Board of Trustees
Ohio University
Athens, Ohio

Agenda

October 8, 9, 2020
BOARD ACTIVITIES
Ohio University, Online
Activity & Committee Meeting Schedule
October 8, 9, 2020

Thursday, October 8, 2020

8:00 am  Executive Session

9:30 am  Governance and Compensation Committee

10:30 am  Academics and Student Success Committee

1:00pm  Conclude

Friday, October 9, 2020

8:00 am  Resources, Facilities, and Affordability Committee

10:00am  Audit and Risk Management Committee

11:00am  Main Board Meeting

12:15pm  Media Availability
Bylaws of the Ohio University Board of Trustees

Revised August 22, 2017
Revised March 17, 2017
Revised August 27, 2015
Revised August 28, 2014
Revised April 19, 2013
Revised September 6, 2012
Revised April 24, 2011
Revised February 10, 2010
Revised January 23, 2009
Revised February 8, 2008
Revised December 17, 2004
Revised September 20, 2002
Revised June 23, 1990
Revised July 14, 1989

Article I. Corporate Authority and Bylaws

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

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 No Bylaws shall be enacted, amended, or repealed, except by a vote of a majority of the members (5 votes) of the Board authorized to vote, and then only after thirty (30) days notice of a proposed change has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

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

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

**Article II. Officers of the Board**

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

(a) Chair

(b) Vice-Chair

(c) Secretary

(d) Treasurer

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

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

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

Article III. Election of Officers

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

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

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

Article IV. The President and Presidential Duties

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

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

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

Article V. Meetings

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

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

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

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

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

**Article VI. Standing and Special Committees**

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

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

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

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

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

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

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

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

**Article VII. Parliamentary Authority**
Section 1. When not in conflict with any of the provisions of these Bylaws, the Robert’s Rules of Order Newly Revised shall govern the proceedings of the Board.
AGENDA
Board of Trustees Meeting
Ohio University, Athens, OH
Thursday and Friday, October 8, 9, 2020, 8:00am

Roll Call

Approval of Agenda

Tab 4 - Approval of Minutes: Board of Trustees’ Meeting of August, 2020

Comments from the Chair of the Board of Trustees

Committee Information Items and Resolutions

- Governance and Compensation Committee – Tab 6
- Academics and Student Success Committee – Tab 8
- Resources, Facilities, and Affordability Committee – Tab 19a
- Audit and Risk Management Committee – Tab 26

Consent Agenda

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

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

Tab 15: CONSENT AGENDA RESOLUTION Reviews of Centers & Institutes
Tab 16: CONSENT AGENDA RESOLUTION Emeriti
Tab 17: CONSENT AGENDA RESOLUTION Name Change Voinovich School
Tab 18: CONSENT AGENDA RESOLUTION Program Reviews – Educational Studies

Tab 5 - Report from the President

Unfinished Business

New Business

Communications, Petitions, and Memorials

Announcement of Next Stated Meeting Date

Adjournment
Board Meeting Minutes

August 17, 18 2020
## TABLE OF CONTENTS

Roll Call ........................................................................................................................... 3  
Report from Chair ............................................................................................................. 3  
Approval of Agenda .......................................................................................................... 3  
Approval of Minutes ......................................................................................................... 3  
Executive Session ........................................................................................................... 5  
Trustees’ Retreat .............................................................................................................. 5  
Academics and Student Success Committee ..................................................................... 5  
   RESOLUTION 2020 - 3861 ....................................................................................... 9  
   RESOLUTION 2020 - 3862 .................................................................................. 10  
Roll Call ......................................................................................................................... 12  
Governance and Compensation Committee .................................................................... 13  
   RESOLUTION 2020 - 3863 .................................................................................. 16  
Audit and Risk Management Committee ........................................................................ 17  
Resources, Facilities and Affordability Committee .......................................................... 18  
   RESOLUTION 2020 - 3864 .................................................................................. 26  
   RESOLUTION 2020 - 3865 .................................................................................. 28  
   RESOLUTION 2020 - 3866 .................................................................................. 30  
   RESOLUTION 2020 - 3867 .................................................................................. 32  
   RESOLUTION 2020 - 3868 .................................................................................. 33  
   RESOLUTION 2020 - 3869 .................................................................................. 34  
   RESOLUTION 2020 - 3870 .................................................................................. 35  
   RESOLUTION 2020 - 3871 .................................................................................. 37  
   RESOLUTION 2020 - 3872 .................................................................................. 38  
Executive Session Report ................................................................................................. 40  
Report from the President ................................................................................................ 40  
Adjournment .................................................................................................................... 41  
Appendix A: Retreat Materials ......................................................................................... 42
Chair Janelle Coleman called the June Meeting of the Ohio University Board of Trustees to order at 8:04am.

**Roll Call**

Board Secretary David Moore called roll.

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

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

**Report from Chair**

Chair Coleman stated,

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

**Approval of Agenda**

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

**Approval of Minutes**

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

Tomorrow, we’ll start the day at 9:00am with the Governance and Compensation Committee. At approximately 9:15am we’ll have the Audit and Risk Management Committee, followed by the Resources, Facilities, and Affordability Committee at 9:45am. Finally, we’ll have the Main Board Meeting around 10:00am.
Executive Session

Chair Coleman stated that the Board needed to move into Executive Session for the purposes of conferring with university counsel regarding pending or imminent litigation and to discuss the hiring, compensation, and evaluation, of a public employee at the university. Trustee Scholl; Trustee Platt seconded the motion; Chair Coleman asked for a roll call vote; Secretary Moore called the roll; The motion passed unanimously at 8:08am. Chair Coleman announced that the Board is now in Executive Session and that the public video stream will resume upon moving out of Executive Session.

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

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

Trustees’ Retreat

Retreat Materials are found in Appendix A.

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

Academics and Student Success Committee

Monday, August 17, 2020

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

Present:

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

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

Faculty Senate representative Dr. Ben Bates
Standing Reports and Updates

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

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

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

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

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

Academic Initiatives and Instruction Innovation:

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

Consent Updates:

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

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

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

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

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

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

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

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

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

President Nellis thanked the student senators for their work at OHIO.

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

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

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

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

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

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

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

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

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

RESOLUTION 2020 – 3862

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Unit</th>
<th>Years Svc.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Crockett</td>
<td>College of Arts and Sciences</td>
<td>25</td>
<td>Professor Emerita of Biological Sciences</td>
</tr>
<tr>
<td>Hugh Martin</td>
<td>Scripps College of Communication</td>
<td>10</td>
<td>Professor Emeritus of Journalism and Media Economics</td>
</tr>
</tbody>
</table>
Chair Coleman stated that the Board’s activity for August 17th had come to a close and the Board would recommence on August 18th at 9:00am. The meeting was adjourned at 3:50pm.
Chair Coleman called the meeting together at 9:02 am.

Roll Call

Board Secretary David Moore called roll.

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

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

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

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

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

1. Appointment of National Trustee

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

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

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

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

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

Chair Coleman asked for a motion to approve the Resolution.
APPOINTMENT OF NATIONAL TRUSTEE
RESOLUTION 2020 - 3863

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

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

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

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

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

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

Audit and Risk Management Committee
Tuesday, August 18, 2020

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

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

Risk & Insurance Update

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

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

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

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

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

- Resolution, FY21 University Budget

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

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

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

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

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

Institutional strategies implemented to help mitigate financial pressures included:

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

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

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

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

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

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

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

This FY21 University budget resolution is presented for Board approval.

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

- Resolution, Graduate & Other Fees

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

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

- Resolution, In-State Tuition for Ohio Graduate Students

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

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

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

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

- **Resolutions, Quasi-Endowments**

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

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

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

- **Resolution, FY21 Capital Improvement Plan (CIP)**

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

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

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

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

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

- **Resolution, Capital Projects**

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

• **Campus steam System Repairs 2021** is a $500K project continuing the annual steam repair and tunnel work.

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

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

• **Information Items:**

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

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

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

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

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

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

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

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

### REVENUES (in millions)

<table>
<thead>
<tr>
<th>Description</th>
<th>FY17 Actuals</th>
<th>FY18 Actuals</th>
<th>FY19 Actuals</th>
<th>FY20 Budget</th>
<th>FY20 Forecast</th>
<th>FY21 Base Budget</th>
<th>FY21 COVID-19 Budget</th>
<th>Total FY21 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 State Appropriations</td>
<td>163.1</td>
<td>166.0</td>
<td>172.0</td>
<td>175.5</td>
<td>176.4</td>
<td>169.0</td>
<td>-</td>
<td>169.0</td>
</tr>
<tr>
<td>2 Gross Undergraduate Tuition &amp; Fees</td>
<td>305.3</td>
<td>297.8</td>
<td>292.8</td>
<td>286.8</td>
<td>275.6</td>
<td>249.4</td>
<td>-</td>
<td>249.4</td>
</tr>
<tr>
<td>3 UG Student Financial Aid</td>
<td>60.0</td>
<td>54.7</td>
<td>61.9</td>
<td>61.9</td>
<td>57.0</td>
<td>56.1</td>
<td>-</td>
<td>56.1</td>
</tr>
<tr>
<td>4 Net Undergraduate Tuition &amp; Fees</td>
<td>245.2</td>
<td>233.0</td>
<td>231.5</td>
<td>224.9</td>
<td>221.8</td>
<td>179.2</td>
<td>(5.0)</td>
<td>173.7</td>
</tr>
<tr>
<td>5 Gross Graduate Tuition &amp; Fees</td>
<td>108.2</td>
<td>114.8</td>
<td>121.2</td>
<td>128.7</td>
<td>123.7</td>
<td>125.9</td>
<td>-</td>
<td>125.9</td>
</tr>
<tr>
<td>6 Graduate Student Financial Aid</td>
<td>(29.0)</td>
<td>(27.8)</td>
<td>(28.0)</td>
<td>(28.0)</td>
<td>(28.5)</td>
<td>(28.1)</td>
<td>-</td>
<td>(28.1)</td>
</tr>
<tr>
<td>7 Net Graduate Tuition &amp; Fees</td>
<td>79.2</td>
<td>87.0</td>
<td>93.2</td>
<td>100.7</td>
<td>95.2</td>
<td>97.8</td>
<td>-</td>
<td>97.8</td>
</tr>
<tr>
<td>8 Room &amp; Board</td>
<td>95.4</td>
<td>92.2</td>
<td>90.9</td>
<td>87.7</td>
<td>68.4</td>
<td>68.7</td>
<td>-</td>
<td>68.7</td>
</tr>
<tr>
<td>9 Grants &amp; Contracts</td>
<td>43.1</td>
<td>36.3</td>
<td>41.3</td>
<td>45.4</td>
<td>48.6</td>
<td>41.1</td>
<td>21.2</td>
<td>62.3</td>
</tr>
<tr>
<td>10 Facilities &amp; Admin Cost Recovery</td>
<td>71.1</td>
<td>67.0</td>
<td>71.0</td>
<td>80.0</td>
<td>91.1</td>
<td>91.2</td>
<td>-</td>
<td>91.2</td>
</tr>
<tr>
<td>11 Endowment Distributions</td>
<td>26.8</td>
<td>26.0</td>
<td>28.9</td>
<td>29.1</td>
<td>30.0</td>
<td>31.3</td>
<td>-</td>
<td>31.3</td>
</tr>
<tr>
<td>12 Contributions</td>
<td>14.7</td>
<td>11.2</td>
<td>8.8</td>
<td>13.8</td>
<td>8.1</td>
<td>16.5</td>
<td>-</td>
<td>16.5</td>
</tr>
<tr>
<td>13 Investment Income</td>
<td>7.1</td>
<td>6.3</td>
<td>5.6</td>
<td>6.2</td>
<td>4.5</td>
<td>6.1</td>
<td>-</td>
<td>6.1</td>
</tr>
<tr>
<td>14 Internal &amp; External Sales</td>
<td>101.7</td>
<td>80.5</td>
<td>83.5</td>
<td>68.6</td>
<td>59.7</td>
<td>55.8</td>
<td>4.7</td>
<td>60.4</td>
</tr>
<tr>
<td>15 Total Revenues</td>
<td>783.3</td>
<td>753.8</td>
<td>763.8</td>
<td>758.7</td>
<td>709.8</td>
<td>674.6</td>
<td>20.4</td>
<td>695.0</td>
</tr>
<tr>
<td>16 Spending Authorization</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>17 Total Revenues &amp; Revenue Allocation</td>
<td>783.3</td>
<td>753.8</td>
<td>763.8</td>
<td>758.7</td>
<td>709.8</td>
<td>674.6</td>
<td>20.4</td>
<td>695.0</td>
</tr>
<tr>
<td>18 Total Funding Transfers</td>
<td>0.6</td>
<td>1.7</td>
<td>4.8</td>
<td>0.1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### EXPENSES

<table>
<thead>
<tr>
<th>Description</th>
<th>FY17 Actuals</th>
<th>FY18 Actuals</th>
<th>FY19 Actuals</th>
<th>FY20 Budget</th>
<th>FY20 Forecast</th>
<th>FY21 Base Budget</th>
<th>FY21 COVID-19 Budget</th>
<th>Total FY21 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 Total Salaries, Wages, &amp; Other Payroll</td>
<td>361.4</td>
<td>354.6</td>
<td>356.9</td>
<td>366.7</td>
<td>360.8</td>
<td>320.4</td>
<td>7.9</td>
<td>328.3</td>
</tr>
<tr>
<td>20 Total Benefits</td>
<td>113.7</td>
<td>113.1</td>
<td>120.1</td>
<td>122.8</td>
<td>122.6</td>
<td>119.4</td>
<td>2.5</td>
<td>121.9</td>
</tr>
<tr>
<td>21 Supplies, Services, &amp; Capital Costs</td>
<td>194.5</td>
<td>188.0</td>
<td>185.9</td>
<td>199.4</td>
<td>171.7</td>
<td>186.7</td>
<td>10.0</td>
<td>196.7</td>
</tr>
<tr>
<td>22 Internal Principal &amp; Interest</td>
<td>58.2</td>
<td>49.0</td>
<td>53.2</td>
<td>68.9</td>
<td>71.5</td>
<td>61.0</td>
<td>-</td>
<td>61.0</td>
</tr>
<tr>
<td>23 External Debt Service - Principal</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>24 External Debt Service - Interest</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>25 Depreciation</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>26 Total Direct Expenses</td>
<td>727.7</td>
<td>704.6</td>
<td>716.0</td>
<td>757.1</td>
<td>726.6</td>
<td>687.5</td>
<td>20.4</td>
<td>707.9</td>
</tr>
<tr>
<td>27 Capital Cost Allocation</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>28 Contribution Margin</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>29 Total Expense &amp; Expense Allocations</td>
<td>727.8</td>
<td>704.6</td>
<td>716.0</td>
<td>757.1</td>
<td>726.6</td>
<td>687.5</td>
<td>20.4</td>
<td>707.9</td>
</tr>
<tr>
<td>30 Results of Operations</td>
<td>54.9</td>
<td>47.5</td>
<td>43.0</td>
<td>1.6</td>
<td>(16.0)</td>
<td>(13.0)</td>
<td>-</td>
<td>(13.0)</td>
</tr>
</tbody>
</table>

### INVESTMENT TRANSFERS

<table>
<thead>
<tr>
<th>Description</th>
<th>FY17 Actuals</th>
<th>FY18 Actuals</th>
<th>FY19 Actuals</th>
<th>FY20 Budget</th>
<th>FY20 Forecast</th>
<th>FY21 Base Budget</th>
<th>FY21 COVID-19 Budget</th>
<th>Total FY21 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 Transfer To (From) Plant Fund</td>
<td>16.6</td>
<td>29.3</td>
<td>20.5</td>
<td>27.5</td>
<td>13.9</td>
<td>6.7</td>
<td>-</td>
<td>6.7</td>
</tr>
<tr>
<td>32 Transfer To (From) Quasi Endowments</td>
<td>9.0</td>
<td>15.5</td>
<td>2.1</td>
<td>0.3</td>
<td>1.3</td>
<td>5.3</td>
<td>-</td>
<td>5.3</td>
</tr>
<tr>
<td>33 Internal Bank Transfers</td>
<td>0.1</td>
<td>16.7</td>
<td>0.1</td>
<td>16.7</td>
<td>0.1</td>
<td>16.7</td>
<td>-</td>
<td>16.7</td>
</tr>
<tr>
<td>34 Total Investment Transfers</td>
<td>25.7</td>
<td>41.1</td>
<td>22.7</td>
<td>27.8</td>
<td>15.3</td>
<td>12.0</td>
<td>-</td>
<td>12.0</td>
</tr>
<tr>
<td>35 Total Transfers to/from Reserve</td>
<td>29.2</td>
<td>4.4</td>
<td>20.3</td>
<td>(26.2)</td>
<td>(32.1)</td>
<td>(25.0)</td>
<td>-</td>
<td>(25.0)</td>
</tr>
<tr>
<td>36 Adjusted Net Results</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------</td>
<td>------------------</td>
<td>-------------</td>
<td>---------------------------</td>
<td>---------</td>
<td>----------------</td>
<td>---------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1</td>
<td>State Appropriations</td>
<td>28.2</td>
<td>20.2</td>
<td>-</td>
<td>118.2</td>
<td>2.5</td>
<td>36.0</td>
<td>24.7</td>
</tr>
<tr>
<td>2</td>
<td>Gross Undergraduate Tuition &amp; Fees</td>
<td>27.1</td>
<td>27.4</td>
<td>-</td>
<td>191.2</td>
<td>3.7</td>
<td>249.4</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Undergraduate Student Financial Aid</td>
<td>(8.2)</td>
<td>(5.4)</td>
<td>(18.0)</td>
<td>(38.0)</td>
<td>(3.5)</td>
<td>(75.7)</td>
<td>26.0</td>
</tr>
<tr>
<td>4</td>
<td>Net Undergraduate Tuition &amp; Fees</td>
<td>18.9</td>
<td>22.0</td>
<td>(18.0)</td>
<td>152.6</td>
<td>3.7</td>
<td>173.7</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Gross Graduate Tuition &amp; Fees</td>
<td>125.4</td>
<td>0.1</td>
<td>-</td>
<td>0.4</td>
<td>-</td>
<td>125.9</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Graduate Student Financial Aid</td>
<td>(27.6)</td>
<td>(0.0)</td>
<td>(0.0)</td>
<td>(0.4)</td>
<td>-</td>
<td>(28.0)</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Net Graduate Tuition &amp; Fees</td>
<td>97.8</td>
<td>0.0</td>
<td>(0.0)</td>
<td>0.0</td>
<td>-</td>
<td>97.8</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>Room &amp; Board</td>
<td>-</td>
<td>68.7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>68.7</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>Grants &amp; Contracts</td>
<td>35.5</td>
<td>1.7</td>
<td>0.0</td>
<td>3.8</td>
<td>-</td>
<td>21.2</td>
<td>1.8</td>
</tr>
<tr>
<td>10</td>
<td>Facilities &amp; Admin Cost Recovery</td>
<td>7.7</td>
<td>-</td>
<td>1.4</td>
<td>-</td>
<td>-</td>
<td>9.1</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>Endowment Distributions</td>
<td>14.1</td>
<td>0.8</td>
<td>0.2</td>
<td>16.2</td>
<td>-</td>
<td>31.3</td>
<td>(31.3)</td>
</tr>
<tr>
<td>12</td>
<td>Contributions</td>
<td>2.9</td>
<td>0.2</td>
<td>2.1</td>
<td>11.2</td>
<td>-</td>
<td>16.1</td>
<td>31.3</td>
</tr>
<tr>
<td>13</td>
<td>Investment Income</td>
<td>-</td>
<td>6.1</td>
<td>1.5</td>
<td>4.5</td>
<td>-</td>
<td>6.1</td>
<td>54.3</td>
</tr>
<tr>
<td>14</td>
<td>Internal &amp; External Sales</td>
<td>7.5</td>
<td>0.5</td>
<td>16.7</td>
<td>31.1</td>
<td>-</td>
<td>4.7</td>
<td>60.4</td>
</tr>
<tr>
<td>15</td>
<td>Total Revenues</td>
<td>212.6</td>
<td>45.3</td>
<td>69.7</td>
<td>336.2</td>
<td>10.6</td>
<td>20.4</td>
<td>695.0</td>
</tr>
<tr>
<td>16</td>
<td>Spending Authorization</td>
<td>139.3</td>
<td>0.5</td>
<td>17.9</td>
<td>(160.6)</td>
<td>3.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>17</td>
<td>Total Revenues &amp; Revenue Allocation</td>
<td>351.9</td>
<td>45.8</td>
<td>87.6</td>
<td>175.8</td>
<td>13.6</td>
<td>20.4</td>
<td>695.0</td>
</tr>
<tr>
<td>18</td>
<td>Total Funding Transfers</td>
<td>(3.6)</td>
<td>0.7</td>
<td>2.2</td>
<td>(27.9)</td>
<td>28.6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>EXPENSES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Total Salaries, Wages, &amp; Other Payroll</td>
<td>182.9</td>
<td>25.0</td>
<td>24.4</td>
<td>88.9</td>
<td>-</td>
<td>7.8</td>
<td>328.3</td>
</tr>
<tr>
<td>20</td>
<td>Total Benefits</td>
<td>37.8</td>
<td>8.0</td>
<td>8.7</td>
<td>46.3</td>
<td>-</td>
<td>121.9</td>
<td>-</td>
</tr>
<tr>
<td>21</td>
<td>Supplies, Services, &amp; Capital Costs</td>
<td>65.3</td>
<td>6.0</td>
<td>25.2</td>
<td>90.3</td>
<td>-</td>
<td>156.7</td>
<td>99.4</td>
</tr>
<tr>
<td>22</td>
<td>Internal Principal &amp; Interest</td>
<td>16.2</td>
<td>0.3</td>
<td>12.5</td>
<td>32.0</td>
<td>-</td>
<td>61.0</td>
<td>(61.0)</td>
</tr>
<tr>
<td>23</td>
<td>External Debt Service - Principal</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>12.6</td>
<td>(12.6)</td>
</tr>
<tr>
<td>24</td>
<td>External Debt Service - Interest</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>27.1</td>
<td>(0.7)</td>
</tr>
<tr>
<td>25</td>
<td>Depreciation</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>60.8</td>
<td>-</td>
</tr>
<tr>
<td>26</td>
<td>Total Direct Expenses</td>
<td>320.3</td>
<td>40.1</td>
<td>70.6</td>
<td>256.5</td>
<td>20.4</td>
<td>707.0</td>
<td>78.1</td>
</tr>
<tr>
<td>27</td>
<td>Capital Cost Allocation</td>
<td>13.6</td>
<td>1.6</td>
<td>(15.2)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>28</td>
<td>Contribution Margin</td>
<td>13.6</td>
<td>7.7</td>
<td>12.5</td>
<td>(33.7)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>29</td>
<td>Total Expenses &amp; Expense Allocations</td>
<td>347.4</td>
<td>47.8</td>
<td>84.7</td>
<td>207.6</td>
<td>20.4</td>
<td>707.0</td>
<td>78.1</td>
</tr>
<tr>
<td>30</td>
<td>Results of Operations</td>
<td>8.0</td>
<td>(2.7)</td>
<td>0.8</td>
<td>(4.1)</td>
<td>(15.0)</td>
<td>(0.0)</td>
<td>(12.0)</td>
</tr>
<tr>
<td>INVESTMENT TRANSFERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Transfer To (From) Plant Fund</td>
<td>1.0</td>
<td>0.9</td>
<td>1.2</td>
<td>3.6</td>
<td>-</td>
<td>6.7</td>
<td>(6.7)</td>
</tr>
<tr>
<td>32</td>
<td>Transfer To (From) Quasi Endowments</td>
<td>3.7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5.3</td>
<td>(5.3)</td>
</tr>
<tr>
<td>33</td>
<td>Internal Bank Transfers</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>34</td>
<td>Total Investment Transfers</td>
<td>4.7</td>
<td>0.9</td>
<td>1.2</td>
<td>3.6</td>
<td>1.6</td>
<td>12.0</td>
<td>(12.0)</td>
</tr>
<tr>
<td>35</td>
<td>Total Transfers to (from) Reserve</td>
<td>3.3</td>
<td>(3.6)</td>
<td>(0.4)</td>
<td>(7.7)</td>
<td>(16.6)</td>
<td>(0.0)</td>
<td>(25.0)</td>
</tr>
<tr>
<td>36</td>
<td>Adjusted Net Results</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
## FY21 Board Approval – Consolidated University Budget

### GAAP Adjusted (All Funds)

**Revenue** (in millions)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>FY17 Actuals</th>
<th>FY18 Actuals</th>
<th>FY19 Actuals</th>
<th>FY20 Budget</th>
<th>FY20 Forecast</th>
<th>FY21 Base Budget</th>
<th>FY21 COVID-19 Budget</th>
<th>Total FY21 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Appropriations</strong></td>
<td>175.5</td>
<td>185.6</td>
<td>183.8</td>
<td>201.1</td>
<td>189.9</td>
<td>193.7</td>
<td>-</td>
<td>193.7</td>
</tr>
<tr>
<td><strong>Gross Undergraduate Tuition &amp; Fees</strong></td>
<td>305.3</td>
<td>297.8</td>
<td>292.8</td>
<td>286.8</td>
<td>275.6</td>
<td>249.4</td>
<td>-</td>
<td>249.4</td>
</tr>
<tr>
<td><strong>UG Student Financial Aid</strong></td>
<td>60.1</td>
<td>(58.7)</td>
<td>(61.3)</td>
<td>(61.9)</td>
<td>(63.8)</td>
<td>(70.2)</td>
<td>-</td>
<td>(70.2)</td>
</tr>
<tr>
<td><strong>Net Undergraduate Tuition &amp; Fees</strong></td>
<td>245.2</td>
<td>239.0</td>
<td>231.5</td>
<td>224.9</td>
<td>211.8</td>
<td>179.2</td>
<td>(5.5)</td>
<td>173.7</td>
</tr>
<tr>
<td><strong>Graduate Tuition &amp; Fees</strong></td>
<td>108.2</td>
<td>114.8</td>
<td>121.2</td>
<td>128.7</td>
<td>123.7</td>
<td>125.9</td>
<td>-</td>
<td>125.9</td>
</tr>
<tr>
<td><strong>Graduate Student Financial Aid</strong></td>
<td>129.0</td>
<td>(27.8)</td>
<td>(28.0)</td>
<td>(28.0)</td>
<td>(28.5)</td>
<td>(28.1)</td>
<td>-</td>
<td>(28.1)</td>
</tr>
<tr>
<td><strong>Net Graduate Tuition &amp; Fees</strong></td>
<td>79.2</td>
<td>87.0</td>
<td>93.2</td>
<td>100.7</td>
<td>95.7</td>
<td>97.8</td>
<td>-</td>
<td>97.8</td>
</tr>
<tr>
<td><strong>Room &amp; Board</strong></td>
<td>95.4</td>
<td>92.2</td>
<td>90.9</td>
<td>87.7</td>
<td>68.4</td>
<td>68.7</td>
<td>-</td>
<td>68.7</td>
</tr>
<tr>
<td><strong>Grants &amp; Contracts</strong></td>
<td>43.1</td>
<td>37.8</td>
<td>42.2</td>
<td>54.0</td>
<td>56.3</td>
<td>42.8</td>
<td>-</td>
<td>21.2</td>
</tr>
<tr>
<td><strong>Facilities &amp; Admin Cost Recovery</strong></td>
<td>7.1</td>
<td>7.2</td>
<td>8.0</td>
<td>6.8</td>
<td>8.0</td>
<td>9.1</td>
<td>-</td>
<td>9.1</td>
</tr>
<tr>
<td><strong>Endowment Distributions</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(0.0)</td>
<td>(0.0)</td>
<td>-</td>
<td>(0.0)</td>
</tr>
<tr>
<td><strong>Contributions</strong></td>
<td>36.0</td>
<td>19.6</td>
<td>20.5</td>
<td>25.0</td>
<td>16.5</td>
<td>30.0</td>
<td>-</td>
<td>30.0</td>
</tr>
<tr>
<td><strong>Investment Income</strong></td>
<td>97.6</td>
<td>60.5</td>
<td>51.5</td>
<td>65.8</td>
<td>(2.2)</td>
<td>61.3</td>
<td>-</td>
<td>61.3</td>
</tr>
<tr>
<td><strong>Internal &amp; External Sales</strong></td>
<td>137.5</td>
<td>92.7</td>
<td>97.3</td>
<td>75.7</td>
<td>64.6</td>
<td>61.5</td>
<td>4.7</td>
<td>64.2</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>876.5</td>
<td>821.7</td>
<td>818.8</td>
<td>841.8</td>
<td>708.6</td>
<td>744.0</td>
<td>20.4</td>
<td>764.4</td>
</tr>
<tr>
<td><strong>Spending Authorization</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenues &amp; Revenue Allocation</strong></td>
<td>876.5</td>
<td>821.7</td>
<td>818.8</td>
<td>841.8</td>
<td>708.6</td>
<td>744.0</td>
<td>20.4</td>
<td>764.4</td>
</tr>
<tr>
<td><strong>Total Funding Transfers</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Salaries, Wages, &amp; Other Payroll</strong></td>
<td>361.7</td>
<td>355.9</td>
<td>359.6</td>
<td>368.6</td>
<td>362.1</td>
<td>321.9</td>
<td>7.7</td>
<td>328.8</td>
</tr>
<tr>
<td><strong>Total Benefits</strong></td>
<td>154.0</td>
<td>15.9</td>
<td>122.6</td>
<td>122.8</td>
<td>122.6</td>
<td>119.4</td>
<td>2.5</td>
<td>121.9</td>
</tr>
<tr>
<td><strong>Supplies, Services, &amp; Capital Costs</strong></td>
<td>212.3</td>
<td>192.6</td>
<td>186.8</td>
<td>199.7</td>
<td>187.5</td>
<td>187.8</td>
<td>10.0</td>
<td>197.8</td>
</tr>
<tr>
<td><strong>Internal Principal &amp; Interest</strong></td>
<td>2.5</td>
<td>3.1</td>
<td>3.3</td>
<td>0.0</td>
<td>0.0</td>
<td>(0.0)</td>
<td>-</td>
<td>(0.0)</td>
</tr>
<tr>
<td><strong>External Debt Service - Principal</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>External Debt Service - Interest</strong></td>
<td>26.8</td>
<td>27.7</td>
<td>28.0</td>
<td>28.1</td>
<td>27.9</td>
<td>26.4</td>
<td>-</td>
<td>26.4</td>
</tr>
<tr>
<td><strong>Depreciation</strong></td>
<td>50.1</td>
<td>54.3</td>
<td>57.6</td>
<td>58.8</td>
<td>59.1</td>
<td>60.8</td>
<td>-</td>
<td>60.8</td>
</tr>
<tr>
<td><strong>Total Direct Expenses</strong></td>
<td>807.4</td>
<td>649.5</td>
<td>757.9</td>
<td>778.1</td>
<td>759.2</td>
<td>716.3</td>
<td>20.4</td>
<td>736.7</td>
</tr>
<tr>
<td><strong>Capital Cost Allocation</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Contribution Margin</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Expenses &amp; Expense Allocations</strong></td>
<td>807.4</td>
<td>649.6</td>
<td>758.0</td>
<td>778.1</td>
<td>759.2</td>
<td>716.3</td>
<td>20.4</td>
<td>736.7</td>
</tr>
<tr>
<td><strong>Results of Operations</strong></td>
<td>69.1</td>
<td>172.1</td>
<td>60.9</td>
<td>63.7</td>
<td>(50.3)</td>
<td>27.7</td>
<td>-</td>
<td>27.7</td>
</tr>
</tbody>
</table>

### Investment Transfers

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>FY17 Actuals</th>
<th>FY18 Actuals</th>
<th>FY19 Actuals</th>
<th>FY20 Budget</th>
<th>FY20 Forecast</th>
<th>FY21 Base Budget</th>
<th>FY21 COVID-19 Budget</th>
<th>Total FY21 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transfer To (From) Plant Fund</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(7.0)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Transfer To (From) Quasi Endowments</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Internal Bank Transfers</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Investment Transfers</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(7.0)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Transfers to (from) Reserve</strong></td>
<td>69.1</td>
<td>172.1</td>
<td>60.9</td>
<td>63.7</td>
<td>(43.3)</td>
<td>27.7</td>
<td>-</td>
<td>27.7</td>
</tr>
<tr>
<td><strong>Adjusted Net Results</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
WHEREAS, the appropriate planning and consultations within the University have been completed, resulting in the recommendations for fee increases for purposes of investment in strategic priorities and to support quality academic programming; and

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

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

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

**Fiscal Year: 2021**

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

*Effective Spring 2021

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

RESOLUTION 2020 - 3870

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

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

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

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

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

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

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve the attached FY21 Capital Improvement Plan.
## FY21 CIP SUMMARY – NEW PROJECT STARTS

<table>
<thead>
<tr>
<th>Classification &amp; Project</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY21 Starts Total</td>
<td>$9,608,150</td>
</tr>
<tr>
<td>Academic/Programmatic</td>
<td>$262,000</td>
</tr>
<tr>
<td>Small Capital Improvements</td>
<td>$262,000</td>
</tr>
<tr>
<td>Auxiliaries</td>
<td>$695,000</td>
</tr>
<tr>
<td>Apron Rehabilitation - B and F</td>
<td>$695,000</td>
</tr>
<tr>
<td>Building Systems &amp; Infrastructure</td>
<td>$200,500</td>
</tr>
<tr>
<td>Regional Higher Education</td>
<td>$3,275,000</td>
</tr>
<tr>
<td>Regional Higher Education 1</td>
<td>$4,675,650</td>
</tr>
<tr>
<td>Lancaster HVAC and Energy Efficiency Improvements Phase II</td>
<td>$3,102,350</td>
</tr>
<tr>
<td>Shannon Hall HVAC Improvements</td>
<td>$1,573,300</td>
</tr>
<tr>
<td>University Initiatives</td>
<td>$3,275,000</td>
</tr>
<tr>
<td>ADA - 2021</td>
<td>$250,000</td>
</tr>
<tr>
<td>Classroom Improvement Plan FY21</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Annual Emergency Projects Fund 2021</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Elevator Repairs &amp; Replacements</td>
<td>$25,000</td>
</tr>
<tr>
<td>Masonry - In-House FY21</td>
<td>$250,000</td>
</tr>
<tr>
<td>Painting - In-House FY21</td>
<td>$250,000</td>
</tr>
<tr>
<td>Safety Funds - 2021</td>
<td>$500,000</td>
</tr>
<tr>
<td>Utility System Upgrades</td>
<td>$500,000</td>
</tr>
<tr>
<td>EIP - Campus Steam System Repairs 2021</td>
<td>$500,000</td>
</tr>
</tbody>
</table>

Chair Coleman called for a motion; Trustee Evans moved the committee; Trustee Platt seconded the motion; Chair Coleman called for a vote; the Resolution passed unanimously.
APPROVAL FOR FY21 CENTURY BOND (CB21) $10 MILLION DEFERRED MAINTENANCE ALLOCATION FOR EMERGENCY PROJECTS

RESOLUTION 2020 - 3871

WHEREAS, the University issued $250 million in 100-year maturity taxable bonds (“Century Bonds”) in order to establish a central bank funding model for deferred maintenance and other projects; and

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

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

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

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

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

Chair Coleman called for a motion; Trustee Smullen moved the committee; Trustee Scholl seconded the motion; Chair Coleman called for a vote; the Resolution passed unanimously.
CAPITAL PROJECTS

APPROVAL TO PROCEED WITH DESIGN AND CONSTRUCTION

RESOLUTION 2020 - 3872

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

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

WHEREAS, the following projects are presented for Board approval:

Modification of Design & Construction Requests:

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

Design & Construction Requests:

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

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

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

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees approves the requests described above; authorizes the receipt of appropriate bids or proposals; and authorizes the President, the Senior Vice President for Finance and Administration, or
either’s authorized designee to accept and award contracts and execute all necessary agreements, easements and documents to effectuate the transaction and related transactions within the total project budgets identified.

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

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

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

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

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

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

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

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

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

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

Chair Coleman thanked President Nellis.

Adjournment

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

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

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

August 17, 2020
Agenda

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

Pre-existing higher education trends have been exacerbated by COVID

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

Demographic changes have been putting enrollment pressures on universities of all types

Schools have been steadily increasing tuition discounts to maintain enrollment levels

Mergers and acquisitions among both public and private institutions have been increasing steadily

The path forward is likely to involve significant change

Higher education will not be the same, and many schools will be seeking to implement major changes

There will be winners and losers as revenue losses and increased costs drive a sector shake-up

Consolidations, closures, and mergers are likely to accelerate
Higher Education Context: Demographics

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

Higher education total enrollment, FY1956 – FY2019

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

Enrollment Annual Change

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

COVID-19 is expected to further exacerbate current enrollment uncertainty

Note: The data includes enrollments from US institutions that are both degree-granting and title IV-participating.
Source: National Center for Education Statistics (NCES); Integrated Postsecondary Education Data System (IPEDS)
Higher Education Context: Demographics
Ohio’s high school population has declined steeply in the last decade, and is expected to continue to contract, placing additional enrollment pressures.

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

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

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

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

Source: Ohio University Office of Institutional Research
Higher Education Context: Pricing

While undergraduate price has remained fairly flat for public institutions, net tuition and fees per student has declined slightly at Ohio University.

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

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

Note(*): All values in 2019 dollars for full-time, in-state undergraduate students at public, four-year institutions
Source: College Board; Ohio University Office of Institutional Research, Ohio Auditor of State
Higher Education Context: Consolidation

The current decade is on pace to have over three times as many combinations in higher education as the prior decade; closures are escalating at a similar rate.

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

Total combinations
- 2000–2020: 31

Total closures of private nonprofits
- 2000–2020: 23
- 2000–2019: 83

Closures by year
- 2000: 1
- 2001: 0
- 2002: 1
- 2003: 5
- 2004: 5
- 2005: 1
- 2006: 4
- 2007: 9
- 2008: 6
- 2009: 3
- 2010: 6
- 2011: 9
- 2012: 18
- 2013: 18
- 2014: 20
- 2015: 18
- 2016: 16
- 2017: 20

*2020 figure represents the number of deals through 08/13/2020

Sources: IPEDS; Moody’s
Higher Education Context: Consolidation
Most mergers involve private nonprofit institutions and occur within state lines; targets of acquisitions most often have small enrollment totals

<table>
<thead>
<tr>
<th>Characteristics of M&amp;A transactions</th>
<th>2000-2020*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consolidation</strong></td>
<td></td>
</tr>
<tr>
<td>PNFP-PNFP</td>
<td></td>
</tr>
<tr>
<td>For profit-PNFP</td>
<td></td>
</tr>
<tr>
<td>For profit-For profit</td>
<td></td>
</tr>
<tr>
<td><strong>Merger</strong></td>
<td></td>
</tr>
<tr>
<td>Public-PNFP</td>
<td></td>
</tr>
<tr>
<td>Public-Public</td>
<td></td>
</tr>
<tr>
<td>PNFP-For profit</td>
<td></td>
</tr>
<tr>
<td><strong>Different states</strong></td>
<td></td>
</tr>
<tr>
<td>Same state</td>
<td></td>
</tr>
<tr>
<td>Less than 1,000</td>
<td></td>
</tr>
<tr>
<td>Greater than 10k</td>
<td></td>
</tr>
<tr>
<td>1,001 to 5,000</td>
<td></td>
</tr>
<tr>
<td>5,000 to 10,000</td>
<td></td>
</tr>
<tr>
<td>Greater than 10k</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Institutions evaluate financial health via multiple metrics; CFI and Ohio Senate Bill 6 use ratios to identify potential red flags.

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

Source: NACUBO, Ohio Department of Higher Education
Higher Education Sector Financial Health: CFI

The Composite Financial Index (CFI) analyzes four different financial metrics to assess an institution’s financial health, at a point in time and over time.

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

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

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

Sources: Integrated Postsecondary Educational Data System (IPEDS); National Association of College and University Business Officers (NACUBO); Ohio Higher Education Department.

Also a component of the Ohio Senate Bill 6 determination of financial health.
Ohio’s Senate Bill 6 composite score looks at three financial ratios to hold institutions to a high level of financial accountability:

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

Total composite score
Highest score possible is **5.00**
A score of **below 1.75** for **two consecutive years** results in an institution being placed on **fiscal watch**

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

**SB6 composite score at all Ohio public universities**
FY09 – FY19, n=14

**SB6 composite score at Ohio University**
FY09 – FY19

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

Institutions scoring <1.75 for 2+ years are on a fiscal watch list

---

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

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

**Key question** | **Financial ratio** | **Financial ratios and Ohio Univ. component scores, FY09 - FY19**
---|---|---
1. Are resources sufficient and flexible enough to support the mission? | Primary reserve ratio
   Expendable net assets divided by total expenses
   Weight: 50% | **Score**
   3 4 4 5 5 5 4 4 5 5 5 5

2. Do operating results indicate the institution is living within available resources? | Net income ratio
   Operating surplus (deficit) divided by unrestricted operating income
   Weight: 20% | **Score**
   4 5 5 5 5 5 5 4 5 5 5 5

3. Is debt managed strategically to advance the mission? | Viability ratio
   Expendable net assets divided by long term debt
   Weight: 30% | **Score**
   3 3 4 4 4 4 3 2 2 3 3

Note: Mean ratio is calculated for set of Ohio public universities (14 state universities)
Source: Ohio Department of Higher Education
Higher Education Sector Financial Health

External information (i.e. SB6), combined with reports and projections, can help answer three key questions about financial health.

<table>
<thead>
<tr>
<th>External assessment of financial health, e.g., Senate Bill 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ This is a comparable, standard assessment of financial health that distills a composite of multiple financial ratios for higher education institutions into a single score</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional financial accounting and reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Standard audited financial reports are reviewed and approved by the board</td>
</tr>
<tr>
<td>▶ May not provide sufficient information on financial health on their own</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional managerial accounting and projections</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Operational reporting provides information about the drivers of revenue and expense</td>
</tr>
<tr>
<td>▶ Hitting the right level of operational detail is sometimes challenging for boards</td>
</tr>
</tbody>
</table>

1. How stable are Ohio University’s current and future sources of revenue?

2. Are Ohio University’s current and future expenditures aligned to revenues? Is the institution living within its means?

3. How is my Ohio University balancing its budget and managing cash?
Agenda

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

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

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Max</th>
<th>Min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>54%</td>
<td>11%</td>
</tr>
<tr>
<td>State appropriations</td>
<td>30%</td>
<td>11%</td>
</tr>
<tr>
<td>Gvmt. grants and contracts</td>
<td>24%</td>
<td>3%</td>
</tr>
<tr>
<td>Investment income</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Private gifts, grants and contracts</td>
<td>12%</td>
<td>1%</td>
</tr>
<tr>
<td>All other revenues*</td>
<td>35%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Median revenues by source, as percent of core revenue: four-year public institutions in Ohio, 2019

Example analysis

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>2019 Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>State appropriations</td>
<td>23%</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>41%</td>
</tr>
<tr>
<td>Gvmt. grants and contracts</td>
<td>14%</td>
</tr>
<tr>
<td>Investment income</td>
<td>3%</td>
</tr>
<tr>
<td>Private gifts, grants and contracts</td>
<td>5%</td>
</tr>
<tr>
<td>All other revenues*</td>
<td>14%</td>
</tr>
</tbody>
</table>

Revenue drivers: Questions to ask

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

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

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

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

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

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

Are expenditures aligned to revenues?

**Example analysis**

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

*four-year public institutions in Ohio, 2018*

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

**Expense drivers: Questions to ask**

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

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

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

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

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

Source: IPEDS, four-year public universities refer to set of 14 state universities
<table>
<thead>
<tr>
<th>Balancing methods</th>
<th>Questions to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly-preferred</td>
<td>▶ How sustainable is this budget? Do trends signal that our structural model is likely to continue?</td>
</tr>
<tr>
<td></td>
<td>▶ What changes in cash balances have been seen over time? Are you “burning cash”? What are your</td>
</tr>
<tr>
<td></td>
<td>cash reserves?</td>
</tr>
<tr>
<td>Structurally balanced: annual revenues</td>
<td></td>
</tr>
<tr>
<td>cover annual expenses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▶ Is the general fund subsidizing auxiliary or other funds at the institution?</td>
</tr>
<tr>
<td></td>
<td>▶ Which activities (funds) are self-sustaining?</td>
</tr>
<tr>
<td></td>
<td>▶ Which funds are subsidized and by how much?</td>
</tr>
<tr>
<td></td>
<td>▶ Does the University have a reserve fund?</td>
</tr>
<tr>
<td></td>
<td>▶ Under what circumstances can the fund be used?</td>
</tr>
<tr>
<td></td>
<td>▶ How often or consistently does “dipping” into the reserve fund happen?</td>
</tr>
<tr>
<td>Less-sustainable, potential red flags</td>
<td>▶ For what purpose(s) is the University borrowing?</td>
</tr>
<tr>
<td></td>
<td>▶ How will additional debt affect credit rating?</td>
</tr>
<tr>
<td></td>
<td>▶ Are there one-time revenue-generating or cost-cutting opportunities that could help avoid</td>
</tr>
<tr>
<td></td>
<td>additional borrowing?</td>
</tr>
<tr>
<td>Internal transfer: Institution transfers</td>
<td></td>
</tr>
<tr>
<td>money across funds</td>
<td></td>
</tr>
<tr>
<td>Reserve drawdown: Institution</td>
<td></td>
</tr>
<tr>
<td>dips into its reserve fund</td>
<td></td>
</tr>
<tr>
<td>External financing: Institution</td>
<td></td>
</tr>
<tr>
<td>borrows in the debt markets</td>
<td></td>
</tr>
<tr>
<td>Agenda</td>
<td></td>
</tr>
</tbody>
</table>

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

High school seniors' plan for Fall 2020, June 2020 (n=743)
- Yes, my fall institution changed: 40% (I have delayed the start of college)
- No, my fall institution did not change: 60%

Characteristics of high school seniors' new institutions, June 2020 (n=335)
- Price:
  - More expensive: 20%
  - Less expensive: 40%
- Distance:
  - Farther from home: 30%
  - Closer to home: 50%
- Type of Institution:
  - Similar type: 50%
  - Switched from a 2-yr to a 4-yr: 30%
  - Switched from a 4-yr to a 2-yr: 20%

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

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

% unlikely

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

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

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

<table>
<thead>
<tr>
<th>Delivery Method</th>
<th>% Less Expensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-person</td>
<td>45%</td>
</tr>
<tr>
<td>Hybrid</td>
<td>64%</td>
</tr>
<tr>
<td>Remote</td>
<td>69%</td>
</tr>
</tbody>
</table>
Potential Impact of COVID-19
Some institutions have begun to change pricing. Over 25% of institutions in the analysis set have announced tuition freezes or reductions

Published tuition changes for Fall 2020 of top 500 institutions by school type and fall strategy, As of 8/3/2020 (n=494)

<table>
<thead>
<tr>
<th>By Institution Type</th>
<th>By Fall Opening Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total</td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td></td>
</tr>
<tr>
<td>In-person</td>
<td></td>
</tr>
<tr>
<td>Hybrid</td>
<td></td>
</tr>
<tr>
<td>Considering multiple scenarios</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
</tr>
</tbody>
</table>

% freeze

24.1%  13.6%  37.7%  8.5%  24.5%  33.3%  29.4%

Note: Top Universities includes Top 400 U.S. News and World Universities and Top 100 Liberal Arts Universities; preliminary full data collection has been completed; data will be continually updated as school statuses change.
Potential Impact of COVID-19
Institutions are also undertaking cost containment efforts to offset COVID-related revenue losses

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>Private</th>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>No cost containment published</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>Hiring freeze</td>
<td>51%</td>
<td>34%</td>
</tr>
<tr>
<td>Leadership pay cut</td>
<td>34%</td>
<td>33%</td>
</tr>
<tr>
<td>Furloughing staff</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>General compensation cuts</td>
<td>33%</td>
<td>26%</td>
</tr>
<tr>
<td>Delaying capital projects</td>
<td>26%</td>
<td>20%</td>
</tr>
<tr>
<td>Laying off staff</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

### Potential Impact of COVID-19

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

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

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

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

### Example analysis

#### Cash flow categorization (illustrative)

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

#### Diffused cash flow examples
- Auxiliary revenue
- State support

### Questions to ask

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

### Monthly cash flow analysis (illustrative)

#### Analyze when cash has been historically received/spent over the course of a fiscal year
Potential Impact of COVID-19

Will the University encounter cash difficulties under potential FY21 scenarios?

**Example analysis**

**Monthly cash flow sensitivity analysis (illustrative)**

Forecast how cash flow will change under a set of plausible revenue and expense scenarios

**Liquidity position sensitivity analysis (illustrative)**

Monitor cash reserves and liquidity in relation to a set threshold

**Questions to ask**

**Cash flow sensitivity**

- Based on the University’s cash needs, what is an appropriate minimum cash threshold that the University should target?
- What are realistic revenue and expense scenarios to test?
  - What impact would enrollment declines, housing revenue refunds, etc. have on the University’s cash flow?
  - What do early indicators (e.g., deposits) tell the University about how it is tracking towards each scenario?
- In each scenario, will monthly revenue and cash on hand be sufficient to cover the University’s cash operating expenses?
### Potential Impact of COVID-19

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

<table>
<thead>
<tr>
<th>Example analysis</th>
<th>Questions to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification of mitigation strategies (illustrative)</strong></td>
<td>Mitigation strategies</td>
</tr>
<tr>
<td><em>Assess timing and level of mitigation strategies available</em></td>
<td>► When during the year might the University face a cash shortfall?</td>
</tr>
<tr>
<td><em>Available measures</em></td>
<td>► How can the University mitigate or prevent a cash shortfall?</td>
</tr>
<tr>
<td>- Short-term operating materials reduction</td>
<td>► What flexibility does the University have in its main expense drivers (i.e. payroll timing, debt service)?</td>
</tr>
<tr>
<td>- Short-term investment liquidation</td>
<td>► What cost savings or revenue generation measures can the University implement?</td>
</tr>
<tr>
<td><em>Quantification of mitigation strategies (illustrative)</em></td>
<td>► How realistic are the mitigation strategies that the University has identified? What is the timing and risk associated with implementation?</td>
</tr>
<tr>
<td><img src="chart.png" alt="Chart showing projected cost savings and other mitigation strategies" /></td>
<td>► What actions can the University take in the short and medium term to end the fiscal year in a stable cash position? (e.g. hiring freezes, cost containment)</td>
</tr>
<tr>
<td><img src="chart.png" alt="Chart showing potential impact" /></td>
<td>► What actions can the University take in the long term to increase flexibility? (e.g. contract renegotiation, personnel and or operating model adjustments)</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

Classrooms
- Regional: 163 seats
- Athens: 252 seats

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

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

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

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

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

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

• Launched Testing/Tracing/Quarantine Implementation Team (TTQ)
  – Protocols
  – Dashboard
  – Predictive modeling
  – Nonclinical case management team
• Deployed training module (HR in-house development) and Ohio Pledge (led by OHIO's Five Senates)
• Appointed Special Assistant to President Nellis for Public Health Operations, Dr. Gillian Ice
  – Will lead non-clinical case management team
  – Identified 7 staff (3.5 FTE) to provide support for all students, faculty, and staff on all campuses; coordinate with regional campus response teams
• Established Core Advising Team (CAT)
### Campus COVID-19 Information

Sources: Ohio Public Health Advisory System, State of Ohio COVID-19 Dashboard

<table>
<thead>
<tr>
<th>City</th>
<th>Current Presumed Active Cases</th>
<th>New Reported Cases Last 24 Hours</th>
<th>Presumed Active Cases Ages 0-29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens</td>
<td>25 (-137)</td>
<td>3 (-2)</td>
<td>14 (-103)</td>
</tr>
<tr>
<td>Chillicothe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleveland</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dublin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lancaster</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zanesville</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Presumed Active Cases Per 1k People
- **Athens**: 0.38 (-2.10)  
  Data displayed for population of Athens county

#### Recent Onset Cases Last 14 Days
- **Athens**: 11 (+1)

#### Regional ICU Occupancy
- **Athens County**: 58.8% (-5.96%)  
  % of ICU Beds Occupied by COVID Patients

#### ICU Data Updated from State of Ohio on: 8/4/2020

**Alert Level**: Yellow  
**Hospitalizations Last 14 Days**: 3 (0)
Athens Phase I:
• Limited number of graduate and undergraduate students in accreditation-required program areas; research activity: 1500+ students on campus
• From 6700 (number of beds) to <450 (phase 1 occupancy) for residential housing students

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

RHE and HCOM: hybrid
Maintaining a post-pandemic focus

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

Ten Strategies for Thriving in a Post-Pandemic Future

Higher Education Strategy Forum
## Five Institutional Imperatives for Fall 2020
Safeguarding Mission, Community, and Financial Sustainability

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

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Best Case</th>
<th>Worst Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Will we be able to open our campus this fall?</td>
<td>Compliance and health policies prevent outbreaks</td>
<td>Entire academic year virtual for most students</td>
</tr>
<tr>
<td>2</td>
<td>Will our current students come back or stop out?</td>
<td>No retention dip, but greater financial and support needs</td>
<td>Significant stop-out behavior and price-shopping</td>
</tr>
<tr>
<td>3</td>
<td>Will our 2020 admits show up when we open?</td>
<td>Yield models hold, discounts/deferred payments limited</td>
<td>20-40% drop in new students, R&amp;B revenue plummets</td>
</tr>
<tr>
<td>4</td>
<td>Will there be a countercyclical bump? Where?</td>
<td>Adult students boost current grad/prof portfolio</td>
<td>Dramatic decline in full-pay and intl. student markets</td>
</tr>
<tr>
<td>5</td>
<td>How will we balance our books next year?</td>
<td>Additional stimulus, enrollment prevents staff reductions</td>
<td>8-9 figure budget shortfalls lead to financial exigency</td>
</tr>
</tbody>
</table>

Source: EAB interviews and analysis.
## Five Institutional Imperatives for Fall 2020

Safeguarding Mission, Community, and Financial Sustainability

<table>
<thead>
<tr>
<th>Ensuring Access and Value for Students</th>
<th>Refining Your Business Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Rapidly Prepare for a Multi-Modal Fall Schedule</td>
<td><strong>4</strong> Align Credential Portfolio with Urgent Needs</td>
</tr>
<tr>
<td><strong>2</strong> Keep Remote Students Enrolled and Engaged</td>
<td><strong>5</strong> Prioritize FY21 Cost-Saving Opportunities</td>
</tr>
<tr>
<td><strong>3</strong> Address Uncertainty Among Admits</td>
<td></td>
</tr>
</tbody>
</table>

### Ensuring Access and Value for Students
- **Rapidly Prepare for a Multi-Modal Fall Schedule**
  - Plan for a partially or entirely virtual term, including individual course development and alternative academic calendars.

### Refining Your Business Model
- **Keep Remote Students Enrolled and Engaged**
  - Prevent unadvisable stop-outs and transfers through proactive advisor outreach and softened registration rules.

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

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

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

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

The Perception of Safety Is Just As Important as the Reality

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

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

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

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

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

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

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

The Post-COVID19 Landscape

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

Changes to the Market

Pandemic will accelerate pre-existing trends in demand

- Amplified ‘ROI’ Mindset
  - Students, parents hyper-focused on value—down the individual fee

- Focus on Skills & Short Formats
  - Small but fast-growing market for flexible, abilities-based credentials

- Multi-Modal Enrollment
  - Greater student comfort with mixing remote and F2F instruction within the same academic term

Thriving in 2025

- New Institutional Attributes

  Leading schools will be lean, flexible, and broadly accessible

- Organizational Agility
  - No time for philosophical debate—decide and rapidly iterate

- Equity-Aware Policies
  - Crisis highlights gaps exacerbated by institutional assumptions

- Virtualized Processes
  - Forced (and long overdue) migration away from complex, paper-based workflows

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

The Demographic Cliff Is Already Here

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

Number of first-time enrollments at 2-year and 4-year institutions, 1990-2025¹

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

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

Estimated range of inputs informing outcome
- High school dropouts: 1.2M-2M
- Students delaying matriculation due to financial stress, preference for in-person instruction: 5-40%
- Long-term decline in attendance due to decreased consumer confidence: 1-3x 2008 recession impact

*Range of possibilities is not a confidence interval.

1) EAB projections included for years 2020 onward.

Source: EAB research and analysis.
Market Force #2: Convergence

No Segment Immune from International Downturn

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

92% of returning international students remained in the US after COVID-19 closures

86% of new international students unable to enter the US

Selective R1 University

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

R2 University

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

Masters College

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

Market Force #2: Convergence

Blurred Distinctions Between Segments and Sectors

Value Propositions Sounding the Same for Very Different Institutions

Heightened Competition Due To Messaging...

Marketing Messages of Higher Ed Competitors

...And Service Overlap

System-Wide Consolidations

4-Years Offering Associates

For-Profits Become Non-Profits

©2020 by EAB. All Rights Reserved. eab.com
Handful of Giants Loom Over Online Grad Market

Institutions With More Than 2,500 Exclusively Online1 Graduate Enrollments, Fall 2018

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

1) Recorded by IPEDS as exclusively distance enrollments.

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

### Before COVID-19
- Declining demographics among traditional college-aged students
- New high school graduates increasingly diverse
- More and different competitors than ever before
- Concerns about completion rates, career outcomes, and debt
- Post-traditional student majority demanding more flexible options
- Increasing competition in adult and professional education

### COVID-19 Impact
- Accelerated by increased high school dropouts, financial stress, and consumer preferences
- Underserved students less likely to enroll/re-enroll
- Increased student financial need
- Decline in out-of-state and international students
- Decline in students on campus
- Institutions already able to serve online at scale have even greater market advantage
- Students’ lives more complicated than ever

### Flatlining Enrollments

### Convergence

### Concentration

---

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

### From Ambition to Strategies

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

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

**CODA: Unprecedented Urgency for P-20 Partnerships**
Higher education institutions break the “iron triangle” of cost, access, and quality

Virtual scalability enables high-quality, low-cost degree options

Academic and employer integration allows students to offset the cost of their degree while they learn

From Ambition to Strategies

Differentiating While Meeting Our Highest Aspirations

Radical Affordability

Unquestionable Return on Investment

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

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

Assessing Your Current Capabilities to Implement This Strategy

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

Differentiating While Meeting Our Highest Aspirations

Unquestionable Return on Investment

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

Experiential Learning at Scale

The Ambition

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

Experiential Learning at Scale

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

Assessing Your Current Capabilities to Implement This Strategy

1. Few employer partnerships; Newly investing in online instruction and student services; Little faculty will for integrated career development
2. Several scattered, one-off employer partnerships; Scaling online instruction and student services; Some faculty integrate career development
3. Diverse, centrally managed employer partnerships; Mature online instruction and student services; Clear map of co-curriculars to academic experience for all students
Unquestionable Return on Investment

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

Institution-Wide Outcomes Focus

The Ambition

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

Institution-Wide Outcomes Focus

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

Assessing Your Current Capabilities to Implement This Strategy

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

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

3. Strong culture of shared ownership for student outcomes among faculty, staff, students; Career services and experiential opportunities designed to uncover “unwritten rules”
4. Seamless Institutional Pathways

5. Mass Personalization of the Customer Experience

6. Integrated Mental Health and Wellness

7. Radical Flexibility

Seamless Institutional Pathways

The Ambition

- Onboarding and registration hurdles no longer a primary barrier to student enrollment in higher education
- Students receive consistent, integrated early advising well before considering enrollment or transfer
- Clear academic pathways through higher ed and into in-demand jobs made visible
Translatable Lessons

Seamless Institutional Pathways

❖ Students are more likely than ever before to move between institutions as they navigate college enrollment and completion

❖ Simple bridge programs or articulation agreements are necessary but insufficient to ensure students enroll at a 4-year institution

❖ Automatic admissions and enrollment policies prevent students from falling through the cracks, and free up capacity for high-touch advising

Assessing Your Current Capabilities to Implement This Strategy

1. Proliferation of courses and programs not aligned to clear pathways; Faculty resistant to generous credit transfer policies

2. Limited articulation agreements with feeder schools; Some joint advising across continuum; Rigid IT infrastructure hinders advising, registration innovation

3. Clear academic pathways; Strong partnerships with K12 and generous credit transfer policies; Advising and IT systems built to automate and scale across continuum
From Ambition to Strategies

Differentiating While Meeting Our Highest Aspirations

True Engine of Upward Mobility

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

Mass Personalization of the Customer Experience

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

Mass-Personalization of the Customer Experience

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

Assessing Your Current Capabilities to Implement This Strategy

1. Strong institutional aversion to viewing students as “customers”; **Rigid IT infrastructure** hinders advising and administrative innovation
2. Some concern that improved customer service will not prepare students for the “real world”; **Small pilots** of new advising models, but not yet at scale;
3. Student success **analyzed** in terms of academic and non-academic indicators; **Existence** of para-faculty roles; Advising and administrative functions **built** to automate and scale
Integrated Mental Health and Wellness

The Ambition

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

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

**Integrated Mental Health and Wellness**

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

---

**Assessing Your Current Capabilities to Implement This Strategy**

1. Mental health and wellness seen as **sole purview** of counseling center; **Weak, overburdened** infrastructure for treatment and support.

2. Developing, scaling capacity to integrate mental health and wellness into academic experience; **Faculty mental** health issues largely unaddressed.

3. **Strong collaboration** between student and academic affairs; **Robust** mental health training for all faculty and staff; **Investment** in tele-mental health services for entire campus community.
Radical Flexibility

The Ambition

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

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

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

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

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

Radical Flexibility

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

Assessing Your Current Capabilities to Implement This Strategy

1. Newly investing in online instruction and student services; **Rigid IT infrastructure** hinders advising and registration innovation
2. **Scaling** online programs and student services; **Limited short-format offerings**; **Faculty unwilling** to teach outside of traditional 9-month calendar
3. **Mature** online programs and student services; **Year-round schedule** of short-format offerings; **Advising and IT systems built to** facilitate (and automate) re-enrollment

©2020 by EAB. All Rights Reserved. eab.com
From Ambition to Strategies

Differentiating While Meeting Our Highest Aspirations

Recognized and Valued as Public Good

8. Reaching Underserved Adult Markets

9. Strategic Professional Program Growth

10. Cross-Sector Regional Economic Development

The Ambition

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

Reaching Underserved Adult Markets

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

Assessing Your Current Capabilities to Implement This Strategy

1.
- Services and operations are hyper-focused on traditional undergraduates; **Slow, administratively burdensome** program development processes

2.
- **Rural areas** of local market have few educational options; **Limited capacity and buy-in** to adapt programs to market need

3.
- Local market has **high concentration of elite institutions**; **Flexible** portfolio and program review process

©2020 by EAB. All Rights Reserved. eab.com
From Ambition to Strategies
Differentiating While Meeting Our Highest Aspirations

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

**Strategic Professional Program Growth**

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

Strategic Professional Program Growth

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

Assessing Your Current Capabilities to Implement This Strategy

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

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

3. **Diverse** set of regional industries; **Flexible** portfolio and program review processes; **Network of employer partners** who provide real-time feedback
Recognized and Valued as Public Good

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

Cross-Sector Regional Economic Development

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

Cross-Sector Regional Economic Development

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

Assessing Your Current Capabilities to Implement This Strategy

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

EXHIBIT A

Ohio University
Student Code of Conduct
Effective August 18, 2020

Table of Contents
Part A: Mission of the Student Code of Conduct
Part B: Scope of the Code
Part C: Definition of Terms
Part D: Prohibited Conduct
Part E: Community Standards Process
Part F: Sanctions & Conditions of Sanction
Part G: Student Rights & Responsibilities
Part H: Appeal Process
Part I: Interim Measures, Presidential Interim Suspension, and State of Emergency
Part J: “Student Code of Conduct” Review Process
Part K: Acknowledgements

Appendix

Appendix A: Ohio Revised Code Section 3333.38 (House Bill 95)
Appendix B: Sexual Harassment and Other Sexual Misconduct Process
Appendix C: Ohio University Policy 03.004: Sexual Harassment and Other Sexual Misconduct
Part A: Mission

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

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

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

Part B: Scope of the Code

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

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

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

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

Part C: Definition of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part D: Prohibited Conduct

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

Academic Misconduct

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

- Reproducing another person's work, whether published or unpublished (this also includes using materials from companies that sell research papers)
- Using another's ideas or written words without properly acknowledging the source:
- Quoting a source word for word without providing quotation marks and citations.
- Copying words or ideas from a source without appropriate citations.
- Submitting work that is substantially identical to another source in content and/or organization without appropriately citing the source.
- Using other intellectual property in a work without appropriate citations, permissions, or rights (when applicable). Intellectual property includes but is not limited to images, videos, software programs, computer code, or pieces of music.

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

- Using the textbook or other materials, such as a notebook, not authorized for use during an examination.
- Using technology (i.e. cell phones, laptop computers, social media, text messages, etc.) to aid in the completion of work when not permitted to do so.
- Observing or copying the work of another student or allowing another student to plagiarize, copy, or observe one’s own work.
- Using unauthorized material during a test, notes, formula lists, notes written on clothing, etc.
- Taking a quiz, exam, or similar evaluation in place of another person.
Providing or requesting assistance from another person in a manner prohibited by the instructor.

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

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

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

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

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

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

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

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

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

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

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

2. Possessing/Providing False and Misleading Information

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

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

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

Manufacture, distribution, or sale of false identification.

Transferring, lending, borrowing or altering university identification.

3. Alcoholic Beverages Violation

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

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

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

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

4. Controlled Substance and/or Drug Violation

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

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

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

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

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

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

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

5. Disruptive Conduct

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

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

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

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

Public Urination

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

6. Harmful Behavior

Physical harm or threat of physical harm to any person.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8. Hazing

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

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

Coerced consumption: See University Policy 23.010: Hazing.


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

9. Theft

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

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

10. Damage to Property

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

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

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

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

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

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

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

12. Misuse of Keys and/or Access Device

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

13. Misuse of the University Disciplinary Processes

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

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

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

14. Trespass or Misuse of Facilities
Misuse or unauthorized use of any facility.

Unauthorized entry or attempted entry into any facility.

15. Violation of Ohio University Student Housing Handbook

Violation of any published housing and residence life policy, rule and/or regulation, including the housing contract.

16. Violation of University Policy

Violation of any university policy and/or procedure of Ohio university.

17. Violation of Law

Conduct that would constitute a violation of any local, state, and/or federal law, including violation of the Code of Ordinances of the city of Athens.

Part E: Community Standards Process

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

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

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

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

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

3. Community Standards Conference

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

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

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

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

- the date, time, and location of the hearing;
- the specific charges against the respondent;
- a statement of rights and responsibilities; and
- in instances of administrative hearings only, the name of the hearing officer.

4. Hearings

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

Types of Hearings

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

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

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

Hearing Procedures for Administrative and University Hearing Board Hearings

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

Guidelines

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

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

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

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

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

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

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

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

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

Presentation of Information

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

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

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

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

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

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

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

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

Deliberation and Finding

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

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

Sanctioning

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

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

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

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

The hearing authority will consider the following in determining a sanction:
statements and evidence presented at the hearing;

seriousness of the violation;

the complainant’s oral or written statement of impact;

The respondent’s character information;

prior disciplinary record of the respondent; and

disciplinary precedent.

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

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

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

The hearing will reconvene for the announcement of the sanction.

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

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

c. Hearing Procedures for Sanction-Only Hearings

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

Guidelines

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

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

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

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

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

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

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

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

ii. Introduction

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

The hearing authority will review the charges against the respondent and ask the respondent to affirm that they are accepting responsibility for those charges.

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

iii. Presentation of Information

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

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

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

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

iv. Sanctioning

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

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

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

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

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

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

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

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

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

The hearing will reconvene for the announcement of the sanction.

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

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

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

Part F: Sanctions & Conditions of Sanction

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

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

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

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

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

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

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

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

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

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

Part G: Student Rights & Responsibilities

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

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

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

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

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

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

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

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

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

To speak or not speak on their own behalf.

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

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

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

The right to appeal, as described in Part H.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Accessibility Services

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

Part H: Appeal Process

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

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

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

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

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

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

University Appeal Board

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

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

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

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

Vice Presidential Appeal

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

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

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

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

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

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

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

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

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

Interim Measures

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

Administrative directives for no contact;

Temporary or permanent re-assignment of university housing; and/or

Restriction of access to particular areas of campus.

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

Interim Suspension or Interim Suspension of Housing

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

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

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

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

State of Emergency

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

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

Impose a curfew;

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

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

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

Part J: “Student Code of Conduct” review process

Timeline

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

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

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

Proposing Changes to the “Student Code of Conduct”

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

Approval Process

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

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

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

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

Appendix A

Ohio Revised Code Part 3333.38 (House Bill 95)

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

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

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

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

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

3315.33 Ohio Scholarship Fund for Teacher Trainees

3333.12 Ohio Instructional Grant Program and Part-time Ohio Instructional Grant Program 3333.21 Ohio Academic Scholarship Program
3333.26  Tuition Waiver for Child or Spouse of Public Service Officer Killed in Line of Duty 3333.27  Student Choice Grant Program

3333.28  Nurse Education Assistance Program

3333.29  Student Workforce Development Grant Program

3333.372  Ohio Outstanding Scholarship and Ohio Priority Needs Fellowship

5910.03  Scholarship for Children of Deceased or Disabled Veterans of the Armed Services of the United States

5910.032  Children of Persons Declared Prisoner of War or Missing in Action 5919.34 National Guard Scholarship Program
Date: September 24, 2020
To: The Ohio University Board of Trustees
From: M. Duane Nellis, President
Re: President’s Report to the Board of Trustees

In my October 9 report to the Board of Trustees, I will share updates on phase 2 of our fall reopening. As part of this discussion, I will provide information on the University’s response to the COVID-19 global pandemic, including information on our COVID-19 dashboard.

I will also provide the Board with information on our continued progress toward aligning with the Fearlessly First strategic framework and implementing the strategic initiatives. In addition, I will share some University leadership updates and points of pride. Some topics for our discussion will include:

- Information on phase 2 of the fall reopening
- Ohio University’s partnership with CVS Health for COVID-19 testing
- Dr. Jenny Hall-Jones has been named interim Vice President for Student Affairs effective October 24, 2020
- Plans for the Fall Commencement
- Plans for celebrating the Spring Class of 2020
- Ohio University improved its Best National Universities, Top Public Universities, and Best Value Schools rankings in the U.S. News and World Report rankings released in September
- Heritage College of Osteopathic Medicine professor Lawrence Witmer, Ph.D., is being featured in the October cover story of National Geographic Magazine
- A joint collaboration between Civil Engineering Chair and Professor Guy Riefler and Painting and Drawing Chair and Professor John Sabraw, along with Rural Action, was featured recently in Time Magazine
- Four OHIO faculty members have been selected as the 2020-2021 Mid-American Conference (MAC) Academic Leadership Development Program (ALDP) Fellows
- OHIO students have the opportunity this fall to attend class with Rhodes University students in South Africa for seven weeks as part of the Global COIL Initiative

We will not have a Presidential Spotlight at this meeting.
AGENDA
Governance and Compensation Committee Meeting
Ohio University – Athens, OH
Thursday, October 8, 2020 – 9:30am

Tab 7: Ethics Training
Interoffice Communication

Date: September 21, 2020

To: The President and Board of Trustees

From: Stacey L. Bennett, General Counsel

Re: Compensation and Governance Committee Agenda – Ethics Training

Training in ethics laws pertaining to members of public boards in the State of Ohio is provided to University trustees on an annual basis. This year, ethics training will be provided during the Governance and Compensation Committee meeting on October 8.

Topics to be covered may include the Ohio Ethics Commission, financial disclosure statements, conflicts of interest, and confidentiality.
AGENDA
Academics and Student Success Committee
Ohio University – Athens, OH
Thursday, October 8, 2020 – 10:30am

Academic Quality
   Tab 9: CHSP Spotlight: Community Engagement Investments

Academic Initiatives and Instructional Innovation
   Tab 10: Strategic Framework: Amplify Research and Creative Activity
   Tab 11: COVID-19 Public Dashboard
   Tab 12: Accreditation Update – HLC Criterion 5

Standing Reports and Updates
   Tab 13: Community Standards & Student Responsibility Update
   Tab 14: Enrollment Update – Fall 2020

Consent Agenda & Program Items
   Tab 15: CONSENT AGENDA RESOLUTION Reviews of Centers & Institutes
   Tab 16: CONSENT AGENDA RESOLUTION Emeriti
   Tab 17: CONSENT AGENDA RESOLUTION Name Change Voinovich School
   Tab 18: CONSENT AGENDA RESOLUTION Program Reviews – Educational Studies
Interoffice Communication

Date: September 21, 2020

To: The President and Board of Trustees

From: Elizabeth Sayrs, Executive Vice President and Provost
       Randy Leite, Dean, College of Health Sciences and Professions

Re: CHSP Spotlight: Community Engagement Investments

In response to President Nellis’ identification of community engagement as a strategic direction for the University and in the belief that community engagement represents a meaningful learning strategy, the College of Health Sciences and Professions has undertaken the goal of establishing community engagement as a defining feature of its culture. Today’s presentation will describe two examples of meaningful investments in community engagement that may serve as templates for other colleges with an interest in achieving student learning, knowledge creation, and community impact through engagement initiatives.

The College’s community engagement investment strategy is based on identifying and responding to areas of critical regional or local needs, introducing educational and research activities associated with those areas of need, and measuring success in terms of both student and community impact. This is a highly-responsive model rather than an approach that fits all activity into a single template that may or may not work for each potential project. The approach has resulted in several million dollars of grant funding for the University and its partners, documented areas of enhanced services for underserved communities, and meaningful opportunities for immersive student learning and faculty research.

Materials in this tab provide:

1. An overview of the College’s community engagement model
2. A review of the College’s investment in two particular areas: the creation of the Ohio Alliance for Innovation in Population Health and the development of an Office of Community Engagement and results of those investments thus far
3. Examples of specific community engagement projects and outcomes achieved
October 8, 2020

College of Health Sciences & Professions Spotlight:
Community Engagement Investments

Tab #; pg
CHSP Spotlight-Community Engagement

- The College of Health Sciences & Professions
  - Nearly 10,000 students enrolled across all university campuses and through online programs
  - 16 academic disciplines
  - 12 professional accrediting associations
  - 3,555 graduates during 2019-2020
CHSP Spotlight-Community Engagement

• Our Community Engagement Goals
  • Use engagement as a platform for collaboration both within and beyond the University
  • Achieve meaningful impact among underserved populations and communities
  • Provide students with unique and meaningful educational experiences
  • Generate knowledge to inform policy and practice
**CHSP Community Engagement Team**

**Rick Hodges**, Executive in Residence (previously director Ohio Department of Health)

**Tracy Plouck**, Executive in Residence (previously director of Ohio Department of Mental Health and Addiction Services, Ohio Medicaid Director, and director of Governor’s Cabinet Opiate Action Team)

**Rebecca Miller**, Sr. Director of Community Engagement (previously director of Athens County CASA/GAL program and Athens Child Advocacy Center)

**Orman Hall**, Executive in Residence (previously director of Ohio Department of Alcohol and Drug Addiction Services and director of Governor’s Cabinet Opiate Action Team)

**Melissa Kimmel**, Executive in Residence (former COAD Division Director)

**Michele Morrone**, Director, Appalachian Rural Health Institute (professor of environmental health)

**Cory Cronin**, Director, Ohio Rural Health Association (assistant professor of health administration)

* Speaking Today
CHSP Spotlight - Community Engagement

- Community engagement investments to be highlighted today
  - Ohio Alliance for Innovation in Population Health (OAIPH)
  - Office of Community Engagement
- More than 35 projects underway
- Seven examples represent the scope & diversity of our community engagement
OAIPH Partners

• Thirty-eight partner organizations (as of Sept 1)
• Voluntary collaborative network
  • Statewide organizations
  • Colleges & universities
  • Not-for-profit organizations
  • Local units of government
  • For-profit organizations
Coordinating a Regional COVID Response

• Convened regional SE Ohio community leaders to develop consensus strategies for COVID-related resources (e.g., utilities, learning, health care coordination)

• Convening Athens community and university partners to examine and respond to the impact of COVID on local children and families with a focus on previously disadvantaged youth, childcare, food accessibility and other basic needs
Coordinating a Regional COVID Response

• Recruited more than 500 student & faculty volunteers to assist with contact tracing (OHIO’s volume represents half of all state volunteers)
• Researchers have been creating dashboards for the state
• Held a planning session with 8 local health departments serving Ohio University campuses
• Convened 6 universities to develop curriculum for contact tracing & related protocols
Building School-Based Health Capacity

- Fifteen K-12 districts will establish/expand student access to primary care & mental health

<table>
<thead>
<tr>
<th>External Partners</th>
<th>Internal Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationwide Children’s Hospital</td>
<td>GVS</td>
</tr>
<tr>
<td>Wright State University</td>
<td>CHSP</td>
</tr>
<tr>
<td>Ohio Association of Community Health Clinics</td>
<td>HCOM</td>
</tr>
<tr>
<td>School districts (next slide)</td>
<td>PCOE</td>
</tr>
</tbody>
</table>
Increasing Behavioral Health Workforce Capacity

• OAIPH and Nationwide Children’s Hospital to facilitate a network of 12 child-serving mental health & addiction treatment agencies in SE Ohio. Recent progress:
  • August 2020: Ohio University, in partnership with 7 of the agencies, was awarded a four-year, $1.8 million grant from HRSA to expand the number of trained community health workers and peer support specialists in the region.
  • September & October 2020: OAIPH will offer continuing education training for clinical supervisors of these agencies. Topics were selected by the agency directors.
Bringing State & Federal Grants to SE Ohio

• Since Fall 2018, OAIPH has written or partnered to write 7 grants that were successfully funded by federal and state agencies

• This has resulted in $13.4 million to build various types of capacity for local governments and not-for-profit agencies
• Of this amount, $1.9 million is being administered by Ohio University for training, evaluation, etc.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Lead Partners</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Communities Opioid Response Program - Planning Grant (funder: HRSA)</td>
<td>Hopewell Health Center, Buckeye Hills Regional Council, Ohio University, University of Rio Grande, numerous public health departments and ADAMH boards</td>
<td>$200,000</td>
</tr>
<tr>
<td>POWER Grant: Appalachian Recovery Project (ARC)</td>
<td>Ohio University, STAR Community Justice Center, Hopewell Health Center, Hocking Technical College, Hocking Municipal Court, 317 Board, Perry County Municipal Court</td>
<td>$1,100,000</td>
</tr>
<tr>
<td>Rural Communities Opioid Response Program - Implementation Grant (HRSA)</td>
<td>Hopewell Health Center, Buckeye Hills Regional Council, Ohio University, University of Rio Grande, numerous public health departments and ADAMH boards</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Overdose Data to Action (CDC)</td>
<td>Hamilton County Public Health Department</td>
<td>$5,311,920</td>
</tr>
<tr>
<td>Overdose Data to Action (CDC)</td>
<td>Franklin County Public Health Department</td>
<td>$3,974,855</td>
</tr>
<tr>
<td>Faith-Based Response to Opioid Use Disorder (OhioMHAS)</td>
<td>Somali Association of Ohio</td>
<td>$25,000</td>
</tr>
<tr>
<td>Support for Opioid-Impacted Families (HRSA)</td>
<td>Ohio University, Perry Behavioral Health Choices, Allwell, Muskingum Behavioral Health, Scioto Paint Valley Mental Health, The Village Network, Health Recovery Services, Integrated Services for Behavioral Health</td>
<td>$1,767,712</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td><strong>$13,379,487</strong></td>
</tr>
</tbody>
</table>
Training Ohio’s Workforce Professionals

- OAIPH has a contract with the Greater Ohio Workforce Board (representing 43 counties) to develop short- and long-term training approaches for their OhioMeansJobs staff.
- Initial focus areas include effective client engagement, conflict resolution, and coaching and mentoring individuals with behavioral health conditions.
AthensHOPE Community-University Partnership

- Education and prevention priorities are based on community identified needs
- Opportunity for connection across partners, faculty, community organizations, students, etc.
- Collaboration on educational events
- Constantly evolving landscape and educational needs that are important across the lifespan
- Goals are to continue to stay responsive, expand outreach, build service coordination supports, serve as a model
- Social media: Facebook: @AthensHOPE
  Twitter: @Athens_HOPE
Athens HOPE: 80+ Partners

Community
- Health departments and major health providers
- Local schools
- Behavioral health and trauma specialists
- Treatment providers, Peer Recovery Support Specialists
- Adult Parole Authority, local law enforcement
- Recovery housing
- Local and state government leaders

University
- College of Health Sciences & Professions (Communications, Nursing, Social & Public Health, Social Work, Student Services, WellWorks)
- Campus Involvement Center
- Ohio University Southern
- Heritage College of Osteopathic Medicine
- Voinovich School of Leadership & Public Affairs
- Sociology & Anthropology Department
Building Age-Friendly Communities

Age-Friendly Athens County (AFAC)

- Born out of an initiative started by CHSP called Aging in our Community in 2018, AFAC is working towards making Athens a certified Age-Friendly community, as identified by the World Health Organization and AARP
- Opportunities for student and faculty engagement and research
- Plans are developing to expand into surrounding counties
Age Friendly Athens: 40+ Partners

Community:
• Athens City and County leadership
• Athens County Public Libraries
• Athens Village & United Seniors of Athens County
• Health Department and OhioHealth/O’Bleness Hospital
• Older adult community members – AKA “experience experts”

University:
• College of Health Sciences & Professions: Child & Family Studies, Executive in Residence, Physical Therapy
• Kennedy Museum
• Ohio University Office of Sustainability
• Ohio University Planning
• Voinovich School for Leadership & Public Affairs
More Developing Aging Initiatives

• Exploring the designation of Age-Friendly University - associated projects including research, community & student engagement, and providing expertise to partner organizations.

• Collaborating to create programming focused on addressing the needs of kinship care, utilizing technology to reduce social isolation, strengthening community-based programming among other topics.

• Connecting students with learning and civic engagement opportunities to address issues important to older adults and those who will become older adults.
Developing Aging Initiatives

- Developing a space for collaborative work and a rural advocacy agenda for the newly formed Southeastern Ohio Older Adult Coalition
- Creating a master’s program in aging, building other curriculum around aging, and developing a telehealth module to be utilized by students, faculty and community members
- Exploring funding options for these initiatives
Additional Information

- https://www.ohio.edu/chsp/community-engagement
- https://www.ohiopopulationhealthalliance.com/
- https://www.ohio.edu/chsp/appalachian-rural-health
- https://ohioruralhealth.org
Interoffice Communication

Date: September 21, 2020

To: The President and Board of Trustees

From: Elizabeth Sayrs, Executive Vice President and Provost
       Josephs Shields, Vice President for Research and Creative Activity; Dean of Graduate College
       Bradley Cohen, Chief Strategy and Innovation Officer

Re: Strategic Framework Update: Amplify Research and Creative Activity

This standing agenda item provides an update on aspects of progress towards implementation of the Strategic Framework. This meeting will focus on increased and enhanced research and creative activity. A PowerPoint presentation accompanies this memorandum.

Academic colleges, in collaboration with the office of the Vice President of Research and Creative Activity (VPRCA), have made significant progress towards multiple goals identified in the Strategic Initiative:

- Increased applied research as demonstrated by grants awarded by the National Institutes of Health
- Support for strategic research positions including a successful cluster hire in neurological/musculoskeletal science
- Expanded research infrastructure that will directly support increased undergraduate research activity and the OHIO Honors Program as demonstrated by new equipment acquisition and grants awarded by the National Science Foundation
- Expanded partnerships with community partners and governmental entities, such as the United States Air Force
- Collaborated with the National Endowment for the Humanities to present a virtual workshop for faculty on NEH programs and proposals

In addition, the office of the VPRCA played a critical role in the COVID-19 response by developing safety practices and protocols, in consultation with public health, to restart robust research activity on OHIO’s campuses and locations.

The presentation concludes with a preview of ongoing activities intended to yield additional high-profile research and creative activity.
Strategic Framework Update: Amplify Research, Scholarly Productivity, and Creative Activity

October 8, 2020
Strategic Framework:

Our Dynamic Future

1. Reimagine Academic Enterprise
2. Student Success
3. Research and Scholarly Activity
4. Gen Ed Reform
5. Catalyze Strategic Enrollment
6. One OHIO Integration
7. Digital Transformation
8. Dynamic Budget Model & Rebalancing
9. Space Utilization and Footprint
10. Marketing and Branding
11. Alumni/Corporate Engagement and Coordination

Access and Inclusion

Research and Knowledge Discovery in support of Vibrant Communities

Student Success and Transformation

Sustainable Academic Enterprise
Research Highlights:

• **$62M** external funding FY 2019
• **13th in nation -- research return on investment** FY 2018
• **$100M** royalty income over the last 10 years
• **2,000** undergraduates involved in research
Amplify Research, Scholarly Productivity, and Creative Activity

“As a public university in rural southeastern Ohio with regional and extension campuses around the state and engaged in numerous collaborative research endeavors around the world, we can leverage our academic strengths to solve problems for our communities, state, and beyond.”

[https://www.ohio.edu/president/ohio-strategic-framework/strategic-initiatives/amplify-activities]
Strategic Initiative Co-Chairs:

Joseph Shields – VPRCA & Dean, Grad College
Mei Wei – Dean, RCENT
Matthew Shaftel – Dean, COFA
Kenneth Johnson – Exec Dean, HCOM
## Objectives

<table>
<thead>
<tr>
<th>Increase</th>
<th>Increase applied research to inform the development of vibrant communities, leveraging expertise and scholarly activity that address challenges of our region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>Support of research-funded positions that are strategically aligned to existing strengths, opportunities, and community and global needs</td>
</tr>
<tr>
<td>Impact</td>
<td>Positively impact appropriate national rankings through increased research and creative activity and through faculty recognition and inclusion in international discipline-specific societies</td>
</tr>
<tr>
<td>Leverage</td>
<td>Leverage strong undergraduate research activity and the OHIO Honors program to become a national leader in engaged undergraduate research focused on building and enhancing community success</td>
</tr>
<tr>
<td>Brand</td>
<td>Strategically brand, market, and publicize Ohio University’s research and creative activity with this newly defined focus</td>
</tr>
<tr>
<td>Impact</td>
<td>Positively impact appropriate national rankings through increased research and creative activity and through faculty recognition and inclusion in international discipline-specific societies</td>
</tr>
</tbody>
</table>
Increase applied research

• Created quasi-endowments using licensing royalties held by the Research Division and HCOM to provide long-term support for the interdisciplinary Translational Biomedical Sciences doctoral program
Increase applied research

Since May, four faculty have received National Institutes of Health grants, each $453,000, for health-related research:

- Daewoo Lee (CAS)
- Tomohiko Sugiyama (CAS)
- Susan Williams (HCOM)
- Yang Li (HCOM)
Support strategic research positions

Successful cluster hire in neurological/musculoskeletal science: new faculty to expand research in aging and combating pain


HCOM Biomedical Sciences:
• Nathaniel Szewczyk, Ph.D
• Cory W. Baumann, Ph.D.
• Shouan Zhu, Ph.D.

RCENT Mechanical Engineering:
• Andrew Weems, Ph.D.

CHSP Applied Health & Wellness:
• Steven J. Pfeiffer, Ph.D.
Leverage strong undergraduate research activity and the OHIO Honors program

Expand access to research infrastructure:
Scanning Electron Microscope in Russ College to be available as a campus-wide resource
Research Infrastructure: NSF grants

Since July, two major research instrumentation grants for interdisciplinary research

• Quantum Design Physical Property Measurement System

• Matrix-assisted laser desorption/ionization, time-of-flight, mass spectrometer

Expand partnerships with corporations and global partners

Expanded activities to grow research at the Russ Research Center with changes in RRC governance, recruitment of new tenants, negotiation with JobsOhio for funding, and development of a white paper for the Air Force.
Expanded partnerships

Launch of the community-engaged Research Initiative has introduced faculty, staff, students, and community members to opportunities and resources for collaborative research, with targeted funding provided by the OU Research Committee.

[https://www.ohio.edu/news/2019/09/community-engaged-research-initiative-offers-new-resources]
Positively impact appropriate national rankings through increased research and creative activity

• Arranged with National Endowment for the Humanities to conduct a virtual workshop for OHIO faculty on NEH programs and proposals in October
COVID-19 Response

• Designed and managed a process to identify essential personnel who maintained access to campus during early stages of the pandemic; 140 individuals approved

• Designed and have managed separate processes to restart research and creative activity in later stages of the pandemic for
  • general activity,
  • field research, and
  • face-to-face human subject research.
  • ~320 requests reviewed to date, encompassing ~730 personnel

• Coordinated campus-wide ordering of PPE for researchers returning to work
Next Steps

• Leverage investment in shared equipment by linking to facilities renovations (Russ Opportunity Center, Clippinger)
• Further increase grant and project opportunities through engagement with United States Air Force
• Update policies related to grant-supported research faculty to encourage and support additional funded research
• Create additional interdisciplinary cluster hire opportunities to further enhance OHIO's research profile
Interoffice Communication

Date: September 21, 2020

To: The President and Board of Trustees

From: Elizabeth Sayrs, Executive Vice President and Provost
       Gillian Ice, Professor and Special Assistant to the President for Public Health Operations
       Loralyn Taylor, Associate Provost for Institutional Effectiveness and Analytics

Re: COVID-19 Public Dashboard

Developed through an iterative process by Dr. Taylor and her team in Institutional Effectiveness and Analytics working closely with Dr. Ice and her team of public health specialists, OHIO’s public COVID dashboard is the most visible public face of OHIO’s coronavirus status. The dashboard blends multiple data sources to provide accurate and credible information on COVID-19 cases, testing information, availability of critical supplies, and operational status of internal units, such as Housing and Facilities. Privacy laws, such as HIPAA, and legal agreements between organizations create a complex data and information environment which makes it difficult to clearly convey the nuances in the data and data sources with the broader public.

Given both the importance and timeliness of the information conveyed by the COVID public dashboard, this presentation will review the live dashboard, the limitations of its data sources, and how it is incorporated into OHIO’s broader health communication strategy.

- Multiple data sources are blended to create a one-stop source of accurate COVID-19 information about the University, its campuses, and the counties where they are located.
- HIPAA and other legal agreements restrict the amount of information that the University may access regarding COVID cases among its students and employees.
- A strong partnership between the public health operations team and institutional effectiveness and analytics allows the University to accurately and transparently communicate with its internal and external stakeholders.
October 8, 2020

OHIO Public COVID-19 Dashboard

Tab #; pg
Public COVID-19 Dashboard

- https://www.ohio.edu/coronavirus/dashboard
Interoffice Communication

Date: September 21, 2020

To: The President and Board of Trustees

From: Elizabeth Sayrs, Executive Vice President and Provost
Loralyn Taylor, Associate Provost for Institutional Effectiveness and Analytics

Re: New HLC Criteria for Accreditation—Criterion 5

Revisions to the Criteria for Accreditation were adopted by the Higher Learning Commission’s Board of Trustees in February 2019 and went into effect on September 1, 2020. Ohio University will be evaluated on our adherence to these Criteria at our next reaffirmation visit tentatively scheduled for Fall 2024. During their site visit, the accreditation review team will meet with a variety of University stakeholders including members of the Board of Trustees. Having a working knowledge of the Criteria is important to understand the goals and objectives of the accreditation process in ensuring that the University delivers a high-quality education to our students. HLC explicitly indicates Board of Trustee responsibilities in Criterion 2—Integrity: Ethical and Responsible Conduct and Criterion 5—Institutional Effectiveness, Resources, and Planning.

Since 2015, significant changes have occurred in both budgeting and planning, and new institutional effectiveness processes are being developed; therefore, we will begin engaging with the new Criteria with Criterion 5. The attached slides provide background information to inform a brief Q&A during the Academic & Student Success Committee meeting.

- Criterion 5 focuses on ensuring that an institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. It includes 3 core components and 13 sub-components.
- Core component 5.A. examines our administrative structures and collaborative processes including shared governance.
- Core component 5.B seeks to ensure that our resource base supports our educational offerings and plans for their continuous improvement.
- Core component 5.C evaluates University process for engaging in systematic and integrated planning and improvement.
- Institutional effectiveness process such as the new Administrative and Student Support Review (ASSUR) process and participation in the University Benchmark Project are designed to ensure compliance with Criterion 5.
New HLC Criteria for Accreditation

Criterion 5: Institutional Effectiveness, Resources, and Planning

October 8, 2020

Tab #: pg
Criterion 5 Discussion Resources

- Please read through these slides
- OPTIONAL: HLC Criterion 5 webinar (30 minutes)
  - https://www.youtube.com/watch?v=idPfsrhBGFI&feature=youtu.be
Institutional Accreditation

Accreditation is not a separate burden imposed on Universities; accreditation is the process by which we are held accountable for our institutional effectiveness.
New Criteria for Accreditation

Five Criteria (18 Core Components)

1. Mission
   • The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

2. Integrity: Ethical and Responsible Conduct
   • The institution acts with integrity; its conduct is ethical and responsible.

3. Teaching and Learning: Quality, Resources, and Support
   • The institution provides quality education, wherever and however its offerings are delivered.

4. Teaching and Learning: Evaluation and Improvement
   • The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

5. Institutional Effectiveness, Resources and Planning
   • The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.
Criteria for Accreditation

Criteria 5: Core Component A

Through its administrative structures and collaborative processes, the institution’s leadership demonstrates that it is effective and enables the institution to fulfill its mission.

5.A.1 Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff, and students—through planning, policies, and procedures.

5.A.2 The institution’s administration uses data to reach informed decisions in the best interests of the institution and its constituents.

5.A.3 The institution’s administration ensures that faculty, and when appropriate, staff and students are involved in setting academic requirements, policy, and processes through effective collaborative structures.
Criteria for Accreditation

Criteria 5: Core Component A

Recommended Evidence:

- Campus committees and taskforces, the Senates, Student Trustees, Alumni Association, Breakfast for Progress, Gen Ed Committee, etc.
- Bylaws, policies, procedures, meeting schedules for the Senates and BOT.
- Organizational structure documentation
- Resolutions and minutes of different constituent groups
- Agendas and minutes of Board of Trustee meetings demonstrating knowledge and oversight of finances and academic functions
Criteria for Accreditation

Criteria 5: Core Component B

The institution’s resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

5.B.1 The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however program are delivered.

5.B.2 The goals incorporated into the mission and any related statements are realistic in light of the institution’s organization, resources, and opportunities.

5.B.3. The institution has a well-developed process in place for budgeting and for monitoring its finances.

5.B.4 The institution’s fiscal allocations ensure that its educational purposes are achieved.
Criteria for Accreditation

Criteria 5: Core Component B

Recommended Evidence:

- Independent audited financial statements and Composite Financial Index patterns for multiple years
- Campus master plan including additions and deferred maintenance
- Policy for faculty and staff credentials
- Information about training and professional development for faculty and staff
- Documentation of strategic plan investments
- Budget requests and procedures delineating flow of decision-making
- Process for monitoring expenses, endowment drawdown policy, projected budgets, compliance with bank covenants and lines of credit
Criteria for Accreditation

Criteria 5: Core Component B

Recommended Evidence:

- Collective bargaining agreements
- Allocation of budget for instruction, strategic plan, mission, professional development, etc.
- Evidence of linkage to planning initiatives related to current educational programs
Criteria for Accreditation

Criteria 5: Core Component C

The institution engages in systematic and integrated planning and improvement.

5.C.1 The institution allocates in resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associate institutes and affiliated centers.

5.C.2 The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

5.C.4 The institution plans on the basis of a sound understanding of its current capacity including fluctuations in the institution’s sources of revenue and enrollment.

5.C.5 Institutional planning anticipates evolving external factors, such as technology advancement, demographic shifts, globalization, the economy and state support.

5.C.6 The institution implements its plans to systematically improve its operations and student outcomes.
Criteria for Accreditation

Criteria 5: Core Component C

Recommended Evidence:

• History and process of strategic plan creation and constituencies involved
• Annual updates to strategic plan
• Documentation of institutional effectiveness plans and strategies, including goals and measurable outcomes for identified functional areas
• Budget requests and procedure for budget planning, Budget allocation by major area, Multi-year budget projections
• Enrollment management plan, Environmental scan results
• Evidence of resources used to aid in planning activities, such as, state reports on demographics, industry, vocational employment demands
• Student learning and academic program assessment documentation
Criteria for Accreditation

Criteria 5: Core Component C

Recommended Evidence:

- Meeting minutes, agendas and/or task lists indicating review and analysis of data to inform improvements of operational activities (e.g. counseling, residence life, IT, parking, student activities)
- Retention and completion data and reports
- Student success data and reports
- Documentation delineating linkage between planning, budgeting and evaluation/assessment.
Criteria 5: Institutional Effectiveness, Resources and Planning

“Often it is a question not of providing evidence that assessment is occurring, but rather of demonstrating in real, tangible ways that the assessments are actually being used to inform planning, decision making, and resource allocation at the institution.”

- Michael Middaugh, former Chair of the Middle State Commission on Higher Education and Associate Provost of Institutional Effectiveness, In his book: Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness.
Interoffice Communication

Date: September 21, 2020

To: The President and Board of Trustees

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

Re: Community Standards Update

I have attached for your information the annual four-year comparison of conduct cases and a four-year comparison of conduct offenses.

Most notably you will find:
- Overall case load was down due to COVID-19
- Alcohol and Marijuana cases continue to decline
- There was a significant increase in organizational misconduct cases

I look forward to reviewing this information with you at the October board meeting and sharing factors that may be influencing these trends.

I will be happy to answer any questions you may have about these documents prior to or during the meeting.
Office of Community Standards and Student Responsibility

2019-2020 Comparison of Conduct Cases
This summary reflects the total number of cases referred to the Community Standards process for the 2019-2020 academic year and their disposition. Data for the academic years 2016-17, 2017-18, and 2018-19 are included for comparison purposes. To calculate the data for 2019-20, the office included referrals received between August 22, 2019 (the day the residence halls opened for the Fall 2019-20 semester) through August 20, 2020.

<table>
<thead>
<tr>
<th>Case Disposition</th>
<th>2019-20</th>
<th>2018-19</th>
<th>2017-18</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Cases Referred</td>
<td>1192</td>
<td>1441</td>
<td>1858</td>
<td>2004</td>
</tr>
<tr>
<td>Reprimand</td>
<td>98</td>
<td>161</td>
<td>173</td>
<td>226</td>
</tr>
<tr>
<td>Probation</td>
<td>511</td>
<td>733</td>
<td>1059</td>
<td>1079</td>
</tr>
<tr>
<td>Suspension</td>
<td>12</td>
<td>29</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>Expulsion</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Medical Emergency Assistance*</td>
<td>22</td>
<td>42</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>Not In Violation</td>
<td>324</td>
<td>457</td>
<td>514</td>
<td>593</td>
</tr>
<tr>
<td>Total*</td>
<td>967</td>
<td>1426</td>
<td>1813</td>
<td>1969</td>
</tr>
</tbody>
</table>

Case disposition totals do not include Notification of Report because they are not disciplinary records.
### Case Resolved by

<table>
<thead>
<tr>
<th>Case Type</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Notification of Report</strong></td>
<td>225</td>
<td>21.4%</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>1.0%</td>
</tr>
<tr>
<td></td>
<td>45</td>
<td>2.8%</td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>1.7%</td>
</tr>
<tr>
<td><strong>Community Standards Conference</strong></td>
<td>872</td>
<td>73.1%</td>
</tr>
<tr>
<td></td>
<td>1266</td>
<td>87.8%</td>
</tr>
<tr>
<td></td>
<td>1589</td>
<td>85.5%</td>
</tr>
<tr>
<td></td>
<td>1753</td>
<td>87.4%</td>
</tr>
<tr>
<td><strong>Administrative Hearing</strong></td>
<td>73</td>
<td>6.1%</td>
</tr>
<tr>
<td></td>
<td>121</td>
<td>8.4%</td>
</tr>
<tr>
<td></td>
<td>189</td>
<td>10.1%</td>
</tr>
<tr>
<td></td>
<td>173</td>
<td>8.6%</td>
</tr>
<tr>
<td><strong>Administrative – Sanction Only</strong></td>
<td>12</td>
<td>1.0%</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>University Hearing Board</strong></td>
<td>6</td>
<td>0.5%</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>2.7%</td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>1.9%</td>
</tr>
<tr>
<td></td>
<td>43</td>
<td>2.1%</td>
</tr>
<tr>
<td><strong>UHB – Sanction Only</strong></td>
<td>4</td>
<td>0.3%</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1192</td>
<td>1441</td>
</tr>
<tr>
<td></td>
<td>1858</td>
<td>2004</td>
</tr>
</tbody>
</table>

| **Appeal Boards**                      | 14     | 1.2%       |
|                                        | 32     | 2.2%       |
|                                        | 32     | 1.7%       |
|                                        | 46     | 2.2%       |

| **Vice Presidential Appeal**           | 5      | 0.4%       |
|                                        | 11     | 0.8%       |
|                                        | 14     | 0.7%       |
|                                        | 21     | 1.0%       |
2019-2020 Student Organization Conduct Cases
This summary reflects the total number of cases referred to the Community Standards process for the 2019-2020 academic year and their disposition for student organizations. To calculate the data for 2019-20, the office included referrals received between August 22, 2019 (the day the residence halls opened for the Fall 2019-20 semester) through August 20, 2020.

<table>
<thead>
<tr>
<th>Student Organizations</th>
<th>Sorority and Fraternity Organizations Cases: 9</th>
<th>Student Organizations Total Cases: 4</th>
<th>Academic Organizations Total Cases: 1 (referred)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Resolved Cases:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

Sanctions by Case

<table>
<thead>
<tr>
<th>Year</th>
<th>Reprimand</th>
<th>Probation</th>
<th>Suspension</th>
<th>Expulsion</th>
<th>Referred</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>2</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>

Appeals by Case

Either party may submit an appeal of the outcome. Grounds for appeal are limited to: Inappropriate sanction, procedural defect in the original hearing, and/or presence of new evidence that was not available at the time of the hearing. The below numbers represent resolved cases only.

<table>
<thead>
<tr>
<th>Year</th>
<th>No Appeal</th>
<th>Appeal Submitted, Result: Decision Upheld</th>
<th>Appeal Submitted, Result: Matter Returned for Re-Hearing</th>
<th>Appeal Submitted, Decision Pending</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Adjudicated In-Violation Charges

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>D02a</td>
<td>Possessing/Providing False and Misleading Information – Furnishing False Information</td>
<td>1</td>
</tr>
<tr>
<td>D03a</td>
<td>Alcoholic Beverages Violation – Unauthorized Use and/or Possession</td>
<td>1</td>
</tr>
<tr>
<td>D03b</td>
<td>Alcoholic Beverages Violation – Selling/Distributing Alcohol</td>
<td>7</td>
</tr>
<tr>
<td>D03c</td>
<td>Alcoholic Beverages Violation – Student Organizations</td>
<td>5</td>
</tr>
<tr>
<td>D03e</td>
<td>Disruptive Conduct – Failure to Comply</td>
<td>2</td>
</tr>
<tr>
<td>D08a</td>
<td>Hazing – Endangerment</td>
<td>3</td>
</tr>
<tr>
<td>D08b</td>
<td>Hazing – Brutality</td>
<td>1</td>
</tr>
<tr>
<td>D08c</td>
<td>Hazing – Coerced Consumption</td>
<td>1</td>
</tr>
<tr>
<td>D08d</td>
<td>Hazing – Mental Stress</td>
<td>3</td>
</tr>
<tr>
<td>D08e</td>
<td>Hazing – Coerced Activities</td>
<td>6</td>
</tr>
</tbody>
</table>
Pre and Post Community Standards Survey Data
The following information is the comparison data from the Pre and Post Community Standards Survey assessment students were asked to complete while participating in the student conduct process. Each student who participated in person completed an anonymous Pre survey, while the Post survey was only completed by individuals who chose to resolve their case during their in-person meeting. Given the operations of CSSR moving to be completely remote during the spring semester, data collection ended the first week of March 2020. The number of participants for the Pre survey was 330, while the Post survey was 192.

Pre-Survey Data

<table>
<thead>
<tr>
<th>I understand the conduct process at Ohio University.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.91%</td>
<td>17.58%</td>
<td>60.0%</td>
<td>21.52%</td>
</tr>
<tr>
<td>I understand the potential consequences of violations of the Code of Conduct.</td>
<td>.91%</td>
<td>5.45%</td>
<td>61.21%</td>
<td>32.42%</td>
</tr>
<tr>
<td>I understand the expectations for my behavior as a member of the Ohio University community.</td>
<td>.30%</td>
<td>2.12%</td>
<td>53.64%</td>
<td>43.94%</td>
</tr>
<tr>
<td>I understand how my conduct impacts my long-term personal and academic goals.</td>
<td>.91%</td>
<td>3.94%</td>
<td>53.33%</td>
<td>41.82%</td>
</tr>
<tr>
<td>I understand how my behavior impacts others (i.e. roommates, friends, family, campus community, etc.).</td>
<td>.61%</td>
<td>2.12%</td>
<td>50.91%</td>
<td>46.36%</td>
</tr>
</tbody>
</table>
## Post Survey Data

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the conduct process at Ohio University.</td>
<td>1.04%</td>
<td>1.56%</td>
<td>39.58%</td>
<td>57.81%</td>
</tr>
<tr>
<td>I understand the potential consequences of future violations of</td>
<td>1.04%</td>
<td>1.56%</td>
<td>33.33%</td>
<td>64.06%</td>
</tr>
<tr>
<td>the Code of Conduct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the expectations for my future behavior as a</td>
<td>0.0%</td>
<td>1.56%</td>
<td>30.73%</td>
<td>67.71%</td>
</tr>
<tr>
<td>member of the Ohio University community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand how my conduct impacts my long-term personal and</td>
<td>1.56%</td>
<td>0.52%</td>
<td>32.81%</td>
<td>65.10%</td>
</tr>
<tr>
<td>academic goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand how my behavior impacts others (i.e. roommates,</td>
<td>1.56%</td>
<td>0.52%</td>
<td>33.33%</td>
<td>64.58%</td>
</tr>
<tr>
<td>friends, family, campus community, etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OFFICE OF COMMUNITY STANDARDS AND STUDENT RESPONSIBILITY
2019 – 2020 SUMMARY OF CHARGES – COMPARISON

This summary reflects the number of times particular violations of the Student Code of Conduct appeared on formal complaints for academic years 2016 – 17, 2017 – 18, 2018 – 19, and 2019 – 20. It should be noted that this data relates to charges, not the number of cases referred to the Community Standards process (individual cases often contain multiple charges). To calculate the data for 2019 – 20, the office included referrals received between August 22, 2019 (the day the residence halls opened for the Fall 2019-20 semester) through August 20, 2020.

<table>
<thead>
<tr>
<th>Charge</th>
<th>2019-20</th>
<th>2018-19</th>
<th>2017-18</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>D01</td>
<td>Academic Misconduct</td>
<td>88</td>
<td>71</td>
<td>92</td>
</tr>
<tr>
<td>D02a</td>
<td>Possessing/Providing False and Misleading Information – Furnishing False Information</td>
<td>70</td>
<td>89</td>
<td>47</td>
</tr>
<tr>
<td>D03a</td>
<td>Alcoholic Beverages Violation – Unauthorized Use and/or Possession</td>
<td>511</td>
<td>623</td>
<td>808</td>
</tr>
<tr>
<td>D03d</td>
<td>Alcoholic Beverages Violation – Misconduct</td>
<td>179</td>
<td>256</td>
<td>333</td>
</tr>
<tr>
<td>D04a</td>
<td>Controlled Substances and/or Drug Violation – Use and/or Possession of Marijuana</td>
<td>139</td>
<td>352</td>
<td>454</td>
</tr>
<tr>
<td>D04c</td>
<td>Controlled Substances and/or Drug Violation – Use and/or Possession of Drug Paraphernalia</td>
<td>21</td>
<td>93</td>
<td>155</td>
</tr>
<tr>
<td>D05c</td>
<td>Disruptive Conduct – Failure to Comply</td>
<td>115</td>
<td>163</td>
<td>148</td>
</tr>
<tr>
<td>D05e</td>
<td>Disruptive Conduct – Safety Equipment</td>
<td>34</td>
<td>42</td>
<td>91</td>
</tr>
<tr>
<td>D06a</td>
<td>Harmful Behavior – Harm/Threat</td>
<td>75</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td>D06c</td>
<td>Harmful Behavior – Discrimination</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>D09</td>
<td>Theft</td>
<td>40</td>
<td>49</td>
<td>78</td>
</tr>
<tr>
<td>D10a</td>
<td>Damage to Property</td>
<td>25</td>
<td>37</td>
<td>29</td>
</tr>
<tr>
<td>D11</td>
<td>Possession of Weapons and/or Dangerous Materials</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D14a</td>
<td>Misuse of University Facilities – Misuse or Authorized Use</td>
<td>27</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>D15a</td>
<td>Violation of Ohio University Student Housing Handbook</td>
<td>563</td>
<td>487</td>
<td>485</td>
</tr>
<tr>
<td>D17a</td>
<td>Violation of Law</td>
<td>21</td>
<td>20</td>
<td>13</td>
</tr>
</tbody>
</table>
Below is a summary of the matters resolved through the Student Sexual Misconduct, Stalking and Relationship Violence Process for the 2016-17, 2017-18, 2018-19, and 2019-20 academic years. These statistics are based on when the incident was reported to the university and not when the incident occurred.

<table>
<thead>
<tr>
<th>Year</th>
<th>Accepted Responsibility</th>
<th>Hearing in Violation</th>
<th>Hearing Not in Violation</th>
<th>Pending</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual Exploitation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2018-20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual Harassment by Hostile Environment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2017-20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Consensual Sexual Contact</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>2016-20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Consensual Sexual Intercourse</td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>2015-20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dating Violence</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2014-20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2013-20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stalking</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2012-20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Totals</td>
<td>0</td>
<td>1</td>
<td>15</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Sanctions by Case

<table>
<thead>
<tr>
<th>Year</th>
<th>No Finding on Any Charge</th>
<th>Probation</th>
<th>Suspension</th>
<th>Expulsion</th>
<th>Pending</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2018-19</td>
<td>8</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>2017-18</td>
<td>22</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>2016-17</td>
<td>14</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>0</td>
<td>25</td>
</tr>
</tbody>
</table>

### Appeals by Case

Either party may submit an appeal of the outcome. Grounds for appeal are limited to: Inappropriate sanction, procedural defect in the original hearing, and/or presence of new evidence that was not available at the time of the hearing. The below numbers represent resolved cases only.

<table>
<thead>
<tr>
<th>Year</th>
<th>No Appeal</th>
<th>Appeal Submitted, Result: Decision Upheld</th>
<th>Appeal Submitted, Result: Matter Returned for Re-Hearing</th>
<th>Appeal Submitted, Result: Sanction Amended</th>
<th>Appeal Submitted, Decision Pending</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2018-19</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2017-18</td>
<td>20</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2016-17</td>
<td>19</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
October 8, 2020

Community Standards Update

Tab #; pg
Community Standards Process

• How our cases are resolved

• Surveys – 967 students were provided access to pre- and post-surveys; of the 192 who completed the post-survey:
  • 97% of students understand the community standards process
  • 98% of students understand the consequences of future policy violations
  • 98% of students understand how their behavior impacts their personal and academic goals
  • 98% of students understand how their behavior impacts others
Conduct Trends

• Case referrals were on par to remain consistent with the 2018-2019 academic year prior to COVID-19
• Significant increase to organizational misconduct in the fall of 2019
• Reduction of adjudicated Title IX hearings
• Alcohol/Marijuana referrals continue to decline
COVID-19

- Referral Update
- Community Partnerships
- Additional Code Violations
  - Academic Partnerships
  - Academic Integrity cases on the rise
  - Regional Campus Partnerships
Interoffice Communication

Date: September 21, 2020

To: The President and Board of Trustees

From: Elizabeth Sayrs, Executive Vice President and Provost
       Candace J. Boeninger, Interim Vice Provost for Strategic Enrollment Management

Re: Fall 2020 Enrollment Update

This presentation will detail preliminary Fall 2020 enrollment census data compared with historical enrollment and planning projections. Presentation slides will be provided to Trustees following the review and analysis of the census data.

Highlights of the presentation will include:

- Discussion of enrollment for fall 2020 as compared with previous census enrollment and planning projections across each of OHIO’s campuses and modalities
- Updates regarding OHIO’s alternative pathways offered for fall 2020 and their anticipated impact on future enrollments
- Discussion regarding the enrollment outlook, competitive landscape, and enrollment planning efforts for 2021 and beyond
REVIEW OF CENTERS AND INSTITUTES

RESOLUTION 2020 –

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

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

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

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University accepts the 2019-2020 Review of Centers and Institutes, which recommends continuation of three (3) centers/institutes, a one-year extension for one (1) institute, shifting of one (1) institute to the Academic Review, and the discontinuation of one (1) center as follows:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Center/Institute</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;S</td>
<td>Astrophysical Institute</td>
<td>Continue</td>
</tr>
<tr>
<td>EDU</td>
<td>The Edward Stevens Center for the Study and Development of Literacy and Language</td>
<td>Continue</td>
</tr>
<tr>
<td>EDU</td>
<td>Center for Clinical Practice in Education</td>
<td>Continue</td>
</tr>
<tr>
<td>COMM</td>
<td>Institute for International Journalism</td>
<td>1-year Extension</td>
</tr>
<tr>
<td>A&amp;S</td>
<td>African American Research and Service Institute</td>
<td>Move to Academic Review</td>
</tr>
<tr>
<td>EDU</td>
<td>Center for Higher Education</td>
<td>Discontinuation</td>
</tr>
</tbody>
</table>
Interoffice Communication

Date:         September 21, 2020

To:           The President and Board of Trustees

From:         Joseph Shields, Vice President for Research & Creative Activity and Dean, Graduate College

Re:           Review of Centers and Institutes

The attached materials summarize the 2019-2020 five-year review of Centers and Institutes.

The resolution requests approval for the following reviews and recommended actions.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Center/Institute</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;S</td>
<td>Astrophysical Institute</td>
<td>Continue</td>
</tr>
<tr>
<td>EDU</td>
<td>The Edward Stevens Center for the Study and Development of Literacy and Language</td>
<td>Continue</td>
</tr>
<tr>
<td>EDU</td>
<td>Center for Clinical Practice in Education</td>
<td>Continue</td>
</tr>
<tr>
<td>COMM</td>
<td>Institute for International Journalism</td>
<td>1-Year Extension</td>
</tr>
<tr>
<td>A&amp;S</td>
<td>African American Research and Service Institute</td>
<td>Move to Academic Review</td>
</tr>
<tr>
<td>EDU</td>
<td>Center for Higher Education</td>
<td>Discontinuation</td>
</tr>
</tbody>
</table>
The Astrophysical Institute (ApI) was established in 2004 and provides infrastructure to support cutting-edge research, research training for undergraduate and graduate students, and education and outreach. Currently, ApI has four active members and five affiliate members, from the Departments of Physics and Astronomy and Geological Sciences. ApI is also part of a group of universities that owns and operates the MDM Observatory, consisting of two research telescopes on Kitt Peak, AZ.

Over the last five years, ApI member productivity has been impressive with 150 peer-reviewed articles and more than $1M in research grants. Five doctoral students received their PhD, and an average of six undergraduate students per summer conducted research with ApI faculty. Two faculty members received prestigious Department of Energy Early Career awards. One member played a key role in a collaborative research project—studying the merger of neutron stars—that was named Science magazine’s 2017 Breakthrough of the Year.

ApI oversaw the decade-long planning effort and opening (May 2017) of the Ohio University Observatory on the Ridges, containing a dome-enclosed 10” refracting telescope that used to be on the RTEC building roof. With the assistance of the nighttime observing lab instructors, ApI has scheduled an average of 26 public observing nights per year since the observatory opened, with a yearly headcount of more than 1400 visitors. ApI also assisted the Friends of the Hocking Hills State Park to obtain funding to build the John Glenn Astronomy Park, near Old Man’s Cave. In August 2017, ApI organized observing for the solar eclipse at the Athens Public Library, with more than 2,000 attendees.

Over the last five years ApI has remained remarkably productive. This is an impressive achievement, as two of the members were newly recruited junior faculty members and one member has been serving as a high-level administrator. And, while the review committee has no doubt that ApI will continue to be productive, it offers the following recommendations:

- The college should hire 2 FTE tenure track faculty to replace a junior faculty member who will be departing Fall 2020 and the senior faculty member who has taken on administrative duties.
- ApI should negotiate with the College, Research Division and/or Provost office to support the continued operation of the MDM observatory.

Dean/VPRCA comments1: As per the Dean “The current outlook on the university’s finances make it unlikely that, in the near future, the college will be able to provide additional tenure-track lines to the department and the Institute. But a combination of retirements in the department and the university’s eventual financial recovery will lead to new hires in the future.” The Dean is also committed to discussing how the university might support future funding for the MDM observatory.

The EVPP and the Dean of Arts and Sciences agree with the review committee regarding the Institute’s research productivity. The Institute should be continued.

---

1 Note: To avoid a potential conflict of interest for Dr. Shields, the Vice President for Research & Creative Activity and member of ApI, this review has been conducted with the Office of the Executive Vice President and Provost (EVPP).
The Edward Stevens Center for the Study and Development of Literacy and Language

The Stevens Literacy Center was established in 1998 with the mission to research, develop and promote literacy across the life span. However, at the end of FY2015 the Center’s director retired; the Center lost its state-funded ABLE (Adult Basic and Literacy Education) grant; and McCracken Hall, which houses the Center, underwent major renovation. The Center was inactive for nearly two years until a new director was instated and the building reopened in January 2017.

The Director’s efforts in the past three years have focused on four major areas:

- Align and complement the mission of the Center with those of other departments in the College through programming, projects, presentations, and applied research projects.
- Seek and secure grant and contract funding to increase the capacity of the Center.
- Engage in outreach activities through community and school partnerships.
- Renew the Center’s foundational project work in adult basic and literacy education.

Over this time period, the Director has made significant progress. She has secured both internal and external funding, implemented significant programming, and forged notable collaborations within the college, university and with community entities.

The review committee believes that Center has significant potential to grow, expand, and develop and has several recommendations:

- Hire a full-time Assistant Director and dedicated graduate assistant to help run the Center.
- Hire a Grant Manager to manage the Aspire grant.
- Identify faculty members to serve as Principal Investigators for grants.
- Seek funding to re-establish the long history of Upward Bound programming.
- Identify individuals to support methodological and data analytical planning and implementation for grants and resulting scholarship.
- Consult with faculty members to explore the possibility of collaborating with graduate students on data analysis to collect and analyze data for existing programming.
- Continue to explore and develop relationships with units/scholars outside of the College.
- Request college assistance to facilitate/secure additional supports from the university to continue the important outreach being delivered by the Center.
- Consult with faculty to explore the possibility of creating virtual programming.
- Continue to collaborate with faculty to facilitate connections between families needing literacy support and teacher candidates involved in clinical placements.
- Continue to explore opportunities and resources to support the full range of families’ needs (i.e., academic, mental health/well-being, nutrition).
- Expand networking to increase support/opportunities for scholarship (publications) to be featured/housed on the Center website.

Dean/VPRCA comments: As per the Dean, “I encourage Dr. Francis [Center Director] to look for ways for the Center to continue to align with The Patton College’s 2029 Strategic Plan. Dr. Francis should continue to establish meaningful connections with faculty across all departments within The Patton College, as well as across the University, to increase work related to grant procurement, scholarly work, and outreach.” The VPRCA acknowledges the significant efforts to redefine and restart the Center and the advances made to date.

The Center should be continued.
Center for Clinical Practice in Education

The university has had a long history of partnerships with area schools, dating back to the mid-1980s. Currently, the Center has 11 active partnerships across several school districts and between 2014-2019 brought in over $1 million dollars in grants and secured another $2.7 million in internal funding. These partnerships address five goals that focus on the improvement of classroom teaching, student engagement and student learning, mentoring, and inquiry: (1) improve P-12 education for all students; (2) provide increased opportunities and enhanced quality in field experience for prospective teachers in P-12 classrooms; (3) construct mentoring relationships for prospective teachers as they learn through teaching, in the company of experienced, mentor, cooperating teachers; (4) support and encourage continuing professional development for faculty and administration in Center-affiliated schools and in the Departments of Teacher Education, Human and Consumer Sciences, and Educational Studies at Ohio University; and (5) at an organizational level, learn through partnerships about how to best develop and strengthen the concept of partnerships at Ohio University, in order to best support and sustain teacher learning in the interests of student engagement and learning, P-16 and beyond. Two areas for future growth include continued development of a more holistic concept of partnering with school partners across all teacher preparation programming and the expansion of partnerships with Ohio’s urban school districts.

The review committee acknowledged and praised the Center’s role in connecting the university to the region, the state, and the nation, which has resulted in several awards that it and its partnerships have received. Continued opportunities for the Center include:

- Serving to fill a gap for the College in the transition to One OHIO.
- Looking at school-university partnerships more holistically and innovatively.
- Continuing to engage faculty and partnership mentors in problem solving and decision making.
- Continuing to evaluate the teaching profession and evaluating the impact on P12 schooling.
- Stressing the Center’s commitment to adapt and adjust to the ever-changing landscape of education and educator licensure.
- Continuing the ongoing research with faculty in Teacher Education and Educational Studies to look at ways that partnerships impact the school-university relationship and the impact of teacher candidates on P12 students.

Dean/VPRCA comments: As per the Dean “The Center has had a sustained model of developing and nurturing school partnerships with various districts across the state….many strengths include its comprehensive strategy for preparing candidates to work in different types of schools, its numerous national awards, and the strong commitment of its leadership to support P12 student learning.” The VPRCA agrees that the Center has developed a model of practice that has had significant impact regionally and national.

The Center should be continued.

---

**Recommend for review extensions:**

*Institute for International Journalism*

Dean Titsworth of the Scripps College of Communication requests a one-year extension for the Institute’s review to allow the replacement of the director and re-evaluation of the Institute’s future directions.

The VPRCA agrees that the review of the Institute should be extended for one year.

**Recommendation to Move Center/Institute to Academic Review:**

*African American Research and Service Institute (AARSI)*

Dean Plassmann of the College of Arts and Sciences has requested that the Institute, which has a predominantly academic focus, be switched from the Center/Institute Review conducted by the College of Arts and Science and overseen by the Board of Trustees to the academic review as part of the College.

The VPRCA agrees that the Institute should be transitioned to the academic review, effective immediately.

**Recommendation to Discontinue Center/Institute**

*Center for Higher Education*

Dean Middleton of the Patton College of Education has requested that the Center be discontinued. The Center was last reviewed in 2015, and since that time the College has suspended the Center’s activities, primarily due to the absence of a Director to lead the Center.

The VPRCA agrees that the Center should be discontinued, effective immediately.
Five-year review of the Astrophysical Institute  
*April 2020*

**A. Executive Summary**

During the past five years, the Astrophysical Institute (Apl) has significantly accomplished advancing education, research and public outreach of astrophysics. With only four full members, the institute published approximately 150 peer-reviewed articles with more than 12,000 citations; and awarded more than $1,000,000 in research grants from federal and private agencies. This is an impressive achievement, especially because two of the members were newly recruited junior faculty members and one of the members has been serving high-level administrative duties. The members of Apl also contributed significantly in training graduate and undergraduate students. Five graduate students received their PhD degree and an average of six undergraduate students received their research training during the summer sessions of the review period. One of the very important achievements of Apl is the completion of the MDM Observatory in 2017 and engaging the public in outreach activities in the region since then. The review committee also noticed some potential issues that could impact the future mission of Apl. One is the departure of Dr. Ryan Chornock; and the other is the unstable financial resources for supporting the operation of MDM Observatory. Based on the above facts, the review committee recommends the continuation and support of Apl with high enthusiasm.

**B. Evaluation of Institute**

1. **Current viability of Institute:**

   The committee finds that the institute continues to remain viable, despite working with reduced staff over the last 5 years. The continued research productivity is remarkable considering that only four full-time members comprise the staff, 2 of which are currently Assistant Professors and one of which is in a primarily administrative role in the Research Office. The research institute has declined only slightly in terms of funding per person, averaging over 250K annually (nearly 90% of which is external funding) during the 2014/2015 – 2018/2019 AYs; however this rate is likely comparable to decreased federal funding across the natural and physical sciences and does not concern the committee. The number of research publications remain steady despite shifts in staffing, and the number of citations is growing exponentially, with many papers still being cited ten years after publication. Indeed, Dr. Ryan Chornock’s collaborative work through the institute was hailed as Science magazine’s 2017 Breakthrough of the Year, one of the many highlights of ongoing research activity through the institute.

   As part of its mission statement, the Apl is committed to education and outreach at all levels, and the committee similarly finds it viable in these areas. The number of graduate students (both Ph.D. and terminal M.S. students) continues to remain high, and undergraduate students are frequently involved in summer research projects with Apl members. One of the breakthroughs for the Apl during this reporting period in terms of public outreach is the opening of the Observatory on the Ridges in 2017, which since has averaged 26 viewing nights a year and reaching over 1400 individuals. The institute has also participated in outreach at Hocking Hills and a solar eclipse event in 2017.
Furthermore, ApI members continue to contribute to service at the international level, enhancing the institute’s prominence globally.

2. Future viability of institute:

Given the productivity of the entire staff and the promise held by the two current Assistant Professors members, the committee deems that the research aspects of the institute will continue to be successful in the next reporting period. However, there is concern regarding the departure of Dr. Chornock in Fall 2020. Specifically, there is concern that the departure of Dr. Chornock will result in a decline in total research productivity as he has made significant contributions to the research productivity of the institute. That said, it is expected that the institute will continue to be productive in his absence. Additionally, the ApI is planning efforts to expand its education and outreach objectives, both on campus (with instrumentation on the RTEC building) and at Hocking Hills. Such growth will help to increase the influence of ApI on the community. As such, these aspirations help to ensure ApI meets the broader impacts of its mission statement.

While the committee understands and appreciates the challenges of working with a reduced staff, the main concern of the future viability is the sustained funding for Ohio University’s portion of the MDM laboratory in Arizona. This facility has been critical to the success of research and collaboration for most, if not all, the institute’s members, and losing its affiliation with this key laboratory will severely limit and potentially undermine the work that the ApI members can accomplish over the next reporting period. Current funding models are not likely to be stable to maintain the Ohio University portion of this laboratory’s expense, and the committee consider the future viability of the center to partially rest on the continued stable support of the MDM observatory, perhaps from the College of Arts and Sciences (CAS), the Office of Vice President for Research and Creative Activity (VPRCR) and/or the Provost Office.

3. Evaluation of Current and Future Funding Strategies:

Current Funding:

External funding for the period under review that was received by the institute totals an impressive $1,135,538. While this represents a 15% decrease in funding received during the previous 5 years, it is explained that this is the result of the fact that 2 or the 3 researchers are new faculty members. It is worth noting that 2017-18 was an exceptional year total external funding reaching $427,074 for that year alone. All faculty members have contributed to the success of the institute in receiving external funding.

Future Funding Strategies:

Collectively, members of the institute have published nearly 150 peer-reviewed manuscripts in the period under review. This together with the continued success of securing external research funding clearly demonstrates potential for ongoing success in these areas. However, as mentioned in B2, developing a backup strategy for maintaining the financial stability of MDM observatory is necessary.
4. **Recommendation:**
Based on the outstanding achievement of ApI in the mission of education, research and outreach in astrophysics during the past 5 years, the review committee recommends the continuation of the institute with high enthusiasm. Given the fact that Dr. Shields is serving a senior administrative role in OHIO and Dr. Chornock is leaving the institute, the review committee highly recommends CAS consider to provide two FTE of group I faculty to ApI, which would be critical for the institute to maintain the current total (collective) excellency for its mission. The committee also suggests that ApI should have a plan to train/mentor the current/future hired junior faculty members in grant writing to avoid the reduction of external funding due to “active researchers being new faculty members” as stated in the Self-Study. In addition to the personnel issues, the review committee suggests ApI negotiate with CAS, VPRCA and/or the Provost Office in documenting a financial plan for supporting the operation of MDM observatory, which is a critical element of ApI, especially for public outreach.

*Respectfully submitted by the ApI 5-year Review Committee (2020):*
Ryan Fogt, PhD (Associate Professor of Meteorology. Director, Scalia Laboratory for Atmospheric Analysis)
Erin Murphy, PhD (Associate Professor of Bacteriology. Associate Chair, Biomedical Sciences)
Shiyong Wu, PhD (Professor of Chemistry and Biochemistry. Director of Edison Biotechnology Institute)
Date: April 17, 2020
To: Howard Dewald, Associate Provost for Faculty and Academic Planning
From: Florenz Plassmann, Dean, College of Arts & Sciences
Subject: 2020 self-study of the Astrophysical Institute

I have reviewed the carefully done 2020 self-study of the Astrophysical Institute (ApI) that is housed in the College of Arts and Sciences, as well as the helpful assessment by the 5-year review committee. Thank you to everyone who has given their time to prepare these reports.

I applaud the ApI for maintaining, during the past 5 years, a healthy external funding history, a strong publication record, as well as continued engagement of graduate as well as undergraduate students. The self-study as well as the review are emphasizing two major challenges for the ApI that lay ahead.

First, while the ApI was originally envisaged to operate with five full-time faculty, they will, as of Fall 2020, be operating with only two active full-time researchers. The current outlook on the university’s finances make it unlikely that, in the near future, the college will be able to provide additional tenure-track lines to the department and the institute. But a combination of retirements in the department and the university’s eventual financial recovery will lead to new hires in the future. My recommendation is that, in preparation for this time, the physics faculty continue their planning process about the order in which they want to strengthen their various research areas.

Second, I agree with the reviewers that continued support for OU’s share in the MDM Observatory is important for the future viability of the ApI. I recommend that once the current financial fog begins to clear and the path forward becomes clearer, the relevant university offices should discuss how Ohio University might support this critical element of the ApI.

Overall, I agree with the reviewers’ recommendation in favor of continuation and support of the ApI.
REVIEW OF SELF STUDY REPORT

THE EDWARD STEVENS CENTER FOR THE STUDY AND DEVELOPMENT OF LITERACY AND LANGUAGE (The Stevens Literacy Center)

THE GLADYS W. AND DAVID H. PATTON COLLEGE OF EDUCATION (PCOE)
OHIO UNIVERSITY

Executive Summary

The self-study provided for this review contained information relevant to the period of January 2017- present. Due to the retirement of the previous director, the loss of state funding, and the renovations to McCracken Hall, The Stevens Literacy Center was inactive for almost two years. In 2017, a new director was appointed when the newly renovated Patton College of Education reopened. In the three years of her tenure, Dr. Barnhart Francis’ efforts have focused on aligning and complementing The Stevens Literacy Center’s mission with Patton College departments through innovative programming, projects, and presentations. Among these include the OHIO Literacy Conference (in alignment with the Literacy Program in The Department of Teacher Education) and the Moving with Math and Literacy Initiative (in alignment with the Department of Recreation and Sport Pedagogy). In the past three years, The Stevens Literacy Center was awarded a grant from the Ohio Department of Higher Education, The SEOTDC Clinical Model Research Collaborative: Impacting P-12 Student Learning, funding from the Dollar General Foundation, and most significantly an adult literacy grant from the Ohio Department of Higher Education Aspire Program.

Under Dr. Barnhart’s leadership, The Stevens Literacy Center has been involved in several outreach activities through community and school partnerships including the Literacy Ambassador Program, the Reading in the Treehouse summer program, Reading in the Shade, and several others. The Stevens Literacy Center team has several plans underway to seek external funding to support expansion projects and outreach programming.

Upon review of The Stevens Literacy Center Self-Study Report and an interview between Dr. Julie Barnhart Francis, Director of The Stevens Literacy Center, and two of the four original members of the review team, it is the consensus of the committee that The Stevens Literacy Center is a valuable asset to the Patton College of Education, OHIO University, and the region. As such, The Stevens Literacy Center should be fully supported to continue to enact its mission and vision and provide a dynamic learning environment and resource for community children, families, teacher candidates, and faculty and staff.

Respectfully submitted by:
Dianne M. Gut, Ph.D., Chair
Sally A. Marinellie, Ph.D.
Travis Gatling, M.FA.
August 18, 2020
REVIEW OF SELF STUDY REPORT

THE EDWARD STEVENS CENTER FOR THE STUDY AND DEVELOPMENT OF LITERACY AND LANGUAGE (The Stevens Literacy Center)

THE GLADYS W. AND DAVID H. PATTON COLLEGE OF EDUCATION (PCOE)

OHIO UNIVERSITY

The Review Committee commends the Director of The Edwards Stevens Center for the Study and Development of Literacy and Language for her strong leadership and extensive accomplishments during her short tenure. Dr. Julie Barnhart Francis has met and/or made significant progress on the recommendations outline in the previous Review of The Stevens Literacy Center conducted in 2015 prior to her hiring. She has secured both internal and external funding, established significant programming, established notable collaborations with college, university, and community entities, and established an integrated presence in the Gladys W. and David H. Patton College of Education.

The COVID-19 global pandemic of 2020 impacted not only the functioning of the Stevens Literacy Center; it also delayed the preparation of this Review of the Self-Study. As a result, only two of the original four members of the review committee were available to complete the review. A third reviewer was then engaged to review the Self-Study, given an opportunity to interact with the director and committee members, and contribute to the report to ensure a thorough, multi-perspective review.

Evaluation of current viability of center/institute

The self-study provided for this review contained information relevant to the period of January 2017- present. Due to the retirement of the previous director, the loss of state funding, and the renovations to McCracken Hall, The Stevens Literacy Center (hereafter referred to as “The Stevens Literacy Center” or SLC) was inactive for almost two years. In 2017, a new director was appointed when the newly renovated Patton College of Education reopened.

The mission of The Stevens Literacy Center is to research, develop, and promote literacy across the lifespan. The current director, Dr. Julie Barnhart Francis in the Patton College of Education, worked as a graduate assistant of Dr. Edward Stevens. Thus, Dr. Barnhart Francis was shaped by Dr. Stevens’ vision and dedication. In her three years as director of The Stevens Literacy Center, Dr. Barnhart Francis has worked to reframe its mission and to re-establish The Stevens Literacy Center as a viable center serving and partnering with Patton College students and faculty, residents in Athens, Ohio, and university faculty.

The director’s efforts have focused on aligning and complementing The Stevens Literacy Center’s mission with Patton College departments through innovative programming, projects, and presentations. Among these include the OHIO Literacy Conference (in collaboration with
the Literacy Program in The Department of Teacher Education) and the Moving with Math and Literacy Initiative (in collaboration with the Department of Recreation and Sport Pedagogy).

In 2017, The Stevens Literacy Center was awarded a grant from the Ohio Department of Higher Education, *The SEOTDC Clinical Model Research Collaborative: Impacting P-12 Student Learning*. This study examined how the clinical model of teacher preparation and, more specifically, how professional interns influence third grade students’ literacy performance. The Literacy Center has also received funding from the Dollar General Foundation.

Under Dr. Barnhart Francis’ leadership, The Stevens Literacy Center has been involved in several outreach activities through community and school partnerships including the Literacy Ambassador Program, the Reading in the Treehouse summer program, Reading in the Shade, and several others.

Finally, the director focused efforts to renew The Stevens Literacy Center’s work in the field of adult basic and literacy education, which included an adult literacy grant from the Ohio Department of Higher Education Aspire Program.

In addition to the above accomplishments, The Stevens Literacy Center Team is actively working on grant exploration and new projects that relate to the development and promotion of literacy across the lifespan. Among others, these include an afterschool reading program at Alexander Elementary School, a partnership with Hockey Valley Community Hospital and OhioHealth O’Bleness Hospital (including adult education and workforce preparation), the OHIO MENTOR project.

Unfortunately, like units and programs across the university, The Stevens Literacy Center has been affected by Covid-19 in that the 2020 summer camps were canceled. However, this challenge has led to opportunities to develop innovative virtual/online programming for families.

After reviewing the self-study report and interviewing Dr. Barnhart Francis, the review committee members conclude that The Stevens Literacy Center is a viable center at Ohio University. As noted earlier in this report, the mission of The Literacy Center is to research, develop, and promote literacy across the lifespan. The importance of literacy cannot be overstated—it is the essential foundation of education and can be an essential aspect of career advancement or success. The Stevens Literacy Center team recognize that excellent reading instruction balances attention to the skills required for accurate and fluent word reading with opportunities to expand children’s and adult’s knowledge and language.

The Stevens Literacy Center provides important programming focusing on literacy across the lifespan and innovative partnerships with community members and schools. It is notable that, after a two-year period of inactivity, there have been several accomplishments over the past three years in key areas, reflecting the dedication and vision of the director and its affiliated members.
Evaluation of potential future viability

The Stevens Literacy Center has significant potential to grow, expand, and develop. The Stevens Literacy Center team has plans in place to submit an Upward Bound Grant in fall 2020, apply for additional Aspire funding, establish additional Aspire sites while exploring the benefits of a mobile learning lab, and expand online literacy resources on The Stevens Literacy Center’s website. Furthermore, there are plans to create a MakerSpace for teacher candidates and seek and secure federal funding to increase the capacity of The Stevens Literacy Center. A potential area of growth is to explore a partnership with Communication Sciences and Disorders (CSD) in the College of Health Sciences and Professions. Faculty members in CSD teach graduate-level coursework and conduct research in the areas of language and literacy development. This partnership has potential to contribute to the research mission of The Literacy Center.

While The Stevens Literacy Center is currently a dynamic learning environment and resource for community children, families, candidates, and faculty and staff, there is a need for a full-time, knowledgeable staff member to work closely with the Director to run the day-to-day operations. This position could be filled with a graduate student position supported by the PCOE or one of its departments.

Evaluation of current and future funding strategies

Funding to support the position of Director of The Stevens Literacy Center (SLC) comes from the Deans’ Office of the Patton College of Education (PCOE) and the activities of the SLC are supported by external grants (approximately 80% and 20% of the total funding respectively). The SLC receives no additional direct support from the institution (OHIO University).

As previously noted, Dr. Barnhart Francis has worked diligently to apply for and secure both internal and external grant funding to support programming. Most significantly, she secured an adult literacy grant from the Ohio Department of Higher Education’s Aspire program to provide workforce readiness programming to qualifying adults in the region. The grant allows the SLC to provide free services for individuals who need assistance acquiring skills necessary for success in post-secondary education, training, and employment.

The SLC’s funding stream was significantly impacted by the shutdown in response to the COVID-19 pandemic. Typically, during the summer, the SLC sponsors fee-based summer camps resulting in approximately $3,000 to support year-round programming throughout the academic year. However, this year, the SLC was unable to hold the camps due to the shutdown. In response to the loss of summer camp income, Dr. Barnhart Francis is working with the Research Grants Development Coordinator of the PCOE to identify and secure funding from sources such as “Wish You Well” and other small scale grants (approximately $5,000). Any additional funding from these sources would support the SLC’s operating budget.

In place of face-to-face programming, families of participants were contacted during the school year to plan for the camp to be held virtually, beginning in May. Participation began strong, but
following three months of attending school virtually, it became clear that families struggled with coordinating schedules as children and families transitioned to summer activities. In some cases, participants began to exhibit burnout with virtual participation (following three months of virtual schooling) leading interest/participation to wane and eventually fade.

Although summer face-to-face summer programming was not possible, the work of the SLC continued through the active participation and work of three Literacy Ambassadors made possible through the Federal Work Study program, specifically Federal America Reads funding. The Literacy Ambassadors created a website of online resources for families that has not yet been made publicly available but has been available to families whose children were scheduled to participate in the summer camp. Typically, the SLC coordinates with Kids on Campus programming during the summer, however face-to-face programming was cancelled. After consulting with Ohio Legal Counsel to determine relevant legal guidelines, Dr. Barnhart Francis met with members of the Shade Community Center Board to discuss support for their summer programming. Although there will be no face-to-face camp programming, the SLC will support two hours of family programming which will include the Kona Ice truck and a scavenger hunt for families being served by Integrated Services and members of the Shade community.

**Recommendation(s) regarding continuation of the center/institute including, if appropriate, levels of institutional support**

The Review Committee recommends The Stevens Literacy Center continue its successful operations within the Patton College of Education and make the following recommendations to expand capacity and support for existing and planned programming:

1. Hire a full-time Assistant Director to work closely with the Director who would be responsible for running and overseeing day-to-day operations.
2. The SLC should be awarded funding by the PCOE for one dedicated graduate assistant (GA; potentially a Teaching Fellow) to provide consistent support for programming. This individual would be responsible for supporting and supervising the activities of the 15 literacy ambassadors and other duties as assigned.
3. Hire a full-time, or part-time/benefits eligible Grant Manager responsible for managing the Aspire grant. The position would be dedicated to supporting all adult education programming.
4. Identify faculty member(s) that can serve as Principal Investigator(s) for internal and external grants to support grant writing and implementation.
5. Seek funding to re-establish the long history of Upward Bound programming through OHIO University’s PCOE.
6. Identify individuals to support methodological and data analytical planning and implementation for grants and resulting scholarship (internal and/or external to PCOE and OHIO University).
7. Consult with faculty members in Educational Studies/Educational Research and Evaluation to explore the possibility of collaborating with graduate students on data analysis (class projects, or independent studies) to collect and analyze data for existing programming.

8. Continue to explore and develop relationships with units/scholars outside of the PCOE (i.e., Communication Sciences and Disorders, Voinovich School of Leadership and Public Affairs, College of Fine Arts).

9. Request the assistance of leadership of the PCOE to facilitate/secure additional supports from the institution (OHIO University) to continue the important outreach being delivered by the SLC.

10. Consult with faculty in Educational Studies/Instructional Technology to explore the possibility of collaborating with graduate students in the creation of virtual programming (i.e., Google Classroom, website development, virtual work of Literacy Ambassadors).

11. Continue to collaborate with faculty in Teacher Education and the Director for the Center for Clinical Practice in Education to facilitate connections between families needing literacy support and teacher candidates involved in clinical placements (face-to-face/virtual).

12. Continue to explore opportunities and resources to support the full range of families’ needs (i.e., academic, mental health/well-being, nutrition).

13. Expand networking with faculty within and/or external to the PCOE to increase support/opportunities for scholarship (publications) to be featured/housed on the SLC website.

Respectfully submitted by:

Dianne M. Gut, Ph.D., Chair

Sally A. Marinellie, Ph.D.

Travis Gatling, M.FA.

August 18, 2020
I am in receipt and have reviewed the following documents to develop my response to you with respect to the Five-Year Review for The Stevens Literacy Center: 1) the Self-Study Report by Dr. Julie Francis, Center Director, and 2) the Committee Review Report and accompanying recommendations. Further, I bring to this review my own knowledge and awareness of the history of the Center and the Center’s successes and challenges since my tenure as dean began in 2006.

My response to the review committee’s report is informed by The Stevens Literacy Center’s mission to “research, develop, and promote literacy across the lifespan.” The Center does that by 1) aligning and complementing the mission of the Center with those of other PCOE departments through programming, projects, presentations, and applied research projects; 2) seeking and securing grant and contract funding that will increase the capacity of the Center to achieve its mission; 3) engaging in outreach activities through community and school partnerships; and 4) renewing the Center’s foundational project work in the field of adult basic and literacy education.

It is important to note that, while this is a five-year review, The Stevens Literacy Center as it is known today, has only been in operation for three years. The retirement of the former director at the end of Fiscal Year 2015 and the loss of the state-funded Adult Basic and Literacy Education (ABLE) grant restricted the Center’s infrastructure and limited the full capacity to respond to opportunities and programming. Additionally, McCracken Hall, which housed the Center, was undergoing a major renovation and all departments and centers were relocated to Lindley Hall. The Center was inactive for nearly two years until Dr. Francis was instated as Director and The Patton College of Education reopened in McCracken Hall in January 2017. Since that time, the Center has received $445,038 in grant funding. Additionally, Dr. Francis and affiliated faculty have applied for several other grants that were unfunded.
Given this shortened time frame, this accomplishment, as well as those noted in the self-study and review committee’s reports, are all the more impressive.

The committee recommendations with my accompanying remarks are as follows:

- **Hire a full-time Assistant Director to work closely with the Director who would be responsible for running and overseeing day-to-day operations.**
  
  *I concur with the need for an Assistant Director to oversee the operations and services of the Center and encourage the Director to pursue grant funding to fill this position.*

- **The SLC should be awarded funding by the PCOE for one dedicated graduate assistant (potentially a Teaching Fellow) to provide consistent support for programming. This individual would be responsible for supporting and supervising the activities of the 15 literacy ambassadors and other duties as assigned.**
  
  *As the Center is an outreach and research arm of the Teacher Education Department, if a Graduate Assistant is needed, Teacher Education should find ways to fund and support this. I encourage Dr. Francis to meet with the Department Chair to engage in this discussion and make plans for moving forward.*

- **Hire a full-time or part-time/benefits eligible Grant Manager responsible for managing the Aspire grant. The position would be dedicated to supporting all adult education programming.**
  
  *Since its awarding in 2019, the Aspire grant has funded a Project Manager. Project Manager positions, regardless of the project, must be funded through a grant, so it is imperative that Dr. Francis include this item within all future grant proposals. The Patton College offers support for the pre- and post-award grant phases from our full-time Research Grants Development Coordinator. Regarding funding to The Stevens Literacy Center, over the period of review (2015-2020), The Patton College has contributed funding as follows: Director’s salary and benefits (past and present); tuition waivers for a graduate assistant; and grant matching expenses to support the mission and objectives of the Center. This support totaled $434,437.*

- **Seek funding to re-establish the long history of Upward Bound programming through OHIO University’s PCOE.**
  
  *I concur with the need to seek funding to re-establish the connection with Upward Bound. With the loss of federal funding to support the program, in Fall 2019, College Bound (the name currently used for the program) was placed under the direction of The Stevens Literacy Center. The College supports this program with up to $50,000 per year, with matching funds coming from the University, for a total of up to $100,000 of annual support (this funding is in addition to the amount previously noted above). I encourage Dr. Francis to seek federal funding to expand the program.*

- **Consult with faculty in Educational Studies/Instructional Technology to explore the possibility of collaborating with graduate students in the creation of virtual programming (i.e., Google Classroom, website development, virtual work of Literacy Ambassadors).**
  
  *I concur; collaborating with faculty and graduate students within the Instructional Technology program will be of great benefit to The Stevens Literacy Center, particularly as we continue work in the current COVID environment.*
Additionally, I encourage Dr. Francis to look for ways for the Center to continue to align with The Patton College’s 2029 Strategic Plan, particularly as it relates to Academic Excellence, Rigorous Influential Research, and Vibrant Partnerships and Outreach. There currently exists the ability to contribute to these areas, and I encourage ongoing work to further strengthen this alignment. Dr. Francis should continue to establish meaningful connections with faculty across all departments within The Patton College, as well as across the University, to increase work related to grant procurement, scholarly work, and outreach. Dr. Francis has done an effective job impacting the region through the research and various programs coming through the Center; over the next five years, I encourage her to build on this sphere of influence by positioning herself to become nationally recognized for her work. Continuing to work with The Patton College’s Research Grants Development Coordinator and networking with individuals at other institutions will strengthen the Center’s presence and create the potential for collaboration on large-scale projects and federal grant obtainment. Continued presence at national conferences and involvement with national organizations is an excellent way to grow awareness of the Center and make connections for future work. Dr. Francis’s role as Chair Elect of the Clinical Research and Practice Division of the Association of Literacy Educators and Researchers positions her well for this ongoing work.

I see the recommendations made by the Review Committee and the Center’s stated work plans as complimentary. As dean, I am committed to the process of continued improvement. I continue to be impressed by the work Dr. Francis has done in such a short time period, and I know that, under her direction, the Center will continue to grow and expand. The Patton College will maintain our support of The Stevens Literacy Center.

I would like to thank Dr. Francis and the staff of the Stevens Literacy Center as well as Drs. Dianne Gut and Sallie Marinellie, as members of the review committee, for their work. This valuable process of review requires significant time and effort, and your efforts are appreciated.

I would like to thank Dr. Francis and the staff of the Stevens Literacy Center, as well as Drs. Diane Gut, Sallie Marinellie and Professor Travis Gatling, as members of the review committee, for their work. This valuable process of review requires significant time and effort, and your efforts are appreciated.

Dr. Shields, if you have questions or comments with respect to my observations and recommended priorities in response to this Five-Year Center Review, please feel free to contact me at middletr@ohio.edu or 593-9449.
To: Marcy Keifer-Kennedy  
   Director of the OHIO Center for Clinical Practice in Education  

From: Dr. Charles L. Lowery  
   Center Review Committee Chair  

Cc: Dr. Connie Patterson, Assistant Dean for Academic Engagement & Outreach  
   The Gladys W. & David H. Patton College of Education  

Date: May 3, 2020  

Re: Spring 2020 5-Year Center Review Report  

This report presents the findings of the 5-year review of the OHIO Center of Clinical Practice in Education (CCPE) in The Gladys W. & David H. Patton College of Education. The review was conducted by the 5-Year Center Review committee that was charged with the following: (1) Evaluation of current viability of center/institute, (2) Evaluation of potential future viability, (3) Evaluation of current and future funding strategies, and (4) Recommendation(s) regarding continuation of the center/institute including, if appropriate, levels of institutional support. The 5-Year Review Committee was appointed by the planning unit head or their designee to whom the center reports, in consultation with the center director. The committee members were Dr. Charles L. Lowery (Associate Professor of Educational Studies in Educational Leadership, who serves as committee chair), Dr. Jacqueline Yahn (Assistant Professor of Middle Childhood Education, Teacher Education OHIO Eastern), Dr. Alycia Stigall (Professor of Geological Sciences, College of Arts and Sciences), and Grace Essex (Community Member).  

During the spring semester of AY 2019-20, the center review committee completed its formal review of the OHIO Center of Clinical Practice in Education using information provided in the Center’s self-study and the review committee meeting held on April 13, 2020, attended by the center director, Marcy Keifer-Kennedy and center administrative assistant, Dawn Mooney. The center review meeting occurred mid-April, subsequent to a number of university-wide instructional changes due to the impact of the COVID-19 pandemic. The following report provides a report of the strengths, areas for improvement, and obstacles that the committee identified in collaboration with the center.  

The OHIO Center for Clinical Practice in Education program (formerly known as the Center for Professional Development Schools) has a mission to positively impact P-12 student learning. To accomplish this mission the Center has established 5 goals: (1) To improve P-12 education for all students; (2) To provide increased opportunities and enhanced quality in field experience for prospective teachers in P-12 classrooms; (3) To construct mentoring relationships for prospective teachers as they learn through teaching, in the company of experienced, mentor, cooperating teachers; (4) To support and encourage continuing professional development for faculty and administration in PDS partnership schools and in the Departments of Teacher Education, Human and Consumer Sciences, and Educational Studies at Ohio University; and (5) As an organization, to learn through partnerships about how to best develop and strengthen the concept of
partnerships at Ohio University, in order to best support and sustain teacher learning in the interests of student engagement and learning, P-16 and beyond.

The OHIO Center for Clinical Practice in Education fills a unique niche in the preparation of P12 educators who are content specialists and critically reflective practitioners for the region, for Ohio, and for the nation. Not only does it provide an integral component to establishing sites of clinical practice for developing future educators, partnering with and supporting the PCOE’s Department of Teacher Education, and establishing critical partnerships with surrounding school districts, the program is highly innovative in its framework. It is worth noting that the OHIO Center for Clinical Practice in Education does not follow a single model or method, guided by a highly democratic and cooperative process in all of its partnerships. These structures and frameworks have evolved in line with the interests and preferences of both university faculty and school-based teacher leaders in each partnership program.

The center has a long-established history in the region; and, as a leader in the national discussion of the clinical model of teacher preparation, it represents an exemplar for establishing school-university partnerships and professional development schools (PDS). This is a “rich and robust history that goes back into the 1980s” with a partnership in the neighboring Chauncey local schools and has grown increasingly since. Presently, the Center maintains and supports 11 active partnerships across several school districts with several P12 public schools in the region: Alexander Local Schools, Athens City Schools, Federal Hocking Local Schools, Logan Hocking Schools, Nelsonville-York Schools, Southern Local Schools (Perry County), and Trimble Local Schools. These partnerships involve school facilities at all levels of education, i.e. elementary, middle/junior high, and high school.

The PDS partnerships with local schools are the CARE program (Creating Active, Reflective Educators), the Early Childhood Partnerships, the Middle Childhood Professional Development Schools partnerships, the Adolescent-to-Young-Adult (AYA) STEM PDS Pilot Partnership, and the Special Education Partnerships with Alexander Local Schools. Additionally, the Center places a number of teaching fellows to work in the professional development schools that support field placements for undergraduate teacher candidates. There are also fellowship positions that are collaboratively funded to support intervention programming in the schools. These positions are jointly funded by the University and local school districts. The Center collaborates with the Department of Teacher Education to coordinate the Graduate Teaching Fellows programming. However, it is important to mention that the center has not and would not commit to a partnership “without the resources to support that partnership.” Therefore, to play a quality role in P12 education for the region and state, and to maintain its status nationally, the center requires the support and resources necessary to continue its efforts to develop and expand.

The committee noted that between 2014-2019, the Center brought in over $1 million dollars in grants and secured another $2.7 million in internal funding. These grants and awards have helped to keep the center operating in a manner that remains relevant to the needs of not only the university and college but also the partnerships. Although these awards are important and impressive, support for the center and its place in the college and university must be continued as an integral component in efforts of a number of programs, campuses, and departments to retain and recruit educational preparation candidates.
The committee also found it of interest that the center is currently focusing on two main areas of growth. First and foremost was a continued development of a more holistic concepts and efforts in partnering with current and new school partners across all teacher preparation programming, which we believe will be an important factor in the strength and value of the PCOE Teacher Education and other departments, such as Educational Studies. Secondly, we took note of the efforts to expand partnerships beyond the region and into Ohio’s urban school districts, such as Cincinnati and Cleveland, through the Rural-Urban Collaborative. Additionally, committee members noted that the center’s emphasis on both urban, suburban, and rural education is attractive to both current and potential students. Therefore, the on-going work in the Rural-Urban Collaborative and expanding urban experiences for future educators in Cincinnati and Cleveland are also positioned to attract students whose primary interest is not rural education. The committee recognized this as perhaps an incredibly important endeavor that will not only promote initiatives to have a more far-reaching impact on P12 in the state but as well could serve as an important arm of recruitment for the college and university. This is an important factor to consider given the five-year decline (on par with national decline) in teacher preparation programs.

Additionally, the committee acknowledged the pre-eminence of the OHIO Center for Clinical Practice in Education which has resulted in several awards that it and its partnerships have received. Notably, these are the 2014 National Association of Professional Development Schools (NAPDS) Exemplary PDS Award, the 2015 National Association of Professional Development Schools (NAPDS) Spirit of Partnership Award, the 2016 American Association of Colleges of Teacher Education (AACTE) Research-to-Practice Spotlight, the 2018 National Association of Professional Development Schools (NAPDS) Exemplary PDS Award, the 2018 National Network for Educational Renewal (NNER) Richard W. Clark Award, and most recently being recognized and included in the 2018 AACTE Clinical Practice Commission. The committee found that this high-profile national recognition speaks directly to the work being accomplished by the center through its school-university partnerships.

The committee also encourages a long-term approach with various departments and programs in the PCOE in recruitment efforts. The committee pointed out, and the center director agreed, that educator preparation graduates (both undergraduates and graduates) can be our most successful recruiters and a need exists to invest directly and immediately to ensure faculty and staff have the time to make quality connections and build quality relationships with candidates to produce strong and supported graduates. These individuals will then hold a strong value in that such an investment extends far beyond the immediate budget concerns. Center Director, Marcy Keifer-Kennedy, also emphasized that connections that the center has made with programs in Departments of Teacher Education, with certain programs in the Department of Educational Studies (particularly the Educational Leadership program), and with regional campuses such as Ohio University Eastern, have proven successful and meaningful. Being forward-looking, the center hopes to focus on implementing the Clinical Model effectively and to use this as a recruitment tool for master’s and doctoral students who can take on outreach and teaching roles that in turn support the work of the center and the PCOE overall. The committee also discussed the potential of the center playing an integral role in moving forward in the One OHIO initiative, noting the potential to consider what happens as we come under one organizational and
budgetary structure. One committee member noted that potential for the center as a support system in this transition for the PCOE if granted the resources and support structures it needs.

One point of concern for the center mentioned by one committee member was that work of the center does not fit well into a more singular template. This observation was made in regards to the input from the various program partners that the center director added in appendix as a part of the center’s report and initially was viewed as representing “gaps” in the partnerships. However, the center made a strong case for a very democratic approach to developing partnerships with collaborating school sites. Many of the partnerships are new and evolving, and these connections and development are often based on the specific needs of the partnering schools and the cooperation of school building and district leadership and administration. One committee member noted that each partnership seems to have its own style and needs. Given the collaborative approach there may be an inherent value to this type of flexibility and organic development to promote better cohesion between the university and the partners. Although the management and monitoring of these diverse innovations and manifestations of partnerships may require some additional oversight, the committee ultimately sees the value in the variations for school districts, for the teacher candidates, and for the P12 students in those districts.

The role that the OHIO Center for Clinical Practice in Education plans in connecting the university to the region, the state, and the nation should be acknowledged and praised. The center continues to work on plans that will strengthen connections with internship and fellowship school sites as well as developing strong professional networks for teacher candidates and school partners. The pilot Professional Development Network which was in planning stages will move into its third year in 2020-21 and will be expanded to all four core content areas (these including, mathematics, science, ELA, and social studies). Feedback from teacher candidates and local partnerships has been significantly positive and encouraging. These efforts will help to enhance clinical experiences of P12 students whom the center oversees.

Continued opportunities include:

- Serving to fill a gap for the PCOE in the transition to One OHIO.
- Looking at school-university partnerships more holistically and innovatively.
- Continuing to engage faculty and partnership mentors in problem solving and decision making.
- Continuing to evaluate the teaching profession and evaluating the impact on P12 schooling.
- Stressing the center’s commitment to adapt and adjust to the ever-changing landscape of education and educator licensure.
- Continuing the ongoing research with faculty in Teacher Education and Educational Studies to look at the way partnerships impact the school-university relationship and the impact of teacher candidates on P12 students.

In closing, the 5-Year Center Review Committee commends the OHIO Center for Clinical Practice in Education director and staff for the care and detail committed to preparation of the self-study report. The director and staff member articulated well the primary strengths of the program, while acknowledging areas for improvement and potential opportunities for development in the programs related to the center. Moreover, the center members demonstrated
that they are committed to remaining a vital and integral component in helping to offset many of the challenges that the college and its programs are experiencing. Considering the strength of the center and its leadership, as well as the spirit of collaboration in which the center operates, the committee is confident that the center will continue to build on its strengths and remaining successfully dedicated to its mission to improve education for all stakeholders.
TO: Joe Shields, Vice President for Research

FR: Renée A. Middleton, Dean
The Patton College of Education (PCOE)

CC: Charles Lowery, Chair
Jacqueline Yahn
Alycia Stigall
Grace Essex
Frans Doppen, Department Chair for Teacher Education

RE: The Center for Clinical Practice in Education Center Review

DT: July 20, 2020

I am in receipt and have reviewed the following documents to develop my response to you with respect to the Five-Year Review for the Center for Clinical Practice in Education: 1) The Self-Study Report by Marcy Keifer-Kennedy, Center Director and 2) The Committee Review Report and accompanying recommendations. Further, I bring to this review my own knowledge and awareness of the history of the Center and the Center’s successes and challenges since my tenure as dean began in 2006.

My response to the review committee’s report is informed by the Center for Clinical Practice in Education mission, “to positively impact P-12 student learning.” The Center does that by 1) improving P-12 education for all students; 2) providing increased opportunities and enhanced quality in field experience for prospective teachers in P-12 classrooms; 3) constructing mentoring relationships for prospective teachers as they learn through teaching, in the company of experienced, mentor, cooperating teachers; 4) supporting and encourage continuing professional development for faculty and administration in PDS partnership schools and in the Departments of Teacher Education, Human and Consumer Sciences, and Educational Studies at Ohio University (OHIO); and 5) learning through partnerships how to best develop and strengthen the concept of partnerships at OHIO, in order to best support and sustain teacher learning in the interests of student engagement and learning, P-16 and beyond.

As evidenced by the review committee’s report, the Center for Clinical Practice in Education has had a sustained model of developing and nurturing school partnerships with various districts across the state. The reviewers noted the Center’s many strengths including its comprehensive strategy for preparing candidates to
work in different types of schools, its numerous national awards, and the strong commitment of its leadership to support P12 student learning.

I also wish to thank the chair of the review committee, Dr. Charles Lowery, and other members of the committee for their time and commitment to the review process. I will respond to each of the recommendations and provide my own summary of recommendations.

The committee recommendations with my accompanying remarks are as follows:

1. The Center brought in over $1 million dollars in grants and secured another $2.7 million in internal funding. Although these awards are important and impressive, support for the center and its place in the college and university must be continued as an integral component in efforts of a number of programs, campuses, and departments to retain and recruit educational preparation candidates.

   I concur that the Center is an integral component for not only the programs, campuses, and departments but also to our many P-12 partner schools and districts, and to the southeast Ohio region. The Patton College of Education has a long history of supporting the Center’s activities. Over the last five years, The Patton College has allocated $1,812,622 towards the Center’s operational budget and $1,700,442 in tuition waivers. This totals $3,513,064.

2. The committee found of interest “that the center is currently focusing on two main areas of growth…efforts in partnering with current and new school partners across all teacher preparation programming which we believe will be an important factor.” “…the ongoing work in the Rural-Urban Collaborative and expanding urban experiences for future educators in Cincinnati and Cleveland are also positioned to attract students whose primary interest is not rural education…an incredibly important endeavor that will not only promote initiatives to have a more far-reaching impact on P12 in the state but could serve as an important art of recruitment…”

   I am supportive of the Center’s growth in working across education programs and geographic locations. I believe it is important for our teacher candidates to have experiences with students in rural, urban, and suburban schools. These diverse opportunities will position our graduates to be prepared to teach all learners in a variety of schools. The center will continue to evaluate current partnership structures and develop new ones that meet the needs of different school systems.

3. The committee also discussed the potential of the center playing an integral role in moving forward in the One OHIO initiative, noting the potential to consider what happens as we come under one organizational and budgetary structure…Noted potential for the center as a support system in this transition for The PCOE if granted the resources and support structures it needs.

   Our clinical model has always included all OHIO campuses. As a result, I support the recommendation that the Center assist where possible with the One OHIO initiative.

In addition to the points mentioned above, the committee offered continued opportunities including:

- Looking at school-university partnerships more holistically and innovatively.
- Continuing to engage faculty and partnership mentors in problem solving and decision making.
- Continuing to evaluate the teaching profession and evaluating the impact on P12 schooling.
• Stressing the center’s commitment to adapt and adjust to the ever-changing landscape of education and educator licensure.
• Continuing the ongoing research with faculty in Teacher Education and Educational Studies to look at the way partnerships impact the school-university relationship and the impact of teacher candidates on P12 students.

I see the recommendations made by the Review Committee and the Center’s stated work plans as complimentary. As dean, I am committed to the process of continued improvement. The Patton College will maintain our support of the Center for Clinical Practice in Education. The work of the center is important to the mission of The Patton College, the Department of Teacher Education, and our P12 school partners.

Furthermore, I wish to thank the review committee members, chair Dr. Charles Lowery, and members Dr. Jacqueline Yahn, Dr. Alycia Stigall, and Grace Essex. Their careful review and thoughtful recommendations are appreciated.

Dr. Shields, if you have questions or comments with respect to my observations and recommended priorities in response to this Five-Year Center Review, please feel free to contact me at middletr@ohio.edu or 593-9449.
FACULTY AND ADMINISTRATIVE EMERITI AWARDS

RESOLUTION 2020 –

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Unit</th>
<th>Years Svc.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>James A. Andrews</td>
<td>College of Arts and Sciences</td>
<td>32</td>
<td>Associate Professor Emeritus of Classics</td>
</tr>
<tr>
<td>Peter A. Bell</td>
<td>Heritage College of Osteopathic Medicine</td>
<td>23</td>
<td>Assistant Dean Emeritus</td>
</tr>
<tr>
<td>Lorna Jean Edmonds</td>
<td>College of Health Sciences and Professions</td>
<td>7</td>
<td>Professor Emerita of Global Health</td>
</tr>
<tr>
<td>Marcia J. Nighswander</td>
<td>Scripps College of Communication</td>
<td>25</td>
<td>Professor Emerita of Visual Communication</td>
</tr>
</tbody>
</table>
Interoffice Communication

Date:         September 21, 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:           Emeriti Nominations

The individuals named have rendered dedicated service to Ohio University and have been recommended by their colleagues, deans, and/or supervisors for emeriti status upon their retirement.
RESOLUTION 2020 –

WHEREAS, the George V. Voinovich School of Leadership and Public Affairs has been focused on its growing reputation for state and regional public service through its work with government, nonprofit and business partnerships and professional education and leadership, and

WHEREAS, the Advisory Board of the college has unanimously recommended the renaming of the college.

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees approves the George V. Voinovich School of Leadership and Public Affairs be renamed the George V. Voinovich School of Leadership and Public Service effective July 1, 2021.
Interoffice Communication

Date: September 21, 2019

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 V. Voinovich School of Leadership and Public Affairs – Name Change

A resolution is included seeking board approval to rename the George V. Voinovich School of Leadership and Public Affairs to the George V. Voinovich School of Leadership and Public Service.

The Voinovich School was established in 2010 during the tenure of President Robert Glidden and named in consultation with then outgoing Ohio Governor George V. Voinovich. During the January 2020 discussion with the school’s Dean’s Advisory Board and five-year college presentation to the Board of Trustees a request was made for a name change for the school to replace the word affairs with service.

The name change does not affect any curricular activity, nor is it an organizational change. It aligns more closely with the mission of the school, Senator Voinovich’s career, and the work performed in relation to other programs nationally.
Dear Executive VP and Provost Sayrs,

At the request of Voinovich School’s Dean’s Advisory Board, I am writing to suggest a name change for the Voinovich School of Leadership and Public Affairs, replacing “Affairs” with “Service.” This new name more accurately reflects the career of our namesake, Senator George V. Voinovich, the work of the School, our place among other professional colleges/schools throughout the country, and an increased recognition of the important role public service plays, both nationally and at Ohio University in particular.

From beginning to end, George Voinovich was a public servant. Public service – and not public affairs – was in his bones. It was always about helping real people work together to solve real problems and doing so in an honest, intelligent, and respectful manner. He began his nearly 50-year career serving as Ohio assistant attorney general and went on to become a state representative, Cuyahoga county auditor and commissioner, mayor of Cleveland, lieutenant governor and governor of Ohio, concluding his career as a United States senator. He is the only person ever to have served as both chairman of the National Governors Association and president of the National League of Cities. Throughout, Sen. Voinovich emphasized the importance of public service, declaring, “the government’s highest calling is to empower people and galvanize their energy and resources to help solve our problems, meet our challenges, and seize our opportunities.”

Adopting this quote as its mission, the Voinovich School has not focused on public affairs and policy analysis (telling people what should be done) but rather on partnership-based public service (working with people to get things done). The Voinovich School’s roughly 100 professionals and faculty and over 300 students partner and work in the government, business, and nonprofit/social enterprise sectors to address critical regional and State needs, including substance abuse, child protection, business development, water quality, alternative energy, brownfield clean-up, K-12 education, and health data analytics, to name just a few. We were named the 39th most innovative public service school in the country and climbed in the US News and World Report rankings from 136 to 58th due to our unique engaged model of achieving impact.
through the integration of strategic investment of services, capital, talent development, and capacity building.

Recent examples of our public service success include:

- Working with over 6,500 clients to create / retain 4,600 jobs, bring in $50 million of venture capital, and generate nearly $3 billion in economic activity
- Bringing in $4.8 million to build the capacity of programs focused on maternal health, child abuse and neglect, food access, teen pregnancy, K-12 education, etc.
- Partnering with 84 Ohio communities across 59 counties to provide intensive training, technical assistance, program evaluation and leadership development to groups focused on substance abuse prevention and mental health
- Bringing water quality back to normal for 200+ miles of stream in southeast Ohio

Recognizing public service as a more accurate description of the School’s work, Greg Browning suggested the name change at a July 14, 2020 meeting of the college’s Dean’s Advisory Board. This board includes a diverse array of state, national and regional leaders from business, economic development, government, nonprofits, and academia. After a short discussion, the Board unanimously supported the name change, including Ohio University alum Faith Voinovich, the late senator’s granddaughter, and a former student trustee.

As Dean, I support this change wholeheartedly. Not only does it better describe what we do, it also furthers signals Ohio University’s long-term commitment to public service. As President Nellis said at Ohio University’s Federal Government Luncheon in 2018, “Public service is a key part of Ohio University’s culture. One of the strategic pathways for our future focuses on strengthening the University’s public service mission, and the Voinovich School certainly does that for the State of Ohio, exemplifying the University’s special commitment to Appalachia through its magnificent work in spurring economic development, environmental sustainability and quality of life.” In addition, trust in government has significantly declined in recent years, with only 17% of respondents indicating they trusted the federal government to “do the right thing” in a 2019 Pew Research Center poll. However, both college students and the public increasingly recognize and value the importance of public service. This has been spurred by increased support among young adults, and more recently, the COVID-19 epidemic and its devastating impact on public health, education, and the economy.

I ask that you present a resolution to enact this name change at the October Board of Trustees meeting and look forward to responding to any questions or feedback you may have. I worked with Associate Provost Dewald to craft the draft resolution (attached) and to develop this supporting letter.

Sincerely,

Mark Weinberg, Dean,
Ohio University Voinovich School of Leadership and Public Affairs
MAJOR, DEGREE, AND COLLEGE PROGRAM REVIEWS

RESOLUTION 2020 –

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:

Patton College of Education
  • Educational Studies
Interoffice Communication

Date: September 21, 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: Academic Program Reviews

The University has a process of internal review for academic programs which strives to ensure programs are continuously adapting and improving. Programs are reviewed by the Academic Program Review Committee of the University Curriculum Council on a regular cycle, typically seven years. A review will occur over an academic year and culminate in a comprehensive report on the viability of the program. Executive summaries of the reviews are submitted to the Academics Committee of the Board of Trustees.

The table below lists the program reviewed and includes whether the program is recommended as viable. A resolution for board acceptance of the review is provided.

<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
<th>Pages</th>
<th>Viable</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU</td>
<td>Educational Studies</td>
<td>3-8</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Educational Studies (Athens)
Program-Review Executive Summary

Reviewed: AY 2019-2020
Previous Review: Unspecified

Finding and Overall Assessment: Viable.

Degrees: M. Ed. in Critical Studies in Educational Foundations (admissions suspended fall 2018); M. Ed. in Educational Administration; M. Ed in Educational Research and Evaluation; M. Ed. in Computer Education and Technology; Ed. D. in Education Administration; Ph. D. in Educational Research and Evaluation; and Ph. D. in Instructional Technology.

Self-Study Synopsis: The Department of Educational Studies (ES) was created in 1997 during a time of college reorganization. Four distinct programs make up the department: Critical Studies in Education (CSE), Educational Administration (EDAD), Educational Research and Evaluation (EDRE), and Instructional Technology and Educational Computing and Technology (EDCT). The department is comprised of 16 full-time (tenure-track and instructional) and 5 part-time and early retired faculty. All tenure-track faculty engage in research, scholarship, and creative activity following Boyer’s Model of Scholarship. Faculty are expected to serve as general advisors for students in their respective programs. Undergraduate coursework is available in CSE and EDCT serving a population around 95 students in programs and departments to help fulfill professional and licensure requirements, such as Teacher Education. Total graduate program enrollments have averaged close to 900 students, but trending downward each year over 2012-2013 through 2016-2017. Graduate diversity shows more women enrolling. Students receive professional mentoring, guidance and support from faculty and experiences both inside and outside the academic setting, including publishing and presenting at professional conferences, practica, and internships. Most graduate students have tuition scholarships, and many are afforded stipends through assistantships. Assessment practices are variable owing to the nature of the program with some overlap of tools used and different processes of accreditation. The department study offered areas for improvement in enrollment and retention strategies by developing new certificate programs, expanded regional efforts, and intra-campus collaborations.

Site-Visit Overview: The internal reviewers were Dr. Andrew Ross (Political Science) and Dr. Mary Jane Kelley (Modern Languages). The external reviewer was Dr. Angela Sewall, Dean Emeritus and Professor Emeritus of Education at the University of Arkansas at Little Rock. The site visit was conducted October 8-9, 2019.

The committee noted that the department consists of an energetic and creative group of teacher/scholars who are heavily involved in service to Ohio University and the profession. Members of the Department are notably grounded in the community and engaged in various forms of outreach, both locally and regionally. Faculty numbers across the four programs in ES are sufficient to carry out the broad overall mission of the Department. However, at least three areas of that mission seem to place a rather large burden on some faculty: student advising, student recruitment, and supervision of PhD theses. Some numbers reported in the self-study relating to faculty FTE may not reflect contributions to allied programs or with
administrative responsibilities beyond the college. Although degrees are awarded at the graduate level in ES, the required undergraduate classes as well as the Diversity Studies Certificate provide crucial skill sets for undergraduates seeking careers in education as well as for students who will enter the work force in any number of professional capacities. Graduate students expressed enthusiasm for their courses of study and appreciation for the work of departmental faculty. Classified staff demonstrate exceptional commitment to the program, faculty, and students. The physical resources of McCracken Hall are new. Its layout, and the opportunity for programmatic faculty to work in proximity and ostensibly with all the tools needed in their academic and service work is an excellent example of what is needed to foster excellence.

**Site-Visit Recommendations:** The committee’s recommendations noted that student numbers need continued attention in a time of budget issues but also for program viability a new model for recruitment partners may be necessary. Regarding the branding of the Educational Administration doctoral program, a name change could help with the recruitment specifically of international students, for whom “administration” may seem overly narrow and not consistent with their broader interests in leadership and policy. Further, as required the department should focus additional energy on program assessment with regards to learning outcomes and updating departmental governance documents. Additionally, the college should provide for more graduate assistantships attached to the department, to serve as recruitment tools and to aid faculty in teaching and research. Finally, the College should seriously consider increasing compensation for classified staff, to reflect strong performance and increasing expenses, and a reconfiguration of staff workspace is needed to decrease distractions.

**Response from Department Chair Dwan Robinson and Dean Renée Middleton.**

Department Chair Robinson was supportive that the review provided a comprehensive roadmap to support efforts toward a highly functioning department, to maximize student growth and development and to strengthen organizational improvement. Dean Middleton provided context on funding levels for graduate assistantships and stipends, noting previous increases that are competitive with peer institutions. In terms of department staff, adherence is followed toward university guidance for compensation commensurate with evaluated job tasks and annual salary criteria. Dean Middleton agreed with recommendations concerning student recruitment and retention efforts, assessment improvements, and review of governance documents.
Date: February 11, 2020

To: Members of the Educational Review Committee and the UC Program Review Committee

From: Renée Middleton, Dean, Patton College of Education

RE: Educational Studies Department 7-Year Review

Appreciation is extended to the review committee members who took time to evaluate and provide feedback regarding the review of academic programs offered in The Patton College’s Department of Educational Studies, October 8-9, 2019. I value contributions of both time and effort of review committee members as they conducted the site visit and prepared their report. I agree with the overall finding of viability for the department and its programs.

In response to the report, I am compelled to point out several items in the Report that are need further explanation or are, in some cases, inaccurate.

In the section 1. Program as a Whole, d. Resources:

- There is a statement that, in McCracken Hall, “some installed technology does not work.” Further delineated in “areas of concern, the Report states “There are ongoing concerns regarding classroom technology glitches, especially relating to AirMedia and wireless internet.” While it is true that upon occupying the newly renovated McCracken Hall in January 2018 some technological challenges surfaced; however, at the present time all technologies in the building, including the wireless internet, are fully functioning. The are no lingering issues related to technology occurring in McCracken Hall.

- The statement “three areas seem to be underfunded in the department: Graduate Assistantships, funding for graduate students to present at conferences, and Classified Staff Salaries” is of concern due to inaccuracies in the statement – particularly in comparison with the four other Patton College Departments and in terms of OHIO compensation guidelines.

  - Classified Staff: The statement regarding denial of requests for re-classification and increased pay for classified staff warrants a reply, as the job classification of the administrative associate in the Educational Studies Department is consistent with the other administrative associate positions in Patton College, and in alignment with the OHIO Human Resources job classification category. In The Patton College, we adhere to guidance from OHIO Human Resources and offer compensation commensurate with evaluated job tasks and annual raise criteria.
- Funding for Students to Attend Conferences: The Patton College seeks to provide support for all students who travel to present research at conferences. Departments may supplement funds for students in their programs if budget allows and if the department chair approved. For the period of time reflected in this 7-Year Review, the percent of funds allocated by The Patton College to Educational Studies Students is as follows:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for Student Travel to Conferences: Total Dollar for ES</td>
<td>Data not available</td>
<td>Data not available</td>
<td>$8,786</td>
<td>$8,000</td>
<td>$9,100</td>
<td>$4,187</td>
<td>$12,060</td>
</tr>
<tr>
<td>% of College funds directed to ES Students, out of 5 Patton Departments</td>
<td>44%</td>
<td>40%</td>
<td>46%</td>
<td>21%</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additionally, in 2018-19, the total Conference Travel Support to Graduate Students in Educational Studies was $9,950 which was 49.8% of the total budgeted to all students from five departments in Patton College. Last year, Educational Studies students and faculty received 24.5% of the research funding available through a College grant process ($3,675). Proportionately, ES received greater allocations than any other department, reflecting both their strong scholarship and number of graduate students.

- Graduate Assistantships: Financial support for Graduate Assistants funded by Patton College has not decreased during the time of the 7-year review (shown in Table 13 of the Self Study) although the number of students enrolled in Educational Studies programs has decreased from 215 in 2011-12 to 176 in 2017-18. Several years ago the level of GA stipends for master’s students were increased to be competitive with Patton College peer institutions. Currently stipends are $13,500 annually for master’s students $15,000 annually for doctoral students. Additionally, The Patton College has launched a University-wide partnership program, providing tuition waivers for graduate students who are employed as GAs in other units. This year, in 2019-20, seven Educational Studies graduate students held GA positions in units outside of Patton College through the Partnership program. This is important information and should have been considered by the Review Committee.

The Review Committee’s observation, that (with the exception of EDAD) there was not hard data to support that graduate programs provide adequate background to pursue careers in the field, is helpful to support the need to ensure that website and promotional information contain data-informed content to communicate the relevancy of the Educational Studies programs.
Regarding Governance Documents, I concur that some Educational Studies policy documents should be updated. I see this work as incumbent on the senior faculty (e.g. Professors) who are expected to play a leadership role in updating departmental policies and procedures. Such polices include the process for identifying the department chair; the Review Committee recommendation regarding department chair terms is something that the ES are encouraged to consider.

I agree with the Review Committee’s observation that, in some cases, programs in ES should improve the way learning outcomes are articulated in the OHIO “Assessment Clearinghouse.” This action will positively affect the subsequent outcomes of recruitment to address declining enrollments in ES programs.

I concur with the recommendation that “a plan for intensified recruitment efforts and retention of candidates should be implemented” and I see the ES faculty as the entity who must articulate their recruitment plan as well as delineate the role that each faculty member will play in such a plan.

Finally, I want to acknowledge and agree with the Review Committee’s comments that “the Department of ES consists of an energetic and creative group of teacher/scholars who are heavily involved in service to Ohio University and the profession.” Furthermore, I would add that the work of faculty is challenging, and includes committee service, publication, student recruitment, student advising and mentoring (including dissertation guidance) along with teaching scheduled and assigned courses. These tasks, however, are considered the appropriate work of faculty in The Patton College and at OHIO. In fact, there are mechanisms within The Patton College Workload Policy to consider high levels of dissertation leadership within a given faculty members’ workload. Thus, I question the statement that “faculty face significant demands alongside teaching” when carrying out the abovementioned work and therefore take issue with the statement in Areas of Concern (Faculty Load):

A number of faculty also cite the heavy load associated with graduate committees, work for which there is no specific compensation involved (e.g., no clearly accepted or documented process for awarding course reductions to faculty who populate large numbers of doctoral committees). Some faculty appear to be receiving course reductions and buyouts for external grants and for extraordinary contributions to dissertation supervision.

The above statement is actually contradictory, as it cites the practice (which is allowable per Patton College’s Workload Policy) to recognize high levels of doctoral dissertation leadership as part of the teaching load component of faculty work and also states that there is not a policy for such.

It is important that I also emphasize and confirm The Patton College’s support for faculty who seek external funds for scholarly work, and certainly agree to course reductions and buyouts when grant funds cover the expense of instruction. Similarly, there are clear guidelines for Patton College faculty who receive course releases for administrative work such as program coordination.
Again, I am pleased to receive the report confirming a viable department comprised of strong, highly contributing faculty members. My thanks are extended to the members of the Educational Studies 7-year Review Committee: Dr. Angela Sewall, Dr. Andrew Ross, and Dr. Mary Jane Kelley.
AGENDA
Resources, Facilities, and Affordability Committee
Ohio University – Athens, OH
Friday, October 9, 2020 – 8:00am

Tab 19b: Financial Update: FY20 Year End Results & FY21 University Budget
Tab 20: Advancement Fundraising and Engagement
Tab 21: Student Investment Groups
Tab 22: RESOLUTION Capital Projects
Tab 23: RESOLUTION OUD AEP Easement

Information Items
   Tab 24: Endowment Review
   Tab 25: Facility Projects Update
Interoffice Communication

Date: September 21, 2020

To: The President and Board of Trustees

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

Re: Financial Update: FY20 Year End Results & FY21 University Budget

At the October meeting, we will provide the Board with the University’s preliminary FY20 Financial Statements. OHIO’s forecasted year end results, submitted by the campus units in July, were incorporated in the August BOT materials when the FY21 Operating Budget was approved. The October meeting will provide the opportunity to present a summary of the variances in the FY20 forecast as compared to the actuals and the original budget. In October, the Audit Committee will review the audited statements in greater detail prior to the final submission to the State of Ohio. In advance of the final state submission, relevant aspects of our financial performance will be incorporated in the Resources presentation, focusing on how actual year end results impact the University’s multi-year operating reserve projection and long-term financial health.

October’s FY21 University Budget Update will focus on how the final Fall 2020 enrollments are forecasted to impact the institution’s current year revenue budget. The final Fall 2020 enrollments and supporting UG scholarship strategy, as well as the phased reopening are the primary drivers of the current estimates of FY21 budget variances. With net tuition and fees representing the largest component of OHIO’s budget (51% of total revenues) shifts in these assumptions can have material impacts on our fiscal performance. In particular, the FY21 Resources Committee presentation will include a review and discussion of:

FY20 Reserve Use (Budget: $26.2M – July Forecast: $32.0M – Unaudited Actuals: $21.1M)

The University’s FY20 year-end financials were $10.9M better than projected by our campus units in July. The improved financial performance will be discussed in the Resources update, specifically highlighting where the institution outperformed its revenue and expense forecast.
FY21 Budget Update: Forecasted Net Tuition & Fees ($-26.7M Forecasted Variance)

Building on the Enrollment Update presented to the Academics Committee, we will highlight the financial impact of variances in our Fall 2020 enrollments and financial aid support as compared with the FY21 Budget approved by the BOT at the August 2020 meeting; as well as the impacts of our phased re-opening due to COVID. While our enrollments outperformed our conservative budget assumptions, offsetting increases in financial aid expenditures and loss of budgeted auxiliary revenues yield an overall reduction in budgeted net revenue.

Reserve Update: Impact on Multi-year Financial Indicators

The October Resources Committee will include an update on how the FY20 results impact OHIO’s multi-year reserve use as well as provide an updated Senate Bill 6 (S.B. 6) proforma. The results of the proforma are only one factor used in monitoring our financial health. We will also review multiple cashflows given various FY21 financial scenarios. Additional analysis of cashflows will be presented to the Resources Committee and Board of Trustees as we transition to FY22 multi-year budget planning.

As we continue to monitor the impact of OHIO’s enrollment and reopening strategy on FY21 tuition and fees revenue, we will update the Resources Committee on projected changes in revenues and the expense strategies employed to rebalance our budget.

As we plan for the January Board meeting, we intend to provide the following financial and budget updates:

- FY21 Revenue Forecast, including an update on State Appropriations and other OHIO revenues
- FY21 Expense Forecast, based on strategies employed in Fall 2020 to rebalance to the year-over-year revenue declines
- FY22 Budget Planning Update

Note: The standard FY20 Financial Narrative presented at each Board Meeting will be provided at a later date, in October, once finalized entries are posted and reviewed with our Auditors.
Interoffice Communication

Date: September 21, 2020

To: The President and Board of Trustees

From: Nico Karagosian, Vice President for University Advancement

Re: Advancement Update: Fundraising & Engagement Report

The Advancement Update (Fundraising and Engagement Report) is provided regularly to the Ohio University Board of Trustees to provide insight into strategic Advancement priorities as well as to report on fundraising and engagement activity in support of Ohio University.

The enclosed presentation will be reviewed at the meeting. Key takeaways include:

- How Advancement has aligned, and continues to focus, goals and priorities with the University’s strategic pathways and priority initiatives;
- University Advancement’s mission, vision, and six strategic priorities;
- A summary of commitment dollars and donors, as well as cash dollars into The Ohio University Foundation in FY20 as well as FY21 year-to-date;
- Endowment reporting;
- Strengthening Alumni Engagement through crowd funding and Giving Day;
- Reporting on CASE Engagement metrics and 2019 engagement at OHIO;
- A summary of recent Ohio University Alumni Association activities designed to increase engagement in 2020 and 2021;
- Reporting on efficiency and functional realignment with Advancement;
- Leadership volunteer participation in giving.
Fundraising & Engagement Report

Oct. 9, 2020

Tab #; pg
Foundation MISSION
Philanthropy in service to education.

Advancement MISSION
OHIO Advancement builds and strengthens relationships that inspire investment in Ohio University and its mission.

Advancement VISION
Galvanizing OHIO's passion into transformational and sustainable impact.
OHIO’s Strategic Framework Themes

• Access and Inclusion
• Student Success and Transformation
• Research and Knowledge Discover in Support of Vibrant Communities
• Sustainable Academic Enterprise
OHIO’s Strategic Framework Initiatives

- Reimagine the academic enterprise
- Student success
- Amplify research, scholarly and creative activity
- Realize general education reform
- Strategic enrollment for lifelong learning
- Uniting the One OHIO system
- Becoming a university of digital transformation
- Build a dynamic budget model
- Reimagine space utilization
- Elevate marketing and branding
- Increase alumni and corporate engagement and coordination
Advancement’s Strategic Priorities

• Increase philanthropic support
• Strengthen donor engagement and alumni outreach
• Discover, create and galvanize partnerships
• Enhance board and volunteer experiences
• Invest in people
• Drive financial stability and operational excellence
$49,888,642
FY20 FUNDRAISING TOTAL

Highest total since FY13
Highest ever total in non-campaign year
Increase Philanthropic Support

FY20 FINAL Comparison: Dollars

<table>
<thead>
<tr>
<th>Year</th>
<th>Commitment Dollars Raised</th>
<th>Cash Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2017</td>
<td>$31,856,119</td>
<td></td>
</tr>
<tr>
<td>FY2018</td>
<td>$32,084,884</td>
<td>$27,868,538</td>
</tr>
<tr>
<td>FY2019</td>
<td>$24,962,830</td>
<td>$29,606,644</td>
</tr>
<tr>
<td>FY2020</td>
<td>$30,630,665</td>
<td>$49,888,642</td>
</tr>
</tbody>
</table>

FY2020: $29,224,702
# FY20 gifts of $1 million+

<table>
<thead>
<tr>
<th>Name</th>
<th>Amount</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Violet L. Patton ’38</td>
<td>$22 million</td>
<td>Patton College of Education</td>
</tr>
<tr>
<td>Mary Wolf ’65</td>
<td>$2 million</td>
<td>College of Arts and Sciences/Patton College of Education</td>
</tr>
<tr>
<td>Crane Hollow Nature Preserve</td>
<td>$2 million</td>
<td>OHIO Museum Complex</td>
</tr>
<tr>
<td>Nancy C. Rauschenberg ’83</td>
<td>$1.2 million</td>
<td>Libraries/Diversity &amp; Inclusion/Student Affairs</td>
</tr>
<tr>
<td>Anonymous</td>
<td>$1.08 million</td>
<td>College of Fine Arts</td>
</tr>
<tr>
<td>Dr. Richard A. DiCenso ’69</td>
<td>$1 million</td>
<td>Student Financial Aid</td>
</tr>
</tbody>
</table>
## Increase Philanthropic Support

**FY20 gifts of $500,000-$999,999**

<table>
<thead>
<tr>
<th>Name</th>
<th>Amount</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan L. Wall ’72</td>
<td>$800,000</td>
<td>College of Fine Arts</td>
</tr>
<tr>
<td>Dr. Jerry M. Mann ’61</td>
<td>$700,000</td>
<td>College of Health Sciences &amp; Professions</td>
</tr>
<tr>
<td>John G. Nye ’59</td>
<td>$507,375</td>
<td>Russ College of Engineering &amp; Technology</td>
</tr>
<tr>
<td>Bernard R. Gebhart ’68, ’73</td>
<td>$500,000</td>
<td>Research/Scripps College /College of Fine Arts</td>
</tr>
<tr>
<td>Dr. David D. Womble ’71</td>
<td>$500,000</td>
<td>College of Arts &amp; Sciences</td>
</tr>
</tbody>
</table>
Endowment Market Value

*unaudited
Endowment Annual Distributions

*unaudited

<table>
<thead>
<tr>
<th>Year</th>
<th>Administratice Fee</th>
<th>Spending Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY12</td>
<td>2.1</td>
<td>10.0</td>
</tr>
<tr>
<td>FY13</td>
<td>4.8</td>
<td>11.1</td>
</tr>
<tr>
<td>FY14</td>
<td>6.4</td>
<td>13.7</td>
</tr>
<tr>
<td>FY15</td>
<td>7.3</td>
<td>15.3</td>
</tr>
<tr>
<td>FY16</td>
<td>8.5</td>
<td>17.6</td>
</tr>
<tr>
<td>FY17</td>
<td>8.7</td>
<td>18.1</td>
</tr>
<tr>
<td>FY18</td>
<td>9.2</td>
<td>18.8</td>
</tr>
<tr>
<td>FY19</td>
<td>9.4</td>
<td>19.5</td>
</tr>
<tr>
<td>FY20*</td>
<td>9.5</td>
<td>19.7</td>
</tr>
<tr>
<td>FY21*</td>
<td>9.9</td>
<td>21.4</td>
</tr>
</tbody>
</table>

* unaudited
Year To Date Comparison: Dollars

Increase Philanthropic Support

FY2017 FY2018 FY2019 FY2020 FY2021
Commitment Dollars Raised $16,550,595 $3,718,100 $2,973,483 $26,067,465 $14,852,485
Cash Received $3,877,338 $1,238,268 $2,973,483 $2,448,268 $10,324,694

Year To Date Comparison: Dollars

- Commitment Dollars Raised
- Cash Received
## Increase Philanthropic Support

### FY21 YTD gifts of $1 million+

<table>
<thead>
<tr>
<th>Name</th>
<th>Amount</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schlumberger</td>
<td>$8.8 million</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Mary Wolf ’65</td>
<td>$1.3 million</td>
<td>College of Arts and Sciences/Patton College of Education</td>
</tr>
<tr>
<td>Erin Banks</td>
<td>$1 million</td>
<td>Russ College of Engineering &amp; Technology</td>
</tr>
</tbody>
</table>
Campaign planning

SCHOLARSHIP SUPPORT

FEASIBILITY STUDY

UNIVERSITY BRAND ALIGNMENT
Increase Philanthropic Support/Strengthen Engagement

**Annual Giving—Crowd Funding**

bobcatsgive.ohio.edu

**FY20**
- 2,600 donors
- $410,000+
- Most successful acquisition tool

**Giving Tuesday**
- 247 donors
- $32,000+
- $18,000+ to Student Emergency Fund

**Bobcats Take Care**
- 1,090 donors
- $255,086
- 535 students had received support by the end of June

**International Students**
- 255 donors
- $71,763 from crowdfunding and local foundations

“I love how you’ll can offer this program in a time of need. I appreciate your services!! You’ll are awesome.”

#GivingTuesday
Increase Philanthropic Support/Strengthen Engagement

FY20 FINAL Comparison: Donors

<table>
<thead>
<tr>
<th></th>
<th>FY2017</th>
<th>FY2018</th>
<th>FY2019</th>
<th>FY2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash Donors</td>
<td>17,299</td>
<td>17,216</td>
<td>15,399</td>
<td>13,774</td>
</tr>
<tr>
<td>Alumni Donors</td>
<td>10,260</td>
<td>10,359</td>
<td>8,780</td>
<td>8,620</td>
</tr>
</tbody>
</table>

- Increase Philanthropic Support
- Strengthen Engagement
Year To Date Comparison: Donors

<table>
<thead>
<tr>
<th>Year</th>
<th>Cash Donors</th>
<th>Alumni Donors</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2017</td>
<td>3,690</td>
<td>1,836</td>
</tr>
<tr>
<td>FY2018</td>
<td>3,464</td>
<td>1,598</td>
</tr>
<tr>
<td>FY2019</td>
<td>3,279</td>
<td>1,405</td>
</tr>
<tr>
<td>FY2020</td>
<td>2,454</td>
<td>1,405</td>
</tr>
<tr>
<td>FY2021</td>
<td>1,572</td>
<td>786</td>
</tr>
</tbody>
</table>

Increase Philanthropic Support/Strengthen Engagement
Strengthen Engagement

Alumni Participation

Total Alumni | Alumni Donors
---|---
219,847 | 14,227 6.5%
227,372 | 12,220 5.4%
234,330 | 10,671 4.6%
244,409 | 11,011 4.5%
245,467 | 8,842 3.6%
251,262 | 8,620 3.4%
CASE Alumni Engagement Metrics

- Global, industry-wide framework for collecting alumni engagement data
- Measured for the first time in FY19
- Participating institutions provided counts of alumni who engaged with their alma mater across four modes of engagement:
  - Volunteer, Experiential, Communication, Philanthropic

- OHIO’s baseline, FY19 engagement score = 5.1%
CASE: Modes of Engagement

Strengthen Engagement

Volunteer: 1,464
- Rewarding volunteer roles that are endorsed and valued by the institution and support its mission and strategic goals.

Experiential: 4,976
- Meaningful experiences that inspire alumni, are valued by the institution, promote its mission, celebrate its achievements, and strengthen its reputation.

Communication: 7,700
- Interactive, meaningful, and informative communication that supports the institution’s mission, strategic goals and reputation.

Philanthropic: 7,566
- Opportunities for donors to make meaningful philanthropic investments that support the institution’s mission and strategic goals.
Konneker UPDATE

• Gutknecht leading construction
• Work began March 2020 to be completed September 2020
• Scope of work:
  – deferred maintenance to address HVAC
  – new windows
  – mitigation of water damage and other issues on lower level
  – addition of ADA accessible restroom on first floor
  – addition of permanent ADA accessible ramp and new side-entry door
Enhance Volunteer Experiences

University Board of Trustees Participation

FY20 TOTAL

Donors: 10, 91%

FY19 TOTAL

Donors: 9, 82%
Efficiency and Excellence

- Implemented new Advancement funding model to reduce reliance on university dollars
- Functional realignment of development, alumni relations, external relations functions, communications and marketing
- Overall annual salary savings of $1.8M
- Reduction in Executive Director/AVP level positions from 12 to 7 and elimination of 8 management positions
Financial Stability/Operational Excellence
Questions?
Interoffice Communication

Date: September 21, 2020

To: The President and Board of Trustees

From: Deborah J. Shaffer, Senior Vice President Finance & Administration, CFO and Treasurer
David Gaume, Director of Investments
David L. Stowe, Associate Professor of Finance

Re: Student Investment Program

The purpose of this memo is to update the committee on the performance and progress of the OU Student Investment Programs. Two Ohio University student organizations manage $9.1 million (as of 06/30/2020) of the university long term working capital pool, the:

- Student Equity Management Group (SEMG) and the
- Fixed Income Management Group (FIMG).

These groups are advised by and under the direct supervision of David L. Stowe, Associate Professor of Finance, and are also under administrative oversight by David Gaume, Director of Investments.

Attached to this memo is a presentation that reviews:
- the investment performance results as of 06/30/2020,
- the groups’ structures, and
- a summary of our purposes.

The groups continue to maintain strong financial performance relative to their benchmarks. They strive to provide a professional operation with a student-oriented focus to maintain ownership and responsibility. They deliver a unique and industry-leading learning experience to their members that prepares them to be competitive in the job market. Lastly, they strive to elevate the image of Ohio University with Alumni and other stakeholders.

The students are very thankful for this opportunity to serve Ohio University.
October 9, 2020

Student Investment Program

Tab #; pg
Program Structure

Ohio University Board of Trustees

OU Foundation Investment Subcommittee

David Gaume, CFA
OU Investment Director

Student Equity Management Group

David Stowe, PhD, CFA
Asst. Professor, Finance

Fixed Income Management Group
# Historical Return

## % Total Return
**As of 06/30/2020**

<table>
<thead>
<tr>
<th>Fund Type</th>
<th>1mo</th>
<th>3mo</th>
<th>6mo</th>
<th>9mo</th>
<th>1yr</th>
<th>3yr</th>
<th>5yr</th>
<th>10yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMG Traditional</td>
<td>0.58</td>
<td>22.03</td>
<td>1.51</td>
<td>8.91</td>
<td>11.07</td>
<td>13.74</td>
<td>11.69</td>
<td>12.59</td>
</tr>
<tr>
<td>SEMG Sustainable</td>
<td>0.55</td>
<td>23.64</td>
<td>2.07</td>
<td>10.65</td>
<td>13.06</td>
<td>13.60</td>
<td>11.65</td>
<td></td>
</tr>
<tr>
<td>S&amp;P 500 Index</td>
<td>1.99</td>
<td>20.54</td>
<td>-3.08</td>
<td>5.71</td>
<td>7.51</td>
<td>10.73</td>
<td>10.73</td>
<td>13.99</td>
</tr>
<tr>
<td><strong>FIMG Traditional</strong></td>
<td>0.23</td>
<td>1.58</td>
<td>5.99</td>
<td>5.55</td>
<td>8.41</td>
<td>5.22</td>
<td>4.58</td>
<td>3.27</td>
</tr>
<tr>
<td><strong>FIMG Sustainable</strong></td>
<td>0.14</td>
<td>1.93</td>
<td>4.71</td>
<td>4.72</td>
<td>7.29</td>
<td>4.86</td>
<td>4.38</td>
<td></td>
</tr>
<tr>
<td>Bloomberg Barclays US Aggregate Index</td>
<td>0.63</td>
<td>2.90</td>
<td>6.14</td>
<td>6.33</td>
<td>8.74</td>
<td>5.32</td>
<td>4.30</td>
<td>3.82</td>
</tr>
</tbody>
</table>

## % Excess Return Relative to Benchmarks
**As of 06/30/2020**

<table>
<thead>
<tr>
<th>Relative To</th>
<th>1mo</th>
<th>3mo</th>
<th>6mo</th>
<th>9mo</th>
<th>1yr</th>
<th>3yr</th>
<th>5yr</th>
<th>10yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMG Traditional over S&amp;P 500 Index</td>
<td>-1.41</td>
<td>1.49</td>
<td>4.59</td>
<td>3.20</td>
<td>3.57</td>
<td>3.01</td>
<td>0.96</td>
<td>-1.40</td>
</tr>
<tr>
<td>SEMG Sustainable over S&amp;P 500 Index</td>
<td>-1.44</td>
<td>3.09</td>
<td>5.16</td>
<td>4.94</td>
<td>5.56</td>
<td>2.87</td>
<td>0.92</td>
<td></td>
</tr>
<tr>
<td>FIMG Traditional over Bloomberg Barclays US Aggregate Index</td>
<td>-0.40</td>
<td>-1.31</td>
<td>-0.15</td>
<td>-0.78</td>
<td>-0.33</td>
<td>-0.10</td>
<td>0.27</td>
<td>-0.55</td>
</tr>
<tr>
<td>FIMG Sustainable over Bloomberg Barclays US Aggregate Index</td>
<td>-0.49</td>
<td>-0.96</td>
<td>-1.42</td>
<td>-1.60</td>
<td>-1.45</td>
<td>-0.46</td>
<td>0.08</td>
<td></td>
</tr>
</tbody>
</table>
Student Leaders

Fixed Income Management Group

Abe Dalisky
Head Analyst

Blake Kinkoph
Analyst

Student Equity Management Group

Isaac Ableman
Executive Board

Joe Boyko
Executive Board

Market Values (as of 6/30/2020):

- FIMG Sustainable - $ 1,635,462.81
- FIMG Traditional - $ 1,664,319.77

Market Values (as of 6/30/2020):

- SEMG Sustainable - $ 2,768,659.07
- SEMG Traditional - $ 3,067,799.09
Student Equity Management Group

Group Structure

Organizational Structure

- Executive Board (5)
- Head Analyst (5)
- Analyst (14)

Relatively flat structure allows every member to openly voice opinions in consent or dissent.

Concentrated Portfolio Strategy

Strategy primarily follows a bottom-up approach with a top-down complement.

Country
Sector
Industry
Firm
SEMG Monthly Excess Return and 1-year rolling Excess Return vs the S&P 500 Index

6/30/2020
SEMG Traditional 5-year Cumulative Growth vs the S&P 500 Index

6/30/2020
SEMG Sustainable 5-year Cumulative Growth vs the S&P 500 Index

6/30/2020
Fixed Income Management Group

Group Structure

The investments team is responsible for crafting high quality investment pitches that are voted on by the group to be included into the portfolio.

The portfolio team is responsible for generating high performing portfolio management strategies, while also monitoring all of the positions.
FIMG Monthly Excess Return and 1-year rolling Excess Return vs US Aggregate Index

6/30/2020
FIMG Traditional 5-year Cumulative Growth vs the Barclay's US Aggregate Index

6/30/2020
FIMG Sustainable 5-year Cumulative Growth vs the Barclay's US Aggregate Index

6/30/2020
In Summary

• Our Purpose

  • Manage a professional, student-driven investment operation for Ohio University.
  • Create a unique and industry-leading experiential learning opportunity for students.
  • Facilitate networking through mutually beneficial relationships between Alums and Ohio University.

Thank You!
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>Clippinger Renovation Phase III</td>
<td>$28,659,529</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: September 21, 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>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></td>
<td>$28,659,529</td>
</tr>
</tbody>
</table>

Current Project Approval Request Information

- **Clippinger Renovation Phase III** – This $28.66M project will finalize the renovation and modernization of a key STEM facility. This will reset the useful life of Clippinger and reduce the deferred maintenance backlog. This project will address interior deferred maintenance issues, replace MEP (mechanical, electric, plumbing) services serving the west side of the building and reprogram the interior space assignments to fit the current needs. This project is funded by century bond deferred maintenance and emergency funds, internal bank financing bond series 2020 and state appropriations.
October 9, 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>7</td>
<td>$732,500</td>
<td>$</td>
</tr>
<tr>
<td>1 - PreDesign</td>
<td>2</td>
<td>$3,500,000</td>
<td>$</td>
</tr>
<tr>
<td>2 - Design</td>
<td>23</td>
<td>$52,831,063</td>
<td>$2,170,433</td>
</tr>
<tr>
<td>3 - Construction</td>
<td>36</td>
<td>$193,699,482</td>
<td>$101,953,375</td>
</tr>
<tr>
<td>4 - Closeout</td>
<td>66</td>
<td>$65,645,373</td>
<td>$58,623,313</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>134</strong></td>
<td><strong>$316,408,418</strong></td>
<td><strong>$162,747,121</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>Total</td>
</tr>
<tr>
<td>Approval to Undertake Design through Construction</td>
<td></td>
<td>Authorized Expenditures</td>
</tr>
<tr>
<td>Clippinger Renovation Phase III</td>
<td>$28,659,529</td>
<td>$28,659,529</td>
</tr>
</tbody>
</table>
Clippinger Renovation Phase III
# Clippinger Renovation Phase III

<table>
<thead>
<tr>
<th>Fund Sources</th>
<th>Design</th>
<th>Construction</th>
<th>Authorized Expenditures</th>
<th>Approved Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Century Bond Bank</td>
<td>$4,298,929</td>
<td>$10,777,262</td>
<td>$15,076,191</td>
<td>$15,076,191</td>
</tr>
<tr>
<td>Internal Bank Financing</td>
<td>$9,855,000</td>
<td>$9,855,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Appropriations</td>
<td>$3,728,338</td>
<td>$3,728,338</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub-Totals</strong></td>
<td>$4,298,929</td>
<td>$24,360,600</td>
<td>$28,659,529</td>
<td>$28,659,529</td>
</tr>
</tbody>
</table>

## Board Actions:

- **Fund Sources**
  - Century Bond Bank: $4,298,929
  - Internal Bank Financing: $9,855,000
  - State Appropriations: $3,728,338

## Fiscal Year Schedule

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>FY21</th>
<th>FY22</th>
<th>FY23</th>
<th>FY24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Design</td>
<td>Construction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>Capital Project Budget &amp; Authorized Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
</tr>
<tr>
<td>Clippinger Renovation Phase III</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.
RESOLUTION TO APPROVE UTILITY EASEMENT
AEP OHIO TRANSMISSION COMPANY, INC.

RESOLUTION 2020 -

WHEREAS, AEP Ohio Transmission Company, Inc. plans to strengthen the electrical transmission system in the Dublin West Innovation District in order to improve electric service reliability, provide an additional power source, and support economic development; and

WHEREAS, the project involves building approximately 3 miles of new high voltage (138 kV) power line, upgrading two existing substations, and requires approval by the Ohio Power Siting Board; and

WHEREAS, the new power line runs along the southern border of two tracts of land, one owned by Ohio University, and the other owned by The Board of Trustees of The Ohio University; and

WHEREAS, the easement would be approximately 80 feet wide and approximately 1,061 feet long for a total of 1.93 acres; and

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

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby approves the request for a 25-year easement for AEP Ohio Transmission Company, Inc., as depicted in the attached project descriptions, upon other terms and conditions approved by the President and the Ohio Department of Administrative Services.

BE IT FURTHER RESOLVED that the Board of Trustees hereby authorizes the Senior Vice President for Finance and Administration to execute the corresponding easement and other appropriate documentation in accordance with Ohio law.
Interoffice Communication

Date: September 21, 2020

To: The President and Board of Trustees

From: Deborah J. Shaffer, Senior Vice President Finance & Administration, CFO and Treasurer
Dominick Brook, Director, Office of Real Estate

Re: Approval of Easement Request from AEP Ohio Transmission Company, Inc. on Dublin Campus

This resolution seeks approval for a utility easement request from AEP Ohio Transmission Company, Inc. (AEP Ohio TransCo), a wholly owned subsidiary of American Electric Power (“AEP”). The easement is part of a project to strengthen the electrical transmission system in the Dublin West Innovation District in order to improve electric service reliability, provide an additional power source, and support economic development. The project involves building approximately 3 miles of new high voltage (138 kV) power line, upgrading two existing substations and has been submitted to the Ohio Power Siting Board for approval.

The easement would be approximately 80 feet wide and run along the southern border of two University-owned tracts in Dublin (see exhibit A). The total length of the easement on University-owned land would be 1,061 feet for a total area of 1.93 acres. The location of the easement is south of South Fork Indian Run River in an area not included in the University’s Dublin framework plan (Exhibit B). The area of the easement may be difficult to develop as it is in the 100-year floodplain.

AEP Ohio Transco proposes to make a one-time payment of $279,850 for a 25-year easement based on a $145,000/acre valuation. We believe that this amount is reasonable given an appraisal last year of $150,000 for sub-area 2, the majority of which is not in the 100-year floodplain.

The project has been evaluated and approved by appropriate University officials and will be reviewed by the Ohio Department of Administrative Services, and we recommend its approval by this Board.
Exhibit A

Dublin Integrated Education Center (DIEC)

Medical Education Building II (MEB II)

Medical Education Building I (MEB I)

Sub-area 1 (partial)

Sub-area 2 (partial)

Proposed Easement
Interoffice Communication

Date: September 21, 2020

To: The President and Board of Trustees

From: Deborah J. Shaffer, Senior Vice President Finance & Administration, CFO and Treasurer
Candice J. Casto, Chief Financial and Administrative Officer, Foundation

Re: Endowment Review

Pursuant to resolution 2002-1851, the University’s Board of Trustees entrusted oversight of the long-term investment portfolio to the Investment Committee of The Ohio University Foundation. The long-term investment portfolio is comprised of the University’s and Foundation’s endowments and quasi-endowments, as well as a portion of the University’s and Foundation’s working capital.

At the upcoming October Board meeting, to keep the Resources Committee apprised of the stewardship of those assets and the resources generated from them, material covering the following will be provided:

- portfolio oversight
- total assets under management
- asset allocation
- portfolio performance
- endowment assets
- endowment spending policy and distributions

The annual NACUBO-TIAA Study of Endowments for the fiscal year ended June 30, 2020, which reports on endowment management practices and portfolio performance of higher education institutions will be available by early February and shared with the Resources Committee at its Spring meeting.
The University’s Board of Trustees has entrusted oversight of the long-term investment portfolios to The Ohio University Foundation’s IC. This portfolio is comprised of University and Foundation endowments and quasi-endowments, as well as a portion of University and Foundation working capital.

The IC reports to The Ohio University Foundation’s Board of Trustees. IC members are listed below:

- Mark Arnold (Foundation Trustee)
- Scott Durcanin (Foundation Trustee)
- Paul Gydosh (Foundation Trustee and IC Vice-Chair)
- Donny Harrison (Foundation Trustee and IC Chair)
- Nico Karagosian (Foundation President)
- Jeff Loewy (Foundation Trustee)
- Dennis Minichello (Foundation Trustee)
- Susan Mulgrew (Foundation Trustee)
- Duane Nellis (University President)
- Deb Shaffer (Foundation Treasurer)
- Perry Sook (Foundation Board Chair)

The IC is responsible for the following:

- Review and approve the investment policy statement and make changes as needed (latest revision November 2019).
- 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.

The investment staff is accountable for the daily management of the investment portfolios. Key duties include the following:

- 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, and 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.

The Ohio University Foundation has engaged FEG to provide consulting services for the long-term investment portfolios. FEG reports to the IC. The relationship began in July 2019.

**FEG Company Overview**

- Independent, employee-owned, full-service investment advisory firm with more than 30 years of stability and growth.
- Team of more than 130 employees located in Cincinnati, OH.
- A large portion of institutional clients operate as nonprofits, with missions to provide educational assistance, improve and captive insurance companies

FEG is responsible for the following:

- 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.
Ohio University and The Ohio University Foundation
Long-Term Endowment Pool Summary

Investment Pool Activity through June 30, 2020* (in millions)

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning investment pool market value</td>
<td>$596.3</td>
<td>$667.3</td>
<td>$710.8</td>
<td>$728.4</td>
</tr>
<tr>
<td>Cash transferred to (from) investment pool</td>
<td>(4.1)</td>
<td>-</td>
<td>(13.1)</td>
<td>(1.3)</td>
</tr>
<tr>
<td>Interest and dividends net of management fees</td>
<td>11.1</td>
<td>14.1</td>
<td>15.9</td>
<td>13.2</td>
</tr>
<tr>
<td>Realized gains (losses)</td>
<td>(3.8)</td>
<td>13.1</td>
<td>(0.2)</td>
<td>(6.9)</td>
</tr>
<tr>
<td>Unrealized gains (losses)</td>
<td>67.8</td>
<td>16.3</td>
<td>15.0</td>
<td>5.4</td>
</tr>
<tr>
<td>Ending investment pool market value</td>
<td>$667.3</td>
<td>$710.8</td>
<td>$728.4</td>
<td>$738.8</td>
</tr>
</tbody>
</table>

Investment Pool By Entity

- Foundation: 68%
- University: 32%

Investment Pool By Funding Type

- Endowed Accounts: 19%
- Working Capital: 80%
- Century Bond Reserve: 1%

Investment Pool Composition as of June 30, 2020* (in millions)

<table>
<thead>
<tr>
<th></th>
<th>Foundation</th>
<th>University</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endowments</td>
<td>$317.6</td>
<td>$33.4</td>
<td>$351.0</td>
</tr>
<tr>
<td>Quasi-endowments</td>
<td>145.6</td>
<td>76.8</td>
<td>222.4</td>
</tr>
<tr>
<td>Working capital</td>
<td>26.0</td>
<td>124.2</td>
<td>150.2</td>
</tr>
<tr>
<td>Century bond reserve</td>
<td>-</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Cash due (to) from pool</td>
<td>13.3</td>
<td>(2.5)</td>
<td>10.8</td>
</tr>
<tr>
<td>Total investment pool</td>
<td>$502.5</td>
<td>$236.3</td>
<td>$738.8</td>
</tr>
</tbody>
</table>

Investment Pool Market Value by Fiscal Year (in millions)

<table>
<thead>
<tr>
<th></th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Return</td>
<td>19.0%</td>
<td>-0.2%</td>
<td>11.9%</td>
<td>16.7%</td>
<td>-1.1%</td>
<td>-3.2%</td>
<td>12.7%</td>
<td>6.5%</td>
<td>4.3%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Total Portfolio</td>
<td>396.5</td>
<td>467.2</td>
<td>522.6</td>
<td>632.5</td>
<td>625.5</td>
<td>596.3</td>
<td>667.3</td>
<td>710.8</td>
<td>728.4</td>
<td>738.8</td>
</tr>
<tr>
<td>Century Bond Reserve</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.5</td>
<td>3.4</td>
<td>3.9</td>
<td>4.1</td>
<td>4.3</td>
</tr>
<tr>
<td>Working Capital</td>
<td>63.0</td>
<td>61.5</td>
<td>68.8</td>
<td>122.6</td>
<td>121.6</td>
<td>114.3</td>
<td>132.7</td>
<td>141.4</td>
<td>148.0</td>
<td>150.2</td>
</tr>
<tr>
<td>Endowed Accounts**</td>
<td>333.5</td>
<td>405.7</td>
<td>453.8</td>
<td>509.9</td>
<td>500.4</td>
<td>478.6</td>
<td>530.7</td>
<td>565.3</td>
<td>576.1</td>
<td>584.2</td>
</tr>
</tbody>
</table>

*estimated and unaudited

**net of Cash due (to) from pool
The long-term investment portfolio is professionally managed, with a long-term objective to achieve a total return averaging at least the sum of the spending rate, administrative fee, and inflation. The portfolio is broadly diversified into traditional and alternative investments, with all positions falling into one of four broad asset categories: global equities, global fixed income, real assets and diversifying strategies. This allocation provides the opportunity for high risk-adjusted returns. The portfolio includes University and Foundation endowments and quasi-endowments, as well as a portion of University and Foundation working capital.

### June 30, 2020 Asset Allocation with Investment Policy Targets and Ranges

<table>
<thead>
<tr>
<th>Asset Category</th>
<th>Chart Label</th>
<th>Market Value (in millions)</th>
<th>Current</th>
<th>Long-Term Target</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Equities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. Large Cap Equity</td>
<td>S</td>
<td>234.1</td>
<td>32.4%</td>
<td>17.0%</td>
<td>20.0% - 30.0%</td>
</tr>
<tr>
<td>U.S. Small Cap Equity</td>
<td></td>
<td>23.0</td>
<td>3.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal - U.S. Public Equities</strong></td>
<td>A</td>
<td>262.1</td>
<td>35.5%</td>
<td>5.0%</td>
<td>0.0% - 40.0%</td>
</tr>
<tr>
<td>International Developed</td>
<td>B</td>
<td>113.2</td>
<td>15.3%</td>
<td>4.0%</td>
<td>15.0% - 25.0%</td>
</tr>
<tr>
<td>Emerging Markets</td>
<td>C</td>
<td>52.9</td>
<td>7.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Equity</td>
<td>D</td>
<td>-</td>
<td>0.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hedged Equity</td>
<td>E</td>
<td>-</td>
<td>0.0%</td>
<td>10.0%</td>
<td></td>
</tr>
<tr>
<td>Private Equity</td>
<td>F</td>
<td>43.4</td>
<td>5.9%</td>
<td>16.0%</td>
<td>20.0% - 30.0%</td>
</tr>
<tr>
<td><strong>Subtotal - Global Equity</strong></td>
<td></td>
<td>471.6</td>
<td>63.9%</td>
<td>30.0%</td>
<td>0.0% - 70.0%</td>
</tr>
<tr>
<td><strong>Interest Rate Sensitive</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core (Investment Grade)</td>
<td>G</td>
<td>132.8</td>
<td>18.0%</td>
<td>10.0%</td>
<td>5.0% - 20.0%</td>
</tr>
<tr>
<td>Inflation Protected (TIPS)</td>
<td>H</td>
<td>27.7</td>
<td>3.7%</td>
<td>0.0%</td>
<td>20.0% - 40.0%</td>
</tr>
<tr>
<td>Cash</td>
<td>I</td>
<td>61.7</td>
<td>8.4%</td>
<td>5.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Credit Sensitive</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquid</td>
<td>J</td>
<td>-</td>
<td>0.0%</td>
<td>0.0%</td>
<td>20.0% - 30.0%</td>
</tr>
<tr>
<td>Private Debt</td>
<td>K</td>
<td>6.4</td>
<td>0.9%</td>
<td>10.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td><strong>Subtotal - Global Fixed Income</strong></td>
<td></td>
<td>228.6</td>
<td>31.0%</td>
<td>10.0%</td>
<td>0.0% - 40.0%</td>
</tr>
<tr>
<td><strong>Real Estate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REITs</td>
<td>L</td>
<td>13.6</td>
<td>1.8%</td>
<td>3.0%</td>
<td>0.0% - 10.0%</td>
</tr>
<tr>
<td>Private Real Estate</td>
<td>M</td>
<td>1.8</td>
<td>0.2%</td>
<td>5.0%</td>
<td>0.0% - 6.0%</td>
</tr>
<tr>
<td><strong>Natural Resources</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commodities</td>
<td>N</td>
<td>-</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0% - 10.0%</td>
</tr>
<tr>
<td>Private Energy</td>
<td>O</td>
<td>1.5</td>
<td>0.2%</td>
<td>5.0%</td>
<td>0.0% - 8.0%</td>
</tr>
<tr>
<td><strong>Infrastructure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Infrastructure</td>
<td>P</td>
<td>-</td>
<td>0.0%</td>
<td>4.0%</td>
<td>0.0% - 10.0%</td>
</tr>
<tr>
<td>Private Infrastructure</td>
<td>Q</td>
<td>-</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0% - 8.0%</td>
</tr>
<tr>
<td><strong>Subtotal - Real Assets</strong></td>
<td></td>
<td>16.9</td>
<td>2.2%</td>
<td>17.0%</td>
<td>0.0% - 30.0%</td>
</tr>
<tr>
<td><strong>Diversifying Strategies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal - Diversifying Strategies</strong></td>
<td></td>
<td>21.7</td>
<td>2.9%</td>
<td>8.0%</td>
<td>0.0% - 30.0%</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td></td>
<td>$738.8</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

---

**Asset Allocation as of June 30, 2020**

- **Global Equity (63.9%)**
- **Global Fixed Income (31%)**
- **Real Assets (2.2%)**
- **Diversifying Strategies (2.9%)**
Ohio University and The Ohio University Foundation
Investment Performance

Performance vs. Benchmarks for Periods Ended June 30, 2020

The portfolio is measured against a policy diversified benchmark for evaluating investment performance. The policy diversified benchmark consists of the common industry benchmarks for the individual asset classes weighted according to the target asset allocation, excluding private equity. As of June 30, 2020, the portfolio outperformed the benchmark for the one-year period, performed similarly to the benchmark for the three-year period, and slightly lagged the diversified benchmark for the five and ten-year periods.

Performance vs. Peer Institutions for Periods Ended June 30, 2019

Annually, OHIO participates in the NACUBO-TIAA Study of Endowments (NTSE), a survey that analyzes the endowment management practices and portfolio performance of more than eight hundred higher education institutions and their related foundations. Final results for the year ending June 30, 2019 were made available in early 2020. For the one-, three-, five- and ten-year periods ending June 30, 2019, OHIO’s portfolio lagged the NTSE average.

*Represents the average nominal rate of return, as reported in the NTSE.
## Ohio University and The Ohio University Foundation

### Endowment Summary

#### Endowment Activity through June 30, 2020* (in millions)

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning endowment market value</td>
<td>$481.8</td>
<td>$536.2</td>
<td>$568.9</td>
<td>$580.7</td>
</tr>
<tr>
<td>New gifts to endowments</td>
<td>12.3</td>
<td>9.3</td>
<td>12.1</td>
<td>7.1</td>
</tr>
<tr>
<td>Transfers to (from) quasi endowments</td>
<td>9.0</td>
<td>15.5</td>
<td>2.1</td>
<td>7.3</td>
</tr>
<tr>
<td>Investment income net of fees</td>
<td>59.8</td>
<td>35.9</td>
<td>24.7</td>
<td>8.3</td>
</tr>
<tr>
<td>Spending allocation</td>
<td>(18.1)</td>
<td>(18.8)</td>
<td>(19.5)</td>
<td>(19.7)</td>
</tr>
<tr>
<td>Administrative fee</td>
<td>(8.7)</td>
<td>(9.2)</td>
<td>(9.4)</td>
<td>(9.5)</td>
</tr>
<tr>
<td>Other additions (withdrawals)</td>
<td>0.1</td>
<td>-</td>
<td>1.8</td>
<td>-</td>
</tr>
<tr>
<td>Ending endowment market value</td>
<td>$536.2</td>
<td>$568.9</td>
<td>$580.7</td>
<td>$574.2</td>
</tr>
</tbody>
</table>

#### Endowments By Entity

- **Foundation**: 19%
- **University**: 81%

#### Endowments By Type

- **Permanent Endowments**: 39%
- **Quasi-Endowments**: 61%

#### Endowment Composition as of June 30, 2020* (in millions)

<table>
<thead>
<tr>
<th></th>
<th>Foundation</th>
<th>University</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pooled endowments</td>
<td>$317.6</td>
<td>$33.4</td>
<td>$351.0</td>
</tr>
<tr>
<td>Pooled quasi-endowments</td>
<td>145.6</td>
<td>76.8</td>
<td>222.4</td>
</tr>
<tr>
<td>Non-pooled endowments</td>
<td>-</td>
<td>0%</td>
<td>-</td>
</tr>
<tr>
<td>Non-pooled quasi-endowments</td>
<td>0.8</td>
<td>-</td>
<td>0.8</td>
</tr>
<tr>
<td>Total endowments</td>
<td>$464.0</td>
<td>$110.2</td>
<td>$574.2</td>
</tr>
</tbody>
</table>

#### Endowment Market Value by Fiscal Year (in millions)

<table>
<thead>
<tr>
<th></th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Return</td>
<td>19.0%</td>
<td>-0.2%</td>
<td>11.9%</td>
<td>16.7%</td>
<td>-1.1%</td>
<td>-3.2%</td>
<td>12.7%</td>
<td>6.5%</td>
<td>4.3%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Total Market Value</td>
<td>336.0</td>
<td>409.0</td>
<td>446.7</td>
<td>515.9</td>
<td>507.0</td>
<td>481.8</td>
<td>536.2</td>
<td>568.9</td>
<td>580.7</td>
<td>574.2</td>
</tr>
<tr>
<td>Accumulated Gains</td>
<td>88.4</td>
<td>124.1</td>
<td>156.3</td>
<td>212.6</td>
<td>185.0</td>
<td>143.0</td>
<td>175.9</td>
<td>181.6</td>
<td>179.2</td>
<td>157.8</td>
</tr>
<tr>
<td>Historic Gift Value</td>
<td>247.6</td>
<td>284.9</td>
<td>290.4</td>
<td>303.3</td>
<td>322.0</td>
<td>338.8</td>
<td>360.3</td>
<td>387.3</td>
<td>401.5</td>
<td>416.4</td>
</tr>
</tbody>
</table>

*estimated and unaudited
Endowment earnings are authorized for expenditure in accordance with the spending policy adopted by The Ohio University Foundation. The spending policy and spending rate are reviewed annually and adjusted, as necessary, with the primary objective of balancing the need for current spending with the goal of supporting future expenditures into perpetuity.

During FY20, the annual endowment distribution was equal to the product of a 6% spending rate and the endowment's average market value for the trailing 36 months. Both true and quasi-endowments were subject to this spending policy. The 6% spending rate was comprised of a 4% spending allocation and a 2% administrative fee. The spending allocation supports various initiatives, as specified in the gift agreement. This includes, but is not limited to, scholarships and fellowships, chairs and professorships, research activities, and general support of academic units. The administrative fee provides general support for the institution's fundraising, alumni relations, and fund administration functions.

At its June 2019 meeting, the Foundation Board of Trustees adopted a revised spending policy that reduces the administrative fee by 10 bps per year over the next five years, from 2.0% in FY20 to 1.5% in FY25.

### Endowment Spending Rates

<table>
<thead>
<tr>
<th>Fiscal Years</th>
<th>Spending Allocation</th>
<th>Administrative Fee</th>
<th>Total Policy Spending Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY12</td>
<td>4.0%</td>
<td>1.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td>FY13 through FY20</td>
<td>4.0%</td>
<td>2.0%</td>
<td>6.0%</td>
</tr>
<tr>
<td>FY21</td>
<td>4.0%</td>
<td>1.9%</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

These spending allocation and administrative fee rates apply to accounts whose market value exceeds the historic gift value. Occasionally, due to a downturn in the investment market, an account’s market value may temporarily fall below its historic value. When this occurs, the endowed account is "underwater." The spending rate for underwater endowments is 1%. Underwater endowments are not assessed an administrative fee. This reduced spending rate is designed to speed the endowment’s recovery and ensure the account’s ability to provide a perpetual income stream in support of the University, but it is more conservative than the underwater spending formula used by many peer institutions. During FY21, the Foundation’s Board of Trustees will consider options to revise the underwater spending formula in a manner that better aligns it with our peers while continuing to protect the endowment’s long-term purchasing power.

### Endowment Distributions by Fiscal Year (in millions)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Spending Allocation</th>
<th>Administrative Fee</th>
<th>Total Policy Spending Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY12</td>
<td>12.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY13</td>
<td>15.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY14</td>
<td>20.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY15</td>
<td>22.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY16</td>
<td>26.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY17</td>
<td>26.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY18</td>
<td>28.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY19</td>
<td>28.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY20*</td>
<td>29.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY21*</td>
<td>31.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*unaudited
Interoffice Communication

Date: September 21, 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: Facility Projects Updates

The following facility project reports are included with this update:

1. The *Active Capital Project Schedules* report shows the design and construction timeline view for major projects in progress as of the meeting date.
2. The *Facility Projects Report* details active projects approved for expenditure as well as proposed projects under development (indicated as the Conceptual phase). The report is sorted by project phase, and then by completion date within phase.

A summary of active projects by phase is shown in the table below:

<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>7</td>
<td>$732,500</td>
<td>$ -</td>
</tr>
<tr>
<td>1 - PreDesign</td>
<td>2</td>
<td>$3,500,000</td>
<td>$ -</td>
</tr>
<tr>
<td>2 - Design</td>
<td>23</td>
<td>$52,831,063</td>
<td>$2,170,433</td>
</tr>
<tr>
<td>3 - Construction</td>
<td>36</td>
<td>$193,699,482</td>
<td>$101,953,375</td>
</tr>
<tr>
<td>4 - Closeout</td>
<td>66</td>
<td>$65,645,373</td>
<td>$58,623,313</td>
</tr>
<tr>
<td>Grand Total</td>
<td>134</td>
<td>$316,408,418</td>
<td>$162,747,121</td>
</tr>
</tbody>
</table>

*Projects in the ‘0 - Conceptual Phase’ often do not yet have developed budget estimates and therefore may be reflected as “zero” in the attached report.

Facility projects highlights since the August Board of Trustees meeting include:

- Start of construction:
- OUZ Herrold Hall Infrastructure and Interior Improvements
- HRTC Repurpose for HCOM
- OUL HVAC and Energy Efficiency Improvements
- University Terrace Realignment

- Continued construction progress:
  - Chemistry Building
  - Chilled Water Plant 3
  - Clippinger Renovation Phase 2A
  - HCOM Facility
  - Richland Avenue Pedestrian Passageway
  - Stocker Roof Replacement

- Substantial completion:
  - 29 Park Place and Carriage House Renovation
  - Campus Steam repairs 2020
  - Convocation Center Restroom Renovation Phase 2
  - Konneker Alumni Center Renovation
  - Morton Chilled Water Connection
# 2020 Active Capital Project Schedules

## Design Construction

<table>
<thead>
<tr>
<th>PROJECT TITLE</th>
<th>BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCOM Phase I Academic Replacement Space</td>
<td>$65,000,000</td>
</tr>
<tr>
<td>Chemistry Building</td>
<td>$42,600,000</td>
</tr>
<tr>
<td>Clippinger Renovation Phase 2</td>
<td>$33,622,000</td>
</tr>
<tr>
<td>Russ Research Opportunity Center</td>
<td>$30,100,000</td>
</tr>
<tr>
<td>Chilled Water Plant 3 - Plant</td>
<td>$19,967,279</td>
</tr>
<tr>
<td>Chilled Water Plant 3 - Utility Distribution</td>
<td>$9,853,021</td>
</tr>
<tr>
<td>OUD Medical Education Building 2 Renovation 2020</td>
<td>$6,800,000</td>
</tr>
<tr>
<td>Konneker Research Ridges 25 HVAC and Boiler System Upgrade 2018</td>
<td>$5,000,000</td>
</tr>
<tr>
<td>Ping Center Roof Replacement 2020</td>
<td>$3,300,000</td>
</tr>
<tr>
<td>Stocker Roof Replacement 2019</td>
<td>$3,300,000</td>
</tr>
<tr>
<td>Porter and Lindley Halls Window Replacement 2019</td>
<td>$2,899,452</td>
</tr>
<tr>
<td>OUL HVAC and Energy Efficiency Improvements Phase I</td>
<td>$1,730,000</td>
</tr>
<tr>
<td>University Terrace Realignment 2020</td>
<td>$1,724,461</td>
</tr>
<tr>
<td>Konneker Alumni Center ADA Addition and Renovation 2018</td>
<td>$1,712,750</td>
</tr>
<tr>
<td>Innovation Center Infrastructure Upgrades 2019</td>
<td>$1,438,323</td>
</tr>
<tr>
<td>Alden Chilled Water Tie-In 2020</td>
<td>$1,250,000</td>
</tr>
<tr>
<td>HRTC Repurpose for HCOM 2019</td>
<td>$1,163,500</td>
</tr>
<tr>
<td>Herrold Hall Infrastructure and Interior Improvements</td>
<td>$1,045,543</td>
</tr>
<tr>
<td>Alden Library Air Handlers 3 and 4 Replacement 2019</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>PROJECT TITLE</td>
<td>BUDGET</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>OUC Stevenson Center Roof Replacement 2020</td>
<td>832,659</td>
</tr>
<tr>
<td>Richland Avenue Pedestrian Crossing Sidewalk Realignment</td>
<td>767,983</td>
</tr>
<tr>
<td>Scripps Hall Ground Floor Esports Renovation 2020</td>
<td>650,000</td>
</tr>
<tr>
<td>Campus Steam System Repairs 2020</td>
<td>603,875</td>
</tr>
<tr>
<td>Project Name</td>
<td>Project Manager</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Clippinger Renovation Phase III 2021</td>
<td>Garrett Karr</td>
</tr>
<tr>
<td>Ping Center Fire System Survey 2020</td>
<td>Tony Bertino</td>
</tr>
<tr>
<td>Campus Steam System Repairs 2021</td>
<td>Brody Bowers</td>
</tr>
<tr>
<td>Clippinger Research Annex 116 Equipment Installation 2020</td>
<td>Candace Vlasak</td>
</tr>
<tr>
<td>Alden Library Center Stairwell Renovation 2020</td>
<td>Gem Stone</td>
</tr>
<tr>
<td>Ping Center Roof Replacement 2020</td>
<td>Danny Counts</td>
</tr>
<tr>
<td>OUE Health &amp; Physical Education Center HVAC Controls Upgrade 2019</td>
<td>Danny Counts</td>
</tr>
<tr>
<td>Russ Research Opportunity Center</td>
<td>Gem Stone</td>
</tr>
<tr>
<td>Porter and Lindley Halls Window Replacement 2019</td>
<td>Tony Bertino</td>
</tr>
<tr>
<td>Alden Chilled Water Tie-In 2020</td>
<td>Brody Bowers</td>
</tr>
<tr>
<td>Alden Library Air Handlers 3 and 4 Replacement 2019</td>
<td>Brody Bowers</td>
</tr>
<tr>
<td>Porter Hall Elevator 2020</td>
<td>Candace Vlasak</td>
</tr>
<tr>
<td>Innovation Center Infrastructure Renovation 2018</td>
<td>Stephanie Ruth</td>
</tr>
<tr>
<td>Konner Research Risks 25 HVAC and Boiler System Upgrade 2018</td>
<td>Danny Counts</td>
</tr>
<tr>
<td>Child Development Center Playground Addition 2020</td>
<td>Tony Bertino</td>
</tr>
<tr>
<td>OUE Bennett Hall and Stevenson Center Exterior Repairs/improvements 2020</td>
<td>Stephanie Ruth</td>
</tr>
<tr>
<td>OUE Medical Education Building 2 Renovation 2020</td>
<td>Tony Bertino</td>
</tr>
<tr>
<td>RHE System Security Improvements 2020</td>
<td>Stephanie Ruth</td>
</tr>
<tr>
<td>OUE Stevenson Center Roof Replacement 2020</td>
<td>Stephanie Ruth</td>
</tr>
<tr>
<td>Grover Center Roof Replacement 2020</td>
<td>Candace Vlasak</td>
</tr>
<tr>
<td>OUE Health &amp; Physical Education Center Roof Replacement 2019</td>
<td>Danny Counts</td>
</tr>
<tr>
<td>OUS Security and Accessibility Improvements 2019</td>
<td>Stephanie Ruth</td>
</tr>
<tr>
<td>Scripps Hall Ground Floor Esports Renovation 2020</td>
<td>Tony Bertino</td>
</tr>
<tr>
<td>Bird Arena Ceiling Insulation 2019</td>
<td>Candace Vlasak</td>
</tr>
<tr>
<td>HRTC Roof Replacement 2020</td>
<td>Danny Counts</td>
</tr>
<tr>
<td>OUE Roadway and Parking Improvements Phase II 2019</td>
<td>Danny Counts</td>
</tr>
<tr>
<td>OUE Elson Hall Masonry Repairs 2020</td>
<td>Danny Counts</td>
</tr>
<tr>
<td>Copeland, Porter and Life Science Energy Savings Improvements 2018</td>
<td>Brody Bowers</td>
</tr>
<tr>
<td>Outdoor Museum Exterior Signage 2019</td>
<td>Gem Stone</td>
</tr>
<tr>
<td>Alden Library Air Pressure Repair 2019</td>
<td>Brody Bowers</td>
</tr>
<tr>
<td>Clippinger Renovation Phase 2</td>
<td>Garrett Karr</td>
</tr>
<tr>
<td>OUE Bennett Hall Elevator Replacement 2019</td>
<td>Stephanie Ruth</td>
</tr>
<tr>
<td>Fault Locators &amp; Distribution Re-Fusing</td>
<td>Danny Counts</td>
</tr>
<tr>
<td>Cutler Hall Basement Drainage 2018</td>
<td>Garrett Karr</td>
</tr>
<tr>
<td>OUE Campus HVAC and Energy Efficiency Improvements Phase II</td>
<td>Stephanie Ruth</td>
</tr>
<tr>
<td>Stocker Roof Replacement 2019</td>
<td>Garrett Karr</td>
</tr>
<tr>
<td>Copeland Hall Elevator Update 2019</td>
<td>Stephanie Ruth</td>
</tr>
<tr>
<td>HCOM Phase I Academic Replacement Space</td>
<td>Danny Counts</td>
</tr>
<tr>
<td>OUE Shannon Hall Nursing Program Renovation 2020</td>
<td>Danny Counts</td>
</tr>
<tr>
<td>HRTC Repurpose for HCOM 2019</td>
<td>Danny Counts</td>
</tr>
<tr>
<td>Project Name</td>
<td>Project Manager</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td>OUZ Elson Hall Entrance and Accessibility Improvements 2020</td>
<td>Danny Counts</td>
</tr>
<tr>
<td>Harrell Hall Interior and Exterior Improvements</td>
<td>Garrett Karr</td>
</tr>
<tr>
<td>Richland Avenue Pedestrian Crossing Sidewalk Realignment</td>
<td>Tamra Ansel</td>
</tr>
<tr>
<td>Chemistry Building</td>
<td>Garrett Karr</td>
</tr>
<tr>
<td>University Terrace Realignment 2019</td>
<td>Candace Vlasak</td>
</tr>
<tr>
<td>OUS Campus Interior and Site Lighting Upgrades 2019</td>
<td>Stephanie Ruth</td>
</tr>
<tr>
<td>OUS Shannon Hall Temporary Nursing Electrical 2021</td>
<td>Danny Counts</td>
</tr>
<tr>
<td>Chilled Water Plant 3 - Utility Distribution Phase II</td>
<td>Brody Bauers</td>
</tr>
<tr>
<td>Central Food Flooring Upgrade Phase II 2020</td>
<td>Tamra Ansel</td>
</tr>
<tr>
<td>Lin Hall 211 Renovation 2020</td>
<td>Stephanie Ruth</td>
</tr>
<tr>
<td>Campus Fire Safety Monitoring 2020</td>
<td>Tony Bertino</td>
</tr>
<tr>
<td>Copeland Hall D22 Remodel 2019</td>
<td>Brent Buckley</td>
</tr>
<tr>
<td>35 &amp; 29 Park Place and Carriage House Transformer Replacement 2019</td>
<td>Gem Stone</td>
</tr>
<tr>
<td>OUL Brase and Harrell Hall Fire Alarm System Replacement 2018</td>
<td>Stephanie Ruth</td>
</tr>
<tr>
<td>OU Parking Lot and Site Improvements 2019</td>
<td>Stephanie Ruth</td>
</tr>
<tr>
<td>Schoonover Center Green Roof</td>
<td>Brody Bauers</td>
</tr>
<tr>
<td>Ridges 2.3 and 4 Electrical Feed 2019</td>
<td>Brody Bauers</td>
</tr>
<tr>
<td>OU Parking Lot, Site Improvements and Building 20 Demolition</td>
<td>Tony Bertino</td>
</tr>
<tr>
<td>Athen’s Campus ADA Door Electronic Control Conversion 2018</td>
<td>Garrett Karr</td>
</tr>
<tr>
<td>Ridges Parking Lot, Site Improvements and Building 20 Demolition</td>
<td>Tony Bertino</td>
</tr>
<tr>
<td>Ou Pickerington Center Buildings 1 and 2 Roof Replacement 2018</td>
<td>Stephanie Ruth</td>
</tr>
<tr>
<td>OUL Parking Lot and Site Improvements 2019</td>
<td>Stephanie Ruth</td>
</tr>
<tr>
<td>Ridges Utilities Decentralization and Site Prep</td>
<td>Tony Bertino</td>
</tr>
<tr>
<td>Ridges Parking Lot, Site Improvements and Building 20 Demolition</td>
<td>Tony Bertino</td>
</tr>
<tr>
<td>Ridges 37 Improvements - Roof Repair 2018</td>
<td>Tony Bertino</td>
</tr>
</tbody>
</table>
### Funding Sources

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Project Manager</th>
<th>Current Phase</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUS Student Resource Commons Improvements 2019</td>
<td>Stephanie Ruth</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Baker Center Basketball Court Electrical Upgrades 2019</td>
<td>Brody Bauers</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>OUZ Littick Hall HVAC Improvements</td>
<td>Danny Counts</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Lindley Hall Roof Replacement</td>
<td>Tony Bertino</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Ridges Building 33 Roof Replacement 2019</td>
<td>Tony Bertino</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>McGuffrey Hall 102 Remodel 2020</td>
<td>Gem Stone</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Convocation Center Hand Dryers Replacement 2019</td>
<td>Brody Bauers</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Convocation Center N207 Sales Area Development 2019</td>
<td>Stephanie Ruth</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Ridges Circle Roadway Repair 2018</td>
<td>Candace Vlasak</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>HCOM Utilities Phase I - EIF/HCOM</td>
<td>Jon Cozad</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>West Green CW Pump System Repairs</td>
<td>Brody Bauers</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Elson Roadway &amp; Parking Improvements Phase I</td>
<td>Danny Counts</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Carin Strength Center Renovation 2019</td>
<td>Gem Stone</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Chubb/Sing Tao Roofs</td>
<td>Brody Bauers</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>OUE Chiller Replacements 2019</td>
<td>Danny Counts</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Emeriti Park Kiosk</td>
<td>Gem Stone</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Ridges Building 32 Roof Replacement</td>
<td>Tony Bertino</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Campus Steam System Repairs 2019</td>
<td>Brody Bauers</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>South Beach Basketball Court Overlay 2019</td>
<td>Brody Bauers</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Brown House and Edgewell Maintenance Demolition</td>
<td>Tony Bertino</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Convocation Center Concrete Repair 2018</td>
<td>Garrett Karr</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Bentley Annex &amp; 31 S. Court Mailbox Installation 2019</td>
<td>Brody Bauers</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Sargent Hall HVAC Upgrades 2019</td>
<td>Garrett Karr</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Carin Strength Center Renovation 2019</td>
<td>Gem Stone</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Chubb/Sing Tao Roofs</td>
<td>Brody Bauers</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>OUC Academic Success Center Stevenson Renovation</td>
<td>Stephanie Ruth</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Bromley Infrastructure Improvements</td>
<td>Danny Counts</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Bush Airport Taxiway Rehabilitation</td>
<td>Garrett Karr</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Radio TV Communications Building Fall Prevention Equipment Installation 2019</td>
<td>Tony Bertino</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Treudley Hall Pedestrian Bridge Repair 2019</td>
<td>Brody Bauers</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Eastern Campus Entry Signs Replacement 2018</td>
<td>Danny Counts</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Back South Exterior Masonry Study 2018</td>
<td>Tony Bertino</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Ridges Building 33 Heating Plant Roof Repair 2019</td>
<td>Tony Bertino</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Sengled Hall Exterior Lighting Improvements 2019</td>
<td>Tony Bertino</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Shannon Hall Loading Dock &amp; Exterior Stairs Replacement</td>
<td>Danny Counts</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Memorial Auditorium ADA Ramp Lighting Installation 2019</td>
<td>Tony Bertino</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Aquatic Center Sun Deck Roof Replacement</td>
<td>Jon Cozad</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Washington Water/Bathroom Upgrades</td>
<td>Garrett Karr</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Memorial Auditorium Limestone Repair and Roof Study 2019</td>
<td>Tony Bertino</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Ridges Building 32 Reverse Osmosis System Installation</td>
<td>Brody Bauers</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Bush Airport Obstruction Removal</td>
<td>Garrett Karr</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Lausche Plant Compressed Air Replacement 2018</td>
<td>Brody Bauers</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Elson Hall Site Improvements</td>
<td>Danny Counts</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Bicentennial Park Improvements 2018</td>
<td>Gem Stone</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>C-Suite (Student Innovation Hub)</td>
<td>Gem Stone</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Botanical Research Greenhouse Upgrade</td>
<td>Garrett Karr</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Convocation Center Videoboard Installation</td>
<td>Jon Cozad</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
<tr>
<td>Project Name</td>
<td>Project Manager</td>
<td>Current Phase</td>
<td>Funding Sources</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------</td>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td>OUZ Herrold Rehab Nursing</td>
<td>Danny Counts</td>
<td>4 - Closeout</td>
<td>X</td>
</tr>
</tbody>
</table>

Phase definitions: A project is in the Conceptual Phase until the scope, schedule, budget and funding are determined. Then PreDesign occurs when the architect/engineer is under contract. Design occurs until the contract is issued for Construction, and upon Substantial Completion, the project is considered complete.
AGENDA
Audit and Risk Management Committee
Ohio University – Athens, OH
Friday, October 9, 2020 – 10:00am

Tab 27: Chief Audit Executive Report
Tab 28: RESOLUTION Approval of June 30, 2020 Financial Statement Audit
Tab 29: ICA Compliance Update

Information Item
Tab 30: Clery Report
Interoffice Communication

Date: September 21, 2020

To: The President and Board of Trustees

From: Mary Ann Boyle, Interim Chief Audit Executive

Re: Audit and Risk Management Committee Meeting

Internal Audit will present an update on office activities at the October 9, 2020 Audit and Risk Management Committee meeting. The status of the FY21 audit plan will be discussed. Additionally, Erik Hildebrand, Associate Athletic Director of Compliance & Student Services, will present on Intercollegiate Athletics compliance. Kerri Griffin, Director of Civil Rights Compliance and Title IX Coordinator, will be available during the committee meeting to address any questions from Trustees regarding the University’s 2020 annual Clery reports included with the agenda materials.

I look forward to answering any questions you might have.
October 9, 2020

Chief Audit Executive Report

Tab ; pg
# FY21 Audit Plan Status Update

<table>
<thead>
<tr>
<th>Audit</th>
<th>Auditor</th>
<th>Status</th>
<th>Report Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treasury Management</td>
<td>Bevan, Tong</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>NCAA Agreed Upon Procedures</td>
<td>Bevan</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>Lancaster Regional Campus</td>
<td>Bevan, Ennis, Tong</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>Zanesville Regional Campus</td>
<td>Bevan, Tong</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>Eastern Regional Campus</td>
<td>Bevan, Ennis, Tong</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>Southern Regional Campus</td>
<td>Bevan, Ennis, Tong</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>Institutional Research</td>
<td>Tong</td>
<td></td>
<td>Planned</td>
</tr>
<tr>
<td>ICA Compliance</td>
<td>Ennis, Tong</td>
<td></td>
<td>Planned</td>
</tr>
</tbody>
</table>
Audit and Risk Management Committee

• Questions?
APPROVAL OF JUNE 30, 2020 FINANCIAL STATEMENT AUDIT

RESOLUTION 2020 -

WHEREAS the Audit and Risk Management Committee is scheduled to meet with the University’s external auditors to review the University’s audit results and the University’s financial statements on October 12, 2020;

BE IT RESOLVED that the recommendation of the Audit and Risk Management Committee on October 9, 2020, to provisionally accept the financial statements and footnotes as presented by management of the University, Foundation, and subsidiaries as of and for the year ended June 30, 2020, be approved; and

BE IT FURTHER RESOLVED that the Board of Trustees authorizes the Audit and Risk Management Committee Chair and Chair of the University Board of Trustees to accept the above referenced financial statements and footnotes on the Board of Trustees’ behalf. The Audit and Risk Management Committee Chair and the Chair of the University Board of Trustees are directed to report their decision to the Secretary of the University Board of Trustees on or before the October 15, 2020 Auditor of State’s mandated filing date.
Interoffice Communication

Date: September 21, 2020

To: The President and Board of Trustees

From: Mary Ann Boyle, Interim Chief Audit Executive

Re: Resolution Accepting Financial Statements

The agenda includes a resolution to provisionally accept the financial statements and footnotes for the year ended June 30, 2020.

While Crowe will not be attending the October 9th Audit and Risk Management Committee meeting, Crowe has invited the members of the Committee to a Microsoft Teams meeting on October 12th at 10:00 a.m. Crowe will present the draft financial statements and footnotes and answer any questions.

The federal compliance portion of the University’s Single Audit will not be completed by October 15th as a result of delays in the release of the CARES Act compliance supplement, which is not expected to be issued until October. The audit will be completed and filed within 30 days of the issuance of the CARES Act compliance supplement.

Crowe will be on the agenda for the Audit and Risk Management Committee meeting in January to wrap up the FY20 audit.
Interoffice Communication

Date:  October 21, 2020

To:  The President and Board of Trustees

From:  Julie Cromer, Director of Athletics  
        Erik Hildebrand, Associate Athletics Director for Compliance and Student-Athlete Services

Re:  Intercollegiate Athletics Update

Attached you will find a PowerPoint presentation that outlines the annual Intercollegiate Athletics Compliance report provided each fall to the Audit and Risk Management Committee.

We would like to draw your attention to the following key points summarized within this presentation:

1.  Efforts to ensure Institutional Control, as defined by the NCAA, are the primary focus of the Athletics Compliance staff and include ongoing activities related to rules education, monitoring systems and documentation of rules compliance efforts.

2.  Ohio University is on track to meet all requirements of the recent Negotiated Resolution with the NCAA, including enhanced education programming and the appointment of a campus-wide Committee on Shared Responsibility for Athletics Compliance.

3.  Athletics compliance and regulatory systems enhancements are ongoing and will be comprehensively evaluated in 2020-21.

4.  Recent NCAA decisions regarding extended eligibility for student-athletes impacted by Covid-19 may lead to increased roster sizes in coming years.

We look forward to the opportunity to speak with you and to provide answers to any questions you may have regarding these topics.
October 9, 2020

Intercollegiate Athletics
Compliance

Tab ; pg
ICA Compliance

Topics

• Institutional Control
• NCAA Negotiated Resolution
• COVID Impact
• Future Initiatives
ICA Compliance

Responsibility

- Promote Institutional Control Consistent with the NCAA, MAC and Ohio University

- Implement, Educate and Monitor Student-Athletes, Coaches, Boosters, Faculty and Staff regarding NCAA, Mid-American Conference and Ohio University Bylaws and Policies
ICA Compliance

Institutional Control

• The control and responsibility for the conduct of intercollegiate athletics shall be exercised by the institution itself and by the conference(s), if any, of which it is a member

• The institution's president or chancellor is responsible for the administration of all aspects of the athletics program

• Pillars of institutional control are Education, Documentation and Monitoring
  • Formal institutional policies and procedures for compliance are in place
  • Communication of compliance procedures occurs regularly
  • Upon learning of violation, institution takes swift and meaningful action
ICA Compliance

Promoting Institutional Control

- Monthly Coaches Meeting, All Sports
- Monthly Newsletter, Student-Athlete and Coaches
- Administer Coaches Annual Recruiting Exam
- Individual Coaches Meeting, As Needed, Particularly with New Legislation
- Semester Meetings with Student-Athletes
- Ohiobobcats.com, Compliance Page
ICA Compliance

Compliance Staff

Erik Hildebrand
• Associate Athletic Director for Compliance & Student-Athlete Services
• 14 years of professional experience
• Began at OHIO University in 2011

Jon Berryhill
• Director of Compliance
• 3 years of professional experience
• Began at OHIO University in 2019

Tyler Golden
• Graduate Assistant
• 2nd Year MBA/Sports Administration student
Infractions Program consists of three violation classifications:

- Level I: Severe Breach of Conduct (19.1.1)
- Level II: Significant Breach of Conduct (19.1.2)
- Level III: Breach of Conduct (19.1.3)

Summary

- Over 3,000 Level III violations are reported annually in Division I
- OHIO reported 6 Level III violations in 2019-20
- OHIO has averaged 7 Level III violations a year since 2017
- Bylaw 13 (Recruiting) and Bylaw 17 (Playing & Practice) most frequent violations
ICA Compliance

Negotiated Resolution Case

- February 2019 a recruiting violation was discovered
- April 2019 violation was self reported and sent to the NCAA
- November 2019 the institution was informed the case was being reviewed by the NCAA enforcement staff
- December 2019 the NCAA informed the institution they would visit campus to collect information surrounding the violation
- February 2020 the NCAA determined a level II violation had occurred
- June 2020 the institution and NCAA agreed upon a negotiated resolution
ICA Compliance

Negotiated Resolution Response

- Develop and implement comprehensive compliance & education program
- Monthly all coaches meeting
- Supplemental rules education session with each sport twice per semester
- Monthly education session with Football, M & W Basketball, Volleyball
- 6-part rules education session with coaches under 5 years experience
- Conduct rules education with Ohio Bobcat Club Advisory Board
- Conduct rules education with each administrative unit within ICA
ICA Compliance

Negotiated Resolution Response

• Created the Committee on Shared Responsibility for Athletics Compliance
• Lead by Dr. Tom Vander Ven, Faculty Athletics Representative
• Promote NCAA Compliance across units outside the athletic department
• Create checks and balances to promote institutional control
• Departments Represented
  • Admissions
  • Financial Aid
  • Registrar
  • Internal Audit
  • Legal Affairs
  • Student-Athlete
ICA Compliance

**Negotiated Resolution Response**

- Probationary status June 16, 2020-June 15, 2021
- Preliminary report submitted July 2020
  - Outlining our institutional response
  - Schedule of enhanced rules education plan
- Final report to be submitted in April 2021
  - Document implementation of rules education
  - Completed all other terms of probation
ICA Compliance

COVID Impact-Spring 2020

• Mid-American Conference canceled the Spring 2020 competitions
  • Baseball, M & W Golf, Softball, Outdoor Track & Field
• NCAA granted extra year of eligibility for all student-athletes in spring sports
• Amended scholarship limitations for the 2020-21 academic year
  • Accommodate the increased roster sizes
• Amended roster limitation for 2020-21 academic year
ICA Compliance

COVID Impact-Fall 2020

• Mid-American Conference postponed Fall sports competitions
• NCAA granted extra year of eligibility for all student-athletes in Fall sports
• Student-athletes may compete in their sport season and retain year of eligibility
• Athletic scholarships are protected for any student-athlete that opts-out of the 2020-21 season for health and safety reasons
• NCAA has amended scholarship limits in the Fall sports
  • Accommodate roster increases in 2021-22 academic year
ICA Compliance

Future Initiatives

- Transfers
  - Uniform guidelines for sports
- Sports Wagers
  - Collaborating with U.S. Integrity
- Name, Image and Likeness
  - Working with campus partners to help educate student-athletes
Interoffice Communication

Date:   September 21, 2020

To:   The President and Board of Trustees

From:   Elizabeth Sayrs, Executive Vice President and Provost
        Kerri Griffin, Director of Equity and Civil Rights Compliance and Title IX Coordinator

Re:   Annual Clery Act Compliance Reports

Ohio University’s 2020 Annual Security Report (ASR) and 2020 Annual Fire Safety Report (AFSR) have been completed and are attached as a combined document. Because of the pandemic, the U.S. Department of Education has delayed the reporting deadline until December 31, 2020 and will not allow us to submit our crime statistics until November 18, 2020. At that time, the ASR/AFSR will be made available on our website (www.ohio.edu/equity-civil-rights).

This year’s ASR/AFSR was compiled by the Office of Equity and Civil Rights Compliance, in close coordination with the Ohio University Police Department, Ohio University Facilities Management and Safety, the Office of Community Standards and Student Responsibility, and each of OHIO’s regional and extension campuses.

Following are several important points that will aid in understanding the ASR crime data:

- The report includes data for the previous calendar year and two prior years – in this case, 2019, 2018 and 2017. Even though this is OHIO’s 2020 report, it does not contain 2020 statistics. Those will be reported in next year’s ASR.

- Crimes counted in this report were reported in 2019. In other words, they may have happened in a prior year, but if the first report of it was made in 2019 the crime was counted in the 2019 numbers.

- For the Athens campus, statistics reported in every column labeled “On-Campus Residential Facilities” are also included in the column labeled “On Campus.” While this table structure can lead to confusion, it is based on current recommendations in the federal Clery Act guidelines.

- While the overall numbers remain relatively consistent from year to year, in 2019, the Athens campus saw a dramatic decrease in the number of on-campus drug arrests (from 256 in 2018 to 61 in 2019). Although we can only speculate as to what led to fewer arrests, changes in Housing incident response protocols, lower enrollment, and increased education around the use of drugs may account for those changes.
Ohio University
2020 Annual Security & Fire Safety Report
# Table of Contents

**Introduction** .................................................................................................................. 1  
  Annual Security Report (ASR) ................................................................. 1  
  Campus Law-Enforcement Authority .................................................. 2  

**Reporting Crimes and Other Emergencies** ................................................................. 2  
  Procedures and Facilities to Report Crimes or Other Emergencies ....... 2  
  Confidential Reporting ................................................................. 3  
  Unfounded Criminal Reports .................................................. 3  
  Monitoring and Reporting Criminal Activity at Off-Campus Locations Recognized by the Institution 3  

**Emergency Preparedness** .............................................................................................. 4  
  Emergency Notifications ................................................................. 4  
  Issuing Timely Warnings ................................................................. 5  
  Emergency Evacuation Procedures .................................................. 5  
  Community Emergency Notifications ............................................. 6  

**Safety of and Access to Campus Facilities** ................................................................. 7  
  Access Control ........................................................................................................ 9  
  Residence Hall Access ...................................................................................... 10  
  Campus Security Programs for Students and Employees ...................... 10  
  Registered Sex Offenders ........................................................................ 31  
  Ohio Legal Definitions Relative to the Clery Act and the Violence Against Women Act (VAWA) ...... 31  

**Safety-Related Policies** ................................................................................................. 32  
  Disciplinary Complaints Regarding Students ........................................ 32  
  University Policy 12.020: Student Records ........................................... 32  
  University Policy 03.004: Sexual Harassment and Other Sexual Misconduct ................................................................. 32  
  Sexual Harassment and Other Sexual Misconduct Grievance Process ................................................................. 54  

**Safety/Support Resources and Crime Statistics** .......................................................... 93  
  Athens Campus .......................................................................................... 94  
  Cambridge Center .................................................................................. 101  
  Chillicothe Regional Campus .............................................................. 102  
  Cleveland Campus .................................................................................. 105  
  Dublin Campus .......................................................................................... 109  
  Eastern Campus .......................................................................................... 113  
  Lancaster Campus .................................................................................... 116  
  Pickerington Center .................................................................................. 119  
  Proctorville Center .................................................................................. 120  
  Southern Campus .................................................................................... 121  
  Zanesville Campus .................................................................................... 125  

**Fire Safety Report** ........................................................................................................ 129  
  From the Safety Department ................................................................. 129  
  Overview .................................................................................................... 129
Introduction

Ohio University is a state-assisted institution of higher education that has its main campus in Athens, Ohio and also operates regional campuses, extension campuses and centers in other parts of the state. Regional campus locations include Chillicothe, Lancaster, Ironton (Southern), St. Clairsville (Eastern), and Zanesville. Extension campus locations include Warrensville Heights (Cleveland Campus) and Dublin, Ohio. Centers are located in Cambridge, Pickerington, and Proctorville.

Annual Security Report (ASR)

Ohio University is committed to assisting all members of the university community in providing for their own safety and security. This Annual Security Report was compiled by Ohio University’s Clery Compliance Team and can be found on the University Equity and Civil Rights Compliance website at www ohio edu/equity-civil-rights. Printed copies of the Annual Security Report may also be requested at no charge by contacting the Office of Equity and Civil Rights Compliance at 740.593.9140 or equity@ohio.edu.

The Annual Security Report contains information regarding campus security and personal safety. It includes topics such as crime prevention, local law enforcement authority, crime-reporting policies, disciplinary procedures, and other matters of importance related to security. Important law-enforcement contacts, key campus offices, and local resources are provided for each University location.

The ASR also provides crime statistics for the Athens, regional and extension campuses and centers for the three most-recent calendar years. These data summarize crimes that occurred on campus; on non-campus property controlled by the university; and on public property within, or immediately adjacent to and accessible from, each campus. Crime data are compiled from reports submitted by Campus Security Authorities, case files of the Office of Community Standards and Student Responsibility and the Office of Equity and Civil Rights Compliance, and statistics reported by the Ohio University Police Department and solicited from local law enforcement.

Compilation of the ASR was coordinated through the Office of the Executive Vice President and Provost. Each campus has a designated staff person responsible for communicating with their local law-enforcement agencies to collect crime statistics for that campus and provide them for compilation in the ASR.

Staff from Ohio University’s Office of Community Standards & Student Responsibility (CSSR), the Office of Equity and Civil Rights Compliance, and the Ohio University Police Department also participate in reviewing cases for Clery reportability, verifying annual statistics, and updating the policy statements, resource contact information, and other ASR narrative. The University Communication and Marketing Office is instrumental in posting the ASR by the annual deadline and notifying the university community and the broader public of its availability.

Campus Law-Enforcement Authority

Ohio University’s main campus in Athens is served by the Ohio University Police Department, a full-service law enforcement agency operating 24 hours a day, 365 days a year and headquartered at The Rides Building 13. The department is staffed with 28 sworn police officers, with the authority to make arrests. These officers are commissioned by the State of Ohio to serve and protect the university community. The department also employs seven full-time civilian personnel.

Investigations of criminal conduct and violations of university policy are conducted in a timely and professional manner, with prosecution and referrals to the criminal justice system or other appropriate entities when applicable. The department is also responsible for issuing timely warnings of crimes that pose a threat to the campus community.

The department works with federal, state, and local agencies as needed and works with appropriate university departments to provide those who may be the victim of criminal actions or emergency situations with information on university options available to them. OUPD holds mutual aid agreements with the City of Athens Police Department and the Athens County Sheriff’s Office for the purpose of supporting each other’s police operations as needed.

At Ohio University’s regional campuses, extension campuses, and centers, local law-enforcement entities provide safety services and enforcement of criminal laws. Contact information for these entities is provided for each campus and center beginning on page 93 of this report.

Ohio University believes that eliminating or minimizing criminal opportunities helps prevent crime. Partnerships have been established with students and employees to identify potential areas of victimization and options for appropriate response. Police officers engage in visible patrol and present programs along with Housing and Residence Life staff and other groups on campus, to help community members reduce their chances of becoming a victim of crime.

Reporting Crimes and Other Emergencies

Procedures and Facilities to Report Crimes or Other Emergencies

Students, employees, visitors, and community members at any Ohio University campus are strongly encouraged to report incidents of criminal conduct, suspicious behavior, or emergencies to their local law enforcement office. (Contact information for each campus and center may be found starting on page 93 of this report.) Emergency telephones are located at the main entrance of all residence halls and in select locations throughout the Athens campus. The phones are recognizable by the blue lights located above each phone. Emergency phones
provide direct access to the Ohio University Police Department (740.593.1911) and can be used to access other emergency services.

Ohio University encourages anyone who is the victim of, witness to, or is made aware of any crime to promptly and accurately report the incident to their local law-enforcement office or another campus authority. With this information, the university can take steps to help ensure the future safety of the campus by determining whether there is a pattern of crime with regard to a particular location, method, or assailant, and alerting the campus community to potential danger.

Reported crime statistics in this document come from local law-enforcement offices that have jurisdiction over campus geography as outlined by the Clery Act and from sources across Ohio University. Campus Security Authorities (CSAs) are members of the Ohio University community with significant responsibility for student and campus activities who also have the authority and the duty to take action or respond to particular issues on behalf of the institution. Campus Security Authorities have access to the Ohio University CSA Crime Reporting Form here and by visiting www.ohio.edu/equity-civil-rights and click “CSA Reporting Form”.

Confidential Reporting

Crime reports made to Ohio University healthcare and mental-health professionals can generally be kept confidential, although de-identified reports may be included in the annual disclosure of crime statistics. Please note: Because police reports are public records as a matter of state law, law-enforcement offices cannot hold reports of crime in confidence. An individual may, however, report a crime to Ohio University police or local law enforcement for inclusion in this annual report without pursuing criminal charges.

Unfounded Criminal Reports

In rare cases, crime statistics that have been reported to Ohio University for inclusion in the annual security report may be removed from this report. These reports may only be listed as "unfounded" following a law enforcement investigation, and only sworn or commissioned law enforcement personnel may determine that a crime report is "unfounded." Crime reports will be properly determined to be false only if the evidence from the complete and thorough investigation establishes that the crime reported was not, in fact, completed or attempted in any manner. Ohio University discloses in this annual security report the number of "unfounded" crime reports and retains all records for these cases.

Monitoring and Reporting Criminal Activity at Off-Campus Locations Recognized by the Institution

In addition to joint education and enforcement efforts, the Ohio University Police Department works through the local city police department to monitor and record criminal activity at off-campus locations of student organizations officially recognized by the university, including student organizations with off-campus housing facilities.
Emergency Preparedness

Ohio University recognizes the need to prepare itself for numerous emergencies that may happen at any time. Ohio University has created an Emergency Operations Plan (EOP). The EOP provides general guidance, organizational structure, and specific direction on preparedness, response, and communication disciplines. It is critical that we prepare for “unexpected” events to protect the Ohio University community and the surrounding local communities. The EOP outlines university procedures for managing major emergencies that may threaten the health and safety of the campus community. Ohio University Policy 44.100, Critical Incidents, provides the Ohio University policy authority for this plan. The EOP can be easily accessed by visiting https://www.ohio.edu/facilities/emergency-management.

In addition to the EOP, the university has created a Critical Incident Response Team (CIRT). CIRT is made up of numerous university stakeholders whose mission is to provide leadership to the campus community before, during, and after an emergency or critical incident. The standing CIRT consists of the chief of police (co-chair), assistant vice president for safety and risk management (co-chair), dean of students, associate vice president for facilities, assistant vice president for auxiliary services, emergency programs coordinator, and Vice President for University Communications and Marketing. Upon the declaration of a critical incident, the CIRT chair will appoint appropriate members to the augmented CIRT, based on the nature of the incident. In most cases, the augmented CIRT will include all members of the standing CIRT.

In addition to convening to respond to critical incidents, CIRT members meet regularly. The CIRT also prepares, and at least annually reviews and revises as needed, the "Ohio University Emergency Preparedness Response Plan," which is published on the Environmental Health and Safety web page at https://webcms.ohio.edu/sites/default/files/sites/facilities/files/EmergencyOperationsPlan.PDF.

The executive dean of Regional Higher Education works with each regional-campus dean to prepare response plans augmenting those described above. The Ohio University Police Department and emergency programs coordinator serve as consultative resources.

Emergency Notifications

The Ohio University Police Department (OUPD), Risk Management and Safety (RMS), and the Critical Incident Response Team (CIRT) work closely to monitor emergency situations on and around the University’s campuses and centers. If it is determined that there is an emergency or dangerous situation that poses an immediate threat to the health and safety of some or all members of the university community, OUPD will collaborate with RMS and CIRT to determine the immediate course of action.”

OUPD and/or RMS have the responsibility to respond to, summon the necessary resources for, mitigate, investigate, and document any situation that may cause an emergency or dangerous situation in the university community. In the event of a critical incident or an emergency situation, the university community will be notified by the appropriate emergency
notification system or systems that have been established at Ohio University and described in detail in this document. This notification may be issued by OUPD, CIRT, or authorities at a regional campus. The emergency notification may be issued to a selected group or location within the university community or to the entire university community as appropriate to the situation. Alerts will be issued immediately unless a notification, in the judgment of OUPD, other first responders, or campus officials, would compromise efforts to assist victims or to contain, respond to, or otherwise mitigate the emergency. The institution will provide adequate follow-up information to the community as needed. If an emergency notification is issued, that same information will not be repeated through the issuance of a timely warning.

OUPD, RMS, and CIRT also work with the City of Athens and Athens County Emergency Management Agency to determine if there is an emergency or critical incident within the City or County of Athens that may pose an immediate threat to the university community and respond immediately to those situations as well. Each Ohio University campus maintains a close, cooperative relationship with all local, state, and federal law enforcement agencies in order to make similar determinations. Students, faculty, and staff are encouraged to notify local law enforcement of any and all possible dangerous situations that may be occurring within the university community.

Issuing Timely Warnings

Crime Alerts/Timely Warnings shall be issued for crimes reported to the institution within its geography that are considered to represent a serious or continuing threat to students and employees. Reported crimes will be reviewed on a case by case basis in light of all the facts surrounding the incident, including factors such as: the nature of the crime, the continuing danger to the campus community, and the possible risk of compromising law enforcement efforts. The Chief of Police or their designee shall determine the content of the notification and is responsible for carrying out these warnings. These crime alerts/timely warnings shall be provided in a timely manner that gets the word out quickly and effectively communitywide, will withhold the names of victims as confidential, and will aid in the prevention of similar occurrences. The institution is not required to issue a timely warning with respect to crimes reported to a pastoral or professional counselor.

Emergency Evacuation Procedures

Information on critical incidents and how to respond to different emergencies can be found at [www.ohio.edu/emergency](http://www.ohio.edu/emergency). In addition, Ohio University has downloadable Campus Emergency Guides which contain in-depth, University-approved information about a wide variety of potential campus emergencies and the steps that should be taken if they occur. These guides can be found at [https://www.ohio.edu/facilities/emergency-management/responses](https://www.ohio.edu/facilities/emergency-management/responses).

Students living in the residence halls at Ohio University participate in evacuation procedures and drills, which are held at the beginning of each academic semester. These evacuation and emergency/fire drills are designed to inform students of emergency exits and emergency plans for the residence halls. The Safety Department, along with Housing and Residence Life, coordinate these drills. The University’s Critical Incident Response Team (CIRT) also
participates in a tabletop exercise at each of the quarterly meetings. These exercises are based on a wide range of emergency situations and critical incidents that may affect some or all of the university community. CIRT members use these exercises to determine the best course of action and responses for the various incidents. The Athens campus is also active in the Athens County Emergency Management Agency drills and exercises that are held every year.

Community Emergency Notifications

The following methods of communication are available and may be utilized in the event of a campus emergency. The usage of these tools will be dependent upon the particular set of circumstances present during the situation or incident. Not every communication tool will be utilized in every situation. University officials, in conjunction with the Critical Incident Response Team (CIRT), may initiate the communication tools listed.

Outdoor Emergency Notification System (Siren/PA system):

An outdoor emergency notification system (audible siren/PA) has been installed on the Athens Campus and may be used for notifying the campus community of weather-related situations or other emergency situations as deemed necessary by the university. The outdoor emergency notification system will sound from six locations (or each site may be activated independently). An outdoor emergency notification will start with the sounding of a pre-programmed tone and continue with a pre-recorded or live verbal announcement. An audible educational test of the outdoor emergency notification system occurs the second Friday following the start of each academic semester.

OHIO Alert (Voice/Text Messaging/Email/Social Media):

Ohio University's OHIO Alert system allows authorized users to send automated emergency notifications to members of all Ohio University campuses via voice message, e-mail, text messaging, and social media in situations as deemed necessary and appropriate. There will be times where this system will be used in conjunction with the campus outdoor emergency notification system and other times where it will be used with other communications or as the sole method of communication. This information can also be found on the OUPD Twitter account (www.twitter.com/oupolice) and Facebook page for information. The university tests the emergency event notification system each semester.

Email

The university's email system may be used as a mode of communication. The email system allows a more thorough explanation of the situation to be delivered to everyone's email address at Ohio University. Instructions or protective steps may also be given through email.
Websites

The university has several opportunities to utilize the web to disseminate information in an emergency. The university's homepage (www.ohio.edu) has an emergency information link and may also be used as a standalone site serving as the sole release point for emergency information.

The emergency information page (www.ohio.edu/alert) is a site where information may be posted as the emergency situation evolves. This site has a link from the university homepage and is used to update the campus community. This site links to other university sites such as OUPD and Counseling and Psychological Services. This same page links to critical incident information for each of the regional campuses.

CATVision

CATVision is a year-round, 24 hour-a-day service delivered to every student bedroom, apartment, and residence hall lounge on the Athens campus. The service is also provided to various academic and administrative locations on campus. Programming to all television monitors connected to CATVision can be interrupted to display an emergency message.

Campus Emergency Call-in Number

In the event of an emergency, Ohio University has established (740) 597.1800 as a university call-in number to play a short, pre-recorded announcement.

Campus and Local Media

During an emergency related to the university, campus and local media outlets will be notified by University Communications and Marketing and will be updated as the situation evolves.

Safety of and Access to Campus Facilities

Maintenance of indoor and outdoor campus facilities is conducted by the Facilities Management & Safety Office, which is comprised of multiple departments. For a full list, please visit https://www.ohio.edu/facilities/departments. Risk-mitigation activities include operation of outdoor lighting, maintenance of landscaping, hazardous-material handling and disposal, fire prevention, pest control, etc.

The Safety Department is responsible for coordinating all aspects of environmental management, occupational health and safety on campus, in an effort to prevent fatalities, injuries, illness, and disabilities on the job and in the total campus community. Safety concerns may be brought to the Safety Department’s attention at (740) 593.1666 or by email at fmservicedesk@ohio.edu.
Following are safety and security details specific to each of Ohio University’s campuses and centers. (Contact information for each campus and center may be found starting on page 93 of this report.)

**Athens:** Special emergency telephones that ring directly into the Ohio University Police Department are located at the main entrance of all residence halls and strategically throughout the campus. Outdoor emergency phones are marked with a blue light.

**Chillicothe:** The Dean’s office and appointed administration are responsible for all safety and security matters on University property and work cooperatively with the local law enforcement jurisdictional agencies, Chillicothe Police Department (CPD) and Ross County Sheriff, to provide a safe and secure campus. The jurisdictional law enforcement agencies are responsible to investigate and respond to security matters on campus with support from the Ohio University Police Department (OUPD).

**Cleveland:** Located within Cleveland Clinic’s Warrensville Heights facility, Ohio University’s Cleveland Campus is served by Cleveland Clinic’s security force. They coordinate with local law enforcement entities and other service providers to provide 24/7 services including Safety Escorts, Active Patrols, Alarm and Code Response, Community Policing, Crime Investigation, Emergency Alerts, Emergency Response, Non-emergency Support, Safety Awareness Education, Vehicle Assistance, and Victim Advocacy.

Security camera systems are installed at key points to monitor internal and external locations, including buildings and parking facilities. Blue Light and yellow emergency intercoms strategically placed at locations like sidewalks and parking areas are connected to 911.

**Dublin:** A 24/7 security presence actively monitors all campus facilities. Through active foot patrols and building presence, uniformed security personnel provide first response and prompt notification of reported campus incidents. Site officers are available to provide safety escorts and maintain a security services front desk in the Medical Education Building 1 (MEB1) and the Dublin Integrated Education Center (DIEC). At all times a security guard can be reached at (614) 563.6726.

**Eastern:** The Dean’s office and appointed administration are responsible for all safety and security matters on University property and work cooperatively with the local law enforcement jurisdictional agencies, Ohio State Highway Patrol and Belmont County Sheriff, to provide a safe and secure campus. The jurisdictional law enforcement agencies are responsible to investigate and respond to security matters on campus with support from the Ohio University Police Department (OUPD).

**Lancaster:** The Dean’s office and appointed administration are responsible for all safety and security matters on University property and work cooperatively with the local law
enforcement jurisdictional agency, Lancaster Police Department (LPD), to provide a safe and secure campus. The jurisdictional law enforcement agency is responsible to investigate and respond to security matters on campus with support from the Ohio University Police Department (OUPD).

**Pickerington:** The Lancaster Dean’s office and appointed administration are responsible for all safety and security matters on University property and work cooperatively with the local law enforcement jurisdictional agency, Fairfield County Sheriff, to provide a safe and secure campus. The jurisdictional law enforcement agency is responsible to investigate and respond to security matters on campus with support from the Ohio University Police Department (OUPD).

**Proctorville:** The Southern Dean’s office and appointed administration are responsible for all safety and security matters on University property and work cooperatively with the local law enforcement jurisdictional agencies, Ohio State Highway Patrol and Lawrence County Sheriff, to provide a safe and secure campus. The jurisdictional law enforcement agencies are responsible to investigate and respond to security matters on campus with support from the Ohio University Police Department (OUPD).

**Southern:** The Dean’s office and appointed administration are responsible for all safety and security matters on University property and work cooperatively with the local law enforcement jurisdictional agencies (Ohio State Highway Patrol, Ironton Police Department (IPD), Lawrence County Sheriff, and Scioto County Sheriff) to provide a safe and secure campus. The jurisdictional law enforcement agencies are responsible to investigate and respond to security matters on campus with support from the Ohio University Police Department (OUPD).

**Zanesville:** The Zanesville Campus Public Safety Department, located in the Campus Center T472, provides safety and security services including vehicle and foot patrols of campus property and buildings; enforcement of the Student Code of Conduct and referrals of violations to the Associate Dean; a Safety Escort Service; vehicle assistance for vehicles parked on campus property; safety and crime-prevention programs through various formats such as lectures, training sessions, and brochures; event security; and parking enforcement.

**Access Control**

Access to Ohio University facilities is limited to those who have authorization through their status as students, faculty, staff, or visitors in connection with special events or invitation. Academic and administrative facilities at all Ohio University campuses are secured by building, facility occupants, or maintenance personnel at the close of the day’s activities and opened in the mornings in the same manner.

The University Access Control department is responsible for maintaining all locks, locking mechanisms, padlocks, keys, cores, remote offline keypads, and online key access systems
on University premises. For mechanical locks and keys, Key Contacts are individuals designated by each department or building to act as a liaison between the Access Control office and are the only individuals authorized to request keys or core changes via the online Access Transaction Form. In partnership with OHIO’s Office of Information Technology, Access Control is also responsible for maintaining access via online electronic locks, which restrict after-hours access to University academic and administrative buildings to authorized individuals.

Residence Hall Access

Residence halls are for the use and enjoyment of the residents of the building. Exterior doors and interior hallway doors are to be locked at all times and are accessible via ID card. Access to the individual rooms is limited to the residents and authorized university employees who must follow procedures established to protect the safety of the residents.

Residence hall access is controlled by electronic locks. Students are granted access to the online electronic locks only for the residence hall in which they are assigned. University staff members whose job duties require them to access the residence halls regularly must contact the Access Control office at (740) 593.1758 or complete the online Access Transaction Form in order to be granted authorization to access the residence halls. Electronic access is activated by swiping a University ID card (student or faculty/staff). Residence halls have two levels of card swipe access: Level 1 provides access to the ground floor lobby, while Level 2 provides access to residential living areas. Card swipe mechanisms are ADA accessible.

Campus Security Programs for Students and Employees

Ohio University sponsors or participates in various programs designed to inform students, staff, and visitors about safety and security issues throughout the year. While these efforts attempt to be comprehensive in providing a safe and secure community, it is important that community members be aware of their own safety and that of others in the community. To that end, the Ohio University Police Department also provides the following programs to the greater university community:

ALiCE- A Comprehensive Response to Extreme Workplace Violence

While Ohio University makes every effort to notify the campus community of any conceivable or active threat, there still exists the potential for a dangerous situation to evolve too rapidly to wait for notification from the Ohio University Police Department or other campus authorities. Incidents involving an armed intruder are dynamic events and most people are not prepared to respond if they find themselves in that type of situation. ALiCE promotes everyone taking a more active role in their safety when facing an armed or dangerous intruder. Analyses of tragic active-shooter situations have shown that a strict adherence to the shelter-in-place mindset can result in failure. While sheltering in place may be an appropriate strategy in a given situation, the Ohio University Police Department recommends that campus and community members be familiar with other potential strategies taught in the ALiCE program: Alert, Lockdown, Inform, Counter, and Escape.
Alert
Get the word out. As soon as you can do so safely, notify OUPD (740) 593.1911, your local law enforcement office, or emergency services by calling 911. If possible, tell others around you.

Lockdown
Locking down is still a good starting point, and OUPD encourages campus members to have strategies in place to protect themselves from a nearby threat. Simple things like piling chairs against the door or tying the door handle closed may be enough of a lockdown that an active shooter moves on.

Inform
Communication and the continual flow of information keep the shooter or active threat off balance. If you’re able to do so safely, keep in communication with those around you and with emergency services. Remain aware of what is happening around you and work together. These situations evolve rapidly, and together we can increase everyone’s chances of survival.

Counter
When confronted by an active threat and lockdown has not worked, apply skills to distract, confuse, or gain control of the situation. An active shooter is often alone, untrained, and easily overwhelmed. A small group of unarmed individuals face better odds of survival working together to take control by “swarming” an active shooter rather than remaining passive, which often only emboldens the attacker.

Escape
If possible, leaving an active threat situation is likely your best strategy for survival. If a building you are in catches fire and you have a safe path to escape, the smart thing to do is to leave. That same principle applies for an active shooter situation. Leaving the area reduces the number of potential targets and reduces the number of bystanders and chaos once law enforcement arrives. Plan ahead and think outside the box; for example, escaping out of a second or third story window can be eased by connecting belts or backpack straps.

The Ohio University Police Department offers training seminars on a regular and by request basis. To schedule an ALiCE session, contact Lieutenant Eric E. Hoskinson at (740) 566.7928 or hoskinso@ohio.edu. In a short YouTube video, members of the Ohio University Police Department summarize the strategies of ALiCE.

What Does It Mean to “Shelter in Place”??

If an incident occurs and the building or areas around you become unstable, or if the air outdoors becomes dangerous due to toxic or irritating substances, it may be safer to stay indoors because leaving the area may expose you to that danger. Thus, to “shelter in place” means to make a shelter of the building that you are in, and with a few adjustments, this location can be made even safer and more comfortable until it is safe to go outside.
How You Will Know to Shelter in Place

A shelter-in-place notification will come from the Ohio University Police Department, Risk Management and Safety, Housing and Residence Life Staff, or authorities at your regional campus. Alerts by either text messaging or outdoor notification messages will be the primary means of disseminating the notification; however, other means of communication may also be employed.

Basic Shelter-in-Place Procedures

If an incident occurs and the building you are in is not damaged, stay inside in an interior room until you are told it is safe to come out. Follow these steps unless instructed otherwise by emergency personnel:

1. If you are inside, stay where you are. Collect any emergency shelter-in-place supplies and a telephone to be used in case of an emergency. If you are outdoors, proceed into the closest university building quickly or follow instructions from emergency personnel on the scene.
2. Locate a room to shelter inside. It should be:
   a. An interior room,
   b. Above ground level, and
   c. Without windows or with the least number of windows.
   d. If there is a large group of people inside a building, several rooms may be necessary.
3. Shut and lock all windows (tighter seal) and close exterior doors.
4. Turn off air conditioners, heaters, and fans.
5. Close vents to ventilation systems as you are able. (University employees will turn off ventilation systems as quickly as possible).
6. Make a list of people and ask someone to call your local law enforcement office or 911 so they will know where you are sheltering.
7. Turn on a radio or TV and listen for further instructions.
8. Make yourself comfortable.

If your building is damaged, take your personal belongings (purse, wallet, OU ID, etc.) and follow the evacuation procedures for your building (close your door, proceed to the nearest exit, and use the stairs instead of the elevators). Once you have evacuated, seek shelter at the nearest university building quickly. If first responders are on scene, follow their directions.

RAD

Rape Aggression Defense is a 15 hour self-defense program for women that focuses on mental and physical preparation with a strong emphasis on physical defensive techniques. This program encourages students and employees to share responsibility for their own security and the security of others. This program is offered to campus and community groups by request.
Personal Safety and Stalking Technology

This program encourages individuals to protect their personal information with an emphasis on prevention of stalking and online harassment. This program is offered upon request.

Community Safety Talks

Officers meet with faculty, staff, and students about campus safety procedures and various crime prevention strategies on a regular basis. These programs are often held in the residence halls or classes and are scheduled by request.

Policies Regarding Illegal Drugs and Alcoholic Beverages on Campus

Ohio University investigates and enforces drug and alcohol violations occurring on the main campus in cooperation with local, state, and federal law enforcement agencies. Violations of drug and alcohol laws may result in criminal prosecution. Violations involving students will be referred to the Office of Community Standards and Student Responsibility. Sanctions under the Student Code of Conduct range from short-term probation to expulsion. Ohio University strictly enforces drug and alcohol laws.

Health Promotion, located at Baker Student Center in Athens, is responsible for substance abuse education and prevention for students. Ohio University also has an alcohol and drug abuse awareness program for employees, which includes the Employee Assistance Program coordinated by the Human Resources Department. The Ohio University Police Department works cooperatively with local law enforcement agencies and organizations such as Mothers Against Drunk Drivers (MADD) to prevent drug and alcohol violations around the Athens community.

Educational Programs Regarding Sexual Misconduct, Relationship Violence, and Stalking

Ohio University provides comprehensive, intentional, and integrated programming initiatives, strategies, and campaigns intended to end dating violence, domestic violence, sexual assault, and stalking. All efforts are culturally relevant, inclusive of diverse communities and identities, sustainable, responsive to community needs, and informed by research or assessed for value, effectiveness, or outcome. These programs consider environmental risk and protective factors as they occur on the individual, relationship, institutional, community, and societal levels. Such programs will include a statement that the university prohibits dating violence, domestic violence, sexual assault, and stalking; definitions of each of those behaviors, as well as a definition of consent; a description of safe and positive options for bystander intervention; information on risk reduction; information regarding the importance of preserving evidence that may assist in proving that an offense occurred; how and to whom to report an offense; options about the involvement of law enforcement; the rights of victims and the institution’s responsibilities; how the institution will protect the confidentiality of victims; and information regarding the university’s disciplinary procedures. A list of prevention and awareness programs, including those directed at new students and new employees, is available to the
campus community in the Annual Security and Fire Safety Report. For more information on ongoing prevention and awareness campaigns for students and employees, please contact the Office of Health Promotion at (740) 597.7971. Below is a matrix of current programming initiatives, strategies, and campaigns. In addition to the programming listed in the matrix, University Equity and Civil Rights Compliance (ECRC) provides training on sexual misconduct, relationship violence, and stalking to all new employees in new employee orientation and provides training on sexual misconduct, relationship violence, and stalking to various campus units throughout the year and on request. In 2017, all University employees were assigned an online training module. Since 2018, the online training module is assigned to all new faculty and staff university-wide.

The programming matrix categorizes programs based on the Social Ecological Model (SEM). Target audience(s) for each program are identified using the following code.

**Individual Level (IL)** – Characteristics of an individual that influence behavior change, including knowledge, attitudes, behavior, self-efficacy, developmental history, gender, age, religious identity, racial/ethnic identity, sexual orientation, economic status, financial resources, values, goals, expectations, literacy, stigma, and others.

**Community Level (CL)** – Relationships among organizations, institutions, and informational networks within defined boundaries.

**Relationship Level (RL)** – Formal (and informal) social networks and social support systems that can influence individual behaviors, including family, friends, peers, coworkers, religious networks, customs or traditions.

**Societal Level (SL)** – Local, state, national and global laws and policies, including policies regarding the allocation of resources.

### Primary & Secondary Approaches for Addressing Sexual Misconduct/Violence

<table>
<thead>
<tr>
<th>Program</th>
<th>Program Description / Learning Outcomes</th>
<th>Target Audience (Students, Faculty, Staff, Community, etc.)</th>
<th>Sponsor(s)</th>
<th>Date(s)</th>
</tr>
</thead>
</table>
| Transportation & Parking Services Staff Training on Bystander Intervention, Rape Myths, & Survivor Support | This collaborative program was designed to provide direct service providers with skills to combat rape culture and support survivors  
1. Increase understanding of rape culture  
2. Improve awareness of and facility with bystander intervention | Transportation and parking services staff (CL) | WC  
Health Promotion  
SAP  
Transportation & Parking Services | 01/08/19  
11/18/19 |
<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
<th>Attendees</th>
</tr>
</thead>
</table>
| Cleveland – What Were You Wearing Exhibit                            | 1. Participants reviewed differences between the messages they have received regarding victim blaming and the installation.  
   2. Participants formulated healthy attitudes and beliefs regarding the common 'clothing causes sexual violence' rape myth.  
   3. Participants demonstrated understanding by not asking the question, 'what were you wearing?' to survivors in the future.  
   4. Participants will discussed the installation with peer groups beyond their attendance. | Students, Staff, Faculty, and Community Members (IL)  
   - WC  
   - SAP  
   - CIC  
   - The College of Fine Arts  
   - Ambassador s to SAP  
   - Intersectional Feminist Alliance | 01/14/19-01/25/19 |
| Film Showing Anita: Speak Truth to Power                             | 1. Consider the role this hearing had on future discussions of sexual harassment, sexual assault, the workplace, and politics  
   2. Learn about the process in which a Supreme Court justice is nominated and confirmed  
   3. Detail the concerns many had of how the Senate Judiciary Committee engaged in the questioning of Anita Hill  
   4. Discuss the role that gender, and race played in the public's response to the hearings | Students, Staff, Faculty, and Community Members (CL)  
   - The Athena Cinema  
   - WC  
   - MC  
   - BSCP | 02/07/19 |
| ECRC Case Studies on culture in the classroom. Presented by Kerri Griffin, J.D. | It's important for graduate students to understand that, as they enter their professions, they'll be moving into a role of authority and power. This changes how they may engage with others, as it's important to be mindful of power imbalances | Women in Graduate School Conference Attendees (CL)  
   - WC  
   - GC  
   - GSS  
   - Voinovich School of Leadership | 02/09/19 |
within the classroom, with advisees, and with colleagues. For graduate students, there are still additional concerns as mandatory reporters and authority figures in their own right. This session helped graduate students prepare by reviewing case studies.

<table>
<thead>
<tr>
<th>Event</th>
<th>Task</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifying Rape Culture and How to Respond (for SARC)</strong></td>
<td>1. Define rape culture</td>
<td>Staff and Community (RL, CL)</td>
</tr>
<tr>
<td></td>
<td>2. Identify and work to confront rape culture and the ways in which institutionalized oppression influences societal beliefs on sexual violence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Critically analyze written and visual texts (when paired with the recommended readings)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Increase empathy for survivors of sexual violence</td>
<td>WC</td>
</tr>
<tr>
<td></td>
<td>5. Practice tangible skills to interrupt language that normalizes and perpetuates rape culture</td>
<td>02/15/19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event</th>
<th>Task</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thirsting for Knowledge Thursday: Identifying Rape Culture and How to Respond</strong></td>
<td>1. Define rape culture</td>
<td>Students, Staff, Faculty, and Community Members (RL, CL)</td>
</tr>
<tr>
<td></td>
<td>2. Identify and work to confront rape culture and the ways in which institutionalized oppression influences societal beliefs on sexual violence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Critically analyze written and visual texts (when paired with the recommended readings)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Increase empathy for survivors of sexual violence</td>
<td>WC</td>
</tr>
<tr>
<td></td>
<td>5. Practice tangible skills to interrupt language that normalizes and perpetuates rape culture</td>
<td>02/21/19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event</th>
<th>Task</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Photovoice Workshops (Part 1 &amp; 2)</strong></td>
<td>Survivors who participate were provided with prompts to participate in a photovoice sharing of their experiences.</td>
<td>Students, Staff, Faculty, and Community Members (IL, CL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• WC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SAP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>02/28/19 &amp; 03/21/19</td>
</tr>
</tbody>
</table>
Prompts, guidelines, and tips were given at the first workshop. The second workshop involved writing captions for their photos and discussing the similarities and differences of their experiences.

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Participants</th>
<th>Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly group run</td>
<td>To foster community, empowerment, and wellbeing</td>
<td>Students, Staff (IL)</td>
<td>SAP</td>
</tr>
</tbody>
</table>
| Film Showing and Discussion: Girl Rising | 1. Identify the ways in which girls' access to education relates to poverty  
2. Learn about barriers to girls’ education around the world  
3. Discuss methods to improve girls’ access to education  
4. Address issues of sexual violence from an international perspective | Students, Staff, Faculty, and Community Members (CL) | WC, WPA, Alden Library, CPS | 03/07/19 |
| Ohio University Eastern – What Were You Wearing Exhibit | 1. Participants reviewed differences between the messages they have received regarding victim blaming and the installation.  
2. Participants formulated healthy attitudes and beliefs regarding the common ‘clothing causes sexual violence’ rape myth.  
3. Participants demonstrated understanding by not asking the question, ‘what were you wearing?’ to survivors in the future.  
4. Participants discussed the installation with peer groups beyond their attendance. | Students, Staff, Faculty, and Community Members (IL) | WC, SAP, CIC, College of Fine Arts, Ambassadors to SAP, The Intersectional Feminist Alliance | 03/18/19-04/01/19 |
<table>
<thead>
<tr>
<th>Event</th>
<th>Objectives</th>
<th>Participants</th>
<th>Date</th>
</tr>
</thead>
</table>
| Thirsting for Knowledge Thursday: The ‘Beast of the Interior with Sara Minor | 1. Explore new methods of storytelling and its connection to themes including sexual assault, sexuality, gender, and interdisciplinary artwork  
2. Differentiate between traditional and nontraditional forms of storytelling  
3. Evaluate traditional forms of storytelling for diversity and inclusion | Students, Staff, Faculty, and Community Members (IL)                      | 03/21/19   |
| International Women’s Art Installation                               | (2 exhibit “rooms” contained contributions regarding violence) Utilized art to communicate complex social issues, such as:  
1. Violence against women, women in protest movements, the intersection of gender with LGBTQ and racial/ethnic identities, and embodiment  
2. Increased empathy  
3. Consider how one’s own identity, as it relates to power, privilege, and oppression, connects with the themes of the exhibits  
4. Exposure to new world views  
5. Hands-on learning experience provided students with the ability to research potentially sensitive topics, plan how to communicate it in a creative manner, and execute a plan to communicate gendered issues in a manner that will help those outside of academia and the classroom understand | Students, Staff, Faculty, and Community Members (IL, CL)                      | 03/26/19   |
| Take Back the Night March                                            | 1. Examine how activist organizing challenges rape culture Identify examples of rape culture  
2. Build empathy for survivors of sexual violence | Students, Staff, Faculty, and Community Members (IL, RL, CL)                      | 04/04/19   |
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Action</th>
<th>Collaborative Efforts</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>New staff orientation to learn mandatory reporting, resources for students, bystander intervention tips, and empathic support</td>
<td>DOSA new staff (IL, CL)</td>
<td>DOSA</td>
<td>07/12/19 &amp; 08/14/19</td>
</tr>
<tr>
<td>This collaborative effort was spearheaded by Student Senate. Banners with supportive messaging for survivors and bystander intervention skills were hung in semi-permanent form from light-posts across campus in high traffic areas.</td>
<td>Campus/Community (CL, SL)</td>
<td>Student Senate</td>
<td>August-December 2019</td>
</tr>
<tr>
<td>Trained on resources for student survivors, how to connect survivors to SAP, empathic response</td>
<td>HRL new professional staff and grad staff (IL, CL)</td>
<td>SAP, HRL</td>
<td>08/13/19</td>
</tr>
<tr>
<td>Trained on resources for student survivors, how to connect survivors to SAP, empathic response, ECRC mandatory reporting expectations, and sexual misconduct policy</td>
<td>OMSAR Graduate Staff (IL, RL)</td>
<td>OMSAR, SAP, ECRC</td>
<td>08/20/19</td>
</tr>
<tr>
<td>Discuss the installation with peer groups beyond their attendance</td>
<td>Students, Staff, Faculty, and Community Members (IL)</td>
<td>WC, SAP, Health Promotion, CPS, College of Fine Arts, University Galleries, OII, OU Libraries, BB, Ambassadors to SAP</td>
<td>08/26/19</td>
</tr>
<tr>
<td>Thirsting for Knowledge Thursday: What I Learned Growing Up About Sexual Assault, Dating Violence, Domestic Violence, and Stalking</td>
<td>Students, Faculty, staff (2 student attendees) (IL, RL)</td>
<td>WC, SAP, CPS</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>1. Define rape culture and how it may be normalized through institutions, such as: Family, Education, Friends, Religion, Media (music, books, radio, tv, film), and State (legal, care systems, correctional institutions, etc.)</td>
<td></td>
<td>09/03/19</td>
<td></td>
</tr>
<tr>
<td>2. Consider how representations and/or discussions, or lack of discussions, about healthy and unhealthy relationships framed participants’ understanding of sexual assault, domestic violence, dating violence, and stalking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Explore how heteronormative gendered norms may frame how certain institutions expect individuals to perform in relationships and boundary setting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Recognize various worldviews on the topic of sexual assault, domestic violence, dating violence, and stalking and the mechanisms by which we are socialized to approach these issues</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ohio University Southern – What Were You Wearing Exhibit</th>
<th>Students, Staff, Faculty, and Community Members (IL)</th>
<th>WC, SAP, CIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participants reviewed differences between the messages they have received regarding victim blaming and the Installation.</td>
<td></td>
<td>09/05/19 - 10/02/19</td>
</tr>
</tbody>
</table>

4. Describe the way in which rape impacts all populations in different ways

5. Consider the use of symbolism in photography as an aid to communicate trauma

6. Improve awareness of resources on campus

7. Increase commitment to bystander intervention
<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Participants</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Participants formulated healthy attitudes and beliefs regarding the common ‘clothing causes sexual violence’ rape myth.</td>
<td>Participants</td>
<td>College of Fine Arts, Ambassadors to SAP, Intersectional Feminist Alliance</td>
<td></td>
</tr>
<tr>
<td>3. Participants demonstrated understanding by not asking the question, ‘what were you wearing?’ to survivors in the future.</td>
<td>Participants</td>
<td>College of Fine Arts, Ambassadors to SAP, Intersectional Feminist Alliance</td>
<td></td>
</tr>
<tr>
<td>4. Participants discussed the installation with peer groups beyond their attendance.</td>
<td>Participants</td>
<td>College of Fine Arts, Ambassadors to SAP, Intersectional Feminist Alliance</td>
<td></td>
</tr>
<tr>
<td><strong>This is What a Craftivist Looks Like: Zine Workshop</strong></td>
<td>1. Summarize the benefits of zine making and zine distribution for sharing information and knowledge, most specifically for diverse populations and about diverse issues</td>
<td>Students, Faculty, and staff (CL, RL)</td>
<td>College of Fine Arts, Ambassadors to SAP, Intersectional Feminist Alliance, WC, LGBT Center, MC, Health Promotion</td>
</tr>
<tr>
<td></td>
<td>2. Explore key issues through educational handouts within the themes of coming out as an LGBTQ+ person, fat activism, bystander intervention, and multicultural issues</td>
<td>Students, Faculty, and staff (CL, RL)</td>
<td>College of Fine Arts, Ambassadors to SAP, Intersectional Feminist Alliance, WC, LGBT Center, MC, Health Promotion</td>
</tr>
<tr>
<td></td>
<td>3. Utilize zines as an applied hands-on, arts-based practice to contribute to knowledge production on themes covered in the workshop, and as a transferrable practice to other areas of interest</td>
<td>Students, Faculty, and staff (CL, RL)</td>
<td>College of Fine Arts, Ambassadors to SAP, Intersectional Feminist Alliance, WC, LGBT Center, MC, Health Promotion</td>
</tr>
<tr>
<td><strong>Start by Believing documentary screening</strong></td>
<td>Explain the importance of believing and supporting survivors, shares OUPD and SAP’s approach to supporting survivors, outline OUPD’s sexual assault investigation process</td>
<td>Students, Faculty, and Staff, community (CL, RL)</td>
<td>OUPD, SAP</td>
</tr>
<tr>
<td></td>
<td>1. Recognize the emotional, physical, and psychological impacts of interpersonal violence</td>
<td>Students, Faculty, and Staff, community (CL, RL)</td>
<td>OUPD, SAP</td>
</tr>
<tr>
<td></td>
<td>2. Develop empathy for survivors of interpersonal violence</td>
<td>Students, Faculty, and Staff, community (CL, RL)</td>
<td>OUPD, SAP</td>
</tr>
</tbody>
</table>

*09/10/19*
3. Recognize the personal stories behind the statistics of the rate of sexual assault on college campuses

4. Analyze the difference between cultures of shame and cultures of acceptance when creating safe environments for conversations about interpersonal violence

5. Increase familiarity of police process of investigating rape and sexual assault and recognize barriers to reporting that survivors may experience

6. Recognize the positive impact that a multidisciplinary approach can have for sexual assault survivors

7. Consider ways we can all embrace the Start by Believing movement

8. Improve confidence in how one would respond to a survivor who chooses to disclose to them

   Increase familiarity with the impact that stress/trauma has on memory and the range of various and valid responses to stress/trauma

<table>
<thead>
<tr>
<th>Learning Community pro and graduate staff</th>
<th>1. Resources for student survivors</th>
<th>LC staff (IL, RL)</th>
<th>LC staff (IL, RL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. How to connect survivors to SAP, empathic response</td>
<td>• SAP</td>
<td>09/17/19</td>
</tr>
<tr>
<td></td>
<td>3. ECRC mandatory reporting expectations and sexual misconduct policy</td>
<td>• LC</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Film Showing and Bike Ride for Hispanic/Latino Heritage Month: Ovarian Psycos</th>
<th>1. Identify challenges and obstacles women of color face in urban environments</th>
<th>Students, Faculty, and Staff (IL, RL)</th>
<th>Students, Faculty, and Staff (IL, RL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Consider the intersections of oppression faced by the subjects of the film, and what similarities</td>
<td>• WC</td>
<td>09/25/19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• OU Libraries</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Black Diamond Bicycles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• WellWorks</td>
<td></td>
</tr>
<tr>
<td>and differences may exist within one's own cultural context</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Recognize and articulate the importance of diverse populations reclaiming public spaces and reflect on systemic structures that disenfranchise different populations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Analyze the accessibility of public spaces, paying particular attention to how marginalized identities are welcomed or unwelcomed in the public sphere</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Recognize the power of community organizing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teresa Flores- Human Trafficking Survivor</th>
<th>Students, Faculty, and Staff, community (CL, RL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the installation with peer groups beyond their attendance</td>
<td></td>
</tr>
<tr>
<td>2. Develop empathy for survivors of interpersonal violence</td>
<td></td>
</tr>
<tr>
<td>3. Recognize the personal stories behind the statistics of the rate of sexual assault on college campuses</td>
<td></td>
</tr>
<tr>
<td>4. Describe the way in which rape impacts all populations in different ways.</td>
<td></td>
</tr>
<tr>
<td>5. Consider the use of symbolism in photography as an aid to communicate trauma</td>
<td></td>
</tr>
<tr>
<td>6. Improve awareness of resources on campus</td>
<td></td>
</tr>
<tr>
<td>7. Increase commitment to bystander intervention</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ohio University Eastern – Through the Survivors’ Lens Exhibit</th>
<th>Students, Staff, Faculty, and Community Members (IL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the installation with peer groups beyond their attendance</td>
<td></td>
</tr>
<tr>
<td>2. Develop empathy for survivors of interpersonal violence</td>
<td></td>
</tr>
<tr>
<td>3. Recognize the personal stories behind the statistics of the rate of sexual assault on college campuses</td>
<td></td>
</tr>
<tr>
<td>4. Describe the way in which rape impacts all populations in different ways.</td>
<td></td>
</tr>
<tr>
<td>5. Consider the use of symbolism in photography as an aid to communicate trauma</td>
<td></td>
</tr>
<tr>
<td>6. Improve awareness of resources on campus</td>
<td></td>
</tr>
<tr>
<td>7. Increase commitment to bystander intervention</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>National Eating Disorders Association Walk</th>
<th>Students, Staff, Faculty, and Community Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the NEDA keynote speakers spoke about her</td>
<td></td>
</tr>
</tbody>
</table>

| BSCPB |
| Scripps Hispanic Network, Latino Caucus, |
| MC |
| SNMA |
| WC |
| CPS |
| SAP |
| WC |
| SAP |
| CPS |
| Health Promotion |
| College of Fine Arts |
| University Galleries, Ohio |
| OU Libraries, BB |
| Ambassadors to SAP, SNMA |
| WC |

| 10/01/19 |
| 10/14/19-10/30/19 |
| 10/19/19 |
| Film Showing: The Bystander Moment | experiences of sexual assault and the impact on her recovery.  
1. Identify resources on campus for those struggling with body image and/or eating disorders  
2. Improve empathy for those who have eating disorders or are in recovery  
3. Experience in non-profit fundraising if assisting in the fundraising aspect of the walk | (IL) |  
| --- | --- | --- | --- |
| Domestic Violence Prevention Keynote Drea Kelly | 1. Consider the role that media can have in building empathy and raising awareness  
2. Identify the reasons why victims of dating/domestic violence stay  
3. Increased empathy for victims and survivors of dating/domestic violence | Students, Staff, Faculty, and Community Members (IL, RL, CL) | • WC  
• SAP  
• Student Senate | 10/23/19 |
| 1. Analyze media representations of bystander intervention  
2. Identify specific skills that one can use for effective bystander intervention  
3. Commit to steps that an individual can take to support a campus culture focused on reducing sexual assault, promoting healthy prevention  
4. Investigate expressions of masculinity that support healthy and unhealthy relationships  
5. Identify gender inequality issues that result in gendered violence  
6. Define rape culture and how it may be normalized through institutions | Students, Staff, Faculty, and Community Members (IL, RL, CL) | • WC  
• BSCPB  
• MC  
• Health Promotion  
• SAP  
• CPS  
• SNMA | 10/24/19 |
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Details</th>
<th>Participants</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Reframe dating/domestic violence from an individual (private) issue to a community (public) issue.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Recognize the diversity of survivor experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drea Kelly with women of color student leaders and allies</td>
<td>Empower student leaders to be active allies to survivors, with an eye to the impact of sexual and domestic violence in multicultural communities</td>
<td>Students (IL)</td>
<td>10/24/19</td>
</tr>
<tr>
<td>Drea Kelly reception with survivors</td>
<td>Empower survivors</td>
<td>Survivors (students, faculty, staff) (IL)</td>
<td>10/24/19</td>
</tr>
<tr>
<td>Identifying Rape Culture and How to Respond</td>
<td>1. Define rape culture</td>
<td>Students, Staff, Faculty, and Community Members (RL, CL)</td>
<td>WC</td>
</tr>
<tr>
<td></td>
<td>2. Identify and work to confront rape culture and the ways in which institutionalized oppression influences societal beliefs on sexual violence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Critically analyze written and visual texts (when paired with the recommended readings)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Increase empathy for survivors of sexual violence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Practice tangible skills to interrupt language that normalizes and perpetuates rape culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bystander Intervention Overview</td>
<td>1. Provide student employees and leaders an overview of bystander intervention skills in</td>
<td>New DOSA Staff, OHIO Honors Students, Culinary</td>
<td>Health Promotion</td>
</tr>
<tr>
<td>Program</td>
<td>Description</td>
<td>Participants</td>
<td>Location/Date</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Bystander Intervention &amp; Allyship</td>
<td>Program designed to integrate allyship and intersectional identities into prevention work. 1. Increase understanding of identity-specific incidence rates of violence. 2. Increase empathy for survivors of trauma with complex identities. 3. Increase use of effective bystander skills across a variety of harmful situations.</td>
<td>Wellworks Staff, Campus Rec Staff, Health Promotion, WC, Human Resources.</td>
<td>August &amp; December 2019. 3 total workshops between August &amp; December 2019</td>
</tr>
<tr>
<td>Power-Based Personal Violence &amp; Bystander Intervention</td>
<td>This program looked at the intersections of power-based violence and bystander intervention. 1. Increase understanding of empathy among students. 2. Increase understanding about how violence manifests on college campuses. 3. Increase understanding and comfort with effective bystander strategies.</td>
<td>First year learning communities, Housing &amp; Res Life Student Staff, WGSS classes, Library Student Staff, residential students.</td>
<td>Health Promotion. 60 total workshops between August 2019 &amp; May 2020.</td>
</tr>
<tr>
<td>Consent &amp; Safer Sex</td>
<td>This program showed how comprehensive sex education and holistic consent education are important elements of violence prevention plans. 1. Increase understanding of policy requirements for consent. 2. Increase comfort with sexual communication and boundary negotiation.</td>
<td>Residential Students, Health Promotion.</td>
<td>10/15/19.</td>
</tr>
<tr>
<td>Designated Space</td>
<td>This collaborative program allowed survivors of sexual and gender-based violence the opportunity to share their stories, artwork, and poetry.</td>
<td>Open event campus and community stakeholders, SAP, Health Promotion, Donkey Coffee.</td>
<td>09/10/19.</td>
</tr>
<tr>
<td>Event Title</td>
<td>Details</td>
<td>Audience</td>
<td>Organizers</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>Red Zone Power-Hour</td>
<td>This peer led program examined the Red Zone phenomenon observed on college campuses.</td>
<td>Open event for all campus stakeholders</td>
<td>Health Promotion</td>
</tr>
<tr>
<td>A Mile Together – Arts Based Awareness Event</td>
<td>Using arts-based practice, students learned about the impact of sexual violence during the red zone and as well as bystander intervention skills to combat instances of harm.</td>
<td>Undergraduate residential students</td>
<td>HRL, Health Promotion</td>
</tr>
<tr>
<td>A Mile Together Main Event</td>
<td>This large-scale awareness raising event engaged campus and community stakeholders in bystander intervention practices and increased public buy-in from administrative and academic units.</td>
<td>Open event for all campus and community stakeholders</td>
<td>Health Promotion, Student Senate, SAP, WC</td>
</tr>
<tr>
<td>Wellbeing with Pride</td>
<td>This collaborative event highlighted specific challenges faced members of the LGBTQIA+ community and how university resources can be used to address these needs.</td>
<td>Open event targeted to under-represented students seeking wellbeing skills</td>
<td>Health Promotion, LGBT Center, MC, CPS, Campus Rec</td>
</tr>
<tr>
<td>Event</td>
<td>Description</td>
<td>Location</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| The Bystander Moment                                                | This documentary examines the role of bystander intervention during the #meToo era and how it can be an effective tool for culture change.  
1. Demonstrate the efficacy of bystander intervention in preventing sexual violence  
2. Illustrate the ways in which man can be engaged as active partners in prevention  
3. Provide tools for deconstructing misogyny and rape culture | Open event for all campus and community stakeholders                                                                 | 10/23/2020     |
| Bystander Intervention & Healthy Masculinities                      | This workshop examined the role that masculinity plays in the perpetuation of rape culture and sexual violence.  
1. Understand gender-scrips and the way that masculinity is socially constructed  
2. Increase bystander intervention skills to combat toxic masculinities | WGSS 1000 courses                                                                                                                                  | 2 programs on 11/17/19 |
| Stalking Awareness Workshop                                         | In partnership with national expert, Debbie Riddle, these events examined the very real toll that stalking takes on its victims.  
1. Build empathy for survivors of stalking through the use of personal storytelling  
2. Increase understanding of how stalking can manifest | Undergraduate student leaders, Faculty, and Staff                                                                                               | 3 workshops in January 2020 |
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Organizer</th>
<th>Type</th>
<th>Date/Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee and Consent</td>
<td>This peer led program is discussed the intersections of policy, law, and philosophy as it pertains to consent. 1. Understand the difference between the floor and ceiling for consent.</td>
<td>Open event for campus stakeholders</td>
<td>Health Promotion</td>
<td>4 events between January-March 2020</td>
</tr>
<tr>
<td>Masculinities &amp; Media: Critical Analysis of Media’s Gender Scripts</td>
<td>Using feminist theory and critical media analysis, this workshop used popular media as a lens for deconstructing gender scrips, toxic masculinity, etc. 1. Understand the role that gender-scrips play in sexual violence 2. Increase media analysis skills that provide gendered messaging 3. Understand the negative health outcomes for male identified individuals</td>
<td>DOSA staff</td>
<td>Health Promotion</td>
<td>02/14/20</td>
</tr>
<tr>
<td>The Choices Program</td>
<td>This peer led program was an interactive opportunity for students to learn about overlapping wellbeing concerns relating to alcohol, sexual violence, effective bystander intervention across a variety of situations, and healthy consent practice. 1. Increase understanding of biological impact from alcohol and other drugs 2. Increase understanding of and comfort using bystander intervention 3. Increase understanding of how alcohol and sexual assault are related 4. Increase participant comfort with sexual consent and boundary setting</td>
<td>First year students in Learning Communities</td>
<td>• Health Promotion • FYST</td>
<td>224 programs between August and December 2019</td>
</tr>
</tbody>
</table>
KEY

- AAUW – American Auto Union Workers
- BB – Better Bystanders
- BSCPB – Black Student Cultural Programming Board
- CIC – Campus Involvement Center
- CPS – Counseling and Psychological Services
- DOSA – Division of Student Affairs
- ECRC – Equity and Civil Rights Compliance
- FYST – First Year Student Transition
- GC – Graduate College
- GSS – Graduate Student Senate
- HRL – Housing and Residence Life
- ISU – International Student Union
- LC – Learning Communities
- LGBT Center – Lesbian, Gay, Bisexual, Trans* Center
- MBS – Margaret Boyd Scholars
- MC – Multicultural Center
- OGA – Office of Global Affairs
- OII – Office of Institutional Innovation
- OMSAR – Office of Multicultural Student Access and Retention
- OU Libraries – Ohio University Libraries
- OUPD – Ohio University Police Department
- SAP – Survivor Advocacy Program
- SNMA – Student National Medical Association
- WC – Women’s Center
- WGSS – Women and Gender Studies
- WPA – Women’s Panhellenic Association
- AAUW – American Association of University Women
- BB – Better Bystanders
- BSCPB – Black Student Cultural Programming Board
- CIC – Campus Involvement Center
- CPS – Counseling and Psychological Services
- DOSA – Division of Student Affairs
- ECRC – Equity and Civil Rights Compliance
- FYST – First Year Student Transition
- GC – Graduate College
- GSS – Graduate Student Senate
- HRL – Housing and Residence Life
- ISU – International Student Union
- LC – Learning Communities
- LGBT Center – Lesbian, Gay, Bisexual, Trans* Center
- MBS – Margaret Boyd Scholars
- MC – Multicultural Center
- OGA – Office of Global Affairs
- OII – Office of Institutional Innovation
- OMSAR – Office of Multicultural Student Access and Retention
- OU Libraries – Ohio University Libraries
• OUPD – Ohio University Police Department
• SAP – Survivor Advocacy Program
• SNMA – Student National Medical Association
• WC – Women’s Center
• WGSS – Women and Gender Studies
• WPA – Women’s Panhellenic Association

Registered Sex Offenders

Information on registered sex offenders near your campus can be obtained by contacting your local Sheriff’s Office or by visiting the Ohio Attorney General’s website. Contact information for the Sheriff’s Office closest to your campus can be found beginning on page 93 of this report.

Ohio Legal Definitions Relative to the Clery Act and the Violence Against Women Act (VAWA)

Any criminal investigation conducted by the Ohio University Police Department or other law enforcement agency with responsibility for investigating an alleged offense of sexual assault, dating violence, domestic violence, and stalking laws will operate in accordance with criminal elements as defined by the Ohio Revised Code. The Ohio Revised Code (ORC) does not explicitly define “consent” or “sexual assault;” however, Chapter 2907 of the ORC defines “sex offenses” in Ohio criminal law. Ohio law does not define “dating violence,” but Chapter 2901 of the ORC outlines 36 “offenses of violence” in Ohio criminal law. Chapter 2919.25 of the ORC outlines the elements of a domestic violence offense as follows:

(A) No person shall knowingly cause or attempt to cause physical harm to a family or household member.

(B) No person shall recklessly cause serious physical harm to a family or household member.

(C) No person, by threat of force, shall knowingly cause a family or household member to believe that the offender will cause imminent physical harm to the family or household member.

Ohio Revised Code 2903.211 outlines the elements of “menacing by stalking” as follows:

(A) (1) No person by engaging in a pattern of conduct shall knowingly cause another person to believe that the offender will cause physical harm to the other person or a family or household member of the other person or cause mental distress to the other person or a family or household member of the other person. In addition to any other basis for the other person’s belief that the offender will cause physical harm to the other person or the other person’s family or household member or mental distress to the other person or the other person’s family or household member, the other person’s belief or mental distress may be based on words or conduct of the offender that are directed at or identify a corporation, association, or other organization that employs the other person or to which the other person belongs.
(2) No person, through the use of any form of written communication or any electronic method of remotely transferring information, including, but not limited to, any computer, computer network, computer program, r-computer system, or telecommunication device shall post a message or use any intentionally written or verbal graphic gesture with purpose to do either of the following:
(a) Violate division (A)(1) of this section:
(b) Urge or incite another to commit a violation of division (A)(1) of this section.

(3) No person, with a sexual motivation, shall violate division (A)(1) or (2) of this section.

Safety-Related Policies

Disciplinary Complaints Regarding Students

Disciplinary complaints regarding students can be filed with the Office for Community Standards and Student Responsibility (CSSR) online (www.ohio.edu/communitystandards) or in person in 349 Baker University Center. Students charged with violations of the Student Code of Conduct will have an initial meeting with a staff member to discuss the process, charges, rights and options, and the incident. Students can choose to waive their right to a hearing, accept responsibility for the charges, and have their matter decided by the staff member with whom they are meeting. Students who deny one or more of their charges will be scheduled for a hearing. All students have the ability to appeal the decision in their matter.

The University uses a separate process to address allegations that a student engaged in sexual harassment or other sexual misconduct. Coordinated by Equity and Civil Rights Compliance (ECRC), that process is detailed below. An in-depth explanation of all student disciplinary processes can be found in the Student Code of Conduct, which is available on the CSSR website (www.ohio.edu/communitystandards).

University Policy 12.020: Student Records

The final results of a student disciplinary proceeding conducted by the university may be disclosed in the event a student is an alleged perpetrator of a crime of violence or a non-forcible sex offense and, with respect to the allegation made against the student, the student is found to have violated the Student Code of Conduct. For purposes of this provision and the following provision, "final results" means a determination made pursuant to the procedures contained in the Student Code of Conduct and includes only the name of the student, the violation committed, and any sanction imposed by the university against the student.

The final results of a disciplinary proceeding shall be disclosed to the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, regardless of whether the alleged perpetrator is found to have violated the Student Code of Conduct.

University Policy 03.004: Sexual Harassment and Other Sexual Misconduct

A. Rationale for Policy
Ohio university is committed to providing a workplace, educational environment, and programs and activities that are free from sexual harassment and other sexual misconduct.

To affirm its commitment to fairness and equity, and to ensure compliance with federal and state laws and regulations, Ohio university has developed this policy and related processes that inform members of the university community about prohibited behavior; provide supportive measures designed to remediate the effects of sexual harassment and other sexual misconduct; and provide a prompt, fair, and impartial process to address alleged violations of this policy.

B. Basis for policy

For purposes of this policy, "sexual harassment and other sexual misconduct" includes sexual harassment and sexual assault, domestic violence and dating violence, stalking and retaliation. These behaviors are prohibited as unlawful discriminatory conduct under Title VII of the Civil Rights Act of 1964 (as amended), Title IX of the Education Amendments of 1972, the Violence Against Women Reauthorization Act of 2013 (VAWA), the Campus Sexual Violence Elimination Act (Campus SaVE Act), and/or the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). "Sexual harassment and other sexual misconduct," for purposes of this policy, also includes sexual exploitation. Additionally, this policy contains a statement regarding consensual relationships in which one party retains a direct supervisory or evaluative role over the other party.

While sexual harassment and other sexual misconduct are forms of sex-based discriminatory conduct, discrimination on the basis of sex, gender, gender identity or expression, and sexual orientation is prohibited in all of its forms by Ohio university under university policy 40.001: Equal Employment and Educational Opportunity.

C. Applicable Scope and Jurisdiction of Policy

The expectations for conduct contained within this policy apply to all aspects of Ohio university's operations, locations, and programs, including, but not limited to, regional campuses, property owned or controlled by the university; online programs; university-sponsored events, activities and travel; and in buildings owned or controlled by student organizations recognized by Ohio university.

These expectations apply to all members of the Ohio university community, which includes, but is not limited to, students, student organizations and student groups, faculty, administrators, staff, trustees and officers, and third parties such as agents, vendors, guests, visitors, volunteers and campers.

Reports of prohibited behavior may be submitted by any person. Further, this policy encourages, and in some cases requires, reports of sexual harassment and other sexual misconduct regardless of where the incident occurred.

A violation of this policy by a student, student organization, or student group would also be a violation of the student code of conduct. The Ohio university student code of conduct applies to all students, student organizations, and student groups whether the prohibited behavior
occurred on or off campus; therefore, this policy applies to prohibited behavior by students, student organizations, and student groups whether it occurs on-campus or off-campus. Further, allegations of other conduct prohibited by the student code of conduct may be investigated and adjudicated through the Sexual Harassment and Other Sexual Misconduct Grievance Process in conjunction with violations of this policy.

Reports of prohibited behavior by faculty, administrators, staff, trustees, and officers will be assessed by the Title IX Coordinator to determine if the alleged behavior occurred within Ohio university's operations, locations, and programs, as described above, or if the alleged behavior, if true, may have effectively denied the complainant equal access to education or employment at Ohio university. If either circumstance exists, this policy will apply whether the behavior occurred on-campus or off-campus.

If the respondent in a reported violation of this policy is a student, student organization or group, faculty member, administrator, staff member, trustee, or officer, the grievance process described in this policy may be utilized regardless of the status of the complainant. Reports of prohibited behavior on the part of third parties such as agents, vendors, guests, visitors, volunteers, and campers will be assessed by the Title IX Coordinator to determine the best means to stop the behavior, remediate the impact on the complainant, and prevent further prohibited behavior, such as barring individuals from university property or events, among other possible actions. If the respondent is unknown or is not a member of the university community, the university will not be able to utilize the grievance process; however, resources and other supportive measures will be offered to the complainant by the Title IX Coordinator.

Ohio university will respond to reports of sexual harassment or other sexual misconduct irrespective of when the incident may have occurred, including during semester breaks, leaves of absence, or periods of dismissal. There is no time limit on making a report or submitting a formal complaint to the Title IX Coordinator; however, if the respondent is no longer a student or employee and/or if significant time has passed, the ability to investigate, respond, and provide remedies may be limited or not possible.

Acting on reports or formal complaints significantly impacted by the passage of time is at the discretion of the Title IX Coordinator, who may document allegations for future reference, offer supportive measures and/or remedies, and/or engage informal action, as appropriate. Ohio university will typically apply the policy in place at the time of the alleged misconduct and the process in place at the time the incident is reported to the Title IX Coordinator.

The measures described in this policy and related processes may be initiated when a respondent is charged with behavior that potentially violates both civil/criminal law and university policy, without regard to pending litigation in court or criminal arrest and prosecution. The Sexual Harassment and Other Sexual Misconduct Grievance Process may be carried out prior to, simultaneously with, or following criminal proceedings off campus. Determinations made and sanctions imposed under this policy will not be subject to change because criminal charges arising out of the same facts were dismissed, reduced, or resolved in favor of or against the criminal law defendant.
If this policy directly contradicts any other university policy or procedures related to protected status discrimination, harassment, or retaliation, this policy takes precedence. An initial choice to use any particular policy does not preclude a later or simultaneous decision to use one or more of the others, or to use the criminal justice system.

D. Definitions

The following definitions shall apply for the purposes of this policy:

1. Actual knowledge
   Notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or any official with the authority to institute corrective measures on behalf of the university.

2. Advisor
   A person chosen by a party (the complainant or respondent) to accompany the party to meetings related to the grievance process, to advise the party on that process, and to question the other party and witnesses at the hearing, if any. If a party does not have an advisor to question the other party and witnesses at the hearing, one will be appointed to do so by the university.

3. Complainant
   An individual who is alleged to be the victim of conduct that could constitute sexual harassment, other sexual misconduct, or retaliation under this policy.

4. Confidential resource
   An employee who is not a mandatory reporter and is not obligated by this policy to share knowledge and reports of sexual harassment, other sexual misconduct, or retaliation with the Title IX Coordinator. On-campus confidential resources include licensed mental health professionals and healthcare providers acting within the scope of their confidential roles.

5. Consent
   The state of Ohio does not provide a definition of “consent” in state statutes relating to sexual offenses. Ohio university's definition of consent is as follows:

   Consent must be informed, knowing and voluntary. Consent must be clear and unambiguous for each participant throughout any sexual encounter. Consent to some sexual acts does not imply consent to others, nor does past consent to a given act imply ongoing or future consent. Consent can be revoked at any time. For all of these reasons, sexual partners must evaluate consent in an ongoing fashion and should communicate clearly with each other throughout any sexual encounter. Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated, whether due to alcohol, drugs, or some other condition. Consent cannot be obtained by threat, coercion, or force. Agreement given under such conditions does not constitute consent. In order to give effective consent, one must be of legal age.

6. Education program or activity
Locations, events, or circumstances, including employment, where the university exercises substantial control over both the respondent and the context in which sexual harassment occurs and includes any building owned or controlled by a student organization that is officially recognized by the university.

7. Employee
A person who performs work for the university and is paid for that work. For purposes of this policy, employees include paid faculty, administrators, staff, graduate research and teaching assistants, and all student employees.

8. Formal complaint
A document submitted by a complainant or signed by the Title IX Coordinator alleging behavior prohibited by this policy (sexual harassment, other sexual misconduct, or retaliation) against a respondent and requesting that the university investigate the allegation.

9. Grievance process
A method of resolution utilized to address allegations of sexual harassment, other sexual misconduct, and retaliation as defined by this policy.

10. Grievance process pool
Investigators, hearing panelists, appeal officers, and advisors who may perform any or all of these roles, though not at the same time nor with respect to the same case.

11. Hearing panelist
Those who have decision-making and sanctioning authority when allegations proceed to a hearing within the grievance process.

12. Incapacitation
A person who lacks the ability to make informed, rational judgments is incapacitated and, therefore, cannot consent to sexual activity.

A person who is incapacitated is unable, temporarily or permanently, to give consent because of mental or physical helplessness, sleep, or unconsciousness. A person may be incapacitated as a result of the consumption of alcohol or other drugs, or due to a temporary or permanent physical or mental health condition.

Merely consuming or being under the influence of alcohol or drugs does not constitute incapacitation. Incapacitation is beyond a state of drunkenness or intoxication, and the level of impairment must be significant enough to render the person unable to give consent.

An individual who engages in sexual activity when that individual knows or should have known that the other person is physically or mentally incapacitated has violated this policy. It is not an excuse that the respondent was intoxicated and, therefore, did not realize the incapacity of the complainant.

13. Investigator
The person or persons charged with gathering information about an alleged violation of this policy and compiling this information into an investigation report and file of directly related evidence.

14. Mandatory reporter
   An employee who is obligated by this policy to share knowledge and reports of sexual harassment, other sexual misconduct, or retaliation with the Title IX Coordinator.

15. Notice
   When an employee, student, or third-party informs the Title IX Coordinator or any other official with authority of an alleged incident of sexual harassment, other sexual misconduct, or retaliation.

16. Official with authority ("OWA")
   An employee of the university with the authority to implement corrective measures for sexual harassment, other sexual misconduct, and retaliation on behalf of Ohio university. Notice to any OWA constitutes actual knowledge under this policy. For purposes of this policy, the following employees have been designated as OWAs: Title IX Coordinator and Deputy Title IX Coordinator, President, Provost, Vice Presidents, Deans, Athletic Director, and Chief Human Resources Officer.

17. Parties
   The complainant(s) and respondent(s) in a matter, collectively.

18. Report
   Information provided to the Title IX Coordinator indicating that sexual harassment, other sexual misconduct, or retaliation may have occurred.

19. Remedies
   Post-finding actions directed to the complainant and/or the community as mechanisms to address safety, prevent recurrence, and restore access to the university’s educational program or activities, including employment.

20. Respondent
   An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, other sexual misconduct, or retaliation under this policy. Student organizations or groups may also be respondents in the grievance process. It is presumed that a respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

21. Sanction
   A consequence imposed by the university on a respondent who is found to have violated this policy.

22. Student
Any person from the time they are admitted to Ohio university up through the date of graduation. This includes, but is not limited to, new students at orientation, persons not currently enrolled but who are still seeking a degree from Ohio university, persons currently under suspension, and any other person enrolled in a credit earning course offered by Ohio university, including students enrolled in the college credit plus program.

23. Supportive measures
Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

Supportive measures are designed to restore or preserve equal access to the university’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the university’s educational environment or to deter sexual harassment, other sexual misconduct, and retaliation.

24. Title IX Coordinator
The official designated by Ohio university to ensure compliance with Title IX and to oversee implementation of this policy. References to the Title IX Coordinator throughout this policy may also encompass a designee of the Coordinator for specific tasks.

25. Title IX Team
The Title IX Coordinator, deputy Title IX Coordinator, and the members of the grievance process pool.

26. Witness
Person who is requested to participate in the grievance process because they may have relevant information about the alleged violation. Names of potential witnesses may be supplied by the complainant, respondent, or others with knowledge of the matter. All witnesses are considered to be witnesses called by the university.

E. Sexual Harassment and Other Sexual Misconduct Offenses
The Department of Education’s Office for Civil Rights (OCR), the Equal Employment Opportunity Commission (EEOC), and the State of Ohio regard Sexual Harassment, a specific form of discriminatory harassment, as an unlawful discriminatory practice. Ohio university has adopted the following definitions of sexual harassment and other sexual misconduct in order to address the unique environment of our academic community, which consists not only of employer and employees, but of students as well. All definitions encompass actual offenses and may also encompass attempts to commit the offense.

Acts of sexual harassment and other sexual misconduct may be committed by any person upon any other person, regardless of the sex, sexual orientation, gender identity, or gender expression of those involved.

The offenses below include behaviors prohibited by the Title IX regulations published in the Federal Register by the U.S. Department of Education, Office for Civil Rights on May 19,
2020. These regulations prescribe definitions based on the uniform crime reporting program of the Federal Bureau of Investigations. The offenses below also include additional behaviors prohibited by Ohio university. All of the listed offenses are violations of this policy.

Offenses 1-6 listed below are considered to be Sexual Harassment, as defined by Title IX regulations, if the behavior occurred within Ohio university’s education programs or activities and in the United States and if the complainant was participating in or attempting to participate in the education program or activity of Ohio university at the time of filing a formal complaint. Ohio university’s education programs or activities include locations, events, or circumstances, including employment, where the university exercises substantial control over both the respondent and the context in which sexual harassment occurs and includes any building owned or controlled by a student organization that is officially recognized by the university.

Under all other circumstances detailed in Section C of this policy, offenses 2-7 listed below constitute Sexual Misconduct under university policy.

Offense 8 (sexual exploitation) constitutes Sexual Misconduct under university policy in all circumstances detailed in Section C of this policy.

This policy prohibits conduct on the basis of sex that satisfies one or more of the following. If a charge is placed for the purposes of the Sexual Harassment and Other Sexual Misconduct Grievance Process, the italicized and underlined portion of each definition will be used as the charge in that process.

1. Sexual Harassment under Title IX:
   a. Unwelcome conduct,
   b. determined by a reasonable person,
   c. to be so severe, and
   d. pervasive, and,
   e. objectively offensive,
   f. that it effectively denies a person equal access to Ohio university’s education program or activity.

2. Sexual Harassment by Quid Pro Quo:
   a. An employee of Ohio university,
   b. conditioning the provision of an aid, benefit, or service of Ohio university,
   c. on an individual’s participation in unwelcome sexual conduct.

3. Sexual Assault (definitions based on the uniform crime reporting program of the Federal Bureau of Investigations as required by Title IX regulations):
   a. Sex Offenses, Forcible:
      i. Any sexual act directed against another person,
      ii. without the consent of the complainant,
iii. including instances in which the complainant is incapable of giving consent.

A “sexual act” is more specifically defined by federal regulations to include one or more of the following:
(a) Forcible Rape*:
   (i) Penetration,
   (ii) no matter how slight,
   (iii) of the vagina or anus with anybody part or object, or
   (iv) oral penetration by a sex organ of another person,
   (v) without the consent of the complainant.
(b) Forcible Sodomy*:
   (i) Oral or anal sexual intercourse with another person,
   (ii) forcibly,
   (iii) and/or against that person’s will (non-consensually), or
   (iv) not forcibly or against the person’s will in instances in which the complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
(c) Sexual Assault with an Object*:
   (i) The use of an object or instrument to penetrate,
   (ii) however slightly,
   (iii) the genital or anal opening of the body of another person,
   (iv) forcibly,
   (v) and/or against that person’s will (non-consensually),
   (vi) or not forcibly or against the person’s will in instances in which the complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
(d) Forcible Fondling**:
   (i) The touching of the private body parts of another person (buttocks, groin, breasts),
   (ii) for the purpose of sexual gratification,
   (iii) forcibly,
   (iv) and/or against that person’s will (non-consensually),
(v) or not forcibly or against the person’s will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

*Allegations of behaviors fitting the definitions of Forcible Rape, Forcible Sodomy, or Sexual Assault with an Object will be charged as Non-consensual Sexual Intercourse in the Sexual Harassment and Other Sexual Misconduct Grievance Process.

** Allegations of behaviors fitting the definition of Forcible Fondling will be charged as Non-consensual Sexual Contact in the Sexual Harassment and Other Sexual Misconduct Grievance Process.

b. Sex Offenses, Non-forcible:
   i. **Incest:**
      (a) Non-forcible sexual intercourse,
      (b) between persons who are related to each other,
      (c) within the degrees wherein marriage is prohibited by Ohio law.
   ii. **Statutory Rape:**
      (a) Non-forcible sexual intercourse,
      (b) with a person who is under the statutory age of consent.

4. **Dating Violence:**
   a. Violence,
   b. on the basis of sex,
   c. committed by a person,
   d. who is in or has been in a social relationship of a romantic or intimate nature with the complainant.
   i. The existence of such a relationship shall be determined based on the complainant’s statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

   For the purposes of this definition:
   i. Violence means physical violence.
   ii. Dating violence does not include acts covered under the definition of domestic violence.

5. **Domestic Violence:**
   a. Violence,
b. on the basis of sex,
c. committed by a current or former spouse or intimate partner of the complainant,
d. by a person with whom the complainant shares a child in common, or
e. by a person who is cohabitating with, or has cohabitated with, the complainant as a spouse or intimate partner, or
f. by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of Ohio, or
g. by any other person against an adult or youth complainant who is protected from that person’s acts under the domestic or family violence laws of Ohio.

For the purposes of this definition:
   i. Violence means physical violence.
   ii. Domestic violence does not include acts covered under the definition of dating violence.

6. **Stalking:**
   a. Engaging in a course of conduct,
   b. on the basis of sex,
   c. directed at a specific person, that
      i. would cause a reasonable person to fear for their own safety, or
      ii. the safety of others; or
      iii. suffer substantial emotional distress.

   For the purposes of this definition:
   (a) Course of conduct means two or more acts, including, but not limited to, acts in which the respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person’s property.
   (b) A reasonable person means reasonable person under similar circumstances and with similar identities to the complainant.
   (c) Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

7. **Sexual Harassment under University Policy:**
   a. Physical or verbal conduct,
   b. of a sexual nature,
c. that is unwelcome, and
d. sufficiently severe, or
e. pervasive,
f. from both a subjective (the complainant’s), and
g. an objective (reasonable person’s) viewpoint, where:
h. such conduct has the purpose or effect of unreasonably interfering
   with a person’s work or academic performance,
i. or creating an intimidating, hostile, or offensive environment for
   working, learning, or living on campus.

For the purposes of this definition:
   i. A reasonable person means reasonable person under similar
      circumstances and with similar identities to the complainant.
   ii. The determination of whether an environment is “hostile” is
      often contextual and must be based on the circumstances.
      These circumstances could include:
         • The frequency of the conduct;
         • The nature and severity of the conduct;
         • The relationship between the complainant and the
           respondent;
         • The location and context in which the alleged conduct
           occurs;
         • Whether the conduct was physically threatening;
         • Whether the conduct was humiliating; or
         • Whether the conduct arose in the context of other discriminatory conduct.

8. **Sexual Exploitation:**
   a. A person, knowingly or recklessly,
   b. taking non-consensual or abusive sexual advantage of another,
   c. for the person’s own advantage or benefit,
   d. or to benefit or advantage anyone other than the one being
      exploited,
   e. through behavior that does otherwise constitute a violation of this
      policy.

Examples of sexual exploitation include, but are not limited to:
   i. Prostituting another person;
   ii. Non-consensual video- or audio-recording or photographing of
      sexual activity;
   iii. Going beyond the boundaries of consent (such as permitting
      others to observe you having consensual sex with someone
      who is not aware of the observation);
   iv. Voyeurism;
   v. Public indecency (such as exposing your genitals to others
      without consent);
vi. Knowingly exposing another person to a sexually transmitted infection ("STI") or Human Immunodeficiency Virus ("HIV") without prior knowledge and consent of the person to be exposed to STI or HIV;

vii. Causing or attempting to cause the incapacitation of another person (through alcohol, drugs, or any other means) for the purpose of compromising that person’s ability to give consent to sexual activity, or for the purpose of making that person vulnerable to non-consensual sexual activity; or

viii. Using contact-free means (e.g., by threat of violence) to coerce a person to participate in sexual behavior against their will.

F. Retaliation

1. No person may intimidate, threaten, coerce, or discriminate against any individual,
2. for the purpose of interfering with any right or privilege secured by Title IX or this policy, or
3. because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding or hearing.
4. The exercise of rights under the First Amendment does not constitute retaliation prohibited under this section.

Allegations of retaliation will be addressed under the Sexual Harassment and Other Sexual Misconduct Grievance Process.

G. Consensual Relationships

Consensual romantic or sexual relationships in which one party retains a direct supervisory or evaluative role over the other party are unethical, create a risk for real or perceived coercion, and are expressly a violation of this policy. Furthermore, the possibility of a future amorous relationship may distort the present instructional or advising relationship.

Therefore, persons with direct supervisory, evaluative, grading, or academic advising responsibilities who are involved in such relationships must bring those relationships to the attention of their supervisor. This will likely result in the necessity to remove the employee from the supervisory, evaluative, grading, or academic advising responsibilities.

Ohio University does not intrude upon private choices regarding personal relationships when these relationships do not violate the policies of the university, cause harm to the safety and wellbeing of members of campus community or increase the risk of harm to the safety and wellbeing of members of campus community.

If no other behaviors prohibited by the sexual harassment and other sexual misconduct policy are alleged, investigations of alleged violations of the consensual relationships provision will be conducted by an investigator from the grievance process pool. After interviewing the involved
parties and any witnesses and reviewing any relevant documents, the investigator will compile a memorandum of finding including a summary of information gathered during the investigation and a determination as to whether, by the preponderance of the evidence, the consensual relationship provision has been violated. The memorandum of finding will be provided to the parties, and to the supervisor(s)/department chair(s)/director(s) of the party or parties who are employees of the university for their consideration and appropriate action.

H. Title IX Coordinator

The Title IX Coordinator ensures compliance with Title IX and oversees implementation of this policy. The Title IX Coordinator has the primary responsibility for coordinating Ohio university’s efforts related to the intake of reports, implementation of supportive measures, investigation and resolution of formal complaints, and other activity designed to stop, remediate, and prevent behaviors prohibited by this policy. References to the Title IX Coordinator throughout this policy may also encompass a designee of the Coordinator for specific tasks.

The Title IX Coordinator manages the Title IX Team and acts with independence and authority free from bias and conflicts of interest. The Title IX Coordinator oversees all processes under this policy. The members of the Title IX Team are vetted and trained to ensure they are not biased for or against any party in a specific case, or for or against complainants or respondents, generally.

Inquiries regarding this policy and its related processes may be made to:
   Director of Equity and Civil Rights Compliance and Title IX Coordinator
   006 Lindley Hall
   Ohio University
   Athens, OH 45701
   740.593.9140 (phone)
   740.593.9168 (fax)
   equity@ohio.edu or titleIX@ohio.edu

I. Reporting Violations of this Policy

Reports of sexual harassment, other sexual misconduct, or retaliation may be made using any of the options below. Reports may be submitted by the complainant, or a third party may file a report on behalf a person whom they believe has been adversely affected by conduct prohibited by this policy.

If a complainant is identified in the report, the Title IX Coordinator will attempt to contact the complainant to offer supportive measures and to ensure the complainant knows all of the options available to them, including making a police report and submitting a formal complaint, if applicable and desired.

Reporting carries no obligation for complainants to submit a formal complaint, and Ohio university respects complainants’ wishes regarding formal action unless there is a compelling threat to health or safety. While Ohio law requires any person, who has knowledge of a felony to make a report to law enforcement, the complainant is not required to speak with law enforcement officers, even if such a report must be made by the Title IX Coordinator.
1. Report online using the Sexual Harassment and Other Sexual Misconduct Reporting Form by clicking on Report Sexual Misconduct at https://www.ohio.edu/equity-civil-rights. Reports submitted through this online form are routed immediately to the Title IX Coordinator.

2. File a report with the Title IX Coordinator by mail, phone, or email. A report may be submitted at any time (including during non-business hours) using the contact information below. Reports may also be made in person at the University Equity and Civil Rights Compliance (ECRC) office on business days when an ECRC staff member is available.

Director of Equity and Civil Rights Compliance and Title IX Coordinator
006 Lindley Hall
Ohio University
Athens, OH 45701
740.593.9140 (phone)
equity@ohio.edu or titleIX@ohio.edu

Reports of sexual harassment, other sexual misconduct, or retaliation by the Title IX Coordinator should be made to the office of the Executive Vice President and Provost. Concerns of bias or potential conflict of interest by the Title IX Coordinator should also be raised with the Provost.

Reports of behavior prohibited by this policy by any other Title IX Team member should be reported to the Title IX Coordinator. Likewise, concerns of bias or potential conflict of interest by any other Title IX Team member should be raised with the Title IX Coordinator.

Inquiries and complaints may be made externally to:
Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline: (800)421.3481
Fax: (202) 453.2172
TDD: (877) 521.2172
Email: OCR@ed.gov
Web: http://ed.gov/ocr

Inquiries and complaints involving employees may be made externally to:
Equal Employment Opportunity Commission (EEOC)
Cleveland Field Office
Anthony J. Celebrezze Federal Building
1240 E. 9th Street, Suite 3001
Cleveland, OH 44199
Phone: 1.800.669.4000
Fax: 216.522.7395
Specific resources and reporting options are available to medical students, people receiving grants, and others. A listing of resources and agencies may be found at https://www.ohio.edu/equity-civil-rights/resources.

J. Formal Complaint

A formal complaint is a document submitted by the complainant, or signed by the Title IX Coordinator, alleging a violation of this policy by a respondent and requesting that Ohio university investigate the allegation(s). When the Title IX Coordinator signs a formal complaint, they are not a complainant or other party in any resulting investigation.

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail using the contact information in Section I. It must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the complaint and requesting that the allegations be investigated through the Sexual Harassment and Other Sexual Misconduct Grievance Process.

When a formal complaint is submitted, the respondent is notified of the allegations in the complaint, including the identity of the complainant. While a formal complaint may be submitted at any time and without any prior contact with an ECRC staff member, complainants may want to consider submitting a report and meeting with ECRC staff to learn about supportive measures available to them and options for proceeding before deciding to submit a formal complaint.

K. Mandatory Reporters

All Ohio university faculty, administrators, and staff (with the exception of those identified as confidential resources in Section M) have a duty to immediately report violations of this policy to the Title IX Coordinator if they receive a complaint of a violation or observe or learn of conduct that is reasonably believed to be in violation of this policy.

Graduate assistants and student employees have a duty to report violations of this policy if they become aware of the violations in the course of their duties and those duties include responsibility for the safety and wellbeing of other members of the campus community or if they have supervisory, evaluative, grading, or advisory responsibility over other members of the campus community.

In certain limited circumstances, exemptions to mandatory reporting may be requested in advance from the Title IX Coordinator (e.g., Take Back the Night).

Complainants should consider if they want to share information regarding behaviors under this policy with non-confidential mandatory reporters, as all details of potential violations must be promptly reported to the Title IX Coordinator so that supportive measures and options may be made available to complainants.
In addition to the duty to report sexual misconduct to the Title IX Coordinator as identified in the prior paragraphs, in some circumstances there is also a duty to report allegations of criminal conduct to law enforcement. Section 2921.22 of the Revised Code requires every person who knows that a felony has been or is being committed, to report it to law enforcement. It is a criminal offense to knowingly fail to make the report. If any person suspects or has knowledge of criminal activity occurring on university property, they should call the Ohio University Police Department ("OUPD") at 740.593.1911 (in an emergency, dial 911 immediately). Incidents that occur off campus or at a regional campus should be reported to local law enforcement.

L. Officials with Authority (OWAs)

OWAs are employees of the university with the authority to implement corrective measures for sexual harassment, other sexual misconduct, and retaliation on behalf of Ohio University. Notice to any OWA constitutes actual knowledge under this policy. For purposes of this policy, the following employees have been designated as OWAs: Title IX Coordinator and Deputy Title IX Coordinator, President, Provost, Vice Presidents, Deans, Athletic Director, and Chief Human Resources Officer.

M. Confidential Resources

Certain campus and local resources may maintain confidentiality when acting under the scope of their licensure, professional ethics, and/or professional credentials, except in extreme cases of immediate threat or danger, in cases of abuse of certain populations (e.g., minors), or when required to disclose by law or court order. These resources may offer options and resources without any obligation to inform a campus official or law enforcement authorities.

Ohio University confidential resources include:
- Licensed professionals and staff at Counseling and Psychological Services
- Healthcare providers and staff at Campus Care
- Advocates at the Survivor Advocacy Program
- Licensed professional counselors available through the Employee Assistance Program

Off Campus Confidential resources include:
- Licensed professional counselors and other medical providers
- Local rape crisis counselors
- Domestic violence resources
- Local or state assistance agencies
- Clergy/Chaplains
- Attorneys

Information regarding support resources, many of which are confidential, may be found on the Resources page on the ECRC website (linked from the "References" part of this policy).

N. Anonymous Reports

Anonymous reports may be submitted, and if the report contains information about conduct that would constitute a violation of this policy, ECRC staff will attempt to address the reported
concerns; however, their ability to investigate or resolve anonymous complaints will likely be limited. Further, ECRC tries to provide supportive measures to all complainants, which is impossible with an anonymous report.

O. Amnesty for Violations of Alcohol and Drug Policies under the Student Code of Conduct

In order to encourage reporting of alleged violations of this policy and to support candid communication of information, students participating in the grievance process (complainants, respondents, and witnesses) will not be charged with alcohol or drug-related violations of the Student Code of Conduct if they engaged in unlawful or prohibited personal use of alcohol or drugs during the incident when the alleged violation occurred. Amnesty applies only to the personal use of alcohol or drugs during the incident in question and does not extend to other potential violations of the Student Code of Conduct. Amnesty does not apply to the respondent if drugs or alcohol were allegedly used to facilitate a violation of this policy.

P. Reporting to Law Enforcement

Complainants are encouraged to make a report to law enforcement authorities, even if they decide not to make a report to the Title IX Coordinator. Making a report to the police does not obligate the complainant to further participate in the criminal process. Reports of incidents occurring on the Athens campus may be made to the Ohio University Police Department (740.593.1911). Incidents occurring on a regional campus or center, or off campus, may be made to the local law enforcement agency. ECRC staff, SAP advocates, counselors in CPS, and other university employees are available to assist complainants who want to make a report to law enforcement authorities.

Q. Preservation of Evidence

The preservation of evidence in incidents of sexual assault is critical to potential criminal prosecution and obtaining restraining orders and is particularly time sensitive. A medical evidentiary examination provides documentation of the assault, identification of any injury, and forensic evidence collection. It is important for health, safety, and evidence collection to have an exam as soon as possible after a sexual assault.

Refer to the Resources page on the ECRC website (linked from the "References" part of this policy) for a list of hospitals close to each campus and center with staff specially trained for sexual assault examination and evidence collection.

R. Federal Timely Warning Obligations

Under the Clery Act, Ohio university must issue timely warning for reported incidents that fall under the definitions of sexual assault, domestic violence, dating violence or stalking and pose a serious or continuing threat of bodily harm or danger to members of the campus community. If possible, Ohio University will not disclose a complainant’s name and other identifying information, while providing enough information for community members to make decisions regarding their safety. Ohio university also collects and shares de-identified statistical information regarding reported incidents as required by the Clery Act.
S. Making a False Report

Intentionally making a false complaint or report of sexual harassment, other sexual misconduct, or retaliation is prohibited, is a violation of this policy, constitutes misconduct subject to disciplinary action, and may also be a crime. This does not include allegations that are made in good faith but are ultimately shown to be erroneous or do not result in a finding of a policy violation.

Additionally, witnesses and parties knowingly providing false evidence, tampering with or destroying evidence, or deliberately misleading an official conducting an investigation or hearing may be subject to discipline under Ohio university policy. ECRC will refer evidence of intentional false complaints or reports to the appropriate campus authority.

T. Privacy

Every effort is made by Ohio university to preserve the privacy of reports and of the identities of those involved in the grievance process. This information will not be shared except as necessary to carry out the purposes of Title IX regulations (34 CFR Part 106), as required by law, or as permitted by the Family Educational Rights and Privacy Act (FERPA).

Information related to reports will be shared with a limited number of Ohio university employees who “need to know” in order to respond to the report and/or assist in its assessment, investigation, and resolution. Ohio university reserves the right to determine which officials have a legitimate educational interest in being informed about incidents that fall within this policy, pursuant to FERPA.

When a formal complaint is submitted by the complainant or signed by the Title IX Coordinator, the complainant’s identity and the allegations made in the report must be disclosed to the respondent. Further, the parties and their advisors will have the opportunity to review all directly related evidence that is gathered during the grievance process.

If a report contains sufficiently detailed information about conduct that may constitute a felony, the matter will be reported to law enforcement, as discussed in Section I. Additionally, if any party involved in alleged sexual misconduct is a minor, Ohio university personnel will notify Job and Family Services or other appropriate agencies, as required by Ohio law.

U. Supportive Measures

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

Supportive measures are designed to restore or preserve equal access to the university’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the university’s educational environment or to deter sexual harassment, other sexual misconduct, and retaliation.
Upon receipt of a report alleging a violation of this policy, the Title IX Coordinator will contact the complainant to discuss the availability of supportive measures and consider the complainant's wishes regarding what supportive measures may be implemented. The Title IX Coordinator will also explain the process for filing a formal complaint, including that supportive measures are available with or without the filing of a formal complaint.

Ohio university will act to minimize the academic and/or occupational impact on the parties as much as possible and will maintain the privacy of supportive measures to the extent that it does not impair the provision of the supportive measures.

Supportive measures may include, but are not limited to:

- Referral to campus and community counseling, medical, and/or other healthcare services, including the employee assistance program, as appropriate
- Implementing no contact orders between the parties*
- Altering campus housing assignment(s)
- Altering work arrangements for employees, including student employees
- Academic support, extensions of deadlines, or other course/program-related adjustments
- Class schedule modifications, withdrawals, or leaves of absence
- Safety planning
- Providing campus safety escorts and/or transportation accommodations
- Visa and immigration assistance
- Student financial aid counseling
- Timely warnings
- Increased security and monitoring of certain areas of campus
- Education to the campus community or community subgroup(s)
- Any other actions deemed appropriate by the Title IX Coordinator

If a party procures a restraining order or similar order from a court, the party is encouraged to notify OUPD of the order so that OUPD can assist, as needed, with enforcement of the order.

Violations of no contact orders will be referred to the appropriate student or employee conduct process for enforcement.

**V. Emergency Removal and Administrative Leave**

Under specific circumstances, Ohio university may remove a student respondent from the university’s education program or activity on an emergency basis. Before an emergency removal is enacted, the university conducts an individualized safety and risk analysis, must determine that an immediate threat to the physical health and safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice of the emergency removal and an opportunity to challenge the decision immediately following the removal. A full description of the process for emergency removal may be found in the Sexual Harassment and Other Sexual Misconduct Grievance Process.
If deemed appropriate, Ohio university may place a non-student employee respondent on administrative leave during the completion of the grievance process.

**W. Investigation of Formal Complaints**

Investigation and adjudication of formal complaints under this policy will be conducted pursuant to the Sexual Harassment and Other Sexual Misconduct Grievance Process (linked from the References part of this policy).

1. All reports are responded to promptly when received by the Title IX Coordinator. Every effort is made to resolve formal complaints within 90 business days. Business days for the purpose of this policy are weekdays (Monday-Friday) when Ohio university offices are open for normal operations. There are sometimes exceptions or extenuating circumstances that can cause the grievance process to take longer, but Ohio university will avoid all undue delays within its control.

   If the general timeframes for the grievance process outlined in the process document will be delayed, ECRC will provide written notice to the parties of the delay, the cause of the delay, and an estimate of the anticipated additional time that will be needed as a result of the delay.

2. The standard of evidence applied to determine responsibility for a violation of this policy is the preponderance of the evidence standard. Preponderance of the evidence means that the statements and information presented in the matter must indicate to a reasonable person that it is more likely than not that the respondent committed a violation.

3. When a respondent is found to in violation of this policy, appropriate disciplinary sanctions will be imposed. For a student respondent, these may include reprimand, probation, suspension, and expulsion from the university. For an employee respondent, sanctions may include censure, suspension, and termination of employment. Sanctions take into account prior disciplinary history, if any.

   In conjunction with a sanction, a respondent found to be in violation of this policy may be assigned conditions of sanction, which include but are not limited to, access restriction, revocation of rights and privileges, housing or worksite reassignment, educational activities, etc.

4. Where a determination of responsibility has been made against the respondent, the university will provide remedies to the complainant. Remedies are designed to restore or preserve the complainant’s equal access to Ohio university’s education program or activity. They may include the same individualized services as supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening
the respondent. A complainant is not entitled to a particular sanction against the respondent.

X. Consideration of Classroom and Instructional Settings

The classroom or other instructional setting (e.g., studio, laboratory, office hours) presents special issues because academic freedom protects the expression of ideas, even where the idea or its expression is perceived to be mature, controversial, explicit, graphic, or offensive. Nevertheless, conduct that would otherwise constitute violation of this policy will not be exempt merely because it occurs in an instructional setting. Rather, the investigation will consider the legitimate pedagogical context and will take into account discipline-specific guidelines for professional practice as defined by the appropriate educational unit.

Accordingly, if the conduct that was the basis for the complaint occurred in an instructional context, broad deference is given. When there is a legitimate pedagogical basis, the presentation or discussion of sexual topics that are mature, controversial, graphic, or explicit shall not be considered sexual harassment even if some persons find these topics subjectively offensive.

Y. Reasonable Accommodation for Persons with Disabilities

Any persons living with a disability involved in the Sexual Harassment and Other Sexual Misconduct Grievance Process have the right to request reasonable accommodation in order to ensure their full and equal participation. Students should make requests to the office of student accessibility services (SAS) and employees should contact the office for university accessibility (OUA). Parties do not have to disclose information about the complaint or charge to request reasonable accommodation, except to the extent that it may assist in the determination of reasonable accommodations. Accommodations are determined on an individual basis by SAS or OUA and are implemented in consultation with the case investigator(s). Examples of reasonable accommodation include sign language interpretation, real-time communication access during hearings, large print documents, extended time to review documents, or assistance with transcribing questions during interviews or hearings.

Z. Prevention Programs

Ohio university provides comprehensive, intentional, and integrated programming initiatives, strategies, and campaigns intended to end dating violence, domestic violence, sexual assault and stalking that are culturally relevant, inclusive of diverse communities and identities, sustainable, responsive to community needs, and informed by research or assessed for value, effectiveness, or outcome. These programs consider environmental risk and protective factors as they occur on the individual, relationship, institutional, community, and societal levels.

Such programs will include a statement that the university prohibits dating violence, domestic violence, sexual assault, and stalking; definitions of each of those behaviors, as well as a definition of consent; a description of safe and positive options for bystander intervention; information on risk reduction; information regarding the importance of preserving evidence that may assist in proving that an offense occurred; how and to whom to report an offense; options about the involvement of law enforcement; the rights of victims and the institution's
Sexual Harassment and Other Sexual Misconduct Grievance Process

This process will be used to adjudicate alleged violations of Ohio University Policy 03.004, which provides the rationale, basis, scope, and jurisdiction of the policy, as well as, relevant definitions. Further, Policy 03.004 details behaviors prohibited by the policy; gives information about reporting incidents of sexual harassment, other sexual misconduct, and retaliation; and provides other important information regarding Ohio University’s response to these prohibited behaviors. Ohio University Policy 03.004 may be found at https://www.ohio.edu/policy/03-004.

This Sexual Harassment and Other Sexual Misconduct Grievance Process document describes the process for investigating and adjudicating reports of alleged sexual harassment, other sexual misconduct, and retaliation. This process provides for a prompt, fair, and impartial investigation and resolution of allegations made against students, student organizations and groups, faculty members, administrators, staff members, and trustees and officers of Ohio University. The Title IX Coordinator and the staff in University Equity and Civil Rights Compliance (ECRC) are responsible for the management and implementation of this process.

1. Definitions

For the purposes of this process, the following definitions apply:

**Advisor** – A person chosen by a party (the complainant or respondent) to accompany the party to meetings related to the grievance process, to advise the party on that process, and to question the other party and witnesses at the hearing, if any. A party may have one advisor with them at meetings, interviews, and the hearing, if any, although the advisor does not have to be the same person at each.

The advisor may assist the party by helping to prepare materials, draft questions, and confer with the party during meetings and hearings, as long as this does not unreasonably disrupt or delay the process. The advisor also represents the party by asking questions of the other party and witnesses at the hearing; however, the advisor may not make statements on behalf of the party. The advisor may be anyone of the student’s choosing, including an attorney. If a party does not have an advisor to question the other party and witnesses at the hearing, one will be appointed to do so by the institution. See Appendix B for additional information regarding advisors.
**Appeal Officer** – Those who have decision-making authority when dismissals under Title IX or findings resulting from a hearing within the grievance process are appealed by one or more of the parties.

**Business Day** – Weekdays (Monday-Friday) when Ohio University offices are open for normal operations.

**Calendar Day** – Every day on the calendar, including weekends and holidays.

**Complainant** – An individual who is alleged to be the victim of conduct that could constitute sexual harassment, other sexual misconduct, or retaliation under University Policy 03.004. There may be more than one complainant for an incident.

**Education Program or Activity** – Locations, events, or circumstances, including employment, where the University exercises substantial control over both the respondent and the context in which sexual harassment occurs and includes any building owned or controlled by a student organization that is officially recognized by the University.

**Employee** – A person who performs work for the University and is paid for that work. For purposes of University Policy 03.004, employees include paid faculty, administrators, staff, graduate research and teaching assistants, and all student employees.

**Final Determination** – The final outcome of the Sexual Harassment and Other Sexual Misconduct Grievance Process.

**Finding** – A conclusion by the standard of proof that the alleged conduct did or did not violate policy.

**Formal Complaint** – A document submitted by a complainant or signed by the Title IX Coordinator alleging behavior prohibited by University Policy 03.004 (sexual harassment, other sexual misconduct, or retaliation) against a respondent and requesting that the University investigate the allegation.

**Grievance Process** – A method of resolution utilized to address allegations of sexual harassment, other sexual misconduct, and retaliation as defined by University Policy 03.004: Sexual Harassment and Other Sexual Misconduct.

**Grievance Process Pool** – Investigators, hearing panelists, appeal officers, and advisors who may perform any or all of these roles, though not at the same time or with respect to the same case.

**Hearing Panelist** – Those who have decision-making and sanctioning authority when allegations proceed to a hearing within the grievance process. Three hearing panelists will be chosen from the grievance process pool to serve on the panel for each hearing.
**Investigator** – The person or persons charged with gathering information about an alleged violation of University Policy 03.004 and compiling this information into an investigation report and file of directly-related evidence. Two investigators will be assigned to each case and will conduct a prompt, thorough, and impartial investigation.

**Notice** – When an employee, student, or third-party informs the Title IX Coordinator or any other official with authority of an alleged incident of sexual harassment, other sexual misconduct, or retaliation.

**Parties** – The complainant(s) and respondent(s) in a matter, collectively.

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

**Related Evidence** – Evidence directly connected to a formal complaint, but is neither inculpatory (tending to prove a violation) nor exculpatory (tending to disprove a violation) and will not be relied upon in the investigation report.

**Relevant Evidence** – Evidence that tends to prove or disprove an issue in a formal complaint.

**Report** – Information provided to the Title IX Coordinator indicating that sexual harassment, other sexual misconduct, or retaliation may have occurred.

**Remedies** – Post-finding actions directed to the complainant and/or the community as mechanisms to address safety, prevent recurrence, and restore access to the University’s education program or activities, including employment.

**Respondent** – An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, other sexual misconduct, or retaliation under University Policy 03.004. Student organizations or groups may also be respondents in this process and will be represented by the president, director, or other organizational or group leader. There may be more than one respondent for an incident. It is presumed that a respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

**Sanction** – A consequence imposed by the University on a respondent who is found to have violated University Policy 03.004: Sexual Harassment and Other Sexual Misconduct.

**Support Person** – A person chosen by a party (the complainant or respondent) to provide support to them at meetings and interviews with investigators and other ECRC staff. The parties may bring up to two support people at a time with them to meetings and interviews, in addition to the party’s advisor. These support people do not have to be the same people every time. Support people do not actively participate in the process, but
can be present at meetings and interviews to provide support to the party. Support people do not attend the hearing, if any, although the party may be accompanied at the hearing by an advisor of their choice. A support person cannot be a witness in the matter in question.

**Supportive Measures** – Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

Supportive measures are designed to restore or preserve equal access to the University’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the University’s educational environment, or to deter sexual harassment, other sexual misconduct, and retaliation.

**Title IX Coordinator** – The official designated by Ohio University to ensure compliance with Title IX and to oversee implementation of University Policy 03.004. References to the Title IX Coordinator throughout this process may also encompass a designee of the Coordinator for specific tasks.

**Witness** – Person who is requested to participate in the grievance process because they may have information about the alleged violation. Names of potential witnesses may be supplied by the complainant, respondent, or others with knowledge of the matter. All witnesses are considered to be witnesses called by the University.

**2. Reports of Potential Violations**

Reports of sexual harassment, other sexual misconduct, or retaliation may be submitted by the complainant, or a third party may file a report on behalf of a person whom they believe has been adversely affected by conduct prohibited by this policy. Per Ohio University Policy 03.004, any employee with a duty to report must immediately report violations of this policy to the Title IX Coordinator if they receive a complaint of a violation or observe or learn of conduct that is reasonably believed to be in violation of this policy.

Reports may be submitted online using the Sexual Harassment and Other Sexual Misconduct Reporting Form by clicking on Report Sexual Misconduct at [https://www.ohio.edu/equity-civil-rights](https://www.ohio.edu/equity-civil-rights). Reports submitted through this on-line form are routed immediately to the Title IX Coordinator.

Reports may also be filed with the Title IX Coordinator by mail, phone, or email. A report may be submitted at any time (including during non-business hours) using the contact information below. Reports may also be made in person at the ECRC office on business days when a staff member is available.

Kerri Griffin  
Director of Equity and Civil Rights Compliance and Title IX Coordinator
Anonymous reports may be submitted, and if the report contains information about conduct that would constitute a violation of this policy, ECRC staff will attempt to address the reported concerns; however, their ability to investigate or resolve anonymous complaints will likely be limited. Further, ECRC tries to provide supportive measures to all complainants, which is impossible with an anonymous report.

If a complainant is identified in the report, ECRC will attempt to contact the complainant to offer supportive measures and to ensure the complainant knows all of the options available to them, including making a police report and submitting a formal complaint, if applicable and desired.

Reporting carries no obligation for complainants to submit a formal complaint, and Ohio University respects complainants’ wishes regarding formal action unless there is a compelling threat to health or safety.

Under Ohio law, ECRC is required to notify the appropriate law enforcement agency if the report indicates that sexual violence and/or another felony may have been committed. While ECRC is obligated to contact law enforcement, complainants are not required to speak with law enforcement officers. ECRC will also work with the Ohio University Police Department to assess if a timely warning needs to be issued to the campus community in relation to the report. Complainants are encouraged to make a report to law enforcement authorities, even if they decide not to make a report to the Title IX Coordinator. Staff members in ECRC are available to assist students in contacting the appropriate law enforcement agency.

Additionally, if any party involved in alleged sexual misconduct is a minor, University personnel will notify Job and Family Services or other appropriate agencies, as required by Ohio law. Further, ECRC will collect and share de-identified statistical information as required by the Clery Act.

3. Confidential Resources
Certain campus and local resources may maintain confidentiality when acting under the scope of their licensure, professional ethics, and/or professional credentials, except in extreme cases of immediate threat or danger, in cases of abuse of certain populations (e.g., minors), or when required to disclose by law or court order. These resources may offer options and resources without any obligation to inform a campus official or law enforcement authorities.

- Ohio University confidential resources include:
  - Licensed professionals and staff at Counseling and Psychological Services,
  - Healthcare providers and staff at Campus Care,
  - Advocates at the Survivor Advocacy Program,
  - Licensed professional counselors available through the Employee Assistance Program, and
4. Reasonable Accommodation for Persons with Disabilities
Any persons living with a disability who are involved in the Sexual Harassment and Other Sexual Misconduct Grievance Process have the right to request reasonable accommodation in order to ensure their full and equal participation. Students should make requests to the Office of Student Accessibility Services (SAS) and employees should contact the Office for University Accessibility (OUA). Parties do not have to disclose information about the complaint or charge to request reasonable accommodation, except to the extent that it may assist in the determination of specific accommodations.

Accommodations are determined on an individual basis by SAS or OUA and are implemented in consultation with the case investigator(s). Examples of reasonable accommodations include sign language interpretation, real-time communication access during hearings, large print documents, extended time to review documents, or assistance with transcribing questions during interviews or hearings.

5. Official Method of Communication
Formal correspondence to parties, witnesses, and others engaged in this process will be sent via e-mail to the person’s Ohio University email address, or to the email address provided by a participant who is not a member of the Ohio University community. At the discretion of the Title IX Coordinator, an alternate means of delivering formal correspondence may be utilized if circumstances warrant. Once emailed, or otherwise sent or given in person, correspondence will be presumptively delivered.

6. Complainant Initial Meeting
Staff from ECRC will contact the complainant as soon as possible upon receipt of a report of alleged sexual harassment, other sexual misconduct, or retaliation to set up an initial meeting. The complainant may be accompanied at the initial meeting by an advisor of their choice and up to two support people as defined in Section 1.

The following information will be discussed with the complainant, if applicable based on the nature of the report and the status of the complainant:

- The complainant’s immediate safety and well-being;
- The name and contact information for the Title IX Coordinator;
• The rights of the complainant and respondent (see Appendix A), including the right to be accompanied at all meetings and the hearing, if applicable, by an advisor of their choice (see Appendix B);
• Medical, mental health, law enforcement, and other resources available both on campus and in the surrounding community;
• Possible supportive measures;
• The obligation of ECRC to notify the appropriate law enforcement agency if the report indicates that sexual violence and/or another felony may have been committed. While ECRC is obligated to contact law enforcement, complainants are not required to speak with the police unless they so choose;
• The process for filing a formal complaint, the possibility that a formal complaint could be signed by the Title IX Coordinator instead of the complainant, and the factors that would be taken into consideration before such a step was taken;
• The process for investigating and resolving alleged violations of sexual harassment, other sexual misconduct, and retaliation;
• The general timeline of the grievance process;
• The importance of preserving potential evidence;
• The standard of evidence applied to determine a violation;
• The possible sanctions and remedies that may be applied if the respondent is found in violation;
• The Ohio University policy prohibiting retaliation due to any person’s participation or non-participation in the Sexual Harassment and Other Sexual Misconduct Grievance Process; and
• Amnesty available to students participating in the grievance process for alcohol or drug-related violations of the Student Code of Conduct.

The ECRC staff member may also verify the information received in the initial report with the complainant. If the complainant wishes to submit a formal complaint, the ECRC staff member will provide assistance, if desired.

Should the complainant not respond to ECRC’s initial attempt to contact them, ECRC will make two additional attempts. Should the complainant not respond after three attempts have been made, ECRC will send the complainant written acknowledgment of their non-participation and notice of the next steps that will be taken. Should the complainant later choose to participate, they may re-engage at any point, keeping in mind that delays may limit access to evidence or present issues with respect to the status and availability of the parties and/or witnesses.

7. Provision of Supportive Measures
Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

Supportive measures are designed to restore or preserve equal access to the University’s education program or activity without unreasonably burdening the other party, including
measures designed to protect the safety of all parties or the University’s educational environment or to deter sexual harassment, other sexual misconduct, and retaliation.

Upon receipt of a report alleging a violation of this policy, information regarding the availability of supportive measures will be sent to the complainant, along with a request for the complainant to attend an initial meeting with an ECRC staff member. At the initial meeting, the ECRC staff member will discuss the availability of supportive measures and consider the complainant’s wishes regarding what supportive measures may be implemented. The ECRC staff member will also explain the process for filing a formal complaint, including that supportive measures are available with or without the filing of a formal complaint.

Ohio University will act to minimize the academic and/or occupational impact on the parties as much as possible and will maintain the privacy of supportive measures to the extent that it does not impair the provision of the supportive measures.

Supportive measures may include, but are not limited to:

- Referral to campus and community counseling, medical, and/or other healthcare services, including the employee assistance program, as appropriate;
- Implementing no contact orders between the parties*;
- Altering campus housing assignment(s);
- Altering work arrangements for employees, including student employees;
- Academic support, extensions of deadlines, or other course/program-related adjustments;
- Class schedule modifications, withdrawals, or leaves of absence;
- Safety planning;
- Providing campus safety escorts and/or transportation accommodations;
- Visa and immigration assistance;
- Student financial aid counseling;
- Timely warnings;
- Increased security and monitoring of certain areas of campus;
- Education to the campus community or community subgroup(s); and
- Any other actions deemed appropriate by the Title IX Coordinator.

If a party procures a restraining order or similar order from a court, the party is encouraged to notify OUPD of the order so that OUPD can assist, as needed, with enforcement of the order.

* Violations of no contact orders will be referred to the appropriate student or employee conduct process for enforcement.

8. Emergency Removal and Administrative Leave

Under specific circumstances, Ohio University may remove a student respondent from the University’s education program or activity, in part or entirely, on an emergency basis. Before an emergency removal is enacted, the Title IX Coordinator conducts an individualized safety and risk analysis. The Title IX Coordinator must determine that an immediate threat to the physical health and safety of any student or other individual arising from the allegations of sexual harassment or other sexual misconduct justifies removal and provide the respondent
with notice of the emergency removal and an opportunity to challenge the decision immediately following the removal. See Appendix C for a full description of the process for emergency removal of a student. If deemed appropriate, Ohio University may place a non-student employee respondent on administrative leave during the completion of the grievance process.

9. Formal Complaint
A formal complaint is a document submitted by a complainant or signed by the Title IX Coordinator alleging behavior prohibited by University Policy 03.004 (sexual harassment, other sexual misconduct, or retaliation) against a respondent and requesting that the University investigate the allegation. When the Title IX Coordinator signs a formal complaint, they are not a complainant or other party in any resulting investigation.

A formal complaint may be submitted to the Title IX Coordinator in person, by mail, or by electronic mail. It must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person submitting the complaint and requesting that the allegations be investigated through the Sexual Harassment and Other Sexual Misconduct Grievance Process.

If a formal complaint is submitted, the respondent is notified of the allegations in the complaint, including the identity of the complainant. While a formal complaint may be submitted at any time and without any prior contact with an ECRC staff member, complainants may want to consider submitting a report and meeting with ECRC staff to learn about supportive measures available to them and options for proceeding before deciding to submit a formal complaint.

10. When a Complainant Does Not Submit a Formal Complaint
If a complainant does not submit a formal complaint, the Title IX Coordinator may decide to sign a formal complaint in lieu of one being submitted by the complainant.

The following factors will be taken into account by the Title IX Coordinator when making this decision:
- The reported use of force during the commission of an alleged violation of sexual harassment or other sexual misconduct;
- The reported use of a weapon during the commission of an alleged violation of sexual harassment or other sexual misconduct;
- Significant physical injury resulting from an alleged violation of sexual harassment or other sexual misconduct;
- The involvement of multiple respondents in the commission of an alleged violation of sexual harassment or other sexual misconduct;
- Prior allegations (substantiated or not) of sexual harassment or other sexual misconduct made against the respondent; and
- Other relevant factors, including but not limited to:
  - The frequency and severity of the alleged behavior,
  - The age of the complainant (for example, if the complainant is a minor), and
  - Any position of trust a respondent may hold due to the nature of their employment or other relevant status with the University.
The Title IX Coordinator must also consider the effect that non-participation by the complainant may have on the availability of evidence and Ohio University’s ability to pursue the Sexual Harassment and Other Sexual Misconduct Grievance Process fairly and effectively. The Title IX Coordinator has ultimate discretion over whether an investigation will proceed when the complainant does not wish to do so, and the Title IX Coordinator may sign a formal complaint to initiate the grievance process upon completion of an appropriate assessment.

If the Title IX Coordinator signs a formal complaint, they do not become the complainant. The complainant is the individual who is alleged to be the victim of conduct that could constitute a violation of University Policy 03.004. Under this circumstance, the complainant would receive notice that the grievance process is being initiated and retain all of their rights under the grievance process regardless of their level of participation.

If a formal complaint is not submitted by the complainant or signed by the Title IX Coordinator, the Title IX Coordinator will offer supportive measures to the complainant, but will not otherwise pursue formal action. Complainants choosing not to file a formal complaint should be aware that Ohio University’s ability to respond to notice and provide some supportive measures may be limited if the complainant does not want to be identified and/or does not want the University to proceed with the grievance process.

Even if a complainant decides not to file a formal complaint, they retain the ability to request an investigation at a later date by submitting a formal complaint at that time, keeping in mind that delays may limit access to evidence or present issues with respect to the status and availability of the parties and/or witnesses.

If another report of sexual harassment or other sexual misconduct is received regarding the same respondent, the Title IX Coordinator will reassess the situation and may choose to sign a formal complaint in the original case in the interest of the safety of the campus community. In this instance, the Title IX Coordinator will attempt to contact the original complainant to discuss the need to move forward with the grievance process. If the complainant is unable to be reached or does not respond after two attempts, the Title IX Coordinator will notify the complainant in writing regarding the change of circumstances before proceeding to use the complainant’s name in a formal complaint signed by the Title IX Coordinator.

11. Dismissal of a Formal Complaint under Title IX
If a formal complaint is filed by the complainant or signed by the Title IX Coordinator, the Title IX Coordinator undertakes the following assessment to determine if the alleged violation falls within the scope of Title IX.

As mandated by the 2020 Title IX Regulations, 34 CFR§106.45, a formal complaint, or any allegations therein, must be dismissed under Title IX if, at any time during the investigation or hearing, it is determined that:
1. The conduct alleged in the formal complaint would not constitute sexual harassment as defined by Title IX regulations (Offenses 1-6 in University Policy 03.004), even if proved; and/or
2. The conduct did not occur in an education program or activity over which Ohio University exercises substantial control (including buildings or property owned or controlled by recognized student organizations); and/or
3. Ohio University does not exercise substantial control over the respondent; and/or
4. The conduct did not occur against a person in the United States; and/or
5. At the time of the filing of a formal complaint, the complainant is not participating in or attempting to participate in the education program or activity of Ohio University.

A formal complaint, or any allegations therein, may be dismissed under Title IX if, at any time during the investigation or hearing:

1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein (the complainant may later request to reinstate or refile it); or
2. The respondent is no longer enrolled in or employed by Ohio University; or
3. Specific circumstances prevent Ohio University from gathering evidence sufficient to reach a determination regarding the formal complaint or allegations therein.

Upon any dismissal, the Title IX Coordinator will promptly send written notice of the dismissal under Title IX and the rationale for doing so simultaneously to the parties.

A decision to dismiss is appealable by either party on the following grounds:
- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding the dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the decision to dismiss.

Either party may appeal the decision to dismiss by submitting a written request for review of the decision. This request must be sent to the Title IX Coordinator within three (3) business days of the notice of the dismissal decision being sent to the parties. If the grounds for appeal include a conflict of interest or demonstrated bias on the part of the Title IX Coordinator, appeals may be submitted to the Deputy Title IX Coordinator who will administer the remainder of the dismissal appeal process.

If either party submits an appeal, the appeal will be shared with the other party who will then have three (3) business days to submit a rebuttal to the Title IX Coordinator. At their discretion, and for cause, the Title IX Coordinator may elect to extend the deadline for appeals and/or rebuttals. Should this occur, both parties will be notified of the new deadline.
If the grounds for appeal include a claim of procedural irregularity or conflict of interest or bias, the Title IX Coordinator will be provided access to the appeal and be given three (3) business days to submit a response to the portion of the appeal that involves them.

The appeal, as well as the rebuttal and response, if any, will be reviewed by an appeal officer, who is not otherwise involved in the case. The appeal officer will decide if the dismissal under Title IX was appropriate or if the formal complaint or allegations therein will proceed under Title IX. Within three (3) business days, the appeal officer will send written notice of their decision and rationale simultaneously to the parties. If necessary, the appeal officer may take additional time to fully consider the appeal(s) and rebuttal(s). Should this occur, both parties will be notified.

Dismissing a formal complaint, or any allegations therein, under Title IX is a procedural requirement, and does not limit Ohio University's authority to address the allegations under University policy and proceed with the grievance process.

If the formal complaint, or any allegations therein, are dismissed under Title IX, the Title IX Coordinator will assess which University policies may apply to the alleged behavior and move the matter forward in the grievance process, if applicable, or forward the matter to be addressed under another University policy or process, as appropriate.

12. **Counterclaims**
Counterclaims may be resolved through the same investigation and hearing as the underlying allegation, or the investigation of such claims may take place after resolution of the underlying allegation, at the discretion of the Title IX Coordinator.

13. **Amnesty for Violations of Alcohol and Drug Policies under the Student Code of Conduct**
In order to encourage reporting of alleged violations of University Policy 03.004: Sexual Harassment and Other Sexual Misconduct and to support candid communication of information, students participating in the grievance process (complainants, respondents, and witnesses) will not be charged with alcohol or drug-related violations of the Student Code of Conduct if they engaged in unlawful or prohibited personal use of alcohol or drugs during the incident when the alleged violation occurred. Amnesty applies only to the personal use of alcohol or drugs during the incident in question and does not extend to other potential violations of the Student Code of Conduct. Amnesty does not apply to the respondent if drugs or alcohol were allegedly used to facilitate a violation of University Policy 03.004.

14. **Related Student Code of Conduct Allegations**
A violation of University Policy 03.004: Sexual Harassment and Other Sexual Misconduct by a student, student organization, or student group would also be a violation of the Student Code of Conduct. The Ohio University Student Code of Conduct applies to all students, student organizations, and student groups whether the prohibited behavior occurred on or off campus; therefore, University Policy 03.004 applies to prohibited behavior by students, student organizations, and student groups whether it occurs on-campus or off-campus. Further, allegations of other conduct prohibited by the Student Code of Conduct may be investigated
and adjudicated through the Sexual Harassment and Other Sexual Misconduct Grievance Process in conjunction with violations of University Policy 03.004.

15. **Concurrent Proceedings External to the University**
The Sexual Harassment and Other Sexual Misconduct Grievance Process may be initiated when a respondent is charged with behavior that potentially violates both civil/criminal law and University policy, without regard to pending litigation in court or criminal arrest and prosecution. The grievance process may be carried out prior to, simultaneously with, or following criminal or civil proceedings. Determinations made and sanctions imposed under this policy will not be subject to change because criminal charges arising out of the same facts were dismissed, reduced, or resolved in favor of or against the criminal law defendant. Records regarding students generated as a result of this process are considered education records and governed by the Family Educational Rights and Privacy Act (FERPA) and are therefore subject to release under the order of a lawful subpoena. Further, records generated regarding employees as a result of this process are considered to be employment records and are subject to release under the order of a lawful subpoenas and pursuant to Ohio’s public records act.

16. **Privacy within the Grievance Process**
Grievance process proceedings are private. All persons present at any time during the grievance process are expected to maintain the privacy of the proceedings in accordance with Ohio University policy and federal and state laws and regulations. Although there is an expectation of privacy around information and evidence shared with the parties during the investigation and hearing, the parties have discretion to share their own knowledge and evidence with others if they so choose. Parties are encouraged to discuss any sharing of information with their advisors before doing so.

17. **Grievance Process Pool**
Members of the grievance process pool include investigators, hearing panelists, appeal officers, and advisors who may perform any or all of these roles, though not at the same time or with respect to the same case.

Grievance process pool members receive annual training based on their assigned roles. This training includes topics appropriate for the roles filled by each member of the pool, which may include, but are not limited to, the following:

- The content of Ohio University Policy 03.004: Sexual Harassment and Other Sexual Misconduct, including the scope the University’s education program or activity;
- The definitions of all offenses;
- Conducting investigations and hearings in a manner that protects the safety of complainants and respondents, and promotes accountability;
- Serving impartially and objectively by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
- Upholding fairness, equity, and due process;
- Reporting, confidentiality, and privacy requirements;
- Applicable laws, regulations, and federal regulatory guidance;
• Conducting the grievance process, including the investigation, hearing, and appeals, in a thorough, reliable, and impartial manner;
• Conducting questioning;
• Issues of relevance of questions and evidence in the creation of an investigative report and/or in a hearing;
• Assessing credibility;
• Weighing evidence;
• Applying the definition of consent used by Ohio University consistently, impartially, and in accordance with policy;
• Rendering findings and generating clear, concise, evidence-based rationales;
• Determining appropriate sanctions and conditions of sanction for all charges;
• Implementing appropriate and situation-specific remedies;
• Any technology to be used at a live hearing; and
• Recordkeeping.

Members of the grievance process pool who serve as advisors receive specific training to prepare them for this role. The materials used to train members of the grievance process pool are publicly posted at https://www.ohio.edu/equity-civil-rights/training-materials-title-ix-team.

18. Ensuring Impartiality
Any individual materially involved in the administration of the grievance process (including the Title IX Coordinator, Investigators, hearing panelists, and appeal officers) may neither have nor demonstrate a conflict of interest or bias for complainants or respondents generally, or for a specific complainant or respondent.

The Title IX Coordinator will vet the assigned grievance process pool members to ensure there are no actual or apparent conflicts of interest or disqualifying biases. The parties may, at any time during the grievance process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, another pool member will be assigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with the office of the Executive Vice President and Provost.

The grievance process involves an objective evaluation of all relevant evidence obtained, including evidence that supports that the respondent engaged in a policy violation and evidence that supports that the respondent did not engage in a policy violation. Credibility determinations may not be based solely on an individual’s status or participation as a complainant, respondent, or witness.

Ohio University operates with the presumption that the respondent is not responsible for the reported misconduct unless and until the respondent is determined to be responsible for a policy violation by the preponderance of the evidence.

19. Assignment of Investigators
Once the decision to commence the grievance process is made, the Title IX Coordinator assigns two members of the grievance process pool to conduct the investigation.
20. **Notice of Investigation and Allegations**

The respondent will be provided a written notice of the investigation and allegations (the “NOIA”) with sufficient time to prepare before any interview will be conducted. The complainant will also be provided a copy of the written NOIA. The delivery of the NOIA commences the Sexual Harassment and Other Sexual Misconduct Grievance Process.

The NOIA will include:

- A summary of the conduct allegedly constituting a violation of University Policy 03.004: Sexual Harassment and Other Sexual Misconduct and any related allegations of violations of the Student Code of Conduct to be addressed through the grievance process, if applicable;
- The identities of the involved parties (if known);
- The date and location of the alleged incident(s) (if known);
- The specific policies implicated;
- A description of the applicable procedures, including the rights of the complainant and respondent and the standard of evidence applied to determine a violation;
- A statement of the potential sanctions that could result from the grievance process;
- A statement that Ohio University presumes the respondent is not responsible for the reported misconduct unless and until the preponderance of the evidence supports a different determination;
- A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period;
- A statement about Ohio University’s policy on retaliation;
- Information about the privacy of the process;
- Information on the need for each party to have an advisor of their choosing, who may be, but is not required to be, an attorney;
- A statement informing the parties that Ohio University policy prohibits knowingly making false statements, including knowingly submitting false information during the grievance process;
- Details on how the parties may request disability accommodations, language assistance, and/or interpretation services during the investigation and hearing process;
- An instruction to preserve any evidence that is directly related to the allegations; and
- The names of the investigators, along with a process to identify to the Title IX Coordinator any conflict of interest that the party believes the investigator(s) may have.

Amendments and updates to the NOIA may be made as the investigation progresses and more information becomes available regarding the addition or dismissal of allegations or charges.

Notice will be made in writing and will be emailed to the parties’ Ohio University email account. At the discretion of the Title IX Coordinator, an alternate means of delivering the NOIA may be utilized if circumstances warrant. Once emailed, or otherwise sent or given in person, notice will be presumptively delivered.
21. **Grievance Process Timeline**
Ohio University will make a good faith effort to complete the grievance process within ninety (90) business days including appeal, which can be extended as necessary for appropriate cause by the Title IX Coordinator. Notice and rationale for any extensions or delays will be provided to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

22. **Respondent Initial Meeting**
After the NOIA has been sent, the investigators will schedule an initial meeting with the respondent. The respondent may be accompanied at the initial meeting by an advisor of their choice and up to two support people as defined in Section 1. The purpose of this meeting is to review the information sent to the respondent in the NOIA, to provide additional information about the grievance process and available supportive measures, and to answer any questions the respondent or their advisor may have. The respondent will not be asked any questions about the allegations at the initial meeting.

The information that will be discussed with the respondent, if applicable based in the nature of the report and the status of the respondent, includes but is not limited to:

- A review of the information included in the NOIA;
- The name and contact information of the Title IX Coordinator;
- The rights of the complainant and respondent (see Appendix A), including the right to be accompanied at all meetings and the hearing, if applicable, by an advisor of their choice (see Appendix B);
- Possible supportive measures, including the availability of mental health and other resources both on campus and in the surrounding community;
- The process for investigating and resolving alleged violations of sexual harassment, other sexual misconduct, and retaliation;
- The general timeline of the grievance process;
- The importance of preserving potential evidence; and
- Amnesty available to students participating in the grievance process for alcohol or drug-related violations of the Student Code of Conduct.

Should the respondent not respond to the initial attempt to meet, the investigators will make two additional attempts. If the respondent does not respond at all, the investigators will send the respondent written acknowledgment of their non-participation and notice of the next steps in the process. The respondent will continue to be notified throughout the investigation and may participate at any point in the process prior to its conclusion.

23. **Investigation Timeline**
The investigation portion of the grievance process will be completed as quickly as possible, normally within forty (40) business days, though some investigations may take longer, depending on the nature, extent, and complexity of the allegations, number and availability of witnesses, police involvement, etc.

Ohio University will make a good faith effort to complete investigations as promptly as
circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation.

24. Delays in the Investigation Process and Interactions with Law Enforcement
At the discretion of the Title IX Coordinator, the investigation may be paused for a short period (typically several days to a few weeks) if circumstances require. Such circumstances include, but are not limited to: a request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of parties and/or witnesses, and/or accommodations for disabilities or health conditions.

The investigators will communicate in writing the anticipated duration of the delay and reason to the parties, and provide the parties with status updates, if necessary. The investigation will promptly resume as soon as feasible. During such a delay, the Title IX Coordinator will implement supportive measures as deemed appropriate.

The grievance process may be initiated when a respondent is charged with behavior that potentially violates both civil/criminal law and University policy, without regard to pending litigation in court or criminal arrest and prosecution. The grievance process may be carried out prior to, simultaneously with, or following criminal or civil proceedings. Determinations made and sanctions imposed through this process will not be subject to change because criminal charges arising out of the same facts were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

25. Participation in the Grievance Process - Students
Should a student who is a complainant or respondent decide to not participate in the grievance process, the process proceeds in their absence to a reasonable resolution. The student will continue to receive updates regarding the progress of the investigation and hearing, if any, and may re-engage with the grievance process at any time prior to its conclusion.

26. Participation in the Grievance Process - Employees
Should an employee who is a complainant or respondent decide to not participate in the grievance process, the process proceeds in their absence to a reasonable resolution. The employee will continue to receive updates regarding the progress of the investigation and hearing, if any, and may re-engage with the grievance process at any time prior to its conclusion.

Should an employee respondent resign with unresolved allegations pending, the grievance process ends, as the University no longer has disciplinary jurisdiction over the resigned employee. However, the Title IX Coordinator will continue to address and remedy any on-going effects of the alleged sexual harassment or other sexual misconduct on the complainant and/or community.

An employee respondent who resigns with unresolved allegations pending is not eligible for rehire with Ohio University at any campus or center, and the records retained by the Title IX Coordinator and Human Resources will reflect that status. All Ohio University responses to
future inquiries regarding employment references for that respondent will include that the former employee resigned during a pending disciplinary matter.

27. **The Investigation Process**
All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with all relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary.

All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence and expert witnesses, and to fully review and respond to all evidence on the record.

28. **Interviews**
Throughout the investigation, the investigators will identify individuals they believe may have information relevant to the matter and will contact those individuals as potential witnesses. Additionally, the parties will be given the opportunity to suggest relevant witnesses. If unclear, the investigators may request that the parties explain how witnesses they suggest are connected to the matter being investigated and what relevant information they believe the person can provide to investigators.

The parties will also be given the opportunity to suggest questions they want the investigators to ask of the other party and of witnesses. The questions provided by the parties will be documented in the investigative report, along with notations for which questions were asked and a rationale for any changes or omissions.

The investigators will interview the parties and all available, relevant witnesses. When a party or witness is expected to participate in an interview, the investigators will provide them with written notice of the day, time, and location of the meeting, as well as the expected participants and purpose. Follow up interviews may be scheduled with parties or witnesses as needed, for example, if additional charges are placed.

Should a party not respond to the initial attempt to meet for an interview, the investigators will make two additional attempts to interview the party. If the party does not respond to these attempts, the investigators will send the party written acknowledgment of their non-participation and notice of the next steps in the grievance process. The party will continue to be notified throughout the investigation and may participate at any point in the process prior to its conclusion.

Should a witness not respond to the initial attempt to meet for an interview, the investigators will make at least one additional attempt to schedule with that witness before moving forward in the process.

Interviews of the parties and witnesses may be conducted in person, or if circumstances warrant, they may be conducted remotely using Zoom or a similar technology, or by phone, if necessary. The investigators will take appropriate steps to ensure the security and privacy of remote interviews.
The investigators take careful and thorough notes regarding the questions asked and information provided during interviews with the parties and witnesses. Interviews are not audio or video-recorded.

Following each interview, the investigators will combine their notes into a summary of the relevant information from the interview. Interviewed parties and witnesses will be given the opportunity to review and verify the summary of their respective interviews written by the investigators. Clarifications resulting from a misunderstanding or error on the part of the investigators will be corrected before the summary is finalized. Additions or changes to the information provided by the party or witness will be added to the summary with a notation.

Witnesses (as distinguished from the parties) who are employees of the Ohio University are expected to cooperate with and participate in the grievance process. Failure of such witnesses to cooperate with and/or participate in the grievance process constitutes a violation of policy and may warrant discipline.

29. Evidentiary Considerations of the Investigation
The following information will not be considered relevant to the investigation: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) questions and evidence about the complainant’s sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent; 3) information protected by a legally recognized privilege, unless the holder of the privilege has voluntarily waived it in writing. Within the boundaries stated above, the investigation can consider relevant character evidence.

30. Review of Draft Investigative Report and Directly-Related Evidence
Prior to the conclusion of the investigation, the parties and their respective advisors (if so desired by the parties) will be provided access to a secured electronic copy of the draft investigative report, as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct. This directly related evidence will include evidence, if any, which the investigators do not believe is relevant and do not intend to include in the finalized investigative report for the hearing panel to rely on in reaching a determination.

The draft investigative report will include the following: the names of the investigators, a list of involved parties and witnesses, policies applicable to the matter, an overview of the allegations, the charges placed in the matter, summaries of the interviews with the parties and the available relevant witnesses, and other information as deemed relevant by the investigators. Appendices will include relevant physical or documentary evidence, questions asked by the investigators and suggested by the parties, and a comprehensive timeline of the investigation.
The investigators gather, assess, and synthesize evidence, but make no conclusions, engage in no policy analysis, and render no recommendations as part of their report.

The draft investigative report and directly related evidence will be available to the parties and their advisors for a ten (10) calendar day review and comment period so that each party may meaningfully respond to the evidence in writing. The parties may elect to waive the full ten days.

The parties may elect to provide additional evidence or identify additional witnesses in response to the draft investigative report, but should understand that doing so at this point of the investigation may delay the completion of the grievance process.

31. Finalizing the Investigative Report and Directly Related Evidence
If the parties submit written responses to the draft report and directly related evidence, the investigators will incorporate relevant elements of those written responses into the investigative report, include any additional relevant evidence, make any necessary revisions, and finalize the report.

The investigators may elect to respond in writing in the investigative report to the parties’ submitted responses. The investigators will document all rationales for any changes made to the report after the review and comment period.

The final report will be shared with the parties and their advisors through secure electronic means at least ten (10) calendar days prior to a hearing. The parties will also be provided access to a file of any directly related evidence that was not deemed relevant and was, therefore, not included in the report.

If new evidence is provided by the parties after the investigative report is finalized, the Title IX Coordinator may delay the hearing so that the investigation may be reopened to consider that evidence.

32. Notice of Hearing
No less than ten (10) calendar days prior to the hearing, the investigators will send the notice of hearing to the parties. Once emailed, mailed, and/or received in-person, notice will be presumptively delivered.

The notice of hearing will contain:
- A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures, and a statement of the potential sanctions and remedies that could result;
- The time, date, and location of the hearing and a reminder that attendance at the hearing supersedes all other campus activities;
- Any technology that will be used to facilitate the hearing;
• If the live hearing will be held in person or via video technology and the process for requesting alternate arrangements for hearing participation if it is scheduled to be held in person;
• A list of those who will attend the hearing, along with instructions for how to object to a hearing panelist on the basis of demonstrated bias or conflict of interest;
• Information on how the hearing will be recorded and on access to the recording for the parties after the hearing;
• A statement that if any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence, and the party’s or witness’s testimony and any statements given prior to the hearing will not be considered by the hearing panel. For compelling reasons, the hearing chair, in consultation with the Title IX Coordinator, may reschedule the hearing;
• Notification that the parties may have the assistance of an advisor of their choosing at the hearing and will be required to have one present to ask questions of the other party and witnesses. If they do not have an advisor, the Title IX Coordinator will appoint one for them;
• An invitation for each party to submit an impact statement, including any sanctioning requests should the respondent be found in violation, to the Title IX Coordinator prior to the hearing. The impact statement(s) will be held by the Title IX Coordinator and only provided to the hearing panel if the respondent is determined to be in violation and the hearing panel is making a sanctioning determination; and
• A reminder that disability accommodations, language assistance, and/or interpretation services may be requested for the hearing. Such a request must be made to the investigators no later than seven (7) business days prior to the hearing.

Hearings that are unable to be held prior to the end of a term will typically be held immediately after the end of the term or during the summer, as needed, to remain within the ninety (90) business day goal for the grievance process, to the extent possible.

33. Alternative Hearing Participation Options
If the hearing is scheduled to take place in-person and a party or parties prefer not to or cannot attend in this manner, the party should request alternative arrangements from the investigators at least five (5) business days prior to the hearing so that the investigators can arrange to use technology to allow remote testimony.

Remote options may also be needed for witnesses who cannot attend in person. Any witness who cannot attend in person should let the investigators know at least five (5) business days prior to the hearing so that appropriate arrangements can be made.

34. Recusal of a Hearing Panelist
The parties will be given the names of the members of the hearing panel (the hearing chair and two additional panelists) in the notice of hearing at least ten (10) calendar days prior to the hearing. The members of the hearing panel will not have had any previous involvement with the investigation.
Objections to any hearing panelist on the basis of demonstrated bias or conflict of interest must be raised in writing with the Title IX Coordinator at least five (5) business days prior to the hearing and must detail the rationale for the objection. Hearing panelists will only be removed if the Title IX Coordinator concludes that their demonstrated bias or conflict of interest precludes an impartial hearing of the allegations.

The hearing panelists will receive the names of all parties, witnesses, and advisors with the investigative report at least five (5) business days in advance of the hearing. Any hearing panelist who cannot make an objective determination must notify the Title IX Coordinator and recuse themselves from the proceeding. If a hearing panelist is unsure if bias or conflict of interest exists, they must raise the concern to the Title IX Coordinator as soon as possible.

35. Pre-Hearing Meetings
Upon completion of the investigative report, the investigators will schedule separate pre-hearing meetings for the parties. The parties may each be accompanied at their pre-hearing meeting by an advisor of their choice and up to two support people as defined in Section 1.

The pre-hearing meetings will be scheduled at least 5 business days prior to the hearing. The purpose of the pre-hearing meeting is to allow the investigators to answer any final questions the parties and their advisors may have and to clarify logistical matters such as confirming the identity of the parties’ advisors and any requests the parties may have regarding their means of participation (i.e., remote participation by video technology). If a party does not attend the scheduled pre-hearing meeting, it will be cancelled, but the party may ask questions of the investigators as needed.

36. Hearing Procedures
The hearing panel has the authority to hear and make determinations on allegations of violations of University Policy 03.004: Sexual Harassment and Other Sexual Misconduct. If the respondent is a student, the hearing panel may also hear and make determinations on allegations of other conduct prohibited by the Student Code of Conduct stemming from the same incident(s) as the allegations under University Policy 03.004.

Participants at the hearing will be limited to the hearing chair, two additional hearing panelists, the investigators who conducted the investigation, the parties, the advisors to the parties, any called witnesses, and anyone providing authorized accommodations or assistive services.

Hearings (but not deliberations) are recorded for purposes of review in the event of an appeal. The hearing panelists, the parties, their advisors, the appeal officer (if appropriate), and appropriate Ohio University administrators will be permitted to listen to the recording, if needed, through a controlled means determined by the Title IX Coordinator. No person will be given or allowed to make a copy of the recording without permission from the Title IX Coordinator.

The hearing chair conducts the hearing from a script, which will be provided to the parties and their advisors for their reference during the hearing.
The hearing chair will answer all questions of procedure. Anyone appearing at the hearing to provide information will respond to questions on their own behalf.

The hearing chair will allow witnesses who have relevant information to appear at a portion of the hearing to respond to questions from the hearing panel and the parties’ advisors; the witnesses will then be excused.

37. **Joint Hearings**  
At the discretion of the Title IX Coordinator, matters involving multiple complainants or respondents may be heard in the same hearing. Additionally, matters where there is a counter claim or cross-complaint (i.e., both parties allege that the other of violated University Policy 03.004) may also be heard in the same hearing. However, the Title IX Coordinator may determine that the investigation and/or hearing for each respondent should be conducted separately. In joint hearings, separate determinations of responsibility will be made for each respondent with respect to each alleged policy violation.

38. **Evidentiary Considerations in the Hearing**  
Any evidence that the hearing panel determines is relevant and credible may be considered. The hearing panel will not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) questions and evidence about the complainant’s sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent. Within the boundaries stated above, the hearing panel can consider relevant character evidence.

Prior disciplinary action of any kind involving the respondent may be considered in determining an appropriate sanction upon a determination of responsibility. This information is only considered at the sanctioning stage of the process, if there is a determination of responsibility, and is not shared with the hearing panel by the Title IX Coordinator until then.

The parties may each submit an impact statement, including any sanctioning requests should the respondent be found responsible, to the Title IX Coordinator prior to the hearing. The impact statement(s) will be held by the Title IX Coordinator and only provided to the hearing panel if the respondent is determined to be in violation and the hearing panel is making a sanctioning determination.

39. **Order of the Hearing**  
The following is a guide as to how the hearing will be conducted. This order may be amended at the discretion of the hearing chair.

- The hearing chair will begin the hearing by discussing expectations for the hearing.
- The hearing chair will give a brief overview of the nature of the allegations.
- The hearing panel may ask the investigators clarifying questions regarding the investigation at any point during the hearing.
- The complainant will be given an opportunity to respond to the investigative report.
• The hearing panel will have an opportunity to ask complainant questions.
• The respondent's advisor will be given the opportunity to ask relevant questions of the
  complainant as described below.
• The respondent will be given an opportunity to respond to the investigative report.
• The hearing panel will have an opportunity to ask respondent questions.
• The complainant’s advisor will be given the opportunity to ask relevant questions of the
  respondent as described below.
• The hearing panel will call witnesses and ask them questions.
• The complainant’s advisor will be given the opportunity to ask relevant questions of
  witnesses as described below.
• The respondent’s advisor will be given the opportunity to ask relevant questions of the
  witnesses as described below.
• The complainant will be given the opportunity to make a summary statement.
• The respondent will be given the opportunity to make a summary statement.

The hearing panel reserves the right to ask questions of anyone at the hearing at any time. Additionally, the hearing panel reserves the right to recess the hearing at any point and reconvene at a later time or date, should circumstances warrant.

40. Questioning of Parties and Witnesses
During the hearing, the parties and witnesses will submit to questioning by the hearing panel and then by the parties through their advisors. The hearing panelists and advisors will remain seated during questioning.

The relevance of all questions will be determined by the hearing chair. The advisor will pose the proposed question, the proceeding will pause to allow the hearing chair to consider it, and the hearing chair will determine if the question will be permitted, disallowed, or rephrased.

The hearing chair will then state their decision on the question for the record and advise the party or witness to whom the question was directed to answer or not answer the question, accordingly. The hearing chair will explain any decision to exclude a question as not relevant or to reframe it for relevance.

The hearing chair will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant), or abusive. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior will not be considered relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.

The hearing chair has final say on all questions and determinations of relevance. The hearing chair may ask advisors to frame why a question is or is not relevant from their perspective but will not entertain argument from the advisors on relevance once the hearing chair has ruled on a question.
41. **Refusal to Submit to Questioning**
If a party or witness chooses not to submit to questioning by a party’s advisor at the hearing, either because they do not attend the hearing, or they attend but refuse to participate in questioning, then the hearing panel may not rely on any statement made by that party or witness in determining responsibility, whether the statement was made at the hearing, during the investigation, or to another person.

Evidence provided by that party or witness that is something other than a statement may be considered by the hearing panel when determining responsibility. This includes evidence that does not constitute the party or witness’s intent to make factual assertions or does not contain the party or witness’s statements. Further, a respondent’s alleged verbal conduct that itself constitutes the sexual harassment at issue may be considered by the hearing panel, even if the respondent does not submit to questioning by the other party’s advisor.

Questioning by a party’s advisor is an all or nothing proposition, meaning that if any relevant question is refused, no statements made by the refusing party or witness are admissible. Only if a party or witness is willing to submit to questioning by the advisor(s), and answers all questions that are deemed relevant by the hearing chair, will their statements prior to or at the hearing be admissible.

Whether or not a party answers questions from the hearing panel, their statements will be admissible as long as they are willing to submit to questions from the advisor(s); this is true even if the advisor(s) choose not to ask any questions. The hearing panel may not draw any inference solely from a party’s or witness’s absence from the hearing or refusal to answer questions from the advisor(s) or hearing panel.

42. **Deliberation, Decision-making, and Standard of Proof**
The hearing panel will deliberate in closed session and determine findings by a simple majority vote.

The hearing panel will use the preponderance of the evidence standard in making their decision as to whether or not University policy was violated.

When there is a finding of responsibility on one or more of the charges, the hearing panel will request any impact statements previously submitted by the parties and the respondent’s previous disciplinary history, if any, from the Title IX Coordinator. If the impact statements are provided to the hearing panel, the parties and their advisors will be given access to view them during the appeal period described below.

The hearing panel may - at their discretion - consider the impact statements. The hearing panel will review the statements and the respondent’s conduct history, if any, and will determine the appropriate sanctions for the respondent and remedies for the complainant, in consultation with appropriate University officials, as required.

The hearing chair will then prepare a written statement of finding and deliver it to the Title IX Coordinator. This statement will detail the determination, the rationale, the evidence used in
support of its determination, the evidence not relied upon in its determination, credibility assessments, and any sanctions and remedies.

This report must be submitted to the Title IX Coordinator within three (3) business days following the conclusion of the hearing, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties.

43. Notice of Outcome
Using the statement of finding, the Title IX Coordinator will work with the hearing chair to prepare a notice of outcome. The Title IX Coordinator will then share the notice, including the final determination, rationale, and any applicable sanctions and remedies (as outlined below) with the parties and their advisors within four (4) business days of receiving the statement of finding from the hearing panel, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties.

The notice of outcome will be shared with the parties simultaneously. The notice will be made in writing and will typically be emailed to the parties and their advisors; however, any of the following methods may be used, in person, mailed to the local or permanent address of the parties as indicated in Ohio University records, or emailed to the parties’ Ohio University email or otherwise provided and approved email address. Once emailed, mailed, and/or received in person, notice will be presumptively delivered.

The notice of outcome will state a summary of the allegations and the specific policies reported to have been violated and will contain a description of the procedural steps taken by Ohio University from the receipt of the report to the determination, including any and all notifications to the parties, interviews with parties and witnesses, site visits, methods used to obtain evidence, and meetings and hearings held.

The notice of outcome will specify the finding on each policy violation; the findings of fact that support the determinations; conclusions regarding the application of relevant policy to the facts at issue; a statement of, and rationale for, the result of each allegation; any sanction and conditions of sanction issued which are permitted to be shared under state or federal law; and any remedies provided to the complainant designed to ensure access to Ohio University’s education or employment program, to the extent that this information may be shared under state or federal law (details of remedies are not typically shared with the respondent unless the remedy directly relates to them).

The notice of outcome will also include information about the appeal options and process, any changes that occur prior to finalization, and when the results are considered by Ohio University to be final.

44. Sanctioning
Factors considered when determining a sanction and related conditions of sanction may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s);
- The respondent’s disciplinary history;
• The need for a sanction to end the impact of the sexual harassment and/or other sexual misconduct, to prevent its future recurrence, and/or to remedy its effects on the complainant and/or the community;
• The impact on the parties; and
• Any other information deemed relevant by the hearing panel.

Sanctions and conditions of sanction will be implemented either upon the outcome of any appeal or the expiration of the window to appeal if no appeal is requested.

45. Sanctions Applicable to Student Respondents

The following are the usual sanctions that may be imposed on students and student organizations or groups:

- **Reprimand** – Official notification of unacceptable behavior and violation of University Policy 03.004: Sexual Harassment and Other Sexual Misconduct and/or the Student Code of Conduct. Any further violations may result in more serious sanctions.

- **Disciplinary Probation** – Sanction imposed for a designated period of time. Further violations of prohibited conduct may result in further disciplinary action, up to and including disciplinary suspension or disciplinary expulsion. Periodic probationary meetings may be required. Any assigned conditions of sanction must be completed prior to the conclusion of disciplinary probation; otherwise, the disciplinary probation will remain in effect until the conditions of sanction are completed.

- **Disciplinary Suspension (Student)** – Sanction imposed for a designated period of time. During the period of disciplinary suspension, the student may not attend classes (either in person or online) or participate in University-related activities, whether they occur on or off campus. Additionally, a student under disciplinary suspension may not be present on University premises unless authorized in writing in advance by the Title IX Coordinator. All assigned conditions of sanction must be completed prior to the conclusion of the disciplinary suspension; otherwise, the disciplinary suspension will remain in effect until the conditions of sanction are completed.

Students who have been suspended from the University through the Sexual Harassment and Other Sexual Misconduct Grievance Process must petition for re-enrollment through the Title IX Coordinator, who may grant the petition at their discretion. Students must complete a re-enrollment form through the registrar and be in good academic standing with their college to otherwise be eligible to re-enroll and return to the University. Students who re-enroll following a period of disciplinary suspension will return on disciplinary probation for the remainder of their academic career at Ohio University.

- **Disciplinary Expulsion (Student)** – Sanction which permanently removes the student from their academic program and separates the student from the University without the opportunity to graduate or re-enroll in the future. A student under disciplinary expulsion may not be present on University premises unless authorized in writing in advance by the Title IX Coordinator. Disciplinary expulsion will be noted on the student’s academic transcript.

- **Disciplinary Suspension (Student Organization or Group)** – A temporary revocation of University recognition. While an organization or group is suspended, it may not use University resources or participate as an organization in any University activities or
events. Disciplinary suspension of a student organization or group will not exceed five years. Student organizations or groups who have been suspended from the University through the Sexual Harassment and Other Sexual Misconduct Grievance Process must petition for re-enrollment through the Title IX Coordinator, who may grant the petition at their discretion and in consultation with the director of community standards and student responsibility. Student organizations or groups who return following disciplinary suspension will return on a period of disciplinary probation.  

- **Disciplinary Expulsion (Student Organization or Group)** – Permanent revocation of University recognition of the organization or group.

In conjunction with a sanction, a student respondent found to be in violation of this policy may be assigned conditions of sanction, which include but are not limited to, access restriction, revocation of rights and privileges, housing or worksite reassignment, educational activities, etc.

The Title IX Coordinator is responsible for monitoring completion and compliance with all sanctions and conditions of sanction.

**46. Sanctions Applicable to Employees**

The following are the usual sanctions that may be imposed on employees:

- **Censure** – a formal statement of disapproval.
- **Reprimand** – official notification of unacceptable behavior and violation of University Policy 03.004: Sexual Harassment and Other Sexual Misconduct. Any further violations may result in more serious sanctions.
- **Suspension without Pay** – a defined period of time during which the respondent will not be permitted to work and will not receive pay.
- **Demotion and/or Loss of Tenure** – reassignment to a position of lower rank and pay.
- **Dismissal/Termination of Employment** – the end of an employee’s work at the University.

In conjunction with a sanction, an employee respondent found to be in violation of this policy may be assigned conditions of sanction, which include but are not limited to, a performance improvement plan, denial of pay increase/pay grade, worksite reassignment, educational or training activities, restriction of stipends, research, and/or professional development resources, etc.

**47. Appeals of Hearing Outcome**

Both parties may file a request for appeal, which must be submitted in writing within five (5) business days of the delivery of the notice of outcome. The notice of outcome will include a link to the online appeal form, which should be used to submit any appeal to the Title IX Coordinator.

Any sanctions or conditions of sanctions imposed as a result of the hearing are typically stayed during the appeal process. If any of the sanctions are to be implemented immediately post-hearing, but pre-appeal, the emergency removal procedures must be followed (see Appendix C).
Appeals are limited to the following grounds:

- A procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time of the determination regarding responsibility was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or hearing panelist(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. (If an appeal claims a conflict of interest or bias on the part of the Title IX Coordinator, the Deputy Title IX Coordinator will manage the administration of the appeal process.)

If either party submits an appeal, that appeal and a link to the online rebuttal form will be shared with the other party who will then have five (5) business days to submit a rebuttal. At their discretion, and for cause, the Title IX Coordinator may elect to extend the deadline for appeals and/or rebuttals. Should this occur, both parties will be notified of the new deadline.

If the grounds for appeal include a claim of procedural irregularity or conflict of interest or bias, the Title IX Coordinator, investigators and/or hearing panelists, as appropriate based on the content of the appeal, will be provided access to the appeal and be given five (5) business days to submit a response to the portion of the appeal that involves them.

The appeal, as well as the rebuttal and responses, if any, will be provided to the appeal officer, along with the case file. The appeal officer will be a member of the grievance process pool who was not involved in the process previously.

The following will guide the appeal officer during the review and consideration of the appeal and related materials:

- Decisions on appeal are to be deferential to the original decision, making changes to the finding only when there is a clear error and to the sanction and/or conditions of sanction only if there is a compelling justification to do so.
- Appeals are not intended to provide for a full re-hearing of the allegation(s). Appeals are confined to a review of the written documentation and case file of the original hearing and pertinent documentation regarding the specific grounds for appeal. The appeal officer may listen to part or all of the hearing recording, as needed to consider the specific grounds for appeal.
- An appeal is not an opportunity for the appeal officer to substitute their judgment for that of the original hearing panel merely because they disagree with the finding and/or sanction.
- The appeal officer may consult with the Title IX Coordinator on questions of procedure or rationale, for clarification, as needed.
- Appeals granted based on new evidence will normally be remanded to the original investigators for necessary investigation and to the original hearing panel for reconsideration.
- Appeals granted on the basis of a procedural irregularity will typically be remanded to the original hearing panel for reconsideration or, if deemed appropriate by the appeal officer, a new hearing may be ordered with a new hearing panel.
• Actions taken if an appeal is granted on the basis of conflict of interest or bias will vary based on the role of the individual(s) identified as having the conflict of interest or demonstrating bias.

Within ten (10) business days of receiving materials related to the appeal, the appeal officer will make a decision on the appeal. If necessary, the appeal officer may take additional time to fully consider the appeal and rebuttal. Should this occur, both parties will be notified.

A written notice of appeal outcome will be sent to both parties simultaneously and will specify the finding on each ground for appeal and the rationale for each decision. If applicable, the notice may also include any specific instructions for remand or reconsideration, changes to the finding or to any sanctions that may result which the University is permitted to share according to state or federal law, and the rationale supporting the essential findings.

The notice of appeal outcome will typically be emailed to the parties and their advisors; however, any of the following methods may be used, in person, mailed to the local or permanent address of the parties as indicated in Ohio University records, or emailed to the parties’ Ohio University email or otherwise provided and approved email address. Once emailed, mailed, and/or received in person, notice will be presumptively delivered.

Once an appeal is decided, the outcome is final. Further appeals are not permitted unless a case is remanded to the original hearing body or new hearing is ordered. The finding and sanction (if any) that result from the remand or new hearing may be appealed on the grounds listed above and in accordance with the appeal process.

48. Notice of Final Determination
The Title IX Coordinator will issue a notice of final determination to both parties following the conclusion of the appeal process including a remand to the original hearing panel or a new hearing, or if there is no appeal, once the appeal period has passed. This notice will confirm that the grievance process has concluded, identify any changes that have occurred, and offer long-term remedies or other actions, as appropriate.

49. Long-Term Remedies and Other Actions
Following the conclusion of the grievance process, and in addition to any sanctions implemented, the Title IX Coordinator may implement additional long-term remedies or actions with respect to the parties and/or the campus community that are intended to stop the sexual harassment or other sexual misconduct, remedy the effects, and prevent reoccurrence.

These remedies/actions may include, but are not limited to:
● Referral to counseling and health services,
● Referral to the Employee Assistance Program,
● Education to the individual and/or the community,
● Permanent alteration of housing assignments,
● Permanent alteration of work arrangements for employees,
● Climate surveys,
● Policy modification and/or training,
• Implementation of long-term contact limitations between the parties, and
• Implementation of adjustments to academic deadlines, course schedules, etc.

At the discretion of the Title IX Coordinator, certain long-term support or measures may also be provided to the parties even if no policy violation is found.

When no policy violation is found, the Title IX Coordinator will identify any remedies needed to ensure no effective denial of educational access for the respondent.

As permitted in accordance with applicable law, Ohio University will maintain the privacy of any long-term remedies and supportive measures, provided privacy does not impair the University’s ability to provide these services.

50. Failure to Comply with a Sanction, Conditions of Sanction, or Remedies
Respondents are expected to comply with an assigned sanction, any conditions of sanction and any remedies that relate to them within the timeframe specified by the hearing panel and/or appeal officer. Failure to do so, whether by refusal, neglect, or any other reason, may result in additional disciplinary action.

51. Recordkeeping
Ohio University will maintain records of the following for a period of at least seven (7) years:
1. Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation;
2. Any disciplinary sanctions imposed on respondents;
3. Any remedies provided to complainants designed to restore or preserve equal access to Ohio University’s education program or activity;
4. Any appeals and the results therefrom;
5. All materials used to train Title IX Coordinators, investigators, hearing panelists, and appeal officers, which will be made publicly available on the University’s website; and
6. Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, including:
   a. The basis for all conclusions that the response was not deliberately indifferent;
   b. Any measures designed to restore or preserve equal access to Ohio University’s education program or activity; and
   c. If no supportive measures were provided to the complainant, documentation of the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Ohio University will also maintain any and all records in accordance with state and federal laws.

52. Process Review
The offices of Legal Affairs and Equity and Civil Rights Compliance will review this process periodically to assess the effectiveness and continued compliance. Changes will be made as necessary, and once those changes are posted online, they are in effect.
During the grievance process, the Title IX Coordinator may make minor modifications to the 
process that do not materially jeopardize the fairness owed to any party, such as to 
accommodate summer schedules.

Appendix A

Rights of the Parties

Respondents have the right to be, and will be, presumed not responsible for a violation of 
prohibited conduct until found in violation by a preponderance of the evidence.

Additionally, both complainants and respondents have the right to:

- A fundamentally fair resolution as defined in the Sexual Harassment and Other Sexual 
  Misconduct Grievance Process,
- Have their matter handled in a forthright and timely manner and to be treated with 
  respect by Ohio University officials,
- Regular updates on the status of the grievance process,
- Have University Policy 03.004: Sexual Harassment and Other Sexual Misconduct Policy 
  and its related process followed without material deviation,
- The preservation of privacy, to the extent possible and permitted by law,
- Petition to request that any Ohio University representative participating in the grievance 
  process be recused on the basis of demonstrated bias and/or conflict of interest,
- Be informed of supportive measures, as available and appropriate and without fee or 
  charge, whether a formal report has or has not been filed, and to have supportive 
  measures remain private, provided privacy does not impair Ohio University’s ability to 
  provide them,
- Request reasonable accommodations due to disability,
- Timely written notice of all alleged violations, including the identity of the parties 
  involved (if known), the precise misconduct being alleged, the date and location of the 
  alleged misconduct (if known), the implicated policies and procedures, and possible 
  sanctions,
- Timely written notice of any material adjustments to the allegations (e.g., additional 
  incidents or allegations, additional complainants, unsubstantiated allegations) and any 
  adjustments needed to clarify potentially implicated policies,
- Not participate in the grievance process with the understanding that it may proceed 
  without their participation,
- Have an advisor of their choice, who may be, but is not required to be, an attorney, 
  present during any meetings, interviews, or hearings. The role of an advisor is outlined 
  in Appendix B of the Sexual Harassment and Other Sexual Misconduct Grievance 
  Process,
- Have an advisor appointed to them by the University, if they do not have one, for the 
  purposes of questioning the other party and witnesses at the hearing,
• Have up to two support people present during any meetings or interviews that may occur as part of the grievance process. Support people may not be present at a hearing and may not be witnesses in the matter,
• Receive written advance notice of any meetings in which they are entitled to participate and the purpose of those meetings,
• A fair opportunity to provide the investigators with their account of the alleged misconduct and to have that account be on the record,
• Provide relevant statements, evidence, and information as part of the investigation,
• Ask the investigators to identify and question relevant witnesses, including expert witnesses,
• Know the names of all witnesses that are contacted as a part of the investigation,
• Provide the investigators a list of questions that, if deemed relevant by the investigators, may be asked of any party or witness,
• Secure electronic access to the draft investigative report and directly related evidence to be made available to the parties and their advisors for a ten (10) calendar day review and comment period so that each party may meaningfully respond to the evidence in writing,
• Secure electronic access to the final report at least ten (10) calendar days prior to a hearing, as well as, access to a file of any directly related evidence that was not deemed relevant and was, therefore, not included in the report,
• Speak or not speak as a part of the grievance process with the understanding that choosing to not answer a question asked by the other party’s advisor and deemed relevant by the hearing chair during the hearing will result in the hearing panel not being able to consider statements made by the party,
• Question witnesses that participate in the hearing through their advisor,
• Be present, either in person or via video technology, during all testimony given and evidence presented during the hearing,
• Have incidents not directly related to the possible violation, unless they evidence a pattern, and inadmissible prior sexual history excluded by the hearing chair,
• The preponderance of the evidence as the standard of proof to be used to make a finding after an objective evaluation of all relevant evidence,
• Have the opportunity to submit an impact statement for consideration by the hearing panel following a determination of responsibility for any allegation, but prior to sanctioning,
• Promptly receive a written notice of outcome containing the finding(s) and sanction(s) and a detailed rationale of the decision (including an explanation of how credibility was assessed), delivered simultaneously (without undue delay) to the parties,
• File a written appeal to be reviewed and decided by an appeal officer, and
• Be informed in writing of when a decision by Ohio University is considered final and any changes to the sanction(s) that occur before the decision is finalized.
Appendix B:

Information Regarding Advisors

The parties may each have an advisor of their choice present with them for all meetings, interviews, and hearings within the grievance process, if they so choose. The parties may select whoever they wish to serve as their advisor as long as the advisor is eligible and available. “Available” means the party cannot insist on an advisor who simply doesn’t have inclination, time, or availability. Also, the advisor cannot have institutionally conflicting roles, such as being a Title IX administrator who has an active role in the matter, or a supervisor who must monitor and implement sanctions.

Choosing an advisor who is also a witness in the grievance process creates potential for bias and conflict of interest. A party who chooses an advisor who is also a witness can anticipate that issues of potential bias will be explored by the hearing panel.

A. Who Can Serve as an Advisor
The advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the grievance process. The parties may choose advisors from inside or outside of the Ohio University community.

Parties have the right to choose not to have an advisor in the initial stages of the grievance process, prior to the hearing.

B. The Advisor’s Role in Meetings and Interviews

The parties may be accompanied by their advisor in all meetings and interviews at which the party is entitled to be present, including intake and interviews. Advisors should help the parties prepare for each meeting and are expected to advise ethically, with integrity, and in good faith.

C. Advisors in Hearings/Ohio University Appointed Advisor
Under U.S. Department of Education regulations under Title IX, the parties are not permitted to directly question each other or any witnesses. Instead, each party’s advisor must question the other party and the witnesses on their behalf. If a party does not have an advisor for a hearing, Ohio University will appoint a trained advisor for the limited purpose of conducting any questioning of the other party and witnesses.

A party may reject this appointment and choose their own advisor, but they may not proceed without an advisor. If the party’s advisor will not conduct questioning, Ohio University will appoint an advisor who will do so, whether or not the party has chosen to participate in the hearing. Extensive questioning of the parties and witnesses may also be conducted by the hearing panel during the hearing.

D. Advisor Violations of Ohio University Expectations
All advisors are subject to the same University policies and procedures, whether they are attorneys or not. Advisors are expected to advise their advisees without disrupting
proceedings. The advisor may not make a presentation or represent their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the investigator(s) or hearing panel, except when asking questions of the other party and witnesses during a hearing.

The parties are expected to ask and respond to questions on their own behalf throughout the investigation phase of the grievance process. Although the advisor generally may not speak on behalf of their advisee, the advisor may consult with their advisee, either privately as needed, or by quietly conferring or passing notes during any grievance process meeting, interview, or hearing. For longer or more involved discussions, the parties and their advisors should ask for breaks to allow for private consultation.

Any advisor who oversteps their role as defined by this policy will typically be warned only once. If the advisor continues to disrupt or otherwise fails to respect the limits of the advisor role, the meeting or hearing will be ended, or other appropriate measures implemented. Subsequently, the Title IX Coordinator will determine how to address the advisor’s non-compliance and future role.

E. Sharing Information with the Advisor
Ohio University expects that the parties may wish to have the University share documentation and evidence related to the allegations with their advisors. There is an expectation of privacy around information and evidence shared with the parties during the investigation and hearing; however, parties may share this information directly with their advisor, if they wish. Doing so may help the parties participate more meaningfully in the grievance process. (The parties have discretion to share their own knowledge and evidence with others if they so choose. Parties are encouraged to discuss any sharing of information with their advisors before doing so.)

Parties may also sign a consent form that authorizes Ohio University to share such information directly with their advisor. The parties must complete and submit this form to the Title IX Coordinator or the investigators before the University is able to share records with an advisor.

If a party requests that all communication be made through their attorney advisor, Ohio University will comply with that request at the discretion of the Title IX Coordinator.

F. Privacy of Records Shared with the Advisor
Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with third parties, disclosed publicly, or used for purposes not explicitly authorized by Ohio University. The Title IX Coordinator may seek to restrict the role of any advisor who does not respect the sensitive nature of the process or who fails to abide by Ohio University’s privacy expectations.

G. Expectations of an Advisor
Ohio University generally expects an advisor to adjust their schedule to allow them to attend grievance process meetings when planned, but may change scheduled meetings to accommodate an advisor’s inability to attend, if doing so does not cause an unreasonable delay.
Ohio University may also make reasonable provisions to allow an advisor who cannot attend in person to attend a meeting by telephone, video conferencing, or other similar technologies as may be convenient and available.

H. Expectations of the Parties with Respect to Advisors
A party may elect to change advisors during the grievance process and is not obligated to use the same advisor throughout. The parties are expected to inform the investigator(s) of the identity of their advisor when the advisor first participates with the party and to provide timely notice to the investigators if they change advisors at any time during the grievance process.

It is assumed that if a party changes advisors, consent to share information with the previous advisor is terminated, and a release for the new advisor must be secured. Parties are expected to inform the investigators of the identity of their hearing advisor at least fifteen (15) calendar days before the hearing so that the advisor may be properly listed in the notice of hearing that must be sent to the parties no less than ten (10) calendar days before the hearing.

For parties who are entitled to union representation, the University will allow the unionized employee to have their union representative (if requested by the party) as well as an advisor of their choice present for all grievance process meetings, interviews, and hearings. To uphold the principles of equity, the other party (regardless of union membership) will also be permitted to have two advisors. Witnesses are not permitted to have union representation or advisors in grievance process interviews, meetings, or hearings.

Appendix C:

Emergency Removal Process

Under specific circumstances, Ohio University may remove a student respondent from the University’s education program or activity, in part or entirely, on an emergency basis. Before an emergency removal is enacted, the Title IX Coordinator conducts an individualized safety and risk analysis, in conjunction with the Dean of Students and the Ohio University Police Department.

This risk analysis will determine if there is an immediate threat to the physical health and safety of any student or other individual arising from the allegations of sexual harassment or other sexual misconduct, and if that immediate threat justifies the emergency removal of the respondent from the University’s education program or activity. The Title IX Coordinator will also consider the applicability of disability laws to the removal decision.

An emergency removal is not tantamount to a determination of responsibility or a sanction. Ohio University may remove a respondent on an emergency basis whether the grievance process is underway or not.
The Title IX Coordinator will implement the least restrictive emergency removal actions possible in light of the circumstances and safety concerns. These actions may include, but are not limited to, interim suspension from University premises and activities (including class attendance), removal from University housing, restriction of access to particular areas of campus, and suspension of participation in extracurricular activities, student employment, student organizational leadership, or intercollegiate athletics.

In all cases where an emergency removal is imposed, the student respondent will be issued a Notice of Removal letter. Notice will be made in writing and will be emailed to the respondent’s Ohio University email account. At the discretion of the Title IX Coordinator, an alternate means of delivering the Notice of Removal letter may be utilized if circumstances warrant. Once emailed, or otherwise sent or given in person, notice will be presumptively delivered.

Upon delivery of the Notice of Removal letter, the respondent may request a review meeting with the Title IX Coordinator where the respondent may show cause why the removal should not be implemented or should be modified.

Requests for a review meeting with the Title IX Coordinator must be made within three (3) business days of delivery of the Notice of Removal. The review meeting will be held as soon as reasonably possible after the request is made by the respondent. If the respondent does not request a meeting within the three (3) business days, objections to the emergency removal will be deemed waived.

The review meeting with the Title IX Coordinator is not a hearing on the merits of the allegation(s), but rather is an administrative process intended to determine solely whether the emergency removal is appropriate. The respondent may be accompanied by the advisor of their choice at the review meeting. The complainant and their advisor of choice may be permitted to participate in the meeting if the Title IX Coordinator determines it is equitable to do so.

At the review meeting with the Title IX Coordinator, the respondent will be allowed to present their position regarding why they believe the emergency removal should not be implemented or should be modified.

The Title IX Coordinator will prepare a written determination/response to the review meeting within two (2) business days of the meeting taking place.

The Title IX Coordinator has sole discretion to implement or stay an emergency removal and to determine the conditions and duration. The Title IX Coordinator’s decision is final; there is no appeal process for an emergency removal decision.

If the Sexual Harassment and Other Sexual Misconduct Grievance Process does not move forward following an emergency removal, the emergency removal will be rescinded, and the party notified promptly.
Violation of an emergency removal under University Policy 03.004 will be grounds for separate discipline, which may include actions up to or including expulsion from the University.

*** The process document is based on the ATIXA 2020 ONE POLICY, TWO PROCEDURES MODEL. Use and adaptation of this model with citation to ATIXA is permitted through a limited license to Ohio University. All other rights reserved. ©2020. ATIXA

Missing Student Policy

Designation of Missing Person Contact(s) by Students

In accordance with Federal Higher Education Opportunity Act of 2008, Section 485(j), 20 U.S.C. 1092(j), 34 C.F.R. 668.46, regarding missing students, each student residing in university on-campus housing has the option to designate an individual or individuals to be contacted by the university not later than 24 hours after the time that the Ohio University Police Department determines that student to be missing. If the student determined to be missing is under the age of 18 and not emancipated, the university will notify both the contact(s) designated by the missing student and the student’s custodial parent or guardian.

The missing student’s contact(s) may be the same individual(s) as the student’s general-purpose emergency contact but does not have to be. Students are responsible for updating their missing person contact(s) through the Office of Housing and Residence Life, as described in more detail below. The missing person contacts will be maintained confidentially; only authorized campus individuals and law enforcement officers in furtherance of a missing person investigation may have access to the information.

Notification to Students and Collection and Maintenance of Information

In early fall semester, the Office of Housing and Residence Life will, via email, notify students residing in university on-campus housing that they have the option to register a missing student contact or contacts. In that email, students will be directed to visit their MyHousing page to register their missing student contact(s). To register the contact(s), students (1) select “personal preferences” then the “current semester” (e.g., fall 2020-21), (2) complete the “confidential emergency contact” web field, then (3) save the information by selecting the “submit my personal preferences” button. The Office of Housing and Residence Life will maintain each student’s missing person contact(s) until the student changes the contact(s).

Procedures for Reporting and Notification Regarding Missing Students

Individuals who have reason to believe that a student is missing should immediately report their concern to the Ohio University Police Department. OUPD will take appropriate investigative action, in accordance with department policy, to determine whether the student has been missing more than 24 hours.

As soon as reasonably possible, and not longer than 24 hours after OUPD determines that the student has been missing for 24 hours, OUPD will notify the Dean of Students, or his or her designee. Upon notification from OUPD that a student has been missing for more than 24 hours, the Dean of Students (or designee) will:
• Make contact with one or more of the missing-person contact(s) identified by the student. If a missing person contact has not been formally declared, the university will notify the general-purpose emergency contact.

• If the missing student is an unemancipated student under the age of 18, the Dean of Students (or designee) will also notify that the student’s custodial parent or guardian.

In addition, OUPD will notify any local law enforcement with jurisdiction (if other than or in addition to OUPD) that the student has been missing for more than 24 hours.
Safety/Support Resources and Crime Statistics

National Resources

<table>
<thead>
<tr>
<th><strong>GLBT National Help Center</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(888) 843.4564</td>
<td><strong>GLBT National Help Center Website</strong></td>
</tr>
<tr>
<td>Free and confidential peer-support for gay, lesbian, bisexual, transgender, and questioning people.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Love is Respect</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(866) 331.9474 or (866) 331.8453 (TTY)</td>
<td><strong>Love is Respect Website</strong></td>
</tr>
<tr>
<td>Text “campus” to 22522 for help</td>
<td></td>
</tr>
<tr>
<td>Designed specifically for teens and young adults; provides 24/7 phone, text, and chat services and offers real-time, one-on-one, confidential support from peer advocates.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ohio Alliance to End Sexual Violence</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(216) 658.1381 or (888) 886.8388</td>
<td><strong>OAESV Website</strong></td>
</tr>
<tr>
<td>Information on resources, prevention, and response.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Not Alone (Together Against Sexual Assault)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not Alone Website</strong></td>
<td></td>
</tr>
<tr>
<td>Information for students, schools, and anyone interested in finding resources on how to respond to and prevent sexual assault on college and university campuses and in our schools.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>RAINN (Rape, Abuse &amp; Incest National Network)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(800) 656.4673</td>
<td><strong>RAINN Website</strong></td>
</tr>
<tr>
<td>RAINN provides live, secure, anonymous 24/7 crisis support for victims of sexual violence, their friends, and families.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>National Domestic Violence Hotline</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(800) 799.SAFE (7233) or (800) 787.3224 (TTY)</td>
<td><strong>National Domestic Violence Hotline Website</strong></td>
</tr>
<tr>
<td>Provides 24/7 confidential, one-on-one support and crisis intervention.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PFLAG (Parents, Families, Friends, and Allies united with LGTB people)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(202) 467.8180</td>
<td><strong>PFLAG Website</strong></td>
</tr>
<tr>
<td>Provides resources and support.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The Trevor Project Helpline</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(866) 488.7386</td>
<td><strong>The Trevor Project Website</strong></td>
</tr>
<tr>
<td>Provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning (LGBTQ) young people ages 13-24.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>National Suicide Prevention Lifeline</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(800) 273.TALK (8255)</td>
<td><strong>National Suicide Prevention Lifeline Website</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Trained crisis workers are available to talk 24/7 and provide crisis counseling and mental health referral

**Athens Campus**

**Athens Local Law Enforcement**

**Ohio University Police Department (OUPD)**
Building 13, The Ridges, Just east of the Kennedy Museum on Ridges Circle Drive
(740) 593.1911
[OUPD Website](#)
[OUPD Email](#)
The Ohio University Police Department investigates allegations of sexual misconduct that occur on the Athens campus and constitute violations of criminal law. Officers are trained in crisis intervention and sexual assault investigation and will work to ensure the well-being of the survivor to include assisting him/her to access health care and support services.

**Athens Police Department**
11 North College St. Athens, OH 45701
(740) 592.3313 or 911 for emergency
Additional dispatch number: (740) 593.6606
[ Athens Police Department Website](#)
A crisis intervention officer will respond. The Violence Against Women Unit with a special investigator and social worker can provide confidential victim services.

**Athens County Sheriff**
13 West Washington St. Athens, OH 45701
(740) 593.6633
[ Athens County Sheriff Website](#)
Information on registered sex offenders near the Athens campus can be obtained from the Athens County Sheriff's Office.
Athens Campus Resources

Counseling and Psychological Services (CPS)
3rd Floor Hudson Health Center
(740) 593.1616
CPS Website
CPS Email
CPS provides professional and confidential counseling to students on the Athens campus.
Drop-in hours 9:45-3:15pm, M-F. To access counselors who are on-call 24 hours a day, call (740) 593.1616. Counseling services are available to students, and consultation services are available to faculty and staff. A Sexual Assault Survivors Group (for women) and a Trauma Support Group (for anyone who has experienced a sexual assault) are available by referral.

Survivor Advocacy Program (SAP)
038 Lindley Hall
(740) 597.SAFE(7233) (24 Hour Hotline)
SAP Website
SAP Email
The Survivor Advocacy Program (SAP) provides confidential support and advocacy services to student survivors of sexual assault, dating/domestic violence, and stalking. SAP is staffed by full-time, licensed social workers, a director, and survivor advocate/case managers. On weekdays after 5pm and weekends, the SAP phone number is the acting crisis hotline. If you are contacting SAP for general questions and are not in need of an advocate immediately, please call Monday-Friday between 9am and 5pm or send an email.

Campus Care
2 Health Center Dr. Athens, OH 45701
(740) 592.7100
Appointments: M-F 8:30 AM – 4:30 PM
Walk in: M-F 8:00 AM – 5:00 PM
Campus Care Website
Campus Care is confidential will assist students on the Athens campus with referrals and resources; transportation to OhioHealth O’Bleness Hospital for SAFE exam (Campus Care does not perform SAFE exams); STD testing & treatment, HIV testing, and emergency contraception.

Office of Equity and Civil Rights Compliance (ECRC)
006 Lindley Hall
(740) 593.9140
ECRC Website
ECRC Email
ECRC is the office of the Title IX Coordinator. The Title IX Coordinator is responsible for monitoring and overseeing the University’s compliance with all Title IX obligations. ECRC also coordinates alternate arrangements for academic, living, employment, or other circumstances during and/or after investigations.

Office of the Dean of Students
345 Baker University Center
(740) 593.1800
Dean of Students Website
Dean of Students Email
Staff in the Office of the Dean of Students can help connect survivors of sexual violence with the resources on campus and in the Athens community.
LGBT Center
354 Baker University Center
(740) 593.0239
LGBT Center Website
LGBT Center Email
Staff in the LGBT Center can help connect survivors of sexual violence with LGBT-affirming resources on campus and in the Athens community. The center is also committed to providing education on the unique needs of lesbian, gay, bisexual, and/or transgender survivors as well as advocating for these needs on and off campus.

International Student and Faculty Services (ISFS)
15 Park Place - Walter International Education Center
(740) 593.4330
ISFS Website
ISFS Email
International Student and Faculty Services can assist students with resources and information regarding the specific questions and issues encountered by international students.

Student Accessibility Services (SAS)
348 Baker University Center
(740) 593.2620
SAS Website
SAS Email
Any student involved in the sexual misconduct process has the right to request reasonable accommodation to ensure their full and equal participation in this process. Students wishing to request reasonable accommodations should make those requests to Student Accessibility Services. Examples may include, but are not limited to, sign language interpretation, real-time communication access during hearings, large print documents, etc.
## Athens Area Resources

### OhioHealth O'Bleness Hospital*
55 Hospital Dr. Athens, OH 45701  
(740) 593.5551 (24/7 Line)  
[OhioHealth O'Bleness Hospital Website](#)

### Athens County Victims Assistance
Athens County Court House 1 South Court St., 1st Floor  
(740) 592.3208  
[Athens County Victims Assistance Website](#)
Advocates can answer questions about your rights, obtaining protection orders, or any other concerns related to the criminal justice process.

### Careline
(740) 593.3344  
24-hour crisis hotline, sexual victim assistance, and information/referral services

### My Sister's Place
1.800.443.3402 (24 Hour Line)  
[My Sister's Place Website](#)  
[My Sister's Place Email](#)
Shelter and social services for survivors of domestic/dating violence.

### Hopewell Health Centers*
90 Hospital Dr. Athens, OH 45701  
(740) 592.3091  
1.888.475.8484 (24 Hour Hotline)  
(740) 593.3344 (Additional crisis line for Athens)  
[Hopewell Health Centers Website](#)

### Health Recovery Services
Careline: 1.888.475.8484 (24 Hour Hotline)  
(740) 592.6724 or 1.866.614.9588  
[Health Recovery Services Website](#)
Information, programs, and services for those affected with mental illness and alcohol, tobacco, or drug addiction.

### Ohio Department of Alcohol and Drug Addiction, TASC Program
86 Columbus Rd. Suite 103 A, Athens, OH 45701  
(740) 594.2276  
[TASC Program Website](#)
Treatment Alternatives to Street Crime (TASC) offers both out-patient alcohol and drug treatment counseling.

### Tri-County Mental Health and Counseling Services
90 Hospital Dr. Athens, OH 45701  
(740) 592.3091  
24 Hour Crisis Line: 1.888.475.8484  
[TASC Program Website](#)
Offers a variety of services, including crisis intervention, counseling, sexual abuse prevention, and drug and alcohol programs.
<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On Campus (includes On-Campus Residential Facilities)</th>
<th>On-Campus Residential Facilities</th>
<th>Non-Campus</th>
<th>Public Property</th>
<th>Hate Crimes</th>
<th>Unfounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder/Non-Negligent Manslaughter</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manslaughter by Negligence</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rape</td>
<td>2019</td>
<td>24</td>
<td>22</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>34</td>
<td>29</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>33</td>
<td>28</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fondling</td>
<td>2019</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Incest</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Statutory Rape</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>2019</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>2019</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Burglary</td>
<td>2019</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>16</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1*</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>2019</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>2019</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence</td>
<td>2019</td>
<td>13</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>17</td>
<td>14</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>19</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking</td>
<td>2019</td>
<td>17</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>15</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>15</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*This update was identified through a comparison of the statistics submitted to the Department of Education Campus Safety and Security Survey in 2018 and those in the 2019 Annual Security and Fire Safety Report. The 2018 Annual Security Report was also amended to reflect this update.*
## Athens Campus – Arrests and Judicial Referrals

<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On Campus (includes On-Campus Residential Facilities)</th>
<th>On-Campus Residential Facilities</th>
<th>Non-Campus</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrests</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>2019</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>14</td>
<td>5</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>24</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>2019</td>
<td>61</td>
<td>31</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>256</td>
<td>117</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>324</td>
<td>106</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Weapons: Carrying, Possessing, etc.</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Disciplinary Referrals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>2019</td>
<td>234</td>
<td>234</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>224</td>
<td>224</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>253*</td>
<td>252*</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>2019</td>
<td>17</td>
<td>17</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>20</td>
<td>20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>43**</td>
<td>37**</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons: Carrying, Possessing, etc.</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*These statistics were audited as a result of the review of the crimes for 2018. The statistics were updated as a result of the internal audit. Additionally, the 2017 and 2018 Annual Security Reports were corrected to reflect this change.

**These statistics were audited as a result of the review of the crimes for 2018. The statistics were updated as a result of the internal audit. Additionally, the 2017 and 2018 Annual Security Reports were corrected to reflect this change.
Athens Campus – Additional Hate Crimes

<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>Race</th>
<th>Gender</th>
<th>Gender Identity</th>
<th>Religion</th>
<th>Sexual Orientation</th>
<th>Ethnicity</th>
<th>Disability</th>
<th>National Origin</th>
<th>Unfounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larceny-Theft</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Simple Assault</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Intimidation</td>
<td>2019</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vandalism, Property crime, etc.</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

- The 2017 race-based hate crime of intimidation occurred on campus, not in a residence hall.
- A 2017 sexual-orientation-based hate crime of aggravated assault occurred on campus, not in a residence hall. It is included in the Athens Campus Crime Statistics table.
- The 2019 race-based hate crime of intimidation occurred on campus, not in a residence hall.
Cambridge Center

Information for the Cambridge Center is listed here as a separate section for ease of accessing resources. Crime statistics for the Cambridge Center are reported under the “Non-Campus” section of the Ohio University Zanesville Campus.

<table>
<thead>
<tr>
<th>Cambridge Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>7077 Glenn Highway Cambridge, OH 43725</td>
</tr>
<tr>
<td>(740) 432.4404</td>
</tr>
</tbody>
</table>

Cambridge Local Law Enforcement

<table>
<thead>
<tr>
<th>Guernsey County Sheriff’s Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>601 Southgate Pkwy. Cambridge, OH 43725</td>
</tr>
<tr>
<td>(740) 439.4455 or 911 if it is an emergency</td>
</tr>
<tr>
<td><a href="#">Guernsey County Sheriff Website</a></td>
</tr>
</tbody>
</table>

The Guernsey County Sheriff’s Office has the authority to investigate all crimes that occur at the Cambridge Center. Information on nearby registered sex offenders can also be obtained from this office.

<table>
<thead>
<tr>
<th>Cambridge City Police Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>601 Southgate Pkwy. Cambridge, OH 43725</td>
</tr>
<tr>
<td>(740) 439.4431 or 911 if it is an emergency</td>
</tr>
<tr>
<td><a href="#">Cambridge City Police Website</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ohio State Highway Patrol</th>
</tr>
</thead>
<tbody>
<tr>
<td>7051 John Glenn Highway Cambridge, OH 43725</td>
</tr>
<tr>
<td>(740) 439.1388</td>
</tr>
<tr>
<td><a href="#">Ohio State Highway Patrol Website</a></td>
</tr>
</tbody>
</table>
Chillicothe Regional Campus

Chillicothe Campus
101 University Dr. Chillicothe, OH 45601
(740) 774.7200

Chillicothe Local Law Enforcement

Chillicothe City Police Department
28 North Paint St. Chillicothe, OH 45601
(740) 773.1191 or 911 if an emergency
Chillicothe Police Website

Ross County Sheriff's Office
28 North Paint St. Chillicothe, OH 45601
(740) 773.1186 or 911 if an emergency
Ross Sheriff’s Office Website
Information on nearby registered sex offenders can also be obtained from this office

Chillicothe Campus Resources

Facilities Management
Bennett Hall 118
(740) 774.7243
Please inform this office of campus issues and emergencies

Director of Student Services
Bennett Hall 270
(740) 774.7750

Office of the Dean
Bennett Hall 106
(740) 774.7222

Chillicothe Area Resources

Ross County Prosecutor's Office Victim/Witness Assistance Program
28 N. Paint St. Chillicothe, OH 45601
(740) 702.3190
Ross County Prosecutor's Website

Scioto-Paint Valley Mental Health Center
4449 State Route 159 Chillicothe, OH 45601
(740) 775.1260
(740) 773.4357 (24 Hour Crisis Line)
SPVMHC Website

Adena Regional Medical Center
4449 272 Hospital Rd. Chillicothe, OH 45601
(740) 779.7500
Adena Regional Medical Center Website
## Chillicothe Campus - Crime Statistics

<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On Campus</th>
<th>On-Campus Residential Facilities</th>
<th>Non-Campus</th>
<th>Public Property</th>
<th>Hate Crimes</th>
<th>Unfounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder/Non-Negligent Manslaughter</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manslaughter by Negligence</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rape</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fondling</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Incest</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Statutory Rape</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

This site does not have any On-Campus Residential facilities.
Chillicothe Campus – Arrests and Judicial Referrals

<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On Campus</th>
<th>On-Campus Residential Facilities</th>
<th>Non-Campus</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrests</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons: Carrying, Possessing, etc.</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Disciplinary Referrals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons: Carrying, Possessing, etc.</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1This site does not have On-Campus Residential Facilities.

Chillicothe Campus – Additional Hate Crimes

There were no reported Hate Crimes for the years 2017, 2018, or 2019
Cleveland Campus

Cleveland Campus
4180 Warrensville Center Rd. Warrensville Hts., OH 44122
(216) 295.7502

Cleveland Area Local Law Enforcement

Warrensville Heights Police
4301 Warrensville Center Rd. Warrensville Hts., OH 44128-2899
(216) 581.1234
Warrensville Heights Police Website

Cleveland Clinic Police Department
9500 Euclid Ave. Cleveland, OH 44195
(216) 444.2250
Cleveland Clinic Police Department Website

Cleveland Clinic South Pointe Security
20000 Havard Rd. Warrensville Heights, OH 44122
(216) 491.5588

Cuyahoga County Sheriff’s Office
1215 West 3rd St. Cleveland, OH 44113
(216) 443.6000
Cuyahoga County Sheriff’s Office Website

Information on registered sex offenders near the Cleveland Campus can be obtained from the Cuyahoga County Sheriff’s Office.

Cleveland Campus Resources

Cleveland Onsite Administrator
4180 Warrensville Center Rd. Warrensville Heights, OH 44122
(216) 295.7519
Please inform this office of campus issues and emergencies.
## Cleveland Area Resources

<table>
<thead>
<tr>
<th>Service Name</th>
<th>Address</th>
<th>Phone Number</th>
<th>Website Link</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cleveland/Cuyahoga County Office of Homeless Services</strong></td>
<td>1736 Superior Ave. 2nd Floor of Cosgrove Building Cleveland, OH 44113</td>
<td>(216) 674.6700</td>
<td><a href="#">Cleveland/Cuyahoga County Office of Homeless Services Website</a></td>
</tr>
<tr>
<td><strong>Cuyahoga County Prosecutor's Office Victim/Witness Assistance Program</strong></td>
<td>75 Erieview Plaza, 5th Floor Cleveland, OH 44114</td>
<td>(216) 443.7800</td>
<td><a href="#">Cuyahoga County Victim/Witness Assistance Program Website</a></td>
</tr>
<tr>
<td><strong>Cleveland Health Center</strong></td>
<td>7997 Euclid Ave. Cleveland, OH 44103</td>
<td>(216) 851.1880</td>
<td><a href="#">Cleveland Health Center Website</a></td>
</tr>
<tr>
<td><strong>Old Brooklyn Health Center</strong></td>
<td>3311 Broadview Rd. Cleveland, OH 44109</td>
<td>(216) 661.0400</td>
<td><a href="#">Old Brooklyn Health Center Website</a></td>
</tr>
<tr>
<td><strong>Bedford Heights Health Center</strong></td>
<td>25350 Rockside Rd. Bedford Heights, OH 44146</td>
<td>(440) 232.9732</td>
<td><a href="#">Bedford Heights Health Center Website</a></td>
</tr>
<tr>
<td><strong>Cleveland Rape Crisis Center</strong></td>
<td></td>
<td>(216) 619.6192 (24 Hour Crisis Hotline)</td>
<td><a href="#">Cleveland Rape Crisis Center Website</a></td>
</tr>
<tr>
<td><strong>Domestic Violence and Child Advocacy Center</strong></td>
<td></td>
<td>(216) 391.4357 (HELP) (24 Hour Crisis Hotline)</td>
<td><a href="#">DVCAC Website</a></td>
</tr>
<tr>
<td><strong>United Way of Greater Cleveland</strong></td>
<td>1331 Euclid Ave. Cleveland, OH 44115</td>
<td>(216) 436.2100</td>
<td><a href="#">United Way CLE Website</a></td>
</tr>
</tbody>
</table>

Dial “211” to get information about social, health and government resources 24 hours a day, every day.
<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On Campus</th>
<th>On-Campus Residential Facilities(^1)</th>
<th>Non-Campus</th>
<th>Public Property</th>
<th>Hate Crimes</th>
<th>Unfounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder/Non-Negligent Manslaughter</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manslaughter by Negligence</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rape</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fondling</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Incest</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Statutory Rape</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>2019</td>
<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>2019</td>
<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence</td>
<td>2019</td>
<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

\(^1\)This site does not have On-Campus Residential Facilities.
Cleveland Campus – Arrests and Judicial Referrals

<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On Campus</th>
<th>On-Campus Residential Facilities</th>
<th>Non-Campus</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrests</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons: Carrying, Possessing, etc.</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Disciplinary Referrals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons: Carrying, Possessing, etc.</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
|                               | 2017 | 0         |                                  | 0          | 0               | ¹

¹This site does not have On-Campus Residential Facilities.

Cleveland Campus – Additional Hate Crimes

There were no reported Hate Crimes for the years 2017, 2018 or 2019.
Dublin Campus

Dublin Campus
6775 Bobcat Way Dublin, OH 43016
(614) 793.5556

Dublin Local Law Enforcement

City of Dublin Police Department
Dublin Justice Center, Dublin OH 43017
(614) 410.4800 or 911 if an emergency
The Dublin Police Department has jurisdiction for the Dublin Campus

*Franklin County Sheriff’s Office
370 S. Front St. Columbus, OH 43215
(614) 525.3333
Information on registered sex offenders near the Dublin Campus can be obtained from the Franklin County Sheriff’s Office
Franklin County Sheriff’s Office Website

*Union County Sheriff’s Office
3221 W. 5th St. Marysville, OH 43040
(937) 645.4100
Information on registered sex offenders near the Dublin Campus can be obtained from the Union County Sheriff’s Office
Union County Sheriff’s Website

*The Dublin campus has property in both Franklin and Union counties.

Dublin Campus Resources

Senior Director, Campus Administration
Dublin Dean’s Suite 350 Medical Education Building 1 (MEB1)
6775 Bobcat Way Dublin, OH 43016
(614) 793.5558
Please inform this office of campus issues and emergencies

On-site Administrator
HACOM 114 Dublin Medical Education Building 1 (MEB1)
(614) 793.5558

Campus Student Support Services
6775 Bobcat Way Dublin, OH 43016
(614) 793.5572 | (614) 793.5569 | (614) 793.5657
MEB1 116 Learning Services | MEB1 118 Assistant Director of Inclusion | MEB1 120
Assistant Director of Student Affairs

US Security
(614) 563.6726
Offers a 24 hour 7 days per week unarmed security presence on the Dublin campus
Dublin Area Resources

Franklin County Prosecutor’s Office/Victim Witness Unit
373 South High St. #14 Columbus, OH 43017
(614) 525.3555
Franklin County Prosecutor’s Office Website

Syntero Inc.
299 Cramer Creek Ct. Dublin, OH 43017
(614) 889.5722
Syntero Inc. Website

The OhioHealth Sexual Assault Prevention Network of Central Ohio
(614) 267.7020 (24 Hour Hotline)
(614) 566.4414 (Office)
OhioHealth Sexual Assault Prevention Network Website

Buckeye Region Anti-Violence Organization (BRAVO)
(614) 294.7867
BRAVO Website
BRAVO offers comprehensive individual and community programs for survivor advocacy and support to LGBTQI survivors of hate and bias violence, intimate partner bias, stalking, and sexual assault.

OhioHealth Dublin Methodist Hospital
7500 Hospital Dr. Dublin, OH 43016
(614) 544.8000
OhioHealth Dublin Methodist Hospital Website

Ohio Domestic Violence Network
1855 E. Dublin-Granville Rd. Columbus, OH 43229
(800) 934.9840
Ohio Domestic Violence Network Website
Provides referrals to shelters, in addition to providing information about legal resources, housing, and economic support.

Legal Aid Society of Columbus
1108 City Park Ave. #100 Columbus, OH 43206
(614) 525.3555
Legal Aid Society of Columbus Website
A non-profit organization that provides legal assistance to economically disadvantaged people in Central Ohio through advocacy, education, and empowerment.
# Dublin Campus - Crime Statistics

<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On Campus</th>
<th>On-Campus Residential Facilities¹</th>
<th>Non-Campus</th>
<th>Public Property</th>
<th>Hate Crimes</th>
<th>Unfounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder/Non-Negligent Manslaughter</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manslaughter by Negligence</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rape</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fondling</td>
<td>2019</td>
<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Incest</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Statutory Rape</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

¹This site does not have On-Campus Residential Facilities.
## Dublin Campus – Arrests and Judicial Referrals

<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On Campus</th>
<th>On-Campus Residential Facilities</th>
<th>Non-Campus</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrests</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons: Carrying, Possessing, etc.</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Disciplinary Referrals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons: Carrying, Possessing, etc.</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1This site does not have On-Campus Residential Facilities.

## Dublin Campus – Additional Hate Crimes

There were no reported Hate Crimes for the years 2017, 2018, or 2019
Eastern Campus

Eastern Campus
45425 National Rd. West, St. Clairsville, OH 43950
(740) 699.1720

Eastern Campus Local Law Enforcement

Ohio State Highway Patrol
51400 National Rd. East, St. Clairsville, OH 43950
(740) 695.0915 or 911 if an emergency
Ohio State Highway Patrol

Belmont County Sheriff’s Office
68137 Hammon Rd. St. Clairsville, OH 43950
(740) 695.7933 or 911 if an emergency
Belmont County Sheriff’s Website
Information on registered sex offenders near the Eastern Campus can be obtained from the Belmont County Sheriff’s Office.

Eastern Campus Resources

Dean’s Office
303 Shannon Hall
(740) 699.1720 or (740) 699.2353
Please inform this office of campus issues and emergencies.

Campus Security
(740) 699.2525
Between the hours of 5pm and 9pm

Counseling Services
307A Shannon Hall
(740) 699.2334

Eastern Campus Area Resources

Tri-County Help Center
104 N Marietta St. St Clairsville, OH 43950
(740) 695.75441 or (800) 695.1639 (24 Hour Hotline)
Tri-County Health Website
Links, information, and services to help people overcome domestic violence, sexual assault, and mental illness.

St. Clairsville Health Center
51339 National Rd. East, St. Clairsville, OH 43950
(740) 695.1210
St. Clairsville Health Center Website
## Eastern Campus - Crime Statistics

<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On Campus</th>
<th>On-Campus Residential Facilities(^1)</th>
<th>Non-Campus</th>
<th>Public Property</th>
<th>Hate Crimes</th>
<th>Unfounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder/Non-Negligent Manslaughter</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manslaughter by Negligence</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rape</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fondling</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Incest</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Statutory Rape</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

\(^1\)This site does not have On-Campus Residential Facilities.
## Eastern Campus – Arrests and Judicial Referrals

<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On Campus</th>
<th>On-Campus Residential Facilities¹</th>
<th>Non-Campus</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrests</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons: Carrying, Possessing, etc.</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Disciplinary Referrals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons: Carrying, Possessing, etc.</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

¹This site does not have On-Campus Residential Facilities.

## Eastern Campus – Additional Hate Crimes

There were no reported Hate Crimes for the years 2017, 2018, or 2019
Lancaster Campus

1570 Granville Pike Lancaster, OH 43130
(740) 654.6711

Lancaster Local Law Enforcement

Lancaster City Police Department
130 South Broad St. Lancaster, OH 43130
(740) 687.6680 or 911 if an emergency
Lancaster Police Department Website

Fairfield County Sheriff’s Office
221 East Main St. Lancaster, OH 43130
(740) 652.7900 or 911 if an emergency
Fairfield County Sheriff's Website

Information on registered sex offenders near the Lancaster Campus can be obtained from the Fairfield County Sheriff’s Office.

Lancaster Campus Resources

Always notify the Information Office (3rd Floor Brasee) in the event of emergency by calling (740) 654.6711

Dean’s Office
519 Brasee Hall
(740) 681.3302

Mental Health Counselor
Brasee Hall
(740) 681.3769

Student Review and Consultation Committee
339 Brasee Hall
(740) 681.3333

Lancaster Area Resources

Fairfield County Prosecutor’s Office Victim/Witness Assistance Program
239 West Main St. Lancaster, OH 43130
(740) 652.7560
Fairfield County Prosecutor’s Website

New Horizons Mental Health Services
2652 Kull Rd. Lancaster, OH 43130
(740) 277.6733 or 911 if an emergency
New Horizons Mental Health Website

Family Health Svcs. of East Central Ohio-Licking County Rape Crisis Center
(800) 688.3266 (24 Hour Hotline)

Crisis/Suicide Prevention Hotline
130 South Broad St. Lancaster, OH 43130
(740) 687.8255
**Lancaster Campus - Crime Statistics**

<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On Campus</th>
<th>On-Campus Residential Facilities(^1)</th>
<th>Non-Campus(^2)</th>
<th>Public Property</th>
<th>Hate Crimes</th>
<th>Unfounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder/Non-Negligent Manslaughter</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manslaughter by Negligence</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rape</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fondling</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Incest</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Statutory Rape</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

\(^1\)This site does not have On-Campus Residential Facilities.  
\(^2\)Includes data from the Pickerington Center
## Lancaster Campus – Arrests and Judicial Referrals

<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On Campus</th>
<th>On-Campus Residential Facilities</th>
<th>Non-Campus</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrests</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons: Carrying, Possessing, etc.</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Disciplinary Referrals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons: Carrying, Possessing, etc.</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1Neither the Lancaster Campus nor the Pickerington Center have On-Campus Residential Facilities

2Includes data from the Pickerington Center.

## Lancaster Campus – Additional Hate Crimes

There were no reported Hate Crimes at Lancaster Campus or the Pickerington Center for the years 2017, 2018, or 2019.
Pickerington Center

Information for the Pickerington Center is listed here as a separate section for ease of accessing resources. Crime statistics for the Pickerington Center are reported under the “Non-Campus” section of the Ohio University Lancaster Campus.

Pickerington Center
12933 Stonecreek Dr. Pickerington, OH 43147
(740) 367.9371

Pickerington Local Law Enforcement

Fairfield County Sheriff’s Office
221 East Main St. Lancaster, OH 43130
(740) 652.7900 or 911 if an emergency
Fairfield County Sheriff’s Website
Information on registered sex offenders near the Lancaster Campus can be obtained from the Fairfield County Sheriff’s Office.

Pickerington Center Resources
Always notify the Director’s Office by calling (614) 367.4100 in the event of emergency.

Director’s Office
221 East Main St. Lancaster, OH 43130
(614) 367.4100

Mental Health Coordinator
(740) 681.3769

Student Review and Consultation Committee
339 Brasee Hall
(740) 681.3333

Student Associate Dean’s Office/Harassment Issues
507 Brasee Hall
(740) 681.3305

Pickerington Areas Resources

Fairfield County Prosecutor’s Office Victim/Witness Assistance Program
239 West Main St. Lancaster, OH 43130
(740) 652.7560
Fairfield County Prosecutor’s Website

New Horizons Mental Health Services
2652 Kull Rd. Lancaster, OH 43130
(740) 277.6733 or 911 if an emergency
New Horizons Mental Health Website

Crisis/Suicide Prevention Hotline
130 South Broad St. Lancaster, OH 43130
(740) 687.8255

Crisis/Suicide Prevention Hotline Lighthouse Shelter for Victims
130 South Broad St. Lancaster, OH 43130
(740) 687.4423
Proctorville Center

Information for the Proctorville Center is listed here as a separate section for ease of accessing resources. Crime statistics for the Proctorville Center are reported under the “Non-Campus” section of the Ohio University Southern Campus.

<table>
<thead>
<tr>
<th>Proctorville Center</th>
<th>111 Private Drive 516 Proctorville, OH 45669</th>
<th>(740) 886.7655</th>
</tr>
</thead>
</table>

Proctorville Local Law Enforcement

<table>
<thead>
<tr>
<th>Lawrence County Sheriff’s Office</th>
<th>115 South 5th St. Ironton, OH 43130</th>
<th>(740) 532.3106 or (740) 532.3526</th>
<th>911 if an emergency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lawrence County Sheriff's Office Website</td>
<td>Information on registered sex offenders near Proctorville Center can be obtained from the Lawrence County Sheriff’s Office.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ohio State Highway Patrol</th>
<th>141 Township Rd. 161 South Point, OH 45680</th>
<th>(740) 377.4311 or 911 if an emergency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ohio State Highway Patrol Website</td>
<td>Along with the Lawrence County Sheriff’s Office, has jurisdiction at the Proctorville Center.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ohio Proctorville Police Department</th>
<th>301 State St. Proctorville, OH 45669</th>
<th>(740) 886.6366</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Proctorville Center is outside the village limits; however, Proctorville Police will respond if needed.</td>
<td></td>
</tr>
</tbody>
</table>

Proctorville Center Resources

<table>
<thead>
<tr>
<th>Director’s Office/Counseling Services/Office of Student Services</th>
<th>Greg Smith Hall</th>
<th>(740) 886.7655</th>
</tr>
</thead>
</table>

Proctorville Area Resources

<table>
<thead>
<tr>
<th>Lawrence County Prosecutor’s Office Victim/Witness Assistance Program</th>
<th>1 Veterans Square Ironton, OH 45638</th>
<th>(740) 533.4360</th>
<th>Lawrence County Prosecutor's Office Website</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Hope’s Place</th>
<th>(866) 325.4737 (24 Hour Hotline)</th>
<th>Information, referrals, advocacy, &amp; Sexual Assault Nurse Examiner (SANE) program</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Shawnee Mental Health Center, Inc.</th>
<th>715 Lane St. &amp; 225 Carlton-Davidson Lane Coal Grove, OH 45638</th>
<th>(740) 533.6280 and (740) 533.0648</th>
<th>Shawnee Mental Health Center, Inc. Website</th>
</tr>
</thead>
</table>
Southern Campus

“Non-campus” areas of the Ohio University Southern campus include the Proctorville Center located at 111 Private Drive 516, Proctorville, OH 45669, Ohio Horse Park located at 400 Bobcat Lane, Franklin Furnace, OH 45629, the Child Development Center in Hanging Rock located at 300 Main Street, Ironton, OH 45638 and the Campus & Community Center in Ironton.

Southern Campus
1804 Liberty Dr. Ironton, OH 45638
(740) 533.4600

Southern Campus Local Enforcement

Lawrence County Sheriff’s Office
115 South 5th St. Ironton, OH 43130
(740) 532.3106 or (740) 532.3526 | 911 if an emergency
Lawrence County Sheriff’s Office Website
Information on registered sex offenders near Southern Campus can be obtained from the Lawrence County Sheriff’s Office.

Ohio State Highway Patrol
141 Township Rd. 161 South Point, OH 45680
(740) 377.4311 or 911 if an emergency
Ohio State Highway Patrol Website
Along with the Lawrence County Sheriff’s Office, has jurisdiction at the Southern Campus.

Ironton Police Department
301 South 3rd St. Ironton, OH 45638
(740) 532.2338 or 911 if an emergency
City of Ironton Website

Scioto County Sheriff’s Office
1025 Sixteenth St. Portsmouth, OH 45662
(740) 354.7566 or 911 if an emergency
Scioto County Sheriff’s Office Email
Scioto County Sheriff’s Office Website
The Scioto County Sheriff’s Office has jurisdiction for the Ohio Horse Park in Franklin Furnace, a part of Southern’s “non-campus property.” Information on registered sex offenders near the Ohio Horse Park can be obtained from the Scioto County Sheriff’s Office.

Southern Campus Resources

Dean’s Office
Collins Center
(740) 533.4611

Facilities Management
(740) 533.4618 or (740) 547.3790
Please inform this office of campus issues and emergencies.

Director of Student Services and Coordinator of Diversity and Multiculturalism
Collins Center
(740) 533.4600
## Southern Campus (Ironton) Area Resources

<table>
<thead>
<tr>
<th><strong>Lawrence County Prosecutor's Office Victim/Witness Assistance Program</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Veterans Square, Ironton, OH 45638</td>
</tr>
<tr>
<td>(740) 533.4360</td>
</tr>
<tr>
<td><a href="#">Lawrence County Prosecutor's Office Website</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Shawnee Mental Health Center, Inc.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>715 Lane St. &amp; 225 Carlton-Davidson Lane, Coal Grove, OH 45638</td>
</tr>
<tr>
<td>(740) 533.6280 and (740) 533.0648</td>
</tr>
<tr>
<td><a href="#">Shawnee Mental Health Center, Inc. Website</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Hope's Place</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(866) 325.4737 (24 Hour Hotline)</td>
</tr>
<tr>
<td>Information, referrals, advocacy, &amp; Sexual Assault Nurse Examiner (SANE) program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Pathways (Drug Abuse Prevention and Rehabilitation)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3701 Landsdowne Dr., Ashland, KY 41102</td>
</tr>
<tr>
<td>(606) 324.3005</td>
</tr>
<tr>
<td>(606) 324.1141 or (800) 562.8909 (24 Hour Crisis Lines)</td>
</tr>
<tr>
<td><a href="#">Pathways Website</a></td>
</tr>
</tbody>
</table>
### Southern Campus - Crime Statistics

<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On Campus</th>
<th>On-Campus Residential Facilities</th>
<th>Non-Campus</th>
<th>Public Property</th>
<th>Hate Crimes</th>
<th>Unfounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder/Non-Negligent Manslaughter</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manslaughter by Negligence</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rape</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fondling</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Incest</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Statutory Rape</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1Neither the Southern Campus nor the Proctorville Center have On-Campus Residential Facilities

2Includes data from the Proctorville Center
## Southern Campus – Arrests and Judicial Referrals

<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On Campus</th>
<th>On-Campus Residential Facilities¹</th>
<th>Non-Campus²</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrests</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons: Carrying, Possessing, etc.</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Disciplinary Referrals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons: Carrying, Possessing, etc.</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

¹Neither the Southern Campus nor the Proctorville Center have On-Campus Residential Facilities

²Includes data from the Proctorville Center

## Southern Campus – Additional Hate Crimes

There were no reported Hate Crimes at Southern Campus or the Proctorville Center for the years 2017, 2018, or 2019
### Zanesville Campus

<table>
<thead>
<tr>
<th><strong>Zanesville Campus</strong></th>
<th>1425 Newark Rd. Zanesville OH 43701</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(740) 453.0762</td>
</tr>
</tbody>
</table>

### Zanesville Local Law Enforcement

<table>
<thead>
<tr>
<th><strong>Muskingum County Sheriff's Office</strong></th>
<th>1840 East Pike Zanesville, OH 43701</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(740) 452.3637 or 911 if an emergency</td>
</tr>
</tbody>
</table>

**Muskingum County Sheriff's Office**

Information on registered sex offenders near Zanesville Campus can be obtained from the Muskingum County Sheriff's Office.

<table>
<thead>
<tr>
<th><strong>Ohio State Highway Patrol</strong></th>
<th>3760 East Pike Zanesville, OH 43701</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(740) 453.0541 or 911 if an emergency</td>
</tr>
</tbody>
</table>

**Ohio State Highway Patrol Website**

<table>
<thead>
<tr>
<th><strong>Zanesville City Police Department</strong></th>
<th>332 South St. Zanesville, OH 43701</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(740) 455.0700</td>
</tr>
</tbody>
</table>

**Zanesville Police Department**

### Zanesville Campus Resources

<table>
<thead>
<tr>
<th><strong>Zanesville Campus Public Safety Department</strong></th>
<th>470C Campus Center</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(740) 683.3584</td>
</tr>
</tbody>
</table>

**Associate Dean’s Office**

| **Elson Hall** | (740) 588.506 |

**Student Review and Consultation Committee**

| **470C Campus Center** | (740) 588.1397 or (740) 588.1506 |

Page 125
# Zanesville Area Resources

<table>
<thead>
<tr>
<th><strong>Muskingum County Prosecutor's Office</strong></th>
<th>(740) 455.7123</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genesis-Good Samaritan Hospital</strong></td>
<td>(740) 454.5000</td>
</tr>
<tr>
<td>800 Forest Ave. Zanesville, OH 43701</td>
<td></td>
</tr>
<tr>
<td><strong>Genesis Hospital Website</strong></td>
<td></td>
</tr>
<tr>
<td><strong>24-Hour Crisis Line/Emergency Services</strong></td>
<td>(740) 453.5818</td>
</tr>
<tr>
<td><strong>Muskingum Behavioral Health</strong></td>
<td>(740) 562.4427</td>
</tr>
<tr>
<td>601 Underwood St. Zanesville, OH 43701</td>
<td></td>
</tr>
<tr>
<td><strong>Transition Inc. Domestic Violence Shelter</strong></td>
<td>(740) 454.3213</td>
</tr>
<tr>
<td><strong>Response Victim Assistance Program</strong></td>
<td>(740) 454.6001</td>
</tr>
<tr>
<td>1175 Newark Rd. Zanesville, OH 43701</td>
<td></td>
</tr>
<tr>
<td>Offense</td>
<td>Year</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Murder/Non-Negligent Manslaughter</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Manslaughter by Negligence</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Rape</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Fondling</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Incest</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Statutory Rape</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Robbery</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Burglary</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Arson</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Dating Violence</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Stalking</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
</tbody>
</table>

Neither the Zanesville Campus nor the Cambridge Center have On-Campus Residential Facilities

²Includes data from the Cambridge Center
## Zanesville Campus – Arrests and Judicial Referrals

<table>
<thead>
<tr>
<th>Offense</th>
<th>Year</th>
<th>On Campus</th>
<th>On-Campus Residential Facilities&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Non-Campus&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrests</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons: Carrying, Possessing, etc.</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Disciplinary Referrals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons: Carrying, Possessing, etc.</td>
<td>2019</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<sup>1</sup>Neither the Zanesville Campus nor the Cambridge Center have On-Campus Residential Facilities

<sup>2</sup>Includes data from the Cambridge Center

## Zanesville Campus – Additional Hate Crimes

There were no reported Hate Crimes at the Zanesville Campus or the Cambridge Center for the years 2017, 2018, or 2019.
Fire Safety Report

From the Safety Department

Thank you for taking the time to read this year’s annual fire safety report. This report, prepared annually by the Safety Department, is provided to meet the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998.

The Safety Department’s mission is to provide, so far as possible, a safe and healthy environment in which to work and conduct teaching, research, and learning. Our health and safety programs provide services and guidance to campus students, faculty, and visitors.

Our department provides a wide array of safety related services including programs in:

- Fire Protection
- Sanitation and Pest Control
- Industrial Hygiene
- Environmental Compliance
- Occupational Safety and Health
- Laboratory and Radiation Safety

Overview

The “Higher Education Opportunity Act” (Public Law 110-315) became law in August, 2008, requiring all United States academic institutions to produce an annual fire safety report outlining fire safety practices, standards, and all fire-related on-campus statistics related to student housing. The following public disclosure report details all information required by this law as it relates to Ohio University as outlined in the initial regulation; subsequent yearly reports will comply with the act as amended.

Scope

The Fire Safety Report is for the main Ohio University campus located in Athens OH.

Definitions

- **On Campus Student Housing Facilities**
  Student housing facilities that are owned or controlled by Ohio University, or are located on property that is owned or controlled by Ohio University, and is within the reasonably contiguous geographic area that makes up the Ohio University campus in Athens, OH.
• **Fire**
  Any instance of open flame or other burning in a place not intended to contain the burning or in an uncontrolled manner.

• **F/A – Fire Alarm System**
  A central, building-wide alarm system that provides fire detection through the use of smoke and heat detectors, monitors fire suppression systems, sounds building-wide evacuation alarms, and is monitored by the Ohio University Police Department.

• **S – Fire Sprinkler System**
  Water based automatic fire suppression system.

• **S/A – Local Smoke Alarm**
  A device that contains a smoke detector and an integrated audible alarm. When activated the local smoke alarm sounds an audible alarm but does not activate the facility fire alarm system and or send an alarm signal the Ohio University Police Department.

### On Campus Housing and Fire Safety Equipment

At Ohio University, all of our residence halls are protected by fire detection and alarm systems which are centrally monitored 24 hours a day, seven days a week. The buildings are also equipped with either emergency generators or lighting fixtures that incorporate backup batteries which automatically activate to assure adequate egress lighting in hallways and emergency exit stairwells. Fourteen of our residence halls have full sprinkler systems. All fire safety systems and equipment are strictly maintained and tested in accordance with applicable national standards. On the next page, is a chart that details the fire protection systems present in each residence hall.
<table>
<thead>
<tr>
<th>Residence Hall</th>
<th>Address</th>
<th>Fire Alarm System</th>
<th>Fire Sprinkler System</th>
<th>Fire Extinguishers</th>
<th>Standpipe System</th>
<th>Number of Evacuation Drills Conducted Each Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams**</td>
<td>131 S. Green Dr.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Biddle**</td>
<td>51 E. Green Dr.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Boyd*</td>
<td>47 Oxbow Trail</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Bromley**</td>
<td>35 S. Congress St.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Brown**</td>
<td>22 N. McKinley Ave.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Bryan**</td>
<td>34 University Terrace</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Bush**</td>
<td>50 E. Green Dr.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Carr**</td>
<td>97 S. Green Dr.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Convocation**</td>
<td>95 Richland Ave.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Crawford*</td>
<td>12 N. McKinley Ave.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Dougan*</td>
<td>181 S. Green Dr.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Ewing*</td>
<td>167 S. Green Dr.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Gamertsfelder**</td>
<td>58 E. Green Dr.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Hoover*</td>
<td>155 S. Green Dr.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>James**</td>
<td>8 W. Green Dr.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Jefferson**</td>
<td>101 E. Union St.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Johnson**</td>
<td>44 E. Green Dr.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Lincoln**</td>
<td>45 E. Green Dr</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Luchs**</td>
<td>115 S. Green Dr.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>MacKinnon**</td>
<td>18 N. McKinley Ave.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Perkins**</td>
<td>57 E. Green Dr.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Pickering*</td>
<td>28 N. McKinley Ave.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Read**</td>
<td>46 E. Green Dr.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Ryors*</td>
<td>51 Oxbow Trail</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Sargent**</td>
<td>43 Oxbow Trail</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Scott Quad**</td>
<td>88 University Terrace</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Shively**</td>
<td>59 E. Green Dr.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Sowle**</td>
<td>105 S. Green Dr.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Tanaka**</td>
<td>121 S. Green Dr.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Tiffin**</td>
<td>60 E. Green Dr.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Trueley**</td>
<td>41 Oxbow Trail</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>True*</td>
<td>193 S. Green Dr.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Voigt**</td>
<td>34 S. College St.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Washington*</td>
<td>48 E. Green Dr.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Weld*</td>
<td>22 Weld Dr.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Wilson**</td>
<td>20 W. Green Dr.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Wray*</td>
<td>175 S. Green Dr.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>31 S. Court**</td>
<td>31 S. Court St.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>4 UT*</td>
<td>4 University Terrace</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

All Residence Halls are equipped with room smoke detectors
* Standalone smoke detectors
** Smoke detectors report to fire panel
Fire Safety Education, Training, and Drills

Upon request, all on-campus residents, including those with special needs, receive intensive and comprehensive fire safety training at the beginning of each semester. Each resident is required to review and comply with the requirements outlined in the Student Housing Handbook which includes information on fire safety and what appropriate action to take during a fire alarm or fire emergency. There is an emergency evacuation map posted on each floor to direct occupants to primary and secondary exits.

Fire drills are conducted each semester in all of the occupied residence halls in coordination with Ohio University’s Safety Department. Fraternity and sorority houses that are located in Athens must follow the same procedures that apply to residence halls.

Specific Fire Prevention Related Policies and Programs

- **Policy 44.105: Fire Emergencies**
  Affirms procedures that students must evacuate the building upon fire alarm activation and outlines the role of staff members in overseeing evacuation procedures and reentry into the building when authorized. This policy is intended to prevent injury, loss of life, and property damage from fire emergencies. [http://www.ohio.edu/policy/44-105.html](http://www.ohio.edu/policy/44-105.html)

- **Policy 44.109: Safety Management**
  Ensures systematic integration of safety and environmental considerations into all university activities. This policy applies to all members of the university community and also to contractors whose work is directed on a day-to-day basis by university employees. [Policy 44.109: Safety Management Full Text](http://www.ohio.edu/policy/44-109.html)

- **Policy 44.113: Smoking**
  Prohibits smoking in all Ohio University buildings; on appurtenant rooftops and terraces; in public buildings directly and indirectly under the control of Ohio University; and within 10 feet of Ohio University buildings, including windows and ventilation intake openings. This policy provides an Ohio University smoking policy in compliance with Ohio Smoking Law, Chapter 3794 of the Ohio Revised Code, effective date December 7, 2006, and with the Ohio Fire Code provisions on Smoking, Section 310. [Policy 44.113: Smoking Full Text](http://www.ohio.edu/policy/44-113.html)

- **Policy 42.501: Decorations in University Buildings**
  States that all room furnishings and/or decorations and the decorating of public spaces is strictly controlled, additional limitations on the use of flammable and combustible materials for decorations in both residence rooms and common areas. This policy establishes the conditions for safe use of decorations in university buildings, including classroom, administrative, and residence buildings. [Policy 42.501: Decorations in University Buildings Full Text](http://www.ohio.edu/policy/42-501.html)
The Ohio University Student Housing Handbook

Document which is part of the housing contract, limits the types of electrical appliances allowed in residence halls, establishes expectations for compliance with drills and training, provides for periodic health and safety inspections of residence hall rooms, affirms limitations on materials that may be stored in resident rooms, prohibits open flames without a permit, limits the use of combustible decorations/furnishings, and defines the consequences if students violate university policies and programs. Student Housing Handbook Full Text

Specifically:

- Electrical appliances such as electric stoves, George Foreman-type grills, toaster ovens, toasters, crock pots, sandwich makers, space heaters, hot plates, and other open coiled appliances are not permitted in residence hall rooms. No extension cords of any type are permitted, and halogen bulb lamps and high intensity lamps are prohibited.

- Items that require an open flame, operate on fuel, or produce heat (such as Bunsen burners, lit candles, incense, and alcohol burners) are prohibited.

- Student rooms, common areas, storage, and mechanical areas are subject to regular inspection by the Ohio Fire Marshal’s Office, Safety Department personnel, and Student Programs staff. In addition, resident room inspections are conducted once per semester by hall staff in order to identify any health or safety concerns. Violations of fire and life safety policies are subject to university judicial action and appropriate sanctions.

- Anyone found causing a false fire alarm, tampering with fire-safety equipment, or not properly evacuating during a fire alarm will face arrest and/or judicial referral.

- Ohio University’s Fire Safety program establishes requirements for periodic fire safety inspections of all university buildings, including residence halls; provides for periodic training for employees and students on basic fire safety; affirms conditions that must be maintained in all university properties to comply with the Ohio Fire Prevention Code; and, establishes requirements for the permitting, approval and inspection of hot work, use of open flames/burning, pyrotechnics and special effects, and temporary facilities, tents and stages.

Specific Programs and Procedures

- Residence Life Fire Safety

  Fire Safety is taken very seriously at Ohio University. It is customary that your hall will conduct a fire drill. Please comply fully with the building evacuation and re-entry procedures during these drills. Any time you hear a fire alarm, pick up your keys and OU ID, lock your door, and leave the building immediately. Never
use the elevator. Take the time to learn where the fire alarms and exit routes are from any room in your building (you won't always be in your own room when the alarm sounds or when you spot smoke or flames). If you encounter smoke or flames in the building, pull the nearest fire alarm, leave the building immediately, and call 911.

- **Residence Life Electrical Safety**  
  Very few of our residence hall rooms have a sufficient number of electrical wall outlets to accommodate all of the appliances which you'll have with you or be in locations which will be most convenient to your chosen room layout. Therefore, when you are trying to be creative, please follow the electrical safety "do's" and "don'ts" by referring to the [Student Housing Handbook](#).

- **Space Heaters**  
  Ohio University recognizes that individuals have different levels of comfort associated with temperature and heat. The use of electric space heaters as a temporary measure is permitted, if guidelines are followed.

- **Recreational Fires**  
  The Safety Department requires a permit for recreational or ceremonial fires. For permits call (740) 593.1666. Please allow ten (10) days to process. Compliance must be met for the Athens City Fire Department Burn Law (effective 8/29/06).

- **Multi-outlet Assemblies (Power Strips)**  
  Power strips should be properly secured to a permanent surface, equipped with fuse or circuit breaker, energized from a permanent outlet, grounded 3-wire type, and UL approved.

- **Extinguisher Training**  
  Training is offered any time, please contact the Safety Department at (740) 593-1666 if you would like to practice using a fire extinguisher or to set up a training class.

- **Nuisance Fire Alarms**  
  Fortunately, the cause of most fire alarms is not fire, but something else. Causes can be accidental (somebody bumping into a fire alarm device, a worker spray painting, sawing/sanding wood, or welding too close to a detector), unintentional (dust or insects the detector sees as smoke, or a smoke detector too close to a kitchen area, or water that leaks into a detector), mechanical (a malfunctioning system—usually when a new system is being installed, an electrical storm, or a faulty wire), or malicious (intentionally setting off the alarm). To learn more, please visit: [https://www.ohio.edu/sites/default/files/sites/facilities/FireAlarm.pdf](https://www.ohio.edu/sites/default/files/sites/facilities/FireAlarm.pdf).

- **Fire Drills**  
  Fire drills will be conducted each semester during the academic session. Drills are conducted for each individual residence hall by Ohio University staff. The Safety Department keeps records of these drills as well as those reported by off
campus in the recognized Fraternity and Sorority Houses.

- **Prevention and Inspection Programs**
  Safety Department conducts a fire drill during the first two weeks of the academic session at each residence hall. Random fire safety inspections are made weekly throughout the Ohio University campus by Residence Life staff. Fraternities and sororities are inspected by the Safety Department.

- **Building Construction and Alarm Systems**
  Some residence halls are equipped with fire department standpipes, hoses, and some have sprinkler systems. Each residence hall is equipped with a fire alarm system that includes manual pull stations, horns and strobe lights. All rooms contain smoke detectors, either single or multi-station (interconnected to the fire alarm panel). The fire alarm and sprinkler systems are inspected and tested according to code requirements and fire extinguishers are scheduled to be inspected monthly per code.

- **Fraternity and Sorority Inspections**
  Ohio University has a special relationship with fraternity and sorority chapters. As part of that special relationship, the university allows sophomore students to be exempted from the on-campus housing policy. In order to maintain this exemption, chapters must comply with certain rules and expectations.

- **Tents, Canopies, Football, and Outdoor Events**
  The state of Ohio requires a permit for all tents and membrane structures (air inflated or frame covered structure) over 200 square feet, and canopies (open sides at least 75%) over 400 square feet. Please visit the following sites for specific requirements.
    - [Tent/Canopy Permit Policy](#)
      - A permit is required for tents, canopies, and membrane structures available from the [Ohio Department of Commerce](#). These permits are not processed by Ohio University. For more information please review the [BBS Memo](#).
    - [State of Ohio Tent/Canopy Permit](#)
    - [Tent/Canopy Application Explanation and Guidelines](#)
    - [Assembly Events Inspection Requirements](#)

**Fire Reporting**

The Ohio University Police Department monitors the status of all fire detection and fire suppression systems in residence halls. If a fire occurs, it must be reported to the Ohio University Police Department by calling (740) 593.1911 (non-emergency) or 911 (emergency). The Ohio University campus fire log is available for viewing upon request in the lobby of the Safety Department Monday – Friday, 8:00am to 5:00pm.
Plans for Future Improvement

Ohio University maintains a prioritized list of projects to upgrade older fire systems, enhance the capabilities of existing systems, or install new fire safety systems in existing buildings while providing comprehensive maintenance and testing schedules.

Reporting Fires and Emergencies

Report on-campus fires to 911 and activate the building fire alarm using a manual fire alarm pull-station. Please note: All fires, included those that have been extinguished, must be reported to the Ohio University Police Department.

To report a fire and all other emergencies to the Ohio University Police Department:

- Call (740) 593.1911 from a cellular or off campus phone
- Call 3.1911 from any campus phone
- Use a blue light phone or other emergency telephone

Emergency Procedures

Ohio University has published an Emergency Response Guide to help members of the Ohio University community properly respond to emergencies on campus. The current version of the guide can be found at the Ohio University Emergency Programs web page.

Evacuation Procedures

All persons are required to evacuate from and exit the building any time: the fire or evacuation alarm sounds; an evacuation announcement is made; or a University official orders you to evacuate.

When evacuating, remember to:

- Close any open windows in your room
- Take jackets or clothing needed for protection from the weather
- Feel the top of your door for heat before opening it
- Stay low and open the door slowly checking for signs of smoke or fire in the corridor
- Lock your room door behind you as you leave
- Proceed quickly to the nearest exit
- Move away from the building and to your floor’s meeting location
- If you have information about the emergency then report it to emergency responders
• If you are unable to exit the building due to a disability or fire conditions, take refuge to a safe location and call 911. If possible, signal out a window to emergency responders.

Smoke Detectors

All on-campus student housing rooms are equipped with local smoke alarms that when activated will sound an in-room audible alarm. Many smoke alarms are connected to the building fire alarm system for power and monitoring purposes. Some in-room smoke alarms do not sound a building-wide alarm and do not send an alarm signal to the Ohio University Police Department. In-room smoke alarms are designed to alert room occupants.

Reporting Malfunctioning Local Smoke Alarms

Report malfunctioning smoke alarms to Facilities Management and Safety by calling (740) 593.2911 at any time, day or night.

Never cover, remove, or tamper with smoke alarms or other fire protection equipment.

Ohio University Fire Safety Plan

The current Ohio University Fire Safety Plan is detailed below. This fire safety plan is applicable to all campus facilities, including on-campus student housing facilities.

In Case of a Fire Emergency
Ohio University Policy 44.105: Fire Emergencies

When a Fire Alarm Sounds

1. Evacuate the building immediately via the nearest available exit. Go to a location out of the path of emergency response vehicles, away from fire hydrants, approximately 50 feet away from the building, and account for the people in your group. If you know someone is unable to evacuate the building, you should relay that information to 911.

2. If you cannot evacuate the building due to mobility impairment, the intensity of the fire, or smoke, then "Shelter in Place" by:
   a. closing the doors to the room you are in;
   b. calling 911 to give your location and information;
   c. stopping up cracks (e.g., with wet towels) to block smoke;
   d. open windows to the outside for fresh air; and staying next to the floor to avoid breathing hot gases and smoke.
   e. Wait until help arrives.
3. In order to slow the spread of the fire, doors, and if possible, windows, should be closed as the last person leaves a room or area during the evacuation of the building.

4. Do not use elevators, use the building's stairwells.

5. Do not return to your room until the all clear signal is given by the Ohio University Police Department ("OUPD"), or the Athens Fire Department, or — in the case of a fire drill — Safety Department Personnel

**If you Discover a Fire**

1. Call 911.

2. Assist any person in immediate danger to safety, if that can be accomplished without risk to you or other persons.

3. Do not try to fight the fire yourself; call 911 and be prepared to give your name, location, and fire information. If the fire is small enough and you have been trained, you may use a nearby fire extinguisher to control and extinguish the fire after calling 911.

4. Immediately activate the building fire alarm system by pulling a manual fire alarm pull station on your way out of the building if the building alarm is not already sounding. In all residence halls and many other buildings this will automatically notify OUPD and the fire department and get help on the way. The Stopper II device which covers the pull station will sound a local alarm when opened. Do not mistake this for the actual fire alarm. After opening this cover, the actual pull station must be pulled to sound the fire alarm.

5. If you cannot evacuate the building, then shelter in place, as described in item 2 of subsection I, above.

6. Never reenter a building after a fire without permission from the Athens Fire Department or OUPD.

**Fire Statistics**

The number and cause of each fire in an individual residence hall are detailed below.
<table>
<thead>
<tr>
<th>Residence Hall</th>
<th>Year</th>
<th>Total Fires</th>
<th>Date Fire Reported</th>
<th>Date and time of Fire Reported</th>
<th>Classification of Fire</th>
<th>Injuries</th>
<th>Deaths</th>
<th>Property Damage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Armbruster</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atkinson</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biddle</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boyd</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bromley</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brown</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bryan</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bush</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carr</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convo</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crawford</td>
<td>2018</td>
<td>0</td>
<td></td>
<td>3/17/17 3/17/17 2:42 PM</td>
<td>Intentional</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>1</td>
<td></td>
<td>3/17/17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dougan</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ewing</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residence Hall</td>
<td>Year</td>
<td>Total Fires Reported</td>
<td>Date Fire Reported</td>
<td>Date and time of Fire Reported</td>
<td>Classification of Fire</td>
<td>Injuries</td>
<td>Deaths</td>
<td>Property Damage</td>
</tr>
<tr>
<td>---------------</td>
<td>------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>--------------------------------</td>
<td>------------------------</td>
<td>----------</td>
<td>--------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Fenzel</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Gamertsfelder</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hoover</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>James</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Jefferson</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Johnson</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lincoln</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Luchs</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MacKinnon</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Martzloff</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>O’Bleness</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Perkins</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pickering</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Read</td>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Residence Hall</td>
<td>Year</td>
<td>Total Fires</td>
<td>Date Fire Reported</td>
<td>Date and time of Fire Reported</td>
<td>Classification of Fire</td>
<td>Injuries</td>
<td>Deaths</td>
<td>Property Damage</td>
</tr>
<tr>
<td>----------------</td>
<td>------</td>
<td>-------------</td>
<td>--------------------</td>
<td>--------------------------------</td>
<td>------------------------</td>
<td>----------</td>
<td>--------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Ryors</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sargent</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott Quad</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shively</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smith</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sowle</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tanaka</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tiffin</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truedley</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>True</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voigt</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weld</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilson</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residence Hall</td>
<td>Year</td>
<td>Total Fires</td>
<td>Date Fire Reported</td>
<td>Date and time of Fire Reported</td>
<td>Classification of Fire</td>
<td>Injuries</td>
<td>Deaths</td>
<td>Property Damage</td>
</tr>
<tr>
<td>----------------</td>
<td>------</td>
<td>-------------</td>
<td>--------------------</td>
<td>-------------------------------</td>
<td>------------------------</td>
<td>----------</td>
<td>--------</td>
<td>------------------</td>
</tr>
<tr>
<td>Wray</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. S. Court St.</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 UT</td>
<td>2019</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix: Definitions

I. Sexual Assault (Sex Offense) Definitions
Any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent.

A. Sexual Assault Classifications- the following definitions were used to classify reported sexual assaults:

1. Rape
Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

2. Fondling
The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or temporary or permanent mental or physical incapacity.

3. Incest
Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

4. Statutory Rape
Non-forcible sexual intercourse with a person who is under the statutory age of consent.

II. Crime Definitions
As per the Clery Act, the following definitions were used to classify reported offenses.

A. Arson
Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

B. Aggravated Assault
An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm. (It is not necessary that injury result from an aggravated assault when a gun, knife, or other weapon is used which could and probably would result in a serious personal injury if the crime were successfully completed.)
C. **Burglary**
The unlawful entry of a structure to commit a felony or theft. For reporting purposes this definition includes: unlawful entry with the intent to commit a larceny or felony; breaking and entering with the intent to commit a larceny; housebreaking; safecracking; and all attempts to commit any of the aforementioned.

D. **Manslaughter by Negligence**
The killing of another person through gross negligence.

E. **Murder and Non-Negligent Manslaughter**
The willful (non-negligent) killing of one human being by another.

F. **Motor Vehicle Theft**
The theft or attempted theft of a motor vehicle. (All cases where automobiles are taken by persons not having lawful access even though the vehicles are later abandoned, including joyriding, are classified as motor vehicle thefts.)

G. **Robbery**
The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

H. **Drug Law Violations**
The violation of laws prohibiting the production, distribution and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use. The unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation or importation of any controlled drug or narcotic substance. Arrests for violations of state and local laws, specifically those relating to the unlawful possession, sale, use, growing, manufacturing and making of narcotic drugs. The relevant substances include: opium or cocaine and their derivatives (morphine, heroin, codeine); marijuana; synthetic narcotics – manufactured narcotics which can cause true addiction (Demerol, methadone); and dangerous non-narcotic drugs (barbiturates, Benzedrine).
I. **Liquor Law Violations**
The violations of laws or ordinances prohibiting: the manufacture, sale, transporting, furnishing, or possession of intoxicating liquor; maintaining unlawful drinking places; bootlegging; operating a still; furnishing liquor to a minor or intemperate person; underage possession; using a vehicle for illegal transportation of liquor, drinking on a train or public conveyance; and all attempts to commit any of the aforementioned. (Drunkenness and driving while under the influence are not included in this definition.)

J. **Weapon Law Violations**
The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices, or other deadly weapons. This classification encompasses weapons offenses that are regulatory in nature, such as the manufacture, sale, or possession of deadly weapons; carrying deadly weapons, concealed or openly; using, manufacturing, etc. of silencers; furnishing deadly weapons to minors; aliens possessing deadly weapons; and all attempts to commit any of the aforementioned.

III. **Violence Against Women Act Offense Definitions**
The "Violence Against Women Reauthorization Act of 2013" (VAWA) created amendments to the Clery Act. One such addition was implementing three new types of reportable offenses, seen below. This Annual Security Report provides statistics for these Clery offenses for the years 2013, 2014 and 2015. VAWA also added two categories of bias for the reporting of hate crimes (see section V below).

A. **Domestic Violence**
The term "domestic violence" includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim; by a person with whom the victim shares a child in common; by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

B. **Dating Violence**
The term "dating violence" means violence committed by a person:
(a) who is or has been in a social relationship of a romantic or intimate nature with the victim; and
(b) where the existence of such a relationship shall be determined based on a consideration of the following factors
(i) The length of the relationship;
(ii) The type of relationship; and
(iii) The frequency of interaction between the persons involved in the relationship.

C. Stalking
The term "stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
(a) fear for his or her safety or for the safety of others; or
(b) suffer substantial emotional distress.

IV. Violence Against Women Act Policy Definitions

A. Awareness Programs
Awareness programs refer to programs, campaigns, or initiatives that increase audience knowledge of the issues of sexual assault, domestic violence, dating violence and stalking and share information and resources to prevent interpersonal violence, promote safety, and reduce perpetration. These efforts can include campus communitywide mobilizations as well as targeted, audience-specific programming (including both students and employees). Awareness month campaigns, “Speak Outs,” rallies or marches, informational poster campaigns or resource websites, and educational programming that focuses on sharing resources and information about these issues are examples of awareness programs.

B. Bystander Intervention
Bystander intervention refers to safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene in situations of potential harm when there is a risk of domestic violence, dating violence, sexual assault, or stalking against a person other than the individual. Effective bystander intervention training prepares participants to recognize situations of potential harm, overcome barriers to intervening, identify safe and effective intervention options, and take action.
C. **Ongoing Prevention and Awareness Campaigns**
Ongoing awareness and prevention campaigns refers to campaigns that are sustained over time focusing on increasing awareness or understanding of topics relevant to sexual assault, domestic violence, dating violence, and stalking prevention. These programs will occur at different levels throughout the institution (i.e. faculty, athletics, incoming students, etc.) and will utilize a range of strategies. Ongoing awareness and prevention campaigns may include information about what constitutes sexual assault, dating violence/intimate partner abuse, and stalking; changing social norms; promoting recognition of perpetrator tactics; enhancing understanding of consent; and advancing prosocial behaviors of individuals and communities. Effective ongoing awareness and prevention campaigns will include developmentally appropriate content for the specific audience and their knowledge and awareness level, and provide positive and concrete ways for individuals to get involved.

D. **Primary Prevention Programs**
Primary prevention refers to programming, initiatives, and strategies intended to stop domestic violence, dating violence, sexual assault, or stalking before it occurs, preventing initial perpetration or victimization through the promotion of positive and healthy behaviors and beliefs. Efforts to change behavior and social norms; promote healthy relationships, healthy sexuality and egalitarian gender roles; understand risk factors and protective factors for bystander inaction; and change social norms around bystander inaction are all examples of primary prevention.

E. **Risk Reduction**
Risk reduction refers to approaches that seek to mitigate risk factors that may increase the likelihood of perpetration, victimization, or bystander inaction. Risk reduction focuses on helping individuals and communities address the institutional structures or cultural conditions that facilitate sexual violence, domestic violence, dating violence, and stalking to increase safety. Examples of risk reduction may include, but are not limited to, general crime prevention education, campus escort programs, programs that educate on how to create individual and community safety plans and strategies, bystander intervention programs that educate the campus on how to recognize and interrupt situations of harm, and communications systems that can notify the entire campus community of immediate threats to security.
V. Hate Crimes
Ohio University reports all Hate Crimes that occur. Hate Crimes are reported based on the listed crimes below and are committed intentionally because of Race, Gender, Gender Identity, Religion, Sexual Orientation, Ethnicity, Disability, or National Origin.

The following crimes are reported: Murder/Non-Negligent Manslaughter, Negligent Manslaughter, Robbery, Aggravated Assault, Simple Assault, Motor Vehicle Theft, Arson, Burglary, Sexual Assaults (rape, fondling, incest, and statutory rape), VAWA offenses (domestic violence, dating violence, and stalking), Larceny-Theft, Intimidation, and Destruction/Damage/Vandalism of Property. The hate crime statistics for each campus can be found at the bottom of their Campus Statistics table.

VI. Geographic Locations

A. On-Campus
Defined as (A) Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution’s educational purposes, including residence halls; and (B) Any building or property that is within or reasonably contiguous to the area identified in paragraph (A) of this definition, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or retail vendor).

B. Non-Campus Building or Property
Defined as (A) Any building or property owned or controlled by a student organization that is officially recognized by the institution; or (B) Any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution’s educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

C. Public Property
Defined as all public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.