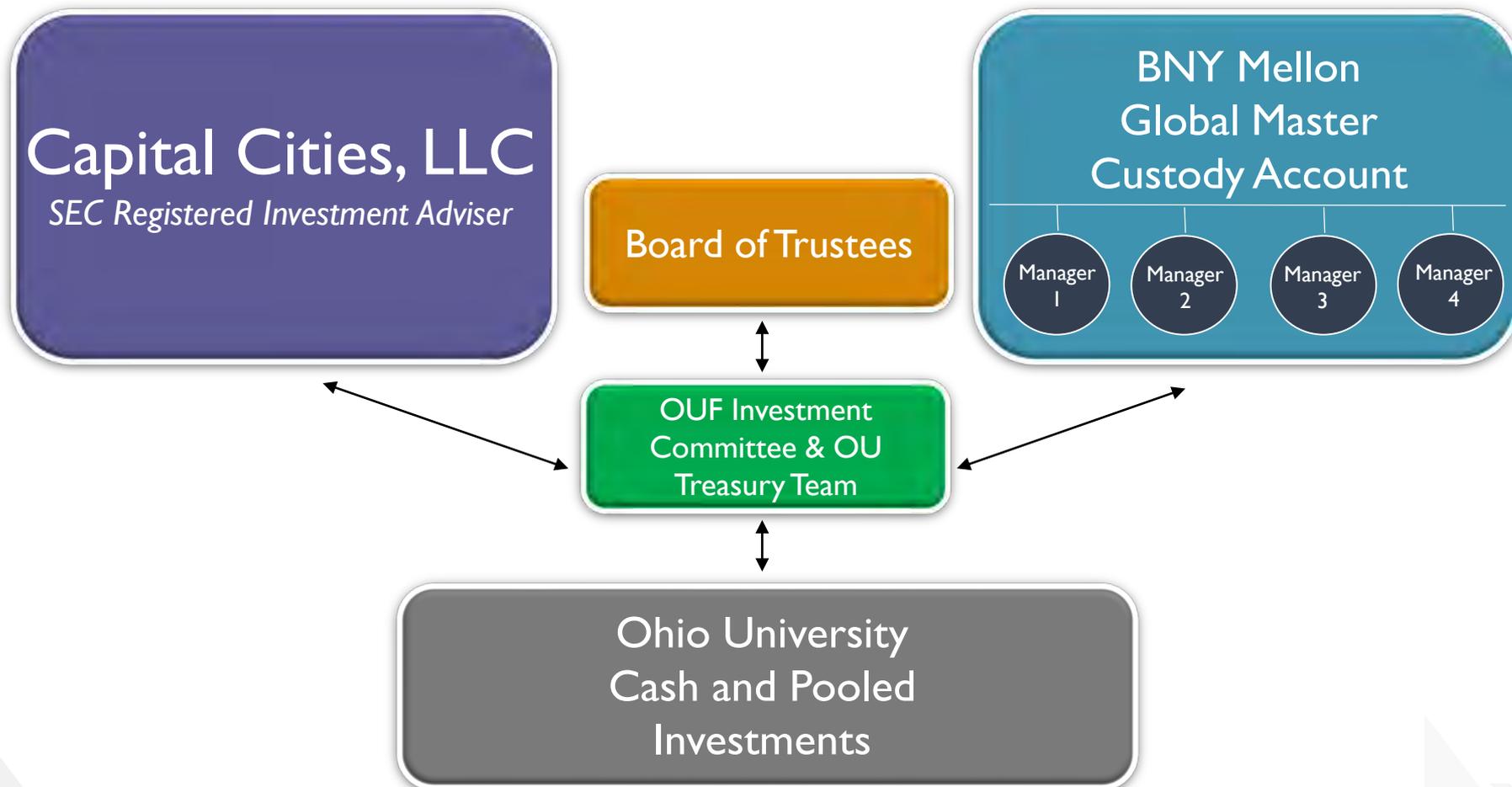
## Asset Breakdown



	September 30, 2017 Market Value	% of Total Assets	Target Allocation
<b>Tier I</b>			
Checking Account	\$101,042,860	25.2%	\$75,000,000
Star PLUS	\$20,293,970	5.1%	
	<b>\$121,336,830</b>	<b>30.2%</b>	
<b>Tier II</b>			
Merganser Capital Management	\$121,349,935	30.2%	CIP Dependent
	<b>\$121,349,935</b>	<b>30.2%</b>	
<b>Tier III</b>			
Johnson Short Duration Bond	\$6,239,808	1.6%	Residual Balance
Western Asset Intermediate	\$6,299,325	1.6%	
Loomis Core Plus	\$6,365,634	1.6%	
Western Asset Core Plus	\$6,473,180	1.6%	
Scout Unconstrained	\$6,314,088	1.6%	
TCW Unconstrained	\$6,443,526	1.6%	
	<b>\$38,135,560</b>	<b>9.5%</b>	
<b>Tier IV</b>			
Unitized Portion of Diversified Pool	\$113,684,689	28.3%	Unitized Portion of Diversified Pool & Student Investment Program
Student Investment Pools	\$7,057,594	1.8%	
	<b>\$120,742,283</b>	<b>30.1%</b>	
	<b>\$401,564,609</b>	<b>100.0%</b>	

# Fiduciary Oversight

## Organizational Structure/Service Providers



# Fiduciary Oversight

## University Oversight



### University Oversight Team:

- Vice President for Finance & Administration
- Director of Treasury Management
- Chief Finance & Investment Officer for Foundation Operations

### Responsibilities:

The University Oversight team provides oversight of investment portfolio, based on analysis and recommendations from Capital Cities, including structure, selection of fund managers, custodian, and investment consultants. Meets quarterly with Capital Cities to review performance of fund managers and other aspects of the portfolio.

# Fiduciary Oversight

## Investment Controls Ensuring Prudent Management



- Investment Policy is written in accordance with Section 3345.05 of the Ohio Revised Code.
- The Investment Policy was approved by the Ohio University Board of Trustees as well as the OUF Investment Committee on October 16, 2015.
- Utilization of custodian (BNY Mellon) ensures all assets are kept in a centralized location.
- No investment manager has access to University funds (all trades are settled by custodian).
- Each Tier and underlying investment style has specific investment guidelines.
- Utilization of an independent Investment Advisor (Capital Cities) to monitor on a regular basis investment manager adherence to policy and material changes in managers organization, investment philosophy and/or personnel.
- Portfolios are marked to market.

# Fiduciary Oversight

## Annual Timeline



Capital Cities is a fiduciary, alongside OU, delivering independent investment analysis and recommendations. Capital Cities provides custom projects throughout the year, in addition to quarterly performance and evaluation reports, that are designed with the goal of exceeding your fiduciary obligations.

# Investment Policy

Managing Risk While Seeking Return



## Fiduciary Framework

- Unbundled, Objective Structure; Segregation of Roles
- Various Layers of Oversight
- Policy-Driven Framework
- Continuous Monitoring
- Continuous Fiduciary Oversight:
  - Liquidity Needs
  - Market Analysis
  - Portfolio Diversification
  - Investment Managers
  - Fees
  - Avoidance of Conflicts

## Investment Philosophy

- Delineation of Fixed Income Roles within Overall Portfolio (Liquidity vs. Growth)
- Emphasis on Active Management
- Flexibility to Invest Outside Benchmarks
- Customized Investment Guidelines Specific to Each Manager
- Diversification:
  - Yield Curve
  - Fixed Income Styles
  - Complementary Managers
  - Tier IV Equity

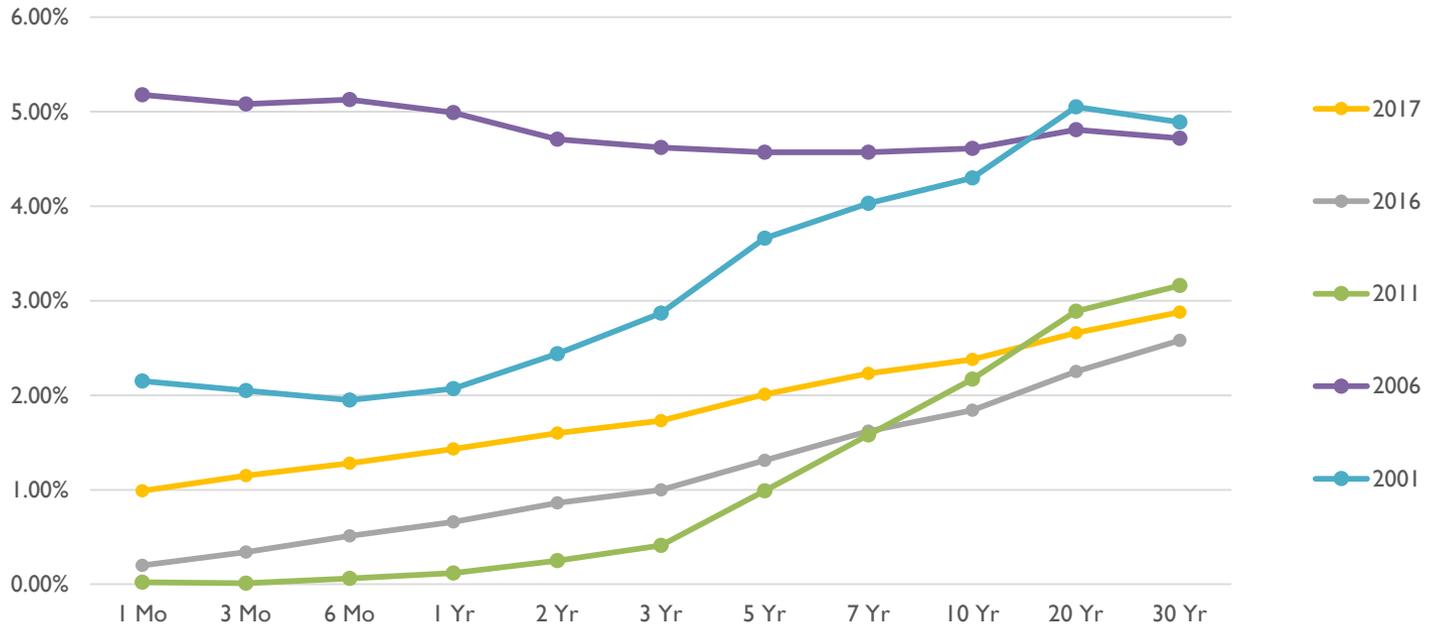
**The Ohio University Cash and Pooled Investments Program is customized to the unique needs of the University, carefully managed, and disciplined yet flexible.**

# Fixed Income Market Environment



## Interest Rate Environment

Historical Treasury Yield Curves - All as of October 31st



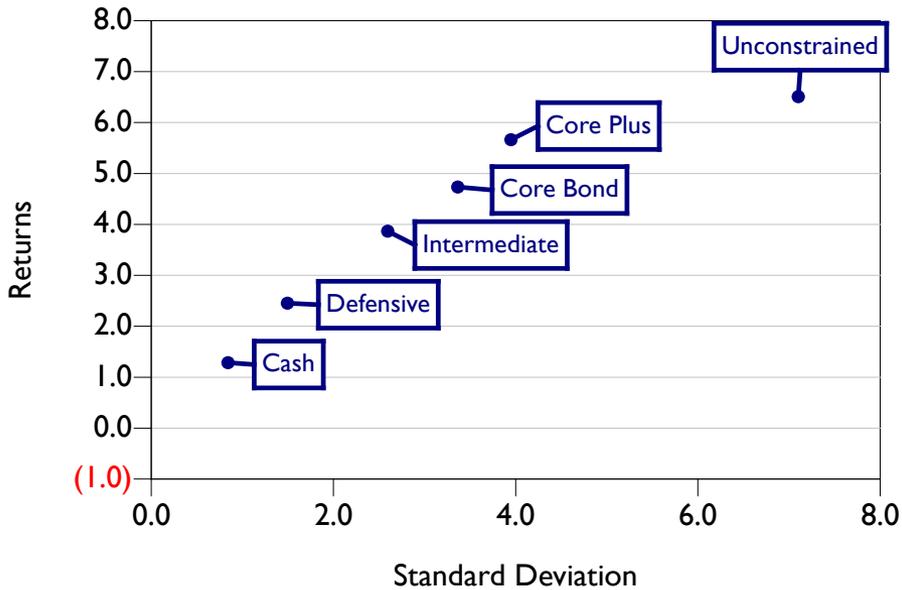
Interest rates meaningfully increased in the short-end over the last year, but remain well below historical levels.

# Fixed Income Market Environment

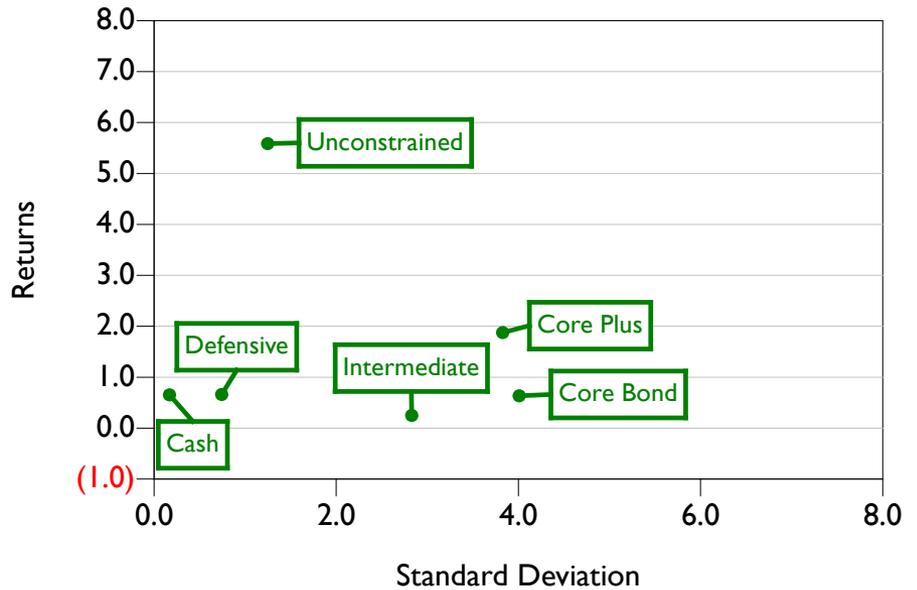


## Historical Risk/Return

Scatter Chart  
for 15 Years Ended September 30, 2017



Scatter Chart  
for 1 Year Ended September 30, 2017



Interest rate volatility has caused short-term results to be muted relative to long-term results.

# OU Performance

## Overall Results



<i>Annualized Returns As of September 30, 2017</i>	<b>Last Year</b>	<b>Since Inception</b>
<b>Tier II</b>	<b>1.19%</b>	<b>1.15%</b>
<i>Tier II Benchmark</i>	<i>0.60%</i>	<i>0.53%</i>
<b>Tier III</b>	<b>2.37%</b>	<b>2.86%</b>
<i>Tier III Benchmark</i>	<i>0.27%</i>	<i>0.47%</i>

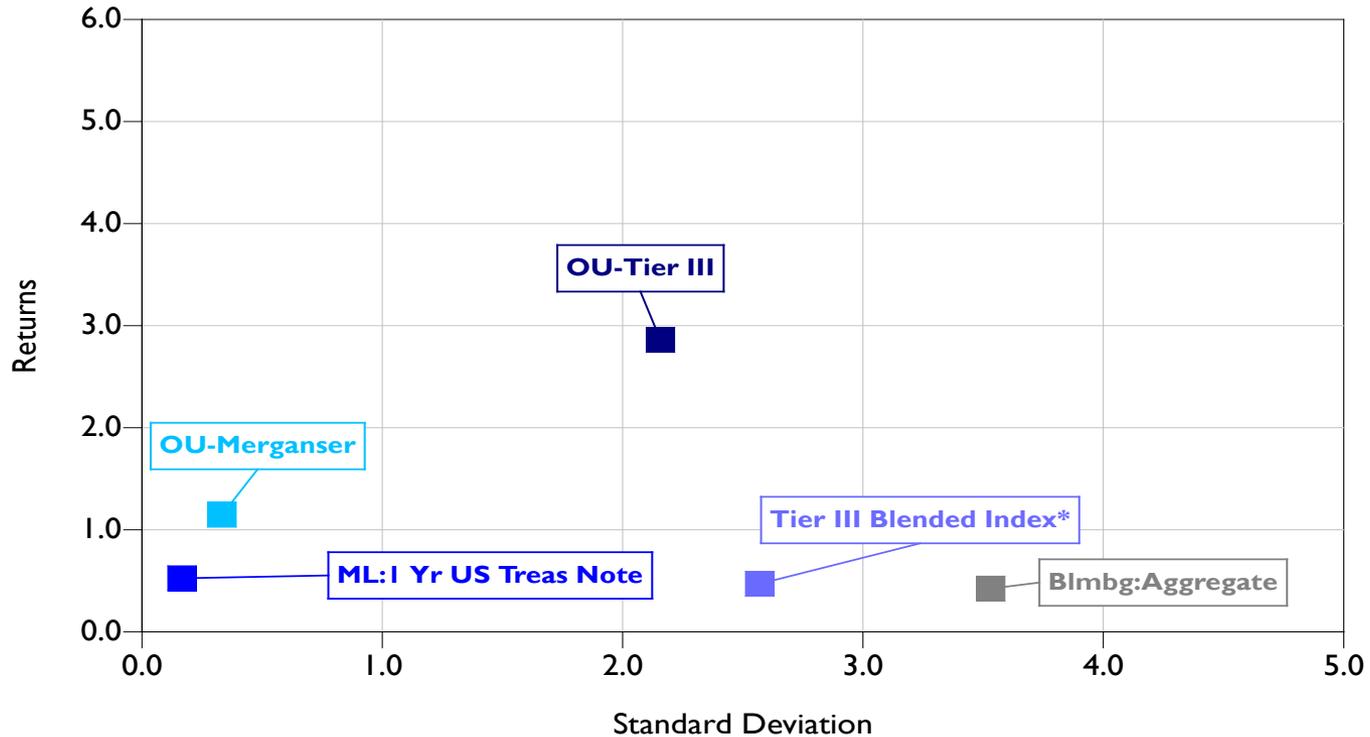
Each component of the OU Cash and Pooled Investments has met its objectives, leading to outperformance vs. relevant benchmarks over various time periods.

# OU Performance



## Risk vs. Return

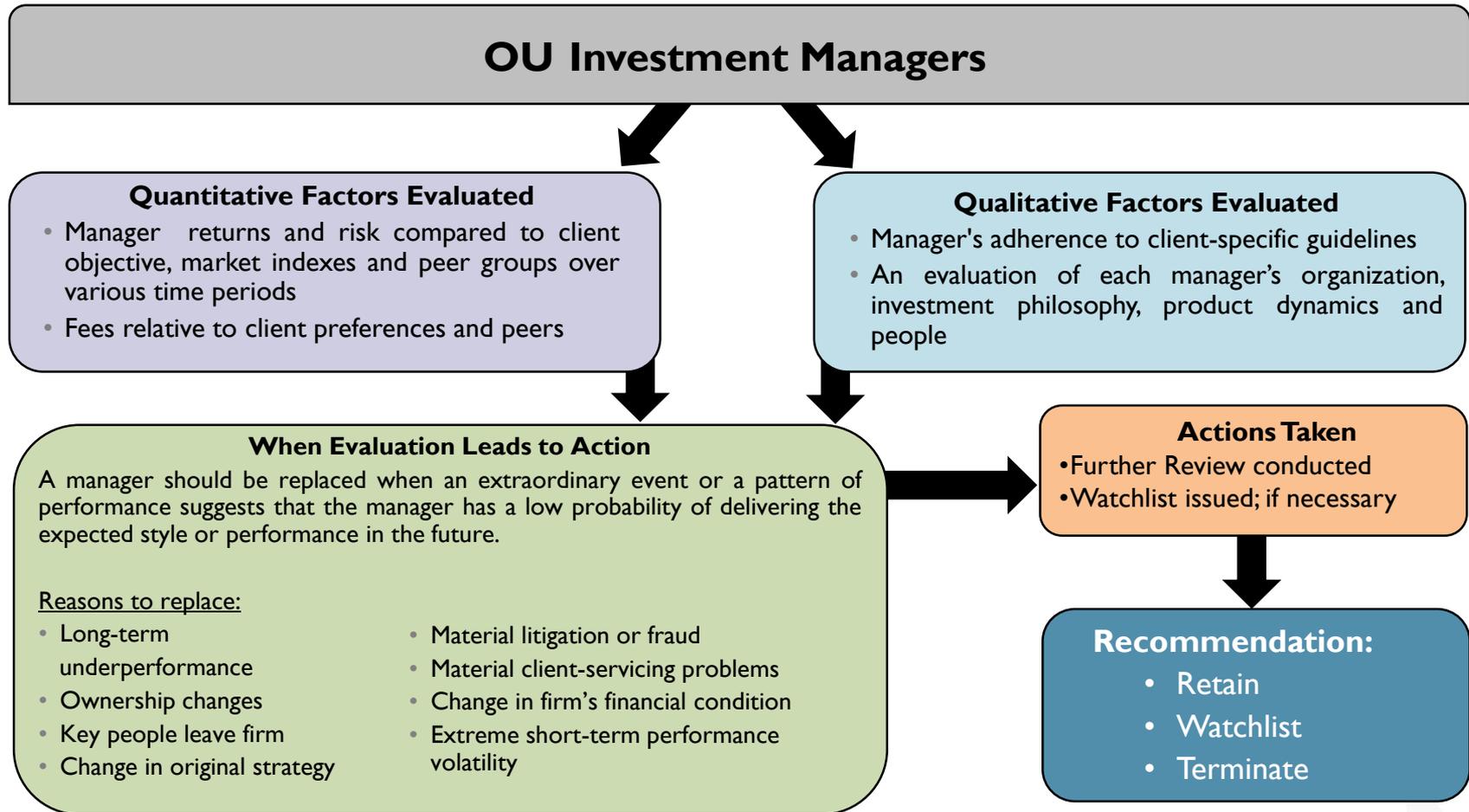
Risk/Return Scatter Chart  
Since Inception Ended September 30, 2017



The tiered investment structure utilized by the OU Cash and Pooled Investments has outperformed expectations relative to the broad market.

# Ongoing Monitoring

## Investment Managers: Review Process



# Ongoing Monitoring

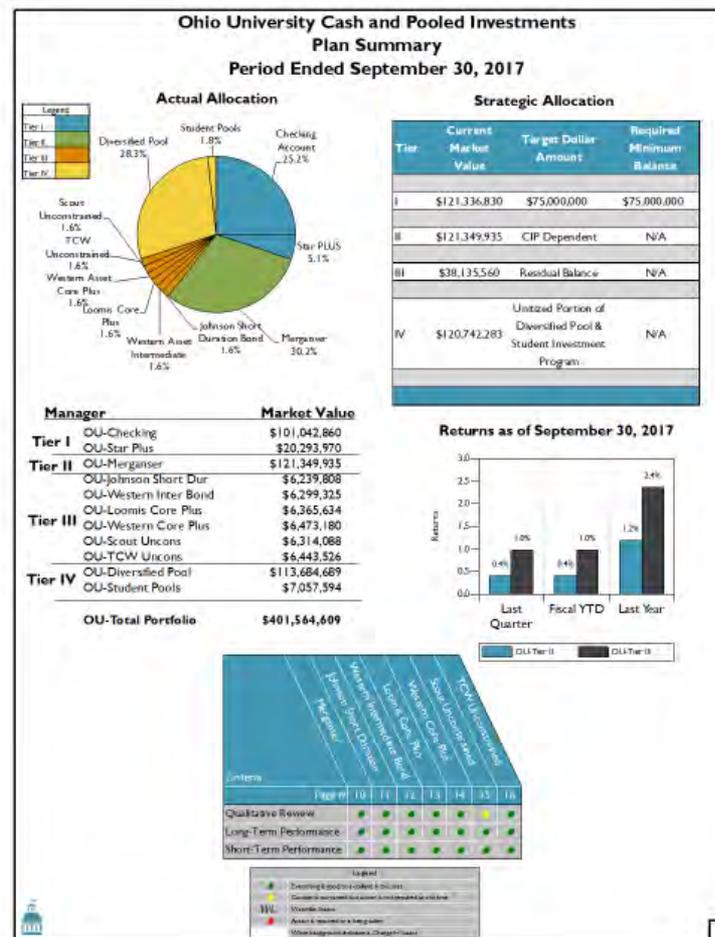
## Going Beyond Simple Performance Reporting

Capital Cities is your **co-fiduciary** and **advocate**.

### Key Areas We ALWAYS Monitor:

- Market Environment
- Regulatory Environment
- Asset Allocation and Holdings relative to Policy
- Qualitative and Quantitative Investment Characteristics
- Custodian
- Investment Managers
- Industry Trends
- Ongoing Fiduciary Duties
- Fees

Ongoing monitoring encompasses all aspects of the Program. Capital Cities' business model is based on objectivity and alignment of interests with our clients, allowing us to deliver impartial advice and reporting on your underlying service providers. We customize your reporting to provide the quantitative and qualitative data points necessary to ensure you are fulfilling your fiduciary duties.



# Ongoing Monitoring

## Investment Managers: Detail



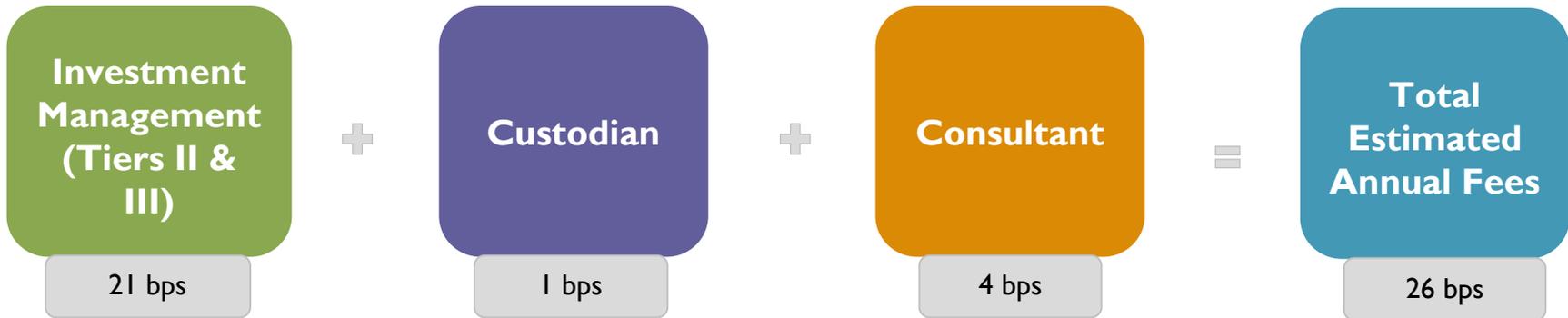
Criteria		Johnson Merganser	Western Short Duration	Western Intermediate Bond	Loomis Core Plus	Western Core Plus	Scout Unconstrained	TCW Unconstrained
	Page #	10	11	12	13	14	15	16
Qualitative Review		●	●	●	●	●	●	●
Long-Term Performance		●	●	●	●	●	●	●
Short-Term Performance		●	●	●	●	●	●	●

Legend	
●	Everything is good to excellent in this area
●	Caution is warranted but action is not required at this time
WL	Watchlist Status
●	Action is required or is being taken
	White background indicates a Change in Status

- Capital Cities utilizes a proprietary stoplight grid to summarize our quantitative and qualitative assessment of each underlying manager.
- As of September 30, there are no managers on Watchlist status nor any requiring action.
- Scout is being monitored on a qualitative basis (organizational changes), though the situation is unfolding as expected.
- All managers have met or exceeded performance expectations.

# Ongoing Monitoring

## Investment Program Fees



Overall, OU's fees are quite reasonable given the customized nature of the portfolios.

# About Capital Cities

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# Capital Cities—About Us

## Our Sole Focus is Investment Consulting



Objective, Independent  
Partner

- **Capital Cities is Focused and Objective:**
  - Our sole focus is investment consulting
- **Our Interests are Aligned with Yours:**
  - We are an independent firm with no affiliation to banks or investment managers



Resources of a Large  
Firm, High-Touch Service  
of a Focused Firm

- **Our motto is “Institutional Investing Made Personal”:**
  - We have the resources and expertise to consult to over \$24 billion\* in assets, with the thoughtfulness, nimbleness and work ethic of an employee-owned, Midwest-based firm
- **Our Clients Benefit from our Forward-Looking, Customized Solutions:**
  - Fiduciaries of institutional assets should not accept a one-sized-fits-all approach

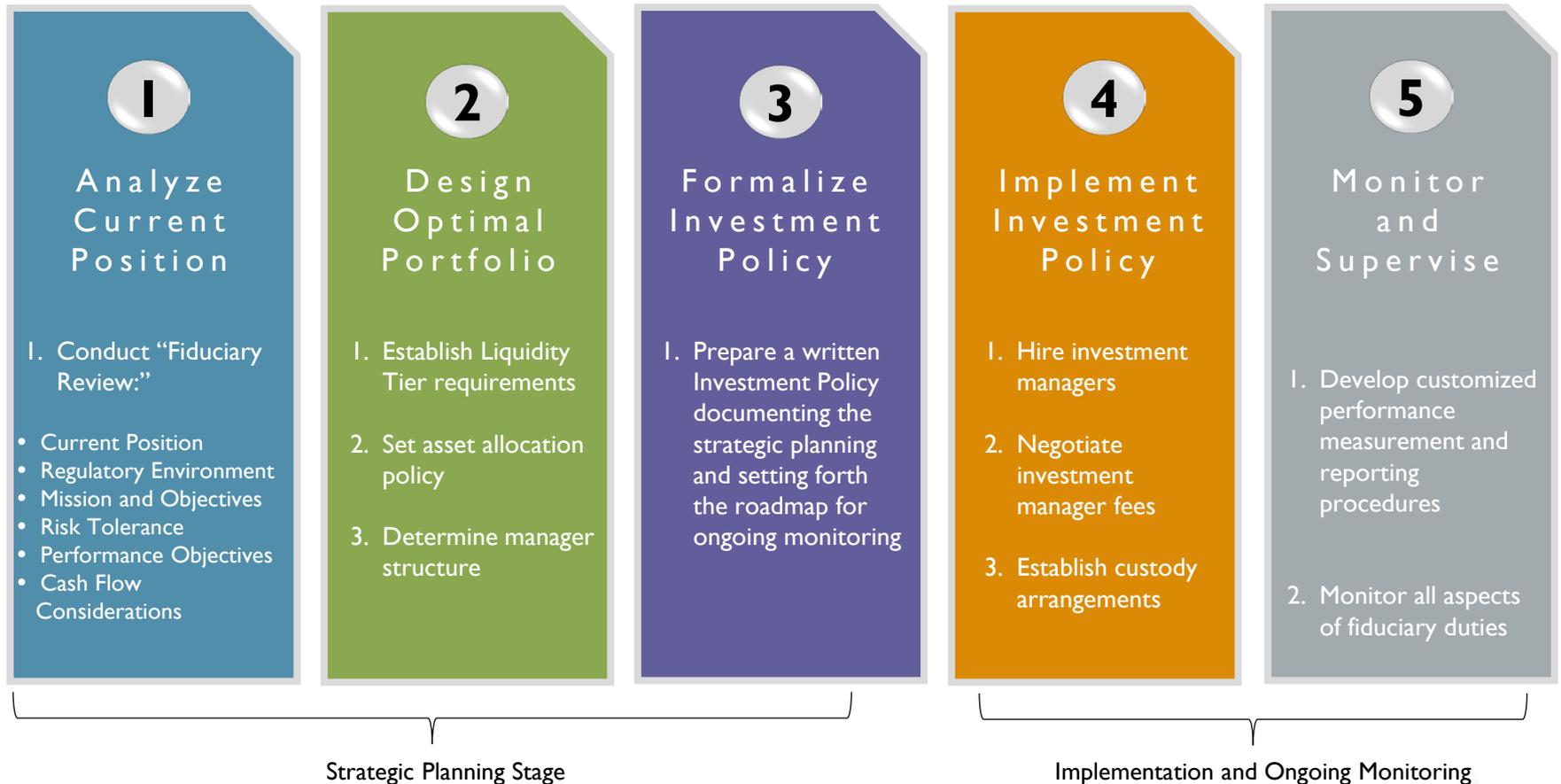


Comprehensive, Efficient  
and Client-Focused  
Service

- **We are a Co-Fiduciary:**
  - Our business model is based on the goal of exceeding your fiduciary duties
- **Your Job is Important:**
  - We consider ourselves as an extension of your staff
  - We customize our advice according to your needs, balancing efficiency and education

# Our Institutional Consulting Process

## A Disciplined Fiduciary Framework



# Today's Attendees

## Biographies

### **Amanda Black, Chief Executive Officer**

Ms. Black is the Chief Executive Officer and a Partner at Capital Cities, L.L.C. of Indianapolis, Indiana. Her primary responsibility is to oversee the formulation of customized investments strategies for the firm's clients, matching each client's unique objectives with forward-looking portfolio construction. Ms. Black takes pride in the collaborative and educational aspects of the consulting role, always striving to help clients navigate the opportunities and risks they face in their fiduciary roles. As a member of Capital Cities' Investment Committee, Ms. Black contributes to all areas of the Capital Cities' client-centered experience, from strategic planning to investment manager due diligence to ongoing monitoring. Ms. Black's investment career began at 40|86 Advisors, where she was a Senior Portfolio Analyst. Additionally, she honed her skills communicating the complexities of investing to a wide audience in her role as the Education and Marketing Communication Manager at the Indiana Public Retirement System (INPRS). Ms. Black is a gubernatorial appointee and Chairperson of the School Board for the Indiana School for the Blind and Visually Impaired. She was selected as a member of the 2015-2016 Richard Lugar Excellence in Public Service Leadership Series and was a member of the 2016 American Enterprise Institute (AEI) Leadership Network in Washington, D.C. Ms. Black is an eleven-year veteran of the firm. She holds the Chartered Alternative Investment Analyst (CAIA) designation and has completed Level I of the Chartered Financial Analyst (CFA) designation. Ms. Black has a B.A. in Communications from Hanover College and a M.B.A. from Anderson University.

### **Corey Waddell, CFA, Senior Consultant**

Mr. Waddell is a Senior Consultant at Capital Cities, L.L.C. His primary responsibilities include supporting the investment process and servicing clients and prospects. He is also a member of the Capital Cities' Investment Committee. Prior to joining Capital Cities, Mr. Waddell was with Mercer Investment Consulting for two years serving as a Senior Technical Products Analyst. During his tenure, he worked closely with investment managers and custodial banks. Prior to working with Mercer, Mr. Waddell was with DiMeo Schneider & Associates for three years serving as an Analyst. During his tenure, he reconciled and reported performance on various client portfolios. Mr. Waddell holds the Chartered Financial Analyst designation and is a member of the CFA Institute and CFA Society of Indianapolis. B.S. Finance/ Management Information Systems, Butler University.



*business*

**university policy**

## 50.001: Ohio university cash and pooled investments (non-endowment funds)

<b>Status:</b>	Approved on October 16, 2015	<b>Signatures and dates on archival copy</b>
<b>Effective:</b>	when approved	
<b>Initiated by:</b>	Robin Schaffer Treasury Management Director	
<b>Endorsed by:</b>	Deborah Shaffer Vice President for Finance and Administration	
<b>Approved by:</b>	M. Duane Nellis President	

### A. Overview

The board of trustees of Ohio university is vested by statute (section [3345.05](#) of the Revised Code) with the following responsibility: "Notwithstanding any provision of the Revised Code to the contrary, the title to investments made by the board of trustees of a state-supported university or college with funds derived from revenues described in this section shall not be vested in the state but shall be held in trust by the board." Section [3345.05](#) of the Revised Code can be found in its entirety in appendix C of the IPS.

The purpose of this investment policy statement ("IPS") is to assist the Ohio university ("OU") treasurer or designee in effectively supervising, monitoring and evaluating the investment of the Ohio university cash and pooled investments (the "non-endowed funds") assets on behalf of the board. The funds' investment program is defined in the various sections of the IPS by:

1. Stating in a written document the treasurer or designee's attitudes, expectations, objectives and guidelines for the investment of funds' assets.
2. Setting forth an investment structure for managing all funds' assets. This structure includes various asset classes, investment management styles, asset allocation and acceptable ranges that, in total, are expected to produce a sufficient level of overall diversification and total

investment return over the long-term.

3. Providing guidelines for each investment manager ("manager") that control the level of overall risk and liquidity assumed in that investment style, so that all funds' assets are managed in accordance with stated objectives.
4. Encouraging effective communications and understanding regarding investment performance between the treasurer or designee, the board, the investment consultant ("consultant") and the managers.
5. Establishing formal criteria to monitor, evaluate, and compare the performance results achieved by the managers on a regular basis.
6. Complying with all applicable fiduciary, prudence and due diligence requirements that experienced investment professionals would utilize, and with all applicable laws, rules and regulations from various local, state, federal and international political entities that may impact funds' assets.

This IPS has been formulated, based upon consideration by the treasurer or designee of the financial implications of a wide range of policies, and describes the prudent investment process that the treasurer or designee deems appropriate.

## B. Background

### 1. Mission statement

Ohio university holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful appalachian setting, Ohio university is known as well for its outstanding faculty of accomplished teachers whose research and creativity advance knowledge across many disciplines.

### 2. Background

Ohio university's non-endowment funds provide the liquidity necessary to meet the university's financial obligations as they come due. Secondary to meeting operating requirements, the funds also seek to gain prudently managed investment returns.

### 3. Tiered structure

The investment structure of the funds is divided into four liquidity tiers to provide for better preservation of overall asset base, while maintaining an adequate level of reserves for cash flow needs.

- a. **Tier I** assets provide for short-term (less than one-year) cash flow needs.
- b. **Tier II** assets serve as the contingency account (reserves to replenish tier I if necessary) and to fund the university's capital improvement plan ("CIP").
- c. **Tier III** assets are comprised of the residual balance of the non-endowment funds after both tier I and II cash targets have been met. Tier III (and tier IV if necessary) provide tiers I and II with emergency liquidity while also seeking to maximize risk-adjusted

returns.

- d. **Tier IV** assets are comprised of a unitized portion of the university's diversified investment pool ("diversified pool"), and the Ohio university's student investment program funds. Management of the assets in this tier has been delegated by the university and the Ohio university foundation.

Additionally, the treasurer or designee has selected a set dollar approach to determine the targeted market value for each tier. As a result, asset balance ranges have been established. Further details are included in appendix B of the IPS.

## C. Statement of objectives

### 1. Objectives

The objectives of the non-endowment funds have been established in conjunction with a comprehensive review of the current and projected financial requirements. The objectives are:

- a. **Safety:** safety of principal is the foremost objective of the investment program. Investments of the university shall be undertaken in a manner that ensures, over time, the preservation of capital in the overall portfolio.
- b. **Liquidity:** the university's non-endowment funds will remain sufficiently liquid to enable the university to meet all its operating requirements. Portfolio liquidity is defined as the maturity or ability to sell a security on a short notice near the purchase price of the security. In addition to the operating requirements of the university, the non-endowment funds will also be used for the univeristy's CIP and additional liquidity will be required.
- c. **Return on investments:** the university's non-endowment funds shall be structured with the objective of attaining the highest possible "total return" for the portfolio while adhering to the restraints and obligations inherent in the current legal structure of a prudent fiduciary.
- d. **Costs:** The expenses incurred for the management of the non-endowment funds shall be minimized.

### 2. Time horizon

The investment guidelines are based upon unique investment horizons for the various tiers. In general, interim fluctuations in market value should be viewed with appropriate perspective. Tier I has a short time horizon (less than one year), tier II has an intermediate time horizon (two years CIP dependent) and tiers III and IV have a longer time horizon (greater than three years).

### 3. Risk tolerance

The treasurer or designee recognizes the difficulty of achieving the funds' investment objectives in light of the uncertainties and complexities of contemporary investment markets. Some risk must be assumed in order to support the objectives for the funds, including providing for the annual level of disbursements required by the operating needs, CIP spending needs, and achieving preservation of the overall asset base.

Specifically, the risk tolerance for tier I has been defined by the treasurer or designee as having little to no volatility given the objective of this tier to supply sufficient day-to-day operating

liquidity. The risk tolerance for tier II has a slightly longer-term focus, as this tier is to provide sufficient level of reserves in case of unanticipated liquidity needs as well as CIP spending needs for the next two calendar years. Therefore, tier II is anticipated to provide enhanced returns from that of tier I, but with limited volatility. tiers III and IV have been designed with a longer-term objective in order to provide the University with additional return opportunities. The treasurer or designee is willing to accept more volatility within tiers III and IV in order to achieve a longerterm objective.

The treasurer or designee's risk tolerance is reviewed periodically in order to determine whether such objectives can be met given the current market environment. Based on these evaluations, along with cash forecasts and budgetary needs, the treasurer or designee may make adjustments to the tiered structure, asset allocation and investment manager structure to maintain an acceptable level of risk for the funds. Further details are contained within appendix B of the IPS.

#### 4. Performance expectations

In general, it is expected that the funds' investment strategies are structured to provide returns consistent with the treasurer or designee's goals and objectives. However, it is understood that the performance of the funds is affected by the market environment. Therefore, performance expectations will be reviewed periodically by the treasurer or designee in order to determine whether the treasurer or designee's objectives can be met given the current market environment. Additionally, the treasurer or designee recognizes the conundrum of balancing liquidity needs for the operations and CIP spending needs of the university with the overall return of the funds. Based on these evaluations, the treasurer or designee may make adjustments to the tiered structure, portfolio construction and investment manager structure to maintain an acceptable level of risk for the funds.

#### 5. Portfolio construction

The treasurer or designee views the appropriate construction of each tier in relation to two broad components: liquidity and total return. The balance between these two components is reviewed on a periodic basis and is determined in light of the goals and objectives of each tier, the risks and opportunities available at a given time and the risk tolerance of the treasurer or designee. Additionally, the treasurer or designee reviewed a number of manager structure alternatives to further define investment strategies for inclusion within each component. Finally, the risk to any one manager was evaluated regarding proper diversification among investment strategy and business risk, along with proper diversification among investment vehicles. Further details are contained below and within appendix B of the IPS.

#### 6. Rebalancing

- a. **Between tiers:** Tier balances will be reviewed on a periodic basis, generally quarterly. Assets will be adjusted between the tiers to meet the minimum balance requirements and cover appropriate reserves.
- b. **Between tier components:** From time to time, the components and underlying strategies of each tier may deviate from the targeted percentages due to market conditions. A range has been established for each component and underlying strategy to control risk and maximize the effectiveness of the university's overall investment strategy, while avoiding unnecessary turnover at the security level. When a component or underlying strategy is outside of its allowable range, the treasurer or designee will evaluate the feasibility of rebalancing back to the target allocation and may initiate portfolio rebalancing. Under extreme market conditions, which may include excessive volatility or illiquidity in an asset class, or where rebalancing may unduly hinder the funds,

the treasurer or designee may choose to delay rebalancing in order to better reflect the overall goals and objectives of the funds. During that period, it is expected that more frequent reviews of the CIP and market conditions will be evaluated to assess the appropriateness of rebalancing.

Further details are contained within appendix B of the IPS.

## D. Security guidelines

### 1. Reserve requirement

A reserve equal to at least twenty-five per cent of the average amount of the investment portfolio over the course of the previous fiscal year must be invested in publicly traded securities that fall into one or more of the following categories:

- a. Securities of the United States government or of its agencies or instrumentalities,
- b. The treasurer of state's pooled investment program,
- c. Obligations of this state or any political subdivision of this state,
- d. Certificates of deposit of any national bank located in this state or state of Ohio chartered bank,
- e. Written repurchase agreements (collateralized with permissible securities having a market value of at least one hundred two per cent of the investment) with any eligible Ohio financial institution that is a member of the federal reserve system or federal home loan bank,
- f. Money market funds, or
- g. Bankers acceptances maturing in two hundred seventy days or less which are eligible for purchase by the federal reserve system.

It is anticipated that the entire tier I allocation, in addition to a portion of the tier II allocation will accommodate this requirement.

### 2. Manager guidelines

Subject to the IPS, each separate account manager shall have full discretionary investment authority over the assets under his or her management. Each manager shall be retained to implement a specific investment style and strategy for the funds. Accordingly, securities guidelines for managers managing assets in a separate account fashion shall be negotiated and agreed upon in writing on a case-by-case basis and referenced in an attachment to the IPS. If a portion of the assigned assets are chosen to be in mutual funds, exchange-traded fund, commingled investment trusts or private offerings, the products selected shall adhere to the guidelines set forth in the prospectus, trust document or offering memorandum.

## E. Selection of investment managers

The treasurer or designee has the responsibility for selecting managers. The treasurer or designee's intent is to follow a process that embodies the principles of procedural due diligence. Accordingly, when selecting managers, the treasurer or designee will:

1. Retain a "prudent expert" (a bank, insurance company, or investment advisor as defined by the "Registered Investment Advisors Act of 1940").
2. The treasurer or designee may evaluate criteria specific to the mandate being sought. Such criteria may include, but is not limited to:
  - a. Manager strategy and approach
  - b. Organizational structure
  - c. Minimum and maximum assets under management
  - d. Client servicing capabilities
  - e. Performance criteria relative to an appropriate index and peer group, where appropriate
  - f. Capacity in the appropriate vehicle
  - g. Initial lockup and redemption provisions, where appropriate
  - h. Fund transparency (confidentiality agreements may be necessary)
  - i. Fees and alignment of economic interests
3. Follow a due-diligence process so as to avoid selecting managers on an ad-hoc basis. The due diligence process should involve analyzing manager candidates in terms of certain:
  - a. **Qualitative characteristics**, such as key personnel, investment philosophy, investment strategy, research orientation, decision-making process, and risk controls.
  - b. **Quantitative characteristics**, such as GIPS-compliant composite return data, investment performance over multiple time periods, performance volatility, risk adjusted rates of return (e.g., Sharpe ratios), and certain portfolio characteristics.

## F. Control procedures

### 1. Duties and responsibilities of the treasurer or designee

The treasurer or designee is ultimately responsible for the overall management of the investment program including: managing the funds' overall investment strategy and diversifying assets; following investment policy objectives and guidelines as established by the board; hiring prudent experts to make investment decisions; controlling and accounting for expenses; and performing ongoing monitoring. The treasurer or designee is also responsible for ensuring that the funds are managed in the best interests of the university. The treasurer or designee shall conduct its responsibilities as outlined in this IPS.

### 2. Duties and responsibilities of the board

The board is responsible for establishing and monitoring investment policy objectives and guidelines to be carried out by the treasurer or designee. The board is also responsible for ensuring that the funds are managed in the best interests of the university. The board shall conduct its responsibilities as outlined in this IPS.

### 3. Duties and responsibilities of the investment managers

The duties and responsibilities of each separate account manager shall be as set forth in the applicable investment management agreement entered into between Ohio university and the manager retained by the treasurer or designee and shall include the following:

- a. Managing the funds' assets under its care, custody and/or control in accordance with the IPS objectives and guidelines (including without limitation, the securities guidelines, set out in this policy) set forth herein, and also as may be expressed in separate written agreements between the manager and Ohio university when deviation is deemed prudent and desirable by the treasurer or designee upon recommendation of the investment consultant.
- b. Exercising investment discretion (including holding cash equivalents as an alternative) within the IPS objectives and guidelines set forth herein.
- c. Promptly informing the treasurer or designee in writing regarding all significant and/or material matters and changes pertaining to the investment of funds' assets, including, but not limited to:
  - i. Investment strategy
  - ii. Portfolio structure
  - iii. Tactical approaches
  - iv. Ownership
  - v. Organizational structure
  - vi. Financial condition
  - vii. Professional staff
  - viii. Recommendations for guideline changes
  - ix. All legal material, SEC and other regulatory agency proceedings affecting the firm.
- d. Promptly voting all proxies and related actions in a manner consistent with the long-term interests and objectives of the funds set forth herein. Each manager shall keep detailed records of said voting of proxies and related actions and will comply with all regulatory obligations related thereto.
- e. Utilize the same care, skill, prudence and due diligence under the circumstances then prevailing that experienced, investment professionals acting in a like capacity and fully familiar with such matters would use in like activities for like retirement plans with like aims in accordance and compliance with all applicable laws, rules and regulations from local, state, federal and international political entities as it pertains to fiduciary duties and responsibilities.
- f. Acknowledge and agree in writing to their fiduciary responsibility to fully comply with the entire IPS set forth herein, and as modified in the future.

Managers selected to manage funds' assets through a mutual fund, exchange-traded fund, commingled investment trust or private offering must adhere to the guidelines set forth in their respective prospectus, trust document or offering memorandum.

#### **4. Duties and responsibilities of the investment consultant (tiers I, II and III)**

The investment consultant for tiers I, II and III has been retained by the university. The investment consultant for tier IV has been delegated to the Ohio university foundation.

The duties and responsibilities of the consultant include the following:

- a. Assist in the development of an overall strategy that meets the risk/reward requirement of Ohio university.
- b. Prepare a written IPS and assist in the documentation of all investment decisions.
- c. Assist in the selection of "prudent experts" (investment managers) who, in turn, are charged with making investment decisions that are consistent with the IPS.
- d. Assist in the control of investment expenses, including helping to negotiate investment manager and custodian fees, and to insure that brokerage is transacted at "best execution."
- e. Monitor the activities of hired managers and service vendors.
- f. Educate treasurer or designee and board members of their fiduciary responsibilities and the fundamentals of investment management.
- g. Assist fiduciaries and trustees in avoiding conflicts of interest.

## 5. Duties and responsibilities of the custodian

The treasurer or designee believes that timely and accurate completion of custodial functions is necessary for effective management and monitoring of the funds' assets. Specifically, the duties and responsibilities of the custodian include the following:

- a. Implementing in a timely and effective manner the investment actions as directed by the manager(s);
- b. Investment of any cash into the chosen sweep vehicle;
- c. Holding all securities in safekeeping for Ohio university;
- d. Collecting and receiving all income and principle;
- e. Maintaining accounting records and preparing reports that are required by the consultant, treasurer or designee, and board;
- f. Providing performance measurement numbers consistent with GIPS standards as requested by the consultant, treasurer or designee, and board;
- g. Processing distributions from the funds as requested by the treasurer or designee and board;
- h. Conforming to all provisions in its contract with Ohio university.

## 6. Brokerage policy

All transactions effected for the funds will be "subject to the best price and execution". If a manager utilizes brokerage from the funds' assets to effect "soft dollar" transactions, detailed records will be kept and communicated to the treasurer or designee.

## 7. Performance evaluation

Investment performance will be reviewed at least annually to determine the continued feasibility of achieving the investment objectives and the appropriateness of the IPS for achieving those objectives. Additionally, over complete business cycles, each tier's performance will be compared to a customized, weighted benchmark that represents each tier's portfolio construction. Further details are contained within appendix B of the IPS.

## IPS review and evaluation

It is not expected that the IPS will change frequently. In particular, short-term changes in the financial markets should not require adjustments to the IPS. The treasurer or designee and the consultant will review the IPS periodically to determine whether any changes are appropriate. Based on the treasurer or designee's and the consultant's IPS review, the treasurer or designee may revise the IPS or alter the managers to meet current needs.

## G. Monitoring of investment managers (tiers I, II and III)

The treasurer or designee is aware that the ongoing review and analysis of the managers is just as important as the due diligence implemented during the manager selection process. Monitoring these managers is a three step process, outlined as follows:

### 1. Step 1 - ongoing monitoring

- a. The consultant and the treasurer or designee will perform a constant and on-going analysis of all the funds' managers. In addition to reviewing quarterly investment performance, the consultant and the treasurer or designee will continually evaluate:
  - i. The manager's adherence to the IPS guidelines
  - ii. Material changes in the manager's organization, investment philosophy and/or personnel
  - iii. The volatility of the investment rates of return of the manager compared to the volatility of an appropriate market index and peer group (as listed in appendix C of the IPS)
  - iv. Comparisons of the manager's results to appropriate indices and peer groups (as listed in appendix C of the IPS).
- b. If appropriate market indices and/or peer groups are not available, the consultant and treasurer or designee will evaluate factors such as the manager's adherence to stated risk and return objectives and the manager's portfolio exposures in relation to the market environment and stated philosophy and process.

### 2. Step 2 - formal watchlist

If the consultant and the treasurer or designee determine that any of the above factors, or any other development regarding the manager's performance or organization, warrants a more thorough examination, the treasurer or designee will place the manager on a formal "watchlist." Factors examined during the watchlist period include, but are not limited to, the following:

#### a. Extraordinary events (organizational issues)

Extraordinary events that may lead to a manager termination include such things as:

- i. Change in ownership (e.g., key people "cash out")
- ii. Change in professionals
- iii. Changes to a manager's philosophy or the process it uses to implement the agreed upon strategy
- iv. Manager is involved in material litigation or fraud

- v. Client-servicing problems
  - vi. Significant account losses or significant account growth
  - vii. Change in cost
  - viii. Change in financial condition
  - ix. Extreme performance volatility
- b. **Long-term performance in relation to appropriate market index, market environment or stated goals and objectives**

Long-term performance standards measure a manager's performance over rolling five-year returns or since inception in relation to the appropriate market index.

- c. **Shorter-term performance in relation to appropriate "style group," market environment or stated goals and objectives**

Shorter-term performance standards incorporate a time period of at least three years. Each manager is expected to consistently perform in the top fiftieth percentile versus an appropriate peer group of investment managers with similar investment styles. Additionally, each manager is expected to demonstrate favorable cumulative and rolling three-year risk-adjusted performance compared to its peer group. If appropriate peer groups are not available, the manager's adherence to stated risk and return objectives and the manager's portfolio exposures in relation to the market environment and stated philosophy and process will be evaluated. Risk-adjusted performance measures will vary, but may include: Sharpe ratio, downside risk, information ratio, and/or relative standard deviation.

### 3. Step 3 - replace or retain

The watchlist period will generally be four quarters, but the time period can be shorter or longer depending on the factors causing the watchlist.

As a result of the watchlisting examination of the manager, a recommendation to either **replace** or **retain** the manager will be made.

It is at the treasurer or designee's discretion to take corrective action by replacing a manager, if it deems it appropriate, at any time. The watchlist is not the only route for removing an existing manager. The aforementioned events, or any other events of concern identified by the treasurer or designee, may prompt the immediate removal of a manager without it being watchlisted.

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## Reviewers

Proposed revisions of this policy should be reviewed by:

1. Vice President for Finance and Administration

## Forms, References, and History

## 1. Forms

There are no forms that are specific to this policy.

## 2. References

The following items are relevant to this policy:

- a. Ohio Revised Code § [3345.05](#).
- b. Policy [50.002](#), "Investment Loan Fund."

## 3. History

Draft versions of this policy that were circulated for review, their cover memos, their forms, and Reviewers' comments on them are available on the password-protected Review site, at <https://www.ohio.edu/policy2/50-001/>.

Prior versions of this policy were approved on:

- a. August 15, 2016 (re-formatted)
- b. September 21, 2005
- c. October 2, 1998

[Administrative Policy Manual](#)

Yingjie Huang revised this page  
(<https://www.ohio.edu/policy/50-001.html>) on October 12, 2017.

[policy@ohio.edu](mailto:policy@ohio.edu)

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## Signatures

Prepared:  
Capital Cities, L.L.C.

Date: October 16, 2015



Investment Consultant

Accepted:  
Ohio University

Date: OCTOBER 16, 2015



J. L. Loring

Ohio University

# Appendix A

## I. Key Information

**Name of Funds:** Ohio University Cash and Pooled Investments

**Type of Fund/Tax Status:** Tax-exempt University

**Current Assets (as of 09/30/2017):** \$401,564,609

**Committee Members:**

**Custodian(s):** BNY / JP Morgan / STAR Ohio

**Investment Consultant:** Capital Cities, L.L.C.  
Joe Bill Wiley (317) 475-4500  
Amanda Black (317) 475-4500

# Appendix B

## I. Historical Record

<u>Date</u>	<u>Change</u>	<u>Comments</u>
Nov, 2017	Capital Cities conducted a quarterly conference call with OU. Capital Cities presented the 3Q Performance & Evaluation report alongside a review of the IPS.	Edits were made to the Appendix of the IPS.
August, 2017	Capital Cities conducted a quarterly conference call with OU. Capital Cities presented the 2Q Performance & Evaluation report.	None.
May, 2017	Capital Cities conducted a quarterly conference call with OU. Capital Cities presented the 1Q Performance & Evaluation report alongside a comprehensive fee analysis.	None.
Feb, 2017	Capital Cities conducted a quarterly conference call with OU. Capital Cities presented the 4Q Performance & Evaluation report alongside a 2016 Year-End Market Review/2017 Outlook.	None.
Nov, 2016	Capital Cities conducted a quarterly conference call with OU. Capital Cities presented the 3Q Performance & Evaluation report.	None.
June, 2016	Capital Cities visited OU to conduct an update and present a sample Performance & Evaluation report. Merganser Capital Management also attended and provided an update on the new portfolio.	None.
May, 2016	Assets were transitioned from the legacy investment managers to the new Tiered structure.	None.
Jan, 2016	OU selected Merganser Capital Management as the Tier II investment manager.	The account was funded in May of 2016 after finalizing the Investment Management Agreement.
Dec, 2015	Capital Cities conducted an conference call with OU to discuss next steps regarding implementation.	None.
Oct, 2015	Capital Cities worked with OU on revamping the Investment Policy Statement for the Cash and Pooled Investments. The Policy was presented to the Board of Trustees alongside a Strategic Planning Update.	The Board of Trustees approved the policy on October 16, 2015.

June, 2015	Capital Cities conducted a conference call with OU to discuss the Tier III manager structure.	None.
April, 2015	Capital Cities issued a RFI for potential Tier II investment managers.	None.
March, 2015	Capital Cities presented a recommended Tier structure for the management of the Operating Funds.	The Treasurer or designee agreed to move forward with the Tiered structure framework.
Feb-March, 2015	Capital Cities conducted multiple calls with Ohio University and other third parties to analyze and optimize Ohio University's cash forecasting practices.	None.
Jan, 2015	Ohio University and Capital Cities conducted an initial due diligence meeting to review the needs and objectives of the University.	None.
Nov, 2014	Ohio University retained Capital Cities, L.L.C. as the investment consultant to the Funds.	None.

**II. Portfolio Construction Analysis (May, 2015)**

During Capital Cities' initial due diligence of the Operating Funds, Capital Cities and the Treasurer or designee reviewed the portfolio construction of the Funds. The discussions centered on the goals and objectives of the University and the Funds. The University has unique short-term (less than 1 year) and long-term (more than 1 year) liquidity needs that were the main focus of the portfolio construction process. In the short-term, the University must meet all of its operating expenses with the Funds. Furthermore, in the long-term, the Funds will be utilized to help finance the University's Capital Improvement Plan.

As a result, the Treasurer or designee arrived at a tiered allocation and established a set dollar approach to determine the targeted market value for each tier (further outlined on the following page). In determining the structure and target balance of each Tier, factors that were considered included: historical distributions taken from the Funds (monthly, quarterly, and annually), worst case scenarios for cash balances; the need for liquidity for CIP spending needs, the need for return on the overall portfolio versus the need to ensure availability of assets. It is anticipated that the liquidity will need to be analyzed on an on-going basis due to the fluctuations of spending in the CIP.

- Tier I:** It was determined that an appropriate target for Tier I would be \$75,000,000. This amount was based on the historical average of the Ohio University Cash Pool which has ranged from approximately \$50,000,000 to \$185,000,000. The \$75,000,000 target is based on a worse-case scenario in which the University would experience maximum outflows and minimum inflows in any given month. In such a situation, the \$75,000,000 balance would provide the University with the necessary liquidity to continue operations until cash inflows and outflows normalized. Tier I will be invested entirely in cash and cash equivalents. Additionally, the \$35,000,000 in the Ohio STAR Plus account will be allocated to Tier I.

- **Tier II:** It was determined that Tier II will serve two purposes in the portfolio. First, Tier II will provide emergency liquidity for Tier I if circumstances arise where Tier I becomes depleted. Second, Tier II will be used to fund the University's CIP spending needs. Given the unique nature of the CIP, the target balance for Tier II will fluctuate over-time. The target will be based on the next two years of CIP-related spending needs. This target amount will be analyzed and reset annually to adjust for upcoming CIP needs. Tier II will be invested entirely in Defensive Fixed Income. It is anticipated that one investment manager will be selected to manage all of the Tier II assets in a separate account mandate. Given the large frequency of cash flows expected in Tier II, having only one investment manager will allow for operational efficiencies that may provide additional return opportunities.
- **Tier III:** The residual balance after Tiers I & II are fully funded, and after accounting for the Diversified Pool and Student Investment Program will be allocated to the Tier III portfolio; therefore, no minimum or target market value was established. This balance will be invested in a mixture of fixed-income mutual funds under the monitoring of the Investment Consultant. The target allocation for the residual balance is 33% Core Plus Fixed Income / 33% Unconstrained Fixed Income / 33% Defensive Fixed Income.
- **Tier IV:** Management of this tier has been delegated to the Ohio University Foundation and is made up of the following:
  - **Diversified Pool Assets** – The unitized portion of the Ohio University Diversified Pool allocated to the Operating Funds will reside in Tier IV.
  - **Student Investment Program** – As determined and approved by the University Board of Trustees.

It is expected that the Funds' portfolio construction and asset balance ranges will be reviewed periodically to ensure they are appropriate given the objectives of the University.

### **III. Rebalancing Between Tiers**

In the event that Tier I becomes depleted, Tier II, Tier III or Tier IV can be used as an emergency source of liquidity. Tier II would be sourced first followed by Tier III then Tier IV. In the event that Tier II becomes depleted, Tier III would be used as an emergency source of liquidity first followed by Tier IV.

In the even that Tier I becomes overfunded, excess reserves can be transitioned to either Tier II, Tier III or Tier IV depending on the balance of Tier II and the CIP forecasts.

#### IV. Objectives

Tier	Objectives
I	Provides for daily and monthly operating cash needs, with limited return expectations.
II	Serves as a contingency account to replenish Tier I (if necessary) and also fund future CIP needs. Return objectives are commensurate with conservative fixed income investing.
III & IV	Maximizes risk-adjusted returns and provides emergency liquidity to Tiers I & II.

#### V. Asset Balance Ranges

Tier	Target Dollar Amount	Required Minimum Balance
I	\$75,000,000	\$75,000,000
II	CIP Dependent	N/A
III	Residual Balance	N/A
IV	Unitized Portion of Diversified Pool & Student Investment Program	N/A

## VI. Manager Structure Analysis and Rebalancing Guidelines (May, 2015)

	<u>Permissible Style Parameters</u>	<u>Target Percentage</u>	<u>Rebalancing vs. Target</u>
<b>Tier I</b>	Cash & Cash Equivalents / STAR Ohio	100%	N/A
<b>Tier II</b>	Defensive Fixed Income	100%	N/A
<b>Tier III</b>	Unconstrained Fixed Income	33%	+/- 5%
	Core Plus Fixed Income	33%	+/- 5%
	Defensive Fixed Income	33%	+/- 5%
<b>Tier IV</b>	Unitized Diversified Pool	100%	N/A
<b>Tier IV</b>	Ohio University Student Equity Management Group	100%	N/A

## VII. Description of Selected Styles

**Unconstrained Fixed Income:** Unconstrained fixed income managers do not construct portfolios based on a given benchmark, thus have the ultimate flexibility to adjust the exposures of the funds (duration/yield curve, quality, country and currency positioning, sector allocations) to reflect their views on the market's opportunities and risks. Additionally, these portfolios will often have the ability to be both long and short, but typically maintain net long positions. Performance is dependent on manager skill, but typically will lag other bond managers in up bond markets, and will protect on the downside when bonds are struggling.

**Core/Core Plus Bond:** Core/Core Plus Bond managers construct portfolios that may deviate from the Bloomberg Barclays Capital Aggregate Bond Index. The objective is to add value by tactically allocating portions of the portfolio among non-benchmark sectors while maintaining majority exposure similar to the broad market.

**Intermediate Bond:** Intermediate Bond managers' objective is to lower interest rate risk while retaining reasonable yield levels by investing primarily in intermediate term securities. The average portfolio duration and risk/return profile is similar to that of the Bloomberg Barclays Capital Aggregate Intermediate Government/Credit Bond Index.

**Defensive:** Defensive managers' objective is to minimize interest rate risk by investing predominantly in short to intermediate term securities. The average portfolio duration and risk/return profile is similar to that of the Bloomberg Barclays Capital Government 1-5 Year Bond Index. Defensive fixed income portfolios will tend to serve as a ballast in the portfolio during a flight to quality, but will underperform other, more diversified fixed income strategies in normal economic times.

**Cash and Equivalents:** This style generally consists of open-end mutual funds or short-term investment funds that invest in low-risk, highly liquid, short-term financial instruments and whose net asset value is kept stable at \$1 per share. The average portfolio maturity is 30 to 60 days.

## VIII. Selected Managers, Indexes and Relevant Peer Group

	<b>Investment Manager</b>	<b>Index</b>	<b>Peer Group</b>
<b>Tier II</b>	Merganser Capital Management	Merrill Lynch 1 Year U.S. Treasury Note	Cash Managers
<b>Tier III</b>	Johnson Short Duration Bond	Bloomberg Barclays 1-3 Year Gov/Credit	Defensive Fixed Income
	Western Asset Intermediate Bond	Bloomberg Barclays 1-3 Year Gov/Credit	Defensive Fixed Income
	Loomis Sayles Core Plus	Bloomberg Barclays Aggregate Index	Core Plus Fixed Income
	Western Asset Core Plus	Bloomberg Barclays Aggregate Index	Core Plus Fixed Income
	Scout Unconstrained Bond	Bloomberg Barclays Aggregate Index	Unconstrained Fixed Income
	TCW Unconstrained Bond	Bloomberg Barclays Aggregate Index	Unconstrained Fixed Income

### Evaluation Benchmark:

Each Tier's performance will be compared to a customized, weighted benchmark that represents each Tier's portfolio construction.

**Tier I:** 100% 90 Day T-Bills

**Tier II:** Merrill Lynch 1 Year U.S. Treasury Note Index

**Tier III:** 67% Bloomberg Barclays Aggregated Index / 33% Bloomberg Barclays 1-3 Year Gov/Credit

**Tier IV:** Management delegated to the Ohio University Foundation.

## Appendix C

### **3345.05 Administration of moneys - annual reports by recipients - investments - investment committee.**

- (C) Notwithstanding any provision of the Revised Code to the contrary, the title to investments made by the board of trustees of a state institution of higher education with funds derived from any of the sources described in division (A) of this section shall not be vested in the state or the political subdivision but shall be held in trust by the board. Such investments shall be made pursuant to an investment policy adopted by the board in public session that requires all fiduciaries to discharge their duties with the care, skill, prudence, and diligence under the circumstances then prevailing that a prudent person acting in like capacity and familiar with such matters would use in the conduct of an enterprise of a like character and with like aims. The policy also shall require at least the following:
  - (1) A stipulation that investment of at least twenty-five per cent of the average amount of the investment portfolio over the course of the previous fiscal year be invested in securities of the United States government or of its agencies or instrumentalities, the Treasurer or designee of state's pooled investment program, obligations of this state or any political subdivision of this state, certificates of deposit of any national bank located in this state, written repurchase agreements with any eligible Ohio financial institution that is a member of the federal reserve system or federal home loan bank, money market funds, or bankers acceptances maturing in two hundred seventy days or less which are eligible for purchase by the federal reserve system, as a reserve;
  - (2) Eligible funds above those that meet the conditions of division (C)(1) of this section may be pooled with other institutional funds and invested in accordance with section 1715.52 of the Revised Code.
  - (3) The establishment of an investment committee.
- (D) The investment committee established under division (C)(3) of this section shall meet at least quarterly. The committee shall review and recommend revisions to the board's investment policy and shall advise the board on its investments made under division (C) of this section in an effort to assist it in meeting its obligations as a fiduciary as described in division (C) of this section. The committee shall be authorized to retain the services of an investment advisor who meets both of the following qualifications:

**3345.05 Administration of moneys - annual reports by recipients - investments - investment committee.**

(A) Subject to the intent of a donor expressed in a gift instrument, an institution, in managing and investing an institutional fund, shall consider the charitable purposes of the institution and the purposes of the institutional fund.

(B) In addition to complying with any other duty of loyalty imposed by law, each person responsible for managing and investing an institutional fund shall manage and invest the fund in good faith and with the care an ordinarily prudent person in a like position would exercise under similar circumstances.

(C) In managing and investing an institutional fund, an institution may incur only costs that are appropriate and reasonable in relation to the assets, the purposes of the institution, and the skills available to the institution, and shall make a reasonable effort to verify facts relevant to the management and investment of the fund.

(D) An institution may pool two or more institutional funds for purposes of management and investment.

(E) Except as otherwise provided by a gift instrument, all of the following apply:

(1) In managing and investing an institutional fund, the following factors, if relevant, shall be considered:

- (a) General economic conditions;
- (b) The possible effect of inflation or deflation;
- (c) The expected tax consequences, if any, of investment decisions or strategies;
- (d) The role that each investment or course of action plays within the overall investment portfolio of the fund;
- (e) The expected total return from income and the appreciation of investments;
- (f) Other resources of the institution;
- (g) The need of the institution and of the fund to make distributions and preserve capital;
- (h) An asset's special relationship or special value, if any, to the charitable purposes of the institution.

(2) Management and investment decisions about an individual asset shall be made not in isolation but rather in the context of the institutional fund's portfolio of investments as a whole and as a part of an overall investment strategy having risk and return objectives reasonably suited to the fund and to the institution.

(3) Except as otherwise provided by law, an institution may invest in any kind of property or type of investment consistent with this section.

(4) An institution shall diversify the investments of an institutional fund unless the institution reasonably determines that, because of special circumstances, the purposes of the fund are better served without diversification.

(5) Within a reasonable time after receiving property, an institution shall make and carry out decisions concerning the retention or disposition of the property or the rebalancing of a portfolio, in order to bring the institutional fund into compliance with the purposes, terms, and distribution requirements of the institution and as necessary to meet other circumstances of the institution and the requirements of sections 1715.51 to 1715.59 of the Revised Code.

(6) A person that has special skills or expertise, or is selected in reliance upon the person's representation of the person's special skills or expertise, has a duty to use those skills or that expertise in managing and investing institutional funds.

## Tax Reform Impact

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OHIO  
UNIVERSITY

January 2, 2018

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## Tax Reform Impact – Debt Financing

The Tax Cuts and Jobs Act (the “Act”) was signed into law on December 22, 2017. The Act includes a number of provisions that impact higher education.

Provision	Impact	Private Institutions	Public Institutions
<p><b><u>Tax-Exempt Advance Refunding</u></b></p> <p>The Act eliminates the ability to advance refund bonds on a tax-exempt basis.</p>	<ul style="list-style-type: none"> <li>Decreased flexibility to capture cashflow savings before call date.</li> </ul>	YES	YES
<p><b><u>Corporate Tax Rate Reduction</u></b></p> <p>The Act reduces the top corporate tax rate from 35% to 21% effective in 2018.</p>	<ul style="list-style-type: none"> <li>A reduction in the corporate tax rate triggers an adjustment to pricing on drawn balances of Line of Credit.</li> </ul>	YES	YES
	<ul style="list-style-type: none"> <li>A reduction in the corporate tax rate theoretically reduces the value of tax-exempt bonds for institutional buyers, which may increase tax-exempt rates.</li> </ul>	YES	YES

## Tax Reform Impact – General Higher Education Finance

The Tax Cuts and Jobs Act (the “Act”) was signed into law on December 22, 2017. The Act includes a number of provisions that impact higher education.

Provision	Impact	Private Institutions	Public Institutions
<p><b><u>Standard Deduction</u></b></p> <p>The Act doubles the standard deduction for single and married filers.</p>	<ul style="list-style-type: none"> <li>This provision will reduce the number of filers that itemize deductions, resulting in less tax incentive for charitable giving.</li> </ul>	YES	YES
<p><b><u>Estate Tax</u></b></p> <p>The Act doubles the estate tax exclusion threshold.</p>	<ul style="list-style-type: none"> <li>This provision will reduce the number of estates subject to the estate tax which could reduce the amount of estate bequests given to institutions.</li> </ul>	YES	YES
<p><b><u>State and Local Tax Deduction</u></b></p> <p>The Act limits itemized deduction for all state and local taxes (i.e., property taxes and income tax or sales tax in lieu of income tax) to \$10,000.</p>	<ul style="list-style-type: none"> <li>This provision may pressure state governments to reduce tax burdens which may be paid for through higher education funding cuts.</li> </ul>	NO	YES
<p><b><u>Executive Compensation</u></b></p> <p>The provision subjects tax-exempt organizations to a 21% excise tax on compensation in excess of \$1 million paid to any of its five highest paid non-medical employees.</p>	<ul style="list-style-type: none"> <li>This provision will result in additional expenses at an institution.</li> </ul>	YES	YES

## Tax Reform Impact – General Higher Education Finance

The Tax Cuts and Jobs Act (the “Act”) was signed into law on December 22, 2017. The Act includes a number of provisions that impact higher education.

Provision	Impact	Private Institutions	Public Institutions
<p><b><u>Endowment Excise Tax</u></b></p> <p>The Act implements a 1.4% excise tax on net investment income for private institutions with more than 500 students and endowments greater than \$500,000 per student.</p>	<ul style="list-style-type: none"> <li>Private institution endowments subject to the tax will see a decreased corpus compared to prior law.</li> </ul>	YES	NO
<p><b><u>Unrelated Business Income Tax</u></b></p> <p>The provision states that an organization with more than one unrelated trade or business must compute unrelated business income tax separately for each trade or business without regard to deductions.</p>	<ul style="list-style-type: none"> <li>This provision places an additional accounting burden to calculate unrelated business income tax for each unrelated trade or business.</li> <li>NACUBO believes this will result in an increase in institutions subject to this tax.</li> </ul>	YES	YES
<p><b><u>Fringe Benefit Taxation</u></b></p> <p>The provision treats the value of fringe benefits at non-profits such as transportation benefits and gym access as unrelated business income, subjecting the value of these benefits to the corporate tax rate.</p>	<ul style="list-style-type: none"> <li>This provision will increase an institution’s unrelated business income tax.</li> </ul>	YES	YES
<p><b><u>Athletic Seating Rights</u></b></p> <p>The Act repeals the provision that allows charitable deduction of up to 80% of college athletics seating rights cost.</p>	<ul style="list-style-type: none"> <li>This provision may reduce fundraising ability of certain higher education institutions.</li> </ul>	YES	YES

## Impact on Ohio University Interest Rates

The Act will have a direct impact on the rate paid by the University on drawn balances under the Line of Credit with PNC Bank.

- Under the Supplemental Trust Indenture for the Line of Credit, the University's interest rate on drawn balances will increase as a result of the change in the corporate tax rate. The formula for increasing the rate is as follows:
  - Current Rate x  $[(1 - \text{New Corporate Tax Rate}) \div (1 - \text{Prior Corporate Tax Rate})]$
  - Current Rate x  $(0.79 \div 0.65)$
  - Current Rate x 1.2154
  
- The chart below displays the estimated rate impact based on this formula.

Series	Par Amount Drawn <sup>(1)</sup>	Interest Rate Formula	Interest Rate Under Current Law <sup>(1)</sup>	Interest Rate Under New Law <sup>(2)</sup>
Line of Credit	\$65,500	70% x (1-MO LIBOR) plus 0.35%	1.44%	1.75%

(1) As of 01/02/2018

(2) Post effective date (01/01/2018) of Tax Cuts and Jobs Act.

## Elimination of Tax-Exempt Advance Refundings

The Act eliminates the ability of borrowers, including the University, to refinance bonds on a tax-exempt basis prior to the call date (typically 10 years from issuance). Taxable advance refundings are still allowed.

- The University most recently took advantage of a tax-exempt advance refunding with its Series 2017A issuance which advance refunded \$7.24 million of Series 2008A bonds a year before the call date in 2018.
  - This advance refunding resulted in present value savings<sup>(1)</sup> of \$669,080 or 9.2% of refunded par.
- Given the elimination of tax-exempt advance refundings, OHIO will not be able to refund the following series on a tax-exempt basis until 90 days before their respective call dates.
  - The University may have other options to capture savings; however, it will likely be more expensive than a traditional advance refunding.

Series	Callable Par Amount Outstanding	Percent Eligible for Tax-Exempt Advance Refunding <sup>(2)</sup>	Par Call Date	Date Eligible for Current Refunding <sup>(3)</sup>
Series 2012	\$35.445 million	61.0%	06/01/2022	03/03/2022
Series 2013	\$113.100 million	84.3%	12/01/2022	09/02/2022
Series 2017A	\$132.510 million	95.4%	06/01/2027	03/03/2027

(1) 3.77% discount rate

(2) Estimated based on original use of proceeds under prior tax law which allowed for one advance refunding per series of bonds.

(3) 90 days before call date

## Legal Disclaimers

1. This presentation is not a recommendation. This presentation is an indication of a hypothetical new issue pricing range taking into consideration current market conditions, and/or information regarding a range of hypothetical interest rates or debt service requirements for a new-money debt with various maturities based on certain assumptions.
2. This presentation is not contractual, not a research report nor an offer to buy or sell or a solicitation of an offer to buy or sell any security or interest. Contractual obligations will be created only by formal written agreement. Information regarding pricing, interest rates, and transaction costs is preliminary and indicative only.
3. Except as compelled by applicable law we make no warranty, express or implied of any nature as to any information or technique herein and do not guarantee satisfactory results. In no event may we be liable for any special or consequential damages that may be incurred in using the data provided. Before entering into any transaction, you must independently determine the economic risks, and your institution's ability to assume the risks. Senior management should be involved in or informed as to this process.
4. Risk assessment of derivative products is complex. One must also consider the implications of accounting and financial disclosure rules such as the FASB requirements for mark-to-market procedures or the extensive GASB reporting requirements.
5. We are not lawyers, accountants or tax specialists; you should seek and rely on independent advice as to such matters from properly qualified firms or individuals.
6. This presentation contains "forward-looking statements" (within the meaning of the Securities Act of 1933 and the Securities Exchange Act of 1934, which statements can be identified by the use of terminology such as "may", "will", "should", "expect", "project", "estimate". The assumptions underlying forward looking statements may involve known and unknown risks and uncertainties that could cause actual results, performance or events to differ materially from those expressed or implied in such statements. For example, inputs concerning pricing, interest rates, and transaction costs are necessarily preliminary and indicative. Long term projections are not predictions of what is going to happen. Their purpose is to develop an analytical construct that will demonstrate to decision makers the potential long term impacts of today's financial decisions. Inherent risks and uncertainties include, but are not limited to general economic, market or business conditions; the opportunities (or lack thereof) that may be presented to or pursued by you; changes in laws or regulations; and other factors, many of which will be beyond your control.

# University Bond Ratings

- University is currently rated by Moody's (Aa3/stable) and S&P (A+/stable)
- Both Moody's and S&P reaffirmed these ratings in January 2017
- S&P reassesses its rating annually
- Moody's reassesses its rating prior to each issuance (at a minimum)
- Next annual review with S&P scheduled on January 26, 2018
- University's FY17 S&P Scorecard results are consistent with FY16 Scorecard

**CAPITAL PROJECTS  
APPROVAL TO PROCEED WITH DESIGN AND CONSTRUCTION  
RESOLUTION 2018 -**

**WHEREAS**, construction and renovation projects with a total project budget of \$500,000 or more require Board approval; and

**WHEREAS**, projects presented and recommended for Board approval have been subject to a multi-step planning process culminating in executive leadership review and approval by the Capital Funding and Priorities Committee (CF&PC); and

**WHEREAS**, the following projects are presented for Board approval:

**Design & Construction Requests:**

<b>Capital Project Budget &amp; Authorized Expenditures</b>	
<b>Project</b>	<b>Current</b>
Russ Research Opportunity Center (WUSOC Renovation)	\$31,000,000
Ridges 13,14,18 Renovation & Ridges 20 Demolition	\$15,889,402
Bromley Infrastructure Improvements	\$7,500,000
Hwa Wei Lee Roof/Exterior Upgrade	\$1,100,000
Adams Hall Waterproofing	\$500,000
<b>Total</b>	<b>\$55,989,402</b>

**Modification of Design & Construction Requests:**

<b>Capital Project Budget &amp; Authorized Expenditures</b>			
<b>Project</b>	<b>Previous</b>	<b>Current</b>	<b>Total</b>
Washington Hall Domestic Water & Restroom Upgrade	\$350,000	\$5,350,000	\$5,700,000
HCOM Utilities Phase I	\$500,000	\$3,870,000	\$4,370,000
Tiffin & Perkins Hall Roof Rehabilitation	\$304,000	\$2,496,000	\$2,800,000
Bryan Hall Restroom Upgrades	\$2,000,000	\$452,500	\$2,452,500
Bush Airport Taxiway Rehabilitation	\$204,000	\$2,066,000	\$2,270,000
Convocation Center Videoboard Install	\$160,000	\$1,819,705	\$1,979,705
East Green Domestic Hot Water Upgrade	\$250,000	\$1,450,000	\$1,700,000
Pickering Hall Restroom Upgrades	\$203,000	\$897,000	\$1,100,000
<b>Total</b>	<b>\$3,971,000</b>	<b>\$18,401,205</b>	<b>\$22,372,205</b>

**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:** January 2, 2018

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

**From:** Deborah J. Shaffer, Vice President Finance & Administration, CFO and Treasurer  
Shawna Bolin, Associate Vice President University Planning and Space Management  
Greg Robertson, Associate Vice President Architecture, Design and Construction

**Re: Capital Projects Update and Request for Approval to Undertake Design through Construction**

AVP Shawna Bolin will provide the Trustees updates on the C-Suite project relocation and progress on the Russ Research Opportunity Center (ROC) development and the resulting relocation plans for the impacted administrative spaces.

AVP Greg Robertson will present the projects in excess of \$500,000 in total project cost for Board approval of project budget and authorization for funds to undertake design through construction. The Board approval request includes the project budget and authorization for funds outlined in AVP Bolin’s Russ ROC and administrative relocation presentation.

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.

PROJECT	Authorized Expenditures			Project Budget		
	Previously Approved	Current Action	Total Approved Authorized Expenditures	Previously Approved	Current Budget Action	Total Approved Project Budget
<b><i>Approval to Undertake Design through Construction</i></b>						
Russ Research Opportunity Center (WUSOC Renovation)		\$ 31,000,000	\$ 31,000,000		\$ 31,000,000	\$ 31,000,000
Ridges 13, 14 & 18 Renovation & Ridges 20 Demolition		\$ 15,889,402	\$ 15,889,402		\$ 15,889,402	\$ 15,889,402
Bromley Infrastructure Improvements		\$ 7,500,000	\$ 7,500,000		\$ 7,500,000	\$ 7,500,000
Hwa Wei Lee Roof/ Ext Upgrade		\$ 1,100,000	\$ 1,100,000		\$ 1,100,000	\$ 1,100,000
Adams Hall Waterproofing		\$ 500,000	\$ 500,000		\$ 500,000	\$ 500,000
<b><i>Modification of Design and Construction Requests</i></b>						
Washington Hall Domestic Water & Restroom Upgrade	\$ 350,500	\$ 5,349,500	\$ 5,700,000	\$ 3,200,000	\$ 2,500,000	\$ 5,700,000
Heritage College of Osteopathic Medicine Utilities Phase I	\$ 500,000	\$ 3,870,000	\$ 4,370,000	\$ 4,370,000		\$ 4,370,000
Tiffin & Perkins Hall Roof Rehabilitation	\$ 304,000	\$ 2,496,000	\$ 2,800,000	\$ 2,800,000		\$ 2,800,000
Bryan Hall Restroom Upgrades	\$ 2,000,000	\$ 452,500	\$ 2,452,500	\$ 2,000,000	\$ 452,500	\$ 2,452,500
Bush Airport Taxiway Rehabilitation	\$ 204,000	\$ 2,066,000	\$ 2,270,000	\$ 2,270,000		\$ 2,270,000
Convo Ctr Videoboard Install	\$ 160,000	\$ 1,819,705	\$ 1,979,705	\$ 1,979,705		\$ 1,979,705
East Green Domestic Hot Water Upgrade	\$ 250,000	\$ 1,450,000	\$ 1,700,000	\$ 1,600,000	\$ 100,000	\$ 1,700,000
Pickering Hall Restroom Upgrades	\$ 203,000	\$ 897,000	\$ 1,100,000	\$ 1,100,000		\$ 1,100,000

## Current Project Approval Request Information

- Bromley Infrastructure Improvements-This project is to evaluate the existing mechanical and electrical equipment to determine what is no longer reliable and needs upgraded.
- Hwa Wei Lee Roof/Exterior Upgrade-This project is to address a currently undersized storm line with potential areas of collapse, a failing building envelope and building slab with thermal insufficiencies causing moisture issues. These issues leave the literary collection housed in this building susceptible to decay without specific temperature and humidity control.
- Adams Hall Waterproofing- This project will repair the brick wall construction, stone masonry and concrete deck on the exterior walkway and parking garage damaged by water penetration. Repairs will include a new coat of waterproofing and additional walkway drains and/or central gutter for drainage.
- Washington Hall Domestic Water and Restroom Upgrade- This project request is to add cooling pipes throughout and new fan coil units for future use by chilled water service, upgrade domestic water service, renovate restrooms, add study rooms and community kitchen and upgrade the fire alarms.
- Heritage College of Osteopathic Medicine Utilities Phase I- This project is to provide energy utility infrastructure in support of HCOM Phase I construction and HRTC repurposing.
- Tiffin and Perkins Hall Roof Rehabilitation- This project is to rehabilitate the roofs on Tiffin and Perkins Halls. Evaluation has determined they are past their useful life and multiple occasions of roof leaks in the last 18 months has displaced students while repairs were being made.
- Bryan Hall Restroom Upgrades- This project will upgrade the aesthetics, provide a more efficient layout and update the failing plumbing system. Improvements will provide additional single-user bathrooms and allow each restroom to be isolated and brought up to current codes and University standards.
- Bush Airport Taxiway Rehabilitation- This project is to repair the current Pavement Condition Index of the taxiway that indicates a need for corrective maintenance and bring the radii up to the new FAA C-III design standards.
- Convo Center Videoboard Install- This project will purchase a large, center hung video/score board using modern LED technology replacing the current four wall mounted board on the floor level arena that are 15 years old and at the end of the designed life expectancy. This project will provide updates to the current media controls and adjustment to the stadium audio system.
- East Green Domestic Hot Water Upgrade- This project is to add building based hot water solution into the East Green residence halls by installing independent building based domestic hot water generation systems and retain existing domestic hot water piping distribution and add valves to control supply source. These improvements will solve immediate hot water problems while also being mindful of long term sustainability goals of the campus.
- Pickering Hall Restroom Upgrades- This project will upgrade the aesthetics of the bathrooms for residents, provide a more efficient layout, update the failing plumbing systems and provide the ability to isolate each bathroom individually when needed.

January 18, 2018

# Capital Projects Update

**Consent**

Tab #; pg

# C-Suite Project Update

# C Suite: Shifting location

From Central Classroom to Alden Library

- C Suite is a student led initiative to create a physical hub for creativity, innovation and entrepreneurship
- January 2017, Board approved a \$1M project (\$600K state appropriations; \$400K fundraising) to renovate space within Central Classroom Facility
- Conceptual plan retained existing walls and infrastructure to create this start-up with the limited funds in Central Classroom
- During design process the program requirements were redefined which drove additional funding needs for the facility
- Project moved back into planning to review alternative locations



*Open flexible collaboration space*

# C Suite: Shifting location



*Repurpose Faculty Commons Space*

- Faculty Commons is a Provost designated space, within Alden Library
- Re-location benefits:
  - Existing flexible floor plan with plenty of room for broad range of programming
  - Centrally located on campus and aligns with direction libraries are moving towards
  - Provides accessibility for a wide range of students, faculty and staff
  - Save significant dollars
- A review to repurpose include vetting with the student leaders of C Suite, Provost, Center for Entrepreneurship, Instructional Innovation, University Library, Faculty Senate, with resounding support for this shift in location
- Preliminary project estimate is \$576K, however the project team has been asked to review ways to save additionally so that resources may be diverted to programming and other university projects
- Project slated to open Fall 2018

**Russ Research Opportunity Center  
&  
Administrative Relocation Phase I:  
Ridges Projects**

# Overview

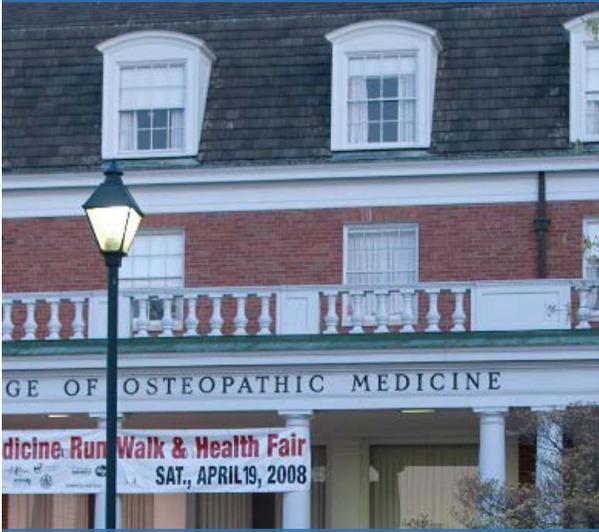
## Project Drivers

**WUSOC**  
 \$16M of critical deferred maintenance



**STRATEGY**  
 Combine maintenance with other improvements for academic use

**HERITAGE COLLEGE**  
 Existing space poorly aligned to support unique academic mission



**STRATEGY**  
 Use Heritage Foundation dollars to construct new academic facility & utilize existing facility to offset costs

**RUSS COLLEGE**  
 Insufficient space available for newer faculty with active research



**STRATEGY**  
 Use Russ Foundation dollars to convert WUSOC to research use

**ADMIN RELOCATION**  
 Currently occupies spaces better leveraged for academics pursuits



**STRATEGY**  
 Reduce Admin footprint and reprioritize spaces for academics

# Impacts through Facility Repurposing

## Stewardship:

Renovations of existing facilities: WUSOC, HRTC, Ridges 13, 14, 18 ensure that we limit our expansion which presents savings operationally for ongoing maintenance and depreciation costs. Repurposing existing facilities for their highest and best use results in project cost savings as well as efficiency and sustainability goals.

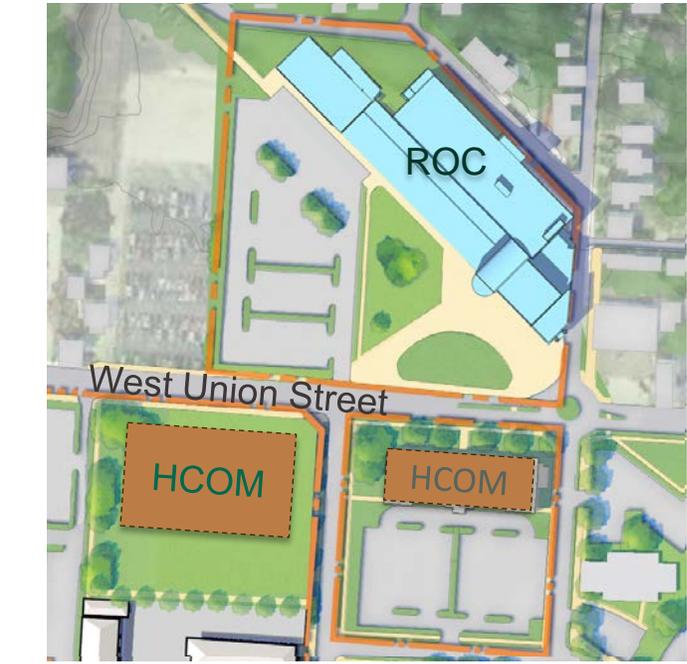
## Financial Savings

### No Administrative Relocation

New Engineering Research Facility	\$70,000,000
New HCOM Academic Facility	\$65,000,000
WUSOC & Other Admin Deferred Maintenance	\$24,500,000
<b>Alternative Total</b>	<b>\$159,500,000</b>

### Administrative Relocation

WUSOC Renovated for Engineering	\$31,000,000*
New HCOM Academic Facility	\$65,000,000
Admin Relocation Project	\$24,537,958
<b>Alternative Total</b>	<b>\$120,537,958</b>



### Alignment with Campus Planning Principles:

Stewardship of Assets:  
*Use of existing facilities*

A Distinctive Setting:  
*Repurpose & Adaptability*

A Campus of Greens:  
*Seed New Greens*

Connected & Integrated:  
*HCOM/Research Corridor*

Welcoming & User Friendly:  
*Program Space*

\* WUSOC Renovation \$31M – included in the Capital Projects Approval resolution  
 • HCOM and ROC paying a larger percentage of relocation costs

# Russ Research Opportunity Center Planning & Drivers

1981+

- Growth in research
- Changing demographic

2014

- Transformational Project Planning
- Clippinger
  - HCOM
  - Engineering

- Discovery of compatible facility: WUSOC

- Comprehensive Master Plan
- Union Green
  - Stewardship of existing

2015

- Relocation Studies
- Capital Plan Inclusion

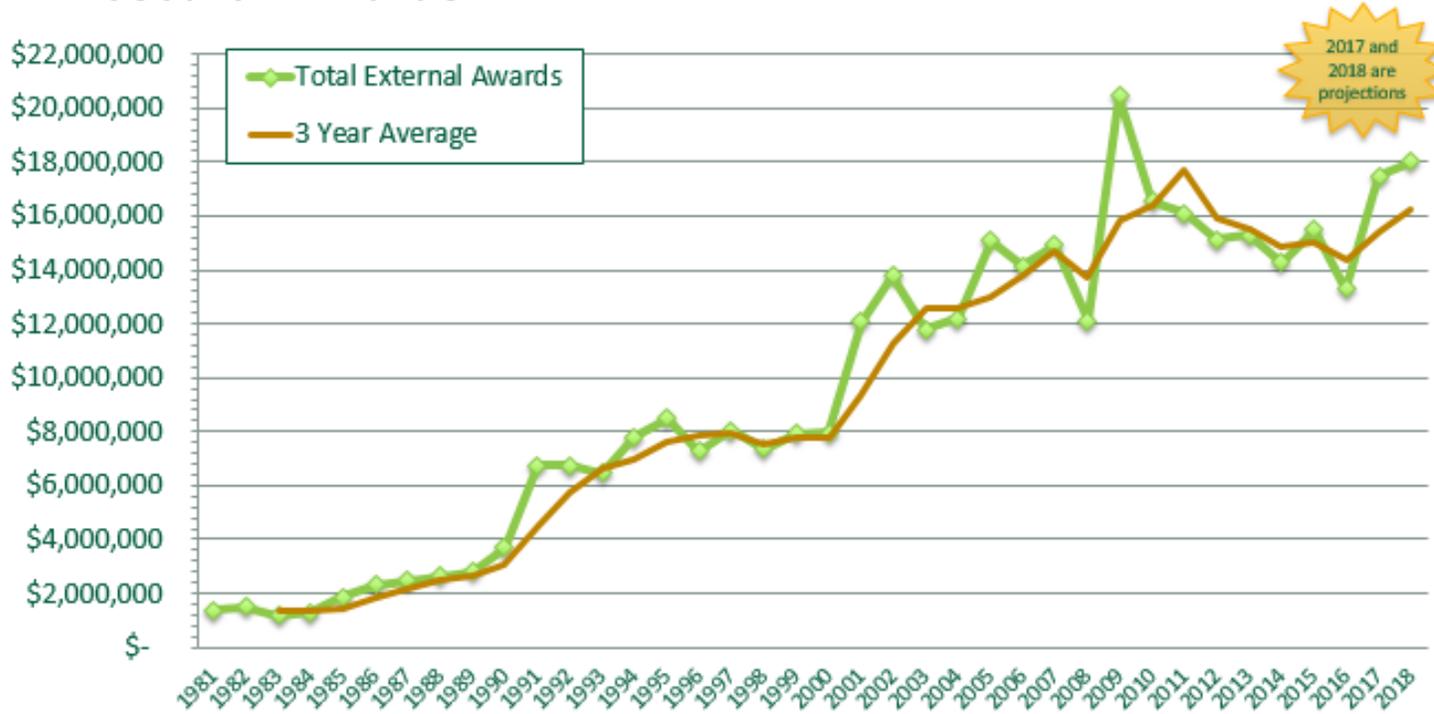
2016

- Programming and ROC Feasibility Study

2017

- Funding Strategy
- Project Approval

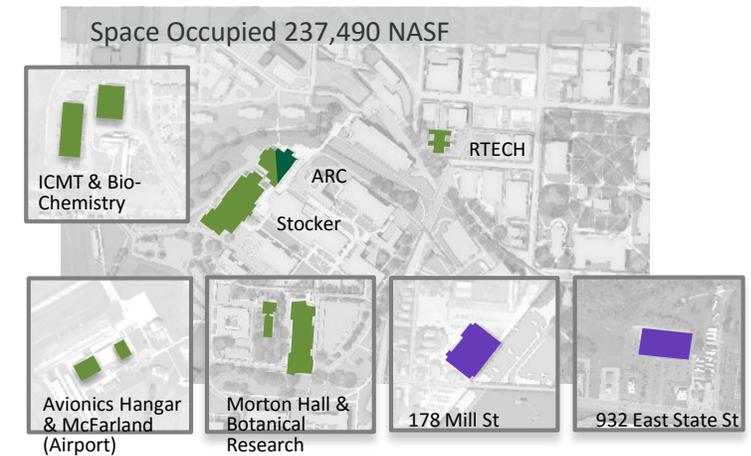
## Research Awards



30 Replacement Faculty  
Need Additional 75,000 SF



Research Space is Scattered Across Campus and No Room for Growth



# The Project

## Project Objectives

- Create a 21<sup>st</sup> Century research and development facility for Russ College
- Create a collaborative environment and space for large scale interaction
- Use a “kit of parts” approach for easy reconfiguration that minimizes permanent interior wall construction
- Create a sustainable solution to address significant space limitations



*What we want*



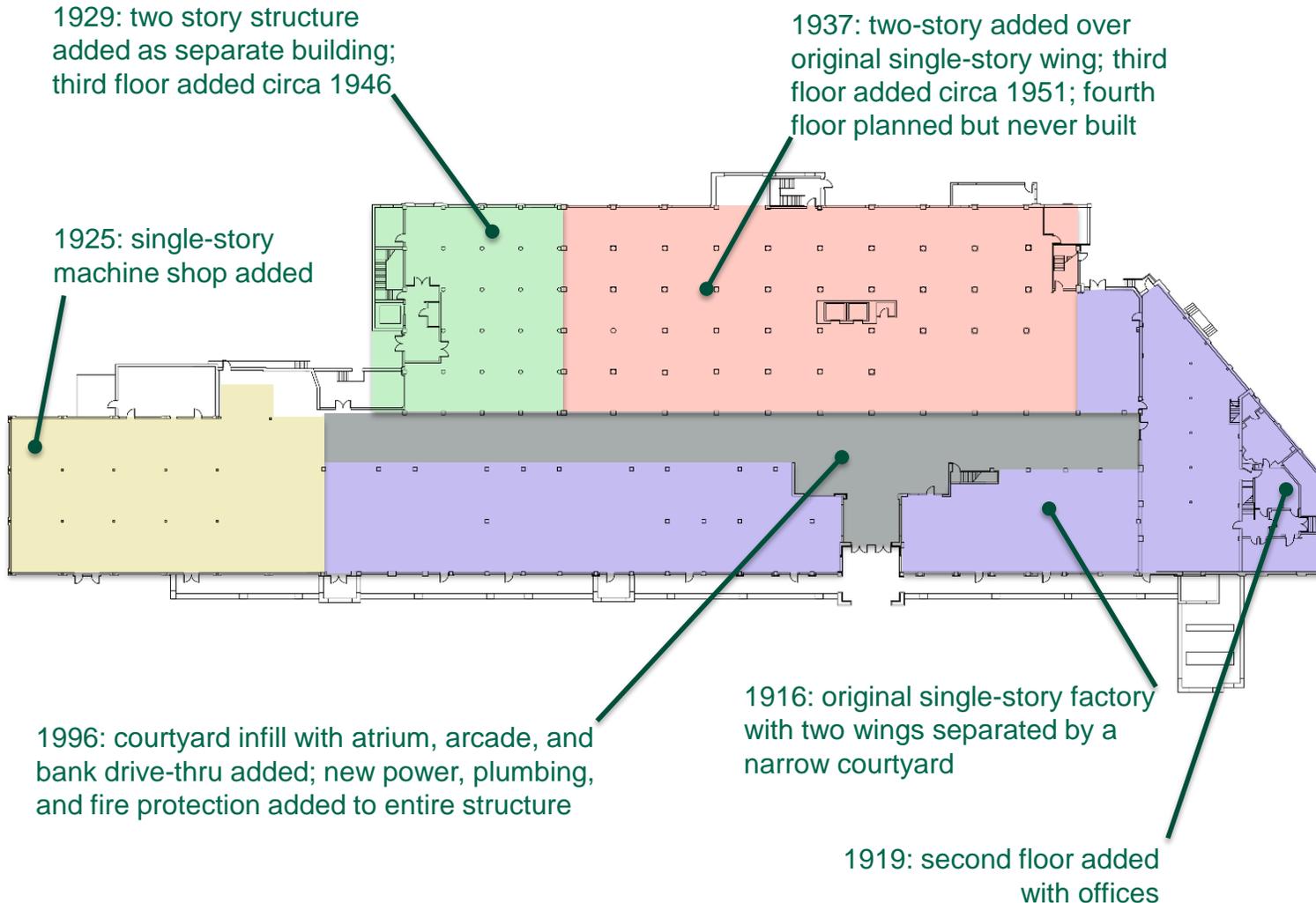
*Bring back to original intended functionality*

## Planning Principles

- Promote Flexibility & Collaboration
- Promote Shared Spaces
- Provide shared research and collaboration spaces

# Building Adaptability

Construction History provides vibration isolation opportunities & ability to meet today's goals

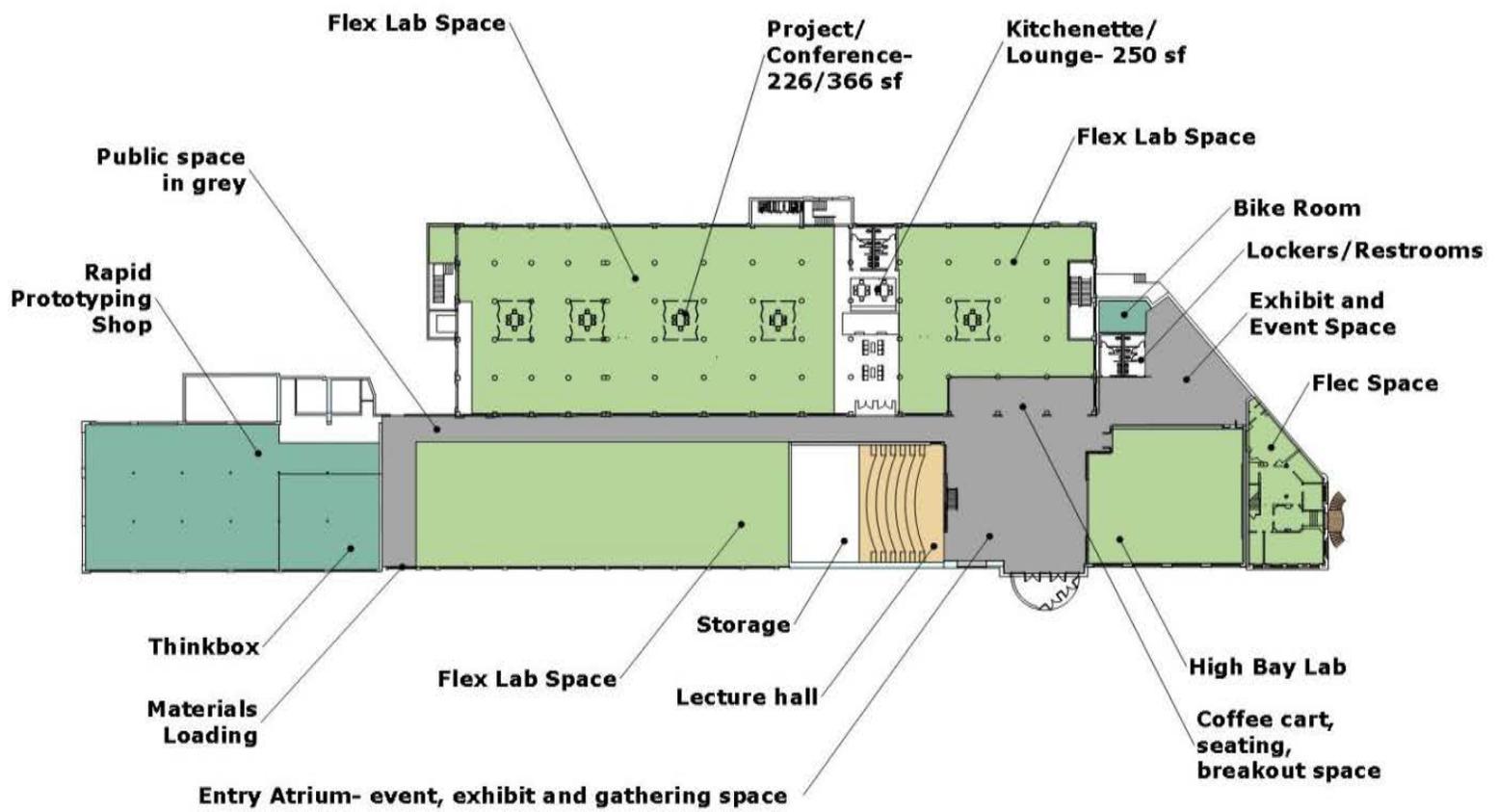


## West Union Street Office Center

- 110,000 GSF
- Occupied by Administrative Units
- Adaptability:
  - Construction began in 1919, several additions through 1996
  - Built as a manufacturing facility
- Facility has approximately \$16M of critical deferred maintenance needs to continue occupancy
- Flexible, simple space for large scale interactions

# Programming Needs

Unique Approach to Space Assignment & Planning



Example First Floor plan

- Unassigned, flexible lab, office, conference, project spaces to configure as needed for research projects
- Reconfigurable spaces through “Kit of Parts” approach
- Specialty: high bay, think box, rapid prototyping lab
- Amenities/Support: Bike, café, lockers, study, lounge
- Building entry: event space, showcase, “see-thru” to research activity, large conference/meeting space

# Funding Strategy

## Russ Research Center Endowment

- Utilizing accumulated earnings
  - Two annual incremental draws to pay for design, totaling \$2M
  - Thirty annual \$1M incremental draws to pay for \$29M internal loan and depreciation; then ten annual incremental draws of \$725k to fund remaining depreciation
- Within the normal spending authority, the Russ College will pay plant operations and maintenance (POM)



*“I want the Ohio University Russ College of Engineering to be a leader in the world of engineering schools.”*

*--Fritz Russ*

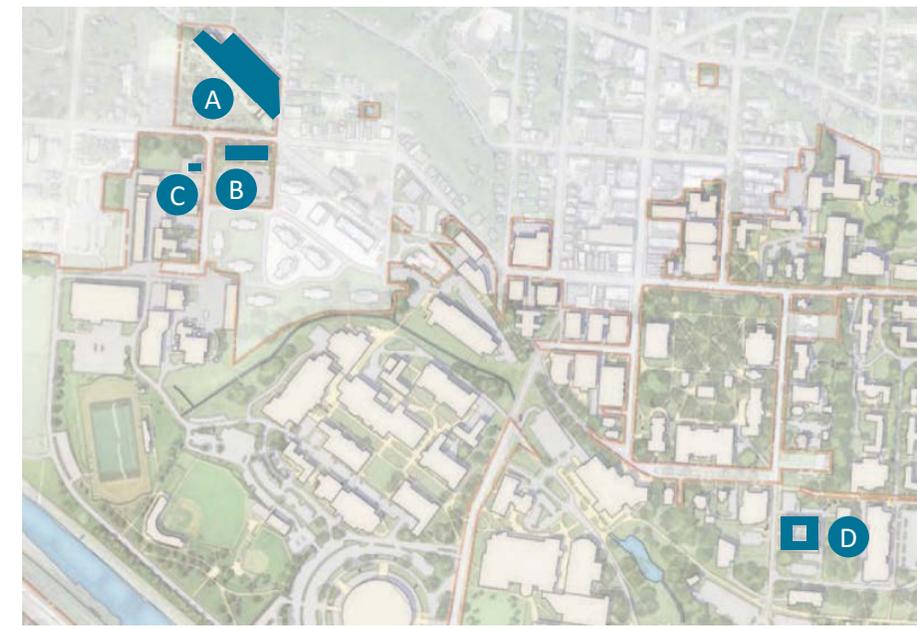
# Administrative Relocation Planning

2013	2014	2015	2016	2017	
<ul style="list-style-type: none"> <li>• Significant Academic Space Needs</li> <li>• Transparency in cost of space</li> </ul>	<ul style="list-style-type: none"> <li>• Desire to reduce administrative footprint for savings and repurposing</li> </ul>	<ul style="list-style-type: none"> <li>• Russ Research</li> <li>• HCOM</li> <li>• Clippinger Space Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive Master Plan</li> <li>• Union Green</li> <li>• Stewardship of existing</li> </ul>	<ul style="list-style-type: none"> <li>• Relocation Studies</li> <li>• Funding Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Impact for all campus space needs including academic &amp; student supp</li> <li>• Project Development</li> <li>• Request for 1<sup>st</sup> project of the strategy: Ridges</li> </ul>

## Objectives

- Limit impact on university budget
- Attempt relocations that limit offsetting costs to future (short/long term solution)
- Review priority of consolidation versus less investment
- Ensure that critical deferred maintenance needs are addressed
- Plain Jane renovation, doors removed, floors buffed
- Reduce footprint, open floor plan
- Ensure we reserve space for other university space needs

## Current Locations

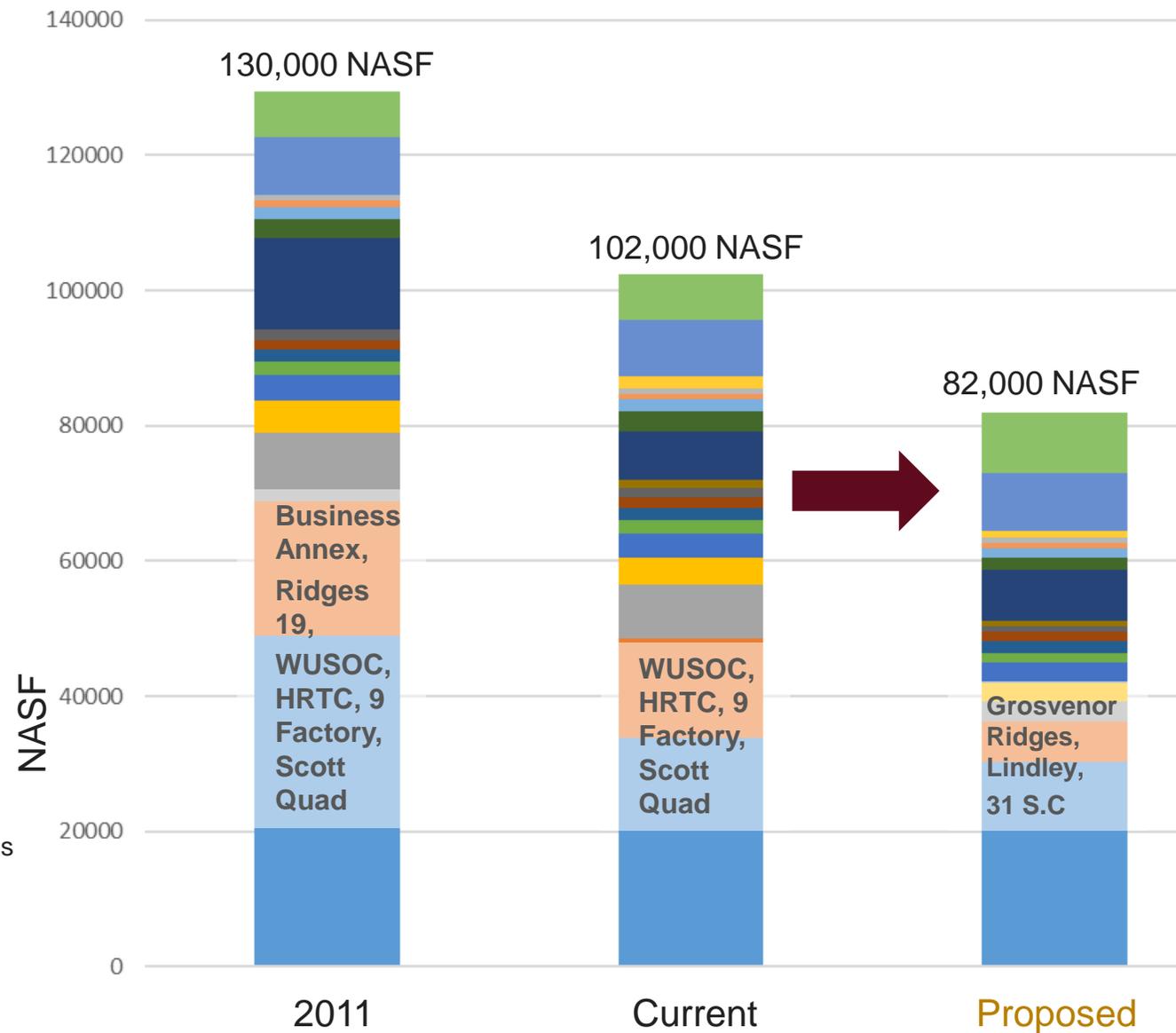


# Administrative Space Reductions

- Administrative units have been working since 2011 to reduce footprint through more efficient use of space
- Relocations will enable a 20% reduction from current footprint from WUSOC & HRTC, to Grosvenor, Ridges, 31 S. Court, Lasher Hall and Lindley Hall

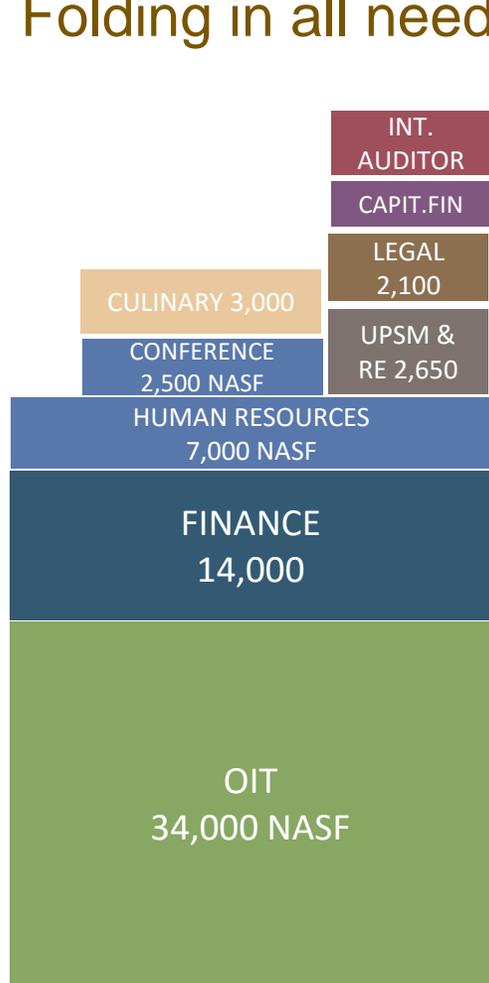
Departments included in Project

- |   |                               |
|---|-------------------------------|
| ■ Information Technology                | ■ Finance                     |
| ■ Architecture, Design & Construction   | ■ Legal Affairs & Real Estate |
| ■ Culinary Services                     | ■ Internal Audit              |
| ■ University Advancement                | ■ Foundation Accounting       |
| ■ Capital Project Finance               | ■ Change Management           |
| ■ Human Resources                       | ■ Shared Campus Meeting Rooms |
| ■ Business Service Center               | ■ Advancement Phoneathon      |
| ■ Budget Planning & Analysis            | ■ University Planning         |
| ■ University Communications & Marketing | ■ OUPD                        |

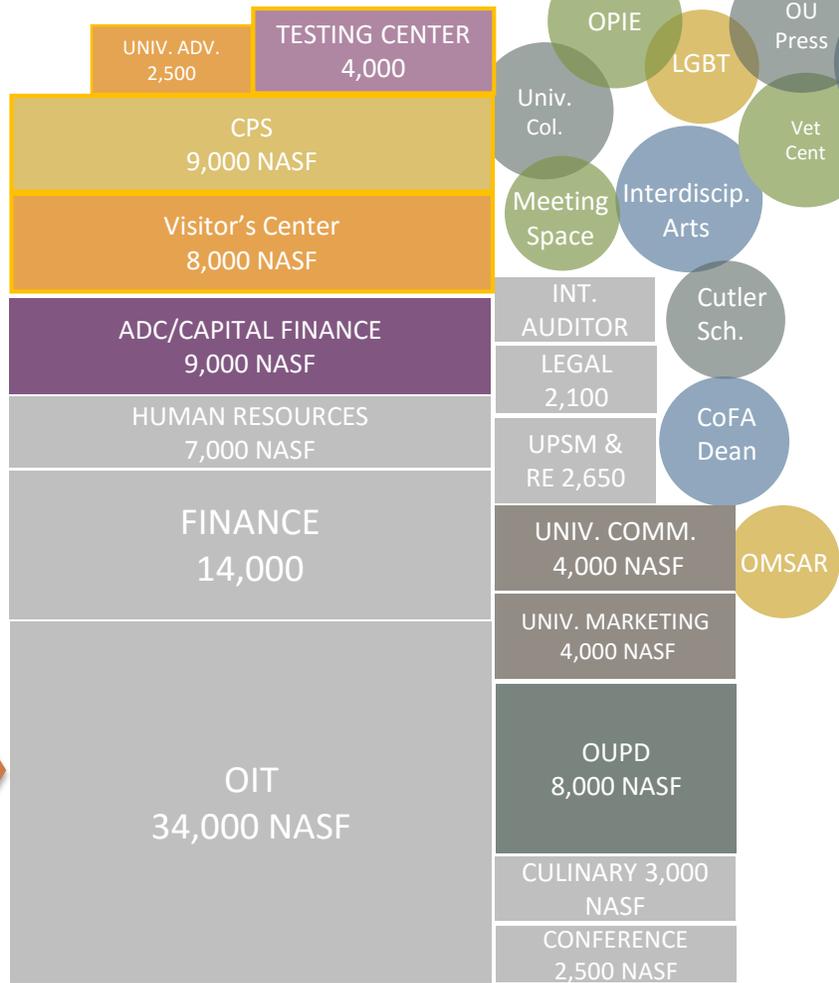


# Campus Space Need and Available Options

## Folding in all needs

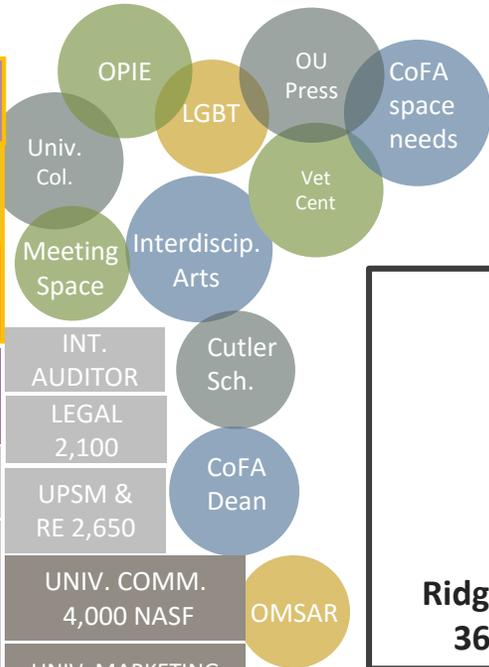


ORIGINAL ADMIN. RELOCATION  
**68,650 NASF, \$28M.**  
 From the 17-22 CIP

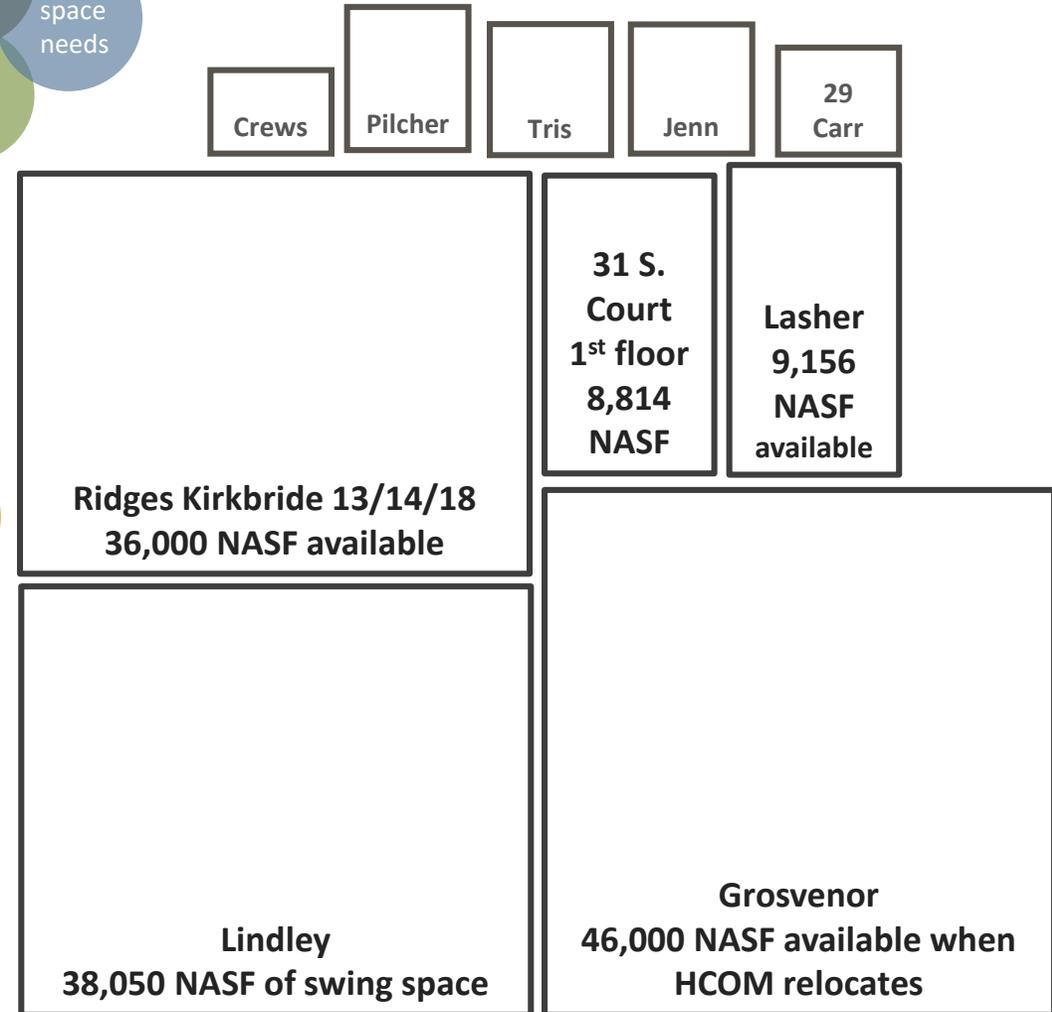


ADDITIONAL CAMPUS NEEDS AND PRIORITIES  
**140,100 NASF+**

If repurposing existing, ensure we leave space for all needs

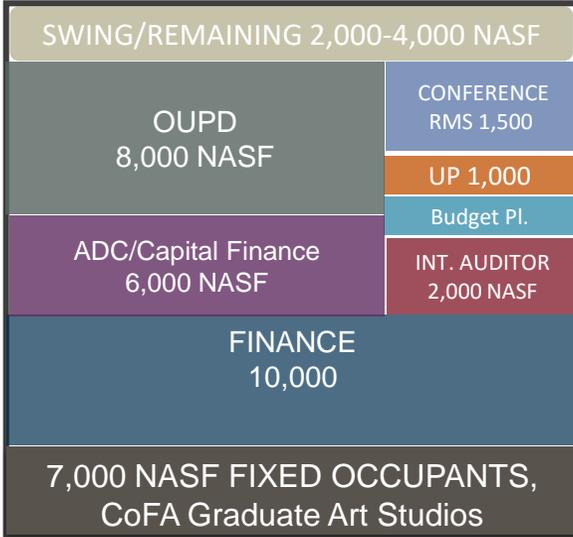


## Vacant & Repurpose Opportunities

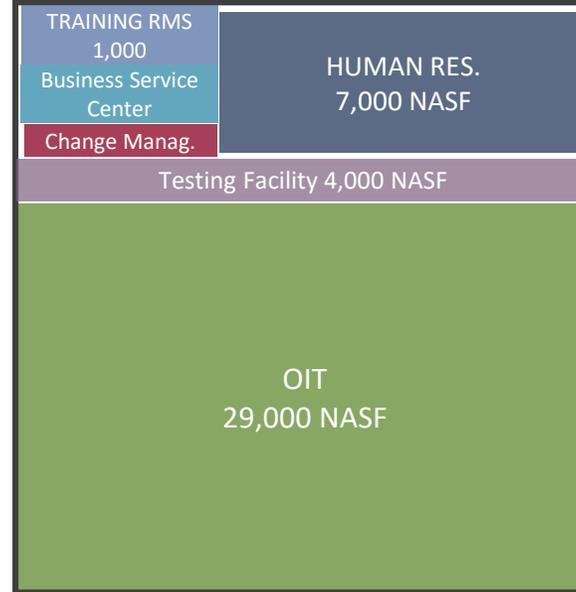


# Space Re-assignment Plan

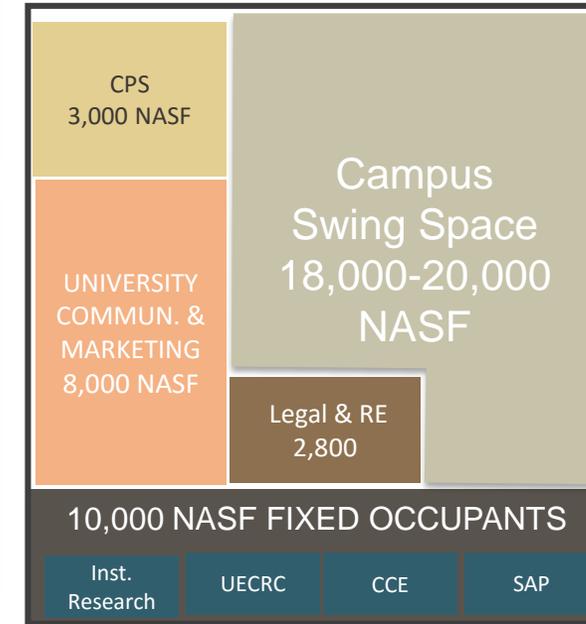
**Ridges Kirkbride 13/14/18**  
**43,000 NASF; 36,000 NASF Available**



**Grosvenor Hall**  
**46,000 NASF**



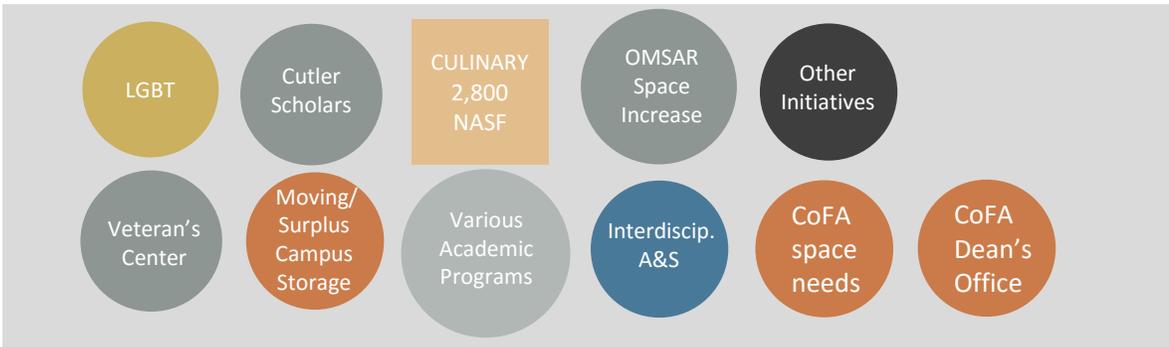
**Lindley Hall**  
**48,000 NASF; 38,000 NASF Available**



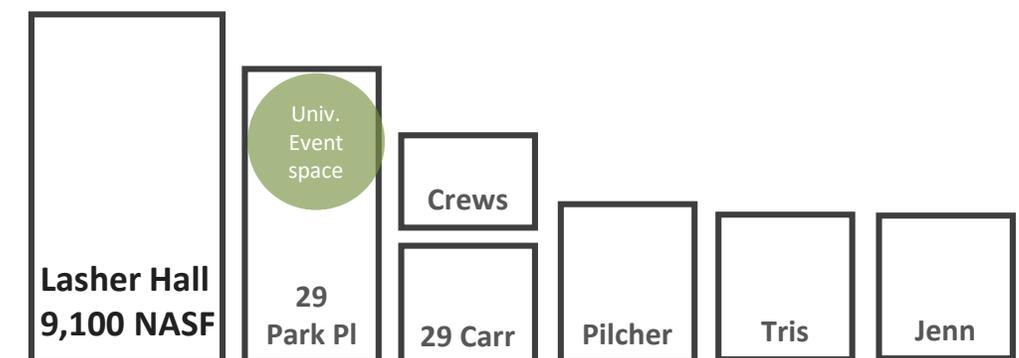
**31 S. Court**  
**8,814 NASF**



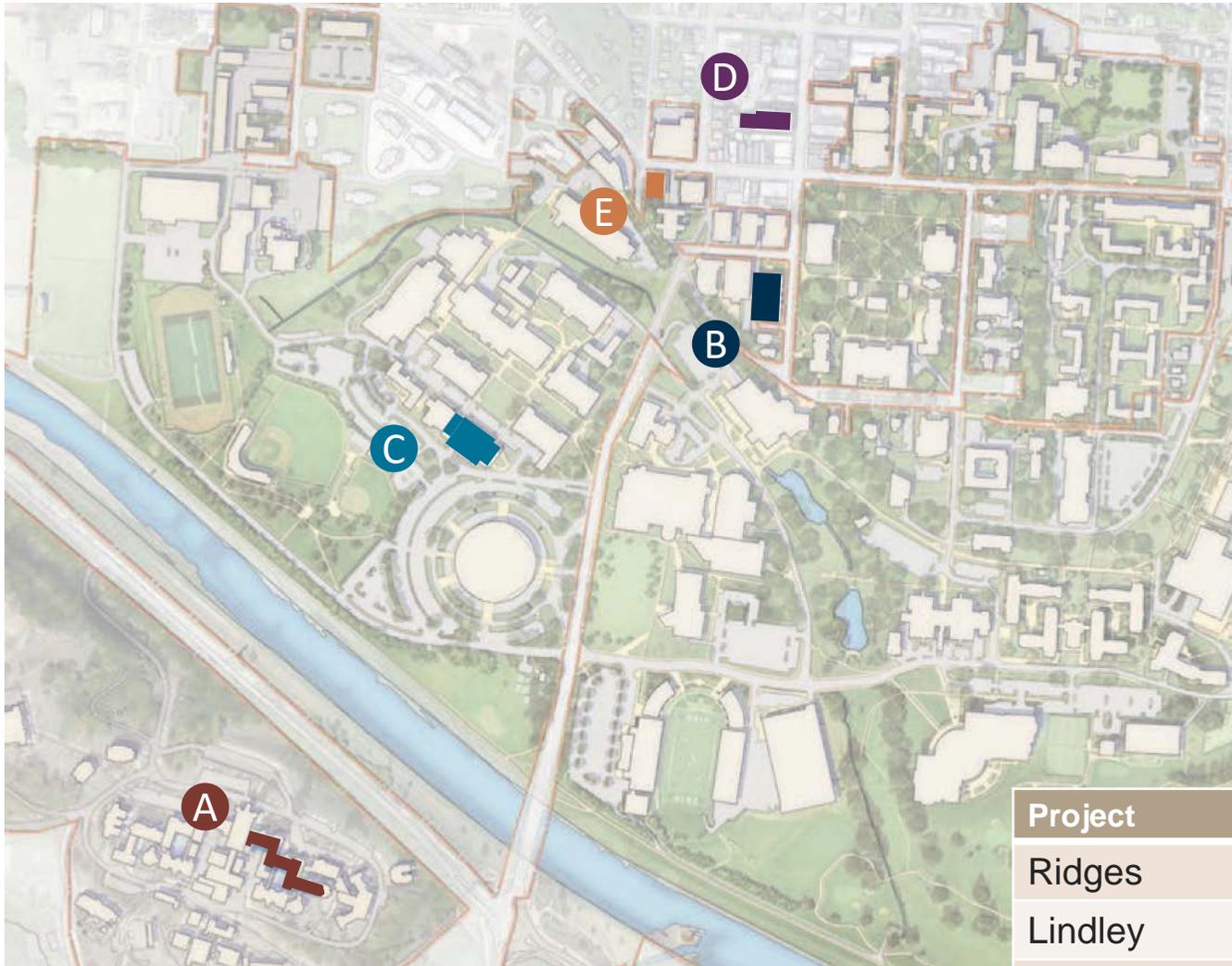
## Additional Campus Space Needs: Academic and Student Support Spaces



## Remaining vacant facilities



# Administrative Relocation Plan

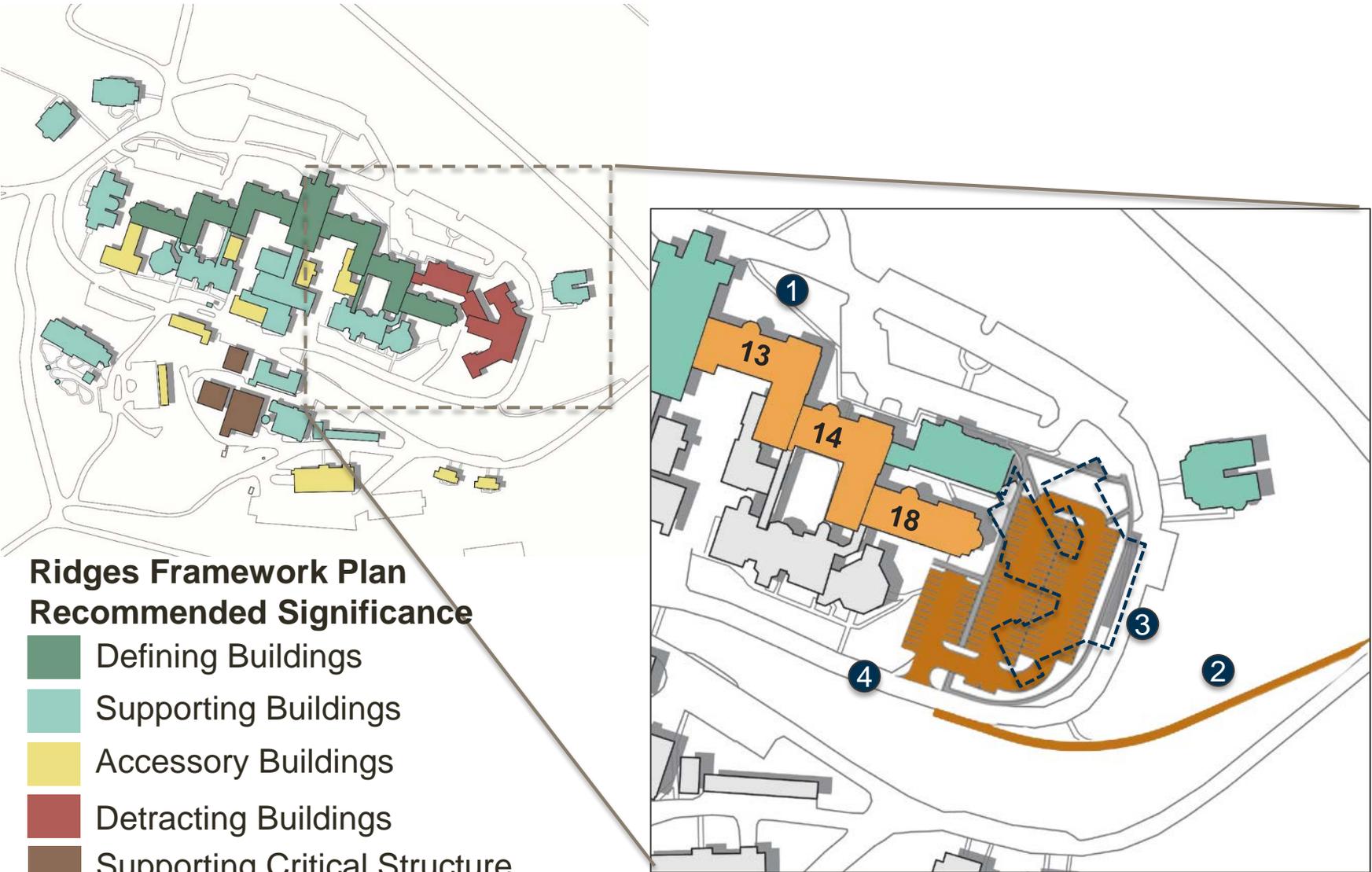


- A Ridges Buildings 13/14/18, 36,000 NASF**
  - Finance, Budget Office, Internal Auditor
  - Architecture Design & Construction
  - Ohio University Police Department
  - University Planning
- B Lindley Hall, 38,000 NASF**
  - University Communications & Marketing
  - Legal Affairs & Real Estate
  - Reduced amount of swing space
- C Grosvenor, 46,000 NASF**
  - Office of Information Technology
  - Testing center
  - Human Resources
  - Additional small units
- D 31 S. Court, 1<sup>st</sup> floor, 8,800 NASF**
  - Advancement
- E Lasher, 9,000 NASF**
  - Swing space

Draft Projects Timeline

Project	BoT Date	2018	2019	2020
Ridges	January 2018	● ——— ●	● ——— ●	●
Lindley	March/June 2018		● ——— ●	●
Grosvenor				● ——— ●
		Design	Construction	

# Ridges Renovation & Associated Projects



- Ridges Framework Plan Recommended Significance**
- Defining Buildings
  - Supporting Buildings
  - Accessory Buildings
  - Detracting Buildings
  - Supporting Critical Structure

1. Renovation of Ridges Building 13, 14, 18
2. Installation of a pedestrian pathway from Richland Roundabout to Ridges Circle
3. Demolition of Ridges Building #20, per Ridges Framework Plan
4. Construct new Parking spaces

- Existing Bldg. 20
- Proposed Administrative Relocation
- Proposed Parking, Walking Path
- Occupied Buildings

Proposed Projects



# Type of Renovation

## Managing Costs

### Principles:

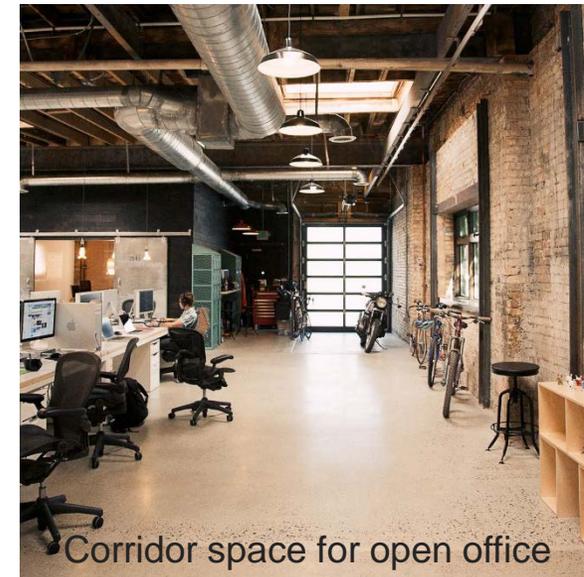
- Utilize wide corridor space for open office environments
- Repurpose existing furniture, where possible
- Remove office doors for light exposure
- Polish and patch existing terrazzo floors
- Upgrade to new HVAC, plumbing & electrical
- Exposed ceilings



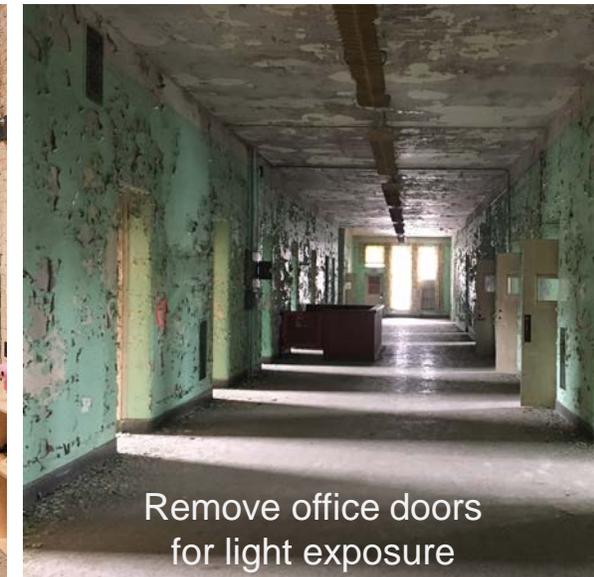
Polish existing terrazzo floor



New HVAC, plumbing, electrical



Corridor space for open office



Remove office doors for light exposure

# Draft Relocation Costs and Next Steps

- Total includes major administrative relocation estimates
- Additional costs related to academic and student support moves, specialized programmatic needs are still being evaluated which may increase costs
- Capital Projects Approval request
  - \$31M - Russ Research Opportunity Center (ROC)
  - \$15,889,402 - Administrative Relocation Phase I: Ridges Projects

Building Name	CIP Conceptual Relocation Costs	Relocation Project Description
Ridges	\$13,125,072	Basic renovation of Ridges Buildings 13, 14,18
	\$215,322	Walking Path
	\$749,008	Parking
	\$1,800,000	Demolition of Building 20
Grosvenor	\$7,529,333	Significant investment in critical deferred maintenance
31 S. Court	\$118,679	Moving costs and minor renovation
Lindley Hall	\$1,000,000	Moving costs, minor improvements
<b>Draft TOTAL</b>	<b>\$24,537,958</b>	

- **Ridges Projects: \$15,889,402 – included in the Capital Projects Approval resolution**
- **HCOM and ROC paying larger percentage of relocation costs**

# Capital Projects Approval

# Project Status Summary

## Design

Classification	# of		Authorized Expenditures	Expenditures to Date
	Projects	Budget		
Academic/Programmatic Renewal	10	\$ 112,820,045	\$ 17,851,411	\$ 1,596,714
Building Systems & Infrastructure	10	\$ 4,546,100	\$ 2,914,761	\$ 418,020
University Initiatives	7	\$ 3,587,255	\$ 6,244,155	\$ 68,507
Utilities	5	\$ 30,296,000	\$ 6,450,000	\$ 334,008
Regional Campuses	5	\$ 3,930,328	\$ 1,145,311	\$ 741,138
Auxiliaries	9	\$ 12,592,777	\$ 6,052,200	\$ 438,617
<b>Grand Total</b>	<b>46</b>	<b>\$ 167,772,505</b>	<b>\$ 40,657,838</b>	<b>\$ 3,597,005</b>

## Construction

Classification	# of		Authorized Expenditures	Expenditures to Date
	Projects	Budget		
Academic/Programmatic Renewal	2	\$ 13,001,208	\$ 13,001,208	\$ 792,586
Building Systems & Infrastructure	11	\$ 7,721,000	\$ 7,689,692	\$ 5,531,285
University Initiatives	3	\$ 31,968	\$ 90,113	\$ 9,810
Utilities	4	\$ 19,925,000	\$ 19,925,000	\$ 13,866,331
Regional Campuses	5	\$ 2,507,808	\$ 2,305,116	\$ 775,023
Auxiliaries	6	\$ 8,835,510	\$ 8,884,980	\$ 1,815,389
<b>Grand Total</b>	<b>31</b>	<b>\$ 52,022,494</b>	<b>\$ 51,896,109</b>	<b>\$ 22,790,425</b>

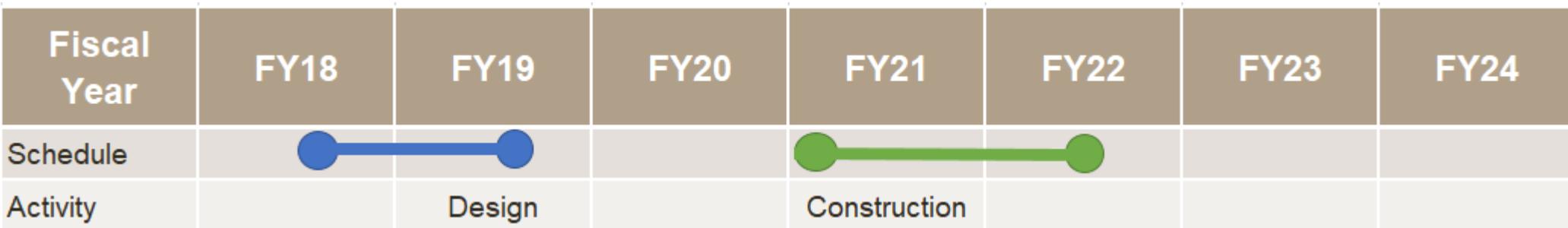
# Requested Approvals to Undertake Capital Projects

PROJECT	Authorized Expenditures			Project Budget		
	Previously Approved	Current Action	Total Approved Authorized Expenditures	Previously Approved	Current Budget Action	Total Approved Project Budget
<b><i>Approval to Undertake Design through Construction</i></b>						
Russ Research Opportunity Center (WUSOC Renovation)		\$ 31,000,000	\$ 31,000,000		\$ 31,000,000	\$ 31,000,000
Ridges 13, 14 & 18 Renovation & Ridges 20 Demolition		\$ 15,889,402	\$ 15,889,402		\$ 15,889,402	\$ 15,889,402
Bromley Infrastructure Improvements		\$ 7,500,000	\$ 7,500,000		\$ 7,500,000	\$ 7,500,000
Hwa Wei Lee Roof/ Ext Upgrade		\$ 1,100,000	\$ 1,100,000		\$ 1,100,000	\$ 1,100,000
Adams Hall Waterproofing		\$ 500,000	\$ 500,000		\$ 500,000	\$ 500,000
<b><i>Modification of Design and Construction Requests</i></b>						
Washington Hall Domestic Water & Restroom Upgrade	\$ 350,500	\$ 5,349,500	\$ 5,700,000	\$ 3,200,000	\$ 2,500,000	\$ 5,700,000
Heritage College of Osteopathic Medicine Utilities Phase I	\$ 500,000	\$ 3,870,000	\$ 4,370,000	\$ 4,370,000		\$ 4,370,000
Tiffin & Perkins Hall Roof Rehabilitation	\$ 304,000	\$ 2,496,000	\$ 2,800,000	\$ 2,800,000		\$ 2,800,000
Bryan Hall Restroom Upgrades	\$ 2,000,000	\$ 452,500	\$ 2,452,500	\$ 2,000,000	\$ 452,500	\$ 2,452,500
Bush Airport Taxiway Rehabilitation	\$ 204,000	\$ 2,066,000	\$ 2,270,000	\$ 2,270,000		\$ 2,270,000
Convo Ctr Videoboard Install	\$ 160,000	\$ 1,819,705	\$ 1,979,705	\$ 1,979,705		\$ 1,979,705
East Green Domestic Hot Water Upgrade	\$ 250,000	\$ 1,450,000	\$ 1,700,000	\$ 1,600,000	\$ 100,000	\$ 1,700,000
Pickering Hall Restroom Upgrades	\$ 203,000	\$ 897,000	\$ 1,100,000	\$ 1,100,000		\$ 1,100,000

# Russ Research Opportunity Center Repurpose (WUSOC Renovation)

## Approval of Design through Construction

	Design	Construction	Authorized Expenditures	Approved Budget
Previous Board Budget Approvals			\$ -	
<b>Current Board Request:</b>	\$ 3,300,000.00	\$ 27,700,000.00	\$ 31,000,000.00	\$ 31,000,000.00
<b>Sub-Totals</b>	\$ 3,300,000.00	\$ 27,700,000.00	\$ 31,000,000.00	\$ 31,000,000.00
<i>Board Actions:</i>				
<b>Fund Sources</b>				
Internal Bank / Reserves	\$ 3,300,000.00	\$ 27,700,000.00	\$ 31,000,000.00	
<b>Sub-Totals</b>	\$ 3,300,000.00	\$ 27,700,000.00	\$ 31,000,000.00	



# Administrative Relocation Strategy

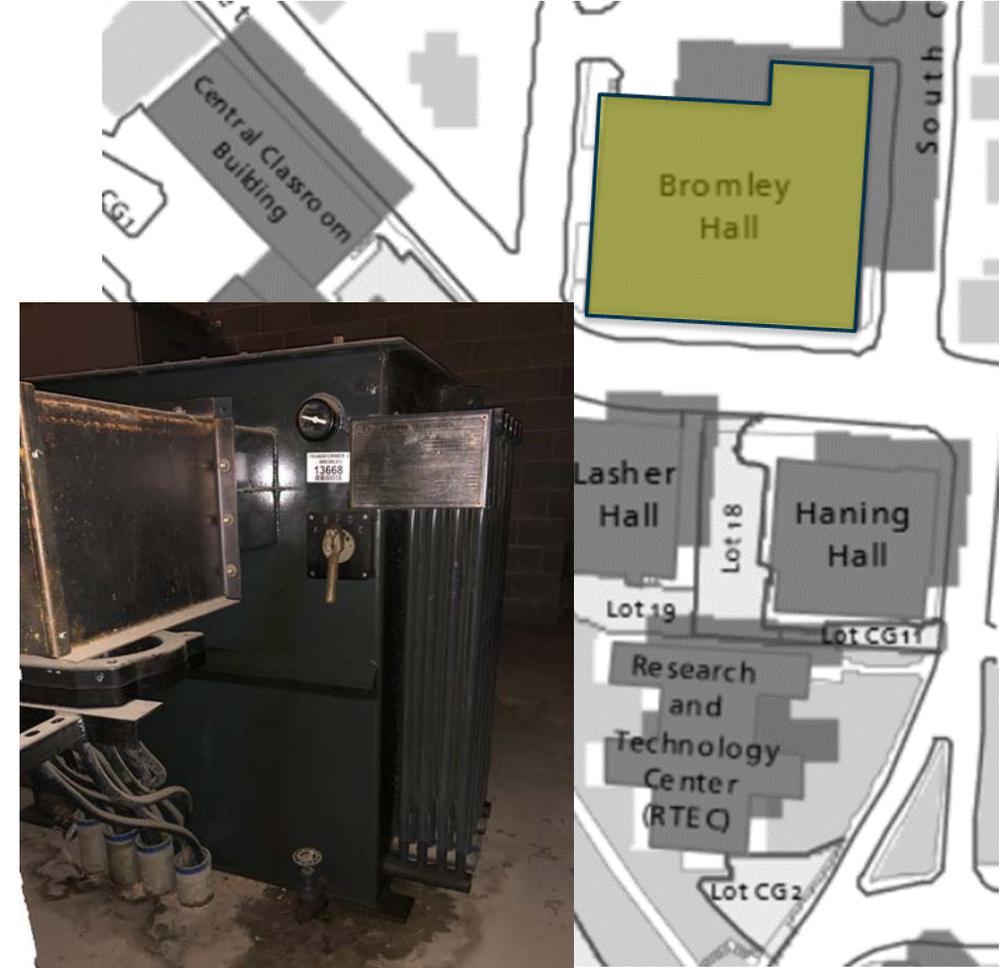
## Ridges Building 13, 14, 18 Renovation & Building 20 Demolition

### Approval of Design through Construction

	Design	Construction	Authorized Expenditures	Approved Budget
Previous Board Budget Approvals			\$ -	
<b>Current Board Request:</b>	\$ 1,600,000.00	\$ 14,289,402.00	\$ 15,889,402.00	\$ 15,889,402.00
<b>Sub-Totals</b>	\$ 1,600,000.00	\$ 14,289,402.00	\$ 15,889,402.00	\$ 15,889,402.00
<b>Fund Sources</b>				
Internal Bank / Reserves	\$ 1,600,000.00	\$ 14,289,402.00	\$ 15,889,402.00	
State Capital			\$ -	
Century Bond			\$ -	
<b>Sub-Totals</b>	\$ 1,600,000.00	\$ 14,289,402.00	\$ 15,889,402.00	

Fiscal Year	FY17	FY18	FY19	FY20	FY21	FY22	FY23
Schedule							
Activity		Design		Construction			

# Bromley Infrastructure Improvements



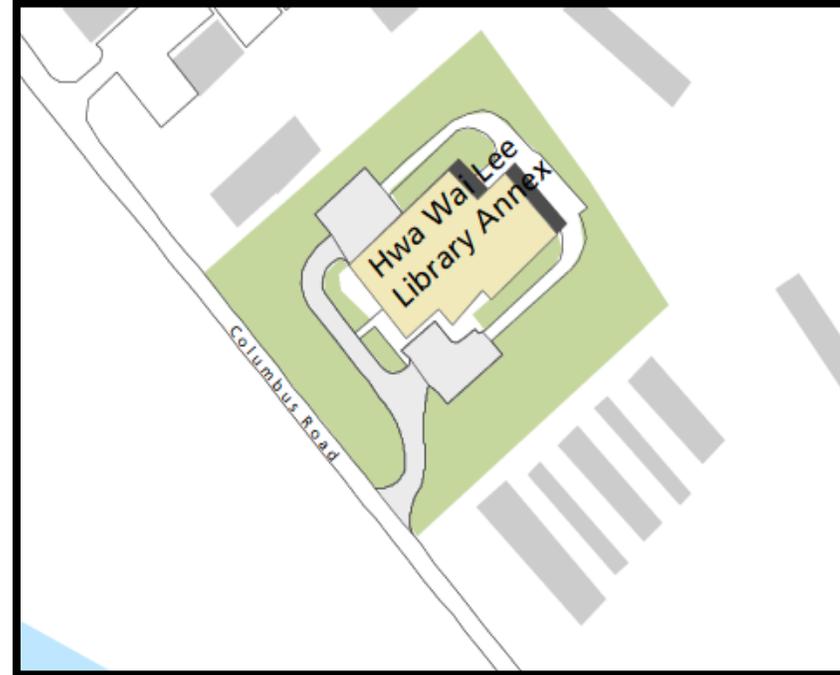
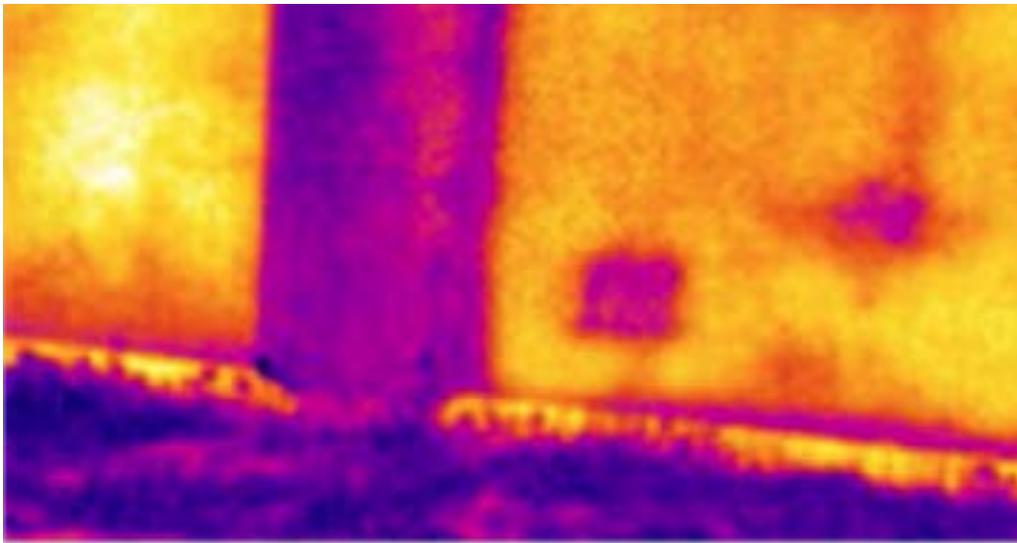
# Bromley Infrastructure Improvements

Approval for Design through Construction

	Design	Construction	Authorized Expenditures	Approved Budget
<b>Previous Board Budget Approvals</b>	\$ -	\$ -	\$ -	\$ -
<b>Current Board Request:</b>	\$ 840,000.00	\$ 6,660,000.00	\$ 7,500,000.00	\$ 7,500,000.00
<b>Sub-Totals</b>	\$ 840,000.00	\$ 6,660,000.00	\$ 7,500,000.00	\$ 7,500,000.00
<b>Fund Sources</b>				
State Capital			\$ -	
Century Bond			\$ -	
Internal Bank / Reserves	\$ 840,000.00	\$ 6,660,000.00	\$ 7,500,000.00	
<b>Sub-Totals</b>	\$ 840,000.00	\$ 6,660,000.00	\$ 7,500,000.00	

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule							
Activity			Design	Construction			

# Hwa Wei Lee Roof / Exterior Upgrade



# Hwa Wei Lee Roof / Exterior Upgrade

Approval to Undertake Construction \*

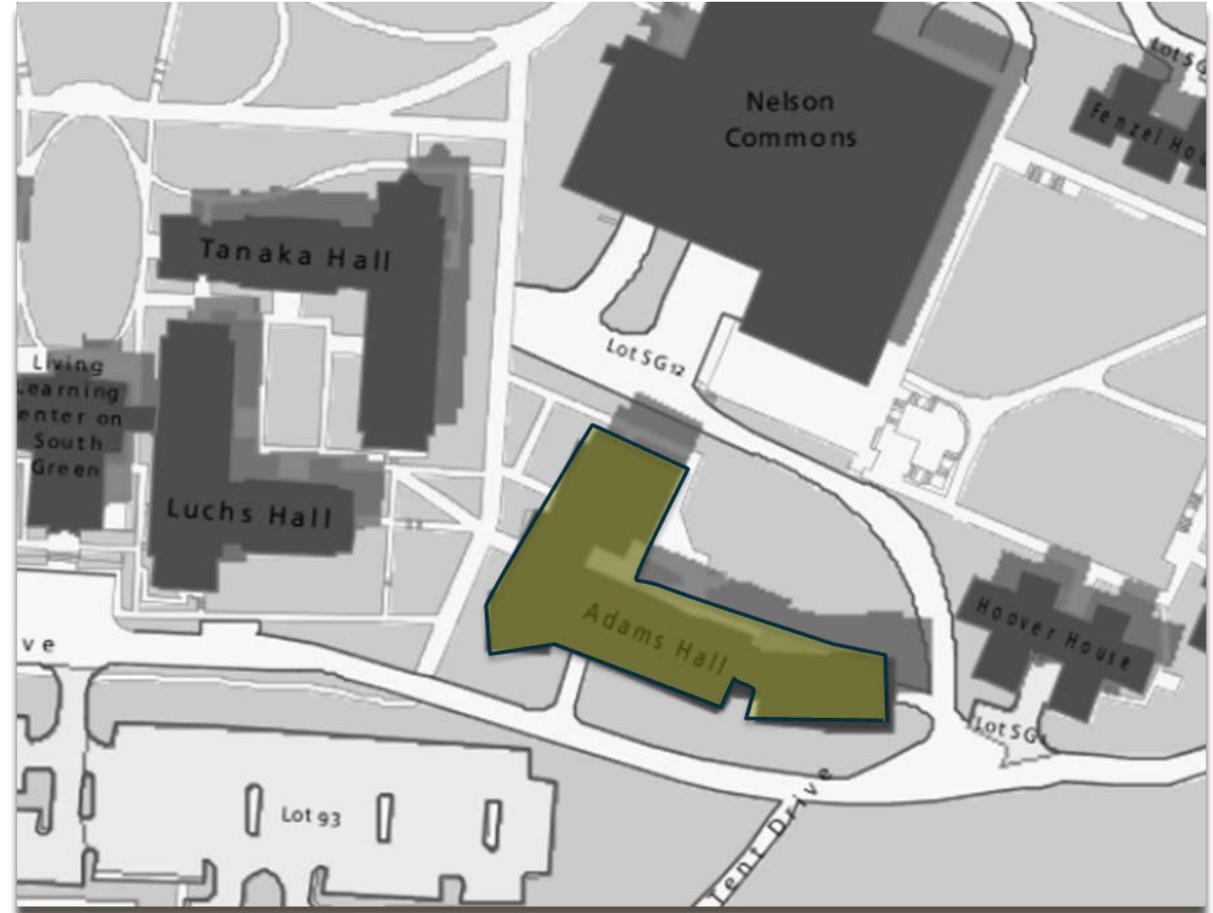
	Design	Construction	Authorized Expenditures	Approved Budget
<b>Previous Board Budget Approvals</b>	\$ -		\$ -	\$ -
<b>Current Board Request:</b>	\$ 142,275.00	\$ 957,725.00	\$ 1,100,000.00	\$ 1,100,000.00
<b>Sub-Totals</b>	\$ 142,275.00	\$ 957,725.00	\$ 1,100,000.00	\$ 1,100,000.00
<b>Fund Sources</b>				
State Capital	\$ 142,275.00	\$ 957,725.00	\$ 1,100,000.00	
<b>Sub-Totals</b>	\$ 142,275.00	\$ 957,725.00	\$ 1,100,000.00	

\*

\* Additional scope and budget revision increased total project to >\$500,000, now requiring Board approval; Original budget was estimated at \$420,800

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule							
Activity		Design	Construction				

# Adams Hall Waterproofing



# Adams Hall Waterproofing

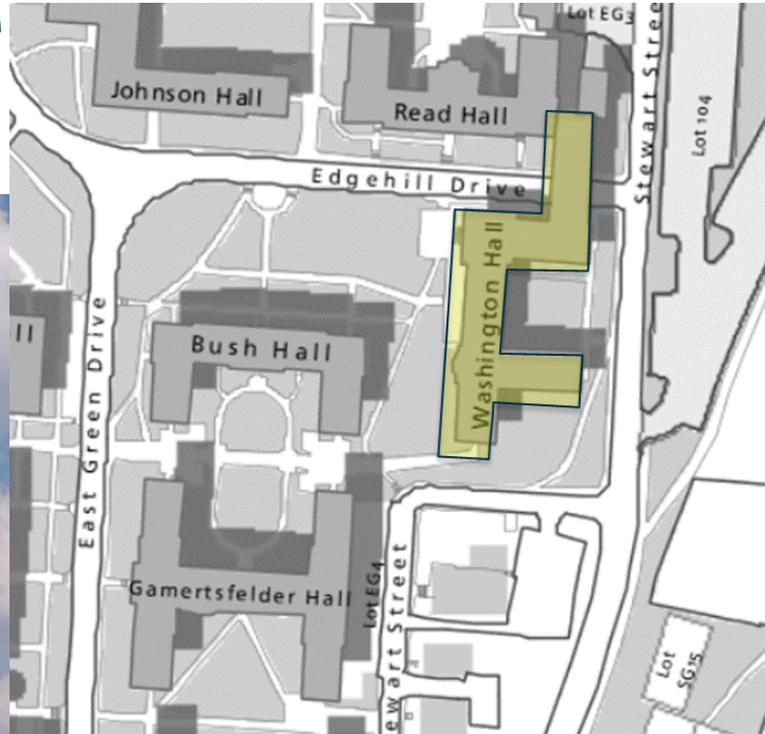
Approval to Undertake Construction \*

	Design	Construction	Authorized Expenditures	Approved Budget
Previous Board Budget Approvals	\$ -	\$ -	\$ -	\$ -
<b>Current Board Request:</b>	\$ 40,000.00	\$ 460,000.00	\$ 500,000.00	\$ 500,000.00 *
<b>Sub-Totals</b>	\$ 40,000.00	\$ 460,000.00	\$ 500,000.00	\$ 500,000.00
<b>Fund Sources</b>				
Internal Bank / Reserves	\$ 40,000.00	\$ 460,000.00	\$ 500,000.00	
<b>Sub-Totals</b>	\$ 40,000.00	\$ 460,000.00	\$ 500,000.00	

\* Additional scope and budget revision increased total project to >\$500,000, now requiring Board approval; Original budget was estimated at \$250,000

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule							
Activity		Design		Construction			

# Washington Hall Domestic Water & Restroom Upgrade



*Board of Trustees - August 2016*

18

### WASHINGTON HALL DOMESTIC WATER AND RESTROOM UPGRADE

#### Background and Project Outcomes

	Design	Construction	Project Total
Previous Board Budget Approvals and Increases	\$0	\$0	\$0
<b>Current Board Request: Design Phase</b>	<b>\$350,500</b>	<b>\$0</b>	<b>\$350,500</b>
Next Phases	\$0	\$2,849,500	\$2,849,500
<b>Sub-Totals</b>	<b>\$350,500</b>	<b>\$2,849,500</b>	<b>\$3,200,000</b>
<b>Fund Sources:</b>			
State Capital Appropriations			\$0
State Capital Reappropriations			\$0
Century Bond			\$0
Other: Housing and Residence Life	\$350,500	\$2,849,500	\$3,200,000
<b>Sub-Totals</b>	<b>\$350,500</b>	<b>\$2,849,500</b>	<b>\$3,200,000</b>

Fiscal Year	FY17	FY18	FY19	FY20	FY21	FY22	FY23
Schedule	●—●		●—●				
Activity	Design Aug-Dec	Constr May-Aug					

January 2018 – Washington Hall project request of \$5.7M combines 2 existing CIP projects:

- \$3.2M Domestic Water & Restroom Upgrade (Aug 2016 approval)
- \$2.0M Renovation Phase II projects
- \$0.5M additional scope budget
- \$5.7M Total Washington Hall projects budget

These projects were combined due to building availability and to minimize disruption.

# Washington Hall Domestic Water & Restroom Upgrade

Approval for Budget and Scope Amendment and Design through Construction

	Design	Construction	Authorized Expenditures	Approved Budget
<b>Previous Board Budget Approvals</b>	\$ 350,500.00	\$ -	\$ 350,500.00	\$ 3,200,000.00
<b>Current Board Request:</b>	\$ 155,534.00	\$ 5,193,966.00	\$ 5,349,500.00	\$ 2,500,000.00
<b>Sub-Totals</b>	\$ 506,034.00	\$ 5,193,966.00	\$ 5,700,000.00	\$ 5,700,000.00
<b>Fund Sources</b>				
State Capital			\$ -	
Century Bond			\$ -	
Internal Bank / Reserves	\$ 506,034.00	\$ 5,193,966.00	\$ 5,700,000.00	
<b>Sub-Totals</b>	\$ 506,034.00	\$ 5,193,966.00	\$ 5,700,000.00	

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule							
Activity		Design	Construction				

# Heritage College of Osteopathic Medicine Utilities Phase I



*Board of Trustees - March 2017*

20

## HCOM UTILITIES PHASE 1

### Approval for Design through Contract Administration

	Design	Construction	Authorized Expenditures	Approved Budget
Previous Board Budget Approvals	\$ -	\$ -	\$ -	\$ -
<b>Current Board Request: Design through Contract Admin.</b>	<b>\$ 500,000</b>		<b>\$ 500,000</b>	<b>\$ 4,370,000</b>
<b>Sub-Totals</b>	<b>\$ 500,000</b>	<b>\$ -</b>	<b>\$ 500,000</b>	<b>\$ 4,370,000</b>
<b>Fund Sources</b>				
State Capital Appropriations				
Century Bond - EIP	\$ 500,000	\$ 1,685,000	\$ 2,185,000	
Other (Institutional Funds)	\$ -	\$ 2,185,000	\$ 2,185,000	
<b>Sub-Totals</b>	<b>\$ 500,000</b>	<b>\$ 3,870,000</b>	<b>\$ 4,370,000</b>	

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule		●	●				
Activity		Design		Construction			

# Heritage College of Osteopathic Medicine Utilities Phase I

## Approval for Construction

	Design	Construction	Authorized Expenditures	Approved Budget
<b>Previous Board Budget Approvals</b>	\$ 500,000.00	\$ -	\$ 500,000.00	\$ 4,370,000.00
<b>Current Board Request:</b>	\$ -	\$ 3,870,000.00	\$ 3,870,000.00	
<b>Sub-Totals</b>	\$ 500,000.00	\$ 3,870,000.00	\$ 4,370,000.00	\$ 4,370,000.00
<b>Fund Sources</b>				
State Capital			\$ -	
Century Bond	\$ 250,000.00	\$ 1,935,000.00	\$ 2,185,000.00	
Internal Bank / Reserves	\$ 250,000.00	\$ 1,935,000.00	\$ 2,185,000.00	
<b>Sub-Totals</b>	\$ 500,000.00	\$ 3,870,000.00	\$ 4,370,000.00	

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule							
Activity		Design		Construction			

# Tiffin & Perkins Hall Roof Rehabilitation

*Board of Trustees - June 2017*



14

## Tiffin and Perkins Hall Roof Rehabilitation

Approval For Design Through Contract Administration

	Design	Construction	Authorized Expenditures	Approved Budget
Previous Board Budget Approvals			\$ -	
<b>Current Board Request: Design through Contract Admin.</b>	\$ 304,000		\$ 304,000	\$ 2,800,000
<b>Sub-Totals</b>	\$ 304,000	\$ -	\$ 304,000	\$ 2,800,000
<b>Fund Sources</b>				
Housing & Residence Life Reserves	\$ 304,000	\$ 2,496,000	\$ 2,800,000	
<b>Sub-Totals</b>	\$ 304,000	\$ 2,496,000	\$ 2,800,000	

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule			●●●	●●●			
Activity			Design	Construction			

# Tiffin & Perkins Hall Roof Rehabilitation

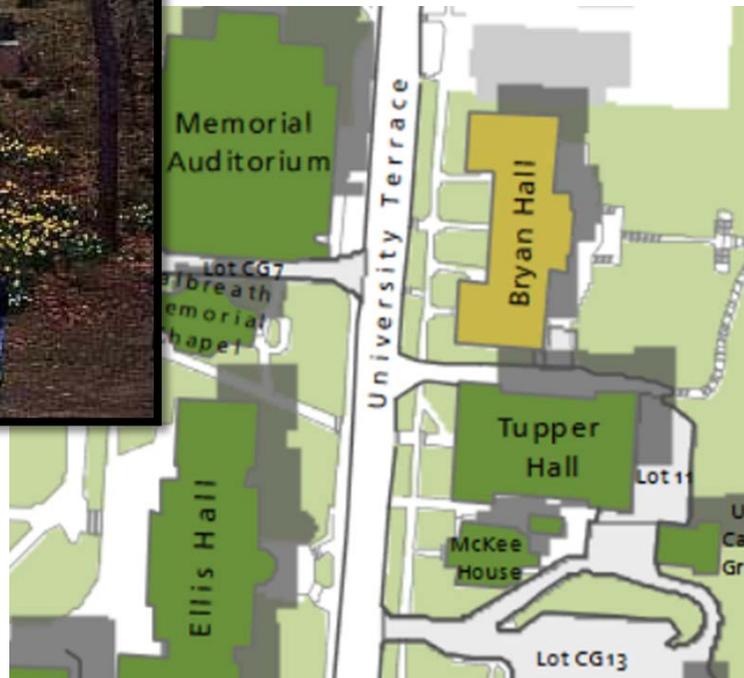
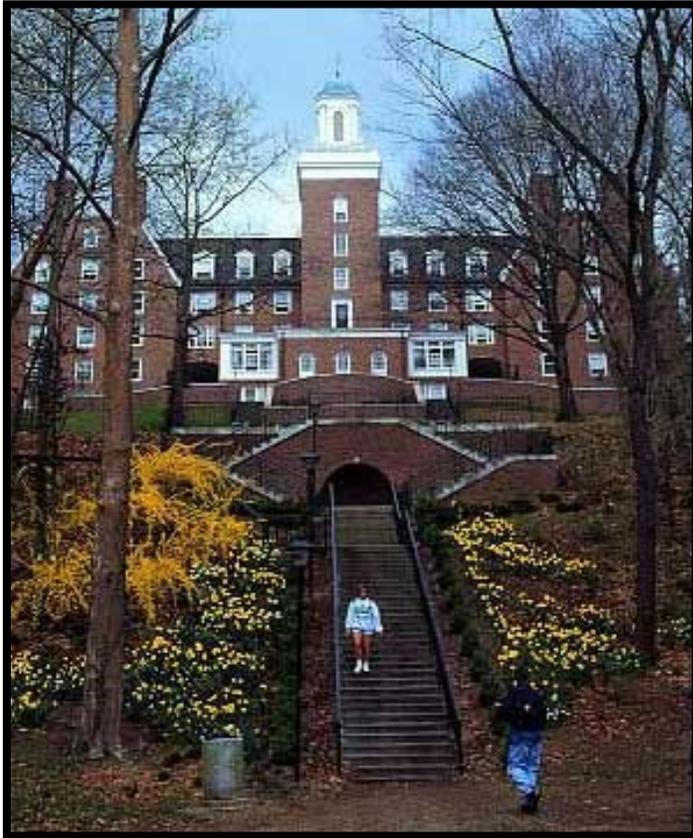
## Approval for Construction

	Design	Construction	Authorized Expenditures	Approved Budget
Previous Board Budget Approvals	\$ 304,000.00	\$ -	\$ 304,000.00	\$ 2,800,000.00
<b>Current Board Request:</b>	\$ -	\$ 2,496,000.00	\$ 2,496,000.00	
<b>Sub-Totals</b>	\$ 304,000.00	\$ 2,496,000.00	\$ 2,800,000.00	\$ 2,800,000.00
<b>Fund Sources</b>				
State Capital			\$ -	
Century Bond			\$ -	
Internal Bank / Reserves	\$ 304,000.00	\$ 2,496,000.00	\$ 2,800,000.00	
<b>Sub-Totals</b>	\$ 304,000.00	\$ 2,496,000.00	\$ 2,800,000.00	

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule							
Activity		Design	Construction				

# Bryan Hall Restroom Upgrades

*Board of Trustees - August 2017*



OHIO UNIVERSITY 6

## Bryan Hall Restroom Upgrades 2018

Approval for Construction

	Design	Construction	Authorized Expenditures	Approved Budget
Previous Board Budget Approvals			\$ -	
<b>Current Board Request:</b>	\$ 270,000	\$ 1,730,000	\$ 2,000,000	\$ 2,000,000
<b>Sub-Totals</b>	\$ 270,000	\$ 1,730,000	\$ 2,000,000	\$ 2,000,000
<b>Fund Sources</b>				
State Capital Appropriations			\$ -	
Century Bond			\$ -	
Housing & Residence Life Reserves	\$ 270,000	\$ 1,730,000	\$ 2,000,000	
<b>Sub-Totals</b>	\$ 270,000	\$ 1,730,000	\$ 2,000,000	

Fiscal Year	FY17	FY18	FY19	FY20	FY21	FY22	FY23
Schedule		●●	●●				
Activity		Design	Construction				

# Bryan Hall Restroom Upgrades

Approval to Amend Budget and Scope \*

	Design	Construction	Authorized Expenditures	Approved Budget
<b>Previous Board Budget Approvals</b>	\$ 270,000.00	\$ 1,730,000.00	\$ 2,000,000.00	\$ 2,000,000.00
<b>Current Board Request:</b>		\$ 452,500.00	\$ 452,500.00	\$ 452,500.00
<b>Sub-Totals</b>	\$ 270,000.00	\$ 2,182,500.00	\$ 2,452,500.00	\$ 2,452,500.00
<b>Fund Sources</b>				
State Capital			\$ -	
Century Bond			\$ -	
Internal Bank / Reserves	\$ 270,000.00	\$ 2,182,500.00	\$ 2,452,500.00	
<b>Sub-Totals</b>	\$ 270,000.00	\$ 2,182,500.00	\$ 2,452,500.00	

\*

\* Scope change to add 3 new single-user restrooms

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule							
Activity		Design	Construction				

# Bush Airport Taxiway Rehabilitation



Board of Trustees - March 2017

35

## BUSH AIRPORT TAXIWAY REHABILITATION

### Approval for Design through Contract Administration

	Design	Construction	Authorized Expenditures	Approved Budget
Previous Board Budget Approvals			\$ -	
<b>Current Board Request: Design through Contract Admin.</b>	\$ 204,000		\$ 204,000	\$ 2,270,000
<b>Sub-Totals</b>	\$ 204,000	\$ -	\$ 204,000	\$ 2,270,000
<b>Fund Sources</b>				
State Capital Appropriations				
Century Bond				
Other (Airport Reserves)	\$ 10,200	\$ 103,300	\$ 113,500	
Other (ODOT)	\$ 10,200	\$ 103,300	\$ 113,500	
Other (FAA Grant)	\$ 183,600	\$ 1,859,400	\$ 2,043,000	
<b>Sub-Totals</b>	\$ 204,000	\$ 2,066,000	\$ 2,270,000	

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule Activity		● Design	● Construction				

# Bush Airport Taxiway Rehabilitation

## Approval for Construction

	Design	Construction	Authorized Expenditures	Approved Budget
<b>Previous Board Budget Approvals</b>	\$ 204,000.00		\$ 204,000.00	\$ 2,270,000.00
<b>Current Board Request:</b>		\$ 2,066,000.00	\$ 2,066,000.00	
<b>Sub-Totals</b>	\$ 204,000.00	\$ 2,066,000.00	\$ 2,270,000.00	\$ 2,270,000.00
<b>Fund Sources</b>				
Internal Bank / Reserves	\$ -	\$ 187,600.00	\$ 187,600.00	
Gift / Grant		\$ 109,600.00	\$ 109,600.00	
Gift / Grant		\$ 1,972,800.00	\$ 1,972,800.00	
<b>Sub-Totals</b>	\$ -	\$ 2,270,000.00	\$ 2,270,000.00	

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule							
Activity		Design	Construction				

# Convo Center Videoboard Install



*Board of Trustees - June 2017*

OHIO UNIVERSITY 5

## Convocation Center Videoboard Installation

Approval For Design Through Contract Administration

	Design	Construction	Authorized Expenditures	Approved Budget
Previous Board Budget Approvals			\$ -	
<b>Current Board Request: Design through Contract Admin.</b>	\$ 160,000		\$ 160,000	\$ 1,979,705
<b>Sub-Totals</b>	\$ 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	
<b>Sub-Totals</b>	\$ 160,000	\$ 1,819,705	\$ 1,979,705	

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule Activity			●—●	●—●			
			Design	Construction			

# Convo Center Videoboard Install

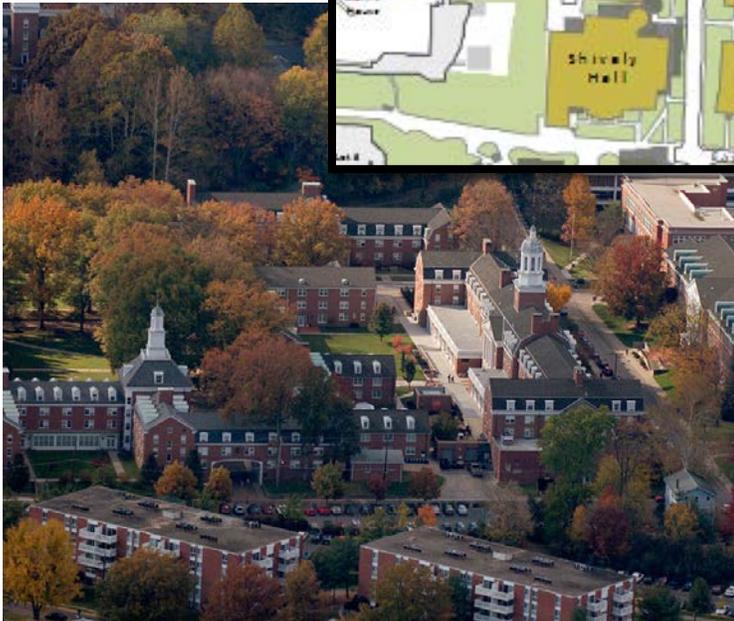
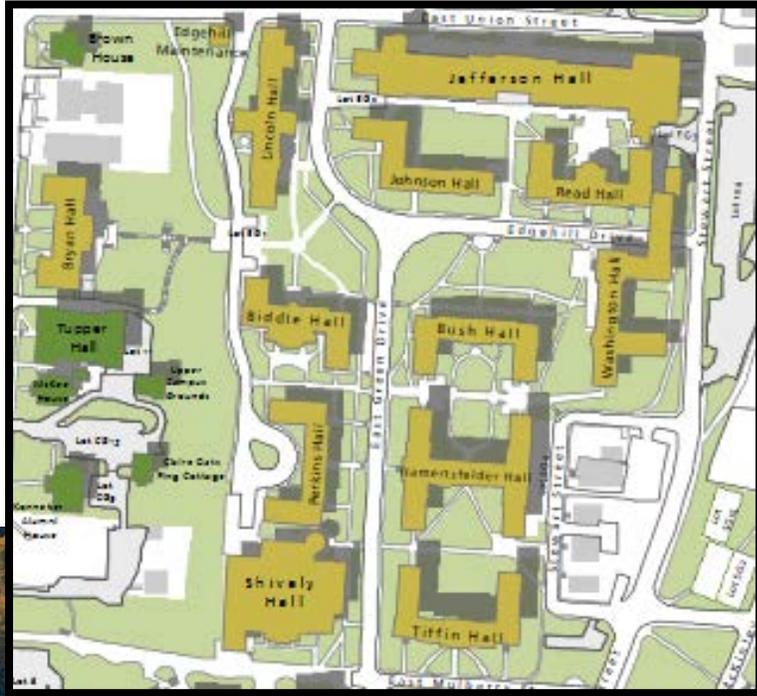
## Approval for Construction

	Design	Construction	Authorized Expenditures	Approved Budget
<b>Previous Board Budget Approvals</b>	\$ 160,000.00		\$ 160,000.00	\$ 1,979,705.00
<b>Current Board Request:</b>	\$ -	\$ 1,819,705.00	\$ 1,819,705.00	
<b>Sub-Totals</b>	\$ 160,000.00	\$ 1,819,705.00	\$ 1,979,705.00	\$ 1,979,705.00
<b>Fund Sources</b>				
Internal Bank / Reserves	\$ 160,000.00	\$ 1,819,705.00	\$ 1,979,705.00	
<b>Sub-Totals</b>	\$ 160,000.00	\$ 1,819,705.00	\$ 1,979,705.00	

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule							
Activity		Design	Construction				

# East Green Domestic Hot Water Upgrade

*Board of Trustees - August 2016*



10

## EAST GREEN BUILDING BASED DOMESTIC HOT WATER Approval to Undertake Design through Contract Administration

	Design	Construction	Project Total
Previous Board Budget Approvals and Increases	\$0	\$0	\$0
<b>Current Board Request: Design Phase</b>	<b>\$250,000</b>	<b>\$0</b>	<b>\$250,000</b>
Next Phases	\$0	\$1,350,000	\$1,350,000
<b>Sub-Totals</b>	<b>\$250,000</b>	<b>\$1,350,000</b>	<b>\$1,600,000</b>
<b>Fund Sources:</b>			
State Capital Appropriations			\$0
State Capital Reappropriations			\$0
Century Bond			\$0
Other: Housing and Residence Life	\$250,000	\$1,350,000	\$1,600,000
<b>Sub-Totals</b>	<b>\$250,000</b>	<b>\$1,350,000</b>	<b>\$1,600,000</b>

Fiscal Year	FY17	FY18	FY19	FY19	FY20	FY21	FY22
Schedule	●	●	●				
Activity	Design Nov - May	Constr Aug - Dec					

# East Green Domestic Hot Water Upgrade

Approval to Amend Budget and Scope \* and to Undertake Construction

	Design	Construction	Authorized Expenditures	Approved Budget
<b>Previous Board Budget Approvals</b>	\$ 230,000.00	\$ 20,000.00	\$ 250,000.00	\$ 1,600,000.00
<b>Current Board Request:</b>	\$ -	\$ 1,450,000.00	\$ 1,450,000.00	\$ 100,000.00 *
<b>Sub-Totals</b>	\$ 230,000.00	\$ 1,470,000.00	\$ 1,700,000.00	\$ 1,700,000.00
<b>Fund Sources</b>				
Internal Bank / Reserves	\$ 230,000.00	\$ 1,470,000.00	\$ 1,600,000.00	
<b>Sub-Totals</b>	\$ 230,000.00	\$ 1,470,000.00	\$ 1,700,000.00	

\* Scope change to service Shively Dining

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule							
Activity		Design	Construction				

# Pickering Hall Restroom Upgrades

Board of Trustees - June 2017



**Pickering Hall Restroom Upgrades 2018**

Approval For Design Through Contract Administration

	Design	Construction	Authorized Expenditures	Approved Budget
Previous Board Budget Approvals			\$ -	
<b>Current Board Request: Design through Contract Admin.</b>	\$ 203,000		\$ 203,000	\$ 1,100,000
<b>Sub-Totals</b>	\$ 203,000	\$ -	\$ 203,000	\$ 1,100,000
<b>Fund Sources</b>				
Housing & Residence Life Reserves	\$ 203,000	\$ 897,000	\$ 1,100,000	
<b>Sub-Totals</b>	\$ 203,000	\$ 897,000	\$ 1,100,000	

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule			●●●	●●●			
Activity			Design	Construction			



# Pickering Hall Restroom Upgrades

## Approval for Construction

	Design	Construction	Authorized Expenditures	Approved Budget
Previous Board Budget Approvals	\$ 203,000.00		\$ 203,000.00	\$ 1,100,000.00
<b>Current Board Request:</b>	\$ -	\$ 897,000.00	\$ 897,000.00	
<b>Sub-Totals</b>	\$ 203,000.00	\$ 897,000.00	\$ 1,100,000.00	\$ 1,100,000.00
<b>Fund Sources</b>				
Internal Bank / Reserves	\$ 203,000.00	\$ 897,000.00	\$ 1,100,000.00	
<b>Sub-Totals</b>	\$ 203,000.00	\$ 897,000.00	\$ 1,100,000.00	

Fiscal Year	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Schedule							
Activity		Design	Construction				

**RESOLUTION TO APPROVE EASEMENT REQUEST  
FROM FIVE DEPOT STREET LLC**

**RESOLUTION 2017 -**

**WHEREAS**, Five Depot Street LLC (Five Depot) is landlord to Snider Fuller and Stroh, Financial Advisors, whose office is located adjacent to several Ohio University parcels; and

**WHEREAS**, Five Depot has requested an easement as part of a project to resurface and improve drainage to their parking lot by making a storm drain connection to a catch basin on Ohio University land; and

**WHEREAS**, the improved parking area will create a safer environment not only for Five Depot's tenant and their clients but also for Ohio University students and staff that cross the parking lot on a daily basis; and

**WHEREAS**, this request has been reviewed and approved by appropriate University staff.

**NOW THEREFORE, BE IT RESOLVED** that the Board of Trustees hereby approves the request for a 25-year easement for Five Depot as depicted in the attached map, upon other terms and conditions approved by the President and the Department of Administrative Services.

**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.



499 Richland Avenue Athens, Ohio 45701  
Phone: 740-589-5001 Fax: 740-589-5004  
www.buckleygroupllc.com

## DESCRIPTION OF A 103.75 SQUARE FOOT EASEMENT

**Situated in Athens Township, City of Athens, Athens County, State of Ohio**

Being a **103.75 square foot** parcel of land for use as a storm sewer utility easement located in part of Section 9, Township 9 North, Range 14 West, Ohio Company Purchase, Athens Township, City of Athens, Athens County, State of Ohio and being part of a parcel as conveyed to the State of Ohio for Ohio University as recorded in Official Record Book 8 at Page 170 of said county deed records and being more fully described as follows:

**Beginning** at a point at the northeasterly corner of said 103.75 square foot parcel, being a point on the northerly line of said State of Ohio for Ohio University parcel and the southerly line of a parcel as conveyed to Five Depot Street, LLC by a deed recorded in Official Record Book 124 at Page 243 of said county deed records from which an iron pin (found) being the southwesterly corner of said Five Depot Street, LLC bears S 52° 56' 10", E, being the basis of bearing for this description, 9.84 feet for reference;

**Thence**, S 37° 01' 39" W, 10.55 feet to a point;

**Thence**, N 50° 56' 33" W, 10.01 feet to a point;

**Thence**, N 37° 01' 39" E, 10.12 feet to a point, being a point on the northerly line of said State of Ohio for Ohio University parcel and the southerly line of said Five Depot Street, LLC parcel;

**Thence**, S 57° 58' 40" E, with the northerly line of said State of Ohio for Ohio University parcel and the southerly line of said Five Depot Street, LLC parcel 1.01 feet to an iron pin (found);

**Thence**, S 52° 56' 10" E, with the northerly line of said State of Ohio for Ohio University parcel and the southerly line of said Five Depot Street, LLC parcel, 9.00 feet to the **Point of Beginning**, containing **103.75 square feet (0.002 acres)**, more or less, and being subject to all legal rights of way and easements of record.

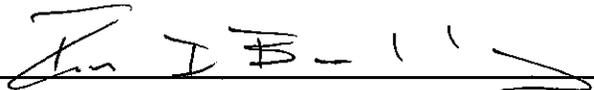
Being a **103.75 square foot** easement for storm sewer over and across parcel A027230003700 as conveyed to the State of Ohio for Ohio University by a deed recorded in Official Record Book 8 at Page 170 for the benefit of parcel A027230003801 as conveyed to Five Depot Street, LLC by a deed recorded in Official Record Book 124 at Page 243 of said county deed records.

Bearings are to an assumed meridian and are to be used for angular declination only.

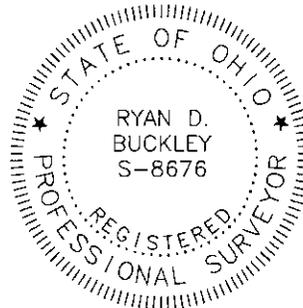
This description was prepared under the direct supervision of Ryan D. Buckley, Registered Surveyor No. 8676 and is based on a field survey made by The Buckley Group, LLC completed in November, 2017.

November 3, 2017

Date



Ryan D. Buckley, Professional Surveyor No. 8676







## **Interoffice Communication**

**Date:** January 2, 2018

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

**From:** Deborah J. Shaffer, Vice President Finance & Administration, CFO and Treasurer  
E. David Averion, Manager of Real Estate Operations

**Re:** **Approval of easement to Five Depot LLC**

This resolution seeks approval for a utility easement request from Five Depot Street LLC (Five Depot).

Five Depot owns property located at 5 Depot Street, Athens Ohio. It is home to Snider Fuller and Stroh, Financial Advisors, and is adjacent to several Ohio University parcels. The easement has been requested as part of a parking lot improvement project that involves connecting a drain line to a catch basin on University land.

The survey and legal description attached to the resolution reflect the easement area. Five Depot indicates that attaching the drain line connection to the catch basin will greatly enhance their parking lot by dissipating snow, ice and rainwater from their low lying parking lot and creating a safer area.

The Department of Administrative Services is facilitating the easement on behalf of Ohio University and is negotiating the consideration with Five Depot. We believe this amount will be appropriate and in line with the standards used by the Department of Administrative Services.

The project has been evaluated and approved by appropriate University officials and the Department of Administrative Services.

January 18, 2018

# Five Depot Street Easement

**Consent**

**Tab #; pg**

# Resolution - Five Depot Street Easement

## RESOLUTION TO APPROVE EASEMENT REQUEST FROM FIVE DEPOT STREET LLC

### RESOLUTION 2017 -

**WHEREAS**, Five Depot Street LLC (Five Depot) is landlord to Snider Fuller and Stroh, Financial Advisors, whose office is located adjacent to several Ohio University parcels; and

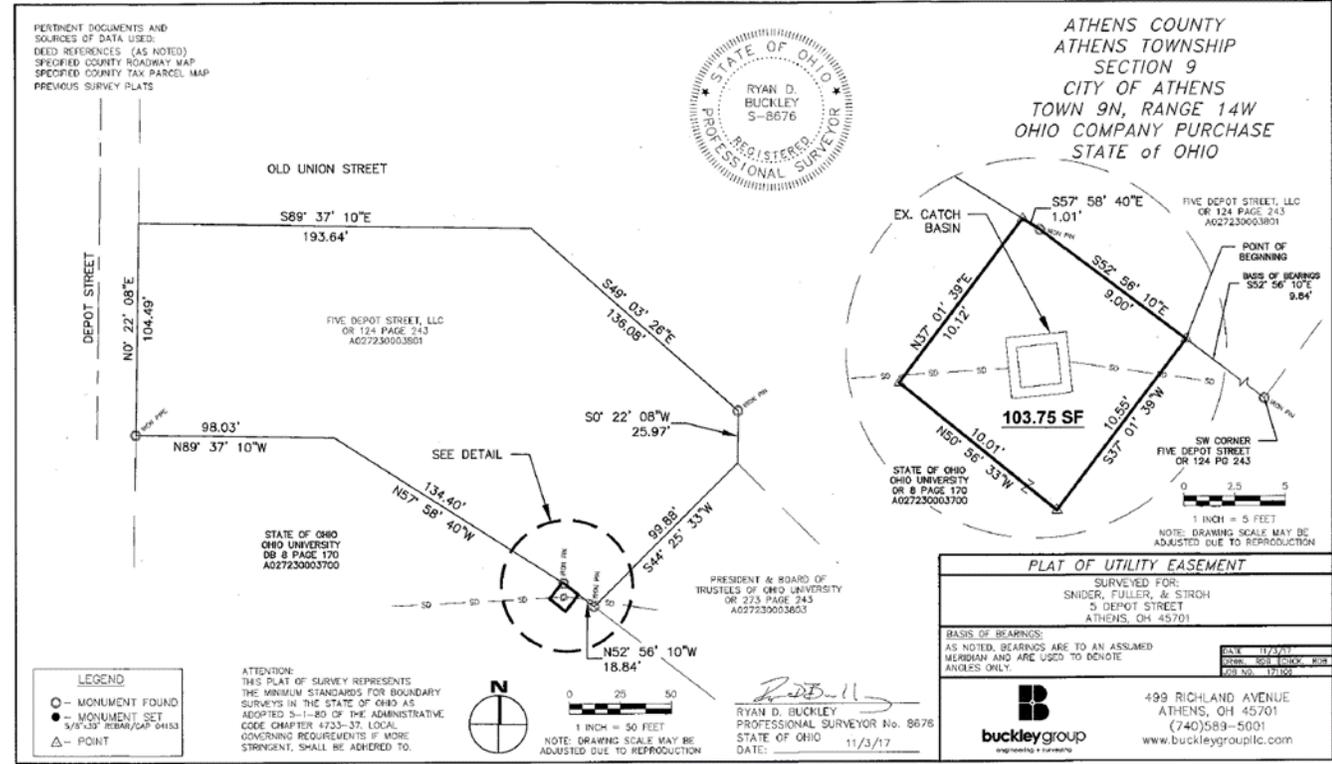
**WHEREAS**, Five Depot has requested an easement as part of a project to resurface and improve drainage to their parking lot by making a storm drain connection to a catch basin on Ohio University land; and

**WHEREAS**, the improved parking area will create a safer environment not only for Five Depot's tenant and their clients but also for Ohio University students and staff that cross the parking lot on a daily basis; and

**WHEREAS**, this request has been reviewed and approved by appropriate University staff.

**NOW THEREFORE, BE IT RESOLVED** that the Board of Trustees hereby approves the request for a 25-year easement for Five Depot as depicted in the attached map, upon other terms and conditions approved by the President and the Department of Administrative Services.

**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.





**OHIO**  
UNIVERSITY

## **Interoffice Communication**

**Date:** January 2, 2018

**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:

Forecasted FY18 information:

- Exhibit A – FY18 Financial Forecast – Narrative Analysis
- Exhibit B – FY18 Income Statement Forecast
- Exhibit C – FY18 Balance Sheet Forecast
- Exhibit D – FY18 Investment Return Forecast
- Exhibit E – FY18 Strategic Opportunity Reserve Forecast
- Exhibit F – FY18 Senate Bill 6 Forecast (includes FY17 results)

Our Financial Update materials will be information-only to the Resources Committee; however, relevant aspects of our FY18 financial forecast will be incorporated into the Resources Committee Operating Forecast and FY19 Budget Planning presentation.

# Exhibit A – FY18 Financial Forecast – Narrative Analysis

## Summary of Operating Results

	Athens Colleges & Schools	Regional Campuses	Auxiliaries	Central & Admin. Operations	Operating Unit Subtotals
Revenues	507.7	58.2	100.0	67.0	732.8
Expenses, Allocations & Transfers	501.5	59.1	85.7	65.9	712.0
Excess Revenues and Expenses	6.2	-0.9	14.3	1.1	20.8
<b>Plus:</b>					
Transfers from Reserves	-2.6	1.2	8.3	19.1	25.9
<b>Less:</b>					
Transfers to Quasi Endowments	0	0	0	14.9	14.9
Transfers to Capital Projects	3.6	0.3	22.6	5.3	31.8
Net Results	0.0	0.0	0.0	0.0	0.0

## Operating Reserves and Net Position

### Operating Units:

- FY18 Forecast \$25.9M transfer/draw FROM reserves (as compared with budgeted \$42.2M draw FROM reserves):
  - Central and Administrative Operations (\$19.1M net draw FROM reserves):
    - \$18.4M draw for WOUC spectrum auction which was recognized as revenue in FY17 and for which cash was received in FY18
      - \$14.1M is being transferred to Quasi endowment per BOT approval in June 2017 (budgeted)
      - \$.8M is being utilized for equipment and the pay-off of an existing internal loan (budgeted)
      - \$3.5M transferred to a capital project for the required transition to the new spectrum space (budgeted)
    - \$12.5M draw from the Strategic Opportunity Reserve (vs Budgeted draw of \$15.9M) to fund approved uses including
      - \$4.8M of Athens Colleges one-time operating support
      - \$0.8M transfer to Quasi-endowment for university share of scholarship matching program against respective cash received
    - \$4.4M transfer TO reserves for recognition of royalty receivable (non-cash; unbudgeted)
    - \$5M transfer TO healthcare reserves resulting from over-recovery due to positive health experience of our members (unbudgeted)
  - Auxiliaries (\$8.3M draw FROM reserves):
    - \$8.3M draw FROM Auxiliary reserves (as compared with the budgeted draw of \$7.6M) to support planned facility projects
  - Athens Colleges (2.6M transfer TO reserves after funding capital projects)
    - \$2.6M transfer TO reserves (versus \$5.0M budgeted draw)
    - \$3.6M transfer to fund capital projects (versus \$5.1 budgeted transfer)
  - Regional (\$1.2M draw FROM reserves):
    - \$0.9M draw for operations
    - \$0.3M draw to fund capital projects (unbudgeted)

### Non-operating Units:

- An **increase in Endowment Value of \$47.9M** after consideration for new gifts to the endowment of \$10.0M, increases for transfers into Quasi-endowments of \$14.9M, Investment income of \$51.0M, and Endowment Distributions of \$28.0M
- Projected **Capital Spend of \$83.4M (versus budgeted expenditures of \$162.5M)** resulting from delayed timeframes on major capital projects relative to the timeframes developed during the CIP process last spring
- A **\$3.9M increase in the Century Bond Portfolio (versus budgeted \$1.7M decrease)**, after consideration of \$11.5M of Internal Loan payments from the Operating Budget (budgeted), a gain on investments of \$16.4M (vs \$10.8M budgeted), payment of external bond interest of \$14.0M, and transfer of \$10M principal to fund deferred maintenance projects per the plan.
- A **decrease in Internal Bank assets of \$30.4M (versus budgeted \$50.7M decrease)** primarily associated with planned expenditures against the Capital Plan of \$37.0M, \$11.9M transferred into operations (explained above) offset by \$9.0M investment earnings.

### GAAP Adjusted Total:

- An overall forecasted GAAP adjusted \$73.9M increase in net position, a favorable \$20.7M variance to budget.

## Significant Items

Budget Impact	Item	Notes	Section (additional Details)
	State Appropriations (SSI)	Budget \$159.5 Forecast \$160.9	Operating Unit-State Appropriations
	Net Undergraduate Tuition & Fees	Budget \$241.1M Forecast \$239.6M	Operating Unit-Net Undergraduate Tuition & Educational Fees
	Net Graduate Tuition & Fees	Budget \$87.1M Forecast \$88.6M	Operating Unit-Net Graduate Tuition & Fees
	Investment Income – Working Capital Pool	Budget \$11.6M Forecast \$15.7M	Operating Unit, Non-Operating Unit & Exhibit D
	Investment Income – Endowment Pool	Budget \$31.6M Forecast \$51.0M	Non-Operating Unit & Exhibit D
	Investment Income – Century Bond Pool	Budget \$10.8M Forecast \$16.4M	Non-Operating Unit & Exhibit D
	Strategic Opportunity Reserve	Budget- Contributions \$12.3M Forecast- Contributions \$11.8M Budget- Use of funds \$27.9M Forecast- Use of funds \$24.3M	Exhibit E

## 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
  - Central and Administrative Operations
- 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 2017.

### **Forecast for fiscal year 2018 as compared to fiscal year 2018 budget and fiscal year 2017 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 Central and Administrative Operations activities as compared with the FY18 BOT approved Budget.**

#### **Revenues**

State Appropriations (\$166.0): 0.7%, \$1.2 million more than FY18 budget

- The Ohio Department of Higher Education has updated the FY18 SSI funding model to incorporate final credit hour and degree completions for the 2016-17 Academic Year. The finalized state distribution model resulted in an increase of \$1.4 million in state appropriations as compared to budget, which is presented in the Central and Administrative Operations column. The increase in funding is related to Ohio University's increasing share of the statewide undergraduate and graduate credit hour and degree production.
- The final FY2018-2019 State of Ohio Operating Budget allocated \$.2M less in restricted appropriations when compared to the FY18 Budget. Planning units have adjusted programs to account for the reduced funding

Net Undergraduate Tuition & Educational Fees (\$239.6M): -1%, \$1.5 million less than FY18 budget

- Athens freshman enrollments of 4,045 were 64 lower than the budget of 4,109 and 264 lower than the previous Fall. Athens transfer students of 461 were 84 lower than the budget (and previous Fall enrollment) of 545 students. The resulting decline in enrollment has created a variance of roughly \$2.5M of gross tuition revenue.
- Athens UG Financial Aid is forecasted as a positive \$2.1M variance to budget. This positive variance exists both because of the lower freshmen class and due to over-projections of the average aid awarded to students
- Regionals net tuition is forecasted to be \$.3 less than budget, driven by the continued decline in enrollments and FTE production
- Undergraduate online learning revenue is expected to be \$1.7M lower than budget due to lower-than-budgeted FTEs in Fall 2017.
- Program fees are forecasted to generate \$0.5M more than budgeted.

Net Graduate Tuition & Educational Fees (\$88.6M): 2%, \$1.5 million more than FY18 budget

- Net Graduate Tuition & Educational Fees was budgeted to grow by \$8.0M in FY18, a 10% increase from the prior year. The key drivers of the increased budget include the addition of a new cohort to the Heritage College of Osteopathic Medicine's Cleveland and Dublin campuses (\$5.0M), as well as expanded programmatic offerings through the Athens Colleges and Regional Campuses (\$3.0M).
- The FY18 forecast for these revenues is \$1.4 million over budget. Given significant process changes surrounding the assessment and transfer of Graduate online learning revenue, the FY18 budget does not incorporate the full extent of this revenue type within the Graduate Tuition section of the budget; a portion of Graduate online learning revenue was represented within the transfer section based on the prior methodology of revenue distribution. The impact of this within Graduate Tuition is \$0.9M.
- Higher-than-anticipated enrollments in online Graduate programs account for the remainder of the forecast-to-budget variance. This includes both new programs offered in FY18, as well as existing online programs.

Room & Board (\$92.2M): -1%, \$0.7 million less than FY18 budget

- Total Room (Housing and Residence Life) and Board (Culinary Services) revenues are forecast to be \$52.5M and \$39.7M, trailing budget by 1.1% and 0.3%, respectively, driven by the smaller freshman class and first year cohort.
- The FY18 budget for Room revenue assumed a decrease of 250 residents from FY17 or a 3.2% resident decrease. The decrease is now forecasted to be 339 residents or 4.4%.
- The FY18 budget for Board revenue also assumed a decrease in meal plan purchases for first year students of 250 from FY17. It now appears that it will be closer to a decrease of 305 meal plans.

Grants and Contracts (\$42.7M): -6 %, \$2.7 million less than FY18 budget

- The FY18 forecast was based on FY18 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:
    - The College of Education Upward Bound program was not renewed for \$0.4M.
    - Federal Work Study is forecasted at \$0.5M more than budget. This line item is traditionally budgeted low.
    - Budgets were also low for additional federal funds which are forecasted at \$1.8M more than budget.
  - State funds:
    - The Ohio Development Services Agency in the Third Frontier Preseed program was budgeted lower than forecasted at \$0.1M.
    - The Ohio Development Services Agency funding for the Ohio Coal Research Office programs and Ohio Federal Research Network funding for the Wright State University projects for the College of Engineering are forecasted at \$1.0M and were not budgeted for these line items.
    - The College of Osteopathic Medicine budgets had a decrease of \$0.3M due to funds previously classified as restricted services are now unrestricted.
    - The College of Health Sciences Professions had a decrease of \$0.3M in funding from Ohio Department of Higher Education for nursing scholarships that were not renewed.
- Other funds have a fluctuation between budget and forecast due to funding from the Ministry of Public Works, Afghanistan that was not budgeted but forecasted at \$0.4M.
- Private funds have a fluctuation between budget and forecast due to the following:
  - Decreases of approximately \$1.4M in the College of Health Science Professions, \$1.0M in the College of Engineering, \$1.8M in the College of Osteopathic

Medicine and \$0.7M in the College of Arts and Sciences due to the external reporting reclassification of the revenue in these programs from restricted services and memberships to unrestricted. These revenues are now recorded in the Other External Sales row of our Income Statement instead of Grants and Contracts

- Budgets were low for additional private funds forecasted at \$1.5M more than budget.
- Regional Campuses:
  - The College Credit Plus (CC+) forecast is based on budget projections which are in line with prior year revenue. The average FY17 tuition reimbursement from the state was 59% with the balance of tuition waivers being subsidized by the university.
- Auxiliaries:
  - Private funds had a fluctuation between budget and forecast due to the ICA funds of \$0.1M from the NCAA were reclassified from restricted to unrestricted.
- Central and Administrative Operations:
  - Federal funds have a fluctuation between budget and forecast due to funding from the Federal Aviation Administration (FAA) budgeted at \$2.1M for Airport improvements; however, new FAA funding of \$2.0M will not be received until FY19 and is now forecasted at \$0.1M in the Capital column.
  - State funds have a fluctuation between budget and forecast due to the following:
    - The Ohio Development Services Agency funding for the Ohio Coal Research Office program was not budgeted for this line item. This is forecasted for \$1.5M.
    - The Ohio Department of Transportation was budgeted for \$0.7M for Airport projects and is now forecast at \$0.4M (in the Capital column) due to only partial funding approved.
    - The Athens Campus College Credit Plus (CC+) forecast is based on budget projections.

Facilities and Administrative (F&A) Cost Recovery (\$6.9M): 15%, \$0.9 million more than FY18 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 FY17 are now funded with the new negotiated rate of recovery (51% for research). However, some federal entities 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 Central and Administrative Operations column and out of the Athens Colleges and Schools column.

Gifts (\$9.9M): Equal to FY18 budget

- FY18 expendable gift revenue is forecasted to be down \$4.6M, or 32% from FY17 actuals. The decline in gift revenue is attributable to two factors. First, there has been 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. 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 (\$28.0M): Equal to FY18 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 4%, or \$1.2M increase, as compared with prior year reflecting the positive impact of new gifts added to the endowment in recent years.
- 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) (\$6.7M): 10%, \$0.6 million more than FY18 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 \$1.6M of budgeted earnings on Foundation working capital which are included as a part of the all-funds view and are available for the support of Advancement operations. These funds are invested in the LT Pool and were budgeted to return 6.2% during FY2018 but are now forecasted to return 9.5% through June 30, 2018, or \$2.2M. As of June 30, 2017, the return expectation was revised from 6.2% to 6.1%. The forecasted return is calculated by assuming the expected return of the LT Pool (6.1%) for the remaining months in the fiscal year applied against the value of the LT Pool on October 31, 2017 which included an estimated 4.8% return for the first 4 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 (\$52.3M): 34%, \$13.4 million more than FY18 budget

- The primary increases to forecast over budget include:
  - \$7.4M from external reporting reclassification from restricted services and memberships to unrestricted revenues. These revenues are now recorded in the Other External Sales row of our Income Statement instead of Grants and Contracts.
  - The forecasted recognition of a \$4.4M royalty revenue receivable, that was not budgeted due to uncertainty of the receipt of funds but for which the University has a patent and license agreement.
  - Other increases are from prescription drug plan rebates and an estimated increase for ICA revenue based on prior year actuals.
- 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 (\$366.4M): -0.3%, \$1.2 million less than FY18 budget

- The variance between FY18 forecast and FY18 budget is a result of a historical practice of budgeting for full staffing levels and not projecting the impact of position vacancies. This gap has improved in recent years but will continue to be a challenge for our units until we are able to implement a position control technology. Our Central and Administrative Operations units are projecting salary savings of \$2.2M; our FY18 budget includes the recapture of \$1.3M of Central and Administrative Operations savings, with the remainder supporting projected draws from our operating reserves.
- FY18 expenditures are forecast to exceed FY17 actuals driven by the impact on salaries of equity pool distribution that occurred towards the end of FY17.

Benefits (\$120.1M): -4%, \$5.0 million less than FY18 budget

- FY18 expenditures are forecast to be less than budget by \$5.0M dollars. While employee fee waivers are forecast higher than budget, Healthcare, Retirement, Medicare, Worker’s Compensation and Other Benefits forecasts are lower than budget. Our FY18 medical claims budget was a 9% increase over the prior year’s budget, driven by significant cost growth during the first 9 months of FY17. Our claims experience over the last 6 months has normalized back to historic trends, and our FY18 claims are now forecasted at \$3.7M below budget.
- The table below provides Benefits as a percent of Salaries, Wages & Other Payroll for the Operating Units:

FY16 Actual	FY17 Actual	FY18 Budget	FY18 Forecast
32.8%	32.3%	34.0%	32.8%

Operating Expenses (\$187.3M): -1%, \$1.9 million less than FY18 budget

- 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.

Capitalized Costs (\$7.6M): -12%, \$1.0 million less than FY18 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 capitalization of certain Oracle Enterprise Business systems upgrades.

Internal Loan – Principal & Interest (\$51.1M): Equal to FY18 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.

Internal Sales (\$20.5M): -7%, \$1.6 million less than FY18 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 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) Reserves:

- This represents the amount that units are drawing from fund balance/reserves to cover current year operations (negative) or the amount that units are adding into fund balance/reserves (positive). The forecasted net deficit \$25.9M will be funded by a \$11.9M transfer from working capital in the Internal Bank column (for those items that impact Working Capital) and a \$14.0M transfer from our Financial Statement Adjustments column (for those items that do not impact cash/Working Capital).

#### **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 (\$10.0M): *Equal to FY18 budget*

- FY18 endowed gift revenue is forecasted to be down \$3.1M, or 24% from FY17 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 forecast 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 and reduced staffing levels in Advancement as described above.

#### Investment Income (\$51.0M): *61%, \$19.4M more than FY18 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, 2017 was 12.7% and the forecasted FY18 return is 9.5% net of fees. The LT endowment pool was initially budgeted to return 6.2% during FY2018, and this expectation is based on our investment advisor's assessment of market circumstances. As of June 30, 2017, the return expectation was revised from 6.2% to 6.1%. The forecasted return is calculated by assuming the expected return of the LT Pool (6.1% annualized return) for the remaining months in the fiscal year applied against the value of the LT Pool on October 31, 2017 (which included an estimated 4.8% return for the first 4 months of the fiscal year).
- The current forecasted investment income from the endowment in the LT Pool is \$51.0M net of fees for the year as compared with the budgeted amount of \$31.6M which was based on the portfolio's target return of 6.2%.
- 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 (\$14.9M): *Equal to FY18 budget*

- Represents the transfer from operations for quasi endowments. The transfer of \$14.9M is made up of \$0.8M for the projected University match resulting from the Scholarship Matching Program as well as \$14.1M in funds from the WOUB spectrum auction that was approved by the Board during FY17.

- 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 (\$13.4M): -59%, \$19.1 million less than FY18 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 forecast for FY18 is lower than budget due to delays in projects. FY18 forecast still exceeds FY17 actuals by \$2.9M.

Grants and Contracts (\$1.6M): -62%, \$2.6 million less than FY18 budget

- Capital Finance budgeted \$2.7M from FAA and Ohio Department of Transportation (ODOT) for Airport improvements. These funds are now forecasted at \$0.5M and the remainder for FY19 as previously noted in the Operating section under Central and Administrative Operations. The Federal Communication Commission was budgeted at \$1.3M and is now forecasted at \$1.1M due to WOUB channel reassignment delays.

Capitalized Costs (\$83.4M): -49%, \$79.1 million less than FY18 budget

- Based on our current project schedules, our capital expenditure forecast for FY18 (\$83.4M) will be significantly lower than the budgeted amount projected at the time of CIP development (\$162.5M). Projects with planned FY18 expenditures greater than \$5M that have experienced delays relative to our CIP include: Clippinger Phase I, Administrative Relocations, Chilled Water Upgrades, and Steam Upgrades. While a majority of the projects in the CIP will move forward as planned, delays in project timing will mean the capital expenditures will be recognized in future years. As this year progresses, we will incorporate changes in project timing and adjust our capital cost forecast accordingly. Capitalized costs will be offset in the Financial Statement Adjustment column as they are put on the balance sheet so there is no effect to bottom line. However, expendable net assets is affected by capital spend and drives the SB6 ratios.

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 12.5% and -3.7% in fiscal years 2017 and 2016, respectively. This pool's forecasted FY18 return is 9.5% net of fees. The century bond long-term pool was initially budgeted to return 6.2% during FY2018, and this expectation is based on our investment advisor's assessment of market circumstances. As of June 30, 2017, the return expectation was revised from 6.2% to 6.1%. The forecasted return is calculated by assuming the expected return of the LT Pool (6.1%) for the remaining months in the fiscal year applied against

the value of the LT Pool on October 31, 2017 which included an estimated 4.9% return for the first 4 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 \$17.0M in distributions during FY17 for capital spend, \$12.8M in distributions during FY18 for capital spend, and investment income of \$1.4M, this pool has a balance of approximately \$48.8M as of October 31, 2017.
- 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 FY18 this includes payments on the four (FY15-FY18) \$10M of deferred maintenance loans, 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 century bond external debt. The annual debt service (interest only) is \$14M. As of June 30, 2017, the investment earnings combined with the debt service on internal loans issued has not been sufficient to cover the external interest payments, so the University has advanced funds to cover the cumulative difference of (\$15.2M) until the Century Bond Program has sufficient liquidity to repay. The \$15.2M includes a \$10.8M shortfall in the Century Bond model and \$4.4M of investment earnings payable to the University. Repayment of the model shortfall 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. We discussed the timing of the \$4.4M of investment earnings at the October 2017 Committee meeting. Since there are new members on the Committee, a separate meeting was held in November 2017 to review the Century Bond model and assumptions. Further discussion about the timing for repayment of investment earnings will occur in the next Committee meeting in the spring. Based on the FY18 forecast, there should be enough internal debt service and investment earnings to cover the current year debt service.

#### Transfers to/(from) Capital Projects:

- Reflects the transfer of \$10M of funding from the Century Bond Bank to fund the Deferred Maintenance program. This is the 4th \$10M allocation since the establishment of the Century Bond Bank.

**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. \$115.0M) are invested alongside the endowment in LT Pool. As of August 31, 2017 the remainder (approx. \$277.0M) are invested in several working capital and cash pools.
- The LT Pool achieved a return of 12.7% for the fiscal year 2017. The FY18 forecasted investment return for the LT Pool is 9.5%. The university also utilizes 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. These pools' returns ranged from 0.8% to 11.0%

during FY17. The FY18 forecasted investment return for the tiered working capital pools range from 1.2% to 10.5%.

- Includes an \$13.5M 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 \$9.0M 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) Reserves:

- This represents the draw on working capital resulting from the forecasted deficit of \$11.9M in the operating units.

Transfers to/(from) Capital Projects:

- Reflects the projected transfers of funding from the Internal Bank to the respective Capital project funding. The actual forecasted transfers are less than budget due primarily to a reduction in funding for Ellis Hall and reversal of temporary funding for WOUB Spectrum.

**COMPONENT UNITS - TechGrowth Ohio Fund & 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.**

Other External Sales:

- \$9.7M in revenue for FY18 as compared to \$11.1M for FY17. This includes revenue decreases for UMA and Housing for Ohio which had partial years represented in FY17, but were sold and are no longer represented in these forecasts.

Operating Expenses:

- There is \$7.1M in expense for FY18 as compared to \$13.0M for FY17. This includes expenditure decreases for UMA and Housing for Ohio as explained above.

**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:**

- **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.**

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 FY17 was a charge of \$40.3M. Due to the uncertainty of these factors, we forecasted FY18 results at a net \$0 change.

Operating Expenses:

- FY18 includes a credit for \$3.2M 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 be slightly higher than budget.

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.

Transfers to/(from) Reserves:

- Activity represents draws from, or contributions to, University fund balances without a corresponding impact to Cash/Working Capital (draws from Working Capital are represented in the Internal Bank Column). The FY18 forecast net draw of \$14.0M from non-cash fund balances include:
  - \$18.4M draw from Fund Balance after the receipt of the WOUB Spectrum proceeds and the corresponding capital investments and transfers to Quasi-endowments
  - \$4.4M contribution to Fund Balance associated with the royalty receivable recognition discussed in the Operating Units-Other External Sales section

## 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, 2018 with comparative actual data for June 30, 2017 & 2016.

Following is an explanation of changes for the forecast at June 30, 2018 as compared with the last fiscal year end June 30, 2017:

Cash and Cash Equivalents (\$59.0M): *\$1.0 million increase FY18 forecast over FY17 actual*

- The increase is due primarily to the delayed capital spend.

Restricted Cash & Cash Equivalents (\$53.6M): *\$21.6 million decrease FY18 forecast over FY17 actual*

- Residual spending from the bond issuances that were used for the capital plan (see capital assets below)
- Construction escrow deposits and grant restricted funds remain the same at \$1M.

Investments (\$629.1M): *\$34.7 million increase FY18 forecast over FY17 actual*

- The Century Bond long term pool is forecast to increase by \$15.5M related to investment returns, and the Century Bond short term pool is forecast to decrease by \$30.1M because the short-term pool is being used for the capital plan (see capital assets below).
- The Century Bond debt reserve forecast increase by \$0.4M related to investment returns.
- The Long term endowment pool is forecast to increase by \$19.4M, 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 \$25.9M. Tiers II and III are forecast to increase by \$15.0M, the diversified pool (Tier IV) is forecast to increase \$10.4M, and the Student Investment Pool (Tier IV) is forecast to increase by \$0.7M.
- Included in the investments is \$179.2M of forecasted unspent Century Bond proceeds as of June 30, 2018 (see Net Investments in Capital section below).
- Also included is an increase in investments for TechGrowth Ohio.

Capital Assets-net of depreciation (\$1,057.1M): *\$38.0 million increase FY18 forecast over FY17 actual*

- Spending for capitalizable buildings, infrastructure & CIP total \$81.4M and include some of the following major projects: a forecasted \$10.5M for Ellis Hall, a forecasted \$5.8M for Jefferson Hall Market Place Renovations & a forecasted \$10.2M for Permanent Campus Boilers.
- There are also forecasted purchases of \$7.6M for machinery, equipment, library books and capitalizable Oracle Enterprise System projects.
- These are offset by depreciation expense of \$51.3M.

Accounts Receivable, Prepaids & Other Assets (\$83.1M): *\$18.4M decrease FY18 forecast over FY17 actual*

- Accounts Receivable had a one-time increase of \$18.4M for the FCC auction for the WOUC spectrum in FY17.
- Prepaids and Inventory are also in this category and are not expected to change.

Deferred Outflows of Resources-Deferred charge on bond refunding & Pension (\$139.4M): *\$0.5 million decrease FY18 forecast over FY17 actual*

- The change is the continuing amortization of the refunding of prior bonds.

Accounts Payable & Accrued Liabilities & Other (\$102.0M): *\$6.4 million decrease FY18 forecast over FY17 actual*

- Vendor accounts payable is expected to decrease as we have a smaller capital spend forecasted in FY18.

- 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 (\$33.6M): *No change FY18 forecast over FY17 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 with the total amount of Summer tuition.

Net Pension Liability (\$545.8M): *No change FY18 forecast over FY17 actual*

- Information is not yet available to forecast any changes.

Bonds & Notes Payable-net of premium & capital leases (\$635.7M): *\$18.1 million decrease FY18 forecast over FY17 actual*

- The change includes \$16.1M principal payments made Dec 1, 2016, and amortization of \$1.9M bond premium.
- \$0.1M decrease for payments on Capital leases and a forecast of no new capital leases.

Deferred Inflows of Resources–Deferred gain on bond refunding & Pension (\$4.6M): *No change FY18 forecast over FY17 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. FY18 forecast is equal to FY17 actuals at this point as updated information from the retirement systems is not available. As soon as these are released they will be included in future forecasts.

Net Investment in Capital Assets (\$653.7M): *\$9.6 million increase FY18 forecast over FY17 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 FY18, Net Investment in Capital Assets is calculated as follows:

Capital Assets – net of depreciation	\$1,057.1M
Less Bonds & Notes Payable – net of discount & premium	(\$635.7M)
Plus the Unspent Century Bond Proceeds	\$179.2M
Plus the Unspent proceeds from prior Bonds	<u>\$ 53.1M</u>
Total	\$653.7M

Restricted – Nonexpendable (\$22.5M): *No change FY18 forecast over FY17 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 (\$31.3M): *No change FY18 forecast over FY17 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 (-\$7.9M): *\$48.2M increase FY18 forecast over FY17 actual*

- The forecasted unrestricted net position includes the -\$412.1M impact of the GASB 68 requirement for booking the unfunded pension liability net with \$404.2M of unrestricted net position, the majority of which has been internally designated for planning units, reserves or commitments. Capital asset addition forecast changes for non-bond funded projects causes the Unrestricted and Net Investment in Capital Assets Net Position balances to fluctuate but does not effect total Net Position.

**Exhibit B - FY18 Income Statement Forecast**

(in millions)	Athens Colleges & Schools			Regional Campuses			Auxiliaries			Central & Admin. Operations			Operating Unit Subtotals			Variance FY18 Forecast over FY18 Budget	% Change	Variance FY18 Forecast over FY17 Actual	% Change	
	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast					
State Appropriations	137.5	137.5	137.3	27.7	24.3	24.3	-	-	-	(2.1)	3.0	4.4	163.1	164.8	166.0	1.2	0.7%	2.9	2%	
State Appropriations-Capital	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Undergraduate Tuition & Educational Fees	258.6	258.3	256.8	36.7	35.4	35.3	-	-	-	9.9	9.9	7.8	305.2	303.6	299.9	(3.7)	-1%	(5.3)	-2%	
Undergraduate Financial Aid	(49.2)	(46.2)	(46.2)	(5.5)	(5.4)	(5.2)	(10.3)	(12.5)	(12.5)	4.9	1.5	3.6	(60.1)	(62.5)	(60.4)	2.1	-3%	(0.3)	0.5%	
Net Undergraduate Tuition & Fees	209.4	212.1	210.6	31.2	30.0	30.1	(10.3)	(12.5)	(12.5)	14.8	11.4	11.4	245.1	241.1	239.6	(1.5)	-1%	(5.5)	-2%	
Graduate Tuition & Educational Fees	107.6	114.3	115.4	0.3	0.3	0.2	-	-	-	0.3	0.7	1.0	108.2	115.3	116.5	1.2	1%	8.3	8%	
Graduate Financial Aid	(28.5)	(28.0)	(27.6)	(0.1)	(0.1)	(0.1)	-	-	-	(0.4)	(0.1)	(0.3)	(29.0)	(28.2)	(27.9)	0.3	-1%	1.1	-4%	
Net Graduate Tuition & Fees	79.1	86.3	87.8	0.2	0.2	0.1	-	-	-	(0.1)	0.6	0.7	79.2	87.1	88.6	1.5	2%	9.4	12%	
Room & Board	-	-	-	-	-	-	95.4	92.9	92.2	-	-	-	95.4	92.9	92.2	(0.7)	-1%	(3.2)	-3%	
Grants and Contracts	33.9	36.4	35.8	2.0	2.1	1.9	-	0.1	-	7.2	6.8	5.0	43.1	45.4	42.7	(2.7)	-6%	(0.4)	-1%	
Facilities & Admin Costs Recovery	5.9	4.9	5.5	-	-	-	-	-	-	1.2	1.1	1.4	7.1	6.0	6.9	0.9	15%	(0.2)	-3%	
Gifts	9.9	4.9	4.9	0.4	0.3	0.3	2.1	2.4	2.4	2.1	2.3	2.3	14.5	9.9	9.9	-	-	(4.6)	-32%	
Endowment Distributions	12.4	13.1	13.1	0.5	0.7	0.7	0.2	0.2	0.2	13.7	14.0	14.0	26.8	28.0	28.0	-	-	1.2	4%	
Investment Income	-	-	-	-	-	-	-	-	-	7.1	6.1	6.7	7.1	6.1	6.7	0.6	10%	(0.4)	-6%	
Other External Sales	13.3	5.2	12.7	1.2	0.8	0.8	20.4	17.1	17.7	43.7	15.8	21.1	78.6	38.9	52.3	13.4	34%	(26.3)	-33%	
<b>Total Revenues</b>	<b>\$ 501.4</b>	<b>\$ 500.4</b>	<b>\$ 507.7</b>	<b>\$ 63.2</b>	<b>\$ 58.5</b>	<b>\$ 58.2</b>	<b>\$ 107.8</b>	<b>\$ 100.2</b>	<b>\$ 100.0</b>	<b>\$ 87.6</b>	<b>\$ 61.1</b>	<b>\$ 67.0</b>	<b>\$ 760.0</b>	<b>\$ 720.2</b>	<b>\$ 732.8</b>	<b>\$ 12.6</b>	<b>1.7%</b>	<b>\$ (27.2)</b>	<b>-4%</b>	
Salaries, Wages & Other Payroll	202.5	205.0	205.8	33.3	32.9	33.4	27.9	28.6	28.5	95.1	101.0	98.8	358.8	367.6	366.4	(1.2)	-0.3%	7.7	2%	
Benefits	57.3	61.2	59.1	10.7	11.0	10.8	11.1	13.1	11.4	36.8	39.8	38.9	115.9	125.1	120.1	(5.0)	-4%	4.2	4%	
Operating Expenses	67.9	67.4	69.5	8.2	6.8	7.3	35.3	35.6	34.9	73.7	79.5	75.6	185.1	189.2	187.3	(1.9)	-1%	2.2	1%	
Capitalized Costs	3.1	2.3	1.9	0.4	-	0.3	1.4	1.6	1.9	4.0	4.7	3.5	8.9	8.6	7.6	(1.0)	-12%	(1.3)	-15%	
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Internal Loan - Principal & Interest	5.0	5.4	5.4	0.3	0.3	0.3	12.6	13.8	13.8	29.9	31.7	31.6	47.8	51.1	51.1	-	-	3.3	7%	
Debt Service - Principal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Debt Service - Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Internal Sales	(2.4)	(2.0)	(0.8)	-	-	-	(7.1)	(7.0)	(6.7)	(13.7)	(13.1)	(13.0)	(23.2)	(22.1)	(20.5)	1.6	-7%	2.7	-12%	
<b>Total Direct Expenses</b>	<b>\$ 333.4</b>	<b>\$ 339.3</b>	<b>\$ 340.9</b>	<b>\$ 52.9</b>	<b>\$ 51.0</b>	<b>\$ 52.1</b>	<b>\$ 81.2</b>	<b>\$ 85.7</b>	<b>\$ 83.8</b>	<b>\$ 225.8</b>	<b>\$ 243.6</b>	<b>\$ 235.4</b>	<b>\$ 693.3</b>	<b>\$ 719.6</b>	<b>\$ 712.0</b>	<b>\$ (7.6)</b>	<b>-1.1%</b>	<b>\$ 18.7</b>	<b>3%</b>	
Internal Allocations & Transfers	(6.7)	(7.7)	(8.1)	0.5	(0.7)	(0.7)	1.0	2.4	2.4	5.5	6.0	6.4	0.3	-	-	-	-	(0.3)	-100%	
Indirect Costs Allocations	148.9	149.2	149.2	16.5	15.4	15.4	(1.7)	(2.1)	(2.1)	(163.7)	(162.5)	(162.5)	-	-	-	-	-	-	-	
Depreciation Allocation	10.6	11.5	11.5	-	-	-	0.8	1.6	1.6	(11.4)	(13.1)	(13.1)	-	-	-	-	-	-	-	
Subvention Allocation	6.1	8.0	8.0	(7.7)	(7.7)	(7.7)	-	-	-	1.6	(0.3)	(0.3)	-	-	-	-	-	-	-	
<b>Total Allocations &amp; Transfers</b>	<b>\$ 158.9</b>	<b>\$ 161.0</b>	<b>\$ 160.6</b>	<b>\$ 9.3</b>	<b>\$ 7.0</b>	<b>\$ 7.0</b>	<b>\$ 0.1</b>	<b>\$ 1.9</b>	<b>\$ 1.9</b>	<b>\$ (168.0)</b>	<b>\$ (169.9)</b>	<b>\$ (169.5)</b>	<b>\$ 0.3</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (0.3)</b>	<b>-</b>	<b>\$ (0.3)</b>	<b>-100%</b>	
<b>Total Expenses &amp; Transfers</b>	<b>\$ 492.3</b>	<b>\$ 500.3</b>	<b>\$ 501.5</b>	<b>\$ 62.2</b>	<b>\$ 58.0</b>	<b>\$ 59.1</b>	<b>\$ 81.3</b>	<b>\$ 87.7</b>	<b>\$ 85.7</b>	<b>\$ 57.8</b>	<b>\$ 73.7</b>	<b>\$ 65.9</b>	<b>\$ 693.6</b>	<b>\$ 719.6</b>	<b>\$ 712.0</b>	<b>\$ (7.6)</b>	<b>-1%</b>	<b>\$ 18.4</b>	<b>3%</b>	
<b>Subtotal Prior to Transfers</b>	<b>\$ 9.1</b>	<b>\$ 0.1</b>	<b>\$ 6.2</b>	<b>\$ 1.0</b>	<b>\$ 0.5</b>	<b>\$ (0.9)</b>	<b>\$ 26.5</b>	<b>\$ 12.5</b>	<b>\$ 14.3</b>	<b>\$ 29.8</b>	<b>\$ (12.6)</b>	<b>\$ 1.1</b>	<b>\$ 66.4</b>	<b>\$ 0.6</b>	<b>\$ 20.8</b>	<b>\$ 20.3</b>	<b>3383%</b>	<b>\$ (45.6)</b>	<b>-69%</b>	
Transfers to/(from) Reserves	(5.4)	(5.0)	2.6	3.1	0.5	(1.2)	14.8	(7.6)	(8.3)	11.4	(30.1)	(19.1)	23.9	(42.2)	(25.9)	16.3	-39%	(49.8)	-208%	
Transfers to/(from) Quasi Endowments	8.3	-	-	-	-	-	-	-	-	0.7	14.9	14.9	9.0	14.9	14.9	-	-	5.9	66%	
Bond Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Transfers to/(from) Capital Projects	6.2	5.1	3.6	(2.1)	-	0.3	11.7	20.1	22.6	(0.7)	2.6	5.3	15.1	27.8	31.8	4.0	14%	16.7	111%	
<b>Net Results</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 18.4</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 18.4</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (18.4)</b>	<b>-100%</b>

**Exhibit B - FY18 Income Statement Forecast**

(in millions)	Endowment			Capital			Century Bond			Internal Bank			Non-Operating Unit Subtotals			Variance FY18 Forecast over FY18 Budget	% Change	Variance FY18 Forecast over FY17 Actual	% Change
	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast				
State Appropriations	-	-	-	-	-	-	-	-	-	2.0	2.0	2.0	2.0	2.0	2.0	-	-	-	-
State Appropriations-Capital	-	-	-	10.5	32.5	13.4	-	-	-	-	-	-	10.5	32.5	13.4	(19.1)	-59%	2.9	28%
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	-	-	-	-	4.1	1.6	-	-	-	-	0.2	-	-	4.2	1.6	(2.6)	-62%	1.6	-
Facilities & Admin Costs Recovery	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gifts	12.3	10.0	10.0	0.8	-	-	-	-	-	-	-	-	13.1	10.0	10.0	-	-	(3.1)	-24%
Endowment Distributions	(26.8)	(28.0)	(28.0)	-	-	-	-	-	-	-	-	-	(26.8)	(28.0)	(28.0)	-	-	(1.2)	4%
Investment Income	59.9	31.6	51.0	-	-	-	19.1	10.8	16.4	10.5	5.5	9.0	89.5	47.9	76.4	28.5	59%	(13.1)	-15%
Other External Sales	0.1	-	-	-	-	-	-	-	-	0.2	-	0.2	0.3	-	0.2	0.2	-	(0.1)	-33%
<b>Total Revenues</b>	<b>\$ 45.5</b>	<b>\$ 13.6</b>	<b>\$ 33.0</b>	<b>\$ 11.3</b>	<b>\$ 36.6</b>	<b>\$ 15.0</b>	<b>\$ 19.1</b>	<b>\$ 10.8</b>	<b>\$ 16.4</b>	<b>\$ 12.7</b>	<b>\$ 7.7</b>	<b>\$ 11.2</b>	<b>\$ 88.6</b>	<b>\$ 68.6</b>	<b>\$ 75.6</b>	<b>\$ 7.0</b>	<b>10%</b>	<b>\$ (13.0)</b>	<b>-15%</b>
Salaries, Wages & Other Payroll	-	-	-	0.2	-	0.3	-	-	-	-	-	-	0.2	-	0.3	0.3	-	0.1	50%
Benefits	-	-	-	0.1	-	0.1	-	-	-	-	-	-	0.1	-	0.1	0.1	-	-	-
Operating Expenses	-	-	-	7.3	-	2.0	-	-	-	1.2	0.2	0.2	8.5	0.2	2.2	2.0	1000%	(6.3)	-74%
Capitalized Costs	-	-	-	95.8	162.5	83.4	-	-	-	-	-	-	95.8	162.5	83.4	(79.1)	-49%	(12.4)	-13%
Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Internal Loan - Principal & Interest	-	-	-	10.4	-	-	(10.2)	(11.5)	(11.5)	(48.0)	(39.6)	(39.6)	(47.8)	(51.1)	(51.1)	-	-	(3.3)	7%
Debt Service - Principal	-	-	-	-	-	-	-	-	-	17.7	16.1	16.1	17.7	16.1	16.1	-	-	(1.6)	-9%
Debt Service - Interest	-	-	-	(2.0)	-	-	14.0	14.0	14.0	13.0	16.0	16.0	25.0	30.0	30.0	-	-	5.0	20%
Internal Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Direct Expenses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 111.8</b>	<b>\$ 162.5</b>	<b>\$ 85.8</b>	<b>\$ 3.8</b>	<b>\$ 2.5</b>	<b>\$ 2.5</b>	<b>\$ (16.1)</b>	<b>\$ (7.3)</b>	<b>\$ (7.3)</b>	<b>\$ 99.5</b>	<b>\$ 157.6</b>	<b>\$ 81.0</b>	<b>\$ (76.7)</b>	<b>-49%</b>	<b>\$ (18.5)</b>	<b>-19%</b>
Internal Allocations & Transfers	(0.2)	-	-	(0.1)	-	-	-	-	-	-	-	-	(0.3)	-	-	-	-	0.3	-100%
Indirect Costs Allocations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Allocation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subvention Allocation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Allocations &amp; Transfers</b>	<b>\$ (0.2)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (0.1)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (0.3)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>	<b>\$ 0.3</b>	<b>-100%</b>
<b>Total Expenses &amp; Transfers</b>	<b>\$ (0.2)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 111.7</b>	<b>\$ 162.5</b>	<b>\$ 85.8</b>	<b>\$ 3.8</b>	<b>\$ 2.5</b>	<b>\$ 2.5</b>	<b>\$ (16.1)</b>	<b>\$ (7.3)</b>	<b>\$ (7.3)</b>	<b>\$ 99.2</b>	<b>\$ 157.6</b>	<b>\$ 81.0</b>	<b>\$ (76.7)</b>	<b>-49%</b>	<b>\$ (18.2)</b>	<b>-18%</b>
<b>Subtotal Prior to Transfers</b>	<b>\$ 45.7</b>	<b>\$ 13.6</b>	<b>\$ 33.0</b>	<b>\$ (100.4)</b>	<b>\$ (125.9)</b>	<b>\$ (70.8)</b>	<b>\$ 15.3</b>	<b>\$ 8.3</b>	<b>\$ 13.9</b>	<b>\$ 28.8</b>	<b>\$ 15.0</b>	<b>\$ 18.5</b>	<b>\$ (10.6)</b>	<b>\$ (88.9)</b>	<b>\$ (5.4)</b>	<b>\$ 83.7</b>	<b>-94%</b>	<b>\$ 5.2</b>	<b>-49%</b>
Transfers to/(from) Reserves	-	-	-	-	-	-	-	-	-	(23.9)	23.7	11.9	(23.9)	23.7	11.9	(11.8)	-50%	35.8	-
Transfers to/(from) Quasi Endowments	(9.0)	(14.9)	(14.9)	-	-	-	-	-	-	-	-	-	(9.0)	(14.9)	(14.9)	-	-	(5.9)	66%
Bond Proceeds	-	-	-	-	-	-	-	-	-	(125.0)	-	-	(125.0)	-	-	-	-	125.0	-
Transfers to/(from) Capital Projects	-	-	-	(60.3)	(79.8)	(78.8)	27.7	10.0	10.0	17.5	42.0	37.0	(15.1)	(27.8)	(31.8)	(4.0)	14%	(16.7)	111%
<b>Net Results</b>	<b>\$ 54.7</b>	<b>\$ 28.5</b>	<b>\$ 47.9</b>	<b>\$ (40.1)</b>	<b>\$ (46.1)</b>	<b>\$ 8.0</b>	<b>\$ (12.4)</b>	<b>\$ (1.7)</b>	<b>\$ 3.9</b>	<b>\$ 160.2</b>	<b>\$ (50.7)</b>	<b>\$ (30.4)</b>	<b>\$ 162.4</b>	<b>\$ (69.9)</b>	<b>\$ 29.4</b>	<b>\$ 99.5</b>	<b>-142%</b>	<b>\$ (133.0)</b>	<b>-82%</b>

**Exhibit B - FY18 Income Statement Forecast**

(in millions)	Component Units Techgrowth Ohio, UMA (FY17), & OUF Subs			Financial Statement Adjustments			GAAP Adjusted Totals			Variance FY18 Forecast over FY18 Budget	%	Variance FY18 Forecast over FY17 Actual	%
	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast	FY17 Actual	FY18 Budget	FY18 Forecast				
State Appropriations	-	-	-	-	-	-	165.1	166.8	168.0	1.2	0.7%	2.9	2%
State Appropriations-Capital	-	-	-	-	-	-	10.5	32.5	13.4	(19.1)	-59%	2.9	28%
Undergraduate Tuition & Educational Fees	-	-	-	0.1	-	-	305.3	303.6	299.9	(3.7)	-1%	(5.4)	-2%
Undergraduate Financial Aid	-	-	-	-	-	-	(60.1)	(62.5)	(60.4)	2.1	-3%	(0.3)	0.5%
Net Undergraduate Tuition & Fees	-	-	-	-	-	-	245.1	241.1	239.6	(1.5)	-1%	(5.5)	-2%
Graduate Tuition & Educational Fees	-	-	-	-	-	-	108.2	115.3	116.5	1.2	1%	8.3	8%
Graduate Financial Aid	-	-	-	-	-	-	(29.0)	(28.2)	(27.9)	0.3	-1%	1.1	-4%
Net Graduate Tuition & Fees	-	-	-	-	-	-	79.2	87.1	88.6	1.5	2%	9.4	12%
Room & Board	-	-	-	-	-	-	95.4	92.9	92.2	(0.7)	-1%	(3.2)	-3%
Grants and Contracts	-	-	-	-	-	-	43.1	49.6	44.3	(5.3)	-11%	1.2	3%
Facilities & Admin Costs Recovery	-	-	-	-	-	-	7.1	6.0	6.9	0.9	15%	(0.2)	-3%
Gifts	-	-	-	(11.7)	-	-	15.9	19.9	19.9	-	-	4.0	25%
Endowment Distributions	-	-	-	-	-	-	-	-	-	-	-	-	-
Investment Income	0.6	0.3	0.5	-	-	-	97.2	54.3	83.6	29.3	54%	(13.6)	-14%
Other External Sales	11.1	9.7	9.7	0.3	(3.2)	(3.2)	90.3	45.4	59.0	13.6	30%	(31.3)	-35%
<b>Total Revenues</b>	<b>\$ 11.7</b>	<b>\$ 10.0</b>	<b>\$ 10.2</b>	<b>\$ (11.3)</b>	<b>\$ (3.2)</b>	<b>\$ (3.2)</b>	<b>\$ 849.0</b>	<b>\$ 795.6</b>	<b>\$ 815.4</b>	<b>\$ 19.8</b>	<b>2%</b>	<b>\$ (33.6)</b>	<b>-4%</b>
Salaries, Wages & Other Payroll	-	-	-	-	-	-	359.0	367.6	366.7	(0.9)	-0.2%	7.7	2%
Benefits	-	-	-	40.3	-	-	156.3	125.1	120.2	(4.9)	-4%	(36.1)	-23%
Operating Expenses	13.0	7.1	7.1	1.2	(3.2)	(3.2)	207.8	193.3	193.4	0.1	0%	(14.4)	-7%
Capitalized Costs	-	-	-	(101.5)	(171.1)	(89.0)	3.2	-	2.0	2.0	-	(1.2)	-37%
Depreciation	1.1	-	0.3	48.9	50.1	51.0	50.0	50.1	51.3	1.2	2%	1.3	3%
Internal Loan - Principal & Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service - Principal	-	-	-	(17.7)	(16.1)	(16.1)	-	-	-	-	-	-	-
Debt Service - Interest	0.5	-	-	1.4	(1.5)	(1.5)	26.9	28.4	28.4	-	-	1.5	6%
Internal Sales	-	-	-	-	-	-	(23.2)	(22.1)	(20.5)	1.6	-7%	2.7	-12%
<b>Total Direct Expenses</b>	<b>\$ 14.6</b>	<b>\$ 7.1</b>	<b>\$ 7.4</b>	<b>\$ (27.4)</b>	<b>\$ (141.8)</b>	<b>\$ (58.8)</b>	<b>\$ 780.0</b>	<b>\$ 742.4</b>	<b>\$ 741.5</b>	<b>\$ (0.9)</b>	<b>-0.1%</b>	<b>\$ (38.5)</b>	<b>-5%</b>
Internal Allocations & Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-
Indirect Costs Allocations	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Allocation	-	-	-	-	-	-	-	-	-	-	-	-	-
Subvention Allocation	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Allocations &amp; Transfers</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>
<b>Total Expenses &amp; Transfers</b>	<b>\$ 14.6</b>	<b>\$ 7.1</b>	<b>\$ 7.4</b>	<b>\$ (27.4)</b>	<b>\$ (141.8)</b>	<b>\$ (58.8)</b>	<b>\$ 780.0</b>	<b>\$ 742.4</b>	<b>\$ 741.5</b>	<b>\$ (0.9)</b>	<b>-0.1%</b>	<b>\$ (38.5)</b>	<b>-5%</b>
<b>Subtotal Prior to Transfers</b>	<b>\$ (2.9)</b>	<b>\$ 2.9</b>	<b>\$ 2.8</b>	<b>\$ 16.1</b>	<b>\$ 138.6</b>	<b>\$ 55.6</b>	<b>\$ 69.0</b>	<b>\$ 53.2</b>	<b>\$ 73.9</b>	<b>\$ 20.7</b>	<b>39%</b>	<b>\$ 4.9</b>	<b>7%</b>
Transfers to/(from) Reserves	-	-	-	-	18.4	14.0	-	-	-	-	-	-	-
Transfers to/(from) Quasi Endowments	-	-	-	-	-	-	-	-	-	-	-	-	-
Bond Proceeds	-	-	-	125.0	-	-	-	-	-	-	-	-	-
Transfers to/(from) Capital Projects	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Results</b>	<b>\$ (2.9)</b>	<b>\$ 2.9</b>	<b>\$ 2.8</b>	<b>\$ (108.9)</b>	<b>\$ 120.2</b>	<b>\$ 41.6</b>	<b>\$ 69.0</b>	<b>\$ 53.2</b>	<b>\$ 73.9</b>	<b>\$ 20.7</b>	<b>39%</b>	<b>\$ 4.9</b>	<b>7%</b>

## Exhibit C - FY18 Balance Sheet Forecast

### Statement of Net Position (Balance Sheet)

(in millions \$)	Ohio University			Variance June 30, 2018 Forecast over June 30, 2017 Actual
	Actual		Forecast	
	June 30, 2016	June 30, 2017	June 30, 2018	
Cash & Cash Equivalents	36.6	58.0	59.0	1.0
Restricted Cash & Cash Equivalents	7.1	75.1	53.6	(21.6)
Investments	567.8	594.4	629.1	34.7
Capital Assets-net of depreciation & Assets Held for Sale	968.0	1,019.1	1,057.1	38.0
Accounts Receivable, Prepaids & Other Assets	84.3	101.5	83.1	(18.4)
<b>Total Assets</b>	<b>\$ 1,663.8</b>	<b>\$ 1,848.1</b>	<b>\$ 1,881.9</b>	<b>\$ 33.8</b>
Deferred Outflows of Resources-Deferred charge on bond refunding & Pension	87.9	139.9	139.4	(0.5)
<b>TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>	<b>\$ 1,751.7</b>	<b>\$ 1,988.0</b>	<b>\$ 2,021.3</b>	<b>\$ 33.3</b>
Accounts Payable & Accrued Liabilities & Other	104.8	108.4	102.0	(6.4)
Unearned Revenue	34.1	33.6	33.6	-
Net Pension Liability	432.9	545.8	545.8	-
Bonds & Notes Payable-net of premium & capital leases	544.8	653.8	635.7	(18.1)
<b>Total Liabilities</b>	<b>\$ 1,116.6</b>	<b>\$ 1,341.6</b>	<b>\$ 1,317.1</b>	<b>\$ (24.5)</b>
Deferred Inflows of Resources-Deferred gain on bond refunding & Pension	24.5	4.6	4.6	-
<b>Total Deferred Inflows Of Resources</b>	<b>\$ 24.5</b>	<b>\$ 4.6</b>	<b>\$ 4.6</b>	<b>\$ -</b>
Net Investment in Capital Assets	651.0	644.1	653.7	9.6
Restricted - Nonexpendable	22.2	22.5	22.5	-
Restricted - Expendable	32.1	31.3	31.3	-
Unrestricted	(94.7)	(56.1)	(7.9)	48.2
<b>Total Net Position</b>	<b>\$ 610.6</b>	<b>\$ 641.8</b>	<b>\$ 699.6</b>	<b>\$ 57.8</b>
<b>TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION</b>	<b>\$ 1,751.7</b>	<b>\$ 1,988.0</b>	<b>\$ 2,021.3</b>	<b>\$ 33.3</b>
<b>GASB 68 balances:</b>				
Deferred Outflows of Resources-Pension	85.6	137.7	137.7	-
Net Pension Liability	(432.9)	(545.8)	(545.8)	-
Deferred Inflows of Resources-Pension	(24.5)	(4.0)	(4.0)	-
Net effect of GASB 68 on Unrestricted Net Position	\$ (371.8)	\$ (412.1)	\$ (412.1)	\$ -
Unrestricted Net Position WO GASB 68	277.1	356.0	404.2	48.2
Total Net Position WO GASB 68	982.4	1,053.9	1,111.7	57.8
Expendable Net Assets for SB6 WO GASB 68 (Unrestricted & Restricted Expendable)	309.2	387.3	435.5	48.2

## Exhibit D - FY18 Investment Return Forecast

### Summary by Investment Pool

(in millions \$)

Investment Pool	Academic		Century Bond	Internal Bank	Component Units	FY Forecasted Total	Expected Annual Return <sup>1</sup>	FYTD Return <sup>2</sup>	Forecasted Return through FYE <sup>3</sup>
	Support	Endowment							
OU Tier II Working Capital				1.5		1.5	1.5%	0.4%	1.2%
OU Tier III Working Capital				0.9		0.9	2.9%	1.0%	2.3%
OU Tier IV Working Capital - Student				0.7		0.7	6.1%	5.2%	10.7%
OU Tier IV Working Capital - Div Pool	4.5			5.9		10.4	6.1%	4.8%	9.5%
OUF Diversified Pool	2.2					2.2	6.1%	4.8%	9.5%
Subtotal - Working Capital	6.7	-	-	9.0	-	15.7			
OU Endowment		9.1				9.1	6.1%	4.8%	9.5%
OUF Endowment		41.9				41.9	6.1%	4.8%	9.5%
Subtotal - Endowment	-	51.0	-	-	-	51.0			
Century Bond Diversified Pool			0.4			0.4	6.1%	4.8%	9.5%
Century Bond Conservative Pool			0.1			0.1	2.5%	0.5%	1.6%
Century Bond Long-Term Pool			15.5			15.5	6.1%	4.9%	9.5%
Century Bond Short-Term Pool			0.4			0.4	1.0%	0.5%	0.9%
Subtotal - Century Bond	-	-	16.4	-	-	16.4			
Component Units					0.5	0.5			
Total	6.7	51.0	16.4	9.0	0.5	83.6			

<sup>1</sup> 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.

<sup>2</sup> The FYTD Return represents the actual return on our investment portfolios for the fiscal year to date through October 31, 2017.

<sup>3</sup> The Forecasted Return through FYE represents the actual return on our investment portfolios through October 31, 2017 plus the expected return for the remaining months of the fiscal year.

## Exhibit E - FY18 Strategic Opportunity Reserve Forecast

As of December 18, 2017

(in millions)

<b>Strategic Reserve Balance</b>				
	FY17	FY18	FY18	
	Actual	Budget	Forecast	
<b>Beginning Balance</b>	<b>\$ 36.2</b>	<b>\$ 32.3</b>	<b>\$ 32.3</b>	
<b>Funding</b>				
Investment Income	\$ 4.5	\$ 4.5	\$ 4.5	
SSI	\$ (2.3)	\$ 2.9	\$ 4.3	
Tuition	\$ 4.3	\$ 4.6	\$ 2.2	
Fund Balance	\$ 0.3	\$ 0.3	\$ 0.8	
<b>Subtotal</b>	<b>\$ 6.9</b>	<b>\$ 12.3</b>	<b>\$ 11.8</b>	
<b>Investments</b>				
Infrastructure	\$ 3.2	\$ 4.7	\$ 5.0	
Community and Economic Development	\$ 2.1	\$ 2.6	\$ 2.5	
Student Success and Programs	\$ 2.7	\$ 6.4	\$ 4.0	
Academic and Research Programs	\$ 2.7	\$ 12.8	\$ 11.3	
Presidential Priorities		\$ 1.5	\$ 1.5	
<b>Subtotal</b>	<b>\$ 10.7</b>	<b>\$ 27.9</b>	<b>\$ 24.3</b>	
<b>Ending Balance</b>	<b>\$ 32.3</b>	<b>\$ 16.7</b>	<b>\$ 19.8</b>	

<b>Investment Summary</b>				
	FY17	FY18	FY18	
	Actual	Budget	Forecast	
<b>Infrastructure</b>				
OSAI	\$ 2.7	\$ 2.3	\$ 2.3	
Parental Leave	\$ 0.1	\$ -	\$ -	
Advancement Strategy	\$ -	\$ 2.4	\$ 2.4	
IT Small Projects	\$ 0.5	\$ -	\$ 0.3	
<b>Subtotal</b>	<b>\$ 3.2</b>	<b>\$ 4.7</b>	<b>\$ 5.0</b>	
<b>Community and Econ. Development</b>				
TechGrowth	\$ 1.6	\$ 2.0	\$ 2.0	
OHIO for Ohio	\$ 0.5	\$ 0.5	\$ 0.5	
FAO Support	\$ -	\$ 0.1	\$ 0.1	
<b>Subtotal</b>	<b>\$ 2.1</b>	<b>\$ 2.6</b>	<b>\$ 2.5</b>	
<b>Student Success and Programs</b>				
Endowed Scholarships	\$ 0.7	\$ 0.8	\$ 0.8	
Signature Program	\$ 2.0	\$ 4.8	\$ 2.7	
BSO	\$ -	\$ -	\$ 0.3	
Unallocated	\$ -	\$ 0.8	\$ 0.2	
<b>Subtotal</b>	<b>\$ 2.7</b>	<b>\$ 6.4</b>	<b>\$ 4.0</b>	
<b>Academic and Research Programs</b>				
Innovation Strategy	\$ 1.5	\$ 3.7	\$ 2.2	
OBOR Research Portal	\$ 0.1	\$ -	\$ -	
Online Learning Investment	\$ 0.4	\$ 1.6	\$ 1.6	
Endowed Professorships	\$ -	\$ -	\$ -	
Tantrum Theater	\$ 0.6	\$ 0.6	\$ 0.6	
RHE Investment	\$ -	\$ 1.5	\$ 1.5	
Engineering Start-up	\$ -	\$ 1.0	\$ 1.0	
OU Press	\$ -	\$ 0.1	\$ 0.1	
MAC Conference	\$ -	\$ 0.0	\$ 0.0	
Funding for Budget Volatility	\$ -	\$ 3.8	\$ 3.8	
International Student Recruitment	\$ -	\$ 0.5	\$ 0.5	
<b>Subtotal</b>	<b>\$ 2.7</b>	<b>\$ 12.8</b>	<b>\$ 11.3</b>	
Presidential Priorities Subtotal	\$ -	\$ 1.5	\$ 1.5	
<b>Total Investment Summary</b>	<b>\$ 10.7</b>	<b>\$ 27.9</b>	<b>\$ 24.3</b>	

## Exhibit F - FY18 Senate Bill 6 Forecast

Quarterly Report to the Ohio Department of Higher Education Ohio University as of June 30, 2018, Forecasted			
Schedule QF-1: Statement of Revenues, Expenditures, and Other Changes Projection of Year-end SB 6 Ratios and Composite Scores (in millions \$)			
	Forecast FY2018	Actual FY2017	Actual FY2016
Expendable net assets (A)	435.5	387.3	309.2
Plant debt (B)	608.9	625.2	526.7
Revenues, operating + nonoperating (C)	805.8	827.8	754.4
Operating expenses (including interest expense) (D)	748.0	756.3	727.3
Increase (decrease) in total net assets (E)	57.8	71.5	22.8
<u>Ratios:</u>			
Viability Ratio (A/B)	0.715	0.619	0.587
Primary Reserve Ratio (A/D)	0.582	0.512	0.425
Net Income Ratio (E/C)	0.072	0.086	0.030
<u>Composite Score:</u>			
Viability Ratio (30%)	0.9	0.9	0.6
Primary Reserve Ratio (50%)	2.5	2.5	2.0
Net Income Ratio (20%)	1.0	1.0	0.8
<b>SB 6 Composite Score (Excluding GASB 68)</b>	<b>4.4</b>	<b>4.4</b>	<b>3.4</b>



**OHIO**  
UNIVERSITY

## **Interoffice Communication**

**Date:** January 2, 2018

**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  
Shawna Bolin, Associate Vice President for University Planning

**Re: Facility Projects & Planning Updates**

Enclosed for your reference are the Facility Project Status Report and the Projects in Planning Summary for the January 2018 Board of Trustees meeting.

The Facility Project Status report is an update on all active projects approved for expenditure. The report is organized consistent with the Six-year Capital Investment Plan and includes information for each project, the schedule, budget and type of funds used to complete the project. Project highlights since the October reporting include:

- Construction of the Perry and Sandy Sook Academic Success Center continues in earnest with the foundations complete and commencement of vertical construction.
- The Ellis Hall Renovation project recently completed demolition and is now entering the next phase of construction.
- The Permanent Boiler project continues with operational testing to meet all EPA permit requirements. The project remains on schedule to complete in June of 2018.
- The South Green Drive Culvert Replacement Project completed successfully with full restoration of the hardscapes and landscaping in the area.

The initial Projects in Planning summary was presented to the Board in October, 2017. The summary provides an update on University Planning's studies and projects in process as well as those on the horizon and will be shared as an information item for each meeting. Four projects were added since the October report:

- FY19 Capital Improvement Plan for the development of the annual plan for strategic capital investments.
- Campus Green Roof Study to evaluate opportunities for green roof research education.
- College of Business Space Study to review all existing and future CoB space with an eye towards program efficiency across existing buildings and the future building.
- Campus Lighting Study to develop understanding of opportunities for enhanced lighting.

## Planning

Classification	# of		Authorized		Expenditures to
	Projects	Budget	Expenditures	Date	
Academic/Programmatic Renewal	15	\$ 44,364,500	\$ 1,060,000	\$ 329,271	
Building Systems & Infrastructure	15	\$ 1,692,506	\$ 772,739	\$ 38,400	
University Initiatives	1	\$ 10,000			
Utilities	5	\$ 1,412,207	\$ 152,000	\$ 147,820	
Regional Campuses	9	\$ 6,127,286	\$ 244,000	\$ 91,009	
Auxiliaries	14	\$ 23,002,633	\$ 2,037,150	\$ 118,524	
<b>Grand Total</b>	<b>59</b>	<b>\$ 76,609,131</b>	<b>\$ 4,265,889</b>	<b>\$ 725,024</b>	

## Design

Classification	# of		Authorized		Expenditures to
	Projects	Budget	Expenditures	Date	
Academic/Programmatic Renewal	10	\$ 112,820,045	\$ 17,851,411	\$ 1,596,714	
Building Systems & Infrastructure	10	\$ 4,546,100	\$ 2,914,761	\$ 418,020	
University Initiatives	7	\$ 3,587,255	\$ 6,244,155	\$ 68,507	
Utilities	5	\$ 30,296,000	\$ 6,450,000	\$ 334,008	
Regional Campuses	5	\$ 3,930,328	\$ 1,145,311	\$ 741,138	
Auxiliaries	9	\$ 12,592,777	\$ 6,052,200	\$ 438,617	
<b>Grand Total</b>	<b>46</b>	<b>\$ 167,772,505</b>	<b>\$ 40,657,838</b>	<b>\$ 3,597,005</b>	

## Construction

Classification	# of		Authorized		Expenditures to
	Projects	Budget	Expenditures	Date	
Academic/Programmatic Renewal	2	\$ 13,001,208	\$ 13,001,208	\$ 792,586	
Building Systems & Infrastructure	11	\$ 7,721,000	\$ 7,689,692	\$ 5,531,285	
University Initiatives	3	\$ 31,968	\$ 90,113	\$ 9,810	
Utilities	4	\$ 19,925,000	\$ 19,925,000	\$ 13,866,331	
Regional Campuses	5	\$ 2,507,808	\$ 2,305,116	\$ 775,023	
Auxiliaries	6	\$ 8,835,510	\$ 8,884,980	\$ 1,815,389	
<b>Grand Total</b>	<b>31</b>	<b>\$ 52,022,494</b>	<b>\$ 51,896,109</b>	<b>\$ 22,790,425</b>	

## Closeout

Classification	# of		Authorized		Expenditures to
	Projects	Budget	Expenditures	Date	
Academic/Programmatic Renewal	3	\$ 2,653,508	\$ 2,654,478	\$ 2,378,941	
University Initiatives	1	\$ 2,903	\$ 2,903	\$ 2,719	
Auxiliaries	3	\$ 575,842	\$ 516,342	\$ 361,650	
<b>Grand Total</b>	<b>7</b>	<b>\$ 3,232,253</b>	<b>\$ 3,173,723</b>	<b>\$ 2,743,310</b>	

Project Name	Part of CIP	Start Date	Finish Date	Budget		Current Phase	Expenditures		Funding Sources			
				Original	Revised		Authorized	To-Date	Century Bond	State Capital	Gift/ Grant	Internal Bank/ Reserves
<b>Academic/Programmatic Renewal</b>												
WOUB Spectrum Conversion	2019-2024	TBD	TBD	\$ 1,801,275		Planning					x	x
Forum (RTV) and Baker (Kantner) Theaters Power Circuit		Aug-17	TBD	\$ 10,000		Design						x
Russ Research Opportunity Center	17-22/19-24	Jan-18	Dec-21	\$ 31,000,000		Planning					x	x
HCOM New Facility	2019-2024	Oct-17	Apr-21	\$ 65,000,000		Design	\$ 8,997,939	\$ -				x
HCOM Utilities Phase 1	2017-2022	Aug-17	Mar-21	\$ 4,370,000		Design	\$ 500,000	\$ 154,491	x			x
Clippinger Laboratories Phase 1 Addition	2017-2022	Jan-17	Aug-20	\$ 42,600,000		Design	\$ 8,009,782	\$ 1,399,024	x	x		
Seigfred Hall Study and Phase 2 Renovation	2017-2022	Jan-18	May-20	\$ 10,600,000		Planning	\$ 1,060,000	\$ 329,271	x	x		
C-Suite (student innovation hub)	2019-2024	Jun-17	Aug-19	\$ 576,445		Design	\$ 80,060	\$ 10,584		x		x
Ellis Hall Renovation	2017-2022	Sep-16	Oct-18	\$ 13,000,000		Construction	\$ 13,000,000	\$ 792,586		x		x
Walter 245 Renovation 2018	17-22/19-24	Jan-18	Aug-18	\$ 300,000		Planning						x
Grover Center W115 Renovation		Jul-17	Aug-18	TBD		Planning						x
Classroom Sandbox	2017-2022	Jul-17	Aug-18	\$ 250,000		Planning				x		
Grover W313 Update		Nov-17	Jul-18	\$ 3,000		Planning						x
Alden Library 1st floor stairwell landing		Aug-17	May-18	TBD		Planning						x
Stocker 264 Renovations		Jul-17	Apr-18	\$ 89,957		Planning						x
Copeland Hall Elevator Upgrade		Oct-17	Mar-18	\$ 120,000		Planning						x
Chubb 115B Renovation		Dec-17	Mar-18	\$ 8,813		Planning						x
RTV Forum Theater Rigging		Nov-17	Feb-18	\$ 170,000		Planning						x
Copeland Hall Lobby Remodel Study		Dec-17	Jan-18	\$ 19,455		Planning						x
Stocker Window Coverings 192, 306,315,368		Oct-17	Jan-18	TBD		Planning						x
Kennedy Museum Lobby Lighting		May-17	Jan-18	\$ 23,043		Design	\$ 23,043	\$ -				x
Kennedy Museum Flooring Replacement		Apr-17	Jan-18	\$ 93,907		Design	\$ 93,907	\$ 25,508				x
Alden Library Renovation Phase I	2017-2022	Nov-16	Jan-18	\$ 2,590,000		Closeout	\$ 2,590,000	\$ 2,370,419		x		x
Morton Hall 320 Conference Room		Jan-18	Jan-18	\$ 12,000		Design	\$ 12,030	\$ -				x
Grover W244 Renovation		Aug-17	Dec-17	\$ 53,250		Design	\$ 53,250	\$ 6,211				x
Porter Autoclaves		Nov-17	Dec-17	\$ 1,208		Construction	\$ 1,208	\$ -				x
Lin Hall 210 Renovation	2018	Jun-17	Dec-17	\$ 81,400		Design	\$ 81,400	\$ 896			x	
Innovation Center 223 Outlet Reconfiguration		Nov-17	Dec-17	\$ 2,000		Planning						x
Copeland Hall Corridor Wall and Signage Upgrades		Sep-17	Nov-17	\$ 7,633		Closeout	\$ 7,633	\$ -				x
Porter 116 Lab Renovation		Mar-17	Oct-17	\$ 55,875		Closeout	\$ 56,845	\$ 8,522				x
<b>Building Systems &amp; Infrastructure</b>												
Residential Housing Fire Panel Replacements	2015-2020	Dec-17	May-20	\$ 400,000		Design	\$ 400,000	\$ 8,000	x			
Main Green-Park Place to Alden/Ellis Service Dr. Repair		Aug-18	Aug-19	TBD		Planning						
WG CWP Chiller 3 Repairs	2017-2022	Mar-17	Jan-19	\$ 400,000		Planning	\$ 400,000	\$ -				x
West Green Chilled Water Pump System Repairs	2017-2022	Oct-16	Jan-19	\$ 1,000,000		Design	\$ 1,000,000	\$ 85,547	x			
Hwa Wei Lee Library Annex - Roof Replacement & Exterior Improvements	2015-2020	Mar-16	Nov-18	\$ 420,800	\$ 1,100,000	Design	\$ 51,381	\$ 3,465		x		
Innovation Center Roof Repair	2019-2024	Jan-18	Nov-18	\$ 300,000		Planning			x			
Adams Hall Parking Garage Water Proofing	2018	Jan-17	Aug-18	\$ 250,000	\$ 500,000	Design	\$ 40,000	\$ 28,841				x
Fire Panel Replacement Various Buildings Phase I	2017-2022	Apr-16	Aug-18	\$ 400,000		Construction	\$ 400,000	\$ 78,814	x			
Alden Library Emergency Exit Signage		Sep-17	Aug-18	TBD		Planning						x
Cutler Hall High Voltage Upgrade	2017-2022	Jul-17	Aug-18	\$ 350,000		Design	\$ 33,140	\$ 20,000		x		
Central Classroom Façade Repairs	17-22/19-24	Mar-17	Aug-18	TBD		Planning			x			
Botanical Research Greenhouse Upgrade	2017-2022	May-17	Aug-18	\$ 400,000		Design	\$ 401,940	\$ 33,532				x
RTEC Roof	2017-2022	Feb-17	Aug-18	\$ 495,000		Design	\$ 50,000	\$ 27,937	x	x		

Project Name	Part of CIP	Start Date	Finish Date	Budget		Current Phase	Expenditures		Funding Sources			
				Original	Revised		Authorized	To-Date	Century Bond	State Capital	Gift/ Grant	Internal Bank/ Reserves
Lindley Hall Roof Project	2017-2022	Mar-17	Aug-18	\$ 500,000		Design	\$ 50,000	\$ 13,015	x	x		
Chubb Hall Repair East Entrance Stairs and Landing	2017-2022	Oct-17	Jul-18	\$ 205,000		Planning	\$ 205,000	\$ -	x			
Glidden Concrete Work		Oct-17	Jul-18	\$ 60,000		Planning			x			
Campus Heat Exchangers	2018	Nov-17	Jul-18	\$ 245,000		Planning				x		
Lausche Perimeter Fence	2017-2022	Dec-16	Jun-18	\$ 98,500		Construction	\$ 98,500	\$ 48,847	x			
Lot 20 Retaining Wall	2019-2024	Aug-17	Jun-18	\$ 191,000		Design	\$ 191,000	\$ 37,765	x			x
Old Heating Plant Parapet Wall Replacement	17-22/19-24	Dec-17	Mar-18	\$ 58,800		Planning			x			
Ping Center Chilled Water Connection	2017-2022	Nov-15	Mar-18	\$ 1,400,000		Construction	\$ 1,400,000	\$ 732,361	x			
Copeland Hall Roof Project	2017-2022	Mar-17	Mar-18	\$ -		Design	\$ 1,087,200	\$ 164,708	x	x		
Innovation Center Staircase Carpet Replacement		Aug-17	Feb-18	\$ 21,907		Planning						x
Porter 505 Vinyl Floor Replacement		Nov-17	Jan-18	TBD		Planning						x
Wilson West Entrance Stair Treads		Oct-17	Jan-18	TBD		Planning						x
Lausche HP and Transformer Yard Security Cameras	2017-2022	Dec-16	Jan-18	\$ 95,000		Construction	\$ 95,000	\$ 38,149	x			
Alden Center Stairwell Strip Installation		Nov-17	Dec-17	TBD		Planning						x
Hwa-Wei Lee Building Room Number Signage		Nov-17	Dec-17	\$ 1,799		Planning	\$ 1,799	\$ -				x
Hudson Roof, Cupola & Dormers	2017-2022	May-17	Dec-17	\$ 187,500		Construction	\$ 185,000	\$ 79,772	x			
Botanical Research Building Roof Replacement	2017-2022	Mar-17	Dec-17	\$ 400,000		Planning	\$ 165,940	\$ 38,400			x	x
South Green Drive Culvert Repair	2017-2022	Sep-16	Dec-17	\$ 2,000,000		Closeout	\$ 1,918,192	\$ 1,786,527				x
Convo Concrete and West Green Pedestrian Bridge Repair Study		Sep-17	Nov-17	\$ 20,000		Construction	\$ 73,000	\$ 5,130	x			
Richland Bridge Steam System Access		Mar-16	Oct-17	\$ 120,000		Construction	\$ 120,000	\$ 17,739				x
College Green Exterior Paint & Window Repair	2015-2020	Jan-16	Oct-17	\$ 750,000	\$ 1,500,000	Closeout	\$ 1,500,000	\$ 1,420,387	x	x		x
Life Sciences Building Control System Upgrade	2017-2022	May-17	Sep-17	\$ 10,100		Design	\$ 10,100	\$ 3,210	x			x
Campus Steam System Repairs 2017	2017-2022	Nov-16	Sep-17	\$ 1,500,000		Closeout	\$ 1,500,000	\$ 1,315,559	x			
<b>University Initiatives</b>												
ADA Plumbing Fixture/RR Upgrades-Var. Bldgs	17-22/19-24	Oct-17	TBD	\$ 100,000		Design	\$ 100,000	\$ 6,768	x			
ADA Int. Signage Upgrades-Var. Bldgs.	17-22/19-24	Oct-17	TBD	\$ 2,500		Design			x			
ADA Bldg. Entrance Upgrades-Var. Bldgs.	17-22/19-24	Oct-17	TBD	\$ 100,000		Design	\$ 100,000	\$ 4,788	x			
Lindley Hall 052 & 058 CPS Expansion		Jan-17	Jan-19	\$ 38,835		Design	\$ 38,835	\$ 11,625				x
WOUC (Cambridge) Transmitter Building Roof	2019-2024	Sep-17	May-18	\$ 300,000		Design	\$ 2,959,400	\$ 8,883			x	x
WOUC Conversion	2019-2024	Sep-17	May-18	\$ 2,959,400		Design	\$ 2,959,400	\$ 8,883			x	x
Campus Beautification Tree Trimming Along US 33		Sep-17	Feb-18	\$ 10,000		Planning						x
Study to Assess Ridges Building 20		Oct-17	Dec-17	\$ 15,000		Construction	\$ 8,595	\$ -				x
Cutler Hall Plaque & time Capsule		Mar-17	Dec-17	\$ 10,350		Construction	\$ 10,350	\$ 4,560				x
Mill St Roundabout Project Parking Space Reclaim Estimate		Dec-17	Dec-17	\$ 6,618		Construction	\$ 71,168	\$ 5,250				x
OU Press Relocation to Alden Library		Oct-17	Oct-17	\$ 86,520		Construction	\$ 86,520	\$ 27,560				x
Bicentennial Park Presidential Plaques Replacements		Sep-17	Oct-17	\$ 2,903		Closeout	\$ 2,903	\$ 2,719				x
<b>Utility System Upgrades</b>												
Chilled Water Plant #3	2019-2024	Apr-17	Jan-21	\$ 26,200,000		Design	\$ 3,600,000	\$ 274,543	x	x		
Seigfred DCW Connecton EIP	2017-2022	Sep-17	Nov-19	\$ 850,000		Design			x			
Fault Locators & Distribution Re-Fusing	2017-2022	Feb-18	Oct-19	\$ 750,000		Design	\$ 750,000	\$ -	x			
Lausche Switchyard Storm Sewer Remediation	2017-2022	Oct-17	Sep-18	\$ 996,000		Design	\$ 600,000	\$ 12,142	x			
Lausche Plant Compressed Air Replacement 2018		Aug-18	Aug-18	\$ 150,000		Planning			x			
Jefferson Underground Utilities Study		Dec-17	Aug-18	\$ 675,000		Planning						
Park Place Electrical Feed Replacement		Nov-17	Aug-18	\$ 250,000		Planning			x			
Steam Repairs FY 2018	2017-2022	Jul-17	Aug-18	\$ 1,500,000		Design	\$ 1,500,000	\$ 47,323	x			

Project Name	Part of CIP	Start Date	Finish Date	Budget		Current Phase	Expenditures		Funding Sources			
				Original	Revised		Authorized	To-Date	Century Bond	State Capital	Gift/ Grant	Internal Bank/ Reserves
Permanent Campus Boilers	15-20/17-22	Jan-16	Jun-18	\$ 15,000,000	\$ 17,500,000	Construction	\$ 17,500,000	\$ 12,358,193	x			x
OUPD/USC Fire Alarm Relocation	2019-2024	Aug-17	Apr-18	\$ 335,000		Planning	\$ 152,000	\$ 147,820		x		
EPA Permitting Consultant	2017-2022	Jan-15	Apr-18	\$ 400,000		Construction	\$ 400,000	\$ 225,216	x			
Ridges Building 33 Install New Circuit		Aug-17	Dec-17	\$ 2,207		Planning						x
Athens Campus Utility Metering	2017-2022	Nov-15	Dec-17	\$ 1,800,000		Construction	\$ 1,800,000	\$ 1,157,451	x			
Building Sanitary and Storm Pump Replacement	2017-2022	May-16	Nov-17	\$ 225,000		Construction	\$ 225,000	\$ 125,471				x
<b>Regional Campuses</b>												
OUS Library & Student Success Center Reno. (Resource Commons)	2017-2022	Jul-18	Jun-20	\$ 2,500,000		Planning				x		
OUC Academic Success Center	2017-2022	Dec-17	Dec-19	\$ 2,500,000		Planning				x		
OUS Horse Park Outdoor Arena		Nov-17	Sep-18	\$ 50,000		Planning	\$ 50,000	\$ 1,200				x
OUS Energy Efficiency Improvements (HVAC Phase II)	2017-2022	May-17	Sep-18	\$ 873,689		Design	\$ 237,483	\$ 69,832		x		
OUZ Herrold Hall Renovation Ph 1	2017-2022	Feb-17	Aug-18	\$ 2,000,000		Design	\$ 264,740	\$ 210,182		x		
OUS Hanging Rock CDC Sanitary Sewer Improvements	2015-2020	Jul-15	Aug-18	\$ 465,000		Design	\$ 98,000	\$ 51,700			x	x
Bennett Hall Cooling Tower Structural Repairs		Oct-17	Jul-18	\$ 99,000		Design	\$ 99,000	\$ 1,313		x		
Eastern Campus Shannon Hall Lab 20 and 30 HVAC Upgrades 2018		Feb-18	Jul-18	\$ 50,000		Planning				x		
OUL Brasee Hall Exterior Repairs	17-22/19-24	Sep-17	Jul-18	\$ 610,000		Planning				x		
Eastern Campus Shannon Hall Electrical Upgrade 2018	2018	Mar-18	May-18	\$ 117,000		Planning				x		
OUE Shannon Hall Loading Dock & Exterior Stairs		Jan-18	Mar-18	\$ 50,000		Planning				x		
OUS Energy Efficiency Improvements, Lighting Retrofits (Academic & Collins)	17-22/19-24	Nov-17	Feb-18	\$ 56,286		Planning				x		
OUS Life, Safety & Security Improvements	2019-2024	Jul-17	Jan-18	\$ 194,000		Construction	\$ 194,000	\$ 89,809		x		
OUL-Herrold Hall Roof	2015-2020	Jan-17	Dec-17	\$ 350,000		Construction	\$ 305,800	\$ 21,742		x		
OUL-Brasee Hall Gymnasium Roof	2017-2022	Dec-16	Dec-17	\$ 480,000		Construction	\$ 422,498	\$ 29,063		x		x
OUSP Walking Track, Soccer Field, Parking Area	2015-2020	Jul-14	Oct-17	\$ 320,000	\$ 492,639	Construction	\$ 446,088	\$ 408,112		x	x	
OUE HPEC Parking Improvements	15-20/17-22	Dec-16	Oct-17	\$ 400,000		Construction	\$ 354,900	\$ 43,721		x		
OUE Shannon Hall HVAC Improvements	15-20/17-22	Nov-16	Oct-17	\$ 450,000		Construction	\$ 394,110	\$ 329,239		x		
OUC - Bennett Hall Electrical Upgrade Phase I	15-20/17-22	Sep-15	Sep-17	\$ 950,000	\$ 827,808	Construction	\$ 827,808	\$ 351,259		x		
<b>Auxiliaries</b>												
OU Airport Aircraft Aprons Replacement	2017-2022	TBD	TBD	\$ 2,030,000		Planning					x	x
Bromley Hall Infrastructure and Mechanical Replacement	2017-2022	Feb-18	Aug-19	\$ 7,500,000		Planning						x
Gamertsfelder Hall Bathroom Upgrades 2018	2017-2022	Aug-17	Aug-19	\$ 2,000,000		Planning	\$ 270,000	\$ 15,180				x
Shively Dining Hall Refresh	2019-2024	Nov-17	Aug-19	\$ 1,835,000	\$ 2,657,127	Design	\$ 1,835,000	\$ 49,000				x
South Pole Conversion to Lounge/Hub	2019-2024	Oct-17	Feb-19	\$ 1,000,000		Design	\$ 1,000,000	\$ 15,900				x
Airport Taxiway Rehab	2017-2022	Jul-17	Sep-18	\$ 2,270,000		Design	\$ 204,000	\$ 81,550			x	x
Convo-Install Center Hung Video Board		Feb-17	Aug-18	\$ 1,980,000		Design	\$ 160,000	\$ 22,000				x
Pickering Hall Restroom Upgrades 2018	2017-2022	Aug-17	Aug-18	\$ 1,100,000		Planning						x
HRL RD Apartment Renovations(Crawford only)	2017-2022	Feb-18	Aug-18	\$ 100,000		Planning						x
Washington Hall Domestic Water & Restroom Upgrades	2017-2022	Aug-17	Aug-18	\$ 5,700,000		Planning	\$ 350,500	\$ -				x
Sook Academic Center	2017-2022	Jul-16	Aug-18	\$ 6,165,180	\$ 7,053,180	Construction	\$ 7,097,650	\$ 1,056,519			x	x
James Hall Masonry Repairs	2017-2022	Nov-17	Aug-18	\$ 1,000,000		Planning	\$ 1,000,000	\$ 2,750				x
Bryan Hall Restroom Upgrades 2018	2017-2022	Sep-17	Aug-18	\$ 2,000,000	\$ 2,452,500	Design	\$ 2,000,000	\$ 56,260				x
Tiffin / Perkins Hall Roof Rehabilitation	2018	Aug-17	Aug-18	\$ 2,800,000		Design	\$ 304,000	\$ 100,594				x
East Green Building Based Domestic Hot Water	2017-2022	Oct-16	Aug-18	\$ 1,600,000	\$ 1,700,000	Design	\$ 250,000	\$ 98,913				x
Voigt Hall Column Repair		Oct-17	Jul-18	\$ 250,500		Design	\$ 250,500	\$ 11,500				x

## Ohio University Project Status Report

Project Name	Part of CIP	Start Date	Finish Date	Budget		Current Phase	Expenditures		Funding Sources				
				Original	Revised		Authorized	To-Date	Century Bond	State Capital	Gift/ Grant	Internal Bank/ Reserves	
Bush Airport - Airfield Obstructions Removal	2018	Oct-17	Jun-18	\$ 425,000		Planning							x
RTV Theater Counterweight Replacement	2018	Nov-17	Feb-18	\$ 170,000		Design	\$ 304,000	\$ 100,594					x
4 University Terrace Upgrades	2018	Mar-17	Jan-18	\$ 430,000		Construction	\$ 430,000	\$ 117,204					x
Ping Center Cardio/Weight Room Electrical Upgrade		Jan-18	Jan-18	\$ 48,000		Planning	\$ 112,650	\$ -					x
Ping Center Cardio/Weight Room Flooring Upgrade	2019-2024	Jan-18	Jan-18	\$ 112,650		Design	\$ 48,700	\$ 2,900					x
Aquatic Center Starting Block Replacement		Jun-17	Jan-18	\$ 42,000		Planning							x
Ridges 37 Printing Services Voltage Upgrade		Nov-17	Dec-17	TBD		Planning							x
Aquatic Center Sun Deck Roof Replacement	2018	Aug-16	Dec-17	\$ 150,000	\$ 190,000	Construction	\$ 195,000	\$ 16,260					x
Peden Stadium Weight Room Renovation		Dec-17	Dec-17	\$ 250,000		Planning							x
Latitude 39 Gas Line & Ansil System Alteration		Aug-17	Dec-17	\$ 7,633		Planning							x
Sargent Nelson Front Four Hot Exchanger Replacement		Oct-17	Nov-17	\$ 182,330		Construction	\$ 182,330	\$ 165,631					x
Nelson Market Additional Outlet		Oct-17	Nov-17	\$ 842		Closeout	\$ 842	\$ 290					x
Softball Bleachers Replacement		Sep-16	Oct-17	\$ 251,600	\$ 405,000	Construction	\$ 405,000	\$ 391,963				x	x
Shively Hall Dining HVAC Upgrades	2017-2022	Dec-16	Oct-17	\$ 200,000		Closeout	\$ 200,000	\$ 181,476					x
Peden Scoreboard Replacement		Aug-17	Sep-17	\$ 715,000	\$ 575,000	Construction	\$ 575,000	\$ 67,812				x	x
Peden Stadium Outdoor Speaker System		Apr-17	Sep-17	\$ 375,000		Closeout	\$ 315,500	\$ 179,884					x

# Projects in Planning Summary

Planning and Project Summary		
Project	Status	Completion Date
Ohio University Comprehensive Master Plan	Recently Completed	March 2016
The Ridges Framework Plan	Recently Completed	October 2016
Wayfinding and Signage Guidelines, Athens Campus	Recently Completed	June 2017
2016 Dublin Framework Plan	Recently Completed	March 2017
HCOM Programming Study	Recently Completed	February 2016
Russ Research Opportunity Center Programming Study	Recently Completed	August 2017
Park Place Planning Strategy	Active	2018
Small House Planning Strategy	Active	May 2018
Parking Master Plan	Active	Summer 2018
Housing Development Plan	Active	Spring 2018
Administrative Relocation Strategy	Active	2018
ADA Transition Plan	Active	Spring 2019
College of Fine Arts Prioritization Study	Active	Spring 2018
OUC Academic Success Center Study	Active	Spring 2018
FY 2019 Annual Capital Improvement Plan	Active	Spring 2018
Ridges Planning Studies	Emerging	Ongoing
Learning Spaces Master Plan	Emerging	TBD
Campus Green Roof Study	Emerging	Spring 2018
Alden Library Space Study	On Hold	TBD
Athletics Space Study	Future	2018
College of Business Space Study	Future	2018
Campus Lighting Study	Future	TBD
Ad-Hock Mini-Studies	Future	TBD

## Audit and Risk Management Committee Meeting



**OHIO**  
UNIVERSITY

## **Interoffice Communication**

**Date:** January 2, 2018

**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 January 18, 2018 Audit and Risk Management Committee meeting. The status of the FY18 audit plan, the FY17 NCAA Agreed Upon Procedures review, and construction auditing will be discussed. A workers compensation update and annual insurance report will be provided by representatives from University Human Resources. We will also have an information security update in executive session. CIO Craig Bantz will lead the information security discussion.

I will be pleased to answer any questions.

January 18, 2018

# Chief Audit Executive Report

Tab #; pg

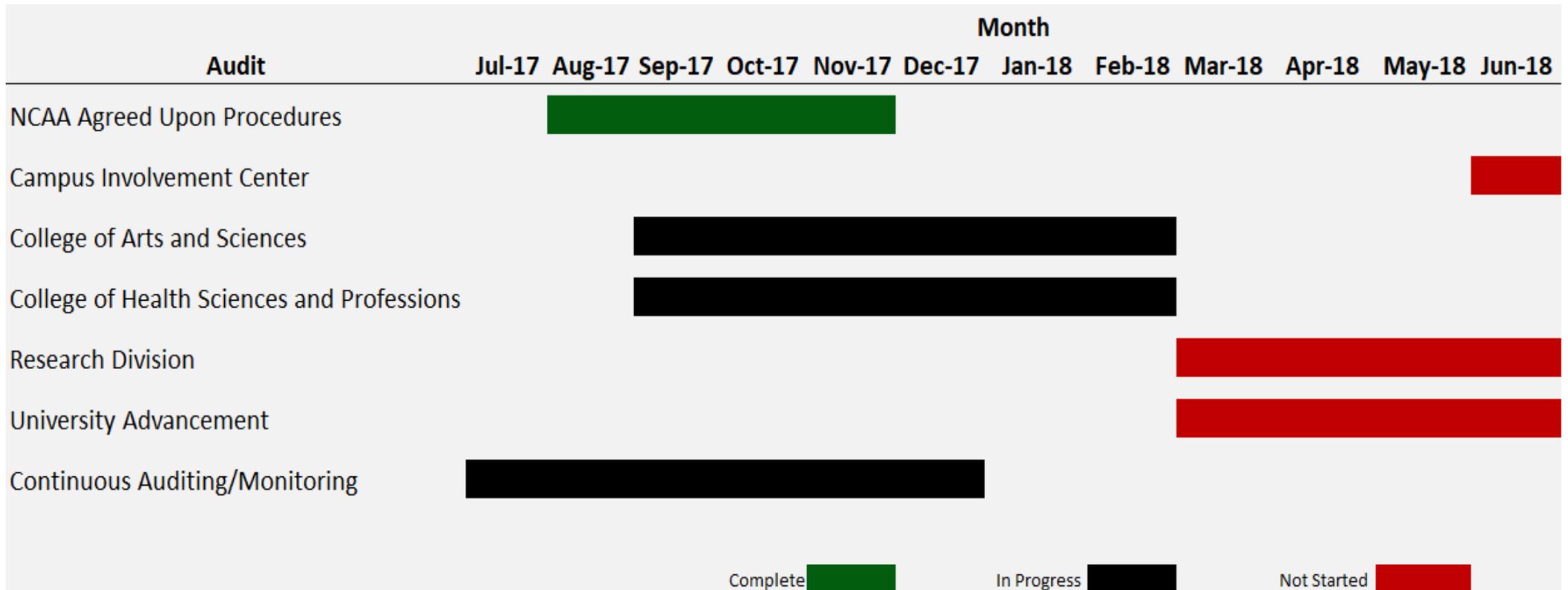
# Audit and Risk Management Committee

FY18 Audit Plan Status:

Audit	Auditor	Status	Report Date
External Audit Support – NCAA Agreed Upon Procedures	Bevan, Boyle	Completed	12/8/17
College of Arts and Sciences	Ennis, Bevan, Tong	In Progress	
College of Health Sciences and Professions	Ennis, Bevan, Tong	In Progress	
Research	To Be Assigned	Planned	
University Advancement	To Be Assigned	Planned	
Campus Involvement Center	To Be Assigned	Planned	
Continuous Auditing/Monitoring	All	In Progress	

# Audit and Risk Management Committee

## FY18 Audit Schedule:



# Audit and Risk Management Committee

FY17 NCAA Agreed Upon Procedures:

- This work is part of the external audit and IA completes the work for Plante Moran
- Approximately 300 hours of work for IA staff
- IA staff completed their work in November
- All IA work reviewed by Plante Moran
- Plante Moran issued final report on December 8, 2017. Report shared with the committee

# Audit and Risk Management Committee

## Construction Auditing:

- Two projects in the early stages of audit:
  - Clippenger Hall
  - HCOM
- Final Closeout Audit reports pending for:
  - Jefferson Hall renovation
  - McCracken Hall renovation

# Audit and Risk Management Committee

Conclusion

- Questions?



## **Interoffice Communication**

**Date:** January 2, 2018

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

**From:** Deborah J. Shaffer, Vice President Finance & Administration, CFO and Treasurer  
Larry D. Wines, Director of Enterprise Risk Management and Insurance

**Re:** **Workers' Compensation 2018 Update for Audit Committee**

In 2013 Ohio University applied to, and was approved by, the Ohio Bureau of Workers Compensation (OBWC) for self-insurance status. The transition to self-insured status transferred the responsibility for claims management and liability for all new claims to the university. All open (tail) claims at the point of transition continued to be administratively managed by the OBWC. Until all tail claims are closed, the university is essentially operating in a hybrid model.

The attached presentation highlights the benefits to the university in becoming self-insured, the ongoing role of the OBWC related to the tail claims, and the respective cost impact of each on the University.

We look forward to reviewing this with you during the Audit Committee meeting.

January 18, 2018

# Workers' Compensation

Tab #; pg

# Why did Ohio University decide to become self-insured?

- Increased control over approval and management of claims
- University processing and payment of claims minimizes delays in the delivery of medical care to our employees
- The University is no longer affected by other Ohio state agencies' experience
- More effective and efficient management of claims results in decreased costs and improved service to employees

# Advantages of self-insurance

- Cash flow and budget control:
  - Immediate payment of medical and compensation
  - pay claims as incurred versus a calculated premium every six months
  - ability to budget based on actual claims experience
- Medical management review:
  - appropriateness of treatment
  - utilization of preferred provider organization (PPO) networks and control of medical provider requiring justification of treatment in writing
  - utilization of effective prescription program
  - claim and nurse case management develop timely expectations on return to work and treatment plan
- Analysis of expense:
  - reports can be generated promptly with accurate analysis
  - flexibility in reporting losses by employer, department, shift, causation codes, etc.

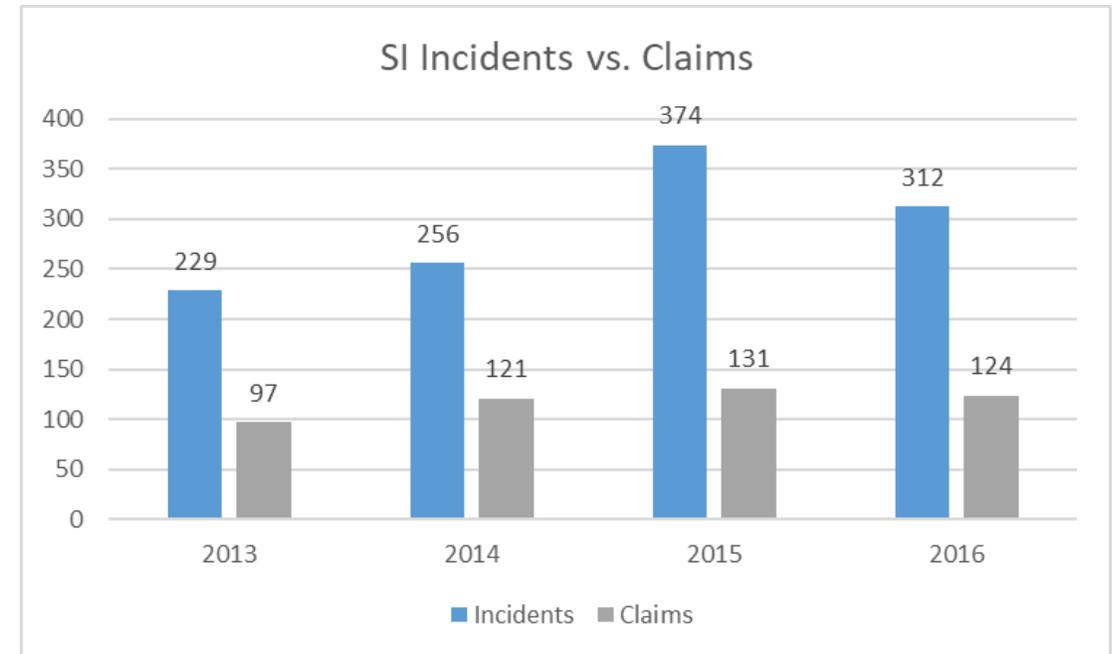
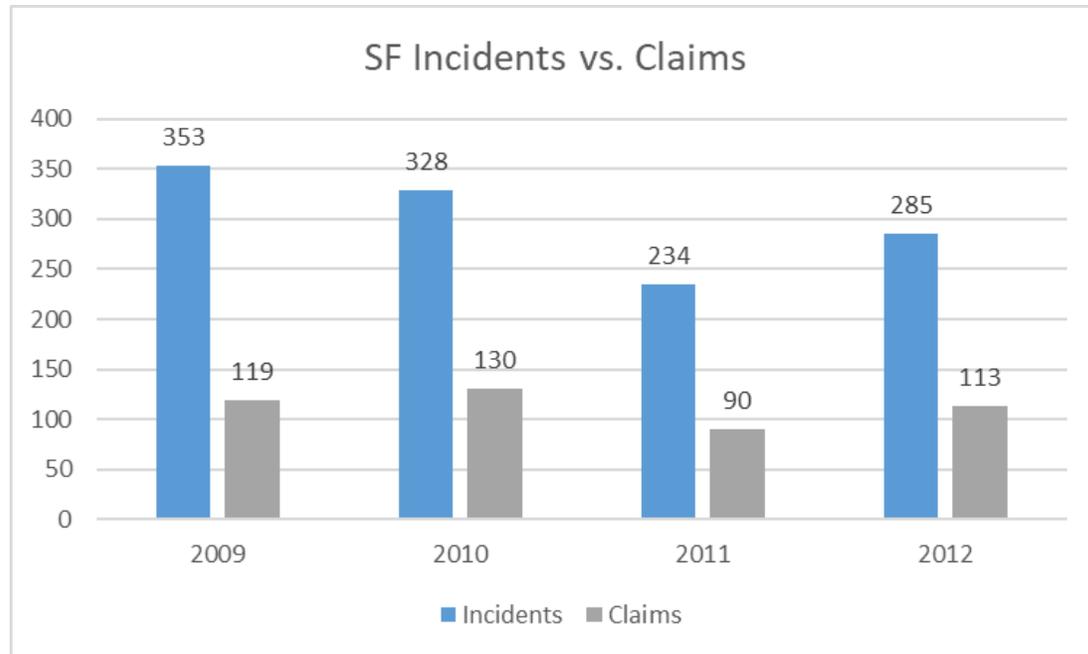
# Requirements of self-insurance

- All self-insured employers must:
  - Make timely payments of compensation and medical benefits
  - Have an internal claims administrator
  - Have a consistent date stamping process and ability to maintain claim files in an orderly manner,
- BWC audit self-insured employers to ensure compliance with all program requirements.

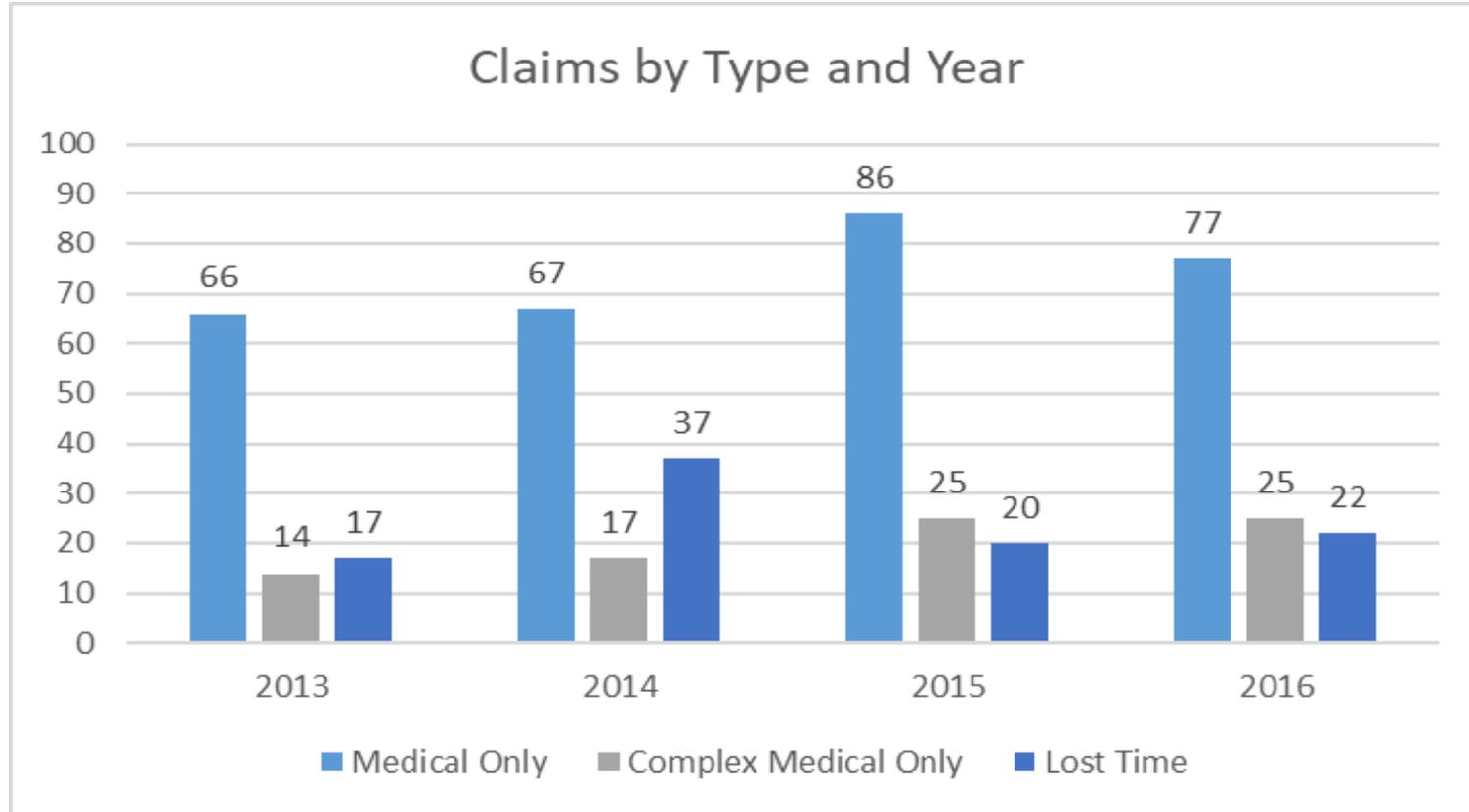
# Incidents vs. Claims

## State Fund (SF) and Self Insurance (SI) Comparisons

Self insurance gives the University the ability to actively manage the hundreds of incidents that occur annually



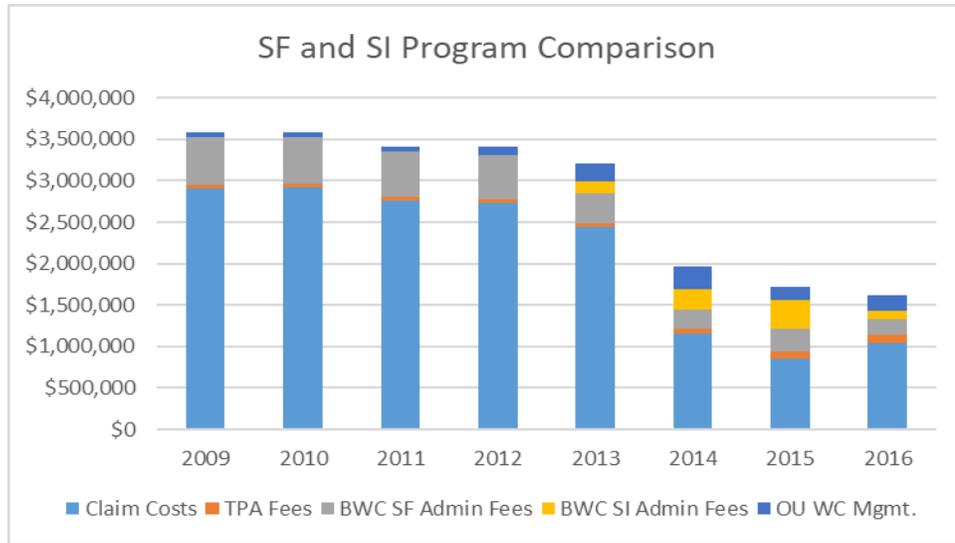
# Self-insured Claims by Type



	Medical Only	Complex Medical Only	Lost Time	Total
<b>2013</b>	<b>66</b>	<b>14</b>	<b>17</b>	<b>97</b>
<b>2014</b>	<b>67</b>	<b>17</b>	<b>37</b>	<b>121</b>
<b>2015</b>	<b>86</b>	<b>25</b>	<b>20</b>	<b>131</b>
<b>2016</b>	<b>77</b>	<b>25</b>	<b>22</b>	<b>124</b>
<b>Total</b>	<b>296</b>	<b>81</b>	<b>96</b>	<b>473</b>

# Program Costs

## State Fund (SF) and Self Insurance (SI) Program Comparisons



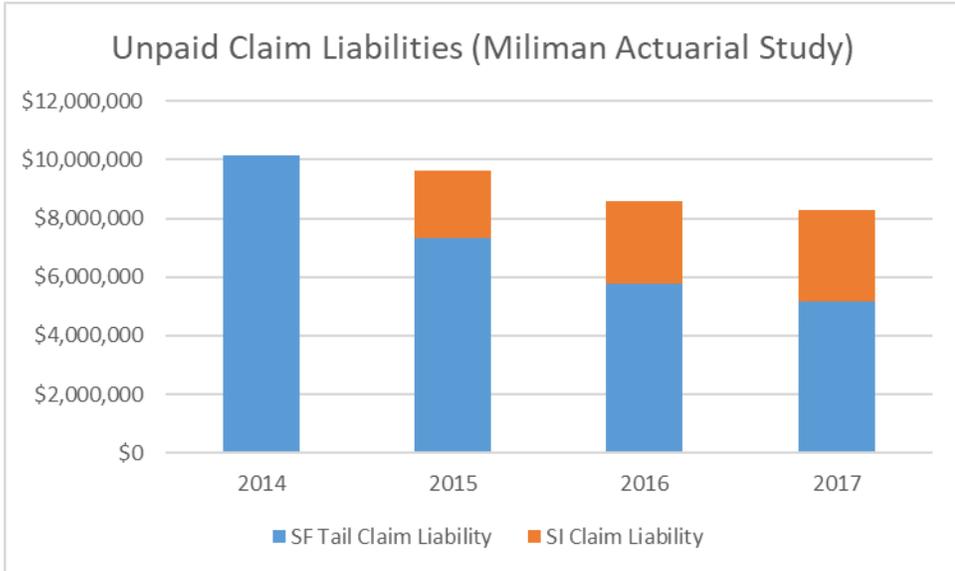
### Definitions

- **Claim Costs:** Costs paid to employees including: medical, compensation, insurance medical exams, mileage and claim related expenses
- **Third Party Administrator (TPA) Fees:** Payments made for servicing of claims, including medical bill review/reduction.
- **BWC Admin Fees:** Fees charged by Ohio BWC to employers for administrative & claims support for claims managed by the state and oversight of self-insured programs
- **OU Admin Costs:** Salary, benefits and operating costs for Ohio University employees supporting Workers Compensation

	Claim Costs	TPA Fees	BWC SF Admin Fees	BWC SI Admin Fees	OU WC Mgmt.
2009	\$2,903,147	\$38,900	\$583,377		\$57,754
2010	\$2,924,023	\$38,900	\$560,300		\$57,582
2011	\$2,768,419	\$38,900	\$545,837		\$59,093
2012	\$2,735,222	\$38,900	\$540,010		\$101,793
2013	\$2,445,022	\$42,369	\$366,577	\$135,438	\$222,740
2014	\$1,155,103	\$53,530	\$234,192	\$244,433	\$279,821
2015	\$848,225	\$91,823	\$268,260	\$358,821	\$154,494
2016	\$1,045,058	\$93,194	\$188,546	\$105,894	\$184,758

Note: Claim Costs were reduced in 2014-2016 as a result of reimbursements from the Ohio BWC. 2014 - \$546,858, 2015 - \$700,000, 2016 - \$170,000

# Claim Liabilities

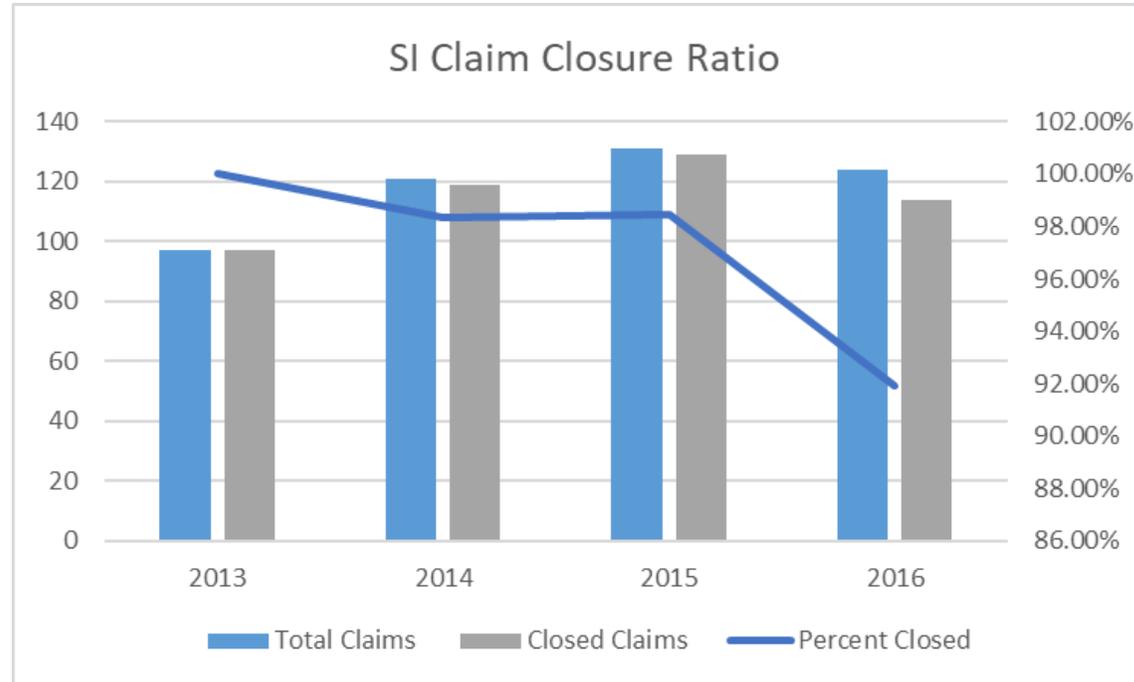


	SF Tail Claim Liability	SI Claim Liability
2014	\$10,131,020	\$0
2015	\$7,331,430	\$2,301,084
2016	\$5,785,938	\$2,786,216
2017	\$5,148,142	\$3,120,871

- Tail Claim Liability
  - Buyout of tail claims was proposed in 2013 but stalled due to differing statutory interpretations on administrative fee assessments related to SF claims
  - Self-Administration of the claims by the University was refused by BWC due to perceived lack of statutory authority
  - Since 2013, the liability has been significantly reduced by proactively
    - Settling potential PTD (Permanent Total Disability) claims, and
    - Taking questionable claims to hearing or court

# Closure of Claims

Ohio BWC doesn't actively track claim closure; being self-insured allows for greater control and resolution / closure.



Total Claims – Claims reported in calendar year.

Closed Claims- Inactive claims with no activity and no anticipated future payments.

	<b>Total Claims</b>	<b>Closed Claims</b>	<b>Percent Closed</b>
<b>2013</b>	<b>97</b>	<b>97</b>	<b>100.00%</b>
<b>2014</b>	<b>121</b>	<b>119</b>	<b>98.35%</b>
<b>2015</b>	<b>131</b>	<b>129</b>	<b>98.47%</b>
<b>2016</b>	<b>124</b>	<b>114</b>	<b>91.94%</b>

# Next Steps

- Identify further costs savings, e.g., negotiate further reductions in Public Employer State Fund “tail” claim TPA administration fees due to reduced liability/claims
- Continue to manage and challenge questionable requests for treatment/prescriptions/additional allowances and identify and settle tail claims with PTD (permanent total disability) potential
- Explore excess insurance market for self-insured program



## Interoffice Communication

**Date:** January 2, 2018

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

**From:** Deborah J. Shaffer, Vice President Finance & Administration, CFO and Treasurer  
Larry Wines, Director of Enterprise Risk Management and Insurance

**Re:** **Insurance Report FY 2017**

Enclosed please find the annual Insurance Report prepared for presentation to the Board of Trustees.

Ohio University participates in the Inter-University Council Insurance Consortium (IUC-IC). The Inter-University Council Insurance Consortium (IUC-IC) was created in 1994 and formalized in 2006 by the Board of Governors to coordinate the purchase of property and liability insurance for Ohio's four year public universities and freestanding medical colleges.

Institutional membership in the IUC-IC affords the university the benefit of lower costs as well as broader coverage and services, compared to that which would be available through a standalone program. The university also enjoys higher limits through the group purchase of insurance and the sharing of risk smooths program's costs in the event of losses. The IUC-IC works with and on behalf of its members to conduct due diligence, procure insurance and risk management services, provide program administration and advocacy.

As part of the IUC-IC's work for the university, the Director works with Marsh to develop estimated cost savings the Consortium provides as compared to individual members addressing their risk management and insurance needs on a standalone basis. For the FY17 term, it is conservatively estimated that the Consortium saved the university \$537,242, while saving the entire membership \$5,688,562. These significant savings further emphasize the benefits of this collaboration. (See Premium Overview 2015-2017 graphic below).

Ohio University purchases the following types of coverage and insurance through the IUCIC:

- Property Insurance – protects university buildings and contents against losses from major perils, including, but not limited to, boiler and machinery, fire, earthquake, flood, lightning, windstorm, hail, smoke, riot, damage caused by vehicles or aircraft, sprinkler leakage, vandalism and terrorism.
- Liability Insurance – protects against negligent and alleged negligent acts of employees or other University agents that result in bodily injury or property damage to the property of

others. Includes liability arising from automobiles, premises, and police professional. Also includes foreign liability insurance, medical malpractice insurance.

- Educators Legal Liability Insurance – coverage in order to provide protection to its trustees, officers, and employees against claims stemming from wrongful acts (defined as any breach of duty, neglect, error, misstatement of omission).
- Cyber Insurance – effective December, 2017, the University has purchased Cyber Insurance which provides coverage and protections against losses from network interruption, computer forensic services, public relations/crisis management expenses and notification/monitoring

Ohio University also independently purchases Specialized Insurance coverage inclusive of foreign healthcare coverage; International SOS (inclusive of medical evacuation); supplemental student athlete medical insurance; student health insurance for uninsured students; art exhibit insurance; Petroleum Underground Storage Tanks insurance; Tech Growth Ohio Fund Insurance; WOUB Broadcasters Liability insurance as well as medical malpractice coverage for students in the Dublin PA program.

# Premium Overview FY16-17-18

<b>Ohio University</b>					
Risk Management & Insurance Program					
	FY16	FY17	FY18	%Δ	Comments
<b>PROPERTY</b>	<b>\$ 663,201</b>	<b>\$ 752,468</b>	<b>\$ 475,890</b>	<b>-36.76%</b>	
Pool Contributions	\$ 8,553	\$ 90,206	\$ -	-100.00%	No contribution required for FY18
Risk Transfer	\$ 572,717	\$ 572,032	\$ 389,443	-31.92%	
Auto Physical Damage	\$ 28,818	\$ 35,830	\$ 36,068	0.66%	
All Other Costs	\$ 53,113	\$ 54,400	\$ 50,379	-7.39%	
<b>CASUALTY</b>	<b>\$ 479,245</b>	<b>\$ 537,826</b>	<b>\$ 733,666</b>	<b>36.41%</b>	
GL, AL & ELL	\$ 266,705	\$ 290,437	\$ 296,811	2.19%	
Pool Contributions	\$ 15,000	\$ 45,956	\$ 176,901	284.94%	Due to program loss experience
Foreign Coverages	\$ 12,571	\$ 24,371	\$ 9,576	-60.71%	Some coverages written on long-term policy
Medical Malpractice	\$ 28,818	\$ 43,127	\$ 71,004	64.64%	Due to allocation changes to reflect exposure
Crime	\$ 13,131	\$ 13,093	\$ 18,729	43.05%	
Pollution	\$ 23,592	\$ -	\$ -		3-year pre-paid policy
Cyber	N/A	N/A	\$ 33,658	N/A	Joined midterm; pro-rated for FY18
Administrative Fees	\$ 91,976	\$ 89,330	\$ 90,756	1.60%	
Loss Control	\$ 27,452	\$ 31,512	\$ 36,231	14.98%	
<b>TOTAL</b>	<b>\$ 1,142,446</b>	<b>\$ 1,290,294</b>	<b>\$ 1,209,556</b>	<b>-6.26%</b>	

## **Inter-University Council Insurance Consortium (IUC-IC) Group Coverage – Explanation and Summary**

As a member of the IUC-IC, the university has been afforded greater long-term insurance cost stability not available through traditional commercial insurance markets. The university's participation in the IUC-IC Group Property Program includes the benefits of "all-risk" property insurance coverage for university property and loss of income, with individual and combined insurance limits of up to \$1.75 billion per occurrence. The university, along with each IUC-IC member maintains the first \$100,000 of loss (retention). The pool members share in the next \$250,000 of loss and the IUC-IC purchases insurance to cover losses in excess of \$350,000 per claim up to \$1.75 billion. Pool contributions, risk transfer premiums, engineering and loss control services as well as applicable administrative service fees are invoiced annually, but could be subject to necessary modifications resulting from pool agreements, market trends, or compliance mandates.

Additionally, the program has chosen to self-insure for Automobile Physical Damage (APD) covering university owned, leased or rented vehicles. To mitigate significant swings due to potential adverse loss experience, members fund the pool based on a 3-year rolling APD average of their claims.

*Please refer to Exhibit A Group Property Program Structure for premium share chart.*

The IUC-IC Group Casualty program provides the university with core coverage for General Liability, Automobile Liability and Educator's Legal Liability exposures, again through a combination of institutional retention, pooled self-insurance, and dedicated and shared excess insurance. Each member university maintains the first \$100,000 of each loss, the pool shares in the next \$900,000 of loss and the IUC-IC purchases reinsurance to cover losses up to \$10,000,000 per occurrence. Excess liability insurance is purchased up to \$50,000,000 total aggregated limits. Program costs include Pool Loss & Expense Payments, actuarially determined pool contributions, risk transfer premiums, administrative service fees for Program Management, and risk management information fees. Furthermore, the IUC-IC offers group insurance programs for cyber liability, crime, foreign package liability and travel services, special accident, medical malpractice, and pollution liability, which members can join at their discretion.

Ohio University added cyber liability insurance coverage effective December 8, 2017, which provides \$3,000,000 aggregate liability coverage subject to a \$75,000 deductible. The cyber policy includes coverage for, computer forensic services, network interruption, public relations/crisis management expenses and notification/monitoring for up 2,000,000 notified individuals with an annual premium of \$59,889, to be prorated to July 1, 2018, at which time it will renew with the other IUC-IC insurance policies.

*Please refer to Exhibit B – Group Casualty Program Structure for premium share chart*

### **Market Highlights**

Essential to the IUC-IC are the services of the IUC-IC Director as well as our strategic partner, Marsh USA, who has been retained for purposes of providing risk management and insurance support toward implementing consortium initiatives. One of the many services the IUC-IC provides includes on-going market assessment and reporting to the membership. A recent report concerning the state of the insurance market affecting higher education reveals that Higher Education (HE) markets remain well capitalized yet are addressing some market challenges.

For property, industry response to recent catastrophic events varies widely but all agree it will have an impact; it is a matter of how quickly and whether it will be short term or long term. Current predictions estimate that the 2017 hurricanes will cost companies \$110 billion, greater than each of the last three largest hurricane years. As long as the program loss ratio remains under 60% and markets retain their reinsurance, the members should be insulated from any industry “rate” increases until July 1, 2020.

With casualty, there is continued focus on the “frequency and severity” of loss related to athletics, traumatic brain injury, discrimination, drones, drownings, foreign studies, student transport, law enforcement, sexual assault, wrongful death claims, registered student organizations, fraternities & sororities, and more recently the increase of controversial speakers on campus creating civil unrest. Some companies are evaluating the need to limit or remove themselves from writing certain coverages. Due to the leverage of the Consortium, our casualty program has not been subjected to any coverage limitations but does continually monitor the marketplace for potential concerns.

While we recognize that many institutions are entertaining discussions on Enterprise Risk Management (ERM) and have embarked on instituting varying elements of the risk philosophy, ERM continues to be perceived favorably by the insurance underwriting community and further supports more positive underwriting results.

## **Market Effects**

The IUC-IC continues to benefit from its decision to evaluate and adjust retention levels and be more thoughtful about reserving practices; this was the result of several program losses as well as market fluctuations resulting in increased program costs. Due to favorable litigation environment, the program’s loss experience has been relatively good although we are seeing some increase in Casualty claims which led to increased pool contributions at this past renewal. For the IUC-IC coverages, the overall property and casualty program renewal for 2017 resulted in costs of \$1,175,898, an 8.87% decrease in costs over the previous 2016 term, a cost saving of \$114,396. Athletics student health insurance saw a significant increase in premium from \$356,431 in 2016 to \$428,333 in 2017. In conjunction with the Athletic Department and the IUC-IC, we are currently gathering data, exploring our options and if conditions are appropriate will look at going to market for student athlete coverage next year.

## **Self-Insurance Program**

Dating back to the 1990’s, the implementation and funding of a self-insured retention, for both property and casualty, continues to be a cost-effective alternative to first-dollar (typical zero deductible or retention) insurance. The university realizes savings in insurance costs by retaining larger deductibles for both property and liability insurance. The lower costs of primary insurance layers facilitate the university’s higher liability limits in order to achieve better protection from the impact of larger, catastrophic events.

## **Property Insurance**

Ohio University’s property insurance is written on an “all risk” manuscript form, which the Consortium writes with input from Marsh and approval by our underwriters. The form is reviewed

annually for potential improvements, and unless a type of property or peril is excluded, coverage is provided subject to the terms of the policy. After our self-insured retention of \$100,000, the university's policies provide coverage up to limits of \$100 million dedicated to the university, subject to the valuations of the policy. Excess of our dedicated layer, the program provides \$1.75 billion in total excess coverage, which is shared with the other IUC-IC member universities.

Through the IUC-IC, the university's property policy provides dedicated limits of \$100,000,000 per occurrence and annual aggregate for flood coverage subject to the university retention of \$100,000 including \$250,000 IUC-IC pool coverage. Due to this past year's marketing efforts, the \$100,000,000 flood limit includes structures situated wholly or partially within a location identified as a Special Flood Hazard Area (SFHA) by the Federal Emergency Management Agency (FEMA), with a retention of \$500,000. Previously, this coverage was limited to \$25,000,000 with a maximum retention of \$1,350,000.

Total insurable property values presently exceed \$2.6 billion, which is down 2.14% from expiring. These values include a 2017-business interruption projected valuation of \$4.4M. Due to extensive marketing efforts and overall positive loss experience, the program was able to secure a 34.97% decrease in costs while significantly improving upon coverage, terms and a long-term agreement. Year-over year, the university's renewal costs decreased by 36.76%. The IUC-IC entered into a 3-year policy term where current rates are guaranteed if the program loss ratio remains below 60% and then a 5% rate increase will apply if the loss ratio increases to 100%. This long-term agreement will prove beneficial as the market is predicted to turn as a result of significant industry CAT losses this past year.

A 3-year program to appraise all member's locations with building values excess of \$10,000,000 is concluding; however, a program going forward whereby our appraisal partner will value the property program's insurable values has been approved, which will result in a more consistent and equitable approach.

Crime coverage protects the university from the theft of money. Our coverage provides limits of \$5 million subject to a deductible of \$100,000. This past year, the IUC-IC marketed the crime coverage and moved the coverage to Travelers, which enabled the IUC-IC to provide Social Engineering coverage at a sublimit of \$1 million.

### **Flood Hazard Loss Modeling**

The university recently engaged Marsh Risk Consulting to review our coverage levels and perform flood loss modeling of its real and personal property assets for insurance purposes. Data for the modeling exercise was provided from the university's annual insurable values submission to its property insurers and additional data was obtained from our facilities department with help from Marsh Risk Consulting. This data was fed into the AIR Touchstone v4.2 model, which utilizes information about the hazard (flood), exposure (insured values), engineering (building characteristics, geographic coordinates, etc.) and policy (limits, sublimits, deductibles) against thousands of simulated events (e.g., severity, location) to produce damage estimates and insured loss calculations for each event.

The results of the modeling are expressed in terms of "return periods", which gives feedback as to the probability of a certain amount of loss being exceeded in any given year. For example, a 100-year return period means the model forecasts a 1.00% chance in any given year that the loss amount expressed could be exceeded for the modeled peril. This is known as an "annual exceedance probability" or "AEP". Loss estimates have been provided for a range of return periods from 50-

year (2.00% probability) to 10,000-year (0.01% probability). It is important to note that return periods are cumulative, so for example a 100-year return period equates to a 26.00% chance of exceedance over a 30-year period.

The AIR Touchstone flood loss modeling was completed in March 2017. Loss projections from the model ranged from \$2,054,190 at a 50-year return period (2.00% probability) to \$12,560,211 at a 1,000-year return period (0.10% probability). Even at an extreme 10,000-year return period (0.01% probability) the AEP loss projection only increased to \$21,348,585, which is considerably less than the \$100 million annual aggregate limit for flood afforded by OU's property insurance policy. This limit for flood was increased from \$25 million to \$100 million at this year's insurance renewal on July 1, 2017.

Another critical result provided by the model is the Average Annual Loss ("AAL") estimate. This represents the loss that can be expected to occur, on average, over a long period of time. Many underwriters use the AAL as a guideline to determine the premium to charge for flood risk. The overall AAL generated by the model for the entire OU portfolio of buildings was \$238,711 with the largest contributing building being the Lausche Heating Plant with an AAL of \$50,528. While the AAL presents a guidepost, the numbers tend to be swayed by the relative insured values at any particular building. The insurable values reported for Lausche are \$254,606,215 and this is a key driver in the magnitude of the AAL. The second-largest AAL was for Grover Center at \$11,112 based on insured values of \$57,101,887.

The data fed into the model included replacement cost values for the Lausche Heating Plant and related underground property (e.g., steam tunnels) and equipment (e.g., telecom, electric). Such underground property is insured in the same manner as above ground property under OU's property insurance policy issued by AIG and Zurich. For most losses, the applicable deductible would be \$100,000 per occurrence. For flood, a deductible of \$500,000 per occurrence would apply if the damaged property was situated in a flood plain (an area designated as a Special Flood Hazard Area by FEMA).

## **Casualty Insurance**

### General Liability, Automobile Liability & Educators Legal Liability

The IUC-IC offers a Casualty Self-Insurance Program whereby coverage is extended to the university for:

- General Liability – protects against negligence and alleged negligent acts and omissions of employees or other university agents that result in bodily injury (including loss of life) or property damage to others.
- Automobile Liability - protects against negligence and alleged negligent acts of employees or other university agents that result in bodily injury (including loss of life) or property damage to others because of the use of a university owned, leased or rented vehicle.
- Educator's Legal Liability Insurance - provides protection to its trustees, officers, and employees against claims of wrongful acts, defined as any breach of duty, neglect, error, misstatement or omission.

Total policy limits for this coverage are \$50 million aggregated and are subject to a \$100,000 university retention. The IUC-IC Self-Insurance Pool provides the next \$900,000 of coverage with General Reinsurance Corporation, United Educators and Endurance Insurance Company providing limits up to \$50 million.

Total casualty costs, which includes the aforementioned, along with commensurate excess, and Shared Excess for the 2017 renewal was 30.16% higher, at \$700,008; compared to \$537,826 for the previous year term. The increase in costs are primarily due to contributions required by the Self-Insurance Pool, which is the result of university as well as program losses.

### Foreign Coverages

The university continues to purchase Foreign Liability, International SOS and Special Accident coverage to protect employees and students while traveling abroad, about 1,129 Ohio University travelers during FY17. Currently, the Foreign Liability and Special Accident coverages are written on a long-term agreement while the costs of the International SOS remained relatively flat year-over-year.

### Medical Malpractice Insurance

Medical malpractice insurance is purchased by the university and offers such coverage as risks associated with the operation of Campus Care, including counseling and psychiatric services, clinical research, the Heritage College of Osteopathic Medicine and the Ohio University's Allied Health Professions programs. Coverage is provided up to limits of \$1 million per occurrence / \$3 million annual aggregate, with a \$25,000 deductible.

This past year, the IUC-IC re-evaluated the program cost allocation and adopted changes that more accurately reflected the exposures by member institution. This led to a \$27,877 increase in premium costs for the university. Additional insurance was purchased through a separate policy with The Doctors Company to cover all HCOM faculty during the UMA/OhioHealth transition and also for all staff research physicians who perform community wellness at an annual premium cost of \$72,000. Additional insurance was also purchased from CNA to cover students in the Dublin PA program.

### Aviation Insurance

Aviation insurance protects the university with respect to the operation of corporate aircraft, the airport, and the flight-training program. Three years ago, this program was marketed and awarded to AIG, which resulted in a 40% decrease over 2014. Since then, the annual premiums have remained relatively flat year-over-year.

### Specialized Insurance

A few university departments continue to purchase insurance, as necessary, in order to bolster the effectiveness of their various missions, and these are discussed below.

- The Office of Global Affairs (OGA) arranges for the provision of North American quality insurance and healthcare to students and faculty when outside of the United States. Costs assessed against those participating in education abroad Access programs were approximately \$55,700 in the last 12 months, an increase of nearly \$3,000 from the previous year. OGA also procures political evacuation coverage, which provides for the repatriation of students and faculty from dangerous or life threatening situations. International SOS provided related services last term for a total of \$9,576 which is about \$1,000 more than last year.
- Intercollegiate Athletics maintains medical insurance providing coverage for up to 670 student athletes participating in 19 covered sports activities. This secondary insurance policy covers expenses associated with all athletic related injuries covered by the NCAA catastrophic injury policy. The athletic department policy will only serve as primary in situations in which a student-athlete is uninsured or insured through the university's student health insurance plan. In 2014, the department elected to move to a zero-dollar deductible

policy. The current policy includes available limits of up to \$1M/\$90,000 per injury and provides for greater control over coverage costs for qualified reportable injuries. The 2017 premium for this zero deductible insurance was \$428,333 which was a significant increase from 2016's \$356,431 premium. As indicated above at page 5, we are currently working with the university's Athletic Department and the IUC-IC to explore our options for this type of coverage and if conditions are appropriate will look at going to market for student athlete coverage next year.

- Ohio University requires all students enrolled in Athens credit hours to maintain an active health insurance policy. The Student Health Insurance Policy is a 1-year commercial policy, and is re-negotiated each academic year. The Student Health Insurance Policy provided by United Healthcare Student Resources, offers Domestic, International, and Regional Campus students, as well as their dependents, a comprehensive commercial health insurance policy at an affordable cost. The policy meets and exceeds all Healthcare Reform guidelines, required State mandates, is comparable to a Platinum level policy on the Open Market Exchange, and offers coverage specifically tailored to Ohio University student needs.
- The Kennedy Museum and the Multicultural Arts Center each purchase property insurance for traveling and loaned exhibits provided by outside organizations. Coverage for the Kennedy Museum of \$1M (increased from \$750,000 the prior year) with a \$2,500 deductible (increased from \$1,000 the prior year) was secured for premium cost of \$1,385 in FY2017 which has remained consistent with what the Kennedy Museum has paid in past years. Coverage for the Multicultural Arts Center of about \$34,000 with a \$500 deductible was purchased for \$126. The insurance purchased by the Multicultural Arts Center varies substantially from year to years based upon the value of art and number/length of displays.
- The university's Petroleum Underground Storage Tanks are covered via the State of Ohio's Financial Assistance Fund as required by Ohio Revised Code 3737.88. The limits of liability are \$1,000,000 with a deductible of \$55,000. The annual premium is \$4,000.
- WOUB purchased Broadcasters Liability Insurance from Chubb which provides \$1,000,000 in coverage. The deductible is \$5,000 and the annual premium is \$4,630.
- The Tech Growth Ohio Fund purchased a Directors & Officers liability policy. Coverage is \$2,000,000 with a \$1,000 deductible for an annual premium of \$2,465. The policy is effective from September 25, 2017 through September 25, 2018.
- The Ohio University Inn currently purchases cost-effective property and casualty insurance through The Pyramid Group via Winegardner & Hammons Hotel Group, LLC, to protect its facility and operations. Prime coverage includes All Risks property, with limits of up to \$500,000,000 per occurrence and sub-limits of \$250,000,000 per occurrence and in the aggregate for boilers, machinery, earthquake, and flood. Deductibles for most exposures under this coverage are \$25,000, except for flood, which is subject to a \$100,000 deductible/FEMA-SFHA \$500,000 deductible. No deductible General liability coverage limits are \$1M/\$2M and other liability coverages include environmental, auto, Workers Compensation/Employers, employment practices; there is also crime coverage and a per location umbrella/excess policy per pool member location. The General liability and Umbrella insurance premium was renewed on November 1, 2017, at \$15,497 which is a

decrease of \$775 from the prior year. The Crime insurance premium also saw a decrease from \$363 to \$201 on an annual basis this year. Due to difficulty in obtaining Environmental liability insurance, the decision was made to purchase a three year policy to replace the expiring two year policy at an annual cost of about \$2,907 which is an increase of approximately \$41 on an annual basis. The Cyber insurance premium decreased from \$225 to \$198 on an annual basis. The IUC-IC program coverage is not written to exclusively address this specialty line of coverage and, therefore does not offer competitive rates in some areas; the 2016-17 program was subjected to significant changes subsequent to a merger and acquisition, which continue to favorably impact both billing and premium payments processed throughout the year under the new program.

## **Worker's Compensation Coverage**

Self-insured status was granted to Ohio University by the Ohio Bureau of Worker's Compensation, effective January 1, 2013. Self-insurance permits the university to exercise increased control over approval and management of claims, and by processing and paying claims internally to minimize delays in the delivery of medical care to our employees and reduces overall program costs. By transitioning from the Public Employer State Fund/BWC model the university is no longer affected by other Ohio state agencies' experience which when combined with more effective and efficient management of claims has resulted in decreased costs and improved service to employees.

The university has averaged 300 employee incident reports and 120 workers' compensation claims in an average year since going self-insured. For 2017, the university is on pace for 250 employee incident reports and under 100 workers' compensation claims. Costs for the first four years of the SI program are approximately \$613,575/year compared to annual costs of \$2.8M/year during the last four years in the PES fund. SI claim payments for medical care/indemnification have averaged about \$406,000/year since 2013. PES tail claim payments for medical care/indemnification have gone from \$1,420,221 in 2013 to \$597,542 in 2016. With the hiring of a new workers' compensation manager, we look forward to identifying further efficiencies to improve our workers' programs and decrease costs.

## **Claims Experience**

### Property Claims and Losses

The "derecho" windstorm of June 2012 and the October 2013 equipment failure loss experienced by the Lausche Heating Plant are two significant losses to have occurred within the past five years. The damage from the 2012 windstorm had total gross claims of just about \$304,000. The Lausche Heating Plant claim developed, and was ultimately settled at roughly \$198K.

To date, OHIO's property loss experience remains comparatively low amongst peer IUC-IC institutions. A total of two (2) property losses have exceeded the \$100,000 property coverage deductible since 2012:

- 2012 "Derecho" windstorm
- 2013 Lausche Heating Plant-Fire

### Liability Claims

Ohio University's comparative experience has been low versus the IUC-IC. Our legal counsel's aggressive defense of lawsuits brought against the university continues to have a significant, favorable impact on our overall experience.

### **Conclusion**

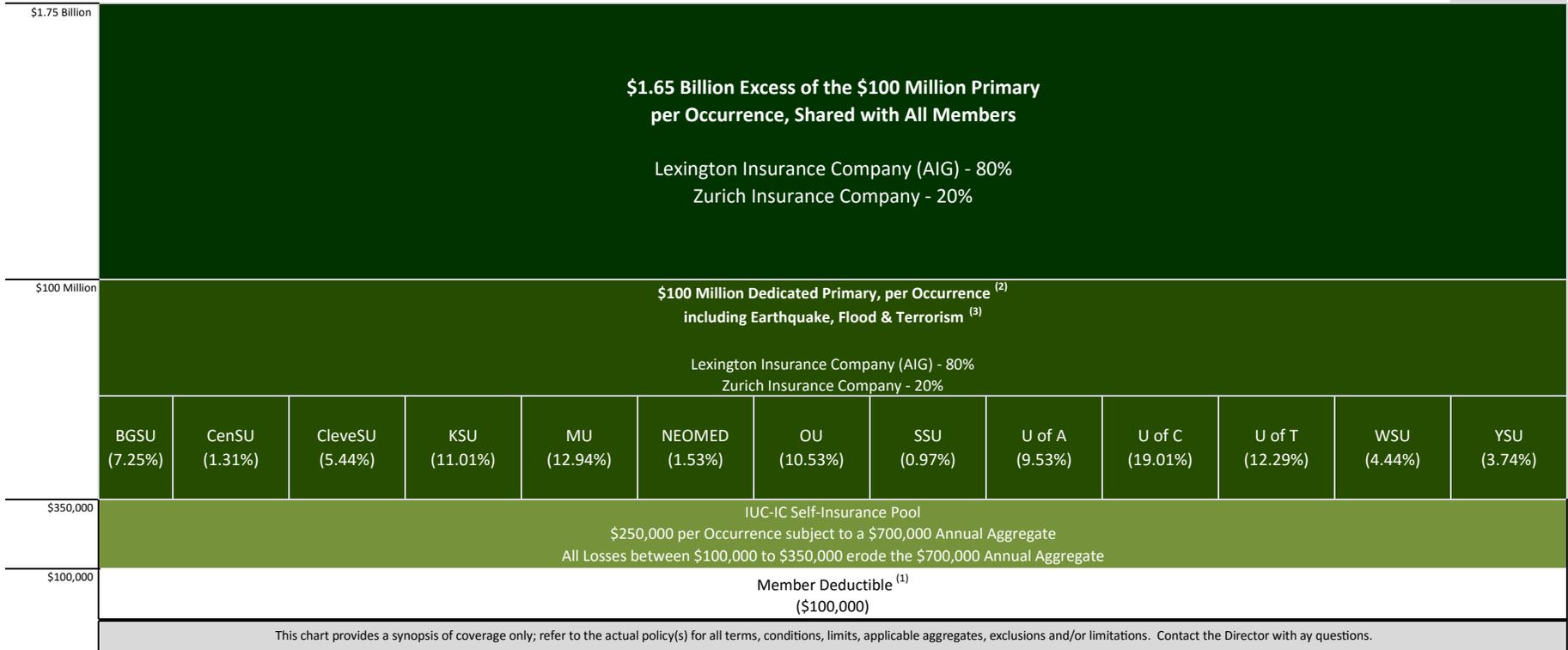
Enterprise Risk Management and Insurance continuously seeks to conserve funds while improving coverage, creating long-term partnerships, and collaborating toward risk prevention and mitigation efforts in order to maintain or improve upon our costs. Ohio University's association with the IUC-IC has proven to be a cost effective relationship; this affords the university the opportunity to participate in the group purchase of risk management and insurance products at a reduced cost, and to share risk in a mutually beneficial manner. This is evidenced by the outcome this year's renewal where our overall program costs as part of the IUC-IC program decreased by 8.87%, or \$114,396; coupled with estimated savings, the university saved in excess of \$600,000 as a member of the IUC-IC.

The university's emphasis on risk mitigation and loss control continues to demonstrate realization of considerable savings; the university continues to improve its risk profile and risk management practices whenever possible.

# EXHIBIT A

**IUC Insurance Consortium**  
**Group Property Program Structure**  
**July 1, 2017 to June 30, 2020**

Not to Scale



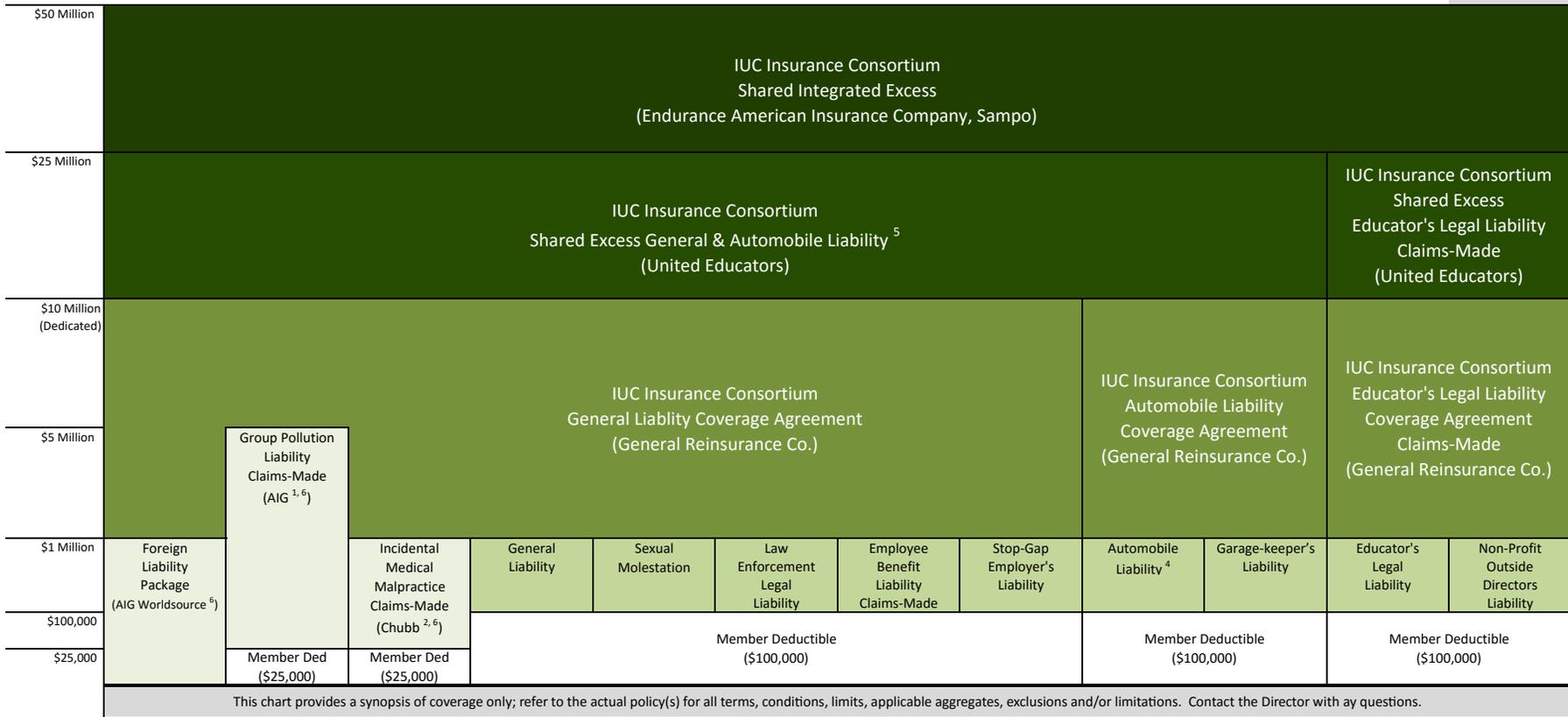
**Notes:**

- 1.) or \$25,000 if a Member chooses to buy-down their deductible. The 'buy-down' is paid from the Pool and the Member is required to pay the 'buy-down' over 3-years, along with any applicable penalties due.
- 2.) Various annual aggregates apply, refer to the actual policy for full details of coverage.
- 3.) Limits applies to Earthquake, Flood (including Zone A) and Terrorism; Annual Aggregate apply to Earthquake and Flood (including Zone A).
- 4.) The percentages shown are used to allocate the various costs of the Group Property Program, such as pool contributions, risk transfer premium, engineering, etc.

# EXHIBIT B

**IUC Insurance Consortium**  
**Group Casualty Program Structure**  
**July 1, 2017 to June 30, 2018**

Not to Scale



**Notes:**

- 1.) Policy includes all members except BGSU, Central State, Miami, U of Cincinnati and U of Toledo.
- 2.) Policy includes all members except U of Akron, U of Cincinnati and U of Toledo; U of Cincinnati and U of Toledo are not scheduled because their exposures include physician practice plans that the IUC-IC does not cover.
- 3.) The U of Akron's Medical Malpractice policy is scheduled because it covers similar exposures to the IUC-IC Incidental Medical Malpractice policy.
- 4.) Automobile Physical Damage coverage for owned, rented and leased vehicles is self-insured under the IUC-IC Self-Insurance Property Pool.
- 5.) United Educators issues two excess policies: a) Excess Liability over General & Automobile Liability, and b) Excess Educator's Legal Liability. Both policies are not following form; therefore, some terms and conditions are not as broad as the IUC-IC underlying Coverage Agreements.
- 6.) Reinsurance sits excess of General Liability, Automobile Liability and Educator's Legal Liability as well as Group Pollution, Medical Malpractice and Foreign Liability policies noted; other policy(s) maintained by members on a primary basis would be subject to the \$100,000 Member Deductible and then the \$900,000 Self-Insurance Pool before reinsurance would apply.

January 18, 2018

# Risk & Insurance Update

Tab #; pg

# Insurance Coverage

- Property
- Liability
  - Medical Malpractice
- Educators Legal Liability
- Cyber
- Specialized policies

# Risk & Insurance Team Collaboration:

- Risk and Insurance
- Facilities Management and Safety
- Research
- Office of Information Technology
- Transportation Services
- Human Resources
- Legal
- International Affairs
- Student Affairs
- Other Campus Units as appropriate

# Inter-University Council: Insurance Consortium (IUC-IC)

- Created in 1994 and formalized in 2006 to coordinate the purchase of property and liability insurance for Ohio's four year public universities and freestanding medical colleges – majority of Ohio's publics participate
- 3 Committees comprised of member institutions responsible for administrative functions
  - Executive
  - Claims
  - Loss Control
- Affords the university the benefit of lower costs as well as broader coverage and services, compared to that which would be available through a standalone program

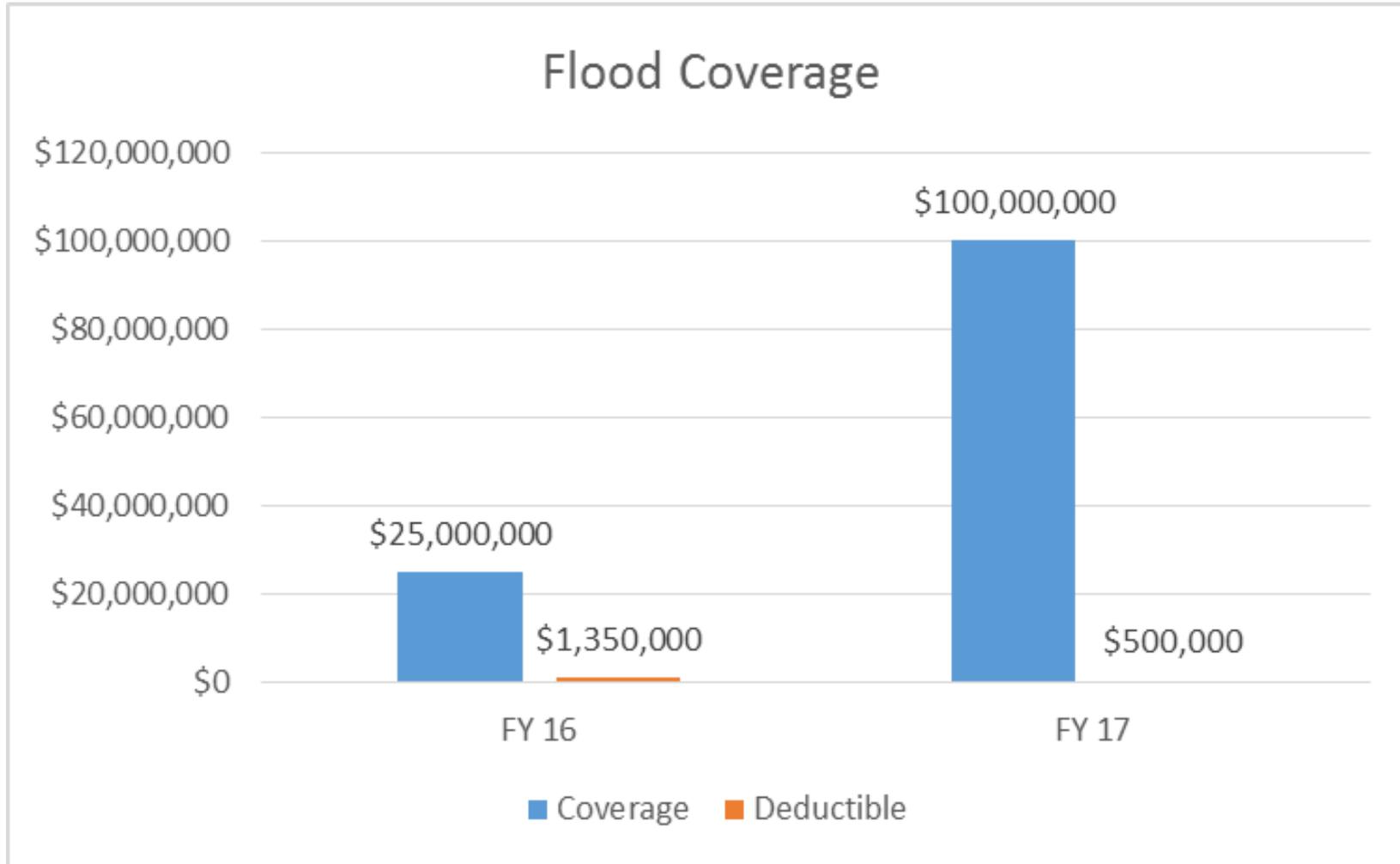
# Group Property Program

- \$1.75 Billion per occurrence coverage
- \$100,000 Member deductible
- Next \$250,000 IUC-IC pool members share
- IUC-IC purchases excess \$350,000 - \$1.75 billion
- Self-insure for Automobile Physical Damage (APD - university owned, leased or rented vehicles)

# Group Property Program Structure FY17

\$1.75 Billion	<p><b>\$1.65 Billion Excess of the \$100 Million Primary per Occurrence, Shared with All Members</b></p> <p>Lexington Insurance Company (AIG) - 80% Zurich Insurance Company - 20%</p>												
\$100 Million	<p><b>\$100 Million Dedicated Primary, per Occurrence <sup>(2)</sup> including Earthquake, Flood &amp; Terrorism <sup>(3)</sup></b></p> <p>Lexington Insurance Company (AIG) - 80% Zurich Insurance Company - 20%</p>												
	BGSU (7.25%)	CenSU (1.31%)	CleveSU (5.44%)	KSU (11.01%)	MU (12.94%)	NEOMED (1.53%)	OU (10.53%)	SSU (0.97%)	U of A (9.53%)	U of C (19.01%)	U of T (12.29%)	WSU (4.44%)	YSU (3.74%)
\$350,000	<p>IUC-IC Self-Insurance Pool</p> <p>\$250,000 per Occurrence subject to a \$700,000 Annual Aggregate</p> <p>All Losses between \$100,000 to \$350,000 erode the \$700,000 Annual Aggregate</p>												
\$100,000	<p>Member Deductible <sup>(1)</sup></p> <p>(\$100,000)</p>												
	<p>This chart provides a synopsis of coverage only; refer to the actual policy(s) for all terms, conditions, limits, applicable aggregates, exclusions and/or limitations. Contact the Director with any questions.</p>												

# Property Coverage Enhancements FY17



# Group Casualty Program

- \$50 Million aggregate coverage
- \$100,000 Member deductible
- Next \$900,000 IUC-IC pool members share
- IUC-IC purchases reinsurance \$1 Million - \$10 Million
- IUC-IC purchases excess \$10 Million - \$50 Million

# Group Casualty Program Structure FY17

\$50 Million	IUC Insurance Consortium Shared Integrated Excess (Endurance American Insurance Company, Sampo)													
\$25 Million	IUC Insurance Consortium Shared Excess General & Automobile Liability <sup>5</sup> (United Educators)										IUC Insurance Consortium Shared Excess Educator's Legal Liability Claims-Made (United Educators)			
\$10 Million (Dedicated)	IUC Insurance Consortium General Liability Coverage Agreement (General Reinsurance Co.)								IUC Insurance Consortium Automobile Liability Coverage Agreement (General Reinsurance Co.)		IUC Insurance Consortium Educator's Legal Liability Coverage Agreement Claims-Made (General Reinsurance Co.)			
\$5 Million	Group Pollution Liability Claims-Made (AIG <sup>1,6</sup> )													
\$1 Million	Foreign Liability Package (AIG Worldsource <sup>6</sup> )	Member Ded (\$25,000)	Incidental Medical Malpractice Claims-Made (Chubb <sup>2,6</sup> )	Member Ded (\$25,000)	General Liability	Sexual Molestation	Law Enforcement Legal Liability	Employee Benefit Liability Claims-Made	Stop-Gap Employer's Liability	Automobile Liability <sup>4</sup>	Garage-keeper's Liability	Educator's Legal Liability	Non-Profit Outside Directors Liability	
\$100,000	Member Deductible (\$100,000)								Member Deductible (\$100,000)		Member Deductible (\$100,000)			
\$25,000	Member Deductible (\$100,000)								Member Deductible (\$100,000)		Member Deductible (\$100,000)			

This chart provides a synopsis of coverage only; refer to the actual policy(s) for all terms, conditions, limits, applicable aggregates, exclusions and/or limitations. Contact the Director with any questions.

# Cyber Insurance

- \$3,000,000 aggregate liability coverage subject to \$75,000 deductible
- Coverage for computer forensic services
- Coverage for legal services
- Coverage for network interruption
- Coverage for public relations/crisis management
- Notification and credit monitoring for up to 2,000,000 notified individuals

# Year over Year Renewal FY16-17-18

<b>Ohio University</b>					
Risk Management & Insurance Program					
	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>%Δ</b>	<b>Comments</b>
<b>PROPERTY</b>	<b>\$ 663,201</b>	<b>\$ 752,468</b>	<b>\$ 475,890</b>	<b>-36.76%</b>	
Pool Contributions	\$ 8,553	\$ 90,206	\$ -	-100.00%	No contribution required for FY18
Risk Transfer	\$ 572,717	\$ 572,032	\$ 389,443	-31.92%	
Auto Physical Damage	\$ 28,818	\$ 35,830	\$ 36,068	0.66%	
All Other Costs	\$ 53,113	\$ 54,400	\$ 50,379	-7.39%	
<b>CASUALTY</b>	<b>\$ 479,245</b>	<b>\$ 537,826</b>	<b>\$ 733,666</b>	<b>36.41%</b>	
GL, AL & ELL	\$ 266,705	\$ 290,437	\$ 296,811	2.19%	
Pool Contributions	\$ 15,000	\$ 45,956	\$ 176,901	284.94%	Due to program loss experience
Foreign Coverages	\$ 12,571	\$ 24,371	\$ 9,576	-60.71%	Some coverages written on long-term policy
Medical Malpractice	\$ 28,818	\$ 43,127	\$ 71,004	64.64%	Due to allocation changes to reflect exposure
Crime	\$ 13,131	\$ 13,093	\$ 18,729	43.05%	
Pollution	\$ 23,592	\$ -	\$ -		3-year pre-paid policy
Cyber	N/A	N/A	\$ 33,658	N/A	Joined midterm; pro-rated for FY18
Administrative Fees	\$ 91,976	\$ 89,330	\$ 90,756	1.60%	
Loss Control	\$ 27,452	\$ 31,512	\$ 36,231	14.98%	
<b>TOTAL</b>	<b>\$ 1,142,446</b>	<b>\$ 1,290,294</b>	<b>\$ 1,209,556</b>	<b>-6.26%</b>	

## Governance and Compensation Committee Meeting



**OHIO**  
UNIVERSITY

## **Interoffice Communication**

**Date:** January 4, 2018

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

**From:** David R. Moore, Board Secretary

**Re:** Governance and Compensation Committee Meeting

The committee will be presented with the following topics, approved by Chair King, for board meeting discussion:

- March 2018 - Measuring student success
- June 2018 - Pedagogy for Critical Thinking
- August 2018 - Athletics
- October 2018 - Shared governance

The committee will also discuss the format of minutes to determine if changes are necessary. The committee will be asked to explore creating a timetable and process for evaluating board officials (Secretary, Auditor, and Treasurer). Additionally, the committee will be asked to begin the process of building an agenda for the upcoming August, 2018 retreat. Lastly, the committee will be asked to approve the following dates for future Board Meetings:

- October 18-19, 2018, Thursday and Friday: Board Meeting, Athens OH
- January 17-18, 2019, Thursday and Friday: Board Meeting, Athens OH