8:30am 8:35am  Main Board Meeting
   *Note this meeting is open to the public; however, the only agenda item in this time slot is to move into Executive Session (closed to the public).

8:35am- 9:30am  Executive Session

9:30am – 12pm  Subcommittee Meetings and Main Board Meeting
   Academics and Student Success Committee
   Resources, Facilities, and Affordability Committee
   Governance and Compensation Committee
   Audit and Risk Management Committee

   Main Board Meeting
   President Nellis remarks

   **Note this meeting is open to the public and will be recorded.
Committee Agendas
AGENDA
Board of Trustees Meeting
Ohio University, Athens, OH
Online Meeting
Monday, May 11, 2020

Comments from the Chair of the Board of Trustees

Roll Call

Approval of Agenda

Tab 1 - Approval of Minutes: Board of Trustees’ Meeting of January, 2020

Roll Call Vote to Move into Executive Session

Subcommittee Meetings

Re-enter Board Meeting

Committee Information Items and Resolutions

- Academics and Student Success Committee
- Resources, Facilities, and Affordability Committee
- Governance and Compensation Committee
- Audit and Risk Management Committee

Consent Agenda

Tab 4 CONSENT RESOLUTION Program Suspension Regional Higher Education – Office Administration Technology
Tab 5 CONSENT RESOLUTION New Program EDU Hospitality Management
Tab 6 CONSENT RESOLUTION New Program EDU Theater Education
Tab 7 CONSENT RESOLUTION New Program ENT Project Management
Tab 8 CONSENT RESOLUTION New Program GRAD Translational Biomedical Science
Tab 9 CONSENT RESOLUTION New Program GVS Sustainability, Security, and Resilience
Tab 10 CONSENT RESOLUTION Name Change EDU Retail Merchandising and Fashion Product Development
Tab 11 CONSENT RESOLUTION Name Change ENT & HTC Computer Science

Report from the President

Unfinished Business

New Business
Communications, Petitions, and Memorials

Announcement of Next Stated Meeting Date

Adjournment
AGENDA
Academics and Student Success Committee
Ohio University – Athens, OH
Monday, May 11 2020
Online Meeting

Tab 2 UCM Branding Project

Tab 3 Faculty Senate Report

Consent Agenda & Program Items
  Tab 4 CONSENT RESOLUTION New Program EDU Hospitality Management
  Tab 5 CONSENT RESOLUTION New Program EDU Theater Education
  Tab 6 CONSENT RESOLUTION New Program ENT Project Management
  Tab 7 CONSENT RESOLUTION New Program GRAD Translational Biomedical Science
  Tab 8 CONSENT RESOLUTION New Program GVS Sustainability, Security, and Resilience
  Tab 9 CONSENT RESOLUTION Name Change EDU Retail Merchandising and Fashion Product Development
  Tab 10 CONSENT RESOLUTION Name Change ENT & HTC Computer Science
AGENDA
Resources, Facilities, and Affordability Committee
Ohio University
Monday, May 11, 2020

Tab 12 – RESOLUTION Undergraduate Zero Percent Increase 2020-21 Academic Year
Tab 13 – RESOLUTION Graduate Tuition, Rate and Fee Increases 2020-21 Academic Year
Tab 14 - RESOLUTION In-State Tuition, Ohio Graduate Students 2020-21 Academic Year
Tab 15 - RESOLUTION Undergraduate Scholarship Match Program Extension
Tab 16 - RESOLUTION Quasi-Endowments
Tab 17 - RESOLUTION Capital Projects
AGENDA
Governance and Compensation Committee Meeting
Ohio University
Monday, May 11, 2020
Online Meeting

Tab 18 - **RESOLUTION**: AFSCME Collective Bargaining Agreement
Tab 19 - **RESOLUTION**: Disaster Recovery
Tab 20 - **RESOLUTION**: Election of Board Chair
Tab 21 - **RESOLUTION**: Election of Board Vice Chair
The Audit and Risk Management Committee will not meet in May 2020.
Main Board Meeting
Article I. Corporate Authority and Bylaws

Section 1. The Board of Trustees of the Ohio University, a body corporate and politic, hereby adopts these Bylaws for the purpose of governing its activities in accordance with Chapter 3337 of the Ohio Revised Code.

Section 2. No Bylaws shall be enacted, amended, or repealed, except by a vote of a majority of the members (5 votes) of the Board authorized to vote, and then only after thirty (30) days notice of a proposed change has been given to all members.

Section 3. The Board shall comprise nine Trustees and two student Trustees, all appointed by the governor of the State of Ohio in accordance with Section 3337.01 of the Ohio Revised Code. The Board shall also include two national Trustees and the chair of the Ohio University Alumni Association Board of Directors or his or her designee. One national Trustee shall be appointed by the Board for a term of one year beginning on July 1, 2010.
One national Trustee shall be appointed by the Board for a term of three years beginning on July 1, 2010. Thereafter, both national Trustees shall serve terms of three years.

Section 4. The nine Trustees appointed by the Governor shall hold voting privileges. The two student trustees, the two national trustees and the chair of the Ohio University Alumni Association Board of Directors may not vote on Board matters but their opinions and advice will be actively solicited and welcomed in Board deliberations.

Article II. Officers of the Board

Section 1. Officers of the Board shall be as follows:

(a) Chair

(b) Vice-Chair

(c) Secretary

(d) Treasurer

Section 2. The Chair shall preside at all meetings of the Board, and unless otherwise directed by the Board, shall have the authority to appoint members of and to fill vacancies on all standing and special committees. He or she shall serve as Chair of the Executive Committee. Subject to these Bylaws, he or she shall fix the date and time of all regular, special, and emergency meetings, and perform such other duties as may be pertinent to the office of the Chair.

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

Section 4. The Secretary shall keep minutes of all Board meetings and shall promptly distribute copies to all Board members. He or she shall be responsible for the orderly preservation of all records pertaining to Board business, and shall perform all other duties customary to the office or assigned by the Chair or by Board action.
Section 5. The Treasurer shall be responsible for the fiscal management of the University, including supporting budget preparation, the preparation of all officially required financial reports, management of investments, coordination of audits with auditors, including federal and state auditors, overseeing relationships with financial reporting agencies, and all other financial responsibilities generally or specifically assigned by the Board or the President.

Article III. Election of Officers

Section 1. The Chair, Vice-Chair, Secretary, and Treasurer shall be elected annually by the Board.

Section 2. The Chair and Vice-Chair shall each serve for one year and shall be eligible for re-election to their respective offices. The Secretary and the Treasurer shall be eligible for annual election to these offices without a yearly limitation.

Section 3. In the event of a vacancy in an Officer position, the Board shall elect a successor from among its members to serve the remainder of the vacant term.

Article IV. The President and Presidential Duties

Section 1. On the basis of mutual good faith and any contractual relationship pointing to continuous service, the President of the University shall be elected from year to year subject to the terms of his or her employment agreement.

Section 2. The President shall attend all meetings of the Board and shall, in an advisory capacity, have a voice in its deliberations. He or she shall have the authority to initiate any subject at Board meetings.

Section 3. The President shall be responsible to the Board for the administration and discipline of the University.

Article V. Meetings

Section 1. Regular Meetings. The Board shall hold no fewer than five (5) regular meetings a year, with the date and time fixed in accordance with the provisions of Article II. Section 2.
Section 2. Special and Emergency Meetings. Special and emergency meetings may be held upon the call of the Chair or upon the written request of three (3) Board members to the Secretary.

Section 3. Notice of Meetings. The Secretary shall notify all Board members and the President at least five days in advance of all regular and special meetings and at least one day in advance of all emergency meetings. Public notice of all meetings shall be given in accordance with the requirements of Revised Code Section 121.22. Any person may determine the time and place of all regularly scheduled meetings and the time, place, and purpose of all special meetings by contacting University Communications and Marketing or on the internet at http://www.ohio.edu/trustees/.

Section 4. Attendance. It shall be the policy of the Board to require full attendance at all meetings of the Board and committees in accordance with Revised Code Section 3.17. Excuses for absence from meetings shall be communicated to the Secretary at least two (2) days before meetings. Persistent unreasonable absences in violation of Ohio law shall be cause, at the pleasure of the Chair, for reporting such delinquency to the appropriate authority of the State of Ohio.

Section 5. Quorum and Voting. Five Trustees appointed by the Governor, (the “Voting Trustees”) shall constitute a quorum for the conduct of the ordinary business of the Board. An affirmative vote of six Voting Trustees shall be necessary to elect or remove a President and an affirmative vote of five Voting Trustees shall be necessary to adopt any other resolution or action of the Board.

Section 6. Agenda. The Secretary shall consult with the chairs of the Standing Committees and then prepare a proposed agenda for each Regular Meeting. The proposed agenda shall be delivered to the President for his or her review and then to the Chair of the Board for final approval.

**Article VI. Standing and Special Committees**

Section 1. Standing Committees of the Board, consisting of no fewer than three (3) members each, shall be appointed annually or for longer terms by the Chair of the Board,
and each Standing Committee shall consider and make recommendations for action by the Board on the various policy matters enumerated below as follows:

1) Academics and Student Success
   a. Responsibilities will include the academic plan; enrollment management; student affairs and life; intercollegiate athletics; diversity; research and technology transfer policies and activities; information technology; communications and marketing; academic appointments; promotion and tenure policies and procedures; academic program reviews; and awarding of degrees. Responsibilities also include providing oversight for educational quality and engagement, student success by reviewing programs, accreditation, and efforts to create a culture of continuous improvement in student outcomes. The Committee will also review metrics for and evidence of quality, success, and affordability to inform Board decisions regarding governance, policy and strategy.

2) Audit and Risk Management
   a. Responsibilities will include the oversight of the internal audit functions, annual or other periodic audits of financial operations, the recommendation of the appointment of an external audit firm to the Board of Trustees, the receipt of the reports of the internal auditor and the external audit firm, and the university’s accountability and compliance procedures. Responsibilities also include assessing and reporting to the Board of Trustees respecting enterprise risks relating to the long-term fulfillment of the University’s teaching, research, and service mission, including but not limited to risks regarding safety, preservation of property, University and Board policies, fiscal integrity, strategic plans, and the necessary and proper conduct of the University’s business and affairs.

3) Governance and Compensation
   a. Responsibilities will include the recommendation of general governance policies and procedures, the nomination of Board officers and recommendation of candidates for future trustees and national trustees. At the last meeting in each fiscal year, the Committee shall review these Bylaws to determine whether any changes are appropriate and shall recommend any such changes to the Board of Trustees. Responsibilities also include assisting and making recommendations to the Board of Trustees respecting human resources and executive compensation programs and strategy for senior leadership positions. The Committee will also report to the Board respecting the effectiveness of
executive compensation, benefits, performance management; and the Committee may further report to the Board on these issues as they relate to other University compensation and human resources plans. The Committee is also responsible for the oversight of Affiliated Entities.

4) Resources, Facilities and Affordability
   a. Responsibilities will include financial operations; business, organization and practices; university advancement; relations with local, state, and federal legislative and administrative agencies; recommending of the schedule of tuition and fees; borrowing of funds (internal and external); naming, location, planning, construction, and maintenance and renovation of University facilities and grounds; the purchase, sale and lease of lands and buildings; reviewing and monitoring of all investments including the endowment; contract oversight on public utilities and other large contracts; and recommending of investment policy, advising the Board on investments and appointment of investment advisors to ensure compliance with Revised Code Section 3345.05. Responsibilities also include monitoring tuition, state appropriations, endowments, and annual giving; and overseeing efforts to maintain the University’s fiscal strength in order to improve student affordability and the quality of education.

Section 2. The Executive Committee shall be made up of the Chair and Vice Chair of the Board of Trustees and the Chairs of University Academics and Student Success, and the University Resources, Facilities, and Affordability Committees and have broad powers to act in all matters not deemed by the Chair of the Board and the President of the University as of importance to command the immediate attention of the entire Board. All actions of the Executive Committee shall be subject to approval by the Board, except those wherein the Board has delegated to the Executive Committee or the President full power to act for the Board.

Section 3. Special committees may be appointed by the Chair of the Board as the Board may deem necessary.

Section 4. The Chair of the Board and the President shall be ex-officio non-voting members of all Standing Committees and Special Committees.

Article VII. Parliamentary Authority
Section 1. When not in conflict with any of the provisions of these Bylaws, the Robert’s Rules of Order Newly Revised shall govern the proceedings of the Board.
Board of Trustees

Board Meeting Minutes

January 17, 2020
# TABLE OF CONTENTS

Roll Call .......................................................................................................................... 3  
Approval of Agenda ........................................................................................................ 3  
Approval of Minutes ....................................................................................................... 3  

Reports ................................................................................................................................ 3  
Report from Chair ........................................................................................................... 3  
Report from the President ............................................................................................... 4  

Committee Reports and Information Items ................................................................. 5  
Academics and Student Success Committee ................................................................. 5  
Resources, Facilities and Affordability Committee ....................................................... 6  
Audit and Risk Management Committee .................................................................. 14  
Governance and Compensation Committee ........................................................... 14  
Executive Committee .................................................................................................... 22  
Consent Agenda ............................................................................................................ 23  
Communications, Petitions, and Memorials ................................................................. 30  
Adjournment .................................................................................................................. 30  

Chair David Scholl called the January Meeting of the Ohio University Board of Trustees to order at 10:09am.

Roll Call

Board Secretary David Moore called roll.

Present: Chair David Scholl; Vice Chair Janelle Coleman, Trustees Steve Casciani, Cary Cooper, Matthew Evans, Victor Goodman, Peggy Viehweger; National Anna Harvey, Alumni Representative Casey Christopher, Student Trustees Austin McClain and Justin Kelley, President Duane Nellis, and Board Secretary David Moore.

Approval of Agenda

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

Approval of Minutes

Chair Scholl asked to approve the minutes of the October 2020 meeting of the Board of Trustees; Trustee Casciani moved to approve the minutes; Trustee Viehweger seconded; Chair Scholl called for a vote; with all in favor, the minutes were approved.

Reports

Report from Chair

Chair Scholl welcomed everyone and read the standards of conduct for the meeting.

Chair Scholl welcomed the Board’s newly appointed National Trustee, Anna Harvey and described her orientation the day before. Trustee Harvey replied that she was honored to serve and that she hoped her experience as an Athens native, an Alumni, and Faculty Member at NYU could be of assistance.

Chair Scholl reported that the Board had lunch with representatives from the Voinovich School and thanked Dean Weinberg for his assistance in coordinating the event. Chair Scholl also thanked Dean Weinberg for his panel discussion that reported on the return on investment and the engagement with the region that the Voinovich School has fostered is
substantial and enduring. Chair Scholl made special mention of the State House Majority Representative Jay Edwards, a proud alumnus, for sharing his time with the Board.

Chair Scholl also reported that the Board had a Integrated Strategic Update that informed all trustees on the university’s financial situation and the steady progress being made on the planned development and execution driven by the strategic framework.

Lastly, Chair Scholl reported that the Board had dinner with all of the university’s and had an opportunity to hear about their visions for, and challenges to, their efforts to reimagine the academic enterprise. Chair Scholl thanked them for their leadership.

**Report from the President**

Chair Scholl asked President Nellis to present his Presidential Report.

President Nellis shared some University leadership updates and points of pride, as well as an update of the progress being made toward aligning with the Strategic Framework. Topics included:

- Ohio University is ranked by Best Value Schools as the 8th most affordable online RN to BSN degree program.
- The Gladys W. and David H. Patton College of Education hosted its second biennial EdTalks, with presentations by four distinguished faculty about their “Big Idea.”
- OHIO hosted a lecture about Amish community leaders and celebrated a first-of-its-kind photo narrative book developed in response to negative stereotypes about the Amish.
- Recap of the Fall Commencement Ceremony.
- Ohio University’s Geography Department celebrated it’s 50th anniversary during Geography Awareness Week, where a notable alumnus was celebrated, and I had the honor of serving as keynote speaker.
- Ohio University recognized International Education Week Nov. 17-23 with a variety of events and activities aimed to celebrate the benefits of international education and exchange worldwide.
- Recap of a trip to Boise, Idaho to attend the Famous Idaho Potato Bowl with OHIO Football.
- Ohio University celebrated the 30th anniversary of the Infectious and Tropical Disease Institute.
- Select students, faculty members, and alumni will be highlighted for their recent achievements, research, and discoveries.
The Presidential Spotlight will featured Voinovich School of Leadership and Public Affairs Associate Professor Sarah Davis and a panel of speakers with an update on Open OHIO.

Chair Scholl thanked the President and stated it was time to move to committee reports.

**Committee Reports and Information Items**

**Academics and Student Success Committee**

Chair Scholl asked Committee Chair Cooper to give the Academics and Student Committee Report.

Committee Chair Cooper stated that the Academics and Student Success Committee received the Voinovich School’s Dashboard, and Intercollegiate Athletics Update and Dashboard, a report on RHE Alignment, and a Remediation Report.

**Consent Agenda Resolutions**

Committee Chair Cooper stated that the following resolutions were considered by the Committee as part of the Consent Agenda:

**CONSENT AGENDA RESOLUTION** New Program PCOE Early Childhood & Elementary Education

This resolution establishes the Bachelor of Science in Education in Early Childhood and Elementary Education in the Department of Teacher Education in the Patton College of Education.

**CONSENT AGENDA RESOLUTION** New Program CHSP Athletic Training

This resolution establishes the Doctor of Athletic Training in the School of Applied Health Sciences and Wellness in the College of Health Sciences and Professions.

**CONSENT AGENDA RESOLUTION** Name Change Applied Communication

This resolution establishes that the major in Applied Communication be renamed Communication.

**CONSENT AGENDA RESOLUTION** Name Change HCOM Family Medicine

This resolution establishes that the Department of Family Medicine in the Heritage College of Osteopathic Medicine be renamed the Department of Primary Care.
CONSENT AGENDA RESOLUTION Department Abolishment HCOM Geriatric Medicine & Gerontology

This resolution establishes that the Department of Geriatric Medicine/Gerontology in the Heritage College of Osteopathic Medicine be abolished.

CONSENT AGENDA RESOLUTION Program Reviews VOIN Environmental Studies

This resolution resolves that the Board of Trustees of Ohio University hereby accepts the program review for Environmental Studies.

Committee Chair Cooper stated that the committee recommends that these resolutions remain on the consent agenda and be approved by the Board later this morning. Chair Scholl thanked the Committee.

Resources, Facilities and Affordability Committee

Chair Scholl asked Committee Chair Viehweger to give the Resources, Finances, and Affordability Committee Report.

Committee Chair Viehweger reported that the committee received an update on Sustainability as well as information items in the agenda including the Treasury Update, the Financial Update, and the Facility Projects Update.

Additionally, Committee Chair Viehweger stated that the Committee considered the following resolutions.

Resolutions

Investment Policy Statement Resolution

Committee Chair Viehweger stated that this resolution (located on Tab 12 of the January, 2020 agenda) approves The Ohio University Foundation Investment Policy Statement as adopted by the Foundation’s Board on November 8, 2019, as it applies to the University endowment funds and long-term century bond funds.

The committee recommends the approval of this resolution.
CENTURY BOND, ENDOWMENT, AND NON-ENDOWMENT INVESTMENT POLICIES

RESOLUTION 2020 – 3814

WHEREAS, The Board of Trustees of Ohio University is required by Ohio Rev. Code §3345.05 to undertake certain actions in relation to administration of moneys that provide the following:

1) that title to investments derived from tuition, fees, subsidy and other revenues be held in trust by the Board of Trustees, and
2) that the Board of Trustees adopt an investment policy that complies with requirements of the statute, and
3) that the Board of Trustees establish an Investment Committee that meets at least quarterly, and

WHEREAS, the Board of Trustees has empowered to the Ohio University Foundation (OUF), through OUF’s Investment Committee, to act on its behalf in accordance with approved investment policies, and

WHEREAS, the Resources, Facilities and Affordability Committee of the Board of Trustees has reviewed and recommended formal adoption of The OUF Investment Policy Statement (IPS) as adopted by the Foundation’s Board on November 8, 2019 (New IPS). This applies to the OUF managed endowment funds, which are also covered by Ohio Law (Section 3345.16 of the Revised Code) and long-term investments associated with the University’s Century Bond and Deferred Maintenance Program, and

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

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

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees approves The New IPS as adopted by the Foundation’s Board on November 8, 2019, as it applies to the University endowment funds and long-term century bond funds.

BE IT FURTHER RESOLVED that the performance of the endowment and century bond investments, as well as any future modifications to The New IPS, will be presented to the Resources, Facilities and Affordability Committee for their review and approval as necessitated by changes to the New IPS.

BE IT FURTHER RESOLVED that the Board of Trustees re-affirms and empowers the OUF’s Investment Committee to act on its behalf in accordance with the New IPS (attached).

BE IT FURTHER RESOLVED that the New IPS supersedes all previously adopted investment related policies and all prior resolutions concerning previous investment policies of the Board of Trustees not specifically referenced herein shall be rescinded.
Committee Chair Viehweger motioned to approve the Investment Policy Statement Resolution; Trustee Casciani seconded the motion; Chair Scholl called for a vote; the resolution passed unanimously.

*The Foundation Investment Policy is located at the end of the minutes*
Capital Projects Resolution

Committee Chair Viehweger stated that this resolution (located on Tab 13 of the January, 2020 agenda) authorizes the university to begin implementation of the following projects:

- OUD Medical Education Building 2 Renovation
- OUL HVAC and Energy Efficiency Improvements Phase I
- Innovation Center Infrastructure Upgrades
- OUC Stevenson Center Roof Replacement
- Scripps Hall Ground Floor eSports Renovation
- OUE Health & Physical Education Center Roof Replacement

Committee Chair Viehweger stated that the committee recommends the approval of this resolution.
CAPITAL PROJECTS

APPROVAL TO PROCEED WITH DESIGN AND CONSTRUCTION

RESOLUTION 2020 - 3815

WHEREAS, construction and renovation projects with a total project budget of $500,000 or more require Board approval; and

WHEREAS, projects presented and recommended for Board approval have been subject to a multi-step planning process culminating in executive leadership review and approval by the Capital Funding and Priorities Committee (CF&PC); and

WHEREAS, the following projects are presented for Board approval:

**Design & Construction Requests:**

<table>
<thead>
<tr>
<th>Project</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUD Medical Education Building 2 Renovation</td>
<td>$6,800,000</td>
</tr>
<tr>
<td>OUL HVAC and Energy Efficiency Improvements Phase I</td>
<td>$1,730,000</td>
</tr>
<tr>
<td>Innovation Center Infrastructure Upgrades</td>
<td>$1,438,323</td>
</tr>
<tr>
<td>OUC Stevenson Center Roof Replacement</td>
<td>$832,659</td>
</tr>
<tr>
<td>Scripps Hall Ground Floor eSports Renovation</td>
<td>$650,000</td>
</tr>
<tr>
<td>OUE Health &amp; Physical Education Center Roof Replacement</td>
<td>$642,600</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.

Committee Chair Viehweger motioned to approve the Capital Projects Resolution; Trustee Evans seconded the motion; the resolution passed unanimously.
HCOM Building Naming Resolution

Committee Chair Viehweger stated that this resolution (located on Tab 14 of the January, 2020 agenda) resolves that the medical education building under construction at 191 West Union Street, Athens, Ohio, will be named Heritage Hall.

Committee Chair Viehweger stated that the committee recommends the approval of this resolution.
THE HERITAGE COLLEGE OF OSTEOPATHIC MEDICINE
NAMING OF HERITAGE HALL

RESOLUTION 2020 – 3816

WHEREAS, the Osteopathic Heritage Foundation (OHF), has provided generous and ongoing support to the Ohio University Heritage College of Osteopathic Medicine (Heritage College) through the historic $105 million grant, *Vision 2020: Leading the Transformation of Primary Care in Ohio* (*Vision 2020*); and

WHEREAS, the OHF recognizes the need for parity in state-of-the-art learning environments across the Heritage College Athens, Dublin, and Cleveland campuses; and

WHEREAS, the OHF approved the repurposing of $21 million of the *Vision 2020* grant to enable the construction of a new medical education building in Athens, contributing to the establishment of the Ohio University Union Street Green; and

WHEREAS, in consultation with the OHF and in recognition of their extraordinary generosity and the impact of their continued commitment to advancing osteopathic medical education at Ohio University, the Heritage College recommends the new medical education building at 191 West Union Street, Athens, be named Heritage Hall.

NOW, THEREFORE BE IT RESOLVED that the medical education building under construction at 191 West Union Street, Athens, Ohio, will be named Heritage Hall.

Committee Chair Viehweger motioned to approve the 2020 HCOM Building Naming Resolution; Vice Chair Coleman provided a second to the motion; Chair Scholl called for a vote; the resolution passed unanimously.
Committee Chair Viehweger stated that there were no further resolutions and no consent agenda items from the Resources, Facilities, and Affordability Committee.

Committee Chair Viehweger stated that detailed minutes of the committee’s discussions will be made available on the Board of Trustees website.

Chair Scholl thanked the Committee.
Audit and Risk Management Committee

Chair Scholl asked Acting Committee Chair Casciani to give the Audit and Risk Management Committee Report. Acting Committee Chair Casciani stated that the Audit and Risk Management Committee received the Chief Audit Executive’s Report from Jeff Davis and the External Auditor Update.

Acting Committee Chair Casciani stated that the committee went into Executive Session for a presentation on information security.

Acting Committee Chair Casciani stated that there were no consent agenda items and no resolutions from the Audit and Risk Management Committee.

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

Chair Scholl thanked the Committee.

Governance and Compensation Committee

Chair Scholl asked Committee Chair Goodman to give the Governance and Compensation Committee Report. Committee Chair Goodman reported that the Governance and Compensation Committee received the Annual Affiliated Entities Report.

Committee Chair Goodman stated that the committee introduced two resolutions introduced that were not in the Agenda. He summarized the resolutions as:

- University Human Resources sought approval to develop and implement two different Early Retirement Incentive Programs or a Voluntary Separation or Retirement Plan.
- The first plan would be provided for eligible tenured professors, tenured associate professors, and administrative staff who hold the academic rank of tenured professor or tenured associate professor excluding the Heritage College of Osteopathic Medicine.
- The second plan would be offered for residential custodial and custodial staff within the Vice President of Finance and Administration and Vice President for Student Affairs Planning Units.
- The plans are expected to open on or around February 3rd, close on or around March 30th and separation from service to occur by June 30, 2020.
- The President or his designee(s) in consultation with the Chair of the Board of Trustees is authorized to develop and implement such plans, in accordance with all applicable laws.
Committee Chair Goodman asked for the resolutions to be read.

The committee recommends the approval of the **EARLY RETIREMENT INCENTIVE PLAN(S) AND/OR VOLUNTARY SEPARATION OR RETIREMENT PLAN(S) FOR TENURED PROFESSORS, TENURED ASSOCIATE PROFESSORS, AND ADMINISTRATIVE STAFF WITH ACADEMIC RANK OF TENURED PROFESSOR OR TENURED ASSOCIATE PROFESSOR** resolution.
EARLY RETIREMENT INCENTIVE PLAN(S) AND/OR VOLUNTARY SEPARATION OR RETIREMENT PLAN(S) FOR TENURED PROFESSORS, TENURED ASSOCIATE PROFESSORS, AND ADMINISTRATIVE STAFF WITH ACADEMIC RANK OF TENURED PROFESSOR OR TENURED ASSOCIATE PROFESSOR

RESOLUTION 2020-3818

WHEREAS, due to ongoing budgetary concerns, the University has determined that for each of its campuses except Cleveland, that it needs to seek structural efficiencies in personnel costs in the following employee classifications collectively referred to as the “Planning Unit”: (1) tenured professors; (2) tenured associate professors; and (3) administrative staff with the academic rank of tenured professor or tenured associate professor. The Planning Unit does not include the Heritage College of Osteopathic Medicine; and

WHEREAS, the best interests of the University will be served by offering Planning Unit employees early retirement opportunities to effectuate structural efficiencies and to minimalize the need for other budgetary actions; and

WHEREAS, the voluntary separation and/or early retirement opportunities will be offered on or about February 3, 2020, to provide eligible employees sufficient time to decide whether to participate.

NOW THEREFORE BE IT RESOLVED that the President, or his designee(s), in consultation with the Chair of the Board of Trustees, is authorized to develop and implement an early retirement incentive plan(s) (“ERIP”) and/or a voluntary separation or retirement plan(s) (“VSRP”), in accordance with the rules of the Internal Revenue Service, State Teachers Retirement System, and the Ohio Public Employees Retirement System as the President deems appropriate, with the objective of reducing personnel in the Planning Unit.

BE IT FURTHER RESOLVED that the President, or his designee(s), is authorized to offer Planning Unit employees incentives for separation or retirement in accordance with the plan that may include severance on such terms as the President, in consultation with the Chair of the Board of Trustees, deems appropriate.

BE IT FURTHER RESOLVED that the President, or his designee(s), in consultation with the Chair of the Board of Trustees, may impose conditions for participating in an ERIP or VSRP, in accordance with the plan to attract the optimum number of participants and thereby achieve the appropriate level of benefit to the University.
BE IT FURTHER RESOLVED that the Chief Human Resource Officer is authorized to execute the plan document between Ohio University and the ERIP and VSRP participants and any other instruments, documents or conveyances necessary to effectuate and implement the plan.

Committee Chair Goodman motion that the Board approve this resolution; Trustee Cooper provided a second; Chair Scholl called for a vote; the resolution passed unanimously.
The committee also recommends the approval of the EARLY RETIREMENT INCENTIVE PLANS FOR UNIVERSITY RESIDENTIAL CUSTODIAL AND CUSTODIAL STAFF resolution.
EARLY RETIREMENT INCENTIVE PLANS FOR UNIVERSITY RESIDENTIAL CUSTODIAL AND CUSTODIAL STAFF

RESOLUTION 2020-3819

WHEREAS, due to budgetary concerns and after discussion with the bargaining unit, the University has determined its residential custodial and custodial staff within the Vice President for Finance and Administration and Vice President for Student Affairs Planning Units for all University campuses (“the Planning Unit”) should be offered an opportunity to participate in a mutually beneficial voluntary early retirement plan; and

WHEREAS, the best interests of the University will be served by offering Planning Unit employees early retirement opportunities to effectuate structural efficiencies and to minimalize the need for other budgetary actions; and

WHEREAS, the voluntary early retirement opportunities will be offered on or about February 3, 2020, to provide eligible employees sufficient time to decide whether to participate.

NOW THEREFORE BE IT RESOLVED that the President, or his designee(s), in consultation with the Chair of the Board of Trustees, is authorized to develop and implement an early retirement incentive plan (“ERIP”), in accordance with the rules of the Internal Revenue Service, and the Ohio Public Employees Retirement System as the President deems appropriate, with the objective of reducing residential and custodial staff levels within the Planning Unit.

BE IT FURTHER RESOLVED that the President, or his designee(s), is authorized to offer Planning Unit employees incentives for retirement in accordance with the plan that may include severance on such terms as the President, in consultation with the Chair of the Board of Trustees, deems appropriate.

BE IT FURTHER RESOLVED that the President, or his designee(s), in consultation with the Chair of the Board of Trustees, may impose conditions for participating in the ERIP, in accordance with the plan to attract the optimum number of participants and thereby achieve the appropriate level of benefit to the University.

BE IT FURTHER RESOLVED that the Chief Human Resource Officer is authorized to execute the plan document between Ohio University and the ERIP participants and any other instruments, documents or conveyances necessary to effectuate and implement the plan.

Committee Chair Goodman motion that the Board approve this resolution; Trustee Casciani provided a second; Chair Scholl called for a vote; the resolution passed unanimously.
The committee went into Executive Session to discuss the sale of real estate, the compensation of a public employee, and to confer with the general counsel regarding threatened or impending litigation.

Upon exiting Executive Session the committee introduced a resolution regarding Pilcher House.

The committee recommends the approval of the **DECLARATION OF SURPLUS PROPERTY PILCHER HOUSE, 10 E. UNION STREET, ATHENS OHIO**
DECLARATION OF SURPLUS PROPERTY
PILCHER HOUSE, 10 E. UNION STREET, ATHENS OHIO
RESOLUTION 2020-3817

WHEREAS, Ohio University holds title to the Pilcher House, located at 10 E. Union Street, Athens, Ohio (“Property”); and

WHEREAS, in March 2019, the Board of Trustees was presented the recommendations of the strategic review of the fifteen small houses, including the Property; and

WHEREAS, the Property is currently not serving any University purpose; and

WHEREAS, it was recommended that the Property be either sold with deed restrictions or the building be leased to a non-University entity; and

WHEREAS, the University has issued a Request for Proposals (“RFP”) to identify an entity to lease, renovate and reuse the property and proposals are due on January 20, 2020; and

WHEREAS, should the University not identify a lessee through the RFP, it is in the best interest of the University to sell or otherwise dispose of the property in a timely manner to minimize any additional deferred maintenance; and

WHEREAS, sale or other disposition of the property would generate revenues, reduce operating and maintenance costs, and be consistent with the goals of the University’s “Fearlessly First” Strategic Framework.

NOW THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees, hereby declares the Property to be surplus property.

BE IT FURTHER RESOLVED, provided the University is unable to lease the property through the current RFP process, that the President or his designee is hereby authorized to negotiate, evaluate, and otherwise transact, including but not limited to the execution of all necessary documents, the required parcel splits and disposition of the real property consistent with the requirements of Ohio law regarding the disposal, sale or other disposition of Ohio University’s real property.

BE IT FURTHER RESOLVED, that any disposition of the Property should include deed restrictions to ensure its use is limited to those that are compatible with the mission and strategy of the University.

Committee Chair Goodman motion that the Board approve this resolution; Trustee Viehweger provided a second; Chair Scholl called for a vote; the resolution passed unanimously.
Committee Chair Goodman stated that there were no further resolutions and no consent agenda items from the Governance and Compensation Committee.

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

Chair Scholl thanked the Committee.

Executive Committee

Yesterday morning, the Executive Committee met. We discussed a number of topics including a new periodic report to be developed related to Real Estate Public Private Partnerships and development and execution of The University-wide Marketing Plan, the status of an executive search in enrollment management, appointment of Trustee Cary Cooper to The Ohio University Foundation Board of Trustees, Ranking of US News & World Report Online Masters Programs, Inter-collegiate Athletics, an update on student discipline matters, and voluntary early retirement programs.

There were no resolutions or consent agenda items from the Executive Committee.

That concludes my report of the Executive Committee.
Consent Agenda
Chair Scholl stated that the Board had a modified Consent Agenda which retains the following resolutions:

**CONSENT RESOLUTION** New Program PCOE Early Childhood & Elementary Education
**CONSENT RESOLUTION** New Program CHSP Athletic Training
**CONSENT RESOLUTION** Name Change COMM Applied Communication
**CONSENT RESOLUTION** Name Change HCOM Family Medicine
**CONSENT RESOLUTION** Program Reviews VOIN Environmental Studies
**CONSENT RESOLUTION** Department Abolishment HCOM Geriatric Medicine

Chair Scholl asked if there was a motion to approve the Consent Agenda. Trustee Coleman motioned to approve the Consent Agenda; Trustee Goodman seconded the motion; Chair Scholl called for a vote; the resolution passed with all in favor.
WHEREAS, the Department of Teacher Education in the Patton College of Education is developing a new program Early Childhood and Elementary Education, and

WHEREAS, the proposed degree program was presented to the University Curriculum Council in December 2019, and

WHEREAS, the program will replace the Early Childhood Education program which is no longer permitted to offer licensure per Ohio 132nd General Assembly Senate Bill 216 starting in the 2020-21 academic year, and

WHEREAS, the program prepares teacher candidates to work with children ages 3 to grade 5, and

WHEREAS, the 125-credit hour program provides intensive and sustained clinical experiences paired with integrative coursework with emphasis on developmentally appropriate practices, inclusive environments, and critical pedagogy, and

WHEREAS, the program will be supported by the resources currently utilized in Early Childhood Education.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University hereby approves establishing the Bachelor of Science in Education in Early Childhood and Elementary Education in the Department of Teacher Education in the Patton College of Education.
WHEREAS, the School of Applied Health Sciences and Wellness in the College of Health Sciences and Professions is transitioning its athletic training degrees as mandated by the Commission on Accreditation of Athletic Training Education, and desires to establish the Doctor of Athletic Training, and

WHEREAS, the proposed degree program completed University Curriculum Council approval in November 2019, and

WHEREAS, the online degree consists of either an advanced clinical practice track or a clinical research track encompassing a minimum of 42 credit hours over four semesters with an option to receive a Clinical Informatics certificate, and

WHEREAS, present facilities and staff resources are sufficient to support a cohort of 25 students and expanding over time to 50 students per cohort with additional resource support.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University hereby approves establishing the Doctor of Athletic Training in the School of Applied Health Sciences and Wellness in the College of Health Sciences and Professions.
SCRIPPS COLLEGE OF COMMUNICATION

NAME CHANGE FOR THE

BACHELOR OF SCIENCE IN APPLIED COMMUNICATION

RESOLUTION 2020 – 3822

WHEREAS, the Scripps College of Communication supports a name change for the Applied Communication major to the Communication major, and

WHEREAS, the Scripps College of Communication will continue to award students a Bachelor of Science in Communication upon degree completion, and

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

WHEREAS, the program curriculum includes both applied and theoretical coursework, and the name change is a better representation of the curriculum and program aims, and

WHEREAS, prospective students struggle to understand the “Applied” prefix, and similar programs nationwide are commonly titled “Communication”, and

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

NOW THEREFORE, BE IT RESOLVED that the major in Applied Communication be renamed Communication.
HERITAGE COLLEGE OF OSTEOPATHIC MEDICINE

NAME CHANGE FOR THE

DEPARTMENT OF FAMILY MEDICINE

RESOLUTION 2020 – 3823

WHEREAS, the Heritage College of Osteopathic Medicine supports a name change for the Department of Family Medicine to the Department of Primary Care, and

WHEREAS, the proposed name change aligns with the Commission on Osteopathic College Accreditation Standards, and

WHEREAS, the proposed name change supports the college’s mission of educating physicians with emphasis on primary care and engagement in focused research within Appalachian and urban communities in Ohio, and

WHEREAS, the proposed name change will have positive impacts on faculty, staff, and students with improved efficiency, communication and support of collaboration, and

WHEREAS, the proposed name change will not affect business continuity, and department functions and processes will remain unchanged.

NOW THEREFORE, BE IT RESOLVED that the Department of Family Medicine in the Heritage College of Osteopathic Medicine be renamed the Department of Primary Care.
HERITAGE COLLEGE OF OSTEOPATHIC MEDICINE

ABOLISHMENT OF THE

DEPARTMENT OF GERIATRIC MEDICINE/GERONTOLOGY

RESOLUTION 2020 – 3824

WHEREAS, the Heritage College of Osteopathic Medicine supports abolishment of the Department of Geriatric Medicine/Gerontology, and

WHEREAS, the request for abolishment follows the recommendation of college leadership which has been through consultation and review by the Association of American Medical Colleges, and

WHEREAS, there are no faculty in the department nor are faculty specializing in geriatric medicine/gerontology required by college accreditors, and

WHEREAS, education of physicians in care of an aging population remains an important component of primary care training, and

WHEREAS, the abolishment will not affect the college curriculum or operations.

NOW THEREFORE, BE IT RESOLVED that the Department of Geriatric Medicine/Gerontology in the Heritage College of Osteopathic Medicine be abolished.
MAJOR, DEGREE, AND COLLEGE PROGRAM REVIEWS

RESOLUTION 2020 – 3825

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

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

WHEREAS, the Higher Learning Commission through its Criterion 4A requires, “The institution maintains a practice of regular program reviews.”

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby accepts the program review for the following program:

Voinovich School of Leadership and Public Affairs
  • Environmental Studies
Chair Scholl asked VP Sayres to share her presentation of the College Credit Plus program.

Communications, Petitions, and Memorials

Adjournment

Chair Scholl asked Secretary Moore to announce the date and location of the next meeting of the Board of Trustees. Secretary Moore reported that the Board of Trustees will meet on Thursday and Friday, January 16th and 17th, 2020 in Walter Hall on the Athens OH campus.

Chair Scholl adjourned the meeting at 10:24am.
THE OHIO UNIVERSITY FOUNDATION
INVESTMENT POLICY STATEMENT

CONTENTS
A. OVERVIEW
B. ROLES AND RESPONSIBILITIES
C. OBJECTIVES
D. SPENDING
E. ASSET ALLOCATION AND MANAGER STRUCTURE
F. PORTFOLIO MONITORING
G. ACKNOWLEDGEMENT
H. APPENDIX A – ASSET ALLOCATION FOR ENDOWMENT
I. APPENDIX B – ASSET ALLOCATION FOR CENTURY BOND PORTFOLIO

September 4, 2019
A. OVERVIEW

Purpose
This Investment Policy Statement establishes the investment objectives, policies, and guidelines for the administration and investment of the Endowment and Century Bond portfolios. All interested parties, including trustees, staff, and external agents, shall adhere to the investment policies and guidelines set forth in this Investment Policy Statement.

Scope
The investment portfolios listed below will be managed in accordance to this Investment Policy Statement.

Endowment portfolio – This portfolio is comprised of The Ohio University (“University”) and The Ohio University Foundation (“Foundation”) endowments and quasi-endowments, as well as a portion of University and Foundation working capital.

Century Bond portfolio – This portfolio is comprised assets held by the Century Bond Program.

Fiduciary Duty
In seeking to attain the objectives set forth in this Investment Policy Statement, all fiduciaries shall exercise the utmost prudence and care at all times. All investment actions and decisions must be based solely in the best interest of the investment portfolios. Fiduciaries must provide full and fair disclosure of all material facts regarding any potential risks and conflicts of interests.

B. ROLES AND RESPONSIBILITIES

Board of Trustees
The University’s Board of Trustees has entrusted the oversight of the Endowment and Century Bond portfolios to the Investment Committee of the Foundation (“Investment Committee”). The key duties of the University’s Board of Trustees are as follows:

- Delegate oversight of the investment portfolios to the Investment Committee.
- Review and approve the Investment Policy Statement.
- Receive annual reports from the Investment Committee on portfolio performance.
**Investment Committee**

The Investment Committee is a standing committee that is authorized to engage in activities necessary and appropriate to successfully manage the investment portfolios and fulfill their fiduciary responsibility. The key duties of the Investment Committee are as follows:

- Review and approve the Investment Policy Statement.
- Establish acceptable objectives and risk tolerances.
- Appoint, retain, or dismiss external agents.
- Review and approve asset allocation targets and permissible ranges.
- Report investment results to the University Board of Trustees and Foundation Board.
- Review and evaluate performance against relevant benchmarks and peer institutions.
- Delegate responsibilities associated with the investment and reinvestment of assets as needed.
- Hold sufficient number of in-person and telephonic meetings, but not less than four annually, to provide effective administration and oversight of the investment portfolios.

**Investment Staff**

The investment staff is accountable for the daily management of the investment portfolios. The key duties of investment staff are as follows:

- Review, recommend, and update approved changes to the Investment Policy Statement and asset allocations targets and permissible ranges in conjunction with investment consultant.
- Source, evaluate, and recommend traditional and alternative investments in conjunction with investment consultant.
- Conduct due diligence on traditional and alternative investments.
- Monitor and report on traditional and alternative investments.
- Execute approved actions and rebalancing in conjunction with investment consultant.
- Prepare and present investment reports in conjunction with investment consultant.
- Serve as primary contact for Investment Committee and external agents.

**External Agents**

The Investment Committee will delegate certain functions to external agents when deemed most prudent and appropriate. In performing a delegated function, the external agent owes a duty to the University and Foundation to exercise the utmost care, skill, and diligence related to the scope and terms of the delegation. A representative list of external agents is as follows:
**Investment Manager** – An investment manager will manage assets in accordance with the Investment Policy Statement and their respective mandate. The Investment Committee may terminate an investment manager at any time. The key duties of an investment manager are as follows:

- Exercise discretion in regards to buying, holding, or selling assets.
- Provide performance reporting on regular basis, preferably monthly, but not less than quarterly.
- Notify all interested parties of any material changes, including ownership, philosophy, strategy, financial condition, personnel, etc.
- Provide relevant market information and investment research as requested.
- Report to Investment Committee, investment consultant, and investment staff as requested.
- Vote proxies promptly and in the best interest of the investment portfolios (except for mutual funds, ETFs/ETNs and commingled funds).

**Custodian** – A custodian is responsible for the safekeeping of assets and other administrative tasks. The key duties of a custodian are as follows:

- Provide recordkeeping and reporting.
- Collect investment income and principal.
- Trade receipt, capture, and settlement.
- Administer corporate actions, proxy voting, and class actions.

**Investment Consultant** – An investment consultant will provide advice and services for the investment portfolios consistent with the investment policies and guidelines set forth in this Investment Policy Statement and their respective Investment Advisory Agreement. On a periodic basis, but no less than every four years, the Investment Committee will review and evaluate the appropriateness and effectiveness of an investment consultant in fulfilling their responsibilities. The key duties of an investment consultant are as follows:

- Review, recommend, and update asset allocation targets and permissible ranges.
- Source, evaluate, and recommend traditional and alternative investments.
- Conduct initial and ongoing due diligence for all investments.
- Monitor and report on all investments, including monthly flash and quarterly report.
- Recommend portfolio rebalancing transactions as appropriate.
- Review, recommend, and update approved changes to the Investment Policy Statement.
- Work with investment staff to execute approved transactions.
• Review, recommend, and update benchmarks for all investments.
• Prepare and present investment reports for Investment Committee meetings.
• Conduct custodian search and benchmarking when requested.
• Act as an extension of investment staff to help manage back office tasks.

C. OBJECTIVES

Return
Endowment Portfolio – The long-term objective is to achieve a total return averaging at least the sum of the spending rate, administrative fee, and inflation. A total return in excess of this amount will provide for long-term growth of the portfolio. The Investment Committee will aim to achieve its return goal while maintaining acceptable risk levels, preserving capital, and reducing volatility through portfolio diversification. Overall, this portfolio will be managed to meet the following objectives:

• Obtain an annualized nominal return greater than or equal to the long-term return objective.
• Attain a nominal return greater than or equal to a weighted composite or policy index.
• Achieve intergenerational equity in order to preserve equity among generations.

Century Bond Portfolio – The long-term objective is to maximize total return. The Investment Committee will aim to achieve its return goal while maintaining acceptable risk levels, preserving capital, and reducing volatility through portfolio diversification. Overall, this portfolio will be managed to meet the following objectives:

• Attain a nominal return greater than or equal to a weighted composite or policy index.
• Ensure the Century Bond Debt Reserve Fund has sufficient assets to repay principal at maturity.

Risk
The focus will be on total portfolio risk, not risk related to a specific asset class or category. The total portfolio risk of each portfolio will be managed within prudent risk limits, subject to the asset class targets set by the Investment Committee. The goal is to achieve superior risk-adjusted returns. The portfolio risk of each portfolio will be monitored on an ongoing basis.
D. SPENDING

General

Endowment Portfolio – Refer to the Foundation’s Spending Policy for further information.

Century Bond Portfolio – The purpose of the Century Bond portfolio is to support the University’s capital improvement projects.

Spending Formula

Endowment Portfolio – Refer to the Foundation’s Spending Policy for further information.

Century Bond Portfolio – Spending is not based on a prescribed formula like the Endowment, as it is more dependent on the timing and amount of capital improvement projects, interest payments, and Century Bond Internal Bank liquidity as approved by the University Board of Trustees.

E. ASSET ALLOCATION AND MANAGER STRUCTURE

Asset Allocation Policy

Asset allocation is a key determinant of returns over the long-term. Therefore, asset allocation decisions for the portfolios will be based on a comprehensive asset allocation study. The asset allocation study will incorporate the expected return, risk, and correlation of eligible asset classes, as well as the overall expected return and risk of various model portfolios of these asset classes. The expected return and risk of the model portfolios will be evaluated in terms of their ability to best meet the portfolios long-term objectives. Based upon this analysis, an asset allocation policy with permissible percentage targets and ranges for each eligible asset class will be established for the portfolios. The asset allocation policy will be reviewed at least annually with a more comprehensive review every three to five years. For an illustration of the current asset allocation policy ranges for the investment portfolios refer to Appendices A and B, respectively.

Asset Categories

Investments will generally fall into one of four asset categories. Each category serves a specific role within a portfolio. An allocation to all four categories can provide diversification to major market risk factors while establishing a simple framework to review the exposures within the portfolio. The categories are as follows:
Global Equity – Intended to be the primary source of long-term capital appreciation for the portfolio. While this category has higher expected returns than fixed income, it also has higher expected volatilities. Sub-categories include public and private equity, as well as hedged equity.

Global Fixed Income – Intended to offset the volatility of equities, particularly during market downturns, as well as provide deflation protection. This category is comprised primarily of fixed income securities, which are categorized as interest rate sensitive and credit sensitive. Sub-categories include both public and private debt.

Real Assets – Intended to insulate the portfolio from inflation shocks and to provide a source of non-correlating returns with other asset categories. This category consists of both public and private investments in real estate, natural resources (e.g., energy, agriculture, timber), and infrastructure (e.g., power generation, mid-stream energy and Master Limited Partnerships “MLPs”).

Diversifying Strategies – Intended to provide diversification from systematic market risk, with the primary determinant of returns typically derived from manager skill (alpha) rather than the market (beta). Sub-categories may include liquid, semi-liquid, and illiquid non-directional strategies that seek low correlations to the public equity and fixed income markets.

Diversification
The investment portfolios will be invested across a broad range of asset classes and investment managers to reduce overall risk and stabilize returns. A globally diversified portfolio, with uncorrelated returns from various assets should reduce the variability of returns across time.

Rebalancing
In general, the asset allocation should track the targets set by the Investment Committee. However, there may be times that allocations differ from targets, but within ranges, for various reasons, including market fluctuations, moving to new targets over time, and tactical decisions based on valuations, risks, and opportunities. In addition, alternative asset classes may require a longer period of time to achieve target allocations.

The investment consultant and staff will monitor the asset allocation for the portfolios and attempt to stay within the permissible ranges for each asset category set forth in Appendices A and B. The need for rebalancing should be addressed at least quarterly, or more frequently if warranted by events. Rebalancing should be done only after considering the effect that transaction costs, liquidity
considerations, and market impact will have on the overall portfolios. Whenever possible, portfolio cash should be used to rebalance in a cost effective manner. If the portfolios are close to or outside of the permissible ranges, the investment consultant and staff will develop a plan of action to rebalance.

In the event that the Foundation receives a gift that is determined by the Foundation’s leadership to be transformational, the investment of such funds into the endowment investment portfolio shall be done deliberately over the course of one year, but not in less than two quarterly installments. The determination of what constitutes a transformational gift shall be made by the Foundation leadership, but shall be a minimum of 5% of the corpus of the fund at the end of the month in which the funds are received.

**Liquidity**

The portfolios have a long-term investment horizon with relatively modest liquidity needs. For this reason, the portfolios can tolerate short and intermediate term volatility, providing that the long-term returns meet or exceed objectives. Accordingly, the portfolios may take advantage of less liquid investments, including hedge funds, private equity, private debt, and private real assets, which typically offer higher risk-adjusted returns. To ensure adequate liquidity for distributions and rebalancing purposes, the investment consultant and staff will monitor the liquidity of both portfolios taking into account the overall liquidity needs of the University.

**Manager Structure**

The assets in each asset class will be invested in accounts managed by third party investment managers. Investment managers of varying types and styles (e.g., SMAs, ETFs, mutual funds, commingled funds, growth, value, active, passive, etc.) may be employed within each asset class. Multiple investment managers may be utilized within an asset class. In highly efficient areas of the capital markets, the investment committee will consider using index funds and other structured strategies (e.g., smart beta, enhanced indexes, factor strategies, etc.). The investment manager’s strategy will be evaluated regarding its effectiveness in complementing the portfolio’s other investment managers in order to achieve the desired result.

**F. PORTFOLIO MONITORING**

The Investment Committee will monitor and review investment performance on an ongoing basis. Performance results for each asset class and investment manager will be included in the quarterly report to the Investment Committee. The investment managers will be evaluated based
on longer-term performance or full market cycles to avoid variations in performance due to short-term volatility. The investment managers will be assessed based on the following criteria:

- A market index most closely matched to the investment manager’s respective mandate.
- A peer comparison of investment managers may also be utilized.
- Material changes to an investment manager’s fees, firm, philosophy, strategy, and personnel.
- Performance will be evaluated over a three to five year time horizon. However, shorter-term results will be monitored on a regular basis and earlier action may be taken.
- Compliance with the Investment Policy Statement and respective mandate.
- Any other relevant information, including effective correspondence.
G. ACKNOWLEDGEMENT

We recognize the importance of adhering to the mission and strategy detailed in this policy. We agree to work to fulfill the objectives stated herein, within the guidelines and restrictions, to the best of our ability. We acknowledge that open communications are essential to fulfilling this mission, and therefore, recognize that suggestions regarding appropriate adjustments to this policy or the manner in which investment performance is reviewed are expected.

_______________________________   ______________________
Ohio University Foundation        Date

_______________________________   ______________________
Fund Evaluation Group, LLC        Date
## H. APPENDIX A – ASSET ALLOCATION FOR ENDOWMENT PORTFOLIO

<table>
<thead>
<tr>
<th>ASSET CATEGORY</th>
<th>TARGET ALLOCATION</th>
<th>ALLOWED RANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GLOBAL EQUITY</strong></td>
<td></td>
<td>30-70%</td>
</tr>
<tr>
<td>Public Equities</td>
<td></td>
<td>20-60%</td>
</tr>
<tr>
<td>U.S.</td>
<td>17%</td>
<td>5-35%</td>
</tr>
<tr>
<td>International Developed</td>
<td>13%</td>
<td>5-25%</td>
</tr>
<tr>
<td>Emerging Markets</td>
<td>4%</td>
<td>0-15%</td>
</tr>
<tr>
<td>Global Equity</td>
<td></td>
<td>0-15%</td>
</tr>
<tr>
<td>Hedged Equity</td>
<td>5%</td>
<td>0-10%</td>
</tr>
<tr>
<td>Private Equity</td>
<td>16%</td>
<td>0-20%</td>
</tr>
</tbody>
</table>

**GLOBAL FIXED INCOME** | | 10-40% |
| Interest Rate Sensitive | | 5-40% |
| Core (Investment Grade) | 10% | 5-40% |
| Inflation Protected (TIPS) | | 0-20% |
| Cash | | 0-20% |
| Credit Sensitive | | 0-20% |
| Liquid | | 0-15% |
| Private Debt | 10% | 0-10% |

**REAL ASSETS** | | 10-30% |
| Real Estate | | 0-15% |
| REITs | 3% | 0-10% |
| Private Real Estate | 5% | 0-6% |
| Natural Resources | | 0-10% |
| Commodities | | 0-10% |
| Private Energy | 5% | 0-8% |
| Infrastructure | | 0-10% |
| Public NR/Infrastructure | 4% | 0-10% |
| Private NR/Infrastructure | | 0-8% |

**DIVERSIFYING STRATEGIES** | 8% | 0-30% |
## I. APPENDIX B – ASSET ALLOCATION FOR CENTURY BOND PORTFOLIO

<table>
<thead>
<tr>
<th>ASSET CATEGORY</th>
<th>TARGET ALLOCATION</th>
<th>ALLOWED RANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GLOBAL EQUITY</strong></td>
<td>30-70%</td>
<td></td>
</tr>
<tr>
<td>Public Equities</td>
<td>20-60%</td>
<td></td>
</tr>
<tr>
<td>U.S.</td>
<td>21%</td>
<td>5-35%</td>
</tr>
<tr>
<td>International Developed</td>
<td>15%</td>
<td>5-25%</td>
</tr>
<tr>
<td>Emerging Markets</td>
<td>5%</td>
<td>0-15%</td>
</tr>
<tr>
<td>Global Equity</td>
<td>0-15%</td>
<td></td>
</tr>
<tr>
<td>Hedged Equity</td>
<td>5%</td>
<td>0-10%</td>
</tr>
<tr>
<td>Private Equity</td>
<td>12%</td>
<td>0-20%</td>
</tr>
<tr>
<td><strong>GLOBAL FIXED INCOME</strong></td>
<td>10-40%</td>
<td></td>
</tr>
<tr>
<td>Interest Rate Sensitive</td>
<td>5-40%</td>
<td></td>
</tr>
<tr>
<td>Core (Investment Grade)</td>
<td>14%</td>
<td>5-40%</td>
</tr>
<tr>
<td>Inflation Protected (TIPS)</td>
<td></td>
<td>0-20%</td>
</tr>
<tr>
<td>Cash</td>
<td></td>
<td>0%-20%</td>
</tr>
<tr>
<td>Credit Sensitive</td>
<td>0-20%</td>
<td></td>
</tr>
<tr>
<td>Liquid</td>
<td></td>
<td>0-15%</td>
</tr>
<tr>
<td>Private Debt</td>
<td>6%</td>
<td>0-10%</td>
</tr>
<tr>
<td><strong>REAL ASSETS</strong></td>
<td>10-30%</td>
<td></td>
</tr>
<tr>
<td>Real Estate</td>
<td>0-15%</td>
<td></td>
</tr>
<tr>
<td>REITs</td>
<td>3%</td>
<td>0-10%</td>
</tr>
<tr>
<td>Private Real Estate</td>
<td>3%</td>
<td>0-6%</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>0-10%</td>
<td></td>
</tr>
<tr>
<td>Commodities</td>
<td></td>
<td>0-10%</td>
</tr>
<tr>
<td>Private Energy</td>
<td>3%</td>
<td>0-8%</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>0-10%</td>
<td></td>
</tr>
<tr>
<td>Public NR/Infrastructure</td>
<td>3%</td>
<td>0-10%</td>
</tr>
<tr>
<td>Private NR/Infrastructure</td>
<td></td>
<td>0-8%</td>
</tr>
<tr>
<td><strong>DIVERSIFYING STRATEGIES</strong></td>
<td>10%</td>
<td>0-30%</td>
</tr>
</tbody>
</table>
Chair Scholl called the meeting to order at 7:35am.

Present: Chair David Scholl; Trustees Steve Casciani, Cary Cooper, Matthew Evans, Victor Goodman, Eileen Sheil, Viehweger; Student Trustees Austin McClain and Justin Kelley, President Duane Nellis, Executive Vice President’s Deb Shaffer and Chaden Djalali, General Counsel Barb Nalazek, and Board Secretary David Moore.

The Executive Committee discussed a number of topics including a new periodic report to be developed related to Real Estate Public Private Partnerships and development and execution of The University-wide Marketing Plan, the status of an executive search in enrollment management, appointment of Trustee Cary Cooper to The Ohio University Foundation Board of Trustees Additionally, the Trustees discuss the ranking of US News & World Report Online Masters Programs, Inter-collegiate Athletics, student discipline, and voluntary early retirement programs.

There were no resolutions or consent agenda items from the Executive Committee.

Chair Scholl adjourned the meeting at 10:50 am.
Board Chair Dave Scholl called the meeting to order. Vice Chair Coleman opened the Joint Committee session. Also present were Trustees Steve Casciani, Cary Cooper, Matthew Evans, N. Victor Goodman, and Eileen Sheil, Alumni Representative Casey Christopher, National Trustee Anna Harvey, Student Trustees Justin Kelley and Austin McClain, Faculty Representatives Sara Helfrich and Susan Williams, President Nellis, and Board Secretary Moore.

- **Review of Fearlessly First – Strategic Framework**

President Nellis opened the Committee session by reviewing the *Fearlessly First* framework and the eleven strategic initiatives being undertaken to reshape OHIO in response to the changing higher education landscape. President Nellis emphasized the roles and accountability of leadership and the Board in reimagining the enterprise while preserving financial stability and ensuring a sustainable future as a relevant, 21st century institution. This integrated presentation is a compilation by the University’s leadership, addressing several strategic initiatives, enrollments and multi-year budget impact.

- **Enrollments, FY20 Financial Forecast & Budget Update FY21**

SVP Shaffer reminded the trustees that the university has a strong balance sheet and ratios providing a position of financial strength to address today’s pressures and challenges. The reserves of the university are managed in discrete buckets, ensuring adequate balances have been set aside for endowed assets and long-term debt obligations and provide liquid resources for strategic activities.

The current FY20 forecast reflects a $13.5M use of overall reserves versus the budgeted use of $26.2M, a reduction in projected FY20 reserve use of $10M+ (does not include any estimates yet on the VSRP / ERIP plans discussed at this meeting). This was driven by a significant action taken last Fall to contain expenditures and buoy reserves was to eliminate university-wide vacant positions with corresponding reductions in unit base budgets. Position hiring requests are now managed for approval through a hiring review process led by the President, EVPP and SVP.

EVPP Djalali reminded the Trustees of the activities of the SEEC, Strategic Executive Enrollment Committee, to analyze and oversee the University’s enrollment planning. Interim Vice Provost for Enrollment Management Candace Boeninger provided an update on the Fall 2019 enrollments noting a 5.2% decline over the previous Fall. Lower enrollments have impacted Athens undergraduate (UG) credit hour production, contributing to a downward trend of 11.7% from Fall 2016 to 2019 with 4-year trends varying by college. Several factors impacting overall enrollments include the increase in early and
on-time graduations as well as the decline in new and transfer enrollments. Preliminary Spring 2020 enrollments reflect a 6.2% lag over Spring 2019 at this same time.

Interim VPEM Boeninger provided an update on the Fall 2020 enrollment cycle, noting current milestones and Fall 2020 acceptances are up over prior years following the December 1 early action deadline. February 1 is the regular application deadline with financial aid packages to be sent in mid-February. As the May 1 acceptance reply deadline and summer approach, families and students will be adjusting their choices as scholarship awards are considered. This enrollment cycle is expected to yield new competitive pressures. Boeninger noted that the possibility of ‘poaching’ students across institutions looms larger than in the past due to easing of regulations but assured the Trustees that the enrollment team is continuously monitoring the activities.

Trustees discussed the competitive enrollment environment and how success might be achieved through targeted aid assistance and awards. Boeninger advised that student surveys are conducted as to why students do not choose OHIO and stressed the awarding of aid is a nuanced art. There are many variabilities across the state which impact individual institutions’ success in leveraging aid - chasing any one institution’s method or model is not a successful strategy. OHIO’s financial aid leveraging strategy is being modeled with the assistance of external consultants.

SVP Shaffer reminded that the primary driver for tuition, fees and SSI revenue is budgeted enrollments. Based on the work of the SEEC the current long-term enrollment forecasts versus the enrollment projections shared with the Board in June have been recast downward for each student demographic. Undergraduate enrollment declines are unchanged from the projections discussed at the October meeting, reflecting approximately 1,700 fewer headcount in FY24 than FY19. The FY24 revenue projection is flat with FY19, but revenues projected for FY24’s lower enrollments are based on attaining a higher mix of non-resident enrollments.

Graduate enrollment projections are lower than shared in June. College of Business Dean Hugh Sherman shared that the revised SEEC graduate projections reflect a flattening out with no new growth in traditional programs and slight growth for online and professional programs that are already in development. No enrollments are forecast for new programs on the horizon which have not yet been approved for development. The traditional graduate programs on the Athens campus do not contribute monetarily to revenues since tuition is typically offset by fee waivers for student teaching and research assistantships. The opportunity for graduate enrollment growth is in professional graduate programs, nationally a highly competitive area which has experienced significant growth over the last 3 years. Online program managers like Pearson are losing money because of their massive new program development efforts. Industry vendors are emerging in the marketplace and working with progressive institutions on programs in demand.

Dean Sherman stated the graduate enrollment forecast is cautiously conservative. OHIO has applied aggressive contract management, renegotiating terms for sharing revenue and the costs of marketing and development when working with on-line program managers (OPM). Vendor programs have proliferated due to academic institutions’ reluctance to invest internally on development of professional
and online / hybrid graduate programs. Dean Sherman provided the Trustees with some specific details regarding the College of Business’s (CoB) experiences with program content vendors, noting that the CoB works closely with OPM vendors to control content and marketing. CoB’s professional programs are successful due to the college’s great connection with employers and the flexible and high caliber programs offered. Program quality is ensured by only utilizing top teaching faculty, advisors and continuous engagement of students through technology and valuable experiential learning opportunities. Dean Sherman shared that employers are exhibiting increased skepticism regarding the types and quality of educational benefits they are willing to absorb for their employees.

SVP Shaffer discussed other pressures and challenges to the FY21-26 multi-year budgeting including the impact of accelerated graduation rates and declining enrollments on the current and future UG SSI projections, slower realization of new program enrollments and revenues by the colleges, and plans for continued investments in student aid and other targeted areas.

- Levers: Immediate and Short-Term Responses to Budget Challenges

SVP Shaffer reviewed the base budget actions that have been taken since FY17 as well as actions under consideration to address the projected budget deficits. She reinforced leadership’s commitment to work toward the goal to use reserves at no more than the $65M originally approved by the Board.

Several actions have been taken in the area of personnel costs. The President, EVPP and SVP have instituted a weekly Hiring Review meeting to review and prioritize positions approved for hire. To provide leadership with another lever to right-size units for structural efficiency, at this meeting the Board will be asked to authorize the offering of targeted early retirement incentive plans to custodial staff and voluntary separation or retirement plans to eligible faculty. Upon authorization from the Board, plan details will be finalized and eligible faculty and staff will be offered the opportunity to participate in their applicable plan.

Other efficiency actions being considered to reduce or contain costs include optimizing service areas like marketing/communication, employee services and others for efficiencies/redundancies; reinstituting and strengthening adherence to institutional spending guidelines; and instructional efficiencies such as continued examination of duplication of course sections across the institution, low enrollment courses and programs, and times and methods for offering courses. Healthcare strategy is being reviewed for plan design efficiencies by HR, the Deans from HCOM and CHSP, and external partners.

- Marketing & Branding Update

Vice President for University Communication and Marketing Robin Oliver discussed the University’s market research project undertaken last year with Edelmann Research. A competitive landscape analysis was conducted between September and November 2019. Internal and external audiences were surveyed online regarding priorities for decision making associated with undergraduate education and choices. Survey audiences were comprised of both traditional and non-traditional prospective students and
parents, current students, alumni and faculty/staff. VP Oliver discussed the final report’s summary findings and highlighted some takeaways and opportunities:

- Top college and university decision criteria for students and families were safety, affordability, and good value of the investment; parents also prioritized high job placement rate after graduation
- There is a preference for in-state public institutions, especially among non-traditional students
- Awareness ratings of OHIO versus UC, OSU, and Miami, for the Top 10 Consideration Factors for selection of an institution reflected:
  o Among external audiences, there was low connectivity of OHIO to several specific consideration factors; this could be attributed to OHIO’s absence of brand marketing
  o Among internal audiences, the higher connectedness reflected in the ratings underscored the strong positivity of alumni, current students and those with OHIO knowledge
- Alumni are a key resource in providing strong favorable messaging

VP Oliver noted that the survey audience sample sizes, 600 external and 249 internal, were considered appropriate for the type of surveying, although OHIO’s alumni participation was deemed a bit lower than expected. The research results are not surprising and highlight the opportunity to raise awareness through articulating our brand. This Spring, UCM efforts will focus on brand development, commencing when an agency partner is selected following the RFP process. A Communication and Marketing Plan is also currently underway and will involve campus, leadership and members of the Board.

- OHIO Guarantee+

Information on OHIO Guarantee+, the expansion of the OHIO Guarantee program, was released this week. The expansion builds on the original OHIO Guarantee’s comprehensive fixed tuition and fees program with additional components to be rolled out over the next three years. First is the Graduation Plan, a mutual commitment to finish on time and on plan. The student commits to the plan up front and the university commits to providing the necessary offerings for each student’s college career, beginning to end and both in the classroom and experiential learning experiences, that allow for their on-time graduation. The Graduation Plan component will be rolled out over the next three years with each new incoming cohort. The second component, available immediately, provides Lifelong Benefits available to students and alumni including career services, coaching and alumni-only scholarships.

- One OHIO Update

One OHIO initiatives continue to move forward, with some initiatives being consolidated into the Strategic Framework’s 11 Strategic Initiatives. University system-wide coordination of schedules and course offerings to all campuses will occur by Spring 2021.

Trustee Scholl noted his appreciation of leadership’s recognition of the critical need to address change and for instilling a sense of teamwork and urgency to bring about bold solutions and innovations.
Reimagine the Academic Enterprise

Chief Strategy and Innovation Officer Brad Cohen discussed activities to date and planned for gathering broad input regarding the Reimagine the Academic Enterprise strategic initiative. This initiative is about redesigning the institution’s structures and processes to meet the expectations of students and changing demands of the marketplace. Opportunities for campus constituents’ participation have included the kick-off at a President’s Breakfast for Progress, the Day of Engagement which garnered participation from 600+ students, faculty and staff, and various online feedback options.

CSIO Cohen reviewed some of today’s higher education realities, expectations and essentials for successfully emerging as a relevant 21st century institution. Additional opportunities for engagement will be offered throughout Spring. Shared governance and institution-wide collaboration will be promoted along with regular communication updates and requests for feedback provided to the campus community.

CSIO Cohen shared that a roadmap to achieving a reimagined institution will be framed by early Fall 2020. Trustee Harvey suggested that in imagining the institution for the future, consideration be given to backward engineering to derive the reimagination roadmap. Cohen assured Trustees that Chief Information Officer, Chris Ament is included in all Reimagine discussions as well as the Digital Transformation initiative, recognizing that technology is driving much of today’s higher education dynamics.
Committee Chair Peggy Viehweger called the meeting to order. Committee members present included Trustee Steve Casciani, Alumni Representative Casey Christopher and Student Trustee Austin McClain. Other board members present included Chair Dave Scholl, Vice Chair Janelle Coleman, Trustee Cary Cooper, Trustee Matthew Evans, Trustee N. Victor Goodman, Trustee Eileen Sheil, National Trustee Anna Harvey, Student Trustee Justin Kelley, Faculty Representative Sara Helfrich, Faculty Representative Susan Williams, President Nellis, and Board Secretary David Moore.

- **Resolution, Investment Policy Statement (IPS)**

Senior Vice President for Finance and Administration Deb Shaffer updated the Trustees on the investment advisor transition to Fund Evaluation Group (FEG) and advised that the Ohio University Foundation Board of Trustees approved the new Investment Policy (New IPS) at their November 8, 2019 meeting. The asset allocation targets and ranges approved by the Foundation Board differ from the allocations included in the IPS reviewed with this Board at the October 2019 meeting. Trustee Scholl noted that he participated in the review and evaluation of several asset allocation options presented to the Investment committee team. In order to attain rate of return targets, the team selected a slightly more aggressive asset allocation than included with the October draft IPS. SVP Shaffer noted an amended resolution, distributed to Trustees and including specific references to the ‘New IPS’, is presented for board approval.

**Trustee Viehweger made a motion to recommend approval of The Ohio University Foundation Investment Policy Statement (New IPS) resolution to the full board; Trustee Casciani provided a second; the motion was unanimously approved.**

- **Resolution, Capital Projects**

Chief Facilities Officer and Senior Associate Vice President Steve Wood provided information for today’s capital project requests for board approval:

- **OU Dublin Medical Education Building 2 (MEB2) Renovation project** will address deferred maintenance needs of building systems, envelope and the existing elevator as well as space improvements for new tenants for $6.8M. SVP Shaffer noted that the timing of these investments to MEB2, several years after the University acquired the building, coincide with the lease terminations of existing tenants.

- **OUL HVAC and Energy Efficiency Improvements Phase I project** will replace building components and install campus wide automation to integrate all systems for $1.73M.
• Innovation Center Infrastructure Upgrades project will upgrade building systems, convert and renovate space for tenant usability, and upgrade technology for $1.4M.
• OUC Stevenson Center Roof Replacement project will replace and repair roofing systems for $833K.
• Scripps Hall Ground Floor eSports Renovation project will create a competitive eSports spaces and facility in Scripps for $650K.
• OUE Health & Physical Education Center Roof Replacement project will replace roofing system including skylight removal and flashing repairs for $642K.

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

• Resolution, HCOM Building Naming

HCOM Executive Dean Ken Johnson introduced the resolution to name the new medical education facility Heritage Hall, recognizing the college’s ongoing partnership with the Osteopathic Heritage Foundation (OHF). Dean Johnson noted that he and President Nellis have been working with the OHF to leverage the $105 million transformational grant and accelerate the schedule for funding. The grant has enabled the college to expand to Dublin and Cleveland and is now providing funding for the new, state-of-the-art facility on the University’s new Union Street Green.

Vice President Advancement Nico Karagosian noted that the gift amount and building naming fall within the newly approved Naming policy guidelines. VP Karagosian also noted an increased momentum for facility and space naming in accordance with established gift levels.

Trustee Viehweger made a motion to recommend approval of The Heritage College of Medicine Naming of Heritage Hall resolution to the full board; Trustee Coleman provided a second; the motion was unanimously approved.

• Sustainability Update

SAVP Wood introduced Director of Sustainability Elaine Goetz to provide an update on University sustainability and climate action issues and goals. Director Goetz reviewed the planning process timeline with upcoming opportunities for vetting of plans prior to final approval in June 2020. Three primary objectives along with the Office of Sustainability’s recommendations are being shared with the Board prior to public vetting:
• Issue #1 – Carbon Neutrality date  OHIO’s target date was initially set for 2075. The Sustainability & Climate Action Plan is in a period of review. Possible pathways forward and costs will be explored. Currently OHIO and UC hold the latest neutrality target dates for Ohio universities at 2075. Recommendation – move the Carbon Neutrality date to 2050 with hopes of achieving neutrality earlier.
• Issue #2 –5-year emissions reduction target  OHIO has experienced a 33% emissions reduction since 2012 base year.
Recommendation – target of 50% emission reduction by FY26.

- Issue #3 – OHIO’s updated Sustainability & Climate Action Plan is comprised of 16 themes/sections with 32 goals. Public vetting period will commence with Spring semester, to be followed by a 3rd revision incorporating input from public forums with final Board approval of the Plan at the June meeting.

Recommendation – prioritize goals that closely align with Fearlessly First strategic initiatives and finalize Plan for final approval at the June Board meeting.

**Information Items:**

- Treasury Update – materials include information on the Series 2020 debt issuance and the materials from the November 20, 2019 TDAC meeting. The Treasury team continues to advance toward a new money issue of $60M and advance refunding of the Series 2012 and 2013 issuances as authorized by the Board.
  - The refunding will involve taxable debt - all in costs will be < 4% with savings NPV estimated at $11M
  - The issuance will go to market prior to the next board meeting; the new $60M will not negatively impact our ratios
  - Agency ratings will need to be reaffirmed as part of the issuance
- Financial Update – materials for the FY20 forecast and variance explanations
- Facility Project Updates – the information reports for Facility Projects shared as part of each Board agenda
Ohio University Board of Trustees

University Academics and Student Success Committee
Ohio University—Walter Hall 104
Thursday, January 16, 2020

Present:

Committee members: Trustees Cooper, Evans, Goodman, Harvey, Kelley, Sheil
Other members: Trustees Scholl, Casciani, Christopher, Coleman, McClain, Viehweger
and President M. Duane Nellis, Executive Vice President and Provost Chaden Djalali, Board
Secretary Moore

Committee Chair Cooper called the meeting to order at 1:40 p.m.

Academic Quality—Dashboard

Voinovich School

EVPP Djalali introduced Mark Weinberg, Founding Dean of the Voinovich School of
Leadership and Public Affairs. Dean Weinberg introduced Jay Edwards, Majority Whip in the
Ohio House of Representatives, to talk briefly about the external impact of the GVS. Dean
Weinberg then presented the GVS dashboard (refer to Tab 2 of agenda).

Tasha Werry, Executive Director of Building Bridges to Careers in Washington County,
updated the committee on the Building Bridges to Careers program.

Trustee Viehweger asked about the category for the national rankings. Dean Weinberg said the
rankings include approximately 400 public policy and public affairs schools. He added that the
GVS is now one of the larger programs in the U.S., due partly to the size of its MPA
enrollments.

Trustee Evans noted that he recalled talking with the late Senator Voinovich and Dean
Weinberg about the work of the GVS and that he was impressed by what they told him. He
thanked the GVS and OHIO administration for the outreach to the southeastern Ohio region.
Standing Reports and Updates

Intercollegiate Athletics Update and Dashboard

EVPP Djalali introduced Julie Cromer, Director of Athletics, and Randee Duffy, Senior Associate Director for Student Success, to present a dashboard and update on Intercollegiate Athletics (refer to Tab 3 of agenda).

Committee Chair Cooper asked how the Academic Progress Rate retention scores relate to numbers of students. SAD Duffy replied that the rates take into account only those on aid, not all student athletes, and that five points correlates to approximately two individuals.

President Nellis asked how the greater ease of transferring affects the university’s APR. SAD Duffy answered that transfers out of the institution used to result in a penalty for the institution; now, however, if the transferring student’s GPA is at a certain level, they are still eligible, and they transfer to another four-year institution there is no penalty.

Trustee Casciani asked about the amount spent per year on tutoring. SAD Duffy said the $60,000 is the total amount for the whole Athletics program.

Trustee Goodman asked AD Cromer about the NCAA-approved policy guaranteeing medical independence of decisions on whether to return injured athletes to play. She responded that student athletes’ health is a top priority and that the line of reporting for medical issues is therefore an important priority as well. She added that her department is involving HCOM and CHSP in discussions about this issue. Board Chair Scholl asked what the MAC’s opinion is, and AD Cromer replied that the MAC is supportive philosophically but prefers to allow members institutions latitude in determining lines of reporting to ensure autonomous medical decisions.

Board Chair Scholl asked how student athletes receive guidance and learning opportunities related to career pathways. He added that the Board would welcome future presentations by student athletes sharing their stories. AD Cromer said she would be pleased to incorporate students into the next ICA update. EVPP Djalali emphasized that OHIO’s student athletes also receive all the services of any other student in the university including career resources; he added that if we learn effective new strategies in the services delivered specifically to student athletes we may be able to use that knowledge to improve services to the wider student population.
Regional Higher Education Alignment

EVPP Djalali introduced Howard Dewald, Associate Provost for Faculty and Academic Planning, to present an update on the alignment of Regional Higher Education (refer to Tab 4 of agenda).

AP Dewald noted a correction to one program assignment listed in the Board materials: the Environmental Engineering Technology program will be moved to the College of Health Sciences and Professions instead of the Russ College of Engineering.

There were no questions about this presentation.

Remediation Report

EVPP Djalali introduced Loralyn Taylor, Associate Provost for Institutional Research, to present Ohio University’s Remediation Report (refer to Tab 5 of agenda).

Trustee Casciani asked how the determination is made that a student needs to take a remedial course. AP Taylor replied that it is usually determined by having students take placement tests or by their ACT scores. Trustee Casciani asked whether we are evaluating the pluses and minuses of these costs and whether we should be looking at revising our requirements. EVPP Djalali noted that a first principle is access; there is also a moral imperative to ensure that students are able to succeed. AP Taylor added that remediation decisions can be complex for individual student because some may do well in math but need remedial English or vice versa; furthermore, research shows that if we challenge them a high percentage of students can ultimately succeed.

Trustee Viehweger asked whether the university is absorbing some of the cost of remediation and, if so, how. AP Taylor said the university is absorbing a proportion of the cost: She also noted that remedial costs have declined due to initiatives to reduce the need for remediation, such as studying over the summer and retaking courses as well as enrolling students in regular courses and providing them with tutoring, which is a more efficient and effective approach.

Board Chair Scholl noted that these costs are part of the cost of access, and he likened tutoring to a vaccination versus an antibiotic. He asked whether the university is seeing any impact from College Credit Plus. AP Taylor responded that we are required to accept in transfer whatever College Credit Plus-approved courses students may take in the high schools, and we cannot place them down from that. Internal research has not been done to assess whether those students are performing adequately in subsequent college courses, an indication of whether the courses delivered in their high schools have sufficient rigor; however, now that CC+ is becoming more widespread we will begin exploring it.
Board Chair Scholl asked whether there are any student athletes in the group of students taking remedial classes or whether the tutoring provided by the athletics department eliminates the need for it. AP Taylor said she did not know but would look at it. Trustee Coleman noted that we should be careful not to assume the less-prepared students are low-income, and AP Taylor agreed.

Committee Chair Cooper asked whether the realignment of Regional Higher Education currently underway will impact the length of time for regional campuses to get new coursework approved. AP Dewald said this should not be an issue because they will be using the same approval process as the Athens campus, and if anything it may be a bit faster. Committee Chair Cooper said he had heard anecdotal concerns about getting courses approved for employers. Trustee Helfrich said that though this sometimes happens, the holdup is not typically at the university level; she said it usually occurs in the faculty or departmental prep time or, if courses require state approval, in that external process.

Trustee Viehweger noted that none of the courses appeared to be going into the College of Arts and Sciences. AP Dewald replied that the courses in the list provided to the committee are only the ones with non-obvious alignments; he said English courses have already been put into English, etc.

Consent Agenda & Program Items

EVPP Djalali introduced items on the consent agenda.

- **Consent Agenda Resolution: New Program—PCOE Early Childhood & Elementary Education** *(refer to Tab 6 of agenda).*

- **Consent Agenda Resolution: New Program—CHSP Athletic Training** *(refer to Tab 7 of agenda).*

- **Consent Agenda Resolution: Name Change—COMM Applied Communication** *(refer to Tab 8 of agenda).*

- **Consent Agenda Resolution: Name Change—HCOM Family Medicine** *(refer to Tab 9 of agenda).*

- **Consent Agenda Resolution: Program Reviews—VOIN Environmental Studies** *(refer to Tab 10 of agenda).*

- **Consent Agenda Resolution: Department Abolishment—HCOM Geriatric Medicine & Gerontology** *(refer to Tab 11 of agenda).*
Board Chair Scholl noted that when program reviews are done, they do not usually seem to address some questions such as durability of demand, and he suggested that this issue should be addressed in all program reviews. AP Taylor said that we have relied on departments to do that research, but that they do not have good data to work with. She added that the university is in the early stages of exploring a free site and a vendor that would provide demographic and market information that could be useful for this purpose.

Trustee Goodman questioned the rationale for abolishing the Department of Geriatric Medicine. HCOM Executive Dean Kenneth Johnson responded that the decision was made as part of a curriculum realignment begun several years ago to move move away from individual departments and instead emphasize a team approach to primary care. He added that interest in geriatric medicine as a specialty area has declined, so faculty are very hard to find and those who do specialize in geriatric medicine typically take high-paying jobs in the health-insurance industry, so we cannot offer competitive salaries. Dean Johnson said that HCOM’s new curriculum structure is designed to prepare adaptive generalists or “comprehensivists,” and it includes increased content related to geriatrics. He said that the solution to the increasing medical demands of an ageing population will not be specialized medicine but rather a team-based approach.

Trustee Coleman moved and Trustee Goodman? seconded to move all the consent-agenda items forward to the full Board of Trustees. The motion passed unanimously.

**Other Items: Integrated Strategy Update**

EVPP Djalali introduced Brad Cohen, Chief Strategy and Innovation Officer, to provide an Integrated Strategy Update.

Trustee Casciani asked about the level of involvement of the information-technology staff in development of the integrated strategy. CSIO Cohen answered that the initiatives are essentially a cross-fertilization of existing initiatives such as Digital Transformation. He said that OIT has so far not been extensively involved, but he has met with RHE’s IT person about the integration. He added that he himself has an extensive IT background that informs his work with the strategy development.

President Nellis introduced Chief Information Officer Chris Ament, noting that he is committed to the academic mission, is heading up the Digital Transformation strategy development, and reports through CSIO Cohen.

Trustee Coleman asked how updates will be provided on the strategy-development process. CSIO Cohen stated that Robin Oliver, Vice President for University Communications and Marketing, has been deeply involved and has, mapped out a semester of planned communication around all of the initiatives. He noted that a website for the Strategic Framework is currently up and running, and it provides a persistent opportunity for interested individuals to provide feedback. He added that the
workteam members will have the responsibility to reach out to their constituencies as well, both one on one and in small groups. Events will also be held to both provide and solicit information.

Trustee Harvey asked about the Reimagining process and how we are determining what competencies we want our students to have and how to develop them most efficiently. CSIO Cohen answered that reverse-engineering is a vital approach to determining those competencies. He added that backward design is used by our instructional designers, and units also have their own advisory groups to provide insights into the competencies students need.

Trustee McClain noted that needs are constantly changing, and that it is important to recognize that we will never really “get there” in a permanent sense. CSIO Cohen agreed and said that the question ultimately should be how we can make ourselves into the kind of quick-moving system that can continuously engage in that process and be as adaptive as possible.

There being no further business, Committee Chair Cooper adjourned the meeting at 3:32 pm.
Ohio University Board of Trustees
Compensation and Governance Committee Meeting

Minutes
Thursday, January 16, 2020

Present were the members of the Committee, Chair Goodman; Trustees Cooper, Evans, and Sheil; Student Trustee Kelley; National Trustee Harvey, and Alumni Representative Christopher. Also present were Board Chair Scholl; Trustees Coleman, Viehweger, Casciani, and McClain; President Nellis; Secretary to the Board Moore; Senior Vice President for Finance and Administration and Treasurer to the Board Shaffer; and Interim General Counsel Nalazek.

The meeting was called to order at 4:20 p.m.

1. **University Affiliated Entities**

Senior Vice President and Treasurer Shaffer presented a report regarding university affiliated entities. The report may be found in the *January 2020 Agenda*.

Trustee Cooper suggested that the Interlink Alliance generate more activities. Dr. Nellis noted that Ty Carr is the university’s liaison to the Interlink Alliance. Dr. Nellis informed the Committee that the Alliance had a conference at Virginia Commonwealth University two years ago. Dr. Nellis also expressed his hope that the Interlink Alliance, as a partnership among mostly HBCUs and Hispanic-serving institutions, could provide a pathway for alumni of those institutions to the Heritage College of Osteopathic Medicine (“HCOM”) and other Ohio University graduate programs.

Committee Chair Goodman noted that the Policy on Affiliated Entities defines an affiliated entity as a legal entity that is separate from the University. Committee Chair Goodman expressed his opinion that most of the affiliated entities are not sufficiently separate, noting that many are included in the University’s annual audit. Committee Chair Goodman further pointed out that Attorney General Dewine has opined on this subject.

2. **Case law update**

At the request of Chair Goodman, Interim General Counsel Nalazek presented a case summary of a recent Sixth Circuit decision, *Kollaritsch v. Michigan State University Board of Trustees*, 944 F.3d 613 (6th Cir. 2019). In that case the court held that for there to be actionable sexual harassment, a plaintiff must show that the school knew about the sexual harassment, that the school responded with deliberate indifference, that that deliberate indifference resulted in further actionable sexual harassment against the plaintiff, which resulted in a Title IX injury.

3. **Voluntary Separation Programs**

Chief Human Resources Officer Colleen Bendl requested Board of Trustees’ approval to design and execute two voluntary separation programs: (1) the AFSCME Early Retirement Incentive Program for Custodial Staff (the “ERIP”) and (2) the Voluntary Separation or Retirement Plan...
for tenured faculty (the “VSRP”). The VSRP is to be available to all tenured faculty except those from HCOM. The ERIP is to be available to custodial staff. The goals of the programs are to maximize voluntary separations from the University and, in turn, mitigate the need for involuntary separations due to budget constraints.

CHRO Bendl reported the University Human Resources (“UHR”) had been working with a third-party consultant, Educators Preferred Corporation (“EPC”), to identify offerings that would maximize faculty participation.

Once details of the ERIP and the VSRP are finalized, CHRO Bendl offered to report to Chair Scholl in advance of implementation. The Office of Legal Affairs will work with UHR to develop official plan documents.

Chair Goodman asked if there was a plan in place to communicate with campus about the ERIP and the VSRP. CHRO informed the Committee that plans are in place send information to the campus community be early February. CHRO Bendl also reported that AFSCME is aware of the plan for the ERIP and has been supportive. Similarly, faculty leadership and deans have been involved in discussions about the VSRP.

Chair Scholl noted his support for moving forward with the programs.

Committee Chair Goodman moved to recommend approval of the resolutions regarding the ERIP and the VSRP to the full Board of Trustees; Trustee Evans seconded the motion; the motion was unanimously approved.

4. Executive Session

Chair Scholl made a motion to move into Executive Session at 4:59 p.m. to consider the compensation of a university employee or official, and to confer with university counsel regarding pending or imminent litigation; Trustee Cooper seconded the motion. There was a roll call vote, and the motion passed with unanimous approval.

At 5:55pm, Committee Chair Goodman made a motion to move out of Executive Session; Trustee Evans seconded the motion; There was a roll call vote, and the motion passed with unanimous approval.

At 6:00pm, Committee Chair Goodman made a motion to move into Executive Session to consider the sale of real property; Trustee Cooper seconded the motion. There was a roll call vote, and the motion passed with unanimous approval.

At 6:06pm, Committee Chair Goodman made a motion to move out of Executive Session; Trustee Evans seconded the motion; There was a roll call vote, and the motion passed with unanimous approval.

Committee Chair Goodman adjourned the meeting at 6:07pm.
Ohio University Board of Trustees

Audit and Risk Management Committee Meeting
Margaret M. Walter Hall, Room 104
January 17, 2020 – 8:30 AM

Present: Acting Audit and Risk Management Committee Steve Casciani, Board Chair Dave Scholl, Board Vice Chair Janelle Coleman, Trustees Peggy Viehweger, Cary Cooper, Matthew Evans and Victor Goodman, National Trustee Anna Harvey, Student Trustees Justin Kelley and Austin McClain, and President Duane Nellis.

Acting Audit and Risk Management Committee Chair Steve Casciani called the meeting to order at 8:32 a.m.

FY 2019 External Audit Update
Keith Martinez and Danny Sklenicka of Plante Moran was present to discuss the FY19 audit. The presentation included: required communications, significant accounting policies, and new accounting pronouncements.

Trustee Goodman inquired about the affiliated entities and Plante Moran’s audit process for those. Mr. Martinez and Ms. Deborah Shaffer, Vice-President for Finance and Administration, responded to the questions.

Additionally, Trustee Cooper asked for clarification on GASB 84. Mr. Sklenicka responded to the question.

Mr. Martinez reflected on this being the last audit of the contract period and thanked the Board and management for the positive 12 years. Trustee Casciani thanked Plante Moran and Trustee Scholl stated that the Foundation as well was grateful to Plante Moran for their strong efforts.

Chief Audit Executive Report
Jeff Davis, Chief Audit Executive discussed the FY20 audit plan. An audit was recently completed for the University Airport - business operations and IT General Controls. Audits are currently underway for the Chillicothe Regional Campus, VP for Finance – Information Technology, and the Lancaster Regional Campus.

Mr. Davis also discussed the selection process for the next external auditor. The process is underway. Mr. Davis discussed the timeline.

At 8:53 a.m. Trustee Steve Casciani motioned to move to executive session. Trustee Viehweger seconded. The executive session was for the sole purpose of details relative to the security arrangements for the university, pursuant to the provisions of Ohio Revised Code Section 121.22(G)(6). Trustees
Steve Casciani, Dave Scholl, Janelle Coleman, and Peggy Viehweger all voted yes. Vote was unanimous.

At 9:45 a.m. Trustee Steve Casciani motioned to leave executive and Peggy Viehweger seconded.

There was no unfinished business. Acting Audit and Risk Management Committee Chair Steve Casciani adjourned the meeting at 9:46 a.m.
Academics and Student Success Committee Meeting
Date: April 24, 2020

To: The President and Board of Trustees

From: Robin Oliver, Vice President for Communications and Marketing

Re: University Brand Project Update

This presentation will provide a progress update on the brand project launched in January 2020 in partnership with higher education agency Truth & Consequences. Based on the discovery phase conducted in January and February, the project steering committee has arrived at a recommended brand positioning statement that has been endorsed by the President, Provost and members of President’s Council.

Highlights of the presentation will include:

- Overview of brand discovery phase conducted early this semester.
- Insights gathered during brand discovery and market relevancy of those insights.
- Brand positioning statement and summary.
- Timeline for brand platform development, next steps.

A document outlining the brand positioning statement, description and justification is included in board materials.
OHIO University delivers the nation’s highest return on experience.

**Explain it:**
OHIO is the ideal blend of large university resources and the warmth of a tight-knit community. This atmosphere cultivates meaningful personal connections, fosters self-exploration, and encourages faculty to drive innovation without compromising instruction.

At OHIO, it is not simply the knowledge gained or the skills learned; it is how education is delivered and the resulting impact it has on students. The experience is always at the forefront, whether that is generations of side-by-side learning in the classrooms and labs of Athens, the focused learning environments catered to the unique needs of regional campuses, or the personal approach of our online programs.

The outcome: personally and professionally, Bobcats see a high return on their OHIO experience throughout the rest of their lives.

**Justify it:**
Our Discovery process identified several OHIO differentiators that, together, prove this positioning statement to be true.

1. **Passionate and proud alumni advocates** – A huge, proud alumni network supports students during their time at OHIO, and professionally after
2. **Location, environment and campus beauty** – The atmosphere at OHIO fosters and amplifies connections and possibilities
3. **Culture of Discovery** – Secluded location fosters creativity and independence; Students are encouraged and supported by faculty to try, fail and try again; a history of firsts dating back to our founding
4. **Personalized experience** – Self-exploration and innovation is encouraged; students can chart their own course

Edelman Research shows that the priorities of prospective students and their parents are rooted in outcomes: value, ROI and job placement after graduation. Safety is tops as well, and this positioning statement allows us to lean into our secluded location and nurturing environment.

“Return on Experience is the new ROI.” - Nicole Martin, Forbes. College is not simply a transactional investment – it’s an emotional one too, regardless of if the experience is on a traditional college campus or entirely online. Broad consumer research points to an increased
prioritization of experience over products or things. The bottom line: delivering a great experience is key to ensuring brand loyalty.

**Connect it to our story:**

- Unmatched location that informs experience at the main campus; the charm and quirkiness of Athens; the microcosm of SE Ohio and Appalachia.
- Personal connection with experienced faculty (that small college feel at a big university) on all campuses and in all modalities
- Strong sense of community built through active involvement in co-curricular activity that carries beyond graduation to create an intense alumni nostalgia
- Students genuinely love their overall experience at OHIO – while the expression is a cliche, the “work hard, play hard” mentality is very real here
- Focus on student success – OHIO meets students of all types where they are - first gen, undecided, high achieving, place-bound, etc. - and puts them on a steep trajectory toward success
- Students are doing research on relevant, real-world issues in their own backyard of Appalachia including work on the opioid epidemic, climate change and clean water
- Meaningful partnerships that provide direct on-the-job experience in areas of healthcare, business, engineering, etc.
- Honors Tutorial College
- OHIO Guarantee + program
May 11, 2020

TO:  David Moore, Secretary, Board of Trustees
FROM:  Robin Muhammad, Chair, Faculty Senate

Re:  Annual Presentation to the Board

I look forward to the annual presentation of the Faculty Senate chair to the Board of Trustees on May 11, 2020. This year, I plan to address two topics during my time.

1. Faculty Overview of Strategic Initiatives
2. Faculty Leadership During COVID-19 Response

I am also available to provide comment or answer any questions the Board might have concerning faculty-related topics and issues.
REGIONAL HIGHER EDUCATION
ASSOCIATE IN APPLIED BUSINESS IN
OFFICE ADMINISTRATION TECHNOLOGY

RESOLUTION 2020 -

WHEREAS, Regional Higher Education has requested the Associate in Applied Business degree program in Office Administration Technology be suspended, and

WHEREAS, the notification requesting the suspended status has been approved by the University Curriculum Council on April 14, 2020, and

WHEREAS, the suspended status is based on decreasing demand and enrollments, lack of resources, and technical programs’ content overlap, and

WHEREAS, enrollments have been suspended and draft plans for currently enrolled students have been developed toward degree completion.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University hereby accepts placing the Associate in Applied Business degree program in Office Administration Technology offered at Regional Higher Education campuses on suspended status.
Interoffice Communication

Date: April 24, 2020

To: The President and Board of Trustees

From: Elizabeth Sayrs, Executive Vice President and Provost
      Howard Dewald, Associate Provost for Faculty and Academic Planning

Re: Regional Higher Education – Office Administration Technology – Suspend

A resolution is presented from Regional Higher Education requesting that the program leading to the Associate in Applied Business degree in Office Administration Technology be suspended. The University Curriculum Council (UCC) approved the suspension on April 14, 2020.

In March 2019, the UCC Program Review Committee found the Associate in Applied Business degree program in Office Administration Technology to be In Jeopardy. Although many aspects of the program were successful, nationwide demand for graduates is decreasing and program enrollment at Ohio University is decreasing. Further, lack of resources and overlap in technical programs’ content are concerns. One tenured faculty member remains who will transition to another program but remain available for Office Administration Technology courses, as needed. Completion plans for the remaining students in the program have been drafted. No new students have been admitted since Fall Semester 2019.
To: Programs Committee, University Curriculum Council  
Regional Higher Education Curriculum Committee  
Chillicothe Campus Curriculum Committee  

From: Allison White, OAT Program Coordinator, Ohio University Chillicothe  

Date: January 27, 2020  

Subject: Office Administration Technology A.A.B. AA5005 Suspension  

On March 7, 2019, two internal and one external reviewer representing the University Curriculum Council’s Program Review Committee completed the program review for the Regional Higher Education A.A.B. program in Office Administration Technology (OAT). Although many aspects of the program were found to be successful (faculty, financial resources, physical facilities, library resources, technology assistance, attracting majors from a declining enrollment, student satisfaction, successful internships, and job placements), the resulting recommendation was that the program is in jeopardy based on the following concerns:

- Nationwide demand for OAT graduates is decreasing (local market not included)  
- No funds available for Microsoft Office Specialist (MOS) testing and certification  
- Decreasing enrollment and subsequent decrease in number of OAT majors  
- Overlap in technical programs’ content across RHE; content encroachment  
- Lack of a regular computer replacement cycle in labs in RHE  

A recommendation from the reviewers was to redesign OAT into a Medical Office Administration Technology (MOAT) program to meet the expected increase in jobs (as determined by the reviewers). Research (conducted by the OAT Program Coordinator) into this solution yielded no benefit to a medical focus for several reasons. RHE currently has a medical assisting program (MAT) and a nursing program both yielding graduates prepared for licensure. Local employers are looking for credentialed applicants. Additionally, RHE enrollments are not sufficient to support both MAT and MOAT. Local enrollments in similar vocational programs is also low. Finally, OAT’s single tenured faculty member, Allison White, is not academically prepared in a medical field in order to make load in a program with half of its focus on medical (clinical) content that goes beyond the current OAT billing and coding track.

Consequently, the RHE deans in conjunction with the OAT Program Coordinator are recommending to the campus, regional, and university curriculum committees to suspend the Office Administration Technology program offered on the Chillicothe and Southern campuses (see attached Program Closure/Teach-Out Notification Form). There are three students from Chillicothe actively enrolled in this degree program who are projected to graduate in spring 2020 (see attached OAT Teach-out Plan).
Completion plans have been developed and submitted to the Chillicothe Interim Dean for each of these students.

Each of the three active OAT students will be able to complete all program requirements by the end of the 2019-20 academic year. Seven other students in the major (not actively enrolled in OAT classes for fall 2019) are also on the teach-out plan list. They have been notified of OAT’s suspension and maximum completion dates. No new students have been admitted into the program since August 2019.

Finally, it seems reasonable that if a plan is required for the students that a plan be set for the single tenured faculty member from OAT. As the University Curriculum Committee requires, a plan is set for Allison White, Associate Professor. Since spring 2019, White has increasingly been assigned to teach in the BTAS program (aligned with University College in the new One OHIO alignment). The TAS regional program coordinator has secured White for 75% of her required load in TAS courses scheduled through AY21. The interdisciplinary nature of TAS is welcoming of the addition of White’s business and technology background. Additionally, the Chillicothe Interim Dean has recommended that White continue to teach OAT popular courses. The recent One OHIO integration of RHE programs into Athens’ departments has aligned OAT with University College as well. Therefore, the OAT courses maintaining excellent enrollment will continue to be offered by Allison White. White is also open to opportunities to use her instruction and program coordinating experiences with other programs aligned with University College.

If you have any questions, please contact Allison White whitea3@ohio.edu.

Allison White
OAT Program Coordinator

James McKenny, PhD
Chillicothe Curriculum Committee Chair

Jacqueline Tudor
Regional Higher Ed Curriculum Committee Chair

RHE Executive Dean

______________________________
Allison White

January 27, 2020
Date

______________________________
James McKenny, PhD

February 21, 2020
Date

______________________________
Jacqueline Tudor

February 22, 2020
Date
RESOLUTION 2020 -

WHEREAS, the Department of Human and Consumer Sciences in the Patton College of Education has developed a new Bachelor of Applied Human and Consumer Sciences degree program in Hospitality Management, and

WHEREAS, the proposed degree program was approved by the University Curriculum Council in January 2020, and

WHEREAS, the 120-credit hour program will be an online program for hospitality professions and included in the American Association of Family and Consumer Sciences accreditation, and

WHEREAS, the program will be supported by the resources and faculty within the Restaurant, Hotel, and Tourism program in the department.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University hereby approves establishing the Bachelor of Applied Human and Consumer Sciences online completion degree program in Hospitality Management in the Department of Human and Consumer Sciences in the Patton College of Education.
Interoffice Communication

Date: March 7, 2020

To: The President and Board of Trustees

From: Elizabeth Sayrs, Executive Vice President and Provost
       Howard Dewald, Associate Provost for Faculty and Academic Planning

Re: Patton College of Education – Department of Human and Consumer Sciences – Hospitality Management

A resolution is included seeking board approval to establish the Bachelor of Applied Human and Consumer Sciences degree in Hospitality Management in the Restaurant, Hotel, and Tourism program of the Department of Human and Consumer Sciences in the Patton College of Education.

The program development proposal materials are presented. University Curriculum Council approved the new program in January 2020.

An online program in Hospitality Management has been designed within the Department of Human and Consumer Sciences in the Patten College of Education. Students interested in expanding their career options in hospitality and tourism, and/or looking to advance in their current jobs and desiring to secure better opportunities in the field would consider this online program. This program will be included in the American Association of Family and Consumer Sciences accreditation.
NEW PROGRAM PROPOSAL

X Undergraduate  _____ Masters  _____ Ph.D.  _____ Certificate **

Degree Title: Bachelor of Applied Human and Consumer Sciences
Program Title (Major):  Hospitality Management
Administrative Unit Proposing Program: Department of Human and Consumer Sciences
Gladys W. and David H. Patton College of Education

Date of Submission:  Fall 2019
Anticipated effect date for student enrollment in program:  Fall 2020

Proposal for:

Bachelor of Applied Human and Consumer Sciences

Major: Hospitality Management

Department of Human and Consumer Sciences

Gladys W. and David H. Patton College of Education

Ohio University

Submitted: Fall 2019

Anticipated date of student enrollment: Fall 2020
A. **Summary Statement**

1. **Date of submission**: October 14, 2019

2. **Program code (assigned by Registrar’s office)**: BSXX28

3. **Name of program**: Hospitality Management Degree Completion Program

4. **Degree to be conferred**:

   Online Bachelor of Applied Human and Consumer Sciences in Hospitality Management Degree Completion Program, Department of Human and Consumer Sciences, The Gladys W. and David H. Patton College of Education.

5. **Administrative unit(s) proposing program**:

   Department of Human and Consumer Sciences, The Gladys W. and David H. Patton College of Education.

6. **Name(s) of individual(s) proposing the program and their email addresses**:

   Lead Person: Hyeyoon Rebecca Choi, Ph.D, Program Coordinator, Restaurant, Hotel and Tourism (RHT), choih@ohio.edu  
   Co-Lead: Beth VanDerveer, Ph.D., Department Chairperson, Human and Consumer Sciences (HCS), vanderve@ohio.edu

7. **A brief (< 250 word) statement summarizing the program (including the distinguishing features of the curriculum, the total credit hours, and the intended audience of students) and a summary of resource needs**.

   Online bachelor’s degree completion programs are designed to help people return to school and complete their bachelor’s of applied degree. This degree is designed specifically for any student who has completed an associate’s degree (AA, AS or AAS) or for those who have completed a minimum of 60 semester credit hours. To meet the growing trend in which students earn their associate’s degree before coming to Ohio University, this is an option that provides students with the “2+2” opportunity by enabling them to enroll in two additional years of online coursework (60 credit hours) beyond the two years already spent earning the associate’s degree and continue with their current job.

   Students interested in expanding their career options in hospitality and tourism, and/or looking to advance in their current jobs and desiring to secure better opportunities in the field would consider this flexible, online program. This opportunity provides students the flexibility to navigate their degree completion program with work and
personal obligations. Advantages associated with the online bachelor’s degree completion program include the opportunity to study from home, lower costs and flexible schedules. For instance, individuals with 9-to-5 jobs can complete assignments in the evening or on weekends. In addition, students taking online courses also develop valuable professional competencies, such as virtual networking and technology skills. This not only will serve as a potential revenue source, but also will help with enrollment numbers in our undergraduate courses and recruit students for our graduate program in Hospitality and Tourism.

8. Anticipated semester and year of initial student cohort:

The program is projected to begin by: Fall 2020-2021

B. Need for the Program

• What is the student demand for the program and how was that determined?

Some states, including Arkansas, Indiana, Minnesota, Montana, Oregon and Rhode Island, have rolled out statewide free community-college programs and more are expected to follow. With this growing trend, more “non-traditional” students will be seeking degrees (or desiring to continue learning) after they have completed their “free” associate degree.

In May, 2019, Eduventures conducted a market research and analysis for the proposed program to determine the demand for the program and which direction this proposed program should take. Research findings about the program demand included: 1. Ohio and surrounding states are seeing a better market for a bachelor’s degree related to hospitality, 2. Trends in Ohio and surrounding states show a more significant student demand than the national market, 3. Bachelor’s degree programs at mainly residential institutions are typically not offered in a fully online format, and 4. Nationally, the majority of occupations related to all aspects of the program (i.e., hospitality, tourism) are growing. According to Eduventures, Ohio University should take advantage of this growth. Taking this program fully online will provide students that personalization that they are looking for because of the focus on hospitality.

• What other schools within Ohio offer the same or a similar program and how is this program differentiated?

An online needs assessment was conducted to determine competitors. Youngstown State University was the only university offering a similar degree but all classes are provided in a traditional face-to-face instructional format. Ohio University will be the first to offer a fully online bachelor completion program in Hospitality Management in Ohio.
• **How does the proposed program align with the current vision for the university and your college?**

The Hospitality Management degree completion program area plays a unique and interconnected niche with the institution, community and profession. Our program/department’s mission, vision, values, and goals effectively roll into the comprehensive College of Education (PCOE), Ohio University’s mission, vision, values, and goals, the global community, and profession.

In the Department of Human and Consumer Sciences (HCS), a common mission, vision, values, and goals (learning outcomes) are integrated into program specific, inter-program and department-wide curricular and co-curricular activities. With the new PCOE Strategic Plan, the RHT program and department are revisiting their mission, vision, values, and goals.

• **What overlap or duplication exists between the proposed program and other OHIO programs?**

This program offers an additional bachelor completion program track under Online Bachelor of Applied Human and Consumer Sciences in the Department of Human and Consumer Sciences. The program shares some of the courses in the Customer Service Leadership program and one marketing course from the College of Business.

• **Was the proposed program developed in collaboration with another institution in Ohio? If so, briefly describe the involvement of each institution.**

No. This proposed program is initiated and developed within Department of Human and Consumer Sciences, The Patton College of Education at Ohio University.

• **To what extent will students in the program come from students who would enroll at OHIO in a different program?**

The program will attract a wide variety of students who are not currently enrolled in the current academic setting. It is anticipated that the program participant will be a non-traditional student who is seeking an online program that will blend with the individual’s familial, employment, and/or geographical circumstances.

• **Provide evidence of consultation, cooperation and/or collaboration with other OHIO programs in the development of this proposal. Approval is required from departments whose high-demand courses your program will require. Evidence of consultation should be included in all cases where your program impacts other academic departments or schools.**
This proposal was developed in consultation, cooperation, and collaboration with other programs within the department (Customer Service Leadership, Retail Merchandising & Fashion Product Development) since that is where all of the required courses, except one, are housed. Approval was obtained from the College of Business.

Below is an email from Dr. Katherine Hartman, Department Chairperson of Marketing:

“….No – we have no problem with adding MKT 2020 to the course. We also always offer at least one online section of MKT 3020: Consumer Marketing each semester (including summers). So, that could be an option as well.”

Dr. Katherine B. Hartman
Fox Associate Professor & Department Chair | Marketing Department
Director of Assessment for Undergraduate Programs | College of Business
514F Copeland Hall | Athens, OH 45701-2979 | 740.593.2035

C. Curriculum

- What are the program’s learning outcomes and how are these operationalized in the curriculum?

Program's learning outcomes for the B.A. Human and Consumer Sciences, Hospitality Management are as follows.

Upon successful completion of the degree requirements, students will be able to:

- Interpret the fundamental principles of essential hospitality and tourism functions.
- Demonstrate professional behavior and competencies in customer service.
- Manage the professional preparation, presentation, and service of quality food.
- Demonstrate a range of leadership skills and abilities such as motivating others, leading changes, and resolving conflict.
- Develop a comprehensive plan to manage and evaluation functional systems in convention, meeting, and event operations.
- Evaluate functional systems in lodging operations.
- Integrate human, financial, and physical resources management into hospitality operations.
- Demonstrate the ability to develop, examine, question, and explore perspectives or alternatives to problems in hospitality operations.
- Analyze and solve problems, using appropriate tools and technology.
- Demonstrate an understanding of the skills necessary to live and work in a diverse world.
- Demonstrate professional ethics, provide leadership, and work effectively as a team member.
The program’s student learning outcomes are operationalized in the courses (theories/concepts/applied experiences) in the curriculum. The program student learning outcomes are also reflected in the broader mission, vision, values, and goals of the institution. The curriculum is currently being delivered and intentionally planned, implemented, and evaluated to roll-up into the program’s, department’s and college’s new strategic focus pillars (academic excellence, rigorous and influential research, exemplary student-centered services, and vibrant outreach, engagement, and partnerships), strategic goals, objectives and tactics.

- Describe the curriculum in a format that includes all of the following:

  - **Course prefixes, numbers, names, and credit hours for each the required courses, all permitted electives, and any "field" or other requirements (indicate which of the courses are newly proposed),**

    See Appendix A: Course Carousel.

  - **The total number of credit hours required for completion of the major,**

    Online BA in Hospitality Management for those who have earned an associate’s degree or 60 semester hours and earned a 2.0 GPA from all prior college-level coursework.

  - **The total number of credit hours required for completion of the degree (this includes all additional college and university requirements not already met by the curriculum as previously outlined (including requisites) and should not exceed 126 semester hours for undergraduate programs),**

    Online BA in Hospitality Management is for Associate degree holders and people that that have earned 60 credit hours and earned a 2.0 GPA from all prior college-level coursework in their previous institution who are interested in completing a bachelor’s degree. Students will be required to complete 30 semester hours of coursework at the 3000 level or above at Ohio University. In addition, students will complete 30 semester hours of general education and general elective courses to reach the 120 hours of credit and a 2.9 GPA to graduate.

  - **The sequencing of courses over the typical student's career**

    See Appendix A: Course Carousel.

  - **A description of the culminating experience of the program (required of all graduate degree programs).**
Students will be able to complete the coursework in two years of online coursework by taking 15-20 credit hours each term. If the student follows this plan of study, they will graduate in four terms. Students may complete early by successfully completing courses during the summer.

- If MA or MS, describe significant research component (non-research graduate degrees such as Masters of Arts Administration or Masters of Athletic Training are professional degrees and while do require a culminating experience, it need not be research-based).

  NA

- Include all course descriptions in the appendix.

  See Appendix B: Course Descriptions.

- How does this curriculum compare with that offered at other institutions with similar programs?

  An online needs assessment was conducted to determine competitors. The needs assessment focused on USA offering a Bachelor of Applied in Hospitality Management (or similar degree title). Upon investigation, the two institutions were found, as follows: Texas Tech University and Missouri State University. According to our findings, only two universities in the U.S.A were offering online BA in Hospitality Management or similar related fields in the discipline. There is a lack of this type of program, especially those providing an online degree, and we are proposing to fill this gap. The program we are proposing is needed due to the job demand in the hospitality industry. Therefore, it is imperative for us to tap into this industry market with an online BA in Hospitality Management.

  Based upon the data, an action plan has been developed with the goal to launch the online BA in HCS, Hospitality Management by Fall 2020. A communication marketing action plan along with the coordination of resources has been accomplished. Tracking progress, noting key successes, and documenting any obstacles to launching the action plan will be done.
<table>
<thead>
<tr>
<th>University</th>
<th>Number of courses</th>
<th>Total credit hours</th>
<th>Cost</th>
<th>Time to Competition</th>
<th>Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas Tech University</td>
<td></td>
<td>33 hours of culinary or hospitality credits earned at the community college from which they received their AAS degree. 60 hours must be completed at Texas Tech</td>
<td>$295/cr</td>
<td>2 yrs</td>
<td>The RHIM BAAS will serve individuals who received an AAS degree in Culinary Sciences or Hospitality Management from a community college</td>
</tr>
<tr>
<td>Missouri State University</td>
<td>18</td>
<td>60</td>
<td></td>
<td></td>
<td>The Department of Hospitality Leadership offers two degrees, a Bachelor of Science and a Bachelor of Applied Science Bachelor of Applied Science in Hospitality Leadership</td>
</tr>
</tbody>
</table>

- Define the proposed policy on accepting transfer of credit from other institutions or other programs at Ohio University.

This is an option that provides students with the “2+2” opportunity by enabling them to enroll in two additional years of online coursework beyond the two years already spent completing an associate’s degree (AA, AS or AAS) or those who have completed a minimum of 60 semester credit hours and earned a 2.0 GPA from all prior college-level coursework in their previous institution.
D. **Modality & Location**

- Is this program intended to be delivered completely online? If not, what modality will the instruction be delivered? In-person or blended?

This is a completely online program. The program will attract individuals to participate in online learning who may otherwise not participate in the higher education field.

- Students in this program will be affiliated with which campus location(s)?

Since the program is offered online, students can enroll from e-campus.

E. **Accreditation**

- Does the program intend to seek accreditation?

Yes. The accreditation is for undergraduate programs in Human and Consumer Sciences. (Customer Service Leadership (BA online eCampus); Restaurant, Hotel and Tourism; Retail Merchandising and Fashion Product Development; and Family and Consumer Sciences Education – Teacher Education and Community Leadership.

- If so, what is the name of the agency that would accredit the program?

American Association of Family and Consumer Sciences (AAFCS)

- Has it been contacted and what is the plan and timeline for accreditation?

We have communicated by email with Carol Anderson, Director of Accreditation, AAFCS. According to communication as soon as the proposed program is fully approved, AAFCS will add to the list of the programs on their website. Once approved, the new program will be included in the reports and will become part of the next accreditation visit.

- Is the curriculum in accord with its standards?

Yes.

F. **Faculty and Instruction**

- Who will be teaching, what is their tenure status, and what are their qualifications?

  *Dr. Hyeyoon “Rebecca” Choi, Assistant Professor (tenure-track), RHT Program Coordinator*
Dr. Hyeyoon “Rebecca” Choi received her doctoral degree in Hospitality Management from The Ohio State University. She holds a master’s degree in Hospitality and Tourism Management from Purdue University and a bachelor’s degree in Hospitality and Tourism Management from Sejong University, Korea. She teaches hospitality courses such as Convention and Event Planning, Workshop in Customer Service, Hotel Operations, Hospitality Senior Seminar, and graduate Seminar in Human and Consumer Sciences. Her research has a customer-behavior orientation in the hospitality industry and fits within the larger context of service management and operations. It includes hotel operations, environmentally friendly behaviors, and health and wellness service.

**Dr. Sandy Chen (tenured), Associate Professor**

Dr. Sandy C. Chen holds the M.S. and Ph.D. in Hospitality Administration, both from University of Nevada, Las Vegas, and several certificates on strategic marketing and revenue management from the Hospitality Executive Program of Cornell University. Before joining the academia, Dr. Chen worked for Walt Disney World, Beijing International Hotel, The Luxury Collection, a brand of Starwood Hotels and Resorts Corp, and Panda Express Restaurant Group. Dr. Chen teaches a variety of courses in management and operations of hotels, restaurants, and tourism enterprises. Her major research interests include consumer behavior, firm behavior, and service quality and innovation.

**Mr. Donald Brown, Associate Professor of Instruction**

Donald Brown holds the M.B.A. in Executive Management from the Dauch College of Business and Economics at Ashland (Ohio) University and the B.A. in Political Science, with a minor in Sociology, from the College of Arts and Sciences at The Ohio State University. Donnie teaches courses in hospitality. He also has extensive experience with business management and customer service in the private club industry.

**Mr. Thom Stevenson, Assistant Professor of Instruction**

Thom Stevenson holds a A.A.S and Food Service Management Certificate from Sinclair Community College, B.A. from Governors State University and a M.A. from Antioch University. Thom is currently working on his Ph.D. in Philosophy- Leadership and Change from the Graduate School of Antioch University and is certified in sales, customer service and a CHE (Certified Hospitality Educator). Before becoming a professor, Thom worked to create his own nonprofit- ChefVet as well as worked for Ohio State University, Hyatt Corporation, Columbus Hospitality and the Cancer Support Community of Central Ohio. Thom teaches classes in restaurant operations, intro to food production, and the senior capstone class. His major research interests include foodways, sustainability, food with a mission, universal design and organizational behavior/ organizational change.
• How will new faculty for the program be selected? By whom?

Currently, we are not in need of any additional new faculty. We currently have all the expertise and manpower needed to run the program.

• What are the minimal qualifications expected of instructors in the program? HLC has Guidelines on Faculty Qualifications.

All of the faculty must have a master’s degree in the field of restaurant, hotel and tourism or related field; preferably a doctorate. Instructors are expected to have at least five years of experience in the field. The Department of Human and Consumer Sciences will be utilizing current faculty to teach in the program and facilitators will be added based upon demand.

• What body will oversee the curriculum?

Department of Human and Consumer Sciences, Restaurant, Hotel and Tourism program

G. Admission Requirements

• What are the criteria for admission into the program? Be specific.

Students must fulfill the following requirements:
  ▪ Students may enroll any semester term (fall, spring, summer).
  ▪ Associates degree or 60 semester hours of college coursework with a 2.0 or above GPA.
  ▪ Students not meeting general education requirements when they apply must take courses to successfully complete the degree.

• Are there any limits on the number of enrollments? If yes, what criteria will be used to make selections?

  No.

H. Graduation Requirements (in addition to University requirements)

• Are there minimum grade requirements for individual courses?

  No.
I. Administration

- What academic unit will be home to the program?

  The Department of Human and Consumer Sciences is the home of the academic program.

- How will administrative support be provided?

  Currently, the Program Coordinator (PC) of the Restaurant, Hotel and Tourism program area is financially compensated and this proposed program is in that program area.

J. Timing

- When do you want the program to start? Please be aware of the levels of approval and timelines required for internal and external approvals as outlined in this manual (new programs must be approved by ODHE and HLC before being advertised).

  Fall 2020

- If the program will be “phased-in,” describe the process.

  This program will not be “phased-in.”

K. Budget and Financial

- What is the financial impact of the program (projected income and expenses), including resource needs such as personnel, space renovations, equipment and technology, library resources, waivers, etc. immediately, and into the next five years?

  The budget is expected to begin with enrollments of 10 – 15 students (conservatively) the first year and increase each year using a scalable model of enrollments. Revenues will be based upon the E-campus undergraduate fee at the time for each student enrolled. Expenses incurred will be for facilitators. Facilitators will be hired as student enrollment exceeds 30. The Program Coordinator of the Athens based, Restaurant, Hotel and Tourism program will act as the Coordinator of this program too. As sufficient growth is achieved, additional facilitators will be hired.
In the Patton College of Education, the Director of the Data Analytics and Academic Technology Center: Advancements and Updates, the Department of Human and Consumer Sciences Chairperson, and the Restaurant, Hotel and Tourism, Program Coordinator have reviewed the in-depth budget. Currently the budget is scheduled to be reviewed by the Dean’s Executive Committee (including the Director of the Data Analytics and Academic Technology Center: Advancements and Updates) pending the Dean’s approval in early November. There are no expenses for space renovations, equipment and technology, library resources, waivers, etc. immediately, and into the next five years. Additional human resources would only include facilitators for our online courses.

L. Assessment and Program Review

- What are the program’s instructional learning outcomes?
- How will these outcomes and program quality be assessed?
- How will the program prepare for future program reviews (see Program Review Committee documentation)?
- How will individual student success in the program be measured?

All programs in the Department of Human and Consumer Sciences present learning strategies in response to the Conceptual Core of the Gladys W. and David H. Patton College of Education and Human Services. That is, we prepare leader-educators, practitioners, and human service professionals who share our commitment to lifelong learning and serving society responsibly as change agents in meeting diverse human and social needs. We are CALLED To LEAD and we will LEAD the WAY.

The following learning objectives have been established by the Department of Human and Consumer Sciences and are expected as learning outcomes for each of the major programs offered in the department:

1. Community: Students will consider perspectives outside their own experiences to value their community and better understand society and culture promoting public good.
2. Problem-Solving: Students will be able to synthesize historic and current events to creatively and critically analyze and solve contemporary problems to enhance consumer well-being in local, national, and global environments.
3. Advocacy: Students will be able to appreciate, interpret and translate diverse perspectives to effectively communicate with and advocate for a variety of audiences.
4. Diversity: Students will learn how to identify individual strengths within diverse backgrounds and leverage them to enhance communities.
5. Social Responsibility: Students will develop a sense of personal and social responsibility in their roles as life-long learners within their communities and professions.
6. Life-Long Learning: Students will be able to evaluate, adapt and respond to evolving industry and learning environments in a productive and professional manner.
7. Reflection: Students will respond, provide and reflect upon constructive feedback to achieve continuous improvement in personal and professional endeavors.
8. Communication: Students will be able to effectively listen, speak, write, and create visual communication.

9. Hands-On Experience: Students will participate in experiential learning opportunities in-and outside the classroom.

10. Professionalism: Students will establish and maintain professional relationships with faculty, peers, alumni, and industry leaders.

The specific program instructional learning outcomes for the BAHCS degree with a Hospitality Management major include:

The program will be able to:
1. Address the growing need for and demand for baccalaureate prepared employees to work within and lead hospitality professions.

2. Provide opportunities for students to obtain a bachelor’s degree relevant to their work experiences in hospitality and related areas, enabling career progression.

3. Complement the set of major programs offered on the Ohio University Athens and regional campuses with a bachelor completion degree available online.

Specific, measurable learning outcomes are stated on each course syllabus and are incorporated into the assessment rubrics developed to demonstrate compliance with our accredited status by the American Association of Family and Consumer Sciences (AAFCS).

Assessment of the program will occur at several points and on several levels. The program is part of the Department of Human and Consumer Sciences, which is accredited by the American Association of Family and Consumer Sciences. Thus, required assessments with regard to accreditation standards are required and are compiled and submitted for review on a bi-annual schedule. The online courses use Quality Matters: Inter-Institutional Quality Assurance in Online Learning as the framework for course development, delivery, and assessment. Thus, each individual course has assessment components that reflect the learning objectives identified for the given course. Finally, the program will be part of the Ohio University Program review process in conjunction with the Department of Human and Consumer Sciences Education. The Department has a philosophy of continuous quality improvement based on assessment. An advisory board is in place that actively participates in curriculum review and revision – this will continue with the Hospitality Management major.
Appendices

- Appendix A: Course Carousel
- Appendix B: Course Descriptions
### Appendix A: Course Carousel

Ohio University’s Bachelor of Applied Science in Human and Consumer Sciences Hospitality Management Degree Completion Program (BSXX28)

For admittance, must have completed a minimum of 60 credit hours or have an Associates Degree. This program will be your last 2 years or 60 hours

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>FALL</th>
<th>Credit hours</th>
<th>SPRING</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RHT 1330</strong> Food Sanitation and Safety</td>
<td>1</td>
<td><strong>CONS 3100</strong> Human Resources for Customer Service Professions</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>RHT 2420</strong> Accounting for Hospitality Operations</td>
<td>3</td>
<td><strong>CONS 3250</strong> Principles of Customer Service (3 cr)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>CONS 2500</strong> Families as Consumers in Global Communities</td>
<td>3</td>
<td><strong>GEN ED AND ELECTIVE 3000 level or above</strong> depends on if 30 hours of 3000 level or above requirement has been met.</td>
<td>6-11</td>
<td></td>
</tr>
<tr>
<td><strong>GEN ED AND ELECTIVE 3000 level or above</strong> depends on if 30 hours of 3000 level or above requirement has been met.</td>
<td>3-10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13-20</td>
<td><strong>Total</strong></td>
<td>15-20</td>
<td></td>
</tr>
</tbody>
</table>

Summer options: CONS 3100, CONS 3450J, T3 4725

<table>
<thead>
<tr>
<th>YEAR 4</th>
<th>FALL</th>
<th>Credit hours</th>
<th>SPRING</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RHT 3610</strong> Hotel Operations</td>
<td>3</td>
<td><strong>RHT 4850</strong> Advanced Hospitality, Tourism, and Event Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>RHT 4390</strong> Restaurant Operations</td>
<td>3</td>
<td><strong>T3 4925</strong>: Leadership in Customer Service</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Prerequisite: MKT 2020.
Prerequisite: RHT 2420
Prerequisite: RHT 3610
Prerequisite: Sr
Or
T3 4725: Women in Leadership: Roles and Responsibilities  
Prerequisite: (PSY 1010 or SOC 1000) and Sr only

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS 3250 Principles of Customer Service (3 cr)</td>
<td>3</td>
<td>GEN ED AND ELECTIVE 3000 level or above depends on if 30 hours of 3000 level or above requirement has been met.</td>
</tr>
</tbody>
</table>
| CONS 3450J Writing in Human and Consumer Sciences (3 cr) Prerequisite: Jr or Sr | 3       | T3 4725: Women in Leadership: Roles and Responsibilities  
Prerequisite: (PSY 1010 or SOC 1000) and Sr only |
| GEN ED AND ELECTIVE 3000 level or above | 3-8     | requires at least two credit hours in each of the six areas and may satisfy no more than two of the required six areas with courses from the same department/school. You may satisfy no more than 8 of the 21 hours with courses from the same department/school. |

Total 15-20

Summer options: CONS 3100, CONS 3450J, T3 4725

The proposed program will require a total of 120 hours of credit and a 2.0 GPA to graduate.

This program will require a minimum of 30 semester hours at the 3000 level or above. You must earn a minimum of 30 semester credit hours for a bachelor degree while enrolled at Ohio University, and you must earn a minimum of 50 percent of coursework within your major concentration from Ohio University.

You must also complete all TIER I,II, and III General Education requirements.

For complete information, please see the catalog:
http://www.catalogs.ohio.edu/preview_program.php?catoid=50&poid=13511&returnto=3699

**Tier II Requirements**

You are required to complete a total of 21 credit hours from an approved list of courses in the following six distribution areas:

- Applied Science and Mathematics (2AS)
- Cross–Cultural Perspectives (2CP)
- Fine Arts (2FA)
- Humanities and Literature (2HL)
- Natural Sciences (2NS)
- Social Sciences (2SS)

You are required to take at least two credit hours in each of the six areas and may satisfy no more than two of the required six areas with courses from the same department/school. You may satisfy no more than 8 of the 21 hours with courses from the same department/school.
Appendix B: Course Descriptions

RHT 1330: Food Sanitation and Safety (1 cr)
This course provides the students an applied food service sanitation procedure in the food handling functions of purchasing, storage, preparation, and service. Hazard Analysis Critical Control Points (HACCP) covered. Upon completion, students eligible for national and Ohio certification in Food Safety.

RHT 2420: Accounting for Hospitality Operations (3 cr)
This course provides the students the examination and application of managerial and financial accounting principles for the hospitality operations.

RHT 3410: Principles of Tourism (3 cr)
This course provides the students the exploration of major concepts in tourism, what makes tourism possible, and how tourism is or can become an important economic influence on a region, state, or country.

RHT 3610: Hotel Operations (3 cr)
This course provides the students the fundamentals of operations management in regards to how a hotel is operated and how a hotel makes its business decisions in a competitive environment.

RHT 4390: Restaurant Operations (3 cr)
This course provides the students the unique opportunity to study operations and management of full-service restaurants. Students apply organizational and managerial skills in the operation of a restaurant facility.

RHT 4850 Advanced Hospitality, Tourism, and Event Management (3 cr)
This course provides the students the utilization of the managerial skills and techniques with planning, organizing, directing and controlling a hospitality and tourism operation. Emphasis is placed on utilizing effective management skills to create a high quality, profitable operation with well-planned systems and highly motivated, organized employees.

CONS 2500 Families as Consumers in Global Communities (3 cr)
This course provides the students an analysis of basic components and operations of the economic system in the United States as they affect the consumer. Current consumer issues, influences, restrictions of consumer freedom of choice, major consumer expenditures, and resources which are available to consumers as they participate in decision making and consumption are discussed.

CONS 3100 Human Resources for Customer Service Professions (3 cr)
This course provides the students the understanding of the role of Human Resources (HR) professionals. Students are equipped with knowledge and best HR practices in a variety of service professions.
CONS 3250 Principles of Customer Service (3 cr)
This course provides the students the importance of effective customer service in today's society. This course introduces characteristics of customer service in a variety of settings using diverse communication mediums. Ethics, situations and behaviors, financial implications, assessment and evaluation, and trends are introduced.

CONS 3450J Writing in Human and Consumer Sciences (3 cr)
This course provides the students an investigation and analysis of current issues and concerns in the Human and Consumer Sciences profession specific to the student's major. Emphasis will be placed upon developing a variety of writing formats in order to communicate effectively with selected audiences.

T3 4725: Women in Leadership: Roles and Responsibilities (3 cr)
This course provides the students an analysis of women in leadership roles in relation to historical, sociological, psychological, and economic perspectives. Strategies for developing leadership skills are integrated.

T3 4925: Leadership in Customer Service (3 cr)
This course provides the students an understanding that good customer service begins with the internal customer. This course focuses on combining the characteristics of leadership with emotional intelligence to grow the organization from the inside out.

MKT 2020 Marketing Principles (3 cr)
This course provides the students an understanding of marketing activities, decisions, and terms with an emphasis on the practices and problems of marketing managers and the analysis of the marketing environment.
RESOLUTION 2020 -

WHEREAS, the Department of Teacher Education in the Patton College of Education has developed a new Master of Education in Theater Education, and

WHEREAS, the proposed degree program was approved by the University Curriculum Council in February 2020, and

WHEREAS, the program permits the student to receive both a master’s degree and complete teacher licensure requirements, and accreditation will be sought, and

WHEREAS, the 46-semester hour program has been developed at the request of the College of Fine Arts to provide opportunities for post-baccalaureate theater students with relevant classroom experience, and

WHEREAS, the program will be supported by the financial resources and faculty from both the Department of Teacher Education and the School of Theater.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University hereby approves establishing the Master of Education in Theater Education in the Department of Teacher Education in the Patton College of Education.
Interoffice Communication

Date: March 7, 2020

To: The President and Board of Trustees

From: Elizabeth Sayrs, Executive Vice President and Provost
       Howard Dewald, Associate Provost for Faculty and Academic Planning

Re: Patton College of Education – Department of Teacher Education –
    Master of Education in Theater Education

A resolution is included seeking board approval to establish the Master of Education in Theater Education in the Department of Teacher Education in the Patton College of Education.

The program development proposal materials are presented. University Curriculum Council approved the new program in February 2020.

The graduate program in Theater Education permits the student to receive a master's degree and complete teacher licensure requirements at the graduate level. It recognizes that post-baccalaureate students often have background experience relevant to the classroom and therefore can profit from graduate study leading to licensure rather than enrolling in an undergraduate licensure program.

The 46-semester hour program design is from a request of the School of Theater in the College of Fine Arts. Thus, the anticipated demand will be from theater majors. Program accreditation will be sought from the Council for the Accreditation of Educator Preparation. The courses will be taught by faculty in the Patton College of Education, except the methods course which will be offered by faculty in the School of Theater. The program will not require any additional financial resources as it will be integrated in the currently existing Adolescent-to-Young-Adult Master’s and Licensure program.
A. Summary Statement
1. Date of submission: January 31, 2019
2. Program code (assigned by Registrar's office): MEXX05
3. Name of program: Theater Education
4. Degree to be conferred: ME
5. Administrative unit(s) proposing program: The Patton College of Education, Department of Teacher Education
6. Name(s) of individual(s) proposing the program and their email addresses: Frans H. Doppen; doppen@ohio.edu
7. A brief (< 250 word) statement summarizing the program (including the distinguishing features of the curriculum, the total credit hours, and the intended audience of students) and a summary of resource needs.
The graduate program in Theater Education leading to licensure recognizes and reflects both national and state trends that provide alternative routes to teacher licensure. The program permits the student to receive a master's degree and complete teacher licensure requirements at the graduate level. It recognizes that post-baccalaureate students often have background experience relevant to the classroom and therefore can profit from graduate study leading to licensure rather than enrolling in an undergraduate licensure program; total: 46 semester hours; intended audience of students: Theater majors.
8. Anticipated semester and year of initial student cohort
   Summer 2019-20 semester

B. Need for the Program
   • What is the student demand for the program and how was that determined?
     The anticipated demand for the program is 2-3 students annually. Demand for the program was at the request of the College of Fine Art, School of Theater.
   • What other schools within Ohio offer the same or a similar program and how is this program differentiated?
     Ohio Wesleyan University [Delaware, OH] offers a bachelor’s degree in Theater Education while our program offers a master’s degree.
   • How does the proposed program align with the current vision for the university and your college?
     This proposed program will enable Theater majors to obtain teaching credentials, i.e. licensure, in the state of Ohio allowing them to teach Theater in public K-12 schools.
   • What overlap or duplication exists between the proposed program and other OHIO programs?
     There is no overlap, the proposed program will be integrated in the currently existing master’s program for Adolescent to Young Adult.
   • Was the proposed program developed in collaboration with another institution in Ohio? If so, briefly describe the involvement of each institution.
     No.
• To what extent will students in the program come from students who would enroll at OHIO in a different program?
Not applicable, students who would be interested in this program will have completed a bachelor’s degree in Theater, most likely at OHIO.
• Provide evidence of consultation, cooperation and/or collaboration with other OHIO programs in the development of this proposal. Approval is required from departments whose high demand courses your program will require. Evidence of consultation should be included in all cases where your program impacts other academic departments or schools.
The program of study was developed at the request of the Dean of the College of Fine Arts and in collaboration with faculty in the School of Theater. ICC has already approved THAR 5140 Methods for Teaching Theater

C. Curriculum
• What are the program’s learning outcomes and how are these operationalized in the curriculum?
  o As a result of this program, students will be able to successfully complete all required courses and yearlong clinical experiences, including the Rural Urban Collaborative placement in an urban school setting (3-4 days).
  o As a result of this program, students will be able to interpret and analyze their yearlong professional internship experience.
  o As a result of this program, students will be able to identify and evaluate major issues of concern directly related to classroom teaching.
  o As a result of this program, students will be able to demonstrate readiness for the profession by successfully completing the edTPA portfolio.
  o As a result of this program, students will be able to successfully evaluate and interpret data for their master’s research project.
  o As a result of this program, students will be able to demonstrate readiness for licensure by passing the Assessment of Professional Knowledge (APK) licensure test of the Ohio Assessments for Educators (OAE).

The learning outcomes will be operationalized through a yearlong clinical model combining the theory of course work with practice through a weekly placement under a mentor teacher, consisting of two full school days during the Fall semester and five full school days during the Spring semester.

• Describe the curriculum in a format that includes all of the following:
  o The sequencing of courses over the typical student’s career
  o A description of the culminating experience of the program (required of all graduate degree programs).
If MA or MS, describe significant research component (non-research graduate degrees such as Master’s of Arts Administration or Masters of Athletic Training are professional degrees and while do require a culminating experience, it need not be research-based).

Include all course descriptions in the appendix.

The curriculum is based on a clinical model in which the teacher candidates take course work in pedagogy in alignment with practice through a yearlong clinical placement under the mentorship of a classroom teacher and university clinical educator. Course work begins during the first Summer semester and continues throughout the Fall semester along with a two-day internship. The program culminates during Spring semester with a full-time weekly five-day internship and completing of the Master’s Research Project.

- How does this curriculum compare with that offered at other institutions with similar programs?
  The yearlong clinical model is a unique feature of our teacher education program, we are considered a national leader in the field.

- Define the proposed policy on accepting transfer of credit from other institutions or other programs at Ohio University.
  This yearlong master’s program leads to licensure to teach Theater in K-12 school: Summer – Spring/Summer. Candidates will be able to complete the program in either 3 or 4 semesters. Teacher candidates who do not complete the Master’s Research Project during Spring semester do so during the following Summer semester. Due to the yearlong clinical model, we do not accept transfer of credit for this program.

D. Modality & Location
- Is this program intended to be delivered completely online? If not, what modality will the instruction be delivered? In-person or blended?
  This is an Athens campus program. It is not intended, neither is it possible, to deliver this program completely online. Some courses are Athens online, most are in-person.

- Students in this program will be affiliated with which campus location(s)?
  Athens

E. Accreditation
- Does the program intend to seek accreditation? Yes
- If so, what is the name of the agency that would accredit the program?
  Council for the Accreditation of Educator Preparation (CAEP)
- Has it been contacted and what is the plan and timeline for accreditation?
  The Patton College’s Director of Assessment & Academic Improvement will lead the accreditation process.
- Is the curriculum in accord with its standards?
  Yes
F. Faculty and Instruction

- **Who will be teaching, what is their tenure status, and what are their qualifications?**
  All courses will be taught by faculty in The Patton College, except the methods course which will be offered by faculty in the School of Theater. All instructors are either tenured professors or professors of instruction with Graduate Faculty Status.

- **How will new faculty for the program be selected? By whom?**
  Not applicable.

- **What are the minimal qualifications expected of instructors in the program?**
  HLC has [Guidelines on Faculty Qualifications](#).
  All instructors will meet the Guidelines on Faculty Qualifications as required by the Higher Learning Commission of the Board of Trustees.

- **What body will oversee the curriculum?**
  We are required to obtain state approval from the Department of Higher Education and must meet CAEP accreditation requirements.

G. Admission Requirements

- **What are the criteria for admission into the program? Be specific.**
  Candidates seeking admission to the initial master’s program with licensure in Theater Education must have earned a bachelor's degree, have a minimum Grade Point Average [GPA] of 3.0, and submit a Resume/Curriculum Vitae, three Letters of Recommendation as well as a Personal Statement of Professional Goals. In addition, international candidates must submit certified transcripts as well as proof of financial responsibility. Candidates' application materials may be reviewed prior to completion of the bachelor's degree and may be admitted but will not be able to start registration until an official transcript showing conferral of the bachelor's degree is provided.

- **Are there any limits on the number of enrollments? If yes, what criteria will be used to make selections?**
  There are no limits.

H. Graduation Requirements (in addition to University requirements)

- **Are there minimum grade requirements for individual courses?**
  1) Completion of any licensure requirements specified by the program area as prerequisite to the Professional Internship, i.e. passing scores on the Ohio Assessment for Educators content knowledge test.
  2) Completion of all required professional education courses for licensure with a grade of B or better in each course.
  3) Overall grade point average of B or better and no grade below a C in additional academic content (if required).
  The clinical Professional Internship experience must be completed successfully and includes yearlong professional support by faculty, a mentor teacher and university clinical educator. All teacher candidates must successfully complete the edTPA and the Master’s Research Project in order
to be awarded the master’s degree which is required prior to applying for licensure. In addition, the teacher candidates must successfully meet all Council for the Accreditation of Educator Preparation [CAEP] standards requirements which they must submit to LiveText, the assessment program used by the Patton College.

- Is there a minimum GPA for courses in the major?
  No grade below a C.

I. **Administration**
   - What academic unit will be home to the program?
     Department of Teacher Education
   - How will administrative support be provided?
     We have two Administrative Specialists who will provide support as needed, the Chair of the department will be the point person of contact for this program.

J. **Timing**
   - When do you want the program to start? Please be aware of the levels of approval and timelines required for internal and external approvals as outlined in this manual (new programs must be approved by ODHE and HLC before being advertised).
     The next graduate cohort will start Summer 2020, Session I
   - If the program will be “phased-in,” describe the process.
     NA

K. **Budget and Financial**
   - What is the financial impact of the program (projected income and expenses), including resource needs such as personnel, space renovations, equipment and technology, library resources, waivers, etc. immediately, and into the next five years?
     This program will not require any additional financial resources as it will be integrated in the currently existing AYA Master’s + Licensure program of study.

L. **Assessment and Program Review**
   - What are the program’s instructional learning outcomes?
     As above, see C:
     - As a result of this program, students will be able to successfully complete all required courses and yearlong clinical experiences, including the Rural Urban Collaborative placement in an urban school setting (3-4 days).
     - As a result of this program, students will be able to interpret and analyze their yearlong professional internship experience.
As a result of this program, students will be able to identify and evaluate major issues of concern directly related to classroom teaching.

As a result of this program, students will be able to demonstrate readiness for the profession by successfully completing the edTPA portfolio.

As a result of this program, students will be able to successfully evaluate and interpret data for their master's research project.

As a result of this program, students will be able to demonstrate readiness for licensure by passing the Assessment of Professional Knowledge (APK) licensure test of the Ohio Assessments for Educators (OAE).

- How will these outcomes and program quality be assessed?
  - Outcomes and program quality will be assessed by completion rates, including passing scores on all state-required Ohio Assessments for Educators tests.

- How will the program prepare for future program reviews (see Program Review Committee documentation)?
  - On December 15, 2018 all our Teacher Education programs successfully met the requirements for OHIO's Program Review. We will continue to meet its expectations.

- How will individual student success in the program be measured?
  - Individual student success will be measured based on degree completion, successful applications for licensure, and when feasible employment data.
<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credit Hours</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>EDCT 5011</td>
<td>3</td>
<td>Technological Applications in Education</td>
<td>Acquaints students with applications commonly found in educational settings. Students use application software, hypermedia, e-mail, and the Internet. Emphasis on integrating technology across the curriculum and the use of Web 2.0 tools and applications. Students design technology-enriched lessons for use in K-12 and higher education settings. ISTE Standards for Teachers and Technology Facilitators are the framework for this course.</td>
</tr>
<tr>
<td></td>
<td>EDSP 5700</td>
<td>3</td>
<td>Nature and Needs of Persons with Exceptionalities</td>
<td>In-depth overview to the field of special education, presenting basic knowledge and understanding of the historical and legal aspects, nature and needs of persons with exceptionalities across the life-span, attitudes and expectations essential to working with persons with exceptionalities, delivery of services appropriate to meeting their needs, and current trends and issues with an emphasis on inclusive education in limited resource environments. Also offers elements of UDL to delivery of competencies through the infusion of self-selected activities in meeting specific candidate learning needs.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Credits</td>
<td>Course Title</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>EDTE 5100</td>
<td>3</td>
<td>Principles of Curriculum</td>
<td>This course offers multiple perspectives with an explicit focus on the study of curriculum and curriculum theory. Major curricular movements, principles of curriculum development, forces affecting what is taught, curriculum evaluation, and recent trends including content area national and state standards.</td>
<td></td>
</tr>
<tr>
<td>EDTE 5260</td>
<td>3</td>
<td>Secondary Reading Instruction and English Language Learners</td>
<td>Strategies for using various genre of reading materials in different content classrooms presented. Diagnosis of the readability of texts and the adaptation of materials and teaching for content area instruction presented.</td>
<td></td>
</tr>
<tr>
<td>EDTE 5600</td>
<td>3</td>
<td>Advanced Studies of Children and Adolescents</td>
<td>Intensive study of research in child development from conception to maturity and implications for educational practices.</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>EDPL 6920</td>
<td>3 Internship: Theory into Practice</td>
<td>This course focuses on teacher-intern and school-community relationships, lesson planning, differentiation, developmentally appropriate instruction assessment, co-teaching, and preparation for the edTPA portfolio, including academic language.</td>
<td></td>
</tr>
<tr>
<td>EDTE 6670</td>
<td>3</td>
<td>Teacher as Action Researcher</td>
<td>The course emphasizes the study of the key concepts, norms and principles of action research as part of the larger scope of teachers work as researchers and reflective practitioners. Candidates will be involved in an action research study relevant to their teaching.</td>
<td></td>
</tr>
</tbody>
</table>
context. The course will provide candidates with guided practice as they inquire into and reflect on their practice. The course allows candidates to apply research and bibliographic methods and resources necessary for inquiry into practice.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 6160</td>
<td>3</td>
<td>Managing and Monitoring Student Learning</td>
<td>This course is designed to help general education teachers and general education teacher candidates, with a focus on grades 7-12 become more proficient at managing classroom procedures as well as student behavior. In addition, this class will give teachers and teacher candidates the skills needed to use classroom assessment data more efficiently and effectively through analysis and application, thereby promoting data-driven decision making and problem solving based on collected data.</td>
</tr>
<tr>
<td>THAR 5140</td>
<td>4</td>
<td>Methods for Teaching Art</td>
<td>This course focuses on methods and materials for teaching theater to students in grades K-12. Students develop learning units with relevant teaching components organized around specific theater concepts and produce assessment mechanisms for the evaluation of student theater projects in alignment with the 2008 Modified Ohio/NAST Program Standards (Grades PreK-12). Supervised clinical</td>
</tr>
</tbody>
</table>
teaching experiences in the public schools and/or public theaters are required.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Credits</th>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>EDPL 5620</td>
<td>6</td>
<td>Professional Internship</td>
<td>Assigned responsibility for teaching under the supervision of a cooperating teacher. Required of all graduate education majors for full-time professional internship experience.</td>
</tr>
<tr>
<td></td>
<td>EDPL 5630</td>
<td>6</td>
<td>Professional Internship</td>
<td>Continuation of EDPL 5620. Assigned responsibility for teaching under the supervision of a cooperating teacher. Required of all graduate education majors for full-time professional internship experience.</td>
</tr>
<tr>
<td></td>
<td>EDPL 5650</td>
<td>3</td>
<td>Professional Internship Seminar</td>
<td>Seminar to accompany graduate level student teaching. Part of the masters in secondary education program with teacher certification. Seminar processes student teaching experience.</td>
</tr>
<tr>
<td>Spring/Summer</td>
<td>EDTE 6940</td>
<td>3</td>
<td>Master’s Research Project</td>
<td>Tier III capstone project, continuation of EDTE 6670. Classroom-based action research project culminating in final written report including an introduction, review of the research literature, data collection, data analysis, conclusions and recommendations.</td>
</tr>
</tbody>
</table>

Total 46
WHEREAS, the Department of Engineering Technology and Management in the Russ College of Engineering and Technology has developed a new Master of Science degree in Project Management, and

WHEREAS, the proposed degree program was approved by the University Curriculum Council in February 2020, and

WHEREAS, the program focuses on project managers in pursuit of a graduate experience that fulfills continuing education requirements for professional certification, and

WHEREAS, the 30-credit hour program is built upon specifications of a widely recognized Project Management Body of Knowledge professional curriculum, and

WHEREAS, the program utilizes existing financial resources and an interdisciplinary faculty including professors from the Russ College of Engineering and Technology and the College of Business, and appropriately credentialed working professionals.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University hereby approves establishing the Master of Science in Project Management offered through the Department of Engineering Technology and Management in the Russ College of Engineering and Technology.
Interoffice Communication

Date: March 7, 2020

To: The President and Board of Trustees

From: Elizabeth Sayrs, Executive Vice President and Provost
Howard Dewald, Associate Provost for Faculty and Academic Planning

Re: Russ College of Engineering and Technology – Department of Engineering Technology and Management – Master of Science in Project Management

A resolution is included seeking board approval to establish the Master of Science in Project Management in the Department of Engineering Technology and Management in the Russ College of Engineering and Technology.

The program development proposal materials are presented. University Curriculum Council approved the new program in February 2020.

The degree focuses on the Project Management Body of Knowledge, as identified by the Project Management Institute, and serves as a graduate-level option for working professionals. Students complete the 30-credit hour program primarily through face-to-face classes while in residence, or they may choose to complete the degree remotely through online coursework.

The degree will enable project managers to earn required professional development units to fulfill continuing education requirement for professional certifications.

The program will draw from an interdisciplinary faculty including professors from the Russ College of Engineering and Technology and the College of Business, and appropriately credentialed working professionals.
Master of Science in Project Management
Russ College of Engineering and Technology
Ohio University
October 15, 2019

Prepared by W. Neil Littell, Ph.D., PMP, Associate Professor
Engineering Technology and Management

New Graduate Program Proposal Form
Graduate College
Ohio University

This is a (check one):

___ Certificate Program
_X_ Full Proposal
___ Program Name Change

New degree title and name:
Master of Science in Project Management - MPXX01

Proposing unit(s) [department(s) or schools(s)]:
Engineering Technology and Management, Russ College of Engineering and Technology
at Ohio University

Summary of the proposed program (100 words or fewer):
The Engineering Technology and Management (ETM) Department at Ohio University proposes the development of an innovative Master's degree in project management. The degree will focus on the Project Management Body of Knowledge (PMBoK), as identified by the Project Management Institute (PMI). This degree will serve as a graduate-level option for working professionals to pursue a graduate educational experience. For working Project Managers who are currently certified by PMI, the degree will enable required PDUs to be earned to fulfill the continued education requirement for professional certifications such as the CAPM and PMP.

Designation of the New Degree Program
Based on feedback from students and alumni, the ETM department within the Russ College of Engineering and Technology is moving forward to develop both a graduate-level certificate and a Master of Science degree in Project Management. These programs will draw from an interdisciplinary faculty from Ohio University, including professors from the Russ College of Engineering and Technology, the College of Business, and appropriately credentialed (Master and PMP certified minimum) working professionals. We will target participation through the four PMI (Project Management Institute) chapters in Ohio representing project managers in Columbus, Dayton, Cincinnati, and Cleveland. There are over 3000 PMI member project managers represented by these chapters, who are each required to earn continuing education credit to maintain certifications from PMI.
The new Master of Science in Project Management is proposed and will be administered by the Department of Engineering Technology and Management within the Russ College of Engineering at Ohio University. The department consists of eleven full-time tenure-track and tenured faculty who share an interest in project and operations management. This degree program will also partner with the Industrial Systems and Engineering department as well as the Management Department within the College of Business at Ohio University.

Description of the Proposed Curriculum

The Master of Science in Project Management will serve as an interdisciplinary and applied program, which provides education to project management professionals from all disciplines. The program is intended for individuals who hold a bachelor's degree from accredited programs in Technology, Business Administration, Health Sciences, Liberal Arts, Applied and Natural Sciences, or Engineering and who are in, or aspiring to, project management related positions. The program will equip individuals with various skills, soft and hard, to manage projects and keep them within budget and on schedule, while meeting specifications and achieving customer satisfaction. Built upon the widely recognized Project Management Institute’s Project Management Body of Knowledge (PMBOK®), the program will be offered combined online, and on-campus to provide students with the knowledge and expertise to meet the intense global competition demands that new projects and business development require. This program or components of this program will be offered at Ohio University regional campuses as dictated by enrollment.

Throughout the program, students will achieve the following broad program learning outcomes:

1. Project Management Technical Expertise – Students will be able to synthesize the appropriate responses and documentation using modern project management tools and techniques to manage projects concerning stakeholders, budgets, timelines, quality, and other project specific requirements.
2. Professional Behavior – Students will be able to select and apply appropriate management and communication strategies to mitigate team conflict, build high-performing teams, and negotiate with suppliers and stakeholders for the benefit of the project.
3. Strategic Awareness – Students will synthesize the appropriate project management techniques and professional behavior tools and techniques within the context of the strategic objectives of the company concerning ethics, program, and portfolio objectives.

Specific learning outcomes are discussed in depth in Appendix B, with a learning outcomes assessment plan to be developed in consultation with the faculty of the Russ College of Engineering and Technology, the College of Business and other collaborating departments as specialty areas are identified. The program will create an advisory board to recommend programmatic enhancements to ensure that the program remains current and relevant to the needs of companies who are hiring our graduates. This advisory board will be created within the first 5 years of the program and will be comprised of alumni, project management experts, and strategic business partners.

These three areas have specifically been identified to align with the accreditation requirements of the Project Management Institute. Once established, this degree seeks to be externally accredited by the world renowned Project Management Institute.

Since 2015, The Engineering Technology and Management department has developed an expansive initiative with undergraduate project management education through the implementation of
two certification programs: The Enterprise Project Management certificate and the Technical Project Management certificate. Currently, these programs have almost 300 students enrolled, representing students from the Russ College of Engineering and Technology, The College of Business, and the Patton College of Education.

**International Graduate Project Management Offerings**

This program has been designed to be accredited by the Project Management Institute (PMI). Currently, there are 95 post-graduate project management programs internationally which are accredited by the Project Management Institute. Of these programs, 53 are located within the United States of America. There are not any PMI accredited post-graduate programs within the state of Ohio. Most of the programs exist as either a pure project management experience, or a project management experience focused on one particular area; typically technology or construction related. The proposed program is innovative in that students will be able to customize the courses with approved technical electives in their program to compliment the individual goals of the person perusing this graduate experience. This configurable nature will allow individuals to shape their educational experience to their current or desired occupation. This program is being developed to be accredited by PMI once established.

**Admissions Requirements**

Students who wish to be admitted into the Master of Science in Project Management program will provide several artifacts to the graduate admissions portal hosted by Ohio University. Graduate status requires an earned bachelor's degree from a U.S. college or university accredited by a regional accrediting association, or an international degree that is equivalent to a U.S. bachelor's degree from a college or university recognized and approved by the Ministry of Education or Commission responsible for higher education in the country where the degree is earned. These artifacts include: 1. A transcript from an accredited 4-year university with a GPA of 3.0 or higher (a GPA of 2.75 is acceptable with GRE quantitative reasoning score of 155 or higher) 2. An essay describing why they are interested in the program with a statement of purpose 3. Two professional letters of reference one preferably from the applicant’s current supervisor and another from an individual who has supervised, mentored or taught the applicant, or is otherwise familiar with the applicant’s academic ability and/or work experience. 4. Non-native speakers of English must demonstrate English proficiency by submitting official test scores for either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Students may be provided with provisional approval pending the completion of a bridge course, offered to students who may lack clear evidence of recent and appropriate college-level math courses such as college algebra, statistics, and finance. Upon entry to the program, students will work with an advisor to identify a program of study, which will include all courses and course sequencing required to complete the Master of Science in Project Management. Upon admission to the program, students will meet with an advisor, who will evaluate the needs of the student. The advisor will review all programmatic requirements and will develop a program of study for the students. The advisor and student will work together to develop a program of study, which includes required and technical elective courses.

**Description of the Proposed Curriculum**

The Master of Science degree in Project Management requires the completion of 30 semester hours of graduate coursework. Students are required to complete 15 credit hours of core project management curriculum, to which they will supplement approved graduate-level electives. Class size
will be limited to 25 students per class for this program. Because the project management body of knowledge is valuable to people with diverse backgrounds and experiences, the program will apply 15 credit hours of approved electives to complete the 30-hour academic experience. These electives have been selected to specifically augment the graduate experience through individual student-relevant topics selected to add value to the individual and his or her career interests.

Table 1: Required and Technical Electives for the Master of Science in Project Management

Program Core Courses
This program delivers coursework in three modalities: in person, online, and blended. Students may opt to complete the program in one year primarily through face-to-face classes while in residence on the Athens campus of Ohio University, or they may choose to complete the degree remotely via eCampus online coursework. All faculty involved in teaching courses will complete training provided by the Ohio University’s office of instructional innovation. All courses will be developed in conjunction with professional course development personnel using the Ohio University Instructional Innovation Course Design Rubric. This rubric has been developed using industry best practices, including ADA compliance and tying course objectives to assessment. All faculty members involved in the program will complete training on delivery of content to students conducted by course development professionals within the Office of Instructional Innovation before they will be allowed to teach courses. Program expectations and outcomes are consistent across both course delivery modalities.

Master of Science in Project Management degree-seeking students in this program must take the following five core courses for a total of 15 credit hours:
Project Management I: This course exposes students to the fundamentals of project management practices. Students will investigate the Initiation and Planning phases of the project management process as well as learn terminology from the PMBOK lexicon. Students will also complete case studies and synthesize data to produce a project management plan. This course will be offered in three modalities: face-to-face, online, and blended.

Project Management II: This course continues the exposure of students to the fundamentals of the project management processes. Students will pursue knowledge within the Execution, Monitoring and Controlling and Closing phases of the project management process. Students will synthesize data to progressively elaborate and integrate changes into a project management plan. This course will be offered in three modalities: face-to-face, online, and blended.

Change and Risk Management: This course addresses the fundamental tasks of project managers concerning change and risk management. Students will calculate earned value metrics as well as develop and integrate change management plans into active projects. Additionally, students will build risk registers and risk management plans, calculate risk probability, and develop mitigation strategies. This course will be offered in three modalities: face-to-face, online, and blended.

Lean Six Sigma: This course will teach project managers how to analyze and optimize processes within companies. The focus of the course is a foundation of lean principles followed by the implementation of quality assurance principles.

Project Management Capstone - Culminating Experience: Students will complete course work including fundamental research methods such as: literature reviews, selecting topics, reporting results and defining future work. Students will employ what they have learned in the capstone class and throughout the program to develop a thesis, or they will develop a project portfolio. Students pursuing the project portfolio will identify a real-world project in their workplace or similar setting approved by the instructor, such as a government or community organization. They will conduct a literature review and cite concepts as they relate to their project. They will then execute the project, where they will manage and document the project including Initiating, planning, executing, monitoring and controlling, and closing the project. These activities require integrating and applying the knowledge, skills and industry standard practices obtained in the Master of Science in Project Management program and emphasize learning by doing. Students will develop a final project report, where they will synthesize all project documentation with proper citations into a project report which will be submitted to the student's committee.

Assessment of the culminating documentation; either thesis or project, will be evaluated by a committee of approved graduate faculty from the Russ College of Engineering and Technology including no fewer than four faculty members; including the Associate Dean of Graduate Studies from the Russ College of Engineering and Technology. This program will follow the already established guidelines for thesis and project based Master of Science programs. Beyond formal coursework, the Master of Science in Project Management program strongly encourages students to participate in extra-curricular activities and professional development opportunities such as local PMI chapter meetings and online project management seminars offered via many venues. The program will focus on providing a holistic and diverse project management perspective to the students through webinars and guest presentations.
Students will be encouraged, though not required, to participate in these activities to enhance the educational experience as well as continue to engage with graduates of the program.

**Program Technical Electives**

The 15 credit hours of required technical electives have been selected to complement the project management body of knowledge and the future desire of the student. For a class to be eligible for inclusion into the program, the course objectives and assessments will be evaluated by the degree director. This program will not accept more than 2 dual-listed courses for any student. Inclusion into the program as a technical elective will be determined based upon ties to existing themes included in the project management body of knowledge (PMBoK) as published by the Project Management Institutes. Broadly, these themes include the three program outcomes of 1. Project Management Technical Expertise, 2. Professional Behavior, or 3. Strategic Awareness.

Students can take these courses as they feel applicable to their interests and profession. Students will be required to choose no less than 15 credit hours (5 courses) of approved graduate level (5000 or above) technical electives. Any of the following courses (all are 3 credit hours) can be applied towards the 15 hours of technical electives:

**Administrative Arrangements**

The Master of Science in Project Management will be administered by the Engineering Technology and Management department within the Russ College of Engineering and Technology on the Athens campus of Ohio University. The program will be coordinated by a director of graduate studies (Ph.D. required). The director of the Master of Science in Project Management program will work in consultation with the department chair of the Engineering Technology and Management department to manage recruitment and retention, applications and admissions, course offerings, staffing, and advising on academic concerns and progress towards the degree.

Ohio University’s Office of Instructional Innovation provides professional academic advising to eCampus students enrolled in online and mixed-degree programs. These advisors offer support services including academic planning, course selection, registration, and financial aid guidance to students opting to complete the degree remotely via online coursework.

The Engineering Technology and Management department will handle all aspects of support services including academic planning, and course selection to students opting to complete the graduate certificate for a student on the Athens campus. Furthermore, this department or central services will handle all aspects of marketing, content, recruitment, and retention.

**Evidence of Need for the New Degree Program**

According to the Project Management Institute (PMI), 1.5 Million project management jobs will need to be filled each year between now and 2025. This is being driven by both a shift in demographics, growth in global projects worldwide and the requirements to implement new technologies to remain competitive. Project Management is a ubiquitous career choice and applies to virtually every white collar career path. While an MBA or an Engineering Management degree offers a specialized educational experience, this Master of Science in Project Management can supplement many diverse backgrounds of individuals through the customizable nature of the technical electives.

Within the State of Ohio, in 2016, Project Management was found to be the second most commonly sought after job skill with 33,045 postings as researched by EAB (report included in Appendix B). The most commonly requested skill was budgeting (35,592) which is also a skill taught within the PMBOK. Project Management jobs are also well paying with the mean PMP certified project manager
earning $111,969 as reported by the 9th Edition of the PMI Earning Power Salary Survey conducted in 2015. This survey (N=9,677) reported that the 25th percentile was $90,000; Median $108,200; 75th percentile $130,000. This report also provides context for the ubiquitous nature of where project managers work by listing the typical industries as well as departments and titles of project managers. 81% of the respondents had earned a PMP certification. This report can be provided upon request.

**Target Audiences**

**Job Entry** – Many recent college graduates find themselves managing projects during their first job. This program will provide opportunities for recent graduates who are new project managers to receive formal training as well as avenues for future external certification such as a PMP or CAPM.

**Job Transition** – Employees may be underemployed or wish to transition their employment focus to a project management position. This degree can allow these people to specialize in the field of project management and give them the confidence to seek employment as a project manager.

**Job Development** – Existing project managers, may wish to take courses to augment their current skillsets or to pursue an advanced certification (CAPM to PMP). Existing PMPs may desire to take course to fulfill the CEU requirement to maintain their PMP certification, while also earning an advanced degree and taking courses to assist with their career as a project manager.

**Prospective enrollment**

The target is to have 10-15 students enrolled in the first cohort of students. Over subsequent years, increasing to cohort sizes of 25 students. With added enrollment, additional sections of courses will be implemented.

**Enrollment and retention of underrepresented groups**

Efforts of diversity and inclusion are managed by the Associate Dean for Academics at the Russ College of Engineering and Technology. Ohio University, as well as the college, are committed to cultural diversity. Support for students, faculty, and staff from groups historically underrepresented in engineering and technology is provided through the Dean’s office. In addition to providing multicultural programming for all members of the Russ College community, targeted recruiting efforts are implemented using Russ College endowment funds. Outreach to the community, associations for multicultural professionals, and support for students are focus areas for the Russ College of Engineering and Technology.

**Availability and Adequacy of Faculty and Facilities**

This program is built around existing faculty and facilities within the Russ College of Engineering and Technology. Faculty teaching within this program are Ohio University faculty who have a strategic research area aligned to the program. Additionally, the program will leverage faculty from the Ohio University College of Business who have been identified to have a research area of interest, appropriate experience, and who wish to be involved in the program. Courses will be offered as enrollment dictates demand.

This program will require the addition of five new graduate courses to be offered through the Engineering Technology and Management department as required by student enrollment. Staffing for the program will be negotiated on a case-by-case basis among the faculty member, program director, and department chair. By offering letters of support, the key stakeholders have indicated their support of this program.
Need for Additional Facilities and Staff Plans to Meet This Need

At this time there is no need for additional facilities and staff to launch and sustain this program. However, with illustrated growth, the department will develop and implement a plan to staff the program. The program may hire supplemental faculty members who have 1.) A minimum of an MS/MA/MBA or Ph.D. (Ph.D. preferred), 2. Illustrated notable achievements within the course identified to instruct and 3.) hold the certification of Project Management Professional (PMP). While a PMP is desirable to teach within the program, it is not a requirement. It is important to note that the PMP credential requires 4500 hours of actual project management experience, and is recognized as the gold standard for project managers. However, an individual must have been recognized nationally as an expert in the same field as the course they are teaching and have significant professional experience in that area.

Projected Additional Costs: Evidence of Institutional Commitment and Capacity to Meet Them

The Engineering Technology and Management Department is currently working closely with the Russ College of Engineering and Technology to ensure institutional commitment and capacity to meet the projected annual costs of the program. The Russ College of Engineering and Technology approved fiscal impact statements for the online and residential versions of the program are included in Appendix D: Financial Impact of the Master of Science in Project Management.

APPENDIX A: FORMAL FACULTY AFFILIATES

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Title/Affiliation</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Core Master of Science in Project Management Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Specializations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zaki Kuruppalil, PhD</td>
<td>Associate Professor</td>
<td>Operations Management, Lean, Six Sigma</td>
</tr>
<tr>
<td>Neil Littell, PhD, PMP</td>
<td>Associate Professor</td>
<td>Project Management, Product Lifecycle Management, Operations Management</td>
</tr>
<tr>
<td>Lori Marchese, CPA, MBA, PMP</td>
<td>Lecturer</td>
<td>Project Management, Professional Scrum Master, Business Process Reengineering, Financial and Business Analysis</td>
</tr>
<tr>
<td>Todd, Myers, PhD, MBA</td>
<td>Professor/Chair</td>
<td>Operations Management, Lean</td>
</tr>
<tr>
<td>Mustafa Shraim, PhD</td>
<td>Assistant Professor</td>
<td>Quality Lean, Six Sigma, Operations Management, Statistics</td>
</tr>
<tr>
<td>Yuqiu, You, PhD, PMP</td>
<td>Associate Professor</td>
<td>Project Management, Operations Management</td>
</tr>
</tbody>
</table>

## Technical Elective Faculty Supporting the Master of Science in Project Management Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Specializations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khurrum Bhutta</td>
<td>Professor</td>
<td>Operations Management/Project management</td>
</tr>
<tr>
<td>Marco Habermann</td>
<td>Assistant Professor</td>
<td>Operations Management</td>
</tr>
<tr>
<td>Ashley Metcalf</td>
<td>Assistant Professor</td>
<td>Operations Management/Lean Six Sigma</td>
</tr>
<tr>
<td>Amy Taylor-Bianco</td>
<td>Associate Professor</td>
<td>Organizational behavior/leadership</td>
</tr>
<tr>
<td>Grigorios Livanis</td>
<td>Assistant Professor</td>
<td>Strategy/International Business</td>
</tr>
<tr>
<td>Ike Uzuegbunam</td>
<td>Assistant Professor</td>
<td>Strategy/Entrepreneurship</td>
</tr>
<tr>
<td>Luke Pittaway</td>
<td>Professor</td>
<td>Entrepreneurship</td>
</tr>
</tbody>
</table>
GRADUATE COLLEGE
NEW DEGREE PROGRAM
MASTER OF SCIENCE IN TRANSLATIONAL BIOMEDICAL SCIENCES

RESOLUTION 2020 -

WHEREAS, the Graduate College has proposed a Master of Science in Translational Biomedical Sciences, and

WHEREAS, the proposed degree program was approved by the University Curriculum Council in February 2020, and

WHEREAS, the program is designed for students who have completed requirements toward a Doctor of Philosophy in Translational Biomedical Sciences, but who do not ultimately submit an acceptable dissertation, and

WHEREAS, the degree will require a minimum of 30 credit hours beyond the baccalaureate degree as well as successful completion of coursework and a qualifying exam, and

WHEREAS, the degree program will utilize existing resources and faculty affiliated with the doctoral degree in Translational Biomedical Sciences.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University hereby approves establishing the Master of Science in Translational Biomedical Sciences in the Graduate College.
Interoffice Communication

Date: March 7, 2020

To: The President and Board of Trustees

From: Elizabeth Sayrs, Executive Vice President and Provost
Howard Dewald, Associate Provost for Faculty and Academic Planning

Re: Graduate College – Master of Science in Translational Biomedical Science

A resolution is included seeking board approval to establish the Master of Science in Translational Biomedical Science in the Graduate College.

The program development proposal materials are presented. University Curriculum Council approved the new program in February 2020.

The purpose of this degree program is to provide a suitable credential for students who have successfully completed all requirements toward the Doctor of Philosophy in Translational Biomedical Sciences (TBS) up through qualification for doctoral candidacy, but who do not ultimately submit an acceptable dissertation.

The degree will require a minimum of 30 credit hours beyond the baccalaureate degree as well as successful completion of the TBS doctoral coursework. A master’s exam, equivalent to the doctoral qualifying exam, will serve as the culminating experience for the Master of Science.

The degree will require no resources beyond those currently allocated to the doctoral program.
Master of Science in Translational Biomedical Sciences (TBS)
-----------------------------------
Graduate College

A. Summary Statement
Date of submission: October 28, 2019
Program code (assigned by Registrar’s office): MSXX06
Program Name: Translational Biomedical Sciences
Degree: Master of Science
Administrative Unit: Graduate College
Proposed by: Kevin Lee (leek2@ohio.edu)
Summary:

The purpose of this degree program is to provide a suitable credential for students who have successfully completed all requirements toward the Doctor of Philosophy in Translational Biomedical Sciences (TBS) up through qualification for Ph.D. candidacy, but who do not ultimately submit an acceptable dissertation.

The degree will require a minimum of 30 credit hours beyond the baccalaureate degree as well as successful completion of the TBS Ph.D. coursework. A master’s exam, equivalent to the doctoral qualifying exam, will serve as the culminating experience for the M.S. It will require no resources beyond those currently allocated to the TBS Ph.D.

Anticipated start date: Summer 2020, or upon approval by the Chancellor and the Higher Learning Commission.

B. Need for the Program

The first class of the TBS Ph.D. was recruited for fall 2015, and to date 22 students have enrolled in the program. Twenty-one are currently ABD; our first graduate was in the summer of 2019.

Thus far, no students have left the doctoral program before completion. Nevertheless, it is reasonable to assume that some students in the future will opt not to complete the degree, likely at the stage of the dissertation. Students may begin the TBS Ph.D. program with either a bachelor’s or master’s degree, and, because of the rarity of existing TBS programs, students are unlikely to enter with an existing master’s degree in TBS. We thus wish to establish a M.S. degree that will reflect the academic expertise that students have gained even if they do not submit an acceptable dissertation. This will accurately signal their value to employers and redeem both the student’s and OHIO’s investment in a program that did not meet the student’s needs as expected.
We do not plan to recruit or admit students to the M.S. degree who are not already enrolled in the Ph.D. Because there will be no direct admissions to the M.S., the program will not attract students who would be likely to enroll in another master’s degree at either OHIO or another institution in the state. Neither can the needs of our ABD students be met through collaboration with other institutions or through their existing programs.

The TBS M.S. will not use any resources beyond those for the Ph.D., so we have not engaged in formal consultation with the leadership of the five academic colleges (HCOM, CAS, CHSP, Scripps, and Russ) or the many departments and schools whose faculty participate in the program. There is a small chance that offering the M.S. will prompt an occasional student to drop out of the Ph.D. program rather than struggling through to finish it. As such students are unlikely in any case to enter research careers that require the Ph.D., that outcome may well be in the best interest of the student and their faculty mentors.

C. Curriculum
   1. Outcomes, implementation, and assessment
      1) Learning Outcomes

      (1) Students will be able to act according to professional standards of scientific inquiry and responsible conduct that are essential for the pursuit of new knowledge.
      (2) Students will be able to demonstrate knowledge of basics concepts in translational biomedical sciences and sufficient individualized knowledge to make a scientific contribution.
      (3) Students will be able to design and complete a master’s-level research study and/or scientific experiments.
      (4) Students will be able to process and analyze data to make sound interpretations.
      (5) Students will be able to communicate scientific ideas in both written and oral forms to diverse audiences.

      2) Implementation and assessment

      These outcomes are modified from those of the TBS Ph.D. to describe expected student abilities prior to completing the dissertation prospectus or dissertation. The TBS program is designed around three milestones, two of which will be required of the M.S. students. These are as follows:

      Milestone 1: Completion of courses as specified in the individual development plan (IDP—see next section below). Coursework required of all students specifically addresses outcomes (1), (2), (4), and (5) in individual course outcomes.

      Milestone 2: Original research presented as a written report and a public talk, with successful defense of the research in an oral exam. The exam also includes a
more comprehensive evaluation of the student’s background and related knowledge. The project and exam require demonstration of all five outcomes.

The exam committee will use an existing set of rubrics to score the student’s level of achievement in each expected outcome.

2. **Curriculum**

1) **Required coursework (min. credits)**

   (1) TBS 5680: Foundations in Bioethics (3)
   (2) TBS 5720: Tools for Translational Research (3)
   (3) TBS 6220: Translational Biomedical Sciences Career Development (1 cr * 2)
   (4) TBS 6940: Independent Research in Translational Biomedical Sciences (3)
   (5) TBS 6500: Capstone Experience in Translational Biomedical Science Competencies (3)
   (6) A course in Responsible Conduct of Research (as approved in IDP) (1)
   (7) A course in Biostatistics and/or Epidemiology (as approved in IDP) (3)
   (8) A course in Technical Writing (as approved in IDP) (3)
   (9) Other courses as specified in IDP

   All course descriptions included in appendices

2) **The M.S. degree will require a minimum of 30 graduate hours.**

3) **Typical course schedule for first year student:**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBS 6220-100</td>
<td>TBS 6220-100</td>
</tr>
<tr>
<td>TBS 6220-101</td>
<td>TBS 5680</td>
</tr>
<tr>
<td>TBS 5720</td>
<td>Biostatistics and/or Epidemiology</td>
</tr>
<tr>
<td>Responsible Conduct of Research</td>
<td></td>
</tr>
</tbody>
</table>

4) **Culminating experience:**

   As early as the first semester of graduate study, a student in the TBS program must begin to engage in research under the supervision of a TBS graduate faculty member and register for 3 credit hours of Independent Research. During this time, the student will interact with TBS faculty open to accepting TBS students into their established collaborative interdisciplinary research programs.

   This research, begun early in the program, culminates in the qualifying or master’s exam. Most frequently, students will prepare a written project report with the results of their independent research, present the results in public, and then defend the research to a three-member committee. The exam also includes questions on background and related knowledge to assess depth and breadth of
learning. In case of unsatisfactory performance, the student may make a second attempt.

An alternative way to demonstrate research ability is to have significant participation in the design, data gathering, and writing of a peer-reviewed manuscript that has been accepted for publication. Students who are authors or co-authors of such a paper, or major contributors to a well-known, refereed conference, and have also given a publicly announced talk in the TBS Career Development seminar, may apply to the steering committee for a waiver of the exam.

3. **Comparison to programs at other institutions**

Graduate degree programs in TBS or variants are still quite rare—OHIO is on the cutting edge of this field, so there are few comparisons available. Both the University of Rochester (Ph.D.) and U.C. Irvine (M.S.) include requirements more specific to medical practice and organization; Irvine does not require a course in technical writing or medical communication. By contrast, OHIO’s TBS program is designed to allow specialization along a wider span of the translational biomedical science spectrum. The coursework that is required, however, is guided by national benchmarks: the **fourteen core competencies** defined by the NIH’s Clinical and Translational Science Awards program (CTSA). These competencies are included in the Appendix.

4. **Transfer Credit:** The TBS program accepts transfer credit from other institutions after review by the TBS Steering Committee. Transfer credit from other OHIO graduate programs is allowed when those courses are included on an approved IDP. Transfer credit must also meet Ohio University’s Graduate Catalog policy on transferrable coursework.

D. **Modality & Location**

This program will be delivered in the same location(s) as the TBS Ph.D. Currently, TBS is a residential program on the Athens campus with no required online course components.

E. **Accreditation**

This program will not be individually accredited.

F. **Faculty and Instruction**

1. **Faculty Qualifications**

   Several levels of graduate faculty are available, to ensure that students receive the best possible mentorship from qualified individuals in academia, the private sector
The differing categories of graduate faculty membership in the TBS are protect the rigor of the program.

The membership categories are:

**Full Membership: 32 members currently**

1. Qualifications:
   a) Hold a terminal or earned doctoral degree.
   b) Hold a regular continuing faculty appointment at Ohio University.
   c) Be actively engaged in both graduate education and research and continuing scholarly activity.
   d) Present an ongoing record of accomplishments that have advanced their field.

2. Duties and privileges of full membership:
   a) Propose, design and teach graduate level courses.
   b) Direct and mentor students in dissertation research.
   c) Serve on or chair doctoral advisory committees, comprehensive examination committees, and supervise graduate projects or internships.

Full members are eligible to serve on and vote to elect the TBS Steering Committee. Current full members include faculty from the Heritage College of Osteopathic Medicine, Chemistry & Biochemistry, Communication Studies, Biological Sciences, Psychology, Physical Therapy, Social and Public Health, and other programs; they are listed below in section F.2.

**Associate Membership: 18 members currently**

1. Qualifications:
   a) Hold a masters or doctoral degree, or terminal degree.
   b) Hold a regular continuing faculty appointment at Ohio University.
   c) Demonstrated responsibility in both graduate education and research, including continuing scholarly activity.

2. Duties and privileges of associate membership:
   a) Propose, design and teach graduate level courses.
   b) Direct and mentor students in thesis and dissertation research.
   c) May serve on doctoral advisory committees, comprehensive examination committees, and supervise graduate projects or internships.

Associate members are eligible to vote to elect the TBS Steering Committee but not serve on the Steering Committee. Associate membership includes faculty from the Heritage College of Osteopathic Medicine, Chemistry, Communication Studies, Information & Telecommunications, Engineering, and other programs.
Adjunct Membership: Currently there are 9 adjunct members. This category is for those not holding a regular continuing faculty appointment at Ohio University. Adjunct members may serve on doctoral committees but not independently teach TBS courses or chair committees.

Special Membership: For outside professionals, with case-by-case determination of role. There is currently one special member.

2. Current TBS Full Graduate Faculty

- **Ben Bates**, Ph.D., Barbara Geralds Schoonover Professor of Health Communication, School of Communication Studies
- **Fabian Benencia**, Ph.D., Associate Professor of Immunology, Dept. of Biomedical Sciences
- **Stephen Bergmeier**, Ph.D., Professor of Biochemistry, Dept. of Chemistry & Biochemistry
- **Darlene Berryman**, Ph.D., R.D., L.D., Associate Dean, Research and Innovation, Professor of Biomedical Sciences, Professor of Nutrition, Dept. of Biomedical Sciences and College of Health Sciences and Professions
- **Mark Berryman**, Ph.D., Associate Professor of Cell Biology, Dept. of Biomedical Sciences
- **Liz Beverly**, Ph.D., Assistant Professor of Family Medicine, Dept. of Family Medicine
- **Monica Burdick**, Ph.D., Associate Professor of Biomedical Engineering, Dept. of Chemical and Biomolecular Engineering
- **Ilana Chertok**, Ph.D., MSN, Professor of Nursing, School of Nursing
- **Brian Clark**, Ph.D., Osteopathic Heritage Foundation Harold E. Clybourne, D.O., Endowed Research Chair (Physiology & Neuroscience), Dept. of Biomedical Sciences
- **Chris France**, Ph.D., Ohio University Distinguished Professor (Psychology), Dept. of Psychology
- **Doug Goetz**, Ph.D., Professor of Biomedical Engineering, Dept. of Chemical and Biomolecular Engineering
- **Mario Grijalva**, Ph.D., Director, Infectious and Tropical Disease Institute; Professor of Biomedical Sciences, Department of Biomedical Sciences
- **Jennifer Hines**, Ph.D., Professor of Biomedical Engineering, Dept. of Chemistry & Biochemistry
- **Gillian Ice**, Ph.D., Professor of Social Medicine and Biomedical Sciences, Director Global Health, Dept. of Social Medicine and Biomedical Sciences
- **John Kopchick**, Ph.D., Goll-Ohio Eminent Scholar, Professor of Molecular Biology, Dept. of Biomedical Sciences
- **Chang Liu**, Ph.D., Professor of Electrical Engineering and Computer Science, Dept. of Electrical Engineering and Computer Science
- **Ramiro Malgor**, M.D., Associate Professor of Pathology, Dept. of Biomedical Sciences
The Steering Committee has general oversight of the program. Its charge is as follows:

1) Establish Program bylaws. Such bylaws will be reviewed by the Steering Committee annually.
2) Nominate new members to serve on the Steering Committee to ensure continuity.
3) Develop and implement appropriate policies and procedures regarding admissions, curriculum, student supervision, and completion of degree program requirements and establish such standing committees are needed for program operation. In particular, the Steering Committee will be responsible for approving the composition of each student’s dissertation committee.
4) Provide broad policy and associated management for the Program, including budgets, funding, and policies for the appointment of new program graduate faculty members.
5) Plan for future developments in the subject area.
6) Ensure that Academic Program Reviews, consistent with Ohio Board of Regents requirements, are carried out in a timely manner.
7) Provide appropriate opportunities through seminars and forums to facilitate interactions of faculty and graduate students.
8) Approve graduate faculty status for new applicants and review faculty membership
9) Annually to ensure active faculty participation in the TBS program.

G. Admission Requirements
1. Criteria for Admission

   The minimum criteria for admission to the Ph.D. are a bachelor's or master's degree in a relevant discipline with a GPA of 3.0 or higher and, in the case of non-native speakers of English, demonstration of English proficiency meeting the standards for graduate admission spelled out in the Graduate Catalog. Prospective students are expected to provide evidence for the likelihood of their success in the program, including academic background and future goals compatible with a doctorate in TBS. This evidence takes the form of transcripts, letters of recommendation, personal statements, and identification of appropriate faculty mentors at OHIO. The criterion for admission to the proposed M.S. program is current enrollment in the Ph.D. program.

2. Evaluation for Admission and Enrollment Limits

   There are no enrollment limits for the M.S. in TBS. Applications will be denied if the student has demonstrated, through TBS coursework and attempted research, that they are very unlikely to complete the graduation requirements for the M.S. Students may also be denied admission if they have been academically dismissed from the TBS Ph.D. program or otherwise asked to leave OHIO.

H. Graduation Requirements (in addition to University requirements)

   The student must achieve a satisfactory level of performance in the qualifying/master's exam. As with all Ohio University graduate programs, a minimum cumulative GPA of 3.0 is required for degree conferral.

I. Administration

   The TBS program is housed in the Graduate College. The proposed master's degree will use only the administrative resources currently devoted to the Ph.D. program. These include a Faculty Director and a part-time administrative associate.

J. Timing

   This program has essentially no start-up lead time. We would like to make it available to
enrolled Ph.D. students as soon as all necessary approvals are obtained, which we hope will be the case in summer or fall 2020.
K. **Budget and Financial**

We expect to gain the master’s degree completion SSI for students who would otherwise drop out without completing any degree. The SSI for a Biology M.S. is currently $17,174.17.

L. **Assessment and Program Review**

1. **Outcomes and Assessment:**

   Please see section C.1.2 above.

2. **Program Review Preparation:**

   Program Review Preparation will be identical to, and included in, that for the current TBS Ph.D. program. Individual student assessment is described above in section C.1.2.
WHEREAS, the Environmental Studies program in the George Voinovich School of Leadership and Public Affairs has developed a new Master of Sustainability, Security, and Resilience, and

WHEREAS, the proposed degree program was approved by the University Curriculum Council in February 2020, and

WHEREAS, the program focuses on training professionals to plan for more sustainable, secure, and resilient communities and organizations in the face of rapid environmental change, and

WHEREAS, the 30-credit hour online program consists of three certificates and a capstone experience that supports students in development of a resilience plan for their community or organization, and

WHEREAS, the program is supported by the financial resources and faculty in the Environmental Studies program.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University hereby approves establishing the Master of Sustainability, Security, and Resilience in the Environmental Studies program in the George Voinovich School of Leadership and Public Affairs.
Interoffice Communication

Date: March 7, 2020

To: The President and Board of Trustees

From: Elizabeth Sayrs, Executive Vice President and Provost
       Howard Dewald, Associate Provost for Faculty and Academic Planning

Re: George Voinovich School of Leadership and Public Affairs –
    Environmental Studies – Master of Sustainability, Security, and Resilience

A resolution is included seeking board approval to establish the Master of Sustainability, Security, and Resilience in the George Voinovich School of Leadership and Public Affairs.

The program development proposal materials are presented. University Curriculum Council approved the new program in February 2020.

The program curriculum provides students with the opportunity to learn and apply key theoretical concepts and practical tools across the spectrum of sustainability, security, and resilience. This combination includes examination of specific systems (environment, energy, climate change, agriculture), methodological training in sustainability assessment, resilience practice, science literacy, risk management, and environmental approaches to leadership and innovation.

The program requires 30 credit hours of online coursework and consists of three certificates and a capstone. Students will complete a capstone in Resilient Infrastructure and Communities in which they will develop a community resilience plan for their organization or their community, where possible with input from local stakeholders and organizations.

The proposed degree meets both the foundational knowledge and core competencies developed by the American Society of Adaptation Professionals including risk and vulnerability management, climate related hazards and impacts, adaptation and resilience to climate change, systems thinking, change management, justice and equity, and communication.
A. Summary Statement
   1. Date of submission 1/27/2020
   2. Program code: MSSX20
   3. Name of program: Master of Sustainability, Security, and Resilience
   4. Degree to be conferred: Master of Sustainability, Security, and Resilience
   5. Administrative unit(s) proposing program: Voinovich School of Leadership and Public Affairs
   6. Name(s) of individual(s) proposing the program and their email addresses
      Natalie Kruse Daniels krusen@ohio.edu

7. A brief (< 250 word) statement summarizing the program (including the distinguishing features of the curriculum, the total credit hours, and the intended audience of students) and a summary of resource needs.

   In a time of great environmental change, social and community systems must become more resilient to remain both secure and sustainable. This program focuses on training professionals to plan for more sustainable, secure, resilient communities and organizations in the face of rapid environmental change. The curriculum provides students with the opportunity to learn and apply key theoretical concepts and practical tools across the spectrum of sustainability, security, and resilience. This combination includes examination of specific systems (environment, energy, climate change, agriculture); methodological training in sustainability assessment, resilience practice, science literacy, risk management, and environmental approaches to leadership and innovation. The program requires 30 credit hours of coursework and consists of three certificates and a capstone. The certificates are Community Risk and Resilience, Environmental Change Management and Leadership, and Planning Resilient Systems. Students will complete a capstone in Resilient Infrastructure and Communities in which they will develop a community resilience plan for their organization or their community, where possible with input from local stakeholders and organizations. The proposed degree meets both the foundational knowledge and core competencies developed by the American Society of Adaptation Professionals including risk and vulnerability management, climate related hazards and impacts, adaptation and resilience to climate change, systems thinking, change management, justice and equity, and communication. All courses will be taught by existing full time Voinovich School faculty members. One full time administrator or an equivalent contract with an external provider will support marketing, recruitment, and retention for the degree. Limited technology upgrades will support online learning.

8. Anticipated semester and year of initial student cohort: Fall 2021

B. Need for the Program
   - What is the student demand for the program and how was that determined?
Student interest and demand: GVS faculty and professional staff members initially identified demand for this practical resilience focused degree from ongoing work within professional associations on adaptation, state and national conferences with practitioners, and public sector, cohort-based trainings through our Voinovich Academy for Excellence in Public Service. GVS subsequently contracted with a private market research firm, Hanover Research, to benchmark programs in resilience and assess demand for specific curricula. Hanover’s findings support the demand signals that we are receiving from our academic and practitioner interactions. Employment categories of graduates, including planning, emergency management, and environmental specialist are all projected to be growth areas. Additionally, Climate Change Business Journal “estimates the United States climate adaptation & resilience services market at $650 million in 2018. Growth has been in the double digits, and the forecast is for that rate to continue in the short term at 12-15% per year to at least 2022.” Professionals already working in communities recognize the need for additional training and education in climate change adaptation and resilience. In a separate employer survey conducted by Hanover Research, employers identified the need for improved understanding of climate change and crisis and risk management as well as better communication and community engagement skills as key areas for improved education and training.

Institutional need: Ohio University is strategically investing in innovative graduate programs with the potential to meet new market demands. This program fits with, but does not duplicate, Ohio University’s strength in environment and community planning.

Societal demand: Climate change and other environmental shifts such as rapid urbanization have the potential to significantly exacerbate existing public challenges, creating crises that many communities are currently unprepared to address. Interdisciplinary education supporting professionals who are leading communities in becoming more resilient, sustainable, and secure is timely and meets a societal need. Recent events including wildfires in California and Australia, flooding and extreme rain events throughout the country, flooding of agricultural fields and communities in Ohio and throughout the Midwest, extreme heat events, and threats to drinking water and sewage treatment in the wake of natural disasters show the vulnerability of communities worldwide. This program seeks to give students the necessary knowledge and competencies to face these unprecedented challenges that impact across all sectors of public management.

- What other schools within Ohio offer the same or a similar program and how is this program differentiated?

There are several institutions offering programs with some elements similar to the proposed Master of Sustainability, Security, and Resilience program: Cleveland State University’s Master of Urban Planning and Development specialization in

---

Environmental Sustainability, Kent State University’s Master of Technology specialization in Sustainable Systems, and Ohio State University’s City and Regional Planning degree with a focus area of sustainability and resilience planning. Some state institutions also support graduate degrees in Environmental Studies or Science in which students may have an opportunity to access coursework in resilience or sustainability including: Cleveland State University’s MA Environmental Studies, Miami University’s Master of Environmental Science, and Ohio State University’s MS Environmental Science. The proposed Master of Sustainability, Security, and Resilience is distinct from these programs in several ways: 1) it is offered fully online with a target audience of in-work professionals, 2) the curriculum is fully focused on sustainability and resilience of systems, communities, and organizations to improve human security, 3) the new degree is not a planning degree, it is focused on policy and societal drivers for change, sustainability, security, and resilience, 4) the new degree is not an environmental science degree as sustainability and resilience are not purely environmental fields, requiring significant understanding of policy, community engagement, economics, entrepreneurship, communication, and crisis management, 5) the program is designed to provide new training for working professionals, not only discipline-specific knowledge.

- How does the proposed program align with the current vision for the university and your college?

The proposed program meets a new and emerging market. Adaptation and resilience are growing fields that professionals need to build skills in. The new degree does not seek to serve an on-campus cohort, but rather an online cohort of working professionals. This is a field that OHIO has not systematically served previously. This fits well within both the Voinovich School and OHIO’s vision for innovative programming and serving new markets. The Voinovich School is particularly well placed to offer this degree given its externally facing mission and unique combination of faculty and professionals working in environment, community, economic development, health, and education and is committed to becoming a leader in resilience education and training.

- What overlap or duplication exists between the proposed program and other OHIO programs?

There is currently no overlap with existing programs on campus. We do intend to accept the courses, except for the capstone, as electives for the on-campus Master of Science in Environmental Studies degree; however, maximum overlap would be three courses. Course content has some overlap with other courses on campus, although not online courses for the most part. Geography has several on-campus offerings that have some topical overlap, including Agricultural Ecosystems, Geography of Hunger and Food Security, Climatology, and the Just and Sustainable City, while Social and Public Health offers Environmental Health and Safety Risk Communication and Climate and Public Health. There are topical distinctions between these courses and the courses offered in the
Master of Sustainability, Security, and Resilience. For example, Climatology’s focus is on climate science, Climate Change and Public Health has a health focus, while Climate Change Mitigation, Adaptation, and Resilience Policy has a focus on public policy and community adaptation to the effects of climate change. While there is some course content overlap with other courses, the degree is distinct and does not overlap with other graduate programs at OHIO.

- Was the proposed program developed in collaboration with another institution in Ohio? If so, briefly describe the involvement of each institution.
  
  No

- To what extent will students in the program come from students who would enroll at OHIO in a different program?
  
  We expect few students to overlap because the courses do not count for other programs besides electives in the Master of Science in Environmental Studies program which would allow up to 3 of the courses offered in this program as electives.

- Provide evidence of consultation, cooperation and/or collaboration with other OHIO programs in the development of this proposal. Approval is required from departments whose high-demand courses your program will require. Evidence of consultation should be included in all cases where your program impacts other academic departments or schools.
  
  We sought input from the interdisciplinary Environmental Studies Advisory Board at our December 11, 2019, meeting, including feedback on the content, courses, outcomes, name, and format. After the discussion, materials about the program were sent to Advisory Board members by email and the draft program proposal was shared during the first week of January 2020. We received additional input from members and the Board voted positively to proceed. On January 14, 2020, we sent the draft proposal to GEOG and POLS for feedback because their programs are most closely aligned with the proposed program, albeit distinct from it. During consultation on some individual courses, we also sent the proposal to CE and to Felipe Aros-Vera in ISE due to their potential touchpoints with the resilience coursework; we did not receive feedback. Based on email correspondence with POLS, we also reached out to Brandon Kendhammer who is starting the MA War and Peace Studies about potential overlap with security coursework; email correspondence is attached. On January 23, 2020, we met with the curriculum chair of POLS to discuss use of the term security. We concluded that each program’s use of the term security was distinct, but that we need to craft language acceptable to both programs to describe our use of the term. On January 23, 2020, we reached back out to GEOG to solicit a response and received input from them with a few suggestions on January 27, 2020. Email correspondence is attached to this proposal.
C. **Curriculum**

- What are the program’s learning outcomes and how are these operationalized in the curriculum?

Students will be able to:
1. Describe the concept of resilience.
2. Evaluate the impact of a change on sustainability and human security,
3. Describe the value of community engagement,
4. Evaluate a community’s vulnerability to change,
5. Demonstrate written communication skills, and
6. Formulate a resilience plan for a community or organization.

Resilience is the topical focus of several courses, including Resilience Theory and Practice, Climate Change Mitigation, Adaptation and Resilience Policy, and Capstone: Resilient Infrastructure and Communities. These will consistently achieve Outcome 1, but resilience will also be a topic in additional courses. The impact of change on sustainability and human security is specifically addressed in Sustainability Assessment, however, is also a key topic in Risk, Security and Community Engagement and Climate Change Mitigation, Adaptation and Resilience Policy; these will achieve Outcome 2. The value of community engagement is woven throughout many courses including Resilience Theory and Practice, Risk, Security, and Community Engagement, Climate Change Mitigation, Adaptation and Resilience Policy, Environmental Leadership, Environmental Science and Public Policy, and Environmental Entrepreneurship and will achieve Outcome 3. Community vulnerability will be included in every course with specific focus on individual systems in Energy Systems and Policy and Food and Agroecology Systems; alongside the focus on vulnerability that is inherent in Resilience Theory and Practice and Climate Change Mitigation, Adaptation and Resilience Policy; together these will achieve Outcome 4. Each class requires both written discussion board posts and written project work which will, together, develop excellent written communication skills to achieve Outcome 5. The capstone course will guide students through developing a resilience plan for a community or organization, achieving Outcome 6.

- Describe the curriculum in a format that includes all of the following:

There are no tracks or specializations. The total number of credit hours required is 30. Students must complete nine courses (ES 5610, ES 5630, ES 5640, ES 5831, ES 5730, ES 6840, ES 5620, ES 5720, ES 5740) in the table below and the accompanying capstone course (ES 6850) to complete the degree. The capstone should occur in the final semester, but other courses may be taken in any sequence. Students should achieve a cumulative GPA of 3.0 or greater with no course grade lower than a C+ to graduate. A student can integrate three certificates in Community Risk and Resilience, Environmental Change Management and Leadership, and Planning Resilient Systems with the capstone course to earn the Master degree to allow flexible learning options.
<table>
<thead>
<tr>
<th>COURSE #</th>
<th>TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 5610</td>
<td>Resilience Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ES 5630</td>
<td>Climate Change Mitigation, Adaptation and Resilience Policy</td>
<td>3</td>
</tr>
<tr>
<td>ES 5640</td>
<td>Risk, Security, and Community Engagement</td>
<td>3</td>
</tr>
<tr>
<td>ES 5831</td>
<td>Sustainability Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ES 5730</td>
<td>Environmental Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ES 6840</td>
<td>Environmental Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ES 5620</td>
<td>Environmental Science and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>ES 5720</td>
<td>Energy Systems and Policy</td>
<td>3</td>
</tr>
<tr>
<td>ES 5740</td>
<td>Food and Agroecology Systems</td>
<td>3</td>
</tr>
<tr>
<td>ES 6850</td>
<td>Capstone: Resilient Infrastructure and Communities</td>
<td>3</td>
</tr>
</tbody>
</table>

The capstone course in Resilient Infrastructure and Communities supports students in the development of a resilience plan for their community or organization. This capstone will enable the student to synthesize and apply learning done throughout the program to a specific setting of direct concern to the individual student. This integrated, interdisciplinary plan will include detailed analysis and identification of risks and vulnerabilities, key strengths and assets that would make the community more resilient, collaborative planning, planning for future scenarios, and communications planning. All of these elements will be integrated into a resilience plan identifying strategies for community resilience in the face of key potential environmental changes. These changes may be chronic and incremental or sudden as extreme events and resulting disasters. This program will be marketed to professionals who are already working in specific community or organization contexts, enabling them to learn and apply resilience approaches to ongoing, directly-relevant settings. This capstone exercise will be an opportunity for students to conduct individualized research, work with diverse sets of data, analyze ongoing and anticipated impacts for their community or organizational structures, consult with their community or organization, and apply national guidance and best practices (e.g. NIST, https://www.nist.gov/topics/community-resilience) for resilience planning for their community or organization. These wide-ranging and comprehensive requirements for formulating a resilience plan develop integrated and interdisciplinary skills and approaches.

- How does this curriculum compare with that offered at other institutions with similar programs?

We benchmarked our program against several other sustainability and/or resilience programs, although most of the benchmarked programs were on campus rather than online. Most programs were capstone based rather than thesis based. Some programs had a stronger focus on homeland security or on ecological sustainability than our proposed program. The coursework varied widely between programs, but with some common
threads: foundational courses in resilience, environmental science, and sustainability, and courses that broaden that focus to incorporate communities, energy, food, and economic systems. The coursework included in the OHIO program is in line with these trends, although is not the same as other programs.

- Define the proposed policy on accepting transfer of credit from other institutions or other programs at Ohio University.

A student may transfer up to 8 semester hours of courses into the Master of Sustainability, Security, and Resilience based on university eligibility rules. Requests for transfer must be reviewed and recommended by the student’s advisor, approved by the program director, and the Dean of the Voinovich School. Courses recommended for transfer credit must significantly meet the outcomes of the course for which it is being substituted.

D. Modality & Location
- Is this program intended to be delivered completely online? If not, what modality will the instruction be delivered? In-person or blended?

  Completely online

- Students in this program will be affiliated with which campus location(s)?

  E Campus

E. Accreditation
- Does the program intend to seek accreditation? No
- If so, what is the name of the agency that would accredit the program?
- Has it been contacted and what is the plan and timeline for accreditation?
- Is the curriculum in accord with its standards?
Faculty and Instruction

- Who will be teaching, what is their tenure status, and what are their qualifications?

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Rank or Title</th>
<th>Full-Time (FT) or Part-Time (PT)</th>
<th>Instructor Qualification</th>
<th>Courses taught in the proposed program (Include course number and title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natalie Kruse Daniels</td>
<td>Associate Professor</td>
<td>FT</td>
<td>PhD. Civil Engineering and Geosciences, Newcastle University, 2007</td>
<td>10</td>
</tr>
<tr>
<td>Derek Kauneckis</td>
<td>Associate Professor</td>
<td>FT</td>
<td>PhD. Public Policy, Indiana University, 2005</td>
<td>15</td>
</tr>
<tr>
<td>Geoff Dabelko</td>
<td>Professor</td>
<td>FT</td>
<td>PhD. Government and Politics, University of Maryland, 2003</td>
<td>8</td>
</tr>
</tbody>
</table>
• How will new faculty for the program be selected? By whom?

No new faculty are needed to offer the program. If a faculty member leaves OHIO, a new faculty search would commence with a committee consisting of Voinovich School faculty.

• What are the minimal qualifications expected of instructors in the program? HLC has Guidelines on Faculty Qualifications.

A terminal degree in public policy, an environmental or planning field, law, communication or other related field.

• What body will oversee the curriculum?

The Environmental Studies Program

F. Admission Requirements

• What are the criteria for admission into the program? Be specific.

The personal statement of purpose will serve as a writing sample to evaluate the applicant’s career goals and motivation to join the program and their ability to write at a graduate level. A prospective student’s professional experience will be evaluated with an admission preference for multiple years (2 or greater) in a related field. Lower undergraduate GPA may be acceptable with a demonstrated track record of work in a related field.
• Are there any limits on the number of enrollments? If yes, what criteria will be used to make selections?

We are aiming for annual enrollments of 20-25 students. With this cohort size, the program will re-coup initial costs within two years and will be fiscally self-sufficient. If annual enrollment grows beyond 30-40 students, we will hire facilitators to support additional sections of courses; the additional income from a larger cohort would offset the cost of facilitators. The same model has been used in the GVS online Master of Public Administration degree successfully. Student selection will be made on the basis of their academic and professional experience as measures of their potential to succeed in the program.

G. Graduation Requirements (in addition to University requirements)
• Are there minimum grade requirements for individual courses?  
  C+ or better
• Is there a minimum GPA for courses in the major?  
  3.0

H. Administration
• What academic unit will be home to the program?  
  Voinovich School of Leadership and Public Affairs
• How will administrative support be provided?  
  GVS has a student services office with three full time staff members who advise students, support student administrative needs, communicate with prospective and current students, and manage program assessment including student course evaluations and achievement of learning outcomes. Similar to GVS’s online Master of Public Administration program, we intend to either hire a full-time staff member or contract with an external vendor to conduct focused marketing, recruitment, and retention for the program. Funds for this new hire will come from program revenues.

I. Timing
• When do you want the program to start? Please be aware of the levels of approval and timelines required for internal and external approvals as outlined in this manual (new programs must be approved by ODHE and HLC before being advertised).
  
  Fall 2021
• If the program will be “phased-in,” describe the process.
J. Budget and Financial

- What is the financial impact of the program (projected income and expenses), including resource needs such as personnel, space renovations, equipment and technology, library resources, waivers, etc. immediately, and into the next five years?

This fully online program requires no new physical facilities. Some computer and audiovisual equipment will be upgraded to facilitate the online learning environment; however, this will be limited. The Voinovich School already supports a fully online Master of Public Administration. All courses can be taught by existing faculty members; if a need arises in the future, adjunct faculty members will be recruited to fill the need. Staff to support recruitment and retention either through hiring a 1.0 FTE staff member or contracting with an external vendor will be required. Online course development is supported by Office of Instructional Innovation and GVS staff member, Alex Murray. As a fully online degree, no fee waivers will be offered. We anticipate an enrollment of approximately 20-25 students per year and are requesting a altered tuition rate to gain parity with our school’s Master of Public Administration program at $800/credit hour. Ongoing revenues are projected to be approximately $600,000 annually plus state subsidy for course and degree completion. Ongoing costs include administrative support for marketing, recruitment, and retention, supplies and travel for program visibility, approximately $130,000 annually plus the on-load teaching commitment from existing faculty.

K. Assessment and Program Review

- What are the program’s instructional learning outcomes?

Students will be able to:
1. Describe the concept of resilience.
2. Evaluate the impact of a change on sustainability and human security,
3. Describe the value of community engagement,
4. Evaluate a community’s vulnerability to change,
5. Demonstrate written communication skills, and
6. Formulate a resilience plan for a community or organization.

- How will these outcomes and program quality be assessed?

Assessment Plan:
1) Capstone project will be used to evaluate outcomes (1), (2), (3), (4), and (5). A rubric will be used to track student achievement of learning over time and adjust teaching to improve outcomes.
• How will the program prepare for future program reviews (see Program Review Committee documentation)?

The program will collect student enrollment information, track and stay in contact with alumni, and maintain records of student learning and program financial data. This data will be collected and catalogued by the Voinovich School’s Office of Student Success.

• How will individual student success in the program be measured?

Successful students will 1) complete the degree with a GPA ≥ 3.0, 2) complete the degree within 2 years if they enter directly to the Master program rather than starting as a certificate only student, and 3) they apply the skills gained from the degree in their future careers. We will track GPA, time to completion, and stay in touch with alumni about their career developments.
WHEREAS, the Department of Human and Consumer Sciences in the Patton College of Education supports a name change for its Bachelor of Science degree in Retail Merchandising and Fashion Product Development, and

WHEREAS, the proposed name change was approved by the University Curriculum Council in February 2020, and

WHEREAS, the proposed name change reflects curricular revision and will be more consistent with programs across the country, and

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

NOW THEREFORE, BE IT RESOLVED that the Retail Merchandising and Fashion Product Development program in the Department of Human and Consumer Sciences in the Patton College of Education be renamed Retail and Fashion Merchandising.
Interoffice Communication

Date: March 7, 2020

To: The President and Board of Trustees

From: Elizabeth Sayrs, Executive Vice President and Provost
       Howard Dewald, Associate Professor for Faculty and Academic Planning

Re: Patton College of Education – Name Change for Retail Merchandising and Fashion Product Development

A resolution is attached seeking board approval for changing the degree name of the Retail Merchandising and Fashion Product Development program to Retail and Fashion Merchandising.

The Department of Human and Consumer Sciences in the Patton College of Education offers the Retail Merchandising and Fashion Product Development program. The department has revised the curriculum by removing a pre-major and reorganizing courses in the program. These changes are intended to simplify the program so that it is less confusing for students and is expected to decrease program delays and increase on-time completion. Further, the restructuring and name change is more consistent with programs across the country.
PROPOSAL FOR CHANGES IN PROGRAM

_X__Undergraduate   ___Masters   ___Doctorate   ___Certificate   ___Minor

Today's Date: 12/29/2019

Program Code: BS6380

Program Name: Retail Merchandising and Fashion Product Development (RFPD)

Contact name and email for this proposal: Lisa Williams williaL6@ohio.edu

Brief (< 250 word) Summary of Proposed Changes and Rationale:
[Note any impact on total program hours, any impact on resource requirements or faculty, and identify patron departments (departments affected by the change) to be included in the approval queue]

The RFPD program is proposing changes to create a less confusing and more streamlined sequence for students. We propose removing the pre-major and using those courses as prerequisites for other courses or as required electives. We propose changing the program name to Retail and Fashion Merchandising (RFM) to be more consistent with programs across the country and to create a less cumbersome and more searchable name.

Many of the RFPD courses are not used as prerequisites and this causes content learned in one class to not be built upon in higher-level courses. We propose renumbering some courses and changing course prerequisites for better sequencing and to require lower level content to be taken earlier so that upper level courses can build on what is learned.

Two new courses are being proposed to include content that is not currently covered. Adding these two courses will not increase faculty workload as a few courses in the program will be offered once a year instead of twice due to enrollment numbers. The proposed changes would comprise 103 – 107 credits in the program instead 100 – 110 of credits.
Two courses (IART 1170 or 1180 and MATH 1200) will be eliminated from the program because these no longer effectively meet the needs of the current industry standards. Our study tour course (RFPD 3400) and CONS 3950 will be added to our Business, Communications, Visuals electives list. These proposed changes provide more relevant options for our students.

**Detailed Description of Proposed Changes and Rationale** (for changes that require additional explanation):

**Overview**
The Retail Merchandising and Fashion Product Development (RFPD) program is revising the curriculum and changing the program name from Retail Merchandising and Fashion Product Development (RFPD) to Retail and Fashion Merchandising (RFM). The curriculum revision is intended to make the sequence of classes in the program more logical and to require students to complete foundation courses as prerequisites for upper level courses so that they can build upon what they learn early in their program. The name change is being proposed to align with program names that are common among other universities in the United States and to make the name less cumbersome and more representative of the program. This will make the program more searchable by prospective students.

**Pre-major Removal**
The program is proposing to remove the pre-major and incorporate the pre-major courses into the program as prerequisites for RFPD courses, required related courses, or general education requirements. We are proposing to remove the pre-major to simplify the program so that it is less confusing for students considering the program and for current students. The pre-major has caused complications for our students. Delays in completing the pre-major courses have caused students to not be able to complete their internship courses and graduate on time. There is a lot of confusion about the pre-major and it causes issues for those wanting to declare our major. Removing the pre-major and making the courses prerequisites, required related courses or general education requirements will help to eliminate the confusion.

**Math Course change**
According to the MATH department, MATH 1200 is for students in the sciences who will go on to take calculus. Our students are not required to take this level of math. Therefore, the MATH 1200 requirement will be dropped. Students who enter the university with a Math Placement Level 1 – 3 will be able to enroll directly into accounting (ACCT 1005) and statistics (PSY 1110). Students who come in at a Developmental level will need to take a developmental level course before being able to enroll in ACCT 1005 or PSY 1110. The PSY 1110 requirement in the major will meet the Tier I MATH requirement for our students.
Renumbering Courses
Some course numbers are being changed so that we have a more even distribution of courses through the 1000, 2000, 3000, and 4000 levels. This improves the sequencing of courses so that content can be learned prior to moving on to a higher-level course. Foundational courses would be in the 1000 or 2000 level to provide a strong knowledge base for students moving into courses that build on that foundational knowledge and best practices.

Prerequisite Changes
Prerequisites for RFPD courses are being revised to incorporate the pre-major courses, improve sequencing and to loosen requirements so that students have a logical progression through the curriculum and to allow students to more easily enroll in courses.

New Courses
Two new courses are being proposed to incorporate content that is consistent with that offered by other universities and to give our students the knowledge and best practices they will need in the workforce. The addition of these two new courses will increase the total program credit hours by five credit hours for those students who take the lowest credit hours for each course requirement. The total number of hours in this case would change from 100 hours to 105 hours. The total number of credit hours for students who take the highest credit hour options for those requirements that have a variation would increase by 1 hour because MATH 1200 is no longer required, students will not have the ART 1121 option and they will have two new courses added to the program. The upper range of credit hours will go from 110 hours to 111 hours.

The two new proposed courses are:

- RFPD 2100: Evolution of Clothing and Fashion Trends. This course will bring back content that was previously offered under the quarter system but did not transition during the change to semester. This course would allow students to learn about the fashion and designer influences that lead to evolutions in design and trends in contemporary fashion product development. The course will be offered once a semester during the academic year alternating with RFPD 1100: Fashion and Culture. This configuration will allow our faculty teaching loads to remain the same.

- RFPD 2040: Digital Means of Fashion Communication. This course will provide our students the necessary skills to use the Adobe Suite – specifically Photoshop and Illustrator with focus on fashion illustration. These programs are widely used in the fashion industry and
are the industry standard for software used in design and product development. Incorporating this class will give our students content that is available in similar programs at other universities and will give our students a competitive edge in their career search. Other courses in the program will be offered only once a year moving forward so the addition of this course will not affect faculty teaching loads.

**Course Removals**
Two required courses will be removed from the program. IART 1170 or 1180 and a MATH course will no longer be required.

- **IART 1170 or 1180** – The content in IART 1170 or 1180 does not specifically meet the needs of our students so removing this as a required course will allow our students to select which course they would like to use for their Tier II Fine Arts requirement.

- **MATH 1200** – According to the chair of the MATH department, MATH 1200 is only necessary for those students who will move on to Calculus. Because that is not the path our students will take, we are proposing to remove the MATH 1200. The PSY 1110 requirement will meet the General Education Tier I Math Requirement.

**Internship Requirements**
Internship prerequisites are being loosened so that students can complete the first work experience (RFPD 3910) in their first or second year (1 credit hour) and their 12-credit hour internship (RFPD 4910) in their junior or senior year. Providing an opportunity to complete the RFPD 4910 internship in the junior year allows our students to apply to internship positions that require students to be juniors and not seniors and reflect practices of other universities and recommendations from industry leaders.

**Business, Communications, Visual Elective Additions**
We are proposing to add our study tour class: RFPD 3400 to our Business, Communication, Visual electives so that students can earn credit beyond a general elective if they choose to participate in one of our domestic or international study tour trips.

Because our study tour course ranges from 1 – 3 credit hours, we are proposing to add a 2-credit hour course: CONS 3950: Consumer Resource and Financial Management to allow students to complete only the required 6 hours in the Business, Communication, Visuals Electives if they choose to take the 1 credit hour RFPD 3400 associated with our study tour course opportunities.
WHEREAS, the School of Electrical Engineering and Computer Science in the Russ College of Engineering and Technology in conjunction with the Honors Tutorial College supports a name changes for the Bachelor of Science in Computer Science offered by the Honors Tutorial College, and

WHEREAS, the proposed name change was approved by the University Curriculum Council in January 2020, and

WHEREAS, the proposed name change will distinguish the Honors Tutorial College program from the Accreditation Board for Engineering and Technology accredited program in the Russ College of Engineering and Technology, and

WHEREAS, the name change reflects the advanced nature of the work Honors Tutorial College students complete and will not impact required resources or faculty staffing.

NOW THEREFORE, BE IT RESOLVED that the Bachelor of Science in Computer Science degree in the Honors Tutorial College that is supported by the School of Electrical Engineering and Computer Science in the Russ College of Engineering and Technology be renamed the Bachelor of Science in Advanced Computing.
Interoffice Communication

Date: March 7, 2020

To: The President and Board of Trustees

From: Elizabeth Sayrs, Executive Vice President and Provost
       Howard Dewald, Associate Professor for Faculty and Academic Planning

Re: Russ College of Engineering and Technology and Honors Tutorial College – Name Change for Bachelor of Science in Computer Science offered by the Honors Tutorial College.

A resolution is attached seeking board approval for changing the degree name of the Bachelor of Science in Computer Science that is currently offered by the Honors Tutorial College.

This program is supported by the School of Electrical Engineering and Computer Science and is available to a small number of exceptional students. The Russ College of Engineering and Technology also offers an accredited Bachelor of Science in Computer Science degree whose name will not change.

The proposed name change will help distinguish the Honors Tutorial program from the program offered by the Russ College of Engineering and Technology’s program. The later program is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). The ABET policy and procedure manual specifies that an institution may not use the same program name at a given degree level to identify both an accredited and a non-accredited program. The School of Electrical Engineering and Computer Science does not intend to attempt to accredit the Honors Tutorial program. Therefore, a name change to Bachelor of Science in Advanced Computing is requested. Further, the name change better reflects the advanced nature of the work that Honors Tutorial College students complete.
Program Change Request
EXPEDITED PROCESSING REQUESTED

Date: December 17, 2019
Program Code: BS 1929
Program Name: Bachelor of Science in Computer Science

Requestors: David Juedes (juedes@ohio.edu), Chair, School of Electrical Engineering and Computer Science; Deborah McAvoy (mcavoy@ohio.edu), Associate Dean for Academics, Russ College of Engineering and Technology, Donal Skinner (dcs@ohio.edu) Dean, Honors Tutorial College.

Department/College: School of Electrical Engineering and Computer Science (EECS), Honors Tutorial College

Summary of Proposal Change and Rationale
A brief (< 250 word) summary of the proposed change and rationale (including any changes to credit hours and identification of all other academic units impacted by the change)

Proposed Change: Change the Program Name from “Bachelor of Science in Computer Science” to “Bachelor of Science in Advanced Computing.”

Rationale: The program name change will help us to better distinguish the Honors Tutorial program from the ABET accredited Bachelor of Science in Computer Science degree program offered by the Russ College of Engineering and Technology. Per the ABET accreditation policy and procedure manual, an institution may not use the same program name at a given degree level to identify both an accredited program and a non-accredited program. Since the School of EECS does not wish to attempt to accredit the Honors Tutorial Program, the only remedy is to change the program name. Current students and faculty have been consulted to what the appropriate name should be, and the one given above was selected. This name better reflects the advanced nature of the work that tutorial students complete as undergraduates.

Impact on program learning outcomes and assessment plans: None

Evidence of consultation (in all cases where your program impacts other academic departments or schools), cooperation and/or collaboration with other OHIO programs impacted by this change: No other programs will be impacted by the change. The Honors Tutorial College was consulted and strongly approves of this change.
Resources, Facilities, and Affordability Committee Meeting
FISCAL YEAR 2020-21
RESOLUTION IN SUPPORT OF A ZERO PERCENT INCREASE TO
TUITION, ROOM AND BOARD FOR UNDERGRADUATE STUDENTS

RESOLUTION 2020-

WHEREAS, on March 9, 2020, the Governor of Ohio declared a State of Emergency in Executive Order 2020-01D in response to the COVID-19 pandemic; and

WHEREAS, Ohio University, through its Board of Trustees recognizes that the pandemic has caused and will continue to cause a financial hardship on our students and their families; and

WHEREAS, recognizing the financial impact, the Board of Trustees supports our students and their families by not increasing the undergraduate tuition, room, and board rates for the 2020-2021 academic year.

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby supports a zero percent increase in undergraduate tuition, room, and board rates thereby foregoing the inflationary rate increase allowable under the Ohio Revised Code Section 3345.48 for Guarantee students.

BE IT FURTHER RESOLVED that the undergraduate tuition, room, and board rates as adopted in Board Resolution 2019-3736 will be maintained for the 2020-2021 fiscal year.
Interoffice Communication

Date: April 24, 2020

To: The President and Board of Trustees

From: Deborah Shaffer, Senior Vice President for Finance and Administration
       Elizabeth Sayrs, Executive Vice President and Provost

Re: FY21 Tuition and Fee Rate Recommendations

Two resolutions addressing Academic Year 2020-21 rates will be presented at the May meeting for Board approval.

Undergraduate

A resolution for adoption of 0% increases to undergraduate tuition, room, and board rates for AY 2020-21 in recognition of the impact to families of the COVID-19 pandemic.

Graduate

A resolution for Board approval of Graduate fee changes detailed in the exhibits of the resolution to be effective Fall term 2020. The graduate fees impacted are summarized below:

- 2.0% increase in HCOM’s Tuition and Medical Resource Fee, and
- Program fee increases for two College of Engineering Masters’ degree programs.
FISCAL YEAR 2019-20
OHIO UNIVERSITY
ACADEMIC YEAR 2020-21 GRADUATE TUITION,
FEE & RATE INCREASES

RESOLUTION 2020 -

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

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

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the fee schedules attached hereto as Exhibits A through C, effective Fall Semester 2020 unless otherwise noted.
### Exhibit A

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Increase Request</th>
<th>Exhibit</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCOM</td>
<td>2.0%</td>
<td>B</td>
</tr>
<tr>
<td>Off-Campus Graduate Program</td>
<td>See Exhibit</td>
<td>C</td>
</tr>
</tbody>
</table>

Effective Fall 2020
<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Instructional Fees</th>
<th>General Fees</th>
<th>Resident Total</th>
<th>Non-Resident Surcharge</th>
<th>Non-Resident Total</th>
<th>HCOM Technology Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>684</td>
<td>24</td>
<td>708</td>
<td>291</td>
<td>999</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>1,368</td>
<td>48</td>
<td>1,416</td>
<td>582</td>
<td>1,998</td>
<td>46</td>
</tr>
<tr>
<td>3</td>
<td>2,052</td>
<td>72</td>
<td>2,124</td>
<td>873</td>
<td>2,997</td>
<td>69</td>
</tr>
<tr>
<td>4</td>
<td>2,736</td>
<td>96</td>
<td>2,832</td>
<td>1,164</td>
<td>3,996</td>
<td>92</td>
</tr>
<tr>
<td>5</td>
<td>3,420</td>
<td>120</td>
<td>3,540</td>
<td>1,455</td>
<td>4,995</td>
<td>115</td>
</tr>
<tr>
<td>6</td>
<td>4,104</td>
<td>144</td>
<td>4,248</td>
<td>1,746</td>
<td>5,994</td>
<td>138</td>
</tr>
<tr>
<td>7</td>
<td>4,788</td>
<td>168</td>
<td>4,956</td>
<td>2,037</td>
<td>6,993</td>
<td>161</td>
</tr>
<tr>
<td>8</td>
<td>5,472</td>
<td>192</td>
<td>5,664</td>
<td>2,328</td>
<td>7,992</td>
<td>184</td>
</tr>
<tr>
<td>9 and above</td>
<td>18,534</td>
<td>639</td>
<td>19,173</td>
<td>8,988</td>
<td>27,071</td>
<td>594</td>
</tr>
<tr>
<td>College</td>
<td>Program - Current Fees</td>
<td>Instruction Fee</td>
<td>General Fee</td>
<td>Program Fee</td>
<td>Special Svcs / Materials Fee</td>
<td>Ohio Resident Total</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-----------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Engineering</td>
<td>Masters in Electrical Engineering (Online) + Associated Certificates</td>
<td>505</td>
<td>3</td>
<td>192</td>
<td>8</td>
<td>708</td>
</tr>
<tr>
<td>Engineering</td>
<td>Masters in Civil Engineering</td>
<td>505</td>
<td>3</td>
<td>192</td>
<td>8</td>
<td>708</td>
</tr>
<tr>
<td>College</td>
<td>Program - Proposed Fee Increases</td>
<td>Instruction Fee</td>
<td>General Fee</td>
<td>Program Fee</td>
<td>Special Svcs / Materials Fee</td>
<td>Ohio Resident Total</td>
</tr>
<tr>
<td>Engineering</td>
<td>Masters in Electrical Engineering (Online) + Associated Certificates</td>
<td>505</td>
<td>3</td>
<td>332</td>
<td>8</td>
<td>848</td>
</tr>
<tr>
<td>Engineering</td>
<td>Masters in Civil Engineering</td>
<td>505</td>
<td>3</td>
<td>332</td>
<td>8</td>
<td>848</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,

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the policy to provide in-state tuition rates to 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.

NOW THEREFORE, BE IT FURTHER RESOLVED that this policy be submitted to the Chancellor for approval through the ODHE tuition waiver process effective Fall term 2020.
Interoffice Communication

Date: April 24, 2020

To: The President and Board of Trustees

From: Elizabeth Sayrs, Executive Vice President and Provost

Re: In-State Tuition for Ohio Graduate Students

In March Chancellor Randy Gardner submitted a request on behalf of Governor Mike DeWine that public universities adopt policies to provide in-state tuition rates to graduate students who have received their bachelor’s degrees in Ohio. The goal of such policies is to encourage Ohio college graduates to stay in the state for their advanced studies, thereby increasing the likelihood that they will remain in Ohio thereafter and contribute to the economic vitality of the state.

Per Section 381.170 of Am. Sub. H.B. 166 of the 133rd GA, waiver of out-of-state tuition in accord with this request must be approved by the Chancellor. Such approval requires adoption of a resolution by the Board of Trustees stating the university’s interest in providing waivers, which enables a tuition waiver request to be submitted to the Chancellor’s office for consideration.

This memo accompanies a resolution constructed for this purpose, with the goal of offering in-state tuition rates to graduate students who have received their bachelor’s degree from an Ohio institution, regardless of their residency status in the state. Students in the Heritage College of Osteopathic Medicine are exempted from this request, in light of the College’s distinct tuition model and its established efforts to encourage graduates to remain in Ohio.

The financial impact of tuition waived as a result of this policy is expected to be small. Many graduate students on the Athens campus qualify for Ohio residency soon after arrival, or already receive tuition waivers in conjunction with graduate appointments. For graduate students in on-line programs, the difference between in-state and out-of-state tuition rates is small. Losses in revenue resulting from out-of-state tuition waivers may be offset by increased enrollment by students who find the reduced tuition rate an attractive option. The university is consequently in a good position to support this initiative from the Governor to benefit the long-term economic interest of the state.
ADDITIONS TO QUASI-ENDOWMENTS

RUSS VISION SCHOLARSHIP MATCH PROGRAM

EDISON RESEARCH QUASI-ENDOWMENT

and

STRATEGIC RESEARCH ENHANCEMENT QUASI-ENDOWMENT

RESOLUTION 2020 --

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 additions to three existing quasi-endowments, as follows:

Russ Vision Scholarship Match Program ($0.5 million addition): A matching program, which was originally approved by the Foundation Board of Trustees during FY14 and was renewed in FY15 and FY16 with total match authority not to exceed $0.9 million. The College requests additional match authority of $0.5 million, bringing the program total to a maximum of $1.4 million. The program provides a Russ College match of $0.50 in quasi-endowed scholarship funds for every donor dollar contributed to scholarship endowments where donor commitments total at least $50,000, and the scholarship endowment is eligible for the University match provided under the Undergraduate Scholarship Match Program. Match funds will be transferred as the external scholarship dollars are received.

Edison Research Quasi-Endowment ($3.0 million addition): Sourced from intellectual property licensing royalties, this fund provides general support for activities conducted by the Edison Biotechnology Institute (EBI) in furthering its mission of research, education, and technology
commercialization. The increased spending distribution that results from this request will allow EBI to make additional strategic investments to advance its goals.

Strategic Research Enhancement Quasi-Endowment ($2.0 million addition): Sourced from intellectual property licensing royalties, this fund provides resources in support of activities in the university's Technology Transfer Office. The increased spending distribution that results from this request will allow the Technology Transfer Office to achieve a sustainable model for its operational needs.

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

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

Date: March 2, 2020

To: The President and Board of Trustees

From: Deborah J. Shaffer, Senior Vice President Finance & Administration, CFO and Treasurer
Nico Karagosian, Vice President, University Advancement and President & CEO, The Ohio University Foundation

Re: Quasi-Endowment Requests

Included on the Resources Committee Agenda for the March 2020 Board of Trustees meeting is a request to augment several quasi-endowment funds.

Quasi-endowments are financial instruments established by a governing board using unrestricted operating reserves that are intended to function like an endowment, including pooled investment of the funds within a typical endowment asset allocation. The University accomplishes this by entrusting oversight of quasi-endowment funds, like endowment funds, to The Ohio University Foundation’s Board of Trustees and, more specifically, its Investment Committee. The goal of the University’s quasi-endowments is to further the institution’s strategic priorities.

Russ Vision Undergraduate Scholarship Match Program (addition of $0.5 million)
This Russ Vision scholarship match program provides a Russ College match of $0.50 in quasi-endowed scholarship funds for every donor dollar contributed to scholarship endowments where
• donor commitments total at least $50,000, and
• the scholarship endowment is eligible for the University match provided under the Undergraduate Scholarship Match Program.

The University’s Undergraduate Scholarship Match Program, initially established in July 2013, is a $25 million matching program that provides $.50 in quasi-endowed scholarship funds for every dollar committed to eligible scholarship endowments. To be eligible for the match, donor commitments must be documented on or before June 30, 2020, and pledge payments must be made on or before June 30, 2024. The program encourages the creation of easily-administered scholarships with a broad, timeless purpose.
• Specifically, match-eligible endowments must provide renewable undergraduate scholarship awards that are designated either to a college or university-wide.
• Donors may specify whether awards are based on merit, need and/or talent, with the specifics of those terms defined at the University’s discretion.
• Donors may also designate a preference for scholarship funds to be directed to particular academic departments, programs, or majors. The University will endeavor to meet the donor preference while reserving the right to award funds at the college-level or university-wide basis in the event that eligible recipients who meet the donor preference cannot be identified in any given year.
• Other donor preferences, including but not limited to geographic restrictions, may be considered on a case-by-case basis and approved by the Vice President, University Advancement in conjunction with the Senior Vice President Finance & Administration, CFO and Treasurer. In all cases, approved donor preferences must be broad enough to provide for easily-administered scholarships and an ample number of eligible recipients.

The Russ Vision scholarship match program was initially approved by the Foundation’s Board of Trustees during FY14, and was renewed during FY15 and FY16. To date, this program has successfully attracted $1.8M in donor gifts, and the Russ College has provided $0.9M in match funds.

The College requests authority to provide additional match funds not to exceed to $0.5M, for a total match program not to exceed $1.4M. This amount is meant to provide Russ Vision match funds for additional donor gifts and commitments that are secured prior to the end of the University’s Undergraduate Scholarship Match Program. Match funds will be transferred as the external scholarship dollars are received.

This quasi-endowment request does not invest funds that would otherwise be available to support current operating needs. Rather than providing the Russ College match from Russ Vision endowment distributions, the match will be provided by redirecting existing Russ Vision endowment principal funds to the principal account that matches the donor-funded endowment.

The Russ Vision endowment is a board-designated endowment that is available for the broad support of the Russ College. In each of the past three fiscal years, the Russ Vision endowment distribution has been used to fund undergraduate scholarships in excess of $1M. The Russ Vision match program promotes financial flexibility because, for each donor dollar raised into the Russ Vision match program, one dollar of the Russ Vision endowment principal could be made available to support the College’s non-scholarship needs.

As with all quasi-endowments, these accounts could be rescinded and closed, if approved by the University Board of Trustees. However, given the association of these accounts with donor gifts, the termination of quasi-endowments established under this match program is not intended and would only be pursued in the event of severe financial hardships that could not otherwise be addressed by the University.

**Edison Research Quasi-Endowment (addition of $3.0 million)**
The Edison Research quasi-endowment was created in FY12 using intellectual property licensing royalties, and is intended to provide funding to support activities conducted by the Edison Biotechnology Institute (EBI) in furthering its mission of research, education, and technology commercialization. The initial investment was $19.0M, and the account’s market value as of January 31, 2020 was $23.3M. The requested $3.0M transfer will be sourced from Pfizer royalties received
during FY19. These royalty funds were not budgeted for EBI operational needs and will not have a negative impact on operations. The increased spending distribution that results from this request will allow EBI to make additional strategic investments to advance its goals.

**Strategic Research Enhancement Quasi-Endowment (addition of $2.0 million)**
The Strategic Research Enhancement quasi-endowment was created in FY12 with royalties resulting from an intellectual property license to Pfizer. The initial investment was $10.9M, and the account’s market value as of January 31, 2020 was $13.4M. The purpose of the quasi-endowment is to provide resources in support of activities in the university’s Technology Transfer Office. The requested $2.0M transfer will be sourced from Pfizer royalties received during FY19. These royalty funds were not budgeted for the Research division’s operational needs and will not have a negative impact on operations. The increased spending distribution that results from this request will allow the Technology Transfer Office to achieve a sustainable model for its operational needs.

**Quasi-Endowment Distributions**
Annual appropriations from quasi-endowments are limited to an amount calculated in accordance with The Ohio University Foundation’s spending policy for endowments. The use of quasi-endowments is monitored by the Senior Vice President Finance & Administration, CFO and Treasurer.
ESTABLISHMENT OF UNIVERSITY QUASI-ENDOWMENTS

Extension of the

UNDERGRADUATE SCHOLARSHIP INVESTMENT PROGRAM

RESOLUTION 2020 --

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

WHEREAS, the Undergraduate Scholarship Match Program, initially established in July 2013 and revised effective July 2018, was scheduled to continue as a $25 million matching program that provides $.50 in quasi-endowed scholarship funds for every dollar committed to eligible scholarship endowments from July 1, 2013 to June 30, 2019, and

WHEREAS, subject to program requirements, match eligible endowments will provide renewable undergraduate scholarship awards that are designated either to a college or university-wide. Donors may also continue to specify whether awards are based on merit, need and/or talent, with the specifics of those terms defined at the University’s discretion, and

WHEREAS, the program was revised and expanded at the October 2018 and January 2019 Board of Trustees meeting, as follows:

- Previous funding allocations that limited available match funding by college were abolished, with all match funding being made available university-wide on a first come, first served basis.
- Donors may designate a preference for scholarship funds to be directed to particular academic departments, programs, or majors. The University will endeavor to meet the donors stated preference while reserving the right to award funds at the college-level or university-wide basis in the event that eligible recipients who meet the donor preference cannot be identified in any given year.
• Other donor preferences, including but not limited to geographic restrictions, may be considered on a case-by-case basis and approved by the Vice President, University Advancement in conjunction with the Senior Vice President Finance & Administration, CFO and Treasurer. In all cases, approved donor preferences must be broad enough to provide for easily administered scholarships and an ample number of eligible recipients.

• The previous program stipulation that limited available match funding to the Athens campus was removed, with match funding being made available on a first come, first served basis to endowed scholarships that support undergraduate students studying on the Athens, Chillicothe, Eastern, Lancaster, Southern, or Zanesville campuses. All other program requirements apply to match-eligible scholarships established for the benefit of regional campus students, and

WHEREAS, the program has been well received by donors and beneficial to the University in encouraging the establishment of scholarship endowments that will support University undergraduate students into perpetuity, and

WHEREAS, the program was previously scheduled to expire on June 30, 2020, but an extension of the program is desirable while future fundraising strategies are refined.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University approves the extension of the Undergraduate Student Matching Program to accommodate donor gifts and pledge payments made on or before June 30, 2024.

BE IT FURTHER RESOLVED that the Board of Trustees of Ohio University hereby approves the establishment of the above listed quasi-endowment funds in accordance with the revised program parameters.

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.
Interoffice Communication

Date: April 24, 2020
To: The President and Board of Trustees
From: Deborah J. Shaffer, Senior Vice President Finance & Administration, CFO and Treasurer
Nico Karagosian, Vice President, University Advancement and President & CEO, The Ohio University Foundation
Re: Extension of the Undergraduate Scholarship Match Program

Included on the Resources Committee Agenda for the May 2020 Board of Trustees meeting is a request to revise the parameters used to establish University quasi-endowments through the Undergraduate Scholarship Match Program.

- The program was originally scheduled to end on June 30, 2019.
- The program was then extended to June 30, 2020, while future fundraising campaign strategies were being refined, and in an effort to encourage additional philanthropy that supports these easily-administered, timeless endowments.
- Because campaign planning was intentionally and temporarily delayed due to the Coronavirus pandemic, executive staff recommend that the program be extended to include donor gifts and pledge payments made on or before June 30, 2024.
- Endowment distributions from all new donor gifts and university match funds associated with this program will be administered centrally as the first dollar out. (i.e. These funds will be used before University general funds are used for the same purpose.) This practice provides financial flexibility for the University and promotes good donor stewardship.

Quasi-endowments are financial instruments established by a governing board using unrestricted operating reserves that are intended to function like an endowment, including pooled investment of the funds within a typical endowment asset allocation. The University accomplishes this by entrusting oversight of quasi-endowment funds, like endowment funds, to The Ohio University Foundation’s Board of Trustees and, more specifically, its Investment Committee. The goal of the University’s quasi-endowments is to further the institution’s strategic priorities.

At the August 2013 meeting, the University Board of Trustees approved the Undergraduate Scholarship Match Program, reflecting Ohio University’s commitment to making a significant investment to support the university’s core mission. To that end, $25.0 million was dedicated to strengthening the endowed scholarship program, with $16.5 million allocated for general undergraduate scholarships and $8.5 million allocated for targeted scholarship programs, including Cutler Scholars, Urban Scholars and Appalachian Scholars. Within the $16.5M allocated for general scholarships, amounts were further allocated as being available to specific colleges. In order to maximize the impact of this opportunity, the Board of Trustees approved the use these funds as a matching program, which provides $.50 in quasi-endowed scholarship funds for every dollar committed to eligible scholarship endowments. To be match-eligible, an endowed fund must provide renewable
undergraduate scholarship awards that are designated either to a college or university-wide. Donors may also specify whether awards are based on merit, need and/or talent, with the specifics of those terms defined at the University’s discretion.

The matching program has been in effect since July 1, 2013 and was previously approved to continue through June 30, 2019. Match funds are transferred to quasi-endowment accounts as external scholarship dollars are received by The Ohio University Foundation.

The Undergraduate Scholarship Match Program has been operating effectively since inception, although total fundraising associated with the program had been lower than desired through June 30, 2018. In an effort to encourage additional donor participation in this program, the University Board of Trustees approved the following program revisions during FY19:

- Understanding that any gift to this program collectively benefits all colleges, previous funding allocations that limited available match funding by college will be abolished. All match funding will be made available university-wide on a first come, first served basis.
- Donors may now designate a preference for scholarship funds to be directed to particular academic departments, programs, or majors. The University will endeavor to meet the donors stated preference while reserving the right to award funds at the college- or university-wide level in the event that eligible recipients who meet the donor preference cannot be identified in any given year.
- Other donor preferences, including but not limited to geographic restrictions, may be considered on a case-by-case basis and approved by the Vice President, University Advancement in conjunction with the Vice President Finance & Administration, CFO and Treasurer. In all cases, approved donor preferences must be broad enough to provide for easily-administered scholarships with an ample number of eligible recipients.
- The original program was limited only to endowments that benefited the Athens campus, but the expanded program is also available to benefit the regional campuses.
- Under the original program, individual named endowments could be established with a commitment of $16,667, with the University match of $8,333 being included in an account reaching the required endowment minimum of $25,000. Under the revised program, and in an effort to increase the philanthropic dollars raised under this program, individual, named match-eligible accounts are established only with a donor commitment of at least $25,000 (or $15,000 for endowments that benefit regional campuses). Donors with lower giving capacities may still participate in the match program by giving to the unnamed university-wide match eligible scholarship endowment or to each college’s unnamed match-eligible scholarship endowment.

Annual appropriations from these quasi-endowments will be limited to an amount calculated in accordance with The Ohio University Foundation’s spending policy for endowments. The use of quasi-endowments will continue to be monitored by the Vice President Finance & Administration, CFO and Treasurer.

As with all quasi-endowments, these accounts could be rescinded and closed, if approved by the University Board of Trustees. However, given the association of these accounts with donor gifts, the termination of quasi-endowments established under this match program is not intended and would only be pursued in the event of severe financial hardships that could not otherwise be addressed by the University.
CAPITAL PROJECTS
APPROVAL TO PROCEED WITH DESIGN AND CONSTRUCTION

RESOLUTION 2020 -

WHEREAS, construction and renovation projects with a total project budget of $500,000 or more require Board approval; and

WHEREAS, projects presented and recommended for Board approval have been subject to a multi-step planning process culminating in executive leadership review and approval by the Capital Funding and Priorities Committee (CF&PC); and

WHEREAS, the following projects are presented for Board approval:

Design & Construction Requests:

<table>
<thead>
<tr>
<th>Project</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Terrace Realignment</td>
<td>$1,870,000</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.
Interoffice Communication

Date: March 2, 2020

To: The President and Board of Trustees

From: Deborah J. Shaffer, Senior Vice President Finance & Administration, CFO and Treasurer
Steve Wood, Chief Facilities Officer and Senior Associate Vice President

Re: Capital Projects Update and Request for Approval to Undertake Design through Construction

Projects in excess of $500,000 will be presented for Board approval to undertake design through construction. A presentation containing background information, funding sources and the proposed schedule for each project is included with these materials as well as a resolution for board action.

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>Previously Approved</th>
<th>Current Action</th>
<th>Total Approved Authorized Expenditures</th>
<th>Previously Approved</th>
<th>Current Budget Action</th>
<th>Total Approved Project Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval to Undertake Design through Construction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Terrace Realignment</td>
<td></td>
<td>$1,870,000</td>
<td></td>
<td></td>
<td>$1,870,000</td>
<td>$1,870,000</td>
</tr>
</tbody>
</table>

Current Project Approval Request Information

- **University Terrace Realignment** – This $1.87M project includes realigning the roadway so that it is not immediately adjacent to the Chemistry Building and the possibility of vehicle and pedestrian interactions is reduced. The scope of this project includes demolition and removal of the existing roadway, construction of the new roadway with a new alignment and adjusted elevations to improve accessibility and better integrate with the adjacent buildings and sidewalks, construction of two new public transit stops and the associated site restoration. This project is funded by state capital appropriations and central university funding.
March 19, 2020

Capital Projects Update

Resolution

Tab #: pg
## Facilities Projects Summary

<table>
<thead>
<tr>
<th>Phase</th>
<th>Number of Projects</th>
<th>Budget</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - Conceptual</td>
<td>13</td>
<td>$3,100,000</td>
<td>$</td>
</tr>
<tr>
<td>1 - PreDesign</td>
<td>11</td>
<td>$3,728,217</td>
<td>$23,460</td>
</tr>
<tr>
<td>2 - Design</td>
<td>53</td>
<td>$110,615,968</td>
<td>$3,289,366</td>
</tr>
<tr>
<td>3 - Construction</td>
<td>42</td>
<td>$178,119,430</td>
<td>$71,631,986</td>
</tr>
<tr>
<td>4 - Closeout</td>
<td>68</td>
<td>$88,049,306</td>
<td>$77,712,677</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>187</strong></td>
<td><strong>$383,612,922</strong></td>
<td><strong>$152,657,488</strong></td>
</tr>
</tbody>
</table>
## Approvals Requested

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>Authorized Expenditures</th>
<th>Project Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Previously Approved</td>
<td>Current Action</td>
</tr>
<tr>
<td>Approval to Undertake Design through Construction</td>
<td>$1,870,000</td>
<td>$1,870,000</td>
</tr>
<tr>
<td>University Terrace Realignment</td>
<td>$1,870,000</td>
<td>$1,870,000</td>
</tr>
</tbody>
</table>
University Terrace Realignment
# University Terrace Realignment

<table>
<thead>
<tr>
<th>Previous Board Budget Approvals</th>
<th>Design</th>
<th>Construction</th>
<th>Authorized Expenditures</th>
<th>Approved Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

| Current Board Request:          | $280,500 | $1,589,500 | $1,870,000              | $1,870,000     |

| Sub-Totals                     | $280,500 | $1,589,500 | $1,870,000              | $1,870,000     |

### Board Actions:

#### Fund Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
<th>FY22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central University Funding</td>
<td>$280,500</td>
<td>$379,500</td>
<td>$660,000</td>
<td></td>
</tr>
<tr>
<td>State Capital Appropriations</td>
<td>$1,210,000</td>
<td>$1,210,000</td>
<td>$1,210,000</td>
<td></td>
</tr>
</tbody>
</table>

| Sub-Totals                     | $280,500 | $1,589,500 | $1,870,000 |

### Fiscal Year Schedule

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
<th>FY22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>Design</td>
<td>Construction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Based on data from AACE Cost Estimate Classification System*

* = Current Project Status

**Design Completion**
Capital Project Approval Consent Agenda

CAPITAL PROJECTS
APPROVAL TO PROCEED WITH DESIGN AND CONSTRUCTION

RESOLUTION 2020 -

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&P), and

WHEREAS, the following projects are presented for Board approval:

Design & Construction Requests:

<table>
<thead>
<tr>
<th>Capital Project Budget &amp; Authorized Expenditures</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td></td>
</tr>
<tr>
<td>University Terrace Realignment</td>
<td>$1,870,000</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, covenants and documents to effectuate the transaction and related transactions within the total project budgets identified.
Governance and Compensation Committee Meeting
RESOLUTION TO APPROVE A COLLECTIVE BARGAINING AGREEMENT BETWEEN OHIO UNIVERSITY AND AFSCME, OHIO COUNCIL 8, LOCAL 1699

RESOLUTION 2020-

WHEREAS, the American Federation of State, County & Municipal Employees (AFSCME), Ohio Council 8, on behalf of Local 1699, is recognized as the exclusive representative for certain employees of the Facilities and Culinary Divisions of Ohio University; and

WHEREAS, Ohio University and AFSCME, Ohio Council 8, Local 1699 are parties to a collective bargaining agreement dated March 1, 2017 to March 1, 2020 (by mutual agreement, parties extended the terms of agreement beyond the expiration date in furtherance of good faith negotiations); and

WHEREAS, representatives of Ohio University and AFSCME, Ohio Council 8, Local 1699 participated in good faith negotiations and reached a tentative agreement on a subsequent collective bargaining agreement for the period March 1, 2020 to March 1, 2023; and

WHEREAS, the tentative agreement between the parties is subject to ratification by the membership of AFSCME, Ohio Council 8, Local 1699 and approval by the Ohio University Board of Trustees.

NOW, THEREFORE, BE IT RESOLVED that the collective bargaining agreement between Ohio University and AFSCME, Ohio Council 8, Local 1699, for the period March 1, 2020 to March 1, 2023, is hereby approved by the Ohio University Board of Trustees.

BE IT FURTHER RESOLVED that the Senior Vice President of Finance and Administration, or their designee, is hereby authorized to execute this agreement.
Interoffice Memorandum

Date: April 24, 2020

To: The President and Board of Trustees

From: Stacey Bennett, General Counsel
       Michael Courtney, Associate General Counsel

RE: Collective Bargaining Agreement between Ohio University and AFSCME, Ohio Council 8, Local 1699

A resolution is included seeking Board of Trustees review and approval of the tentative agreement by and between Ohio University and AFSCME, Ohio Council 8, Local 1699 regarding a Collective Bargaining Agreement for the period of March 1, 2020 to March 1, 2023.

Ohio Revised Code Chapter 4117 affords certain public employees the right to join and be represented by any employee organization for the purpose of engaging in concerted activities and collective bargaining with the public employer to determine the wages, hours, terms and other conditions of their employment.

Skilled trade, maintenance and food service employees at Ohio University (approx. 570 employees) are collectively recognized as Local 1699 and have elected American Federation of State, County & Municipal Employees (AFSCME), Ohio Council 8 as the exclusive employee representative.

Ohio University and AFSCME, Ohio Council 8, Local 1699 are parties to a collective bargaining agreement dated March 1, 2017 to March 1, 2020. The collective bargaining agreement outlines the wages, hours, and terms and conditions of employment as it relates to these employees at Ohio University. An extension agreement, mutually agreed upon and executed by the parties, extended the collective bargaining agreement originally set to expire on March 1, 2020 in order to continue good faith negotiations of a subsequent agreement.

Representatives of Ohio University and AFSCME, Ohio Council 8, Local 1699 began meeting and negotiating a subsequent collective bargaining agreement in November 2019. After several sessions of good faith bargaining and utilizing the data and information available at the time of negotiation, the parties reached a tentative agreement of a collective bargaining agreement for the period March 1, 2020 to March 1, 2023.

The tentative agreement is subject to ratification by the membership of AFSCME, Ohio Council 8, Local 1699 and approval by the Ohio University Board of Trustees. To date, the employees have not held a vote to approve or reject ratification of the tentative agreement. Should either party reject the tentative agreement, the parties will return to the negotiation table.
AUTHORITY OF THE PRESIDENT
IN TIMES OF PUBLIC HEALTH EMERGENCY AND OTHER DECLARED DISASTERS

RESOLUTION 2020 -

WHEREAS, on January 30, 2020, the International Health Regulations Emergency Committee of the World Health Organization (WHO) declared the outbreak of COVID-19 a public health emergency of international concern; and

WHEREAS, on January 31, 2020, the United States Health and Human Services Secretary, Alex M. Azar II, declared a public health emergency for the United States to aid the nation’s healthcare community in responding to COVID-19; and

WHEREAS, on March 9, 2020, Governor Mike DeWine issued Executive Order 2020-01D Declaring a State of Emergency to protect the well-being of Ohio citizens from the dangerous effects of COVID-19 and to coordinate the state response to COVID-19; and

WHEREAS, on March 11, 2020, the WHO declared COVID-19 a global pandemic; and

WHEREAS, Ohio University Board of Trustees is the governing authority of the Ohio University as set forth in Chapters 3337 and 3345 of the Revised Code; and

WHEREAS, the Board of Trustees has placed the authority for the administration and discipline of the university in the president pursuant to the Article IV, Section 3 of its bylaws, and in the duties and responsibilities of the president set forth in the Presidential Employment Agreement; and with the authority of the president further set forth in Sections 3337 and 3345 of the Revised Code; and

WHEREAS, during the current declared statewide State of Emergency and rapidly evolving public health crisis, and in any time of national, state, or local state of emergency for reason of public health or safety crisis or natural disaster, whether or not a campus emergency is also declared pursuant to University Policy 40.051, there is a need for the University to act expeditiously on operational, administrative, and financial matters, responding to crucial developments as they occur.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees authorizes the president, now and in the future, when faced with a national, state, or local state of emergency declaration, in consultation to the extent practicable with leadership of the Board of Trustees and the University, to oversee and direct all steps necessary to protect the health, safety, and welfare of the campus community and to make such staffing, operational, and financial decisions necessary to maintain the essential functions and viability of the institution critical to carrying out the mission of the University for the immediate and long-term future.
BE IT FURTHER RESOLVED that the Board of Trustees hereby ratifies and affirms all staffing, operational, and financial decisions made by the president related to the COVID-19 pandemic in furtherance of the health, safety, and welfare of the campus community, and in support of the essential functioning and viability of the institution since the State of Emergency declaration issued by Governor DeWine on March 9, 2020.
Interoffice Communication

Date: April 24, 2020

To: The President and Board of Trustees

From: Stacey L. Bennett, General Counsel

Re: Authority of the President in Times of Public Health Emergency and Other Declared Disasters

On January 31, 2020, the United States Health and Human Services Secretary, Alex M. Azar II, declared a national public health emergency and on March 9, 2020, Governor Mike DeWine declared a statewide State of Emergency in Ohio due to the continued and rapid spread of COVID-19. In the days and weeks that followed, Ohio University campuses were subject to global, national, and state emergency declarations, including stay-at-home orders and widespread closures of all but essential businesses and services.

Since the March 9, 2020 State of Emergency declaration in Ohio, President Nellis, has made urgent and unprecedented decisions in the interest of protecting the health, safety, and well-being of the campus community, and in support of the essential functioning and viability of the institution. The power to make such decisions is implicit in the authority granted the University President within Article IV, Section 3 of the Board of Trustees’ Bylaws, in the duties and responsibilities set forth in the Presidential Employment Agreement, and within Sections 3337 and 3345 of the Revised Code.

This resolution clarifies and reinforces the authority of the Ohio University president to react to declared local, state, and national emergencies and other disasters with timely and necessary decisions in support of the immediate and long term well-being of the University community.
RESOLVED, that Janelle Coleman be elected Chair of the Board of Trustees for the year beginning May 14, 2020, and ending May 13, 2021.
ELECTION OF VICE CHAIR
RESOLUTION No. 2020 –

RESOLVED, that Cary Cooper be elected Vice Chair of the Board of Trustees for the year beginning May 14, 2020, and ending May 13, 2021.