

30 November 2015

To: The Five Colleges of Ohio Board

From: The Operating Committee

Re: Progress Report

Introduction

The 2015-16 year is a turning point for the Operating Committee, as all of the original, founding members have retired or are about to retire. The newest members have already taken leadership roles, suggesting new projects for consideration. The current chair of the committee, Mark Kohlman, CBO at Kenyon, is serving a final third year as head of the group. Dan Hitchell, CFO at Ohio Wesleyan, is due to take over as chair starting with the 2016-17 year. The Operating Committee continues to meet five times a year, once at each college. During recent meetings, the risk managers, procurement staff, library directors, and auditors have been invited to attend.

This report summarizes our current endeavors, both accomplishments and next steps, and then lists new priorities that we will be pursuing over the next several years.

Update

In our 2012 and 2013 reports, the focus was on risk management, audit services, human resources, and procurement. We have continued our collaborative efforts in each of these areas:

- Insurance/Risk Management. The five colleges are nearing the end of a three-year agreement with Wells Fargo as broker for property and liability insurance. By engaging in a RFP in 2012, broker fees over this time were reduced approximately \$80,000/year. In addition, by rebidding coverage we have also seen decreases in insurance costs of 9.5% (2009-2014).
- Audit Services. Based on a joint RFP (11 December 2014), the four colleges Denison, Kenyon, Oberlin, and Ohio Wesleyan renewed contracts with Maloney + Novotny for audit services. M+N continues to provide audit and Form 990 services for The Five Colleges of Ohio organization at no additional cost. This renewal process, while time consuming, ended up reducing costs for each of the colleges participating in the contract.
- HR initiatives. The directors speak on the phone monthly. Recent projects (completed with the assistance of the Procurement Specialist) include cost-saving agreements with Sterling Infosystems, for background check services, PeopleAdmin for employment software, and CBiz for (403)b plan management. The group has studied ancillary insurance coverages and discussed best practice topics related to overtime, spouse and partner benefits, and training topics.

- Procurement. Since 2012, the Procurement Office has realized success in three major areas: cost savings, procurement automation, and process improvements.
 - Total savings of \$555K was achieved in insurance brokerage services, background check and drug screening services, elevator maintenance agreements, scientific supplies, document management systems, and shared software agreements.
 - A consortial team selected the SciQuest eprocurement solution. A five-year contract with SciQuest was signed in June 2014, and a grant of \$100,000 from the Mellon Foundation was awarded in support of our collaborative efforts. Implementation at four colleges began in September 2014 and should be complete by May 2016, as planned and within budget.
 - The use of SciQuest is driving process improvements. Each instance connects to the college's financial system, pulling supplier and account information from the ERP and pushing purchase order and receipt information. Each college has access to specific, automated approval workflow, sourcing tools, an integrated contract module, and query/reporting tools.

Next Steps

- Collaborative Groups: In addition to ongoing and new efforts in compliance, facilities, finance, human resources, information technology, procurement, and risk management, the Operating Committee encourages and supports other administrative peer groups (e.g., athletics, bookstores, security directors, Title IX coordinators and related staff positions, and sustainability staff) to meet, share best practices, and identify joint opportunities to improve skills, work more efficiently, and mitigate costs.

We also support other Ohio Five collaborations including the major initiatives for library operations and grants, the language postdoctoral fellowships and pedagogy grant, and the faculty development grant. In addition, we recognize the peer groups that share commitments to collaboration in these areas: admissions, career services, communications, dance, diversity, grant writing, international admissions and study-away programs, instructional technology, registrars, residential life, and the academic skill centers.

- Insurance/Risk Management: EIIA: During Fall 2015 discussions about bidding insurance broker services, the suggestion was made that the group evaluate Educational and Institutional Insurance Administrators, Inc (EIIA) as a possible insurance/broker service for the Ohio Five colleges.. EIIA is a comprehensive insurance consortium serving 125 small liberal arts colleges across the country. They provide the full spectrum of property and liability coverage in addition to other specific coverages that are necessary. In October,

EIIA staff came to Ohio and presented their program to the Operating and Risk Managers groups and then invited us to their annual meeting in November. Representatives from Ohio Wesleyan, Kenyon, and Wooster attended and were pleased with what they learned. Further discussion within the Operating Committee resulted in consensus that, as a group, we should let EIIA provide proposals for coverage. We are currently in the process of collecting the necessary information so EIIA can return to Ohio in January 2016 and meet with each college to review their proposals. There continues to be strong support for continuing to purchase insurance as a group and we hope to leverage our consortial capacity with EIIA.

- Procurement: The primary focus of the Procurement Office will be continued cost-saving initiatives and further development of the SciQuest solution. Automated commodity spend reports from SciQuest will be key to determining cost savings opportunities. Four immediate initiatives include 1) fleet contracts, 2) connectivity between SciQuest and work order systems to further automate facilities purchasing, 3) evaluation and expansion of the SciQuest suppliers and 4) the development of a SciQuest quick quote function (a useful competitive quoting tool).

New Priorities

- Process Improvement: Based on the experience of David English, the Denison CFO, we have identified process improvement as a method worth investigating. Having learned about the use of the LEAN process improvement in health care, Mr. English used the techniques successfully in higher education. Applying the philosophy of maximizing value while minimizing waste, projects were easily identified (e.g., when systems require staff to rekey data, there is the waste of data-entry time plus the likelihood of errors that could result in decisions based on faulty data or the necessity to spend additional time to reconcile systems). In the coming year, we will consider one or more pilot projects that would provide experience in mapping processes, eliminating unnecessary steps, and implementing new ways of working. This might be facilitated by a shared employee who could rotate projects among the colleges, using collaboration to enhance progress.
- IT: For several years the Operating Committee has discussed the idea that there should be ways in which IT services, hardware, and other functions could be shared by the five colleges. These discussions have not led to any specific directives or project. We believe that there are opportunities to find efficiencies and cost savings, perhaps through the process improvement exercise discussed in the previous bullet.

- Compliance (EH&S/OSHA): Each of the five colleges is required to meet many if not all of the same EH&S/OSHA requirement, albeit in slightly different settings depending on the set up individual buildings and systems. Shared services in this area have been an ongoing discussion topic for the past year or so. Next steps in this area would include investigating the feasibility of a shared Compliance Specialist to assist each college in the development/implementation of various EH&S/OSHA compliance programs. One could envision a structure similar to the Purchasing Specialist, where the Ohio Five person works with each campus supporting and improving the on-going EH&S/OSHA compliance efforts.
- Maintenance/Facilities: There may be several areas of collaboration within the facility operations of the colleges. Four of the five colleges use the same work-order system (TMA) at different stages of implementation. Wooster has been using TMA for many years and Kenyon implemented it just two years ago. Denison and Ohio Wesleyan are somewhere in the middle. Support for these systems and continued improvement/effective use of this system is a process that often gets put on the back burner due to day-to-day work loads of those involved. There may be a collaborative solution that would improve the functionality of this system.

Additionally, each of our campuses grows more and more dependent on building automation systems (BAS) for the monitoring, diagnosing, and servicing building systems. Having a consolidated office with the highest level of expertise in BAS that could enhance the effectiveness of technicians and service staff could help reduce maintenance and utility costs. Larger institutions have separate BAS management offices that support the efforts of the technical staff. The University of Kentucky's Delta Room is a prime example. Creating a comparable support system for the Ohio Five could prove beneficial to each campus.

The Five Colleges of Ohio Libraries' Report to the Presidents Fall 2015

The Five Colleges of Ohio library directors collaborate and proactively attempt to discern and meet the future needs of our constituencies. The emphasis of academic library work is shifting: libraries engage more in the creation of new knowledge and crafting context and spend less time controlling physical objects. This shift is evident in our own libraries. To meet these new demands, we have reconfigured shared positions and task forces to nimbly negotiate and adopt new technologies.

Most recently, we have been working on:

- Mellon Grant: \$775,000 for “Digital Collections: from Projects to Pedagogy and Scholarship.” Since 2013, we funded 26 faculty-led projects across the five colleges, with eight more in the pipeline. We are requesting a one-year extension to wrap up this work. See examples on [our projects page](#).¹
- Outreach: Efforts in this area have situated The Five Colleges’ digital scholarship within the larger context of Digital Humanities and Digital Scholarship organizations such as the Alliance for Digital Humanities Organizations (ADHO), the Digital Library Federation (DLF), and the Digital Humanities training network.
 - Sixteen librarians, faculty, and students have given or participated in presentations since November 2014.
 - In his capacity as the Digital Scholar (funded by the Mellon Grant), Jacob Heil
 - represented the Ohio Five, the libraries, and consortial digital scholarship as a member of the steering committee for the 2016 Institute for Liberal Arts Digital Scholarship (ILiADS), as a Workshop Designer/Facilitator at the 2015 Digital Scholarship Conference at Bucknell University, as a Project Mentor and Consultant for ILiADS 2015, and as a Project Consultant at a 2014 GLCA meeting about the Digital Liberal Arts.
 - represented the Ohio Five Digital Scholarship initiative as a member of the [Networked Knowledge](#)² team at the highly-selective, Mellon-funded [Scholarly Communications Institute](#) (SCI).³
 - gave seven presentations at five different conferences in the past year.
- Staffing: Three shared positions
 - Reconfigured/updated consortial systems positions:
 - Ben Daigle, Associate Director of Consortial Library Systems, was hired in March 2015. The library directors at the four CONSORT colleges recast the CONSORT Systems Manager position and transformed it into a position with more leadership expectations and changed the title to the Associate Director for Consortial Systems. Ben takes a leadership role, advising all five directors of technology changes on the horizon, working with local CONSORT IT departments to integrate library accounts into

¹ http://digitalscholarship.ohio5.org/oh5_projects/

² <http://personal.psu.edu/amm81/sci/>

³ <http://trianglesci.org/2015/10/23/sci-2015-has-concluded-stay-tuned-for-sci-2016/>

existing campus enterprise systems, and maintaining the integrated library system.

- Web Services Specialist, an open part-time position formerly occupied by the CONSORT Library Systems Assistant to assist with loading data into the CONSORT catalog for electronic resources, has been reconfigured in light of improvements in automation of this work. While the Web Service Specialist position will continue to provide support for consortial systems management, it also provides needed support for digital scholarship initiatives and web development.
 - Jacob Heil, Digital Scholar for the [Mellon Digital Scholarship grant](#),⁴ hired in September 2013.
- Our [June 2015 event](#),⁵ “The Practice and Potential of Text Encoding,” hosted by Oberlin, drew 52 participants from the five colleges. We had several local speakers, plus guest speakers from Case Western Reserve and Northeastern Universities and enjoyed vigorous discussion throughout the day. The Mellon grant supported this staff development opportunity.

Our collaborations have produced tangible results, as well:

- A Consortial Contract with Proquest/Serials Solutions. We negotiated jointly to gain access to a bundle of tools we all use to manage content and to decrease expenditures for those tools. The annual cost was reduced by 29% (from \$134,795 to \$96,313) and we gained access to a larger suite of services designed to better and more efficiently manage electronic resources throughout their lifecycle and make them more discoverable for users.
- Digital Collaborations Group. This group grew out of the “Technical Infrastructure Committee,” planted during our first joint Mellon grant focused on digital work. The team is taking an online humanities programming course together, forming a ready-made study group.
- Student Newspaper Digitization. A team of librarians from all OH5 colleges collaborated on processes and procedures to digitize student newspapers. All five individual colleges now all have their [newspapers online](#).⁶
- Consortial E-book Project. As an exemplar of how the we can incubate solutions that won’t or haven’t been able to scale up effectively for OhioLINK, several of the Ohio Five colleges are working with a vendor to provide patron-initiated access to e-books within the consortium. In this “Demand Driven Acquisitions” model, many possible book records are loaded into the library catalog. Faculty, students and staff who take a closer look at the book can trigger a “purchase” of that book on the libraries’ behalf.

In the next three-year window, we will focus on:

⁴ <http://digitalscholarship.ohio5.org/>

⁵ http://openworks.wooster.edu/oh5_events/summerinstitute2015/

⁶ <http://dcollections.oberlin.edu/cdm/landingpage/collection/p15963coll9>

- Futures planning with staff. (Not formal strategic planning per se, but organized conversations about future directions for libraries.)
 - Staff expertise, work shifting
 - Data-driven decision-making
- Refreshing the Five Colleges of Ohio web site. Modern web capabilities will allow us to create a more nimble and participatory web presence and allow staff to better collaborate.
- Re-evaluating our ProQuest/Serials Solutions Contract. As our contract nears its end (June 2017), we plan to re-evaluate the specifications we need for electronic resource management, particularly reporting capabilities and characteristics. We will likewise re-assess discovery layer options.
- Addressing Open Access Initiatives at both local and consortial levels. Several of us are supporting the Lever Press, an Oberlin Group Initiative jointly sponsored by the University of Michigan and Amherst College. We also hope to answer questions such as, "Is there a role for Open Educational Resources at small, private liberal arts colleges?"
- Participating in the OhioLINK Print Management Task Force. The statewide task force is charged with devising a plan to alleviate the pressures of growing print collections while preserving the scholarly record as a collective. With their deep historical print collections, the OH5 libraries will be an important contributor to the task force.
- Planning for sustained and sustainable digital projects. We have charged a new Digital Preservation Task Force with planning for sustained digital projects. For several years, the libraries have devoted significant local and grant resources to creating digital content. A task force of digital librarians is examining a cost-effective and sustainable approach to preserve this content. We intend to pursue a shared consortial solution.
- Increasing the visibility of data from our collections, scholarly output of faculty, and faculty research data on the web. "Linked data", a developing method of publishing structured metadata on the web employed by prominent research libraries, Library of Congress, OCLC, as well as private sector stakeholders (e.g. Google, Bing, etc.), will fundamentally change the way information from our collections is discovered and used online. This practice is gaining momentum, and we will engage with colleagues and service providers to ensure that we cultivate the necessary skills and knowledge to take full advantage of these changes.
- Choosing the best values and technologies for streaming video solutions, including vendors such as Kanopy, as well as adding our own content.
- Evaluating the advantages of converging on a single vendor solution for our institutional scholarly repository needs. Digital Commons by bepress, in use at Wooster and Kenyon, has evolved into the de facto standard among the Oberlin Group libraries. We expect specific digital repository software to have a limited useful window; we anticipate considering alternatives every 3-5 years.

8 December 2015

To: The Five Colleges of Ohio Board
From: The Academic Committee
Re: Progress Report

The Five Colleges of Ohio Academic Committee meets regularly three times a year. Attendance, which includes both chief and associate academic officers, averages nearly 20 per meeting. The value of these meetings is clearly shown by the strong professional relationships which have developed and the caliber of projects initiated.

Accomplishments

In 2012, we reported on the Mellon Language Planning Grant, Off-Campus Programs, and Programs for Faculty. Languages and Faculty Development remain priorities. A review of off-campus programs indicated that minimal cost-savings could be achieved consorcially, although we continue to support our off-campus program staff to meet, share best practices, and communicate about campus activities.

Language Program Update

1. Planning Grant completed.
2. Implementation Grant for \$2 million awarded and the first class of fellows was hired.

Programs for Faculty

1. Teagle Planning Grant completed.
2. Teagle Implementation Grant awarded.
3. Occasional shared workshops and meetings (e.g. Denison sponsored Kerry Ann Rockquemore workshop, Wooster invited department chairs to a conflict management workshop, Kenyon invited representatives to meet with David Asai, HHMI).

Student Focused Activities

1. *Dance Ohio Five* workshops held at Oberlin in 2014 and at Kenyon in 2015 (with Denison to host in 2016).
2. *Legal Studies Summer Program* held in the summer of 2015, organized and led by Ric Sheffield, professor at Kenyon College.

The Impact of Shared Grant Programs and Activities: Sustained Change

The value of shared grant programs and other activities is evident, but in addition we have seen ripple effects at individual colleges that indicate sustainable changes are taking place.

Denison. At an early Teagle planning grant meeting, Ohio Wesleyan representatives described the Course Connections concept. A group of Denison faculty was inspired to work on a similar set of linked courses. A proposal to implement the project is almost ready to be reviewed by the curriculum committee.

Wooster. Wooster is rewriting materials about tenure and promotion to include digital scholarship. Could you provide better, more exact wording about that initiative? The programming and projects supported by the Mellon Library Digital Scholarship Grant led to the realization that tenure and promotion process should include the option for presenting including digital scholarship.

Oberlin. The Dance Ohio Five workshop provided an opportunity for faculty to discuss and share pedagogical approaches. In addition, the sharing of ideas during the workshop contributed to the Department's conceptualization of its successful request for the return of a tenure track appointment in contemporary global dance.

Oberlin. The college has benefited from the consortial relationship in writing and implementing the Mellon language post-doctoral fellowship program with Ohio State University. Looking forward, we are interested to explore the possibilities of connections with our Ohio Five colleagues in terms of establishing course connections between institutions and exploring the possibilities of consortial arrangements for upper-level language instruction.

General Impacts.

- The language collaboration with the Ohio State University might provide a foundation for other joint programs (e.g., diversity or science) with OSU or other R1 universities.
- The faculty workshop with Kerry Ann Rockquemore led to a pilot faculty-mentoring project at Denison.
- A Kenyon faculty member met a Denison faculty member in the same field, leading to joint support and collegiality.

Benefits of an Ohio Five Academic Committee

The academic officers from all the colleges see the value of meeting with their Ohio Five peers. At a recent meeting, members of the committee noted:

- "The Academic Committee has resulted in a rich network of colleagues."

- “The intense interaction of deans and provosts required to create and implement grant programs has been very positive.”
- “Inclusion of associate deans and provosts is very important.”
- “Because the academic officers are working together, it’s easier to get faculty together.”

In addition, When joint activities replace multiple individual college activities, costs are not incurred. One example: Instead of engaging consultants, deans and provosts know Ohio Five colleagues who can offer assistance.

Future Projects

Diversity Activities

A diversity group has been formed to develop ideas for a planning grant to fund site visits and faculty workshop that could lead to additional long-term programs. The common ground for collaboration includes:

1. Professional development program (conferences, seminars, coaches) for faculty and staff to enhance mentoring/support services to minority/underrepresented students
2. Support and resources for faculty interested in diversifying curriculum and programming
3. Support and mentoring for underrepresented faculty
4. Data collection to assess status and results of efforts in this area

Extension of Mellon and Teagle Grant Activities

1. Learning how to evaluate of digital scholarship, including digital scholarship in promotion and tenure.
2. Expansion of Teagle curricular coherence activities, especially those related to the ideas of Randy Bass.
3. Language activities should be extend and expand. There is interest in using technology to deepen learning, finding sustainable practices, and continuing the postdoctoral fellow program.

Academic Partnerships

1. Collaborations with R1 Universities in the languages, sciences (for postdocs or instrumentation), and other areas.
2. Explore options for new programs (e.g., replacing 3:2 programs).

Faculty Development

1. Membership in National Center for Development and Diversity
2. Faculty Mentoring Network
3. Faculty Scholarship Seminar Series
4. Grant-writing workshop (leading to individual or collaborative grants)

DRAFT 3Dec2015

Envisioning a Consortial Approach to Title IX Compliance

A White Paper

by

The Title IX Coordinators of the Five Colleges of Ohio

Few challenges facing higher education have received as much attention over the last few years as the incidence of gender-based harassment and violence, including sexual violence, on college campuses. Fierce debates from a wide range of perspectives about the legal and administrative responsibilities required by [Title IX of the Educational Amendments of 1972](#) have occurred simultaneously with a dramatic increase in regulatory activity and a proliferation of a wide range of sometimes contradictory and often challenging reports, guidance, legislative activity, and legal decisions.⁷ These debates have been further influenced by recent and proposed federal and state legislation on campus safety, particular the changes to the Clery Act made by the [Violence against Women Reauthorization Act of 2013](#).

As Title IX Coordinators at selective residential liberal arts colleges in Ohio, we see in the current moment of heightened attention to the Title IX obligations of educational institutions that receive federal funding and the accompanying attention to sexual violence and other forms of gender-based harassment and violence on campus as a responsibility – both legal and ethical – and an opportunity to achieve even more effectively the core educational missions of our institutions. As student activists have long demonstrated through survivor stories and other forms of personal testimony, sexual violence has an enormous impact on access to education that researchers are just beginning to document, from students' academic performance to their ability to take advantage of the co-curricular and extra-curricular activities that build the skills, competencies, and social networks that contribute the lifelong value of a college degree.⁸ The data emerging from more systematic efforts to survey campus climate suggest that although better instruments and samples are still needed, the incidence of sexual violence at U.S. college and universities is distressingly high.⁹ Although our necessary compliance with new legal and regulatory requirements requires our institutions to dedicate considerable resources to this area, we propose that these changes should be understood as proactive investments in student success rather than simply reactive responses to outside pressures unrelated to our academic mission. We would also note that investment in Title IX compliance can benefit our institutions in

⁷ Dear Colleague 2011 and FAQs 2014, OCR voluntary resolution agreements, VAWA amendments to Clery, White House Task Force, current federal bills, state affirmative consent laws, etc.

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⁹ Add something about intersectional analysis and vulnerable populations.

other areas as well. In the employment realm, perceived or actual gender discrimination and harassment is a significant challenge to workplace productivity and an area of considerable institutional risk. Students who serve as peer educators and advocates develop important interpersonal skills, build experiences that provide career preparation, and enhance their capacity as community members, citizens, and leaders.

Additionally, Title IX compliance can provide a testing ground and model for both informal and formal approaches to conflict resolution on campus and provide an opportunity for campuses to build capacity broadly at a time when campus discourse is widely characterized as fraught, difficult, and intransigent and when calls for civility and the protection of academic freedom are countered with charges of micro- and macro aggressions and violence. In terms of campus policy, our Title IX efforts can be an opportunity to explore best practices for all conduct and grievance processes. Concerns about the incidence of other forms of illegal discrimination and harassment, in addition to a wide range of behaviors that may not be related to protected classes and that are often glossed as “bullying,” suggest the need for enhanced institutional capacity for conflict resolution broadly. Finally, we would suggest that the regulatory expectation of recursive review of data about prevention efforts, incident rates, and procedural outcomes aligns well with institutional assessment projects, in which we use meaningful data collection to continuously improve the educational experience. In this sense, Title IX may be an unfunded mandate, but is hardly external to or in opposition to the core priorities and needs of our Colleges.

We do, however, have concerns about the growing scale of our Title IX investments at a time when, arguably, the unsustainability of increases in tuition and board is one of the other most significant national conversations about higher education. As responsible stewards of our institutions, we believe that it is imperative to seek creative strategies to participate in institutional efforts to control costs and develop sustainable budgetary strategies at a time of national economic uncertainty. We seek innovative approaches to providing high quality Title IX compliance, including robust prevention and education efforts designed to reduce the incidence of gender harassment and discrimination (including sexual violence), stalking, and dating and domestic violence on campus, in ways that are economically sustainable for small liberal arts colleges. The flexibility available in the current U.S. Department Office for Civil Rights regulatory guidance suggests that institutions should develop practices that both ensure access to education and reflect their institutional cultures, values, and forms of governance. We embrace the opportunity to meet the very real challenge of finding ways to increase institutional capacities around Title IX within sustainable budgetary models.

As such, we have begun the process of exploring opportunities for the Five Colleges of Ohio to collaborate around Title IX. As small, selective, geographically proximate residential liberal arts colleges, we share many similar challenges and -despite our unique campus cultures - enough similarities that there appear to be exciting possibilities for collaboration that meets our twin goals of enhancing the quality of Title IX compliance while helping to manage costs. In particular, we have identified the following areas of potential collaboration between one or more campuses:

- *Employee Training and Professional Development*
 - Given the annual training requirements now required by law and specified in the regulatory guidance, we see clear opportunities to invite outside experts or share personnel in order to meet training requirements and create programs that effectively integrate outside expertise with campus-based knowledge. Such programs not only allow us to share costs but also to learn from the work that occurs on each campus in ways that provide high quality professional development.
 - Our campuses have varying needs for capacity development in Human Resources as well as a need for ongoing management training. There are opportunities to share costs when we contract with off campus professionals.
 - We would be interested in exploring the ways that the Ohio Five might look for shared professional development opportunities around crisis communication.

- *Education and Prevention*
 - Every campus has a need for increased capacity in this area and faces budget constraints. There are opportunities to share costs around both awareness programs and primary prevention, both in relation to campus activities and online training programs for students and employees.
 - We have discussed the possibility of sharing design and production resources in support of the Title IX communication strategy on each campus. This might include print as well as video, social media, and other tools created by and therefore tailored to our campuses
 - Our campuses all feature strong peer education programs. We see interesting opportunities to develop student conferences and shared educational opportunities in which sharing perspectives and skills with students from other campuses further enhances the role of student leadership in preventing sexual violence.
 - Kenyon and Oberlin are also interested in exploring the possibility of sharing a sexual violence prevention educator, potentially with additional skills in alcohol and other drug education (given the role of alcohol in many reports from students about students).

- *Policy Development and Review*
 - Because of the rapidly changing legal and regulatory context, as well as the increasing presence of attorneys in resolution processes, we anticipate ongoing need for legal consultation with attorneys with high-level Title IX expertise. Although our policies differ in important ways, there are probably opportunities to share costs in this area.
 - We are interested in the ways that an ongoing Ohio Five working group might serve as the basis for sharing expertise among our institutions and enable policy review to individual intuitions by sharing our knowledge and experience of best practices.
 - We are interested in exploring the ways that existing Ohio Five personnel with Title IX training might provide case review of individual reports. This idea, like many here, would take careful review of the legal concerns related to privacy and liability.
 - All of our campuses anticipate the need for regular audits of policy, procedures, and cases and are interested in exploring ways to save costs by working consortially with appropriate experts.

- *Resolution Procedures*
 - We are in the early stages of exploring the potential to share investigatory resources by creating an approved list of investigators with whom we can negotiate a consortial rate.
 - We are interested in exploring whether it might represent an effective risk management strategy to develop a consortial adjudication process for our most difficult cases, in order to enhance our ability to offer equitable and prompt resolution to Title IX reports.
 - We are interested in exploring the potential of a consortial process that could provide appeals review, and are watching with interest the emerging collaborations among some liberal arts colleges in the Northeast. If, for example, it would be beneficial to move some high profile cases off-campus (as in the model of schools who engage retired judges), there might be a benefit of collaboration in this area.
 - We are interested in exploring whether consortial consultation on the nature and efficacy of remedies, both individual and community, could be beneficial.
- *Grants and Funding*
 - There is increasing federal, state, and private interest in providing funding in this area. Because our campuses are small, consortial funding might help demonstrate to funders that their investments are impacting a wide audience of students
 - For funding related to staffing, shared positions may be worth exploring.
 - Grants in this area typically require considerable documentation (including memoranda of understanding with law enforcement and victims services) and the consortium provides a model for shared labor in seeking such funding.
 - While each campus has its own Title IX compliance structure and staffing pressures, we share an interest in exploring ways in which two or more campuses might share grant-funded staffing.

While we are excited to pursue these potential areas of collaboration (and others that may emerge), we also acknowledge there are challenges before us as well. Our campuses have distinct climates and cultures that require us to identify areas of shared need that can be effectively adapted to our individual contexts. Each campus has different policies and resolution processes that are nested in our individual and distinct systems of governance. Any collaboration on this issue must recognize, honor, and work within the strong systems of self-governance that characterize our campuses. There are also significant legal questions related to elements of collaboration, especially around privacy and liability, that will require careful review to ensure that consortial work in this area contributes meaningfully to institutional risk management. Finally, while there are potential costs savings in shared personnel, there are significant logistical challenges including supervision models and the management of compensation.

Ensuring access to education on our campuses must be the work of the entire campus community. We welcome opportunities to explore these ideas and discover others as we continue conversation at our campus homes and when we meet together. The Ohio Five Title IX Coordinators will continue to meet regularly to discuss these and other emerging issues.

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