Board of Trustees

Ohio University

Board Meeting Minutes

August 17, 18 2020
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Chair Janelle Coleman called the June Meeting of the Ohio University Board of Trustees to order at 8:04am.

Roll Call

Board Secretary David Moore called roll.

Present: Chair Janelle Coleman; Vice Chair Cooper, Trustees Steve Casciani, Cary Cooper, Matthew Evans, Lorrie Platt, David Scholl, Eileen Sheil, Diane Smullen, Peggy Viehweger; National Trustee Anna Harvey, Alumni Representative Jeff Laturell, Student Trustees Ellen Gill, Justin Kelley, President Duane Nellis, and Board Secretary David Moore.

* Given the online nature of this meeting, this list applies to all subcommittees. Additionally, faculty representative Doug Clowe attended the Resources, Facilities, and Affordability Committee and Faculty Representative Ben Bates attended the Academics and Student Success Committee.

Report from Chair

Chair Coleman stated,

Welcome everyone to August Ohio University, Board of Trustees Meeting. In particular I’d like to welcome our three new Trustees: Lorrie Platt our new Governor Appointed Trustee; Ellen Gill, our new Student Trustee; and Jeff Laturell, our new Alumni Association Member.

Approval of Agenda

Chair Coleman asked to approve the agenda for the August 2020 Meeting of the Board of Trustees; Trustee Evans moved to approve the agenda; Trustee Cooper seconded; Chair Coleman called for a vote; with all in favor, the agenda was approved.

Approval of Minutes

Chair Coleman asked to approve the minutes of the June 2020 meeting of the Board of Trustees; Trustee Casciani moved to approve the minutes; Trustee Viehweger seconded; Chair Coleman called for a vote; with all in favor, the minutes were approved.
Chair Coleman stated, I’m going to review the agenda for the day. First off, we are going to move into an Executive Session till about 9:30am. We’ll have our annual Retreat till about 2pm. The Retreat’s topics will include Budget, Enrollment, and OU’s COVID response. The Retreat is a public meeting, and everyone is welcome to watch the proceedings. At 2pm we’ll have the Academics and Student Success Committee.

Tomorrow, we’ll start the day at 9:00am with the Governance and Compensation Committee. At approximately 9:15am we’ll have the Audit and Risk Management Committee, followed by the Resources, Facilities, and Affordability Committee at 9:45am. Finally, we’ll have the Main Board Meeting around 9:00am.
Executive Session
Chair Coleman stated that the Board needed to move into Executive Session for the purposes of conferring with university counsel regarding pending or imminent litigation and to discuss the hiring, compensation, and evaluation of a public employee at the university. Trustee Scholl; Trustee Platt seconded the motion; Chair Coleman asked for a roll call vote; Secretary Moore called the roll; The motion passed unanimously at 8:08 am. Chair Coleman announced that the Board is now in Executive Session and that the public video stream will resume upon moving out of Executive Session.

At 9:36 am the Chair Coleman called for a motion to exit Executive Session. Trustee Scholl moved; Trustee Platt seconded the motion; Chair Coleman asked for a roll call vote; Secretary Moore called the roll; the motion passed unanimously. The public video stream resumed.

Chair Coleman welcomed everyone back and stated that the Trustees’ retreat would begin.

Trustees’ Retreat

Retreat Materials are found in Appendix A.

At the conclusion of the Trustees’ retreat Chair Coleman handed the meeting over to Trustee Viehweger to conduct the Academics and Student Success Committee.

Academics and Student Success Committee
Monday, August 17, 2020

Committee Chair Viehweger called the meeting to order at 2:39 p.m. She reminded all the voting members of the committee. She thanked welcomed faculty representative Dr. Ben Bates.

Present:

Committee members: Trustees Viehweger, Cooper, Harvey, Gill-Franks, Laturell, Bates, and Scholl

Other members: Trustees Coleman, Casciani, Sheil, Smullen, Evans, and Kelley, Treasurer Deborah Shaffer, and Secretary David Moore, President M. Duane Nellis and Executive Vice President and Provost Elizabeth Sayrs

Faculty Senate representative Dr. Ben Bates
Standing Reports and Updates

One OHIO Update (Tab 4, August 2020 Agenda; pg 85)

Brad Cohen, Chief Strategy and Innovation Officer, and Nicole Pennington, Executive Dean of Regional Higher Education and Lifelong Learning and Dean of Southern campus, presented an update on One OHIO integration, with focus on administrative efficiencies and progress. They shared potential revenue streams through program expansion and ideas for new program development. The group reviewed the next steps for the project.

Committee Chair Viehweger asked for questions from the group. Trustee Cooper thanked Brad and Nicole for their work to create unity and integration across the university. President Nellis recognized the magnitude of work and the accomplishments of One Ohio. Trustee Smullen asked if aligning with the Athens campus will increase enrollment at the Regional campuses. Trustee Scholl asked if there is an opportunity to communicate the purpose and benefits of One OHIO to the surrounding communities.

FY20 Program Accreditations (Tab 5, August 2020 Agenda; pg 93)

The trustees were provided information on program accreditations as a status update.

Academic Initiatives and Instruction Innovation:

HLC Accreditation Update (Tab 6, August 2020 Agenda): Presentation moved to the following day

Consent Updates:

Consent Code of Conduct (Tab 7, August 2020 Agenda; pg 96):

Director of Community Standards and Student Responsibility, Taylor Tackett provided information on the code of conduct. Taylor informed the trustees of the review process, provided an overview of changes and the next steps for the code revision process.

Consent Emeriti (Tab 7.5, August 2020 Agenda; pg 158):

Provost Sayrs provided the reasoning for review of a few applications outside of the usual emeriti application cycle.

Notifications to the Board of Trustees (not requiring approval):

Fall Semester Early Graduation Programs (Tab 8, August 2020 Agenda; pg 160):
Provost Sayrs informed the trustees of a need for early degree conferral and graduation. Trustee Cooper asked if early graduation will be a trend that will continue following COVID. Dean Pennington responded that there is potential for continuation of early graduation for some degrees.

Chair Viehweger asked if there were remaining questions related to the consent resolutions and hearing none asked for a motion to approve. Trustee Scholl moved, and Trustee Cooper seconded.

**Student Senate Report** (Tab 9, August 2020 Agenda; pg 161):

Interim Student Senate President Janie Peterson, Interim Vice President Danielle Klein, and Interim Treasurer Richard Danylo shared an update on student programs and organizations with the Trustees. Trustee Viehweger asked for an example for reduced funds to organizations. The student senators reviewed the initiatives for sexual assault awareness and mental health support. They shared methods of communications currently used to update the student body and shared governance practices. Trustee Scholl congratulated the student senators on their presentation. He asked that they consider how to become further engaged with the enrollment process. President Nellis thanked the student senators for their work at OHIO.

There being no further business, Committee Chair Viehweger adjourned the meeting at 3:49 p.m.
Chair Coleman thanked Committee Chair Viehweger and asked for a motion to approve the Consent Agenda (below). Trustee Viehweger moved the committee; Trustee Cooper seconded; Chair Coleman called for a vote. The motion passed unanimously.
WHEREAS, Ohio University holds as its central purpose the intellectual and personal development of its students, and

WHEREAS, Ohio University has expectations for the behavior of its students, both on and off campus, and

WHEREAS, those expectations are articulated through the Student Code of Conduct, and

WHEREAS, the Student Code of Conduct must be formally reviewed every two years or as administrative need arises, and the Board of Trustees approved the current version, which became effective in August 2019, by Resolution 2019-3768, and

WHEREAS, the Review and Standards Committee, the university committee charged with reviewing and making recommended changes to the Code, along with the Office of Community Standards and Student Responsibility, the office charged with implementing the Code, researched, benchmarked, and proposed revisions to the Code, and

WHEREAS, Student Senate, Graduate Student Senate, and Faculty Senate were each given the opportunity to provide feedback and the proposed revisions to the Student Code of Conduct was open for public comment on the web, and

WHEREAS, the proposed revisions to the Student Code of Conduct have been approved by the Review and Standards Committee, and

WHEREAS, the President recommends approval of the proposed revisions to the Student Code of Conduct to the Board of Trustees.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees approves the proposed revisions to the Student Code of Conduct, attached hereto as Exhibit A (Appendix B), which will go into effect on August 18, 2020.
FACULTY AND ADMINISTRATIVE EMERITI AWARDS

RESOLUTION 2020 – 3862

WHEREAS, the following individuals have rendered dedicated and outstanding service to Ohio University, and

WHEREAS, their colleagues and supervisors have recommended action to recognize their service.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees hereby approves emeriti status for the following individuals upon their retirement from Ohio University.

<table>
<thead>
<tr>
<th>Name</th>
<th>Unit</th>
<th>Years Svc.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Crockett</td>
<td>College of Arts and Sciences</td>
<td>25</td>
<td>Professor Emerita of Biological Sciences</td>
</tr>
<tr>
<td>Hugh Martin</td>
<td>Scripps College of Communication</td>
<td>10</td>
<td>Professor Emeritus of Journalism and Media Economics</td>
</tr>
</tbody>
</table>
Chair Coleman stated that the Board’s activity for August 17th had come to a close and the that the Board would recommence on August 18th at 9:00am. The meeting was adjourned at 3:50pm.
Ohio University Board of Trustees  
Meeting of the Board of Trustees  
Tuesday, August 18, 2020  
Virtual Meeting - Online  

Chair Coleman called the meeting together at 9:02 am.  

Roll Call  
Board Secretary David Moore called roll.  

Present: Chair Janelle Coleman; Vice Chair Cooper, Trustees Steve Casciani, Cary Cooper, Matthew Evans, David Scholl, Eileen Sheil, Diane Smullen, Peggy Viehweger; National Trustee Anna Harvey, Alumni Representative Jeff Lasurell, Student Trustees Ellen Gill, Justin Kelley, President Duane Nellis, and Board Secretary David Moore.  

Chair Coleman welcomed everyone to day two of the August 2020 Ohio University Board of Trustees Meeting  

Chair Coleman asked Secretary Moore to call the roll. Secretary Moore announced that all were present and that there was a quorum of voting trustees.  

Chair Coleman asked Committee Chair Evans to proceed with the Governance and Compensation Committee.
Present were the members of the Committee, Chair Evans; Trustees Platt, Scholl, Sheil and Viehweger; Student Trustee Gill-Franks. Also present were Board Chair Coleman; Trustees Cooper, and Smullen; Student Trustee Kelley; National Trustee Harvey; Alumni Representative Laturell; President Nellis; Executive Vice President and Provost Sayrs; Secretary to the Board Moore; Senior Vice President for Finance and Administration and Treasurer to the Board Shaffer; and General Counsel Bennett.

Trustee Evans called the meeting to order at 9:03 a.m.

1. **Appointment of National Trustee**

Committee Chair Evans stated that Trustee Sheil had informed him that she is moving out of state, and as a result she will be resigning as a voting member of the Board of Trustees at the conclusion of today’s Board meeting. Committee Chair Evans stated that Trustee Sheil has agreed to continue service to the Board as a National Trustee. Trustee Sheil stated that she had been privileged to serve as a voting member of the Board of Trustees, was sorry to resign as a voting member, but that she felt honored to be able to continue as a National Trustee.

President Nellis thanked Trustee Sheil for her service and stated that he was pleased that Trustee Sheil would be able to continue with the Board as a National Trustee. Committee Chair Evans also thanked Trustee Sheil for her service to the Board of Trustees.

Committee Chair Evans asked for a motion to approve the Resolution appointed Eileen Sheil to the Board of Trustees.
Trustee Scholl moved to approve the Resolution that Eileen M. Sheil be appointed to the Board as a National Trustee for a three-year term that will expire on August 18, 2023. Trustee Coleman seconded the motion. Committee Chair Evans and Trustees Platt, Scholl, and Viehweger voted to approve the motion. Trustee Sheil abstained. The resolution was forwarded to the full Board with a recommendation of approval.

Committee Chair Evans stated that the Governance and Compensation Committee had no further business and adjourned the Meeting at 9:06 a.m.

Chair Coleman thanked Committee Chair Evans.
Chair Coleman stated that the Board had a recommendation from the Governance and Compensation Committee to approve the Resolution appointing Eileen Sheil as a National Trustee.

General Bennett clarified that Trustee Sheil will remain a voting member of the Board of Trustees until the end of the meeting, at which time she will submit her resignation as a voting member. Her appointment as a National Trustee will take effect immediately thereafter.

Chair Coleman asked for a motion to approve the Resolution.
WHEREAS, in accordance with Article I, Section 3 of its Bylaws, the Board desires to appoint a National Trustee for a full three-year term that will expire on August 18, 2023; and

WHEREAS, Eileen M. Sheil was appointed to this Board by the Governor in accordance with Revised Code Section 3337.01; and

WHEREAS, Eileen M. Sheil has advised that she intends to resign as a voting member of the Board because she is relocating out-of-state and will no longer be eligible to serve as a voting member of the Board; and

WHEREAS, this Board desires to fill a vacancy in the National Trustee position with the appointment of Eileen M. Sheil to be effective August 19, 2020, conditioned upon her resignation as a voting member of the Board;

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees, in accordance with Article I, Section 3 of its Bylaws, hereby appoints Eileen M. Sheil to serve as a National Trustee for a term that will commence on August 19, 2020 and will expire on August 18, 2023.

Trustee Evan moved the committee to approve the Resolution. Trustee Platt seconded the motion. Trustee Sheil abstained. The Resolution was approved.
Chair Coleman asked Committee Chair Cooper to conduct the Audit and Risk Management Committee.

Audit and Risk Management Committee
Tuesday, August 18, 2020

Present: Audit and Risk Management Committee Chair Cary Cooper, Board Chair Janelle Coleman, Trustees Dave Scholl, Diane Smullen, Eileen Sheil, Peggy Viehweger, Steve Casciani, Mathew Evans, Lorrie Platt, National Trustee Anna Harvey, Alumni Representative Jeff Laturell, Student Trustees Justin Kelley, Ellen M Gill Franks and President Duane Nellis.

Audit and Risk Management Committee Chair Cooper called the meeting to order at 9:10 a.m.

Risk & Insurance Update

Deborah Shaffer, Senior Vice President Finance & Administration, CFO and Treasurer; Larry Wines, Director of Enterprise Risk Management and Insurance; and Elizabeth Conlin, Executive Director IUC – Risk Management & Insurance Consortium presented the 2020 Risk and Insurance Report. Ohio University participates in the Inter-University Council Risk Management & Insurance Consortium (IUC-RMIC). The mission of the IUC-RMIC is to provide the member universities with innovative risk management expertise, asset protection, and effective loss control strategies in support of affordable access to education for our students. The trustees, Ms. Shaffer, Mr. Wines and Ms. Conlin discussed the overall process and the recent process for reviewing insurance policies and the amount of insurance coverage.

There was no unfinished business.
Audit Committee Chair Cooper adjourned the meeting at 9:55 a.m.
Chair Coleman thanked Committee Chair Cooper.

Chair Coleman asked Committee Chair Smullen to conduct the Resources, Facilities, and Affordability Committee.

Resources, Facilities and Affordability Committee
Tuesday, August 18, 2020

Committee Chair Diane Smullen called the meeting to order. Committee members present included Trustee Matthew Evans, Trustee Lorrie Platt, Trustee Eileen Sheil, Student Trustee Justin Kelley, and Faculty Representative Doug Clowe. Other board members present included Chair Janelle Coleman, Vice Chair Cary Cooper, Trustee Dave Scholl, Trustee Peggy Viehweger, Student Trustee Ellen Gill, Alumni Association Representative Jeff Laturell, National Trustee Anna Harvey, Faculty Representative Ben Bates, Board Secretary David Moore, and President Nellis.

- Resolution, FY21 University Budget

Senior Vice President for Finance and Administration Deb Shaffer opened the FY21 Budget discussion by addressing the Trustee request for more explanation on projected multi-year reserve use shared during the Board retreat.

SVP Shaffer emphasized that declining enrollments are the largest driver in projected revenue losses, resulting in the current increase to the reserve use forecast through FY25. Every segment of enrollments shows significant decline over last year’s multi-year projections. During spring 2020, the Strategic Executive Enrollment Committee (SEEC) reviewed their prior projections which had been developed with relatively aggressive growth assumptions. After further analyses, and, in the midst of additional unpredictability due to the COVID pandemic, SEEC amended the projections with much more conservative enrollment forecasts for the multi-year budget projections beginning in FY21. The slides presented at the prior day’s retreat depicting the FY21 multi-year enrollment forecasts (by modality) and revenues from total tuition and fees were updated to overlay the June 2019 multi-year forecasts, providing a visual representation of the change.

The enrollment declines will impact each year’s tuition and fees revenues, as well as a correlating decline in SSI funding that will be realized over the next 4 years. Also impacting revenue is the removal of the planned 4.1% tuition increase that had been previously approved by the BOT. In recognition of the pandemic’s impact on families, tuition and fees were held flat at a 0% tuition increase for the Fall of 2020.
The FY21 budget was built on the previously developed targets given to all units and included:

- Academic Units: phased in expense reductions/revenue growth plans for FY18-FY21 with supporting bridging strategies in recognition of time needed to implement; and
- Administrative units: FY18-FY20 expense reduction strategies implemented to realize a minimum 7% reduction.

With the additional budget pressures layered on the institution from changed enrollment projections and the impacts of COVID-19, Administrative units were requested to take additional actions that led to an incremental $18.4M of expense reductions which have been reflected in the FY21 Budget.

Institutional strategies implemented to help mitigate financial pressures included:

- cost savings furlough plan for FY21 for all non-bargaining unit employees (tiered salary reduction from 3.7% - 15%);
- functional realignments of Advancement and Communications & Marketing; and,
- the elimination of FY22 raise pool.

Approval of the FY21 operating budget includes the use of $25M in reserves. Currently, the FY22-25 projections reflect reserve usage of $60M+ annually. Cashflow projections show those rates of reserve use are possible through FY23 but are not sustainable. Significant and permanent adjustments to either revenues or expenses will be required to decrease the reliance on reserves.

Trustee Scholl expressed appreciation for the detailed multi-year projections and the explanations for the one-year change to reserve usage. He also supported SEEC’s adoption of a much more conservative approach for enrollment forecasts that form the basis of the institution’s revenue budgets. In summarizing information from this presentation, Trustee Scholl noted that the current projected multi-year revenues have dropped an average of 30% annually from the prior projections without a similar magnitude decrease in expenditures. He emphasized that it is not sustainable to continue to balance annual operating budgets with reserves and stressed the need for right-sizing the budget - either through significant realization of additional enrollments or expense eliminations. The largest expense category being personnel costs, he also underscored his understanding that reductions in the academic units require a bridging year before actual savings are realized.

Trustee Scholl stated that multi-year budgeting needs to be exercised by leadership and mandated by the Board. Multi-year budget planning illuminates impending issues allowing for proactive implementation of corrective actions. Also, tracking and benchmarking current to prior 5-year budget projections allows for analysis and can provide an early warning of
needed adjustments. These projections reflect significantly more than $100M+ in reserve use and are not sustainable. SVP Shaffer acknowledged Trustee Scholl’s remarks and assured that simple dashboards will be implemented to reflect progress toward closing the gap, identify success or failure of initiatives, and track corrective budget actions with the absolute goal of minimizing the use of reserves and resolving budget imbalances. Shaffer also noted that cashflow sensitivity analyses, showing three return to campus scenarios and the projected impact on working capital, were shared during the retreat. Given the added complexity COVID-19 has introduced to budget planning, the cashflow sensitivity analysis is an essential planning tool to monitor the University’s financial health to be used in conjunction with the multi-year budgets.

Trustee Cooper requested that SB6 scores be projected out for the multi-year forecasts. SVP Shaffer indicated that the SB6 ratios would be rerun once the Fall enrollments have been applied to the projections and presented to the Board in October 2020.

Chair Coleman also commended the conservative enrollment planning used through FY25. SVP Shaffer indicated that the revised enrollments are more realistic and not trending off the prior years’ enrollment highs. Current year enrollment projections within the FY21 Budget reflect numbers that are less than the currently enrolled students for Fall 2020.

EVPP Sayrs reiterated that SEEC scenarios took into account market share, realizing the volatility of the COVID impacts, the real market demands, and competitive pressures. EVPP Sayrs expressed a commitment to tempering the enrollments built into multi-year budgeting, while still maintaining a more aggressive marketing approach to garner enrollments.

This FY21 University budget resolution is presented for Board approval.

Committee Chair Smullen called for a motion to recommend approval of the Resolution to the Board.
Trustee Evans made a motion to recommend approval of the FY21 University Budget resolution to the full board; Trustee Platt provided a second; the motion was unanimously approved.

- Resolution, Graduate & Other Fees

The first of three fee resolutions is for six new course fees related to market-based graduate programs in the College of Business and two broad-based fees – one for late registration and one for late application for graduation. The two new broad-based fees are in line with peer institutions.

Trustee Sheil made a motion to recommend approval of the Graduate and Other Fees resolution to the full board; Trustee Evans provided a second; the motion was unanimously approved.

- Resolution, In-State Tuition for Ohio Graduate Students

SVP Shaffer reminded that at the June meeting the Trustees approved resolution 2020-3836 for waiver of the non-resident fee as a way of providing in-state tuition to certain non-resident graduate students. The state requires a fee and this resolution adopts a $1 per credit hour fee, in lieu of a waiver, for eligible non-resident students remaining in Ohio for their graduate work.

Trustee Evans made a motion to recommend approval of the In-State Tuition for Ohio Graduate Students resolution to the full board; Trustee Platt provided a second; the motion was unanimously approved.

- Resolution, Prior Learning Assessment Evaluation Rate
Associate Provost for Academic Budget & Planning John Day explained that this resolution assigns a $200 flat rate per course for faculty evaluation of a student’s prior learning materials / portfolio. This evaluation flat fee is in line with our peers in the state.

Trustee Platt made a motion to recommend approval of the Prior Learning Assessment Evaluation Rate resolution to the full board; Trustee Evans provided a second; the motion was unanimously approved.

- Resolutions, Quasi-Endowments

SVP Shaffer briefly introduced the quasi-endowment requests for Board action. These requests have the support of the leadership

Trustee Evans made a motion to recommend approval of the resolution to establish two Translational Biomedical Science quasi-endowments, one for the Heritage College and one for the Research Division, to the full board; Trustee Sheil provided a second; the motion was unanimously approved.

Trustee Platt made a motion to recommend approval of the resolution to establish the HCOM Clinical Education Support quasi-endowment to the full board; Trustee Evans provided a second; the motion was unanimously approved.

- Resolution, FY21 Capital Improvement Plan (CIP)

Chief Facilities Officer and Senior Associate Vice President Steve Wood provided an update on the FY21 Capital Improvement Plan for Board approval. At the June meeting the Trustees were advised of the amended annual review process for FY21 and that economic impacts of the COVID pandemic had resulted in uncertainties regarding state funding amounts and timing. As a result, the FY21 CIP process involved a thorough review and prioritization of all projects with start dates in FY21 and FY22. New project starts for the 2-year period were reduced from the current 6-year CIP total of $101.7M to $41.1M and all non-essential projects halted. Potential funding alternatives for projects in progress were identified to insure critical project completions. SAVP Wood provided a summary of the projects to continue forward.
SAVP Wood also provided a progress update on the deferred maintenance backlog, noting that the reduced capital plan would still accomplish movement toward goal, just at a slower pace. A second resolution follows for approval to utilize the FY21 Century Bond $10M deferred maintenance tranche (CB21) for emergency projects only during FY21. This request is intended to preserve working capital during the period of financial uncertainty and all CB21 funded projects will be determined by the SAVP after consultation with the SVP and President. SVP Shaffer assured the Trustees that any emergency uses would qualify as deferred maintenance projects and the unspent CB21 funds could roll-forward for deferred maintenance use in future years. All principles of the Century Bond program and debt covenants have been considered in the revised, slowed down FY21 CIP for Board approval.

Trustee Sheil made a motion to recommend approval of the FY21 Capital Improvement Plan resolution to the full board; Trustee Evans provided a second; the motion was unanimously approved.

- Resolution, FY21 Century Bond $10M Deferred Maintenance Tranche

For the benefit of new trustees, SVP Shaffer reviewed key highlights of the Series 2014 $250M Century Bond funding, including the $160M in deferred maintenance funding with $10M distributed annually for 16 years and $90M for utility infrastructure projects. Projects for the $10M deferred maintenance tranche are brought forward to the board annually along with the resolution for board approval of the annual use. As just reviewed, the FY21 CIP reduces dependence on the $10M Century Bond tranche for FY21, with a recommendation to use those funds for emergency purposes only. Trustee Scholl lauded the comprehensive planning and adherence to the Century Bond principles.

Trustee Evans made a motion to recommend approval of the FY21 Century Bond $10M Deferred Maintenance Tranche resolution to the full board; Trustee Sheil provided a second; the motion was unanimously approved.

- Resolution, Capital Projects

SAVP Wood provided information on the capital project requests for board approval:
- **Scripps Hall Ground Floor eSports Renovation** project was approved in January 2020 at $650K. The August 12, 2020 bid opening resulted in this request for a $100K budget amendment to provide for full contingency and a total project budget of $750K. Creation of the eSports facility is a Presidential priority initiative and will provide a multi-use space in Scripps Hall.
- **Campus steam System Repairs 2021** is a $500K project continuing the annual steam repair and tunnel work.

SAVP Wood also reviewed the funding strategy for the Clippinger Phase 2 project. With the uncertainty in state funding, the Capital Projects resolution also includes a change in fund source request, swapping eligible, available bond funding in the event state funding is delayed or eliminated.

**Trustee Sheil made a motion to recommend approval of the Capital Projects resolution to the full board; Trustee Platt provided a second; the motion was unanimously approved.**

- **Information Items:**
  - Treasury Update – materials from the August 12, 2020 Treasury and Debt Advisory Committee.
  - Facility Project Updates – this information reports the status of active Facility Projects.

Committee Chair Smullen stated that the Committee’s work was complete.
Chair Coleman thanked Committee Chair Smullen.

Chair Coleman reminded the Board that they were going to vote on resolutions immediately following each committee to provide maximum clarity and continuity.

Chair Coleman stated that the Resources, Finance, and Student Affordability Committee had recommended the following Resolutions for approval.
WHEREAS, the University has completed its financial planning and consultation that resulted in a final recommendation for fiscal year 2021 budgeted revenues and expenses, and

WHEREAS, the University finalized its budget priorities within the constraints of fiscal year 2021 revenues, including base operating revenues and federal CARES Act grant funding, and

WHEREAS, the University is providing the Board of Trustees with a final expense budget recommendation based upon fiscal year revenues, permissible and sustainable reserve usage, and the provisions of the state budget.

NOW THEREFORE, BE IT RESOLVED that the Fiscal Year 2020-21 budgets of the expected revenues and expenses as presented are hereby approved based on the condition that the Senior Vice President of Finance and Administration, in conjunction with the Executive Vice President and Provost and with approval of the President, is authorized to make adjustments during the fiscal year to ensure that total expenditures do not exceed available resources.

Chair Coleman called for a motion; Trustee Scholl moved the committee; Trustee Cooper seconded the motion; Chair Coleman called for a vote; the Resolution passed unanimously.
## FY21 Board Approval – Consolidated University Budget Operating, ONLY (All Funds)

### REVENUES (in millions)

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<th>FY20</th>
<th>FY21</th>
<th>Base</th>
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<td>Gross Undergraduate Tuition &amp; Fees</td>
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<td>UG Student Financial Aid</td>
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<td>Net Undergraduate Tuition &amp; Fees</td>
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<td>Gross Graduate Tuition &amp; Fees</td>
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<td>Internal &amp; External Sales</td>
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(Units: in Millions)

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#### REVENUES

- **State Appropriations**: 28.2
- **Gross Undergraduate Tuition & Fees**: 27.1
- **Undergraduate Student Financial Aid**: (8.2)
- **Net Undergraduate Tuition & Fees**: 18.9
- **Gross Graduate Tuition & Fees**: 125.4
- **Graduate Student Financial Aid**: (27.6)
- **Net Graduate Tuition & Fees**: 97.8
- **Room & Board**: 68.7
- **Grants & Contracts**: 35.5
- **Facilities & Admin Cost Recovery**: 7.7
- **Endowment Distributions**: 14.1
- **Contributions**: 2.9
- **Investment Income**: 7.5
- **Internal & External Sales**: 7.5

#### EXPENSES

- **Total Salaries, Wages, & Other Payroll**: 182.9
- **Total Benefits**: 55.8
- **Supplies, Services, & Capital Costs**: 65.3
- **Internal Principal & Interest**: 16.2
- **External Debt Service - Principal**: 16.2
- **External Debt Service - Interest**: 13.6
- **Depreciation**: 13.6
- **Total Direct Expenses**: 320.3
- **Capital Cost Allocation**: 13.6
- **Contribution Margin**: 13.6
- **Total Expenses & Expense Allocations**: 347.4
- **Results of Operations**: 8.0

#### INVESTMENT TRANSFERS

- **Transfer To (From) Plant Fund**: 1.0
- **Transfer To (From) Quasi Endowments**: 3.7
- **Internal Bank Transfers**: 31
- **Transfer To (From) Reserve**: 3.3

#### INVESTMENT TRANSFERS

- **Net Graduate Tuition & Fees**: 97.8
- ** Capital Transfer To (From) Plant Fund**: 1.0
- ** Room & Board**: 68.7
- ** Grants & Contracts**: 35.5
- ** Internal Bank Transfers**: -
## FY21 Board Approval – Consolidated University Budget

### (in Millions)

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<td>649.6</td>
<td>758.0</td>
<td>778.1</td>
<td>759.2</td>
<td>716.3</td>
<td>20.4</td>
<td>736.7</td>
</tr>
<tr>
<td>30 Results of Operations</td>
<td>69.1</td>
<td>172.1</td>
<td>60.9</td>
<td>63.7</td>
<td>(50.3)</td>
<td>27.7</td>
<td>-</td>
<td>27.7</td>
</tr>
<tr>
<td>31 Investment Transfers</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(7.0)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>32 Transfer To (From) Quasi Endowments</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>33 Internal Bank Transfers</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>34 Total Investment Transfers</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(7.0)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>35 Total Transfers to (from) Reserve</td>
<td>69.1</td>
<td>172.1</td>
<td>60.9</td>
<td>63.7</td>
<td>(43.3)</td>
<td>27.7</td>
<td>-</td>
<td>27.7</td>
</tr>
<tr>
<td>36 Adjusted Net Results</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
RESOLUTION 2020 - 3865

WHEREAS, the appropriate planning and consultations within the University have been completed, resulting in the recommendations for fee increases for purposes of investment in strategic priorities and to support quality academic programming; and

WHEREAS, these fee 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 student fee schedules attached hereto as Exhibit A, effective Fall Semester 2020 unless otherwise noted.

Chair Coleman called for a motion; Trustee Smullen moved the committee; Trustee Platt seconded the motion; Chair Coleman called for a vote; the Resolution passed unanimously.
## Request for New Course & Broad-Based Fees

**Fiscal Year: 2021**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Campus</th>
<th>Course Title</th>
<th>Dept/School</th>
<th>Fee Name</th>
<th>Current Fee</th>
<th>FY21 Fee Requested</th>
<th>FY21 BOT Fee Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASM6670/6354*</td>
<td>ECAM</td>
<td>Human Resource Management in Sport Organization</td>
<td>Business - Graduate programs</td>
<td>LTC Manuals Fee</td>
<td>$ -</td>
<td>$ 50.00</td>
<td>$ 50.00</td>
</tr>
<tr>
<td>SASM 6356/COED 6120*</td>
<td>ECAM</td>
<td>Leadership and Ethics in Interscholastic Athletic Admin</td>
<td>Business - Graduate programs</td>
<td>LTC Manuals Fee</td>
<td>$ -</td>
<td>$ 50.00</td>
<td>$ 50.00</td>
</tr>
<tr>
<td>SASM6480/6352*</td>
<td>ECAM</td>
<td>Facility Management and Programming</td>
<td>Business - Graduate programs</td>
<td>LTC Manuals Fee</td>
<td>$ -</td>
<td>$ 50.00</td>
<td>$ 50.00</td>
</tr>
<tr>
<td>SASM6550/6355*</td>
<td>ECAM</td>
<td>Sports Marketing</td>
<td>Business - Graduate programs</td>
<td>LTC Manuals Fee</td>
<td>$ -</td>
<td>$ 50.00</td>
<td>$ 50.00</td>
</tr>
<tr>
<td>SASM 6700/6353*</td>
<td>ECAM</td>
<td>Financial Administration of Sport Fac and Programs</td>
<td>Business - Graduate programs</td>
<td>LTC Manuals Fee</td>
<td>$ -</td>
<td>$ 50.00</td>
<td>$ 50.00</td>
</tr>
<tr>
<td>SASM 6800/6340*</td>
<td>ECAM</td>
<td>Interscholastic Data Analysis</td>
<td>Business - Graduate programs</td>
<td>LTC Manuals Fee</td>
<td>$ -</td>
<td>$ 50.00</td>
<td>$ 50.00</td>
</tr>
</tbody>
</table>

*Effective Spring 2021

<table>
<thead>
<tr>
<th>Office</th>
<th>Campus</th>
<th>Fee Name</th>
<th>Fee Type</th>
<th>Student Type</th>
<th>Current Fee</th>
<th>FY21 Fee Requested</th>
<th>FY21 BOT Fee Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Registrar</td>
<td>Athens</td>
<td>Late Registration Fee</td>
<td>Broad-Based</td>
<td>All Students</td>
<td>$40/$60/$80/$100</td>
<td>$ 150.00</td>
<td>$ 150.00</td>
</tr>
<tr>
<td>University Registrar</td>
<td>Athens</td>
<td>Late Application for Graduation Fine</td>
<td>Broad-Based</td>
<td>All Students</td>
<td>-</td>
<td>$ 100.00</td>
<td>$ 100.00</td>
</tr>
</tbody>
</table>
WHEREAS, the Governor and Ohio Department of Higher Education are asking universities to adopt policies to provide in-state tuition rates to graduate students who have received their bachelor’s degrees from an Ohio institution to enhance the likelihood that they will remain in Ohio to be part of our state’s economic future; and

WHEREAS, the goal is to strive to establish graduate tuition policies that support this request in as many disciplines as achievable; and,

WHEREAS, preliminary discussions have determined that tuition for the College of Osteopathic Medicine should be exempted from this policy; and,

WHEREAS, From Section 381.170 of Am. Sub. H.B. 166 of the 133rd GA:

“The board of trustees of a state institution of higher education shall not authorize a waiver or nonpayment of instructional fees or general fees for any particular student or any class of students other than waivers specifically authorized by law or approved by the Chancellor.”;

and

WHEREAS, the Chancellor has asked universities to submit this policy for approval through the ODHE tuition waiver process to comply with the above legislation; and

WHEREAS, the legislature expects universities to assess at least some minimal non-resident fee to non-resident students; and

WHEREAS, the Board of Trustees previously adopted Resolution 2020- 3836 wherein it waived non-resident fees for certain non-resident students; and

WHEREAS, the University now seeks to establish a non-resident fee of $1 per credit hour rather than waive the fee as provided in Resolution 2020- 3836.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the policy of charging a graduate non-resident fee to $1 per credit hour for graduate students, with the exception of students in the College of Osteopathic medicine, who have received their bachelor’s degrees from an Ohio institution of higher education.

BE IT FURTHER RESOLVED that this policy be submitted to the Chancellor for approval through the ODHE tuition waiver process effective Fall term 2020.
Chair Coleman called for a motion; Trustee Evans moved the committee; Trustee Platt seconded the motion; Chair Coleman called for a vote; the Resolution passed unanimously.
WHEREAS, the Prior Learning Assessment (PLA) program allows students to receive credit for prior experience through the creation of a portfolio that is assessed by a faculty member; and

WHEREAS, other Ohio public universities offer similar programs where students are charged a flat rate ranging from $70 to $225 per course for evaluation and assessment of course credit; and

WHEREAS, Ohio University currently does not have a specific PLA fee for this type of credit assessment; and

WHEREAS, University faculty are paid a flat stipend per course for portfolio evaluation, which allows for separate costs that can be covered by a flat fee rate.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the policy to establish a rate of $200 per course for credit evaluation and assessment under the University’s Prior Learning Assessment program.

Chair Coleman called for a motion; Trustee Scholl moved the committee; Trustee Smullen seconded the motion; Chair Coleman called for a vote; the Resolution passed unanimously.
WHEREAS, the Board of Trustees of Ohio University is responsible for oversight of the financial condition of the institution, and

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

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

WHEREAS, University quasi-endowments are managed in accordance with The Ohio University Foundation’s spending policy, and

WHEREAS, University executive staff recommend creation of two new quasi-endowments, sourced from intellectual property licensing royalties, for support of the Translational Biomedical Sciences (TBS) graduate program, including fellowships and/or assistantships:

- Heritage College Translational Biomedical Sciences Quasi-Endowment, established in the amount of $2 million. The TBS program is integral to the Heritage College’s efforts to train physician-scientists who complete combined DO/PhD degrees.
- Research Division Translational Biomedical Sciences Quasi-Endowment, established in the amount of $2 million. As units serving the entire university, the Research Division and Graduate College host and support interdisciplinary programs including TBS.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University hereby approves creation of the above listed quasi-endowments.

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

Chair Coleman called for a motion; Trustee Scholl moved the committee; Trustee Sheil seconded the motion; Chair Coleman called for a vote; the Resolution passed unanimously.
WHEREAS, the Board of Trustees of Ohio University is responsible for oversight of the financial condition of the institution, and

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

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

WHEREAS, University quasi-endowments are managed in accordance with The Ohio University Foundation’s spending policy, and

WHEREAS, University executive staff recommend creation of a new quasi-endowment, sourced from HCOM working capital originating from past agreements with their clinical partners:

The Centers for Osteopathic Research and Education (CORE) served for 35 years as the entity connecting HCOM with their clinical hospital partners across the state. Following a change in the accreditation system, the CORE Board conducted its final meeting in June 2020 and voted the remaining funds from the partner agreements be moved to an interest-earning, quasi endowment that would provide ongoing support to enhance osteopathic medical education for those the college serves.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University hereby approves creation of the above listed quasi-endowment.

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

Chair Coleman called for a motion; Trustee Platt moved the committee; Trustee Smullen seconded the motion; Chair Coleman called for a vote; the Resolution passed unanimously.
APPROVAL OF THE OHIO UNIVERSITY
FY21 CAPITAL IMPROVEMENT PLAN

RESOLUTION 2020 - 3870

WHEREAS, the University has undertaken the development of a FY21 Capital Improvement Plan (CIP), and

WHEREAS, due to the financial impacts associated with the COVID-19 pandemic, the FY21 Capital Improvement Plan is reduced from the projects included as part of the FY2021-FY2026 Six Year Capital Improvement Plan, approved by the Board of Trustees in Resolution 2019-3789, and

WHEREAS, the FY21 CIP includes projects identified as critical to continue based on review with University leadership and represents a significant reduction in new project starts from the approved FY2021-FY2026 Six Year CIP, and

WHEREAS, the reduced FY 21 CIP was reviewed with Deans, Vice Presidents, Auxiliary units, Athletics, and Regional Campus leadership to arrive at a consensus of critical projects and gain their endorsement of the plan, and

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

WHEREAS, the FY21 Capital Improvement Plan has been approved by the President.

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve the attached FY21 Capital Improvement Plan.
Chair Coleman called for a motion; Trustee Evans moved the committee; Trustee Platt seconded the motion; Chair Coleman called for a vote; the Resolution passed unanimously.
WHEREAS, the University issued $250 million in 100-year maturity taxable bonds ("Century Bonds") in order to establish a central bank funding model for deferred maintenance and other projects; and

WHEREAS, the Century Bond Guiding Principles set aside $160 million of the $250 million to address deferred maintenance in 16 annual $10 million deferred maintenance tranches beginning in FY15; and

WHEREAS, in light of the current COVID-19 pandemic, University management has adjusted the planned FY21 Capital Improvement Plan (CIP) to reduce the dependence on the CB21 tranche for deferred maintenance projects; and

WHEREAS, University management will utilize the CB21 tranche for emergency projects only as determined by the Chief Facility Officer; and

WHEREAS, this has been reviewed and approved by the Treasury and Debt Advisory Committee.

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees approves utilization of the FY21 $10 million deferred maintenance tranche for emergency projects only.

Chair Coleman called for a motion; Trustee Smullen moved the committee; Trustee Scholl seconded the motion; Chair Coleman called for a vote; the Resolution passed unanimously.
CAPITAL PROJECTS
APPROVAL TO PROCEED WITH DESIGN AND CONSTRUCTION
RESOLUTION 2020 - 3872

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:

Modification of Design & Construction Requests:

<table>
<thead>
<tr>
<th>Project</th>
<th>Previous</th>
<th>Current</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scripps Hall Ground Floor Esports Renovation</td>
<td>$650,000</td>
<td>$100,000</td>
<td>$750,000</td>
</tr>
</tbody>
</table>

Design & Construction Requests:

<table>
<thead>
<tr>
<th>Project</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Steam System Repairs 2021</td>
<td>$500,000</td>
</tr>
</tbody>
</table>

WHEREAS, in anticipation of possible reductions in state capital appropriations funding earmarked for the following project, which was previously approved by the Board of Trustees in Resolution 2019-3782, available accrued interest from the Series 2017 bonds and proceeds of Series 2020 Bonds, authorized by Resolution 2019-3804, may be used in substitution of state funding if necessary.

<table>
<thead>
<tr>
<th>Project</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clippinger Renovation Strategy Phase 2</td>
<td>$33,622,000</td>
</tr>
</tbody>
</table>

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, the Senior Vice President for Finance and Administration, or
either’s authorized designee to accept and award contracts and execute all necessary agreements, easements and documents to effectuate the transaction and related transactions within the total project budgets identified.

BE IT FURTHER RESOLVED that the President, the Senior Vice President for Finance and Administration, or either’s authorized designee are authorized to utilize accrued interest from the Series 2017 bonds and proceeds of Series 2020 Bonds if necessary as set forth above.

Chair Coleman called for a motion; Trustee Platt moved the committee; Trustee Smullen seconded the motion; Chair Coleman called for a vote; the Resolution passed unanimously.
Executive Session Report
Chair Coleman reported that, yesterday morning, the Board moved into executive session to discuss and confer with university counsel regarding pending or imminent litigation and to discuss the hiring, compensation, and evaluation, of a public employee at the university.

Report from the President

Chair Coleman asked President Nellis and Vice President Secuban to introduce Lenore Pearlstein from Insight Into Diversity Magazine. Ms. Pearlstein congratulated Ohio University for being selected as a recipient of the prestigious 2020 INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award. Ms. Pearlstein stated that the HEED Award is the only application-based national recognition honoring colleges and universities that show an outstanding commitment to diversity and inclusion across their campuses. Chair Coleman, VP Secuban, and President Nellis thanked Ms. Pearlstein.

Chair Coleman asked President Nellis to present his President’s Report.

President Nellis’ report included:

- Welcoming new members to the Ohio University Board of Trustees
- Plans for the fall semester classes and our continued response to the COVID-19 pandemic
- The OHIO Pledge that every member of the Ohio University Community is required to sign before returning to campus
- The University-Community compact that Ohio University is creating with its community partners
- Plans for Commencement Ceremonies
- Updates from University Advancement regarding new gifts and information on the outstanding level of private financial support the University received in fiscal year 2020
- A tribute to Dr. Vernon Alden, the 15th President of Ohio University
- A tribute to Anna Lee Konneker, a strong supporter and cherished member of the Ohio University Community
- New initiatives from the division of Diversity and Inclusion, including the recent event, “Black Lives Matter: Examining the Scales of Justice,” featuring Sharon Cooper
- University leadership updates
• OHIO Alumna Kari Gunter-Seymour, BFA ’94, MA’ 16, has been appointed the state of Ohio’s poet laureate and named the Ohio Poet of the Year.

• Scripps College of Communication and School of Visual Communication student Haiyun Jiang was honored recently with a 2020 Getty Image Inclusion Scholarship, in partnership with the Asian American Journalists Association.

• Instructor of Graphic Design Oscar Fernández has published a new book, “Letter Portraits: Observations by Student Letter Anatomists,” which includes the research gathered by his students last spring on the layered history of letter forms.

• In recognition of the Ohio University Small Business Development Center’s consistently strong performance, the state of Ohio and the U.S. Small Business Administration (SBA) have expanded the Ohio University SBDC’s service region into Licking County and northern Fairfield County, while adding additional bandwidth to western Muskingum County.

• Ohio University hosted several special online programs over the last few months, including the 2020 Virtual High School Journalism Workshop and the Summer Law & Trial Institute.

• Ohio University has been designated a First-gen Forward Advisory Institution by the Center for First-generation Student Success.

Chair Coleman thanked President Nellis.

Adjournment

Chair Coleman asked Secretary Moore to announce the meeting date of the next meeting. Secretary Moore stated that the Ohio University Board will meet on Thursday and Friday, October 8th and 9th.

Chair Coleman adjourned the meeting at 12:30pm.
Appendix A: Retreat Materials
Ohio University
Board of Trustees Retreat

Institutional financial health: Current outlook and key questions Boards should ask

August 17, 2020
Agenda

► Higher education context and trends

► Higher education sector financial health

► How financially sustainable is Ohio University today and going forward?

► Potential impact of COVID-19
Higher Education Context
Pre-existing higher education trends have been exacerbated by COVID

Prior to COVID-19, higher education was at a crossroads

- Demographic changes have been putting **enrollment pressures** on universities of all types
- Schools have been steadily **increasing tuition discounts** to maintain enrollment levels
- **Mergers and acquisitions** among both public and private institutions have been increasing steadily

The path forward is likely to involve significant change

- Higher education will not be the same, and many schools will be seeking to implement **major changes**
- There will be **winners and losers** as revenue losses and increased costs drive a sector shake-up
- **Consolidations, closures, and mergers** are likely to accelerate
Higher Education Context: Demographics

Prior to COVID-19, colleges and universities faced declining enrollment figures after more than 50 years of significant growth.

### Higher Education Total Enrollment, FY1956 – FY2019

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 1956</td>
<td>0m</td>
<td>5m</td>
<td>10m</td>
<td>15m</td>
</tr>
<tr>
<td>FY 1961</td>
<td>5m</td>
<td>10m</td>
<td>15m</td>
<td>20m</td>
</tr>
<tr>
<td>FY 1966</td>
<td>10m</td>
<td>15m</td>
<td>20m</td>
<td>25m</td>
</tr>
<tr>
<td>FY 1971</td>
<td>15m</td>
<td>20m</td>
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<td>FY 1976</td>
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<td>FY 1986</td>
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<td>FY 2011</td>
<td>55m</td>
<td>60m</td>
<td>65m</td>
<td>70m</td>
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<tr>
<td>FY 2019</td>
<td>60m</td>
<td>65m</td>
<td>70m</td>
<td>75m</td>
</tr>
</tbody>
</table>

**1965:** Higher Ed Act of 1965 – authorized many of today’s student financial aid programs, including Pell Grants and Stafford Loans

**COVID-19 is expected to further exacerbate current enrollment uncertainty.**

<table>
<thead>
<tr>
<th>Period</th>
<th>Enrollment Annual Change</th>
<th># Institutions Annual Change</th>
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</thead>
<tbody>
<tr>
<td>'56-'76</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>'76-'96</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>'96-'11</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>'11-'19</td>
<td>-1%</td>
<td>-2%</td>
</tr>
</tbody>
</table>

Note: The data includes enrollments from US institutions that are both degree-granting and title IV-participating.

Source: National Center for Education Statistics (NCES); Integrated Postsecondary Education Data System (IPEDS)
Higher Education Context: Demographics
Ohio’s high school population has declined steeply in the last decade, and is expected to continue to contract, placing additional enrollment pressures

Total number of public and private high school graduates by region, indexed to FY2011
FY2011-2032F

Ohio 4-year, public university first-time, full-time undergraduate enrollment by residence*, FY19

n=42.6k
International
Other US states
Ohio

~86% of OU undergraduate students at the Athens campus are in-state

Note: (*) Enrollment data includes main campuses for set of Ohio public universities (14 state universities)
Source: IPEDS; Knocking at the College Door, Ohio University Office of Institutional Research
Higher Education Context: Demographics
Overall enrollment at Ohio University has declined as well, reflecting these broader trends

Ohio University total fall enrollment headcount by year and student type, FY16 – FY20

Ohio University Athens undergraduate incoming cohort including new freshmen and transfers, FY16 – FY20

Applied

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>New Freshmen</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY16</td>
<td>22,581</td>
<td>5.0k</td>
<td></td>
</tr>
<tr>
<td>FY17</td>
<td>21,994</td>
<td>4.9k</td>
<td></td>
</tr>
<tr>
<td>FY18</td>
<td>27,535</td>
<td>4.5k</td>
<td></td>
</tr>
<tr>
<td>FY19</td>
<td>24,628</td>
<td>4.4k</td>
<td></td>
</tr>
<tr>
<td>FY20</td>
<td>25,161</td>
<td>4.0k</td>
<td></td>
</tr>
</tbody>
</table>

% Accepted

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>New Freshmen</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY16</td>
<td>74%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>FY17</td>
<td>74%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>FY18</td>
<td>82%</td>
<td>81%</td>
<td></td>
</tr>
</tbody>
</table>

% Yield

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>New Freshmen</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY16</td>
<td>30%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>FY17</td>
<td>30%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>FY18</td>
<td>22%</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>FY19</td>
<td>22%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>FY20</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CAGR (FY16-FY20)

-2.7%
Higher Education Context: Pricing
While undergraduate price has remained fairly flat for public institutions, net tuition and fees per student has declined slightly at Ohio University.

Average published and net prices, full-time in-state undergraduate students at public four-year institutions*, FY2009 – FY2019

Ohio University tuition and fees revenue and financial aid provided per FTE for all undergraduates, FY2014 – FY2019E

Note(*): All values in 2019 dollars for full-time, in-state undergraduate students at public, four-year institutions
Source: College Board; Ohio University Office of Institutional Research, Ohio Auditor of State
Higher Education Context: Consolidation
The current decade is on pace to have over three times as many combinations in higher education as the prior decade; closures are escalating at a similar rate.

Count of combinations of higher education institutions, by year of completion, 2000–2020*

<table>
<thead>
<tr>
<th>Year</th>
<th>Mergers</th>
<th>Mergers (Announced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2001</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2002</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2003</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2004</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2005</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2006</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2008</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>2009</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2010</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2011</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>2012</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2013</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>2014</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>2015</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2016</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2017</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>2018</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>2019</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>2020</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

Total combinations: 31
Total closures of private nonprofits: 23

*2020 figure represents the number of deals through 08/13/2020
Sources: IPEDS; Moody’s
Higher Education Context: Consolidation
Most mergers involve private nonprofit institutions and occur within state lines; targets of acquisitions most often have small enrollment totals.

Characteristics of M&A transactions
2000-2020*

*2020 figure represents the number of deals through 08/13/2020
**Consolidation refers to transactions classified as Consolidations or Alliance / Subsidiary / Investment; Mergers refer to transactions classified as Acquisitions
***Analysis includes only transactions that are classified as Acquisitions
Sources: IPEDS; University websites
Agenda

► Higher education context and trends

► Higher education sector financial health

► How financially sustainable is Ohio University today and going forward?

► Potential impact of COVID-19
Higher Education Sector Financial Health
Institutions evaluate financial health via multiple metrics; CFI and Ohio Senate Bill 6 use ratios to identify potential red flags

<table>
<thead>
<tr>
<th>Evaluation metric</th>
<th>Description</th>
<th>Metric output</th>
</tr>
</thead>
</table>
| Composite Financial Index (CFI) | Widely accepted financial metric that uses four weighted financial ratios to arrive at a composite score | ► Composite score  
► Currently individualized to each institution  
► Component ratios will be included in IPEDS beginning in FY21 |
| Ohio Senate Bill 6 (SB6, CFI variation) | Senate bill enacted in 1977 to increase financial accountability of Ohio colleges and universities; uses three weighted financial ratios to develop a composite score and sets a threshold for fiscal watch | ► Composite score and fiscal watch threshold  
► Can compare across Ohio institutions since FY20 |

Source: NACUBO, Ohio Department of Higher Education
Higher Education Sector Financial Health: CFI
The Composite Financial Index (CFI) analyzes four different financial metrics to assess an institution’s financial health, at a point in time and over time.

<table>
<thead>
<tr>
<th>Financial ratios*</th>
<th>Are resources sufficient and flexible enough to support the mission?</th>
<th>Do operating results indicate the institution is living within available resources?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary reserve ratio</td>
<td>(expendable net assets divided by total expenses)</td>
<td>Net income ratio</td>
</tr>
<tr>
<td>Return on net assets ratio</td>
<td>(change in net assets divided by total net assets)</td>
<td>Viability ratio</td>
</tr>
</tbody>
</table>

A single indicator of financial health that can be used to assess the overall financial health of an institution over time.

Also a component of the Ohio Senate Bill 6 determination of financial health.

* Note: these financial ratios are not standardized equations, and there are various ways in which they can be calculated (e.g., operating expenses instead of total expenses, modifications to long-term debt, inclusion or exclusion of common unit data).

Sources: Integrated Postsecondary Educational Data System (IPEDS); National Association of College and University Business Officers (NACUBO); Ohio Higher Education Department.
Higher Education Sector Financial Health: Senate Bill 6
Ohio’s Senate Bill 6 composite score looks at three financial ratios to hold institutions to a high level of financial accountability

<table>
<thead>
<tr>
<th>Key question</th>
<th>Financial ratios</th>
<th>Multiplier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are resources sufficient and flexible enough to support the mission?</td>
<td>Primary reserve ratio (expendable net assets divided by total expenses)</td>
<td>× 50%</td>
</tr>
<tr>
<td>Do operating results indicate the institution is living within available resources?</td>
<td>Net income ratio (operating surplus or deficit divided by unrestricted operating income)</td>
<td>× 20%</td>
</tr>
<tr>
<td>Is debt managed strategically to advance the mission?</td>
<td>Viability ratio (expendable net assets divided by long-term debt)</td>
<td>× 30%</td>
</tr>
</tbody>
</table>

**Total composite score**

Highest score possible is **5.00**

A score of **below 1.75** for **two consecutive years** results in an institution being placed on **fiscal watch**

Source: Ohio Department of Higher Education
Higher Education Sector Financial Health: Senate Bill 6
Ohio University has had a composite score above 3 for the past decade, remaining well above the fiscal watch threshold of 1.75

SB6 composite score at all Ohio public universities*
*Note: composite scores after 2014 exclude the effects of change in GASB pension recognition. Ohio public universities refer to set of 14 state universities
Source: Ohio Department of Higher Education

SB6 composite score at Ohio University*
Fiscal watch threshold: 1.75

*Note: composite scores after 2014 exclude the effects of change in GASB pension recognition. Ohio public universities refer to set of 14 state universities
Source: Ohio Department of Higher Education
Higher Education Sector Financial Health: Senate Bill 6

While Ohio’s composite score is high, its viability ratio has historically scored lower than other variables and was below the mean for Ohio publics in 2019.

<table>
<thead>
<tr>
<th>Key question</th>
<th>Financial ratio</th>
<th>Financial ratios and Ohio Univ. component scores, FY09 - FY19</th>
</tr>
</thead>
</table>
| Are resources sufficient and flexible enough to support the mission?          | Primary reserve ratio
Expendable net assets divided by total expenses
Weight: 50%                                                                  | ![Graph showing primary reserve ratio](#)                               |
| Do operating results indicate the institution is living within available resources? | Net income ratio
Operating surplus (deficit) divided by unrestricted operating income
Weight: 20%                                                                  | ![Graph showing net income ratio](#)                                    |
| Is debt managed strategically to advance the mission?                         | Viability ratio
Expendable net assets divided by long term debt
Weight: 30%                                                                  | ![Graph showing viability ratio](#)                                     |

Note: Mean ratio is calculated for set of Ohio public universities (14 state universities)
Source: Ohio Department of Higher Education
Higher Education Sector Financial Health
External information (i.e. SB6), combined with reports and projections, can help answer three key questions about financial health

<table>
<thead>
<tr>
<th>External assessment of financial health, e.g., Senate Bill 6</th>
<th>Institutional financial accounting and reports</th>
<th>Institutional managerial accounting and projections</th>
</tr>
</thead>
</table>
| ► This is a comparable, standard assessment of financial health that distills a composite of multiple financial ratios for higher education institutions into a single score | ► Standard audited financial reports are reviewed and approved by the board  
 ► May not provide sufficient information on financial health on their own | ► Operational reporting provides information about the drivers of revenue and expense  
 ► Hitting the right level of operational detail is sometimes challenging for boards |

1. How stable are Ohio University’s current and future sources of revenue?
2. Are Ohio University’s current and future expenditures aligned to revenues? Is the institution living within its means?
3. How is my Ohio University balancing its budget and managing cash?
Agenda

► Higher education context and trends
► Higher education sector financial health
► **How financially sustainable is Ohio University today and going forward?**
► Potential impact of COVID-19
How financially sustainable is Ohio University?

1. Revenues: How stable are current and future sources of revenue?

### Example analysis

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Median by Source, as percent of core revenue: four-year public institutions in Ohio, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>41%</td>
</tr>
<tr>
<td>State appropriations</td>
<td>23%</td>
</tr>
<tr>
<td>Gvmt. grants and contracts</td>
<td>14%</td>
</tr>
<tr>
<td>Investment income</td>
<td>3%</td>
</tr>
<tr>
<td>Private gifts, grants and contracts</td>
<td>5%</td>
</tr>
<tr>
<td>All other revenues*</td>
<td>14%</td>
</tr>
</tbody>
</table>

**Median revenues by source, as percent of core revenue:**

- Tuition and fees: 41%
- State appropriations: 23%
- Gvmt. grants and contracts: 14%
- Investment income: 3%
- Private gifts, grants and contracts: 5%
- All other revenues*: 14%

### Revenue drivers: Questions to ask

#### Overall
- What components of revenue does Ohio University rely on the most?
- How has this changed over time?

#### Enrollment (tuition and fee revenue)
- What is the enrollment / tuition revenue mix over time? Is the university sufficiently diversified?
- How does the university expect the mix to change going forward?
- How effective is the University’s financial aid strategy in maintaining/growing enrollment?

#### State appropriations
- How dependent is the University on state appropriations?
- How does the University perform on the fundamental metrics that affect state allocations?

#### Grants and contracts
- How has the University fared relative to the overall market in accessing external funding?
- Is the University able to articulate all direct and hidden costs of research?
- In what areas of research is the University most competitive and could double down / invest more? Does it need to pull back in other areas?

<table>
<thead>
<tr>
<th>Max</th>
<th>54%</th>
<th>30%</th>
<th>24%</th>
<th>8%</th>
<th>12%</th>
<th>35%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min</td>
<td>11%</td>
<td>11%</td>
<td>3%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Note(*): Other includes auxiliary enterprises of the institution, including bookstore sales, parking services, etc. except for hospital and patient services revenues, which are excluded and not considered core.

Source: Audited Financial Statements; Ohio Auditor of State, four-year public universities refer to set of 14 state universities
How financially sustainable is Ohio University today?

Are expenditures aligned to revenues?

### Example analysis

**Median expenses by source, as percent of expense:**

*four-year public institutions in Ohio, 2018*

<table>
<thead>
<tr>
<th>Source</th>
<th>Max</th>
<th>Min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and wages</td>
<td>65%</td>
<td>32%</td>
</tr>
<tr>
<td>Fringe benefits*</td>
<td>21%</td>
<td>0%</td>
</tr>
<tr>
<td>Depreciation and maintenance</td>
<td>16%</td>
<td>7%</td>
</tr>
<tr>
<td>Operations and maintenance</td>
<td>10%</td>
<td>1%</td>
</tr>
<tr>
<td>Interest</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>All other**</td>
<td>37%</td>
<td>1%</td>
</tr>
</tbody>
</table>

### Expense drivers: Questions to ask

**Overall**
- How have expenses trended relative to revenues overall and by department / FTE?
- Is expense growth in-line with or outpacing revenues?

**Salaries and wages**
- How have salary and benefit expenditures changed?
- Are there large variances across the University, by school or department?
- What are expected future personnel trends?
- Are there opportunities to realign how functions are structured?

**Physical plant**
- Has the University appropriately budgeted for new construction, renovations and upkeep?
- How is the University planning on covering these expenses?
- Has the University deferred maintenance for a number of years? What kind of future liability does this create?

**Debt service**
- What impact will financing decisions have on long-term debt and annual debt service?
- What are current and projected debt service levels as percentage of total expenses?
- What is the current debt structure and is there an opportunity to restructure debt?

---

Note(*): All other includes sum of operating and non-operating expenses not classified as salaries and wages, benefits, depreciation and interest; Due to changes in GASB reporting standard in 2018, four negative fringe benefits were reported and these values were excluded in median calculation.

Source: IPEDS, four-year public universities refer to set of 14 state universities.
### How financially sustainable is Ohio University today?

<table>
<thead>
<tr>
<th>Balancing methods</th>
<th>Questions to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly-preferred</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Structurally balanced**: annual revenues cover annual expenses | ▶ How sustainable is this budget? Do trends signal that our structural model is likely to continue?  
▶ What changes in cash balances have been seen over time? Are you “burning cash”? What are your cash reserves? |
| **Less-sustainable, potential red flags** | |
| **Internal transfer**: Institution transfers money across funds | ▶ Is the general fund subsidizing auxiliary or other funds at the institution?  
▶ Which activities (funds) are self-sustaining?  
▶ Which funds are subsidized and by how much? |
| **Reserve drawdown**: Institution dips into its reserve fund | ▶ Does the University have a reserve fund?  
▶ Under what circumstances can the fund be used?  
▶ How often or consistently does “dipping” into the reserve fund happen? |
| **External financing**: Institution borrows in the debt markets | ▶ For what purpose(s) is the University borrowing?  
▶ How will additional debt affect credit rating?  
▶ Are there one-time revenue-generating or cost-cutting opportunities that could help avoid additional borrowing? |
Agenda

► Higher education context and trends
► Higher education sector financial health
► How financially sustainable is Ohio University today and going forward?
► Potential impact of COVID-19
Potential Impact of COVID-19
~50% of high school seniors indicate they have changed their plans for the fall; 
~50% of those students attending a less expensive school closer to home

High school seniors’ plan for Fall 2020,
June 2020 (n=743)

Characteristics of high school seniors’ new institutions,
June 2020 (n=335)

Source: EY-Parthenon Return to Campus Survey (June 2020, n=1988)
Potential Impact of COVID-19
Students at four-year institutions claim they are less likely to return to their institutions if classes continue to be delivered remotely

College student likelihood to return to current 4-year institution based on instruction delivery model, June 2020 (n=913)

<table>
<thead>
<tr>
<th>Instruction Delivery Model</th>
<th>Very unlikely to continue at current institution</th>
<th>Somewhat unlikely</th>
<th>Neither likely</th>
<th>Somewhat likely</th>
<th>Highly likely to continue at institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-person</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hybrid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remote</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

% unlikely: In-person - 7%, Hybrid - 7%, Remote - 15%

Source: EY-Parthenon Return to Campus Survey (June 2020, n=1988)
Potential Impact of COVID-19
Students at four-year institutions expect to pay significantly less if instruction is delivered remotely

Pricing expectations by delivery method among students enrolled at 4-year institutions, June 2020 (n=913)

<table>
<thead>
<tr>
<th>Delivery Method</th>
<th>% less expensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-person</td>
<td>45%</td>
</tr>
<tr>
<td>Hybrid</td>
<td>64%</td>
</tr>
<tr>
<td>Remote</td>
<td>69%</td>
</tr>
</tbody>
</table>

Source: EY-Parthenon Return to Campus Survey (June 2020, n=1988)
Potential Impact of COVID-19
Some institutions have begun to change pricing. Over 25% of institutions in the analysis set have announced tuition freezes or reductions

Note: Top Universities includes Top 400 U.S. News and World Universities and Top 100 Liberal Arts Universities; preliminary full data collection has been completed; data will be continually updated as school statuses change

Potential Impact of COVID-19
Institutions are also undertaking cost containment efforts to offset COVID-related revenue losses

Cost containment measures published by top universities,
As of 8/3/2020

<table>
<thead>
<tr>
<th>Number of schools</th>
<th>Private</th>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>494</td>
<td>24%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Type of cost containment measure taken as response to COVID,
As of 8/3/2020 (n=328)

- Hiring freeze: n=166
- Leadership pay cut: n=164
- Furloughing staff: n=164
- General compensation cuts: n=164
- Delaying capital projects: n=126
- Laying off staff: n=96

<table>
<thead>
<tr>
<th>Measure</th>
<th>Private</th>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>% institutions adopting</td>
<td>51%</td>
<td>34%</td>
</tr>
<tr>
<td>% announced cost cutting</td>
<td>66.4%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Top Universities includes Top 400 U.S. News and World Universities and Top 100 Liberal Arts Universities; preliminary full data collection has been completed; data will be continually updated as school statuses change.

### Potential Impact of COVID-19

Evolving information related to COVID has lead institutions to further assess financial health by examining month-to-month risk in addition to structural health.

<table>
<thead>
<tr>
<th>Enrollment uncertainty</th>
<th>Cost containment measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>► Students may change enrollment plans as the pandemic continues, opting to defer, change degree, or transfer</td>
<td></td>
</tr>
<tr>
<td>► Some schools have published a reduced tuition price for online learning</td>
<td></td>
</tr>
<tr>
<td>► As in FY20, schools may have to refund portions of housing revenue if on-campus students return home during the academic year or choose to study remotely</td>
<td></td>
</tr>
<tr>
<td>► Institutions are taking preventative measures to proactively offset potential revenue reductions</td>
<td></td>
</tr>
<tr>
<td>► As institutions receive further clarity on projected revenue and expenses, the magnitude of cost containment issues will continue to evolve</td>
<td></td>
</tr>
</tbody>
</table>

1. What are Ohio University’s monthly cash flow trends and needs?
2. Is Ohio University likely to encounter cash difficulties under potential FY21 scenarios?
3. What actions can Ohio University take to mitigate potential cash shortfalls?
Potential Impact of COVID-19

What are Ohio University’s monthly cash flow trends and needs?

### Example analysis

**Cash flow categorization (illustrative)**

<table>
<thead>
<tr>
<th>Sources</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fee revenue</td>
<td>Start-of-semester facility expenses</td>
</tr>
<tr>
<td>Dormitory and residence life revenue</td>
<td>Contracted labor and supplies (can vary with terms)</td>
</tr>
<tr>
<td>Grants</td>
<td></td>
</tr>
</tbody>
</table>

#### Lump-sum cash flow examples
- Tuition and fee revenue
- Dormitory and residence life revenue
- Grants

#### Diffused cash flow examples
- Auxiliary revenue
- State support
- Salaries, wages, and benefits
- Facility maintenance
- Healthcare services
- Contracted labor and supplies (can vary with terms)

### Questions to ask

#### Cash flow level and timing
- What is the University’s starting cash balance?
- How liquid are the University’s investments and reserves?
- What cash does the University receive and spend at the beginning of the semester (e.g. tuition, scholarships)?
- What cash receipts and expenses are distributed over the course of the year (e.g. auxiliary, salaries and wages)?
- What are the University’s monthly cash needs? Has this pattern been stable over the past 3-5 years?
- How much cash does the University need monthly to support its current operating model?
- When do potential cash pinch points occur?

#### Monthly cash flow analysis (illustrative)

<table>
<thead>
<tr>
<th>Estimated timing of associated cash flow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
</tr>
<tr>
<td>Undergrad students</td>
</tr>
<tr>
<td>Grad students</td>
</tr>
<tr>
<td>Continuing education</td>
</tr>
<tr>
<td>Other students</td>
</tr>
<tr>
<td>Student tuition &amp; fees (gross)</td>
</tr>
<tr>
<td>Student tuition &amp; fees (net)</td>
</tr>
<tr>
<td>Resident life &amp; housing</td>
</tr>
<tr>
<td>Grants &amp; contracts</td>
</tr>
<tr>
<td>Auxiliary enterprise (except housing)</td>
</tr>
<tr>
<td>Other operating revenue</td>
</tr>
</tbody>
</table>
## Potential Impact of COVID-19

### Will the University encounter cash difficulties under potential FY21 scenarios?

<table>
<thead>
<tr>
<th>Example analysis</th>
<th>Questions to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly cash flow sensitivity analysis (illustrative)</td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Graph showing monthly cash flow sensitivity analysis" /></td>
<td>Cash flow sensitivity</td>
</tr>
<tr>
<td></td>
<td>▶ Based on the University’s cash needs, what is an appropriate minimum cash threshold that the University should target?</td>
</tr>
<tr>
<td></td>
<td>▶ What are realistic revenue and expense scenarios to test?</td>
</tr>
<tr>
<td></td>
<td>▶ What impact would enrollment declines, housing revenue refunds, etc. have on the University’s cash flow?</td>
</tr>
<tr>
<td></td>
<td>▶ What do early indicators (e.g. deposits) tell the University about how it is tracking towards each scenario?</td>
</tr>
<tr>
<td></td>
<td>▶ In each scenario, will monthly revenue and cash on hand be sufficient to cover the University’s cash operating expenses?</td>
</tr>
</tbody>
</table>

### Liquidity position sensitivity analysis (illustrative)

<table>
<thead>
<tr>
<th>Chart showing liquidity position sensitivity analysis (illustrative)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Graph showing liquidity position sensitivity analysis" /></td>
</tr>
</tbody>
</table>

*Monitor cash reserves and liquidity in relation to a set threshold*
Potential Impact of COVID-19

What actions can Ohio University take to mitigate potential cash shortfalls?

### Questions to ask

**Mitigation strategies**
- When during the year might the University face a cash shortfall?
- How can the University mitigate or prevent a cash shortfall?
  - What flexibility does the University have in its main expense drivers (i.e. payroll timing, debt service)?
  - What cost savings or revenue generation measures can the University implement?
  - What is the timing and risk associated with implementation?
- How realistic are the mitigation strategies that the University has identified?
- What actions can the University take in the short and medium term to end the fiscal year in a stable cash position? (e.g. hiring freezes, cost containment)
- What actions can the University take in the long term to increase flexibility? (e.g. contract renegotiation, personnel and or operating model adjustments)

### Example analysis

**Identification of mitigation strategies (illustrative)**

<table>
<thead>
<tr>
<th>Available measures</th>
<th>&lt;1 month</th>
<th>&lt;1 year</th>
<th>1+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term operating materials reduction</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Short-term investment liquidation</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Residence life hourly staff count reduction</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Potential furloughs</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Debt restructuring</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Contract renegotiation</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Plant and energy efficiency upgrades</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

### Assess timing and level of mitigation strategies available

**Quantification of mitigation strategies (illustrative)**

- Largest monthly shortfall: -$40m
- Payroll savings: $20m
- Operating savings: $15m
- Debt restructuring effect: $10m
- Mitigation effect: $5m

**Evaluate impact of projected cost savings and other mitigation strategies to assess sufficiency**

- $10m
- $5m

---

Page 30
Questions?
August 17, 2020

Responding to COVID
June

- Recommendations Focused on 5 Key Areas
  - Campus Safety -- addressing public health concerns and protecting one another
  - Academic Program Delivery – ensuring robust learning experiences for our students
  - Campus Life – creating safe and engaging campus communities
  - Research and Creative Activity: resuming critical work in labs, workshops, studios, stages, and other creative spaces
  - Promoting Safe Work Environments on Campus

- 15 Principles, 72 Recommendations
Planning for safe return to campuses (June/July)

- Coordination with Public Health Officials
  - Contact tracing
  - Quarantine/isolation
- Cultivation of partnership with OhioHealth
  - Clinical case management
  - Testing, as available
- Sourcing of additional testing partnerships
- Assessment of congregate housing
- Development of facilities/cleaning protocols
- Creation of return to campus training module and social compact
Academic Contingency Planning

• Course level analysis: identified by size and content/objectives which courses could shift online and those that need to be in person
• Program level analysis: colleges worked with Provost's office to analyze programs by accreditation requirements, state licensing requirements, and student population
• Focus on research restart
• Analysis of impact on international student populations

> Positioned to pivot with situation
Learning Space: COVID-19 Response for safe return

Classrooms
- Regional: 163
- Athens: 252

Original Capacity
- Regional: 6,331 seats
- Athens: 13,684 seats

Low density Capacity
- Regional: 1,352 seats
- Athens: 4,046 seats
Digital Transformation

- Symptom Tracker
- COVID-19 incident response system
- Virtual desktop and lab solutions
- Enhanced self-service and appointment scheduling
- Virtual proctoring solution
- Data integration to support dashboard monitoring of locations
- Blackboard upgrade
- MS Teams upgrades
- Technology support & public Wi-Fi for public schools
Quality online experience

OII, OIT and the Libraries have been working collaboratively to provide a coordinated support approach

• Weekly meetings with representatives of each college
• Weekly synchronous faculty summer workshops
  • Over 130 workshops (remote teaching strategies, using technology, etc)
  • Instructional Strategies self-paced course on remote and online teaching (over 300 instructors enrolled) as well as a separate self-paced course for Teaching Assistants
• More than 300 one on one consultations with faculty
• Working group to support lab and studio needs
• Keep Teaching website dedicated to supporting faculty
July: an unplanned test

- Revealed need for greater dedensification
- Illuminated congregate housing concerns
- Revealed need for more dynamic scalable response
- Evolution of predictive models
- Health care infrastructure in SE Ohio
- Community risk in our region
- Student and family attitude shift
Recent developments (Late July/August)

- Launched Testing/Tracing/Quarantine Implementation Team (TTQ)
  - Protocols
  - Dashboard
  - Predictive modeling
  - Nonclinical case management team
- Deployed training module (HR in-house development) and Ohio Pledge (led by OHIO's Five Senates)
- Appointed Special Assistant to President Nellis for Public Health Operations, Dr. Gillian Ice
  - Will lead non-clinical case management team
  - Identified 7 staff (3.5 FTE) to provide support for all students, faculty, and staff on all campuses; coordinate with regional campus response teams
- Established Core Advising Team (CAT)
<table>
<thead>
<tr>
<th>Location</th>
<th>Current Presumed Active Cases</th>
<th>New Reported Cases Last 24 Hours</th>
<th>Presumed Active Cases Ages 0-29</th>
<th>Presumed Active Cases Per 1k People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens</td>
<td>25 (-137)</td>
<td>3 (-2)</td>
<td>14 (-103)</td>
<td>0.38 (-2.10)</td>
</tr>
<tr>
<td>Chillicothe</td>
<td></td>
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<tr>
<td>Cleveland</td>
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<tr>
<td>Dublin</td>
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<tr>
<td>Eastern</td>
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<tr>
<td>Lancaster</td>
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<tr>
<td>Southern</td>
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<tr>
<td>Zanesville</td>
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</tr>
</tbody>
</table>

**Alert Level: Athens County**

- **Regional ICU Occupancy**
  - % of ICU Beds Occupied: 58.8% (5.96% down)
  - % of ICU Beds Occupied by COVID Patients: 4.4% (0.81% down)

- **Recent Onset Cases Last 14 Days**: 11 (1 up)
- **Hospitalizations Last 14 Days**: 3 (down)

*For ICU Data Updated from State of Ohio on: 8/4/2020*
OHIO's Phased Reopening Plan

Athens Phase I:
- Limited number of graduate and undergraduate students in accreditation-required program areas; research activity: 1500+ students on campus
- From 6700 (number of beds) to <450 (phase 1 occupancy) for residential housing students

Athens Phase 2:
- Colleges are evaluating priorities for returning additional students to the Athens campus, with a focus on:
  - Programs with need for access to equipment or specialized facilities
  - Research
  - Retention, persistence, and graduation support
  - Senior/capstone experiences

RHE and HCOM: hybrid
Maintaining a post-pandemic focus

- (Concomitant action)
- OneOHIO Integration
- Student Success - OHIO Guarantee + Grad Plan
- Marketing/branding launch
- Record fundraising year
- Digital Transformation
- Space Initiatives
- Catalyzing Strategic Enrollment
Discussion
Reinventing Higher Ed in the Shadow of Covid-19

Ten Strategies for Thriving in a Post-Pandemic Future
## Five Institutional Imperatives for Fall 2020

**Safeguarding Mission, Community, and Financial Sustainability**

### Higher Ed Sector Beset By Serious Strategic Challenges...

<table>
<thead>
<tr>
<th>1</th>
<th>Will we be able to open our campus this fall?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Best case</strong></td>
<td>Compliance and health policies prevent outbreaks</td>
</tr>
<tr>
<td><strong>Worst case</strong></td>
<td>Entire academic year virtual for most students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Will our current students come back or stop out?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Best case</strong></td>
<td>No retention dip, but greater financial and support needs</td>
</tr>
<tr>
<td><strong>Worst case</strong></td>
<td>Significant stop-out behavior and price-shopping</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Will our 2020 admits show up when we open?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Best case</strong></td>
<td>Yield models hold, discounts/deferred payments limited</td>
</tr>
<tr>
<td><strong>Worst case</strong></td>
<td>20-40% drop in new students, R&amp;B revenue plummets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Will there be a countercyclical bump? Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Best case</strong></td>
<td>Adult students boost current grad/prof portfolio</td>
</tr>
<tr>
<td><strong>Worst case</strong></td>
<td>Dramatic decline in full-pay and intl. student markets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>How will we balance our books next year?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Best case</strong></td>
<td>Additional stimulus, enrollment prevents staff reductions</td>
</tr>
<tr>
<td><strong>Worst case</strong></td>
<td>8-9 figure budget shortfalls lead to financial exigency</td>
</tr>
</tbody>
</table>

Source: EAB interviews and analysis.
Five Institutional Imperatives for Fall 2020
Safeguarding Mission, Community, and Financial Sustainability

1. Rapidly Prepare for a Multi-Modal Fall Schedule
   - Plan for a partially or entirely virtual term, including individual course development and alternative academic calendars

2. Keep Remote Students Enrolled and Engaged
   - Prevent unadvisable stop-outs and transfers through proactive advisor outreach and softened registration rules

3. Address Uncertainty Among Admits
   - Personalize and virtualize prospect engagement as critical yield milestones provide clearer picture of fall enrollment

4. Align Credential Portfolio with Urgent Needs
   - Identify key segments (new graduates, unemployed, workforce needs) for rapid credential development

5. Prioritize FY21 Cost-Saving Opportunities
   - Communicate range of revenue loss scenarios and plan for necessary staff reductions, instructional efficiencies

Source: EAB interviews and analysis.
Communication a Critical Component of Success

The Perception of Safety Is Just As Important as the Reality

1. **Don’t over-reassure.** This is the most common crisis communication mistake

2. **Proclaim (not just acknowledge) uncertainty.** Be willing to speculate responsibly and acknowledge opinion diversity

3. **Validate emotions.** Your audience’s and your own

4. **Give people things to do.** What’s required as a minimum, what’s recommended, and what’s available for those who want to do more

5. **Admit and apologize for errors.** At least admit and apologize for the errors everybody already knows you made

6. **Share dilemmas.** Rebut the seductive, dangerous myth that we can rapidly come out of lockdown and rebuild the economy without cases and deaths climbing

7. **Accept that the principles of crisis communication are counterintuitive,** and that crisis communication is a field of study and practice.


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The Post-COVID19 Landscape

How Will (and How Should) Your Institution Look Different in 2025?

Changes to the Market

Pandemic will accelerate pre-existing trends in demand

- Amplified ‘ROI’ Mindset
  - Students, parents hyper-focused on value—down the individual fee
- Focus on Skills & Short Formats
  - Small but fast-growing market for flexible, abilities-based credentials
- Multi-Modal Enrollment
  - Greater student comfort with mixing remote and F2F instruction within the same academic term

Thriving in 2025

New Institutional Attributes

Leading schools will be lean, flexible, and broadly accessible

- Organizational Agility
  - No time for philosophical debate—decide and rapidly iterate
- Equity-Aware Policies
  - Crisis highlights gaps exacerbated by institutional assumptions
- Virtualized Processes
  - Forced (and long overdue) migration away from complex, paper-based workflows

Source: EAB interviews and analysis.
Market Force #1: Flatlining Enrollments

The Demographic Cliff Is Already Here

Anticipating the Impact of Increased High School Dropouts and Delayed College Plans

*Number of first-time enrollments at 2-year and 4-year institutions, 1990-2025*

Institutions at Most Risk
- Access-oriented institutions
- Small student populations
- Limited remote instruction capability

Institutions at Least Risk
- Larger student populations
- Ability to admit “down the waitlist”
- Robust remote instruction capability

Source: EAB research and analysis.
No Segment Immune from International Downturn

As R1s Look to Enroll “Down the Waitlist,” All Segments Face Tighter Competition

92% of returning international students remained in the US after COVID-19 closures
86% of new international students unable to enter the US

Selective R1 University
- Evidence of enrollment growth among selectives even before COVID-19
- Most acutely impacted by international student downturn after pandemic
- Domestic enrollments recruited from R2 and R3 universities to offset loss

R2 University
- Slight pressure from international downturn meets increased enrollment loss to R1 universities
- Domestic students recruited from master’s, baccalaureate colleges to offset losses

Masters College
- Even institutions not heavily dependent on international enrollment will feel strain from other segments

Market Force #2: Convergence

Blurred Distinctions Between Segments and Sectors

Value Propositions Sounding the Same for Very Different Institutions

Heightened Competition Due To Messaging...
*Marketing Messages of Higher Ed Competitors*

...And Service Overlap

System-Wide Consolidations

4-Years Offering Associates

For-Profits Become Non-Profits

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Handful of Giants Loom Over Online Grad Market

Institutions With More Than 2,500 Exclusively Online\(^1\) Graduate Enrollments, Fall 2018

Total Exclusively Online Graduate Enrollments and Percent From Out-of-State

1 in 5 Online graduate students attend these seven institutions

Bubble size shows total online graduate students from out-of-state

1) Recorded by IPEDS as exclusively distance enrollments.

Source: EAB analysis of distance enrollment data from IPEDS Fall Enrollment Surveys 2012-18.
COVID as the Catalyst

Before COVID-19

• Declining demographics among traditional college-aged students
• New high school graduates increasingly diverse
• More and different competitors than ever before
• Concerns about completion rates, career outcomes, and debt

COVID-19 Impact

• Accelerated by increased high school dropouts, financial stress, and consumer preferences
• Underserved students less likely to enroll/re-enroll
• Increased student financial need
• Decline in out-of-state and international students
• Decline in students on campus

Flatlining Enrollments

Convergence

• Institutions already able to serve online at scale have even greater market advantage
• Students’ lives more complicated than ever

Concentration

What bold strategic responses are not only needed to survive, but newly possible?
## Roadmap

### From Ambition to Strategies

**Ten Ways to Differentiate While Meeting Our Highest Aspirations**

<table>
<thead>
<tr>
<th><strong>Unquestionable Return on Investment</strong></th>
<th><strong>True Engine of Upward Mobility</strong></th>
<th><strong>Recognized and Valued as Public Good</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Institution-Wide Outcomes Focus</td>
<td>6. Integrated Mental Health and Wellness</td>
<td>10. Cross-Sector Regional Economic Development</td>
</tr>
<tr>
<td></td>
<td>7. Radical Flexibility</td>
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</tbody>
</table>

**CODA: Unprecedented Urgency for P-20 Partnerships**

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From Ambition to Strategies
Differentiating While Meeting Our Highest Aspirations

Unquestionable Return on Investment

1. Radical Affordability
2. Experiential Learning at Scale
3. Institution-Wide Outcomes Focus

Radical Affordability

The Ambition
- Higher education institutions break the “iron triangle” of cost, access, and quality
- Virtual scalability enables high-quality, low-cost degree options
- Academic and employer integration allows students to offset the cost of their degree while they learn
Translatable Lessons
Radical Affordability

- Truly low-cost options require restructuring experience and delivery, not a list-price reset or subscription-based pricing model
- It’s not a given that low-cost degree options will cannibalize existing offerings
- Aggressive earn-while-you-learn programs can offset a students’ entire tuition cost

Assessing Your Current Capabilities to Implement This Strategy

1. Very few employer partnerships; Newly investing in online instruction and student services
2. Several scattered, one-off employer partnerships; Scaling online programs and student services
3. Diverse, centrally managed employer partnerships; Mature online programs and student services; Some earn while you learn programs beyond work study

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From Ambition to Strategies
Differentiating While Meeting Our Highest Aspirations

Roadmap

Unquestionable Return on Investment

1. Radical Affordability
2. Experiential Learning at Scale
3. Institution-Wide Outcomes Focus

Experiential Learning at Scale

The Ambition
• Every single student engages in multiple, sustained experiential learning opportunities
• Eliminate equity gaps in professional networks and unspoken rules of the (remote) workplace
• All graduates have a competitive edge in as they graduate into the toughest job market in decades
Translatable Lessons

Experiential Learning at Scale

❖ Virtual modalities are a golden opportunity to finally scale experiential learning to every student
❖ Full-blown internships (that last for several months) are not the only way to give students a meaningful professional experience
❖ More than one or two big partnerships are needed to scale experiential learning—and a dedicated staff member to manage those relationships

Assessing Your Current Capabilities to Implement This Strategy

1. Few employer partnerships; Newly investing in online instruction and student services; Little faculty will for integrated career development

2. Several scattered, one-off employer partnerships; Scaling online instruction and student services; Some faculty integrate career development

3. Diverse, centrally managed employer partnerships; Mature online instruction and student services; Clear map of co-curriculars to academic experience for all students
From Ambition to Strategies

Differentiating While Meeting Our Highest Aspirations

Unquestionable Return on Investment

1. Radical Affordability
2. Experiential Learning at Scale
3. Institution-Wide Outcomes Focus

Institution-Wide Outcomes Focus

The Ambition

- High-touch career services and professional preparation as mandatory as academics
- Roadmap to post-graduation success spelled out in concrete terms from day one
- Faculty, staff, and student peers all take responsibility for each student’s outcomes
Translatable Lessons

Institution-Wide Outcomes Focus

- Additional tech investments not necessary to achieve results at scale
- Participation in professional preparation needs to be mandatory
- Spelling out non-academic requirements for post-grad success as important as outlining expectations in a course syllabus

Assessing Your Current Capabilities to Implement This Strategy

1. **Stuck** in “sink or swim” student success mentality; Students **expected to already know** “unwritten rules” of college and post-graduate success

2. **Some** peer advising and shared accountability for success among students, but not yet at scale; Post-graduate outcomes still seen as **main purview** of career center

3. **Strong culture** of shared ownership for student outcomes among faculty, staff, students; Career services and experiential opportunities **designed** to uncover “unwritten rules”
From Ambition to Strategies
Differentiating While Meeting Our Highest Aspirations

4. Seamless Institutional Pathways

5. Mass Personalization of the Customer Experience

6. Integrated Mental Health and Wellness

7. Radical Flexibility

Seamless Institutional Pathways

The Ambition

• Onboarding and registration hurdles no longer a primary barrier to student enrollment in higher education

• Students receive consistent, integrated early advising well before considering enrollment or transfer

• Clear academic pathways through higher ed and into in-demand jobs made visible
Translatable Lessons

Seamless Institutional Pathways

- Students are more likely than ever before to move between institutions as they navigate college enrollment and completion.
- Simple bridge programs or articulation agreements are necessary but insufficient to ensure students enroll at a 4-year institution.
- Automatic admissions and enrollment policies prevent students from falling through the cracks, and free up capacity for high-touch advising.

Assessing Your Current Capabilities to Implement This Strategy

1. **Proliferation** of courses and programs not aligned to clear pathways; **Faculty resistant** to generous credit transfer policies.
2. **Limited** articulation agreements with feeder schools; **Some joint** advising across continuum; **Rigid IT infrastructure** hinders advising, registration innovation.
3. **Clear** academic pathways; **Strong** partnerships with K12 and generous credit transfer policies; **Advising and IT systems** built to automate and scale across continuum.
From Ambition to Strategies

Differentiating While Meeting Our Highest Aspirations

True Engine of Upward Mobility

4. Seamless Institutional Pathways
5. Mass Personalization of the Customer Experience
6. Integrated Mental Health and Wellness
7. Radical Flexibility

Mass Personalization of the Customer Experience

The Ambition

- Institutions use a combination of high-touch staff support and automation to remove non-academic barriers to success
- A more equitable student experience for disadvantaged students less likely to know “unwritten rules”
Translatable Lessons

Mass-Personalization of the Customer Experience

- Improving customer service is a social justice imperative
- Cross-training staff to support students across both logistical and academic can deliver benefits of concierge advising without the same investment
- Automating rapid responses to administrative questions removes unnecessary barriers and frees up more staff time for ongoing high-touch support

Assessing Your Current Capabilities to Implement This Strategy

1. **Strong** institutional aversion to viewing students as “customers”; **Rigid IT infrastructure** hinders advising and administrative innovation

2. **Some concern** that improved customer service will not prepare students for the “real world”; **Small pilots** of new advising models, but not yet at scale;

3. Student success **analyzed** in terms of academic and non-academic indicators; **Existence** of para-faculty roles; Advising and administrative functions **built** to automate and scale

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Integrated Mental Health and Wellness

The Ambition

- Institutions are prepared to respond to increased levels of trauma, even with resource constraints
- Mental health and wellness integrated into the entire student experience—金融机构 do not wait for students to step forward for support
- Mental health issues are no longer a barrier to academic achievement and college completion
Translatable Lessons

Integrated Mental Health and Wellness

- Mental health and wellness support should not be confined to the already overburdened counseling center
- Large financial investments are not always required; even small interventions incorporated into the curriculum can make a significant impact
- Individual faculty members have the power to help students make the connection between the classroom and real-world coping strategies

Assessing Your Current Capabilities to Implement This Strategy

1. Mental health and wellness seen as **sole purview** of counseling center; **Weak, overburdened** infrastructure for treatment and support
2. Developing, **scaling capacity** to integrate mental health and wellness into academic experience; **Faculty mental** health issues largely unaddressed
3. **Strong collaboration** between student and academic affairs; **Robust** mental health training for all faculty and staff; **Investment** in tele-mental health services for entire campus community
From Ambition to Strategies
Differentiating While Meeting Our Highest Aspirations

Radical Flexibility

4. Seamless Institutional Pathways
5. Mass Personalization of the Customer Experience
6. Integrated Mental Health and Wellness
7. Radical Flexibility

The Ambition

• Student experience rebuilt around the personal and professional needs of adult learners, not just traditional undergraduates
• Stops and starts are a normal, and supported, part of degree completion
• Flexibility offered in terms of when students attend, how they attend, and how they pay
“Radical Flexibility” is Multidimensional

Year-Round Academic Calendar
Courses offered on a rotating schedule year-round with multiple, staggered start dates

Easy Transitions Between Modalities
Courses optimized for online and face-to-face instruction so students can toggle between both

Transparent, Flexible Payments
Students understand total cost of attendance upfront, and have flexibility in how and when they pay

Built-in On- and Off-Ramps
Credentials are designed with multiple exit and entry points, so they are easily stackable and just-in-time
Translatable Lessons

Radical Flexibility

- Shorter terms offered year-round improve completion rates and minimize disruption from stopping out.
- You do not need to remake the whole academic calendar to increase flexibility—start by adding optional splits within your existing term structure.
- Breaking away from lump sum payments and aid disbursements better aligns with students’ budgeting needs and can reduce financial stress of higher education.

Assessing Your Current Capabilities to Implement This Strategy

1. **Newly investing** in online instruction and student services; **Rigid IT infrastructure** hinders advising and registration innovation.

2. **Scaling** online programs and student services; **Limited short-format offerings**; **Faculty unwilling** to teach outside of traditional 9-month calendar.

3. **Mature** online programs and student services; **Year-round schedule** of short-format offerings; **Advising and IT systems built to** facilitate (and automate) re-enrollment.
From Ambition to Strategies

Differentiating While Meeting Our Highest Aspirations

8. Reaching Underserved Adult Markets
9. Strategic Professional Program Growth
10. Cross-Sector Regional Economic Development

Reaching Underserved Adult Markets

The Ambition

- 4-year institutions meet the advanced educational needs of adults in “blue collar” occupations and in rural areas
- Educational providers deeply connected to local and regional economic development (vs. national online mega-universities)
Translatable Lessons

Reaching Underserved Adult Markets

- Hyperlocal markets can offer new opportunities reach adult and grad student enrollments
- Even seemingly overcrowded markets contain overlooked student populations
- Emphasis on convenience and accessibility of location and scheduling can be a significant market differentiator

Assessing Your Current Capabilities to Implement This Strategy

1. Services and operations are **hyper-focused** on traditional undergraduates; **Slow, administratively burdensome** program development processes
2. **Rural areas** of local market have few educational options; **Limited capacity and buy-in** to adapt programs to market need
3. Local market has **high concentration of elite institutions**; **Flexible** portfolio and program review process

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Recognized and Valued as Public Good

8. Reaching Underserved Adult Markets
9. **Strategic Professional Program Growth**
10. Cross-Sector Regional Economic Development

### Strategic Professional Program Growth

**The Ambition**

- Industry-aligned professional programs drive growth strategy
- Feedback loop from regional industry partners continually informs program design and recruitment strategy
Translatable Lessons

Strategic Professional Program Growth

- Enrollment growth most likely to come from audiences outside of traditional undergrad.
- Some programs do well in a recession, but grad program growth across the board not guaranteed.
- Continuous local and regional industry feedback should be integrated into program design and marketing.

Assessing Your Current Capabilities to Implement This Strategy

1. Regional industry hit hard by COVID; Slow, administratively burdensome program development processes; Faculty resistant to employer feedback.

2. Regional economy dominated by one or a few industries; Limited capacity to adapt programs to market need; Select programs engage with employers for feedback.

3. Diverse set of regional industries; Flexible portfolio and program review processes; Network of employer partners who provide real-time feedback.

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Cross-Sector Regional Economic Development

The Ambition

- A Silicon Valley story is possible everywhere if higher education plays a leading role in industry partnerships
- Partnerships create knowledge networks favorable for new technologies, industries, and employers

Recognized and Valued as Public Good

8. Reaching Underserved Adult Markets
9. Strategic Professional Program Growth
10. Cross-Sector Regional Economic Development
Translatableable Lessons

Cross-Sector Regional Economic Development

❖ Higher ed’s role is not only in knowledge creation but also the connector of partners and networks
❖ A skilled workforce can be more enticing to prospective regional employers than financial incentives
❖ Workforce development initiatives can be a critical lever for enrollment growth

Assessing Your Current Capabilities to Implement This Strategy

1. Local government financially unwilling to upskill workforce; Regional industry very confident in economic rebound
2. Local government receptive to partnerships or sponsor; Regional industry concerned about economic rebound; Weak internal capacity to manage partnerships
3. Region has already survived major economic disruption; Diverse, centrally managed employer partnerships; Potential to differentiate on a few disciplines or technologies
EXHIBIT A

Ohio University
Student Code of Conduct
Effective August 18, 2020

Table of Contents

Part A: Mission of the Student Code of Conduct
Part B: Scope of the Code
Part C: Definition of Terms
Part D: Prohibited Conduct
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Appendix

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Part A: Mission

Ohio university, including its regional campuses and online programs, holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio university is also known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines. It is this purpose that provides the aspirational basis for the “Student Code of Conduct”.

As we like to remind students, they are Bobcats no matter where they are. This means that each member of the OHIO community is responsible for their behavior, both on and off campus. When occasions arise where members of the community engage in behavior that violates the prohibited conduct listed in Part D, the process described within the Code of Conduct will be initiated. This process exists to protect the interest of the community and to challenge those whose behavior is not in accordance with our expectations of members of the Ohio university community. The university fully recognizes the right of all students to seek knowledge, debate, and freely express their ideas. Discourse and disagreement are fundamental components of any academic endeavor, and students will not be subject to disciplinary action for their lawful expression of ideas.

Sanctions implemented through the process are designed to give students the opportunity to reflect on their choices, challenge their ethical decision-making, and aid them in adjusting their behavior to become congruent with our community expectations. Being a member of the Ohio university community is a privilege, and the community standards process will determine if a student’s conduct warrants that they should no longer share in that privilege.

Part B: Scope of the Code

The “Student Code of Conduct” applies to the conduct of individual students, student organizations and student groups, both undergraduate and graduate, including students enrolled in the heritage college of osteopathic medicine, at regional and extension campuses, through the college credit plus program, and in distance education programs, such as e-learning. The right of all students to seek knowledge, debate and freely express their ideas is fully recognized by the university. The prohibited conduct described in Part
D applies to student behavior and will not be used to impose discipline for the lawful expression of ideas.

The “Student Code of Conduct” applies to all students, student organizations and student groups, whether the alleged behavior occurred on or off campus. Further, the “Student Code of Conduct” may also be applied to behavior conducted online, via e-mail or through other electronic mediums. Ohio university does not regularly search for this information, but may take action if such information is brought to the attention of University officials.

Sexual harassment and misconduct, as defined by University Policy 03.004 (See Appendix C) and prohibited by the Student Code of Conduct, will be addressed through the Sexual Harassment and Other Sexual Misconduct Process (See Appendix B). Allegations of other conduct prohibited by the Student Code of Conduct may be investigated and adjudicated through the Sexual Harassment and Other Sexual Misconduct Process in conjunction with sexual harassment or sexual misconduct allegations.

The processes described in the code of conduct may be initiated when a student is charged with conduct that potentially violates both civil/criminal law and University policy, without regard to pending litigation in court or criminal arrest and prosecution. This includes instances where a current student is charged with serious violations of civil or criminal law, regardless of when that violation occurred. The community standards process may be carried out prior to, simultaneously with, or following criminal proceedings off campus. Determinations made and sanctions imposed under the “Student Code of Conduct” will not be subject to change because criminal charges arising out of the same facts were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

Part C: Definition of Terms

The below definitions apply to the community standards process. For definitions and other information related to the “Sexual Harassment and Other Sexual Misconduct Process”, please see the Appendix B.

1. Advisor – An Ohio university employee or student selected by the complainant or respondent to assist them throughout the community standards process. This advisor may advise and assist the complainant or respondent in the preparation for any meetings or hearings that may occur; accompany the complainant or respondent through all community standards process meetings and hearing; and to actively participate in the proceedings to the extent desired by the complainant or respondent. Advisors may not be witnesses in the matter at hand, and they may not provide direct information or testimony at any point in the process. Advisors are not provided as part of the community standards process, and complainants and respondents wishing to use an advisor are responsible for obtaining one.

2. Campus – Property or buildings owned, leased, operated, controlled or managed by Ohio University, including all regional campuses, regardless of their location.
3. **Complainant** – Person who was subject to alleged misconduct as described in the “Student Code of Conduct”. There may be more than one complainant for an incident.

4. **Hearing Authority** – Any person, or persons, authorized by the director of the office of community standards and student responsibility, or designee to make findings as to whether a student has violated the prohibited conduct part of the “Student Code of Conduct”. This includes but is not limited to housing and residence life staff, office of community standards and student responsibility staff, and members of the university hearing board. The director of the office of equity and civil rights compliance authorizes individuals to serve as a hearing authority to make determinations in the sexual harassment and other sexual misconduct process.

5. **Hearing Board Advisor** – A staff member from the office of community standards and student responsibility designated to advise members of the university hearing board during university hearing board hearings.

6. **Hearing Board Chair** – A member of the university hearing board who has been designated by the hearing board advisor to serve as the chairperson for a university hearing board hearing.

7. **Hearing Officer** – A hearing authority who has been designated to preside over an administrative hearing and make findings as to whether a student has violated the prohibited conduct part of the “Student Code of Conduct”.

8. **Members of the University Community** – Refers, collectively and individually, to faculty, staff, students, trustees, volunteers (e.g., advisors), organizations, groups, alumni, and contractors of the university or any of its campuses, facilities, programs, or events.

9. **Preponderance of Evidence** – Standard of proof used by the hearing authority. Preponderance of evidence means that the statements and information presented in the matter must indicate to a reasonable person that it is more likely than not that the respondent committed a violation.

10. **Referral** – Document which contains the basis for the alleged violation of the prohibited conduct part of the “Student Code of Conduct”, including but not limited to police reports or incident reports submitted to the office of community standards and student responsibility.

11. **Referring Party** – Person or office which reported the alleged violation of the prohibited conduct part of the “Student Code of Conduct” to the office of community standards and student responsibility.

12. **Respondent** – Student, student group, or student organization whom it is alleged committed a violation or violations of the “Student Code of Conduct”. There may be more than one respondent for an incident. In the cases of student groups or student organizations, the president, director, or other member of leadership will participate in the student conduct process on behalf of the group or organization.
13. Student – Any person from the time they are admitted to Ohio university up through the date of graduation. This includes, but is not limited to, new students at orientation, persons not currently enrolled but who are still seeking a degree from Ohio university, persons currently under suspension, and any other person enrolled in a credit earning course offered by Ohio university, including students enrolled in the college credit plus program. For purposes of exercising jurisdiction for university discipline, it also includes any person who has graduated from Ohio university if the university determines that his/her graduation or receipt of credit may have involved misconduct while he/she was working toward a degree as well as currently enrolled students who have been charged with serious violations of civil or criminal law, regardless of when that violation occurred.

14. Student Groups - A number of persons who are associated with the university and each other, but who have not registered, or are not required to register, as a student organization (included but not limited to athletic teams, musical or theatrical ensembles, academic or administrative units, clubs not registered as a student organization).

15. Student Organization - A number of persons who are associated with one another and have registered with the university as a student organization, including but not limited to clubs, club sports, or fraternities and sororities.

16. Support Person – Any person chosen by either the complainant or the respondent to provide support to them throughout their interactions with CSSR. This person does not actively participate in the process, but can be present at meetings and hearings to provide support to the complainant or respondent. The support person cannot be a witness in the matter in question.

17. University – Ohio university, including all of its regional campuses and online programs.

18. University Appeal Board– A panel of three individuals selected to review appeals as described in Part 8. The panel will be made up of three individuals from the university hearing board: either one faculty member, one staff member, and one student or one faculty or staff member, and two students.

19. University Hearing Board– A panel of three individuals who are responsible for hearing matters involving alleged violations of the prohibited conduct part of the “Student Code of Conduct” when the director, associate director, assistant director, or hearing officer in CSSR has determined that suspension or expulsion may be appropriate sanctions if the respondent is found responsible for the charge(s). A hearing board is composed of two students and one faculty or staff member.

20. University Official – Any person employed by the university (including but not limited to faculty, staff, administration, and student staff members) acting within the scope of their job duties.

21. Witness – Person who is requested to participate in an investigation or a hearing because they may have information about the alleged misconduct. Witness names may be supplied by the complainant, respondent, or others with knowledge of the matter. All
witnesses requested to appear at a hearing by CSSR will be considered university witnesses.

Part D: Prohibited Conduct

The university considers the behavior described in the following sub-parts as inappropriate for members of the Ohio university community. These rules apply to all Ohio university students, student groups, and student organizations for behavior that occurs both on and off campus. The right of all students to seek knowledge, debate and freely express their ideas is fully recognized by the university.

Academic Misconduct

Plagiarism: Using another’s work, in whole or in part, without acknowledging the source and presenting that material as one’s own academic work. This includes, but is not limited to:

Reproducing another person's work, whether published or unpublished (this also includes using materials from companies that sell research papers)

Using another's ideas or written words without properly acknowledging the source:

Quoting a source word for word without providing quotation marks and citations.

Copying words or ideas from a source without appropriate citations.

Submitting work that is substantially identical to another source in content and/or organization without appropriately citing the source.

Using other intellectual property in a work without appropriate citations, permissions, or rights (when applicable). Intellectual property includes but is not limited to images, videos, software programs, computer code, or pieces of music.

Cheating: Any attempt by a student to answer questions on a test, quiz, or assignment by means other than his or her own knowledge, without authorization from the instructor resulting in unfair academic advantage. This includes, but is not limited to:

Using the textbook or other materials, such as a notebook, not authorized for use during an examination.

Using technology (i.e. cell phones, laptop computers, social media, text messages, etc.) to aid in the completion of work when not permitted to do so.

Observing or copying the work of another student or allowing another student to plagiarize, copy, or observe one’s own work.

Using unauthorized material during a test, notes, formula lists, notes written on clothing, etc.

Taking a quiz, exam, or similar evaluation in place of another person.
Providing or requesting assistance from another person in a manner prohibited by the instructor.

Using a laboratory, computer, or calculator inappropriately or without authorization.

Changing material on a graded exam and then requesting a re-grading of the exam.

Acquiring unauthorized knowledge of an examination or any part of an examination.

Signing in any person other than one’s self for class attendance.

Multiple Submissions: Submitting the same academic work for credit more than once unless specifically authorized by the instructor of record.

Fabrication or Falsification: Knowingly using and/or presenting invented or fabricated information, falsified research, or other findings.

Misrepresentation: Misrepresenting facts in an attempt to gain an academic advantage. This includes, but is not limited to:

Providing false or misleading information in an attempt to receive an extension or postponement of a test, quiz, or other assignment.

Providing false or misleading information in an attempt to receive a re-take of an exam or a re-submission of an assignment.

Providing false or misleading information as part of an academic probation/dismissal appeal process.

Please note: An instructor may impose a grade penalty for academic misconduct and/or file a disciplinary referral.

2. Possessing/Providing False and Misleading Information

Furnishing false information to university officials or law enforcement officers acting within the scope of their job duties.

Forgery, alteration, or misuse of university documents and/or records.

Possession, use and/or attempted use of false identification.

Manufacture, distribution, or sale of false identification.

Transferring, lending, borrowing or altering university identification.

3. Alcoholic Beverages Violation

Use and/or possession of alcoholic beverages except as expressly permitted by law and University Policy 24.001. This includes, but is not limited to, the underage possession or consumption of alcohol.
Selling, distributing, or furnishing of alcoholic beverages except as expressly permitted by law and University Policy 24.001. This includes, but is not limited to providing alcohol to a person under the legal drinking age.

Furnishing or causing to be furnished any alcoholic beverage to any person in a state of noticeable intoxication.

Misconduct under the influence of alcohol including but not limited to operating a vehicle under the influence, disorderly conduct by intoxication, and public intoxication.

Failure of a student organization to take all necessary steps to ensure that no person under the legal drinking age possesses alcoholic beverages at functions it sponsors or within any property or transportation it owns, operates, and/or rents.

4. Controlled Substance and/or Drug Violation

Use and/or possession of marijuana or substances derived from marijuana, except as expressly permitted by law.

Use and/or possession of other controlled substances except as expressly permitted by law.

Use and/or possession of drug related paraphernalia except as expressly permitted by law.

The abuse, misuse, sale, or distribution of prescription or over the counter medication.

Manufacture, distribution, sale and/or offer for sale of any controlled substance or drug, except as expressly permitted by law.

Intentionally or recklessly inhaling or ingesting substances (e.g. nitrous oxide, glue, paint, etc.) that will alter a person’s state of mind.

Misconduct under the influence of a controlled substance, including but not limited to operating a vehicle under the influence, disorderly conduct by intoxication, and public intoxication.

5. Disruptive Conduct

Conduct that substantially and materially disrupts or interferes with university operations including but not limited to teaching, research and/or administrative activities which occur on or off campus.

Causing, inciting, or participating in any disturbance that presents a clear and present danger to others, causes physical harm to others, or damage and/or destruction of property, including but not limited to participating in or inciting a riot.

Failure to comply with lawful orders of university officials or law enforcement officers acting within the scope of their job duties.
An act which deliberately interferes with the freedom of speech of any member or guest of the university community.

Misuse and/or tampering with any university safety equipment including but not limited to firefighting equipment, fire alarms, smoke detectors, blue light phones, etc.

Public Urination

Election Tampering: Tampering with the election of any Ohio university recognized student organization, including the student senate.

6. Harmful Behavior

Physical harm or threat of physical harm to any person.

Harassment: Unwelcome conduct (including written or electronic communication) that is so severe, pervasive, and objectively offensive that it substantially interferes with the ability of a person to work, learn, live or participate in, or benefit from the services, activities, or privileges provided by the university. In no event shall this provision be used to discipline a student for speech protected by the first amendment of the United States.

Discrimination: Unwelcome conduct (including written or electronic communication) against another individual that is based upon an individual protected category (as defined in Ohio University Policy 40.001) that is so severe, pervasive, and objectively offensive that it substantially interferes with the ability of a person to work, learn, live or participate in, or benefit from services, activities, or privileges provided by the university. In no event shall this provision be used to discipline a student for speech protected by the first amendment of the United States.

Reckless but not accidental action that poses a reasonable risk of physical harm to others.

Stalking: (For stalking based on sex or gender, please see Section D.7.h., below.) A course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or that would cause a reasonable person to suffer substantial emotional distress. A "reasonable person" is a person under similar circumstances or similarly situated to the victim. "Substantial emotional distress" is significant mental suffering or anguish that may, but does not necessarily require, medical or other professional treatment or counseling. Stalking requires two or more acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means engages in the following behaviors: follows, monitors, observes, surveils, threatens, or communicates to or about a person; or interferes with a person's property. The following are examples of behaviors that could constitute stalking: sending unwanted emails, texts, letters, or gifts; asking someone or someone's acquaintances where they are or where they are going; repeatedly calling someone on the phone; using the internet to threaten someone; appearing at someone's class or workplace without a legitimate reason.

7. Sexual Harassment and Other Sexual Misconduct
Charges under this section of the student code of conduct will be addressed through the sexual harassment and other sexual misconduct process, which may be found in Appendix B.

Sexual Harassment by Quid Pro Quo: See University Policy 03.004: Sexual Harassment and Other Sexual Misconduct. (Appendix C)

Sexual Harassment under Title IX: See University Policy 03.004: Sexual Harassment and Other Sexual Misconduct. (Appendix C)

Non-Consensual Sexual Intercourse: See University Policy 03.004: Sexual Harassment and Other Sexual Misconduct. (Appendix C)

Non-Consensual Sexual Contact: See University Policy 03.004: Sexual Harassment and Other Sexual Misconduct. (Appendix C)

Sexual Exploitation: See University Policy 03.004: Sexual Harassment and Other Sexual Misconduct. (Appendix C)

Domestic Violence: See University Policy 03.004: Sexual Harassment and Other Sexual Misconduct. (Appendix C)

Dating Violence: See University Policy 03.004: Sexual Harassment and Other Sexual Misconduct. (Appendix C)

Stalking: See University Policy 03.004: Sexual Harassment and Other Sexual Misconduct. (Appendix C)

Sexual Harassment under University Policy: See University Policy 03.004: Sexual Harassment and Other Sexual Misconduct. (Appendix C)

Retaliation: See University Policy 03.004: Sexual Harassment and Other Sexual Misconduct. (Appendix C)

8. Hazing

Recklessly or intentionally endangering the mental, emotional, or physical health and/or safety of a student: See University Policy 23.010: Hazing.

Brutality of a physical nature: See University Policy 23.010: Hazing.

Coerced consumption: See University Policy 23.010: Hazing.


Coerced activities: See University Policy 23.010: Hazing.
Acts of sexual harassment or other sexual misconduct as defined by University Policy 03.004.

9.  Theft

Taking without consent the property or services of the university, another person, business, or organization.

Possessing property that can reasonably be determined to have been stolen from the university, another person, business, or organization.

10. Damage to Property

Vandalism, destruction, or damage to public or private property.

Reckless but not accidental action that poses a reasonable risk of damage or destruction of public or private property.

11. Use or Possession of Weapons and/or Dangerous Materials

Possession, storage or use of weapons including but not limited to firearms, compressed-air guns, pellet guns, etc. on university owned or affiliated property except as expressly permitted by law.

Possession, storage or use of dangerous materials including but not limited to fireworks, explosives or chemicals which are corrosive or explosive on university owned or affiliated property except as expressly permitted by law.

Any object not mentioned above used to intimidate, threaten, harm, and/or provide force can be considered a weapon under this provision.

Use of a weapon to intimidate, threaten, or harm another person.

12. Misuse of Keys and/or Access Device

Unauthorized use, distribution, duplication, or possession of any key or other access device issued for any campus building, structure, room or facility.

13. Misuse of the University Disciplinary Processes

Falsification, distortion, or misrepresentation of information during the community standards process or sexual harassment and other sexual misconduct process, including filing a false complaint against another person.

Hindering or interfering with the community standards process by failing to abide by the notice from a university official to appear for a student conduct meeting or hearing.

Intimidation or retaliation in response to an individual’s participation in, or use of, the community standards process.

14. Trespass or Misuse of Facilities
Misuse or unauthorized use of any facility.
Unauthorized entry or attempted entry into any facility.
15. Violation of Ohio University Student Housing Handbook
Violation of any published housing and residence life policy, rule and/or regulation, including the housing contract.
16. Violation of University Policy
Violation of any university policy and/or procedure of Ohio university.
17. Violation of Law
Conduct that would constitute a violation of any local, state, and/or federal law, including violation of the Code of Ordinances of the city of Athens.

Part E: Community Standards Process
The following processes apply to those involved in matters being addressed by the community standards process. The process for addressing allegations of sexual harassment and other sexual misconduct may be found in Appendix B.

1. Referrals – Members of the Ohio university community may file a student conduct referral alleging that a student, student group, or student organization has violated the prohibited conduct outlined in the “Student Code of Conduct”. The office of community standards and student responsibility (CSSR) may also receive referrals from external entities, including law enforcement and members of the general public. Upon receipt of a referral, the director of the office of community standards and student responsibility, or designee, may review all relevant information and may consult with any appropriate parties regarding the incident in question. It is the responsibility of the director of the office of community standards and student responsibility (CSSR) to determine the appropriateness of the referral as well as how the referral will be processed. Upon receipt of a referral and if appropriate, interim measures (including presidential interim suspension), may be implemented as outlined in Part I.

2. Hearing Authorities – Hearing authorities are responsible for processing cases involving alleged violations of prohibited conduct as described in the “Student Code of Conduct”. The director of CSSR (or designee) is responsible for determining the appropriate hearing authority for each matter. The following are hearing authorities:

a. Hearing Officer – Appropriate staff members from the office of community standards and student responsibility and housing and residence life as determined by the director of CSSR (or designee) are responsible for hearing matters involving alleged violations of the prohibited conduct part of the “Student Code of Conduct” and serve to
advise both the complainant and the respondent regarding procedures related to the “Student Code of Conduct”. They have the authority to conduct community standards conferences, to serve as a hearing officer in an administrative hearing and to serve as an advisor to the university hearing board and the university appeal board. They have the authority to impose a full range of sanctions under the “Student Code of Conduct”, up to and including disciplinary suspension and disciplinary expulsion.

b. University Hearing Board – The university hearing board (UHB) is responsible for hearing matters involving alleged violations of the prohibited conduct part of the “Student Code of Conduct” when an appropriate CSSR staff member has determined that disciplinary suspension or disciplinary expulsion may be appropriate sanctions if the respondent is found responsible for the charge(s). A hearing board is composed of two students and one faculty member or administrator. The UHB is advised by a CSSR staff member and does not directly impose sanctions under the “Student Code of Conduct”. In instances where the respondent is found in violation, the UHB will make a recommendation regarding sanctions to the dean of students or designee, who will then impose any sanctions.

3. Community Standards Conference

Any student, student group, or student organization (hereinafter referred to as the respondent) who has been charged with an alleged violation of the prohibited conduct part of the “Student Code of Conduct” will first be scheduled for a community standards conference with the hearing authority assigned to review the allegation. The respondent will be notified in writing of the date, time, and location of the community standards conference. Written notification will include:

a. the specific charges pending against the respondent;
b. a brief summary of the referral;
c. statement of rights and responsibilities; and
d. if applicable, a statement notifying the respondent that the alleged conduct is significant enough that they may face suspension or expulsion if the charge is substantiated.

The community standards conference is the first step in the community standards process, and serves to provide the respondent with the opportunity to discuss the allegations that led to the referral. The respondent will receive more information regarding the community standards process, clarification of their rights and options, the ability to inspect and review all relevant information as well as a range of potential sanctions for the violation in question should the charges be substantiated. After a discussion regarding the incident and review of relevant information, the respondent will have an opportunity to accept or deny responsibility for the charge(s). If the respondent accepts responsibility for the charge(s), the hearing authority will sanction the respondent as part of the community standards conference.
If the respondent denies responsibility for one or more of the charges, the hearing authority will proceed to schedule a hearing for the student. If the hearing authority has determined that should the charge(s) be substantiated, disciplinary suspension or disciplinary expulsion are not appropriate sanctions, the respondent will be scheduled for an administrative hearing. If the hearing authority determines that disciplinary suspension or disciplinary expulsion are potential sanctions, the respondent may choose either an administrative hearing or a university hearing board.

The respondent must attend the community standards conference. If the respondent fails to appear for two scheduled community standards conferences and the absence is not excused, the conference will proceed in their absence. In these instances, if the hearing authority has determined that disciplinary suspension or disciplinary expulsion are not potential sanctions should the charge(s) be substantiated, the matter will be resolved in the community standards conference based on an evaluation of the evidence available to the hearing authority at the time of the scheduled conference. If the hearing authority determines that disciplinary suspension or disciplinary expulsion are potential sanctions should the charge(s) be substantiated, the respondent may be scheduled for an administrative hearing and sent notification of that hearing. Alternatively, a hold may be placed against the student’s registration until such time as the community standards process is complete. If a hearing is scheduled, the date for a hearing will be determined within a reasonable period of time following the community standards conference. Hearing notification shall include:

- the date, time, and location of the hearing;
- the specific charges against the respondent;
- a statement of rights and responsibilities; and

in instances of administrative hearings only, the name of the hearing officer.

4. **Hearings**

The purpose of a hearing is to provide an equitable forum for the review of the available information regarding an alleged incident of misconduct. The hearing authority will decide by the preponderance of evidence whether or not the respondent is found responsible for the charge(s). All hearings are closed to the public, with the exception of advisors and/or support persons for the complainant and respondent. All parties directly participating in the hearing (the respondent, complainant, and staff member from CSSR or housing and residence life who is presenting the information) may remain present the entire time, excluding deliberations.

**Types of Hearings**

Administrative Hearing – Administrative hearings are presided over by a single hearing officer. The hearing officer will be someone other than the staff member who conducted the original community standards conference. If the respondent fails to appear at a scheduled administrative hearing and the absence is not excused, the hearing may proceed in the respondent’s absence or may be rescheduled at the discretion of the
hearing officer. All hearings conducted under this process will be administrative hearings, unless a student is facing separation from the university (suspension or expulsion) and requests a university hearing board review their matter.

University Hearing Board Hearing – University hearing board hearings are presided over by members of the university hearing board. Each university hearing board hearing will have a hearing board chair. The chair is responsible for keeping the proceedings moving forward. If the respondent fails to appear at a scheduled university hearing board and the absence is not excused, the hearing may proceed in the respondent’s absence or may be rescheduled at the discretion of the chair. Each university hearing board is assigned a hearing board advisor. The role of the advisor is to ensure the community standards process is adhered to and to answer procedural questions posed by any party during the hearing. The hearing board advisor will also keep the proceedings focused on issues relevant to the specific allegations. The hearing board advisor will not participate in a determination of a finding or sanction. However, the board advisor may be summoned by university hearing board members during deliberations to answer questions regarding the community standards process. Students may request a university hearing board hearing when they face possible separation from the university (suspension or expulsion), should they be found in violation.

Sanction-Only Hearing – Students may select a sanction-only hearing when they accept responsibility for the charges against them but would like the opportunity to have the hearing authority review the matter for the purposes of determining an appropriate sanction. Sanction-only hearings are structurally similar to administrative and university hearing board hearings, except that the hearing authority will only make a determination regarding sanctioning. The hearing authority for sanction-only hearings may be either a single administrator or the university hearing board, depending on the possible outcome facing the student, as described above.

Hearing Procedures for Administrative and University Hearing Board Hearings

Items i-iii will generally proceed in the order listed below, though the hearing authority reserves the right to adjust the order as appropriate or necessary.

Guidelines

The hearing authority will explain the respondent’s rights and responsibilities, and, if applicable, the complainant’s rights and responsibilities.

The hearing authority (in conjunction with the board advisor, if applicable), is responsible for assuring that these rights as well as the process described in this Part are adhered to during the hearing.

The respondent or the complainant may ask for the removal of a hearing authority by providing written or verbal evidence of bias.
In cases before a hearing board, the charge of bias is made to the chairperson who will determine whether it is valid. If the charge of bias is against the chairperson, the hearing board advisor shall decide whether it is valid. If bias is found, the hearing will be rescheduled.

In an administrative hearing, the charge of bias against the hearing authority can be made to the director of CSSR, prior to the hearing. The director will decide if the charge is valid. If bias is found, the director will assign a new hearing authority to conduct the hearing.

The hearing authority may ask questions of any party at any time throughout the hearing.

The hearing authority is responsible for determining the relevancy of questions asked during a hearing. The hearing authority may deem certain questions irrelevant and not allow them to be asked. In university hearing board hearings, the hearing board advisor may assist the hearing chair in those determinations.

The hearing authority may exclude persons from the hearing if they are disruptive or postpone the hearing because of disruptive behavior of participants or observers.

Introduction

Each party in the room will introduce themselves and explain their role in the hearing.

The hearing authority will ask the respondent to briefly introduce themselves and explain why they have requested the hearing.

Presentation of Information

Following the respondent’s introduction, a staff member from either CSSR or housing and residence life will provide the hearing authority with a detailed summary of the incident and, if applicable, any subsequent investigation.

If there is a complainant, the complainant will then have an opportunity to provide the hearing authority with a summary of their role and perspective on the incident. The hearing authority may question the complainant at this time, followed by the staff member from CSSR or housing and residence life and the respondent (if applicable).

The hearing authority will then ask the respondent to describe their involvement in the matter at hand as it pertains to the charges being considered in the hearing. The hearing authority may question the respondent at this time, followed by the staff member from CSSR or housing and residence life and the complainant (if applicable).

The staff member from CSSR or housing and residence life will then present any relevant witnesses or documentary information to the hearing authority. The staff member from CSSR or housing and residence life may ask questions of any witness presented. The hearing authority, respondent, and complainant (if applicable) will each have the opportunity to ask questions regarding the information presented.
The complainant (if applicable) will then present any relevant witnesses or documentary information to the hearing authority. The complainant may ask questions of any witness presented. The hearing authority, respondent, and staff member will each have the opportunity to ask questions regarding the information presented.

The respondent will then present any relevant witnesses or documentary information to the hearing authority. The respondent may ask questions of any witness presented. The hearing authority, complainant (if applicable), and staff member will each have the opportunity to ask questions regarding the information presented.

The staff member from CSSR or housing and residence life will have an opportunity to make a summary statement.

The complainant, if applicable, will have an opportunity to make a summary statement.

The respondent will have an opportunity to make a summary statement.

Deliberation and Finding

The hearing authority will go into closed session to determine by the preponderance of evidence whether the respondent will be found in violation of the charges pending in this matter. University hearing boards determine findings by majority vote.

The hearing will re-convene for the announcement of the finding. If the respondent is not found responsible for the violation, the case will be dismissed. If the respondent is found responsible for a violation of one or more of the pending charges, the hearing will proceed to sanctioning.

Sanctioning

The respondent will be offered an opportunity to speak on their own behalf and to present character witnesses or written references for consideration in determining a sanction.

The complainant, if applicable and present, will be given the opportunity to present a verbal impact statement. If there is a complainant who has chosen not to attend the hearing but has provided an impact statement to the staff member from CSSR or housing and residence life, it will be given to and read aloud by the hearing authority. Any impact statement must be presented to the hearing authority only after a finding of violation has been made in the matter.

The staff member from CSSR or housing and residence life will give an overview of the respondent’s disciplinary history, if any. The respondent will be given the opportunity to respond to the overview.

If the respondent was presented with a possible sanction during their community standards conference, the staff member from CSSR or housing and residence life will share that proposed sanction with the hearing authority.

The hearing authority will consider the following in determining a sanction:
statements and evidence presented at the hearing;
seriousness of the violation;
the complainant’s oral or written statement of impact;
The respondent’s character information;
prior disciplinary record of the respondent; and
disciplinary precedent.

The staff member from CSSR or housing and residence life will be provided an opportunity to ask the respondent questions relevant to sanctioning.

The hearing authority may ask follow up questions of the staff member from CSSR or housing and residence life or the respondent regarding any of the above information.

The hearing authority will go into closed session to determine a sanction.

The hearing will reconvene for the announcement of the sanction.

In university hearing board hearings, the sanction is recommended to the dean of students or designee, who will make the final decision. While normally the Board’s recommendation will be the sanction imposed, the dean of students or designee may impose a different sanction. The dean of students or designee will send the student written notification of the decision.

In administrative hearings, the sanction is imposed by the hearing officer. The hearing officer will send the student written notification of the decision.

c. Hearing Procedures for Sanction-Only Hearings

Items i-iii will generally proceed in the order listed below, though the hearing authority reserves the right to adjust the order as appropriate or necessary.

Guidelines

The hearing authority will explain the respondent’s rights and responsibilities, and, if applicable, the complainant’s rights and responsibilities.

The hearing authority (in conjunction with the board advisor, if applicable), is responsible for assuring that these rights as well as the process described in this Part are adhered to during the hearing.

The respondent or the complainant may ask for the removal of a hearing authority by providing written or verbal evidence of bias.

In cases before a hearing board, the charge of bias is made to the chairperson who will determine whether it is valid. If the charge of bias is against the chairperson, the hearing
board advisor shall decide whether it is valid. If bias is found, the hearing will be rescheduled.

In an administrative hearing, the charge of bias against the hearing authority can be made to the director of CSSR, prior to the hearing. The director will decide if the charge is valid. If bias is found, the director will assign a new hearing authority to conduct the hearing.

The hearing authority may ask questions of any party at any time throughout the hearing. The hearing authority is responsible for determining the relevancy of questions asked during a hearing. The hearing authority may deem certain questions irrelevant and not allow them to be asked. In university hearing board hearings, the hearing board advisor may assist the hearing chair in those determinations.

The hearing authority may exclude persons from the hearing if they are disruptive, or postpone the hearing because of disruptive behavior of participants or observers.

ii. Introduction

Each party in the room will introduce themselves and explain their role in the hearing. The hearing authority will review the charges against the respondent and ask the respondent to affirm that they are accepting responsibility for those charges.

The hearing authority will ask the respondent to briefly introduce themselves and explain why they have requested this sanction-only hearing.

iii. Presentation of Information

Following the respondent’s introduction, a staff member from either CSSR or housing and residence life will provide the hearing authority with a detailed summary of the incident and, if applicable, any subsequent investigation.

If there is a complainant, the complainant will then have an opportunity to comment on the summary given by the staff member.

The respondent will then have an opportunity to comment on the summary given by the staff member.

The hearing authority will then have the opportunity to ask the respondent (and complainant, if applicable), any questions they may have about the incident.

iv. Sanctioning

The hearing authority will then transition the hearing to the sanctioning stage.

The respondent will be offered an opportunity to speak on their own behalf and to present character witnesses or written references for consideration in determining a sanction.
The complainant, if applicable and present, will be given the opportunity to present a verbal impact statement. If there is a complainant who has chosen not to attend the hearing but has provided an impact statement to the staff member from CSSR or housing and residence life, it will be given to and read aloud by the hearing authority. Any impact statement must be presented to the hearing authority only after a finding of violation has been made in the matter.

The staff member from CSSR or housing and residence life will give an overview of the respondent’s disciplinary history, if any. The respondent will be given the opportunity to respond to the overview.

If the respondent was presented with a possible sanction during their community standards conference, the staff member from CSSR or housing and residence life will share that proposed sanction with the hearing authority.

The hearing authority will consider the following in determining a sanction:

- statements and evidence presented at the hearing;
- seriousness of the violation;
- the complainant’s oral or written statement of impact;
- the respondent’s character information;
- prior disciplinary record of the respondent; and
- disciplinary precedent.

The staff member from CSSR or housing and residence life will be provided an opportunity to ask the respondent questions relevant to sanctioning.

The hearing authority may ask follow up questions of the staff member from CSSR or housing and residence life or the respondent regarding any of the above information.

The hearing authority will go into closed session to determine a sanction.

The hearing will reconvene for the announcement of the sanction.

In sanction-only hearings conducted by the university hearing board, the sanction is recommended to the dean of students or designee, who will make the final decision. While normally the Board’s recommendation will be the sanction imposed, the dean of students or designee may impose a different sanction. The dean of students or designee will send the student written notification of the decision.

In sanction-only hearings conducted by an administrative hearing officer, the sanction is imposed by the hearing officer. The hearing officer will send the student written notification of the decision.

5. Presenting a Case Using University Legal Counsel
In rare instances, the university may decide to formally present a student conduct case using legal counsel. In such cases, the respondent will be given adequate notice in order to seek legal counsel, if so desired. In these instances, the case will be heard by a university hearing board and the director of the office of legal affairs (or designee) will serve as a non-voting member of the hearing board.

Part F: Sanctions & Conditions of Sanction

Sanctions and conditions of sanction related to the sexual harassment and other sexual misconduct process may be found in Appendix B.

Sanctions – Students, student organizations, and student groups of Ohio university are responsible for abiding by all Ohio university policies. When a respondent is found in violation of the prohibited conduct part of the “Student Code of Conduct”, appropriate disciplinary sanctions will be imposed. Sanctions will take into account prior disciplinary history, if any. Sanctions are defined as follows:

Reprimand – Official notification of unacceptable behavior and violation(s) of the “Student Code of Conduct”. Any further misconduct may result in more serious disciplinary sanctions.

Disciplinary Probation – Sanction imposed for a designated period of time. Further violation of prohibited conduct as outlined in Part D may result in further disciplinary action up to and including disciplinary suspension or disciplinary expulsion. Periodic probationary meetings may also be required. All assigned conditions of sanction must be completed prior to the conclusion of disciplinary probation; otherwise the disciplinary probation will remain in effect.

Disciplinary Suspension – Sanction imposed for a designated period of time. During the period of suspension, a student may not attend classes (either in person or online), or participate in University related activities, whether they occur on or off campus. Additionally, a student under disciplinary suspension may not be present on University premises unless authorized in writing in advance under conditions approved by the director of the office of community standards and student responsibility. All assigned educational sanctions must be completed prior to the conclusion of disciplinary suspension; otherwise the disciplinary suspension will remain in effect.

Students who have been suspended from the university must petition for reenrollment through the director of the office of community standards and student responsibility. Reenrollment may be granted, with further probationary status, at the discretion of the director. Students must complete a re-enrollment form through the registrar and be in good academic standing with their college and be otherwise eligible to re-enroll in order to return to the university.

Disciplinary suspension of a student organization or student group is a temporary revocation of University recognition. While an organization or group is suspended, it may not use University resources or participate as an organization in any University activities or events. A student organization suspension will not exceed five years. Student organizations or groups that have been suspended from the university must petition for
reenrollment through the director of the office of community standards and student responsibility. Reenrollment may be granted, with further probationary status, at the discretion of the director.

Disciplinary Expulsion – Sanction which permanently removes the student from their academic program and separates the student from the University without the opportunity to graduate or reenroll in the future. A student under disciplinary expulsion may not be present on university premises unless authorized in writing in advance under conditions approved by the director of the office of community standards and student responsibility. Expulsion will be noted on the student's academic transcript.

Disciplinary expulsion of a student organization or student group is the permanent revocation of University recognition of that organization.

Conditions of Sanction – In conjunction with a sanction, a student found to have been in violation of prohibited conduct may be assigned conditions of sanction that are educational in nature and reflect the nature of the violation. Conditions of sanction include but are not limited to, reflective papers, seminars, community restitution, access restriction, revocation of rights and privileges, fines/fees, etc. If a student has any outstanding conditions of sanction at the conclusion of disciplinary probation or suspension, that student’s disciplinary probation or suspension status will remain in effect pending the completion of the conditions of sanction. Additionally, failure to complete conditions of sanction by the deadline given will result in the placement of a disciplinary hold on the student's academic records.

Part G: Student Rights & Responsibilities

The following rights and responsibilities apply to those involved in a matter being addressed by the community standards process. The rights and options available to parties involved in a matter being addressed through the sexual harassment and other sexual misconduct process are described in Appendix B.

Rights of Respondent – All respondents in the community standards process have the following rights:

Written notice of the charge(s) made against them and the basis of the allegation that led to the charge(s).

In matters that could result in a sanction of suspension or expulsion, the above-mentioned notification will alert the respondent to the possible severity of the outcome.

The right to an advisor, as defined in Part C.

The right to a support person, as defined in Part C.

To request reasonable accommodations due to disability as outlined in Part (G)(3).
Reasonable access to inspect and review their own case file, which includes all information that would be used during the community standards process, to the extent permitted by confidentiality laws.

Explanation of the resolution options available to them through the community standards process.

To be presumed not responsible for a violation of prohibited conduct until found in violation by a preponderance of the evidence.

To speak or not speak on their own behalf.

The opportunity to respond to information used as part of the decision-making process.

To deny responsibility for the charge(s) facing them and request a hearing.

To question any witnesses that participate as part of a hearing.

The right to appeal, as described in Part H.

To waive any of the above stated rights provided that the waiver is made freely and in writing.

Rights of the Complainant – All complainants in the community standards process have the following rights:

To pursue criminal or civil charges where a legal case exists (without University assistance).

Explanation of the resolution options available to them through the community standards process.

To be free from harassment and intimidation from respondents and others as they engage this process.

The right to an advisor, as defined in Part C.

The right to a support person, as defined in Part C.

To request reasonable accommodations due to disability as outlined in Part (G)(3).

To provide information for consideration during the community standards process, and to know the results of the process to the extent allowed under federal laws and university policies.

The opportunity to appear at any hearing that may take place in order to provide relevant information.

The opportunity to question any witnesses that participate as part of a hearing.

The opportunity to submit a written impact statement for use in a hearing, even if the complainant chooses not to attend the hearing.
Responsibilities of Respondents, Complainants, and Witnesses – All respondents, complainants, and witnesses in the community standards process have the following responsibilities:

To be honest and forthright in all information they provide during the community standards process. Presenting false and misleading information during this process is a violation of prohibited conduct as outlined in Part D.

To attend all required meetings, conferences, or hearings, as scheduled, unless alternate arrangements are made in advance.

To refrain from disruption of the hearing process. Disruption of this process is a violation of prohibited conduct as outlined in Part D.

Complainants and respondents have the responsibility to prepare and present their entire case as well as secure the presence of any witnesses who will speak on their behalf.

Reasonable Accommodation for Students with Disabilities – Any student with a disability involved in this process has the right to request reasonable accommodation in order to ensure their full and equal participation in this process. Students wishing to request reasonable accommodations should make those requests directly to the office of Student Accessibility Services (SAS). Students do not have to disclose information about the complaint or charge to SAS to request reasonable accommodation except to the extent that it may assist in the determination of reasonable accommodations. Accommodations are determined on an individual basis by SAS staff and implemented in consultation with CSSR and ECRC (if applicable). Examples of reasonable accommodation include but are not limited to sign language interpretation, real-time communication access during hearings, large print documents, extended time to review documents, or assistance with transcribing questions during interviews or hearings. Students are responsible for requesting accommodations in a timely manner; failure to do so may result in a delay in the process.

Student Accessibility Services

Baker University Center, 348 740-593-2620, disabilities@ohio.edu
http://www.ohio.edu/uc/sas

Part H: Appeal Process

The following appeal processes apply to those involved in matters being addressed by the community standards process. The appeal process available to parties in matters being addressed through the sexual harassment and other sexual misconduct process may be found in Appendix B.

A respondent that has accepted responsibility for, or was found in violation of prohibited conduct through the community standards process, may appeal the finding(s) and condition(s) of sanctions imposed within five business days after the receipt of written notification detailing the decision of the case. Upon reasonable request, the five-business
day deadline may be extended by the director of the office of community standards and student responsibility.

In the appeal, the respondent must state the reason(s) for the appeal, the supporting facts, and the requested solution. An appeal is not a rehearing of the matter and cannot be filed simply because the student disagrees with the outcome. An appeal may only be submitted for one or more of the following reasons:

The sanctions and/or conditions of sanctions are extraordinarily disproportionate to the violation(s); and/or

A procedural defect occurred that significantly impacted that outcome of the hearing; and/or

Discovery of new and significant information that could have affected the outcome of the hearing and that was not known, or could not reasonably have been discovered and/or presented at the time of the hearing.

University Appeal Board

All appeals will be heard by the university appeal board. The appeal board will meet in a closed session, within a reasonable period of time, and will either grant or deny the appeal by a majority vote.

If the student alleges that the sanction was extraordinarily disproportionate to the violation and the appeal board finds the sanctions extraordinarily disproportionate, the appeal board may reduce the sanction.

In considering appeals based on a procedural defect or the presence of new information, if the appeal board finds that there was a defect in the procedure or that new information was presented which was sufficiently substantial to the outcome, the appeal board will order a new hearing or remand the matter to the original hearing authority as appropriate.

The respondent will be notified of the outcome of their appeal in writing by the director of the Office of community standards and student responsibility.

Vice Presidential Appeal

The respondent may request the vice president for student affairs or designee review a university appeal board decision if the university appeal board denies the appeal.

An appeal to the vice president for student affairs or designee must be submitted to the office of the vice president for student affairs within three business days after the receipt of written notification of the appeal board decision.

The appeal is limited to the grounds of the original appeal to the University Appeal Board, except in cases where the respondent is appealing on the basis of new evidence.

If the student alleges that the sanction was extraordinarily disproportionate to the violation and the vice president for student affairs or designee finds the sanctions to be
extraordinarily disproportionate, the vice president for student affairs or designee may reduce the sanction.

In considering appeals based on a procedural defect or new information being presented, and the vice president for student affairs or designee finds that there was a defect in the procedure or that new information was presented which was sufficiently substantial to the outcome, the vice president for student affairs, or designee will order a new hearing or remand the matter to the original hearing authority as appropriate.

The respondent will be notified of the outcome of their appeal in writing by the vice president for student affairs or designee within a reasonable period of time.

The decision of the vice president for student affairs or designee is the final decision in the matter.

Part I: Interim Measures, Interim Suspension, and State of Emergency

The section addresses interim measures, interim suspension, and State of Emergency procedures for the community standards process. For supportive measures and emergency removal under the sexual harassment and other sexual misconduct process, refer to Appendix B.

Interim Measures

When the alleged actions of a student threaten the good order or safety of the university, interim measures may be put into place. Interim measures are administrative directives that are intended to insure the safety of the university and prevent a situation from escalating. Interim measures may be made at any point after a referral is received and may include, but are not limited to:

- Administrative directives for no contact;
- Temporary or permanent re-assignment of university housing; and/or
- Restriction of access to particular areas of campus.

CSSR will make decisions on interim measures after appropriate consultation. Professional staff in housing and residence life may initiate an immediate residential move in the case of allegations of sexual misconduct, violence, or threats of violence. They may also issue temporary administrative directives for no contact under the same circumstances. Housing and residence life will notify CSSR in writing of any interim measures they initiate as soon as possible, but no later than the next business day. All interim measures described above will be documented in writing.

Interim Suspension or Interim Suspension of Housing

When the behavior of a student disrupts the good order of the university or poses a risk to the safety of the campus, the university may place the student on an interim suspension. This action immediately suspends the student from university premises and activities.
The interim suspension will be decided by the dean of students (or designee), in consultation with appropriate university offices. The interim suspension will be confirmed in writing and remain in effect until such time as the alleged violations of the “Student Code of Conduct” are resolved. The student will be notified of the interim suspension by the director of community standards and student responsibility (or designee). Within three business days of the notification of the interim suspension, the student may request a review of the interim suspension. The request for review must be submitted in writing and include all relevant documentation the student wishes to be considered as part of the review. The purpose of the review is to determine only if the student poses an on-going threat. The vice president for student affairs (or designee) will then determine if the interim suspension remains in effect, is modified, or is rescinded. For instances involving allegations of sexual misconduct, relationship violence, or stalking (as defined in University Policy 03.004), the vice president or designee will make their decision in consultation with the Title IX coordinator. The decision on the review will be provided to the student in writing and is final.

The student may request an extension of the deadline to submit a request for review in extreme circumstances, such as hospitalization or incarceration. Students may be required to provide documentation related to their request for an extension.

The outcome of the review will not impact the pending disciplinary process. If the vice president for student affairs (or designee) upholds the interim suspension, the decision will remain in effect until the pending charges through the office of community standards and student responsibility have been resolved. The student will be notified of the decision of the vice president for student affairs (or designee) in writing within a reasonable time frame.

If the final decision of the community standards process is to suspend or expel the student, the sanction will take effect from the date of the interim suspension. If the decision is a reprimand or disciplinary probation, or if the student is found not to be in violation of the charges, for purposes of the record, the interim suspension will be deemed not to have occurred. The student has the right to appeal the final decision in accordance with Part H.

State of Emergency

Pursuant to Section 3345.26 of the Revised Code, the board of trustees or president of a college or university which receives any state funds in support thereof, may declare a state of emergency when there is a clear and present danger or the orderly conduct of lawful activities at such college or university through riot, mob action or other substantial disorder, and may do one or more of the following, as are necessary to preserve order and discipline at such college or university during such emergency:

Limit access to university property and facilities by any person or persons;

Impose a curfew;

Restrict the right of assembly by groups of five or more persons;
Provide reasonable measures to enforce limitations of access, a curfew and restrictions on the rights of assembly imposed pursuant to this part.

Notice of action taken pursuant to Part (I)(3)(a) shall be posted or published in such manner as is reasonably calculated to reach all persons affected.

Parts (I)(3)(a) and (I)(3)(b) of this document shall not be construed to limit the authority of the board of trustees, president or other proper official of a college or university to impose reasonable restrictions on use of and access to, and the hours and use and access to university property and facilities, for purpose of regulating the proper operation of such university, and regardless of whether any emergency exists.

Part J: “Student Code of Conduct” review process

Timeline

The full “Student Code of Conduct” will undergo a formal review process every two years. The review will take place under the direction of the director of the Office of community standards and student responsibility in collaboration with the “Student Code of Conduct”: Review & Standards Committee.

Should changes to the “Student Code of Conduct” be necessary for the purposes of complying with local, state, or Federal law, or as deemed necessary by the student code of conduct: review and standards committee, changes may be made outside of the two-year cycle.

The appendices are independent of the “Student Code of Conduct” and are not part of the formal review process. For those appendices that require periodic review, the information for that process is listed in that appendix.

Proposing Changes to the “Student Code of Conduct”

Any member of the Ohio university community may propose amendments to the “Student Code of Conduct”. Proposed amendments shall be reviewed by the student code of conduct: review and standards committee for possible consideration.

Approval Process

All proposed changes to the “Student Code of Conduct” must be reviewed and approved by the student code of conduct: review and standards committee. Those changes will be submitted to the vice president for student affairs for consideration.

Changes to “Student Code of Conduct” procedure (Parts C, E, G, H, and K) are subject to approval by the vice president for student affairs before implementation.

Changes to “Student Code of Conduct” policies (Parts A, B, D, F, I, and J) are subject to approval by the president and formal action by the board of trustees prior to implementation.

Part K: Acknowledgements
Parts of the Ohio university “Student Code of Conduct” are adapted from the national center for higher education risk management (NCHERM) group “Model Developmental Code of Student Conduct” and are used here with permission. Additionally, the office of community standards and student responsibility and the student code of conduct: review and standards committee wishes to acknowledge the following for their example and assistance in crafting this code of conduct: North Carolina state university; old dominion university; plagiarism.org - http://www.plagiarism.org/plagiarism-101/what-is-plagiarism; Ohio state university; university of central Florida; university of Florida; university of Texas at Austin; wright state university. This document has been formatted in order to comply with the fourth edition of the “Rule Drafting Manual” by the Ohio legislative service commission.

Appendix A
Ohio Revised Code Part 3333.38 (House Bill 95)

A. Pursuant to Ohio Revised Code Section 3333.38(C), Ohio university must immediately dismiss an individual who is convicted of, pleads guilty to, or is adjudicated a delinquent child for a violation of Ohio Revised Code Section 2917.02 (aggravated riot) or Ohio Revised Code Section 2917.03 (riot). Pursuant to Ohio Revised Code Section 3333.38(B), an individual who is convicted of, pleads guilty to, or adjudicated a delinquent child for any of the following offenses shall be ineligible to receive any student financial assistance supported by state funds for two calendar years from the time the individual applies for such assistance:

1. a violation of Ohio Revised Code Section 2917.02 (aggravated riot) or Ohio Revised Code Section 2917.03 (riot),

2. a violation of Ohio Revised Code Section 2917.04 (failure to disperse) that is a misdemeanor of the fourth degree,

3. a violation of Ohio Revised Code Section 2917.13 (misconduct at emergency) that is a misdemeanor of the fourth or first degree and occurs within the proximate area where four or more others are acting in a course of conduct in violation of Ohio Revised Code Section 2917.11 (disorderly conduct).

B. The student financial assistance programs supported by state funds includes any post-secondary student financial assistance supported by state funds, including assistance granted under Ohio Revised Code Section:

3315.33 Ohio Scholarship Fund for Teacher Trainees

3333.12 Ohio Instructional Grant Program and Part-time Ohio Instructional Grant Program 3333.21 Ohio Academic Scholarship Program
3333.26  Tuition Waiver for Child or Spouse of Public Service Officer Killed in Line of Duty 3333.27  Student Choice Grant Program
3333.28  Nurse Education Assistance Program
3333.29  Student Workforce Development Grant Program
3333.372  Ohio Outstanding Scholarship and Ohio Priority Needs Fellowship
5910.03  Scholarship for Children of Deceased or Disabled Veterans of the Armed Services of the United States
5910.032  Children of Persons Declared Prisoner of War or Missing in Action 5919.34 National Guard Scholarship Program