

Board of Trustees Committee Meetings - THURSDAY, JUNE 6, 2024 -TO BE POPULATED

Youngstown State University - Board of Trustees
Board Meeting Room, 1st Floor, Tod Hall
2024-06-06 10:00 - 17:00 EDT

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E. Adjournment



**YOUNGSTOWN STATE UNIVERSITY
BOARD OF TRUSTEES COMMITTEES**

**Michael A. Peterson, Chair
Charles T. George, Vice Chair
Anita A. Hackstedde, Secretary**

**2023-2024 STANDING COMMITTEES
(adjusted for vacancy)**

**ACADEMIC EXCELLENCE AND
STUDENT SUCCESS COMMITTEE**

.....
Joseph J. Kerola, Vice Chair
All Trustees are members

FINANCE AND FACILITIES COMMITTEE

Allen L. Ryan, Jr., Chair
Sergul A. Erzurum, Vice Chair
All Trustees are members

AUDIT SUBCOMMITTEE

.....
Richard C. Fryda, Vice Chair
Laura A. Lyden
Anita A. Hackstedde
Joseph J. Kerola

INVESTMENT COMMITTEE

Allen L. Ryan, Jr., Chair
Charles T. George, Vice Chair
All Trustees are members

INTERCOLLEGIATE ATHLETICS COMMITTEE

Joseph J. Kerola, Chair
Richard C. Fryda, Vice Chair
All Trustees are members

INSTITUTIONAL ENGAGEMENT COMMITTEE

Anita A. Hackstedde, Chair
Allen L. Ryan, Jr., Vice Chair
All Trustees are members

**WORKFORCE EDUCATION AND
INNOVATION COMMITTEE**

Charles T. George, Chair
Laura A. Lyden, Vice Chair
All Trustees are members

UNIVERSITY AFFAIRS COMMITTEE

Anita A. Hackstedde, Chair
Charles T. George, Vice Chair
All Trustees are members

GOVERNANCE COMMITTEE

Michael A. Peterson, Chair
Charles T. George, Vice Chair
All Trustees are members

EXECUTIVE COMMITTEE

Michael A. Peterson, Chair
Charles T. George, Vice Chair
Joseph J. Kerola
Anita A. Hackstedde
.....
Allen L. Ryan, Jr.

..... = vacancy on committee due to appointment of a new trustee

5-21-24



June 6, 2024

YOUNGSTOWN STATE UNIVERSITY



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Cleveland, Ohio 44114
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Endowment Assets: Performance & Asset Allocation Review

Detailed Performance

Supporting Information



INITIATIVES

2024 CALENDAR YEAR INITIATIVES

		1Q	2Q	3Q	4Q	COMMENTS:
STRATEGIC / ADMINISTRATIVE	Investment Policy Review				<input type="checkbox"/>	
	Strategic Asset Allocation Review			<input type="checkbox"/>		
	Peer Review		✓			
	2025 Oversight Dashboard				<input type="checkbox"/>	
	STAR Ohio/Plus Annual Review					
PORTFOLIO	Fixed Income Review				<input type="checkbox"/>	
	Alternative Investments Review		✓			
	Global Equity Review				<input type="checkbox"/>	
PERFORMANCE	Capital Markets Review	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	
	Quarterly Performance Review	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	
	Endowed Account Review / Oversight	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	
OTHER	Fee Review			<input type="checkbox"/>		
	ORC Compliance Review			<input type="checkbox"/>		
	Clearstead Firm Update	✓				

LAST REVIEWED
 Investment Policy: 06/21/2023
 Strategic Asset Allocation: 09/19/2023
 Fee Review: 09/19/2023

MEETING SCHEDULE
 1Q: March 6, 2024
 2Q: June 5, 2024
 3Q: September 18, 2024
 4Q: December 4, 2024

FOLLOW UP / INITIATIVES



CAPITAL MARKETS UPDATE

WHAT HAPPENED LAST QUARTER?

- Strong equity market returns, interest rates rose
 - Q1 2024: S&P 500 +10.6%; MSCI EAFE +5.8%; MSCI Emerging Markets +2.4%; Bloomberg US Agg -0.8%
 - Market breadth improved outside of “Magnificent Seven”
- Economy strengthened but downward inflation trend stalled

INVESTMENT OUTLOOK:

- Economic fundamentals support a prolonged business cycle
 - Lower recession risk but potential of soft landing later this year
 - Expect inflation to be choppy but lower by year-end
- Corporate earnings expected to increase 11% for 2024
 - Given high valuations, if earnings, margins, or sales disappoint, downside risks loom
- Fixed income investors will remain sensitive to Fed guidance
- Lingering geopolitical uncertainty and an upcoming U.S. presidential election underscores the importance of diversification

ASSET CLASS RETURNS

2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Q1 2024	2024 YTD
Large Cap 13.7%	Large Cap 1.4%	Sm/Mid 17.6%	Em Mkt 37.3%	Cash 1.9%	Large Cap 31.5%	Sm/Mid 20.0%	Large Cap 28.7%	Cash 1.5%	Large Cap 26.3%	Large Cap 10.6%	Large Cap 10.6%
Sm/Mid 7.1%	US Bonds 0.6%	Hi Yld 17.5%	Dev Intl 25.0%	US Bonds 0.0%	Sm/Mid 27.8%	Large Cap 18.4%	Sm/Mid 18.2%	Hdg Fnds -4.7%	Dev Intl 18.2%	Sm/Mid 6.9%	Sm/Mid 6.9%
US Bonds 6.0%	Cash 0.1%	Large Cap 12.0%	Large Cap 21.8%	Glb Bond -0.9%	Dev Intl 22.0%	Em Mkt 18.3%	Dev Intl 11.3%	Hi Yld -11.2%	Sm/Mid 17.4%	Dev Intl 5.8%	Dev Intl 5.8%
Hdg Fnds 3.4%	Hdg Fnds -0.3%	Em Mkt 11.2%	Sm/Mid 16.8%	Hi Yld -2.3%	Em Mkt 18.4%	Hdg Fnds 10.9%	Hdg Fnds 6.5%	US Bonds -13.0%	Hi Yld 13.5%	Hdg Fnds 4.9%	Hdg Fnds 4.9%
Hi Yld 2.5%	Dev Intl -0.8%	US Bonds 2.7%	Glb Bond 9.3%	Hdg Fnds -4.0%	Hi Yld 14.4%	Glb Bond 9.5%	Hi Yld 5.4%	Dev Intl -14.5%	EM Mkt 9.8%	Em Mkt 2.4%	Em Mkt 2.4%
Cash 0.0%	Sm/Mid -2.9%	Glb Bond 1.9%	Hdg Fnds 7.8%	Large Cap -4.4%	US Bonds 8.8%	Dev Intl 7.8%	Cash 0.1%	Large Cap -18.1%	Hdg Funds 6.3%	Hi Yld 1.5%	Hi Yld 1.5%
Em Mkt -2.2%	Hi Yld -4.6%	Dev Intl 1.0%	Hi Yld 7.5%	Sm/Mid -10.0%	Hdg Fnds 8.4%	US Bonds 7.5%	US Bonds -1.5%	Sm/Mid -18.4%	US Bonds 5.5%	Cash 1.3%	Cash 1.3%
Glb Bond -2.8%	Glb Bond -4.8%	Hdg Fnds 0.5%	US Bonds 3.5%	Dev Intl -13.8%	Glb Bond 5.0%	Hi Yld 6.2%	Em Mkt -2.5%	Glb Bond -19.6%	Cash 5.1%	US Bonds -0.8%	US Bonds -0.8%
Dev Intl -4.5%	Em Mkt -14.9%	Cash 0.3%	Cash 0.9%	Em Mkt -14.6%	Cash 2.3%	Cash 0.5%	Glb Bond -8.2%	Em Mkt -20.1%	Glb Bonds 4.2%	Glb Bond -3.8%	Glb Bond -3.8%

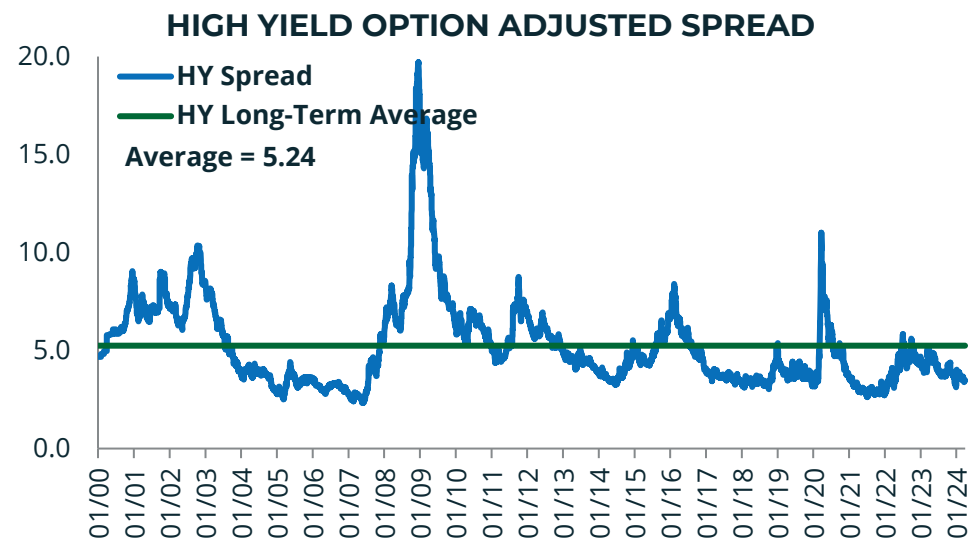
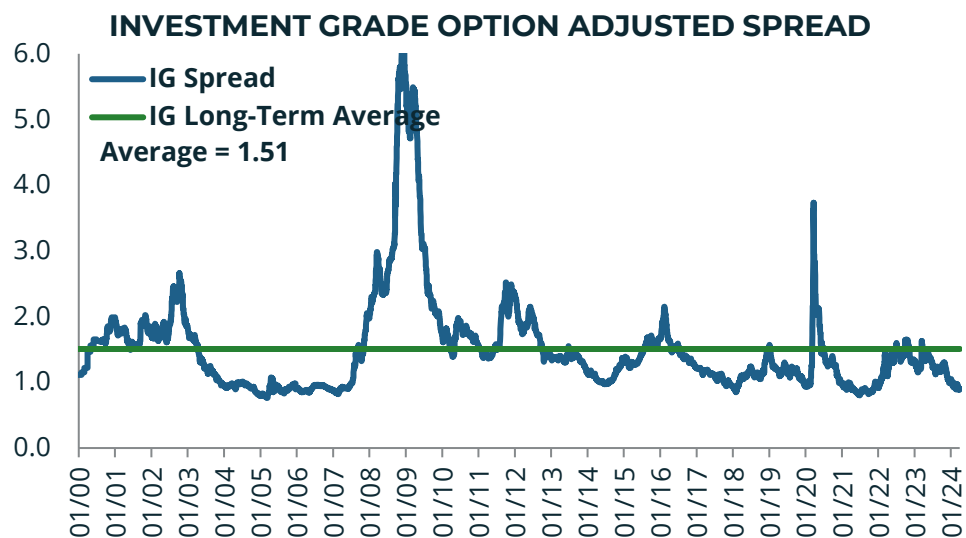
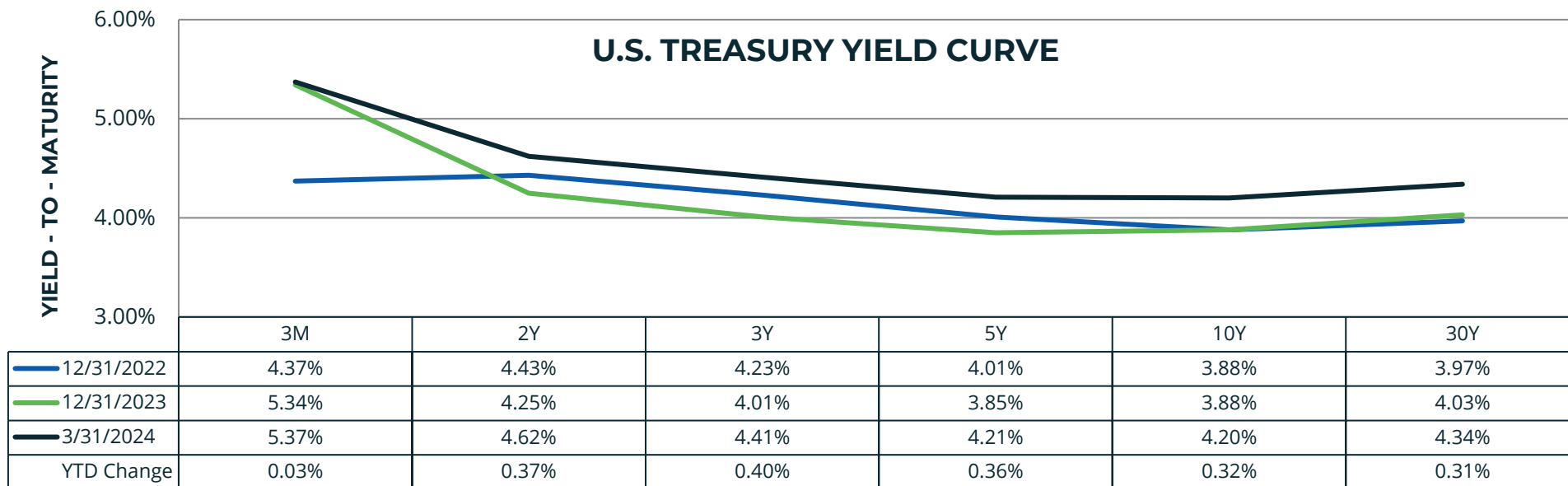
Past performance is not an indicator of future results. Asset classes represented by: Large Cap – S&P 500 Index; Sm/Mid – Russell 2500 Index; Dev Intl – MSCI EAFE Index; Em Mkt – MSCI Emerging Markets Index; Hi Yld – Bank of America Merrill Lynch U.S. High Yield Master II; US Bonds – Barclays Capital U.S. Aggregate; Glb Bond – Barclays Capital Global Treasury ex US; Hdg Fnds – HFRI FOF: Diversified Index; Cash – Merrill Lynch 91-day Tbill . Data as of 3/31/2024. Source: Morningstar Direct.

U.S. ECONOMIC PROJECTIONS

		2024	2025	2026	LONG RUN*	
GDP	March 2024	2.1%	2.0%	2.0%	1.8%	Stronger Growth
	December 2023	1.4%	1.8%	1.9%	1.8%	
	September 2023	1.5%	1.8%	1.8%	1.8%	
	June 2023	1.1%	1.8%		1.8%	
Unemployment Rate	March 2024	4.0%	4.1%	4.0%	4.1%	Stable Employment
	December 2023	4.1%	4.1%	4.1%	4.1%	
	September 2023	4.1%	4.1%	4.0%	4.0%	
	June 2023	4.5%	4.5%		4.0%	
Core PCE Inflation	March 2024	2.6%	2.2%	2.0%		Elevated but declining inflation
	December 2023	2.4%	2.2%	2.0%		
	September 2023	2.6%	2.3%	2.0%		
	June 2023	2.6%	2.2%			
Federal Funds Rate	March 2024	4.6%	3.9%	3.1%	2.6%	Fewer cuts long-term
	December 2023	4.6%	3.6%	2.9%	2.5%	
	September 2023	5.1%	3.9%	2.9%	2.5%	
	June 2023	4.6%	3.4%		2.5%	
# of implied 25 bps rate changes year	March 2024	-3	-3	-3		
	December 2023	-2	-4	-3		
	September 2023	-2	-5	-4		
	June 2023	-4	-5			

*Long run projections: The rates to which a policymaker expects the economy to converge over time – maybe in five or six years – in the absence of further shocks and under appropriate monetary policy.

Source: Clearstead, U.S. Federal Reserve. Expectations of Fed board members/bank presidents. Data as of 3/31/2024. Past performance is not an indicator of future results.



Source: Bloomberg. Data as of 3/31/2024. Past performance is not an indicator of future results.

MARKETS PERFORMANCE: APRIL UPDATE

- Equities down, interest rates up, dollar stronger; neutral-to-positive macro data
 - Growth-Value equal in U.S. large-cap, while mid-cap and small-cap fell more than large; U.S. lags International; EM shines—Chinese markets rebound strongly in April
- In fixed income, rates moved higher; long-duration asset classes underperformed
- Markets were focused on both Q1 earnings reports (reasonably good), okay macro numbers, but inflation continues to run hotter than expected
 - Expectations for a Fed cut have been pushed out from June/July to November; markets now only anticipating 1 cut for sure in 2024—2nd cut not expected now until 2025

MARKET	2023	Jan-2024	Feb-2024	Mar-2024	Apr-2024	YTD	Trend
S&P 500	26.3%	1.7%	5.3%	3.2%	-4.1%	6.0%	—■—■—■
Russell 2000	16.9%	-3.9%	5.7%	3.6%	-7.0%	-2.2%	—■—■—■
MSCI EAFE	18.2%	0.6%	1.8%	3.3%	-2.6%	3.1%	—■—■—■
MSCI EM	9.8%	-4.6%	4.8%	2.5%	0.4%	2.8%	—■—■—■
MSCI China	-11.2%	-10.6%	8.4%	0.9%	6.6%	4.3%	—■—■—■
MSCI ACWI	22.8%	0.6%	4.3%	3.2%	-3.3%	4.8%	—■—■—■
Bloomberg US Agg Bond	5.5%	-0.3%	-1.4%	0.9%	-2.5%	-3.3%	—■—■—■
Bloomberg High Yield Bond	13.5%	0.0%	0.3%	1.2%	-0.9%	0.5%	—■—■—■
Bloomberg Muni Bond	6.4%	-0.5%	0.1%	0.0%	-1.2%	-1.6%	—■—■—■

Source: Bloomberg 4/30/2024
 Past performance is not an indicator of future results



**NON-ENDOWMENT ASSETS:
PERFORMANCE & ASSET ALLOCATION
REVIEW**

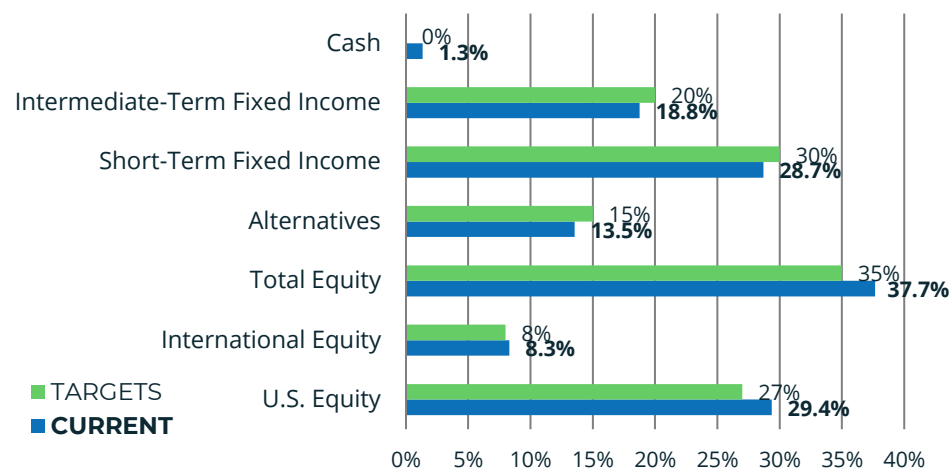
NON-ENDOWMENT PERFORMANCE REVIEW (AS OF 3/31/2024)

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NON-ENDOWMENT ASSETS	MARKET VALUE (\$MM)	TRAILING PERIODS								CALENDAR YEARS			SINCE INCEPTION ⁴
		QTD	FYTD	CYTD	1 YR	3 YR	5 YR	7 YR	10 YR	2023	2022	2021	
Total Non-Endowment Assets	\$92.497	3.0%	7.9%	3.0%	10.6%	3.6%	5.8%	5.4%	4.5%	11.0%	-7.8%	7.8%	4.3%
	<i>Benchmark¹</i>	2.6%	6.8%	2.6%	8.8%	3.1%	4.1%	4.0%	3.4%	8.7%	-4.7%	4.3%	3.3%
Operating & Short-Term Pool	\$23.512	1.3%	3.8%	1.3%	5.0%	2.5%	2.1%	1.9%	1.4%	4.8%	1.4%	0.0%	1.0%
	<i>Benchmark²</i>	1.2%	4.0%	1.2%	5.1%	2.5%	2.0%	1.9%	1.4%	5.0%	1.2%	0.0%	1.0%
Long-Term Pool	\$68.985	3.7%	8.8%	3.7%	11.8%	3.1%	5.7%	5.6%	5.0%	11.9%	-11.2%	9.5%	5.3%
	<i>Benchmark³</i>	3.8%	9.1%	3.8%	11.8%	3.5%	5.8%	5.6%	5.0%	11.7%	-9.7%	8.0%	5.0%

LONG-TERM POOL ASSET ALLOCATION

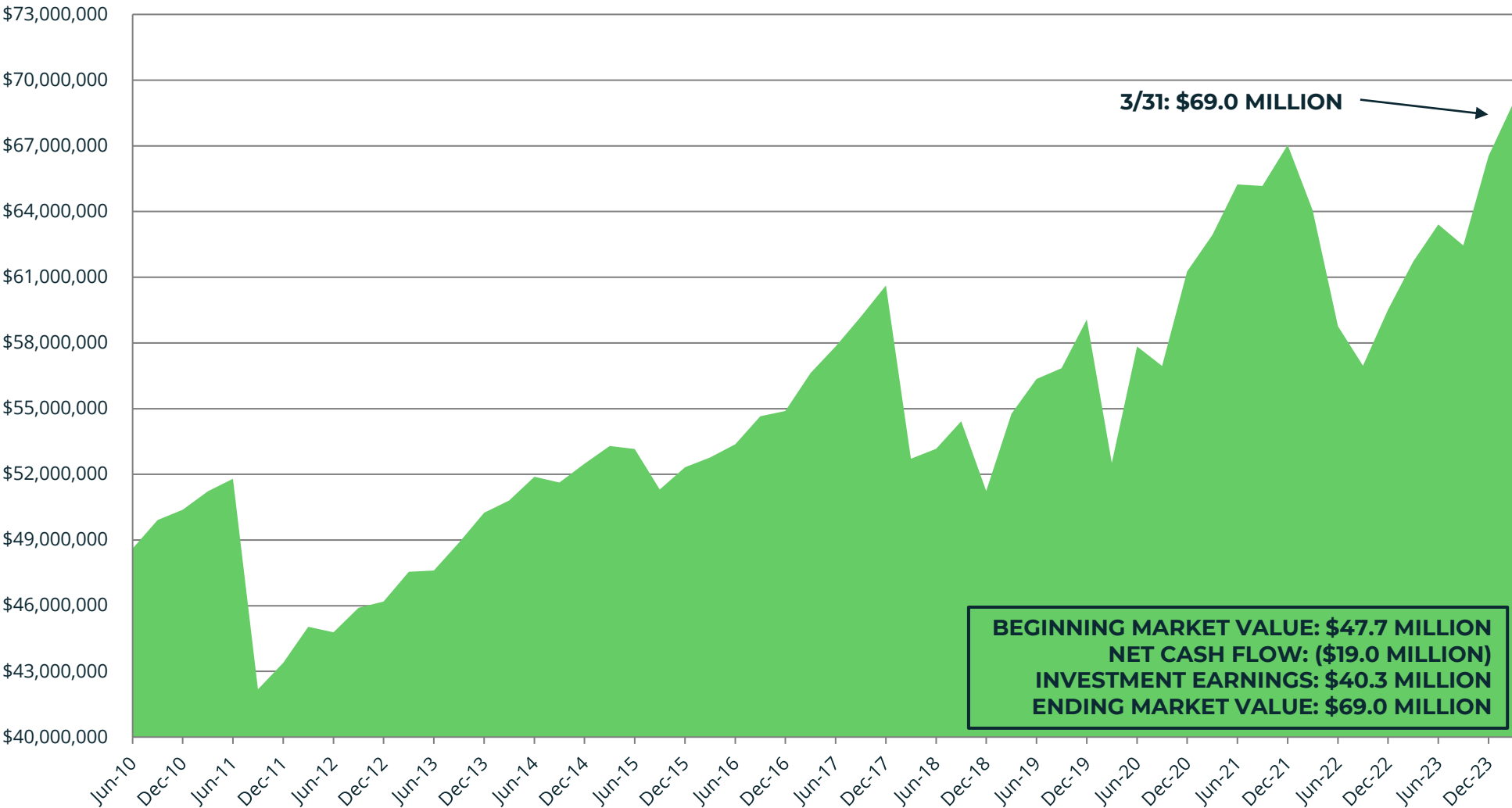
	CURRENT	TARGETS	RANGE	+ / -
U.S. Equity	29.4%	27%	20-35%	2.4%
International Equity	8.3%	8%	0-15%	0.3%
Total Equity	37.7%	35%	25-45%	2.7%
Alternatives	13.5%	15%	0-20%	-1.5%
Short-Term Fixed Income	28.7%	30%	25-45%	-1.3%
Intermediate-Term Fixed Income	18.8%	20%	10-30%	-1.2%
Cash	1.3%	0%	0-5%	1.3%



1) 45% BofA Merrill Lynch 91-Day T-Bill / 17% BofA Merrill Lynch US Corp & Gov 1-3 Yrs / 11% BBgBarc US Govt/Credit Int TR / 8% Total Alternatives Benchmark / 15% Russell 3000 / 4% MSCI EAFE.
 2) 95% BofA Merrill Lynch 91-Day T-Bill / 5% Barclays 1-3 Yr. Govt.
 3) 27% Russell 3000 / 8% MSCI EAFE / 15% Total Alternatives Benchmark / 30% BofA Merrill Lynch US Corp & Gov 1-3 Yrs / 20% BBgBarc US Govt/Credit Int TR.
 4) Inception date for Long-Term and Short-Term Pools: June 2010, Inception Date for Total Non-Endowment Assets: March 2004.

LONG-TERM POOL: MARKET VALUE GROWTH SINCE INCEPTION 13

**LONG-TERM POOL MARKET VALUE CHANGE
(07/01/2010 - 3/31/2024)**



LONG-TERM POOL: APRIL PERFORMANCE UPDATE

AS OF 4/30	MARKET VALUE (\$MM)	APRIL	CYTD	FYTD
Total University Assets	\$86.2	-1.4%	+1.6%	+6.5%
Operating/Short-Term Pool	\$18.6	+0.4%	+1.6%	+4.2%
Long-Term Pool*	\$67.6	-2.0%	+1.6%	+6.6%

April was a challenging month for both equities and fixed income as rates increased and markets took a pause after a strong start to the calendar year.

A majority of active managers have outpaced their respective benchmarks this fiscal year.

- Mixed results from equity managers as U.S. small cap managers performed well, offsetting some of the short-term headwinds from international managers
- Alternative managers Evanston (Weatherlow) and Cliffwater continue to generate strong absolute and relative returns
- Fixed income managers have all exceeded their respective benchmark on a FYTD basis

*Does not include performance from H.I.G. as they report results on a lag. H.I.G. results are through 12/31. H.I.G.'s performance is expected to modestly improve CYTD and FYTD results.

INVESTMENT POOL UPDATE THROUGH MID-MAY

YOUNGSTOWN STATE UNIVERSITY

AS OF MAY 20, 2024

	TICKER	INVESTMENT STRATEGY	MARKET VALUE (CURRENT)	% OF PORTFOLIO	POLICY TARGET	POLICY RANGE	TACTICAL +/-
Total Operating & Short Term			\$18,594,107	100.0%	100.0%		
Federated Hermes Govt Obligations	FOGXX	Money Market	\$18,594,107	100.0%			
Star Plus*	-	Cash Equivalent	\$0	0.0%			
Star Ohio*	-	Cash Equivalent	\$0	0.0%			
Total Long Term Reserves Pool			\$68,957,184	100.0%	100.0%		
Domestic Equity			\$20,385,728	29.6%	27.0%	20-35%	2.6%
Vanguard Instl Index	VINIX	Large Cap Core	\$14,538,078	21.1%			
Vanguard Mid Cap Index Adm	VIMAX	Mid-Cap Core	\$2,565,016	3.7%			
Loomis Sayles Small Growth N2	LSSNX	Small Cap Growth	\$1,650,296	2.4%			
Victory Integrity Small Cap Value Y	VSVIX	Small Cap Value	\$1,632,338	2.4%			
International Equity			\$5,871,523	8.5%	8.0%	0-15%	0.5%
William Blair International Growth I	BIGIX	Foreign Growth	\$2,617,096	3.8%			
Dodge & Cox International Stock	DODFX	Foreign Value	\$3,254,427	4.7%			
Alternatives			\$9,390,574	13.6%	15.0%	0-20%	-1.4%
H.I.G. Principal Lending Fund ¹	-	Private Credit	\$2,277,063	3.3%			
Cliffwater Corporate Lending Fund	CCLFX	Private Credit	\$2,001,294	2.9%			
Apollo Infrastructure Opps Fund III	-	Real Assets	\$0	0.0%			
Weatherlow Fund ²	-	Diversifying Strategy	\$5,112,217	7.4%			
Fixed Income			\$32,636,170	47.3%	50.0%	35-75%	-2.7%
Short Term Fixed Income			\$19,822,153	28.7%	30.0%	25-45%	-1.3%
YSU Short Term Bond	-	Short-Term Fixed	\$13,152,930	19.1%			
Lord Abbett Short Duration	LLDYX	Short-Term Fixed	\$6,669,223	9.7%			
Intermediate Fixed Income			\$12,814,017	18.6%	20.0%	10-30%	-1.4%
JPMorgan Core Bond Fund R6 ³	JCBUX	Core Plus Fixed	\$5,187,969	7.5%			
YSU Intermediate Term Fixed	-	Interm-Term Fixed	\$4,431,582	6.4%			
Fidelity Intermediate Treasury Index	FUAMX	Interm-Term Treasury	\$3,194,466	4.6%			
Cash & Cash Equivalents			\$673,189	1.0%	0.0%	0-5%	1.0%
Federated Hermes Govt Obligations	-	Money Market	\$673,189	1.0%			
Total University Assets			\$87,551,291				

1) As of 12/31/2023.

2) As of 4/30/2024.

3) Held at JPMorgan.

CURRENT LONG-TERM POOL ALTERNATIVE INVESTMENTS

As of March 31, 2024

	QTD (%)	FYTD (%)	1 Yr (%)	2 Yr (%)	3 Yr (%)	5 Yr (%)	7 Yr (%)	10 Yr (%)	2023 (%)	2022 (%)	2021 (%)	Inception (%)	Inception Date
Weatherlow Offshore Fund I Ltd CI IIA	6.0	9.9	13.2	4.1	2.1	7.9	6.6	5.3	7.6	-8.9	5.6	0.7	Jul-21
<i>HFRI Fund of Funds Composite Index</i>	4.2	8.0	9.7	3.7	2.9	5.0	4.4	3.6	6.1	-5.3	6.2	2.1	
Cliffwater Corporate Lending I	2.9	9.8	13.3	10.2	9.8	-	-	-	12.7	6.6	10.3	4.0	Dec-23
<i>Credit Suisse Leveraged Loan Index</i>	2.5	9.0	12.4	7.1	5.8	5.3	4.9	4.6	13.0	-1.1	5.4	2.5	
H.I.G. Whitehorse Principal Lending Offshore Feeder Fd, L.P. *	0.0	4.2	7.2	-	-	-	-	-	10.6	-	-	8.3	Jul-22
<i>Credit Suisse Leveraged Loan Index</i>	2.5	9.0	12.4	7.1	5.8	5.3	4.9	4.6	13.0	-1.1	5.4	11.0	

*Does not include performance from H.I.G. as they report results on a lag. H.I.G. results are through 12/31.

INVESTMENT	PURPOSE / ROLE	INVESTMENT TYPE	STRATEGY NOTES	VEHICLE
Weatherlow Fund	Volatility Mitigation, Diversification, Growth	Diversified Strategy / Fund-of-Funds	Multi-Strategy	Limited Partnership
Cliffwater Corporate Lending	Diversification, Income	Private Credit	Loans to performing companies	Interval Fund
H.I.G. Principal Lending	Diversification, Income	Private Credit	Loans to performing companies	Limited Partnership



PEER ASSET ALLOCATION ANALYSIS

FY23 ASSET ALLOCATION VS. OHIO STATE UNIVERSITIES (AS OF 6/30/2023)

	Youngstown State University	Small State University	Small State University	Mid-Sized State University	Mid-Sized State University	Mid-Sized State University	Mid-Sized State University	Mid-Sized State University	Large State University	Large State University
Equity	32%	0%	43%	1%	45%	38%	41%	40%	28%	30%
Alternatives	9%	0%	0%	5%	9%	16%	25%	20%	31%	43%
Fixed Income & Cash	59%	100%	57%	94%	46%	45%	34%	40%	41%	26%

- The above peer analysis compares Youngstown State’s balance sheet asset allocation to other Ohio State Universities that range in size
 - While University Endowments/Foundations are much more long-term driven, balance sheet assets must support short-term and long-term needs of the institution and align with its strategic plan and financial position
- Comparing YSU to small and mid-sized (Ohio) State Universities, the University is similarly allocated to peers
 - The University historically has been modestly more conservative vs. peers, which has benefitted the institution through volatile periods in the market
 - The cyclicity of higher ed operating revenue also factors into FYE positioning for Universities

Source: State of Ohio Auditor; FY 2023. University asset size ranges from \$10 million to \$9.5 billion. As of June 30, 2023.



APPENDIX



**ENDOWMENT ASSETS:
PERFORMANCE & ASSET ALLOCATION
REVIEW**

ENDOWMENT ASSETS: PERFORMANCE & ASSET ALLOCATION (AS OF 3/31/2024)

ENDOWMENT ASSETS	MARKET VALUE (\$MM)	TRAILING PERIODS								CALENDAR YEARS			SINCE INCEPTION ³
		QTD	FYTD	CYTD	1 YR	3 YR	5 YR	7 YR	10 YR	2023	2022	2021	
YSU Endowment Fund	\$16.603	6.7%	12.8%	6.7%	16.8%	6.1%	10.0%	9.2%	8.5%	12.8%	-15.7%	20.9%	8.8%
	<i>Benchmark¹</i>	7.7%	15.1%	7.7%	22.3%	8.0%	11.5%	10.9%	10.2%	20.9%	-16.6%	20.6%	10.8%
	<i>Benchmark²</i>	5.9%	12.5%	5.9%	18.0%	5.9%	9.3%	9.0%	8.5%	17.7%	-15.8%	15.9%	9.0%

COMPLIANCE

- Reporting & Oversight by Clearstead, Management/Implementation by Huntington
- Asset Allocation Guidelines: 70% Equities (60-80%) / 30% Cash & Fixed Income (20-40%) **(IN COMPLIANCE)**

HOLDINGS

- Equity Mutual Funds – 10% (Mutual Funds & ETFs)
- Stocks – 60% (30-60 Concentrated U.S. Large/Mid-Cap Stock Portfolio)
- Alternatives – 2% (Real Estate Mutual Fund)
- Fixed Income Mutual Funds – 3% (Federated High Yield, Stone Ridge)
- Individual Bonds – 23% (Individual Bond Portfolio: U.S. Corporate / Gov't / Asset Backed Debt)
- Cash – 2%

1) Benchmark: 75% S&P 500 / 25% BBg US Aggregate.

2) Benchmark: 60% S&P 500 / 40% BBg US Aggregate.

3) Inception date: 06/2013.



DETAILED PERFORMANCE

EXECUTIVE SUMMARY

	Market Value 01/01/2024	Market Value 03/31/2024	% of Portfolio	1st Quarter 2024 (%)
Total University Assets	\$71,834,657	\$92,496,892	100.0	3.0
<i>Total Policy Benchmark¹</i>				2.6
Total Operating & Short Term	\$5,297,918	\$23,511,897	25.4	1.3
<i>Total Operating & Short Term Benchmark²</i>				1.2
Total Long Term/ Reserves Pool	\$66,536,739	\$68,984,995	74.6	3.7
<i>Total Long Term/ Reserves Fund Benchmark³</i>				3.8
Total Domestic Equity	\$19,159,694	\$20,235,958	21.9	9.3
<i>Russell 3000 Index</i>				10.0
Total International Equity	\$5,457,629	\$5,712,402	6.2	4.7
<i>MSCI AC World ex USA (Net)</i>				4.7
Total Alternatives	\$9,038,599	\$9,347,874	10.1	4.0
<i>Total Alternatives Benchmark⁴</i>				4.2
Total Fixed Income	\$32,648,770	\$32,740,671	35.4	0.3
<i>Total Fixed Income Benchmark⁵</i>				0.2
Total Cash & Cash Equivalents	\$232,046	\$948,090	1.0	1.3
<i>90 Day U.S. Treasury Bill</i>				1.3

1) Total Policy Benchmark: 45% ICE BofA 91 Days T-Bills / 17% ICE BofA 1-3 Yr US Corp & Govt / 11% BBgBarc US Govt/Credit Int / 8% Total Alternatives Benchmark / 15% Russell 3000 / 4% MSCI EAFE.

2) Total Operating & Short-Term Benchmark: 95% ICE BofA 91 Days T-Bills / 5% BBgBarc US Govt 1-3 Yr.

3) Total Long-Term / Reserves Fund Benchmark: 27% Russell 3000 / 8% MSCI EAFE / 15% Total Alternatives Benchmark / 30% ICE BofA 1-3 Yr US Corp & Govt / 20% BBgBarc US Govt/Credit Int,

4) Total Alternatives Benchmark: 100% HFRI Fund of Funds Composite.

5) Total Fixed Income Benchmark: 64% ICE BofA 1-3 Yr US Corp & Govt / 36% BBgBarc US Govt/Credit Int.

ASSET ALLOCATION GUIDELINES COMPLIANCE

Total Plan Asset Allocation Policy	Range	Current
Operating & Short-Term Pool	0% - 50%	25%
Long Term/ Reserves Pool	50% - 100%	75%

Operating & Short-Term Pool		Range	Current
Operating Assets		60% - 100%	100%
Short-Term Assets		0% - 40%	0%

Long Term/ Reserves Pool	Target	Range	Current
Domestic Equity	27%	20% - 35%	29%
International Equity	8%	0% - 15%	8%
Total Equity	35%	25% - 45%	38%
Alternatives	15%	0%-20%	14%
Short-Term Fixed Income	30%	25% - 45%	29%
Intermediate Fixed Income	20%	10% - 30%	19%
Cash & Cash Equivalents	0%	0% - 5%	1%

In Line Within Tolerance Review

SCHEDULE OF ASSETS

	Ticker	Account Type	Begin Market Value \$	Market Value 03/31/2024	% of Portfolio
Total University Assets			\$71,834,657	\$92,496,892	100.0
Total Operating & Short Term			\$5,297,918	\$23,511,897	25.4
Federated Hermes Government Obligations Fund	GOSXX	Cash	\$5,297,918	\$23,511,897	25.4
Total Long Term/ Reserves Pool			\$66,536,739	\$68,984,995	74.6
Total Domestic Equity			\$19,159,694	\$20,235,958	21.9
Vanguard Institutional Index	VINIX	US Stock Large Cap Core	\$12,992,618	\$14,362,680	15.5
Vanguard Mid Cap Index Adm	VIMAX	US Stock Mid Cap Core	\$3,056,749	\$2,575,501	2.8
Loomis Sayles Sm Growth N	LSSNX	US Stock Small Cap Growth	\$1,539,866	\$1,643,949	1.8
Victory Integrity Small Value Y	VSVIX	US Stock Small Cap Value	\$1,570,461	\$1,653,829	1.8
Total International Equity			\$5,457,629	\$5,712,402	6.2
William Blair International Growth I	BIGIX	International	\$2,472,228	\$2,633,480	2.8
Dodge & Cox Internat'l Stock	DODFX	International	\$2,985,401	\$3,078,922	3.3
Total Alternatives			\$9,038,599	\$9,347,874	10.1
Weatherlow Offshore Fund I Ltd CI IIA		Hedge Fund	\$4,808,111	\$5,112,217	5.5
Cliffwater Corporate Lending I		Private Debt	\$1,903,038	\$1,958,594	2.1
H.I.G. Whitehorse Principal Lending Offshore Feeder Fd, L.P.		Direct Lending	\$2,327,450	\$2,277,063	2.5
Total Fixed Income			\$32,648,770	\$32,740,671	35.4
JPMorgan Core Bond	WOBDX	US Fixed Income Core	\$5,248,419	\$5,236,868	5.7
YSU Intermediate Term Bond		US Fixed Income Core	\$4,461,235	\$4,461,359	4.8
Fidelity Interm Treasury Bond Index	FUAMX	US Fixed Income Core	\$3,262,274	\$3,230,593	3.5
YSU Short Term Bond		US Fixed Income Short Term	\$13,098,573	\$13,171,279	14.2
Lord Abbett Short Duration Income I	LLDYX	US Fixed Income Short Term	\$6,572,540	\$6,640,572	7.2
Total Cash & Cash Equivalents			\$232,046	\$948,090	1.0
Federated Hermes Government Obligations Fund	GOSXX	Cash	\$232,046	\$948,090	1.0

ATTRIBUTION OF MARKET VALUE

TOTAL UNIVERSITY ASSETS

	Q2-2023	Q3-2023	Q4-2023	Q1-2024	One Year
Total University Assets					
Beginning Market Value	\$88,538,544	\$77,367,011	\$84,550,946	\$71,834,657	\$88,538,544
Contributions	-	\$15,000,000	-	\$18,000,000	\$33,000,000
Distributions	-\$13,121,696	-\$7,026,806	-\$17,000,000	-	-\$37,148,502
Net Cash Flows	-\$13,121,696	\$7,973,194	-\$17,000,000	\$18,000,000	-\$4,148,502
Net Investment Change	\$1,950,164	-\$789,259	\$4,283,710	\$2,662,235	\$8,106,850
Ending Market Value	\$77,367,011	\$84,550,946	\$71,834,657	\$92,496,892	\$92,496,892
Change \$	-\$11,171,532	\$7,183,935	-\$12,716,290	\$20,662,235	\$3,958,348

LONG-TERM POOL

	Q2-2023	Q3-2023	Q4-2023	Q1-2024	One Year
Total Long Term/ Reserves Pool					
Beginning Market Value	\$61,709,542	\$63,401,993	\$62,447,104	\$66,536,739	\$61,709,542
Contributions	-	-	-	-	-
Distributions	-\$27,473	-\$26,806	-	-	-\$54,279
Net Cash Flows	-\$27,473	-\$26,806	-	-	-\$54,279
Net Investment Change	\$1,719,924	-\$928,083	\$4,089,635	\$2,448,256	\$7,329,732
Ending Market Value	\$63,401,993	\$62,447,104	\$66,536,739	\$68,984,995	\$68,984,995
Change \$	\$1,692,451	-\$954,889	\$4,089,635	\$2,448,256	\$7,275,453

PERFORMANCE SUMMARY

	% of Portfolio	QTD (%)	FYTD (%)	1 Yr (%)	2 Yr (%)	3 Yr (%)	5 Yr (%)	7 Yr (%)	10 Yr (%)	2023 (%)	2022 (%)	2021 (%)	Inception (%)	Inception Date
Total University Assets	100.0	3.0	7.9	10.6	4.5	3.6	5.8	5.4	4.5	11.0	-7.8	7.8	4.3	Apr-04
<i>Total Policy Benchmark</i>		2.6	6.8	8.8	4.2	3.1	4.1	4.0	3.4	8.7	-4.7	4.3	3.3	
Total Operating & Short Term	25.4	1.3	3.8	5.0	3.7	2.5	2.1	1.9	1.4	4.8	1.4	0.0	1.0	Jul-10
<i>Total Operating & Short Term Benchmark</i>		1.2	4.0	5.1	3.8	2.5	2.0	1.9	1.4	5.0	1.2	0.0	1.0	
Federated Hermes Government Obligations Fund	25.4	1.2	3.8	5.0	3.7	2.4	1.8	1.6	1.1	4.8	1.4	0.0	3.0	Nov-21
<i>90 Day U.S. Treasury Bill</i>		1.3	4.0	5.2	3.9	2.6	2.0	1.9	1.4	5.0	1.5	0.0	3.2	
Total Long Term/ Reserves Pool	74.6	3.7	8.8	11.8	3.8	3.1	5.7	5.6	5.0	11.9	-11.2	9.5	5.3	Jul-10
<i>Total Long Term/ Reserves Fund Benchmark</i>		3.8	9.1	11.8	4.4	3.5	5.8	5.6	5.0	11.7	-9.7	8.0	5.0	
Total Domestic Equity	21.9	9.3	17.6	26.2	7.9	9.2	13.7	12.9	11.9	22.7	-17.7	26.9	14.1	Jul-10
<i>Russell 3000 Index</i>		10.0	19.3	29.3	8.7	9.8	14.3	13.4	12.3	26.0	-19.2	25.7	14.4	
Vanguard Institutional Index	15.5	10.5	19.4	29.8	9.4	11.5	15.0	14.1	12.9	26.2	-18.1	28.7	14.8	Jul-10
<i>S&P 500 Index</i>		10.6	19.4	29.9	9.5	11.5	15.0	14.1	13.0	26.3	-18.1	28.7	14.8	
Vanguard Mid Cap Index Adm	2.8	7.9	15.0	20.4	4.2	5.7	10.9	10.4	9.9	16.0	-18.7	24.5	12.0	Oct-10
<i>Vanguard Mid Cap Index Benchmark</i>		7.9	15.0	20.4	4.2	5.7	10.9	10.4	9.9	16.0	-18.7	24.5	12.1	
Loomis Sayles Sm Growth N	1.8	6.8	9.5	14.6	3.2	-0.4	8.5	10.8	9.0	12.1	-22.8	10.2	8.3	Sep-19
<i>Russell 2000 Growth Index</i>		7.6	12.4	20.3	3.7	-2.7	7.4	8.4	7.9	18.7	-26.4	2.8	8.2	
Victory Integrity Small Value Y	1.8	5.3	16.2	20.4	6.9	7.6	11.1	8.1	7.9	17.6	-7.7	33.6	10.8	Oct-10
<i>Russell 2000 Value Index</i>		2.9	15.1	18.8	1.7	2.2	8.2	6.6	6.9	14.6	-14.5	28.3	9.5	
Total International Equity	6.2	4.7	9.5	13.4	4.5	2.3	7.8	6.6	4.8	16.2	-17.6	10.0	5.6	Oct-10
<i>MSCI AC World ex USA (Net)</i>		4.7	10.6	13.3	3.7	1.9	6.0	5.9	4.3	15.6	-16.0	7.8	4.9	
William Blair International Growth I	2.8	6.5	10.5	13.4	2.2	-0.9	7.8	7.4	5.3	15.4	-28.3	9.0	7.3	Jul-12
<i>MSCI AC World ex USA (Net)</i>		4.7	10.6	13.3	3.7	1.9	6.0	5.9	4.3	15.6	-16.0	7.8	6.1	
Dodge & Cox Internat'l Stock	3.3	3.1	8.7	13.4	6.2	5.1	7.3	5.5	4.0	16.7	-6.8	11.0	5.7	Oct-10
<i>MSCI EAFE (Net)</i>		5.8	12.0	15.3	6.6	4.8	7.3	6.7	4.8	18.2	-14.5	11.3	5.9	
Total Alternatives	10.1	4.0	6.8	9.9	3.6	1.4	2.3	2.5	-	7.3	-6.9	5.3	2.0	Mar-15
<i>Total Alternatives Benchmark</i>		4.2	8.0	9.7	3.7	2.9	3.1	3.4	-	6.1	-5.3	6.2	2.7	
Weatherlow Offshore Fund I Ltd CI IIA	5.5	6.0	9.9	13.2	4.1	2.1	7.9	6.6	5.3	7.6	-8.9	5.6	0.7	Jul-21
<i>HFRI Fund of Funds Composite Index</i>		4.2	8.0	9.7	3.7	2.9	5.0	4.4	3.6	6.1	-5.3	6.2	2.1	
Cliffwater Corporate Lending I	2.1	2.9	9.8	13.3	10.2	9.8	-	-	-	12.7	6.6	10.3	4.0	Dec-23
<i>Credit Suisse Leveraged Loan Index</i>		2.5	9.0	12.4	7.1	5.8	5.3	4.9	4.6	13.0	-1.1	5.4	2.5	
H.I.G. Whitehorse Principal Lending Offshore Feeder Fd, L.P.	2.5	0.0	4.2	7.2	-	-	-	-	-	10.6	-	-	8.3	Jul-22
<i>Credit Suisse Leveraged Loan Index</i>		2.5	9.0	12.4	7.1	5.8	5.3	4.9	4.6	13.0	-1.1	5.4	11.0	

1) Total Policy Benchmark: 45% ICE BofA 91 Days T-Bills / 17% ICE BofA 1-3 Yr US Corp & Govt / 11% BBgBarc US Govt/Credit Int / 8% Total Alternatives Benchmark / 15% Russell 3000 / 4% MSCI EAFE.

2) Total Operating & Short-Term Benchmark: 95% ICE BofA 91 Days T-Bills / 5% BBgBarc US Govt 1-3 Yr.

3) Total Long-Term / Reserves Fund Benchmark: 27% Russell 3000 / 8% MSCI EAFE / 15% Total Alternatives Benchmark / 30% ICE BofA 1-3 Yr US Corp & Govt / 20% BBgBarc US Govt/Credit Int,

4) Total Alternatives Benchmark: 100% HFRI Fund of Funds Composite.

5) Total Fixed Income Benchmark: 64% ICE BofA 1-3 Yr US Corp & Govt / 36% BBgBarc US Govt/Credit Int.

PERFORMANCE SUMMARY

	% of Portfolio	QTD (%)	FYTD (%)	1 Yr (%)	2 Yr (%)	3 Yr (%)	5 Yr (%)	7 Yr (%)	10 Yr (%)	2023 (%)	2022 (%)	2021 (%)	Inception (%)	Inception Date
Total Fixed Income	35.4	0.3	4.1	4.0	1.3	-0.1	1.7	1.9	1.8	5.9	-6.7	0.1	2.0	Jul-10
<i>Total Fixed Income Benchmark</i>		0.2	3.8	3.3	1.4	-0.2	1.3	1.4	1.4	4.9	-5.4	-0.8	1.6	
JPMorgan Core Bond	5.7	-0.4	2.7	1.8	-1.2	-2.0	0.8	1.4	1.7	5.8	-12.3	-1.1	1.0	Sep-17
<i>Blmbg. U.S. Aggregate Index</i>		-0.8	2.6	1.7	-1.6	-2.5	0.4	1.1	1.5	5.5	-13.0	-1.5	0.7	
YSU Intermediate Term Bond	4.8	0.0	3.7	3.2	0.9	-0.7	1.5	1.8	1.8	5.7	-8.0	-1.3	3.1	Apr-04
<i>Blmbg. Intermed. U.S. Government/Credit</i>		-0.2	3.5	2.7	0.5	-1.1	1.1	1.4	1.6	5.2	-8.2	-1.4	2.8	
Fidelity Interim Treasury Bond Index	3.5	-1.0	1.5	-0.3	-2.2	-3.0	-0.1	0.6	1.3	4.1	-12.7	-3.0	2.3	Dec-23
<i>Blmbg. U.S. Treasury: 5-10 Year</i>		-1.1	1.5	-0.2	-2.2	-3.0	0.0	0.7	1.3	4.1	-12.6	-3.0	-1.1	
YSU Short Term Bond	14.2	0.6	4.1	4.0	2.2	0.6	1.6	1.7	1.4	5.0	-3.3	-0.4	2.3	Apr-04
<i>ICE BofA 1-3 Yr. Gov/Corp</i>		0.5	3.9	3.6	1.9	0.2	1.4	1.4	1.3	4.6	-3.8	-0.4	2.1	
Lord Abbett Short Duration Income I	7.2	1.0	4.6	4.8	2.1	0.7	1.9	2.1	2.1	5.4	-4.6	1.1	2.2	Apr-18
<i>ICE BofA 1-3 Yr. Gov/Corp</i>		0.5	3.9	3.6	1.9	0.2	1.4	1.4	1.3	4.6	-3.8	-0.4	1.6	
Total Cash & Cash Equivalents	1.0	1.3	3.8	5.0	3.8	2.5	1.8	-	-	4.8	1.5	0.0	1.7	Apr-18
<i>90 Day U.S. Treasury Bill</i>		1.3	4.0	5.2	3.9	2.6	2.0	1.9	1.4	5.0	1.5	0.0	2.0	
Federated Hermes Government Obligations Fund	1.0	1.2	3.8	5.0	3.7	2.4	1.8	1.6	1.1	4.8	1.4	0.0	1.8	Dec-19
<i>90 Day U.S. Treasury Bill</i>		1.3	4.0	5.2	3.9	2.6	2.0	1.9	1.4	5.0	1.5	0.0	2.0	

1) Total Policy Benchmark: 45% ICE BofA 91 Days T-Bills / 17% ICE BofA 1-3 Yr US Corp & Govt / 11% BBgBarc US Govt/Credit Int / 8% Total Alternatives Benchmark / 15% Russell 3000 / 4% MSCI EAFE.

2) Total Operating & Short-Term Benchmark: 95% ICE BofA 91 Days T-Bills / 5% BBgBarc US Govt 1-3 Yr.

3) Total Long-Term / Reserves Fund Benchmark: 27% Russell 3000 / 8% MSCI EAFE / 15% Total Alternatives Benchmark / 30% ICE BofA 1-3 Yr US Corp & Govt / 20% BBgBarc US Govt/Credit Int,

4) Total Alternatives Benchmark: 100% HFRI Fund of Funds Composite.

5) Total Fixed Income Benchmark: 64% ICE BofA 1-3 Yr US Corp & Govt / 36% BBgBarc US Govt/Credit Int.



SUPPORTING INFORMATION

TAILWINDS AND HEADWINDS



Tailwinds

- S&P 500 gains 10%+ in Q1; 11th strongest Q1 over the past 70 years
 - Market breadth improving
 - Cyclical over defensives
 - 24 record highs in Q1
 - No trading days -2% or lower
- Corporate America working through higher rates; fundamentals (earnings & margins improving)
- Services economy still expanding at a moderate pace.
 - Manufacturing sector moving to neutral/positive
- Consumer still strong – at/near full employment



Headwinds

- Treasury market volatility persists; path to first Fed rate cut uncertain
 - Equity market volatility could increase
- Debt building, defaults rising in riskier cohorts (corporate and consumer)
- Fiscal policy likely to exert a modest drag on growth in 2024
- Geopolitical risks intensify

Source: Clearstead, as of 3/31/2024
Past performance is not an indicator of future results

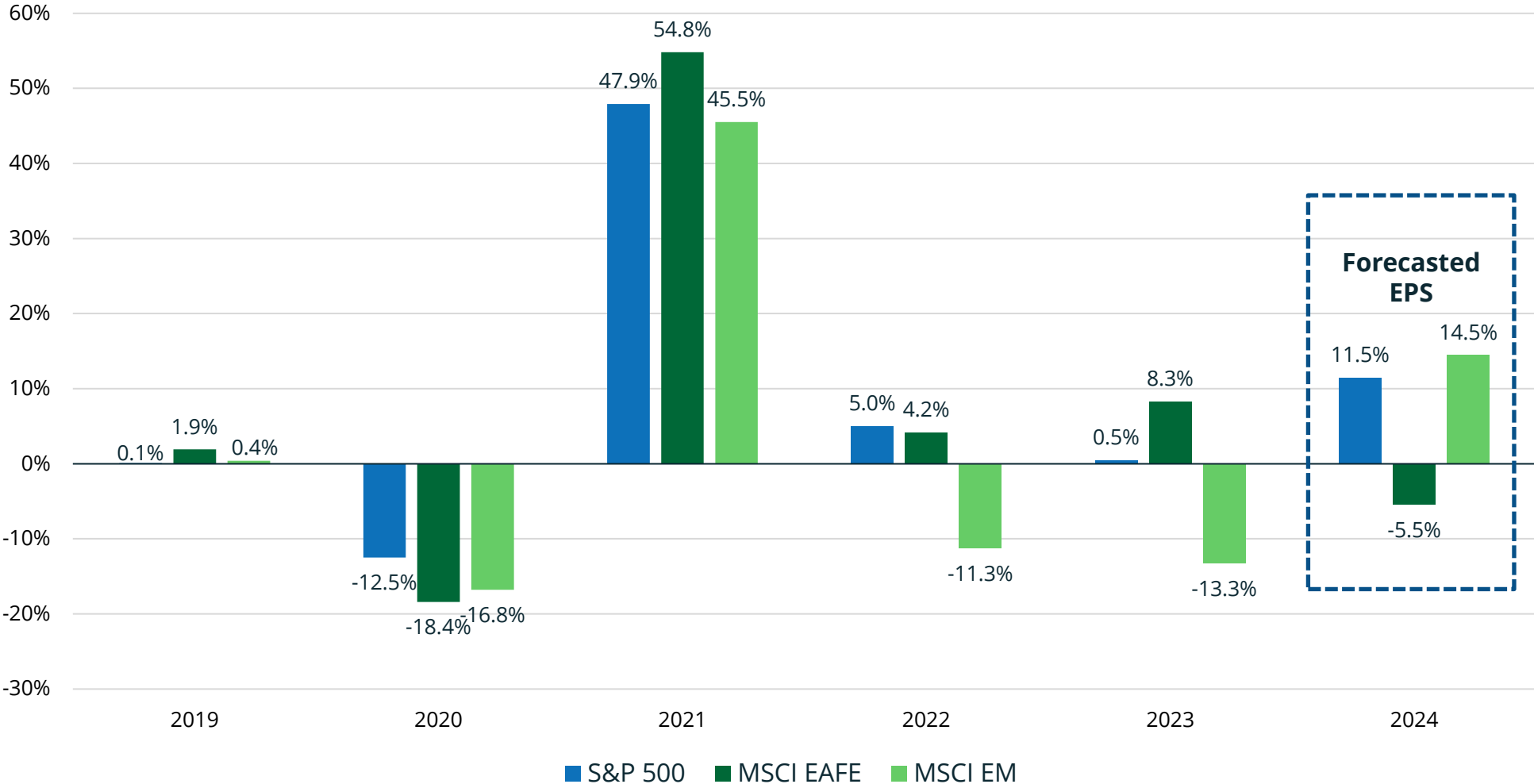
GLOBAL HEADLINE INFLATION

Global Headline CPI - Year-over-Year % Change

	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24
Dev. Markets																								
US	8.3	8.6	9.1	8.5	8.3	8.2	7.7	7.1	6.5	6.4	6.0	5.0	4.9	4.0	3.0	3.2	3.7	3.7	3.2	3.1	3.4	3.1	3.2	3.5
EU	7.5	8.1	8.6	8.9	9.1	10.0	10.7	10.0	9.2	8.5	8.5	6.9	7.0	6.1	5.5	5.3	5.3	4.3	2.9	2.4	2.9	2.8	2.6	2.4
Japan	2.5	2.5	2.4	2.6	3.0	3.0	3.7	3.8	4.0	4.3	3.3	3.2	3.5	3.2	3.3	3.3	3.2	3.0	3.3	2.8	2.6	2.2	2.8	2.8
UK	9.0	9.1	9.4	10.1	9.9	10.1	11.1	10.7	10.5	10.1	10.4	10.1	8.7	8.7	7.9	6.8	6.7	6.7	4.6	3.9	4.0	4.0	3.4	3.4
Canada	6.8	7.7	8.1	7.6	7.0	6.9	6.9	6.8	6.3	5.9	5.2	4.3	4.4	3.4	2.8	3.3	4.0	3.8	3.1	3.1	3.4	2.9	2.8	2.8
Australia	5.1	5.1	6.1	6.1	6.1	7.3	7.3	7.3	7.8	7.8	7.8	7.0	7.0	7.0	6.0	6.0	6.0	5.4	5.4	5.4	4.1	4.1	4.1	4.1
Switzerland	2.5	2.9	3.4	3.4	3.5	3.3	3.0	3.0	2.8	7.2	3.4	2.9	2.6	2.2	1.7	1.6	1.6	1.7	1.7	1.4	1.7	1.3	1.2	1.0
Norway	5.4	5.7	6.3	6.8	6.5	6.9	7.5	6.5	5.9	7.0	6.3	6.5	6.4	6.7	6.4	5.4	4.8	3.3	4.0	4.8	4.8	4.7	4.5	3.9
Sweden	6.4	7.3	8.7	8.5	8.9	10.8	10.9	11.5	12.3	11.7	12.0	10.6	10.5	9.7	9.3	9.3	7.5	6.5	6.5	5.8	4.4	5.4	4.5	4.1
Asia																								
China	2.1	2.1	2.5	2.7	2.5	2.8	2.1	1.6	1.8	2.1	1.0	0.7	0.1	0.2	0.0	-0.3	0.1	0.0	-0.2	-0.5	-0.3	-0.8	0.7	0.1
India	6.3	7.0	6.2	5.8	5.9	6.5	6.1	5.4	5.8	6.2	6.2	5.8	5.1	4.4	5.6	7.5	6.9	4.7	4.5	5.0	4.9	4.6	4.6	4.6
Indonesia	3.5	3.6	4.4	4.9	4.7	6.0	5.7	5.4	5.5	5.3	5.5	5.0	4.3	4.0	3.5	3.1	3.3	2.3	2.6	2.9	2.8	2.6	2.8	3.1
Malaysia	2.3	2.8	3.4	4.4	4.7	4.5	4.0	4.0	3.8	3.7	3.7	3.4	3.3	2.8	2.4	2.0	2.0	1.9	1.8	1.5	1.5	1.5	1.8	1.8
S Korea	4.8	5.4	6.0	6.3	5.7	5.6	5.7	5.0	5.0	5.2	4.8	4.2	3.7	3.3	2.7	2.3	3.4	3.7	3.8	3.3	3.2	2.8	3.1	3.1
Taiwan	3.4	3.4	3.6	3.4	2.7	2.8	2.7	2.4	2.7	3.1	2.4	2.4	2.4	2.0	1.8	1.9	2.5	2.9	3.0	2.9	2.7	1.8	3.1	2.1
Latin America																								
Brazil	12.1	11.7	11.9	10.1	8.7	7.2	6.5	5.9	5.8	5.8	5.6	4.7	4.2	3.9	3.2	4.0	4.6	5.2	4.8	4.7	4.6	4.5	4.5	4.5
Chile	10.5	11.5	12.5	13.1	14.1	13.7	12.8	13.3	12.8	12.3	11.9	11.1	9.9	8.7	7.6	6.5	5.3	5.1	5.0	4.8	3.9	3.8	4.5	4.5
Colombia	9.2	9.1	9.7	10.2	10.8	11.4	12.2	12.5	13.1	13.3	13.3	13.3	12.8	12.4	12.1	11.8	11.4	11.0	10.5	10.2	9.3	8.4	7.7	7.7
Mexico	7.7	7.7	8.0	8.2	8.7	8.7	8.4	7.8	7.8	7.9	7.6	6.9	6.3	5.8	5.1	4.8	4.6	4.5	4.3	4.3	4.7	4.9	4.4	4.4

Source: Clearstead, Bloomberg as of 3/31/2024

GLOBAL EARNINGS OUTLOOK



Source: Bloomberg, FactSet, Goldman Sachs.
Data as of 3/31/2024.

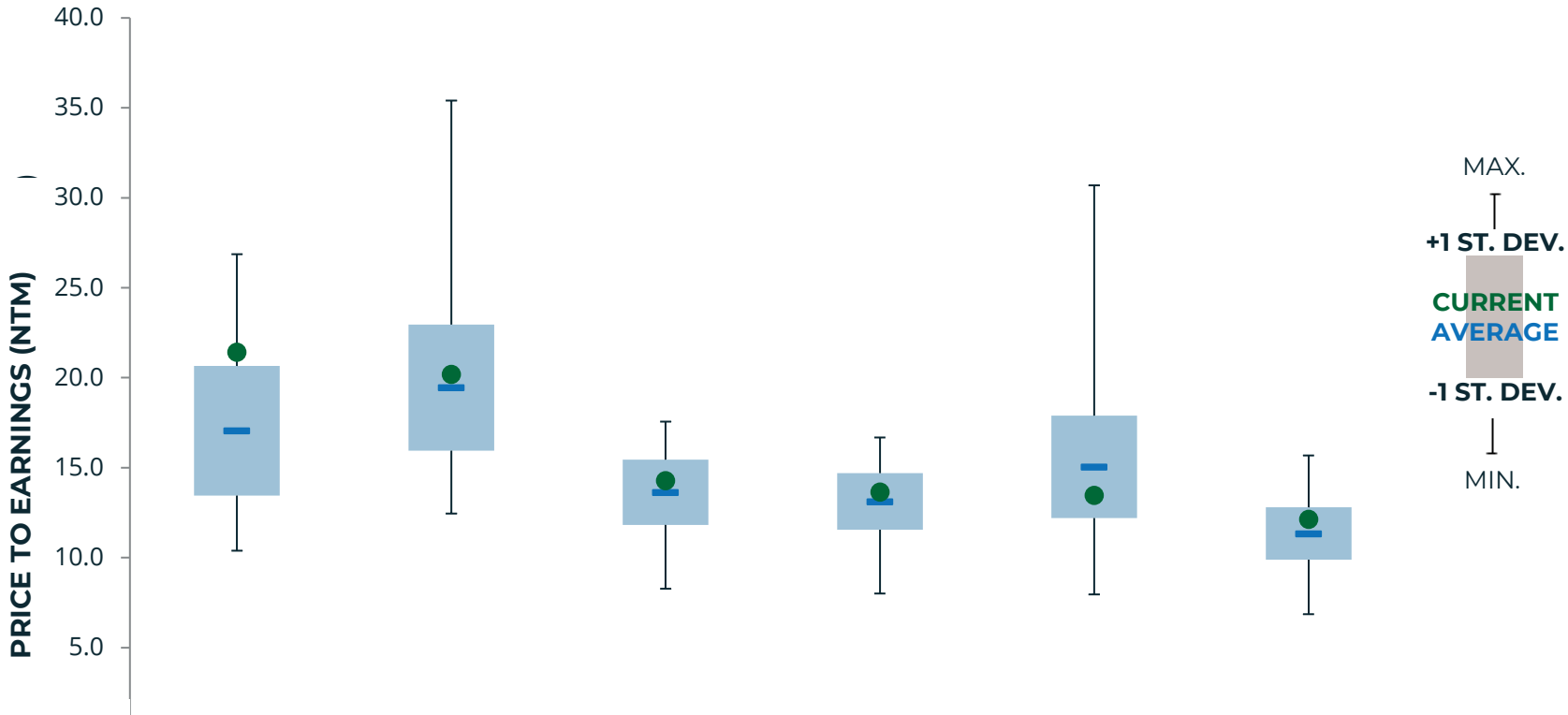
GLOBAL ECONOMY

		Apr-23	May-23	Jun-23	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	12M Trend
Global	Mfg	49.6	49.5	48.7	48.6	49.0	49.2	48.8	49.3	49.0	50.0	50.3	50.6	
	Serv	55.4	55.5	53.9	52.6	51.0	50.7	50.4	50.6	51.6	52.3	52.4	52.5	
US	Mfg	50.2	48.4	46.3	49.0	47.9	49.8	50.0	49.4	47.9	50.7	52.2	51.9	
	Serv	53.6	54.9	54.4	52.3	50.5	50.1	50.6	50.8	51.4	52.5	52.3	51.7	
Eurozone	Mfg	45.8	44.8	43.4	42.7	43.5	43.4	43.1	44.2	44.4	46.6	46.5	46.1	
	Serv	56.2	55.1	52.0	50.9	47.9	48.7	47.8	48.7	48.8	48.4	50.2	51.5	
UK	Mfg	47.8	47.1	46.5	45.3	43.0	44.3	44.8	47.2	46.2	47.0	47.5	50.3	
	Serv	55.9	55.2	53.7	51.5	49.5	49.3	49.5	50.9	53.4	54.3	53.8	53.1	
Japan	Mfg	49.5	50.6	49.8	49.6	49.6	48.5	48.7	48.3	47.9	48.0	47.2	48.2	
	Serv	55.4	55.9	54.0	53.8	54.3	53.8	51.6	50.8	51.5	53.1	52.9	54.1	
China	Mfg	49.5	50.9	50.5	49.2	51.0	50.6	49.5	50.7	50.8	50.8	50.9	51.1	
	Serv	56.4	57.1	53.9	54.1	51.8	50.2	50.4	51.5	52.9	52.7	52.5	52.7	
India	Mfg	57.2	58.7	57.8	57.7	58.6	57.5	55.5	56.0	54.9	56.5	56.9	59.1	
	Serv	62.0	61.2	58.5	62.3	60.1	61.0	58.4	56.9	59.0	61.8	60.6	61.2	
S. Korea	Mfg	48.1	48.4	47.8	49.4	48.9	49.9	49.8	50.0	49.9	51.2	50.7	49.8	

- Global services PMIs improved in Q1 2024, and show expansion in all listed economies
- Global manufacturing PMIs have improved and now show a mild expansion but mixed readings by region

Source: Bloomberg, Markit/HIS.
Data as of 3/31/2024.

GLOBAL EQUITY VALUATIONS



	MSCI USA	MSCI USA SMALL	MSCI EAFE	MSCI ACWI EX USA	MSCI ACWI EX USA SMALL	MSCI EM
Current P/E (NTM)	21.4	20.2	14.3	13.7	13.5	12.1
Average P/E (NTM)	17.1	19.5	13.6	13.1	15.0	11.3

Source: Bloomberg as of 3/31/2024. Average taken over full index history. MSCI USA- 1994 - Current; MSCI USA Small- 1994 - Current; MSCI EAFE- 2003 - Current; MSCI ACWI ex USA- 2003 - Current; MSCI ACWI ex USA Small- 1994 - Current; MSCI EM- 2003.



DEFINITIONS & DISCLOSURES

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Past performance is no guarantee of future results. Investing involves risk, including risk of loss. Diversification does not ensure a profit or guarantee against loss. All indices are unmanaged and performance of the indices includes reinvestment of dividends and interest income, unless otherwise noted. An investment cannot be made in any index.

Although bonds generally present less short-term risk and volatility than stocks, bonds do contain interest rate risk (as interest rates rise, bond prices usually fall and vice versa) and the risk of default, or the risk that an issuer will be unable to make income or principal payments. Additionally, bonds and short-term investments entail greater inflation risk, or the risk that the return of an investment will not keep up with increases in the prices of goods and services than stocks.

Lower-quality debt securities generally offer higher yields, but also involve greater risk of default or price changes due to potential changes in the credit quality of the issuer. Any fixed income security sold or redeemed prior to maturity may be subject to loss. The municipal market is volatile and can be significantly affected by adverse tax, legislative, or political changes and by the financial condition of the issuers of municipal securities. Interest rate increases can cause the price of a debt security to decrease. A portion of the dividends you receive may be subject to federal, state, or local income tax or may be subject to the federal alternative minimum tax. Generally, tax-exempt municipal securities are not appropriate holdings for tax advantaged accounts such as IRAs and 401(k)s.

Stock markets, especially foreign markets, are volatile and can decline significantly in response to adverse issuer, political, regulatory, market, or economic developments. Foreign securities are subject to interest-rate, currency-exchange-rate, economic, and political risks, all of which are magnified in emerging markets. The securities of smaller, less well-known companies can be more volatile than those of larger companies. Growth stocks can perform differently from the market as a whole and other types of stocks and can be more volatile than other types of stocks. Value stocks can perform differently than other types of stocks and can continue to be undervalued by the market for long periods of time.

The commodities industry can be significantly affected by commodity prices, world events, import controls, worldwide competition, government regulations, and economic conditions. Changes in real estate values or economic conditions can have a positive or negative effect on issuers in the real estate industry, which may affect your investment.

Index Definitions:
The **S&P 500 Index** is a broad-based market index, comprised of 500 large-cap companies, generally considered representative of the stock market as a whole. The **S&P 400 Index** is an unmanaged index considered representative of mid-sized U.S. companies. The **S&P 600 Index** is a market-value weighted index that consists of 600 small-cap U.S. stocks chosen for market size, liquidity and industry group representation.

The **Russell 1000 Value Index**, **Russell 1000 Index** and **Russell 1000 Growth Index** are indices that measure the performance of large-capitalization value stocks, large-capitalization growth stocks, and large-capitalization growth stocks, respectively. The **Russell 2000 Value Index**, **Russell 2000 Index** and **Russell 2000 Growth Index** are indices that measure the performance of small-capitalization value stocks, small-capitalization growth stocks, and small-capitalization growth stocks, respectively. The **Russell Midcap Value Index**, **Russell Midcap Index** and **Russell Midcap Growth Index** are indices that measure the performance of mid-capitalization value stocks, mid-capitalization growth stocks, and mid-capitalization growth stocks, respectively. The **Russell 2500 Value Index**, **Russell 2500 Index** and **Russell 2500 Growth Index** measure the performance of small to mid-cap value stocks, small to mid-cap stocks and small to mid-cap growth stocks, respectively, commonly referred to as "smid" cap. The **Russell 3000 Value Index**, **Russell 3000 Index** and **Russell 3000 Growth Index** measure the performance of the 3,000 largest U.S. value stocks, 3,000 largest U.S. stocks and 3,000 largest U.S. growth stocks, respectively, based on total market capitalization.

The **Wilshire 5000 Index** represents the broadest index for the U.S. equity market, measuring the performance of all U.S. equity securities with readily available price data. The **Wilshire Micro Cap Index** is a market capitalization-weighted index comprised of all stocks in the Wilshire 5000 Index below the 2,501st rank.

The **MSCI EAFE (Europe, Australasia, Far East) Index** is designed to measure developed market equity performance, excluding the U.S. and Canada. The **MSCI Emerging Markets (EM) Index** is designed to measure global emerging market equity performance. The **MSCI World Index Ex-U.S. Index** is designed to measure the equity market performance of developed markets and excludes the U.S. The **MSCI Europe Index** is an unmanaged index considered representative of developed European countries. The **MSCI Japan Index** is an unmanaged index considered representative of stocks of Japan. The **MSCI Pacific ex Japan Index** is an unmanaged index considered representative of stocks of Asia Pacific countries excluding Japan.

The **U.S. 10-Year Treasury Yield** is generally considered to be a barometer for long-term interest rates. The **Merrill Lynch 91-day T-bill Index** includes U.S. Treasury bills with a remaining maturity from 1 up to 3 months.

The **Barclays Capital (BC) U.S. Treasury Index** is designed to cover public obligations of the U.S. Treasury with a remaining maturity of one year or more. The **BC Aggregate Bond Index** is an unmanaged, market value-weighted performance benchmark for investment-grade fixed-rate debt issues, including government, corporate, asset-backed, and mortgage-backed securities with maturities of at least one year. The **BC U.S. Credit Bond Index** is designed to cover publicly issued U.S. corporate and specified foreign debentures and secured notes that meet the specified maturity, liquidity, and quality requirements; bonds must be SEC-registered to qualify. The **BC U.S. Agency Index** is designed to cover publicly issued debt of U.S. Government agencies, quasi-federal corporations, and corporate or foreign debt guaranteed by the U.S. Government. The **BC CMBS Index** is designed to mirror commercial mortgage-backed securities of investment-grade quality (Baa3/BBB-/BBB- or above) using Moody's, S&P, and Fitch respectively, with maturity of at least one year. The **BC MBS Index** covers agency mortgage-backed pass-through securities (both fixed-rate and hybrid ARM) issued by Ginnie Mae (GNMA), Fannie Mae (FNMA), and Freddie Mac (FLHMC). The **BC U.S. Municipal Bond Index** covers the U.S. dollar-denominated, long-term tax-exempt bond market with four main sectors: state and local general obligation bonds, revenue bonds, insured bonds, and pre-refunded bonds. The **BC TIPS Index** is an unmanaged market index made up of U.S. Treasury Inflation Linked Index securities. The **BC U.S. Government Bond Index** is a market value-weighted index of U.S. Government fixed-rate debt issues with maturities of one year or more. The **BC ABS Index** is a market value-weighted index that covers fixed-rate asset-backed securities with average lives greater than or equal to one year and that are part of a public deal; the index covers the following collateral types: credit cards, autos, home equity loans, stranded-cost utility (rate-reduction) bonds, and manufactured housing. The **BC Global Aggregate Index** is composed of three sub-indices; the U.S. Aggregate Index, Pan-European Aggregate Index, and the Asian-Pacific Aggregate Index. In aggregate the index is created to be a broad-based measure of the performance of investment grade fixed rate debt on a global scale. The **BC U.S. Corporate Long Aa Index** is an unmanaged index representing public obligations of U.S. corporate and specified foreign debentures and secured notes with a remaining maturity of 10 years or more. The **BC U.S. Corporate High-Yield Index** measures the market of USD-denominated, non-investment grade, fixed-rate, taxable corporate bonds. The **BC Intermediate Corporate Index** includes dollar-denominated debt from U.S. and non-U.S. industrial, utility, and financial institutions issuers with a duration of 1-10 years. The **BC U.S. Treasury Long Index** is an unmanaged index representing public obligations of the U.S. Treasury with a remaining maturity of one year or more. The **BC U.S. Government 10 Year Treasury Index** measures the performance of U.S. Treasury securities that have a remaining maturity of less than 10 years. The **BC BAA Corporate Index** measures the performance of the taxable Baa rated fixed-rate U.S. dollar-denominated corporate bond market. The **BC Global Treasury ex US Index** includes government bonds issued by investment-grade countries outside the United States, in local currencies, that have a remaining maturity of one year or more and are rated investment grade or higher. The **BC ABS Index** is an unmanaged index that total returns for external-currency-denominated debt instruments of the emerging markets. The **BC U.S. Securitized Bond Index** is a composite of asset-backed securities, collateralized mortgage-backed securities (ERISA-eligible) and fixed rate mortgage-backed securities. The **BC Quality Distribution AAA, B, and CC-D Indices** measure the respective credit qualities of U.S. corporate and specified foreign debentures and secured notes. The **BC Universal Index** represents the union of the U.S. Aggregate Index, the U.S. High Yield Corporate Index, the 144A Index, the Eurostollar Index, the Emerging Markets Index, and the non-ERISA portion of the CMBS Index. The **BC 1-3 Year Government Credit Index** is an unmanaged index considered representative of performance of short-term U.S. corporate bonds and U.S. government bonds with maturities from one to three years. The **BC Long-term Government Index** is an unmanaged index reflecting performance of the long-term government bond market. The **BC Intermediate Aggregate Index** measures the performance of intermediate-term investment grade bonds. The **BC Intermediate 1-3 Year Government/Credit Index** measures the performance of U.S. Dollar denominated U.S. Treasuries, government-related and investment grade U.S. corporate securities that have a remaining maturity of greater than one year and less than ten years.

The **Bank of America ML U.S. High Yield Index** tracks the performance of below investment grade US Dollar Denominated corporate bonds publicly issued in the US market. Qualifying bonds have at least one year remaining term to maturity, are fixed coupon schedule and minimum outstanding of \$100 million. The **HFRF Funds of Funds Index (HFRF FOFI)** is an equal weighted index designed to measure the performance of hedge fund of fund managers. The more than 800 multi-strategy constituents are required to have at least \$50 million in assets under management and a trading track record spanning at least 12 months. The index includes both on and offshore funds and all returns are reported in USD.

The **NCREIF Property Index (NPI)** represents quarterly time series composite total rate of return measure of a very large pool of individual commercial real estate properties acquired in the private market. The index represents apartments, hotels, industrial properties, office buildings and retail properties which are at least 60% occupied and owned or controlled, at least in part by tax-exempt institutional investors or its designated agent. In addition these properties that are included must be investment grade, non-agricultural and income producing and all development projects are excluded. Constituents included in the NPI be valued at least quarterly, either internally or externally, using standard commercial real estate appraisal methodology. Each property must be independently appraised a minimum of once every three years.

The **FTSE NAREIT All REITs Index** is a market capitalization-weighted index that is designed to measure the performance of all tax-qualified Real Estate Investment Trusts (REITs) that are listed on the New York Stock Exchange, the American Stock Exchange, or the NASDAQ National Market List. The **Dow Jones U.S. Select Real Estate Securities Index** is a float-adjusted market capitalization-weighted index of publicly traded real estate securities such as real estate investment trusts (REITs) and real estate operating companies (REOCs).

The **Cambridge PE Index** is a representation of returns for over 70% of the total dollars raised by U.S. leveraged buyout, subordinated debt and special situation managers from 1986 to December 2007. Returns are calculated based on the pooled time weighted return and are net of all fees. These pooled means represent the end to end rate of return calculated on the aggregate of all cash flows and market values reported by the general partners of the underlying constituents in the quarterly and annual reports.

The **University of Michigan Consumer Sentiment Index** is a consumer confidence index published monthly by the University of Michigan and Thomson Reuters. The index is normalized to have a value of 100 in December 1964. The **VIX - The CBOE Volatility Index (VIX)** is based on the price of eight S&P 500 index put and call options.

Gold - represented by the dollar spot price of one Troy ounce.
WTI Crude - West Texas Intermediate is a grade of crude oil used as a benchmark in oil pricing.
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The Affordability Index measures of a population's ability to afford to purchase a particular item, such as a house, indexed to the population's income.

The Homeownership % is computed by dividing the number of owner-occupied housing units by the number of occupied housing units or households.
HFRF Emerging Markets: Asia ex-Japan, Global Index, Latin America Index, Russia/Eastern Europe Index. The constituents of the HFRF Emerging Markets indices are selected according to their Regional Investment Focus only. There is no Investment Strategy criteria for inclusion in these indices. Funds classified as Emerging Markets have a regional investment focus in one of the following geographic areas: Asia ex-Japan, Russia/Eastern Europe, Latin America, Africa or the Middle East. **HFRF EH: Energy/Basic Materials** strategies which employ investment processes designed to identify opportunities in specific niche areas of the market in which the Manager maintains a level of expertise which exceeds that of a market generalist. **HFRF EH: Equity Market Neutral** strategies employ sophisticated quantitative techniques of analyzing price data to ascertain information about future price movement and relationships between securities, select securities for purchase and sale. **HFRF EH: Quantitative Directional** strategies employ sophisticated quantitative techniques of analyzing price data to ascertain information about future price movement and relationships between securities, select securities for purchase and sale. **HFRF EH: Short-Biased** strategies employ analytical techniques in which the investment thesis is predicated on assessment of the valuation characteristics on the underlying companies with the goal of identifying overvalued companies. **HFRF EH: Technology/Healthcare** strategies employ investment processes designed to identify opportunities in securities in specific niche areas of the market in which the Manager maintains a level of expertise which exceeds that of a market generalist in identifying opportunities in companies engaged in all development, production and application of technology, biotechnology and as related to production of pharmaceuticals and healthcare industry.

HFRF ED: Distressed Restructuring strategies which employ an investment process focused on corporate fixed income instruments, primarily on corporate credit instruments of companies trading at significant discounts to their value at issuance or obliged (par value) at maturity as a result of either formal bankruptcy proceeding or financial market perception of near term proceedings. **HFRF ED: Merger Arbitrage** strategies which employ an investment process primarily focused on opportunities in equity and equity related instruments of companies which are currently engaged in a corporate transaction. **HFRF ED: Private Issue/Regulation D** strategies which employ an investment process primarily focused on opportunities in equity and equity related instruments of companies which are primarily private and illiquid in nature. **HFRF Macro: Systematic Diversified** strategies have investment processes typically as function of mathematical, algorithmic and technical models, with little or no influence of individuals over the portfolio positioning. **HFRF RV: Fixed Income - Asset Backed** includes strategies in which the investment thesis is predicated on realization of a spread between related instruments in which one or multiple components of the spread is a fixed income instrument backed physical collateral or other financial obligations (loans, credit cards) other than those of a specific corporation. **HFRF RV: Fixed Income - Convertible Arbitrage** includes strategies in which the investment thesis is predicated on realization of a spread between related instruments in which one or multiple components of the spread is a convertible fixed income instrument. **HFRF RV: Fixed Income - Corporate** includes strategies in which the investment thesis is predicated on realization of a spread between related instruments in which one or multiple components of the spread is a corporate fixed income instrument. **HFRF RV: Multi-Strategies** employ an investment thesis is predicated on realization of a spread between related yield instruments in which one or multiple components of the spread contains a fixed income, derivative, equity, real estate, MLP or combination of these or other instruments. **HFRF RV: Yield Alternatives Index** strategies employ an investment thesis is predicated on realization of a spread between related instruments in which one or multiple components of the spread contains a derivative, equity, real estate, MLP or combination of these or other instruments. Strategies are typically quantitatively driven to measure the existing relationship between instruments and, in some cases, identify attractive positions in which the risk adjusted spread between these instruments represents an attractive opportunity for the investment manager.

The Consumer Price Index (CPI) is an inflationary indicator that measures the change in the cost of a fixed basket of products and services, including housing, electricity, food, and transportation. The CPI is published monthly. Unless otherwise noted, the CPI figure is as of the date this report is created.
The Credit Suisse Leveraged Loan Index is a market value-weighted index designed to represent the investable universe of the U.S. dollar-denominated leveraged loan market.

The Dow Jones US Commodities Index measures the performance of the commodities market. It consists of exchange-traded futures contracts on physical commodities that are weighted to account for the economic significance and market liquidity of each commodity.
The S&P 500 Value Index, Index S&P 500 Growth Index are a broad-based market indices that measure the performance of large-capitalization value companies, large-capitalization growth companies, and large-capitalization growth companies, respectively. The **S&P 400 MidCap Value Index, S&P 400 MidCap Index and S&P 400 MidCap Growth Index** are indices that measure the performance of mid-sized value companies, mid-sized companies and mid-sized growth companies, respectively. The **S&P 600 SmallCap Index** is a market-value weighted index that consists of 600 small-cap U.S. stocks chosen for market size, liquidity and industry group representation. The **S&P 900 Index** combines the large-cap S&P 500 and the S&P MidCap 400. **S&P Completion Index TR** is a sub-index of the S&P Total Market Index (TMI), including all stocks eligible for the S&P TMI and excluding all current constituents of the S&P 500. **S&P Global Ex US Property Index** defines and measures the investable universe of publicly traded property companies domiciled in developed and emerging markets excluding the U.S.

The Russell 1000 Value Index, Russell 1000 Index and Russell 1000 Growth Index are indices that measure the performance of large-capitalization value stocks, large-capitalization growth stocks, and large-capitalization growth stocks, respectively. The **Russell 2000 Value Index, Russell 2000 Index and Russell 2000 Growth Index** are indices that measure the performance of small-capitalization value stocks, small-capitalization growth stocks, and small-capitalization growth stocks, respectively. The **Russell Midcap Value Index, Russell Midcap Index and Russell Midcap Growth Index** are indices that measure the performance of mid-capitalization value stocks, mid-capitalization growth stocks, and mid-capitalization growth stocks, respectively. The **Russell 2500 Value Index, Russell 2500 Index and Russell 2500 Growth Index** measure the performance of small to mid-cap value stocks, small to mid-cap stocks and small to mid-cap growth stocks, respectively, commonly referred to as "smid" cap. The **Russell 3000 Value Index, Russell 3000 Index and Russell 3000 Growth Index** measure the performance of the 3,000 largest U.S. value stocks, 3,000 largest U.S. stocks and 3,000 largest U.S. growth stocks, respectively, based on total market capitalization. The **Russell Microcap Index** measures the performance of the microcap segment of the U.S. equity market. The **Russell Top 200 Value Index** measures the performance of the especially large cap segment of the U.S. equity universe represented by stocks in the largest 200 by market cap that exhibit value characteristics. The **Russell Developed ex-US Large Cap Index** measures the performance of the largest investable securities in developed countries globally, excluding companies assigned to the United States.

DEFINITIONS & DISCLOSURES

The **Wilshire 5000 Index** represents the broadest index for the U.S. equity market, measuring the performance of all U.S. equity securities with readily available price data. The **Wilshire Micro Cap Index** is a market capitalization-weighted index comprised of all stocks in the Wilshire 5000 Index below the 2,501st rank. The **Wilshire 4500 Index** is comprised of all stocks in the Wilshire 5000 minus the stocks in the S&P 500. The **Wilshire Real Estate Securities Index (RESI)** is comprised of publicly traded real estate equity securities.

All MSCI indices are gross, defined as With Gross Dividends; Gross total return indices reinvest as much as possible of a company's dividend distributions. The reinvested amount is equal to the total dividend amount distributed to persons residing in the country of the dividend-paying company. Gross total return indices do not, however, include any tax credits. The **MSCI EAFE (Europe, Australasia, Far East) Gross Index** is designed to measure developed market equity performance, excluding the U.S. and Canada. The **MSCI Emerging Markets (EM) Gross Index** is designed to measure global emerging market equity performance. The **MSCI World Gross Index** is designed to measure global developed market equity performance. The **MSCI World Index Ex-U.S. Gross Index** is designed to measure the equity market performance of developed markets and excludes the U.S. The **MSCI Europe Gross Index** is an unmanaged index considered representative of developed European countries. The **MSCI Japan Gross Index** is an unmanaged index considered representative of stocks of Japan. The **MSCI Pacific ex. Japan Gross Index** is an unmanaged index considered representative of stocks of Asia Pacific countries excluding Japan. The **MSCI AC (All Country) Asia ex Japan Gross Index** is a free float-adjusted market capitalization weighted index that is designed to measure the equity market performance of Asia, excluding Japan. The **MSCI ACWI Gross Index** is a free float-adjusted market capitalization weighted index that is designed to measure the equity market performance of developed and emerging markets, excluding US. The **MSCI ACWI ex US Small Cap Growth Gross Index** is a market capitalization weighted total return index measured in U.S. dollars based on share prices and reinvested net dividends that is designed to measure the equity market performance of the small cap growth segments of developed and emerging markets, excluding the U.S. The **MSCI Canada Gross Index** is designed to measure the performance of the large and midcap segments of the Canada market. The **MSCI EAFE Small Cap Gross Index** measures the performance of small cap stocks in European, Australasian, and Far Eastern markets. The **MSCI EAFE Value Gross Index** is a market capitalization-weighted index that monitors the performance of value stocks from Europe, Australasia, and the Far East. The **MSCI EM Latin America Gross Index** is a free float-adjusted market capitalization weighted index that is designed to measure the equity market performance of emerging markets in Latin America. The **MSCI Pacific Free ex Japan Gross Index** measures the performance of the Australian, Hong Kong, New Zealand, and Singapore equity markets. The **MSCI World Small Cap Gross Index** is designed to measure the equity market performance of the small cap segment of developed markets. The **MSCI US Small Cap 1750 Gross Index** represents the universe of small capitalization companies in the US equity market. The **MSCI US Mid Cap 450 Index** represents the universe of medium capitalization companies in the US equity market. The **MSCI US Prime Market 750 Index** represents the growth companies of the MSCI US Prime Market 750 Index.

The **Barclays Capital® (BC) U.S. Treasury Index** is designed to cover public obligations of the U.S. Treasury with a remaining maturity of one year or more. The **BC Aggregate Bond Index** is an unmanaged, market value-weighted performance benchmark for investment-grade fixed-rate debt issues, including government, corporate, asset-backed, and mortgage-backed securities with maturities of at least one year. The **BC U.S. Credit Bond Index** is designed to cover publicly issued U.S. corporate and specified foreign debentures and secured notes that meet the specified maturity, liquidity, and quality requirements; bonds must be SEC-registered to qualify. The **BC U.S. Agency Index** is designed to cover publicly issued debt of U.S. Government agencies, quasi-federal corporations, and corporate or foreign debt guaranteed by the U.S. Government. The **BC CMBS Index** is designed to mirror commercial mortgage-backed securities of investment-grade quality (Baa3/BBB-/BBB- or above) using Moody's, S&P, and Fitch respectively, with maturity of at least one year. The **BC CMBS Index** covers agency mortgage-backed pass-through securities (both fixed-rate and hybrid ARMs) issued by Ginnie Mae (GNMA), Fannie Mae (FHLMC), and Freddie Mac (FHLMC). The **BC U.S. Municipal Bond Index** covers the U.S. dollar-denominated, long-term tax-exempt bond market with four main sectors: state and local general obligation bonds, revenue bonds, insured bonds, and pre-refunded bonds. The **BC US TIPS Index** is an unmanaged market index made up of U.S. Treasury Inflation Linked Index securities. The **BC U.S. Government Bond Index** is a market value-weighted index of U.S. Government fixed-rate debt issues with maturities of one year or more. The **BC ABS Index** is a market value-weighted index that covers fixed-rate asset backed securities with average lives greater than or equal to one year and that are part of a public deal; the index covers the following collateral types: credit cards, auto, home equity loans, stranded-cost utility (rate-reduction bonds), and manufactured housing. The **BC Global Aggregate Index** is composed of three sub-indices: the U.S. Aggregate Index, Pan-European Aggregate Index, and the Asian-Pacific Aggregate Index. In aggregate the index is created to be a broad-based measure of the performance of investment grade fixed rate debt on a global scale. The **BC US Corporate Long Aa Index** is an unmanaged index representing public obligations of U.S. corporate and specified foreign debentures and secured notes with a remaining maturity of 10 years or more. The **BC U.S. Corporate High-Yield Index** measures the market of US-denominated, non-investment grade, fixed-rate, taxable corporate bonds. The **BC Intermediate Corporate Index** includes dollar-denominated debt from U.S. and non-U.S. industrial, utility, and financial institutions issuers with a duration of 1-10 years. The **BC U.S. Treasury Long Index** is an unmanaged index representing public obligations of the U.S. Treasury with a remaining maturity of one year or more. The **BC U.S. Government 10 Year Treasury Index** measures the performance of U.S. Treasury securities that have a remaining maturity of less than 10 years. The **BC BAA Corporate Index** measures the performance of the taxable Baa rated fixed-rate U.S. dollar-denominated corporate bond market. The **BC Global Treasury ex US Index** includes government bonds issued by investment-grade countries outside the United States, in local currencies, that have a remaining maturity of one year or more and are rated investment grade or higher. The **BC Emerging Market Bond Index** is an unmanaged index that total returns for external-currency-denominated debt instruments of the emerging markets. The **BC U.S. Securitized Bond Index** is a composite of asset-backed securities, collateralized mortgage-backed securities (ERISA-eligible) and fixed rate mortgage-backed securities. The **BC Quality Distribution AAA, B, and CC-D Indices** measure the respective credit qualities of U.S. corporate and specified foreign debentures and secured notes. The **BC Universal Index** represents the union of the U.S. Aggregate Index, the U.S. High Yield Corporate Index, the 144A Index, the Eurodollar Index, the Emerging Markets Index, and the non-ERISA portion of the CMBS Index. The **BC 1-3 Year Government Credit Index** is an unmanaged index considered representative of performance of short-term U.S. corporate bonds and U.S. government bonds with maturities from one to three years. The **BC 1-5 Year Government Credit Index** is an unmanaged index considered representative of performance of short-term U.S. corporate bonds and U.S. government bonds with maturities from one to five years. The **BC Long-term Government Index** is an unmanaged index reflecting performance of the long-term government bond market. The **BC Intermediate Aggregate Index** measures the performance of intermediate-term investment grade bonds. The **BC Intermediate 1-3 Year Government/Credit Index** measures the performance of U.S. Dollar denominated U.S. Treasuries, government-related and investment grade U.S. corporate securities that have a remaining maturity of greater than one year and less than ten years. The **BC U.S. 1-3 Year Government Bond Index** is composed of treasury bond and agency bond and agency bond indices that have maturities of one to five years. The **BC 1-3 Year US Treasury Index** measures the performance of U.S. Treasury securities that have a maturity between 1 to 3 years. The **BC Government Credit Index** measures the performance of U.S. Government and corporate bonds rated investment grade or better, with maturities of at least one year.

The **BC High Yield Index** covers the universe of fixed rate, non-investment grade debt. Pay-in-kind (PIK) bonds, Eurobonds, and debt issues from countries designated as emerging markets (e.g., Argentina, Brazil, Venezuela, etc) are excluded, but Canadian and global bonds (SEC registered) of issuers in non-EMG countries are included. Original issue zeroes, step-up coupon structures, and 144-As are also included. The **BC Intermediate Government Index** measures the performance of intermediate U.S. government securities. The **BC Intermediate Government/Credit Bond Index** measures the performance of intermediate term U.S. government and corporate bonds. The **BC U.S. Long Term Corporate Index** measures the performance of investment-grade, fixed-rate, taxable securities issued by industrial, utility, and financial companies, with maturities greater than 10 years. The **BC Global Credit Hedged USD Index** contains investment grade and high yield credit securities from the Multiverse represented in US Dollars on a hedged basis. The **BC Long A+ U.S. Credit Index** measures the performance of investment grade corporate debt and agency bonds that are dollar denominated and have a maturity of greater than 10 years. The **BC U.S. Gov/Credit 5-10 Year Index** includes all medium and larger issues of U.S. government, investment-grade corporate, and investment-grade international dollar-denominated bonds that have maturities between 5 and 10 years and are publicly issued.

The **Cambridge U.S. Private Equity Index** is a representation of returns for over 70% of the total dollars raised by U.S. leveraged buyout, subordinated debt and special situation managers from 1986 to December 2007. Returns are calculated based on the pooled time weighted return and are net of all fees. These pooled means represent the end to end rate of return calculated on the aggregate of all cash flows and market values reported by the general partners of the underlying constituents in the quarterly and annual reports. Please Note: the performance of this index lags by 1 quarter.

The **Bank of America (BoFA) Merrill Lynch (ML) 91-day-t-bill Index** includes U.S. Treasury bills with a remaining maturity from 1 up to 3 months. The **BoFA ML U.S. High Yield Master Index & Bank of America ML U.S. High Yield Master II Indices** track the performance of below investment grade US Dollar Denominated corporate bonds publicly issued in the US market. Qualifying bonds have at least one year remaining term to maturity, are fixed coupon schedule and minimum outstanding of \$100 million. The **BoFA ML All US Convertibles Index** consists of convertible bonds traded in the U.S. dollar denominated investment grade and non investment grade convertible securities sold into the U.S. market and publicly traded in the United States. The **BoFA ML US Corp & Govt 1-3 Yrs Index** tracks the performance of U.S. dollar-denominated investment grade government and corporate public debt issued in the U.S. domestic bond market with at least 1 yr and less than 3 yrs remaining to maturity, including U.S. Treasury, U.S. agency, foreign government, supranational and corporate securities. The **BoFA ML U.S. High-Yield BB-B Constrained Index** is a modified market capitalization-weighted index of U.S. dollar-denominated, below-investment-grade corporate debt publicly issued in the U.S. domestic market. The **BoFA Merrill Lynch US Year Treasury 1-3 Year Index** tracks the performance of the direct sovereign debt of the U.S. Government having a maturity of at least one year and less than three years. The **BoFA ML CMBS Fixed Rate AAA Index** is a subset of the BoFA ML U.S. Fixed Rate CMBS Index including all securities rated AAA. The **BoFA ML U.S. Fixed Rate CMBS Index** tracks the performance of U.S. dollar-denominated investment-grade fixed rate commercial mortgage-backed securities publicly issued in the U.S. domestic market. The **BoFA ML U.S. Dollar 3-Month LIBOR Index** represents the London interbank offered rate (LIBOR) with a constant 3-month average maturity.

The **Citi Select MLP Index** is a USD denominated, price return index, comprised of the common units of up to 30 of the most liquid market limited partnerships in the Energy Sector. The **Citigroup World Government Bond Index (WGBI) 1-5 Year Hedged USD Index** is a comprehensive measure of the total return performance of the government bond markets of approximately 22 countries with maturities ranging from one to five years. The **Citigroup WGBI Index** is a market capitalization weighted bond index consisting of the government bond markets of the multiple countries. The **Citigroup WGBI ex US Index** is a market capitalization weighted bond index consisting of the government bond markets of the multiple countries, excluding the U.S. The **Citigroup 3-Month U.S. Treasury Bill Index** performance is an average of the last 3-Month Treasury Bill issues.

The **NCREIF Property Index (NPI)** represents quarterly time series composite total rate of return measure of a very large pool of individual commercial real estate properties acquired in the private market. The index represents apartments, hotels, industrial properties, office buildings and retail properties which are at least 60% occupied and owned or controlled, at least in part by tax-exempt institutional investors or its designated agent. In addition these properties that are included must be investment grade, non-agricultural and income producing and all development projects are excluded. Constituents included in the NPI be valued at least quarterly, either internally or externally, using standard commercial real estate appraisal methodology. Each property must be independently appraised a minimum of once every three years. Please Note: the performance of this index lags by 1 quarter. The **NCREIF Timberland Index** is a quarterly time series composite return measure of investment performance of a large pool of individual timber properties acquired in the private market for investment purposes only.

The **Ibbotson Intermediate Government Bond Index** is measured using a one-bond portfolio with a maturity near 5 years. The **JPMorgan Emerging Markets Bond Index (EMBI+)** Index tracks total returns for traded external debt instruments (external meaning foreign currency denominated fixed income) in the emerging markets. The **JPMorgan GBI Global ex-US Index** represents the total return performance of major non-U.S. bond markets.

The **HFRI Funds of Funds (HFRI FOF)** is an equal weighted index designed to measure the performance of hedge fund of fund managers. The more than 800 multi-strategy constituents are required to have at least \$50 million in assets under management and a trading track record spanning at least 12 months. The index includes both on and offshore funds and all returns are reported in USD. **HFRI Relative Value Index** tracks investment managers who maintain positions in which the investment thesis is predicated on realization of a valuation discrepancy in the relationship between multiple securities. Managers employ a variety of fundamental and quantitative techniques to establish investment theses, and security types range broadly across equity, fixed income, derivative or other security types. Fixed income strategies are typically quantitatively driven to measure the existing relationship between instruments and, in some cases, identify attractive positions in which the risk adjusted spread between these instruments represents an attractive opportunity for the investment manager. RV position may be involved in corporate transactions also, but as opposed to ED exposures, the investment thesis is predicated on realization of a pricing discrepancy between relationship securities, as opposed to the outcome of the corporate transaction. **HFRI Funds of Funds Conservative Index** is an equal-weighted index representing funds or funds that invest with multiple managers focused on consistent performance and lower volatility via absolute strategies. **HFRI ED: Merger Arbitrage** strategies which employ an investment process primarily focused on opportunities in equity and equity related instruments of companies which are currently engaged in a corporate transaction.

The **FTSE All-World ex US Index** comprises large and midcap stocks providing coverage of developed and emerging markets, excluding the U.S. The **FTSE NAREIT Developed Index** is a global market capitalization weighted index composed of listed real estate securities from developed market countries in North America, Europe, and Asia. The **FTSE NAREIT Developed ex US Index** is a global market capitalization weighted index composed of listed real estate securities from developed market countries in North America, Europe, and Asia, excluding the U.S. The **FTSE High Dividend Yield Index** includes stocks that are characterized by higher than average dividend yields, and is based on the US component of the FTSE Global Equity Index Series (GEIS). The **FTSE All REITs Index** is a market capitalization-weighted index that is designed to measure the performance of all tax-qualified Real Estate Investment Trusts (REITs) that are listed on the New York Stock Exchange, the American Stock Exchange, or the NASDAQ National Market List. The **FTSE NAREIT Equity REIT Index** is an unmanaged index reflecting performance of the U.S. real estate investment trust market.

The **Consumer Price Index (CPI)** is an inflationary indicator that measures the change in the cost of a fixed basket of products and services, including housing, electricity, food, and transportation. The CPI is published monthly. Please Note: the performance of this index lags by 1 month. The **Credit Suisse Leveraged Loan Index** is a market value-weighted index designed to represent the investable universe of the U.S. dollar-denominated leveraged loan market. The **Dow Jones (DJ) US Commodity Index** measures the performance of the commodities market. It consists of exchange-traded futures contracts on physical commodities that are weighted to account for the economic significance and market liquidity of each commodity. The **DJ U.S. Total Stock Market Index** is an all-inclusive measure composed of all U.S. equity securities with readily available prices. The **DJ U.S. Completion Total Stock Market Index** is a subset of the DJ U.S. Total Stock Market Index that excludes components of the S&P 500. The **Dow Jones U.S. Select Real Estate Securities Index** is a float-adjusted market capitalization-weighted index of publicly traded real estate securities such as real estate investment trusts (REITs) and real estate operating companies (REOCs).

The **Dow Jones Target Date (Today, 2010, 2015, 2020, 2025, 2030, 2035, 2040, 2045, 2050, 2055) Indices** were created to benchmark portfolios of stocks, bonds and cash. Each index is made up of composite indices representing these three asset classes. The asset class indices are weighted differently within each target date index depending on the time horizon. Each month, the allocations among the asset class indices are rebalanced to reflect an increasingly conservative asset mix.

The **Morningstar Lifetime Allocation Index** series consists of 13 Indices (Income, 2000, 20005, 2010, 2015, 2020, 2025, 2030, 2035, 2040, 2045, 2050, 2055) available in three risk profiles: aggressive, moderate, and conservative. The indexes are built on asset allocation methodologies developed by Ibbotson Associates, a leader in asset allocation research and a Morningstar company since 2006. The Indexes provide pure asset-class exposure to global equities, global fixed-income, commodities, and Treasury Inflation-Protected Securities (TIPS) by using existing Morningstar indexes as allocation building blocks. The portfolio allocations are held in proportions appropriate to the U.S. investor's number of years until retirement. The Conservative, Moderate and Aggressive risk profiles are for investors who are comfortable with below-average exposure to equity market volatility, investors who are comfortable with average exposure to equity market volatility and well-funded investors who are comfortable with above average exposure to equity market volatility, respectively.

These reports are not to be construed as an offer or the solicitation of an offer to buy or sell securities mentioned herein. Information contained in these reports are based on sources and data believed reliable. The information used to construct these reports was received via a variety of sources. These reports are for informational purposes only and are not intended to satisfy any compliance or regulatory conditions set forth by any governing body of the securities industry. These reports do not take the place of any brokerage statements, any fund company statements, or tax forms. You are urged to compare this report with the statement you receive from your custodian covering the same period. Differences in positions may occur due to reporting dates used and whether certain assets are not maintained by your custodian. There may also be differences in the investment values shown due to the use of differing valuation sources and methods. Past performance is no guarantee of future results. Investing involves risk, including risk of loss. Diversification does not ensure a profit or guarantee against loss. This evaluation report has been prepared for the exclusive use of a specific client and no part of it may be used by any investment manager without permission of that client and Clearstead.

Evaluation of investment managers covers both quantitative and qualitative aspects. In addition to the investment performance evaluation, we monitor ownership structure, track key-employee information, and hold regular meetings with each investment management organization employed by our clients. The data presented in this report has been calculated on a time-weighted rate of return basis. All returns are net of investment advisory fees, but gross of Clearstead advisory fees and custodian fees, unless otherwise labeled. The deduction of Clearstead advisory fees and custodian fees would have the effect of decreasing the indicated investment performance.

The performance data shown represent past performance. Past performance is not indicative of future results. Current performance data may be lower or higher than the performance data presented. Returns for periods longer than one year are annualized. Each number is independently rounded.

A current copy of Hartland & Co.'s ADV-Part 2 is available to all clients upon request.

YSU Anonymous Reporting Hotline
Aggregated Statistics
Fiscal Year 2024 Quarter 3

Hotline Activity	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Fiscal Year To Date Total
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Reports received	3	4	2	-	9
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Closed					
Unsubstantiated/insufficient information	0	1	1	-	2
Process enhancements noted	0	0	0	-	0
Investigation	1	1	0	-	2
Referred	2	2	1	-	5
Total Closed	3	4	2		9

Under review at quarter end	-	-	-	-	-
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Reporting Method	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Fiscal Year To Date Total
Ethicspoint Phone	0	0	0	-	0
Ethicspoint Website	3	4	2	-	9
Total:	3	4	2	-	9

Reporter Anonymity	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Fiscal Year To Date Total
Anonymous	3	4	2	-	9
Not anonymous	0	0	0	-	0
Total:	3	4	2	-	9

Youngstown State University
Quarterly Internal Audit Plan Update
FY24 Q3 January 1, 2024 - March 31, 2024

Projects						
Project Area	Risk Category	Risk Level*	Status**	Actual Q3 Hours	Actual YTD Hours	Audit Plan Budgeted Hours
Current Year Audits:						
Student Billing, Collections, and Accounts Receivable	Financial & Operational	High	Completed	-	25	0
Banner User Access (KSU IT Audit)	IT & Compliance	High	Completed	-	5	0
Division of Workforce Education & Innovation	Operational, Financial, & Compliance	High	In Process	126	351	410
Division of Workforce Education & Innovation Student Information System (KSU IT Audit)	IT & General Controls	High	In Process	3	7	0
Facilities and Building Access	Facilities, Operational, & Compliance	High	Planned	49	49	225
Conflict of Interest (Deferred to FY25 due to policy update)	Compliance & Operational	High	Deferred	-	-	225
Consulting & Advisory						
Consulting & Advisory/ERM	Various	Moderate	Ongoing	6	97	50
Continuous Auditing Analytics						
Payroll	Financial, Operational, Compliance	Moderate	Ongoing	22	88	150
Accounts Payable	Financial, Operational, Compliance	Moderate	Ongoing	55	141	150
EthicsPoint Hotline Monitoring	Various	High	Ongoing	6	32	100
Follow-up on Open Audit Recommendations	Various	Various	Ongoing	2	9	120

Total Project Hours 269 804 1,430

***Risk Level**

Assessment of potential impact of risks and likelihood of risk events occurring; rating drives Internal Audit plan priorities:

High - significant risk area, high priority for Internal Audit coverage

Medium - moderate risk area, moderate priority for Internal Audit coverage

Non-Project Hours			
Category	Actual Q3 Hours	Actual YTD Hours	Audit Plan Budgeted Hours
Professional Development	18	46	100
Administrative:	233	710	550

Total Administrative Hours 251 756 650

****Status Definitions**

Planned - as per audit plan, schedule to start in current FY

In Process - in progress at quarter end

Complete - audit procedures concluded and results communicated

Deferred - moved from current FY plan per updated risk assessment

Total Hours 520 1,560 2,080

Audit Recommendations Status- FY2024 Q3

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2020-01-01	Policies and Procedures	Update policies to address financial management requirements including tax status, accounting concepts, record keeping, contract requirements, funding mechanisms and procedures, disbursement controls, agency account and off-campus cash accounts.	Policies will be developed in this area.	The CampusGroups implementation has been taking longer than expected. Work is being done to set up all the components of the new system. We are on track to complete this recommendation by mid-semester.	A Student Organization Finance guide is being developed and be completed by March 2024. Also treasurer training will be offered through a video hosted on the Student Organization Management Software which must be completed when accepting an officer position and should be completed by April 2024.
Dated Issued	2/17/2020	Student Organizations Audit				
Risk Category	Financial					
Risk Level	Low					
Division	Student Experience					
Deadline	8/31/2020					
New Deadline	4/30/2023					
Current Status	CLOSED					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2023-01	Student Bill Presentation	Evaluate developing script to combine charges for more simplified, condensed presentation on student bills.	Discussions have occurred and meetings are scheduled with Kent State to explore opportunities for YSU to utilize and modify existing script used by Kent State. An IT work order has been established to move forward to simplify and condense the presentation of the student bills. The implementation depends on IT resources and the complexity of the script needed.	Meeting with Kent State to discuss student bill presentation and script development.	The Bursar office and IT staff have met with Kent State and have made some of the desired changes to the formatted bills. Since bills are sent to students through TouchNet we have reached out to them for guidance and assistance on making the desired changes.
Dated Issued	8/10/2023	Student Billing, Collections, & Accounts Receivable Audit				
Risk Category	Operational					
Risk Level	Medium					
Division	Finance/Business Operations					
Deadline	6/30/2024					
New Deadline						
Current Status	On Schedule					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2023-01	Reducing Cash Collections	Consider implementing policies and procedure to further reduce the amount of cash payments collected and processed.	Realizing the inherent risk of collecting and handling cash the Bursar office collaborated with PNC and the Penguin Service Center earlier this year and implemented potential opportunities to reduce cash payments received from students. Continued efforts will be made to further reduce the amount of cash payments collected and processed.	Effective 2/1/2024 the Cashier's Office is no longer accepting cash payments for tuition and room and board. They will still take small cash payments for charges such as transcripts, etc.	Cash payment have been significantly reduced. Cashiers are still taking small amounts of cash for charges such as transcripts, background checks, etc. To assist students, we have partnered with PNC who will bring their mobile banking unit the week before school begins in the fall. The mobile banking unit can open accounts and accept cash with no cash limits.
Dated Issued	8/10/2023	Student Billing, Collections, & Accounts Receivable Audit				
Risk Category	Financial					
Risk Level	Medium					
Division	Finance/Business Operations					
Deadline	2/1/2024					
New Deadline						
Current Status	CLOSED					

Audit Recommendations Status- FY2024 Q3

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	2023-01	Student Write-Off Review	Enhance internal controls to ensure write-off transactions are accurate and proper. Complete the process to automate the write off process to ensure accuracy and efficiency reducing the volume of manual transactions for posting and manual review.	A review of write-offs in total is completed by the Bursar and Controller’s office on an annual basis. Discussions and documentation for a work order to automate the write-off process was already in place prior to this audit.	A work order was created to automate the write-off process prior to the audit. IT created the job and Bursar office is in the process of testing it.	IT has created a job that will automatically post a write-off detail code to the appropriate student account balances. We plan to test in April and May and hopefully have it completed before year-end.
Dated Issued	8/10/2023					
Risk Category	Financial, Operational	Student Billing, Collections, & Accounts Receivable Audit				
Risk Level	Medium					
Division	Finance/Business Operations					
Deadline	12/31/2023					
New Deadline	6/30/2024					
Current Status	Deadline Revised					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	KSU 2023-1057	Job Change Report & Annual Review for Banner Access	An annual, centrally facilitated review should be completed by all Data Custodians to confirm access is appropriate.	A new process will be implemented to update Banner access and include a new change job report when a person changes jobs. This process will provide Data Custodians with visibility to identify any inappropriate Banner access. Work will begin in April 2024 and will work towards a defined approach by 6/30/24.		A new process will be implemented to update Banner access and include a new change job report when a person changes jobs. This process will provide Data Custodians with visibility to identify any inappropriate Banner access. Work will begin in April 2024 and will work towards a defined approach by 6/30/24.
Dated Issued	11/17/2023					
Risk Category	IT	Banner Access Audit				
Risk Level	High					
Division	Division of IT, Application Services					
Deadline	6/30/2024					
New Deadline						
Current Status	on Schedule					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	KSU 2023-1057	PII Data in Banner	Access to view sensitive PII data should be masked or restricted to only those users who require for business purposes.	Solutions to be reviewed that would accomplish this but need to be cognizant of a potential move to Banner SaaS, where customizations are not allowed. Approach to be identified by 6/30/24 by Director of Application Services.		Solutions to be reviewed that would accomplish this but need to be cognizant of a potential move to Banner SaaS, where customizations are not allowed. Approach to be identified by 6/30/24 by Director of Application Services.
Dated Issued	11/17/2023					
Risk Category	IT	Banner Access Audit				
Risk Level	High					
Division	Division of IT, Application Services					
Deadline	6/30/2024					
New Deadline						
Current Status	On Schedule					

Audit Recommendations Status- FY2024 Q3

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	KSU 2023-1057	SOP for Annual Review of YSU Banner Access Banner Access Audit	A standard operating procedure for Banner user access review should be created and used by Data Custodians.	An access review process will be identified and formalized over time, as YSU is in the process of forming a new Data Governance/Data Integrity team. Data owners will be identified, standards enforced, and policies will be reviewed by 12/31/24.		An access review process will be identified and formalized over time, as YSU is in the process of forming a new Data Governance/Data Integrity team. Data owners will be identified, standards enforced, and policies will be reviewed by 12/31/24.
Dated Issued	11/17/2023					
Risk Category	IT					
Risk Level	High					
Division	Division of IT, Application Services					
Deadline	12/31/2024					
New Deadline						
Current Status	On Schedule					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	KSU 2023-1057	Access for Terminated Users in YSU Banner Banner Access Audit	Banner access to sensitive transactions should be removed from a user's account when an employee is terminated to prevent fraudulent activity.	Mitigations are in place at multiple levels to ensure no terminated employee gains access after termination. Removing user's security classes is another layer of security and YSU will work towards developing a new process where this can be accomplished in an automated way. This approach is to be identified by 12/31/24 by the Director of Infrastructure Services.		Mitigations are in place at multiple levels to ensure no terminated employee gains access after termination. Removing user's security classes is another layer of security and YSU will work towards developing a new process where this can be accomplished in an automated way. This approach is to be identified by 12/31/24 by the Director of Infrastructure Services.
Dated Issued	11/17/2023					
Risk Category	IT					
Risk Level	Medium					
Division	Division of IT, Infrastructure Services					
Deadline	12/31/2024					
New Deadline						
Current Status	On Schedule					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	KSU 2024-1057	System access ITGC Audit-WEI	System access testing revealed that some users had access beyond what is necessary for their job function. Recommend removal of access or reduced access for users with inappropriate access. Recommend annual review of users to confirm system access.	Agree. The application administrator will review current roles and access and will modify individual account access levels by 3/31/24. Going forward, access will be reviewed annually.		Current roles and access are being reviewed. Significant progress has been made but it is not yet complete. Revised deadline to 4/30/2024
Dated Issued	2/26/2024					
Risk Category	IT					
Risk Level	High					
Division	Academic Affairs					
Deadline	3/31/2024					
New Deadline	4/30/2024					
Current Status	Deadline Revised					

Audit Recommendations Status- FY2024 Q3

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	KSU 2024-1057	Software & hardware is appropriately safeguarded ITGC Audit-WEI	Testing of a sample of users showed inappropriate computer safeguards on devices using the application. All devices of users with elevated access should be YSU managed devices and have appropriate computer safeguards. YSU firewall is configured to protect university resources.	Agree. Information Security Engineer will implement appropriate computer safeguards for all YSU managed devices by 12/31/24.		Agree. Information Security Engineer will implement appropriate computer safeguards for all YSU managed devices by 12/31/24.
Dated Issued	2/26/2024					
Risk Category	IT					
Risk Level	High					
Division	Academic Affairs					
Deadline	12/31/2024					
New Deadline						
Current Status	On Schedule					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	KSU 2024-1057	Business Continuity Plan ITGC Audit-WEI	Data backups and data center controls are provided by the vendor. Business Continuity Plan was not completed. Recommend completing a Business Continuity Plan to document steps required to continue business processes in the event of a system failure.	Agree. The application administrator will complete a Business Continuity Plan to ensure proper procedures are in place should a system failure occur by 12/31/24.		Agree. The application administrator will complete a Business Continuity Plan to ensure proper procedures are in place should a system failure occur by 12/31/24.
Dated Issued	2/26/2024					
Risk Category	IT					
Risk Level	Medium					
Division	Academic Affairs					
Deadline	12/31/2024					
New Deadline						
Current Status	On Schedule					

Audit	Info	Recommendation Name	Summary of Recommendation	Summary of Original Response	Prior Status Comment	Current Status Comment
Audit #	KSU 2024-1057	Change Management Controls ITGC Audit-WEI	Upgrades to the application are performed by the vendor. Communication of changes to application users should be implemented. Standard Operation Procedures (SOP) should be developed.	Agree. The application administrator will complete Standard Operating Procedures for the application and will ensure there is proper communication regarding application updates/changes by 12/31/24.		Agree. The application administrator will complete Standard Operating Procedures for the application and will ensure there is proper communication regarding application updates/changes by 12/31/24.
Dated Issued	2/26/2024					
Risk Category	IT					
Risk Level	Medium					
Division	Academic Affairs					
Deadline	12/31/2024					
New Deadline						
Current Status	On Schedule					



YOUNGSTOWN STATE UNIVERSITY

One University Plaza, Youngstown, Ohio 44555

Jennifer Pintar, Interim Provost and VP of Academic Affairs
Amy Cossentino, Associate Provost and Dean, Sokolov Honors College
Wim Steelant, Dean, STEM College
Youngstown State University

04/17/2024
Audit #2024-01

Dear Dr. Pintar, Dr. Cossentino, & Dr. Steelant:

Internal Audit has completed an internal control assessment of the key processes related to the Division of Workforce Education and Innovation. This audit was completed to provide assurance on the presence, adequacy, design, and operating effectiveness of the internal controls related to the objectives of the Division of Workforce Education and Innovation. During the final phase of the audit, The Division of Workforce Education and Innovation was reorganized under Academic Affairs and is now Workforce Education and Innovation.

Internal controls are a process designed to provide reasonable assurance regarding achievement of the following objectives:

- effectiveness and efficiency of operations
- reliability of reporting, and
- compliance with procedures

Thus, internal controls are deemed effective if the above objectives are met. Internal controls can be a preventative control or a detective control. Procedures designed to keep errors or irregularities from occurring are preventative controls. Procedures designed to detect errors or irregularities which have occurred are detective controls. Internal Audit promotes continuous improvement of internal controls. However, management is responsible for establishing and maintaining effective internal controls.

Objectives

The primary objectives of this audit were as follows:

- (1) identify if internal controls are present,
- (2) assess if internal controls are appropriately designed, and
- (3) test the operating effectiveness of internal controls.

Scope and Procedures

The time period covered in the audit was fiscal year 2023 and 2024 to date through January 2024. The audit scope included the operational processes related to the following:

- Revenue and expenditures processes

Office of Internal Audit

330.941.1425

- Supplemental and incentive pay processes
- Research and grant requirements to ensure external funding
- Accurate financial and programmatic reporting
- Policy Awareness

The above objectives were accomplished using the audit procedures including, but not limited to, the following:

- review of applicable university and department policies and procedures
- conducting walkthroughs or processes performed pertaining to Workforce Education and Innovation.
- testing internal controls by review of documentation and related support
- inquiring of Workforce Education and Innovation staff

An audit of operational and system of internal controls is performed to provide management with reasonable but not absolute assurance that procedures and transactions are executed in an efficient manner. This internal audit was performed using a risk-based approach that did not include evaluation and testing of every transaction. Thus, assurance cannot be provided that all errors, irregularities, and instances of non-compliance occurring during the audit period were identified.

Opinion

Based on the results of procedures performed, the internal controls related to the key processes in Workforce Education and Innovation **Require Improvement**.

A **Require Improvement Opinion** necessitates that Internal Audit perform follow-up on corrective actions noted in management responses based on the dates provided.

Internal Audit thanks you and your staff for their time and assistance during the audit process. Please call x1425 with any questions regarding this Report.

Sincerely,



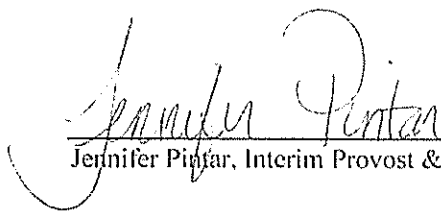
Michelle DiLullo
Staff Auditor, Internal Audit

cc: B. Johnson
N. McNally
Audit Subcommittee

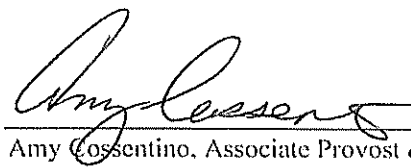
Audit #2024-01
Workforce Education and Innovation
Internal Audit

Acknowledgement of Responsibility

The Audit Comments include Management's Responses to audit observations and recommendations contained in this Report. These responses have been prepared and approved by the following individual(s) who acknowledge responsibility for directing the implementation of corrective action plans.



Jennifer Pipfar, Interim Provost & VP of Academic Affairs
4/15/24
Date



Amy Cossentino, Associate Provost & Dean, Sokolov Honors College
4/16/24
Date


Dr. Wim E.A. Steelant
Dean STEM College - YSU

Wim Steelant, Dean, STEM College
4/15/2024
Date

Workforce Education and Innovation (WEI)
Audit #2024-01
Executive Summary

This below table summarizes the results of the internal control assessment and the corrective actions to which management has committed. The audit comments are further detailed in the pages following this summary.

Summary of Audit Comments			
Audit Comment (Risk Level)	Observation	Recommendation	Management Response
#1 Documented Procedures (High)	Procedures are not documented to ensure transfer of knowledge during staff transitions and	Develop and implement procedures throughout the department to ensure transfer of knowledge.	STEM- WEI: ‘ SharePoint’ folders have been created that contains procedures that pertain to the operations and programs offered in the ETC and/or ITWA. TILT: Development and Implementation of written procedures for TILT and timely expense processing is currently underway and will be completed on a monthly basis.
#2 Reconciliations (High)	A reconciliation processes was not performed to ensure revenues and expenditures recorded within the department correspond and tie to Banner.	Develop and implement a monthly reconciliation process to ensure all revenue is collected and expenditures correspond to Banner.	STEM- WEI: The PI of each grant is the financial manager for their grant. Each financial manager will reconcile their respective grants, monthly. TILT: Yes, will implement for expenditures and revenue. Current source of revenue is from gifts made through the YSU Foundation for endowed accounts.
#3 Billing Process (High)	The billing process does not ensure that registrations fees are accurately and timely billed.	Enhance controls over billing processes to ensure registration fees revenues are billed accurately and timely.	STEM- WEI: Before workforce students take a class, a SOW, MSA and quote are provided to the company and signed. Personnel at the ETC have always prepared the paperwork for non-student billing for the workforce classes taught in the ETC in a timely manner.
#4 BOT Financial Reporting (High)	WEI has yet to find a way to produce a relevant financial report that captures the state of WEI in a clear and relevant way.	Develop a standard financial report that can effectively communicate crucial financial information.	STEM- WEI: As WEI is part of the STEM College, there will be no more direct reporting to the Board of Trustees, rather, a monthly reporting to the Provost by the Dean of the STEM College. TILT: Assigned the development of a standard financial report to provide transparency for the financial activities of the TILT.
#5 BOT Programmatic Reporting (High)	Programmatic reporting was not verified or checked for accuracy. KPIS’s presented up until the December BOT meeting were not accurate.	Continue develop and document the new process to verify KPI’s and maintain documented support to verify that the programmatic report to the BOT is accurate.	STEM- WEI: As WEI is part of the STEM College, there will be no more direct reporting to the Board of Trustees, rather, a monthly reporting to the Provost by the Dean of the STEM College. TILT: Where applicable, will implement number of users (YSU Students) completing badges and provide reports.

<p>#6 Programmatic Reporting for Grants <i>(High)</i></p>	<p>Supporting documentation for information submitted in grant reports was not properly maintained.</p>	<p>Develop and implement a process, to document programmatic data and to maintain the sources of the data.</p>	<p>STEM- WEI: Every PI is responsible for timely programmatic reporting. The PI is notified by the funding agency on what needs to be reported and by when and what format it needs to be in. The PI is also responsible for records management following the BOT policy 3356-9-09.</p>
<p>#7 Remote Work <i>(Medium)</i></p>	<p>Employees were working from home without the proper remote work paperwork on file with HR.</p>	<p>Remote work forms were filled out before the reorganization of DWEI. Remote work arrangements should be reviewed by each employee's current supervisor and updated.</p>	<p>STEM- WEI: Dean of the STEM College reviewed all Remote Work approvals that were on file with HR and discussed it with the involved supervisors.</p> <p>TILT: Remote work has been discussed with each employee with approved forms.</p>
<p>#8 Room Reservation System <i>(Medium)</i></p>	<p>Employees of Workforce Education and Innovation were not utilizing or trained on using the room reservation system.</p>	<p>Utilize the room reservation system for Workforce Education and Innovation events and classes.</p>	<p>STEM- WEI: Two employees of the ETC are trained in the banner system and consistently schedule classes/events taking place at the ETC.</p> <p>TILT: Staff responsible for utilizing the room reservation system are using the system already or are currently securing permission.</p>
<p>#9 Expense Monitoring <i>(Low)</i></p>	<p>Invoices were not always submitted for payment in a timely manner. Purchasing guidelines were also violated when purchases were made by an employee other than the cardholder.</p>	<p>Ensure expenses are processed in accordance with university guidelines. Ensure all Financial Managers have completed training for purchasing cards, travel cards, and eCube.</p>	<p>STEM- WEI: All PI's are now also financial managers. All financial managers have to adhere to the YSU procurement policies and are subject to scheduled training sessions related to purchasing cards, travel cards and eCube. All these are mandatory trainings.</p>
<p>#10 PI/FM of Grants <i>(Low)</i></p>	<p>The Financial Manager and Principal Investigator on grants were not the same causing a disconnect in communication and spending.</p>	<p>The Principal Investigator should also be the Financial Manager on the grant so both spending and project progress is managed by the same person.</p>	<p>STEM- WEI: : All Principal investigators have been made financial manager on their own grants. This was accomplished by working together with the Grants accounting office. Moving forward, all Principal Investigators of the WEI will automatically be financial manager</p>
<p>#11 Policy Awareness <i>(Low)</i></p>	<p>Most employees in WEI have not completed the policy training. This is not mandatory but strongly encouraged.</p>	<p>Employees of the WEI are encouraged to take the onboarding training to become more aware of important policies on campus.</p>	<p>STEM- WEI: Dean Steelant contacted HR to follow-up on offering (or make available) the onboarding training for the remaining WEI personnel.</p> <p>TILT: Tressel Institute for Leadership & Teamwork staff are current with training associated with campus policies.</p>

Audit Comments - DRAFT
Workforce Education and Innovation
Internal Control Assessment
Audit #2024-01

Audit Comment #1 Documented Procedures (High)

Observation:

Documentation of procedures in Workforce Education and Innovation ensures the transfer of knowledge during staff transitions and is an essential part of succession planning. The department has no written procedures to guide current or new employees.

Recommendation: Develop and implement procedures throughout the department to ensure transfer of knowledge. Implement a recurring, periodic review to make sure the procedures are updated and complete. Some processes that need documented are expense processing, billing, grant reporting, Board of Trustee reporting, and the reconciliation process.

Management Response(STEM- WEI) : 'SharePoint' folders have been created that all employees of the ETC and/or ITWA have access to that contains procedures that pertain to the operations and programs offered in the ETC and/or ITWA.

Implementation Date: 5/1/2024

Management Response (TILT): Development and Implementation of recommendations are as follows:

1. Curation of written procedures for TILT.
2. Timely expense processing is currently underway and will be completed on a monthly basis.
3. At present TILT does not have grants. However, in the future if grant funding is secured, a process for evaluation and reconciliation will be implemented.
4. YSU Board of Trustees reporting will occur as requested.

Implementation Date: 5/1/2024

Audit Comment #2 Reconciliations (High)

Observation:

The process of reconciliation ensures accuracy and validity of financial information. A reconciliation processes was not performed to ensure revenues and expenditures recorded within the department correspond and tie to Banner. If reconciliations are not performed timely, errors or issues may not be detected timely for corrective action.

Recommendation: Develop and implement a monthly reconciliation process to ensure all revenue is recorded and expenditures correspond to Banner. Ensure the process is included in documented procedures (see audit comment #1)

Management Response(STEM- WEI):Previously there was one DWEI financial manager (no longer at YSU) that was responsible for this process, but now, the PI of each grant is the financial manager for their grant. Each financial manager will reconcile their respective grants, monthly.

Implementation Date: 1/24/2024

Management Response (TILT): Yes, will implement for expenditures and revenue. Current source of revenue is from gifts made through the YSU Foundation for endowed accounts.

Implementation Date: 5/1/2024

Audit Comment #3 Billing Process (High)

Observation:

Workforce Education and Innovation provides training to companies' employees and bills companies for employees' registration fees through the University non-student billing. The billing process does not ensure that registrations fees are accurately and timely billed. Supporting documentation of registration fees billed does not readily tie to Banner; adequate documentation from source reports is needed to ensure reconciliation of revenue can be performed as noted in audit comment #2. In addition, a process has not been developed to monitor company billings for timely collection.

Recommendation: Enhance controls over billing processes to ensure registration fees revenues are billed accurately and timely and adequate supporting documentation maintained. Develop procedures to ensure billings are timely collected. Ensure the process is included in documented procedures (see audit comment #1)

Management Response (WEI): Before workforce students take a class, a SOW, MSA and quote are provided to the company and signed. Personnel at the ETC have always prepared the paperwork for non-student billing for the workforce classes taught in the ETC in a timely manner (during the training class time period or right at the end).

Previous process:

- ETC/ITWA would generate non-student billing paperwork
- ETC/ITWA would send to previous DWEI financial manager for approval
- DWEI financial manager would send to Bursar
- Bursar would create invoice and send back to DWEI financial manager
- DWEI financial manager would send to ETC/ITWA to be emailed to customer

Current Process:

- ETC/ITWA would provide non-student billing paperwork
- ETC/ITWA send paperwork to Bursar
- Bursar creates invoice and sends back to ETC/ITWA to be emailed to customer

Two steps in the process have been eliminated, so the customer is receiving the invoice in a much timelier manner.

Implementation Date: 2/1/2024

Audit Comment #4 Board of Trustees Financial Reporting (High)

Observation:

While all financial data reported to the BOT was pulled from Banner, Workforce Education and Innovation has yet to find a way to produce a relevant financial report that captures the state of Workforce Education in a clear and relevant way.

Recommendation: Develop a standard financial report that can effectively communicate crucial financial information to the Board of Trustees for oversight of Workforce Education and Innovation programs. Ensure the process for preparing the report is included in documented procedures (see audit comment #1)

Management Response (STEM-WEI): As Workforce Education and Innovation is w part of the STEM College, there will be no more direct reporting to the Board of Trustees, rather, a monthly reporting to the Provost by the Dean of the STEM College. The Dean of the STEM College is investigating all finances pertaining to the former DWEI and is working on goals and Metrics (KPI's) for every individual integrated unit.

Implementation Date: 5/1/2024

Management Response (TILT): Have assigned the development of a standard financial report to provide transparency for the financial activities of the Tressel Institute for Leadership & Teamwork.

Implementation Date: In process with implementation 5/1/2024

Audit Comment #5 Board of Trustees Programmatic Reporting (High)

Observation:

The programmatic reporting prepared for BOT meetings was not verified or checked for accuracy. The key performance indicators that were presented to the BOT from the inception of the Division of Workforce Education and Innovation up until the December BOT meeting were not verified after being pulled from the student information system. Through investigation the Division of Workforce Education and Innovation learned that the system wasn't pulling KPI numbers as they thought and in some cases actually doubling the number of students and therefore credentials. An audit was performed and a new process developed to verify the correct KPI's are being reported.

Recommendation: Continue develop the new process to verify KPI's and maintain documented support to verify that the programmatic report to the BOT is accurate. Ensure the process is included in documented procedures (see audit comment #1)

Management Response(STEM-WEI): As Workforce Education and Innovation is w part of the STEM College, there will be no more direct reporting to the Board of Trustees, rather, a monthly reporting to the Provost by the Dean of the STEM College. The Dean of the STEM College is investigating all programmatic reporting pertaining to the former DWEI and is working on goals and actual metrics (KPI's) for every individual integrated unit.

Implementation Date: 5/1/2024

Management Response (TILT): Where applicable, will implement number of users (YSU Students) completing badges and provide reports. Once, TILT expands to high schools and businesses we will utilize the same process to secure and report information regarding badge completion to report to the YSU BOT.

Implementation Date: 5/1/2024

Audit Comment #6 Programmatic Reporting for Grants (High)

Observation:

Programmatic reporting to grant sponsors is completed by Workforce Education and Innovation. While grant reports were submitted to grant sponsors in accordance with the grant agreements, the supporting documentation for information submitted in the report was not properly maintained. Programmatic numbers could not be verified in most of the samples tested. A process has not been developed to ensure support, including sources of information, for grant reports is consistently and adequately documented and maintained. Grant sponsors may request support to substantiate information reported and if funding could be impacted if it cannot be provided.

Recommendation: Develop and implement a process, such as a standardized grant reporting form, to document for programmatic data and to maintain the sources of the data for easy tracking and reporting to grant sponsors. Ensure the process is included in documented procedures (see audit comment #1)

Management Response (STEM-WEI): Every PI is responsible for timely programmatic reporting. The format of reporting depends on the type of funding agency. The PI is notified by the funding agency on what needs to be reported and by when and what format it needs to be in. The PI is also responsible for records management following the BOT policy 3356-9-09.

Implementation Date: 1/24/2024

Audit Comment #7 Remote Work (Medium)

Observation:

Employees were working from home without the proper remote work paperwork filled out. The remote paperwork is important for not only knowing where employees are and having a set work schedule but also for tax purposes. Employees have all since filled out remote work paperwork.

Recommendation: Since the remote work forms were filled out before the reorganization of the DWEI, it is recommended that remote work arrangements be reviewed by each employee's current supervisor and updated forms be completed to fit the needs of that particular department.

Management Response (STEM- WEI): The employees working under the Workforce, Education and Innovation (WEI) are now part of the STEM College. The Dean of the STEM College reviewed all Remote Work approvals that

were on file with HR and discussed it with the involved supervisors. All employees are required to follow the HR procedure for remote work.

Implementation Date: 1/24/2024

Management Response (TILT): Remote work has been discussed with each employee with approved forms.

Implementation Date: Any adjustments will take effect 5/1/2024.

Audit Comment #8 Room Reservation System (Medium)

Observation:

Employees of Workforce Education and Innovation were not utilizing or trained on using the room reservation system. Using this system to reserve rooms is important because the YSU police use this system to see where people on campus are, as well as facilities and maintenance.

Recommendation: Utilize the room reservation system for Workforce Education and Innovation events and classes.

Management Response(STEM-WEI): Two employees of the ETC are trained in the banner system and consistently schedule classes/events taking place at the ETC.

Implementation Date: Completed (November 16, 2023, and February 8, 2024)

Management Response (TILT): Staff responsible for utilizing the room reservation system are using the system already or are currently securing permission.

Implementation Date: 5/1/2024

Audit Comment #9 Expense Monitoring (Low)

Observation:

To ensure that invoices are processed, it is crucial that departments forward invoices to Accounts Payable in a timely manner. Workforce Education and Innovation does not always submit invoices for payment in a timely manner resulting in delinquent payments or overrides by A/P to pay the invoice. Also, purchasing guidelines were violated in Workforce Education and Innovation when purchases were made by an employee other than the cardholder. Procedures have not been developed to ensure that expenses are processed in accordance with university guidelines.

Recommendation: Develop and implement controls to ensure expenses are processed in accordance with university guidelines and ensure all Financial Managers have completed training for purchasing cards, travel cards, and eCube. Ensure the controls are included in documented procedures (see audit comment #1)

Management Response(STEM-WEI): The employees working under the Workforce, Education and Innovation (WEI) are now part of the STEM College. All PI's are now also financial managers. All financial managers have to adhere to the YSU procurement policies and are subject to scheduled training sessions related to purchasing cards, travel cards and eCube. All these are mandatory trainings.

Implementation Date: 1/24/2024

Audit Comment #10 Principal Investigator/Financial Manager of Grants (Low)

Observation:

Grants throughout the university have always had the Principal Investigator also be the Financial Manager of the grant. This was not the case in the Department of Workforce Education and Innovation. The Financial Manager and Principal Investigator were not the same and caused a disconnect in communication and spending on the grant which in turn causes a higher risk of fraud.

Recommendation: The Principal Investigator should also be the Financial Manager on the grant so both spending and project progress is managed by the same person. This will avoid any miscommunication in spending and reporting.

Management Response(STEM-WEI): All Principal investigators have been made financial manager on their own grants. This was accomplished by working together with the Grants accounting office. Moving forward, all Principal Investigators of the WEI will automatically be financial manager.

Implementation Date: 2/7/2024

Audit Comment #11 Policy Awareness (Low)

Observation:

Most employees in Workforce Education and Innovation have not completed the policy training that is part of the on-boarding process. While this training is not mandatory right now, it is strongly encouraged. This helps educate employees in areas such as student privacy, discrimination and harassment, staff who work with minors, sexual violence, reporting sexual misconduct, protecting children, and recognizing and preventing hazing. These are important issues that employees need to be aware of and will help mitigate risk to the university.

Recommendation: Employees of the Workforce Education and Innovation are encouraged to take the on-boarding training to become more aware of important policies on campus.

Management Response(STEM-WEI): Dean Steelant contacted HR to follow-up on offering (or make available) the onboarding training for the remaining WEI personnel.

Implementation Date: 3/25/2024

Management Response(TILT): Tressel Institute for Leadership & Teamwork staff are current with training associated with campus policies.

Implementation Date: 5/1/2024

**RESOLUTION TO APPROVE
FISCAL YEAR 2025 INTERNAL AUDIT PLAN**

WHEREAS, the approved Audit Subcommittee Charter includes responsibilities of the Audit Subcommittee to review the plans of Internal Audit; and

WHEREAS, the professional standards of the Institute of Internal Auditors require the Internal Audit Plan be approved by the Board; and

WHEREAS, the fiscal year 2025 Internal Audit Plan has been reviewed by the Audit Subcommittee;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University hereby approves the recommended revised fiscal year 2025 Internal Audit Plan, attached hereto.

**YOUNGSTOWN STATE UNIVERSITY
BOARD OF TRUSTEES
June 6, 2024**

Background

APPROVAL OF FISCAL YEAR 2025 INTERNAL AUDIT PLAN

General Information

Per the approved Audit Subcommittee Charter, responsibilities of the Audit Subcommittee include reviewing the plans of Internal Audit.

The Institute of Internal Auditing (IIA) is a self-governing professional body charged with developing professional standards. The professional standards require the Internal Audit Plan be approved by the Board of Trustees. Standard 2020 Communication and Approval states:

The CAE communicates the internal audit activity's plans and resource requirements, including significant interim changes, to senior management and the board for review and approval.

Alternatives and Consequences

If the fiscal year 2025 Internal Audit Plan is not approved, there is a risk that the Internal Audit function will not be in conformance with this requirement of the IIA professional standards.

Specific Recommendation

It is recommended that the fiscal year 2025 Internal Audit Plan be recommended for approval by the Audit Subcommittee and the full Board of Trustees.

Timetable and Action Required

Approval by the Board of Trustees is requested at its meeting on June 6, 2024.

**Youngstown State University
Proposed Internal Audit Plan
Fiscal Year 2025**

Projects					
Current Year Audits:					
Project Area	Scope	Objectives	Risk & Risk Category	Audit Risk Rating	Total Budget Hours
Conflict of Interest	Procedures and controls related to conflict of interest policy and annual disclosure statements; review standard and documented vendor selection and hiring processes	Provide assurance that framework exists to support effective management of conflict of interest and controls are applied to ensure compliance with conflict of interest in hiring vendor relationships	Instances of corruption, loss of instructional resources, improper vendor selection, inappropriate purchases and hiring decisions, and reputational risk Operational & Compliance	High	250
International Programs Office	Procedures and controls related to International enrollment and International Student and Scholar Services	Ensure compliance with federal law and university policies related to the enrollment and support services provided to international students	Noncompliance with policies and procedures; inadequate and/or ineffectiveness of operational controls. Operational & Compliance	High	250
Auxiliary-Athletics Ticket Office	Procedure and controls related to Athletics Ticket Office operations, including ticket sales, cash management, security, & complimentary tickets procedures.	Provide assurance that proper procedures and controls are present and operating effectively in the athletic ticket office.	Ineffective cash management, inaccurate reporting of accounts receivable, inadequate security, noncompliance with complimentary ticket procedures. Financial, Operational & Compliance	High	250
KSU- Divisional IT Application Risk Assessment: Student Affairs and Institutional Effectiveness	Risk assessment of various systems/IT applications used in the Division of Student Affairs and Institutional Effectiveness	Identify and evaluate operating risks in IT applications, compile and prioritize IT applications based on identified risks, determine future IT General Controls (ITGC) audits for applications	IT controls not in place to address vulnerabilities and threats in IT applications IT & Compliance	High	25
Total Current Year Audit					775
Continued from Prior Year:					
Project Area	Scope	Objectives	Risk & Risk Category	Audit Risk Rating	Total Budget Hours
Inventory Control	Procedures and controls related to physical inventory tracking and management	Procedure and controls are present, efficient, and working effectively to ensure accurate records, optimize inventory management, improve financial performance, and prevent theft	Improper safeguarding of assets, inaccurate inventory records Financial, Operational, & Compliance	High	75
Total Continued Prior Year					75
Consulting & Advisory:					
Project Area	Scope	Objectives	Risk & Risk Category	Audit Risk Rating	Total Budget Hours
Consulting & Advisory	Consulting/advisory assistance with other projects, including FY24 Enterprise Risk Management	Assist in evaluating the severity and probability of emerging risks on campus. Monitor compliance within the Enterprise Risk Assessment Mitigation Plan.	Internal controls not properly designed, developed, or implemented, and internal control gaps not identified Various	Medium	100
Total Consulting & Advisory					65

Projects Continued					
Continuous Auditing and Follow-up on Open Audit Recommendations:					
Project Area	Scope	Objectives	Risk & Risk Category	Audit Risk Rating	Total Budget Hours
Continuous Auditing - Analytics - Payroll	Quarterly continuous auditing	Analysis of quarterly payroll data to ensure operating effectiveness of internal controls	Fraud and errors related to payroll Financial	High	120
Continuous Auditing - Analytics- A/P	Quarterly continuous auditing	Analysis of quarterly payables data to ensure operating effectiveness of internal controls	Fraud and errors related to payables Financial	High	120
Hotline Monitoring	Ongoing monitoring of hotline reports	Assess risk level and quality of hotline reports; ensure timely follow-up of reports as deemed necessary	Fraud/unethical conduct Various	TBD	70
Follow-up on Open Audit Recommendations	Follow-up on management's corrective actions plans to address audit recommendations from previously issued audit reports	Validate corrective actions implemented to ensure audit findings are adequately and timely addressed	Corrective action plans not implemented to address risks from control gaps identified in previous audits Various - Financial, Operational, Compliance	Various	70
Total Continuous Auditing & Follow-up on Open Audit Recommendations					380
Total Project					1330
Non-Project Hours					
Category	Description				Total Budget Hours
Professional Development	Webinars, seminars, workshops, etc. to develop knowledge and skills in relevant to audit, higher education and related risk topics; also fulfill university training requirements for employees				50
Administrative	Planning, audit risk assessment, Audit & Compliance Committee prep, meetings and other time (vacation, sick, holiday)				700
Total Non-Project					750
Total Hours					2080

**RESOLUTION TO APPROVE THE ESTABLISHMENT OR TRANSITION OF
SELECT ACADEMIC PROGRAMS**

WHEREAS, the Board of Trustees of Eastern Gateway Community College has voted to forfeit that institution’s accreditation with the Higher Learning Commission (“HLC”) effective November 1, 2024; and

WHEREAS, the Board of Trustees of Eastern Gateway Community College has voted to dissolve that institution effective October 31, 2024; and

WHEREAS, Youngstown State University aims to support students displaced by the closure of Eastern Gateway Community College within the region served by Eastern Gateway Community College; and

WHEREAS, Youngstown State University seeks to explore and establish avenues through which it can offer relevant academic programs to displaced Eastern Gateway Community College students in the impacted region; and

WHEREAS, the Code of Federal Regulations, Chapter 34, Section 600.31(c)(6) provides:

The Secretary [of Education] does not consider that a public institution undergoes a change in ownership that results in a change of control if there is a change in governance and the institution after the change remains a public institution, provided—

- (i) The new governing authority is in the same State as included in the institution's program participation agreement; and
- (ii) The new governing authority has acknowledged the public institution's continued responsibilities under its program participation agreement; and

WHEREAS, the Board of Trustees of Youngstown State University, a governing authority located in the same State as Eastern Gateway Community College’s program participation agreement, desires to acknowledge Youngstown State University’s continued responsibilities under its program participation agreement.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize the Provost to take any actions necessary to establish or transition relevant academic programs and acknowledges Youngstown State University’s continued responsibilities under its program participation agreement with the Department of Education pursuant to 34 C.F.R. §600.31(c)(6).

**Board of Trustees Meeting
June 7, 2024
YR 2024-**

Governance for A New Era: A Blueprint For Higher Education Trustees,
Beeno Schmidt, Chairman, American Council of Trustees and Alumni,
August, 2014.

EXCERPTS OF “TRUSTEES MUST...”

...have the last word when it comes to guarding the central values of American higher education—academic excellence and academic freedom. P4

...insist on real and concrete institutional accountability, the public must demand the same of governing boards. p5

...be able to rely on the president or chancellor in the development of policy and the operation of the institution. p5

...regularly assess the cost/ value proposition of academic and nonacademic programs in setting their goals. p8

... realize that times—and institutions— must change. p8

...be aware of how research is funded, who receives funding and why, and the problems of competition for research funds. p8

...be engaged in the dialogue and policymaking that ensures that the faculty, including research faculty, contribute to the overall teaching mission of the institution. p8

...be willing to withstand pressure to grow athletic programs that are a net drain on resources, and they should ensure that salary contracts for coaches reward academic performance first and athletic success second. p8

...not allow their institutions to compromise academic freedom by yielding to pressure to withdraw invitations. p10

...be appropriately engaged in this most important piece of academic quality and accountability (tenure). p10

...have confidence that the process of tenure and post-tenure review is objective and politically neutral. p10

...be the primary guardians of educational quality and excellence. p11

...outline broadly what requirements will be necessary to achieve that mission.

...in determining what graduates will need for informed citizenship, effectiveness in the workforce, and lifelong learning. p11

... make their decisions based on data. p12

... resist relying on outside ratings systems that focus on reputation and resources instead of educational values, academic excellence, and cost effectiveness. p13

... make clear to their presidents that they want annually to receive assessments of student learning—both through nationally-normed instruments and other measures. p13

... address the basic question of what happens to students after they graduate, especially in a time of rampant grade inflation, when transcripts are viewed with increasing skepticism by the business and professional community. p13

... receive independent guidance. p16

Board meetings should always include strategic and option-oriented background materials that provide members with a wider perspective on education policy for their decision-making. p16

... resist challenges to their rightful authority and responsibility to govern the academic and financial activities of their institution. p17

EXCERPTS OF “TRUSTEES ARE...”

... supposed to act as a mediating agent between the interests of the institution and the needs of the surrounding society. p4

... responsible for mission, institutional priorities, and for what graduates of the institution must know and be able to do. p8

... well positioned to push back against the excessive and costly proliferation of classes that satisfy general education requirements. p12

EXCERPTS OF “TRUSTEES SHOULD...”

...take a more active role in reviewing and benchmarking the work of faculty and administrators and monitoring outcomes. p4

...adopt policies that maintain institutional neutrality and distance from political fashion and pressure. p9

...annually ask for a report from the president or provost outlining disciplinary diversity. p10

...request annually a presentation on the process for tenure and tenure review, and trustees should regularly review and approve that process. p10

...ask their president to provide the board a review, at least annually, of the programs added, the programs subtracted, and the criteria for determining academic program viability. p12

...not limit their knowledge of their institutions to what is discussed in committee meetings. p13

A black and white photograph of classical architectural columns and steps, serving as a background for the top half of the page. A solid red vertical bar is on the left side.

Governance

for a **NEW ERA**

A Blueprint for Higher Education Trustees

Benno C. Schmidt, Chairman

PROJECT ON GOVERNANCE FOR A NEW ERA

August 2014

“Higher education has never been so important to the health and well-being and the future of our state as it is right now. ... If we are going to make the kind of improvement we need ... [trustees] are going to have to press for it, and measure it, and demand results.”

- Governor Mitch Daniels, 2010

Governance for a NEW ERA

A Blueprint for Higher Education Trustees

Almost every day brings a succession of news stories, editorials, and reports critical of higher education. American colleges and universities that were regularly called “the envy of the world” now draw withering admonitions from the White House and numerous others for their high costs and declining quality. President Obama has declared that he will institute a federal rating system for higher education with significant financial consequences.

A recent survey by GfK shows that a majority of Americans believe taxpayers and families are not getting value for their investment. They see tenure as a system that adds to cost and compromises quality. They fear that political correctness and intolerance are undermining the free exchange of ideas. And headlines underscore ever-more-frequent concerns about collegiate athletic scandals, binge drinking, and criminal behavior.

Multiple studies suggest that, despite massive expenditure, many of America’s college graduates are not leaving school prepared for career and community. Substantial numbers of recent college graduates lack a fundamental understanding of their history and heritage; many suffer from vast gaps in their skills and knowledge and are ill-equipped to compete in the fast-moving global economy. Meanwhile, completion rates at both two-year and four-year colleges are often shockingly low. Tuition continues to rise far above inflation, outstripping

even increases in medical costs. Student debt has risen along with it, topping one trillion dollars.

While there is no single cause for this range of problems, one of the critical sources is the failure of higher education governance. That is why the undersigned have come together—as long-time friends and supporters of American higher education—to call for governance for a new era and to set a path for new and vigorous engagement by academic leadership and boards of trustees.

Ineffective higher ed governance is not a new phenomenon. Thoughtful observers like federal judge and former Yale trustee José Cabranes and Hoover Institution scholar Martin Anderson have for many years pointed at a general failure of boards to do their job.

But these times present new challenges. Every day, new entrants to the higher education marketplace compete for student enrollments. Legislatures cut back on state support, and families retrench. Emerging content delivery models make bricks and mortar seem a thing of the past. Most experts agree: the future of higher education as an element of America’s global leadership, along with the very existence of many institutions, is in jeopardy.

Rather than being a defining strength of higher education, lay governance now threatens to be a

liability. There is no doubt that leadership of higher education is out of balance. Trustees should take a more active role in reviewing and benchmarking the work of faculty and administrators and monitoring outcomes. Too many have seen their role narrowly defined as boosters, cheerleaders, and donors. They should ask the questions that need to be asked and exercise due diligence. They must not be intermittent or passive fiduciaries of a billion dollar industry critical to the preparation of America's next leaders.

New realities require new strategies. Shared

governance—which demands an inclusive decision-making process—cannot and must not be an excuse for board inaction at a time when America's pre-eminent role in higher education is threatened. Those

who hold on to the old strategy of passive governance can never be effective agents of change. The partnership of informed, engaged governing boards and dynamic academic leadership has never been more urgently needed. Effective board leadership involves not only listening, but also includes acting after due deliberation, even when not everyone agrees. This does not mean that trustees unilaterally impose their will over the institution. Rather, trustees need to listen carefully to faculty concerns and become knowledgeable so that they can make highly informed decisions. When their decisions depart from faculty wishes, they must be able to articulate why that is appropriate.

While faculty are often focused on their disciplines, and administrators on the growth and prestige of their institutions, trustees—working with presidents—are charged with bringing the big picture to the table and making decisions in the best interests of students

and the public. As former Harvard president Derek Bok has made clear, “trustees are supposed to act as a mediating agent between the interests of the institution and the needs of the surrounding society.” Trustees, who come from a variety of professions and present a variety of viewpoints, can provide a broad perspective on preparation for citizenship, career, and lifelong learning that a tenured professor, properly focused on his own department and an expert in his own discipline, cannot so easily offer.

That is why trustees must have the last word when

it comes to guarding the central values of American higher education—academic excellence and academic freedom. The preservation of academic freedom, freedom of expression, and

the integrity of scholarship and teaching rightly falls under their purview. While the occasions should be rare, they must be prepared to intervene when internal constituencies are unable or unwilling to institute urgently needed reforms.

To do this effectively, trustees need to work with the CEO and have access to independent information and experts to help them gain a full national perspective. Too often, they are in the dark when it comes to crucial issues such as academic quality and integrity. They often lack information on student learning, the academic culture of the campus, and the intellectual value-added of college. Boards should expect that campus administrators will provide concise, thoughtful, and analytical information for which they will be held accountable.

Both trustees—and those who appoint them—must reject the belief that university trusteeships are

Shared governance—which demands an inclusive decision-making process—cannot and must not be an excuse for board inaction at a time when America's pre-eminent role in higher education is threatened.

sinecures or seats of honor. Trustees need to bring a renewed and vigorous commitment to learning about, and understanding, the academic enterprise. They must, going forward, require for themselves professional development, continuing education, and accountability. Just as trustees must insist on real and concrete institutional accountability, the public must demand the same of governing boards.

Our comments about the oversight responsibilities of trustees are not intended to diminish the responsibilities or powers of top institutional or academic leaders. The role of the chief executive officer is naturally crucial to the successful advancement of higher education institutions. And trustees must be able to rely on the president or chancellor in the development of policy and the operation of the institution. It is essential that chief executive officers be perceived as having trustees' trust and confidence and that the flow of information be facilitated by the administration. Except in rare situations of crisis or in the selection of top administrators, trustees, who have final fiduciary authority, act through campus leaders who have day-to-day responsibilities for institutional management.

The signers of this document have come together to craft a bold new approach to governance—governance for a new era—recognizing that it is urgently needed if American higher education is to maintain the diversity and excellence that have for so long made it the envy of the world. We are a bipartisan group of diverse and independent leaders beholden to no organization in our participation in this governance project. Each of us might express these values in different ways, and we recognize and expect each institution to modify and adapt these principles to its own mission and culture. But the values we outline are ones that we all share and ones that we believe all trustees and all leaders in higher education must aggressively pursue, today and long into the future.

We outline the path forward in what can be a blueprint for thoughtful and engaged stewardship for the next quarter century.

Benno Schmidt
Chairman, Project on Governance for a New Era

The image displays a grid of handwritten signatures in black ink. The signatures are arranged in approximately five rows and four columns. The names are: Benno Schmidt (top center), Frank T. Brogan, Michael Crow, J. William Winkler, Hank Brown, D. Bruce, Robert R. Johnson, C. I. M. Merrill, Joe Mahoney, John Engle, Donald Kagan, Velma Montoya, Jonathan R. Cole, Matthew Goldstein, Phyllis Kutsch, and Arthur F. Rothrock. There are also several other signatures that are less legible or partially obscured.

Governance for a New Era

Benno Schmidt
Board Chair, The City University of New York

Frank T. Brogan
Chancellor, Pennsylvania State System of Higher Education
Former Lieutenant Governor, Florida

Hank Brown
President Emeritus, University of Colorado
Former U.S. Senator, Colorado

José A. Cabranes
Former Trustee of Yale University, Columbia University,
and Colgate University

Jonathan R. Cole
John Mitchell Mason Professor of the University
and Provost and Dean of the Faculties, Emeritus
Columbia University

Dean C. Colson
Trustee and Former Board Chair
State University System of Florida Board of Governors

Michael M. Crow
President, Arizona State University

Richard DeMillo
Director, Center for 21st Century Universities,
Georgia Institute of Technology

John Engler
President, Business Roundtable
Former Governor, Michigan

Matthew Goldstein
Chancellor Emeritus, The City University of New York

Peter Hans
Immediate Past Chair
University of North Carolina Board of Governors

John Hillen
Trustee, Hampden-Sydney College

Robert David Johnson
Professor of History, Brooklyn College and
The City University of New York Graduate Center

Donald Kagan
Sterling Professor Emeritus of Classics & History
Yale University

Phyllis Krutsch
University of Wisconsin System
Board of Regents Emerita

Clara M. Lovett
President Emerita, Northern Arizona University

C. Thomas McMillen
University of Maryland System Regent
Former U.S. Representative, Maryland

Carl B. Menges
Former Trustee, Hamilton College

Velma Montoya
University of California Regent Emerita

Ben Novak
Former Trustee, Pennsylvania State University

Arthur J. Rothkopf
President Emeritus, Lafayette College

Stephen F. Smith
Trustee Emeritus, Dartmouth College

THE PATH FORWARD: Governance for a New Era

Lay governance has long been one of the great strengths of American higher education. A powerful, informed, and engaged board is essential for effective governance, and boards must embrace their fiduciary responsibility. Their task is far larger than simply selecting the campus president or chancellor and then stepping aside.

I.

Articulating the Mission

Boards everywhere, working with their presidents, must ask and answer: Why do we exist? What is our purpose? And how can we best serve the nation, the state, and our students, both in the short and long-term?

One of the central responsibilities of a board of trustees is to determine the purpose of the college or university, as this purpose undergirds every decision the board makes: its strategic plan, its allocation of resources, and performance goals for its president. The institution's mission should make the board's priorities clear and unambiguous.

A lack of clarity of institutional purpose—or a failure of governing boards to ensure that institutions adhere to their stated purpose—is a major contributor to the rapidly rising cost of higher education over the past several decades. Competition among colleges and universities has caused many—regardless of the mission or community they are intended to serve—

to adopt a “bigger and better” model of growth, as opposed to a focus on quality and prioritization. Institutions of all sizes and specialties strive to add academic programs (and non-academic amenities) in hopes of attracting larger enrollment bases. Yet few institutions have the resources to sustain this strategy and level of growth. As a result, the whole enterprise suffers—programs that were previously an institution's strengths are stretched thin, while students are forced to absorb the higher costs through their tuition dollars.

The economic environment has changed dramatically in the past ten years as colleges and universities sustain greater fiscal pressures than ever before. Meanwhile, mounting regulations and administrative creep daily influence costs at our institutions. Many federal and state governments, faced with already-stretched budgets and looming long-term obligations, are unlikely to make public funding for higher education the priority it once was. Smaller, private colleges are already on the defensive, coping with declining enrollments, families frustrated by spiraling tuition costs, and degrees whose earning power has generally shown little or no increase. Every day a

host of entrepreneurs, backed by billions of dollars, vigorously compete to wrest student enrollments away from traditional institutions of higher education. The buildings that campuses actively seek to fund and erect may become liabilities in a world of cyber connections. The number of schools that have seen their bond ratings drop or that have been suddenly forced to eliminate programs and faculty lines is vivid testimony to the growing pressure and peril that higher education faces.

The role and mission of a university are not static. There are limits to what institutions can and should do. And trustees must regularly assess the cost/value proposition of academic and nonacademic programs in setting their goals. It is critical that institutions—through their governing boards—define their mission and establish the unique role they have. Such goals might emphasize teaching and learning; a focus on STEM preparation; service to an immigrant community; or research performance and faculty reputation. And while different elements of an institution may have unique qualities—operating a university’s medical center is vastly different from governing a college of liberal arts—trustees are responsible for reconciling these elements with the institution’s mission. Doing so is vital to managing resources prudently: families and taxpayers can no longer sustain the serious cost of mission creep. Trustees must realize that times—and institutions—must change.

Articulating the mission requires that trustees thoughtfully consider who it is they represent. The board of a public institution is the duly constituted representative of the people and has a primary duty to the public. Its responsibility is to ensure high quality, affordable education. Even trustees of private institutions have a fiduciary duty to the public, not only as recipients of significant amounts of federal

financial aid, but also for their institutions’ role in educating the next generation of citizens.

It is particularly important for trustees to understand and, as appropriate, define the level at which their institution engages in research and the significance of research for the institution. Trustees must be aware of how research is funded, who receives funding and why, and the problems of competition for research funds. Trustees must be engaged in the dialogue and policymaking that ensures that the faculty, including research faculty, contribute to the overall teaching mission of the institution.

Trustees must be willing to withstand pressure to grow athletic programs that are a net drain on resources, and they should ensure that salary contracts for coaches reward academic performance first and athletic success second. It is critical for trustees actively to oversee their intercollegiate athletics programs, rather than allow outside organizations such as the NCAA and athletic conferences to dictate governance prerogatives. Trustees cannot and should not expect participants in this multibillion-dollar industry to police themselves.

In summary, trustees are responsible for mission, institutional priorities, and for what graduates of the institution must know and be able to do. They must regularly review the institution’s long-range goals and its academic strategy. They must set goals in writing with clear benchmarks against which all senior managers are held accountable. Board meetings should be structured so that major goals—with appropriate benchmarks and performance measures—are carefully examined, ideally at least once per year. Although trustees do not implement plans and visions, they must define the institution’s goals and empower their academic leadership to achieve those goals.

II.

Protecting Academic Freedom and Intellectual Diversity

Academic freedom is the single most important value informing the academic enterprise, and governance for a new era requires trustees to protect it. Since the 1915 Declaration of Principles by the American Association of University Professors, academic freedom has been a two-way street: the freedom of the teacher to teach and the freedom of the student to learn. Trustees and administrators have, for the most part, done a good job of protecting the academic freedom of faculty. But they have often failed to guard the academic freedom of students. It is a sad truth that in some instances, faculty, while being jealous of their own academic freedom, have diminished the academic freedom of students.

Recent surveys, as well as events, indeed suggest there is an erosion in understanding and appreciation of academic freedom. Professional organizations such as the American Association of University Professors (AAUP) and the American Federation of Teachers (AFT) are embracing an expansive definition of academic freedom that emphasizes rights, job security, and collective bargaining but which de-emphasizes faculty accountability and responsibility.

Governance for a new era requires trustees to have the final authority and responsibility to protect academic freedom. They must articulate academic freedom as a campus value of paramount importance. They should declare in their policies that students and faculty have the right to academic freedom. They should make certain that the meaning of academic freedom and its central value to a functioning university are described and outlined in college

catalogs, strategic planning documents, and in student orientations.

Working with and through administrative leadership, they need to intercede when students—the most vulnerable constituency on a campus—are unfairly treated because of their political, religious, or social beliefs and practices.

Governing boards should monitor academic freedom and intellectual diversity through campus self-studies, as the University of Colorado has recently done. They should put in place, as has the City University of New York, student grievance policies which allow for students to speak out without fear of reprisal when they believe that the institution is failing to protect the students' freedom to learn.

Maintaining Institutional Neutrality

At the same time, trustees should adopt policies that maintain institutional neutrality and distance from political fashion and pressure. They should take note of and endorse the principles of the report issued by the Kalven Committee of the University of Chicago, outlining the university's proper role in political and social action: "To perform its mission in the society, a university must sustain an extraordinary environment of freedom of inquiry and maintain an independence from political fashions, passions and pressures." The "instrument of dissent and criticism is the individual faculty member or the individual student. The university is the home and sponsor of critics; it is not itself the critic. It is ... a community of scholars." The Kalven Committee observed that the "neutrality of the university ... arises out of a respect for free inquiry and the obligation to cherish a diversity of viewpoints."¹

¹ <http://www-news.uchicago.edu/releases/07/pdf/kalverpt.pdf>

Resisting Disinvitations

The recent spate of cancellations of controversial speakers sends the wrong message about the centrality of academic freedom and the free exchange of ideas on our college campuses. Trustees must not allow their institutions to compromise academic freedom by yielding to pressure to withdraw invitations. Working with administration and faculty, they should develop policies and procedures governing the invitation and accommodation of controversial speakers. They should define the boundaries of appropriate and responsible dissent. And they should establish clear sanctions for disruption of scheduled campus events. The C. Vann Woodward Statement, issued at Yale University in 1974, offers a roadmap for such a policy: “to reaffirm a commitment to the principle of freedom of expression and its superior importance to other laudable principles and values, to the duty of all members of the University community to defend the right to speak and refrain from disruptive interference, and to the sanctions that should be imposed upon those who offend.”²

Ensuring Disciplinary Diversity and the Integrity of the Hiring Process

The public is increasingly concerned that students are failing to receive exposure to a range of disciplines and a range of viewpoints. Historically, there is evidence that self-interest and personal ideologies can drive departmental directions rather than the interest of the students and preparation of citizens. And studies show that there are fields—such as military history, constitutional history, and diplomatic history—that are fast disappearing from college curricula. The absence of such coursework makes it virtually impossible for public universities to fulfill

their obligation to train future public school teachers for topics they will be required by their school districts to teach.

Trustees must be appropriately engaged in this most important piece of academic quality and accountability. Former University of Colorado president Hank Brown and others have written candidly of the risks universities take if they do not ensure a fair and dispassionate tenure process, warning that universities’ independence, and academic freedom itself, are at stake. To ensure academic integrity, trustees must have confidence that the process of tenure and post-tenure review is objective and politically neutral.

To inform themselves, trustees should annually ask for a report from the president or provost outlining disciplinary diversity. This report can include a list of new hires and tenure and promotion decisions in each department (and their disciplines and fields). Does the history department, for example, have expertise and offer coursework on the Founders, the American Revolution, and the Constitution? It is trustees’ duty, in rare but urgent circumstances, to demand action if they believe a department places limitations on the representation of disciplinary fields and academic viewpoints its research and teaching should otherwise encompass. The president and provost must be prepared to explain how they will ensure intellectual and pedagogical diversity going forward.

Trustees should also request annually a presentation on the process for tenure and tenure review, and trustees should regularly review and approve that process. They should understand how faculty performance is assessed and how improvements are made, when necessary. They should also ensure that

² http://www.yale.edu/terc/collectiblesandpublications/specialdocuments/Freedom_Expression/freedom1975.pdf

the academic leadership has in place appropriate policies addressing research misconduct and conflict of interest, requiring an update each year on any cases heard under such policies.

III.

Setting the Educational Strategy

Trustees must also be the primary guardians of educational quality and excellence. Faculty should always have the first word when it comes to the curriculum, and their expertise must have a central role in shaping policies on academic quality. But academic excellence is an issue that transcends academic departments and their particular interests, and faculty cannot be the last and determining voice regarding academic value, academic quality, and academic strategy. Colleges and universities are, first and foremost, educational institutions, and for trustees to abdicate their responsibility to oversee the educational programs would be as unreasonable and infeasible as directing an automobile company without ever spending time on a factory floor.

American higher education is uniquely premised on lay governance because of the critical mediating role between the institution and the greater society that lay trustees must play. While faculty have disciplinary expertise, it is lay trustees—with considerable life and community experience—who can bring the big picture to bear in determining what graduates will need for informed citizenship, effectiveness in the workforce, and lifelong learning. Trustees must outline broadly what requirements will be necessary to achieve that mission. Do trustees want every graduate to acquire an accurate and fluent command of written English and a college-level ability in mathematics and science? Do they want

graduates to gain proficiency in a foreign language? To be familiar with American history and Western Civilization? If so, they should make those guidelines clear, and they should empower their president and provost to ensure that these outcomes are factored into the faculty's development of a curriculum for the institution. Trustees do not create course content, but they help establish the expectation for outcomes.

Ensuring a Coherent and Rigorous General Education Program

A generation ago, most colleges and universities insisted on a coherent and rigorous curriculum that provided a broad, general education in addition to the specialization of the major. Faculty and administrators defined what is most important for students to know and be able to do.

Today, nearly every college acknowledges in its mission statement the importance of a solid general education. Unfortunately, few actually structure their general education curricula to turn those aspirations into reality. They only appear to provide a core curriculum by requiring courses in areas outside the major—the so-called distribution requirements.

But distributional requirements bear little resemblance to a true core curriculum. Students are typically asked to take one to three courses in each of five or six distribution areas: physical and biological sciences, humanities, social sciences, writing skills, math skills, and multicultural studies. It is not uncommon to have dozens—even hundreds—of courses to choose from within each distribution requirement. Sometimes these courses will be exotic and narrowly focused, including topics such as zombie movies or similar elements of popular entertainment. It is not surprising that most students, if asked about general education, see it as little more than 30-plus credit hours—and never on Friday—

that they need to accumulate in order to declare a major.

Governance for a new era demands that trustees, working with their president and provost, reexamine their general education programs with an eye to ensuring that general education promotes preparation for a major and skills and knowledge for life after graduation. Trustees are also well positioned to push back against the excessive and costly proliferation of classes that satisfy general education requirements. They can instead ensure that general education will provide rigorous, clear, and seamless pathways to completion and articulation to upper level coursework.

Insisting on Program Review

The proliferation of courses is a major cost driver in higher education and it is often evidence of mission creep. Yet many trustees—and states—have little reliable data on how many degree programs have been closed or opened. In the interest of transparency and accountability, institutions must keep track of such data. Trustees should ask their president to provide the board a review, at least annually, of the programs added, the programs subtracted, and the criteria for determining academic program viability. In the state of Florida, board policy provides that trustees review proposed additions of degree programs. That review includes ensuring that the program is consistent with the university and state System mission, does not unnecessarily duplicate existing programs within the System, and that the institution has sufficient resources to accommodate the program. Florida's policy also provides for identifying and evaluating candidates for program termination. Trustees everywhere should demand similar review. And data from the National Science Foundation on the income of graduates in particular majors can provide important insights for prioritizing academic programs.

IV.

Demanding Transparency in Performance and Results

Having defined their institutional mission and goals, it is incumbent on trustees to demand data and metrics which will show to what extent the institution—and academic leadership—are meeting those goals. They must use historical budget and human resources data to monitor “mission creep” in programs and services. They must demand affordability as essential to access and opportunity. They must review campus policies on alcohol and substance abuse to monitor their effectiveness. And they must ensure that there is no information asymmetry between the institution and its governing board, making certain that they have access to the same information on which administrators base their decisions.

Making Decisions Based on Data

As fiduciaries, trustees must make their decisions based on data. Massive “data dumps” of opaque charts and “death by powerpoint,” i.e., show-and-tell presentations from faculty and administration, are not the answer; instead, trustees need to insist on a dashboard of key, carefully defined measures, including: graduation rates by demographic including students who transfer; tuition rates; administrative versus instructional spending; building utilization (both classrooms and laboratories) by time and day of the week; low enrollment majors; general education courses and enrollments; and athletic spending (including student fees and institutional spending). To the extent possible, this data should be made available to parents and families so that they can assess the educational effectiveness of the institutions they are considering or supporting.

Data that allow boards to compare their metrics against those of other institutions, such as those available from the National Center for Higher Education Management Systems (NCHEMS), are highly important. Yet institutions differ substantially, and those differences should be acknowledged when making institutional comparisons. Boards must also be vigilant in ensuring that the peers their institution chooses for comparison are, in fact, valid peers. Often faculty and administrators choose aspirational, rather than actual peers, which are then used to justify inappropriate expenditures and a call for further resources. Trustees must also resist relying on outside ratings systems that focus on reputation and resources instead of educational values, academic excellence, and cost effectiveness. Adopting sound metrics is crucial for addressing the cost/value proposition of an institution. For example, trends in administrative spending, building utilization, and time-to-degree can all be indicators for policy changes needed to mitigate rising costs.

The thorough but efficient Accountability Report used by the State University System of Florida Board of Governors can form the basis of a dashboard of key indicators that should be adopted by institutions across the country.

Moreover, trustees should not limit their knowledge of their institutions to what is discussed in committee meetings. They should actively develop intermediate levels of discourse at their institution, obtaining real input from teaching faculty—not just the academic senate leadership—and students. When members of the college or university community view trustees as resources who can be given input, they provide insight that can immeasurably aid in the governance of the institution and inform innovation and change.

Insisting on Evidence of Student Learning

Trustees today get little data about what students know and are able to do. Trustees must make clear to their presidents that they want annually to receive assessments of student learning—both through nationally-normed instruments and other measures. Assessment of academic growth of students by external measures is central to evaluating whether or not the institution—and its leadership—are meeting their goals, and purely internal and self-referential assessments are not sufficient. Portfolios of student work, for example, can contribute useful insights on student learning, but they do not provide an objective, nationally-normed basis for comparison of individual growth or for institutional accountability.

Trustees must also address the basic question of what happens to students after they graduate, especially in a time of rampant grade inflation, when transcripts are viewed with increasing skepticism by the business and professional community. They should annually receive from the chief executive officer a comprehensive report on grading practices, including a review of final grade trends. This data, presented in such a way as to show change over a period of years, gives trustees the ability to examine whether grade inflation occurs and in what academic areas, and to call for remedies if grade inflation is present.

Presidents and provosts need to answer the following questions: Are students attaining the skills and knowledge that employers demand? Are they acquiring college-level writing skills? Are they gaining quantitative skills appropriate for future leaders of a 21st century workforce?

Example: Arizona State University prioritizes student assessment practices by incorporating program-specific reviews that follow a standard system of data

collection, result analysis, and improvement metrics. All new programs at ASU are required to develop an assessment plan at their inception and update the plan annually to reflect accurately student learning goals.

V.

Improving the Presidential Selection Process

Governance for a new era requires that trustees improve the presidential selection process.

Trustees carry out their responsibilities through the leadership of the president. That is why selecting an effective and innovative president is one of the most critical actions a board will take. But there is growing evidence that the current search process is highly dysfunctional and contributes to the failure of higher education governance.

Today, a great number of universities use expensive executive search firms. It is common for a search firm to receive, in addition to expenses, a percentage (often 1/3) of a new hire's first-year salary. Search firms, moreover, regularly argue that the talent pool for higher education leadership is small, and they often encourage an institution to seek a "sitting president" already employed at another institution. These assumptions can drive executive salaries to very high levels and could create a wedge between the CEO and the academic community. They should be examined more carefully.

It is time for boards everywhere to consider carefully whether search firms really add value to the process. There is a growing case that their use gives rise to a conflicted, expensive, and inefficient process that undermines college communities and diminishes

trust among their constituencies. Whether or not a search firm is utilized, governance for a new era demands that trustees take charge of the selection process, inviting nominations and applications from inside and outside academic circles. The trustees alone are the ones who can and must see that the search is done right. They must lead in developing the vision for what they want and articulate the vision to the community. They should consider a wide range of types of candidates, including those outside the academy. The ranks of business and government are full of skilled, public-spirited executives who believe in higher education and would consider serving as college presidents. The last few years have seen a number of highly successful college administrators who have emerged from these ranks.

The process of selecting a president may be led by a search committee of the trustees, but all trustees should have access to full information on every application—not only the eventual short list—and should have the opportunity to communicate directly with the search committee. Input from higher education constituencies is critical—both before and during the search. But trustees must not delegate away responsibility for guiding the search and selection process. Specifically, this means that they should never allow themselves to be outnumbered on the search committee. Nor should they limit their ability to introduce new candidates or to insist that the committee broaden the scope of its search if the candidate pool is insufficient. When a board convenes to vote on a new chief executive, it should have the opportunity to consider multiple finalists. It is a distressing fact that presidential search firms that trustees might hire are often seriously compromised, since they are typically supported and used by many presidents to place themselves in a new job or conduct searches for managers at their own institutions. These firms often have standing

relationships with the candidates they present for board consideration. This conflict makes it especially critical for trustees to identify independent resources to assist them in the search process.

Assessing Presidential Performance Based on Meaningful Metrics

Trustees also need to design better presidential contracts and conduct more regular evaluations. They must hold presidents and senior administrators accountable for responding to information requests and for addressing the key goals and objectives that the board establishes each year. The Purdue University board of trustees evaluates its president by placing a set percentage of compensation at risk, contingent on meeting specific performance goals in areas such as graduation rates, student learning outcomes, and academic excellence. This approach to executive contracts should be seriously considered for both presidents and other senior administrators. Pay should be contingent on the president's achieving institutional goals, and boards will be well-advised to measure academic growth, the integrity of the tenure process, responsiveness to requests for information, assurance of intellectual diversity, and efficient and productive use of institutional resources.

VI.

Strengthening Trustee Selection and Education

In a recent poll by GfK, 91% of the American people said it is the board's responsibility to "take the lead in reforming higher education to lower costs and improve quality." Trustees indeed, at their best, can provide a "reality check" on the often self-directed focus of colleges and universities.

It is also true that many inside and outside the campus have their doubts about the competence of governing boards. Missteps by lay boards (which have happened and will continue to happen) gain immense attention. Trustees are frequently criticized for their lack of knowledge, ability, or experience with the academic enterprise. They are criticized for re-living their undergraduate days, calling upon old experiences, and having insufficient expertise to make academic decisions. As former University of Wisconsin regent Phyllis Krutsch has noted: "...college and university trustees—like their counterparts in the corporate world—need to do a better job of connecting the dots between the promise and practice of governance. Getting it right matters."

For this reason, governors and legislatures must enhance the quality of their appointees and insist on regular and independent training. "Higher education has never been so important to the health and well-being and the future of our state as it is right now," said then-Governor Mitch Daniels. "... If we are going to make the kind of improvement we need ... [trustees] are going to have to press for it, and measure it, and demand results."

In at least two-thirds of the states, the governor is primarily responsible for appointing trustees of public institutions. In these states, informed and thoughtful appointment by the governor is essential to ensure leadership and accountability for the state's public higher education system. The governor is elected by the people of the state and has the responsibility to put forth a coherent educational vision. Although public trustees may think that their main job is to advocate and raise money for their institutions, it is incumbent upon the governor to ensure that they understand their fiduciary obligation is to represent the taxpayers. If they are unable to make that commitment, they should not

be appointed. Governors can benefit from a close liaison with existing board chairs to learn of specific board needs to strengthen future appointments. If the governor's appointees fail, the governor bears the responsibility.

Many would argue for specific board seats allotted by constituency or vetting commissions that would reduce gubernatorial responsibility. These efforts are misguided; it is incumbent upon sitting trustees to represent the broader public interest. It is also important that appointing power rest with those who are directly accountable; commissions lack that accountability.

Private boards must examine and, if appropriate, revise their bylaws and processes to ensure that appointments to the governing boards include not only generous donors but also members who bring understanding of the world of colleges and universities. Private boards should insist on effective nominating committees which identify talent, leveraging members' extensive networks with the community at large. The president should not be the appointing authority for trustees who will ultimately oversee his performance.

All boards—private and public—should include trustees with a range of backgrounds appropriate for building board expertise and effective oversight: those with academic experience and understanding of the internal workings of colleges and universities; those with strong financial backgrounds; those providing intellectual and professional diversity, ensuring a rich mixture of ideas, talents, and professions. They should reflect the major specialized intellectual areas of the institution—such as science and medicine. And they should have a breadth of skills and detachment necessary to be conscientious fiduciaries. To be effective, boards must have

members who can be leaders—willing to invest the unpaid time, understand the issues, and raise the tough questions. Donations to the political process or to the institution should not, of course, disqualify an appointment; but trustee generosity should never be a pre-condition of appointment.

Governors and their staffs also need the opportunity to learn about the role and function of public governing boards and how best to find and appoint the members they need to be effective. Governors' associations need to take an active role in promoting well-informed gubernatorial appointments.

Obtaining Essential and Ongoing Education

Being well-informed is a prerequisite to thoughtful policymaking, and effective boards make sure that their members have an in-depth understanding of the role of the board, of higher education issues, and of the particular challenges in their states and on their campuses. New members need a thorough orientation before they take up their duties, and the full board and its committees need regular educational sessions on the topics and issues they will confront. Board meetings should always include strategic and option-oriented background materials that provide members with a wider perspective on education policy for their decision-making. It is this level of board professionalism that will command respect from others inside and outside the university. Effective boards recognize the important difference between information universities generate for public relations and the data-driven objective information they need for decision-making, and they ensure that a firewall is maintained between the two.

To understand the difference between the two, trustees must receive independent guidance. Unfortunately, few boards of trustees are equipped

with the resources they need to seek out and obtain this level of professional development. Often they are almost entirely dependent on the institutions they oversee, relying on presentations and materials provided by the president and outside organizations selected and funded by the president. Governors—and legislators—can address this problem for public boards by supporting initiatives that provide trustees with board staff and resources independent of the president’s control. Similarly, private governing boards need to ensure in their bylaws that they have the resources they need to make independent arrangements for their own professional development and decision-making.

All boards, public and private, need to incorporate into their bylaws a structure and procedure both for new member orientation and ongoing training for all trustees. All board appointments can be conditioned on trustee willingness to engage in training, making it clear that appointments will be reconsidered in the case of members who fail to participate in educational sessions. In the case of public universities, governors can be powerful advocates for intense trustee orientation and ongoing professional development and can facilitate or even host the kind of substantial and ongoing training that makes sure appointees are informed public servants. Over the years, many governors have organized statewide governors’ conferences that stress trustee responsibilities and inform trustees about the challenges facing higher education. Ideally, governors will outline their vision and emphasize that they expect appointees to address the issues of cost, quality, and accountability in higher education. This is a time to think on a bigger scale, not just locally, but statewide and nationally, about the role of the college or university trustee and the need for responsible stewardship to sustain public support of the higher education system.

Training, which should be at least semi-annual and allow for webinars, MOOCs, and other vehicles, should address the following key topics: the history of American higher education; board responsibilities; measuring outcomes; board effectiveness and management; budgets (how to develop them, set priorities, and ensure transparency); curriculum; academic freedom and intellectual diversity; understanding space allocation and building utilization; workforce and economic development; shared governance; selecting a new president; teacher education and the relation of higher education to K-12; and accrediting bodies.

Examples: In 2010, Missouri Governor Jay Nixon convened a Higher Education Summit and used the opportunity to call for the state universities’ regents and trustees to undertake an exacting review of existing academic programs and to consolidate or eliminate programs not economically viable. The governor also called for governing boards to examine thoroughly ways to deliver more efficiently administrative services. Indiana’s Commission for Higher Education hosts a Trustee Academy whose past themes have included “Defining College Success: Learning Outcomes Matter” and “Challenges and Opportunities: The Fiscal Responsibilities of Trustees.” The State University System of Florida Board of Governors hosts a Trustee Summit & Orientation that gives trustees of the System’s 12 campuses opportunities to hear from national speakers and interact with System board leadership.

Preserving Institutional Autonomy

Trustees must resist challenges to their rightful authority and responsibility to govern the academic and financial activities of their institution. And this means pushing back publicly against accreditors

that encroach upon the management and governance of the institution. The accreditation process has increasingly imposed immense financial burdens—in time and labor—with little evidence of comparable return. It is time to consider cutting the link between accreditors and federal financial aid so that accreditors may rightly return to their role as peer reviewers. Instead, trustees can make publicly available key data of special interest to the students, parents, and taxpayers: tuition, fees, cost of attendance, net cost, and available financial aid; graduation rates, disaggregated by demographics, with transfer rates as available; retention rates; student loan default rates; student outcomes, including licensure test results (as appropriate); value-added assessments of collegiate skills, if utilized; and job placement rates.

Applying Best Practices and Trustee Self-Evaluation

Boards are rightly interested in the management skills and effectiveness of the president and administrators they hire. Nevertheless, it is also important that boards themselves perform effectively. Federal judge and former Yale trustee José Cabranes has emphasized the need for university boards to “maintain their reputations by creating board cultures and board structures that compel transparency and accountability.”

Boards need to be a workable size: while there is no magic number, an effectively functioning board should generally not exceed 15 members. Too often, larger numbers of trustees mean the whole board ceases to be involved in policy decisions on such crucial matters as academic quality, athletic integrity, and cost-control. The timeframe of appointments can be problematic as well. Trustees and presidents are

often term-limited, while tenured faculty are not. To ensure a balance amongst the parties, it is therefore important that trustees be permitted terms long enough to become experienced and knowledgeable parties. Ideally, trustee terms will be at least six or seven years in length, with the option of two terms to ensure overlap of experience and new viewpoints. Boards should also meet regularly—preferably a minimum of six times a year. Given the financial and academic challenges of higher education, it is imperative that boards engage and engage regularly.

Individual board members must take the opportunity to visit the campus and become familiar with buildings, administration, faculty, students, and campus life. They must make attendance at board meetings and careful advance preparation for meetings a priority. They should hold themselves accountable to the public by making the names and contact information of board members publicly available and easily accessible. They must be scrupulous in avoiding conflict of interest and the appearance of conflict of interest. Boards should include on their agenda a regular executive session which permits appropriate confidential discussions solely among the members of the board, and they should avoid placing the president in a conflict of interest by maintaining the president’s board appointment as an *ex officio* non-voting member.

Board members should be receptive to all, but beholden to none. Their indispensable value to students, institutions, and to the nation rests upon their independent judgment. They must always remember that they are ultimately responsible for ensuring the financial health and academic success of their institutions. ■

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3356-1-01 Bylaws.

(A) Article I. Definitions.

- (1) "Board" means the board of trustees of Youngstown state university.
- (2) "University" means Youngstown state university.
- (3) "Chairperson" means the chairperson of the board of trustees of Youngstown state university.
- (4) "Vice chairperson" means the vice chairperson of the board of trustees of Youngstown state university.
- (5) "Trustee" means a member of the board appointed for a term of nine years, or for the remainder of such a term, by the governor of the state of Ohio pursuant to section 3356.01 of the Revised Code.
- (6) "Student trustee" means a student member of the board appointed by the governor of the state of Ohio pursuant to section 3356.01 of the Revised Code.
- (7) "President" means the president of Youngstown state university.
- (8) "Secretary" means the secretary to the board of trustees of Youngstown state university.
- (9) "Designee" means a member of the university's administrative office(s).

(B) Article II. Meetings.

- (1) Regular meetings.
 - (a) The board shall meet no less than four times each year, and at such other times as may be necessary for the best interests of the university. Meetings shall be called at such times as the board prescribes, provided, however, that meetings will usually be held in the months of September, December, March, and June. At the time of the

adjournment of each meeting, the board shall provide, by resolution, the date, time, and place for holding the board's next regular meeting. No less than five days prior to the date of a regular meeting, the secretary, or designee, shall provide written notice of said meeting to every member of the board. Notices may be hand-delivered or sent via facsimile, electronic mail, or by first class mail to the residence or business address of a board member.

- (b) Any board member may waive notice of a regular meeting. Attendance of a board member at a regular meeting shall constitute a waiver of notice of the regular meeting.

(2) Special meetings.

- (a) Special meetings of the board may be called by written request (the "Call") signed by the chairperson, the president, or by three trustees, and delivered to the secretary. The "Call" for a special meeting shall specify the date, time, place, and purposes thereof, although other business than that specified in the "Call" may be considered at any such meeting. Upon receipt of a call for a special meeting, and no less than forty-eight hours prior to the time of commencement of the special meeting, the secretary, or designee, shall provide notice of the special meeting to every member of the board and to the president. Notice of a special meeting shall include the date, time, place, and purposes thereof, as set forth in the "Call." Notice of a special meeting may be given in oral or written form and may be given directly to the board member by telephone or direct conversation, or by facsimile, hand delivery, electronic or first-class mail sent to the board member's residence or place of business.

- (b) Any board member may waive notice of a special meeting. Attendance of a board member at a special meeting shall constitute a waiver of notice of the special meeting.

(3) Emergency meetings. In the event of an emergency wherein the best interests of the university require immediate official action by

the board, the chairperson (or in his or her absence or disability, the vice chairperson) or the president (or in his or her absence, the provost of the university) may call an emergency meeting of the board. In such event, all reasonable effort shall be made to schedule the emergency meeting in order to permit all of the members of the board to attend the emergency meeting. In such event, all reasonable effort shall be made to notify all of the members of the board of the date, time, place, and nature of the emergency requiring immediate official action.

- (4) Place of meetings.
 - (a) All regular and special meetings of the board shall be held on university property or through YSU supported technology as provided by law, or on rare occasions off-campus, but with easy access to the public, if circumstances warrant as determined by the chairperson and the president and as provided by law. The place of all board meetings shall be specified in the notice of the meeting.
 - (b) Emergency meetings of the board shall be held on university property unless, in the judgment of the person or persons making the "Call," the circumstances creating the emergency render a meeting on university property either physically impractical or infeasible.
- (5) Quorum.
 - (a) A majority of the trustees, when duly convened pursuant to university bylaws, shall constitute a quorum for the transaction of business at any meeting of the board. Student trustees shall not be considered in the determination of a quorum. If less than a majority of the trustees are present at, or at any time during said meeting, a majority of the trustees present may adjourn the meeting from time to time without further notice. When, upon reconvening any such adjourned meeting, and with a quorum present, any business may be transacted which might have been transacted at the meeting as originally notified.

- (b) At any meeting where a quorum is present, a majority vote of those present and voting shall be required for any official action by the board, except as otherwise permitted by law or by the bylaws contained in this rule.
 - (c) A trustee may abstain from voting on a matter. A trustee that abstains from voting shall be counted in the determination of a quorum but shall not be counted as voting in favor or against the matter upon which the vote is taken. Trustees having a direct personal or pecuniary interest in a matter that is not common to other members of the board should declare that interest and refrain from discussing and voting on that matter.
- (6) Organization of meetings.
- (a) At each meeting of the board, the chairperson, or in the chairperson's absence, the vice chairperson, or in the absence of both, a chairperson pro tempore, chosen by a majority of the trustees present, shall preside. The secretary, or in the secretary's absence, any person appointed by the chairperson, shall keep the minutes of the meeting, and otherwise perform the duties of secretary of the meeting.
 - (i) The minutes shall be developed as prescribed by law and include information that provides perspectives regarding decisions made by the board as well as demonstrate the board is proactive in its responsibilities to both the state of Ohio and in consideration of the continuing accreditation of the university.
 - (ii) The minutes shall be maintained on the university's board of trustees website in addition to those also maintained via the Maag library in accordance with laws and/or policies associated with records retention.
 - (iii) Minutes shall be prepared and provided to the board as soon as practicable after each board meeting in

order that members may appropriately review and approve the minutes.

- (7) Order of business. The order of business at all regular and special meetings of the board shall be as follows:
 - (a) Roll call.
 - (b) Proof of notice of meeting.
 - (c) Disposition of minutes.
 - (d) Presentation(s) from the university community (optional).
 - (e) Report of the president.
 - (f) Report of the committees of the board.
 - (g) Communications and memorials.
 - (h) Unfinished business.
 - (i) New business.
 - (j) Chairperson's remarks and requested additional president's remarks as chosen to be offered.
 - (k) Election of board officers (as pertinent).
 - (l) Time and place of next regular meeting of the board.
 - (m) Adjournment.
- (8) Parliamentary procedure. Questions of parliamentary procedure shall be resolved in accordance with "Robert's Rules of Order." The secretary, or designee, shall serve as the board's parliamentarian.

- (9) Procedures for presentation of items to be considered.
- (a) Any proposed action introduced by a board member which would substantially affect university policy shall be presented to the chairperson prior to the meeting at which the matter is to be considered by the board. The proposed action shall be submitted in sufficient time to allow the chairperson to assign the proposed action to an appropriate board committee to review such action and to make whatever recommendations to the full board the committee deems to be appropriate.
 - (b) The annual budget and all other major questions of university policy recommended by the president shall be presented to each member of the board prior to the meeting at which the matter is to be considered by the board. The proposed action shall be submitted in sufficient time to allow the appropriate board committee to review such action and to make whatever recommendations to the full board it deems to be appropriate.
 - (c) Any business to be presented to the board by other than a board member or the president shall be submitted in writing to the chairperson, who shall refer it to the appropriate board committee for consideration and possible action. The chairperson may direct that such business be placed on the agenda.
- (10) Public notice of meetings.
- (a) Public notice of all board meetings shall meet or exceed that required by Ohio law, section 121.22 of the Revised Code.
 - (b) Any person or news medium may ascertain the time and place of all regularly scheduled board meetings and the time, place, and purpose of all special board meetings by contacting university communications or on the internet at [board of trustees website](#). The local media, and other interested parties, will be made aware of upcoming

meetings of the board when requesting such notification by contacting the office of communications.

(C) Article III. Officers and organizations.

- (1) Powers of the board. The board shall have the power, not inconsistent with law or university bylaws, to do all things necessary for the proper maintenance and successful and continuous operation of the university. No individual trustee, student trustee, or committee of the board shall have authority to commit or bind the board or the university to any policy, action, or agreement unless specifically authorized by action of the board.
- (2) Officers of the board. The officers of the board shall be the chairperson, the vice chairperson, and the secretary. The board may appoint such other officers or employees as the interests of the university require. Such officers and employees shall have such authorities, and shall perform such duties, as may be prescribed by the board.
- (3) Qualifications, election, and term of office. The chairperson and vice chairperson shall be trustees. The qualifications of all other officers shall be determined by the board. The officers of the board shall be annually elected by the trustees at the board's last regular meeting of the university's fiscal year. Newly elected officers shall take office immediately following adjournment of the meeting at which they are elected and shall hold their offices until their successors are elected.
- (4) Chairperson. The chairperson, when present, shall preside at all meetings of the board and perform generally all duties incident to the office of the chairperson and such other duties as may be assigned to the chairperson by the board. Unless contrary to board policy or the bylaws contained in this rule, the chairperson may assign any of the chairperson's duties to another trustee.
- (5) Vice chairperson. In the event of a temporary vacancy in the office of the chairperson or at the request of the chairperson, or in the event of temporary absence or disability of the chairperson, the vice chairperson shall perform all the duties of the chairperson and,

while so acting, shall have all the power and authority of, and be subject to the restrictions upon, the chairperson.

- (6) Secretary. The secretary, or designee, shall prepare minutes of all meetings and proceedings of the board. The secretary, or designee, shall give notice of all meetings of the board, when required by the provisions of Article II and the appropriate sections. The secretary, or designee, shall serve as the board's parliamentarian. At the last regular meeting of the university's fiscal year, the secretary shall submit a written report of board member attendance at board and committee meetings for the preceding year. The secretary shall perform such other duties as from time to time may be assigned to the secretary by the board or the chairperson.
- (7) Attorney general. The attorney general of the state of Ohio shall be the legal advisor to, and represent, the university and/or the board in all matters civil or criminal involving the university of the board.

The general counsel of the university is a member of the Ohio attorney general's office and represents the board of trustees on behalf of the state of Ohio.
- (8) Removal of board officers. Any officer of the board may be removed as such officer at any time, either with or without cause, by resolution adopted by not less than six trustees at any regular meeting of the board. Any officer may be removed as such officer, either with or without cause, by resolution adopted by not less than six trustees at any special meeting of the board, provided that such removal action was indicated on the notices of such special meeting.
- (9) Student trustees. Section 3356.01 of the Revised Code provides for appointments of two students to the board but provides that student trustees shall have no voting power on the board, that student trustees shall not be considered as members of the board in determination of a quorum, and that student trustees shall not be entitled to attend executive sessions of the board.
- (10) Permanent vacancies. In the event of a permanent vacancy in the office of the chairperson or vice chairperson, the remaining

trustees may elect a successor to fill such permanent vacancy. What constitutes a “permanent vacancy” shall be determined by the board.

(11) Board orientation.

- (a) There shall be at least annually a board orientation developed specifically for onboarding new members of the board but will be open to all board members to attend.
- (b) The orientation shall include the chair, vice chair, secretary, and president and the executive officers of the university as well as any other individual invited to present at and/or attend the orientation.
- (c) The orientation should be constructed in such a fashion that new board members in particular can more easily and rapidly engage themselves fully in all matters before the board as specified in university bylaws and otherwise specified by law.
- (d) Orientation may be comprised of various types and levels of engagement and interactions that optimally served the purpose of the orientation session(s).

(12) Ethics training. The board, executive officers of the university and other invited members of the administration’s leadership will annually engage in ethics training.

(D) Article IV. Board committees.

- (1) Membership. All trustees and student trustees shall be voting members of all board standing committees, unless otherwise provided by university bylaws.
- (2) National/global trustees. In order to take advantage of the diverse talents, resources, and experiences of friends and alumni of the university who can contribute to the current and future success of the university, the position of national/global trustees has been established in accordance with the following guidelines:

- (a) The board may nominate and appoint persons to the position of national/global trustee. National/global trustees shall be nominated and appointed by the board of trustees on the basis of one or more of the following criteria: success in chosen field or business; state or national prominence; ability to serve as an advocate for higher education; ability and willingness to offer advice to the board and university president and/or demonstrated support for Youngstown state university.
- (b) There shall be no more than three persons serving in the position of national/global trustee at any one time. National/global trustees shall serve staggered terms such that no more than one such position expires in a calendar year.
- (c) Each national/global trustee shall be appointed for a three-year term and shall be eligible for reappointment for additional terms as determined by the board.
- (d) National/global trustees shall have no voting privileges on the board, shall not be considered in determining whether a quorum is present and shall not be eligible to be an officer of the board, but may otherwise participate in all activities of the board.
- (e) National/global trustees shall not be compensated for their service but shall be paid their reasonable and necessary expenses in the same manner that applies to trustees.
- (f) National/global trustees shall follow the Ohio ethics laws, including those set forth in Chapter 102. and sections 2921.42 and 2932.43 of the Revised Code, the board's bylaws and university policy.
- (g) National/global trustees shall be appointed by board action after nomination by the governance committee of the board in accordance with the process described for the nomination and election of board officers set forth in the bylaws contained in paragraph (D)(6)(i) of this rule.

Commented [MS1]: Provides the opportunity for the reappointment of a national/global trustee at three-year intervals at the discretion of the board.

Deleted: to serve a second consecutive three year term. A national/global trustee that has served two consecutive terms shall not be eligible for reappointment as a national/global trustee until not less than one year has passed since the conclusion of his or her term as a national/global trustee.

- (h) National/global trustees may be removed by a majority vote of the board.
 - (i) A trustee may serve as a national/global trustee, but cannot be appointed to serve as a national/global trustee until at least one year after the board member's term as a trustee has ended.
 - (j) An employee or former employee of the university may serve as a national/global trustee but cannot be appointed to serve as a national/global trustee until at least one year after that person's compensated service to the university has ended.
 - (k) National/global trustees shall be entitled to legal defense and indemnification against claims and liabilities that might arise from the performance of their duties on behalf of the board to the fullest extent permitted by Ohio law. In addition, the national/global trustees will be considered a "volunteer" for purposes of coverage under the university's liability insurance.
- (3) Committee chairperson and vice chairperson. The chairperson shall appoint the chairperson and vice chairperson of each standing committee, and members of such committees that are not otherwise composed of all of the trustees or as otherwise set forth herein, subject to the approval of the board. Committee chairpersons and vice chairpersons shall be trustees.
- (4) Quorum and conduct of committee meetings.
- (a) Five members of a standing committee shall constitute a quorum, unless otherwise provided. A majority of the members of subcommittee of a standing committee shall constitute a quorum, unless otherwise provided. The act of a majority of the members present and voting at a meeting at which a quorum is present shall be the act of the committee or subcommittee. However, regardless of the existence of a quorum in number, at least one of the

following four persons must be present at a committee or subcommittee meeting in order for the committee to conduct business:

- (i) The chairperson;
- (ii) The vice chairperson;
- (iii) The (sub)committee chairperson; or
- (iv) The (sub)committee vice chairperson.

A committee member may abstain from voting on a matter. A committee member that abstains from voting shall be counted in the determination of a quorum but shall not be counted as voting in favor or against the matter upon which the vote is taken. Committee members having a direct personal or pecuniary interest in a matter that is not common to other members of the board should declare that interest and refrain from discussing and voting on that matter.

- (b) A majority of the members of a special or ad hoc committee, including any student trustees, shall constitute a quorum. The act of a majority of the members present and voting at a meeting at which a quorum is present shall be the act of the special or ad hoc committee.
 - (c) The board and university administration will mutually develop committee agendas, with the chairperson having authority to approve all final agendas.
- (5) Rules. Each committee may adopt rules for its own governance not inconsistent with university bylaws or any rule adopted by the board.
- (6) Standing committees. The board's standing committees, and their respective duties and areas of responsibility, shall be as follows:

- (a) Academic excellence and student success committee.
 - (i) To consider those matters that warrant board attention or require board action relating to:
 - (a) Academic policies which provide for and govern faculty teaching, research, and service;
 - (b) Establishment of new academic programs, changes in or deletions of existing academic programs, and the issuing of certificates or the granting of degrees;
 - (c) Policies which provide for and govern retention, persistence, progress, and graduation, including but not limited to, diversity issues and general education requirements;
 - (d) Policies which provide for and govern student housing and student life;
 - (e) Institutional mission, strategic and master-plans, or relevant parts thereof, dealing with matters within the purview of the committee;
 - (if) Policies that provide for the acquisition, development, access, and use of electronic technology within the purview of the committee.
 - (ii) To assist the board in the exercise of its oversight responsibilities relating to those academic and administrative departments within the purview of the committee.

- (iii) To exercise on behalf of the board ancillary jurisdiction as related to the bylaws contained in paragraph (D)(6)(a)(ii) of this rule, or as assigned by the board or its executive committee.
 - (iv) Provided that he or she is a member of the university faculty, the chair of the YSU academic senate shall be a nonvoting member of the committee. In the event that the chair of the YSU academic senate is not a member of the university's faculty, then the faculty member holding the highest-ranking position within the YSU academic senate leadership shall hold this position. This position shall not count toward the determination of a quorum of the committee.
- (b) Institutional engagement committee.
 - (i) To consider those matters that warrant board attention or require board action relating to:
 - (a) Policies that provide for and govern student recruitment, financial aid, orientation and enrollment, including but not limited to, integrated marketing, yield, scholarship optimization, and career success;
 - (b) Policies that provide for and govern the external relationships established by or required of the University, excluding matters assigned to other of the board's standing committees;
 - (c) Policies that provide for and govern university fundraising, including but not limited to, institutional advancement through the YSU foundation, the YSU research foundation, the annual fund, capital campaigns, special projects and solicitations;

- (d) The Youngstown state university development agreement between the university and the YSU foundation.
- (e) Policies that provide for and govern continuing university relations with its graduates, including but not limited to, alumni associational activity;
- (f) Policies that provide for and govern university operations directed toward effective communications, public relations, marketing, and the enhancement of community goodwill;
- (g) Policies that provide for and govern university public service in, and partnerships with, the larger community, or segments thereof, including but not limited to, those relationships which are contractual; policies which provide for and govern University intergovernmental relationships, including but not limited to, those with the city of Youngstown, Mahoning county, as well as with agencies and departments of state and federal governments;
- (h) Institutional mission, strategic and master plans, or relevant parts thereof, dealing with matters within the purview of the committee; and
- (i) Policies that provide for the acquisition, development, access, and use of electronic technology within the purview of the committee.

(ii) To assist the board in the exercise of its oversight responsibilities relating to those administrative

Commented [MS2]: This adjustment was made and not implemented as the underlying rationale is not similar to that as for the Academic Excellence and Student Success Committee.

Deleted: (ii) The individual identified in the bylaws contained in paragraph (D)(6)(a)(iv) of this rule, for the academic excellence and student success committee, will serve a similar role on this committee. ¶
(iii)

departments and functions within the purview of the committee.

- (iii) To exercise on behalf of the board ancillary jurisdiction as related to the bylaws contained in paragraph (D)(6)(b)(ii) of this rule, or as assigned by the board or its executive committee.

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- (c) Finance and facilities committee.

- (i) To consider those matters that warrant board attention or require board action relating to:
- (a) Financial and budgetary policies, including but not limited to, the annual operating budget, and the capital improvement budget;
 - (b) Policies governing debt instruments issued by the university;
 - (c) The financial and budgetary impact of major agreements, contracts, programs, plans or initiatives to be recommended to the board by any standing, ad hoc, or special committee, including but not limited to, recommendations regarding university personnel, insurance, and donations;
 - (d) The acquisition of real property by purchase, gift, or otherwise; the disposition of real property; the acquisition or disposition of significant property broadly classified as technology;
 - (e) Major projects, including but not limited to, the construction, demolition, or remodeling of facilities, and, as appropriate, the selection of architects and engineers;

- (f) Institutional mission, strategic and master plans, or relevant parts thereof, dealing with matters within the purview of the finance and facilities committee;
 - (g) Policies as related to the health of the campus community particularly related to current or emerging health crises; and
 - (h) Policies that provide for the acquisition, development, access, and use of electronic technology within the purview of the committee.
- (ii) To assist the board in the exercise of its oversight responsibilities relating to those administrative departments and functions within the purview of the finance and facilities committee, including but not limited to, the conduct, and scrutiny of the auditor's work product, of the annual audit, as well as any special audits, undertaken by:
- (a) The university's internal auditor;
 - (b) External auditors; and
 - (c) State auditor.

Auditor's work product includes findings, management letters, and all other relevant documentation.

- (iii) To exercise on behalf of the board ancillary jurisdiction as related to the bylaws contained in paragraph (D)(6)(c)(ii) of this rule, or as assigned by the board or its executive committee.
- (iv) The finance and facilities committee will include the following subcommittee:

- (a) Audit subcommittee.
 - (i) The audit subcommittee, chaired by the chairperson of the finance and facilities committee, will be composed of the chairperson and four additional trustees who will be appointed annually by the chairperson of the board. As appropriate, when receiving and considering certain audit reports, the president may be excused from the subcommittee proceedings.
 - (ii) The audit subcommittee will meet at least once annually and perform those duties as assigned by the finance and facilities committee relative to the bylaws contained in paragraph (D)(6)(c)(ii) of this rule.
 - (iii) The subcommittee will report its findings and recommendations to the finance and facilities committee.
- (d) Investment committee.
 - (i) To consider those matters that warrant board attention or require board action relating to:

Section 3345.05 of the Revised Code, to exercise the authority and responsibility provided by law including but not limited to:

 - (a) Policies governing investments issued by the university;

- (f) Academic performance and progress of student-athletes annually;
 - (g) Governance policies related to intercollegiate athletics;
 - (h) The president's proposed approach to the selection of and term of service of the NCAA faculty representative(s);
 - (i) Comparison of benchmarks that have been mutually agreed upon by the president and the director of intercollegiate athletics and endorsed by the committee; and
 - (j) The faculty NCAA athletics representative(s) in serving as a liaison between the academic enterprise and the intercollegiate athletics department and receives the yearly update provided to the academic senate.
- (ii) The faculty representative(s), as specified in rules 3356-6-02 and 3356-6-03 of the Administrative Code (university policies 3356-6-02 and 3356-6-03), shall be a nonvoting member(s) of the committee. This (these) position(s) shall not count toward the determination of a quorum of the committee.
 - (iii) To assist the board in the exercise of its oversight responsibilities relating to those administrative departments and functions within the purview of the committee.
 - (iv) To exercise on behalf of the board ancillary jurisdiction as related to the bylaws contained in paragraph (D)(6)(e)(iii) of this rule, or as assigned by the board or its executive committee.

- (f) University affairs committee.
 - (i) To consider those matters that warrant board attention or require board action relating to:
 - (a) Policies that provide for and govern the internal administrative operations of the university, excluding matters assigned to other of the board's standing committees;
 - (b) Policies that provide for and govern university employment where collective bargaining agreements apply, including but not limited to, oversight of the collective bargaining process and labor negotiations with unions representing university employees;
 - (c) Policies that provide for and govern university employment exempt from collective bargaining agreements, including but not limited to, oversight of contractual arrangements with exempt personnel;
 - (d) Policies that provide for equal opportunity standards and govern equal opportunity practices in university employment and operations, including but not limited to, implementation of affirmative action initiatives;
 - (e) Policies that provide for the acquisition, development, access, and use of electronic technology; and
 - (f) Institutional mission, strategic and master plans, or relevant parts thereof, dealing with

matters within the purview of the committee.

- (ii) To assist the board in the exercise of its oversight responsibilities relating to those administrative departments within the purview of the committee.
 - (iii) To exercise on behalf of the board ancillary jurisdiction as related to the bylaws contained in paragraph (D)(6)(f)(ii) of this rule, or as assigned by the board or its executive committee.
- (g) Workforce education and innovation committee.
- (i) To consider those matters that warrant board attention or require board action relating to:
 - (a) Policies that provide for the optimal utilization and effectiveness of all areas pertaining to workforce education and innovation;
 - (b) Policies that provide for optimal alignment of initiatives and activities associated with job entry and career advancement;
 - (c) Policies that optimize institutional engagement with local, regional, statewide and national workforce education and innovation initiatives;
 - (d) Policies that optimize the potential to monetize activities and initiatives across the education for workforce entry and career advancement spectrum;
 - (e) Policies that provide for and govern the university's participation in initiatives

- related to education for career entry and work advancement;
- (f) Personnel matters; however, approval of personnel actions will occur in the university affairs committee; and
 - (g) Annual financial report to the full board of trustees.
- (ii) To assist the board in the exercise of its oversight responsibilities relating to those administrative departments and functions within the purview of the committee.
 - (iii) To exercise on behalf of the board ancillary jurisdiction as related to the bylaws contained in paragraph (D)(6)(g)(ii) of this rule, or as assigned by the board or its executive committee.
- (h) Executive committee.
 - (i) The membership of the executive committee shall consist of the chairperson (presiding), the vice chairperson, and the chairpersons of the academic excellence and student success committee, the institutional engagement committee, the finance and facilities committee, the investment committee, the intercollegiate athletics committee, and the university affairs committee. The executive committee will consider those matters that warrant board attention or require board action relating to:
 - (a) Matters relevant to the employment, assessment and compensation of the president, with recommendation to the board, as appropriate, for its attention or action; for purposes of this consideration,

the president may be excused from the committee's proceedings;

- (b) Matters relative to the employment, assessment and compensation of the secretary, if determined by the board to be necessary, with recommendation to the board, as appropriate, for its attention or action; for purposes of this consideration, the secretary may be excused from the committee's proceedings;
- (c) Matters not within the assigned purview of any board standing, ad hoc, or special committee; the executive committee will report on such matters, as appropriate, to the board for its attention or action;
- (d) Special assignments of particular matters, not clearly within the purview of any board committee, to one of the board's standing, ad hoc, or special committees; the designated committee will be instructed to report either to the executive committee or to the board;
- (e) Resolution of jurisdictional ambiguities between or among the board's standing, ad hoc, or special committees; and
- (f) Other matters as appropriate to an executive committee, or as assigned by the board.

(i) Governance committee.

- (i) The governance committee shall be chaired by the chairperson, except as otherwise provided herein, and will meet on an as-needed basis to:

Commented [MS3]: The Governance Committee is that which has been used to evolve institutional strategies as it is chaired by the chair of the board and all members of the board are members of the Governance Committee, unlike the Executive Committee that consists of the chair, vice chair, and the chairs of the standing committees.

Deleted: ¶

(c) Any institutional mission statement, strategic or master plans, with recommendation to the Board, as appropriate, for its attention or action;¶

(a) Consider proposed changes in the bylaws of the board, with recommendation to the board, as appropriate, for its attention or action;

(b) Consider proposed changes in board and committee procedures, in full or in part, not stipulated in the bylaws, including but not limited to, scheduling, administrative staff participation or assistance, etc., with recommendation to the board, as appropriate, for its attention or action;

(c) Any institutional mission statement, strategic or master plans, with recommendation to the Board, as appropriate, for its attention or action;

Commented [MS4]: Moved to here from the Executive Committee as detailed in the explanation above.

(d) Develop and schedule board advances, workshops, seminars, orientation programs, and other special events, with recommendation to the board, as appropriate, for its attention or action;

(e) Provide for periodic board self-evaluation and assessment;

Commented [MS5]: This permits the next chair, vice chair and secretary to be seated at the meeting at which the next fiscal year budget is approved. In other words, they are in office overseeing the adoption and implementation of the budget during their term.

(f) Elect officers annually through a nomination process at its next to last regularly scheduled quarterly meeting of the university's fiscal year.

Commented [MS6]: Deleted as an unnecessary stipulation.

Deleted: When the governance committee is engaged in the making of nominations, it will, at the request of the chair of the committee to avoid a conflict of interest in the process, be chaired by the trustee whose term is expiring and is therefore not eligible to serve as an officer. When the governance committee is engaged in the making of nominations, the president of the university may be excused from the committee's proceedings;

(g) The next elected chair will annually survey the trustees regarding their interest, willingness and qualifications to serve in leadership roles in the forthcoming term. The chair will determine the committee assignments that will be in place at the first meeting of the new fiscal year; and

Commented [MS7]: Aligns with the timing of the election of officers and identification of chairs and vice-chairs of committees of the board.

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Deleted: results of which will be presented to the next elected chair of the board

As may be necessary, the budget may be revised from time to time by the board. After approval by the board, the budget shall govern financial transactions. The president shall establish procedures for the expenditure of all budgeted funds in accordance with the policies of the board. In administering the budget, the president may make or authorize transfers or adjustments in individual budget accounts or in local unrestricted accounts provided that no such action shall increase the total of budgeted expenditures. Whenever income fails to meet budgeted income, the president shall present to the board for its review and approval a plan to address any anticipated shortfalls. The status of the budget shall be reported to the board at each of its regularly scheduled meetings.

- (b) Revisions of fees and other charges. From time to time, but no less than annually, the president shall recommend to the board for its approval a continuation or revision of the instructional fees, tuition, general fees, and other uniform charges.
- (c) Service charges. The president may fix and announce other fees, fines, and rental or service charges. No such other fees or charges shall be imposed until authorized by the president.
- (d) Purchase of insurance.
 - (i) The president shall cause to have prepared and submitted to the board, at or before its first regular meeting after January first of each year, a report that tabulates all insurance policies in force, including coverage, current premiums and premiums paid during the previous two years, and agents servicing these policies. This report shall include, but is not limited to: general, fire, liability, bonds, property, automobile, comprehensive, officers and directors' liability, medical and hospitalization contracts, or any other policy for the protection of Youngstown state university's personnel and property.

- (ii) All insurance shall be purchased through the president or his or her designee.
- (e) Inventory of real property. At the close of each fiscal year, the president shall cause to be prepared and submitted to the board, at or before its first regular meeting after September first of each year, an inventory of all real property managed, owned, leased, rented, or under option to the university. This report shall include acreage held, an estimate of land and building values, a general statement on the condition of the physical plant, and such other details as may be directed by the board or the president.
- (f) Obligation of the university. At the close of each fiscal year the president shall cause to be prepared and submitted to the board a report describing the obligations of the university, financial and otherwise, the terms and conditions of repayment or satisfaction of such obligations and any security given by the university toward such obligations.
- (g) Annual financial report. At the end of each fiscal year, the president shall cause to be prepared and submitted to the board, at its first regular meeting after the audit of the university has been released by the auditor of state, a comprehensive financial report. The report should summarize all financial transactions, note changes in fund balances, and tabulate expenditures in accordance with generally accepted accounting principles for state agencies.
- (h) Youngstown state university development service agreement. At the end of each fiscal year the president shall cause to be prepared and submitted to the board a report pertaining to the university's development functions. Said report shall include detailed information regarding the university's relationship with the YSU foundation and activities performed by the Youngstown state university development service agreement entered into between the university and the YSU foundation.

- (4) Purchasing practice. All purchases by the university shall be made in accordance with the policies of the board and the laws of the state of Ohio.
- (F) Article VI. University organizations.
 - (1) Auxiliary agencies.
 - (a) As recommended by the president and approved by the board, certain university operations, whose income includes substantial amounts of other than imposed fees or appropriated revenue, shall be designated as auxiliary services. For budgeting purposes, an auxiliary service is a fiscal entity. The president shall cause to be prepared and submitted to the finance and facilities committee, at or before its first meeting after September first of each year, an annual report including an itemization of income and expenditures and a résumé of the operation for the year.
 - (b) Except for those auxiliary activity accounts otherwise restricted, there may be a transfer of balances among them or to other university purposes as directed by the president with the approval of the finance and facilities committee.
 - (c) The rental policies of the university as approved by the board also apply to all auxiliary activity facilities.
- (G) Article VII. Instruction and degrees.
 - (1) Degrees and certificates.
 - (a) Degrees, titles, and certificates shall be awarded by the board upon recommendation of the university faculty and transmitted to the board by the president. All diplomas issued to those receiving degrees and titles from the university shall be signed by the chairperson and the president.
 - (b) Honorary degrees. The board will consider the conferral of honorary degrees given the recommendations to the provost

by the academic senate as stipulated in its charter and the provost to the president as recommended to the board.

- (c) Commencement speakers. The board will consider the selection of a commencement speaker given the recommendations to the provost by the academic senate as stipulated in its charter and the provost to the president as recommended to the board.

(H) Article VIII. Miscellaneous.

- (1) Appearances before governmental offices. Subject to specific control by the board, the preparation and presentation of requests for appropriations from the state of Ohio, and all appearances, communications, and representations made on behalf of the university with all federal, state, and local government offices, boards, and agencies, shall be under the direction of the president. Unauthorized appearances, communications, and representations before federal, state, and local government offices, boards, and agencies are hereby prohibited.
- (2) Use of university facilities. The use of university facilities shall be governed by such rules and regulations as may be promulgated by the president.
- (3) Protocol for requests to address the board and/or its committees.
 - (a) Any and all persons desiring to address the board shall submit in writing a request for permission to address the board. Such request shall be submitted not less than three weeks prior to the meeting of the board at which the party requests to be heard.
 - (b) All such requests shall be submitted to the board chairperson through the secretary to the board of trustees, by submission either directly to the secretary or through the office of the president of the university.
 - (c) All such requests shall state the subject of the matter to be addressed to board, the identity or identities of the person(s) who will speak to the subject matter before the

board, the relationship(s) of such person(s) to the university and the matter being brought to the attention of the board, the postal and electronic mail addresses and daytime telephone number of the person(s) requesting permission to address the board.

- (d) As the standing committees of the board are composed of all of the board's trustees, the board chairperson may in his or her discretion, refer any request to address the board to such committee of the board as the chairperson deems appropriate.
- (e) Any presentation to the board or a committee thereof contemplated under this procedure shall not be longer than five minutes in total length. The board chairperson and/or the chair of the board committee before which such presentation is to be delivered may at any time, in his or her discretion, increase or decrease the number of persons addressing the board or committee, and/or lengthen, shorten, or cancel the time permitted for any address or presentation.
- (f) The format and substance of any address or presentation to the board or its committees shall at all times remain within the bounds of relevance, civility, and decorum as shall be determined in the sole discretion of the chairperson of the body before which the matter is addressed or presented. The chairperson of that body shall at all times possess the authority to lengthen, short, or cancel, without notice or action of the body, the time allotted to any address or presentation.
- (g) No request to address the board or any of its committees shall knowingly be permitted or permitted to proceed if the substance or purpose of such address is or may be a subject of litigation, collective bargaining, employment relations involving the university, its employees, and/or students, or any other matter which is not properly within the public interest or the interest of the university.

- (4) Protocol for handling letters, petitions, or other such forms of communication submitted to the board.
- (a) Any such communication of a personnel nature will be considered by the appropriate committee of the board at the next regularly scheduled meeting.
 - (b) Communications other than personnel matters will be considered for appropriate disposition at the next agenda setting meeting for the upcoming regular meeting of the board.

If considered to be an urgent matter by the president, the board chair will be consulted to determine the appropriate next steps regarding the matter.

- (I) Article IX. Bylaws, rules, and policies (promulgation, amendment, and repeal).
- (1) Statement of purpose. University bylaws, including additions or amendments, outline the major administrative and governing functions of the board. Detailed rules, policies, and ordinances for the operation of the university may be enacted or amended by action of the board or may be promulgated by the president, provided such shall not conflict with policies or bylaws of the board.
 - (2) Rules and policies: promulgation, amendment, and repeal. Detailed rules and policies for the organization, administration, and operation of the university may be promulgated, amended, and repealed by the board, in consideration of recommendations of the president.
 - (3) Amendments to bylaws.
 - (a) Bylaws may be altered, amended, or repealed, and new bylaws may be adopted, by affirmative vote of not less than five trustees at any regular meeting or special meeting of the board.

Commented [MS8]: Adjusts the vote to 55% vs. 66% to pass.

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Commented [MS9]: Provides for the adopted changes to be implemented immediately following the vote. In other words, the adjusted Bylaws would be applicable to the very next meeting (or in between meetings if relevant)

Deleted: Any proposed alteration, amendment, repeal, or adoption of all or any part of the bylaws shall first be announced at a meeting of the board (regular or special). Action on the proposal may not be taken until the next meeting of the board (regular or special).

- (b) Amendments to the bylaws shall be effective upon adoption by an affirmative vote of not less than ~~five~~ members of the board.

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Resolution of Appointment National/Global Trustee – Eric A. Spiegel

WHEREAS, Article IV, Paragraph B. of the Bylaws of the Board of Trustees of Youngstown State University provides that, in order to take advantage of the diverse talents, resources and experiences of friends and alumni of the University, the Board may nominate and appoint up to three (3) persons to the position of National/Global Trustee; and

WHEREAS, Mahoning Valley native Eric A. Spiegel is a Special Advisor to General Atlantic LLC, is the past President and Chief Executive Officer of Siemens, USA, and in May 2015 received an honorary Doctor of Business Administration degree from Youngstown State University; and

WHEREAS, having already served with a high level of dedication and diligence, two, three-year terms, Eric A. Spiegel is eminently qualified to serve as a nonvoting National/Global Trustee.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby appoint Mr. Eric A. Spiegel as a National/Global Trustee, for a three-year term effective July 1, 2024, and concluding June 30, 2027, pursuant to Article IV of the Board's Bylaws.

BE IT FURTHER RESOLVED, this action will be effective immediately as an exception to the current Bylaws that are being revised to eliminate term limits.

Board of Trustees Meeting

June 7, 2024

YR 2024 -

**SUMMARY OF PERSONNEL ACTIONS
Athletic Employees
1/16/2024 through 4/15/2024**

Separations – 11

- Professional Administrative Excluded – 11

Appointments – 7

Replacement Positions – 6

- Professional Administrative Excluded – 6

New Positions – 1

- Professional Administrative Externally Funded – 1

Reclassification/Position Adjustments – 1

- Professional Administrative Staff – 1

Salary Adjustments – 12

- Professional Administrative Excluded – 12

Multi-Year Appointments – 2

- Professional Administrative Excluded – 2

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
SEPARATIONS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	DATE OF SEPARATION	FTE	SALARY	TYPE OF SEPARATION
Asher, Benjamin	Excluded	Assistant Coach	Basketball - Men's	4/14/2024	1.00	\$ 73,317.60	Resigned
Barnes, John	Excluded	Head Coach	Basketball - Women's	1/19/2024	1.00	\$ 177,000.90	Resigned
Brown, Jahmal	Excluded	Assistant Coach	Football	1/29/2024	1.00	\$ 102,000.00	Resigned
Bunnell, Eric	Excluded	Assistant Coach	Baseball	2/5/2024	1.00	\$ 25,497.08	Resigned
Calhoun, Jerrod	Excluded	Head Coach	Basketball - Men's	4/1/2024	1.00	\$ 306,000.00	Resigned
Echevarria, Jesus	Excluded	Associate Head Coach	Volleyball	4/5/2024	1.00	\$ 56,100.00	Resigned
Gibson, Deonte	Excluded	Assistant Coach	Football	2/28/2024	1.00	\$ 77,520.00	Resigned
Harvey, Evan	Excluded	Assistant Coach Quality Control	Football	1/22/2024	1.00	\$ 52,020.00	Resigned
Molinari, Joseph	Excluded	Assistant Coach Quality Control	Basketball - Men's	4/14/2024	1.00	\$ 81,592.31	Resigned
Robinson, Mantoris	Excluded	Assistant Coach	Basketball - Men's	4/14/2024	1.00	\$ 71,400.00	Resigned
Scott, Aline	Excluded	Head Coach	Volleyball	3/15/2024	1.00	\$ 76,152.81	Resigned

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
APPOINTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	SALARY
Charpie, Trevor	Excluded	Assistant Coach	Baseball	2/16/2024	1.00	\$ 25,497.12
Hunter, Ramond	Excluded	Assistant Coach Football	Football	3/16/2024	1.00	\$ 70,000.00
Jarrett, Riley	Excluded	Head Coach	Volleyball	4/15/2024	1.00	\$ 72,000.00
Shepard, Patrick	Excluded	Assistant Coach Football	Football	3/1/2024	1.00	\$ 65,000.00
Voss, Trent	Excluded	Assistant Coach Football	Football	2/20/2024	1.00	\$ 59,500.00
Rogge, Jessica	Excluded	Associate Athletic Director Sports Medicine	Training Room	3/1/2024	1.00	\$ 70,000.00
Welch, Brian*	Externally Funded	Athletic Academic Coordinator	Academic Counseling	2/1/2024	1.00	\$ 43,946.64

*New Position

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
RECLASSIFICATIONS AND POSITION ADJUSTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	NEW POSITION TITLE/ PREVIOUS POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	NEW SALARY	PREVIOUS SALARY
Blandine, Taylor	APAS	Senior Athletic Academic Coordinator/ Athletic Academic Advisor	Academic Counseling	12/16/2023	1.00	\$ 46,464.26	\$ 42,240.24

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
SALARY ADJUSTMENTS

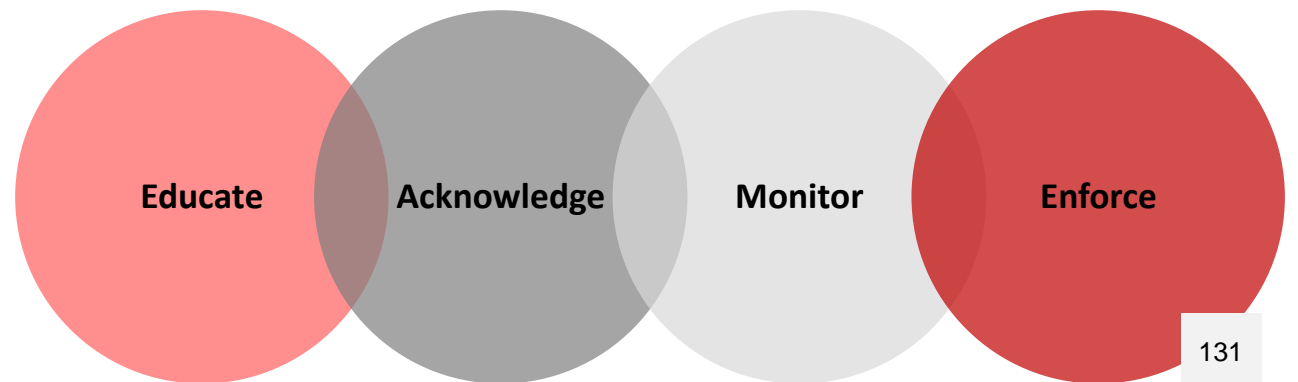
EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	NEW SALARY	PREVIOUS SALARY
Berassa, Jelani	Excluded	Assistant Coach	Football	3/16/2024	1.00	\$ 64,240.00	\$ 63,240.00
Bujnoch, Austen	Excluded	Assistant Coach	Football	3/16/2024	1.00	\$ 82,112.00	\$ 80,411.70
Chiaro, Anthony	Excluded	Assistant Coach and Director of Player Development	Football	2/16/2024	1.00	\$ 47,840.00	\$ 42,840.00
Dukes, Christian	Excluded	Assistant Coach	Football	3/16/2024	1.00	\$ 55,060.00	\$ 54,060.00
Gamble, Reginald	Excluded	Assistant Coach	Football	3/16/2024	1.00	\$ 62,200.00	\$ 61,200.00
Garrison, Mason	Excluded	Assistant Coach for Sports Performance	Training Room	3/16/2024	1.00	\$ 42,220.00	\$ 40,800.00
Haneline, John	Excluded	Assistant Coach	Football	2/1/2024	1.00	\$ 92,000.00	\$ 71,400.00
Larkin, Jeremy	Excluded	Assistant Coach	Football	3/16/2024	1.00	\$ 55,060.00	\$ 54,060.00
Preto, Mark	Excluded	Assistant Coach Video	Football	3/16/2024	1.00	\$ 42,168.00	\$ 40,967.83
Reagan, Kelsey	Excluded	Assistant Coach	Swimming & Diving - Women's	3/16/2024	1.00	\$ 50,000.00	\$ 42,162.21
Rodenberg, James	Excluded	Assistant Coach for Sports Performance	Training Room	3/16/2024	1.00	\$ 66,445.00	\$ 65,025.00
Rothenbuhler, Troy	Excluded	Assistant Coach	Football	3/16/2024	1.00	\$ 103,700.00	\$ 102,000.00

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
MULTI-YEAR APPOINTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	SALARY
Faulkner, Ethan	Excluded	Head Coach	Basketball - Men's	4/1/2024 - 4/30/2029	1.00	\$ 275,000.00
Jackson, Melissa	Excluded	Head Coach	Basketball - Women's	3/16/2024 - 4/30/2029	1.00	\$ 183,000.00

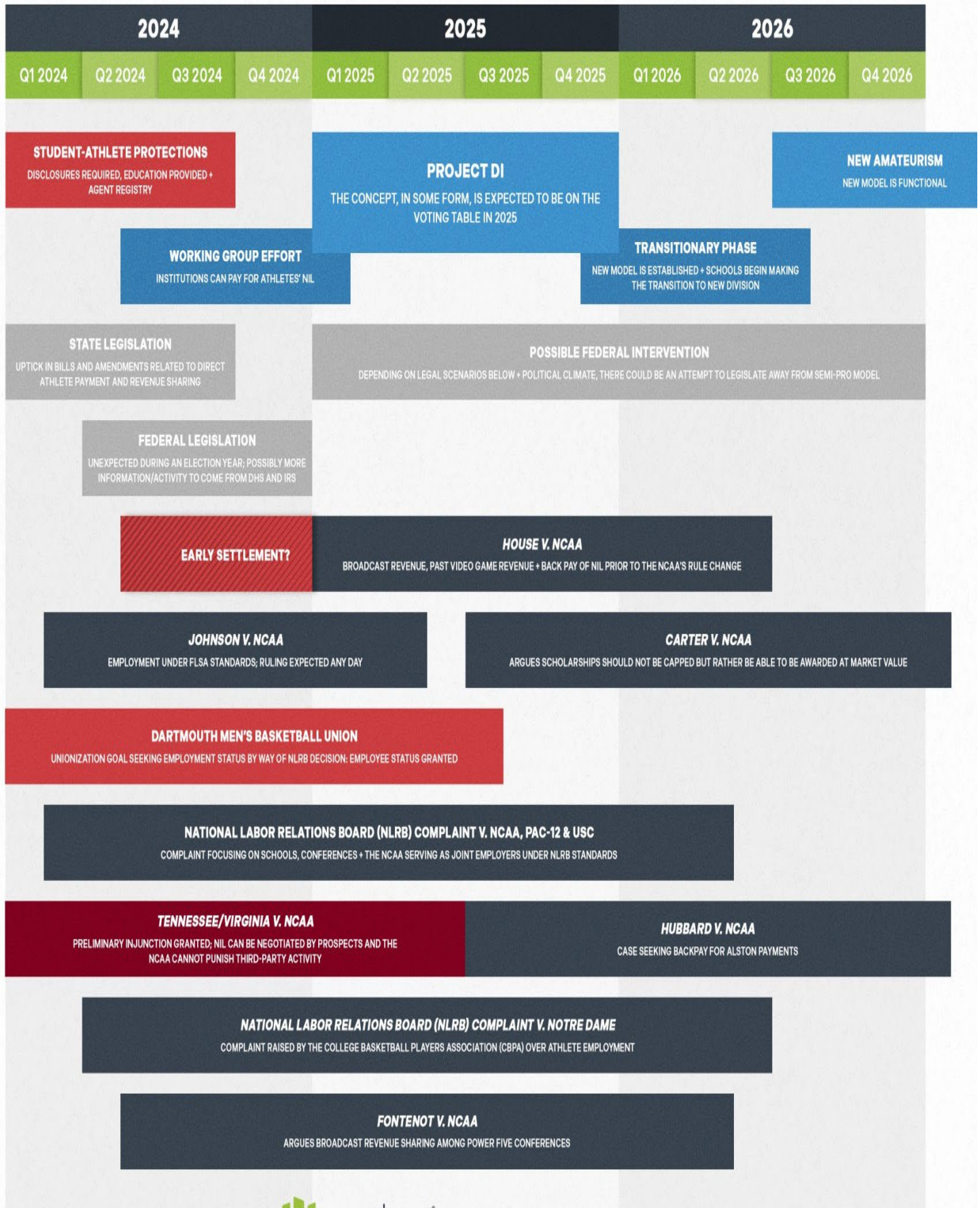
Annual Compliance Updates

- Oversight
- Submitted third annual report to NCAA in March 2024
- Continued emphasis on:
 - Written policies and procedures
 - Education
 - Academic integrity
 - Streamlined processes and information (JumpForward, Retain)
 - General Counsel support
 - Monitoring and relationships
 - Innovation and collaboration



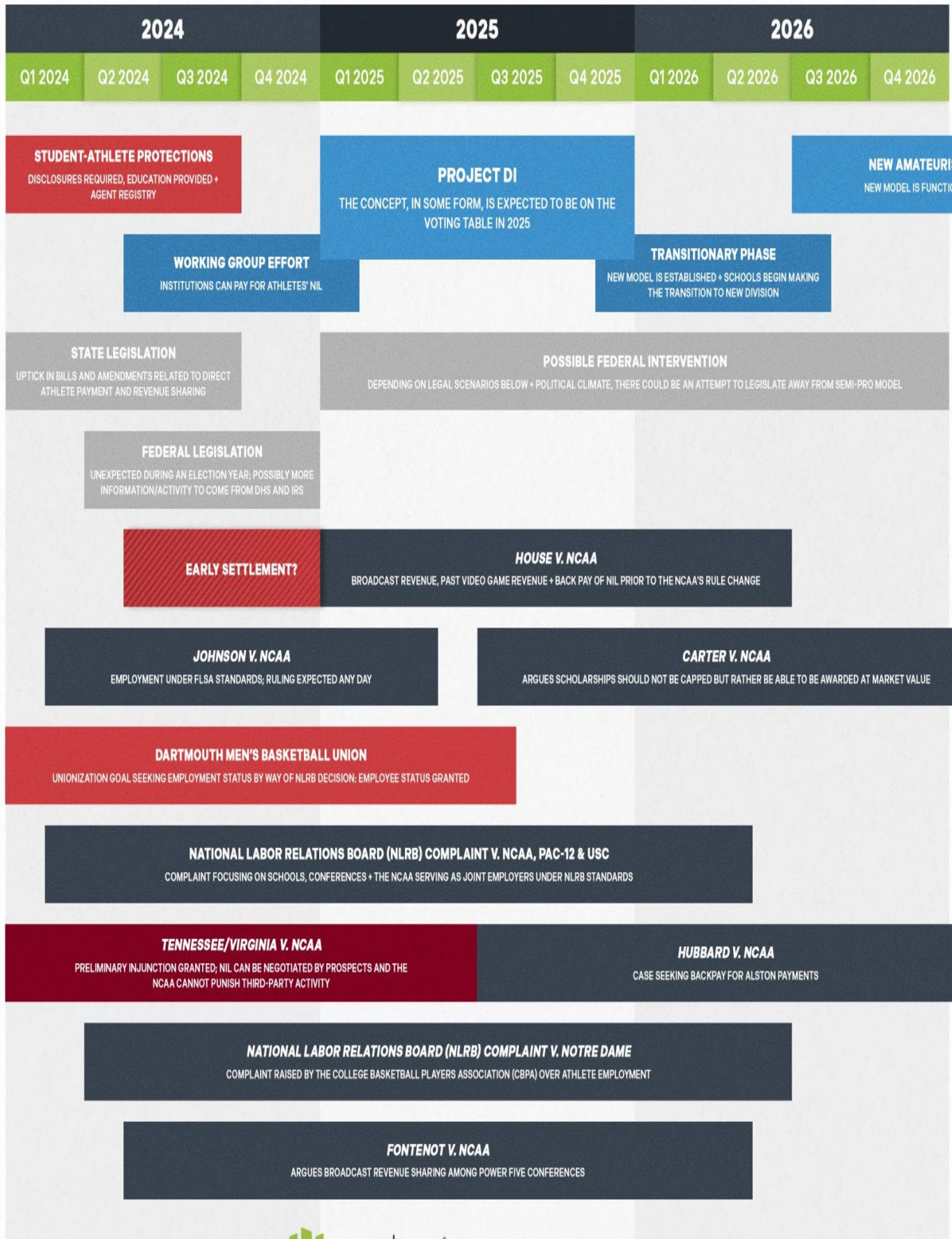
NCAA Education Topics

- 9 Mandated Topics:
 - Mental Health
 - DEIAB
 - Sexual Violence Prevention
 - Transfer Requirements
 - Strength & Conditioning
 - Nutrition
 - Financial Literacy
 - Career Preparation
 - Name, Image, & Likeness



NCAA Education Topics

- 9 Mandated Topics:
 - Mental Health
 - DEIAB
 - Sexual Violence Prevention
 - Transfer Requirements
 - Strength & Conditioning
 - Nutrition
 - Financial Literacy
 - Career Preparation
 - Name, Image, & Likeness



Date	Day	Event	Topic
August 7, 2023	Monday	Application Opens: NCAA Postgraduate Internship Program	
August 11, 2023	Friday	Orientation - Transfers (on campus)	
August 11, 2023	Friday	MFB freshmen move from Cafaro to Lyden	
August 12, 2023	Saturday	University Edge Youngstown: Early move-in	
August 17, 2023	Thursday	Orientation - Transfers (online)	
August 18, 2023	Friday	Orientation - First Year	
August 21-23, 2023	Monday-Wednesday	Orientation - International	
August 24, 2023	Thursday	IGNITE	Spirit Guins
August 23-24, 2023	Wednesday-Thursday	YSU Housing: Freshmen Move-In	
August 25-26, 2022	Friday-Saturday	YSU Housing: Upperclassmen Move-In	
August 25, 2023	Friday	Athletics Welcome Back Cookout	Spirit Guins
August 28, 2023	Monday	First Day of Classes Fall 2023	
August 28-October 18, 2023	Mondays & Wednesdays	FLIGHT (Session 1 - 8wks)	
August 28-October 18, 2023	Mondays & Wednesdays	Life After Sports (Session 1 - 8wks)	
August 31, 2023	Thursday	GAMEPLAN ASSIGNMENT DUE	
September 6, 2023	Wednesday	Life, Instagrammed	Mental Health
Septmeber 11, 2023	Monday	SAAC Meeting	SAAC
September 14, 2023	Thursday	Speaker: Allyson Felix (USA Track Olympian)	
September 25-29, 2023	Monday-Friday	National Hazing Prevention Week	
September 10-16, 2023	Sunday-Saturday	National Suicide Prevention Week	Mental Health
September 25, 2023	Monday	Former SA: Kierre Hawkins (MFB)	Life After Sports
September 26, 2023	Tuesday	PNC Budgeting: Creating a Plan	Financial Literacy
September 27, 2023	Wednesday	SGA Campus Clean-Up	Community Outreach
September 27, 2023	Wednesday	International Student-Athlete Meeting	DEI
September 27, 2023	Wednesday	Never Leave Anyone Behind: Stone Foltz's Story	Hazing
September 29, 2023	Friday	Anxiety & Stress Support Group	Mental Health
September 29, 2023	Friday	Friday Nights at the Cove	Spirit Guins
September 30, 2023	Saturday	GAMEPLAN ASSIGNMENT DUE	
OCTOBER	Month	Domestic Violence Awareness Month	Community Outreach
October 1, 2023	Sunday	Non-Violence Parade & Rally	Community Outreach
October 1-7, 2023	Sunday-Saturday	Mental Health Awareness Week	Mental Health
October 2, 2023	Monday	SAAC Meeting	SAAC
October 3, 2023	Tuesday	Life, Instagrammed	Mental Health
October 16, 2023	Monday	Opens: FA24 International Freshman Application	Admissions
October 1-20, 2023	Sunday-Friday	Penguins for PJs	
October 17-19, 2023	Tuesday-Thursday	NCAA Diversity & Inclusion Social Media Campaign	DEI
October 18, 2023	Wednesday	Taylor Hooten Foundation: Performance Enhancing Substances	
October 19, 2023	Thursday	National Wear Purple Day (Domestic Violence Awareness)	
October 19, 2023	Thursday	Fall Fire Fest	Spirit Guins

October 21, 2023	Saturday	Homecoming Parade & Football Game	
October 31, 2023	Tuesday	GAMEPLAN ASSIGNMENT DUE	
October 24-December 14, 2023	Tuesdays & Thursdays	FLIGHT (Session 1 - 8wks)	
October 24-December 14, 2023	Tuesdays & Thursdays	Life After Sports (Session 1 - 8wks)	
NOVEMBER			
November 1-19, 2023	Weekdays	YSU Food Drive	Community Outreach
November 6, 2023	Monday	SAAC Meeting	SAAC
November 8, 2023	Wednesday	Opendorse 101 - Laying the Foundation	NIL
November 8, 2023	Wednesday	Opendorse 201 - The Power of Owning Your Value	NIL
November 8, 2023	Wednesday	Opendorse 301 - Growing Your Value	NIL
November 8, 2023	Wednesday	Opendorse: International Student-Athlete Meeting	DEI
November 9, 2023	Thursday	Opendorse 201 - The Power of Owning Your Value	NIL
November 9, 2023	Thursday	Opendorse 401 - Value for the Future	NIL
November 9, 2023	Thursday	Opendorse 101 - Laying the Foundation	NIL
November 30, 2023	Thursday	GAMEPLAN ASSIGNMENT DUE	
DECEMBER			
December 4, 2023	Monday	For The Culture	DEI
December 4, 2023	Monday	SAAC Meeting	SAAC
December 31, 2023	Sunday	OPTIONAL GAMEPLAN ASSIGNMENT: Alcohol & Athletic Performance	
JANUARY			
January 8 - March 2, 2024	Mondays & Wednesdays	KSS 1503: FLIGHT	
January 8 - March 2, 2024	Mondays & Wednesdays	KSS 1504: Life After Sports	
January 12, 2024	Friday	International Coffee Hour (sponsored by YSU Athletics)	DEI
January 12, 2024	Friday	Application Closes: NCAA Student-Athlete Leadership Forum	
January 15, 2024	Monday	For The Culture (MLK Day Activity)	DEI
January 16, 2024	Tuesday	DEIAB Committee	
January 17, 2023	Tuesday	EmpwrU - Football	NIL
January 17, 2024	Wednesday	EmpwrU - FLIGHT & LAS	NIL
January 17, 2024	Wednesday	EmpwrU	NIL
January 17, 2024	Wednesday	EmpwrU	NIL
January 17, 2024	Wednesday	EmpwrU	NIL
January 18, 2024	Thursday	EmpwrU	NIL
January 18, 2024	Thursday	EmpwrU	NIL
January 18, 2024	Thursday	EmpwrU	NIL
January 18, 2024	Thursday	EmpwrU	NIL
January 22, 2024	Monday	Ostrich: Financial Education - Gen Session 1	Financial Literacy
January 22, 2024	Monday	Ostrich: Financial Education - Men's & Women's Financial Literacy Differences	Financial Literacy
January 22, 2024	Monday	Ostrich: Financial Education - Gen Session 2	Financial Literacy
January 22, 2024	Monday	International SA Meeting (Ostrich)	Financial Literacy
January 22, 2024	Monday	SAAC Meeting (Ostrich)	SAAC

January 23, 2024	Tuesday	Ostrich: Financial Education - Freshmen/Sophomores	Financial Literacy
January 23, 2024	Tuesday	Ostrich: Financial Education - Juniors/Seniors	Financial Literacy
January 23, 2024	Tuesday	Ostrich: Financial Education - Gen Session 3	Financial Literacy
January 24, 2024	Wednesday	Penguinjured: Dealing with the Frustration of Being Sidelined	
January 29, 2024	Monday	LGBTQ+: "BE YOU " Provides a safe space to be Who You Are	DEIAB
January 29, 2024	Monday	For The Culture	DEIAB
January 31, 2024	Wednesday	GAMEPLAN ASSIGNMENT DUE	

FEBRUARY - Black History Month

February 5, 2024	Monday	Make-Up Session: EmpwrU	
February 5, 2024	Monday	Make-Up Session: EmpwrU	
February 5, 2024	Monday	SAAC Meeting	SAAC
February 7, 2024	Wednesday	National Girls & Women in Sports Day	DEIAB
February 7, 2024	Wednesday	Penguinjured: Communication Regarding Injury	
February 12, 2024	Monday	Morgan's Message (SA Mental Health)	Mental Health
February 12, 2024	Monday	For The Culture	DEIAB
February 14, 2024	Wednesday	Team FA23 Academic Recognition	
February 21, 2024	Wednesday	EPIC Risk Management: FLIGHT & LAS	Sports Wagering
February 21, 2024	Wednesday	EPIC Risk Management: Coaches/Staff	Sports Wagering
February 21, 2024	Wednesday	EPIC Risk Management	Sports Wagering
February 21, 2024	Wednesday	EPIC Risk Management	Sports Wagering
February 21, 2024	Wednesday	International Student-Athlete Meeting (EPIC & Taxes)	DEIAB
February 22, 2024	Thursday	EPIC Risk Management	Sports Wagering
February 22, 2024	Thursday	EPIC Risk Management	Sports Wagering
February 22, 2024	Thursday	EPIC Risk Management	Sports Wagering
February 22, 2024	Thursday	EPIC Risk Management: General Students	Sports Wagering
February 26, 2024	Monday	For The Culture	DEIAB
February 29, 2024	Thursday	GAMEPLAN ASSIGNMENT DUE	
February 29, 2024	Thursday	Scholarship Ring Banquet	

MARCH - Women's History

March 1, 2024	Friday	Application Closes: NCAA Career in Sports Forum (June 1-4, 2024)	
March 11 - May 4, 2024	Tuesdays & Thursdays	KSS 1504: Life After Sports	
March 11, 2024	Monday	Women's Affinity Group	DEIAB
March 11, 2024	Monday	Morgan's Message	
March 13, 2024	Wednesday	Penguinjured: Sleep	
March 14, 2024	Wednesday	Optional: International Student-Athlete Meeting	DEIAB
March 18, 2024	Monday	SAAC Meeting	SAAC
March 25, 2024	Monday	Women's Affinity Group -Empower	DEIAB
March 25, 2024	Monday	For The Culture	DEIAB
March 27, 2024	Wednesday	DEIAB Webinar Watch Party: All I need is One Mic: Hip Hop as a Tool for Social Change	DEIAB
March 27, 2024	Wednesday	Penguinjured: Fear of Not Getting Back to Previous Skill Level & Visualization	

March 31, 2024

Sunday

GAMEPLAN ASSIGNMENT DUE

APRIL - Sexual Assault Awareness

April 1, 2024	Monday	SAAC Meeting	SAAC
April 2, 2024	Tuesday	Day of Action SAAM 2024 (Team Picture min. 4)	
April 3, 2024	Wednesday	International Student-Athlete Meeting	DEIAB
April 8, 2024	Monday	For The Culture	DEIAB
April 8, 2024	Monday	Empower (Women's Group)	DEIAB
April 10, 2024	Wednesday	Penguinjured: Self-Talk	
April 16, 2024	Tuesday	YESPYs	YESPYs
April 17, 2024	Wednesday	Skeggs Lecture: Cris Carter (form NFL wide-receiver)	Campus
April 22, 2024	Monday	For The Culture	DEIAB
April 22, 2024	Monday	Empower (Women's Group)	DEIAB
April 23, 2024	Tuesday	Scholar-Athlete Banquet	
April 24, 2024	Wednesday	YSU Denim Day (Sexual Assault Awareness)	Campus
April 24, 2024	Wednesday	Penguinjured: Self-Care & Time Management Strategies	
April 24-26, 2024	Wednesday-Friday	NCAA Inclusion Forum	DEIAB
April 27, 2024	Saturday	Federal Frenzy	Campus
April 30, 2024	Tuesday	GAMEPLAN ASSIGNMENT DUE	GamePlan

**RESOLUTION TO MODIFY
SEARCH WAIVERS FOR HIRING OF FACULTY AND
PROFESSIONAL/ADMINISTRATIVE STAFF POLICY,
3356-2-04**

WHEREAS, University Policies are being reviewed and reconceptualized on an ongoing basis;
and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy stated above and attached hereto.

3356-2-047-55 Search waivers for hiring of faculty and professional/ administrative staff.

Responsible Division/Office: ~~Human Resources~~~~Equal Opportunity, Policy Development, and~~
~~_____~~ ~~Title IX~~
Responsible Officer: ~~General Counsel~~~~VP For Legal Affairs and Human Resources~~
Revision History: June 2006; June 2011; March 2013; May 2015; March 2017; September 2019; June 2024
~~Minor Revision:~~ ~~July 2023~~
Board Committee: University Affairs
Effective Date: ~~September 5, 2019~~June 7, 2024
Next Review: ~~2024~~2029

- (A) Policy statement. It is the policy of Youngstown state university that institutional employment and diversity goals are best served through a standard search process. However, exceptions to the standard search process may be appropriate in situations where it can be clearly demonstrated that it is in the university’s best interest to forgo the standard search process.
- (B) Scope. This policy applies to faculty and professional/administrative staff vacancies, including externally funded positions (see rules 3356-7-42 and 3356-7-43 of the Administrative Code). The selection of executive and administrative officers of the university is not included within the scope of this policy. (See rules 3356-9-01 and 3356-9-02 of the Administrative Code for the selection of administrative and executive officers.) A search waiver will not be granted when the candidate for employment is a family member of a current university employee. Family member is defined in rule 3356-7-26 of the Administrative Code. A request for a search waiver does not waive any human resource or financial requirements for a position.
- (C) Purpose. To provide a process for requesting a search waiver for fully qualified individuals who can make a unique contribution to the university and its strategic plan.

- (D) Request criteria. The following information shall be provided in writing when submitting a request for a search waiver.
- (1) A description of the position, including whether the position is temporary or has an anticipated end date and minimum (and if appropriate) preferred qualifications.
 - (2) Qualifications, credentials and/or skills of the individual that qualify him/her for the position.
 - (3) Likelihood of success in the position (e.g., promotion and tenure, where applicable).
 - (4) Relevance of the hire to the university's strategic priorities.
 - (5) Input of the hiring unit for the requested appointment.
 - (6) Identification of funds to support the position.
 - (7) Rationale for departing from the standard search process presented.
 - ~~(8) The race and gender of the proposed hire, if known.~~
- (E) Review criteria. The following factors will be considered when determining whether a waiver is in the university's best interests.
- ~~(1) Whether the proposed hire supports the university's affirmative action goals.~~
 - ~~(2)~~(1) Whether the position and/or funding are temporary or time limited.
 - ~~(3)~~(2) The existence of an urgent situation.
 - ~~(4)~~(3) Whether the proposed hire possesses outstanding and uniquely specialized skills, knowledge, or experience that would otherwise not be available through the standard search process. Experience, skills, or knowledge gained through an interim appointment or temporary assignment of some or all of the duties of the position does not make an individual uniquely qualified for the position.

| ~~(5)~~(4) Whether a recent search(es) for the position has lacked a qualified pool of applicants.

| ~~(6)~~(5) Previous use of search waivers by the office or department.

| ~~(7)~~(6) Other compelling reasons.

(F) Procedures.

- (1) The submission of a search waiver requires the signature of the appropriate divisional officer and the hiring department director/ manager or chairperson.
- (2) A copy of the potential employee's curriculum vitae, resume and/or other relevant materials must be included with the search waiver request.
- (3) A request for a search waiver, including all supporting information listed in paragraph (D) of this policy, must be submitted in writing to the chief human resources officer and executive director of equal opportunity, policy development and title IX for review and recommendation. Following this review, the request will be forwarded to the office of the president.
- (4) Only the president, or designee, is authorized to grant a waiver from the requirement of a standard search.
- (5) The office of equal opportunity, policy development and title IX will provide information and assistance, as appropriate.
- (6) The office of equal opportunity, policy development and title IX will provide the board of trustees with a quarterly report on hiring activity under this policy.

Title IX and Changing Campus Culture

June 2024 Board Update

Annual Changing Campus Culture Report

- The Changing Campus Culture Initiative was introduced in 2015 with the goal of ending sexual violence at Ohio's colleges and universities – it is comprehensive and voluntary. Again this year, Youngstown State University successfully completed the recommendations and received a 5/5 ranking from ODHE.
- Recommendations established by ODHE:
 - Use data to guide action.
 - Empower faculty, staff, campus law enforcement and students to prevent and respond to sexual violence through evidence-based training.
 - Communicate a culture of shared respect and responsibility.
 - Develop a comprehensive response protocol.
 - Adopt survivor centered strategies.

2023-2024 Referrals

- 48 incident referrals to the Office of Equal Opportunity and Title IX
- 38 incidents were addressed pursuant to the Title IX regulations
 - Sexual harassment – 32 alleged hostile environment or VAWA related offenses
 - Pregnancy accommodations – 6
- Formal complaints - 1
- Reports:
 - Staff reported 17 incidents
 - Faculty reported 10 incidents
 - Students other than complainant reported 3
 - Student complainants reported 8

2024 Regulations

New Regulations released on April 19, 2024, with an effective date of August 1, 2024. 1,577 pages were released documenting and explaining the changes from the 2020 regulations.

As of May 17, 2024, twenty-six (26) states have filed suit to challenge the regulations.

On June 10, 2024, a preliminary injunction hearing will be held in Case # 24CV00072, Parties include Tennessee, Kentucky, Ohio, Indiana and West Virginia.

It is widely agreed that policy changes and implementation plans should pause until the injunction determination.

The Major Changes

- Jurisdiction - expands to include off campus behavior and the TIX coordinator role in imposing discipline. Expands definition of student to individuals who are admitted.
- Definitions - Broadly defines sex discrimination to include sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.
- Standard of review – Changed to, " subjectively and objectively offensive and is so severe OR pervasive. " Broadened application when OR replaced AND.
- Avoiding deliberate indifference in response to Title IX matters is not sufficient – affirmative duties imposed.
- Reporting - Expands reporting obligations of employees.
- Hearings not required for discrimination claims only harassment claims. (conflict in 6th circuit ruling)
- No formal written complaint requirement. Can be oral or written.
- Training - Mandates completion not offer of training.

The Challenges

- Definitions of sex are not unambiguously clear.
- The regulations compel speech and will cause institutions to violate free speech rights of students and employees.
- The definition of hostile environment is so broad that it would prohibit critical views and have a chilling effect on free speech.
- The DOE violated rulemaking when it received 240,000 comments and made virtually no changes from its 2022 draft legislation.
- The regulations violate the Spending Clause of the US Constitution with costs associated with new regulations.

YSU and Title IX

- We have reviewed the new rule and the associated text.
- We have created a timeline for creating and implementing a new policy and its attendant training requirements. The training requirements will include new training for faculty, staff, students, visitors, volunteers, decisionmakers, appeals officers, Title IX advisors and investigators.
- We are simultaneously preparing for 2024-2025 training utilizing existing practices.
- We will be prepared whether the new regulations become effective August 1, 2024, or an injunction is issued.

**RESOLUTION TO APPROVE THE SELECTION OF A PROVOST AND
VICE PRESIDENT FOR ACADEMIC AFFAIRS**

WHEREAS, a vacancy occurred in the Division of Academic Affairs and as a result of that vacancy, Jennifer Pintar has been serving as Interim Provost and Vice President for Academic Affairs since January 1, 2024, and prior to that role, she was serving as Vice Provost, Academic Administration and Student Outreach Support; and

WHEREAS, the Board of Trustees approved the authorization of a search in accordance with University Policy Number 3356-9-01, Selection and Evaluation of Executive Officers of the University; and

WHEREAS, University Policy 3356-9-01, Selection, Appointment, and Evaluation of Executive Officers requires that the Board approve this appointment prior to the employment start date; and

WHEREAS, a candidate was identified from an applicant pool obtained as a result of a national search process and recommended by the search committee and President Bill Johnson for appointment; and

WHEREAS, this position is eligible for faculty rank and tenure pursuant to University Policy 3356-9-05, Faculty Rank and Tenure for Designated Administrators; and

WHEREAS, the candidate earned and retains faculty rank and tenure at Youngstown State University as a full Professor in the Department of Health Professions in the Bitonte College of Health and Human Services pursuant to University Policy 3356-9-05, Faculty Rank and Tenure for Designated Administrators; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the appointment of Jennifer Pintar as Professor and Provost and Vice President for Academic Affairs, effective June 10, 2024, attached hereto.

Board of Trustees Meeting

June 7, 2024

YR 2024-

Jennifer Peoples Pintar, PhD, MPH
Interim Provost & Vice President, Academic Affairs
Youngstown State University
Youngstown, OH 44555

EDUCATION

PhD, 2001

Major: Exercise Physiology
University of Pittsburgh
Pittsburgh, PA

MPh, 2004

Major: Epidemiology
University of Pittsburgh
Pittsburgh, PA

M.S., 1995

Major: Exercise Physiology
University of Pittsburgh
Pittsburgh, PA

B.S., 1994

Major: Biology
Washington and Jefferson College
Washington, PA

PROFESSIONAL EXPERIENCE

2024-current	Interim Provost and Vice President for Academic Affairs, Youngstown State University
2023-2024	Vice Provost, Academic Administration, Academic Administration & Student Outreach Support Youngstown State University
2017-2022	Associate Provost, Academic Administration, Youngstown State University
2014-2017	Chairperson, Human Performance and Exercise Science, Youngstown State University
2012-2014	Professor, Human Performance and Exercise Science, Youngstown State University
2005-2012	Associate Professor, Human Performance and Exercise Science, Youngstown State University
2002-2005	Assistant Professor, Human Performance and Exercise Science, Youngstown State University
1999-2002	Instructor, Human Performance and Exercise Science, Youngstown State University

CERTIFICATION

American Red Cross CPR for adults, children, and infant's certification
American College of Sports Medicine Health Fitness Instructor certification
American College of Sports Medicine Certified Personal Trainer
National Strength and Conditioning Association Certified Strength and Conditioning Specialist
National Strength and Conditioning Association Certified Personal Trainer
Quality Matters Distance Learning Peer Reviewer Certification

LEADERSHIP EXPERIENCE

Interim Provost and Vice President for Academic Affairs, Youngstown State University

Responsibilities:

Includes all listed under Vice Provost (except DFR) plus the following:

Supervision of Deans and Support Staff for Academic Affairs – work with 18 direct reports and oversee a broad range of academic and administrative functions

Fostering creation of new Associate Degrees and Certificates – work with deans, chairs, faculty members, and Academic Senate executive committee members to expeditiously consider, review, and submit over 50 academic programs and certificates.

Maintain Office of Academic Affairs Budget – oversee the academic affairs budgets to support the mission, vision, and goals of the institution

Represent Academics at YSU – serve as a point person for interviews with local media, campus and community presentations, and academic awards ceremonies

Vice Provost, Academic Administration, Academic Administration & Student Outreach Support, Youngstown State University

Responsibilities:

Includes all listed under Associate Provost plus the following:

Supervision of the Office of the Dean of Students - supervision of efficient and responsive services by the Office of the Dean of Students including student counseling and support services.

Associate Provost Academic Administration, Youngstown State University

Responsibilities:

Strategic Planning Optimization Team – co-chair; worked with stakeholders to develop an action plan to Take Charge of Our Future; played a primary role in leading the strategic direction of the University; assisted with the development of 8 strategies and 32 goals for the eight-year cycle; focus was to ensure the plan was a dynamic document

Curricular Efficiency – serve as director of committee to review Higher Education Information (HEI) System classifications from the Ohio Department of Higher Education for all courses in the catalog; assess the CIP codes; develop the

workload policy for the university; assess and monitor section enrollment; assist with curricular mapping for each program; oversee curricular rotation/carousels; employ data to inform course scheduling

Academic Program Transformation – serve as director of committee to review current academic portfolio; review mission, market and margin data to determine program needs; strategize program offerings in four-year cycles

General Education Transformation – server as director of committee to take the current general education program and transform it to elevate the value of general education at the university; the charge of the committee is to develop innovative solutions while working within the state general education and Ohio Transfer Module (OTM) guidelines

University wide learning outcomes – serve as co-chair on the development of university wide learning outcomes in a shared governance process with Academic Senate

Director of Faculty Relations – work with deans, associate deans, department chairs and faculty on matters related to faculty appointment, promotion, tenure and the YSU/YSU-OEA collective bargaining agreement; provide contract interpretation and campus policy oversight; manage grievance/arbitration; review governance documents for compliance; and oversee faculty evaluations per the union contract; provide counsel and advice to the Provost on faculty personnel matters; and provide leadership in the development of new faculty personnel policies and procedures for the campus; provide workshops and guidance to faculty, evaluation committees, department chairs, associate deans, deans, and the Provost; work with the Academic Senate to develop policies related to faculty.

Negotiating Team – served on 2020 negotiations team for the administration; Appointed as lead negotiator for the administration team for 2023-2026 negotiations team for the YSU/YSU-OEA collective bargaining agreement

Student, Faculty and Administrative Evaluations – oversee evaluation process of faculty by students, full-time and part-time faculty by chairs, and chairs by deans

Classroom Scheduling – work closely with the Office of the Registrar and Facilities Maintenance to optimize classroom schedules and physical classroom and laboratory spaces

Online Programming – lead contact for online programming for three verticals (nursing, business, and education) with over 30 programs at bachelor (RN to BSN), masters and doctoral (EdD) levels; work with online program management company and serve as primary liaison for academic and non-academic implementation and maintenance of programs; weekly meetings with faculty to assess progress on admissions, course development, curricular rotation

and student retention; evaluate data to make informed decisions for academic program direction

Online Learning – served as direct report for the online/distance learning program; work with distance education for three verticals; through a shared governance process, started the use of virtual assistants who assist faculty of record with grading and responding to general questions by students; assist with placement of virtual assistants and recruitment internally and through a third party; assist with the development of a catalog of consortium classes to ensure students graduate on a timely basis

CURRENT UNIVERSITY SERVICE

Health Care Advisory member
Health Safety Task Force member
Emergency Sick Leave Reserve Committee member
Academic Senate member
Labor Management member
University Curriculum member
Academic Standards member
Awards Committee member

GRADUATE AND SWING COURSES TAUGHT

MPH 6996 Practicum 3 credits – conference course
MPH 6994 Individual Study 3 credits – conference course
MPH 6997 MPH Capstone 6 credits – conference course

UNDERGRADUATE COURSES TAUGHT (Face to Face unless otherwise noted)

HPES 1559 Aerobic Conditioning Activities
HPES 1560 Resistance Training
HPES 1595 Introduction to HPES
HPES 3705 Statistics & Research Design in Exercise Science
HPES 4805 Administration of Exercise Programs
HPES 4810 Exercise Testing & Prescription III
Face to Face course converted to Web-based course
HPES 4875 Exercise Counseling & Behavioral Strategies
Web-based course
HPES 4880 Internship
Hybrid course
KSS 4888 Fitness Tourism (faculty led study abroad course)
Hybrid course (trips include Costa Rica and Greece)

INVOLVEMENT IN MASTER AND DOCTORAL CANDIDATES' COMMITTEES

Master's thesis committee, Dublin City University, Dublin, Ireland, 2010-2011

Master's thesis committee, Youngstown State University, Youngstown, OH,
2012-2013

INVOLVEMENT IN COMMITTEES

Committee to propose the Spots Medicine and Applied Biomechanics laboratory
as a Center of Excellence - 2017

Academic Grievance Subcommittee – Acting Judicial Chair – 2015-current
Wellness Steering Committee 2015-current

Chairperson Development Committee 2015-current

Department search committee for new faculty member in athletic training,
2015, 2016

Committee to assess the need of a new Master of Athletic training program,
propose to University and State of Ohio – Chair of Committee - 2014-2016
Rich Center Board Member 2010 - 2014

Department search committee for new faculty member in exercise science,
2010, 2012,2013

Chair, Department Assessment Committee for Exercise Science, 2008-2014
Academic Senate, 2010-2014

Department search committee for new faculty member in health promotion, 2010
Chair of the University FIL and Sabbatical Committee, 2010

Member of the Rich Center for Autism search committee for senior researcher for
this new Center of Excellence, 2010

University search committee: Wellness Coordinator for Andrews Recreation
Center, 2012

University search committee: Research Faculty position for the Rich Center,
2011-2012

Diversity Committee chaired by Tammy King, 2010-2011

General Education Committee meeting, 2011

Served on the College Curriculum Committee, 2008-2009

Autism Academic Vision/Plan for Rich Center at YSU, 2008

Member of the University Higher Learning Commission Accreditation
Committee, 2006-2007

Rich Center as a niche site committee appointed by Provost Khawaja, 2007

Department Tenure Committee, 2007

Served on the BCHHS Faculty Development Review Committee, 2007-2008

Nominated member of the Senate Ad Hoc committee on University Tenure and
Promotion, 2007

PUBLICATIONS

Learman KE, **Pintar JA**, Ellis AR. “The Effect of Abdominal Strength and Endurance
Exercises on Abdominal Peak Torque and Endurance Field Tests: A Randomized
Controlled Trial”. *Physical Therapy in Sport* 16(2) · August 2014

Pintar, J. A., N.Moyna, F.J. Bosso. “Effect of Fitness Level, Gender, and Exercise

- Duration on Self-Selected Intensities on a Treadmill”. Currently in manuscript. 2013
- Pintar, J.A.**, K.L. Storti, V. Arena, R.J. Robertson, E.N. Nagle, A.M. Kriska. “What is the role of adolescent body mass index and physical activity on adult health risk behaviors?” *Open Journal of Preventive Medicine*. 2(1):72-78. 2012.
- Pintar, J.A.**, K. Learman, R. Rogers. “Traditional Exercises Do Not Have a Significant Impact on Abdominal Peak Force in Healthy Young Adults” *J Strength Cond Res*. Oct;23(7):2083-9.2009
- Pintar, J.**, R. Robertson, A. Kriska, E. Nagle, F. Goss. The Influence of Fitness and Body Weight on the Selection of Preferred Exercise Intensity. *Med. Sci. Sports Exerc*. May; 38(5):981-8. 2006.
- Pintar, J.A.**, T.J. Michael, F.J. Bosso, N.M. Moyna. Effect of Activity Level, Gender, and Exercise Duration on Self-Selected Intensities. *Medicine and Science in Sports and Exercise*. 2003; 35(5).
- Pintar, J.A.**, A. Kriska, E. Nagle, R.J. Robertson, F.L. Goss. The Influence of Fitness and Fatness on Exercise Intensity Selection while Walking on a Treadmill. *Medicine and Science in Sports and Exercise*. 2002; 34(5)
- Moyna, N.M. R.J. Robertson, C.L.Meckes, **J.A. Peoples**, N.B. Millich, and P.D. Thompson. Intermodal comparison of energy expenditure at exercise intensities corresponding to the perceptual preference range. *Med. Sci. Sports Exerc*. 33:1404-1410, 2001.
- Also appeared in Fitness Management October 2001 edition
 - Also appeared in Muscle Media
- Robertson, R.J., F.L. Goss, N.Boer, J.D. Gallagher, T. Thompkins, K. Bufalino, G. Balasekaran, C. Meckes, **J.Pintar**, A. Williams. OMNI scale perceived exertion at ventilatory breakpoint in children: response normalized. *Med Sci Sports Exerc*. 33:1946-1952, 2001.
- Goss F, Robertson R, Riechman S, Zoeller R, Dabayebeh I, Moyna N, Boer N, **Peoples J**, Metz K. Effect of potassium phosphate supplementation on perceptual and physiological responses to maximal graded exercise. *Int J Sport Nutr Exerc Metab*. 2001;11:53-62.
- Robertson, R.J., F.L. Goss, N.F. Boer, **J.A. Peoples**, A.J. Foreman, I.M. Dabayebeh, N.B. Millich, G. Balasekaran, S.E. Riechman, J.D. Gallagher, and T. Thompkins. Children’s OMNI Scale of Perceived Exertion: mixed gender and race validation. *Med. Sci. Sports Exerc*. 32(3): pgs 452- 8, 2000.

GRANTS

- Center for Excellence – Sports Medicine and Applied Biomechanics - Grant awarded as part of a nine person team (3/2017)
- Mindfulness among veterans and nonveterans (\$5000) Centafonti Grant (10/2015)
- Submitted and awarded URC grant for \$500 to assist in the study of muscular endurance tests among children grades K-8. (11/2011)
- Submitted The Mindfulness Institute Project (MIP) grant for \$400,000 requested through Congressman Tim Ryan. This grant was submitted with Dean Mosca and Dean Ginnetti. (2/2010)

- Submitted and awarded the Bitonte Research Grant in the amount of \$1200 (4/2010) to study muscular endurance tests among children grades K-8.
- Received grant from Rich Center for Autism. It was a combined grant with Suzanne Gufrie from Physical Therapy. My portion worked with motor skills among children with autism. (\$3,030)
- Co-author of a \$10,000 grant from General Mills. Sent January 30, 2007 through the Rich Center for the Study and Treatment of Autism. This grant was awarded.
- Provided assistance with the authorship of the Rich Center Intertech grant. This grant was awarded. During the ceremony, attended by President Sweet, Provost, Mayor and many local TV stations, I was interviewed by the Vindicator about my research studies at the center and what the new grant means to the research. (\$100,000 grant)
- University Research Council for RPE study in children with autism (\$2,700) (4/05)
- Professional Development Grant to explore coaching psychology for fitness goals (2006, 2007)
- Received \$2305.00 from the Paula and Anthony Rich Autism Grant Fund for a study entitled, *Physical and Perceptual Effects of Exercise in Children with Autism*. (4/04)
- Received 2 research assistant grants for \$1500.00 (5/04) for work on the study, *Physical and Perceptual Effects of Exercise in Children with Autism*.
- Received 1 research assistant grant for \$1500.00 (5/04) for work on the study, *Comparison and Contrast of Static and Ballistic Stretching*
- Along with undergraduate student, Alyssa Goist, successfully applied for \$500 Undergraduate Student Research Grant (12/03).
- Along with Frank Bosso and Nicole Mullins, successfully applied for equipment grant for the Department (\$9,950). Awarded from the College DAC instructional equipment funds (11/03)
- Received \$500 grant from the University Research Council small grant program for a study entitled, *Assessing the Physical Activity, Health Behavior Perceptions and Attitudes Within the Student Population of the National Youth Sports Program at Youngstown State University*. (6/2003)
- Received 2 research assistant grants for \$1500.00 (5/2003) for work on the study, *Physical and Psychological Benefits of Aerobic Dance for Children with Autism*.
- Received \$3,300.00 from the Paula and Anthony Rich Autism Grant Fund for a study entitled, *Physical and Psychological Benefits of Aerobic Dance for Children with Autism*. (3/03)
- Received \$1000 for Reimbursement for Advanced Studies to become certified in Pilates (2003).
- Received \$4500.00 grant from University Research Council for a study entitled, *The Influence of Training Frequency on the Development of Abdominal Strength* (4/12/02).
- Received 2 research assistant grants for \$1500.00 (4/02) for work on the study, *The Influence of Training Frequency on the Development of Abdominal Strength*.

PRESENTATIONS

- Pintar, Jennifer. Artificial Intelligence in Higher Education. TedX Talk, Youngstown Ohio. March 2024
- Pintar, Jennifer. Seventh International Conference on Sport and Society. June 2016. Honolulu, Hawaii. Mindfulness and Sport Performance: A Literature Review.
- Cadman, Alsyon. I served as faculty advisor for Alyson Cadman's presentation on muscular endurance testing for students grade K-8 at the Ohio Physical Therapy Association. April 8, 2011.
- Pintar, J. A., K.L. Storti, R.J. Robertson, FACSM, V.C. Arena, E. Nagle, A. Kriska, FACSM. National American College of Sports Medicine Conference in Baltimore, MD, June 2010. The Impact of Body Mass Index and Physical Activity on Drinking and Smoking Behaviors.
- Taylor, C. I served as the faculty mentor for Cherub Taylor's presentation on exercise and autism for the March 9-11/2007 Stars Conference at BGSU.
- Pintar, J.A. Guest lecturer of CPE day regarding Facts and Fallacies of Exercise, 2005
- Pintar, J.A., D.J. Aaron, A.M. Kriska. *Tracking of Health Indicators in Adolescents*. The American College of Sports Medicine National Convention, Indianapolis, Indiana. June 5, 2004.
- Pintar¹, J. A., T J Michael, F J Bosso¹, and N M Moyna (FACSM), ¹Youngstown State University, OH, Western Michigan University, MI and Dublin City University, Ireland. *Effect of Fitness Level, Gender, and Exercise Duration on Self-Selected Exercise Intensities*. The American College of Sports Medicine National Convention, San Francisco, California. June 5, 2003.
- Pintar, J., A. Kriska, E. Nagle, F. Goss, R.J. Robertson. *The Influence of Fitness and Fatness on the Selection of Exercise Intensity while Walking on a Treadmill*. Presented at the American College of Sports Medicine National Convention, St. Louis, Missouri, May, 2002.
- Pintar, J. *The Importance of Physical Fitness for College-Aged Women*. Presented during Women's Health Month. Youngstown, OH. September 25, 2002.
- Pintar, J. *Physical Activity and the Minority Community*. Presented at the Minority Enrichment Health Fair. YWCA of Youngstown, OH. April 18, 2002.
- Pintar J. *Promoting Physical Fitness Among Overweight Children* Presented for the KidFit program. Youngstown, OH. June 7, 2002.
- Pintar, J., A. Kriska, E. Nagle, F. Goss, R.J. Robertson. *The Influence of Fitness and Fatness on the Selection of Exercise Intensity while Walking on a Treadmill*. Presented at the University of Pittsburgh Department of Human Performance and Exercise Science. December, 2001
- Pintar, J. *Teaching Physical Fitness for Children*. Presented at the Northeast Ohio Education Association (NEOEA), Day Seminar. Youngstown, OH. October 12, 2001.
- Pintar, J. *Asthma and Exercise*. Presented for The Community Asthma Project. YWCA of Youngstown, OH. November 20, 2001.

PROFESSIONAL DEVELOPMENT

- 2015 Reviewer for textbook, “Coaching Psychology Manual”, Second Edition by Margaret Moore, Erika Jackson, and Bob Tschannen-Moran. Published by Wolters Kluwer.
- 2013 Took 18-week teleconference course in Wellcoaches through American College of Sports Medicine to sit for the Health Coaching certification
- 2012 Accepted to the Youngstown State University Masters of Business Administration program
- 2012 Attended Omega conference on Mindfulness Based Stress Reduction with Jon Kabat-Zinn and Saki Satorelli
- 2012 Currently serving as a mentor to a master’s student in the public health program
 - 4 courses are being conducted under my guidance
- 2010-11 Master’s thesis committee, Dublin City University in Dublin, Ireland
- 2010 Attended Mindfulness Based Stress Reduction program for the Center for Mindfulness in Medicine, Health Care, and Society in Worcester, MA
- 2010 Attended National American College of Sports Medicine Conference in Baltimore, MD
- 2010 Reviewer for manuscript, “Response Normalized OMNI Rating of Perceived Exertion at the Ventilatory Breakpoint in Division I Football Players” F. Goss, R. Robertson, M. Gallagher, Jr., A. Piroli, and E. Nagle
- 2010 HPES 4890: Undergraduate Research. Mentor for research projects.
 - Lauren Masters – Flexibility assessment
 - Alyson Cadman – Measurement of muscular endurance among children
- 2010 HPES 4880: Internship. Mentor for research projects.
 - John Dunfee (Plank study)
 - Nicole Harlamapoulos (sport and children research)
- 2010 Quality Matters Reviewer Certification for online courses
- 2009 Attended Wellcoach Seminar on goal setting and coaching format
- 2008 Faculty member of the Consortium of Eastern Ohio Masters of Public Health (CEOMPH), 2008-current.
- 2008 Reviewer for article entitled “Let them roam free? Physiological and Psychological evidence for the potential of self-selected exercise intensity in public health” by Dr Panteleimon Ekkekakis for the journal Sports Medicine.
- 2008 Served as reviewer for the textbook ‘ECG Interpretation for the Exercise Science Student’ by Barry Saul through Lippincott Williams Wilkins.
- 2007 Attended the 2007 Club Industry Conference in Chicago, IL and earned continuing education credits
- 2006 Served as a reviewer for a manuscript for the Journal of Cardiopulmonary Rehabilitation entitled, ‘Influence of Self-Efficacy on the Functional Relationship between Ratings of Perceived Exertion and Exercise Intensity’ (JCR #0650)
- 2006 Reviewed *ECG Interpretation for the Exercise Scientist* published by Lippincott, Williams and Wilkins.

- 2005 Reviewed textbook (*NASM Optimum Performance Training*) published by Lippincott, Williams and Wilkins.
- 2004 *Muscular Strength, Power and Endurance Training: Exercise Prescription and Progression Strategies for Individuals with Chronic Disease* published by Delmar.
- 2004 Reviewed the text entitled, *Fitness and Wellness for Life* from Delmar publishers
- 2004 Received graduate faculty status (associate level)

AWARDS

- 2018 University of Pittsburgh Outstanding Alumni
- 2016 Phi Kappa Phi Honors Society Chapter 143
- 2013 Distinguished Professorship Award for Excellence in Teaching
- 2005 Faculty Fellow Award for Rich Center for the Study and Treatment of Autism
- 2004 Faculty Improvement Leave awarded to complete a number of research studies
- 2003 Distinguished Professorship Award for Excellence in Teaching
- 2003 Northeast Ohio Council on Higher Education “Celebration of Teaching Excellence” Award
- 2003 Ohio Magazine Excellence in Education Award
- 2001 Honorary Member of the Golden Key National Society. Nominated by a student.

**RESOLUTION TO APPROVE THE APPOINTMENT OF
VICE PRESIDENT FOR GOVERNMENT AFFAIRS**

WHEREAS, the Office of Government Affairs has been created to advocate for Youngstown State University regarding local, state, and federal legislative priorities; and

WHEREAS, Sarah Keeler was appointed on February 5, 2024, as the Special Assistant to the President to lead this Office. The Office provides strategic leadership in building effective relationships with federal, state, and local officials as well as key community stakeholders to advance the University; and

WHEREAS, the Office monitors, analyzes, and determines the impact of pending legislative, policy and funding proposals originating from state government on the university's educational mission as well as impacting students, facilities, financing and funding, labor relations, and staffing; and

WHEREAS, the Office meets regularly with members of staff of the Ohio General Assembly, the Ohio U.S. Congressional Delegation, and key state and federal administrative offices regarding the implementation of university priorities and public needs and interests; and

WHEREAS, University Policy 3356-9-01, Selection, Appointment, and Evaluation of Executive Officers, requires board approval prior to the employment start date; and

WHEREAS, Sarah Keeler has uniquely specialized skills, knowledge, and experience in government affairs and since being appointed she has increased the University's awareness of state and federal government affairs issues that now or in the future will directly impact YSU, both from a policy and financial impact analysis; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the appointment of Sarah Keeler as the Vice President of the Office of Government Affairs effective June 10, 2024, attached hereto.

**Board of Trustees Meeting
June 7, 2024
YR 2024-**



SARAH KEELER

Experience

Youngstown State University
Special Assistant for Government Affairs
02/2024 - Present

- Serve as YSU's chief government affairs officer; act as senior policy advisor and strategist to position YSU for its greatest impact within local communities, Northeast Ohio, the state, and the nation.
- Provide strategic leadership in building effective relationships with federal, state, and local officials as well as key community stakeholders to advance the university.
- Assist leadership in the development of legislative priorities, positions, and action strategies on legislation that impact YSU and/or its programs.
- Oversee campus activities and interactions with elected and public officials in consultation with campus and university officials.
- Serve on committees and boards within the university and externally to enhance YSU's system initiatives and projects.
- Work directly with a collaborative development team to strategically position YSU to receive government grants, budget allocations, and other government funding.

U.S. Congressman Bill Johnson
District Director
11/2014 – 02/2024

- Strategic Planning: worked with Chief of Staff and campaign consultants on district-wide political and official office strategy.
- Managed the congressional district's coordination and communications load to national leaders for numerous major events and issues that occurred in-district, including the nationally known East Palestine Train Derailment.
- Developed process and ran point on Community Project Funding / member directed spending appropriations requests. This resulted in nearly \$50 million in federal funding directed to OH-6.
- Presented Best Practices to the GOP Conference as requested (2015, 2016, 2017, 2018, 2022).
- Managed and provided advice regarding high priority issues for the Congressman and the entire OH-6 district, including Energy, Environment, Health Care, and Telecom.
- Supervisory: Directly supervised nine employees; carried out responsibilities in accordance with office policy and applicable laws. Responsibilities included interviewing, hiring, and training district office employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining district office employees; addressing complaints; and resolving problems.
- Advocated for local communities and organizations and worked with local, state, and federal officials on high-priority issues.
- Personally planned, coordinated, and executed large-scale congressional events, including the Collaboration Forum, Manufacturing Your Future, and The Bill Johnson Leadership Institute.

Bill Johnson for Congress
Campaign Manager
06/2014 - 11/2014

- Routinely spoke publicly on behalf of the Congressman.
- Built a broad, effective grassroots network and developed a comprehensive grassroots messaging plan.
- Hired, managed, and directed a high-performance campaign staff.
- Oversaw all aspects of the campaign.
- Created and managed the campaign budget.
- Interacted with media and spoke on behalf of the candidate.
- Assisted with fundraising efforts and presented fundraising leads to finance team.

U.S. Congressman Bill Johnson
**Director of Constituent Services/
Field Representative**
02/2011 - 06/2014

- Oversaw and managed all caseworkers, who interact directly with government agencies on behalf of constituents.
- Gave public speeches on different areas of constituent services.
- Personally handled VIP issues and reported updates directly to the Congressman.
- Managed, researched, and composed grants and grant letters of support for constituents.
- Acted as the representative for the Congressman and spoke on his behalf.

WKBN/WYTV Youngstown
Web Producer
10/2009 - 01/2011

- Managed and edited online content for three news websites.
- Created online content for special sections.
- Managed assignment desk in executive producer's absence.
- Promoted television stations through social media.
- Devised creative and user-friendly features on five websites.

Education and Training

Youngstown State University
Master of Arts in English, 2010

Slippery Rock University of Pennsylvania
Bachelor of Science in Communication, 2007

Volunteer, Professional Experience and Achievements

Daughters of the American Revolution
11/2013 to present

- Ohio Society State Chairman
 - Flag of the USA, 2018-19
 - Junior Membership, 2019-2022
 - America 250!, 2022-present
- 2019 Ohio Outstanding Junior Member
- Honorary Chapter Regent, Mahoning Chapter NSDAR
- Senior Society President, Point of Beginning Society, Children of the American Revolution, 2020-2022

JoAnn Davidson Ohio Leadership Institute
09/2019 – 05/2020

- Graduate

Canfield Parent Teacher Association
08/2022 to present

- Member
 - Weekly classroom library volunteer
 - Monthly afterschool STEAM volunteer
 - Annual Fun in the Sun Event Chair

**RESOLUTION TO AUTHORIZE CONFERRAL OF EMERITUS STATUS
FOR FACULTY AND ADMINISTRATORS**

WHEREAS, the Policies of the Board of Trustees provide for the conferral of emeritus status upon University faculty and professional/administrative staff members upon retirement or death following at least ten years of meritorious service and are recommended by the President of the University; and

WHEREAS, in accordance with University Policy 3356-7-17, Retiree Privileges and Emeritus Status, this resolutions nominates nine recently retired faculty members for Faculty Emeritus Status, and zero recently retired administrators for Administrator Emeritus Status; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize that those faculty and professional/administrative staff members listed and attached hereto respectively, are hereby granted the emeritus title designed thereon.

**Board of Trustees Meeting
June 7, 2024
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FACULTY and STAFF RECEIVING EMERITUS STATUS

(Board of Trustees Meeting, June 7, 2024)

Retiree	Years of Service Title and Department at Retirement	Status
Theodore Bosela	43 Professor School of Computer Science, Information & Engineering Technology	Faculty Emeritus
Philip Brady	33 Professor English & World Languages	Faculty Emeritus
Guang-Hwa Chang	30 Professor Mathematics & Statistics	Faculty Emeritus
Paul Gordiejew	21 Associate Professor Humanities & Social Sciences	Faculty Emeritus
Carol Lamb	18 Interim Associate Dean Dean's Office - STEM	Faculty Emeritus
Heather Lorimer	27 Associate Professor Chemical & Biological Sciences	Faculty Emeritus
Tom Oder	20 Professor Physics, Astronomy, Geology, & Environmental Science	Faculty Emeritus
Gabriel Palmer-Fernandez	31 Professor Humanities & Social Sciences	Faculty Emeritus
Anna Pascarella	13 Manager Delivery Printing Services Delivery Services	Administrator Emeritus

FACULTY and STAFF RECEIVING EMERITUS STATUS

(Board of Trustees Meeting, June 7, 2024)

Retiree	Years of Service Title and Department at Retirement	Status
Stephen Rodabaugh	46 Professor Mathematics & Statistics	Faculty Emeritus
Vincent Sacco	38 Director Facilities Maintenance	Administrator Emeritus
James Umble	39 Professor Dana School of Music & University Theatre	Faculty Emeritus
Nancy Wagner	28 Director, Centofanti School of Nursing/Professor Centofanti School of Nursing	Faculty Emeritus

Nomination of an individual for Emeritus Status should be based on the following criteria and supported by substantial documentation: length of service (typically totaling more than 10 years), the overall quality of that service, the contribution to the University, and the service to society beyond the University.

3356-7-17 Retiree privileges and emeritus status.

Responsible Division/Office: Human Resources
Responsible Officer: VP for Legal Affairs and Human Resources
Revision History: November 1997; October 2010; September 2015;
December 2020; June 2023, December 2023
Board Committee: University Affairs
Effective Date: 12/7/23
Next Review: 2028

- (A) Policy statement. The board of trustees of Youngstown state university (university) provide the privileges listed in this policy to university faculty and staff who retire in good standing with ten years of university service. The board of trustees of Youngstown state university may also confer the honorary title “faculty emeritus” or “administrator emeritus” upon retirement or posthumously in recognition of extended and meritorious service.
- (B) Scope. Unless otherwise provided, this policy applies to all full-time employees of the university who retire through a state pension system or alternative retirement program; and who have retired in good standing; and who have worked at the university for ten or more years. Those faculty and staff who have proven exceptional meritorious service, through the process set forth in this policy, may also be eligible to receive the honorary title of “emeritus.”
- (C) Parameters.
- (1) Retiree privileges.
- (a) Those full-time faculty and staff who retire through a state pension system or alternative retirement program in good standing with ten years of service at Youngstown state university are granted the following privileges: full library privileges; email services for those faculty continuing to serve as a principal investigator on grants and contracts; university identification card; opportunity to secure parking consistent with current university procedures for retirees; and the same educational benefits that are available to

currently employed professional/administrative staff at the time of application. (See rule 3356-7-31 of the Administrative Code; university policy 3356-7-31, “Fee remission, excluded professional/administrative employees”.) In addition, faculty retirees only will also receive general fee remission.

- (b) Retirees also have the opportunity to purchase, consistent with current university practices for retirees: reserved seats to intercollegiate athletic contests and performing arts events; memberships to designated recreational facilities and wellness programs; and tickets for certain alumni and university events, e.g., homecoming events, holiday breakfast, commencement, and honors convocation. Retirees may also have the opportunity to join the Youngstown state university retirees association.

(2) Emeritus status.

- (a) Eligibility. Nomination of an individual to be considered for the conferral of emeritus status should be based upon the following factors: length of service (typically totaling more than ten years); the overall quality of that service; the contribution to the university; and the service to society beyond the university community.
- (b) With the exception of the university president, nominations for the conferral of emeritus status must be within one year of retirement. Faculty nomination guidelines are available on the human resources career webpage and conform with section 18.4 of the OEA collective bargaining agreement. Staff nomination guidelines are available on the human resources career webpage.
- (c) In the event of retirement, death, or separation from the role as university president, the board of trustees may, in its discretion, confer emeritus status upon the individual.
- (d) Emeritus status is conferred and presented at the spring meeting of the board of trustees.

- (e) An individual can only be nominated once for conferral of emeritus status.
 - (f) If emeritus status is conferred, the individual will receive the title of “faculty emeritus” or “administrator emeritus.”
- (D) Revocation of retiree privileges and/or emeritus status. Retiree privileges and/or emeritus status may be revoked by the board of trustees at the request of the recipient or for good cause. Good cause includes, but is not limited to, an award based on misleading or deceptive information or for egregious conduct which diminishes the status or reputation of Youngstown state university.

**RESOLUTION TO RATIFY THE FRATERNAL ORDER OF POLICE,
OHIO LABOR COUNCIL, INC.,
COLLECTIVE BARGAINING AGREEMENT**

WHEREAS, the three-year collective bargaining Agreement between the Fraternal Order of Police, Ohio Labor Council, Inc., (F.O.P.) and Youngstown State University (“University”) will expire on June 30, 2024; and

WHEREAS, collective bargaining between the F.O.P. and the University has proceeded in a mutually advantageous manner; and

WHEREAS, a tentative collective bargaining Agreement for the three-year period July 1, 2024, through June 30, 2027, has been reached between the F.O.P. and the University;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby ratify the collective bargaining Agreement, between the F.O.P. and the University for the period July 1, 2024, through June 30, 2027.

**Board of Trustees Meeting
June 7, 2024
YR 2024-**

**RESOLUTION REGARDING TERMS AND CONDITIONS FOR CLASSIFIED
LAW ENFORCEMENT EMPLOYEES EXCLUDED FROM COLLECTIVE
BARGAINING**

WHEREAS, the Board of Trustees ratified a collective bargaining Agreement with the Fraternal Order of Police, Ohio Labor Council, Inc., (F.O.P.) for the three-year period July 1, 2024 through June 30, 2027, which defines wages and other terms and conditions of employment for classified employees in the bargaining unit; and

WHEREAS, it is deemed to be equitable and in the best interest of the University to extend some of the provisions of the Agreement to classified law enforcement employees excluded from collective bargaining (Lieutenants); and

WHEREAS, those provisions are in the areas of pay, insurance, overtime compensation, holidays, vacation, leaves, uniforms and equipment, retirement, instructional fee remission and miscellaneous benefits.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Trustees of Youngstown State University, that the following F.O.P. collective bargaining agreement articles and/or sections be extended to classified law enforcement employees who are excluded from collective bargaining: the following sections of Article 4 (Pay): 4.1.2, 4.5, 4.6, 4.7, 4.8 and 4.9; Article 5 (Insurance); Article 13 (Overtime), excluding Section 13.3; Article 14 (Holidays); Article 18 (Vacation) except to the extent it is inconsistent with ORC Sections 9.44 and 124.131 regarding the computation of prior service credit; Article 21 (Uniforms and Equipment); Article 24 (Retirement); Article 25 (Miscellaneous), excluding Section 25.4; and Article 30 (Instructional Fee Remission).

**Board of Trustees Meeting
June 7, 2024
YR 2024-**

**RESOLUTION TO RATIFY
PERSONNEL ACTIONS**

WHEREAS, the *Policies of the Board of Trustees* authorize the President to manage the University, including appointing such employees as are necessary to effectively carry out the operation of the University and any other necessary personnel actions; and

WHEREAS, new appointments and other personnel actions have been made subsequent to the March 7, 2024, meeting of the Board of Trustees; and

WHEREAS, such personnel actions are in accordance with the 2023-2024 Budget and with University policies 3356-2-02, Equal Opportunity and Affirmative Action Recruitment and Employment; 3356-9-05, Faculty Rank and Tenure for Designated Administrators; 3356-9-02, Selection, Appointment, and Annual Evaluation of Administrative Officers; 3356-7-42, Selection, Appointment, and Evaluation of Professional/Administrative Staff; 3356-7-43, Externally Funded University Positions; and 3356-7-36, Hiring and Selection Process, Evaluation and Compensation for Intercollegiate Athletic Coaches;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby ratify and confirm the personnel actions, attached hereto.

**Board of Trustees Meeting
June 7, 2024
YR 2024-**



SUMMARY OF PERSONNEL ACTIONS

Faculty

1/16/2024 through 4/15/2024

Appointments – 1

Replacement Positions – 1

- Faculty Term – 1

YOUNGSTOWN STATE UNIVERSITY
FACULTY
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
APPOINTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT/PROGRAM	CONTRACT/ APPOINTMENT DATES	FTE	SALARY
Term Appointments						
Thuiyahannadi, Subashini De Silva	Faculty	Lecturer	Rayen School of Engineering	1/16/2024	1.00	\$ 26,666.64
<i>* New Position</i>						

SUMMARY OF PERSONNEL ACTIONS
Professional Administrative - (Excludes Athletics)
1/16/2024 through 4/15/2024

Separations – 10

- Professional Administrative Staff – 3
- Professional Administrative Excluded – 2
- Professional Administrative Externally Funded – 5

Appointments – 18

Replacement Positions – 16

- Professional Administrative Staff – 11
- Professional Administrative Excluded – 4
- Professional Administrative Externally Funded – 1

New Positions – 2

- Professional Administrative Excluded – 2

Reclassifications/Position Adjustments – 9

- Professional Administrative Staff – 6
- Professional Administrative Excluded – 2
- Professional Administrative Externally Funded – 1

Promotions – 7

- Professional Administrative Excluded – 4
- Professional Administrative Externally Funded – 3

Salary Adjustments – 5

- Professional Administrative Staff – 3
- Professional Administrative Excluded – 1
- Professional Administrative Externally Funded – 1

Transfers – 2

- Professional Administrative Staff – 1
- Professional Administrative Excluded – 1

**YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
SEPARATIONS**

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	DATE OF SEPARATION	FTE	SALARY	SEPARATION TYPE
Bascom, Patrick	APAS	Academic Advisor 1	Communication	4/2/2024	1.00	\$ 38,000.00	Resigned
Gran, Zackary	APAS	Senior Financial Analyst	Financial Aid and Scholarships	1/19/2024	1.00	\$ 49,104.28	Resigned
Leonelli, Ashley	APAS	Coordinator Graduate Admission	Dean-College of Graduate Studies	4/12/2024	1.00	\$ 49,881.62	Resigned
Clowes, Josephine	Excluded	Temporary Executive Assistant to the Provost	Provost VP - Academic Affairs	2/29/2024	0.50	\$ 26,004.00	Temporary Appointment Ended
Davidson, Katrena	Excluded	Associate Vice President Finance and Controller	Controller's Office	3/31/2024	1.00	\$ 131,066.61	Retired
DeFino, Mary	Externally Funded	Coordinator Business Operations	Rich Center for Autism	3/1/2024	1.00	\$ 40,800.00	Resigned
Garcia, Frank	Externally Funded	Program Manager Workforce Training Advanced Manufacturing Robotics & Automation	Center for Workforce Education & Innovation	1/19/2024	1.00	\$ 88,740.00	Resigned
Leeworthy, Jason	Externally Funded	Manager Systems Operations	Center for Workforce Education & Innovation	4/1/2024	1.00	\$ 61,200.00	Non-renewal
Miller, Kelli	Externally Funded	Director Business Operations	Center for Workforce Education & Innovation	4/1/2024	1.00	\$ 87,393.60	Non-renewal
Oddo, Jennifer	Externally Funded	Vice President Division of Workforce Education and Innovation	Excellence Training Center	4/12/2024	1.00	\$ 174,240.99	Resigned

**YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
APPOINTMENTS**

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	SALARY
Anderson, Brenna	APAS	Coordinator Learning Resources	Nursing	2/1/2024	1.00	\$ 47,330.00
Bascom, Patrick	APAS	Academic Advisor 1	Dean - STEM	4/1/2024	1.00	\$ 38,000.00
Dean, Taylor	APAS	Academic Advisor 1	Dean - STEM	3/4/2024	1.00	\$ 36,000.00
Define, Emily	APAS	Clinical Counselor	Student Counseling Services	3/4/2024	1.00	\$ 50,000.00
Koren, Brittney	APAS	Clinical Counselor	Student Counseling Services	3/4/2024	1.00	\$ 50,000.00
Maley, Corey	APAS	Financial Systems Administrator	Controller's Office	2/16/2024	1.00	\$ 59,000.00
Miller, Destiny	APAS	Case Manager	Dean of Students	3/18/2024	1.00	\$ 45,000.00
Ortiz, Janeetsa	APAS	Academic Advisor 2	Dean - STEM	3/4/2024	1.00	\$ 43,000.00
Phillips, Michael	APAS	Business Systems Administrator	IT Data Analytics	4/1/2024	1.00	\$ 68,500.00
Urbaniak, Erin	APAS	Coordinator Card Office Operational Technology	Kilcawley Center	2/1/2024	1.00	\$ 39,000.00
Vitullo, Jina	APAS	Coordinator ELI	English Language Institute	3/18/2024	1.00	\$ 45,000.00
Bova, Maria*	Excluded	Associate Director for Government Affairs	Government Affairs	2/5/2024	1.00	\$ 57,360.00
Brandenstein, Jacob	Excluded	Associate Director	WYSU - FM	4/1/2024	1.00	\$ 46,000.00
Faerber-Ovaska, Rachel	Excluded	Intermittent Instructional Designer	Distance Learning	2/5/2024	0.25	\$ 26,000.00
Harrington, Timothy	Excluded	Executive Assistant to the President	President	1/18/2024	1.00	\$ 92,000.00
Keeler, Sarah*	Excluded	Special Assistant for Government Affairs	Government Affairs	2/5/2024	1.00	\$ 140,000.00
Loudon, Emily	Excluded	Assistant Dean of Students	Dean of Students	3/4/2024	1.00	\$ 70,000.00
Borum, Josilyn	Externally Funded	Instruction Specialist	Rich Center for Autism	1/16/2024	1.00	\$ 25,000.00
<i>*New Positions</i>						

**YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
RECLASSIFICATIONS/POSITION ADJUSTMENTS**

EMPLOYEE NAME	NEW EMPLOYEE TYPE / PREVIOUS EMPLOYEE TYPE	NEW POSITION TITLE/ PREVIOUS POSITION TITLE	NEW DEPARTMENT/ PREVIOUS DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	NEW SALARY	PREVIOUS SALARY
Duffy, Scott	APAS	Coordinator Restricted Accounting/ Coordinator Gifts Accounting	Controller's Office	1/1/2024	1.00	\$ 48,720.00	\$ 46,400.00
Goh, Kit Na	APAS	Senior Research Analyst/ Research Analyst	Institutional Research & Analytics	11/1/2023	1.00	\$ 61,611.62	\$ 56,010.56
Hale, Taryn	APAS	Assistant Director/Senior Counselor Penguin Service Center	Registration & Records	10/16/2023	1.00	\$ 50,358.72	\$ 45,780.66
Holdridge, Shannon	APAS	Senior Academic Advisor 2/ Senior Academic Advisor 1	Dean Cliffe College of Creative Arts	1/16/2024	1.00	\$ 59,466.44	\$ 54,060.40
Kiriazis, Natalie	APAS	Coordinator Records/ Senior Academic Advisor 1	Dean Cliffe College of Creative Arts	2/16/2024	1.00	\$ 50,300.00	\$ 50,355.36
Kiriazis, Natalie	APAS	Senior Academic Advisor 1/ Academic Advisor 2	Dean Cliffe College of Creative Arts	1/16/2024	1.00	\$ 50,355.36	\$ 45,777.60
Hackstedde, Michael	Excluded	Interim Associate Controller General Accounting and Director of Payroll Operations/Manager General Accounting	Controller's Office	4/1/2024	1.00	\$ 80,000.00	\$ 70,747.20
Hoffmaster, Steven	Excluded	Interim Associate Vice President Finance and Controller/Associate Controller General Accounting	Controller's Office	4/1/2024	1.00	\$ 120,000.00	\$ 86,353.20

**YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
RECLASSIFICATIONS/POSITION ADJUSTMENTS**

EMPLOYEE NAME	NEW EMPLOYEE TYPE / PREVIOUS EMPLOYEE TYPE	NEW POSITION TITLE / PREVIOUS POSITION TITLE	NEW DEPARTMENT / PREVIOUS DEPARTMENT	CONTRACT / APPOINTMENT DATES	FTE	NEW SALARY	PREVIOUS SALARY
Bralich, John	Externally Funded	Director, Center Applied Geographic Information Systems/Program Director Applied Geographic Information Systems	Geography	7/1/2023	1.00	\$ 70,000.00	\$ 60,090.02

**YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
PROMOTIONS**

EMPLOYEE NAME	NEW EMPLOYEE TYPE / PREVIOUS EMPLOYEE TYPE	NEW POSITION TITLE / PREVIOUS POSITION TITLE	NEW DEPARTMENT / PREVIOUS DEPARTMENT	CONTRACT APPOINTMENT DATES	FTE	NEW SALARY	PREVIOUS SALARY
Bowser, Presley	Excluded/ APAS	Associate Director/ Assistant Director	Honors College	3/16/2024	1.00	\$ 51,060.94	\$ 44,060.94
Hartman, Bryn	Excluded	Program Administrator Dental Hygiene/ Interim Program Administrator Dental Hygiene	Health Professions	3/1/2024	1.00	\$ 65,000.00	\$ 59,160.00
Kempers, Debra	Excluded/ Classified Excluded	Deputy Equal Opportunity Coordinator/ Human Resources Generalist	Equal Opportunity & Policy Compliance/ Human Resources	2/25/2024	1.00	\$ 48,000.00	\$ 44,324.80
Kuzma, Daniel	Excluded	Manager Building Services/ Interim Manager Building Services	Janitorial Services	3/1/2024	1.00	\$ 70,500.00	\$ 66,300.00
Kelly, Melissa	Externally Funded/ ACE	Coordinator Business Operations/ Customer Service Assistant 2	Rich Center for Autism/ Financial Aid Scholarships	4/7/2024	1.00	\$ 42,500.00	\$ 29,244.80
Latessa, Michael	Externally Funded	Executive Director/ Associate Director Development	Rich Center for Autism	2/1/2024	1.00	\$ 95,000.00	\$ 76,676.59
Smith, Donivan	Externally Funded	Registered Behavior Technician/ Instruction Specialist	Rich Center for Autism	3/1/2024	1.00	\$ 35,568.00	\$ 24,124.02

**YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
SALARY ADJUSTMENTS**

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT / APPOINTMENT DATES	NEW FTE	NEW SALARY	OLD FTE	PREVIOUS SALARY
Duffy, Scott	APAS	Coordinator Gifts Accounting	Controller's Office	1/16/2024	1.00	\$ 46,400.00	1.00	\$ 45,900.00
Hecht, Sophie	APAS	Success Coordinator	First Year Student Services	2/16/2024	1.00	\$ 44,360.00	1.00	\$ 43,860.00
Osman, Alyssa	APAS	Coordinator Social Media and Communications	Marketing & Communications	1/16/2024	1.00	\$ 40,900.00	1.00	\$ 40,400.00
Cossentino, Amy	Excluded	Associate Provost and Dean	Provost VP - Academic Affairs	3/16/2024	1.00	\$ 148,050.00	1.00	\$ 130,050.00
Hauser, Isaac	Externally Funded	Coordinator Small Business Development Center	Dean - WCBA	4/1/2024	1.00	\$ 50,000.00	0.88	\$ 43,994.92

**YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
TRANSFERS**

EMPLOYEE NAME	NEW EMPLOYEE TYPE/PREVIOUS EMPLOYEE TYPE	NEW POSITION TITLE/PREVIOUS POSITION TITLE	NEW DEPARTMENT/PREVIOUS DEPARTMENT	CONTRACT APPOINTMENT DATES	FTE	NEW SALARY	PREVIOUS SALARY
Gallo, Nicholas	APAS	Coordinator Center Career Management/ Coordinator Membership and Marketing	Dean - WCBA/ Andrews Student Recreation & Wellness Center	3/16/2024	1.00	\$ 41,500.00	\$ 41,500.00
Bell, Cynthia	Excluded	Executive Assistant to the Provost/ Executive Assistant to the President	Provost VP - Academic Affairs/ President	1/16/2024	1.00	\$ 69,985.54	\$ 69,985.54



SUMMARY OF PERSONNEL ACTIONS
Athletic Employees
1/16/2024 through 4/15/2024

Separations – 11

- Professional Administrative Excluded – 11

Appointments – 7

Replacement Positions – 6

- Professional Administrative Excluded – 6

New Positions – 1

- Professional Administrative Externally Funded – 1

Reclassification/Position Adjustments – 1

- Professional Administrative Staff – 1

Salary Adjustments – 12

- Professional Administrative Excluded – 12

Multi-Year Appointments – 2

- Professional Administrative Excluded – 2

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
SEPARATIONS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	DATE OF SEPARATION	FTE	SALARY	TYPE OF SEPARATION
Asher, Benjamin	Excluded	Assistant Coach	Basketball - Men's	4/14/2024	1.00	\$ 73,317.60	Resigned
Barnes, John	Excluded	Head Coach	Basketball - Women's	1/19/2024	1.00	\$ 177,000.90	Resigned
Brown, Jahmal	Excluded	Assistant Coach	Football	1/29/2024	1.00	\$ 102,000.00	Resigned
Bunnell, Eric	Excluded	Assistant Coach	Baseball	2/5/2024	1.00	\$ 25,497.08	Resigned
Calhoun, Jerrod	Excluded	Head Coach	Basketball - Men's	4/1/2024	1.00	\$ 306,000.00	Resigned
Echevarria, Jesus	Excluded	Associate Head Coach	Volleyball	4/5/2024	1.00	\$ 56,100.00	Resigned
Gibson, Deonte	Excluded	Assistant Coach	Football	2/28/2024	1.00	\$ 77,520.00	Resigned
Harvey, Evan	Excluded	Assistant Coach Quality Control	Football	1/22/2024	1.00	\$ 52,020.00	Resigned
Molinari, Joseph	Excluded	Assistant Coach Quality Control	Basketball - Men's	4/14/2024	1.00	\$ 81,592.31	Resigned
Robinson, Mantoris	Excluded	Assistant Coach	Basketball - Men's	4/14/2024	1.00	\$ 71,400.00	Resigned
Scott, Aline	Excluded	Head Coach	Volleyball	3/15/2024	1.00	\$ 76,152.81	Resigned

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
APPOINTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	SALARY
Charpie, Trevor	Excluded	Assistant Coach	Baseball	2/16/2024	1.00	\$ 25,497.12
Hunter, Ramond	Excluded	Assistant Coach Football	Football	3/16/2024	1.00	\$ 70,000.00
Jarrett, Riley	Excluded	Head Coach	Volleyball	4/15/2024	1.00	\$ 72,000.00
Shepard, Patrick	Excluded	Assistant Coach Football	Football	3/1/2024	1.00	\$ 65,000.00
Voss, Trent	Excluded	Assistant Coach Football	Football	2/20/2024	1.00	\$ 59,500.00
Rogge, Jessica	Excluded	Associate Athletic Director Sports Medicine	Training Room	3/1/2024	1.00	\$ 70,000.00
Welch, Brian*	Externally Funded	Athletic Academic Coordinator	Academic Counseling	2/1/2024	1.00	\$ 43,946.64

**New Position*

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
RECLASSIFICATIONS AND POSITION ADJUSTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	NEW POSITION TITLE/ PREVIOUS POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	NEW SALARY	PREVIOUS SALARY
Blandine, Taylor	APAS	Senior Athletic Academic Coordinator/ Athletic Academic Advisor	Academic Counseling	12/16/2023	1.00	\$ 46,464.26	\$ 42,240.24

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
SALARY ADJUSTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	NEW SALARY	PREVIOUS SALARY
Berassa, Jelani	Excluded	Assistant Coach	Football	3/16/2024	1.00	\$ 64,240.00	\$ 63,240.00
Bujnoch, Austen	Excluded	Assistant Coach	Football	3/16/2024	1.00	\$ 82,112.00	\$ 80,411.70
Chiaro, Anthony	Excluded	Assistant Coach and Director of Player Development	Football	2/16/2024	1.00	\$ 47,840.00	\$ 42,840.00
Dukes, Christian	Excluded	Assistant Coach	Football	3/16/2024	1.00	\$ 55,060.00	\$ 54,060.00
Gamble, Reginald	Excluded	Assistant Coach	Football	3/16/2024	1.00	\$ 62,200.00	\$ 61,200.00
Garrison, Mason	Excluded	Assistant Coach for Sports Performance	Training Room	3/16/2024	1.00	\$ 42,220.00	\$ 40,800.00
Haneline, John	Excluded	Assistant Coach	Football	2/1/2024	1.00	\$ 92,000.00	\$ 71,400.00
Larkin, Jeremy	Excluded	Assistant Coach	Football	3/16/2024	1.00	\$ 55,060.00	\$ 54,060.00
Preto, Mark	Excluded	Assistant Coach Video	Football	3/16/2024	1.00	\$ 42,168.00	\$ 40,967.83
Reagan, Kelsey	Excluded	Assistant Coach	Swimming & Diving - Women's	3/16/2024	1.00	\$ 50,000.00	\$ 42,162.21
Rodenberg, James	Excluded	Assistant Coach for Sports Performance	Training Room	3/16/2024	1.00	\$ 66,445.00	\$ 65,025.00
Rothenbuhler, Troy	Excluded	Assistant Coach	Football	3/16/2024	1.00	\$ 103,700.00	\$ 102,000.00

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/2024 THROUGH 4/15/2024
MULTI-YEAR APPOINTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	SALARY
Faulkner, Ethan	Excluded	Head Coach	Basketball - Men's	4/1/2024 - 4/30/2029	1.00	\$ 275,000.00
Jackson, Melissa	Excluded	Head Coach	Basketball - Women's	3/16/2024 - 4/30/2029	1.00	\$ 183,000.00

SUMMARY OF PERSONNEL ACTIONS
Supplemental and Secondary Pay Assignments
1/16/2024 through 4/15/2024

Supplemental Pay Assignments – 113

General/Restricted Funded Assignments – 97

- Professional Administrative – 9
- Full-time Faculty – 59
- Part-time Faculty – 27
- Department Chair – 2

Grant Funded Assignments – 16

- Professional Administrative – 4
- Full-time Faculty – 10
- Part-time Faculty – 2

Faculty Secondary Appointments – 1

- Full-time Faculty – 1

YOUNGSTOWN STATE UNIVERSITY
SUPPLEMENTAL PAY ASSIGNMENTS AND SECONDARY APPOINTMENTS
RECEIVED 1/16/2024 - 4/15/2024
GENERAL FUND SUPPLEMENTAL PAY ASSIGNMENTS

LAST NAME	FIRST NAME	EMPLOYMENT TYPE	ORIGINATING DEPARTMENT	RECEIVED IN HR	DATES DUTIES PERFORMED	PAYMENT AMOUNT
Moore	Rebecca	Professional Administrative	Maag Library	1/18/2024	01/16/24 - 07/15/24	\$6,000.00
Holdridge	Shannon	Professional Administrative	Dean Cliffe College	1/23/2024	01/01/24 - 05/31/24	\$3,500.00
Seanger	Christina	Faculty	WCBA Dean	1/25/2024	01/25/24 - 05/31/24	\$2,000.00
Bika	Sarah	Professional Administrative	Office College Access Transition	1/25/2024	01/24/24 - 05/24/24	\$1,500.00
Nickell	David	Part-time Faculty	English and World Languages	1/30/2024	01/04/24	\$50.00
McClain	Jesse	Part-time Faculty	English and World Languages	1/30/2024	01/04/24	\$50.00
Caldwell	Stephanie	Part-time Faculty	English and World Languages	1/30/2024	01/04/24	\$50.00
Basile	Jeffrey	Part-time Faculty	English and World Languages	1/30/2024	01/04/24	\$50.00
Caumo	Steven	Part-time Faculty	English and World Languages	1/30/2024	01/04/24	\$50.00
Miller	Amanda	Part-time Faculty	English and World Languages	1/30/2024	01/04/24	\$50.00
Garwig	Anne	Part-time Faculty	English and World Languages	1/30/2024	01/04/24	\$50.00
Ericksen	Nikki	Part-time Faculty	English and World Languages	1/30/2024	01/04/24	\$50.00
Slagle	Thomas	Part-time Faculty	English and World Languages	1/30/2024	01/04/24	\$50.00
Buehler	My Hoang	Professional Administrative	International Programs Office	2/7/2024	02/15/24 - 03/15/24	\$860.00
Jesko	Bernadette	Part-time Faculty	Teacher Education & Leadership	2/12/2024	08/28/23 - 12/13/23	\$125.00
Johnson	Janis	Part-time Faculty	Teacher Education & Leadership	2/12/2024	10/02/23 - 12/01/23	\$200.00
Campana	Anna	Part-time Faculty	Teacher Education & Leadership	2/12/2024	10/02/23 - 12/01/23	\$300.00
Campana	Anna	Part-time Faculty	Teacher Education & Leadership	2/12/2024	08/28/23 - 12/13/23	\$300.00
Toy	Lisa	Part-time Faculty	Teacher Education & Leadership	2/12/2024	11/01/23 - 12/01/23	\$200.00
Newcomb	Katie	Part-time Faculty	Teacher Education & Leadership	2/12/2024	11/01/23 - 12/01/23	\$500.00
Infante	Ron	Part-time Faculty	Teacher Education & Leadership	2/12/2024	08/28/23 - 12/13/23	\$125.00
Infante	Ron	Part-time Faculty	Teacher Education & Leadership	2/12/2024	10/02/23 - 12/01/23	\$300.00
Tomko	Ron	Part-time Faculty	Teacher Education & Leadership	2/12/2024	10/02/23 - 12/01/23	\$300.00
Billock	Michael	Professional Administrative	International Programs Office	2/21/2024	02/29/24 - 03/31/24	\$965.00
Smith	Stephanie	Faculty	Distance Education	2/23/2024	01/08/24 - 05/04/24	\$250.00

YOUNGSTOWN STATE UNIVERSITY
SUPPLEMENTAL PAY ASSIGNMENTS AND SECONDARY APPOINTMENTS
RECEIVED 1/16/2024 - 4/15/2024
GENERAL FUND SUPPLEMENTAL PAY ASSIGNMENTS

LAST NAME	FIRST NAME	EMPLOYMENT TYPE	ORIGINATING DEPARTMENT	RECEIVED IN HR	DATES DUTIES PERFORMED	PAYMENT AMOUNT
Jackson	Jaietta	Faculty	Distance Education	2/23/2024	01/08/24 - 05/04/24	\$2,750.00
Tyus	Jeff	Faculty	Distance Education	2/23/2024	01/08/24 - 05/04/24	\$3,250.00
Jeffords	Charles	Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$1,500.00
Marino	Robert	Part-time Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$750.00
Jeffords	Charles	Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$1,000.00
Marino	Robert	Part-time Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$500.00
Pintar	Jennifer	Professional Administrative	Distance Education	2/23/2024	01/08/24 - 05/04/24	\$500.00
Fusillo	Ida	Faculty	Distance Education	2/23/2024	01/08/24 - 05/04/24	\$1,250.00
Louth	Paul	Faculty	Distance Education	2/23/2024	01/08/24 - 05/04/24	\$1,750.00
Krummel	Christopher	Faculty	Distance Education	2/23/2024	01/08/24 - 05/04/24	\$1,250.00
Harvey	Stephen	Part-time Faculty	Distance Education	2/23/2024	01/08/24 - 05/04/24	\$1,250.00
Wallace	Debra	Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$1,000.00
Shortreed	Mary	Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$750.00
Shortreed	Mary	Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$250.00
O'Dell	Valerie	Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$1,000.00
Shields	Cynthia	Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$750.00
Hoyson	Patricia	Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$625.00
Mikula	Vincent	Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$625.00
Wright	Melody	Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$750.00
Thomas	Wendy	Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$1,000.00
Hoyson	Patricia	Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$375.00
Mikula	Vincent	Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$375.00
Sumell	Albert	Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$8,500.00
Petruska	Karin	Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$12,500.00
Yang	Xiaolou	Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$3,900.00
Vopat	Mark	Faculty	Distance Education	2/23/2024	01/08/24 - 05/04/24	\$500.00

YOUNGSTOWN STATE UNIVERSITY
SUPPLEMENTAL PAY ASSIGNMENTS AND SECONDARY APPOINTMENTS
RECEIVED 1/16/2024 - 4/15/2024
GENERAL FUND SUPPLEMENTAL PAY ASSIGNMENTS

LAST NAME	FIRST NAME	EMPLOYMENT TYPE	ORIGINATING DEPARTMENT	RECEIVED IN HR	DATES DUTIES PERFORMED	PAYMENT AMOUNT
Fusillo	Ida	Faculty	Distance Education	2/23/2024	01/08/24 - 05/04/24	\$2,750.00
Cummins	Lauren	Faculty	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$250.00
Cripe	Kathleen	Department Chair	Distance Education	2/23/2024	01/08/24 - 02/25/24	\$750.00
Dugan	Charles	Part-time Faculty	Distance Education	2/23/2024	01/08/24 - 05/04/24	\$500.00
Walker	Jennifer	Part-time Faculty	Distance Education	2/23/2024	01/08/24 - 05/04/24	\$5,000.00
O'Dell	Valerie	Faculty	Distance Education	2/23/2024	2/23/2024	\$2,000.00
O'Dell	Valerie	Faculty	Distance Education	2/23/2024	2/23/2024	\$2,000.00
O'Dell	Valerie	Faculty	Distance Education	2/23/2024	2/23/2024	\$2,000.00
O'Dell	Valerie	Faculty	Distance Education	2/23/2024	2/23/2024	\$2,000.00
O'Dell	Valerie	Faculty	Distance Education	2/23/2024	2/23/2024	\$2,000.00
O'Dell	Valerie	Faculty	Distance Education	2/23/2024	2/23/2024	\$2,000.00
Buehler	My Hoang	Professional Administrative	International Programs Office	3/14/2023	03/18/24 - 04/18/24	\$860.00
Cody	Kathy	Professional Administrative	College of Graduate Studies	3/27/2023	04/01/24 - 04/30/24	\$2,107.80
Vuksanovich	Brian	Faculty	Excellence Training Center	3/24/2023	03/14/24 - 03/24/24	\$1,600.00
Howard	Lisa	Part-time Faculty	University Theater	3/22/2024	03/25/24 - 04/05/24	\$2,000.00
Pleva	Kimberly	Faculty	Distance Education	3/22/2024	02/16/24	\$2,000.00
Hinz	Jessi	Faculty	Distance Education	3/22/2024	02/16/24	\$2,000.00
Mosca	Nancy	Part-time Faculty	Distance Education	3/22/2024	02/16/24	\$2,000.00
Casciano	Dina	Professional Administrative	Controllers Office	3/22/2024	04/01/24 - 06/30/24	\$1,800.00
Wakefield	Thomas	Department Chair	Mathematics and Statistics	4/8/2024	01/01/24 - 06/30/24	\$3,000.00
Prieto	Alicia	Faculty	Institute Teaching and Learning	4/8/2024	02/13/24	\$300.00
Jane	Beese	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$250.00
Danielle	Class	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$250.00
Patricia	Hoyson	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$125.00
Vince	Mikula	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$125.00
Cynthia	Shields	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$250.00

YOUNGSTOWN STATE UNIVERSITY
SUPPLEMENTAL PAY ASSIGNMENTS AND SECONDARY APPOINTMENTS
RECEIVED 1/16/2024 - 4/15/2024
GENERAL FUND SUPPLEMENTAL PAY ASSIGNMENTS

LAST NAME	FIRST NAME	EMPLOYMENT TYPE	ORIGINATING DEPARTMENT	RECEIVED IN HR	DATES DUTIES PERFORMED	PAYMENT AMOUNT
Christopher	Rateno	Part-time Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$250.00
Charles	Jeffords	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$750.00
Patricia	Hoyson	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$750.00
Marcia	Matanin	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$750.00
Cynthia	Shields	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$750.00
Amy	Weaver	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$375.00
Vince	Mikula	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$375.00
Charles	Jeffords	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$750.00
Barbara	Varga	Part-time Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$375.00
Vince	Mikula	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$375.00
Cynthia	Shields	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$625.00
Vince	Mikula	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$625.00
Amy	Weaver	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$1,250.00
Rose	Mucci	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$1,250.00
Jane	Beese	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$1,750.00
Jessi	Hinz	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$1,950.00
Dan	Van Dussen	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$2,200.00
Ying	Wang	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$2,650.00
Rangamohan	Eunni	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$3,500.00
Christina	Saenger	Faculty	Distance Education	4/10/2024	03/11/24 - 04/28/24	\$12,500.00

YOUNGSTOWN STATE UNIVERSITY
SUPPLEMENTAL PAY ASSIGNMENTS AND SECONDARY APPOINTMENTS
RECEIVED 1/16/2024 - 4/15/2024
GRANT FUNDED SUPPLEMENTAL PAY ASSIGNMENTS

LAST NAME	FIRST NAME	EMPLOYMENT TYPE	ORIGINATING DEPARTMENT	RECEIVED IN HR	DATES DUTIES PERFORMED	PAYMENT AMOUNT
Krovosh	Patti	Part-time Faculty	Teacher Education & Leadership	1/16/2024	09/01/23 - 12/15/23	\$ 1,250.00
Krovosh	Patti	Part-time Faculty	Teacher Education & Leadership	1/16/2024	01/16/24 - 05/15/24	\$ 1,250.00
Matanin	Marcia	Faculty	Teacher Education & Leadership	1/16/2024	08/16/23 - 05/15/24	\$ 10,000.00
Rea	Allison	Professional Administrative	Excellence Training Center	1/16/2024	01/01/24 - 06/30/24	\$ 9,000.00
Loveland	Scot	Professional Administrative	APEX	1/30/2024	01/16/24 - 08/31/24	\$ 5,000.00
Cruz	Courtney	Faculty	Teacher Education & Leadership	1/30/2024	09/16/24 - 05/15/24	\$ 1,500.00
Case	Wendy	Faculty	Dana School of Music	3/6/2024	10/01/23 - 05/15/24	\$ 3,500.00
Campolito	Erika	Professional Administrative	Rich Center for Autism	3/25/2024	02/01/24 - 04/30/24	\$ 2,050.00
Mincher	Jeanine	Faculty	Graduate Studies in Health & Rehabilitation	3/29/2024	05/13/24 - 06/14/24	\$ 9,530.71
Latessa	Michael	Professional Administrative	Rich Center for Autism	4/8/2024	01/01/24 - 04/30/24	\$ 3,000.00
Powe	Nicolette	Faculty	Masters of public health	4/8/2024	05/16/24 - 06/15/24	\$ 7,822.95
Ge	Wieqing	Faculty	Masters of public health	4/8/2024	05/16/24 - 06/15/24	\$ 11,013.92
Powe	Nicolette	Faculty	Graduate Studies in Health & Rehabilitation	4/8/2024	06/16/24 - 08/15/24	\$ 15,646.00
Cortes	Pedro	Faculty	Rayen School of Engineering	4/9/2024	05/16/24 - 07/15/24	\$ 19,949.34
Madsen	Thomas	Faculty	Mathematics and Statistics	4/11/2024	05/16/24 - 06/30/24	\$ 4,500.00
Kerns	G. Jay	Faculty	Mathematics and Statistics	4/11/2024	05/16/24 - 06/30/24	\$ 4,500.00

RESOLUTION TO ACCEPT GIFT OF REAL ESTATE

WHEREAS, Youngstown State University Board of Trustees policy provides that the Board of Trustees may be the recipient of gifts of real estate as determined by the President and as recommended to the Institutional Engagement Committee of the Board of Trustees; and

WHEREAS, the Youngstown State University Foundation owns real estate located within the University's campus as identified on the property map ("Real Estate") attached hereto as Exhibit A; and

WHEREAS, the Youngstown State University Foundation seeks to gift the Real Estate to the Board of Trustees for use by the University; and

WHEREAS, the President recommends that the Board of Trustees accept the gift of Real Estate from the Youngstown State University Foundation.

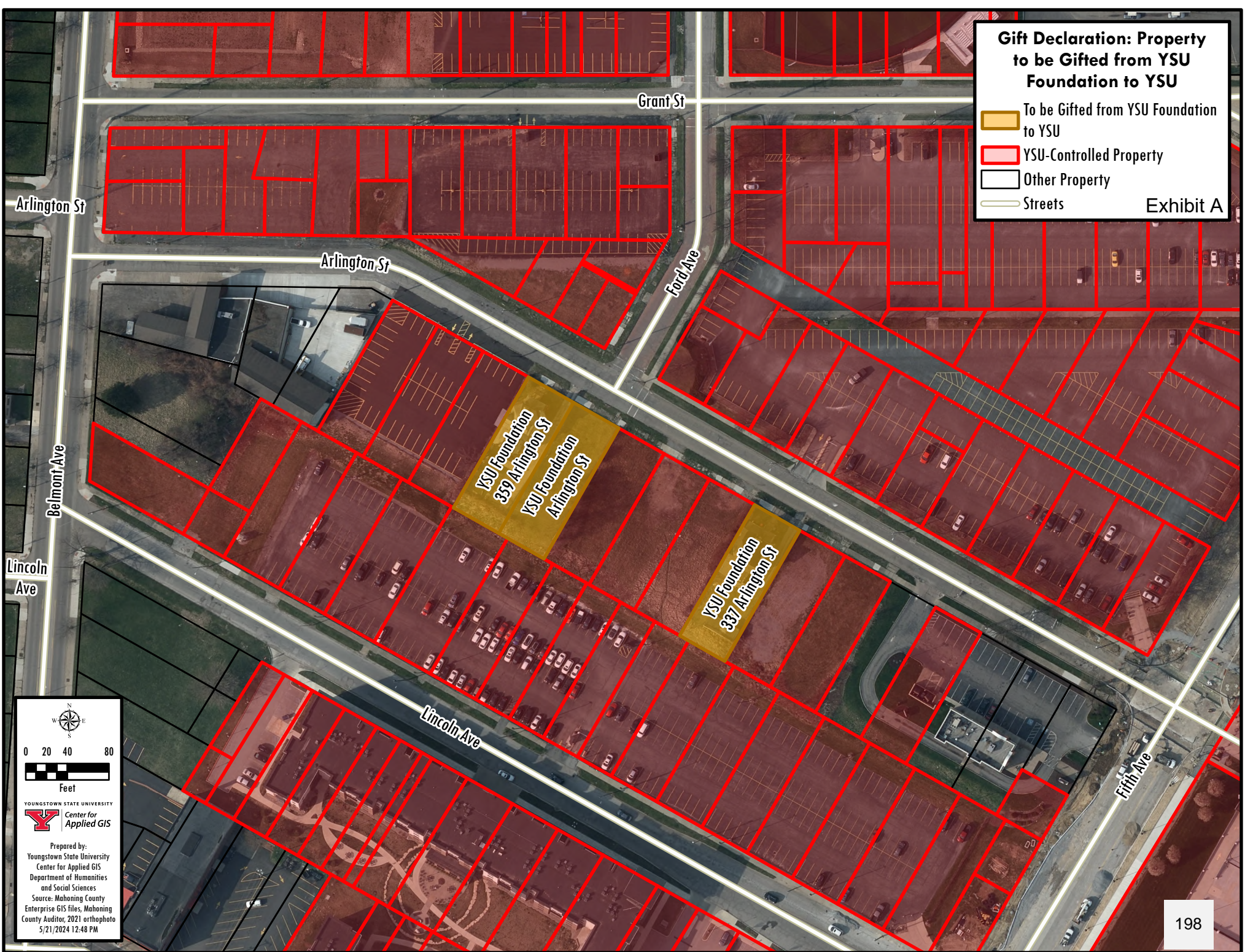
NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees does hereby accept the gift of Real Estate from the Youngstown State University Foundation.

**Board of Trustees Meeting
June 7, 2024
YR 2024-**

Gift Declaration: Property to be Gifted from YSU Foundation to YSU

- To be Gifted from YSU Foundation to YSU
- YSU-Controlled Property
- Other Property
- Streets

Exhibit A



0 20 40 80
Feet

YOUNGSTOWN STATE UNIVERSITY
Center for Applied GIS

Prepared by:
Youngstown State University
Center for Applied GIS
Department of Humanities
and Social Sciences
Source: Mahoning County
Enterprise GIS files, Mahoning
County Auditor, 2021 orthophoto
5/21/2024 12:48 PM

**Youngstown State University Foundation
Gift Processing Summary**

	Third Quarter			Year-to-Date		
	<u>FY'24</u>	<u>FY'23</u>	<u>Difference 2024/2023</u>	<u>FY'24</u>	<u>FY'23</u>	<u>Difference 2024/2023</u>
Development (New Gifts and New Pledges):						
YSU	\$1,224,766.23	\$7,268,092.78	-\$6,043,326.55	\$4,736,505.68	\$9,409,436.00	-\$4,672,930.32
YSUF	\$695,269.88	\$1,046,552.59	-\$351,282.71	\$3,802,205.94	\$4,872,311.02	-\$1,070,105.08
Total Development (New Gifts and New Pledges)	\$1,920,036.11	\$8,314,645.37	-\$6,394,609.26	\$8,538,711.62	\$14,281,747.02	-\$5,743,035.40
Planned Giving/Charitable Gift Annuities	\$300,000.00	\$1,500,000.00	-\$1,200,000.00	\$790,000.00	\$2,370,000.00	-\$1,580,000.00
Pledge Payments (For Pledges Currently or Previously Included as Development):						
YSU	\$852,856.61	\$817,790.36	\$35,066.25	\$2,079,629.11	\$1,591,306.61	\$488,322.50
YSUF	\$136,735.00	\$114,418.24	\$22,316.76	\$754,928.80	\$2,077,375.68	-\$1,322,446.88
Total Pledge Payments	\$989,591.61	\$932,208.60	\$57,383.01	\$2,834,557.91	\$3,668,682.29	-\$834,124.38
Number of Gifts						
New Gifts	583	552	31	2,590	2,735	-145
Pledges	7	9	-2	50	49	1
Payments	96	91	5	280	291	-11
Planned Gifts/Charitable Gift Annuities	2	2	0	5	5	0



To: Bill Johnson – President, Youngstown State University

From: Paul McFadden – President, YSU Foundation

Date: June 6, 2024

Subject: Requested Philanthropic Naming's

Below please find a list of requested philanthropic naming's with corresponding donor and gift amount. All these gifts comply with the University naming menu approved by the Board of Trustees.

The Gelbman Foundation Multi-Purpose Room, in the Student Center. Gift \$1.5 million. Donor, the Gelbman Foundation.

The Kerola Family Cove, in the Student Center Gift \$750,000. Donors, Joe and Pam Kerola.

The Student Activities Suites, in the Student Center. Gift \$400,000. Donor, Dr. George Young.

Second Floor Lounge, in the Student Center. Gift \$250,000. Donor, Andrews Trust.

The Elm Street Entrance, in the Student Center. Gift \$250,000. Donor, the Hynes Finnegan Foundations.

The Pub/Black Box, in the Student Center. Gift \$250,000. Donor, Andrews Trust.

The Quad Entrance, to the Student Center. Gift \$200,000. Donor, the Hynes Finnegan Foundations.

Basketball Court, (One of four) in the Andrews Recreation and Wellness Center. Gift \$100,000. Donors, Jim and Melissa DiBacco.

Zidian Family Arena (naming for 15 years), in Beeghly Center. Gift \$1 million. Donor, Tom Zidian.

East Side Stands, in Beeghly Center. Gift \$500,000. Donors, Bob Hendricks and Joe Kerola.

On-Court Club, in Beeghly Center. Gift \$250,000. Donor, Andrews Trust.

Men's Basketball Locker Room and Lounge, in Beeghly Center. Gift \$250,000. Donor, Compc Industries.

Women's Basketball Locker Room, in Beeghly Center. Gift \$100,000. Donor, Bill Sullivan.

Men's Basketball Head Coach Office, in Beeghly Center. Gift \$100,000. Donor, Atty. John Daliman.

.

Student Center

Naming Opportunities

Student Center

Entire Center	\$5,000,000
Multi-Purpose/Banquet Room	\$1,500,000 (NAMED)
The Dining Commons	\$1,000,000
The Cove	\$750,000 (NAMED)
Student Organization Suites	\$500,000
Student Organization Suite	\$100,000
Student Involvement Leadership Suite	\$100,000
Student Organizations	\$100,000
Student Activities Board	\$100,000
Student Government	\$100,000 (NAMED)
Staff Suites	\$400,000
Student Activities Suites	\$400,000 (NAMED)
Student Activities Staff Office Suite	\$100,000
Graphic Services	\$100,000
Student Media	\$100,000 (NAMED)
Multicultural Space	\$100,000
Large Second Floor Lounge	\$250,000 (NAMED)
Elm St. Entrance	\$250,000 (NAMED)
Pub/Black Box	\$250,000 (NAMED)
Quad Entrance	\$200,000 (NAMED)
Second Floor Meeting Rooms (3)	\$150,000 (ONE NAMED)
IT Help Desk	\$150,000 (NAMED)
First Floor Lounge	\$150,000
Info Desk	\$100,000
First Floor Meeting Rooms (3)	\$100,000
Spirit Shop	\$100,000
Second Floor Lounges (2)	\$100,000
Food Pantry	\$100,000
Community Kitchen	\$100,000
Maker Space	\$100,000
TV Lounge	\$100,000
Entrances (4)	\$100,000

Additional naming opportunities in

Andrews Student Recreation and Wellness Center

(Adjacent to Center)

Jogging Track	\$1,000,000	Racquetball Court	\$150,000
Cardiovascular Room	\$500,000	Spinning Room	\$150,000
Aerobics/Dance Studio	\$500,000	Women's Locker Room	\$150,000
		Basketball Courts (4)	\$100,000

Phase One: Seating and Team Facility Enhancements

Goal: \$3,000,000

The current seating at Beeghly Center has been there for decades and is outdated. All of the seats on the east and west sides of Rosseli Court will be replaced for added comfort, viewing, and accessibility. Also, team locker rooms and lounges will be updated which will assist in player recruitment and retention.

Beeghly Arena	\$2,500,000 (NAMED)
Natorium	\$1,500,000
South Lobby	\$750,000
North Lobby	\$500,000
East Side Stands	\$500,000 (NAMED)
West Side Stands	\$500,000
On-Court Club	\$250,000 (NAMED)
Men's Basketball Office Suites	\$250,000
Women's Basketball Office Suites	\$250,000
Basketball Meeting Room/Video Center	\$100,000
Men's Basketball Locker Room	\$100,000 (NAMED)
Men's Basketball Lounge	\$100,000 (NAMED)
Women's Basketball Locker Room	\$100,000 (NAMED)
Women's Basketball Lounge	\$100,000 (PENDING)
Women's Volleyball Locker Room	\$100,000
Men's Head Coach Office	\$100,000 (NAMED)
Women's Head Coach Office	\$100,000



- Office Priorities
 - Influence public policy, both state and federal
 - Influence funding decisions, both state and federal appropriations and competitive grants
 - Over \$26 million in state and federal appropriations and grants requests since February
 - Build and maintain relationships with local, state, and federal officials

- Elected Officials
 - Host local, state, and federal lawmakers to campus
 - Six state lawmakers, including committee chairs to campus
 - Visit state and federal lawmakers in Columbus and Washington, D.C.
 - Met with both Ohio House and Senate leadership in Columbus, and those who sit on committees of jurisdiction
 - Maintain constant communication with decisionmakers in both Columbus and Washington, D.C. to not only be influential in and funding decisions, but to build strong partnerships with the communities they represent.
 - Leetonia Bee Hive Coke Oven partnership

- State and Federal Agencies
 - Build relationships with U.S. Department of Education
 - Strengthen relationship with the Ohio Department of Education Chancellor Mike Duffey and his staff.
 - Host statewide elected officials to campus
 - Governor DeWine, Auditor Faber, and Treasurer Sprague visits

- Greater Community Objectives
 - Sit on the Youngstown Warren Regional Chamber's Government Affairs Council in order to advocate for strong higher ed policy priorities
 - Strengthen community outreach and partnerships with prominent organizations within the Mahoning Valley and moving into the Upper Ohio Valley.
 - Western Reserve Port Authority, Columbiana County Port Authority, Eastgate Regional Council of Governments,
 - Liaison for active research and business organizations
 - Youngstown Business Incubator, America Makes, BRITE Energy Incubator

- IUC Objectives
 - Be a voice for Youngstown State at the IUC in regard to policy and funding decisions

- Work with the IUC on policy language that is favorable to YSU
 - SB 104 Regarding College Credit Plus
 - SB 606 The CAMPUS Act
- Campus Community Objectives
 - Advocate for legislative priorities, as per the President and the Board of Trustees
 - Capital Budget and One Time Strategic Community Investment Funding requests, Congressionally Directed Spending requests
 - Assist the campus community and inform them of and help them navigate legislative issues important to their work at the university
 - The Science of Reading testimony
 - SB 219 Grade Band changes

Explanation of policy modification:

3356-10-08 Sabbatical Leave for Department Chairpersons

This policy has been modified to revise the number of sabbaticals that are provided each year to academic chairpersons, and to provide a requirement that the applicant consult with their dean who will provide a statement detailing substitute administrative arrangements during the sabbatical.

Board of Trustees Meeting

June 7, 2024

YR 2024-



**RESOLUTION TO MODIFY
SABBATICAL LEAVE FOR DEPARTMENT CHAIRPERSONS POLICY, 3356-10-08**

WHEREAS, University Policies are being reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy stated above and attached hereto.

3356-10-08 Sabbatical leave for department chairpersons.

Responsible Division/Office: Academic Affairs
Responsible Officer: Provost and Vice President for Academic Affairs
Revision History: September 1998; March 2007; February 2011;
March 2013; December 2018; March 2019;
June 2024
Board Committee: Academic and Student Affairs
Effective Date: June 7, 2024
Next Review: 2029

- (A) Policy statement. Academic chairpersons may be granted sabbatical leaves to pursue substantial scholarly or professional development activities which benefit both the chairperson and Youngstown state university (university).
- (B) Parameters.
- (1) Up to one sabbatical is provided each year for academic chairpersons.
 - (2) A chairperson who has served as a full-time faculty member and/or chairperson for the past seven years without a sabbatical is eligible for a sabbatical after having served at least two years as a chairperson.
 - (3) The sabbatical can be awarded for a period of up to twelve months. Sabbatical leave recipients will receive ninety per cent of their monthly salary for the period of their leave.
 - (4) Fringe benefits, including retirement provisions, will continue during the sabbatical period.
- (C) Procedures.
- (1) The office of academic affairs distributes applications and deadline dates during the fall term.

- (2) A completed application should be submitted to the dean of the chairperson's college. The dean will submit the application with a recommendation to the provost/vice president for academic affairs, who awards the sabbatical.
- (3) Along with the application, applicants are required to consult with their dean who will provide a statement detailing substitute administrative arrangements during the sabbatical. The statement will not be used to evaluate the merits of the proposal and will be detached from the proposal. The ultimate funding of a particular proposal may, however, depend upon the suitability of substitute arrangements.
- (4) Upon completion of the leave, recipients are required to submit a written report of the results of their work to the dean of their college. The report and the dean's written review are submitted to the provost/vice president for academic affairs for inclusion in the chairperson's personnel file in the office of human resources.
- (5) Recipients of these sabbaticals must return to the university for a minimum of two years of full-time service following the leave. Failure to adhere to this service requirement requires the recipient to reimburse the university within a two-year period for the full amount of the salary provided during the leave.

3356-10-08 Sabbatical leave for department chairpersons.

Responsible Division/Office: Academic Affairs
Responsible Officer: Provost and Vice President for Academic Affairs
Revision History: September 1998; March 2007; February 2011;
March 2013; December 2018; March 2019;
June 2024
Board Committee: Academic and Student Affairs
Effective Date: ~~March 7, 2019~~ June 7, 2024
Next Review: ~~2024~~ 2029

- (A) Policy statement. Academic chairpersons may be granted sabbatical leaves to pursue substantial scholarly or professional development activities which benefit both the chairperson and Youngstown state university (“university”).
- (B) Parameters.
- (1) Up to ~~three sabbaticals are~~ one sabbatical is provided each year for academic chairpersons.
 - (2) A chairperson who has served as a full-time faculty member and/or chairperson for the past seven years without a sabbatical is eligible for a sabbatical after having served at least two years as a chairperson.
 - (3) The sabbatical can be awarded for a period of up to twelve months. Sabbatical leave recipients will receive ninety per cent of their monthly salary for the period of their leave.
 - (4) Fringe benefits, including retirement provisions, will continue during the sabbatical period.
- (C) Procedures.
- (1) The office of academic affairs distributes applications and deadline dates during the fall term.

- (2) A completed application should be submitted to the dean of the chairperson's college. The dean will submit the application with a recommendation ~~to a committee appointed by the provost/vice president for academic affairs, consisting of five individuals holding faculty rank. The committee will submit prioritized recommendations~~ to the provost/vice president for academic affairs, who awards ~~sabbaticals~~ the sabbatical.
- (3) Along with the application, applicants are required to consult with their dean who will provide a statement detailing substitute administrative arrangements during the sabbatical. The statement will not be used to evaluate the merits of the proposal and will be detached from the proposal. The ultimate funding of a particular proposal may, however, depend upon the suitability of substitute arrangements.
- (4) Upon completion of the leave, recipients are required to submit a written report of the results of their work to the dean of their college. The report and the dean's written review are submitted to the provost/vice president for academic affairs for inclusion in the chairperson's personnel file in the office of human resources.
- (5) Recipients of these sabbaticals must return to the university for a minimum of two years of full-time service following the leave. Failure to adhere to this service requirement requires the recipient to reimburse the university within a two-year period for the full amount of the salary provided during the leave.

**RESOLUTION BY THE YOUNGSTOWN STATE UNIVERSITY
BOARD OF TRUSTEES TO ENDORSE THE 2024 THROUGH 2026 STATE OF OHIO
MANDATED COMPLETION PLAN THAT IS ALIGNED WITH THE *PLAN FOR
STRATEGIC ACTIONS TO TAKE CHARGE OF OUR FUTURE***

WHEREAS, Section 3345.81 of the Ohio Revised Code (ORC) requires that each institution of higher education adopt an institution-specific completion plan consistent with the mission and strategic priorities of the institution that includes measurable student completion goals;

WHEREAS, Criterion 4.C. of the Higher Learning Commission’s Criteria for Accreditation requires the institution to “demonstrate a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs” by having ambitious but attainable persistence and completion goals and by using data to inform decisions to increase student persistence and completion;

WHEREAS, the ORC requires that the board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption;

WHEREAS, the first through the now fifth Completion Plans for Youngstown State University were approved by the Board of Trustees and submitted to the Ohio Department of Higher Education in 2014, 2016, 2018, 2020, and 2022;

WHEREAS, the Completion Plan has been updated in 2024 considering the goals and objectives of the 2022 Plan;

WHEREAS, the Completion Plan has been updated in 2024 to be aligned with the Board of Trustees adopted *Plan for Strategic Actions to Take Charge of Our Future*;

WHEREAS, the Ohio Department of Education (ODHE) has now included the requirements of ORC 3345.351: “Review of student records for associate degree eligibility,” to be a component of the Completion Plan, that is now included in this document to be submitted to ODHE.

NOW THEREFORE, BE IT RESOLVED, that the Youngstown State University Board of Trustees adopts the Youngstown State University 2024 through 2026 Campus Completion Plan;

BE IT FURTHER RESOLVED, that this Plan shall become a component of the continued implementation of the *Plan for Strategic Actions to Take Charge of Our Future*.

**Board of Trustees Meeting
June 7, 2024
YR 2024 -**

YOUNGSTOWN STATE UNIVERSITY

**RESPONSES TO VARIOUS OHIO REVISED CODE REPORTING REQUIREMENTS
2024-2026**

ORC 3345.81 Strategic completion plan

ORC 3345.351 Review of student records for associate degree eligibility

**ORC Sec. 3345.81 calls for the campus plans to “align with the state’s workforce
development priorities.”**

**APPROVED VIA RESOLUTION BY THE
YOUNGSTOWN STATE UNIVERSITY
BOARD OF TRUSTEES
JUNE 7, 2024**

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Describe at least two programs, projects, or curricula to be initiated or expanded over the next two years to meet the critical workforce needs identified above..... 25

1. Strategies to assure post-secondary and career advancement opportunities are available to the region, including the Upper Ohio Valley, particularly given the fact that Eastern Gateway Community College will no longer operate November 1, 2024 and beyond..... 25

ORC 3345.81 Strategic completion plan

Institutional Framework

There having been significant progress over the two years from initial endorsement, the Board of Trustees in September 2023, endorsed a renewed *Plan for Strategic Actions to Take Charge of Our Future (The Plan)*. This Plan is an integral component of The Plan and will assure a continuous focus on student retention and completion.

University Mission

The Youngstown State University mission, approved by the Board of Trustees in June 2020, is reflected by the following statements.

An Institution of Opportunity: YSU inspires individuals, enhances futures, and enriches lives.

As a student-centered university, Youngstown State University’s mission is to provide innovative lifelong learning opportunities that will inspire individuals, enhance futures and enrich lives. YSU inspires individuals by cultivating a curiosity for life-long learning; enhances the futures of our students by empowering them to discover, disseminate and apply their knowledge; and enriches the region by fostering collaboration and the advancement of civic, scientific, and technological development. YSU’s culture of enrichment flourishes in our diverse, accessible, and quality education.

University Vision

Youngstown State University is where students thrive in their educational and career pursuits, where scholarship creates innovative solutions, and where community engagement is a cornerstone of collaboration that collectively contributes to the sustainable prosperity of the region and beyond.

University Values

We—the faculty, staff, administrators, and students of Youngstown State University—hold the following values essential to achieving the mission and realizing the vision.

- Centrality of Students – We put students first, fostering their holistic and lifelong success.
- Excellence and Innovation – We bring academic excellence and innovation to learning and life for all stakeholders.
- Integrity and Human Dignity – We root all behaviors, decisions and actions in the achievement of integrity, mutual respect, collegiality, equity and inclusion.
- Collaboration and Public Engagement – We embrace collaboration and create innovative partnerships to foster sustainability and enrich our university, our culture, and region.

The Institution

Youngstown State University, which became a state assisted institution in 1967, is currently organized into five academic colleges: the Williamson College of Business Administration; the Cliffe College of Creative Arts; the Bitonte College of Health and Human Services; the Beeghly College of Liberal Arts, Social Sciences, and Education; and the College of Science, Technology, Engineering, and Mathematics. The Honors College provides enrichment experiences for undergraduate students accepted into the honors program. There is also a College of Graduate Studies that administers all graduate programs.

Institutional Overview

The institution has made significant adjustments to the academic portfolio, focusing on curricular efficiencies and efforts to reduce low enrolled courses and programs as well as addressing programs deemed duplicative within the state system. As a result, we have over 25% fewer low enrolled courses, we have eliminated a significant number of courses from the catalog that are no longer taught, and eliminated over 20 programs or tracks.

Due to the closure of a neighboring institution, an educational need was apparent in the community for certain workforce relevant degrees. In response, 19 Associate's degree programs and 34 credentials have been added.

The annual budget for each of the last three years has been about \$153 million. In each of those three years between about 71% of the budget has consistently been allocated to academic programs, and academic support and student experience initiatives.

Many student organizations have been recognized in local, regional, and national competitions and student activities have supported the community such as:

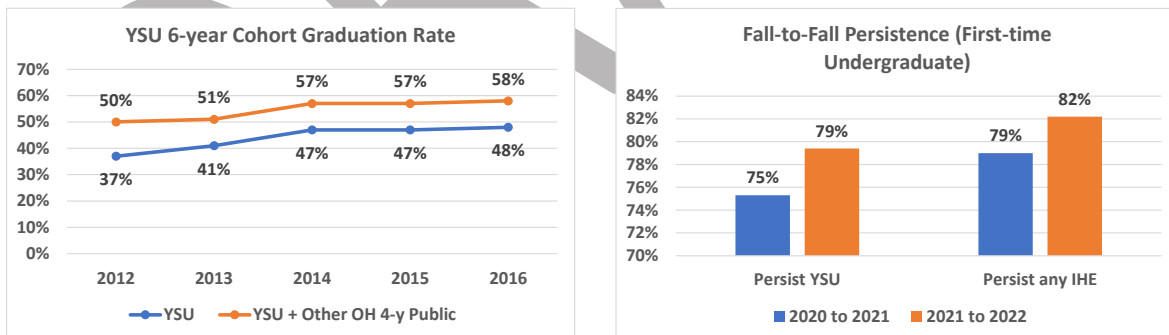
- Guinathon – Raised over \$21,000 for Akron Children's Hospital Mahoning Valley

- The YSU Student Investment Fund portfolio outperformed the S&P 500 index with a return of 31% compared to the 24% benchmark.
- Concrete Canoe earned 1st place in their regional competition for the fourth consecutive year. And will be competing at the national level in early June
- The Steel Bridge team placed second in regional competition.
- The Student Chapter of the Society for Human Resource Management was awarded the Superior Merit Award for providing exceptional growth and development opportunities to its student members.
- Zakria Chandio, a junior majoring in Finance in WCBA, placed second with his team at the 2023 X-Culture Global Symposium.
- “With Honors,” magazine, produced by Sokolov Honors College students, earned a second-place award at the National Collegiate Honors Council conference.
- The Mechanical Engineering Team placed fourth overall in the e-Human Powered Vehicle Challenge at the American Society of Mechanical Engineers Festival, competing against 15 other teams from around the world.
- Penguin Combat Robotics team competed with their 250-pound robot, Hailstorm, winning two matches at a national level, for the first time since their founding.

The institution anticipates applying for the voluntary Carnegie Engaged Institution designation that recognizes institutions for mutually beneficial positive impact with the region.

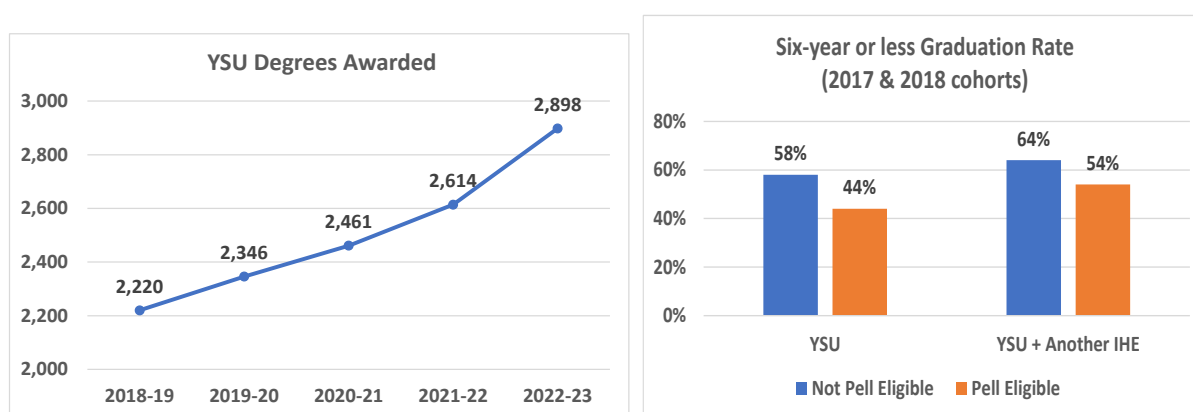
Student Outcomes Overview

YSU has for many years focused on improving persistence and graduation rates. Those efforts have resulted in improvements in both measures as illustrated below. Over five-years the YSU graduation rate has improved by 11% and the All Institutions graduation rate has improved 9%.



The graduation rate of Pell eligible versus non-Pell eligible for both YSU and all institutions is lower for Pell eligible vs. non-Pell eligible, -14% and -10%, respectively. It is anticipated that some of the objectives proposed for this Completion Plan will have a positive impact on this success gap for Pell-eligible students. Roughly 30-35% of students at YSU are Pell-eligible.

Median time to degree is similar for YSU and 4-year institutions of higher education (IHE), 3.7 and 3.7 years, respectively. The number of credits earned upon the award of the Bachelor’s degree is similar for YSU and 4-yr IHE, 122 and 116 credit hours, respectively.



The graduation rates at YSU for female and male students is lower for males than for females, 55% vs. 50%, respectively. The graduation rates for YSU and 4-yr IHE combined is also lower for males than for females, 63% vs. 58%. Thus, the graduation rate for males is 5% lower than for females for both YSU and YSU and 4-yr institutions combined.

The number of degrees awarded across a five-year period (2018 to 2023) increased from 2,220 to 2,898. This is a 31% increase (+678) in degrees awarded over that period of time.

While YSU has increased both the graduation rate and the numbers of degrees awarded over the past five-years, the demographic realities of declining high school graduates is a factor outside of the institution's control. What is in the institution's control is what it chooses to do to resist a possible reality that "demographics is destiny." That is why YSU is strongly focused on identifying specific market segments of which it will focus significant energy to attract to, retain, graduate from YSU, an Ohio institution that might likely have the best valued degree in the State of Ohio.

Barriers to Student Success

Barriers to student success that have been identified and for which actions have been and will continue to be taken include the following:

1. ACT composite score below 21

An ACT composite score of 21 is ascribed as college-ready. Each year, a significant percent on incoming first-year students enter YSU with an ACT composite score below 21. On average, since Fall 2021, 47% of first-year students who submitted an ACT score, 47% had a composite score below 21. These students persisted to the second year at an average rate of 72%, compared to an average rate of 78% for the entire cohort.

2. Disadvantaged students – Low income and First-generation students

A significant proportion of YSU's first-time students are first-generation college students. Since Fall 2021, an average of 46% of first-year students are first-generation.

These students persist to the second year at a lower rate than their peers. For example, first-generation students who began in Fall 2021 and Fall 2022 persisted to the second year at an average rate of 74%, compared to an average rate of 78% for the entire cohort. Typically, between 30-35% of students receive PELL funding. Graphics presented earlier indicates there is an achievement gap of 14% achievement gap at YSU for Pell eligible students.

3. Departure of students in good standing with no registration holds

Fall-to-Fall attrition of students who are in good-standing with no registration holds remains higher than preferred with 87 not persisting having accumulated 91 or more credit hours, while 111 had accumulated between 61-90 credit hours

[Progress towards goals established in the 2022-2024 completion plan](#)

Strategy 1. Continued implementation, and refinement of the Penguin Pass (degree-audit system) to realize and optimize to maximal potential

The degree audit system, Penguin Pass is fully implemented. This was a huge move as the previous system relied on cross-walks to assure accurate program mapping and the ability to maintain an accurate cross-walk was limited due to many factors. The system put in place does not require such a mapping requirement and now the focus is on assuring the program maps are accurate.

Strategy 2. Continued implementation and refinement of CRM-Advise, a system that integrates with Degree Works and creates opportunities for a highly relationship- and case-management based advising system, to fullest capabilities

Faculty adoption of CRM Advise and effective advisor outreach are the two essential components necessary for the success of this initiative. YSU measures progress by measuring increases in both.

YSU has made considerable progress to increase faculty adoption since Fall 2021. Such efforts that included training, discussion and encouragement, resulted in the following:

- an overall increase in the number of alerts raised, from 2,104 in Fall 2021 to 2,403 in Fall 2023
- a 14% increase in the number of faculty raising an alert, from 218 in Fall 2021 to 253 in Fall 2023
- a 6.9% increase in sections where at least one alert was raised, from 176 % in Fall 2021 to 24% in Fall 2023
- a 2% increase in the number of students for whom an alert was raised, from 14% in Fall 201 to 16% in Fall 2023

Equally important to the success is the advisor outreach. Efforts to improve advisor outreach to students via training, discussion and encouragement have resulted in a 10% increase in

resolved alerts since Fall 2021. In Fall 2021, 24% of alerts that were raised were resolved, compared to 34% in Fall 2023.

Strategy 3. Continue to refine principles, processes and procedures focused on retention, persistence, and completion of students in their sophomore year and beyond as a component of an entirely redesigned approach to student advising given the introduction to the student success seminar and the redesign of advising within and across the colleges

Efforts aimed at addressing this strategy were directed at using data to better understand factors contributing to the departure of students in or immediately after their second year, specifically those factors related to advising practices. The data consisted of a sample of 84 second year-students; forty-four of these students began as first-time, full-time in the Fall 2021 and 40 began as first-time, full-time in Fall 2022. All 84 left YSU during or immediately following their second year and had a GPA below 2.5 at the point of departure. Transcripts, CRM Advise outreach records, and Banner notes were reviewed to understand the behavior of academic advisors toward these students. That review revealed the following areas that require attention:

- Only about a third of second year students in the sample group who were eligible for GPA recalculation following a course repeat either remembered or knew they had to petition to have the recalculation completed, even though that calculation could have meant the difference between good academic standing, warning, probation, or suspension.
- YSU implemented an academic reassessment policy in Fall 2022, specifically to allow students who change their major to petition to have up to 16 credits of Ds and Fs removed from their cumulative GPA, as long as those credits belong to a required course in the major. Among major-changers who began in Fall 2021 and were eligible to petition for academic reassessment at the point of their major change, only 17% took advantage of this policy. For those who began in Fall 2022 fewer than 6% were advised to take advantage of this policy.
- A review of Banner advising notes suggests advisor engagement with the second-year students in this sample is focused almost exclusively on registration, with only a few instances of notes showing advisors taking an active interest in career planning or the progress of struggling students. Of the 84 students in this sample group, Banner notes indicate advisors contacted a total of 5 students for a reason other than one related to registration. Banner notes also show little evidence of conversations about major change, particularly when grades and other indicators suggest such a conversation is necessary.
- CRM Advise records show that in Fall 2023, 31.1% of undergraduate student alerts assigned to a faculty or professional advisor show no evidence of outreach, compared to only 9% of alerts assigned to first-year advisors. Over a quarter (98 of 382) alerts not addressed by professional or faculty advisors belonged to second year students.

Strategy 4. Assessment of practices, procedures, and policies to reduce barriers and to enhance student progress

- Beginning Fall 2022, every student is assigned an academic advisor, advisor assignments are entered and maintained in Banner, and students are able to see the name of their advisor in their Banner Student Profile. Results of a Fall 2023 Student Government Association survey indicated that 93% of the 585 respondents knew who their advisor was.
- All academic advising offices at YSU now allow students to book advising appointments online. According to the Fall 2023 SGA survey, 93% of respondents knew how to set up an appointment to see their advisor.
- YSU modified its course repeat/GPA recalculation policy effective Fall 2022. Students can now repeat a course up to two times and only the highest grade will be calculated in their GPA. Prior to this modification, students were limited to one repeat and their GPA was recalculated using an average of the grades earned.
- YSU implemented the Academic Reassessment policy in Fall 2022 to remove the negative GPA effects of poorly informed or premature choice of major. The policy provides a one-time GPA recalculation option for students changing their major. Students are able to request up to 16 credits of D and/or F grades be deleted from the GPA calculation, as long as the grades/credits were earned for required courses in the first major. Since Fall 2022, 56 students have been granted an academic reassessment. 46 (82%) of those students have either graduated or are still enrolled Spring 2024. Of those who are still enrolled, 91% are in good academic standing.

Strategy 5. Alignment of the institution’s commitment to diversity, equity, and inclusion with the student retention, persistence and completion strategies, as well as with the student experience strategies

- Between Fall 2022 and Spring 2024, the Office of Diversity, Equity, and Inclusion partnered with Student Affairs and other campus entities to offer lectures, film screenings, educational trips, cultural events, and wellness initiatives to foster a campus environment that celebrates diversity and promotes equity and inclusion. 734 members of the YSU community attended 20 events.
- The Navarro Executive Fellows program, which matches under-represented students and YSU administrators to provide mentoring, professional development and networking opportunities, has steadily increased participation of both students and administrators. Between Fall 202 and Fall 2024, the number of students participating grew from 15 to 21, and the number of administrators grew from 12 to 17.
- Collaboration over the last two years between YSU and the Youngstown Foundation, have resulted in the expansion of the Y-STAR program, through which city school students earn full four-year scholarships to YSU. In addition to tuition, Y-STAR will now cover the cost of personal computers, YSU-owned-housing, meals, and other expenses proven to be barriers to degree completion.

Strategy 6. Develop and implement comprehensive strategies associated with college completion and college comeback and possible credentials to support the success of students who have “stopped-out” and who have some college and no degree and to facilitate supporting the evolution of the workforce contributing to regional sustainable prosperity

- YSU began the Ohio College Comeback Program (ITHAKA) in Fall 2022. The program helps students who left college without a degree but with debt at the Ohio Attorney General continue their education in collaboration with seven other public colleges and universities in Northeast Ohio. YSU has performed outreach to between 400-500 eligible students. Twenty-five students have enrolled at YSU. Nine have successfully completed the Comeback program and received debt relief from Ohio Attorney General. To date, one student has earned an associate degree and four students have earned a bachelor's degrees.
- The Bursar's Office implemented the Internal Collections Program in Fall 2022. This program is designed to help students without a degree who left college with debt at YSU, but are actively on a YSU payment plan. This program affords them the same debt relief as stated above to continue their education at YSU. The Bursar's office has conducted outreach to between 65-280 eligible students each semester. Fourteen students have enrolled; three successfully completed the Internal Collections program and received debt relief from YSU. One student has earned an associate degree, and One student has earned a bachelor's degree.
- YSU began the Undergraduate Readmission program to provide re-enrollment counseling for students who reapply with 90 earned credits or more to help them identify the most efficient degree completion pathway. Outreach to eligible students began Fall 2022, and has continued to 100-130 returning students each subsequent semester. 304 students have re-enrolled to date. Two students have earned an associate degree; 30 students have earned a bachelor's degree. Ninety-nine students are currently enrolled with 67 in good-standing. As 32% of students are not in good-standing the circumstances of the students' academic performance and/or other factors will be assessed to further inform engagement with students under consideration for the Undergraduate Readmission program.

Strategy 7. The Penguin Service Center offered virtual "Fund Your Education" appointments for incoming first-year students and their families to help them understand the billing process and true cost of attendance. During the appointments, counselors create billing estimates based on actual registration activity, address financial barriers for resolutions and build payment plan budgets for students who cannot pay in full by the deadline.

Twenty first-year students participated in the 2022 Pilot implemented by the Penguin Service Center. Students attended an optional virtual appointment with a counselor after completing first year student orientation program. Counselors reviewed accounts for enrollment barriers, provide billing and financial education, and increase on-time payment yield. Of the 20 students who participated, 60% (12) had their bill paid in full by the first billing deadline, and 20% (4) enrolled in a payment plan on time to satisfy their billing obligation.

In 2023, the Penguin Service Center took a more intrusive approach to increase participation in the sessions, including orientation presentations for parents/family members and multiple

opportunities for students to schedule an appointment throughout the advising and registration process. Participation increased to 495 first-year students. Of those students, 480 (96%) met payment deadlines.

Updated Completion Plan Goals for (2024-2026) how will they be assessed/evaluated?

Strategy 1. Enlist the expertise of Ruffalo Noel Levitz to implement a comprehensive retention solution.

YSU's partnership with Ruffalo Noel Levitz will span most, if not all, of the 2024-2026 retention and completion planning cycle. Key elements of the solution will include:

- Implementation of the College Student Inventory to collect actionable information that will allow YSU to develop proactive intervention strategies for incoming first year students
- Predictive retention modeling for both incoming first-year students and continuing second year students to identify students most at-risk for attrition and enable YSU to strategically devote resources where there is the highest likelihood of success.
- Retention consulting to include an assessment of the current state of retention and guidance on future retention planning.

Strategy 2. Centralize the leadership of undergraduate academic advising in the Office of Academic Affairs

Despite the positive impact the more centralized approach to first-year advising, implemented in Fall 2020, has had on first-year retention, YSU maintains a decentralized advising structure beyond the first year. Rising sophomores are assigned to an advisor in their respective college, and each college advising office operates under the purview of the Dean. In the absence of institution-wide standards of practice, this siloed, college-based approach have left students with vastly different experiences with advising.

Given the impact of academic advising on student success and retention, it's imperative that YSU establish and maintain a shared vision of advising that is broadly understood and uniformly carried out as a retention and completion strategy. The Associate Provost will assume responsibility for the overall mission and operation of undergraduate academic advising, including establishing a functional definition of academic advising excellence at YSU, identifying key performance indicators, assessing advising, recommending and implementing practices and policies based on data, developing develop expectations for standard advising practices, integrating career planning into academic advising, ensuring the use of appropriate technology platforms and communication methods, and ensuring regular professional development.

Strategy 3. Mandate individual coaching for students placed on academic warning

Having identified the need to be more deliberate in designing an academic success environment for students on academic warning, YSU will modify its Academic standing and Dismissal Policy to include required academic coaching for students. Mandating coaching allows the University to ensure the frequency, consistency, and duration of the intervention, while coaching students individually allows coaches to better understand each student's academic journey, habits, strengths, the unique circumstances that led to poor performance, and any persisting barriers or challenges when determining and implementing a recovery strategy. Coaches and students will determine strategies, which may include any combination of tutoring, time management, study strategy and test preparation coaching, mental health counseling, and/or financial counseling, and may or may not guide students to talk to their academic advisor about repeating classes, changing their major and petitioning for academic reassessment, etc.

Strategy 4. Implement automated GPA recalculation for students who successfully repeat a course.

YSU students who successfully repeat a course must petition to have their GPA recalculated. A review of 5,139 successful course repetitions completed between Fall 2019 and Fall 2023 revealed that 40% of students who successfully repeated a course did not submit the required petition and as a result did not have their GPA recalculated. A closer review of 44 students who began in the Fall 2021 and 40 who began in Fall 2022 cohorts who a) left YSU during or immediately following their second year and b) had a GPA below 2.5 at the point of departure, indicated that only about a third of second-year students who were eligible for GPA recalculation either remembered or knew to petition, even though that calculation could have meant the difference between good academic standing, warning, probation, or suspension. Eliminating the petition and implementing automated GPA recalculation will eliminate this potential barrier for students.

ORC 3345.351 Review of student records for associate degree eligibility

Framework of the legislation

This legislation requires institutions of higher education (IHE) to review the records of disenrolled students, given specified criteria, for eligibility for an Associate's degree with the expectation that the IHE would offer the student the opportunity to awarded the Associate's degree.

In addition, YSU is reviewing hours completed, running degree audits and providing guidance to students about how they might choose to complete the Associate's degree.

Outcomes

- 1,833 students identified who have not been enrolled since fall 2018, have more than forty-five credit hours completed and a grade point average of 2.0 or higher.
- Review
 - 802 student records have been loaded into Penguin PASS and audited as of 5/17/24
 - 85 students were already awarded an associate or bachelor degree prior to review
 - 104 students are eligible for an associate degree without any additional courses
 - 106 students will be eligible for an associate degree after completing 15 credit hours or less
 - 75 students will be eligible for an associate degree after completing 16-30 credit hours
 - 15 students will be eligible for an associate degree after completing 30 credit hours or more
 - 417 students need additional credit hours, but have holds preventing reenrollment
- Outreach
 - The 104 students eligible for an associate degree without additional courses were mailed a call for action letter to their last known address explaining the review, the associate degree requirements then have completed, and instructions to contact the Assistant Director, Degree Completion to apply for graduation.
 - 17 letters were returned as wrong address
 - 32 students responded to call for action; 17 have applied for graduation
- Completion
 - Spring 2024 Graduation: 1 applied for associate degree; 1 applied for bachelor's degree
 - Summer 2024 Graduation: 13 applied for associate degree; 2 applied for bachelor's degree

Workforce ORC Sec. 3345.81 calls for the campus plans to “align with the state’s workforce development priorities.”

Framework

To best serve our region, YSU develops programs and services that are based on market and economic circumstances as well as persistence and completion research and best practices. YSU is aware of the objective to bridge [Ohio's workforce gap](#) as many of the initiatives described below and those that are emerging that are not described below contribute to the objective to have 1 million more adults with high-value credentials. As a member of the Inter-University Council of Ohio, YSU is also supporting the objectives associated with [Complete to Compete Ohio](#).

Youngstown State University provides significant value to the Youngstown-Warren metropolitan area, northeast Ohio, the state and the nation through research, scholarship, innovation, creative/scholarly activities, and workforce development. We recognize that economic and community development and advancement requires a symbiotic relationship amongst businesses, industries, technological enterprises, government, and non-profit organizations. Collective impact with the region is one of the three foundational principles in YSU's ongoing strategic planning efforts. This principle states that YSU will create deliberate, mutually beneficial, educational, civic, industry, and philanthropic partnerships to achieve equitable, sustainable, and innovative regional development.

In order to be responsive to the workforce needs of the region, YSU will continually evaluate academic offerings for both traditional and non-traditional students, as well as create new and advance current relationships with local public, private and non-profit organizations. Reallocating resources towards areas most relevant to the sustainable prosperity of the region, investing in undergraduate, graduate, apprenticeship, and certificate programs in growing fields, as well as discontinuing and suspending admissions to other programs, will allow YSU to develop meaningful career pathways for students, bolster the economic competitiveness of the region, and enhance the quality of life of the community. In addition, YSU will continue to develop completion programs in select areas for students wanting to transition from an applied Associate's Degree to a Bachelor's Degree.

Priorities

Academic and workforce development priorities include the following "in-demand" industries identified by *JobsOhio* as poised to transform Ohio:

1. Advanced Manufacturing
2. Aerospace & Aviation
3. Automotive
4. Energy and Chemicals
5. Financial Services
6. Health Care
7. Food and Agriculture
8. Logistics and Distribution
9. Technology

Team NEO's 2020 Aligning Opportunities Report identifies the following occupational fields as having the greatest misalignment between employer demand and supply of matching credentials in Northeast Ohio in 2020 (Misalignment = Current Employer demand for workers – Annual Supply of matching credentials):

1. Computer & IT Workers (misalignment of 15,234 under).
2. Health Diagnosing & Treating Practitioners (misalignment of 13,122 under).
3. Finance Information & Record Clerks (misalignment of 12,767 under).
4. Skilled Production Workers (misalignment of 8,055 under).
5. Health Technologists & Technicians (misalignment of 6,784 under).

YSU is committed to address these workforce needs in the state and in Northeast Ohio by producing graduates with degrees and credentials in these in demand industries and occupational fields. The following are initiatives designed to serve these purposes.

Institutional Initiatives

Mahoning Valley Innovation and Commercialization Consortium (MVICC) and The Excellence Training Center (ETC) at Youngstown State University

Manufacturing continues to be one of the cornerstone sectors of the U.S. economy. Ohio ranks among the top manufacturing states in the country, with much of that manufacturing occurring in northeast Ohio. The manufacturers of the Youngstown region and the educational institutions that serve them stand at the crossroads of a rapidly evolving landscape. To meet the diverse needs of this evolving community, YSU has led the development of a regional partnership of manufacturing stakeholders. Comprised of academic, industrial, and economic development organizations, the **Mahoning Valley Innovation and Commercialization Consortium (MVICC)** addresses broad perspectives on the needs and opportunities of manufacturing in northeast Ohio.

A key component of that partnership is the concept of shared resources and cross-institutional collaboration. The cornerstone of that shared resource model is **YSU's Excellence Training Center (ETC)**, which will provide a central facility to house a full spectrum of advanced manufacturing training and research equipment. It will serve not only as a one-of-a-kind training and research center, but it also will provide an invaluable opportunity for students, faculty, and industry professionals to work collaboratively and accelerate the training and education of the 21st century workforce.

The Mahoning Valley Innovation and Commercialization Consortium (MVICC)

The MVICC partnership is the culmination of many years of discussion and was formally created in Fall 2019. The MVICC is made up of the following partners:

- Youngstown State University (YSU)
- Youngstown State University Research Foundation (YSURF)
- Eastern Gateway Community College (EGCC)
- Youngstown Business Incubator (YBI)
- Youngstown City Schools/Choffin Career and Technical Center
- Mahoning County Career and Technical Center (MCCTC)
- Trumbull Career and Technical Center (TCTC)
- Columbiana County Career and Technical Center (CCCTC)

The regions served by the MVICC partners include areas with high numbers of families who have no college graduates. The regions also include diverse ethnic populations and underrepresented populations who may be best served by having a variety of career pathway options. Training new workers and retraining the incumbent workforce is a key focus of the regional workforce training partners. Through the MVICC consortium, partners may take advantage of the strengths of the various educational partners to best address the needs of specific student learner populations.

The Excellence Training Center (ETC) at Kohli Hall at Youngstown State University

The ETC facility will provide resources to the broader partner community. The combined project reflects more than \$11-million already invested in planned construction of the ETC facility and roughly \$10-million of advanced manufacturing and research equipment. That includes a significant commitment of MVICC partner resources, philanthropic donations, and funding commitments from across several federal, state, and local funding agencies. The buy-in to the success of this effort is broad-based and substantial. The ETC will manage shared assets in support of the region's education, workforce development, research and commercial needs. The teaching factory concept of the ETC provides an opportunity for students and faculty at all partner institutions and from a wide range of programs to work side-by-side, gaining not only excellent support for education in their own programs, but also exposure to career options that they might never have otherwise considered. The ETC will serve as the cornerstone of the Mahoning Valley's manufacturing education eco-system.

YSU is a state and federal registered apprenticeship sponsor and can support companies in all 50 states by providing program design, enablement, and administration. Current pre-apprenticeship training programs include: software engineer, cybersecurity specialist, data scientist, IT support, and mainframe system administrator. Additional roles can be added based upon employer demand.

YSU Skills Accelerator

The IT Workforce Accelerator, in partnership with IBM, has been expanded to include a more comprehensive offering of IT industry credentials which is now housed through the YSU Skills Accelerator. The Skills Accelerator is an online community of learning designed to accelerate the development of in-demand industry skills centered around advanced manufacturing, information technology, business and professional skills. Made possible, in part, through the General Motors Community Investment, this online delivery system offers a wide variety of free and paid courses and stackable industry credentials designed to help usher in the next generation of skilled workforce for industry and for the region. Individuals who complete courses, certificates and certifications offered through the YSU Skills Accelerator will receive a YSU issued and/or industry recognized digital credential upon completion.

College-level Initiatives

Williamson College of Business Administration (WCBA)

WCBA continues to emphasize workforce development within two areas: Internships and Professional Development and Curriculum and Certifications. The focus of these areas is to develop innovated ways of engaging students and the community to impact the region. As we emerge from the pandemic, students and the community are taking advantage of the workforce develop opportunities provided by the WCBA. The goal for the WCBA is to be the life learning hub of the Mahoning Valley.

Internships and Professional Development

The WCBA emphasizes professional development through the Center for Career Management (CCM). The CCM provides professional development activities for freshmen to seniors.

- The CCM guides undergraduates through the development of career specific skills. This year, (summer 2021, fall 2021, and spring 2022) students made 700+ appointments that addressed resume writing, cover letters, internship preparations, and other specific student professional needs.
- Students are using internships to develop their professional skills. Two hundred thirty-two students had internships this past academic year with an average hourly rate of \$15.35. It is anticipated there will be another 100+ internships assigned for the summer with an average hourly rate of \$17.55.

The Ohio Small Business Development Center (SBDC) provides a variety of services focusing on business solutions and training for existing companies and new business ventures, international trade consulting and export programs through its Ohio SBDC Export Assistance Network (EAN), and assists companies with government contracting opportunities through its Ohio Procurement Technical Assistance Center (PTAC). For the Years 2020 and 2021, SBDC:

- Served 331 clients, generating \$35 million in export sales growth, 403 new jobs created, 5052 total consulting hours, and \$47 million in capital infusion.
- Assisted 191 client actions totaling \$24 million in government contracts.
- Engaged Beeghly Fellow Interns, graduate assistants and WCBA student/faculty class projects. Of the 5052 total consulting hours stated above, approximately 2050 hours were the result of WCBA student engagement.
- Created Boost! for existing clients with training focusing on:
 - Organizational Direction and Leadership
 - Human Resources
 - Strategy
 - Business Process Optimization
 - Data Management
 - Financial Analysis and Reporting
 - Sales and Marketing
 - Customer Focus

Curriculum and Certifications

WCBA embraces the mission of the university and aligns mission, goals, and curriculum to address the needs of specific disciplines along with the needs of the Mahoning Valley.

Curriculum re-envision starts in the 2022-2023 using external advisory boards and data regarding important competencies needed to be successful in the business disciplines. As a result of industry needs the following curriculum changes were implemented and impacted and activities deployed:

- Created two new majors; Management Supply Chain Track and Management Leadership
- Continued success of the Online MBA program. (110 graduating)
- Provided students with the opportunities to earn professional development certifications or credentials.

As part of the curriculum, several courses require engagement with the community as part of the fabric

Certificates 2020-2021	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Total
Enterprise Resource Planning (ERP)	0	0	5	0	3	8
Entrepreneurship	2	5	7	3	6	23
Leadership	4	14	20	8	24	70
Nonprofit Leadership	1	4	12	1	6	24
						125

course. Examples are:

- Served 475 people of the community including 155 international students in preparing federal tax returns as part of the Voluntary Income Tax Assistance (VITA) program. This was a part of three courses at the undergraduate and graduate levels. The group prepared:
 - 475 federal income tax returns
 - 440 state income tax returns
 - 400 local income tax returns.

Served the community in the 4th Dare to Care Day. Students (43) served the community as part of the nonprofit leadership certification.

WCBA will continue to incorporate the needs of the community and the industry as part of our curriculum transformation as well as engage with the community.

Bitonte College of Health Sciences and Human Services

- The AAS Respiratory Therapist to BSAS Respiratory Therapist completion program is offered completely online and is available to students throughout the United States.
- The AAS Medical Laboratory Technician to BSAS Medical Laboratory Scientist completion program is offered completely online and is available to students throughout the United States.
- Anyone having earned an associate degree in a health-related field can pursue YSU's AAS to BSAS in Allied Health. The BSAS is often required for upward career mobility in many fields.
- The Polysomnography certificate has been moved to an online format. It is offered to any licensed Respiratory Therapist to pursue certification and employment in the area of sleep study.
- The graduate certificate in Health Care Administration is offered to students pursuing an administrative position in the health care field.

- Registered Nurses who hold an associate degree can complete the RN-BSN program online to obtain their baccalaureate degree nationwide. In many states, major healthcare facilities are requiring that Nurses have the BSN to obtain or retain employment.
- Beginning Fall 2022, an ADN in Nursing will commence and provide an opportunity to for students to receive an ADN degree as well provide an opportunity to improve retention for our BSN nursing students.
- The Hospitality Program is expanding their program to training students on knowledge and skills need to operate and work in cafes.
- Social Work and Criminal Justice are offered at Lakeland and Lorain County Community Colleges to expand the workforce in the northern part of Ohio.
- The dental hygiene clinic provides dental health care for over 2,000 patient visits per year.
- The Merchandising program has invested in its “Students in Fashion and Interiors”, SIFI, organization in terms of making students more career conscious.
- Hospitality Management faculty have embraced a pilot outreach project to deliver meals to vulnerable populations and have addressed supply chain issues in creative ways.
- Criminal Justice program is piloting a special topics course in organization leadership for those seeking positions of power within Criminal Justice agencies.
- In order to address diversity, equity, and inclusion (DEI) issues as well as to increase community trust, all of the part-time hires in our Criminal Justice and Consumer Sciences programs have been working with Human Resources as part of a pilot project to increase minority representation in our hires.
- BSAS Exercise Science Major and graduate track continues to support growth of job opportunities in the healthcare and within the fitness industry.
- The online BSAS Public Health continues to support the growth of job opportunities in field of Public Health.

Beeghly College of Liberal Arts, Social Sciences, and Education

Department of Humanities and Social Sciences

Geography:

- The geography program offers internships which connect our majors to private companies and public agencies, including the Columbiana County Development Department, the Eastgate Regional Council of Governments, the Trumbull Neighborhood Partnership, WKBN/WYTV, the City of Niles, and First Energy.
- The geography program hosts workshops for local and regional professionals in GIS and ArcGIS Pro. These workshops have been incredibly successful for outreach beyond YSU and for promoting the capabilities of the geospatial program. Individuals attended these workshops from Cleveland, Akron, Columbus, Ashtabula, and beyond. Each of these workshops filled to capacity with excellent feedback from participants regarding the transition and application of ArcGIS Pro.

History:

- The graduate certificate in Applied History is offered to students pursuing employment in historic preservation and museum studies.

- The history program offers Graduate Assistant Internships (\$7,500.00 plus a tuition scholarship). Two internships are funded by the Ohio History. Recipients work 20 hours per week at the Youngstown Historical Center of Industry and Labor.
- The applied history program offers graduate and undergraduate internships for credit. Interns work 150 hours for 3 credit hours. Past recipients have interned at the Mahoning County Courthouse, Spring Hill Historical Site, Pro Football Hall of Fame, McKinley Birthplace Memorial, Mahoning Valley Historical Society, Trumbull County Historical Society, and the Ohio History Connection.
- The history program also offers two competitive paid internships through the Tyler History Center (funded by the Ohio Cultural Alliance) and the Youngstown Historical Center of Industry and Labor (funded by the Wuslich Applied History Scholarship). Further opportunities exist for unpaid but credit-bearing internships through the History Program.
- The Robert W. Reeder I Series in Professionalization sponsors and coordinates professional development events involving students, faculty, staff, alumni, and employers.
- The history program and the history honor's society, Phi Alpha Theta, coordinates the annual History Across the Humanities Conference (HATH). In addition to showcasing student research, the conference provides resume-building and networking opportunities. HATH also features professional development workshops. In 2020, those workshops included presentations by YSU career services and employers like the AmeriCorps Ohio History Service Corps.
- History coursework provides students with marketable skills and experiences. Class projects help students develop skills in critical thinking, interpretation, analysis, and effective written and oral communication. Class projects also provide real-world experience, including exhibit development and design.

Cliffe College Of Creative Arts (CCCA)

Academic programs in Cliffe College are comprised of robust, immersive curricula that impart vital skills to empower our students' success academically and professionally, preparing them for careers in industry, educational institutions, non-profits, and a broad range of other sectors.

DANA SCHOOL OF MUSIC:

Internships and Workforce Preparation

- **Music Industry – Recording Arts** program students work with local and regional companies and performing arts venues (e.g., WYSU, JAC, DeYor) and close to 100% of these internships lead to direct job placement in the field
- **Music Education** is the largest program in the School; students participate in multiple pre-clinical experiences, student teaching, and teach at the most prestigious Summer Music Camps in the country (e.g., Interlochen, Blue Lake), among others
- **Graduate and Undergraduate students** prepare and present multiple recitals and ensemble performance, inclusive of diverse ensemble genre and size (e.g., large and chamber ensembles, traditional to contemporary), preparing for a multitude of opportunities in music fields

Job Placement

- **Music Education:** Since 2015, 100% of music education graduates with an earned teaching license who pursued a full-time K-12 teaching job acquired positions across the country as a music educator (e.g., Ohio, Arizona, Florida, Nebraska)
- **Performance:** Alumni perform in top professional ensembles that cover the gamut of musical styles (e.g., *Orchestras*—Metropolitan Opera Orchestra, New World Symphony; *Opera*—Metropolitan Opera Company; *Military Bands*—US Marine Band “President’s Own,” US Army Band “Pershing’s Own;” *Jazz Groups:* Lincoln Center Jazz Orchestra, Harry Connick, Chuck Mangione; *Popular Music*—Olivia Newton John, Bruce Hornsby, Blood, Sweat, & Tears, The Eagles, Barry Manilow)
- **Arts Administration and Music Business:** Examples include—Kennedy Center for the Performing Arts, The Philadelphia Orchestra, Arts Institute of Chicago, Cleveland Institute of Music, Welkin Technologies, Hal Leonard
- **Higher Ed:** Examples of renowned Conservatories and Colleges of Music: Eastman, Peabody, Northwestern, Ithaca, University of Arizona, University of Georgia, Ehwa Woman’s University (Seoul, Korea)
- **Pathway to Graduate School:** Grads earn assistantships to attend premiere graduate programs (e.g., Case Western Reserve, Eastman, New England Conservatory, Indiana, Florida State, Cincinnati Conservatory, Arizona State)
- **Successful Alumni Highlights:** Grammy Award Winners (e.g., Bill Bodine, Sean Jones, Ralph Lalama); Country Music Songwriter’s Hall of Fame (Bob DiPiero) Rising Stars and Award-Winning Composers (e.g., Stephen Harvey, Sam Blakeslee—Ravinia Festival David Baker Prize).

DEPARTMENT OF VISUAL & DRAMATIC ARTS:

Internships and Workforce Preparation

- **Graphic + Interactive Design** is the largest program in the College, and students intern with national and regional companies (e.g., Disney, Southwest Airlines, Cafaro, WFMJ, IDMI, Joe Mineo Creative); many of these internships lead to direct job placement in the field
- **Art Education** students participate in multiple pre-clinical experiences, student teaching, and work in other venues that teach art to students (e.g., Butler, Rich Center), among others
- **BFA Studio Art** students gain professional experience preparing, installing, exhibiting, and curating exhibitions in the McDonough Museum of Art, Judith Rae Solomon Gallery, and the Student Project Gallery
- Students also participate in workshops (e.g., creating 3D photogrammetry, developing twitter bots, building an animated gif camera using a raspberry pi mini-computer) and Study Abroad (e.g., cultivate global and cultural literacy, encourages students to consider multiple points of view regarding the creation of art in different cultures)
- **BA/BFA Theatre/Musical Theatre** participate in rigorous production calendars that requires all students to obtain experience in all part of theatrical productions (e.g., performance, costume/scenic/lighting design, sound/lighting, writing, directing, dancing)
- Ongoing participation in national professional organizations (e.g., Kennedy Center American College Theatre Festival, Association of Theatre in Higher Ed, US Institute for Theatre Technology)

Job Placement

- **Graphic + Interactive Design:** Alumni are employed across the country in lead designer positions with multinational corporations/industries (e.g., UX Designer for CVS, Lead Designer at Sherwin-Williams, Senior Graphic Designer at Southwest Airlines, Creative Designer at The Walt Disney Company, VP Marketing at Cloudco Entertainment, Designer Palantir Technologies / Comedy Central, Lead Designer USAA, Lead Development Designer USAA, Senior Designer Kent Displays Inc. (Makers of Boogie Board), Associate Designer Abercrombie & Fitch Co., Visual Designer at shop Disney (The Walt Disney Company), Art Director Safelite AutoGlass, Design Manager Vitamix, Senior Art Director at DORE’
- **Art Education:** For over a decade, the art education program has a 90% placement rate into K-12 teaching positions both in and outside of Ohio
- **Designers, Arts Administrators, Museum Directors, Curators, Studio Artists:** Examples include—Andy Warhol Museum, Patty Flauto Studio, Christie’s Auction House, The Butler Institute of American Art, Cafaro Company
- **Pathway to Graduate School:** Grads earn assistantships to top tier universities and programs (e.g., Yale, Cal Arts, Towson, University of North Carolina at Chapel Hill, University of Chicago, University of Iowa, University of Alabama)
- **Higher Ed:** Example of outstanding university art programs in which our alumni are employed include Mississippi State University, Bowling Green State University, and East Carolina University
- **Successful Alumni Highlights:** Emmy Award Winner for Weather Channel for Immersive Mixed Reality Storytelling (Dan **Wegendt**); children’s books illustrator; Walt Disney Company (e.g., Larry Davis).

Sokolov Honors College

- During the 2020-21 academic year, the Sokolov Honors College connected students with 16 alumni through virtual alumni networking nights. Alumni represented a variety of academic disciplines and career fields and covered topics such as navigating the job search, applying to graduate school, maximizing opportunities, and building meaningful relationships.
- In the Introduction to Honors first-year seminar, students practice various work and life skills such as critical thinking, self-reflection, teamwork, leadership, as well as financial literacy and well-being. The class culminates in a project that allows students to articulate their own story in a manner that builds on what they have accomplished and focuses on their future goals. This project prepares students to maximize opportunities for networking and relationship building.
- In the Campus Community Partnerships seminar, taken Spring semester of the first-year, students engage in meaningful volunteer service with community organizations. Students develop various skills, such as communication and collaboration, and develop an awareness that civic engagement is an essential part of leadership. Students also explore their own implicit biases through completion of the Harvard Implicit Bias Test and a personal reflection on the experience.
- The recently-established Sokolov Honors College Community Fellows Program enhances connections between honors and community partners to advance student engagement in the community. The program provides opportunities for the student fellows to build skills in preparation for the workforce. Projects that fellows have contributed to include the creation of marketing materials, development of focus groups, and coordination of large numbers of volunteers and related materials. Currently, there are three community fellows who work with United Way of Youngstown and the Mahoning Valley, OH WOW! The Roger & Gloria Jones Children’s Center for Science & Technology, and the Penguin Pen Pals program.

- The YSU Honors College Transcribing Club was developed in August 2020 to provide a meaningful opportunity for students to preserve history by transcribing documents while building community within honors. Students report that the transcribing club has aided them in learning various skills and building relationships. Specific skills gained include enhanced knowledge of historical information, communication skills, and how to read cursive, since many had not been formally taught in elementary school. Since its inception, the club has transcribed more than 19,000 documents and served for more than 1900 hours. The club initiatives are student-driven with support from staff.
- Honors students gain a variety of hands-on media experiences creating content for and designing the layout of With Honors, the award-winning magazine of the Honors College; editing and producing newsletters for internal and external audiences; and producing video and social media content for various platforms

College of Science, Technology, Engineering & Mathematics (STEM)

- Internships and Professional Development
- STEM Careers, Internships & Co-ops provides career guidance and professional development to undergraduate students, graduate students and alumni. Throughout the 2020-2021 academic year, STEM Careers, Internships & Co-ops conducted 539 appointments – 245 professional document reviews, 101 internship/co-op/REU course scheduling appointments, 68 general information appointments, 63 full-time/graduate search appointments, 49 1st career development appointments and 13 mock interviews. The office supported 112 registered internships and co-ops and were aware of an additional 24 unregistered internships and co-ops. Registered experiences were conducted with 86 employers. To accommodate both students and employers during COVID-19, the Office hosted their annual career fair virtually during fall 2020 and spring 2021 with 526 student attendees engaging with 76 employers. Additionally, the office hosted virtual walk-in hours 3 days per week during the fall and spring terms.
- The College of STEM offered a professional development course, STEM 1551, during the Fall 2020 and Spring 2021 semesters covering topics such as writing professional documents, networking, interviewing, pursuing experiential learning and preparing for full-time employment or graduate/professional programs.
- During August 2018, STEM Careers, Internships & Co-ops was awarded the Ohio Means Internships & Co-ops (OMIC) 4 grant from the State of Ohio to increase the number of science students in internships with Ohio, private sector companies. Interns who registered their experiences, made at least \$10/hour and worked at least 20 hours/week received a \$750.00 scholarship upon successful completion of the course and experience. Employers received a \$400.00 reimbursement as well. The 2020-2021 school year was the final year of the OMIC4 grant and 5 students were awarded scholarships during this period of time.
- During fall 2020, the U.S. Airforce awarded the Assured Digital Microelectronics Education & Training Ecosystem (ADMETE) grant to the College of STEM in order to assist in rectifying a critical shortage in qualified people to fill positions in all areas related to the research, development, and implementation of assured digital microelectronics. The College kicked off the grant during Spring 2021 and 12 students pursuing registered internships/co-ops in industries related to microelectronics received a \$1200.00 scholarship over Spring and Summer 2021. Employers received a \$1200.00 reimbursement as well. A highlight includes FirstEnergy donating their \$4200 total reimbursement to the Spring 2022 Engineers Week events

Adjustments to Academic Programs accumulated since the last submission of the state-mandated Retention and Completion Plan.

New undergraduate programs

- Education Primary Intervention Specialist—Pre-kindergarten through grade five (2021)
- Associate of Science in Nursing (Associate Degree in Nursing-ADN) (2021)

New graduate programs

- Graduate Certificate in Public Health (2021)
- Graduate Certificate in Public Health Research (2021)
- Graduate Certificate in Public Health Administration (2021)
- Post-Master’s Principal Certificate—Online (2021)
- Graduate Certificate in Superintendent Licensure (2021)
- Graduate Certificate in Applied Geospatial Science and Technology (2022)

Discontinued Programs

- Discontinued Art and Technology Art Major (2021)
- Discontinued Art and Technology Non-Art Major (2021)
- Discontinued Illustration Major (2021)
- Discontinued M.S. in Education Content Area graduate programs in: Art, Family and Consumer Sciences, Foreign Language, Health, History, Economics, English, K-12 Reading Endorsement, Mathematics, Music, Physical Education, Science, and TESOL (2021)
- Discontinued M.A. in Art Education (2021)
- Discontinued M.M. in Music History and Literature (2021)
- Discontinued Minor in Management (2022)
- Discontinued Minor in Employee Relations (2022)
- Discontinued Minor in 3-Dimensional Studies for Art Majors (2022)
- Discontinued Minor in 3-Dimensional Studies for Non-Art Majors (2022)
- Discontinued Minor in Graphic Design for Studio Art Majors (2022)
- Discontinued Minor in Printmaking for Studio Art Majors (2022)
- Discontinued Minor in Printmaking for Non-Art Majors (2022)
- Discontinued Minor in Photography for Art Majors (2022)
- Discontinued Minor in Painting for Studio Art Majors (2022)
- Discontinued Minor in Painting for Non-Art Majors (2022)
- Discontinued Minor in Interdisciplinary Art for Studio Art Majors (2022)
- Discontinued Minor in Interactive Design for Studio Art Majors (2022)
- Discontinued Minor in Interactive Design for Non-Art Majors (2022)

Admission Suspended

- M.F.A. in Interdisciplinary Visual Art (2021)
- M.S.N.—Nurse Anesthetist Option (2021)
- M.F.A. in Creative Writing (2022)
- M.A. in American Studies (2022)
- M.A. in Gerontology (2022)

Describe at least two programs, projects, or curricula to be initiated or expanded over the next two years to meet the critical workforce needs identified above.

1. Strategies to assure post-secondary and career advancement opportunities are available to the region, including the Upper Ohio Valley, particularly given the fact that Eastern Gateway Community College will no longer operate November 1, 2024 and beyond.

Youngstown State University has been engaged with Eastern Gateway Community College (EGCC) to serve as a transfer institution for displaced students in the Youngstown and Steubenville areas. Realizing there would be a “void” in post-secondary education and workforce education and training opportunities in Jefferson County and the Upper Ohio Valley, the Office of Academic Affairs worked with the Ohio Department of Higher Education and the Higher Learning Commission to start Associate’s degree programs and Certificates to support identified workforce needs. While the hard work and dedication of faculty and Academic Affairs leadership was tremendous in pulling together the program need, the curriculum, and the necessary materials to submit to the ODHE and our HLC accrediting body, much work still lies ahead. This effort has resulted in 19 Associates degrees and 34 certificates centrally tied to critical workforce needs, being created just this past Spring term. Of the 19 programs, 12 have received ODHE approval while the remaining 7 have been posted or are in review. In regards to HLC, 13 have received approval with the remaining 6 awaiting approval after submitting the proper change forms.

After working closely with ODHE, HLC, and the Ohio Board of Nursing, the Associate’s Degree in Nursing was able to begin in Jefferson County summer 2024. In addition, the Police Academy began teaching at the same location this summer. A broader spectrum of program offerings are anticipated in fall 2024 at both the Steubenville, Jefferson County and Youngstown locations. To date, roughly 1,200 students have applied and 600 have been admitted to YSU. For those not yet admitted, the Office of Admissions is working with the students to secure remaining documentation to be considered for admission.

It cannot yet be determined how such a transition might impact key performance measures such as retention and graduation rates. These students will likely require different support structures than are currently in place and the institution will monitor and to the greatest extent possible, proactively activate appropriate support structures. However, we are excited to support the students and our regions by adding these new programs to our Workforce Education and Innovation offerings as well as our 5 academic colleges.

2. Strategies to increase the number and percentage of credentials and degrees awarded to adult learners (students aged 25 and over)

“Approximately 1.3 million Ohioans have earned some college credit but have not earned a degree or credential (SCND)” (<https://highered.ohio.gov/students/more-resources/students-with-some-college-credit-but-no-degree>). This inspired YSU to engage a partner for a specific marketing initiative for students over 25 years of age. Our goal was to develop fifteen workforce-relevant programs. These programs will be online in an asynchronous seven-week format. This format helps students succeed by increasing access to a high-quality education that works with their busy schedules. By keeping the programs affordable and working with their prior learning courses and experiences, we believe we will be successful in assisting the goal to “increase the number of Ohioans with postsecondary degrees or credentials necessary for Ohio to remain economically competitive and meet the workforce needs of the future.”

To this end, starting January 2025 we will launch the first nine programs (General Studies, Psychology, Cybersecurity, Computer Science, Criminal Justice, Allied Health, BA Sociology, BS Respiratory Care, and BFA Graphic Design). In Fall of 2025, we anticipate launching the remaining six programs (BSBA General Business, BSBA Management, Accounting, Public Health, Business Analytics, and Communication Studies).

While individuals under the age of 25 can enroll, these programs will be specifically targeted to gain market share of individuals 25 years-of-age and older. In addition, all fifteen will not only be available for students from Ohio and the mid-west region, but also nationally.



**RESOLUTION TO APPROVE THE YSU OHIO PEACE OFFICER TRAINING
ACADEMY TO PARTICIPATE AND ACQUIRE PROPERTY VIA THE LESO
PROGRAM**

WHEREAS, the Ohio Department of Public Safety’s Law Enforcement Support Office (“LESO”) program allows law enforcement agencies to receive Department of Defense excess property; and

WHEREAS, Youngstown State University’s Ohio Peace Officer Training Academy (“OPATA”) has been a participant in the LESO program and has utilized property received for training and workforce education; and

WHEREAS, Presidential Executive Order 14074 “Advancing Effective, Accountable Policing and Criminal Justice Practices to Enhance Public Trust and Public Safety” requires that campus Law Enforcement Agencies operating in Institutions of Higher Education obtain approval from their governing Board to acquire property via the LESO program;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the Youngstown State University Ohio Peace Officer Training Academy to participate and acquire property via the LESO program.

**Board of Trustees Meeting
June 7, 2024
YR 2024-**

**Institute of Higher Education (IHE) Board of Governors
TEMPLATE LETTER**

This template has been created to obtain the IHE Board of Governors (or equivalent) explicit approval for a Campus LEA to participate and acquire controlled property via the LESO Program.

Presidential Executive Order (EO) 14074 “Advancing Effective, Accountable Policing and Criminal Justice Practices to Enhance Public Trust and Public Safety” was signed on May 25, 2022. The EO requires that a Campus Law Enforcement Agency (LEA) operating in Institutions of Higher Education (IHE) obtain approval from their Board of Governors (or equivalent) to acquire controlled property via the LESO Program, which must be evidenced in the application to the LESO Program.

Campus LEAs operating within an IHE must adhere to all guidance found within the LESO Program State Plan of Operation (SPO) Addendum dated August 2022. Within the SPO Addendum, LEAs operating in IHEs otherwise referred to as “Campus Police” or “Campus LEAs” must also adhere to the requirements identified below:

- 1) Obtain explicit approval to participate and acquire controlled property via the LESO Program from their IHE Board of Governors or equivalent body.
- 2) Certify that policies and training include specific provisions on using controlled property in a way that does not chill speech, is not disruptive to the educational environment, and does not foster a hostile climate among students.
- 3) Campus LEAs who receive controlled vehicles are required to remove the militaristic appearance (i.e., painting the vehicle a different color).

Campus LEA Name:

Address: City:

State: Zip code:

Campus LEA Chief Law Enforcement Official-

Official Title:

First Name: Last Name:

As Board of Governors Chairman/Chairwoman, I confirm all board members approve the Campus LEA listed above for participation and acquisition of controlled property via the LESO Program.

Official Title:

First Name: Last Name:

Signature:

Date:

Explanation of policy modification:**3356-8-01.1 The Student Code of Conduct**

This policy has been modified to increase student accountability for both time management and actions. All respondents, complainants, and witnesses in the conduct process have the responsibility to attend all scheduled meetings, conferences, or hearings unless alternate arrangements are made (in the case of witnesses) or notice is provided in advance (in the case of complainants and respondents). Currently, students may request a change of date for a student conduct proceeding, so long as the request is made no less than two university working days in advance of the initially scheduled proceeding. Rescheduled proceedings generally occur within five university working days of the initially scheduled proceeding. They also have the opportunity to submit a written or recorded impact statement for use in a hearing, even if the complainant chooses not to attend the hearing. Despite this, there are times when students simply do not respond to communication from the conduct official with no processes in place to address this. Being able to hear a case in the student's absence, following a minimum of two (2) opportunities to participate, provides the opportunity to adjudicate cases prior to the end of the semester/year and allows students to begin subsequent semesters without pending cases. It also provides for more accurate data and better use of human resources given the time panel members (faculty, staff, and students) invest in adjudicating hearings.

Board of Trustees Meeting**June 7, 2024****YR 2024-**



**RESOLUTION TO MODIFY
"THE STUDENT CODE OF CONDUCT" POLICY 3356-8-01.1**

WHEREAS, University Policies are being reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy stated above and attached hereto.

**Board of Trustees Meeting
June 7, 2024
YR 2024**

3356-8-01.1 “The Student Code of Conduct.”

Responsible Division/Office:	Academic Affairs
Responsible Officer:	Dean of Students and Ombudsperson
Revision History:	March 1998; December 2010; June 2016; September 2017; September 2020; June 2021; September 2022; June 2023; <u>June 2024</u>
Board Committee:	Academic Excellence and Student Success
Effective Date:	June 22, 2023 <u>June 7, 2024</u>
Next Review:	2028 <u>2029</u>

- (A) Policy statement/preamble. Youngstown state university (YSU) is a student-centered institution committed to the education, development, well-being, and success of students of all ages and from all walks in life. In concert with our mission to help students grow intellectually, we strive to foster their personal, social, emotional, and career growth, as well as their capacities for lifelong learning, civic responsibility, and leadership.

As a campus community, we expect all conduct to be rooted in integrity, mutual respect, and civility. We value ethical behavior in scholarly and other endeavors, believe in the dignity and worth of all people, strive to foster an appreciation of, and respect for, differences among the human race, and celebrate the diversity that enriches the university and the world. As a member of a higher education community, students have an obligation to conduct themselves in a manner that is compatible with the university’s purposes as an institution of higher education. Each student is expected to be fully acquainted with all published policies, procedures, and regulations of the university and is held responsible for compliance with them. All members of the university community are expected to assume responsibility for creating an environment conducive to the educational mission and purpose of the university.

The policies and regulations in “The Student Code of Conduct” have been established to ensure a positive educational experience for every student. “The Student Code of Conduct” serves as an official university document that outlines conditions and regulations considered essential to the effective functioning of the university.

The student conduct process at Youngstown state university adheres to procedural due process and is intended to be part of the educational process at the university. This student conduct process provides a forum for the impartial and expedient resolution of alleged misconduct in the university community and encourages students to live responsibly and be accountable for their actions. The student conduct process is based on the university's commitment to developing integrity, respect, and responsibility among all students.

(B) Article I. Rights and responsibilities.

- (1) Basic rights. The following enumeration of basic rights shall not be construed to deny or disparage other rights and privileges retained by students in their capacity as members of the student body or as citizens of the community at large:
 - (a) The right of free inquiry, expression, and/or assembly.
 - (b) The right to pursue educational goals and appropriate opportunities for learning in the classroom, on campus, and online.
 - (c) The right to be secure in their persons, living quarters, papers, and effects against unreasonable searches and seizures.
 - (d) The right to retain ownership of class projects/assignments authored by a student and submitted to fulfill requirements of a course, except as provided by section 3345.14 of the Revised Code.
- (2) Basic responsibilities. Students, as members of the university community, shall have the following responsibilities which are inherent in the basic rights delineated in this paragraph:
 - (a) To maintain standards of academic performance as established by their faculty.
 - (b) To be responsible for acting in such a manner as to ensure other students the basic rights enumerated in this policy.

- (c) To be responsible for their actions with respect to, and to follow, all university regulations and policies.
 - (d) To be responsible for their actions with respect to provisions of local, state, and federal law.
 - (e) To conduct themselves in a manner which helps to create and maintain a learning atmosphere in which the rights, dignity, and worth of every individual in the university community are respected.
 - (f) To have in their possession a valid university identification card when on university premises.
 - (g) To be responsible for adhering to the university policy 3356-7-20, "Drug-free environment" (rule 3356-7-20 of the Administrative Code).
 - (h) To ensure adherence to all university board of trustees' policies that apply to students.
- (C) Article II. Student conduct authority. The president has delegated the authority for the university student conduct system to the dean of students and ombudsperson (hereinafter referred to as the dean of students). The dean of students, or designee, serves as the student conduct administrator responsible for the administration and operation of "The Student Code of Conduct" and the student conduct process. Members of the university seeking formal disciplinary action for alleged student misconduct should make referrals to the office of community standards and student conduct.

The student conduct administrator shall determine the composition of student conduct bodies and appellate hearing panels.

The student conduct administrator shall develop policies for the administration of the student conduct system and procedural rules for the conduct of hearings that are consistent with provisions of "The Student Code of Conduct." The student conduct officer shall be the assistant dean of students for community standards, advocacy, and conduct (hereinafter referred to as the assistant dean of students). The student conduct administrator may also appoint one or more deputy conduct officers to review reports of violations of "The Student Code of Conduct" and to

conduct investigations. Deputy conduct officers shall be under the supervision of the student conduct officer and/or the student conduct administrator.

- (1) Jurisdiction of “The Student Code of Conduct.”
 - (a) “The Student Code of Conduct” shall apply to conduct which adversely affects the university community or interferes with the pursuit of its mission or educational objectives and programs whether it occurs on university premises, at university sponsored activities, or on non-university premises. It is important to note that a student and/or group/organization will be subject to the university student conduct process where the conduct has occurred on non-university premises when the conduct adversely affects the university community or interferes with the pursuit of its mission or educational objectives and programs.
 - (b) Students shall be responsible for their conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if the conduct is not discovered until after a degree is awarded). “The Student Code of Conduct” shall apply to a student’s conduct even if the student withdraws from the university while an investigation into alleged misconduct is pending.
 - (c) An incident which results in a charge under “The Student Code of Conduct” may also lead to a proceeding outside of the university for a violation of local, state, or federal law. In these instances, university proceedings are not subject to challenge based on concurrent criminal or civil proceedings or that such proceeding has been or will be dismissed, reduced, withdrawn, resolved, or settled. The university will cooperate, to the extent permitted by law, with law enforcement and other agencies in the enforcement of all laws. In all cases, hearings within the university will be held according to the student conduct procedures set forth in this policy. Since the university student conduct process

is educational in nature and differing judgements may result between university action and outside legal action, the university, in its sole discretion, may pursue student conduct action and impose sanctions against a student for a violation of law:

- (i) Regardless of where the behavior occurs;
 - (ii) When a student is charged with a violation of law but not with any other violation of “The Student Code of Conduct”;
 - (iii) When a student is charged with a violation of law which is also a violation of “The Student Code of Conduct”;
 - (iv) While the student is also subject to criminal proceedings, arrest and/or prosecution or civil litigation.
 - (v) University conduct action may be carried out prior to, simultaneously with, or following civil or criminal proceedings.
 - (vi) The university will cooperate, to the extent permitted by law, with law enforcement and other agencies in the enforcement of all laws and will not request or agree to special consideration for an individual because of that individual’s status as a student.
- (2) Campus student organizations. Registered student organizations may exist for any appropriate purpose that does not conflict with university policies and regulations or with local, state, and/or federal laws. The development of policies and guidelines for student organizations is the responsibility of the dean of students, or designee, in consultation with the associate vice president for student experience. The policies and regulations that apply to student groups/organizations are outlined in the “Penguin Student Handbook,” which houses all student organization policies. Student groups/organizations that violate any of the student

organization policies may be charged with violating “The Student Code of Conduct” and be subject to the student conduct procedures set forth in this policy.

- (3) Student conduct authority.
- (a) The enforcement of regulations, policies, and guidelines that apply to students, student organizations/groups are within the jurisdiction of the dean of students, or designee.
 - (b) Any internal college, departmental, or program processes used to address alleged violations of policy or concerns about student conduct are secondary to the processes outlined herein.
 - (c) Student groups and registered student organizations may be charged with violations of “The Student Code of Conduct” in the following circumstances:
 - (i) An organization is responsible for its actions and shall be held responsible when the organization fails to comply with the university’s student organization policies, and/or university policies or regulations.
 - (ii) An organization is responsible for its actions and shall be held responsible when the organization fails to comply with city, state, or federal law.
 - (iii) A student group (as defined in the glossary of terms section of this policy) or registered student organization and its officers may be held collectively or individually responsible for violations of “The Student Code of Conduct.”
- (D) Article III. Student conduct standards/prohibited conduct. The student conduct process aspires to develop and maintain conduct standards in support of character, civility, and community. This section of “The Student Code of Conduct” provides a set of expectations regarding student conduct in support of the university community.

A student or student group/organization may be charged with violating any student conduct standard. In cases where a violation is committed by

a member of a student group/organization, the entire group/organization may be held responsible, in addition to the student, when those members of the group/organization not directly involved participate in the activity by encouraging, witnessing, or condoning the act in any manner. The following behavior is subject to disciplinary action under “The Student Code of Conduct”:

- (1) Academic integrity. Violations of academic integrity include:
 - (a) Plagiarism, which includes the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement, the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, or the misrepresentation of another person’s work as one’s own.
 - (b) The use of any unauthorized assistance or tools, including artificial intelligence (AI) language programs, prohibited by faculty:
 - (i) In taking quizzes, tests, assignments, or examinations;
 - (ii) When completing assignments, solving problems, or carrying out other assignments as detailed in the course syllabus or in other instructions by the instructor.
 - (c) The acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff.
 - (d) Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
 - (e) Inappropriate collaboration, including working together on assignments or projects to an extent not permitted by the instructor.

- (f) Multiple submissions of the same work, including submitting the same or parts of the same assignment for multiple classes without permission from the instructor.
 - (g) Fabrication of data, including presenting fictitious data relating to experiments, changing of data obtained from sources, and citing non-existent sources.
 - (h) Bribes, threats, or intimidation, including exchange of payment for assignments or parts of assignments, and threats to entice others to engage in violations of the academic integrity policy.
 - (i) Impersonation, pretending to be another person in the completion of a quiz, exam, or other assignment.
 - (j) Altering or destroying the work of others unless given permission.
 - (k) Lying to obtain an academic advantage, which includes falsification of documents or other information used to request makeup work.
 - (l) Assisting another person in any of the behaviors mentioned in this paragraph is itself academic dishonesty.
 - (m) Asking others to engage in any of the behavior described in this paragraph is academic dishonesty;
 - (n) Attempting to engage in any of the listed behaviors is academic dishonesty.
- (2) Alcohol.
- (a) Use or possession of alcoholic beverages, except as permitted by law and university policy.
 - (b) Public intoxication.

- (c) Manufacturing or distribution of alcoholic beverages to any person under twenty-one years of age except as permitted by law.
- (3) Bullying and harassment. Unwelcome or unreasonable behavior that harasses or intimidates people, either as individuals or as a group, and is sufficiently severe or pervasive from both a subjective (the complainant's) and an objective (reasonable person) viewpoint. Bullying and harassing behavior is often persistent and part of a pattern, but it can also occur as a single incident. It is usually carried out by an individual but can also be an aspect of group behavior. See university policy 3356-2-03, "Discrimination/ harassment" (rule 3356-2-03 of the Administrative Code) for prohibited conduct based on an individual's sex, race, color, religion, national origin, age, sexual orientation, gender identity and/or expression, disability, or veteran/military status, or any other basis protected by law. See also university policy 3356-4-21, "Campus free speech" (rule 3356-4-21 of the Administrative Code) for harassment that is severe, pervasive, and objectively offensive).
 - (4) Complicity. Allowing or enabling a violation to occur, failing to report a violation, or concealing, condoning, supporting or encouraging a violation or an attempted violation.
 - (5) Student conduct system.
 - (a) Failure to obey the summons of a student conduct body or university official to appear for a meeting or hearing as part of the student conduct process.
 - (b) Falsification, distortion, or misrepresentation of information before a student conduct body.
 - (c) Institution of a student conduct proceeding knowingly without cause.
 - (d) Attempting to discourage an individual's proper participation in, or use of, the student conduct system.

- (e) Attempting to influence the impartiality of a member of a student conduct body prior to and/or during the student conduct process.
 - (f) Unwelcome or unreasonable behavior that harasses or intimidates a member of a student conduct body, participants, or witnesses prior to, during or after a student conduct proceeding, and is sufficiently severe or pervasive from both a subjective (the complainant's) and an objective (reasonable person) viewpoint.
 - (g) Failure to comply with the sanction(s) imposed by a student conduct body.
 - (h) Influencing or attempting to influence another person to commit an abuse of the student conduct system.
 - (i) Disruption or interference with the orderly conduct of a student conduct proceeding.
- (6) Disorderly conduct. Conduct which obstructs teaching, research, administration, or university activities or functions.
- (7) Drugs.
- (a) Use, possession, manufacturing, or distribution of marijuana, narcotics, or other controlled substances in either refined or crude form, including the use of drug-related paraphernalia.
 - (b) The misuse of materials as an intoxicant.
 - (c) Use of prescription drugs in any way other than as prescribed. Distribution of prescription drugs to anyone other than the person to whom they are prescribed.
- (8) Failure to comply. Failure to comply with directions and/or oral or written instructions which are given by any university official, student, faculty member, or staff who is acting in an official university capacity and/or failure to identify oneself to these persons when requested to do so.

- (9) Financial obligations. Failure to meet all financial obligations to the university.
- (10) Gambling. Gambling or wagering of any form except as expressly permitted by law and/or university policy.
- (11) Hazing. Doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization or any act to continue or reinstate membership in or affiliation with any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse, as defined in section 3719.011 of the Revised Code.
- (12) Information technology. Theft or other abuse of information technology and resources, including, but not limited to:
 - (a) Unauthorized entry into a file to use, read, or change the contents, or for any other purpose.
 - (b) Unauthorized transfer of a file.
 - (c) Unauthorized use of another individual's identification and password.
 - (d) Use of computing facilities and resources to interfere with the work of another student, faculty member, or university official.
 - (e) Use of computing facilities and resources to send unwelcome or unreasonable messages that harass or intimidate individuals or groups that are sufficiently severe or pervasive from both a subjective (the complainant's) and an objective (reasonable person) viewpoint.
 - (f) Use of computing facilities and resources to interfere with the normal operation of the university computing system originating from an on-campus or off-campus source.

- (g) Use of computing facilities and resources in violation of copyright laws.
 - (h) Any violation of the university policy 3356-4-09, “Acceptable use of university technology resources” (rule 3356-4-09 of the Administrative Code).
- (13) Dishonesty.
- (a) Furnishing false information to any university official, faculty member, or office.
 - (b) Forgery, alteration, or misuse of any university document, record, credit card, or instrument of identification.
 - (c) Tampering with the election of any university recognized student organization.
 - (d) Deliberately misleading or intentionally failing to maintain correct address and telephone information with the registrar.
 - (e) Misrepresenting enrollment status and/or achievement at the university to non-university officials and/or on non-university documents.
- (14) Obstruction of traffic. Obstruction of the free flow of pedestrian or vehicular traffic on university premises or at university sponsored or supervised functions.
- (15) Endangering behavior.
- (a) Intentionally, knowingly, or recklessly causing physical harm to another person or their property or engaging in conduct which threatens or causes a reasonable apprehension of harm to the health, safety, life, or property of a person, including one’s self.
 - (b) Entering false fire alarms, bomb threats, or tampering with fire extinguishers, alarms, smoke detectors, or other safety equipment.

- (16) Property damage. Any action which damages or could reasonably damage property of the university, or property of a member of the university community, or other personal or public property on or off campus, or acts of vandalism even if this behavior does not cause damage.
- (17) Published university policies. Violation of published university policies, rules, or regulations, including those available electronically on the university website.
- (18) Sexual harassment. Conduct on the basis of sex that satisfies one or more of the following categories:
 - (a) An employee conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo). An individual does not have to submit to the conduct for quid pro quo sexual harassment to occur.
 - (b) Unwelcome conduct determined by the reasonable person's standard to be so severe and pervasive that it effectively denies a person equal access to an education program or activity (i.e., hostile environment).
 - (c) Sexual assault as defined in the Clery Act (which includes rape, fondling, incest, or statutory rape as defined in this paragraph).
 - (i) Rape (except statutory rape). The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person without the consent of the victim. See university policy 3356-2-05, "Title IX sexual harassment policy," rule 3356-2-05 of the Administrative Code, for definitions of consent, coercion, force, and incapacitation.
 - (ii) Fondling. The touching of the private body parts of another person for sexual gratification without the consent of the victim, including instances where the

victim is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity.

- (iii) Incest. Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - (iv) Statutory rape. Sexual intercourse with a person who is under the statutory age of consent.
- (d) Dating violence, domestic violence, or stalking pursuant to the Violence Against Women Act (also defined in this paragraph).
- (i) Dating violence. Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
 - (ii) Domestic violence. Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
 - (iii) Stalking. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.

- (e) Sexual misconduct. Conduct of a sexual nature that is nonconsensual or is carried out through force, threat, or coercion. Sexual misconduct includes, but is not limited to, sexual exploitation and voyeurism.
 - (i) Sexual exploitation. Sexual exploitation occurs when a person takes nonconsensual or abusive sexual advantage of another for their own benefit or advantage or to benefit or advantage anyone other than the person being exploited, and that behavior does not otherwise constitute another form of sexual misconduct. Examples of sexual exploitation include, but are not limited to, prostituting another, nonconsensual video or audiotaping of sexual activity, permitting others to secretly observe or record consensual activity or engaging in voyeurism.
 - (ii) Voyeurism. Voyeurism occurs when a person, for the purposes of sexual arousal or gratification sexual purposes, surreptitiously invades the privacy of another. Voyeurism can occur in person or through recording or electronic means.
- (f) Sex offenses. See Chapter 2907. of the Revised Code which defines sex offenses under Ohio law.
- (19) Theft. Attempted or actual theft, including possession of stolen property.
- (20) Unauthorized entry.
 - (a) Unauthorized entry to or use of university premises, including access to residential spaces other than one's own assigned space.
 - (b) Unauthorized possession, duplication, or use of keys to any university premises.
- (21) Unauthorized recording.

- (a) Unauthorized use of electronic or other devices to make an audio or video record or photograph of any person while on university premises without their prior knowledge or without their effective consent when such a recording or photograph is likely to cause injury or distress, except as otherwise permitted by law.
 - (b) Unauthorized distribution or dissemination of an audio or video recording or photograph of any person without their prior knowledge or consent, even if the recording or photograph originally had been produced with the person's consent, when such a recording or photograph is likely to cause injury or distress, except as otherwise permitted by law.
 - (22) Violation of law. Behavior which would constitute a violation of federal, state, or local law that adversely affects the university community or interferes with the university's mission or its educational objectives and programs.
 - (23) Weapons. Illegal or unauthorized possession of firearms, fireworks, explosives, other weapons, or dangerous chemicals on university premises or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others.
 - (24) Sexual harassment as defined in Title IX of the Education Amendments of 1972 as set forth in university Title IX sexual harassment policy. (See rule 3356-2-05 of the Administrative Code and university policy 3356-2-05, "Title IX sexual harassment policy." Students, faculty, employees, volunteers, third parties, campus visitors and other individuals should refer to the Title IX policy referenced in this paragraph for processes and procedures under Title IX). The complaint, adjudication, resolution, and appeal process for an allegation of a Title IX violation, as well as possible sanctions, is delineated in university policy 3356-2-05, "Title IX sexual harassment policy."
- (E) Article IV. Student conduct procedures.
- (1) General. This overview gives a general idea of how the university's campus student conduct proceedings work, but it

should be noted that not all situations are of the same severity or complexity. Thus, while consistency in similar situations is a priority, these procedures are flexible, and are not the same in every situation.

- (a) These proceedings are administrative procedures and do not follow the specific steps, methods, or standards of proof of evidence used in civil or criminal courts.
- (b) Any member of the university community may report alleged violations of “The Student Code of Conduct” by a student or a student group/organization. The report shall be prepared in writing and directed to the office of community standards and student conduct. A report of a violation of “The Student Code of Conduct” shall be submitted as soon as possible after the incident occurs but not later than thirty days following the university becoming aware of an incident. Exceptions to this limitation period will be reviewed by the student conduct administrator and may be granted in their discretion.
- (c) The student conduct officer shall review reports of violation(s) and may initiate investigations of possible violation(s) of “The Student Code of Conduct” to determine if the charges have merit. In reviewing the reports, the student conduct officer will determine whether the alleged violation(s) may be resolved through a conduct conference or a conduct hearing. Students or student groups/organizations that might be subject to university suspension or expulsion shall automatically be provided a student conduct board hearing. Additionally, students alleged to have violated the university’s sexual misconduct policy will automatically be provided a student conduct board hearing.
- (d) The standard of proof utilized in all university student conduct proceedings shall be a preponderance of evidence. Preponderance of the evidence is known as the balance of probabilities, met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than fifty per cent chance that the proposition is true.

- (2) Student conduct conference.
- (a) Any student, student group, or student organization (hereinafter referred to as the respondent) who has been charged with an alleged violation of the student conduct standards of “The Student Code of Conduct” will first be scheduled for a conduct conference with the conduct officer assigned to review the allegation. The respondent will be notified in writing via their official university email address, of the date, time, and location of the conduct conference. Written notification will include:
- (i) The specific charges pending against the respondent;
 - (ii) A brief summary of the referral;
 - (iii) Statement of rights and responsibilities; and
 - (iv) If applicable, a statement notifying the respondent that the alleged conduct is significant enough that they may face suspension or expulsion if the charge is substantiated.
- (b) The conduct conference is the first step in the student conduct process and serves to provide the respondent with the opportunity to discuss the allegations that led to the referral. The respondent will receive more information regarding the process, clarification of their rights and options, the ability to inspect and review all relevant information as well as a range of potential sanctions(s) for the violation(s) in question should the charges be substantiated. After a discussion regarding the incident and review of relevant information, and if the case does not warrant suspension or expulsion, the respondent will have an opportunity to accept or deny responsibility for the charge(s).

- (c) If the respondent accepts responsibility for the charge(s), the conduct officer will sanction the respondent as part of the conduct conference. The respondent will be asked to sign a conduct conference agreement which will outline all of the sanctions offered to the respondent. While the student may sign the agreement immediately, they have up to three university working days to do so. The respondent has the option to accept the charge(s) but contest the sanction(s) or agree to both the charge(s) and sanction(s). Once the agreement is signed, the decision is final and there is no appeal process. If the respondent denies responsibility for one or more of the charges, or denies the sanction(s), the conduct officer will refer the case for a student conduct board hearing. If the case warrants suspension/expulsion, the case will automatically be referred for a student conduct board hearing.
- (d) Complainants, or harmed parties in a case, are also scheduled for a conduct conference with the conduct officer assigned to review the allegation. This meeting occurs prior to the respondent's conduct conference and serves to provide the complainant with the opportunity to discuss the allegations that led to the referral. The complainant will receive more information regarding the process, clarification of their rights and options, the ability to inspect and review all relevant information as well as a range of potential sanctions(s) for the respondent should the charges be substantiated. The complainant will be notified in writing via their official university email address, of the date, time, and location of the conduct conference. Written notification will include:
 - (i) The specific charges pending against the respondent;
 - (ii) A brief summary of the referral; and
 - (iii) Statement of rights and responsibilities.
- (e) If a respondent accepts responsibility for the charges and agrees to the sanctions issued by the conduct officer, the

complainant will be notified in writing of the outcome of the respondent's conduct conference. If the respondent denies responsibility for one or more of the charges, or denies the sanction(s), the complainant will be invited to participate in a student conduct board hearing. If the case warrants suspension/expulsion, the case will automatically be referred for a student conduct board hearing, for which the complainant will receive notice.

(f) Conduct conferences are scheduled based on the student's academic schedule; however, students are provided the opportunity to request in writing that the meeting be rescheduled for both academic and non-academic-related conflicts. If a student does not communicate a conflict and fails to show twice for their conduct conference, the conduct officer will hold the conduct hearing in their absence. After the hearing, the conduct officer will send the same type of outcome letter as if a student had attended the conference. The letter will outline if the student was found responsible/not responsible as well as any applicable sanctions. The opportunity to appeal the outcome will follow the standard process.

- (3) Student conduct board hearing.
- (a) The purpose of a hearing is to provide an equitable forum for the review of the available information regarding an alleged incident of misconduct. The student conduct board hearing panel will decide by the preponderance of evidence whether the respondent is found responsible for the charge(s). All hearings are closed to the public, except for the complainant, respondent, advisors for the complainant and/or respondent, witnesses, hearing panel, hearing panel advisor, and the conduct officer. All parties directly participating in the hearing (the respondent, complainant, advisors, and conduct officer) may remain present the entire time, excluding deliberations.
- (b) Student conduct board hearing panels consist of three members of the student conduct board. Hearing panels are comprised of a combination of trained faculty, staff, and

students. Each student conduct board hearing will have a faculty/staff hearing panel chair. The chair is responsible for keeping the proceedings moving forward.

- (c) If the respondent or complainant fails to appear at a scheduled student conduct board hearing and the absence is not excused, the hearing may proceed in their absence or may be rescheduled at the discretion of the chair. Additionally, if the complainant, respondent, or witnesses are unable to attend the hearing in person, video technology may be used to enable participants to simultaneously see/hear each other. Video technology may also be used if the complainant or respondent prefers to participate in the hearing from a different room than the opposing party.
 - (d) Each student conduct board hearing panel will have a hearing panel advisor. The role of the hearing panel advisor is to ensure the student conduct process is adhered to and to answer procedural questions posed by any party during the hearing. The hearing panel advisor will also keep the proceedings focused on issues relevant to the specific allegations. The hearing panel advisor will remain present during deliberations to answer questions and provide guidance as necessary.
- (4) Hearing procedures.
- (a) Guidelines.
 - (i) The chair will explain the rights and responsibilities of the respondent and the complainant.
 - (ii) The chair and hearing panel advisor are responsible for assuring that these rights as well as the process described in this paragraph are adhered to during the hearing.
 - (iii) The respondent or the complainant may ask for the removal of a hearing panel member by providing written or verbal evidence of bias. The charge of bias is made to the chair who will determine

whether it is valid. If the charge of bias is against the chair, the hearing panel advisor will decide whether it is valid. If bias is found, or is unable to be determined, the hearing will be rescheduled.

- (iv) The conduct officer may ask questions of any party at any time throughout the hearing.
 - (v) The chair and hearing panel advisor are responsible for determining the relevancy of questions asked during a hearing and may deem certain questions irrelevant and not allow them to be answered. The chair must explain to the party proposing questions any decision to exclude a question as not relevant.
 - (vi) The chair may exclude persons from the hearing if they are disruptive or postpone the hearing because of disruptive behavior by participants or observers.
- (b) Introduction.
- (i) Each party in the room will introduce themselves and explain their role in the hearing.
 - (ii) The chair will then explain the process and procedures for the hearing.
 - (iii) All witnesses will then be dismissed from the room.
- (c) Presentation of information.
- (i) Following the introduction, the chair will present the respondent with the charges against them. The respondent will respond to each charge by acknowledging that they are responsible for the charge or by denying responsibility for the charge.
 - (ii) The conduct officer will explain why the case was referred for a hearing and will provide a detailed summary of the incident and any subsequent investigation undertaken.

- (iii) If there is a complainant, they will then have an opportunity to provide the hearing panel with a summary of their role and perspective on the incident.
 - (iv) The hearing panel will then ask the respondent to describe their involvement in the matter at hand as it pertains to the charges being considered in the hearing.
 - (v) The conduct officer, complainant, and respondent will then present any relevant witnesses or documentary information. The conduct officer, complainant and respondent will each, in turn, have the opportunity to ask questions regarding the information presented.
 - (vi) The complainant and respondent, in turn, will have the opportunity to cross-examine one another. If the complainant and respondent have mutual no-contact orders against one another, questions for opposing parties will be submitted to the hearing panel chair in writing.
 - (vii) The conduct officer will have an opportunity to make a summary statement including any sanctioning recommendations.
 - (viii) The complainant will have an opportunity to make a summary statement including any sanctioning recommendations.
 - (ix) The respondent will have an opportunity to make a summary statement including any sanctioning recommendations.
- (d) Deliberation and finding.
- (i) The hearing panel will go into closed session to determine by the preponderance of evidence

whether the respondent will be found responsible for the charge(s) pending in this matter. Student conduct hearing panels determine findings by majority vote.

- (ii) If the respondent is found responsible for a violation of one or more of the pending charges, the hearing panel will proceed to sanctioning. At this time, the hearing panel will be presented with any relevant information pertaining to the respondent's prior student conduct cases and sanctions.
 - (iii) The hearing will reconvene for the announcement of the findings and any subsequent sanction(s).
 - (iv) Written notification of the decision will be sent to the complainant and respondent simultaneously via their official university email addresses.
- (5) Student rights and responsibilities. The following rights and responsibilities apply to those involved in a matter being addressed by the student conduct process to uphold due process.
- (a) Rights of respondent. All respondents in the student conduct process have the following rights:
 - (i) Written notice of the charge(s) made against them and the basis of the allegation that led to the charge(s).
 - (ii) In matters that could result in a sanction of suspension or expulsion, the above-mentioned notification will alert the respondent to the possible severity of the outcome.
 - (iii) The right to an advisor. It is the respondent's responsibility to communicate all necessary information regarding the student conduct process and proceedings with the advisor, unless the respondent signs an authorization for the release of information, thus allowing the office of community

standards and student conduct to communicate directly with the advisor. The advisor may not actively participate in the student conduct process on behalf of the student.

- (iv) To request reasonable accommodations due to disability. See paragraph (E)(6) of this policy, “Reasonable accommodation for students with disabilities.”
- (v) To make a request for a change of date for a student conduct proceeding, so long as the request is made no less than two university working days in advance of the initially scheduled proceeding. Rescheduled proceedings will generally occur within five university working days of the initially scheduled proceeding.
- (vi) Reasonable access to inspect and review their own case file, which includes all information that would be used during the student conduct process, including hearing audio/video, to the extent permitted by confidentiality laws.
- (vii) Explanation of the resolution options available to them through the student conduct process.
- (viii) To be presumed not responsible for an alleged violation until found in violation by a preponderance of the evidence.
- (ix) To speak or not speak on their own behalf.
- (x) The opportunity to respond to information used as part of the decision-making process.
- (xi) To deny responsibility for the charge(s) facing them and request that the case be referred to a student conduct board hearing.

- (xii) To question any witness who participates as part of a hearing.
 - (xiii) The right to appeal.
 - (xiv) To waive any of the above stated rights provided that the waiver is made freely and in writing.
- (b) Rights of the complainant. All complainants in the conduct process have the following rights:
- (i) To pursue criminal or civil charges where a legal case exists (without university assistance).
 - (ii) Explanation of the resolution options available to them through the conduct process.
 - (iii) To be free from harassment and intimidation from respondents and others as they engage in this process.
 - (iv) The right to an advisor. It is the complainant's responsibility to communicate all necessary information regarding the student conduct process and proceedings with the advisor, unless the complainant signs an authorization for the release of information, thus allowing the office of student conduct to communicate directly with the advisor. The advisor may not actively participate in the student conduct process on behalf of the student.
 - (v) Reasonable access to inspect and review their own case file, which includes all information that would be used during the student conduct process, including hearing audio/video, to the extent permitted by confidentiality laws.
 - (vi) To request reasonable accommodations due to disability. See paragraph (E)(6) of this policy, "Reasonable accommodation for students with disabilities."

- (vii) To make a request for a change of date for a student conduct proceeding, so long as the request is made no less than two university working days in advance of the initially scheduled proceeding. Rescheduled proceedings will generally occur within five university working days of the initially scheduled proceeding.
 - (viii) To provide information for consideration during the conduct process, and to know the results of the process to the extent allowed under federal laws and university policies.
 - (ix) The opportunity to appear at any hearing that may take place to provide relevant information.
 - (x) The opportunity to submit a written or recorded impact statement for use in a hearing, even if the complainant chooses not to attend the hearing.
 - (xi) To question any witness who participates as part of a hearing.
 - (xii) The right to appeal.
- (c) Responsibilities of respondents, complainants, and witnesses. All respondents, complainants, and witnesses in the conduct process have the following responsibilities:
- (i) To be honest and forthright in all information they provide during the student conduct process. Presenting false and misleading information during this process is a violation of student conduct standards as outlined in this policy.
 - (ii) To attend all scheduled meetings, conferences, or hearings, unless alternate arrangements are made (in the case of witnesses) or notice is provided in advance (in the case of complainants and respondents).

- (iii) To refrain from disruption of the hearing process. Disruption of this process is a violation of this policy. See paragraph (D) of this policy, “Student conduct standards/ prohibited conduct.”
 - (iv) Complainants and respondents have the responsibility to prepare and present their entire case as well as secure the presence of any witnesses who will speak on their behalf.
- (6) Reasonable accommodation for students with disabilities. Any student with a disability involved in the student conduct process has the right to request reasonable accommodation to ensure their full and equal participation. Students wishing to request reasonable accommodations should make those requests directly to accessibility services. Students do not have to disclose information about the complaint or charge to request reasonable accommodation, except to the extent that it may assist in the determination of reasonable accommodations.

Accommodations are determined on an individual basis by accessibility services staff and implemented in consultation with the office of community standards and student conduct. Examples of reasonable accommodation include sign language interpretation, real-time communication access during hearings, large print documents, extended time to review documents, or assistance with transcribing questions during interviews or hearings.

- (7) Sanctions. If the student or student group/organization is found responsible for a violation of a policy, sanctions will be issued in accordance with the office of community standards and student conduct’s sanctioning rubric. The student conduct administrator may adjust recommended sanctions on a case-by-case basis, as appropriate.

A conduct sanction imposed or other action taken by any student conduct body shall become effective upon written notification to the respondent. The notification will be sent to the respondent’s official university email account. In cases involving a student group/organization, notification will be sent to the official

university email account for the president or student group/organization leader.

The decision of a student conduct body may be appealed, as outlined in paragraph (E)(9) of this policy. If the respondent files a request for appeal, and if the appeal is denied, the sanction shall take effect upon exhaustion of the appeals process and shall be retroactive to the effective date stated in the original notification to the respondent.

- (a) The following sanctions may be imposed upon any student who has been found responsible for a violation of “The Student Code of Conduct.” Sanctions are typically issued in a progressive fashion; however, each situation differs and many factors, including the severity of a violation and the impact of the violation on the campus community, will be taken into consideration in determining sanctioning.
 - (i) **Warning.** A written notification statement that the student is violating or has violated “The Student Code of Conduct.” Continuation or repetition of inappropriate conduct may be cause for increased sanctioning.
 - (ii) **Conduct probation.** Notice in writing that the violation of “The Student Code of Conduct” is serious and that any subsequent violation(s) of university regulations may result in imposition of additional restrictions or conditions, suspension, or expulsion.
 - (iii) **Conduct probation with loss of good standing.** Notice in writing that the violation of university regulations is serious and that any subsequent violation(s) of “The Student Code of Conduct” may result in suspension or expulsion. In addition, an order preventing the student from holding university elective office, student employment, participating in any intercollegiate activity or sport, participating in any university sponsored program/organization, or

representing the university in any other manner will be attached to this sanction.

- (iv) Restitution. Compensation for loss, damage, or injury. This may take the form of appropriate service or monetary or material replacement.
- (v) Educational sanctions. Other sanctions may be imposed instead of, or in addition to, those specified above. These may include community service, educational assignments, referrals to student outreach and support and other campus offices, or other similar sanctions designed to assist the respondent in reflecting upon their behavior and the impact of their behavior on self or others.
- (vi) Residential probation. Issued to students living in university-owned or university-sponsored housing. Notice in writing that the violation of “The Student Code of Conduct” is serious and that any subsequent violation of university regulations and/or resident handbook/lease policies may result in imposition of additional restrictions or conditions, residential suspension, or residential expulsion.
- (vii) Guest restriction. Issued to students living in university-owned or university-sponsored housing. Residential students are restricted from signing in to other residential communities as guests for a designated period.
- (viii) Host restriction. Issued to students living in university-owned or university-sponsored housing. Residential students are restricted from hosting other guests for a designated period.
- (ix) Relocation. Issued to students living in university-owned or university-sponsored housing. Requiring a student to move to another floor, residence hall, or apartment because of community disruption.

- (x) Deferred residential suspension. Issued to students living in university-owned or university-sponsored housing. Separation of the student from the residential community is deferred for a specified period. If the student is found responsible for any subsequent violations of “The Student Code of Conduct,” residential suspension is automatically issued as a sanction.
- (xi) Residential suspension. Issued to students living in university-owned or university-sponsored housing. Separation of the student from the residence halls for a specified period after which time the student is eligible to return. During the suspension period, the student is prohibited from accessing any university housing facilities. This may include residential dining facilities.
- (xii) University suspension. Separation of the student from the university for a specified period after which time the student is eligible to return. During the suspension period, the student does not have access to the university and is prohibited from participating in any academic or other university activities. This may include residential dining facilities. A university suspension is noted on an addendum attached to a student’s transcript during the period of suspension.
- (xiii) Residential expulsion. Issued to students living in university-owned or university-sponsored housing. Permanent separation of the student from the residential community. An expulsion denies the student access to all university housing facilities on a permanent basis. This may include residential dining facilities.
- (xiv) University expulsion. Permanent separation of the student from the university. An expulsion denies the student access to the university, including any campus facilities, any campus programs or

activities, and any class sessions on a permanent basis. A university expulsion is permanently noted on a student's transcript.

- (xv) Revocation of admission and/or degree. Revocation of admission to or awarding of a degree from the university for fraud, misrepresentation, or other violation of university standards in obtaining the degree, or for serious violations committed by a student prior to graduation.
- (xvi) Withholding degree. Withholding the awarding of a degree otherwise earned until the completion of the process set forth in "The Student Code of Conduct," including the completion of all sanctions imposed, if any.
- (xvii) Fines. Fines for violations of "The Student Code of Conduct" will be assessed and charged to the student's account. A list of fines for all violations will be determined at the discretion of the dean of students, or designee, who will submit a list of the fines structure to the university board of trustees for approval on an annual basis. The fines structure must be included as a part of "The Student Code of Conduct" when published and presented to students.
- (xviii) No-contact order. The student is restricted from making contact in any verbal, written, electronic, third-party, or physical manner with a designated individual. If a student is found in violation of the no contact order, they may be subject to arrest and removed from campus. No-contact orders are always issued mutually to involved parties.
- (xix) Parental/guardian notification. The office of community standards and student conduct staff will coordinate parental/guardian notification in cases of alcohol use or drug use when the student is under twenty-one years of age, their behavior demonstrates a risk of harm to self or others, or

constitutes a violation of law involving a controlled substance.

- (b) More than one of the sanctions listed in paragraph (E)(7) of this policy may be imposed for any single violation.
 - (c) The following sanctions may be imposed upon student groups/organizations:
 - (i) Those sanctions as outlined in paragraph (E)(7) of this policy.
 - (ii) Deactivation. Loss of all privileges, including university recognition, for a specified period.
 - (d) The student conduct administrator shall be responsible for ensuring that sanctions imposed by hearing panels and conduct officers are consistent with the violation and sanctions imposed for similar violations in other similar cases.
- (8) Interim measures. In certain circumstances, the dean of students, or designee, may impose an interim measure prior to a student conduct proceedings or in the event of a safety-related emergency. This includes university or residential suspension.
- (a) Interim measures may be imposed only:
 - (i) To ensure the safety and well-being of members of the university community or to preserve university property;
 - (ii) To ensure the respondent's own physical or emotional safety and well-being;
 - (iii) If the respondent poses a threat of disruption or interference with the normal operations of the university; or

- (iv) If the respondent is charged with the commission of a criminal offense as defined in section 2901.01 of the Revised Code.
- (b) In the event that an interim measure is imposed, the student or student group/organization will be notified either in person or by regular U.S. or certified mail of the cause for the interim measure. The respondent will also be notified via their official university email address. The interim measure becomes effective immediately upon notification and will remain in place until it is determined to no longer be necessary. Interim measures may be determined to no longer be necessary when:
- (i) There is no longer a risk to the safety and well-being of members of the university community or a risk to university property;
 - (ii) Interim measures are no longer needed to ensure the respondent's physical or emotional safety and well-being; or
 - (iii) The respondent no longer poses a threat of disruption or interference with the normal operations of the university.
- (c) Any alterations, amendments, or modifications to the interim measures shall be documented. Notice of modification of interim measures will be served to affected parties in the same manner in which the original notice of interim measures was served. If student conduct proceedings are required, a student conduct body will convene as expeditiously as possible to review the case. Student conduct hearings will follow the procedures outlined in paragraph (E)(4) of this policy and may proceed before, during, or after any criminal proceedings.
- (d) In the case of an interim suspension, the student or student group/organization shall be denied access to all housing facilities and/or to the campus (including physical classes) and/or all other university activities or privileges for which

the student or student group/organization might otherwise be eligible, unless determined otherwise by the student conduct administrator.

(9) Appeals.

- (a) The decision or sanction imposed by a student conduct body may be appealed by the respondent or complainant (the appellant) within five university working days of notification of the decision. If an appeal is not received by five p.m. Eastern time on the fifth university working day of this time frame, the decision reached by the student conduct body will be final.
- (b) Requests for appeals shall be made in writing and shall be submitted via electronic form to the office of community standards and student conduct. The request for appeal should indicate the grounds on which the decision is being appealed, referencing at least one of the grounds for the appeal (see paragraph (E)(9)(d) of this policy) along with supporting information.
- (c) Once a request for appeal has been submitted and until the appeal decision has been communicated to the appellant, all sanctions except any active interim measures, such as interim suspensions, will be held in abeyance.
- (d) Appellate hearings are not a live re-hearing of the student conduct case. Except as required to explain the basis of new evidence, an appellate hearing shall be limited to review of the record of the initial hearing and supporting documents for one or more of the following grounds:
 - (i) A claim that the original hearing was conducted in violation of procedural requirements set forth in “The Student Code of Conduct” and to determine whether these violations could have affected the outcome of the hearing.
 - (ii) A claim that the decision reached regarding the respondent did not have a reasonable basis for the

conclusion reached and that it was not based on proof by a preponderance of the evidence.

- (iii) A claim that the sanction(s) imposed was/were disproportionate and without basis to the violation of “The Student Code of Conduct” for which the respondent was found responsible.
- (iv) A claim that there is new information, sufficient to alter a decision or other relevant facts not presented in the original hearing because such information and/or facts were not known by the appellant at the time of the original hearing.
- (e) The burden of proof rests with the appellant.
- (f) The appellant may, in preparing the request for appeal, have access to records of the case, which may be reviewed electronically via secure link sent by the office of community standards and student conduct.
- (g) A request for appeal in a case adjudicated by a student conduct board hearing panel will be reviewed by an appellate hearing panel. An appellate hearing panel is composed of three members from the student conduct board selected by the student conduct administrator.
- (h) Once a request for appeal has been submitted by the complainant or respondent, the other party shall receive a copy of the request for appeal and may submit a written response to the request for appeal to the office of community standards and student conduct, which will be considered alongside the request for appeal. Any written response must be submitted within five university working days of notification of the submission of a request for appeal.
- (i) The appellate hearing panel will review the appeal to determine whether one of the grounds listed in this policy has been met.

- (j) If an appellate hearing panel determines that a request for appeal has met one or more of the grounds, the following options are available:
 - (i) Remand the case to the original panel for reconsideration if new information sufficient to alter a decision or other relevant facts not presented in the original hearing becomes available because such information and/or facts were not known by the appellant at the time of the original hearing.
 - (ii) Uphold the original decision.
 - (iii) Alter the findings/sanctions issued by the original hearing panel.
- (k) If the appellate hearing panel determines that the request for appeal does not meet one of the grounds, the appeal will be dismissed and the original decision will be upheld.
- (l) The decision of the appellate hearing panel is final.
- (10) Conduct procedures for university housing. Deputy conduct officers have been designated by the student conduct administrator to assist in the review of alleged violations of policy originating within university housing.
 - (a) The responsibility for the enforcement of rules and regulations governing student conduct in the residence halls, as outlined in the “Resident Handbook,” is delegated by the student conduct administrator to a conduct officer. This may be a deputy conduct officer, as described in this paragraph.
 - (b) Any student, faculty member, or university official may file a written report against any student living in a residence hall for alleged violations of policy within the residence hall, campus dining facilities, or at any residence hall function.

- (c) Upon receipt of a written report, the conduct officer will investigate to determine whether there is reasonable cause to believe that a violation of “The Student Code of Conduct” may have occurred. If the conduct officer believes that such a violation did occur they will follow the procedures outlined in paragraph (E)(4) of this policy to address the alleged violation.
- (11) Student conduct record. The student conduct administrator shall maintain all student conduct records of information received and action taken by the respective student conduct bodies.
- (a) Student conduct records shall be expunged seven years after final disposition of the case, excluding students who were sanctioned with residential suspension, residential expulsion, university suspension, or revocation or withholding of a degree, which shall be expunged fifteen years after final disposition of the case resulting in such action. Sanctions of university expulsion will remain on a student’s conduct record indefinitely. Upon graduation, the student may petition the student conduct officer for immediate removal of all files contained in their student conduct records if the following conditions are met:
 - (i) The violation(s) was determined to not have threatened or endangered the health or safety of any person, including sexual misconduct.
 - (ii) University or residential suspension and/or expulsion or revocation or withholding of a degree were not issued as sanctions.
 - (iii) All sanction requirements, including associated probationary periods, have been completed.
 - (iv) An online petition form is completed and submitted to the office of community standards and student conduct.

The student may appeal a negative response of the student conduct officer to the student conduct administrator.

- (b) Records regarding university suspension or university expulsion of a student group/organization shall be kept indefinitely.
 - (c) All material gathered from a substantiated conduct case (residential, academic, and other) shall become part of any new case against the same respondent(s) after the new charges have been substantiated.
 - (d) Student conduct records are maintained only in the names of respondents found responsible for violations of university policy, or local, state or federal law.
- (12) Special procedures. To ensure continued participation of students, faculty, and administration in the student conduct process and to ensure speedy disposition of conduct cases, the president of the university is empowered to develop a subcommittee structure in the event of a large number of student conduct cases. Such subcommittee shall be empowered to hear and adjudicate cases in accordance with the provisions of “The Student Code of Conduct” and shall ensure that all elements of procedural due process delineated in this article are observed.
- (13) Responsible action exemption. The university encourages students to seek immediate medical attention for themselves or others during alcohol and/or drug-related emergencies. When students act as responsible bystanders, the university may choose to resolve alcohol and/or drug violations informally rather than through the student conduct process. The office of community standards and student conduct determines when students are eligible for responsible action exemption on a case-by-case basis. In instances involving possible sexual misconduct, the office of community standards and student conduct may seek input from the Title IX office before making a determination. For exemption to be considered, the following must occur:
- (a) Students must directly contact law enforcement, medical personnel, or university staff to request medical assistance.

- (b) Students must identify themselves and the student(s) of concern to first responders.
- (c) Students must comply with specific instructions given by responding personnel.

Students exempted from alcohol and/or drug charges will not face formal sanctions, but are required to meet with a conduct officer to discuss the incident and learn about campus and community resources. If a student is under twenty-one years of age at the time of the incident, the conduct officer may notify parents or guardians of the exemption.

Documentation of exemptions will be maintained by the office of community standards and student conduct as informational records and are not considered part of a student's conduct record. Incident information will not be released by the office of community standards and student conduct when contacted for background checks/transfer verifications.

The university reserves the right to deny exemption for any case in which violations are repeated or egregious, including activities related to hazing. Students will only receive one exemption during their tenure at the university.

Members of student organizations that actively seek medical assistance during alcohol and/or drug-related emergencies may be granted exemption from organizational conduct charges. Incidents involving student organization intervention will be considered on a case-by-case basis. The same standards outlined in this paragraph apply.

- (14) Serious misconduct policy. "Serious misconduct" is defined as "any act of sexual assault, domestic violence, dating violence, stalking, sexual exploitation, any assault that employs the use of a deadly weapon," as defined in division (A) of section 2923.11 of the Revised Code, or causes serious bodily injury.

Students found responsible for violations of the serious misconduct policy will face, at minimum, a sanction of conduct probation with loss of good standing for one calendar year, preventing the student

from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

Students returning from a sanction of suspension will automatically be placed on conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

- (F) Article V. Title IX sexual harassment procedures (per university policy and rule 3356-2-05 of the Administrative Code).
- (1) Grievance process.
- (a) Time frame. The process outlined below is expected to occur within ninety calendar days from the date a complaint is filed. The Title IX coordinator, or designee, may extend this time period by providing written notice to the parties citing the reason(s) for the extension. The complainant or respondent may request a temporary delay of the grievance process for good cause by written request to the Title IX coordinator. Good cause includes, but is not limited to, the absence of party, a party's advisor or a witness, or the accommodation for disabilities.
- (b) Report. Information, however received, alleging sexual harassment, as defined in this policy, and provided to a person with the authority to initiate corrective action. A report may lead to further action, including the filing of a formal complaint, depending on the alleged facts and circumstance.
- (c) Formal complaint. A formal complaint is a verbal or written account which alleges a conduct which could violate this policy and is made to a person with authority to initiate corrective action. A complaint may be submitted

by mail, email, in person, by telephone or electronically at TitleIX@ysu.edu.

- (2) Notice.
 - (a) Upon receipt of a formal complaint, the university shall provide the following written notice to the parties who are known: notice of this grievance process, including any informal resolution process; and notice of the allegations of sexual harassment as defined in this paragraph, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview.
 - (b) If in the course of an investigation the university decides to investigate allegations about the complainant or respondent that are not included in the notice provided, the university shall provide notice of the additional allegations to the parties whose identities are known.
 - (c) Notice to the university staff listed below of sexual harassment or allegation of sexual harassment constitutes actual notice to the university and triggers the university's obligation to respond.
 - (i) Title IX coordinator and deputy Title IX coordinators.
 - (ii) Executive director of equal opportunity and policy development.
 - (iii) Vice presidents and associate vice presidents.
 - (iv) Academic deans and chairpersons.
 - (v) Supervisors/managers.
 - (vi) Coaches and assistant coaches.
- (3) Consolidation of formal complaints. The university may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one

complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular “party,” “complainant,” or “respondent” include the plural, as applicable.

- (4) Dismissal of formal complaint. The Title IX coordinator shall dismiss formal complaints that do not meet the following criteria.
 - (a) Mandatory dismissal.
 - (i) Would not constitute sexual harassment as defined in this policy even if proved.
 - (ii) The alleged sexual harassment did not occur in the university’s education program or activity.
 - (iii) The alleged conduct did not occur in the United States.
 - (b) Discretionary dismissal.
 - (i) Complainant notifies the Title IX coordinator in writing that they would like to withdraw the formal complaint.
 - (ii) The respondent is no longer enrolled or employed by the university.
 - (iii) Specific circumstances prevent the university from gathering sufficient evidence.
 - (c) The dismissal of a formal complaint shall be done simultaneously and in writing to the parties.
 - (d) A dismissal of a formal complaint may be appealed pursuant to paragraph (F)(10) of this policy.

- (e) A formal complaint which is dismissed pursuant to this policy may be considered under a different university policy, 3356-2-03, “Discrimination/ harassment,” rule of 3356-2-03 of the Administrative Code, or 3356-7-04, “Workplace and off-campus violence, threats, and disruptive behavior,” rule of 3356-7-04 of the Administrative Code, or under “The Student Code of Conduct.”
- (5) Informal resolution. At any time prior to reaching a determination regarding responsibility, the university may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication.
- (a) Both parties’ voluntary, written consent to the informal resolution process is necessary. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.
 - (b) Informal resolution is not an option for resolving allegations that an employee or faculty member sexually harassed a student.
- (6) Investigation. The Title IX coordinator or designee is responsible for investigating formal complaints which meet the criteria of this policy.
- (a) The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the investigator and not on the parties.
 - (b) The respondent is not considered responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
 - (c) The university shall not access, consider, disclose, or otherwise use a party’s records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional’s or paraprofessional’s capacity, or assisting in

that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the university obtains that party's voluntary, written consent to do so for a grievance process under this section or as permitted by law.

- (d) The parties shall have an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence during the course of the investigation. All parties are free to discuss the allegations under investigation or to gather and present relevant evidence.
- (e) All parties shall have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice including an attorney. However, the advisor may not speak during any interview or proceedings, with the exception of the cross-examination portion of any hearing.
- (f) Any party whose participation is invited or expected shall receive written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings with sufficient time for the party to prepare to participate.
- (g) Both parties shall receive an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.
- (h) Prior to completion of the investigative report, the investigator shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties shall have ten calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report.

- (i) The investigator shall make all evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.
 - (j) The investigator shall create an investigative report that fairly summarizes relevant evidence and shall provide a copy, in electronic or hard copy format, to the parties and their advisors at least ten calendar days prior to any hearing. Either party can submit a written response to the investigator during these ten days.
- (7) Hearings. Formal complaints that are not resolved informally or dismissed will result in a live hearing.
- (a) The hearing will be scheduled by the office of student conduct and will be held before a Title IX decision-maker. Where the complainant and respondent are both employees and/or faculty members, the Title IX coordinator will convene the hearing.
 - (b) Live hearings may be conducted with all parties physically present in the same geographic location, or participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other.
 - (c) The decision-maker shall permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing shall be conducted directly, orally, and in real-time by the party's advisor of choice and never by a party personally.
 - (d) At the request of either party, the hearing may occur with the parties located in separate rooms with technology enabling the decision-maker(s) and parties to simultaneously see and hear the party or the witness answering questions.

- (e) Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination or other question, the decision-maker shall first determine whether the question is relevant and explain any decision to exclude a question as not relevant. Parties may not challenge the relevancy determination of the decision-maker, except on appeal.
- (f) Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- (g) If a party does not have an advisor present at the live hearing, the university shall provide, without fee or charge to that party, an advisor of the university's choice to conduct cross-examination on behalf of that party.
- (h) If a party or witness does not submit to cross-examination at the live hearing, the decision-maker(s) shall not rely on any statement of that party or witness in reaching a determination regarding responsibility, provided, however, that the decision-maker cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
- (i) Credibility determinations shall not be based on a person's status as a complainant, respondent, or witness.
- (j) Parties are not required to divulge any medical, psychological, or similar privileged records as part of the hearing process.
- (k) The decision-maker shall create an audio recording for a live hearing and an audiovisual recording for a virtual live

hearing. Such recording will be available to the parties for inspection and review upon written request to the convener.

- (8) Findings.
- (a) The hearing decision-maker shall issue a written determination simultaneously to the parties regarding responsibility/policy violation(s) and sanctions/discipline when responsibility/policy violation is found to have occurred. To reach this determination, the preponderance of the evidence standard (whether it is more likely than not that the alleged conduct occurred) will be used.
 - (b) The determination regarding responsibility and sanction(s)/discipline becomes final either on the date that the university provides the parties with the written determination of the result of the appeal, if an appeal is filed; or if an appeal is not filed, the date on which an appeal would no longer be considered timely.
 - (c) The written determination shall include:
 - (i) Identification of the allegations potentially constituting sexual harassment.
 - (ii) A description of the procedural steps which were followed starting with the formal complaint and continuing through determination.
 - (iii) The finding of facts that support the determination.
 - (iv) A conclusion applying the appropriate definition of the university's policy to the facts.
 - (v) A rationale for the result of each allegation regarding the determination of responsibility.
 - (vi) For respondents who are students, the hearing decision-maker shall consult with the vice president of student experience or their designee regarding sanctions. For respondents who are employees or faculty members the hearing decision maker shall

consult with the chief human resources officer, or their designee, regarding discipline.

- (vii) Information regarding whether remedies designed to restore or preserve equal access to the university's education program or activity will be provided to the complainant. The Title IX coordinator is responsible for effective implementation of any remedies.
 - (viii) The procedures and bases for the complainant and respondent to appeal the determination.
- (9) Sanctions/discipline.
- (a) Students.
 - (i) Possible sanctions for student respondents: warning, conduct probation with or without loss of good standing, restitution, educational sanctions, residential suspension, university suspension, residential expulsion, university expulsion, revocation of admission and/ or degree, withholding degree, and fines.
 - (ii) Serious misconduct is defined as any act of sexual assault, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon, as defined in division (A) of section 2923.11 of the Revised Code, or causes serious bodily injury. Students found responsible for violations of the serious misconduct policy will face, at minimum, a sanction of conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

Students returning from a sanction of suspension will automatically be placed on conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

- (b) Possible sanctions/discipline for employee or faculty respondents: employment probation, demotion or reassignment, suspension with or without pay for a specific period of time, termination of employment, ineligibility for rehire, and/or other sanctions or remedies as deemed appropriate under the circumstances.
- (10) The appeal process.
- (a) Filing an appeal.
 - (i) Appeals are not a re-hearing of the allegation(s).
 - (ii) Only a complainant or respondent (referred to as party or parties) may request an appeal.
 - (iii) An appeal must be submitted in writing to the Title IX coordinator within five working days from receipt of a decision using the “Title IX Appeal Request Form” and include all supporting material.
 - (iv) A party may appeal the determination regarding responsibility, sanctions/discipline and/or the university’s dismissal of a formal complaint or any allegations therein.
 - (v) There are four grounds for appeal:
 - (1) Procedural irregularity that significantly impacted the outcome of the matter (for example material deviation from established procedures). The appeal request must cite

specific procedures and how they were in error; and/or

- (2) New evidence that was not reasonably available at the time the original decision was made that could have affected the outcome. A summary of this new evidence and its potential impact must be included in the request. (Note: Failure to participate or provide information during an investigation or hearing, even based on concern over a pending criminal or civil proceeding, does not make information unavailable during the original investigation or hearing); and/or
 - (3) The Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. The appeal must cite specific examples of how the bias affected the outcome.
 - (4) The discipline/sanction(s) imposed are substantially outside the parameters or guidelines set by the university for this type of violation or the cumulative conduct record of the responding party.
- (b) Title IX appellate review officer (hereinafter referred to as appellate review officer). Upon receipt of a request for appeal, the Title IX coordinator will designate a Title IX appellate review officer as follows:
- (i) Appeals where the respondent is a student, the appellate officer will be either the vice president for student affairs or their designee or a deputy Title IX coordinator who did not participate in the investigation or hearing.

- (ii) Appeals where the respondent is a faculty member or employee, the appellate officer will be either the chief human resources officer or their designee or a deputy Title IX coordinator who did not participate in the investigation or hearing.
 - (iii) The appellate officer cannot be the investigator, Title IX coordinator, or the person who acted as the decision-maker regarding the determination of responsibility/policy violation, or dismissal.
- (c) Appeal procedures:
- (i) Generally, within five business days after receipt of the request for appeal by the appellate review officer, the appellate review officer will conduct an initial review of the appeal request(s) to determine whether the appeal is timely and satisfies the grounds for appeal.
 - (ii) If the appeal request is not timely or does not satisfy the grounds for appeal, the appeal request will be denied, the parties will be notified, and the finding and sanction or responsive action/remedies will stand. The decision not to accept an appeal request is final and is not subject to further appeal.
 - (iii) If the appeal request is timely and meets the ground for appeal, the Title IX coordinator will notify the parties that the appeal has been accepted and will notify the non-appealing party that they may file a response within three business days from notification.
 - (iv) The appellate review officer will then review the issues presented in the appeal and any response(s).
 - (v) The standard on appeal is whether there is relevant evidence/information such that a reasonable person would support the decision(s).
 - (vi) The appellate review officer can take one of the following actions:

- (1) Affirm the original findings;
 - (2) Remand the case to the original investigators or hearing panel for consideration of new evidence or to remedy a procedural irregularity;
 - (3) Remand the case to a new investigator in a case of bias. The appellate review officer, may order a new investigation with a new investigator or hearing panel; or
 - (4) Administratively alter the finding if bias, procedural irregularity or new evidence, unknown or unavailable during the original investigation, substantially affected the original finding, and the associated sanctions or responsive action.
- (vii) Decisions rendered by the appellate review officer or actions taken following the decisions appellate review officer's decision are final and not subject to further appeal.
- (viii) Cases that are sent back to the investigator or hearing panel are not eligible for a second appeal.
- (G) Article VI. Academic integrity violation procedures.
- (1) General.
 - (a) Academic honesty is essential to the educational process and serves to protect the integrity of the university community. Therefore, all members of the university community have a responsibility for maintaining high standards of honesty and ethical practice. Cheating, plagiarism, and other forms of academic dishonesty constitute a serious violation of university policy, as outlined in paragraph (D) of this policy. Students should consult with the faculty member if they are not sure what may constitute a violation of the academic integrity policy.

- (b) Students suspected of violations of the academic integrity policy may be charged with a violation of university policy under the student conduct standards as outlined in paragraph (D)(1) of this policy. Cases of alleged violations of the academic integrity policy shall be resolved as outlined in this paragraph.
 - (c) The process outlined in this paragraph is the only approved process by which faculty members can address alleged violations of the academic integrity policy. Failure to follow this process or use of any process other than this will result in nullification of any charges against the student and nullification of any sanctions levied against the student. If, following nullification of the charges and sanctions, the faculty member refuses to rectify the impacted grades or assignments, the student has the right to file a grievance against the faculty member. Any internal college, departmental, or program processes used to address alleged violations of policy or concerns about student conduct are secondary to the processes outlined herein.
- (2) Academic integrity conference.
- (a) After the faculty member has gathered evidence of a possible violation, they shall notify the student within two university working days in writing, via university email, of the allegations and invite the student to participate in an academic integrity conference. The faculty member and student may hold the conference without written notification. This academic integrity conference shall occur within five university working days of the written notification to the student.
 - (b) The academic integrity conference is the first step in this process, and serves to provide the student with the opportunity to discuss the allegations made by the faculty member. During this meeting, the student should have the opportunity to address the allegations, and to review all relevant information and documentation to the allegations.

In situations where the course is taught primarily online and/or where the student is unable to physically present for the academic integrity conference, the meeting may be conducted via email, phone, or video conference, as appropriate. The faculty member may consult with the judicial chair of the academic grievance subcommittee or the office of community standards and student conduct for direction in such situations.

- (c) If, after meeting with the student, the faculty member determines that no violation of the academic integrity policy occurred and/or the student is not responsible for a violation of the academic integrity policy, the faculty member can dismiss the charges by not filling out the academic integrity form.
- (d) If the faculty member concludes that the student is responsible for a violation of the academic integrity policy, the faculty member shall select an appropriate sanction, as outlined in paragraph (F)(3) of this policy, and will complete the academic integrity form. While the student may sign the form immediately, they have up to five university working days to do so. The student has the option to accept the charge but contest the sanction, or they can agree to both the charge and sanction.
- (e) If the student signs the academic integrity form, acknowledging responsibility for the alleged violation and accepting the sanction, the decision is final and there is no appeal process.
 - (i) The student will return the form to the faculty member. The faculty member will sign the form, and will submit copies of any documentation or statements with the academic integrity form.
 - (ii) The faculty member will forward the form to the departmental chairperson for their signature, acknowledging the case has been brought to their attention. The chairperson has the option to submit

a written statement to be included with the academic integrity form.

- (iii) The chairperson will then forward the form and all documents to the dean for their signature, acknowledging the case has been brought to their attention. The dean has the option to submit a written statement to be included with the academic integrity form.
 - (iv) The dean will then forward the form and all documents to the office of community standards and student conduct to be placed in the student's file.
 - (v) The dean of graduate studies will be notified and provided a copy of the form and all documents for cases involving graduate students.
 - (vi) No further action is required unless the recommended sanction includes program removal, suspension, or expulsion. In cases where one of these sanctions is recommended, the case will be forwarded to the judicial chair of the academic grievance subcommittee for review.
- (3) Failure to appear, respond or sign.
- (a) If the student fails to respond to the faculty member's request for an academic integrity conference, or fails to attend an academic integrity conference within five university working days of notice by the faculty member, the following will occur:
 - (i) The faculty member will complete and sign the academic integrity form without the student's signature. They will then submit the form along with copies of any documentation or statements to the chairperson for their signature, acknowledging the case has been brought to their attention. The

chairperson has the option to submit a written statement to be included with the form.

- (ii) The chairperson will then forward the form and all documents to the dean for their signature, acknowledging the case has been brought to their attention. The dean has the option to submit a written statement to be included with the form.
 - (iii) The dean will then forward the form and all documents to the office of community standards and student conduct to be placed in the student's file. The office of community standards and student conduct will then forward the academic integrity form and all documents to the judicial chair of the academic grievance subcommittee for further action.
 - (iv) The dean of the college of graduate studies will be notified and provided a copy of the form and all documents for cases involving graduate students.
- (b) If the student declines to accept responsibility for the charges and/or declines to accept the sanctions selected by the faculty member, the faculty member should complete the form as outlined in this paragraph.
- (4) Academic grievance subcommittee referrals.
- (a) If the student declines to accept responsibility for the charges, and/or declines to accept the sanctions selected by the faculty member, the case will be referred to the office of community standards and student conduct and forwarded to the judicial chair to initiate a hearing before the academic grievance subcommittee.
 - (b) Regardless of whether the academic integrity form is signed, in cases where program removal, suspension, or expulsion is recommended by the faculty member, the case will be referred to the office of community standards and student conduct and forwarded to the judicial chair to

initiate a hearing before the academic grievance subcommittee. A representative from the office of community standards and student conduct must be present at all such hearings to serve in an advisory capacity.

- (5) Academic grievance subcommittee structure.
 - (a) Judicial chair. Associate provost for academic administration or designee appointed by the provost.
 - (b) Faculty members are appointed by the academic senate and serve a two-year term. One faculty member shall be selected from each of the six colleges. At least three of these appointees will have graduate faculty status. In cases involving graduate matters, only graduate faculty will be appointed. Six faculty members with graduate faculty status will be appointed by graduate council to hear cases involving graduate students.
 - (c) Undergraduate student members are appointed by the dean of students, or designee, and may serve up to three years on the subcommittee. In addition, six graduate students (preferably one from each college) will be appointed by the graduate council to hear cases involving graduate students.
 - (i) Students must complete an application available through the office of community standards and student conduct.
 - (ii) At least one undergraduate student member is selected from each of the six colleges.
 - (iii) Students must have a minimum GPA of 2.5 for undergraduate students and a 3.0 for graduate students.
 - (iv) Students must not have a previous student conduct record.
 - (v) Students should be sophomore status or above.

- (6) Academic grievance subcommittee hearing procedures.
- (a) In cases where the student failed to respond to a request from the faculty member for an academic integrity conference, cases where the student failed to return the signed academic integrity form to the faculty member within the given timeframe, cases wherein the student disputes the charges or sanctions, or in cases when the faculty member recommends program removal, suspension, or expulsion, a hearing by the academic grievance subcommittee is initiated.
 - (b) Within five university working days of receiving the academic integrity form and any supporting documentation of evidence from the faculty member, the judicial chair, or designee, shall contact the student involved and request a statement and any documentation or evidence they would like to have considered in the hearing. The student will have five university working days to submit these items to the office of community standards and student conduct.
 - (c) Within two university working days of receiving the statement and evidence, the judicial chair, or designee, shall distribute copies of the academic integrity form and any documentation or evidence produced by the student and faculty member to the academic grievance subcommittee members, the student, faculty member, department chairperson, and appropriate dean. The academic integrity form, course syllabus (submitted by the faculty member, student, or both), and any documentation or evidence produced by the student, faculty member, chairperson, or dean compose the academic integrity hearing packet.
 - (d) A hearing date, time, and location for the academic grievance subcommittee hearing will be established by the judicial chair, or designee. Academic grievance subcommittee members shall have a minimum of three university working days to review all written materials in the academic integrity hearing packet. The hearing notice shall be sent to the parties directly involved in the

grievance procedure, excluding advisors and witnesses. Parties directly involved include:

- (i) Faculty/student. The party who files the academic integrity form and the party who is alleged to have violated the academic integrity policy. If either party cannot or refuses to attend the hearing, they may provide written or recorded statements to be submitted for evidence. Faculty members are permitted to have a substitute who will exercise all the rights and responsibilities of the absent faculty member.
- (ii) Department chairperson. The chairperson of the department in which the faculty member resides. The chairperson's attendance is optional. If the chairperson is in attendance they will be brought in to speak with the hearing panel after the presentation of information by the faculty member and student and without the faculty member or student present. The chairperson's role in the hearing is to provide information on any knowledge they have of the case as well as to provide insight into and clarify any questions regarding the culture of the department or expectations of students in the department.
- (iii) Dean. The dean of the college in which the faculty member's department is housed. The dean's attendance is optional. In addition, the dean of graduate studies has the option to attend in cases that involve graduate students and graduate faculty members. If the dean is in attendance, they will be brought in to speak with the hearing panel after the presentation of information by the faculty member and student and without the faculty member or student present. The dean's role in the hearing is to provide information on any knowledge they have of the case as well as to provide insight into and clarify any questions regarding the culture of the

department or expectations of students in the department.

- (iv) Academic grievance subcommittee hearing panel members. Derived from the membership of the student academic grievance subcommittee of the academic senate. At minimum, each hearing panel consists of three faculty members, three undergraduate students, and the judicial chair. In hearings involving allegations against a graduate student, graduate college representatives will form the hearing panel. The hearing panel conducts the formal hearing and renders a decision. No member of a hearing panel will hear a case directly involving themselves.
- (v) Advisors. The student and the faculty member may each avail themselves of the services of an advisor throughout the academic integrity process. An advisor may be drawn from within or outside the university community. Advisors may not present testimony or speak on behalf of the party whom they are advising. They are permitted, however, to give notes or whisper instructions/advice to the party whom they are advising. Examples of advisors include a parent/guardian, attorney, clergy, other faculty member, or coach. The advisor may not be the chairperson or dean for the college in which the faculty member or student is housed. In situations where a graduate assistant is considered the instructor of record and is the party who submitted the academic integrity form, the chairperson may serve as an advisor to the graduate assistant and is permitted to stay throughout the hearing.

In cases in which the student is a dully enrolled high school and university student (through the Youngstown early college or the college credit plus program), the student may have both a parent/guardian and a secondary advisor present for the hearing.

- (vi) Witness(es). Witnesses who have something to add to the hearing either in support of the faculty member or student are permitted. While the number of witnesses is not limited, the number of witnesses that present repetitive testimony may be limited at the discretion of the judicial chair.
 - (e) If the student or faculty member is unable to be physically present for the hearing, then both the faculty member and student will be made available for the hearing through the same electronic means to provide equal treatment to all parties. This may include either teleconference or video conferencing platforms, as deemed appropriate by the judicial chair.
- (7) Rights of hearing parties.
- (a) The following rights are guaranteed to the student and the faculty member:
 - (i) The right to be present.
 - (ii) The right to be accompanied by an advisor of their choice.
 - (iii) The right to speak in support of their argument.
 - (iv) The right to bring witnesses in support of their case.
 - (v) The right to present any relevant information directly supporting their written items in the academic integrity packet, including oral testimony.
 - (vi) The right to refute information presented.
 - (vii) The right to consult with the judicial chair or the office of community standards and student conduct regarding the hearing, their testimony or the presentation of any testimony in support of their case.

- (b) The judicial chair has the right to:
 - (i) Limit the amount of time testimony is presented by any given individual;
 - (ii) Remove disruptive individuals from the room;
 - (iii) Ensure that only the members of the hearing panel, student, and faculty member are present in the room;
 - (iv) Ensure that all witnesses remain outside the hearing room and are brought in and dismissed after their testimony is presented;
 - (v) Extend the timeline for the hearing process.
- (8) Deliberation and findings.
 - (a) The hearing panel shall meet in closed session to review the information presented and reach a decision. The hearing panel shall vote using secret ballots tallied by the judicial chair. The judicial chair will only vote in circumstances of a tie among the hearing panel members.
 - (b) If the hearing panel determines that the student is responsible for a violation of the academic integrity policy, the hearing panel may consider previously resolved cases (on file with the office of community standards and student conduct) involving the student when assigning an appropriate sanction. The judicial chair will present such information to the hearing panel only after a determination of responsibility on the case in question has been reached.

The standard of proof utilized in all university student conduct proceedings shall be a preponderance of evidence. Preponderance of the evidence is known as the balance of probabilities, met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than fifty per cent chance that the proposition is true.

- (c) Both parties shall be informed of the hearing panel's decision in writing within three university working days. This statement shall be prepared and signed by the judicial chair and forwarded to the office of community standards and student conduct, the graduate school dean when appropriate, the provost and all parties directly involved in the hearing, except advisors and witnesses.
 - (i) Notice of the hearing panel's decision ends the academic grievance subcommittee's involvement in the disposition of the case.
 - (ii) A file of all pertinent documents for all academic integrity hearings shall be kept by the office of the provost and the office of community standards and student conduct.
 - (iii) Any change of grade as a result of the hearing panel's decision should be made by the faculty member and signed by the respective chairperson and/or dean within five university working days. If the faculty member, chairperson and/or dean refuse to sign the grade change form, then the provost will do so.
- (9) Appeals.
 - (a) Only students may appeal the decision of the academic grievance subcommittee regarding for cases involving alleged violations of the academic integrity policy. The appeal can only be based on procedural violations and must be submitted within five university working days from the date on which the student was notified of the hearing panel's decision. The request for an appeal is submitted in writing to the judicial chair.
 - (b) The judicial chair will forward the written appeal to the academic senate executive committee within two university working days.

- (i) If the academic senate executive committee determines that no procedural violations occurred or that any procedural violations were minor and did not affect the original hearing panel's decision, the original hearing panel's decision is upheld and the case is closed.
 - (ii) If the academic senate executive committee determines that procedural violations may have occurred and were potentially substantive enough to have affected the hearing panel's decision, the case will be referred to a three-person appellate hearing panel consisting of one student and two faculty members. This appellate hearing will take place within twelve university working days of receipt of the written appeal.
- (c) Appellate hearing panel.
- (i) No member of the appellate hearing panel will hear a case directly affecting themselves.
 - (ii) Prior to the appellate hearing, members of the appellate hearing panel shall review all relevant documents.
 - (iii) The chair of the appellate hearing panel shall inform both parties of the decision as soon as reasonably possible. A written statement of the decision shall be prepared and signed by the chair of the appellate hearing panel, forwarded to the student, faculty member, the office of community standards and student conduct, and office of the provost within five university working days of the decision via university email.
 - (iv) A file of all pertinent documents for all appeals shall be kept by the office of community standards and student conduct and/or the office of the provost.

- (v) The decision reached by the appellate hearing panel is final and may not be appealed.
 - (d) At the discretion of the chair of the appellate hearing panel, the timeline under the appeal process may be extended.
 - (e) If the appeal results in a grade change, the grade change form should be completed by the faculty member and signed by the respective chairperson and/or dean within three university working days. If the faculty member, chairperson, and/or dean refuse to sign the grade change form, then the provost will do so.
- (10) Sanctions. Sanctions for violations of the academic integrity policy may include, but are limited to, the following:
- (a) Issuing an official warning.
 - (b) Lowering the grade on the exam, paper or assignment in question.
 - (c) Lowering the final grade for the course.
 - (d) Requesting additional action from the academic grievance subcommittee, including removal from a course, removal from an academic program, university suspension, or expulsion.
 - (e) Other sanctions as deemed appropriate by the faculty member. The faculty member may consult with the judicial chair, the office of community standards and student conduct, chairperson or dean regarding appropriate sanctions.
- (11) Role of the student conduct administrator (SCA). The student conduct administrator, or designee, has the following responsibilities with regards to all cases involving alleged violations of the academic integrity policy.

- (a) To create/maintain a student conduct file containing the completed academic integrity form and supporting documents.
 - (b) To expunge all records as outlined in this policy.
 - (c) In cases where the academic integrity form is completed by all parties, they will acknowledge receipt of this form by emailing the student, faculty member, chairperson, and dean with a letter that details the resolution of the case.
 - (d) In cases where the student has already been found responsible for a previous academic integrity violation, any additional violation will result in a review of all cases by the office of community standards and student conduct for possible additional charges and sanctioning.
- (H) Article VI. Section 3345.22 of the Revised Code, the “1219 hearing” process.
- (1) Background. Disruptive behavior and the “1219” procedure. The Ohio campus disruption act, also known as Ohio House Bill 1219, is codified in sections 3345.22 and 3345.23 of the Revised Code. The purpose of the law is to protect university students, faculty, staff, and other members of the campus community from crimes of violence committed near the university or upon people or property at the university.

A “1219 hearing” is appropriate when a student is arrested for a crime of violence committed on or near the university. If a student is convicted of an offense of violence that occurred on or near the university, the student will be automatically suspended pursuant to section 345.23 of the Revised Code. The purpose of the “1219 hearing” is to remove students from campus who may be a threat to the safety and security of the student body or campus community.
 - (2) Definition of a “crime of violence.” There are over thirty crimes of violence considered violations of the “1219” law, including but not limited to the following: arson, assault, burglary, domestic violence, discharged firearm, felonious assault, gross sexual

imposition, inciting to violence, inducing panic, intimidation, kidnapping, menacing, murder, rape, riot, robbery, sexual battery, and voluntary manslaughter.

- (3) Jurisdiction of the “1219 hearing.”
- (a) If a student is arrested for a crime of violence referenced in division (D) of section 3345.23 of the Revised Code, they may be temporarily suspended from the university according to “The Student Code of Conduct,” which is referred to as an interim suspension. This suspension will last during the process of the “1219 hearing” and continue until the student meets with the office of community standards and student conduct. The results of the “1219 hearing” discussed in this paragraph does not alter the student’s status under an interim suspension.
 - (b) A “1219 hearing,” which is distinctly separate from a conduct conference or a student conduct board hearing, will be held shortly after a student’s arrest for a crime of violence. The hearing can be continued for good cause. The purpose of the “1219 hearing” is to determine by a preponderance of the evidence whether the student committed an offense of violence.
 - (c) If the referee, as appointed by the university (office of the general counsel), finds that the student did commit an offense of violence on or near the university, the referee will then determine if the student should be under strict probation or suspended from the university pending the outcome of the criminal case. However, as previously noted, if the student is under an interim suspension, the student will remain suspended, even if they only receive strict probation from the referee, until the conclusion of the student conduct process administered by the office of community standards and student conduct.
 - (d) Following the “1219 hearing,” the criminal case outcome will determine the student’s status under section 345.23 of the Revised Code. If the student is convicted of an offense

of violence in the criminal case, the student will be suspended from the university for at least one year.

- (e) Upon acquittal, or upon any final judicial determination not resulting in conviction of an offense of violence, the “1219” suspension automatically terminates and the student in question shall be reinstated and the record of the “1219” suspension expunged from the person’s university record. The criminal process and “1219 hearing” are separate. The outcome of the “1219 hearing” has no bearing on the criminal case.
 - (f) When a student is found not guilty, they may return to school, but upon conclusion of the “1219 hearing” and possibly while the criminal case is still underway, the university may, and in nearly all cases, will initiate the student conduct process. The student may also be under the restriction of an interim suspension. If the student is not under an interim suspension or has been found not responsible of a violation of “The Student Code of Conduct,” the student would be permitted to return to school.
 - (g) If the student is found guilty at the criminal trial for an offense of violence on or near the university, they will be suspended from Youngstown state university for the period of one year. The student will receive a written notice of the suspension from the office of community standards and student conduct. The student must receive approval from the board of trustees to be permitted to return to the university. This one-year suspension will still be imposed even if the student is found not responsible for a violation of “The Student Code of Conduct.”
- (4) The “1219 hearing” process. The “1219 hearing” will be an adversary proceeding. Unlike a student conduct hearing, a “1219 hearing” will be conducted by a referee appointed by the university. A university attorney will present the evidence at the hearing on behalf of the university. The student has the right to:
- (a) Be represented by an attorney.

- (b) To cross-examine witnesses called by the state (the university).
 - (c) Call upon their own witnesses.
 - (d) To present evidence.
 - (e) To give a statement (but not required to do so). If the student does not appear at the hearing, the student will be suspended. In the absence of a waiver of the right against compulsory self-incrimination, the testimony of a student whose suspension is being considered, given at the hearing, shall not subsequently be used in any criminal proceeding against the student.
- (5) Burden of proof. Preponderance of the evidence is the standard used for all “1219 hearings.” Preponderance of the evidence is known as the balance of probabilities met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than fifty per cent chance that the proposition is true. The referee must find that the student committed the offense by a preponderance of the evidence.
- (I) Article VII. Parental/guardian notification policy. Youngstown state university is committed to an educational environment that promotes the safety, responsible decision-making, and social and intellectual development of all students. Furthermore, the university is concerned with taking a proactive approach in regards to students who may be experiencing problems with alcohol or other drugs. It is the policy of Youngstown state university to notify parents of students under twenty-one years of age if such students have been found responsible for violating institutional policies regarding alcohol or other drugs, to create a positive support network for students.
 - (1) Parameters.
 - (a) This policy will be applied in situations where students under the age of twenty-one have been found responsible for a violation of university policies regarding drugs or alcohol.

- (b) The office of community standards and student conduct shall be responsible for administering all procedures of the parental/guardian notification policy.
- (2) Procedures.
- (a) Parents/guardians shall be notified when the underage student is found responsible for a violation of the drug or alcohol policies.
 - (b) The dean of students, or designee, may make an exception to the parental/guardian notification policy if in their judgment it is determined that harm would come to the student because of parental/guardian notification.
 - (c) The notification will be provided in writing from the office of community standards and student conduct and will be mailed to the student's home address.
 - (d) The notification letter will inform parents or guardians that their student has been found responsible for a violation of an alcohol or drug policy. Included with the letter will be answers to frequently asked questions. Parents or guardians will be encouraged to discuss the incident with the student.
 - (e) The office of community standards and student conduct will be responsible for responding to questions from parents/guardians. If a parent or guardian is interested in reviewing their student's conduct file, the student generally must sign a waiver to release this information. There are exceptions to this that will be determined on a case-by-case basis.
- (J) Article VIII. Interpretation and revisions. Any question of interpretation or application regarding "The Student Code of Conduct" shall be referred to the student conduct administrator for final determination.

"The Student Code of Conduct" shall be reviewed every three years under the direction of the student conduct administrator. Any member of the

university community may recommend a change to “The Student Code of Conduct” to the dean of students, or designee. The dean of students, or designee, shall distribute the recommendation to the appropriate areas and gather feedback. If the change is endorsed by the dean of students, or designee, the change shall be presented to the board of trustees for adoption.

- (K) Glossary of terms when used in “The Student Code of Conduct.”
- (1) The term “due process” is an assurance that all accused students will receive notice of charges, notice of the evidence to be used against them, and the opportunity to participate in a hearing prior to the deprivation of any educational property interest.
 - (2) The term “academic grievance subcommittee” is a group of university students and faculty selected and trained to adjudicate hearings wherein a student has allegedly violated the academic integrity policy for the university. Each hearing has a hearing panel consisting of at least six members from the academic grievance subcommittee.
 - (3) The term “appellate hearing panel” shall mean any person or persons authorized on a case-by-case basis by the student conduct administrator to consider a request for appeal from a student conduct body’s determination that a student has violated “The Student Code of Conduct” or from the sanctions imposed by the student conduct body.
 - (4) The terms “can,” “may,” or “should” specify a discretionary provision of “The Student Code of Conduct.”
 - (5) The term “complainant” shall mean any party harmed by the actions of a student who allegedly violated “The Student Code of Conduct.”
 - (6) The term “deputy conduct officer” shall mean a university official authorized on a case-by-case basis by the student conduct administrator to review complaints, determine responsibility, and impose sanctions upon students found to have violated “The Student Code of Conduct.”

- (7) The term “faculty member” shall mean any person employed by the university to conduct classroom or teaching activities or who is otherwise considered by the university to be a member of its faculty. In certain situations, a person may be both “student” and “faculty member.” One’s status in a situation shall be determined by the relevant circumstances.
- (8) The terms “file” or “records” mean information relating to a current or former student which is stored in a fashion that facilitates recovery of that information by reference to the individual in whatever form or medium such gathering of information is created, kept, or maintained.
- (9) The term “function” shall mean all student activities or events occurring at the university or sponsored by registered student organizations, groups, or members of the academic community.
- (10) The term “group” shall mean a number of students who are associated with each other and who have not complied with university requirements for registration as an organization.
- (11) The terms “hearing panel” or “hearing panel members” shall mean individuals who have been selected or assigned to adjudicate a hearing. These individuals are selected from a trained body, including the student conduct board and the academic grievance subcommittee.
- (12) The term “hearing panel advisor” shall mean the student conduct administrator, or designee, or appointee. The hearing panel advisor has responsibility for ensuring that policies and procedures within this document are adhered to within any student conduct process. The hearing panel advisor may be involved in any part of the student conduct process, and may provide input or answers, or otherwise answer questions asked by any parties.
- (13) The term “may” is used in the permissive sense.
- (14) The term “member of the university community” shall include any person who is a student, faculty member, university official, any other person employed by the university, or any person lawfully present on university premises.

- (15) The term “organization” shall mean a university-registered student organization which as complied with formal requirements of official registration.
- (16) The term “policy” shall be defined as the written regulations of the university as found in, but not limited to, “The Student Code of Conduct,” “Resident Handbook,” the university website, undergraduate/graduate catalogs, university policies, and board of trustees policies.
- (17) The term “respondent” shall mean any student accused of violating “The Student Code of Conduct.”
- (18) The terms “shall,” “must,” “will,” or “is required” specify a mandatory requirement of the code.
- (19) The term “student” shall include all persons registered for courses, seminars, and workshops at the university, either full-time or part-time, pursuing undergraduate, graduate, professional studies, or continuing education programs. Also included are those individuals accepted for admission or living in the residence halls, whether enrolled at the university.
- (20) The term “student conduct administrator” is the dean of students, or designee, who shall be responsible for the administration of the code and the university student conduct process.
- (21) The term “student conduct board” is a group of university students, staff, and faculty selected and trained to adjudicate hearings wherein students have allegedly violated university policy. Each hearing has a hearing panel consisting of three members from the student conduct board.
- (22) The term “student conduct body” shall mean student conduct officer, any deputy conduct officer, or any hearing panel of the student conduct board authorized by the student conduct administrator to determine whether a student has violated “The Student Code of Conduct” and to recommend imposition of sanctions.

- (23) The term “student conduct officer” is the assistant dean of students for community standards, advocacy, and conduct who is the university official assigned to serve as the primary charging administrator by the student conduct administrator to review complaints, determine responsibility, and impose sanctions upon students found to have violated “The Student Code of Conduct.”
- (24) The terms “university” or “institution” mean Youngstown state university and collectively those responsible for its operation.
- (25) The term “university premises” shall be defined as all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the university including adjacent streets, sidewalks, and parking lots.
- (26) The term “university official” shall mean any person employed by, appointed to, authorized to act on behalf of or performing administrative or professional work for the university.
- (27) The term “university working day” refers to any day of the week excluding Saturdays, Sundays, or official holidays.
- (28) The term “weapon” shall have the same meaning as in university policy 3356-7-03 concerning weapons on campus (rule 3356-7-03 of the Administrative Code).
- (29) All other terms have their natural meaning unless the context otherwise dictates.

3356-8-01.1 “The Student Code of Conduct.”

Responsible Division/Office:	Academic Affairs
Responsible Officer:	Dean of Students and Ombudsperson
Revision History:	March 1998; December 2010; June 2016; September 2017; September 2020; June 2021; September 2022; June 2023; June 2024
Board Committee:	Academic Excellence and Student Success
Effective Date:	June 7, 2024
Next Review:	2029

- (A) Policy statement/preamble. Youngstown state university (YSU) is a student-centered institution committed to the education, development, well-being, and success of students of all ages and from all walks in life. In concert with our mission to help students grow intellectually, we strive to foster their personal, social, emotional, and career growth, as well as their capacities for lifelong learning, civic responsibility, and leadership.

As a campus community, we expect all conduct to be rooted in integrity, mutual respect, and civility. We value ethical behavior in scholarly and other endeavors, believe in the dignity and worth of all people, strive to foster an appreciation of, and respect for, differences among the human race, and celebrate the diversity that enriches the university and the world. As a member of a higher education community, students have an obligation to conduct themselves in a manner that is compatible with the university’s purposes as an institution of higher education. Each student is expected to be fully acquainted with all published policies, procedures, and regulations of the university and is held responsible for compliance with them. All members of the university community are expected to assume responsibility for creating an environment conducive to the educational mission and purpose of the university.

The policies and regulations in “The Student Code of Conduct” have been established to ensure a positive educational experience for every student. “The Student Code of Conduct” serves as an official university document that outlines conditions and regulations considered essential to the effective functioning of the university.

The student conduct process at Youngstown state university adheres to procedural due process and is intended to be part of the educational process at the university. This student conduct process provides a forum for the impartial and expedient resolution of alleged misconduct in the university community and encourages students to live responsibly and be accountable for their actions. The student conduct process is based on the university's commitment to developing integrity, respect, and responsibility among all students.

(B) Article I. Rights and responsibilities.

- (1) Basic rights. The following enumeration of basic rights shall not be construed to deny or disparage other rights and privileges retained by students in their capacity as members of the student body or as citizens of the community at large:
 - (a) The right of free inquiry, expression, and/or assembly.
 - (b) The right to pursue educational goals and appropriate opportunities for learning in the classroom, on campus, and online.
 - (c) The right to be secure in their persons, living quarters, papers, and effects against unreasonable searches and seizures.
 - (d) The right to retain ownership of class projects/assignments authored by a student and submitted to fulfill requirements of a course, except as provided by section 3345.14 of the Revised Code.
- (2) Basic responsibilities. Students, as members of the university community, shall have the following responsibilities which are inherent in the basic rights delineated in this paragraph:
 - (a) To maintain standards of academic performance as established by their faculty.
 - (b) To be responsible for acting in such a manner as to ensure other students the basic rights enumerated in this policy.

- (c) To be responsible for their actions with respect to, and to follow, all university regulations and policies.
 - (d) To be responsible for their actions with respect to provisions of local, state, and federal law.
 - (e) To conduct themselves in a manner which helps to create and maintain a learning atmosphere in which the rights, dignity, and worth of every individual in the university community are respected.
 - (f) To have in their possession a valid university identification card when on university premises.
 - (g) To be responsible for adhering to the university policy 3356-7-20, "Drug-free environment" (rule 3356-7-20 of the Administrative Code).
 - (h) To ensure adherence to all university board of trustees' policies that apply to students.
- (C) Article II. Student conduct authority. The president has delegated the authority for the university student conduct system to the dean of students and ombudsperson (hereinafter referred to as the dean of students). The dean of students, or designee, serves as the student conduct administrator responsible for the administration and operation of "The Student Code of Conduct" and the student conduct process. Members of the university seeking formal disciplinary action for alleged student misconduct should make referrals to the office of community standards and student conduct.

The student conduct administrator shall determine the composition of student conduct bodies and appellate hearing panels.

The student conduct administrator shall develop policies for the administration of the student conduct system and procedural rules for the conduct of hearings that are consistent with provisions of "The Student Code of Conduct." The student conduct officer shall be the assistant dean of students for community standards, advocacy, and conduct (hereinafter referred to as the assistant dean of students). The student conduct administrator may also appoint one or more deputy conduct officers to review reports of violations of "The Student Code of Conduct" and to

conduct investigations. Deputy conduct officers shall be under the supervision of the student conduct officer and/or the student conduct administrator.

- (1) Jurisdiction of “The Student Code of Conduct.”
 - (a) “The Student Code of Conduct” shall apply to conduct which adversely affects the university community or interferes with the pursuit of its mission or educational objectives and programs whether it occurs on university premises, at university sponsored activities, or on non-university premises. It is important to note that a student and/or group/organization will be subject to the university student conduct process where the conduct has occurred on non-university premises when the conduct adversely affects the university community or interferes with the pursuit of its mission or educational objectives and programs.
 - (b) Students shall be responsible for their conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if the conduct is not discovered until after a degree is awarded). “The Student Code of Conduct” shall apply to a student’s conduct even if the student withdraws from the university while an investigation into alleged misconduct is pending.
 - (c) An incident which results in a charge under “The Student Code of Conduct” may also lead to a proceeding outside of the university for a violation of local, state, or federal law. In these instances, university proceedings are not subject to challenge based on concurrent criminal or civil proceedings or that such proceeding has been or will be dismissed, reduced, withdrawn, resolved, or settled. The university will cooperate, to the extent permitted by law, with law enforcement and other agencies in the enforcement of all laws. In all cases, hearings within the university will be held according to the student conduct procedures set forth in this policy. Since the university student conduct process

is educational in nature and differing judgements may result between university action and outside legal action, the university, in its sole discretion, may pursue student conduct action and impose sanctions against a student for a violation of law:

- (i) Regardless of where the behavior occurs;
 - (ii) When a student is charged with a violation of law but not with any other violation of “The Student Code of Conduct”;
 - (iii) When a student is charged with a violation of law which is also a violation of “The Student Code of Conduct”;
 - (iv) While the student is also subject to criminal proceedings, arrest and/or prosecution or civil litigation.
 - (v) University conduct action may be carried out prior to, simultaneously with, or following civil or criminal proceedings.
 - (vi) The university will cooperate, to the extent permitted by law, with law enforcement and other agencies in the enforcement of all laws and will not request or agree to special consideration for an individual because of that individual’s status as a student.
- (2) Campus student organizations. Registered student organizations may exist for any appropriate purpose that does not conflict with university policies and regulations or with local, state, and/or federal laws. The development of policies and guidelines for student organizations is the responsibility of the dean of students, or designee, in consultation with the associate vice president for student experience. The policies and regulations that apply to student groups/organizations are outlined in the “Penguin Student Handbook,” which houses all student organization policies. Student groups/organizations that violate any of the student

organization policies may be charged with violating “The Student Code of Conduct” and be subject to the student conduct procedures set forth in this policy.

- (3) Student conduct authority.
- (a) The enforcement of regulations, policies, and guidelines that apply to students, student organizations/groups are within the jurisdiction of the dean of students, or designee.
 - (b) Any internal college, departmental, or program processes used to address alleged violations of policy or concerns about student conduct are secondary to the processes outlined herein.
 - (c) Student groups and registered student organizations may be charged with violations of “The Student Code of Conduct” in the following circumstances:
 - (i) An organization is responsible for its actions and shall be held responsible when the organization fails to comply with the university’s student organization policies, and/or university policies or regulations.
 - (ii) An organization is responsible for its actions and shall be held responsible when the organization fails to comply with city, state, or federal law.
 - (iii) A student group (as defined in the glossary of terms section of this policy) or registered student organization and its officers may be held collectively or individually responsible for violations of “The Student Code of Conduct.”
- (D) Article III. Student conduct standards/prohibited conduct. The student conduct process aspires to develop and maintain conduct standards in support of character, civility, and community. This section of “The Student Code of Conduct” provides a set of expectations regarding student conduct in support of the university community.

A student or student group/organization may be charged with violating any student conduct standard. In cases where a violation is committed by

a member of a student group/organization, the entire group/organization may be held responsible, in addition to the student, when those members of the group/organization not directly involved participate in the activity by encouraging, witnessing, or condoning the act in any manner. The following behavior is subject to disciplinary action under “The Student Code of Conduct”:

- (1) Academic integrity. Violations of academic integrity include:
 - (a) Plagiarism, which includes the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement, the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, or the misrepresentation of another person’s work as one’s own.
 - (b) The use of any unauthorized assistance or tools, including artificial intelligence (AI) language programs, prohibited by faculty:
 - (i) In taking quizzes, tests, assignments, or examinations;
 - (ii) When completing assignments, solving problems, or carrying out other assignments as detailed in the course syllabus or in other instructions by the instructor.
 - (c) The acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff.
 - (d) Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
 - (e) Inappropriate collaboration, including working together on assignments or projects to an extent not permitted by the instructor.

- (f) Multiple submissions of the same work, including submitting the same or parts of the same assignment for multiple classes without permission from the instructor.
 - (g) Fabrication of data, including presenting fictitious data relating to experiments, changing of data obtained from sources, and citing non-existent sources.
 - (h) Bribes, threats, or intimidation, including exchange of payment for assignments or parts of assignments, and threats to entice others to engage in violations of the academic integrity policy.
 - (i) Impersonation, pretending to be another person in the completion of a quiz, exam, or other assignment.
 - (j) Altering or destroying the work of others unless given permission.
 - (k) Lying to obtain an academic advantage, which includes falsification of documents or other information used to request makeup work.
 - (l) Assisting another person in any of the behaviors mentioned in this paragraph is itself academic dishonesty.
 - (m) Asking others to engage in any of the behavior described in this paragraph is academic dishonesty;
 - (n) Attempting to engage in any of the listed behaviors is academic dishonesty.
- (2) Alcohol.
- (a) Use or possession of alcoholic beverages, except as permitted by law and university policy.
 - (b) Public intoxication.

- (c) Manufacturing or distribution of alcoholic beverages to any person under twenty-one years of age except as permitted by law.
- (3) Bullying and harassment. Unwelcome or unreasonable behavior that harasses or intimidates people, either as individuals or as a group, and is sufficiently severe or pervasive from both a subjective (the complainant's) and an objective (reasonable person) viewpoint. Bullying and harassing behavior is often persistent and part of a pattern, but it can also occur as a single incident. It is usually carried out by an individual but can also be an aspect of group behavior. See university policy 3356-2-03, "Discrimination/ harassment" (rule 3356-2-03 of the Administrative Code) for prohibited conduct based on an individual's sex, race, color, religion, national origin, age, sexual orientation, gender identity and/or expression, disability, or veteran/military status, or any other basis protected by law. See also university policy 3356-4-21, "Campus free speech" (rule 3356-4-21 of the Administrative Code) for harassment that is severe, pervasive, and objectively offensive).
- (4) Complicity. Allowing or enabling a violation to occur, failing to report a violation, or concealing, condoning, supporting or encouraging a violation or an attempted violation.
- (5) Student conduct system.
- (a) Failure to obey the summons of a student conduct body or university official to appear for a meeting or hearing as part of the student conduct process.
 - (b) Falsification, distortion, or misrepresentation of information before a student conduct body.
 - (c) Institution of a student conduct proceeding knowingly without cause.
 - (d) Attempting to discourage an individual's proper participation in, or use of, the student conduct system.

- (e) Attempting to influence the impartiality of a member of a student conduct body prior to and/or during the student conduct process.
 - (f) Unwelcome or unreasonable behavior that harasses or intimidates a member of a student conduct body, participants, or witnesses prior to, during or after a student conduct proceeding, and is sufficiently severe or pervasive from both a subjective (the complainant's) and an objective (reasonable person) viewpoint.
 - (g) Failure to comply with the sanction(s) imposed by a student conduct body.
 - (h) Influencing or attempting to influence another person to commit an abuse of the student conduct system.
 - (i) Disruption or interference with the orderly conduct of a student conduct proceeding.
- (6) Disorderly conduct. Conduct which obstructs teaching, research, administration, or university activities or functions.
- (7) Drugs.
- (a) Use, possession, manufacturing, or distribution of marijuana, narcotics, or other controlled substances in either refined or crude form, including the use of drug-related paraphernalia.
 - (b) The misuse of materials as an intoxicant.
 - (c) Use of prescription drugs in any way other than as prescribed. Distribution of prescription drugs to anyone other than the person to whom they are prescribed.
- (8) Failure to comply. Failure to comply with directions and/or oral or written instructions which are given by any university official, student, faculty member, or staff who is acting in an official university capacity and/or failure to identify oneself to these persons when requested to do so.

- (9) Financial obligations. Failure to meet all financial obligations to the university.
- (10) Gambling. Gambling or wagering of any form except as expressly permitted by law and/or university policy.
- (11) Hazing. Doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization or any act to continue or reinstate membership in or affiliation with any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse, as defined in section 3719.011 of the Revised Code.
- (12) Information technology. Theft or other abuse of information technology and resources, including, but not limited to:
 - (a) Unauthorized entry into a file to use, read, or change the contents, or for any other purpose.
 - (b) Unauthorized transfer of a file.
 - (c) Unauthorized use of another individual's identification and password.
 - (d) Use of computing facilities and resources to interfere with the work of another student, faculty member, or university official.
 - (e) Use of computing facilities and resources to send unwelcome or unreasonable messages that harass or intimidate individuals or groups that are sufficiently severe or pervasive from both a subjective (the complainant's) and an objective (reasonable person) viewpoint.
 - (f) Use of computing facilities and resources to interfere with the normal operation of the university computing system originating from an on-campus or off-campus source.

- (g) Use of computing facilities and resources in violation of copyright laws.
 - (h) Any violation of the university policy 3356-4-09, “Acceptable use of university technology resources” (rule 3356-4-09 of the Administrative Code).
- (13) Dishonesty.
- (a) Furnishing false information to any university official, faculty member, or office.
 - (b) Forgery, alteration, or misuse of any university document, record, credit card, or instrument of identification.
 - (c) Tampering with the election of any university recognized student organization.
 - (d) Deliberately misleading or intentionally failing to maintain correct address and telephone information with the registrar.
 - (e) Misrepresenting enrollment status and/or achievement at the university to non-university officials and/or on non-university documents.
- (14) Obstruction of traffic. Obstruction of the free flow of pedestrian or vehicular traffic on university premises or at university sponsored or supervised functions.
- (15) Endangering behavior.
- (a) Intentionally, knowingly, or recklessly causing physical harm to another person or their property or engaging in conduct which threatens or causes a reasonable apprehension of harm to the health, safety, life, or property of a person, including one’s self.
 - (b) Entering false fire alarms, bomb threats, or tampering with fire extinguishers, alarms, smoke detectors, or other safety equipment.

- (16) Property damage. Any action which damages or could reasonably damage property of the university, or property of a member of the university community, or other personal or public property on or off campus, or acts of vandalism even if this behavior does not cause damage.
- (17) Published university policies. Violation of published university policies, rules, or regulations, including those available electronically on the university website.
- (18) Sexual harassment. Conduct on the basis of sex that satisfies one or more of the following categories:
 - (a) An employee conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo). An individual does not have to submit to the conduct for quid pro quo sexual harassment to occur.
 - (b) Unwelcome conduct determined by the reasonable person's standard to be so severe and pervasive that it effectively denies a person equal access to an education program or activity (i.e., hostile environment).
 - (c) Sexual assault as defined in the Clery Act (which includes rape, fondling, incest, or statutory rape as defined in this paragraph).
 - (i) Rape (except statutory rape). The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person without the consent of the victim. See university policy 3356-2-05, "Title IX sexual harassment policy," rule 3356-2-05 of the Administrative Code, for definitions of consent, coercion, force, and incapacitation.
 - (ii) Fondling. The touching of the private body parts of another person for sexual gratification without the consent of the victim, including instances where the

victim is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity.

- (iii) Incest. Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - (iv) Statutory rape. Sexual intercourse with a person who is under the statutory age of consent.
- (d) Dating violence, domestic violence, or stalking pursuant to the Violence Against Women Act (also defined in this paragraph).
- (i) Dating violence. Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
 - (ii) Domestic violence. Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
 - (iii) Stalking. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.

- (e) Sexual misconduct. Conduct of a sexual nature that is nonconsensual or is carried out through force, threat, or coercion. Sexual misconduct includes, but is not limited to, sexual exploitation and voyeurism.
 - (i) Sexual exploitation. Sexual exploitation occurs when a person takes nonconsensual or abusive sexual advantage of another for their own benefit or advantage or to benefit or advantage anyone other than the person being exploited, and that behavior does not otherwise constitute another form of sexual misconduct. Examples of sexual exploitation include, but are not limited to, prostituting another, nonconsensual video or audiotaping of sexual activity, permitting others to secretly observe or record consensual activity or engaging in voyeurism.
 - (ii) Voyeurism. Voyeurism occurs when a person, for the purposes of sexual arousal or gratification sexual purposes, surreptitiously invades the privacy of another. Voyeurism can occur in person or through recording or electronic means.
- (f) Sex offenses. See Chapter 2907. of the Revised Code which defines sex offenses under Ohio law.
- (19) Theft. Attempted or actual theft, including possession of stolen property.
- (20) Unauthorized entry.
 - (a) Unauthorized entry to or use of university premises, including access to residential spaces other than one's own assigned space.
 - (b) Unauthorized possession, duplication, or use of keys to any university premises.
- (21) Unauthorized recording.

- (a) Unauthorized use of electronic or other devices to make an audio or video record or photograph of any person while on university premises without their prior knowledge or without their effective consent when such a recording or photograph is likely to cause injury or distress, except as otherwise permitted by law.
 - (b) Unauthorized distribution or dissemination of an audio or video recording or photograph of any person without their prior knowledge or consent, even if the recording or photograph originally had been produced with the person's consent, when such a recording or photograph is likely to cause injury or distress, except as otherwise permitted by law.
 - (22) Violation of law. Behavior which would constitute a violation of federal, state, or local law that adversely affects the university community or interferes with the university's mission or its educational objectives and programs.
 - (23) Weapons. Illegal or unauthorized possession of firearms, fireworks, explosives, other weapons, or dangerous chemicals on university premises or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others.
 - (24) Sexual harassment as defined in Title IX of the Education Amendments of 1972 as set forth in university Title IX sexual harassment policy. (See rule 3356-2-05 of the Administrative Code and university policy 3356-2-05, "Title IX sexual harassment policy." Students, faculty, employees, volunteers, third parties, campus visitors and other individuals should refer to the Title IX policy referenced in this paragraph for processes and procedures under Title IX). The complaint, adjudication, resolution, and appeal process for an allegation of a Title IX violation, as well as possible sanctions, is delineated in university policy 3356-2-05, "Title IX sexual harassment policy."
- (E) Article IV. Student conduct procedures.
- (1) General. This overview gives a general idea of how the university's campus student conduct proceedings work, but it

should be noted that not all situations are of the same severity or complexity. Thus, while consistency in similar situations is a priority, these procedures are flexible, and are not the same in every situation.

- (a) These proceedings are administrative procedures and do not follow the specific steps, methods, or standards of proof of evidence used in civil or criminal courts.
- (b) Any member of the university community may report alleged violations of “The Student Code of Conduct” by a student or a student group/organization. The report shall be prepared in writing and directed to the office of community standards and student conduct. A report of a violation of “The Student Code of Conduct” shall be submitted as soon as possible after the incident occurs but not later than thirty days following the university becoming aware of an incident. Exceptions to this limitation period will be reviewed by the student conduct administrator and may be granted in their discretion.
- (c) The student conduct officer shall review reports of violation(s) and may initiate investigations of possible violation(s) of “The Student Code of Conduct” to determine if the charges have merit. In reviewing the reports, the student conduct officer will determine whether the alleged violation(s) may be resolved through a conduct conference or a conduct hearing. Students or student groups/organizations that might be subject to university suspension or expulsion shall automatically be provided a student conduct board hearing. Additionally, students alleged to have violated the university’s sexual misconduct policy will automatically be provided a student conduct board hearing.
- (d) The standard of proof utilized in all university student conduct proceedings shall be a preponderance of evidence. Preponderance of the evidence is known as the balance of probabilities, met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than fifty per cent chance that the proposition is true.

- (2) Student conduct conference.
- (a) Any student, student group, or student organization (hereinafter referred to as the respondent) who has been charged with an alleged violation of the student conduct standards of “The Student Code of Conduct” will first be scheduled for a conduct conference with the conduct officer assigned to review the allegation. The respondent will be notified in writing via their official university email address, of the date, time, and location of the conduct conference. Written notification will include:
- (i) The specific charges pending against the respondent;
 - (ii) A brief summary of the referral;
 - (iii) Statement of rights and responsibilities; and
 - (iv) If applicable, a statement notifying the respondent that the alleged conduct is significant enough that they may face suspension or expulsion if the charge is substantiated.
- (b) The conduct conference is the first step in the student conduct process and serves to provide the respondent with the opportunity to discuss the allegations that led to the referral. The respondent will receive more information regarding the process, clarification of their rights and options, the ability to inspect and review all relevant information as well as a range of potential sanctions(s) for the violation(s) in question should the charges be substantiated. After a discussion regarding the incident and review of relevant information, and if the case does not warrant suspension or expulsion, the respondent will have an opportunity to accept or deny responsibility for the charge(s).

- (c) If the respondent accepts responsibility for the charge(s), the conduct officer will sanction the respondent as part of the conduct conference. The respondent will be asked to sign a conduct conference agreement which will outline all of the sanctions offered to the respondent. While the student may sign the agreement immediately, they have up to three university working days to do so. The respondent has the option to accept the charge(s) but contest the sanction(s) or agree to both the charge(s) and sanction(s). Once the agreement is signed, the decision is final and there is no appeal process. If the respondent denies responsibility for one or more of the charges, or denies the sanction(s), the conduct officer will refer the case for a student conduct board hearing. If the case warrants suspension/expulsion, the case will automatically be referred for a student conduct board hearing.
- (d) Complainants, or harmed parties in a case, are also scheduled for a conduct conference with the conduct officer assigned to review the allegation. This meeting occurs prior to the respondent's conduct conference and serves to provide the complainant with the opportunity to discuss the allegations that led to the referral. The complainant will receive more information regarding the process, clarification of their rights and options, the ability to inspect and review all relevant information as well as a range of potential sanctions(s) for the respondent should the charges be substantiated. The complainant will be notified in writing via their official university email address, of the date, time, and location of the conduct conference. Written notification will include:
 - (i) The specific charges pending against the respondent;
 - (ii) A brief summary of the referral; and
 - (iii) Statement of rights and responsibilities.
- (e) If a respondent accepts responsibility for the charges and agrees to the sanctions issued by the conduct officer, the

complainant will be notified in writing of the outcome of the respondent's conduct conference. If the respondent denies responsibility for one or more of the charges, or denies the sanction(s), the complainant will be invited to participate in a student conduct board hearing. If the case warrants suspension/expulsion, the case will automatically be referred for a student conduct board hearing, for which the complainant will receive notice.

- (f) Conduct conferences are scheduled based on the student's academic schedule; however, students are provided the opportunity to request in writing that the meeting be rescheduled for both academic and non-academic-related conflicts. If a student does not communicate a conflict and fails to show twice for their conduct conference, the conduct officer will hold the conduct hearing in their absence. After the hearing, the conduct officer will send the same type of outcome letter as if a student had attended the conference. The letter will outline if the student was found responsible/not responsible as well as any applicable sanctions. The opportunity to appeal the outcome will follow the standard process.
- (3) Student conduct board hearing.
- (a) The purpose of a hearing is to provide an equitable forum for the review of the available information regarding an alleged incident of misconduct. The student conduct board hearing panel will decide by the preponderance of evidence whether the respondent is found responsible for the charge(s). All hearings are closed to the public, except for the complainant, respondent, advisors for the complainant and/or respondent, witnesses, hearing panel, hearing panel advisor, and the conduct officer. All parties directly participating in the hearing (the respondent, complainant, advisors, and conduct officer) may remain present the entire time, excluding deliberations.
 - (b) Student conduct board hearing panels consist of three members of the student conduct board. Hearing panels are comprised of a combination of trained faculty, staff, and

students. Each student conduct board hearing will have a faculty/staff hearing panel chair. The chair is responsible for keeping the proceedings moving forward.

- (c) If the respondent or complainant fails to appear at a scheduled student conduct board hearing and the absence is not excused, the hearing may proceed in their absence or may be rescheduled at the discretion of the chair. Additionally, if the complainant, respondent, or witnesses are unable to attend the hearing in person, video technology may be used to enable participants to simultaneously see/hear each other. Video technology may also be used if the complainant or respondent prefers to participate in the hearing from a different room than the opposing party.
 - (d) Each student conduct board hearing panel will have a hearing panel advisor. The role of the hearing panel advisor is to ensure the student conduct process is adhered to and to answer procedural questions posed by any party during the hearing. The hearing panel advisor will also keep the proceedings focused on issues relevant to the specific allegations. The hearing panel advisor will remain present during deliberations to answer questions and provide guidance as necessary.
- (4) Hearing procedures.
- (a) Guidelines.
 - (i) The chair will explain the rights and responsibilities of the respondent and the complainant.
 - (ii) The chair and hearing panel advisor are responsible for assuring that these rights as well as the process described in this paragraph are adhered to during the hearing.
 - (iii) The respondent or the complainant may ask for the removal of a hearing panel member by providing written or verbal evidence of bias. The charge of bias is made to the chair who will determine

whether it is valid. If the charge of bias is against the chair, the hearing panel advisor will decide whether it is valid. If bias is found, or is unable to be determined, the hearing will be rescheduled.

- (iv) The conduct officer may ask questions of any party at any time throughout the hearing.
 - (v) The chair and hearing panel advisor are responsible for determining the relevancy of questions asked during a hearing and may deem certain questions irrelevant and not allow them to be answered. The chair must explain to the party proposing questions any decision to exclude a question as not relevant.
 - (vi) The chair may exclude persons from the hearing if they are disruptive or postpone the hearing because of disruptive behavior by participants or observers.
- (b) Introduction.
- (i) Each party in the room will introduce themselves and explain their role in the hearing.
 - (ii) The chair will then explain the process and procedures for the hearing.
 - (iii) All witnesses will then be dismissed from the room.
- (c) Presentation of information.
- (i) Following the introduction, the chair will present the respondent with the charges against them. The respondent will respond to each charge by acknowledging that they are responsible for the charge or by denying responsibility for the charge.
 - (ii) The conduct officer will explain why the case was referred for a hearing and will provide a detailed summary of the incident and any subsequent investigation undertaken.

- (iii) If there is a complainant, they will then have an opportunity to provide the hearing panel with a summary of their role and perspective on the incident.
 - (iv) The hearing panel will then ask the respondent to describe their involvement in the matter at hand as it pertains to the charges being considered in the hearing.
 - (v) The conduct officer, complainant, and respondent will then present any relevant witnesses or documentary information. The conduct officer, complainant and respondent will each, in turn, have the opportunity to ask questions regarding the information presented.
 - (vi) The complainant and respondent, in turn, will have the opportunity to cross-examine one another. If the complainant and respondent have mutual no-contact orders against one another, questions for opposing parties will be submitted to the hearing panel chair in writing.
 - (vii) The conduct officer will have an opportunity to make a summary statement including any sanctioning recommendations.
 - (viii) The complainant will have an opportunity to make a summary statement including any sanctioning recommendations.
 - (ix) The respondent will have an opportunity to make a summary statement including any sanctioning recommendations.
- (d) Deliberation and finding.
- (i) The hearing panel will go into closed session to determine by the preponderance of evidence

whether the respondent will be found responsible for the charge(s) pending in this matter. Student conduct hearing panels determine findings by majority vote.

- (ii) If the respondent is found responsible for a violation of one or more of the pending charges, the hearing panel will proceed to sanctioning. At this time, the hearing panel will be presented with any relevant information pertaining to the respondent's prior student conduct cases and sanctions.
 - (iii) The hearing will reconvene for the announcement of the findings and any subsequent sanction(s).
 - (iv) Written notification of the decision will be sent to the complainant and respondent simultaneously via their official university email addresses.
- (5) Student rights and responsibilities. The following rights and responsibilities apply to those involved in a matter being addressed by the student conduct process to uphold due process.
- (a) Rights of respondent. All respondents in the student conduct process have the following rights:
 - (i) Written notice of the charge(s) made against them and the basis of the allegation that led to the charge(s).
 - (ii) In matters that could result in a sanction of suspension or expulsion, the above-mentioned notification will alert the respondent to the possible severity of the outcome.
 - (iii) The right to an advisor. It is the respondent's responsibility to communicate all necessary information regarding the student conduct process and proceedings with the advisor, unless the respondent signs an authorization for the release of information, thus allowing the office of community

standards and student conduct to communicate directly with the advisor. The advisor may not actively participate in the student conduct process on behalf of the student.

- (iv) To request reasonable accommodations due to disability. See paragraph (E)(6) of this policy, “Reasonable accommodation for students with disabilities.”
- (v) To make a request for a change of date for a student conduct proceeding, so long as the request is made no less than two university working days in advance of the initially scheduled proceeding. Rescheduled proceedings will generally occur within five university working days of the initially scheduled proceeding.
- (vi) Reasonable access to inspect and review their own case file, which includes all information that would be used during the student conduct process, including hearing audio/video, to the extent permitted by confidentiality laws.
- (vii) Explanation of the resolution options available to them through the student conduct process.
- (viii) To be presumed not responsible for an alleged violation until found in violation by a preponderance of the evidence.
- (ix) To speak or not speak on their own behalf.
- (x) The opportunity to respond to information used as part of the decision-making process.
- (xi) To deny responsibility for the charge(s) facing them and request that the case be referred to a student conduct board hearing.

- (xii) To question any witness who participates as part of a hearing.
 - (xiii) The right to appeal.
 - (xiv) To waive any of the above stated rights provided that the waiver is made freely and in writing.
- (b) Rights of the complainant. All complainants in the conduct process have the following rights:
- (i) To pursue criminal or civil charges where a legal case exists (without university assistance).
 - (ii) Explanation of the resolution options available to them through the conduct process.
 - (iii) To be free from harassment and intimidation from respondents and others as they engage in this process.
 - (iv) The right to an advisor. It is the complainant's responsibility to communicate all necessary information regarding the student conduct process and proceedings with the advisor, unless the complainant signs an authorization for the release of information, thus allowing the office of student conduct to communicate directly with the advisor. The advisor may not actively participate in the student conduct process on behalf of the student.
 - (v) Reasonable access to inspect and review their own case file, which includes all information that would be used during the student conduct process, including hearing audio/video, to the extent permitted by confidentiality laws.
 - (vi) To request reasonable accommodations due to disability. See paragraph (E)(6) of this policy, "Reasonable accommodation for students with disabilities."

- (vii) To make a request for a change of date for a student conduct proceeding, so long as the request is made no less than two university working days in advance of the initially scheduled proceeding. Rescheduled proceedings will generally occur within five university working days of the initially scheduled proceeding.
 - (viii) To provide information for consideration during the conduct process, and to know the results of the process to the extent allowed under federal laws and university policies.
 - (ix) The opportunity to appear at any hearing that may take place to provide relevant information.
 - (x) The opportunity to submit a written or recorded impact statement for use in a hearing, even if the complainant chooses not to attend the hearing.
 - (xi) To question any witness who participates as part of a hearing.
 - (xii) The right to appeal.
- (c) Responsibilities of respondents, complainants, and witnesses. All respondents, complainants, and witnesses in the conduct process have the following responsibilities:
- (i) To be honest and forthright in all information they provide during the student conduct process. Presenting false and misleading information during this process is a violation of student conduct standards as outlined in this policy.
 - (ii) To attend all scheduled meetings, conferences, or hearings, unless alternate arrangements are made (in the case of witnesses) or notice is provided in advance (in the case of complainants and respondents).

- (iii) To refrain from disruption of the hearing process. Disruption of this process is a violation of this policy. See paragraph (D) of this policy, “Student conduct standards/ prohibited conduct.”
 - (iv) Complainants and respondents have the responsibility to prepare and present their entire case as well as secure the presence of any witnesses who will speak on their behalf.
- (6) Reasonable accommodation for students with disabilities. Any student with a disability involved in the student conduct process has the right to request reasonable accommodation to ensure their full and equal participation. Students wishing to request reasonable accommodations should make those requests directly to accessibility services. Students do not have to disclose information about the complaint or charge to request reasonable accommodation, except to the extent that it may assist in the determination of reasonable accommodations.

Accommodations are determined on an individual basis by accessibility services staff and implemented in consultation with the office of community standards and student conduct. Examples of reasonable accommodation include sign language interpretation, real-time communication access during hearings, large print documents, extended time to review documents, or assistance with transcribing questions during interviews or hearings.

- (7) Sanctions. If the student or student group/organization is found responsible for a violation of a policy, sanctions will be issued in accordance with the office of community standards and student conduct’s sanctioning rubric. The student conduct administrator may adjust recommended sanctions on a case-by-case basis, as appropriate.

A conduct sanction imposed or other action taken by any student conduct body shall become effective upon written notification to the respondent. The notification will be sent to the respondent’s official university email account. In cases involving a student group/organization, notification will be sent to the official

university email account for the president or student group/ organization leader.

The decision of a student conduct body may be appealed, as outlined in paragraph (E)(9) of this policy. If the respondent files a request for appeal, and if the appeal is denied, the sanction shall take effect upon exhaustion of the appeals process and shall be retroactive to the effective date stated in the original notification to the respondent.

- (a) The following sanctions may be imposed upon any student who has been found responsible for a violation of “The Student Code of Conduct.” Sanctions are typically issued in a progressive fashion; however, each situation differs and many factors, including the severity of a violation and the impact of the violation on the campus community, will be taken into consideration in determining sanctioning.
 - (i) Warning. A written notification statement that the student is violating or has violated “The Student Code of Conduct.” Continuation or repetition of inappropriate conduct may be cause for increased sanctioning.
 - (ii) Conduct probation. Notice in writing that the violation of “The Student Code of Conduct” is serious and that any subsequent violation(s) of university regulations may result in imposition of additional restrictions or conditions, suspension, or expulsion.
 - (iii) Conduct probation with loss of good standing. Notice in writing that the violation of university regulations is serious and that any subsequent violation(s) of “The Student Code of Conduct” may result in suspension or expulsion. In addition, an order preventing the student from holding university elective office, student employment, participating in any intercollegiate activity or sport, participating in any university sponsored program/organization, or

representing the university in any other manner will be attached to this sanction.

- (iv) Restitution. Compensation for loss, damage, or injury. This may take the form of appropriate service or monetary or material replacement.
- (v) Educational sanctions. Other sanctions may be imposed instead of, or in addition to, those specified above. These may include community service, educational assignments, referrals to student outreach and support and other campus offices, or other similar sanctions designed to assist the respondent in reflecting upon their behavior and the impact of their behavior on self or others.
- (vi) Residential probation. Issued to students living in university-owned or university-sponsored housing. Notice in writing that the violation of “The Student Code of Conduct” is serious and that any subsequent violation of university regulations and/or resident handbook/lease policies may result in imposition of additional restrictions or conditions, residential suspension, or residential expulsion.
- (vii) Guest restriction. Issued to students living in university-owned or university-sponsored housing. Residential students are restricted from signing in to other residential communities as guests for a designated period.
- (viii) Host restriction. Issued to students living in university-owned or university-sponsored housing. Residential students are restricted from hosting other guests for a designated period.
- (ix) Relocation. Issued to students living in university-owned or university-sponsored housing. Requiring a student to move to another floor, residence hall, or apartment because of community disruption.

- (x) Deferred residential suspension. Issued to students living in university-owned or university-sponsored housing. Separation of the student from the residential community is deferred for a specified period. If the student is found responsible for any subsequent violations of “The Student Code of Conduct,” residential suspension is automatically issued as a sanction.
- (xi) Residential suspension. Issued to students living in university-owned or university-sponsored housing. Separation of the student from the residence halls for a specified period after which time the student is eligible to return. During the suspension period, the student is prohibited from accessing any university housing facilities. This may include residential dining facilities.
- (xii) University suspension. Separation of the student from the university for a specified period after which time the student is eligible to return. During the suspension period, the student does not have access to the university and is prohibited from participating in any academic or other university activities. This may include residential dining facilities. A university suspension is noted on an addendum attached to a student’s transcript during the period of suspension.
- (xiii) Residential expulsion. Issued to students living in university-owned or university-sponsored housing. Permanent separation of the student from the residential community. An expulsion denies the student access to all university housing facilities on a permanent basis. This may include residential dining facilities.
- (xiv) University expulsion. Permanent separation of the student from the university. An expulsion denies the student access to the university, including any campus facilities, any campus programs or

activities, and any class sessions on a permanent basis. A university expulsion is permanently noted on a student's transcript.

- (xv) Revocation of admission and/or degree. Revocation of admission to or awarding of a degree from the university for fraud, misrepresentation, or other violation of university standards in obtaining the degree, or for serious violations committed by a student prior to graduation.
- (xvi) Withholding degree. Withholding the awarding of a degree otherwise earned until the completion of the process set forth in "The Student Code of Conduct," including the completion of all sanctions imposed, if any.
- (xvii) Fines. Fines for violations of "The Student Code of Conduct" will be assessed and charged to the student's account. A list of fines for all violations will be determined at the discretion of the dean of students, or designee, who will submit a list of the fines structure to the university board of trustees for approval on an annual basis. The fines structure must be included as a part of "The Student Code of Conduct" when published and presented to students.
- (xviii) No-contact order. The student is restricted from making contact in any verbal, written, electronic, third-party, or physical manner with a designated individual. If a student is found in violation of the no contact order, they may be subject to arrest and removed from campus. No-contact orders are always issued mutually to involved parties.
- (xix) Parental/guardian notification. The office of community standards and student conduct staff will coordinate parental/guardian notification in cases of alcohol use or drug use when the student is under twenty-one years of age, their behavior demonstrates a risk of harm to self or others, or

constitutes a violation of law involving a controlled substance.

- (b) More than one of the sanctions listed in paragraph (E)(7) of this policy may be imposed for any single violation.
 - (c) The following sanctions may be imposed upon student groups/organizations:
 - (i) Those sanctions as outlined in paragraph (E)(7) of this policy.
 - (ii) Deactivation. Loss of all privileges, including university recognition, for a specified period.
 - (d) The student conduct administrator shall be responsible for ensuring that sanctions imposed by hearing panels and conduct officers are consistent with the violation and sanctions imposed for similar violations in other similar cases.
- (8) Interim measures. In certain circumstances, the dean of students, or designee, may impose an interim measure prior to a student conduct proceedings or in the event of a safety-related emergency. This includes university or residential suspension.
- (a) Interim measures may be imposed only:
 - (i) To ensure the safety and well-being of members of the university community or to preserve university property;
 - (ii) To ensure the respondent's own physical or emotional safety and well-being;
 - (iii) If the respondent poses a threat of disruption or interference with the normal operations of the university; or

- (iv) If the respondent is charged with the commission of a criminal offense as defined in section 2901.01 of the Revised Code.
- (b) In the event that an interim measure is imposed, the student or student group/organization will be notified either in person or by regular U.S. or certified mail of the cause for the interim measure. The respondent will also be notified via their official university email address. The interim measure becomes effective immediately upon notification and will remain in place until it is determined to no longer be necessary. Interim measures may be determined to no longer be necessary when:
- (i) There is no longer a risk to the safety and well-being of members of the university community or a risk to university property;
 - (ii) Interim measures are no longer needed to ensure the respondent's physical or emotional safety and well-being; or
 - (iii) The respondent no longer poses a threat of disruption or interference with the normal operations of the university.
- (c) Any alterations, amendments, or modifications to the interim measures shall be documented. Notice of modification of interim measures will be served to affected parties in the same manner in which the original notice of interim measures was served. If student conduct proceedings are required, a student conduct body will convene as expeditiously as possible to review the case. Student conduct hearings will follow the procedures outlined in paragraph (E)(4) of this policy and may proceed before, during, or after any criminal proceedings.
- (d) In the case of an interim suspension, the student or student group/organization shall be denied access to all housing facilities and/or to the campus (including physical classes) and/or all other university activities or privileges for which

the student or student group/organization might otherwise be eligible, unless determined otherwise by the student conduct administrator.

(9) Appeals.

- (a) The decision or sanction imposed by a student conduct body may be appealed by the respondent or complainant (the appellant) within five university working days of notification of the decision. If an appeal is not received by five p.m. Eastern time on the fifth university working day of this time frame, the decision reached by the student conduct body will be final.
- (b) Requests for appeals shall be made in writing and shall be submitted via electronic form to the office of community standards and student conduct. The request for appeal should indicate the grounds on which the decision is being appealed, referencing at least one of the grounds for the appeal (see paragraph (E)(9)(d) of this policy) along with supporting information.
- (c) Once a request for appeal has been submitted and until the appeal decision has been communicated to the appellant, all sanctions except any active interim measures, such as interim suspensions, will be held in abeyance.
- (d) Appellate hearings are not a live re-hearing of the student conduct case. Except as required to explain the basis of new evidence, an appellate hearing shall be limited to review of the record of the initial hearing and supporting documents for one or more of the following grounds:
 - (i) A claim that the original hearing was conducted in violation of procedural requirements set forth in “The Student Code of Conduct” and to determine whether these violations could have affected the outcome of the hearing.
 - (ii) A claim that the decision reached regarding the respondent did not have a reasonable basis for the

conclusion reached and that it was not based on proof by a preponderance of the evidence.

- (iii) A claim that the sanction(s) imposed was/were disproportionate and without basis to the violation of “The Student Code of Conduct” for which the respondent was found responsible.
- (iv) A claim that there is new information, sufficient to alter a decision or other relevant facts not presented in the original hearing because such information and/or facts were not known by the appellant at the time of the original hearing.
- (e) The burden of proof rests with the appellant.
- (f) The appellant may, in preparing the request for appeal, have access to records of the case, which may be reviewed electronically via secure link sent by the office of community standards and student conduct.
- (g) A request for appeal in a case adjudicated by a student conduct board hearing panel will be reviewed by an appellate hearing panel. An appellate hearing panel is composed of three members from the student conduct board selected by the student conduct administrator.
- (h) Once a request for appeal has been submitted by the complainant or respondent, the other party shall receive a copy of the request for appeal and may submit a written response to the request for appeal to the office of community standards and student conduct, which will be considered alongside the request for appeal. Any written response must be submitted within five university working days of notification of the submission of a request for appeal.
- (i) The appellate hearing panel will review the appeal to determine whether one of the grounds listed in this policy has been met.

- (j) If an appellate hearing panel determines that a request for appeal has met one or more of the grounds, the following options are available:
 - (i) Remand the case to the original panel for reconsideration if new information sufficient to alter a decision or other relevant facts not presented in the original hearing becomes available because such information and/or facts were not known by the appellant at the time of the original hearing.
 - (ii) Uphold the original decision.
 - (iii) Alter the findings/sanctions issued by the original hearing panel.
- (k) If the appellate hearing panel determines that the request for appeal does not meet one of the grounds, the appeal will be dismissed and the original decision will be upheld.
- (l) The decision of the appellate hearing panel is final.
- (10) Conduct procedures for university housing. Deputy conduct officers have been designated by the student conduct administrator to assist in the review of alleged violations of policy originating within university housing.
 - (a) The responsibility for the enforcement of rules and regulations governing student conduct in the residence halls, as outlined in the “Resident Handbook,” is delegated by the student conduct administrator to a conduct officer. This may be a deputy conduct officer, as described in this paragraph.
 - (b) Any student, faculty member, or university official may file a written report against any student living in a residence hall for alleged violations of policy within the residence hall, campus dining facilities, or at any residence hall function.

- (c) Upon receipt of a written report, the conduct officer will investigate to determine whether there is reasonable cause to believe that a violation of “The Student Code of Conduct” may have occurred. If the conduct officer believes that such a violation did occur they will follow the procedures outlined in paragraph (E)(4) of this policy to address the alleged violation.
- (11) Student conduct record. The student conduct administrator shall maintain all student conduct records of information received and action taken by the respective student conduct bodies.
- (a) Student conduct records shall be expunged seven years after final disposition of the case, excluding students who were sanctioned with residential suspension, residential expulsion, university suspension, or revocation or withholding of a degree, which shall be expunged fifteen years after final disposition of the case resulting in such action. Sanctions of university expulsion will remain on a student’s conduct record indefinitely. Upon graduation, the student may petition the student conduct officer for immediate removal of all files contained in their student conduct records if the following conditions are met:
 - (i) The violation(s) was determined to not have threatened or endangered the health or safety of any person, including sexual misconduct.
 - (ii) University or residential suspension and/or expulsion or revocation or withholding of a degree were not issued as sanctions.
 - (iii) All sanction requirements, including associated probationary periods, have been completed.
 - (iv) An online petition form is completed and submitted to the office of community standards and student conduct.

The student may appeal a negative response of the student conduct officer to the student conduct administrator.

- (b) Records regarding university suspension or university expulsion of a student group/organization shall be kept indefinitely.
 - (c) All material gathered from a substantiated conduct case (residential, academic, and other) shall become part of any new case against the same respondent(s) after the new charges have been substantiated.
 - (d) Student conduct records are maintained only in the names of respondents found responsible for violations of university policy, or local, state or federal law.
- (12) Special procedures. To ensure continued participation of students, faculty, and administration in the student conduct process and to ensure speedy disposition of conduct cases, the president of the university is empowered to develop a subcommittee structure in the event of a large number of student conduct cases. Such subcommittee shall be empowered to hear and adjudicate cases in accordance with the provisions of “The Student Code of Conduct” and shall ensure that all elements of procedural due process delineated in this article are observed.
- (13) Responsible action exemption. The university encourages students to seek immediate medical attention for themselves or others during alcohol and/or drug-related emergencies. When students act as responsible bystanders, the university may choose to resolve alcohol and/or drug violations informally rather than through the student conduct process. The office of community standards and student conduct determines when students are eligible for responsible action exemption on a case-by-case basis. In instances involving possible sexual misconduct, the office of community standards and student conduct may seek input from the Title IX office before making a determination. For exemption to be considered, the following must occur:
- (a) Students must directly contact law enforcement, medical personnel, or university staff to request medical assistance.

- (b) Students must identify themselves and the student(s) of concern to first responders.
- (c) Students must comply with specific instructions given by responding personnel.

Students exempted from alcohol and/or drug charges will not face formal sanctions, but are required to meet with a conduct officer to discuss the incident and learn about campus and community resources. If a student is under twenty-one years of age at the time of the incident, the conduct officer may notify parents or guardians of the exemption.

Documentation of exemptions will be maintained by the office of community standards and student conduct as informational records and are not considered part of a student's conduct record. Incident information will not be released by the office of community standards and student conduct when contacted for background checks/transfer verifications.

The university reserves the right to deny exemption for any case in which violations are repeated or egregious, including activities related to hazing. Students will only receive one exemption during their tenure at the university.

Members of student organizations that actively seek medical assistance during alcohol and/or drug-related emergencies may be granted exemption from organizational conduct charges. Incidents involving student organization intervention will be considered on a case-by-case basis. The same standards outlined in this paragraph apply.

- (14) Serious misconduct policy. "Serious misconduct" is defined as "any act of sexual assault, domestic violence, dating violence, stalking, sexual exploitation, any assault that employs the use of a deadly weapon," as defined in division (A) of section 2923.11 of the Revised Code, or causes serious bodily injury.

Students found responsible for violations of the serious misconduct policy will face, at minimum, a sanction of conduct probation with loss of good standing for one calendar year, preventing the student

from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

Students returning from a sanction of suspension will automatically be placed on conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

- (F) Article V. Title IX sexual harassment procedures (per university policy and rule 3356-2-05 of the Administrative Code).
- (1) Grievance process.
- (a) Time frame. The process outlined below is expected to occur within ninety calendar days from the date a complaint is filed. The Title IX coordinator, or designee, may extend this time period by providing written notice to the parties citing the reason(s) for the extension. The complainant or respondent may request a temporary delay of the grievance process for good cause by written request to the Title IX coordinator. Good cause includes, but is not limited to, the absence of party, a party's advisor or a witness, or the accommodation for disabilities.
- (b) Report. Information, however received, alleging sexual harassment, as defined in this policy, and provided to a person with the authority to initiate corrective action. A report may lead to further action, including the filing of a formal complaint, depending on the alleged facts and circumstance.
- (c) Formal complaint. A formal complaint is a verbal or written account which alleges a conduct which could violate this policy and is made to a person with authority to initiate corrective action. A complaint may be submitted

by mail, email, in person, by telephone or electronically at TitleIX@ysu.edu.

- (2) Notice.
 - (a) Upon receipt of a formal complaint, the university shall provide the following written notice to the parties who are known: notice of this grievance process, including any informal resolution process; and notice of the allegations of sexual harassment as defined in this paragraph, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview.
 - (b) If in the course of an investigation the university decides to investigate allegations about the complainant or respondent that are not included in the notice provided, the university shall provide notice of the additional allegations to the parties whose identities are known.
 - (c) Notice to the university staff listed below of sexual harassment or allegation of sexual harassment constitutes actual notice to the university and triggers the university's obligation to respond.
 - (i) Title IX coordinator and deputy Title IX coordinators.
 - (ii) Executive director of equal opportunity and policy development.
 - (iii) Vice presidents and associate vice presidents.
 - (iv) Academic deans and chairpersons.
 - (v) Supervisors/managers.
 - (vi) Coaches and assistant coaches.
- (3) Consolidation of formal complaints. The university may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one

complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular “party,” “complainant,” or “respondent” include the plural, as applicable.

- (4) Dismissal of formal complaint. The Title IX coordinator shall dismiss formal complaints that do not meet the following criteria.
 - (a) Mandatory dismissal.
 - (i) Would not constitute sexual harassment as defined in this policy even if proved.
 - (ii) The alleged sexual harassment did not occur in the university’s education program or activity.
 - (iii) The alleged conduct did not occur in the United States.
 - (b) Discretionary dismissal.
 - (i) Complainant notifies the Title IX coordinator in writing that they would like to withdraw the formal complaint.
 - (ii) The respondent is no longer enrolled or employed by the university.
 - (iii) Specific circumstances prevent the university from gathering sufficient evidence.
 - (c) The dismissal of a formal complaint shall be done simultaneously and in writing to the parties.
 - (d) A dismissal of a formal complaint may be appealed pursuant to paragraph (F)(10) of this policy.

- (e) A formal complaint which is dismissed pursuant to this policy may be considered under a different university policy, 3356-2-03, “Discrimination/ harassment,” rule of 3356-2-03 of the Administrative Code, or 3356-7-04, “Workplace and off-campus violence, threats, and disruptive behavior,” rule of 3356-7-04 of the Administrative Code, or under “The Student Code of Conduct.”
- (5) Informal resolution. At any time prior to reaching a determination regarding responsibility, the university may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication.
- (a) Both parties’ voluntary, written consent to the informal resolution process is necessary. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.
 - (b) Informal resolution is not an option for resolving allegations that an employee or faculty member sexually harassed a student.
- (6) Investigation. The Title IX coordinator or designee is responsible for investigating formal complaints which meet the criteria of this policy.
- (a) The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the investigator and not on the parties.
 - (b) The respondent is not considered responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
 - (c) The university shall not access, consider, disclose, or otherwise use a party’s records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional’s or paraprofessional’s capacity, or assisting in

that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the university obtains that party's voluntary, written consent to do so for a grievance process under this section or as permitted by law.

- (d) The parties shall have an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence during the course of the investigation. All parties are free to discuss the allegations under investigation or to gather and present relevant evidence.
- (e) All parties shall have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice including an attorney. However, the advisor may not speak during any interview or proceedings, with the exception of the cross-examination portion of any hearing.
- (f) Any party whose participation is invited or expected shall receive written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings with sufficient time for the party to prepare to participate.
- (g) Both parties shall receive an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.
- (h) Prior to completion of the investigative report, the investigator shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties shall have ten calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report.

- (i) The investigator shall make all evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.
 - (j) The investigator shall create an investigative report that fairly summarizes relevant evidence and shall provide a copy, in electronic or hard copy format, to the parties and their advisors at least ten calendar days prior to any hearing. Either party can submit a written response to the investigator during these ten days.
- (7) Hearings. Formal complaints that are not resolved informally or dismissed will result in a live hearing.
 - (a) The hearing will be scheduled by the office of student conduct and will be held before a Title IX decision-maker. Where the complainant and respondent are both employees and/or faculty members, the Title IX coordinator will convene the hearing.
 - (b) Live hearings may be conducted with all parties physically present in the same geographic location, or participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other.
 - (c) The decision-maker shall permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing shall be conducted directly, orally, and in real-time by the party's advisor of choice and never by a party personally.
 - (d) At the request of either party, the hearing may occur with the parties located in separate rooms with technology enabling the decision-maker(s) and parties to simultaneously see and hear the party or the witness answering questions.

- (e) Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination or other question, the decision-maker shall first determine whether the question is relevant and explain any decision to exclude a question as not relevant. Parties may not challenge the relevancy determination of the decision-maker, except on appeal.
- (f) Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- (g) If a party does not have an advisor present at the live hearing, the university shall provide, without fee or charge to that party, an advisor of the university's choice to conduct cross-examination on behalf of that party.
- (h) If a party or witness does not submit to cross-examination at the live hearing, the decision-maker(s) shall not rely on any statement of that party or witness in reaching a determination regarding responsibility, provided, however, that the decision-maker cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
- (i) Credibility determinations shall not be based on a person's status as a complainant, respondent, or witness.
- (j) Parties are not required to divulge any medical, psychological, or similar privileged records as part of the hearing process.
- (k) The decision-maker shall create an audio recording for a live hearing and an audiovisual recording for a virtual live

hearing. Such recording will be available to the parties for inspection and review upon written request to the convener.

- (8) Findings.
- (a) The hearing decision-maker shall issue a written determination simultaneously to the parties regarding responsibility/policy violation(s) and sanctions/discipline when responsibility/policy violation is found to have occurred. To reach this determination, the preponderance of the evidence standard (whether it is more likely than not that the alleged conduct occurred) will be used.
 - (b) The determination regarding responsibility and sanction(s)/discipline becomes final either on the date that the university provides the parties with the written determination of the result of the appeal, if an appeal is filed; or if an appeal is not filed, the date on which an appeal would no longer be considered timely.
 - (c) The written determination shall include:
 - (i) Identification of the allegations potentially constituting sexual harassment.
 - (ii) A description of the procedural steps which were followed starting with the formal complaint and continuing through determination.
 - (iii) The finding of facts that support the determination.
 - (iv) A conclusion applying the appropriate definition of the university's policy to the facts.
 - (v) A rationale for the result of each allegation regarding the determination of responsibility.
 - (vi) For respondents who are students, the hearing decision-maker shall consult with the vice president of student experience or their designee regarding sanctions. For respondents who are employees or faculty members the hearing decision maker shall

consult with the chief human resources officer, or their designee, regarding discipline.

- (vii) Information regarding whether remedies designed to restore or preserve equal access to the university's education program or activity will be provided to the complainant. The Title IX coordinator is responsible for effective implementation of any remedies.
 - (viii) The procedures and bases for the complainant and respondent to appeal the determination.
- (9) Sanctions/discipline.
- (a) Students.
 - (i) Possible sanctions for student respondents: warning, conduct probation with or without loss of good standing, restitution, educational sanctions, residential suspension, university suspension, residential expulsion, university expulsion, revocation of admission and/ or degree, withholding degree, and fines.
 - (ii) Serious misconduct is defined as any act of sexual assault, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon, as defined in division (A) of section 2923.11 of the Revised Code, or causes serious bodily injury. Students found responsible for violations of the serious misconduct policy will face, at minimum, a sanction of conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

Students returning from a sanction of suspension will automatically be placed on conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

- (b) Possible sanctions/discipline for employee or faculty respondents: employment probation, demotion or reassignment, suspension with or without pay for a specific period of time, termination of employment, ineligibility for rehire, and/or other sanctions or remedies as deemed appropriate under the circumstances.
- (10) The appeal process.
- (a) Filing an appeal.
 - (i) Appeals are not a re-hearing of the allegation(s).
 - (ii) Only a complainant or respondent (referred to as party or parties) may request an appeal.
 - (iii) An appeal must be submitted in writing to the Title IX coordinator within five working days from receipt of a decision using the “Title IX Appeal Request Form” and include all supporting material.
 - (iv) A party may appeal the determination regarding responsibility, sanctions/discipline and/or the university’s dismissal of a formal complaint or any allegations therein.
 - (v) There are four grounds for appeal:
 - (1) Procedural irregularity that significantly impacted the outcome of the matter (for example material deviation from established procedures). The appeal request must cite

specific procedures and how they were in error; and/or

- (2) New evidence that was not reasonably available at the time the original decision was made that could have affected the outcome. A summary of this new evidence and its potential impact must be included in the request. (Note: Failure to participate or provide information during an investigation or hearing, even based on concern over a pending criminal or civil proceeding, does not make information unavailable during the original investigation or hearing); and/or
 - (3) The Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. The appeal must cite specific examples of how the bias affected the outcome.
 - (4) The discipline/sanction(s) imposed are substantially outside the parameters or guidelines set by the university for this type of violation or the cumulative conduct record of the responding party.
- (b) Title IX appellate review officer (hereinafter referred to as appellate review officer). Upon receipt of a request for appeal, the Title IX coordinator will designate a Title IX appellate review officer as follows:
- (i) Appeals where the respondent is a student, the appellate officer will be either the vice president for student affairs or their designee or a deputy Title IX coordinator who did not participate in the investigation or hearing.

- (ii) Appeals where the respondent is a faculty member or employee, the appellate officer will be either the chief human resources officer or their designee or a deputy Title IX coordinator who did not participate in the investigation or hearing.
 - (iii) The appellate officer cannot be the investigator, Title IX coordinator, or the person who acted as the decision-maker regarding the determination of responsibility/policy violation, or dismissal.
- (c) Appeal procedures:
- (i) Generally, within five business days after receipt of the request for appeal by the appellate review officer, the appellate review officer will conduct an initial review of the appeal request(s) to determine whether the appeal is timely and satisfies the grounds for appeal.
 - (ii) If the appeal request is not timely or does not satisfy the grounds for appeal, the appeal request will be denied, the parties will be notified, and the finding and sanction or responsive action/remedies will stand. The decision not to accept an appeal request is final and is not subject to further appeal.
 - (iii) If the appeal request is timely and meets the ground for appeal, the Title IX coordinator will notify the parties that the appeal has been accepted and will notify the non-appealing party that they may file a response within three business days from notification.
 - (iv) The appellate review officer will then review the issues presented in the appeal and any response(s).
 - (v) The standard on appeal is whether there is relevant evidence/information such that a reasonable person would support the decision(s).
 - (vi) The appellate review officer can take one of the following actions:

- (1) Affirm the original findings;
 - (2) Remand the case to the original investigators or hearing panel for consideration of new evidence or to remedy a procedural irregularity;
 - (3) Remand the case to a new investigator in a case of bias. The appellate review officer, may order a new investigation with a new investigator or hearing panel; or
 - (4) Administratively alter the finding if bias, procedural irregularity or new evidence, unknown or unavailable during the original investigation, substantially affected the original finding, and the associated sanctions or responsive action.
- (vii) Decisions rendered by the appellate review officer or actions taken following the decisions appellate review officer's decision are final and not subject to further appeal.
 - (viii) Cases that are sent back to the investigator or hearing panel are not eligible for a second appeal.
- (G) Article VI. Academic integrity violation procedures.
- (1) General.
 - (a) Academic honesty is essential to the educational process and serves to protect the integrity of the university community. Therefore, all members of the university community have a responsibility for maintaining high standards of honesty and ethical practice. Cheating, plagiarism, and other forms of academic dishonesty constitute a serious violation of university policy, as outlined in paragraph (D) of this policy. Students should consult with the faculty member if they are not sure what may constitute a violation of the academic integrity policy.

- (b) Students suspected of violations of the academic integrity policy may be charged with a violation of university policy under the student conduct standards as outlined in paragraph (D)(1) of this policy. Cases of alleged violations of the academic integrity policy shall be resolved as outlined in this paragraph.
 - (c) The process outlined in this paragraph is the only approved process by which faculty members can address alleged violations of the academic integrity policy. Failure to follow this process or use of any process other than this will result in nullification of any charges against the student and nullification of any sanctions levied against the student. If, following nullification of the charges and sanctions, the faculty member refuses to rectify the impacted grades or assignments, the student has the right to file a grievance against the faculty member. Any internal college, departmental, or program processes used to address alleged violations of policy or concerns about student conduct are secondary to the processes outlined herein.
- (2) Academic integrity conference.
- (a) After the faculty member has gathered evidence of a possible violation, they shall notify the student within two university working days in writing, via university email, of the allegations and invite the student to participate in an academic integrity conference. The faculty member and student may hold the conference without written notification. This academic integrity conference shall occur within five university working days of the written notification to the student.
 - (b) The academic integrity conference is the first step in this process, and serves to provide the student with the opportunity to discuss the allegations made by the faculty member. During this meeting, the student should have the opportunity to address the allegations, and to review all relevant information and documentation to the allegations.

In situations where the course is taught primarily online and/or where the student is unable to physically present for the academic integrity conference, the meeting may be conducted via email, phone, or video conference, as appropriate. The faculty member may consult with the judicial chair of the academic grievance subcommittee or the office of community standards and student conduct for direction in such situations.

- (c) If, after meeting with the student, the faculty member determines that no violation of the academic integrity policy occurred and/or the student is not responsible for a violation of the academic integrity policy, the faculty member can dismiss the charges by not filling out the academic integrity form.
- (d) If the faculty member concludes that the student is responsible for a violation of the academic integrity policy, the faculty member shall select an appropriate sanction, as outlined in paragraph (F)(3) of this policy, and will complete the academic integrity form. While the student may sign the form immediately, they have up to five university working days to do so. The student has the option to accept the charge but contest the sanction, or they can agree to both the charge and sanction.
- (e) If the student signs the academic integrity form, acknowledging responsibility for the alleged violation and accepting the sanction, the decision is final and there is no appeal process.
 - (i) The student will return the form to the faculty member. The faculty member will sign the form, and will submit copies of any documentation or statements with the academic integrity form.
 - (ii) The faculty member will forward the form to the departmental chairperson for their signature, acknowledging the case has been brought to their attention. The chairperson has the option to submit

a written statement to be included with the academic integrity form.

- (iii) The chairperson will then forward the form and all documents to the dean for their signature, acknowledging the case has been brought to their attention. The dean has the option to submit a written statement to be included with the academic integrity form.
 - (iv) The dean will then forward the form and all documents to the office of community standards and student conduct to be placed in the student's file.
 - (v) The dean of graduate studies will be notified and provided a copy of the form and all documents for cases involving graduate students.
 - (vi) No further action is required unless the recommended sanction includes program removal, suspension, or expulsion. In cases where one of these sanctions is recommended, the case will be forwarded to the judicial chair of the academic grievance subcommittee for review.
- (3) Failure to appear, respond or sign.
- (a) If the student fails to respond to the faculty member's request for an academic integrity conference, or fails to attend an academic integrity conference within five university working days of notice by the faculty member, the following will occur:
 - (i) The faculty member will complete and sign the academic integrity form without the student's signature. They will then submit the form along with copies of any documentation or statements to the chairperson for their signature, acknowledging the case has been brought to their attention. The

chairperson has the option to submit a written statement to be included with the form.

- (ii) The chairperson will then forward the form and all documents to the dean for their signature, acknowledging the case has been brought to their attention. The dean has the option to submit a written statement to be included with the form.
 - (iii) The dean will then forward the form and all documents to the office of community standards and student conduct to be placed in the student's file. The office of community standards and student conduct will then forward the academic integrity form and all documents to the judicial chair of the academic grievance subcommittee for further action.
 - (iv) The dean of the college of graduate studies will be notified and provided a copy of the form and all documents for cases involving graduate students.
- (b) If the student declines to accept responsibility for the charges and/or declines to accept the sanctions selected by the faculty member, the faculty member should complete the form as outlined in this paragraph.
- (4) Academic grievance subcommittee referrals.
- (a) If the student declines to accept responsibility for the charges, and/or declines to accept the sanctions selected by the faculty member, the case will be referred to the office of community standards and student conduct and forwarded to the judicial chair to initiate a hearing before the academic grievance subcommittee.
 - (b) Regardless of whether the academic integrity form is signed, in cases where program removal, suspension, or expulsion is recommended by the faculty member, the case will be referred to the office of community standards and student conduct and forwarded to the judicial chair to

initiate a hearing before the academic grievance subcommittee. A representative from the office of community standards and student conduct must be present at all such hearings to serve in an advisory capacity.

- (5) Academic grievance subcommittee structure.
- (a) Judicial chair. Associate provost for academic administration or designee appointed by the provost.
 - (b) Faculty members are appointed by the academic senate and serve a two-year term. One faculty member shall be selected from each of the six colleges. At least three of these appointees will have graduate faculty status. In cases involving graduate matters, only graduate faculty will be appointed. Six faculty members with graduate faculty status will be appointed by graduate council to hear cases involving graduate students.
 - (c) Undergraduate student members are appointed by the dean of students, or designee, and may serve up to three years on the subcommittee. In addition, six graduate students (preferably one from each college) will be appointed by the graduate council to hear cases involving graduate students.
 - (i) Students must complete an application available through the office of community standards and student conduct.
 - (ii) At least one undergraduate student member is selected from each of the six colleges.
 - (iii) Students must have a minimum GPA of 2.5 for undergraduate students and a 3.0 for graduate students.
 - (iv) Students must not have a previous student conduct record.
 - (v) Students should be sophomore status or above.

- (6) Academic grievance subcommittee hearing procedures.
- (a) In cases where the student failed to respond to a request from the faculty member for an academic integrity conference, cases where the student failed to return the signed academic integrity form to the faculty member within the given timeframe, cases wherein the student disputes the charges or sanctions, or in cases when the faculty member recommends program removal, suspension, or expulsion, a hearing by the academic grievance subcommittee is initiated.
 - (b) Within five university working days of receiving the academic integrity form and any supporting documentation of evidence from the faculty member, the judicial chair, or designee, shall contact the student involved and request a statement and any documentation or evidence they would like to have considered in the hearing. The student will have five university working days to submit these items to the office of community standards and student conduct.
 - (c) Within two university working days of receiving the statement and evidence, the judicial chair, or designee, shall distribute copies of the academic integrity form and any documentation or evidence produced by the student and faculty member to the academic grievance subcommittee members, the student, faculty member, department chairperson, and appropriate dean. The academic integrity form, course syllabus (submitted by the faculty member, student, or both), and any documentation or evidence produced by the student, faculty member, chairperson, or dean compose the academic integrity hearing packet.
 - (d) A hearing date, time, and location for the academic grievance subcommittee hearing will be established by the judicial chair, or designee. Academic grievance subcommittee members shall have a minimum of three university working days to review all written materials in the academic integrity hearing packet. The hearing notice shall be sent to the parties directly involved in the

grievance procedure, excluding advisors and witnesses. Parties directly involved include:

- (i) Faculty/student. The party who files the academic integrity form and the party who is alleged to have violated the academic integrity policy. If either party cannot or refuses to attend the hearing, they may provide written or recorded statements to be submitted for evidence. Faculty members are permitted to have a substitute who will exercise all the rights and responsibilities of the absent faculty member.
- (ii) Department chairperson. The chairperson of the department in which the faculty member resides. The chairperson's attendance is optional. If the chairperson is in attendance they will be brought in to speak with the hearing panel after the presentation of information by the faculty member and student and without the faculty member or student present. The chairperson's role in the hearing is to provide information on any knowledge they have of the case as well as to provide insight into and clarify any questions regarding the culture of the department or expectations of students in the department.
- (iii) Dean. The dean of the college in which the faculty member's department is housed. The dean's attendance is optional. In addition, the dean of graduate studies has the option to attend in cases that involve graduate students and graduate faculty members. If the dean is in attendance, they will be brought in to speak with the hearing panel after the presentation of information by the faculty member and student and without the faculty member or student present. The dean's role in the hearing is to provide information on any knowledge they have of the case as well as to provide insight into and clarify any questions regarding the culture of the

department or expectations of students in the department.

- (iv) Academic grievance subcommittee hearing panel members. Derived from the membership of the student academic grievance subcommittee of the academic senate. At minimum, each hearing panel consists of three faculty members, three undergraduate students, and the judicial chair. In hearings involving allegations against a graduate student, graduate college representatives will form the hearing panel. The hearing panel conducts the formal hearing and renders a decision. No member of a hearing panel will hear a case directly involving themselves.
- (v) Advisors. The student and the faculty member may each avail themselves of the services of an advisor throughout the academic integrity process. An advisor may be drawn from within or outside the university community. Advisors may not present testimony or speak on behalf of the party whom they are advising. They are permitted, however, to give notes or whisper instructions/advice to the party whom they are advising. Examples of advisors include a parent/guardian, attorney, clergy, other faculty member, or coach. The advisor may not be the chairperson or dean for the college in which the faculty member or student is housed. In situations where a graduate assistant is considered the instructor of record and is the party who submitted the academic integrity form, the chairperson may serve as an advisor to the graduate assistant and is permitted to stay throughout the hearing.

In cases in which the student is a dully enrolled high school and university student (through the Youngstown early college or the college credit plus program), the student may have both a parent/guardian and a secondary advisor present for the hearing.

- (vi) Witness(es). Witnesses who have something to add to the hearing either in support of the faculty member or student are permitted. While the number of witnesses is not limited, the number of witnesses that present repetitive testimony may be limited at the discretion of the judicial chair.
 - (e) If the student or faculty member is unable to be physically present for the hearing, then both the faculty member and student will be made available for the hearing through the same electronic means to provide equal treatment to all parties. This may include either teleconference or video conferencing platforms, as deemed appropriate by the judicial chair.
- (7) Rights of hearing parties.
- (a) The following rights are guaranteed to the student and the faculty member:
 - (i) The right to be present.
 - (ii) The right to be accompanied by an advisor of their choice.
 - (iii) The right to speak in support of their argument.
 - (iv) The right to bring witnesses in support of their case.
 - (v) The right to present any relevant information directly supporting their written items in the academic integrity packet, including oral testimony.
 - (vi) The right to refute information presented.
 - (vii) The right to consult with the judicial chair or the office of community standards and student conduct regarding the hearing, their testimony or the presentation of any testimony in support of their case.

- (b) The judicial chair has the right to:
 - (i) Limit the amount of time testimony is presented by any given individual;
 - (ii) Remove disruptive individuals from the room;
 - (iii) Ensure that only the members of the hearing panel, student, and faculty member are present in the room;
 - (iv) Ensure that all witnesses remain outside the hearing room and are brought in and dismissed after their testimony is presented;
 - (v) Extend the timeline for the hearing process.
- (8) Deliberation and findings.
 - (a) The hearing panel shall meet in closed session to review the information presented and reach a decision. The hearing panel shall vote using secret ballots tallied by the judicial chair. The judicial chair will only vote in circumstances of a tie among the hearing panel members.
 - (b) If the hearing panel determines that the student is responsible for a violation of the academic integrity policy, the hearing panel may consider previously resolved cases (on file with the office of community standards and student conduct) involving the student when assigning an appropriate sanction. The judicial chair will present such information to the hearing panel only after a determination of responsibility on the case in question has been reached.

The standard of proof utilized in all university student conduct proceedings shall be a preponderance of evidence. Preponderance of the evidence is known as the balance of probabilities, met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than fifty per cent chance that the proposition is true.

- (c) Both parties shall be informed of the hearing panel's decision in writing within three university working days. This statement shall be prepared and signed by the judicial chair and forwarded to the office of community standards and student conduct, the graduate school dean when appropriate, the provost and all parties directly involved in the hearing, except advisors and witnesses.
 - (i) Notice of the hearing panel's decision ends the academic grievance subcommittee's involvement in the disposition of the case.
 - (ii) A file of all pertinent documents for all academic integrity hearings shall be kept by the office of the provost and the office of community standards and student conduct.
 - (iii) Any change of grade as a result of the hearing panel's decision should be made by the faculty member and signed by the respective chairperson and/or dean within five university working days. If the faculty member, chairperson and/or dean refuse to sign the grade change form, then the provost will do so.
- (9) Appeals.
 - (a) Only students may appeal the decision of the academic grievance subcommittee regarding for cases involving alleged violations of the academic integrity policy. The appeal can only be based on procedural violations and must be submitted within five university working days from the date on which the student was notified of the hearing panel's decision. The request for an appeal is submitted in writing to the judicial chair.
 - (b) The judicial chair will forward the written appeal to the academic senate executive committee within two university working days.

- (i) If the academic senate executive committee determines that no procedural violations occurred or that any procedural violations were minor and did not affect the original hearing panel's decision, the original hearing panel's decision is upheld and the case is closed.
 - (ii) If the academic senate executive committee determines that procedural violations may have occurred and were potentially substantive enough to have affected the hearing panel's decision, the case will be referred to a three-person appellate hearing panel consisting of one student and two faculty members. This appellate hearing will take place within twelve university working days of receipt of the written appeal.
- (c) Appellate hearing panel.
- (i) No member of the appellate hearing panel will hear a case directly affecting themselves.
 - (ii) Prior to the appellate hearing, members of the appellate hearing panel shall review all relevant documents.
 - (iii) The chair of the appellate hearing panel shall inform both parties of the decision as soon as reasonably possible. A written statement of the decision shall be prepared and signed by the chair of the appellate hearing panel, forwarded to the student, faculty member, the office of community standards and student conduct, and office of the provost within five university working days of the decision via university email.
 - (iv) A file of all pertinent documents for all appeals shall be kept by the office of community standards and student conduct and/or the office of the provost.

- (v) The decision reached by the appellate hearing panel is final and may not be appealed.
 - (d) At the discretion of the chair of the appellate hearing panel, the timeline under the appeal process may be extended.
 - (e) If the appeal results in a grade change, the grade change form should be completed by the faculty member and signed by the respective chairperson and/or dean within three university working days. If the faculty member, chairperson, and/or dean refuse to sign the grade change form, then the provost will do so.
- (10) Sanctions. Sanctions for violations of the academic integrity policy may include, but are limited to, the following:
- (a) Issuing an official warning.
 - (b) Lowering the grade on the exam, paper or assignment in question.
 - (c) Lowering the final grade for the course.
 - (d) Requesting additional action from the academic grievance subcommittee, including removal from a course, removal from an academic program, university suspension, or expulsion.
 - (e) Other sanctions as deemed appropriate by the faculty member. The faculty member may consult with the judicial chair, the office of community standards and student conduct, chairperson or dean regarding appropriate sanctions.
- (11) Role of the student conduct administrator (SCA). The student conduct administrator, or designee, has the following responsibilities with regards to all cases involving alleged violations of the academic integrity policy.

- (a) To create/maintain a student conduct file containing the completed academic integrity form and supporting documents.
 - (b) To expunge all records as outlined in this policy.
 - (c) In cases where the academic integrity form is completed by all parties, they will acknowledge receipt of this form by emailing the student, faculty member, chairperson, and dean with a letter that details the resolution of the case.
 - (d) In cases where the student has already been found responsible for a previous academic integrity violation, any additional violation will result in a review of all cases by the office of community standards and student conduct for possible additional charges and sanctioning.
- (H) Article VI. Section 3345.22 of the Revised Code, the “1219 hearing” process.
- (1) Background. Disruptive behavior and the “1219” procedure. The Ohio campus disruption act, also known as Ohio House Bill 1219, is codified in sections 3345.22 and 3345.23 of the Revised Code. The purpose of the law is to protect university students, faculty, staff, and other members of the campus community from crimes of violence committed near the university or upon people or property at the university.

A “1219 hearing” is appropriate when a student is arrested for a crime of violence committed on or near the university. If a student is convicted of an offense of violence that occurred on or near the university, the student will be automatically suspended pursuant to section 345.23 of the Revised Code. The purpose of the “1219 hearing” is to remove students from campus who may be a threat to the safety and security of the student body or campus community.
 - (2) Definition of a “crime of violence.” There are over thirty crimes of violence considered violations of the “1219” law, including but not limited to the following: arson, assault, burglary, domestic violence, discharged firearm, felonious assault, gross sexual

imposition, inciting to violence, inducing panic, intimidation, kidnapping, menacing, murder, rape, riot, robbery, sexual battery, and voluntary manslaughter.

- (3) Jurisdiction of the “1219 hearing.”
- (a) If a student is arrested for a crime of violence referenced in division (D) of section 3345.23 of the Revised Code, they may be temporarily suspended from the university according to “The Student Code of Conduct,” which is referred to as an interim suspension. This suspension will last during the process of the “1219 hearing” and continue until the student meets with the office of community standards and student conduct. The results of the “1219 hearing” discussed in this paragraph does not alter the student’s status under an interim suspension.
 - (b) A “1219 hearing,” which is distinctly separate from a conduct conference or a student conduct board hearing, will be held shortly after a student’s arrest for a crime of violence. The hearing can be continued for good cause. The purpose of the “1219 hearing” is to determine by a preponderance of the evidence whether the student committed an offense of violence.
 - (c) If the referee, as appointed by the university (office of the general counsel), finds that the student did commit an offense of violence on or near the university, the referee will then determine if the student should be under strict probation or suspended from the university pending the outcome of the criminal case. However, as previously noted, if the student is under an interim suspension, the student will remain suspended, even if they only receive strict probation from the referee, until the conclusion of the student conduct process administered by the office of community standards and student conduct.
 - (d) Following the “1219 hearing,” the criminal case outcome will determine the student’s status under section 345.23 of the Revised Code. If the student is convicted of an offense

of violence in the criminal case, the student will be suspended from the university for at least one year.

- (e) Upon acquittal, or upon any final judicial determination not resulting in conviction of an offense of violence, the “1219” suspension automatically terminates and the student in question shall be reinstated and the record of the “1219” suspension expunged from the person’s university record. The criminal process and “1219 hearing” are separate. The outcome of the “1219 hearing” has no bearing on the criminal case.
 - (f) When a student is found not guilty, they may return to school, but upon conclusion of the “1219 hearing” and possibly while the criminal case is still underway, the university may, and in nearly all cases, will initiate the student conduct process. The student may also be under the restriction of an interim suspension. If the student is not under an interim suspension or has been found not responsible of a violation of “The Student Code of Conduct,” the student would be permitted to return to school.
 - (g) If the student is found guilty at the criminal trial for an offense of violence on or near the university, they will be suspended from Youngstown state university for the period of one year. The student will receive a written notice of the suspension from the office of community standards and student conduct. The student must receive approval from the board of trustees to be permitted to return to the university. This one-year suspension will still be imposed even if the student is found not responsible for a violation of “The Student Code of Conduct.”
- (4) The “1219 hearing” process. The “1219 hearing” will be an adversary proceeding. Unlike a student conduct hearing, a “1219 hearing” will be conducted by a referee appointed by the university. A university attorney will present the evidence at the hearing on behalf of the university. The student has the right to:
- (a) Be represented by an attorney.

- (b) To cross-examine witnesses called by the state (the university).
 - (c) Call upon their own witnesses.
 - (d) To present evidence.
 - (e) To give a statement (but not required to do so). If the student does not appear at the hearing, the student will be suspended. In the absence of a waiver of the right against compulsory self-incrimination, the testimony of a student whose suspension is being considered, given at the hearing, shall not subsequently be used in any criminal proceeding against the student.
- (5) Burden of proof. Preponderance of the evidence is the standard used for all “1219 hearings.” Preponderance of the evidence is known as the balance of probabilities met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than fifty per cent chance that the proposition is true. The referee must find that the student committed the offense by a preponderance of the evidence.
- (I) Article VII. Parental/guardian notification policy. Youngstown state university is committed to an educational environment that promotes the safety, responsible decision-making, and social and intellectual development of all students. Furthermore, the university is concerned with taking a proactive approach in regards to students who may be experiencing problems with alcohol or other drugs. It is the policy of Youngstown state university to notify parents of students under twenty-one years of age if such students have been found responsible for violating institutional policies regarding alcohol or other drugs, to create a positive support network for students.
- (1) Parameters.
 - (a) This policy will be applied in situations where students under the age of twenty-one have been found responsible for a violation of university policies regarding drugs or alcohol.

- (b) The office of community standards and student conduct shall be responsible for administering all procedures of the parental/guardian notification policy.
- (2) Procedures.
- (a) Parents/guardians shall be notified when the underage student is found responsible for a violation of the drug or alcohol policies.
 - (b) The dean of students, or designee, may make an exception to the parental/guardian notification policy if in their judgment it is determined that harm would come to the student because of parental/guardian notification.
 - (c) The notification will be provided in writing from the office of community standards and student conduct and will be mailed to the student's home address.
 - (d) The notification letter will inform parents or guardians that their student has been found responsible for a violation of an alcohol or drug policy. Included with the letter will be answers to frequently asked questions. Parents or guardians will be encouraged to discuss the incident with the student.
 - (e) The office of community standards and student conduct will be responsible for responding to questions from parents/guardians. If a parent or guardian is interested in reviewing their student's conduct file, the student generally must sign a waiver to release this information. There are exceptions to this that will be determined on a case-by-case basis.
- (J) Article VIII. Interpretation and revisions. Any question of interpretation or application regarding "The Student Code of Conduct" shall be referred to the student conduct administrator for final determination.

"The Student Code of Conduct" shall be reviewed every three years under the direction of the student conduct administrator. Any member of the

university community may recommend a change to “The Student Code of Conduct” to the dean of students, or designee. The dean of students, or designee, shall distribute the recommendation to the appropriate areas and gather feedback. If the change is endorsed by the dean of students, or designee, the change shall be presented to the board of trustees for adoption.

- (K) Glossary of terms when used in “The Student Code of Conduct.”
- (1) The term “due process” is an assurance that all accused students will receive notice of charges, notice of the evidence to be used against them, and the opportunity to participate in a hearing prior to the deprivation of any educational property interest.
 - (2) The term “academic grievance subcommittee” is a group of university students and faculty selected and trained to adjudicate hearings wherein a student has allegedly violated the academic integrity policy for the university. Each hearing has a hearing panel consisting of at least six members from the academic grievance subcommittee.
 - (3) The term “appellate hearing panel” shall mean any person or persons authorized on a case-by-case basis by the student conduct administrator to consider a request for appeal from a student conduct body’s determination that a student has violated “The Student Code of Conduct” or from the sanctions imposed by the student conduct body.
 - (4) The terms “can,” “may,” or “should” specify a discretionary provision of “The Student Code of Conduct.”
 - (5) The term “complainant” shall mean any party harmed by the actions of a student who allegedly violated “The Student Code of Conduct.”
 - (6) The term “deputy conduct officer” shall mean a university official authorized on a case-by-case basis by the student conduct administrator to review complaints, determine responsibility, and impose sanctions upon students found to have violated “The Student Code of Conduct.”

- (7) The term “faculty member” shall mean any person employed by the university to conduct classroom or teaching activities or who is otherwise considered by the university to be a member of its faculty. In certain situations, a person may be both “student” and “faculty member.” One’s status in a situation shall be determined by the relevant circumstances.
- (8) The terms “file” or “records” mean information relating to a current or former student which is stored in a fashion that facilitates recovery of that information by reference to the individual in whatever form or medium such gathering of information is created, kept, or maintained.
- (9) The term “function” shall mean all student activities or events occurring at the university or sponsored by registered student organizations, groups, or members of the academic community.
- (10) The term “group” shall mean a number of students who are associated with each other and who have not complied with university requirements for registration as an organization.
- (11) The terms “hearing panel” or “hearing panel members” shall mean individuals who have been selected or assigned to adjudicate a hearing. These individuals are selected from a trained body, including the student conduct board and the academic grievance subcommittee.
- (12) The term “hearing panel advisor” shall mean the student conduct administrator, or designee, or appointee. The hearing panel advisor has responsibility for ensuring that policies and procedures within this document are adhered to within any student conduct process. The hearing panel advisor may be involved in any part of the student conduct process, and may provide input or answers, or otherwise answer questions asked by any parties.
- (13) The term “may” is used in the permissive sense.
- (14) The term “member of the university community” shall include any person who is a student, faculty member, university official, any other person employed by the university, or any person lawfully present on university premises.

- (15) The term “organization” shall mean a university-registered student organization which as complied with formal requirements of official registration.
- (16) The term “policy” shall be defined as the written regulations of the university as found in, but not limited to, “The Student Code of Conduct,” “Resident Handbook,” the university website, undergraduate/graduate catalogs, university policies, and board of trustees policies.
- (17) The term “respondent” shall mean any student accused of violating “The Student Code of Conduct.”
- (18) The terms “shall,” “must,” “will,” or “is required” specify a mandatory requirement of the code.
- (19) The term “student” shall include all persons registered for courses, seminars, and workshops at the university, either full-time or part-time, pursuing undergraduate, graduate, professional studies, or continuing education programs. Also included are those individuals accepted for admission or living in the residence halls, whether enrolled at the university.
- (20) The term “student conduct administrator” is the dean of students, or designee, who shall be responsible for the administration of the code and the university student conduct process.
- (21) The term “student conduct board” is a group of university students, staff, and faculty selected and trained to adjudicate hearings wherein students have allegedly violated university policy. Each hearing has a hearing panel consisting of three members from the student conduct board.
- (22) The term “student conduct body” shall mean student conduct officer, any deputy conduct officer, or any hearing panel of the student conduct board authorized by the student conduct administrator to determine whether a student has violated “The Student Code of Conduct” and to recommend imposition of sanctions.

- (23) The term “student conduct officer” is the assistant dean of students for community standards, advocacy, and conduct who is the university official assigned to serve as the primary charging administrator by the student conduct administrator to review complaints, determine responsibility, and impose sanctions upon students found to have violated “The Student Code of Conduct.”
- (24) The terms “university” or “institution” mean Youngstown state university and collectively those responsible for its operation.
- (25) The term “university premises” shall be defined as all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the university including adjacent streets, sidewalks, and parking lots.
- (26) The term “university official” shall mean any person employed by, appointed to, authorized to act on behalf of or performing administrative or professional work for the university.
- (27) The term “university working day” refers to any day of the week excluding Saturdays, Sundays, or official holidays.
- (28) The term “weapon” shall have the same meaning as in university policy 3356-7-03 concerning weapons on campus (rule 3356-7-03 of the Administrative Code).
- (29) All other terms have their natural meaning unless the context otherwise dictates.



**Proposal for the Office of Belonging, Empowerment, & Engagement (BEE) at
Youngstown State University**

Vision

Cultivate a campus culture where everyone is respected, valued, supported, and included, fostering a community enriched by diverse experiences and committed to integrity, service, and excellence.

Mission

Build a culture where everyone feels they belong, are empowered to achieve their potential, and are engaged in the life of the university. Through strategic partnerships, innovative and collaborative programs, we aim to foster a dynamic community where every voice is significant and impactful, and heard.

Purpose

BEE represents more than an office—it symbolizes our dedication to the comprehensive well-being of our community members. By emphasizing belonging, empowerment, and engagement, BEE serves as the cornerstone of our efforts at YSU to create an inclusive, motivating, and engaging atmosphere where every member can excel and contribute to academic, professional, and personal prosperity.

Motto

“Unity, Engagement, Growth”

Pillars of the Office of Belonging, Empowerment, & Engagement (BEE)

Empowerment for Growth

Community Engagement and Partnership

Education and Advocacy

Leadership Development

The Office of
**Belonging, Empowerment,
and Engagement**

Board of Trustees | June 6, 2024



WHO WE ARE

SUSAN M. MOORER



DONQUAIL MIMS



OUR MISSION

Build a culture where everyone feels they belong, are empowered to achieve their potential, and are engaged in the life of the university. Through strategic partnerships, innovative and collaborative programs, we aim to foster a dynamic community where every voice is significant, impactful, and heard.



OUR PILLARS

Empowerment for Growth

Community Engagement and Partnerships

Education and Advocacy

Leadership Development





The **Achieve, Impact & Motivate (A.I.M)** is a four-year mentoring program designed to:

36 mentors and **36** mentees paired since **Fall 2023-2024.**



The **Navarro Executive Fellows (NEF)** is a two-year prestigious leadership and work experience program for incoming freshmen designed to:

We currently cap at 8 Navarro Executive Fellows enrolled in this program.



The **Youngstown State University Enrichment Summer Scholastic Institute (YESS)** is designed to:

Enrollment: 19 students in 2021, **21** students in 2022, (no program in 2023), **19** students in 2024 cohort.



BELONGING, EMPOWERMENT & ENGAGEMENT (BEE) OFFICE SUPPORT



- Assists graduating students from the Youngstown City School District in obtaining a four-year bachelor's or associate's degree.
- Provides information and guidance on full tuition coverage, housing, laptops, books, and additional resources through a last-dollar scholarship.



BELONGING ADVISORY COMMITTEE

- To ensure the effective management of all diversity programming
- To coordinate and plan activities to boost the visibility of the office



EMPOWERMENT PROGRAMS

- Assess all mentoring initiatives to achieve maximal impact
- Currently developing a new program to foster relationships with local high schools that will strengthen our community ties and prepare students with the resources and tools to succeed



COMMUNITY ENGAGEMENT AND PARTNERSHIP

- Work with the Divisions of Student Affairs and the Office of First-Year Student Services
- Assist with the achievement of the Carnegie Foundation's Elective Classification for Community Engagement
- Partner with Workforce Education and Innovation to enhance lifelong learning among community members



THE OFFICE OF BELONGING, EMPOWERMENT & ENGAGEMENT



BEE **Y**OU



VOICES OF IMPACT

“ I faced academic challenges and felt isolated...I regretted my decision to attend college. However, these programs offered invaluable resources, opportunities, and a supportive community that listened and comforted me. They truly provided me with a sense of belonging and purpose, and they ultimately convinced me to stay in college.”

Tilisa Davis NEF, YESS & A.I.M Participant (2021 – 2024)

Recent Graduate with a Bachelor's in Psychology (Spring 2024)

“ I gained valuable time management skills and gained insight into college academic expectations. This office truly changed my life. My advice to those considering these programs is to take a leap of faith, build connections, and rely on these programs as a guiding light; they will support you!”

Terrance M Childress-Harris NEF, YESS & A.I.M Participant (2021 –2024)

Recent Bachelor of Science graduate in Exercise Science (Spring 2024)

Enrolled in MS in Athletic Training at YSU



Thank you!



Degree	College	ODHE	HLC	Needs Accred	Transfer X & F Apps	Transfer X & F Accept	Transfer X & F Enrolled	First Year X & F Apps	First Year X & F Accepted	First Year X & F Enrolled	Start Date	Location
AAS in Fire Science	STEM	ODHE Approved	Change Submitted	no							Fall 2024	Online
AAS in Internet and Interactive Digital Media Design	STEM	ODHE Approved	HLC Approved	no							Fall 2024	Online
AAS in Environmental Science	STEM	ODHE Approved	HLC Approved	no							Fall 2024	Online & Steubenville
AAS in Information Technology	STEM	ODHE: Added Online Modality	Update to Existing form	no	58	25	0	3	2	0	Fall 2024	Online
AAS in Welding	STEM	ODHE Posted (5/24)	Change Submitted	no							Fall 2024	Steubenville and Youngstown
AAS in Professional Office Management	STEM	ODHE Approved	HLC Approved	no	1	2	0				Fall 2024	Online
AAS in Machining	STEM	ODHE Posted (5/23)	Change Submitted	no							Fall 2024	Steubenville and Youngstown
AAS in Dental Assisting	HHS	Pending Program Review	HLC Approved	yes							Fall 2024	Steubenville
AAS in Respiratory Therapy	HHS	ODHE Posted (6/7)	HLC Approved	yes								
AAS in Social Work	HHS	ODHE Approved	HLC Approved	no	18	17	12				Fall 2025	Steubenville and Youngstown
AAS in Health Services	HHS	ODHE Approved	HLC Approved	no	7	1	0	1	0	0	Summer 2024	Online
AAS in Radiologic Technology	HHS	ODHE Posted (6/3)	Change Submitted	yes							Fall 2024	Online
AAS in Healthcare Administration	HHS	ODHE Approved	HLC Approved	no	4	7	8				Fall 2024	Steubenville and Youngstown
AAS in Health Information Management	HHS	ODHE Approved	HLC Approved	yes							Fall 2024	Online
AAB in Business Management	WCBA	ODHE Approved	HLC Approved	no	113	95	54	6	3	1	Summer 2024	Online
AAB in Accounting	WCBA	ODHE Posted (5/21)	HLC Approved	no	20	13	4	1	0	0	Summer 2024	Online
AAS in Paralegal Studies	BCLASSE	ODHE Approved	HLC Approved	no	20	16	4				Summer 2024	Online
AA in Teacher Education (Early Childhood/Pre-K)	BCLASSE	ODHE Posted (5/31)	HLC Approved	no	85	41	14	8	5	0	Summer 2024	Online
Associate of Individualized Studies	BCLASSE	ODHE Approved	Submitted to HLC (5/2)	no							Fall 2024	Online & Steubenville
Assoicates degree in nursing (ADN and Pre-AND)	HHS			yes	200	144	94	113	74	2	Summer 2024	Steubenville
Criminal Justice (Police Academy option included)	HHS			no	67	35	13	37	21	2	Summer 2024	Steubenville

Additional Associate Degree Programs										
Associate of Arts					24	26	15	1	1	0
Civil and Construct Eng Tech A								5	1	0
Electrical Engineering Tech A					5	4	2			
Mechanical Engineering Tech A					3	1	0	3	1	0
STEM Technology AAS					3	3	0	5	5	1
Medical Laboratory Technology					12	3	1	25	19	1
Undecided HHS A								4	2	1
STEM Engineering A								12	12	0

YSU Certificate	College	Program Hours	Instructional Mode	Delivery Location(s)
Certificate in Dental Assisting	HHS	61	Traditional	Jefferson
Certificate in Expanded Functions Dental Auxiliary (EFDA)	HHS	14	Traditional	Jefferson
Certificate in Medical Assisting	HHS	24	Traditional	Jefferson
Certificate in Medical Coding	HHS	38	Online	Main Campus
Certificate in Medical Scribe Specialist	HHS	34	Online	Main Campus
Certificate in Patient Health Navigator	HHS	37	Online	Main Campus
Certificate in Paralegal Studies	BCLASSE	36	Online	Main Campus
Certificate in Accounting and Bookkeeping	WCBA	31	Online	Main Campus
Certificate in Business Management	WCBA	31-34	Online	Main Campus
Certificate in Sustainable Environments (AAB)	WCBA	15	Online	Main Campus
Certificate in Waste Management (AAB)	WCBA	15	Online	Main Campus
Certificate in Environmental Science (AAB)	WCBA	13	Online	Main Campus
Certificate in Cyber Security (AAB)	WCBA	15	Online	Main Campus
Certificate in IT Help Desk (AAB)	WCBA	15	Online	Main Campus
Certificate in Programming and Development (AAB)	WCBA	16	Online	Main Campus
Certificate in Data Science (AAB)	WCBA	15	Online	Main Campus
Certificate in Labor Studies (AAB)	WCBA	15	Online	Main Campus
Certificate in Advertising (AAB)	WCBA	15	Online	Main Campus
Certificate in Digital and Social Media Marketing (AAB)	WCBA	15	Online	Main Campus
Certificate in Marketing (AAB)	WCBA	15	Online	Main Campus
Certificate in Entrepreneurship (AAB)	WCBA	15	Online	Main Campus
Certificate in Finance (AAB)	WCBA	15	Online	Main Campus
Certificate in General Management (AAB)	WCBA	15	Online	Main Campus
Certificate in Human Resource Management (AAB)	WCBA	15	Online	Main Campus
Certificate in Operations Management (AAB)	WCBA	15	Online	Main Campus
Certificate in Project Management Fundamentals (AAB)	WCBA	15	Online	Main Campus
Certificate in IT Professional--Essential	STEM	15	Online	Main Campus
Certificate in IT Professional--Networking	STEM	21	Online	Main Campus
Certificate in IT Professional--Linux and Security	STEM	21	Online	Main Campus
Certificate in Welding	STEM	23	Traditional	Main Campus
Certificate in Advanced Welding	STEM	23	Traditional	Main Campus
Certificate in Sustainable Environments	STEM	16	Online	Main Campus
Certificate in Wastewater	STEM	17	Online	Main Campus
Certificate in Programmable Logic Controllers	STEM	40	Traditional	Main Campus

Update on Academic Senate Actions – June 6, 2024

The Academic Senate met regularly during the 2023-2024 academic year to address numerous matters, including those considered normal business as well as some needing relatively immediate and critical action. A complete record of these activities can be found posted to the following URL: <https://ysu.edu/academic-senate/2023-2024-meeting-agendas-and-minutes>.

A very brief, yet incomplete synopsis of Senate actions during this past academic year is presented below.

- Curricular actions: The Senate's Curriculum Committee approved more than 55 new courses, 89 edits to existing courses, and 22 course deletions. Importantly, 153 new courses related to proposed new associate degree programs were approved.
- Programmatic actions: The Senate's Programs Committee were intensely pursued the review of over 300 programs this past academic year. The Committee will continue their reviews of these programs to ensure alignment with YSU academic policy as well as the successful progress of students enrolled in these programs.
- Policies and procedures: The Senate modified and approved several policies to facilitate the entry and academic success of our current and transfer students, including the following
 - Pre-associate degree admission criteria;
 - Academic Standing and Dismissal Policy; and
 - Modifications to a foreign language requirement.
- Artificial intelligence (AI): Given the concern regarding the use of AI in academic course work, the Senate approved a set of general principles to guide future policy development and implementation.
- Faculty evaluations: Modifications to student course feedback/evaluations were approved.
- General education: A revised General Education Model was approved following a thorough review by an ad hoc committee. The model is expected to be implemented as soon as practical within the next academic year.

Throughout the summer, two other items shall be addressed by committees: 1) summer scheduling policy, and 2) ensuring academic and administrative policies/procedures are aligned with the potential impact of on-line courses being offered as part of the Rise Point marketing.

**RESOLUTION TO MODIFY
COLLECTION SITES POLICY, 3356-3-08**

WHEREAS, University Policies are being reviewed and reconceptualized on an ongoing basis;
and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy stated above and attached hereto.

3356-3-08 Cash collection sites.

Responsible Division/Office: Office of University Bursar
Responsible Officer: VP for Finance and Business Operations
Revision History: June 2009; June 2014; June 2019; [June 2024](#)
Board Committee: Finance and Facilities
Effective Date: ~~June 6, 2019~~ [June 7, 2024](#)
Next Review: ~~2024~~ [2029](#)

- (A) Policy statement. The vice president for finance and business operations is authorized and responsible for the collection and deposit of all cash received on behalf of the university in compliance with this policy, the Revised Code and all other applicable laws and regulations. This responsibility is discharged through the bursar in accordance with section 9.38 of the Revised Code.
- (B) Purpose. This policy provides a framework for the consistent application of sound internal controls and best business practices for cash handling university-wide. This policy requires that authorized cash collection sites with daily university receipts of one thousand dollars or more remit these receipts to the office of university bursar no later than one business day following their receipt. Daily university receipts of less than one thousand dollars must be remitted within three business days. All receipts are required to be adequately safeguarded until remitted.
- (C) Definitions.
- (1) Cash – currency, checks, money orders, and debit/credit card transactions.
 - (2) Cash collection site – area authorized by the bursar to routinely accept or process cash.
 - (3) Memorandum of understanding – documentation of cash collection site’s authorization and agreed upon internal control procedures.
- (D) Parameters.
- (1) The responsibility of handling university funds is conferred by the bursar to individual department or office heads through a signed

memorandum of understanding outlining specific duties and internal controls which the area agrees to implement and maintain. The memorandum is generated by the bursar and signed by the bursar and the department/office head and then filed with the principal administrative officer and the vice president for finance and business operations.

- (2) The memorandum of understanding shall provide for the secure and timely transfer of all monies collected to the office of university bursar in accordance with section 9.38 of the Revised Code, as well as meeting an appropriate level of internal control as determined by the bursar.
- (3) It is the responsibility of the department/office head to contact the bursar to report any duties or controls which are not being met to discuss remedies and then revise or rescind the memorandum accordingly. This notification includes changes in signatories, inability to meet internal controls, need to collect cash, and any other significant changes that occurred since the last memorandum was signed.
- (4) The ~~director of~~ bursar will communicate with all department/office heads and review the need, appropriateness and accuracy for all memorandums of understanding on at least an annual basis. Areas found by the bursar or the auditors to be out of compliance with the memorandums may be required to forfeit the responsibility and privilege of handling university funds.
- (5) The required level and combination of internal controls will be tailored to each authorized cash collection site and will be determined based on level of risk and resource or customer service constraints.
- (6) Effective internal controls may include, but are not limited to, the following:
 - (a) Centralized control over locations authorized to receive cash.
 - (b) Formal authorization and assignment of responsibility.

- (c) Written documentation of procedures and controls.
- (d) The use of cash registers, mail logs or pre-numbered receipts and accountability.
- (e) Physical safeguarding through use of safes, locked drawers, etc.
- (f) Changing of combinations or locks after key personnel turnovers.
- (g) Access restrictions.
- (h) Control of keys.
- (i) Control of all cash receipts by the cashier until deposit is made.
- (j) Timely deposits of funds collected.
- (k) Deposits transported in locked bags by Youngstown state university police.
- (l) Restrictive endorsement placed on checks upon receipt.
- (m) Reconciling detail records to the general ledger or otherwise assessing reasonableness of general ledger income.
- (n) Frequent counting and balancing of funds, including idle funds.
- (o) Segregation of duties between cash handling and recordkeeping/reconciling, including reconciling adjustments processed to source documents.
- (p) Reconciling cash register tapes, mail logs, or pre-numbered receipts to deposits.
- (q) Periodic PCI compliance training.

- (7) New authorizations:
- (a) Requests for the establishment of new cash collection, change fund or billing sites for any university services and/or goods must be submitted in writing to the ~~director of~~ bursar, stating the purpose, the dollar value, the activity frequency and any other information deemed pertinent to the request.
 - (b) Approval will be based on the appropriateness of the request, ability of the office to adhere to necessary internal controls, and whether collection by the office of university bursar is feasible.
 - (c) If the request is denied the department/office head may appeal to the vice president for finance and business operations.
- (8) On an annual basis, the vice president for finance and business operations, or designee, will:
- (a) Issue a university-wide communication to ensure that all employees are reminded of this policy and the importance of proper safeguarding of cash.
 - (b) Review authorized cash collection sites and related reports with upper administration.
 - (c) Conduct surprise counts on a select number of randomly chosen cash collection sites and/or of cash collection sites that have elevated risk as determined by the bursar.

Explanation of policy modification:**3356-4-09 Acceptable Use of University Technology Resources.**

This policy has been modified in section (B) Scope to include the acceptable use of generative AI technologies.

In section (D) Definitions, (1), (2) & (3), we define Generative AI, as well as, Private institutional data and Public data since these terms will be used when discussing acceptable and unacceptable use of AI.

In section (F) User responsibilities, we added (9) verbiage stating that users are responsible for understanding whether a technology is in compliance with this policy prior to use. We also added (11) under this section stating that students are responsible for compliance with academic integrity policies – as these have been updated with AI guidelines.

We have added section (K) Generative AI acceptable use guidance, by directing faculty and staff to the OAA website that includes our “YSU AI Principles Statement” in (1). And stating prohibitions in (2).

In section (L) Examples of unacceptable use, (r), we deem any use of private institutional data in open generative AI systems as unacceptable.

In section (N) Exceptions, we added (3) which identifies the exception process for generative AI systems – as there might be some instances where submitting private institutional data to generative AI systems might be deemed acceptable if the data is isolated to within the YSU tenant.

Lastly, section (M) Violations, was updated to include language for the unacceptable use of generative AI.

Board of Trustees Meeting**June 7, 2024****YR 2024-**

**RESOLUTION TO MODIFY
ACCEPTABLE USE OF UNIVERSITY TECHNOLOGY RESOURCES POLICY,
3356-4-09**

WHEREAS, University Policies are being reviewed and reconceptualized on an ongoing basis;
and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy stated above and attached hereto.

**Board of Trustees Meeting
June 7, 2024
YR 2024-**

3356-4-09 Acceptable use of university technology resources.

Responsible Division/Office: Information Technology Services
Responsible Officer: VP for Finance and Business Operations
Revision History: August 1999; November 2010; December 2012;
March 2016; June 2021; March 2023; June 2023;
[June 2024](#)
Board Committee: Finance and Facilities
Effective Date: ~~June 22, 2023~~ [June 7, 2024](#)
Next Review: ~~2028~~ [2029](#)

- (A) Policy statement. University technology resources are provided to the university community to support its academic and administrative functions in accordance with its teaching, research, and service missions. These resources are intended to be used for the educational and business purposes of the university in compliance with this policy.
- (B) Scope. This policy applies to all users and uses of university-owned technology resources (including those acquired through grant processes) as well as to any non-YSU and/or remote technology devices while connected to the YSU network. [This policy also covers the use of generative AI technologies, such as language models, image generation models, and other AI-powered tools, whether provided by the university or obtained from external sources.](#)
- (C) Parameters.
- (1) Technology resources (computing, digital recordings, networking, data and network services) are provided to the university community in order to fulfill the mission of the university.
 - (2) While the university recognizes the importance of academic freedom and freedom of expression, as a public employer, the university also has a responsibility to comply with all federal and state laws and regulations, as well as the obligation to fulfill its mission.
 - (3) Use of university-owned technology to access resources other than those supporting the academic, administrative, educational,

research and services missions of the university or for more than limited, responsible personal use conforming to this policy is prohibited.

- (4) Technology resources provided by the university are the property of the university. University-owned technology is not intended to supersede the need for technology purchases for personal purposes.
- (5) As the university is a public entity, information in an electronic form may also be subject to disclosure under the Ohio public records act to the same extent as if they existed on paper. All use is subject to the identification of each individual using technology resources (authentication).
- (6) Use of technology is subject to the requirements of legal and ethical behavior and is intended to promote a productive educational and work environment.

(D) Definitions.

- (1) Generative AI refers to a category of artificial intelligence (AI) systems that are designed to generate new content, such as text, images, or other forms of data, based on patterns and information it has learned from existing data. Unlike traditional AI systems that follow explicit instructions or rules, generative AI has the ability to create novel outputs by learning from large datasets.
- (2) Private institutional data is defined in university policy 3356-4-13, “Sensitive information/information security”; rule 3356-4-13 of the Administrative Code and encompasses information of a sensitive, confidential, or personally identifiable nature, such as social security numbers, student records, medical information, financial records, and research data with privacy concerns.
- (3) Public data is defined in university policy 3356-4-13, “Sensitive information/information security”; rule 3356-4-13 of the Administrative Code and comprises non-sensitive, non-confidential information that does not personally identify individuals, including publicly available research publications, course catalogs, general university information, and non-sensitive statistical data.

| ~~(D)~~(E) User requirements. All users of the university-owned technology resources (computing, digital recordings, networking and data), regardless of affiliation with the university, must:

- (1) Use only those technology resources that they are authorized to use and use them only in the manner and to the extent authorized.
- (2) Protect the confidentiality, integrity and availability of technology resources.
- (3) Comply with all federal, Ohio, and other applicable law as well as applicable regulations, contracts, and licenses.
- (4) Comply with all applicable policies at Youngstown state university (YSU).
- (5) Respect the right of other technology users to be free from harassment or intimidation.
- (6) Respect copyrights, intellectual property rights, and ownership of files and passwords.
- (7) Respect the privacy of other users and their accounts, regardless of whether those accounts are securely protected.
- (8) Respect the finite capacity of technology resources and limit use so as not to consume an unreasonable amount of or abuse those resources or to interfere unreasonably with the activity of other users or to disrupt the authorized activities of the university.
- (9) Limit personal use of university technology resources so that such use does not interfere with one's responsibilities to the university.
- (10) Not attempt to circumvent information technology security systems or the university "IT Security Manual."
- (11) Not use any radio spectrum space on any YSU-owned or YSU-occupied property, unless it is part of an approved wireless services deployment by the university.

- (12) Not use technology resources for personal commercial purposes or for personal financial or other gain unless specifically approved by the university.
- (13) Not state or imply that they speak on behalf of the university without authorization to do so and not use university trademarks and logos without authorization to do so.

~~(E)~~(F) User responsibilities.

- (1) By accepting employment, being admitted as a student, or asking for any guest technology resource privileges, users implicitly agree to adhere to this policy and agree to adhere to the university “IT Security Manual.”
- (2) Users are responsible for any activity performed using their usernames and passwords except when account security is compromised by actions beyond the user’s control.
- (3) Users are responsible for any activity performed on university-owned technology devices assigned to them except when the device is compromised by actions beyond the user’s control.
- (4) There is no expectation of personal privacy when using university resources. See paragraph ~~(F)~~ (G) of this rule.
- (5) Potential violations regarding use of technology resources should be reported to the appropriate information technology services manager(s) or information security officer.
- (6) Users are responsible for ensuring that critical data are backed up and available to be restored for systems not administered by information systems technology. This includes critical information contained on technology devices oriented to individual use (e.g., desktops, laptops, smart phones, and similar such devices).
- (7) Users are responsible for maintaining data in compliance with the university records retention plan.
- (8) Users are responsible for ensuring that sensitive information to which they have access is guarded against theft. (See university

policy 3356-4-13, “Sensitive information/information security”; rule 3356-4-13 of the Administrative Code.)

(9) Users are responsible for understanding whether the technology is in compliance with this policy prior to use.

~~(9)~~(10) Personal use of computing resources not otherwise addressed in this policy or these procedures will generally be permitted if such use does not consume a significant amount of resources, does not interfere with the performance of an individual’s job or other university responsibilities, and is otherwise in compliance with university policies.

(11) Students are responsible for compliance with academic integrity policies. These policies may include further restrictions on technology use by colleges, schools, departments or instructors.

~~(F)~~(G) No expectation of privacy.

- (1) The university does not routinely monitor specific individual end-user usage of its technology resources. However, the university does routinely monitor technology resource usage in the normal operation and maintenance of the university’s computing, network and data resources. This monitoring includes the caching and backing up of data and communications, the logging of activity, the monitoring of general usage patterns, the scanning of systems and networks for anomalies and vulnerabilities, the filtering of malicious traffic, and other activities that are necessary for the rapid and efficient delivery of services. Technology users should be aware that there is no expectation of privacy associated with the use of university technology resources.
- (2) When authorized by the office of the general counsel, the university may also specifically monitor the activity and accounts of individual end-users of university technology resources, including login sessions, file systems, and communications.
- (3) When authorized by the appropriate university administrator (president, vice president, or associate vice president reporting to the president), the university may access active end-user accounts, files, or communications used for university business when needed

by a supervisor or assigned personnel for university business and the end-user is unavailable. For inactive end-users, such as retirees or terminated employees, the end-user's former supervisor or the individual currently holding the supervisor position may request access. For inactive student end-users the provost may authorize access. For all other inactive end-users, the general counsel may authorize access.

- (4) The university, in its discretion, may disclose the results of any such general or individual monitoring, including the contents and records of individual communications, to appropriate university personnel, student conduct, or law enforcement agencies and may use those results in appropriate university disciplinary proceedings.
- (5) Personal computing devices:
 - (a) Personal computing devices (laptops, desktops, tablets, cellular phones) are restricted to the campus wireless network or the residence hall network.
 - (b) No personal computing devices will be allowed to connect to the wired campus network (excluding the residence hall network).
 - (c) Personal computing devices must comply with university "IT Security Manual" when using the campus wireless network or other provided university technology resource.
 - (d) Personal computing devices used to conduct university business are subject to public records requests.
 - (e) Personal hubs, routers, switches, or wireless access points are prohibited from being connected to either the university's wired or wireless network.

| ~~(G)~~(H) Email. University email (i.e. username@ysu.edu) is the only acceptable email for conducting university business. Email is an official means for communication at the university. Students, faculty, and staff are expected to check their official email address on a frequent and consistent basis in order to stay current with university communications.

(H)(I) Security. The university employs various measures (i.e., the university’s “IT Security Manual”) to protect the security of information technology resources and user accounts; however, users should be aware that the university cannot provide ~~good~~ full security measures without user participation. Users should increase their technology security awareness and fully employ access restrictions for their accounts, including using strong passwords, guarding passwords diligently and changing passwords regularly to help safeguard their use of technology.

Special procedures exist and must be followed to ensure that accounts for employees are secured with passwords known to only the account holder. Passwords may be changed at the request of the area supervisor and approved by the supervisor’s vice president or the president.

(H)(J) Additional policy ramifications. Users must abide by all applicable restrictions, whether or not they are built into the computing system, network or information resource and whether or not they can be circumvented by technical or other means. Individuals who engage in electronic communications with persons in other states or countries or on other systems or networks may also be subject to the laws of those states and countries and the rules and policies of those technology systems and information resources.

(K) Generative AI acceptable use guidance.

(1) Use of generative AI is encouraged for the purpose of advancing academic capabilities and university operations within the parameters set forth in the in the “YSU AI Principles Statement” (see OAA website) and potential further restricted by division, colleges or departments.

(2) Any use of generative AI not in accordance with university guidance or the framework defined by academic instruction is strictly prohibited.

(H)(L) Examples of unacceptable use:

- (1) As a further aid to policy compliance, the following non-exhaustive list is provided of activities that are prohibited.
 - (a) Using technology resources to engage in fraud, defamatory,

abusive, unethical, indecent, obscene, pornographic and/or unlawful activities is prohibited.

- (b) Using technology resources to procure, solicit, or transmit material that is in violation of sexual, racial or other harassment or hostile workplace laws is prohibited.
- (c) Any form of harassment by electronic means (e.g., email, videoconferencing, web access, phone, paging), whether through language, content, frequency or size of messages is prohibited. (Refer to university policies 3356-2-03, “Discrimination/harassment,” 3356-2-05, “Title IX sexual harassment policy,” and 3356-4-21, “Campus free speech”; rules 3356-2-03, 3356-2-05, and 3356-4-21 of the Administrative Code.)
- (d) Making fraudulent offers of products, items or services using any university technology resource is prohibited.
- (e) Using technology resources for unauthorized or inappropriate financial gain, unauthorized solicitation, or activities associated with a for-profit business, or engaging in an activity that involves a conflict of interest. (Refer to university policies 3356-7-01, “Conflicts of interest and conflicts of commitment” and 3356-7-19, “Access to campus for purposes of commercial solicitation or advertising”; rules 3356-7-01 and 3356-7-19 of the Administrative Code.)
- (f) Creating or forwarding chain letters, Ponzi, or other pyramid schemes is prohibited.
- (g) Broadcasting of unsolicited mail or messages is prohibited. Examples include chain letters, virus hoaxes, spam mail, and other email schemes that may cause excessive network traffic. Sending large numbers of electronic mail messages for official university purposes necessitates following the university’s procedures for the electronic distribution of information.
- (h) Sending junk mail or advertising material to individuals

who did not specifically request such material (email spam) is prohibited.

- (i) Violations of the rights of any person or company protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations, including but not limited to, the installation or distribution of pirated or other software products that are not appropriately licensed is prohibited.
- (j) Unauthorized copying and downloading of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, books or other copyrighted sources, copyrighted music and films and the installation of any copyrighted software for which an active license has not been procured is prohibited.
- (k) Circumventing user authentication or security of any host, network or account is prohibited. This includes, but is not limited to, monitoring by use of keylogging or session logging.
- (l) Revealing your account password to others or allowing use of your account by others is prohibited. This prohibition extends to family, other household members, friends and/or co-workers.
- (m) Attempting to log onto another user's account (secured or otherwise) is prohibited.
- (n) Sending electronic communications in such a way that masks the source or makes it appear to come from another source is prohibited.
- (o) Personal use beyond limited responsible use is prohibited.
- (p) Digital recordings of any sensitive nature, such as manager-employee personnel discussions/interactions or any discussions that email sensitive or protected data (i.e., FERPA, HIPAA, etc.), as well as recording of any meeting or conversation without full disclosure that the interaction

is being recorded. All recordings become subject to the public records law of Ohio, university policy 3356-9-07, "Public records" and 3356-9-09, "Records management" (rules 3356-9-07 and 3356-9-09 of the Administrative Code).

(q) Use of TikTok, or any other social media application that freely harvests device and/or network data, is prohibited on YSU-owned devices.

(r) Submission of private institutional data to an open generative AI system.

(2) Under no circumstances is an employee of Youngstown state university authorized to engage in any activity that is unethical or illegal under local, state or federal law while utilizing university-owned resources.

~~(K)~~(M) Enforcement.

- (1) The office of the chief information officer (CIO) may suspend and/or restrict either an individual's or a device's access to the university network resource if:
 - (a) It is deemed necessary to maintain the security or functionality of the network resource.
 - (b) It is deemed necessary to protect the university from potential liability.
 - (c) The account, system, or device is believed to have been either compromised or is in violation of this policy.
- (2) The office of the CIO must immediately report the enforcement action and the justification for the action to the vice president of student affairs, vice president for finance and administration, or provost (or their designee), as applicable. The university may permanently suspend all technology access of anyone using the university network resource until due process has been completed by student conduct, employee administrative discipline and/or law enforcement agencies.

~~(L)~~(N) Exceptions.

- (1) The chief information officer, or designee, may approve exceptions to this policy on a case-by-case basis (with written authorization according to the university “IT Security Manual”).
- (2) Faculty and staff who have a legitimate business or academic case for using TikTok or other prohibited applications can request an exception.

Approved exceptions require a departmental purchase of a dedicated YSU-owned device that does not comingle university data.

- (3) In regards to generative AI, faculty and staff can apply for exceptions by email to the CIO and provost. All exceptions will be reviewed by both parties and the submitter will receive a response within a reasonable amount of time.

~~(M)~~(O) Violations: An employee may be held financially liable for a data breach when using non-university storage or email. In addition, in the event of a data breach, the university ~~will~~may not defend or support any employee who uses unsupported information technology or unacceptable use of generative AI.

**RESOLUTION TO APPROVE
CHANGES TO TUITION AND FEES FOR THE 2024-25
ACADEMIC AND FISCAL YEAR**

WHEREAS, Ohio law provides that Boards of Trustees of state-assisted institutions of higher education shall supplement state subsidies by income from charges to students, including an “instructional fee” for educational and associated operational support of the institution and a “general fee” for non-instructional services, and that these two fees shall encompass all charges for services assessed uniformly to all enrolled students and shall be identified as "tuition"; and

WHEREAS, Ohio law also provides that each Board may establish special purpose fees, service and housing charges, fines and penalties and that a tuition surcharge shall be paid by all students who are not residents of Ohio; and

WHEREAS, Ohio law provides that the University shall separately identify the Instructional Fee, the General Fee, the Tuition Charge, and the Tuition Surcharge; and

WHEREAS, Ohio law provides that fees charged for instruction shall not be considered to be a price for service but shall be considered to be an integral part of the state government financing program in support of higher education opportunity for students; and

NOW, THEREFORE, BE IT RESOLVED, that unless otherwise noted herein, this Resolution shall replace all previously adopted Resolutions pertaining to tuition, fees and/or other charges; and

BE IT ALSO RESOLVED, that the Board of Trustees of Youngstown State University does hereby declare the “tuition charge” shall be the sum of the Instructional Fee, General Fee and, where applicable, the Information Services Fee, and does hereby establish the tuition charge and other fees as included in the attached Exhibit, to become effective for the 2024-25 academic year and shall not exceed what is permitted by the final enacted version of the state of Ohio budget bill for the FY 2024 - FY 2025 biennium, and to remain in effect until changed by the Board of Trustees, except as may be specifically noted otherwise; and

BE IT FURTHER RESOLVED, that the President of Youngstown State University or his designee shall have the authority to approve:

1. Fees for continuing education and noncredit courses, institutes, and workshops offered or coordinated through the Colleges and Office of College Access and Transition;

2. Ticket prices for admission of the public to intercollegiate athletic games and to student music or dramatic productions; and

In all cases, the revenue generated by such fees and charges shall be expended in conformity with appropriately approved budgets. It shall be understood that: (a) charges for unreturned or damaged equipment checked out to a student shall be established by the cognizant University staff person and the charge shall be sufficient to recover replacement costs and with a charge to cover processing costs; (b) for such charges as noted in (a) above, the approval of neither the President nor the Board of Trustees shall be required; and (c) the President or his designees shall have the authority to designate parking facilities by location or by time which may be utilized either without charge or for a reduced charge.

Fines which are authorized in this resolution may be assessed against nonstudents who are authorized to use University services as well as against students; and the rates detailed in this resolution shall replace the rates in any other resolution in conflict, and it shall continue to be the policy of this Board to review and adopt all fees, service charges, and fines annually in order that students and others are informed as to rates for the coming year and budgets may be finalized. It is understood that charges, fines, penalties, and assessments to students and non-students will not be waived except as specifically authorized by proper authority. Fee waivers authorized by the Chancellor, in accordance with section 381.170 of Am. Sub. H.B. 166 of the 133rd General Assembly, are identified in the attached Exhibit and made part herein.

If a student is permitted to withdraw from the University or if a student reduces his or her academic load, a refund of the tuition charge and the nonresident tuition surcharge, where applicable, shall be made in conformity with the following schedule. If the withdrawal is after the prescribed time limits, all tuition and other applicable fees and charges are forfeited. All applicable fees, fines, and penalties due must be paid before the refund is paid. Refund policies for University Housing and Courtyard Apartments shall be set by Student Affairs in accordance with best business practices.

Refund Schedule

<u>Length of Course</u>	<u>100% refund</u>	<u>No refund</u>
More than 8 weeks:	through 14th day of term.	15th day of term and later.
8 weeks or less:	through 7 th day of term.	8 th day of term and later.

**RESOLUTION TO APPROVE
THE ANNUAL OPERATING BUDGET FOR FY 2025**

WHEREAS, the Board of Trustees has approved various resolutions over time to guide the University toward a vibrant future state; and

WHEREAS, the proposed Fiscal Year 2025 Operating Budget has been reviewed by the Finance and Facilities Committee of the Board of Trustees.

NOW, THEREFORE, BE IT RESOLVED, that the Annual Operating Budget for Youngstown State University's general and auxiliary funds for Fiscal Year 2025, attached hereto, and as presented to the Finance and Facilities Committee of the Board of Trustees, is hereby approved, in accordance with University policy 3356-3-11.

BE IT FURTHER RESOLVED, that the Board resolutions referenced in the FY 2025 Budget Plan shall continue to guide the University's overarching planning and sustainability strategies.

**Board of Trustees Meeting
June 7, 2024
YR 2024-**

**RESOLUTION TO APPROVE
INTERFUND TRANSFERS**

WHEREAS, University Policy Number 3356-3-11.1, Budget Transfers, requires Board of Trustees approval for inter-fund transfers of \$100,000 or more for operating purposes or for any purpose other than a specific capital improvement project, for capital improvements or construction projects of \$500,000 or more, and for transfers out of operating reserves regardless of amount; and

WHEREAS, certain accounting and budget adjustments and transfers outside the operating budget are necessary during the course of a fiscal year and at the end of a fiscal year.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the transfer of funds, attached hereto.

**Board of Trustees Meeting
June 7, 2024
YR 2024-**



YOUNGSTOWN STATE UNIVERSITY
Interfund Transfers Requiring Board Approval
Transfers Outside of the Operating Budget
Requested Transfers for Fourth Quarter FY2024

FROM	TO	AMOUNT	REASON
Parking Services Plant Reserve (Auxiliary Plant Fund)	M-66 Surface Lot (Auxiliary Plant Fund)	\$900,201	To fund new surface lot project on Arlington Avenue.

YOUNGSTOWN STATE UNIVERSITY
General Fund and Auxiliary Enterprises
Budget to Actual and Actual to Actual Comparison
3rd Quarter (July 1, 2023 thru March 31, 2024)

Revenue	Fiscal Year 2024		Actual as a % of Budget	Budget Indicator	Actual Compared to Prior Year
	Budget	Actual			
Tuition and mandatory fees	\$ 90,121,431	\$ 87,681,688	97.3%	●	↑
Other tuition and fees	9,056,683	8,504,043	93.9%	●	↑
Student charges	1,162,200	865,499	74.5%	●	↔
State appropriations	48,514,162	36,639,526	75.5%	●	↑
Recovery of indirect costs	1,882,813	1,302,519	69.2%	●	↓
Investment income	2,207,859	2,855,058	129.3%	●	↑
Other income	854,852	838,710	98.1%	●	↑
Auxiliary enterprises	18,837,045	18,173,574	96.5%	●	↑
Total	\$ 172,637,045	\$ 156,860,617	90.9%	●	↑

● On/Above target

● Caution

● Warning

Expenses	Fiscal Year 2024		Actual as a % of Budget	Budget Indicator	Actual Compared to Prior Year
	Budget	Actual			
Wages	\$ 82,591,469	\$ 60,071,865	72.7%	●	↑
Benefits	30,858,862	22,873,229	74.1%	●	↔
Scholarships	16,573,788	13,928,963	84.0%	●	↑
Operations	21,439,742	24,061,035	112.2%	●	↑
Plant & maintenance	15,304,342	9,997,264	65.3%	●	↑
Fixed asset purchases	1,736,111	676,975	39.0%	●	↑
Transfers	6,034,535	5,988,564	99.2%	●	↑
Total	\$ 174,538,849	\$ 137,597,895	78.8%	●	↑

● On/Below target

● Caution

● Warning

RatingsDirect®

Youngstown State University, Ohio; Private Coll/Univ - General Obligation; Public Coll/Univ - Unlimited Student Fees

Primary Credit Analyst:

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Related Research

Youngstown State University, Ohio; Private Coll/Univ - General Obligation; Public Coll/Univ - Unlimited Student Fees

Credit Profile

Youngstown St Univ gen receipts bnds		
<i>Long Term Rating</i>	A+/Stable	Outlook Revised
Youngstown St Univ (AGM)		
<i>Unenhanced Rating</i>	A+(SPUR)/Stable	Outlook Revised

Many issues are enhanced by bond insurance.

Credit Highlights

- S&P Global Ratings revised its outlook to stable from negative and affirmed its 'A+' long-term rating and underlying rating (SPUR), where applicable, on Youngstown State University (YSU), Ohio's series 2016 and series 2021 general receipts bonds.
- The outlook revision reflects our view of the university's brightening operating picture, with improved, albeit negative, operating results relative to those recorded prepandemic, steadily increasing state operating appropriations, and some signs of enrollment stabilization.

Security

All long-term debt of the university is fixed rate and is secured by a first-lien pledge of and lien on general receipts of the university that we consider equivalent to an unlimited student-fee pledge. As of fiscal year-end 2023, debt outstanding totaled \$68.25 million, including the series 2016 and series 2021 bonds, in addition to \$11.0 million of notes, \$1.4 million of leases and, with the university's adoption of Governmental Accounting Standards Board Statement No. 96 during fiscal 2023, approximately \$7.4 million of subscription-based information technology arrangements (SBITAs). Management has discussed plans to issue additional debt to support the construction of a student center on YSU's campus. As the timing and size of the potential debt issuance is uncertain at this time, we have not included it in our analysis.

Credit overview

We assessed YSU's enterprise risk profile as adequate, characterized by persistent enrollment challenges over the past decade, particularly at the undergraduate level, somewhat offset by historically solid matriculation and retention rates and, in recent years, impressive graduate and international enrollment growth. We assessed YSU's financial risk profile as strong, highlighted by solid financial resources, particularly relative to debt outstanding, manageable debt burden based on maximum annual debt service (MADS), and offset by generally weak operating performance. We believe these credit factors, combined, lead to a standalone credit profile (SACP) of 'a'. The SACP reflects our view of the underlying credit quality of YSU without the benefit of extraordinary state support. The long-term rating of 'A+' reflects our application of government-related entity (GRE) criteria, given our view of the limited importance role with the state and moderate likelihood of extraordinary government support from the State of Ohio (AAA/Stable). (For more

information, see our analysis, published Dec. 8, 2023, on RatingsDirect.)

The 'a' SACP reflects our view of the university's:

- Healthy financial resources for the rating relative to those of rating category medians;
- Manageable MADS burden (including leases and SBITAs) at 4.1% of fiscal 2023 adjusted operating expenses;
- High percent of debt outstanding amortizing over the next 10 years; and
- Growing state operating appropriations, with increases in each of the past two fiscal years and an approximate 5% increase in fiscal 2024 partially due to YSU's improving student success metrics.

Offsetting rating factors include our view of YSU's:

- History of full-accrual operating deficits preceding the pandemic and, after federal aid supported surpluses in fiscal years 2021 and 2022, continued, although smaller, deficits in fiscal 2023 and projected in fiscal 2024;
- Full-time equivalent (FTE) enrollment declines in each of the past five years, with demographic challenges in the State of Ohio likely to make stabilization difficult; and
- Relatively high level of deferred maintenance.

YSU, one of Ohio's 14 public universities, is an urban university, with its principal campus adjacent to Youngstown's central business district in northeastern Ohio. The university was founded in 1908 under the sponsorship of the Young Men's Christian Association. It offers associate, bachelor, and master degree programs, and three doctoral programs. Professional programs include business, education, physical therapy, nursing, dental hygiene, and engineering. YSU is also one of three Ohio public universities that formed a consortium to establish the Northeast Ohio Medical University.

Environmental, social, and governance

We analyzed YSU's environmental, social, and governance (ESG) credit factors pertaining to its market position, management and governance, and financial performance. We believe YSU is affected by social capital demographic pressures, which we view as an elevated social risk factor, with fewer graduating high school students in Ohio anticipated for the next several years that could accelerate a general trend of declining enrollment. We view environmental and governance factors as neutral in our credit rating analysis.

Outlook

The stable outlook reflects our view that the expense reduction measures taken in recent years coupled with steadily growing state support should help YSU's financial operating results to move closer to breakeven on a full-accrual basis during the two-year outlook period. The outlook also reflects our view of YSU's steady first-year class sizes and growing graduate and international enrollment, which should help stabilize enrollment during the outlook period. Finally, the stable outlook reflects our view of the university's healthy and stable financial resources, including a supportive foundation that we expect will be maintained during the outlook period.

Downside scenario

We could consider a negative rating action on the SACP if enrollment declines continue and expense reductions are insufficient to offset the decline in net tuition revenue, resulting in escalating full-accrual operating deficits. We could also consider a negative rating action if financial resources deteriorate so that they are no longer in line with the current rating. In addition, an unanticipated, decline in the rating on Ohio might affect the bond issue rating after factoring the GRE criteria.

Upside scenario

We could consider a positive rating action on the SACP if the university demonstrates a trend of stabilized enrollment and right sizes operations so that financial results are breakeven-to-positive on a full-accrual basis. In addition, a positive rating action would require YSU to further improve its financial resources so that they are more in line with financial resource metrics associated with a higher rating.

Credit Opinion

Enterprise Risk Profile -- Adequate

Market position and demand

Over the past decade, YSU has coped with the effects of a challenging demographic situation in the state. During that time, FTE enrollment fell by approximately 37% to 8,792 in fall 2023 from a record high of 12,093 in fall 2010. Some of this pressure can be attributed to the pandemic and, in previous years, to the closing of a local General Motors plant. However, the enrollment challenges at YSU and at many universities across Ohio can be attributed to changing regional demographics. While the university saw enrollment stabilize between fall 2016 and fall 2018, enrollment challenges have returned over the past five years due to a nearly 37% decline in applications between fall 2019 and fall 2021, which, with relatively stable selectivity and matriculation, led YSU's first-year class size to fall to 1,629 in fall 2021 from 2,383 in fall 2018. At the same time, transfer matriculants fell to 373 in fall 2021 from nearly 500 in fall 2018. Over the past three years, however, YSU has consistently welcomed first-year classes of around 1,600 students, which, if continued, could lead to undergraduate enrollment stabilization over time as larger classes graduate. Importantly, while undergraduate enrollment has fallen in each of the past five years, graduate enrollment grew to 1,443 in fall 2023 from 584 in fall 2018 due to investment in chiefly online programs. At the same time, international FTE enrollment has more than doubled to 837 over the past four years due to increasing recruitment efforts.

To address these enrollment challenges, management is working through a strategic plan that aims to increase visibility and provide opportunities for workforce training at the new Excellence Training Center. Management is also working through the Academic Program Enhancement and Effectiveness Initiative that it expects will lead to the reduction of some under-enrolled programs and, in turn, the shoring up of funds for other, in-demand programs. Management hopes these efforts will help improve undergraduate enrollment, which has been the main cause of enrollment declines over the past decade. In fall 2024, management indicated that first-year applications are up nearly 27% year to date, but that delays related to federal student aid have created some uncertainty regarding the size of the upcoming first-year class. In our view, stabilization of enrollment is crucial for the future success of YSU. While the

State of Ohio has provided consistent state support, YSU relies on student tuition and auxiliary fees for more than half the university's total operating revenue.

In September 2021, YSU concluded its "We See Tomorrow" campaign, which was initially a \$100 million foundation campaign for scholarships, endowed professorships as well as some capital projects but, after recognizing early success, was increased to \$125 million. In the end, the campaign raised approximately \$126.2 million.

Management and governance

YSU's governance is vested by law in a board of trustees composed of nine voting members. The governor appoints all nine BOT members, with the advice and consent of the state senate for overlapping nine-year terms.

In June 2022, Jim Tressel, who had served as YSU's president for eight years, announced that he would step down effective January 2023 and, in October 2022, the board approved the appointment of Dr. Helen K. Lafferty as interim president. After conducting a national search, in November 2023, the board appointed William Johnson as the university's 10th president and, in March 2024, he started his tenure at YSU. Prior to joining the university, Mr. Johnson served as a Member of Congress for 13 years representing Ohio's Sixth Congressional District. YSU is conducting a national search for a new provost as the former provost, Dr. Brien Smith, moved on to the role of special assistant to the president. Dr. Jennifer Pintar, formerly an associate provost, is serving as interim provost and started her career as an instructor at YSU in 1999, became a professor in 2012, was named department chair in 2014, and was appointed associate provost in 2017.

Since YSU is in the midst of an academic redesign without a permanent provost and with a relatively new president, we believe it's possible the redesign could hit a few bumps along the way to full implementation. However, given Dr. Pintar's long association with the university and with the aid of an effective and long-serving CFO, Mr. Johnson should have the support to effectively implement the strategic plan that was crafted for the university prior to his arrival. Furthermore, we believe that Mr. Johnson's experience is beneficial for YSU's long-term financial support from the state and federal government in the form of research grants and contracts.

YSU is seeking additional state funding to support the university's recent decision to aid students from the Eastern Gateway Community College (EGCC). In February 2024, management at EGCC announced that enrollment would be suspended beyond the spring semester, likely due to recent legal and accreditation challenges. YSU has committed to establishing a campus in Steubenville, Ohio at EGCC's current site and plans to continue many of the programs that EGCC offered. In addition, YSU is working on initiatives that will streamline the transfer process for students from EGCC to YSU.

In our view, YSU has taken sufficient steps to identify and protect assets from cyber attacks. The university maintains cyber insurance, among other insurance policies, and management reports there have been no significant breaches in recent years.

GREs

In accordance with our criteria for GREs, our view of a moderate likelihood of extraordinary government support is based on our assessment of YSU's strong link with Ohio, given the state's history of regular operating support, periodic capital support for academic facilities, ability to appoint the university's governing board, and relatively active role in

overseeing the financial health of its public universities. In addition, our assessment is based on YSU's limited importance to the state's economy compared with that of other state GREs, given its position as a regional provider of higher education, the large number of regional public universities in Ohio, some regional competition, and YSU's indirect contribution to economic development in the state and region. The university is a state educational institution created pursuant to the state constitution and statutes. If the rating or outlook on the State of Ohio changes, the rating on YSU could also change.

Financial Risk Profile -- Strong

Financial performance

YSU's financial performance has historically been weak, with consistent full-accrual operating deficits in eight of the past 10 years. This soft operating performance can be attributed to the enrollment challenges that YSU has faced over the past decade and, in years past, some variability in state support. While net tuition revenue has largely remained flat over the past five years and state operating appropriations increased steadily, operating expense growth outpaced revenue growth, which has yielded negative operations.

In fiscal years 2021 and 2023, YSU recognized 7.2% and 4.5% full-accrual operating surpluses, respectively, largely due to the recognition of federal support provided through Higher Education Emergency Relief Fund and the Coronavirus Relief Fund that the state passed along to the university. In recent years, management has reduced operating expenses across the board. Some of this success stems from implementation of the Academic Program Enhancement and Effectiveness Initiative, whose focus is on streamlining the university's programmatic offerings by reducing lower-demand, high-net-cost programs. Management also implemented two voluntary separation or retirement programs in the past four years to realize future savings for the university and enable it to invest these savings in other, higher-impact programs. In fiscal 2023, as a result of these actions YSU was able to lower compensation expense by about 2%. However, due to generally flat adjusted operating revenue, YSU recorded an approximate \$4.3 million, or 1.9%, full-accrual operating deficit in fiscal 2023, a softening from the previous two stimulus-supported years but a marked improvement from results recorded in fiscal years 2018 and 2019. For fiscal 2024, management anticipates financial results similar to fiscal 2023. While enrollment for fall 2023 (fiscal 2024) came in slightly better than budgeted and other revenues are up through the first part of the year, management indicated that some expense creep due to inflation is evident. Management is still confident that the academic review will yield positive results and help YSU return to breakeven over the near term.

While enrollment challenges have led to some variability in tuition revenue in recent years, state appropriations have remained a stable source of operating revenue, comprising approximately 18% of total adjusted operating revenue year over year. The Ohio Department of Higher Education distributes State Share of Instruction funding through a formula that is designed to financially reward institutions on the basis of student success. State operating support for YSU had largely been declining to flat for many years but between fiscal years 2020 and 2023 grew 10.2% to \$46.4 million from \$42.1 million. Management expects about a 5.0% increase in state appropriations in fiscal 2024 due to a 1% increase to the statewide total State Share of Instruction appropriation and improvements made by YSU to its student success metrics.

Financial resources

The university's financial resources are healthy, in our opinion, compared with those of 'A' category medians and are a key credit strength. The university benefits from the support of the YSU Foundation, a legally separate component unit of YSU that functions primarily to raise and hold funds to support, expand, and develop programs at the university. While YSU does not control the timing or amount of funds transferred from the foundation to the university, all funds held at the foundation are for the benefit of the university. In fiscal 2022, market volatility reduced the university's cash and investments from record highs \$429.2 million recorded in fiscal 2021 but, in fiscal 2023, these rebounded modestly to nearly \$410.0 million, equal to 182.5% of adjusted operating expenses and 600.7% of debt outstanding.

The university's held endowment is modest, in our view, as the vast majority of fundraising, endowments, and invested dollars are held in the foundation. Certain funds held at the foundation level are released from restrictions every year and distributed to the university for student scholarships, academic program enhancements, and campus improvements. The foundation distributed approximately \$10.3 million in fiscal 2023, up from \$8.1 million in fiscal 2022. The foundation's liquidity is good, in our view, with approximately \$137.6 million available to meet cash needs within one year.

Debt and contingent liabilities

We view YSU's debt profile as relatively conservative. As of fiscal 2023 year-end, the university had \$68.2 million of debt outstanding including approximately \$48.4 million related to the series 2016 and series 2021 bonds, \$1.4 million of leases, \$7.4 million of SBITAs, and \$11 million of notes related to a campus energy saving project. Annual debt service is somewhat front loaded, particularly given the inclusion of leases and SBITAs. MADS of \$9.2 million occurs in fiscal 2026 and is a manageable 4.1% of fiscal 2023 adjusted operating expenses. The university could issue between \$20 million and \$25 million of public debt to support the construction of a student center. As the size and timing of the potential issuance is uncertain, we have not included any amount in our analysis.

The university participates in contributory retirement plans administered by the State Teachers Retirement System of Ohio (STRS) and the Ohio Public Employees Retirement System (OPERS), which is statewide, cost-sharing, multiple-employer public employee retirement systems in which other Ohio public universities participate. These plans were created by and operate pursuant to Ohio law and the Ohio General Assembly has the power to amend the plans, revise rates and methods of contributions and determine eligibility criteria. Each system has multiple retirement plan options available to its members, with three options in STRS and OPERS. Both systems also provide other postemployment benefits options for members. As an alternative to STRS and OPERS, eligible employees may elect to participate in the university's Alternative Retirement Plan, a defined-contribution plan.

YSU's net pension liability at fiscal year-end 2023 was \$127.6 million. Pension expense in fiscal 2023 was \$12.9 million, equal to a very low 5.7% of adjusted operating expenses. YSU made required contributions for its participation in these plans of approximately \$10.1 million in fiscal 2023. We understand the overall funding level of the state sponsored plans has improved over recent years, rising to 80.02% as of June 2023. The university is now only obligated to pay contributions to the retirement systems and not the actual benefits themselves. For additional information on the plans, please see our analysis on the State Of Ohio, published Feb. 26, 2024.

Youngstown State University, Ohio--enterprise and financial statistics

	--Fiscal year ended June 30--					--Medians reported for 'A' category rated public colleges and universities--
	2024	2023	2022	2021	2020	2022
Enrollment and demand						
Full-time equivalent enrollment	8,792	8,949	9,275	9,930	10,352	12,990
Undergraduates as a % of total enrollment	82.0	84.6	86.8	90.4	92.0	84.7
First-year acceptance rate (%)	81.9	81.3	78.2	70.3	67.4	81.5
First-year matriculation rate (%)	27.0	27.4	30.9	30.6	32.5	23.8
First-year retention rate (%)	75.5	77.5	74.1	75.2	74.0	76.0
Six-year graduation rate (%)	52.9	49.0	43.7	47.7	41.4	57.4
Financial performance						
Adjusted operating revenue (\$000s)	N.A.	220,378	247,433	242,401	225,271	489,805
Adjusted operating expense (\$000s)	N.A.	224,670	236,898	226,172	236,372	486,926
Net adjusted operating margin (%)	N.A.	-1.9	4.4	7.2	-4.7	2.5
Estimated operating gain/loss before depreciation (\$000s)	N.A.	13,652	25,306	30,335	2,998	MNR
Tuition discount (%)	N.A.	22.5	24.3	24.5	26.7	26.4
Student dependence (%)	N.A.	55.0	48.7	50.4	56.8	47.7
State appropriations to revenue (%)	N.A.	21.1	17.9	18.1	18.7	20.7
Research dependence (%)	N.A.	7.1	5.7	6.6	5.5	8.6
Debt						
Total debt with foundation (\$000s)	N.A.	68,256	63,335	69,516	73,515	241,762
Current MADS burden (%)	N.A.	4.1	3.3	3.5	3.3	4.0
Average age of plant (years)	N.A.	18.0	20.7	20.5	19.7	15.9
Financial resources						
Endowment market value (\$000s)	N.A.	13,217	11,554	13,571	10,413	164,766
Related foundation market value (\$000s)	N.A.	322,097	306,595	327,138	255,991	178,684
Cash and investments including foundation (\$000s)	N.A.	409,982	406,932	429,218	331,093	457,156
Cash and investments including foundation to operations (%)	N.A.	182.5	171.8	189.8	140.1	96.5
Cash and investments including foundation to debt (%)	N.A.	600.7	642.5	617.4	450.4	208.7

Total adjusted operating revenue = unrestricted revenue less realized and unrealized gains/losses and financial aid. Total adjusted operating expense = unrestricted expense plus financial aid expense. Net operating margin = 100*(net adjusted operating income/adjusted operating expense). Student dependence = 100*(gross tuition revenue + auxiliary revenue) / adjusted operating revenue. Current MADS burden = 100*(maximum annual debt service expense/adjusted operating expenses). Cash and investments = cash + short-term and long-term investments. Average age of plant = accumulated depreciation/depreciation and amortization expense. N.A.--Not available. MNR--Median not reported. MADS--Maximum annual debt service.

Projects in Progress:

Lyden House Elevator Renovation

YSU 2324-10

\$300k (Local Funds) Domokur Architects, Murphy Cont.

Upgrades and replacement of the elevator car and all associated equipment in Lyden House. This project is underway and will be complete before the start of fall move-in.

Building Envelope Renovations

YSU 2324-01

\$1.7M (Capital Funds) Domokur Architects

Building exterior repairs to Beeghly Center, Bliss Hall and Maag Library. This project is underway and will be complete by September 2024.

Student Center Renovation

YSU 2324-22

\$43M (Capital Funds/Local/Philanthropy) WTW Architects

We have started the design process, and the project is moving forward. We are looking to bid this project early in 2025 with a May 2025 construction start.

Ward Beecher Planetarium Renovations

YSU 2324-24

\$1.1M (Insurance) PrimeAE Group, B&B Contracting

The roof, interior dome, and some electronic equipment will be renovated/replaced in this project. This project is underway and will be complete by Fall 2024.

Building Exterior Doors and Windows

YSU 2324-29

\$1.75M (Capital Funds) YSU Staff, Alex Downie and Sons

This project will address worn and damaged door and window systems on building exteriors across campus. This project is on schedule for a Fall 2024 completion.

M30 Deck Maintenance

YSU 2324-35

\$425k (Local Funds) Walker, RAM Construction

This project will address maintenance items within the M30 parking deck. The project is underway and will be ready for a fall 2024 completion.

Beeghly Center Seat Replacement

YSU 2324-34

\$1.8M (Local Funds) Farnham

This project will replace all the seating within the Beeghly Center main gym. The project is underway and will be ready for a fall 2024 completion.

Athletics Digital Media Room

YSU 2324-36

\$425k (Local Funds) DPH Architecture, United Contractors

This project will convert a racquetball court into a digital media room in Stambaugh Stadium. The project is underway and will be ready for a fall 2024 completion.

Projects Out for Bids:

- None at this time.

Projects at Controlling Board for Release of Funds:

- None at this time.

Request for Architect/Engineer Qualifications Advertisements:

- None at this time.

Projects in Development for 2024/2025:

Garfield Building Renovations Phase 1

YSU 2324-15

\$1.5M (Capital Funds) PrimeAE Group

This project was to replace/rebuild the roof on the Garfield Building, but after careful evaluation by our consultant, the building is structurally deficient and may be cost prohibitive to rebuild. Further evaluation is underway.

Emergency Generator Upgrades

YSU 2324-19

\$1M (Capital Funds) YSU Staff

This project will upgrade and replace worn and failing emergency generators across campus. A bidding and construction schedule will be developed once YSU Engineering staff complete the bid documents. Start and completion dates have yet to be determined.

Additional Projects in Development:

- **Silvestri Hall Lower Level** – Renovation of the lower level of Silvestri Hall for Workforce Development.
- **Accessibility Services Relocation** – Relocation from Kilcawley Center to DeBartolo 3rd floor.
- **Cafaro Suite Renovation** – Renovation of the Cafaro Suite in Cafaro Hall.
- **Beeghly Pool Renovation**
- **Rich Center Renovation**

**INFORMATION
TECHNOLOGY
SERVICES**

**IT Strategic Plan
Refresh
AY 23/24 – AY26/27
Executive Summary**



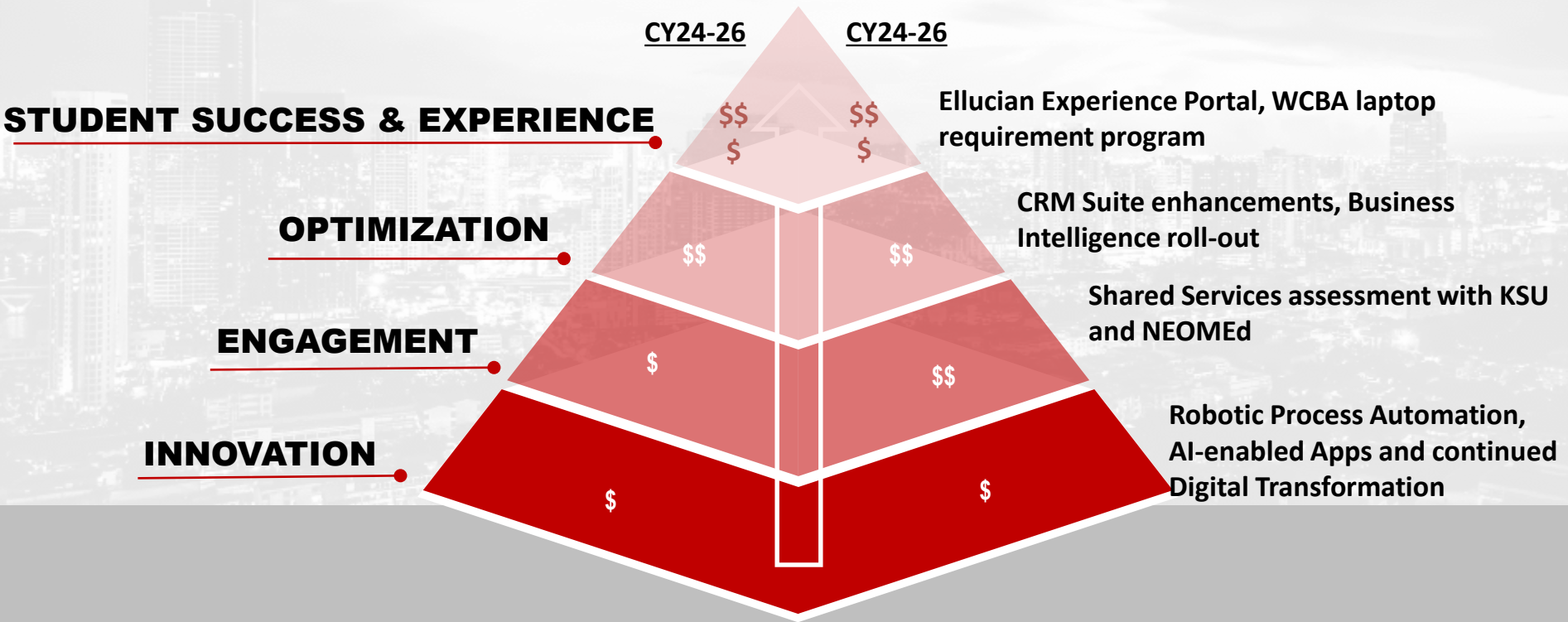
Overriding IT Strategic Plan Themes

- **Student-Centered Technology** - Developing, supporting and enhancing technology with an emphasis on enabling student success, engagement, and access.
- **Culture of Innovation** - Fostering a culture across IT and the broader campus community that embraces innovation, collaboration, and emerging technologies – especially classroom technologies.
- **Planning with Purpose** - Aligning IT goals and resources with university-wide initiatives through strong partnerships and planning.

Overriding IT Strategic Plan Themes

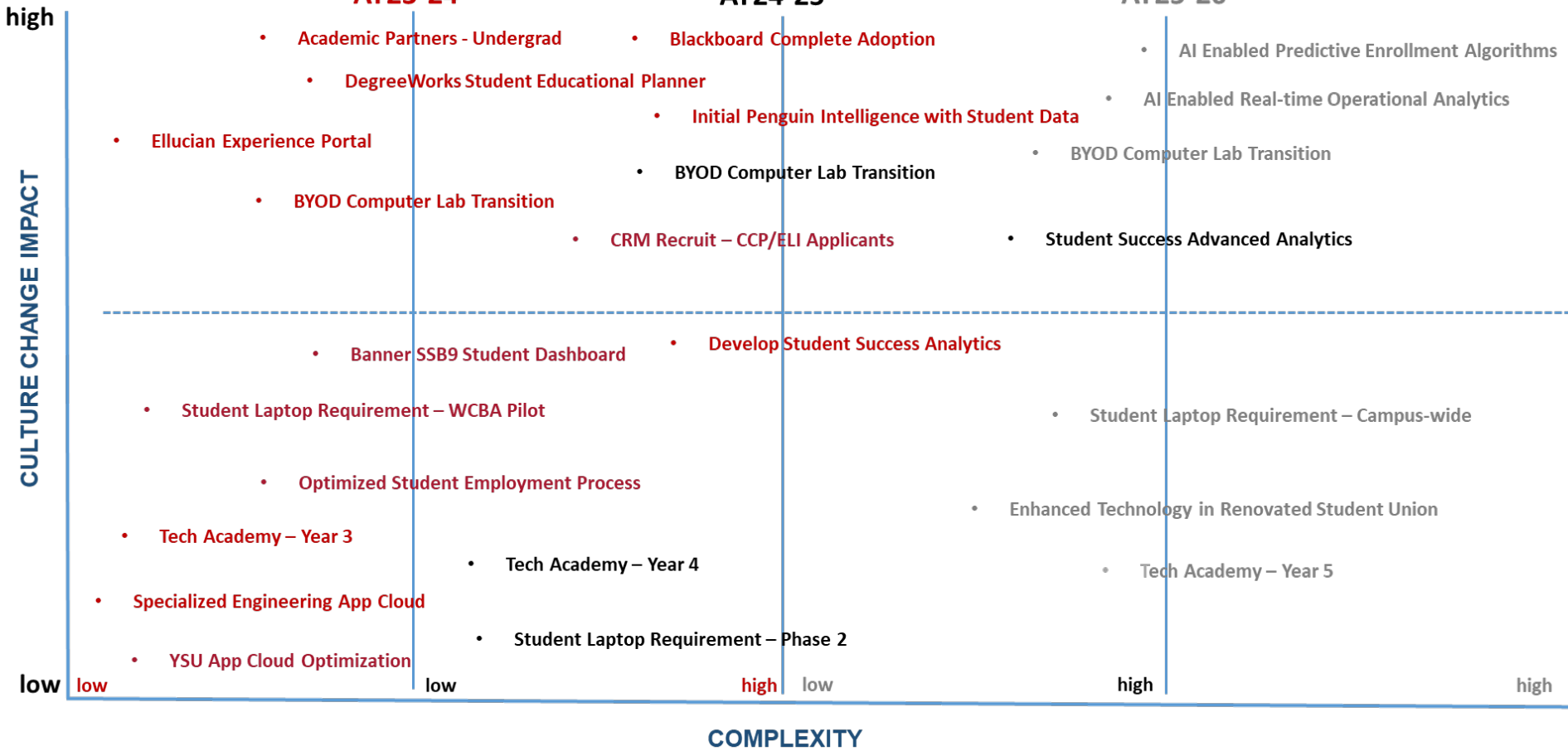
- **The Digital Campus** - Envisioning and enabling seamless digital experiences across university systems, resources, and spaces.
- **Data-Driven Decisions** - Leveraging data and analytics to inform planning and provide key insights on needs and opportunities.
- **Commitment to Service** - Providing secure, reliable, student-centered technology services as a foundation.

Technology Investment IT Guiding Principles

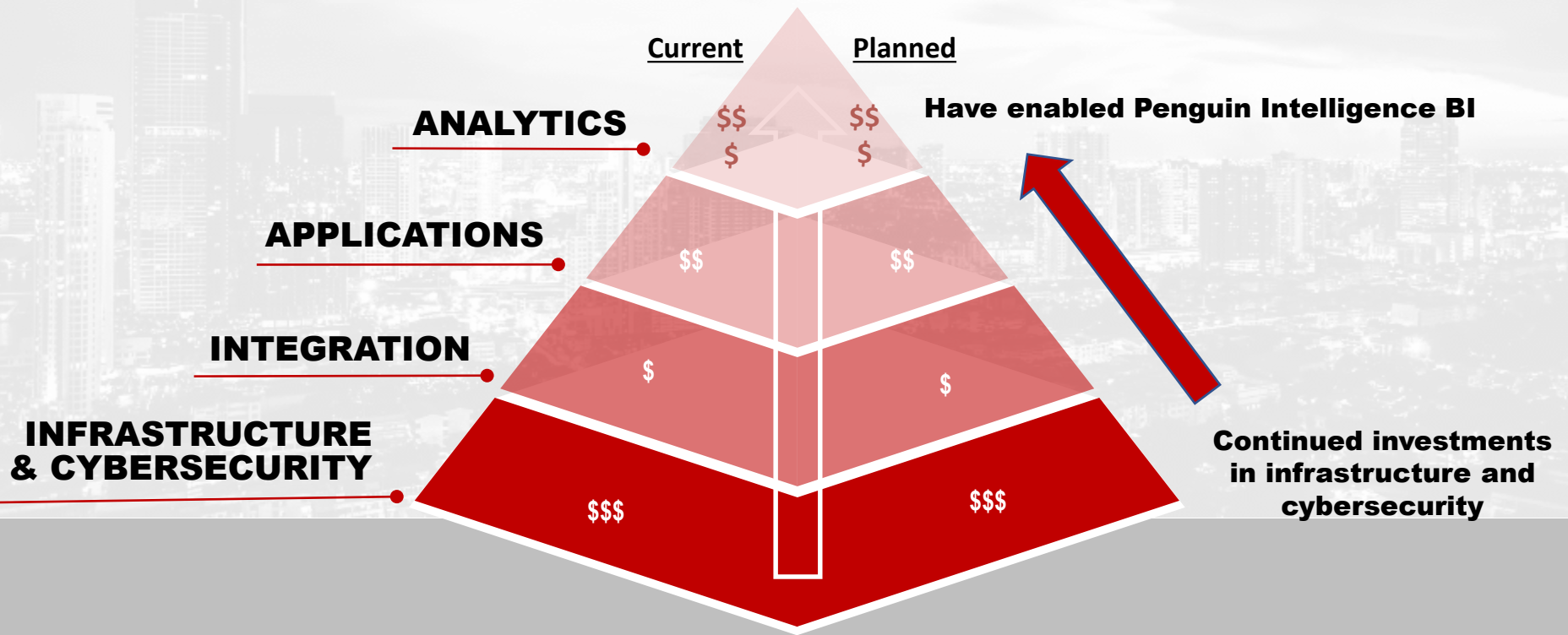


Technological Innovation for Strategic Transformation

Student Success & Experience Technology-enabled Initiatives



Traditional Technology Investment Pyramid

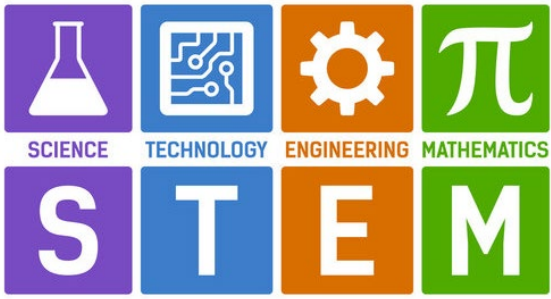


Cybersecurity Update

- **Business Impact Analysis (BIA)** – Disaster Recovery and Business Continuity Planning
- **Establishing Cybersecurity Risk Register** – Key for assigning priorities within Cybersecurity
- **Continued focus on Ransomware AND new focus on Extortionware** – Extortionware is quickly exceeding Ransomware as the main attack vector for cybercriminals.
- **Penetration Testing begins June 3rd**
- **Preparing Business Case for Security Information and Event Management (SIEM) system** – Comparing to Managed Detection and Response (MDR) systems



**YOUNGSTOWN
STATE UNIVERSITY**



STEM & Workforce Education & Innovation

***A Report on Organization, Mission, Goals,
Sustainability, Feasibility
and Key Performance Indicators***



Wim Steelant, May 24, 2024

YOUNGSTOWN STATE UNIVERSITY



***College of
Science, Technology,
Engineering &
Mathematics***



**Workforce
Education & Innovation**
Youngstown State University



YOUNGSTOWN
STATE
UNIVERSITY

Organization



Division of Workforce Education & Innovation

Youngstown State University



GOAL: CONDUCT AND SUPPORT RESEARCH THAT PROVIDES RELEVANT AND MEANINGFUL EDUCATIONAL EXPERIENCES FOR STUDENTS AND FACULTY THAT ADDS VALUE TO AREA CITIZENS AND REGIONAL PARTNERS

Strategy: Identify areas of research, service, and scholarship, in alignment with the Excellence Training Center (ETC) at Kohli Hall, that focus on teaching and life-long learning and mutually beneficial community engagement






**Division of Workforce
Education & Innovation**
Youngstown State University

+



YOUNGSTOWN STATE UNIVERSITY
 **College of
Science, Technology,
Engineering &
Mathematics**

Mission, Goals, And Sustainability



YOUNGSTOWN
STATE
UNIVERSITY



INFORMATION CARD

YOUNGSTOWN STATE UNIVERSITY



College of
Science, Technology,
Engineering &
Mathematics



Sustainable

Workforce Education & Innovation - CONCLUSION

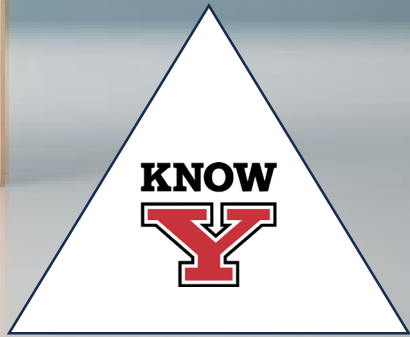
For the next 3 Fiscal Years FY 25 – FY28:

- ➔ *Sufficient funding to pay for Essential ETC Personnel for at least 3 FY*
- ➔ *Sufficient funding to pay for students for at least 3 FY*
- ➔ *Sufficient funding for operational expenses ETC*
- ➔ *\$717,997 annual salary savings due to reorganization and reprioritization*
- ➔ *Fiduciary responsibility has been implemented*
- ➔ *Audit report successfully addressed (Appendix C) with pending burden of proof*



YOUNGSTOWN
STATE
UNIVERSITY

Feasibility And Key Performance Indicators



YOUNGSTOWN
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UNIVERSITY

KPI's of Success

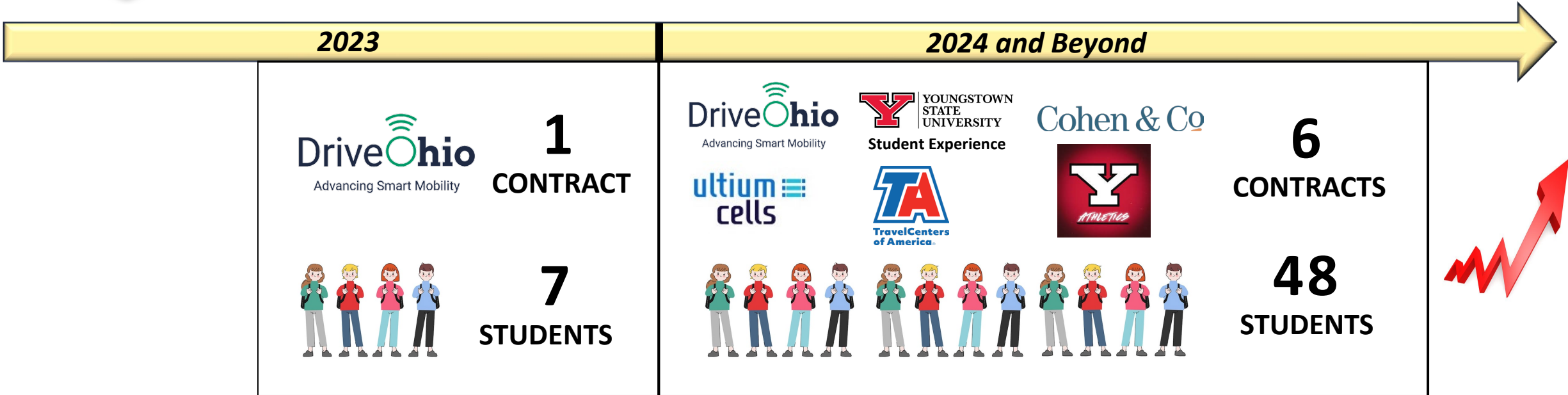
WEI Synchronized with
YSU Strategic Plan: Taking Charge of our Future: 2020 and Beyond



GOAL: IMPLEMENT BEST PRACTICES THAT ADDRESS STUDENT NEEDS THROUGHOUT THE STUDENT LIFE CYCLE TO INCREASE PERSISTENCE, COMPLETION AND POSTGRADUATE SUCCESS

Strategy: Enhance student experiences through implementation of specific initiatives designed to actively engage them in co-curricular and extra-curricular activities

YSU DataMine partners student teams (teams consist of students pursuing different majors) with corporate mentors to work on real-world data analytics projects. This partnership continues to expand with increased student participation.



KPI's of Success

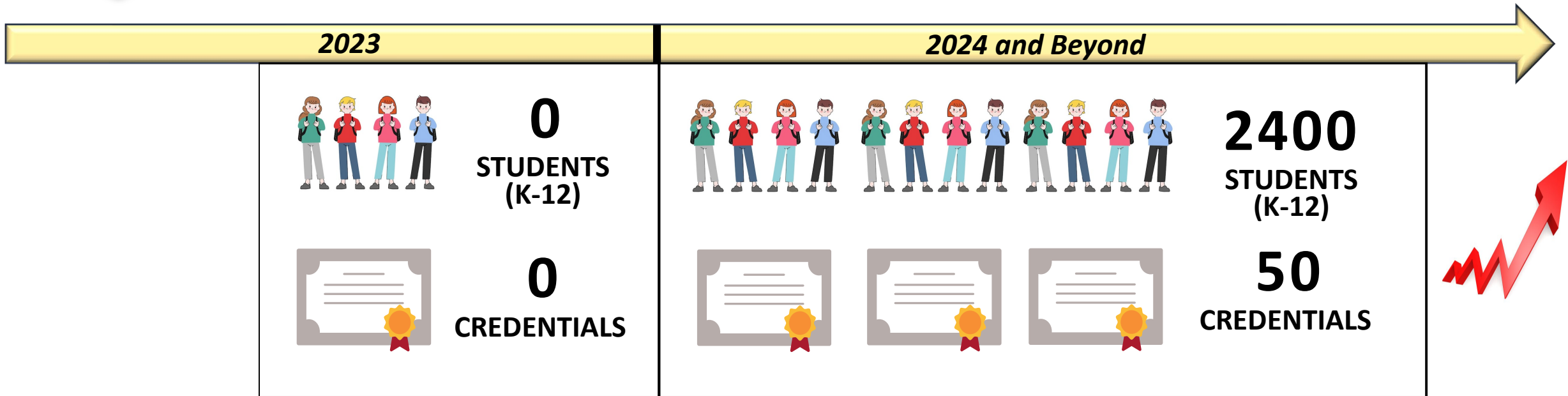
WEI Synchronized with
YSU Strategic Plan: Taking Charge of our Future: 2020 and Beyond



GOAL: DEVELOP A RECRUITMENT AND ENROLLMENT STRATEGY THAT ALLIGNS WITH A COMPLETION STRATEGY

Strategy: Expand and Enhance outreach and engagement with students prior to enrollment

The Williamson Innovation Park will allow YSU Students, K-12 and workforce students to be engaged in hands-on experiences and credentialing. STEM roughly converts about 30% of all K-12 students that have engaged with us into attending YSU students.



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KPI's of Success

WEI Synchronized with
YSU Strategic Plan: Taking Charge of our Future: 2020 and Beyond



GOAL: CONDUCT AND SUPPORT RESEARCH THAT PROVIDES RELEVANT AND MEANINGFUL EDUCATIONAL EXPERIENCES FOR STUDENTS AND FACULTY THAT ADDS VALUE TO AREA CITIZENS AND REGIONAL PARTNERS

Strategy: Identify areas of research, service, and scholarship, in alignment with the Excellence Training Center (ETC) at Kohli Hall, that focus on teaching and life-long learning and community engagement

2024 and Beyond

7010+
PEOPLE



The Excellence Training Center has hosted 146 different events that have brought in more than 7000 people since the Grand Opening.



319
COMPANIES

Throughout the Mahoning, Trumbull, Columbiana and multiple neighboring counties, over 300 unique companies have come through the facility.

ETC Data as of April 2024

876
CREDENTIALS

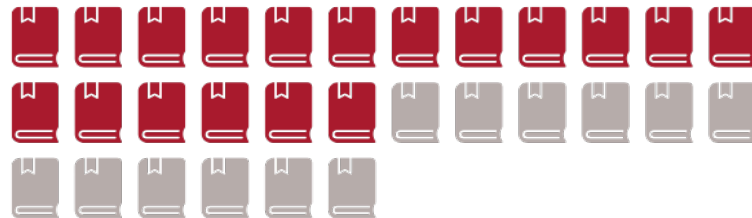


issued at the ETC
722 Credentials/Certificates
154 K-12 Certificates of Participation



2019+

Students have taken classes at the ETC



The ETC has hosted 88 for-credit classes and over 100 Workforce Development or Non-credit courses.



2123
STUDENTS

More than 2000 students from area schools have toured the ETC exploring STEM degree opportunities and alternative educational pathways.

KPI's of Success

WEI Synchronized with
YSU Strategic Plan: Taking Charge of our Future: 2020 and Beyond



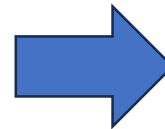
Workforce
Education & Innovation
Youngstown State University

GOAL: DEVELOP A CULTURE OF ASSESSMENT THAT ENSURES THE QUALITY OF ACADEMIC PROGRAM MAJORS, MINORS, AND OTHER CREDENTIALS

Strategy: Develop a mechanism to continually identify, assess, and implement new academic programs, badges, credentials, certifications or coursework integration

GOAL: ESTABLISH UNIVERSAL LEARNING OUTCOMES TO ENHANCE THE VALUE OF A YSU DEGREE

Strategy: *Revise General Education Requirements to reflect the learning outcomes approved by Academic Senate*



Transition Flow Chart of Different Types of Credentials into the STEM Curriculum



Outside Feeders

- Companies
David Janofa, Sherri Hrusovski
- Career & Tech Centers
David Janofa, Sherri Hrusovski
- High Schools (School Districts)
David Janofa, Sherri Hrusovski, Emilie Brown
- TechCred/Techprep
David Janofa, Sherri Hrusovski
- Ohio Employment Agency
David Janofa, Sherri Hrusovski, Erica Shirilla
- JobsOhio
David Janofa, Wim Steelant
- Other

Converts Directly

YSU WEI

- Industry credentials
Jackie Ruller
- Other credentials
Lindsey Ekstrand, Erica Shirilla

YSU STEM Programs

Department Chairs, Coordinators and Faculty

Credits towards:

General Education Requirement

Embed specific credentials that count towards GERs for all STEM programs

Associate degrees

*Information technology
Civil and Construction Engineering Technology
Electrical Engineering Technology
Mechanical Engineering Technology
Welding; Machining*

Bachelor degrees

Applies to all STEM programs but mostly Engineering and Engineering Technology

Credential Equate Committee (CEC)

This committee equates all possible credentials towards academic credit and should consist of all program coordinators, chairs and the STEM Accreditation Director. This will ensure uniformity, consistency as well as ensuring that all accreditation standards such as ABET, ACS and HLC are followed.

Feasibility

Original

If we want to incorporate the DWEI into STEM and be successful, some changes will need to happen with reclassifications and hiring additional staff

		Reclassifications and New Positions	Cost		
Name	Current Title	New Title	YSU Budget	College Fees	Soft Money
Jackie Ruller	Director	Executive Director WEI			\$25,000
Erica Shirilla	Office Admin	Assistant Director skills accelerator			\$5,000
Sherri Hrusovski	Exec Director	N/A		\$30,000	
Quan Tran	Coordinator	Associate Director Internship and Coops		\$13,406	
Emilie Brown	Coordinator	Director Outreach and Scholarships	\$23,406		
Justin Kleemook	Coordinator	Assistant Director	\$7,000		
Steve Richards	STEM lab spec II	Project Manager STEM	\$10,000		
Anwar Islam	Professor Civil Eng	Executive Director Academic Affairs & Accreditation		\$35,000*	
Wim Steelant	Dean	Dean and Associate Provost WEI			\$30,000**
NEW PENDING	Coordinator Undergrad Int & Coops*	*This position was requested in August	\$43,000		
NEW	Coordinator Undergrad Int & Coops				\$43,000
NEW PENDING	Coordinator K-12 outreach*	*This position was requested in August	\$43,000		
NEW	Assistant Director COFSP, Scholarships				\$55,000
NEW	Machinist				\$55,000
		Subtotal	\$126,406	\$78,406	\$213,000
		***Total + FB (13%)	\$142,839	\$88,599	\$240,690

*To cover Dr. Islam's summer salary. He remains faculty

**Based on peers comparison (see Appendix D) and additional responsibilities

*** Supplemental pay is 13% FB

Feasibility

Revised

If we want to incorporate the DWEI into STEM and be successful, some changes will need to happen with reclassifications and hiring additional staff

		Reclassifications and New Positions	Cost		
Name	Current Title	New Title	YSU Budget	College Fees	Soft Money
Jackie Ruller	Director	Executive Director WEI			\$20,000
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Quan Tran	Coordinator	Associate Director Internship and Coops		\$13,000	
Emilie Brown	Coordinator	Director Outreach and Scholarships	\$20,000		
Justin Kleemook	Coordinator	Assistant Director	\$7,000		
Steve Richards	STEM lab spec II	Project Manager STEM	\$10,000		
Anwar Islam	Professor Civil Eng	Executive Director Academic Affairs & Accreditation		\$30,000*	
Wim Steelant	Dean	Dean and Associate Provost WEI			\$30,000
NEW PENDING	Coordinator COFSP, Scholarships	New request	\$43,000		
NEW PENDING	Coordinator Undergrad Int & Coops*	This position was requested in August	\$43,000		
NEW PENDING	Coordinator K-12 outreach*	This position was requested in August			\$43,000
		Subtotal	\$123,000	\$68,000	\$99,000
		**Total + FB (13%)	\$138,990	\$76,840	\$111,870

summer salary. He remains faculty

** Supplemental pay is 13% FB

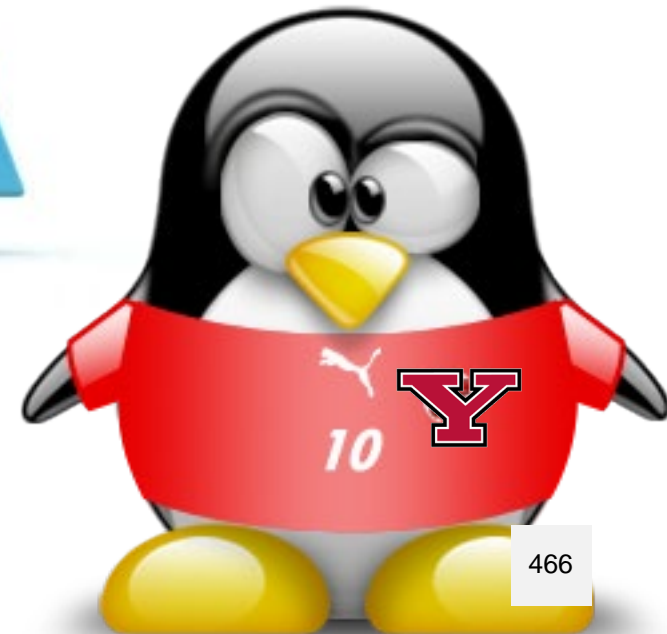
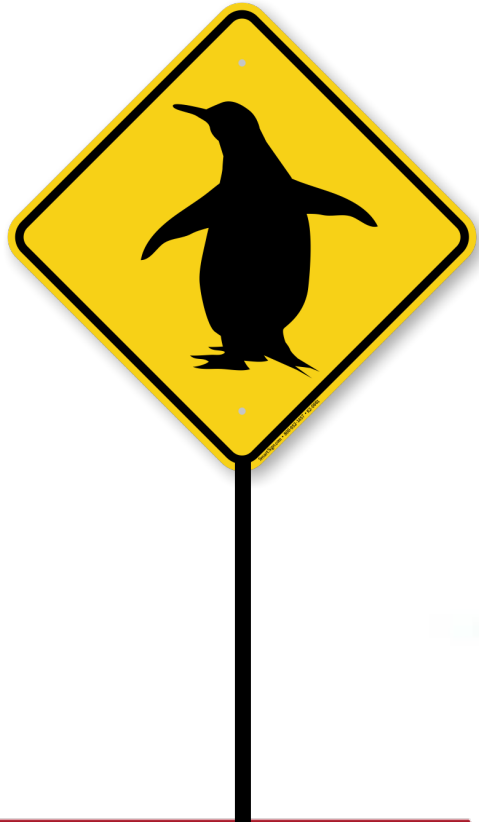
↓ 3%

↓ 13%

↓ 54%



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