



OHIO
UNIVERSITY

Date: November 10, 2021

To: Randy Gardner, Chancellor, Ohio Department of Higher Education

From: Hugh Sherman, President

Re: FY21 Efficiency Reporting

Affordability, efficiency, and outcomes continue to be of highest priority to the Board of Trustees and Ohio University. OHIO's FY21 Efficiency Report package is being submitted now and a Board resolution approving the report will be provided following the January Trustee's meeting. As occurred with the FY20 report, the receipt of ODHE's FY21 template did not allow time for data gathering and report compilation in advance of our Board's October 7 meeting, thereby pushing Board approval to January.

The University is following the same submission process employed with the FY20 report. ODHE's extension of our report due date from October 29 to November 12 allowed the University additional time to provide a review copy of the FY21 report to the Board Chair and the Chair of the Resources, Facilities and Affordability Committee in advance of this submission.

The OHIO FY21 Efficiency Report package includes the University's FY21 Efficiency Reporting Template followed by the Master Recommendation 2: 5 Year Goal Report and these additional attachments:

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Please contact Dawn Weiser at copelad1@ohio.edu if you have questions regarding this submission and the information in the report.

cc: Cary Cooper, Chair, Ohio University Board of Trustees
Steve Casciani, Chair, Resources, Facilities and Affordability Committee



Department of
Higher Education

Mike DeWine, Governor
Randy Gardner, Chancellor



Affordability & Efficiency

FY21 Efficiency Reporting Template

Introduction:

Ohio Revised Code section 3333.95 requires the chancellor of the Ohio Department of Higher Education (DHE) to maintain an “Efficiency Advisory Committee” that includes an “efficiency officer” from each state institution of higher education (IHE). Each IHE must then provide an “**efficiency report**” updated annually to DHE, which is compiled by the chancellor into a statewide report shared at year end with the governor and legislature. The committee itself meets at the call of the chancellor.

Prior Efficiency Reports were heavily influenced by and structured around the Ohio Task Force on Affordability and Efficiency’s October 2015 report “Action Steps to Reduce College Costs” (Task Force). The Task Force report provided many good recommendations that sharpened our focus and set a course for increasing efficiency throughout public higher education in Ohio. However, due to the unprecedented level of institutional disruption caused by the COVID-19 pandemic, this year’s template has been revised significantly and will provide IHEs with the opportunity to highlight post-pandemic strategies and initiatives, including the expansion of online delivery models.

The FY21 reporting template also requires IHEs to report on their annual study to determine the cost of textbooks for students enrolled in the institution pursuant to Ohio Revised Code section 3333.951(C), as well as information on efficiencies gained as a result of the “regional compacts” as outlined in ORC section 3345.59. The reporting template also requests information regarding college debt and debt collection practices, among other things.

Your Efficiency Report Contact: **Jennifer Carson**, Senior Director, Audit & Compliance, 614-752-7538, jcarson@highered.ohio.gov
Please provide your institution’s efficiency report by **Friday, October 29, 2021** via email to OdheFiscalReports@highered.ohio.gov

As in previous years, the Efficiency Reporting Template is structured into sections:

- **Section I: Operational Efficiency** – This section captures practices likely to yield significant savings that may be shared with students or benefit the institution generally. This section also captures information on the impacts of COVID-19 on each institution.
- **Section II: Academic Practices** – This section covers areas more directly related to instruction, including actions taken to embrace remote learning post-pandemic, including noting any permanent strategic posture toward online learning, as well as core savings strategies such as reducing the cost of textbooks, time-to-degree and program reviews.
- **Section III: Policy Reforms/Continued Progress** – This section captures state IHE responses to suggested policy reforms originating in gubernatorial task force efforts, legislative joint committee reports, student loan debt advisory group reports, etc. Emphasis should be placed on major initiatives such as a debt relief program consistent with DHE's *College Comeback* guidance, if one exists, or other steps taken by the institution that may be considered best practices.
- **Section IV: Student Benefit** – This section asks institutions to provide cost savings and/or resource generation benefiting students in actual dollars for any major initiatives within the past fiscal year. It is not necessary to respond to specific recommendations from the 2015 Task Force on Affordability and Efficiency. IHE's should provide clear direction whether savings have been redeployed to students or reinvested in the institution.
- **Section V: Future goals** – This section corresponds to Master Recommendation 2 of the Ohio Task Force on Affordability. It is designed to allow each institution to benchmark its respective five-year goals to its actual institutional cost savings or avoidance. In the spirit of continuous improvement, this section allows you to revise and/or update your five-year goals as needed. In addition, the DeWine-Husted administration continues to request feedback on steps the state can take to support your institution's goals.

For purposes of this report, efficiency is defined on a value basis as a balance of quality versus cost:

- Direct cost savings to students (reducing costs)
- Direct cost savings to the institution (reducing costs)
- Cost avoidance for students (reducing costs)
- Cost avoidance to the college/university (reducing costs)
- Enhanced advising, teaching (improving quality)
- IP commercialization (improving quality)
- Graduation/completion rates (improving quality)
- Industry-recognized credentials (improving quality)
- Experiential learning (improving quality)

These are examples only. Please consider your responses to address broader measures of efficiency, quality, cost and value. Please also note that this is only a template. Feel free to respond in any additional way you believe is helpful.

Ohio University

Section I: Operational Efficiency

Each institution should regularly identify and evaluate its major cost drivers, along with priority areas that offer the best opportunities for efficiencies. Institutions should also track their progress in controlling costs and improving effectiveness.

What ratios, metrics, or benchmarks does your institution utilize to evaluate operational efficiencies and the appropriate balance of instructional vs. administrative expenses? Please summarize and provide an overview of your performance based on each measure.

Many units at Ohio University use metrics to evaluate their efficiency and benchmark against peers. Please see some examples below.

Information Technology uses metrics from the EDUCAUSE Core Data Service. Peers include OHIO’s official peer group plus twenty similarly sized institutions. Example metrics:

Educause CDS Metric	OHIO IT	Peer Average
Central IT spending as a percentage of institutional expenses	2.9%	4.3%
Central IT spending per Institutional FTE	882	1,111
Central IT spending per Student FTE	1,055	1,346
Central IT spending per Institutional employee FTE	5,384	6,976
Central IT FTEs per 1,000 institutional FTEs	6.7	7.8
Decentralized IT staffing per 1,000 institutional FTE	2.5	5.5
Decentralized IT staff as a percentage of IT staffing	26.8%	45.1%

Facilities participates in the APPA Facilities Performance Indicators (FPI) survey which allows benchmarking against various types of peers.

Metrics can be normalized by student population and include:

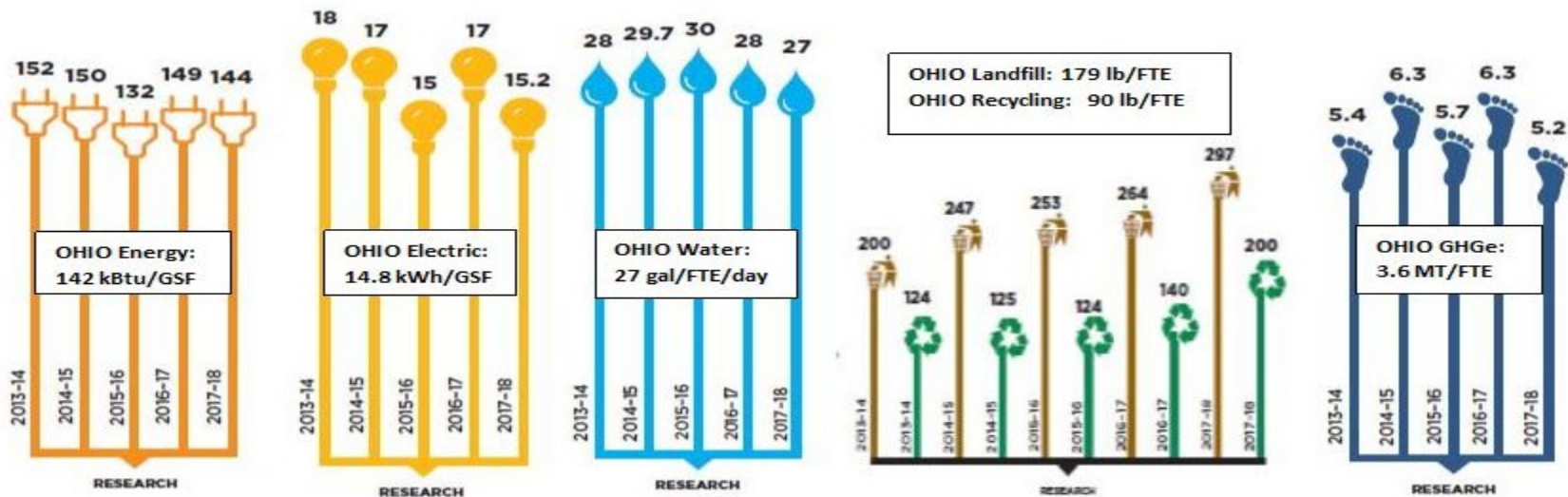
- Facilities Operating Expense + Paid Utilities (\$/Gross Square Foot)
- Facilities Operations Expenses Percent Current Replacement Value (CRV)
- Facilities Operations Expenses Percent Gross Institutional Expenses (GIE)
- Capital Expenditures on Existing Space Percent Current Replacement Value (CRV)
- Utilities Cost per GSF \$/Gross Square Foot
- Utilities Cost per Million BTUs \$/Million BTUs
- Utilities BTUs per GSF # BTUs/GSF

Ohio University often performs at or better than peers according to APPA metrics. In the cases where performance is worse than peer institutions, Ohio University takes actions to re-align.

Facilities also participates in the APPA Key Facilities Survey which allows benchmarking against peers classified as research institutions Consumption Metrics. These metrics are normalized by gross square feet and by population.

- Energy (BTU)
- Electrical (kWh)
- Water (gal)
- Waste Stream Output (tons)
- Carbon Footprint (MTe-CO₂)

As indicated below by the Fall 2019 data, OHIO is similar to or exceeds the performance of our peers.



Institutional Effectiveness and Analytics uses the new University Benchmark Project to benchmark a variety of operational and efficiency metrics. OHIO participated in the pilot year in 2019, and the first full year of the project in 2020. A number of OHIO units are now participating in this project. Examples of the metrics used by IEA are listed below:

Benchmarks	Metric Calculation	2018-19 Rank ¹	Summary of results
Staffing Level Benchmark			
Institutional Faculty and Staff FTE Per Each Centralized Institutional Effectiveness FTE	Total Faculty and Staff FTE / Total Centralized Institutional Effectiveness Staff FTE	67 th percentile	IEA staffing level per institutional faculty and staff FTE is lower than 67% of participating institutions
Budget Benchmarks			
Centralized IE Non-personnel Budget Per IE FTE	Total Centralized IE Non-personnel Budget / Total Centralized Institutional Effectiveness Staff FTE	8 th percentile	IEA's non-personnel budget is lower than 92% or participating institutions. This means that the Provost's Office budget often has to cover expenses such as scheduled participation in national surveys through one-time funding instead of a sustainable budget. Ensuring continuing and appropriate professional development is also difficult.
% of Budget Dollars for Personnel (Centralized)	Total Centralized Institutional Effectiveness Personnel Budget/ (Total Centralized Institutional Effectiveness Personnel Budget + Total Centralized IE Non-personnel Budget)	98 th percentile	As a result of the very low non-personnel budget listed above, the percentage of IEA's budget devoted to staff FTE is higher than 98% of participating institutions. The result is that there is no opportunity to cut without significantly impacting critical operations functions.
Workload Benchmarks			
Institutional Research Workload	IPEDS Data (Federal and State Mandated) Reporting + Mandatory Federal Requests +Mandatory State/District Requests + Alumni Employment Studies + Faculty/Staff Satisfaction Studies + Faculty Productivity Studies + Economic Impact Studies + Salary	83 rd percentile	IEA's institutional research workload is higher than 83% of participating institutions.

	Equity Studies + Space Utilization Studies + Student Borrowing/Debt Studies + Class Scheduling/Demand Studies + Workforce Analysis + Enrollment Predictions/Modeling + Budget/Finance Modeling + Guidebooks/Ranking Surveys + Athletic Association Mandated Reports + Course Evaluations + Fact Book Development + Performance Based Funding Modeling And Projecting + Data Sharing With Consortia		
Accreditation Workload	Institutional Accreditation + Specialized/Program Accreditation	69 th percentile	IEA's accreditation workload is higher than 69% of participating institutions.
Number of External Surveys Managed Per IR FTE	Number of External Surveys Managed / Centralized Institutional Research FTE	77 th percentile	IEA's external surveys managed workload is higher than 77% of participating institutions.
Number of University-wide Projects Per IR FTE	Number of University-wide Projects / Centralized Institutional Research FTE	85 th percentile	IEA's University-wide projects workload is higher than 85% of participating institutions.

Currently, OHIO does not collect metrics or benchmarking data centrally making a comprehensive collection of examples difficult. However, there are plans to implement a central collection of unit's integrated planning documents and yearly updates (similar to the Academic Program Review Process) that should make this possible in the near future.

For definitional purposes, what IPEDS (or other uniformly accepted) expense categories, or subset(s) therein, would you include in instructional expenses and administrative expenses? Please explain. We use National Association of College and University Business Officers (NACUBO) functional classes. NACUBO definitions for Instruction and Institutional Support are below.

¶701.21 Instruction

The instruction classification includes expenses for all activities that are part of an institution's instruction program. Expenses for credit and noncredit courses; academic, vocational, and technical instruction; remedial and tutorial instruction; and regular, special, and extension sessions are included.

Expenses for departmental research and public service that are not separately budgeted also are included in this classification.

This classification excludes expenses for those academic personnel whose primary activity is administration—for example, academic deans.

¶701.26 Institutional Support

The institutional support classification includes expenses for central, executive-level activities concerned with management and long-range planning for the entire institution, such as the governing board, planning and programming operations, and legal services; fiscal operations, including the investment office; administrative information technology (when not accounted for in other categories); space management; employee personnel and records; logistical activities that provide procurement, storerooms, printing, and transportation services to the institution; support services to faculty and staff that are not operated as auxiliary enterprises; and activities concerned with community and alumni relations, including development and fundraising.

Appropriate allocations of institutional support should be made to auxiliary enterprises, hospitals, and any other activities not directly related to the primary programs—instruction, research, and public service—or their related support classifications.

Are you aware of national models used to benchmark institutional efficiencies? **Yes**

If so, please provide. OHIO is aware of a number of national models for benchmarking institutional efficiencies. Some are unit/area specific and some are institution-wide:

- The University Benchmark Project ([University Benchmark Project](#))—fairly comprehensive across the breadth of a university. They also have a longer-standing two-year college benchmarking project. Beginning with the pilot in Fall 2019, some units at OHIO participate in the UBP.
- The HelioCampus Benchmarking Consortium (formerly ABC Insights, [Standard Activity Model | HelioCampus](#))—based on Standard Activity Model allowing members to normalize their spend on academic and administrative activities to benchmark against peers. OHIO has participated in the Benchmarking Consortium since 2019.
- Association of Research Libraries—collect metrics and data on libraries for benchmarking purposes.
- Association of College and Research Libraries—collect metrics and data on libraries for benchmarking purposes.
- Association of Institutional Research Survey of IR/IE Offices—collect metrics and data on IR/IE Offices for benchmarking purposes.
- EDUCAUSE Core Data Service –provides metrics for benchmarking against peers
- The Cost Study at the University of Delaware (formerly the Delaware Study) by The Higher Education Consortia provides academic department level metrics of faculty teaching loads, direct instructional cost and research and public service activities.
- The APPA Facilities Performance Indicators survey allows benchmarking against various peer groups for efficiencies in facilities maintenance and operations.

In the last 2-3 years, has your institution received positive media coverage about operational efficiencies? **Attachment for local media coverage including 1) demolition of obsolete residence halls; 2) operational adjustments; 3) continued identification of non-core assets - 13 properties declared surplus at the October 2021 board meeting and, working with Ohio DAS, appropriate disposition will be sought; 4) COVID impacts – federal stimulus funding, furlough followed by rebate, etc.**

If so, please provide. **See attached - EXH 1 Ohio University – FY21 – Media Coverage**

CARES Act and other Federal Support impact

How much has your institution received in federal funds from the various programs initiated in response to the COVID-19 pandemic (e.g., HEERF, CRF, ARP)? **\$126,737,492** Please list amount per award type.

Higher Education Emergency Relief **\$103,204,491**
 Governor’s Emergency Education Relief Fund **\$887,712**
 Coronavirus Relief Fund **\$22,645,289**

How has your institution utilized these various federal funds?

Facilitate distance learning: Instructional payroll (faculty stipends, Office of Instructional Innovation, Office of Information Technology) for online course development, technology and software, student lab supplies and electronic books for remote learning.

Public health expenses: COVID-19 testing costs, Public Health Operations Office oversight of COVID-19 communications and contact tracing, barriers and signage, quarantine housing/meals and dining remote order, custodial services and cleaning supplies to disinfect facilities, Smartlocker system for remote mail delivery, student refunds March 2020 due to remote learning and other public health measures.

Personal Protective Equipment: Masks, gloves and gowns.

Unemployment Benefits and FFCRA: Employee benefits related to COVID-19.

Lost Revenue: Housing lost revenue fiscal year 2021.

Mental Health – Telemedicine technology and counseling services implemented due to COVID-19. Increase the awareness of options, access to services and availability of care options.

How much was provided by your institution directly to students as emergency aid? **\$19,693,832** distributed to date to students and a plan to distribute an additional **\$26,971,487** by 5/23/2022.

FY 22 Budget Development

Please provide a summary of projected enrollment for FY 22 relative to FY 21.

Category	Fall 2020	Fall 2021	Percent Change
First year students	4,039	4,392	8.7%
Total undergraduate students	23,979	22,372	-6.7%
Total graduate students (graduate & professional)	6,430	6,398	-0.5%

What other planning assumptions were used related to the fiscal impact of COVID-19 in developing the institution's FY 22 budget?

Major Assumptions	Description	Projected Impact	Actual Fiscal Impact – as of fall 21
Fall Enrollment/ Fee Revenue Relative to Fall 20	Budgeting incoming cohort to return to pre-COVID levels (Fall 2019); total headcount forecast to decline as a result of the significant decline in the Fall 2020 incoming cohort (COVID impact)	\$5M reduction in budgeted net UG tuition (Athens) based on scholarship investment and enrollment impact	As of the October 2021 BoT meeting <ul style="list-style-type: none"> - FY22 census is 300+ more than UG enrollments budget - FY22 net tuition is \$2.2M less than budget due to forecast including scholarships
Auxiliary Services	Significant decline since pre-COVID levels resulting from the drop in the Fall 2020 cohort (sophomores impacting decline)	Projected impact is to be down \$13.3M (~15%) vs FY19 (Pre-COVID)	Room & Board forecast at approved budget
State Support	Budgeted FY22 SSI equal to DHE distribution	Impact aligns with SSI course and degree completions	State support forecast at approved budget
Unique Cost Drivers – in response to COVID-19	COVID costs into FY22 were budgeted at \$14.9M; largest costs associated with testing and contact tracing with additional budget planned for maintaining operations of the Public Health Office	\$14.9M planned use of reserves to support the budgeted FY22 pandemic expenses; FY21 COVID CARES draw is source of the reserve funds	FY22 COVID spending forecasted is \$3.1M less than \$14.9M budget due primarily to higher vaccination rates and lower testing compliance offset by additional staffing to address case management volume
Other			

Regional Compacts

ORC Section 3345.59 requires regional compacts of Ohio's public institutions, with an executed agreement in place by June 30, 2018, for institutions to collaborate more fully on shared operations and programs. Per O.R.C. §3345.59 {E} colleges and universities shall report within their annual efficiency reports the efficiencies gained as a result of the compact.

Please discuss efficiencies gained or opportunities for future partnerships as a result of each of the categories within the compact.

Category	Description	Monetary Impact
<p>Reducing duplication of academic programming</p> <p>Implementing strategies to address workforce education needs of the region</p>	<p>To address the ongoing nursing shortages in Southeast Ohio, we began offering nursing degrees on our Eastern campus and are preparing to offer nursing degrees on our Lancaster campus. By fall 2023, we will offer them on all five of our regional campuses.</p> <p>We continue to partner with Hocking College to provide workforce training at the Fairfield County Workforce Center. In FY21, we moved existing equipment from our Lancaster campus to the FCWC and bought new grant-funded equipment to support our engineering technology program and non-credit-bearing training sessions.</p> <p>The Engineering Technology program is designed to offer students a technical foundation needed to help solve complex problems by exposing them to real-world applications using hands-on lab courses. Students are taught a variety of manufacturing processes and their related materials, as well as skills in quality analysis tools, Lean systems, occupational safety, and electronics. A large focus within the program is on the importance of automated equipment use and maintenance. Concentration is on programming and troubleshooting computer numerical control (CNC) equipment, programmable logic controllers (PLC's), and robotic systems.</p>	
<p>Sharing resources to align educational pathways and to increase access within the region</p>	<p>OHIO Eastern and Belmont College have numerous 2+2 agreements that provide opportunities to increase educational pathways within the region. Other agreements include Social Work, Child Development, Bachelor of Technical Studies and Criminal Justice.</p>	
<p>Reducing operational and administrative costs to provide more learning opportunities and collaboration in the region</p>	<p>Across our regional campus system, we have aligned services in information technology, libraries, facilities, marketing and communication, and student support. We also schedule courses collaboratively with Athens colleges and our eCampus degree programs.</p>	
<p>Enhancing career counseling and experiential learning opportunities for students</p>	<p>Throughout Spring - Summer 2021, the Experiential Learning Hub was part of a broad reorganization to create a new student success unit under the Office of the Provost. Member offices of this new unit include Allen Advising, the</p>	

	<p>Career Achievement Network, and the Experiential Learning Hub. As part of this restructuring, the Career & Experiential Learning Fee was leveraged to significantly increase centralized support for student engagement in experiential learning. This increased support became critical as the result of two major academic initiatives that impact all undergraduate students: (1) OHIO's general education curriculum was revised to include a 1-credit experiential learning requirement, and (2) Guarantee+ Graduation Plans include milestones to encourage both curricular and co-curricular experiential engagement for every student.</p> <p>Staff have created a single searchable database where students can find opportunities across the full spectrum of experiential learning. That spectrum includes traditional internships and professional experiences as well as community engagement, research and creative activity, leadership opportunities, and study away. Through these staffing and technology enhancements, the University is positioning itself to close equity gaps in student access to experiential learning. Two FTEs are dedicated to identifying and removing barriers to experiential engagement and stewarding funding streams to increase the affordability of high-cost opportunities. Four FTEs are dedicated to student advising and program development, ensuring that the University has a robust portfolio of experiential learning opportunities available to students and that students can access those opportunities.</p> <p>The Career Action Network (CAN) supports all aspects of students' career readiness and preparation, starting in first-year, first-semester Learning Community courses and continuing through the job search or graduate school admission process in the final year. Dedicated career strategists specialize in industry sectors and provide coaching to students across the One OHIO system</p>	
<p>Collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts</p>	<p>Within The Patton College of Education (PCOE) resides The OHIO Center for Clinical Practice in Education. The Center's purpose is to support the PCOE Clinical Model of Educator Preparation through the development of partnering relationships based on continuous learning for all participants in the professional development community. During the 2020-21 academic year, The PCOE partnered with approximately 80 school districts to support clinical practice spanning early field clinical experiences to senior capstone professional internship experiences.</p>	

The Center facilitates more in-depth Professional Development School (PDS) partnership relationships with five school districts in our region. It is important to note that school/university partnerships at Ohio University do not follow a single model, either in structure or in the framework of mission/purpose that guides the collaborations of any given partnership faculty; rather, structures and frameworks have evolved in line with the interests and preferences of university faculty and school-based teacher leaders in each partnership program.

The PCOE Clinical Model of Educator Preparation strives to support co-teaching models that allow for additional instructional support in P-12 classrooms. Through partnering networks, the model strives to positively impact P-12 student learning and teacher preparation.

Additionally, The PCOE partners with districts around the region to support graduate teaching fellows. Teaching Fellowships are available each year for qualified applicants. Teaching Fellows teach half-time in a PDS school while also pursuing a master's degree in The Patton College. The Teaching Fellows help to support the collaborative work that is done in our PDS Partnership programs. The Center has several teaching fellows working in our professional development schools to 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. During the 2020-21 academic year, we employed 31 teaching fellows; during the current academic year, we have 28. These individuals work in grades P-12, teaching a full range of subjects and offering intervention support, including reading intervention.

The Stevens Literacy Center, also housed in The Patton College of Education, under the direction of Dr. Julie Francis, was awarded an ASPIRE Grants (FY 2022 \$212,000). This award funds adult basic education, workforce readiness education, corrections education, and ESOL (English to Speakers of Other Languages) and Civics Education. Classes are held at Tri-County Career Center (Nelsonville) and STAR community Justice Center, as well as offered online. Future class offerings are being planned for the Athens campus and One OHIO RHE locations.

	<p>Additional projects operating through The Stevens Literacy Center include the STAR Family Writing Project (Caplan Foundation for Early Childhood, \$50,000), which promotes family literacy activity for STAR residents and their young children, and the Appalachian Writing Project, an affiliate of the National Writing Project, which promotes and develops professional development for educators and creates opportunities for writing with children. Dr. Kevin Cordi, Assistant Professor of Teacher Education at Ohio University – Lancaster, has long been involved in the National Writing Project as a storyteller.</p> <p>Finally, College Bound, under the direction of Coleen Dietsch-Krubl, offers programming for high school students who are potential first-generation college students. The program focuses on readiness skills and support services that prepare them for a healthy and successful transition to a postsecondary institution upon graduation. The OHIO MENTOR program, also under the direction of Ms. Dietsch-Krubl, offers mentoring, academic support, and career and college exploration for high school students impacted by the opioid crisis.</p>	
<p>Enhancing the sharing of resources between institutions to expand capacity and capability for research and development</p>	<p>Descartes Visual Compliance software. Ohio University collaborates with most of the IUC universities for group purchase of license access to Descartes Visual Compliance, which provides an aggregation of resources for screening to ensure that contracting entities are not on federal lists of denied parties.</p> <p>Ohio University has a leadership role in the Ohio Innovation Exchange, a web portal providing visibility into faculty expertise, equipment, and intellectual property at six universities in the state. The project is funded by the Ohio Department of Higher Education and provides a means for growing research and development collaborations with businesses and academic partners</p>	
<p>Identifying and implementing the best use of university regional campuses</p>	<p>Regional campuses provide the mission of affordability and accessibility of higher education to students in Southeast Ohio and beyond. The campuses have provided access to the excellence that is a hallmark of Ohio University's academic programs for over 70 years. The lower tuition rates and open access admission criteria provide both traditional and non-traditional age students the ability to receive a high quality and affordable degree while staying close to home. Students in grades 7-12 can begin taking college courses at the regional campuses as part of the College Credit Plus program. Participation in this program provides the opportunity for students to earn college credit during their middle and high school years which saves costs in</p>	

	<p>their overall college education. In addition, the regional campuses provide options for non-traditional age students to begin taking courses or return to college to complete a degree. Many of these students might otherwise not have the ability to go to college if there was no regional campus in their community due to family and work responsibilities. The regional campuses offer that affordable and accessible education option for non-traditional age students as well as traditional age students.</p> <p>In addition to the traditional educational opportunities that are central to their mission, regional campuses are also utilized for community engagement and workforce development initiatives that strengthen community relations and the economy. The regional campuses serve as the higher education and cultural hub for communities throughout Southeast Ohio. In addition to for-credit educational offerings, many non-credit educational opportunities are available to the community as well. These types of offerings provide an alternative route for individuals to enhance their knowledge for personal fulfillment or to upskill for the workforce. Many area employers partner with regional campuses to provide training and educational opportunities for their employees. Regional campuses serve as strong partners resulting in a positive economic impact to their communities. They are positioned to continue to be the drivers of educational, social, and economic development.</p> <p>To address the current challenges in the higher education landscape and to create a plan for sustainability, the regional campuses have fully aligned their administrative and academic operations with a one university system-wide approach with the Athens campus. They have identified and implemented efficiencies across all the regional campuses through the coordination of academic and administrative services. In addition, they have identified the potential for new revenue streams through the extension of existing degree programs from the Athens campus and the creation of new and in-demand degree programs to meet the regional workforce needs. This system-wide approach to operations provides a strong pathway to the sustainability for providing educational opportunities to the Southeast Ohio regions.</p>	
Other initiatives not included above		

Section II: Academic Practices

This section covers areas more directly related to instruction, such as actions taken to embrace remote learning post-pandemic, including noting any permanent strategic posture toward online learning, as well as core savings strategies such as reducing the cost of textbooks, time-to-degree and program reviews.

Textbook Affordability

Textbook Cost Study

ORC Section 3333.951(D) requires Ohio’s public colleges and universities to annually conduct a study to determine the current cost of textbooks for students enrolled in the institution and submit the study to the Chancellor. Please attach the analysis of textbook costs developed by your institution labeled “[Institution Name – Academic Year – Textbook Cost Study]” [See attached - EXH 2 Ohio University – FY21 – Textbook Cost Information](#)

Please summarize the results of your institution’s study below.

Category	Amount	Data Source
Average cost for textbooks that are new	\$96	
Average cost for textbooks that are used	\$48	
Average cost for rental textbooks	NA	
Average cost for eBook (**including digital course ware)	\$53	

*New and eBook cost analysis was based on the Digital Content – Inclusive Access Program reported new and digital – inclusive access price points. The sample size included course sections from Fall 2020, Spring 2021, and Summer 2021 a total of 1125 course sections. Used course material pricing average was calculated at approximately 50% of new cost.

Reducing Textbook Costs for Students

ORC Section 3333.951(C) requires Ohio’s public colleges and universities to report their efforts toward reducing textbook costs for students. Please discuss all initiatives implemented, including those referenced below that ensure students have access to affordable textbooks.

Additionally, Ohio Revised Code Section 3345.025 requires the board of trustees of each state IHE to adopt a textbook selection policy for faculty to use when choosing and assigning textbooks and other instructional materials. The policy shall include faculty responsibilities and actions faculty may take in selecting and assigning textbooks and other instructional materials. Examples of topics addressed within such a policy include textbook adoption deadlines, faculty ethics rules on personal use/resale of publisher-provided free textbooks, disclosure of personal interest/royalties and textbook ownership of faculty-use books.

1. Has your institution's board of trustees adopted a textbook selection policy consistent with Ohio Revised Code 3345.025? If so, please attach the policy in full length and label the file as "[Institution Name – Academic Year – Textbook Selection Policy]."

Yes, the Ohio University Board of Trustees adopted Resolution 2019- 3740 in January 2019. See attached - **EXH 3 Ohio University – FY21 – Textbook Selection Policy**

Textbook Auto-Adoption Policy

2. Does your institution have a textbook auto-adoption policy in place in order to ensure compliance with federal law that requires faculty to select textbooks for courses no later than the first day of class registration? If so, please attach the policy and label the file as "[Institution Name – Academic Year – Text Auto-adoption Policy]." Please also describe the mechanisms for tracking compliance.

No. Ohio University has implemented tools to help faculty and departments provide information about required textbooks and materials that is available to students in the online course offerings platform at the time of registration, when available, however, some flexibility is required as faculty assignments occasionally change prior to the beginning of the academic term. Colleges and departments centrally collect syllabi which includes required textbooks and course materials.

Open Educational Resources

3. Has your institution adopted practices/policies to formally encourage the use of OER materials in lieu of purchased materials? Please explain.

In 2018, Ohio University engaged Top Hat to provide a suite of services for use by OHIO faculty to:

1. find relevant low-cost or free (OER) to replace existing textbooks
2. access instructional design services during the course revision process when adopting new materials and content
3. convert up to 100 courses to OER.

The agreement was renewed in August 2019 to convert an additional 25 courses to low-cost or OER course materials by Fall 2020. Due to the pandemic, this effort didn't reach the expected outcomes, as the in-person marketing and support efforts planned for spring semester had to be canceled and support focus had to shift to accommodating a new remote teaching modality across the university.

The agreement was not renewed for the FY21 academic year, however, Top Hat's services remained available to OHIO faculty at a voluntary adoption basis.

Savings and impacted courses in Fall semester (Spring semester Top Hat content use is negligible)

Term	Course Sections	Unique Courses	Student Enrollments	Student Savings
Fall 2018	48	40	2653	\$490,000
Fall 2019	40	28	2146	\$162,700
Fall 2020	36	27	1715	\$139,180

- o The actual OER courses and student savings on campus is higher through individual faculty’s efforts and from the Libraries \$13K investment in the “Fostering OER” project (see below) which resulted in savings of \$79,640/year across 5 courses

In addition, OHIO University Libraries and the Office of Instructional Innovation support faculty adoption, adaption, and creation of OER as part of our regular and ongoing support mechanisms for instructors. These mechanisms include on-demand consultations and webinars delivered at instructor orientation and in course creation and revision workshops.

3a. Has your institution provided support to faculty for the development of OER materials. Please explain.

Ohio University partnered with Top Hat, Inc. to provide course material curation and creation support for interested faculty members. Top Hat allows faculty to select course materials from Top Hat marketplace, as well as publish their own course materials in the Top Hat platform. This is a voluntary service.

In addition to librarian and instructional designer on-demand support for the creation and adaption of OER, University Libraries provides the [OHIO Open Library Faculty Textbooks collection](#), an open platform that houses and makes Ohio Univ-authored OER highly discoverable. The platform now hosts 5 open textbooks authored by Ohio University faculty.

3b. What courses (name, number of students) participate in OER? Please provide summary data if possible.

The targeted OER creation and adoption project has ended by Fall 2020. Leveraging affordable content from Top Hat remains available for faculty on a voluntary basis.

Inclusive Access

Inclusive access is defined as an arrangement between an institution, through faculty, and students to offer college textbooks and materials as “included” within tuition and/or a fee assessment, rather than purchased individually by the student. The benefit to faculty and students of inclusive access typically includes a significantly reduced cost per textbook for students, as compared to students buying a new copy of the textbook, and confidence that all students will possess the necessary textbook and/or materials on “day one.” Federal law provides the statutory right for students to “opt-out” of inclusive access if they prefer, which preserves the right of the student to source materials.

4. Does your institution formally encourage faculty to offer inclusive access acquisition of college textbooks as a cost-savings for students??

Ohio University’s OHIO IT department offers an inclusive access program that is available to all faculty members at OHIO. The program is available to all registered students. As of fall 2021 College Credit+ students are also eligible for these savings if their school district has opted into the inclusive access program.

- Inclusive Access gives students enrolled in participating courses access to their digital content on the first day of class at a significantly lower price than printed materials.
 - Low-cost course content available on day one of your class.
 - Easy opt-out process from within the Learning Management System, Blackboard Learn.
 - Digital content is accessible and supports highlighting, copy/paste, printing, note sharing and annotations.
 - VitalSource reader content is available offline through downloadable mobile and desktop apps.
 - Some content is interactive.
 - Participating publishers include McGraw Hill, Cengage, Pearson, MacMillan, Norton, Sage, Human Kinetics, Packback, and John Wiley.
 - A full description is available by visiting <https://www.ohio.edu/oit/services/teaching/digital-course-materials>.
 - Inclusive access program leverages Ohio Link negotiated discounts for digital course materials. The program started in summer 2018 and has saved students cumulative \$5,319,000 as of October 2021.
 - \$1,420,000 in FY21 savings for students – Fall 2020, Spring 2021, Summer 2021.

If yes, what mechanisms are in place help promote this strategy with faculty
OHIO leverages publisher sales force in reaching faculty members who may be interested in adopting publisher content in an inclusive access program. Publishers have established relationships with academic departments and have been successfully growing the inclusive access program. Additionally, information for faculty and students is available here: <https://www.ohio.edu/oit/services/teaching/digital-course-materials>.

4a. What courses (name, number of students) participate in inclusive access?

Total number of students and course offering details for each semester – see attached **EXH 4 AY21 Inclusive Access List by Semester**.

Please provide summary data if possible.

The following table reflects the steady year-on-year growth for course sections utilizing Inclusive Access materials:

Table 1

Term	Course Sections	Unique Courses	Student Enrollments	Savings
Summer 2018	12	8	708	\$88,440
Fall 2018	190	79	8277	\$865,865
Spring 2019	231	107	9153	\$909,950
Summer 2019	51	35	1350	\$112,742
Fall 2019	366	131	13966	\$715,790
Spring 2020	303	158	12453	\$493,138
Summer 2020	102	97	2287	\$132,623
Fall 2020	498	127	15041	\$748,000
Spring 2021	472	162	15968	\$534,000
Summer 2021	155	79	2859	\$138,000

4b. How are students at your institution made aware of their right to opt out of utilizing inclusive access?
Students receive 3 reminder emails from OIT (one the first day of class, one at the second week of the semester, and the third email a day before the add/drop period ends). Faculty is also encouraged to notify students about the program details and opt out options.

Other Textbook Affordability Practices

5. What other practices, if any, does your institution utilize to improve college textbook affordability? Please provide any relevant information in the table below.

Initiative	Explanation of Initiative	Cost Savings to Students
Electronic Books, Periodicals, and Streaming Media Purchasing	The Libraries purchase and subscribe to e-books, case studies, periodicals, and streaming media, whenever possible, in direct support of courses and as additions to our general collections. Instructors are encouraged to consider these items as potential course materials and work with their librarians to identify appropriate materials. The Libraries focus priority purchasing on electronic items in support of courses and faculty research, preferring electronic, multiple-user access whenever affordable and available, as the COVID-19 pandemic made print collections inaccessible for many students.	Not calculable
Fostering OER at Ohio University	This Libraries-led project provided funding (from an internal 1804 undergraduate learning grant) to support the creation and adaption of open educational resources, including open textbooks and test banks during AY19 and AY20.	\$79,640/year
Affordable Course Materials	This web site outlines nine strategies for instructors to make their course materials more affordable for students, from making sure students have early access to information on required materials to creating OER.	Not calculable

Online Education and Alternative Delivery Methods

Online and competency-based education are growing in popularity with students nationally as flexible pathways to complete education. While COVID-19 greatly accelerated adoption of online learning, including many online-only courses, demand among students for online education as an option is expected to continue. As we look to the future, we are gathering information on which institutions plan to continue to offer or expand online education.

Please quantify the impact of moving to remote learning in spring term, 2020

Percent of Courses offered online prior to March 2020	Percent of students enrolled in online courses prior to March 2020
Fall 2019 Census % online class sections 11.43%	Percent of students enrolled in online courses in Fall 2019 was 47%*
Percent of Courses offered online as of fall term 2021	Percent of students enrolled in online courses fall term 2021
Fall 2021 Census – 25.9% of class sections are online	Percent of students enrolled in online courses in Fall 2021 is 78%

* Note: these numbers count students who are fully online AND students enrolled in any online course

What is your institution’s current approach to online education moving forward?

1. Does your institution provide centralized support to faculty teaching online, including video conferencing resources and course management software?

Yes, Ohio University supports faculty professional development in regards to pedagogy, active teaching methods, and modality. This also includes access to professional instructional designers to launch, revise, and enhance online courses. Examples of Ohio University’s centralized support:

OHIO The Office of Instructional Innovation (OII), Office of Information Technologies (OIT), and University Libraries collaborated to offer the below support.

- Faculty resource page entitled Keep Teaching was launched in Spring 2020 (it was taken down during Spring semester 2021) with resources for faculty to teach remotely.
- Workshops – During the pandemic in 2020 (April-December), 382 workshop sessions were delivered to over 1700 faculty and TA’s. Workshop sessions covered technology (How to use Bb, Teams, etc.), library support and pedagogical practices (Creating community in online courses, teaching large lecture courses virtually that support student engagement, managing a hybrid course, etc.).
- Lunch and Learns – 28 sessions and 493 participants. The topics varied to meet faculty challenges throughout the year (How to engage students virtually, using teams for group work, etc.).
- On Demand Courses – OII built 3 online, on demand courses for faculty and TA’s. 604 faculty were enrolled in the courses in 2020.
- Recorded Presentations – we recorded many of our live workshops as a resource for faculty. Through the pandemic in 2020, 29 presentations were recorded and received 2,096 views.
- Inclusive Pedagogy Academy – 18-month cohort of 10 faculty focused on empowering faculty to maximize student learning and achievement by working with faculty to enact inclusive teaching approaches across all disciplines.

Teaching/Technology Consultations

Additionally, OII, OIT and Libraries provided 1994 faculty/TA consultations to support faculty teaching remotely or in a hybrid environment. OIT offers support to faculty who are adopting new technology or updating skills in using existing technology through its office of Academic Technologies.

Enterprise video-conferencing and LMS

- Ohio University provides MS Teams as a fully supported enterprise solution to communication, meeting, and calendaring functionality, including robust video conferencing, file and data sharing, and other features that support collaboration. In addition, Zoom is available for situations that require external networking.
- Ohio University fully supports Blackboard as its LMS that is available to all faculty and students. Robust training and instructional design support are available to help faculty learn, optimize, and remain up to date on use of the functionality of Blackboard.

2. Does your institution have courses that were offered online in response to COVID-19 restrictions that will only be offered in-person going forward? If so, please describe examples and rationale.

Yes, Ohio University sought to deploy appropriate COVID safety protocols while ensuring students receive the educational opportunities they need and desire.

In particular, classes that rely on experiential learning, such as skills-based labs, studios, and workshops to practice skills and obtain hours for clinicals or practicums have been foremost in our planning to return to in-person instruction. For example, students in our nursing programs benefit from in-person skills practice. Likewise, some student learning requires access to specialized equipment or materials in controlled settings (e.g. Chemistry, Robotics, Ceramics, Audio/Video production, etc.). In some circumstances, the ability of the instructor to interact directly with students is necessary for optimal learning (e.g. Voice lessons, Dance, Physical Therapy, etc.).

Ohio University seeks to provide broad choice for students, returning to the classroom when learning is best supported by in-person instruction and interaction, while recognizing that in some circumstances students, especially adult learners or place-bound students, are choosing the convenience of online courses when available.

a. Please describe the required technology upgrades and associated expenses incurred by the institution to respond to the increased utilization of online instruction and remote learning.

During the Fall of 2020 and Spring of 2021, OHIO purchased the following to support virtual instruction without increasing costs to students (most of the supplies were for lab/experiential learning courses):

OIT purchases

- Proctortrack – for virtual assessments
- Software for students to complete work - Labster (virtual labs), Adobe Photoshop, InDesign, Illustrator, Simumatik (Engineering), Laerdal Modular Skills Trainer (Nursing)
- Student kits for experiential learning – BIOS, Nursing, Music, Engineering, Chemistry, Visual Communications, Film, Art, Dance, MDIA, etc
 - example: Shelter in place kits for MDIA (Media Arts and Studies) students designed so that students could use their phones to shoot video, and the equipment (mics, case, padcaster tripod) was sent to students for their video and audio field production course, returned and cleaned, and sent to another group of students throughout the semester.
- Technology kits or classroom technology for experiential learning – Theater, COMS, Math, Physics, Geological Sciences, Astronomy
 - Engineering, Technology, and Management (Russ College of Engineering) metrology kits for students to do work at home when not in rotation for the lab. Included a 3-piece, machine caliper and micrometer tool kit.

Total cost of COVID response related to technology and support of online instruction: \$493,075

Libraries' purchases

- University Libraries purchased approximately \$79,000 of ebook and streaming media content in AY21 in support of OHIO courses
- Alden Library on the Athens campus renovated a room and installed a One-Button Studio so that instructors could produce professional-quality video presentations using only one-button. (\$15,000)
- Additionally, the Libraries purchased five media kits for instructors to borrow to use in their office or home to produce recorded content for online course. These kits include professional-level cameras, microphones, green screens, etc. (\$5000)

Total Libraries expenditures in direct support of online teaching and learning: \$99,000

Course and Program Evaluation

Recommendation 8 of the 2015 Task Force was for institutions to evaluate courses and programs for enrollment and consideration of continuation. Per ORC Section 3345.35, colleges and universities need to address this recommendation every five years. By September 1, 2022, each IHE must evaluate all courses and programs the institution offers based on enrollment and duplication of its courses and programs with those of other state institutions of higher education within their geographic region, as determined by the chancellor. For courses and programs with low enrollment, as defined by the chancellor, the board of trustees shall provide a summary of recommended actions, including consideration of collaboration with other state institutions of higher education. For duplicative programs, as defined by the chancellor, the board of trustees shall evaluate the benefits of collaboration with other institutions of higher education to deliver the program. DHE plans to issue supplemental guidance to institutions to assist with the completion of this statutorily-required five year review.

1. Does your institution have programs and/or courses that have been discontinued since the last review was conducted in 2017? If so, please list them here, along with a summary of estimated cost savings produced. [See attached – EXH 5 Discontinued Courses & Programs since 2017.](#) We must teach out the programs for five years, so we have not enjoyed appreciable savings.

Co-located Campuses

ORC Section 3333.951 requires Ohio's co-located colleges and universities to annually review best practices and shared services in order to improve academic and other services and reduce costs for students. Co-located campuses are then required to report their findings to the Efficiency Advisory Committee.

Co-located campus: Ohio University Zanesville/Zane State College

Type of Shared Service or Best Practice (IE: Administrative, Academic, etc.)	Please include an explanation of this shared service.	Monetary Impact from Shared Service
7Campus Security	A partnership agreement was entered into between Zane State College and Ohio University Zanesville to contract with the Muskingum County Sheriff's Department to provide a School Resource Officer throughout FY 20 and was continued in FY21. This arrangement has provided increased campus safety and has supported joint safety initiatives, such as tabletop exercises, emergency planning and safety awareness on campus.	\$50,000 save annually
Cross-registration of students	Full-time, degree seeking students from either institution are eligible to enroll in up to six credit hours per semester for a cumulative maximum of 18 credit hours. This opportunity enables students enrolled at one institution to be enrolled at the partner institution without additional costs and without undue admissions processes. Such registrations are intended to assist students who may be out of sequence at their home institution or to provide an enhanced menu of courses from which to select.	Reduced Student costs
Collaborations among ZS programs with whom OUZ has 2+2 agreements	Each semester, arrangements are made to advise students at Zane State College enrolled in one of the programs with whom we have 2+2 agreements (Social Work, Applied Management, and Criminal Justice). Arrangements among the relevant Zane State Program Coordinators and OUZ program coordinators/academic advisors allow groups of students to gain information about the offerings and opportunities to pursue Baccalaureate degrees on the Zanesville campus of Ohio University.	
Shared Counseling Services	Counseling services, housed on the Zane State College campus, are available to the students of both institutions. OUZ is billed on a quarterly basis for services provided to our students. The counselor also serves on OUZ's Intervention Committee as a consultant when concerns about student mental health and conduct emerge	
Shared Library Services	Library Services, housed in Herrold Hall of the Zanesville campus of Ohio University, are shared by the two campuses. The two institutions share resources, but also pay for resources they order for their respective faculty/students. The salaries and benefits of the two library staff are divided equally.	\$69,750 saved annually

Section III: Policy Reforms

Transcript Access

It is common for IHEs nationally to withhold transcripts from students who owe any amount of debt to the institution. Transcript withholding blocks students from re-enrolling both at the debt-holding institution and at other institutions. Transcripts are sometimes withheld in their entirety even when students have fully paid all or most tuition charges, earned their credits through successful completion of coursework and only incurred a nominal debt such as a parking ticket, library fine or other relatively minor assessment.

Ithaca S+R wrote a report on transcript withholding in October 2020 that is available here: <https://sr.ithaca.org/publications/solving-stranded-credits/> The Hechinger Report wrote an in-depth piece on transcript withholding in March 22, 2021 that is available here: <https://hechingerreport.org/colleges-are-withholding-transcripts-and-degrees-from-millions-over-unpaid-bills/>

1. What is your institution's policy on transcript withholding?

Ohio University withholds transcripts when a student's balance becomes past due. There is no minimum balance threshold; any balance past due will create a financial hold. However, Ohio University Libraries do not charge fines for overdue library books, so nominal book fines would not impede a transcript request.

Under what circumstances and debt amount does your institution withhold the release of transcripts to students, employers and other colleges and universities?

A transcript will be released if needed for employment purposes (including certification processing which will lead to employment such as teacher licensure). The student must notify the Office of the Bursar of the reason for the transcript and provide the employer's certification that the transcript is needed for employment purposes. The Office of the Bursar will then authorize release of the transcript directly to that employer.

Certification Practices

ORC 131.02 requires state IHE's to certify their outstanding debt to the Ohio Attorney General's office (AGO) for collection either 45 days after the amount is due or within 10 days after the start of the next academic session, whichever is later. However, Ohio's institutions certify their outstanding debt pursuant to varying policies and practices.

To ensure that all Ohio students are treated fairly and uniformly, Recommendation #7 of the Student Loan Debt Advisory Group report is that state institutions adopt uniform certification practices that emphasize transparency for both debtors and the AGO. The advisory group recommended that the Ohio Bursars Association, in partnership with the Ohio Association of Community Colleges and the Inter-University Council, facilitate this effort.

Specifically, institutions were asked to develop uniform practices for collecting debt with attention to the type, content, and frequency of notices issued to students; and the fees and other collection costs applied to student debts.

1. Does your institution set minimum balances for sending an account to collections? Yes
If so, how much? Ohio University has set a minimum balance of \$100 for collection certification.

2. How many accounts did your institution send to the AG for collections in FY 21? **1,430**
What was the total balance sent? **\$3,666,092**
3. Please provide the average and median outstanding balances sent to the AG in FY 21? **Average: \$2,628; Median \$1,849**
What was the average and median number of earned credits of the students sent to collections over that time period? **Average: 64 credit hours; Median: 52 credit hours**
4. Per Recommendation 7 in the Attorney General’s report, best practices may include the National Association of College and University Business Officers Best Practices of Financial Responsibility Agreements with Students (Appendix D in the report). What, if any, efforts have your institution made to adopt uniform certification practices with peer institutions in the State of Ohio?

Ohio University’s Student Financial Responsibility Agreement was modeled after the NACUBO sample agreement with inputs from both Ohio University’s Office of Legal Affairs and the Ohio Attorney General. Ohio University collaborated with other IUC schools in 2018 to develop Uniform Standards for the Collections Practices of State Colleges and Universities of Ohio. Ohio University’s collection practices align with the IUC-recommended uniform collection standards.

College Comeback

DHE issued formal guidance to IHEs in May 2021 titled “College Comeback” that clarifies that Ohio law allows IHEs to offer debt relief for re-enrollment programs. Already, several IHEs have adopted such programs.

1. Has your institution considered a “College Comeback” type program? **Yes** If so, what is the status of your effort?
A draft plan has been developed and submitted to President Sherman and Provost Sayrs for review. A draft report based on the criteria listed below has been developed to identify potential participants. If the draft plan is approved, we hope to begin student outreach for possible spring semester 2021-22 enrollment. See attached – EXH 6 Bobcats Finish Strong Completion Program
2. Specifically, what criteria are being used to identify eligible students?
The criteria for Ohio University’s Bobcats Finish Strong Completion Program are as follows:
 - **GPA of 2.0 or higher**
 - **Has not earned a bachelor’s degree**
 - **Within 30 semester hours of graduating and has at least 90 earned credit hours (within 15 semester hours of completion for associate degree and earned at least 45 credit hours)**
 - **Met university residency degree requirement****Has not attended for at least two semesters, not including summer**

How large is the target population that can benefit from the program? **561 former students**

Section IV: Students Benefit

When institutions save money, they ideally invest a portion of those savings into student benefits, such as reduced fees, increased institutional aid, quality improvements, etc.

For fiscal year 2021 only, please explain what, if anything, your institution is doing that is a new benefit for your students that is not already addressed above. Answers may be financial benefits or intangibles such as efforts to improve career counseling, undergraduate teaching, research, etc. If you have targeted financial aid for tuition, fees, room and board, books, technology or other expenses, please explain the focus of cost reduction.

The investments included in the original 2016 5-Year Plan for OHIO initiatives to improve student educational experiences and increase affordability have continued. Details of the 5-year plan are included in the Specific Re-Deployment of Savings to Students section of the Master Recommendation 2: 5-Year Goal schedule included in this submission, immediately following this template.

The onset of COVID-19 in March 2020 left students and families uncertain of the pandemic’s impact on their finances and future plans. The University responded by eliminating the planned 4.1% increase for the 2020 Fall incoming cohort tuition, a savings of \$510/year for full-time, in-state students. The University also set aside an additional \$5M in grants / scholarships to financially assist families.

If you have seen a significant savings from an initiative in the past fiscal year, please describe that here.

Category	Initiative	FY21 (Actual)
Cost savings/avoidance to the institution in FY21 ONLY	5C: Organizational Structure – Faculty VSRP & Custodial ERIP	\$14.7M
	5C: Organizational Structure – FY21 Budget Institutional Support reductions; Structural Reorganizations	\$12.4M
New resource generation for the institution in FY21 ONLY		
Cost savings/avoidance to students in FY21 ONLY	4.1% approved tuition increase eliminated for Fall 2020 cohort	\$1.5M

Additional Practices

Some IHE's may implement practices that make college more affordable and efficient, but which have not been the topic of a specific question in this reporting template. This section invites your institution to share any positive practices you have implemented that benefit student affordability and/or institutional efficiency.

Please share any additional best practices your institution is implementing or has implemented.

Section V: Future Goals

Prior efficiency reports have identified five-year goals for each institution. An updated copy of the five-year goal template is attached. Please provide the data to complete the template, including information already provided in Section IV. In addition, if you have any updates or changes that need to be made to your five-year goals, as originally submitted in 2016, please include that information.

See attached *MasterRecommendation2* Template to complete.

The DeWine-Husted administration recognizes that each IHE faces unique challenges and opportunities with respect to the institution's highest priority goals over the next several years. With that in mind, please provide any suggestions about possible roles the state could play in supporting your institutional goals.

1. Please provide your thoughts and suggestions regarding ways the State of Ohio can further support strength, resiliency and reputational excellence in Ohio's post-secondary education system.

Large-scale, statewide initiatives to drive higher percentages of college-going behavior have been effective in states, such as Massachusetts.

A few areas where Ohio might enjoy an immediate impact would be:

Career counseling in high schools that helps students better understand the increases in lifetime earnings of those with a baccalaureate degree coupled with financial counseling to drive FAFSA completion.

Encouraging students from lower socioeconomic backgrounds to participate in College Credit Plus (CCP) also would help reduce their barriers to entering four-year institutions. Helping universities partner with high schools whose graduates have low college-going rates and offer robust CCP courses, specifically incentivizing the use of technology that allows a university professor to teach CCP courses remotely with a high-school teacher in the classroom supporting the students in achieving the learning outcomes.

With looming demographic changes in the state and fewer students graduating from high school, a statewide initiative to avoid duplication in specialized areas of instruction may be warranted. The Centers of Excellence project identified each institution's key strengths; however, a next step would be helping institutions further strengthen their expertise in key areas and decrease competition from other institutions by encouraging them to focus on their key areas of expertise.

Thank you for completing the FY21 Efficiency Reporting Template. We appreciate the important role Ohio's colleges and universities play in supporting Ohio students, economic growth, world-class research and the overall success for our state.

MASTER RECOMMENDATION 2: FIVE-YEAR GOAL FOR INSTITUTIONAL EFFICIENCY SAVINGS AND NEW RESOURCE GENERATION

Category	Recommendation	Component	Description	FY 2017 (Actual)	FY 2018 (Actual)	FY 2019 (Actual)	FY 2020 (Actual)	FY 2021 (Actual)	Subtotal	Budget Narrative/Explanation of Efficiency Savings \$\$ (attach additional sheets if necessary)
Budget (Cash Flow) Reduction										
Efficiency Savings	3A	Campus contracts	Require employees to use existing contracts for purchasing goods and services.	\$ 32,300	\$ 2,719,903	\$ 3,850,940	\$ 2,886,288	\$ 2,613,148	\$ 12,102,579	<p>In FY21, the FY20 reported savings, based on application of factors for projected impacts of COVID, were updated for FY20 & FY21 spend / savings levels on negotiated contract spend / savings; OHIO contract savings confirmed at 30%+ for FY20 by IUC-PG on those negotiated contracts and rebates</p> <p>Easement proceeds, leased space activity, and pulling OU depts out of leased locations; POM savings from leases factored into savings</p> <p>Facilities and IT operational improvement / initiative base savings</p> <p>Initiatives partnering with other entities and agencies; City of Athens roadway and public safety efforts account for largest savings; large project in FY20 was Richland Avenue pedestrian underpass</p> <p>Annual restructuring, reorganization and reduction in force savings initiated as part of annual budgeting process; the FY21 OTO savings from university-wide furlough savings plan included in the FY20 Efficiency report was zeroed out due to refunding</p> <p>Health plan initiatives and actual / estimated savings for plan changes, Rx Management plan, Dependent Audit, and savings for rejoining IUC Group Life Ins</p> <p>Energy savings due to conservation measures factoring in degree days; OTO payout and annual cost avoidance for CNE settlement</p> <p>FY20 assumed no additional savings for this RHE specific initiative; programs and faculty on regional campuses are now affiliated with Main campus colleges as part of One OHIO initiative</p> <p>The focus is on growing Inclusive Access adoption; TopHat OER contract nonrenewed following COVID interruption, but faculty opportunities still exist</p> <p>The University eliminated the Board approved 4.1% tuition increase for the Fall 2021 Guarantee cohort – savings of \$511/year for those incoming, in-state, full-time students, valued at approximately \$1.5M in direct student savings for FY21</p>
	3B	Collaborative contracts	Pursue new and/or strengthened joint purchasing agreements.	\$ 132,937	\$ 8,216,865	\$ 9,184,913	\$ 4,759,729	\$ 7,404,252	\$ 29,698,697	
	4A	Asset review	Conduct an assessment of non-core assets to determine their market value if sold, leased or otherwise repurposed - operating expenditures	\$ 50,000	\$ 349,000	\$ 348,000	\$ 345,000	\$ 464,005	\$ 1,556,005	
	4B	Operations review	Conduct an assessment of non-academic operations that might be run more efficiently by a regional cooperative, private operator or other entity.	\$ 50,700	\$ 1,191,494	\$ 1,628,845	\$ 1,724,852	\$ 1,229,100	\$ 5,824,991	
	4C	Affinity partnerships and sponsorships	Upon determining assets and operations that are to be retained, evaluate opportunities for affinity relationships and sponsorships.	\$ 274,333	\$ 340,371	\$ 23,371	\$ 2,722,324	\$ 45,659	\$ 3,406,058	
	5C	Organizational structure	Review organizational structures in line with best practices to streamline and reduce costs	\$ -	\$ 8,416,000	\$ 14,638,000	\$ 25,088,000	\$ 63,238,000	\$ 111,380,000	
	5D	Health-care costs	Contain and drive-down escalating costs of health care through economies of scale and collaboration	\$ 2,335,507	\$ 3,600,000	\$ 5,428,000	\$ 6,728,000	\$ 12,008,000	\$ 30,099,507	
	5G	Energy	Seek and refine sustainable methods to efficiently and cost-effectively procure and use energy	\$ 818,000	\$ 1,549,000	\$ 884,037	\$ 979,000	\$ 979,000	\$ 5,209,037	
	Additional	Faculty Contracts	Regional campus analyses to redeploy faculty, share course delivery, and/or change course sizes, offerings, and delivery methods	\$ 515,000	\$ 1,434,000	\$ 1,836,000	\$ 1,836,000	\$ 1,836,000	\$ 7,457,000	
	Student "Out-of-Pocket" Reduction									
6A,B,C	Textbook Affordability	Initiatives to negotiate cost, standardize materials, and develop digital capabilities to cut student materials cost	\$ 740,563	\$ 1,637,400	\$ 3,486,197	\$ 5,240,888	\$ 6,859,708	\$ 17,964,757		
Master recommendation	Direct Student Reduction	2021 academic year - elimination of planned 4.1% tuition increase	\$ -	\$ -	\$ -	\$ -	\$ 1,500,000	\$ 1,500,000		
Subtotal Efficiency Savings				\$ 4,949,340	\$ 29,454,033	\$ 41,308,303	\$ 52,310,082	\$ 98,176,873	\$ 226,198,630	
Budget Narrative/Explanation of New Resource Generation \$\$ (attach additional sheets if necessary)										
New Resource Generation	4A	Asset review	Conduct an assessment of non-core assets to determine their market value if sold, leased or otherwise repurposed - sales, OU as commercial lessor	\$ 22,271,053	\$ 1	\$ 1,543	\$ 57,185	\$ 633,554	\$ 22,963,336	<p>Non-core asset sales, RE Mgt office leasing OU owned facilities in regional, satellite and expansion locations; efforts continue - disposition of 13 add'l non-core properties approved as surplus in October 2021</p> <p>6 colleges / schools continuing to offer new online exec and grad programs, degrees, certificates and hybrid/blended programming - not believed to be cannibalizing campus offerings</p>
	6C	Online learning - increased offerings	New net revenue generation through development of eLearning/online professional, graduate, bachelor completion and certificate programs	\$ (61,902)	\$ 358,451	\$ 1,023,442	\$ 3,310,191	\$ 6,119,228	\$ 10,749,409	
	Subtotal New Resource Generation				\$ 22,209,151	\$ 358,452	\$ 1,024,985	\$ 3,367,376	\$ 6,752,782	
TOTAL OF COMBINED INSTITUTIONAL OPPORTUNITIES FOR ENHANCED STUDENT AFFORDABILITY				\$ 27,158,491	\$ 29,812,484	\$ 42,333,288	\$ 55,677,458	\$ 104,929,655	\$ 259,911,376	

SPECIFIC RE-DEPLOYMENT OF SAVINGS TO STUDENTS: Please use the area below to describe, in detail, how you plan to re-deploy the institutional resources that are saved and/or generated through the task force components outlined above to reduce costs for students.

The \$63.2M reported for FY21 Rec 5C: Organizational Structure reflects significant budget restructurings and reductions necessary in FY21 to close a budget gap caused primarily by the University's declining enrollments. These issues were being analyzed, pre-COVID, but the existing enrollment challenges and anticipated budget shortfalls were exacerbated by the COVID pandemic's further uncertainties. The FY20 report estimated FY21 5C at \$71.3M, but the one-time FY21 \$13.3M Furlough Days savings originally planned for FY21 was reduced to \$0 with the June 2021 reimbursement of withheld furlough pay to employees. Unplanned federal COVID funding received in FY21 resulted in the decision to refund employees their withheld pay.

Ohio University continues to be committed to affordable, quality education and has been successful in continuing with the investments laid out in the original 5-Year Academic Quality and Student Success Investments plan, first reflected in the 2016 Efficiency report. Considering the difficult enrollment environment and the unimagined challenges introduced with the onset of the COVID pandemic in March 2020, the original 2016 Investment plan totaling \$225.1M is estimated to have reached \$222.8M by the end of FY21.

The investment in direct student aid / scholarships is on track with the 5-Year plan; the tuition discount rate has increased from 22% to 33% since FY17. An additional \$5M in aid was introduced in the summer of 2020 as additional assistance to families struggling with the financial impacts of the pandemic. Additionally, the University eliminated the Fall 2020 cohort 4.1% tuition increase as another form of assistance and financial incentive for students considering delays or gap years; equates to \$510/savings for full-time in-state students.

The University continues to expand on the initiatives that reduce material costs directly to students - the COVID related move to remote learning opened up new interest and resulted in some immediacy to act and adopt new technologies.

University leadership continues to evaluate and prioritize investments in the areas of facilities in light of the financial challenges facing the University and the lessons learned from the successes of remote / flexible workspaces employed during the pandemic.

Review of non-core assets for divestment was prioritized in FY21 as evidenced by the 13 properties/facilities approved as surplus at the October 2021 Board meeting. Disposition of those properties will relieve the University of future upkeep and deferred maintenance issues.

	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Actual	Cummulative	Original 2016 5-Yr Invest Plan	
Total all affordability, efficiencies and net new revenue	\$ 27,158,491	\$ 29,812,484	\$ 42,333,288	\$ 55,677,458	\$ 104,929,655	\$ 259,911,376		
Student out-of-pocket / affordability reductions	\$ (740,563)	\$ (1,637,400)	\$ (3,486,197)	\$ (5,240,888)	\$ (8,359,708)	\$ (19,464,757)		Direct Student - materials costs and elimination of Fall 2020 cohort tuition increase
Remaining cashflow to apply to Investments	\$ 26,417,928	\$ 28,175,084	\$ 38,847,091	\$ 50,436,569	\$ 96,569,946	\$ 240,446,619		
OHIO 5-Year Redeployment Plan								
								Academic Quality and Student Success Investments
Data Driven Advising	\$ (352,000)	\$ (352,000)	\$ (352,000)	\$ (352,000)	\$ (352,000)	\$ (1,760,000)	\$ (1,760,000)	Data Driven Advising
Enrollment tracking efforts	\$ (100,000)	\$ (100,000)	\$ (100,000)	\$ (100,000)	\$ (100,000)	\$ (500,000)	\$ (250,000)	Enrollment tracking efforts
Faculty Compensation Initiative	\$ (4,756,795)	\$ (5,006,795)	\$ (5,006,795)	\$ (5,006,795)	\$ (5,006,795)	\$ (24,783,973)	\$ (20,000,000)	Faculty Compensation Initiative
Faculty raise pool	\$ -	\$ (2,300,000)	\$ (2,100,000)	\$ (1,400,000)	\$ -	\$ (5,800,000)	\$ (11,600,000)	Faculty raise pool
Incremental Debt Service Interest	\$ (15,299,962)	\$ (19,274,850)	\$ (19,274,850)	\$ (19,734,638)	\$ (22,968,407)	\$ (96,552,707)	\$ (100,000,000)	Incremental Debt Service Interest
Investments in Academic Programming	\$ (800,000)	\$ (5,980,000)	\$ (5,020,000)	\$ (2,100,000)	\$ (2,600,000)	\$ (16,500,000)	\$ (2,000,000)	Investments in Academic Programming
Technology improvements	\$ (364,717)	\$ (729,434)	\$ (729,434)	\$ (729,434)	\$ (729,434)	\$ (3,282,453)	\$ (2,475,000)	Technology improvements
eLearning investments - course prep, digital content, etc.	\$ (2,185,364)	\$ (2,185,364)	\$ (2,185,364)	\$ (2,185,364)	\$ (2,185,364)	\$ (10,926,820)	\$ (10,000,000)	eLearning investments - course prep, digital content, etc.
Innovation Strategy	\$ (1,500,000)	\$ (2,120,000)	\$ (1,080,000)	\$ (100,000)	\$ -	\$ (4,800,000)	\$ (20,000,000)	Innovation Strategy
Academic Quality & Student Success Investments	\$ (25,358,838)	\$ (38,048,443)	\$ (35,848,443)	\$ (31,708,230)	\$ (33,942,000)	\$ (164,905,953)	\$ (168,085,000)	Academic Quality & Student Success Investments
Scholarship Investments	\$ (9,300,000)	\$ (8,000,000)	\$ (10,000,000)	\$ (12,700,000)	\$ (17,900,000)	\$ (57,900,000)	\$ (57,000,000)	Scholarship Investments
TOTAL INVESTMENTS	\$ (34,658,838)	\$ (46,048,443)	\$ (45,848,443)	\$ (44,408,230)	\$ (51,842,000)	\$ (222,805,953)	\$ (225,085,000)	TOTAL INVESTMENTS

OHIO in the News – Efficiency stories

Operational efficiencies

Title: Furlough-reduced OU faculty and staff to be fully refunded through operational surplus

Outlet: [The Post](#)

Summary: The Post reported on OHIO faculty and staff being fully refunded for the furlough they took during the year due to COVID, noting that the refund was possible due to having an operational surplus.

Title: OU predicts closing Shively Court could save about \$1 million

Outlet: [The Post](#)

Summary: The Post reported on Shively Dining Hall closing due to enrollment, including that by closing Shively for the year, it will save the University about \$1 million.

Title: OU Housing Master Plan continues with Weld House demolition

Outlet: [The Post](#)

Summary: The Post reported on the demolition of Weld House and how it will be turned into a recreation space and save the University money in deferred maintenance costs.

Title: Several South Green residence halls demolished over the summer

Outlet: [The Post](#)

Summary: The Post reported on the demolition of several residence halls and how the demolitions of those halls come after the construction of new dorms, as well as how there will be a new chemistry building with brand new features, as well as OUPD moving up to The Ridges.

Title: Ohio University Ending Year Strong Despite Pandemic, But Big Challenges Remain

Outlet: [WOUB](#)

Summary: WOUB reported on OHIO ending the year in an operational surplus despite the pandemic.

Title: Ohio University Receives Grants for Green Roof Project

Outlet: [WOUB](#)

Summary: WOUB reported on the Green Roof Project on Schoonover's roof and how it provides a space for students to research and study plants, but also helps with climate action goals.

Title: Ohio University South Green Dorm Demolition Ahead of Schedule

Outlet: [WOUB](#)

Summary: WOUB reported on the demolition of several South Green dorms and how the demolition will save the University more than \$20 million in deferred maintenance costs.

Title: Ohio University to fully refund employees' wages lost from furlough with the help of federal stimulus

Outlet: [The Athens News](#)

Summary: The Athens News reported on OHIO employees being refunded their wages lost from furlough, including that this was possible due to an operational surplus.

OHIO in the News – Efficiency stories

Title: 13 OU properties that may be listed as surplus

Outlet: [The Athens News](#)

Summary: The Athens News reported on 13 OHIO properties that may be listed as a surplus, saying The divestments would reduce the University's footprint and deferred maintenance costs.

Title: OU to close Shively dining hall for the fall

Outlet: [The Athens News](#)

Summary: The Athens News reported on Shively Hall closing for the foreseeable future due to the enrollment forecast, noting that closing the dining hall will save in operational costs.

Title: University flexspaces ready for soft opening

Outlet: [OHIO News](#)

Summary: OHIO News published a story on the flexible workspace project that allows for OHIO employees to work from multiple different spaces around the University and reducing the University's footprint on campus.

Title: Ohio University efforts to address affordability and efficiency net \$13M in direct savings to students through measures implemented in 2018

Outlet: [OHIO News](#)

Summary: OHIO News published a story on implementing initiatives that are not only creating efficiencies internally but also creating savings for students.

Title: Ohio University exceeds state's expectations for savings in upcoming Affordability and Efficiency report

Outlet: [OHIO News](#)

Summary: OHIO News published a story on OHIO exceeding the state's expectations for savings, saying that implementing a series of cost reductions, new revenue generation, and improvements around the university will create millions in savings.

Title: OHIO employees to receive furlough rebates last week of June 2021

Outlet: [OHIO News](#)

Summary: OHIO News published a story on employees getting furlough rebates thanks to an operational surplus.

Title: OHIO's Airport Operations announces new Air Transportation Services for University travel

Outlet: [OHIO News](#)

Summary: OHIO News published a story on OHIO Airport Operations announcing their partnership with Wheels Up as the travel provider for Air Transportation Services (ATS) flights for faculty and staff traveling for University business. The story includes how Wheels Up will provide all aircraft and crew required to perform the services under this contract.

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Cutler Hall on Ohio University's campus in Athens, Ohio. (FILE)

Photo by [Kevin Pan](#) | The Post

NEWS

10/12/21, 4:08 PM

Furlough-reduced OU faculty and staff to be fully refunded through operational surplus - The Post

By **Ashley Beach**

June 11, 2021 | 7:30pm EDT

Outgoing Ohio University President Duane Nellis announced Thursday that OU would be fully refunding all employees who were furloughed as a result of financial strains arising from the COVID-19 pandemic.

In an email to university faculty and staff, Nellis referenced a previous email from March 16 stating the university-wide furlough would end ahead of schedule and that university leadership would consider refunding furlough-reduced employees should there be an operational surplus at the end of the fiscal year.

Nellis confirmed in his June 10 email the university did experience a surplus and plans to refund the entire amount of the nine-month furlough for all faculty and staff employed as of May 15. Those who are currently employed will receive the refund later this month.

“Our first priority with this operational surplus was to fully repay our employees who have remained deeply committed to our students and mission during this incredible time,”



Incoming President Hugh Sherman was involved in the decision to refund the furloughed employees. Nellis expressed his confidence in Sherman to carry out this duty after he's sworn in June 14.

The remainder of the surplus is planned to be set into reserves to be used for a budgeted deficit for the fiscal year 2022.

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Shively Dining Hall (FILE)

Photo by [Alex Driehaus](#) | The Post

NEWS

OU predicts closing Shively Court could save about \$1 million



THE
POST



Ohio University is predicting that closing Shively Court will save the university about \$1

10/13/21, 11:19 AM

OU predicts closing Shively Court could save about \$1 million - The Post

million.

The Shively Hall residence will remain open, but both Shively Court and Grab 'n' Go will be closed the next academic year, Carly Leatherwood, a university spokeswoman, said.

That leaves just The District on West Green and Nelson Court on South Green as campus dining halls.

The university evaluates the needs of each venue every semester, Leatherwood said. No other venues are planned to close at this time.

Shively Court was chosen to be closed because of how close it is to Nelson Commons and the cafe in Nelson, South Side Espresso Bar.

Nelson Court, which will now serve breakfast, has a larger seating capacity and more amenities, Leatherwood said.

All current staff members, including student employees who decided to return in the Fall Semester, will be reassigned to other Culinary Services positions.

The students who worked at Shively Court were told to look at Nelson Court and the District on West Green for other employment opportunities, according to an email from Laura Rodgers, the current Shively hiring coordinator.

The transfer process for employees is easy, Rodgers said in the email.

In the summer of 2018, Shively Court had \$1.8 million of renovations that were funded by Culinary Services, according to a [previous Post report](#). Those renovations were for a "front-of-house" refresh, Jim Sabin, university spokesperson, said.

"The fact that this dining area was just renovated at the cost of \$1.8M raises further questions about the management of university finances," Loren Lybarger, president of the OU chapter of AAUP and professor of classics, said in an email.

Lybarger said OU has been in an "unsustainable arms race" to keep enrollment up by spending money on the student experience, like residence hall and dining area renovations, while investing comparatively less in the university's actual academic mission.

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THE POST



OU Housing Master Plan continues with Weld House demolition

By [Bekah Bostick](#)

April 14, 2021 | 11:16pm EDT

Demolition of the Weld House is planned for this summer as a part of the Ohio University Housing Master Plan, which will open the area up to recreational green space and hardscapes, such as sidewalks and pathways, focused on student engagement.

Weld House was selected for demolition because of the building's deferred maintenance costs as well as its remote location in comparison to other residence halls, Adam Dannaher, director for Housing Capital and Facilities Planning, Department of Housing and Residence Life, said. Named after OU's first female faculty member Cynthia Weld, Weld House stopped housing students in 2019.

Dannaher said the plans for the green space and hardscapes have not yet been started, but student focus groups will be engaged to generate ideas for student engagement.

This project will also demolish the catwalk that connects the building to Nelson Court. Steve Wood, chief facilities officer, said at the recent Board of Trustees meeting that housing revenues will be used to fund this \$2.5 million project.

The Housing Master Plan allowed for the building of new residence halls on South Green, including Luchs, Tanaka, Carr and Sowle. Older South Green dorms were to be phased out during the 2019-2020 school year. However, some buildings were used for quarantine housing, according to a previous Post report.

Lizzy Roth, an OU alumna, lived in Martzloff House during her sophomore year, which was demolished in 2017 as part of the master plan. Lizzy Roth spoke highly of the mod-style dorms in Martzloff, which allow students to share a central living area with separate halls of students.

“I have mixed feelings about back south being demolished,” Lizzy Roth said in an email. “I had a great experience in the mod-style res hall, however I know those buildings were built in the 1970s, with the plan to only leave them up for 10 years. The walls were not stable, at all! I wish they would have rebuilt (at least some of) them in the same style, rather than adding to the suite-style dorms.”

This style of dorm helps students break out of their comfort zones and meet new people, Lizzy Roth said.

Becca Roth, a senior studying sports management, never lived in a Back South dorm like her sister Lizzy Roth did but agreed that the mod-style rooms offered different benefits than the suite-style dorms. Becca Roth said she did not have a lot of interaction with other people in her building while living in a suite-style dorm.

“Going into my second year, I was actually considering getting a single in Hoover,” Becca Roth said. “I like the atmosphere around it, and there’s also a lot of history that goes into over there, which I think is pretty cool.”

Becca Roth thinks that in the time of the COVID-19, having mod-style housing is not ideal for minimizing interactions between students. However, Becca said she would like to see it brought back in the coming years.

“There is a lot of history behind them, but I think there’s just a lot of structural issues,” Becca Roth said. “It probably is a good idea to tear them down and use it for green space. A lot of OU alum have awesome memories of over there and I think that it’ll be kind of a bittersweet moment.”

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THE POST



Several South Green residence halls demolished over the summer

By [Nolan Simmons](#)

August 29, 2019 | 10:15pm EDT

Several residence halls on South Green were demolished over the summer, and progress was made for the construction of the new Clippinger chemistry and Heritage College of Osteopathic Medicine buildings.

Smith House, Atkinson House and Armbruster House were demolished over the summer break, marking the latest round of demolitions in recent years set out in the same master plan for housing renewal.

The \$2.1 million demolition was part of the first phase of the master plan that included construction of the new South Green buildings — Tanaka, Sowle, Luchs and Carr — which replaced the bed spaces that disappeared with the demolition.

Construction of the new Clippinger chemistry building continued over the summer. Construction is expected to be completed by next June, Steve Wood, chief facilities management officer, said in an email. The new building is estimated to cost about \$42.6 million and will feature new research and instructional labs, as well as offices for faculty and graduate students.

The university began construction on the new HCOM building on Union Street in May, which is estimated to cost about \$65 million. The foundation is currently being laid and the building is expected to be finished by next November.

The renovation of Buildings 13, 14 and 18 at The Ridges also carried on over the summer, which included improvements made to the building's mechanical, electrical and technology systems. The interiors of the buildings were also renovated to prepare them for new occupants, including the Ohio University Police Department.

Other projects completed over the summer include masonry repairs done at James Hall, heating and cooling upgrades done in Sargent Hall, infrastructure improvements at Bromley Hall and renovations made to the lobby in Ryors Hall.

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Ohio University Ending Year Strong Despite Pandemic, But Big Challenges Remain

By: [David Forster](#)

Posted on: [Friday, June 18, 2021](#)

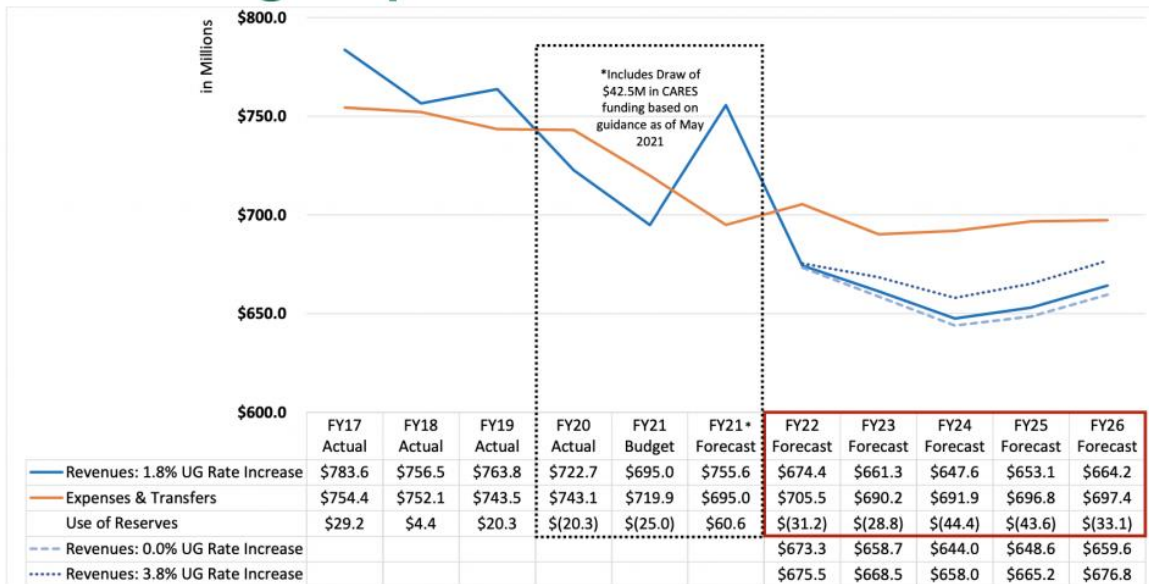
ATHENS, Ohio (WOUB) — Ohio University expected the pandemic to deliver a serious blow to its already fragile financial situation and leave it millions of dollars in the hole.

Instead, just the opposite happened. The university's board of trustees was informed at its meeting Friday that the institution expects to end its 2021 fiscal year June 30 with a hefty surplus.

This financial boost, it turns out, is a direct result of the pandemic. And it will be short-lived. University leaders forecast a return next year to the chronic budget deficits brought about by a significant decline in enrollment over the past several years.

Deb Shaffer, the university's senior vice president for finance and administration, told the board the goal was to "celebrate how we are coming out of this pandemic" but also to "make sure we are really focused on where we are headed."

FY22 Budget Update: FY21 – FY 26 Forecast



Dealing with COVID-19 was costly. Since the start of the pandemic in March 2020, the university has lost nearly \$84 million in revenue and had to cover nearly \$47 million in additional expenses.

That could have been devastating. Instead, a big chunk of the lost revenue and extra expenses were offset by over \$79 million in federal pandemic relief aid the university has either already received or expects to receive.

The university also received nearly \$18 million more in state funding than it was expecting.

It also saved tens of millions of dollars in operating expenses because it was shut down for months, and even after the campus reopened many classes remained online and many employees still worked from home.

For example, the university spent nearly \$52 million less than budgeted on things like travel expenses, office supplies and equipment. It also opted not to fill many vacant positions, saving more than \$27 million in wages and benefits.

The net result is a projected \$60.6 million surplus to end the fiscal year. About \$10 million of this will be used to refund the wages university employees lost because of mandatory furloughs imposed at the start of the fiscal year.

The surplus is a nice end to an otherwise lousy year. But as things return to normal next year, and the one-time boost from stimulus funds and expense savings recede, the university is again forecasting year after year of deficits unless something is done to bring revenue and expenses into alignment.

Revenue: Budget Planning Assumptions

Athens Main Undergraduate

Athens - Undergraduate Resident/Non-Resident Headcount (Fall; excluding eCampus)						FY22	FY23	FY24	FY25	FY26
	FY17	FY18	FY19	FY20	FY21	Forecast	Forecast	Forecast	Forecast	Forecast
Incoming Guarantee Cohort	Actual	Actual	Actual	Actual	Actual	Forecast	Forecast	Forecast	Forecast	Forecast
Freshman: Resident	3,774	3,530	3,427	3,199	2,682	2,942	2,921	2,917	2,994	3,073
Freshman: Non-resident	535	515	553	472	444	586	616	651	691	731
Freshman Cohort	4,309	4,045	3,980	3,671	3,126	3,528	3,537	3,568	3,685	3,804
Transfer: Resident	479	394	388	286	288	265	280	300	325	350
Transfer: Non-resident	66	67	57	60	37	35	45	50	50	50
Transfer Cohort	545	461	445	346	325	300	325	350	375	400
Total Incoming Cohort	5,399	4,967	3,980	3,671	3,126	3,528	3,537	3,568	3,685	3,804
Guarantee Cohort Assumptions	Actual	Actual	Actual	Actual	Actual	Forecast	Forecast	Forecast	Forecast	Forecast
Rate Increase: Tuition	1.7%	1.3%	1.3%	3.5%	0.0%	1.8%	2.0%	2.0%	2.0%	2.0%
Rate Increase: Room*	3.5%	3.5%	3.5%	3.5%	0.0%	3.5%	3.5%	3.5%	3.5%	3.5%
Rate Increase: Board*	2.0%	2.0%	2.0%	2.0%	0.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Athens UG Fall Headcount (Duplicated)	Actual	Actual	Actual	Actual	Actual	Forecast**	Forecast**	Forecast**	Forecast**	Forecast**
Resident	15,634	15,532	14,995	14,156	13,169	12,406	11,990	11,721	11,968	12,234
Non-resident	2,575	2,393	2,317	2,116	1,972	2,048	2,134	2,283	2,499	2,665
Total	18,209	17,925	17,312	16,272	15,141	14,454	14,125	14,004	14,467	14,899

*Room and Board Rate Increases for Fall 2021 are variable by room type with the net revenue increase reflected in the table above.
**Retention & Persistence assumption for returning cohorts projected by the Office of Institutional Effectiveness & Analytics, with future cohort persistence based on the 3-year average.

The projected budget deficit for the 2022 fiscal year, which starts July 1, is \$31.2 million. It's \$28.8 million for fiscal year 2023, \$44.4 million for fiscal year 2024, \$43.6 million for fiscal year 2025 and \$33.1 million for fiscal year 2026.

Most of the university's revenue comes from tuition and room and board, which means it's tied directly to enrollment. Enrollment has been declining for several years, which university leaders attribute to increasingly stiff competition for students from other universities in and outside of Ohio.

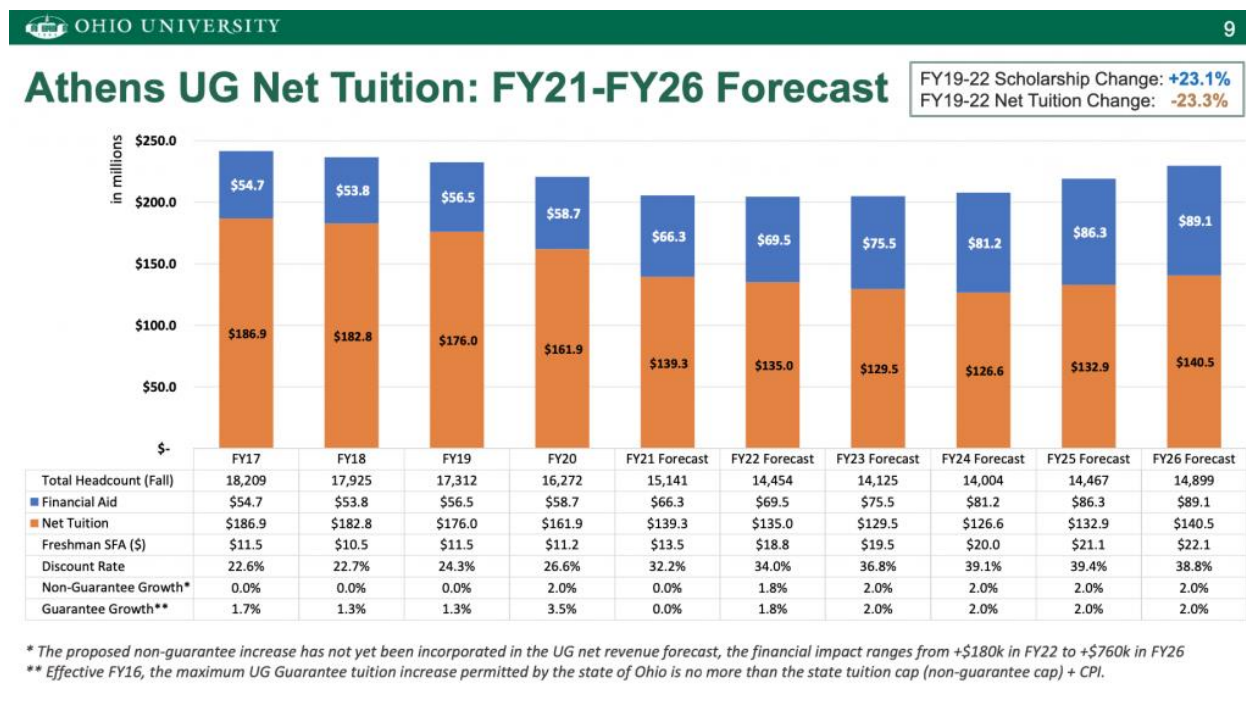
Freshman enrollment is up for the coming fall semester following a big pandemic-related drop last year. But it's still well below pre-pandemic levels and it's not expected to grow much over the next several years.

The university projects an incoming freshman class of 3,528. The projection four years from now, in fall 2025, is 3,804, which is almost back to where enrollment was a few years ago but still well below the peak years.

Much of this projected enrollment growth is expected to come from students outside of Ohio, which provides a bigger boost to the bottom line since they pay more in tuition. The university has recruiters stationed in different parts of the country and overseas to more aggressively target nonresident students.

Trustee Steve Casciani asked how much confidence university leaders have in their enrollment projections, noting that predictions in past years proved too optimistic and got the university into trouble.

Candace Boeninger, the university’s vice president for enrollment management, acknowledged that it’s not an exact science. “Our destiny is dependent on 17 and 18 year olds and the decisions made by them and their parents,” she said. The university is using much more sophisticated modeling than in previous years to make its predictions, she said.



But the projected enrollment gains are offset in part by the fact that the university is spending a lot more in financial aid to get students here. The financial aid offered by colleges and universities is really just a discount off the tuition price, so the more that is offered in financial aid, the less the net tuition revenue.

When total undergraduate enrollment peaked at 18,209 in 2017, the university offered \$54.7 million in financial aid. It plans to offer \$69.5 million in financial aid this coming year and expects 14,454 undergraduates. The projections in fiscal year 2026 are \$89.1 million in aid and 14,899 undergraduates.

To put this another way, the university is spending a lot more on financial aid on a lot fewer students. But so are universities around the state and the nation as the competition for students intensifies.

The university plans to raise tuition every year for at least the next several years to boost net tuition revenue. But there are limits on how much it can charge.

The state imposes a cap on tuition increases. And Ohio University already has the second-highest tuition in the state among public universities. So, there are limits on how much it can raise tuition and remain competitive.

The five-year plan is for a 1.8 percent increase this coming year followed by 2 percent increases each year after.

The university's budget for the next fiscal year is not yet finalized. That usually happens at the June board meeting, but this year the university is holding off until August in part because of pandemic-related delays and also to wait for the state to adopt its own budget, which will impact some of the university's decisions.



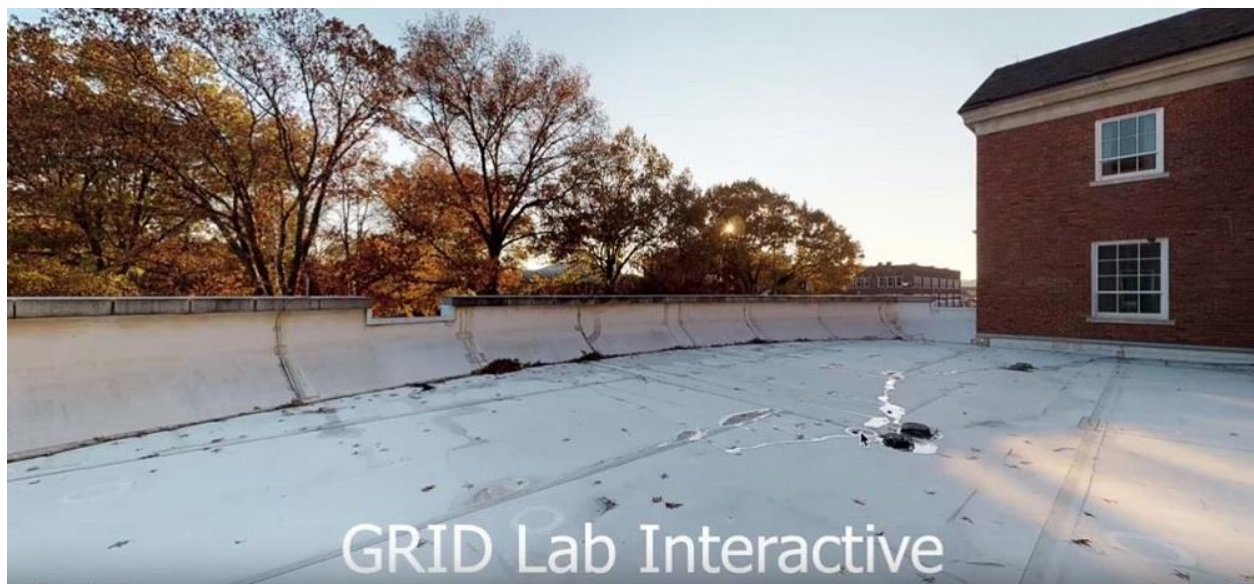
Ohio University Receives Grants for Green Roof Project

By: [Elise Hammond](#) | [Taylor Bruck](#)

Posted on: [Sunday, March 1, 2020](#)

[<< Back To](#)

ATHENS (WOUB) – Right now the roof connected to the third floor of Schoonover Center at Ohio University is empty. Small pieces of equipment sit out in the sun. The white cover is so glaring in the sun that professors have to shut their blinds – but not for long. By April, the roof will be covered in plants such as purple cone flowers, sunflowers, goldenrods, purple prairie clovers and milkweed.



“Green roofs in general are vegetated rooftops and they offer lots of benefits for communities. We put plants on top of a roof that has been designed to hold plants and make sure the building is still protected,” said Kim Thompson who is an environmental and plant biology professor in Ohio University’s College of Arts and Sciences.

Thompson spearheaded the green roof project. She received a \$10,000 grant from PepsiCo and \$256,000 from the Ohio University Academic Innovation Accelerator to fund the construction and buy research equipment. Maintaining the rooftop and facilitating programming will be funded by private donations.

A Proposed Solution to a Growing Problem

According to [NASA](#), 97% of climate scientists agree that global warming trends are caused by human activity. The Earth's temperature has increased by 1.9 degrees Fahrenheit since 1800. That may not sound like much, this warming has caused the amount of arctic ice to decrease by 12.8% each decade.

The green roof is part of Ohio University's effort to combat the effects of climate change and reach a goal of being carbon neutral by 2050. The goal is part of the university's [Climate Action Plan](#) and [Sustainability Plan](#) that was created when former President Roderick McDavis signed the [American College and University Presidents Climate Commitment](#) in 2007.

When it was originally signed, the goal of carbon neutrality was set at 2075. Recently, the Office of Sustainability received pre-approval from the Board of Trustees and current University President Duane Nellis to move the date up to 2050. With that, they will also be updating the Climate Action Plan and Sustainability Plan by combining them and revising the goals and benchmark phases.

The current Climate Action Plan, that was written in 2012, breaks down initiatives into four phases. These phase include smaller, benchmark goals such as reducing building energy, reducing greenhouse gas emissions and increasing renewable energy generation.

Sam Crowl, the associate director of sustainability at Ohio University, said he thinks accomplishing carbon neutrality by 2050 is attainable, but the university needs to start actively planning in order to reach this goal.

"We've reduced our greenhouse gas emissions by between 35% and 50% since 2012 when we first started the Climate Action Plan, so we've made some great progress. But we have more to go and if we target 2050 I think they'll be more urgency and we'll definitely get there," Crowl said.

But these systematic, institution-wide changes that are needed to accomplish carbon neutrality come with a price. Crowl said there is not necessarily a set dollar amount of what it would take to implement the new plan, but he thinks much of it is about making behavior changes.

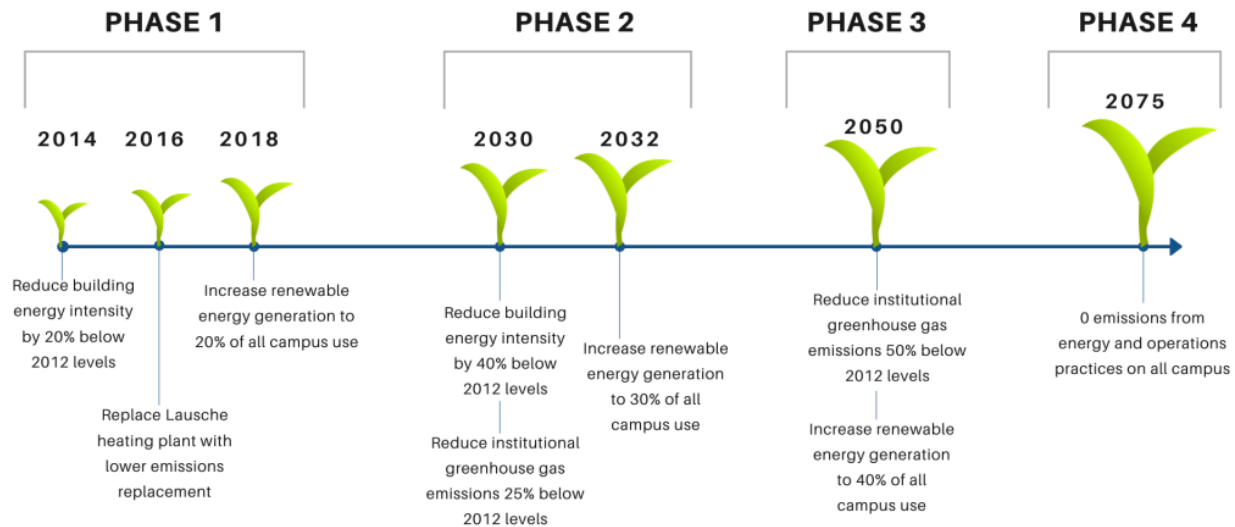
He said so far the Office of Sustainability has tried to target low-cost solutions to the problems, starting with incorporating green initiatives into faculty and staff job descriptions.

"If everybody at the university is thinking about sustainability, simple things like printing on two sides of a piece of paper rather than just one," he said. "If we all make those small behavior changes then we can have a larger impact."

Ohio University has made big changes in the past that have required a large upfront cost to lower emissions.

2012 CLIMATE ACTION PLAN GOALS

Ohio University



“For example we used to burn coal on campus to create heat, to create steam for our heating system and we switched that to natural gas,” Crowl said. “The reduction in the greenhouse gas emissions from moving from coal to natural gas is significant.”

To continue to build on past success, Crowl said moving the deadline up to 2050 felt like a natural move for Ohio University.

“We’re the first university in the state of Ohio to have an Office of Sustainability. We have a Sustainability Plan, we currently have a Climate Action Plan and not all institutions in Ohio have those,” he said. “So a lot of those institutions look to Ohio University for leadership and I’m very proud of that.”

Educating About Sustainability

Crowl said the green roof on Schoonover Center was an ideal combination of education and sustainability. Ohio University already has small green roofs on the Patton College of Education, McCracken Hall and other areas around campus that are located above steam tunnels. But the green roof on Schoonover will allow for more engagement and research.

“What’s great is it’s not just going to be a green roof that you look at, but it’s going to be [for] research, it’s going to be a lab,” Crowl said. “So students are going to be able to be out there learning why green roofs are sustainable.”

Dr. Thompson said she hopes that the [Schoonover green roof](#) demonstrates the variety of benefits alternative infrastructure can have. She said she wants Ohio University to see how valuable it is, and hopes similar initiatives continue to expand across campus as part of the new sustainability plans.

Some other [benefits of green roofs](#) include reducing and cleaning stormwater runoff which can help with flash flooding and keeping buildings cooler in the summer and warmer in the winter which reduces energy usage. Green roofs also double the lifespan of the rooftop by protecting it from UV radiation.

“You need fewer materials to build a new roof,” Dr. Thompson said. “It saves money in the long run because you don’t have to replace the roof as frequently.”

Dr. Thompson is also using the green roof project to engage the community. Several school districts will receive models of small green roofs to be used in classrooms. Students will be able to use the prototypes to do experiments and collect data while learning about sustainability efforts. Dr. Thompson said she will use some of the grant money to provide models to 15 districts, including schools in Athens, Vinton, Meigs, Hocking and Jackson.

“The engineers have been working for the entire year, two semesters, on these prototypes and they are thinking about how can we make this safe for children, how we can make it mobile so that teachers can move it around in their classroom,” Dr. Thompson said.

John Corcella is an engineering student at Ohio University who has been working on designing and building these prototypes with his roommate Johnny Murray. They are part of a student group called the Renaissance Engineers who have been collaborating with Dr. Thompson on outreach and education.

“One’s a mini green roof and one’s a normal green roof and then we just pour water on top of it and the kids can see how the water interacts with the roof and the green roof – so it’s something they can visualize,” Corcella said.

Both Dr. Thompson and Corcella agree that while it is important for Ohio University to combat climate change now, it is also important to educate younger kids on the importance of sustainability.

“I think exposing people when they’re young is a big thing because a lot of people are just now hearing about this at 23, 24 but if you hear about it when you’re 8 or 9 then it’s gonna stick with you more,” Corcella said.

Building Better Buildings

Besides the green roof and exploration of sustainable infrastructure, Sam Crowl said another part of the Climate Action Plan is to reduce building energy usage. He said this means making new construction projects more sustainable and renovating old buildings to ensure they are energy efficient.

Crowl said Ohio University has been using the [Leadership and Energy in Environmental Design](#), or LEED, building rating system to evaluate new construction projects for about 6 or 7 years. In order for buildings to become LEED certified, they earn points for sustainability initiatives such as building materials and indoor air quality. The more points a project has, the higher LEED certification it receives. Right now, there are 13 buildings on campus that are certified including the new residence halls on South Green, the Sook Academic Center and the Clippinger Lab project that is currently being built.

“So you basically pay the contractor, the architect to build according to the LEED standards so that will ensure that you’re energy efficient, that you’re saving water, that you’re considering the land around you,” Crowl said.

He said paying contractors to follow the LEED system does cost more money at the beginning of a project, but the idea is that there will be return on the investment through reduced energy and water usage.

“I don’t have an exact dollar amount, but well, you know, if you have a \$30 million project it might be \$50 to 60 thousand that you’re paying so it’s small compared to the overall project,” he said. “But when you get down to the budget for an individual building sometimes those things add up quickly.”

But while renovating and building more sustainable infrastructure is expensive and time consuming, there are also other smaller things Crowl said everyone can do to help reach the goal of being carbon neutral.

“I would love to see everybody riding bicycles,” Crowl said. “It’s behavior change again, reduce our individual carbon footprint and have a real impact so that’s one thing that I’m excited about.”



Ohio University South Green Dorm Demolition Ahead of Schedule

By: [Joseph Hennessy](#)

Posted on: [Wednesday, June 26, 2019](#)

[< < Back To ?S=%22demolition%22](#)

ATHENS — Ohio University officials say the demolition of three dormitories will save the school more than \$20 million is ahead of schedule.

“That is money we would have had to spend on the dorms to replace the equipment, to renew the life cycle for the buildings, said Steve Wood, chief facilities officer and senior associate vice president for Facilities Management. “Demolition is a much more cost effective option.”

Officials say the demolition of Armbruster, Atkinson and Smith houses will cost \$2.1 million but will save the institution \$23 million from deferred maintenance costs.

The three dorms were built in the 1970’s. An open green space used for recreational and intramural activities will replace the dorms.

Wood said all the brick and metal material will be sent to a landfill and recycled with the university getting some money from those recycled materials. Those funds will be used to pay for some of the development of the large green area, like putting down topsoil and planting grass.

The demolition of these dorms were planned before the Ohio University Comprehensive Master Plan of 2016 process began. The buildings were deemed inadequate to meet the needs of the university and the “mod-style” residence halls presented challenges with aging infrastructure and high deferred maintenance costs.

Wood said that there are no plans to demolish any other dormitories at this time and that the demolition so far has gone ahead of schedule.

https://www.athensnews.com/news/campus/ohio-university-to-fully-refund-employees-wages-lost-from-furlough-with-the-help-of-federal/article_18fee76f-6e73-550d-ab37-3bb7778e9488.html

Ohio University to fully refund employees' wages lost from furlough with the help of federal stimulus

By Ben Peters Athens NEWS Associate Editor
Jun 11, 2021



Cutler Hall. File art.

By Sydney Dawes Athens NEWS Editor

By Ben Peters



Athens NEWS Associate Editor

Ohio University President Duane Nellis announced Thursday that the institution would refund employees wages they lost while furloughed this past year amid budgetary constraints, the severity of which was heightened by the pandemic.

The vast majority of university employees had their salaries reduced for the duration of the nine-month furlough that ended in March. The severity of furlough was contingent on an employee's salary, with most losing between 3.8 to 6.9 percent of their annual wages that will be recouped.

Employees can expect to receive their wage repayments later this month, according to a message Nellis shared with faculty and staff.

Employees with an annual salary less than \$38,000 or at the minimum of their pay grade were exempt from salary reductions.

Also exempt from furlough were student employees, graduate teaching and research assistants and associates, postdoctoral scholars who serve under the conditions of postdoctoral service, anyone on an H-1B visa, and employees covered by a collective bargaining agreement, university spokesperson Carly Leatherwood said.

Nellis said in the letter that federal stimulus funding shifted the university's financial fortunes, allotting it an operational surplus to provide the repayments. The remainder of the surplus will be placed in reserves to help offset a budget deficit in the upcoming fiscal year and to fund "innovations" that Nellis said will help restore financial stability to the institution. The letter mentioned no specifics.

"This year has been difficult for all of us, and I'm thrilled to share this good news in one of my final messages to you as your President," Nellis, who will relinquish power to incoming President Hugh Sherman on Monday, said. His final day in office is June

10/13/21, 10:53 AM

Ohio University to fully refund employees' wages lost from furlough with the help of federal stimulus | Campus News | athensne...

30.

Sherman, according to Nellis, was “closely involved” in the decision to refund wages lost due to furlough. In the letter, Nellis praised Sherman and reiterated the confidence he has in the incoming president’s ability to right the ship.

Ben Peters



https://www.athensnews.com/13-ou-properties-that-may-be-listed-as-surplus/article_bea9171a-e8e5-5196-8182-c8173daa2da9.html

13 OU properties that may be listed as surplus

Oct 1, 2021

All figures for square footage, cost savings and appraised value come from the agenda for the October 2021 Board of Trustees meeting.

Building histories from Ohio University website.

Main Campus

The divestment of four properties in Uptown Athens could generate approximately \$7.15 million in one-time revenues. The divestments would reduce the University's footprint by a total of 132,042 square feet, reduce deferred maintenance by approximately \$7.1 million, and reduce annual operating costs by approximately \$453,000.

Haning Hall

This three-story building, located at 35 W. Union St., was constructed in 1906 as the Athens Post Office, according to the university's website. The building is appraised at \$820,000.



Ohio University acquired it in 1964, remodeling it in 1965 to provide office space. It has since been home to a variety of academic and administrative departments, and was the original site of the university's computer center.

Haning Hall currently houses the Office of Instructional Innovation and Center for Teaching & Learning, including the following programs: Print-Based Education, Summer Sessions, OHIO Online, and Regional Higher Education.

Lasher Hall

Lasher Hall, 43 W. Union St., was built in 1925 for the Athens Messenger, according to the university's website. It is currently an administrative building. It is appraised at \$400,000.

Ohio University purchased the building in 1972 and it became the home for the School of Journalism. After the School of Journalism moved to Scripps Hall in 1984, renovations were made to Lasher Hall, and in 1988 the School of Interpersonal Communication (since renamed the "School of Communication Studies") moved in.

Crewson House

Crewson House, 115 S. Court St., houses the offices of University Equity and Civil Rights Compliance, including the Ombudsperson. It is appraised at \$304,270.

Built in 1920, Crewson House was formerly known as the Chubb House (having been the Chubb Family Home), according to the university's website. It has been occupied by Honors Tutorial College and by a fraternity. Ohio University acquired the house in the 1980's, and after renovations renamed it the Crewson House.

31 S. Court Street, Athens

31 S. Court St. Apartments are owned and operated by Ohio University's Department of Housing and Residence Life, according to the university's website. It is valued at \$4.8 million.

The Woolworth store that occupied the site for many years closed in 1994. The building remained vacant for several years before apartments were created on the upper floors. Ohio University leased the still-vacant storefront area in 2012 and purchased the property five years later for over \$8 million. The site housed the Ohio University Women's Center until the new Baker Center opened.

Central Classroom Building



The Central Classroom Building, 67 W. Union St., houses the Preventative Maintenance Shop, Air Conditioning and Refrigeration Shop, Scripps Survey Research Center, and general classrooms. It is appraised at \$835,000.

The Central Classroom Building was built in 1941 and was previously known as the Industrial Technology Building.

Portions of The Ridges

The Ridges property — to be divested is valued at \$20,986,640.

According to the board agenda, Ohio University is conducting a feasibility study for the site's development, in partnership with a private developer and a regional council of governments. The study would include a financial plan that incorporates all tax credits and government funding available. That study — expected to be completed early next year — focuses on buildings 2, 3 and 4; other buildings and land "designated for external development" could be added.

If the property does not sell, the university will cease maintenance and "allow the buildings to return to nature in a safe and responsible manner," according to presentation slides included in the agenda.

Portions of the Hebbardsville farm

The property consists of 444.61 acres, including tillable crop land, pastureland, forest, farm buildings and the Large Animal Comparative Biomechanics Research Facility, split over nine parcels, according to the Board agenda. It is valued at \$1.78 million.

The property includes two historic barns, a residence, as well as several auxiliary buildings that were used when the property was used as a prison farm. The property is currently vacant.

The university hopes to find a "strategic partner" to rent or buy the property. If the property is to be sold, university officials would work with the Ohio Department of Administrative Services to develop a sale agreement.

Regional Campuses

Eastern Campus: Dysart Woods



Dysart Woods— a 50-acre tract of old-growth oak forest in Belmont County — is the largest known remnant of the original forest of southeastern Ohio. It was appraised at \$463,460.

The Dysart Woods Laboratory is located on the 455-acre Dysart Farm. Ohio University has kept the woods intact; cutting trees is not permitted and fallen logs remain to decompose.

The site had been maintained by the tenant of the residence, but that person moved out in June 2021. The site is now without maintenance or security. Attracting a new caretaker tenant has been difficult because the residence needs \$810,000 in repairs.

A potential solution is to sell part or all of the property to a non-university entity or return the property to a nature conservancy, according to the agenda. If sold to a non-university entity, deed restrictions would remain in place requiring the property to be protected as a preserve.

Incidentally, the trustees also will accept a gift of 289 acres of land east of Athens just off U.S. Rt. 50. The Baker Conservancy, located at the corner of U.S. 50 and State Route 690, is currently administered by The Athens Conservancy. The land is a gift from Anne and Elizabeth Baker, daughters of President Emeritus John C. Baker. A memo about the gift, included in the trustees' agenda, states that several academic departments would be interested in using the property for educational purposes — which would render the land untaxable, saving OU \$7,663 in property taxes.

Chillicothe Campus: Black Farm Horse Park

The Black Farm Horse Park, also known as the Charles and Daisy Black Equestrian Center, is owned by Ohio University. It is valued at \$560,260.

Black Farm Horse Park was conveyed to Ohio University in 2002 by Charles Black with a life estate reserved and the University took control of the property in 2015, according to the Board agenda.

Ohio University has never used the property for academic programming or for strategic purposes, according to the Board agenda.. Previously the horse park and residence were used by Ross County's Pioneer Center for therapeutic riding, but this relationship terminated in 2020 after the Pioneer Center was not willing to cover the costs of maintaining the horse park.

Southern Campus: Ohio Horse Park



The Ohio Horse Park is part of the Ohio University Southern Campus' equine training program, which stopped offering in-person classes in 2019 due rising costs and fewer students. The park has been unused since June 30, 2020.

It is valued at \$465,830. Several entities have expressed interest in both the horse park, as well as the land to the east and west of the horse park, the agenda stated.

Southern Campus: Campus and Community Center

While the Campus and Community Center in Ironton is considered part of the Southern Campus, it is not physically located on the actual Southern campus and is neither currently used or planned to be used for academic or strategic purposes.

It was appraised at \$114,810.

According to the agenda, a "quasi-governmental entity" has approached the university about buying the building to use as a day care.

Lancaster Campus: Four acres

The Lancaster City School District has contacted the university regarding the potential sale of approximately four acres of land on the Ohio University Lancaster campus that is adjacent to land owned by the school district, according to the Board agenda. It is appraised at \$40,000.

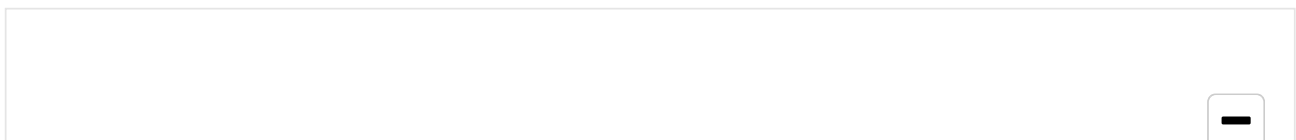
The school district would use the land for a parking lot that would serve its new high school buildings on the adjacent land, the agenda states. The land is separated from the Ohio University's campus buildings by a swale and there are no current or future academic or strategic plans for development of this land.

Lancaster Campus: Pickerington Center

Located at 12933 Stonecreek Drive NW, the Pickerington Center consists of two buildings, each approximately 15,000 square feet. The agenda states that OU is not using the property for academic purposes and "does not require such a large space in Pickerington."

The two buildings are valued at \$2.17 million.

MORE INFORMATION



10/13/21, 11:03 AM

13 OU properties that may be listed as surplus | | athensnews.com



OU trustees to discuss sale of "surplus" properties



https://www.athensnews.com/news/campus/ou-to-close-shively-dining-hall-for-the-fall/article_34a892a2-84be-11ea-a155-0b7b05242523.html

FEATURED

Due to declining enrollment...

OU to close Shively dining hall for the fall

By Conor Morris

Apr 22, 2020



Shively Hall on OU's East Green. Photo by Conor Morris.

Ohio University confirmed Monday that it's closing Shively Hall's dining facilities, though that's not because of the coronavirus pandemic.



10/13/21, 11:09 AM

OU to close Shively dining hall for the fall | Campus News | athensnews.com

OU spokesperson Carly Leatherwood said Monday that due to the fall 2020-2021 enrollment forecast, OU made the decision earlier this year to close Shively's dining hall (but not the residential portion of that hall on the East Green).

"However, the university will continue to reassess need moving forward," Leatherwood said of the dining facility.

Leatherwood said in a follow-up email that "this is not a permanent decision," noting that the university's dining-hall needs are re-evaluated on a semester-to-semester basis.

She added that the decision was made to take Shively and its Grab n' Go dining facilities "off-line" in part because of its close proximity to Nelson Commons on South Green, and said that decision will save the university \$1 million.

This comes as OU in the summer of 2018 completed a \$1.8 million renovation of Shively Hall's dining facilities to improve the "aesthetics and functionality" of that space, *The NEWS* has previously reported, along with another renovation of that dining area in fall 2009. *The NEWS* reported in 2008 that the OU Board of Trustees had approved more than \$13 million for renovations of Shively Hall's residential and dining areas (it's not clear how much was spent on the dining hall portion).

"We had no way to forecast the decline in enrollment that is projected for the fall 2020 when we made investments in Shively Court and Grab n' Go," Leatherwood added.

Leatherwood said that all current staff at Shively Hall, including student workers who "choose to return in the fall" will be reassigned to other culinary venues.

Shively Hall was built in 1956.

In the 1970s, due to a severe enrollment drop (down to near 13,000 students on the Athens campus), Shively also was closed for several years, which included both its dining and residential uses.



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University flexspaces ready for soft opening



University flexspaces ready for soft opening



An example of an open space work station.

Ohio University's [Flexible Workplace Project](#) is creating a new model of the workplace that will redefine where and when OHIO employees work.

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University flexspaces ready for soft opening



collaboration rooms are also available for use.

Once finalized, all workstations will have updated technology, including double or wide-screen monitors in individual workstations, and webcams and microphones in collaboration spaces to enable hybrid meetings. Additionally, University flexspace locations include amenity facilities such as restrooms, kitchenettes, lactation rooms, printers and office supplies.



An example of an informal lounge space.

University flexspace includes two types of occupiable space: informal lounge and meeting spaces that are conducive for drop-in occupancy, and reservable offices for dedicated space that can be booked in advance.

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University flexspaces ready for soft opening



flexspaces directly through Outlook or using a web application. The tool allows recurrent bookings and integrates with Microsoft Teams to support hybrid meetings. It is expected to be available later this fall. During the soft opening phase, OHIO employees can [reserve flexspace collaboration rooms within Outlook](#).



An example of a medium collaboration space that is available with Teams access.

The Office of Design and Construction, in tandem with the Flexible Workplace Project teams, are continuing to equip flexspace at the Ridges in preparation for the grand opening. Upcoming enhancements include adding wayfinding signage throughout the spaces, installing sound-proofing panels to help with the acoustics and additional privacy, and setting

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University flexspaces ready for soft opening



University recommendations and operational guidelines that will enable units to embrace flexible work environments will be published on the [Flexible Workplace Project website](#) in October. Additionally, the project teams are finalizing the Flexible Workplace Essentials documentation that will be made available for unit leaders who are excited to begin their journey in utilizing a new model for the workplace.

For further information, stay tuned for future OEN installments featuring early adopters of University flexspace.

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University flexspaces ready for soft opening



An example of a large collaboration space.

Tags: [Office of Information Technology](#) | [OHIO Employee News](#) | [president](#)

OHIO UNIVERSITY Ohio University efforts to address affordability and efficiency net \$13M in direct savings to students through measures implemented in 2018

At Ohio University, we believe every student deserves an education that helps them unlock their limitless potential. That's why we have made a commitment to access and affordability as part of our promise for a high-quality education.

In addition to developing unique, institutional affordability initiatives, the University has partnered with key national and state college affordability efforts. These efforts are not only creating efficiencies internally, they are also creating savings for our students and their families.

Access and Affordability

The OHIO Guarantee was implemented on the University's Athens campus in 2015 in an effort to afford students and their families a set of comprehensive rates for the pursuit of an undergraduate degree at Ohio University. In 2018, the Ohio University Board of Trustees approved a measure that extended the OHIO Guarantee to Ohio University's five regional campuses in order to to equalize tuition rates across the regional campuses and maintain the value of scholarships.

"We are so proud of our innovative OHIO Guarantee program, which allows students on all of our campuses to lock in their tuition rate for four years and makes budgeting for college much easier for our students and their parents," said President M. Duane Nellis. "This program is demonstrative of our longstanding commitment to academic excellence, affordability and accessibility."

The University also recently increased student access to high-quality academic resources across its campuses to increase the number of students taught by core faculty. This achieved a savings of \$7.4 million over a five-year period.

In October 2018, the Ohio University Board of Trustees approved a resolution to make access to scholarship dollars through the [OHIO Match](#) program more accessible by opening up match dollars to a first-come, first-served basis. Additionally, the University can now to utilize unmatched scholarship dollars to support other eligible Ohio University students when applicable.

Textbook Savings

Ohio has also made an investment in increased online course offerings up to provide flexibility for students to make progress on their degrees. In fiscal year 2018, the University implemented seven new online course offerings for a total of 22 graduate, new online offerings for a total of 22 graduate, professional, bachelor's completion, and certificate programs across six colleges.

"An impressive number of our faculty have readily embraced open education resources, which is demonstrative of their commitment to student access and success," said Brad Cohen, senior vice provost for instructional innovation. "Without sacrificing standards or quality, our faculty have saved students roughly a million dollars through this effort alone, and this is just one of several strategies we are pursuing for easing the financial burden on our students."

Operational Efficiencies

The University has collaborated with Ohio's public universities across the state to maximize our collective buying power on contracts, which has enabled OHIO to save \$16.5M in just two years.

OHIO also implemented recommendations from the Benefits Advisory Committee, which successfully reduced University costs by \$463,000 in fiscal year 2018 through the completion of a dependent audit.

"These examples are among many initiatives Ohio University has employed recently to advance access to a high-quality education for our students and their families," said President Nellis.

OHIO UNIVERSITY Ohio University exceeds state's expectations for savings in upcoming Affordability and Efficiency report

Ohio University has implemented a series of cost reductions, new revenue generation, and policy and process improvements that will create an estimated \$220 million in savings or avoided costs, reductions in expense, and growth in revenues over a five-year period that started in Fiscal Year 2017, according to estimates being prepared for submission to the Ohio Department of Higher Education.

Each public university in Ohio is required to annually report its affordability and efficiency efforts and projections to the Ohio Department of Higher Education, which in turn is required to create a statewide report by Dec. 31 each year. The report is based on the recommendation of former Gov. John Kasich's Task Force on Affordability and Efficiency in Higher Education.

The largest projected savings are from the multi-year benefit of: organizational restructuring (\$75.8 million), innovative and collaborative procurement activities (\$49 million), management of health care costs (\$25.9 million), and the review of University assets (\$24 million).

"Ohio University has worked hard to tighten its belt by reducing expenses where possible, reviewing our assets, and making strategic investments that combine to improve the University's financial picture," Senior Vice President for Finance and Administration Deb Shaffer said. "While the formal review was mandated by the state, most of these initiatives were already underway within the University."

To achieve the savings, cost reductions and new revenue, Ohio University engaged in a number of activities, including:

- OHIO collaborated with the Inter-University Council of Ohio and the rest of the state's public universities to establish preferred vendor contracts to secure volume-purchase

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Ohio University exceeds state's expectations for savings in upcoming Affordability and Efficiency report

savings statewide. Ohio University was recently the lead institution on a travel RFP as part of this initiative.

- OHIO assessed organizational structures to gain efficiencies and reduce costs, including targeted, permanent, administrative and academic budget reductions.
- The University launched initiatives to negotiate textbook costs and develop digital capabilities to cut students' material costs. Inclusive Access, a low-cost course material initiative with current projected savings to students of \$6.4M over the five-year period, has the potential for exponential growth in savings for students with more wide-spread adoption. OHIO's Open Educational Resources partnership with TopHat has saved students an estimated \$1 million and has potential for significant future growth.
- OHIO created a projected \$9M in net revenue generation over the five-year period through new professional and online programs.
- The University contained and drove down escalating costs of health care by implementing recommendations from the Benefits Advisory Committee, reducing the rate of increase in University costs to below the healthcare industry inflation since FY16.
- The University conducted operations reviews, including: lean process improvement studies; the coordination of maintenance operations with the City of Athens to achieve volume savings.
- OHIO's real estate office has evaluated development possibilities in several areas, including the strategic sale of land. The University also received \$18.4 million as part of an [FCC Spectrum Auction](#) for WOUB.
- The University's evaluation of opportunities for partnerships and sponsorships at all of OHIO's locations across the state resulting in the creation of the Corporate Engagement Task Force, a new partnership in the Russ Research Center in Beavercreek, and real estate and program partnerships in Dublin.
- OHIO sought and refined sustainable methods to cost-effectively procure and use energy.
- OHIO also developed plans to redeploy faculty and share course delivery across OHIO's regional campuses.

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Ohio University exceeds state's expectations for savings in upcoming Affordability and Efficiency report

All savings and projected savings are calculated with a focus on maintaining OHIO's high quality educational experience for all students, while keeping the cost of college affordable for students and their families.

Tags: [Finance and Administration](#)

Published: September 4, 2019

Author: Staff reports



OHIO UNIVERSITY OHIO employees to receive furlough rebates last week of June 2021

Ohio University employees impacted by the COVID-19 furlough will receive furlough rebates the last week of June. Semi-monthly paid employees will receive repayment on June 28 and biweekly paid employees will receive repayment on June 30.

On June 10, [President Nellis made an announcement](#) that Ohio University would end the year with an operational surplus, allowing the University to refund furlough-reduced employees the full amount of the cost savings.

Rebates will only be offered to employees who were in active pay status as of May 15, 2021 and who did not separate employment voluntarily through resignation or involuntarily with cause. Further, rebates will be given on those savings amounts obtained through the cost savings furlough plan, and not obtained through the extended furlough leave program.

Please contact the Employee Service Center at uhr@ohio.edu or 740-593-1636 if you have questions or concerns.

Tags: [human resources](#)

Published: June 24, 2021

Author: Staff reports



OHIO UNIVERSITY OHIO's Airport Operations announces new Air Transportation Services for University travel

Ohio University Airport Operations announced their partnership with Wheels Up as the travel provider for Air Transportation Services (ATS) flights for faculty and staff traveling for University business.

Under the recently awarded RFP, Wheels Up will provide all aircraft and crew required to perform the services under this contract.

The Gordon K. Bush Ohio University Airport, which is a public-use airport, will continue to serve the Russ College of Engineering and Technology's Aviation flight training program and the Avionics Engineering Center research and development programs, as well as the greater community.

The University has retired the King Air 350 aircraft, which was utilized solely for ATS flights, with the intention to sell the aircraft. The retirement and sale of the King Air 350 aircraft reflects ongoing work by University leadership to reduce recurring expenses while prioritizing academic quality and the student experience.

Employees traveling for University business should continue to contact Vicki Smith at smithv1@ohio.edu to coordinate all your ATS needs or book commercially through the Concur website.

Tags: [airport](#)

Ohio University - FY21 - Textbook Cost Information
Average MSRP and Program Price *

Fall 2020 list as of 8/30/20

Avreage MSRP	\$102
Avreage Inclusive Access Price	\$52
Average Savings (MSRP-IA Price)	\$50
Student enrollment total in inclusive access courses	15041
Estimated savings (Average Savings*Student Enrollment)	\$748,416

Spring 2021 list as of 1/31/21

Avreage MSRP	\$87
Avreage Inclusive Access Price	\$54
Average Savings (MSRP-IA Price)	\$33
Student enrollment total in inclusive access courses	15968
Estimated savings (Average Savings*Student Enrollment)	\$534,340

Summer 2021 list as of 7/31/21

Avreage MSRP	\$100
Avreage Inclusive Access Price	\$52
Average Savings (MSRP-IA Price)	\$48
Student enrollment total in inclusive access courses	2859
Estimated savings (Average Savings*Student Enrollment)	\$137,991

Category	Amount
Average cost for textbooks that are new	\$96
Average cost for textbooks that are used	\$48
Average cost for rental textbooks	NA
Average cost for eBook (**including digital course ware)	\$53

* Textbook Cost Study - Semester data was basis for FY21 Efficiency Report, Section II Academic Practicies, **Textbook Cost Study** category amounts :

New and eBook cost analysis was based on the Digital Content – Inclusive Access Program reported new and digital – inclusive access price points. The sample size included course sections from Fall 2020, Spring 2021, and Summer 2021, a total of 1125 course sections. Used course material pricing average was calculated at approximately 50% of new cost.

FY21 Efficiency Reporting Template; Section II:Academic Practicies; Textbook Affordability; Textbook Cost Study

EXHIBIT E

RESOLUTION TO ADOPT TEXTBOOK SELECTION POLICY

RESOLUTION 2019 –3740

WHEREAS, the Ohio Revised Code 3345.025 now requires that “The board of trustees of each state institution of higher education as defined in section 3345.011 of the Revised Code shall adopt a textbook selection policy for faculty to follow in selecting and assigning textbooks and other instructional materials for use in courses offered by the institution. The policy shall include faculty responsibilities and actions faculty may take in selecting and assigning textbooks and other instruction materials”; and

WHEREAS, general academic activities are specified in the Ohio University *Faculty Handbook*; and

WHEREAS, Section IV.A.6. of the *Faculty Handbook* (updated September 2018) specifies “Textbooks should be ordered through the appropriate departmental procedures. In order to allow students time to look for affordable copies, (see <http://www.ohio.edu/registrar/info/textbook/HEOASection112Textbook.pdf>) each instructor should provide in a timely manner information about author, title, edition, ISBN and approximate price of each textbook to be entered for each course listed in Course Offerings on the Registrar’s website. Individual faculty members are not permitted to sell textbooks or text materials to students. Text materials prepared by faculty may be duplicated in accordance with applicable copyright laws by local bookstores and duplication services; and these materials may be sold only at cost or with a reasonable royalty to the faculty member(s). Royalties accrued to faculty members for these materials should be reviewed by appropriate departmental committees.”

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees adopts the language of the *Faculty Handbook* (updated September 2018) Section IV.A.6.- Texts as the required textbook selection policy for Ohio University faculty.

OHIO UNIVERSITY

EXHIBIT 4

AY21 INCLUSIVE ACCESS LIST BY SEMESTER

Fall 2020, Spring 2021, Summer 2021

EXH 4
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Average MSRP and Program Pricing	1
Individual Course IDs	2-4
Fall 2020 Course Details	5-12
Spring 2021 Course Details	13-20
Summer 2021 Course Details	21-23

Fall 2020 list as of 8.30.20

Avreage MSRP	\$102
Avreage Inclusive Access Price	\$52
Average Savings (MSRP-IA Price)	\$50
Student enrollment total in inclusive access courses	15041
Estimated savings (Average Savings*Student Enrollment)	\$748,416

Spring 2021 list as of 1/31/21

Avreage MSRP	\$87
Avreage Inclusive Access Price	\$54
Average Savings (MSRP-IA Price)	\$33
Student enrollment total in inclusive access courses	15968
Estimated savings (Average Savings*Student Enrollment)	\$534,340

Summer 2021 list as of 7/31/21

Avreage MSRP	\$100
Avreage Inclusive Access Price	\$52
Average Savings (MSRP-IA Price)	\$48
Student enrollment total in inclusive access courses	2859
Estimated savings (Average Savings*Student Enrollment)	\$137,991

Individual Course IDs

Fall 2020 - 126 IDs	Spring 2021 - 162 IDs	Summer 2021 - 79 IDs
Course ID	Course ID	Course ID
ACCT 1005	AAS 3520	ACCT 1005
ACCT 1020	AAS 3570	ACCT 1020
ACCT 3040	ACCT 1005	ACCT 3040
ACCT 3100	ACCT 1020	ACCT 3100
ACCT 3400	ACCT 3040	ACCT 4400
ACCT 4200	ACCT 3400	ACCT 6500
ACCT 4600	ACCT 4200	ANTH 1010
ACCT 4700	ACCT 4400	BA 1100
ANTH 1010	ACCT 4600	BA 1500
ANTH 2010	ACCT 4700	BIOS 2010
ATCH 1040	ACCT 6200	BIOS 2200
BA 1100	ACCT 6250	BIOS 3100
BA 1500	ACCT 6300	BIOS 3220
BIOS 1300	ACCT 6500	BIOS 3450
BIOS 1310	AH 2110	BUSL 2000
BIOS 2010	AH 2120	BUSL 2550
BIOS 2030	AH 2130	BUSL 3570
BIOS 2035	ANTH 1010	CHEM 1205
BIOS 3100	ANTH 2010	CHEM 1510
BIOS 3220	ART 1100	CHEM 3010
BIOS 3450	ATCH 1040	CHEM 3050
BMT 2600	BA 1100	CLWR 1810
BUSL 2000	BA 1500	COED 2120
BUSL 2550	BIOS 1300	COED 2130
BUSL 3570	BIOS 2010	COED 6170
CFS 2720	BIOS 3100	COED 6240
CHEM 1205	BIOS 3220	COED 6340
CHEM 1210	BIOS 3300	COMS 1010
CHEM 1220	BIOS 3450	CONS 3100
CHEM 1500	BIOS 4450	CTCH 1250
CHEM 1510	BIOS 4810	ECON 1000
CHEM 3010	BIOS 5450	ECON 1030
CHEM 3050	BIOS 5810	ECON 1040
CHEM 4890	BMT 1700	ETM 3700j
CHEM 5890	BMT 2500	FIN 2010
CLWR 3350	BMT 2600	FIN 3000
COMS 1010	BUSL 2000	FIN 3270
COMS 1030	BUSL 2550	MATH 1090
COMS 2040	BUSL 3570	MATH 1200
COMS 4100	CE 2160	MATH 1300
CS 3000	CFS 2710	MATH 1350
CSD 2080	CFS 2720	MATH 2302
CTCH 1250	CHEM 1205	MATH 3300
ECON 1000	CHEM 1220	MATH D005
ECON 1030	CHEM 1500	MBA 6315
ECON 1040	CHEM 1510	MGT 2000
ECON 3150	CHEM 3010	MGT 2100
EDEC 1600	CHEM 3050	MGT 3200
EDTE 1000	COED 2120	MGT 4420
FIN 2010	COED 2130	MGT 4800J
FIN 3000	COMS 1010	MGT 4950
FIN 3270	COMS 1030	MGT 5002
FIN 3410	COMS 2040	MGT 5031
FIN 4100	CONS 2500	MGT 5950
FIN 4280	CS 3000	MIS 2021

Individual Course IDs

Fall 2020 - 126 IDs	Spring 2021 - 162 IDs	Summer 2021 - 79 IDs
Course ID	Course ID	Course ID
FIN 4520	CS 5000D	MKT 2020
FIN 4550	CS 2400	MKT 2400
GER 1110	CTCH 1250	MKT 3020
HIST 2000	ECON 1000	MKT 4250
HLTH 2020C	ECON 1030	MKT 4440
HLTH 2120	ECON 1040	MKT 4500
HLTH 2300	ECON 3040	MUS 1200
HLTH 2901	ECON 5040	MUS 1220
JOUR 1050	EDEC 1600	NUTR 1000
JPN 1110	EDSP 2710	PAW 1004
JPN 2110	EDTE 1000	PAW 1005
MATH 1200	EDTE 2010	PSY 1010
MATH D200x	ENG 2020	PSY 1090
MATH 1300	ET 3300	PSY 1110
MATH 2110	ET 5300	PSY 2120
MATH 2301	EXPH 4140	PSY 2410
MATH 2302	EXPH 5140	PSY 2510
MATH 2500	FIN 2010	PSY 2710
MATH 3050	FIN 3000	PSY 3250
MATH 3300	FIN 3270	PSY 3420
MATH D004	FIN 3410	PSY 3440
MATH D005	FIN 4100	PSY 3710
MBA 6315	FIN 4460	REC 2150
MBA 6370	FIN 4470	SAM 4700
MGT 2000	FIN 4480	
MGT 2100	GEOG 2400	
MGT 3200	HIST 1330	
MGT 3300	HIST 3741	
MGT 3600	HLTH 2020C	
MGT 4800J	HLTH 2120	
MIS 2021	HLTH 2300	
MKT 2020	JOUR 1050	
MKT 2400	JOUR 1330	
MKT 3020	JPN 1120	
MKT 4440	JPN 2120	
MKT 4500	JPN 5120	
MUS 1220	JPN 5220	
MUS 1240	MATH 1090	
MUS 1250	MATH 1101	
MUS 3665	MATH 1200	
NUTR 1000	MATH 1300	
PAW 1000	MATH 1350	
PAW 1002	MATH 2301	
PAW 1003	MATH 2302	
PAW 1004	MATH 2500	
PAW 1005	MATH 3240	
PAW 1102	MATH 3300	
PAW 1103	MATH D004	
PAW 1200	MATH D005	
PAW 1203	MBA 6315	
PAW 1206	MBA 6370	
PAW 1208	MBA 6380	
PAW 1209	MGT 2100	
PAW 1300	MGT 3000	
PAW 1301	MGT 3200	

Individual Course IDs

Fall 2020 - 126 IDs	Spring 2021 - 162 IDs	Summer 2021 - 79 IDs
Course ID	Course ID	Course ID
PHIL 1010	MGT 3300	
POLS 1010	MGT 3600	
POLS 4150	MGT 4800J	
PSY 1010	MGT 5002	
PSY 2210	MGT 5032	
PSY 2410	MIS 2021	
PSY 2410	MKT 2020	
PSY 2510	MKT 2400	
PSY 2710	MKT 3020	
PSY 3250	MKT 4040	
PSY 3420	MKT 4440	
PSY 3430	MKT 4500	
SPAN 1110	MKT 4600	
THAR 1710	MUS 1220	
ECON 5150	NUTR 1000	
JPN 5210	NUTR 3100	
	NUTR 4050	
	NUTR 4900	
	PAW 1000	
	PAW 1000	
	PAW 1002	
	PAW 1003	
	PAW 1004	
	PAW 1005	
	PETE 3401	
	PETE 4050	
	PHIL 1010	
	POLS 1010	
	PSY 1010	
	PSY 1110	
	PSY 2120	
	PSY 2210	
	PSY 2410	
	PSY 2510	
	PSY 2710	
	PSY 3250	
	PSY 3420	
	PSY 3430	
	PSY 3520	
	PSY 3710	
	PSY 4410	
	REC 4210	
	RFM 2150	
	SAM 4700	
	SPAN 1110	
	SPAN 1120	
	SPAN 5110	
	SPAN 5120	
	T3 4925	
	TAS 4110	
	THAR 1130	
	THAR 2130	

Course Start Date	Course End Date	Course ID	Course Section	Course Component	Class #	College	Campus	Course Name	Instructor	Instructor Email	Book Title	Book Edition	Year Published	Book Author	Retail/Non-Program ISBN	Retail Price	Program ISBN	Program Cost (Charge to student account)	IA Platform	Publisher
8/24/2020	12/12/2020	SPAN 1110	109	Lecture	10105	Arts & Sciences	Athens	Elementary Spanish I	Muriel Gallego	gallego@ohio.edu	MyLab Spanish with Pearson eText for	1	2019	Corpas/Gar	9780135654590	\$110.82	9780135654590	\$55.99	MyLab	Pearson
8/24/2020	12/12/2020	SPAN 1110	110	Lecture	10106	Arts & Sciences	Athens	Elementary Spanish I	Muriel Gallego	gallego@ohio.edu	MyLab Spanish with Pearson eText for	1	2019	Corpas/Gar	9780135654590	\$110.82	9780135654590	\$55.99	MyLab	Pearson
8/24/2020	12/12/2020	SPAN 1110	111	Lecture	10107	Arts & Sciences	Athens	Elementary Spanish I	Muriel Gallego	gallego@ohio.edu	MyLab Spanish with Pearson eText for	1	2019	Corpas/Gar	9780135654590	\$110.82	9780135654590	\$55.99	MyLab	Pearson
8/24/2020	12/12/2020	SPAN 1110	112	Lecture	10108	Arts & Sciences	Athens	Elementary Spanish I	Muriel Gallego	gallego@ohio.edu	MyLab Spanish with Pearson eText for	1	2019	Corpas/Gar	9780135654590	\$110.82	9780135654590	\$55.99	MyLab	Pearson
8/24/2020	12/12/2020	SPAN 1110	113	Lecture	10109	Arts & Sciences	Athens	Elementary Spanish I	Muriel Gallego	gallego@ohio.edu	MyLab Spanish with Pearson eText for	1	2019	Corpas/Gar	9780135654590	\$110.82	9780135654590	\$55.99	MyLab	Pearson
8/24/2020	12/12/2020	SPAN 1110	114	Lecture	10110	Arts & Sciences	Athens	Elementary Spanish I	Muriel Gallego	gallego@ohio.edu	MyLab Spanish with Pearson eText for	1	2019	Corpas/Gar	9780135654590	\$110.82	9780135654590	\$55.99	MyLab	Pearson
8/24/2020	12/12/2020	SPAN 1110	115	Lecture	10096	Arts & Sciences	Athens	Elementary Spanish I	Muriel Gallego	gallego@ohio.edu	MyLab Spanish with Pearson eText for	1	2019	Corpas/Gar	9780135654590	\$110.82	9780135654590	\$55.99	MyLab	Pearson
8/24/2020	12/12/2020	SPAN 1110	116	Lecture	11688	Arts & Sciences	Athens	Elementary Spanish I	Muriel Gallego	gallego@ohio.edu	MyLab Spanish with Pearson eText for	1	2019	Corpas/Gar	9780135654590	\$110.82	9780135654590	\$55.99	MyLab	Pearson
8/24/2020	12/12/2020	SPAN 1110	117	Lecture	11689	Arts & Sciences	Athens	Elementary Spanish I	Muriel Gallego	gallego@ohio.edu	MyLab Spanish with Pearson eText for	1	2019	Corpas/Gar	9780135654590	\$110.82	9780135654590	\$55.99	MyLab	Pearson
8/24/2020	12/12/2020	SPAN 1110	126	Lecture	10138	Arts & Sciences	Athens	Elementary Spanish I	Muriel Gallego	gallego@ohio.edu	MyLab Spanish with Pearson eText for	1	2019	Corpas/Gar	9780135654590	\$110.82	9780135654590	\$55.99	MyLab	Pearson
8/24/2020	12/12/2020	SPAN 1110	127	Lecture	10139	Arts & Sciences	Athens	Elementary Spanish I	Muriel Gallego	gallego@ohio.edu	MyLab Spanish with Pearson eText for	1	2019	Corpas/Gar	9780135654590	\$110.82	9780135654590	\$55.99	MyLab	Pearson
8/24/2020	12/12/2020	SPAN 1110	129	Lecture	10141	Arts & Sciences	Athens	Elementary Spanish I	Muriel Gallego	gallego@ohio.edu	MyLab Spanish with Pearson eText for	1	2019	Corpas/Gar	9780135654590	\$110.82	9780135654590	\$55.99	MyLab	Pearson
8/24/2020	12/12/2020	SPAN 1110	130	Lecture	10142	Arts & Sciences	Athens	Elementary Spanish I	Muriel Gallego	gallego@ohio.edu	MyLab Spanish with Pearson eText for	1	2019	Corpas/Gar	9780135654590	\$110.82	9780135654590	\$55.99	MyLab	Pearson
8/24/2020	12/12/2020	SPAN 1110	131	Lecture	10143	Arts & Sciences	Athens	Elementary Spanish I	Muriel Gallego	gallego@ohio.edu	MyLab Spanish with Pearson eText for	1	2019	Corpas/Gar	9780135654590	\$110.82	9780135654590	\$55.99	MyLab	Pearson
8/24/2020	12/12/2020	SPAN 1110	132	Lecture	10144	Arts & Sciences	Athens	Elementary Spanish I	Muriel Gallego	gallego@ohio.edu	MyLab Spanish with Pearson eText for	1	2019	Corpas/Gar	9780135654590	\$110.82	9780135654590	\$55.99	MyLab	Pearson
8/24/2020	12/12/2020	THAR 1710	100	Lecture	11840	Fine Arts	Athens	The Theatrical Experience	Victor Jones	jonesv2@ohio.edu	Mindtap for The Art of Theatre	4	2018	Downs	9781337117821	\$65.00	9781337117821	\$45.50	MindTap/Courseware	Cengage
8/24/2020	12/12/2020	THAR 1710	101	Lecture	11841	Fine Arts	Athens	The Theatrical Experience	John Hendel	jh210205@ohio.edu	Mindtap for The Art of Theatre	4	2018	Downs	9781337117821	\$65.00	9781337117821	\$45.50	MindTap/Courseware	Cengage
8/24/2020	12/12/2020	THAR 1710	500	Lecture	11520	Fine Arts	Lancaster	The Theatrical Experience	Victor Jones	jonesv2@ohio.edu	Mindtap for The Art of Theatre	4	2018	Downs	9781337117821	\$65.00	9781337117821	\$45.50	MindTap/Courseware	Cengage
8/24/2020	12/12/2020	ECON 5150	100	Lecture	10510	Arts & Sciences	Athens	Economics of Healthcare	Bethany Lemont	lemont@ohio.edu	Health Economics and Policy	7	2018	Henderson	9781337106757	\$249.95	9781337668279	\$34.12	eBook	Cengage
8/24/2020	12/12/2020	JPN 5210	100	Lecture	6431	Arts & Sciences	Athens	Intermediate Japanese	Hiroyuki Oshita	oshita@ohio.edu	Yookoso! Continuing Contemporary Ja	3	2006	Tohaku	72408162	\$175.25	72408162	\$39.00	eBook	McGraw Hill
8/24/2020	12/12/2020	JPN 5210	101	Lecture	6432	Arts & Sciences	Athens	Intermediate Japanese	Ayako Deguchi	deguchia@ohio.edu	Yookoso! Continuing Contemporary Ja	3	2006	Tohaku	72408162	\$175.25	72408162	\$39.00	eBook	McGraw Hill

Table with 22 columns: Course Start Date, Course End Date, Course ID, Course Section, Course Component, Course ID, Class #, College, Campus, Course Name, Faculty, Faculty Email, Content Title, Continuation, Edition, Year, Author, Retail ISBN, Retail Price, Program ISBN, Program Price, IA Platform, Publisher. Contains a comprehensive list of course offerings for Spring 2021, including details on sections, pricing, and publishers.

Course Start Date	Course End Date	Course ID	Course Section	Course Component	Course ID	Class #	College	Campus	Course Name	Faculty	Faculty Email	Content Title	Continuation	Edition	Year	Author	Retail ISBN	Retail Price	Program ISBN	Program Price	IA Platform	Publisher
1/19/2021	5/1/2021	SPAN 1110	105	Lecture	SPAN_1110_105_LEC_SPRG_2020-	13413	Arts & Sciences	Athens	Elementary Spanish I	Muriel Gallego	gallego@o	Aula abierta		1	2019	Corpas/Ga	9780135655511	\$ 119.99	9780135654842	\$ 95.99	MyLab	Pearson
1/19/2021	5/1/2021	SPAN 1120	100	Lecture	SPAN_1120_100_LEC_SPRG_2020-	11393	Arts & Sciences	Athens	Elementary Spanish II	Muriel Gallego	gallego@o	Aula abierta		1	2019	Corpas/Ga	9780135655559	\$ 99.99	9780135654590	\$ 55.99	MyLab	Pearson
1/19/2021	5/1/2021	SPAN 1120	101	Lecture	SPAN_1120_101_LEC_SPRG_2020-	11394	Arts & Sciences	Athens	Elementary Spanish II	Muriel Gallego	gallego@o	Aula abierta		1	2019	Corpas/Ga	9780135655559	\$ 99.99	9780135654590	\$ 55.99	MyLab	Pearson
1/19/2021	5/1/2021	SPAN 1120	103	Lecture	SPAN_1120_103_LEC_SPRG_2020-	11400	Arts & Sciences	Athens	Elementary Spanish II	Muriel Gallego	gallego@o	Aula abierta		1	2019	Corpas/Ga	9780135655559	\$ 99.99	9780135654590	\$ 55.99	MyLab	Pearson
1/19/2021	5/1/2021	SPAN 1120	104	Lecture	SPAN_1120_104_LEC_SPRG_2020-	11401	Arts & Sciences	Athens	Elementary Spanish II	Muriel Gallego	gallego@o	Aula abierta		1	2019	Corpas/Ga	9780135655559	\$ 99.99	9780135654590	\$ 55.99	MyLab	Pearson
1/19/2021	5/1/2021	SPAN 1120	106	Lecture	SPAN_1120_106_LEC_SPRG_2020-	11403	Arts & Sciences	Athens	Elementary Spanish II	Muriel Gallego	gallego@o	Aula abierta		1	2019	Corpas/Ga	9780135655559	\$ 99.99	9780135654590	\$ 55.99	MyLab	Pearson
1/19/2021	5/1/2021	SPAN 1120	107	Lecture	SPAN_1120_107_LEC_SPRG_2020-	11404	Arts & Sciences	Athens	Elementary Spanish II	Muriel Gallego	gallego@o	Aula abierta		1	2019	Corpas/Ga	9780135655559	\$ 99.99	9780135654590	\$ 55.99	MyLab	Pearson
1/19/2021	5/1/2021	SPAN 1120	108	Lecture	SPAN_1120_108_LEC_SPRG_2020-	11405	Arts & Sciences	Athens	Elementary Spanish II	Muriel Gallego	gallego@o	Aula abierta		1	2019	Corpas/Ga	9780135655559	\$ 99.99	9780135654590	\$ 55.99	MyLab	Pearson
1/19/2021	5/1/2021	SPAN 1120	109	Lecture	SPAN_1120_109_LEC_SPRG_2020-	11406	Arts & Sciences	Athens	Elementary Spanish II	Muriel Gallego	gallego@o	Aula abierta		1	2019	Corpas/Ga	9780135655559	\$ 99.99	9780135654590	\$ 55.99	MyLab	Pearson
1/19/2021	5/1/2021	SPAN 1120	110	Lecture	SPAN_1120_110_LEC_SPRG_2020-	11407	Arts & Sciences	Athens	Elementary Spanish II	Muriel Gallego	gallego@o	Aula abierta		1	2019	Corpas/Ga	9780135655559	\$ 99.99	9780135654590	\$ 55.99	MyLab	Pearson
1/19/2021	5/1/2021	SPAN 1120	113	Lecture	SPAN_1120_113_LEC_SPRG_2020-	13414	Arts & Sciences	Athens	Elementary Spanish II	Muriel Gallego	gallego@o	Aula abierta		1	2019	Corpas/Ga	9780135655559	\$ 99.99	9780135654590	\$ 55.99	MyLab	Pearson
1/19/2021	5/1/2021	SPAN 5110	100	Lecture	SPAN_5110_100_LEC_SPRG_2020-	11492	Arts & Sciences	Athens	Elementary Spanish II	Muriel Gallego	gallego@o	Aula abierta		1	2019	Corpas/Ga	9780135655559	\$ 99.99	9780135654590	\$ 55.99	MyLab	Pearson
1/19/2021	5/1/2021	SPAN 5120	100	Lecture	SPAN_5120_100_LEC_SPRG_2020-	11504	Arts & Sciences	Athens	Elementary Spanish II	Muriel Gallego	gallego@o	Aula abierta		1	2019	Corpas/Ga	9780135655559	\$ 99.99	9780135654590	\$ 55.99	MyLab	Pearson
1/19/2021	5/1/2021	SPAN 5120	101	Lecture	SPAN_5120_101_LEC_SPRG_2020-	12280	Arts & Sciences	Athens	Elementary Spanish II	Muriel Gallego	gallego@o	Aula abierta		1	2019	Corpas/Ga	9780135655559	\$ 99.99	9780135654590	\$ 55.99	MyLab	Pearson
1/19/2021	5/1/2021	T3 4925	100	Lecture	T3_4925_100_LEC_SPRG_2020-21	10939	Education	Athens	Leadership in Customer Service	Robin Ambrozy	ambrozy@	Leadership		8	2018	Northhouse	9781506362311	\$ 85.00	9781544325194	\$ 35.00	VitalSource	Sage
1/19/2021	5/1/2021	T3 4925	1002	Lecture	T3_4925_1002_LEC_SPRG_2020-21	12631	Education	Athens	Leadership in Customer Service	Robin Ambrozy	ambrozy@	Leadership		8	2018	Northhouse	9781506362311	\$ 85.00	9781544325194	\$ 35.00	VitalSource	Sage
1/19/2021	5/1/2021	TAS 4110	500	Seminar	TAS_4110_500_SEM_SPRG_2020-2	8384	University Colleg	Lancaster	Leadership and Workplae Effectiveness	Jim Smith	smithj27@	Leadership: Research Findings, Practice,		9	2019	Dubrin	9781337620215	\$ 120.00	9781337620208	\$ 84.00	MindTap	Cengage
1/19/2021	5/1/2021	TAS 4110	1002	Seminar	TAS_4110_1002_SEM_SPRG_2020-	8384	University Colleg	Lancaster	Leadership and Workplae Effectiveness	Jim Smith	smithj27@	Leadership: Research Findings, Practice,		9	2019	Dubrin	9781337620215	\$ 120.00	9781337620208	\$ 84.00	MindTap	Cengage
1/19/2021	5/1/2021	THAR 1130	500	Lecture	THAR_1130_500_LEC_SPRG_2020-	8716	Fine Arts	Lancaster	Acting Fundamentals I	Victor Jones	jonesv2@c	Acting: OnStage and Off		7	2016	Barton	9781305537026	\$ 35.99	9781305537026	\$ 25.19	eBook	Cengage
1/19/2021	5/1/2021	THAR 1130	501	Lab	THAR_1130_501_LAB_SPRG_2020-	8717	Fine Arts	Lancaster	Acting Fundamentals I	Victor Jones	jonesv2@c	Acting: OnStage and Off		7	2016	Barton	9781305537026	\$ 35.99	9781305537026	\$ 25.19	eBook	Cengage
1/19/2021	5/1/2021	THAR 2130	500	Lecture	THAR_2130_500_LEC_SPRG_2020-	8719	Fine Arts	Lancaster	Acting Fundamentals II	Victor Jones	jonesv2@c	Acting: OnStage and Off		7	2016	Barton	9781305537026	\$ 35.99	9781305537026	\$ 25.19	eBook	Cengage
1/19/2021	5/1/2021	THAR 2130	501	Lab	THAR_2130_501_LAB_SPRG_2020-	8720	Fine Arts	Lancaster	Acting Fundamentals II	Victor Jones	jonesv2@c	Acting: OnStage and Off		7	2016	Barton	9781305537026	\$ 35.99	9781305537026	\$ 25.19	eBook	Cengage

Course Start Date	Course End Date	Course ID	Course Section	Course Component	Class #	College	Campus	Course Name	Faculty	Faculty Email	Content Title	Edition	Year	Author	Retail ISBN	Retail Price	Program ISBN	Program Price	IA Platform	Publisher
5/28/2021	8/14/2021	PSY 3710	100	Lecture	6039	Arts & Sciences	Athens	Clinical Psychology	Gary Sarver	sarver@ohio.edu	Clinical Psychology: Science, Practice, and Diversity	5th	2019	Pomerantz	9781544333618	\$150.00	9781544333601	\$56.00	VitalSource	Sage
5/10/2021	8/14/2021	PSY 3710	101	Lecture	6048	Arts & Sciences	Athens	Clinical Psychology	Megan Austin	austinm1@ohio.edu	Clinical Psychology: Science, Practice, and Diversity	5th	2019	Pomerantz	9781544333618	\$150.00	9781544333601	\$56.00	VitalSource	Sage
5/10/2021	8/14/2021	PSY 3710	1002	Lecture	6105	Arts & Sciences	Athens	Clinical Psychology	Megan Austin	austinm1@ohio.edu	Clinical Psychology: Science, Practice, and Diversity	5th	2019	Pomerantz	9781544333618	\$150.00	9781544333601	\$56.00	VitalSource	Sage
6/28/2021	8/14/2021	PSY 3710	1003	Lecture	6106	Arts & Sciences	Athens	Clinical Psychology	Gary Sarver	sarver@ohio.edu	Clinical Psychology: Science, Practice, and Diversity	5th	2019	Pomerantz	9781544333618	\$150.00	9781544333601	\$56.00	VitalSource	Sage
5/10/2021	6/26/2021	REC 2150	100	Lecture	5854	Education	Online (Athens)	Outdoor Recreation and Education	Crowley	crowley1@ohio.edu	Outdoor Leadership	2	2017	Martin	9781492514626	\$67.00	9781492580270	\$27.03	VitalSource	Human Kinetics
5/10/2021	8/14/2021	SAM 4700	300	Lecture	5997	Business	Chillicothe	Managing Strategically in the Future	Tanya Hire	hiblert@ohio.edu	Thompson: Connect for Crafting & Executing Strategy: Con	22	2020	Thompson	1260157121	\$125.00	1264193300	\$69.52	Connect	McGraw Hill

COURSE ELIMINATIONS SINCE 2017

	A	B	C	D	E	F
1	EFFECTIVE_DATE	COLLEGE	DEPT_SCHOOL	SUBJECT	CATALOG_NBR	COURSE_TITLE
2	1/9/2017 0:00	Arts & Sciences	Geography	GEOG	3530	Environmental Planning and Assessment
3	1/9/2017 0:00	Education	Recreation and Sport Pedagogy	COED	3511	Coaching of Swimming
4	1/9/2017 0:00	Education	Recreation and Sport Pedagogy	PESS	1030	Beginning Swimming
5	1/9/2017 0:00	Education	Recreation and Sport Pedagogy	PESS	1040	Intermediate Swimming
6	1/9/2017 0:00	Education	Recreation and Sport Pedagogy	PESS	2900	Special Topics in Physical Education and Sport Science
7	1/9/2017 0:00	Fine Arts	Music	MUS	4280	Jazz History
8	5/8/2017 0:00	Health Sciences & Professions	Applied Health Sci & Wellness	NUTR	2000	Lifespan Nutrition
9	8/28/2017 0:00	Arts & Sciences	Geography	GEOG	3790	Geographical Analysis of Telecommunication Systems
10	8/28/2017 0:00	Arts & Sciences	Geography	GEOG	5790	Geographical Analysis of Telecommunication Systems
11	8/28/2017 0:00	GVS Leadership & Pub Affairs	GVS Leadership & Pub Affairs	ES	6831	Environmental Sustainability Assessment
12	8/28/2017 0:00	Health Sciences & Professions	Rehabilitation & Comm Sciences	PA	2110	Introduction to the Physician Assistant Profession
13	8/27/2018 0:00	Arts & Sciences	History	HIST	1221	The First Universities: History & Learning in Europe, 1100-1600
14	8/27/2018 0:00	Arts & Sciences	History	HIST	3012	Foundations of Modern America: The Gilded Age, 1877-1901
15	8/27/2018 0:00	Arts & Sciences	History	HIST	3098	Famous Trials in British History
16	8/27/2018 0:00	Arts & Sciences	History	HIST	3102	Age of FDR: The United States during the Great Depression and World War II
17	8/27/2018 0:00	Arts & Sciences	History	HIST	3112	United States in Urban History
18	8/27/2018 0:00	Arts & Sciences	History	HIST	3113	History of Canada
19	8/27/2018 0:00	Arts & Sciences	History	HIST	3130	American Jewish History
20	8/27/2018 0:00	Arts & Sciences	History	HIST	3143	American Social and Cultural History, 1820-1890
21	8/27/2018 0:00	Arts & Sciences	History	HIST	3160	History of U.S. Involvement in World Affairs, 1776-1898
22	8/27/2018 0:00	Arts & Sciences	History	HIST	3180	American Westward Movement
23	8/27/2018 0:00	Arts & Sciences	History	HIST	3190	Sports In American History and Culture
24	8/27/2018 0:00	Arts & Sciences	History	HIST	3192	History of American Baseball
25	8/27/2018 0:00	Arts & Sciences	History	HIST	3214	Military History of the Civil War
26	8/27/2018 0:00	Arts & Sciences	History	HIST	3280	Jewish History to 1492
27	8/27/2018 0:00	Arts & Sciences	History	HIST	3340	Zionism and Modern Israel
28	8/27/2018 0:00	Arts & Sciences	History	HIST	3352	Legacy of Genghis Khan
29	8/27/2018 0:00	Arts & Sciences	History	HIST	3355	History of Modern Iran
30	8/27/2018 0:00	Arts & Sciences	History	HIST	3380	History of West Africa
31	8/27/2018 0:00	Arts & Sciences	History	HIST	3381	History of East Africa
32	8/27/2018 0:00	Arts & Sciences	History	HIST	3400	African Intellectual History
33	8/27/2018 0:00	Arts & Sciences	History	HIST	3401	African History Through Theater
34	8/27/2018 0:00	Arts & Sciences	History	HIST	3543	Modern Christianity
35	8/27/2018 0:00	Arts & Sciences	History	HIST	3601	Women in Modern European History, 1800-present
36	8/27/2018 0:00	Arts & Sciences	History	HIST	3602	Women Warriors: Women and War in Europe
37	8/27/2018 0:00	Arts & Sciences	History	HIST	3610	The French Revolution
38	8/27/2018 0:00	Arts & Sciences	History	HIST	3620	Europe, 1814-1914
39	8/27/2018 0:00	Arts & Sciences	History	HIST	3650	The Problem of Church and State in European History
40	8/27/2018 0:00	Arts & Sciences	History	HIST	3660	History of France in the 19th- Century
41	8/27/2018 0:00	Arts & Sciences	History	HIST	3661	Modern France in the 20th Century
42	8/27/2018 0:00	Arts & Sciences	History	HIST	3700	History of Byzantine Empire, 324-1453
43	8/27/2018 0:00	Arts & Sciences	History	HIST	3718	History of Central Europe

COURSE ELIMINATIONS SINCE 2017

	A	B	C	D	E	F
1	EFFECTIVE_DATE	COLLEGE	DEPT_SCHOOL	SUBJECT	CATALOG_NBR	COURSE_TITLE
44	8/27/2018 0:00	Arts & Sciences	History	HIST	3730	Making of the Balkans 1354 - 1908
45	8/27/2018 0:00	Arts & Sciences	History	HIST	3740	European Strategy & Diplomacy 1815-1914
46	8/27/2018 0:00	Arts & Sciences	History	HIST	3780	History of Secret Intelligence
47	8/27/2018 0:00	Arts & Sciences	History	HIST	3830	History of Poland, 966-1905
48	8/27/2018 0:00	Arts & Sciences	History	HIST	3869	The Modern English Constitution
49	8/27/2018 0:00	Arts & Sciences	History	HIST	3870	European Intellectual and Cultural, 18th-20th- Centuries
50	8/27/2018 0:00	Arts & Sciences	History	HIST	3871	European Intellectual and Cultural, 20th- Century
51	8/27/2018 0:00	Arts & Sciences	History	HIST	5012	Foundations of Modern America: The Gilded Age, 1877-1901
52	8/27/2018 0:00	Arts & Sciences	History	HIST	5102	Age of FDR: The United States during the Great Depression and World War II
53	8/27/2018 0:00	Arts & Sciences	History	HIST	5112	United States in Urban History
54	8/27/2018 0:00	Arts & Sciences	History	HIST	5143	American Social and Cultural History, 1820-1890
55	8/27/2018 0:00	Arts & Sciences	History	HIST	5160	History of U.S. Involvement in World Affairs, 1776-1898
56	8/27/2018 0:00	Arts & Sciences	History	HIST	5214	Military History of the Civil War
57	8/27/2018 0:00	Arts & Sciences	History	HIST	5280	Jewish History to 1492
58	8/27/2018 0:00	Arts & Sciences	History	HIST	5380	History of West Africa
59	8/27/2018 0:00	Arts & Sciences	History	HIST	5381	History of East Africa
60	8/27/2018 0:00	Arts & Sciences	History	HIST	5400	African Intellectual History
61	8/27/2018 0:00	Arts & Sciences	History	HIST	5543	Modern Christianity
62	8/27/2018 0:00	Arts & Sciences	History	HIST	5601	Women in Modern European History, 1800-present
63	8/27/2018 0:00	Arts & Sciences	History	HIST	5610	The French Revolution
64	8/27/2018 0:00	Arts & Sciences	History	HIST	5620	Europe, 1814-1914
65	8/27/2018 0:00	Arts & Sciences	History	HIST	5650	The Problem of Church and State in European History
66	8/27/2018 0:00	Arts & Sciences	History	HIST	5660	History of France in the 19th- Century
67	8/27/2018 0:00	Arts & Sciences	History	HIST	5661	Modern France in the 20th- Century
68	8/27/2018 0:00	Arts & Sciences	History	HIST	5730	Making of the Balkans 1354 - 1908
69	8/27/2018 0:00	Arts & Sciences	History	HIST	5740	European Strategy & Diplomacy 1815-1914
70	8/27/2018 0:00	Arts & Sciences	History	HIST	5830	History of Poland, 966-1905
71	8/27/2018 0:00	Fine Arts	Art + Design	ART	2610	Environmental Design Seminar I
72	8/27/2018 0:00	Fine Arts	Art + Design	ART	2630	Environmental Design Seminar II
73	8/27/2018 0:00	Fine Arts	Art + Design	ART	3610	Interior Architecture Seminar I
74	8/27/2018 0:00	Fine Arts	Art + Design	ART	3630	Interior Architecture Seminar II
75	8/27/2018 0:00	Fine Arts	Art + Design	ART	4610	Interior Architecture Seminar III
76	1/14/2019 0:00	Arts & Sciences	Geological Sciences	GEOL	5091	Geowriting
77	1/14/2019 0:00	Education	Human & Consumer Sciences	RFPD	4920	New York Study Tour
78	5/13/2019 0:00	GVS Leadership & Pub Affairs	GVS Leadership & Pub Affairs	MPA	6920	Applied Learning in Leadership and Public Affairs
79	8/26/2019 0:00	Arts & Sciences	Arts & Sciences	CAS	5413	The Art of Craft Brewing: The Athens Case Study
80	8/26/2019 0:00	Communication	Info & Telecommunication Sys	ITS	6020	Policy and Regulation for ICT Networks
81	8/26/2019 0:00	Fine Arts	Theater	THAR	449	Independent Studies in Children's Theater
82	8/26/2019 0:00	Regional Higher Education	Ohio University Chillicothe	LET	2903	Administrative Components of Law Enforcement Technology
83	8/26/2019 0:00	Regional Higher Education	Ohio University Chillicothe	LET	2904	Human Diversity and Relations in Law Enforcement
84	8/26/2019 0:00	Regional Higher Education	Ohio University Chillicothe	LET	2905	Ohio Motor Vehicle Code
85	8/26/2019 0:00	Regional Higher Education	Ohio University Chillicothe	LET	2906	Preliminary Aspects of Judicial Law

COURSE ELIMINATIONS SINCE 2017

	A	B	C	D	E	F
1	EFFECTIVE_DATE	COLLEGE	DEPT_SCHOOL	SUBJECT	CATALOG_NBR	COURSE_TITLE
86	1/13/2020 0:00	Business	Management Information Systems	MIS	3201	Contemporary Business Programming - Transition
87	1/13/2020 0:00	Business	Marketing	MKT	4880	Global Sales
88	1/13/2020 0:00	Education	Human & Consumer Sciences	RHT	3910	Hospitality Field Experience
89	1/13/2020 0:00	Education	Recreation and Sport Pedagogy	COED	5210	The Olympic Movement
90	1/13/2020 0:00	Education	Teacher Education	EDSE	4700	Teaching Bookkeeping and Business
91	2/6/2020 0:00	Arts & Sciences	Linguistics	LING	371	LAN-CUL & PERSO
92	5/11/2020 0:00	Osteopathic Medicine	Osteopathic Medicine	OCOM	6000	Osteopathic Clinical Anatomy Orientation
93	5/11/2020 0:00	Osteopathic Medicine	Osteopathic Medicine	OCOM	6005	Well Patient
94	5/11/2020 0:00	Osteopathic Medicine	Osteopathic Medicine	OCOM	6021	Biomedical Science 1
95	5/11/2020 0:00	Osteopathic Medicine	Osteopathic Medicine	OCOM	6031	Biomedical Science 2
96	5/11/2020 0:00	Osteopathic Medicine	Osteopathic Medicine	OCOM	6086	Fundamentals in Clinical Osteopathic Medicine 2
97	5/11/2020 0:00	Osteopathic Medicine	Osteopathic Medicine	OCOM	7021	Biomedical Sciences 4
98	5/11/2020 0:00	Osteopathic Medicine	Osteopathic Medicine	OCOM	7081	Fundamentals in Clinical Osteopathic Medicine 3
99	5/11/2020 0:00	Osteopathic Medicine	Osteopathic Medicine	OCOM	7086	Fundamentals in Clinical Osteopathic Medicine 4
100	5/11/2020 0:00	Osteopathic Medicine	Osteopathic Medicine	OCOM	8214	Elective - Neurosurgery
101	8/24/2020 0:00	Arts & Sciences	English	ENG	5960	Bibliography and Methods
102	8/24/2020 0:00	Arts & Sciences	Linguistics	ELIP	5900	Special Topics in English Language Improvement Program
103	8/24/2020 0:00	Business	Analytics & Info Systems	MIS	2010	Introduction to Information Analysis and Design
104	8/24/2020 0:00	Business	Analytics & Info Systems	MIS	4550	Distributed Systems
105	8/24/2020 0:00	Business	Analytics & Info Systems	MIS	4560	Collaboration Systems
106	8/24/2020 0:00	Business	Analytics & Info Systems	MIS	4920	Lab Assistant Seminar
107	8/24/2020 0:00	Business	Finance	FIN	4530	Real Estate Finance
108	8/24/2020 0:00	Business	Sports Administration	SASM	6120	Applied Information Technology in Sports Administration
109	8/24/2020 0:00	Education	Recreation and Sport Pedagogy	COED	3510	Coaching of Golf
110	8/24/2020 0:00	Education	Recreation and Sport Pedagogy	COED	3512	Coaching of Tennis
111	8/24/2020 0:00	Education	Recreation and Sport Pedagogy	COED	3513	Coaching of Track and Field
112	8/24/2020 0:00	Education	Recreation and Sport Pedagogy	COED	3514	Coaching of Wrestling
113	8/24/2020 0:00	Education	Recreation and Sport Pedagogy	COED	3515	Coaching of Strength and Conditioning
114	8/24/2020 0:00	Education	Recreation and Sport Pedagogy	COED	3610	Coaching of Baseball
115	8/24/2020 0:00	Education	Recreation and Sport Pedagogy	COED	3611	Coaching of Basketball
116	8/24/2020 0:00	Education	Recreation and Sport Pedagogy	COED	3612	Coaching of Field Hockey
117	8/24/2020 0:00	Education	Recreation and Sport Pedagogy	COED	3613	Coaching of Football
118	8/24/2020 0:00	Education	Recreation and Sport Pedagogy	COED	3617	Coaching of Softball
119	8/24/2020 0:00	Education	Recreation and Sport Pedagogy	COED	3618	Coaching of Volleyball
120	8/24/2020 0:00	GVS Leadership & Pub Affairs	GVS Leadership & Pub Affairs	MPA	6000	Leadership in Education Policy
121	8/24/2020 0:00	Health Sciences & Professions	Rehabilitation & Comm Sciences	CSD	5850	Sign Language I
122	8/24/2020 0:00	Regional Higher Education	Ohio University Chillicothe	HMT	1100	Hazardous Materials Regulation I
123	8/24/2020 0:00	Regional Higher Education	Ohio University Chillicothe	HMT	1200	Hazard Communication Standard
124	8/24/2020 0:00	Regional Higher Education	Ohio University Chillicothe	HMT	1300	Industrial Processes
125	8/24/2020 0:00	Regional Higher Education	Ohio University Chillicothe	HMT	1400	Hazardous Materials Regulation II
126	8/24/2020 0:00	Regional Higher Education	Ohio University Chillicothe	HMT	1500	Emergency Response I
127	8/24/2020 0:00	Regional Higher Education	Ohio University Chillicothe	HMT	2000	Hazardous Materials Recovery, Incineration, and Disposal

COURSE ELIMINATIONS SINCE 2017

	A	B	C	D	E	F
1	EFFECTIVE_DATE	COLLEGE	DEPT_SCHOOL	SUBJECT	CATALOG_NBR	COURSE_TITLE
128	8/24/2020 0:00	Regional Higher Education	Ohio University Chillicothe	HMT	2100	Hazardous Materials Regulation III
129	8/24/2020 0:00	Regional Higher Education	Ohio University Chillicothe	HMT	2200	Hazardous Materials Health Effects
130	8/24/2020 0:00	Regional Higher Education	Ohio University Chillicothe	HMT	2300	Emergency Response II
131	8/24/2020 0:00	Regional Higher Education	Ohio University Chillicothe	HMT	2400	Hazardous Materials Testing
132	8/24/2020 0:00	Regional Higher Education	Ohio University Chillicothe	HMT	2900	Special Topics
133	8/24/2020 0:00	Regional Higher Education	Ohio University Lancaster	MMT	2500	Shipping and Warehousing
134	8/24/2020 0:00	Regional Higher Education	Ohio University Lancaster	MMT	2620	Plant Layout and Material Handling
135	8/24/2020 0:00	Regional Higher Education	Ohio University Lancaster	MMT	2990	Externship
136	1/19/2021 0:00	Arts & Sciences	Chemistry & Biochemistry	CHEM	L1210	CHEM 1210 Lab Component
137	1/19/2021 0:00	Business	Finance	FIN	2400	Financial Management
138	1/19/2021 0:00	Education	Recreation and Sport Pedagogy	COED	3614	Coaching of Ice Hockey
139	1/19/2021 0:00	Education	Recreation and Sport Pedagogy	COED	3615	Coaching of Lacrosse
140	1/19/2021 0:00	Education	Recreation and Sport Pedagogy	COED	3616	Coaching of Soccer
141	1/19/2021 0:00	Education	Recreation and Sport Pedagogy	REC	2000	Introduction to Recreation and Leisure Services
142	1/19/2021 0:00	Education	Recreation and Sport Pedagogy	REC	3510	Recreation Leadership
143	1/19/2021 0:00	Education	Recreation and Sport Pedagogy	REC	3910	Field Experiences in Recreation
144	1/19/2021 0:00	Education	Recreation and Sport Pedagogy	REC	4050	Professional Development Seminar
145	1/19/2021 0:00	Education	Recreation and Sport Pedagogy	REC	4350	Management of Campus Recreation Facilities
146	1/19/2021 0:00	Education	Recreation and Sport Pedagogy	REC	4500	Issues in Campus Recreation
147	1/19/2021 0:00	Education	Recreation and Sport Pedagogy	REC	4901	Special Topics in Recreation
148	1/19/2021 0:00	Health Sciences & Professions	Nursing	NRSE	2220	Foundations of Nursing Practice
149	5/10/2021 0:00	Education	Recreation and Sport Pedagogy	REC	1070	Trapshooting
150	8/23/2021 0:00	Arts & Sciences	History	T3	4115	Ancient East Asian Ideas and the Contemporary World
151	8/23/2021 0:00	Arts & Sciences	History	T3	4150	Michelangelo
152	8/23/2021 0:00	Communication	Communication	COMM	1200	Understanding Virtual Reality Technology
153	8/23/2021 0:00	Communication	Communication	COMM	1200L	Understanding Virtual Reality Technology Lab
154	8/23/2021 0:00	Communication	Communication	COMM	2200	Introduction to Virtual Reality Production
155	8/23/2021 0:00	Communication	Communication	COMM	2200L	Introduction to Virtual Reality Production Lab
156	8/23/2021 0:00	Engineering & Technology	Engineering & Technology	ET	2800	Engineering and Technology - Overview
157	8/23/2021 0:00	Engineering & Technology	Engineering Tech & Management	ETM	1120	Introduction to Manufacturing Operations
158	8/23/2021 0:00	Engineering & Technology	Industrial & Systems Eng	ISE	3040	Fundamentals of Statistics
159	8/23/2021 0:00	Fine Arts	Art + Design	AH	2120	History of Art II
160	8/23/2021 0:00	Fine Arts	Art + Design	AH	2900	Special Topics in Art History
161	8/23/2021 0:00	Fine Arts	Art + Design	AH	4621	Art and Theory Since 1945
162	8/23/2021 0:00	Fine Arts	Art + Design	ART	3950	Passion Works Studio
163	8/23/2021 0:00	Health Sciences & Professions	Nursing	NRSE	6920	Nursing Care of Women
164	8/23/2021 0:00	Honors Tutorial College	Honors Tutorial College	HC	2410	OHIO Honors Engagement Lab
165	8/23/2021 0:00	University College	University College	LET	2907	Procedural Research

OHIO UNIVERSITY
INACTIVE PROGRAMS SINCE 2017

COLLEGE	DEPARTMENT_SCHOOL	MJR_MIN_CRT_CODE	MJR_MIN_CRT_NAME	DEGREE	DEGREE_NAME	NOTES	CIP_CODE	CIP_DESCRIPTION	EFFECTIVE_DATE
Arts and Sciences	Modern Languages	BA5222	German	BA	Bachelor of Arts	Per BOT meeting on 1/15/21.	16.0501	German Language and Literature	01/13/2020
Arts and Sciences	Psychology	BA4107	Psychology	BA	Bachelor of Arts	Created a BS Psychology program (BS4107) so BA is	42.0101	Psychology, General	05/30/2020
Arts and Sciences	Psychology	BA4101	Psychology	BA	Bachelor of Arts	Now BS4101	42.0101	Psychology, General	01/19/2021
Arts and Sciences	Psychology	BA4105	Psychology - Pre-Physical Therapy	BA	Bachelor of Arts	Now BS4105	42.0101	Psychology, General	05/30/2020
Communication	Scripps College of Communication	BCS374	Applied Communication	BSC	Bachelor of Science in Communication	The program is requesting seven changes. Eliminate	09.0101	Speech Communication and Rhetoric	08/24/2020
Communication	Media Arts and Studies, School of	BCS373	Media Arts and Studies Integrated Media	BSC	Bachelor of Science in Communication		09.0701	Radio and Television	01/13/2020
Education	Recreation and Sport Pedagogy	BS8106	Physical Education	BSPE	Bachelor of Science in Physical Education		13.1314	Physical Education Teaching and Coaching	04/01/2020
Education	Teacher Education	BS6854	Early Childhood	BSED	Bachelor of Science in Education		13.1210	Early Childhood Education and Teaching	01/13/2020
Education	Teacher Education	BS6233	German	BSED	Bachelor of Science in Education	Per BOT meeting on 1/15/21.	13.1326	German Language Teacher Education	11/12/2020
Fine Arts	Art + Design, School of	BA5193	Art	BA	Bachelor of Arts		50.0701	Art/Art Studies, General	09/30/2011
Fine Arts	Music, School of	BM5103	Orchestral Instruments	BMUS	Bachelor of Music		50.0903	Music Performance, General	01/01/1901
Health Sciences & Professions	Applied Health Sciences and Wellness, School of	BS8117	Athletic Training	BSAT	Bachelor of Science in Athletic Training	The last admit dates set forth in the attached doc	51.0913	Athletic Training/Trainer	01/19/2021
Health Sciences & Professions	Social and Public Health	BS3300	Occupational Hygiene and Safety	BSOHS	Bachelor of Science in Occupational Hygiene and Safety	Program suspended per BOT meeting on 4/8/21.	51.2206	Occupational Health and Industrial Hygiene	01/13/2020
Health Sciences & Professions	Social and Public Health	BS6836	Long Term Health Care Administration	BSH	Bachelor of Science in Health	Program suspended per BOT minutes on 4/8/21.	51.0718	Long Term Care Administration/Management.	01/19/2021
University College Associate	Two-Year Technical	AA5506	Security Safety	AAS	Associate in Applied Science	Inactive as 8/24/2020 due to RHE Realignment	43.0109	Security and Loss Prevention Services	08/31/2020
Education Graduate	Educational Studies	ME6227	Critical Studies in Educational Foundations	MED	Master of Education	Per BOT meeting on 1/15/21.	13.0901	Social and Philosophical Foundations of Education	01/13/2020
Education Graduate	Educational Studies	PH6226	Cultural Studies	PHD	Doctor of Philosophy	Per BOT meeting on 1/15/21.	13.0901	Social and Philosophical Foundations of Education	01/13/2020
Education Graduate	Human and Consumer Sciences	MS6359	Hospitality and Tourism	MSHCS	Master of Science in Human and Consumer Sciences	Per BOT meeting on 1/15/21.	52.0901	Hospitality Administration/Management, General	06/23/2017
Education Graduate	Recreation and Sport Pedagogy	MS6327	Professional Tennis Management	MSRSS	Master of Science in Recreation and Sport Sciences	Requires two 5-day residency programs. Per BOT mee	31.0504	Sport and Fitness Administration/Management	08/24/2020
Education Graduate	Teacher Education	ME6876	Blended Early Childhood and Special Education	MED	Master of Education	Per BOT meeting on 1/15/21.	13.1015	Education/Teaching of Individuals in Early Childhood Special Education Programs	08/24/2020
Fine Arts Graduate	Music, School of	MM5188	Music--Performance and Conducting	MM	Master of Music		50.0906	Conducting	04/01/2020
Health Sciences & Prof Grad	Nursing, School of	MS1215	Nurse Administrator	MSN	Master of Science in Nursing		51.3802	Nursing Administration.	10/11/2018
Health Sciences & Prof Grad	Nursing, School of	MS1226	Nurse Administrator	MSN	Master of Science in Nursing		51.3802	Nursing Administration.	10/11/2018

Bobcats Finish Strong Completion Program

The Bobcats Finish Strong Completion Program is proposed to comply with the State of Ohio’s guidance for colleges and universities to institute a debt forgiveness program. Past due debts owed to institutions of higher education create a barrier to degree completion. The goal of the program is to positively impact the economy of the State of Ohio by helping students obtain their post-secondary degree.

Program Guidelines

Maximum amount of debt forgiven	<ul style="list-style-type: none"> • \$1,500*
Requirements for eligibility	<ul style="list-style-type: none"> • GPA of 2.0 or higher • Has not earned a bachelor’s degree • Within 30 semester hours of graduating and has at least 90 earned credit hours (within 15 semester hours of completion for associate degree and earned at least 45 credit hours) • Has not attended for at least two semesters, not including summer
Student agreement	<ul style="list-style-type: none"> • Enroll in a minimum of 6 credit hours per semester • Complete all enrolled coursework in good academic standing (term GPA of 2.0 or greater) • Meet with academic coach at least once per month while enrolled • Pay for additional term(s) in full and on time which may include an approved payment plan
Return on investment	<ul style="list-style-type: none"> • Debt forgiven: Debt up to \$1,500 forgiven; recalled from Ohio Attorney General if necessary; debt forgiveness is earned when requirements are met each term • Revenue: Tuition varies by campus and by OHIO Guarantee cohort (full time student \$5,468+ (Athens campus), \$2,595 (regional campus); part time student \$3,102+ (Athens campus), \$1,404 (regional campus)); SSI for course completion and graduation

*Maximum Debt Forgiveness Eligibility: Students enrolled full time (12 credit hours or more) may receive up to \$1,500 in debt forgiveness (\$750 per term for up to two terms). Students enrolled part-time (less than 12 credits) may receive up to \$750 in debt forgiveness (\$375 per term for up to two terms).

Student Identification Process:

1. Bursar, Registrar to work with OBI team to create reports based on the following criteria:
 - a. Students that have a financial hold
 - b. Not enrolled for at least two terms
 - c. In good standing with minimum GPA of 2.0
 - d. Have earned at least 90 credit hours
 - e. Have not earned a bachelor degree
 - f. Have met the residency requirement
2. Allen Advising Center for evaluation reviews the student academic record to determine who may be within 30 credit hours of graduation and invites students to apply.

Applicant Selection:

1. Student meets with Allen Advising Center develops graduation plan.
2. Student takes graduation plan to Office of Student Financial Aid or Bursar to review aid and develop financial plan.
3. Student meets with Academic Coach to devise academic support plan.
4. Upon completion of all 3 steps, student meets with Allen Advising Center staff to review and sign agreement and register for first semester.

5. A copy of the completed contract is shared with Bursar
 - a. Bursar releases financial hold to permit student to register for classes
6. The Allen Student Advising Center monitors student progress and adherence to contract terms and communicates next steps to students and Bursar.
 - a. If contract conditions are met, Bursar forgives half of balance due and releases financial hold so student can register for the next term; if student has met all requirements for graduation, full balance will be forgiven
 - b. If contract conditions are not met, balance will not be forgiven and financial hold is reinstated